

## 2.8 Teaching Methods

This chapter covers a number of different aspects related to how to teach. These have been grouped together under the title of 'methods' and include the following topics:-

- The Long Term Athlete Development Plan
- Teaching Beginners / Non-swimmers
- Whole /part /whole and part /whole teaching
- Use of activity cards

Each topic will be expanded on in turn and should collectively begin to build a picture of different ways or methods of teaching that suit different situations.

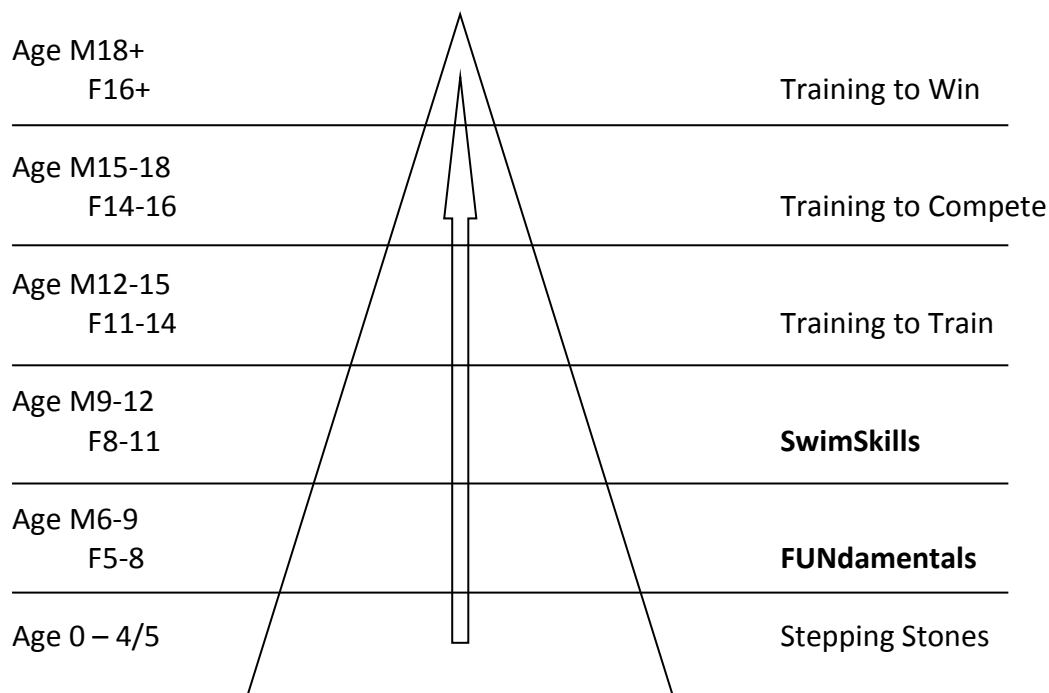
### 2.8.1 Long Term Athlete Development (LTAD)

The Long Term Athlete Development (LTAD) model is based on the work of Istvan Bayli and has been developing progressively and more extensively applied across a range of sports and levels of participation since 1990. It is accepted as the sound model to guide both the approach and the content when introducing activity and developing performance by most sports and by agencies, such as Sports Coach UK, who advise and control coach and teacher education.

Long Term Athlete Development (LTAD) is about presenting activity and specific sports to participants in a way that optimises their interest, progress and performance over the long term. This is particularly important in the case of young participants who are in the critical years of their growth and development. These youngsters have periods of time when they are particularly receptive to learning skills or to developing strength and also particular times when they simply cannot manage to do certain types of work, such as sprint training, efficiently. To maximize their progress and minimise their chance of being put off through failure it is important to ensure that the work they are doing is suited to their stage of development. The aim of LTAD is to maximize the potential of the individual and their involvement in sport.

The Long Term Athlete Development model has been structured in levels that are related to the age and stage of development of the learners so that the type of work they do in lessons or training sessions is suitable and most beneficial. These levels are:

- **Stepping Stones** – the introduction to the water environment for the pre-school child (precedes the 5 main levels of LTAD)
- **FUNDamentals** – basic movement literacy
- **SwimSkills** – building technique
- **Training to Train** – building the engine
- **Training to Compete** – optimising the engine
- **Training to Win** – maximising the engine



### The swimmer related by age to LTAD levels / stages

The first level, for the pre-school child, will normally be taught by a level 2 teacher who also holds an **Early Years** qualification. As a Level 1 teacher you are most likely to be working at the 2<sup>nd</sup> and 3<sup>rd</sup> levels of **FUNdamentals** and **SwimSkills**, supervised by a Level 2 teacher. These two levels will therefore be dealt with in more detail.

