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Support Information

Introduction

Overview of the STARFISH Series

The official water safety programme for babies developed by the STA. This is a flexible progressive and fun series that introduces babies from a few months old and up to two years, to the pool.

Setting the Standard

The **STARFISH Series** focuses on creating fun, positive experiences for babies that will not only help them to develop physically but also emotionally, intellectually and socially too, while equipping them with key safety and safe hold skills in the water.

It builds upon the STA commitment to making the water a safe and happy environment for very young children. It allows parents to feel assured that they are giving their children valuable skills for a lifetime's successful and safe swimming enjoyment of the aquatic environment.

The STARFISH Awards

The **STARFISH Series** consists of 6 progressive levels; each with its own full-colour A4 landscape certificate and woven badge.

Once children have successfully completed the **STARFISH Series** they can progress onto the First Steps series of awards, the next stage in the STA International Swimming and Water Safety Standards (ISWSS) Learn to Swim programme.

Key Principles of the Resource Pack

The **STARFISH Resource Pack** is based upon the key principles of consistency of approach, user friendliness, flexibility and interaction.

Consistency

The Teaching Objectives, Learning Outcomes and Assessment Criteria are specified for each award to ensure a consistent approach throughout the '**STARFISH Series**'.

The standards required for every element of all lesson plans covering levels 1 to 6 of the '**STARFISH Series**' are given on the back of each lesson plan.

User friendliness

The **STARFISH Resources Pack** includes a step-by-step guide for teachers, lesson plans, interactive

lesson planning and full information on effectively producing lessons of a consistent and high quality.

Flexibility

The **STARFISH Resource Pack** is not fully prescriptive, allowing participants to progress at their own pace and ability. The adaptable nature of the programme permits swimming teachers to customise the delivery to suit the circumstances of both teacher and participants.

Interaction

The Teaching Objectives contained in the **STARFISH Resources Manual** represent a progressive integration of water confidence, water safety and elementary swimming techniques.

Throughout the series learning skills are introduced, reinforced and developed. The **STARFISH Resource Pack** can be used in 3 ways according to the teachers experience and needs, holistic, supplementary or customised.

The Key Principles are supported by the information contained in the **STARFISH Resources Manual**.

The **STARFISH Resource Manual** aims to assist teachers of swimming to deliver programmes of consistent quality and content. Teaching Objectives, Learning Outcomes and Assessment Criteria are shown in a clear structured framework to ensure consistent standards. This flexible framework can be used in any swimming teaching situation regardless of scale.

Acknowledgments

The STA wishes to thank all of those members, users, committee members, Trustees and employees of the STA who have worked to conceive, design, develop and create the **STARFISH Programme**

Swimming Aids and Pool Equipment

Infant aquatics instructors will need, and should acquire, the following equipment:

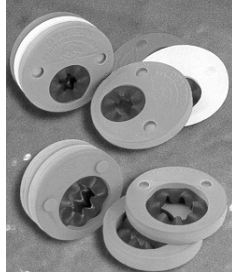
Buoyancy and Swimming Aids **Woggles**

Also known as flexibeams or water noodles, these are 1.6 m cylinders of expanded plastic foam with a diameter of 70 mm. These are versatile supports for adults and children. They are particularly useful for supporting parents in the water when they are floating with their babies.

Woggles can also be cut in half for toddlers to use.

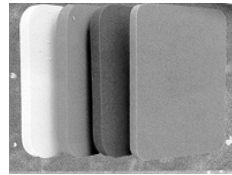
Arm bands (sizes 0 and 1)

These can be worn by toddlers on their upper arms and, as well as providing buoyancy, they will help to strengthen leg movements as they begin to learn to swim.



Floats or kick boards

These can be used by parents to tow their babies, in various positions, while they swim. The standard swimmer's foam board will also be useful, ideally one with holes for the hands. Some floats are made in animal shapes which will appeal to the very young.



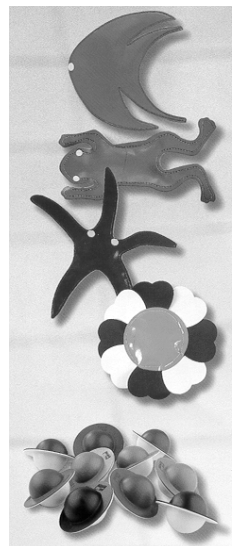
All swimming aids should be used for support only, because they can interfere with balance in the water, but even strong swimmers can benefit from using them. No other aids are recommended for Infant aquatics as most have severe drawbacks. Baby seats can topple over if they are not used correctly.

Back floats and buoyancy belts do not allow toddlers to align correctly in the water and hinder the development of correct swimming skills. They should be used only in the exceptional case of toddlers who reject both arms bands and woggles, and then only as a temporary aid to be discarded as soon as possible.

Toys and Other Equipment for Games

Toys and games are used to reinforce more formal skills and to allow the children to experience the water (splashing, pouring and feeling it's texture).

You will always need these, particularly for babies over 4 months old. However, remember that toys can be distracting for very young



babies, particularly if they are teething.

The most useful toys have proved to be small balls, either soft or hard and slightly larger than a tennis ball. Balls of all sizes can be used as targets for infants to reach and also in throwing games.

Plastic hoops, small watering cans or plastic boats can also be a lot of fun. Toddlers will often have their own favourite bath or beach toys that may be suitable for the pool. Toddlers enjoy playing with watering cans so much that they often start swimming holding on to one.

Sinking rings and animal shapes can be used to encourage underwater retrieving. Weighted hoops can be used to encourage underwater push and glide exercises and underwater swimming in older children.

Egg flips and ping-pong balls can be used to encourage blowing across the surface of the pool.

Surface hoops can be used to encourage parent-infant pairs and swimming toddlers to swim through them.

Please note, however, that inflatable toys are not recommended for Infant aquatics, as they are usually not stable enough to be used by toddlers and the risks exceed benefits in using them.

Advantages and Disadvantages of Buoyancy Aids, Swimming Aids and Toys

Advantages

- Buoyancy aids help infants to make the transition from holds to swimming and diving without using swimming aids.
- Buoyancy aids can be used in many different and exciting ways and help to make classes interesting and varied.
- Arms bands are particularly suitable for toddlers whose motor development is impaired for some reason (i.e. Down's Syndrome) or for toddlers who not confident enough to use buoyancy aids alone.
- Toys help to keep the classes fun.

Submersibles and other Aids

1. Sinking rings & dive sticks are used to encourage underwater search and recovery.
2. Sinking bricks, flowers & frogs - as above.
3. Weighted hoops are used to encourage underwater swimming and for push and glide practices.
4. Egg flips, ping-pong balls, plastic ducks etc are used to encourage blowing across the surface of the pool.
5. Surface hoops are used to encourage pupils to

submerge and swim through them.

Disadvantages

- All equipment requires initial investment, is often bulky and needs to be stored at the pool.
- Buoyancy aids can be dangerous if used incorrectly.
- Toys need to be kept scrupulously clean. It is recommended that instructors take toys home regularly, soak them in disinfectant and rinse them thoroughly. It is best to replace plastic toys on an annual basis to keep them clean and fresh.

Final Note – Keep Vigilant!

Using buoyancy and swimming aids is a major challenge for the Infant aquatics instructor.

When infants and toddlers are using buoyancy aids there is a tendency for parents to relax their care and chat amongst themselves. It is always important to remind parents to continue the careful supervision of their children even when they are using this equipment.

Other Pool Equipment

It may be necessary to use lane ropes to divide swimming pools into a main section and an Infant aquatics section.

You will also need a net (a large net at the end of a pole or a small hand-net) and a bucket for those rare occasions when a baby is sick in the pool.

Nets can also be used to clear faecal matter when the pool gets soiled.

Instructor's Equipment

The Infant aquatics instructor may choose to provide specific toys for each class rather than keep a supply of toys in the pool. A teaching doll can be useful to demonstrate new skills.

Electrical Equipment on the Poolside

Many swimming teachers incorporate music into their lessons to provide variety. This raises a potential danger as all methods of providing amplified music necessitates the use of electricity that can be dangerous in a water environment.

Pool managers recognise these dangers and will not allow any mains electrical appliances in the pool area; battery or low voltage equipment must be used if inbuilt sound is not available.

When operating anything electrical make sure that the hands are dry, this will minimise the risk of electric shocks.

Remember that electricity can cause fatal accidents particularly in a wet environment; if in doubt ask!

Starting Age and Grouping

Starting Age

Unless private lessons are given to parents who are very nervous about introducing their babies to water, it is usual for infant aquatics to be held in group classes. If the classes are large, babies under one year can be sub-divided into two groups: younger babies under 6 months and babies from 6 to 12 months.

Toddlers who can stand up and walk should preferably be in another group. This should result in the younger babies being handled at a gentle pace in a quiet atmosphere while older babies and toddlers can be allowed to let off steam and be given more challenging, fun tasks.

Ability

Every class will have parents and babies of varying ability and confidence. As a rule this is not a good basis for grouping for babies up to 12 months. Parents who are non-swimmers or poor swimmers can be integrated into mixed ability classes with the help of buoyancy aids.

Among toddlers however, there can be sufficient difference between beginners and those babies who have come to parent-infant classes earlier, that grouping them on the basis of ability is possible and even preferred. If the class is too small to make grouping feasible, special teaching techniques for integrating a mixed ability class of toddlers are required. Although some toddlers soon become able to swim unaided, they still need to be closely watched by their parents in the water and grouping is not usually done according to swimming ability for small children under 36 months. This is best done once they start swimming classes without their parents in the water with them.

In all classes groups should always be set achievable objectives – according to the babies' ages and abilities.

Grouping classes will become easier as you become a more experienced. Most teachers start with mixed age and mixed ability classes. Learning to address the individual needs of parent-infant pairs while teaching well-structured

classes is one of the main challenges for infant aquatics teachers.

Safety

Drowning is the third greatest cause of accidental death in children in industrialised countries. Over 50% of cases of drowning occur close to the water's edge. No method of infant swimming can guarantee drown proofing but children have a better chance of survival if they are familiar with water they are relaxed if they accidentally fall in to it.

Once a child can swim back to the edge after jumping into the pool, in principle she has become water safe but it will take a few more months to consolidate these skills.

You always need to remain watchful. Swimming toddlers are often at risk from becoming over-confident. You need to be particularly cautious during the transition period when infants start to swim unaided but cannot yet surface to breathe. This is usually between the ages of two and three and a half. No toddler should be left unattended near water at any time on account regardless of his or her perceived swimming skills.

Age Grouping

Classes can be split according to the following age groups but please remember that a children develop at different paces so these ages a just a general guide.

- **Up to 12 months**
- **12 - 24 months**
- **Over 24 months**

The teaching methods described in this resource manual are principally geared to introducing babies and young children up to 24 to 36 months old.

The following is a guide to what you should be aiming to achieve within each age group.

Starting at under 12 months

- The parent/child pair should bond and become relaxed together in the water.
- The baby's natural swimming reflexes should be built on and strengthened.
- The parent should be able to swim freely with her baby on her front.
- The parents and babies should become confident with submersion.

Starting at 12 months

- Parents and children develop their safety skills.

- Babies should become self-confident and gradually self-reliant in the water, through bonding, communication and trust, play, fun and lots of praise.
- The baby's leg and arm movements should be encouraged and developed in preparation for swimming.
- The baby's underwater breath-holding capacity should be developed.
- The parent should be able to swim freely with her baby on her back and progressively detach the baby from her body, either using swimming aids or not.
- More movement and experimentation in the water should be encouraged by playing games and having fun.

The First Pool Visit

The first pool visit is an exciting occasion for parents who wish to introduce their babies to water. It can be organised either to follow the Introduction Session, as a taster but not full class, or it can actually be the first class in a course.

Some parents, mainly the non-swimmers or poor swimmers, may be extremely nervous even though they have a positive attitude. They will need reassurance as well as a clear demonstration of how the buoyancy aids can help them to feel secure in water. Some repetition of the points made in the Introductory Session is inevitable.

The Infant aquatics teacher should be extremely patient with parents of young babies who are facing a wide range of new challenges in their lives at this stage.

The parents of toddlers will need to be introduced in to the basic rules and procedures at the pool to ensure both safety and discipline during lessons, particularly with regard to jumping and running around on the poolside.

Planning

The principles of planning have been covered in the Aquatic Teaching Foundation Unit.

