

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	30	
3. Cognitive and Intellectual Skills		
	10	
4. Practical Application Skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Part A: Analysing Technique**Stroke Analysis – Front Crawl**

Body Position:	Comment on observation:
Head	Head is level and rotating.
Eyes	Eyes looking straight down. This is causing feet to drop lower. Needs to look slightly ahead of straight down.
Shoulders	Rotating the body. Streamlined, close to the body.
Hips	Hips are up, but rotation is slightly erratic. Shorts are keeping hips streamlined.
Leg Action:	Comment on observation:
Knees	Need more hinge at the joint. Kicking from knees rather than hip flexors.
Depth	Lower legs and feet slightly too deep.
Ankles	Slight flexibility. More control when kicking. Could use flippers to help develop flexibility.
Toes	Pointed, but downward. Creating excess drag.
Function/Effectiveness	Less effective stroke as legs too far under water so body is rotating downwards.
Width	Quite narrow. Keeping legs close to body.
Rhythm	Kicking quite quickly, not in a pattern of kicks.
Arm Action:	Comment on observation:
Entry	Elbow high on initial entry. Could have slightly more hinge. Water being pushed downward rather than alongside body.
Catch and down sweep	Fingers need to be narrower.

In sweep	Body pushed up slightly due to pushing water down not behind.
Up sweep	There is hinge at the elbow. Arms close to side ready for next stroke.
Release	Keeps elbow high.
Recovery	Quite wide. Body rotates too much. Recovers arm quickly.
Breathing:	Comment on observation:
Effectiveness	Quite controlled. Breathing every second stroke.
Trickle	Slight trickle when underneath water.
Explosive	Quite explosive and coming to surface for air frequently.
Unilateral	Always unilateral. Breathing in on right side, every two strokes.
Bilateral	Never bilateral.
Timing:	Comment on observation:
Continuous alternating action of arms and legs	Timing of stroke was consistent, especially in arms. Legs sometimes loose.
Whole stroke:	Comment on observation:
Efficient and streamlined or not?	Streamlined from hips to head. Feet pushing body downward, need to adjust eyeline to push lower legs upwards.

Part B: Planning a lesson & Rationale

Non-swimmers – First lesson

Date: 7th May 2021	Pupils' age: 4-5 years	Number of Pupils: 6	Ability Level: Non-swimmers, first visit to a pool	Duration of Lesson: 30 minutes
Resources: Floats, woggles, variety of toys, flying saucers			Health and Safety Issues: - Ensure swimming teacher knows their EAP, location of fire exits and first aid kit. - Swimming teachers must have an NOP plan also. - Never leave children unattended in the pool. - Know the pool layout, depth, and size. - Ensure the teaching environment is safe and clean.	
Lesson Outcomes: To develop water confidence.			Lesson Aim & Objectives: 1. To enter the pool safely and get used to the water. 2. Getting head under water by blowing bubbles. 3. Practice entering and exiting the pool safely.	

Lesson Structure

Time	Learning Activity	Organisation	Teaching Points	Teaching Styles
5 min	Introduction / Warm up • Safety and rules • Sit on edge of pool splashing feet • Entry into pool	• Teacher on side • Pupils sat on edge of pool splashing feet and teacher • Pupils enter water via steps. Both hands on handrail and descend facing steps.	• Explain rules • Introduce to water with feet • Enter pool down steps, facing backwards, feet first. • Encourage pupils to enter pool via steps. • Hold onto side with two hands when entered.	• Teacher asks questions. • Instructs how to enter pool.

15 min	Main Theme • Water confidence • Simon says game • Walking round pool trying to blow bubbles • Floating using the woggle for support. Move on to floats if more confident.	• Simon says game: standing, holding onto side, jump up, jump down, splash, touch your foot, turn around etc. • Walking around pool bubble blowing with flying saucer toy. • Practice floating with woggle in seahorse shape. • When more confident replace with two floats and try floating in one place. Placing head back, then forwards.	• Praise and encourage when they go under water • Big steps under water, make splashes, head up, push feet up and down, reach with arms. • Encourage pupils to blow bubbles by playing bubble blowing game. Get head as close to the water as they can. • Walk round pool in different directions. • Ask pupils whether they can put their heads under water whilst using the floats.	• Command style of teaching. • Command style but also moving into a practice style of teaching where teacher introduces activities for pupils to practice on their own with encouragement.
10 min	Conclusion / Contrasting Activity • Jumping up and down in pool • What's the time Mr Shark? Game for exiting pool. • Exiting pool and then entering again • End of lesson: recap on activities, what pupils have learnt and inform for next lesson.	• Teacher demonstrates how to jump in the pool by bending knees and accelerating up straight. Pupils in pool. • Pupil's practice this in the pool. • What's the time Mr Shark game to get pupils back to edge of pool using a woggle or float. • Teacher instructs and demonstrates how to exit pool safely, via poolside. This is safer and quicker than exiting via steps. Then pupils copy this.	• Instruct pupils on how to bend knees and keeping a straight back. • Praising if pupils manage to get head under water. • Teacher shouts out what time it is so follows command style but also a chance for pupils to get involved by asking the question. • Use of woggle or float if necessary, for each individual. • Exit how pool allows: forwards up steps, over the pool edge by placing both hands on pool edge and pulling themselves up onto their tummy, then bringing	• Command style to begin with again: instructing how to jump whilst pupil's copy. • Practice style where pupils practice what you taught them. • Cool down game - introduces aspect of inclusion style where teacher is now facilitating the game and the pupils get to ask more

		Recap of lesson, what went well, what pupils learnt, outcomes for next lesson.	knee up to stand up. Then walk out slowly into changing rooms. Teacher ends lesson by recapping.	questions and take it in turns. Back to command style where teacher instructs how to safely exit pool.
--	--	--	---	---

Contingency Plan (What if?)

