

Red



Orange



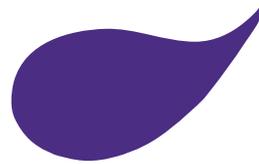
Yellow



Green



Blue



Indigo



Violet



## Part 2

# Guidelines

## Guidelines for Instructors



These guidelines are intended as a reference for instructors of Rainbow Club Swim the Rainbow program.

The following should be included in every lesson:

### Safe Entry

Ideally a range of entries and exits should be taught, depending on the available facilities, and should aim for independence. Adjust the level of assistance provided to:

- maintain participant's safety
- suit participant's choice
- ensure your health and safety is not compromised [ie do not lift, hold or carry]

Only trained staff should use any mechanical lifting devices.

### Balance/core/stability or strengthening activities

Water is never still [unless it is ice] therefore as a body moves through it the water will push and pull, creating instability. Water exerts pressure on a body which can have beneficial massaging effects – the deeper the water, the more the effect is felt.

Many land-based movements can be replicated in water which increases the effort required to perform them. Many of our swimmers benefit from gentle strengthening exercises during their lesson.

### Buoyancy activities

An object placed in water will be subjected to an upward force known as buoyancy. Everyone will experience this differently, depending on their body density – bone, muscle, fat and air. Buoyancy activities can be vertical, horizontal, or anywhere in-between. It is important to teach swimmers how to recover their vertical position when experimenting with buoyancy.

### Breathing activities

Drowning does not happen because someone can't swim – it happens when one cannot breathe in water! Steady, normal breathing is encouraged whenever the swimmer's face is out of water; lifting the head to breathe creates instability so developing a 'roll to breathe' pattern will maintain balance and control.

### Movement/propulsion activities

To achieve most efficient movement through water it is desirable for a body to be horizontal, using limb movements that can push or pull. Swimmers must be comfortable in a vertical position before they move towards horizontal. For many of our swimmers a functional outcome is more desirable than precise performance of traditional strokes and sculling is a technique that instructors use to teach the swimmers how to 'feel' the water and create movement.

### Safe exit

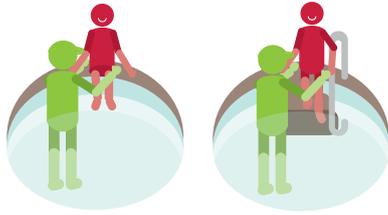
Safe exit is a survival skill - we will encourage every member to work towards extricating themselves from the swimming pool.

### **Instructors know the key is to always observe, assess, modify and adjust.**

Within each of the Swim the Rainbow levels, suitable modification and adjustment should be made across all skill components to assist the swimmer with their progress.

**No two swimmers will learn in the same way – each is individual.**

These initial steps in their swimming experience are often quite daunting to children. Gain their trust, proceed slowly, be patient, reward progress appropriately. Always look for 'readiness' before advancing skills.



### 1 Safe Entry

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- maintain participant's safety
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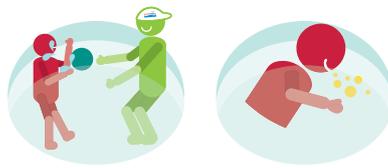
Only trained staff should use any mechanical lifting devices.



### 2 Crab Crawl

Moving hand by hand along the pool edge.

Good as an independent skill, introduction to deeper water and can be used to move the swimmer from point A to point B as part of a repetitive sequence of activities in later levels.



### 3 Blowing Bubbles

Swimmers often need to be introduced to many face-wetting activities prior to confidently blowing bubbles.

Using toys and activities can distract them and make the process fun.



### 4 Floating on back, assisted

A vulnerable position for most children/people – good trust between swimmer and teacher is important to encourage relaxation.

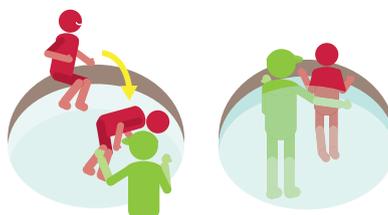
- Support the head and torso as necessary, with an aid or your body.
- A wide body position will be more stable than a narrow one.
- Explore cues “twinkle, twinkle little star”, “seaweed”.



