



Royal Life Saving

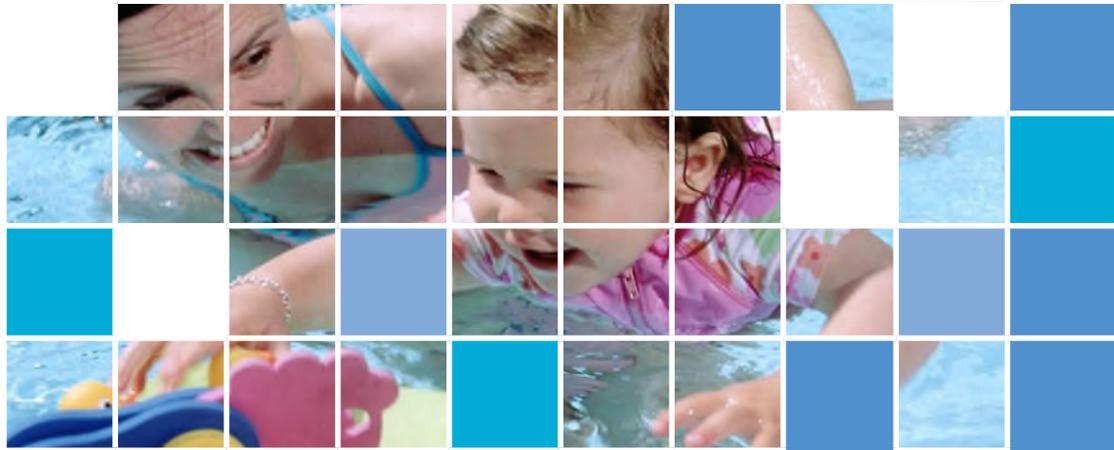
THE ROYAL LIFE SAVING SOCIETY WESTERN AUSTRALIA INC.

Principal Community
Partner



bhpbilliton

resourcing the future



Instructor Guide



Stage 1 (First 12 months)
to Stage 6 (3 years plus)

Emergency Response Procedure

1. Sound Emergency signal

2. Ensure safety of class

3. Remove person in difficulty from further danger

Person A

- * Prepare for basic life support and first aid

Person B

- * Clear Pool (Including all pupils)
- * Assemble pupils in an area away from pool
- * Assist A if necessary until medical assistance arrives

Person C

- * Get assistance call for help (lifeguard, ambulance etc,)
- * Notify another person if available to stand in prominent position for ambulance
- * Return to assembly area to give assistance

The Infant Aquatics Instructor Guide

The Infant Aquatics Program provides infants and parents/carers with a shared experience in aquatics. Parents will learn to be a strong part of their child's aquatic education through activities that develop water familiarisation, exploration and water safety skills.

As the instructor you are there to guide both the parent and infant through the activities been delivered and the new experiences that lie ahead.

The Infant Aquatics Instructor Guide provides a comprehensive guide for instructing, monitoring and reporting. It includes:

- A list of instructing points
- Information on physical, emotional, intellectual and social development characteristics of infants and the implications these have on aquatic education.

Strands

The Infant Aquatics Program is a comprehensive and balanced program that provides experiences in six aquatic strands. These strands are consistent with the Swim & Survive program. The six strands are:

Getting Wet
Breathing
Going Underwater
Staying Afloat
Keeping Balance
Basic Kick and Arm Action

Within each of these six skill strands six developmental levels have been outlined to assist instructors to monitor the progress of the infant's skill development and to provide recognition of these achievements.

Stages & Age groups

The Infant Aquatics program has six development stages to encourage continued participation. Using stages ensures children have new experiences and are grouped with children that are at a similar stage. The different age groups reflect the motor, cognitive and social development of infants and toddlers. These age groups are:

Stage 1 - First 12 months
Stage 2 - 12-18 months
Stage 3 - 18 months – 2 years
Stage 4 - 2 years – 2.5 years
Stage 5 - 2.5 years – 3 years
Stage 6 - 3 years plus

