

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 is under the water the majority of the time, when taking breaths not all of it is out of the water which keeps feet and legs afloat.
Eyes	Are facing downwards but also slightly forward, keeping the body horizontal.
Shoulders	Come out of the water as the arm exits which is good, clear rotation and rolling.
Hips	There is a clear rotation of the hips which allows for more reach for the arm stroke. However they may be rotating too much and should not rotate as much as the shoulders.
Leg Action:	Comment on observation:
Knees	The knee bend is limited which is very good as the majority of the work is done by the hips, the knees do not need to bend.
Depth	The depth of the legs is pretty much spot on as it looks to be matching the 30cm zone, they are not too deep or too close to the surface.
Ankles	Both ankles do not seem as relaxed as they should be although this does not seem to affect the kicking technique too much.
Toes	Toes are pointed outwards as much as they can be however if the ankles were more relaxed they would be pointing away from the head. This would improve kicking technique.
Function/Effectiveness	Due to the perfect depth and the lack of bend in the knees the kicking process is pretty effective, however if the ankles were just that bit more relaxed and if the toes were pointing away from the head, the function of the kicking would improve significantly I feel.
Width	The width is perfect, the legs are not moving outwards which means the body is remaining horizontal allowing for a better motion.
Rhythm	There is a clear rhythm of alternating legs which is smooth and very efficient.
Arm Action:	Comment on observation:
Entry	Elbow is slightly bent which is good.

Catch and down sweep	Shoulder is at the top. Forearm and hand face backward and outward.
In sweep	Slicing through the water cleanly allows for faster movement. Good body rotation.
Up sweep	Forearm and hand face upward, outward and backward.
Release	The shoulder, upper arm and elbow exit the water in the correct order followed by the forearm and hand with the palm inward to reduce drag.
Recovery	Arm is relatively relaxed and palm glides close to the rib cage.
Breathing:	Comment on observation:
Effectiveness	It is effective as he remains in good motion throughout and maintains his speed and energy.
Trickle	There is definitely more of a trickle when exhaling which is clear to see from the bubbles released.
Explosive	The breathing is not explosive.
Unilateral	Breathing is done every other arm stroke, and he is always breathing from the same side.
Bilateral	His breathing remains unilateral throughout.
Timing:	Comment on observation:
Continuous alternating action of arms and legs	The whole action is carried out effectively. There is a clear alternating rhythm which maintains its pace throughout the lengths, his speed remains the same and does not change as the kicking action is good. If the ankles were more relaxed and the toes pointed more outward, the kicking technique could be better.
Whole stroke:	Comment on observation:
Efficient and streamlined or not?	Overall the whole stroke is fairly efficient as the speed remains the same as well as the motion. The whole motion is smooth and there is very little drag meaning it certainly is streamlined.

Part B: Planning a lesson & Rationale (Beginner non swimmers)

Lesson Plan				
Date: 7/5/2021	Pupils' age: 4-5	Number of Pupils: 6	Ability Level: Beginner	Duration of Lesson: 30 minutes in the pool
Resources: - Swimming pool, shallow end (learner pool) - Changing room facilities - Goggles and swimming caps for the pupils - Pool noodles (3 if possible) - Swim floats (6 if possible) - Whistle (for teacher use only) - Poolside safety equipment such as life hook poles and buoys (for emergency use only) - Any equipment that can aid a pupil suffering from a disability (only if needed)			Health and Safety Issues: - Constant supervision is required to ensure that all children are not only on task, but are also comfortable in the water and safe. - Children must be instructed to carefully move around the outside area of the pool due to slippery surfaces. - The water in the pool must be a suitable temperature (around 25°C). - The depth of the pool must be suitable for the age range of the pupils, in this case for 4-5 year olds the pool depth should be around the 90cm deep mark.	
Lesson Outcomes: By the end of this lesson the pupils should: - Become familiar on how to enter and exit a swimming pool in a safe and appropriate manner. - Allow their bodies (faces in particular) to get used to being in an aquatic environment. - Generally become more comfortable in a swimming pool. - Have an idea of how to use their feet to travel in water over a short distance whilst staying afloat using flotation devices.			Lesson Aim & Objectives: - The overall aim of this lesson is to introduce a relatively small group of non swimmers or beginner swimmers to the aquatic environment and to ease them into getting used to it and moving in it. The pupils are aged between 4-5 years old so they will all be relatively new to this and should all be on the same level. - By the end of this stretch of lessons the pupils will get an idea of how to enter and exit the pool in an appropriate way, they will get their body familiar with the aquatic environment and they will also ease into kicking and stroke motions travelling on their fronts and backs using flotation equipment across a short space until they no longer need the equipment to aid them.	
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)

