



Workshop 6

Swimming and water based activities



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Purpose

Participants should be able to:

- demonstrate or explain a range of water familiarisation activities suitable for assisting young people;
- demonstrate or explain the basic points to help students with swimming freestyle; and
- articulate some of the safety considerations when working in aquatic environments, and some ways of organising groups in the water.

Activity 1

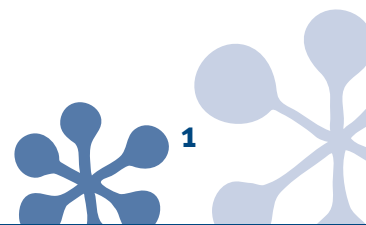
Understanding the aquatic environment

There are a number of things that teachers and volunteers have to find out about and consider when working with a group of young people in pool based activities. After discussion with the group, record notes on the following:

How will change rooms be supervised?

What are the accident or emergency procedures?

What is the skill/confidence level/range within the group that you will be working with?



Describe the following key features of the pool/environment

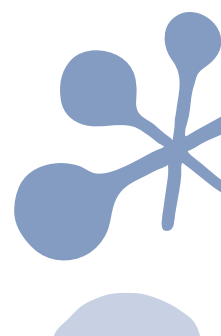
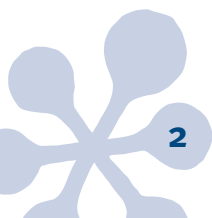
- Deep/shallow end - how deep?, how long is the shallow section? (perhaps a diagram)

- Where is a phone located?

- Is there equipment that may be thrown to assist someone in difficulty?

- Where is the first aid kit located?

- Where are the entry and exits points?



How will young people be organised in the pool? (eg stronger/more confident swimmers towards deep end).

Simple problems may be experienced. What would you do in the following cases?

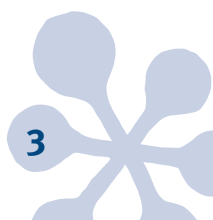
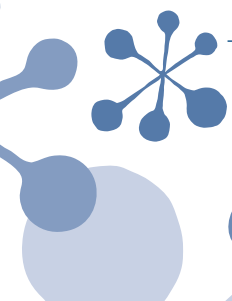
- Cramps?

- Chlorine affected eyes?

- Water in ears?

How is the group organised so that the whole group can be seen at one time?

So the whole group can hear instructions clearly?



Activity 2

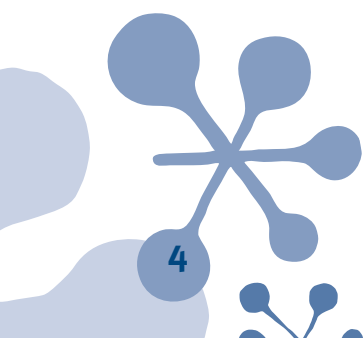
Introductory activity/warming up

In the space below, describe the stretches that you felt most comfortable with and would use most often when involved in pool-based activities.

Why were these stretches most effective?

What other warm up techniques could you use with students who were not swimmers?

What other warm up activities could you use with students who were strong swimmers?



Activity 3

Entering the water

Slide in entry

This is a safe entry into water and should always be used at the shallow end of pools.



Technical description

- Hands remain in contact with edge at all times.
- Facing the water.
- Lower yourself gently into the water.

Slide in entry - twisting away

This entry is used at the deep end of the pool as a careful entry (in this variation, students should twist away as they enter the water).



Technical description

- Sit on the edge of the pool.
- Hands on the pool edge next to the body.
- Move one hand over to the other side of the body.
- Twist onto the stomach.
- Hands remain in contact with the edge at all times.
- Lower yourself gently into the water.



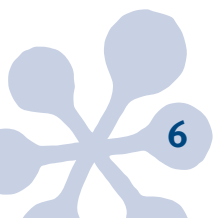
Step in entry



Technical description

- Step out from the edge of the pool with one foot.
- Slight lean forward.
- Step out carefully - do not jump.
- Feet together on entry.
- Knees bend as you touch the bottom to cushion the impact.
- Push off the bottom and surface.

This entry is used when the water is clear and the bottom can be seen clearly.



