

# Training

The pink / red section is designed to walk a Lesson Coordinator, or Leader, through an in-person training for new and returning Swim Instructors.

Pages will follow a consistent format.

This book is for Lesson Coordinators, Leaders, managers, administration, and Aquatic Professionals.

It is intended as a guide for you to lead your training.

Left side page: Lesson Coordinator

Right side page: Activities for your training to be read/done with your trainees/participants.

The left page is for you, the Lesson Coordinator.

Your objectives. Your goals, and participant goals.

This side is to prepare.

## 1. Setting Expectations

### Timeline: 45 minutes

- 5 minutes: Greet participants as they enter training area. Direct to where to put items.
- 2 minutes: Begin training by getting everyone's attention. Introduce self.
- 3 minutes: Describe objective of training.
- 5 minutes: Describe outline and provide expectations. What will happen throughout the day, when, and what participants will need to do.
- 30 minutes: Activities 1 & 2, challenge

### Objective:

- Provide participants with a clear understanding of what they are going to do, how long your training will take, and what the training will be like.

- Introduce leadership, prepare participants for success.

### Instructor Goals:

- Give participants clear expectations for the training: what is going to happen, when will it happen, and for how long.
- Establish tone and professionalism. Define what behavior should be like by your actions. Be loud, clear, respectful and you'll receive it in return. Avoid gossip, bullying, joking (inappropriately), and avoid distraction.

- Communicate clear timeline. When will you start and end.
- Make clear when you'll be on land, and when you'll be in the water.

### Participant should learn:

- When they will be finished with the day
- When breaks will be
- When they will be in the water
- What they need to demonstrate
- What they will learn
- How training will run (what format will be used)
- Leadership's names and experience
- Where they can put their stuff, where the exits are, and where pool is

### Leadership Actions:

#### 1: Prepare space

Have your training space clearly defined before you begin.

Know where you will do group activities on land and in water.

Know times you have access to each.

#### 2: Establish tone & tempo

Greet everyone that enters and tell them where to go.

Leadership defines the tone of a training.

Be professional, clear, mature, to ensure similar respect during the training.

#### 3: Speak loud, clear, concise

Give simple direct commands and speak in simple sentences.

Be loud enough for all to hear.

Be confident in your delivery. "ummm"

30

## 1: Prepare in advance

Read the preparation side of the training before you begin.

While there is some relevant information for participants, the language is for you, to prepare your training in advance.

## 2: Bold red colors and text is for you!

The dark lines in red are intended to draw your eye. If you are skimming this page, look at the red bars and large text first.

Use the supplemental text as a guide for more context.

## 3: ½ training & challenge; ½ guidance

The right side page has a stack of Training Activity 1, Training Activity 2, and Challenge.

Text and instructions are written to be read aloud.

Again, we see pictures and bold red colors for YOU.

**Icebreakers**

**Go first. Speak clearly**

**Let veterans go first**

**Prepare materials**

**Encourage talking**

**Go first: set the tone**

**See what happens!**

# How to Use This Section

## What we are trying to convey:

Training is subjective, variable, and extremely dependent on your location and time. This is a framework for you to use verbatim at first, then iterate on as you grow more comfortable building your own training.

Time expectations are general. Some things move faster or slower.

Objectives: Define the purpose of the training section.

Leader Goals: Things you, the LC, should do.

Participant goals: Things the participants, the lesson instructors, should accomplish in the section.

## What you will learn:

How to run a training session in person.

The framework Activity Activity, Challenge works beyond the water and is a cornerstone to our learning and training.

Follow the formula, follow the guides and your training can run well.

## Facility specific notes:

## Read your stuff first

Know what you're doing before you begin.

Don't read the training guide during the training for the first time.

Be prepared.

## Modules

Combine each section into one long training day, or split them apart into a broken training where each one is a separate module.

## Iterate!

Take the framework and intent from the Activities and Challenges and make them your own.

Inject fun into your training! Be silly! Be joyous! Celebrate success and funny.

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# Icebreakers

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## **Let veterans go first**



## **Prepare materials**

## **Encourage talking**



## **Go first; set the tone**

## **See what happens!**



## Training Activity 1

Icebreaker activity:

Using the following format say your "name," "years worked with agency," and "food you refuse to eat."

Example:

"Jeff Napolski, 10, eggplant."

After everyone has gone Leader should attempt to name everyone, OR name everyone's food they won't eat.

Allow others to attempt to recall all names, or all foods.

## Training Activity 2

Question exchange:

Distribute small pieces of paper.

1. Each person writes a question they'd like answered related to swimming or work, or relevant to their lives.
2. Everyone finds 1 other person. Ask and answer each others questions.
3. Exchange questions. Person A takes Person B's question, etc.
4. Find new people to answer questions with exchanging questions as you go.

## Challenge

Name everyone at training.

Name everyone's food they won't eat.

Match the top two best questions from Question Exchange to the person who wrote it.

=====  
Challenge: Find your folk

In less than 30 seconds everyone in the room must separate into 3 groups without speaking:

1. Have food allergies,
2. Cat owners,
3. Left handed

Do not define where they go or how identified.