

WELCOME everyone! Introduce yourself, talk about what an amazing journey this will be with the caregiver and the baby.

Enter the Pool and Gather in a Circle. Greet each adult/child pair and take time to allow babies and caregivers to adjust to the water.

Demonstrate the Little Harbor Hold. Caregivers lengthen their arms to support their student under the armpits. Allow babies to explore the feelings of **buoyancy and balance** with support and you encourage caregivers to support as low in the water as possible so babies can learn to stabilize themselves (parents may need to bend their knees slightly to achieve this).



Welcome Song in Little Harbor

Gather parents into a circle and **Talk To The Group**. Ask the group if they have any questions about having their babies in the water and what they are most excited to gain from the class! Sway back and forth in little harbor while parents and infants get adjusted and relaxed. Next, sing the song and encourage the Parents to sing and splash along.

Song Lyrics: _____ is here today _____ is here today _____ let's all splash the water _____ is here today!

Conditioning

Instruct parents to take a seat on the steps (if space permits) or place their back against the wall for balance and create a seat for their child by lifting a leg and bending a knee. Pass out a cup or watering can and encourage parents to begin by pouring water gently from the back of the child's head to the front so it is less intimidating. This technique is used to teach the students to hold their breath in response to the water being poured over their head, eyes, nose and mouth. Conditioning is the foundation of good ***breath control!***

FOR MORE ADVANCED STUDENTS; Rotate around to each parent and child pair for an underwater swim from teacher to parent while the others are conditioning. During the initial introduction of learning breath control, submersion of young children must be brief (approximately three seconds) and few in number (no more than six per lesson). Once the child can consistently initiate the submersion AND can demonstrate competent breath control, submersion can become longer and more frequent.



Noodle Fountain

Instruct parents to hold their baby under the armpits and position themselves on one side of their body. While they move in a circular pattern hold the noodle up against the jet to create a fountain for them to pass under. Coach parents with walking slowly under the fountain and looking for the natural reaction of their baby as the water pours over their face. After a few cycles you should notice that the student is prepared and simply closes their eyes and mouth when under the water. Be sure to move the fountain around and wash the water from the back of the head to the front as it is less intimidating.

FOR MORE ADVANCED STUDENTS; Encourage parents to submerge their student while moving under the fountain. If students are able to monkey walk (independently or with assistance, they can do so to the fountain).



Back Float Practice

There are a variety of supporting positions that can be used for back floats but keep the following tips in mind:

- **Hold with relaxed fingers, hands, and shoulders.**
- **Make good eye contact with the baby by leaning over and looking down.**
- **Aim to keep the ears in the water and gently sway back and forth.**
- **Let the water do the work and use as little support as possible**



Front Support Practice

There are a variety of supporting positions that can be used for front but keep the following tips in mind:

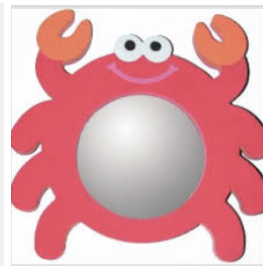
- **Hold with relaxed fingers, hands, and shoulders.**
- **Make good eye contact with the baby by bending the knees and submerging shoulders to stay at the same water level**



Blast Offs on Front and Back

Instruct parents to support children on front by holding under the chest with their feet against the wall. Countdown 3 - 2 - 1 BLAST OFF, babies push off the wall and parents tip toe across the space moving from the ropes and back. Repeat this activity times on the front then assist parents with supporting on the back for a few more blast offs. Use the supporting techniques that were practiced earlier. TIP; Placing a target on the wall for each parent/baby (such as a colored cone) will help with spacing during the blast offs and direction on the way back.

FOR MORE ADVANCED STUDENTS; Encourage parents to pause on the way back from the rope and cue students to submerge on their way to the wall. It helps to place a mirror on their target to reach for.



Back Float under the Bridge

Encourage parents to support their children on their backs and tip toe around the pool in a circle. Use a large cup to sprinkle water through the holes in the mat and onto the baby's toes as they pass through. Be mindful of not pouring water onto the parent.



Fishes in the Ocean

Parents support babies in a seated position on the edge of the pool. Explain to parents that if that now is the chance to submerge gently under their water after the three count.

FOR MORE ADVANCED STUDENTS; Encourage parents to take a position off to the side of the child and allow them to lean forward and enter the water with guidance.

