

# WSI Class Study Guide

**Your Name:** \_\_\_\_\_

**Class Dates:** \_\_\_\_\_

## GENERAL COURSE INFORMATION

**Course Purpose:** The purpose of the American Red Cross Water Safety Instructor (WSI) course (r.14) is to train you to teach courses and presentations in the American Red Cross Swimming and Water Safety program by developing your understanding of how to use course materials, conduct training, and evaluate participant progress.

**Prerequisites:** To enroll in this course, you must be:

- At least **16 years old**
- **Able to swim 6 strokes at Level 4 proficiency:** front crawl, back crawl, elementary backstroke, sidestroke, and breaststroke for 25 yards each and butterfly for 15 yards
- **Able to tread water and back float** for 1 minute each

**Completion Requirements:** To receive a WSI certificate, you must:

- Successfully complete the Water Safety Instructor Online Course
- Successfully complete the online Orientation to the Swimming and Water Safety Program
- Download/Print all required Course Manuals and Class Forms
- Attend and actively participate in all course sessions and/or complete an authorized work plan
- Successfully complete class activities, including the required practice-teaching assignments
- Pass the final written exam with a score of 80% or better (40 correct out of 50 questions)

**Maturity Requirement:** You must also demonstrate throughout the course that you are mature and responsible by arriving at class on time at the start of class and after breaks, paying attention in class, completing assignments, behaving appropriately during all class activities, giving and receiving feedback when appropriate, and treating others with respect.

## PRE-CLASS WORK

The following pre-class work must be completed prior to the first day of class. **Allow several days to do the pre-class work in case you have any issues with the online course.**

To complete the Pre-Class work, visit <http://www.safeswim.com/wsi-certification/>

1. Complete the WSI online course
2. Complete the Swimming & Water Safety Orientation
3. Print the Class Forms
4. Download the Course Manuals
5. Print the Study Guide

**Note: Those who have not completed the pre-class work will NOT be allowed to continue in the WSI class.**

## WHAT TO BRING TO CLASS

- Proof that you are at least 16 years old
- Completed Registration form (printed)
- Online WSI course completion report (printed - round 6 due of Saturday, round 9 due of Sunday)
- Signed completion page from the Orientation to the Swimming and Water Safety Program (printed)
- Water Safety Instructor Manual (digital or printed copy)
- Swimming & Water Safety Manual (digital or printed copy)
- WSI Study Guide (printed copy)
- Stroke Performance Charts: Level 1 – Level 6 (digital or printed copy)
- Swim suit, towel, and dry comfortable clothes

## AFTER CLASS

### PRINT YOUR CERTIFICATION

Once the Red Cross has approved the course record (which can take up to 5 business days), your certification will be available in the Learning Center (Saba): <https://classes.redcross.org/>

- Profile Login
- Click My Learning; Click My Transcripts; Print Certification

Note: If you cannot remember your username and password, contact the Red Cross Training Support Center at 1-800-Red-Cross

### INSTRUCTOR ALIGNMENT

Prior to conducting a Red Cross course, Instructors must be aligned with one of the following:

#### Authorized Provider - AP

Non Profit agencies that do not make a profit from courses taught. For info contact 1-800-Red-Cross

--or--

#### Licensed Training Provider -LTP

For Profit agencies that will make a profit from courses taught. Companies are required to submit an LTP business plan and receive approval by the American Red Cross prior to teaching any courses. The LTP Business Plan agreement may be completed online: <http://www.redcross.org/take-a-class/licensed-training-authorized-providers>

### RESOURCE FOR PLANNING AND CONDUCTING COURSES

- Water Safety Instructor Manual
- Swimming and Water Safety Manual
- Instructors Corner - <https://www.instructorscorner2.org/>
  - Same user name and password used for the Learning Center (Saba)

### COURSE REPORTING

Instructors are required to report all courses they teach to the Red Cross.

- Course Record System - <https://classes.redcross.org/instructor/authentication/login.html>

### WATER SAFETY INSTRUCTOR RECERTIFICATION

To be recertified as a Water Safety instructor, instructors must:

1. Teach or co-teach at least one qualifying course of record during their certification period.
2. Successfully complete the Water Safety Instructor Recertification Assessment within 90 days prior to their expiration date.

Note: Teaching only the water safety presentations, Water Safety Today or Longfellow's WHALE Tales does not meet the recertification requirements.

### COURSE UPDATES/REVISIONS

In addition to recertifying every 2 years, Water Safety Instructors are required to update to a new course when one is released.

- Announcements are made via Instructors Corner when a new course is released or a course has a revision.
- Instructions will be provided on how to update, via Instructors Corner or by calling 1-800-Red Cross.
- Failure to update to the new course will result in your WSI certificate expiring.

## WSI Class Study Guide

### PRINCIPLES, BENEFITS, AND CHARACTERISTICS

The American Red Cross Swimming and Water Safety Program has key principles, benefits, and characteristics.

**Definitions:** Use these definitions to distinguish between the principles, benefits, and characteristics in this section.

