

LESSON PLAN  
FOR  
NAVY REMEDIAL SWIM TRAINING COURSE  
CLASS F SCHOOL  
CIN A-060-2222

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

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January 2005

LESSON PLAN  
CHANGE RECORD

Number and Description of Change

Entered By

Date

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## SECURITY AWARENESS NOTICE

This course does not contain any classified material.

## HOW AND WHEN TO USE COURSE NOTICE

This course is designed to target the swimmer's individual swimming deficiencies and to select the appropriate lesson topic(s) which will improve their aquatic skills to the level needed to meet required objective(s).

## SAFETY/HAZARD AWARENESS NOTICE

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.

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.

## TRAINING TIME OUT (TTO)

### 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 in 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 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: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

1.0 Upon completion of this unit of instruction, the student will demonstrate knowledge of course safety requirements.

LESSON TOPIC NUMBER: 1.1

LESSON TOPIC: Remedial Swim Safety

ALLOTTED LESSON TIME: .5 Classroom

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1.1 Fill out medical screening form.

1 Classroom instructor

1.2 Read and sign Training Time Out and Drop On Request forms.

INSTRUCTIONAL REFERENCES:

1.3 Attend safety procedures lecture.

1. NETCINST 1500.20 Series

2. Remedial Swim Training Annex E

CRITERION TEST:

None

INSTRUCTIONAL AIDS:

1. Medical Screening Form

2. TTO/DOR forms

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

This lecture is not required if student has been enrolled in OCS or intermediate swim in the last two months.

A. Establish Contact

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures as appropriate.
6. Mishap and Unsafe Condition Reporting

This lecture may be given on the pool deck. Name and lesson may be given verbally.

a. It is the responsibility of all Department of Defense personnel to report all mishaps, near mishaps, and any unsafe or unhealthy (hazardous) condition(s). If a mishap, hazardous condition or near miss occurs the student shall inform the instructor immediately. Forms with instructions are available for formal reporting.

Explain mishap and unsafe condition reporting options and locations of drop boxes for anonymous report submission.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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

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

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements

Verbalize the following statement: "In order to improve one's skill in the water it is crucial to be safe. This lecture will outline basic safety requirements for the Remedial Swim Course.

2. Lesson overview

Verbalize the following statement: "In this lesson we will fill out a medical screening form, read and sign a Training Time Out/DOR form, and receive a brief on pool safety rules.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- a. Lesson Topic: Remedial Swim Course Safety
- b. Major Teaching Points:
  - (1) Medical Screening Form.
  - (2) Training Time Out/DOR form.
  - (3) Swim pool rules.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Medical Screening Forms.

Explain the importance of the medical screening form. Instruct students to complete and sign the form. Collect completed forms. Refer students with who do not have a current physical or indicate that they have medical problems to the proper medical authority. Do not train these individuals until they receive permission to train by medical authority.

B. Training Time Out and Drop on Request policies and sign

1. DOR Policy

1. Instructor shall read verbatim the DOR Policy that is located in the front matter page 8-9, or verbatim from the NET INSTC. 1500.20D. Have students sign and date student screening form.

2. TTO Policy

2. Instructor shall read verbatim the TTO Policy that is located in the front matter page 6-7, or verbatim from the NETC INST. 1500.20D.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Safety Brief

1. Pool Rules

Read pool rules out loud to students.

2. Course Safety

Cover the following items:

a. Whistle blasts.

- (1) One blast: Attention!
- (2) Two blast: Need another instructor.
- (3) Three blast: Emergency! Await directions.

b. Hyperventilation: Dangerous! Not allowed.

c. Facility hazards.

Explain hazards unique to the facility at which you are teaching.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

Prior to all in-water training have students perform stretching exercises IAW annex F.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2004

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction the student will perform basic aquatic skills necessary to learn how to swim without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 2.1

LESSON TOPIC: Mental and Physical Adjustment to the Water.

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

A one to one instructor to student ratio provides the best learning environment for beginning swimmers. Managers shall provide sufficient staff to offer as much one on one training time to students as schedules, facilities and personnel constraints allow.

2.1 Demonstrate water exploration skills.

CRITERION TEST

None

HOMEWORK:

INSTRUCTIONAL REFERENCES:

None

Swimming and Water Survival Instructors Manual NETC P 1552/16

INSTRUCTIONAL AIDS:

1. Kickboards
2. Legfloats
3. Waist floats

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

Paraphrase the following paragraph: "Mental and physical adjustment to the water are necessary tools to learn before mastering swim strokes".

1. Motivating statements

Paraphrase the following sentence: "Once you master mental and physical adjustment to the water you will find that your confidence in the water will increase to a point that you will be anxious to learn to swim".

Inform the student that it may take several attempts of practice before one will be able to master mental and physical adjustment skills. Encourage students to be patient and to avoid frustration.

2. Lesson overview

a. Lesson Topic: Water Familiarity

b. Major Teaching Points:

- (1) Pool safety.
- (2) Opening eyes underwater.
- (3) Walking and bouncing in chest deep water.
- (4) Bubble blowing.
- (5) Face floating and back floating.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Utilize Chapter 5, sections 5.2, 5.5, 5.6, and 5.7 of the Navy Water Survival Instructor's Manual to conduct this lesson. Vary your teaching techniques to the level and abilities of each student. Use numerous approaches suggested in this manual to train students in the these skills. Use land drills, static pool side drills, leg buoys, kickboards, and waist floats as needed to develop skills and aquatic confidence.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

Demonstrate mental and physical adjustment to the water skills as described in the Navy Swimming and Water Survival Instructors Manual Chapter 5, Section 5.2.

EVALUATION

See chapter 5, section 5.2 of the Navy Swimming and Water Survival Instructor's manual.

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction the student will perform basic aquatic skill necessary to learn how to swim without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 2.2

LESSON TOPIC: Basic Skills

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

A one on one instructor to student ratio provides the best learning environment for beginning swimmers. Managers shall provide sufficient staff to offer as much one on one training time to students as schedules, facilities and personnel constraints allow.

2.2 Demonstrate basic skills.

CRITERION TEST:

None

INSTRUCTIONAL REFERENCES:

HOMEWORK:

None

Navy Water Survival Instructor's Manual  
NETC P1552/16

INSTRUCTIONAL AIDS:

1. Kickboards
2. Leg floats
3. Waist floats

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
- b. Grabbing a ring buoy or the side of the pool.
- c. Being instructed to grab a ring buoy or the side of a pool.
- d. Stopping during a distance or timed test.
- e. Forming a "T" with both hands.
- f. Making a clenched fist above head.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Ask for medical concerns:

- a. Has anyone gone to hospital/branch clinic within 24 hours?
- b. Has anyone self-medicated within 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

Paraphrase the following paragraph: "The basic skills are necessary to learn before mastering swim strokes".

1. Motivating statements:

Paraphrase the following sentence: "Once you master the basic skills you will find that your confidence in the water will increase to a point that you will be anxious to learn to swim".

Inform the student that it may take several hours of practice before one will be able to master the basic skills. Remind students to be patient and avoid frustration.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Lesson overview

a. Lesson Topic: Basic Skills

b. Major Teaching Points: Basic skills

- (1) Safety
- (2) Breath holding and picking up objects underwater.
- (3) Transitioning face float/back float/standing.
- (4) Rhythmic breathing
- (5) Step in chest deep water.
- (6) Jelly fish float.
- (7) Survival float.
- (8) Treading water.
- (9) Crawl stroke arm action.
- (10) Swim on back.
- (11) Log rolling.
- (12) Deep water skills.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Utilize Chapters 5, sections 5.3, 5.5, 5.6 and 5.7 of the Navy Water Survival Instructor's Manual CNET P 1552/16 5-88 to conduct this lesson. Vary your teaching techniques to the level and abilities of each student. Use numerous approaches suggested in this manual to train students in the basic skills. Use leg buoys, kickboards, and waist floats as needed to develop skills

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

APPLICATION

Demonstrate Basic skills as described in the Navy Swimming Water Survival Instructor's Manual Chapter 5 section 5.3.

EVALUATION

See chapter 5 section 5.3 of the Navy Swimming and Water Survival Instructor's Manual.

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction the student will perform basic aquatic skills necessary to learn how to swim without injury to personnel or damage to equipment

LESSON TOPIC NUMBER: 2.3

LESSON TOPIC: Stroke Readiness

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

A one to one instructor student ratio provides the best learning environment for beginning swimmers. Managers shall provide sufficient staff to offer as much one on one training time to students as schedules, facilities, and personnel constraints allow.

2.3 Demonstrate survival training preparatory skills.

CRITERION TEST:

None

INSTRUCTIONAL REFERENCES:

HOMEWORK:

Navy Water Survival Instructor's Manual  
NETC P1552/16

None

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
- b. Grabbing a ring buoy or the side of the pool.
- c. Being instructed to grab a ring buoy or the side of a pool.
- d. Stopping during a distance or timed test.
- e. Forming a "T" with both hands.
- f. Making a clenched fist above head.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Ask for medical concerns:

- a. Has anyone gone to hospital/branch clinic within 24 hours?
- b. Has anyone self-medicated within 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

Paraphrase the following paragraph: "The Survival Training Preparatory Skills are necessary tools to learn before mastering survival skills".

1. Motivating statements:

Paraphrase the following sentence. "Once you master the survival training preparatory skills you will find that your confidence in the water will increase to a point that you will be anxious to learn survival skills".

