

CHAPTER 4: AFTER THE LEVEL 1 COURSE / LOOKING TOWARDS LEVEL 2

4.0 INTRODUCTION to Planning and the Future

As you complete your level 1 course you will hopefully feel that you have learned a lot and also be aware that you still have lots to learn both in terms of knowledge and in terms of practical teaching skills. It would be strongly recommended that you read through the text book again and take in more detail. It would also be hoped that you would use the book significantly over the next weeks for further ideas about practices as you work as a level 1 teacher under the supervision of a level 2 teacher. Once you have spent some months gaining experience of teaching small groups and being mentored by a level 2 teacher, which should help you to develop your teaching, you may well start to think ahead to attending a Level 2 course. You are strongly recommended not to try to do this too soon and to ensure that you do the work in this chapter to help prepare you for the course. This would help you prepare, both in terms of theory knowledge and also in terms of practical teaching skills, as the demands of the level 2 course are significantly greater.

It would be strongly recommended that you **complete the work in this chapter before you register for a level 2 course** as once you register you will receive the level 2 text and also some pre-course work to complete prior to the course. Thorough preparation is the way to give you the best chance of being successful at the next level.

There are several new areas of content in the Level 2 Course and these bring with them several additional practical and theoretical competences expected of you. These **include:-**

- **Schemes of work and lesson planning** including sequencing of practices
- **Taking responsibility for the delivery of sessions**
- **The supervision and mentoring of level 1 teachers**
- **Coping with larger numbers**, ability grouping, taking charge of the pool etc.
- **Sports Science** – understanding of mechanics of movement in water, basic physiology as related to children in water, how children learn skills, understanding of joints and movements.
- **Technical content areas** – starts and turns, greater knowledge / understanding of strokes
- **Plus all the areas from Level 1 at a higher level of knowledge, responsibility and practical competence**

The following is a list of things that you should endeavour to do and be really comfortable with **before registering for the next level**. You are also strongly recommended to enrol the support of a level 2 teacher to help you prepare. Show them the tasks list so that they are aware of the experiences that will help you prepare.

Practical tasks to do in preparation for Level 2

- **Teach a lot of classes (of 3 – 4 pupils) from the poolside** with Level 2 supervision and mentoring
- Once you have the experience above then **try teaching groups of 6 pupils** (again with L2 supervision and mentoring).
- **Practice lots of stroke analysis**. This can be done both with video and also of swimmers in the pool. The easiest place to find swimmers, who can swim the distances you need

consistently, is either in the top end of learn to swim programmes or in a club session where there are swimmers doing several lengths of the same thing that you can watch. You do not need, or want, very high level swimmers. Participants that have recently joined a club would be ideal. If you can find someone else who can also do the analysis at the same time, and that you can discuss it with afterwards and compare views, that would be even more useful.

- **Practice writing lesson plans** –at the end of your level 1 course you had a session on lesson planning to give you a basis to move forward when you were ready. There is also a section in this chapter (4.2) on lesson planning that you should read and then put lesson planning into practice. Writing lesson plans takes quite a lot of time **initially** as it is a learning experience and it takes time for you to think through all the things you need to consider, make up your mind about things and sometimes find the information you need. Time invested in this, following the principles outlines in section 4.2, will be good preparation for the next level of course.
- **Practice putting your small groups of swimmers into ability groups** – watch how other teachers group their classes by ability. Again there is a section in this chapter about this to help you (section 4.3). Once you have split your group then work at managing / teaching the 2 groups.

Theory / reading / writing tasks to help you prepare for Level 2

- **Read this chapter**
 - **4.1 Structuring of practices**
 - **4.2 Lesson Planning**
 - **4.3 Ability Grouping**
- **Re-read all of Chapter 2** on information about skills and strokes to revise your technical knowledge.
- **Take any opportunities you can to attend Continuing Professional Development (CPD) sessions** before you feel you are ready for the Level 2 course.

Once you register for the Level 2 course you will receive further work to do in preparation for the Health and Safety / Child Protection part of the course. **It is essential that you do this before day 1 of the course.**

Putting in a lot of work before the course will allow you to start the course prepared for the higher level and significantly improve your chance of being successful.

4.1 Selecting and Structuring Practices

Most lessons are made up of a series of practices. These practices, to give the learner the optimum chance of learning and progressing from one stage to the next, require to be progressive. To be effective these require to be well selected to meet the learner's needs and also to link together. If they are not really sequential or have big gaps between the requirements of one practice and the requirements of the next they do not encourage pupil's development.

Progressive practices

When we think about the sequence of practices it is important to be clear about:-

- what specifically is trying to be achieved (clear and specific aim / objectives)
- what is each practice contributing towards that achievement (after the practice the pupil should be able to)
- what is the gap between one practice and the next (no big gaps)
- can the gap be reduced / less (try to have only one change between practice a) and practice b))

4.1.1 Choice of practice

Considering the choice of practice requires that you are absolutely clear what needs to be achieved – what is the objective? The more precise the objective the easier it is to target the practice at it.

If the objective is **wide e.g. to improve the arm action**, it is difficult to decide what the practice should be something for the entry? ... something for the bent arm recovery? something for the sweeps? Whereas if the objective is much **narrower e.g. to develop a high bent elbow recovery** it is very clear what the practice has to target and it is also much easier to decide afterwards in the lesson evaluation whether it has been successful.

Start with a clear / narrow objective

Try to word the objective in terms of what the pupil will be able to do – **at the end of the practice the pupil will be able to / will show a** Actually write your objectives with that start to the sentence.