#### **Stepping stones**

This stage for the pre-school child, in relation to swimming, would be about familiarity with the water environment, early skills and above all enjoyment of the experience of being in water. This would normally be in the supported environment of the adult and child class or in the family group where there was 1 to 1 attention and possibility of hands on support and guidance from a parent or carer as required.

#### **FUNdamentals**

The FUNdamentals stage should be fun but should also be about structured activity that is suited to the child's age and stage of development. Growth is rapid and learners should be concentrating on developing basic movement literacy and the fundamental movement skills. This applies to all types of physical activity not only swimming. Thus the younger primary school age group should be involved in a wide range of activities rather than specializing in one sport at this early stage.

The skills that should be targeted are:

- ABCs (Agility, Balance, Coordination and Speed)
- RJT (Running, Jumping, Throwing)
- KGBs (Kinesthetics, Gliding, Buoyancy, Striking with the body)

- CPKs (Catching, Passing, Kicking, Striking with an implement)

Clearly these will be best achieved through participation in a range of activities. Although they can all be attempted in water, some will be more effectively learned in land based activities. For example, although kicking is an essential part of swimming, kicking a ball, which is a valuable skill, is better learned on land. Likewise balance which can be mastered in water, for example achieving a balanced floating position, is different from balance while running when not supported by water or balance in a handstand in gymnastics. Some activities, such as striking with an implement, really do not fit in with swimming and are better done elsewhere. It is therefore important not to encourage children to specialize in swimming too soon before they have acquired the range of skills in the context of a range of sports. That range of skills applied to a diverse range of activity is important for overall development and optimal achievement later.

In relation to swimming this is the stage at which children should be acquiring water literacy and the core aquatic skills (see chapter 2.2). The Core Aquatic Skills fulfil the elements of skills that LTAD targets which are most suited to the water environment. Certain of the LTAD skills, such as striking with an implement, are better served in other activities. The programme should be structured around these core aquatic skills but must be varied and fun in order to attract young children whose attention span is short. At this stage of introduction to the activity it is also important that the simple rules related to both swimming and behaviour around water are established. Aspects of performance such as endurance should also be developed through the inclusion of increasing levels and duration of activity and games. Fun and enjoyment of the activity are really important if you want pupils to become engaged in and wanting to continue with the activity. It does not however work for swimming if the activities are purely FUN, they must also be closely related to the skills that we want to develop that will provide a sound foundation for swimming. This is really important to remember when making up games for use in the water ..... what core aquatic / swimming skill are they developing? ..... does the game allow for intervention / correction / feedback to improve the skill? Most children have a very limited time in a Learn to Swim programme. There is not adequate time to allow for progress through long spells of unstructured play. The situation most teachers work in requires that they drive progress forwards through structured play. The FUN element must also fulfil the role of enabling the learner to make progress i.e. it cannot be purely fun for fun's sake.

It is also the case that 'fun games' is not the only way that pupils get enjoyment out of their learn to swim programme. Achieving the challenges they are set and mastering the skills they are taught, which results in praise for their achievement, is also a major element in their enjoyment of the session. In this respect, praise and qualified praise, as part of feedback while they work, is very important. Children generally are very anxious to please and get satisfaction and enjoyment out of achieving and being praised for their efforts and achievements. Achieving a task, getting an award (badge or certificate) at the end of a programme or series of lessons, or moving up a group because they have mastered a series of skills also all serve as part of that achievement and related satisfaction / enjoyment that the learner experiences through well-structured work and learning.

## SwimSkills

By the later primary school stage pupils have more developed nervous systems which are responsible for the coordination of movement. It is therefore appropriate that at this stage they are learning the more specific and technical movement skills related to sport. The focus should therefore move on to the development of good technique in the strokes, starts and turns, and other aquatic skills related to the other disciplines of the sport such as synchronized swimming and water polo. As in the previous stage, when it was important the children did not specialize in one sport too early, at this stage it is also important that swimmers are not encouraged to specialize in one stroke too early. A multi stroke approach will offer a wider range of development, provide a more interesting programme and also help to prevent the overuse injuries that are associated with constant repetition of the same movement. The approach to the programme still requires to be fun to maintain interest and motivation. It is important to appreciate the development of the individuals in the group and take into account not only the chronological age but also the biological age and their training age i.e. even if age 11, if they have only been to a programme for a year they only have a training age of 1. Likewise the differing stages of physical, emotional, social and cognitive maturity need to be appreciated. All youngsters with a chronological age of 10 do not necessarily have a cognitive age of ten. Some will be a bit slower in understanding and remembering tasks while other will be advanced for their age and very sharp and able to understand and apply principles to varying situations. These aspects affect not only 'what' the swimmers are ready to learn but also the aspect of 'how' it is taught / delivered. Accommodation of such variations will make a significant difference to what the individuals will get out of the session, how much they will enjoy it and feel part of it and ultimately how much they will learn.