2. Lesson overview

Inform the student that it may take several hours of practice before one will be able to master the Stroke readiness skills.

a. Lesson Topic: Stroke Readiness

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Major Teaching Points:

- (1) Personal safety.
- (2) Rhythmic breathing with kickboard (turning head).
- (3) Rhythmic breathing with kickboard (lifting head).
- (4) Bobbing.
- (5) Basic crawl stroke 15 yards.
- (6) Swim on back on 15 yards.
- (7) Deep water jump and swim on back.
- (8) Deep water jump and swim face down.
- (9) Swimming face down and turning around.
- (10) Swimming on back and turning around.
- (11) Deep-water skills.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

Utilize Chapters 5, section 5.4, 5.5, 5.6, and 5.7 of the Navy Water Survival Instructor's Manual to conduct this lesson. Vary your teaching techniques to the level and abilities of each student. Use numerous approaches suggested in this manual to train students in the primary skills. Use land drills, static poolside drills, leg buoys, kickboards, and waist floats as needed to develop skills and aquatic confidence.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

Demonstrate Survival Training Preparatory Skills as described in the Navy Swimming and Water Survival Instructor's Manual.

EVALUATION

See Chapter 5 section 5.4 of the Navy Swimming and Instructor's Manual

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will perform basic aquatic skills necessary to learn how to swim without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 2.5

LESSON TOPIC: Level 1A Swim Remediation Instruction

ALLOTTED LESSON TIME: 1.5 Laboratory

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

2.5 Demonstrate 1A basic aquatic skills.

A Water Survival Instructor is required for 20 students or less. These staff numbers are based on RTCSOP 1414.1 for minimum safety requirements. A one on one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills.

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16

CRITERION TEST:

RTCSOP 1414.1

2.5 Pass level 1A skills per page 2.5-5

INSTRUCTIONAL AIDS:

1. Kick boards, pull buoys

HOMEWORK: NONE

## INTRODUCTION

This lecture may be given on the pool deck. Name and lesson may be given verbally.

### A. Establish Contact

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures as appropriate.

### 6. Mishap and Unsafe Condition Reporting

a. It is the responsibility of all Department of Defense personnel to report all mishaps, near mishaps, and any unsafe or unhealthy (hazardous) condition(s). If a mishap, hazardous condition or near miss occurs the student shall inform the instructor immediately. Forms with instructions are available for formal reporting.

Explain mishap and unsafe condition reporting options and locations of drop boxes for anonymous report submission.

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

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

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements

a. These skills are necessary to learn to swim and how your body reacts to water.

2. Lesson overview

a. Lesson Topic: Level 1A Swim Remediation Instruction

b. Major Teaching Points:

- 1.) Streamline
- 2.) Rhythmic Breathing/Bobs
- 3.) Flutter Kick
- 4.) Front crawl arm stroke
- 5.) Front crawl

- 6.) Whip/frog kick
- 7.) Breaststroke arm stroke
- 8.) Breaststroke
- 9.) Sculling
- 10.) Survival Float

#### PRESENTATION

A. Utilize Chapter 5, sections 5.2, 5.5, 5.6, 5.7 and chapter 8, sections 8.1, 8.2, 8.3, and 8.7 of the Navy Water Survival Instructor's Manual CNET P1552/16 to conduct this lesson. Vary your teaching techniques to the level and abilities of each student. Use numerous approaches suggested in this manual to train students in these skills. Use land drills, static poolside drills, leg buoys, kickboards, waist floats and noodles as needed to develop skills and aquatic confidence.

NOTE: Avoid fatiguing the students or keeping them in the water long enough to become cold. Students learn very little when they are cold and exhausted. Avoid getting discouraged at the student's progress, mastering swimming can take several days to weeks depending on the swimming ability of the student.

## SUMMARY

- A. State Lesson Objectives
- B. Review Major Teaching Points

Turn to cover page for objectives.

Briefly summarize.

## APPLICATION

- Demonstrate a rudimentary front crawl or breaststroke one width of the pool. (Training Tank #2)
- Perform a 30 second survival float demonstrating rhythmic breathing.

## EVALUATION

Recruits must demonstrate the above test to the instructors Satisfaction to move to Level 2B.

ASSIGNMENT: None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will perform basic aquatic skills necessary to learn how to swim without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 2.6

LESSON TOPIC: Level 1B Swim Remediation Instruction

ALLOTTED LESSON TIME: 1.5 Laboratory

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

2.6 Demonstrate 1B basic aquatic skills.

A Water Survival Instructor is required for 20 students or less. These staff numbers are based on RTC SOP 1414.1 for minimum safety requirements. A one on one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills.

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16

CRITERION TEST:

RTC SOP 1414.1

2.6 Pass level 1B skills as per page 2.6-5

INSTRUCTIONAL AIDS:

1. Kick boards, pull buoys, waist floats.

HOMEWORK: NONE

## INTRODUCTION

### A. Establish Contact

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures as appropriate.
6. Mishap and Unsafe Condition Reporting

a. It is the responsibility of all Department of Defense personnel to report all mishaps, near mishaps, and any unsafe or unhealthy (hazardous) condition(s). If a mishap, hazardous condition or near miss occurs the student shall inform the instructor immediately. Forms with instructions are available for formal reporting.

This lecture may be given on the pool deck. Name and lesson may be given verbally.

Explain mishap and unsafe condition reporting options and locations of drop boxes for anonymous report submission.

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

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

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements

a. These skills are necessary to learn to swim and how your body reacts to water.

2. Lesson overview

a. Lesson Topic: Level 1B Swim Remediation Instruction

b. Major Teaching Points:

- 1.) Back Streamline/*glide*/Body position
- 2.) *Flutter kick*
- 3.) *Whip/frog kick*
- 4.) *Elementary backstroke arm action*
- 5.) Elementary
- 6.) Backstroke
- 7.) *Sculling*
- 8.) Survival Float

## PRESENTATION

A. Utilize Chapter 5, sections 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 and chapter 8, sections 8.1, 8.2, 8.6 of the Navy Water Survival Instructor's Manual CNET P1552/16 to conduct this lesson. Vary your teaching techniques to the level and abilities of each student. Use numerous approaches suggested in this manual to train students in these skills. Use land drills, static poolside drills, leg buoys, kickboards, waist floats and noodles as needed to develop skills and aquatic confidence.

NOTE: Avoid fatiguing the students or keeping them in the water long enough to become cold. Students learn very little when they are cold and exhausted. Avoid getting discouraged at the student's progress, mastering swimming can take several days to weeks depending on the swimming ability of the student.

## SUMMARY

- A. State Lesson Objectives
- B. Review Major Teaching Points

Turn to cover page for objectives

Briefly summarize.

## APPLICATION

- Demonstrate the elementary backstroke one width of the pool. (Training Tank #2)
- Perform a 30 second survival float demonstrating rhythmic breathing. (Training Tank #2)

## EVALUATION

Recruits must demonstrate the above test to the instructors satisfaction to move to Level 1A.

ASSIGNMENT: None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will perform basic aquatic skills necessary to learn how to swim without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 2.7

LESSON TOPIC: Level 2A Swim Remediation Instruction

ENABLING OBJECTIVES:

ALLOTTED LESSON TIME: 1.5 Laboratory

Completely supported by this lesson topic:

2.7 Demonstrate level 2A basic aquatic skills.

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor is required For 20 students or less. These staff Numbers are based on RTCSOP 1414.1 for Minimum safety requirements. A one on One instructor to student ratio allows the Best environment and the quickest way for Students to learn swimming skills.

CRITERION TEST:

INSTRUCTIONAL REFERENCES:

2.7 Pass level 2A skills as per page 2.7-5.

Navy Water Survival Instructor's Manual  
NETC P1552/16

RTCSOP 1414.1

HOMEWORK: NONE

## INTRODUCTION

### A. Establish Contact

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures as appropriate.
6. Mishap and Unsafe Condition Reporting

a. It is the responsibility of all Department of Defense personnel to report all mishaps, near mishaps, and any unsafe or unhealthy (hazardous) condition(s). If a mishap, hazardous condition or near miss occurs the student shall inform the instructor immediately. Forms with instructions are available for formal reporting.

This lecture may be given on the pool deck. Name and lesson may be given verbally.

Explain mishap and unsafe condition reporting options and locations of drop boxes for anonymous report submission.

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

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

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements

a. These skills are necessary to learn how to swim.

2. Lesson overview

a. Lesson Topic: Level 2A Swim Remediation Instruction

Ratio for deepwater Entry is one to one.

b. Major Teaching Points:

- 1) Water Bob to Safety
- 2) Rhythmic breathing
- 3) Front Crawl
- 4) Body Position
- 5) Breaststroke
- 6) Log rolling
- 7) Treading

NOTE: Instructor must correct any deficiencies as soon as they occur.

1. Show proper prone stroke.
2. Show survival float.
3. Show treading water.

## PRESENTATION

A. Utilize Chapter 5, sections 5.3 (Basic Skills), 5.4, chapter 7, and chapter 8, sections 8.3,8.7 of the Navy Water Survival Instructor's Manual CNET P1552/16 to conduct this lesson. Vary your teaching techniques to the level and abilities of each student. Use numerous approaches suggested in this manual to train students in these skills.

Use land drills, static poolside drills, leg buoys, kickboards, waist floats and noodles as needed to develop skills and aquatic confidence.

