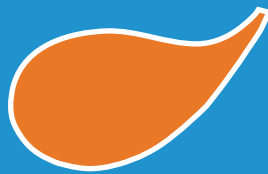




Red



Orange



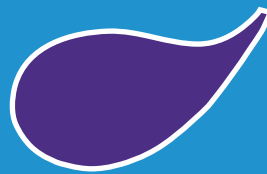
Yellow



Green



Blue



Indigo



Violet

Introduction

Welcome to Swim the Rainbow - helping children with a disability learn to swim.

Swim the Rainbow provides motivation for children to learn to swim and rewards them as they progress through the colours of the rainbow. It is a toolkit for Rainbow Club instructors who work with children of differing abilities during the course of a club meeting and guides them which lesson plan to implement at a glance.

At Rainbow Club we recognise that no two children are the same. Swim the Rainbow has the flexibility to cater for all disabilities, both physical or intellectual. The instructor will always need to apply their skills and experience to the individual child. When a child reaches Green they will share their lesson with another Rainbow Club member at the same level of ability. At this stage they are ready to learn about taking their turn, sharing the instructor's time and competing with another child.

This manual is available on our website. The online version will be updated regularly as Rainbow Club evaluates and improves the program. Training for all Rainbow Club instructors will take place in Term 4 of 2014 and feedback will be sought and adjustments made. Rainbow Club Australia Management System [RCAMS] will be adjusted as necessary to support the administration of the program and keep necessary records. In 2015 all children in Rainbow Club will swim their own Rainbow.

Special thanks to Jamie Black who has spent many hours developing the system and will now be involved in rolling it out to all our clubs.

Catriona Barry

General Manager, Rainbow Club Australia
September 2014

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Website: rainbowclubaust.com.au

Rainbow Club Australia is an incorporated association in NSW. Charitable Status: Rainbow Club is a not for profit organisation with tax exempt charity and deductible gift recipient status granted by the Australian Taxation Office. CFN 11011.



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About

Rainbow Club Australia

Founders	Ron Siddons ^{OAM} MBE Lily Siddons
Patrons	Louise Sauvage ^{OAM} Mark Speakman ^{SC MP}
Ambassadors	James Pittar Ethan Harvey ^{Youth} Georgia Dore ^{Member}
Board	Alexandra Finley ^{President} Philip Holt ^{OAM} ^{Vice President} Rob Lloyd ^{Vice President} Robert Beaven Mark McCormack Bob McCotter Suzanne Stanton John Taplin
Staff	Catriona Barry ^{General Manager} Jen Crowley ^{Bookkeeper}

Honour Roll

Life Members	Gary Bradshaw Tony Williams Philip Holt ^{OAM} Malcolm Kerr Suzanne Stanton Margaret Taplin
---------------------	--

NSW Rainbow Clubs

Bondi
Wairoa School

Cronulla
Taren Point Swim School

Orange
Orange Aquatic Centre

Blacktown
Blacktown Aquatic Centre

Goulburn
Neate Swim School

Revesby
Broderick Gillawarna School

Buxton
Hart Aquatic Centre

Hornsby
Knox Grammar

Seven Hills
ASTA Seven Hills

Campbelltown
Bradford Park Pool

Liverpool
Michael Wenden Centre

Stanmore
Newington College

Cherrybrook
Carlile Swimming Centre

Maroubra
Des Renford Aquatic Centre

Sutherland
Sutherland Leisure Centre

Warringah
Warringah Council Pool



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2. Managing a Rainbow Club
3. Poolside Guide to Disability
4. Rainbow Club Conditions of Employment for Instructors
5. Incident Report Form





Instructors

Section 1

Guidelines for Instructors

Swim the Rainbow is a Learn to Swim program designed with various intellectual and physical disabilities in mind. The program provides motivation for children, assesses their progress, and rewards them as they progress through the colours of the rainbow.

There are seven colours in Swim the Rainbow. Red is the entry level.

Red, Orange and **Yellow** are 1:1 lessons ie one child to one instructor.

Green is 2:2 lessons ie two children, two instructors combining for a shared lesson.

Blue and **Indigo** are 2:1 lessons ie two children to one instructor.

Violet is 2+:1 lessons ie two or more children to one instructor.

Instructors should note:

- 1 Lead Instructors are appointed by Rainbow Club Australia in conjunction with Club Management and are the authorised person to carry out assessments. In general assessments can be completed at the end of a term. However some clubs may decide to carry out assessments on an ongoing basis.
- 2 Reaching any of the goals will look different for every child as each disability is different. There is no norm. Changes are often subtle and the confidence of the child at various stages will often be the catalyst for moving through the colours.
- 3 While it is acceptable to extend children to reach their potential, instructors are required to be patient as changes are often subtle and take time. Each student will learn in their own time and their safety is of utmost importance.
- 4 Vertical positioning and propulsion while vertical is very acceptable for many students with a disability. Consider suitable activities for students who achieve propulsion while vertical.
- 5 Repetition of activities is critical and the catalyst for developing confidence and understanding.
- 6 There is a variety of different equipment available for different situations and each club maintains a range of noodles, mirrors and other toys. Some children may need special help to understand how to use equipment and toys.
- 7 Always reinforce good practice with positive comments and feedback.
- 8 It is vital not to push a child beyond their capabilities.
- 9 Once a child reaches the goals for their colour, they move to the next level and are rewarded with a Swim the Rainbow wristband in the new colour.



The Swim the Rainbow Colour Chart provides an at-a-glance view of Swim the Rainbow program objectives.

Swim the Rainbow Colour Chart

Safety Note: If any goals are not achieved, the instructor should continue to concentrate on those goal to ensure safety is not compromised.



As the child moves from colour to colour they receive a wristband aligned to the goals they are working on.

Modify activities as required.

Red Goals
1:1

Orange Goals
1:1

Yellow Goals
1:1

Green Goals
2:2

Blue Goals
2:1

Indigo Goals
2:1

Violet Goals
2+:1

18 months+ or beginners

- 1 Follow basic instructions
- 2 Safe entry and crab or monkey crawl
- 3 Forwards and backwards recovery
- 4 Confidence in the water (not grabbing at instructor)
- 5 Introduction to water on the face / Bubbles and breath control
- 6 Floating on the back
- 7 Learning to reach for the pool edge
- 8 Assisted fall-in-and-save technique (humpty dumpty)

Have some understanding of water safety

- 1 Understand and follow basic instructions
- 2 Safe entry and crab or monkey crawl
- 3 Confidence with face in the water
- 4 Assisted floating on back/front and flipping
- 5 Bubbles/throat control to count of 3 [prompted]
- 6 Assisted superman arms (torpedo) / Glide to pool edge and grab
- 7 Assisted dog paddle to pool edge
- 8 Assisted fall-in-and-save technique (humpty dumpty)

Need help with stretching and muscle tone

- 1 Comprehending simple verbal or hand commands
- 2 Social awareness (interaction with others)
- 3 Weight bearing with assistance
- 4 Muscle tone / Stretching exercises
- 5 Floating (assisted)
- 6 Throat/mouth or bubble control / Submerging with assistance
- 7 Movement in the water (seaweeds)
- 8 Reach and grab pool edge (assisted)

Building confidence and preparing for shared lessons

- 1 Follow instructions (verbal or non verbal)
 - 2 Social awareness (introduction to group lesson)
 - 3 Weight bearing and balance (assisted or unassisted)
 - 4 Walking through the water (assisted or unassisted)
 - 5 Submerging with assistance (throat and mouth or bubble control)
 - 6 Balance and floating control (unassisted)
 - 7 Controlled sculling with support
 - 8 Kicking on back (breaststroke and/or dolphin kick)
- Note** For some children **Green** will be their highest level

Green may be the pinnacle of achievement for children with severe physical and intellectual issues. In reaching the Green Goals, the child should have an understanding of the fundamentals of being "water safe", be able to recover to a safe position (float) if they fall in water, and have some form of propulsion on their back with whatever body movements are required (whether arms/legs or whole body).

