



Swim Instructor Manual 2008-2009



Department of Recreation



Acknowledgement of Employee Responsibilities Swimming Instructor

Welcome to the Butler University Department of Recreation – we are very pleased to have you on our staff! You play a vital role in the quality of our services and programming and we are committed to providing you with an outstanding work environment and developmental experience. In order to maintain the high standards set by the work of our existing staff, it is important that our expectations are clear.

By accepting the position of swim instructor you agree to:

- Maintain current SET certifications (American Red Cross Water Safety Instructor, CPR for the Professional Rescuer, AED, and BBP) at all times while employed by Butler University Department of Recreation.
- Be responsible for reading, understanding, abiding by and enforcing all policies, and performing all procedures stated within this manual.
- Act as a first responder to all medical emergencies or accidents that occur in the area to which you are assigned.
- Attend end of semester performance assessment meetings each semester (summer 1 and 2 are combined for a summer “semester” of employment).
- Provide two weeks advance notice if you choose to end your employment with Recreational Sports.
- Be on time for all shifts and do not leave shifts early.
- Wear the appropriate uniform as outlined in your manual.
- Attend all staff meetings.
- Be knowledgeable of all Department of Recreation programs and services so that you can be an ambassador of Department of Recreation.
- Read and understand the disciplinary action protocol used within the Aquatics Program.
- Have no more than 2 sub per lesson session. Be responsible for covering your own shifts. If you do not find a sub, YOU WILL STILL BE RESPONSIBLE for teaching the lesson. If you are having problems covering a lesson, notify the Assistant Director and Swim Lesson Coordinator.
- Report all subbed lessons to the Assistant Director and Swim Lesson Coordinator. Include the lesson date and time and the instructor subbing.
- Take attendance in all swim classes.

Signed: _____ Date: _____
(Employee Signature)

(Print Name)

Signed: _____ Date: _____
(Prof. Staff Signature)

(Print Name)

What is the manual for?

This manual is intended to provide you with some basic teaching tools and to orient you to our program and expectations as you begin teaching in the Department of Recreation. This manual is not to create great instructors, only teaching and more teaching can make you great, rather it is to give you basic guidelines and ideas for teaching.

Basic Philosophy and Goals

1. To make swimming a fun/enjoyable activity for all
2. To promote independent swimmers
3. To create safety-conscious swimmers
4. To create technically-correct swimmers

Employee Information and Policies

Qualifications

All swim instructors must meet all of the following minimum requirements listed below in order to be considered for employment and must maintain all standards in order to work.

1. Instructors must be certified in American Red Cross CPR for the Professional Rescuer, First Aid, and hold a valid WSI.
2. Instructors must complete a Blood Bourne Pathogens course and an AED course.

Swim Instructor

The general function of a swim instructor is to conduct swimming instruction using a safe and responsive manner and to administer instruction equally among students.

General duties include:

- ❖ Teach according to the prewritten guidelines for each class level. Creativity and different styles of teaching are encouraged!
- ❖ Gather the group of participants prior to each class and review skills from the past lessons.
- ❖ Classes must begin and end promptly at the scheduled times. This means that you need to be at work 20 minutes before the first class of each session and 10 minutes prior to every additional lesson.
- ❖ Obtain all equipment before the start of class and return it to the proper areas after class. If you find faulty equipment let your supervisor know immediately.
- ❖ Promote safety of everyone at all times by keeping your eyes on every student.
- ❖ Use positive reinforcement. Start out with a positive aspect, next tell them what to fix, and then end with another positive aspect. Always end with a positive!
- ❖ Always be polite and willing to discuss a child's progress with a parent. Emphasize the positive and find positive ways to discuss weaknesses.
- ❖ Find a time to introduce yourself to parents.
- ❖ Be familiar with emergency procedures.
- ❖ At the end of each class session complete a progress report for your students and ask them to fill out an evaluation of your performance.

Swim Instructor Expectations (FIVE P's)

1. Punctuality
2. Preparation : Having all equipment and lesson ready before class is to begin

3. Professionalism: Act confident when teaching adults and children and always remember you are representing the Department of Recreation, so be responsible, act appropriately, and have fun with your class.
4. Parent Contact: Develop trust between you and parents so if you have concerns you will be able to discuss.
5. Paperwork: Keep track of attendance, record private lessons taught, and finish report cards.

