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# WABC focus

INFORMING AND INSPIRING REAL SWIMMING TEACHERS

## A Circle in a Square — Zen and the Art of Baby Swimming

For those of you who know Rob and myself and our work, you know that we have been advocating gentleness in teaching babies and young children for over 27 years. Our methods are child-centered, family friendly, joyful, and playful. The heart of what we do is organic (In other words simple, natural, positive and healthy). And it is holistic.

In teaching, we consider the whole child, body, mind and spirit. We believe that any method that places skill acquisition above the emotional well being, the physical needs and the developmental readiness of the child is archaic and detrimental to the whole child.

We also believe that crying is **not** a

pre-requisite to learning to swim. Therefore our classes are virtually tear-free. The only crying we hear is occasionally when one child will not share a toy with his classmate. Or, at the end of class, when a particular child is not ready to leave the water and the fun. Rob and I both teach a full schedule of classes and have always done so...we are practitioners.

Our swim school offers 5 different skill levels of infant toddler and tyke classes, ages 3 months to 4 years old and 5 levels of pre-school and elementary classes, ages 5-12 years old. All classes, at all age levels, include a parent or trusted caregiver in the water acting as co-teacher with us. > continued on page 11



By Kathy McKay  
Lifestyle Swim School  
Boca Raton, Florida USA

as presented at the 9th WABC biennial conference — WABC2007 in St Petersburg, Florida USA Oct. 23, 2007



## Kurisumasu Omedeto!

**Japan:** The Japanese people embraced Christmas and made it their own. Hoteiosho, a kind old man, carries a huge pack with gifts for children. (With eyes in the back of his head, he sees who is naughty or nice.) Many Japanese embrace the Western traditions that were introduced by Christian missionaries. Others take the secular festivities over the top with massive light displays, decorations seemingly everywhere, evergreens and mistletoe hanging and almost anyone and anything dressed for the season (as shown). Come Christmas, families present gifts and sing carols, and some people also enjoy turkey dinner. ☺

## Amazing help comes to a special swim teacher

**Kirkland, Washington / USA** — Connie Chapin, 44, is a single mom and a Seattle Washington swim teacher who has faced hardship as well as gifts given and shared. Her story starts when after high school, Connie went to Central Washington University where she majored in Industrial Distribution Technology, which combines technology and business. She graduated and got married in the same year; five years later, she gave birth to her first child. When her third child was born, she left her 10-year career as a project manager in the aerospace business for a less demanding part-time job so she could spend more time with her children. After a time, Connie became a full-time, stay-at-home mom.

Then, in 2001, things fell apart when she lost a baby and her marriage of 15 years. She couldn't get a job that paid enough to cover day care expenses.

While receiving food-bank packages and counseling from Hopelink, a local social-service agency, Chapin also received a suggestion that she might make a go of it by working at home by returning to one of her oldest roots -- swimming.

So that's what she did. From her home, a nearly 100 year old bungalow that she herself grew up in and included a pool that her parents had installed in 1980.

Little by little, in the small backyard pool "Angelfish Swimming" began to grow -- "for children of all ages," adults as well as children, according to a notice posted on the her neighborhood's web site.

Chapin began her 2002 summer season with just a few students -- from friends and mostly from within the neighborhood. By in 2007, more than 200 had signed up, and at least 100 other who intend to carry over through the cold months "under one of those swimming-pool bubbles," said Denise Stephens, a Hopelink spokeswoman.

Stephens said Chapin now "runs pretty much a continuous food drive for us at her pool. She entered a float for Hopelink in Kirkland's Fourth of July parade, she talks to friends, neighbors, acquaintances and anyone she can about the work that Hopelink does, and is always willing to share her story."

That story could have end there but another crisis and a phenomenal twist were yet to come. In 2005 Chapin's home — which housed not only her business but her four children was deemed unsafe according to an independent structural specialist. Two years followed of trying to get extensions fro the city to make required improvements. But the these had become to much for Chapin to make on her own. She again needed help.

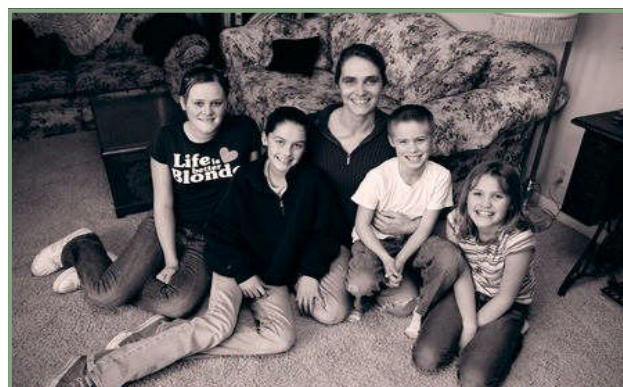
Enter the producers of American television's Sunday night television hit ... "Extreme Makeover: Home Edition".

The television program focuses on a family that has faced hardship has their dilapidated house torn down the house on the first day while they are sent away on a week's vacation and build a brand new, usually much larger, one, fully furnished comes as a replacement. The houses are customized to the families, with rooms reflecting the interests of, especially, the children, and special technology for any unusual conditions. The construction is accomplished with the help of a large army of blue-shirted volunteers and a wide array of sponsor-donated products and services. And yes, in Chapin's case...a brand new pool fully equipped!

Was it Hopelink, then, that submitted Chapin's name to the television network?

"No," Stephens said. "We don't know who did. "

Notified September 26th Chapin had one day to ready for demolition as she and her



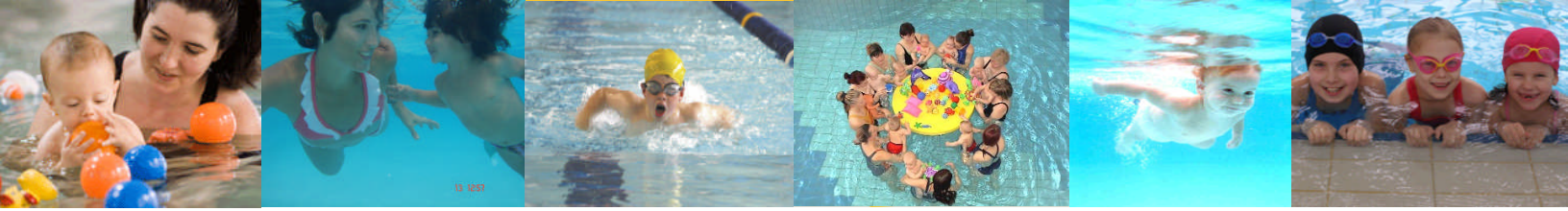
*Connie Chapin (center) and her four children.*



*Chapin's 100 year-old charming yet drafty bungalow— where she grew up and then made a home for her family as well as her learn to swim business in the Seattle, Washington area of the west coast of America.*



*Angelfish Swimming*



# ...a blessing



**Program host Ty Pennington looks on as Chapin and her family are first shown their new home.**



**Connie Chapin in her new Angelfish office.**

family were whisked away for a vacation in Florida. Six days later they were returned to the site with vision to their new home blocked by the TV program's large bus transport. Then the dramatic moment as it was drawn away revealing the extraordinary new home— which included a six-bedroom, 3,400-square-foot home, a detached 1,700-square-foot office/garage/recreation room, a new pool and environmentally sound landscaping.



The pool, fiberglass—shallow to deep with two lanes marked also has the Angelfish logo in color running along much of the bottom. A clear vinyl inflatable dome to replace the worn one Chapin had previously enables winter time classes and a full view of the home and pool area. A new office for Chapin and her Angelfish program overlooks the pool area and boasts a new computer and of course a wall sized version of the Angelfish logo.