STRAND	SKILL NUMBER	SKILL / EXPERIENCE	INSTRUCTING POINTS
 Getting Wet	1	Enter water safely with carer. Carer to become relaxed interacting with the child.	Carer slowly enters the water using a feet first entry securely holding the child. Carer remains in contact with child when entering and exiting the water.
 Breathing	2	Condition baby for submersion using verbal and physical triggers. Experience water on the head and body.	Comfortable with water on head and body.
 Going Underwater	3	On displayed readiness, with instructor guidance, undertake assisted submersion on trigger words and physical cues.	Carer uses cue words when doing preparation activities such as pouring water over the face. e.g. 'Child's name, ready go.'
 Staying Afloat	4	Display comfort when performing assisted front and back floating activities.	Relaxed body position and happy disposition.
 Keeping Balance	5	Be gently rocked, turned and towed through water. Maintain baby's grasp reflex by gripping t-shirts and fingers.	Happy to move through the water with support using a range of positions. Relaxed body position.
 Basic Kick & Arm Action	6	Be encouraged to splash the arms and kick the legs using trigger words.	Carer demonstrates splashing and kicking actions. Comfortable with splashing. Attempts to kick legs (assisted by carer).

Age 1 to 4 months

Physical characteristics	Implications for infant aquatic lessons
Child's sense of touch begins to develop.	Use the open hand and provide enough pressure for infants to feel the touch.
Infant's head is large in comparison to rest of body. Together with weakness of neck muscles it limits an infant to holding its head up to a few seconds at a time.	Infant needs head support during the first 4 months.
Infant's movements become more integrated. Rolling from stomach to back and then back to stomach.	Use different holding positions so carer can maintain face-to-face contact as much as possible.
Infant's unable to regulate airway protective reflex responses.	Avoid water or blowing bubbles on the face.
Arm and leg movements are random and rarely used for purposeful behaviour.	Avoid teaching 'how to move arms and legs', rather, encourage the use of the pattern available to them.
Emotional and intellectual characteristics	Implications for infant aquatic lessons
Infant depends totally on parent.	Infant should spend the majority of the lesson with the parent.
Important phase in developing infant - carer trust.	Create good water experience memories by using warm water, loving touches and praise.
As early as 2 months of age an infant begins to associate certain reactions, sights and sounds with particular needs and responses.	Build an association between water and enjoyment rather than water and fear.
Social characteristics	Implications for infant aquatic lessons
Infant is attracted to human voices over other noise.	Movements should be accompanied by simple verbal messages.
A parent/infant relationship is more important to the infant than relationships of other adults.	Encourage infant to become acquainted with teacher, although keep the encounters brief.

Age 5 to 8 months

Physical characteristics	Implications for infant aquatic lessons
By 8 months an infant can move toys from hand to hand.	Incorporate games and activities with toys.
Infant can control head movements without help.	Head, arm and leg proportions are such that the child is still top heavy, making independent floating and swimming for propulsion a real struggle.

First 12 months

First 12 months

Infants new born reflexes have disappeared and been replaced by purposeful movements.	The holding technique should maintain balance and equilibrium rather than support the infant's weight.
Voluntary rolling from stomach to back and vice versa whenever they want.	Back float is an unnatural position and most infants will try to roll over to a prone position.
Infants gain control over the mouth and tongue region.	Encourage infants to imitate blowing bubbles.
An infant uses arms and legs to reach for objects.	Infants still find it unnatural to extend their arms in the water.
Enough control has been developed at 5 to 8 months for children to grab their feet and put them in their mouth.	Leg movements may be non existent or vigorous, however even if they are vigorous it's not efficient.
Emotional and intellectual characteristics	Implications for infant aquatic lessons
The infant is too young to get around independently, but always wants to be where the action is.	Be adventuresome, allow the infant to search the pool for toys and experiences.
Child enjoys being handled.	Provide changes to the infant's position.
By 8 months, the infant attachment to the parent peaks in a stage referred to as "separation anxiety".	Separation problems do not necessarily exist if the infant remains with the parent.
Social characteristics	Implications for infant aquatic lessons
Socialisation blossoms at 5 to 8 months.	Ensure activities are not beyond their level of willingness.
An infant will return attention by smiling and babbling.	Maintain eye-contact.
At 6 months a child realises it is more fun to be played with than left alone.	Provide encouragement and praise at the end of activities.
Infant still prefers parental companionship, although finds other parents or infants fascinating.	Where possible introduce an infant to other infants and adults.
Infant's appetite is voracious when it comes to learning, with small attention span between 5 to 7 seconds per interaction.	Provide infant with the constant flow of stimulation and range of activities.

