

# SWIMSTART PROGRAMME ~ LEVEL FIVE

## The start of something extraordinary



## LEVEL FIVE LESSON PLANS

Assistant Swim Teacher Award Manual Page 91-106

### Pre Assessment:

Learners must demonstrate the following skills before beginning Level 5

- ✓ Relaxed Breaststroke timing demonstrating one complete Breaststroke stroke linked to another by a glide
- ✓ Demonstrate 25m Freestyle with controlled arm actions and breathing
- ✓ Demonstrate 25m Backstroke with controlled arm action and relaxed breathing

### Level Five Goal

To develop endurance in Freestyle, Backstroke and Breaststroke swimming with increasingly accurate technique and to increase Water Safety awareness including safe dives.

<b>N.B.</b>	<b>Lessons</b>	<b>1-3 focus on Freestyle</b>
	<b>Lesson</b>	<b>4 focus on Sidestroke</b>
	<b>Lessons</b>	<b>5-6 improve Backstroke efficiency</b>
	<b>Lessons</b>	<b>7-9 focus on Breaststroke</b>
	<b>Lesson</b>	<b>10 requires deep water</b>

You may need to “pick and choose” different progressions for different group members as they progress.

### Level Five Objectives

Learners should be able to consistently demonstrate the following criteria:

- 5.1 25m Sidestroke
  - 5.2 H.E.L.P.
  - 5.3 Clothed Survival
  - 5.4 Group Safety Initiatives
  - 5.5 50m Freestyle
  - 5.6 50m Backstroke
  - 5.7 50m Breaststroke
- Extra and Optional Unassisted Entries for Deep Water

The following lesson plans are suggested programmes for completing the Level Five Objectives. There are many variables to take into consideration.

- **Diving should only ever be taught in pools deeper than 1.2m unless supported from inside the pool.**
- Teachers running lessons for 10min may have to omit some activities whereas teachers with 30min lessons may need to be creative and add further activities which enhance or support the activities suggested.
- You may at any time extend your swimmers learning.
- Details of games and fun activities are listed in the back of the ASTA Manual.
- **Recommended group size:** 6 students, maximum 12 students.
- **Pool depth:** Between 0.8m minimum unless diving, then 1.2m minimum depending on height of student no more than chest depth for the students!
- **Size of space:** 15-25m mainly lane swimming format.

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- **Lesson duration:** 10min to 30min maximum.
- Wherever possible please ensure that all equipment used is maintained and used appropriately.

### Risk Management considerations:

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Safety management plans for your programmes must include:

- Access to 1<sup>st</sup> Aid, CPR and rescue equipment/techniques
- Supervision

### Special characteristics of this ability group:

- Hair must be tied back for breathing
- Goggles should be encouraged for children swimming for 15min or more in chlorinated pools, however, see notes on organisation
- Kick boards are mentioned but any smaller buoyant object may be better
- Lane etiquette/formations should be introduced at this level
- Dry land Breaststroke leg action practices are essential
- All exercises illustrated in these plans may be repeated many times giving one clear focus or teaching point at a time

**Always reinforce good practice with positive comments!**

## ALWAYS REMEMBER THE FOUNDATION SKILLS



**IN**  
(Entry)



**THROUGH**  
(Balance)



**UNDER**  
(Bouyancy)



**ON**  
(Breathing)

**ESSENTIAL SEQUENCING**

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### Lesson 1 - 3

**Goal:** To develop controlled and efficient Freestyle technique with relaxed breathing over 50m

### Equipment needed:

- Boards or other buoyancy equipment

### Lesson Objective:

By the end of this lesson learners should be able to:

- Swim 50m Freestyle with controlled strokes and relaxed bilateral breathing
- Develop distance per stroke over 50m Freestyle