It is then important to ensure that the practices you select targets the objective **specifically**. It is not enough just to use any arm practice e.g. arms only and say ‘bend your elbows’, the task of the teacher is to present practices that specifically help the pupils to achieve certain relevant objective. E.g. a practice that makes the pupil bend the arm such as ‘single arm, dragging the thumb up the side from waist to arm pit’. Likewise if the objective in the back crawl lesson is ‘to develop the leg kick’, that is very wide and poses the question ‘develop **what** about the leg kick?’ That question should be answered in the objective. E.g. develop the back crawl leg kick with the toes just breaking the surface and the knees staying under the water surface. That narrows down the aspect being targeted and should result in a more specific and suitable practice such as ‘leg kick on the back with the float held above the knees’.

Select a specific practice for the objective

4.1.2 Feedback built into the practice

Having selected the appropriate practice and decided upon the most suitable teaching point or points it is then important to try to provide feedback within the practice in order that pupils can judge whether they are doing it correctly. This is intrinsic feedback. This means that the swimmer knows whether they are doing the practice correctly even if you, the teacher, are busy talking to someone else.

See hear feel

If they can get feedback from the practice themselves then they do not need to wait till the teacher 'gets round' to telling them what to work at / what to change etc. This is part of becoming a more independent learner. It is essential if they are going to swim well when not in a lesson.

Plan direct feedback from the practice to the pupil

This feedback comes from the learner's own senses i.e. from listening, from seeing and from feeling what is happening with the practice. This is INTRINSIC or INTERNAL feedback.

- **Listening / hearing** - Attention to any sound or lack of sound e.g. the **'bubble-bubble'** sound of the feet churning at the surface in 6 beat crawl kick, the **lack of sound** if the hand enters little finger first in the back crawl entry as opposed to slapping onto the water surface back first.
- **Seeing / looking** – Attention to what can be seen either over the water or under the water e.g. the arm recovery in the back crawl should be **seen above the side of the body**, the hand can be **seen passing under** the trunk / stomach in the front crawl, the **position of the feet can be seen** when doing breast stroke leg kick practice on the back with 2 floats sitting up to see the position.
- **Feeling** – Attention to any points where limbs / body parts touching can confirm that they are in the correct place e.g. the upper arm should be **felt brushing the ear** in the back crawl arm recovery, the hand should be **felt touching the thigh** as it completes the 2nd downsweep in the back crawl propulsion, the legs should be **felt brushing past each other** as they kick in crawl.

This is all feedback that swimmers can get directly from the practice. Likewise the feedback can come from the limbs touching equipment e.g. in single arm front crawl with a float, the hand should

be able to **feel the edge of the float** as it enters in front of the shoulder, in back crawl leg kick with the float held above the knees the **knees should not feel bumping** against the float but the **learner should hear** the toes churning the water surface. **This feedback is all additional to the direct feedback from the teacher either to the group or to the individual.**

4.1.3 Sequencing of the practices

It is seldom sufficient to have just one practice to improve performance / teach a new skill, it is normally essential to have a series of 3 or 4 or more practices. Practices have firstly to target the objective of the lesson. The more specific the objective the easier it is to ensure that the practices are targeted. The practices also require to be sequential and as far as is possible to have the minimum gap between one practice and the next. If the learner can do the current practice, the closer the next stage come to being similar but still developing another level / aspect of the skill the better. If there is a large gap between practice a) and b) the greater the chance that the learner will not manage to bridge the gap and will struggle. A large gap between one practice and the next constitutes the potential for failure.

Narrow the objective
..... select the practice plan
the intrinsic feedback ...
..... give teacher / extrinsic
feedback
..... ensure the practices are
sequenced with 'minimum gaps'

Having a narrow objective makes it easier to select practices that are specific to it. Wide objectives, such as 'improve arm action' may be easy to find a practice for (i.e. any arm practice will do), but they do not target exactly what was needed and are very difficult to evaluate afterwards. If you do not know specifically what you were aiming to do it is difficult to know if you have improved it.

Some sequences of practices follow to highlight good practice in sequencing practices.

a) **Sequencing practices for learning breast stroke leg kick** (for early stage learners). The key elements to be mastered are the foot position and the leg pathway. The problems for the learners are that the feet are behind them i.e. they cannot see them. In addition the foot position is not a normal one that they already know for locomotion – walking / running involve the plantar flexed /dorsi-flexed action of the feet but not the fixing of the ankle in dorsi-flexed position nor the **turning out of the feet** thus the action is not one that is familiar from other things.

If the sequence of practices simply checks that they can dorsi-flex the feet e.g. sitting on the side dorsi-flexing the ankles and then expects them to take a float and set off with one float on the front doing breast stroke leg kick they are very unlikely to be successful.

This huge gap could be termed the 'failure gap'.

'Failure gap'

If, on the other hand, there is a more extensive sequence of practices that bridge the gap between the basic foot position and being on the front unable to see the legs / feet but expected to control their movement in the breast stroke kick they are more likely to be successful. The following is a more extensive sequence of practices that is more likely to maximise the learner's chance of success. The comment in *italics* after the practice highlights the change from the previous stage

- Sitting on the side checking the dorsi-flexed / plantar –flexed position of the ankle – look at the feet / then not looking at the feet and doing it by feel
- Sitting on the side checking the dorsi-flexed ankle and turned out position of the feet – looking at the feet then not looking at the feet and doing it by feel (look and then feel) *Change = added the turned out foot position*
- Sitting on the side with the feet dangling in the water dorsi-flexing the ankles, turning out the feet and performing the bend up and then circling of the legs – looking at the legs / feet (look and feel). *Change – added the circling of the legs*
- In the water, back to the wall, holding the rail / gutter and performing the kick – looking at the legs / feet and then not looking doing it by feeling (look and then feel). *Change – in the water, otherwise as above*
- With 2 floats one under each arm, going on the back, semi sitting position to enable looking at the legs / feet performing leg kick (look and feel). *Change – holding 2 floats and moving otherwise as above*
- As above but not looking at the legs / feet, looking upwards instead – rely on 'feel'). *Change – looking up / not watching feet, otherwise as above*
- At the wall / rail, holding on, on the front performing the leg action. As above relying on 'feel' of the position and action. *Change – on the front but stationary and at the side where the teacher has easy contact to give feedback / correction.*
- With 2 floats on the front, one under each arm, performing the leg action. *Change – moving but supported by 2 floats*