Age 9 to 12 months

Physical characteristics	Implications for infant aquatic lessons
Infant gains control over mouth and tongue.	Introduce water over the face.
Infants can pull themselves up to stand.	Infants will assume a more upright posture in the aquatic environment.
Enjoy imitating sounds and actions made by parents.	Encourage the blowing of bubbles in the mouth and water.
Most of the time infants keep their arms close to their chests.	No point in attempting to force infants to use large arm movements.
By 12 months an infant may be able to anticipate some sequences and may begin to learn simple cues.	An infant will learn the meaning of words if used consistently in swimming lessons.
Infants can hold their breath.	Allow infant to prepare for submersion, with partial submersion.
Infants rarely stay on their back for long.	Introduce back-float for only short periods. Use a secure hold and give encouragement.
The infant has also mastered the complex reciprocal movement of the arms and legs for crawling.	Reciprocal arm and leg movement an infant is using for crawling follows the same pattern used for swimming.
Emotional and intellectual characteristics	Implications for infant aquatic lessons
An infant at this age can read a parent's thoughts and feelings. A parent's feelings should be positive.	Use rhymes and songs to promote co-operation and self-confidence and allow for the safe expression of emotions.
An infant at this stage will leave behind the separation anxiety and will be establishing a separate identity.	Infants need time to explore the water and what they can do in it before they can begin to experience aquatic skills.
An infant at this age can begin to predict the outcomes of the daily events.	Introduce routines that will make the infant feel in control and foster their confidence.
Social characteristics	Implications for infant aquatic lessons
A child's curiosity begins to overpower their shyness.	Infants independence and drive to explore must be monitored.
An infant may also begin to imitate antics of other people.	Infant development in self-confidence comes directly from the parent.
Language is now becoming meaningful to an infant.	Promote desired behaviours.



STRAND	SKILL NUMBER	SKILL /EXPERIENCE	INSTRUCTING POINTS
 Getting Wet	7	With support reach for carer and enter the water from a seated position. Exit the water with the carer.	Safely sitting on pool edge. Carer in the water supports child under the armpits. Leans forward, reaches for carer's shoulders to hold onto and enters water.
 Breathing	8	Extend baby's breath control. Initiate putting water on the face, head and body.	Comfortable with water on face, head and body. Attempts to initiate putting water on their face, head or body.
 Going Underwater	9	On readiness extend assisted submersions.	Responds to cue words which may include: closing eyes, closing mouth, putting head in water or initiating submersion.
 Staying Afloat	10	On readiness front float between adults and or platforms. Assisted back float with confidence.	Carer provides assistance by guiding into the back float position. Head back on carer's shoulder looking upwards. Relaxed body position with arms and legs on water surface.
 Keeping Balance	11	With assistance roll from one side to the other – back to front, front to back.	Carer uses smooth rotation movements ensuring sufficient support. Maintains a relaxed body position during the rotation. Rotate from back to front, front to back.
 Basic Kick & Arm Action	12	Carer to support legs and arms to kick and paddle on front and back.	Can be practised using a range of techniques both in the front and back positions including: lying on flotation mat, sitting/lying on pool edge, in shallow water, lying across carer's lap. Carer holds legs at the knees and moves them up and down. Carer holds arms at the wrist and paddles the arms through the water. Carer uses encouragement and cues e.g. 'kick, kick' and 'paddle, paddle.'

Age 12 to 18 months

Physical characteristics	Implications for infant aquatic lessons
The infant has "unlimited energy".	Infants need opportunities to explore for themselves within safe parameters.
Manoeuvrability improves. The infant's gross motor skills develop very fast in comparison to their fine motor skills.	Infants rolling is organised and controlled.
Infants tolerate water in the mouth without reflex swallowing.	Promote flow of water in and out of open mouth as well as active spitting.
Walks independently. Arms are used for balance.	Explore methods of propulsion through the water. Progress toward horizontal movement of legs and arms.
Babbles and imitates sounds.	Gradually build up from partial face submersion. Gradually build up period of partial submersion.
Infants continually test their limitations.	Unlike the back-float an infant made shortly after birth, movements are voluntary and should only be within the tolerance of each infant.
Emotional and intellectual characteristics	Implications for infant aquatic lessons
May show anxiety at separation from parent.	Avoid introducing new activities without the parent.
Infant begins to show a wider range of emotional responses such as affection and jealousy.	Guidance is needed in interaction with others. Be sensitive to individuals needs.
Infant will demonstrate likes and dislikes.	Structure choices that are both suitable to you and the infant.
Social characteristics	Implications for infant aquatic lessons
Infants prefer limited interaction with their peers.	Ensure the parent joins in activities and the tasks of sharing and turn-taking.
Enjoys attention from others.	Praise infants accomplishments and thank them for their efforts.
The infant can understand more than they can communicate.	Maintain a positive soothing tone of voice.
Understanding of cause and effect improves.	Environment should be designed to provide stimulating experiences and should be based around a sense of fun and enjoyment.