Intro/Activity	Teaching Points	Organisation/Equipment
<p><b>Choice of entry appropriate to the venue</b></p> <p><b>3 Person relay</b></p> <p><b>"Crocodiles and crabs"</b></p>	<ul style="list-style-type: none"> <li>• Safe controlled entry</li> <li>• Maintain contact with the wall until feet on the pool floor</li> <li>• Running</li> <li>• Jumping</li> <li>• Hopping</li> <li>• Swimming</li> <li>• Kicking</li> <li>• Two groups stand in a line back to back at half way</li> <li>• When "Crabs" are called they turn to chase the "crocodiles" who are rushing to the safety of the side</li> </ul>	<ul style="list-style-type: none"> <li>• When practising in a large group number students in two's</li> <li>• Use a designated area</li> </ul>
Revision from last Level	Teaching Points	Organisation/Equipment
<p><b>Freestyle swimming 25m developing distance per stroke (DPS)</b></p> <p><b>Kick on side in Freestyle breathing position</b></p> <p><b>-Repeat on other side</b></p> <p><b>10 Kick "rock and roll", 1 strokes to change sides</b></p> <p><b>10 Kick "rock and roll" 3 strokes to change sides</b></p>	<ul style="list-style-type: none"> <li>• Start in streamline</li> <li>• Then add leg kick</li> <li>• Then add slow, smooth, controlled arm strokes</li> <li>• Count your strokes over the distance</li> <li>• Aim to decrease the number of strokes over the same distance</li> <li>• Right arm extended and held still, left arm over left thigh (no paddling)</li> <li>• Back of head on right arm</li> <li>• Kick on side aim for 15m</li> <li>• Kick in Freestyle breathing position</li> <li>• Right arm extended</li> <li>• Left arm on left thigh</li> <li>• Back of head on right arm</li> <li>• Relaxed breathing for 10 kicks</li> <li>• Eyes to pool floor during 1 arm stroke</li> <li>• Roll to breathing position with left arm lead</li> <li>• Continue with 10 kicks and repeat process over 25m</li> <li>• Kick in Freestyle breathing position</li> <li>• Right arm extended</li> <li>• Left arm on left thigh</li> <li>• Back of head on right arm</li> <li>• Relaxed breathing for 10 kicks</li> <li>• Eyes to pool floor during 3 arm strokes, roll</li> <li>• Roll to breathing position with left arm lead</li> <li>• Continue with 10 kicks and repeat</li> </ul>	<ul style="list-style-type: none"> <li>• Practice over 25m</li> <li>• During each repeat try to reduce stroke count</li> <li>• Extend practice over 25m</li> <li>• This may mean 3 x 10m practices</li> <li>• Encourage balance and control to maintain position on side</li> <li>• Encourage control and balance while kicking on side</li> <li>• Encourage control and balance while kicking on side</li> </ul>



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### Lesson 4

**Goal:** To introduce sidestroke

**Equipment needed:**

**Lesson Objective:**

By the end of this lesson learners should be able to:

- Swim side stroke for 25m
- Experience swimming in rough water

- Boards or other buoyancy equipment

Intro/Activity	Teaching Points	Organisation/Equipment
<p><b>Choice of entry appropriate to the venue</b></p> <p><b>"Captains coming..."</b></p>	<ul style="list-style-type: none"> <li>• Safe controlled entry</li> <li>• Maintain contact with the wall until feet on the pool floor</li> <li>• "Port, Starboard, Captains coming, Captain's daughter, climb the rigging, Man over board, scrub the decks"</li> </ul>	<ul style="list-style-type: none"> <li>• When practising in a large group number students in two's</li> <li>• Use a designated area</li> <li>• Group follows directions from the teacher</li> </ul>
Revision from last level	Teaching Points	Organisation/Equipment
<p><b>Swim Freestyle 25m bilateral breathing</b></p>	<ul style="list-style-type: none"> <li>• Push and glide</li> <li>• Add leg action</li> <li>• 3 Smooth, controlled strokes and roll into breathing position to take a breath and continue</li> <li>• "1,bubbles,breathe"</li> <li>• Repeat</li> </ul>	<ul style="list-style-type: none"> <li>• Progress to completing 50m without stopping</li> </ul>
Teaching progression	Teaching Points	Organisation/Equipment
<p><b>Sidestroke Leg action</b></p> <p><b>- land practice is particularly valuable</b></p> <p><b>- practise leg action with two pieces of flotation equipment, one in leading hand, the other held on thigh</b></p> <p><b>-practise without flotation equipment</b></p> <p><b>Sidestroke arm action</b></p> <p><b>-standing</b></p> <p><b>-walking</b></p>	<ul style="list-style-type: none"> <li>• On one side in a streamlined position</li> <li>• Legs work in a scissors action, with one leg moving to front of body and other behind</li> <li>• Immaterial whether top or lower leg opens forward</li> <li>• Legs bend before they part and streamline as they "snap" shut</li> <li>• Legs never cross</li> <li>• Propulsion comes from legs closing vigorously</li> <li>• Emphasise glide phase - not continuous actions</li>   <li>• From an extended glide on side, with lower arm extending beyond head, upper hand on thigh</li> <li>• Propulsion comes from lower (leading) arm which pulls as upper arm recovers towards chin</li> <li>• Momentum continues with the upper hand pushing towards feet while leading arm recovers to extended position</li> <li>• "Pick an apple, put in the other hand and put it into the basket"</li> <li>• Eyes look forward without head turning forward</li> <li>• Lower ear in water to assist streamlining</li> <li>• Combine arm and leg actions</li> <li>• "As arms bend, the legs bend, then kick and glide"</li> </ul>	<ul style="list-style-type: none"> <li>• Give learners plenty of space so that they do not kick each other</li> </ul>



