

The American Red Cross is providing this guidance for Water Safety instructors and Learn-to-Swim providers – those who offer the courses of the Red Cross Swimming and Water Safety program – so they can deliver programs where allowed by state and local guidelines while implementing measures to reduce the risk of COVID-19 transmission. As the situation evolves, these guidelines may change based on additional requirements from federal, state and local public health agencies and recommendations from the Red Cross Scientific Advisory Council. It is important that facilities and instructors not only comply with these guidelines but are familiar and in compliance with all federal, state and local guidance.

The federal government released “Opening Up America Again” guidelines, which outlines a phased approach to reopening municipalities. In addition, state and local authorities may have their own frameworks or modifications of the federal framework. These guidelines in combination with state and local authority’s guidelines and orders should be reviewed by facility leadership to determine if the region in which their facility functions has met the criteria for beginning reopening and if their facilities can meet the requirements. If the authority having jurisdiction has determined public aquatic venues can open, Learn-to-Swim providers should also refer to the American Red Cross Scientific Advisory Council guidance and the Centers for Disease Control and Prevention (CDC) Guidance on Operating and Managing Public Pools, Hot Tubs, and Water Playgrounds during the COVID-19 Pandemic. This guidance is general and management and instructors will need to customize their program and adapt their teaching approach for their specific situation.

Facility Considerations

As a facility plans to reopen it is vital to have the proper policies and procedures in place that address operations, emergencies, staff, and patrons. These should include at a minimum as appropriate:

- Policies and procedures for social distancing and the use of personal protective equipment at work.
- Policies and procedures for sanitizing and disinfecting common and high-traffic areas.
- Policies and procedures related to symptom screening, such as temperature checks and questionnaires.
- Policies and procedures for addressing a sick staff member or patron including approaches to closing, cleaning and notification of local public health.
- Policies and procedures to assign specific staff to monitoring social distancing and wearing face coverings and prohibition of lifeguards who are watching bathers from participation in these activities which can be distracting.
- Policies and procedures related to testing for COVID-19.
- Policies and procedures for responding should an employee develop symptoms of, or test positive for, COVID-19 while at work, such as procedures for isolating the ill employee, performing contact tracing and deep cleaning the workplace and requirements that must be met for the employee to return to work.
- Policies and procedures related to business travel.

- Policies and procedures related to sick leave.
- Policies and procedures related to teleworking.

Once the decision is made to reopen as allowed by state and local authorities, modifications of operations, facility changes and installation and signage will need to be planned and implemented. The plans for social distancing, occupancy limits, group size limitations and additional actions should consider state and local orders and guidance.

- Lifeguards who are actively lifeguarding should not be expected to monitor handwashing, use of face coverings or social distancing. This responsibility should be assigned to another staff member.
- Current recommendations for proper distancing should be taken into consideration to determine capacities for the facility, locker-rooms, classrooms, offices, food service areas (as allowed to be opened) and pools and spas.
- All appropriate measures should be taken to allow for proper distancing throughout a facility. This also includes instructions for bathers to keep separated and for no contact between bathers.
- Additionally, deck organization of chairs and social areas should be reconfigured to adhere to these recommended distances.
- Provide physical cues or guides (for example, lane lines in the water or chairs and tables on the deck) and visual cues (for example, tape or decals on the decks, floors, or sidewalks) and signs to ensure that staff, patrons, and swimmers stay at least 6 feet apart, especially for all areas where lines may form, such as entrances to facility and locker rooms.
- Staggering use of communal spaces and water areas may provide an additional method to maintain social distancing and limit group sizes and overall occupancy.
- Sufficient facilities for hand hygiene need to be provided. Supplies should include soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no-touch trash cans.
- Facilities should ensure that there are hand sanitizer stations throughout the facility to supplement hand washing areas and locations where hand washing is not immediately available, including but not limited to:
 - Facility entrance
 - Exiting the water
 - Areas for food service
 - Entrance to classrooms, meeting rooms, staff break areas, locker rooms and changing facilities.
- Processes and directions to patrons should be established to avoid sharing of objects to include:
 - Discouraging people from sharing items that are difficult to clean, sanitize, or disinfect or that are meant to come in contact with the face (for example, goggles, nose clips, and snorkels).
 - Ensuring adequate equipment for patrons and swimmers for the day or limiting use of equipment by one group of users at a time to allow sufficient time for cleaning and disinfecting between use.
 - Place signage throughout the facility to address at a minimum the following:
 - At entry to facility screening criteria and questions

- Cloth face covering requirements
- Encourage hand hygiene and covering your cough and sneeze
- Social distancing requirements including bather separation and no contact between bathers
- Modification of normal procedures and activities
 - Limitations on bathers
 - Changes in swim lanes
 - Alterations in exits and entrances to facilities, rooms, food service areas and facility
 - Closure of areas

The CDC has templates which can be used to help create facility signage.

