Teacher of School Swimming

Key Stages 1 and 2

Version 2

Swim England

Objectives of the day

- Develop skills appropriate to those working at the improver level.
- Understand technical aspects related to the four strokes - stroke analysis.
- Identify faults and causes, and introduce progressive practices to bring about improvement.
- Identify the key considerations when developing a lesson plan.
- Create session plans for the delivery of swimming lessons.
- Describe the key aspects of communication in relation to delivery.
- Review the effectiveness of your planning and delivery.

House keeping

ICEBREAKER - KAHOOT

REFRESHING OUR KNOWLEDGE

Version 1

Swim England

Core Aquatic Skills

- Entries and exits.
- Buoyancy and balance.
- Rotation and orientation.
- Streamlining.
- Health and fitness.
- Aquatic breathing.
- Travel and coordination.
- Water safety.

A Reminder – Those all important Core Aquatic Skills

- Entries and Exits
- Buoyancy and balance
- Rotation and orientation
- Streamlining
- Aquatic Breathing
- Travel and Coordination
- Water Safety
- Health and Fitness

Additional Core Skills for the Improver Stage

- Sculling – stationary; head and feet first
- Head and feet first surface dives
- Variations in floating; in pairs and threes (including mushroom floats)
- Treading water
- Variety in methods of entry – jumping showing different shapes
- Building sequences

So, why are these skills important?

What practical skills should we be teaching to help pupils remain safe in water?

- Entries – Wading, sliding, pencil jump, straddle, straddle from height,
- Simulated fall
- Floating – star float
- Rotation – from floating to swimming and in reverse
- Treading water – sculling with varying kicks
- Survival stroke - f/c catch, underwater recovery, head up,
- Signal for help – one hand raised
- Heat Escape Lessening Position (H.E.L.P)– holding floating object
- Huddle – link arms or hold on to floating object
- Exits – simulate river banks, boats, wearing a lifejacket

Water Safety knowledge and understanding

National Swim Group outlines that pupils should know and understand:

- the dangers of water
- how to act responsibly when playing in or near different water environments
- Importance of adhering to national and local water safety advice; eg beach flags
- how to use appropriate survival and self-rescue skills if they unintentionally fall in or get into difficulty in the water
- what to do if others get into trouble

Core Aquatic Skill Development

ACTIVITY

- Work in pairs to break down the Core Aquatic Skill you have been given into 2 – 3 progressions, along with teaching points

DELIVER SKILL TO REST OF GROUP

How to perform safe self-rescue recap

Action	Details
Float and regulate breathing.	Until you regain control of your breathing.
Tread water.	Keep yourself facing away from the waves and head above water.
Rotation.	Turn around, regain an upright position and twist from the back to the front and vice versa.
Signal for help.	One hand straight up in the air, shout for help.
Huddle position.	Stay together as a group whenever possible and maintain body heat.
Heat Escape Lessening Position (HELP)	Maintain body heat until help arrives while you call for help
Survival stroke.	Head up, arms recover under water, alternating leg kick.
Safe exit.	If you can find a way to get out of the water safely, do so. This might be climbing onto a floating object, or swimming to the shore/bank if it is of a reasonable distance. (Use steps/side of pool in lessons).

Activity

In groups, discuss what **additional skills** should be taught to pupils at the improver stage of development.

Use of games as an aid to learning

Activity

In pairs describe 2/3 games that you currently deliver to pupils at school that could be transferred to the swimming pool.

Identify the purpose of the game in relation to the development of core aquatic skills.

What is BLABT?

B	Body position
L	Leg action
A	Arm action
B	Breathing
T	Timing

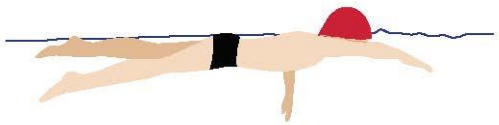
Front crawl

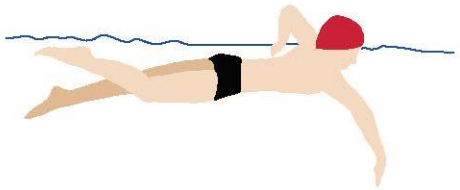
Based on your own experience what are the **main issues** when you start to teach front crawl?

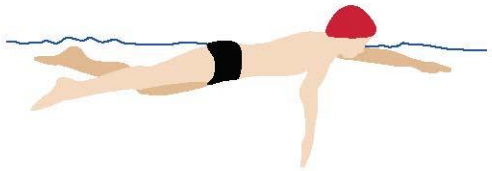
Whole group discussion.

Body position

- Face in water – eyes looking downward and slightly forward.
- Horizontal, stretched and streamlined.
- Shoulders rotating with arm action.
- Head central except when breathing.

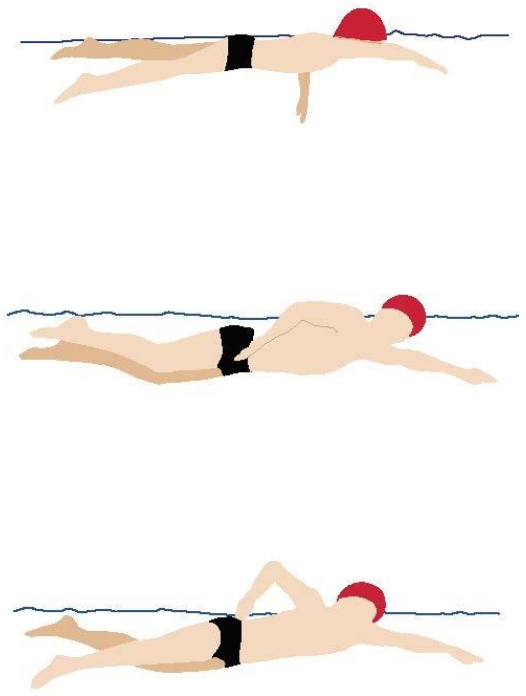






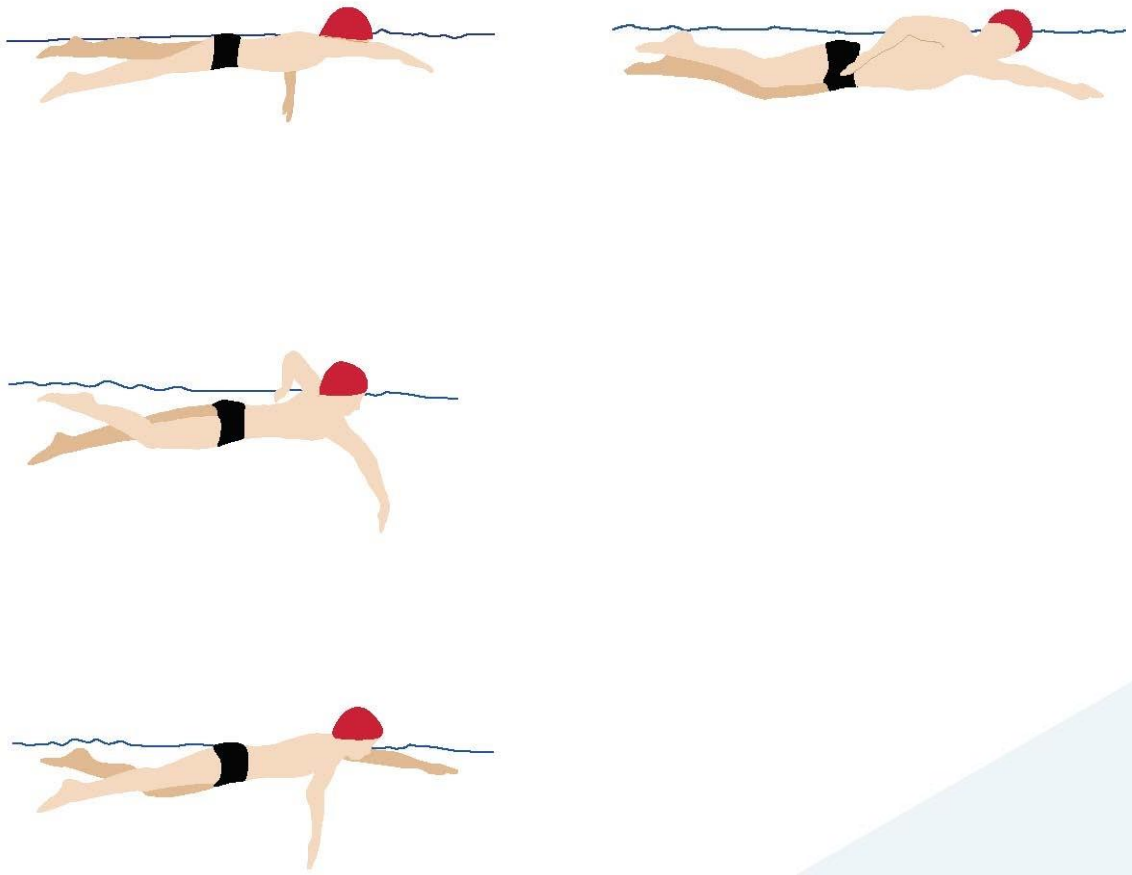
Legs and feet

- Close to surface and in line with body.
- Steady, continuous, alternating kick initiated at hips with slight bend at the knee.
- Feet pointed.
- Small splash behind.



