

## LESSON 12: MINI SWIM MEET

### 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

**Rules & etiquette:** Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

### Lesson Objectives

The learner will:

- demonstrate a variety of strokes while participating in a mini swim meet.
- demonstrate knowledge of rules and etiquette while officiating and participating in the meet.

### Equipment and Materials

Kickboards

### Introduction

*Today, we will hold a mini swim meet to show off the skills that you have learned. The emphasis will be on how much you have improved since the start of this section, not necessarily where you finish.*

## Instructional Task: Swim Meet Warm-Up

### ■ PRACTICE TASK

Students swim 3 × 50 yards or meters each of freestyle, backstroke, butterfly, and breaststroke.

Students measure their heart rates or RPE after completing each set.

#### Student Choices/Differentiation

- Students can perform flip turns or open 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: Timing a Race

### ■ PRACTICE TASK

Start a stopwatch on the whistle; students stop when a body part hits the wall at the end of the assigned distance.

On a whistle, students practice timing a partner for a short distance.

#### Student Choices/Differentiation

Students choose their partners.

## What to Look For

- Students are paying attention.
- Students are using the watch correctly.

## Instructional Task: Officiating a Swim Meet

### ■ PRACTICE TASK

Review rules etiquette:

- You may not walk on the bottom or pull on the lane line.
- You must use the specified stroke.
- Fairness: If a game official has any doubt about whether a swimmer violated a rule, the swimmer is not disqualified.
- Flip turns and open turns are permitted.

**EMBEDDED OUTCOME: S4.H2.L1** Discuss etiquette and respect beyond the basic rules. Ask for examples of showing respect and support for teammates and opponents.

### Student Choices/Differentiation

Make a poster of rules for students to review.

## What to Look For

- Students are engaged in the discussion.
- Students provide appropriate examples.

## Instructional Task: Mini Swim Meet

### Practice Task

Match up swimmers of similar skills or speed, as many as there are lanes in the pool.

- Beginner swimmers: 25-yard races in freestyle, backstroke, and breaststroke
- Intermediate swimmers: 50-yard races in same strokes
- Advanced swimmers: 100-yard races in same strokes

Race order: beginner freestyle, intermediate freestyle, advanced freestyle, beginner backstroke, intermediate backstroke, advanced backstroke, beginner breaststroke, intermediate breaststroke, advanced breaststroke

Students measure heart rate or RPE after each race.

When students are not racing, they are to practice officiating by watching for false starts and timing the finish for their assigned lanes.

Record the mini-meet so students can view it later.

Students engage in all roles: swimmer, lane judge, and timer.

### Student Choices/Differentiation

Students may select distances to race.

## What to Look For

- Students show sportsmanship and support for teammates.
- Students use correct stroke technique.

## Formal and Informal Assessments

Race times

### Closure

- So how are you feeling after racing?
- Do you think your strokes and turns have improved?
- Make sure you drink water even though you may not feel thirsty. Hydration is important in all physical activity, and swimming is no exception.
- Next class we'll be repeating the 100-yard timed swim. Set a personal goal that you think is challenging but achievable.

### Reflection

- How did the meet go?
- Were students actively engaged in officiating when not racing?
- Did they use the flip turn effectively?

### Homework

- Watch our mini-meet on the school's physical education website, and identify one point of improvement for two of your races.
- Practice the water aerobics exercise you will lead.

### Resources

Officiating Swimming: [www.officiatingswimming.com](http://www.officiatingswimming.com)

USA Swimming: [www.usaswimming.org](http://www.usaswimming.org)