



STA International Learn to Swim Programme Penguin Series



1. International Learn to Swim Resource Manual - Penguin Series

Penguin Series

STA is the first to recognise the importance of swimming and water safety for people with disabilities. In recognition of this, STA has developed its disability award scheme - the Penguin Series.

The Penguin Series is the most comprehensive and progressive award scheme for people of all ages with disabilities. It has two distinct programmes – the Emperor Penguin Series that develops strength/ stamina and the Rockhopper Penguin Series which develops skills.

Rockhopper Awards

The Rockhopper series consist of 9 awards and is an exciting programme introducing participants with a disability to the joy of water. The series develops water confidence and water skills as well as, increasing water safety awareness and knowledge.

Once participants have successfully completed the Rockhopper series they can progress onto the STA International Learn to Swim Programme Shark series.

See page 4 for Rockhopper learning outcomes.

Emperor Awards

The Emperor series enables swimmers to increase their strength and stamina by swimming distances between 5 and 400 metres, in their own style.



2. Programme Resources



Rockhopper Awards

Floatation aids and/or physical assistance may be used.

| Rockhopper 1 | |
|--|--|
| Learning Outcomes | Assessment Standards |
| 1. Enter the water with support | <ul style="list-style-type: none"> Vertical ladder – walking down backwards Platform steps/slope/beach entry – walking forwards Sit and swivel – turn and enter water facing pool side Using a shower chair or hoist – swimming teacher in water to meet |
| 2. Respond to water being gently sprinkled over limbs | <ul style="list-style-type: none"> Show awareness of water running over limbs |
| 3. Show enjoyment of being in the water | <ul style="list-style-type: none"> Individual expression of enjoyment – smile, eye movement, verbal expression |
| 4. Lie on the back or front with adult support and be towed around the pool | <ul style="list-style-type: none"> Support under shoulders and move participants through the water With or without buoyancy aids |
| 5. Push a floating toy around the pool using any part of the body | <ul style="list-style-type: none"> With support and/or assistance |
| 6. Blow through a straw, whistle or blow a floating toy OR Watch, listen or feel a toy being blown | <ul style="list-style-type: none"> Use mouth to blow Chin on water's surface or watch, hear or feel a toy being blown May make an attempt to mimic |
| 7. Move limbs in an alternating action | <ul style="list-style-type: none"> Independently or with assistance |

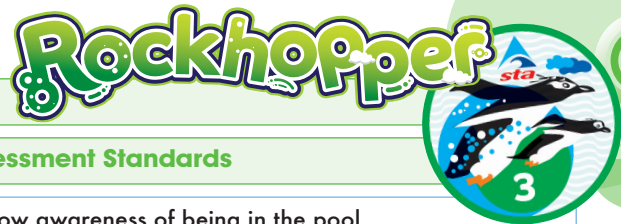
2. Programme Resources

Floatation aids and/or physical assistance may be used.



| Rockhopper 2 | |
|---|---|
| Learning Outcomes | Assessment Standards |
| 1. Enter the water using any means | <ul style="list-style-type: none"> • Individual ability – showing a safe entry |
| 2. Look, listen or feel for splashes, enjoy water being sprinkled over head or body | <ul style="list-style-type: none"> • Be comfortable having water sprinkled over head or turn to watch, listen or feel splashes |
| 3. Move limbs whilst moving around the pool | <ul style="list-style-type: none"> • May be moved by adult • Move any limb if possible |
| 4. Float on the back or front whilst in a relaxed position | <ul style="list-style-type: none"> • Show confidence in floating • With or without support |
| 5. Watch, listen, feel or mimic blowing action while attempting to place mouth close to the water | <ul style="list-style-type: none"> • Mouth or mouth and nose close to the water |
| 6. Swing from back to front and return to back OR Side swing | <ul style="list-style-type: none"> • Use head to control movement |
| 7. Respond to light / sound and/or smell changes | <ul style="list-style-type: none"> • Change movement to light, sound or aroma • May be music, songs, rhymes |
| 8. Exit safely | <ul style="list-style-type: none"> • Walk • Wriggle exit • Shower chair or hoist |

Floatation aids and/or physical assistance may be used.