A Quality Instructor Always...

1. Is the first one of the class in the water every day and has wet hair at the end of every class.
2. Says "hi" to their students even when not "on the clock."
3. Knows and uses their students' names.
4. Always knows the location and activity of all students in their class (SAFETY FIRST!)
5. SMILES!
6. Arrives 10 minutes before each lesson and starts the lesson on time.
7. Sets out class expectations to students before the start of lessons and enforces those expectations (i.e. Keep your head out of the water while I'm talking.)
8. Steals other's ideas. Actively search for new tricks of the trade.
9. Is prepared with a written/mental lesson plan.
10. IS LOUD!
11. Knows the Red Cross curriculum and qualifications of each level.
12. Uses (and picks up) instructional tools.
13. Spends an equal amount of time on all students (even the whiny kid with the runny nose).
14. Uses memorable, wacky verbal names and cues.
15. Does not share negative thoughts about student/parents in public places (i.e. the pool deck and locker rooms).
16. Is flexible (you want me to teach what, when?!)
17. Finally... LOVES TEACHING KIDS AND ADULTS!

Teaching Objectives in Theory: Safety, Fun, Learning, and Preparedness

Notice that making class fun is as important as actually teaching swimming/diving skills. This is because people must enjoy coming here to learn and want to return. The best way to accomplish these objectives is by making games out of skills and teaching in ways that the children do not know they are being taught. The hope is for students to enjoy the water as they learn key skills in a safe environment. The following information will help clarify these objectives is mainly focused on teaching children, but some techniques can be applied to teaching adults.

- A. **SAFETY:** Instructors need to meet this first objective, which is safety, at all times. They must conduct a class which is safe for every student, other swimmers, and the instructor themselves.

1. Effective Class Organization as it Pertains to Safety:

- a. All class work should be done in a safe pattern. Some things to consider in deciding whether or not a particular teaching pattern is safe for the number of students involved, the level of students, the age of the students, the amount of space the skill requires, and the amount of help you will need to give each student. (For example, when diving off side of pool, have one person go at a time and go every other person so they do not dive on each other.)
- b. Effective organization will also include using a pattern that keeps all of your students in your view. (ex. If swimming lengths, have them go a little bit apart instead of one at a time.)

- c. **Organization** should include methods of moving students from one class space to another safely. Entries into the water need to be controlled and you should wait until all of your students are out of the water before you exit the pool. Student need to always walk on the pool deck. (i.e. When going to another part of the pool, have entire class get out of the water, then walk to boards together.)
 2. **Control of class:** Having control of your class at all times is paramount to maintaining a safe environment. Your class should always be in one area, within your direct line of sight. You need to establish ground rules for the class and ensure they are understood and followed. Before the start of the first lesson, you should sit down with your class, get to know their names, and tell them what the rules are and what your expectations are of them. If a problem does arise, do not hesitate to ask the Swim Lesson Coordinator or Assistant Director to fulfill disciplinary needs.
 3. **Awareness of Students/Maintaining Safety:** The students need to follow all of the pool rules. Instructors need to encourage water safety and preventative measures at all times (on deck, in the water, and after class) as well as keep the students in their view at all times. Instructors should not turn their back on the class. This may mean adjusting the way you work with individual students, such as holding them off to the side when practicing back floats or swimming facing the students when moving away from them.
- B. **FUN:** Making all of our lessons fun for the participants is our second objective. Swimming/diving should be fun. We want the students to continue coming to us until they have reached a proficient level of swimming, and if the students want to come back because they enjoy their lessons that makes this much easier. Making lessons fun also makes it easier for the students to learn, especially the pre-schoolers. If you just tell a pre-schooler to put their face in the water you will not have as much success as if you make it fun so they do not realize they are learning. Examples: Start with getting the chin, right cheek, left cheek, nose, and magic spot (between eyebrows) wet; see who can put their face in the water the fastest; try to look to see if there are any fish swimming down on the bottom, or look at the big bulldog on the bottom. If a student is not motivated, he/she will not learn. Instructors will be evaluated on effective use of equipment, skills incorporated into games/creative activities, and instructor's presentation, and overall class atmosphere.
1. **Effective Use of Equipment:** Equipment (training aids and toys) needs to be used constructively, effectively, and safely. Equipment should be held in a natural position. It should be used at appropriate times to improve skills and make learning more fun. The more practice methods you can use in teaching a skill, the easier it makes the learning for your students. Using different types of equipment not only makes it fun for the students, but enhances learning. Here are some examples of using a training aid (barbells, noodles, lifejackets, kickboards) and toys (ducks, balls, etc.) When using barbells make sure that they are being used correctly, not being used as a "horse" or if you have toys make a game to use the toys to practice a skill.
 2. **Skills Incorporated into Games/Creative Exercises:** Your lessons should include games and other fun ways of learning skills (ex: races, dive over the noodle, flutter kick with a board, going on a treasure hunt.) Games need to be constructive, with a purpose in mind as well as appropriate to the skill level of the students.
 3. **Instructors Presentation and Overall Class Atmosphere:** Instructors should present themselves in an upbeat, confident, and pleasant manner. A few ways in which instructors can