The later 3 levels are beyond the scope of the teaching programme and focus on the participants who want to be involved in competitive swimming. These are **Training to Train** (building the engine) where there is a significant increase in the volume of training, mainly at low intensity, plus learning of some of the competitive skills such as warming up and stretching. The next level is **Training to Compete** (optimising the engine) where the focus remains on a high volume of training targeting physical condition but also including some more intense work. The last level is **Training to Win** (maximising the engine) where the focus is on specialization and the fine tuning of performance targeting specific competitions and major events.

### **2.8.2 Teaching Non-Swimmers and Beginners**

**At the end of this section you should have a basic understanding of:**

**How** to teach beginner swimmers

- Problems beginners encounter
- Requirement of the teacher
- Methods to use with beginners
- Equipment for beginners

### What to teach beginner swimmers

- The skills involved in the 'core aquatic skills' that beginners should learn

This chapter includes developing the teacher's understanding of the needs of the beginner, how the teacher can deal with beginners to optimise their learning, skills beginners and early learners should learn and suitable equipment for use with learners.

Introducing children to swimming is probably the most important job within the teaching of swimming. It should be exciting, both for you and for them.

# .... an exciting task .....

# .... for you and for them .....

You have to:

- help the children overcome any fears they may have.
- help them develop a love of water and swimming for the long term.
- ensure they enjoy the swimming learning experience.
- ensure that they develop safe behaviour around the water environment.
- ensure that they make progress in the skills that will provide a foundation for future swimming development.

# ..... swimming is for life .....

It requires knowledge of 'how' to teach.

# HOW to teach

In more detail this includes:

- a) An **understanding of the 'non-swimmer' or 'beginner'** – whatever their age, their fears and problems i.e. understanding their needs.
- b) The **qualities needed in the teacher** - an enthusiastic, interesting approach and manner that holds the pupil's attention and get them motivated. A 'fun', 'play' and 'games' approach can contribute a lot in this respect with children, particularly with young children. That fun however must be in the context of learning swimming skills not

simply fun for the sake of fun. Learn to swim time is very limited and must be used to best effect and not wasted just having fun that does not relate to progress in swimming.

- c) An **understanding of the swimming environment** and what helps and encourages pupil learning e.g. warm water, short lessons, undisturbed surroundings, exclusive use of the area etc.
- d) A good **knowledge of different approaches and methods** of teaching beginners of different ages, different aptitudes, different needs etc.
- e) A **knowledge of suitable teaching aids**.
- f) A **knowledge of what is involved in 'learning to swim'** for beginners, confidence in the water, ability to regain standing etc.

It also requires knowledge of **'what'** to teach.

# WHAT to teach

This involves:

- a) A **knowledge of the actual skills and strokes** that make up the activity of swimming.
- b) An **awareness of the aims of a non-swimmer programme**.
- c) A **knowledge of the sequence of learning** / what has to be learned first  
The fundamental areas that constitute 'movement literacy' in swimming which should be included in a beginners programme are:
  - Safe entries and exits
  - Basic orientation in water
  - Submerging and aquatic breathing
  - Floatation and balance
  - Streamlining
  - Rotation
  - Propulsion and basic stroke movements
  - Sculling
  - Treading water

For details of these see Cp. 2.2

## The Non-swimmer or Beginner

# 'fears' .... and ..... 'physical challenges'

The majority of non-swimmers come with a certain amount of 'baggage', i.e. things they are worried about, things they are frightened of, some actual physical problems or restrictions etc.

### Fears

- Fear of the unknown environment.
- Fear of a new / unknown teacher.
- Fear of what will be expected of them.
- Fear of drowning, not being able to breathe, etc.
- Fear from previous experiences e.g. being 'ducked'.

### Physical challenges

- Water pressure makes movement more difficult.
- Different (colder) temperature.
- Different orientation of the body – being horizontal (lying down).
- Limited moments when breathing is possible.
- The tension of the anxious learner makes movement more difficult.
- Poor vision in the water.
- Hearing difficulties in the water / poor pool acoustics.
- New movement patterns to learn.

... it is up to the teacher to structure experiences to help beginners overcome these fears and challenges

#### Task

- a) Give 3 things the teacher needs to know / understand in order to know **how** to teach

swimming.

b) Give three physical challenges a pupil faces when learning to swim.

### **The Beginners' Lessons**

The non-swimmers lessons are about introducing the learner to the water in a way that is reassuring and that is enjoyable. They must want to come back again. It is essential that it is a 'safe', 'happy' environment – with a friendly teacher, plenty support and encouragement etc. It is essential that it is adequately supplied with the equipment that will give the learner confidence, help the learner to achieve and also be attractive to them. This is regardless of the age of the learner. It is just as important that the equipment provided for adults is suited to the adult learner as that equipment is suited to the child.