10 minutes	Introduction / Warm up - To start off with, all of the pupils will line up on the side of the pool. The teacher will then instruct them to sit on the edge of the pool with their feet in the water. This will get them slightly used to the temperature of the water but also allows the teacher to explain how to enter the pool appropriately. The children must all be instructed to perform a 'swivel' entry into the pool. - Once in the pool, the children will then be told how to exit the pool appropriately, using the ladder or steps provided. They all must then exit the pool safely, then repeat the entry process with no guidance. This should take around 3 minutes. - Once all of the pupils are in the pool, the teacher must then explain how important it is to get used to the water. To begin with, all pupils must collect water in their palms and blow as many bubbles as they can! This gets their mouth comfortable with the water. This will eventually progress to having their whole heads submerged if they're comfortable, if not then just their mouths to blow bubbles. This takes up 2 minutes. - Finally, all pupils must be instructed to face the ledge of the pool and hold it with both hands and scratch their legs out behind them. They then must kick their legs up and down and be encouraged to splash the water as much as possible. This introduces the element of kicking, but in a fun manner. This will take 5 minutes.	- The teacher must be outside of the pool at all times unless there is an emergency. - All pupils start off outside of the pool, then enter and exit the pool appropriately via the instructions from the teacher. - The pupils all enter the pool at the same time at a safe distance from each other, but must exit the pool one-at-a-time. - The teacher must instruct the pupils how to hold the pool ledge and stretch their bodies out in order to kick.	- The teacher must ensure all pupils are comfortable with the tasks at hand. - If all students are comfortable, progression can be introduced and heads can be submerged. - If not every student is comfortable, only allow for half of the head to be submerged. - The teacher must be enthusiastic when instructing kids to blow bubbles with the water and splash the water when kicking.	Command style is the main style used as the teacher is mainly giving the pupils instructions. Practice style is also used as the pupils progress at their own pace.
15 minutes	Main Theme To start, the teacher must introduce the equipment. Pool noodles and floats will be used, and the teacher must explain what they are and what they do for the pupils. The pupils will then get the chance to have	- All pupils will remain in the pool. - The group of 6 pupils will be split into two groups of 3, this can differ depending on how	- Pupils' heads must be above the water. - Pupils must be familiar with the equipment.	Command style is the dominant style as the teacher is giving out instructions

	a feel of the equipment and how it works in the water. This is a short 3 minute explanation/introduction. This allows the pupils to see the equipment first hand and know what it is used for and how it is used safely. • The children are then split into 2 groups, in this case 2 groups of 3. These groups will be labelled group 1 and group 2. Each pupil in group 1 will be given a pool noodle, group 2 must watch. The teacher then instructs them to wrap it behind their back and under their arms, leaning on it to stay afloat. The teacher then instructs them to kick whilst floating in order to move backwards. They must move width-ways from one side of the pool to the other, over a short distance. Once all of group 1 has been, group 2 will use what they have watched as well as having instructions from the teacher to repeat what group 1 did. This will go on for 6 minutes. • This next part and final part of the main body is similar to the previous part. The groups must remain the same, group 2 will start this one off. Instead of pool noodles, each member of the group gets to have 2 floats. The teacher will then instruct the pupils to hold one float in each hand, and use them to move from one side of the pool to the other, again width-ways over a short distance using the kicking motions learnt earlier. The pupils' heads must be above the water. Once group 2 has been group 1 will then have a chance to go, using what they have seen as well as using instructions from the teacher to copy the actions of group 2. This also lasts for 6 minutes. This completes the main body of the lesson.	many are present in the session and how many are absent. • The teacher must introduce both pieces of equipment and explain what they are and how they are used. • The teacher must instruct the pupils how far they must travel (width of the pool). • The teacher must ensure all pupils' heads remain above the water. • Pupils must be instructed to not mess around with the equipment.	• Pupils must behave when using the equipment. • Pupils must be confident when using the equipment. • Teacher must ensure every pupil is comfortable travelling in the water, if not they can still use the equipment to get used to it.	to groups of pupils. Practice style is again used by the pupils as well as a bit of self-teaching.
5 minutes	Conclusion / Contrasting Activity • This will be a bit of fun using the floats in a 'race scenario'. • All pupils will be given 1 float each.	• The teacher must be enthusiastic to create a competition scenario.	• Pupils heads must be above water, unless they are all comfortable	Command style and practice style are the two

	• The teacher then instructs them to all line up on the edge of the pool (in the pool). • The aim is for the pupils to see how far they can glide across the pool. The one who glides the furthest wins. • This adds an element of competition, and a bit of fun to finish off the lesson. • The pupils then exit the pool safely.	• The teacher must instruct the pupils to hold the float with both hands. • The teacher must instruct the pupils how to kick off the pool wall to glide.	having their heads submerged. • All pupils must exit the pool safely.	dominant styles here.
Contingency Plan (What if?) • If pupils are absent the numbers of the groups may change or the use of groups may be abandoned. • If the pool is not suitable for the pupils the lesson cannot go underway. • If a pupil has forgotten their goggles or cap, they can still be included in the lesson but in a way that suits them. • In the case of any emergencies, the pool must be evacuated quickly.				

Rationale

This is a lesson plan that is tailored towards children that are aged between 4 and 5 years old, so in this case they will be new to the swimming pool. The activities in this lesson plan are put in place to allow them to get used to being in the water, as well as introducing them to some of the equipment that will help them float in the water. The lesson isn't too serious as they are only young pupils, and there is a bit of fun in there. However the lesson does teach them how to enter and exit the pool safely, how to use the equipment safely and it also teaches them to get used to being in the water in general.

This resources used in this lesson are suitable for the age range of the pupils, and will ensure that their experience in the pool is a safe and enjoyable one.