- Principle: A comprehensive and fundamental rule, belief, or assumption.
- Benefit: A good or helpful result or effect.
- Characteristic: A quality or trait that makes a person, thing, or group different from others.

**Descriptions:** Determine whether each of the following descriptions is a principle, a benefit, or a characteristic.

- By providing this program, everyone can have access to swimming/water safety training.  
 Principle  Benefit  Characteristic
- The program results in greater safety awareness and self-reliance in and around the water.  
 Principle  Benefit  Characteristic
- By tailoring classes to ability, we make sure everyone is successful.  
 Principle  Benefit  Characteristic
- Skills are presented in a logical order that build on developmental and motor skill principles. The teaching approach is adapted to match the experience and abilities of participants.  
 Principle  Benefit  Characteristic
- Swimming instruction can be planned, coordinated, and managed by each instructor for maximum flexibility.  
 Principle  Benefit  Characteristic
- The vast majority of drowning deaths can be prevented through the application of programs like this one.  
 Principle  Benefit  Characteristic
- As a result of this program, people of different ages and swimming abilities can learn how to swim.  
 Principle  Benefit  Characteristic

### COURSE RESOURCE MATCHING

Match each resource to its corresponding description.

#### Resource Titles

- |  |  |
|--|--|
| _____ Water Safety Instructor Manual         | _____ Safety Training for Swim Coaches Supplement          |
| _____ Swimming and Water Safety Manual       | _____ Safety Training for Swim Coaches Instructor's Manual |
| _____ Swimming and Diving Skills DVD         | _____ Swim mobile app                                      |
| _____ Teaching Swimming and Water Safety DVD | _____ RedCross.org   |
| _____ Longfellow's WHALE Tales               | _____ Instructor's Corner                                  |
| _____ Swim Lessons Achievement Booklet       | _____ Learning Center (Saba)                               |
| _____ Swim Lessons Completion Card           | _____ Course Record Entry System                           |
| _____ Swim Lesson Badges                     |  |

#### Descriptions

- A.** A DVD that provides model demonstrations of strokes, and starts, turns, and diving skills to be used as needed
- B.** An instructor manual for Safety Training for Swim Coaches
- C.** A Web site with general information about the American Red Cross, its mission, and program and services
- D.** An app for mobile phones that helps teach adults about general water safety, allows parents/guardians to track their children's progress through swimming lessons, and features a child-specific section with water safety messages
- E.** A DVD that shows basic-level skill progressions and identifies performance milestones for the Learn to Swim program
- F.** A manual about a wide spectrum of swimming and water safety activities
- G.** A supplement designed to teach coaches safety responsibilities to meet the requirements of their profession
- H.** The main resource for teaching the Red Cross Swimming and Water Safety Program
- I.** An educational packet and DVD for presenting water safety to K thru 6th grade students
- J.** A database used by the Red Cross to provide instructor profiles and track instructor activities
- K.** A Web site dedicated to Red Cross instructors
- L.** A system for reporting courses taught by American Red Cross instructors
- M.** A certificate signed by the WSI and given to participants who complete a level in the Red Cross Parent and Child Aquatics, Preschool Aquatics, or the Learn to Swim Program
- N.** A booklet to track the progress of participants in the Preschool Aquatics Program and the Learn to Swim Program
- O.** Additional opportunities for achievement (e.g., My First 25, etc.) during the Learn to Swim classes.

# WSI Class Study Guide

## COURSE MANUALS - MATCHING EXERCISES

Match the parts of each manual with the corresponding description.

### Parts of the WSI Manual

\_\_\_\_ Part A: Administration

\_\_\_\_ Part B: Teaching Swimming and Water Safety

\_\_\_\_ Part C: The Courses

\_\_\_\_ Part D: Course Completion

### Descriptions

1. This part contains specific course outlines in Chapters 7 – 11.
2. This part contains general information about administering and managing courses in the Swimming and Water Safety Program.
3. This part explains how to recognize and reward participant achievement and to report courses to the Red Cross.
4. This part consists of Chapters 2 – 6.

## Parts of the Swimming & Water Safety Manual

\_\_\_\_ Part 1: Being Safe Around the Water

\_\_\_\_ Part 2: Swimming Skills

\_\_\_\_ Part 3: Aquatics for Health and Fitness

### Descriptions

- A. This part starts with hydrodynamic principles and then basic skills; swimming strokes; entries, starts, and turns; and diving.
- B. This part contains chapters about water safety, including injury prevention and responding to aquatic emergencies.
- C. This part describes aquatics for people with health conditions and disabilities and a chapter about lifetime fitness and training.

Find the location for each topic below.

