

**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***

**Why:** To practice **Breath Control** and for young infants, spending time in the prone position (on the stomach) can aid with achieving certain milestones such as rolling over, sitting up, and crawling! For older infants, sitting on the Big Mat can aid with balance and comfort!

**How:** Place the children on a large mat on their tummy or 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.



## ***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.



### ***Back Float Roll Over***

**Back Float Teaching Tips: When you are working with parents teaching their child to do the back float these are the types of tips you will share with them:**

- Help the parent relax fingers, hands, and shoulders
- Have parents make good eye contact with the baby by leaning over and looking down
- Secrets to success: constant movement, keep the ears in the water, and sing to your baby
- Hold baby by only the head when possible
- **Rolling Out of Back Floats:** Relaxed hands and shoulders starting in a close “otter hold” and lengthening out to just holding the head as they get more comfortable. Go through and give feedback to every parent. When they roll them out of the back float, teach them the sandwich hold. Teach parents that rolling into and out of our backfloat is what we want to do.

### ***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.



### ***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.

Note; When babies are first learning to submerge it is appropriate to take them under the water for up to 3 seconds and the maximum number of submersions per class is 6.

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.**



## 3 - 5 MONTH OLDS

### LANGUAGE

- Squeals aloud to show pleasure
- "talks" when spoken to
- Vocalization changes according to mood

### PHYSICAL

- Primitive reflexes fading
- Drooling begins
- Teething may begin
- Growth slows after initial growth spurt

### SENSORY & COGNITIVE

- Mouth is a sensory organ used to explore environment
- Touch is important to learning
- Enjoys social interactions with people
- Shows anticipation and excitement as well as fear and anger
- Follows objects with eyes
- Begins to play with objects, develops preference for favorite toys
- Memory span is 5-7 minutes

### FINE & GROSS MOTOR SKILLS

- Brings hand to mouth
- Head lag decreasing
- Begins to steadily raise head and chest off surface
- Balances well in sitting position while supported
- May begin rolling front to back and back to front
- Begins to bear fraction of weight on legs while supported
- Beginning to grasp objects with both hands

### PSYCHOSOCIAL

- Smiles in response to others
- Begins to show memory
- Sense and development of attachment is ongoing
- Can discriminate between strangers and family
- Displays considerable interest in surroundings
- Uses sucking to soothe



## 6 - 12 MONTH OLDS

LANGUAGE	<ul style="list-style-type: none"> <li>• Takes pleasure in hearing own voice</li> </ul>	<ul style="list-style-type: none"> <li>• Listens selectively to familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to simple commands i.e. "Give it to me", "Wave bye-bye", "1,2,3 Under"</li> <li>• Enjoys babbling and says 2 or more words</li> </ul>
PHYSICAL	<ul style="list-style-type: none"> <li>• Birth weight doubles (6-7 months)</li> </ul>	<ul style="list-style-type: none"> <li>• Birth weight triples (10-12 months)</li> </ul>	<ul style="list-style-type: none"> <li>• Teething (biting and chewing occur)</li> </ul>
SENSORY & COGNITIVE	<ul style="list-style-type: none"> <li>• Will turn head to localize sounds; will listen for sounds to recur</li> <li>• Can fixate on small objects</li> </ul>	<ul style="list-style-type: none"> <li>• Vision continues to develop and improve</li> <li>• Responds to own name</li> </ul>	<ul style="list-style-type: none"> <li>• Developing awareness of depth and space</li> <li>• Object permanence develops (can apply to parents/toys)</li> </ul>
FINE & GROSS MOTOR SKILLS	<ul style="list-style-type: none"> <li>• Begins to sit unsupported</li> <li>• Can crawl and pull self up</li> <li>• Masters rolling from back to front</li> </ul>	<ul style="list-style-type: none"> <li>• Transfers objects from one hand to another</li> <li>• Pincer grasp develops and is completed by 12 months</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to stand alone</li> <li>• Begins to walk, supported</li> </ul>
PSYCHOSOCIAL	<ul style="list-style-type: none"> <li>• Smiles at self in mirror &amp; plays peek-a-boo</li> <li>• Stranger anxiety is at its height</li> <li>• Separation anxiety increases</li> <li>• Learns to self soothe, quieted by music</li> </ul>	<ul style="list-style-type: none"> <li>• Has mood changes</li> <li>• Imitates simple acts and noises</li> <li>• Responds to word "no" and own name</li> <li>• Experiences joy and satisfaction when a task is mastered</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys familiar surroundings and will explore away from parent</li> <li>• Anticipates body gestures when a familiar story is told or song is sung.</li> </ul>

