

LESSON 11: RACING STARTS AND FLIP TURNS

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 Outcome

Stress management: Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)

Lesson Objectives

The learner will:

- demonstrate a racing start.
- execute flip turns.
- increase endurance in the freestyle, backstroke, and breaststroke.

Equipment and Materials

Kickboards

Introduction

Today, I will introduce racing starts and flip turns while you continue to work on conditioning. We'll also discuss how aquatic activities can help with stress management.

Instructional Task: Warm-Up

■ PRACTICE TASK

Students swim 2 × 50 yards or meters each of sidestroke and elementary backstroke at an easy pace. Students check their heart rates after completing each set.

Student Choices/Differentiation

- Students may swim 2 × 100 of each stroke.
- Students may swim 2 × 25 of just the kick.

What to Look For

- Students are using correct technique.
- Students' movements are smooth.
- Students are building up their heart rates gradually.

Instructional Task: Main Set

■ PRACTICE TASK

Students swim the following:

- 3 × 100 yards or meters of freestyle, with 20 seconds' rest in between
- 4 × 25 yards or meters of backstroke sprint, with 30 seconds' rest in between
- 3 × 50 yards or meters of breaststroke, with 15 seconds' rest in between.

Students measure heart rate or RPE.

Refinement

Stop the class and remind students to make quick turns (quick touch and turn, streamline off wall, fast and strong kick).

EMBEDDED OUTCOME: S3.H14.L1 After the workout, discuss the potential of aerobic exercise, such as swimming, for stress management. Ask students to identify other stress-reduction techniques they could use.

Student Choices/Differentiation

Students may adjust distances or the rest time as needed.

What to Look For

- Students are able to swim the complete distances with the rest time allowed.
- Students are maintaining correct technique throughout.

Instructional Task: Flip Turns

■ PRACTICE TASK

Students stand in chest-deep water and do a forward somersault, putting their heads between their knees and using their arms to help rotate around. Instruct students to blow air out through the nose.

Extensions

- Students take a few strokes and then do the somersault. Repeat until comfortable.
- Students move to a wall in the deeper section of the pool and perform the somersault from a distance that allows the feet to touch the wall mid-somersault. Repeat until they can make the turn consistently. [Note: This often requires trial and error and is based on how fast students swim into the wall.]
- Students swim 100 yards or meters of freestyle, with a flip turn at each wall.

Refinement

Have students focus on underwater movement after the turn using the dolphin kick.

Student Choices/Differentiation

- Students practice at their own pace.
- Students may work in pairs, with one standing at the wall to help the other flip. This will help students get the feel of the turn.

What to Look For

- Students are not lifting the head for a breath before performing the somersault.
- Feet touch the wall with a slight bend at the knees.
- After pushing off the wall, students perform a half turn so that they are facedown, in position for the freestyle.

Instructional Task: Basic Dive

■ PRACTICE TASK

In water at least 9 feet (2.7 m) deep, students begin seated on the side of the pool, chin on chest (or looking at navel) throughout dive, and just roll in.

Extensions

- Change to a kneeling dive, toes over the edge of the pool.
- Change to a standing dive. Both feet have toes curled over the edge. Students bend at the waist and fall in.

Refinement

Remind students to keep chin on chest so they don't pick their heads up as they enter the water.

Student Choices/Differentiation

- One rep at each level is adequate, but many students will require more reps to feel at ease.
- Students do not move to the next position until comfortable and performing correctly.

What to Look For

- Chin is down.
- Students make a head-first entry.

Instructional Task: Racing Dives

■ PRACTICE TASK

Where the water is deep, students stand on the deck in a track-type stance, with one foot at the edge of the pool and one foot back, fingers resting on the edge. Entry angle into the water should be between 30 and 45 degrees.

Refinement

Emphasize the shallowness of the dive in order to be able to begin the stroke quickly. Students repeat the dive and then swim five strokes.

Extension

Use a device to record the dives so students can view their entry angles and make adjustments.

Student Choices/Differentiation

Allow students to stay on the previous task until comfortable with the entry.

What to Look For

- Chin is down.
- Entry is shallow.
- Students are kicking once completely submerged.

Formal and Informal Assessments

Feedback on the two workouts students submitted

Closure

- Remember, whether you are swimming laps or participating in one of the other types of aquatic exercise, swimming can help reduce stress. Moving through the water tends to be relaxing for most people.
- Today, I introduced the flip turn and racing dives. What are three key points to remember for each of these?
- Emphasize the importance of a smooth turn for competition and enjoyable lap swimming.

Reflection

- Which students need extra practice on the dive and the flip turns?

Homework

- Watch a video clip of a swim meet on the school's physical education website, focusing on the racing start and flip turns.
- Practice the water aerobics exercise you will lead.

Resources

Internet keyword search: "flip turns," "racing starts"