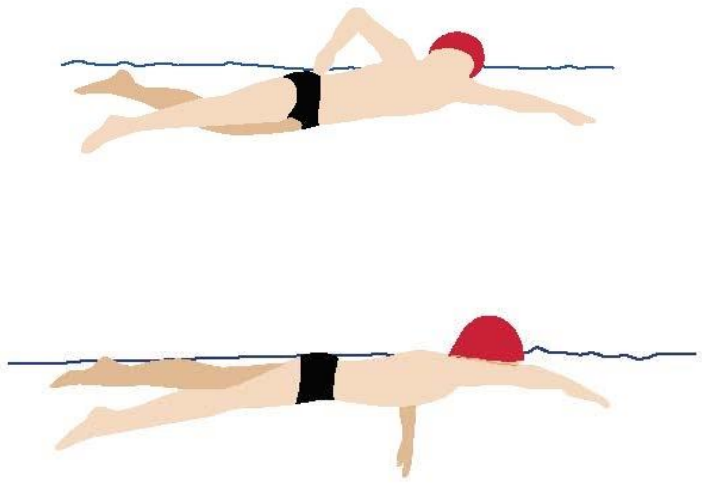
Arms and hands

- Controlled sliding entry between shoulder and head; finger tips first.
- Hand moves slightly out and down to 'catch.'
- From the 'catch‘ the hand moves towards the centre line then pushes backwards and outwards towards the thigh – elbow higher than the hand throughout…



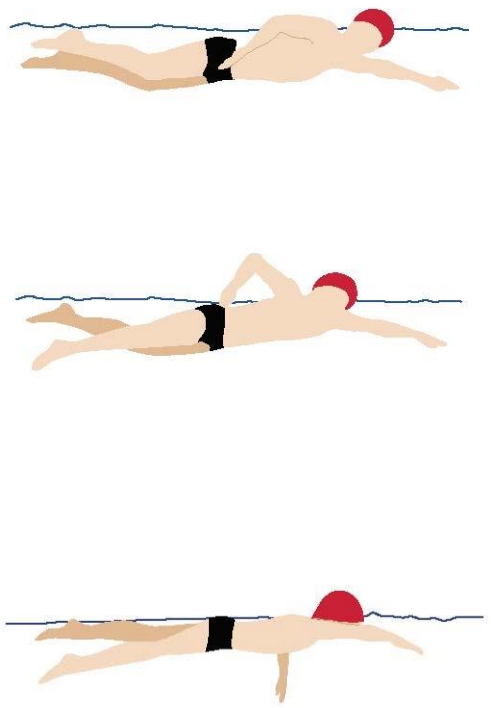
Arms and hands

- Elbow exits water first followed by the wrist and hand.
- Arm moves over the water, remaining close to the body for controlled entry.



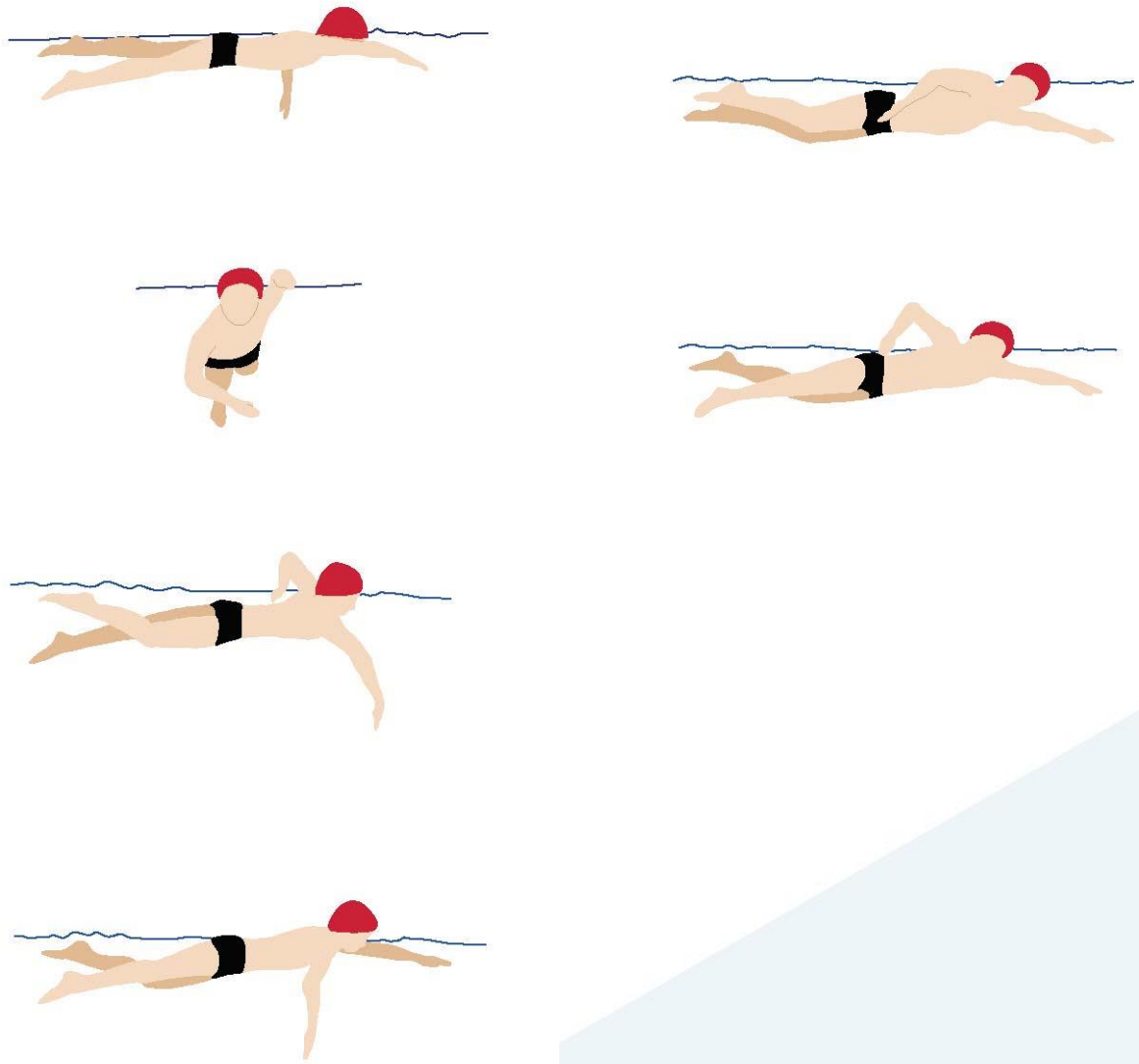
Breathing

- Breathing can be unilateral (to one side) or bilateral (to alternative sides) every three arm actions is preferred.
- Exhalation occurs when face is in the water.
- In breath takes place to the side, fitting in with the natural roll of the stroke.
- Head returns to central position.



Timing

- Continuous movement
- Kicking, pulling and breathing co-ordinated and controlled
- Aim for six leg kicks per arm cycle
- Smooth, long stroke



Common faults, causes and corrections

Fault	Cause	Correction
Feet/legs kicking out of the water.	• Head position too low.	• Body position practices, stressing water level at mid forehead.
Feet kicking deep in the water	• Head position too high. • Face not in the water.	• Body position practices, stressing water level at mid forehead.
Kicking from the knees	• Lack of understanding. • Over-enthusiastic kicking.	• Recap early leg action practices, focusing on kicking from the hips.
Slapping hand on entry.	• Fingers not entering first.	• Early arm action practices, focusing on sliding fingers in.

Practices – body position

- Pencil float on front.
- Push and glide on front using a float - arms extended and face in water.
- Push and glide on front using a float - arms extended and face in water, add kicking.
- Push and glide on front with face in water and with a streamlined stretch (no float).
- Push and glide on front with face in water and with a streamlined stretch, add kicking (no float).

Practices – legs and feet

- Kicking at rail/side.
- Repeat kicking practices for body position.
- Kicking on side with one arm extended; face in breathing position; face in water and looking down.
- Kicking with big splash; small splash and silent kicking.
- Kicking dual.

Practices – arms and hands

- Walking in the water with face in practising an alternating action with both arms.
- Front paddle whilst walking; face in water.
- Front paddle with face in water and kicking.
- Arm action standing; walking; with face in water.
- Push and glide with arms extended; face in water; single arm action with no breathing.
- Full stroke with face in water and no breathing.

Practices - breathing

- Repeat bobbing practices – aim for 10 consecutive with exhalation and inhalation.
- Hold rail/side with one hand; turn head to breathe.
- Combine with arm action, standing and walking.
- Push and glide with face in water and one arm extended, add leg action and breathing.
- One arm extended, single arm action with breathing.
- Full stroke over short distances; add one breath; two breaths, etc.

Practices - timing

- Smooth, co-ordinated stroke over short distances.
- Full stroke with emphasis on where in the stroke breathing occurs.
- Increase stroke awareness through fast, short stroke and slow long stroke.
- Count number of strokes to cover set distance and aim to reduce.

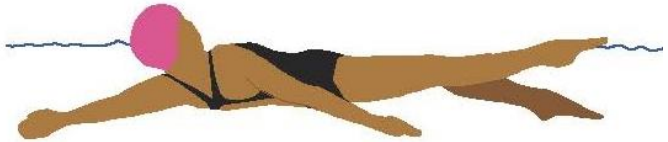
Backstroke

Based on your own experience what are the **main issues** when you start to teach backstroke?

Whole group discussion.

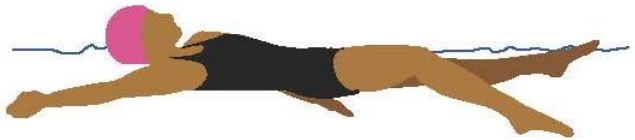
Body position

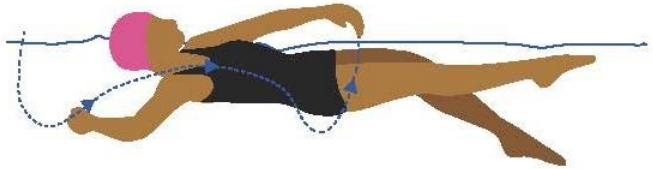
- Back of head in water; central position and still; eyes looking upwards.
- Almost horizontal, stretched and streamlined; chest clear of water surface; hips slightly submerged.
- Controlled rolling of shoulders.