Transition to swim strokes

- 1 Follow instructions and social awareness
- 2 Safe entry (unassisted)
- 3 Underwater bubbles and control
- 4 Controlled floating front and back
- 5 Streamline body position with kickboard
- 6 Back kicking
- 7 Freestyle arms with assistance
- 8 Transition from dog paddle to treading water

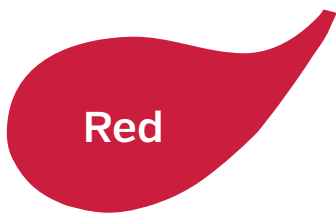
Swim 15 metres without assistance

- 1 Follow instructions and social awareness
- 2 Safe entry torpedo arms and glide
- 3 Underwater control with eyes open
- 4 Floating, kicking and head control
- 5 Treading water
- 6 Backstroke kick with assistance
- 7 Dolphin kick with assistance
- 8 Freestyle arms count of 3 (with breath control)

Swim 25 metres without assistance

- 1 Follow instructions and social awareness
- 2 Safe entry torpedo arms and glide
- 3 Tread water and duck dive
- 4 Adjusted freestyle and backstroke (unassisted)
- 5 Dolphin kicks across the pool (unassisted)
- 6 Backstroke 15m (unassisted)
- 7 Bilateral or adjusted breathing
- 8 Freestyle 15m (unassisted)

Swim the Rainbow Assessment Form











6 months+ or beginners

Name of Child

Date of Birth

Has achieved **Red** Goals

-  **1** Follow basic instructions
-  **2** Safe entry and crab or monkey crawl
-  **3** Forwards and backwards recovery
-  **4** Confidence in the water (not grabbing at instructor)
-  **5** Introduction to water on the face / Bubbles and breath control
-  **6** Floating on the back
-  **7** Learning to reach for the pool edge
-  **8** Assisted fall-in-and-save technique (humpty dumpty)

Rainbow Club Attended

Assessed by (Lead Instructor's Name)

Licence No.

Lead Instructor's Signature

Date

Comments

Having successfully mastered **Red** you now progress to **Orange**
Collect your **Orange** wristband!



Swim the Rainbow Assessment Form











Have some understanding of water safety

Name of Child

Date of Birth

Has achieved **Orange** Goals and increased their confidence in the water

-  **1** Understand and follow basic instructions
-  **2** Safe entry and crab or monkey crawl
-  **3** Confidence with face in the water
-  **4** Assisted floating on back/front and flipping
-  **5** Bubbles/throat control to count of 3 [prompted]
-  **6** Assisted superman arms [torpedo] / Glide to pool edge and grab
-  **7** Assisted dog paddle to pool edge
-  **8** Assisted fall-in-and-save technique [humpty dumpty]

Rainbow Club Attended

Assessed by [Lead Instructor's Name]

Licence No.

Lead Instructor's Signature

Date

Comments

Having successfully mastered **Orange** you now progress to **Yellow**
Collect your **Yellow** wristband!



Swim the Rainbow Assessment Form











Need help with stretching and muscle tone

Name of Child

Date of Birth

Has achieved **Yellow** Goals and increased their confidence in the water

-  **1** Comprehending simple verbal or hand commands
-  **2** Social awareness (interaction with others)
-  **3** Weight bearing with assistance
-  **4** Muscle tone / Stretching exercises
-  **5** Floating (assisted)
-  **6** Throat/mouth or bubble control / Submerging with assistance
-  **7** Movement in the water (seaweeds)
-  **8** Reach and grab pool edge (assisted)

Rainbow Club Attended

Assessed by (Lead Instructor's Name)

Licence No.

Lead Instructor's Signature

Date

Comments

Having successfully mastered **Yellow** you now progress to **Green**
Collect your **Green** wristband!



Swim the Rainbow Assessment Form











Building confidence and preparing for shared lessons

Name of Child

Date of Birth

Has achieved **Green** Goals and is ready to share lessons with other children

-  **1** Follow instructions (verbal or non verbal)
-  **2** Social awareness (introduction to group lesson)
-  **3** Weight bearing and balance (assisted or unassisted)
-  **4** Walking through the water (assisted or unassisted)
-  **5** Submerging with assistance (throat and mouth or bubble control)
-  **6** Balance and floating control (unassisted)
-  **7** Controlled sculling with support
-  **8** Kicking on back (breaststroke and/or dolphin kick)

Rainbow Club Attended

Assessed by (Lead Instructor's Name)

Licence No.

Lead Instructor's Signature

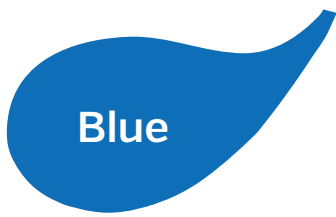
Date

Comments

Having successfully mastered **Green** you now progress to **Blue**
Collect your **Blue** wristband!



Swim the Rainbow Assessment Form











Transition to swim strokes

Name of Child

Date of Birth

Has mastered **Blue** Goals successfully

-  **1** Follow instructions and social awareness
-  **2** Safe entry (unassisted)
-  **3** Underwater bubbles and control
-  **4** Controlled floating front and back
-  **5** Streamline body position with kickboard
-  **6** Back kicking
-  **7** Freestyle arms with assistance
-  **8** Transition from dog paddle to treading water

Rainbow Club Attended

Assessed by (Lead Instructor's Name)

Licence No.

Lead Instructor's Signature

Date

Comments

Having successfully mastered **Blue** you now progress to **Indigo**
Collect your **Indigo** wristband!



Swim the Rainbow Assessment Form











Indigo

Swim 15 metres without assistance

Name of Child

Date of Birth

Has mastered **Indigo** Goals successfully

-  **1** Follow instructions and social awareness
-  **2** Safe entry torpedo arms and glide
-  **3** Underwater control with eyes open
-  **4** Floating, kicking and head control
-  **5** Treading water
-  **6** Backstroke kick with assistance
-  **7** Dolphin kick with assistance
-  **8** Freestyle arms count of 3 [with breath control]

Rainbow Club Attended

Assessed by [Lead Instructor's Name]

Licence No.

Lead Instructor's Signature

Date

Comments

Having successfully mastered **Indigo** you now progress to **Violet**
Collect your **Violet** wristband!



Swim the Rainbow Assessment Form











Swim 25 metres without assistance

Name of Child

Date of Birth

Has mastered **Violet** Goals successfully

-  **1** Follow instructions and social awareness
-  **2** Safe entry torpedo arms and glide
-  **3** Tread water and duck dive
-  **4** Adjusted freestyle and backstroke (unassisted)
-  **5** Dolphin kicks across the pool (unassisted)
-  **6** Backstroke 15m (unassisted)
-  **7** Bilateral or adjusted breathing
-  **8** Freestyle 15m (unassisted)

Rainbow Club Attended

Assessed by (Lead Instructor's Name)

Licence No.

Lead Instructor's Signature

Date

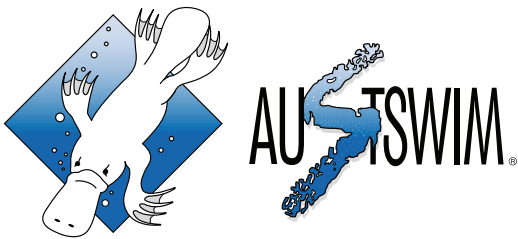
Comments

Having successfully mastered **Violet** Goals, congratulations - you now can Swim the **Rainbow**!

When a child can “Swim the Rainbow” there are many places and heights that they can reach.

