

Appendix 1 GLOSSARY

Glossary of swimming related vocabulary

ABCS - part of the Long Term Athlete Development (LTAD) programme, ABCS refer to Agility, Balance, Coordination and Speed. LTAD also includes RJT / KGBS and CKS.

Artificial aids – normally refer to the buoyant aids, such as arm bands, noodles, floats and swim belts, which are used to support non-swimmers / beginners until they gain the confidence to swim independently.

Auditory – relates to communication that is received through the ears i.e. listening and speaking

Autocratic – a teacher / coach led style of working where the teacher or coach is the authority and dictates what happens with little contribution from or interaction with the learners

BLABT – this is the systematic way of breaking down the stroke to analyse it – i.e. look at the Body, Legs, Arms, Breathing and Timing in that order. The order is thus as, if the body position is incorrect it does not matter what you do with the legs it will not be really effective as the body incorrectly positioned is so difficult to move through the water. Likewise if the legs are not fulfilling their function of maintaining the body position and balance then the arms cannot propel effectively etc. Think in that order when analysing and teaching in that order when presenting content / learning stages to pupils.

Buoyancy aids – specifically refers to the buoyant category of aids (e.g. arm bands as opposed to fins or dive rings) that are used to give non-swimmers confidence in the early stages of learning.

CKS - part of the Long Term Athlete Development (LTAD) programme, refers to Catching, Kicking and Striking with an implement. LTAD also includes ABCS / RJT and KGBS.

Chain swimming – involves swimmers swimming one after the other 'round' a lane. Adjacent lanes swim alternatively clockwise and anti-clockwise to avoid clashes of arms. Swimmers set off at 5 or 10 second intervals. Swimmers require to be taught not to 'bother' others by swimming on their feet etc., to keep to the side of the lane, to overtake when possible down the centre of the lane and where necessary to let catching up swimmers pass at the turns.

Closed questions – questions that ask for short factual answers e.g. yes / no, or that provide a limited range to choose from e.g. is it straight or bent?

Core aquatic skills – are those skills that are fundamental to the learner acquiring basic competence in water. These are the skills that require to be mastered in order that the swimmer can build on them and progress. E.g. skills relating to entering the water, submerging, regaining standing, controlling the body shape and propelling the body.

Deep water method – relates to pupils learning to swim in water where they are out of their depth. Depth of water obviously relates to the height of the individual. A very young child could be

learning in deep water when the water is 1m whereas an adult may need to be learning in 2m to be in 'deep water'.

Democratic – a sharing style of management / teaching that allows others to express an opinion / contribute to decisions.

Direct questions - questions posed, either to an individual or group. Such questions usually require a short / specific answer e.g. who spilled the water on the floor?

EAP – Emergency Action Plan – a plan that outlines the procedure in a particular pool facility for dealing with an accident / incident. It explains who is responsible for what e.g. who calls the emergency services if required, who rescues, who clears the pool, who deals with the public, what the sequence of action should be, who reports to who, what reports require to be filled in after an accident etc.

Early breathing – this term is mainly used in relation to the breathing in the breast stroke. It describes the timing of the breathing in relation to the arm action. Early breathing would be inhaling when the hands were at full stretch in the glide and starting to move apart towards the 'catch'. (See also mid and late breathing)

Exaggerated correction or exaggerated practice – is the over correction of a fault e.g. where the hand in the back crawl is entering wide of the shoulder (at 10 to 2) and the swimmer continues with that even when asked to enter the hand in line with the shoulder – the swimmer could be asked to make the hand enter across the midline / behind the 'other' shoulder. The hope is that the 'over-correction' will result in the correct entry position for the hand.

Feedback – this is information received back by the performer about their performance. This can be verbal feedback from a teacher / coach / partner; can be physical feedback from the body e.g. can you 'feel' whether limbs are straight or not / touching each other or not; can be 'visual' feedback e.g. can you see the arm passing straight back over the body in the back crawl; or can be 'auditory' feedback e.g. can you hear the feet constantly kicking.