The lesson is likely to be composed of a range of skills from the core aquatic skills section (2.2) and also some of the practices for the early stages of learning for the strokes (2.3 front crawl). There is some overlap between these two sections. For example push and glide appears both as a practice related to streamlining (2.2) and also in relation to the front crawl (2.3). The main focus for the non-swimmer and early stage beginner must be to work at mastering the core aquatic skills as this provides them with the tools to develop further later.

The standard to which they achieve these core competences is also of great importance. It is not adequate that they only master the skills at a very low level as that will not serve them well later. For example, if their push and glide is not very streamlined because the hands are not together, the feet are some distance apart and the head is slightly raised so that the feet sink quickly ... they will find progress through the water very tiring later when they try to swim front crawl as they are not in a good position to travel through the water efficiently. Likewise, if they can bob up and down putting their face in and out of the water but have to stop every 10 – 15 seconds to get a decent breath this means that they are not actually breathing in and out fully within the bobbing sequence thus they will never manage to swim front crawl.



# Establish core skills to a good level of competence

Have high standards for your pupils. Keeping repeating things until pupils master them does not have to be boring. Practices can be done with the focus on a number of different aspects and slightly different versions of practices can be done. Practices can be done with and without equipment and can be done with different pieces of equipment. Practices can be done alone or with a partner. Repetitions of the same or similar skill need not be boring ..... it is up to you to make it interesting.

## Vary practices to maintain interest

**Task:** Come up with a minimum of 10 push and glide practices / practices that will help learn the skills that are involved in the push and glide – explain the practice / clarify what aspect of the push and glide it is trying to achieve i.e. the **specific** objective of that practice / explain any equipment to be used / give the main teaching points to achieve the objective.

### Aids for learning to swim

This includes both buoyancy aids to give the learner confidence to participate and try things and thus learn, as well as aids that are designed to encourage certain movements – buoyancy aids, floats, toys etc. Teachers are sometimes concerned about pupils becoming too reliant on buoyancy aids. Once pupils are confident the air can progressively be reduced in the arm bands or ring. Attention to the attitude and behaviour of the learner will tell you when they are ready to reduce the level of buoyancy. Children that are confident putting their face in the water and are not swimming around trying to keep their head high out of the water are usually ready to start the slow reduction of buoyancy.

- a) **Arm bands** (to be inflated) **and discs** (of compressed foam)
- Come in different sizes - must be the correct size for the child / adult for buoyancy and fit.
  - Give extra buoyancy at the top part of the body.
  - Tend to result in more vertical body positions.
  - Can limit arm movement due to their bulk.

- Arm bands usually have 'non return' valves which stop them deflating if the stopper comes out.
- Air / support can be reduced gradually by letting a little air out of each arm band initially, then a little more etc. Or in the case of discs reduce from 3 discs to 2 discs etc.



- b) **Rings (Plastic or rubber)**
- Rings come in varying sizes - must be the correct size for the size of the individual for optimum buoyancy and fit.
  - Rings can slide down the body when in the horizontal position making regaining standing difficult.
- c) **Buoyancy belts**
- Usually a belt with a number of smaller polystyrene blocks that slide onto the belt.
  - Amount of buoyancy provided can be reduced, by decreasing the number of blocks used.
  - Should be fastened to fit snugly round the middle so that it does not move around / up and down the body.
- d) **Swimsuits or similar with inbuilt buoyancy**
- Essentially swimming costumes, jackets or vests that have inbuilt buoyancy as part of the garment.
  - Good with pupils who for some reason are long term non-swimmers / some children with special needs / disabilities.
  - Safe as they cannot come off / children have difficulty removing them themselves.
  - Some pupils find it difficult to get horizontal and balanced initially.

Other 'aids' of use when teaching beginners:

- e) **Floats**
- Polystyrene floats can be used either for buoyancy or to isolate the arms while the legs are practiced.

- One float held in two hands with the arms extended in front of the body or two floats held one under each arm with the arms bent will provide additional buoyancy.
- Vary in size – small / thin floats for small children with small hands, large floats are for more senior swimmers for training purposes.
- It is important that floats for young children are held / gripped round their edges and not used with the hands flat on top of them as balance can easily be lost and the floats slip away.

f) **Noodles**

- Long flexible foam tubes that can be held in front or behind the learner and provide support
- Easy to hold
- Enjoyed by pupils
- Should be part of a mix of aids used / not the sole aid used
- Noodles should not be used in deep water with non-swimmers as there are safety issues related to them not holding on / letting go.



g) **Assorted Toys**

- Inflatable toys, buoyant 'ducks', balls, foam jigsaws, floating shapes / letters etc.
  - for holding onto and kicking the legs.
  - for following, pushing, blowing, etc.
  - for water games to help develop confidence.
- 'Sinkables' for submerging practice, e.g. small bricks, dive rings, etc., or hoops.
- Sponges, cups, small plastic watering cans etc., to squeeze/pour water over themselves.
- Egg flips / spaceships (small, two tone, plastic spheres) for blowing practice.