If appropriate, encourage the child to:

- Join a mainstream swimming club in their local area
- Enter the Rainbow Interclub Carnival
- Take part in the Murray Rose Malabar Magic Ocean Swim for Rainbow Club which happens in February each year (see website at rainbowclubaust.com.au)



Lesson Plan

Red 1:1 one child to one instructor



Goals: To gain confidence and safety in the pool environment including throat or breath control.

- 1 Follow basic instructions
- 2 Safe entry and crab or monkey crawl
- 3 Forwards and backwards recovery
- 4 Confidence in the water (not grabbing at instructor)
- 5 Introduction to water on the face / Bubbles and breath control
- 6 Floating on the back
- 7 Learning to reach for the pool edge
- 8 Assisted fall-in-and-save technique (humpty dumpty)

The following lesson plan is recommended for teaching Red Goals. There will be many variables depending on the abilities and disabilities of the child and Rainbow Club instructors must put the safety of the child as their first priority. Do not push any child beyond their capabilities. By continually reinforcing good practice with positive comments, instructors will ensure a quality learning experience.

Introduction and Entry

Turn and slide in entry / Wheelchair entry

Turn and slide in entry

(For all children unless completely impossible)

- Child sits on the pool edge
- Wait for instructor's signal
- Direct child's hands to be put on the pool edge
- Child slides onto tummy and into water
- Prompting from the instructor to keep hold of the edge the whole time
- Assisted by instructor where required

Wheelchair entry

- Face backwards down the ramp
- Wheel down until water supports child's body
- Instructor to bend at the knees
- Support child's head and back
- Remove wheelchair from water

Guidelines

- Correct depth of water is important to support child and to protect instructor's back
- Needs an assistant [carer or other instructor] to help with wheelchair
- Wheelchair should never face down the ramp, always reverse in
- With assistant, lower child into the pool making sure to bend at the knees
- Instructor places their hands over the child's hands and directs them to grab edge/railing
- Practice until confident

Teaching Progression

Crab Crawl / Monkey Arms

Teaching Points

- Keep both hands on the pool edge
- Assist child to move one hand along
- Then bring other arm up to meet it
- Repeat movement
- If more assistance is required stand behind child with instructor's hands on theirs

Guidelines

- Instructor demonstrates hand grip
- Encourage child to keep chest close to the pool edge
- Always move toward the shallow end of the pool
- Talk to child asking if their feet can touch the bottom to create a sense of awareness of depth and safety

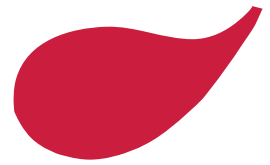
Forwards and backwards recovery

Teaching Points

- To be done in the shallow end of the pool
- Jumping
- Walking
- Leaning forward and leaning back (games)

Guidelines

- Feet firmly on the pool floor helps child feel how the water reacts around their body
- Helps to give child confidence in the water



🍃 Create confidence in the water

Teaching Points

- Discourage grabbing at instructor
- Play games and gradually introduce child to deeper water
- Games will help child to trust themselves
- Redirect child if they grab for the instructor and reassure them that they are safe

Guidelines

- It is vital at this stage to teach child to trust you
- Let child know they are safe

🍃 Introducing face to the water 🍃 Bubbles and breath control

Teaching Points

- Touch chin to the water
- Make rain/splash hands
- Play catching a ball

Guidelines

- These activities help the child to become familiar with water being on and around the face

🍃 Introduction to floating and head control

Teaching Points

- This stage must be done in small steps
- First step is for child to lean on instructor for support
- Place child's head on instructor's shoulder as it will feel solid to child
- After some time, instructor lowers themselves into the water, little by little
- Sing a song eg *Twinkle Twinkle Little Star*
- Continue until water is supporting child's head

Guidelines

- This is a very vulnerable position for most children
- Be sure child feels secure enough to try it
- Do not force them - redirect or try another approach
- Encourage child to keep looking at the sky or hands if doing "twinkle twinkle"
- If child does not learn to trust and relax in the water it will be very hard to progress to the next step of floating
- Take as much time as needed

🍃 Introduction to arm movement 🍃 Dog paddle and reaching for the pool edge

Teaching Points

- Child to splash their cupped hand and pull the water toward them
- Reach out for duck or toy on the pool edge
- Older children to reach out and grab the pool edge

Guidelines

- Reaching is very important for all children even for those with limited movement
- Limited movement child may just be trying to grab the duck that teacher has in their hand

🍃 Assisted fall-in-and-save technique (humpty dumpty)

Teaching Points

- Child sits on the pool edge
- Count 1,2,3 (humpty dumpty)
- Coax child to fall forward
- Assist child to turn and reach for the pool edge

Guidelines

- As child become more confident assistance will be less
- If child still has problems with their face being wet, the instructor should control fall-in (fall-in up to chin)
- Submerge child more as they become more confident

Conclusion

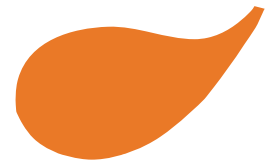
🍃 Push up exit / Wheelchair exit

Teaching Points

- Child to return to the pool edge when instructed
- Child to lift up one knee
- Child to use their arms to lift themselves or roll onto the pool edge
- When child is far enough away from the edge, child stands safely
- Instructor and child hi-five and thank each other and child moves safely away from pool edge

Guidelines

- This is an important survival skill
- Requires physical strength, ingenuity and coordination
- Consistent social interaction throughout the lesson is expected



Orange 1:1 one child to one instructor

Goals: To increase confidence and introduce buoyancy and balance in the water. To have some understanding of safety in the pool environment, including bubble and throat timing.

- 1 Understand and follow basic instructions
- 2 Safe entry and crab or monkey crawl
- 3 Confidence with face in the water
- 4 Assisted floating on back/front and flipping
- 5 Bubbles/throat control to count of 3 [prompted]
- 6 Assisted superman arms (torpedo) / Glide to pool edge and grab
- 7 Assisted dog paddle to pool edge
- 8 Assisted fall-in-and-save technique (humpty dumpty)

The following lesson plan is recommended for teaching Orange Goals. There will be many variables depending on the abilities and disabilities of the child and Rainbow Club instructors must put the safety of the child as their first priority. Do not push any child beyond their capabilities. By continually reinforcing good practice with positive comments, instructors will ensure a quality learning experience.

Introduction and Entry

Turn and slide in entry / Wheelchair entry

Turn and slide in entry

(For all children unless completely impossible)

- Child sits on the pool edge
- Wait for instructor's signal
- Direct child's hands to be put on the pool edge
- Child slides onto tummy and into water
- Prompting from the instructor to keep hold of the edge the whole time
- Assisted by instructor where required

Wheelchair entry

- Face backwards down the ramp
- Wheel down until water supports child's body
- Instructor to bend at the knees
- Support child's head and back
- Remove wheelchair from water

Guidelines

- Correct depth of water is important to support child and to protect instructor's back
- Needs an assistant (carer or other instructor) to help with wheelchair
- Wheelchair should never face down the ramp, always reverse in
- With assistant, lower child into the pool making sure to bend at the knees
- Instructor places their hands over the child's hands and directs them to grab edge/railing
- Practice until confident

Teaching Progression

Crab Crawl / Monkey Arms

Teaching Points

- Keep both hands on the pool edge
- Assist child to move one hand along
- Then bring other arm up to meet it
- Repeat movement
- If more assistance is required stand behind child with instructor's hands on theirs

Guidelines

- Instructor demonstrates hand grip
- Encourage child to keep chest close to the pool edge
- Always move toward the shallow end of the pool
- Talk to child asking if their feet can touch the bottom to create a sense of awareness of depth and safety

Confidence with face in the water

Teaching Points

- To be done in the shallow end of the pool
- Throwing ball
- Raining game
- Shower and reaching down to pick up toys

Guidelines

- Feet firmly on the pool floor helps child feel how the water reacts around their body
- Throwing ball splashes the child's face
- Helps child become familiar with water being on and around the face

