



Swimming at Key Stages 1 and 2
Schemes of Work and Session Plans
for
Novice Swimmers

Mary Bainbridge
British Swimming Lead Tutor
Jason Turner
PE & School Sport Manager

January 2013

sportwales
chwaraeon cymru

PE & School Sport
AG a Chwaraeon Ysgol

SWIMMING AND WATER SAFETY – NOVICE

Beginners (Non-swimmers and developing swimmers)

About the unit

In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these. In all swimming activities, children have to keep afloat and propel themselves through water. Learning to swim enables them to take part in a range of water based-activities.

Where the unit fits in

In the next unit, for swimmers who have basic competency, children will be introduced to front crawl, back crawl and paddle activities. Children will be introduced to the breaststroke. They will also be introduced to some personal survival skills, including Safe water entry, how to use an object and show the HELP and Huddle positions

Vocabulary

In this unit children will have an opportunity to use a range of words and phrases, such as:

- Walk, hop, skip, run
- Push and pull with the arms
- Kick with the legs
- Lie on front and back
- Armbands, floats and support
- Breathe
- Under water
- In water
- On water

Resources

- A range of swimming aids and supports
- Floating markers
- Pool rails
- Laminated resource cards
- Ropes to divide the pool and keep children in their depth
- A video on water safety

Expectations: When carrying out the type of activities and tasks in this unit..

Most children will be able to:

Swim 10 metres unaided in shallow water, using their arms and legs to propel themselves, use one basic method to swim the distance, making sure that they breathe; using floats, swim over longer distances and periods of time with a more controlled leg kick; join in all swimming activities confidently; explore freely how to move in and under water; recognise how the water affects their temperature; recognise how their swimming affects their breathing; identify and describe the differences between leg and arm action.

Some Children will not have made so much progress. They will be able to:

Swim 10 metres, with swimming aids and support, using their arms and legs to propel themselves; in some cases, swim up to 5 metres without aids or support; move confidently in water when their feet are touching the ground; join in water activities; explore different ways of moving in water; swim and play on the surface; put their heads in the water; recognise how the temperature of the water makes their body feel; identify the activities they are confident with in the water.

Some children will have progressed further. They will be able to:

Swim 25 metres unaided, using their arms and legs with some coordination; use more than one method of swimming; move in and around water confidently and completely: explore ways of swimming on and below the surface of the water; know how to keep themselves warmer in water and how to breathe when they are swimming; describe different leg and arm actions and explain how the actions work together to help them move better in water.

Learning Objectives	
Acquiring and Developing Skills	
Children Should Learn	Possible teaching Activities
<ul style="list-style-type: none"> To work with confidence To explore and use skills, actions and ideas individually and in combination To remember, repeat and link their actions 	<ul style="list-style-type: none"> Encourage the children to go into the water and move around confidently. Ask them to hold the rail or the side of the pool and move as they would on land. Ask them to hold hands with someone else and help each other to travel in different ways. Teach the children to use their arms to pull and push the water, to use their arms and legs together to stay upright and to move. Show them how to move around in the water in a number of ways with their feet on the ground and with swimming aids. Teach them to hold their breath and open their eyes under water. Ask them to put their heads under water and move short distances without touching the ground. Teach them to stretch out on the water on their front and back, so that they lie flat
Selecting, Applying Skills, Tactics and Compositional Ideas	
Children Should Learn	Possible teaching Activities
<ul style="list-style-type: none"> How to choose and use skills for different swimming tasks. To improve the control and coordination of their bodies in water 	<ul style="list-style-type: none"> Help the children to feel how the water supports their bodies. Help them to feel safe enough to put their heads and then their bodies under water. Show them how their arms help them to stay upright and balanced. Ask them which way they would push against the water if they wanted to move in particular direction. Encourage them to use different types of leg kicking action to help them move. Show them how to coordinate their arms and legs to help them move through water with support. Listen to the children's ideas on ways to travel in the water, and their ideas on what challenges to set themselves.
Knowledge an Understanding of Fitness and Health	
Children Should Learn	Possible teaching Activities
<ul style="list-style-type: none"> That being active is fun and good for them To recognise what their bodies feel like during different activities. 	<ul style="list-style-type: none"> Ask the children to describe how their bodies feel when they are swimming and what happens to their breathing. Ask them how the temperature of the water makes them feel, and how their bodies react to the temperature. Talk to the children about the rules they need to follow in and near water. Talk to them about both the fun and dangers of being in water. Tell them how to keep an eye out for others and to help them feel safe.
Evaluating and Improving Performance	
Children Should Learn	Possible teaching Activities
<ul style="list-style-type: none"> To watch, copy and describe what they and others have done, and to use the information to improve work 	<ul style="list-style-type: none"> Ask the children to describe and copy swimming actions that they are shown. Ask them what the difference is between actions. Help the children choose what swimming aids to use. Listen to their comments on how to get their arms and legs to work together. Ask them which activities they enjoy most in the water.

