TOP Swimming has been designed to complement the teaching of swimming by offering sound introductory activities for children who are learning to swim and then providing activities where children can make sound progress in the basic strokes.

The cards include water safety activities designed by Lifesavers, The Royal Life Saving Society UK (RLSS UK) which introduce children to the concept of staying safe and developing safe rescue skills. Children start with personal survival, develop through safe rescue and begin to learn the skills required for accompanied rescue and lifesaving sport. Importantly, many of the skills shown on the cards can be practised away from the pool side saving valuable water time. Also included are introductions to mini-polo! and synchronised swimming, giving the resources a complete range of aquatic activities.

All the activities link with the Long Term Athlete Development Model by providing FUNdamental activities for movement in the water and for the other important areas of water safety, synchronised swimming and mini-polo!

The cards will be made available to teachers who are involved with the Amateur Swimming Association’s (ASA) National Curriculum Training Programme (NCTP) or the school – club links scheme. The handbook for the NCTP is an invaluable addition to the cards and the two should be used together wherever possible. For more information about the NCTP and resources available, telephone the ASA on 01509 618722.

For further advice on how to use the water safety cards, and to access a free teacher’s pack, please e-mail: lifesavers@rlss.org.uk. New resources currently in development will assist in carrying other safety messages into the classroom.

RLSS UK and ASA clubs provide advanced training and awards programmes to develop the skills of motivated children. To find your local RLSS UK club, telephone 01789 773994, and for swimming clubs visit the ASA website: www.britishswimming.org.
Acquiring and developing skills lists key teaching points to help children improve. Adaptations and variations are also offered in this section using the STEP format:

S Space  T Task  E Equipment  P People

Teachers can use the suggestions under these headings to vary the activities and to make them easier and harder and to include young disabled people.

Selecting and applying skills and tactics and evaluating and improving performance offer simple ideas for questions that teachers could use to help children develop in these areas.

Knowledge and understanding of fitness and health is covered in two ways: a panel on each card offering one outcome that could be achieved with the activity; and a separate card offering ideas that could be incorporated into any of the TOP Swimming activities.

Note:
The stroke technique illustrations are only a representation. For more accurate details relating to stroke technique, see other ASA publications.
Getting in – swivel entry
Sit on pool side, hands to side, feet in water. Swivel and slide in slowly. Try to enter water without a splash.

Float and recover
From lying on front, lift head, drop hips and return feet to bottom of pool. Then: lie out on back, pause, lift head, chin on chest, sit up and stand. As above and: s-t-r-e-t-c-h, use different shapes and speeds, copy and match a partner.

Travelling
Step like activities: sliding walk; stepping walk; hopping and skipping. Try to: vary size; height; direction and size of steps. Walk: with a partner; in groups; follow the leader; in time to a beat or music.

Head, shoulders, knees and toes
Keep upright and take the whole body down into the water.

Crocodiles
Hold onto side and move along. Stay low in the water.

Think INC.
- Allow some children more time to respond and complete tasks, e.g. much slower, half the pace.
- Some children will learn to float and regain feet from their back before floating on their front.
- Some children will have one to one support in the water to assist travelling.

SAFETY
Space out, watch, look and listen. Check depth for jumping in. Use appropriate space and depth. Define areas clearly. Teachers should stand upright in view and be heard. Weak swimmers can wear buoyancy aids.

Getting wet
Getting wet

**Acquiring and developing skills**

**Encourage the children to:**
- enter the water carefully in a variety of ways
- wet their faces and heads using play equipment
- push an object with their chin/nose/forehead
- bob up and down and submerge
- float on the water and return to a stable position
- push and glide to the side
- travel high, travel low, travel fast, travel slow.

**Evaluating and improving performance**

**Encourage the children to:**
- observe and then copy each other’s movements
- use actions and words to explain what they and others do in the pool
- talk about the best way of regaining a safe resting position.

**Adapations and variations (confidence)**

**Easier . . .**
- Move close to the rail or along the wall.
- Go down the steps.
- Wash face.
- Push object (ball) with chin.
- Use arm bands, ring or woggle.
- Pour water over partner.

**Harder . . .**
- Move freely in a space.
- Swivel entry over the side.
- Pour water over head.
- Push object (ball) with nose/forehead.
- Use single disc or half inflated arm bands.
- Move with or copy a partner.

**Selecting and applying skills and tactics**

**Encourage the children to:**
- choose how to move around, pushing the ball
- explain what to do to stand up
- find a way to travel faster or slower in the water.

**Knowledge and understanding of fitness and health**

**Encourage the children to:**
- demonstrate and explain that being active involves moving large body parts, e.g. arms and legs
- describe, select and demonstrate a range of warm-up activities in water.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
Other ways of getting in and out

Using the hoist
Practise using the hoist beforehand. Ensure wheelchair brakes are on during transfers. Safety bar on hoist should be used. Always have a helper in the water who must be in a stable position. Make eye contact and synchronise efforts by saying ‘1-2-3 and IN’.

Getting in
Sit on pool side, hands to side, feet in water. Swivel and slide in slowly.

Getting out
Use a corner. Keep fingers pointing forward and hands shoulder width apart.

Group routines
Ask children to work together to discuss the types of jump used and the order of entry. Last child should call out the instructions.

Jumping in
Check the pool depth for these activities. Practise jumping in using various shapes.

Check depth for jumping in. The minimum depth for jumping entries is 0.9m. In situations where there is a requirement to gain additional height from the pool side, a minimum depth of 1.8m, or full stretch height of the individual, is required. Further guidance is available from the ASA Guidance Document No. 5. Look before you leap. Teacher should organise a safe routine allowing time and space, e.g. Cannon. Children should know where to go when they regain the surface, e.g. to the other side or to the steps to get out again, to avoid them swimming across those who are jumping in.

Think INC.
- Steps can be used and children can walk down wide steps, float into the water in pools with beach areas and some pools have floors that can be lowered with the swimmers.
- For some children, a sitting forward entry with the assistance of a helper in the water.
- Swimmers with strong arms can easily use the corner exit, facing the water as seen in the entry.
Other ways of getting in and out

**Acquiring and developing skills**

**Encourage the children to:**
- enter a pool of safe depth (depending on height, weight, ability, experience) with a jumping entry
- look straight ahead
- blow out on/into the water
- bend knees on landing.

**Evaluating and improving performance**

**Encourage the children to:**
- think about why they should curl their toes over the edge before an entry
- discuss why they need to know about appropriate depth for poolside entries
- explain how they can make a safe entry and then improve it
- observe each other and decide which entries are good and why
- talk about why we breathe out into the water.

**Adaptations and variations (entries)**

<table>
<thead>
<tr>
<th>Easier . . .</th>
<th>Harder . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Make an entry further away from the side.</td>
<td>5 Make an entry closer to the side.</td>
</tr>
<tr>
<td>7 Crouch down or step into the water with some help from the teacher.</td>
<td>7 Jump higher and make a shape before entry.</td>
</tr>
<tr>
<td>3 Use a piece of equipment to assist entry.</td>
<td>3 Jump into a floating hoop.</td>
</tr>
<tr>
<td>2 Jump in towards a partner or helper.</td>
<td>2 Copy shapes that other people use.</td>
</tr>
</tbody>
</table>

**Selecting and applying skills and tactics**

**Encourage the children to:**
- where depth is safe, choose shapes to make in the air before entry
- use their arms in the water to achieve a balanced position
- make a group routine for entering the water.

**Knowledge and understanding of fitness and health**

**Encourage the children to:**
- explain and demonstrate the safety rules about entries from the pool side
- check the depth of the pool before deciding how to enter the pool.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
**Hokey kokey**
Ask children to move parts of the body in different ways as they sing the song. This could also be done with other songs, e.g. If You’re Happy and You Know It.

**Floats**
Children can support each other or perform individual floats, e.g. the mushroom float.

**Glide to the side**
Move an appropriate distance from the side and glide back. Gradually increase the distance.

**Narrow boats**
Starting with feet on pool side, push and glide with long, stretched, streamlined body. Then try: to pool side; in a space; from the side; on front, back and side; roll over after pushing out.

**Simon says**
Include all the activities on the card and repeat. Move around, moving under the water for some actions and under the water to the pool bottom for others.

**SAFETY**
Allow adequate spacing between swimmers for Narrow Boats, Hokey Kokey and Simon Says. Take care with distance from the pool wall when submerging.