- With one float on the front. *Change – less support, only one float.*
- Full stroke concentrating on the leg action. *Change – no float / arms moving as well*

Thus the 10 practices above (and some have two versions – looking and feeling), having many more stages, have much smaller ‘gaps’ for the learner to bridge thus making it more likely that they will be successful.

b) Sequencing of practices for learning the plunge dive

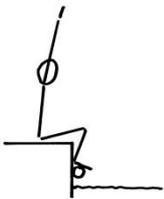
The following sequence of poolside practices leading to the plunge dive similarly shows a sequence of practices with small changes between one practice and the next thus maximising the chance of success.



Practice 1:

Sitting fall - Starting position close to water, head protected (and streamlined shape), overbalance forward, keep head down between the arms.

Slide into the water hands first, then head, then body and glide down and forwards.



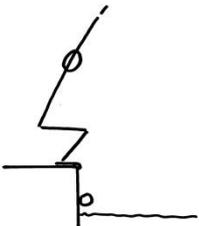
Practice 2:

Sitting spring - Starting position close to water head protected (and streamlined shape), overbalance forward, **keep the head down** between the arms. Slide into the water hands first, then head, then body and glide down and forwards. i.e. as at previous stage.

Changes between Practice 1 and 2

In the starting stance – *sitting more upright*

In the action phase – *Spring – slight push off from the feet once the head and trunk have passed them.*

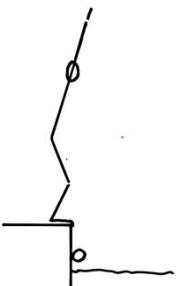


Practice 3:

Low crouch - Starting position a little further away from the water but otherwise in the same position and all instructions as above. i.e. as at previous stage.

Changes between Practice 2 and 3

Distance away from the water.

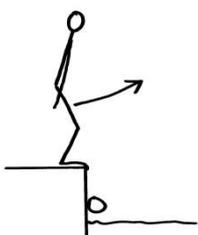


Practice 4:

Open Crouch - All instructions the same as above. i.e. as at previous stage.

Changes between Practice 3 and 4

Open / slightly higher starting position



Practice 5:

Plunge - Starting position as above (except the arms are at the sides)

All instructions the same except relating to the swing of the arms. i.e. as at

previous stage.

Changes between Practice 4 and 5

The *arms are at the sides* in the starting stance. The *arms require to be swung into place* to protect the head, as the body is overbalancing forwards.

4.2 Planning – Lesson Planning

There are several aspects to planning. These include firstly the overall planning element of the ‘schemes of work’, which plans for the whole programme or the year’s work or the term’s lessons and then there is the smaller scale planning which is for the individual lessons. This planning aspect is one of the major new elements of the level 2 course.

4.2.1 Learning to plan lessons

Teachers have to plan lessons throughout their career. Lesson planning is the preparation for the main part of their work i.e. the delivery of the lessons. It is a daily requirement. On the course you learn the process of lesson planning - this is major assessed element for Level 2 and information at the end of your course for Level 1 to help you progress afterwards before you go on to level 2.

Initially this may seem a lengthy and somewhat laborious process. However it is important to understand that what you are doing on the course is **learning** the process. Therefore do not be surprised that the lesson planning, that you have to do daily on the course, takes quite a bit of time. As you go on it will take less time and eventually, sometime after the course and when you have greater experience, you will evolve a shorter way of doing the planning. If you are teaching 6 – 8 lessons a day, of course you cannot go through the lengthy process that you do on the course for all those lessons. The processes involved in assessing, selecting, planning progressions, thinking out organisation, thinking about explanations etc. will eventually become a part of your thinking and not require to be recorded in such detail. You will have a simpler / shorter method of planning and of recording your lesson.

However **in the meantime / on the course you require to go through the long process**. You require to:-

- Consider all the required information about time / space / pupils / pupil needs etc.
- Set aims and objectives
- Plan the sections of the lesson (w/up, main content, contrasting activities, concluding activity etc. including timing / tasks / teaching points etc.) These are likely to have not only a main content requirement but will also have some other tasks that you require to include for purposes of practice e.g. using question and answer, using a pupil demonstration, using the discovery teaching style etc.
- Consider the organisation of people / equipment / space etc. in the time of the lesson for all activities
- Consider all the necessary communication / explanations / demonstrations including suitable language for pupils / positioning to be seen / heard etc.

Etc.

For you and your pupils

For the Level 2 teacher time invested here, doing this thoroughly and understanding why you are doing things, is worthwhile in the long term as this is such an essential teaching skill and one that will be with you for all time. Remember as you go through the process that it is a **learning process** – once you have mastered it that whole areas of your teaching will become so much **easier for you and so much more beneficial for your pupils.**

Invest time here learning to do lesson planning well

Lesson structure

Lessons should be planned to meet the pupil needs in terms of the ability of the class and also the pool conditions, equipment available, assistance available etc. In terms of the structure of the lesson it is normal that there is an aim, objectives, an explanation of the content of that lesson, a warm up that relates to the nature / content of the lesson, a series of progressive practices that will aid the pupils to achieve the objectives / aim, a contrasting activity that deals with some other content, a cool down and then a conclusion which will usually confirm what has been done achieved and look towards the next day / lesson.