Prior Learning

It is helpful if children have:

- Some idea of what swimming is
- Developed the ability to travel in different ways on land
- Played in pairs and groups.
- Developed the ability to listen to instructions

Cross Curricular Links

This unit could be linked to:

- Science – understanding floating and sinking, exploring forces.
- Mathematics – measuring and recording distances.
- Literacy – using specialist language.
- PSHE – learning to work safely with others.

Rich Tasks

The following are Rich Tasks the children could be asked to carry out.

TASK 1

Individually, in pairs or small groups, move around or across the pool while wearing swimming aids. See how fast or quietly you can move across the pool, using walking, running, jumping, hopping, skipping, lunging and floating, and swimming actions.

Adaptations and variations on the task

Ask the children to:

- Play follow my leader.
- Take part in short races for individuals and relay teams.
- Move backwards and sideways, as well as forwards.

TASK 2

How long can you stay still with your feet off the ground when:

- Using different body shapes, e.g. tuck or stretch?
- Lying on your front or back?
- Holding your breath, and count to three?

Adaptations and variations on the task

Ask the children to:

- Use swimming aids that give more or less support
- Keep their head in the water to make the task harder, or out of the water to make it easier?
- Plunge under the surface after taking a big breath, and see if they float for five seconds.

TASK 3

See how far you can swim> try to cover between 5 and 15 metres using swimming aids e.g. armbands and floats.

Adaptations and variations on the task

Ask the children to:

- Take part in time and distance challenges. Put floating markers in the water for children to reach, or start them further and further away from the side.
- Try kicking while on their front and on their back.
- Try to swim the distance without using swimming aids or support.

Children will need different levels of support from swimming aids. Over time, there should be a gradual reduction in the amount of support they need. Some children may need one-to-one support in the pool.

Twelve week programme for novice swimmers in shallow learner pools (Weeks 1-6)						
No	Entry	Main Theme		No	Entry	Main Theme
1	Walk in	Pool rules - application of support aids as appropriate Move around shallow water in a vertical position Collect toys or numbers and place on pool wall Blow bubbles or egg flips Song "The Wheels of the Bus" Exit with a safe walk		4	Down staged steps	Random movement with or without support aids Increased development in the horizontal position and Push and glide - add kick of choice Combine arm and leg movements Face wetting and watering cans Song "Incey Wincey Spider" Walk out on hands with legs horizontal in shallow water (if depth allows)
2	Walk in	Re-cap on rules – application of support aids Wash face and hair Develop movement in the vertical position – lower shoulders – collect toys Combine arm and leg movements Song *Hokey Cokey" Exit with safe walk		5	Swivel entry	Follow my leader activity with different actions in the vertical position With noodles push, glide and kick for increased distances Short distances of whole stroke with or without support aids Floats on front and back Regain the feet front and back Song "Ring o' Roses" Exit over the side
3	Down staged steps	With support aids and or noodles random movement vertical position, including hops skips and runs Move in horizontal or vertical position with support aids Play musical statues with travel and floats on front and back Song " Round and round the Mulberry Bush" Exit up steps		6	Swivel entry	Collect coloured toys and place in different corners Blow egg flips with travel Travel front or back with/without support aids Increase distances of front or back paddle or breaststroke Song "If you are happy and you know it clap your hands" Exit over side