Compact jump



Technical description

- Tuck your chin into your chest.
- Hold top of your head with your hands to protect your face.
- Press your arms to your chest.
- Legs are together with your knees bent towards your chest.

This entry assists in preventing injury to the face and upper body. This entry is used if a person is pushed or falls into water.

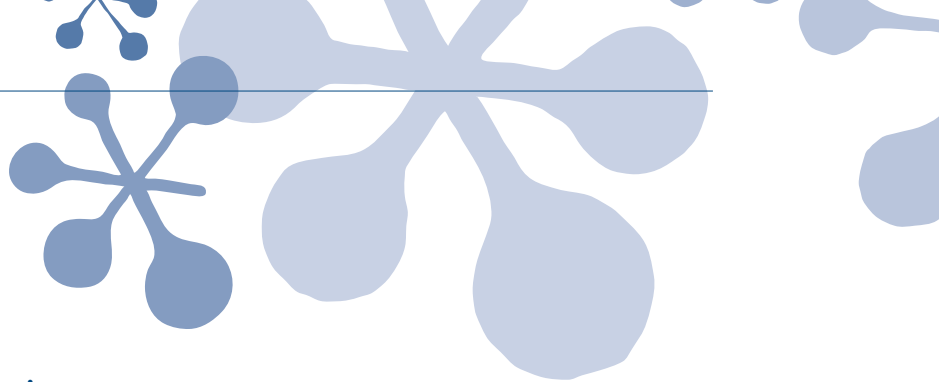
Fall in entry



Technical description

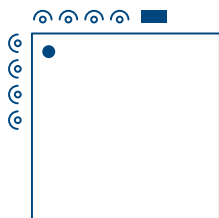
- Step off with one foot leading, your body must be vertical, your legs straighten and together as you step off.
- One hand over your mouth and nose, the other hand across your chest.
- Once underwater tuck or pike your body to check downward movement.

This entry is used when going into known water from a height.






Activity Sheet 6.1 - Ideas for the aquatic environment

This activity sheet has been provided as a reference for some of the activities undertaken in Activity 4.



An idea for organising the class within the pool.

-  student
-  demonstrator
-  teacher.



Counting fingers (or identifying other objects) under the water.



Providing support to a person while they are floating.



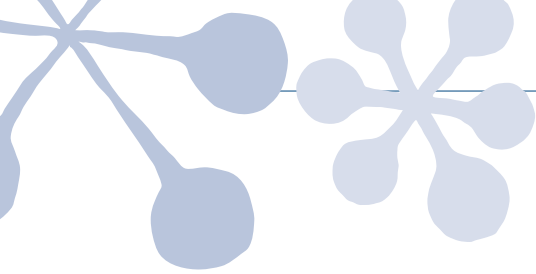
Using floatation devices (eg kickboards) to support yourself while floating.



Practising arm drills whilst walking in the pool.



Practising arms, legs and breathing using a board.



Activity 4

Exploring water familiarisation activities

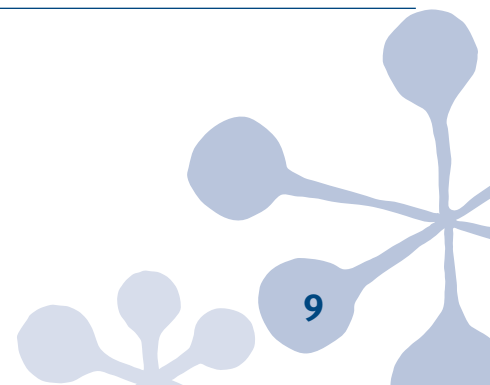
Write down some ways that you could help young people feel more comfortable in the water.