Legs and feet

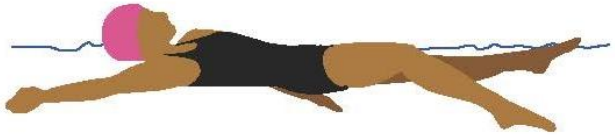
- Close to surface and in line with body; knees under.
- Steady, continuous, alternating kick initiated at hips with slight bend at knee.
- Feet pointed and slightly in-toed.
- Small splash behind.

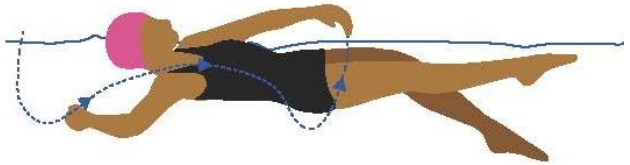




Arms and hands

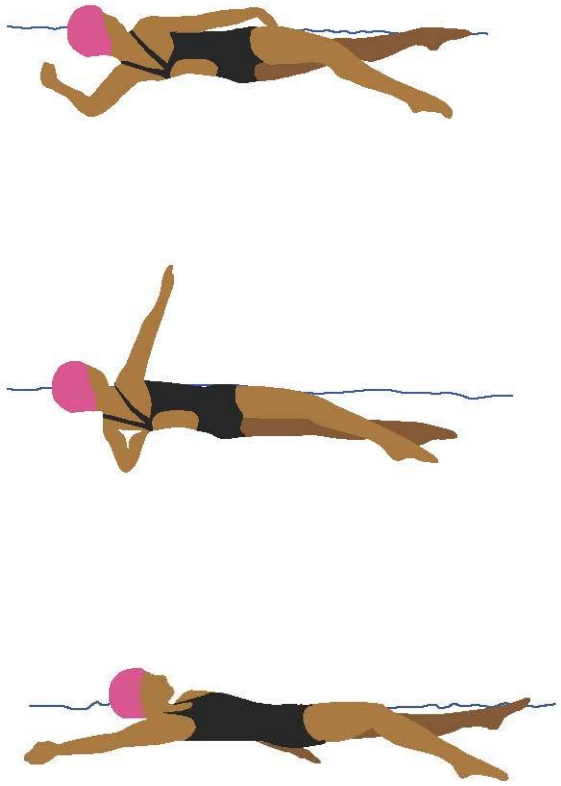
- Controlled, little finger first entry with palm facing outwards and in line with shoulder.
- Hand moves downwards and outwards to 'catch.'
- Elbow bends and hand presses round and backwards with elbow pointing to pool floor….





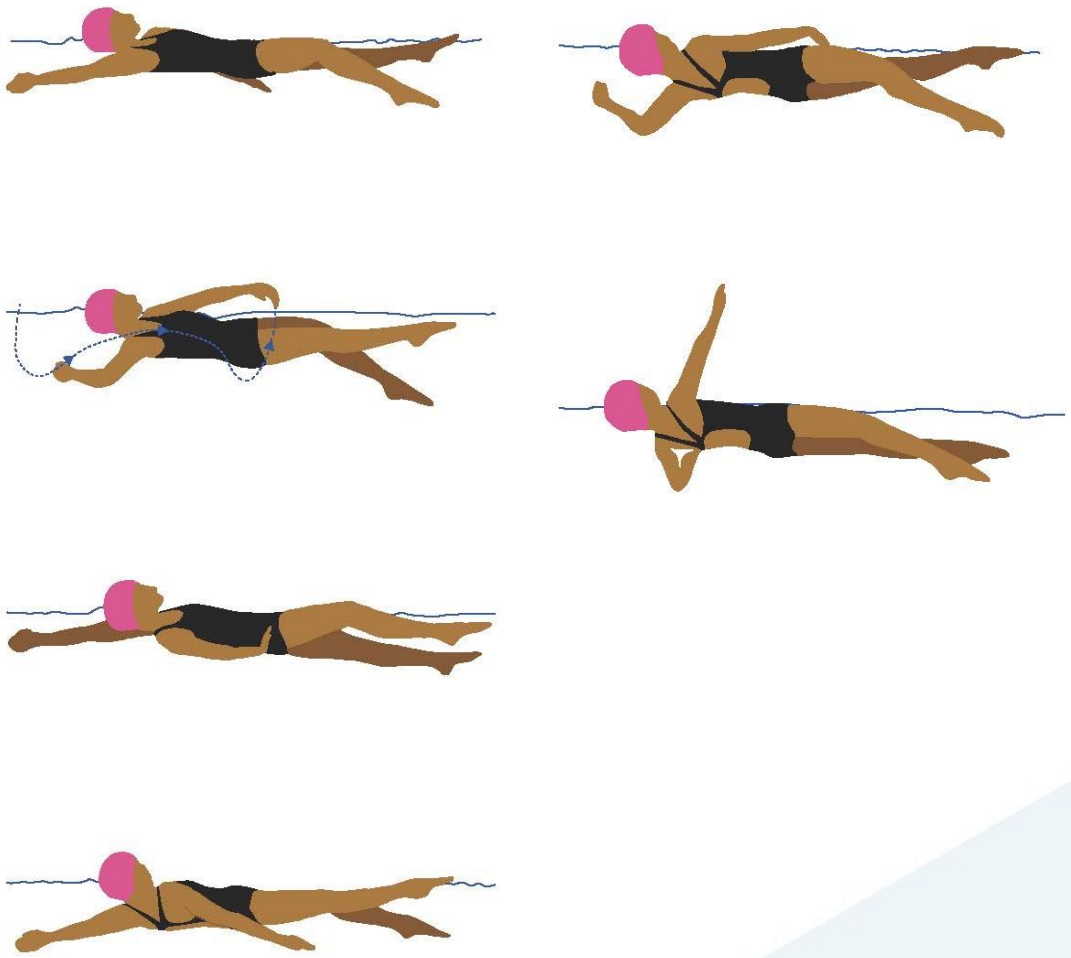
Arms and hands

- Hand accelerates through to thigh and finishes with palm facing downwards.
- Shoulder leads and lifts as hand leaves water, normally back of hand or thumb first.
- Arm recovers straight to point of entry.



Breathing and timing

- Regular breathing co-ordinated with arm action.
- breath in on one arm breathe out on the other.
- Kicking, pulling and breathing co-ordinated and controlled.
- Aim for six kicks per arm cycle.
- Continuous movement pattern.
- Smooth, long stroke.



Common faults, causes and corrections

Fault	Cause	Correction
Body over-rotating	• Head rolling from side to side. • Pulling too deep under the water.	• Early arm action practices focused on keeping the head still.
Bouncing up and down	• Straight-arm propulsive phase.	• Early arm action practices stressing pull and push to thigh.
Feet and ankles kicking out of the water.	• Head position too low. • Kicking from the knees.	• Body position and leg action practices, stressing water level covering ears and only toes breaking the surface.
Feet kicking deep in the water.	• Head position too high. • Poor propulsive leg action.	• Body position practices. • Leg action practices with float over knees – they must touch the float with each kick.

Practices – body position

- Pencil float on back.
- Push and glide on back with arms at side.
- Push and glide on back with arms at side and add kicking.
- Push and glide on back with arms stretched above head.
- Push and glide on back with arms stretch above head add kicking.

Practices – legs and feet

- Repeat kicking practices for body position; hold float on chest if needed.
- Kicking with float held across knees.
- Kicking with one arm extended and one arm at side.

Practices – arms and hands

- Kicking with arms at side; single arm; use float held on chest if needed.
- Kicking with arms at side; single arm (no float).
- Kicking with one arm extended and one at side; pull with one arm and recover with other; pause and kick; repeat.
- As above; gradually reduce length of pause.

Practices – breathing and timing

- Establish regular breathing pattern, breathe in as right arm recovers, breathe out as left arm recovers.
- Full stroke, keeping arm action continuous and opposite.
- Stroke counting - aim to reduce number of strokes to cover set distance.

Demonstration

Activity

In pairs practice demonstrations for front crawl and backstroke.

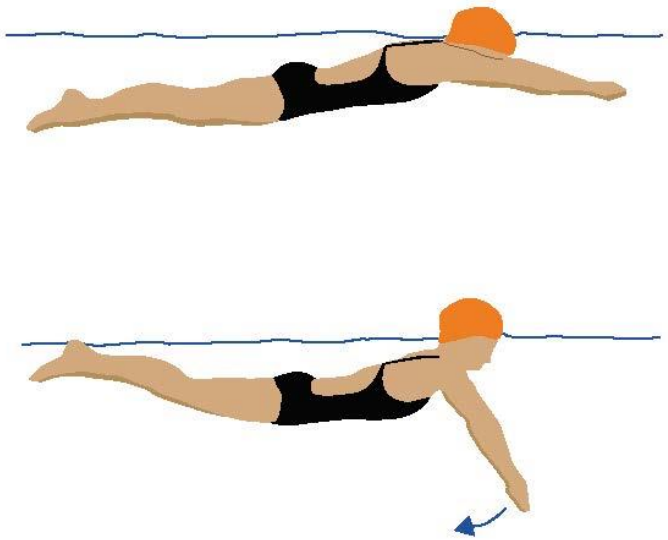
Breaststroke

Based on your own experience what are the **main issues** when you start to teach breaststroke?