Twelve week programme for novice swimmers in shallow learner pools (weeks 7-12)

No	Entry	Main Theme	No	Entry	Main Theme
7	Safe entry of choice	Tied up noodle to encourage travel in vertical or horizontal position Travel front with/ without support aids in pairs Breaststroke leg action and add arms Float on front and rotate to back and rest (safety skill) Breath control and submersion Game: Simon Says Choice of exit	10	Down ladder steps	Collect floats from the water and travel back to the side to build a tower Travel any direction on front with or without aids. Try arms of breaststroke and front paddle Practise rotational skills laterally and into the HELP position Head first scull Game: Treasure hunt - equipment on top and below the water Swim challenge Exit up the steps
8	Safe entry of choice	Move around with use of arms and legs in vertical position, encourage hops, skips and little jumps Work with 2, or 1 float if appropriate, to encourage push and glides - add kick of choice Use hoops on the surface to glide through Use noodles to float front to back and back to front in a pendulum motion, regain a standing position Song: Grand Old Duke of York Travel in horizontal position with or without support Choice of exit	11	Jump entry (in deeper pool)	Have assistant in water and pupil jumps in feet first Travel in pairs on a noodle and then float on back Push and glides through and archway of noodles HUDDLE round a lifebelt or noodles Submersion skills Game: Mr Wolf Swim on back Exit climb out at sides
9	Down ladder steps	Work near the wall. Hold bar if appropriate move sideways and back. Walk forward hold bar with one hand then return Push and glides with or without support aids towards the wall – on back away from wall – add kick With noodles or support aids travel in horizontal position on front. Rest on back if tired Alphabet float shapes with or without support aids Game: Play with balls Exit via the ladder steps	12	Jump entry (in deeper pool)	Repeat jump in with assistance close Tread water Swim for a greater distance - choice of stroke Float on back with legs still and together. Use hands to scull Repeat HELP position with a ball Repeat HUDDLE Game: Own choice Exit and questions

Session Plan 1 Novice

Novices	Water depth: beach type – 0.5 – 0.9m	Time: 30 minutes	Equipment: torpedo buoy for safety, support aids, noodles, egg flips, toys and numbers
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Outcomes: to introduce basic pool safety skills and promote confidence in water

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Safety on poolside	Sit at the wall on entry What does the whistle mean?	Wait until pool staff ask school to enter	A controlled entry Understanding of the safety talk	5mins
Walk in entry	Walk smoothly into pool? Keep to the edge	Apply support aids as appropriate Have whistle for emergency use only	Safe entry	2mins
Walk around the area in a vertical position	Move around the edge	Keep close initially then move further away Have assistant in water to help	Those with balance and those more nervous	5mins
Collect coloured toys and /or numbers	Collect a toy or number and bring to side	Add toys or numbers before the start to provide an interesting environment	Understanding of numbers, colours and objects	5mins
Blow egg flips or bubbles	How many times can you blow it over? What colour does it change to?	In pairs	Ability to blow out and keep chin near water	5mins
Song "The Wheels of the Bus"	Sing and do the actions	Standing in a circle (s) Change words to suit water activities	Pupils enjoy this purposeful activity and distracts from fears	5mins
Exit safely – walk out carefully	Walk out safely to the changing rooms	In a line	Control and safety awareness	2mins

Session Plan 2 Novice

Novices	Water depth: beach type – 0.5 – 0.9m	Time: 30 minutes	Equipment: torpedo buoy for safety, support aids, noodles, numbers and toys
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Outcomes: to develop basic pool safety skills and confidence in water

