



swim start 2

lesson plans



LEVEL TWO LESSON PLANS

Assistant Swim Teacher Award Manual Page 35-55

Pre Assessment:

Learners must demonstrate the following skills before beginning Level Two

- ✓ Submerge for at least a slow count of 5 in a relaxed manner

Level Two Learning Intention

To develop confidence and competence in floating, gliding, kicking and arm action on front and back, and to be introduced to horizontal rotation i.e. the basics to rotation.

Level Two Learning Outcomes

Learners should be able to consistently demonstrate the following criteria

- 2.1 Sit and 1/4 Turn Entry
- 2.2a Float on Front and Regain Feet
- 2.2b Float on Back and Regain Feet
- 2.3a Streamline Glide on Front with leg action
- 2.3b Streamline Glide on Back with leg action
- 2.4 Freestyle Arm Action
- 2.5 Backstroke Arm Action
- 2.6 Horizontal Rotation
- 2.7 Sculling
- 2.8 Rigid Aid Assistance

The following lesson plans are the recommended suggested programme for completing the Level Two objectives. There will, of course be many variables that you as the teacher may need to take into consideration. These can be all or some of the following:

- Teachers running lessons for 10 minutes may have to omit some activities whereas teachers with 30 minute lessons may need to be creative and add further activities which enhance or support the activities suggested.
- Whilst it is desirable to extend students at any time, please be realistic with your expectations regarding rates of learning. Much practice and reinforcement of skills is required to consolidate swimming skills. "Readiness" is a critical factor.
- **Recommended group size:** 4 students, maximum 10 students
- **Pool depth:** Between 0.6m to 1m max depending on height of student. No more than chest depth for the students!
- **Size of space:** No more than 5m radius from the teacher
- We recommend parent helpers in the pool where possible. It is preferable that they too have completed the Assistant Swim Teacher Award course.
- **Lesson duration:** 10mins to 30mins max
- **Equipment:** Where possible ensure that equipment is well maintained and used for the correct skill. Some smaller children may not have experienced the use of floatation equipment before, and will need special attention on how best to use them.

Risk Management considerations:
(Assistant Swim Teacher Award Manual Page 10 - 17)

- Safety management plans for your programmes must include:
- Access to 1st Aid and CPR rescue equipment/techniques
 - Supervision

Special characteristics of this ability group:

- Goggles may encourage children to open eyes, however, goggle straps should be fitted at home and tested in the bath to ensure no leaks. When putting goggles on, they should be held on the eyes with one hand and the other hand used to slide the strap over the back of the head
- The critical point is the progression from **assisted** to **unassisted floating**

Always reinforce good practice with positive comments!

If these plans are not clear, please call your local REM!

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ALWAYS REMEMBER THE FOUNDATION SKILLS



IN
(Entry)



THROUGH
(Balance)



UNDER
(Bouyancy)



ON
(Breathing)

ESSENTIAL SEQUENCING

Lesson 1

Learning Outcomes: Introduction to floatation and buoyancy **Equipment needed:**

Success Criteria:

By the end of this lesson learners should be able to:

- Demonstrate a new safe entry.
- Demonstrate an assisted float and regain feet
- Show readiness to back float and regain feet