Chapin said that she was so thankful to be able to have the ability— with the new home and pool in the same location as before—to have the opportunity to help many families with her business. The community benefits from the safety training given as well as the young children becoming confident and skilled with their swimming.

"To live in a house built with so much love is comforting," Chapin said. "I'm touched so many people helped to do something to keep us warm and safe." ☺

# Government mulls swimming pool ban on diapered babies

FARMINGTON, UTAH – USA On average, State of Utah health officials log 14 reported cryptosporidiosis cases each year. Last year, that tally rose to 1,963. And now the guardians of public health are bracing for a similar surge of the feces-borne, diarrhea-causing disease in 2008. Its cause: the parasite, cryptosporidium or "crypto."

Officials now wonder whether to permanently ban diapered tots from pools, said Lewis Garrett, executive director of Davis County's health department. Garrett added that he is part of a minority that supports that option.

In early 2008, state officials plan to release recommendations on how to quell another outbreak.

"Banning diapers from pools is one of many proposed measures being discussed," said state epidemiologist Robert Rolfs.

"We've been told by the Centers for Disease Control (CDC) that when you have a breakout of this magnitude, it comes back a year later," said Garrett.

"It's an insidious little bug."

Davis County epidemiologist Brian Hatch updated county health-board members about the disease during a quarterly session Tuesday.

The vast majority of the state's cases occurred in the four counties along the Wasatch Front between early June to the end of October, Hatch said, adding that 88 percent were linked to recreational swimming.

Davis County's share of the state's 2007 cases: 293, or 15 percent. In a normal year, Davis averages three cases.

"With [intestinal] cases, 2 to 5 percent are reported," Hatch said. "So the numbers could have been much higher - possibly 6,000 to 15,000 in Davis County."

The outbreak demanded quick action. Public swimming pools were hyper-chlorinated, and diapered children were no longer allowed to get in the water.

"Our public health response was very resource-intensive," Hatch said. "And we're preparing for next year."

According to the CDC Web site, cryptosporidium has a hard outer shell, enabling it to survive outside the body for long periods. The parasite shows up in food, water, soil, and on surfaces contaminated with human or animal feces.

Garrett cited a crypto outbreak in Milwaukee a few years back that infiltrated the city's drinking water, sickening thousands and resulting in some fatalities.

"The 2007 cryptosporidium outbreak was the largest on record for Utah," epidemiologist Rolfs said. "Public health leadership is needed to prevent this from happening again." from The Salt Lake Tribune. ●

## [Aquatic Consulting Services — Pool Tips](#)

[Pool Tip #55: Pseudomonas Aeruginosa](#)

[Download Pool Tip #42: Fecal Accidents, Vomit, Dead Animals Clean-Up Procedures](#) (PDF format, 27KB)

Note: a check of consumer blogs on the subject shows support for the ban by consumers who don't have baby swim children. See [blog](#) results

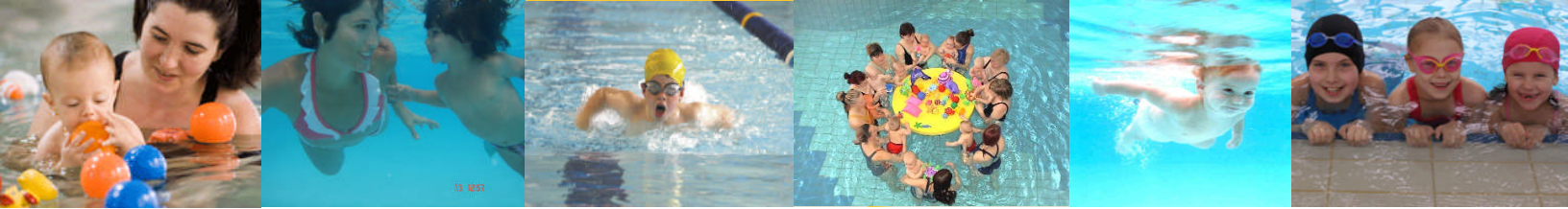


### What would you do if your local government banned diapers of any type from all pools?

Aquatic consultant Alison Osinski of San Diego California suggests pool and program directors be pro-active on this issue. Osinski says directors should invite government health officers to do a study —by more frequently testing their pool water for bacterial levels. Suggest that they ask other pools in the area to participate too.

Study data creates an actual record of water healthiness that can be presented by health officials during government hearings on a proposed ban. And if there is by chance there is a problem—directors can work with officers to correct it and continue testing to show that all is now good and has been fine over a long period. Don't let government officials make an uninformed decision. And do what you should to create and maintain healthy water.

<http://www.alisonosinski.com/pooltips/>



# Could you advise a parent about pool alarms?

Pool alarms are only one of the many layers of protection that should be implemented in and around the backyard swimming pool to decrease the chances of childhood drowning accidents. There are so many varieties of pool alarms on the market, though, that it may be difficult to know which one to choose. By considering the following information regarding pool alarms, you should be more prepared, when asked, to point parents toward better choices in home pool alarms.

## An Evaluation of Swimming Pool Alarms

An evaluation of swimming pool alarms conducted by the U.S. Consumer Product Safety Commission (CPSC) in 2000 tested three different types of pool alarms: surface wave sensors, subsurface disturbance sensors, and a wristband sensor. Surface wave sensors float on the surface of the water. Subsurface disturbance sensors attach to the side of the pool, and a portion of the sensor is submerged below the water's surface. The wristband sensor is worn by the child and sounds an alarm if the device is submerged.

The CPSC's study included multiple tests of each device in 6 backyard swimming pools of varying shape and size. The goals of the study were "to determine whether the surface and subsurface wave sensors would alarm when a test object entered the pool, and to determine whether the wristband would alarm when exposed to pool water." Additionally, the study tested for false alarms that may be triggered by weather conditions such as wind and rain, and those that may be triggered by an object such as a beach ball or soccer ball.

According to the results of the CPSC study, the surface wave sensors did not perform as reliably as the subsurface disturbance sensors when a test object was thrown into the pool. The study concludes that subsurface disturbance sensors "were more consistent in alarming and less likely to false alarm than the surface alarms." The wristband sensor sounded an alarm each time it was submerged in pool water and each time it was exposed to other water sources, such as that from a faucet or hose.

## Other Pool Alarms


The CPSC study did not include tests of infrared motion detection alarms, which are another type of swimming pool alarm system. Infrared motion detection devices sound an alarm if a child, adult, or object enters the beam path that surrounds the pool. Some alarm systems include a subsurface disturbance sensor in addition to the motion detection feature to increase the level of protection.

## Testing Your Pool Alarm

Once you decide which pool alarm is best for your backyard swimming pool, performing regular tests of the alarm's effectiveness will ensure that your alarm continues to function properly over time. The user's manual for each type of pool alarm should provide instructions for conducting your own tests.

## Pool Alarms are Not Enough

No pool alarm is fail-safe no matter how many technologies and features are included and no matter what claims are made by the manufacturer. Pool alarms should be considered as one of many layers of protection in the effort to prevent children from drowning, along with protective barriers, door alarms, and safety pool covers. The first and most important way to protect children from drowning accidents, though, is to provide close and constant supervision by a responsible adult. A combination of safety measures is essential for creating a safe backyard environment for all of the children in your life.

**Source:** Whitfield, Troy W. U.S. Consumer Product Safety Commission. "An Evaluation of Swimming Pool Alarms." May 2000. 



