

LESSON 7: SURFACE DIVES AND DOLPHIN KICK

Grade-Level Outcomes

Primary Outcome

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Embedded Outcomes

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

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

Lesson Objectives

The learner will:

- select and fit life jackets.
- execute surface dives at various depths.
- perform the dolphin kick while swimming underwater.

Equipment and Materials

- Kickboards*
- Life jackets or flotation belts*
- Diving toys (weighted)
- Hula-Hoops (weighted)

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

Introduction

Today, you will learn what to look for when picking out a life jacket, how to perform surface dives, and how to swim underwater with a variety of kicks.

Instructional Task: Fitting Life Jackets

■ PRACTICE TASK

Review Type II and Type III life jackets and how to fit them. Tell students to look for a Coast Guard–approved stamp.

Type II are designed for calm inland water, and many will turn an unconscious person faceup in the water.

Type III life jackets are considered to be the most comfortable, but they will not turn an unconscious person faceup.

Students jump in the water with life jackets on and practice the heat escape lessening position (HELP) and huddle positions in case of cold water immersion.

Guiding questions for students:

- What are the advantages and disadvantages of the two types of life jackets?
- Why are inflatables not considered flotation devices?
- How does the HELP relate to what you know about exercising in different temperatures?

Extension

Have students practice swimming different strokes to see which they prefer while wearing a life jacket.

Student Choices/Differentiation

Students may choose the shallow or deep end.

What to Look For

- Students are calm while practicing the HELP.
- Students are able to swim strokes with the life jacket on.
- Students can differentiate between the two types of jackets.

Instructional Task: Surface Dives

■ **PRACTICE TASK**

Swimmers swim out using the stroke of choice and then perform either a tuck (curled like a ball) or pike (knees straight) surface dive.

Refinement

Make sure that students know how to clear their ears (plug nose and blow gently to release pressure in the ears) if they are diving more than 6 feet (1.8 m) deep.

Extensions

- Throw diving toys 20 yards or meters out from the starting side of the pool. Repeat with students diving to pick up the toys.
- Have students use a surface dive for when they cannot see what is below the water. Students submerge feet first and push the water above their heads so that their bodies go feet first to the bottom.

EMBEDDED OUTCOME: S2.H2.L1. Use this practice task and questioning to review movement concepts such as buoyancy (how to decrease), lever length (long: pike; short: tuck), and rotation.

Student Choices/Differentiation

Students may dive in shallower or deeper water depending on comfort level.

What to Look For

- Students can get down to the bottom of the pool.
- Students are letting out air while descending.

Instructional Task: Dolphin Kick

■ PRACTICE TASK

Students kick 15 feet (4.6 m) underwater with feet together using an undulating body motion (can also be called a mermaid kick), with the body in a streamlined position.

Refinement

Have students focus on the idea of creating a wave of power by pressing down with the chest, which pushes the hips up. Remind them it's more about the core than the legs.

Student Choices/Differentiation

- Students may increase or decrease the distance according to comfort level.
- Have students use fins to accentuate the feel of the kick.

What to Look For

- Students perform a smooth, undulating motion.
- Feet are staying together.
- Students' bodies show flexibility.

Instructional Task: Swimming Underwater

■ PRACTICE TASK

Place weighted hoops around the pool, and have groups of students go underwater and swim through the hoops.

Extension

Repeat, with students using a variety of kicks and bigger breaststroke arm pulls.

Guiding questions for students:

- Why is it important to minimize your effort while swimming underwater? (Answer: To conserve energy.)
- What types of kicks are most efficient underwater?
- How does using bigger arm pulls help you?

Student Choices/Differentiation

Students may choose how many hoops to go through and how far to swim underwater.

What to Look For

- Students are comfortable underwater.
- Students are able to use several kicks in their efforts.

Formal and Informal Assessments

The number of hoops that students are able to navigate (students keep track)

Closure

- Today, we focused on life jackets and underwater swimming. What style of kicking is used most frequently when completely underwater?
- What kinds of fitness are involved in surface diving and swimming underwater?

Reflection

- Were any students really struggling with the dives in deeper water?
- What kinds of activities can they do to be more comfortable?
- Were students able to use the dolphin kick effectively?

Homework

Search online or in magazines or catalogs for images of people in bathing suits. Write a reflection about how these idealized images affect you or your peers, and turn it in next class. (Embedded outcome: S4.H1.L2)

Resources

Internet keyword search: “Type II life jackets,” “Type III life jackets,” “surface diving,” “dolphin kick”