accomplish this is by appearing happy, smiling, being energetic, and making goofy faces. Instructors should be 110% involved when teaching, and they should not be distracted from outside stimuli (friends or staff.)

- C. **Learning:** Our third objective, learning, is our end goal and cannot be achieved without safety and fun. Instructors should plan lessons according to individual skill levels and utilize effective teaching methods. Instructors will be evaluated on appropriate review of skills, skill practice and methods appropriate to completion requirements, activity level/no down-time.
1. **Appropriate Review of Skills:** Instructors need to give the class opportunity to warm-up, adjust to water/air temperatures, review the skills from the previous level on the first day, review the skills from the previous day and review important aspects of each skill. One indicator that an appropriate review of skills is happening regularly is that the class knows what they are expected to do when asked to perform a certain skill.
 2. **Skill Practice and Method Appropriate to Complete Requirements:** The skills/activities covered are part of the requirements for the level in question. Skill practice and corrections should be aimed/focused to meet the stated completion requirements for the particular level of the class. Before moving on to skills at the next level, student should complete all skills at the level they are in. However, if students are not in the appropriate class, instructors should adjust accordingly to challenge each student at his or her individual level. The method of practice should be geared toward the age and ability of the students and should include a variety of activities, manipulations, demonstrations, and lectures.
 3. **Activity Level/No Down Time:** Down time is the term used to describe time when the students are sitting around doing nothing. Our goal is to eliminate as much down time as possible in all of our classes. As a general guideline, all students should be involved in the class 90% of the time, or more. In addition, the more advanced students should be swimming more and increasing their yardage. Ways to eliminate down time include practicing on the wall, doing group work, circle swimming, going 2-3 at a time and using equipment to decrease amount of help each student needs. Good class organization has a lot to do with minimizing down time.
 4. **Individual Attention to Students and Use of Their Names:** Instructors should use students' names and give them some type of individual feedback or attention every turn. An instructor's goal is to spend an equal amount of time with each student.
 5. **Positive and Corrective Feedback:** The feedback instructors give their students should get the desired results in a positive manner. All feedback should be stated positively and specifically. The emphasis of corrections should be on learning and improvements to meet the requirements for the class level which they are in. Corrections should not emphasize passing or failing. An instructor should strive to find different ways to say good job or give positive feedback, such as high fives. In addition, when providing feedback, instructors should concentrate on the most crucial errors before fixing minor problems. For example, in back crawl if a student is having problems with hand positions, his kick, and body position you would work on body position first.
 6. **Effective demonstrations:** An instructor should demonstrate all new skills before asking students to try the skill. Demonstrations are useful in the student's learning process and should be performed whenever necessary to aid student's understanding of the skill. Demonstration of strokes should be slow, precise, and easily understood. During demonstrations the instructor

needs to have the students' attention and all participants need to be able to see and hear clearly. Having a student demonstrate a skill not only helps the rest of the class, but also develops his/her skill and allows him/her to feel important. So when you can, have a student demonstrate.

D. **Preparedness:** Instructors should arrive 10-20 minutes before lessons to prepare. This time should be used for developing lesson plans, getting equipment ready, and answering any parent questions. It is also important for instructors to be prepared to teach before getting into the water. Using a lesson plan will assist you in staying on track and working as a back-up if you run out of skills to work on.