Whole group discussion.

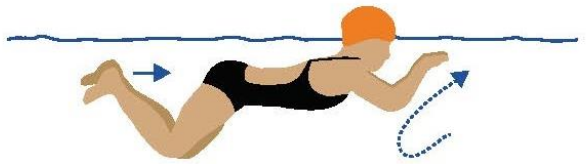
Body position

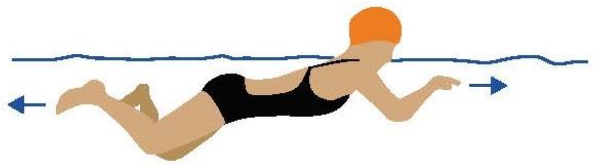
- As horizontal as possible to accommodate the action of the legs.
- Stretched, streamlined position with head in line and face in the water.
- Head and upper body will rise and fall in relation to the kick, pull and breathing.

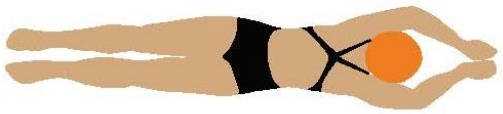


Legs and feet

- From extended position, knees bend and draw heels to the seat; knees behind the line of the seat, hip width apart.
- Feet turn outwards with instep facing backwards.
- Feet kick back, round and slightly downwards, pressing on the water until legs are almost straight.
- Kick finishes with legs straight and together with feet pointed.

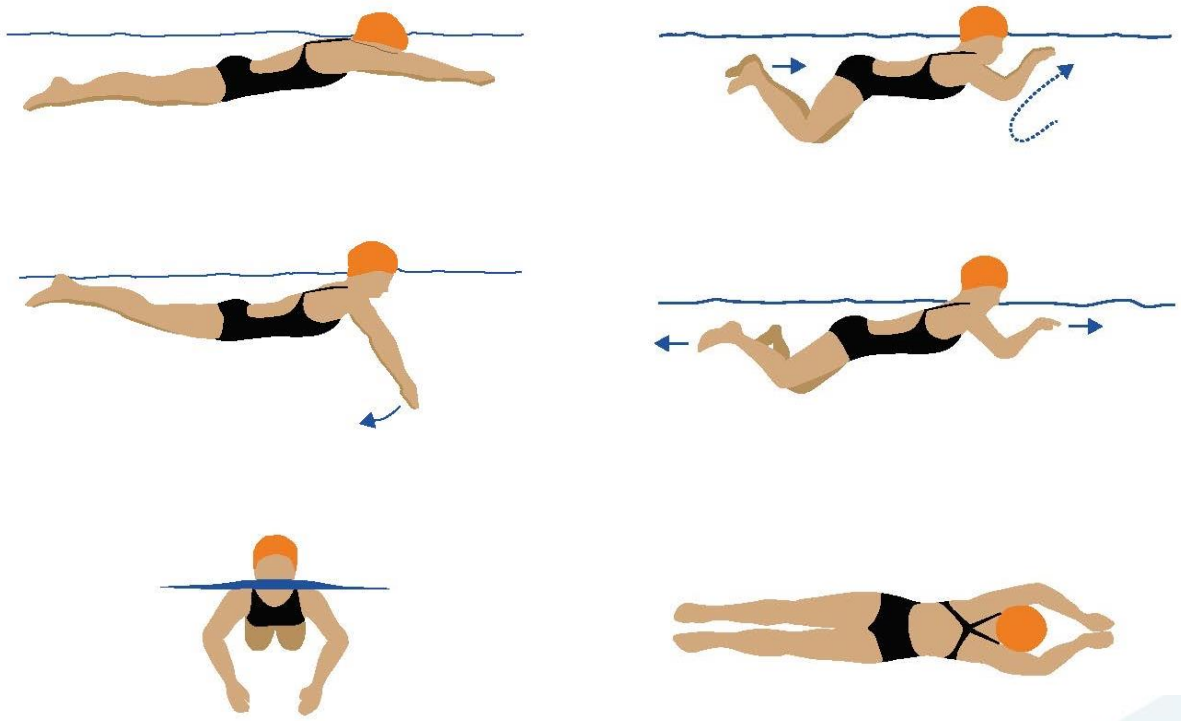






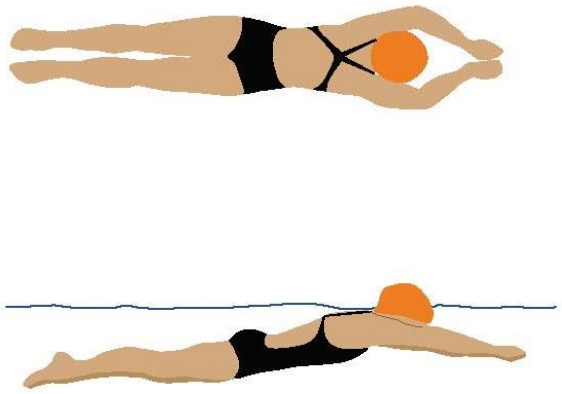
Arms and hands

- From full stretched positior with hands facing slightly outwards and down, press sideways to a Y position just wide of shoulders.
- Hands lead the forearm in a downwards and inwards circling action bringing hands close together.



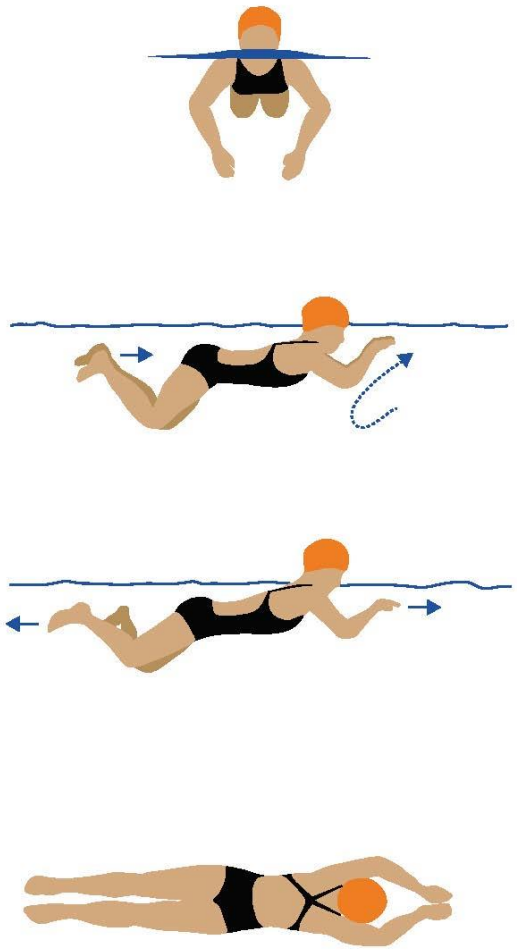
Arms and hands

- Hands finish facing each other with elbows and upper arms squeezed in towards each other.
- Without hesitation the hands and arms move smoothly and continuously forward to the stretched start position.



