

LESSON PLAN
FOR
BASIC SWIMMING AND WATER SURVIVAL INSTRUCTOR TRAINING
CLASS F2 SCHOOL
A-012-1014

PREPARED BY
NAVAL AVIATION SCHOOLS COMMAND
181 CHAMBERS AVE SUITE C
PENSACOLA, FLORIDA 32508-5221

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SECURITY AWARENESS NOTICE

This course does not contain any classified material.

SAFETY/HAZARD AWARENESS NOTICE

a. All personnel must be reminded that personal injury, death, or equipment damage can result from carelessness, failure to comply with approved procedures, or violations of warning, cautions, and safety regulations.

b. CAUTION: Laser pointing devices may be used during this course. To include remote controls. Refer to NASC Inst. 5100.12

Review fire and environmental emergency procedures with class.

MISHAP/HAZARD REPORTING

a. Safe training is the number one goal. Mishaps can result in lost lives, and the unnecessary loss of thousands of man hours and millions of dollars. Mishaps can be prevented. For the most part, they are the result of actions performed incorrectly, either knowingly or unknowingly, by people who fail to exercise sufficient foresight, lack the requisite training, knowledge, or motivation, or who fail to recognize and report hazards.

b. A mishap is any unplanned or unexpected event causing personnel injury, occupational illness, death, material loss or damage or an explosion whether damage occurs or not.

c. A hazardous condition is any situation where if allowed to go unchecked or uncorrected has the potential to cause a mishap.

d. A near miss is when a mishap is avoided merely by chance.

e. It is the responsibility of all Department of Defense personnel to report all mishaps and near misses. If a mishap, hazardous condition or near miss occurs let your instructor know immediately.

f. Instructors will correct hazardous conditions, if able, immediately. If unable to correct the hazard condition on their own, the instructor will submit a work request and submit a report of unsafe/unhealthy working conditions to the command training safety officer via their division/departmental training safety officer. Instructors will ensure interim corrective action is implemented to protect personnel until the hazard is abated. Reports can be hand written on the appropriate form. Injuries will be reported on the appropriate form. In the event of a near miss the pertinent information will be submitted to the command training safety officer via their divisional/departmental training safety officer and include lessons learned.

NATRACOM DOR AND TRAINING TIME OUT POLICY

For Instructors:

1. Ensure all students are briefed on TTO policy and procedures prior to each high or moderate-risk evolution or laboratory. For multi-day or all-day evolutions, TTO shall be rebriefed prior to the start of training following major breaks, such as mealtimes. Evolution-specific TTO procedures should be added where needed. These procedures should be standardized to conform with established fleet distress indicators where appropriate (e.g., standard small arms range procedures, diving distress signals, etc.). Emphasis shall be placed on specific verbal and nonverbal signals to be used by students and instructors.
2. A TTO may be called in any training situation where a student or instructor expresses concern for personal safety or requests clarification of procedures or requirements. TTO is also an appropriate means for a student to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort.
3. Instructors are responsible for maintaining situational awareness and shall remain alert to signs of student panic, fear, extreme exhaustion, or lack of confidence that may impair safe completion of the training exercise. Instructors shall cease training immediately when they consider such action appropriate.
4. Following a TTO, the situation shall be examined and additional explanation and instruction shall be provided as needed to allow safe resumption of training. Once the lead instructor on scene is fully apprised of the problem, he/she shall direct all training to cease or training with unaffected students to continue, based on the situation.
5. If a student refuses to participate in training after being instructed or after an unsafe condition has been corrected, or uses TTO excessively to disrupt training, that student shall be removed from training and referred for further counseling or administrative processing.

Basic TTO Student Briefing:

A Training Time Out (TTO) may be called by any student or instructor in any training situation where they are concerned for their own or another's safety, or they request clarification of it, procedures or requirements. TTO is also an appropriate means for a student to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort. The purpose of the TTO is to correct the situation of concern, provide clarifying information, or remove the student or instructor from the possible hazardous environment. A TTO may be signaled with the abbreviation TTO, the words Training Time Out, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific lab, test, or exercise. If the TTO signal is not acknowledged, the signaler shall shout "Time Out" (or other action as required by the training activity). The instructor shall attempt to relieve and remove the student from the possible hazardous environment. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

DROP ON REQUEST (DOR)

For Instructors:

Ensure all students are briefed on DOR policy and procedures voluntary high/moderate-risk courses. The following briefing shall be given prior to commencing the course (i.e., course indoctrination, welcome aboard brief, etc.) and should not be repeated unless there is a long break in the course (e.g., Christmas holidays):

For Instructors and Students:

1. Policy. In all cases where a student states a desire to DOR from voluntary training based on concern for personal well-being, appropriate action shall be initiated, including removal from training, referral of the student for medical, counseling, or remedial action as appropriate, and review of the training environment, including training techniques. The scope and depth of these actions shall be determined by the nature of the complaint and the risk incurred in the training. A written summary of actions taken shall be made a permanent entry to the student's service record. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

2. Procedures. After removal from voluntary training, the student shall submit a written request detailing the reasons for DOR. The request should clearly indicate that the student wants to DOR (e.g., I, (name), desire to be removed from training in XYZ course for the following reason(s): ...). A standard Special Request/Authorization Form (NAVPERS 1336/3 (Rev. 9-75)) may be used. The request shall be submitted directly to the training or division officer and shall become a part of the student's training record. If a student was being processed for an Academic Review Board (ARB) action prior to the DOR, the ARB shall take precedence. In any case, the student shall be removed from training.

a. Training or Division Officer's Interview. The loss of an able student from training or the continuation in training of a student who is unlikely to complete the program represents a waste of valuable resources, assets, time, and effort. Often, students who DOR do not give the real or complete reasons for their requests. The interviewer, using no overt or implied coercion or threats, shall make a reasonable effort to determine:

(1) The real motivation for the request;

(2) If the decision to DOR is the result of some training factor which may lead other students to DOR. If so, can training be changed to alleviate this factor without adversely affecting program objectives?

(3) If the student desires to reenter the program.

(4) If student retention is warranted, are there actions (counseling, change of instructor, or special assistance) which might cause the student not to DOR? Are such actions justified in view of the impact upon the overall training program and upon other students?

b. The interview need only be detailed enough to satisfy the CO, OIC, or DOT that the student understands the gravity of DOR, and that the reasons for the DOR are known or that further questioning is unlikely to reveal additional information.

c. No one in the DOR chain shall refuse to forward a request or to remove the student from training, nor shall anyone delay a request in an effort to arrive at the cause of the DOR, or threaten/coerce a student to reconsider.

3. Post-Interview Procedure. If, after the interview, a student still desires to DOR, the interviewer shall refer the him/her to the reviewing officer for further interviews or administrative action. A signed, written summary of the interview and recommended actions shall be provided by the interviewing officer to the reviewing officer.

4. Administrative Procedure. The administrative procedures for disposition of a DOR attrite are the same as those for a disenrollment. There is, however, no requirement for a formal ARB.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

1.0 Upon completion of this unit of
instruction, the student will
complete certification requirements
for the American Red Cross
Lifeguarding Course without injury to
personnel or damage to equipment.

LESSON PLAN NUMBER: 1.1

LESSON TOPIC: Prerequisite verification,
physical health screen and
course overview for unit one

ALLOTTED LESSON TIME: 1.0 Classroom

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Qualified Navy Basic Swimming and Water
Survival Instructor

1.1 State Unit One TTO/DOR policy.

INSTRUCTIONAL REFERENCE:
None

1.2 Identify Unit One pool rules and
safety precautions.

INSTRUCTIONAL AIDS:

1.3 State Unit One procedures for
recognizing and reporting mishaps and
hazardous/unsafe conditions.

1. Student Medical Screening Sheet
2. Training Time Out/Drop On Request Form

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Take muster.

Write name on sign up sheet as they want it to be put on their certification

4. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements
2. Lesson overview

Establish importance and relevance of lesson material using personal experience or anecdote.

- a. Lesson Topic: Basic Swimming and Water Survival Instructor Training Course Overview/Introduction.

- b. Major Teaching Points:

- (1) Prerequisites Review

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (2) Health/physical screening
- (3) TTO/DOR
- (4) Mishap Reporting
- (5) Pool Rules
- (6) Class Schedule

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Prerequisite Review

- Navy Second Class Swimmer or above
- Navy Instructor (NEC 9502 or Officer equivalent)

Personnel from other services, DOD civilians, contractors etc with different prerequisites must be approved by Course Curricula Model Manager.

B. Health/physical screening

- 1. Class Schedules Administrative procedures:
 - a. Medical Status (ie) Branch Clinic, Self-Medication and Potential Disqualifying Illnesses/Conditions.

Pass out and have students answer all applicable questions.

Refer to student handout.

C. TTO/DOR

- 1. DOR Policy
- 2. Training Time Out Policy

Instructor shall read verbatim the DOR policy from front matter. Have student sign and date student screening form.

Instructor shall read verbatim the TTO policy from front matter.

Note: Discuss TTO Hand Signals

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

D. Mishap Reporting

1. Mishap and Unsafe Condition Reporting

- a. Mishap
- b. Hazardous condition
- c. Near miss

Instructor shall read verbatim the mishap, hazardous condition, and near miss procedures from front matter.

E. Pool Rules

- 1. Pool rules
- 2. Ear Wash Use
- 3. Showers.
- 4. Inform students of emergency procedures.
 - a. Whistle signals
 - b. Directions
 - c. Exits
 - d. Muster area locations
- 5. No alcohol consumption 12 hours prior to training.
- 6. No earplugs shall be worn unless approved by flight surgeon. Earplugs will prevent you from clearing ears underwater.

Read and explain applicable pool rules, BSWSI's explain that all BSWSI'S are lifeguard qualified. Students shall not swim unsupervised.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

7. Location of heads, pool, locker room, and designated smoking areas.
8. Security precautions are not available for personal valuables.

F. Class Schedule

Provide handout

Review class schedule.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives.

Turn to cover page for objectives

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

1.0 Upon completion of this unit of
instruction, the student will
complete certification requirements
for the American Red Cross
Lifeguarding Course without injury to
personnel or damage to equipment.

LESSON PLAN NUMBER: 1.2

LESSON TOPIC: Lifeguard Training Course

ALLOTTED LESSON TIME: 18.0 Classroom
16.5 Laboratory

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1.4 Perform skills, knowledge, and
written requirements of the American
Red Cross Lifeguard Training Course

1 Qualified American Red Cross Lifeguard
Instructor

Student/Staff ratio:

Per current Red Cross Lifeguard
Instructor's Manual

CRITERION TEST:

Written Exam

INSTRUCTION REFERENCES:

HOMEWORK:

American National Red Cross publications:
"Lifeguard Training" Stock Number 655720
"Lifeguarding Instructor's Manual"
Stock Number 654721

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL AIDS:

Videos:

"Lifeguard training" Stock Number 655722

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Take muster.
4. State question and answer policy.
5. State Training Time Out policy.
 - a. Brief on TTO.
 - b. Show hand signals.
6. Ask for medical concerns:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours?
 - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

B. State Lesson Objectives

C. Establish Readiness

1. Motivating statements:

- a. State how students will use course material.
- b. State why students need to know the lesson material.

2. Lesson overview

- a. Lesson Topic : Lifeguard Training Course
- b. Major Teaching Points
Lifeguard Training

RELATED INSTRUCTOR ACTIVITY

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Lifeguard Training

Use the current Red Cross Lifeguarding Instructor's Manual to conduct this portion of the Navy Basic Water Survival Instructor Course

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points

Briefly summarize

APPLICATION

As per presentation A

Conduct warm-up, stretches, and cool-down IAW Annex F.

EVALUATION

Written exam

ASSIGNMENT

Remedial instruction as required.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.1

LESSON TOPIC: Prerequisite verification,
physical health screen and
course overview for unit two

ALLOTTED LESSON TIME: 0.5 Classroom

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Classroom Instructor

2.1 State Unit Two TTO/DOR policies.

INSTRUCTIONAL REFERENCE:

2.2 Identify Unit Two pool rules and safety precautions.

1. U.S. Navy Water Survival Instructor's Manual

2.3 State Unit Two procedures for recognizing and reporting mishaps and hazardous/unsafe conditions.

2. Red Cross Swimming and Diving Manual

3. Red Cross Water Safety Instructor's Manual

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

HOMEWORK:

1. Student Medical Screening Sheet
2. Training Time Out/Drop On Request Form

None

INTRODUCTION

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Take muster.
4. State question and answer policy.

Write name on sign up sheet as they want it to be put on their certification

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements
2. Lesson overview
 - a. Lesson Topic: Basic Swimming and Water Survival Instructor Training Course Overview/Introduction.
 - b. Major Teaching Points:
 - (1) Prerequisites Review
 - (2) Health/physical screening

Establish importance and relevance of lesson material using personal experience or anecdote.

DISCUSSION POINT

- (3) TTO/DOR
- (4) Mishap Reporting
- (5) Pool Rules
- (6) Class Schedule

RELATED INSTRUCTOR ACTIVITY

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Prerequisite Review

- Navy Second Class Swimmer or above
- Navy Instructor (NEC 9502 or Officer equivalent)

Personnel from other services, DOD civilians, contractors etc with different prerequisites must be approved by Course Curricula Model Manager.

B. Health/physical screening

- 1. Class Schedules Administrative procedures:
 - a. Medical Status (ie) Branch Clinic, Self-Medication and Potential Disqualifying Illnesses/Conditions.

Pass out and have students answer all applicable questions.

Refer to student handout.

C. TTO/DOR

- 1. DOR Policy
- 2. Training Time Out Policy

Instructor shall read verbatim the DOR policy. Have student sign and date student screening form.

Instructor shall read verbatim the TTO policy.

Note: Discuss TTO Hand Signals

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

D. Mishap Reporting

1. Mishap and Unsafe Condition Reporting
 - a. Mishap
 - b. Hazardous condition
 - c. Near miss

Instructor shall read verbatim the mishap, hazardous condition, and near miss procedures from front matter.

E. Pool Rules

1. Pool rules
2. Ear Wash Use
3. Showers.
4. Inform students of emergency procedures.
 - a. Whistle signals
 - b. Directions
 - c. Exits
 - d. Muster area locations
5. No alcohol consumption 12 hours prior to training.
6. No ear plugs shall be worn unless approved by flight surgeon. Ear plugs will prevent you from clearing ears underwater.
7. Location of heads, pool, locker room, and designated

Read and explain applicable pool rules, BSWSI's explain that all BSWSI'S are lifeguard qualified. Students shall not swim unsupervised.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

smoking areas.

8. Security precautions are not available for personal valuables.

F. Class Schedule

Provide handout

Review class schedule.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

- A. State lesson objectives.
- B. Review major teaching points.

Turn to cover page for objectives
Briefly summarize.

APPLICATION

None

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

December 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.2

LESSON TOPIC: Swim Screen

ALLOTTED LESSON TIME: 1.0 Laboratory

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 20 students in deep end.

2.4 Complete a 500-yard swim test within the standards identified in this lesson plan with a maximum time of 25 minutes.

INSTRUCTIONAL REFERENCE:

2.5 Demonstrate Lifeguarding skills competency.

1. U.S. Navy Water Survival Instructor's Manual
2. American Red Cross Lifeguarding Manual

CRITERION TEST:

INSTRUCTIONAL AIDS:

Performance Test

1. Rescue tube or ring buoy

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. Ask for medical concerns:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements:
 - a. State how students will use course material.
 - b. State why students need to know the lesson material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Lesson Overview

a. Lesson Topic: Swim Screen

b. Major Teaching Points

- (1) Swim Screen Description
- (2) Swim Screen Requirements
- (3) Administration of Lifeguard Screen

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Swim Screen Description

Purpose: To determine the basic skills of students.

Those who do not complete the screen will be disenrolled.

B. Swim Screen Requirements.

1. Swim 500 yards in 25 minutes or less utilizing the following strokes (in prescribed order):

- a. 100 yards crawl stroke.
- b. 100 yards breaststroke.
- c. 100 yards sidestroke.
- d. 200 yards of any combination of above strokes.

2. Object Retrieval

- a. 10 lb object.
- b. Minimum of 7 feet.
- c. Bring to surface.

3. Tread Water

- a. Arms crossed and hands under the armpits.

Ensure required staff personnel are present.

Conduct safety brief.

Strokes must be swum to 2nd Class standards of Chapter 13 of Ref. 1.

Students who participated in week one of Lifeguard do not have to do screen.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Tread for 2 minutes.

4. Rescue a victim.

a. Retrieve a victim from center of pool.

b. Tow to side using available rescue equipment.

To be performed by divers seals and rescue swimmers that did not attend the lifeguard course.

C. Administration of Lifeguard Screen

1. Strokes Test

a. 500 yard continuous swim.

(1) 100 yards of crawl stroke, breaststroke and sidestroke.

(2) Perform strokes to 2nd Class Standards of Chapter 13 of U.S. Navy Water Survival Instructor's Manual.

(3) No stopping, standing or holding onto sides of pool.

(4) Not allowed to gut it out.

Students perform strokes in this order.

2. 10 LB Object Retrieval

a. Swim out over object.

b. Dive down and grab object.

c. Bring object to surface.

Caution students to valsalva as required.

Use any surface dive desired.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Tread Water Test

- a. Any kick is acceptable.
- b. Arms crossed and hands in armpits.
- c. Arms and hands must stay in above position.
- d. Face must stay above surface of water at all times.
- e. Tread for 2 minutes.
- f. Students will not be allowed to gut it out.

4. Retesting

- a. Students may retest on all events at instructor's discretion.
- b. A maximum of two re-tests for all events.

D. Administration of Rescue Skills

Retrieve a victim from the center of the pool, bring to the side utilizing rescue equipment.

To be performed by divers seals and rescue swimmers that did not attend the Lifeguard course.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives.

Turn to cover page for objectives

B. Review major teaching points.

Briefly summarize.

APPLICATION

As per presentation C

Conduct warm-up, stretches, and cool-down IAW Annex F.

EVALUATION

Performance test

ASSIGNMENT

Read Chapter 5 of U.S. Navy Water Survival Instructor's Manual.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.3

LESSON TOPIC: Teaching the Non-Swimmer

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

2.6 Teach water adjustment/familiarity.

2.7 Teach buoyancy and floating techniques.

2.8 Teach breath control and rhythmic breathing.

INSTRUCTIONAL REFERENCE:

1. U.S. Navy Water Survival Instructor's Manual

INSTRUCTIONAL AIDS:

Kickboards (1 per student)

CRITERION TEST:

Written exam at end of course

Performance Test

HOMEWORK:

Read Chapter 5 of Ref. 1.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. Ask for medical concerns:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements:
 - a. State how students will use course material.
 - b. State why students need to know the lesson material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Lesson Overview

a. Lesson Topic: Swim Screen

b. Major Teaching Points

- (1) Teaching the Non-swimmer
- (2) Demonstration
- (3) Practice Teaching

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Teaching the Non-Swimmer

Chapter 5 of instructor reference.

1. Abilities of non-swimmer vary

- a. Prior water exposure
- b. Aptitude
- c. Enthusiasm
- d. Fear
- e. Peer pressure

2. Basic skills must be taught first

a. Students must know basic skills before learning:

- (1) Strokes
- (2) Water survival skills

b. Mental and Physical Adjustment to the Water

Section 5.1-5.2 of instructor reference.

- (1) Start in shallow end.
- (2) Opening eyes underwater
- (3) Walking and bouncing in chest deep water
- (4) Blowing bubbles
- (5) Supine and prone float
 - Experience affects on:
 - 1. Buoyancy and movement
 - 2. Vision and breathing

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Basic Skills

Section 5.3 of instructor reference.

- a. Initial exposure to deep water is best accomplished with a 1:1 ratio between student and instructor.
- b. The following skills should be taught to develop basic foundations needed of swimming and water survival.
 - (1) Safety
 - (2) Short duration breath-holding
 - (3) Picking up objects from bottom of pool in chest deep water
 - (4) Transition from standing to prone float to supine float to standing
 - (5) Rhythmic breathing practice at side of pool
 - (6) Step from side of pool to chest deep water and recover to standing position.
 - (7) Jellyfish float in chest deep water for 30 seconds
 - (8) Survival float in chest deep water for 30 seconds
 - (9) Tread water in chest deep water for 3 seconds
 - (10) While face floating, kick and display a

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

rudimentary crawl stroke arm action

- (11) While back floating, propel one's self through the water with a flutter kick and a rudimentary elementary backstroke arm action.
- (12) Perform log rolling (turn over from front to back to front)
- (13) As student master the above items gradually perform in deep end.

4. Survival Training Preparation Skills

- a. Safety
- b. Practice breathing with a kickboard.
 - (1) Breathing to the side
 - (2) Lifting head and breathing
- c. Bobbing to the shallow end from depth just over height of student.
- d. Rudimentary crawl for 15 yards.
- e. Swim on back for 15 yards.
- f. Jump into deep water, roll on back and swim to side of pool.
- g. Jump into deep water, swim to side with a face down stroke.

