

# LESSON 1: AQUATICS REVIEW

## 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)

**Safety:** Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

### Embedded Outcome

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

## Lesson Objectives

The learner will:

- review basic pool safety rules.
- demonstrate basic aquatic skills, such as submersion and floating.
- demonstrate freestyle and backstroke skills.
- review basic hydrodynamic principles, such as buoyancy and drag.

## Equipment and Materials

- Kickboards\*
- Life jackets or flotation belts\*
- Kickbar floats (optional)\*

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

## Introduction

*We're starting a new module on aquatics. We will work on water safety, improving your strokes, and using aquatics as a lifetime fitness activity. Today, I will evaluate what swimming knowledge you already have and introduce hydrodynamic principles that will assist with all movement in the water.*

## Instructional Task: Rules Around the Pool

### ■ PRACTICE TASK

Discuss what rule infractions will not be tolerated (e.g., running on the deck, going into the deep end if not skilled enough).

### Student Choices/Differentiation

Encourage students to suggest rules.

### What to Look For

Students are able to follow the rules.

## Instructional Task: Immersing the Body

### ■ PRACTICE TASK

Students blow bubbles while bobbing.

#### Refinements

- Encourage students not to wipe their faces in between bobs.
- Remind students to keep their ears in the water.

#### Extensions

- Students repeat, allowing the legs to drift so their bodies float on the front. With their faces in the water, students blow out.
- Students repeat, breathing to dominant side.
- Students repeat, breathing to both sides.

#### Student Choices/Differentiation

- Students choose 0 to 3 bobs or 3 to 10 bobs.
- If students aren't comfortable bobbing, use the following progression:
  - Begin by having students submerge up to their mouths (eyes still above water).
  - Repeat, submerging face past eyes with nose plugged.
  - Repeat, submerging face past eyes without plugging nose.
  - Repeat, submerging entire head.

#### What to Look For

- Assess students' comfort level.
- Students can take a breath immediately upon their face exiting the water.

## Instructional Task: Front Float and Glide

### ■ PRACTICE TASK

Students float with face immersed.

#### Guiding questions for students:

- What is the most important element to focus on to keep from sinking? (Answer: Keeping the abdominal muscles tight.)
- How do your arms, legs, and head affect floating? (Answer: If you don't keep them in a streamlined position, you will sink.)
- What does a streamlined position look like, and why is it important?

#### Extensions

- Have students glide with face immersed using proper straight-leg, floppy-ankle kick.
- Repeat. Have students push off wall and glide underwater (no kick). Give students a second chance to improve their length.
- Same activity but add kick.

#### Guiding questions for students:

- What are important elements to consider when gliding?
- How did you improve your length of glide?
- How did the kick help?

- When using the kick, why is it important to have a tight, fast kick?
- Sometimes, your kick causes more drag (big kick cause more drag). What are things you must still consider? (Answer: Keeping a streamlined position throughout the push-off and glide.)

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**EMBEDDED OUTCOME: S2.H2.I.1** Use this practice task to help students understand how the glide position reduces drag and resistance in the water.

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### **Student Choices/Differentiation**

- Students receive support from a noodle, kickboard, another student, or holding onto the wall.
- Challenge students to float for longer than 10 seconds.

### **What to Look For**

- Students are performing independently.
- Students are able to stay submerged for longer than 10 seconds.

## **Instructional Task: Freestyle**

### **■ PRACTICE TASK**

Students swim the length or width of the pool, face in the water, with full arm extension in front and back.

### **Refinements**

- Reinforce elbow high on recovery.
- For more advanced students, encourage S-shaped pull.
- Have students swim several laps, refining their strokes.

### **Extensions**

- Have students count the number of strokes they use to swim across the pool.
- Repeat the activity to see whether students can decrease the number of strokes.

### **Guiding questions for students:**

- How many strokes did it take?
- In what ways can you decrease the number of strokes? (Answers: stronger kick, reach farther with arms, and so on)
- Why is it important to use fewer arm strokes while swimming?

### **Student Choices/Differentiation**

- Students who aren't totally comfortable in deep water may use the shallow end or the lane next to the wall.
- Students swim at their own pace.

### **What to Look For:**

- Students swim with a smooth motion, arms in opposition, with full extension front and back.
- Students are keeping their faces in the water and breathing to the side.
- Students' kicks are fast and tight.
- Students are rotating their bodies by reaching with their arm strokes.

## Instructional Task: Back Float and Glide

### ■ PRACTICE TASK

Students float with ears immersed and feet at surface. Demonstrate how putting the arms above the head, tilting the head back, and keeping the knees bent help increase buoyancy.

### Refinement

Make sure that students are driving the hips up to the surface, which will help correct body position.

**EMBEDDED OUTCOME: S2.H2.I.1.** Use this practice task to help students understand the concept of buoyancy.

### Student Choices/Differentiation

- Students may choose to have support from another student or use a kickboard against their abdomens.
- Students may float for longer than 10 seconds.

### What to Look For:

Students are able to float for longer than 10 seconds.

## Instructional Task: Backstroke

### ■ PRACTICE TASK

Students swim the length or width of the pool, focused on backstroke technique.

### Refinements

- Reinforce hip rotation, shoulder out of the water, straight arm recovery, kick at the surface of the water, and tight abdominals.
- Have students swim five or six body lengths, refining their strokes.

### Extensions

- Have students count the number of strokes they use to swim across the pool.
- Repeat activity to see whether students can decrease the number of arm strokes.

### Student Choices/Differentiation

- Students who aren't totally comfortable in deep water may use the shallow end or the lane next to the wall.
- Students swim at their own pace.
- Students choose number of laps.

### What to Look For:

Students swim with a smooth motion, arms in opposition, and shoulder above water on recovery arm.

## Instructional Task: Game of Tag

### ■ PRACTICE TASK

Set up one or more tag games with shallow-end boundaries. During the game, students are required to use freestyle and backstroke to move around the pool and floating techniques when resting.

### Extension

Allow students to modify game rules and size of space to maneuver.

**Student Choices/Differentiation**

- Students may swim underwater to get away.
- Group students by ability, with more skilled students using the deep end.
- Students may hold onto the wall if needed.

**What to Look For:**

- Students are using their strokes correctly.
  - Students are comfortable underwater.
  - Students are using their floating techniques when they need to rest.
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**Formal and Informal Assessments**

- Informal assessment or a rubric or checklist for evaluating freestyle and backstroke
- Exit slip: What are the critical elements of the freestyle stroke?

**Closure**

- What are three key points for freestyle? Backstroke?
- How can you make yourself more buoyant when swimming?
- What positions have the least drag when swimming?
- Recommend goggles for those who have immersion issues.

**Reflection**

- Which students have the most trouble floating?
- Which students need practice with their stroke technique?
- Who needs more endurance?

**Homework**

If students have access to a pool, they can practice getting comfortable with their faces in the water, opening their eyes underwater, and breathing to the side in freestyle.

**Resources**

Internet keyword search: “freestyle,” “backstroke,” “buoyancy,” “drag”