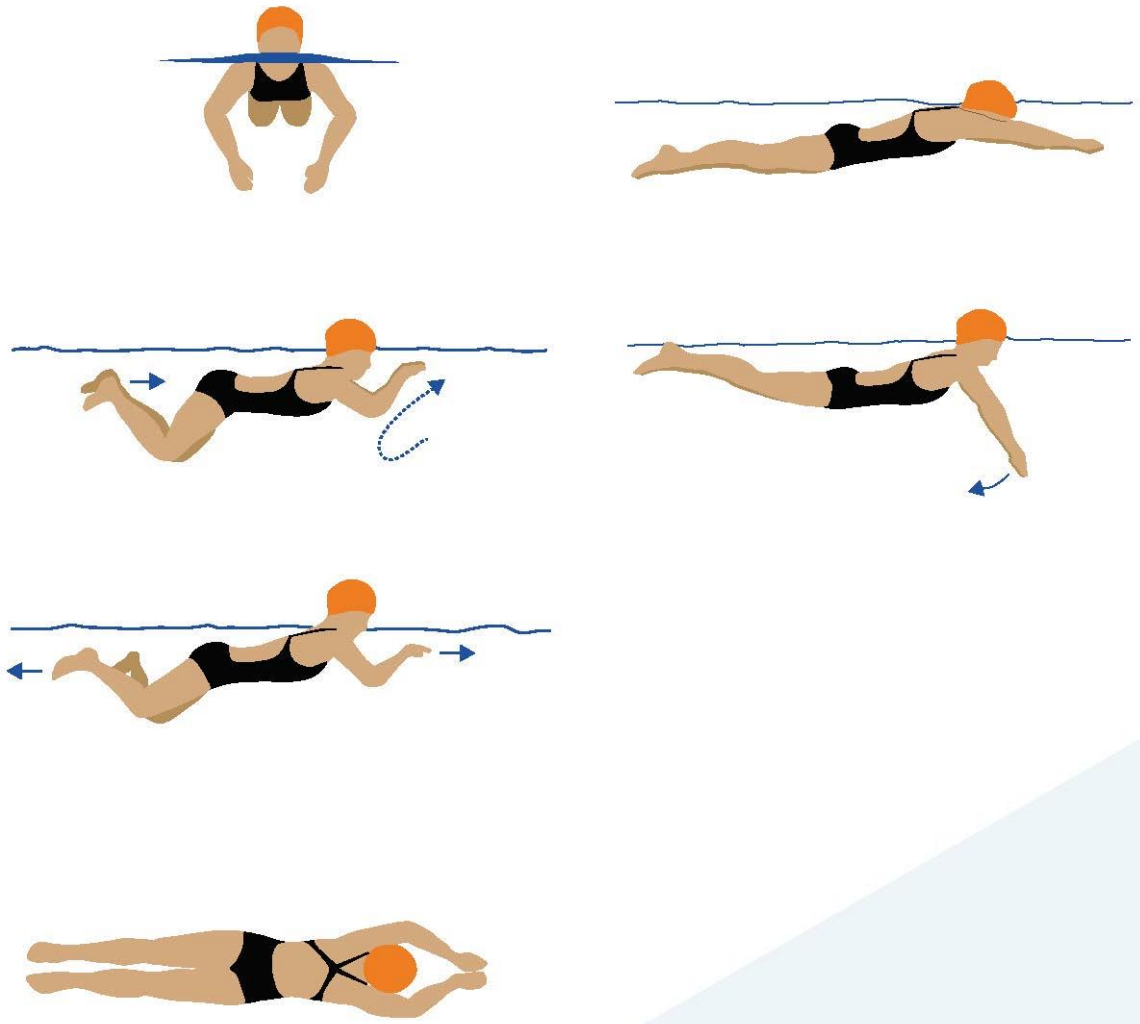
Breathing

- To the front, once every stroke cycle.
- From extended position the head and upper body lifts as the hands start to pull.
- Breath normally taken as the hands come close together and head and upper body are high.
- Face returns to the water as hands and arms stretch forward to streamlined position.



Timing

- When the arms are propulsive the legs are streamlined.
- When the legs are propulsive the arms are streamlined.
- A breath is taken every stroke cycle
- The cycle is pull – breathe – kick – glide.
- The length of the glide will vary depending on ability and speed.



Common faults, causes and corrections

Fault	Cause	Correction
Wide leg and arm actions.	• Lack of understanding of the correct technique. • Straight leg and arm actions.	• Return to early practices, focusing on narrow pathway. • Visualise swimming through a narrow tube.
Hips and leg action low in the water.	• Face out of the water throughout the stroke. • Weak leg action.	• Return to early aquatic breathing confidence and leg action practices.
Lifting head to breathe at the start of the arm action.	• Lack of confidence.	• Return to breathing practices, focusing on breathing as the hands prepare to sweep in under chest.
Not breathing every stroke.	• Swimmer under water.	• Return to early breathing and timing practices. • Gradually increase time and distance.

Practices – body position

- Pencil float on front.
- Revise push, glide and streamlining on front; on surface and under water.
- Push and glide, add one arm stroke, then one leg stroke, then stretch and glide.
- Gradually increase number of kicks and pulls.

Practices – legs and feet

- Experiment with different foot positions on side of pool; move feet from long pointed position to feet pulled up and turned out.
- Leg action on side; at rail.
- In water with two floats; semi-sitting position; vertical position; perform kick whilst watching feet.
- On back and front with two floats; one float.
- One float held with arms extended, kick on front.

Practices – arms and hands

- Standing, then walking; lean forward with hands and arms just below surface; perform arm action; pull body forward over feet.
- Position noodle under armpits and perform short circular type action.
- Push and glide and add one stroke.
- Push and glide adding two, three strokes, etc.

Practices – breathing and timing

- Introduce breathing into water, standing and walking practices used for arms and hands.
- Further develop breathing with timing; push, glide and complete one full arm and leg cycle, followed by glide in extended position.
- Count strokes. Aim to reduce.
- Two kicks to one arm cycle; two arm cycles to one kick.
- Full stroke with emphasis on extended glide between stroke cycles.
- Pull-breathe-kick-glide.

Butterfly

Who **currently teaches** butterfly? Why/why not?

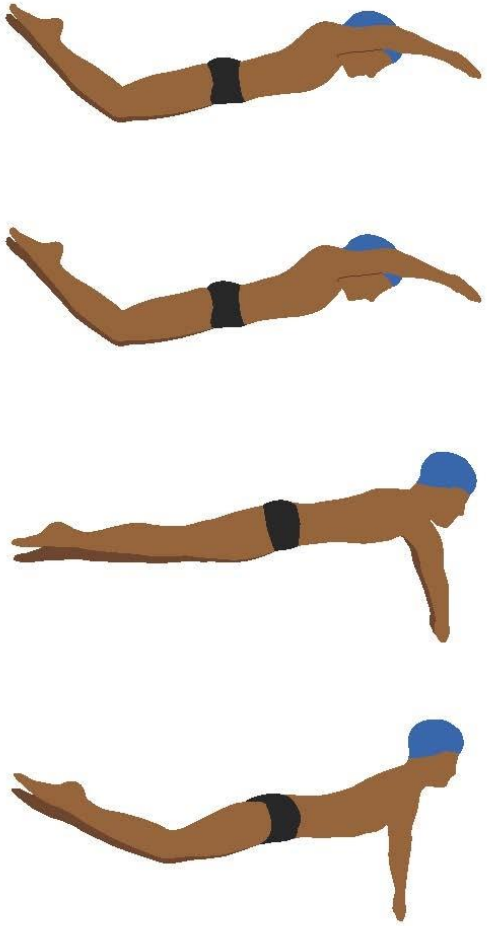
Based on your own experience what are the **main issues** when you start to teach butterfly?

Whole group discussion.

Body position

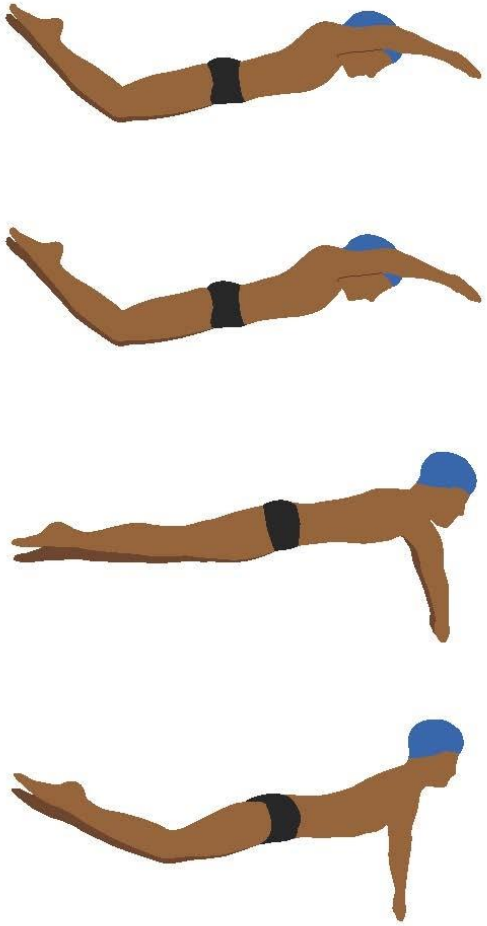
- Body position starts horizontal, hands stretched out in front, shoulders level, head in line, face in water.

- Head and upper body will rise and fall in relation to undulation from kick, pull and breathing.



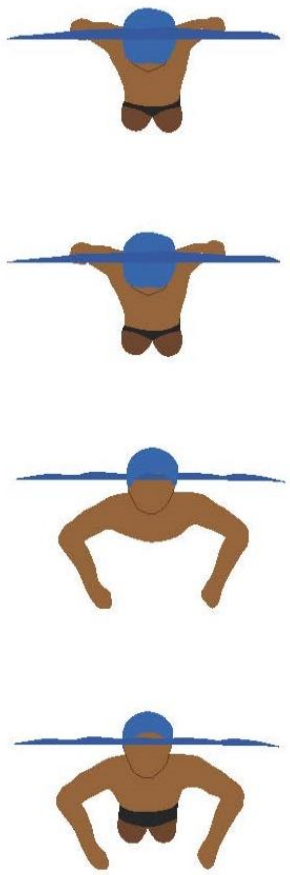
Legs and feet

- Legs together and move simultaneously.
- Undulating action involving hips, legs and feet.
- Seat lifts and lowers; knees bend and straighten.
- Feet pointed throughout.
- Whip like action.



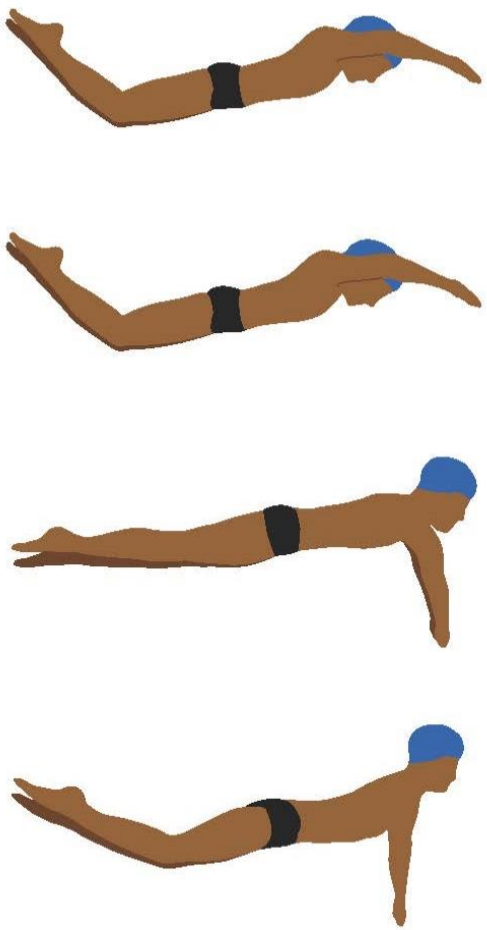
Arms and hands

- Hands enter in front, simultaneously, just prior to full extension, between shoulders and head.
- Following entry, hands move slightly out and down to ‘catch’ position.
- From catch, hands sweep under the body, then back and through towards the thighs.
- Arms recover in a smooth, simultaneous, double arm action over the water to entry position.