NOTE: Avoid fatiguing the students or keeping them in the water long enough to become cold. Students learn very little when they are cold and exhausted. Avoid getting discouraged at the student's progress, mastering swimming can take several days to weeks depending on the swimming ability of the student.

## SUMMARY

- A. State Lesson Objectives
- B. Review Major Teaching Points

Turn to cover page for objectives.

Briefly summarize.

## APPLICATION

- Perform stroke of choice for twenty-five yards.
- Survival float for 30 seconds.
- Tread water in chest deep water for 30 seconds.

## EVALUATION

Recruits must demonstrate the above test to the instructors satisfaction to move to Level 3 or to test to the Navy swim standard.

**Note: If students have demonstrated skills in prone but lack skills in stroke of choice for twenty-five yards, send students back to Level 2 B.**

ASSIGNMENT: None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will perform basic aquatic skills necessary to learn how to swim without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 2.8

LESSON TOPIC: Level 2B Swim Remediation Instruction

ALLOTTED LESSON TIME: 1.5 Laboratory

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

2.8 Demonstrate level 2B basic skills

A Water Survival Instructor is required for 20 students or less. These staff numbers are based on RTCSOP 1414.1 for minimum safety requirements. A one on one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills.

INSTRUCTIONAL REFERENCES:

CRITERION TEST:

Navy Water Survival Instructor's Manual  
NETC P1552/16

2.8 Pass level 2B skills as per page 2.85

RTCSOP 1414.1

HOMEWORK: NONE

INTRODUCTION

A. Establish Contact

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures as appropriate.
6. Mishap and Unsafe Condition Reporting

a. It is the responsibility of all Department of Defense personnel to report all mishaps, near mishaps, and any unsafe or unhealthy (hazardous) condition(s). If a mishap, hazardous condition or near miss occurs the student shall inform the instructor immediately. Forms with instructions are available for formal reporting.

This lecture may be given on the pool deck. Name and lesson may be given verbally.

Explain mishap and unsafe condition reporting options and locations of drop boxes for anonymous report submission.

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

Turn to cover page of lesson plan and paraphrase objectives.

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

B. State Lesson Objectives

C. Establish Readiness

1. Motivating statements

a. These skills are necessary to learn how to swim.

2. Lesson overview

a. Lesson Topic: Level 2B Swim Remediation  
Instruction

b. Major Teaching Points:

- 1) Bob to Safety
- 2) Elementary back stroke
- 3) Proper Body Position
- 4) Rhythmic breathing
- 5) Prone Float
- 6) Tread Water in chest deep water

NOTE: Instructor must correct any deficiencies as soon as they occur.

1. Show proper elementary Backstroke.
2. Demonstrate survival floating

## PRESENTATION

A. Utilize Chapter 5, sections 5.3 (Basic Skills), 5.4, chapter 7, and chapter 8, section 8.6 of the Navy Water Survival Instructor's Manual CNET P1552/16 to conduct this lesson. Vary your teaching techniques to the level and abilities of each student. Use numerous approaches suggested in this manual to train students in these skills. Use land drills, static poolside drills, leg buoys, kickboards, waist floats and noodles as needed to develop skills and aquatic confidence.

NOTE: Avoid fatiguing the students or keeping them in the water long enough to become cold. Students learn very little when they are cold and exhausted. Avoid getting Discouraged at the student's progress, mastering swimming Can take several days to weeks depending on the swimming Ability of the student.

## SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

## APPLICATION

- Perform backstroke for twenty yards.
- Survival float for 30 seconds.
- Tread water in chest deep water for 15 seconds.

## EVALUATION

Recruits must demonstrate the above test to the instructors satisfaction to move to Level 2A or to test to the Navy swim standard.

Note: If students have demonstrated skills for Level 2A, Student may go to level 3.

ASSIGNMENT: NONE

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will perform required survival strokes per US Navy Water Survival Instructor's Manual NETC P1552/16 without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 3.1

LESSON TOPIC: Breaststroke

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

3.1 Demonstrate the breaststroke.

CRITERION TEST:

None

HOMEWORK:

None

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16

INSTRUCTIONAL AIDS:

1. Kick boards, pull buoys, hand paddles
2. Survival Swim Skills Video

Optional at instructor discretion.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives

C. Establish Readiness

1. Motivating statements:

The techniques you practice will help you swim the breaststroke more efficiently.

You will practice techniques to help swim the breaststroke correctly.

2. Lesson overview

a. Lesson Topic: The breaststroke

b. Major Teaching Points:

(1) Techniques to learn the breaststroke

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Swim Evaluation

Most students needing this training are in this course because they either failed the "in-test" for OCS or the Intermediate Swim Course or they didn't pass the first or second class swim test or the breaststroke portion of the Intermediate Swim 100 or 200 yard strokes tests. Observe the student's swimming skills long enough to determine if his/her problems with swimming are caused by one or more of the following problems:

Breath Control  
Strokes mechanics

B. Correcting the Student's Breaststroke

If the problems are Breath Control, ensure that the student can master the skills found in Lesson Plan 2.3 before attempting to teach breaststroke breathing. If the student's problems are stroke mechanics, break the strokes into its basic parts; arm action, breathing, leg action and coordination. Work with students on each of these separate elements until they are able to master them alone. Once these skills are mastered alone, combine them together in parts before putting the whole stroke together. Give frequent demonstrations and use kickboards, leg floats, hand paddles etc. to reinforce learning. Common errors that student's make and how to correct them can be found by referring to Chapter 8, section 8.3 of the Navy Swimming and Water Survival Instructor's Manual.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering swimming can take several days to weeks depending on the swimming ability of the student. When you feel the student is ready to attempt the test, select the correct test found in unit five of this curriculum.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

Demonstrate the breaststroke.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 3.2

LESSON TOPIC: Sidestroke

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills.

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16

INSTRUCTIONAL AIDS:

Survival Swim Skills Video

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

3.0 Upon completion of this unit of instruction, the student will perform required survival strokes per US Navy Water Survival Instructor's Manual NETC P1552/16 without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

3.2 Demonstrate the sidestroke.

CRITERION TEST:

None

HOMEWORK:

None

Optional at instructor's discretion

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
    - a. Has anyone gone to hospital/branch clinic within 24 hours?
    - b. Has anyone self-medicated within 24 hours?
    - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements

The techniques you practice will help you swim the sidestroke more efficiently.

You will practice techniques to help swim the sidestroke correctly.

2. Lesson overview

a. Lesson Topic: The sidestroke

b. Major Teaching Points:

(1) Swim evaluation

(2) Correcting student's sidestroke

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Swim Evaluation

Most students needing this training are in this course because they either failed the "in-test" for OCS or the Intermediate Swim Course, the first or second class swim test or they didn't pass the sidestroke portion of the Intermediate Swim 100 or 200 yard strokes tests. Observe the student's swimming skills long enough to determine what his/her problems are with the sidestroke.

B. Correcting the Student's Sidestroke

Break the stroke into its basic parts; arm action, breathing, leg action and coordination. Work with students on each of these separate elements until they are able to master them alone. Once these skills are mastered alone, combine them together in parts before putting the whole stroke together. Give frequent demonstrations and use kickboards, leg floats, hand paddles etc. to reinforce learning. Common errors that student's make and how to correct them can be found by referring Chapter 8, section 8.4, of the Navy Swimming and Water Survival Instructor's Manual.

NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering swimming can take several days to weeks depending on the swimming ability of the student. When you feel the student is ready to attempt the test, select the correct test found in unit five of this curriculum.

DISCUSSION POINT

SUMMARY

A. State Lesson Objectives

B. Review Major Teaching Points

APPLICATION

Demonstrate the sidestroke.

ASSIGNMENT

None

ASSIGNMENT

None

RELATED INSTRUCTOR ACTIVITY

Turn to cover page for objectives.

Briefly summarize.

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 3.3

LESSON TOPIC: Elementary backstroke

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills.

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16

INSTRUCTIONAL AIDS:

1. Kick boards, pull buoys, hand paddles
2. Survival Swim Skills Video

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

- 3.0 Upon completion of this unit of instruction, the student will perform required survival strokes per US Navy Water Survival Instructor's Manual NETC P1552/16 without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 3.3 Demonstrate the elementary backstroke.

CRITERION TEST:

None

HOMEWORK:

None

Optional at instructor's discretion

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
    - a. Has anyone gone to hospital/branch clinic within 24 hours?
    - b. Has anyone self-medicated within 24 hours?
    - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

B. State Lesson Objectives

C. Establish Readiness

1. Motivating statements:

- a. The techniques you practice will help you swim the elementary backstroke more efficiently.
- b. You will practice techniques to help swim the elementary backstroke correctly.

2. Lesson overview

- a. Lesson Topic: The Elementary Backstroke
- b. Major Teaching Points:
  - (1) Swim evaluation
  - (2) Correcting student's elementary backstroke

RELATED INSTRUCTOR ACTIVITY

Turn to cover page of lesson plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Swim Evaluation

Most students needing this training are in this course because they either failed the "in-test" for OCS or the Intermediate Swim Course the first or second class swim test or they didn't pass the elementary backstroke portion of the Intermediate Swim 100 or 200 yard strokes tests. Observe the student's swimming skills long enough to determine what his/her problems are with the elementary backstroke.

