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Why Choose STA?

STA Award in Teaching Swimming Resource Manual

STA Certificate in Teaching Swimming Resource Manual

BRIGHT, COLOURFUL MANUALS



**BOTH TEACHING COURSES
ARE LEVEL 2**

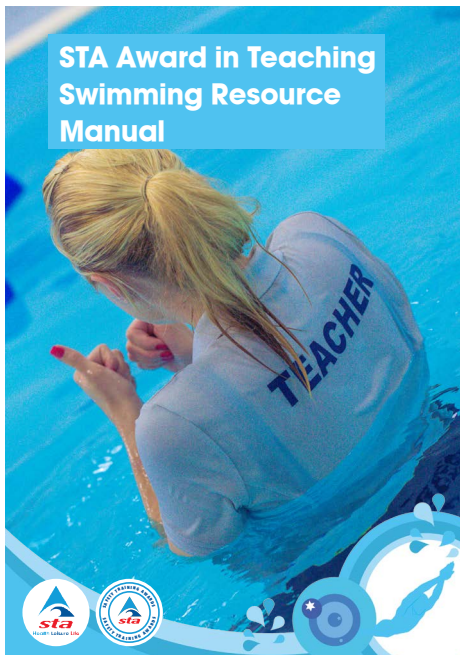
**AND
TEACHER**

**AND THE STA CERTIFICATE IN
TEACHING SWIMMING MEETS
THE CIMSPA PROFESSIONAL
STANDARD**

**CIMSPA
ENDORSED**



STA Award in Teaching Swimming



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Timid participant

A participant who is scared of the water may be of any age. The way in which the lessons are given will depend very much on the age of the participant.

Suitable activities include:

- Playing with floating objects on the water
- Filling and emptying watering cans over their feet and legs
- Blowing objects along the surface of the water
- Walking across the pool whilst supported
- Learning how to regain their feet / stand in the water
- Water confidence practices
- Distracting a participant with a toy, game or activity to help improve confidence
- If the participant is older, it may be better if they attend lessons on a one-to-one basis with a swimming teacher so that they are spared the embarrassment of learning with participants younger and smaller than themselves - even then it may be difficult to dispel a deep-seated fear of water
- This will also be true if the participant is an adult; some people are really terrified of water and trying to learn to swim is an ordeal. Even after learning to swim, some remain nervous and have difficulty returning to classes following a holiday.



Swimming teachers need to show support and build trust with participants, especially timid participants.

Body language

Body language displays an attitude and like the eyes it is something you cannot hide.

A swimming teacher's posture, including stance and use of hands and arms, is a useful and effective means of communication in the noisy pool environment. The body language of the participants will also reflect their attitude and enjoyment. Swimming teachers need to be aware of their body language during and after a lesson and how this could affect participants and customers.



Example of poor, closed body language.

Example of good, open body language.

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Front Paddle

Front paddle may be one of the first strokes introduced to the participants whilst performing various water confidence practices. Front paddle may be practised with or without buoyancy aids. Some participants learn front paddle very quickly, but others may take a considerable time. Difficulty can arise with breathing when in the prone position. Many participants prefer to learn front paddle first, as they can see where they are going.

Note: Participants must be able to regain their feet from the prone position before attempting front paddle independently.

Stroke Description

This stroke is swum in a prone horizontal position; the arms and legs work in an alternating action, the face may be in or out of the water, and breathing should be relaxed and regular.

Body position

As flat as possible with either the chin on the water or the face in the water.



Flat body, long like an arrow.

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Leg action

The action is continuous and alternating. The legs should be almost straight with the toes pointed. The kick commences at the hips and progresses down through the knees to the feet. The toes are pointed, but the ankles should remain flexible. The legs stay close together and the toes turn slightly inwards; this is called 'toe-ining'. The heels should just break the surface of the water at the top of the upbeat.



Straight legs, floppy feet.

Arm action

This takes place below the surface of the water. The action is continuous and alternating. Arms stretched forward and pulled back close to the high. The wrists are held firm with the hands slightly cupped, but the movement is slow and deliberate. Initially the pull may be much shorter and quicker. A long, deep pull is difficult when armbands are used.



