

Unit 1: Entry, propulsion, safety

**LEARNING
OUTCOMES**

The student will:

- enter the water safely, feet first
- cross the pool in a prone position
- understand rules of personal safety (refer to pool safety chart).

EQUIPMENT

Floats

CLASS ORGANISATION

Assess (verbally and practically) all students in shallow end to determine ability prior to commencement.

STAGE	CONCEPT	CONTENT / ACTIVITY	TEACHING POINTS
Introduction	Safety Hygiene	Personal and group safety rules.	Safety - respond quickly to signals. Stop means stop 1 blast - stop 2 blast - out of pool • No running on pool deck • No gum • No pushing • No jumping into crowded areas. Shower before using pool. Use footbath.
Development	Water Confidence Water Confidence	2 Width assessment: • On front • On back Splashing partner. See-saw. Touching bottom with different body parts, from standing / sitting / floating Paired games. (See pg. 112) L1 Standing from prone position – using float to stand – without float L 2 prone to supine to prone without standing	• Change partners frequently. • Partner students of different ability levels. See resource material.
	Entry - feet first	L1 Ladder/Steps • Sitting Entry L2 Sitting Entry • Jump (crouch) L3 Jump • Star • Tucked	(a) Toes gripping pool edge. (b) Keep natural body alignment. (c) Completely submerge and push off bottom. See resource material.
Conclusion	Moving in water	L1 Walking - with shoulders in water Bouncing forwards / backwards L2 Walking with float - kicking with float (see resource sheet) Front crawl L3 Kicking across pool with floats Kick on side F.C.	Blowing/pushing a ball / egg flip / float. Pushing float with head. Vary speed of walk. Encourage face in water. Use floats to vary resistance. Focus on arm action. Face in/out of water. See front crawl resource material.