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### Lesson 5 - 6

**Goal:** To improve Backstroke efficiency over 50m and introduce the HELP and Huddle survival positions

**Equipment needed:**

**Lesson Objective:**

By the end of this lesson learners should be able to:

- Swim 50m Backstroke with controlled strokes and breathing, developing distance per stroke (DPS)
- Demonstrate HELP and Huddle survival positions

- Boards or other buoyancy equipment
- Lifejackets
- Water/fire hose
- Clean clothing (old)

Intro/Activity	Teaching Points	Organisation/Equipment
<b>Choice of entry appropriate to the venue</b>	<ul style="list-style-type: none"> <li>• Safe controlled entry</li> <li>• Maintain contact with the wall until feet on the pool floor</li> </ul>	<ul style="list-style-type: none"> <li>• When practising in a large group number students in two's</li> <li>• Use a designated area</li> </ul>
Revision from last level	Teaching Points	Organisation/Equipment
<b>"3-Against-one-circle-tag"</b>  <b>"Follow the leader"</b>  <b>Streamlining on back with kick</b>  <b>Streamlining on side with back kick 15-25m -repeat on other side</b>  <b>10 Kick "rock and roll"</b>  <b>Swimming 50m Backstroke</b>  <b>(Repeat, asking for focus on one teaching point at a time)</b>	<ul style="list-style-type: none"> <li>• In groups of 4</li> <li>• Learners numbers 1-3 hold hands in a circle</li> <li>• Learner 4 runs around the outside of the circle to "tag" learner number 2</li> <li>• 1 and 3 try to protect 2</li>   <li>• In groups of 2-3 follow the movements and direction of the leader</li>   <li>• Arms extended above head arms by ears</li> <li>• Hands held in "turtles"</li> <li>• Tall bodies</li> <li>• Eyes to the sky</li>   <li>• Right arm extended</li> <li>• Left arm on left thigh</li> <li>• Left shoulder dry, pointing to the roof</li> <li>• Eyes looking to the roof</li> <li>• Kick on side, small fast kicks</li>   <li>• Start streamline kicking on right side as above for 10 kicks,</li> <li>• Complete 3 slow, controlled arm strokes and continue streamlined kicking now on the left side and repeat</li> <li>• Maintain eyes to the roof through kicking and stroking</li>   <li>• "Up to the sky, down to my thigh"</li> <li>• Big slow arm circles</li> <li>• Flowing, continuous movement – as arm circles backwards, brush ear with arm</li> <li>• Little finger enters water first ("pinkie")</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage creativity! Above and below the surface all directions and tempo's</li>   <li>• Extend practice over 15-25m</li> <li>• This may mean 3 x 10m practices</li>   <li>• Extend practice over 15-25m</li> <li>• This may mean 3 x 10m practices</li>   <li>• Extend practice over 15-25m</li> <li>• This may mean 3 x 10m practices</li> <li>• Encourage control and balance to maintain side kicking</li>   <li>• Attempt 50m without stopping</li> <li>• Repeat, encouraging controlled movements</li> </ul>
Teaching progression	Teaching Points	Organisation/Equipment
<b>H.E.L.P. (Heat Escape Lessening Position)</b> <ul style="list-style-type: none"> <li>• Occasionally use hose to cool students during this practice to simulate bad weather</li> <li>• Create waves to add realism</li> </ul>	<ul style="list-style-type: none"> <li>• Curl-up to protect major heat-loss sites</li> <li>• I.e. Head, neck armpits, sides and groin</li> </ul> <p><b><u>Classroom discussion should include:</u></b></p> <ul style="list-style-type: none"> <li>• Heat is lost from body to colder surrounding water at a rate 25 times</li> </ul>	<ul style="list-style-type: none"> <li>• If lifejackets are available ensure all fastenings firmly secured</li> <li>• Encourage students to discover their own most stable, relaxed position, experimenting with leg positions to prevent rolling</li> </ul>