1. **Classes Begin and End on Time:** Again, due to the time instructors are given to get ready for lessons, classes should begin at the appropriate time. Classes should run for an entire 40 minutes. If, for some reason, you do begin your class late, you must make sure that you go a full 40 minutes and not end early. If you have one or two students that are not there on time, go ahead and begin your lesson without them instead of waiting for them to arrive. Waiting for them takes class away from the students that were there on time.
2. **Effective Class Progression/Use of Lesson Plan:** One of the most important aspects of an effective swimming lesson is a smooth progression. Instructors should teach skills in a logical, progressive manner so that students can learn new skills by building on previously learned skills. For example, before teaching front crawl, students should learn prone float, glides, glides with kicking, front crawl arms, and then front crawl. So, when practicing skills, it is most effective to practice skills in that order instead of doing front skills then back skills and back to front.

Lesson plans are useful to even the most experienced instructors. Some levels have several skills that must be complete prior to passing. A lesson plan will help ensure that you have introduced all skills prior to the last day of class. Lesson plans provide instructors with a back-up when you run out of skills to practice. There will always be times when instructors must deviate from a lesson plan, but even then it provides instructors with something to fall back on. Blank lesson plans will be provided if you need to write one and if you help planning your lesson, ask other instructors or the Swim Lesson Coordinator or Assistant Director.

Teaching Objectives in Practice: The following lists some key elements to successful teaching.

- A. **Be Positive.** When making corrections always state what went well first, i.e. "Great! I liked the way you kept your tummy up, this time try to keep your head back on the water. Let's try it again I know you can do it!"
- B. **Give Clear Directions.**
 1. Vague directions: "Stay over here..."
 2. Clear directions: "I want you to hang onto the wall and practice putting your face in the water." **You will have greater success if you clearly communicate your expectations to your students rather than just hoping they will figure it out.**
- C. **Variety.** Be sure to change the routine of your class from time to time to keep it exciting for your students and for you as an instructor. Change the order of activities. Build in student choice.
- D. **Enthusiasm.**
 1. Enjoy your classes and they will enjoy being with you.
 2. Children will follow your lead, if your students sense that you are in a bad mood or not having fun, they will respond accordingly.
 3. It is very important for you to be excited about their learning and progress.

- E. **Accept the Individuality of Each Student.** Realize that each and every student is always doing their best for that particular moment in time. Crying may be the best a child can do at that moment. Sitting on the side may be the best another child can do. Be sure to accept and praise all students' effort. Strive to help each student continue to improve their personal best. Never compare students. Some kids need more encouragement than others. You can rarely give students too much positive reinforcement.
- F. **Fear is Real.** Be sensitive to the fears of your students. *Never force a child or adult to do anything that frightens him/her.*
- G. **Keep All of Your Students Actively Involved in Learning the Entire Lesson.** Do not allow your students to simply sit around and wait their turn. Try to avoid down time by having your students practice skills at the wall.
- H. **Design Your Lessons to Match the Development Level of Your Students.**
1. *Parent-Tot Kids* are often very attached to their parent and reluctant to be handled by the swim instructor. It is helpful to use a doll to demonstrate instead of hoping to borrow a child in class. However, try to make contact with each child every lesson, so they begin to get used to other people beside their parent.
 2. *Preschool Kids* have very short attention spans, and are easily distracted; thus you need to change the activities often to keep their interest. Directions should be simple. They do not know concepts we take for granted such as right and left. Very literal; do not understand teasing or sarcasm. They have a difficult time focusing on demonstrations. When you demonstrate, keep it short. You physically moving their arms and legs is usually an effective way to improve their skills. Definitely stick to the "HOW" of swimming.
 3. *Six to Ten Year Olds* generally are able to focus on demonstrations, but be sure to point out what to focus on. They are able to understand more complex activities such as side breathing and upper level strokes. Very capable of working independently. They can usually understand obvious teasing, but do not understand sarcasm. This is generally a very cooperative age. The "WHY" of swimming is generally too abstract for them.
 4. *Eleven to Twelve Year Olds* tend to think of themselves as very mature and are often reluctant to do anything they perceive as too "young" for them. They tend to enjoy having choices, i.e. "Would you rather start with front crawl or back crawl today?" They generally are not interested in the "WHY" of swimming.
 5. *Teenagers* enjoy being treated as adults. Do not talk down to them. They are still more interested in the "HOW" but also the "WHY" of swimming.
- I. **Everyone Learns at Their Own Rate.** There is no time limit for mastering skills. Students learn at different rates. Reassure parents that a student that repeats the same class is not uncommon.
- J. **Always Start With the Very Simple and Work Your Way Up.** On the first day of lessons be sure to orient the students to the pool first, especially beginners. Go over the rules, and start with the basic skills of that level and if a child is very advanced for that level, you may need to move him/her up to the next level.
- K. **The Humane Way to Handle "Card Day."** Do not fall into the trap of "You passed" "You didn't pass." Parents often see "card day" in this way. Explain to each child all of the things he or she has accomplished. Skills not checked are simply areas that need more time to develop. Students that are 6 years and up can handle your explanation and take the card to their parents. Preschool age students would benefit from you handing the card directly to the parent and explaining how to interpret it. Always emphasize that all items checked are those skills that have been mastered. Those not yet checked simply need more time to develop. Also, all instructors must hand out a treat of some kind. They can be suckers, cookies, or a bag of candy. If one person does not hand out treats, and everyone else does, the children in that one lesson will be upset.