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Revisit safety on poolside	Where do you sit on entry? What does the whistle mean?	Apply support aids as appropriate	A controlled entry Understanding of the whistle procedure	2mins
Walk in entry	How do you walk in safely?	Random space	Safe entry	2mins
Wash face and hair	Who can have a good wash?	Add toys that float before the start	Confidence to do this task	5mins
Walk round the area in a vertical position with shoulders down and blow bubbles	Move round the area smoothly and blow bubbles	Challenge the pupils Place numbers on walls	The ability to lower shoulders and blow bubbles at the same time	5mins
Retrieval of toys or numbers	Move in and out of toys without a touch. Collect and bring to side Add up and subtract	Random movement	Numeric skills	5mins
Walk round with shoulders down pull with hands	How can you pull back with arms? Can anyone swim?	Use assistant with nervous pupil	Hands underwater for front paddle. Small circular action for breaststroke arms	5mins
Song "The Hokey Cokey"	Sing and do the actions	Use assistant to organise circle (s)	Pupils enjoy this purposeful activity and recognise parts of the body	5mins
Exit safely – walk out carefully	How do you exit the water safely	In a line	Control and safety awareness	2mins

Session Plan 3 Novice

Novices	Water depth: beach type – 0.5 – 0.9m	Time: 30 minutes	Equipment: torpedo buoy for safety, support aids, noodles and toys
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Outcomes: to develop travel in vertical or horizontal position and introduce floats

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Walk down staged steps if applicable	Hold the bar Walk forwards and carefully down steps	Apply support aids as appropriate	A controlled entry	5mins
Hop, skip and little jumps to warm up	Can you keep your balance? Soft knees for little jumps Hold hands with someone	Random in pairs	Confidence and team work	5mins
Walk or swim round the area with support aids and floats	Find a float and carry a toy Walk or kick with the float	Place floats and toys in water	The ability to go into a horizontal position and travel	5mins
Musical statues - Move around with noodles then float on front or back when still	Stop like a statue and float on the front or back	Use assistant to help pupils Keep nervous pupils at side	Ability to float on front or back and regain feet	5mins
Song “ Mulberry Bush”	For front - face down blow out Eyes open –knees forward to stand For back - look at the stars Stretch out Chin to knees get up Stand on feet – move in a circle	Circle(s)	More confidence in water	5mins
Exit safely – walk out on hands in horizontal position	Put hands on floor Chin on water Legs stretched behind	Remove support aids for confident pupils Requires very shallow water for this activity	Confidence to remove support aids A stretched position and use of hands to move	5mins

Session Plan 4 Novice

Novices	Water depth: beach type – 0.5 – 0.9m	Time: 30 minutes	Equipment: torpedo buoy for safety, support aids, noodles floats. egg flips and watering cans
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Outcomes: to develop push and glides, any kick action on front and back with or without support aids

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Walk down staged steps if applicable	How do you enter safely down these steps?	Use support aids according to development	A controlled entry	2mins
With or without support aids, noodle or 2 floats or 1 float push and glides on front and back Add kick as appropriate	Shoulder down to begin Be straight and long How far can you glide? What happens if you put face in water? Look behind before going on back	Random on front Waves on back Look behind on back before start and hand behind when near to edge	The ability to go into a horizontal position and travel with preferred kick A pencil shape on the glide A smoother action when face is in water	10mins
Travel with use of arm and legs with or without support aids	What ways can you use arms and legs together to travel?	Use assistant to help pupils who may need extra support	Ability to do a whole stroke Front or back paddle (hands in water) or breaststroke or hybrid stroke	5mins
Face wetting with watering cans or face in water	“Hum” when face is in water Who can get whole face wet? Are there any fish in the water?	Random space – individual or pairs	Improved confidence with water on face	5mins
Song “ Incey Wincey Spider”	Sing and do the actions	Offer egg flips for those who are wary of this activity		3mins
Walk out on hands in horizontal position in shallow water	How do you travel on hands? Can you do this on back too?	Shallow water required	Ability to do this task front and back in shallow water	5mins

