

# WATER SAFETY INSTRUCTOR OBSERVABLE BEHAVIOURS



Evaluation Criteria
<p><b>1. Planning: Create, use, and adjust session and lesson plans according to the following guidelines.</b></p> <p><b>Using a worksheet and covering all fitness activities, skills and water safety, and swimming items from a level, create a session plan that:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes items at least three times throughout the plan</li> <li><input type="checkbox"/> Ensures items are introduced in a progressive order</li> <li><input type="checkbox"/> Introduces all items by mid-session</li> <li><input type="checkbox"/> Includes a variety of items in each lesson</li> <li><input type="checkbox"/> Balances physical exertion with the amount of rest time during each lesson</li> <li><input type="checkbox"/> Is clear and concise and can be understood by another Instructor</li> <li><input type="checkbox"/> Covers items from previous levels</li> </ul> <p><b>Using a session plan, create a lesson plan for each class that:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes all items that are listed for the day</li> <li><input type="checkbox"/> Includes a time frame, specific activities, and formations for each item</li> <li><input type="checkbox"/> Lists equipment, space considerations, and swimmer-specific notes</li> <li><input type="checkbox"/> Is clear and concise and can be understood by another Instructor</li> <li><input type="checkbox"/> Includes a backup plan</li> </ul> <p><b>When using a lesson plan:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep to the time frame in the plan</li> <li><input type="checkbox"/> Lead the activities and formations communicated in the plan</li> </ul> <p><b>Adjust the lesson plan by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modifying the activities to better meet the swimmers' needs (lower/higher progression)</li> <li><input type="checkbox"/> Modifying the time frame to allow for more or less practice</li> </ul>
<p><b>2. Teaching: Use progressions and activities, teach and correct strokes and skills, and use appropriate teaching techniques (e.g., keep swimmers active and wet, demonstrate each skill properly) according to the following guidelines.</b></p> <p><b>Use progressions to teach skills and strokes by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizing the swimmer's current level and next progression</li> <li><input type="checkbox"/> Considering the swimmer's needs, learning style, and age characteristics</li> <li><input type="checkbox"/> Presenting the progressions in logical small chunks (lead up to the skill, introduce the skill, reinforce the skill)</li> <li><input type="checkbox"/> Introducing new progressions gradually</li> </ul> <p><b>Throughout the lesson, use activities that are:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Varied</li> <li><input type="checkbox"/> Creative and fun</li> <li><input type="checkbox"/> Safe</li> <li><input type="checkbox"/> Active and engaging for swimmers</li> <li><input type="checkbox"/> Imaginative</li> <li><input type="checkbox"/> Age appropriate</li> <li><input type="checkbox"/> In line with skill and stroke performance criteria</li> <li><input type="checkbox"/> Focused on the essential strokes and skills</li> </ul> <p><b>For all levels, in every lesson, teach and correct strokes by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Referencing the Red Cross Swim worksheets and deck book</li> <li><input type="checkbox"/> Using the GST rule (General, Specific, Try)</li> </ul>