### Topic

### Location

Course outline for Learn to Swim Level 2

Manual: \_\_\_\_\_ Part: \_\_\_\_\_

Description of a throwing assist

Manual: \_\_\_\_\_ Part: \_\_\_\_\_

Diving progression skills

Manual: \_\_\_\_\_ Part: \_\_\_\_\_

Lesson planning/class organization

Manual: \_\_\_\_\_ Part: \_\_\_\_\_

Information about Lifeguard Prep badge

Manual: \_\_\_\_\_ Part: \_\_\_\_\_

Components of a workout

Manual: \_\_\_\_\_ Part: \_\_\_\_\_

Holding and support positions

Manual: \_\_\_\_\_ Part: \_\_\_\_\_

Course outline for Adult Swim: Learning the Basics

Manual: \_\_\_\_\_ Part: \_\_\_\_\_

Water Temperature Guidelines

Manual: \_\_\_\_\_ Part: \_\_\_\_\_

## COURSES A WSI CAN TEACH

In this section, you will learn about the courses and presentations a WSI can teach.

1. Assigned Course(s): \_\_\_\_\_
2. Research the course or presentation and complete the following information:
  - a. PURPOSE/COURSE DESCRIPTION:
  - b. INTENDED AUDIENCE:
  - c. HOURS/OPTIONS/LEVELS:
  - d. COURSE OUTLINE: Chapter/Page Number
  - e. ADDITIONAL INSTRUCTOR RESOURCES:
3. Present a short presentation to the class about your assigned course or presentation.

## WSI Class Study Guide

### COURSES A WSI CAN TEACH

Complete the table below with information about the courses a WSI can teach.

Course Name	Purpose/Audience	Hours/Options/Levels	Instructor Resources
Parent & Child Aquatics			
Preschool Aquatics			
Learn-to-Swim			
Adult Swim			
Basic Water Rescue			
Safety Training for Swim Coaches			
Personal Water Safety			
Water Safety Today			
Water Safety Presentations			
Longfellow's WHALE Tales			
WSI Aide			

Which courses and presentations are Instructors required to report to the Red Cross? \_\_\_\_\_

Which courses and presentations can be taught as a private lesson? \_\_\_\_\_

## WSI Class Study Guide

### SWIMMING STROKES, STARTS, TURNS, AND DIVING

Fill in the blanks below.

#### Swimming Strokes

1. What are the four competitive strokes? What are the three resting strokes?
2. What is another name for the freestyle? Backstroke? What is the freestyle event?
3. What are the three parts of the power phase of a swimming stroke? \_\_\_\_\_ and \_\_\_\_\_.
4. During the \_\_\_\_\_, hands are beginning to apply effective force.
5. Which two strokes employ body roll?
6. Which three strokes employ a glide?
7. Which stroke has the following timing: "Pull and breathe, kick and glide"?
8. Which stroke features arm and leg actions that are both simultaneous and symmetrical?
9. What causes the knees to break the surface in the elementary back?
10. Which stroke uses two kicks for each arm stroke?
11. Which stroke uses two arm strokes for each kick and glide?
12. While swimming, why should you keep the head aligned with the body?
13. Which competitive strokes have a more efficient mid-pull? Finish?
14. Which four kicks are used in the six strokes?
15. In what part of the body does the flutter kick originate?
16. What kick is used in water polo? What is another name for that kick? Is this kick used for swimming?
17. Which kicks are not taught as an option for treading water?

#### Starts/Turns/Diving

18. What are the three racing starts in competitive swimming?
19. How are the front and back flip turns similar and different?
20. After the entry and each turn in a breaststroke race, what is the swimmer allowed to do?
21. What are the steps in learning to dive from the side of the pool?
22. What is the difference between the shallow dive and a standing dive?
23. What is the most important reason to be aware of diving safety rules?

**SWSM, CHAPTER 4: HOW HYDRODYNAMICS APPLIES TO SWIMMING**

The **most effective way to improve the efficiency of swimming strokes** is to apply hydrodynamic principles to stroke performance.

Buoyancy

1. \_\_\_\_\_ is the upward force that water places on an object. This force opposes the downward force of \_\_\_\_\_.
2. Archimedes' principle states that the buoyant force on an object in a fluid is equal to the \_\_\_\_\_ of the fluid displaced.
3. What is specific gravity? What is the specific gravity of pure water?
4. What body tissue is lighter than water?
5. When the center of mass in the body is directly below the center of buoyancy, the person is able to float in a \_\_\_\_\_ position. This happens because these opposing forces act on the body along the same \_\_\_\_\_.
6. If the center of mass is not directly below the center of buoyancy, the body will \_\_\_\_\_ until it achieves this alignment.
7. In a standing position with arms at the sides, the center of mass for most people is located near the \_\_\_\_\_ and the center of buoyancy is located in the \_\_\_\_\_.

Drag

8. \_\_\_\_\_ drag is resistance created by a swimmer's body shape as the swimmer moves through the water. How can you reduce this type of drag?
9. \_\_\_\_\_ drag is resistance caused by turbulence in the water. How can you reduce this type of drag?
10. \_\_\_\_\_ drag refers to resistance caused by a swimmer's surface as it moves through the water. How can you reduce this type of drag?