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<p><b>"Huddle"</b>  <u>Prior classroom "discussion" is essential</u></p> <ul style="list-style-type: none"> <li>• Shallow water</li> <li>• Creating waves and occasionally hosing students</li> <li>• Gradually reduce the number of buoyancy equipment being worn</li> <li>• "Huddle" in clothing as well as in swimwear</li> <li>• <b>Try moving the huddle!</b></li> </ul>	<p>faster than to air of same temperature</p> <ul style="list-style-type: none"> <li>• Cold water moving over body accentuates rate at which heat is dispersed</li> <li>• Emphasise wisdom of wearing a life jacket</li> <li>• Each student should securely hold on to other student either side, e.g., arms around students' waists; ideally both arms around their neighbour's waist, link legs</li> <li>• Emphasise relaxation, keeping still, mutual encouragement</li> </ul>	<ul style="list-style-type: none"> <li>• Students check others for correctly fitted buoyancy equipment</li> <li>• Watch students for signs of distress (especially eyes), e.g. being pushed down by a bigger student</li> <li>• Use a variety of methods for propulsion when moving</li> <li>• Experience in deep water is desirable</li> </ul>
<p><b>Game/Conclusion</b></p>	<p><b>Teaching Points</b></p>	<p><b>Organisation/Equipment</b></p>
<p><b>Safe exit</b></p>	<ul style="list-style-type: none"> <li>• Choice of exit appropriate for the venue</li> </ul>	

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### Lesson 7 - 9

**Goal:** To progressively build skills and endurance in Breaststroke and further develop personal survival techniques

#### Equipment needed:

- Boards or other buoyancy equipment
- Clean clothing (old)

#### Lesson Objective:

By the end of this lesson learners should be able to:

- ☑ Increase efficiency in Breaststroke in order to complete longer distances comfortably
- ☑ Demonstrate a basic personal survival technique including relaxed floating and orientation over a period of 2-4 min in clothing

Intro/Activity	Teaching Points	Organisation/Equipment
<b>Choice of entry appropriate to the venue</b>	<ul style="list-style-type: none"> <li>• Safe controlled entry</li> <li>• Maintain contact with the wall until feet on the pool floor</li> </ul>	<ul style="list-style-type: none"> <li>• When practising in a large group number students in two's</li> <li>• Use a designated area</li> </ul>
<b>Revision from last level</b>	<b>Teaching Points</b>	<b>Organisation/Equipment</b>
<p><b>3 Person relay</b></p> <p><b>Partner rolling "ball floats"</b></p>	<ul style="list-style-type: none"> <li>• Running</li> <li>• Swimming</li> <li>• Kicking</li> <li>• Hopping jumping, etc.</li> <li>• Partner A has big relaxed breath and "Tucks" into ball float, Chin in</li> <li>• Partner B gently presses shoulders/hips to create rocking</li> <li>• Look for "smooth" nape of the neck</li> <li>• Gradually increase rocking and rolling</li> <li>• Try for a full roll either forwards, backwards or sideways</li> </ul>	<ul style="list-style-type: none"> <li>• Watch for creases in the back of the neck or any unfolding of the ball float as this indicated discomfort</li> </ul>
<b>Teaching progression</b>	<b>Teaching Points</b>	<b>Organisation/Equipment</b>
<p><b>Breaststroke arm action</b></p> <p><b>-Standing</b></p> <p><b>-Lying in the water eyes looking at the pool floor, with small Freestyle kicks</b> Breaststroke kick on front parallel to pool wall</p> <p>Vertical Breaststroke kick with stomach against pool wall</p>	<ul style="list-style-type: none"> <li>• Start with arms extended, shoulders under the water out in a Breaststroke streamlined position (arms extended thumbs down, backs of hands make a 'V'), eyes to the pool floor</li> <li>• 1. Scull out to a "Y" position</li> <li>• 2. Scull in to breathe in</li> <li>• 3. Stretch to streamlined position and Exhale, eyes down</li> <li>• Thumbs down on scull-out, thumbs up on scull-in</li> <li>• Arms must move simultaneously</li> <li>• Teaching points as above</li> <li>• Arms extended with or without float</li> <li>• Eyes look to pool floor</li> <li>• Breaststroke kick with closest toes touching the wall as the feet turn out and push back</li> <li>• Return in other direction</li> <li>• Swimmers visualise a tunnel where both feet turn out to touch either side of the tunnel</li> <li>• "Hook" toes</li> <li>• "Heels to bum, no knees to tum"</li> <li>• Emphasise the "stretch and glide" "snap toes to point"</li> </ul>	<ul style="list-style-type: none"> <li>• Crouch down shoulders under water</li> <li>• Repeat</li> <li>• Encourage children to take their time</li> <li>• Hands must not come back past their chin</li> <li>• <b>Picture: ASTA Manual Pg 66</b></li> <li>• This activity is good for correcting "Scissor kick"</li> </ul>