B. Correcting the Student's Elementary Backstroke

Break the stroke into it's basic parts, arm action, breathing, leg action and coordination. Work with students on each of these separate elements until they are able to master them alone. Once these skills are mastered alone, combine them together in parts before putting the whole stroke together. Give frequent demonstrations and use kickboards, leg floats, hand paddles etc. to reinforce learning. Common errors that student's make and how to correct them can be found by referring to Chapter 8, section 8.6, of the Navy Swimming and Water Survival Instructor's Manual.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering swimming can take several days to weeks depending on the swimming ability of the student. When you feel the student is ready to attempt the test, select the correct test found in unit five of this curriculum.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

Demonstrate elementary backstroke.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will perform required survival strokes per US Navy Water Survival Instructor's Manual NETC P1552/16 without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 3.4

LESSON TOPIC: Crawlstroke

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

3.4 Demonstrate the crawlstroke.

CRITERION TEST:

None

HOMEWORK:

None

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16

INSTRUCTIONAL AIDS:

1. Kick boards, pull buoys, hand paddles.
2. Survival Swim Skills Video

Optional at instructor's discretion

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
    - a. Has anyone gone to hospital/branch clinic within 24 hours?
    - b. Has anyone self-medicated within 24 hours?
    - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives

C. Establish Readiness

1. Motivating statements:

The techniques you practice will help you swim the crawlstroke more efficiently.

You will practice techniques to help swim the crawlstroke correctly.

2. Lesson overview.

a. Lesson Topic: The crawlstroke

b. Major Teaching Points:

(1) Swim evaluation

(2) Correcting student's crawlstroke

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Swim Evaluation

Most students needing this training are in this course because they either failed the "in-test" for OCS or the Intermediate Swim Course or the first or second swim test or they didn't pass the crawlstroke portion of the Intermediate Swim 100 or 200 yard strokes tests. Observe the student's swimming skills long enough to determine if his/her problems with swimming are caused by one or more of the following problems:

Breath Control  
Strokes mechanics

B. Correcting the Student's Crawlstroke

If the problems are Breath Control, ensure that the student can master the skills found in Lesson Plan 2.3 before attempting to teach crawlstroke breathing. If the student's problems are strokes mechanics, break the stroke into it's basic parts, arm action, breathing, leg action and coordination. Work with students on each of these separate elements until they are able to master them alone. Once these skills are mastered alone, combine them together in parts before putting the whole stroke together. Give frequent demonstrations and use kickboards, leg floats, hand paddles etc. to reinforce learning. Common errors that student's make and how to correct them can be found by referring to Chapter 8, Section 8.7.9, of the Navy Swimming and Water Survival Instructor's Manual.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering swimming can take several days to weeks depending on the swimming ability of the student. When you feel the student is ready to attempt the test, select the correct test found in unit five of this curriculum.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

Demonstrate the crawlstroke.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will perform required survival strokes per US Navy Water Survival Instructor's Manual NETCINST P1552/16 without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 3.5

LESSON TOPIC: Swimming in Organizational Clothing

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

One Water Survival Instructor and one Red Cross Certified Lifeguard are required for one to ten students. A safety observer is required for each additional 10 students or portion thereof, if all students are in the deep end at once.

3.5 Demonstrate survival swimming in organizational clothing.

CRITERION TEST:

None

INSTRUCTIONAL REFERENCES:

HOMEWORK:

U.S. Navy Water Survival Instructor's Manual NETC P1552/16

None

INSTRUCTIONAL AIDS:

Organizational clothing, Boots, PFD, Helmets and Gloves.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
    - a. Has anyone gone to hospital/branch clinic within 24 hours?
    - b. Has anyone self-medicated within 24 hours?
    - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives.

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness.

1. Motivating statements.

The techniques you practice will help you swim more efficiently in boots and organizational clothing.

You will practice techniques to help swim more efficiently with uniforms or clothing.

2. Lesson overview.

a. Lesson Topic: Swimming in utility uniforms.

b. Major Teaching Points:

(1) Swim evaluation

(2) Improving endurance

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Swim Evaluation

Most students needing this training are in this course because they failed the Intermediate Swim Course Flight Equipment Swim Test and were put on "hold Swim". Observe the student's swimming skills long enough to determine if his/her problems with swimming in clothing are caused by one or more of the following problems:

- Breath Control
- Strokes mechanics
- Endurance
- Confidence

If the problems are breath control refer to Lesson Plan 2.3. If the student's problems are strokes mechanics refer to Lesson Plans 3.1 through 3.4. Continue with this lesson plan if the student's problems are either endurance or confidence.

B. Improving endurance

Improving endurance and confidence by allowing the student to build up from lesser to more clothing. Once students are able to swim effectively in clothing, begin to increase the distances that they swim of each of the required strokes. Avoid fatiguing the student as students can improve very little when they are exhausted. Avoid getting discouraged at the student's progress, mastering swimming can take several days to weeks depending on the swimming ability of the student. When you feel the student is ready to attempt the test, use lesson topic 5.7 of the curriculum.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

Improving endurance.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will perform required survival strokes per US Navy Water Survival Instructor's Manual NETCINST P1552/16 without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 3.6

LESSON TOPIC: Techniques For Long Distance Swimming

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

One Water Survival Instructor and one Red Cross Certified Lifeguard are required for one to ten students. A safety observer is required for each additional 10 students or portion thereof, if all students are in the deep end at once.

3.6 Demonstrate techniques for swimming long distances.

CRITERION TEST:

None

INSTRUCTIONAL REFERENCES:

HOMEWORK:

1. Red Cross Swimming And Diving Chapters #10 & #11.

None

2. US Navy Water Survival Instructor's Manual NETC P1552/16

INSTRUCTIONAL AIDS:

Organizational clothing and boots.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives.

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness.

1. Motivating statements.

- a. The techniques you practice will help you swim long distances faster and more efficiently.
- b. You will practice techniques to help you swim faster and more efficiently.

2. Lesson overview.

- a. Lesson Topic: Techniques For Long Distance Swimming.
- b. Major Teaching Points: Techniques for long distance swimming.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Most students needing this training are in this course because they have not successfully passed the Intermediate Swim Course confidence and endurance swim and were put on "hold swim". Observe the student's swimming skills long enough to determine if his/her problems with distance swimming are caused by one or more of the following problems:

1. Breath Control

Breath control refer to Lesson Plan 2.3.

2. Strokes mechanics

Strokes mechanics refer to Lesson Plans 3.1 through 3.4.

3. Endurance

For endurance and confidence refer to Lesson Plans 3.1 through 3.4

4. Confidence

Improve endurance and confidence by allowing the student to build up from shorter to longer distance swims. Depending on the student's abilities, start with increments of approximately 1/4 mi. After successful completion of 1/4 mi move up to 1/2 mi and so on until the student can complete approximately one mile. After completion of approximately one mile, begin timing the student until you feel the student swims fast enough to be able to pass the test. Chapters 10 & 11 of the Red Cross Swimming and Diving Manual gives many useful training techniques for improving swimming speed.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

Improving endurance.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 4.1

LESSON TOPIC: Survival Floating

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills. If students are dressed in flight equipment, a safety swimmer will be in the water. This safety swimmer may count towards the instructor to student ratio explained above.

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

4.0 Upon completion of this unit of instruction, students will demonstrate required survival skills per U.S. Navy Water Survival Instructor's Manual NETCINST P1552/16 without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

4.1 Demonstrate survival floating.

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16.

INSTRUCTIONAL AIDS:

Waist floats.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives.

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness.

1. Motivating statements.

- a. The techniques you practice will help you learn to survival float.
- b. You will practice techniques to help you master relaxed, efficient survival floating.

2. Lesson overview.

- a. Lesson Topic: Survival Floating
- b. Major Teaching Points:
  - (1) Survival floating evaluation.
  - (2) Correcting the student's breathing techniques.
  - (3) Correcting mechanics.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Survival Floating Evaluation.

Most students needing this training are in this course because they failed survival floating tests for OCS "in-test", the 3<sup>rd</sup> class swim test, the 2<sup>nd</sup> class swim test or the Intermediate Swim Course treading water/survival floating test. Observe the student's survival floating skills long enough to determine if his/her problems with survival floating are caused by breath control, mechanics or both.

B. Correcting the Student's Breathing techniques.

Ensure that the student can master the skills found in Lesson Plan 2.3 before attempting to teach survival floating breathing. Students experiencing breathlessness, fatigue and other breathing problems commonly fail to inhale deeply and fully enough to adequately ventilate the lungs. Use pool-side drills, waist floats and repetitive practice to carefully observe and instruct students on proper breathing techniques. Common breathing problems that students may possess include rapid, short, shallow breaths (panting); keeping the head up for too short of a time to get a breath, and inhaling an insufficient volume of air to adequately ventilate. Correct these problems by instructing students to keep the head above the surface for approximately 2-3 seconds to allow sufficient time for breathing, to exhale from the mouth and nose, and to inhale deeply and fully. Consult Section 6.5.2 of the Navy Swimming and Water Survival Instructor's Manual.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Correcting Mechanics

If the student's problems are with mechanics, break survival floating into its basic parts: body position, arm action, leg action and coordination. Work with students on each of these separate elements until they are able to master them alone. Once these skills are mastered alone, combine them together in parts before putting all the parts of survival floating together. Give frequent demonstrations, use waist-floats etc. to reinforce learning. Ensure students are aware that they are not allowed to sink during survival floating. Consult Section 6.5 of the Swimming and Water Survival Instructor's Manual.

NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering survival floating can take several days to weeks depending on the swimming ability of the student. When you feel the student is ready to attempt the test, select the correct test found in unit five of this curriculum.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

Demonstrate survival floating.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

4.0 Upon completion of this unit of instruction, students will demonstrate required survival skills per U.S. Navy Water Survival Instructor's Manual NETCINST P1552/16 without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 4.2

LESSON TOPIC: Treading Water

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills. If students are dressed in flight equipment, a safety swimmer will be in the water. This safety swimmer may count towards the instructor to student ratio explained above.

4.2 Demonstrate treading water.

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16

INSTRUCTIONAL AIDS:

Waist floats

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
    - a. Has anyone gone to hospital/branch clinic within 24 hours?
    - b. Has anyone self-medicated within 24 hours?
    - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

B. State Lesson Objectives

C. Establish Readiness

1. Motivating statements.

The techniques you practice will help you learn to tread water.

You will practice techniques to help you master relaxed, efficient treading water.

2. Lesson overview.

a. Lesson Topic: Treading Water

b. Major Teaching Points:

- (1) Treading water evaluation
- (2) Correcting the student's breathing techniques
- (3) Correcting errors in arms, legs, and body position

RELATED INSTRUCTOR ACTIVITY

Turn to cover page of lesson plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Treading Water Evaluation

Most students needing this training are in this course because they either failed the "in-test" for OCS or the Intermediate Swim Course or they had difficulties with the treading water portion of the Intermediate Swim Flight equipment tread/survival floating test. Observe the student's treading water skills long enough to determine if his/her problems with survival floating are caused by breath control, mechanics or both.

B. Correcting The Student's Breathing Techniques

Students experiencing breathlessness, fatigue and other breathing problems commonly fail to inhale deeply and fully enough to adequately ventilate the lungs. Use pool-side drills, waist floats and repetitive practice to carefully observe and instruct students on proper breathing techniques. Common breathing problems that students may possess include rapid, short, shallow breaths (panting) and inhaling an insufficient volume of air to adequately ventilate. Correct these problems by instructing students to exhale from the mouth and nose, and to inhale with a deep, full diaphragmatic breath. When treading water properly, the normal breathing cycle will be elevated to approximately one breath every 2-3 seconds.

Consult chapter 7 section 7.6 of the Navy Swimming and Water Survival Instructor Manual.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Correcting Errors In Arms, Legs, and Body Position

If the student's problems are with mechanics, break treading water into it's basic parts: body position, arm action, leg action and coordination. Work with students on each of these separate elements until they are able to master them alone. Once these skills are mastered alone, combine them together in parts before putting all the parts of survival floating together. Give frequent demonstrations, use waist-floats etc. to reinforce learning.

Consult chapter 7 sections 7.1 through 7.5 of the Navy Swimming and Water Survival Instructors manual.

NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering treading water can take several days to weeks depending on the swimming ability of the student. When you feel the student is ready to attempt the test, select the correct test found in unit five of this curricula.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

Demonstrate treading water.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 4.3

LESSON TOPIC: Transitioning From Treading  
Water To Survival Floating

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills. If students are dressed in flight equipment, a safety swimmer will be in the water. This safety swimmer may count towards the instructor to student ratio explained above.

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

4.0 Upon completion of this unit of instruction, students will demonstrate required survival skills per U.S. Navy Water Survival Instructor's Manual NETCINST P1552/16 without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

4.3 Demonstrate transitioning from treading water to survival floating.

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16.

INSTRUCTIONAL AIDS:

Waist floats

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements.

The techniques you practice will help you learn how to transition from treading water to survival floating.

You will practice techniques to help you learn how to transition from treading water to survival floating.

2. Lesson overview.

a. Lesson Topic: Transitioning From Treading Water To Survival Floating.

b. Major Teaching Points:

- (1) Background information
- (2) Evaluating the student's transitioning skills.
- (3) Correcting the transitioning problems

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Background Information.

Most students needing this training are in this course because they failed the transition from treading water to survival floating during the Intermediate Swim Flight equipment tread/survival floating test.

B. Evaluating The Student's Transitioning Skills.

Evaluate the student's transitioning skills. If it appears that his/her skills are with treading water or survival floating, refer to lesson plans 4.1 and 4.2.

B. Correcting the transitioning problems.

Most problems with transitioning are caused by the student not being able to slow down or recover from the elevated breathing rate caused by the physical demands of treading water in flight gear. The reason that they cannot slow their breathing rate down is that they are unable to catch their breath with the survival floating technique when they are "winded". To help students with this problem, ensure that they are able to perform survival floating skills found in lesson plan 4.1. After mastering lesson plan 4.1 skills, allow the student to get winded after 30 sec of survival treading and then survival float. Move up 30 sec intervals to 1 minute, 1 minute 30 sec etc, until they are able to master two minutes of treading followed by 3 minutes of survival floating. Use pool-side drills, waist-floats and repetitive practice to carefully observe and

Consult chapter 6 section 6.5.2 of the Navy Swimming Water Survival Instructors Manual.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

instruct students on proper breathing techniques. Remind the student to keep the head above the surface for approximately 2-3 seconds to allow sufficient time for breathing, to exhale from the mouth and nose, and to inhale with a deep, full diaphragmatic breath. If this breathing is achieved, students will find that they gradually get less winded and soon catch their breath and transition to comfortable relaxed survival floating. Give frequent demonstrations, use waist-floats etc. to reinforce learning.

NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress. Mastering transitioning can take several days to weeks depending on the ability of the student. When you feel the student is ready to attempt the test, select and administer the correct test found in unit five of this curricula.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

Demonstrate transitioning from treading water to survival floating.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 4.4

LESSON TOPIC: Underwater Swimming

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills. If students are dressed in flight equipment, a safety swimmer will be in the water. This safety swimmer may count towards the instructor to student ratio explained above.

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

4.0 Upon completion of this unit of instruction, students will demonstrate required survival skills per U.S. Navy Water Survival Instructor's Manual NETCINST P1552/16 without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

4.2 Demonstrate underwater swimming.

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL REFERENCES:

2. Navy Water Survival Instructor's Manual NETC P1552/16.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements.

The techniques you practice will help you learn to swim underwater.

You will practice techniques to help improve your underwater swimming skills.

2. Lesson overview

a. Lesson Topic: Underwater Swimming

b. Major Teaching Points:

- (1) Underwater Swimming Evaluation.
- (2) Correcting The Student's Breath Control.
- (3) Correcting errors in arms, legs, body position and assisting the buoyant student to stay underwater.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Underwater Swimming Evaluation.

Most students needing this training are in this course because they are experiencing difficulties with underwater swimming during the abandon ship drill or the first class swim test rough water swim. Observe the student's underwater swimming skills long enough to determine if his/her problems are caused by breath control, mechanics or buoyancy.

B. Correcting The Student's Breath Control.

Students who cannot hold their breath long enough to swim underwater may be assisted by having them hold their breath on the surface and count to thirty. This activity shows them that they can hold their breath long enough to perform any underwater skill that they will experience. After developing breath holding skills on the surface, have the student hold onto the edge, submerge and count to thirty. This improves their ability to hold their breath under water. Once mastering these skills, start underwater swimming gradually increasing the length and distance that the swimmer swims underwater.

SAFETY NOTE: ENSURE THAT  
STUDEDNTS ARE AWARE OF  
HOW TO PREVENT  
HYPERVENTILATION

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- C. Correcting errors in arms, legs, body position and assisting the buoyant student to stay underwater.

To correct the student's underwater swimming techniques and to assist the buoyant student to swim under water, break underwater swimming into it's basic parts: body position, arm action, leg action and coordination. Work with students on each of these separate elements until they are able to master them alone. Once these skills are mastered alone, combine them together in parts before putting all the parts together. Give frequent demonstrations to reinforce learning. Refer to the Navy Water Survival Instructor's manual chapter 9 section 9.1 through 9.2.

SAFETY NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering underwater swimming can take several days to weeks depending on the swimming ability of the student.

- D. Administrative procedures for students who have mastered underwater swimming.

Once students have mastered underwater swimming, refer to lesson plans 4.5 or 4.6 for further required instruction.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

Demonstrate underwater swimming.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 4.5

LESSON TOPIC: Abandon Ship Drill

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills. A safety swimmer is required when students perform the abandon ship drill in flight suit and boots. The safety swimmer may count towards the minimum required staff mentioned above

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

4.0 Upon completion of this unit, students will demonstrate required survival skills per U.S. Navy Water Survival Instructor's Manual NETC P1552/16 without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic

4.5 Demonstrate The Abandon ship Drill:

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL REFERENCES:

1. Navy Water Survival Instructor's Manual NETC P1552/16.

INSTRUCTIONAL AIDS:

Organizational clothing and boots.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives.

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness.

1. Motivating statements.

The techniques you practice will help you perform the abandon ship drill more efficiently.

You will practice techniques to learn how to perform the abandon ship drill correctly.

2. Lesson overview.

a. Lesson Topic: Abandon ship drill.

b. Major Teaching Points:

- (1) Evaluating problems
- (2) Instructing students who are afraid to jump
- (3) Correcting arm and leg positions
- (4) Correcting those who surface immediately after the jump
- (5) Correcting problems with underwater swimming and buoyancy.
- (6) Administrative procedures

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Evaluating the student's problems with the abandon ship drill.