### 5 Kicking

Leg and arm movements are survival skills and create propulsion. Start with walking in shallow water [step, ramp] and other land-based movements. Introduce kicking in a seated position so it feels more like walking, use age-related activities/games to encourage leg and arm actions.

**Suggested actions:** walking holding the edge; walking close to the edge; walking backwards; walking sideways; little steps; big steps; hopping; kangaroo jumps; moving low and crouching; moving using dog paddle arms; moving while blowing bubbles; seated kicking; holding onto edge and kicking.



### 6 Assisted fall-in-and-save technique (Humpty Dumpty)

Early introduction to the sequence of falling into water then turn to the side is an important safety skill.

Once the swimmer has reached the stage of comfort in lessons required by the Red level, it's time to give them some Orange skills they can use in case they get over-confident and fall in. Previous entry methods can become more independent.

Be sure to reinforce the idea of staying safe at the edge of the pool or by steps/ladder etc. Encourage independent climb out from the pool.



## 1 Submerging face

Build up from the blowing bubbles activities in Red level - be patient. Visually reducing the area of water you want them to submerge their face into can be helpful - use a hoop, a dive ring, the small area between their arms if they are holding a kickboard, or your shoulders.

It is not necessary to blow bubbles at this point. Ensure you cue their face into the water "name, ready, go ..." and make sure they take a breath before the submersion.

When the swimmer is happy to submerge their face, Humpty Dumpty and similar activities should include going underwater.



## 2 Floating on front and back, assisted

The back float learned in the Red level can be practiced with a little less support. As the swimmer becomes more confident putting their face in the water, a front float will be achievable.

Use aids [noodle/dumbbells/kickboards] as required. Something solid can be very useful - side of the pool or steps; 'Crocodile' in shallow water; supported floats in deeper water; encourage swimmers to maintain their position for a few seconds [count].

A floating mat can be useful - slide into the water to the instructor. It is important to help the swimmer learn how to 'stand' from any float [head up, knees to chest, wait for the rotation, stand].



## 3 Dog paddle, assisted

Combining leg and arm movements requires co-ordination. While initially a swimmer may be able to kick or paddle quite well, putting them together requires focus and practice. Kicking practices can be done at steps, supported to the side of the instructor, with a noodle under their armpits.

Some ideas for encouraging arm movements include reaching for toys, age-related games/activities [eg wheels on a bus], 'tiger arms', 'crocodiles'. Instructors can guide the swimmer's hands to teach the arm pulling action: sitting on a step; while supporting the swimmer in the water; riding a noodle.

Putting the stroke together should include bubbles; forward breathing then continued swimming [with bubbles] should be encouraged.



#### 4 Treading water, assisted

A very important safety skill.

In shallow water the swimmer can ride a noodle like a horse, having feet touch the bottom or a step will encourage confidence in early stages.

'Pedal a bicycle' cue to get their legs working under the water; 'wipe the water' cue to scull arms/hands back and forth across the top of the water.

In deeper water it may be necessary to support the swimmer and/or noodle while they practice.



#### 5 Kicking with board

Progressing kicking skills may need to include some strengthening exercises such as pushing back from the side of the pool, or up from steps or the bottom. Pushing a noodle down in the water with a foot is another strengthening activity - instructor can help with feet or hands as both the upward and downward movement is effective.

Incorporate a kick into 'crocodiles'; hold instructor/steps/side of pool for support; hold a noodle out in front [more stable than a board] when kicking; gradually upskill to holding a kickboard, guided by the instructor, then to kicking with board solo.

It may help to do some activities such as pushing the kickboard horizontally or pushing it vertically in the water, to strengthen arms. Also such activities can be used to demonstrate how 'crazy' a kickboard gets when it goes underwater.

Swimmers with little arms may find it easier to hold on the long edge [arms across the board]; experiment with different holds ['piano fingers', holding the sides, holding across the top].