Staff should be asked to self-screen each day prior to coming to the facility and if they have any symptoms or a temperature above 100.4 should not come to work and only return upon meeting facility return to work guidance. Facilities may wish to consider also asking patrons who are scheduled (i.e. attending a class) to self-screen.

Facilities should screen all patrons and staff upon entering. Screening questions should ask if the person has had any of the following over the past 24 hours, and if any of these are present the staff or patron should be excluded from entry:

- Temperature is or has been greater than 100.4 degrees Fahrenheit (38 Celsius)
- Coughing
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Close contact with person with any of the above symptoms or known COVID-19

Temperature checks at a facility entrance may be considered based on local/regional guidelines/regulations and available resources. If the decision is made to perform temperature checks, proper personal protective equipment (PPE) should be worn by screening staff and cleaning of thermometers after each patron screening should adhere to CDC guidelines.

As recommended by CDC, the wearing of cloth face coverings by all patrons and staff at the facility is considered good practice. Mandating cloth face coverings for all patrons should follow local regulations and practices. All staff should be mandated to wear cloth face coverings while at facilities. The general use of N95 masks during normal business operations is unnecessary. It should be recognized that visitors will need to lower their masks when eating or drinking, and remove their masks when entering the water. Staff will also need to lower their masks for eating and drinking and remove them for any water activities including rescues.

Staff should wear disposable gloves when fulfilling duties requiring close contact with patrons and their personal belongings, such as cash payments, checking identification, and using shared writing

utensils. Efforts should be taken by facilities to minimize these interactions through the use of contact-free payments, patron-swiping of entrance cards and discontinuation of sign in systems where not absolutely necessary. After removal of gloves staff should perform hand hygiene.

Staff should wear appropriate PPE when cleaning surfaces, collecting shared-use items such as pool equipment, fitness equipment, towels, and chairs. Shared-use systems for equipment, chairs, and towels should be minimized or discontinued if possible.

Facilities should refer to the Environmental Protection Agency website List N: Disinfectants for Use Against SARS-CoV-2. Refer to your Certified Pool Operator to ensure that the disinfectants are safe for use in contact with chlorinated pool water and consulting with the company or engineer that designed the aquatic venue to decide which are appropriate for the all areas of the facility. When using these agents follow manufacturer recommended PPE and processes.

Facilities should put in place procedures for cleaning and disinfecting frequently touched surfaces at least daily and shared objects each time they are used. These include but are not limited to:

- Handrails, slides, and structures for climbing or playing
- Lounge chairs, tabletops, pool noodles, and kickboards
- Door handles and surfaces of restrooms, handwashing stations, diaper-changing stations, and showers

Procedures should also be established for:

- Systems so that furniture (for example, lounge chairs) that needs to be cleaned and disinfected is kept separate from already cleaned and disinfected furniture.
- Labeling containers for used equipment that has not yet been cleaned and disinfected and containers for cleaned and disinfected equipment.
- Laundering towels and clothing according to the manufacturer's instructions. Use the warmest appropriate water temperature and dry items completely.
- Protecting shared furniture, equipment, towels, and clothing that has been cleaned and disinfected from becoming contaminated before use.
- Ensuring safe and correct use and storage of disinfectants, including storing products securely away from children.

Considerations for Adapting the Learn-to-Swim Program

The following are suggested ways to adapt the Learn-to-Swim program, from Parent and Child Aquatics through Adult Swim. Instructors and facilities should consider all factors when determining what adaptations will work for their program and will meet federal, state and local guidelines and orders.

- Reduce class sizes: Facilities may need to reduce the size of their classes to maintain social distancing requirements. Consider either small groups of 3, semi-private or private classes.
- Increase the number of instructors: Additional instructors may be needed to manage the increased distance of participants.