Propulsion

11. The action of pushing or driving forward is \_\_\_\_\_. The two types in swimming are \_\_\_\_\_ and \_\_\_\_\_.
12. \_\_\_\_\_ propulsion is based on Newton's third law of motion, which states that for every \_\_\_\_\_ there is an equal and opposite \_\_\_\_\_.
13. In swimming, your limbs act as \_\_\_\_\_ to push water backward and move your body forward. To create the greatest drag propulsion, your hands and forearms should face toward your \_\_\_\_\_.
14. Lift propulsion occurs in swimming when fluid particles \_\_\_\_\_ or \_\_\_\_\_ to stay parallel with the particles on the other side of the object. The faster moving particles tend to \_\_\_\_\_ the object.
15. \_\_\_\_\_ is an example of lift propulsion.

Newton's First and Second Laws (Inertia and Acceleration)

16. The law of inertia, states that external force is needed for which three actions?
17. How can body position, gliding, and incorrect stroke mechanics affect inertia?
18. The law of acceleration, states that the speed of an object depends on the amount of \_\_\_\_\_ applied and the \_\_\_\_\_ of that force.

Law of Levers

19. In swimming, arms, legs, and other body parts can act as \_\_\_\_\_.
20. The law of levers suggests that, to be effective, forces of propulsion should be applied \_\_\_\_\_ to the body.

## WSI Class Study Guide

### WSIM, CHAPTER 1: PROGRAM ADMINISTRATION

#### Swimming and Water Safety Program

1. The American Red Cross Swimming and Water Safety Program teaches people of all ages and varying abilities to \_\_\_\_\_ and be \_\_\_\_\_ in, on, and around water.
2. As a WSI, you must give careful attention to the \_\_\_\_\_ of all participants.
3. The following statements summarize a policy statement by the American Academy of Pediatrics (AAP, 2010):
  - a. Children need to \_\_\_\_\_ to \_\_\_\_\_.
  - b. The AAP continues to support swim lessons for most children \_\_\_\_ years and older.
  - c. A parent's decision about starting swim lessons at a younger age must be \_\_\_\_\_ based on several factors.
  - d. Parents should be reminded that swim lessons will not provide "\_\_\_\_\_" for children of any age.
4. The general age guidelines for the Swimming and Water Safety Program are:
  - a. Parent and Child Aquatics: \_\_\_\_ months to approximately \_\_\_\_ years of age
  - b. Preschool Aquatics: approximately \_\_\_\_ to \_\_\_\_ years of age
  - c. Learn-to-Swim: approximately \_\_\_\_ years of age through older \_\_\_\_\_
  - d. Adult Swim: approximately \_\_\_\_ years old through adults
5. To teach, you must be associated with an \_\_\_\_\_ (AP) or \_\_\_\_\_ (LTP).

#### Instructor Responsibilities

6. The first responsibility of a WSI is to provide for the \_\_\_\_\_ and \_\_\_\_\_ of all participants.
7. How should WSIs represent the Red Cross?

#### Facility Considerations

8. Facility considerations for swim lessons include the following:
  - a. Courses may be modified if the water is too \_\_\_\_\_ or too \_\_\_\_\_
  - b. Headfirst entries should only be taught if the water is at least \_\_\_\_ feet deep.
  - c. Infants, toddlers, and preschoolers should not be taught in \_\_\_\_\_ water.
9. Be sure you understand your facility's \_\_\_\_\_ and \_\_\_\_\_.

#### Staffing

10. The Red Cross recommends the following minimum instructor-to-participant ratios:
  - a. Parent and Child Aquatics: 1:\_\_\_\_ parent/child pairs
  - b. Preschool Aquatics, Learn-to-Swim Lvl 1 - 3, and Adult Swim—Basics: 1:\_\_\_\_
  - c. Learn-to-Swim Lvl 4 - 6 and other Adult Swim levels: 1:\_\_\_\_
11. What pages explain how to train and work with water safety instructor aides?
12. WSI aides must demonstrate the knowledge and skills for the level \_\_\_\_\_.
13. An adequate number of \_\_\_\_\_ should be on duty during swim lessons.

#### Records and Reports/Course Evaluation

14. You must report your teaching by submitting \_\_\_\_\_.
15. How can participants and parents submit course evaluations directly to the Red Cross?



## WSI Class Study Guide

### CLASS SAFETY AND MANAGEMENT

#### Factors Affecting Class Safety

For each factor affecting class safety below, find the correct description (see WSIM, Chapter 1).

#### Factor

- |   |   |
|---|---|
| <input type="checkbox"/> Supervision            | <input type="checkbox"/> Equipment                    |
| <input type="checkbox"/> Instructor preparation | <input type="checkbox"/> Environment                  |
| <input type="checkbox"/> Co-instructors/aides   | <input type="checkbox"/> Facility policies/procedures |
| <input type="checkbox"/> Participants           | <input type="checkbox"/> Records and reports          |

#### Description of How the Factor Affects Class Safety

- A. This decreases the instructor-to-participant ratio, which makes the class more efficient and safer.
- B. The swimming area should be cleared of hazards. Water must be properly filtered and chemically balanced.
- C. Keep an accurate record of the courses you teach so you can verify you taught appropriate water safety information. Also, you must ensure that you turn in a course record for each certificate you issue.
- D. You need to understand and follow facility guidelines so that classes are conducted according to best practices. You should also be aware of what to do in an emergency with your class in the water.
- E. By preparing for each class meeting, you can plan for safety and anticipate risks so you minimize or avoid them.
- F. Flotation aids, kickboards, noodles, etc. must be in good repair and appropriate for the activity.
- G. You must account for all students at all times. A lifeguard should also be on duty.
- H. Students can be taught class rules, pool rules, and safety concepts like the buddy system.

