

LESSON PLAN: **SWIMMING**: ADVANCED: WEEK 3

LESSON OBJECTIVE: To develop sculling to aid in floatation during self-safety.

WARM UP (10 MINS)

Pupils to play follow the leader around the pool, girls follow girls and boys follow boys. Then pupils have to see who can hold their breath the longest under the water.

MAIN LESSON (20 MINS)

Pupils try sculling which is to keep themselves afloat without swimming. Focus on the correct hand and leg technique to achieve this. Lying on their backs, hands need to sweep back and forth with palms always pushing the water away. Legs can be used to tread water to aid keeping the body above the water.

Develop: who can scull for the longest, can they do it by just using hands or legs only? Can they scull forwards, backwards, right and left?

GAME/COMPETITION (15 MINS)

Self-Safety tests: Pupils are to swim out 15 meters and then lie on their backs and start sculling for 10 seconds, they then return to the start position.

Now do this for longer distance and time, see who can do the furthest and longest.

EQUIPMENT

- Floats
- Clip boards for scores

KEYWORDS

- Sculling
- Rotation of hands
- Treading water

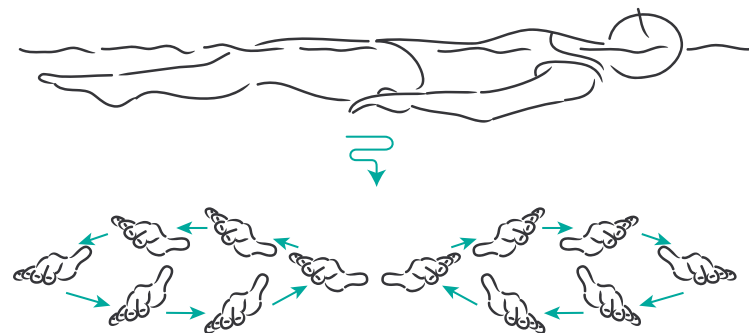
DIFFERENTIATION

LESS ABLE

- To use floats to aid with breathing and floating.
- Use a partner to help them float.

MORE ABLE

- Can they just use arms and no legs?
- Can they move around a course sculling.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the sculling skills to a high ability?
	6	Can they perform the sculling skills with a degree of control?
	5	Can they show an understanding of the sculling 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: sculling for a long distance/time?
	6	Can they show and link: sculling for some distance/time?
	5	Show they can scull.
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.