**Think INC.**
- Teacher to demonstrate the actions, repeating only the key word, e.g. stretch, tuck. Some swimmers will have help.
- Some children will push off with arms only.
- Simon Says and Hokey Kokey at a slower pace for some.
Starting to move

### Acquiring and developing skills

**Encourage the children to:**
- move around freely in the water
- stay low in the water
- take large, slow steps
- make a wide base and slide their feet
- use their arms under the water to help them to move
- take big steps and small steps
- move in different directions/at different speeds
- move in different ways: walking, running, hopping, skipping
- find different ways of using their arms to enable them to move faster or to change direction
- float on their back and then stand up
- sit in the water and then put their feet down
- float on front/back/side or in a star/tuck/stretched shape.

### Evaluating and improving performance

**Encourage the children to:**
- try different swimming aids and choose the one which provides the best support for them
- watch others stand up after floating on their back and say what they did
- say what is good about a peer demonstration
- talk about how different body shapes affect speed and buoyancy in the water.

### Adaptations and variations (movement orientation)

#### Easier . . .
- Stay close to the wall or move with another person.
- Take big steps, slowly. Float on their back and stand with the help of a partner.
- Choose a buoyancy aid.
- Work with another person.

#### Harder . . .
- Freely spaced on their own.
- Take small steps and move faster. Float on their back and stand parallel to the rail/in a space unaided.
- Reduce the amount of inflation.
- Copy a partner or work with a group.

### Selecting and applying skills and tactics

**Encourage the children to:**
- choose an arm action which enables them to move faster or change direction easily
- decide which steps enable them to be more stable in the water
- create a sequence of movements alternating travelling and floating and practise and repeat it.

### Knowledge and understanding of fitness and health

**Encourage the children to:**
- identify the limbs and joints that are moving in a range of water-based activities
- explain that taking part in swimming can help joints to work smoothly across a good range of movement.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
Travelling and submerging

**Treasure hunt**
Children collect and return equipment to a specified point. Teacher calls out the way children should move, e.g. walking, swimming or kicking with or without an aid; moving on front, back or under water; reaching into and under the hoops.

**Blow football**
Move through the water blowing an egg flip. Then try: with a partner; to a partner; walking; kicking or using front paddle; swimming.

**Splashing out**
Kicking at the side with hands on rail. Then try: with floats/a woggle/one float; using arms as well; with a partner; with different kicks, e.g. fast/slow... shallow/deep... single/double.

**Think INC.**
- Objects can be carried on different parts of the body or a buddy can carry their chosen object for them.
- Children unable to kick with their legs can have a foam woggle while they use their arms.
- Some children will push the egg flip or a ball with their chin before blowing.

**Copy cats**
Mirror or ‘sing’ under water and guess the tune or the activity, e.g. riding a bike, using the telephone.

Teacher should stand upright and be heard. Weak swimmers can wear aids. Look behind before you move backwards. Check children are in their depth while walking. Rope across at deep water for the smallest child.
Travelling and submerging

Acquiring and developing skills

Encourage the children to:
- push and glide with stretched hands, arms, legs and feet
- use their arms under the water to help them to move
- put their face in the water and blow bubbles
- touch the pool floor with their knees; sit on the pool floor; touch the floor with their hand/elbow, etc (and blow bubbles)
- collect objects from the floor
- encourage long legs kicking.

Evaluating and improving performance

Encourage the children to:
- explain why some people travel further in their push and glide
- have a Narrow Boat race and talk about why some move faster and further
- explain why it is difficult to stay on the pool floor.

Selecting and applying skills and tactics

Encourage the children to:
- choose a leg kick which helps them to move quickly
- make up a number game including floating, gliding and submerging.

Knowledge and understanding of fitness and health

Encourage the children to:
- take care of themselves and be aware of others as they perform activities in water
- recognise and describe how the activities on this card make them feel, e.g. happy, excited, anxious, successful
- evaluate whether these activities make them feel good
- know that feeling good is part of being healthy.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

Adaptations and variations (push and glide)

**Easier . . .**
- S Push and glide towards the wall or a partner.
- T Try to get face in water with arms covering ears
- F Push and glide with a float.
- P Get partner to measure a glide.

**Harder . . .**
- S Push and glide away from the wall. Increase the distance travelled.
- T Try to get one hand on top of the other with arms covering ears.
- F Push and glide through a vertical hoop.
- P Have a competition with a partner.
**Rotation relay**
In groups of two or three, swim a width, rotating from front to back as often as possible while still maintaining a good body position and stroke.

**Think INC.**
- Rotation Relay: Half or one rotation only half way across the width.
- Traffic Lights: Use colours as a visual signal, e.g. green = go, red = stop.
- Over and Under: Two strokes on the surface and two strokes below, alternating.
- Caterpillar Races: Helper to assist with over and under.

**Over and under**
In groups of two or three, swim a width, moving alternately above and under the water.

**Traffic lights**
Push and glide to try to pass the different coloured cones on the side of the pool. Then try: pushing and gliding on front, back or side; counting to 3, 4, or 5; making star or spread shapes; matching a partner.

**Caterpillar races**
Children line up and pass the ball from back to front over their heads. Once the ball is on its way back, the last child must try to swim or walk to the front before the ball arrives. Then try: passing the ball under the legs; passing the ball over the head then under the legs; moving closer together or further apart.

**SAFETY**
Take care with length of time spent under the water – short periods of time – and avoid underwater racing. Rotation can disorientate swimmers, so allow wider spaces for swimmers.
Moving on

Acquiring and developing skills

Encourage the children to:
- make their body narrow to go faster
- spread their arms and legs wide to stop
- start to kick their legs up and down in the water to go faster
- look down and keep their chin on their chest to go under the water
- use their head to start the action of rolling over.

Evaluating and improving performance

Encourage the children to:
- explain what they have to do to stay under the water
- watch half the group and say why some are moving faster
- try again and see if they can improve their own performance
- say what they are doing to change direction.

Selecting and applying skills and tactics

Encourage the children to:
- choose the best way of moving to carry an object
- use the quickest method of changing direction to return to the start in a competition
- choose their best way of moving to go faster.

Knowledge and understanding of fitness and health

Encourage the children to:
- recognise and describe changes to their breathing when they are performing the activities on this card
- explain that breathing rate and depth increases when they are active to provide more oxygen to the working muscles.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

Adaptations and variations

Easier...
- Stay close to the side/end/with a partner.
- Walk or swim on their back with an object.
- Set personal targets.
- Use larger, lighter, easily held objects.
- Work with a partner or in a team to collect objects.

Harder...
- Work away from the side, in competition.
- Move faster or swim on front with an object.
- Set group targets.
- Use smaller objects, under the water, without buoyancy aids.
- One person at a time in a team, collect as many objects as possible in a set time.
**Grab a float**
Floats in centre, children round the outside. When the music stops, children grab a float. Walk, kick or swim. In shallow water, pick object off the bottom.

**Scarecrow tag**
Some children with floats, some without. Those with floats try to tag those without. If tagged, stand still until released by someone going under arms/legs. Keep feet firmly on the bottom. Play on front, back or side and with different kicks. Change from front to back and vice versa. As above but swap float when tagged.

**Kicking duel**
With a partner, holding a woggle and kicking against each other. Then try: using a float or ball; 2v2 and 3v3; different kicks; head up; face in.

**Bingo**
Walk or swim to collect numbered float and kick back. Hold float in different ways. Then try: different kicks (alternate, double); vary number of floats; as a relay (pass the float); as a number game (addition, subtraction, etc).

**Think INC.**
- Grab a Float: Swimmers who do not use their legs could push the float with their chin, nose or forehead instead of grab.
- Scarecrow Tag: Tag only shoulders or arms.
Acquiring and developing skills

**Encourage the children to:**
- move around by kicking their legs with stretched feet
- kick fast or slow, shallow or deep
- kick on their front/back/side
- kick using an alternating (single) leg up and down kick
- kick with both legs at the same time (double)
- kick with dorsi-flexed feet (double), both legs kicking backwards
- kick in a vertical position
- use long legs and loose ankles with pointed toes
- use their legs and their arms.