#### Making Good Safety Decisions

Select the best option for each class safety/management question.

Question 1: You were planning a lesson with life jackets in your Learn-to-Swim Level 2 class, but you forgot to bring them with you before class started. Now it is time to start practicing. What do you do?

- Option A: Leave the class at the edge of the pool while you track down enough life jackets.
- Option B: Complete the lesson using noodles as a substitute for life jackets.
- Option C: Adjust your teaching plan to do another skill and practice life jackets next time.
- Option D: Discuss life jacket safety but skip the practice.

Question 2: You are getting ready to practice life jackets with your six-participant class when you discover there are only three child life jackets; all the rest are for adults. What do you do?

- Option A: Have half the class use the child-size life jackets and then the other half.
- Option B: Use the adult-size life jackets so the lesson stays on time.
- Option C: Allow only half of the class to practice while the other half learns by observation.
- Option D: Discuss life jacket safety but skip the practice.

Question 3: As you help participants put on their life jackets, you realize one is torn and appears to be waterlogged. What do you do?

- Option A: You use it anyway because this is just a class exercise, not an actual emergency.
- Option B: You decide not to use the torn life jacket. You make a report about it later.

### WSIM, CHAPTER 2: PROMOTING EFFECTIVE LEARNING

#### Developmental Principles of Learning Motor Skills

- Motor skills are motions carried out when the \_\_\_\_\_ system and \_\_\_\_\_ work together.
- Natural patterns called \_\_\_\_\_ contribute to how motor skills change throughout our lives.
- Changes in motor skills happen in a \_\_\_\_\_ order.
- Over time, actions become more closely \_\_\_\_\_ with other related actions.
- One key difference between beginning and skilled swimmers is the degree to which they can \_\_\_\_\_ their arm stroke, leg kick, and breathing.
- With practice, experience, and feedback, participant arm and leg patterns will change and become more \_\_\_\_\_ and \_\_\_\_\_.
- The way motor skills change over time can be observed by \_\_\_\_\_ outcomes as well as by observing changes in how the skill is \_\_\_\_\_ or the \_\_\_\_\_ of skills performed.

### WSIM, CHAPTER 2: PROMOTING EFFECTIVE LEARNING (continued)

#### Stages of Learning Motor Skills

8. The early stage of learning is marked by \_\_\_\_\_, \_\_\_\_\_ movements that the learner consciously tries to control.
9. In the intermediate stage, the learner \_\_\_\_\_ movements being learned with those already known. The behavior still varies, but it looks and feels \_\_\_\_\_.
10. In the advanced (\_\_\_\_\_) stage, movements are \_\_\_\_\_ and \_\_\_\_\_. The learner does not need to “think” about what he/she is doing.

#### Helping Participants Learn

11. When you lead participants through the Red Cross Swimming and Water Safety Program, you are using a teaching strategy that is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
12. What are two ways to present goals clearly?
13. What are four strategies to communicate effectively?
14. \_\_\_\_\_ is essential for learning and improving motor skills.
15. What are two strategies for making corrective feedback more positive?
16. \_\_\_\_\_ is the drive that keeps a person moving toward a goal.... The most powerful motivator for everyone is meaningful \_\_\_\_\_.
17. What page has water temperature guidelines for swim lessons? What are the temperature guidelines?
18. Name four psychological factors to foster an environment of trust.

#### Teaching Strategies

19. Explain-demonstrate-practice is a commonly used \_\_\_\_\_ teaching strategy.
20. \_\_\_\_\_ teaching styles, like active exploration, take advantage of the method by which people learn best.
21. What is the most commonly used strategy for teaching motor skills?
22. What is the strategy that requires the most creativity on the part of participants?
23. What strategy that provides the most structure and control?
24. What strategy does the instructor acts as a learning facilitator?

### **Managing Groups and Individuals**

Analyze the following scenarios and devise one or more possible solutions that enable you to manage the situation presented.

**Scenario 1:** This is the first day of a Learn-to-Swim Level 1 class. You have six participants in your class. As you check each participant, you find three are eager to fully submerge their heads, while one other participant tries to do it but cannot and two others are fearful and unwilling to try.

**Scenario 2:** This is the second day of a Learn-to-Swim Level 2 class. You have six participants. One boy seems particularly fearful of practice time in deep water. Another boy, seated next to the fearful boy, is mocking his classmate for being afraid in a bullying tone. What should you do?

**Scenario 3:** This is the fourth day of teaching a Learn-to-Swim Level 3 class. You have six participants. These participants have bonded; they really enjoy being classmates. Two participants in particular are consistently going underwater when you are trying to explain something and are playing a great deal in class. What should you do?