## Features to Look For In a Pool Alarm

While pool alarms may come with many more features than are presented here, the following is a list of recommended features to look for when deciding on a pool alarm for backyard swimming pools:

- Easy installation
- Tamper proof
- Includes a remote receiver with a range of up to 200 ft or more
- Low battery indicator on alarm and on receiver
- Recommended for the size and shape of your swimming pool
- Able to detect an object as small as a 1 year old child, approximately 18 pounds
- A loud and distinct alarm should sound within 20 seconds each time a child simulator is dropped into the pool.

CPSC study at <http://www.cpsc.gov/library/alarm.pdf>

## Sorry, No Photos . . .

Issues that can reflect negatively on swimming programs for young children should be considered and discussed. Here's two new ones!

### No Photos / No Names

#### From England news reports state....

If you go to Trablogin (a water amusement park) you can not take your camera inside. The law states that you may not photograph young children in swimming costumes as their pictures end up on the Internet. If a patron is found to have a camera, they are asked to leave. The law states that no photos of children in swimwear are to be taken in public places.

<http://synaptoman.wordpress.com/page/2/>

#### From America comes the photo (see right) that news editor Steve Smith of The Spokesman-Review comments on....

"I worried about putting this little girl's picture (blue and white bikini) in the paper, presenting her in a way that might prompt inappropriate attention from undesirables in our area. My concern was heightened by the fact that the intended (caption) identified the youngster. With an unusual last name, it would have been possible – difficult, but possible – for someone to find out where she lives.

"Remember that a local pervert said he first targeted a young girl after observing her running through a sprinkler and wearing a bathing suit. Would we be placing this little girl in danger with our photo?

"My concern, while understood, was not shared by my colleagues. Several questions were posed: Does our concern mean we can never portray children at swimming pools or in parks or other places where they are playing?

What if the girl were 15? Or 18? Does that change the calculation? What if it's a little boy? If we ban pictures of kids in bathing suits, are we letting the perverts win?

"As to how many times such photos have led to the actual kidnapping or assault of a child? That is the question he poses to people who call from time to time with similar concerns. The fact is, no one at the huddle table could recall a case anywhere that resulted from a child's picture appearing in a newspaper. If it happens, it's incredibly rare. Photo Director Larry Reisnouer argued in favor of the photo, but suggested the caption be changed to remove any information identifying the child. And that is the photo policy decision we made."



*How to properly publish this photo was pondered by the newspaper staff of the Spokesman-Review of Spokane, Washington, USA. (see result text to the left).*

#### Appropriate Formula?

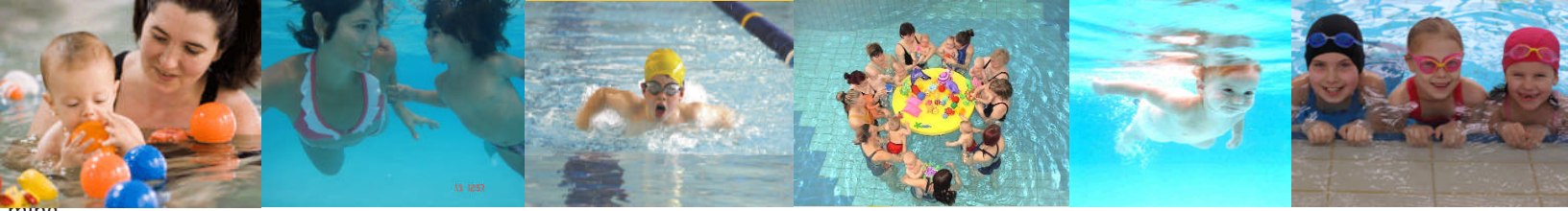
Yes, it's your program and you can do what you wish, also consider this . . . While testimonials from parents and students make for persuasive publicity and advertising the use of photos of children in swim suits coupled with their identifying names or information might possibly contribute in rare cases to abuse by disturbed individuals.

### Hands Off

#### From Melbourne Australia...Instructors told "Hands off"

"Political correctness has made a splash at swimming pools - instructors have been told not to touch their students.

Several swimming teachers have told the Sunday Herald Sun of the edict that came after parents complained their children's personal space had been invaded. >



# And No Touching

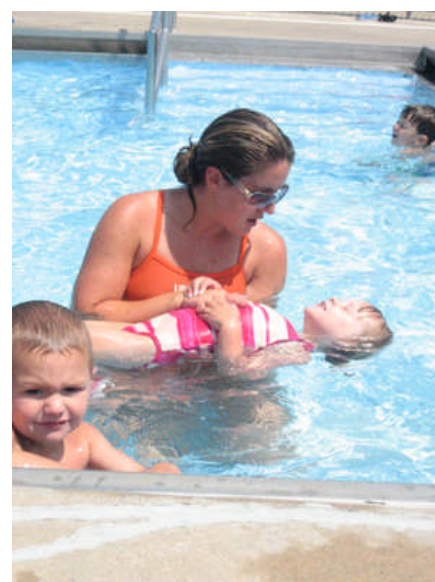
(continued) One instructor from Maribyrnong Aquatic Centre said: "It's ridiculous. How can you teach someone to swim without occasionally touching them?"

"Sue" did not want to be identified for fear of losing her job.

"I used to enjoy teaching swimming classes, but now I'm not so sure. Some of the magic has gone out of it," she said. Another teacher, "Mark", said: "The bottom line is that the parents are paying for these lessons and if they want their kids to learn to swim they need to let us hold and guide them occasionally." A spokesman for Maribyrnong Aquatic Centre confirmed a complaint had been received from a parent and had been acted upon by staff at the centre.

Mr Sahil Bhasin, operations manager at Melbourne City Baths, said it was ridiculously impractical to try to teach a child to swim without physical contact.

"You're asking for a drowning if you try this," Mr Bhasin said. 🌀



## Thoughts for Discussion of Student Teacher Contact

*from The Southern Poverty Law Center in Montgomery, Alabama, USA.*

*WABC Focus Editor's note— while teachers do what they do rather automatically based on training, past experiences and context, the landscape can change with regard to parent, community and public perspectives of what and how teachers behave. And program directors and teachers may not be aware much less prepared to discuss. So to foster thought and discussion of training, program actions and policies the advisory below is shared. What parts apply to your program? Have thoughts to share on this? Email [info@WABCswim.com](mailto:info@WABCswim.com)*

### THE DO'S AND DON'TS OF TEACHER-STUDENT CONTACT

In an effort to avoid accusations of misconduct, many schools have implemented so-called "no touch" policies, outlawing teacher-to-student physical contact – and sometimes even contact between students.

Some physical acts obviously are inappropriate – like holding a fourth-grader in your lap, or rubbing a student's shoulders. But in schools without "no contact" rules, teachers don't always know what kinds of contact might cross the line. To play it safe, they avoid any contact at all.

However, without physical touch, "children fail to develop cognitively, physically, emotionally and socially," writes Frances M. Carlson in [The National Child Advocate](#) (PDF).

"A lot of kids feel like contaminated goods if grownups don't touch them," adds researcher [Nan Stein](#), author of [Classrooms and Courtrooms: Facing Sexual Harassment in K-12 Schools](#). "They read something very negative into that, like, 'You don't want to touch me because I'm dirty.'"

When it comes to respectful conduct, where should a concerned educator draw the line?