- Offer shorter lesson sessions: Rather than 2 weeks of 4 or 5 times per week for a total of 8 or 10 classes, consider 1-week sessions.
- Consider using the badge system as the foundation (rather than their typical 8-session approach): The badge system focuses a few specific goals to achieve in the lesson session(s). Badges and categories focus on learning and accomplishing skills or sets of skills in four categories—foundation, safety, skills, and endurance. See Appendix A below (excerpted from *Water Safety Instructor's Manual* page 362-366). The badge system can be operationalized similar to a station method where participants move to the next badge station after successful completion.
- Incorporate an adult from the same household into the lessons: This could be a parent or caregiver, including an older sibling. For simplicity, throughout this document, this person will be referred to as “adult.” The adult in the water can work hands-on with the participant under the guidance of the instructor in the water or on deck. The adult should be able to:
 - Handle themselves and the child in whatever water depths and conditions in which the activity is taking place.
 - Respond to a situation where the child needs help, such as an unexpected submersion.

An adult may not be needed for individuals in the higher levels of the Learn-to-Swim program. For these participants provide alternate programming options:

- Offer classes for family units: For example, a class of three youth and one or two adults from the same household. Offer to teach skills that are of interest to the unit rather than using a conventional level system. One may want to learn flip turns while the other needs to work on swimming the length of the pool and the other is working on beginner skills with hands on support from a participating adult.
- Provide some “blended learning” options, which incorporates online activities in advance of the in-person sessions: This could include some “homework” assignments or video conferencing. For example:
 - Children can be assigned Longfellow's WHALE Tales topics from redcross.org/watersafetyforkids; Adults and older youth can be assigned the Water Safety for Parents and Caregivers online course
 - The adults who will be participating in the water could view the Holding and Support Positions or Basic Aquatic Skills and Common Progression video segments from the *Swimming and Water DVD Set*. Using this same resource, older youth can view stroke segments.
- Ensure sufficient hand washing areas and hand sanitizers throughout facility.
- Implement procedures for pre-arrival screening of participants and upon arrival screening.
- Mandate face coverings for all out of the water when at the facility.
- Adhere to social distancing guidance.

It will be necessary to adapt teaching strategies when teaching the courses that make up the Red Cross Swimming and Water Safety program. Please see below for additional considerations.

Considerations for Offering Swim Lessons

When planning and preparing to operate a Learn-to-Swim Program with social distancing and other public health requirements in place, consider the following:

- Ensure the swimming facility has the appropriate dimensions and capacity for the types and sizes of classes, adapted for instructor-to-student (and/or parent) ratios to offer classes while social distancing – both on deck and in the water.
- Adapt program offerings to account for social distancing, cleaning, staggered times between classes, and setting up for the next class/participants.
- Designate specific paths, one-way if possible, for entering and exiting different areas of the facility, including the locker rooms, deck, and pool. Use directional arrows and signage.
- Define, designate, and communicate (signs, lane ropes, cones, taped areas, verbal) safe spaces for each participant and/or pair.
- Determine clear, defined areas for participants, family member(s), and instructional staff – clearly marked, safe and large enough to allow for social distancing.
- Set expectations for participants before they enter and while they are in the facility that includes a communications plan prior to arrival and signage at the entrance and throughout the facility.
- Plan for how to use Instructional equipment and toys, such as diving rings, noodles, kickboards or barbells. Encourage students to bring their own. If they will be using equipment that belongs to the organization, each student should have their own equipment for the entirety of the class. They must be properly cleaned after each class and before use by anyone else following CDC, Red Cross and state and local guidance. Consider providing “fresh” and “used” bins and place them in locations where they cannot be inadvertently placed in the incorrect bin.
- Maintain the recommended water disinfectant levels per CDC and local and state health department regulations.
- Consider using a “Deck coordinator”. The coordinator may be responsible for managing the flow of people on deck, responding to requests for assistance from an instructor or patrons. Deck coordinators should not be responsible for teaching a class. Larger facilities may need to use multiple coordinators. Lifeguards that are responsible for scanning or responding to an emergency should not act as deck coordinators.
- Draft your block plans and lesson plans that include the methods for maintaining safe distance for each activity in the lesson. Plans must also include various “what if” scenarios and what to do if things don’t go as planned.
- Ensure instructors are trained in the new procedures and have a solid lesson plan with back-up plans to adapt to potential changes, issues and problems.
- Maintain appropriate spacing that meets social distancing guidance with participants spreading out to avoid collisions throughout the entirety of the class, including entrance to and exit from the water.
- Ensure sufficient hand washing areas and hand sanitizers throughout facility.
- Implement procedures for pre-arrival screening of participants and upon arrival screening.
- Mandate face coverings for all out of the water when at the facility.