Assisted floating on front/back and flipping

Teaching Points

- This stage must be done in small steps
- First step is for child to lean on the instructor for support
- Place child's head on instructor's shoulder as it will feel solid to child
- After some time, instructor lowers themselves into the water, little by little
- Sing a song eg *Twinkle Twinkle Little Star*
- Continue until water is supporting child's head

Guidelines

- Feet firmly on the pool floor, helps give child a sense of control
- Throwing ball splashes child's face
- Helps child become familiar with water being on and around the face

Bubble/throat control to count of 3

Teaching Points

[Prompted]

- Prompt child to blow bubbles on the water surface
- Keep blowing for a count of 3
- While still blowing, guide child to grab ring or toy instructor is holding under the water
- Compels child to look down and control their breathing
- As child become more confident instructor can lower the toy so more of child's face is submerged in the water

Guidelines

- Ensure child is in a safe area of the pool
- Shallow end or with hand holding onto the pool edge
- Encourages breath control and coordination

Assisted superman arms

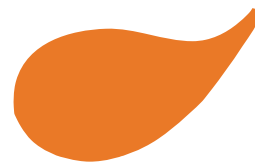
Glide to pool edge and grab

Teaching Points

- Sit child on the pool edge
- Put one hand over the other with arms out stretched
- Instructor to place child's hands on theirs to guide them
- Instructor's other arm on child's lap to promote streamlining their body as they enter the water
- Tuck child's ears and head into their arms (torpedo)
- With more confidence, instructor can stand in front and child can glide to the instructor
- Widen the distance between instructor and child as child becomes even more confident

Guidelines

- If child is very small you can promote out stretched arms by instructor gliding them along on the surface of the water and guiding them to reach out and grab a toy floating on the surface of the water
- It is important that the instructor concentrates on streamlining the body
- Builds confidence in child's own ability to manipulate the water
- Child learns how the water can support them
- Teaches child to trust the water and to control balance and buoyancy
- Goal here is for child to eventually glide across the width of the pool unassisted



Assisted dog paddle to pool edge

Teaching Points

- Child to splash their cupped hand and pull water toward them
- Reach out for duck or toy on the pool edge
- Older children to reach out and grab the pool edge

Guidelines

- Reaching is very important for all children even for those with limited movement
- Limited movement child may just be trying to grab the duck that teacher has in their hand
- Later on grab for pool edge or a flotation device [for child with limited movement]

Assisted fall-in-and-save technique (humpty dumpty)

Teaching Points

- Child sits on the pool edge
- Count 1,2,3 (humpty dumpty)
- Coax child to fall forward
- Assist child to turn and reach for the pool edge
- Assist child to lift up one knee
- Assist child to use their arms to lift themselves up or to roll out onto the pool edge
- When child is far enough away from the edge, child stands safely and moves away from pool edge

Guidelines

- This is an important survival skill
- Requires physical strength, ingenuity and coordination
- As the child become more confident assistance will be less
- If the child still has problems with getting their face wet, the instructor should control fall in (fall in up to chin)
- Submerge the child more as they become more confident

Conclusion

Push up exit / Wheelchair exit

Teaching Points

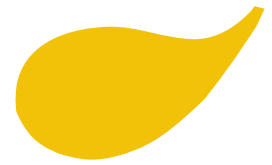
- Child to return to the pool edge when instructed
- Child to lift up one knee
- Child to use their arms to lift themselves or roll onto the pool edge
- When child is far enough away from the edge, child stands safely
- Instructor and child hi-five and thank each other and child moves safely away from pool edge

Guidelines

- This is an important survival skill
- Requires physical strength, ingenuity and coordination
- Consistent social interaction throughout the lesson is expected

Lesson Plan

Yellow 1:1 one child to one instructor



Goals: Start Social Skills. Introduction to Swim technique. Bubble and throat timing. Increase Buoyancy and balance in the water. Increase understanding of safety in the pool environment. Continue bubble and throat timing.

- 1 Comprehending simple verbal or hand commands
- 2 Social awareness (interaction with others)
- 3 Weight bearing with assistance
- 4 Muscle tone / Stretching exercises
- 5 Floating (assisted)
- 6 Throat/mouth or bubble control / Submerging with assistance
- 7 Movement in the water (seaweeds)
- 8 Reach and grab pool edge (assisted)

The following lesson plan is recommended for teaching Yellow Goals. There will be many variables depending on the abilities and disabilities of the child and Rainbow Club instructors must put the safety of the child as their first priority. Do not push any child beyond their capabilities. By continually reinforcing good practice with positive comments, instructors will ensure a quality learning experience.

Introduction and Entry

Turn and slide in entry / Wheelchair entry

Crab Crawl / Monkey Arms

Turn and slide in entry

[For all children unless completely impossible]

- Child sits on the pool edge
- Wait for instructor's signal
- Direct child's hands to be put on the pool edge
- Child slides onto tummy and into water
- Crab crawl to the shallow end without prompting

Wheelchair entry

- Face backwards down the ramp
- Wheel down until water supports child's body
- Instructor to bend at the knees
- Support child's head and back
- Crab crawl to the shallow end without prompting

Guidelines

- Needs an assistant (carer or other instructor) to help with wheelchair
- At this level child should have learnt how to enter the pool and know what is expected of them
- Child should now assist instructor and during transfer from wheelchair to instructor, child should be putting their head back
- Raise child's body to assist in floating position
- Wheelchair should never face down the ramp, always reverse in
- With assistant, lower child into the pool making sure to bend at the knees

Teaching Progression

Comprehending simple verbal or hand commands

Teaching Points

- Gesture child to show eye contact when instructor is talking
- Indicate what you want child to do using small words
- Show child what you want them to do

Guidelines

- It is important to develop some level of contact and understanding with child
- Try to see things from child's point of view
- Use toys and equipment where needed
- If you see another instructor trying to teach a similar activity ask to join in

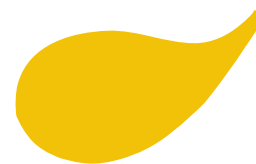
Social awareness

Teaching Points

- Interact with other instructors and children so children become familiar with each other and are taken out of their own world
- Where possible interact in little exercises with other children

Guidelines

- It is important to keep the child on task



Weight bearing with assistance

Teaching Points

- Depth of water is critical
- Stand behind child and support them just below the arms
- Guide child to push up in the water
- Move to shallower water as they become stronger

Guidelines

- For child with severe disability, make sure depth of water is correct for both instructor and child
- Helps with muscle tone and circulation
- Weights or aerobics balls can be used

Muscle tone / Stretching exercises

Teaching Points

- Assist child to walk across the pool
- Prompt child to grab the pool edge when they reach the other side of the pool, all with assistance
- Encourage child to push up if legs start to fail
- Encourage child to lift their head if they are able

Guidelines

- Helps with muscle tone and circulation
- Weights or aerobics balls can be used depending on the severity of physical disability
- Encourage child to use parts of their body regularly not used (especially for those in wheelchairs), to help their life and wellbeing
- Helps child to help themselves as they grow older

Floating on back

Teaching Points

[Assisted]

- This stage must be done in small steps
- The first step is to help child trust lying on their back
- The instructor must support child under the rib cage

Guidelines

- This is a very vulnerable position for most children
- Be sure child feels secure enough to try this

Throat/mouth or bubble control

Teaching Points

[Submerging with assistance]

- When first trying this hold child by your side and count 1,2,3 and submerge together

Guidelines

- Doing this together shows child there is nothing to fear
- Allows the instructor to remain in complete control

Balance and floating control

Teaching Points

[Submerging with assistance]

- Child floats fully supported by instructor
- As child relaxes, instructor can reduce the amount of support to child
- For child with minimal control, begin by facing them down with head above the water
- Hold chin with one hand the other around child's waist