| Rockhopper 3 | |
|--|---|
| Learning Outcomes | Assessment Standards |
| 1. Show an understanding of being in the pool area | <ul style="list-style-type: none"> • Show awareness of being in the pool |
| 2. Enter the water using an appropriate method | <ul style="list-style-type: none"> • Individual ability – showing safe entry |
| 3. Move through the water on the front or back for 5 metres | <ul style="list-style-type: none"> • Move forward or backwards using any style • May be co-actively with an adult |
| 4. Float with a piece of equipment for 10 seconds OR Float with a piece of equipment for 10 seconds and return to upright position | <ul style="list-style-type: none"> • Show confidence in floating • Use head and body to sit up |
| 5. Roll from back to front and return to the back | <ul style="list-style-type: none"> • Face may in or out of the water • Horizontal axis rotation • May be with assistance |
| 6. Splash the water using own limbs or equipment OR Hum with nose in water for 5 seconds | <ul style="list-style-type: none"> • Nose in the water • Bubbles should be seen |
| 7. Respond to floating toys OR move through the water to collect floating toys | <ul style="list-style-type: none"> • Awareness of floating objects • Move in any way to collect them |
| 8. Push a toy around the pool | <ul style="list-style-type: none"> • May be with assistance |
| 9. Enjoy water being sprinkled over limbs or head OR Travel through a hoop at the water's surface | <ul style="list-style-type: none"> • Show enjoyment when water is sprinkled • Travel using any method through hoop • May be a gap between the hoop and the water's surface |
| 10. Move across the pool in an upright position | <ul style="list-style-type: none"> • Assistance may be given • Walking or cycling action |

2. Programme Resources



Floataion aids and/or physical assistance may be used.

Rockhopper 4

| Learning Outcomes | Assessment Standards |
|--|--|
| 1. Enter the water safely with a jump OR Show an awareness of entering the pool safely | <ul style="list-style-type: none"> • Independent entry if possible • Swivel or jump • Assistance may be given • Be aware of entering the water |
| 2. Touch a floating toy OR Perform a jellyfish or mushroom float | <ul style="list-style-type: none"> • Reach and touch a floating toy • Hang forwards in water • Tuck up and hold knees into chest |
| 3. Reach for a toy and return it to poolside | <ul style="list-style-type: none"> • Reach, hold a toy and return it to poolside • Assistance may be given |
| 4. Move across the pool OR Swim 5 metres on the front, roll onto the back and float | <ul style="list-style-type: none"> • Move through the water using any method • Buoyancy aids may be used • Move through the water any style, roll over and stretch into a float position |
| 5. Move limbs in response to the actions of an adult OR Swim 5 metres on the back, stand up or find a safe position at poolside | <ul style="list-style-type: none"> • Move in any style • Regain standing position or hold onto poolside |
| 6. Use a watering can to sprinkle water | <ul style="list-style-type: none"> • Watch, listen or feel water flowing from a watering can • Assistance may be given |
| 7. Blow a toy across the pool or watch / listen to an adult blowing a toy across the pool OR Pick up a toy from the bottom of the pool | <ul style="list-style-type: none"> • Move toy across pool by blowing • Watch a toy being moved across pool by blowing • Submerge body, use one or two hands to pick up toy • Depth will depend on facility and ability of participants |

Participants can also work towards:

STAnley Well Done badge and certificate
I can swim award
5 metre Emperor award

Health and Safety:

- Ensure participants are well spaced in lesson area to avoid collisions with other participants and poolside, particularly when working in a supine position
- Recommended that all skills are performed in shallow water whenever available
- Ensure participants do not follow floating toys into deeper water
- Swimming teachers working in the water should work within a comfortable standing depth (chest depth maximum)

Linked educationally to:

P2i
P2ii

2. Programme Resources

Floataion aids and/or physical assistance may be used.