#### Do:

- **Engage in age-appropriate forms of "non-sexual touching."** This means, in Carlson's words, "the touch must meet a child's age-appropriate expectations, as well as meet standards for what each individual child finds acceptable." Examples include: a Kindergarten teacher using a hug to comfort a student with a skinned knee; a coach patting a student on the back after a winning a game. >

## Touching (continued)

### Do: (continued)

- **Use what one researcher calls the "Touch Test":** "Would you allow a stranger, teacher, coach, counselor, or anyone with whom you do not have a close personal or familial relationship to do this to you? Your answer to this can tell you whether or not your touch is appropriate."
- **Consider the student's needs.** The Council for Exceptional Children suggests the following question: "Does he or she want to be touched or hugged? Some children who have been abused or who have tactile issues do not want to be touched. In fact, touching or hugging such a child may escalate a situation rather than enhance it."
- **Respect physical boundaries.** According to [research on children and touch](#) (PDF), students often feel most comfortable with touches to the arms and shoulders. Touches to the head and hands also were acceptable. More intimate – and, therefore, less acceptable – were touches to the legs or chest.
- **Teach students the difference between appropriate and inappropriate contact.** Students who can understand and articulate appropriate boundaries are more likely to resist sexual abuse and speak up when they witness or are targeted for inappropriate behavior. Also, because most sexual harassment happens within peer groups, reinforce the difference between flirting (which usually feels good and helps boost self-esteem) and harassment (which feels threatening, uncomfortable and unwanted).

**Examine and discuss relevant school policies with peers.** "The faculty and the administrators need to talk about what is appropriate adult-to-student contact...", adds Stein. "It ought to happen as a conversation, and not as a dictum from the administration."

### Don't:

- **Excessively engage in any form of touching** (hugging, putting an arm around a student, etc.).
- **Give gifts to individual students.** This is a common tactic used by abusive adults when they begin "grooming" their victims.
- **Spend significant out-of-school time with a single student**, another common grooming technique. Researchers say the majority of teacher-to-student sexual misconduct that involves physical abuse (molestation, rape, etc.) happens off of school property.
- **Share overly personal or private information with students** — information you would normally reserve for other adults. This interferes with students' ability to create, interpret and enforce normal, healthy boundaries.
- **Use online communications for personal interactions.** Today, the notion of teacher-to-student "contact" also applies to the virtual world. Many teachers and schools use class websites and online discussion boards to interact with students. Yet, more and more, abusive teachers are using technology — like text messaging, and social networking sites like MySpace — to pursue their victims. If you have a personal website — or a profile on a social networking site — think twice before sharing it with students.
- **Ignore your gut instincts.** While we shouldn't become suspicious every time another teacher gives a student a hug, we should keep our antennas alert for [warning signs](#), and be willing to voice concerns to a school official. ☹



### Additional Online Reading

#### [Japan Today - News - Mie teacher arrested for touching student's ...](#)

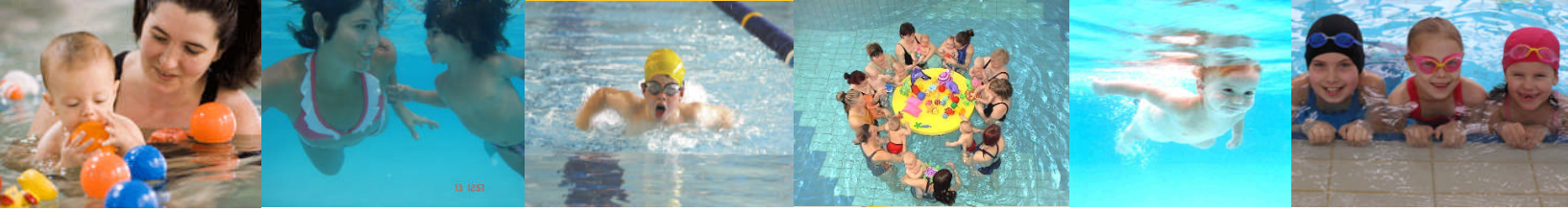
A 44-year-old elementary school teacher was arrested Wednesday for touching a student's breasts while she was at the school's pool. <http://www.japantoday.com/jp/news/416482>

#### [Australia - School Swimming Scheme: Operational Guidelines Nationally Funded ...](#)

It is an expected and a natural part of teaching swimming that teachers touch students in such situations demonstrating a range of skills, supporting and ... <http://www.sports.det.nsw.edu.au/swimming/guidelines/notional.htm>

#### [Swimming in Troubled Water Says Internationally Know Coach & Teacher](#)

"It certainly would be a body blow to the sport if teachers were instructed as I understand is the case in Great Britain that they are not to touch the ... [http://sunday.ninemsn.com.au/sunday/feature\\_stories/article\\_1427.asp?s=1](http://sunday.ninemsn.com.au/sunday/feature_stories/article_1427.asp?s=1)



# No shirt, no swim rule for primary schools in Queensland

Queensland Australia—Queensland state primary students will be made to wear sun shirts while swimming from next year.

The state government today said "rashie" shirts would become part of the primary school uniform code to boost to sun protection rules.

Premier Anna Bligh said the improvements to Education Queensland's Sun Safety Strategy would make it compulsory for children to wear sun shirts or T-shirts during school water-based activities.

"So as well as 'no hat, no play' from next year it will be 'no shirt, no swim'," Ms Bligh said in a statement.

"We have one of the highest rates of sun cancer in the world so, as well as protecting our children, it is vital Queenslanders are taught to be sun smart from an early age.

"I come from a generation where rubbing a bit of zinc cream on the nose was considered all the protection you needed.

"Unfortunately, far too many people are now paying the price for our ignorance."

Ms Bligh said the only exception to wearing sun shirts would be during races at school swimming carnivals.

"Children will still cover up and stay in shaded areas when they are out of the water," she said.

Ms Bligh said child-sized sun-shirts - which help block harmful UV rays - were now available at chain stores from \$15, making them affordable for most parents.

In circumstances where parents can't afford them, children would still be required to wear a T-shirt in the water, she said.

All primary and secondary schools will have to provide a broad-spectrum, water-resistant sunscreen of SPF 30 or better for students as part of the new rules. ☺



## Links to Online Sources

[Konfidence USA](#)

[Nozone](#)

[Sun Protection Center](#)

[Tuga](#)

## YMCA Programs adopt swim academy tag



*Look for the YMCA in your community to 'upgrade' the name put to their learn to swim program. No longer are some Y's saying generically "come learn to swim at the Y" ... but rather "come learn to swim at the YMCA Swim Academy".*

*Example from newspaper — The Minnesota Valley Family YMCA is accepting registrations for YMCA Swim Academy classes. The next session of classes starts the week of Oct. 29. Most levels of classes are offered daily and run weekly for seven weeks. Cost is \$20 for YMCA members and \$80 for non-members. Financial assistance is available.*

The YMCA Swim Academy offers programs that range from parent/child classes for children 6 months to 3 years old, as well as pre-school, school-age and adult lessons. YMCA Swim Academy Learn-to-Swim programs emphasize smaller class sizes, child-centered curriculum, enhanced instructor training, "mini" swim levels for beginning-level swim lessons and parent/guardian communications tools. In addition, a deck manager will be in place to serve as a "go to" person on the pool deck during swim lessons. ☺

# Better Freestyle Swimming By Swimming On the Side

by Kevin Koskella

When we learned to swim freestyle as children, most of us swim flat in the water, with little or no hip rotation as our arms are doing the majority of the work. Many triathletes and open water swimmers have found it necessary to change their stroke and swim more on their sides in order to conserve energy, swim faster, and get through potential rough water conditions with greater ease.

Rotating from side to side as you swim is a method that has been around for over 30 years. When Mark Spitz was gaining national recognition in the early 70's, many critics said his only problem is that he does this side-to-side action as he swims! Little did they realize just how revolutionary that stroke was. Science has now backed up this style of swimming, and great swim coaches like Howard Furby and Ernie Maglischo have popularized swimming on your side with many successful swimmers over the years.