STRAND	SKILL NUMBER	SKILL /EXPERIENCE	INSTRUCTING POINTS
 Getting Wet	13	With support enter the water from a seated position towards the carer. Be turned towards the edge to hold. Hand walk along the pool edge with assistance if necessary.	Safely sitting on pool edge. Leans forward, reaches for carer's hands to hold onto and enters water. Carer turns child and encourages holding onto pool edge with two hands. Slide hands one at a time to move along the pool edge. Carer assists by demonstrating action and guiding hands along pool edge.
 Breathing	14	Continue breath control activities and water on the face. Encourage independent face submersions.	Responds to cue words which may include: closing eyes, closing mouth, putting head in water or initiating submersion.
 Going Underwater	15	Experience assisted and unassisted submersions, between adults, to adult, in shallow water.	Carer uses an extended hold and engages eye contact. Using cue words, carer gently submerges child towards themselves (no longer than three seconds). Child responds to cue words. Relaxed body position and happy disposition.
 Staying Afloat	16	Initiate independent free float activates under supervision. Continue with assisted back floats.	Carer provides assistance by guiding into the back float position. Head back on carer's chest looking upwards. Relaxed body position with arms and legs on water surface.
 Keeping Balance	17	Experience body orientation and rotation in a vertical position.	Carer uses smooth rotation movements ensuring sufficient support. Vertical rotation in both clockwise and anticlockwise directions. Maintains a relaxed body position during the rotation. Encourage use of arms to assist the rotation.
 Basic Kick & Arm Action	18	Move legs up and down with carer encouragement. (kick, kick). Experience reaching for objects and pulling arms through the water.	Carer uses encouragement and cue words e.g. 'kick, kick.' Responds to cues by independently kicking legs up and down. Kick may be bicycling, bent leg or rudimentary flutter kick action. Carer uses encouragement and cue words e.g. 'paddle, paddle.' Attempts to use arms to pull through water in order to retrieve objects.

Age 18 months to 2 years

Physical characteristics	Implications for infant aquatic lessons
Infant can move from lying to seated to standing position.	Integrate entry from sitting position to a turn and slide entry.
Infants move their entire head instead of just their eyes to see an object.	Use this to teach infants to rotate and experience control of balance.
Breath holding becomes controlled.	Imitation and modelling with parents are the best methods to teach infants to match submersion with breath holding.
Infant's endurance and strength develops.	It is important to provide opportunities for a child to utilise improving strength and endurance.
Continual movement appears to be a child's primary physical focus.	Motivation to kick is important. Encourage kicking via rewards and taking them to where they want to go.
Infant's arm/elbow motor movements have not developed.	Reaching for toys encourages arm extension. Use cues such as reach, paddle and splash.
Infant reacts tremendously to verbal communication and noises.	Use verbal and physical directions to promote independent submersion of the face.
Infant is still top heavy due to proportionately larger head and shorter legs.	Back-floats still require parent support of head.
Emotional and intellectual characteristics	Implications for infant aquatic lessons
A child may respond to a frustrating situation by having a tantrum.	Structure a swimming environment so the child encounters only those challenges and experiences that can be managed.
At this age a child is fascinated by its surroundings and will continually switch from one activity to another.	Provide the opportunity for the infant to explore a range of activities.
Social characteristics	Implications for infant aquatic lessons
Infants develop self-awareness.	Encourage guidance, co-operation and sharing.
Infants want to control the surrounding environment.	Parents become a source of secure, reliable support as needed.
Infant's attention span is still very short.	Engage in circuit-type activities as motivation.
As babies approach 2 years of age they become fascinated with the properties of water.	Stress importance of KEEP WATCH and the incidence of infant drowning.

