

## Unit 4: Arm action, personal survival skills

**LEARNING  
OUTCOMES****The student will :**

- **develop full stroke technique - back and front crawl**
- **practice pulse-taking techniques**
- **learn basic survival skills (“Mushroom float”, “H.E.L.P.” and “Huddle”, signal, treading water).**

**EQUIPMENT**

Floats (one per student), resource cards.

**CLASS ORGANISATION**

STAGE	CONCEPT	CONTENT / ACTIVITY	TEACHING POINTS																																			
Pre Class Work  Warm up	Personal Safety     Stretching	H.E.L.P. (Heat, Escape, Lessen, Posture) and Huddle  Using an entry of choice: L1: Cross pool using arms and legs with/without float L2: Cross pool - back crawl, front crawl (full stroke) L3: Choice of stroke  Full body stretch. Arm and leg stretches.	Groups of five plus, adopt huddle position.  4 widths. Check pulse before and after warm-up activity.  Arm stretch - Biceps and triceps Leg stretch - calf, quadriceps, hamstrings																																			
Development	Stroke technique  Personal safety float  Treading water  H.E.L.P. (Heat, Escape, Lessen, Posture)  Huddle	L1: Front crawl arm action L2 & L3: Front / back crawl arm action  L1: Mushroom float - with buddy and/or float L2: Mushroom float to handstand L3: Mushroom float - time challenge  L1: Treading water with two floats beside a wall. L2 & L3: Treading water in groups  HELP position can only be used with a buoyancy device.  Huddle position is practical only in shallow water if no buoyancy aids are available.	See BC / FC resource material. Emphasise entry, pulling action, finish, effective body position  Line activity <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td colspan="6" style="text-align: center;">Treading water activity</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <td></td> <td colspan="6" style="text-align: center;">→</td> </tr> <tr> <td></td> <td colspan="6" style="text-align: center;">Direction of movement</td> </tr> </table> Teacher calls number - student swims to front of line, others tread water.  <ul style="list-style-type: none"> <li>• Hugging float, tuck knees close to chest.</li> <li>• Used when alone and wearing a life jacket to conserve heat.</li> <li>• In groups of three or more, in circle formation, get as close as possible together.</li> </ul>		Treading water activity							1	2	3	4	5	6		x	x	x	x	x	x		→							Direction of movement					
	Treading water activity																																					
	1	2	3	4	5	6																																
	x	x	x	x	x	x																																
	→																																					
	Direction of movement																																					
Cool down	Huddle manoeuvre	L1: Run      L2: Run/swim      L3: Swim	Explain procedure and purpose. Students move about, form huddles of size specified by teacher's call. Note effect on heart rate.																																			