**Scenario 4:** A parent approaches you and asks: “Why are you spending so much time sitting on the deck talking and playing with life jackets? I paid for swim lessons, and it does not seem like the children are swimming much.” What do you say or do?

**WSIM, CHAPTER 3: PLANNING AND ORGANIZING COURSES**

Planning a Course Session

1. A \_\_\_\_\_ consists of several lessons or classes.
2. When planning a course session, first create a \_\_\_\_\_ plan and then use it to create individual \_\_\_\_\_ plans.
3. The most important factor to consider when planning is \_\_\_\_\_.
4. Name one planning factor to consider related to the course session.
5. Name a planning factor related to the participant.
6. COLA stands for \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Use COLA to establish a baseline skill level for each participant.
7. A block plan gives you a day-to-day \_\_\_\_\_ of the course session across all lessons. By planning the main parts of your course from beginning to end, you set up \_\_\_\_\_ learning sequences and ensure that all required \_\_\_\_\_ information and \_\_\_\_\_ are included.
8. One of the easiest ways to make a block plan is the \_\_\_\_\_ approach.

Organizing the Class

9. To organize a class for effective learning, always organize the class so that everyone's \_\_\_\_\_ is considered and you can see \_\_\_\_\_ participants at \_\_\_\_\_ times; everyone can be \_\_\_\_\_ and challenged; everyone can \_\_\_\_\_ and \_\_\_\_\_; everyone has an opportunity for enough \_\_\_\_\_; and everyone has the opportunity to be \_\_\_\_\_ for improvement.
10. \_\_\_\_\_ are ways to arrange participants for observation and practice.
11. Demonstrations should be clearly \_\_\_\_\_ to all \_\_\_\_\_.
12. Use individual instruction when you need to give participants \_\_\_\_\_-on-\_\_\_\_\_ attention.

Holding and Support Techniques

13. Holding provides \_\_\_\_\_ and \_\_\_\_\_ to participants while they explore the water and practice new skills.
14. Seven important concepts to remember when employing support are:
  - a. Establish \_\_\_\_\_.
  - b. Hold participants \_\_\_\_\_, not \_\_\_\_\_.
  - c. Once the participant adjusts to the water, keep the participant at the appropriate \_\_\_\_\_ for practice to avoid temperature changes.
  - d. Smoothly move the participant in the appropriate \_\_\_\_\_ of travel to help him/her get used to the sensation of moving forward in a horizontal position.
  - e. When the participant feels fear or anxiety, hold the participant in a position that he/she finds \_\_\_\_\_ and \_\_\_\_\_.
  - f. Make \_\_\_\_\_ while interacting with the participant.
15. Focus of the safety of the \_\_\_\_\_ while providing support to an individual. Always position yourself so you can see the \_\_\_\_\_.



### WSIM, Chapter 5: Teaching People of Different Ages

#### Infants and Young Children

1. Which age group begins to experience stranger/separation anxiety?
2. Infants and young children may respond better to \_\_\_\_\_ or physical \_\_\_\_\_ than to verbal descriptions and commands.
3. Preschool-age kids often respond to simple \_\_\_\_\_ rather than firm directions.
4. Young children who are fearful or crying may respond to soothing, playful verbal \_\_\_\_\_ that attract their interest.
5. Infants and young children should not be submerged more than \_\_\_\_\_ times per class.

#### School-age Children

6. Children of this age are accustomed to the structure of \_\_\_\_\_ activities.
7. When working with school-age children, respect their \_\_\_\_\_ and maintain openness to differing \_\_\_\_\_ of \_\_\_\_\_.

#### Adults

8. Adults differ from children in their \_\_\_\_\_ to learning. Adults already have many \_\_\_\_\_ they rely on when learning.
9. When teaching adults, you should plan \_\_\_\_\_ them, not \_\_\_\_\_ them.

### WSIM, Chapter 6: Teaching People Who Move, Learn, Communicate, or Behave Differently

#### Aquatic Programming Options

1. For people who move, learn, communicate, or behave differently, aquatics programming options range from \_\_\_\_\_ programming (mainstreaming, integration, or inclusive programming) to one-on-one instruction in an \_\_\_\_\_ aquatics program.
2. Adding an additional instructor or aide helps to improve the lesson by \_\_\_\_\_ the instructor-to-participant ratio.
3. The American Red Cross strives to \_\_\_\_\_ participants of all abilities into \_\_\_\_\_ swim lessons whenever possible.

#### Helping Participants Succeed

4. All potential participants in Red Cross classes should be fairly and consistently \_\_\_\_\_.
5. If there is any question whether the person can handle the physical, emotional, and social demands of the program, you can conduct a \_\_\_\_\_.
6. You must create and maintain an environment that is \_\_\_\_\_ to learning.
7. When considering a modification to a stroke with an individual with a physical disability, instructors should allow participants to try several \_\_\_\_\_.
8. Learning is enhanced when participants feel \_\_\_\_\_ with their instructor.