STRAND	SKILL NUMBER	SKILL /EXPERIENCE	INSTRUCTING POINTS
 Getting Wet	19	With support safely step into the water from a standing position towards the carer. Be turned towards the edge to hold. Hand walk along the pool edge and climb out with assistance.	Safely stand along the pool edge Holding carer's hands, leans forward and steps out with one leg first towards carer Carer turns child and encourages holding onto pool edge with two hands Slide hands one at a time to move along the pool edge Attempts to climb out using arms and legs to lever the body over the pool edge Carer assists by using their hands to support the body or provide a stirrup support for exiting.
 Breathing	20	Independently submerge the face and hold breath.	Responds to cue words. Attempts to put face fully underwater.
 Going Underwater	21	Experience assisted and unassisted submersions and hold on to pool edge with assistance if necessary.	Using cue words, carer gently submerges child towards poolside. Child responds to cue words. Relaxed body position and happy disposition. Holds onto pool edge with two hands with support.
 Staying Afloat	22	With encouragement float on front and back using a flotation aid.	Lie down independently in a horizontal position on front or back position. Carer encourages remaining in a horizontal position on mat.
 Keeping Balance	23	With support experience crawling, walking, kicking and climbing on a floating mat.	Safely stand on the mat clear of pool edge.
 Basic Kick & Arm Action	24	Assisted and unassisted swims using arms and legs through the water.	Alternative arm and leg action. Carer to provide support using the side hold or holding under the armpits.

Age 2 to 2.5 years

Physical characteristics	Implications for infant aquatic lessons
Balance improves. Movements are smoothly and coordinated.	Parent generally need only supply finger-tip support during standing entry.
Infant's body matures and takes a more efficient shape for physical activity; they discover new ways to move.	Full range turning and somersaulting movement help infants control balance of their bodies in the water. Control essential for controlled swimming.
Challenges are needed to extend their physical skills.	Infants may be able to submerge towards the bottom of the pool to retrieve toys and objects.
Emotional and intellectual characteristics	Implications for infant aquatic lessons
Infants begin to express and share ideas verbally however ability to understand the point of view of others is limited.	Employ active participation in experiences rather than long explanations and demonstrations.
Social characteristics	Implications for infant aquatic lessons
Infants gain self-control and self awareness.	Foster cooperation by celebrating achievements when an infant does what is expected.

STRAND	SKILL NUMBER	SKILL /EXPERIENCE	INSTRUCTING POINTS
 Getting Wet	25	With support enter the water using a slide in entry and hold onto the pool edge. With minimal assistance attempt to climb out of the pool.	Supported safe and confident slide in entry. Hold side of pool. Twist the body to face the wall while slowly lowering the body into the water. Feel for water depth with their feet. Hold onto pool edge with two hands Carer provides support by guiding the child slowly into the water. Climb out using arms and legs to lever the body over the pool edge. Carer may provide minimal assistance by supporting the body but not lifting them upwards.
 Breathing	26	Once breath control is mastered, blow bubbles with face fully submerged.	Submerge whole face in the water. Open eyes underwater. Blow bubbles (exhale through mouth and nose). Blink eyes to remove water on surfacing.
 Going Underwater	27	Demonstrate independent submersion with carer encouragement.	Respond to cue words. Independently submerge and propel forwards for 1-2 metres. Recover confidently to a stable and secure position.
 Staying Afloat	28	Front and back floating with and without support. Building to a 5 second release.	Front float with face in water, blowing bubbles. Back float with eyes looking up, ears below the surface. Legs on water surface, relaxed body position. Recover to a stable and secure upright position with assistance. Duration of 5 seconds achieved.
 Keeping Balance	29	With assistance rotate body from back to front whilst holding a floatation aid.	Hold a flotation aid securely for support. Horizontal or vertical rotation of body from back to front. Carer provides assistance by guiding rotation.
 Basic Kick & Arm Action	30	Display independent propulsion of kick and paddle. Experience manipulation of the propulsive skills.	Hold a flotation aid securely for support. Propel themselves forwards using a kicking action. Independently pulls arms and hands through the water. Instructor or carer provides guidance by demonstrating arm action.