Section 5.4 of instructor reference.

Before attempting these skills students must perform basic skills comfortably without hesitation or fear.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- h. Survival float in deep water for 1 minute.
- i. Tread water in deep water for 1 minute.
- j. Swim face down stroke, turn around and return to starting point.
- k. Swim on back, turn around and return to starting point.

After mastering these skills the students should be able to move on to other beginning Navy swim courses.

- 5. Reducing the student's fears and apprehension of the water.
 - a. To overcome fears of the water, people must adapt to the water environment by learning gradually.
 - b. Move from the "known" to the "unknown"
 - c. Allow sufficient time for student:
 - (1) To feel confident
 - (2) Have breathe control
 - (3) Control movements
 - (4) To feel safe
 - d. Rational Thinking in Water
 - (1) Adjustment from land to water
 - (2) Changes to body in water
 - (a) Temperature changes

Section 5.5 of instructor reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (b) Pressure increases
- (c) Feeling of weightlessness

e. Gain control of Movements

- (1) Vertical floating
 - (a) Students must learn different arm and leg movements in order to take a breath.
 - (b) Land motions (walking) is:
 - 1. Wasted Energy
 - 2. Negative Motion
 - 3. Exhaustion

f. Reduce Fear

- (1) Train in a low stress environment
- (2) Be friendly, helpful and supportive
- (3) Comfortable water
- (4) Use clear, interesting instructions
- (5) Thorough demonstrations
- (6) Numerous land drills
- (7) Organized water drills
- (8) Instructor/Student Feedback
- (9) Use training aids.
- (10) Non-swimmers start in shallow end
- (11) Ensure students have Mastered Mental and Physical Adjustment to the water and basic skills.

6. Teaching breathing techniques

a. Improper breathing can be triggered by:

Section 5.6 of instructor reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (1) Cold water
- (2) Fear
- (3) Panic
- (4) Excessive work load
- (5) Natural instinct to hold breath

b. Drowning

Ensuring correct breathing techniques are used can greatly increase survival chances.

- (1) Water aspiration in rough seas with PFD
- (2) Hyperventilation when treading in calm pool

c. Breathing

Breathing concerns create anxiety in the beginning swimmer.

- (1) To prevent water aspiration exhale:
 - (a) With mouth above the water
 - (b) Should be explosive and audible
 - (c) Through mouth and nose

- (2) Inhale:

Through mouth only

(3) Breathing practice

Beginners may jerk their faces up and immediately wipe the water off their faces.

- (a) Putting face into water

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (b) Blowing bubbles with face in water
- (c) Bobbing and rhythmic breathing

d. Hazardous oxygen deficiency

Inadequate inhalation can result in hazardous oxygen deficiency and possible unconsciousness.

- (1) Inflating the cheeks only
- (2) Breathe off the top of their lungs.
- (3) Small exhalations
- (4) Large inhale followed by little or not exhaling

e. Water in the nose

- (1) Exhale through mouth and nose, Inhale through mouth only.
- (2) If swimmer is upside down in the water have student keep positive pressure in the nose.

7. Hyperventilation

- a. Rapid excessive deep breathing which lowers the body's carbon dioxide level.
- b. Voluntary hyperventilation, to achieve underwater swimming endurance is extremely dangerous.
- c. Lowered carbon dioxide level

Section 5.7 of instructor reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (1) Decreases urge to breathe
- (2) Hypoxia (little oxygen)
- (3) Anoxia (no oxygen)
- (4) Shallow water blackout

d. Hyperventilation and competitive breath-holding skills are prohibited at naval activities.

e. Involuntary hyperventilation

- (1) Lack of proper training
- (2) Exposure to cold water
- (3) Fear or panic
- (4) Excessive work

B. Demonstration

Demonstrate teaching the above topics.

Chapter 5 of
instructional reference

C. Practice Teaching

Have the students teach
skills to each other.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives.

Turn to cover page for objectives

B. Review major teaching points.

Briefly summarize.

APPLICATION

As per presentation B and C.

EVALUATION

Written exam at end of course.

ASSIGNMENT

Read Chapter 13 of Navy's Swimming and Water Survival Instructor's Manual.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.4

LESSON TOPIC: Personal Flotation Devices

ALLOTTED LESSON TIME: 1.0 Classroom
1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 Classroom Instructor

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL REFERENCE:

1. NAVAIR 13-1-6 Manuals
2. NWP 3.50-1 SAR Manual
3. OPNAVINST 3710.7 General NATOPS

2.9 Identify the purposes and characteristics of personal flotation devices.

2.10 Practice survival skills while wearing a personal flotation device.

INSTRUCTIONAL AIDS:

1. SV-2 Survival Vest
2. LPU-21
3. LPP-1/1A
4. LPU-30
5. Kapok
6. Trousers

CRITERION TEST:

Written exam at end of course

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Personal Flotation Devices
 - b. Major Teaching Points:
 - (1) SV-2/B Survival Vest
 - (2) LPU-21 Life Preserver
 - (3) LPP-1/1A
 - (4) LPU-30
 - (5) Kapok

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. SV-2/B Survival Vest

1. An adjustable nylon vest designed to provide stowage for survival items.
2. All SV-2 survival vest, except when worn with a torso harness, are required to have the hoisting strap modification incorporated, and rescue hook is PRIMARY method of pick-up.
3. Provides for stowage of man-mounted survival equipment and attachment and attachment of life preserver.

All required and optional survival items are tied into the vest and stowed so as evenly distribute weight.

Put on SV-2 and demonstrate proper fit. Ensure one fist distance between chest strap and torso to prevent chest compression injury during helicopter rescue when applicable.

B. LPU-21 Series Life Preserver

1. Description:
 - a. Supports a survivor upright in the water in the event of an emergency.
 - b. Fail safe flotation design:
 - (1) Left waist lobe and right collar lobe connected.
 - (2) Right waist lobe and left collar lobe connected.

Use displays.

Explain advantage of lobe configuration.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. Sixty-five pounds buoyancy when fully inflated.
- d. Will rotate unconscious survivor face up provided:
 - (1) Proper fit
 - (2) Waist lobes snapped
 - (3) Fully inflated

2. Actuation

- a. Beaded handles - CO2 - Pull beaded handles slightly down and away from the body.
- b. If manual activation fails, LPU must be inflated orally.
 - (1) Locate oral inflation tube on waist lobe.
 - (2) Remove from stowage pocket and unscrew (clockwise) knurled locking ring.
 - (3) Depress spring loaded top of tube against teeth and expel half of breath into bladder.
 - (4) Continue until each waist lobe is full.
 - (5) Repeat procedure for opposite side.
 - (6) Press waist lobe against body to pop out collar lobe.

Pull left side to expose waist lobe and show oral inflation tube, partially inflate left side, then screw silver ring back up. Actuated right side.

Caution students not injure themselves by pinching lip between mouthpiece and stem.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (7) Complete oral inflation of waist lobe and collar lobe until full.
- (8) Press other waist lobe against body to pop out collar lobe.
- (9) Complete oral inflation of the remaining waist lobe and collar lobe until full.
- (10) Screw knurled locking rings and re-stow in storage pockets.
- (11) It may be necessary to manually separate velcro on collar lobes no matter which way the LPU is inflated.

C. LPP-1/1A Life Preserver Assembly

Use displays and demonstrate.

- 1. Yoke type flotation assembly.
 - a. 29 pound buoyancy
 - b. May be worn while flying as passengers in transport, cargo, and helo aircraft.
- 2. Pouch and adjustable belt assembly
 - a. Adjust belt to fit snugly around waist.
 - b. Rotate pouch over abdomen.
 - c. Remove helmet or cranial prior to donning overhead.
- 3. Actuation

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- a. CO2 inflation valve and assembly.
- b. Oral inflation valve

Operation: unscrew knurled ring then press down with teeth while exhaling air into oral inflation tube.

- c. Toggle assembly with line on belt to tie survivors together or to raft.

4. LPU-30/P Life Preserver

- a. General description - A white vest type life preserver assembly providing a minimum of 29 pounds buoyancy.

Consists of single compartment flotation assembly.

b. Inflation

- (1) Manual inflation assembly - activated the same as LPP-1/1A.
- (2) Oral inflation valve and tube.
- (3) Adjust waist webbing to obtain proper fit.

5. Kapok Life Vest

- a. General description - A orange cloth covered plastic foam filled life preserver.

- (1) Consists of six attachment and adjustment

Ensure students understand this vest is not the same as the MK-1 Flight Deck Vest. The MK-1 may not be substituted for a LPU-30.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

points.

- (2) For high visibility at sea the vest has seven reflective tape strips.

b. Application

Authorized for use for all shipboard personnel

c. Donning procedures.

- (1) Put kapok on like a coat.
- (2) Buckle the two leg straps.
- (3) Tie waist webbing to obtain proper fit.
- (4) Snap and adjust chest strap
- (5) Criss-cross and tie upper chest strap
- (6) Tie neck strap

Describe and demonstrate putting on.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

Have students put on various flotation devices and practice inflating them in the pool.

Conduct warm-up, stretches, and cool-down IAW Annex F.

EVALUATION

Written exam at end of course.

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.5

LESSON TOPIC: Survival Strokes

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Another lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

2.11 Perform Survival Strokes

INSTRUCTIONAL REFERENCE:

1. U.S. Navy Water Survival Instructor's Manual
2. American Red Cross Swimming and Diving Manual

CRITERION TEST:

Performance Test

INSTRUCTIONAL AIDS:

Swimming pool

HOMEWORK:

Read Chapter 8 of reference 1.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Swim Strokes

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Major Teaching Points:

- (1) Survival Strokes
- (2) Student Practice of Survival Strokes

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Survival Strokes

Introduce the survival strokes identified in the U.S. Navy Water Survival Instructors Manual: Breast stroke, sidestroke, elementary backstroke and crawlstroke. Brief students that they will be required to swim the breaststroke, sidestroke, elementary backstroke and crawlstroke to First Class Swim Standards, Chapter 13 of the U.S. Navy Water Survival Instructor's Manual.

Conduct warm-up, stretches, and cool-down IAW Annex F.

B. Breaststroke

1. Advantages

- a. Uses large powerful muscles for propulsion.
- b. Offers good forward visibility.
- c. Offers controlled breathing.
- d. Glide action provides a rest between strokes, conserving energy.

2. Body Position (Start and Glide)

- a. Prone, face resting in the water, looking straight down.
- b. The body is streamlined as much as possible, with arms extending forward and legs together.
- c. The glide position begins and ends each stroke.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Breathing

- a. The head rotates clear of the water for a breath on each stroke.
- b. Pivot the head at the neck while keeping the shoulders in the water.
- c. Exhalation and inhalation occur above the surface. Exhale through the mouth and nose. Inhale only through the mouth.

4. Arm Action

- a. Positive action: From the glide position scull horizontally with hands in symmetrical arcs to shoulder level. Do not push down.
- b. Recovery: Hands come together underneath the face, then move forward of the head to glide position.

5. Leg Action

Breaststroke Kick

- a. Bend at the hips and knees bringing the heels up toward the buttocks.
- b. When heels are at the buttocks, gradually separate the knees and heels until the knees are about hip-width and the feet are outside the knees just below the surface.
- c. Power phase: Rotate the ankles outward to engage the water with the soles of the feet and with a continuous whipping action, press the feet outward and backward, returning the legs to the glide position.

Swimmers must demonstrate proficiency in both breaststroke kick and frog kick.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

Three step frog kick:

- a. Step one: The heels are drawn together toward the body while the knees drop slightly and separate to approximately shoulder width.
- b. Step two: The feet separate out to approximately shoulder width with the soles of the feet facing aft and toes pointing out.
- c. Step three: The feet move slightly out with the soles of the feet and legs pushing back. As the feet press back, flex at the ankles pointing the toes aft.

5. Coordination

- a. From the glide position, the head is lifted out of the water for a breath as the arms scull to the side to support the head. As the arms scull, the legs recover in preparation for the frog kick.
- b. After taking a breath, the face is placed back in the water and the arms recover forward with the legs kicking aft, propelling the swimmer forward.
- c. The swimmer remains in the glide position, repeating the stroke before all forward motion has stopped.

C. Sidestroke

1. Advantages

- a. Good for towing equipment or injured crewman.
- b. Can be used with injured arm.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Disadvantages

- a. Poor forward visibility
- b. Scissors kick is not as powerful as the frog kick with boots on.

3. Body Position (Start and Glide)

- a. In the glide position the body is on the right or left side with the face looking straight up.
- b. The bottom arm is extended reaching forward of the head, top arm is extended aft alongside the body with feet and legs together and straight.

4. Breathing

Exhale during the propulsion and inhale during the recovery

5. Arm Action

- a. Bottom arm recovers by extending forward then pulls aft on a horizontal plane with arm bent.
- b. Top arm recovers forward with hand leading underwater along chest. At shoulder level, arm pushes back along the chest until extended.

6. Leg action: (three step scissors kick)

- a. Step one: Draw heels up toward the body with the knees and feet together.
- b. Step two: Reach forward with either bottom or top leg with toes pointed up toward knee. Knee is bent. The other leg reaches back with toes pointed.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. Step three: Kick legs together while pushing back with the bottom of the forward foot and the top of the aft foot.

7. Coordination

- a. From the glide position, the bottom arm pulls aft as top arm recovers forward. The legs recover and separate for the scissors kick.
- b. The bottom arm recovers forward as the top arm pushes aft and legs kick together. Swimmer delays in glide position before starting the cycle again.

D. Elementary Backstroke

1. Advantages

- a. Kick is effective with boots on.
- b. Glide conserves energy.
- c. A pleasantly comfortable stroke with fully inflated PFD.

2. Disadvantages

- a. Does not provide for controlled breathing in rough seas.
- b. Offers no forward visibility.

3. Body Position: (Start and Glide)

- a. Body is kept horizontal.
- b. The back is arched.
- c. Legs extend aft with knees and feet together.
- d. The arms are extended alongside the body.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Breathing

Controlled breathing is not required. The best timing is to inhale during recovery action of arms and legs, exhale during propulsion of arms and legs.

5. Arm action

- a. Recovery: The hands are drawn up along the sides of body to a position 45 to 90 degrees from the overhead position with the palms facing aft.
- b. Propulsion: With the elbows and wrists flexed the hands push aft until they reach the thighs for the glide position.

6. Leg action:

Three step frog kick:

- a. Step one: The heels are drawn together toward the body while the knees drop slightly and separate to approximately shoulder width.
- b. Step two: The feet separate out to approximately shoulder width with the soles of the feet facing aft and toes pointing out.
- c. Step three: The feet move slightly out with the soles of the feet and legs pushing back. As the feet press back, flex at the ankles pointing the toes aft.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

7. Coordination

- a. Arms and legs recover together followed by simultaneous pull with the arms and kick with the legs.
- b. Glide position is maintained before starting cycle again.

D. American Crawl

1. Advantages

- a. Used to cover short distances quickly (i.e., to swim away from debris, catch a drifting raft, etc.)
- b. Can be used with broken legs.

2. Disadvantages

- a. Requires a great amount of energy and is not considered a long distance stroke.
- b. Poor forward visibility.

3. Body Position

- a. The body is kept face down in the horizontal plane.
- b. Surface of water is at eyebrow level.
- c. Arms are fully extended forward with legs extending aft.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Breathing

- a. Turn the head to one side as the corresponding hand passes the face during the arm pull.
- b. Begin exhaling with the face in the water. Finish exhaling as the face clears the water, and then inhale. Rotate the face back into the water as the recovering arm passes the head.
- c. Breathe every stroke or every other stroke. Bilateral breathing is not allowed.

5. Arm action

- a. Hands alternately enter the water in front of the head.
- b. Hand is kept flat as the arm pulls along the centerline of the body with elbow bent.
- c. The arm recovers from the water elbow high then swings forward just above surface of the water.

6. Leg action

- a. Flutter kick the legs continuously from the hip, separating the feet 12 to 18 inches.
- b. The knee is kept loose with the toes pointed aft.

7. Coordination

- a. Legs kick continuously, not coordinated with arms.
- b. Coordination between arms and head is required to allow good propulsion and proper breathing.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. When breathing on right side, start with face in the water, both arms extending forward, pull right arm aft. As right arm begins to pull, begin to exhale and rotate face toward side. As right arm breaks the surface, elbow first, the mouth should clear the water on right side to take a breath. As the right arms recovers forward, the face should rotate back into the water. Left arm starts pulling back just prior to right arm entering the water. Breathing may take place on either side.

E. Practice Teaching

Assign a stroke to each student (assign a stroke with which the student is having difficulty). Allow students to teach and coach their assigned stroke using the other instructor candidates as pretend students. If possible utilize correcting common problems found for each stroke in chapter 8 of the instructor's manual.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.6

LESSON TOPIC: Swimming in Organizational
Clothing

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

2.12 Perform survival strokes in
organizational clothing

INSTRUCTIONAL REFERENCE:

1. U.S. Navy Water Survival Instructor's Manual
2. American Red Cross Swimming and Diving Manual

CRITERION TEST:

Performance Test

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Shirts, boots, pants or flight suit
3. Helmets if available

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Swimming in Organizational Clothing

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Major Teaching Points:

- (1) Survival Strokes Review
- (2) Problems experienced while swimming in clothes
- (3) Student practice of organization clothing swim techniques

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Survival Strokes Review

Review the mechanics of the breaststroke, sidestroke, and elementary backstroke and crawl stroke as discussed in Lesson Plan 2.4.

Conduct warm-up, stretches, and cool-down IAW Annex F.

Crawl stroke will be performed in flight suit only.

B. Problems experienced while swimming in clothing

1. Drag
2. Resistance to movement
3. Resistance to glide
4. Modifications of arm actions and kicks

c. Student practice of Organizational Clothing Swim Techniques.

1. Student safety brief
2. Swimming in organizational clothing

Assist candidates in mastering the survival strokes while wearing organizational clothing. Start with shirt and pants or flight suit/coveralls. Work up to shirt, pants and boots, Use land drills, kickboards, leg buoys etc as needed. Focus on short distances (25 yards or less) concentrating on correcting techniques so that the swimmer becomes efficient when swimming in organizational clothing.

Ensure required safety personnel are present and a staff safety brief Conducted before students Enter the pool.

Brief students on safety Precautions before they enter the pool.

Depending on facility, students may don survival vest, helmet and gloves in addition to shirt/pants and boots.

3. Practice teaching

DISCUSSION POINT

Assign a stroke to each student (assign a stroke with which the student is having difficulty). Allow students to teach and coach their assigned stroke using the other instructor candidates as pretend students. If possible as utilize "real students".

RELATED INSTRUCTOR ACTIVITY

Maintain correct staff to student ratios.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.7

LESSON TOPIC: Treading Water

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 20 students in deep end.

2.13 Perform three methods of treading water.

INSTRUCTIONAL REFERENCE:

CRITERION TEST:

U.S. Navy Water Survival Instructor's Manual

Performance Test

INSTRUCTIONAL AIDS:

HOMEWORK:

1. Swimming pool
2. Shirts, pants, boots or flight suit/coveralls
3. Helmets, gloves and SV-2 if available

Read Chapter 7 of reference

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Treading Water
 - b. Major Teaching Points:
 - (1) Treading Water
 - (2) Student practice of treading water techniques

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Treading Water

Introduce the three methods of treading water.

1. Scissors Kick
2. Modified Frog Kick
3. Eggbeater Kick

B. Scissors Kick

1. Advantages

Easy to learn

2. Disadvantages

- a. Ineffective when wearing high top lace boots.
- b. Resistance and drag of long pants further reduce effectiveness.

3. Body Position

Vertical sitting position

**Conduct warm-up,
stretches, and cool-down
IAW Annex F.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Leg Action

Recovery Phase:

- a. Separate one thigh forward and one thigh aft with knees under chest.
- b. The forward foot is at a right angle to the calf toes pointed up.
- c. The aft foot is in line with the calf, toes pointed aft.

Power Phase:

- a. Power phase is performed by a simultaneous kick of both legs.
- b. The bottom of the forward foot and inside of the calf press backward and downward with the foot whipping down to a position in line with the calf.
- c. The aft leg presses downward and forward with the top of the foot and calf, with the foot whipping to a position at a right angle to the calf.

Movement:

The leg action is continuous, with the recovery slow, and the thrust just vigorous enough to support the head above the water.

5. Bobbing

Care should be taken not to kick down, straightening the thighs and extending the legs until the knees are straight. This causes bobbing and raises the swimmer too high out of the water and will cause swimmer to submerge under the water.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Coordination

Outward scull of the arms is time with the power phase of the kick, and the inward sculling timed with the recovery of the legs.

C. Modified Frogkick

1. Advantages

- a. Kick is strong and is effective with high top lace boots and long pants.
- b. Can be used to scan horizon for rescue craft when no flotation is available.
- c. Can be used while inflating life preserver, trousers etc.

2. Body position

- a. Vertical, almost sitting position leaning slightly forward.
- b. The head is tilted slightly back with the mouth just above the water.

