

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

(the boxes will expand as you type)

Body Position:	Comment on observation:
Head	Head was too low at certain points of the stroke.
Eyes	Eyes were looking down too much, which made the head go lower.
Shoulders	Shoulders rolled to get head out of water to breath.
Hips	Hips were rotating too much and were too low at certain points of the stroke with didn't help when kicking.
Leg Action:	Comment on observation:
Knees	Knees were bending excessively and were kicking more with knees than hips.
Depth	Kicking too deep and too low in the water.
Ankles	Ankles were too deep in the water but were flexible.
Toes	Toes were pointed and flexible.
Function/Effectiveness	Could be more effective if he was kicking with his hips instead of his knees.
Width	The width could be a little bit wider when kicking.
Rhythm	Rhythm of his kicking was good.
Arm Action:	Comment on observation:
Entry	The entry was good his fingers were pointed when entering the water.
Catch and down sweep	The down sweep and catching was good.
In sweep	The in sweep needs to be pulled further under his body towards his hip. His hands were flat, which created a resistance to his stroke.

Up sweep	With the up sweep his elbow needed to be higher in the air.
Release	The release his arm needed to be stretch forward more before entering the water again.
Recovery	The recovery was relaxed a bit, but he needs to work on this.
Breathing:	Comment on observation:
Effectiveness	The effectiveness of his breathing could be better to help him in the future.
Trickle	He was blowing bubbles, so in was blowing out under the water.
Explosive	He was lifting his head to breathe and rushing his breathing when he was breathing.
Unilateral	He was using this breathing method, even though it was rushed.
Bilateral	He was not using this breathing method.
Timing:	Comment on observation:
Continuous alternating action of arms and legs	The action of his arms was alternating and continuous and the action of his legs does not balance the stroke much but the action of his legs rhythmic to the stroke.
Whole stroke:	Comment on observation:
Efficient and streamlined or not?	Overall, the whole stroke was good, but there is certain parts of the stroke that needed work, which will help him in the future and to make the stroke have an efficient stroke.

Part B: Planning a lesson & Rationale

Lesson Plan

Date: 07/05/2021	Pupils' age: 4-5	Number of Pupils: Six	Ability Level: Non-swimmers	Duration of Lesson: 30 minutes
Resources: In the pool: Floats, woggles, variety of toys, balls, watering can, sinkers Out of the pool: first aid kit, lifeguard floats, lifeguard pole, phone in case of an emergencies			Health and Safety Issues: - Teacher- dress to be able to go in the pool - Swimming caps - Wet floor - Depth of pool - Equipment on the outside of the pool - If the pupils are ill (if able or not allowed in the pool)	
Lesson Outcomes: Developing confidence in the water			Lesson Aim & Objectives: - Knowing the rules of the water - Getting use to the water splashing on them - Entering the water safely - Getting use to the water on their face	

Lesson Structure

Time	Learning Activity (i.e., task, drill)	Organisation (e.g., instruction, demonstrations, group organisation, teacher/students' position)	Teaching Points (e.g., points to remember, questions to ask)	Teaching Styles (Mosston & Ashworth, 2008)
5 minutes	Introduction / Warm up - Getting to know pupil's names - Explaining the rules of the pool - Sitting on the side of the learner pool with their feet in the pool. - Splashing their feet in the water. - Splashing in water and get body parts wet. - Entering the pool safely	- One at the time - As a group. - On the teacher's command as a group - On teacher's command pupils as a group. - Get pupils to enter pool on at the time. Teacher must show demonstration on what they are asking the pupils to do, when they are entering the pool as pupils might need to see it as well as hearing it. - Pupils will be positioned on the side of the pool and teacher will be positioned so the pupils can see what they are doing but also being able to hear them.	- Long (Straight) legs, floppy ankles/ feet - Fast kicks- who can make the biggest splash - Swivel Entry: -sit on the side. -two hands to the poolside - roll onto tummy -slide/ wriggle into the pool and hold on.	Command Style

15 minutes	Main Theme - Walking around in the pool - Sprinkling water over head with a watering can - Blowing bubbles - Blowing toys across the pool	- Number the pupils one and two, ones go first then twos. - As a group - Ask the pupils to go one at the time then as a group. - As a group Teacher must show demonstration on what they are asking the pupils to do, when putting the mouths in the water. - Pupils will be positioned in the pool on handing the side and the teacher will be positioned so the pupils are able to see what they are doing but also being able to hear them.	- Head up - Sliding steps through the water (big or little) - Shoulders under the water - Wash face - Blow bubble under water - Open eyes - Blow a ball or toy along the water.	Command Style and Practice Style
10 minutes	Conclusion / Contrasting Activity - Place whole face in the water - Jumping up and down in the water	- Number the pupils one and two and take it in turns. - As a group Teacher must show demonstration on what they are asking the pupils to do, when they are putting their whole face under, showing them slowing and step by step. - Pupils will be positioned in the pool on handing the side and the teacher will be positioned so the pupils are able to see what they are doing but also being able to hear them.	- Wash face - Scoop water in their hands and scrub face - Open eyes - Face in water - Jump up and down - Shoulders under water - Head under water - Open eyes when submerging - Bend knee to push back up - Landing	Command Style and Practical Style

Contingency Plan (What if?)

Picking up sinkers when placing heads under. This will be done one at the time first, then when they are uses to picking up the sinkers, they are able to do it when they want if the teacher is not speaking to, they and they say its alright to.

The pupils can pick up the sinkers with any part of their body if they are not ready to pick their head under just yet then they can use their feet. This will be command and practical style as they can take their time if they want to pick the sinker up with their hands meaning they will be putting their heads under and this is something we don't want to rush as it might been they don't want to do it next time or even get in the water again.

Rationale

I have chosen this lesson plan and activity as it gets the beginner class used to the water being on their face and that it is not a horrible feeling when the water hits their faces, and they are able to do this at their own time when putting their head under the water. With the introduction, I choose these activities as it gets the pupils used to having their bodies wet and with the splashing of the water it will get them used to having the water on their face before placing their head under the water, as some pupils don't like the water splashing on their face. With the main body, I choose these activities as it gets the pupils used to walking around the pool and having their shoulder under the water, which is a bit closer to having their faces under the water. With the blowing of the bubbles in the water it is a fun way to help them put their mouth in the water and adding a toy into the water for them to blow around the pool makes the pupils have more fun in the water and are able to do races, which they would love. Finally, with the conclusion, I choose these activities as it gets the pupil to start putting the whole face in the water but at their own time as we don't want to race them as that might make them feel uncomfortable when doing it next time. The reason I choose the teaching style as it is not safe to get the pupils to lead the lesson, with the practice style allows the pupils take their time to put the head under the water or how long they have their mouth in the water, when playing bubbles and blowing the toys around the pool.