

# LESSON PLAN: **SWIMMING**: INTERMEDIATE: WEEK 5

**LESSON OBJECTIVE:** To practise breathing techniques relating to swimming speeds and to discover sculling.

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

Pupils to practise different breathing styles and use them all for different swimming speeds:

- Short/sprint distance (Fast swimming):  
Unilateral breathing every stroke.
- Medium distance: Bilateral breathing every other stroke.
- Long distance (Endurance swimming):  
Breathing every 4 strokes unilaterally.

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

The pupils will try and scull, which is to keep them afloat, without swimming. Focus on the correct hand and leg technique to achieve this. 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.

**Question:** Who can scull for the longest?, Can they scull by just using hands or legs only? Can they scull forwards, backwards, right and left?

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

Who can scull for the longest?

Get pupils to have races over a set distance:

- Short/sprint distance (Fast swimming)
- Medium Distance
- Long Distance (Endurance swimming)

**Can they complete a 25 meter swim unaided?**

## **EQUIPMENT**

- Floats
- Objects for race
- Stop watch

## **KEYWORDS**

- Bilateral breathing
- Sculling
- Rotation of hands
- Treading water

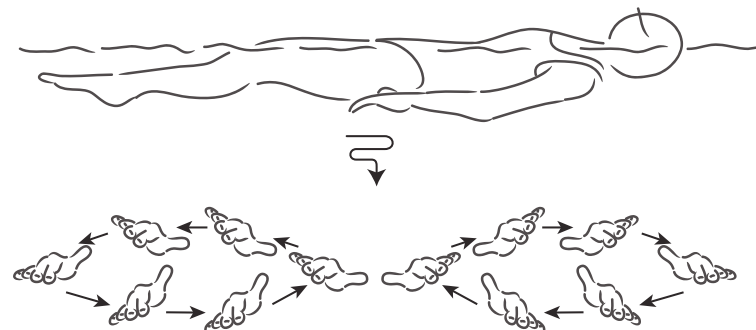
## **DIFFERENTIATION**

### **LESS ABLE**

- Use a float.
- 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	5	Can they perform sculling to a high ability?
	4	Can they perform sculling with a certain degree of control?
	3	Can they perform sculling 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 when sculling?
	4	Can they show and link: average coordination with arms and legs when sculling?
	3	Show sculling.
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.