

LESSON 6: ENDURANCE AND BREASTSTROKE

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: Identifies issues associated with exercising in the heat, humidity and cold. (S3.H3.L1)

Physical activity knowledge: Applies rates of perceived exertion and pacing. (S3.H3.L2)

Lesson Objectives

The learner will:

- refine previously learned strokes (freestyle, backstroke, and elementary backstroke).
- demonstrate correct technique for the breaststroke.

Equipment and Materials

- Kickboards*
- Life jackets or flotation belts*

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

Introduction

Today, you will increase the distances in your strokes and review the breaststroke.

Instructional Task: Endurance Training

■ PRACTICE TASK

Students swim 3 × 100 yards or meters each of freestyle, backstroke, and elementary backstroke. Students calculate their heart rates.

Refinement

Ask students to swim at a comfortable pace and focus on their technique for the first 100 yards or meters of each stroke.

EMBEDDED OUTCOME: S3.H3.L1 After the workout, discuss how the environment (heat, cold, humidity) can affect exercise and the advantages of swimming in a pool on a very hot or humid day. Remind students of the need to hydrate while in the water.

Student Choices/Differentiation

- Include open turns and flip turns if students are familiar with them.
- Students may adjust distances to accommodate higher or lower fitness levels.
- Students swim at their own pace.

What to Look For

- Students' technique is improving.
- Students are resting less at the walls and can swim at a faster pace.

Instructional Task: Breaststroke Kick

■ PRACTICE TASK

Students kick four widths of the pool using the whip kick and a kickboard.

Extensions

- Students kick four widths beginning with a glide with the face in the water, breathe, kick, and glide.
- Students progress to lengths of the pool with the breaststroke kick.

Refinement

Have students glide for 3 seconds before the next kick. This forces students to have a strong whip kick and to glide to prevent sinking.

Student Choices/Differentiation

- Students may sit on the side or hold onto the wall, and then progress to using a kickboard.
- Students swim at their own pace.
- Students may adjust distances as needed.

What to Look For

- Toes are up.
- Feet are wider than knees.
- Students are kicking the feet together.
- Glide is noticeable.

Instructional Task: Breaststroke

■ PRACTICE TASK

Review the phases of the stroke: pull, breathe, kick, glide.

Students swim 4 × 25 yards or meters of breaststroke.

Refinement

Make sure that students are performing the stroke with a natural, flowing rhythm.

Extension

Have students add open turns for breaststroke (using a two-hand touch).

Student Choices/Differentiation

- If a student has knee issues, allow sidestroke kick instead of whip kick.
- Students swim at their own pace.
- Students may adjust distances as needed.
- If students have difficulty with timing, have them practice the kick and the arms together while lying on the pool deck.

What to Look For

- The stroke has distinct segments: pull, breathe, kick, and glide.
- Hands are not going past upper chest level.
- Students glide with arms straight above head and feet together.

Instructional Task: Relay Races to Increase Speed**■ PRACTICE TASK**

Using the strokes taught in the module, create relay races. Have students give their RPE or heart rate at the end of each leg that they swim.

Extension

Repeat with kicking only.

EMBEDDED OUTCOME: S3.H3.1.2. At the start of the relay races, review RPE and ask students to give their RPE assessment after they swim their legs. After the first relay, they can choose to give heart rate or RPE.

Guiding questions for students:

- What happens to your heart rate when you increase your speed? Why?
- Would you expect the type of relay to affect your heart rate or RPE? Why or why not?

Student Choices/Differentiation

Students choose their own relay strokes.

What to Look For

- Students are swimming faster than in the endurance set at the start of class.
 - Students are using RPE or heart rate correctly.
 - Students maintain correct technique in their strokes.
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Formal and Informal Assessments

- Informal assessment or a rubric or checklist for evaluating stroke technique
- Exit slip: How do the temperature and humidity affect exercise?

Closure

- Today, you worked on improving your endurance as well as your speed in the water.
- You also worked on your breaststroke.
- Who can tell me three important cues of the stroke?

Reflection

- Were students comfortable using RPE?
- What areas of the breaststroke need additional practice?

Homework

Watch a video clip of the dolphin kick on the school's physical education website before next class.

Resources

Internet keyword search: "breaststroke," "hydration," "swimming in heat," "swimming in cold"