- L. **Other Instructors are Often Your Best Resource.** Do not hesitate to ask other instructors or supervisors for suggestions or ideas. In addition to watching and talking with other instructors about new ideas, the WSI manual has several ideas for games.

Adult Lessons

Teaching adults can be very rewarding because they usually can learn faster because they can usually communicate with you better than children. Adults are often interested in the “HOW” and “WHY” of swimming. Often feel very self-conscious and need lots of positive reinforcement. The fears that they have are usually very well established fears. Even though you can talk to them at a higher level, do not forget what comes easy to you, does not come easy to all adults. You still need to break down the skills to the basics and go from there. Adults start at the same level as some beginning children, but they can usually improve much faster. It is a good idea to ask them individually what they want to learn and design your lesson around that. If the entire class is advanced, work on advanced skills, or if they are more at the beginning stages, work on what skills they need to learn to become more advanced. Be ready for lots of questions and if you do not have an answer, just tell them, “I’m not sure, but I will try to find out and get back to you.”

Adult lessons are held at the shallow end so you and the adults can stand. Adults are mainly interested in stroke technique or just learning how to swim, so you most likely will not be swimming laps, rather half lengths.

Private and Semi-Private Lessons

When a participant signs up for a private or semi-private lesson, the Assistant Director will send out an email to see who can teach. I will give you the participants contact information. You will need to contact the person within 1-2 days and schedule the time and place of the first lesson. Make sure you only teach a lesson when the pool is open for regular hours. When you are assigned a lesson, you must meet the participant at the Control Desk before the lesson. The tracking sheet will be in the Aquatics Binder at the desk and you and the participant must initial the sheet. This allows entry into the facility for the participant. This sheet will have how many lessons were bought. At the end of the lesson package, take the sheet out of the folder and return the sheet to the Assistant Director. If the participant purchases more lessons, you will need to get another tracking sheet. Be sure to tell the Assistant Director that they are signing up for more lessons. Also, if the participant is 15 minutes late to a lesson, record the time the lesson was scheduled and the current time on the tracking sheet, have a Control Desk Attendant sign the sheet, and you may leave. If this does occur, be sure to tell the Assistant Director in case the participant contacts me.

Parent handbook

On the first day of lessons, the parents will receive a parent handbook. This contains information on parking, lesson times and dates, and the skills needed to pass each level. The Assistant Director or Swim Lesson Coordinator will hand these out to the parents on the first day. The instructors will have a Welcome Sheet to hand out to all their participants on the second day. There will be a stack of these in the Aquatics office and it is your responsibility to write your name on each sheet you hand out so the participants know the name of their instructor. Have the children give this to the parent so the parent can know your name and they can make sure their child knows your name.

Scheduling and Availability

Schedules will be determined based upon your availability. You must work a complete session with the same class. If you said you can work the Saturday lessons then you will be expected to work on Saturdays.