Guided discovery - involves setting problems for the pupils to solve so that they learn from the experience e.g. in order to discover the effect of air in the lungs / the role of breathing in the buoyancy of the body doing a mushroom float with full inspiration (lungs full of air) and then doing a mushroom float and exhaling (letting all the air out of the lungs) and seeing 'what happens' i.e. that the body sinks.

Hazard – hazards are things which could cause harm / could cause accidents. They include physical hazards such as obstacles on the poolside and activities which are hazardous if care is not paid to space and depth of water. People can also be hazards to other people if they are not adhering to the norms of behaviour that are set for the environment e.g. if they are running on the poolside, jumping or diving in without attention to others, spitting or urinating in the pool they are hazards to the safety and / or health of others.

Indirect questions – such questions are posed to an individual or group. They are generally more formal and more polite. They are usually slightly longer than direct questions. e.g. I would like to know who spilled the water on the floor or could you tell me who spilled the water on the floor. Indirect questions are used particularly where the information wanted is sensitive and usually start with an indirect phrase such as I'd like to know how .../ Can you tell me what I'd be interested to hear when..... / Would you mind telling me which i.e. they have an introductory phrase followed by a question word (who, what, how, which etc.)

KGBS - part of the Long Term Athlete Development (LTAD) programme, KGBS refers to Kinaesthetics, Gliding, Buoyancy and Striking with the body. LTAD also includes ACBS / RJT and CKS.

Laissez faire – is a very easy going style of teaching / working. Laid back, not rushed or under pressure.

Late breathing - this term is mainly used in relation to the breathing in the breast stroke. It describes the timing of the breathing in relation to the arm action. Late breathing would be inhaling as the hands had come together in front of the chest ready to start the recovery movement of stretching forwards. (See also early and mid-breathing).

LTAD – Long Term Athlete Development is a structured programme of guidance relating to suitable activities for young people in relation to their age and stage of physical, mental and emotional development. It is designed to ensure that participants

Mid breathing – this term is mainly used in relation to the breathing in the breast stroke. It describes the timing of the breathing in relation to the arm action. Mid breathing would be inhaling when the hands had completed the 'catch' and were going through the down-sweep with the elbows bending. (See also early and late breathing)

Mixed ability class – a mixed ability class is a class that contains pupils of varying abilities / needs. This normally has to be sub-divided into 2 or 3 groups in order that pupils can be presented with content suited to their ability and work on tasks that suit their competence.

Multi stroke method of teaching – in this method the learners are introduced to the basics of all the strokes and then are able to select and pursue the stroke that comes most naturally to them / that they are most successful with.

Non-verbal communication – is communication that does not involve talking, i.e. body language, signals, and demonstrations.

NOP – Normal Operating Plan – a plan that outlines the procedures in a particular pool facility for everyday operation. This should include aspects such as maximum numbers, teacher pupil ratios etc.

Open questions – questions that require longer, more reasoned answers and often require an opinion.

Orientation – familiarisation with the pool environment and with the water environment (its temperature, depth, pressure)

Part whole – in ‘part whole’ teaching the basic parts that make up the whole skill are taught separately first and then they are combined into the whole. E.g. the ability to submerge, to glide underwater, to enter water from a height, to regain the surface from the bottom and to invert the body are each taught separately before they are built together into progressive stages to reach ‘the dive’ and entry is attempted from the poolside. In skills such as diving where there is a danger element if the beginner / learner gets it wrong this is the usual approach.

Propulsion – propulsive forces are the forces that are applied to the water (by the arms / hands and legs / feet) to propel the swimmer forward. These pushing, pulling and kicking movements are the propulsion that moves the swimmer. Teachers and coaches aim to maximise propulsion (and minimise resistance) to optimise performance.

PSOP – Pool safety operating procedures. This document should contain both an **EAP** (Emergency Action Plan) and **NOP** (Normal Operating Plan).