The qualified instructor for infant aquatics will need to produce long-term and short-term lesson plans as well as plans for individual lessons.

Long Term Planning

This is usually a year plan, which would incorporate holidays, bank holidays, the number of teachers and their availability. In nursery

schools it should also make allowances for non-pupil days.

In setting the overall aims and learning outcomes for a course of lessons, the infant aquatics instructor will not normally be working within a defined syllabus laid down by an employer, swimming club, educational or local authority. It is the duty of the instructor to set up a syllabus that can be presented to employers for approval in accordance with their management.

Short Term Planning

Short term planning is usually a school half term or a period extending from 4 to 12 weeks, or a group of lessons run by an organisation over a few consecutive days. The teacher will plan to achieve specific aims that form a part of the long-term plan. For example it could be to complete all the modes of the 'safety hold' or to achieve 'swimming with babies'.

It is important to retain flexibility within a short-term plan, as the anticipated speed of progress may not be achieved. The teacher must be prepared to adjust the short-term plan and the individual lesson plans to compensate.

The Individual Lesson Plan

The individual lesson plan sets out how the detailed learning outcomes are to be achieved in a lesson as part of the overall aims set out in the short-term plan.

At present most facilities that offer infant aquatics do not have the form and content of parent-infant classes prescribed by their management. The Starfish Resource Manual includes a set of lesson plans for each of the Starfish awards, as well as defining the structure of the Infant and Young Child aquatics classes.

In preparing individual lesson plans instructors will need to particularly consider the following points:

- Preparation is very important as time spent in the water with babies is very short and so every minute should be used to the best possible advantage.
- Parents expect to be guided throughout lessons. Too much inactivity in a lesson can lead to boredom and make parents insecure. However planned short periods of inactivity do allow parent-child pairs time for bonding.
- The lesson plan must take into account the facilities available, including pool size, shape

and depth, pool features, available swimming aids and assistant teachers.

- The lesson should follow the five phases set out below: introduction, main themes, contrasting activities, free practice and closure.

Introduction

The main aim of the introduction should be to prepare the group for the lesson. It will also be an opportunity for the instructor to assess the likely standard of the group as a whole and of the parent-infant pairs.

At this stage the instructor will also have an opportunity to watch the babies in the water and decide where individuals may need special attention. In toddlers' classes, the introduction can also be used for age and ability grouping.

Main themes

The main themes, including teaching practices and teaching points, are the principle part of the lesson and should take about two-thirds of the lesson time. Each lesson should centre on two new main themes and also revisit themes from previous lessons in less detail.

It is very important that instructors always clearly demonstrate the skills being taught either with a doll or one of the babies in the class.

It may be necessary for the instructor to prepare different schedules for teaching a common main theme to toddlers with different degrees of ability within one lesson, for example, diving.

Contrasting activities

The contrasting activity could be a less formal activity such as a song or some group play, or it could be the introduction of a very different skill such as back or front rides.

Free practice

Each lesson should include a short period in which parents can practise a skill of their choice, with their child, by themselves but under the teacher's supervision. Parents nearly always welcome the chance to play or practise their new skills in their own time. However, instructors should always take into account that some parents will be keen to practise on their own while others will still prefer some expert guidance.

Closure

As we know, babies like routine and also respond well to repetitive activity. The final activity of the session should repeat or recall the introduction. It should also, above all, be fun. This will create a good, positive atmosphere as the children leave the session. They'll remember it fondly and want to come back for more next time.

Length and Pace of Sessions

Babies under 6 months should not be in the water for longer than 35 minutes; babies over 6 months may be in the water for up to 45 minutes.

Sessions should move quickly. Instructors should keep up the momentum, whatever the age of the

group. Inactivity in the water can quickly lead to boredom and in some cases parents, unsure what to do, can become insecure.

Frequency of Sessions

To get the most out of the methods outlined here parents-child pairs should attend sessions regularly, preferably, if time and money allows, twice a week, but never less than weekly.

They should also be encouraged to practise some the techniques they learn at home in the bath between sessions.

If sessions are missed (as inevitably they will be from time to time) then a baby should be started again with earlier skills before moving on and catching up with the rest of the group.

STA Policies on Baby Swimming

There is a great deal of confusion regarding baby swimming, principally the areas of concern are:

- The earliest date at which babies can be introduced to the swimming pool
- Submersions

Starting Baby Swimming

The policy of the STA, with regard to introducing babies to aquatic activities is:

- Babies should only be introduced to water in line with the most recent recommendations from the Department of Health. This can be found on <http://www.immunisation.org.uk>. The current recommendation, at the date of publication, is "your baby does not need any immunisations before they go swimming".
- The teacher should ensure that the midwife, health visitor or doctor is happy for the baby to be introduced to a public swimming pool.
- The water and air temperature must be higher than for normal public swimming; at least 30°C (32°C for babies under 3 months old or weighing less than 5.5 kilos/12 lbs).
- Baby swimming during the first six months should not take place in sea-water. (see explanatory note 1)
- Babies should wear specialised waterproof nappies, and ideally double nappies, to prevent leakage.
- Very careful introduction must be carried out to prevent a long-term fear of water being developed.
- The teaching of babies and infants should only be undertaken by holders of a suitable specialist teaching certificate such as the **STA Baby and Pre-School Certificate**.

Submersion Policy

The policy of the STA relates to **intentional submersion** as a practice in a **structured session**. It is not intended to include accidental submersions or quick dunks which may well happen on a frequent basis (see explanatory note 2):

Introduction

- Submersion is an important part of introducing babies to the aquatic environment but should not be the dominant focus as it can be counterproductive to a good foundation in swimming.
- Forced submersion is not best practice; it must not be carried out.
- Submersion should only take place when the baby is ready and only then as part of a fun

exercise.

- Submersion at an inappropriate time will lead to distress and may result in a baby permanently being frightened of water.
- Submersion practices should be progressive and should be stopped immediately if the baby shows any signs of distress or unhappiness.
- Submersion should only take place when the baby is prepared and involved in the fun; it should not be attempted when the baby is looking away or is unaware of what is about to happen.
- The frequency, depth and duration of submersions should be controlled within the guidelines set out below. (see explanatory note 3)

Frequency of Intentional Submersions

- The frequency of intentional submersions should be based on the baby's age, physical ability and experience. It will also depend upon the swimming teacher's style and technique of teaching.
- The number of intentional submersions per session should be built up progressively at the baby's pace. It is suggested that an appropriate rate of increase would be an increase of 6 submersions over 6 sessions.
- As a guideline the STA suggests that the following frequencies be used:
 - For babies under 6 months old a maximum of 6 intentional submersions per session; in addition the baby may make a number of accidental submersions. Initially there may only be one or two submersions, building up to more as the baby develops in age, physical ability and experience.
 - For babies aged 6 to 12 months old the number of intentional submersions can be built up to a maximum of 12 intentional submersions per session in addition to any accidental submersions.
 - For toddlers over 12 months old there need be no upper limit.

Depth of Submersion

- The depth of submersion is dependent upon age, physical ability and experience of the baby. The STA recommend that:
 - No baby under 12 months should be submerged to a depth greater than 1 metre.
 - Babies and toddlers over 12 months can progressively build up to a maximum submersion depth of 1.5 metres.

Duration of Submersion

- Babies under 12 months can progressively build up to a submersion time of 3 seconds.
- Babies and toddlers over 12 months can progressively build up to a submersion time of 10 seconds.

Explanatory Notes

- 1) The natural swallowing reflex in young babies means that some water will enter the stomach and in cases where it contains salt, the salt will be absorbed. The kidneys of very young children are not developed enough to handle salt; salt overdosing can lead to serious illness and in extreme circumstances death.
- 2) An intentional submersion would be to a maximum depth and duration as specified in the policy above and would be carried out within a structured baby swimming session. Where the submersion activity involves more than 1 short submersion, within a duration specified in the policy, e.g. mini dunks then this should count as 1 submersion.
- 3) The principal concern surrounding the number of submersions a baby undertakes is related to water intoxication (hyponatremia). There has not been significant or recent research on this subject other than that carried out by Karl G Rosen, MD, PhD, published by the Swedish Paediatric Association in collaboration with the Swedish Board of Health and Welfare together with the Swedish Swimming Association. His research has shown that a baby needs to drink at least 10% of its body weight for the risk of water intoxication to occur. In a study of 15 babies below the age of 6 months, undertaking a 20 minute swimming session consisting of between 5 and 10 submersions, 7 of the babies increased their body weight by a maximum of 1.6%.

The underlying philosophy of the STA approach to aquatic teaching for babies is that swimming comes naturally to babies. Parents can be shown how to help their babies move on their own in the water, offering physical support, steady encouragement and constant praise. Babies will become more and more independent from their parents as they develop skills, strength and self-confidence.

The STA emphasis is not on teaching your baby to swim in a formal way but on encouraging free movement in the water. This will lead to swimming as soon as the babies and toddlers are physically and emotionally ready. Draconian training that forcefully conditions babies to learn drown proofing

techniques or extensive underwater swimming is not endorsed by the STA.

A feeling of love and security in the water is the best and most efficient foundation for the skills that will enable babies to swim and become safe in water. Babies will only benefit from being introduced to water in their first few months if they are happy and feel safe in the new environment.

The STA approach to infant aquatics is based on encouraging the development of a newborn baby's natural swimming reflex in water into conscious movements of the legs and arms by the end of the first year. If these early reflexes are not strengthened by regular stimulation they will disappear in most babies after five or six months. The techniques described here not only sustain and build these reflexes in younger babies but also then lead to the natural development of voluntary arm and leg movements in the water and then baby swimming.

Skills are learnt in different but complementary ways:

- Exercises, allowing each baby to develop at their own pace, promoting a progressive foundation for unaided swimming on the basis of reflex movements in the first year,
- Swimming with adults, so that babies experience the motions of swimming, register them and gain familiarity with them.
- Submersing, breath control and diving skills, practised simultaneously, in each session at the pool.
- Games that are relaxing and fun but at the same time develop the child's skills in the water.

Many adults are frightened in water and their bodies become tense. Babies can sense this fear. It is essential to overcome this and promote a happy, caring and relaxed environment whenever young babies or toddlers are taken into the water with their parents. Floating and swimming with babies can be a wonderful experience for adults as well as their children. There is no better way that parents can escape from the pressures of looking after a new baby.

The STA recommend that only properly qualified aquatic teachers undertake introducing babies and pre-school children to aquatic activities.

Safety

SAFETY IS PARAMOUNT in all aquatic teaching situations.

Life guarding

It is recommended that holders of the BPC hold a recognised lifesaving qualification such as the STA NaRS Poolside Helper.

Holders of the BPC must, if they do not hold an in-date lifesaving qualification, ensure that adequate lifeguard cover is always available when teaching.

Control of Infants by Parents

Teachers must inform parents of the need to properly control their infants at all times whether they are sitting or standing at the edge of the pool. Parents should be given clear instructions on proper poolside safety procedures at the start of every course of lessons.

Health Benefits

The recommended level of exercise to improve the body's efficiency is a minimum of 20 minutes sustained activity three times a week. This level of activity also applies to babies and toddlers. Adult-Infant swimming classes offer gentle exercise of the kind suitable for new mothers. They are particularly beneficial to mothers who have had a Caesarean section and have had to abstain from other exercise in the first six weeks following childbirth. However, following a Caesarean section a mother should only enter a swimming pool with the knowledge and approval of her doctor.

Swimming is the most beneficial form of exercise not only during pregnancy but also in the post-natal period. Regular swimming will help to maintain and improve:

- The cardio vascular system.
- Lung capacity and function.
- Joint mobility.
- Muscles and their function.
- Stamina.
- It will also help new mothers to control body weight and recover their pre-pregnancy body weight.

Swimming allows babies and toddlers to move independently long before they are able to crawl or walk. This contributes to a sound motor development and improves the function of skeletal

muscles. Infant Aquacise can also be therapeutic, complementing physiotherapy and osteopathy to help babies develop muscles symmetrically on both sides of the body. Infant Aquacise is particularly beneficial for premature babies as it helps them recapture stages of motor development that they may have missed. Babies who have to wear a hip harness also benefit greatly from unrestricted movement in the water.

Physiological Benefits Of Infant Aquatics

German researchers have shown that early swimmers perform better on tests measuring social, academic, motor and personality developments, although such results may also be attributed to the overall quality of parenting.