Substitutions

If for some reason you are unable to be at a lesson, it is YOUR responsibility to find a substitute. The Assistant Director MUST OK all sub shifts. Subs can be found in several ways:

- Send a mass email to all instructors informing them you need a sub.
- Call all instructors.
- Trade shifts with another instructor.

The most efficient way to find a sub for your shift is to email and then if no one picks it up **call and ask** people to help out.

E-Mail

It is imperative that each of you check your email regularly. It is my main form of communication. Many private lessons, sub shifts, and meeting announcements are posted through email.

Three Strike System

Swim instructors are on a three strike penalty system. You get a strike for any responsibility that you do not fulfill or going against any responsibility. Swim instructor responsibilities are found on the Acknowledgement of Employee Responsibilities for Swim Instructor. For example, if you miss a lesson, or you do not attend an in-service without notifying the Assistant Director, it is one strike. After three strikes, you will be terminated. The following actions will result in automatic termination: falsifying payroll, sport or fitness participation while on duty, impaired performance due to alcohol or drug use, any violations of the law while on duty, sleeping or giving the appearance of sleeping while on duty, physical abuse of participants or fellow staff.

Uniform

You should wear a one-piece swimsuit or swim trunks during lessons.

Your Personal Belongings Left in the Aquatics Office

You may leave your personal belongings in the Aquatics office during your shift. However, please do not leave your belongings in the office if you are not at work. Place your items neatly in the office if you leave them there while you work.

Meetings and In-Services

There will be two in-services each semester. Anyone who cannot attend must tell the Assistant Director and attend the make-up in-service. In-services for the school year are:

Thursday, September 11 at 3p-5p

Tuesday, October 14 at 6p-7:30p

Wednesday, January 14 at 8p-9p

Last one TBD

Early Dismissal/Cancelled Shifts

Occasionally there are not enough students for a swim lesson class. If there are less than 4 people in a class you may be asked not to work. If this happens you will be given priority to teach during the next lesson session. There also may be times when your class does not show up. If this is the case you may be asked to clock out and go home. AT NO TIME SHOULD AN INSTRUCTOR ASSUME PERSONAL RESPONSIBILITY TO LEAVE A LESSON. If such an incident should occur the instructor will be assessed a disciplinary action accordingly.

Additional Work Opportunities

At times through out the semester there will be opportunities to get some extra work hours. These are private lessons, semi-private lessons, or swim clinics. Private lessons are generally posted through email and the first to respond will be given the lesson. As I get more private lessons I will make sure they will be distributed evenly.

Employee Incentives

Outstanding Instructor criteria is demonstrated a high level of reliability and dependability, maintained a positive attitude with professional staff, peers and participants, a full-time student on the Butler University campus, consistently receives positive evaluations from participants, possesses superior knowledge of swimming techniques and instructional methods, and has a positive rapport with participants and encourages a fun environment.

Pool Rules and Safety Procedures

The pool rules are posted for all patrons to see. One of your duties as a department employee is to enforce those rules. The pool rules are as follows:

Pool Policies

1. No one may enter the Aquatic Facility unless supervised by a Department of Recreation Lifeguard.
2. Showers are required before entering the pool area. If a patron is using the sauna they must shower before entering the pool or spa.
3. Appropriate swimsuits are required for all swimmers. Street clothes, street shoes, thongs and see-through swimwear and diapers are prohibited.
4. Participants are not permitted in the pool area with open sores, ear, eye, or nose infections or with bandages or adhesive tape. Lifeguards reserve the right to inspect and refuse admittance for health concerns.
5. Individuals who have had diarrhea in the last two weeks are asked not to use the pool.
6. Dispose of gum, food or drink before entering the Aquatics facility.
7. No running, diving, dunking, pushing, pulling or horseplay. Also, playing on or around ladders, railings and drains is prohibited.
8. The use of starting blocks is prohibited, except for competitive programs.
9. Sitting or swimming over and through the lane lines is not permitted.
10. The use of radios, tape or CD players is restricted to devices with headphones only.
11. Personal items are to be stored safely in the locker rooms. Personal items and strollers will not be permitted on the pool deck.
12. Lifeguards have the responsibility to enforce rules and regulations and have the authority to remove anyone for unsafe or inappropriate behavior.