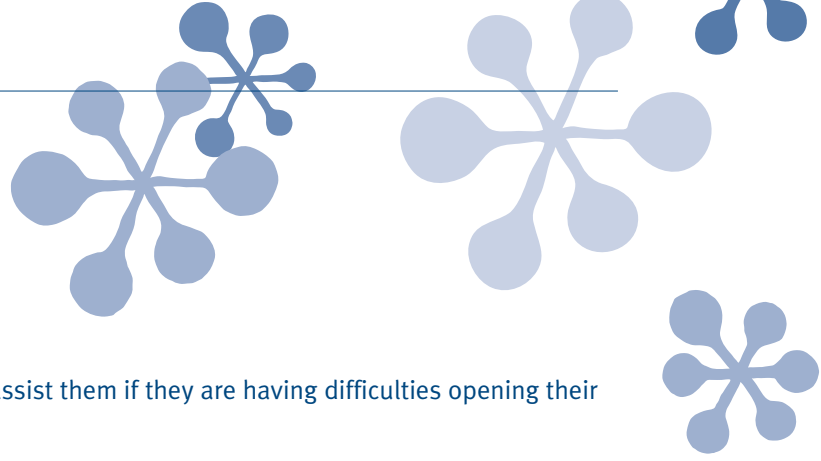
Think about when you were holding on to the edge of the pool with your face in the water, blowing bubbles. What did this feel like?

How might it feel for someone frightened of the water?

What could be done to reassure these reluctant swimmers and provide them with the confidence to try this activity?

What do you think are some of the basic problems for young people trying to control their breathing?



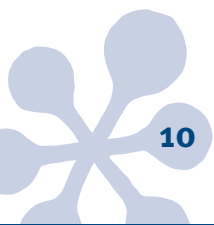


Suggest some ways that you might reassure students and assist them if they are having difficulties opening their eyes under water?

How did you feel about the activity of retrieving objects from the bottom of the pool?

How might you make this activity fair so that some students do not miss out altogether?

What are some of the points that you will need to consider if students play a game of *pig in the middle* in the pool?



Activity 5

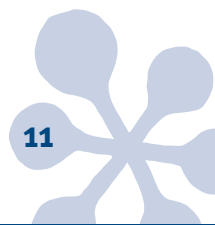
Floating and kicking

Think about when you were floating. What are some of the problems that young people might have?

How might you help a young person having problems with floating?

Suggest ways that teams could be 'evened up' in relays.

Record below, what the elements of good freestyle kicking are.



Activity 6

Introduction to freestyle swimming

As you went through the elements of freestyle swimming, what were the parts that you think students learning to swim would find the most difficult?

What sorts of strategies could you use to help students develop their skills in freestyle swimming?

Elements of freestyle swimming

Arms

Technical description

- Reach long to the midline of the body.
- Hand enters as far forward as possible and in line with your nose.
- Pull your hand down the midline of the body.
- Hands slightly cupped.
- Thumb goes back past the swimmer's leg.
- Pick up into the air - big arms.
- Reach long again.
- Alternate arms.

Drills

- *Catch up arms* - start with two hands on the kickboard, take one arm off the kickboard and bring it through the water using the freestyle action and back to the kickboard again, alternate arms using the same action.
- *Catch up arms* with no kickboard.
- *Long dog paddle* - reach long underwater, pull phase only pull past leg, reach other arm and pull. Arms do not break the surface of water.

Breathing

Technical description

- Turn your head to the side as you take an arm stroke and breathe under the arm taking the stroke.
- Four count breathing (breathing on the same side after four arm strokes) is best for beginners because it encourages them to blow air out under water.
- Three count breathing or bi-lateral breathing (breathing on opposite sides after three arm strokes) is important to introduce early learning four count breathing, so young people can develop both sides of their body and eventually have a choice of breathing either way.
- Young people should be encouraged to breathe out all of their air while under water to enable them to breathe in immediately on surfacing.
- Blow the bubbles out slowly.
- Chin on your chest.

Drills

- Use the *swordfish kick* drill as described in Reference Material after Activity 5 with breathing as described above, roll to side to get air, ear to remain stuck to shoulder. Kickboards can be used first then without kickboards.
- Do this with four count and then three count breathing.

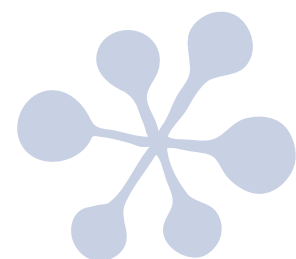
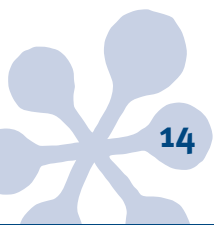


Activity 7

Suggesting and demonstrating ideas for action

In this activity your pair was given one of the scenarios below to demonstrate.