Resistance – this is a force that retards or holds the swimmer back. Resistance forces are generally called drag forces as they act in the opposite direction to the way the swimmer wants to travel and drag the swimmer back.

Risk assessment – this is a process that should be undertaken to decide if there are significant risks to the activity / class about to be undertaken. Are there potential dangers in the environment, within the participating group or in the activity being done? What can be done to minimise the dangers / risks? Is the remaining risk acceptable i.e. it has a low chance of happening?

RJT - part of the Long Term Athlete Development (LTAD) programme, refers to Running, Jumping and Throwing. LTAD also includes ACBS / KGBS and CKS.

Sculling – propulsive movement of the hand to balance, support or propel the body in the water. Sculling involves changes in the pitch of the hand as it moves in a figure of eight providing constant support or propulsion.

Shallow water teaching – relates to swimmers learning to swim in water that is shallow enough for them to put their hands on the bottom of the pool with their face clear of the water. This can be done on the front or the back i.e. prone or supine. While supported on the hands the swimmer can practice the leg kick and ‘walk’ around the area on their hands. The hands can gradually be off the bottom for longer as the ‘walking’ turns into ‘paddling’. It does not require the use of artificial aids.

Single stroke method of teaching – the teacher decides on the stroke to be taught with the intention of the pupils all mastering the same stroke. The stroke chosen may not suit all learners. Normally this method is easier for the teacher as the practices / teaching points are common to the whole group.

Teacher's Code of Conduct or Code of Ethics – This is a Scottish Swimming document which provides the principles of ethical practice for teachers. It covers issues of responsibility, behaviour and competence that underpin the day to day practice of teaching and interaction with others.

Teaching practices – refers to the tasks that are set for swimmers to enable them to learn / master skills. They are normally parts of the skill done in sequence and building towards the whole skill. They are the 'what' to do as opposed to the teaching points which are the 'how' to do it.

Teaching point – refers to the point (s) of instruction on how to do a particular task or practice. The thing or things that the teacher / coach wants the swimmers to focus their attention on. The 'how' to do the task e.g. with the elbow bent, with the face in the water etc.

Treading water – using the legs to kick (various kicks e.g. scissors, side stroke, breast stroke, egg beater) and the arms / hands to scull in a horizontal direction while keeping the body in a vertical position. The head is just clear of the water and the body is usually stationary unless there is a specific function requiring movement e.g. in synchronised swimming or water polo.

VAK – Visual, Auditory, Kinaesthetic. Relates to preferred ways of gathering information and learning through seeing, hearing and feeling.

Verbal communication – all aspects of communication involving talking and listening. Includes verbal presentation of information / setting tasks / giving of feedback, asking questions and listening to answers, listening to questions from swimmers and giving answers plus voice projection, positioning for effective communication etc.

Visual – seeing. People who learn visually learn by watching others. Visual clues are points you see that guide you about what to do.

Water literacy – competence in the basic skills required to move / be comfortable in water. As 'literacy' refers to someone's ability to read which encompasses their knowledge of the letters of the alphabet / words etc. water literacy encompasses someone's ability in the basics of buoyancy, controlling body shape, controlling breathing, etc. in the water.

Waves – swimming in waves involves numbering swimmers 1/2/3 (as appropriate for total numbers) and then the 1s all starting off together to swim the width / length, then the 2s etc. Only works where the distance to be swum is a single widths or lengths.

Whole part whole – a learning sequence e.g. for a swimming stroke, where the pupil attempts the 'whole' skill first, then attempts the individual parts that require improvement before then putting the practiced part back into the whole. This is the most common method of structuring learning unless attempts at the whole would be dangerous e.g. it would be dangerous to attempt a 'whole' dive before the pre-requisites have been mastered individually e.g. the ability

to get back up to the surface of the water, the ability to turn the body upside down, the ability to protect the head on entry etc. In this case part / whole learning is done.