# Resistance and Buoyancy

Our swimmers are now quite mobile in the water. In Yellow level we explore how the water 'works' – gaining control of rotating bodies and learning to change position, front and back.

Some more advanced entry techniques can be introduced, eg slide-in or independent Humpty Dumpty. Be sure to reinforce the idea of staying safe at the edge of the pool or by steps/ladder etc. Encourage independent climb out from the pool.



## 1 Takes instructions

Swimmers should be encouraged to listen.

Teachers should keep instructions clear, consistent and concise. Using flash cards and giving good, clear demonstrations can aid understanding.



## 2 Independent recovery and control

Developing independent balance and control of their body in the water will help swimmers master swimming skills.

Instructors should encourage their swimmer to experiment and explore with different body positions, shapes, vertical or horizontal, stand on a kickboard or noodle, hold or sit on a ball.

These activities will work on core stability and swimmers can have fun answering questions such as: What does it feel like? How does the water affect how your body moves? What can you do to reduce the pressure [resistance or drag] experienced?



## 3 Floating on back, front and flip

In tandem with recovery and control skills swimmers will learn a variety of floats and be able to flip from back to front in a horizontal plane (via a side float) or vertical plane (half a somersault).

Use noodles or kickboards (1 or 2) or other floatation equipment to help swimmers practice these movements with confidence, until they are able to achieve the floats and change of position with confidence.



## 4 Submerging and bubbles, assisted

Building on previously mastered skills, swimmers can practice submerging for fun activities while blowing bubbles.

It is desirable that their eyes be open, so games where swimmers have to pick up a specific toy or count fingers can help.

Instructor can assist by holding hands to pull swimmer down (remember to cue the breath) or by giving a small push on the shoulder.



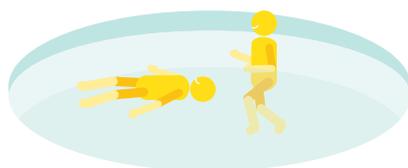
### 5 Sculling, assisted

This movement of the hands sweeps outwards and inwards using a slight tilt of the palm which is pushing on the water. It is then the swirling water that moves over the back of the hand that creates a suction effect to move the body up (treading water), head first (on back fingers pointing up), feet first (on back fingers pointing down) or down (sitting on the bottom).

Instructor can assist by moving the swimmer's arms if required.

Standing activities can include "thumbs up, thumbs down" cue; clap then turn hands over to push out – this can be done in air before lowering hands to the water, eventually leaving out the contact of hands; make "white water" to create the feeling of pressure in the palm. Swimmers can ride a noodle or be supported under the armpits on front or back to practice sculling movements.

Some swimmers will find it very difficult to sit on the bottom of the pool so only do this if appropriate – it demonstrates that a body has to create a lot of downward suction to achieve this position.



### 6 Confident vertical and horizontal

Being able to change position on top of the water between vertical and horizontal is an important survival skill.

Instructors can set a circuit of activities incorporating several changes of position; this presents a challenge and makes the learning fun.

Swimmers are now grouped in a class with others, still with their own dedicated instructor. In addition to gaining independent swimming skills this is a social lesson with the swimmers learning to respect others in the group, perhaps taking turns in activities or using equipment, paying more attention to where other swimmers are and understanding how to avoid collisions.

Instructors need to be vigilant of space requirements as swimmers move through the water. Ensure some sensible ground rules are in place for good behaviour.

### Entry into water:

Further practice of the slide in entry can be performed as a group eg. 'mexican wave' activity; include a wriggle out and try again.

**Stand and jump:** instructor assistance can range from a hand hold to enter (standing slightly to the side so you are out of the way) to a hand catch as the swimmer enters the water, or no catch at all.

**Sit on the side and roll in:** instructor assistance to initiate the roll/turn may be required.

Build a survival sequence of entry, tread water, back float, roll to paddle to the side and climb out. Encourage a long arm dog paddle motion.



### 1 Interaction with other children

Establish fair play rules.

Be clear on which instructor is leading the activities – perhaps take turns through the lesson.