Babies who develop their swimming abilities are often more alert for their age, with a better eating and sleeping pattern. Parents often plan their night out on the day of the swimming class, as their babies are unlikely to wake up! Additionally, just as in adults, swimming improves the cardio-respiratory function of babies and their general health.

Russian research claims that the energy a newborn baby wastes on land counteracting the force of gravity can be released in the water and used in three ways.

1. To develop the body and above all the brain.
It is now known that the development of the brain structure starts long before birth and continues after birth. Far from being the passive bundles they were once thought to be, newborns are capable of receiving vast amounts of information and they are at their most receptive in the period immediately following birth.
2. To investigate the environment and acquire different kinds of experiences as they move freely in the three dimensional space of water.
3. To enable and develop new problem solving and task handling brain functions.

Muscular development

Babies can exercise more muscles in the buoyant water environment, as they are not restricted by their incapacity to sit or stand up. Their strength at this age is evident in their ability to raise themselves up using their arms and in walking.

Coordination

The transformation of reflex movement into conscious movement in the water almost certainly facilitates early coordination. Babies develop their sense of balance as they learn to roll and move bilaterally in water. This is crucial for later swimming.

Overall neurological development

Water offers babies a heightened multi sensory experience involving touch, hearing, sight, and to some extent even taste and smell. The intense physical and eye contact with their parents as they play in the water also offers quality stimulation. This can be particularly beneficial to premature or handicapped babies.

Psychological Development

Early swimming helps to round out and develop a baby's personality. Cautious babies learn to accept risk while boisterous babies learn to be more prudent. As babies discover that they can propel themselves in the water, their independence and self-confidence increases. Water offers them an early opportunity to respond to the unexpected. Toddlers soon delight in their own achievements and quickly develop social and expressive skills as they play in the water.

Potential Dangers

Swimming, when compared to other energetic sports is, statistically, relatively injury free as water supports and protects the body. However there are a number of hazards associated with swimming with infants that should be considered:

- Babies can suffer if they swallow too much water.
- As the poolside is usually a hard and slippery surface, care must be taken to prevent babies and toddlers falling when they are out of the water.
- Unsupervised diving and jumping in the water can obviously be hazardous both to those doing it and those in the water.
- It should always be remembered that an infant or toddler can drown in even very shallow water and most accidents involving young children occur in shallow water.
- Cramp is a common ailment in water. Although it is more predominant in cold conditions it does sometimes occur in warm water.

It must be stressed that although accidents affecting infants and toddlers in parent-infant swimming classes are extremely rare, they

demand more rapid and more skilled intervention than in the case of older children and adults.

For this reason it is important for teachers to have up to date infant resuscitation skills and also to be aware of signs of distress which may not be initially apparent to parents.

Swimming is an activity in which the whole family can participate. Parent-infant classes should provide a long-term foundation for enjoyable family swimming. Parents, grandparents and other regular carers can be involved in swimming with infants. Older siblings may be stimulated to improve their swimming skills as they see their baby brother or sister enjoying the water.

Parent-infant water classes are suitable for all adults even if they have fear of the water, are weak swimmers or non-swimmers. They may inevitably be excluded from some of the activities described in this manual but none-the-less they should be encouraged to join and overcome their fears alongside their babies. Parents who are weak swimmers or cannot swim at all should be encouraged to take adult swimming classes to keep up with their babies' progress.

Water is a great equaliser. It is a medium in which parents of infants with special needs can feel on an equal footing with other parent-infant pairs. Such early integration may contribute to the reduction of prejudice and discrimination in both parents and small children.

Parent-infant swimming classes have many considerable indirect health benefits as they promote closeness and bonding between parents and their babies.

Attending regular classes with infants requires self-discipline and dedication. Classes offer parents the opportunity to discover that all babies are different and develop at their own pace. In water parents learn to love and support their babies unconditionally through their triumphs and their failures. Infants begin to develop their own personality in this early supportive class environment, which provides a foundation of social skills that will be invaluable when the child starts its formal education. This learning and experimental environment is ideal for toddlers to develop self-esteem and self-confidence with their peers and parents.

As well as the physical and psychological benefits of the classes, swimming with babies is very

relaxing for parents. Spending time in the water and engaging in a focussed recreational activity with their babies and toddlers is a good way for parents to unwind and relieve stress. Because of this, parent-infant swimming classes may help to alleviate post-natal depression.

Teaching Conditions

The following things should be considered.

The Pool

Even the best pools will not be totally ideal for swimming with babies but it is worth taking trouble to look for a suitable pool even if you have to travel a little further than you anticipated.

The main criterion is warmth, which is critical for young babies. Next you should consider depth, quality of the water and cleanliness.

The teacher must ensure that lifeguard provision is in accordance with the NOP of pool being used. Either there should be professional lifeguard(s) on duty or the teacher must have a relevant, and in date, lifesaving qualification such as the **NaRS Poolside Helper** awarded by the STA.

Water Temperature

The water and air temperature must be higher than for normal public swimming; at least 30°C (32°C for babies under 3 months old or weighing less than 5.5 kilos/12 lbs). Any baby under 12 months old who is in water that is colder than 32°C should use a baby wet suit or similar.

Hydrotherapy pools are usually kept around 33° C. If you only have access to a normal pool where the water is kept at 28°C for swimmers, only take babies over 4 months and keep sessions short, about 10 minutes. Remember that babies do not shiver when they are cold, the surplus blood from the skin is redirected to vital organs in the body, which makes their lips turn blue. Whenever you

suspect that a baby may be chilled, get the baby out and warm it up immediately.

The air temperature in the pool is also important since the baby's head and part of her body will be above the surface most of the time. Ideally the air temperature should be 2 degrees higher than the water temperature.

Depth

Teaching pools or hydrotherapy pools in which you can stand comfortably in the water are best. These vary in depth from 0.9 m to 1.25m. For those who are not water confident, a shallower pool is obviously preferable.

Cleanliness

Standards of hygiene vary in public pools both in the water and the changing areas. If you are worried about hygiene in any given situation then parents should be encouraged to change their baby in a carrycot or buggy.

Water Quality

If the babies eyes sting, or are irritated, when submerged then submerging should not be carried out.

Atmosphere

You should choose a pool with a relaxed atmosphere where parents and babies are welcome, obviously avoiding crowded pool times.

Lesson Plans

On the following pages The complete Starfish programme has been set out. A lesson plan template is included with four lesson plans for each of the Starfish Awards.

Starfish Progression Chart

This will enable you to keep a record of your children's progress (see next page)

Starfish Progression Chart

| Starfish 1. | |
|---|--|
| TEACHING OBJECTIVES | LEARNING OUTCOMES |
| Introduce: <ul style="list-style-type: none"> ○ Rule and regulations ○ Hygiene ○ Water safety ○ Correct and safe entries and exists ○ Baby and adult to water ○ Correct holds for baby ○ Getting face wet ○ Playing games ○ Importance of eye contact ○ Splashing | <ul style="list-style-type: none"> ○ Help baby enter the pool safely ○ Use swing dips to help familiarise baby with the water ○ Support baby on the front to enable movement freely around the pool ○ Support baby on the back to enable movement freely around the pool ○ Encourage baby to wash and splash their face with water ○ Help baby to leave the pool safely |
| Starfish 2 | |
| TEACHING OBJECTIVES | LEARNING OUTCOMES |
| Reinforce: <ul style="list-style-type: none"> ○ Hygiene ○ Rules and regulations ○ Water safety ○ Safe entries and exits Introduce: <ul style="list-style-type: none"> ○ Submersion ○ Movement of the body ○ Holding on Develop: <ul style="list-style-type: none"> ○ Splashing ○ Playing games ○ Moving freely around the pool with adult | <ul style="list-style-type: none"> ○ Hold baby facing you and submerged yourself in the water for baby to see ○ Enable baby to move freely around the pool using the safety hold ○ Move around the pool using the seat hold, bobbing baby up and down ○ Support baby on the back while walking backwards and zigzagging through the water ○ Encourage baby to wash their face with water or submerge baby in the water, holding baby towards you ○ Encourage baby to hold onto the poolside, with assistance if necessary |
| Starfish3 | |
| TEACHING OBJECTIVES | LEARNING OUTCOMES |
| Reinforce: <ul style="list-style-type: none"> ○ Safe entries and exits ○ Hygiene and water safety ○ Correct holds for baby Introduce: <ul style="list-style-type: none"> ○ Entering the water ○ Rolling from front to back ○ Arm movements ○ Leg movements Develop: <ul style="list-style-type: none"> ○ Co-ordination ○ Class integration & playing games ○ Bonding with adult | <ul style="list-style-type: none"> ○ Support baby under the arms and encourage baby to gently flop into the water from a sitting position on the poolside ○ Encourage baby to move from front to back positions using a flip-flop rhythmical movement ○ Encourage baby to reach for a toy while moving around the pool, supporting baby on the front ○ Help baby to move through the water using a kicking action, while supporting baby on the back ○ Support baby using the safety hold and rolled baby away from you, then gently back towards you ○ Use a buoyancy aid to support yourself while floating in the water, with baby laying on your chest or sitting on your tummy making eye contact |

| Starfish 4 | |
|---|---|
| TEACHING OBJECTIVES | LEARNING OUTCOMES |
| Reinforce: <ul style="list-style-type: none"> ○ Safe entries and exits ○ Hygiene and water safety ○ Skills learnt in previous award Introduce: <ul style="list-style-type: none"> ○ Free entry of baby into water ○ Submersion of baby ○ Climbing out Develop: <ul style="list-style-type: none"> ○ Movement of arms & legs ○ Co-ordination ○ Social interaction ○ Bonding with adult | <ul style="list-style-type: none"> ○ Support baby by the arms or hands to encourage movement into the pool from a sitting position ○ Use a forward hold to encourage and gently submerge baby ○ Use the Little Harbour hold to move around the pool while encouraging movement from baby ○ Encourage baby to roll from a front position to a back position with support ○ Encourage movement from baby by swiftly walking backwards while supporting baby on the back ○ Assist and encourage baby to hold onto the poolside and climb out (if baby has the physical ability) |
| Stanley 5 | |
| TEACHING OBJECTIVES | LEARNING OUTCOMES |
| Reinforce: <ul style="list-style-type: none"> ○ Safe entries and exits ○ Hygiene and water safety ○ Skills learnt in previous award Introduce: <ul style="list-style-type: none"> ○ Jumping in ○ Holding a buoyancy aid ○ Back riding Develop: <ul style="list-style-type: none"> ○ Co-ordination ○ Social interaction ○ Movement | <ul style="list-style-type: none"> ○ Encourage baby to jump into the water from a standing position on the poolside, while holding baby's arms or hand ○ Support baby while encouraging them to roll from a back position to a front position ○ Encourage baby to make kicking movements with support either in a front Surf or a Woggle ○ Encourage baby with cues to submerge in a Duckling Dive ○ Swim around the pool with baby holding onto your back ○ Cue baby to submerge vertically and rotate 180 degrees in the pool ○ Support baby in a front hold to move forwards and grasp a toy, then enabling return with support in a back float position |
| Starfish 6 | |
| TEACHING OBJECTIVES | LEARNING OUTCOMES |
| Reinforce: <ul style="list-style-type: none"> ○ Safe entries and exits ○ Hygiene and water safety ○ Skills learnt in previous award Introduce: <ul style="list-style-type: none"> ○ Vertical submersion ○ Disengagement Develop: <ul style="list-style-type: none"> ○ Rotations ○ Movements ○ Submersion ○ Co-ordination | <ul style="list-style-type: none"> ○ Encourage baby to enter the water freely from a sitting position on the poolside ○ Encourage baby to move freely through the water, either with minimal support or with the use of a buoyancy aid ○ Cue baby to submerge vertically and rotate 360 degrees in the pool ○ Support baby by the hands and encourage movement in a figure of eight or snaking pattern through the water ○ Take baby for a front or back ride through the water, with or without support ○ Cue baby to submerge in a Duckling Dive towards the poolside and encourage baby to hold onto the poolside and climb out (if baby has the physical ability) |

Lesson Plan 1

| Objective | Introduction, rotation, floating, propulsion | |
|---------------------------------------|---|---------------|
| Award: STARFISH 1 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders (song optional) | All together |
| | Parent walks into pool holding infant | One at a time |
| Introduce Safety hold | Practice support with 'seat hand', adjust 'banister hand' | In a circle |
| Hello song | Encourage movement with action songs such as "This is the way" | In a circle |
| Forward swing lift | Parents lift infants in safety hold towards circle centre | In a circle |
| Back float | Both hands support infants' head and seat, relaxed hold. Align infant, ears submerged. Option: practice with one hand only (changing hands optional) | In pairs |
| Wet heads and faces - gently sprinkle | Support infant in safety hold and gently sprinkle water over head, praising and encouraging | In a circle |
| Front hold | Facing infant, hold under arms, thumbs up, infant's chin in water, parents' arms relaxed ('bubbling' optional). Make sure infants do not swallow water. | In a line |
| Little harbour | Arms long, shoulders relaxed hands just above surface. Sway from side to side gently, sing a song | In a circle |
| Turning around | Parent supports infant under arms, facing into circle Play 'Peek a boo' | In a circle |
| Supported back float | Parent's use one or two woggles, relaxed hold of infants on parents' chests, deep breathing and relaxing (swim slowly optional) | In a line |
| Close and Exit | Praise babies, goodbye song, teacher assists parents with infants, infants wrapped up cosy | One at a time |

Suggested activity songs: Hello song. This is the way. Have you ever seen?. It's raining, it's pouring. The wheels on the bus. Happy and you know it. Twinkle twinkle.