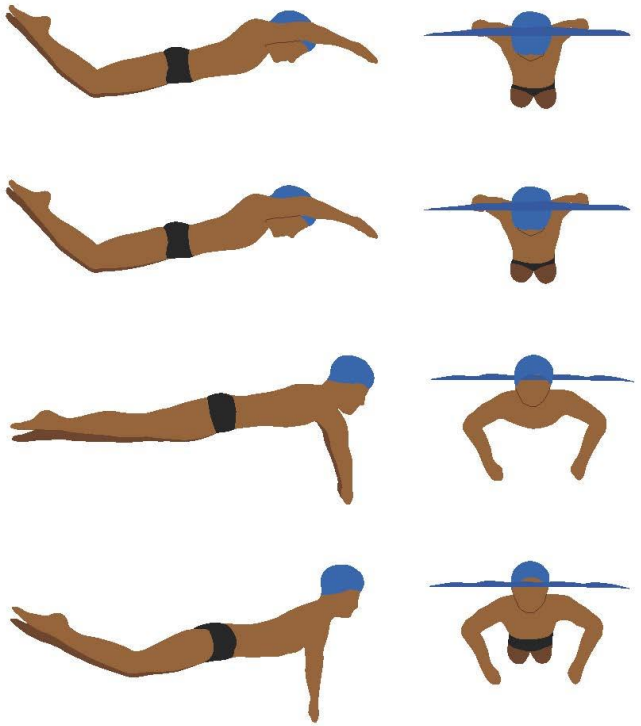
Breathing

- Breathing normally to the front with chin kept low and pushed forward.
- Breathing occurs before hands complete push through to thighs.
- Head is lowered to face in water position immediately after breath is taken.



Timing

- Two kicks to each arm cycle.
- First kick (downbeat) as arms enter and sweep outwards; second kick (downbeat)
- as arms complete propulsive phase
- Kick, pull, kick, recover; kick in and kick out.
- Breathe once during every stroke cycle or
- each alternate cycle.



Common faults, causes and corrections

Fault	Cause	Correction
Head up as hands enter.	• Incorrect timing of breathing.	• Recap early breathing practices. • Focus on the need to get the head back in the water before hands enter.
Too many or not enough kicks.	• Incorrect timing.	• One arm stroke with two kicks. • Gradually increase the number of strokes, focusing on two kicks per stroke cycle.
Pausing during the stroke	• Tiredness • Incorrect timing.	• Reduce distances. • Focus on continuous actions.
Excessive undulation.	• Trying too hard. • Lack of understanding • Kicking too deep.	• Return to early body position/leg action practices, focusing on a gently wave-like action.

Practices – body position

- Standing in waist depth, hands by side and keeping top of body upright, push the seat backwards and forwards.
- Push and glide on and under the surface and add an undulating action. Arms at the side or fully extended. Sop when breath is needed.
- Push and glide on the back; arms at side and add undulating action.

Practices – legs and feet

- Repeat body practices with emphasis on leg action.
- Kicking on side with one arm extended.
- Push and glide under water with arms at side; after few kicks come to the surface for a breath before diving down again. Repeat.
- Push and glide at the surface with arms extended. Add leg action.

Practices – arms and hands

- Standing, hands kept in water, pulling through to hips.
- As above plus over-arm recovery; chin on surface.
- Standing; arm action with face in water; then combined with breathing.
- As above with walking.
- Push and glide bringing arms over the water in a streamlined position, then pull to hips.
- From push and glide with arms extended, four kicks to one arm cycle; gradually reduce number of kicks.
- From push and glide with arms extended add one arm cycle; two arm cycles, etc.

Practices – breathing and timing

- Repeat standing arm practices with face in water; add breathing.
- Kicking with arms extended; add breathing and arm recovery every four to six kicks; emphasise undulating action; stop hands in extended position; reduce number of kicks between arm actions.
- Full stroke with no breathing; add one breath; two breaths.
- Full stroke with breathing every alternate stroke.

Demonstration

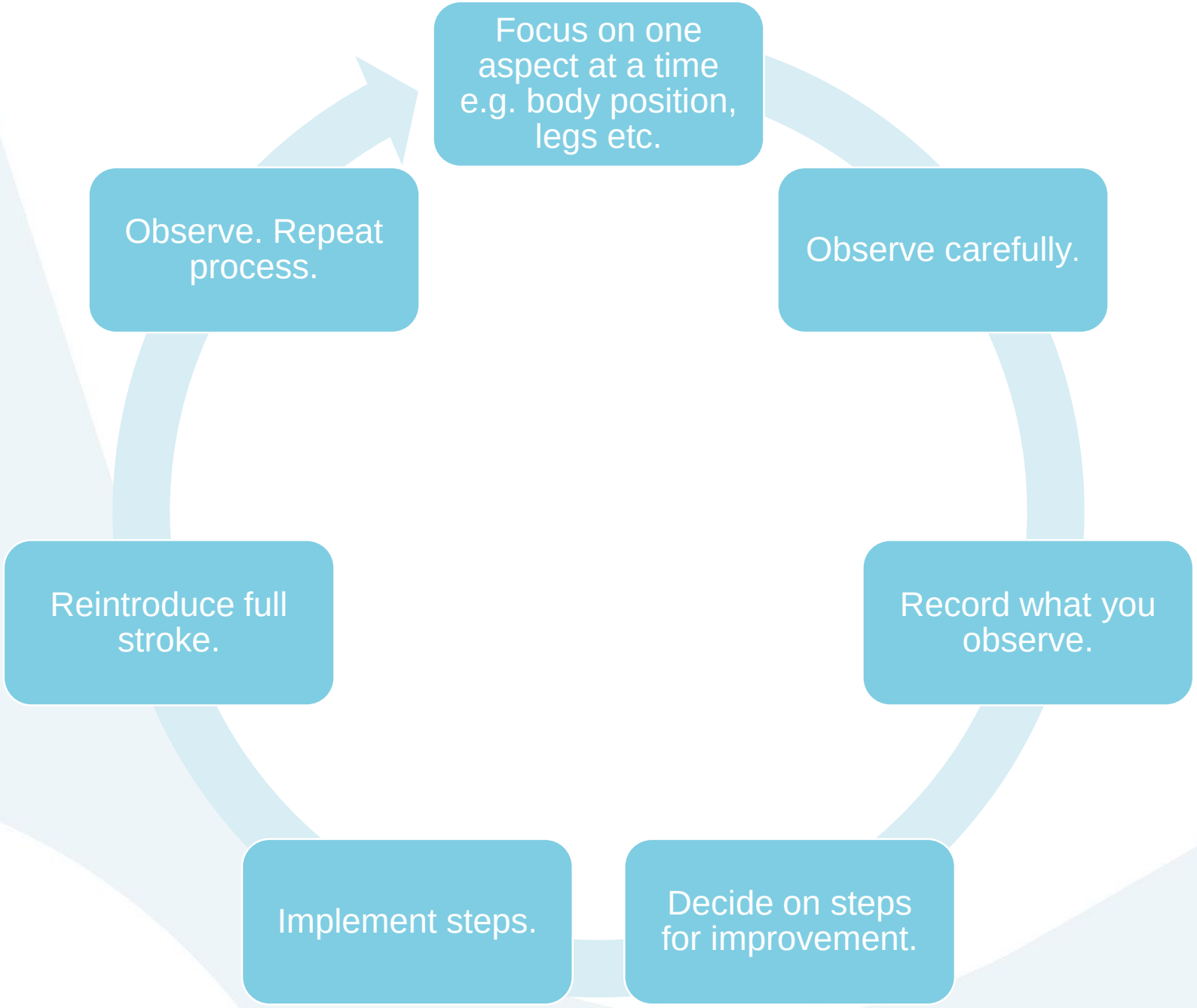
Activity

In pairs practice demonstrations for breaststroke and butterfly.

Stroke analysis

- Fundamental to stroke improvement.
- Build up picture.
- What aspects are done well and not so well.
- Enables targeted intervention.
- Use appropriate practices.

Process


Focus on one aspect at a time e.g. body position, legs etc.
Observe carefully.
Record what you observe.
Decide on steps for improvement.
Implement steps.
Reintroduce full stroke.
Observe. Repeat process.

Activity

- **In pairs**, observe a swimmer performing one of the four strokes and complete a stroke analysis.
- Discuss answers with the presenter.