- 1. Activity too difficult – Teacher modifies activity to cater for class ability level.**
- 2. Finish lesson early – Teacher must have a back-up activity or game to make up the time.**
- 3. Change of teacher – Original teacher must ensure new teacher knows the lesson plan, rules of the pool, and knows requirements of pupils.**
- 4. Emergency such as illness/injury/fire alarm – Has access to first aid kit, details of the pupil and knows where the exits are.**

Rationale

This lesson plan was based on scenario 1 which involved a non-swimmers beginner class of children aged 4-5 years. Water confidence was chosen as the outcome for the lesson, ensuring that the children familiarised themselves with the water, pool surroundings, and the rules set out by the teacher. The first aim was to enter the pool safely, whilst getting used to the depth and temperature of the water. According to the Swimming Teacher's Association (2018), shallow water teaching is beneficial for beginner swimmers, which is why this lesson was conducted in a learner pool, with accessible steps and one depth pool. The command style was chosen by the author to ensure the teacher had full control over the lesson, explaining the rules and could challenge behaviour. Activities were chosen such as sitting on the edge of the pool, splashing the water with their hands and feet which were beneficial for the children to feel water on their bodies before entering the pool. The Swimming Teacher's Association recommends shallow water teaching for beginner swimmers as it allows the participants to feel the floor beneath them at all times, further developing their water confidence.

Noble and Cregeen (2009) believe play is a vital component in a beginners swimming lesson. The use of aquatic games says the Swimming Teacher's Association (2018) influences a child's development, and develops skills such as "socialisation, personal awareness, creativity and learning ability" (Swimming Teacher's Association, 2018, p. 232). The teacher's role is deciding when to bring that element of play into their lesson. This could be "when introducing pupils to the water on their first visits" (Noble, Cregeen, 2009, p. 4) similar to what was chosen by the author of this lesson plan. The first game in the main theme of the lesson was a Simon says game, where the teacher using the command style shouted out different body parts which the children then had to touch the water with. This developed the teachers practice style of teaching which engaged them with each individual and as Mosston and Ashworth (2008, p. 115) state offers private feedback for each child to progress. The role of the learner in this activity is to practice what the teacher is telling them to do.

Bubble blowing was another game chosen for the main theme. This encouraged the children to get their heads nearer the water, and eventually reaching the goal of fully submerging the head. Toys were used here, such as flying saucers which helped the children to blow bubbles by flipping the toy on top of the water. Again, the practice style was used, where the teacher encouraged the children from the poolside to get their heads as close to the water as they felt comfortable in doing. A final

activity in the main theme of the lesson was floating. This was introduced to provide variety in the lesson, but also practicing water confidence once more, to meet the lesson outcome. The Swimming Teacher's Association (2018) states floating activities are essential to developing confidence in the water, body control and are also fun activities for beginner classes. The teacher introduced floats and woggles in which the children used to practice floating in a stationary spot at first, then once confidence was built, they could practice moving around in the pool with the aid of floats. Using the command style, the teacher then asked the children to try leaning their head forwards, then backwards in the water to get them used to their head being in the water. This would perhaps be a big step for some of the children, so to make it fair for their ability, the teacher may ask them to touch their chin in the water instead. The practice style is also very useful in helping the children to establish new skills say Mosston and Ashworth (2002). By repeating such activities in the pool setting, this will engage them in developing their confidence in the water whilst having fun.

Lastly, a contrasting activity was introduced. This particular activity focused on bringing a slightly different element into the lesson, which got the children to practice jumping up and down in the pool before learning how to exit the pool safely and correctly. Firstly, the teacher's role was to instruct the children on how to use their bodies to jump up in the pool and then down again. Using the command style, the teacher demonstrated how to bend their legs before accelerating upwards and then landing down again safely on the bottom of the pool floor. This encouraged the children to practice this skill, whilst focusing on landing correctly. A key teaching point here was positivity and encouragement, as this activity was near the end of the lesson, so it was important for the teacher to keep engagement levels high. This skill was followed by a cool down game, where the game 'What's the Time Mr Shark?' put the teacher in the facilitator's role and the style of teaching adopted was an inclusive one. Mosston and Ashworth (2008, p. 180) state how the inclusion style allows the learner to make more decisions during the activity, and work at their own ability level.

The lesson plan ended with a conclusion and recap of the lesson objectives, and whether the activities met the learning outcome of developing water confidence. Moreover, the teacher instructed the children on how to exit the pool safely, in this case, via the poolside due to it being a safer and quicker option than steps. This allowed the teacher to return to the command style, prompting the children on what went well and informing them of next week's lesson and activities.

Reference List

- Mosston, M. and Ashworth, S. (2008). *Teaching Physical Education*. First Online Edition.
- Mosston, M. and Ashworth, S. (2002) *Teaching Styles*. (pdf) Available at: <https://www.lboro.ac.uk/media/wwwlboroacuk/external/content/students/plus/downloads/Teaching-Styles.pdf>. (Accessed May 4, 2021).
- Noble, J. and Cregeen, A. (2009). *Swimming games and activities for parents and teachers*. 3rd edn. London: A & C Black Publishers Ltd.
- Swimming Teachers' Association (2018). *STA Award in Teaching Swimming Resource Manual*. STA.