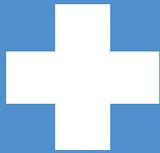
Age 2.5 to 3 years

Physical characteristics	Implications for infant aquatic lessons
Infant has enough control to walk on tip toes, jump with both feet, stand on one foot.	A horizontal body position enables the kick action to become a straight leg flutter.
Noticeable development in fine motor control movement.	Greater arm extension can be achieved as well as carrying the pulling action further backwards.
Improvement in co-ordination of breath control with arm and leg movements.	Integrating breath control with self-propulsion an infant may be able to move a distance underwater.
Infants gains a more up-right posture.	Infants will maintain a correct body position in the water more easily as the parent walks backwards.
Emotional and intellectual characteristics	Implications for infant aquatic lessons
Greater self-assurance and independence from parent.	Provide guidance on secure limitations.
Show greater awareness of routines.	Incorporate simple rules into activities.
Social characteristics	Implications for infant aquatic lessons
Infant is eager to meet new challenges.	To gain attention a child may splash around or act silly.

STRAND	SKILL NUMBER	SKILL /EXPERIENCE	INSTRUCTING POINTS
 Getting Wet	31	With support safely jump into the water from a standing position towards the carer and return to the wall ready to exit. Exit that water safely unassisted.	Safely stand along the pool edge. Holding carer's hand/s, leans forward and jumps out with both legs. Carer turns child and encourages holding onto pool edge with two hands. Safe and independent exit by climbing out using arms and legs to lever the body over the pool edge.
 Breathing	32	Blow bubbles with the face fully submerged, take a breath and repeat the sequence.	Face fully submerged. Blow bubbles. Slowly lift head to breathe with chin on water surface. Repeat the above sequence.
 Going Underwater	33	With encouragement initiate own submersion and recover securely. Retrieve objects from the bottom of the pool in progressively deeper water.	Respond to cue words. Independently submerge and propel forwards for 1-2 metres. Recover confidently to a stable and secure position. Open eyes underwater to locate and retrieve object.
 Staying Afloat	34	Front and back floating with and without support. Building to a 10 second release.	Front float with face in water, blowing bubbles. Back float with eyes looking up, ears below the surface. Legs on water surface, relaxed body position. Recover to a stable and secure upright position with assistance. Duration of 10 seconds achieved.
 Keeping Balance	35	With assistance rotate body in a vertical position whilst holding a flotation aid.	Hold a flotation aid securely for support. Vertical rotation in both clockwise and anticlockwise directions. Face remains above water. Attempts to use legs to aid rotation. Carer provides assistance by guiding rotation.
 Basic Kick & Arm Action	36	Refine propulsive movements.	Coordinate arm and leg movement together. Alternate limb actions. Carer to provide support using the side hold if required.

3 years plus

Physical characteristics	Implications for infant aquatic lessons
Improved strength enables infants to lift their weight for jumping.	Infants will gain greater control over their movements in the water and refine their sense of balance by including jumping and assisted head-first entries.
Growth in legs lowers infants centre of gravity.	Promote a more horizontal position in the water which will lead to breathing from the side.
Improved strength in upper body.	Promote lifting of upper body to clear face for breathing. Integrate breathing control with breathing from the side.
Pattern of walking is mature, smooth and rhythmical.	Move toward the development of arm and leg actions.
Marked development in coordination of whole body with large motor skills.	Progress to torpedoes by integrate submerge, push from wall/floor and glide.
Control over head improves sense of balance and stability. Proportion of infant body fat is falling.	When back floating use of a head holding support will promote a false sense of balance and stability.
Emotional and intellectual characteristics	Implications for infant aquatic lessons
Able to communicate their ideas.	Employ group participation and acceptance of others.
Reasoning and taking the perspective of others are still limited.	Be warm and caring. Set limits firmly and calmly.
The ability to remember is becoming refined. An infant can remember past experiences and describe them in detail. The infant no longer lives in the present but in the future and past.	Engage in conversation. Help with decisions by giving simple options.
Social characteristics	Implications for infant aquatic lessons
Difficulty in sharing and taking turns.	Class activities should ensure infants can participate at the one time.
Friendships begin to play an important role.	Incorporate activities that promote time with friends and role playing.



Steps in a Rescue

The steps in any rescue may be summarised as 'the four As'.

Awareness: Recognition of an emergency

Assessment: Making informed judgments

Do you have the knowledge, fitness, skill and judgment to conduct the rescue?

Is it safe to conduct the rescue?

Accepting responsibility

Action: Perform a safe, efficient and effective rescue

Aftercare: Aid given until medical help arrives

Reporting the incident

Comply with Duty of Care requirements