Evaluating and improving performance

**Encourage the children to:**
- say whether their feet should stay under the water or make a splash when they are kicking
- watch a partner swim both single and double leg kicks and say which is faster and why
- explain and demonstrate how the kick is different when treading water
- watch a partner treading water and say which leg kick they use
- find which type of leg kick is best for treading water.

Adaptations and variations (entries)

**Easier . . .**
- Stay in shallow water.
- Move horizontally.
- Walk or go slower.
- Use armbands, woggle, two floats.
- With a partner (holding a woggle, side by side).

**Harder . . .**
- Work in deep water.
- Kick when vertical.
- Swim faster.
- One float held as resistance.
- Kick against a partner (holding a woggle, opposite sides) – Kicking Duel.

Selecting and applying skills and tactics

**Encourage the children to:**
- choose their strongest kick to play the Kicking Duel
- tread water using the kick they find best and stay in one place
- choose a kick which can be used to keep going for longer.

Knowledge and understanding of fitness and health

**Encourage the children to:**
- recognise and describe how these activities make them feel, e.g. happy, excited, tired, anxious, successful
- describe what makes them feel good about working with others in water, e.g. being with and laughing with friends, helping each other, feeling more confident
- know that feeling good is part of being healthy.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
**In time**
Back paddle or front paddle, keeping in line and in time with a partner. Then try: turning half way; turning on command or at markers; in time to music or a beat.

**Chop and change**
Splash hands in the water. Then try: splashing down and up, using different surfaces and edges of the hand, e.g. fingers apart, together, together in a clenched fist. Then try: drawing shapes, e.g. figure of eight; shapes under the water; with two hands together or apart; with side of hand; flat hand; fist; thumb first.

**Kaleidoscope**
Working in groups, make different patterns and shapes using any action. Then try: using sculling action only; including a spin and changing from front to back; in time to music or percussion; changing direction; different strokes.

**Sitting on a float**
Sit on a float and scull. Then try: moving forwards and backwards.

**Humming under the water**
Hum a tune under the water. Then try: clapping to the rhythm; sculling in time to the rhythm.

**Ascot hats**
With object on head, try sculling head first. Then try: feet first; with a partner; changing shape, direction and speed.

**Think INC.**
- Sitting on a Float: Practise sculling standing/walking wearing buoyancy aids. Practise sitting on a woggle.

**SAFETY**
- Look before you move backwards. Sit on a float in a big space to allow room for overbalancing.
- Hands and arms
  - Sitting on a Float: Practise sculling standing/walking wearing buoyancy aids. Practise sitting on a woggle.
Acquiring and developing skills

**Encourage the children to:**
- experiment to find the most effective shape of their hands
- find out and practise different ways of using their hands and arms to enable them to move
- find out and practise what to do with their hands and arms to enable them to travel forwards, backwards and sideways
- know how to use their arms to regain a balanced position
- use double and alternating arm movements.

Evaluating and improving performance

**Encourage the children to:**
- talk about how they are moving
- explain what they do with their hands to enable them to move backwards/forwards
- understand the changes they need to make to go faster.

Selecting and applying skills and tactics

**Encourage the children to:**
- experiment with different hand shapes while swimming
- choose an appropriate arm and/or hand action which will:
  - enable them to move faster
  - change direction
  - support them in a stationary position.

Knowledge and understanding of fitness and health

**Encourage the children to:**
- explain that activity ends with a calming cool-down
- explain the purpose of a cool-down and how they should feel afterwards.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

Adaptations and variations

<table>
<thead>
<tr>
<th>Easier . . .</th>
<th>Harder . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>S Stand or walk in shallow water.</td>
<td>S Swim in deeper water.</td>
</tr>
<tr>
<td>T Make figure of eight shapes on the water surface.</td>
<td>T Scull in time to the music.</td>
</tr>
<tr>
<td>E Use a pull buoy to support the legs.</td>
<td>E Keep an object on the head – Ascot Hats.</td>
</tr>
<tr>
<td>P Keep in time with a partner.</td>
<td>P Make a kaleidoscope shape while sculling in a group of four.</td>
</tr>
</tbody>
</table>
Look before you swim backwards. Woggles to be used under armpits, not round neck. Ensure feet are hooked under the armpits, not neck or head.

**Front and back crawl**

**Orienteering**
Mark points around the pool with A4 sheets of paper in plastic folders. Children start from different points and swim from A to B to C to D and follow instructions or clues. Then try: dictating method of travel; increasing the number of points; limiting the time to complete; walking/swimming with a partner.

**Paddle steamer**
Divide into groups of two. Lead swimmer hooks feet under armpits of other. Both then move on their backs. Then try: using arms only; front crawl steamer; twins; swimming side by side; synchronised pairs; separate but close together; swimming in time.

**Think INC.**
- Arm action may be a double action, underwater in propulsion and recovery.
- Some swimmers will use arms only to move around on front or back.
- Paddle Steamer: Pair up with a partner with a leg kick.

**Sharks**
Select a tagger. Everyone swims until the tagger shouts ‘Sharks!’. Tagger then chases and catches one person who joins as a tagger. Then try: walking if timid; swimming on front and then back; kicking with alternate and then double leg action.

**Paddle relay**
In groups of three or four, paddle to a mark and return. Then try: alternate front and back paddle; carrying an object on the head; swimming to a mark and picking an object from the bottom; swimming to a sunken hoop and going through it.
**Front and back crawl**

### Acquiring and developing skills

**Encourage the children to:**
- keep a streamlined shape with head in line
- develop an alternating kick from the hip
- kick continuously with stretched feet
- kick up and down from the hip using both legs at the same time
- ‘hold’ the water firmly during the underwater movement
- develop an over the water arm recovery
- co-ordinate breathing with the arm action.

### Evaluating and improving performance

**Encourage the children to:**
- observe the changes seen when swimming faster or for longer periods
- suggest how they can improve their stroke
- explore the possibilities of videoing each other and watching the playback
- time the swim using a pace clock.

### Adaptations and variations

#### Easier . . .

- 3 Swim short distances.
- 7 With floats, practise each part of the stroke.
- E Use buoyancy aids.
- P Count and record how many arm actions a partner uses in a width.

#### Harder . . .

- 3 Keep going for a longer distance or time.
- 7 Use the full stroke.
- E Use pull buoys or floats as resistance/pace clock.
- P Time your partner (call out seconds as your partner swims).

### Selecting and applying skills and tactics

**Encourage the children to:**
- build the stroke from streamlined push to kick to pull
- swim across with fewer strokes (through the process of stroke counting) at the same speed
- swim faster over shorter distances
- adapt the stroke to swim for a longer time or distance
- consider other situations when crawl can be used, e.g. mini-polo!

### Knowledge and understanding of fitness and health

**Encourage the children to:**
- monitor the intensity of front crawl and describe how it feels to perform, e.g. easy, energetic, exhausting
- evaluate how swimming might help them to reach the health recommendations of 60 minutes of at least moderate, i.e. energetic, daily activity.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
**Obstacle relay**
Divide into teams of four. First person breaststrokes to woggle and rolls over it. Breaststroke to hoop, enter, pick up ball and throw to target. Collect ball, return it to the hoop and return to start for next person to go. Then try: swimming from woggle to an object under water; increasing the distances; specifying the swimming action at each stage.

**Shopping trolley circuit**
Individually, swim to a point, kicking breaststroke using two floats. Then try: carrying shopping back to start balanced on a float; swapping equipment for disc placed on head and swimming back using the full stroke; swapping disc for pile of floats and swimming back using kick only; using one float; working to a time limit.

**Little and large**
Breaststroke on surface using small circles with arms. At marker, submerge and swim breaststroke underneath water with long arm pulls. Surface through a hoop. Then try: reducing the number of strokes; surface diving to submerge, bobbing up in hoop without breathing, submerging and returning to surface to breathe and finish.

**Blow by blow**
A multi-stroke activity using a zigzag course with different activity at each change of direction. Use: front paddle, back paddle, front crawl (no breathing), breaststroke (breathing every stroke), backstroke (breathing regularly). Then try: with a partner; to music or a beat; breathing one in two, then one in four; gliding after each kick; using an underwater stroke.

**Think INC.**
- Walking moving arms around and around.
- Swimmers may use arms only for all activities.
- Shopping Trolley Circuit: Take part by walking with two floats.

