

LESSON 8: SIDESTROKE

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)

Personal responsibility: Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)

Embedded Outcome

Fitness knowledge: Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

Lesson Objectives

The learner will:

- refine the sidestroke.
- execute turns for the sidestroke.
- discuss and reflect on idealized body images in the media.

Equipment and Materials

- Kickboards*
- Life jackets or flotation belts*

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

Introduction

Today, you will break down the sidestroke and work on the timing. In addition, you will learn the two different types of turns for the sidestroke. First, though, let's talk about your homework assignment.

Instructional Task: Homework Discussion

■ PRACTICE TASK

Present some media images of idealized body types. Ask if any students are willing to share their reflections from the homework. Describe and discuss healthy body image.

Guiding questions for students:

- How do various media represent men and women in aquatic settings? Elite swimmers?
- How do advertisers use images to sell apparel such as bathing suits?
- How are images altered for consumption, and how realistic are they?

Student Choices/Differentiation

Students can volunteer to share their reflections, but don't require them to do so.

What to Look For

- Responses are thoughtful.
- Students recognize the unrealistic expectations portrayed in the media.

Instructional Task: Sidestroke Kick (Scissor Kick)

■ PRACTICE TASK

Students kick two widths of the pool, holding the kickboard like a violin and resting their ears on the board. The motion is as follows: Bend knees together, bring top leg forward and back leg back, and then scissor legs together.

Extension

Repeat on opposite side.

Student Choices/Differentiation

Students practice at their own pace.

What to Look For

- Legs are staying horizontal in the water.
- The kick provides good propulsion.
- Feet are not going past each other at the finish of the kick.

Instructional Task: Sidestroke

■ PRACTICE TASK

Students swim 4 × 25 yards or meters of sidestroke, with one hand holding the kickboard and one hand pushing from chin to thigh.

Refinement

Have students emphasize the long glide, with arms and kick finishing at the same time.

Extension

Without a kickboard, students use both arms in opposition.

EMBEDDED OUTCOME: S3.H9.I.1. Have students identify the type of muscle contraction involved in the sidestroke.

Student Choices/Differentiation

- Students may adjust lengths as needed (e.g., 2 × 25 or 4 × 50 of sidestroke).
- Students swim at their own pace.

What to Look For

- Students use a long glide, arms and kick finishing simultaneously.
- When the bottom arm is above the head, the arm at the surface is on the side of the thigh.
- Hands come together at the shoulder.
- The upper hand pushes the water toward the feet as it comes away from the shoulder.

Instructional Task: Sidestroke Open Turn

■ PRACTICE TASK

Students swim 4 × 25 yards or meters of sidestroke. As they come into the wall, if the right hand is above the head they do an open turn by spinning around. When they push off the wall, the right hand should again be above the head.

Refinement

Repeat, but if the right hand is above the head when they come to the wall, students touch with the right hand, and when they push off, the left hand is above the head. In this case students don't spin—they will face the same direction.

Student Choices/Differentiation

- Students swim at their own pace.
- Students stay on the same side after the turn instead of switching.

What to Look For

- The arm is extended fully when the hand touches the wall.
 - The turn is smooth.
 - The lead arm is straight overhead when students push off the wall.
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Formal and Informal Assessments

- Informal assessment or a rubric or checklist for evaluating stroke technique
- Reflections on media images

Closure

- All swimming strokes use concentric movement.
- Typically, swimmers do not get the soreness you may get from other activities. Fatigue, yes; soreness, no.
- Today, you practiced the sidestroke. If you feel comfortable on only one side, you should focus on the other side when you use this stroke.

Reflection

- Were students successful in identifying the type of muscle contraction, or do we need to review more?
- Were they competent on at least one side of the sidestroke, or do I need to go back and make more refinements?
- Review reflections on media images and comment as appropriate.

Homework

Have students create a stretching plan for swimming that includes dynamic and PNF stretches. (Embedded outcome: S3.H9.L1)

Resources

Internet keyword search: "sidestroke," "concentric," "eccentric"