

LESSON 14: STROKE ASSESSMENT

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—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)

Embedded Outcome

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Lesson Objectives

The learner will:

- improve conditioning through lap swimming.
- perform strokes while being assessed.
- evaluate local aquatic opportunities.

Equipment and Materials

- Grading sheets and pen
- Kickboards

Introduction

Today, we will begin final stroke assessments and continue with conditioning swimming. We will spread the assessments over two classes. We will end class by talking about aquatic opportunities outside of school.

Instructional Task: Stroke Assessment Warm-Up

■ PRACTICE TASK

Students swim 5 × 50 yards or meters of each stroke:

- First – freestyle
- Second – backstroke
- Third – breaststroke
- Fourth – sidestroke
- Fifth – elementary backstroke

Students check heart rates after completing each stroke.

Student Choices/Differentiation

- Students may use flip turns on freestyle.
- Students swim at their own pace.

What to Look For

- Students are building up their heart rates slowly.
- Students are using correct technique.

Instructional Task: Stroke Assessments

■ PRACTICE TASK

Students perform each of the strokes while you assess their technique using a rubric. If possible, record each student.

Share results with students individually.

Extension

Have students work in pairs. One uses a device to record the other's strokes. They share the video and their analysis of their partner's strokes, which is guided by the rubric.

Student Choices/Differentiation

Students swim at their own pace.

What to Look For

Students are using correct technique. Use a rubric to evaluate their strokes. Share the rubric with students early in the module.

Instructional Task: Conditioning Swimming

■ PRACTICE TASK

While one student is being assessed, the others should be doing the conditioning workout.

- Freestyle pyramid swim: 25, 50, 75, 100, 75, 50, 25 yards or meters, with 30 seconds' rest between each segment (students measure heart rate or RPE at rest intervals)
- 50 yards or meters of breaststroke kick
- 100 yards or meters of backstroke

Refinement

Backstroke: Students emphasize shoulder rotation by focusing on the pinkie finger entering the water first.

Student Choices/Differentiation

- Students may use flip turns on freestyle.
- Racing starts on freestyle from deep end only.
- Students swim at their own pace.

What to Look For

- Students are pushing themselves in the conditioning.
- Students are maintaining correct form.

Instructional Task: Evaluating Community Aquatics Opportunities

■ PRACTICE TASK

Think, pair, share: In pairs (or small groups), students discuss the types of aquatic opportunities that exist locally. Have students analyze their benefits and participation requirements.

EMBEDDED OUTCOME: S.4.H.3.1.1 Use this task to encourage students to communicate in constructive and positive ways

Student Choices/Differentiation

Students choose their partners.

What to Look For

- Students are engaged in the task.
 - Both students are contributing.
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Formal and Informal Assessments

Formal stroke assessment and peer assessment (share results with students)

Closure

- Great job on the stroke assessment today.
- How did you like the pyramid workout?
- What was the hardest part for you?

Reflection

- Did the assessments run smoothly?
- Were students working hard at the pyramid while others were being tested?
- What strokes still need work?

Homework

- Think about the different factors that might affect your ability to participate in aquatics across the life span. It might help to talk to your parents or grandparents about how their activities have changed over time and why.
- Review for a quiz in the next lesson.
- Practice the water aerobics exercise you will lead. Bring a copy for me to review in our next class.

Resources

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