- Whistle for teacher
- Variety of floating and sinking objects.
- Noodles

Intro/Activity	Teaching Points	Equipment/Organisation
<p>Sit and 1/4 turn "Use this entry only when you know how deep the water is"</p> <p>Here, There, Where?</p>	<ul style="list-style-type: none"> • Sit on pool edge • Place one hand on side of pool, fingers parallel to edge, legs in water • Take weight on hand and with a small push, quarter-turn into water • Bend knees when feet touch pool floor • Keep hold of edge until feet are securely placed • Use free arm for balance 	<ul style="list-style-type: none"> • Into water of no more than chest depth • Routinely use as one of the controlled entries for successive lessons • Practise to gain confidence
Teaching progression	Teaching Points	Organisation/Equipment
<p>Retrieve floating and sinking objects</p>	<ul style="list-style-type: none"> • "Why do some objects float?" 	<ul style="list-style-type: none"> • Scatter a selection of floating and sinking objects and ask the group to retrieve them • Talk about what floats and sinks • Be aware of less confident children
<p>Horizontal front float with support at wall</p> <p>"Can you...?" "Float for a count of..?" "Open your eyes?" "Be a star fish?" "Blow bubbles?" "Hold a big relaxed breath?"</p> <ul style="list-style-type: none"> • Relaxed hands as if playing piano • Tap the wall at the surface 	<ul style="list-style-type: none"> • Shoulders submerged, face in water, eyes looking at pool floor, arms over ears • Extend arms and rest hands gently on pool edge, gutter or rail • Let feet and "long legs" float gently to surface • Arms by ears • Look at the floor 	<ul style="list-style-type: none"> • Give support as needed until relaxation is achieved • Gripping tightly may suggest a lack of confidence
<p>Regain feet from front float assisted one step away from the wall</p> <p>At the wall preparing to back float and standing up</p> <p>Noodle back float</p>	<ul style="list-style-type: none"> • Begin with support (hands on wall,) • To stand, simultaneously bend knees to chest, press on hands, lift head • Smooth movement • Hold breath to assist buoyancy • Relaxed • Hold for defined time • Shoulders under • Lie your hair back into the water so your ears are submerged "wash your hair" • Stand up by tucking the chin in and pressing on hands • Wrap noodle around shoulders and lie back gently 	<ul style="list-style-type: none"> • Try this as a partner activity so each partner watches their buddy • Relaxation is the key! • Take this slowly

<p>Tag game Stuck in the mud with arms to sides</p>	<ul style="list-style-type: none"> • When you are tagged put your arms out across the surface • To be freed a friend must submerge under either arm 	<ul style="list-style-type: none"> • Use a designated area • Be aware of any child being held under water
<p>Game/Conclusion</p>	<p>Teaching Points</p>	<p>Equipment/Organisation</p>
<p>Safe exit using the ladder or push and hook</p>	<ul style="list-style-type: none"> • Use the ladder one step at a time • Push on hands and hook a knee over pool edge 	

Lesson 2

Learning Outcomes: Developing floatation and buoyancy skills

Equipment needed:

- Whistle for teacher
- Kick boards
- Noodles

Success Criteria:

Before moving on from this lesson learners should be able to:

- Demonstrate a relaxed assisted float for a minimum of 3 seconds
- Demonstrate the ability to comfortably regain feet on front
- Demonstrate assisted back float and regain feet

Intro/Activity	Teaching Points	Organisation/Equipment
<p>Sit and 1/4 turn "Use this entry only when you know how deep the water is"</p> <p>Here There Where? Or tag game</p>	<ul style="list-style-type: none"> • Sit on pool edge • Place one hand on side of pool, fingers parallel to edge, legs in water • Take weight on hand and with a small push, quarter-turn into water • Bend knees when feet touch pool floor • Keep hold of edge until feet are securely placed • Use free arm for balance 	<ul style="list-style-type: none"> • Into water of no more than chest depth • Routinely use as one of the controlled entries for successive lessons • Practise to gain confidence
<p>Revision from last lesson</p> <p>Horizontal front float with support at wall</p> <p>"Can you...?" "Float for a count of..?" "Open your eyes?" "Be a star fish?" "Blow bubbles?" "Hold a big relaxed breath?"</p> <ul style="list-style-type: none"> • Relaxed hands as if playing piano • Tap the wall at the surface 	<p>Teaching Points</p> <ul style="list-style-type: none"> • Shoulders submerged, face in water, eyes looking at pool floor, arms over ears • Extend arms and rest hands gently on pool edge, gutter or rail • Let feet and "long legs" float gently to surface • Arms by ears • Look at the floor 	<p>Organisation/Equipment</p> <ul style="list-style-type: none"> • Give support as needed until relaxation is achieved • Gripping tightly may suggest a lack of confidence
<p>Teaching progression</p> <p>Push and float to the wall</p> <p>Assisted floats with buoyancy equipment</p> <p>At the wall preparing to back float and standing up</p>	<p>Teaching Points</p> <ul style="list-style-type: none"> • One step back from the wall • Crouch down with shoulders under water with arms stretched out, big breath face in water, slide forward, towards the wall • "Star fish" to the wall • Shoulders submerged • One piece floatation equipment in each hand or under each arm • "Can you lift one foot up?" • "Can you lift the other foot up?" • "Can you lift both feet up off the bottom?" • "Can you rock from leaning forwards to leaning back?" • "Can you rock from leaning back to leaning forward?" • Extend arms and rest hands gently on pool edge, gutter or rail • Let feet and "long legs" float gently to surface • Shoulders under • Lie your hair back into the water so your ears are submerged "wash your hair" • Stand up by tucking your chin in and pressing on hands 	<p>Organisation/Equipment</p> <ul style="list-style-type: none"> • One step back from the wall • Push and float to the wall • Extend distance to wall gradually • Front, with face in water • Give support as needed until relaxation is achieved • Gripping tightly may suggest a lack of confidence • Relaxation is the key! • Take this slowly • Relaxation is the key! • Take this slowly