Reach and pull arms.

Breathing

Exhaling may take place with the face in or out of the water, blowing bubbles as the participant is swimming.

Timing

The stroke should be rhythmic, alternating and continuous. Most new participants will have a fast leg kick for propulsion whilst the arms are at a slower pace.

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Individual Lesson Plan

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

In preparing the individual lesson plan, consideration will need to be given for the lesson to have interest, variety and fun. The participants should leave the pool at the end of each lesson looking forward with anticipation to their next visit to the pool.

In preparing individual lesson plans, swimming teachers will need to consider the following:

- The aim of the lesson and lesson objectives
- Preparation for teaching is vital; time spent in the water is often quite short and so every minute should be used to the best possible advantage
- Inactivity in a lesson can lead to boredom for some participants and may also give time for boisterous behaviour to take place, which may distract the more timid participant!
- The lesson plans must take account of the facilities available, including pool size and depth, pool features, available aids and available swimming teachers / assistants.



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Disability Awareness



Suggestions on Teaching Participants with a Disability

Every participant is an individual and will have individual factors that motivate them, and they will have their own preferences and learning styles. It is down to the swimming teacher to spend time getting to know the participant and working in partnership with their parents / guardians / carers to discover what works best.

Some suggested methods / ideas will work for some participants but will not work for others; swimming teachers must be adaptable and not be afraid to try new things to find a system that works for all participants in the lesson.

It is vital a swimming teacher has all the information relating to a participant's specific needs on an enrolment card or register prior to the start of the lessons. This gives a swimming teacher time to plan, prepare and update their knowledge to help them safely meet a participant's needs.

If a parent / guardian informs a swimming teacher of a medical condition or disability, it is important that swimming teachers ask the parent / guardian for sufficient details to enable swimming teachers to care safely for the participant. The parent / guardian may often use medical terminology which, if not known, can be confusing for a swimming teacher; therefore if the swimming teacher has never heard of the condition or disability before, it is safer to ask rather than teach a participant without knowing. It may be as simple as the participant cannot go under the water; they need to be given firm ground rules or they are unable to use part of their body. All of which will affect how a swimming teacher will teach them.

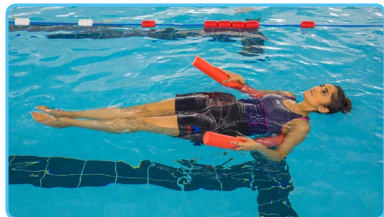
Note: Swimming teachers must be adaptable and not be afraid to try new things to find a system which works for all participants in the lesson.



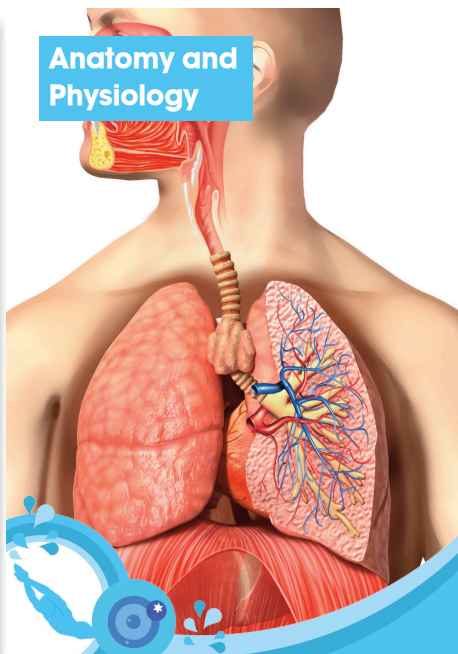
Sculling in the swimming strokes

The sculling movement helps the participant to 'feel' the water and enables them to pitch the hand correctly throughout the propulsive stages of the different strokes. The propulsive force generated by vertical and lateral sculling is important in all of the swimming strokes. The angle at which the hand is inclined to the water flow is called the angle of attack.