Song Lyrics: Fishes in the ocean, Fishies in the Sea, we all fall in on 1-2-3!



Wheels on the Bus

Why: To end each class on a happy note!

How: Gather students and parents into a circle and float some toys in the center of the circle. Wrap up the class with any announcements, then encourage parents to follow along with the movements of the yellow bus as you move around the pool one last time.

Song Lyrics: The wheels on the bus go round and round, round and round, round and round, the wheels on the bus go round and round all through the pool! Repeat with the following lyrics:

- **Windows go up and down!**
- **Wipers go Swish, Swish, Swish!**
- **Doors go open and shut.**
- **Horn goes beep, beep beep.**
- **Babies Wave Bye Bye.**



13 - 24 MONTH OLDS

LANGUAGE

- Communicates by combining words and gestures
- Uses "no" often even while agreeing to the request
- Uses 2-3 word phrases
- Understand directional commands
- Listens to the meaning of conversations
- Begins to verbalize need for toileting, food, drink or wants
- Has vocabulary of approximately 300 words by 24 months of age
- Tries to tell about experiences

PHYSICAL

- Growth steadies
- Potty training readiness signs may begin

SENSORY & COGNITIVE

- Plays for longer periods of time
- Likes to be center of attention
- Enjoys dancing to music
- Connects objects with names
- Responds consistently to own name
- Recognizes distress in others and responds to them
- Learns through experimentation
- Can become easily frustrated
- Begins to incorporate newly learned skills to old skills in order to achieve new goals.

FINE & GROSS MOTOR SKILLS

- Begins to walk independently
- Assumes standing position without help
- Begins to navigate stairs with support
- Begins running
- Can pick up object without falling
- Throws and retrieves objects

PSYCHOSOCIAL

- Stranger anxiety begins to lessen
- Expresses emotions; has temper tantrums
- Has sustained attention span
- Imitates others
- Increased independence from parents
- May have simple interactions with others, but prefers to play beside other children, not with other children (parallel play)
- Egocentric. Child does this for self and claims everything ("mine")
- Has increased sense of identity and self



25 - 36 MONTH OLDS

LANGUAGE	<ul style="list-style-type: none"> Shows interest in explanations for "why" and "how" questions Uses phrases and short sentences for communication 	<ul style="list-style-type: none"> Level of comprehension increases- ability to understand and comprehend speech is much greater than the numbers of words a child can say 	<ul style="list-style-type: none"> Simple sentences are used By 3 years of age, child can acquire 5-6 new words daily
PHYSICAL	<ul style="list-style-type: none"> Birth weight has quadrupled 	<ul style="list-style-type: none"> Potty training continues to develop and improve 	<ul style="list-style-type: none"> Growth primarily occurs in legs rather than trunk
SENSORY & COGNITIVE	<ul style="list-style-type: none"> Unable to envision situations from perspectives other than one's own Positive reinforcement & redirecting are useful teaching tools Concept of time still limited: limited ability to wait Becomes concerned with the "why" and "how" of things 	<ul style="list-style-type: none"> Problem solving based on what they can directly see or hear Makes associations related to new experiences; A needle "hurts." A swim instructor is "scary." Continues to prefer parallel play- the toddler plays alongside, not with, other children 	<ul style="list-style-type: none"> Play that involves tactile elements (dripping water, feeling sand, playing with soap and bubbles) can improve the positive association and memory of the experience Regression may occur in relation to stressors Reasoning skills remain primitive
FINE & GROSS MOTOR SKILLS	<ul style="list-style-type: none"> Refinement of locomotive skills (walking, running, climbing) Balance continues to improve 	<ul style="list-style-type: none"> Begin to jump with both feet, stand on one foot Climbs stairs with alternate footing 	<ul style="list-style-type: none"> Pick up and releases very small objects Can throw objects without losing balance
PSYCHOSOCIAL	<ul style="list-style-type: none"> Separates more easily from parents Ability to withstand instant gratification Begins to understand verbal means of communication Begins to differentiate between self and others 	<ul style="list-style-type: none"> Begins to understand socially acceptable behavior Ritualism, the need to maintain sameness and reliability, is important to establish comfort and trust Learning to tolerate moderate frustration 	<ul style="list-style-type: none"> Know that parents still exist when physically absent (object permanence is established) Becomes preoccupied with "good" and "bad" behavior