Session Plan 5 Novice

Novices	Water depth: beach type – 0.5 – 0.9m	Time: 30 minutes	Equipment: torpedo buoy for safety, support aids and noodles
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Outcomes: to develop entry and exit, travel further, float and submerge

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Swivel entry	Sit down at edge Feet in water Two hands to one side Turn and lower into water	Before entry try short kick action when feet are in water Watch chin on wall	A controlled entry	5mins
Play "Follow the Leader" with different actions in vertical position	Copy the action of the leader	Use assistant to support entry and act as leader to start the game	The ability to join in and try various different actions	5mins
With noodle or 2 or 1 float according to ability Push and glides then add preferred kick	How far can you glide? How far can you travel with feet off the floor?	Random Waves for back activity	Increased distance and ability to regain feet	5mins
Short distances of whole stroke with or without support aids	How does a dog swim? How does a frog swim?	Choice of stroke to cater for needs of individual;	Ability to do whole stroke	5mins
Floats on back and front in star shape	How can you float better?	Random space or in pairs Use assistant to support	Ability to float face down on front and float on back	5mins
Song " Ring o' Roses"	Blow out underwater	Circle(s)	Ability to submerge	2mins
Exit over side	Hands on side Lift out onto stomach Knee onto poolside	Use assistant to help	Strength to achieve the task	2mins

Session Plan 6 Novice

Novices	Water depth: beach type – 0.5 – 0.9m	Time: 30 minutes	Equipment: torpedo buoy for safety, support aids, small floats, egg flips, toys and noodles
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Outcomes: to develop balance, link activities and travel further on whole stroke

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Swivel entry	How do you get into water from the poolside safely?	Use assistant to support	A controlled entry from being sat on the side	2mins
With a small float for each pupil collect a toy from the water and walk or swim with it to the side	How can you balance the toy on the float? Can you walk with the float? Can you swim with the float?	Random movement	Smooth actions so that the toy remains balanced on the float Those pupils who have confidence to swim with the float	5mins
Blow egg flips and hold float. Walk or swim	Can you swim with a float and blow an egg flip at the same time?	Allow choice of walk or swim	Pupils cope with two skills at the same time	5mins
With noodle or 2 floats or 1 float travel front or back	Look behind before start on back	Random space or in pairs Waves for back	Increased distance and ability to regain feet	5mins
Try front or back paddle or breaststroke for longer distances	How far can you travel with use of arms and legs? Keep hands in front of shoulders for breaststroke	Allow support aids for the weaker swimmers. Stronger to try independent travel	Ability to do whole stroke	5mins
Song "If you are happy and you know it clap your hands!"	Sing and do the actions	Circles and lines Apply different words appropriate to water	Comfortable with water on face	5mins
Exit over side	How can you get out over the side?	Use assistant to help	Able to lift out of the water safely	2mins

Session Plan 7 Novice

Novices	Water depth: beach type – 0.5 – 0.9m	Time: 30 minutes	Equipment: torpedo buoy for safety, support aids, egg flips and noodles
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Outcomes: to develop breaststroke and rotation

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Safe entry of choice	Get into water safely	Use assistant to support	A controlled entry	2mins
With a tied up noodle travel in vertical or horizontal position	Pretend you are on a motorbike	Random movement	Twists and turns Those pupils who have confidence to swim with the noodle	5mins
Open the noodle and travel back and front	Continuous kick What must you do before a start on the back	In pairs - waves Look behind Arm behind near the edge	Team work and safety on back	5mins
With noodle try breaststroke kick	Heels to seat – kick back with heels- sweep them together and glide	Individual task	A circular simultaneous action	5mins
Add arms	Round an apple cut it in half			
Float front and back with or without support aids then rotate sideways	Be like a star on front with face down- blow bubbles Rotate onto back and rest	Random space - in pairs – in a circle Use assistant to support	Understanding of rotation onto back as a safety skill Longitudinal rotation	5mins
Breath control Blow egg flips or submerge for 2 seconds	Take a breath, jump up sink down feet first , blow bubbles, come back up	Remove support aids for the stronger swimmers to enable submersion	Pupils blow out underwater with eyes open	5mins
Game “Simon Says”	Stand up and copy actions	Remove support aids for all except the very nervous	Balance and confidence to work without support aids A safe exit to the changing rooms	2mins
Exit of choice	How can you get out safely?			