Sculling	
Teaching Practices	Teaching Points
<ul style="list-style-type: none"> Standing in shallow water Practising the movement whilst floating in the supine position, a woggle may be used to support the participant when first attempting this skill Sitting on a woggle in a seahorse position Using a woggle under the middle of the back Practising arm action whilst treading water 	<ul style="list-style-type: none"> Keep movement going Fingers together and hands cupped Wrists firm Hands under water Draw a flat figure of 8 Wave hands Body long and narrow Ankles together and feet pointed



Anatomy and Physiology



Anatomy and Physiology

The human being does not swim naturally, as water is not its normal habitat. Bone density and the amount of body fat are factors which may influence an individual's buoyancy. Most body systems are at work when swimming is taking place. To propel the body through the water, movements must be made; these require bones, muscles and the nervous system for co-ordination and energy, and oxygen to allow the muscles to work. The respiratory system is required to obtain oxygen and get rid of carbon dioxide; the circulatory system to get the oxygen to the muscles and waste products to the excretory organs. Nutrients to supply energy are necessary, so the digestive system is required to digest and absorb these.

The body is basically made up of proteins, fats, carbohydrates, minerals, salts and water. The greatest part of the body is water, which constitutes 65% of the body weight. The body is made up of millions of smaller structures called cells. Cells contain many atoms and are the sites of vital reactions, which sustain life.

The cells form the various tissues of the body; these form organs and the organs form systems. All of the systems link together to form a whole. The body can only function effectively if all of the systems work together.

The body can only work within certain very narrow chemical limits and if changes happen that alter these limits other factors will quickly begin to work to restore the body to its normal state or to what is called 'homeostasis'. Exercise is one of the factors that can alter the body's homeostasis. The body temperature becomes raised by the muscular action and so do carbon dioxide levels. Mechanisms quickly come into play that return the body to its normal range.

Note: Anatomy - (Greek, anatome, "dissection"). Definition: The branch of natural science that deals with the structural organisation of living things.

Note: Physiology - (Physio - "nature", ology - "study"). Definition: The science of the normal function of living things.

Aquatic Games



Games and activities need to be carefully planned by swimming teachers to ensure the safety of participants; during this planning process swimming teachers must ensure it is appropriate for the age and stage of the participant and the learning objectives for the lesson. For example, when working on treading water, a seahorse race can help reinforce the treading water action, whereas a group of advanced swimmers who are already competent at treading water could play ball games to develop strength and stamina, rather than seahorse races which would not assist them in meeting their learning objectives.

Consideration needs to be given to developing essential movement skills along with the essential swimming skills. All aquatic games must have a purpose. Swimming teachers need to consider what the lesson aims and objectives are.



Games should be used during a lesson to meet the learning objectives; they should not be used to fill time.

Planning Games in a Swimming Lesson

When using games, the paramount consideration is safety of all participants. All of the normal safety rules must apply together with any further rules that a swimming teacher deems necessary. Swimming teachers should be aware that in their excitement participants can forget the rules, so it is up to a swimming teacher to check understanding before the game commences. It is also useful to have an agreed signal, which stops the activity, such as a whistle.

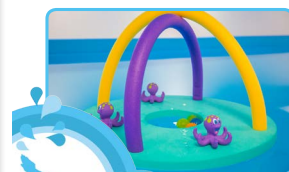
When planning, swimming teachers should ensure that the space to be used is appropriate for the game to be played, particularly taking into account the depth of water. It is advisable to divide areas of the pool off, to prevent participants inadvertently wandering into deep water following a toy.

Games can be either swimming teacher directed or can involve a swimming teacher acting in a facilitation role whilst the participants work in small groups to solve a problem. For example, how many different ways can you swim across to the other side of the pool keeping your woggles out of the water? Once attempted, participants can refine their activity and then teach it to other participants.

Swimming teachers can plan to use either competitive or co-operative games, individually, in pairs, small groups or whole group. It is probably best to provide balance between competitive and co-operative activities and be aware of group members becoming over competitive. Before deciding on an activity or game to be used in the lesson, swimming teachers will need to know:

- The age of participants
- The ability of the participants
- The teaching space available - is it deep or shallow?
- The equipment available
- The timing of the activity during the lesson
- The number of participants
- The objectives for the lesson in question.