<p>Preparing to back float and standing up, with buoyancy equipment</p>	<ul style="list-style-type: none"> • Shoulders under • Lie your hair back into the water so your ears are submerged "wash your hair" • Stand up by tucking your chin in and pressing on hands 	
Game/Conclusion	Teaching Points	Equipment/Organisation
<p>"Ring-a-Rosie" in a group</p> <p>Safe exit using the ladder or push and hook</p>	<ul style="list-style-type: none"> • Use the ladder one step at a time • Push up on hands and hook knee over pool edge 	<ul style="list-style-type: none"> • Awareness of individual children's safety needs

Lesson 3

Learning Outcomes: Practicing floatation and buoyancy skills and introducing gliding and leg action

Equipment needed:

- Whistle for teacher
- Kick boards
- 2L Milk bottles with lids on
- Noodles

Success Criteria:

By the end of this lesson learners should be able to:

- Glide unassisted 1m towards the wall
- Demonstrate assisted back float and regain feet
- Demonstrate a basic leg action at the wall

Intro/Activity	Teaching Points	Organisation/Equipment
<p>Learners choose 1 of 3 entries covered so far:</p> <ul style="list-style-type: none"> • Ladder entry • Poolside on stomach entry • Sit and 1/4 Turn entry <p>Follow the leader</p>	<ul style="list-style-type: none"> • Controlled, safe entry • "Can you be aeroplanes/trains/kangaroo jumps/speedboat?" 	<ul style="list-style-type: none"> • Routinely use as one of the controlled entries for successive lessons • Practise to gain confidence • Teacher blows whistle, leader and activity changes.
<p>Revision from last lesson</p> <p>Horizontal front float with support at wall</p> <p>"Can you...?"</p> <p>"Float for a count of..?"</p> <p>"Open your eyes?"</p> <p>"Be a star fish?"</p> <p>"Blow bubbles?"</p> <ul style="list-style-type: none"> • Hold a big relaxed breath? • Relaxed hands as if playing piano • Tap the wall at the surface 	<p>Teaching Points</p> <ul style="list-style-type: none"> • Shoulders submerged, face in water, eyes looking at pool floor, arms over ears • Extend arms and rest hands gently on pool edge, gutter or rail • Let feet and "long legs" float gently to surface • Arms covering ears • Look at the floor 	<p>Organisation/Equipment</p> <ul style="list-style-type: none"> • Give support as needed until relaxation is achieved • Gripping tightly may suggest a lack of confidence
<p>Teaching progression</p> <p>Push and float to the wall (increase distance)</p> <p>Assisted floats with buoyancy equipment</p> <p>Give opportunity for the learners to float unassisted.....</p> <p>At the wall preparing to back float and standing up</p>	<p>Teaching Points</p> <ul style="list-style-type: none"> • Two-three steps back from the wall • Crouch down with shoulders under water with arms stretched out big breathe in and hold, face in water, slide forward, towards the wall. Look at the floor! (not the wall) • "Star fish to the wall" • Shoulders submerged, • One floatation aid in each hand or under each arm • "Can you?..... lift one foot up/lift the other foot up?/lift both feet up off the bottom?/rock from leaning forwards to leaning back?/rock from leaning back to leaning forward?/extend arms and rest hands gently on pool edge, gutter or rail?/let feet and "long legs" float gently to surface?" • "Can you be a starfish.....?/hold your breath?/be a ball?/can you be a mushroom?/ be a jellyfish?/lie/sit/kneel on the bottom of the pool?" • Shoulders under • Lie your hair back into the water so your ears are submerged "wash your hair" • Stand up by tucking the chin in and pressing on hands 	<p>Organisation/Equipment</p> <ul style="list-style-type: none"> • 2-3 steps back from the wall • Push and float to the wall • Extend distance to wall gradually • On front, with face in water • Give support as needed until relaxation is achieved • Gripping tightly may suggest a lack of confidence • Use kickboards or 2L milk bottles • Relaxation is the key • Take this slowly! • Relaxation is the key! • Take this slowly