<p>Suggest and demonstrate a sequence for teaching someone how to float.</p>	<p>Suggest and demonstrate a sequence for teaching someone how to combine freestyle kicking with the arm action.</p>
<p>Suggest and demonstrate some activities for helping a new swimmer to become more confident in the water.</p>	<p>Suggest and demonstrate some ways to re-organise the group to cater for beginners and those with more confidence.</p>
<p>Suggest and demonstrate some ways to modify group activities to increase the time on task.</p>	<p>Suggest and demonstrate some ways to modify group activities to make them more fun.</p>



In the space below, describe which scenario you demonstrated:

What were the elements of this scenario that you had to think about?

Describe one other scenario demonstrated by another pair.

What things were particularly well done by this pair as they demonstrated their scenario?

What were some of the suggestions from other participants that you thought were especially good ones?





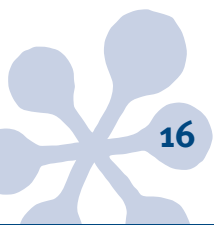
Activity 8

What's new

In the space below, write down one thing that you have learnt that is new today:

How confident are you now about working with young people in aquatic environments?

If you are anxious about working in pool based environments, is there anything that the facilitator can do to help you feel more confident?



Reference material

The following points are provided as additional information for participants. Please read and keep for future reference. If you have any questions about these points please see the facilitator.

General guidelines for volunteers

- Always use shallow water for young, small or less competent swimmers.
- Stream young people into abilities, especially Year 2 and above.
- Lane design - always have weaker swimmers closest to the edge for security, safety, observation and instruction.
- Demonstrate activity on land - twice.
- Demonstrate activity in water - use a competent swimmer to demonstrate accurately the activity - this enables young people to visualise correct technique.
- Execute drills or activities at least twice sometimes more.
- Assist weaker swimmers in large groups with the use of equipment such as fins, kickboards or other available equipment.

Working with reluctant or beginner swimmers

- Never force an unwilling child into the water.
- Talk to the child about their fears.
- The key objective is participation at that child's ability level.
- Always enter the water with a reluctant or beginner swimmer.
- Develop rapport, trust and confidence as their helper.
- Never force a child beyond their readiness – the child must be ready to attempt new challenges.
- Ask the child if they would like to attempt something new and tell them the volunteer will be with them the entire way.
- Always encourage, use positive reinforcement frequently.
- Be genuine, caring and concerned for the child.
- Keep tasks simple and achievable so as to develop their confidence.
- Always make it an enjoyable experience.
- Know when the child has had enough.
- Always finish on a happy note.

Equipment

- Always have a whistle
- Dress appropriately to help any child in the water.
- When on site use appropriate sun protection.
- Consider using kickboards, fins, pull buoys, noodles or any other appropriate gear for the lesson and to have nearby as buoyancy aids.