- Count to 3 to let child know they are about to submerge
- Instructor to rotate around and lower child into the water and up again
- More able-bodied child can self-submerge and push off wall under the water to the instructor

Guidelines

- Teaches child to control water going into their throat
- Coughing is a good sign - means they did control most of the water
- Water that did enter went down the right pipe and not into the lungs
- Talk to the child all the time and reassure them that you will not let anything bad happen to them

Movement in water (seaweeds)

Teaching Points

- Seaweeding up and down the pool
- Hold child under the rib cage while floating in a face up position
- Rest their head on instructor's chest
- Move child from side to side while instructor walks slowly backwards

Guidelines

- Used mainly for severe physical disabilities
- May be used for any child who is nervous or unsure
- Encouraging child to relax in the water is the first big step in enabling them to be swim safe

Reach and grab pool edge

Teaching Points

[Assisted]

- Always reinforce grabbing the pool edge when child is near it
- Can and should be done in most activities

Guidelines

- A repetitive exercise which should be prompted or shown whenever possible

Conclusion

Push up exit / Wheelchair exit

Teaching Points

- Child to return to the pool edge when instructed
- Child to lift up one knee and use their arms to lift themselves or roll onto the pool edge
- When child is far enough away from the edge, child stands safely
- Instructor and child hi-five and thank each other and child moves safely away from pool edge

Guidelines

- This is an important survival skill
- Requires physical strength, ingenuity and coordination
- Consistent social interaction throughout the lesson is expected

Lesson Plan



Green 2:2 two children, two instructors combining for a shared lesson

Goals: Strengthen social skills. Revise and review **Red**, **Orange** and **Yellow** goals. Continued improvement of Swim technique. Continue improving buoyancy and balance in the water. Increase understanding of safety in the pool environment.

- 1 Follow instructions (verbal or non verbal)
- 2 Social awareness (introduction to group lesson)
- 3 Weight bearing and balance (assisted or unassisted)
- 4 Walking through the water (assisted or unassisted)
- 5 Submerging with assistance (throat and mouth or bubble control)
- 6 Balance and floating control (unassisted)
- 7 Controlled sculling with support
- 8 Kicking on back (breaststroke and/or dolphin kick)

The following lesson plan is recommended for teaching **Green** Goals. There will be many variables depending on the abilities and disabilities of the child and Rainbow Club instructors must put the safety of the child as their first priority. Do not push any child beyond their capabilities. By continually reinforcing good practice with positive comments, instructors will ensure a quality learning experience.

Introduction and Entry

- Turn and slide in entry / Wheelchair entry
- Crab Crawl / Monkey Arms

Turn and slide in entry

[For all children unless completely impossible]

- Child sits on the pool edge
- Wait for instructor's signal
- Direct child's hands to be put the pool edge
- Child slides onto tummy and into water
- Crab crawl to the shallow end without prompting

Wheelchair entry

- Face backwards down the ramp
- Wheel down until water supports child's body
- Instructor to bend at the knees
- Support child's head and back
- Crab crawl to the shallow end without prompting

Guidelines

- Needs an assistant [carer or other instructor] to help with wheelchair
- At this level child should have learnt how to enter the pool and know what is expected of them
- Child should now assist instructor and during transfer from wheelchair to instructor, child should be putting their head back
- Raise child's body to assist in floating position
- Wheelchair should never face down the ramp, always reverse in
- With assistant, lower child into the pool making sure to bend at the knees

Teaching Progression

- Follow instructions

Teaching Points

- Pool entry (unassisted)
- Crab crawl (unassisted)
- Throat control
- Bubbles for count of 3 (unassisted)
- Floating on back (unassisted)
- Gliding (unassisted)

Guidelines

- Prompt child verbally or visually
- Give child time to understand the instruction
- Give child time to try on their own where possible

- Social awareness

Teaching Points

[Introduction to group lessons]

- Best done where both children can stand and look at the one instructor talking
- The other instructor assists in helping child to understand what is being asked of them
- Both instructors individually help their own child to swim together with other child and instructor

Guidelines

- Encourages child to share their time and to hold their concentration while attention is not solely directly at them
- Run through techniques learnt individually in levels Red, Orange and Yellow

Weight bearing and balance

Teaching Points

[Assisted or unassisted]

- Depth of water is critical
- Assistance to walk across the pool
- Guide child to push up in the water
- Move to shallower water as child becomes stronger
- Prompt child to grab the pool edge when they reach the other side of the pool
- Float with minimal assistance by hands under child's head allowing child to try and control rolling themselves

Guidelines

- For children with severe disability, make sure depth of water is correct for both instructor and child
- Helps with balance, muscle control and confidence
- Weights may be used to stop rolling and create balance

Walking/moving through water

Teaching Points

[Assisted or unassisted]

- Game of walking across the pool as a race for children working together
- Children working together can wade as a race through the water, pick up a toy at the bottom of the pool, and wade back

Guidelines

- For children working together race across pool
- Helps keep children on task and relate to others

Submerging with assistance

Teaching Points

[Throat and mouth or bubble control]

- For child with minimal control, begin by facing them down with head above the water
- Hold chin with one hand the other around the waist
- Count to 3 to let child know they are about to submerge
- Instructor to rotate around and lower child into the water and up again
- More able-bodied children working together can self-submerge and push off wall under the water and glide under the water as far as they can
- Glide underwater to submerged toy or ring

Guidelines

- Teaches child to control water going into their throat
- Coughing is a good sign - means they did control most of the water
- Water that did enter went down the right pipe and not into the lungs

Balance and floating control

Teaching Points

[Unassisted]

- Child floats on back with a toy on their tummy and sees how long the toy can be held without letting it fall off
- Children working together to start at the same time with the support of each instructor
- Depending on the severity of disability child may require head support
- Child may reach for the toy (as it may be falling off), this is fine as long as child tries to stay afloat while reaching

Guidelines

- Support may be required depending on severity of individual disability
- Keep support as minimal as possible
- Weights or a noodle may be required
- Keep the children working together and interacting so they stay aware of each other and instructors
- Instructors count for as long as the children control their floating
- Make it a game

Controlled sculling with support

Teaching Points

- For children working together, keep them streamlined on their back
- Hug kickboard (teddy bear hug)
- On backs kick across the pool with head support
- Progress to no board, and then to no support
- Introduce sculling hands

Guidelines

- Goal is to have children race the pool together unassisted
- Firstly with kickboard, then without
- For child with severe disability the aim is the same
- Sculling is a constant arm/hand movement: arms by the sides, turn the wrist, scoop water, push it downward to legs to help propel forward and to aid with balance
- Start with kickboard

Kicking on back

Teaching Points

[Breaststroke and/or dolphin kick]

- Children working together use kickboard (teddy bear hug)
- Introduce breaststroke legs
- Introduce dolphin kick
- Working together teaches children to wait for one another

Guidelines

- For child with more severe disabilities streamline kicking may not be possible
- Take into consideration how their body works
- Adjust kick to dolphin or breaststroke legs
- Use a noodle if extra support required

Conclusion

Push up exit / Wheelchair exit

Teaching Points

- Child to return to the pool edge when instructed
- Child to lift up one knee and use their arms to lift themselves or roll onto the pool edge
- When child is far enough away from the edge, child stands safely
- Instructor/s and child/ren hi-five and thank each other and children move safely away from pool edge

Guidelines

- This is an important survival skill
- Requires physical strength, ingenuity and coordination
- For child with severe intellectual or physical disabilities Green may be their top level

Lesson Plan

Blue 2:1 two children per instructor



Goals: To learn to concentrate on the whole task. Correct entry to and exit from pool. Correct behavior around the pool. Freestyle swimming with or without adjusted breathing and water control.