| Rockhopper 5 | |
|--|---|
| Learning Outcomes | Assessment Standards |
| 1. Enter the water safely OR Enter the water safely, submerge and swim to the poolside and show a safe support | <ul style="list-style-type: none"> • Individual ability – showing a safe entry • Independent entry if possible, submerge and move to poolside for support |
| 2. Move across the pool to collect a toy and return to poolside OR Tread water in an upright position for 10 seconds | <ul style="list-style-type: none"> • Move through the water, pick up a toy and return to poolside • Any method may be used to rotate • Use any method to stay upright • Face out of water |
| 3. Play with a toy OR Blow bubbles rhythmically while moving forward through the water | <ul style="list-style-type: none"> • Individual or group activity using any chosen equipment • Inhale and exhale in a relaxed way while moving through the water • Constant flow of bubbles should be seen while face is submerged |
| 4. Move through the water under a woggle rainbow on the front or back OR Swim through a hoop held just below the water's surface | <ul style="list-style-type: none"> • Use any method to move through the water and under a woggle rainbow • Assistance may be given • Use any method to move through a hoop |
| 5. Push a toy towards an adult or peer OR Push and glide on the front | <ul style="list-style-type: none"> • Consciously chose a toy • In pairs or a group push toy towards another person • Show streamlined position on front |
| 6. Float on the back for 10 seconds | <ul style="list-style-type: none"> • Relaxed and confident • If ability allows float for 10 seconds |
| 7. Move through the water using any style for 10 metres | <ul style="list-style-type: none"> • If ability allows • Use any style • Swim continuously |
| 8. Exit the pool safely | <ul style="list-style-type: none"> • Dependant on individual ability |



2. Programme Resources

Floataion aids and/or physical assistance may be used.

Rockhopper



| Rockhopper 6 | |
|---|---|
| Learning Outcomes | Assessment Standards |
| 1. Move around the pool avoiding floating toys OR Enter the water safely, using any method, roll onto the back and float for 10 seconds | <ul style="list-style-type: none"> • Move through water by any method • Show awareness of objects • Individual ability – showing a safe entry • Roll and stretch to rest |
| 2. Copy the swimming movements of an adult OR Swim 15 metres using any style | <ul style="list-style-type: none"> • Mimic swimming actions of adult • Use any style • Swim continuously |
| 3. Move across the pool using arms OR Swim 5 metres on the front, roll onto the back and swim a further 5 metres | <ul style="list-style-type: none"> • Pull and push water with arms and /or legs • Roll may be vertical or horizontal |
| 4. Jump up and down in the water with support OR Push and glide through a hoop held below the water's surface, swim and adopt a safe breathing position | <ul style="list-style-type: none"> • Move vertically up and down • Hold a streamlined position and travel through hoop • Adopt safe breathing position on back or holding poolside |
| 5. Look or feel for submerged toys with the face in the water OR Breathe rhythmically while swimming for 10 metres on the front or back | <ul style="list-style-type: none"> • Face in water • Breath may be held • Regular breathing pattern |
| 6. Play a movement game that involves splashing and kicking | <ul style="list-style-type: none"> • Individual or group activity |
| 7. Move through a woggle waterfall, having water sprinkled over the head OR Tread water for 20 seconds | <ul style="list-style-type: none"> • Move through a shower of water • Vertical position – mouth clear of water |



Participants can also work towards:

STANley Well Done badge and certificate
I can swim award
10 metre Emperor award

Health and Safety:

- Ensure participants are well spaced in lesson area to avoid collisions with other participants and poolside, particularly when working in a supine position
- Recommended that all skills are performed in shallow water whenever available
- Ensure participants do not follow floating toys into deeper water
- Swimming teachers working in the water should work within a comfortable standing depth (chest depth)

Linked educationally to:

P3i
P3ii
P3iii
P4
P5

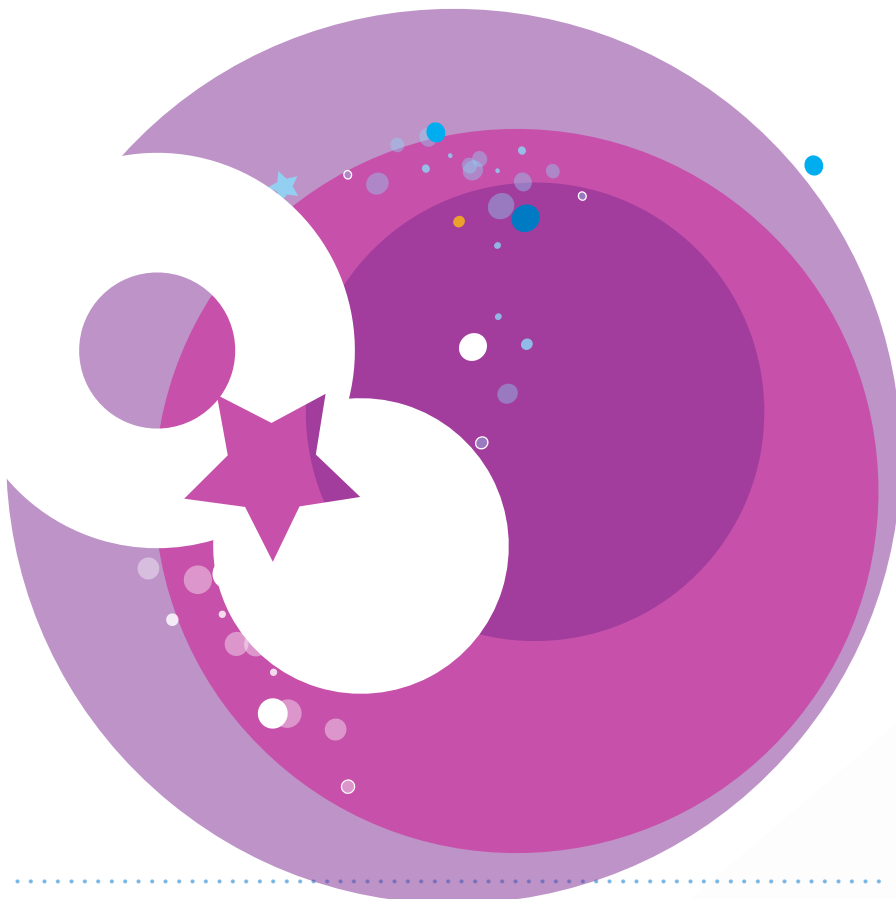
2. Programme Resources

These skills should be performed without assistance, swimming aids may be used where necessary. The skills may be carried out in any depth of water suitable for the participants.

Rockhopper



| Rockhopper 7 | |
|---|---|
| Learning Outcomes | Assessment Standards |
| 1. Swim across the pool on the front using any style for 20 metres | <ul style="list-style-type: none"> Any style may be used Swim 20 metres continuously, if ability allows |
| 2. Swim across the pool on the back using any style for 20 metres | <ul style="list-style-type: none"> Any style may be used Swim 20 metres continuously, if ability allows |
| 3. Jump into the water safely with a partner OR Recover a submerged toy from chest depth water | <ul style="list-style-type: none"> Depth must be appropriate to age and ability Use any means to pick up object |
| 4. Lift feet off the pool floor, using a woggle OR Float for 15 seconds | <ul style="list-style-type: none"> May be a vertical or horizontal position Hold float position May be any shape Minimum of 15 seconds |
| 5. Blow bubbles into the water OR Holding the poolside, rail or woggle, submerge completely and blow bubbles | <ul style="list-style-type: none"> Constant stream of bubbles Submerge completely |
| 6. Perform ONE of the following: <ol style="list-style-type: none"> Change body position from back to front or front to back, from a push and glide Propel a floating toy for 2 metres Kick across the pool with an aid on the front or back | <ul style="list-style-type: none"> Participant's choice Stretched position Roll over smoothly Move toy by any means Kick may be performed in any style |



2. Programme Resources

These skills should be performed without assistance, swimming aids may be used where necessary.
The skills may be carried out in any depth of water suitable for the participants.

Rockhopper



| Rockhopper 8 | |
|---|--|
| Learning Outcomes | Assessment Standards |
| 1. Answer a pool safety question | <ul style="list-style-type: none"> • Relate to pool safety taking in ability of participant • May show the answer pictorially |
| 2. Enter safely from poolside OR Exhale rhythmically with face submerged 4 times | <ul style="list-style-type: none"> • Show ability to enter the water safely • Show ability to control a regular breathing pattern – a constant flow of bubbles should be seen |
| 3. Swim 5 metres unaided using any style OR swim 25 metres unaided using any style | <ul style="list-style-type: none"> • Swim continuously without stopping |
| 4. Push and glide from poolside on the front | <ul style="list-style-type: none"> • Stretched and streamlined position • Face in water |
| 5. Perform a star float and then stand up OR Float in a relaxed manner for 20 seconds | <ul style="list-style-type: none"> • Float then regain an upright position • Show a comfortable float position |
| 6. Perform TWO of the following: <ol style="list-style-type: none"> Attempt breathing when swimming on the front Attempt treading water Recover a toy from the bottom of the pool, from a swimming position Swim 10 metres on the front, roll onto the back and swim 10 metres, regain feet or secure a safe position at the poolside Swim 25 metres, collect a floating toy and return to the starting position Rotate on the surface of the water with the body sitting or lying back, for two complete revolutions | <ul style="list-style-type: none"> • Participant's choice • Regularly breathing whilst swimming • Vertical position, mouth clear of the water • Depth will depend on age and ability of participant • Swim continuously • Rotate using the hands |