Communications

Prior to the arrival of any participants, staff should communicate with those registered in their Learn-to-Swim program via email, phone and/or their website. Suggested topics include:

- Participation criteria, including direction that they may participate only if they:
 - Are not exhibiting signs of the coronavirus with the specific symptoms based on CDC guidance.
 - Have not been in contact with someone who has tested positive for COVID-19 in the last 14 days.
 - Are not a person who is at increased risk for serious illness unless special classes and/or times are established to reduce exposure and risk.
- Instructions about what to do upon arrival to the facility, while in the facility and what to do after the class.
- Expectations for participation including being able to follow instructions and maintain the defined physical distance from others and other risk reduction interventions.
- Requirements for an adult (parent, caregiver, or older sibling) who lives together with the participant who will be in the water with the child.
- Any applicable state or local regulations, orders and/or guidelines.

Clear signage at the entrance to and throughout the facility should reinforce this information.

Facilities can use a variety of tools to communicate with participants. Web conferencing or conference calls in advance of the classes could provide a forum for discussion and Q&A sessions. See Water Safety and Course Presentations for more information (page xx). Short videos can also be created to provide a walk through or demonstration to participants. These videos can be posted on websites as well as shared with a link so that participants know what to do as they arrive, participate, and exit.

Teaching Classes

Instructors may need to adapt their teaching styles, strategies, exercises or typical way of teaching to accommodate COVID-19 risk transmission reduction strategies including social distancing, such as the following:

Instructor Safety, Positioning, and Technique

- Teach from the deck when possible. If the facility layout is such that the instructor can be positioned to provide the necessary instruction and feedback from the deck, this may be a suitable approach for adult/child pairs and/or teaching Learn-to-Swim Level 4 or higher.
- Instructors teaching from the deck should wear masks. Masks can help prevent the spread of COVID-19. Instructors may need to speak louder or use a microphone. Masks should not be worn for any person in the water. Masks should not be worn by participants when in the water but should be worn when in the facility out of the water. Children under 2 years per CDC and others guidance should not be asked to wear masks.
- Instructor Demonstrations may be in or out of the water.
 - Skill demonstrations may need to be done with each small group rather than bringing all participants or pairs together for one demonstration.

- When teaching holding and support positioning to others, instructors can use a large doll, kickboards, life jackets or other items to demonstrate to household members how to hold and/or support the participant in the water and conduct swimming activities.
- If regulations or rules allow for students and instructors to be closer than 6 feet apart, preference still is to maintain CDC guidelines including social distancing.
- Use indirect teaching strategies that focus on the participants rather than the instructor. The instructor plays the role of learning facilitator by encouraging participants to use exploration, discovery, and problem-solving to acquire new information and skills.
- Include task setting and reciprocal practice – this could be with pairs/groupings of people who live together using the task cards. Task cards can be used as part of a direct teaching and indirect teaching strategies. Review pages 32 - 38 of the *Water Safety Instructor's Manual* to refresh your team on these teaching strategies and more.

Participant Safety, Positioning, and Technique

- Maintain appropriate spacing that meets social distancing guidance with participants spreading out to avoid collisions.
- Be clear and concise with instructions of where and in what direction instructors want participants to move.
- When teaching safety topics during your lesson, choose topics that allow for social distancing or allow participants to work individually.
- Assign and use safe distance spaces on deck and in the water to participants and/or parents as needed. These spaces must be clearly marked. Facilities can use cones, lane lines, ropes, signs or other items to separate spaces.
- Customize class organization techniques to help maintain at least 6ft distancing (pages 47-52 of the *Water Safety Instructor Manual*) that are appropriate for the facility, the ability level(s) of the participants an instructor is teaching, and to maximize class interaction. For example, combine the wave and stagger formations with barriers such as lane ropes in the higher-level classes.
- Activities involving breath control must be carefully managed, such as by alternating “pairs” practicing at once, facing in opposite directions, increasing distances between any participants/assistants/other customers, and facing away from the instructor.
- Minimize use of teaching aid such as kickboards or barbells. If in use, each student should have their own for the entirety of the class. They must be properly cleaned after each class and before use by anyone else in accordance with CDC and Red Cross guidance.

Water Safety Courses and Presentations

The lecture portion of Water Safety Courses and Presentations, can be conducted via web conference so that instructors and students are not in a room together. If in-water skills are required, those must be done while in person and cannot be conducted via web conference. During the web conference, instructors and each student may train at different locations or at the same facility. Training rooms may be reused for subsequent classes after they have been thoroughly cleaned and disinfected.