- 1 Follow instructions and social awareness
- 2 Safe entry (unassisted)
- 3 Underwater bubbles and control
- 4 Controlled floating front and back
- 5 Streamline body position with kickboard
- 6 Back kicking
- 7 Freestyle arms with assistance
- 8 Transition from dog paddle to treading water

The following lesson plan is recommended for teaching Blue Goals. There will be many variables depending on the abilities and disabilities of the child and Rainbow Club instructors must put the safety of the child as their first priority. Do not push any child beyond their capabilities. By continually reinforcing good practice with positive comments, instructors will ensure a quality learning experience.

Introduction and Entry

Sit and slide in entry

Turn and slide in entry

- Children sit on the pool edge
- Wait for instructor's signal
- One child glides out to instructor while other child awaits their turn
- Instructor assists child to take a breath and turn around
- Child puts feet on instructor's upper legs and glides back to pool edge
- Child waits while other child has their turn
- Once the glide has finished children should hold onto the pool edge and wait for instructor

Guidelines

- Give clear and precise instructions
- Try to give minimal prompting
- Minimal assistance
- Always give time to process information

Teaching Progression

Follow instructions and social awareness

Teaching Points

- Best done when both children can stand and look at instructor talking
- It is important instructor keeps them on track when they deviate
- Keep children's concentration by means of short directions and activities

Guidelines

- Use toys and equipment where necessary to demonstrate what you are trying to explain
- Do activities where children can interact together

Safe entry

Teaching Points

[Unassisted]

- It is important that after entering the pool children come back to the edge with little prompting
- Children automatically hold onto the edge ready for instructions

Guidelines

- Goal here is not only the activity, but to be able to learn to interact and have patience for others
- Children to listen and await their turn



Underwater bubbles and control

Teaching Points

- See how many rings children can pick up before coming up for air
- How far can children go under the water before coming up for air
- Instructor to watch and correct kicking and bubbles if required

Guidelines

- Interaction in activities such as racing or distance create goals and conformity for the children

Controlled floating front and back

Teaching Points

- Timing games to see how long children can float while instructor counts
- Front and back floating and flipping without sinking
- Minimal assistance

Guidelines

- Use a noodle if confidence is still weak
- Using equipment instead of hands-on wherever possible to promote independence and confidence

Streamline body position with kickboard

Teaching Points

- Both children can do this at the same time with the instructor watching on
- Check arms and legs stay straight
- Check head position to ensure chin is down on chest when doing bubbles
- Chin up for air and then chin back down on chest to blow bubbles again, repeating until they arrive at the other end of the pool

Guidelines

- All streamlining activities must take into consideration physical disability
- Use kickboard and/or noodle as required

Back kicking

Teaching Points

- Both children can do this at the same time with the instructor watching on
- Arms above head if possible
- Check arms and legs stay straight
- Check head position to ensure ears are just below the surface of the water

Guidelines

- Children are to hold the kickboard above their heads
- Instructors to ensure arms cover their ears
- If there is a physical problem kickboard can be held down in front of the hips
- Make sure arms stay straight

Freestyle arms with assistance

Teaching Points

- Introduction of freestyle arm to be done with assistance from position of instructor toward the pool edge
- Only do 3 arms to start and repeat until there is an understanding

Guidelines

- No equipment is required
- Encourage children to reach the pool edge
- May take many weeks for a child to understand this concept
- Repetition is the key

Transition from dog paddle to treading water

Teaching Points

- Children to try turning themselves around in the water in the one spot in an upright position
- First timers may need a flotation device which is to be removed when confident and replaced by assistance from instructor only if required

Guidelines

- Use noodle or flotation device to begin with

Social interaction

Teaching Points

- Social interaction should be included in every activity throughout the lesson
- Interaction with instructor and the other child in the class

Guidelines

- This is and will be ongoing
- When children become distracted remind them of the task at hand and assist them to start if required

Conclusion

Push up exit

Teaching Points

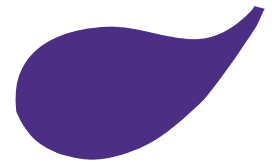
- Children to return to the pool edge when instructed
- Children to lift up one knee and use their arms to lift themselves or roll onto the pool edge
- Instructor and children hi-five and thank each other and children move safely away from pool edge

Guidelines

- This is an important survival skill
- Requires physical strength, ingenuity and coordination
- Consistent social interaction throughout the lesson is expected

Lesson Plan

Indigo 2:1 two children per instructor



Goals: Continued concentration on whole task. Increased social interaction. Swim 15 metres unassisted, underwater control with eyes open, backstroke with assistance.

- 1 Follow instructions and social awareness
- 2 Safe entry torpedo arms and glide
- 3 Underwater control with eyes open
- 4 Floating, kicking and head control
- 5 Treading water
- 6 Backstroke kick with assistance
- 7 Dolphin kick with assistance
- 8 Freestyle arms count of 3 (with breath control)

The following lesson plan is recommended for teaching Indigo Goals. There will be many variables depending on the abilities and disabilities of the child and Rainbow Club instructors must put the safety of the child as their first priority. Do not push any child beyond their capabilities. By continually reinforcing good practice with positive comments, instructors will ensure a quality learning experience.

Introduction and Entry

Sit and slide in entry

Turn and slide in entry

- Children sit on the pool edge
- Wait for instructor's signal
- One child glides out to instructor while other child awaits their turn
- Instructor assists child to take a breath and turn around
- Child puts feet on instructor's upper legs and glides back to pool edge
- Child waits while other child has their turn
- Once the glide has finished children should hold onto the pool edge and wait for instructor

Guidelines

- Give clear and precise instructions
- Try to give minimal prompting
- Minimal assistance
- Always give time to process information

Teaching Progression

Safe entry torpedo arms and glide

Teaching Points

- It is important that after entering the pool child come back to the edge with little prompting
- Children automatically hold onto the edge ready for instructions

Guidelines

- Goal here is not only the activity, but to be able to learn to interact and have patience for others
- Children to listen and await their turn

Underwater control with eyes open

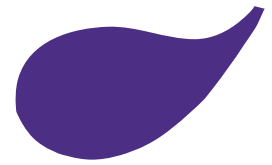
Teaching Points

[Swimming to distant object]

- See how many rings children can pick up before coming up for air
- Instructor to watch and correct kicking and bubbles if required
- To be achieved with no assistance

Guidelines

- Make sure children fully recover



Floating, kicking and head control

Teaching Points

- Timing games for floating by children to see how long they can float while instructor counts
- Front and back floating and flipping without sinking
- No assistance should be required

Guidelines

- No equipment required

Treading water

Teaching Points

- Show children sculling hand movement to keep themselves up while staying in the one spot
- Make a game of children turning themselves around in the water in the one spot

Guidelines

- Use noodle or flotation device to begin with

Backstroke with assistance

Teaching Points

- One at a time the children lay on their back and kick their legs up the pool
- Child's arms must be relaxed
- Instructor stands behind child and walking backwards gently rotates one arm then the other
- Arms move in anti-clockwise motion

Guidelines

- No equipment required
- Anti-clockwise motion can be difficult to coordinate while kicking
- May find that initially if legs kick arms want to stop and vice-versa
- Repetition is crucial

Dolphin kick with assistance

Teaching Points

- Instructor to demonstrate head down legs together, then bottom up and dolphin kick action
- Do this firstly in the shallow area where children can stand if required
- Explain in terms easily understood "it is like a lot of little duck dives joined together" or "it is like how a mermaid swims"

Guidelines

- Foot position with big toes touching
- Ankles turned in otherwise knees cannot bend when legs are together
- May be tried with a noodle or kickboard in the hands
- You may find this an easier form of kicking for child with coordination issues

Freestyle arms count of 3

Teaching Points

[With breath control]

