

# LESSON PLAN: **SWIMMING**: INTERMEDIATE: WEEK 1

**LESSON OBJECTIVE:** To develop the skills of the front crawl, focusing on kicking and arms.

## **WARM UP (10 MINS)**

Water safety instructions:

- 1 whistle = stop and listen to teacher
- 2 whistles = stop and move to the side of the pool
- 3 whistles = stop and get out of the pool

Pupils to play follow my leader, teacher to shout out different instructions: change direction, punch the sky, side steps, jumps, hops etc.

Explain the two different types of breathing:

- Explosive : Breathing out quickly.
- Trickle: Breathing out slowly.

Get pupils to make Mushroom shapes and to using the different breathing techniques, pupils to comment on what happens to them in the water, bodies should sink quicker when air is exhaled quickly.

## **MAIN LESSON (20 MINS)**

Ask pupils to use a float and perform the 'Push & Glide.' Pupils to add in kicking and breathing, when their technique is good take away the float. Show the pupils the arm technique for the front crawl: 'Spear the fish & put it in your pocket,' focus on high elbows, cupped hands and arms reaching forward. Practise for 10 minutes with a focus on breathing from one side every other stroke (unilateral breathing). Teacher to show how to rotate the body and breath to the side when the stroke arm is up over the head.

## **GAME/COMPETITION (15 MINS)**

Pupils to race against a partner, swop the partners over depending on ability.

## **EQUIPMENT**

- Floats
- Foam tubes
- Swimming goggles

## **KEYWORDS**

- Explosive & trickle breathing
- Head down
- High elbow
- Stroke arm
- Kick from the hip

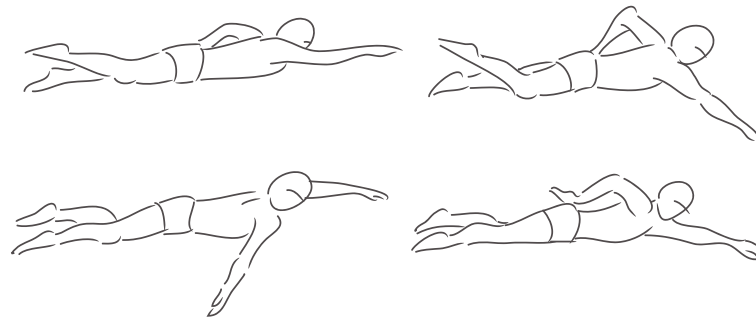
## **DIFFERENTIATION**

### **LESS ABLE**

- To use the float around the hips to get a better body position.
- Use a partner to assist in floating.

### **MORE ABLE**

- No float.
- Width/length swimming.
- Can they just use their arms and no legs?



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform the front crawl stroke to a high ability?
	4	Can they perform the front crawl stroke with a certain degree of control?
	3	Can they perform the front crawl stroke with very little control?
Tactics, Rules & Teamwork	5	Works with their partner & demonstrates knowledge & understanding of the task.
	4	Can work with a partner & understands the directions.
	3	Starts communicating with a partner.
Show & Link	5	Can they link: arms and legs showing good coordination and timing in the front crawl?
	4	Can they show and link: average coordination with arms and legs in the front crawl?
	3	Show the front crawl stroke.
Describe Ways to Improve	5	Are able to describe and improve performance.
	4	Are able to describe performance.
	3	Are able to see differences in performance against a simple model.
Fitness & Health	5	Shows a solid understanding of why physical activity has health benefits.
	4	Has some knowledge of why physical activity has health benefits.
	3	Has little knowledge of why physical activity has health benefits.