**S A F E T Y**
Limit the distance swum underwater – short periods of time and avoid underwater racing. Use markers on the pool side to show the maximum distance. Have a different start and finish point for Shopping Trolley Circuit to avoid collisions. The minimum depth for surface dives is 1.5m or the full stretch height of the individual.
Breaststroke

Acquiring and developing skills

Encourage the children to:
- start with a streamlined push and glide
- develop a simultaneous leg action
- kick round and snap heels together
- work small and round with the hands
- kick with flat (dorsiflexed) feet
- develop a circular simultaneous arm action
- co-ordinate breathing in the stroke.

Selecting and applying skills and tactics

Encourage the children to:
- swim across the width with fewer strokes
- ‘kick’ the hands forward to swim faster
- use the stroke in a vertical position to tread water
- use the stroke to provide momentum into a surface dive
- use the stroke underwater explaining how they need to adapt it.

Knowledge and understanding of fitness and health

Encourage the children to:
- identify the joints which are moving in breaststroke, e.g. elbows, knees, shoulders
- explain that activity can help joints to work smoothly and across a good range of movement.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

Evaluating and improving performance

Encourage the children to:
- observe others and talk about how the strokes can be improved
- know and demonstrate why breaststroke is a slower stroke
- consider situations when breaststroke would be the best stroke to choose, e.g. survival, water safety, mini-polo!
- say how the stroke is different when they swim underwater.

Adaptations and variations

Easier . . .

- Swim widths or half widths.
- Work at the rail/on the back.
- Use two large floats, one under each arm.
- Count how many strokes a partner swims across the width.

Harder . . .

- Swim lengths.
- Swim vertically in deep water/on front.
- Legs only, arms stretched in glide position. Hold float as resistance.
- Swim alongside a partner, matching the timing of their strokes.
Under and over
With a partner, go over and under arms held on surface or slightly under the water. Then try: arms at different heights; going over and under a row of arms.

Breathing holes
Children should go over and under hoops, breathing when they surface.

Porpoising
Hands lead body into the water then lead body out again like a porpoise. Try changing direction.

Think INC.
- Head up rotation (log roll) for swimmers without breath control.
- Porpoising action with arms only, head remaining above the surface.
- Hoops and arms held below or above the water surface to enable the swimmer to go over or under without submerging.

Dolphins
Lie on back or front, on top or underneath water and kick with both legs together. Ask children to try swimming: on their sides; with hands by their sides; with hands stretched out above the head like a dolphin.

Take care with spacing when submerging, organise these activities facing the same direction and continue across the pool to avoid collisions on re-surfacing. Partners practising Under and Over need plenty of space. For springing activities the water level should be chest height on the individual.
**Introducing and enjoying butterfly**

### Acquiring and developing skills

**Encourage the children to:**
- kick with long legs, loose ankles and pointed toes
- rock from the shoulders to produce an undulating movement
- develop a double leg crawl kick with feet stretched
- throw their arms over the water simultaneously and pull through to their hips
- co-ordinate the arms and legs action, kick legs in and out, kick hands in and out
- introduce the timing of the breathing.

### Evaluating and improving performance

**Encourage the children to:**
- discuss the natural dolphin action
- record their own personal best time and work towards improving it by adapting their stroke technique
- explain why butterfly is a powerful stroke and the second fastest stroke
- observe what happens to body position when breathing takes place
- explain how butterfly is similar to the other strokes.

### Adaptations and variations

<table>
<thead>
<tr>
<th>Easier . . .</th>
<th>Harder . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Swim shorter distances towards the wall.</td>
<td>5 Swim longer distances.</td>
</tr>
<tr>
<td>7 Practise strokes while standing.</td>
<td>7 Swim with arms only.</td>
</tr>
<tr>
<td>8 Avoid the use of buoyancy aids for legs only practice. Use hoops for porpoising.</td>
<td>8 Use a pull buoy or a pace clock.</td>
</tr>
<tr>
<td>P Move under and over a partner’s arm.</td>
<td>P Organise races over short distances.</td>
</tr>
</tbody>
</table>

### Selecting and applying skills and tactics

**Encourage the children to:**
- vary the type of stroke used for short or longer distances (a slower tempo for longer)
- use the dolphin kick underwater when starting and turning the crawl strokes
- explain how and where they can use this stroke.

### Knowledge and understanding of fitness and health

**Encourage the children to:**
- monitor and compare changes to their heart rate before and immediately after swimming, e.g. by placing their fingers at the base of their breast bone
- explain that heart rate increases when they are active in order to pump more oxygen to the working muscles.

**Note:** The heart rate is slightly slower in water than on dry land due to the low temperature.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
Introducing synchronised swimming

**Back layout**
Lie on back, long and thin. Head on surface. Scull underneath and at the side of the body. When sculling, keep fingers and back of hand in line with the arm. Can the children: stay in the same spot; travel head first; feet first; forwards and backwards with a partner?

**Front layout**
Lie on tummy. Keep heels and toes at surface and point toes. Scull smoothly at sides of shoulders. Can the children: travel in a front layout position; scull near the hips and travel like a canoe; travel with a partner?

**Sinking oysters**
Press down on hands. Make bottom sink. Can the children: sink and change direction underwater; come up using a stroke; keep in time with a partner; sink and change pattern in groups?

**Think INC.**
- Synchronise a simple routine individually to music.
- Follow my Leader using basic strokes and focus on pathways.
- In groups using circle, line or file with basic directions: forwards, backwards, sideways, turning and in and out.

**Floating flamingos**
Keep hands sculling. Draw one knee onto chest with shin on the surface. Rotate on the spot. Can the children: match or mirror a partner; work in a group and change the pattern in the flamingo position?

**Floating patterns and formations**
In groups of two, supporting a partner. Make groups larger. Can the children: change from one pattern to another; make pattern changes fit the music?

Ensure that the water is deep enough for Sinking Oysters.
Introducing synchronised swimming

**Acquiring and developing skills**

**Encourage the children to:**
- learn to scull in different positions and directions
- synchronise existing swimming movements to a rhythm, to music, with a partner
- develop synchronised swimming skills from basic swimming skills
- mix and match strokes, e.g. front crawl arms, breaststroke legs, with a partner
- learn some simple synchronised swimming strokes.

**Evaluating and improving performance**

**Encourage the children to:**
- explain how the position of the hand affects support or movement
- talk about changes necessary when synchronising strokes with a partner, music or rhythm
- discuss how they time their actions when they are under the water
- explain what they need to do to support a limb which is lifted out of the water.

**Adaptations and variations**

**Easier . . .**
- Move across the width in shallow water.
- Link two movements with a turn.
- Scull wearing arm bands.
- Work on your own to a rhythm or with a partner.

**Harder . . .**
- Work in a larger space in deep water.
- Create a sequence using movements or skills from the front of the card.
- Scull using pull buoys.
- Plan a sequence in a group with music.

**Selecting and applying skills and tactics**

**Encourage the children to:**
- create sequences of movement from existing skills with different groupings, e.g. solo, duet, quartet, etc
- include methods of propulsion and skills individually, with a partner, in a group, to music.

**Knowledge and understanding of fitness and health**

**Encourage the children to:**
- recognise and describe how synchronised swimming makes them feel, e.g. happy, calm, excited, relaxed
- explain which of these feelings are associated with feeling good which is part of being healthy
- explain where and when they can take part in synchronised swimming apart from in PE lessons.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
**Bottle game**
Two teams of four. Two ‘goals’ of bottles full of water. Ensure enough bottles for success. Players pass ball to each other and when close enough, shoot to hit bottles. Initially, no movement with the ball and no tackling. Ball can only be intercepted mid-flight. When bottles knocked down, defending team must pick up as soon as possible. Winning team is the first to empty opponent’s bottles of water.

**Piggy in the middle**
In threes. Two outer players are ‘stuck in the mud’ and try to throw ball to each other without interception. Player in middle turns to face player with ball and can move.

**Over and under**
Teams of four or five, all facing forward, in shallow water. First player passes ball overhead, next player under legs and so on. Last player moves to the front and continues. Players learn about buoyancy of ball and balance in the water.

**Pyramid**
In threes. Players pass ball round clockwise or anti-clockwise. Feet should be ‘stuck in the mud’ so players rotate upper bodies. Introduce interceptor when players get confident.

**Twisties**
Players stand back to back. Ball can be passed overhead or side to side. Players learn to rotate upper bodies. Feet should be ‘stuck in the mud’.