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Breaststroke leg action on back with a board	<ul style="list-style-type: none"> <li>• Lie on back and hold board over thighs</li> <li>• Stretch and Glide (hold with a count of 4)</li> <li>• Heels to bottom</li> <li>• Make the hook</li> <li>• Turn toes out</li> <li>• Kick back with a “snap”</li> <li>• Feet together</li> <li>• Stretch and Glide (hold with a count of 4)</li> </ul>	<ul style="list-style-type: none"> <li>• The stretch and glide phase must be emphasised at all times</li> <li>• Practice over 15-25m</li> </ul>
Breaststroke kick on front arms extended	<ul style="list-style-type: none"> <li>• Start shoulders under water</li> <li>• Eyes look to pool floor</li> <li>• Slide forward to stretch and glide, breaststroke kick to stretch and glide</li> <li>• Stand up to breathe</li> <li>• Repeat</li> </ul>	<ul style="list-style-type: none"> <li>• Practice up to 25m repeats</li> </ul>
<b>Breaststroke whole stroke timing</b>	<ul style="list-style-type: none"> <li>• Maintaining streamline, the hands scull out to the ‘Y’, as the head starts to lift up and forward breathe-in on the in scull, heels are drawn up to hips, then hands stretch and glide as feet “snap” together.</li> <li>• “Glide, ‘1,2’ in streamline, on ‘3’ scull to the ‘Y’, scull-in and breathe, then kick, glide”</li> <li>• <b>Or</b></li> <li>• “When arms bend , the legs bend then kick to a glide”</li> <li>• <b>Or</b></li> <li>• “Do nothing on scull-out”</li> <li>• “Do everything on scull-in”</li> <li>• “Stretch to a glide”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>This is best described visually, see 4.6 in the ASTA video and demonstrate to learners</b></li> <li>• Extend practice over 15-25m</li> <li>• This may mean 3 x 10m practices</li> <li>• Develop 1 stroke, 2, strokes etc to increase distance</li> <li>• Each whole stroke practice should be separated by a long glide in streamlined position</li> </ul>
<p><b>Survival skills for 1-2 minute in clothing</b></p> <p>Deep water is not essential for this activity</p>	<ul style="list-style-type: none"> <li>• Relaxed float for one minute without touching the pool floor</li> <li>• Give occasional one hand signal for help</li> <li>• Use minimal arm and leg action to conserve energy</li> <li>• Maintain big relaxed breaths to assist flotation</li> <li>• Students need to experiment to determine best personal survival strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate exercises including scanning the horizon, using vertical rotation</li> <li>• Practise in shorts and t-shirt</li> </ul>
Game/Conclusion	Teaching Points	Organisation/Equipment
“Whirlpool”	<ul style="list-style-type: none"> <li>• Learners spread out in a big circle around the edge of the teaching space</li> <li>• They all run in a clockwise direction until the teachers signal, then they change direction and try to run against the current</li> </ul>	
Safe exit	<ul style="list-style-type: none"> <li>• Choice of exit appropriate for the venue</li> </ul>	

**N.B. Deep water is essential to cover the activities in this lesson**

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### Lesson 10

**Goal:** To develop further personal survival techniques

**Equipment needed:**

**Lesson Objective:**

By the end of this lesson learners should be able to:

- Demonstrate sculling and personal survival skills and deep water entries

- Boards or other buoyancy equipment
- Lifejackets

Intro/Activity	Teaching Points	Organisation/Equipment
<p><b>Choice of entry appropriate to the venue</b></p> <p>“Current affairs”</p>	<ul style="list-style-type: none"> <li>• Safe controlled entry</li> <li>• Maintain contact with the wall until feet on the pool floor</li> <li>• In groups of 3 or more in each relay</li> <li>• Each leader swimmer holds a newspaper</li> <li>• On teachers signal:</li> <li>• ‘1’ swims to ‘2’ keeping the paper dry and hands it to number ‘2’ like a baton</li> <li>• Repeat</li> </ul>	<ul style="list-style-type: none"> <li>• When practising in a large group number students in twos</li> <li>• Use a designated area</li> <li>• Use the designated space available</li> <li>• Newspaper</li> </ul>
Revision from last level	Teaching Points	Organisation/Equipment
<p><b>Sculling challenge in deep water</b></p>	<ul style="list-style-type: none"> <li>• First on back then on front,</li> <li>• Try sculling and moving for a distance of 5-10m with no leg action</li> <li>• Try sculling both head first and feet first on both front and back</li> <li>• “Thumbs down on sweep-out, thumbs up on sweep-in, maintain pressure on water with hands”</li> </ul>	<ul style="list-style-type: none"> <li>• NB movement occurs in the direction that the back of the hand is facing</li> </ul>
Teaching progression	Teaching Points	Organisation/Equipment
<p><b>Step in entry</b></p> <p><b>Compact entry</b></p> <p><b>Lifejacket entry</b></p>	<ul style="list-style-type: none"> <li>• To be used in clear water when water depth is known and bottom is free of obstacles</li> <li>• Watch surface 2-3m away to avoid falling forward</li> <li>• Step gently, as if stepping down stairs</li> <li>• Step not jump, back foot follows naturally</li> <li>• 1m minimum height drop</li> <li>• chin tucked in, one hand over nose and mouth</li> <li>• Elbow by side, free arm wrapped around, holding forearm</li> <li>• Step gently, allowing the following leg to catch up before entry, i.e. “not a jump”</li> <li>• Once underwater tuck legs to stop downward movement</li> <li>• 1m Minimum height drop</li> <li>• Ensure lifejacket is fitted correctly</li> <li>• Chin in, both hands pull down on lifejacket collar, elbows by sides</li> <li>• Step gently, as for compact entry, legs come together to streamline body on entry</li> </ul>	<ul style="list-style-type: none"> <li>• Begin with entry point as near as possible to water level</li> <li>• Gradually increase height above water</li> <li>• Practise entry</li> <li>• Increase height of entry if possible</li> <li>• Practise entry</li> <li>• Increase height of entry if possible</li> </ul>

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<p><b>Safe dive</b></p> <p><b>Survival skills for 2 - 4 minutes in clothing</b></p> <p>Deep water is essential for this activity</p>	<ul style="list-style-type: none"> <li>• Check for safe depth</li> <li>• Check for obstacles, discuss what objects may be hidden under water</li> <li>• Chin should be tucked in</li> <li>• Palms down, one hand on top of other</li> <li>• Streamlined body position, arms over ears</li> <li>• Head and body follow fingers</li> <li>• Stretch to streamlined position and turn fingers to surface once in water</li> <li>• Relaxed float for 2 - 4 minutes without touching the pool floor</li> <li>• Give occasional one hand signal for help</li> <li>• Use minimal arm and leg action to conserve energy</li> <li>• Maintain big relaxed breaths to assist flotation</li> <li>• Students need to experiment with taking clothes off (see pg 96 ASTA Manual)</li> </ul>	<ul style="list-style-type: none"> <li>• Practise dive</li> <li>• Increase height of entry if possible</li> <li>• Simulate exercises including scanning the horizon or using vertical rotation</li> <li>• Practise in shorts and t-shirt</li> </ul>
<b>Game/Conclusion</b>	<b>Teaching Points</b>	<b>Organisation/Equipment</b>
<p><b>“Let Go” floats in deep water</b></p> <p>Deep water is essential for this activity</p> <p><b>“Pencil floats”</b></p> <p><b>Safe exit</b></p>	<ul style="list-style-type: none"> <li>• Shoulders under the water</li> <li>• Big relaxed breath in and hold with no tension</li> <li>• “let go”, “flop”, “sink”, into the water to discover how your body floats naturally, with all your muscles relaxed</li> <li>• While floating at the water surface</li> <li>• Take a big relaxed breath and hold it deep down in your ribs</li> <li>• Hold a vertical standing position in the water with arms by the sides (water surface should be around eye level)</li> <li>• Balance is maintained using the core (tummy and back) muscles not the arms or legs</li> <li>• To take another breath...</li> <li>• Tip your head back so mouth clears the surface, blow out and breath in deep, quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Split the class into two and take turns so they can see the different natural floating positions</li> <li>• Encourage the groups to float for longer periods without tension</li> <li>• Repeat the “pencil floats” for increasing numbers of breaths</li> <li>• There should be <b>no</b> arm or leg twitches or movements when tipping the head back to breathe</li> </ul>