### 2 Confident body control in and under water

Building on the activities in Yellow, use fun activities to challenge the swimmers' stability and balance, eg:

- swimmer stand/sit on floatation equipment while the others form a moving circle around them
- play fast moving games as a group
- use hoops or other obstacles to swim through underwater
- mix up arm/leg movements



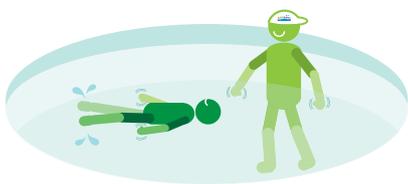
### 3 Independent floating

Floating by themselves may be nervous times for some swimmers.

Instructors can offer diminishing support eg:

- support of one hand under the shoulders can become fingertip support, then reduce the number of fingertips
- support with a hand and count of 5, remove support for 1 second.... "hold 1, hold 2, remove 3, hold 4, hold 5", until the swimmer can confidently support themselves

Experiment with a range of different floats.



#### 4 Backstroke survival skills

Swimming on the back is particularly favoured by those who don't like to put their face in water. Adding small sculling movements creates propulsion which adds to the achievement.

Swimmers should gently kick their toes up and down.

**Instructors can help with:**

- offering support to the swimmer's head
- walking backwards behind the swimmer's head and creating a "drag" effect to tow them along

Treading water skills should also be practised.



#### 5 Assisted streamlines

Keeping a wide body position on the water is much more stable than a streamline, but not as efficient for moving through it. Learning to put both arms out in front of the body and pushing off the wall as a 'rocket', 'torpedo', 'pencil' ... call it what you will ... is a big step towards learning traditional swimming strokes.

**Instructors can help with:**

- demonstrations
- hands on assistance
- start with hands shoulder width apart, then practice locked hands



#### 6 Independent kicking

When we swim our kick often happens behind us where we can't see it. Legs and feet play a big role in moving the body through the water and also in steering, so it is important to establish movements that work well.

Traditional flutter kick is a quick alternating action like flicking off a pair of thongs, or like 'running on tiptoes'.

- practice with kickboards on front and back
- encourage ankle bones almost touching
- encourage a relaxed and long leg – any tension will be counterproductive
- instructors can use the 'drag' technique to give swimmers confidence as they gain independence from floatation aids

# Transition to Swim Strokes

Swimmers are sharing an instructor for these activities which introduce techniques for learning traditional swimming strokes. Instructors should make whatever modifications may be required to assist swimmers; ideally freestyle arms and backstroke arms will lift off the water while breaststroke arms remain underwater.

## Entry into water:

Revise all previous entry methods and prepare for sitting dive entry.

Instructors should incorporate different activities into the streamlines practised to teach swimmers the safe diving rules:

- lock hands
- lock head
- steer up!

When these have been learned the swimmer can sit on the pool edge and perform a simple rolling dive movement. Ensure they push from the wall with their feet and do not aim for the bottom of the pool.

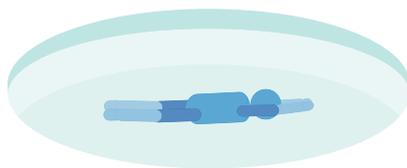


## 1 Sustained flutter kicking 5m (front and back)

Developing from the independent kicking learned in Green, swimmers practice kicking for a distance of up to 5m.

### Instructor suggestions:

- revise previous kicking activities
- remind swimmers to relax and kick with a long leg
- put both swimmers on the same kickboard for a 'kick of war' [see who has the stronger kick]
- corkscrew kicking [6 on front, 6 on side, 6 on back, 6 on side etc]

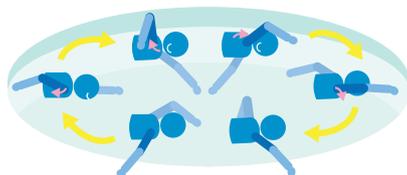


## 2 Sustained streamlines

Gliding (streamline) is swimming without effort. It is a basic part of all traditional swimming strokes so the better the glide, the easier the swimming should be.