**PRACTICE TEACHING ASSIGNMENTS**

1. Group Letter & Assignment Number: \_\_\_\_\_
2. Identify your assigned topics using the Number given
  - a. Using your Assignment Number, find a row of topics in the table below.
  - b. Make sure you understand the topic and the program level assigned.
3. Research each topic by going to the chapter indicated and level indicated, locating the topic, and reading about it.
  - a. Create an age-appropriate 5 – 7-minute lesson for each Topic. The Preschool Topic will be taught to 4 – 5 year olds; the LTS Stroke Topic will be taught to school age children; the LTS Advanced Topic will be taught to an older youth; and the Safety Topic will be taught to an adult learner.
4. Present each lesson to your assigned group and participate as a student.
5. Following each lesson, hold a brief “instructor” evaluation

#	Holding Position (WSIM, pg 53-57)	Preschool Aquatics Topic (WSIM, Ch. 8)	LTS Stroke Topic (WSIM, Ch. 9)	LTS Advanced Topic (WSIM, Ch. 9)	Safety Skill Topic (SWSM, Ch. 3)
1	Hip Support: Front	Water Entry/Exit (Level 1)	Front Crawl Arms (Level 3)	Back Crawl Open Turn (Level 4)	Walking Assist
2	Shoulder Support: Front	Submerge Mouth, Nose, and Eyes (Level 1)	Breaststroke Kick (Level 3)	Front Crawl Open Turn (Level 4)	Wading Assist
3	Side Position	Front Glide and Recovery (Level 1)	Elementary Back (Level 3)	Feet First Surface Dive (Level 4)	Head Splint
4	Cuddle Position	Assisted Back Glide and Recovery (Level 1)	Scissors Kick (Level 3)	Exit Skills Assessment 1 (Level 4)	Throwing Assist
5	Hip Support: Back	Supported Roll from Front to Back (Level 1)	Exit Skills Assessment 2 (Level 3)	Front Flip Turn (Level 5)	Reaching Assist, No Equipment
6	Back Support	Supported Alternating Arm Action Front (Level 1)	Sidestroke (Level 4)	Breaststroke Turn and Pull Down (Level 6)	Reaching Assist with Equipment
7	Hug Position	Supp. Simultaneous Arm Action Front (Level 1)	Breaststroke Arms/Timing (Level 4)	Back Flip Turn (Level 6)	Hip & Shoulder Support
8	Shoulder Support: Side	Supp. Combined Arms/Legs Front (Level 1)	Back Crawl Arms (Level 4)	Standard (back) Scull (Level 5)	HELP/Huddle
9	Chin Support	Supp. Simultaneous Arm Action Back (Level 1)	Dolphin Kick (Level 4)	Exit Skills Assessment 2 (Level 5)	Survival Float/Swim
10	Arm Stroke Position	Supported Alternating Leg Action Back (Level 1)	Butterfly Arms/Timing (Level 4)	Tuck surface dive and pike surface dive (Level 5)	Deep Water Removal

# American Red Cross WSI Class Study Guide

## LESSON PLANS FOR PRACTICE TEACHING ASSIGNMENTS

### Preschool Aquatics Topic (WSIM Ch.8)

Topic:	Level:

### LTS Stroke Topic (WSIM Ch.9)

Topic:	Level:

### LTS Advanced Topic (WSIM Ch.9)

Topic:	Level:

### Safety Skill Topic (SWSM, Ch. 3)

Topic:	Level:

## American Red Cross WSI Class Study Guide

### PRACTICE-TEACHING SELF-EVALUATION FORM

<b>Teach Assignment 1</b> <b>Topic:</b>
Did I follow my lesson plan? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did participants have enough time to practice? <input type="checkbox"/> YES <input type="checkbox"/> NO
Were the activities I used right for the age and skill of the participants? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I choose the right activities, or were they too difficult, too time consuming or too easy? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I use my teaching area effectively? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I use a variety of methods and equipment to enhance learning? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I include a variety of skills in the plan so that everyone had some success? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did the participants' skills improve? <input type="checkbox"/> YES <input type="checkbox"/> NO
Comments:
Changes for Next Time:

<b>Teach Assignment 2</b> <b>Topic:</b>
Did I follow my lesson plan? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did participants have enough time to practice? <input type="checkbox"/> YES <input type="checkbox"/> NO
Were the activities I used right for the age and skill of the participants? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I choose the right activities, or were they too difficult, too time consuming or too easy? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I use my teaching area effectively? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I use a variety of methods and equipment to enhance learning? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I include a variety of skills in the plan so that everyone had some success? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did the participants' skills improve? <input type="checkbox"/> YES <input type="checkbox"/> NO
Comments:
Changes for Next Time:



## American Red Cross WSI Class Study Guide

### PRACTICE-TEACHING SELF-EVALUATION FORM

<b>Teach Assignment 3</b> <b>Topic:</b>
Did I follow my lesson plan? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did participants have enough time to practice? <input type="checkbox"/> YES <input type="checkbox"/> NO
Were the activities I used right for the age and skill of the participants? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I choose the right activities, or were they too difficult, too time consuming or too easy? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I use my teaching area effectively? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I use a variety of methods and equipment to enhance learning? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I include a variety of skills in the plan so that everyone had some success? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did the participants' skills improve? <input type="checkbox"/> YES <input type="checkbox"/> NO
Comments:
Changes for Next Time:

<b>Teach Assignment 4</b> <b>Topic:</b>
Did I follow my lesson plan? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did participants have enough time to practice? <input type="checkbox"/> YES <input type="checkbox"/> NO
Were the activities I used right for the age and skill of the participants? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I choose the right activities, or were they too difficult, too time consuming or too easy? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I use my teaching area effectively? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I use a variety of methods and equipment to enhance learning? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did I include a variety of skills in the plan so that everyone had some success? <input type="checkbox"/> YES <input type="checkbox"/> NO
Did the participants' skills improve? <input type="checkbox"/> YES <input type="checkbox"/> NO
Comments:
Changes for Next Time:

**Planning Lessons**

The three main tools used for planning lessons are the block plan, daily lesson plans, and skill checklists.

**Course Planning Forms for WSI**

**Block Plan Detail – Day 1**

<b>LTS, Lvl 1 - Day 1</b>	
Equipment <i>None</i>	
Safety Topic <i>Intros, Class rules</i>	
<b>Review Skills</b>  <i>Lvl 2 skills (submerge, unsupported front glide)</i>	<b>New Skills</b>  <i>Enter/exit pool Blowing bubbles Bobbing</i>

On Day 1, these are skills from previous level (or Level 2 for a Level 1 class).

Skills are listed here when introduced and then subsequently in the Review Skill column.


**Block Plan**

Block plan is a 1-page, static overview of the course showing skills to be presented each day.

**Block plan calculations:**

10 lessons x 30 minutes = 300 minutes  
 10 safety topics x 2 minutes = 20 minutes  
 300 minutes - 20 minutes = 280 minutes for skills  
 20 skills/280 minutes = 14 min per skill  
 20 skills/10 lessons = 2 new skills per lesson

**Lesson Plan**

<b>LTS Lvl 1 – Session 1 (9:00 – 9:30 a.m.)</b>	
<u>Day 1</u>	<u>Equipment: None</u>
9:00–9:05: Introductions (Say your name and favorite swimming animal)	
9:05–9:10: Class rules (mtg place, teacher 1 <sup>st</sup> in/last out, hold the wall, etc.)	
9:10–9:13: Enter the pool (ladder or steps – follow the leader)	
9:13–9:18: Level 2 testing (submerging and front glide)	
9:18–9:23: Secret bubbles (stop if anyone is looking)	
9:23–9:28: Bobbing (Talk to fishes; listen to birds)	
9:28–9:30: Good-bye/exit the pool	

Lesson plans are expanded outlines of a single day of the course, including time estimates, key word details, and logistics/formations. Lesson plans are fluid; each Level 1 class may be different.

A skill checklist tracks the progress and attendance of each participant. The "X" indicates "pass" and the "O" indicates the student was present but did not pass the skill yet.

<b>Session 1–9 am Skill Checklist</b>			
Skills	Students		
	Susie	Jose	Ethan
Lvl 2 Tests	L1+	L1	L1
Enter the water	X	X	X
Exit the water	X	X	
Bubbles	X	O	
Bobbing	X	O	
Retrieve object			
Supp. fr. float			
Supp. bk. float			
Front arms			
Front kicks			
Back arms			

## American Red Cross WSI Class Study Guide

### Block and Lesson Planning

For this activity, the class will be divided into small groups and each group will be given a Learn-to-Swim level. You will work with your group to create a 8-day block plan and a 4-day lesson plan. Be prepared to go over your plan with the rest of the class.

Learn-to Swim Level: \_\_\_\_\_

Day 1 Block Plan		Day 2 Block Plan	
Equipment		Equipment	
Safety Topic		Safety Topic	
Review Skills	New Skills	Review Skills	New Skills
Day 3 Block Plan		Day 4 Block Plan	
Equipment		Equipment	
Safety Topic		Safety Topic	
Review Skills	New Skills	Review Skills	New Skills
Day 5 Block Plan		Day 6 Block Plan	
Equipment		Equipment	
Safety Topic		Safety Topic	
Review Skills	New Skills	Review Skills	New Skills
Day 7 Block Plan		Day 8 Block Plan	
Equipment		Equipment	
Safety Topic		Safety Topic	
Review Skills	New Skills	Review Skills	New Skills

# American Red Cross WSI Class Study Guide

<b>Day 1 Lesson Plan</b>	
Equipment:	Safety Topic:
Time	Activity/Topic/Teaching Info

  

<b>Day 2 Lesson Plan</b>	
Equipment:	Safety Topic:
Time	Activity/Topic/Teaching Info

  

<b>Day 3 Lesson Plan</b>	
Equipment:	Safety Topic:
Time	Activity/Topic/Teaching Info

  

<b>Day 4 Lesson Plan</b>	
Equipment:	Safety Topic:
Time	Activity/Topic/Teaching Info