<input type="checkbox"/> Applying the main corrective methods (shaping, overcorrection, and physical manipulation) <input type="checkbox"/> Employing different support and holding positions
<b>Use teaching techniques that are:</b> <input type="checkbox"/> Varied among the three methods (direct using the 4Ds, discovery, and games) <input type="checkbox"/> Flexible <input type="checkbox"/> Aligned with the needs of all swimmers <input type="checkbox"/> Active and wet (95% of every lesson in the water) <input type="checkbox"/> To Red Cross Swim performance criteria (i.e., demonstrate strokes and skills according to Swim Kids Level 10 criteria)
<b>3. Safety supervision: Provide safety supervision at all times during each lesson according to the following guidelines.</b>
<b>Model and enforce safe behaviour for swimmers, parents/caregivers, and the public by always:</b> <input type="checkbox"/> Following the pool rules <input type="checkbox"/> Wearing a whistle <input type="checkbox"/> Having a rescue aid with you at all times <input type="checkbox"/> Preventing unsafe behaviour whenever possible <input type="checkbox"/> Redirecting unsafe actions to safe alternatives
<b>Respond to an emergency or problem by:</b> <input type="checkbox"/> Being rescue-ready <input type="checkbox"/> Using the Instructor Emergency Response (IERs) skills and following the facility's emergency procedures <input type="checkbox"/> Adjusting your position and the lesson formation to ensure safety <input type="checkbox"/> Alerting the lifeguard team with a loud whistle blast, and using hand signals from the facility's procedures manual if verbal communication isn't possible
<b>Use equipment that is:</b> <input type="checkbox"/> Safe <input type="checkbox"/> Age appropriate <input type="checkbox"/> Suitable for the activity (i.e., used correctly)
<b>Throughout the lesson, use formations that:</b> <input type="checkbox"/> Allow you to see every swimmer at all times <input type="checkbox"/> Position you outside of the formation <input type="checkbox"/> Have clear boundaries <input type="checkbox"/> Keep weak/problem swimmers close to you
<b>During every lesson, use routines that ensure you:</b> <input type="checkbox"/> Start and end the lesson in the same location <input type="checkbox"/> Reinforce the facility's rules (e.g., get permission to go to the washroom) <input type="checkbox"/> Establish and enforce class rules and structure <input type="checkbox"/> Count swimmers before and after each activity to ensure full attendance <input type="checkbox"/> Enter water first and exit water last <input type="checkbox"/> Record accurate attendance for each lesson using the Instructor worksheet
<b>Manage your class in the event of disruptive behaviour or events by:</b> <input type="checkbox"/> Reacting quickly <input type="checkbox"/> Changing the formation or strategy <input type="checkbox"/> Responding with confidence <input type="checkbox"/> Following facility procedures