### Instructor suggestions:

- practice streamlines on front, back and side
- practice lock hands, lock head, steer up



## 3 Freestyle arms

The swimmer's arms move alternately, pulling the water down the body then exiting along the thigh to swing overhead and reach forwards for the next pull. By now the swimmers are already proficient at long arm dog paddle, so the big difference is the body-rolling motion which helps the arm that's pulling come out of the water.

### Instructor suggestions:

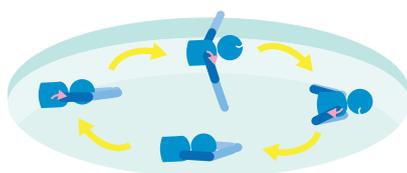
- practice out of the water, demonstrating the rotating shoulder
- lean over by the pool edge, face down and demonstrate arms
- holding swimmers hands
- kickboard drills with one arm
- use pullbuoy to isolate the arms

**Remember!**

Learners will swim quite flat on the water; the rotation should be on the long axis - without a wriggle or a twist of the head.

Remember that a short distance of something done well is much more effective learning than a longer distance of struggle.

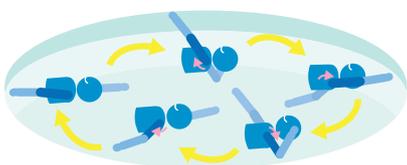
If one arm stroke is all that works, stay with that until two or more can be achieved.

**4 Breaststroke arms**

The swimmer's arms work simultaneously and underwater. Stretching forward the swimmer sweeps their hands outwards and inwards to pull their body across the water. Before the arms reach the swimmer's shoulders, the elbows bend to allow their hands to come together under the chest and push forwards again.

**Instructor suggestions:**

- practice out of the water or lying on the pool edge with arms on the water
- put a noodle under the swimmer's armpits
- sit on a kickboard – emphasise slow pulls to maintain balance
- practice one stroke at a time

**5 Backstroke arms**

Just like in freestyle, only this time the swimmers are on their backs, their arms move alternately, pulling the water down the body then exiting along the thigh to swing overhead and reach back for the next pull.

**Instructor suggestions:**

- practice out of the water, demonstrating the rotating shoulder
- arms stay close to the head “chop off your ears”
- kickboard drills one arm – hold the kickboard over knees
- use pullbuoy to isolate the arms

Swimmers are developing their coordination and stamina, putting arms, legs and breathing together. In addition they are learning more about safe swimming and survival.

### Suggested entry into water:

- Fall-in and recover to safety
- Safety step
- Compact jump
- Compact jump with PFD



## 1 Side breathing with freestyle arms

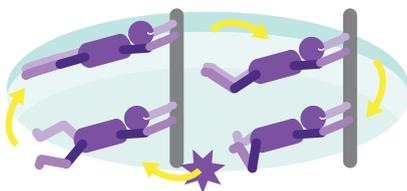
The body-rolling motion of freestyle which helps the arm that's pulling come out of the water is also what helps the swimmer breathe. The head should stay on the water, not lift up. It is useful, but not imperative, for the swimmers to learn to breathe on both sides; more important is that the swimmer is relaxed.

When using one arm drills to coordinate the breathing, the swimmer should continue to kick and hold the kickboard until all bubbles are finished and a breath is required – now use the arm and breathe.

Put the hand back on the kickboard and repeat.

### Instructor suggestions:

- hold the pool edge, standing: blow bubbles, bring one hand through the water, turn to breathe as that arm swings overhead to the edge; “bubble arm, breathe arm”
- walk with kickboard; kickboard drills with one arm; use pullbuoy to isolate the arms
- side push, glide and kick
- one arm drill to a set point, looking at instructor when breathing; turn around and do the same back to the start (this will use the other arm)



## 2 Breaststroke kick

This should be a very propulsive kick. The swimmer's heels come up to their bottom, the toes are then turned out and the feet push out, back and close together as the kick is completed. The first way to learn this is out of the water.