2. Programme Resources

These skills should be performed without assistance, swimming aids may be used where necessary. The skills may be carried out in any depth of water suitable for the participants.



| Rockhopper 9 | |
|--|--|
| Learning Outcomes | Assessment Standards |
| 1. Explain the pool safety rules | <ul style="list-style-type: none"> • Appropriate for participants' ability • May show the answer pictorially |
| 2. Perform ONE of the following: <ol style="list-style-type: none"> Float for 30 seconds Tread water for 30 seconds Maintain a vertical position in the water for 60 seconds | <ul style="list-style-type: none"> • Participants' choice • Relaxed position • Any shape • Vertical position, mouth clear of water • Vertical position, mouth clear or relaxed position • Treading water or floating |
| 3. Perform ONE of the following: <ol style="list-style-type: none"> Swim 100 metres on either the front or back Swim 100 metres on the front and 25 metres on the back Swim 100 metres on the back and 25 metres on the front | <ul style="list-style-type: none"> • Participants' choice • Continuous swim • Any style may be swum |
| 4. Perform THREE of the following: <ol style="list-style-type: none"> Enter the water and recover to a swimming position, swim 10 metres then leave the water unaided Recover a toy from the bottom of the pool, from a swimming position, in chest deep water Submerge and swim underwater for 1 metre Perform the H.E.L.P position for 30 seconds Tow a casualty for 10 metres Swim 25 metres changing from front to back and return to the front Swim 25 metres changing from back to front and return to the back | <ul style="list-style-type: none"> • Participants' choice • Entry applicable to ability • Swim in any style • Steps may be used for both entry and exit • Still and relaxed position • Lifejacket or other buoyancy aid may be used • Torpedo buoy may be used (non- contact tow) |

| Participants can also work towards: | | |
|-------------------------------------|------------------------|-------------------------|
| 20 metre Emperor award | 50 metre Emperor award | 100 metre Emperor award |
| 25 metre Emperor award | 75 metre Emperor award | |

| Safety Questions: |
|--|
| <ol style="list-style-type: none"> 1. What must you do before you come swimming? 2. Are you allowed to throw floats and equipment? 3. What must you do if you hear the fire alarm? 4. Where is the shallow and deep end of the pool? 5. What must you do if the swimming teacher blows the whistle? 6. Are you allowed to run on poolside? 7. When are you allowed to get into the swimming pool? 8. Who must you listen to when you come to the swimming pool? 9. Give me a rule you must follow when you come to the swimming pool 10. Give me the meaning of one of the pool signs around the pool? |

| Health and Safety: |
|--|
| <ul style="list-style-type: none"> • Ensure participants are well spaced in lesson area to avoid collisions with other participants and poolside, particularly when working in a supine position • Swimming teachers should satisfy themselves that the participant has sufficient ability to work safely in deeper water and without assistance prior to their first lesson • Beware of hyperventilation- limit underwater swimming. |

| Linked educationally to: | | | |
|--------------------------|----|----|----|
| L1 | L3 | L5 | P6 |
| L2 | L4 | P5 | P7 |



3. Songs

Song Words

Dingle dangle scarecrow

When all the children were sleeping, and the sun had gone to bed,

Up jumped the scarecrow and this is what he said
I'm a dingle dangle scarecrow with a flippy floppy hat
I can shake my hands like this and shake my feet like that.
When all the hens were roosting and the moon behind a cloud

Up jumped the scarecrow and shouted very loud –
When all the cows were sleeping and the pigeons in their loft

Up jumped the scarecrow and whispered very soft

All the fish are swimming

All the fish are swimming in the water
Swimming in the water, swimming in the water
All the fish are swimming in the water
Splash, pop, wee

Repeat with:

All the ducks – splashing

All the frogs - hopping

All the bread is floating in the water

The more we are together

The more we are together, together, together
The more we are together, the better we'll swim

Peter hammers with one hammer

(Name of participant) splashes with both hands, both hands, both hands, — splashes with both hands – splash, splash, splash.

(Name of participant) kicks with both feet etc.

Also use: Jump in and out

Turn round and round

Swims too and fro.