Technical Requirements

- Ensure that instructors and students have a camera-enabled device and high-speed internet before the start of class.
- Select and install a web-conference tool before the start of class.
 - Web conferencing tools should facilitate audio calls, video conferencing, screen sharing and live chatting.
 - Consider the security features instructors will need such as user authentication, permissions and confidential attendee list.
 - Consider the mobile needs of the students. Some web conferencing tools offer a mobile app for easy access to video meetings from a mobile device or tablet. Others allow students to call in from mobile devices (audio-only) or join meetings from a mobile-friendly web link.
 - If instructors are delivering the Instructor-Led Training program, the web conferencing tool must be able to play course videos at high quality so the students can view the videos without disruption. The web conference tool must support simultaneous playback of video and audio. Instructors and students must have sufficient bandwidth to support video playback. The recommended bandwidth speed is 150 mb/s.
 - Top web-conference tools include Microsoft Teams, WebEx and Zoom.
- Test the device, bandwidth and setup; do a practice run and get feedback before the start of class.
- Send the students the appropriate web tool link so they can download and test the tool before the start of class.
- The instructor and the students must be able to see and hear one another throughout class.
- If at any time video or audio is poor or lost and unable to be resolved, class should be canceled and rescheduled.
- Encourage students to participate in these course activities by calling out or messaging questions and responses.

Lectures, Guided Discussions and Q&A Activities

- Encourage students to participate in these course activities by calling out or messaging questions and responses.

Course Videos

- Instructors are required to show any videos used in the training course, because they contain important information about key concepts and skills to help ensure the program objectives are met.
- The videos must be played in such a way that all students can view the video and hear the audio without disruption. See “Technical Requirements” above.
 - If instructors cannot meet these technical requirements, they cannot conduct the Instructor-Led Training course.

Questions Aquatic Facility Management Should Expect from Customers

As customers return to facilities for swim lesson programming, facility management should be prepared to answer questions regarding safety measures, policies and procedures for social distancing. Clear information prior to arrival can help participants know what is expected of them, understand what steps they should take in advance (such as coming to the facility dressed and ready to go) and the paths of travel once inside as well as what to expect from the actual lessons. Questions that should be anticipated including:

- What are the registration and payment procedures? Is all registration online or over-the-phone? Is there any in-person registration, and if so, what is that process?
- What communications should be expected prior to the first day of lessons? How are participants informed of the expectations participants before they arrive at the facility? Some options could include one or more of the following:
 - Email with detailed information and phone or email contact information for additional questions.
 - Video conference with opportunity for interaction and questions.
 - Video segment to demonstrate how to enter, participate, and exit.
- Are customers expected to wear masks while on the deck?
- How should customers move throughout the facility? Is there signage outside the facility and/or facility maps that outline expectations and directions for movement throughout the facility? Consider making a video tour that walks customers through your expected flow, how to check in and equipment procedures including where to pick up items like kick boards and barbells and where to return them.
- Are there parts of your facility that are closed or limited access, such as changing rooms, locker/storage bins or viewing areas? If so, what are recommendations for alternatives to how those are typically used?
- Are there new/different expectations of parents/caregivers during the lessons? For example, is there an expectation that an adult is in the water with the child during the lessons?
- Will the programming be executed differently than “normal”? For example, do the classes have fewer students, are they shorter in duration or frequency? Are instructors on the deck rather than in the water?
- Will these modifications effect the progress of my child?
- If I or someone in my household develops COVID-19 symptoms, should we notify the facility?

References

American Red Cross Water Safety Instructor's Manual

Review the following information to better support Learn-to-Swim Courses:

- Organizing the Class (pages 47-52). This will help instructors determine what class organization strategies are appropriate for their facility, the lesson they are teaching, and to maximize class interaction while still maintain at least 6 feet distancing
- Working with Young Children and their Parents (pages 138-143). This information can apply and adapt to parent adults with any youth age group.
- Safety Considerations (pages 137, 187, 228, 333) These considerations will help instructors maintain a safety-first mindset.
- Recognizing and Awarding Achievement (Chapter 12 362-367)

USA Swimming – Facility Re-Opening Messaging and Planning

https://www.usaswimming.org/docs/default-source/coaching-resourcesdocuments/covid-19-team-resources/facility-reopening-plan-guidelines.pdf?sfvrsn=8a533a32_2

Includes diagrams for social distancing using lap lanes.

