

LESSON 15: STROKE EVALUATION AND LIFETIME PARTICIPATION

Grade-Level Outcomes

Primary Outcomes

Lifetime activities: Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Physical activity knowledge: Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Embedded Outcome

Working with others: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

Lesson Objectives

The learner will:

- increase endurance through lap swimming.
- evaluate factors that may affect swimming as a physical activity throughout adulthood.

Equipment and Materials

- Kickboards
- Grading sheets and pen
- Quizzes and pens or pencils

Introduction

Today, we will conclude stroke evaluations, continue with conditioning, and analyze how participation in aquatic activities may change throughout your lives. You'll take the quiz on your aquatics knowledge first and then begin the warm-up. Turn in your water aerobics exercises so that I can review them before next class.

Instructional Task: Quiz

■ PRACTICE TASK

Have students complete a quiz on their aquatics knowledge.

Student Choices/Differentiation

Allow extra time if needed, or give in a take-home format.

What to Look For

Students are knowledgeable about concepts, skills, and terminology.

Instructional Task: Warm-Up

■ PRACTICE TASK

Students swim 2 × 50 yards or meters of freestyle:

- kick only (may use kickboard) 50 yds.
- swim freestyle 50 yds.

Students swim 2 × 50 yards or meters of the stroke of their choice:

- kick only (may use kickboard) 50 yds.
- swim stroke of choice 50 yds.

Student Choices/Differentiation

Students can choose which stroke they would like to do.

What to Look For

- Students' respiration rates are increasing.
- Students are swimming with correct form.

Instructional Task: Stroke Assessments

■ PRACTICE TASK

Students perform each of the strokes while you assess them using a rubric.

Share the results with students individually.

Extension

In pairs, have students record each other and analyze their partners' strokes using the rubric.

Student Choices/Differentiation

Students swim at their own pace.

What to Look For

Students are using proper technique. Use a rubric to evaluate strokes. The rubric should be shared with students early in the module.

Instructional Task: Conditioning

■ PRACTICE TASK

Students swim the following:

- 200 yards or meters of freestyle
- 100 yards or meters of breaststroke
- 100 yards or meters of backstroke
- 50 yards or meters of elementary backstroke
- 50 yards or meters of sidestroke

Students measure heart rate or RPE between sets – recovery period coincides with time to measure heart rate.

Student Choices/Differentiation

- Students may swim the strokes in any order desired.
- Students may use flip turns or open turns on freestyle.

What to Look For

- Students are using good technique.
- Students are maintaining target heart rate.

Instructional Task: Evaluating Factors That Affect Physical Activity

■ PRACTICE TASK

Think, pair, share: In pairs, students analyze and discuss factors that may positively or negatively affect their participation in aquatic activities throughout adulthood.

EMBEDDED OUTCOME: S4.H4.I.1 Encourage students to look beyond the superficial aspects of aging to analyze factors that might affect participation in physical activity. Consider presenting scenarios that create obstacles to participation and have students generate possible solutions.

Student Choices/Differentiation

Students choose their partners.

What to Look For

- Both students are contributing.
- Students are thinking long term.

Formal and Informal Assessments

Formal assessment of strokes (share results with students)

Closure

- You have now been introduced to the world of fitness swimming. It can be relaxing or challenging depending on the workout of the day.
- Swimming is an exercise that most people can do, whether old or young, thin or big, injured or healthy.
- I encourage you to explore the options available at your local pool and continue with some form of swimming for your lifetime.

Reflection

- Are students still putting forth effort in the workouts?
- Was there enough variety?
- How can we put it all together for the last class?

Homework

- In Lesson 5, I asked each of you to come up with an exercise that we could perform on the next water aerobics day. That day will come in our next class.
- I encourage you to make your exercise fun and different from what we have done so far.
- Think about how you will lead your classmates. You will need to project your voice, provide a demonstration, and give cues.
- Remember, your exercise should be 3 to 5 minutes long.

Resources

Internet keyword search: “swimming rubric,” “swimming skills analysis”