Key points about the lesson structure / sections of the lesson

Aim

This should always form part of the lesson heading – it is part of the focus of the lesson. It is generally a fairly wide target e.g. improvement of the front crawl / development of front crawl arm action. It should have been derived from the Scheme of Work as each lesson that is delivered as part of the Scheme of Work has to play a part in delivering the aim of the Scheme of Work for the programme / term etc. as appropriate.

Objectives

The objective(s) should be clearly stated at the top of the lesson – they are the **specific** focus for the lesson. The detailed content has to enable those objectives to be met. They should be specific and then they should be easily seen through the practices that follow. They should be written in terms of what pupils should be able to do following the lesson. E.g. by the end of the lesson the pupils should be able to show a front crawl arm recovery with a high bent elbow and a thumb / fingertip first hand entry.

Introduction

The introduction should make it clear to the pupils what the lesson is about and what they are trying to achieve / what they should be able to do at the end of the lesson. Their targets, whether it is a distance or a certain point of technique, whether it is the same for all the group or different for different parts of the group, should be made clear to them so that they are working to achieve something specific. This is where the pupil's attention should be focussed towards the task in hand and where they should be motivated to apply themselves fully and aim to achieve their best.

Warm up

The warm up serves to help to focus the pupil's attention as well as to physically warm up the body in preparation for the work to come. Generally in the swimming teaching situation for the learners of core skills and stroke technique the type of warm up required is a general active swimming activity or for very early learners a walking, jumping type activity. It is more about getting the body moving and warm / used to the water and getting the group paying attention and focussed rather than something specific to the strenuous butterfly training to come, which a more advanced training group might need. At the higher levels it is important that the warm up is specific to the tasks to come but for the early learners the swimming movements to follow are not sufficiently vigorous / physically demanding to require that but the principle of the body working better and being less prone to injury if warmed up still applies.

Main Content / Main Theme

This is the main content of the lesson and should occupy the main period of time – probably between half and about two thirds of the total lesson time. This should be a structured series of progressive practices that are specifically selected to help the swimmers achieve the objective(s). If there are 2 groups in the class then 2 series of progressions will be needed, if 3 groups then 3 series of targeted progressions will be needed. The main content section is likely to follow a 'whole / part / whole' or 'part / whole' format if for stroke technique. All practices in the sequence should be as closely linked as possible (see section 4.3.3) to ease the learner's way through them and give them the best chance of mastering the practices and being successful in achieving the objective(s). Teaching points are also essential – only one or two at a time and well-targeted towards the objectives.

At this point any other objectives, e.g. of the school education programme such as 'working with others' or of Curriculum for Excellence such as becoming Confident Individuals or Successful Contributors need to be considered and the methods / teaching styles necessary to achieve them considered.

Contrasting Activity

This section contains the other 'content' area of the lesson. Normally a couple of practices targeted at improving the performance of some skill that is also stated in the objectives. It is not simply a task to 'do', it requires to be 'taught'. Contrasting activities are normally contrasting in terms of the amount of effort required and also the nature of the activity e.g. if the main theme of the lesson involved a face in the water / tiring activity such as butterfly the contrasting activity should not be front crawl it should be something less demanding e.g. more advanced floatation or something that has completely different movements such as treading water or back crawl (on the back as opposed to the front). It should, as well as teaching the learners something else, provide a reprieve from something they maybe did not enjoy or found very tiring.

Cool down

The cool down is about allowing the body to recover from the exertion of the class. If it was a very intense session it would be about returning the heart rate to normal. This is seldom the case in teaching situations but it can be an opportunity to calm things down and prepare the pupils for the end of the lesson.

Conclusion

The conclusion should be used to summarise what has been done in the lesson, what has been achieved and look ahead to what will be coming next week. It should involve the pupils in the summary i.e. getting their views / feelings etc. as well as the teachers.

The next pages include lesson plans that contain similar material to this contextualised in the table format and providing an example of it as back crawl content.

4.2.2 Session Plan 1 – Guide notes to help you complete lesson plans

Teacher's Name:	Venue:	Duration:
No of Participants:	Learn to Swim Level:	Age of Participants:
Equipment required: This should include any equipment you may need and include the amount of equipment		LTAD Level:

Session Aim: This should be a clear statement of the overall skill you are trying to achieve ... to introduce, to improve, to develop, to refine, to strengthen etc. and should specify the part of the stroke or main part of the skill targeted.
Session Objectives: These should be specific and narrow / precise – if they are too wide it is very difficult to measure success or failure in achieving them. i.e. to achieve the bent elbow recovery in the front crawl / to introduce the eggbeater kick in treading water / to refine the entry in the back crawl arm action to show little finger first entry and entry behind the shoulder. There should also be an objective that applies to the contrasting activity. Thus there will be at least 2, probably 3, objectives for the lesson. They should be worded in terms of what the pupil should be able to do after the lesson.
1. At the end of the lesson the pupils should be able to
2.
3.

