Kim Robertson & Megan Hedican

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In-Class Practical Assignment

**Objective**

The objectives of our activities were to introduce the class to a new skill and teach them an aspect of water safety knowledge. The skill we taught the class was stride entry into deep water, and we addressed the dangers of waves in our wave simulation exercise.

**Lesson Plan & Adaptations**

Attached is a lesson plan with equipment needs, formations used and a description of the activity steps. Adaptations for weaker swimmers were included in both activities. In the stride kick entry drill, swimmers were given the option of using flotation devices if they felt uncomfortable being in deep water. In the wave simulating drill, weaker swimmers had the option of using kickboards or walking to get through the waves.

**Post Teaching Reflection**

Our quick set up and formation got swimmers in the water quickly and safely and kept them moving. By using the combination of directions, demonstrations and the discovery method, we accommodated different learning styles in order to effectively teach the stride kick entry. We made sure the swimmers were engaged by incorporating a fun wave activity at the end as well. We maintained positive feedback throughout both activities, concentrating on the right way to do things. For example, Jaz demonstrated a very effective stride jump, so we had her do a second demo for the class to enforce the proper way to stride kick entry. If we had had more time to work on the stride kick entry, we could have provided more feedback and allowed the class to actually fully integrate that feedback into their entries. Since the stride kick entry is a hard skill, it requires practice and if we had more time, then the class could have progressed further in the skill. We could have improved the formation for the stride entry also, so that when the skill was being explained and demonstrated all of the students would have been able to see the demonstration better and hear the directions more clearly. Due to time constraints, the wave simulation activity was rushed, so the formation did not work as effectively as planned. Overall the time constraints affected the lesson the most, so to strengthen the lesson each activity could be taught in separate lessons.

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| Lesson Plan – Kim Robertson and Megan Hedican |
| Equipment: A kick board and a set of barbells per student |
| Time | Activity/Skill | Formation |
| 5 min5 min | **Stride Kick Entry*** Water at least 2 meters deep – safety hazard
* Swimmer approach edge with one leg in front of the other and curl leading foot toes over the edge of pool (stand at the edge and jump, if rescuing a swimmer this jump would be done at a run)
* Enter with body at 45 degree angle in stride position – fully extend arms at shoulder height behind body
* When you enter the water, scissor kick, thrust arms forward and down, and hold head high

**Wave Simulation Activity*** Swimmers against the pool wall make waves with their kickboards
* One at a time, a student swims through the waves (down the line and back)
* Swimmers may either walk through the waves or use a PFD if they need/want to

Wave Dangers:* Any open water can have waves
* Waves can change quickly with the weather
* Waves can knock you down, roll you under the surface, or carry you into deep water
 | * Everyone lines up in 6 lines along the side of the pool
* 2 barbells each if the swimmers need them
* Everyone lines up along the side wall holding a kickboard
* Extra kickboards and barbells readily available for those who need/want them
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