School Swimming and Water Safety Charter

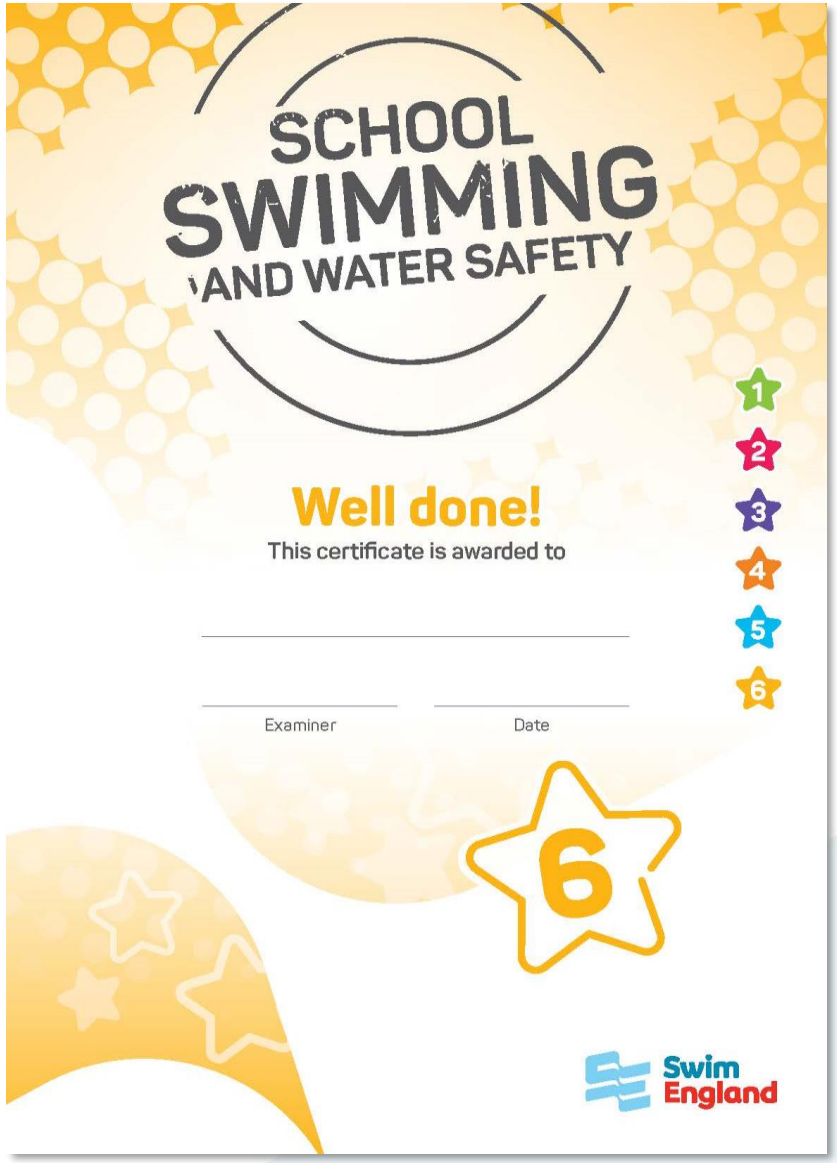
- A structured teaching programme that **meets government criteria** for swimming and water safety.
- A **pathway of progressive Awards** for pupils to follow and mark their achievements.
- **Resources for teachers and lesson providers** on how to deliver inclusive, fun and effective school swimming lessons.

School Swimming and Water Safety with Swim England

- For Key Stage 1 and Key Stage 2 children aged 5 -11 years.
- Six core Awards aligned to the Learn to Swim Framework.
- Pupils are taught safe self-rescue, effective stroke technique and swimming competence to 25 metres and beyond.
- Additional Awards help pupils exceed national curriculum standards.

Awards 1-6

- Six core Awards.
- Age range 5-11 years.
- Pupils develop crucial skills in basic water safety, self-rescue and effective stroke technique.
- By Award 6, pupils can swim competently, confidently and proficiently for at least 25 metres.

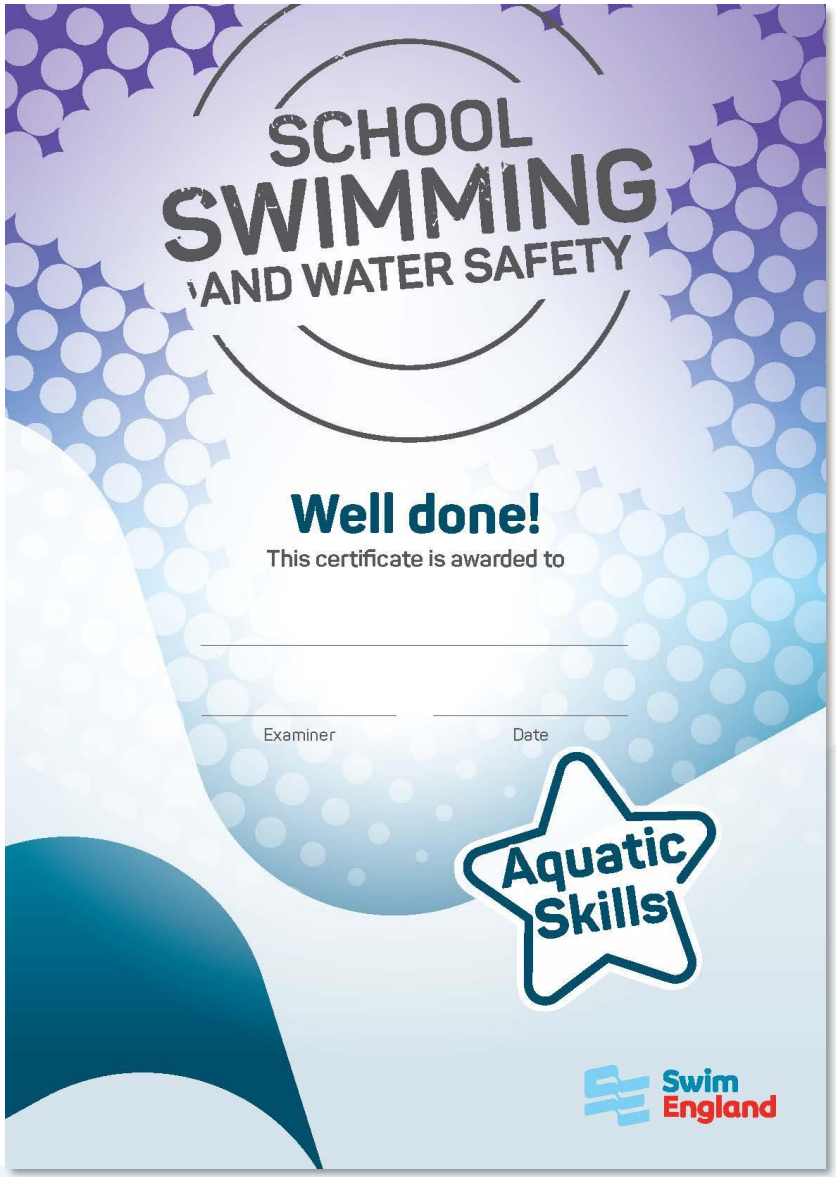


Self Rescue Award

- Can be achieved at any stage during the School Swimming and Water Safety programme.
- Teaches safe self-rescue in different water-based situations.
- Pupils become proficient in practical survival techniques including survival strokes, swimming with floating objects, and pool exits without steps.
- Group discussions help to reinforce learning.

Aquatic Skills Award

- Helps pupils improve their stroke and movement technique using a range of skills including sculling, treading water, floating and rotations.
- To achieve this Award, pupils must be able to swim at least 25 metres proficiently, and perform short movement sequences without floatation equipment.
- Fun group games such as mini water polo are used to develop skills further.
- Pupils with this Award have proved they can exceed minimum requirements for swimming and water safety.



Star Achiever (pin badge)

- For pupils who have successfully completed all eight Awards of the School Swimming and Water Safety programme.
- Awarded when pupils complete their sticker progress card (passport).
- Recognises children for reaching a high standard of swimming at school.

School Swimming and Water Safety Charter Pack

- For schools who sign up to the School Swimming and Water Safety Charter.
- **£30.00 + VAT** with free postage.
- Includes a range of print and digital resources to support schools in delivering curriculum swimming lessons.

swimming.org/schools/school-swimming-water-safety-charter

School Swimming and Water Safety Charter Pack resources

- Award certificates, pin badges, encouragement stickers and progress cards (passports) for learners.
- Syllabus guidance cards, lesson plan tips and templates for teachers.
- Access to an online portal where resources can be stored, downloaded and updated.
- Email updates from Swim England each term.

swimming.org/schools/school-swimming-water-safety-charter

Activity

Group work: each group is given the outcomes of one of the School Swimming and Water Safety Charter Awards.

Groups discuss which outcomes align with stroke development and safe self-rescue.

Planning cycle

Planning lessons

What are the **components** that make up a lesson plan?

Group discussion.

Planning lessons

What are the **considerations for planning** a lesson?

Hint:
What-Where-When-Who

Group discussion.

Planning lessons

What are the important parts of information you need to know **about the pupils** taking part in your sessions?