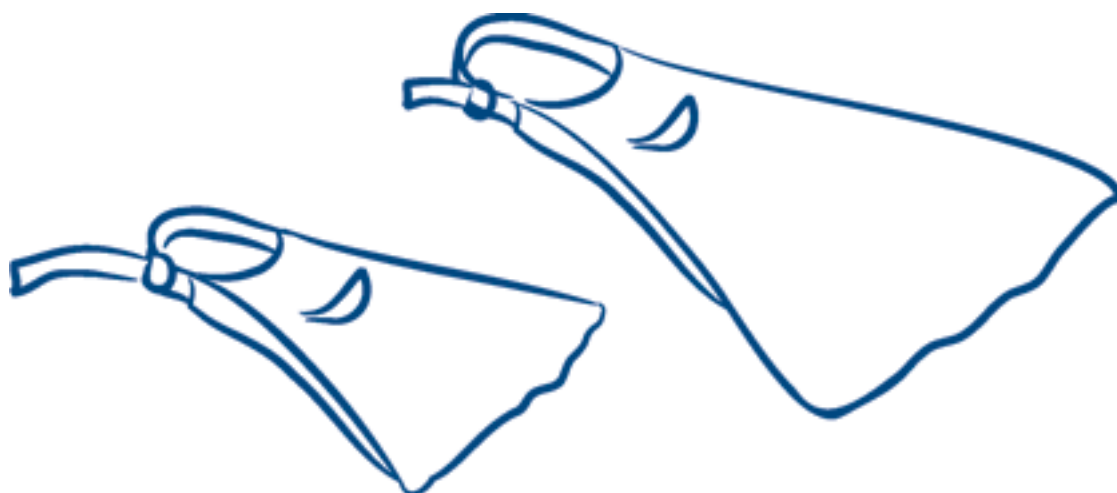


Use of fins /flippers

The use of fins and flippers is invaluable for the beginner swimmer in a class setting. They enable the weaker swimmers to be integrated into the whole class situation. The child can participate in all activities using the whole pool. The child can then execute all drills and learn the correct technique without the fear of sinking or running out of strength. Young people using fins enjoy the participation and sensation of being able to complete the tasks. It also allows the students to develop their fitness and confidence in the water. Obviously it makes the child safer in the water as fins assist the child in floating.

Use of fins may also be used with strong swimmers in the development of new, more difficult drills. Fins definitely have a place in the classroom setting with large groups, and they are a far better device than floaties or bubbles in the pre-school setting.

It is important that the fins fit correctly. Note for the pre-school child or early school child it is a good idea to cut part of the fin length down to enable more accurate kicking technique.



Cut down size of actual fin for pre-school or year one child.

This diagram shows fins with a strap. A “full heel” set of fins may be easier for young children to use.

Front float



Technical description

- Start with a kickboard.
- Push from the side.
- Long arms and legs.
- Face down and float.
- Relax.
- To stop, place one foot down first then the next to a standing position.

Drills

- Attempt the same activity without the kickboard, arms together in an arrow shape.
- Attempt a front float, pushing from the side with your feet and gliding, arms leading like arrow.

Back float



Technical description

- Start with a kickboard under your chin and on your chest.
- Cuddle the kickboard.
- Gently push off from the side and extend one leg.
- Bring one foot to the surface so toes break the water.
- Put your head back so ears are in the water.
- Then bring the other leg up and extend it.
- Break surface of water with your toes.
- Push your hips to sky and relax.
- To stop, bring one foot down first then the next to standing position.

Drills

- Attempt the same activity without the kickboard, arms together in an arrow shape.
- Attempt a front float, pushing from the side with your feet and gliding, arms leading like arrow.



Kicking



Technical description

- Sit on the edge and hold on.
- Squeeze your knees together.
- Toes point towards the water.
- Legs are straight.
- Ankles and feet move backwards and forwards in a kicking action to make the water boil.

On the rail in the water



Technical description

- Hold onto the rail with two hands.
- Long extended arms.
- Long extended legs.
- Face in the water with your chin on your chest.
- Squeeze your knees together.
- Ankles and feet move up and down in a kicking action to make the water boil.

With kickboard**Technical description**

- The front of the kickboard with two hands.
- Arms are extended.
- Face out of the water.
- Squeeze your knees together.
- Long legs.
- Kick hard with your ankles and feet only.

With kickboard, face in the water**Technical description**

- Hands on the back of the kickboard.
- Face in the water your chin on your chest.
- Blowing bubbles in the water.
- Bring your head up for air when required.
- Arms are extended.
- Squeeze your knees together.
- Long legs.
- Kick hard with ankles and feet only.



Torpedo kick

This kick is used when the student is learning the skill of kicking.



Technical description

- Hands in front, leading to form an arrow shape.
- Face in the water, your chin on your chest.
- Blowing bubbles in the water.
- Bring your head up for air when required.
- Arms are extended.
- Squeeze your knees together.
- Kick hard with ankles and feet only.

Swordfish kick

This kick is used when the student is learning the skill of kicking combined with learning to breathe.



Technical description

- One hand leads only.
- Other hand by your side.
- Face in water, your chin on your chest.
- Blowing bubbles in the water.
- Leading arm is extended.
- Kicking using long legs, squeeze your knees together, kick with your ankles and feet only.
- Roll onto your side.
- Keep your ear stuck to your shoulder and roll in the water to breathe on your side.
- Do this one side at a time to breathe.