There is a wide range of equipment that can be used to develop games, including, balls, hoops, inflatable toys, floating play rafts, ligures, and foam blocks. Swimming teachers should ensure any equipment used is clean, safe and in a sound condition. There must be clear guidelines set out for the use of all equipment as well as storage afterwards.



The equipment used in games should be safe and checked before use.

The Swimming Teacher



The Swimming Teacher

Swimming teaching is a professional role that should be taken seriously. A swimming teacher is imparting knowledge to participants and helping them develop; swimming teachers should keep this in mind when delivering their lessons. If a swimming teacher creates an enjoyable and stimulating learning environment, a participant will look forward to their swimming lesson every day or week. Even if that lesson is a swimming teacher's fourth lesson of the day, they must remain enthusiastic, professional and deliver to the same standard as the first lesson.

Role of a Swimming Teacher

The role of an STA swimming teacher includes:



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TEACHER

Advanced Swimmers

	Identification	Priorities	Implications for rescue
	Non-Swimmers	• Head just breaking surface and going under, body vertical, arms and leg action ineffective treading water type actions; not able to maintain the head above water, NOT looking for help	• Non-swimmers will try to hold on to and climb on top of the rescuer – take a buoyant aid • Remove from the water as soon as possible before they become exhausted and unconscious
	Weak Swimmers	• Head above water, body at approximately 45° angle in the water, arms and legs making ineffective front paddle action	• May be able to grasp a buoyant aid but may not be able to bring themselves to safety • Remove from the water as soon as possible before they deteriorate into the non-swimmer stage and then become unconscious
	Injured Swimmers	• Will depend on the injury – holding injured part, shouting for help, pained expression on the face	• Remove from the water as soon as possible before the effects of cold water add to the problems of their injury • Injured swimmers may have difficulty in grasping a rescue aid and may require a contact rescue
	Unconscious Swimmers	• Usually in the prone position – head and face in the water, body floating in natural position (somewhere between horizontal and vertical), arms and legs dangling, remaining limp and unresponsive	• Turn the casualty face up as soon as possible and remove from the water, it may be necessary to isolate resuscitation in the water while waiting for assistance to land the casualty • Unconscious casualties – once you have made contact with an unconscious casualty you should not leave them until they are safely landed and given appropriate offshore care

65 Sidestroke

Sidestroke was used in the 19th century in competitive swimming but was replaced by the faster front crawl. These days the stroke is mainly used for life-saving.

Stroke Description

Body Position

The body position is on either side, though individuals will usually have a preference. The position should be as horizontal and streamlined as possible, though when used for life-saving the hips and legs will be lowered to accommodate the casualty. The side of the head rests with the ear in the water and with the lower arm beneath it. The eyes look to the side and slightly forward.

Side stroke, swam on either side, depending on participant's preference.

66 Leg Action

The legs move one above the other for part of the stroke but then kick in the opposite direction to drive backwards. The action is parallel with the water surface but beneath it. This has been termed a scissors-like kick.

The recovery starts from a stretched position with the toes pointed and both legs together. The heels move towards the buttocks by flexing the hips and the knees. Both legs move symmetrically and together for a short period but then separate so that one leg comes forward and one leg moves backward. The leg nearest the water surface moves forward, the knee flexing and the foot becoming dorsiflexed. The lower leg moves backward with the knee flexing and toes pointed.

Propulsion comes from the straightening of the knees and hips and the vigorous closing of the legs. The backward thrust comes from the back of the upper leg and its dorsiflexed foot and from the front of the shin and the front of the foot of the lower leg. The legs then come together, one on top of the other, and remain in contact for the ensuing glide.

67 Arm Action

The arm action is alternating with both arms below the water surface. One arm pulls whilst the other recovers.

The stroke commences with both arms stretched. The lower arm (beneath the body) reaches forward beyond the head with the palm facing downwards and the upper arm stretches down the side of the body with the palm to the upper thigh. The lower arm is referred to as the leading arm.

Recovery (upper arm)

The upper arm recovers alongside the body by moving the flat hand to a comfortable forward position near the face with the elbow kept close to the body.