3. Breathing

- a. Breathe continuously. Do not hold your breath.
- b. Exhale through the mouth and nose. Inhale deeply through the mouth only.
- c. A full air exchange is critical to avoid exhaustion or hyperventilation.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Arm action

- a. Hands provide support for the body by sculling horizontally just below the surface.
- b. Hands scull inward at a 45-degree angle with thumbs up and then rotate thumbs down to scull outward.
- c. The arms bend at the elbows rather than at the shoulders.

5. Leg action

- a. A continuous modified frog kick provides the best support.
- b. The kick has three steps:
 - (1) The knees are raised and separated to approximately shoulder width with the heels inboard of the knees.
 - (2) Rotate the feet outboard of the knees with the toes pointing up.
 - (3) Keep the knees almost stationary and push down with the soles of the feet while flexing the ankles to point the toes down.

6. Coordination

Coordination between arms and legs is not required; however, the best coordination is to kick as your hands skull inward.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

D. Eggbeater Kick

1. Advantages

- a. Most powerful
- b. Effective with high top lace boots and pants.

2. Disadvantages

Difficult to master.

3. Leg Action

The power phase and recovery of this kick is identical to the modified frog kick with the exception being that each leg recovers and kicks alternately, not simultaneously

4. Arm action

Arm action not coordinated with kick.

Demonstrate 3 methods of treading water in full organizational clothing/equipment.

E. Practice Teaching

Assign treading water to each instructor candidate. Assign the type of treading water with which the student has the most difficulty. Direct the instructor candidate to teach and coach his assigned tread, using the other instructor candidates as students. If possible find "real" students for instructor candidates to teach.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

Students experiencing difficulty will be remediated.

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.8

LESSON TOPIC: Methods of Staying Afloat

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

2.14 Perform five methods of survival floating.

INSTRUCTIONAL REFERENCE:

U.S. Navy Water Survival Instructor's Manual

CRITERION TEST:

Performance Test

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Shirt and trousers
3. Personal flotation device (PFD)

HOMEWORK:

Read Chapter 6 of Reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Methods of Staying Afloat

b. Major Teaching Points:

(1) Survival Floating

(2) Student practice of all Floating Techniques

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Survival Floating

Introduce the methods of survival floating: Prone method, back float, clothing inflation, PFD, H.E.L.P. and Huddle.

Conduct warm-up, stretches, cool-down and IAW Annex F.

B. Prone Float (Survival Float)

1. Advantages

- a. Effective if wearing restrictive clothing/equipment.
- b. Allows for comfortable breathing.
- c. Conserves energy.

Explain the effects of hypothermia.

2. Disadvantages

- a. Placing the head in cold water (72 degrees Fahrenheit and below) can lead to hypothermia.
- b. In cold water, use as a last resort to catch breath or to implement some form of flotation.

3. Body Position

- a. Place face in the water with chin tucked to chest.
- b. Upper back and shoulders are horizontal to the surface, slightly under the water.
- c. Arms are at the surface with elbows bent and hands separated slightly.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- d. Bend the waist with the hips underwater, lower than the upper body, and the legs dangling beneath.

Adjust for buoyancy variations by drawing legs up toward the chest or extending them out and adjusting the arms by extending them or drawing them in towards the chest.

4. Breathing

- a. Pivot at the neck, lifting the chin off the chest until the mouth clears the surface.
- b. The waist should remain bent, keeping the shoulders in the same near horizontal position to the surface.
- c. As the mouth clears the surface, exhale quickly and forcefully through the mouth and nose.
- d. Inhalations is through the mouth only and consists of a deep full breath of air.
- e. Head us lowered to the resting position.

Explain breathing off top of lungs.

5. Coordination

- a. Support the head while breathing with a broad sculling motion of the arms.
- b. Sculling of arms is coordinated with the breathing to provide maximum lift when needed.
- c. Arms remain near the surface and move on a plane parallel to the surface.
- d. Hands press outward with the hands tilted approximately 45 degrees, thumbs down.
- e. Exhale when mouth clears the water. The scull continues as the breath exchange is completed.
- f. Hands press out to a point near the starting point.

DISCUSSION POINT

- g. Palms are rotated facing inward, thumbs up, and returned to the starting point.
- h. The amount of sculling required is dependent upon the buoyancy of the individual.

C. Back float

1. Advantage

Good for poor swimmers or non-swimmers who are uncomfortable putting their face in the water.

2. Disadvantages

- a. Only effective in calm seas.
- b. Hazardous in rough seas.
- c. Good possibility of aspirating water if wave breaks over the face while on back.

3. Body Position

- a. Lie on back.
- b. If legs pull you down bend the knees and/or extend the arms over the head.
- c. Individual composition, organizational clothing or equipment often makes the floater negatively buoyant. A gentle kicking of the legs and sculling of the arms may be required to keep afloat.

D. Clothing Inflation

- 1. It is imperative that survivors know how to improvise flotation devices/aids when conventional methods fail or PFD's are not worn.

RELATED INSTRUCTOR ACTIVITY

Demonstrate the survival float. Include methods of teaching the non-swimmer to float.

Demonstrate the survival float. Include methods of teaching the non-swimmer to float.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Applicable for military and recreational uses.
3. Many items can be inflated or used for flotation:
 - a. Plastic bags
 - b. Helmets
 - c. Anti-G suits
 - d. Organizational clothing
 - f. Debris from aircraft or ship
4. Shirt and Coverall Inflation
 - a. Tuck collar inside to help seal around the neck.
 - b. Tie off bottom of the shirt or tuck it in.
 - c. Button the top button.
 - d. Unbutton the second button.
 - e. Blow air into the space between the second and third button.
 - f. Coveralls can be inflated in a similar manner by blowing air into the top of zipper.
5. If floating debris or other means of flotation is available, use them instead of removing clothing.
6. Procedures for trouser inflation.
 - a. Remove footwear while survival floating.
 - b. Slowly and methodically remove trousers while survival floating.

Inform students that they will have to remain on the surface while performing trouser inflation.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. Be careful not to get one leg inside out while removing trousers.
- d. Once removed, tie legs together at the cuff as close to end as possible.
- e. Four methods of inflating:
 - (1) Overhead method: Leave zipper and waistband open. Hold trousers as if you are going to put them on. Swing them around behind your head, placing zipper along back of neck. While kicking to support head and arms, grasp trousers at waistband above front pockets and extend arms up and over the head capturing air at the surface.
 - (2) Splash method: Close zipper or button fly. Submerge waistband (fly down) approximately 2 to 3 inches below surface and fill with air by raising free hand above the water and "clapping air bubbles into trousers.
 - (3) Alternate splash method: With zipper closed and snap closed place clothing legs over head and splash water into trousers while keeping waist band underwater.
 - (4) Oral inflation method: Close waistband and zipper. Hold trousers waistband slightly below surface. Submerge beneath waistband and blow air into trousers (no more than ½ lung capacity at a time).
- f. After inflation:

Lecture using organizational clothing as a visual aid.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (1) Put legs over top of head (fly down).
- (2) Secure belt tightly to close waistband around waist or hold waist closed with one hand or by pinching with knees.
- (3) Keep trousers wet, add air by splashing into waist or blow through single ply material.

Demonstrate all 4 methods of trouser inflation in deep end of swimming pool.

E. Heat Escape Lessening Position (HELP)

1. Justification: The HELP position is used to cover all of the high heat loss areas of the body such as the head, armpits, groin, and gets the head and neck out of the water. This position if used in cold water will allow the survivor to retain body heat for a longer period of time.
 - a. Requires some type of flotation.
 - b. Legs together, ankles crossed, draw knees to chest. Fold arms across chest; keep elbows close to side of chest and hands out of the water.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

F. Huddle Position

1. Justification: The HUDDLE position is best used when there are more than one survivor to conserve body heat.
 - a. Requires some type of flotation.
 - b. Useful for remaining afloat and conserving body heat when other survivors are present.
 - c. Survivors group together and place arms around shoulders.
 - d. Cross legs at ankles, knees together, let legs dangle.
 - e. Try to maintain contact with each other at sides of chest.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

APPLICATION

A. Student Practice of all floating techniques.

1. Prone float practice
2. Back float practice
3. Prone and back float practice with organizational clothing
3. Clothing inflation practice
4. H.E.L.P. practice
5. Huddle practice

Use PFD for HELP and Huddle practice.

B. Practice Teaching

Have candidates practice teaching to each other or utilize real students if available.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

Students experiencing difficulty will be remediated.

EVALUATION

Performance test

ASSIGNMENT

Read Chapter 9 of U.S. Navy Water Survival Instructor's Manual.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.9

LESSON TOPIC: Underwater Swimming and
Surface Dives

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

2.15 Perform underwater swimming and surface dives.

INSTRUCTIONAL REFERENCE:

1. U.S. Navy Water Survival Instructor's Manual
2. American Red Cross Swimming and Diving Manual

CRITERION TEST:

Performance Test

HOMEWORK:

Read Chapter 9 of reference 1.

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Shirt, trousers or coveralls and boots.

INTRODUCTION

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Underwater Swimming and Surface Dives

b. Major Teaching Points:

- (1) Underwater Swimming
- (2) Surface dives: when to use
- (3) Student practice

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Underwater Swimming

1. Breaststroke can be modified for underwater swimming
 - a. Perform breaststroke movement as if on the surface
 - b. Do breaststroke with no arm movement.
 - c. Pull the arm stroke all the way back to the thighs.
 - d. Leg action and coordination remains the same on all three.

Conduct warm-up, stretches, and cool-down IAW Annex F.

Demonstrate three strokes in the pool.

B. Surface Dives

1. Feet First Surface Dive

Recommended when the water is murky and the swimmer is uncertain of depth, or is concerned about hitting obstructions.

- a. Start this dive by treading water vertically.
- b. Pressing both hands down vigorously to the sides of the thighs while executing a strong scissors or breaststroke kick. Raising the body out of the water.
- c. Take a deep breath at the top of rise.
- d. Keep vertical and streamlined as the body moves downward.
- e. When momentum slows turn the palms outward and sweep the hands and arms upward to get more propulsion.

Picture on page 9-2 of reference one.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- f. When at proper depth tuck the body and roll to a horizontal position to extend the arms and legs to swim underwater.

2. Tuck Surface Dive

If one is uncertain of water depth or it is less than 8 feet deep, keep an arm extended toward the bottom to protect the head.

- a. Get forward momentum with a swimming stroke.
- b. Inhale quickly, sweep the arms backward to the thighs and turn the palms down.
- c. Roll forward until the body is almost upside down.
- d. Quickly extend the legs upward while pressing arms and hands forward, palms down, toward the bottom.
- e. A breaststroke pull may be used to gain greater depth.

3. Pike Dive

- a. The pike surface dive bends and straightens like a jackknife with the legs kept straight and together throughout the dive.
- b. Gain forward momentum using the american crawl stroke.
- c. Sweep the arms backward to the thighs and turn the palms down.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- d. Tuck the chin to the chest, bend at the waist about 90 degrees and reach forward and downward with the arms.
- e. Straighten the waist bringing the legs upward, straight and together.
- f. The final action fully extends the body to a streamlined nearly vertical position and the weight of the legs and forward momentum drive the swimmer deep underwater without additional arm movement.
- g. Exhaling gently through the nose during the descent will maintain positive pressure and will prevent water from entering the nasal passages.

Demonstrate the three surface dives.

C. Student Practice of Underwater Swimming and Surface Dives

1. Student safety brief

Warn students about the dangers of hyperventilation.

2. Underwater swim strokes

Assist candidates in mastering the three methods of swimming underwater. Use land drills etc. as needed.

Limit underwater swim to 15 yards only. Provide ample rest time between underwater swims.

3. Surface dives

Assist candidates in mastering the three surface dives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Surface dives and underwater swimming in organizational clothing.

Allow students to practice surface dives and underwater swimming in organizational clothing. Start students in clothing without boots, building up to full clothing.

5. Practice teaching

Assign an underwater stroke or surface dive to each student. Allow students to teach and coach their assigned skills using the other instructor candidates as pretend students. If possible utilize real students.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

Students experiencing difficulty will be remediated.

EVALUATION

Performance test

ASSIGNMENT

Read Chapter 10 of U.S. Navy Water Survival Instructor's Manual.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.10

LESSON TOPIC: Abandon Ship Drill/Submerged
Burning Oil Swim

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

2.16 Perform the abandon ship drill and submerged burning oil swim.

INSTRUCTIONAL REFERENCE:

U.S. Navy Water Survival Instructor's
Manual

CRITERION TEST:

Performance Test

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Shirt, pants or coveralls, boots
3. Tower: minimum height 5'
4. Personal flotation device (PFD)

HOMEWORK:

Read Chapter 10 of reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Abandon ship drill

b. Major Teaching Points:

- (1) Abandon ship drill procedures
- (2) Explanation and demonstration of the abandon ship drill procedure.
- (3) Submerged burning oil swim procedures
- (4) Explanation and demonstration of the submerged burning oil swim procedure.

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Abandon Ship Drill Procedure

**Conduct warm-up,
stretches, and cool-down
IAW Annex F.**

1. Introduction

- a. May be the only way to escape burning ship deck.
- b. Use as a last resort. Check for cargo nets, hoses, etc. Climbing down is the preferred method.

2. Preparation

- a. Put on, but do not inflate a personal flotation device (PFD).
- b. Remove headgear.
- c. Prior to stepping off the structure, check area below for debris or other personnel.

3. Body Position

- a. Stand straight with eyes on the horizon.
- b. Cross the arms with the hand of the inner arm pinching closed the nose with thumb and forefinger to prevent water from entering sinuses.
- c. Anchor the little finger under the chin.

Demonstrate arm and leg positions and nose pinch on pool deck.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- d. The hand of the outer arm firmly grasps the triceps of the inner arm.
- e. The legs are crossed at the ankles after stepping off the platform by bringing the trailing leg up behind the leading foot.

4. Breathing

- a. Take a normal breath just prior to stepping off.
- b. Hyperventilation, i.e., taking repetitive deep breaths, prior to swimming underwater may cause "shallow water blackout" and unconsciousness. Do not hyperventilate prior to the abandon ship drill or underwater swim practice.

5. Underwater Swimming

- a. Used to clear landing area, avoiding other personnel, or burning oil/fuel on the surface of the water.
- b. Best underwater stroke is similar to breaststroke except arms pull further back along the sides for more propulsion.

Brief students that they are not allowed to swim underwater for more than 15 yards.

A maximum of 6 students may be stepping into the pool from the side at one time.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

c. Body Position

- (1) Horizontal to surface streamlined.
- (2) Head position controls position of body.
- (3) Head must be level face down. Do not look up.

No more than 12 students may be underwater at one time.

d. Arm action

- (1) From the starting position (arms extended forward and together), arms press aft with elbows and wrists flexed to provide maximum propulsion aft and down.
- (2) Arms recover by drawing hands forward close to the body along the centerline. This method provides the swimmer with the least amount of drag.

e. Leg action

Use breaststroke frog kick.

f. Coordination

- (1) Method one: Legs kick aft as the arms extend forward (like breaststroke), then glide. An advantage to this method is that your hands protect your head from underwater debris.
- (2) Method two: Legs kick as arms pull aft. Glide with arms held along the sides.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Steps for successful abandon ship procedure.
 - a. Stare straight ahead with eyes on the horizon.
Cross arms and pinch nose closed.
 - b. Take one normal breath.
 - c. Step off the platform and cross the legs.
 - d. After water impact, remain in correct body position until momentum slows then **swim underwater 15 yards without breaking the surface**

Demonstrate Abandon Ship Drill off tower in organizational clothing.

B. Submerged Burning Oil Swim

1. Justification

- a. Needed to get a breath if you cannot swim completely through a burning oil slick underwater.
- b. Try to swim upwind or up current to cause slick to move past you more rapidly.
- c. In daytime look for light spots on surface, which indicate areas that are not aflame. At nighttime look for dark spots.

2. Explain Skill

- a. Quickly submerge using a feet first surface dive. Swim two or three body lengths only.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- b. Suspend yourself vertically just under the surface of the water with up-stretched hands and arms, hands just breaking the surface. Support yourself with a modified frog kick.
- c. Splash several times in a forward and backward direction to open a "breathing hole" on surface.
- d. Kick yourself upward turning your face to the side (to protect one side of face from heat and flames being blown in your direction) and take a breath in the "breathing hole". Quickly submerge again using feet first surface dive and continue underwater swimming.

Demonstrate submerged burning oil swim.

C. Abandon ship drill practice

1. Swimsuit

Assist students until they can perform a jump in the proper body position followed by a 15 yard underwater swim before surfacing.

Start practice off the deep end of the pool and build up to the tower for swimsuit and organizational clothing practice.

2. Abandon ship drill practice in organizational clothing

3. Abandon ship drill practice in PFD.

Direct students to don the PFD and perform the abandon ship drill. Underwater swimming shall not be practiced with the PFD.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

D. Submerged burning oil practice

1. Have students line up into a maximum of six rows at the deep end for the submerged burning oil swim.
2. Have students perform submerged burning oil swim tow times and then exit at the shallow end of pool.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

Students experiencing difficulty will be remediated.

EVALUATION

Performance test

ASSIGNMENT

Read Chapter 10 and 11 of U.S. Navy Water Survival Instructor's Manual.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.11

LESSON TOPIC: Surface Debris, Surface
Burning Oil, and Rough Water
Swimming

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

2.17 Perform surface debris, surface
burning oil and rough water swimming.

INSTRUCTIONAL REFERENCE:

U.S. Navy Water Survival Instructor's
Manual

CRITERION TEST:

Performance Test

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Shirt, pants or coveralls, boots
3. Personal flotation device (PFD)

HOMEWORK:

Read Chapter 11 of reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Surface debris, surface burning oil, and rough water swimming

b. Major Teaching Points:

- (1) Surface debris, surface burning oil, and rough water swimming
- (2) Student practice of surface oil, surface burning oil and rough water swimming
- (3) Practice teaching

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Surface Debris Swim

**Conduct warm-up,
stretches and cool-down
IAW Annex F.**

1. Justification:

- a. Oil, fuel, or other debris may be on the surface following an aircraft ditching or ship sinking.
- b. Fuel/oil severely affects the respiratory system and impairs vision.
- c. This swim breaks a path through surface debris.
- d. Swim into wind or current.

Demonstrate the surface debris swim stroke while wearing organizational clothing, boots, PFD and gloves

2. Surface Debris Swim Stroke

- a. Stroke similar to breaststroke.
- b. Keep head up, look straight ahead.
- c. Use modified frog kick, no glide, continuous kicking.
- d. Place hands in front of face, palms facing away, thumbs down, elbows bent. Splash forward and sideways by sweeping the hands forward and out.
- e. Scull hands back to start position providing lift to support head.
- f. Kick and splash are executed simultaneously.

B. Surface Burning Oil Swim

1. Justification: You may have an inflated LPU (or shipboard PFD) while swimming through burning oil/fuel.

If you have a PFD, never remove it.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Surface burning oil swim stroke

- a. Outstretch one arm horizontal to surface with thumb down, surface of water near center of palm.
- b. The other hand covers and protects face.
- c. Splash with outstretched arm, pushing water away from you with thumb down.
- d. Rotate in the same direction as you splash and spiral your way upwind or up current.
- e. Accomplish body movement by rotating and making forward progress with frog kick.

Demonstrate surface burning oil swim while wearing organizational clothing, boots, PFD, and gloves.

C. Rough Water Swim

1. Justification

- a. Useful in rough water swimming - Submerge under crest, surface and breathe at troughs.
- b. Useful in underwater evasive situations.

2. Explain procedures

- a. Review underwater swimming from previous lesson guide.
- b. Discuss and demonstrate front surface dive:
 - (1) The pike surface dive bends and straightens like a jackknife with the legs kept straight and together throughout the dive.
 - (2) Gain forward momentum using the american

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

crawl stroke or breaststroke.

- (3) Sweep the arms backward to the thighs and turn the palms down.
- (4) Tuck the chin to the chest, bend at the waist about 90 degrees and reach forward and downward with the arms.
- (5) Straighten the waist bringing the legs upward, straight and together.
- (6) The final action fully extends the body to a streamlined nearly vertical position and the weight of the legs and forward momentum drive the swimmer deep underwater without additional arm movement.
- (7) Exhaling gently through the nose during the descent will maintain positive pressure and will prevent water from entering the nasal passages.

Have student swim 25 yards surfacing twice, initially at approximately 7 yards and again at approximately 14 yards, correctly demonstrating the rough water swimming technique.

D. Practice teaching

Assign a surface debris, surface burning oil or rough water swimming technique to each student. Allow students to teach and coach their assigned skills using the other instructor candidates as pretend students. If possible utilize "real students".

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

Students experiencing difficulty will be remediated.

