

Lesson plan (1b)

School Swimming Award 1			
Time required: 30 minutes		Age range: Key stages 1 and 2	
Number of pupils: 12			
Equipment required			
<ul style="list-style-type: none"> • Floats • Laminated cards with pool rules • Large float 			
Health and safety checks			
(Tick when satisfactory)			
Poolside clean and dry		Water temperature	Lighting in good working order
Lifeguards present (N/A if not required)		Water clarity	Jewellery removed (Teacher and pupil)
Emergency equipment in place		Appropriate depth for session activities	Hair tied back (Teacher and pupil)
Session aim		Specific objective	
Aquatic skills in focus: <ul style="list-style-type: none"> • Travel and coordination • Aquatic breathing • Buoyancy and balance • Water safety 		By the end of the lesson pupils will be able to: <ul style="list-style-type: none"> • Blow a ball in different directions. • Move through the water at different speeds and using a number of methods. • Understand why we have pool rules. 	

Water depth required for activities		
(Please circle)		
Shallow depth up to 1.0 metre	Middle depth	Deep depth

Time for each skill/practice	Skill/practice (What they do)	Skill teaching point (What pupil thinks about)
Introduction All pupils together. 1 minute.	<ul style="list-style-type: none"> Take the register. Introduction to the lesson, aims and objectives. 	
Entry All pupils together. 5 minutes	<ul style="list-style-type: none"> Swivel entry. 	<ul style="list-style-type: none"> Sit on the side with feet in the water. Place both hands firmly to one side and create a diamond shape. Roll onto your tummy and lower into the water carefully.
Warm up One or two pupils at a time. 5 minutes.	Pool Rules <ul style="list-style-type: none"> Pupils move to a float that displays a pool rule. Once they have found a rule, pupils hold onto the float in any way they wish and travel to the 'rules board' to create a list. Some of the floats can have blanks on them and others with the rules 	<ul style="list-style-type: none"> Listen for instructions. Be aware of the space other pupils are moving into. Use the hands and legs to travel through the water. Hold the float with both hands.
Skill development practices All pupils. 10 minutes	Simon Says (with a twist) <ul style="list-style-type: none"> Pupils to find a space in the water. They can either be standing or floating if out of depth, with the use of floatation equipment. Teacher puts some small toys and other equipment into the pool area to add 'the twist' to Simon Says. Pupils listen for instructions from the teacher and then choose the best route and method of travel in any direction they wish. Instructions can be, Simon Says: Blow a ball; stop and float; kick your legs as fast as you can; find a watering can and water your arms; look up at the stars; look down to the fish; stretch your body as long as you can; swim through the pool like it's a giant bowl of ice cream etc. 	<ul style="list-style-type: none"> Find a space and be aware of other pupils in the water. Use arms and legs when moving or travelling through the water. Walk, hop, or skip in the water. Go fast or slow when moving through the water. Use your arms to help with balance Let your legs come off the floor and to the surface of the water when looking down at the fish or up to the stars.
Cool down Contrasting activity All pupils. 5 minutes.	Jumping Jacks <ul style="list-style-type: none"> Pupils practice different types of jumps in standing depth water. Laminated cards display various jumps. One at a time, the pupils choose a jump and the class perform that jump in the water. 	<ul style="list-style-type: none"> Find a space away from the pool wall. Bend your knees and reach up to the ceiling when performing the jump.
Safe exit All pupils. 2 minutes.	<ul style="list-style-type: none"> Exit the water by the side of the pool. 	<ul style="list-style-type: none"> Hands placed close to the edge of the pool and palms flat. Lift bodyweight onto the arms. Place knee onto the side to help lift the body from the water.
Evaluation All pupils together. 2 minutes.	<ul style="list-style-type: none"> Focus on positive aspects. Give hints and pointers for next lesson. 	