It is preferable that learners use a variety of aids during the learning process and do not become reliant purely on one e.g. using only noodles is limiting to development, while using a variety of noodles / floats provides a greater range of experience and makes the learner more adaptable for the future. Likewise using only arm bands does not provide the same range of experience that using a mix of no buoyancy aids (e.g. when attempting submerging) and using arm bands (when trying to propel the body using arms and legs) and also using floats or noodles (when practicing legs only) during the session provides. The mix of aids provides the more relevant and diverse experience.

### **Methods to teaching non swimmers / early stage beginners**

These are covered below where a number of methods are outlined. Choice of approach is in some cases determined by the situation e.g. whether there is deep or shallow water or whether there is a high / low teacher / pupil ratio. In other cases it is up to the teacher to decide how they teach e.g. whether when moving onto propulsion they teach everyone breast stroke first or whether they let them try all strokes and choose what they like or find easiest / more natural.

#### **a) Multi-Stroke Method (most commonly used method)**

The children are given the chance to experiment with the main strokes (and any variations that come to them, e.g. front crawl legs and breaststroke arms) and then they spend time practicing the variation that they prefer. This is a suitable approach in the short term until pupils are confident in the water and they can then focus on the specific techniques of different strokes.

- instructions are very simple and non-technical e.g., long legs/kick up and down/ make them splash
- practice can be of arms and legs or of parts i.e. legs only with a float

This does allow the child to pursue the stroke they like, the stroke that comes naturally to them, the one they are most successful with i.e. it is child centred. This makes 'learning to swim' more enjoyable and gives greater motivation. It is, after all, very difficult for a small child to concentrate on technique, e.g. breaststroke leg kick which does not come naturally to them if they are frightened or worried about sinking under the water, etc. Technique should come later once they are happy and confident and able to move through the water without 'fear of sinking'. It is however more demanding on the teacher as the range of activity in front of them is much greater and the range of feedback needed much wider.

#### **b) Single Stroke Method**

Here the teacher determines the stroke to be taught, e.g., the whole class work on breaststroke. This method is slightly easier on the teacher as there is only one stroke to give instructions for but can be very limiting for some of the pupils who find that particular stroke unnatural / more difficult. It is not normally recommended for non-swimmers but is the method that normally operates during the SwimSkills stage of Learn to Swim. That is once pupils have mastered the Core Aquatic Skills, as a foundation to future development, and are ready to move on to stroke development.

c) **Shallow Water Method**

Only of use in pools with a large area of very shallow water (i.e., a depth shallow enough for learners to put hands flat on the bottom of the pool with the head out of the water) or with extensive entry steps into the pool.

Learners place hands on the bottom and adopt the horizontal/prone body position. Kicking can be practised and the hands used to 'walk' around the area gradually increasing the 'lift' of the hands off the bottom until it becomes like 'doggie paddle'. Can also be done supine and developed into back crawl kick and sculling action with the hands.



d) **Deep Water Method**

This is where pupils learn to swim in water where they are out of their depth. For many toddlers this may simply be in the shallow end of the traditional swimming pool but for other it means in significantly deeper water. Buoyancy aids that fit well are essential and a teacher or parent / carer in the water is helpful. This is certainly the case in the early stages for the very young who in addition to not being able to touch the bottom are also not able to follow instructions particularly well or control their movement well. This limits class size to one or two or requires more than one teacher, in order that one can be supervising from the poolside while the other is assisting in the water.

This method certainly avoids the problem of getting the feet off the bottom but can be stressful for more nervous pupils. It does however mean that pupils should not have a fear of deep water and should get started with movement through the water using both arms and legs fairly quickly. Many of the early water confidence activities will have to be adapted and it is important to ensure that the early core aquatic activities do not get missed out just because the feet are already off the bottom. The pupil still has the same requirements to learn to breath regularly, rotate the body, streamline etc.

e) **Guided Discovery**

This is a technique that can be incorporated into any of the methods above rather than a method on its own. The teacher set problems for the pupils to solve e.g. what happens when you breathe out while doing your mushroom float? While this makes pupils think about the tasks, work out solutions and ultimately learn about some of the skills. It can be challenging to the more timid pupil.

All these methods can be done with any of the buoyancy aids, e.g., armbands or with combinations of aids, e.g., armbands and ring or arm bands and a float. Once the child is progressing well through the water and doing so confidently and happily the amount of buoyancy can be gradually reduced, i.e., let a little air out, more practice until they are confident at that stage then let a little more air out, etc.

**Task**

What are the advantages to each of the following methods of teaching non-swimmers?