EVALUATION

Performance test

ASSIGNMENT

Read Chapter 8 of American Red Cross Swimming and Diving

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.12

LESSON TOPIC: Advanced Strokes

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

2.18 Perform advanced swimming strokes.

INSTRUCTIONAL REFERENCE:

American Red Cross Swimming and Diving
Manual

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Kick boards
3. Pull buoy
4. Red Cross Swimming and Diving Video

HOMEWORK:

Read Chapter 6 of reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Advanced Strokes

b. Major Teaching Points:

- (1) Introduction of backcrawl and overarm sidestroke
- (2) Back Crawl
- (3) Overarm sidestroke

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Introduction of back crawl and overarm sidestroke.

Explain to students that these strokes are rarely swum in Navy survival situations, but that knowledge of all swimming strokes is essential for Navy swim instructors such that they possess a strong background in aquatics.

**Conduct warm-up,
stretches and cool-down
IAW Annex F.**

B. Back Crawl

This stroke was interested in 1902 and was developed from the inverted breaststroke and the trudgen.

1. Advantages

- a. Allows unobstructed breathing.
- b. It is a fast competitive stroke.
- c. Can be used for a leisure stroke.

2. Disadvantages

It is not a survival stroke.

3. Body position

- a. Horizontal in the water on the back.
- b. Keep head aligned with the spine.
- c. There is a lot of body roll just like the american crawl.
- d. The water line runs from the middle of the top of the head to the tip of the chin, with the ears under water.
- e. Keep back as straight as possible.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- f. Flex your hips slightly to let your feet churn the surface.

4. Arm Action

- a. Continuous movement in opposition to each other.
- b. One arm recovers while the other arm pulls

Power phase

- c. With the arm straight, one hand enters the water just outside the shoulder, little finger first.
- d. The palms is to the outside and the wrist angled slightly down.
- e. Your entry hand slices downward 8-12 inches and slightly outward to the catch, where the propulsive action starts.
- f. Sweep your hand outward and downward as you start bending the elbow. This elbow must point down for the same reason that it is held high in the front crawl.
- g. "Dropping" the elbow and letting it lead the hand greatly reduces the propulsive forces.
- i. $\frac{1}{4}$ through this sweep, the mid-pull starts. Keep bending the elbow and rotate your wrist slightly so your hand presses upward and inward.
- j. Your hand speeds up as you sweep it downward and toward the feet, with wrist extended so your palm faces your feet.
- k. This phase ends with your arm straight and your hand below your thigh.

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

Recovery:

- j. Start the recover by lifting your arm from the water, shoulder first, palms inward.
- l. Relax your wrist so that your thumb and the back of you hand leave the water first.
- m. The arm moves almost perpendicular to the water. Body roll makes this easier.
- n. Keep you arm straight but relaxed and rotate your hand so the little finger enters the water first.
- o. Muscles should rest in the recovery.

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5. Leg Action

- a. Kick is like the flutter kick used in the front crawl but is a little deeper in the water.
- b. It is a continuous, alternating, up and down movement that starts from your hips.
- c. Keep the ankles loose and floppy, your feet slightly pigeon-toed, and your legs separated slightly so that you big toes just miss each other.
- d. Most of the propulsive force comes from the upward kick, which is like punting a football with the tip of your foot.
- e. The downward movement of the sole of your foot against the water also helps propel you.
- f. The kick also helps stabilize you be counteracting the motion of your arms and the rolling of your body.

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Breathing

Use a regular breathing pattern during each stroke. Inhale when one arm recovers and exhale when the other arm recovers.

7. Coordination

- a. Start your body roll to the side of your entry arm as it starts to enter the water.
- b. Your body continues to roll as the entry hand reaches the catch and the other arm lifts toward the surface to start its recovery.
- c. You develop your best timing of arms and legs by slightly adjusting your stroke mechanics until the stroke is smooth and effective.

Show the backcrawl segment of the Red Cross Swimming and Diving video.

C. Overarm sidestroke

This stroke evolved from the sidestroke in 1871. It differs from the sidestroke in that the trailing arm recovers out of the water. This reduces the drag of the water on the swimmer.

1. Stroke Mechanics

- a. Body position, kick, leading arm action, and breathing are the same as the sidestroke.
- b. Trailing arm recovers out of the water with a "high" elbow, and the hand enters just in front of the face, similar to the front crawl.
- c. The trailing hand enters the water as the leading arm finishes its power phase and the legs recover.

Page 135-141 of ARC Swimming and Diving

DISCUSSION POINT

- d. As the trailing hand starts its power phase,
the legs extend and the leading arm recovers.

D. Student practice

Have students practice above strokes.

RELATED INSTRUCTOR ACTIVITY

Demonstrate backcrawl and
overarm sidestroke.

Students are not required
to swim these strokes to
any prescribed
performance level.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.13

LESSON TOPIC: Mask, Fins, and Snorkel
Indoctrination

ALLOTTED LESSON TIME: 1.0 Classroom
1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard

Add one in water lifeguard if more than 20 students in deep end.

INSTRUCTIONAL REFERENCE:

1. NAVAIR 13-1-6 Series Manual
2. NWP 3.50-1, Naval Search and Rescue Manual
3. OPNAVINST 3710.7 NATOPS General Flight and Operating Instruction

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 2.19 Maintain safety swimmer equipment per current 13-1-6 series manual.
- 2.20 Use mask, fins, and snorkel.
- 2.21 Don mask, fins, and snorkel.
- 2.22 Perform side/breast/crawl strokes while wearing mask, fins and snorkel.
- 2.23 Perform submerged victim rescue and spinal management rescue from bottom of pool while wearing mask, fins and snorkel

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Fins
3. Mask
4. Snorkel

CRITERION TEST: Performance Test

HOMEWORK: None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Mask, Fins, and Snorkel
Indoctrination

b. Major Teaching Points:

(1) Mask

(2) Fins

(3) Snorkel

(4) Care and Preventive Maintenance

(5) Surface Diving

(6) Student practice of mask, fins and snorkel

State how and why
students will use
material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Mask

Conduct warm-up **stretches and cool-down IAW Annex F.**

1. Description

- a. Allows safety swimmers to see clearly underwater by providing an air space in front of the eyes.
- b. Double skirted for comfort and optimum seal.
- c. Wrap around offers a wide field of view and greater peripheral vision.

2. Fitting

Instructor demonstrate

- a. Check for proper fit and seal.
 - (1) Hold lightly in place without using strap.
 - (2) Seal edge should touch everywhere with no air leaks, gaps, or pressure points.
 - (3) Inhale gently
 - (4) Good fit - mask will stay in place with light pressure alone. You should feel comfortable and secure.

3. Donning procedures

- a. Put mask on face.
- b. Pull strap over back of head.
- c. Adjust straps.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Mask clearing methods

a. Method A

- (1) Press the top of the mask against forehead with palm of hand and slowly exhale through your nose.
- (2) Air displaces the water and is forced out the bottom of the mask.

Instructor demonstrates.

b. Method B

- (1) Place hands on sides of mask, then lift bottom of mask slightly away from face, and slowly exhale through your nose.
- (2) Air displaces the water and is forced out the bottom of the mask.

Instructor demonstrates.

B. Fins

1. Description

- a. Allows the safety swimmer to use the large muscles of the legs to provide propulsion, and free hands for other purposes.
- b. Fins provide a combination of speed, power, and mobility.
- c. Designed to develop maximum power when used with the flutter kick.
- d. Fins have a stiff blade, which may cause calf cramps.

Show students how to stretch out calf cramps in pool with fins on.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Fitting

- a. Fins come in small, medium, and large sizes, (some with adjustable heel strap to accommodate different foot sizes). Booties may be worn for foot warmth and comfort. Straps should be adjusted so fins fit snugly. Straps that are too tight can cause painful foot cramps and loose straps will cause the fin to fall off.
- b. Use modified flutter kick when swimming with fins.
 - (1) Legs are kept straight knees slightly bent, toes pointed.
 - (2) Alternately flutter the legs up and down, moving them at the hip.
 - (3) Fins are kept underwater when swimming on the surface.

C. Snorkel

1. Description

- a. Permits the safety swimmer to breathe easily while working, keeping the face in the water to watch students.
- b. Barrel can be straight or gently curved.
- c. Flexible hose connects barrel to mouthpiece.

2. Fitting

Attaches to either side of mask by snorkel keeper strap.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Snorkel clearing methods

- a. Exhalation method - As swimmer returns to surface, keep face submerged so that tip of snorkel is above water and forcefully exhale through the mouth into the snorkel. Take a slow deep breath and exhale forcefully again to clear any residual water and then breath normally.
- b. Gravity method - As swimmer returns to surface, look upward toward the surface keeping snorkel pointed downward, just prior to reaching the surface exhale into snorkel, as your face clears the surface continue exhaling and flip snorkel tip up by looking down. Take a slow deep breath and forcefully exhale into snorkel, then breathe normally.

Instructor demonstrates.

Instructor demonstrates.

D. Care and Preventive Maintenance

- 1. Fresh water rinse all equipment.
- 2. Hang in a cool, dry windless place.

E. Surface Diving

- 1. Feet-first surface dive
 - a. Begin the dive while treading water, push arms down towards side while executing a flutter kick.
 - b. Push up and out of the water.
 - c. Allow body to sink until head is submerged, keep hands by your side.
 - d. Rotate palms outward and push arms upward towards the surface.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- e. Level out and swim forward underwater.
- 2. Pike Surface Dive
 - a. Begin while doing the breast, sidestroke or crawl stroke on the surface.
 - b. Bend at the waist, and look at the bottom of the pool.
 - c. Lift your legs completely out of the water.
 - d. Let the weight of your legs force you down, pull with your arms.
- 3. Diving precautions
 - a. When diving beneath surface, pain and discomfort may arise from:
 - (1) Mask squeeze
 - (2) Sinus squeeze
 - (3) Ear squeeze
 - b. To alleviate pain and discomfort you can either:
 - (1) Exhale slightly into mask.
 - (2) Valsalva to equalize sinus and ears.
 - (3) Ascend slightly if equalization will not occur.

Demonstrate Valsalva maneuver.

Emphasize that if they cannot equalize the pressure using these methods they should surface immediately. Continuing their descent could cause ruptured ear drums and damage to the sinus membranes.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

F. Student practice of mask, fins, and snorkel

1. Have students form two lines, one behind the other in the shallow end of the pool. Have students in front line take a normal breath and sit on bottom of pool and exhale through their nose. Students in back place their hands on shoulder of front line students to them down while they exhale and then release them. Repeat until students are able to demonstrate skill comfortably. Have students change places and repeat skill. Practice until all students can demonstrate this skill proficiently. Students experiencing difficulty with this skill must be completely remediated before they are allowed to attempt this skill in deeper water.
2. With students still in shallow end of pool, form two lines facing each other, have students take breath and submerge with mask in hand and put mask on underwater and clear it using method A. Repeat until students can demonstrate skill comfortably.
3. Repeat item #2 above using mask clearing method B.
4. In shallow end, have students form two lines and take a breath, submerge until snorkel fills with water then surface and clear snorkel using exhalation method.
5. Repeat item #4 using gravity method.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Move students to approximately six foot water depth, have them don fins, drop mask and snorkel to bottom, submerge and retrieve mask, don it underwater and clear it using their preferred method prior to surfacing. Repeat until students are able to demonstrate skill comfortably.
7. Move student to deep end of pool. Have them hang onto the side of the pool. Divide students into two groups. First group will have on mask, fins, and snorkel, and swim to center of deep end with second group's mask. With mask in hand, surface dive to the bottom and leave their mask on the bottom, surface and swim back to the side of the pool. Second group will then swim on the surface to their mask, surface dive to the bottom, retrieve mask and snorkel, put it on their face, clear it with their preferred method and then surface and swim back to the side of the pool. Repeat until students are able to demonstrate skill comfortably. Have students change places and repeat skill.
8. Divide students into two groups and have them swim laps using fins and modified flutter kick. Have students put hands behind their back while swimming laps. Repeat laps as necessary until student can demonstrate flutter kick comfortably.
9. Have students perform a spinal management rescue from the bottom of the pool using fins, mask and snorkel. Bring injured person to the shallow end of the pool and have another student assist with removing the fins. Ensure that inline stabilization is maintained during the procedures.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

Read Chapter 10 of American Red Cross Swimming and Diving.

LESSON PLAN

December 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.14

LESSON TOPIC: Swimming for Lifetime
Fitness

ALLOTTED LESSON TIME: 0.5 Classroom
1.0 Laboratory

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add one in water lifeguard if more than 20 students in deep end.

2.24 Perform aerobic exercise.
2.25 Adjust exercise.
2.26 State the components of a workout.
2.27 Identify the phases of a fitness program.

INSTRUCTIONAL REFERENCE:

American Red Cross Swimming and Diving manual

2.28 Identify the components of a fitness-swimming program.

INSTRUCTIONAL AIDS:

Swimming pool

2.29 Perform effective aquatic exercise

CRITERION TEST:
Written exam at end of course

HOMEWORK:
Read Chapter 10 of reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Swimming for lifetime fitness

b. Major Teaching Points:

- (1) Benefits of aquatic exercise
- (2) Adjusting Exercise Levels
- (3) Components of a workout
- (4) Phases of a fitness program
- (5) Fitness swimming
- (6) Aquatic exercise
- (7) Student practice

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Benefits of aquatic exercise

1. Prevention of cardiovascular disease
2. Cardiovascular endurance
3. Muscular strength and endurance
4. Flexibility
5. Weight management

B. Adjusting exercise levels

1. F.I.T. Principle

a. Frequency:

- (1) How often you do the exercise. You should exercise 3 to 5 days a week.
- (2) Exercising more than 5 days does not lead to better results.
- (3) Frequency depend on you own goals.
- (4) Example, to lose fat, it is better to exercise 5 days a week rather than 3.

b. Intensity:

- (1) How hard you work out when you exercise.
- (2) Most difficult of the three factors to assess.

**Conduct warm-up,
stretches and cool-down
IAW Annex F.**

Chapter 10 of reference

Pages 230-233

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (3) Results are best if the intensity of the workout stays at a specific level.
- (4) Cardiovascular improvement is slower if you exercise outside this level.

c. Time

- (1) Amount of time you spend exercising also affects the benefits.
- (2) Spend at least 15 minutes at the recommended level of intensity, not counting the warm-up or cool-down.
- (3) A typical aerobic workout lasts 20-30 minutes. Going beyond 60 minutes does not lead to benefits that are proportional to the extra time spent.

2. Target Heart Rate Range

a. Resting Heart Rate (RHR)

- (1) Take when you awake in the morning.
- (2) Lie quietly for at least 10 minutes.
- (3) Count your pulse for a full minute.

b. Predicted Maximum Heart Rate (MHR)

- (1) Ideal heart rate range to maintain during exercise for greatest cardiovascular benefit.
- (2) Workout should raise your heart rate between 60-85 percent.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (3) Calculate Target Heart Rate
 - (MHR)=220 - age
 - (MHR) - (RHR) * 60 percent
 - Add above number to RHR (lower limit)
 - (MHR) - (RHR) * 85 percent
 - Add above number to RHR (upper limit)
- (4) Check pulse
 - During workout take pulse for 10 seconds
 - Multiply by 6 or compare to chart

Refer to chart page 231

3. Rate of perceived exertion (RPE)

- a. Many factors, such as stress, illness, and fatigue, can affect heart rates.
- b. Obtaining accurate exercise heart rates can be extremely difficult.
- c. In initial phase of exercise program identify a number on the RPE scale that corresponds with your perceived intensity, and then check your heart rate to see how the two numbers relate.
- d. Once you understand the relationship between heart rate and RPE, you can rely less on heart rate and more on the way you feel.

Refer to chart on page 233 of reference.

C. Components of a Workout

1. Warm-up

- a. Prepares the body for the increase work.
- b. Raises deep muscle temperatures, increases blood flow and helps you adjust to the workout environment.
- c. Help prevent injury to muscles and joints.
- d. 5-10 minutes or 15-20 percent of total workout time or distance.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- e. Consist of slow walking, jogging or low-intensity swimming.

2. Stretching

- a. Makes joints more flexible
- b. Improves range of motion
- c. Prevent soreness
- d. Reduce risk of injury
- e. Do during the warm-up or right after it.

3. Aerobic Set

- a. Make up 50-70 percent of workout time or distance
- b. Minimum of 15 minutes at target heart rate
- c. Lower level of intensity will not increase fitness level as much

4. Muscular development set

American College of Sports Medicine recommends that a fitness program include some exercise for muscular development. The most popular is resistance training (weight training)

- a. Be sure to do a warm-up
- b. 2-3 times a week recommended
- c. Standard program for beginners is to do 3 sets of a minimum of 10 reps.
- d. In aquatic exercise since it is hard to determine the resistance of the water. 3 sets might not provide the overload needed to increase strength and endurance.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- e. Overload for strength improvement may depend solely on increasing the number of sets and the number of repetitions per set.
- f. You must rely on your perception of overload to determine if you are working hard enough.

5. Cool-down

A tapering off to let the heart rate, blood pressure, and metabolic rate go back to their initial levels.

- a. Proper cool down helps the blood return from the working muscles to the brain, lungs, and internal organs.
- b. Helps you recover from fatigue and may prevent muscle soreness later.
- c. Should last 5-10 minutes or 10 percent of the total time or distance of the workout.
- d. Cool-down can be the same as the warm-up and stretching.
- e. Do not go to stretching immediately after strenuous activity in the aerobic set or the muscular development set.

D. Phases of a Fitness Program

Page 236 of reference.

1. Initial phase

- a. Low intensity
- b. Increase your workload slowly and comfortably.
- c. Move to the next phase when you can maintain 60 percent intensity for at least 15 minutes.
- d. May need 10 weeks at this phase before going to next phase.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Improvement phase

- a. Begins when you can exercise 3 times a week for 15 minutes at 60 percent of target heart rate.
- b. Fitness will improve by increasing frequency, intensity or length of time.
- c. Will increase more rapidly in this phase than initial phase.
- d. Stay well within your target heart rate range.
- e. Increase the duration before you increase intensity or frequency.

3. Maintenance Phase

- a. Begins when you reach the fitness goals that you set for yourself.
- b. Used to sustain the fitness level rather than increase your workload.
- c. Exercise at a comfortable level and set different goals.
- d. Add variety to your workout (learn a new stroke).

4. Reversibility of Training

The physical fitness you gain from exercise can be lost. If you stop exercising regularly, your fitness level will decrease and you will gradually return to the shape that you were in when you began your exercise program.

- a. Better to maintain your current level of fitness.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- b. Being physically fit once does not make it easier to get back into shape.
- c. Fitness declines quickly but can be maintained with as few as two workouts a week.
- d. Develop fitness habits you can keep using for a lifetime.

E. Fitness Swimming

You should design your fitness-swimming program carefully. This means starting at the right level and following an effective progression in your exercise plan.

- a. Always use:
 - (1) Warm-up
 - (2) Stretching
 - (3) Aerobic set
 - (4) Cool-down
 - (5) Include muscular development set in 2-3 workouts each week.
- b. Heart rate should be 10-13 beats below that for similar exercise on land.
- c. A swimmer's horizontal position and the smaller muscle mass used in swimming prevent the heart rate from increasing as much as in vertical, dry land exercise of the same intensity.
- d. Check your heart rate before, during, and after your workout to ensure you are at the right intensity.
- e. Check your resting heart rate every few weeks because exercise gradually lowers it. Then recalculate target heart rate.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

F. Aquatic Exercise

Aquatic exercise is water activity generally done in a vertical position with face out of the water.

a. Used for

- (1) Rehabilitation for athletes
- (2) Managing weight
- (3) Stress relief
- (4) Increase fitness
- (5) People with disabilities to improve their fitness, range of motion, muscular strength and endurance.

G. Student practice swimming for lifetime fitness

1. Student safety brief

TTO and pool safety review.

2. Warm-up:

3 minutes of low intensity swimming

3. Stretch

a. **Side to side stretch:**

Arm straight up and grasp the left wrist with the right hand. Slowly lean to the right without bending forward at the waist. Repeat in the opposite direction.

b. **Triceps stretch:**

Touch the left shoulder blade with the left hand and

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

press down on the left elbow with the right hand.
Repeat for right arm.