Lap Swim Policies

1. Swimmers must enter the lap pool from the ends only.
2. Maximum number of swimmers in each lane is six.
3. All swimmers must "circle swim" if there are 2 or more swimmers in a lane. Slower swimmers should stop at the wall and allow faster swimmers to pass.
4. (Please refer to the Lap Swimming Etiquette Guide)

5. Lanes are designated “slow”, “medium”, and “fast”. Please select the appropriate lane for your ability. Lifeguards reserve the right to ask swimmers to move to another lane if their speed is not similar to those in the lap lane.
6. Sitting, hanging, and swimming through lap lanes is prohibited

Following policies are in place for swimmers under 16 years of age

1. **All children 7 years old and younger** or children considered to be a non-swimmer must be accompanied by a parent/guardian 18 years or older. Adults must stay within arms distance at all times.
2. **All children between the ages of 8-15 years old** must have a parent/guardian 18 years or older on the pool deck at all times.
3. **Infants and toddlers** are required to wear leak-proof pants or swim diapers.
4. Inflatable devices are prohibited. Lifejackets are allowed but must be U.S. Coast Guard approved. Backpacks and/or float belts are available for use or may be purchased through the pro-shop.

First Aid Supplies

The First Aid supplies at the Aquatic Center are located inside the aquatics office in the orange box, the cabinet, and in the fanny packs at each guard chair. If the supplies need to be restocked let the Assistant Director know.

Fire Evacuation

The Head Lifeguard/Lifeguards main responsibility is to make sure that the pool and locker rooms are cleared during a fire evacuation. The Head Lifeguard/Lifeguards shall direct all Aquatic Staff and keep in communication with the Building Supervisor.

- Alarm sounds.
- Building Supervisor instructs Department of Recreation employees to begin evacuation.
- Lifeguards blow one long whistle blast to clear the pool. Do not allow members to enter the locker rooms for their personal belongings.
- While the pool is being evacuated one lifeguard will walk through the locker rooms and verify that all members have been evacuated.
- Aquatic staff will evacuate all members in the pool area through the exit doors at the back of the building and direct them to meet in the HRC/Hinkle Field house parking lot. During inclement weather have staff members take members to Hinkle Field House.
- Head Lifeguard/Lifeguards will verify with the Building Supervisor that their respective areas are cleared.
- Once evacuated the lifeguards will remain in contact with the Building Supervisor in order to obtain information from them regarding when it is safe to re-enter the HRC.
- Once advised that it is safe to re-enter the building the Head Lifeguard/Lifeguards will walk members back into the HRC in an orderly fashion through the control desk area.
- Once Aquatic staff is back in position the Head Lifeguard/Lifeguards will reopen the pools and inform the Building Supervisor that the pools are open.

Tornado Warning

The Head Lifeguard/Lifeguards are to ensure that members have been moved to the tornado safe zones located in the locker rooms, pool corridor/hallway, laundry room, family locker rooms, massage therapy room, gym storage rooms, group fitness room (wooden floor) and its storage room and the storage room in the women’s locker room.

- Receive notification of tornado warning via Public Safety Warning System.

- Head Lifeguard/Lifeguard informs aquatic staff to stop activity and evacuate participants to the tornado safe zones. Staff should direct members into the locker rooms according to appropriate gender.
- Try to prevent members from leaving the facility.
- HG/Lifeguards will ensure the area is evacuated, all doors are locked, and take the first aid kit and radio, and report to the pool corridor.
- HG/Lifeguards will then radio the Building Supervisor when his/her area is evacuated and staff is in the safe locations.
- Remain in the safe area until notification is received from professional staff or emergency personnel that all is clear, and it is safe to return to activity areas.

Missing Person

For a missing person at the pool take the following steps.

