

*Confédération Mondiale des Activités Subaquatiques*  
*World Underwater Federation*



**Snorkel Diver  
Training Program**

# THE CMAS INTERNATIONAL SNORKEL DIVERS CERTIFICATES SYSTEM

The CMAS has established standards which form the basis of a system of International Snorkel Divers Certificates which are recognised by all national federations and other bodies which are members of the CMAS Technical Committee.

These standards describe the knowledge and skills required in order for a snorkel diver to be granted the appropriate CMAS International Snorkel Divers Certificate.

The certificates may be awarded as an equivalent to a national qualification held by the snorkel diver, or may be awarded directly by a CMAS Recognised Diving School or by certain national federations.

The standards describe three grades of snorkel divers:

- One Star Snorkel Diver
- Two Star Snorkel Diver
- Three Star Snorkel Diver

Details of the standards will be found in the CMAS publication "Standards and Requirements for Snorkel Divers".

In most cases snorkel divers will be trained in accordance with the training programmes used by their national federation, and these will have been closely considered during their process of granting approval for International Certificate Equivalents.

The Snorkel Diver Training Programmes outlined here are intended to:

1. Act as an example to Federations wishing to become members of the CMAS Technical Committee, and aiming to issue snorkel divers certificates which will have equivalent CMAS International Snorkel Divers Certificates.
2. Indicate to existing members of the Technical Committee the current standards of training considered necessary in order to reach the minimum levels of proficiency required for the award of CMAS International Snorkel Divers Certificates.
3. Act as a basis for the training programmes to be adopted by CMAS Recognised Diving Schools for courses resulting in the direct issue of CMAS International Snorkel Divers Certificates.

The programmes are described as a sequence of Theoretical and Practical lessons, where possible the practical lesson builds on theoretical knowledge already taught to the student. However, The One Star course consists only of a sequence of Practical lessons, because the theoretical knowledge needed for this certificate can be learned during the practical lessons. Suggestions are offered on the time each lesson can be expected to occupy in a normal programme.

The lessons have been given codes to describe their place in the programmes. For example, 2T6 is a theoretical lesson (T) for Two Star Snorkel Diver (2) and is the sixth in the sequence (6). 1P2 is therefore the second practical lesson in the one star snorkel diver programme.

## DEFINITIONS OF SNORKEL DIVER GRADES

The system consist of three levels of snorkeldiver qualification. In all cases, increased competence and experience is indicated by an increasing number of stars in the description and the emblem.

### **ONE STAR SNORKEL DIVER**

A snorkeldiver who is competent in the safe and correct use of relevant snorkeldiving equipment used in a swimming pool. The snorkeldiver is familiar with relevant personal equipment and its use in a sheltered open water training area. The snorkeldiver is ready to gain further open water training in the company of an experienced snorkeldiver.

### **TWO STAR SNORKEL DIVER**

A snorkeldiver who has gained some open water diving experience. The snorkeldiver is considered ready to take part in dives with other snorkeldivers, under supervision of a dive master. The CMAS 2 star snorkeldiver is considered trained.

### **THREE STAR SNORKEL DIVER**

A fully trained snorkeldiver who has gained considerrable experience in open water diving under various conditions. The snorkeldiver is considered competent to be used as a standby diver and assist the dive master in open water dives.

# CMAS ☆ SNORKEL DIVING TRAINING

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**TIME:** 45 min.

**PURPOSE:** For the student to have tried the basic equipment, and to show that he can swim normal freestyle. After the lesson, the student should know enough about basic equipment to be able to buy his own.

**TOPICS:** Two hundred metres freestyle without basic equipment.  
Adjusting the equipment. Explain the different fins, masks, and snorkels.  
Explain the following signs: OK , UP, DOWN. Mask de-fogging.  
Pressure equalization. Use of mask on the surface. Fitting the snorkel.  
Breathing on the surface and clearing the snorkel. Adjusting the fins. Practice swimming with fins- remember to stretch the legs. Treading water.