Good swimming is about using the core of your body- hips, stomach, lower back, and chest. Top swimmers rotate the core of the body from one side to the other, while keeping the head fixed. When you rotate in this way, you move through the water more like a fish, or a boat, reaching further forward on each stroke, and maximizing your efficiency.

Swimming freestyle on your side may seem like a foreign concept at first. But with consistent practice, you will be able to swim more efficiently, resulting in faster swim times and greater energy conservation.

Here is a drill to begin practicing - with fins if you wish.

1. Kick on your side with your left hand extended out and your right hand by your side. Keep your head down and locked to your shoulder.
2. On the second length, switch sides and extend your right hand, with your left hand by your side. When looking down, you should be at about a 90-degree angle in the water.
3. When you need air, roll your hips into more of a 45-degree angle with your eyes looking straight up and water surrounding your face, take a few breaths, and repeat. Continue to practice this kicking drill and notice your balance in the water improving.

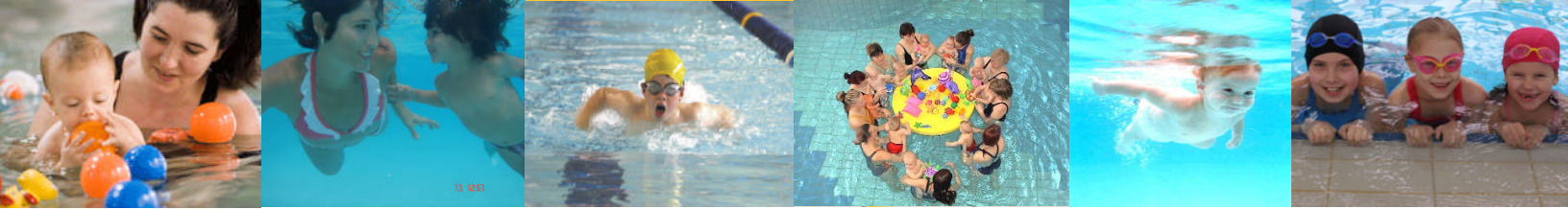
If you are new to being on your side in the water, practice these drills with fins on! Zoomers or Hydrofins work best. The reason for this is that it allows you to take your mind off your kick and focus strictly on doing the drill properly. Once you start to feel more balanced in the water, do this without your fins. Just make sure you are not spending your energy kicking just to keep from sinking! 🌀

Here is a set to practice kicking on your side with:

- 12 x 25's Kicking on Your Side with fins
- Odd 25's: Left side kicking Even 25's: Right side kicking
- Belly button pointed towards the side wall
- Take as much rest as you need between lengths.
- Practice this every time you get in the pool for the next month.
- Soon, you should feel much more balanced in the water!



**About the Author:** Kevin coaches beginning & intermediate masters & triathlete swimmers in San Diego



# A circle in a square — Zen and the art of baby swimming

By Kathy McKay Lifestyle Swim School, Boca Raton Florida USA at WABC 2007 Conference St. Petersburg, Florida USA . 23, 2007

(continued from page 1)

... All classes are group classes. All classes share a progressive curriculum based on readiness and facilitated through playful activities and skill drills, games and songs. Classes are offered in a session format from May thru October in 2 options for parents...our Optimal Track where students attend 4 days a week for 4 weeks or our Extended Track where students attend 2 times a week for 8 weeks. Classes are 30 minutes in length.

Because Steve Graves has aimed to introduce new material at this conference, I chose to let you in on an aspect of our teaching which you could have guessed about the McKays and their program, but which we have not really discussed. Our program is heavily influenced by cutting edge educational philosophy, grounded in modern developmental and age –appropriate learning theory and takes advantage of the latest insights in brain research, learning styles, sports psychology and science.

But what may not be as apparent about our program is that it is also grounded in what is old—very old, and very simple. We have taken cues from Eastern philosophy, cultural anthropology, physical and spiritual geometry to develop harmony in our classes, our students and our teachers—harmony in the water, harmony in a social setting, harmony of self.

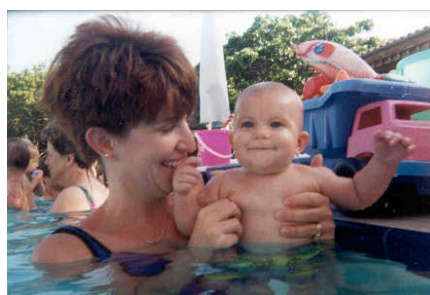
My goal this morning is of course, not to put you to sleep—but it is definitely to give you a sense of relaxation—a heightened sense of awareness—a mindfulness when you teach so that you too can encourage joyful learning and centered teaching.

We have always spoken and written about the many roles a swim teacher of very young children must play. Our belief is that a teacher must be part orchestra conductor, part magician, part entertainer, part clown, part psychologist and part practitioner. And we still believe that. However the trait I'd like to apply today is one that centers on the inner core of the teacher while he is doing all of these other active, engaging and highly animated roles. It is his core, the elevated consciousness and the intention, that comes from within. It is the quiet interior—the inner voice and inner stillness that focuses you and grounds you while teaching.

As I prepared, I tried to think of heroic figures that symbolized the kind of teacher I had in mind. I immediately thought of Yoda and Obi Wan Kenobi from **Star Wars** and their understanding of “the Force” and how they brought out that knowledge in their student, young Luke Skywalker.

I thought also of Mr. Miyagi, the martial arts teacher in the movie, **Karate Kid** and his simple, practical life skills that laid the foundation for his student to learn Karate moves.

I even thought of the noble King Arthur, his egalitarianism with the Knights of the Round Table whom he taught and led in his utopian kingdom of Camelot. And that also brought me to Arthur's first teacher, Merlin the magician, whose wise yet comical instruction used lessons from nature as he taught the future king. >



## A circle in a square — Zen and the art of baby swimming

By Kathy McKay WABC 2007 Conference St. Petersburg, Florida USA . 23, 2007

But, while I was shopping, I came across the symbol of what I thought the **truly perfect** swim teacher should be. Sooooo....I brought along my little friend---a Zen frog.

Why, you ask, is this tiny guy our peaceful and perfect teacher? Of course, frogs love the water...they are strong and graceful swimmers, they are amphibious (like most of us in this room) but they have that something extra—a chill, mellow, Zen-like demeanor, sitting serenely on lily pads, and just hanging out motionless in the water. In this relaxed and calm state, our teacher is able to be fully present in the moment—clear of thought, detached from negative emotions, non-judgmental and poised to act efficiently. He is, as athletes would say—“in the zone”.

### The Zone

So what exactly is “the zone” and why would it be beneficial for you as a teacher to be there. We have seen athletes perform at their peak—effortless, graceful, accurate, and skilled. How do they and sports psychologists describe their activity in the zone? (SLIDE) As a term denoting an optimal or heightened state of consciousness, the zone can be likened to the diverse range of phenomena covered by the umbrella terms of ecstasy, transcendent or altered states of consciousness in sport participation.

Such terms are variously denoted and include the concepts of "peaks", "perfect moments", "mindfulness", "peak experience" and "flow". In the sport psychology literature, the terms zone and flow are in fact used interchangeably and synonymously (Cooper, 1998; Heathcote, 1996).