Multi stroke

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Guided discovery

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**Task**

What are the core aquatic skills that should feature in the non-swimmer's programme?

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**Task**

What practices would you use with young non swimmers / early stage learners to encourage the skills listed below? What teaching point would you provide to develop the key feature of that skill and encourage the child to perform the task correctly? One practice / one teaching point for each skill.

Skill	Practice	Teaching point
Submerging		
Getting the feet off the bottom		
Floating on the back		
Rotation round a longitudinal axis		
Breath control		
Opening the eyes underwater		
Streamlined body position while travelling		

**2.8.3 Whole /part /whole and part /whole teaching**

There are various ways of structuring lessons and sequencing practices for presentation to learners. The 2 main structures at this stage of your teaching are either **part / whole** or **whole / part / whole**.

**Whole / part / whole**

Presenting skills in their whole form makes it clear to the learner what the task is and presents the whole skill in its normal context. While this gives the learner the whole image, as there are possibly so many constituent parts to pick up, it is difficult for the learner to master and initial success may be slow to come. Breaking it into the constituent parts gives a better success rate and normally follows the initial attempt at the whole. Following practice of the parts the whole is normally attempted again to see what improvement has been made. This is most often used when developing skills that the learner already has some knowledge of.

**Part / Whole**

Part / whole teaching starts from the practice of key parts and builds over time to the whole skill. This is normally used to introduce new skills to learners or where there is a danger / safety element involved in the skill. For example diving, where it would be dangerous for a learner with no experience of diving to attempt the full dive straight away. Hence the approach of covering the pre-requisites in shallow and deep water (i.e. part practices) first before embarking on a series of diving progressions from the poolside that start low / close to the water and isolate key elements in order that the learner has minimal risk of injury and

a limited number of things to focus on. The skill is broken into parts, the parts learned and then the parts gradually built up into the whole.

#### 2.8.4 Use of activity cards

##### Activity Cards

Activity cards can be provided through the programme of a specific agency (e.g. national governing body / local authority / club) or can be developed by the lead teacher or coach independently. They can be a good resource to guide the inexperienced teacher, e.g. Level 1 teacher, through parts of a session. They are not a session plan but can certainly form the guidance for the teacher for certain parts of the lesson. They essentially are comprised of the instructions for a specific task or skill. There might be an activity card for one or more of the elements that you are going to teach in the lesson.

Activity cards can be produced for all of the core aquatic skills and many other specific skills in all disciplines of the sport. A series of samples are produced below:-

- a) **KEY SKILLS CARDS** - These focus on some of the key skills or parts of skills and provide a game type scenario to present them in. They provide some safety information, teaching points and suggestions for making the task simpler / harder to accommodate learner needs. These cards are for the use of teachers with limited experience.
- b) **CORE AQUATIC SKILLS CARDS** - These cards are part of a series that covers all the core aquatic skills and presents 10 – 12 learning stages for each topic. Each stage has one or more card focusing on a specific skill with practices and accompanying teaching points. Some of the cards are for teacher led tasks while others (the majority) are for pupils to work with independently or in pairs.
- c) **SKILL / GAMES CARDS** - These cards provide guidance on activities structured to encourage some of the core aquatic skills in a games like format. Care must be taken to ensure that the related core skills are the main focus and that teaching points, which are limited on the card, are used fully to develop pupil performance.

These cards are available either through Scottish Swimming or the Scottish Swimming web site.

Note that activity cards are a support for lessons but **do not in any way take the place of well-planned lessons or knowledgeable teachers**. They are not intended to be the content for the full lesson but only to be a part of a lesson.

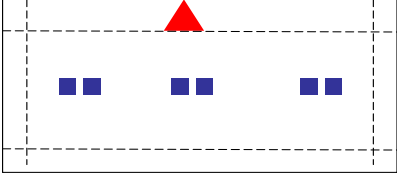
There are many elements contained on a card. These are included in different proportions on different sets of cards. Note that some cards are purely for the use of the teacher while others are for the use of pupils. The different series of cards include differing amounts of information about:-

- the number of participants (individual / pair/ group)
- the equipment required
- the organization and spacing of teacher/ participants / equipment / direction of play or movement etc.





- the objective of the practice or criteria for success
- how the game / skill is performed
- images of the skill involved
- techniques / teaching points that would be reinforced at the start / during the activity
- any safety points that require to be reinforced
- adaptations for pupils of different ability (how to make it easier/ harder) ..... etc.

a) **KEY SKILLS CARDS** - The sample card produced below is for the core aquatic skill of balance. As the level 1 teacher assisting with the lesson it would be part of your responsibility, when preparing for your role in the lesson, to check over the content of the card and ensure that you understood all the elements.