1. Signal other lifeguards to initiate the emergency procedures.
2. Signal an immediate pool check.
3. Clear the pool. And call for a building supervisor.
4. Have one guard or a building supervisor get an accurate description of the missing person, including age, race, height, weight, color or hair, color of clothing or suit, and where he/she was last seen. Keep the person giving the necessary information in a designated area to be available whenever necessary.
5. Do a visual search of the pool, pool bottom, and pool deck as soon as possible.
6. If the missing person has become a drowning victim, complete the rescue and begin emergency care as needed. Call for 911 and AED.
7. If the missing person is not a drowning victim, swimmers may return to the water while the following steps are taken in order:
 - a. Check all facilities, including locker rooms, gymnasiums, multipurpose rooms, classrooms and any other rooms or related facilities on the grounds.
 - b. Check the missing person's home by phone.
 - c. If the person is not found, notify those in the chain of command, who should in turn notify the necessary contacts.
 - d. Complete the necessary accident or incident report.

Visiting or Socializing

Keep it professional! Project an image of good customer service, but do not let it interfere with your duties. Visiting and socializing with friends, coworkers, and other facility members is permissible **ONLY** if it does not interfere with your work related duties. **Work is not a place to discuss the events of previous or upcoming evenings.** Remember customer service is your number one priority. Personal phone calls are limited to emergencies only.

Critical Incident Stress

Tragedies, deaths, serious injuries, hostage situations, and threatening situations are known as "Critical Incidents." People who respond to emergencies encounter highly stressful events almost every day. Sometimes an event is so traumatic or overwhelming that emergency responders may experience significant stress reactions. Chills, thirst, fatigue, nausea, fainting, twitches, vomiting, dizziness, weakness, chest pain, headaches, elevated BP, rapid heart rate, muscle tremors, shock symptoms, grinding of teeth, visual difficulties, profuse sweating, and difficulty breathing are some of the physical symptoms of critical incident stress.

Ways to manage critical incident stress are to structure your time (keep busy), talk to people - talk is the most healing medicine, be aware of numbing the pain with overuse of drugs or alcohol because you do not need to complicate this with a substance abuse problem. Reach out - people do care, and maintain as normal a schedule as possible. This information came from www.criticalincidentstress.com, so you can go to this website for more information or to the BU Counseling Center.

Swim Instructor Performance Assessment

Name: _____

Date: _____

For each category an employee will score a **2** for exceeds expectations; **1** for meets expectations; or **0** for developmental need. Any scores with a zero (0) or two (2) must be accompanied with a comment.

Categories	Performance Standards	Score	Comments
Risk Management			
Risk management responsibilities	Attentive in class to all participants-awareness of all participants' location. Correct response to accident and emergencies (per EAP in Manual).		
Conflict resolution	Keep calm during conflict, can calm down participant conflicts, do not respond to "attitude" with more "attitude," file accurate incident reports and provide to Assistant Director.		
Safety skills	Certifications current (FA, CPR/AED, BBP), and WSI.		
Stewardship of resources	Identify repair, supply, or facility issues and report to AD.		
Relational Service			
Personal contact	Greet parents & swimmers, smile, make eye contact, listen and respond to participant questions and requests with patience.		
Taking initiative	Anticipate problems and act without being told, open communication with supervisors and coworkers, direct questions to someone else if needed, brings new ideas to the program.		
Behavior	Interact with and focus on participants, give feedback to everyone in class equally.		
Attitude	Have a positive disposition and perspective when dealing with participants and coworkers		
Team player	Works well with "teammates" and other Rec Sport staff, is patient with co-workers, subs when possible		
Physical presentation	Proper swim attire (per manual).		
Swim Instructor Responsibilities			
Knowledge and skills	Understands skills for different swim levels and how to teach them. Can handle diverse (age, ability, language, etc.) and large classes.		
Working conditions	Prepares for class by getting equipment out before class and picks it up and return to storage after class.		
Private/Semi-private Lessons	Completes necessary paperwork, does not teach private lessons without verification of payment, does not schedule lessons outside open swim hours, maintain contact with participants throughout course of lessons.		
Supervision/ monitoring of others	Set correct example for teammates, is committed to teaching new "teammates" toward excellence, shares experiences with co-workers, offers advice.		
Dependability	Is on time for shifts, does not leave shift early, attends all meetings/trainings.		
Productivity	Accomplishes skills for each class in the allotted time and insures each swimmer is doing them to the best of his or her ability. Willing to teach private/semi-private lessons.		
Quality of work	Applies knowledge of swim skills to properly teach swimmers techniques to pass the class and asks for help/advice when needed from peers.		
Total score			