Denoted as the pinnacle of achievement for an athlete, the zone characterizes a state in which an athlete performs to the best of his or her ability. It is a magical and ... special place where performance is exceptional and consistent, automatic and flowing. An athlete is able to ignore all the pressures and let his or her body deliver the performance that has been learned so well. (Murphy, 1996, p. 4)

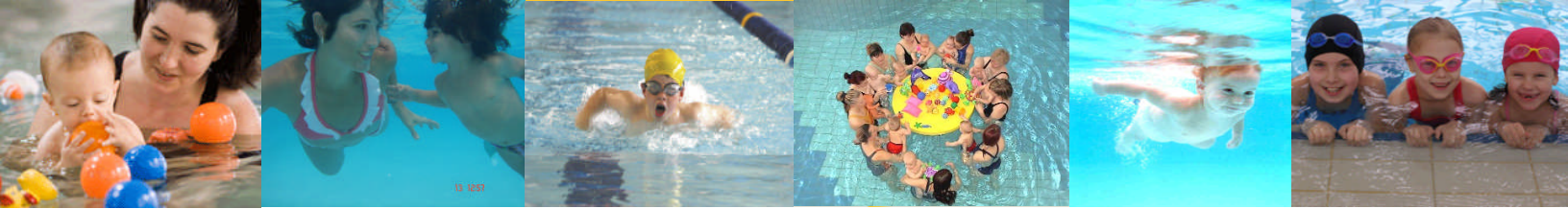
For you as a teacher, being in the zone means you are not reactive, frenetic, rushed, pressured or distracted. You are purposeful, clear, at one with the readiness of the student, the water and the activity or motion. You have dropped your ego and it is no longer about you. You are definitely not forcing a child to swim for your ego satisfaction—it is not about you and your superior skill as a teacher. But, even more subtly, at a less intense level of force, you are also not **making** a child swim either. It is not about you. It is all about the child, the learner. Hence, the child-centered, holistic, mind-body-spirit approach. It is not about you imposing your adult will or your greater human strength or power or skill over another just because you can. It is not about show. It is not about trophy babies or trophy students.

This ego dropping concept involves a philosophical shift for a teacher. It is much more about **allowing** the child to learn to swim. Being present with him and precipitating his learning. It is insightful, aware. It involves a gradual unfolding...a relationship between child, parent and teacher that grows, evolves and is mutually respectful.

In the zone, your skill as a teacher is applied in an energy exchange...you are reading the baby's body language, adjusting the parent's expectations to an appropriate level and applying the gentle guidance of your skill. It is a subtle connection with a moment in time and the people sharing that moment. In the zone, you know exactly what to do, when to do it, and you do it from a grounded, calm place within you. You can be the child, the water and the swim all at the same flowing moment. The moment is glowing, the movement flowing, the result harmonious, peaceful and joyous. You are in the zone.

Meditators describe the same mindfulness that athletes in the zone achieve. Their consciousness is altered from the busy chatter of the world and of the mind and is focused down slowly to a place where the noise of the ego and the world's demands are filtered out and clarity exists. From many perspectives, the world's population knows and practices this meditative space. In the Eastern philosophies and religions it is Zen, or the Tao. In the West, we can achieve it through prayer, mindful breathing, relaxation techniques. All can result in that peaceful place.

Teaching from the zone, that spot of calm clarity, allows you as a swim teacher to authentically see what each child needs at any particular moment and to adapt your curriculum for the day to most accurately fit his needs. It places you in touch with the joy of the water and it's velvety feel, the giggles of little voices, the fun of play. It puts you where children are—in the moment—and lets you relate to them in a more aware, caring and sentient manner. >



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### The Secret

How do you as a teacher create a learning environment that allows for, encourages and enhances teaching in the zone? How can we as teachers get in the zone and stay there?

Here comes the McKay secret.

#### **Circles.**

Circles, circuits, spirals and spheres.

Circles are a perfect geometric construct—all points equidistant from a center point. There is no hierarchy in a circle. Circles are universal symbols of unity, infinity, wholeness, community. Circles are like water... They are everywhere—a part of our collective past—a part of our biology—a part of our shared experience. From the spherical planets of our solar system to our swirling infinite universe to the way our planet spins on its axis, to the reason for night and day, time and tides. The circle is the stuff of our cosmos. And at the other end of the spectrum, the smallest quantum level of physics—from cell to atoms, spinning electrons and protons to sub-atomic particles--- spheres and circuits are everywhere.

Our art and architecture from earliest times to today reflects the desire to capture the perfection and harmony of the circle and all the symbolism it implies.

Across cultures and continents we build circles, dance in circles, tell stories in circles, entertain ourselves in circles.

How have we used circles in our teaching to create Zen space and the medium for mindful teaching?

First we have to put a circle in the square...

Remember most of us teach in artificial cement structures filled with water. Water occurring in nature is not generally contained in that fashion—it has movement and flow and soft, curved edges. Consider a lake and its shoreline; the ocean and its currents, waves and tides; a river as it meanders. This flow is energy and it is abundant in nature.

Our rectangle, our square, our pool needs flow. So to give it that flow we introduce the perfect mathematical solutions—circles, circuits and spirals. And balance them at times with linear formations.

Our classes actually begin with a linear formation...a kicking drill where we all stand shoulder to shoulder like a track start for the 100 yard dash. Everyone moves together on our mark and there is a sense of excitement and exhilaration about chasing toys together.

### Circle Time

We then move to our first circle of class for our beginning song. In this formation, we are all equals sharing a community. Remember, in mathematics, all points are equal and equidistant on the circumference. As we share a song, even though the teacher may be leading the rhythm—all are equal participants. During this community time, the teacher can enter the zone for the first time. Here he can unobtrusively observe the entire circle and its individual members. Here the perspective is always 360 degrees. What is the mood of each child today? How is each child progressing with social behavior, water adjustment, skill acquisition. Which parents are engaging their child in the verses and movement? Who needs our help and encouragement? In the almost hypnotic repetition of a familiar children's song, the teacher is able to quietly observe in a mindful way. He or she can then act on that information gained in a positive, proactive manner throughout the rest of the class. The teacher's consciousness is multi-tasking—like the athlete in the zone.

Meanwhile, in circle time, as a learning community, we are gathering-- joyously celebrating, singing and dancing in the water together in unison like our forefathers before us in ritual circles. It is our time to start and welcome each other.

### Circuits

Our initial, group circle time ends with a call to move freely and at the child's individual pace through an activity circuit—with stations set along the perimeter of the pool. Here the flow, the energy, is not only circular eliminating the square of the pool, but it is also cyclical in its passage or orbit. Individual pairs of babies and parents will travel the circuit between 3 and 5 times in the span of 10-12 minutes. >

## A circle in a square — Zen and the art of baby swimming

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There are five major thematic areas in our circuit.

First, there is a Montessori-style water pouring station designed to facilitate water adjustment. We set out cups, colanders, watering cans, bowls, water wheels, misters, baby dolls, puppets, etc. and use the various containers and toys for pouring water over baby, over parent, over toys. Children and parents select what they are drawn to as in Montessori schools, utilize the toy, then place it back for others to use.

The second station is a jumping station for practicing sitting jumps. Again, this is self-service...some pairs will do one jump and move on, others may be enjoying the jumps and do several before moving on.

Our parent child team then moves to our third station-- a floating baby pool filled with balls of various sizes, colors and textures and an assortment of small, hand- sized toys.

After picking a toy, the pair moves to the fourth station--the teacher's station, mid pool. Here the teacher interacts with the pair and throughout the course of the curriculum offers passes, initial submersions, swims and later in the curriculum, advanced skills such as recovery for a breath and back swimming. The teacher is but one of the stations and does not determine the pace of the flow.

The fifth station is a series of receptacles on the pool wall—buckets, toy trucks, big bowls—where the child will drop off his selected toy as part of the game. The circuit then repeats.