<p><b>Group</b> Individual Pairs <input checked="" type="checkbox"/></p>	<p><b><u>BALANCE</u></b></p>	<p><b>Underwater Handstands</b></p>
 <p><b>How to Play:</b></p> <ul style="list-style-type: none"> <li>• Participants start in pairs. Taking turns to support the others legs (and watch for overbalances)</li> <li>• On coaches command, one partner attempts handstand and the coach times and records them. The longest handstand wins</li> <li>• This activity focuses mainly on the <b>FUNdamental of BALANCE</b> whilst holding their breath under the surface of the water</li> </ul>		
<p><b>Equipment Needed:</b> ▶ None</p>	<p>SCOTTISH everyone</p>	<p><b>Diagram Key:</b></p> <ul style="list-style-type: none"> <li>▲ = Coach</li> <li>■ = Participants</li> <li>● = Equipment</li> <li>↗ = Direction</li> </ul>

(Front of card)

<p><b><u>COACHING POINTS</u></b></p> <ul style="list-style-type: none"> <li>•Keep hands shoulder width apart to create a stable base.</li> <li>•Bring legs, ankles and feet up together</li> <li>•Arch back slightly, allow chin to point at ground and look at the point just in front of your hands</li> <li>•Try to keep centre of gravity directly in line with the mid-point between the hands</li> <li>•Partners support legs lightly by the ankles and look to release when participant wants to come up for breath</li> </ul>	<p><b><u>DIFFERENTIATIONS</u></b></p> <p><b><u>EASY:</u></b> Participants start in chest deep water and use a partner to aid balance and support</p> <p><b><u>HARDER:</u></b> Participants can progress into more shallow water (less support), no partner support.</p> <p>Try to stay underwater longer, bring hands closer together when in handstand. One handed handstands In deep water using sculling to support</p>
<p><b><u>HEALTH &amp; SAFETY</u></b></p> <ul style="list-style-type: none"> <li>• Check that Participants take turns to ensure that partners are aware of where others are and do not have any physical contact. i.e. – avoid overbalancing into others and any obstacles.</li> <li>•Coach to check participants are capable of holding their breath underwater before commencing activity.</li> </ul>	
	

(Back of card)

**b) CORE AQUATIC SKILLS CARDS**

There are 3 examples of elements of this series of cards. The first one shows the whole series of cards on one of the core aquatic skills topics i.e. Streamlining. The second card is the back of the master card for streamlining and summarizes the key technical points the series of cards on streamlining covers and also shows the range of cards available on the topic that the teacher can select from. The third card shows the card that the pupil would work from either individually or with a partner for one of the stages of that skill. Some of the cards are for teacher led tasks while others (the majority) are for pupils to work with independently or in pairs.



(Master Card for the topic of Streamlining)

## Streamlining

**Importance: Streamlining is about body shape in the water - Long shape - Pointed at both ends to allow the water to flow easily on / along / off - essential for ease of travel through water to reduce resistance – essential to travel with minimum effort – the basis of efficient stroke technique.**

### Individual pupil cards available:-

- 1A Long pencil shaped float on the front – emphasis on getting started with the face in water
- 1B Long pencil shaped float on the front – emphasis on getting the front end / leg end streamlined in shape
- 2 Back float – emphasis on the head back / back lying position
- 3A Long float on the back with arms back – emphasis on arm position / legs together
- 3B Long float on the back with arms back – emphasis on helping partner to achieve the long back float with streamlining
- 4A Push and glide from standing, on the front with the face in the water
- 4B Push and glide from standing, on the back with back of the head / ears in the water / arms back
- 5A Push and glide on the front from standing at the wall
- 5B Push and glide on the front from gripping the wall
- 5C Push and glide from gripping the wall to glide through a hoop
- 5D Push and glide on the back from gripping the wall
- 5E Push and glide on the back from gripping the wall with a pencil shaped glide
- 6A Push and glide and kick on the front, use front crawl kick (+ on back and side)
- 6B Push and glide and kick on the front, use fly kick (+ on back and side)
- 6C Push and glide and kick on the front with rotation
- 7 Push and glide downwards

- 8A Push and glide submerged on front with crawl kick
- 8B Push and glide submerged on the back with crawl kick
- 8C Push and glide submerged on the side with crawl kick
- 9A Push and glide for distance with a partner
- 9B Push and glide and kick for distance with a partner
- 10 Treading water – rise and then streamline to submerge
- 11 Push and glide into a somersault
- 12 Push and glide, bring in legs and then bring in arm action

### Teaching points related to streamlining

- Long narrow shape
- Head in line with body / face in water (prone)
- Arms - upper arms pressed against the ears
- Legs together / feet together
- Stretch the middle of the body
- Tapered to a point at both ends
  - Hands one on top of the other
  - Toes pointed
- Tension of the 'full stretch' fingertips through to toes
- Any additional element e.g. the kick should be built onto a good glide

Similar on the back.