Jack in the box

Jack in the box, still as a mouse, deep down inside your little dark house,

Jack in the box, resting so still – will you come out: Yes. I will.
Participants lay on backs floating, on "Yes I will" jump up and splash.

Incy wincey spider

Incy wincey spider, climbing up the spout,
Out came the rain and washed the spider out
Out came the sun and dried up all the rain, so Incy, wincy spider climbed the spout again.

10 fat sausages

10 fat sausages sizzling in the pan
One went "Pop" and the other went "Bang"
Participants at poolside holding on, turn and swim to the swimming teacher on "Pop" and "Bang"

I'm a little pancake

I'm a little pancake nice and flat,
I'm a little pancake lying on my back,
Flip me up and swim me back.

Wind the bobbin up

Wind the bobbin up
Wind the bobbin up
Pull pull, clap clap
Point to the window point to the door
Point to the ceiling point to the floor.

5 little speckled frogs

5 little speckled frogs sat on a speckled log
Eating the most delicious grub – yum, yum
One jumped into the pool where it was nice and cool
Then there were 4 green speckled frogs Glub, glub.



3. Songs

Animal fair

We went to the animal fair
 The birds and the bees were there
 The big baboon by the light of the moon
 Was combing his auburn hair
 The monkey fell out of his bunk – crash
 And slide down the elephant's trunk – wee
 The elephant sneezed atchoo
 And fell on his knees
 And what became of the monkey, monkey, monkey
 Participants sit on poolside, jump into the water, blow bubbles, swim to wall and monkey across pool

Water sprinkling: Tune - London Bridge

Pour the water
 On your arm, on your arm, on your arm
 Pour the water on your arm, on your arm.
 Water on nose, ears, cheek, toes, legs, etc.

It's raining, it's pouring – kicking and movement

Its raining, its pouring, Its raining, its pouring, so we are
 going touring,
 Around the pool and under the bridge,
 Kicking and splashing all morning.

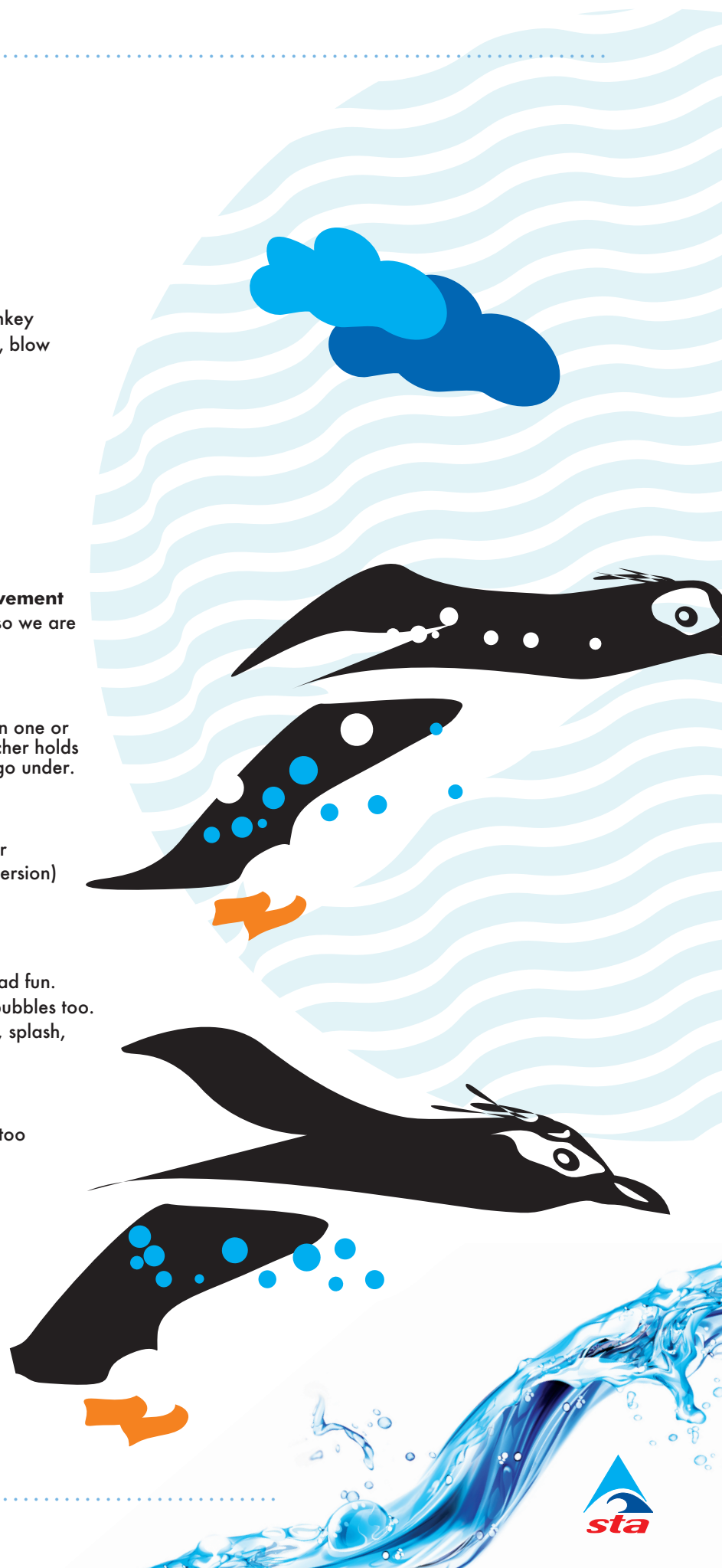
Teacher holds woggle in bridge. Participants on one or two woggles kick and blow under bridge. Teacher holds watering can and pours water as participants go under.

