

LESSON PLAN: **SWIMMING**: ADVANCED: WEEK 2

LESSON OBJECTIVE: To develop breathing techniques relating to swimming speeds.

WARM UP (10 MINS)

Sharks and Minnows: Minnows have to swim around and not get caught by the sharks. Have 2 sharks who have to tag the minnows, once caught they have to perform a forfeit such as 10 jumps or 10 spins in the water.

MAIN LESSON (20 MINS)

Teacher to get pupils in 3 groups in order for pupils to practise breathing styles:

1. Short/sprint distance (Fast swimming) = Unilateral breathing every stroke.
2. Medium distance = Bilateral breathing every other stroke.
3. Long distance (Endurance swimming) = Breathing every 4 strokes unilaterally.

Get the pupils to think they are in a race for these distances and they need to swim and breathe to that pace. After 6 minutes rotate the groups around and allow them to try each of the above distances and breathing styles.

Develop: Get pupils working in pairs and to count how many breaths they take, get the partners to explain what breathing style they are using.

GAME/COMPETITION (15 MINS)

In groups compete to see who can use the correct technique over the 3 different distances. Award points for correct techniques and fastest swimmers.

EQUIPMENT

- Floats
- Stopwatch / clock

KEYWORDS

- Sprint distance
- Medium distance
- Long distance
- Bilateral breathing
- Unilateral breathing

DIFFERENTIATION

LESS ABLE

- To use float to aid with breathing.
- Allow them to choose the distance.

MORE ABLE

- No floats and width/length swimming.
- Can they just use arms and no legs?
- Can they decide what breathing they need to do?



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the breathing skills to a high ability?
	6	Can they perform the breathing skills with a degree of control?
	5	Can they show an understanding of the breathing skills?
Tactics, Rules & Teamwork	7	Works with their partner & demonstrates knowledge & understanding of the task.
	6	Can work with a partner & understands the directions.
	5	Starts communicating with a partner.
Show & Link	7	Can they link: breathing competently with at least 3 different breathing patterns?
	6	Can they show and link: 2 different breathing styles to an average ability?
	5	Show one good breathing pattern.
Describe Ways to Improve	7	Are able to describe and improve performance.
	6	Are able to describe performance.
	5	Are able to see differences in performance against a simple model.
Fitness & Health	7	Shows a solid understanding of why physical activity has health benefits.
	6	Has some knowledge of why physical activity has health benefits.
	5	Has little knowledge of why physical activity has health benefits.