Streamlining relates not only to the strokes but to other skills e.g. submerging / jumping in / surface diving / diving etc.

(Back of the master card for streamlining)

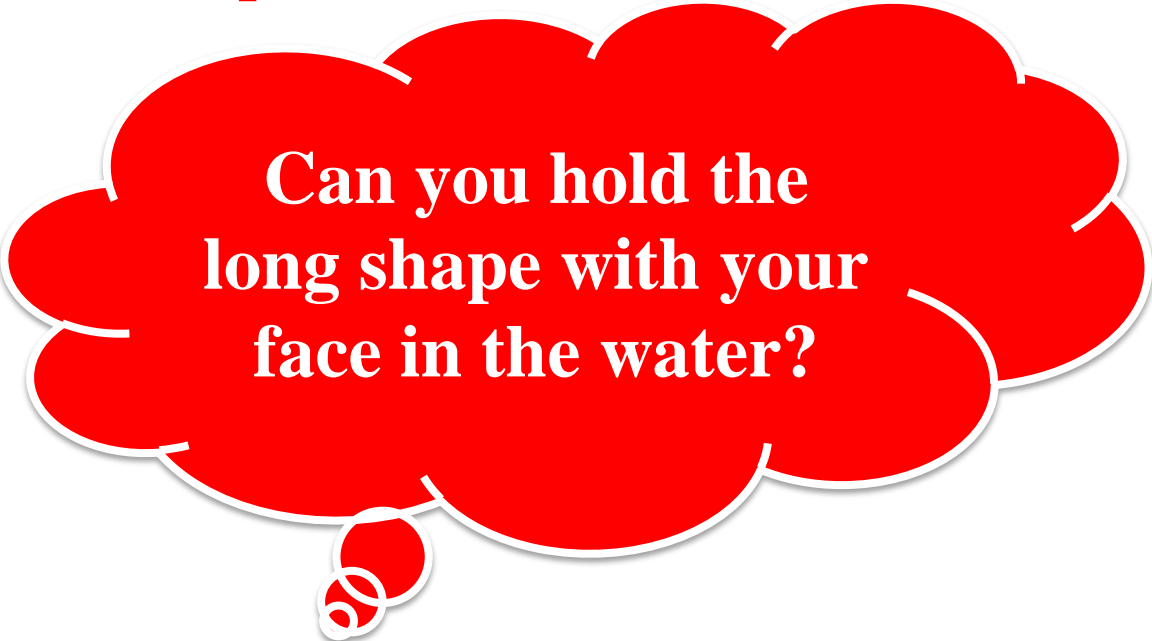
## Streamlining

### 1. (A) Long (streamlined) pencil shaped float



- **Take a big breath**
- **Put face in the water**

- **Arms squeeze your ears**
- **Nose points to the floor**



**Can you hold the  
long shape with your  
face in the water?**


(Front of the individual card for pupils to work on tasks)

**c) SKILLS / GAMES CARDS**

These cards provide guidance on games style activities which incorporate key skills that we want children to acquire. Care must be taken to ensure that the related core skills are the main focus and that teaching points, which are limited on the card, are used fully to develop pupil performance.


**Activities**

## A day out in...


 **How to play**

Perform the actions for the season e.g.


- ★ **Spring:** egg hunt, bury bulbs, hop like bunnies, etc
- ★ **Summer:** sunbathe, paddle, water the flowers, etc
- ★ **Autumn:** chase leaves, dance round bonfire, blow like the wind, etc
- ★ **Winter:** curl up, shiver and shake, rub hands together, roll around in the snow, etc

 **Equipment & Numbers**


- Buoyancy aids may be used, but not a support teacher or the wall.
- Numbers only limited by space/depth available and supervision.

 **Teaching Tips**



- Rolling in snow could be illustrated by a forward somersault.

 **Rules & Safety**

- Ensure adequate depth for somersaults.

 **Making it Easier/Harder**

- Teacher suggests suitable actions.
- Players suggest actions.

(Front of Card)

**Activities**

## A day out in...

 **Outcomes**

A situation game that can be adapted to meet outcomes at most Stages eg:

**Pre-school – outcome 2**  
Orientation – moving through the water in a variety of ways

 **FUNDamental Movement Skills**

- agility
- balance
- co-ordination
- speed
- running
- jumping
- kicking
- kinaesthetics
- gliding
- buoyancy

 **Core Aquatic Skills**

- entries
- exits
- buoyancy and balance
- streamlining
- aquatic breathing
- rotation and orientation
- travel and co-ordination
- water safety

 **Other Benefits**

Situation games provide many opportunities to achieve specific outcomes across all Stages, and can be easily adapted to cover all core aquatic skills and all FUNDamental movement skills.

Players can contribute their own scenarios and actions.




(Back of card)