- c. **Posterior shoulder stretch:**
Stand with feet shoulder width apart. Bring the arm that is to be stretched across the chest. Use the opposite arm to pull the arm being stretched towards the chest until the stretch is felt in the posterior shoulder. Repeat for opposite arm.
- d. **Quadriceps stretch:**
Standing with left arm on bulkhead for support with right hand reach back and grab right ankle. Then pull ankle up towards buttocks keeping knees together. Repeat for left leg.
- e. **Groin stretch:**
While sitting with the soles of the feet together and back straight, grasp both feet and pull them as close to the body as possible. Gently pull toes upward, relaxing the musculature of the inner thigh, allowing the weight of the knees to stretch the muscles.
- f. **Calf stretch:**
 - (1) Stand facing the wall approximately four feet away. Lean against the wall, bring the right leg forward while keeping the left leg extended and left heel flat on the deck.
 - (2) After calf stretch, bend the left knee and shift weight forward to stretch achilles tendon.
 - (3) Repeat (1) and (2) for the right leg.
 - (4) Now stretch with both legs extended, heels flat on the deck.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Aerobic Set

1. Have students swim for 12 minutes with swimming for distance. Record the distance and compare to the Cooper 12 minutes Swimming Test chart on page 239 of the Swimming and Diving Text.
2. Allow students to rest.
3. Conduct cardiovascular workouts
 - (1) Run in place, lifting knees high without bouncing. Swing arms naturally.
 - (2) Jumping jacks in chest deep water. Arms come only to the surface of the water. Legs extend out as far as possible. Pull your arms and legs together with force. With fluid movement repeat. Keep arms and legs slightly bent throughout exercise.
 - (3) Hopping: Stand up straight in chest-deep water with legs straight. Swing one leg out to the side to no more than a 45-degree angle while you hop twice on the other leg. Keep your arms curved in front of your body to scull with downward force as you hop. Return the leg to starting position and with fluid motion, repeat with the other leg in the opposite direction.

Appendix B page 322-323
of reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

5. Muscular Development Set

Appendix B pages 323-325

The following exercises are designed to take advantage of water's buoyancy and resistance to strengthen and tone the body's major muscle groups.

a. For all the exercises be sure to:

- (1) Stand up straight in chest deep water.
- (2) Feet shoulder width apart
- (3) Knees slightly bent
- (4) Abdominals tight and hips tucked under

b. Upper Body

- (1) Stand facing the pool wall. Feet at least 1 foot away from the wall. With arms at your sides, bend the elbows to grasp the side of the pool and pull yourself to the wall. Now push yourself away from the wall. Push and pull vigorously. This strengthens and tones the chest, shoulders, and arms.
- (2) Stand erect. With elbows slightly bent, extend your arms out to the sides at shoulder height. Circle your arms forward. Keep your fingers and wrists firm to increase the resistance. Then reverse the movement.
- (3) With fingers together, palms facing down pull the arms down to the side. Return to starting position vigorously with palms

Works shoulders and upper arms.

Works shoulders and upper back.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

facing up.

- (4) With palms facing forward, pull the arms together in front of your chest. Turn the palms out and push the arms back to the starting position with just as much energy.
- (5) Extend the arms out to the sides at shoulder height. Palms are facing forward. With elbows bent, pull your arms toward your chest and touch your chest. Return to starting position forcefully but this time rotate your hands so that your palms are facing outward as you push your arms away from your chest.
- (6) With elbows tucked tight into your sides, palms up, fingers together, pull the water hard to work the biceps. Now push down hard to work the triceps. Then do the exercise with palms down.

Tones chest muscles and front of shoulders.

Strengthens and tones biceps and triceps.

c. Middle body routine

Position for first two exercises: Stand with back against the wall. Reach behind you and grasp the pool gutter with both hands, letting the gutter support your shoulders and upper arms.

- (1) Keeping legs together bend your knees upward toward your chest and then extend your legs straight out again.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (2) Draw knees up to the chest and roll the thighs first to the right and then to the left.
- (3) Stand facing the pool wall. Float on your back and rest your lower legs (feet) on the side of the pool. Clasp your hands behind your head. Tuck your chin into your chest and pull yourself forward slightly, tightening your abdominal muscles. Return to starting position.
- (4) Float in a prone position and place one hand on the pool wall or gutter and the other hand directly underneath it for support. With fluid motion pull your knees into your chest and straighten them out to the right. Then pull them into your chest again and straighten them out to the left.

Works hips, inner and outer thighs. Helps to relax the lower back.

Works the external oblique muscles and lower abdominal.

c. Lower body routines

The first two routines are performed vigorously they could be part of the cardiovascular workout.

- (1) Stand up straight with your lower back pressed against the wall in waist or chest deep water. Lift your right leg so that it is flexed 90 degrees at the hip and 90 degrees at the knee. Extend the leg so that it is nearly straight but not locked. Repeat with the left leg.

Works the quadriceps.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- | | |
|--|--|
| <p>(2) With shoulders, hips, and knees aligned and your foot relaxed, try to bring the heel of the right foot back and up to reach the buttock. Alternate with the left foot. Try not to arch your back.</p> | <p>Strengthens and tones the hamstring.</p> |
| <p>(3) Stand erect in chest deep water. With toes pointed, lift the right leg out to the side at an angle of no more than 45 degrees. Return to the starting position forcefully and repeat with the other leg. Remember the movement originates from the hip.</p> | <p>Strengthens and tones the inner and outer thighs.</p> |
| <p>(4) With right foot relaxed, lift the right leg forward no higher than your hip. Without turning your body, move the leg to the side and return it vigorously to the starting position. Again, the movement is from the hip. Repeat for the left leg</p> | <p>Strengthens and tones the inner and outer thighs.</p> |
| <p>(5) With knees slightly flexed and feet together, lift your right leg back just enough to feel the tension in the buttocks. Do not arch the back. Repeat with the left side.</p> | |
| <p>(6) Keeping your right leg straight, gently pull it away from the midline of the body and make a figure-eight pattern with you foot. Reverse the direction. This movement is from the hip. Repeat with the left leg.</p> | <p>Works the upper legs and buttocks.</p> |

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.15

LESSON TOPIC: Conditioning Swim #1

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add one in water lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

2.30 Participate in a 50-minute conditioning swim exercise.

INSTRUCTIONAL REFERENCE:

American Red Cross Swimming and Diving manual

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

Swimming pool

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Conditioning Swim #1

b. Major Teaching Points:

(1) Benefits of conditioning swimming

(2) Student practice of conditioning swim #1

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

- A. Benefits of conditioning swimming
 - 1. Increase muscular strength and endurance
 - 2. Improve stroke mechanics
 - 3. Build confidence
- B. Student practice of condition swim #1
 - 1. Warm-up:
 - 5 minutes of low intensity swimming
 - 2. Stretch
 - a. **Side to side stretch:**
Arm straight up and grasp the left wrist with the right hand. Slowly lean to the right without bending forward at the waist. Repeat in the opposite direction.
 - b. **Triceps stretch:**
Touch the left shoulder blade with the left hand and press down on the left elbow with the right hand. Repeat for right arm.

**Conduct warm-up,
stretches and cool-down
IAW Annex F.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. **Posterior shoulder stretch:**
Stand with feet shoulder width apart. Bring the arm that is to be stretched across the chest. Use the opposite arm to pull the arm being stretched towards the chest until the stretch is felt in the posterior shoulder. Repeat for opposite arm.
- d. **Quadriceps stretch:**
Standing with left arm on bulkhead for support with right hand reach back and grab right ankle. Then pull ankle up towards buttocks keeping knees together. Repeat for left leg.
- e. **Groin stretch:**
While sitting with the soles of the feet together and back straight, grasp both feet and pull them as close to the body as possible. Gently pull toes upward, relaxing the musculature of the inner thigh, allowing the weight of the knees to stretch the muscles.
- f. **Calf stretch:**
 - (1) Stand facing the wall approximately four feet away. Lean against the wall, bring the right leg forward while keeping the left leg extended and left heel flat on the deck.
 - (2) After calf stretch, bend the left knee and shift weight forward to stretch achilles tendon.
 - (3) Repeat (1) and (2) for the right leg.
 - (4) Now stretch with both legs extended, heels flat on the deck.

4. Survival techniques practice (1hr)

Coach and critique students with any survival skill that they may be having difficulty with.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

5. 50 minute swim

Ensure Students are aware to use Breaststroke, Sidestroke, or American Crawl to complete the swim. **All Students are not allowed to use the Elementary Backstroke.**

Direct students through 50 minutes of continuous swimming. Chose the best pattern, depending on the facility, to ensure that students are able to swim the distance without stopping, standing or pushing off the walls. (Unless they need to for safety reasons) Circumference swimming or lap swimming within a pool are good ways to perform this swim exercise.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.16

LESSON TOPIC: Conditioning Swim #2

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add one in water lifeguard if more than 20 students in deep end.

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

2.31 Participate in a 60-minute conditioning swim exercise.

INSTRUCTIONAL REFERENCE:

American Red Cross Swimming and Diving manual

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

Swimming pool

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Conditioning Swim #2

b. Major Teaching Points:

(1) Benefits of conditioning swimming

(2) Student practice of conditioning swim #2

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

- A. Benefits of conditioning swimming
 - 1. Increase muscular strength and endurance
 - 2. Improve stroke mechanics
 - 3. Build confidence
- B. Student practice of condition swim #2
 - 1. Warm-up:
 - 5 minutes of low intensity swimming
 - 2. Stretch
 - a. **Side to side stretch:**
Arm straight up and grasp the left wrist with the right hand. Slowly lean to the right without bending forward at the waist. Repeat in the opposite direction.
 - b. **Triceps stretch:**
Touch the left shoulder blade with the left hand and press down on the left elbow with the right hand. Repeat for right arm.

**Conduct warm-up,
stretches and cool-down
IAW Annex F.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. **Posterior shoulder stretch:**
Stand with feet shoulder width apart. Bring the arm that is to be stretched across the chest. Use the opposite arm to pull the arm being stretched towards the chest until the stretch is felt in the posterior shoulder. Repeat for opposite arm.
- d. **Quadriceps stretch:**
Standing with left arm on bulkhead for support with right hand reach back and grab right ankle. Then pull ankle up towards buttocks keeping knees together. Repeat for left leg.
- e. **Groin stretch:**
While sitting with the soles of the feet together and back straight, grasp both feet and pull them as close to the body as possible. Gently pull toes upward, relaxing the musculature of the inner thigh, allowing the weight of the knees to stretch the muscles.
- f. **Calf stretch:**
 - (1) Stand facing the wall approximately four feet away. Lean against the wall, bring the right leg forward while keeping the left leg extended and left heel flat on the deck.
 - (2) After calf stretch, bend the left knee and shift weight forward to stretch achilles tendon.
 - (3) Repeat (1) and (2) for the right leg.
 - (4) Now stretch with both legs extended, heels flat on the deck.

4. Survival techniques practice (45 minutes)

Coach and critique students with any survival skill that they may be having difficulty with.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

5. 60 minute swim

Ensure Students are aware to use Breaststroke, Sidestroke, or American Crawl to complete the swim. **All Students are not allowed to use the Elementary Backstroke.**

Direct students through 60 minutes of continuous swimming. Chose the best pattern, depending on the facility, to ensure that students are able to swim the distance without stopping, standing or pushing off the walls. (Unless they need to for safety reasons) Circumference swimming or lap swimming within a pool is good ways to perform this swim exercise.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson
topic:

CLASSIFICATION: Unclassified

Upon completion of this unit of
instruction, the student will demonstrate
knowledge and proficiency in aquatic
skills, swimming, and water survival
techniques without injury to personnel or
damage to equipment.

LESSON PLAN NUMBER: 2.17

LESSON TOPIC: Conditioning Swim #3

ALLOTTED LESSON TIME: 2.0 Laboratory

ENABLING OBJECTIVES:
Completely supported by this lesson
topic:

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add one in water lifeguard if more than 20
students in deep end.

2.32 Participate in a 70-minute
conditioning swim exercise while

Wearing organization clothing
(flight suit or coveralls)

INSTRUCTIONAL REFERENCE:

CRITERION TEST:

American Red Cross Swimming and Diving
manual

Written exam at end of course

INSTRUCTIONAL AIDS:

HOMEWORK:

Swimming pool

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Conditioning Swim #3

b. Major Teaching Points:

(1) Benefits of conditioning swimming

(2) Student practice of conditioning swim #3

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

- A. Benefits of conditioning swimming
 - 1. Increase muscular strength and endurance
 - 2. Improve stroke mechanics
 - 3. Build confidence
- B. Student practice of condition swim #3
 - 1. Warm-up:
 - 5 minutes of low intensity swimming
 - 2. Stretch
 - a. **Side to side stretch:**
Arm straight up and grasp the left wrist with the right hand. Slowly lean to the right without bending forward at the waist. Repeat in the opposite direction.
 - b. **Triceps stretch:**
Touch the left shoulder blade with the left hand and press down on the left elbow with the right hand. Repeat for right arm.

Conduct warm-up stretches and cool-down IAW Annex F.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. **Posterior shoulder stretch:**
Stand with feet shoulder width apart. Bring the arm that is to be stretched across the chest. Use the opposite arm to pull the arm being stretched towards the chest until the stretch is felt in the posterior shoulder. Repeat for opposite arm.
- d. **Quadriceps stretch:**
Standing with left arm on bulkhead for support with right hand reach back and grab right ankle. Then pull ankle up towards buttocks keeping knees together. Repeat for left leg.
- e. **Groin stretch:**
While sitting with the soles of the feet together and back straight, grasp both feet and pull them as close to the body as possible. Gently pull toes upward, relaxing the musculature of the inner thigh, allowing the weight of the knees to stretch the muscles.
- f. **Calf stretch:**
 - (1) Stand facing the wall approximately four feet away. Lean against the wall, bring the right leg forward while keeping the left leg extended and left heel flat on the deck.
 - (2) After calf stretch, bend the left knee and shift weight forward to stretch achilles tendon.
 - (3) Repeat (1) and (2) for the right leg.
 - (4) Now stretch with both legs extended, heels flat on the deck.

4. Survival techniques practice (35minutes)

Coach and critique students with any survival skill that they may be having difficulty with.

DISCUSSION POINT

5. 70 minute swim

Ensure Students are aware to use Breaststroke, Sidestroke, or American Crawl to complete the swim. **All Students are not allowed to use the Elementary Backstroke.**

Direct students through 70 minutes of continuous swimming. Chose the best pattern, depending on the facility, to ensure that students are able to swim the distance without stopping, standing or pushing off the walls. (Unless they need to for safety reasons) Circumference swimming or lap swimming within a pool is good ways to perform this swim exercise.

RELATED INSTRUCTOR ACTIVITY

Have students wear flight suits if unable to utilize lesson plan 2.18.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

Upon completion of this unit of
instruction, the student will demonstrate
knowledge and proficiency in aquatic
skills, swimming, and water survival
techniques without injury to personnel or
damage to equipment.

LESSON PLAN NUMBER: 2.18

LESSON TOPIC: Conditioning Swim #4

ALLOTTED LESSON TIME: 2.0 Laboratory

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

1 BSWIC Instructor
1 Qualified Lifeguard
Add one in water lifeguard if more than 20
students in deep end.

2.33 Participate in a 80-minute
conditioning swim exercise.

INSTRUCTIONAL REFERENCE:

CRITERION TEST:

American Red Cross Swimming and Diving
manual

Written exam at end of course

INSTRUCTIONAL AIDS:

HOMEWORK:

Swimming pool

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Conditioning Swim #4

b. Major Teaching Points:

(1) Benefits of conditioning swimming

(2) Student practice of conditioning swim #4

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

- A. Benefits of conditioning swimming
 - 1. Increase muscular strength and endurance
 - 2. Improve stroke mechanics
 - 3. Build confidence
- B. Student practice of condition swim #4
 - 1. Warm-up:
 - 5 minutes of low intensity swimming
 - 2. Stretch
 - a. **Side to side stretch:**
Arm straight up and grasp the left wrist with the right hand. Slowly lean to the right without bending forward at the waist. Repeat in the opposite direction.
 - b. **Triceps stretch:**
Touch the left shoulder blade with the left hand and press down on the left elbow with the right hand. Repeat for right arm.

**Conduct warm-up,
stretches and cool-down
IAW Annex F.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. **Posterior shoulder stretch:**
Stand with feet shoulder width apart. Bring the arm that is to be stretched across the chest. Use the opposite arm to pull the arm being stretched towards the chest until the stretch is felt in the posterior shoulder. Repeat for opposite arm.
- d. **Quadriceps stretch:**
Standing with left arm on bulkhead for support with right hand reach back and grab right ankle. Then pull ankle up towards buttocks keeping knees together. Repeat for left leg.
- e. **Groin stretch:**
While sitting with the soles of the feet together and back straight, grasp both feet and pull them as close to the body as possible. Gently pull toes upward, relaxing the musculature of the inner thigh, allowing the weight of the knees to stretch the muscles.
- f. **Calf stretch:**
 - (1) Stand facing the wall approximately four feet away. Lean against the wall, bring the right leg forward while keeping the left leg extended and left heel flat on the deck.
 - (2) After calf stretch, bend the left knee and shift weight forward to stretch achilles tendon.
 - (3) Repeat (1) and (2) for the right leg.
 - (4) Now stretch with both legs extended, heels flat on the deck.

4. Survival techniques practice (25 minutes)

Coach and critique students with any survival skill that they may be having difficulty with.

DISCUSSION POINT

5. 80 minute swim

Ensure Students are aware to use Breaststroke, Sidestroke, or American Crawl to complete the swim. **All Students are not allowed to use the Elementary Backstroke.**

Direct students through 80 minutes of continuous swimming. Chose the best pattern, depending on the facility, to ensure that students are able to swim the distance without stopping, standing or pushing off the walls. (Unless they need to for safety reasons) Circumference swimming or lap swimming within a pool are good ways to perform this swim exercise.

RELATED INSTRUCTOR ACTIVITY

note

Students attending BSWSIC continuing to NASC for Instructor Duty are required to swim at least 36 laps in a flight suit or coveralls in 80 minutes or less. NASC-bound students that cannot swim 36 laps in 80 minutes will **still receive BSWSIC Certification**, but special notice will be sent to NASC for individual training requirements.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of
instruction, the student will
demonstrate knowledge and proficiency
in aquatic skills, swimming, and
water survival techniques without
injury to personnel or damage to
equipment.

LESSON PLAN NUMBER: 2.19

LESSON TOPIC: Spinal Injury Management for
Divers and SEALS

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

1 BSWIC Instructor
1 Qualified Lifeguard
Add one in water lifeguard if more than 20
students in deep end.

2.34 Demonstrate Spinal Injury Management
Skills per the American Red Cross
Lifeguarding Manual.

INSTRUCTIONAL REFERENCE:

CRITERION TEST:

American Red Cross Lifeguarding
Instructor's Manual

Performance test

INSTRUCTIONAL AIDS:

HOMEWORK:

1. Swimming pool
2. Backboard

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Spinal Injury Management for
Divers and SEALS

b. Major Teaching Points:

Who must participate

State how and why
students will use
material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Who must participate in this lesson plan

Instructors shall follow lesson 9, pages 175-190, of the Red Cross Lifeguarding Instructor's Manual to conduct this session.

Conduct warm-up stretches and cool-down IAW Annex F.

Personnel who are qualified lifeguards in accordance with BUPERSINST 1710.19, but were not trained in aquatic procedures for spinal injury management are required to participate in this lesson plan.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

Read Chapters 12-13 of U.S. Navy Water Survival Instructor's Manual.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.20

LESSON TOPIC: Learning to Conduct the Swim
Tester Course

ALLOTTED LESSON TIME: 2.0 Classroom
2.0 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

1 BSWIC Instructor

2.35 State training time out and drop on request procedure.

Student/Staff ratio:

2.36 State safety and mishap procedures.

1 BSWIC Instructor per 20 students

2.37 Demonstrate Lifeguarding skills competency.

INSTRUCTIONAL REFERENCE:

1. Navy Swim Tester Curricula

2.38 Perform survival strokes treading water, survival floating, burning oil swimming and the abandon ship drill per Navy Water Survival Instructor's manual (P1552/16).

2. U.S. Navy Water Survival Instructor's Manual

INSTRUCTIONAL AIDS:

CRITERION TEST:

Swimming Pool

Written exam at end of course

HOMEWORK:

Read Chapters 12-13 of reference 2.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Learning to conduct the Swim
Tester Course

b. Major Teaching Points:

(1) Purpose

(2) Navy Water Survival Instructor's Manual

(3) Monitored Study

(4) Practice administering second and third
class swim test

(5) Swim tester expiration and currency

(6) Written test

State how and why
students will use
material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Purpose

The purpose of this lesson plan is to teach the student how to conduct the Navy Swim Tester Course.

B. Navy Water Survival Instructor's Manual

Provide a copy of this manual to each student. Explain to them that this manual shall be used to grade and administer the Navy Swim Qualification program. Review each chapter with the students. Remind them that the manual is written for both Swim tester and Basic Water Survival Swim instructors.

C. Monitored Study(45 minutes)

Explain to the students that they will be given a 50 question exam covering Chapters 4-13. Direct them to read and study the material. Stay in the classroom to answer any questions.

D. Practice administering Second and Third Class Swim Test.

Break from classroom and proceed to pool to perform Laboratory portion of this LP.

Ensure required safety personnel are present and a staff safety brief is conducted before students enter the pool.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

E. Swim Tester Expiration and Currency

Swim tester certification is current as long as member maintains the command billet for which certification was originally given. If a swim test's CPR, First Aid or Lifeguard qualification expires before this time, swim tester qualification is suspended immediately until certification is attained.

1. Student safety brief

Brief students on Training Time Out and safety precautions before they enter the pool.

2. Third Class Swim Test

Break class into groups as needed. Direct them to practice teach administering the Third Class Swim Tests. Follow guidance in Chapters 12 and 13 of the Navy Water Survival Instructor's Manual to administer the test.