### Instructor suggestions:

- practice ‘duck feet’ (turning toes out, heels together) on pool deck – walk like that
- swimmer lying on pool deck, instructor guide the feet in the correct path
- holding the pool edge, separate the hands (one on edge, one lower on wall) to help keep hips high
- using kickboard on front “heels to backside”
- on the back “drop heels to the pool bottom”
- glide and exhale between kicks
- take a breath as the heels are coming up

## Remember!

Remember that a short distance of something done well is much more effective learning than a longer distance of struggle.



### 3 Freestyle 15m

#### Co-ordinating freestyle:

- push, glide and kick before attempting a breath, ie do not breathe on the first stroke
- regular breathing to a preferred side
- turning (not lifting) the head happens as the body rolls

#### Bilateral breathing:

- count 1-2-breathe
- breathe out over 2 strokes – swimmer may have to partially hold their breath to time this correctly



### 4 Backstroke 15m

#### Co-ordinating backstroke:

- streamlined position with head back
- regular breathing – do not hold breath “breathe in on one arm, breathe out on the other arm”
- continuous kicking and smooth arm action
- knees remain underwater, toes boil the surface
- body rotates on the long axis but head stays still



### 5 Breaststroke 15m

#### Co-ordinating breaststroke:

- timing: pull, breathe, kick, glide
- hold the glide for a count of 3
- arms not to pass the shoulders
- knees not to come under the belly
- toes turning out and feet using the sole of the foot to kick



### 6 Survival backstroke

#### Survival backstroke arms:

- hands come up the side of the body, extend out then push towards the feet – Zip, T, I
- arms not to pass the shoulders
- ‘angel wings’

#### Co-ordinating survival backstroke:

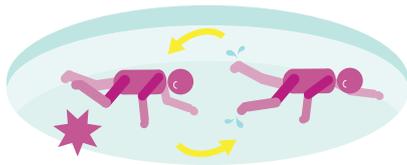
- the kick is the same as breaststroke, on the back
- arms and legs are propulsive at the same time
- encourage a long glide between strokes
- breathe normally – exhale with propulsion

As swimmers progress through this level, they are gaining stamina, coordination, refining their known strokes and learning additional swimming strokes to prepare them for migration to a mainstream program or squad.

### Suggested entry into water:

- Revise all previous methods of entry
- Preparations for a standing dive
- Lock hands, lock head, steer up!
- Crouch dive
- Standing dive
- Dive over a target, eg noodle or mat
- Never, ever, put a toy on the bottom to entice

### Remember! Dive out not down



## 1 Side stroke

This stroke requires a lot of co-ordination as each limb is doing something different. There is a top arm and leg and a bottom arm and leg.

### Arms:

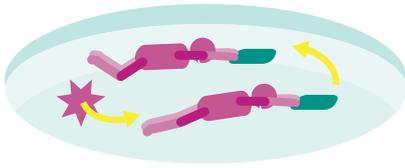
- top arm rests on the top leg, then bends to allow that hand up in front of the swimmer's chest - that hand then pushes down towards the leg.
- bottom arm reaches forwards, pulls down towards the swimmer's chest, then returns to the start
- they work in opposition - "pick an apple, swap it to the other hand, put it in a basket"
- the hands work close to the body
- the top arm coordinates with the legs - like a puppet on a string

### Legs:

- both legs bend at the knees then separate
- top leg goes forwards, bottom leg goes backwards (turn over if this did not happen)
- both legs extend out then sweep together: top one, like a horse pawing the ground; bottom one like kicking a ball
- they work in a horizontal plane

### Instructor suggestions:

- stand on pool deck practicing arms and 'jump' the legs
- kick only holding the pool edge, separate the hands (one on the edge, one lower on the wall) to help keep hips high
- hold kickboard in bottom arm, combine top arm and legs - observe working together
- hold kickboard in top arm, combine bottom arm and legs - observe working in opposition
- exhale with propulsion and big glide between strokes



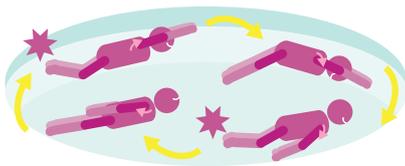
## 2 Dolphin kicking

This is a two-legged simultaneous kick incorporating an undulating body movement. The hips will move up and down and initiate the kick – do not kick from the knee.