Appendix A: Badging and Categories

Badges are grouped into four categories—foundation, safety, skills and endurance. Table 12-1 describes the badges. The column, Natural Level, indicates the level at which the skill or set of skills should be achieved naturally. Unless specified otherwise, such as by an amount of time or distance, the performance criteria for the identified level is used for evaluation. For example, with the Elementary Backstroke badge, evaluate the participant using the criteria in the Stroke Performance Chart for level 4. There are two badges that have two levels listed— Lifeguard Prep and WSI Prep. In these cases, the skills and performance criteria are achieved naturally in level 4, but the distances are not required until level 5.

Table 12-1. Badges and Categories






















Name/Topic	Icon	Description	Natural Level
Foundation			
Exploring Under Water		<ul style="list-style-type: none"> Submerge, open eyes and retrieve an object from under water. 	1
Swim and Exit		<ul style="list-style-type: none"> From a position of being held by the instructor, swim the combined stroke on front or back for 2 body lengths. Exit the water independently. 	1
Bobbing		<ul style="list-style-type: none"> 10 times, demonstrating "true" bobbing/rhythmic breathing 	2
Combined Stroke on Front with Breaths		<ul style="list-style-type: none"> Swim on the front at least 5 body lengths. Take two breaths during the swim (either to the front or back) independently. 	2
Back Float		<ul style="list-style-type: none"> Start on front. Roll from front to back independently. Float on back for 30 seconds. 	3
Safety			
How to Call for Help		<ul style="list-style-type: none"> Dial 9-1-1 or the local emergency number (on a template or a real phone that is disabled). Role play the call with a prepared script (requiring student to answer call-taker questions). 	1
Water Competency		<ul style="list-style-type: none"> Step into the water from the side and totally submerge. Recover to the surface, then maintain position for 60 seconds by treading or floating. Rotate one full turn and orient to the exit. Level off and move on the front or back 25 yards. Exit the water. 	3
Life Jacket		<ul style="list-style-type: none"> Put the life jacket on correctly. Wear it appropriately. Swim while wearing for 10 minutes. 	3
Reach or Throw, Don't Go		<ul style="list-style-type: none"> Reaching assist from side without equipment Reaching assist from side with equipment Throwing assist 	3

Table 12-1. (continued)

Name/Topic	Icon	Description	Natural Level
Tread Water		<ul style="list-style-type: none"> Perform for 2 minutes. 	4
Elementary Backstroke		<ul style="list-style-type: none"> Swim for 25 yards (Level 4 performance criteria). 	4
Sidestroke		<ul style="list-style-type: none"> Swim for 25 yards (Level 4 performance criteria). 	4
Skills			
Front Crawl		<ul style="list-style-type: none"> Push off in a streamlined position on front and begin flutter or dolphin kicking, then swim front crawl at Level 5 performance criteria. Swim a total distance of 25 yards. 	5
Breaststroke		<ul style="list-style-type: none"> Push off in a streamlined position, then swim breaststroke at Level 5 performance criteria. Swim a total distance of 25 yards. 	5
Backstroke		<ul style="list-style-type: none"> Push off in a streamlined position on back and begin flutter or dolphin kicking, then swim backstroke at Level 5 performance criteria. Swim a total distance of 25 yards. 	5
Butterfly		<ul style="list-style-type: none"> Push off in a streamlined position on front and begin dolphin kicking, then swim butterfly at Level 5 performance criteria. Swim for a total distance of 25 yards. 	5
Flip Turn		<ul style="list-style-type: none"> Swim front crawl for 15 yards, perform front flip turn, then continue swimming front crawl for 15 yards. Swim backstroke for 15 yards, perform a back flip turn, then continue swimming backstroke for 15 yards. 	5
Shallow-Angle Dive		<ul style="list-style-type: none"> Complete a shallow-angle dive, glide 2 body lengths and begin any front stroke. 	5
Endurance			
My First 25		<ul style="list-style-type: none"> Swim 25 yards continuously using any one stroke at Level 3 stroke performance criteria. 	3
My First 50		<ul style="list-style-type: none"> Swim 50 yards continuously using any two strokes at Level 4 stroke performance criteria. 	4
100-Yard Swim		<ul style="list-style-type: none"> Swim 100 yards continuously using any two strokes at Level 5 performance criteria; open turns or flip turns are acceptable. 	5