Most students needing this training are in this course because they failed the abandon ship drill test for the Intermediate Swim Course, or they could not jump off the tower during the third class swim test. Observe the student's abandon ship drill skills to determine if his/her problems are caused by one or more of the following problems:

1. Fear of jumping
2. Arm and leg position
3. Surfacing after impact
4. Underwater swimming/buoyancy.

- B. Instructing students who are afraid to jump.

1. Spend time explaining to the student that fear is a normal human emotion.
2. Give him/her important reasons why, in a survival situation, he/she would use this skill.
3. If possible at your facility progress from jumping off the side of the pool to building up on heights to help desensitize the student to his/her fears.

SAFETY NOTE: 3<sup>RD</sup> class swimmer students shall not wear organizational clothing.

**SAFETY NOTE: PUSHING STUDENTS OFF THE TOWER IS UNAUTHORIZED.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Students with extreme cases of fear that cannot be corrected by the above techniques shall be referred to proper medical authorities who can appropriately deal with extreme phobias and fears.

C. Correcting arm and leg problems.

1. Students who enter the water in other than prescribed arm and leg positions usually are fearful of falling and deviate from proper positioning because of instinctive urges to protect themselves from the fall.
2. If possible at your facility progress from jumping off the side of the pool to greater and greater heights to help desensitize the student to these fears.

D. Correcting those who surface immediately after the jump.

Not applicable for 3<sup>rd</sup> class swimmers.

1. Students who surface immediately after impact usually do so because they get disoriented or lose their lung full of air.
2. To correct student's disorientation, encourage students to maintain proper body position underwater until all downward motion stops. Doing so ensures that they submerge feet first without body roll or twist.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- 3. To assist students who lose their breath of air during impact, encourage them to do the following:
  - a. At the top of the tower, take a normal breath not an exaggerated lung full of air.
  - b. Upon impact keep the nose pinched to prevent incoming water into the nose and sinuses.

SAFETY NOTE: ENSURE THAT STUDENTS ARE AWARE THAT HYPERVENTILATION IS PROHIBITED.

- E. Correcting problems with underwater swimming and buoyancy.

Not applicable for 3<sup>rd</sup> class swimmers.

Utilize lesson plan 4.4 to assist students with underwater swimming and buoyancy problems.

- F. Administrative procedures for those who are ready to test.

When the student is ready, test him/her with the appropriate test found in Unit 5 of this curricula.

SAFETY NOTE: Provide students with adequate time to catch their breath between jumps. Avoid getting discouraged at the student's progress, overcoming fears and mastering the abandon ship drill can take several days to weeks depending on the student.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

Demonstrate abandon ship drill.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 4.6

LESSON TOPIC: Rough Water Swimming

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills.

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16.

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

4.0 Upon completion of this unit, students will demonstrate required survival skills per U.S. Navy Water Survival Instructor's Manual NETC P1552/16 without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

4.6 Demonstrate rough water swimming.

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements

The techniques you practice will help you perform rough water swimming more efficiently.

You will practice techniques to learn how to perform rough water swimming correctly.

2. Lesson overview

a. Lesson Topic: Rough Water Swimming

b. Major Teaching Points:

- (1) Swim evaluation
- (2) Correcting breath control problems
- (3) Correcting surface dive problems
- (4) Correcting problems

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Swim Evaluation

Most students needing this training are in this course because they could not perform the rough water swim taught in the Intermediate Swim Course. Although this item is not testable, the student must participate in and demonstrate this skill. Observe the student's rough water swimming long enough to determine if his/her problems are caused by one or more of the following problems:

1. Breath Control
2. Surface dive mechanics
3. Underwater swimming/ buoyancy

B. Correcting breath control problems

1. If the problems are Breath Control, ensure that the student can master the skills found in Lesson Plan 2.3.
2. Practice repetitive surface dives in the deep and shallow end.
3. Observe the student's breathing to ensure that he/she is getting adequate ventilation.
4. Gradually increase the distance that the student swims after each breath until he/she can demonstrate two surface dives during a 25-yard swim.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Correcting surface dive problems.

1. If the student's problems are with mechanics of the surface dive, break the surface dive into it's basic parts, arm action, breathing, leg action and coordination.
2. Work with students on each of these separate elements until they are able to master them alone.
3. Once these skills are mastered alone, combine them together in parts before putting the whole skill together.
4. Give frequent demonstrations to reinforce learning.

NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering rough water swimming can take several days to weeks depending on the swimming ability of the student.

D. Correcting problems with underwater swimming and buoyancy.

If the student has difficulties with underwater swimming and buoyancy, refer to lesson plan 4.4.

E. Administrative procedures for those who demonstrate rough water swimming correctly.

DISCUSSION POINT

When the student is able to demonstrate rough water swimming, record him/her as passing in both the Intermediate Swim Course Q-050-0605 and the Remedial Swim Course. Appropriate Naval Integrated Training System (NITRAS) entries must be indicated for both courses.

RELATED INSTRUCTOR ACTIVITY

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

Demonstrate rough water swimming.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

4.0 Upon completion of this unit, students will demonstrate required survival skills per U.S. Navy Water Survival Instructor's Manual NETC P1552/16 without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 4.7

LESSON TOPIC: Burning Oil And Debris Swimming

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills.

4.7 Demonstrate burning oil/debris swimming.

CRITERION TEST:

None

HOMEWORK:

None

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL AIDS:

Personal Flotation Device (PFD)

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements.

The techniques you practice will help you swim through burning oil and debris more efficiently.

2. Lesson overview.

a. Lesson Topic: Burning Oil And Debris Swimming.

b. Major Teaching Points:

- (1) Burning oil/debris swimming evaluation
- (2) Correcting breath control problems
- (3) Correcting problems with arms, legs, and coordination.
- (4) Administrative procedures for students who swim the burning oil swims correctly.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Burning Oil/Debris Swimming Evaluation.

Most students needing this training are in this course because they could not perform burning oil swimming well enough to continue participation in the Intermediate Swim Course or they didn't pass the first class swim test. Observe the student's burning oil/debris swimming skills long enough to determine if his/her problems are caused by one or more of the following problems:

1. Breath Control during submerged burning oil swim.
2. Arm, leg, or coordination for either of the burning oil swims or the debris swim.

B. Correcting Breath Control Problems.

1. If the problems are breath control, ensure that the student can master the skills found in Lesson Plan 2.3 before attempting to teach submerged burning oil breathing.
2. Students who cannot hold their breath long enough to swim underwater shall be remediated with lesson plan 4.4.
3. Students who are unable to get an efficient air exchange on the surface, may be assisted by having them practice burning oil breathing in chest deep water.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. After developing breath control skills in shallow water, move to deep water gradually increasing the length and distance that the swimmer swims underwater until he/she can swim the required distance.

SAFETY NOTE: ENSURE THAT STUDENTS KNOW THAT HYPERVENTILATION IS PROHIBITED.

C. Correcting Problems With Arms, Legs, and Coordination.

1. If the student's problems are with arms, legs, coordination, spinning the wrong way with the PFD burning oil swim etc, break these swims into their basic parts:
  - a. arm action
  - b. breathing
  - c. leg action
  - d. coordination
2. Work with students on each of these separate elements until they are able to master them alone.
3. Once these skills are mastered alone, combine them together in parts before putting the whole stroke together.
4. Give frequent demonstrations to reinforce learning. Refer to the Navy Water Survival Instructor's manual for detailed explanation of how to perform these skills.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SAFETY NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering burning oil swimming can take several days to weeks depending on the swimming ability of the student.

- D. Administrative Procedures for Students Who Swim the Burning Oil Swims Correctly.
  - 1. Intermediate Swim students will be recorded as passing in both the Intermediate Swim Course Q-050-0605 and the Remedial Swim Course (if this is the only element of Intermediate Swim that the student was "down" in.
  - 2. Appropriate Naval Integrated Training System (NITRAS) entries must be indicated for both courses.
  - 3. First class swimmers will be recorded as passing the Remedial Swim Course and will participate in lesson plan 5.3 of this curricula.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

Demonstrate burning oil/debris swimming.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 4.8

LESSON TOPIC: Clothing Inflation

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

A Water Survival Instructor and one lifeguard are required for 10 students or less. An additional safety observer is required for every additional 10 students or portion thereof. These safety observers are only required if all students are in the deep end at once. These staff numbers are the minimum requirements for safety. A one to one instructor to student ratio allows the best environment and the quickest way for students to learn swimming skills. When students are in the deep end with clothing on, a safety swimmer will be in the water. This safety swimmer may count towards the instructor to student ratio explained above.

INSTRUCTIONAL REFERENCES:

Navy Water Survival Instructor's Manual  
NETC P1552/16.

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

4.0 Upon completion of this unit of instruction, students will demonstrate required survival skills per US Navy Water Survival Instructor's Manual NETCINST P1552/16 without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

4.8 Demonstrate clothing inflation.

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL AIDS:

Shirt and/or trousers

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
    - a. Has anyone gone to hospital/branch clinic within 24 hours?
    - b. Has anyone self-medicated within 24 hours?
    - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements.

The techniques you practice will help you learn how to inflate your clothing in the water.

You will practice techniques to help improve your clothing inflation skills.

2. Lesson overview.

a. Lesson Topic: Clothing Inflation.

b. Major Teaching Points:

- (1) Clothing inflation evaluation
- (2) Correcting student's who sink.
- (3) Assisting students

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Clothing inflation evaluation.

