****

**Session Plan 11**

|  |  |  |
| --- | --- | --- |
| **Teacher’s Name:**  | **Venue:**  | **Duration: 25/30 mins** |
| **Date:** |  |  |
| **No of Participants:** | **Learn to Swim Level:**  | **Age of Participants:**  |
| **Equipment required:** | **LTAD Level: Fundamentals**  |

|  |
| --- |
| **Session Aim:** To develop streamlining in the water and when entering the pool. To propel below the surface. |
| **Session Objectives**: **By the end of the lesson the swimmers will be able to :-**  |
| 1.Push and glide from the wall below the surface of the water holding a streamline position |
| 2.Start the kicking action below the surface in preparation for the full stroke |
| 3. Control their body shape for different jumps from the side and enter the water in a streamline position.  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Mins** | **Content i.e. Practices incl. ability gr.** | **Teaching points** | **Organisation / Equipment**  |
|  | **Entry** Jumping in  | Toes curled over edge, jump forward land on both feet. | Using- Waves- Staggers- Chains- Random spacing |
| **Warm Up** Swim front and back in a game of traffic lights* Red stop and float
* Green swim on front
* Amber swim on back
 | Legs kicking continuously up and down. Stretch forward with one hand and pull back with the other. When floating either stretch out keeping body long and straight on front or back or tuck into a mushroom shape.On back paddle arms and legs work continuously with eyes looking up. Press hands towards your feet, breathe regularly.  |
|  | **Main Content – Push and Glide** 1. **On Front**

Push and glide from the side of the pool* At the surface
* Below the surface
* Adding a kicking action

Practice swimming a short distance into * FC
* Br St
* B/Fly

(Give teaching points for each action) | One hand on wall and the other stretched out in front just below the surface, Eyes look forward and both feet on wall. Put your face down into the water and let go of wall bringing the other hand forward to meet the outstretched arm. One hand on top of other. As pupils progress they should drop deeper under the water,  | Using- Waves- Staggers- Chains- Random spacingLast one in, first away again.Counting to 10 and following the person/group in front. |
| **2.** On BackAs above starting with arms by side and progressing to arms stretched above the head. Practice swimming a short distance into BC | Both hands holding onto the wall with feet on the wall below the surface of the water. Pull yourself tight towards the wall and push off starting with arms at side but quickly progressing to arms being thrown over the water to be placed by the head. One hand on top of the other. Body travels in an arc shape once you are working toward submersion and adding a kick below the surface of the water. |
| **3.** Push and Glide on the side rotating onto the frontPush and Glide then somersault  | Drop below the surface and push off wall with arms extended above head on the side. Extend body and slowly roll onto front as body travels forward under the surface.Long body, tuck chin into chest. Eyes open and blow outPull hands down and back, roll over in a tucked shape keeping chin tucked in, blow out through nose. |
|  | **Contrasting Activity**1. Star jump
2. Tuck jump
 | Start with arms extended above the head. Long body pushing off poolside up and slightly out.Arms and legs move out wide and come back into the streamline position for feet entering the water. Toes pointed and body fully stretched out.For tuck jump bend legs so knees come up and hands touch knees, keep head up with eyes looking forward. Again move back to streamline position for entry. |  |
|  | **Conclusion / exit**Climbing up the steps | One at a time and hold the rails |  |

|  |
| --- |
| **Evaluation of session** |
| **Pupil performance:** |
| **Personal Teaching skills:** |

|  |
| --- |
| **Action plan:** |
| On the basis of the above evaluation what should pupils be doing next /what adaptations are needed for individuals? |
| On the basis of the above evaluation what do I need to do to improve my personal teaching skills / knowledge?  |

Tutors Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teachers Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_