Session Plan 8 Novice

Novices	Water depth: beach type – 0.5 – 0.9m	Time: 30 minutes	Equipment: torpedo buoy for safety, support aids, noodles and large hoops
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Outcomes: to develop push and glides, rotation, travel independently and show breath control

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Safe entry of choice	Get into water safely		A controlled entry	2mins
Move around in a vertical position with hops, skips. little jumps and use of arms	Twist and turn Soft knees for jumps Pull the water back	Random movement	Balance, control and able to move freely with the use of legs and arms	5mins
Push and glides on front with 2 floats, 1 float or arms outstretched. Add kick	Be straight Like an arrow Face down	All together particularly with 1 float	A streamlined shape Distance increased on the glides Some pupils perform task without support aids	5mins
Push and glide through hoops on the surface	Keep narrow	In small group take turns – one holds hoop others glide through		5mins
Front and back floats, with or without support aids Rotate forwards and backwards	Knees forward Tilt head back Lie on back Stand up	Random	Another method of rest on back with rotation over horizontal axis. Like a pendulum. Some pupils able to swim without support aids	5mins
Game “The Grand Old Duke of York”	Jump up take breath, blow out and sink down	All together or random	Pupils able to breathe in and out at correct point	5mins
Travel to side	How can you swim to side?		Pupils swim a short distance	
A different exit from the previous week	Use another type of safe exit		Familiarity with at least 3 different exits - walk out, up staged steps or over the side	2mins

Session Plan 9 Novice

Novices	Water depth: 0.9m – 1.2m	Time: 30 – 35 minutes	Equipment: torpedo buoy for safety, support aids, noodles and balls
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Outcomes: introduction to deeper water or main pool – push and glide skills and treading water

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Down ladder steps	Hold on Turn and face the steps	Apply support aids to any child unable to stand comfortably in this depth Use assistant in water	Pupils face the correct way	2mins
Move round in a vertical position close to the edge	Twist and turn sideways, forwards backwards	Move away when comfortable	Balance and control in deeper water	5mins
Push and glides on front with 2 floats, 1 float or arms outstretched – then try on back Add kick	Be like an arrow Face down eyes open Lie back - Look at ceiling Push from wall on back	Go towards the wall first Away from the wall when confident Reduce aids as appropriate for individual Look behind before start on back	A smooth streamlined shape Distance increased on the glides Some pupils perform task without support aids	5mins
With or without noodles combine legs and arms to travel	How can you travel further?		A reduction of support aids	5mins
Tread water with noodles	Be upright Ride a bicycle	Close to edge	Ability to combine legs and arms together	5mins
Alphabet floats front and back	Make a letter and copy your partner	Random	Copying skills - front and back floats	5mins
Game “Play with balls”	Throw, catch and pass with 2 hands then 1 hand	Remove goggles Work in small groups	Team work and dexterity Ability to work in water without goggles	5mins
Swim or walk to steps and exit	Climb up the steps		A safe exit	2mins

Session Plan 10 Novice

Novices	Water depth: 0.9m – 1.2m	Time: 30 – 35 minutes	Equipment: torpedo buoy for safety, support aids, noodles, balls and sinkers
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Outcomes: development of arm actions and head first scull