The feet are slightly pointed, pigeon-toed and must stay together. Pretending to be ‘mer-people’ with tails will give good imagery for the swimmers; learning with flippers can be helpful.

### Instructor suggestions:

- swimmer standing in the water, holding a kickboard - experiment with the undulation
- practice with kickboard
- practice on the back/side/underwater
- use flippers
- add to a dive, as if in a race
- teach a tumble-turn and push off dolphin kicking



## 3 Butterfly 15m

The arm movement is like a double-arm freestyle and can be very tiring for learners.

### Butterfly arms - instructor suggestions:

- land drills to practice double arm movement
- standing in water, leaning forwards
- use pullbuoy, float with 1 arm movement in slow motion:
  - » reach forward
  - » pull a little apart then down the body
  - » pause when arms reach full extension behind
  - » swing arms to the side and forwards
- when that's looking ok, add a few more strokes – still floating fly and no breathing
- add a breath every second stroke – still floating fly

### Co-ordinating butterfly:

- ensure the kick is well established before combining
- short repetitions arms and legs no breathing
- if the swimmer is not managing this, go back to kick drills or arm drills, more practice is required.
- 1-arm drills can be combined with kick
- more advanced drills like 2:2:2 (2 left: 2 right: 2 together)
- 2 kicks: 1 arm movement = 1 stroke
- kick as the hands enter the water - kick as the hands leave the water
- breathe every second stroke

## Remember!

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#### 4 Freestyle 25m

##### Stroke correction tips

**Body position:**

- continue streamline activities, focus on keeping long and straight
- experiment with non-streamline position, eg. push/glide for 3 count/ spread arms and legs to make an x on the water – the swimmer will experience a quick stop
- glide with kick practice
- not lifting head to breathe

**Arms:**

- catch-up drill with/without board
- 1-2-breathe timing for bilateral breathing
- corkscrew drill freestyle/backstroke
- emphasise the shoulder roll from one side to the other

**Legs:**

- Bulldozers - flutter kick with kickboard held vertically in the water. The deeper the board is the more efficiently the swimmer must kick.
- 6-beat kick with arms; maintain rhythm



#### 5 Backstroke 15m

##### Stroke correction tips

**Body position:**

- practice drills/activities as per freestyle
- ears should be underwater, chin down towards chest

**Arms:**

- catch-up drill with board over the knees
- to emphasise the long body position hold one arm beyond head for 6 kicks before pulling through and changing arms - can incorporate a roll into this drill, or swim it flat
- corkscrew drill freestyle/backstroke
- emphasise the shoulder roll from one side to the other
- breathe in on one arm, out on the other

**Legs:**

- hold kickboard over the knees to prevent them coming out of the water
- hold arms extended beyond the head
- scull arms by the side
- 6-beat kick to maintain rhythm

**Remember!**

Remember that a short distance of something done well is much more effective learning than a longer distance of struggle.

**6 Breaststroke 25m****Stroke correction tips****Body position:**

- Experiment with non-streamline position eg. Push/glide for 3 count then bring knees up under belly - this demonstrates how quickly the swimmer will stop if not taking heels to bottom

**Arms:**

- ensure arms do not pass the shoulders
- sit on a kickboard and use gentle arm movements
- a noodle under the armpits will prevent arms sweeping too wide
- head out breaststroke - very difficult to take the arms too wide
- push, glide, sweep/breathe, stand - to practice the breath timing with movement of arms
- must exhale during glide and not move arms until ready to inhale

**Legs:**

- not turning toes out? go back to duck feet
- emphasise kick - long glide
- count the number of kicks used in a set distance - attempt again with fewer kicks [more glide]
- timing drills eg 3 kicks (both legs) to 1 pull

Notes