Time (mins)	Content i.e. Practices Practices are the tasks that you set to help pupils work at parts of the skill. This is the WHAT to do e.g. breast stroke leg kick lying on the front with two floats one under each arm.	Teaching points Teaching points are the things that you say to pupils to help them achieve / do the task better / more accurately. This is HOW to do the task e.g. feet turned out and flat.	Organisation/ Equipment
How long is allowed for each episode	Warm Up / Introductory activity 1. An explanation of the lesson – what it is about / what the aim is / what they are trying to achieve. 2. A physical warm up activity that prepares the body for the activity to come (raising temperature / increasing range of joint movement etc.) It should also get the individual into the right frame of mind for the session and ready to work. It may prepare specifically for the main theme e.g. it may conclude with the topic of the main theme (as in the back crawl example that follows) – it thus serves as	The explanation should be short, simple and make clear what they should be able to do at the end of the lesson. The warm up requires to be active (i.e. not floating practices) and should increase in intensity as the body becomes warm. If the following activity makes particular demands on the range of movement at the joints e.g. Fly, then the warm up would be expected to prepare for that.	This column should cover information about equipment – how much / where / how used etc. It should also include organisational information – where swimmers should be / how much space / in 2s or 3s / going in waves etc. / when equipment is distributed / collected etc.

	the start of the main content as well as the warm up.		
	<p>Main Content</p> <p>The main content is the section of the lesson where the main teaching takes place and it takes up the major part of the time i.e. at least 2/3 of the total time.</p> <ul style="list-style-type: none"> • It should follow the structure whole / part / whole or part / whole as appropriate. e.g. the full stroke / part practices / the whole stroke. • It is likely to focus on an aspect of the stroke such as the body position / leg action / arm action or the breathing. • This section may well require to cater for 2 or more ability groups. These may exist at the start or may evolve as the lesson progresses as some pupils master the skill while others do not. • It should be a series of practices (or several series of practices if there are more than one group) that all contribute to the swimmer achieving the objectives / aim of the lesson. <ul style="list-style-type: none"> ○ Practices should be progressive ○ Practices should link one to the next ○ The smaller the gap between practices the more likely the learner is to succeed ○ Any practice that does not help achieve the specific objectives should not be in the lesson. ○ Depending on the content some fun / game like activities may be 	<p>The teaching points should be listed related to each individual practice.</p> <ul style="list-style-type: none"> • They should be limited in number i.e. only one or two points at a time. • They should be absolutely relevant to the aim / objective. • They should be related to the level of performance and understanding of the pupils. 	<p>Information as stated above about organisation and equipment.</p>

	<p>included in any of the sections of the lesson. These would be where that form of activity is suited to the age, stage and activity.</p> <ul style="list-style-type: none"> ○ The number of practices varies according to the time allocated and the task / practice time needed –possibly 4 – 6 practices for the 20 - 25 minute Main Content section of a 30 – 40 minute lesson. 		
	<p>Contrasting Activity This should cover the other main activity of the session which also requires to be taught systematically i.e. 1 or 2 practices to help achieve the objective related to the skill.</p>	<p>There should be teaching points related to the contrasting activity tasks. These should conform to the same principle as the teaching points for the main content.</p>	<p>Again this column should cover the information about how the swimmers are organised / what equipment they will use and how etc.</p>
	<p>Cool down / concluding activity 1. A cool down activity is required particularly where the intensity has been high in order to return the body / heart rate to near normal etc. In some lessons this is not really necessary depending on the nature of the contrasting activity. 2. A conclusion to the lesson confirming what has been achieved / what the next stage is etc.</p>	<p>This should involve slow movement / swimming to keep the limbs moving to flush waste from the muscles etc. and or stretching to return muscles to their original state.</p> <p>Pupils should be asked to contribute to this / to give their feedback.</p>	<p>Any organisational or equipment requirements should be included.</p>

Evaluation of session

Pupil performance:

This should include an evaluation of how the pupils managed each of the tasks / managed in terms of achieving the specific objectives set. Which pupils did not achieve tasks / require different tasks next day etc. It should also record any behaviour issues that occurred.

Questions that you might want to ask yourself to help you complete this section:

- **Was your planning adequate/ thorough enough to ensure the lesson went smoothly without problems? Did you find moments when you did not know what to do?**
- **Did the pupils improve / achieve the objectives of the lesson? Was the aim / each objective of**

the session achieved? Where they achieved by all pupils / just by some?

- How appropriate were your selected activities / practices? To all pupils / just to some? Did you have adequate teaching points to help pupils improve?

Personal Teaching skills:

This section should record your evaluation of your personal teaching skills, this includes:-

- **your planning of the session – were the objectives / content / progressions etc. suitable / was there enough content for the time?**
- **your knowledge – did you know enough practices / teaching points? Do you understand things that went wrong – what do you need to know more about?**
- **your organisation – did you make best use of space / time / equipment etc. for optimum and effective activity**
- **your communication – did you communicate well? Did they all hear / see / understand - did you use Q and A / get feedback from swimmers? How was the organisation of demonstrations? Did you use pupil's names?**
- **your observation - was your observation accurate enough – could you see the specific aspects that you were concerned with and base your feedback on the observations? Did you make adaptations to the lesson / practices based on your observation?**
- **your control of the class / their attention / their behaviour / their activity – this in part combines your communication, observation and organisation – was the class fully under control, attentive and involved in the activity throughout?**

Questions that you might want to ask yourself to help you complete this section:

- **If you were to do the lesson again what would you do differently?**
- **What went well? Your setting up of a demonstration? Your explanation of etc.**
- **What do you need to work at? Observing the technical aspects of the stroke? Organisation of the whole group?**
- **What do you need to know more about / read more about? The technique of Fly? Practices for breast stroke leg kick?**

Assistant's role / performance

This section should record your observations about the assistant's role and their performance. How they managed the tasks they were helping with / their organisation / their feedback to pupils etc.

Action plan:

On the basis of the above evaluation what should pupils be doing next / what adaptations are needed for individuals.

Based on your evaluation what needs to be repeated / what do you progress to next session?

What changes do you need to make to your planning / content etc.?

On the basis of the above evaluation what do you need to do to improve my personal teaching skills / knowledge?

