

LESSON PLAN: **SWIMMING**: ADVANCED: WEEK 5

LESSON OBJECTIVE: To develop both back and breast stroke.

WARM UP (10 MINS)

Pupils to play follow the leader around the pool, girls follow girls and boys follow boys. Teacher to call out the stroke: sculling, front crawl, breaststroke and backstroke. Then pupils have to see who can hold their breath the longest under the water.

MAIN LESSON (20 MINS)

Pupils to work in pairs, one swims and the other assists or gives feedback. Pupils to start with backstroke first. Focus on keeping the head high in the water and keeping in a straight line.

Now get pupils to do the same for breaststroke. Focus on the arm and legs action with correct timing: Kick first then pull with the arms then kick again.

GAME/COMPETITION (15 MINS)

Get pupils to have races using back or breast stroke only.

Can they aim to complete a 25 meter swim unaided using these strokes?

EQUIPMENT

- Floats

KEYWORDS

- Rotation of hands
- Kicking
- Timing
- Pulling the 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 with the strokes.
- Can they help and advice a partner?



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the backstroke and breaststroke skills to a high ability?
	6	Can they perform the backstroke and breaststroke skills with a degree of control?
	5	Can they show an understanding of the backstroke and breaststroke 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: breaststroke and backstroke over 25m?
	6	Can they show and link: breaststroke and backstroke?
	5	Show breaststroke and backstroke aided by a float.
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.