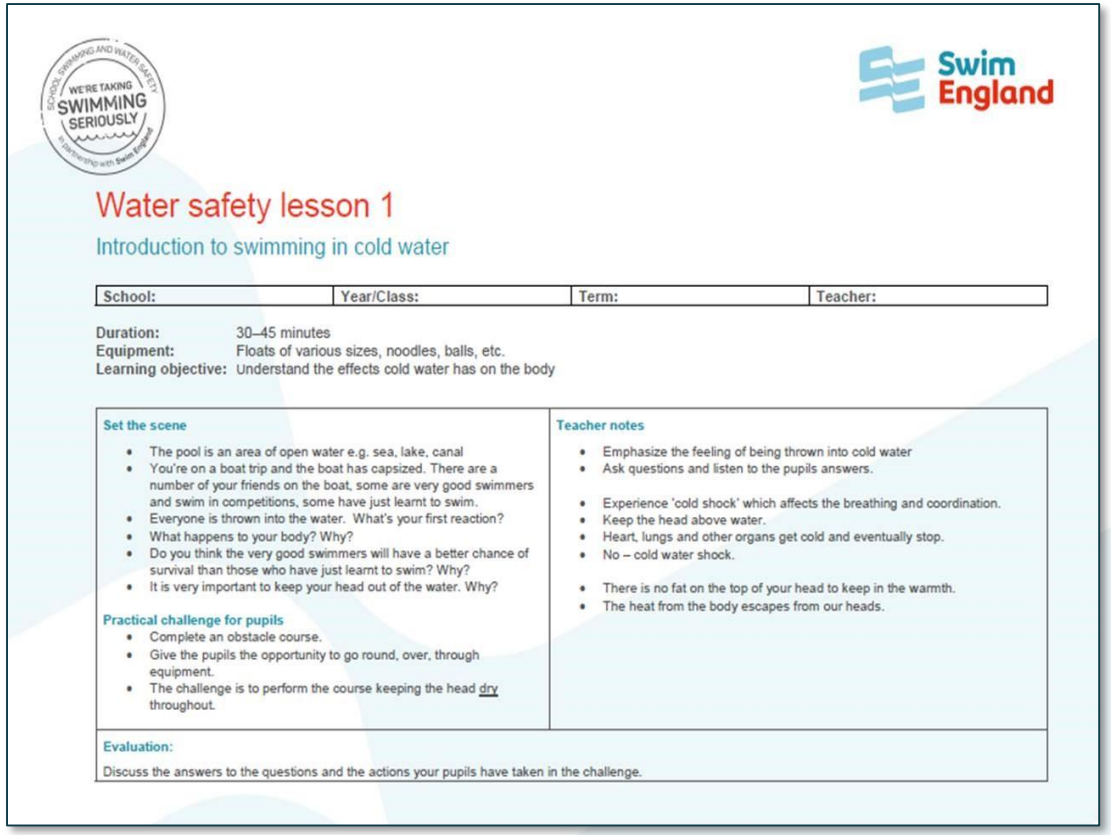
Group discussion.

Activity

Example lesson plan and age/ability information provided.

In groups, discuss the lesson plan and then create two new lesson plans:

1. Choose a stroke to teach and create a lesson plan for the age and ability that you are given.
2. Create a lesson plan on water safety for the age and ability that you are given.



WE'RE TAKING SWIMMING SERIOUSLY

Swim England

Water safety lesson 1

Introduction to swimming in cold water

School:	Year/Class:	Term:	Teacher:

Duration: 30–45 minutes
Equipment: Floats of various sizes, noodles, balls, etc.
Learning objective: Understand the effects cold water has on the body

Set the scene	Teacher notes
• The pool is an area of open water e.g. sea, lake, canal • You're on a boat trip and the boat has capsized. There are a number of your friends on the boat, some are very good swimmers and swim in competitions, some have just learnt to swim. • Everyone is thrown into the water. What's your first reaction? • What happens to your body? Why? • Do you think the very good swimmers will have a better chance of survival than those who have just learnt to swim? Why? • It is very important to keep your head out of the water. Why? **Practical challenge for pupils** • Complete an obstacle course. • Give the pupils the opportunity to go round, over, through equipment. • The challenge is to perform the course keeping the head dry throughout.	• Emphasize the feeling of being thrown into cold water • Ask questions and listen to the pupils answers. • Experience 'cold shock' which affects the breathing and coordination. • Keep the head above water. • Heart, lungs and other organs get cold and eventually stop. • No – cold water shock. • There is no fat on the top of your head to keep in the warmth. • The heat from the body escapes from our heads.

Evaluation:

Discuss the answers to the questions and the actions your pupils have taken in the challenge.

Comparison time!

In groups, compare lesson plans.

Discuss:

- Fundamental differences.
- Different approaches.
- Activities.
- What’s missing?

Contingency planning

Always plan for a change. Expect the unexpected. Examples might include:

- Too many participants.
- Not enough participants.
- Illness and injury.
- Slow improvement.
- Rapid improvement.
- Water temperature.

Activity

Working in pairs discuss one of the listed potential challenges you may be faced with.

What would you do? How would you deal with the situation?

Summarise your thoughts on a flipchart and **present** back to group.

Potential challenges
Too many participants
Not enough participants
Illness and injury
Slow improvement
Rapid improvement
Water temperature

Activity

Your group of participants has now **increased** to 10.

Look back at your lesson plans and see if you need to adapt any of your activities.

Make appropriate **amendments** to your session plans**.**

Delivering feedback

Feedback is one of the vital elements of delivery. It can have great impact on improvement.

The sandwich approach: a balance between giving positive and developmental feedback in order to improve performance.

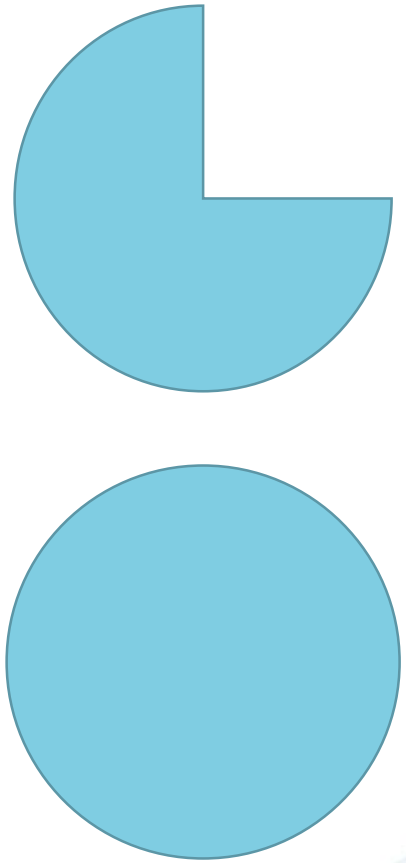
Start by giving positive feedback – remember to keep it specific.

Developmental points should be communicated next - keep them brief and achievable.

Ending your feedback with another positive point will motivate and enthuse your learner.

Skill development: part-whole

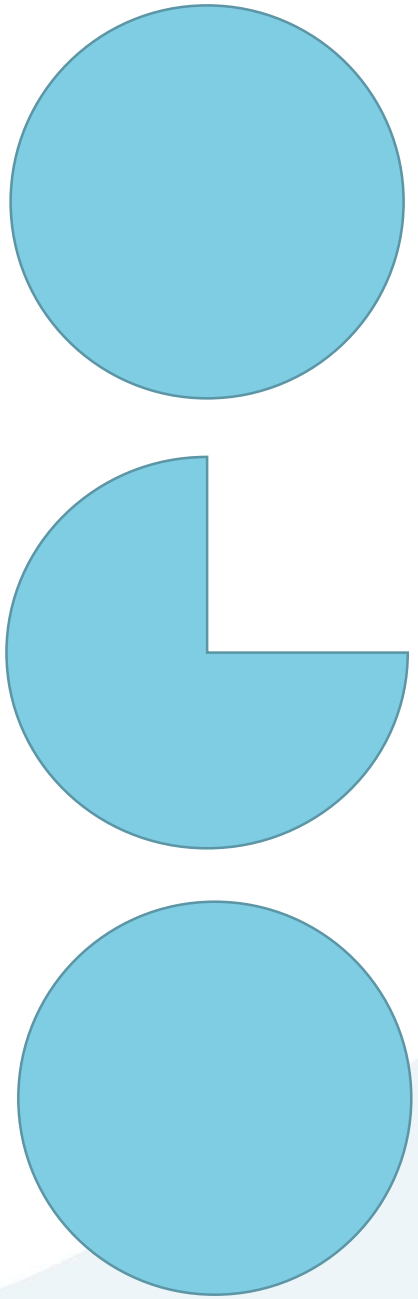
The part-whole method is used when a new skill is being introduced for the first time and therefore early part practices need to be developed first before the whole skill can be attempted e.g. treading water.



Skill development: whole-part-whole

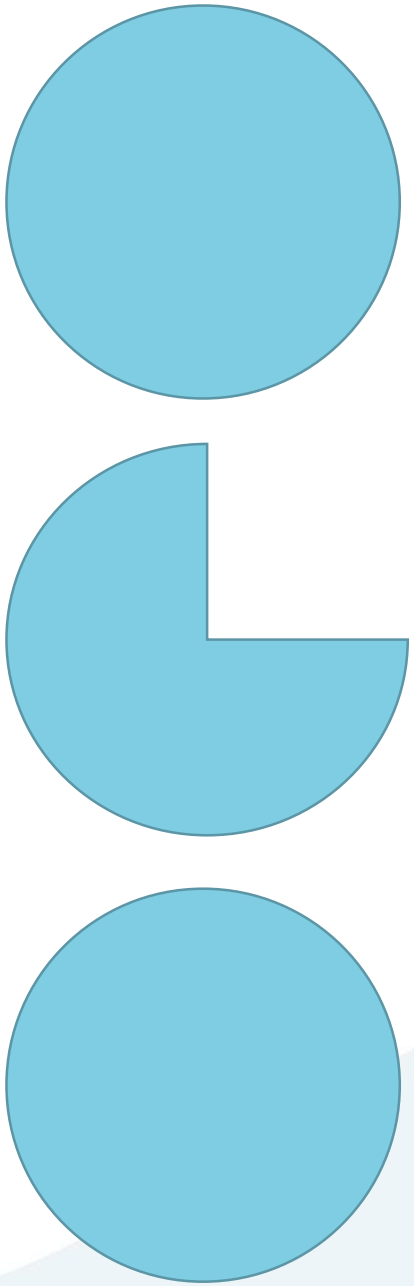
Once the non-swimmer has developed the skills necessary to progress through the water on the front or back, more specific teaching or coaching of the recognised strokes or aquatic skills can begin.

The main theme of the session will normally be structured as whole-part-whole.



Activity

Looking at your own lesson plans and the example template, what **stroke or skill development exercises** would be appropriate for whole-part-whole and part-whole delivery?



Review and reflect

What?

So what?

Now what?

Pool session

Deliver a lesson plan to a group of pupils.

Review and one-to-one feedback

Swim England