

LESSON PLAN: **SWIMMING**: BEGINNERS: WEEK 1

LESSON OBJECTIVE: To learn floating, body position and learn water safety.

WARM UP (10 MINS)

Water safety instructions:

1 x whistle = stop and listen to teacher

2 x whistles = stop and move to the side of the pool

3 x whistles = stop and get out of the pool

Pupils to play follow my leader, teacher to shout change direction, punch the sky, side steps, jump etc.

MAIN LESSON (20 MINS)

Pupils to be shown how to hold a float:

- Arms out straight and hands gripping the top of the float.
- Finger tips rolled over the top of the float.
- Head in between the arms.

Pupils to be shown how to "Push & Glide."

- Stand in a straight shape.
- Back to the wall.
- Float above the head.
- Lean forwards from the hips.
- Face into the water.
- Bring the knees up so the feet are on the wall.
- Push out.

GAME/COMPETITION (15 MINS)

- See who can float the furthest without kicking
- See who can stay under the water the longest
- See who can trickle breath for the longest

EQUIPMENT

- Float

KEYWORDS

- Arms straight
- Push and Glide

DIFFERENTIATION

LESS ABLE

To use the noodle under the hips and the float to get a better body position.

MORE ABLE

Start to use legs to kick.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	3	Can they use the float confidently to push & glide to a high ability?
	2	Can they hold the float with the correct technique to push & glide with a certain degree of control?
	1	Can they attempt to use a float, but to a low ability?
Tactics, Rules & Teamwork	3	Works in a team & demonstrates a good technique and fair play.
	2	Can work in a team & understands the meaning of fair play.
	1	Starts communicating within a team.
Show & Link	3	Can they link the skills : breathing under water, using a float to push & glide?
	2	Can they show and link : using a float to push & glide?
	1	Show how to hold a float.
Describe Ways to Improve	3	Are able to describe and improve performance.
	2	Are able to describe performance.
	1	Are able to see differences in performance against a simple model.
Fitness & Health	3	Shows a solid understanding of why physical activity has health benefits.
	2	Has some knowledge of why physical activity has health benefits.
	1	Has little knowledge of why physical activity has health benefits.