<p>Preparing to back float and standing up, with buoyancy equipment</p> <p>Attempt starfish float on back with buoyancy equipment</p> <p>Kicking at the wall on front</p>	<ul style="list-style-type: none"> • Shoulders under • Lie your hair back into the water so your ears are submerged "wash your hair" • Stand up by tucking the chin in and pressing on hands <ul style="list-style-type: none"> • Hold the rail • Shoulders under • "Long loose legs...flippy floppy feet" • "look at the pool floor" <ul style="list-style-type: none"> • "Try with a big breath and relax" • "Try with a big breath and blowing bubbles" 	<p>2L milk bottles</p> <ul style="list-style-type: none"> • In pairs, watch your buddy. <p>Use 2L milk bottles or kickboards.</p>
Game/Conclusion	Teaching Points	Equipment/Organisation
<p>"Ring-a-Rosie" in a group</p> <p>Safe exit using the ladder or push and hook</p>	<ul style="list-style-type: none"> • Slow • Watch the teacher <ul style="list-style-type: none"> • Use the ladder one step at a time • Push on hands and hook a knee over pool edge 	<ul style="list-style-type: none"> • Awareness of individual children...safety

Lesson 4

Learning Outcomes: Developing independent floating, gliding and leg action

Equipment needed:

- Whistle for the teacher
- Kick boards
- 2L milk bottles

Success Criteria:

By the end of this lesson learners should be able to:

- ☑ Glide away from the wall and regain feet
- ☑ Glide and kick towards the wall at least 3m with floatation equipment
- ☑ Demonstrate unassisted back float and regain feet

Intro/Activity	Teaching Points	Organisation/Equipment
<p>learners choose 1 of 3 entries covered so far:</p> <ul style="list-style-type: none"> • Ladder entry • Poolside on stomach entry • Sit and 1/4 Turn entry <p>“Salmon Says”</p>	<ul style="list-style-type: none"> • Controlled safe entry • Float at the wall • Be a ball under water • Jump up and down • Starfish on the bottom • Sit on the bottom • Be a jelly fish 	<ul style="list-style-type: none"> • Routinely use as one of the controlled entries for successive lessons • Practise to gain confidence
Revision from last lesson	Teaching Points	Organisation/Equipment
<p>Push and float on front to the wall (increase distance)</p>	<ul style="list-style-type: none"> • Two-three steps back from the wall • Crouch down with shoulders under water with arms stretched out in front, big breath in and hold, face in water, slide forward, towards the wall. Look at the floor! (not the wall) • “Star fish to the wall” 	<ul style="list-style-type: none"> • 2-3 steps back from the wall • Push and float to the wall • Extend distance to wall gradually • Front, with face in water
Teaching progression	Teaching Points	Organisation/Equipment
<p>Independent stationary float on front and recover feet</p> <p>Front glide away from the wall with kick board</p> <p>Front glide away from the wall without kick board</p> <p>Kicking using a board on front</p> <p>Back float and standing up</p>	<ul style="list-style-type: none"> • Crouch to start float • Big relaxed breaths • To stand, simultaneously bend knees to chest, press on hands, lift head • Extend arms out in front of shoulders • Submerge shoulders • Eyes look to the pool floor • One foot on the poolside push and slide forward • “How far can you glide?” • Extend arms out in front of shoulders • Submerge shoulders • Eyes look to the pool floor • One foot on the pool side push and slide forward • “How far can you glide?” • Regain feet • Hold the board with fingers on top • Shoulders under • “Long loose legs.....flippy floppy feet” • “fast little kicks” • “look at the pool floor” • “Try with a big breath and relax” • “Try with a big breath and blowing bubbles” • Shoulders under 	<ul style="list-style-type: none"> • Relaxation is the key! • Take this slowly • Hold kick board with fingers on top and thumbs underneath • Practice until comfortable • Practice until comfortable • Use kickboard