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Down ladder steps	How do you get in safely down the steps?		Pupils remember to have back to the water on entry	2mins
Find a float, kick back to the edge and build a tower	What kicks can you do?	Place floats on the water	Up an down kicks or breaststroke	5mins
Stand then walk through arm actions of front paddle and breaststroke	Pull and push for front paddle Round an apple cut it in half for breaststroke	Random	Ability to use an alternate and simultaneous action	5mins
Try whole stroke	How can you swim with arms and legs?	Random		5mins
With or without support aids HELP position with balls	Swim on front roll onto back and keep still. Retain support aid on chest	Random	Application and reasons for the HELP safety skill	5mins
With or without noodle, float like a pencil on back and use hands to travel head first	How can you travel with legs still and only hands to move	All together	Ability to kick with legs	5mins
Game "Treasure Hunt"	Find your sinker and repeat	Each pupil or pair to have a sinker Emphasise feet first in shallow water	Feet first submersion in shallow water with eyes open	5mins
Swim challenge	How far can you swim on favourite stroke?			2mins
Exit via steps or side	Your choice		A variety of safe exits	2mins

Session Plan 11 Novice

Novices	Water depth: 0.9m – 1.2m	Time: 30 – 35 minutes	Equipment: torpedo buoy for safety, support aids, floats, noodles, balls, sinkers and lifebelts
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Outcomes: Develop safety skills, back paddle and submersion

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Jump into water (Swivel entry for any nervous pupil)	Feet first Soft knees on entry Jump away from wall	No goggles – stress feet first. Have assistant in water to support	Confident to try this activity	2mins
Travel with noodle When tired float on back	Swim away with partner Lie back and rest	In pairs after entry	Team work and knowledge to hold onto support aid and rest (safety skill)	5mins
Push and glide through an archway of 2 or 3 noodles	Be like a pencil	In small groups	A long straight glide	5mins
Use lifebelt or noodles to perform the HUDDLE	Under grasp the lifebelt Knees tucked Chin on lifebelt Signal for help in turns	Place lifebelts in water carefully Use lifebelts if available or substitute with noodles	Teamwork and that the HUDDLE can save lives. Straight arm up for signal with side to side movement	5mins
Pick up sinkers	Eyes open feet first Pick up stick	Try with and without goggles	Pupils at ease with breath control and eyes open	5mins
Game: “Mr Wolf”		Waves	Teamwork and concern for others	5mins
Swim on back	What must you do before travel on back? How far can you travel on back?		Safety awareness on back	5mins
Exit over the side	Climb out at edge	Ensure pupils avoid pulling anyone out		2mins

Session Plan 12 Novice

Novices	Water depth: 0.9m – 1.2m	Time: 30 – 35 minutes	Equipment: torpedo buoy for safety, support aids, floats, noodles, balls and lifebelts
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Outcomes: Re-cap on safety skills No goggles

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Jump into water (Swivel entry for any nervous pupil)	Feet first Soft knees Jump away from wall and swim	No goggles – stress feet first. Have assistant in water to support	Confident to try this activity	2mins
Tread water	How many seconds can you do?	Random close to edge then move back if competent		5mins
Swim any stroke with head up with or without support aids	What strokes can you do?		Head up to see direction of swim Head up to avoid chill factor of water	5mins
a) scull on back Use noodles if required	Travel on back with legs together and use hands	Rotate groups from a – b - c	Pupils know that this will keep them afloat if injured	5mins
b) HELP position	What is the purpose of these skills		That the HELP and HUDDLE positions can save your life	5mins
c) HUDDLE	Swim to a float			5mins
Game: Own choice	Think of game with 3 skills	Small groups	Independent learning	5mins
Exit safely	Get out over side			
Questions on water safety in classroom, changing room or bus	How can you help? Why should you stay out of water in a rescue scenario What should you do?	Questions on Water Safety Code	Knowledge of rescue principles Spot the dangers Learn how to help Follow safety advice Do not go it alone REACH THROW DO NOT GO	2mins