1. Most students needing this training are in this course because they either experienced difficulties with clothing inflation during the third class swim test or during the trouser inflation laboratory of the Intermediate Swim course.
2. Observe the students clothing inflation skills long enough to determine if his/her problems are sinking, breath control, or lack of the ability to systematically remove and/or inflate clothing.

B. Correcting student's who sink.

1. Students who sink while removing or inflating their clothing are unable to concentrate on staying at the surface with treading water or survival floating skills while they are concentrating on the process of removing or inflating their clothing
2. Ensure that students can tread water and survival float using lesson plans 4.1 and 4.2. Once they demonstrate these skills proficiently, allow them to remove and inflate their clothing in the shallow end.
3. Move to progressively deeper depths, focusing on staying at the surface until students are able to perform this skill in the deep end.

**3<sup>rd</sup> Class swimmer students need only perform one of the approved methods from chapter 6 section 6.3 of NETC P1552/16.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- C. Assisting students who are having difficulties breathing or who are unable to inflate or remove their clothing.
1. Students who are unable to get a breath, inflate or remove clothing are unable to concentrate on rhythmic breathing while trying to inflate their shirt or pants.
  2. To assist these students, ensure that they can survival float and tread water in accordance with lesson plans 4.1 and 4.2.
  3. Once they have mastered these skills, allow them to remove and inflate their clothing in the shallow end, focusing on not losing control of their breathing and on removing and maintaining their clothes systematically.
  4. Move to progressively deeper depths until students are able to perform these skills in the deep end. Refer to the Navy Water Survival Instructor's manual and the Red Cross Swimming and Diving Manual as needed

SAFETY NOTE: Avoid fatiguing the student or keeping him/her in the water long enough to become cold. Students learn very little when they are cold or exhausted. Avoid getting discouraged at the student's progress, mastering clothing inflation can take several days to weeks depending on the swimming ability of the student.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- D. Administrative procedures for students who have mastered clothing inflation.
  - 1. Once students have mastered clothing inflation, refer to lesson plan 5.1 of this course for OCS students. For Intermediate Swim students, record the student as passing in both the Intermediate Swim Course Q-050-0605 and the Remedial Swim Course. Appropriate Naval Integrated Training System (NITRAS) entries must be indicated for both courses.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

Demonstrate clothing inflation.

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 4.9

LESSON TOPIC: Mask, Fins, and Snorkel  
Indoctrination

ALLOTTED LESSON TIME: 1.0 Classroom,  
1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC or Graduate of CIN # Q-050-0601  
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

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

4.0 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.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 4.9 Use mask, fins, snorkel.
- 4.10 Don mask, fins, and snorkel.
- 4.11 Maintain safety swimmer equipment per current 13-1-6 series manual.
- 4.12 Perform crawl strokes 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.

**Note: All students must  
be certified as 2<sup>nd</sup> class  
swimmer or higher (IAW  
NETC P1552/16) to  
participate in this  
lesson.**

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 demonstrate.

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 demonstrate.

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.

Instructor demonstrate.

Instructor demonstrate.

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 demonstrate.

Instructor demonstrate.

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.
  - e. Level out and swim forward underwater.

Instructor demonstrate.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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.

Instructor demonstrate.

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.

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: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 5.1

LESSON TOPIC: Third Class Swim Test

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

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

INSTRUCTIONAL REFERENCES:

NETC P1552/16 U.S. Navy Water Survival Instructor's Manual

INSTRUCTIONAL AIDS:

1. Ring buoy
2. Rescue tube
3. Swim Pool

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

- 5.0 Upon completion of this unit of instruction students will successfully complete required performance tests without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 5.1 Perform Third Class Swim Test.

CRITERION TEST:

Perform third class swim 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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements

Explain the following information to the student:  
"The Navy Third Class Swim Test is the minimum swim qualification for Naval service. It is the lowest level of swim ability identified in MILPERSMAN. Third class swimmers are encouraged to improve their swim abilities to become second and first class swimmers. Documentation of successful completion of the third class swim test is recorded as a permanent entry in your service record.

2. Lesson overview

Briefly outline material to be covered.

a. Lesson Topic: Third Class Swim Test

b. Major Teaching Points:

- (1) Safety
- (2) Third Class Swim qualification

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Safety

1. Read pool rules.
2. Caution students about local facility hazards.

B. Qualification criteria.

Qualification criteria per Chapter 12 section 12.2.2 of NETC P1552/16.

C. Administer the 3<sup>rd</sup> class swim test.

Administer the 3<sup>rd</sup> class swim test in accordance with Chapter 12 and 13 of NETC P1552/16.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

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 2004

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

5.0 Upon completion of this unit of instruction students will successfully complete required performance tests without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 5.2

LESSON TOPIC: Second Class Swim Test

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

Navy Water Survival Instructor's Manual  
NETC P1552/16.

5.2 Perform Second Class Swim Test in accordance with MILPERSMAN.

INSTRUCTIONAL REFERENCES:

CRITERION TEST:

Navy Water Survival Instructor's Manual  
NETC P1552/16.

Second Class Swim Test

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

B. State Lesson Objectives

C. Establish Readiness

1. Motivating statements.

2. Lesson overview.

a. Lesson Topic: Second Class Swim Test

b. Major Teaching Points:

(1) Safety

(2) Second Class Swim qualification

RELATED INSTRUCTOR ACTIVITY

Turn to cover page of lesson plan and paraphrase objectives.

Briefly outline material to be covered.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Safety

1. Read pool rules.
2. Caution students about local facility hazards.

B. Qualification criteria.

Explain qualification criteria per Chapter 12 section 12.2.3 of NETC P1552/16.

C. Review students' service records for successful completion of the Third Class swim test. If documentation is lacking, administer the Third Class swim test using Lesson plan 5.1 of this curricula.

Administer the 2<sup>rd</sup> Class Swim test in accordance with Chapter 12 and 13 of NETC P1552/16.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

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: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

5.0 Upon completion of this unit of instruction students will successfully complete required performance tests without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 5.3

LESSON TOPIC: First Class Swim Test

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

Navy Water Survival Instructor's Manual  
NETC P1552/16.

5.3 Perform First Class Swim Test in accordance with MILPERSMAN.

INSTRUCTIONAL REFERENCES:

CRITERION TEST:

NETC P1552/16 "U.S. Navy Water Survival Instructor's Manual"

First Class Swim Test

INSTRUCTIONAL AIDS:

HOMEWORK:

1. Ring buoy
2. Rescue tube

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
    - a. Has anyone gone to hospital/branch clinic within 24 hours?
    - b. Has anyone self-medicated within 24 hours?
    - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

B. State Lesson Objectives.

C. Establish Readiness.

1. Motivating statements.

Explain the following information to the student:  
"The Navy First Class Swim Test is a prerequisite to many Navy Schools. It is the highest level of swim ability identified in MILPERSMAN. Documentation of successful completion of the first class swim test is recorded as a permanent entry in your service record."

2. Lesson overview.

a. Lesson Topic: First Class Swim Test.

b. Major Teaching Points:

- (1) Safety
- (2) Qualification criteria
- (3) First Class Swim Qualification

RELATED INSTRUCTOR ACTIVITY

Turn to cover page of lesson plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Safety

1. Read pool rules
2. Caution students on local facility hazards.

B. Qualification Criteria

Explain the qualification criteria per Chapter 12, Section 12.2.4 of NETC P1552/16:

- C. Review students' service records for successful completion of the second class swim test. If documentation is lacking, administer the second class swim test using Lesson plan 5.2 of this curricula.

Administer the first class swim test only to students who have passed the second class swim test. Use this lesson plan and Chapter 12 and 13 of NETC P1552/16

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 5.4

LESSON TOPIC: Intermediate Swim Screen

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 qualified BWSI  
1 Training Assistant  
1 Safety Swimmer  
1 Safety Observer

INSTRUCTIONAL REFERENCES:

Intermediate Swim Curricula (Q-050-0605)  
Lesson Plan 2.1

INSTRUCTIONAL AIDS:

None

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

5.0 Upon completion of this unit of instruction students will successfully complete required performance tests without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

5.4 Perform swim screen per Intermediate Swim Curricula.

CRITERION TEST:

Perform swim screen and test in accordance with Lesson plan 1.1 and 2.1 of the Intermediate Swim Curricula.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
    - a. Has anyone gone to hospital/branch clinic within 24 hours?
    - b. Has anyone self-medicated within 24 hours?
    - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

B. State Lesson Objectives.

C. Establish Readiness.

1. Motivating statements

2. Lesson overview.

a. Lesson Topic: Intermediate Swim Screen

RELATED INSTRUCTOR ACTIVITY

Turn to cover page of lesson plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

Use lesson topic 1.1 pages 1.1-1 through 1.1-22 and topic 2.1 pages 2.1-1 through 2.1-12 of the Intermediate Swim Curricula CIN # Q-050-0605 to conduct this screen and test.

Students who successfully pass the Swim Screen do not need to utilize stroke practice lap swimming options in lesson plan.

Students passing this screen are completed with Remedial Swim Course and should be recorded as passing in the Naval Integrated Training System (NITRAS).

Passing students shall be enrolled in the Intermediate Swim Course Q-050-0605 as soon as administratively possible.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

None

EVALUATION

Perform swim screen test.