What teaching skills need improved? How can you work at them? What do you need more information on? What do you need to do more for in your planning? E.g. think about the organisation / think about how to set up the demonstration. List at least 3 things you will try to improve in the next session.

On the basis of the evaluation / discussion with the assistant teacher what action does he / she need to take? Does the assistant need more technical knowledge about anything / could you recommend something to read / view? Are there any specific practical teaching skills that the assistant needs to pay particular attention to / needs to work at / could benefit from watching someone else doing etc. This action plan should be the result of discussion with the assistant and should provide positive guidance on

what to do to improve.

4.2.3 Lesson Plan - sample of what the lesson plan should contain e.g. for a back crawl lesson

Teacher's Name: A. N. Other	Venue: Any pool /section allocated	Duration: 40 minutes
No of Participants: 8	Learn to Swim Level: Improvers	Age of Participants: 7 - 9
		LTAD Level: Swim skills (early)
Session Aim:		
Improvement of the back crawl leg action		
Introduction of the foot first surface dive		
Session Objectives: By the end of the lesson:-		
1. Pupils will be able to show the flat back crawl body position, head with ears in water and head held steady		
2. Pupils will be able to perform continuous Bc kicking - feet kicking to the water surface with the knees under the surface and the toes pointed		
3. Pupils will be able to show the streamlined vertical body position for the foot first surface dive		

Time	Content i.e. Practices	Teaching points	Organisation / Equipment
5 mins.	Equipment required: Floats x 16, a few noodles (for use if required)	The main focus is on revision of the body position from last week and learning the Bc. leg action	Before entry to water. No equipment. Pupils spaced out with enough space not to collide. Remind re. looking before push off.
	2. Swimming stroke of choice until whistle goes / or other command is given then change to Bc. – remember the points worked on last day.	Start swimming at an easy pace. Recap on main points from last week on Bc./ ask them to recall – flat position, head back, ears in water, kick to surface.	
25 mins.	Main Content		All work done on widths or freely spaced in area. 2 floats each. Space each away from others. Teacher directed.
2 mins	1. With 2 floats on the back recap on the body / head position - floating	Head – back of head (not top) pushed back in water / ears in water.	
5 mins.	2. With 1 float held on chest leg kick emphasis on toes pointed and continuous kicking to surface.	Toes pointed Kick to surface – continuous 'bubble-bubble' sound.	
5 mins.	3. With 1 float held above the knees emphasis on knees under surface and toes kicking to surface.	Toes pointed Knees should not 'bang' float but feet must still make 'bubble-bubble' sound at	One float per swimmer. Continuous widths till stopped.

5 mins.		surface.	One float per swimmer
5 mins.	4. Without float kick on back with hands by sides recapping on same technical points.	Toes pointed, knees under water, toes just breaking surface / 'bubble-bubble' sound.	Continuous widths. Floats away after the practice.
3 mins.	5. Kicking without float - moving arms back underwater to position beyond head	Slide arms back underwater past ears to extended position. Same kick points as above.	No floats. Single widths to reinforce points then continuous practice. Single widths, teacher controlled.
	6. Full stroke with emphasis on the kick.	Keep arms circling but think about the legs – continuous, toes pointed, knees under, bubble- bubble at surface.	Single widths then 2s – teacher controlled. Ensure /remind swimmers re. enough space.
7 mins.	Contrasting Activity 1. Treading water with kick aiming to raise the body in the water. 2. Treading water and at highest point throw arms up overhead and bring legs together – streamline.	Legs circling in opposite directions. Feet flat. Hands sculling. Increase pace of hands and kick to rise. Bring arms together overhead. Bring legs together below body.	Space for each swimmer in at least shoulder depth water.
3 mins.	Cool down / concluding activity 1. Easy swim - stroke of choice	Preferred stroke easy swim.	Widths
	Summary of the sessions achievements	Ask questions to check pupil understanding / appreciation of achievement.	Either with pupils in shallow end where they can stand and listen or on poolside.

Role of Assistant 1. Distribute / gather in equipment for class	3. In main content provide extra feedback to the 3 identified weaker swimmers in the group following up on the main teaching points / individual swimmers problems
2. In w/up speak to individuals about adherence to task / pace of swimming / points of technique related to Evaluation of session	4. In the contrasting activity give feedback on the eggbeater kick to swimmers showing technical problems. Follow up on points given at the start of the practice.
Pupil performance: Revision of the body position was necessary as, in spite of recapping before the main for up, the head position was poor in half the group. After reinforcement it was better again. Bc. leg kick practices with floats i.e. 1-3 were well done by all except M (who has difficulty with the extended foot position). During the practices without the floats i.e. 4-5 it was obvious that at this level there are 2 distinct groups in the class - 5 who can cope well and 3 M, Ta and B, who struggle with the BP and legs without the floats for support and also once into the full stroke. Treading water – 2 found great difficulties with the eggbeater kick, M who had found the Bc kick difficult excelled here. Raising the body high with a weak crawl type kick was not successful for 2 / others achieved good height and streamlined reasonably for submerging.	

Personal Teaching skills:

Require to reinforce the safety practice of looking before pushing off on the back more frequently. Organisation of equipment was better than last week and helped get practices started more quickly. Slight difficulty with the amount of shoulder depth water needed for the treading water practice. Communication with the group as a whole was clear and no problems were evident - however need to work further at more frequent feedback to individuals within and between tasks. Kept becoming aware that I had not looked at the assistant for a few minutes – I am responsible! Try to keep assistant working closer to me as the distance makes the problem worse.