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy, peek-a-boo.

Key points: Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 2

| Objective | Propulsion, rotation, submersion, breathing | |
|---|--|------------------------------|
| Award: STARFISH 1 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Bouncing/ whooshing in safety hold | Parents whoosh infant into centre of circle using seat lift | In a circle |
| Gently sprinkle water over heads | Parent holds infant in safety hold. Sprinkles water over head | In a circle |
| Backward swims | Parent supports infant at head, walking backwards through the water, swing infant gently from side to side giving eye contact | In a line |
| Gentle submersion by parent/teacher | Parent or teacher submerge under water, cue with name, ready-go smile on surfacing | In a circle |
| Turning around | Parent supports infant under arms, facing into circle, play 'Peek a boo' | In a circle |
| Move along the wall | Parents encourage hold on by reinforcing key words | In a line |
| Sitting on a wall and enter from poolside | Parents support infant as appropriate to age and ability. On cue, enter water, bounce across pool in forward hold, then circle and swim back to wall in side position. | In a line |
| Chase balls across the pool | Parents encourage infants to reach for ball | In a line |
| Side hold, encouraging body movements | Parents support infant in side hold, sing "Wheels on the bus" or "Arms of a swimmer" | In a circle |
| Supported back float | Parents use one or two woggles, relaxed hold of infants on parents chest, deep breathing and relaxing (swim slowly optional) | In a line |
| Close and exit | Parent support infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Say hello to ---, Teddy bear, teddy bear. I hear thunder. All the fish are swimming in the water. Monkey monkey. Humpty dumpty. Wheels on the bus. Arms of the swimmer. If you're happy and you know it. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy, peek-a-boo.

Key points: Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 3

| Objective | Propulsion, rotation, submersion, breathing | |
|--|--|------------------------------|
| Award: STARFISH 1 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Safety hold, encourage whole body movement | Parents support infant in safety hold, move around encouraging movement of body parts – sing “Little green frog” | In a circle |
| Side hold | Parents support infant in side hold, encourage movement, “Motor boats” | In a circle |
| Turning around | Parent supports infant under arms, facing into circle and play “Peek-a-boo” | In a circle |
| Backward swims Under bridge | Parents supports infants by head, move under woggle bridge, may use mirror or toy to encourage eyes up. | In a line |
| Forward swims with submersion | Parents swim infant to wall (blowing bubbles or submerging) encourage infant to “hold on” | In a line |
| Hold on at wall | Parents encourage infant to “Hold on” and then “Monkey” around the pool. | In a line |
| Sitting on wall and entering water from poolside | Parents support infant as appropriate to age and ability. On cue, enter water, bounce across pool in forward hold, then circle and swim back to wall in side position. | In a line |
| Submersion or bubble blowing | Parent support infant under arms – sing “Teddy bear” on “Under we go” both parent and infant submerge. Praise and smiles | In a circle |
| Support on woggle | Parent encourage infant to hold onto woggle. Parent maybe behind or in front of infant, encourage movement. | In pairs |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Say hello to ---, Teddy bear, teddy bear. Little green frog. Motor boat, motor boat going so fast. Monkey monkey. Humpty dumpty. Wheels on the bus. Arms of the swimmer. London bridge. Twinkle twinkle. This is the way we say “Goodbye”.

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where’s mummy, peek-a-boo.

Key points: Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 4

| Objective | Propulsion, rotation, submersion, breathing | |
|--|---|------------------------------|
| Award: STARFISH 1 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs and mouths. Sing "Old MacDonald had a farm" use a variety of action songs | In a circle |
| Rotation | Parents support infant in side hold, sing "I'm a little pancake" swim infant into circle and return infant on their back. | In a circle |
| Flip-flop/whoosh | Parents support infant in seat hold and move infants towards and then away from the infant next to them in a smooth gentle rhythmical action. | In a circle |
| Turning around | Parent supports infant under arms, facing into circle, play 'Peek a boo' | In a circle |
| Forward swims with submersion | Parents swim infant to wall (blowing bubbles or submerging) encourage infant to "Hold on" | In a line |
| Hold on at wall | Parents support infant to "Hold on" and then "Monkey" around the pool. | In a line |
| Sitting on a wall and entering from poolside | Parents support infant as appropriate to age and ability. On cue, enter water, bounce across pool in forward hold, then circle and swim back to wall in side hold position. | In a line |
| Backward swims under bridge | Parents support infants by head, move under woggle bridge, may use mirror or toy to encourage eyes up. | In a line |
| Forward Swims under bridge | Parents support infant in forward hold, move under bridge, a watering can may be used second time around to sprinkle water over infants head | In a line |
| Rolling over | Parent supports infant in side hold, as they walk around in a circle they roll infant around - moving from front to back and then to front again - sing "five in a bed" | In a circle |
| Posture building | Use large float, parent supports infant on this. Sing "Jelly on the plate" Infant falls off on cue, encourage holding onto float, before climbing onto it. | In group |
| Close and exit | Parents support infants in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Say hello to ---, Old MacDonald had a farm. I'm a little pancake. Little Peter Rabbit. Humpty dumpty. Five in a bed. Jelly on the plate. London bridge, twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy, peek-a-boo.

Key points: Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 5

| Objective | Propulsion, rotation, submersion, breathing | |
|--|--|------------------------------|
| Award: STARFISH 2 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs. Change to side hold to encourage further movement of limbs. Use a variety of action songs | In a circle |
| Turning around | Parent supports infant under arms, facing into circle and play "Peek-a-boo" | In a circle |
| Submersion/rotation | Parents support infant in side hold – sing "I'm a little pancake" swim infant into circle and return on their back. Rotating from front to back vertically. | In a circle |
| Flip flop or whoosh | Parent supports infant in seat hold and move infants towards and then away from the infant next to them, in a smooth gentle rhythmical action. | In a circle |
| Backward swims under bridge | Parent supports infants by head, move under woggle bridge, may use mirror or toy to encourage eyes up. | In a line |
| Rolling over | Parent supports infant in side hold, as they walk around in a circle they roll infant around, moving from front to back and to front again. | In a circle |
| Swim to wall/support | Parents swim infant to wall with or without submersion, encourage infant to hold on, then assist out | In pairs |
| Sitting on wall and entering water from poolside | Parents support infant as appropriate to age and ability. On cue, enter water, bounce across pool in forward hold, then circle and swim back to wall in side position. | In a line |
| Woggle support/little harbour | Parent support infant on woggle as appropriate. Encourage movement by pushing toy/ball forward. | In a pairs |
| Posture building | Use large float, parent supports infant on this – sing "Jelly on the plate" infant falls off on cue, encourage holding onto float, before climbing onto it. | In group |
| Close and exit | Parents support infants in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. Jelly on the plate. Three little frogs sitting on a well. Twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, little green frog. I'm a little pancake. Where's mummy, peek-a-boo.

Key points: Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 6

| Objective | Propulsion, rotation, submersion, breathing | |
|---|---|--|
| Award: STARFISH 2 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Change to side hold to encourage further limb movement and encourage bubble blowing. Use a variety of action songs | In a circle |
| Submersion/rotation | Parent supports infant in side hold – sing “I’m a little pancake” swim infant into circle and return on their back. Rotating from front to back vertically. | In a circle |
| Flip flop or whoosh | Parent supports infant in seat hold and move infants towards and then away from the infant next to them, in a smooth gentle rhythmical action. | In a circle |
| Backward swims | Parent supports infant by head, walk swiftly backwards. Infant may rest head on parents’ shoulder. | In a line |
| Swim to wall/support | Parents swim infant to wall with or without submersion, encourage infant to hold on than assist out. | In pairs/ moving around in a circle |
| Sitting on wall and entering wall from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, bounce across pool in forward hold, then circle and swim back to wall in side hold position. | In an line |
| Woggle support/posture building | Parent supports infant on woggle in sitting position. Parent to hold woggle as appropriate. Parent may sit on woggle with infant. | In a line |
| Woggle support/little harbour | Parent support infant in woggle as appropriate. Encourage movement by pushing toy/ball forward. | In pairs |
| Backward swims under bridge | Parent supports infant by head, move under woggle bridge, may use mirror or toy to encourage eyes up | In group |
| Turning around | Parent supports infant under arms, facing into circle play “Peek a boo” | In a circle |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Motor boats. If you’re happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It’s raining, it’s pouring. Jelly on the plate. Three little frogs sitting on a well. Little Green Frog. Horsy horsy do not stop. This is the way we say “Goodbye”.

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where’s mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 7

| Objective | Propulsion, rotation, submersion, breathing | |
|---------------------------------|--|------------------------------------|
| Award: STARFISH 2 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs. Change to side hold and encourage further limb movement and encourage bubble blowing. Use a variety of action songs | In a circle |
| Flip flop or whoosh | Parents supports infant in seat hold and move infants towards and then away from the infant next to them, in a smooth gentle rhythmical action. | In a circle |
| Turning around | Parent supports infant under arms, facing into circle, play "Peek a boo" | In a circle |
| Forward swims under bridge | Parents support infant in forward hold, move under bridge. A watering can may be used second time around to sprinkle water over infants head. | In a line |
| Swim to wall/support | Parent swims infant to wall with or without submersion, encourage infant to hold on, monkey along pool ledge. Parents support in forward hold to swim away | In pairs moving around in a circle |
| Backward swims | Parent supports infant by head. Infant may rest head on parents' shoulder. Encourage infant with a toy or mirror to lie back | In a line |
| Woggle support/posture building | Parent supports infant on woggle in sitting position. Parent to hold woggle as appropriate. Parent may sit on woggle with infant. | In a line |
| Woggle support/Little harbour | Parent support infant in woggle as appropriate Encourage movement by pushing toy/ball forward. | In a pairs |
| Posture building | Use large float, parent supports infant on this - sing "Jelly on the plate" infant falls off on cue, encourage holding into float, before climbing onto it. | In group |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. Horsy horsy do not stop. Little green frog. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex - do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 8

| Objective | Propulsion, rotation, submersion, breathing | |
|--|---|------------------------------------|
| Award: STARFISH 2 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Change to side hold to encourage further limb movement and encourage bubble blowing. Use a variety of action songs | In a circle |
| Kicking | Place small balls into the circle and encourage infants to kick. Parent supports infant on back, infants head may rest on parents' shoulder | In a circle |
| Woggle support/little harbour | Parent supports infant in woggle as appropriate. Encourage movement by pushing toy/ball forward. | In pairs |
| Swim to wall/support | Parent swims infant to wall with or without submersion, encourage infant to hold on, monkey along pool ledge. Parents support in forward hold to swim away | In pairs moving around in a circle |
| Forward swims under bridge | Parent supports infant in forward hold, move under bridge. A watering can may be used second time around to sprinkle water over infants head | In a line – moving in a circle |
| Horizontal rotation | Parent supports infant in safety hold, roll them smoothly away and then gently back. Praise, smile and hugs. Change from one arm to the other, rolling first one side and then the other. | In a circle |
| Sitting on wall and entering water from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, bounce across pool in forward hold, then circle and swim back to wall in side position. | In a line |
| Back swims | Parent supports infant by head, gently move them through the water in a snaking motion. Use a toy or mirror to encourage infant to look upward | In a line |
| Posture building | Use large float, parent supports infant on this – sing “Jelly on the plate” infant falls off on cue, encourage holding into float, before climbing onto it. | In group |
| Close and exit | Parent supports infants in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. Five in a bed. Horsy horsy do not stop. This is the way we say “Goodbye”.