Conduct warm-up, stretches and cool-down IAW Annex F.

3. Break

4. Second Class Swim Test

In same groups, have students practice teach administering the Second Class Swim Test. Follow guidance in Chapters 12 and 13 of the Navy Water Survival Instructor's Manual to administer the test.

5. Return to classroom

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

F Written Test

1. Test

The test is closed book. Must score an 80% or better to pass.

2. Grading

If a student fails the examination, assign them to restudy the chapters covering the examination questions that were missed. After studying, administer Test B.

3. Service Record Entry

Provide Swimmers with a form or certification indicating successful completion of the Navy Swim Tester Course. Certification of this course should be recorded on page 4 of the enlisted service record or on the administrative remarks page 13 of the officer's service record.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

Upon completion of this unit of
instruction, the student will demonstrate
knowledge and proficiency in aquatic
skills, swimming, and water survival
techniques without injury to personnel or
damage to equipment.

LESSON PLAN NUMBER: 2.21

LESSON TOPIC: Skills Test

ALLOTTED LESSON TIME: 1.5 Laboratory

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

1 BSWIC Instructor
1 Qualified Lifeguard
Add one in water lifeguard if more than 20
students in deep end.

2.39 Perform survival-swimming test.

CRITERION TEST:

INSTRUCTIONAL REFERENCE:

Performance test

U.S. Navy Water Survival Instructor's
Manual

HOMEWORK:

None

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Boots, trousers, shirt or jumpsuit

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Skills Test

b. Major Teaching Points:

(1) First Class Swim Test

(2) Abandon Ship Drill/Underwater Swim Test

(3) 75 yard organizational clothing swim

(4) Treading Water and Survival Floating Test

(5) Conduct Skills Test

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. First Class Swim Test

Explain test logistics and performance standard per Chapters 12 and 13 of The U.S. Navy Water Survival Instructor's Manual.

B. Abandon Ship Drill/Underwater Swim Test

While dressed in pants and shirt, (or jumpsuit) and boots, step off platform (minimum 5 feet). At water entry legs must be crossed at ankles, and arms crossed, with hand of the arm closest to the chest pinching off the nose with the arm farthest from the chest grasping the biceps of opposite arm. (Illustration and further information found in Chapter 10 of the Navy Water Survival Instructor's Manual). After water impact, without surfacing, swim 15 yards underwater without breaking the surface.

C. 75 yard organizational clothing swim

Explain that the 75-yard organizational swimming test consists of swimming 25 yards each of the breaststroke, sidestroke, and elementary backstroke. Strokes mechanics are not tested. Passing consists of completion of the distance, utilizing the strokes described, without stopping, standing or holding on the side of the pool. Instructor candidates wear boots, pants, and shirt (candidates who will become instructors at NAVAVSCOLSCOM may wear jumpsuit/coveralls and SV-2, gloves and helmet).

**Conduct warm-up,
stretches and cool-down
IAW Annex F.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

D. Treading Water And Survival Floating Test:

While dressed in boots, shirt and pants or jumpsuit/coveralls (candidates who will become instructors at NAVAVSCOLSCOM may wear jumpsuit/coveralls and SV-2, gloves and helmet) tread water for 2 minutes followed by 3 minutes of survival floating. After survival floating, don an inherently inflated lifejacket or orally inflate an inflatable lifejacket and perform H.E.L.P. and Huddle positions.

2. Treading water standards

Explain to students that only the modified breaststroke/frog or rotary/egg beater kicks may be used.

2. Prone floating standards

Prone floating (survival floating) must conform to Chapter 13, Second Class Swim Standards, of the U.S. Navy Water Survival Instructor's Manual.

E. Conduct Skills Test

1. Staff safety brief

2. Administering First Class Swim Test

Conduct the First Class Swim Test in accordance with Chapters 13 and 14 of the U.S. Navy Water Survival Instructor's Manual. Be certain to utilize First Class Performance standards when grading strokes.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Administer Abandon Ship Drill/Underwater Swim

Brief students on safety precautions and hyperventilation.

- a. Students must step from the tower in increments so that there is no chance of a swimmer landing on another swimmer.
- b. Students must step from a minimum height of 5 feet. Water depth underneath the platform must be a minimum of 8 feet.
- c. Body position must conform to Third Class Swim Standards identified in Chapter 13 of the U.S. Navy Water Survival Instructor's Manual.
- d. Students may swim any underwater stroke. No part of the body may break the surface during the 15-yard underwater swim.

4. Administer Organizational Clothing Swim Test

Brief students on safety precautions.

- a. Students must swim 75 yards demonstrating 25 yards each of the breaststroke, sidestroke, and elementary backstroke in the order written. Strokes mechanics are not graded.
- b. Properly trained swimmers shall pass this test without extreme physical exertion. Students experiencing difficulty must be removed before requiring rescue.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. The 75-yard swim must be continuous without holding on the edge or pushing off the walls. This will be accomplished by either swimming laps in a single lane or swimming a "Z" pattern whereby the swimmer swims 25 yards from shallow end to deep, swims diagonally from deep to shallow, and finishes by swimming from shallow to deep end on the opposite side of the pool from where the swim began.
 - d. A trained lifeguard IAW BUPERINST 1710.19 will be in the pool equipped with mask, fins, and rescue tube strategically placed to render assistance as needed. A maximum of 20 students is allowed in the deep end.
5. Administering the Treading Water/Survival Floating Test:
- a. A trained lifeguard in accordance with BUPERSINST 1710.19 will be in the pool equipped with mask, fins, and rescue tube strategically placed to render assistance as needed. Maximum of 20 students in the deep end at once.
 - b. Properly trained swimmers can pass this test without extreme physical exertion. Students experiencing difficulty must be removed before requiring rescue.
 - c. Only the modified breaststroke or rotary kicks may be executed while treading water.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- d. After 30 seconds, prone floating must conform to Chapter 13 of the Navy Water Survival Instructor's manual, Second Class Standards. Students gasping, breathless, or otherwise not calm and relaxed must be removed immediately.
- e. Inflatable lifejackets must be inflated enough to support the swimmer.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

December 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

Upon completion of this unit of
instruction, the student will demonstrate
knowledge and proficiency in aquatic
skills, swimming, and water survival
techniques without injury to personnel or
damage to equipment.

LESSON PLAN NUMBER: 2.22

LESSON TOPIC: Using Games to Improve
Swimming and Survival
Skills

ALLOTTED LESSON TIME: 1.0 Laboratory
(optional at anytime)

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

- 1 BSWIC Instructor
- 1 Qualified Lifeguard

2.40 Demonstrate improved aerobic fitness,
strength, aquatic familiarity and
swim skills.

INSTRUCTIONAL REFERENCE:

American Red Cross Water Safety
Instructor's Manual

CRITERION TEST:

Performance test

INSTRUCTIONAL AIDS:

- 1. Two water polo goals
- 2. One ball
- 3. One pool clock

HOMEWORK:

None

INTRODUCTION

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Lap Swim/Water Polo

b. Major Teaching Points:

(1) Introduction

(2) Water Polo

(3) Seal Show Relay

(4) Kick Board Relay

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Introduction

Improving swimming strength and endurance skills can be accomplished in a fun and inventive ways such that the student practices in a fun, worry-free environment. Games and competitive events can increase muscular endurance, coordination and make movements more of a natural reaction.

B. Water Polo

1. Rules

- a. Start quarters by having teams line up at opposite sides and sprint for the ball at the half-way point.
- b. Quarters are 7 minutes long and are separated by 5-minute rest periods.
- c. Team consists of six players and a goal.
- d. Fouls - - 2 Types
 - (1) Technical: turn ball over to other team and give a free throw.
 - (a) Swim over opponent
 - (b) Put ball underwater
 - (c) Come within 2 meters of opponent's goal without ball being closer to goal.
 - (d) Reach over opponent to get ball

**Conduct warm-up,
stretches and cool-down
IAW Annex F.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (e) Touch side while having the ball
- (f) Playing the ball

(2) Personnel: Remove player for 30 seconds or until a goal is made.

- (a) Grab opponent
- (b) Foul a player with a free throw
- (c) Play the man, not the ball

(3) Call fouls with the whistle and give free throws at location of foul.

- e. Goals are scored when center of ball breaks the plane of the face of the goal.
- f. Players can handle the ball with 2 hands.
(Normally only the goalie can put 2 hands on the ball)
- g. Players substitute out a goals and quarters.

3. Safety

Call fouls and kick out players to control play, keep play clean, not rough.

C. Seal Show Relay

- 1. Divide into two or more teams each with a beach ball.
- 2. The first player of each team slips into shallow water with the team ball.

American Red Cross Water Safety Instructor's Manual page 182.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Have player travel across the swimming area skipping and bouncing the ball off their head.
4. On the return the player treads water while pushing the ball with the nose.
5. All the players take a turn and the first team done wins the race.

D. Kickboard Relay

1. Divide into two or more teams.
2. Half of each team is at opposite sides of the swimming area.
3. On the signal, the first player from each team kicks across the swimming area and hands the kickboard to their partner, who proceeds to kick back to the next team member. The team that finishes first wins.
4. Designate different kicks and distances for variation.

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor
Training Course
A-012-1014

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 3.1

LESSON TOPIC: Stress Management &
Suicide Prevention

ALLOTTED LESSON TIME: 1.0 Classroom

INSTRUCTIONAL SUPPORT:

1 Classroom Instructor

INSTRUCTIONAL REFERENCES:

1. NETC Form 1720/2, Supervisor's Guide for Suicide Prevention
2. NAVAVSCOLSCOMINST 1720.1, Naval Aviation Schools Command (NAVAVSCOLSCOM) Program for Suicide Prevention
3. Command Fitness Coordinator Exercise Leader Handbook

INSTRUCTIONAL AIDS:

1. Stress Inventory Form
2. Supervisor's Guide to Suicide Prevention
3. PowerPoint presentation

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

- 3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 1.13 Define stress and suicide.
- 1.14 Identify five sources of stress.
- 1.15 List the detrimental effects of over-stress, including substance abuse.
- 1.16 Discuss the stress management strategies of coping, cooperation, and changing.

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION:

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements

It is essential that you have a basic understanding of the effects of stress and the principles of stress management. Leaders must be able to successfully deal with stress personally and be able to assist others.

Emphasize the importance of understanding the effects of stress on ourselves and of successfully dealing with stress. Emphasize the necessity of suicide prevention.

2. Lesson Overview

Briefly outline material to be covered.

a. Lesson Topic: Stress Management/Suicide Prevention

b. Major Teaching Points:

(1) Sources of Stress

DISCUSSION POINT

- (2) Symptoms and Detrimental Effects
- (3) Managing Stress
- (4) Suicide Prevention

RELATED INSTRUCTOR ACTIVITY

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Sources of Stress

1. Stress can be defined as the body's and the mind's reaction to the demands, whether real or perceived, of the environment. Stress may result from many sources.
2. People have different reactions to the same stress. What is stressful for one person may not be stressful for another. Not all stress, is harmful; some stress can be beneficial up to a point. If stress becomes too intense, prolonged, or frustrating it can become physically or emotionally harmful.
3. Stress unchecked can lead to suicide.
4. The changing nature of the work environment and major life changes cause individuals to behave differently. For personnel in positions of authority and responsibility, the workplace itself can be a source of stress. You must remain alert for signs of over-stress in your subordinates and yourself. Five examples of stressors most commonly experienced by Naval personnel are:

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- a. Decision Making
- b. Performance Expectations
- c. Workload/Environment
- d. Personal Demands
- e. Changing Life Situations

B. Symptoms and Detrimental Effects

1. The first step in handling stress is identifying what stresses exist in our lives. Once we have identified these stresses we can begin to establish and implement successful strategies. Some stress is good because it can show us when we need to take action. Knowing the early warning signs, symptoms, and detrimental effects allow us to properly deal with stress. Some of the more common and obvious signs of inappropriate stress management are:
 - a. Alcohol or drug abuse.
 - b. Denial, withdrawal, or isolation.
 - c. Impulsive or "out of character" behavior.
 - d. Improper diet.
 - e. Aggression.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- f. Anxiety.
- g. Low productivity and quality of performance.
- h. Health Problems.
- i. Absenteeism.
- j. Irritability

Health problems: Indigestion, Diarrhea, Cramping and Headache, are just to name a few.

C. Managing Stress

1. Military personnel need to know the strategies to manage stress. There are three basic strategies for managing stress: coping, cooperating, and changing.
 - a. Coping strategies: Each person has several ways to deal with stress. Each of these stress self-management techniques can be called a "stress buffer". They provide the added strength each of us need in the face of adversity. A keen sense of self-awareness lets us know when to use these stress buffers.
 - (1) Nutritious diet.
 - (2) Regular vigorous exercise.
 - (3) Self-awareness (Recognize Stress).

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (4) Time management.
- (5) Take up hobbies (Reading, fishing, gardening, Sports etc...)
- b. Cooperating strategies: Support systems are critical for handling stress. We all need places where we can go to be listened to and understood. Problems seem easier to handle when others are allowed to help. Here are some possible support groups:
 - (1) Family/Friends
 - (2) Supervisors/Peers
 - (3) Chaplain
 - (4) Flight Surgeon/Appropriate Medical Personnel
 - (5) Social groups/Family Service Center
- c. Changing strategies: You can reduce stress by making small lifestyle changes such as:
 - (1) Set realistic goals
 - (2) Relax more
 - (3) Use hobbies as a change
 - (4) Reduce alcohol intake

Refer to Supervisor's Guide to Suicide Prevention Handout

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Stress in and of itself is not bad. It can, however, be very damaging if not controlled and regulated. We all continually deal with stress in our daily living. We should also be aware that there are effective ways to keep it under control. As individuals we must recognize potential problems within others and ourselves and know how and where to gain assistance.

D. Suicide Prevention

1. The following information is designed to give you a basic understanding of suicide, its misconceptions, danger signs, and where to get help. The advice and expert knowledge of a qualified professional are needed whenever there is a serious risk of suicide. Suicide is the Navy's third leading cause of death; first two causes are Motor Vehicle Accidents and Heart Disease.

Definitions:

- a. Suicide is self-induced death, intentionally caused.
- b. A suicide attempt is an intentional act, causing physical self-harm, where death would have occurred had there been no intervention.
- c. A suicide gesture is an intentional act, causing or intending to cause physical self-harm in a way normally associated with suicide, but which would not have

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

caused death, even without intervention.

- d. Suicide ideation is a statement or pattern of statements, words, or behaviors which reveal a preoccupation with the idea of self-induced death.

2. Suicide Causes/Facts:

- a. Relationships and/or family problems.
- b. Depression
- c. Job
- d. Poor Self esteem
- e. Health
- f. Stress
- g. Finances
- h. Loss of Hope
- i. Suicide is the third leading cause of death after motor vehicle accident and heart disease for Naval personnel.
- j. Military rates slightly higher than national rates.
- k. The majority of suicidal personnel project clues or warnings of intentions.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Suicide risk factors. The risk of suicide is higher among individuals who have:
 - a. Problems with family, relationships, depression, job, Navy, and/or finances.
 - b. Made previous attempts.
 - c. A family history of suicide.
 - d. Experienced a recent suicide of friend or relative.
 - e. Threaten suicide.
 - f. Possession of a weapon.
 - g. Specific, well thought out plans.

4. Suicide Warning Signs - You should take preventative actions if you observe any indication of suicide. Here are the most common warning signs:
 - a. A verbal statement of a wish to die or a direct threat of self-harm.
 - b. An unusual interest in or talk about the subject of death. This can be through speech, art, letters, etc...
 - c. Talk about feelings of worthlessness.
 - d. A decline in job performance and/or personal appearance.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- e. A change in sleeping patterns or appetite.
 - f. Unusual withdrawal, isolation, aggression, disinterest, moodiness, or crying spells.
 - g. Making final arrangements, giving away favorite possessions, writing a will.
 - h. Becoming accident-prone.
 - i. Depression over the recent death of friend or relative.
 - j. Marked changes in behavior or personality.
5. Suicide Myths - People believe many misconceptions about suicide. Some of the more common myths are:
- a. Only certain types of people commit suicide.
 - b. People who threaten suicide don't commit suicide.
 - c. People who have been unsuccessful are not serious about committing suicide.
 - d. Suicide will never happen to anyone you know.
6. Individuals role in suicide prevention - You must be prepared to take quick and positive action to prevent suicide. Here are some

Refer to Stats by Paygrade
Transparency

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

specific techniques:

- a. Know your personnel/peers. Be alert for indications of threatened suicidal behavior or suicidal ideation in subordinates and peers. If either is detected, take immediate action, as suicidal behavior is a medical emergency.
- b. Be active and concerned. Demonstrate an interest in the people around you. WATCH! LISTEN! REPORT!
- c. Be aware of resources available to assist you in helping others.
- d. Know the suicide warning signs and risk factors.
- e. Know what to do if you discover someone attempting or threatening suicide:
 - (1) Remain calm.
 - (2) Call for professional help.
 - (3) Do not leave the individual alone.
 - (4) Escort members with suspected suicidal behavior to the nearest military medical facility.
 - (5) Report incident to Command Duty Officer (CDO).

DISCUSSION POINT

- (6) Report incident to Command Chaplain for follow-up.
- (7) Be familiar with command SOP for handling suicide incidents.
- f. Monitor yourself. Have the courage to seek help.

Suicide can be prevented. It is an ALL HANDS responsibility.

RELATED INSTRUCTOR ACTIVITY

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

None.

EVALUATION

None.

ASSIGNMENT

None.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 3.2

LESSON TOPIC: Types of Drowning

ALLOTTED LESSON TIME: 1.0 Classroom

INSTRUCTIONAL SUPPORT:

1 Classroom Instructor

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

3.10 Describe the two classes of drowning.

INSTRUCTIONAL REFERENCE:

1. Text book of Advanced Cardiac Life Support, 2nd Edition, 1987
2. Drowning and Near Drowning, Redding, Joseph S., M.D. Vol. 74, #1, July 1983, Post graduate Medicine
3. Submersion Injuries: Drowning and Near-Drowning, Shaw, Kathy, M.D. Emergency Medicine Clinic of North America, Vol. 7, #2, May 1989

3.11 State the related physiology of drowning.

3.12 Describe the care for victims of drowning.

CRITERION TEST:

Written exam at end of course

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Drowning and Near Drowning, Donaldson, John, CDR. MC, USN and Royall, John LCDR., MC, USNR, Postgraduate Medicine, Vol 64, #1, July 1978
5. Drowning, Near-Drowning, and Ice-water Submersions, Orlowski, James, M.D. Pediatrics Clinics of North America, Vol. 34, #1, Feb 1987
6. Submersion Injury, Spyker, Daniel, M.D., Pediatric Clinics of North America, Vol. 32, #1, Feb 1985
7. Resuscitation of Submersion Casualties, Kizer, Kenneth, M.D. Emergency Medicine Clinics of North America, Vol. 1, #3, Dec. 1983

INSTRUCTIONAL AIDS:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Types of Drowning
 - b. Major Teaching Points:
 - (1) Definitions
 - (2) Types of drowning
 - (3) Physiology of drowning or near-drowning
 - (4) Symptoms/Signs of water aspiration
 - (5) First aid for drowning and water aspiration

State how and why students need to know the lesson material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Definitions

1. Drowning: Defined as suffocation by submersion in a liquid.
2. Near-drowning: When the victim survives, at least temporarily, after suffocation by submersion in a liquid.
3. Aspiration: A drawing of foreign matter in the upper respiratory tract into the lungs with a breath.