Assistant's role / performance

He dealt well with the equipment at the start and when it was collected again. Tended to focus on the technical feedback rather than ensuring firstly that the task was being done correctly. In the main content my supervision was not close enough to provide valid comments on the feedback etc. In the contrasting activity it was apparent that knowledge of the kick / foot position etc. was not adequate.

Action plan:**On the basis of the above evaluation what should pupils be doing next / what adaptations are needed for individuals.**

Plan for 2 groups in the main content.

Plan for basic body position and kick practices for the weaker 3 and for kick without floats and kick integrated into full stroke for the larger group.

Identify which pupils can go out of depth treading water to ease the congestion in practice.

At the start of each Bc practice remind about safety / pushing off backwards / others in the space etc. More practice of the streamlining element of the treading water practice.

On the basis of the above evaluation what do I need to do to improve my personal teaching skills / knowledge?

Work at giving more feedback to individuals as practices are on-going e.g. as they turn at the side.

Look up more practices for integration of kick into full stroke Bc.

Must be more aware throughout the lesson of the detail of what the assistant is doing – still finding it difficult to overlook what he is doing while talking to my own group etc.

On the basis of the evaluation / discussion with the assistant teacher what action does he / she need to take?

In the warm up the sequence of ensuring the practice is being done correctly before technical correction is a focus for next week.

Additional information is needed for the treading water / eggbeater kick – suggest reading of text Cp. 2.

4.3 Ability groups

Classes, or even small groups, are very rarely composed of pupils of exactly the same ability level in the range of tasks involved in a session or even in one single task. The pupils therefore require to be divided into groups according to their ability and previous experience in each task in order that they are presented with content to work on / tasks that are suited to their ability and which will enable them to progress. If all pupils are given

the same task then for some pupils it will be too simple and will not present the opportunity to advance their ability while for others the task will be too challenging and will again not aid them to progress. This is the main reason, although not the only reason, for grouping classes.

To ensure progress, tasks must suit ability – the class must be divided into ‘ability groups’.

4.3.1 Grouping classes

There are various reasons why this is done and various ways in which it can be done. Reasons include:-

- Division into groups to position the groups **according to water depth**.
 - For safety - sometimes necessary where there are pupils are not safe out of their depth / need to remain within standing depth.
 - To suit the task - sometimes necessary where different tasks require different depths of water.
 - Where certain depths are limited -sometimes necessary if there is not adequate ‘ideal’ depth for everyone all the time.
- Division into groups **according to ability in the main task** to ensure that pupils are in a group with others of similar ability in order that the tasks are ideal to promote progress.

Grouping for safety – able to go in deep water or not

When grouping a class for safety, i.e. identifying pupils that need to be in shallow water, it is essential that the grouping activity is done in shallow water. As we cannot simply put pupils into deep water to see if they are safe there, judgement has to be made on the basis of their appearance of confidence and their technical ability while in shallow water. Reasons why pupils would be placed in the group not able to go into deep water:-

- If they look very anxious.
- If they look as if they are anxious to keep their face out of the water.
- If they stop at any time going across the width.
- If they are ‘only just’ able to get to the other side.
- If their stroke technique is very weak in the stroke about to be worked on.

If in doubt ere on the side of safety and keep them in shallow water for the main work of the session. Their ability to progress to deep water can still be worked at by challenging them to complete all tasks without stopping in the middle etc. as evidence that they are

ready for the deep water group. In addition, possibly at the end of the session, opportunity to try swimming in deep water can be provided e.g. swimming across by the deep end wall, swimming the shorter distance 'across the corner' of the pool, jumping in then turning and swimming back to the side, treading water by the side in deep water and then a bit further from the side etc.

Safe for deep water or not?

Once the pupils have been assessed and put into groups of those unsafe in deep water and those that appear to be safe in deep water particular care has to be taken starting the 'deep water group' working in the deep water. Essentially the group for the deep water have to be re-assessed again actually in deep water to check that they really are safe. This would normally be done near the wall in the deep end or near a dividing rope across deep water or where the teacher has a pole that could be used to reach them if needed. If the correct judgements have been made in the first grouping there should not be any problems.

4.3.2 Observation

The best way to group classes according to ability in a stroke or other skill, so that they are presented with suitable content / an appropriate series of practices, is by **observation**. Likewise when trying to identify content for the group the only way to find the starting point is by accurate observation of what the individuals in the group can do. Using existing groupings is very unlikely to be accurate as the pupil who was weak last term at front crawl may well be skilled at the breast stroke for the start of this term and the pupil who is able in front crawl may well not be nearly as competent on their back or in the very different technique of breast stroke. It is equally unsuitable to accept pupils' assessment of which group they should be in unless they have already done some work on making judgements on their ability and what they need to work on. Teacher observation, with certain key criteria in mind, although it takes a little time, should not be excessively time consuming. Observing the class, a couple of pupils at a time, doing a couple of widths of the stroke concerned should be adequate to enable a primary division into starting groups. Further refinement of the groups and some changes can be done once practice of the skill starts seriously. It is worth spending 5 - 10 minutes (no more!) at this stage to ensure that the pupils are correctly grouped and thus going to be working on content that will be of use to them rather than spending several sessions doing practices that are too difficult or too easy and thus not productive.

1. Observe against key criteria
2. Group
3. Set tasks²⁰ according to grouping criteria

Observation requires to be accurate. It requires to be done in relation to a very clear idea of what is expected in the stroke or other skill being observed. If knowledge of the technique is poor or if a lack of understanding of how that particular individual's physique (excess buoyancy, stiff ankles etc.) may affect their performance, then suitable judgements and groupings will not be achieved. **Observation is therefore a core skill** that all teachers of swimming must work to develop to a high level.

Task: Work at improving your observation

Check up on technique points relating to a particular stroke then at the pool observe a swimmer doing that stroke can you see the technique points ?????