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 9

| Objective | Propulsion, rotation, submersion, breathing | |
|--|---|--------------------------------|
| Award: STARFISH 3 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Change to side hold to encourage limb movement and encourage bubble blowing. Use a variety of action songs | In a circle |
| Woggle support/little harbour | Parent supports infant in woggle as appropriate. Encourage movement by pushing toy/ball forward. | In pairs |
| Sitting on wall and entering water from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, bounce across pool in forward hold, then circle and swim back to wall in side hold position. Encourage "Hold on" and then assist infant to climb out | In a line |
| Forward swims under bridge | Parent supports infant in forward hold, move under a bridge, a watering can may be used second time around to sprinkle water over infants head | In a line – moving in a circle |
| Backward swims under bridge | Parent supports infant by head, move under woggle bridge. May use mirror or toy to encourage eyes up. | In a line |
| Horizontal rotation | Parent supports infant in safety hold, roll them smoothly away and then gently back. Praise, smile and hugs. Change from one arm to the other, rolling first one side and then the other. | In a circle |
| Woggle support/posture building | Parent supports infant on woggle in sitting position. Parent to hold woggle as appropriate. Parent may sit on woggle with infant | In a line |
| Supported back float | Parents use one or two woggles, relaxed hold of infant on parents' chest, deep breathing and relaxing | In a line |
| Flip flop or whoosh | Parent supports infant in seat hold and move infant towards and then away from the infant next to them, in a smooth gentle rhythmical action. | In a circle |
| Close and exit | Parent supports infants in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. Five in a bed. Horsy horsy do not stop. Big red tractor. Simon says. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 10

| | | |
|--|---|------------------------------|
| Objective | Propulsion, rotation, submersion, breathing | |
| Award: STARFISH 3 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs. Change to side hold encouraging limb movement and bubble blowing. Use a variety of action songs | In a circle |
| Flip flop or whoosh | Parent supports infant in seat hold and move infants towards and then away from the infant next to them, in a smooth gentle rhythmical action. | In a circle |
| Submersion | Parent supports infant under arms, submerge or blow bubbles into centre circle - praise | In a circle |
| Movement and rotation | Parent supports infant in side hold, move forward and then rotate and spin | In a circle |
| Kicking | Place small balls into the circle and encourage infants to kick. Parent supports infant on back, infants head may rest on parents' shoulder | In a circle |
| Propulsion | Parent supports infant in side hold, encourage reach for ball | In pairs |
| Woggle | Parent supports infant on woggle as appropriate, encouraging movement of limbs to propel toy forward | In pairs |
| Backward swims under bridge | Parents supports infants by head, move under woggle bridge, may use mirror or toy to encourage eyes up. | In a line |
| Horizontal rotation | Parent supports infant in safety hold roll them smoothly away then gently back. Praise, smile and hugs. Change from one arm to the other, rolling first one side and then the other | In a circle |
| Sitting on wall and entering water from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, bounce across pool in forward hold, then circle and swim back to wall in side position. Encourage "Hold on" and then assist infant to climb out. | In a line |
| Close and exit | Parents supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Gee-up horsy and away we go. Big red tractor. Simon says. Twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex - do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 11

| | | |
|--|--|--------------------------------|
| Objective | Propulsion, rotation, submersion, breathing | |
| Award: STARFISH 3 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs. Change to side hold encouraging limb movement and bubble blowing. Use a variety of action songs | In a circle |
| Horizontal rotation | Parent supports infant in safety hold roll them smoothly away then gently back. Praise, smile and hugs. Change from one arm to the other, rolling first one side and then the other | In a circle |
| Flip flop or whoosh | Parent supports infant in seat hold and move infant towards and then away from the infant next to them, in a smooth gentle rhythmical action. | In a circle |
| Submersion | Parent supports infant under arms, submerge or blow bubbles into centre circle - praise | In a circle |
| Kicking | Place small balls into the circle and encourage infant to kick. Parent supports infant on back, infants head may rest on parents' shoulder | In a circle |
| Woggle | Parent supports infant on woggle as appropriate, encouraging movement of limbs to propel toy forward | In pairs |
| Sitting on wall and entering water from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, bounce across pool in forward hold, then circle and swim back to wall in side position. Encourage "Hold on" and then assist infant to climb out | In a line |
| Back swims | Parent supports infant by head, gently move them through the water in a snaking motion. Use a toy or mirror to encourage infant to look up | In a line |
| Forward swims under bridge | Parent supports infant in forward hold, move under a bridge, a watering can may be used second time around to sprinkle water over infants head | In a line - moving in a circle |
| Posture building | Use large float, parent supports infant on this - sing "Jelly on the plate" infant falls off on cue, encourage holding into float, before climbing onto it. | In group |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Gee-up horsy and away we go. Big red tractor. Simon says. Twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex - do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 12

| | | |
|--|--|--------------------------------|
| Objective | Propulsion, rotation, submersion, breathing | |
| Award: STARFISH 3 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs. Change to side hold encouraging limb movement and bubble blowing. Use a variety of action songs. Change hold where appropriate to activity | In a circle |
| Movement & rotation | Parent support infant in side hold, move forward and then rotate and spin | In a circle |
| Rolling over | Parent supports infant in side hold, as they walk around in circle, they roll infant around - moving from front to back and then to front again | In a circle |
| Forward swims under bridge | Parent supports infant in forward hold, move under a bridge, a watering can may be used second time around to sprinkle water over infants head | In a line – moving in a circle |
| Woggle support/little harbour | Parent supports infant on woggle as appropriate. Encourage movement by pushing toy/ball forward. | In pairs |
| Woggle support /posture building | Parent supports infant on woggle in sitting position. Parent to hold woggle as appropriate. Parent may sit on woggle with infant. | In a line |
| Sitting on wall and entering water from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, swim across pool in forward hold, then circle and swim back to wall in side position. Encourage “Hold on” and then assist infant to climb out | In a line |
| Kicking | Place small balls into the circle and encourage infants to kick. Parent supports infant on back, infants head may rest on parents’ shoulder | In a circle |
| Horizontal rotation | Parent supports infant in safety hold roll them smoothly away then gently back. Praise, smile and hugs. Change from one arm to the other, rolling first one side and then the other | In a circle |
| Submersion | Parent supports infant under arms, submerge or blow bubbles into centre circle - praise | In a circle |
| Posture building | Use large float, parent supports infant on this - sing “Jelly on the plate” infant falls off on cue, encourage holding into float, before climbing onto it. | In group |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you’re happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It’s raining, it’s pouring. Jelly on the plate. Three little frogs sitting on a well. Gee-up horsy and away we go. Big red tractor. Simon says. Twinkle twinkle. The ants went marching. This is the way we say “Goodbye”.

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where’s mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 13

| | | |
|--|--|--------------------------------|
| Objective | Propulsion, rotation, submersion, breathing | |
| Award: STARFISH 4 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs. Change to side hold encouraging limb movement and bubble blowing. Use a variety of action songs. Change hold where appropriate to activity | In a circle |
| Forward swims under bridge | Parent supports infant in forward hold, move under a bridge, a watering can may be used second time around to sprinkle water over infants head | In a line – moving in a circle |
| Submersion | Parent supports infant under arms, submerge or blow bubbles into centre circle – praise | In a circle |
| Rolling over | Parent supports infant in side hold, as they walk around in circle, they roll infant around – moving from front to back and then front again | In a circle |
| Forward swims to wall | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using key words | In a line |
| Sitting on wall and entering water from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, swim across pool in forward hold, then circle and swim back to wall in side position. Encourage “Hold on” and then assist infant to climb out | In a line |
| Little harbour | Parent supports infant in little harbour hold. Place toy in front for infant to reach for | In a line |
| Backward swims | Use a mirror or toy to encourage infant to lie back. Walk swiftly backwards, encouraging limb movement. Infant may rest head on parents’ shoulder. | In a line |
| Kicking | Place small balls into the circle and encourage infants to kick. Parent supports infant on back, infants head may rest on parents’ shoulder | In a circle |
| Horizontal rotation | Parent supports infant in safety hold roll them smoothly away then gently back. Praise, smile and hugs. Change from one arm to the other, rolling first one side and then the other | In a circle |
| Posture building | Use large float, parent supports infant on this – sing “Jelly on the plate” infant falls off on cue, encourage holding into float, before climbing onto it. | In group |
| Close and exit | Parent supports infants in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you’re happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It’s raining, it’s pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Gee-up horsy and away we go. Big red tractor. Simon says. Twinkle twinkle. The ants went marching. This is the way we say “Goodbye”.

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where’s mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 14

| | | |
|--|--|------------------------------|
| Objective | Propulsion, rotation, submersion, breathing | |
| Award: STARFISH 4 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs. Change to side hold encouraging limb movement and bubble blowing. Use a variety of action songs. Change hold where appropriate to activity | In a circle |
| Horizontal rotation | Parent supports infant in safety hold roll them smoothly away then gently back. Praise, smile and hugs. Change from one arm to the other, rolling first one side and then the other | In a circle |
| Rolling over | Parent supports infant in side hold, as they walk around in circle, they roll infant around - moving from front to back and then front again | In a circle |
| Submersion | Parent supports infant under arms, submerge or blow bubbles into centre circle - praise | In a circle |
| Little harbour | Parent supports infant in little harbour hold. Place toy in front for infant to reach | In a pairs |
| Sitting on wall and entering water from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, swim across pool in forward hold, then circle and swim back to wall in side position. Encourage "Hold on" and then assist infant to climb out | In a line |
| Kicking | Place small balls into the circle and encourage infants to kick. Parent supports infant on back, infants head may rest on parents' shoulder | In a circle |
| Posture building | Use large float, parent supports infant on this - sing "Jelly on the plate" infant falls off on cue, encourage holding into float, before climbing onto it. | In group |
| Close and exit | Parents support infants in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Gee-up horsy and away we go. Big red tractor. Simon says. Twinkle twinkle. The ants went marching. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex - do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 15

| | | |
|--|--|------------------------------|
| Objective | Propulsion, rotation, submersion, breathing | |
| Award: STARFISH 4 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders (song optional) | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Change holds where appropriate to activity | In a circle |
| Submersion | Parent supports infant under arms, submerge or blow bubbles into centre circle - praise | In a circle |
| Horizontal rotation | Parent supports infant in safety hold roll them smoothly away then gently back. Praise, smile and hugs. Change from one arm to the other, rolling first one side and then the other | In a circle |
| Forward swims to wall/submerge | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using keywords | In a line |
| Sitting on wall and entering water from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, swim across pool in forward hold, then circle and swim back to wall in side position. Encourage "Hold on" and then assist infant to climb out | In a line |
| Rolling over | Parent supports infant in side hold, as they walk around in circle, they roll infant around - moving from front to back and then front again | In a circle |
| Little harbour or woggle | Parent supports infant in little harbour hold. Place toy in front for infant to reach for. | In a line |
| Backward swims | Use a mirror or toy to encourage infant to lie back. Walk swiftly backwards, encouraging limb movement. Infant may rest head on parents' shoulder. | In a line |
| Woggle support/posture building | Parent supports infant on woggle in sitting position. Parent to hold woggle as appropriate. Parent may sit on woggle with infant | In a line |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Gee-up horsy and away we go. Big red tractor. Simon says. Twinkle twinkle. Have you ever seen. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex - do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 16

| | | |
|--|--|------------------------------|
| Objective | Propulsion, rotation, submersion, breathing | |
| Award: STARFISH 4 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders (song optional) | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs. Change holds where appropriate to activity | In a circle |
| Forwards swims to wall. Submerge | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using keywords | In a line |
| Holding on | Encourage infant to hold on to wall and move along | In a line |
| Little harbour | Parent supports infant in little harbour hold. Place toy in front for infant to reach | In a line |
| Rolling over | Parent supports infant in side hold, as they walk around in circle, they roll infant around – moving from front to back and then front again | In a circle |
| Horizontal rotation | Parent supports infant in safety hold roll them smoothly away then gently back. Praise, smile and hugs. Change from one arm to the other, rolling first one side and then the other | In a circle |
| Backward swims | Use a mirror or toy to encourage infant to lie back. Walk swiftly backwards, encouraging limb movement. Infant may rest head on parents' shoulder | In a line |
| Sitting on wall and entering water from poolside | Parent supports infant as appropriate to age and ability. On cue, enter water, swim across pool in forward hold, then circle and swim back to wall in side position. Encourage "Hold on" and then assist infant to climb out | In a line |
| Posture building | Use large float, parent supports infant on this – sing "Jelly on the plate" infant falls off on cue, encourage holding into float, before climbing onto it. | In group |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Gee-up horsy and away we go. Big red tractor. Simon says. Twinkle twinkle. Have you ever seen. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 17