**Think INC.**
- Twisties: Slowly or with an adult as a partner to help.
- Over and Under: Support (child or staff) close by to assist.
- Piggy in the Middle: Two or more ‘piggys’.
- Lighter Balzac (balloon) ball, smaller/larger ball, brightly coloured/with a bell or rice inside the ball.

**SAFETY**
- Use a lighter Balzac (balloon ball) to avoid injury. Select balls that float. Foam balls sink when wet! Play within standing depth for some.
### Acquiring and developing skills

**Encourage the children to:**
- swim on their front with their head up and still
- swim with a ball using different strokes/in different directions
- swim and throw and catch a ball with a partner
- aim at a target or swim, control the ball and aim at a target
- receive a ball and throw at a target
- show they are ready to receive a pass in a good position.

### Evaluating and improving performance

**Encourage the children to:**
- discuss how to keep the ball under control
- decide how they will communicate with each other when they are playing the game
- talk to each other about how to keep possession
- think of a practice to help with this game
- make rules for the game which enable everyone to take part.

### Adaptations and variations

#### Easier . . .

- Practise in shallow water.
- Stand and pass. Shoot and catch with two hands, pass with one.
- Use softer, Balzac or smaller hand sized balls. Use larger goals/targets or more goals/targets.
- Play without a goalkeeper.

#### Harder . . .

- Play across the width, down the length or in deep water.
- Must be swimming to pass. Shoot, catch and pass with one hand.
- Use larger polo balls. Use smaller goals/targets.
- Play with a goalkeeper. Play 3v3.

### Selecting and applying skills and tactics

**Encourage the children to:**
- choose their best stroke to enable them to control the ball
- think about how to defend space while in water
- experiment with ways of getting high out of the water to intercept a pass
- decide the rules for simple games
- use their skills to attack and defend in a game.

### Knowledge and understanding of fitness and health

**Encourage the children to:**
- explain where and when they can play games in water apart from in PE lessons, e.g. aquatics club, recreational aquatics sessions at the local pool
- explain how they can swim safely outside of school, e.g. join an aquatics club, attend a recreational session at the local pool, only swim in ‘safe’ aquatics venues and only when a trained lifeguard is present.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
Crawl with ball
Starting position as per mini-polo! Crawl. Ball ‘rides’ on wave created. As little contact as possible with player’s arms or head.

mini-polo! crawl
High elbows. Short strokes. Little rotation of body. Chin ‘four fingers’ above surface of water.

Pick up and rotate
Ball in front of player. Palm facing upwards. Ball picked up and lifted above head like a tray of drinks – no bottles falling off tray! Elbow above ‘earline’. Body rotated round.

Think INC.
• Balzac (balloon ball) is material covered and easier to control.
• Ball picked up in two hands, then hold it higher, then turn around (step by step: part – part – whole).
• Throw: Two handed throw at target.

Throw
Starting position as above, elbow above earline! Body rotates round, ball comes through like javelin. Aim using fingers towards target and ‘snap’ fingers as ball is released.
mini-polo! rules

Team
- Ten in a squad, mixed where possible.
- Teams should wear official mini-polo! hats.
- Substitution is allowed at any time by swimming to the corner where the team is and climbing out on to the pool side. Players should exit the pool before another player is allowed to enter. Players should slide into the water. Substitution is also allowed by swapping with another team member after a goal is scored.

Games
- Two periods of five minutes, running clock.
- Official mini-polo! balls and goals should be used (approximately 650 x 1390 x 450 mm).
- Referee to signal a foul with a whistle and hand signal in the direction of the attacking team. Fouls are taken from the position where the ball lies unless it exits the water in which case it is taken from the position nearest to the exit point.
- Players are allowed to stand up but should be discouraged from jumping off the bottom.
- Contact with other players is not allowed at any point during the game.
- The ball must not be taken under the water.
- Players are allowed to catch the ball with two hands but must pass with one.

Pool depth
- Pool depth should be 1m.

Advanced players
For more advanced players the following adaptation can be used:
- players are not allowed to stand up whilst in possession of the ball
- contact is only allowed when a player is in contact with the ball
- encourage players to handle the ball with one hand at a time
- pool depth should be 1.4m
- see mini-polo! booklet.

Acquiring and developing skills

Encourage the children to:
- change the direction of play with a pass
- move into space to receive a pass
- pass the ball back to create space, and then wide to change direction
- work together and communicate when defending.

Evaluating and improving performance

Encourage the children to:
- describe why some teams defend better than others
- describe the most effective ways to score goals in polo
- describe effective ways of communicating with each other when in water.

Selecting and applying skills and tactics

Encourage the children to:
- switch play from one side to the other
- keep one player behind the others for players to use to move the ball from one side to the other
- discuss how to defend the goal but also be ready for a quick attack.

Knowledge and understanding of fitness and health

Encourage the children to:
- monitor the activity in terms of exercise intensity (how energetic it feels)
- suggest other activities which are of a similar exercise intensity
- explain where and when they can access these activities outside PE lessons.
Always use the WATER SAFETY CODE
1 Spot the dangers
2 Take safety advice
3 Go with a friend
4 Learn how to help

Think INC.
- Minesweeper: Floats on the surface, eyes closed. Partner talks them through the mines.
- Exit: Could be an assisted ‘wriggle’ exit.
- Riding the Waves: Riding gentle waves on their back.

Slide in
Gently lower yourself into the water.

Fall in
If you fall in, curl up to protect your face and chest.

Exit
Children should push with their arms at the same time as giving one big dolphin kick.

Wading entry
Use a stick to test the depth.

Minesweeper
To help children value this entry, try blindfolding them and use the stick to steer a path around the sunken mines (rubber bricks).

Scull and shoot
Each team member should make a safe, controlled entry. Picking up and pushing the ball with their feet, they should scull to a designated point and shoot to score, before swimming to a safe exit.

Survival swap
One team member floats in the help position. Other members take it in turn to swap places. Use the fall in entry and encourage a safe exit.

Help position
Casualties should hold their ‘aid’ firmly across the chest and relax, then, without losing the aid, raise one arm and shout ‘Help!’
Tip: Keep the head clear of the water and legs together to stay warm.

Riding the waves
Encourage swimmers to use sidestroke and turn their face away from the waves.
Tip: Being close to the edge re-assures nervous swimmers.

Soggy shirt relay/Dressing up relay
Using the same shirt, team members take it in turns to enter the water and swim the course. Encourage swimmers to use sidestroke.
Tip: Introduce skills in shallow water before moving to deep water, especially when using clothing.

Ensure safe depth (minimum 1.5m) for the Fall In entry depending on the height and weight of swimmers. Swimmers wearing blindfolds should have a sighted buddy and a rope designating deep water. Swimmers wearing clothes should practise ‘in depth’ initially. Take care that the swimmer does not get swamped when Riding the Waves.
Acquiring and developing skills

Encourage the children to:
- try different ways of entering the water
- scull in different directions around a course (push a ball with feet)
- try treading water using a variety of leg kicks, e.g. breaststroke, scissor kick, eggbeater kick
- float using different types of aid for support
- experience a range of basic skills, actions and ideas
- repeat actions with increasing control and co-ordination.

Evaluating and improving performance

Encourage the children to:
- identify objects which might make good flotation aids
- decide which leg kick is best for treading water and say why
- discuss which is easier – swimming in clothes or in a swimming costume
- explain why it is dangerous to jump into murky water
- understand and resist peer pressure
- evaluate the performance of others, how can they improve technique?
- achieve variations and extensions, e.g. hands out of the water when treading water.

Adaptations and variations (survival swap)

Easier . . .
- Keep the casualty in shallow water, close to the edge.
- Use steps for entry.
- Use big floatation aids.
- Partner to offer foothold for exit.

Harder . . .
- Keep casualty isolated in deep water.
- Tread water instead of help position.
- No floatation aids.
- Have two casualties, only one moves on.

Selecting and applying skills and tactics

Encourage the children to:
- consider whether it is safer to swim to shore or signal for help
- consider what clothes to keep on if they should fall in water
- explain and demonstrate the safest way of entering and exiting different water types
- explain why sculling is an important survival skill and use different methods of sculling to find which is best for them
- consolidate existing skills and extend their range using variations.