- Break this exercise down into parts if required
- Start with side rocket
- Lie child on side with one arm out stretched above their head with one ear resting on that arm
- Other arm should be by child's side with their shoulder back
- Scissor kick while lying on their side
- Fully assisted by instructor, gently add in movement
- One arm up, one arm by their side, face down, kicking legs count for 3 [bubbles]
- Then roll into side rocket position, take a breath and roll face and body back into the water again
- Repeat all the way up the pool, with assistance

Guidelines

- Side rocket position helps child to start to become familiar with side breathing
- It is vital child learns to do this without lifting the head
- Lifting the head only has one outcome and that is to sink
- Full support by instructor until child comprehends what is happening
- As child becomes more confident and is able to keep their body up, they can progress to a kickboard in the outstretched arm

Social interaction

Teaching Points

- Social interaction should be included in every activity throughout the lesson
- Interaction with instructor and the other child in the class

Guidelines

- This is and will be ongoing
- When children become distracted remind them of the task at hand and assist them to start the activity if required

Conclusion

Push up exit

Teaching Points

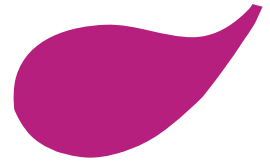
- Children to return to the pool edge when instructed
- Children to lift up one knee and use their arms to lift themselves or roll onto the pool edge
- When children are far enough away from the edge, they stand safely
- Instructor and children hi-five and thank each other and children move safely away from pool edge

Guidelines

- This is an important survival skill
- Requires physical strength, ingenuity and coordination
- Consistent social interaction throughout the lesson is expected

Lesson Plan

Violet 2+:1 two or more children per instructor



Goals: entry torpedo arms and glide. Tread water and duck dive.
Adjusted freestyle and backstroke for 25 metres.

- 1 Follow instructions and social awareness
- 2 Safe entry torpedo arms and glide
- 3 Tread water and duck dive
- 4 Adjusted freestyle and backstroke (unassisted)
- 5 Dolphin kicks across the pool (unassisted)
- 6 Backstroke 15m (unassisted)
- 7 Bilateral or adjusted breathing
- 8 Freestyle 15m (unassisted)

The following lesson plan is recommended for teaching **Violet** Goals. There will be many variables depending on the abilities and disabilities of the child and Rainbow Club instructors must put the safety of the child as their first priority. Do not push any child beyond their capabilities. By continually reinforcing good practice with positive comments, instructors will ensure a quality learning experience.

Introduction and Entry

Sit and slide in entry

Turn and slide in entry

- Children sit on the pool edge
- Wait for instructor's signal
- All the children glide out
- Tread water to turn around and torpedo kick back to wall
- Once the glide has finished children should hold onto the pool edge and wait for instructor

Guidelines

- Give clear and precise instructions
- Try to give minimal prompting
- No assistance should be required
- Always give time to process information

Teaching Progression

Follow instructions and concentrate on whole task

Teaching Points

- Keep children in an area of the pool where they can't become too distracted
- Ensure children can see and hear instructor talking
- It is important instructor keeps children on track when they deviate
- Maintain concentration with short and direct activities

Guidelines

- Goal here is not only the activity, but to be able to learn to interact and have patience for others
- Children to listen and await their turn

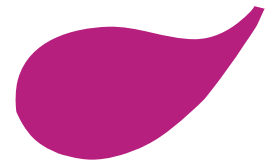
Safe entry torpedo arms and glide

Teaching Points

- It is important that after entering the pool children come back to the edge with little prompting
- Children automatically hold onto the edge ready for instructions

Guidelines

- Children to achieve this activity with only the signal to "enter"
- Instructor waits and allows time for child/ren to think through if required
- Some children may need still need a little prompting



Tread water and duck dive

Teaching Points

- Children swim out and start to tread water
- On cue children take a breath and try to swim down to pick up rings or toys directly below them
- Bob back up and tread water again for a count of 3

Guidelines

- To be done in the deeper end of the pool with a noodle to hold onto if they still require some assistance
- Instructor should always be close by to lend a hand if required

Adjusted freestyle and backstroke

Teaching Points

- Side rockets independently
- Freestyle breathing for a count of 3
- Regular turning of head to breath or adjusted breathing for a count of 3 by rolling the body
- If able, alternate sides
- In backstroke children to reach as high as they can before bringing arm back behind their head
- Instructor to check hand position pushing through the water

Guidelines

- Do not force, if any child has trouble moving or turning their head
- Encourage child to roll the whole body to one side (favoured side) rather than lifting head
- Lifting head makes the body sink and is not recommended
- No equipment required

Dolphin kick

Teaching Points

(Unassisted)

- Add in breathing to allow children to dolphin kick for extended lengths of time
- Chin should be down on chest
- On the fourth kick bring the chin up, take a breath and put chin back down on chest (and repeat)

Guidelines

- If child unable do this action due to disability, simply continue until they need to stop for more air

Backstroke 15m

Teaching Points

(Unassisted)

- The goal here is for the children to swim backstroke for an extended amount of time

Guidelines

- Instructor to remind children to stay relaxed and encourage them to achieve this goal

Bilateral or adjusted breathing

Teaching Points

- Children can first practice by standing in the shallow end of the pool and on a count of 3 turn their head to one side then the other

Guidelines

- Only possible if child has no physical restrictions around their neck
- If restricted, try adjusting breathing to accommodate

Freestyle 15m

Teaching Points

(Unassisted)

- Instructor to walk in front of child with hand out
- As the child brings their arm over, they reach out in front to touch instructor's arm
- Instructor constantly repeating count of 3 [1, 2,3] until child learns the habit of breathing every count of 3
- Once swimming independently, the goal here is for the child to swim freestyle for an extended amount of time

Guidelines

- Helps children to become familiar with extending their arms as much as possible
- Check for sinking, straight arms and legs

Social interaction

Teaching Points

- Social interaction should be included in every activity throughout the lesson
- Interaction with instructor and the other child/ren in the class

Guidelines

- This is and will be ongoing
- When children become distracted remind them of the task at hand and assist them to start the activity if required

Conclusion

Push up exit

Teaching Points

- Children to return to the pool edge when instructed
- Children to lift up one knee and use their arms to lift themselves or roll onto the pool edge
- When children are far enough away from the edge, they stand safely
- Instructor and children hi-five and thank each other and children move safely away from pool edge

Guidelines

- This is an important survival skill
- Requires physical strength, ingenuity and coordination
- Consistent social interaction throughout the lesson is expected

Appendix

Swim the Rainbow - Manual for Instructors

Appendix

1. Instructors Code of Conduct
2. Managing a Rainbow Club
3. Poolside Guide to Disability
4. Rainbow Club Conditions of Employment for Instructors
5. Incident Report Form

Code of Conduct

As a Rainbow Club Instructor you agree to:

- ✔ Behave professionally and accept responsibility for your actions.
- ✔ Commit to the mission and goals of Rainbow Club and work all agreed shifts so as to provide the best possible service to Rainbow Club members.
- ✔ To the best of your ability, ensure the safety, health and welfare of children in the club and other instructors.
- ✔ Provide a balanced program of swimming and water safety.
- ✔ Be familiar with the goals of the child you are instructing [or their parent] and support them to achieve their goals.
- ✔ Modify teaching techniques to cater for the disability of the individual.
- ✔ Treat all children and parents with courtesy and respect.
- ✔ Maintain your qualification/accreditation qualification with Austswim [or similar].
- ✔ Agree to abide by all Rainbow Club policies and procedures.



Management

Managing a Rainbow Club

The role of individuals within the management structure of Rainbow Club.

Manager



Maintains the committee, liaises with pool owner and recruits and manages instructors.

Supports Treasurer and Scheduler.

Calls meetings as required, usually once a term.

Identifies parents who may be future committee members or assist in development of the club (fundraising activities, introductions to sponsors etc).

Liaises with Pool Owners for adequate lane space and times that maximise the demand for the club (minimise waiting lists).