| Objective | Propulsion, rotation, submersion, breathing | |
|---------------------------------|--|------------------------------|
| Award: STARFISH 5 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Encourage bubble blowing. Use a variety of action songs, change hold where appropriate to activity | In a circle |
| Rolling over | Parent support's infant in side hold, as they walk around in a circle, they roll infant around – moving from front to back and then to front again – sing "5 in a bed" | In a circle |
| Front surf/woggle | Parent supports infant on a woggle or hold their arm and encourage limb movement while moving around the pool | In a line |
| Forwards swims to wall. | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using keywords | In a line |
| Holding & moving | Encourage infant to move along wall, use keywords | In a line |
| Swims away from wall. Submerge | Parent supports infant with one hand, infant turns and swims to parent. Combine last 3 practices | In a line circling around |
| Rotation | Parent support infant under arms facing them away, assist 180 degree rotation. Cue and encourage submersion | In a circle |
| Snaking | Parent supports infant by the hands and moves in a gentle figure of eight movement | In pairs |
| Woggle support/posture building | Parent supports infant on woggle in sitting position. Parent to hold woggle as appropriate. Parent may sit on woggle with infant | In a line |
| Front or back swims | Parent swims with infant either on the front or back. A woggle may be used for additional support | In pairs |
| Jumping in | Swim to wall, assist with climb out. Encourage infant to stand – with support if necessary – use keywords. Stop, toes, hands up, ready go | In a line |
| Woggle/bubble blowing | Infant supported on woggle, encourage infant to reach for toy and blow it forward | In pairs |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Big red tractor. Simon says. Twinkle twinkle. Dingle dangle scarecrow. 5 little ducks. The ants went marching. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 18

| Objective | Propulsion, rotation, submersion, breathing, floating | |
|--------------------------------|--|------------------------------|
| Award: STARFISH 5 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parent walks into pool holding infant | One at a time |
| | Encourage wriggle entry by infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Encourage bubble blowing, Use a variety of action songs, change hold where appropriate to activity | In a circle |
| Rolling over | Parent supports infant in side hold, as they walk around in a circle they roll infant around – moving from front to back and then to front again – “5 in a bed” | In a circle |
| Rotation | Parent supports infant under arms facing them away, assist 360 degree rotation. Cue and encourage submersion | In a circle |
| Front/surf woggle | Parent supports infant on a woggle or hold their arm and encourage limb movement while moving around the pool | In a line |
| Woggle/bubble blowing | Infant supported on woggle, encourage infant to reach for toy and blow it forward | In pairs |
| Forwards swims to wall. | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using keywords | In a line |
| Holding & moving | Encourage infant to move along wall, use keywords | In a line |
| Swims away from wall. Submerge | Parent supports infant with one hand, infant turns and swims to parent. Combine last 3 practices | In a line circling around |
| Floating | Encourage infant to lie flat on water, on woggle, in a star position. Parent supports under back | In pairs |
| Back swims | Parent supports infant by head, gently move them through the water in a snaking motion. Use a toy or mirror to encourage infant to look upward, infant maybe on a woggle | In a line |
| Jumping in | Swim to wall, assist with climb out. Encourage infant to stand – with support if necessary – use keywords. Stop, toes, hands up, ready go | In a line |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Big red tractor. Simon says. This is the way we say “Goodbye”.

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 19

| Objective | Propulsion, rotation, submersion, breathing, floating | |
|------------------------------------|---|-------------------------------|
| Award: STARFISH 5 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| | Encourage wriggle entry by infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Encourage bubble blowing, Use a variety of action songs, change hold where appropriate to activity | In a circle |
| Forwards swims to wall. | Parent supports infant in side holds, swim towards wall, cue and submerge, encourage to hold using keywords | In a line |
| Holding & moving | Encourage infant to move along wall, use keywords | In a line |
| Swims away from wall. Submerge | Parent supports infant with one hand, infant turns and swims to parent. Combine last 3 practices | In a line circling around |
| Woggle/bubble blowing | Infant supported on woggle, encourage infant to reach for toy and blow it forward | In pairs |
| Rolling over | Parent supports infant in side hold, as they walk around in a circle they roll infant around - moving from front to back and then to front again - "5 in a bed" | In a circle |
| Rotation | Parent supports infant under arms facing them away, assist 180 degree rotation. Cue and encourage submersion | In a circle |
| Backward swims under woggle bridge | Infant on woggle, parent encourage infant to swim under bridge, mirror or toy may be used to encourage infant to look upward | In a line and circling around |
| Forwards swims under woggle bridge | Infant on woggle, parent encourages infant to swim under bridge | In a line/and circling around |
| Jumping in | Swim to wall, assist with climb out. Encourage infant to stand - with support if necessary - use keywords. Stop, toes, hands up, ready go, encourage parent to swim | In a line |
| Woggle support/posture building | Parent support infant on woggle in sitting position. Parent to hold woggle as appropriate. Parent may sit on woggle with infant | In a line |
| Floating | Encourage infant to lie flat on water, on woggle, in a star position. Parent supports under back | In pairs |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Pour the water. I'm a little teapot. Have yoyu ever seen. Big red tractor. Simon says. Twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex - do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 20

| | | |
|------------------------------------|--|------------------------------|
| Objective | Propulsion, rotation, submersion, breathing, floating | |
| Award: STARFISH 5 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| | Encourage wriggle entry by infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Encourage bubble blowing, Use a variety of action songs, change holds where appropriate to activity | In a circle |
| Front/surf woggle | Parent supports infant on a woggle or hold their arm and encourage limb movement while moving around the pool | In a line |
| Woggle/bubble blowing | Infant supported on woggle, encourage infant to reach for toy and blow it forward | In pairs |
| Backward swims under woggle bridge | Infant on woggle, parent encourage infant to swim under bridge, mirror or toy may be used to encourage infant to look upward | In a line |
| Rotation | Parent supports infant under arms facing them away, assist 180 degree rotation. Cue and encourage submersion | In a circle |
| Forwards swims to wall. | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using keywords | In a line |
| Holding & moving | Encourage infant to move along wall, use keywords | In a line |
| Swims away from wall. Submerge | Parent supports infant with one hand, infant turns and swims to parent. Combine last 3 practices | In a line circling around |
| Jumping in | Swim to wall, assist with climb out. Encourage infant to stand – with support if necessary – use keywords. Stop, toes, hands up, ready go, encourage parent to swim | In a line |
| Woggle rides | Parent supports infant on woggle and encourages movement | In pairs |
| Floating | Encourage infant to lie flat on water, on woggle, in a star position. Parent supports under back | In pairs |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. Have you ever seen. Pour the water. I'm a little teapot. 5 in a bed. Horsy horsy do not stop. Big red tractor. Simon says. Twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 21

| Objective | Propulsion, rotation, submersion, breathing, floating | |
|------------------------------------|---|-------------------------------|
| Award: STARFISH 6 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| | Encourage wriggle entry by infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Encourage bubble blowing, Use a variety of action songs, change hold where appropriate to activity | In a circle |
| Kicking | Place small balls into the circle and encourage infants to kick. Parent supports infant on back, infants head may rest on parents' shoulder | In a circle |
| Roll and forward swims | Roll from front to back and swim to centre to grasp ball, turn and swim out. Throw ball into centre, repeat last 2 activities | In a circle |
| Backward swims under woggle bridge | Infant on woggle, parent encourage infant to swim under bridge, mirror or toy may be used to encourage infant to look upward | In a line and circling around |
| Forward swims on woggle | Roll onto front on woggle and reach for toy across the pool, encourage limb movement and bubble blowing | In pairs |
| Forwards swims to wall. | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using keywords | In a line |
| Holding & moving | Encourage infant to move along wall, use keywords | In a line |
| Swims away from wall. Submerge | Parent supports infant to move along with one hand, infant turns and swims to parent. Combine last 3 practices | In a line circling around |
| Snaking | Parent supports infant by the hands and moves in a gentle figure of eight movement | In pairs |
| Front or back swims | Parent swims with infant either on the front or back. A woggle may be used for additional support | In pairs |
| Floating | Encourage infant to lie flat on water, on woggle, in a star position. Parent supports under back | In pairs |
| Jumping in | Swim to wall, assist with climb out. Encourage infant to stand - with support if necessary - use keywords. Stop, toes, hands up, ready go, encourage parent to swim | In a line |
| Woggle rides | Parent support infant on woggle and encourage movement | In pairs |
| Free swims | Infant swims with parent either on their front or back. Parent may use woggle | In pairs |
| Rotation | Parent supports infant under arms facing them away, assist 360 degree rotation. Cue and encourage submersion | In a circle |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the Mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Ring a roses. The ants went marching. Big red tractor. Simon says. Twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex - do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 22

| Objective | Propulsion, rotation, submersion, breathing, floating | |
|------------------------------------|---|-------------------------------|
| Award: STARFISH 6 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| | Encourage wriggle entry by infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Encourage bubble blowing, Use a variety of action songs, change hold where appropriate to activity | In a circle |
| Rotation | Parent supports infant under arms facing towards them, assist 360 degree rotation. Cue and encourage submersion | In a circle |
| Kicking | Place small balls into the circle and encourage infants to kick. Parent supports infant on back, infants head may rest on parents' shoulder | In a circle |
| Roll and forward swims | Roll from front to back and swim to centre to grasp ball, turn and swim out. Throw ball into centre, repeat last 2 activities | In a circle |
| Forward swims on woggle | Roll onto front on woggle and reach for toy across the pool, encourage limb movement and bubble blowing | In pairs |
| Forwards swims under woggle bridge | Infant on woggle, parent encourages infant to swim under bridge, use toy for encouragement | In a line/and circling around |
| Forwards swims to wall. | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using keywords | In a line |
| Holding & moving | Encourage infant to move along wall, use keywords | In a line |
| Swims away from wall. Submerge | Parent supports infant with one hand, infant turns and swims to parent. Combine last 3 practices | In a line circling around |
| Floating | Encourage infant to lie flat on water, on woggle, in a star position. Parent supports under back | In pairs |
| Backward swims under woggle bridge | Infant on woggle, parent encourage infant to swim under bridge, mirror or toy may be used to encourage infant to look upward | In a line and circling around |
| Woggle rides | Parent support infant on woggle and encourage movement | In pairs |
| Free swims | Infant swims with parent either on their front or back. Parent may use woggle | In pairs |
| Jumping in | Swim to wall, assist with climb out. Encourage infant to stand - with support if necessary - use keywords. Stop, toes, hands up, ready go | In a line |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs: Here we go around the mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. There was a princess. 5 elephants. Dingle dangle scarecrow. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Big red tractor. Simon says. Hokey cokey. 5 little ducks. Twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex - do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 23

| Objective | Propulsion, rotation, submersion, breathing, floating | |
|--------------------------------|---|------------------------------|
| Award: STARFISH 6 | | |
| Activity | Teaching Points | Organisation |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| | Encourage wriggle entry by infant | One at a time |
| Hello song | Parent supports infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parent holds infant in safety hold, encourage movement of limbs. Encourage bubble blowing, Use a variety of action songs, change hold where appropriate to activity | In a circle |
| Rotation | Parent supports infant under arms facing them away, assist 360 degree rotation. Cue and encourage submersion | In a circle |
| Floating | Encourage infant to lie flat on water, on woggle, in a star position. Parent supports under back | In pairs |
| Forward swims on woggle | Roll onto front on woggle and reach for toy across the pool, encourage limb movement and bubble blowing | In pairs |
| Forwards swims to wall. | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using keywords | In a line |
| Holding & moving | Encourage infant to move along wall, use keywords | In a line |
| Swims away from wall. Submerge | Parent supports infant to move along with one hand, infant turns and swims to parent. Combine last 3 practices | In a line |
| Free swims | Infant swims with parent either on their front or back. Parent may use woggle | In pairs |
| Kicking | Place small balls into the circle and encourage infants to kick. Parent supports infant on back, infants head may rest on parents' shoulders. | In a circle |
| Roll and forward swims | Roll from back to front and swim to centre to grasp ball, turn and swim out. Throw ball into centre, repeat last 2 activities | In a circle |
| Jumping in | Swim to wall, assist with climb out. Encourage infant to stand - with support if necessary - use keywords. Stop, toes, hands up, ready go. Encourage parent to swim | In a line |
| Posture/float | Parent encourages infant to swim to large float, climb on and wait until cued to roll off and swim to parent | In group |
| Close and exit | Parent supports infant in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy. | In a circle One at a time |

