

LESSON PLAN: **SWIMMING**: INTERMEDIATE: WEEK 3

LESSON OBJECTIVE: To focus on breathing time and introduce different breathing techniques.

WARM UP (10 MINS)

Identify 2 “taggers” and get pupils playing a game of sticky toffee. Pupils have to swim under each other’s legs to free the stuck person. See who can hold a mushroom shape for the longest.

MAIN LESSON (20 MINS)

Teacher to get pupils to breathe every stroke on the same side, either every time the right arm or left arm is high out of the water. This is to be used for swimming fast as more oxygen is required.

Teacher to show pupils how to use bilateral breathing: to breathe on alternate sides of the body. ‘1,2,3 breathe’ ‘1,2,3 breathe’ this is to be used for endurance or long distance swimming. Get pupils to practise this in pairs, one swim’s whilst the other gives feedback.

GAME/COMPETITION (15 MINS)

In teams pupils are to have races to collect items from the side of the pool and return them. To make it harder pupils have to swim under water without breathing.

In teams of 3, pupils have to complete between 6 and 24 laps as quickly as they can, they can take it in turns to complete the laps. Make sure they use the correct breathing styles for the distance covered.

Can pupils aim to complete a 25 meter swim unaided?

EQUIPMENT

- Floats
- Objects for race

KEYWORDS

- Bilateral breathing
- Unilateral breathing
- Rotation of body
- Kick from the hip

DIFFERENTIATION

LESS ABLE

- Use a float.
- To focus on unilateral breathing.

MORE ABLE

- No floats and width/length swimming.
- Can they just use arms and no legs?
- Can they complete bilateral breathing?



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform the front crawl stroke with bilateral breathing to a high ability?
	4	Can they perform the front crawl stroke with bilateral breathing with a certain degree of control?
	3	Can they perform the front crawl stroke, whilst trying to breathe correctly, with very little control?
Tactics, Rules & Teamwork	5	Works with a 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: good timing using the bilateral breathing technique with the front crawl stroke?
	4	Can they show and link: breathing with the front crawl stroke?
	3	Show the front crawl stroke with an attempt to breathe correctly.
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.