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

5.0 Upon completion of this unit of instruction students will successfully complete required performance tests without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 5.5

LESSON TOPIC: Intermediate Swim Out Test

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

1 qualified BWSI  
1 Training Assistant  
1 Safety Swimmer  
1 Safety Observer

5.5 Perform swim Proficiency Test per Intermediate Swim Curricula.

INSTRUCTIONAL REFERENCES:

CRITERION TEST:

Perform swim screen test in accordance with Lesson plan 2.5 of the Intermediate Swim Curricula.

Intermediate Swim Curricula (Q-050-0605)  
Lesson Plan 2.5.

INSTRUCTIONAL AIDS:

HOMEWORK:

None

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
    - a. Has anyone gone to hospital/branch clinic within 24 hours?
    - b. Has anyone self-medicated within 24 hours?
    - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

B. State Lesson Objectives.

C. Establish Readiness.

1. Motivating statements

2. Lesson overview.

a. Lesson Topic: Intermediate swim out test.

RELATED INSTRUCTOR ACTIVITY

Turn to cover page of lesson plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

None

EVALUATION

Intermediate swim out test.

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 5.6

LESSON TOPIC: Abandon Ship Drill Test

ALLOTTED LESSON TIME: 1.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 qualified BWSI  
1 Training Assistant  
1 Safety Swimmer  
1 Safety Observer

INSTRUCTIONAL REFERENCES:

Intermediate Swim Curricula (Q-050-0605)  
Lesson Plan 2.4.

INSTRUCTIONAL AIDS:

12' Tower

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

5.0 Upon completion of this unit of instruction students will successfully complete required performance tests without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

5.6 Perform Abandon Ship Drill Test per Intermediate Swim Curricula.

CRITERION TEST:

Perform swim screen test in accordance with Lesson plan 2.4 of the Intermediate Swim Curricula.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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: Abandon Ship Drill Test

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Use the following pages of lesson topic 2.4 of the Intermediate Swim Curricula (CIN Q-050-0605) to administer this test:
  - 1. Introduction/Safety brief: pages 2.4-5 through 2.4-13 (omit sections not applicable to Abandon Ship Drill Test).
  - 2. Description of test: pages 2.4-5 through 2.4-8.
  - 3. Application of test: page 2.4-15.
  
- B. If this is the only test that caused the student to be "rolled" from the Intermediate Swim course CIN Q-050-0605 they shall be recorded as passing in both the Intermediate Swim Course Q-050-605 and the Remedial Swim Course. Appropriate Naval Integrated Training System (NITRAS) entries must be indicated for both courses.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

None

EVALUATION

Perform abandon ship drill test.

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

TERMINAL OBJECTIVE:  
Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

5.0 Upon completion of this unit of instruction students will successfully complete required performance tests without injury to personnel or damage to equipment.

LESSON TOPIC NUMBER: 5.7

LESSON TOPIC: Organizational  
Clothing/Equipment Swim  
Test

ALLOTTED LESSON TIME: 1.0 Laboratory

ENABLING OBJECTIVES:  
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 qualified BWSI  
1 Training Assistant  
1 Safety Swimmer  
1 Safety Observer

5.7 Perform organizational clothing/equipment Swim Test per Intermediate Swim Curricula.

INSTRUCTIONAL REFERENCES:  
Intermediate Swim Curricula (Q-050-0605)  
Lesson Plan 2.5.

CRITERION TEST:

Perform swim screen test in accordance with Lesson plan 2.5 of the Intermediate Swim Curricula.

INSTRUCTIONAL AIDS:

Organizational clothing, Boots, Helmet,  
Gloves and PFD

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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: Organizational Clothing/Equipment  
Swim Test

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Use the following pages of lesson topic 2.5 of the Intermediate Swim Curricula (CIN Q-050-0605) to administer this test:
  - 1. Introduction/Safety brief: pages 2.5-3 through 2.5-4 (omit sections not applicable to Abandon Ship Drill Test).
  - 2. Presentation; pages 2.5-10 B #1 through #4.
  - 3. Application of test: page 2.5-14 B #1 through #2.
  
- B. If this is the only test that caused the student to be "rolled" from the Intermediate Swim course CIN Q-050-0605 they shall be recorded as passing in both the Intermediate Swim Course Q-050-605 and the Remedial Swim Course. Appropriate Naval Integrated Training System (NITRAS) entries must be indicated for both courses.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

None

EVALUATION

Organizational/equipment swim test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 5.8

LESSON TOPIC: Organizational  
Clothing/Equipment Tread  
Test.

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 qualified BWSI  
1 Training Assistant  
1 Safety Swimmer  
1 Safety Observer

INSTRUCTIONAL REFERENCES:

Intermediate Swim Curricula (Q-050-0605)  
Lesson Plan 2.3.

INSTRUCTIONAL AIDS:

Organizational clothing, Boots, Helmet,  
Gloves, and PFD

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

5.0 Upon completion of this unit of  
instruction students will  
successfully complete required  
performance tests without injury to  
personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

5.8 Perform Organizational  
Clothing/Equipment Tread Test per  
Intermediate Swim Curricula.

CRITERION TEST:

Perform swim screen test in accordance  
with Lesson plan 2.3 of the Intermediate  
Swim Curricula.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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: Organizational  
Clothing/Equipment Tread Test.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Use the following pages of lesson topic 2.3 of the Intermediate Swim Curricula (CIN Q-050-0605) to administer this test:
  - 1. Introduction/Safety brief: pages 2.3-3 through 2.3-4 (omit sections not applicable to Abandon Ship Drill Test).
  - 2. Description of test: pages 2.3-5 through 2.3-7.
  - 3. Application of test: page 2.3-11 through 2.3-13.
  
- B. If this is the only test that caused the student to be "rolled" from the Intermediate Swim course CIN Q-050-0605 they shall be recorded as passing in both the Intermediate Swim Course Q-050-605 and the Remedial Swim Course. Appropriate Naval Integrated Training System (NITRAS) entries must be indicated for both courses.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

None

EVALUATION

Organizational clothing/equipment tread test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 5.9

LESSON TOPIC: Survival Confidence and  
Endurance Swim

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:

- 1 qualified BWSI
- 1 Training Assistant
- 1 Safety Swimmer
- 1 Safety Observer

INSTRUCTIONAL REFERENCES:

Intermediate Swim Curricula (Q-050-0605)  
Lesson Plan 2.6.

INSTRUCTIONAL AIDS:

- 1. Swimming pool
- 2. Organizational Clothing

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

- 5.0 Upon completion of this unit of instruction students will successfully complete required performance tests without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 5.9 Perform Survival Confidence and Endurance Swim per Intermediate Swim Curricula.

CRITERION TEST:

Perform swim screen test in accordance with Lesson plan 2.6 of the Intermediate Swim Curricula.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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: Survival Swimming Confidence and Endurance

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Use the following pages of lesson topic 2.6 of the Intermediate Swim Curricula (CIN Q-050-0605) to administer this test:
- B. If this is the only test that caused the student to be "rolled" from the Intermediate Swim course CIN Q-050-0605 they shall be recorded as passing in both the Intermediate Swim Course Q-050-605 and the Remedial Swim Course. Appropriate Naval Integrated Training System (NITRAS) entries must be indicated for both courses.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

None

EVALUATION

Survival confidence and endurance swim.

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Remedial Swim Course

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 5.10

LESSON TOPIC: OCS In-Test

ALLOTTED LESSON TIME: .5 Laboratory

INSTRUCTIONAL SUPPORT:

Consult Lesson Plan 13.2 of Officer  
Candidate School Curricula CIN # P-9B-2000

INSTRUCTIONAL REFERENCES:

Officer Candidate School Curricula CIN #  
P-9B-2000 Lesson Plan 13.2.

INSTRUCTIONAL AIDS:

Swimming Pool

TERMINAL OBJECTIVE:

Partially supported by this lesson topic:

5.0 Upon completion of this unit of  
instruction students will  
successfully complete required  
performance tests without injury to  
personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

5.10 Perform Officer Candidate School swim  
skills assessment as per Navy  
Swimming and Water Survival  
Instructor's Manual Chapter 13.

CRITERION TEST:

Perform Swim Screen Test in accordance  
with Lesson Plan 13.2 of the Officer  
Candidate School Curricula.

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. Obtain class roster and take muster.
4. State question and answer policy.
5. Review Training Time Out Policy, TTO signals, and emergency procedures, as appropriate.

The following actions by an instructor or student constitute a Training Time Out:

- a. Calling a Training Time Out.
  - b. Grabbing a ring buoy or the side of the pool.
  - c. Being instructed to grab a ring buoy or the side of a pool.
  - d. Stopping during a distance or timed test.
  - e. Forming a "T" with both hands.
  - f. Making a clenched fist above head.
6. Ask for medical concerns:
- a. Has anyone gone to hospital/branch clinic within 24 hours?
  - b. Has anyone self-medicated within 24 hours?
  - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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: OCS In-Test

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Use pages 13.2-4 through 13.2-9 of lessons topic 13.2 of the Officer Candidate School Curricula (CIN# P-9B-2000) to administer this test.
  
- B. If this is the only test that caused the student to be "rolled" from the Intermediate Swim course CIN Q-050-0605 they shall be recorded as passing in both the Intermediate Swim Course Q-050-605 and the Remedial Swim Course. Appropriate Naval Integrated Training System (NITRAS) entries must be indicated for both courses.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives.

Turn to cover page for objectives.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

None

EVALUATION

OCS In-test

ASSIGNMENT

None