Suggested activity songs:

Here we go around the Mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Ring a roses. The ants went marching. Big red tractor. Simon says. Three little men in a flying saucer. 5 little ducks. Incy wincy spider. Ride a cock horse. Runaway train. Twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex - do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Lesson Plan 24

| Objective | Propulsion, rotation, submersion, breathing, floating | |
|------------------------------------|---|-------------------------------|
| Award: STARFISH 6 | | |
| Activity | Teaching Points | Organization |
| Entry | Teacher hands infant to parent in the pool | One at a time |
| | Parent lowers themselves and infant slowly into water to shoulder level relaxing shoulders | All together |
| | Parents walk into pool holding infant | One at a time |
| | Encourage wriggle entry by infant | One at a time |
| Hello song | Parents support infant in safety hold, facing into circle | In a circle |
| Warm up movements | Parents hold infant in safety hold, encourage movement of limbs. Encourage bubble blowing, Use a variety of action songs, change hold where appropriate to activity | In a circle |
| Jumping in | Swim to wall, assist with climb out. Encourage infant to stand – with support if necessary – use keywords. Stop, toes, hands up, ready go | In a line |
| Forwards swims to wall. | Parent supports infant in side hold, swim towards wall, cue and submerge, encourage to hold on using keywords | In a line |
| Holding & moving | Encourage infant to move along wall | In a line |
| Swims away from wall. Submerge | Parent supports infant to move along with one hand, infant turns and swims to parent. Combine last 3 practices | In a line circling around |
| Kicking | Place small balls into the circle and encourage infants to kick. Parent supports infant on back, infants head may rest on parents' shoulders | In a circle |
| Roll and forward swims | Roll from front to back and swim to centre to grasp ball, turn and swim out. Throw ball into centre, repeat last 2 activities | In a circle |
| Free swims | Infant swims with parent either on their front or back. Parent may use woggle | In pairs |
| Rotation | Parent support infant under arms facing them away, assist 180 degree rotation. Cue and encourage submersion | In a circle |
| Floating | Encourage infant to lie flat on water, on woggle, in a star position. Parent supports under back | In pairs |
| Backward swims under woggle bridge | Infant on woggle, parent encourage infant to swim under bridge, mirror or toy may be used to encourage infant to look upward | In a line and circling around |
| Woggle rides | Parent support infant on woggle and encourage movement | In pairs |
| Posture/float | Parent encourages infant to swim to large float, climb on and wait until cued to roll off and swim to parent | In group |
| Close and exit | Parents support infants in safety hold facing inwards, praise babies. Goodbye song, teacher assists parents with infants, infants wrapped up cosy | In a circle One at a time |

Suggested activity songs:

Here we go around the mulberry bush. Wheels on the bus. The arms of a swimmer. Motor boats. If you're happy and you know it. Doctor Foster. Ten fat sausages. Grand old duke of York. It's raining, it's pouring. Jelly on the plate. Three little frogs sitting on a well. 5 in a bed. Horsy horsy do not stop. Ring a roses. The ants went marching. Big red tractor. Simon says. Three little men in a flying saucer. 5 little ducks. Incy wincy spider. Ride a cock horse. Runaway train. Twinkle twinkle. This is the way we say "Goodbye".

Key Words: Splash, bubbles, kick, ready-go, hold on, reach, roll, where's mummy., peek-a-boo, spray, turn, roll, wait, toes, hands up.

Key points: 6-8 months: righting reflex – do not like being on back, so do short spells, i.e. seconds. Arms splash and legs kick. Reach & hold. Follow eyes and facial expressions, mimic, splash hands, kick legs when stimulated by movement.

Songs

List of songs that can be used with the STARFISH Lesson Plans

Safe entry and warm up

- There's a worm at the bottom of the garden
- There's a fish at the bottom of the swim pool
- Hello everybody how are you this morning
- Point to the teacher

Propulsion

- Happy & you know it
- Wheels on the bus
- The arms on the swimmer
- Here we go round the mulberry bush
- Motor boat, motor boat
- Have you ever seen Mary go this way and that way
- This is way we splash our hands
- Glub, glub went the little green frog one day
- Dingle dangle scarecrow
- 5 little ducks went swimming one day
- 5 currant buns in the baker shop
- My name is Pinocchio
- Old Macdonald had a farm
- Okey, cokey
- All the fish are swimming in the water
- Bananas in pyjamas
- To and fro, here we go
- The more we are together
- Peter hammers with one hammer
- Swim baby Swim
- Here we go up and down
- One elephant came out to play
- Paint a rainbow

Floating

- Twinkle, twinkle little star
- Jack in the box, still as a mouse
- Rock a bye baby
- I hear thunder
- Rain on the green grass
- Five little children lying in the pool
- Mary, Mary quite contrary.
- I'm a little teapot
- Rub a dub dub
- Incy wincey spider

Rotation

- 10 fat sausages sizzling in the pan
- 10 in a bed and the little one said "roll over"
- I'm a little pancake
- Wind the bobbin up
- Teddy bear, teddy bear turn around
- Motor boat, motor boat
- Here we go Looby Loo
- Three little men in a flying saucer
- Where is Mummy?

Jumping In

- Doctor Foster
- Humpty Dumpty
- 5 Little speckled Frogs
- 3 Little frogs sitting on a well
- We went to the animal fair

Water Sprinkling

- Pour the water
- Its raining , its pouring
- London's burning
- I'm a little teapot
- Incy wincey spider
- Rain on the green grass

Submersion

- Hickory Dickory Dock
- Teddy Bear, teddy bear
- I'm a little pancake
- Ring a roses
- Wibble wobble , wibble wobble, jelly on the plate
- Grand old Duke of York
- London Bridge is falling down
- Incy wincey spider

Blowing Bubbles

- The run - a - way train went over the hill and he blew
- Puffer Train
- How much is the doggy in the window

Song words:

Safe Entry

There's a worm at the bottom of the garden
 And his name is wiggly woo
 There's a worm at the bottom of the garden
 And all that he can do
 Is wiggle all night & wiggle all day
 And that's what all the people say
 There's a worm at the bottom of the garden and his name is wiggly woo

There's a fish at the bottom of the swim pool
 And his name is Stanley too
 There's a fish at the bottom of the swim pool, just watch what he can do
 He swims to the left and swim to the right
 And flick his tail with all his might
 There's a fish at the bottom of the swim pool and his name is Stanley too

Used for entry into the water.

Adult sits on poolside with baby and uses swivel entry into water.

Hold baby appropriately for age and swimming baby into circle, ready to begin class.

Or for entry down steps. Song can begin and baby is passed to Adult and then the pair swim into a circle, song continues until everyone is ready in circle.

Hello Song: Tune the Ash Grove

Welcome everybody, how are you this morning
 We'll swim in a circle & splash and have fun
 We'll blow big bubbles bree, bree, bree, bree, bree, bree
 We'll blow big bubbles and splash and have fun
 We'll jump up & down and spin round & round
 We'll jump up & down and splash & have fun.

Pairs move around in a circle. Side support hold

First splashing hands and feet.

Circle stops and babies face inwards. Babies to side of Adult. Adult blows bubbles, baby mimics

Irene's Tune - Beginning (safety) Recognizing Teacher.

Point to the teacher - wave hello

Splash your hands and off we go - wee!

Splash your hands together - 1,2,3

Blow your bubbles and swim with me - wee!

Kick your legs now - 1,2,3

Eyes to the ceiling and swim with me - wee!

Twirl in the water - 1,2,3

Twirl in the water and swim with me - wee!

Jump in the water -1,2,3

Jump in the water and swim with me - wee!

Propulsion**The arms of the swimmer**

The arms of the swimmer go round and round,
 Round and round,
 Round and round,
 The arms of the swimmer go round and round
 All day long.

The legs of the swimmer go kick, kick kick.
 The mouths of a swimmer go Bree, bree, bree.
 The body of the swimmer goes to and fro.

Have you ever seen Mary?

Have you ever seen Mary go this way and that way,
 Have you ever seen Mary go this way and that.
 This way and that way, this way and that way,
 Have you ever seen Mary go this way and that.

Change name to name of child. Move child around pool to song, either on front or on back.

Green frog

Glub, glub went the little green frog one day
 Glub, glub went the little green frog
 Glub , glub went the little green frog one day
 And they all went glub, glub, glub.
 But we all know frogs go lardie, dardie, dar, lardie, dardie, dar, lardie, dardie, dar.
 But we all know frogs go lardie, dardie, dar. They don't go glub, glub, glub.

Repeat song substituting jump, swim.

Dingle dangle scarecrow

When all the children were sleeping, and the sun had gone to bed,
 Up jumped the scarecrow and this is what he said
 I'm a dingle dangle scarecrow with a flippy floppy hat
 I can shake my hands like this and shake my feet like that.
 When all the hens were roosting and the moon behind a cloud
 Up jumped the scarecrow and shouted very loud --
 When all the cows were sleeping and the pigeons in their loft
 Up jumped the scarecrow and whispered very soft

5 current buns in a bakers shop

5 current buns in a bakers shop
 Big and round with sugar on the top
 Along came a boy with a penny one day
 Bought a current bun and took it right away
Can be used to swim to toy, pick it up and return to given place.

Pinocchio

My name is Pinocchio
 I work in a puppet show
 This is what my arms can do - they go like this
 This is what my arms can do - see if you can do it too
 This is what my arms can do - they go like this
Repeat song substituting legs, then lips.

All the fish are swimming

All the fish are swimming in the water
 Swimming in the water, swimming in the water
 All the fish are swimming in the water
 Splash, pop, wee

Repeat with:**All the ducks - splashing****All the frogs - hopping****All the bread is floating in the water****Bananas in pyjamas**

Bananas in pyjamas are monkeying round the pool
 Bananas in pyjamas aren't we really cool
 Bananas in pyjamas are learning how to swim
 'Cos on Wednesday's we all come to Aqua tots to swim

Tune: Sur le pont

Too and fro, here we go
 Jump up high and then down low
 To and fro, here we go
 Turn around ready to blow
 To and fro, here we go
 Kick your legs, swim too and fro.

The more we are together

The more we are together, together, together
 The more we are together, the better we'll swim

Peter hammers with one hammer

(Name of child) splashes with both hands, both hands, both hands, ----- splashes with both hands - splash, splash, splash.
 (name of child) kicks with both feet etc.

Also use: Jump in and out
 Turn round and round
 Swims too and fro.

Tune: Agadoo

Swim baby swim, swim, swim
 Up and down . 1.2.3.
 Swim baby swim, swim, swim
 In and out and turn about
 Swim to the left, then the right
 Jump up and down. Make a splash
 Swim baby swim, swim, swim
 To the middle and come right back.

Tune: Here we go looby loo

Here we go up and down
 Here we go round and round
 Here we go in and out
 That's what swimming is all about

Splash your arms and legs
 Blow you bubbles too
 Turn around and around
 Are you ready to "peek a boo"

One elephant

One Elephant came out to play
 Upon the green green grass one day
 He was having such enormous fun
 That he called for another elephant to come.

Build up on woggles into a train**Backcrawl: Tune - Baa baa black sheep**

Paint a rainbow in the sky
 Pull it down to touch your thigh
 First with one arm , then with the other
 Circle them around and swim to mother

Floating**Jack in the box**

Jack in the box, still as a mouse, deep down inside your little dark house,
 Jack in the box, resting so still - will you come out: Yes. I will.

Children lay on backs floating, on "Yes I will" jump up and splash.

Rain on the green grass

Rain on the green grass
 Rain on the tress
 Rain on the rooftops
 And rain on me.