Recruits and Manages Instructors.

Treasurer



Collects fees and donations, pays bills, produces information for the Rainbow Club Australia BAS report, maintains the bank account in credit and with more than one authorised signatories.

Sets and manages the budget in conjunction with the General Manager of Rainbow Club Australia.

Notifies parents when fees are due.

Maintains the Club Bank Account.

Provides reports to Rainbow Club Australia as required.

Scheduler



Organises the schedule for the term and makes weekly adjustments having regard to the objectives of Swim the Rainbow and of eliminating waiting lists.

Liaises with the Lead Instructor to organise the schedule having regard to Swim the Rainbow colour chart.

Sets and adjusts the term schedules.

Manages the relationship with parents.

Makes adjustments as required.

Introduces new children to instructors.

Lead Instructor



Lead Instructor assesses the ability of each member with reference to the Swim the Rainbow Colour Chart and the assessment sheets.

Assesses each child within 3 weeks of joining Rainbow Club and aligns to their appropriate colour level.

Changes colour level and inserts date when further assessments take place.

Lead Instructor passes information to Scheduler who assigns lesson times.

Laminates term schedule received from Scheduler and brings to the pool for instructor reference.

Red, Orange and **Yellow** are 1:1 lessons ie one child to one instructor.

Green is 2:2 lessons ie two children, two instructors combining for a shared lesson.

Blue and **Indigo** are 2:1 lessons ie two children to one instructor.

Violet is 2+:1 lessons ie two or more children to one instructor.

Poolside Guide to Disability



The following list of disabilities has been compiled from a review of our database and consultation with our Instructors Working Group. The brief description that follows is a general comment and intended as a quick poolside guide for instructors. It is not a medical dictionary and is not intended to replace the information that a parent or guardian can provide on an individual's capacity and ability. We will continually work to maintain this guide so that it is helpful for Rainbow Club instructors. Your feedback and input will be very much appreciated.

Disability	Description	Your comments
Albinism	Inherited Condition – no pigment in the eyes, visual problems, light coloured patches on the skin	
Angelmans Syndrome	Neurogenetic Disorder – seizures, jerky movements, hand flapping and is usually happy	
Aspergers Syndrome (NOS)	Social interaction difficulties – verbal or non-verbal and repetitive patterns of behaviour	
Atypical Autism (PDD)	Neurodevelopmental Disorder – Social deficits in 3 core areas. Can excel in other areas	
Autism Spectrum Disorder	Neurodevelopmental Disorder – Social deficits and communication difficulties	
Cerebral Palsy	Congenital Disorder – affects the brain, motor skills, muscle tone and paralysis	
Dravets Syndrome	Syndromic Autosomal Dominant Disorder – seizures – mild to severe and social deficits	
Dyspraxia Syndrome	Developmental coordination Disorder – effecting fine motor skills	
Epilepsy	Long term neurological disorder – characterised by mild to severe seizures	
Fragile X Syndrome	Birth defects – developmental disabilities, physical and mental from unknown origins	
Global Developmental Disorder	Birth defects – developmental disabilities of unknown origins	
Hearing Impairment	Hearing loss – deafness, is a partial or total inability to hear and in children can affect development of language	
Intellectual Disability	Difficulties in learning and managing daily living skills	
Juvenile Idiopathic Arthritis	Juvenile rheumatoid Arthritis – Causes persistent joint pain, swelling and stiffness, growth problems	
Kleefstra Syndrome	Genetic Disorder – intellectual disability, severe expressive speech delay, distinctive facial appearance	
Lowe Syndrome	Rare genetic condition – causing varying levels of physical and mental handicaps	
Mentally Delayed	Brain development problem – characterised by cognitive delays, severe or mild	
Merosin Deficient	Congenital muscular dystrophy – severe muscle fibre damage, reduces movement and causes tightness at hips, knees, elbows	
Muscular Dystrophy	Musculoskeletal system – muscle diseases that weaken the body and hamper growth	
Physically Developmentally Delayed	Degenerative or nutritional pathways – physical growth and motor skills are stunted	
Retinal Dystrophy	Macular Dystrophy – rare genetic eye disorder causing loss of vision	
Progeria Syndrome	Extremely rare genetic condition – failure to thrive, limited growth and hair loss, wrinkled skin, kidney failure	
Alalia or Speech Delayed	Developmental delay – the use of the mechanisms that produce speech	
Spina Bifida	Congenital Disorder – vertebrae and spinal cord remains unfused and open and curvature of the spine	
Syringomyelia	Genetic Disorder – In which a cavity forms within the spinal cord, stiffness in the back, temperature sensitivity	
Sturge Weber Syndrome	Congenital neurological and skin disorder; features port-wine stains, glaucoma, seizures, mental retardation and muscle weakness	
Tuberous Sclerosis	Genetic Disorder – tuber-like growths in the brain, seizures, delayed development	
Visual Impairment	Disease or injury - one or more parts of the brain or eye to process images have been damaged	
Williams Syndrome	Rare Neurodevelopmental Disorder – cardiovascular problems, cheerful demeanour	



Rainbow Club Conditions of Employment for Instructors

You are joining a network of 15 clubs throughout NSW. We are all very proud of what Rainbow Club has achieved over the last 20 years.

Commitment

Your commitment to be available for an agreed time every week during the school term is appreciated. Young children with a disability will be depending on you and for many this half hour session is a highlight of their week.

Your non attendance impacts on the child you are instructing, other instructors and the children that other instructors are teaching.

Our clubs are managed by volunteers who are usually parents of children in the club. It makes their job and the smooth running of the club easier, if they have reliable instructors on whom they can rely.

Your relationship with each child is individual and important to them, so your ongoing commitment to the club and teaching the children with patience and skill is appreciated.

Qualifications

Rainbow Club insists that all instructors have the basic Teacher of Swimming and Water Safety (TSW) qualification from Austswim (or similar). We also encourage all instructors to obtain the Access and Inclusion level accreditation and, through our partnership with Austswim, we can arrange for Rainbow Club instructors to attend a course near them, free of charge. **It is your responsibility to ensure that your qualifications are up to date.**

Working with Children Check

Prior to commencement, all NSW Rainbow Club instructors must provide a Working With Children Check No to the General Manager of Rainbow Club Australia for verification on the NSW Commissioner for Children website.

Employment Status and Rate of Pay

All Rainbow Club instructors are employed on a casual part time basis. The rate of pay is \$30 per hour and is paid monthly unless otherwise agreed. This rate covers all liabilities of Rainbow Club Australia including sick pay, holiday pay and superannuation.

You are required to complete a Tax File Declaration (available from all newsagents) and send it to the General Manager of Rainbow Club Australia, PO Box 432, Brighton Le Sands, NSW 2216.

Most Rainbow Clubs operate a sign in/sign out timesheet at the pool and pay amounts are calculated by reference to the sign in/sign out sheets.

Safety and Rules around the Pool

Rainbow Clubs are bound by the rules and regulations of each pool we use and these are on display at the pool. Please familiarise yourself with these rules and ensure that you obey them in their entirety.

Regards,

Catriona Barry

General Manager, Rainbow Club Australia



Incident Report

Name of person making the incident report:	
Date incident occurred:	Date report made:
Time of incident:	Location of incident:

Did the incident cause harm to: (please tick the relevant item/s)			
<input type="checkbox"/> Person/s	<input type="checkbox"/> Assets	<input type="checkbox"/> Environment	<input type="checkbox"/> Organisation's reputation

Describe what occurred:

Name/s of person/s involved in the incident, how they were involved and the nature of any injuries:

Describe the nature, date and time of any first aid treatment, if applied:

Witness/es Name:
Contact details:

Immediate action taken:

Incident reported to:

Incident report entered in Incident Management Register by General Manager on _____

Date

Notes