Knowledge and understanding of fitness and health

Encourage the children to:
- describe, select and demonstrate a range of activities which keep them warm but which do not use up a lot of energy
- explain why it is necessary to keep warm and to save energy in a survival situation.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
Lifesaving backstroke
Encourage children to experiment with head position. Lift the head, and the knees sink. Relax the head, and the knees come to the surface. Tip: Make sure swimmers check to see where they are going every third stroke.

Think INC.
- Lifesaving Backstroke: Wear buoyancy aids while trying to develop ‘head high’ strokes.
- Lifesaving Side Stroke: Moving/walking sideways using their arms before swimming sideways.

Always use the WATER SAFETY CODE
1 Spot the dangers
2 Take safety advice
3 Go with a friend
4 Learn how to help
**WATER SAFETY**

**Lifesaving strokes**

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**Acquiring and developing skills**

**Encourage the children to:**

- work through the progressions to enable a ‘free-hand’ as this is fundamental to the sport of lifesaving and advanced lifesaving
- develop the movement of side stroke lying on the ground on pool side
- try and swim side stroke leading with alternate arms.

**Evaluating and improving performance**

**Encourage the children to:**

- relax and lower their head into the water during backstroke – what effect does this have?
- check their relative direction by regular sighting during lifesaving backstroke
- consider which stroke is faster
- discuss how they might improve efficiency and speed of each stroke.

**Selecting and applying skills and tactics**

**Encourage the children to:**

- consider which stroke is easier to see where you are going
- determine which stroke gives you more freedom with your hands
- consider how body position affects speed and resistance in the water.

**Knowledge and understanding of fitness and health**

**Encourage the children to:**

- monitor the intensity of lifesaving strokes, e.g. easy, energetic, exhausting
- explain how the intensity of lifesaving strokes will change when rescuing a casualty
- explain where and when they can learn more about lifesaving skills apart from in PE lessons.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

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**Adaptations and variations (lifesaving backstroke)**

**Easier . . .**

- Sit on the pool side and practise the leg action.
- Sit on the pool side and push the water with the soles of your feet to make waves.
- Hold a floating aid to your chest, as you practise the leg kick.
- Use a partner to hold under arms and pull you backwards as you practise the leg kick.

**Harder . . .**

- Starting from one end of the pool, without looking back, swim to the other end. How close can you get without bumping the end?
- Try backstroke with arms folded across the chest.
- Try swimming legs only carrying a rubber brick on your chest!
- Try to move around the pool without bumping into other swimmers or the side.
WATER SAFETY

Dry rescue skills

1. **Shout and signal** – Encourage the casualty to help themselves.
   - **Stay calm**
   - ... keep your hands in the water and try to kick your legs over here, it’s shallow.

2. **Reach rescue** – Always keep an object between you and the casualty and lie flat when pulling the casualty in.
   - **Stay with me**
   - ... keep your hands in the water and try to kick your legs over here, it’s shallow.

3. **Throw rescue** – Remember, accuracy is important and make sure you are safe.
   - **Drown**
   - REMEMBER TO HOLD ONTO ONE END!

4. **Phone, send or go** – Don’t go in the water, phone or send someone for help. If no-one else is there to help, you should go for help.

**Rope rescue**
Can you successfully throw a rope to recover a casualty?

**Near and far**
Throw floating aids with accuracy. Can you reach them all with just one throw each?

**Think INC.**
- How else can you attract attention if you are unable to shout?
- Try different throwing techniques: underarm, sidearm, overarm. Which is best for you?
- Use signs and symbols to aid communication and check understanding.

**Always follow the RESCUE SEQUENCE**
1. Shout and signal
2. Reach
3. Throw
4. Phone, send or go

**Always use the WATER SAFETY CODE**
1. Spot the dangers
2. Take safety advice
3. Go with a friend
4. Learn how to help
Acquiring and developing skills

Encourage the children to:
- learn and repeat the rescue sequence (shout and signal; reach; throw; phone, send or go)
- practise 999 and 112 calls
- throw a rope using different styles
- identify rescue equipment found near water features
- be assertive and clear when giving instructions
- explain why accuracy is very important
- use a rescue aid at all times, never make direct contact with a casualty.

Evaluating and improving performance

Encourage the children to:
- discuss the best reaching and throwing aids
- consider why it is dangerous to get too close to a drowning person
- discuss how they might improve the accuracy of throwing aids
- explore how they can extend their reach
- discover the most stable rescue stance (what about a wheelchair?)
- comment on the effectiveness and safety of each others rescues.

Adaptations and variations

Easier . . .
- Keep all rescues close.
- Keep all rescues simple, with obvious rescue aids.
- Supply weighted throwing aids.
- Group tasks where children may confer.

Harder . . .
- Rescues over distance with panicking casualty.
- Consider more than one casualty.
- Only have unusual rescue aids.
- The rescuer has to think on his/her own.

Selecting and applying skills and tactics

Encourage the children to:
- discuss when it is best to stay and when to go
- consider which are the safest forms of rescue
- recognise some rescues are too risky, e.g. casualty too big and panicking
- let go if in danger of being pulled in
- discuss when they might use each rescue approach.

Knowledge and understanding of fitness and health

Encourage the children to:
- explain where and when they can learn more about water rescue skills apart from in PE lessons.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
**WATER SAFETY**

**Wet application of dry rescue skills**

**Teacher needs to set the scene:**
- How many casualties are there?
- What type of casualty, e.g., non-swimmer, weak swimmer, unconscious?
- What rescue equipment is available?
- Children should be reminded to use the rescue sequence.
- Children should be encouraged to make plans quickly and act.

**Tip:** Always stand back from the edge when making a rescue.

**What shall we do?**

**HELP!**

**The ball’s missed!**

**I can’t reach it!**

**He can’t reach it!**

**I’ll go for help!**

**Arriving at the scene**

**Shout and signal**

**Can you reach the side?**

**General co-operative**

1. Injured swimmer:
   - In pain
   - Holding site of injury
   - Able to shout.

2. Weak swimmer:
   - A lot of splashing
   - Panicking
   - Body at angle in water
   - Able to shout.

**Generally unco-operative**

3. Non-swimmer:
   - Generally underwater
   - Barely able to reach surface
   - Often quiet.

4. Unconscious:
   - Still
   - Face down in water.

**Team rescue**

The two teams have capsized and are either treading water or floating awaiting rescue. One person from each team must make an exit and rescue their team mates with the equipment available.

**Examples of rescue aids**

**Generally co-operative**

- Injured swimmer:
  - In pain
  - Holding site of injury
  - Able to shout.

**Generally unco-operative**

- Non-swimmer:
  - Generally underwater
  - Barely able to reach surface
  - Often quiet.

**Tip:** Try role playing different types of casualty.

**Always use the WATER SAFETY CODE**

1. Spot the dangers
2. Take safety advice
3. Go with a friend
4. Learn how to help

**Think INC.**

- Some children may ‘direct’ the rescue.
- Find out which rescue aids are easier to hold and which are harder.
- What are the dangers?

**Initiative tests**

Teacher needs to set the scene:
- How many casualties are there?
- What type of casualty, e.g., non-swimmer, weak swimmer, unconscious?
- What rescue equipment is available?
- Children should be reminded to use the rescue sequence.
- Children should be encouraged to make plans quickly and act.

**Tip:** Always stand back from the edge when making a rescue.

**Arriving at the scene**

**Shout and signal**

**Can you reach the side?**

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**Always use the WATER SAFETY CODE**

1. Spot the dangers
2. Take safety advice
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4. Learn how to help

**Think INC.**

- Some children may ‘direct’ the rescue.
- Find out which rescue aids are easier to hold and which are harder.
- What are the dangers?
Acquiring and developing skills

Encourage the children to:
• recognise the different types of casualty and take appropriate action
• explain why throwing accuracy is very important in the water as balls don't bounce
• develop a rescue plan using:
  • what is happening?
  • assess the dangers, take action, is it working?
  • adapt the plan to suit the circumstances
  • aftercare and evaluate.
• use all available help.

Evaluating and improving performance

Encourage the children to:
• discuss the effectiveness of each rescue and be able to recognise good and bad practice in a rescue
• discuss the best instructions to give to a casualty
• explain how they can improve rescue aids, more accuracy, safer aids, reaching further
• recognise how to improve performance in a rescue
• evaluate their own performance.