No one is called to simultaneously switch stations; everyone is flowing through the circuit pattern in their own time frame. The circuit allows the parent/child team to experience bonding time, self-serve water adjustment activities, and participation in an engaging ball game with ample choices.

This is the crux of our program and where the teacher once again becomes my friend, the Zen frog. As the students are moving throughout the circuit, we take our place at one point on the route. Able to view the entire circuit from this vantage, we can assess each student, calmly, in a detached fashion, without ego attachment, as they participate. Is a beginner adjusting well to small amounts of water poring over his face or is he flinching and needs more practice, time and exposure? Is the parent modeling well for the child by pouring water over her own head? Is the advanced student practicing a 180 degree turn toward the wall with ease and confidence? Do we need to send our assistant teacher over to any of the pairs for guidance? We are in the moment---just like the frog on the lily pad—waiting, watching, evaluating, mindfully observing.

When the student approaches our station, we are able to transfer that calm, peace and harmony of the zone to our pass or swim... executing it with grace and in our own moment. The energy of the flow moves through us.

The ball game within the circuit then moves forward so that the parent and child team moves past us to complete the activity. We are but a brief stop along the way. Our station is important, but no more so than any other station on the circuit.

For beginners, this movement within the circuit removes the anticipation of submersions and places it as only one small, brief stop along the route he is traveling and re-traveling. For the teacher, it reduces any pressure to perform based on perhaps an unaware parent's accelerated expectations. Or based on developmentally unrealistic or inappropriate expectations. It allows us as teachers to work directly at the child's pace and provide as much or as little as he is ready for at that moment.

The circuit has provided each group member individual time with the instructor where bonding and trust develop and has allowed the gradual introduction of skills at each level of class, and over the course of time.

This is a process, a journey. You, as the teacher, are encouraging the process, creating the optimal learning environment and then stepping to your station to let much of it to happen without you. You are dropping the ego voice that has to go in and "fix" everything...to do everything for others...instead you are providing space for them to learn, bond and grow together in stages on their own. The parent and child are fully in the moment, moving from moment to moment. We are allowing things to unfold rather than using force to make them to happen. >

## A circle in a square — Zen and the art of baby swimming

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Following the circuit and for the remainder of class we rejoin in several other celebration circles-- singing songs, using the floating mat as a twirling carnival ride complete with jumps and swims, riding noodles like carousel horses as we play with each other in the water.

### Spirals

We use spins or spirals to change a child's perspective or mood, to redirect his attention while giving him a little ride in the water. Twirls are happy circles...children know we are playing in a dizzy, silly way. Often a cranky child will be turned to gales of laughter when spun.

Spiral spins can also redirect and refocus a child whose breathing pattern is too rapid and uneven due to excitement or for one who is too distracted and unfocused to appreciate and catch the breath cue for submersion. A little spin and they are ready, calm and alert. Spins, turns and circles that also incorporate directional change in songs have been noted to promote brain development across the brain's left and right hemispheres

So now we've given you the big picture of the circle in the square and how it creates a physical climate conducive to placing the teacher, and the students for that matter, in the zone.

Not only does our overall format involve group circles, circuits and spirals, but we also use props and apparatus in the form of circles. Hoops, rings, bubbles and balls.

No doubt you have been using the same simple tools at your pool, too. But it may be time to re examine why these circular shapes work so well. I'm here to help you see the deeper reason why these toys contribute to changing the energy in your space.

### Hoops

We use hula hoops to create a visual focus for swims. Contained within the interior of the hoop is a magic space where the journey of a swim to mom or dad is heightened in sheer excitement. By focusing space, the hoop's circle blocks everything else around it and dedicates the swimmer's view to the passage and the target at the end—mom or dad. It's the baby version of time travel!! Kicks can improve in this journey due to the motivation of swimming through the hoop space.

Lower the hoop in the water and suddenly it seems more like an underwater tunnel to be explored. Use two hoops for swims and you can use the space in between to teach recovery for a breath... again, visually containing the focus within the interior of the circular hoop. And pointing to actual space where the recovery for breath should occur. You can also use two hoops for beginning back swimming so that the student can look up, chin up to see each colored hoop as he passes through underneath. Place two hoops opposite each other in line with your body and you create a drill for learning directional changes in the water.

Use hoops at the wall in the deeper water for our older students and you visually create the trajectory for a safe, rudimentary racing dive or forward dive.

In our 4-6 year old beginner classes, the hoop becomes part of an elaborate puppy training day in our circuit. The children each become a little dog learning new doggie tricks and are praised "good doggie" and given an imaginary treat or a toy from the ball pit for good behavior. Pretending to be a puppy negotiating a pass through the hoop or quickly dipping their own face in briefly as they near the hoop, children are so engaged in play they forget their fear and attempt skills they might not try if directly asked to perform. As a prop, the hoop facilitates that sense of fantasy. We have gone from the ordinary to the imaginary.

Switching from big hula hoops to little dive rings--these smaller circles also provide visual focus. We utilize rings once our swimmers begin learning age-appropriate safety skills. In one of our group circles, we implement a peek a boo song and pattern 180 degree vertical turns from teacher to mom in search of the hidden ring held underwater at waist deep level. At an appropriate comfort level, rings then are hidden in the pool gutter for a simple 180 degree turn in the continuing peek a boo game. Later still, safety skills are taught using the ring as the focus to return to the wall following a seated jump.

We switch our chase game for older students using the mat as a table top and setting out colored rings in a line near the edge. Each >

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child is given a small toy and instructed to “chase us with your big kicks and put your toy inside the ring”. On another day, it may be reversed and the children are handed the ring and asked to “chase us and put the ring over the toy on the mat”. These exercises are motivational, involve both gross motor and fine motor skills and require following simple 2 and 3 part directions with sequence.

### Balls

Balls are really 3 dimensional circles known as spheres. They play an important role in our program. Children love balls and for many it is among their first, simple words.

Balls of all sizes, colors and textures fill the floating ball pit in our circuit. Some are small enough to fit the tiny palm of a 8 month old, others are large enough to be thrown for a long pass by a coordinated 4 year old. Selection of the ball is often a lengthy, exciting process for each baby or child. The ball can be held and cherished for security (like a stuffed toy) or it can be passed to Mom or Dad for as a motivational target to swim to underwater and later recovered as a reward that is retrieved after completing the swim. For a frightened child or one who is experiencing separation anxiety, we will not attempt to take that child from the parent for a pass. Instead we will utilize the ball to play a simple, non-intimidating game of catch as we become friends over the course of several days or longer. When we observe that the child is ready to move the game from catch to throwing the ball to Mom and letting us briefly pass them, we are also noting a change in body language, readiness and trust. The softness and relaxation of the child in our hands allows us to give them a very brief pass above water over to Mom.

Popping a buoyant ball under water releasing it to the surface always brings delight as well and will redirect a frightened child. Hiding a ball in your hat and then dropping the ball to the water’s surface is slapstick comedy that children love. There is something familiar and happy about a rolling ball.

For correcting body or head position the ball can be submerged by the receiving parent to change the line of sight downward—head and body move prone in the water as eyes look down.

A big beach ball or lightweight play ball can also be used to create intimacy across the circle. As the group of beginners of any age forms a tighter/closer circle, the big ball is introduced into the middle of the circle with the instructions—“Use your hands and push the ball to your friends” This simple task requires extending the arms out from the body (which is nice for reaching and grabbing the pool wall or gutter). Everyone loves sharing a turn across the circle. We can see each others faces and enjoy their excitement. After we’ve played that aspect for awhile, we switch the instructions—“Put your feet up and kick the ball to your friends” or “Splash the ball with your feet!” Kicks abound and everyone gets very silly and wet.

