

LESSON 9: ENDURANCE AND BUTTERFLY

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)

Embedded Outcomes

Physical activity knowledge: Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Movement concepts, principles & knowledge: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

Lesson Objectives

The learner will:

- increase endurance in previously learned strokes.
- demonstrate the butterfly stroke.

Equipment and Materials

- Kickboards*
- Life jackets or flotation belts*
- iPads or devices with video apps

*Make flotation devices available for students to use in all practice tasks.

Introduction

Today, you will work on swimming endurance and on the butterfly stroke. In addition, you will partner up and record a video of your partners in order to analyze each stroke according to the standard.

Instructional Task: Butterfly Kick

■ PRACTICE TASK

Students swim two widths of the pool using the butterfly (dolphin) kick and a kickboard.

Refinement

Students attempt to increase the number of kicks per breath.

Extension

Students practice without the kickboard and with the face in the water.

Student Choices/Differentiation

- Students swim at their own pace.
- Students choose their lanes.

What to Look For

Students perform a smooth, undulating movement with flexible feet.

Instructional Task: Butterfly

■ PRACTICE TASK

To practice the arm pull, have students stand in chest-deep water with their hands behind them. Students fling the arms forward over the water and enter at shoulder width. The pull should be an elongated S shape down to the legs.

Extensions

- Students swim the butterfly the width of the pool using the arm pull and fins. The fins give them more power and make it easier to learn the arm pull. Students should kick once as hands enter the water and again as hands are getting ready to leave the water.
- Repeat without fins.

Refinement

Students practice two stroke cycles per breath, not breathing on every arm pull.

Student Choices/Differentiation

- Students swim at their own pace.
- Students choose their lanes.

What to Look For

- Students perform an undulating movement, with hips popping out of the water after hand entry.
- Students use a full arm push to the thighs.
- Recovery is smooth with arms just clearing the water.
- Students take two kicks per arm pull.

Instructional Task: Stroke Endurance

■ PRACTICE TASK

Students swim 5 × 100 yards or meters each of freestyle, backstroke, elementary backstroke, breaststroke, and sidestroke.

EMBEDDED OUTCOMES: S5.H1.L1: S3.H1.L1. After the workout, use guiding questions to help students analyze how swimming can be a part of a physically active lifestyle.

Guiding questions for students:

In the next five years or so, you probably will be working at a job or going to school. Most schools or communities have pools.

- How can aquatics help you be healthy?
- How can aquatics help you maintain fitness?

Student Choices/Differentiation

- Students may adjust rest time between 100s.
- Students may adjust the number of repetitions or the distance as needed.

What to Look For

- Students are maintaining correct technique for each stroke, with correct breathing throughout the set.
- Students are able to complete 100 yards or meters of each stroke.

Instructional Task: Video Analysis

■ PRACTICE TASK

Using each student's smartphone or recording device (or school video camera or iPad), record each student in the six strokes learned (6 × 25 yards or meters of each stroke).

Each student will evaluate his own strokes against the standard (watch video clip of correct performance or use a scoring guide) to see how they compare.

EMBEDDED OUTCOME: S2.H2.L1.1 Students should apply movement concepts to correct errors. Provide a worksheet to guide their analysis.

Student Choices/Differentiation

- Students can choose a partner and record one another.
- Provide a checklist of cues.

What to Look For

- Students' analyses were accurate.
 - Students could make corrections based on movement principles.
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Formal and Informal Assessments

Video analysis

Closure

- Did you find the butterfly challenging?
- What are some key points to remember when swimming that stroke?
- What did you learn from seeing yourself on the video?

Reflection

- Review worksheets to get a grasp of student understanding of their stroke performance.
- Use the information to guide decision making for next class.

Homework

- If you didn't complete your stroke analysis today, work on it at home and bring it to the next class.
- Remember, you will lead a water aerobics exercise on the last day. Review what you have researched and planned.

Resources

Internet keyword search: "lap swim workouts," "butterfly"