<p><b>4. Communication: Communicate clearly with swimmers, parents/caregivers, peers, and supervisors according to the following guidelines.</b></p>
<p><b>During every lesson and with every swimmer, you must communicate by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keeping your instructions short and simple</li> <li><input type="checkbox"/> Using key points</li> <li><input type="checkbox"/> Using the swimmer's name</li> <li><input type="checkbox"/> Speaking at the swimmer's eye level</li> <li><input type="checkbox"/> Matching your body language to your verbal message</li> <li><input type="checkbox"/> Using age-appropriate and culture- and gender-neutral language</li> <li><input type="checkbox"/> Conveying enthusiasm</li> <li><input type="checkbox"/> Using active listening</li> <li><input type="checkbox"/> Using key questions to ensure the swimmer has heard and understood you</li> </ul>
<p><b>You must also communicate with parents/caregivers, peers, and supervisors whenever necessary by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using key points</li> <li><input type="checkbox"/> Using the person's name</li> <li><input type="checkbox"/> Matching your body language to your verbal message</li> <li><input type="checkbox"/> Using active listening</li> <li><input type="checkbox"/> Using key questions to ensure your message was heard and understood</li> <li><input type="checkbox"/> Being honest and demonstrating respect</li> <li><input type="checkbox"/> Using culture- and gender-neutral language</li> <li><input type="checkbox"/> Balancing speaking and listening</li> <li><input type="checkbox"/> Demonstrating confidence and professionalism</li> </ul>
<p><b>Always offer feedback to each swimmer by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Providing feedback after each skill</li> <li><input type="checkbox"/> Using effective communication skills</li> <li><input type="checkbox"/> Using corrective methods appropriate for the swimmer's learning style</li> <li><input type="checkbox"/> Balancing positive and corrective feedback</li> <li><input type="checkbox"/> Waiting until the swimmer has stopped the activity before offering feedback</li> </ul>
<p><b>When more information or assistance is needed, seek it by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asking for support or assistance</li> <li><input type="checkbox"/> Researching unknown information</li> <li><input type="checkbox"/> Keeping inquiries relevant</li> </ul>
<p><b>Accept feedback by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening attentively</li> <li><input type="checkbox"/> Identifying specific opportunities for change</li> <li><input type="checkbox"/> Communicating a willingness to change, improve, and grow</li> <li><input type="checkbox"/> Self-evaluating your past performance with the new feedback</li> <li><input type="checkbox"/> Developing an action plan to satisfy the feedback</li> </ul>
<p><b>5. Leadership: Demonstrate good leadership according to the following guidelines.</b></p>
<p><b>Always show respect by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening to, answering questions from, and addressing the concerns of swimmers and parents/caregivers</li> <li><input type="checkbox"/> Communicating with and acknowledging the roles of coworkers and supervisors</li> <li><input type="checkbox"/> Following the facility's policies and procedures</li> <li><input type="checkbox"/> Following the Fundamental Principles</li> <li><input type="checkbox"/> Using honesty, effective communication skills, and active listening</li> </ul>
<p><b>Throughout each lesson, give direction to swimmers, , parents/caregivers, and other WSI candidates by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using effective communication skills</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Considering the individual's age, culture, and learning style</li> <li><input type="checkbox"/> Using key points and keeping communications short and simple</li> <li><input type="checkbox"/> Speaking respectfully</li> </ul>
<p><b>Using Canadian Red Cross resources and personal teaching experience, coach new WSI candidates by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inviting candidates into your classes</li> <li><input type="checkbox"/> Completing administrative forms</li> <li><input type="checkbox"/> Monitoring and supporting the candidate's progress</li> <li><input type="checkbox"/> Offering suggestions and resources and answering questions</li> <li><input type="checkbox"/> Demonstrating all WSI evaluation criteria</li> </ul>
<p><b>At all times, facilitate swimmers' learning by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Having equipment available and in good working order</li> <li><input type="checkbox"/> Following lesson plans</li> <li><input type="checkbox"/> Using effective communication and class-management skills</li> <li><input type="checkbox"/> Giving examples</li> <li><input type="checkbox"/> Demonstrating and describing each skill and stroke</li> <li><input type="checkbox"/> Checking for understanding using key questions</li> <li><input type="checkbox"/> Offering feedback (see section on communication)</li> <li><input type="checkbox"/> Performing all skills and strokes according to Red Cross Swim Kids Level 10 performance criteria when demonstrating during a lesson</li> <li><input type="checkbox"/> Ensuring your actions are in alignment with the Fundamental Principles at all times</li> <li><input type="checkbox"/> Cooperating with others positively, constructively, and with the aim of contributing to your team in all interactions</li> </ul>
<p><b>6. Evaluation: Evaluate both the swimmers and yourself throughout each lesson and session according to the following guidelines.</b></p>
<p><b>When evaluating swimmers, use the Red Cross Swim worksheet to compare actual skills and knowledge with the level performance criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately</li> <li><input type="checkbox"/> Continually (during each lesson and session)</li> </ul>
<p><b>For each evaluation event, use the appropriate resources, such as:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Red Cross Swim worksheets</li> <li><input type="checkbox"/> Red Cross Swim <i>Deck Book</i></li> <li><input type="checkbox"/> Instructor Network</li> <li><input type="checkbox"/> Peers, supervisors, and WSIT</li> </ul>
<p><b>After each lesson, evaluate yourself by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comparing your actions to the WSI course evaluation criteria</li> <li><input type="checkbox"/> Comparing your plan to the actual events of the lesson</li> <li><input type="checkbox"/> Comparing your actions to the swimmers' responses</li> <li><input type="checkbox"/> Preparing an action plan for change and reinforcement</li> </ul>
<p><b>Record each swimmer's progress by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Indicating whether the swimmer has met the specific skills and knowledge performance criteria for each level</li> <li><input type="checkbox"/> Naming specific drills or corrective methods that worked for the swimmer</li> <li><input type="checkbox"/> Using positive language geared towards the swimmer</li> <li><input type="checkbox"/> Using key words</li> <li><input type="checkbox"/> Balancing positive and corrective feedback</li> <li><input type="checkbox"/> Writing legibly</li> <li><input type="checkbox"/> Indicating which level the swimmer should enter next at the final report</li> <li><input type="checkbox"/> Recording which swimmers are present at the beginning and end of class to create an accurate attendance record</li> </ul>

**Recognize and correct swimmers' skills and knowledge by:**

- Referencing the performance criteria for the level
- Offering specific corrective feedback to the swimmers
- Using a drill or corrective method that is appropriate for fixing the error

**Prior to teaching a lesson, evaluate the facility (e.g., space, equipment) by:**

- Locating equipment that is needed for the lesson
- Identifying areas appropriate for activities and skill and/or stroke practice
- Identifying safety concerns and reporting hazards to the facility supervisor