

Ramadan activities

With Ramadan fast approaching you may find that some learners will not be able to participate in their swimming lesson during this period. Why not give them some activities to try that are related to the skills you will cover in your upcoming lessons.

We have provided some dry side activities to get you started. These activities focus on some of the Core Aquatic Skills that are vital in a swimmer's journey through the Learn to Swim Programme.

Swimming teachers should describe the action(s) to the learner(s) in the lesson prior to their absence. The action(s) the learner(s) is requested to practice at home should be aligned with the skills the swimming teacher will cover in the lessons they will be absent for, relating back to your scheme of work.

Learners must practise all the exercises/movements on a floor with clear space around them to avoid any risk of injury.

Please remain cautious if exercising whilst fasting, regardless of the intensity involved. Should you have any queries or concerns, please speak to a medical professional.

Push and glide (Streamlining)

Description

Learners can either start by crouching down with their fingertips touching the floor. The learner should keep their face looking forwards with their head staying neutral. Once they have held the position for a few seconds, they should jump vertically by extending their legs and bringing their arms above their head, squeezing them against their ears and positioning their hands together.

Alternatively, learners can start standing vertically and hold their arms above their heads like a pencil. When they are ready to jump high they should carefully bend their knees and lower their hips before extending their legs and pushing off their feet to reach the highest point in the air they can.

Stages applicable

Stage 2 onwards.

Star, ball, pencil, incorporating a log roll (Rotation and orientation)

Description

Laying on their back, on the floor, the learner will start with their arms and legs stretched out to the side in a star float position. They will then count for three seconds before moving into a tucked position with their knees drawn into their chest and arms wrapped around their knees. After three more seconds, learners must extend their arms and legs into a streamlined position and rotate onto their front, retaining their streamlined position.

Stages applicable

• Stage 2 onwards.

Exploring different movements (Travel and coordination)

Description

Starting at one side of the space, learners should start with one movement and swap to another one when signalled to by someone else from the household. That person can hold certain objects or say assigned words to signify changes of movements. For example, holding a toy or saying the action the learner should perform next.

- Moving forwards.
- Moving backwards.
- Hopping.
- Skipping.
- Moving sideways.
- Crawling.

Stages applicable

Stage 1 onwards.

Bean game (Travel and coordination)

Description

Learners will recreate the 'bean' movement that someone from the household gives them, for example:

Jumping Bean – Jump up and down or forwards.

Runner Bean – Steadily jog in their area.

Kidney Bean – Perform a tucked position on the floor.

Broad Bean – Perform a star jump in the air.

Jelly Bean – Learner wiggles their whole body like jelly.

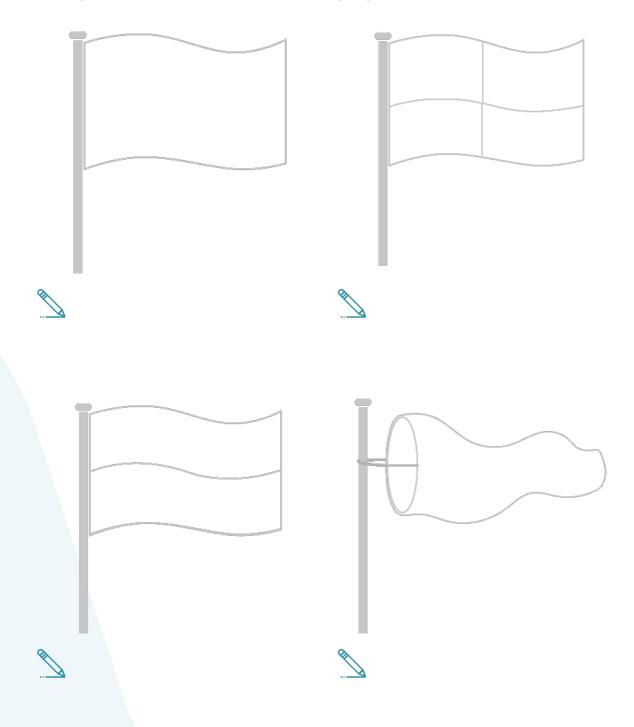
Equipment

• Stage 1 onwards.

Beach Flag knowledge (Water Safety)

Quiz learners on their knowledge of the beach flags in the UK.

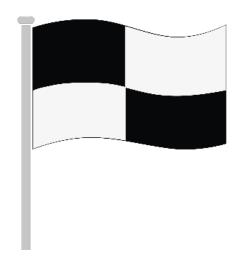
Some may want to go further and write out their meanings in the textbox provided below each flag. Answers are available on the following page.



Beach Flag knowledge (Water Safety)

Answers



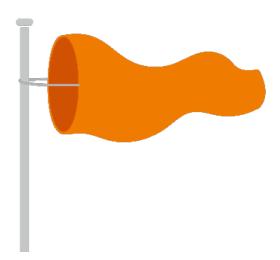


Red flag: Not safe to enter the water.

Black and white quartered flag: Where we should surf, kayak and paddleboard.







Orange wind sock: Shows the direction of the wind. If the wind is blowing out to sea do not go into the water on an inflatable.