Once practice is underway with the pupils in groups then correction and feedback continue with attention to pupils that are not coping, seem more able than others or that are not making progress as fast as others i.e. further observation and regrouping should be done as necessary.

Ensure that pupils are in the correct ability group

There may need to be individuals moved up a group if they progress faster than others or moved down a group if the work is unsuitable for them or if they were not really accurately grouped in the first place. Practicing unsuitable tasks is a waste of time and money – to make progress the tasks must be suited to the pupils' needs. A certain amount of individual 'tailoring' of material, adapting practices, giving different feedback points etc., can be done within the task but in general the pupil needs to be in the group that is working on the material best suited to their needs.

..... you need very sharp
observation

Observation and re-grouping is a constantly on-going thing throughout classes. If all pupils have been in the same groups throughout the term, through a range of different skills and tasks, it is highly likely that they have been working at material that is not really suitable and not getting the best results for them. Groups should change and pupils move up / down groups as different strokes are done and as progress is made. They are all individuals make sure that they are treated as such remember that the objective is that each pupil achieve their optimum potential. Optimum potential will not be achieved through practice of unsuitable, unchallenging or over challenging tasks.

Move pupils from group to group as necessary

4.3.3 Examples of ability grouping

When dividing a class into ability groups there are certain key criteria relating to strokes and in some cases there are key criteria relating to safety e.g. for diving skills or deep water activity. Key criteria relating to ability grouping for the strokes follow similar principles to the procedures and the order of aspects for consideration for stroke analysis. They are in the following order of importance i.e. if a pupil cannot fulfil the first bullet point then that has to be the group they are in as that is fundamental to anything else that follows:-

Breast stroke – group according to:-

- Legality of the stroke i.e. leg kick / body position (if the stroke is not legal, and the legality of the foot position / leg action also relates to its efficiency, then there is no point dealing with minor refinements of other elements of it or further practicing the problem).
- Efficiency of the leg kick (once the kick was legal the objective would be to develop its efficiency and strengthen it).
- Arm action (once there is a kick to support the stroke and provide the main propulsion then the arm action should be developed for efficiency and timing with the arms).
- Breathing and then further refinement of the timing of the stroke.

Front crawl – group according to:-

- Flat body position / face in the water.
- Leg kick to support leg action.
- Arm action - basic pattern (high elbow recovery / entry position).
- Arm action – propulsion (u/w path / length of stroke).
- Breathing - basic.

- Breathing – variations e.g. bi-lateral.

Back crawl – group according to:-

- Flat body position / head back.
- Leg kick to support the stroke including roll.
- Arm action, basic pathway of the arm pull along beside the body and recovery over the side of the body.
- Arm action development of the efficiency of the bent arm pull / roll into the stroke / length of the stroke etc.

Butterfly – group according to:-

- Body position and wave action.
- Development of leg kick.
- Arm action, basic pull throw movement – very short distance.
- Arm action, development of the keyhole shape pathway, length of the stroke, recovery and entry position.
- Breathing action.
- Refinement of the timing.

The following are some examples of grouping criteria covering situations where there is a wide range of ability, a narrow range of ability and where the primary concern requires to be on safety.

If grouping for breast stroke teaching with a class with a fairly wide range of ability the fundamental criteria on which to make the first grouping could be:-

- the legality of the foot position:-
 - illegal kicks in one group (group a).
 - legal kicks in the other (group b), the legal kicks can then be subdivided into:-
 - (group b) just legal but basic in terms of effectiveness i.e. need to do further work on the leg kick.
 - (group c) technically effective leg kick i.e. wide angle between trunk and thigh, narrow kick action, good closing action of the legs / feet i.e. ready to work on arm action / breathing / timing.

If grouping for front crawl teaching with a class with a wide range of ability the basic criteria on which to make the first grouping division could be:-

- in relation to body position:-
 - those without the face in the water and without a flat body position or basic leg action into one group (group a).
 - those with a flat body position and at least a basic leg action into the other group (group b) who can then be sub-divided into:
 - (group b) those with a basic leg action that needs development.
 - (group c) those with a good leg action to support the stroke i.e. ready to develop the arms.
 - (group d) those with a technically sound stroke needing minor refinements e.g. development of the breathing to include bi-lateral breathing etc.

Alternatively for front crawl if the ability range within the class is narrower and with a reasonably able group, the criteria for grouping might be:-

- focused around arm action and breathing i.e. the whole group are already competent in the body position and leg action. The grouping then becomes focussed on aspects of the arm action and where appropriate, breathing.
 - (group a) those without a high elbow recovery or entry in front of the shoulder.
 - (group b) those needing to work on the direction and length of the underwater phase of the arm pull.
 - (group c) those with a technically sound arm action needing to work on breathing in order to extend the duration of swimming / allow for more extended practice.

If the activity was teaching the fundamentals of diving the criteria for the grouping would need firstly to encompass the basics for safety:-

- focused around being able to meet the pre-requisites for safety in relation to being safe in the required depth of water and safety in relation to competence in the pre-requisite skills:-
 - (group a) those not able to progress to 'diving' from the poolside:-
 - those who were not safe in the required depth of water (1.8m).
 - those who could not perform the pre-requisite skills i.e. submerge, maintain push and glide body position, regaining the surface, enter from a height etc.
 - (group b) those who could perform the pre-requisite skills i.e. who could submerge, maintain push and glide body position, regaining the surface, enter from a height etc. i.e. they are ready to progress to 'diving' from the poolside – they can then be sub-divided into:-
 - (group b) just able to do the above i.e. ready for the sitting dive.
 - (group c) able to do a basic head first entry (from sitting, crouching or standing).