

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!

Big Mat Conditioning and Falling In

Why: To practice ***Breath Control and Submerging***

How: Place the children on a large mat in a seated position facing the outside of the mat. Utilize a watering can or cup to sprinkle water over the body, head and face. Next, practice a few rounds of falling in, submerging and rolling for a float/and or turning back to the mat. Allow students to independently climb back up onto the mat and sit and wait for the next turn. If students are jumping, encourage parents to positioning themselves off to the side.

Tips for Submerging

- Submerge the baby completely so that their entire body is underwater
- Keep the movement slow and at an even pace. Encourage the parent not to press them under or pull them up quickly.
- Smiles, praise and eye contact from parent to baby then they resurface



Front Support Review

Why: To remind parents the importance of babies being able to feel the water supporting them.

Tips;

- Stay low in the water with your baby, if your arms feel like they are supporting, then the water is not supporting, bend knees, lower arms, ease up on grip.
- Check in with your baby to make sure they are not drinking the water
- Engage with your baby eye contact, smiles, etc.



Bridge and Fountain

Why: Conditioning for **Breath Control**. Conditioning is used to teach the student to hold their breath in response to the water being poured over their head. Use this skill to train parents to pour the water gently over their child. Proper conditioning is a crucial step to preparing a student for their first underwater experience. *Students can practice this skill on the front or back, but be careful to not pour large amounts of water on the face when students are on the back as they are more likely to get water up their noses in that position.*

How: Set up the bridge by placing a dock close to the wall and creating a "bridge" for parents and student to travel under, once in place, hold the noodle up against the jet to create a fountain for them to pass through while getting their head wet. Train parents to walk slowly through the bridge and under the fountain and look for the natural reaction of the child when 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. Always practice pouring the water from the back of the child's head to the front so it is less intimidating.

FOR MORE ADVANCED STUDENTS; Encourage parents to submerge their child while moving under the bridge, and / or the fountain. **NOTE;** A dock is not always available, this skill can still be accomplished by holding a yellow mat as a bridge and sprinkling the water from above (students can travel through on belly and / or back).



Elevators Practicing Submerging

During the initial introduction of learning breath control, submersions of young children, over 6 months, must be brief (approximately three seconds) and few in number (no more than six per lesson).

- Once the child can consistently initiate the submersions AND can demonstrate competent breath control, submersions can become longer and more frequent.

Gather parents and stand in a circle. Instruct parents to support the child under the arms facing the center of the circle. The cue is count 1- 2 - 3 say the word up as you lift up and say the word under as you lower under. Submerging is not necessary each time, but try at least once. Practice a few times.

For More Advanced Students; Once fully submerged, encourage parents to release the child and allow them to float back to the surface. The release allows movement in a vertical position which reinforces the water's lifting force.

Back Float with Mirrors

Assist parents with supporting their children on their backs in the cheek-to-cheek position. Have them travel backward under the big mirror for several rounds to help students relax on their backs. Sing a song a few times to get students to relax on their backs.

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

<p>LANGUAGE</p>	<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
<p>PHYSICAL</p>	<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
<p>SENSORY & COGNITIVE</p>	<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
<p>FINE & GROSS MOTOR SKILLS</p>	<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
<p>PSYCHOSOCIAL</p>	<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