5 little children

5 little children
 Lying in the pool
 Sleeping quietly as can be
 Along came a big fish and what do you think?
 Up jumped the children - quick as a wink

Mary, Mary: floating

Mary Mary , quite contrary
 How does your garden grow,
 With sliver bells and cockle shells and pretty maids all in a row, row row,
 And pretty maids all in a row..

I'm a little teapot : floating into rotation

I'm a little teapot, short and stout. I'm a little teapot here me shout,
 When the tea is ready hear me shout,
 Tip me up and pour me out.

Rub a dub dub

Rub a dub dub give Henry a scrub,
 Wash him clean and make him nice
 Rub a dub dub, give Henry a scrub
 Make him nice and clean

Lie back with hair in water - before push and glide**Incy wincey spider**

Incy wincey spider, climbing up the spout,
 Out came the rain and washed the spider out
 Out came the sun and dried up all the rain, so Incy, wincy spider climbed the spout again.

Can be used:

1. Child floats on back, kicks legs for rain, star float for sunshine.
2. Child can climb up and down adult or use a woggle or pole.

Rotation**10 fat sausages**

10 fat sausages sizzling in the pan

One went "Pop" and the other went "Bang"

Children at poolside holding on, turn and swim to adult on "Pop" and "Bang"

I'm a little pancake

I'm a little pancake nice and flat,

I'm a little pancake lying on my back,

Flip me up and swim me back.

Wind the bobbin up

Wind the bobbin up

Wind the bobbin up

Pull Pull , clap clap

Point to the window point to the door

Point to the ceiling point to the floor.

Teddy bear, teddy bear

Teddy bear, teddy bear, turn around

Teddy bear teddy bear touch the ground,

Teddy bear teddy bear to and fro

Teddy bear teddy bear under we go. (or blow bubbles)

Motor boat, motor boat.: rotation

Motor boat motor boat going slow slow,

Motor boat motor boat going so fast,

Motor boat , motor boat turn on the gas --- Wee

Either move in a circle and then rotate individually on "wee" or turn individually.

Three Little men in a flying saucer

Three little men in a flying saucer

Flew round the earth one day

They looked left and right but they didn't like the sight so -

one man flew away

Two little men....

One little man...

Tune: frere jacque

Where is mummy

Where is mummy

Look and see

Look and see

Mummy is behind you

Mummy is behind you

1,2,3 - Look and see

Use name of adult rather than "mummy"

Jumping In**Doctor Foster**

Doctor Foster went to Gloucester in a shower of rain
 He fell in a puddle right up to his middle
 And never was seen again.

5 little speckled frogs

5 little speckled frogs sat on a speckled log
 Eating the most delicious grub – yum, yum
 One jumped into the pool where it was nice and cool
 Then there were 4 green speckled frogs Glub, glub.

3 little froggies

3 Little froggies playing by the well,
 One jumped up and in he fell,
 Froggies playing here,
 Froggies playing there,
 Froggies rolling over and jumping in the air

Animal fair

We went to the animal fair
 The birds and the bees were there
 The big baboon by the light of the moon
 Was combing his auburn hair
 The monkey fell out of his bunk – crash
 And slide down the elephants trunk – wee
 The elephant sneezed atchoo
 And fell on his knees
 And what became of the monkey, monkey, monkey

Children sit on poolside, jump into the water, blow bubbles, swim to wall and monkey across pool.

Water sprinkling : Tune - London bridge

Pour the water
 On your arm, on your arm, on your arm
 Pour the water on your arm, on your arm.
 Water on nose, ears, cheek, toes, legs, etc.
 Mum holds baby in safety hold, use a watering can or sprinkler to pour water gently over body parts

It's raining, it's pouring – kicking and movement

Its raining , its pouring Its raining , its pouring, so we are going touring,
 Around the pool and under the bridge,
 Kicking and splashing all morning.

Teacher holds woggle in bridge. Children on one or two woggles, kick and blow under bridge. Teacher holds watering can and pours water as children go under.

London's burning – kicking and movement

London's burning, London's burning
 Fire, fire, fire, fire,
 Fetch the engine, fetch the engine
 Pour on water, pour on water.
 Children on backs, heads on Mum's shoulders. Kick legs to make big splashes for first two lines.
 Use side hold to fetch watering cans – return to circle to pour water into centre.

Submersion**Round and round the garden**

Round and round the garden, like a teddy bear

1 kick, 2 kicks, were going under there. (Submersion) under woggle bridge.

Hickory dickory dock

Hickory dickory dock - the mouse ran up the clock

(Child climbs up the woggle or pole)

The clock struck 1 the mouse ran down

(Child goes down the woggle submerging vertically)

hickory, dickory dock

(Child resurfaces).

Blowing bubbles - bunaway train tune

The large mummy duck went into the pond and she quacked,

The large mummy duck went into the pool and she quacked

The large mummy duck went into the pool

She put on her shades - did she look cool, and she quacked , quacked, quacked ,quacked, quacked.

Goodbye song: Tune - Ash grove

Goodbye until next time, we hope you've all had fun.

We've kicked and we've paddled and blown bubbles too.

We've splashed with our hands, slpash, slpash, splash, splash, splash

And now we are going to wave them at you.

Goodbye, goodbye, goodbye, goodbye,

We'll see you the next time and have fun then too.

Stages of Progression

Progressions and Development of Activities.

Set out below are suggested progressive stages that you may follow to develop the child from total dependency on the accompanying adult to independence and confidence in the water.

There is no set time or number of sessions for each stage – this will depend upon the maturity and confidence of the child.

Grand old Duke of York: Stages for vertical submersion

Stage 1: Up and down on top of the water

Stage 2: Up and down – once under the water with adult

Stage 3: Up and down – once under

Stage 4: Up and down, touch the floor with feet

Using woggles:

Stage 1: Adult holds infant on woggle, wrapping woggle around child. Adult and child may both be inside woggle. Adult needs to be at side of child or may get kicked by child's leg action

Stage 2: Adult holds woggle - facing child so that eye contact is kept.

Stage 3: Adult holds infant's hands on woggle and walks backwards

Stage 4: Adult keeps letting go – infant unaided

Stage 5. As confidence grows large woggle maybe substituted by one small one.

Climbing in:

Stage 1: Infant climbs in the little pool, wiggly worms backwards

Stage 2: Infant backwards down steps – big pool

Stage 3: Infant big pool – wiggly worm

Stage 4: Infant sit and swivel

Horsy: Introducing balance

Stage 1: Adult and infant on woggle together

Stage 2: Infant on woggle – adult supports

Stage 3: Infant on woggle – jumps

Stage 4: Infant on woggle – swim unaided

Big Duck: Introducing breathing

Stage 1: Make noise – quack, quack

Stage 2: Blow in water and push duck

Stage 3: Faces in water

Treading water:

Stage 1: Sit on poolside, up and down action of legs, bend knees

Stage 2: In water, adult moves legs up and down

Stage 3: Spin in a circle with support from adult.

Stage 4: Spin in a circle unaided (face in)

Stage 5: Stay head up unaided

Sculling: On back

Stage 1: On woggle – move hands

Stage 2: On woggle – legs over water, move hands (waterwheel)

Stage 3: No Woggle – under bridge

Hold on and turning; also leading to push and glide

Stage 1: Monkey around in the pool

Stage 2: Monkey, turn, adult holds under armpits, swim away

Stage 3: Monkey, turn, right hand in left of adult, let go and swim with adult.

Stage 4: Monkey – turn unaided, swim to adult.

Teaching breathing:

Stage 1: Circle, blow bubbles – using song to stimulate.

Stage 2. Blowing egg flips across pool

Stage 3: Face in water blowing bubbles

Stage 4: Swim on front using a woggle, adult taps head and breath

Stage 5: Infant swims, adult lifts for child to breathe

Stage 6: Looks for light up and down

Stage 7. Teacher or adult taps head as child swims, cueing for breathing

Stage 8. Child swims and breathes automatically

Infant swims.

Stage 1: Infant swims to poolside with guidance

Stage 2. Infant swims from teacher to adult, with guidance.

Stage 3. Infant holds poolside with one hand, turns to adult who holds other hand, swims to adult from poolside.

Stage 4: Looks for light or toy and swims from teacher to adult

Stage 5. Swims freely from poolside to adult and back to poolside.

Swimming on the back:

Stage 1. 2 small woggles, one under each arm

Stage 2: Using 1 woggle

Stage 3: Holding a float

Stage 4: Without a float, adult holds behind head

Stage 5: Unaided swim

Woggle rides with an adult:

Stage 1: Infant on front

Stage 2: Infant on front - kick

Stage 3: Infant on back

Stage 4: Infant on back – kick

Stage 5: Adult on woggle – infant holds adult's shoulder and has a back ride

Stage 6: No woggle – back rides

Stage 7: Nowoggle – front rides

Stage 8: No woggle – submerge together

Rotation - Horizontal

Stage 1: Backs to fronts – adult rolls infant

Stage 2: Infant lies on back and rotates to hold wall and pick up a toy – some help may be needed

Stage 3: Using a woggle the child lies on back and rolls over to swim on their front.

Stage 4. Using a woggle the child lies on front and rolls over to swim on their back.

Stage 5: Without a woggle the child swims on front and rolls over to make a star shape.

Stage 6. Without a woggle the child swims on their back and rolls over to swim on their front

Rotation - Vertical.

Stage 1. Rolling from back lying position to front lying position using songs that “tip up”, with adult support.

Stage 2. Using a woggle to tip up from back lying position to reach for a toy.

Stage 3. Using a woggle swing back and forth like a bell ringing, from back to front; front to back.

Stage 4. Without a woggle swim forward and rotate to a “standing” position.

Stage 5. Without a woggle swim on back and rotate to a “standing” position.

Runaway train: social activity including movement and balance.

Stage 1: Adult with infant in between woggles

Stage 2: Infant on own on woggle - no adult

Stage 3: Infant on woggle, swim from front of train to the back and play "catch the carriage"

Humpty dumpty: Introducing forward entry into water.

Stage 1: Infant on poolside or on large float, lean forward and gently enter the water with support from adult.

Stage 2: Infant rolls into the water and under the water with guidance from adult.

Stage 3: Infant stretches forward and rolls in - adult supports and puts child's hands on adult's shoulders

Stage 4: Child rolls into the water and swims to adult.

Teddy bear song: Introducing submersion and rotation.

Stage 1: Into the middle we go - all meet in the middle

Stage 2: Submerge into middle

Stage 3: Child faces into middle of circle, spin at hips - lateral rotation - with guidance from adult - to face adult, 180 degree turn.

Stage 4: Child face adult, spin at hips 360 degree turn back to face adult, with guidance.

Stage 5: Child face middle and rotates to adult on own, 180 degree turn.

Stage 6: Child faces adult and rotates on own, 360 degree turn.

Ring a roses: Introducing vertical submersion.

Stage 1: Adult goes under Adults may wear goggles so that they can see the child.

Stage 2: Adult and child go under together.

Stage 3: Child goes under and tries to touch floor with feet

Simon says: Can be used for a variety of skills including:

Stage 1: Blow bubbles

Stage 2: Faces in - under we go

Stage 3: Spin around - spin at hips

Stage 4: Spin unaided - action is of treading water

Big red tractor: Introducing rotation

Stage 1: Up and down, adult spins in a circle

Stage 2: Up and down, adult spins child at hips

Stage 3: Up and down, children turn on own.

Wibble wobble: Big foam mat. Introduces forward entry and swims.

Stage 1: Adult holds infant's hands

Stage 2: Infant sits unaided

Stage 3: Infant falls off and goes under water, with support

Stage 4: Infant falls off without support and swims to adult.

Holding float: Transition to independence

Stage 1: Adult holds hands of infant and float

Stage 2: Infant holds float, adult holds other side

Stage 3: Infant holds and swims unaided

Stage 4: Infant swims - no float

Stars: Introducing floating

Stage 1: On poolside, make a star shape

Stage 2: On woggles making a star shape.

Stage 3: Adult holds child behind head, child makes star shape.

Stage 3: Child on own, stretching out in star float position.

Stretch and glide:

Stage 1: Sit infant on knee - hold hips and stretch to wall

Stage 2: Push through hoop

Stage 3: Stretch and under and then hold onto poolside.

Stage 4. Hold poolside, stretch and glide away from wall to adult.

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Register of Attendance

Course Details _____ Date from _____ to _____ Teacher _____ Day/time _____

| | Parent's name | Child's name | Surname | Last award achieved | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Award on next course |
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