**REMARKS:** Use the buddy system. Divide the students into buddy pairs.

**IDEAS:** Offer to help the students with purchasing equipment. If possible, make an agreement with a diving shop to loan basic equipment for the first lesson, so the students will be able to see equipment from various manufacturers.



TIME: 45 min.

PURPOSE: To dive and ascend correctly, both jackknife (head first) and feet first descents, along with shallow surface dives.  
After the lesson, the student will know how to dive and surface correctly.

TOPICS: Adjustment of equipment.  
200 metre swimming with fins on the surface.  
Jack-knife dive.  
Ascent technique.  
Feet first dive.  
Shallow dive.  
Easy exit from the water.

REMARKS: Use the buddy system. Divide the students into buddy pairs.  
Make sure that finning is done with stretched legs.  
Demonstrate how easy it is to dive to the bottom (3-4 metre) using the jack-knife (head first) technique. Remember that the legs have to be out of the water after bending at the waist, in order to descend easily. Explain why it is a good idea to hold an arm above the head and rotate during ascent.  
Jack-knife (head first) dive is the best technique if you want to make a deep dive. The feet first dive technique is good if you want to descend quickly for example due to an approaching boat.

REMEMBER: **Inform the students about the dangers of hyperventilation. You should *never* inhale more than a few times. If you inhale many times (hyperventilation), you run the risk of suddenly passing out.**

IDEAS: Talk about pressure equalization (ear squeeze).



TIME: 45 min.

PURPOSE: To teach the student how the mask is emptied.  
Also to ensure that the student is familiar with the snorkel clearing.  
To teach the student how to do forward and backward rolls.

TOPICS: Repeat diving and surfacing.  
Repeat snorkel clearing.  
Emptying of the mask in shallow water, where all can touch the bottom.  
Emptying of the mask in deep water, 2-3.5 metre water.  
Forward roll.  
Backward roll.

REMARKS: Remember that there are 2 ways to clear a snorkel, the snorkel can be vertical, or the head is laid back so the snorkel is nearly horizontal. It is most difficult to clear the vertical snorkel. If the head is laid back, the water almost runs out on its own.  
Mask emptying in shallow water: Divide the students into buddy pairs, one holds the other underwater. The buddy who is under water lifts the mask so water comes in. Then the mask is emptied.

REMEMBER: **Tell the students to use the OK sign when the mask has been emptied and they wish to surface. Mask emptying in deep water is practised most easily by making a jack-knife (head first) dive, lifting up the mask so it becomes full of water, and then clearing it. Demonstrate both how the mask is emptied and how a roll is most easily done.**

IDEAS: To practise diving, place different items that have to be brought up on the bottom (possibly the snorkel can be used), it is often a little more fun when there is something to dive for.



**TIME:** 45 min.

**PURPOSE:** To teach the student forward and backward entries. Jumping is often the easiest way to get into the water in open water, whether from a boat or a bathing jetty.

**TOPICS:** Vertical entry, where the diver submerges completely.  
Stride entry, where the legs are apart.  
Backward roll entry.  
All entries are done in the deep end of the pool from the pool edge.  
If it goes well, let the students try from a starting block.  
Swimming with the mask on the forehead, while breathing through the snorkel.

**REMARKS:** The students must enter the water one at a time, so that errors can be corrected immediately.  
Remember to hold on to the equipment.

**IDEAS:** After the jumping exercises, for example, a little relay race could be conducted, beginning from the edge and then swimming 50 metres. The relay race could also include a jack-knife dive.





TIME: 45 min.

PURPOSE: To teach the students the best way to dive to the bottom in the deep end of the pool.  
To teach the students how all the surface signals are used.

TOPICS: Practice and improve the jack-knife diving technique.  
Hold the breath for 20 seconds under water.  
Retrieve objects from the bottom.  
Possibly the students can place part of their equipment on the bottom and pick it up, or put it on.  
The meaning of the diving flag.  
The surface signal 'I would like to be picked up'.  
The surface signal 'Danger or panic'.  
The surface signal 'Large OK sign with both arms'. (Not CMAS Signal).  
Repeat entries from a starting block.  
Putting on basic equipment on the surface.