Adaptations and variations

Easier . . .
S Keep all rescues close to the bank.
T Keep casualties co-operative.
E Have obvious rescue aids.
P Have others around who may help if asked.

Harder . . .
S Set distant rescues or multiple rescues.
T Choose non co-operative casualties. Set initiatives where rescuers have to ‘go’.
E Use unusual aids.
P Have interfering helpers, trying to get in the water.

Selecting and applying skills and tactics

Encourage the children to:
• apply the rescue sequence at all times – safest option first
• experiment to find the best rescue aids
• explain their own limitations and when they would go for help if they found they were not coping
• demonstrate appropriate rescue skills in role play.

Knowledge and understanding of fitness and health

Encourage the children to:
• know how to keep a person warm after they have been in cold water
• know when and where they can learn more about water rescue skills apart from in PE lessons.

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.
The Physical Education, School Sport and Club Links Strategy

Introduction
Swimming is one of the sports included in the Government’s Physical Education, School Sport and Club Links (PESSCL) Strategy. The PESSCL Strategy consists of the following eight programmes that will have linked work on coaching to support delivery:

- Specialist Sports Colleges
- School Sport Co-ordinators
- Gifted and Talented
- Qualifications and Curriculum Authority PE and School Sport Investigation
- Step into Sport
- Professional Development
- School – Club Links
- Swimming Charter.

The aim of the School – Club Links programme is:
‘To build on and enhance the existing physical education (PE) and sport opportunities available to young people in schools, thereby increasing the proportion of children guided into clubs from school sport co-ordinator partnerships.

Young people will be guided from schools to accredited clubs linked to those partnerships. The project will focus on Swim 21 accredited clubs, but schools will be encouraged to establish links in a broader range of aquatic disciplines.

To ensure that swimmers have a seamless and quality experience in the transition from school swimming to Swim 21 clubs, the ASA believes that there may be a need for an interim development group or session. This will ensure that swimmers have the necessary skill and experience to make the transition to club swimming.

The Swim Link session will be designed and developed locally to make certain that it is set at an appropriate development level to ensure progression from school swimming lessons or an Aquamark Learn to Swim programme into a Swim 21 club.

At local level, the programme will be delivered through collaboration between school sport co-ordinator partnerships, county sport partnerships and ASA affiliated clubs.

ASA School – Club Links
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Quality assurance
Swim 21
Swim 21 is the ASA’s club development programme – a planning tool enabling clubs to help swimmers achieve their full potential.

A Swim 21 accredited club is recognised by the ASA as one which provides a quality service to its members in the areas of:

- swimmer development
- teacher/coach development
- club management
- partnerships.

Contacts for local Swim 21 accredited clubs are available on the ASA website: www.britishswimming.co.uk

Accredited Learn to Swim programmes
In today’s rapidly changing world of sport and leisure provision, providers of swimming programmes must focus on the delivery of a best value service, which makes a real difference to the lives of people. The scheme Aquamark has been developed to assist providers of swimming programmes to meet these challenges.

Aquamark is original and unique, designed specifically to help all organisations providing swimming programmes to improve and enhance their service, including:

- local authorities (LAs)
- private leisure contractors
- swimming clubs
- private swim schools
- local education authorities (LEAs).
Linking school and club

Training opportunities
The ASA offers LAs, LEAs, schools, colleges, local organisers and universities the courses specifically designed for qualified primary and secondary school teachers and one course for qualified ASA Level 2 teachers who work with schools to deliver the school’s swimming programme.

National Curriculum Training Programme
For the syllabus visit: www.britishswimming.org

Learning In and Through Sport
Learning In and Through Sport: Everyone Can Swim is the qualification available through the PESSCL Strategy (funding available).

Qualifications available to those teaching
Key Stages 1 – 2
• Adults other than teachers – assisting in a school situation.
• Primary School Teacher Certificate: Module 1 (seven hour course) – assisting a qualified teacher.
• Primary School Teacher Certificate: Module 2 (ten hour course) – taking responsibility for groups and teaching unsupervised.
• Primary School Teacher Certificate for the Teaching of Swimming (full 17 hour course) – this is Modules 1 and 2 combined.

Club/LA swim teachers involved in school – club links
Training opportunities for swimming and school teachers
It has been recognised by the ASA that the key to the identification and progression of swimmers from school to club are school swimming teachers. The ASA will therefore provide training opportunities and resources to support these teachers in delivering high quality school swimming lessons.

Training opportunities will be provided through the ASA National Curriculum Training Programme. The workshop will:
• equip teachers with basic technical knowledge relating to beginners and basic swimming strokes
• develop technique through the use of progressive practices
• equip teachers with knowledge of health and safety in the pool environment
• help teachers to transfer existing skills into the pool environment
• familiarise teachers with the TOP Swimming programme
• raise awareness of school to club programmes and benefits
• raise teachers’ awareness of the ASA National Plan for Teaching Swimming (NPTS).

Resources will only be provided to school swimming teachers/ASA Level 2 teachers or above as part of their attendance at an ASA school – club links funded training workshop. No charge will be made by the ASA for the resources or training workshop.

Resources
Where appropriate, the following resources will be made available:
• TOP Swimming resource cards
• relevant modules of the NPTS
• National Curriculum Resource Pack
• Teachers’ Information Pack.

The Qualifications and Curriculum Authority swimming support site offers useful information for curriculum development. Visit: www.nc.uk.net/safeswimming/index.html
To access these and other resources visit: www.britishswimming.co.uk
A number of Survival Awards are available from the Kellogg’s Frosties ASA Award Scheme. These include a Preliminary Safety Skills Award for non-or early swimmers, a Water Rescue Award and Personal Survival Awards.

Contact details
Your first point of contact in relation to training opportunities or the development of links programmes should be your ASA regional development officer. There are ten regional officers operating throughout England. There are also some part-time development officers operating through the county sport partnerships.

Contact details of ASA national and regional development officers are available on the ASA website: www.britishswimming.co.uk
The ASA National Officer for School – Club Links/PESSCL is: Jon Glenn
Tel: 01628 486938
Mobile: 07771943006
E-mail: jon.glenn@swimming.org
Including young disabled people

**Equipment**
Balls, hoops and water toys can help focus attention and distract timid swimmers.

**Organisation**
Some swimmers may respond to a routine in the pool, for example:
- using the same part of the changing area
- entering at the same part of the pool
- using the same lane. This will provide security and help develop independence.

**Swimmers who have a visual impairment**
- Use verbal guidance with head up strokes (breaststroke).
- Use narrow lanes and gradually widen them as confidence and awareness of direction increases.
- Place a water sprinkler attached to a hose near the end of the pool to signal that the swimmer is nearing the end.
- Float can indicate end of lane or pool.
- Use auditory signals such as a radio or bleeper at the end of the lane.

**Supports**
- Support from a helper will allow swimmers to experience the water without aids. This may be beneficial initially.
- Helpers should try to let the water support the swimmer as much as possible.
- Support the torso to avoid obstructing limbs.

**Entries**
- A forward entry from a seated position on the pool side to a trained helper in the water is a useful entry for swimmers unable to use steps or perform a swivel entry.
- When assisting swimmers, keep manual handling to a minimum. A risk assessment should be carried out for each swimmer who may need assistance. Before an entry is made, a safe and suitable exit method must have been decided.
- A hoist should be used for swimmers where appropriate. Where a hoist is unavailable, a transit seat may be used by trained helpers assisting small swimmers.

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**Safet**
- Take care to avoid skin abrasions when entering or leaving the water. Use a towel or mat.
- One member of staff should discreetly observe children who may have epileptic seizures.
- Ensure swim aids fit properly and are well secured.
- Apply wheelchair brakes before swimmers transfer from their chairs.
- When assisting swimmers into the pool, encourage them to use their arm and leg strength and help themselves as much as possible.
Including young disabled people

**Organisation**
- Helpers should assist swimmers who need most help in transfer to the pool before working with individuals.
- Swimmers who have a short concentration span will benefit from knowledge of rules, routine and repetition of practise.

**Swimmers who have a hearing impairment**
- Explain the general theme of the lesson before hearing aids are removed.

**General**
- Start with strokes which give most support from the water:
  - breaststroke or front paddle
  - inverted breaststroke.
- Practising breathing out into the water can help a swimmer's confidence when trying the horizontal position.
- To improve arm pull, count the number of strokes to swim a width, rest, and then try to swim the width with fewer strokes.
- Avoid giving floats to swimmers who use only their arms for propulsion.
- Some swimmers who walk on land may only be able to co-ordinate their arms when swimming, their legs will trail.