Prerequisite

Children must be able to demonstrate:

- ☑ Glide away from the wall unassisted on front for minimum 3 seconds and regain feet
- ☑ Glide and kick towards the wall at least 3m with floatation equipment
- ☑ Demonstrate unassisted back float for minimum 3 seconds and regain feet

Lesson 5

Learning Outcomes: To develop streamline glides and introduce kicking on back

Equipment needed:

- Whistle for teacher
- Kick boards

Success Criteria:

By the end of this lesson learners should be able to:

- ☑ Demonstrate streamline glide with kick on front for 5m
- ☑ Demonstrate a two foot push off the wall to a glide
- ☑ Demonstrate assisted kick on back

Intro/Activity	Teaching Points	Organisation/Equipment
<p>Learners choose 1 of 3 entries covered so far:</p> <ul style="list-style-type: none"> • Ladder entry • Poolside on stomach entry • Sit and 1/4 Turn entry <p>“Salmon Says”</p>	<ul style="list-style-type: none"> • Controlled safe entry • Float at the wall • Be a ball under water • Jump up and down • Starfish on the bottom • Sit on the bottom • Be a jelly fish 	<ul style="list-style-type: none"> • Routinely use as one of the controlled entries for successive lessons • Practise to gain confidence
Revision from last lesson	Teaching Points	Organisation/Time/Equipment
<p>Glide away from the wall unassisted on front (Minimum 3sec and regain feet)</p> <p>Glide and kick towards the wall on front - assisted (3m minimum)</p> <p>Demonstrate unassisted back float for minimum 3 seconds and regain feet</p>	<ul style="list-style-type: none"> • Assessment for the level • Relaxed • Comfortable 	<ul style="list-style-type: none"> • Kick boards
Teaching progression	Teaching Points	Organisation/Equipment
<p>Standing streamline practice</p> <p>Streamline glide <u>towards</u> the wall on front</p> <p>Streamline glide <u>away from</u> the wall on front</p> <p>Streamlined glide away from the wall with leg action on front</p> <p>Streamline and kick on back</p>	<ul style="list-style-type: none"> • Stand tall • Arms above head • Hand on hand “turtles” • Crouch down with shoulders under water with arms stretched out in front, big breath in, face in water, slide forward, Look at the pool floor! • Crouch down with shoulders under water with arms stretched out in front, • Big breath in, face in water, slide forward, Push off the wall with both feet • Long loose legs • Pointed toes relaxed ankles • Arms by the sides • Shoulders under water • Lie back 	<ul style="list-style-type: none"> • Extend the distance back away from the wall

	<ul style="list-style-type: none"> • Long loose legs, kick from hips • Toes tickling the surface • Relaxed breathing • Eyes open 	
Game/Conclusion	Teaching Points	Equipment/Organisation
<p>Tag game "Stuck in the mud"</p> <p>Safe exit using the ladder or push and hook</p>	<ul style="list-style-type: none"> • When "tagged" - spread arms out across the surface • Push on hands and hook a knee over pool edge 	<ul style="list-style-type: none"> • Awareness of individual children's safety

Lesson 6

Learning Outcomes: To introduce sculling and freestyle arm action

Equipment needed:

- Whistle for the teacher
- Kick boards
- Half kick boards
- Large hoop

Success Criteria:

By the end of this lesson learners should be able to:

- Demonstrate the sculling action
- Demonstrate Freestyle arm action
- Practice streamlining and kicking

Intro/Activity	Teaching Points	Organisation/Equipment
<p>Learners choose 1 of 3 entries covered so far:</p> <ul style="list-style-type: none"> • Ladder entry • Poolside on stomach entry • Sit and 1/4 turn entry <p>“Captains coming...”</p>	<ul style="list-style-type: none"> • Controlled safe entry • “Port, starboard, man-overboard, scrub the decks, climb the rigging, captains coming, captains daughter” 	<ul style="list-style-type: none"> • Routinely use as one of the controlled entries for successive lessons • Practise to gain confidence
Revision from last lesson	Teaching Points	Organisation/Time/Equipment
<p>Streamline glide away from the wall and kick 5m</p> <p>Unassisted back float with kicking</p>	<ul style="list-style-type: none"> • Long loose legs • Pointed toes and relaxed ankles • Arms by the sides • Shoulders under water • Lie back • Long loose legs, kick from hips • Toes “tickling” the surface • Relaxed breathing • Eyes open 	
Teaching progression	Teaching Points	Organisation/Time/Equipment
<p>Sculling practice standing</p> <p>Sculling on back</p> <p>Scull and kick on back</p> <p>Freestyle arm action</p> <p>Standing practice, big slow arm circles.</p> <p>Walking, chin on water, arms</p>	<ul style="list-style-type: none"> • Start crouched with shoulders under water, arms out in front • Thumbs down on push-out thumbs up on pull-in (maintain pressure on water with hands) • Start crouched with shoulders under water, then move gently to a back glide arms by sides • Thumbs down on push-out thumbs up on pull-in (maintain pressure on water with hands) • Emphasise relaxation • Start crouched with shoulders under water, then move gently to a back glide arms by sides • Thumbs down on push-out thumbs up on pull-in (maintain pressure on water with hands) • Emphasise relaxation • Long loose legs • Toes make the water “boil” • “Down to my thigh, up to the sky” • Finger tips enter water • Count each stroke as you go “1,2.....” • “Down to my thigh, up to the sky” • Finger tips enter water 	<ul style="list-style-type: none"> • With and without a kickboard • Demonstrate as you are talking • Wave formation • Circuit formation if able

<p>move in big slow circles</p> <p>As above, with face in water</p> <p>Arm action with kicking with a board</p> <p>Arm action with kicking without a board.</p>	<ul style="list-style-type: none"> • Count each stroke as you go "1,2....." • "Down to my thigh, up to the sky" • Finger tips enter water • Count each stroke as you go "1,2....." • "Eyes looking at the pool floor" <ul style="list-style-type: none"> • As above..... "down to my thigh...." <ul style="list-style-type: none"> • As above.... "down to my thigh...." 	
Game/Conclusion	Teaching Points	Equipment/Organisation
<p>Dolphin Dives -into one hoop and out the other</p> <p>Safe exit using the ladder or push and hook</p>	<ul style="list-style-type: none"> • Tuck the chin in • Arms over head • Body follows through the hole made by your finger tips. 	<ul style="list-style-type: none"> • Hoops (large) <ul style="list-style-type: none"> • Awareness of individual children...safety

Lesson 7

Learning Outcomes: To practice sculling and Freestyle and introduce

Backstroke arm action

Equipment needed:

- Whistle for the teacher
- Kick boards
- Half kick boards
- Large hoop

Success Criteria:

By the end of this lesson learners should be able to:

- Practice movement with sculling
- Practice Freestyle arm action
- Demonstrate Backstroke arm action