### Bubbles

Bubbles are spheres that float—and they have a treasured place in our swim school. There is always a bottle or two of bubbles at the water pouring station available for self-service play. During initial submersions by the head teacher, an assistant will stand just behind the parent-child pair so that when they turn to resume the circuit, the assistant redirects the child’s attention to the bubbles being blown specifically for them. On holidays, we incorporate special big bubbles from a homemade recipe and blown with an embroidery hoop. These gigantic bubbles are like fireworks without the frightening bang and truly delight children and parents.

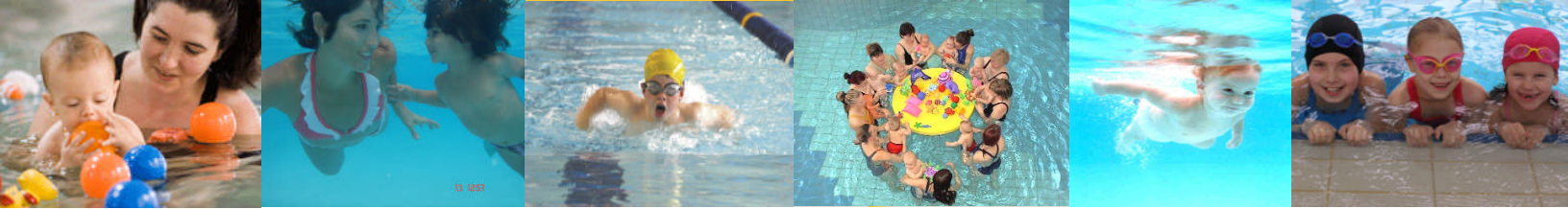
### Simplicity is the ultimate sophistication—Leonardo Di Vinci

Something as simple as circles in the form of hoops, rings, and balls are the rudiments of real play. No batteries, no bells and whistles, no little computer chip inside. Imagination and movement steer our activity, increase the child’s skills, motivation, sense of fun and enjoyment.

The perfection, the unity and wholeness of design in circles, circuits, spirals and spheres creates a learning environment that is active, moving, creative, unique and flexible.

For the teacher, it puts the circle in a square. It creates positive flow that enables him or her to stay in the zone—calm, positive, alert, supportive, able to perform.

It also places the student in the zone—happy, comfortable, relaxed, muscles not tight or tense. >



## A circle in a square — Zen and the art of baby swimming

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In that union of relaxed, positive, non-aggressive teacher in a relaxed, flowing format and environment with a relaxed, receptive, cheerful learner—magic happens. Mindful teaching. Mindful learning.

In that zone, there is no force, no domination, no battle of wills or egos, no fear, no worry.

There is respect, right intention, trust.

This space creates an awareness of human spirit even in the youngest of us—a spirit that should be lifted in celebration, honored and respected. Teach me, don't harm me.

So, Rob and I encourage you to become the centered mindful, peaceful teacher. Get in the zone. Have an inner, grounded consciousness—a core from which you teach.

I leave you with our favorite quote from Mahatma Ghandi—"Be the change you wish to see in the world"

Go and Be. ☺

## Hearing, breathing, and body balance: first; extremities and eyes: later

Outline of presentation by Robert Strauss Swimgym Miami—9th biennial WABC Conference St. Petersburg, FL USA Oct. 23, 2007

It seems unbelievable that in Century XXI accidental drowning continues to be a statistic in loss of life for children under age 5, and for teenagers 13 to 16, when they prefer to go with their friends fishing or boating w/o parents and then during the college age when you are strong and think you will last for ever; in these two age groups it seems peer pressure and bad jokes, play a major roll in this tragedy.

From birth to age 2 children are significantly more auditive than visual; the eye becomes better trained in focusing as we grow up; when you think that a child learns to communicate in two to three years, you can understand easily, that in fact, they hear you perfect from the first moment. Sure they will follow bright colors and objects, however, everything that goes in the hand, almost automatically it goes in the mouth. We spend a long time trying to get them to focus on us or on what we are doing with their eyes? They are not trained on what to look at, nevertheless, educationally speaking, we start to train their eyes from the day they arrive home from the hospital. Grown-ups say, "Look at...!" "Watch this..." "Did you see that...?" In many instances, we prefer to demonstrate skills as opposed to speaking the ability through. As grown-ups, a majority of people function better with the eyes not with the ears, and when it comes to physical skills some also become better kinesthetic learners. The key to easy swimming is in easy breathing, breathing sounds are easy to follow just hearing, with out "looking at them, watching them or seeing them." Mama Whale teaches Baby Whale to swim with breathing noises.

ORDER OF SENSE AWAKENING AFTER BIRTH: hearing, feeling, tasting, smelling, seeing.

IMPORTANT POINTS OF VIEW:

1. Water Wise vs. Water Safe
2. Covering mouth to cough
3. Children under age 5 do not need to swim strokes; adults who are afraid don't need to swim strokes either
4. How long does it take to learn to swim: 50 to 100
5. Protecting nose/mouth... asphyxia
6. Teachers do not carry boom-boom...it will not fall
7. If a person has an accident in the pool...scared



## Hearing, breathing, and body balance: First; Extremities and eyes: Later

By Robert Strauss at 9th biennial WABC conference—WABC 2007 St. Petersburg, Florida USA . Oct. 23, 2007

(continued from page 17)

What does it feel like when getting into pool?

“Feelings” A class in calculus can be a hostile environment; swim team can be a threatening environment. Children will demonstrate, with their behavior if they’re OK or NOT.

Sound recognition does not begin the instant you are born. Noises begin in the tummy before you are born. How quickly they can identify who is around and the curiosity to find out where noises coming from.

All or most noises or sounds begin in the home; lifting the head to “look for” or tune in to sounds?

Being carried around the house, sure brings a wealth of noises and smells

It is interesting to watch how everything really goes in the mouth after it is seen and reached... Do they smell it first? I do not know

People become used to flavors and textures, reason why, it takes a while to acquire some tastes; and in fact some are never “liked.”

The implications for water for the sense of smell are not as important as the use of the nose in the water, the ability to humm breathe, burst breathe, and to protect the nose on your back, on your belly, on summersaults etc. Many people because of habits of breathing in the gym bring the “Big Breath” up the nose to the pool, and that is devastating to the sinuses, nostrils and even the back of the head.

1. If it does not feel “right” or it is not safe in their perception, it is OK to decline
2. If the child can trust you she may try, even if it is only one time If it was safe they will want to do again & again

In swimming we are developing a photographic eye as we learn to swim better; we see the style of someone and quickly we begin to correct the style... but developing that photographic eye takes a while! People express themselves more frequently through the sense of seeing than any other!

1. In every lesson the safety areas should be worked on, in our case: the table, the wall, the steps
2. Floaties (arm bands) are not bad, when used sporadically; in fact they are great for aerobic fitness, and they can always be trusted. Whatever you do, always please.... simple to complex, do pony rides before bronco rides

Nose protection... Do we ever pay attention to how we breathe on land? We cannot afford not to pay attention to breathing in the water

1. After doing the easy pony ride, now you may sit on the bronco horse
2. Give them skills they can succeed with! Easy to build on success  
Nothing beats a winner; that is a good day at the office

It seems we used to propel and balance the imbalances of the vessel with the extremities, in contemporary swimming we need to work on body balance so the extremities can truly concentrate in propulsion.

1. Teaching new skill, make sure child wants to come, if not ready find the one who wants to come.
2. Show skill, so every teacher (parent) can carry on... Parents are empowered 