**Equipment**
Kickboards, pull buoys, flippers, hand paddles or swim mitts can help to improve efficiency of legs, arms or hands.

**Body position**
- If the legs are sinking:
  - try to move the head further forward (or back for back crawl)
  - try moving the legs or feet; even slight movement helps to keep the legs up.

**Leg swish**
- If the legs move from side to side on front or back crawl:
  - try using legs to balance arm effort
  - if leg kick absent, use a symmetrical stroke (breaststroke) to keep legs straight
  - try attaching a leg float to reduce leg drag.

**Rolling**
- If the swimmer is rolling, try adjusting the head position by moving the head away from the direction of the roll.
- Try using a sculling action to balance body and reduce roll.

**Safety**
- Ensure deck is clear of equipment and slippery wet patches.
- Make use of pool hoists, transit seats and other aids to assist with safe transfer.
- Establish clearly understood signals when including swimmers who have a sensory impairment.
Warm-up

Can children...?
Perform, recognise and explain the purpose of a range of warm-up exercises?

Activities
- Mobility exercises which move joints with control, e.g. arm circles (shoulders), alternating between a mushroom float and standing (spine).
- Activities which gradually raise the temperature and heart rate, similar to changing up gradually through car or bike gears, e.g. travelling by stepping, sliding-walk, hopping, jumping.

Questions (select from the following):
Q How do you feel after warming-up?
A Warm (not out of breath) and ready for action (not tired).
Q What happens to your joints as a result of performing mobility exercises?
A They move more smoothly.
Q Which activities move joints in your spine?
A e.g. Changing between a mushroom float and a standing position.
Q Which activities mobilise knees, shoulders and ankles?
A Travel with big steps (knees), arm circles (shoulders), jogging or front crawl leg kick (ankles).
Q What is the purpose of raising your heart and breathing rate in a warm-up?
A To increase the supply of oxygen to the muscles in preparation for energetic activity.
Q Why is it not necessary to perform warm-up stretches in water?
A The resistance of the water ensures that all ‘swimming’ movements can be performed with control so we are less likely to pull muscles.

Effects of swimming on the heart

Can children...?
Monitor and explain changes to heart rate?
Explain the benefits of exercise for the heart?

Activities
Children take part in energetic activities, e.g. Scarecrow Tag, Grab a Float, Sharks, sustained front crawl.

Children monitor heart rate before and during the swimming activities by:
- feeling their heart with the fingers of one hand on the base of their breast bone and describing changes using a heart rate chart.

Questions (select from the following):
Q What happens to your heart when you swim?
A The heart pumps faster.
Q How can you monitor your heart rate before and during these activities?
A Children demonstrate how this can be done.
Q What do we need to make energy?
A Food and oxygen.
Q How do food and oxygen reach the muscles?
A In the blood.
Q What pumps the blood around the body?
A The heart.
Q What happens to muscles if we are active every day?
A They become strong and can do more work without tiring.
Q The heart is a muscle – what will happen to the heart if we take part in swimming frequently?
A It will become stronger and will be able to pump more oxygen around the body with every beat.

Effects of swimming on breathing

Can children...?
Explain why rate and depth of breathing increases during swimming?

Activities
Children take part in energetic activities, e.g. Scarecrow Tag, Grab a Float, Sharks, sustained front crawl.

Children monitor their breathing before and during the activities by:
- placing one hand on tummy and one on chest and feeling the chest rise and fall. Children describe the rate and depth of their breathing using the breathing chart.

Questions (select from the following):
Q What happens to your breathing when you swim?
A It becomes faster and deeper.
Q How can you monitor your breathing?
A They become strong and can do more work without tiring.
Q What do your muscles use while you are swimming?
A Energy.
Q What do we need to make energy?
A Food and oxygen.
Q How do we take oxygen into our bodies?
A By breathing.
Q What will happen to your breathing rate when you are swimming?
A It will become faster and deeper in order to supply the working muscles with sufficient oxygen to make the energy needed.

Effects of swimming on temperature and appearance

Can children...?
Explain changes in temperature and appearance during exercise?

Activities
Children take part in energetic activities, e.g. Scarecrow Tag, Grab a Float, Sharks, sustained front crawl.

Children monitor their temperature and appearance before and during the activity by doing one of the following:
- placing their hand on their forehead
- asking a partner to observe their face.

Questions (select from the following):
Q What happens to your temperature and appearance when you swim?
A Temperature increases and some people appear flushed.
Q How can you monitor your temperature and appearance?
A Children demonstrate how this can be done.
Q When we are doing energetic activities the muscles produce energy as heat. How is heat released from the body?
A Through the skin.
Q Why do some people appear flushed?
A The blood vessels become wider and closer to the surface of the skin to release heat.
Q Why is it difficult to monitor temperature and appearance in water?
A People are colder in water and so the changes are not as obvious as on dry land.
**Knowledge and understanding of fitness and health**

**Monitoring intensity of swimming activities**

*Can children...?*

Monitor the intensity of swimming activities and explain the health benefits of taking part?

**Activities**

Children participate in different swimming activities, some of which are more energetic than others.
Children describe the intensity of different swimming activities.
Children monitor their involvement in physical activity over a period of a few weeks, i.e. which activities, for how long they are performed and how each activity feels.

**Questions** (select from the following):

- **Q** Why does your heart beat faster in some swimming activities?
  **A** Some swimming activities are more energetic than others.

- **Q** Which swimming activities feel more energetic? Why do you think this is?
  **A** How energetic an activity feels can vary between individuals and can depend on a person’s skill level, i.e. experienced swimmers find swimming less energetic than beginners. Health recommendations are that young people should perform one hour of at least moderate (i.e. energetic) physical activity per day.

- **Q** How can swimming activities help you reach this target?
  **A** Swimming activities can be energetic, exciting and challenging and can involve energetic activity being sustained over long periods of time.

**Health benefits of swimming activities**

*Can children...?*

Explain the health benefits of taking part in swimming activities?

**Activities**

Children take part in a range of different swimming activities, e.g. lifesaving, synchronised swimming, jumping in and getting out, tag games, races, survival activities.
Children monitor how these activities use energy and make people feel.

**Questions**

- **Q** Why do people take part in swimming?
  **A** To be with friends, to compete, to challenge themselves, to have fun.

- **Q** What moods/feelings did you observe in the facial expressions of others?
  **A** Excitement, concentration, determination, joy, fulfilment, happiness.

- **Q** How do these moods/feelings help people to be healthy?
  **A** Being healthy is more than just having a healthy body. Being healthy involves people 'feeling good'. Having fun, being with friends, feeling successful, beating personal or school records or competing are all examples of factors which make some people feel good when they take part in swimming.

**Swimming outside of school**

*Can children...?*

Access opportunities to take part in swimming in and outside school?

**Activities**

Children participate in a range of swimming activities.
Teacher discusses with children about when and where they can take part in activities like these at school and in the community.
Children design a 'let's get active' notice board to share information about sports and exercise activities which can be accessed in and out of school.

**Questions**

- **Q** Who is a member of a local swimming club?
- **Q** What is the purpose of the club?
- **Q** How do you get there?
- **Q** How much does it cost?
- **Q** What do you like about the club?
- **Q** How can others join?

**Cool-down**

*Can children...?*

Perform, recognise and explain the purpose of a range of cool-down exercises?

**Activities**

- Pulse lowering activities which gradually help the heart and lungs to recover, e.g. Ascot Hats, Sitting on a Float, sculling, travelling by stepping, arm circles.

**Questions**

- **Q** How do you feel after cooling-down?
  **A** OK, back to normal (not out of breath or very hot).

- **Q** What happens to your heart and breathing rate during a cool-down?
  **A** They recover gradually.

- **Q** Which swimming activities are suitable for a cool-down?
  **A** e.g. Ascot Hats, Sitting on a Float, sculling, travelling by stepping, arm circles.

- **Q** Why is it not necessary to perform cool-down stretches after swimming.
  **A** It is unlikely that muscles will get stiff and sore because the resistance of the water ensures that we move with control. It is more important after swimming to get dry and warm than to perform cool-down stretches.