REMARKS: Let the students warm up before they begin to dive to the bottom, as the breath can be held longer after a warm up period. It is therefore a good idea to start with shallow diving, over a distance of 10-15 metres. Afterwards one can practise, several times, holding the breath for 20-30 seconds.  
Then practice diving to the bottom.  
Bring a diving flag along, set it up, and explain where it is used.  
Demonstrate and practise all surface signals.

IDEAS: Place some items on the bottom that the students can collect. It is often more fun and the students learn more quickly if there is something to dive for. Use for example following items to dive for: bolts (8-12 mm thick), small lead weights, like those used in fishing.  
Also have some things that stand up a little from the bottom, so those who cannot dive so deep can also pick some things up. It can be a cork that is tied to a lead weight, or a piece of wood that is firmly tied to a lead weight.



**TIME:** 60 min.

**PURPOSE:** To teach the students how to save a snorkeldiver or a swimmer, who is either tired or unconscious, by using different life-saving methods.

**TOPICS:** Life-saving of a swimmer, that is, a person without equipment. The rescuer is wearing snorkel-diving equipment.  
Life-saving of an unconscious swimmer.  
Life-saving of a tired snorkeldiver. Both are wearing snorkeldiving equipment.  
Life-saving of an unconscious snorkel-diver.

**REMARKS:** Use the buddy method, where they take turns acting as rescuer and victim. Talk about free air passages, it is important that the head is above water. If the casualty is on his back, remember to remove the snorkel and preferably also the mask, as this eases breathing. Remember the danger signal. Demonstrate how to save a person from the bottom, however the students do not need to be able to do this. Demonstrate how an unconscious person is most easily brought to land, if the shore is steep, as in a swimming pool.

**IDEAS:**



TIME: 45 min.

PURPOSE: To show the student what the things that have already been learned can be used for. In addition the students gets more used to the water with games and exercises.

TOPICS: **Lifting items:**  
Place for example a weight belt or an object weighing 5-7 kg on the bottom. Tie an upside-down bucket or a plastic bag to it. The students then use their snorkels to blow air into the bucket or bag in order to lift the item. After it is brought to the surface it can be assisted to the shallow part of the pool.

**Underwater exercises:**

Lay out an exercise course with different exercises.  
Put basic equipment on the bottom, dive after it.

REMARKS: Explain the danger of hyperventilation. Never take more than 2-3 deep breaths prior to a dive.

The bucket should be able to hold about 10 litres.

IDEAS: A relay with 2 weight belts and 2 buckets could also be set up, each team would have to raise and assist the belts to the shallow part.



TIME: 60 min.

PURPOSE: To teach the students how to dive with complete open-water equipment.

TOPICS: The suit and its function.  
The surface buoy, its function and fastening.  
The life-vest and its fitting.  
The weights, release mechanism and fitting.  
Balancing.  
Surface swimming.  
Diving.

REMARKS: Explain about the suit, how to clean, maintain and dry it.  
Explain about the surface buoy.  
Divide the students into buddy pairs and let them help each other to put on the equipment.  
Start in the shallow end of the pool, where everyone can touch the bottom.  
Afterwards in the deep end, in a way so that the students are under full supervision.  
When the students are correctly weighted, then proceed with surface swimming and with dives in the deep end.  
Carry out exercises such as: Putting on and taking off weightbelts, putting on and taking off basic equipment on the surface, treading water, rolls, possibly diving after things.  
Explain about the vest, how it is cleaned and dried, how the CO<sub>2</sub> cartridge is released, the dangers of CO<sub>2</sub>, be careful breathing in.

IDEAS: If it is possible, then get others in the club to loan their gear, so the students who have not yet bought their own can try outdoor equipment. During the explanation of how the equipment is put on, an assistant instructor can demonstrate by putting on the equipment, so the students can both see and hear how it is done. It is easy for the students to make their own buoy, and it is a good activity on a club evening.