Propulsion (upper arm)

The upper hand and arm are swept back towards the thigh. The palm faces backwards with the fingers together. The elbow is flexed just before the end of the pull, which is to the swimmer's thigh. As the upper arm is pulling, the lower arm is recovering.

Propulsion (lower arm)

As the upper arm recovers, the lower arm is pulling. This is a long vigorous movement in a downward and backward direction directly under the swimmer's body. The elbow flexes and the palm and closed fingers should face directly backwards for as long as possible during the stroke. The pull concludes at the level of the shoulder.

Recovery (lower arm)

The arm extends to the forward stretched position with the elbow and hand kept as close to the body as possible.

Stroke Analysis

Stroke Analysis

Note: A stroke analysis should be performed for as long as necessary, and is an ongoing process.

Stroke analysis is a vital part of teaching the participants to swim correctly. It enables strengths to be recognised and praised as well as faults / weakness to be identified and corrected, thus improving the efficiency of the participant in the water.

Stroke analysis involves observing a participant whilst they are swimming and looking at all aspects of the stroke and its overall efficiency in the water using BLAST. A stroke analysis can be performed on participants of all abilities.

Whilst observing the participant, swimming teachers can write down what they see, identify any faults and the reasons for them as well as suggestions on how to rectify them. Swimming teachers should discuss this with the participant. This clarifies to the participant what they are doing correctly and incorrectly, therefore the participant will have a better understanding of what they need to do in order to correct the stroke. Once a swimming teacher is experienced in performing a stroke analysis, they will not need to write everything down; they will continuously observe and compare what they see to the correct technical model in their head.

Participants should be observed from the side, the front, the back and if possible from above. This ensures a swimming teacher has a clear view of the whole stroke from all angles and can be certain all aspects of the stroke have been observed.

Swimming teachers should be observing participants throughout both whole and part practices and correcting faults throughout. Stroke analysis is a continuous process.

It is important to remember that participants are not always aware of the movements their limbs are making. It is not uncommon for a swimming teacher to tell a participant with very bent legs to straighten them and have the participant insist that their legs are straight. To the participant the action may 'feel' correct. This is particularly relevant in breaststroke when a participant has a 'screw kick'. Swimming teachers therefore have to work with the participant's sense of perception of what they are performing and correct it. It should take place throughout the lesson after every practice is set and carried out.

Swimming teachers should always be watching and observing the participants. This forms part of the stroke analysis.



Water Safety

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Water Safety

People, especially children, are attracted to activities in and around water: a large percentage of deaths by drowning occur in what appears to be a harmless location. It is most important that children and adults understand the dangers and the measures to be taken to avoid accidents.

The following will help to avoid accidents:

1. An understanding of the dangers
2. Knowing the water safety rules
3. An ability to perform survival skills.

Understanding the dangers

- Be aware of hazards at home, by rivers, lakes or swimming pools
- Around the home, familiarly breeds contempt
- Beware of washing machines, fountains, water butts, paddling pools, wash basins, baths, even buckets – these are all potential death traps for a child
- Be on your guard!



Understanding the dangers of water, even a children's paddling pool can be a hazard.



Front Crawl



Diving

Diving

Safety Considerations – Entries from the Poolside

Safety considerations

Whilst statistically the risk of a serious diving accident is very small, the consequences can be extremely serious, resulting in death or very severe spinal injury. Therefore, it is essential that all diving and jumping activities are suitably risk assessed prior to taking place. Swimming teachers and pool operators should ensure they refer to latest guidance documents.

Factors which may affect the safety of a head first entry are:

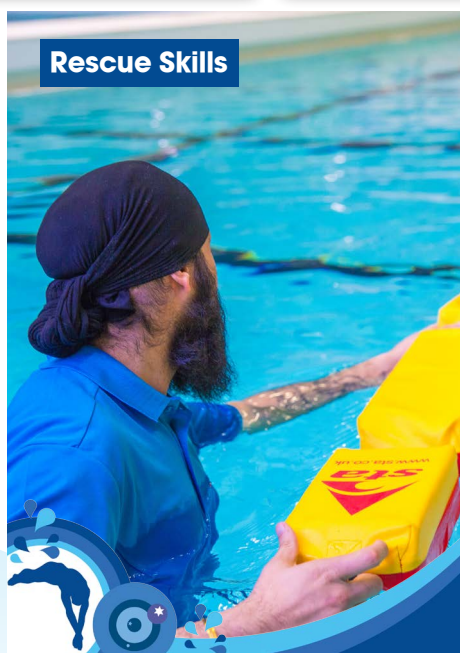
- The height of the participant
- The weight of the participant
- The amount of thrust that the participant generates on takeoff
- The height of the starting place above the water level
- The use of hands and arms, both above and below the water
- The width of the pool
- The clarity of the water
- The presence and activities of other people in the vicinity of the diving area
- Uncontrolled or random entries without proper swimming teacher supervision.

As with all teaching practices, participants should not progress until they are competent at each level of diving.

Note: Safety is paramount. All participants should be supervised and given correct instructions.

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Rescue Skills

Rescue Skills

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Safety

Performing a rescue should only be attempted after due consideration of the risks. The rescuer should not put their own life at risk in performing a rescue. It is of more importance to know how to obtain help by calling for a trained lifeguard or the emergency services, rather than trying to effect a rescue and ending up another casualty. Swimming teachers should make participants aware of the dangers of attempting to rescue a casualty. Lifesaving cover must also be notified to avoid confusion.

Participants should be made aware of the following safety considerations:

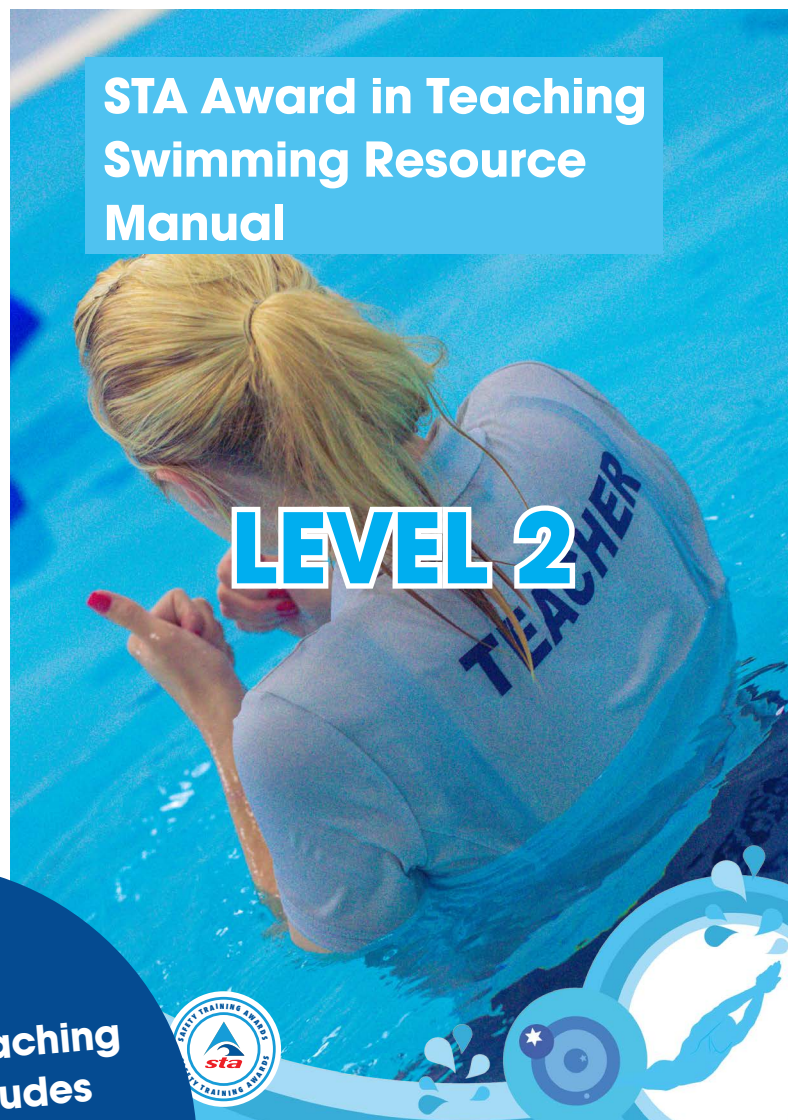
- **Personal safety** – fitness, skills, ability
- **Environment** – weather conditions, physical hazards
- **Rescue equipment** – availability, type, appropriate or not
- **Available assistance** – lifeguard, first aider, helpers
- **Organisation** – alertness, assessment, action
- **Condition / number of casualties** – how many, nature of casualty
- **Proximity of casualty** – distance, condition, position
- **Effecting the rescue** – handling the casualty, transportation, lifting and supporting
- **Aftercare of the casualty** – identification of safe areas, monitoring vital life signs, clarification of medical support
- **Continuous assessment** – casualty, environment, self, others.