B. Types of Drowning

1. Dry-drowning

- a. Makes up 10-15% of all drowning or near-drowning
- b. Caused by persistent laryngeal spasm after aspirating water
- c. Only small amounts of water enter the lungs
- d. Can result in death due to asphyxiation

2. Wet Drowning

- a. Makes up 85-90% of all drowning or near-drowning
- b. Caused by relaxation of the laryngeal spasms which occurred when water was aspirated
- c. Large amounts of water flood the lungs.
- d. Can result in death due to poor oxygen transport from the drowned lung into the bloodstream

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Physiology of drowning or near-drowning

1. Aspiration of as little as 4 oz. (1/2 cup) of water in a 175 lb. man may be sufficient to cause a drowning or near-drowning
2. Death may occur instantly or may occur hours later.
3. Fresh Water Drowning or Near-drowning:
 - a. Water is absorbed from the lungs into the bloodstream
 - b. Some dilution of the blood and the body salts may occur.
 - c. Damage to the pulmonary membranes does occur resulting in a process called pulmonary edema. (Swelling of lung tissues)
 - d. Death can occur because oxygen moves poorly across this damaged area
4. Salt Water Drowning or Near-drowning
 - a. Fluid transfers from the blood into the lung tissue
 - b. Pulmonary edema occurs. (swelling of lung tissues)
 - c. Death can occur because oxygen moves poorly across this damaged area into the bloodstreams

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

D. Symptoms/Signs of Water Aspiration

1. Instructors shall be alert for these signs and symptoms because they will must be able to identify a drowning or a near-drowning victim:
 - a. Uncontrollable coughing
 - b. Rapid breathing
 - c. Shortness of breath
 - d. Pain in the chest
 - e. Bloody, frothy sputum at the mouth or nose (especially with salt water aspiration)
 - f. Cyanosis: blue tint of lips, skin (face), under fingernails.
 - g. Neurologic Symptoms
 - (1) Dilated pupils (variable)
 - (2) Unconsciousness
 - (3) Convulsions
 - (4) Confusion

E. First Aid For Drowning and Water Aspiration

1. Administer rescue breathing/CPR if needed
2. Administer oxygen if properly trained to do so
3. Treat victim for shock
4. Seek Advanced Life Support care immediately

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

None

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 3.3

LESSON TOPIC: Teaching and Performing
Extended Sea Survival

3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

ALLOTTED LESSON TIME: 1.0 Classroom

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Classroom Instructor

3.13 Name the standard naval life rafts.

INSTRUCTIONAL REFERENCE:

3.14 Describe the methods for righting and boarding life rafts.

1. U.S. Navy Water Survival Instructor's Manual
2. Naval Aviation Water Survival Instructor's Manual NAVOPMEDPUB P-1550-1
3. Video: Life rafts and Contents
PIN # 805551

3.15 State the important elements for survival at sea.

3.16 Explain the personal priorities during extended sea survival.

INSTRUCTIONAL AIDS:

3.17 Identify the signs and symptoms of hypothermia.

1. Video: Life rafts and Contents
Pin # 805551

3.18 Explain the procedures for prevention of hypothermia.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- 3.19 Identify the signs and symptoms of heat stress and the procedures for prevention.
- 3.20 Describe the procedures for procuring additional water and food.
- 3.21 State signs of land.
- 3.22 Explain the techniques for rafting ashore.

CRITERION TEST:

Written exam at end of course

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

- a. Lesson Topic: Teaching and Performing Extended Sea Survival

State how and why students need to know the lesson material.

b. Major Teaching Points:

- (1) Types of Naval Life Rafts
- (2) Righting/Boating Procedures
- (3) Life raft Survival Equipment
- (4) Preparation for Successful Survival
- (5) Life Raft Organization

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Types of Naval Life Rafts

1. LR-1 Life Raft Assembly
2. LRU-18/U Life Raft Assembly
3. LRU-12/A and LRU-13/A (four/seven man) Life Raft Assembly.
4. LRU-14/A (12man) Life Raft Assembly
5. LRU-15/A (20man) Life Raft Assembly

Display wall charts or raft.

Show reference #3 video and explain that this only covers a portion of the rafts that are available to the fleet.

B. Righting/Boarding Procedures

1. Righting Procedures
2. Boarding Procedures

Explained in the video.

C. Life raft Survival Equipment

1. Sea dye markers
2. Flares (MK-13 MOD O/MK124 MOD O/MK-79 MOD O)
3. Water storage bags
4. Canned water
5. Can opener
6. First Aid Kit
7. Sunburn preventive cream
8. Food packet
9. Bailing sponges\buckets
10. Hand pump for raft

Explained in the video.

Explain when stocks of canned water are depleted it will be replaced with plastic water bags. explain/demonstrate "slap test".

Tap the top of the can like you would for checking home canned goods.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

11. Lighting

- a. Hand generated
- b. SDU-5/E strobe
- c. SDU-30 matrix
- d. Flashlights
- e. Chemical

12. Canopy rib assembly (only applicable rafts)

13. Sectional oars

14. Patching material (adhesive/mechanical)

15. Signal mirror

16. Survival blankets

17. Ground/Air Emergency code card

18. Whistle

19. Compass

20. Pocket knife

21. Nylon utility cord

D. Preparation for successful survival

1. Important factors

- a. Mental attitude
- b. Physical conditioning

Page 12.9 of ref. 2.

E. Priorities

1. Flotation

- a. Life raft
- b. LPU/Kapok
- c. Clothing
- d. Floating debris

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. First Aid

Page 12.13-18 of ref. 2.

- a. CPR
- b. Bleeding
- c. Shock
- d. Fractures

3. Shelter

- a. Hypothermia
 - (1) Signs
 - (2) High Heat Loss Areas
 - (3) Protection

Pages 12.3-7, 12.16 of Ref. 2.

- b. Heat Stress
 - (1) Dehydration
 - (2) Burns
 - (3) Heat exhaustion
 - (4) Heat stroke
 - (5) Protection

Pages 12.16, 12.18 of ref 2.

- c. Water
 - (1) Bottled/Canned
 - (2) Sea ice

Page 12.21 of ref. 2

- d. Food
 - (1) Fish
 - (2) Birds
 - (3) Seaweed/Plankton

Page 12.21 of ref 2.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- 4. Communications
 - a. Radios/Beacons
 - b. Flares
 - c. Sea dye marker
 - d. Whistle
 - e. Signal mirror

F. Life Raft Organization

Page 12.11 of ref 2.

- 1. Leader
- 2. Assignments
 - a. First Aid
 - b. Communications
 - c. Lookout
 - d. Sea Anchor Tender
 - e. Morale
 - f. Bailer
 - g. CO2 Tender
 - h. Log Keeper

3. Signs of Land

Page 12.8 of ref 2.

- a. Cloud Formations
- b. Birds at sunset
- c. Floating Debris
- d. Sounds
- e. Discoloration of the Sky

4. Rafting Ashore

Approach land from downwind side

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

Written exam at end of course

ASSIGNMENT

Read Chapter 2 of U.S. Navy Water Survival Instructor's Manual.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 3.4

LESSON TOPIC: Application of Educational
Theory When Teaching Water
Survival Skills

ALLOTTED LESSON TIME: 1.0 Classroom

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Classroom Instructor

3.23 Explain educational theory that applies to teaching aquatics.

INSTRUCTIONAL REFERENCE:
U.S. Navy Water Survival Instructor's
Manual

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

HOMEWORK:

U.S. Navy Water Survival Instructor's
Manual

Read Chapter 2 of reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview

State how and why students need to know the lesson material.

- a. Lesson Topic: Application of Educational Theory
When Teaching Water Survival Skills
- b. Major Teaching Points:
 - (1) Motivation
 - (2) Ways of Learning
 - (3) Laws of Learning
 - (4) Factors affecting learning

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Motivation

Simply stated, this theory proposes that individuals accomplish higher order needs only after all lower order needs have been relatively well satisfied.

1. Included in lower needs are:

- a. Physiological requirements
- b. Safety

2. Included in higher needs are:

- a. Desire for knowledge
- b. Self-actualization
- c. Aesthetics

3. Application of motivational theory

- a. Needs and drives

Ensure that basic needs are met before expecting students to master survival skills.

- (1) Warmth
- (2) Comfort in the water
- (3) Lack of apprehension
- (4) Ability to get a breath
- (5) Ability to float

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Interest

- (1) Keep your classes exciting and interesting
- (2) Inform students why learning a skill
- (3) Rationale that a skill might one day save their life always generates interest

c. Values

Appeal to the student's values of the moral importance of saving lives through water survival training.

d. Attitudes

Show a positive attitude. Students have more desire to learn when instructors show an interest in what they teach.

e. Incentives

- (1) Most improved
- (2) Distinguished graduate
- (3) Best technique

f. Achievement

Provide students with opportunities to achieve. Experiencing achievement of "building blocks" towards the whole aquatic skill fulfills the strong desire of many to achieve.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. Ways of Learning

1. Imitation

Demonstrations of water skills must be accurate and thorough to provide a precise role model for student to imitate.

2. Trial and Error

- a. Effective learning technique if students receive proper supervision, reinforcement of correct procedures and immediate feedback on how to correct errors.
- b. Ensure labs and practice sessions are staffed with instructors who can correct students when they make mistakes.
- c. Trial and error can be unsafe in the aquatic environment unless students are carefully monitored.

3. Association

Association is a comparison of past learning to a new learning situation.

- a. Look for similar movements and techniques that students already know to assist learning new water skills.
- b. EX: the side stroke arm action is similar to picking apples and putting them into a basket, the kick is similar to the movement of the blades of scissors.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Insight

- a. Insight is the understanding that the whole is more than the sum of the parts. This term describes a person's unplanned discovery of a solution to a problem and is often referred to as the "ah-ha" phenomena.
- b. Providing the student with a total description of how the body moves through the water when swimming often helps the student with arm, leg, and timing problems because they can visualize the purpose of the motions instead of just trying to master the movements themselves.

5. Transfer

The process of applying past learning to new but somewhat similar situations a

- a. Applying the knowledge of the elementary backstroke kick assists swimmers to develop the breaststroke kick.
- b. Mastery of crawl stroke breathing assists student when learning breaststroke breathing.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Laws of learning

1. Law of readiness

This law states that students learn best when they are physically, mentally and emotionally ready to learn.

- a. For aquatics ensure that students are not exhausted, in ill health, etc. before teaching.
- b. An organized, encouraging, supportive environment on the pool deck can do much to ensure that students are mentally and emotionally ready to learn.
- c. Mastery of the basics ensures that students are physically ready to learn more advanced skills.
- d. Instructors should also be aware that situations outside their control such as financial problems or family problems could interfere with the student's desire to learn.

2. Law of effect

This law states that students learn best those things that result in satisfying consequences for most people.

- a. Providing learning goals that students can achieve provide a satisfying consequence for most people.
 - (1) Build up for confidence and endurance swim
 - (2) Build up on treading

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- b. Providing students with the benefits of training and reminding students of these benefits provides the satisfaction of learning useful skills.
- c. Giving praise as students learn parts of a skill provides satisfying consequences, which assist the student to learn the whole skill.

3. Law of primacy

This law states that students retain information that they learn the first time longer than they retain information that they must relearn.

- a. Teach the correct information and procedures the first time.
- b. Teaching progressions should proceed from simple to complex, from known to unknown.
- c. Correct student problems immediately to prevent them from becoming "ingrained".
- d. Be patient with students who have learned a stroke or aquatic skill improperly, as they will find it more difficult to relearn the skill than to have learned it properly the first time.

4. Law of exercise

Practice makes perfect. This law is one of the most important in learning aquatic skills.

- a. Provide practice and repetition of skills
- b. Include coaching and critique such that incorrect procedures are not reinforced.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

5. Law of intensity

This law states that vivid experiences are learned better and retained longer.

- a. Utilize active practice sessions
- b. Numerous visual aids
- c. Interesting lectures

D. Factors affecting learning

1. Motivation

Motivation is an extremely important factor in a student's ability to learn aquatic skills.

- a. Water is different from land
- b. Basic skills relearned
 - (1) Breathing
 - (2) Moving
 - (3) Resting

The time and effort required relearning these basic skills often test the motivation of even the most tenacious student. Instructors must provide a supportive environment that is conducive to maintaining student motivation.

2. Learning senses

Retain:

- a. Reading 10%
- b. Audio 20%

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. Visual 30%
- d. Audio and visual 50%

Stimulation of many senses is the key to learning.

3. Individual differences

When teaching aquatics, instructors must be sensitive to variances that may affect learning.

- a. Negative buoyant student may find floating skills difficult but may find underwater skills easy.
- b. Instructors should realize that some skills might be more difficult for some people to learn based on buoyancy or even body build.
- c. Many students are raised learning to avoid the water.
- d. Backgrounds of this nature often make learning water skills more difficult than for students who were raised with encouragement to swim and participate in water sports.

4. Learning styles

Most people prefer one of the five styles of learning, but use all of the basic learning styles to some extent based on the situation.

a. Concrete learners

Prefer an experience-based approach to learning. They like to be involved with the "real thing" These students prefer to see an aquatic skill demonstration and then try it on their own.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Active learners

Learn by taking an active step-by-step approach. Trail-and -error learning appeals to them. They prefer to learn an aquatic skill by systematically trying out several procedures before figuring out how to perform the skill properly.

c. Reflective learners

Observe and make comparisons and contrasts before drawing conclusions. They learn best from lectures, films, and reading. They prefer to analyze their observations before attempting to try an aquatic skill.

d. Abstract learners

Prefer a theory-based analytical approach to learning. They want to read about the principles behind an aquatic skill and to analyze concepts involved in performing the skill before trying the skill itself.

Research has shown that students learn best and retain information longer when they are exposed to all four learning styles. Up to 90% retention.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

Written exam at end of course

ASSIGNMENT

Read Chapter 3 of U.S. Navy Water Survival Instructor's Manual.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 3.5

LESSON TOPIC: Application of Physical
Principles When Teaching
Water Survival Skills

ALLOTTED LESSON TIME: 1.0 Classroom

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Classroom BSWIC Instructor

3.24 Explain physical principles that apply to teaching aquatics.

INSTRUCTIONAL REFERENCE:

U.S. Navy Water Survival Instructor's
Manual

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

U.S. Navy Water Survival Instructor's
Manual

HOMEWORK:

Read Chapter 3 of reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview

State how and why students need to know the lesson material.

- a. Lesson Topic: Application of Physical Principles
When Teaching Water Survival Skills
- b. Major Teaching Points:
 - (1) Effects of the water on body temperature
 - (2) Buoyancy
 - (3) Specific gravity
 - (4) Weight of water
 - (5) Center of mass and center of buoyancy
 - (6) Resistance to movement in the water
 - (7) Laminar flow and paddle propulsion
 - (8) Inertia
 - (9) Law of acceleration
 - (10) Law of action and reaction
 - (11) Law of levers

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Effects of the water on body temperature

Heat is crucial to man's environment. The human body functions within a very narrow range of internal temperature and contains delicate mechanisms to control that temperature.

1. A swimmer's experience with temperatures on land does not give them a basis with which to evaluate the heat problems encountered in the water.
 - a. Temperatures below 80 degrees Fahrenheit in the water is uncomfortable.
 - b. Below 72 degrees Fahrenheit can cause the body to lose heat faster than it can be replaced, leading to dangerous lowering of body core temperature.
2. Heat is transmitted from one place to another in three ways:
 - a. Conduction
 - b. Convection
 - c. Radiation
3. Conduction and convection are responsible for the more rapid cooling of a person in the water than on land, with conduction being the most significant to swimmers.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Conduction

Some substances such as iron, helium and water are excellent conductors of heat. Some, like air, are very poor conductors.

- a. A good conductor, if placed between a source of heat and another substance, will rapidly transfer the heat from one substance to the other.
- b. A poor conductor will insulate the substances and appreciably slow the transfer of heat.
- c. Since water is a good conductor of heat, an unprotected swimmer can rapidly lose a great deal of body heat to the surrounding water by direct conduction.
- d. Since air is a poor conductor much less body heat is lost to the surrounding atmosphere.

5. Convection

Convection is the transmission of heat by the movement of heated fluids.

- a. Convection is the principle behind the operation of most home-heating systems, which set up a flow of air currents based on the natural tendency of warm air to rise and cool air to fall.
- b. A swimmer in the water can lose heat not only by direct conduction to the water, but also by convection currents.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- c. The warmed water next to the swimmer's body rises and is replaced by colder water from below. The warm water then loses heat to the cooler surroundings. Once cooled, the water sinks, only to be warmed again by the swimmer as part of a continuing convection current cycle.

B. Buoyancy

Because of buoyancy, the upward force that water exerts on an object, the swimmer weighs very little, if anything in the water. This feeling of "weightlessness" has been utilized to train astronauts for space travel.

Like the astronaut preparing for space travel, inexperienced swimmer may require more time and exposure to become acclimated to perform even the most basic skills in the water.

C. Specific gravity

Water has a specific gravity of 1. The specific gravity of other objects is compared to this number. Objects with a specific gravity of less than 1 float, while objects with a specific gravity greater than 1 sink.

Specific gravity among humans varies by muscle mass, amount of fat and bone density.

D. Weight of water

Because water is much heavier than air, the chest is surrounded with more pressure than on land. This pressure makes inhaling at the surface of the water more difficult than on land.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- a. The swimmer must inhale more deeply to compensate for water pressure around the chest.
- b. This explains why a swimmer's snorkel is not much longer than 12"; beyond this depth, the diaphragm muscles can seldom overcome the water pressure around the chest needed to get sufficient breath from a snorkel.
- c. Learning to get an efficient air exchange or "breath control" is perhaps the most essential skill for swimmers to master.
 - (1) Putting face in the water
 - (2) Bobbing
 - (3) Rhythmic breathing

E. Center of mass and buoyancy

- 1. Center of mass is a point around which an object's mass is evenly distributed. For humans, the center of mass is usually located near the hips. Being land creatures, we coordinate our movements by keeping the center of mass balanced and supported.
- 2. An object's center of buoyancy is a point around which its buoyancy is evenly distributed. Because the lungs provide a large buoyant volume of air, most people's center of buoyancy is located in the chest.
 - a. In the water, one's position, motion and coordination must be related to the center of buoyancy.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- b. The interaction between the center of mass in relationship to the center of buoyancy requires that swimmers must adjust to the simplest tasks such as standing, moving and floating.

F. Resistance to movement in the water

Since water is denser than air the swimmer experiences much more resistance to movement than on land. An object's form, wave action, and friction contribute to the resistance to its movement through the water.

1. Streamlining in water reduces resistance caused by the swimmer's form.
2. Waves caused by water turbulence or the swimmer's movement through the water produces resistance to swimming. Swimmers can reduce resistance caused by waves that they produce by strict attention to proper skill and technique.
3. The surface texture of the swimmer causes friction, which produces resistance to movement through the water.
4. Resistance is increased dramatically by wearing clothing while swimming.

G. Laminar flow and paddle propulsion

1. A ship is actually pulled, not pushed, through the water because of the principle of laminar flow. As water moves over the turning propeller blade, its molecules that slow down because of drag create pressure against the blade, while those that speed up pull the propeller toward them with a force called lift. These two forces, lift and drag, propel the ship through the water.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Unlike the ship with a propeller, a canoe is moved forward by the backward push of the paddle. The canoe's type of motion is called paddle propulsion. Many instructors think that swimmers propel themselves through the water solely by paddle propulsion.
3. Analysis of stroke mechanics has shown that swim strokes use either one or both forms of propulsion, with laminar flow producing the most efficient movement through the water.

H. Inertia

1. The law of inertia states three things:
 - a. Force is needed to move a resting body.
 - b. Force is needed to stop a moving body
 - c. Force is needed to change the direction of a moving body.
2. Understanding static and dynamic inertia promotes effective swimming. More energy is needed to start a stroke than to keep a stroke moving as the resting swimmer must overcome static inertia. It is more efficient to keep moving than to stop and start repeatedly to avoid repeatedly overcoming static inertia.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Once moving, dynamic inertia allows the swimmer to rest during glide strokes. Both static and dynamic inertia are the principles behind teaching a student to perfect a glide. Holding the glide allows the survival swimmer to rest because of dynamic inertia; but holding the glide too long may slow the swimmer down so much that they have to work harder to overcome static inertia.
4. As an instructor, you should perfect the student's gliding strokes with short rest that allow the swimmer to capitalize on dynamic inertia and at the same time keep static inertia from increasing the energy needed to swim. Emphasizing good streamlining during glides reduces form resistance, additionally helping the swimmer capitalize on the benefits of dynamic inertia.

I. Laws of acceleration

The law of acceleration states that the speed of an object is dependent on the amount of force applied to it and the direction of that force. There are two parts to this law.

1. If X amount of force produces Y amount of speed or movement, the 2X amount of force will produce 2Y amount of speed or movement. The more force that you use in your stroke in the same direction that you are going, the faster you will swim.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. The effect of a force occurs inline with the direction in which the force is applied. Applying this part of the law to aquatics, to swim in a straight line one should direct all propulsive force in that direction. To change direction, one must change the direction of the force of the arms and legs.

J. Law of action and reaction

This law states that every action has an equal and opposite reaction. During paddle propulsion swimming strokes, as the arm pushes against the water, the water pushes back, providing resistance, which allows the swimmer to move forward.

K. Conservation of momentum

Conservation of momentum explains why circular stroke movement is more efficient for swimming than back and forth linear movement.

1. When you use linear movement in your strokes, force is needed to stop moving in one direction to overcome dynamic inertia, and force is needed again to overcome static inertia as movement starts in another direction.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Circular movements capitalize on dynamic energy by avoiding forces needed to stop and start. Conservation of momentum explains why instructors often teach students to make believe they're smoothing sand with their hands during treading water, to avoid fatigue and bobbing, or to "draw a heart" with the breaststroke to encourage non-jerky, non-fatiguing, smooth forward motion.

L. Laws of levers

Applying the law of levers has helped researchers analyze strokes to find the best limb positions and motions for effective swimming. The law of levers states that the product of the force and force arm is equal to the product of the resistance and resistance arms. The law of levers describes the interrelationships among four items.

1. Applied force

When swimming the crawl stroke the arm acts as a lever with the shoulder as the pivot point. The shoulder muscles are the applied force.

2. Force arm

The length of bone between the shoulder and muscle attachment is the force arm.