Intro/Activity	Teaching Points	Organisation/Equipment
<p>Learners choose 1 of 3 entries covered so far:</p> <ul style="list-style-type: none"> • Ladder entry, • Poolside on stomach entry, • Sit and 1/4 Turn entry <p>“Captains coming...”</p>	<ul style="list-style-type: none"> • Controlled safe entry • “Port, starboard, man-overboard, scrub the decks, climb the rigging, captains coming, captains daughter” 	<ul style="list-style-type: none"> • Routinely use as one of the controlled entries for successive lessons • Practise to gain confidence
Revision from last lesson	Teaching Points	Organisation/Time/Equipment
<p>Streamline glide away from the wall and kick 5m</p> <p>Unassisted back float with kicking</p>	<ul style="list-style-type: none"> • Long loose legs • Pointed toes and relaxed ankles • Sculling Arms by the sides • Shoulders under water • Lie back • Long loose legs, kick from hips • Toes tickling the surface • Relaxed breathing • Eyes open 	
Teaching progression	Teaching Points	Organisation/Time/Equipment
<p>Freestyle Arm Action</p> <p>Standing practice, big slow arm circles</p> <p>Walking, chin on water, arms move in big slow circles</p> <p>As above, with face in water</p> <p>Arm action with kicking with a board</p> <p>Arm action with kicking without a kickboard.</p> <p>Backstroke arm action (with a board)</p> <p>Standing practise big slow arm circles</p> <p>Walking backwards with stroking</p> <p>Full Backstroke</p>	<ul style="list-style-type: none"> • “Down to my thigh, up to the sky” • Finger tips enter water • Count each stroke as you go “1,2.....” • “Down to my thigh, up to the sky” • Finger tips enter water • Count each stroke as you go “1,2.....” • “Down to my thigh, up to the sky” • Finger tips enter water • Count each stroke as you go “1,2.....” • “ Eyes looking at the pool floor” • As above..... “down to my thigh.....” • Long loose legs...flippy floppy feet” • As above.... “down to my thigh....” • Long loose legs...flippy floppy feet” • “Up to the sky, down to my thigh” • Big slow arm circles • Flowing, continuous movement – maintain rating • As arm circles backwards, brush ear with arm • Little finger enters water first (“pinky”) • Practise continuous arm cycles • “Wave goodbye to feet” 	<ul style="list-style-type: none"> • Demonstrate as you are talking • Wave formation • Circuit formation if able • Demonstrate whilst talking.

<p>Repeat above activities without a board.</p>		
<p>Game/Conclusion Dolphin Dives -into one hoop and out the other</p> <p>Safe exit using the ladder or push and hook</p>	<p>Teaching Points</p> <ul style="list-style-type: none"> • Tuck the chin in • Arms over head • Body follows through the hole made by your finger tips. 	<p>Equipment/Organisation</p> <ul style="list-style-type: none"> • Hoops (large) • Awareness of individual children's safety

<p>“Rolling logs” back to front (horizontal rotation)</p> <p>Add arm action to horizontal rotation</p> <p>Accept rigid equipment assistance</p> <p>Give rigid equipment assistance</p>	<p>back</p> <ul style="list-style-type: none"> • Aim for smooth rotations • Keep eyes open • Kick on back for count of 4 • As body rolls over, eyes look down to pool floor, streamline arms may outstretch • Kick on front for count of 4 • Aim for smooth rotations • 4 Freestyle arm actions when on front, 4 Backstroke arm actions when on back • Aim for smooth rotations • Reach to grasp rescue equipment e.g. stick • Person in difficulty should grasp equipment with both hands, lie down, eyes open, mouth clear of water • Reach out to person in difficulty, ensure a well balanced and secure position • Give loud clear instructions and encouragement 	<ul style="list-style-type: none"> • Practise in pairs • Practice in pairs
<p>Game/Conclusion</p> <p>Dolphin Dives- into one hoop and out the other</p> <p>Safe exit using the ladder or push and hook</p>	<p>Teaching Points</p> <ul style="list-style-type: none"> • Tuck the chin in • Arms over head • Body follows through the hole made by your finger tips. 	<p>Equipment/Organisation</p> <ul style="list-style-type: none"> • Hoops (large) • Awareness of individual children’s safety

Lesson 9 - 10

Learning Outcomes: To practice all components of Level Two

Success Criteria:

By the end of this lesson learners should be able to:

- Practice Freestyle and Backstroke
- Demonstrate horizontal rotation from front to back and back to front
- Demonstrate a rigid equipment assistance technique
- Demonstrate the sculling action

Equipment needed:

- Whistle for the teacher
- Broom handle or similar rigid aid.
- Large hoop

Intro/Activity	Teaching Points	Organisation/Equipment
<p>Learners choose 1 of 3 entries covered so far:</p> <ul style="list-style-type: none"> • Ladder entry • Poolside on stomach entry • Sit and 1/4 Turn entry <p>Streamlining on front with kick</p> <p>Streamlining on back with kick</p>	<ul style="list-style-type: none"> • Controlled safe entry • Make the "turtle" on the front • Eyes to the floor • Long loose legs, "flippy floppy" feet • Arms by sides • Tall bodies • Eyes to the sky 	<ul style="list-style-type: none"> • Routinely use as one of the controlled entries for successive lessons • Practise to gain confidence
Revision from last lesson	Teaching Points	Organisation/Time/Equipment
<p>Sculling and kick on back</p> <p>Freestyle Arm action with kicking without a board.</p> <p>Full backstroke</p>	<ul style="list-style-type: none"> • Start crouched with shoulders under water, then move gently to a back glide arms by sides • Thumbs down on push-out thumbs up on pull-in (maintain pressure on water with hands) • Emphasise relaxation • Long loose legs toes make the water boil "down to my thigh, up to the sky" • Finger tips enter water • Count each stroke as you go "1,2....." • "Eyes looking at the pool floor" • "Up to the sky, down to my thigh" • Big slow arm circles • Flowing, continuous movement – maintain rating • As arm circles backwards, brush ear with arm • Little finger enters water first ("pinky") • Practise continuous arm cycles • "Wave goodbye to feet" 	
Teaching progression	Teaching Points	Organisation/Equipment
<p>Rolling balls</p> <p>Rolling logs front to back(horizontal rotation)</p>	<ul style="list-style-type: none"> • Partner A has big relaxed breath • "Tuck" into ball float • Chin in • Partner B gently presses shoulders/hips to create rocking • Look for "smooth" nape of the neck • Keep eyes open • Start from a front float, eyes looking at pool floor • Kick on front for count of 4, with streamlined arms outstretched • As body rolls over, bring arms to sides lift chin towards roof/sky, eyes look 	<ul style="list-style-type: none"> • In pairs... partner A makes a ball shape and floats

<p>Rolling logs back to front (horizontal rotation)</p> <p>Add arm action to horizontal rotation</p>	<p>straight up and breathe normally</p> <ul style="list-style-type: none"> • Kick on back for count of 4 • Resume relaxed breathing on back • Aim for smooth rotations <ul style="list-style-type: none"> • Keep eyes open • Kick on back for count of 4 • As body rolls over, eyes look down to pool floor, streamline arms may outstretch. • Kick on front for count of 4 • Aim for smooth rotations <ul style="list-style-type: none"> • 4 Freestyle arm actions when on front, 4 Backstroke arm actions when on back • Aim for smooth rotations 	
<p>Accept rigid equipment assistance</p> <p>Give rigid equipment assistance</p>	<ul style="list-style-type: none"> • Reach to grasp rescue equipment e.g. stick • Person in difficulty should grasp equipment with both hands, lie down, eyes open and mouth clear of water <ul style="list-style-type: none"> • Reach out to person in difficulty; ensure a well balanced and secure position. • Give loud clear instructions and encouragement 	<ul style="list-style-type: none"> • Practise in pairs <ul style="list-style-type: none"> • Practice in pairs
<p>Game/Conclusion</p>	<p>Teaching Points</p>	<p>Equipment/Organisation</p>
<p>Dolphin Dives -into one hoop and out the other</p> <p>Safe exit using the ladder or push and hook</p>	<ul style="list-style-type: none"> • Tuck the chin in • Arms over head • Body follows through the hole made by your finger tips 	<ul style="list-style-type: none"> • Hoops (large) <ul style="list-style-type: none"> • Awareness of individual learner's safety