STA Teaching Swimming Qualification

Pre-requisites:

- Be at least 16 years of age
- Hold current membership of STA



STA Award in Teaching Swimming includes Safeguarding Children, Young People and Vulnerable Adults

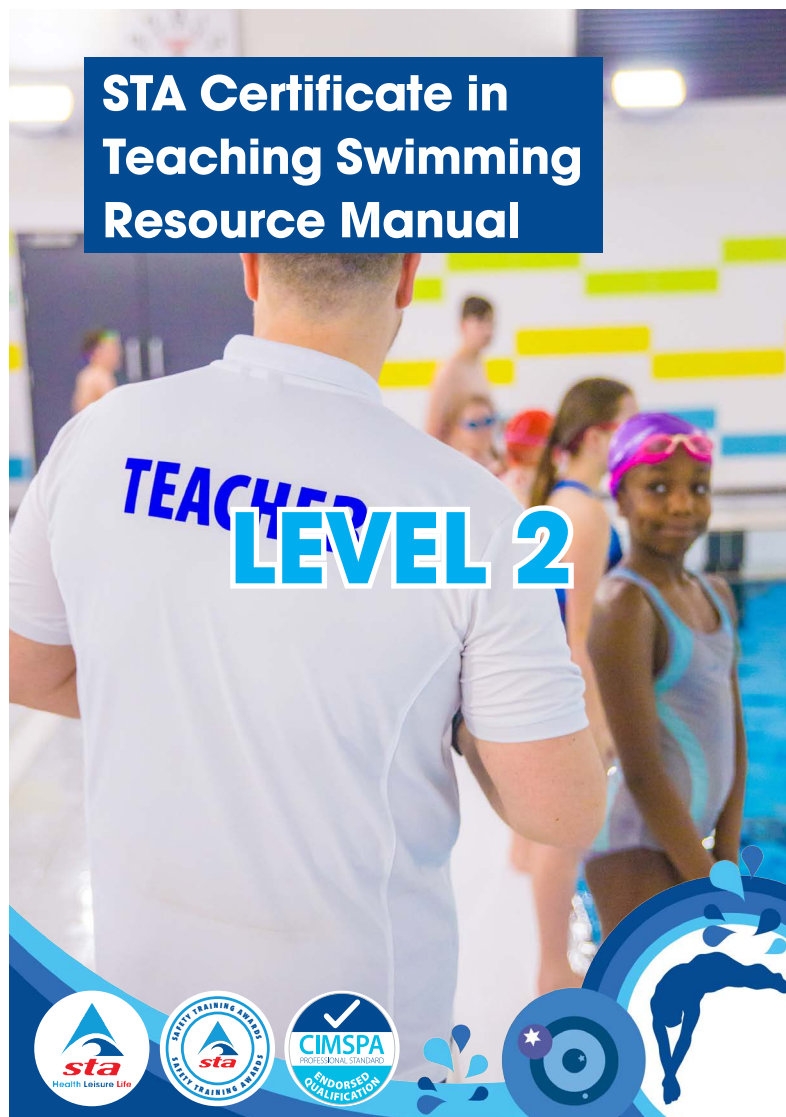
For more information on the STA Award in Teaching Swimming qualification visit:

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Qualifications and Progression

Pre-requisites:

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