3. Encountered resistance

Encountered resistance is water resistance against the arm.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Resistance arm

The resistance arm is the distance from the shoulder joint to the middle of the forearm. In the crawl stroke, bending the elbow shortens the resistance arm, reducing the force needed to propel the swimmer. For the same reason, bending the arms during treading water provides more upward force than straight arms.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

Written exam at end of course

ASSIGNMENT

Read Chapter 11 of American Red Cross Swimming and Diving.

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 3.6

LESSON TOPIC: Improving Swimming Speed
Through Training

ALLOTTED LESSON TIME: 1.0 Classroom

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

1 Classroom Instructor

3.25 State techniques to improve swimming speed.

INSTRUCTIONAL REFERENCE:

American Red Cross Swimming and Diving
Manual

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

HOMEWORK:

American Red Cross Swimming and Diving
Manual

Read Chapter 11 of reference.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

- a. Lesson Topic: Improving Swimming Speed Through Training

State how and why students need to know the lesson material.

- b. Major Teaching Points:
 - (1) Principles of Training
 - (2) Training Techniques
 - (3) Training Season
 - (4) Open Water Competition

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Principles of Training

Refer to pages 248-250
of reference

1. Specificity

The principle of specificity states that the benefits of exercise relate directly to the activity performed. A runner who trains on the track will not have much improvement in swimming performance. Specific arm muscles do most of the work in swimming, while specific leg muscles are used in running. Still, both activities improve one's aerobic capacity.

2. Energy Systems

Two energy systems supply energy to the muscles.

a. Anaerobic energy system:

Without oxygen

- (1) Uses the most rapidly available source of energy (sugars and carbohydrates stored in the body for muscular activity)
- (2) The anaerobic energy system is the primary source of energy for anaerobic exercise.
- (3) A person who is fit is usually exercising anaerobically if the heart rate is above 85% level of intensity.
- (4) For someone who is unfit or under-fit, exercise may be anaerobic at an intensity much less than 85% level of intensity.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Aerobic energy system

Oxygen using

For longer lasting exercise, the aerobic energy system gives the muscles energy.

- (1) Breaks down carbohydrates, fats, and proteins for energy.
- (2) Body uses this system for sustained, rhythmic, physical exercise that requires additional effort by the heart and lungs to meet the increased demand by the skeletal muscles for oxygen.

3. The specific energy system the body uses in an activity depends on how long and intense the activity is.
4. The benefits of training depend on which energy system is being used.
 - a. Improvements in the aerobic energy system need continuous, low to moderate intensity training.
 - b. Improvements in the anaerobic energy system need high-intensity, short duration training.

Ex: If you are training to improve your sprint performance, swimming repeated distances at low intensities is not effective. Swim short distances at high intensities.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

5. Neuromuscular changes

At the level of muscles and nerves, one should focus training on the patterns and speed of movements.

Ex: Training for a backstroke event, you should train with the backstroke rather than the breaststroke.

- a. To improve muscular strength of your upper body, you should exercise those muscle groups by:
 - (1) Using pull buoys in some exercises to concentrate on arm stroke technique
 - (2) Using resistance training focused on the upper body.

4. Overload

Principle of overload states that a body system improves only if the system is regularly worked at loads greater than normal.

- a. You can increase muscular strength by lifting weights, but the amount of weight must gradually increase if you want to continue increasing your strength.
- b. You can increase muscular endurance by increasing the number of repetitions rather than the load.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

5. Progression

As your body adapts to any work load, you should gradually increase that level. You cannot improve more unless the load is raised above the original overload.

B. Training Techniques

Pages 251-253 of reference.

The following are several training techniques that you can use in your workouts to meet specific fitness and training goals. You can use them alone or in variation. Using different techniques also add variety to your workouts.

1. Over Distance

This method involves swimming long distances with moderate exertion with short or no rest periods. Over-distance training is used to improve your endurance. Your heart rate stays in the low to middle level of the target range for the whole swim. You can also use this for a warm-up activity.

2. Fartlek

This method gets its name from the Swedish word that means, "speed play" and was popularized by runners. It breaks swims into slow and fast lengths of the pool, using the same stroke. It can make long swims more interesting and is good for developing speed and endurance at the same time.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Interval Sets

This is one of the most common swimming training methods. Intervals are a series of repeat swims of the same distance and time interval. They give you a specific rest period between the time spent swimming. Used primarily in the main set of a workout, interval swimming is the best all-around method to develop both speed and endurance.

Ex: "8 X 100on 1:30" The first number represents the number of times you repeat the distance. The second number is the distance of each swim in yards or meters, and the time is the total amount of time for the swim and rest.

4. Repetition

This technique uses swim sets of the same distance done at close to maximum effort (up to 90% of maximum), but with rest periods as long as or longer than you swim time. Repetition sets develop your speed and anaerobic capacity. This training method is used after you have developed a good aerobic base. It is usually used after the aerobic set as a muscular development set.

5. Sprints

These are short; fast swims (100% of effort) to simulate race conditions. The rest between sprints is usually long enough to let the heart return to its resting rate. Like repetition swims, sprints improve your anaerobic capacity.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Straight sets

With this method you swim at a steady speed throughout the set. Monitoring your time helps you keep an even pace. Distance swimmers often use this method.

7. Negative split sets

Negative splitting involves swimming the second half of each swim period faster than the first half.

Ex: If you swim 200 yards four times, the second 100 should be faster than the first 100 in each repetition.

8. Descending sets

Often confused with negative splitting, descending sets refers to decreasing the time on successive swims. To swim 200 yards four times in a descending set, each 200 would be faster than the 200 preceding it.

9. Ladders

Ladders are several swims with regular increases or decreases in distance. For example, you swim a 25, then a 50, and finally a 75.

10. Pyramids

A pyramid is a swim of regular increases and decreases in distance.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

11. Broken swims

Broken swims are timed swims that are faster than your racing speed and are interrupted by short periods of rest (for ex. 10 seconds). A long rest follows such a swim. On completing the entire swim, you subtract the total time of rest from the final time to determine your swimming time. Broken swims are a highly motivating method of training because they simulate stress conditions of competition while yielding a swimming time that may be faster than your racing time for an actual event. Broken swims are often combined with other variations, such as negative splits or descending swims.

12. Dry land training

1. Dry land training is the use of training techniques done out of the water to improve swimming skills. These techniques fall into two area:
 - a. Flexibility
 - b. Resistance training
2. Done properly, resistance training builds both strength and flexibility.
3. A half hour of resistance training 3X a week, combined with 15 minutes of stretching, can produce favorable results.
4. While most coaches prefer dry land training before a swimming workout, you can do it before or after your swim, depending on your schedule.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Training Season

Pages 254-257 of
reference.

Your training should follow three phases to culminate at your goal, the competitive event. The phase of training determines the type of workouts.

1. Early season phase

- a. 6-8 weeks long
- b. Focuses on general conditioning to build foundation
- c. Long, easy swims using various strokes to build endurance.
- d. Swim at slower rate and make needed changes to your stroke technique, flip turns and breathing patterns.
- e. Supplement with dry land exercise to improve strength, flexibility, and cardiovascular conditioning.

2. Mid-season phase

- a. 8-12 weeks long
- b. Start to tailor your training to your specific goals.
- c. Workouts increase in distance
- d. Pay more attention to fine tuning your strokes.
- e. Quality is the emphasis of the workout.
- f. Use dry land training at maintenance level

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Taper phase

The last and shortest part of your training.

- a. 1-3 weeks
- b. Decrease swimming distances
- c. Raise intensity almost to racing speed
- d. Do more resting between sets
- e. Use broken swims and descending sets
- f. Practice starts and turns to improve technique

D. Open water competition

Pages 258-263 of
reference.

Triathlons and cross-training techniques have led more and more people to open water competitions. Open water swimmers need to consider the psychological and physical differences of open water. A swimmer may feel fear of being disoriented, of hazards in open water (rocks, sandbars, bites and stings from marine life).

- 1. Anytime you swim in open water you may be at risk for hypothermia.
 - a. Be alert of possible hypothermia if the water temperature is below 70 degrees Fahrenheit.
 - b. Constant shivering is an important warning signal.
 - c. An even more critical signal is loss of judgment, which can quickly worsen the effects of the cold.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Following certain precautions helps prevent hypothermia.

- a. Practice in cold water. Repeated exposure to cold water acclimates the body.
- b. Second insulate yourself.
 - (1) Most body heat is lost through the head. Wearing multiple swim caps or a neoprene swim cap helps hold the heat in.
 - (2) Wear a body suit or vest to insulate your body.

3. Training in the pool

Training for open water is much like training for a long-distance swim.

- a. Train in the longest pool available or swim around the perimeter of the pool.
- b. Practice taking your goggles off and putting them on in the deep end without the support of the pool bottom or sides.
- c. Practice releasing a cramp in the pool.

4. Training in open water

For better or for worse, the best way to train for open water swimming is by doing it.

- a. Never swim alone; swim with a partner or ask the lifeguard to keep an eye on you.
- b. Be aware of certain characteristics of open water.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (1) Open water is never as calm as the roughest, most crowded pool.
 - (2) To reduce roughness, recover your elbows higher and roll your shoulders more to keep from catching them on the waves.
- c. Getting off course can be a problem in open water.
- (1) Stay on course by looking. You lift your head after you breathe and before putting your face back in the water.
 - (2) Practice this in the pool before venturing out into open water.
 - (3) Alternating breathing or having a friend paddle alongside in a boat also will help you swim in a straight line.

5. The event itself

The start of any open water event is usually chaotic. Races with a lot of swimmers often use staggered starts.

- a. If you are unsure of your time, start among swimmers of moderate ability.
- b. If you are too far forward for your ability, you will be in the way as better swimmers climb over and go around you.
- c. Staying to the side of the pack means you may swim slightly farther to get on course, but you will avoid the jumble of swimmers in a mass start.
- d. For safety, many meets use color-coded caps based on age or ability.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- e. If you are unsure of your ability, request a cap color to alert the lifeguards.
- f. If you drop out of an open water event immediately notify the course officials so that everyone is accounted for at the end of the race.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

Written exam at end of course

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 3.7

LESSON TOPIC: Swimmer Qualifications, RTC
and OCS Curricula and other
Navy Water Survival Training
Programs

ALLOTTED LESSON TIME: 1.0 Classroom

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Instructor

3.26 Describe the curricula and requirements for Navy officer and enlisted accession programs, small boat operators, BUDS and Dive School

INSTRUCTIONAL REFERENCE:

1. U.S. Navy Water Survival Instructor's Manual
2. MILSPERSMAN Art. 1410380
3. TPEB Curricula Safety Checklist

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

HOMEWORK:

Chalkboard/Overhead

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview

State how and why students need to know the Lesson material.

- a. Lesson Topic: Swimmer Qualifications, RTC and OCS Curricula and other Navy Water Survival Training Programs
- b. Major Teaching Points:
 - (1) Navy's swim qualification test
 - (2) Test descriptions
 - (3) Personnel authorized
 - (4) Navy sites
 - (5) Chain of command
 - (6) TPEB Curricula Safety Checklist

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Navy's Swim Qualification Tests

B. Test Descriptions

1. Manning, Facility, and Safety requirements
2. Test grading

Describe the test using Chapter 13 and MILPERSMAN as a reference.
Refer students to Chapter 13
Refer Students to Chapter 14

C. Personnel authorized to conduct Navy Swim Qualification tests

1. Swim tester

These individuals are usually located on board ship, Fleet Training Centers, accession points, or are civilians contracted to conduct Navy Swim Qualification tests. A NETC Navy Swim instructor must train them. They are qualified to conduct the second and third class swim tests. They are not authorized to teach NETC swimming courses.

2. Naval Aviation Water Survival Instructor

These individuals are swim instructors located at BUMED aviation water survival training sites. They are qualified to conduct first, second and third class tests.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Navy Basic Swimming And Water Survival Instructor

These individuals are swim instructors located at NETC commands involved with aquatic training. They are qualified to conduct first, second and third class swim tests and to train the Swim Tester.

D. Navy sites conducting swim qualification tests:

1. Locations conducting third class swim test

- a. Naval Aviation Schools Command Pensacola, FL
- b. Boost/NAPS, Newport RI
- c. Recruit Training Center Great Lakes, IL
- d. Fleet Training Center Norfolk, VA
- e. Fleet Training Center San Diego, CA
- f. Naval Reserve Professional Center NO. LA.
- g. Colleges with NROTC
- h. ATG Midpac, Pearl Harbor, HI

2. Locations conducting second class swim test:

- a. Recruit Training Center Great Lakes, IL
- b. Some Colleges with NROTC
- c. Fleet Training Center Norfolk, VA
- d. Fleet Training Group Norfolk, VA
- e. Fleet Training Center San Diego, CA
- f. Naval Aviation Schools Command Pensacola, FL
- g. Navy Dive School, Panama City, FL
- h. Ships with a Swim Tester
- i. MWR's with a Swim Tester
- j. BUMED Aviation Water Survival Sites
- k. BUDS, San Diego, CA
- l. Fleet Training Center, Pearl Harbor, HI

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Locations conducting first class swim tests and Swim Tester Courses.
 - a. Fleet Training Center San Diego
 - b. Naval Aviation Schools Command Pensacola, FL
 - c. Boost/NAPS, Newport RI
 - d. Recruit Training Center Great Lakes, IL
 - e. Fleet Training Center Norfolk, VA
 - f. Fleet Training Center Pearl Harbor, HI

4. Other courses Navy Swimming And Water Survival
Instructors are authorized to teach.

Instructors must successfully complete local instructor orientation to be certified to teach the following list of courses:

- a. Remedial Swim Q-9E-0010
- b. Intermediate Swim Q-050-0605
- c. Swimmer Certification Course K-060-2138
- d. Third Class Swimmer build up course (CIN Pending)

E. Chain of Command For Navy Swim Programs

1. CNO
2. NETC (Functional Commander)
3. NASC (Course Curricula Authority)
4. FTC San Diego/NASC (Model Managers)

F. TPEB Curricula Safety Checklist

1. While developing any moderate risk training swim programs, ensure you follow the guidelines as set forth in the NETC TPEB Curricula Safety Checklist

Hand out checklist and internet instructions

DISCUSSION POINT

located on the NETC webpage WWW.cnet.navy.mil

RELATED INSTRUCTOR ACTIVITY

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

Written exam at end of course

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 3.8

LESSON TOPIC: Oxygen Administration

ALLOTTED LESSON TIME: 2.0 Classroom

INSTRUCTIONAL SUPPORT:

1 Qualified American Red Cross Emergency Response Instructor

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

Student/Staff ratio:

Per current Red Cross Emergency Response Instructor's manual

3.27 Perform Skills, knowledge, and written requirements of the American Red Cross Breathing Devices Module of the Emergency Response course.

INSTRUCTIONAL REFERENCE:

American National Red Cross publications:

1. Emergency Response Instructor's Manual
American Red Cross ISBN 0-8016-9013-7
2. Oxygen Administration American Red
Cross ISBN 0-8016-7276-7

CRITERION TEST:

Written exam at end of course

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL AIDS:

Video:

Emergency Response Stock Number 652019

Emergency Response color transparency #19

Emergency Response Transparency Masters
#36-#39

Equipment:

See Lesson 14 American Red Cross Emergency
Response Instructor's Manual

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Operational Risk Management
 - b. Major Teaching Points:
 - (1) Oxygen Administration Training

State how and why students need to know the lesson material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Oxygen Administration Training

Use the current Red Cross
Emergency Response
Instructor's Manual to
conduct this portion of
the Navy Basic Water
Survival Instructor
Course.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

Written exam at end of course

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 3.9

LESSON TOPIC: Operational Risk Management

ALLOTTED LESSON TIME: .5 Classroom

INSTRUCTIONAL SUPPORT:

1 Classroom Instructor

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

INSTRUCTIONAL REFERENCE:

3.28 Explain principles that apply to Operational Risk Management.

NETC Operational Risk Management Power
Point Presentation

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

HOMEWORK:

NETC Operational Risk Management Power
Point Presentation

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Operational Risk Management
 - b. Major Teaching Points:
 - (1) ORM Terms
 - (2) 5-Step ORM Process
 - (3) Causes of Risk
 - (4) ORM Principles
 - (5) Benefits of ORM
 - (6) 3 Levels of ORM
 - (7) Time-critical ORM

State how and why students need to know the lesson material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Operational Risk Management

Use the Current NETC
Operational Risk
Management Power point
presentation.

B. ORM Terms

1. Hazard:

A condition with the potential to cause personal injury or death, property damage, or mission degradation.

2. Risk:

An expression of possible loss in terms of severity and probability.

3. Severity:

The worst credible consequence which can occur as a result of a hazard.

4. Probability:

The likelihood that a hazard will result in a mishap or loss.

a. Examples

- (1) Bad weather: High probability flight operations cancelled.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (2) Flock of Birds: Moderate chance of engine FOD
- (3) Walking on top of slippery aircraft: Some chance of fall producing severe injury.

5. Risk Assessment

The process of detecting hazards and assessing associated risks.

6. Control:

A method of reducing risk for an identified hazard by lowering the probability of occurrence, decreasing potential severity, or both.

7. Operational Risk Management:

The process of dealing with risk associated with military operations, which includes risk assessment, risk decision-making, and implementation of effective risk controls.

C. Operational Risk Management Process

- 1. Identify hazards
- 2. Assess hazards
- 3. make risk decisions
- 4. Implement controls
- 5. Supervise
- 6. A decision making tool
- 7. Increases ability to make informed decisions
- 8. Reduces risks to acceptable levels

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

D. Operational Risk Management Goal:

To optimize operational capability and readiness by managing risk to accomplish the mission with minimal loss.

E. Causes of Risk

1. Change (the "mother" of risk)
2. Resource constraints
3. New technology
4. Complexity
5. Stress
6. Societal constraints
7. Environmental influences
8. Human nature
9. Speed/Tempo of Operation
10. High energy levels

F. Four ORM Principles

1. Accept risk when benefits outweigh the cost.
2. Accept no unnecessary risk.
3. Anticipate and manage risk by planning.
4. Make risk decisions at the right level.

G. ORM vs. Non-standard Approach

1. Systematic vs. Random, Individual-Dependent
2. Proactive vs. Reactive
3. Integrates all types of risk into plan vs. Safety as after-thought once plan is done
4. Common process terms vs. Non-standard
5. Conscious decision based on risk and benefit vs. "Can Do" regardless of risk.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

H. Benefits of ORM

1. Reduction in mishaps
2. Improved mission effectiveness

I. ORM Levels of Application

1. Time-critical:
On the run consideration of the 5 steps
2. Deliberate:
Application of the complete 5-step process
3. In-depth:
Complete 5-step process with detailed analysis

J. ORM Process

1. Time-Critical ORM
 - a. Identify hazards
 - b. Assess hazards
 - c. Make risk decisions
 - d. Implement controls
 - e. Supervise
2. Examples of Time-critical ORM
 - a. As changes occur during a mission/operation.
 - b. Pre-flight brief
 - c. Maintenance shift turn-over brief
 - d. During execution of hazardous weather bill
 - e. No notice missile exercise

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

Written exam at end of course

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Basic Swimming and Water
Survival Instructor Training
Course, A-012-1014

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of subject matter, curricula, policies and procedures necessary of a Navy Basic Water Survival Instructor without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 3.10

LESSON TOPIC: Navy Integrated Training
Resources Administration
System (NITRAS)

ALLOTTED LESSON TIME: .5 Classroom

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

1 Classroom Instructor

3.29 Explain basic principles that apply to Navy Integrated Training Resources Administration System (NITRAS).

INSTRUCTIONAL REFERENCE:

NETCINST 1510.1F

CRITERION TEST:

Written exam at end of course

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

- a. Lesson Topic: Navy Integrated Training Resources Administration System

State how and why students need to know the lesson material.

b. Major Teaching Points:

- (1) Importance of NITRAS reporting
- (2) Identifying and working with your command's NITRAS organization.
- (3) Basic NITRAS Record Information
- (4) Resources and instructions.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Navy Integrated Training Resources Administration System (NITRAS)

B. Importance of NITRAS Reporting

1. Course Documentation
2. Manning Requirements
3. Funding for equipment and resources

C. Identifying and working with your command's NITRAS organization

Find out who in your command is responsible for nitras reporting. Ensure your classes are reported to this individual who usually works in CISO.

D. Basic NITRAS records information

Many commands have software programs for recording this information.

1. Name
2. SSN
3. Command
4. UIC
5. CDP/CIN
6. Title of course
7. Student Status (Active, reserve)
8. Class Number
9. Class start and end date
10. Total number of hours
11. Graduate (Pass/Fail)
12. Attrite and reason for attrition.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

E. Resources and Instructions

1. NETCINST 1510.1F
2. NETC ADDRESS AND PHONE NUMBER.

Naval Education and Training Command
ETE 54
Naval Air Station
Pensacola, FL 32508-5220

DSN 922-3700

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

Written exam at end of course

ASSIGNMENT

None