Round and round the garden

Round and round the garden, like a teddy bear
 1 kick, 2 kicks, were going under there. (Submersion)
 under woggle bridge.

Goodbye song: Tune – Ash grove

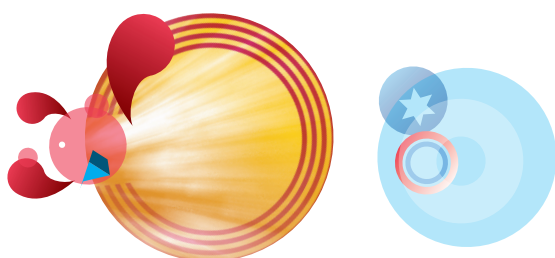
Goodbye until next time, we hope you've all had fun.
 We've kicked and we've paddled and blown bubbles too.
 We've splashed with our hands, splash, splash, splash,
 splash, splash
 And now we are going to wave them at you.
 Goodbye, goodbye, goodbye, goodbye,
 We'll see you the next time and have fun then too



4. Aquatic Activities

| Build a Tower | |
|------------------------------|--|
| Equipment required | A quantity of floating play bricks |
| Skills developed | Essential movement skills: walking, jumping, running, hopping, galloping Essential swimming skills: propulsion |
| Description | Participants are split into two teams, the swimming teacher places floatable blocks around the lesson area and each team races to see who can collect the most blocks and build the tallest tower |
| Making it easier/harder | <ul style="list-style-type: none"> • Participants can experiment with different methods of moving through the water or move as directed by the swimming teacher to collect the items • The tower can be built on a float • Opposing team can try to splash the tower down with an effective front paddle kick |
| Safety | <ul style="list-style-type: none"> • Good spatial awareness is necessary so participants do not collide |
| Links to National Curriculum | <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |

| Mirror Floating | |
|---------------------------|--|
| Equipment required | Small foam mirrors, colourful toys |
| Skills developed | Essential swimming skills: flotation |
| Description | The swimming teacher supports the participants in a back floating position and holds a mirror or toy above the participant's face. The swimming teacher can slowly move around the lesson area. |
| Making it easier / harder | <ul style="list-style-type: none"> • Twinkle twinkle little star can be sang • The swimming teacher can move in a snaking action around the pool area • A woggle can be used to support the participants on the back as they progress |
| Safety | <ul style="list-style-type: none"> • Ensure participants are well spaced around the lesson area |



4. Aquatic Activities

| Follow The Leader | |
|------------------------------|---|
| Equipment required | No additional equipment required |
| Skills developed | Essential movement skills: hopping, jumping, galloping, walking, running Essential swimming skills: Propulsion, aquatic breathing |
| Description | One participant is designated the 'leader' all other pairs form a line behind the leader and follow their movements around the pool, each pair takes turns to be the 'leader.' |
| Making it easier/harder | <ul style="list-style-type: none"> Skills such as blowing bubbles, leading under a woggle bridge and watering can shower can be introduced |
| Safety | <ul style="list-style-type: none"> Ensure a safe distance is maintained between each pair |
| Links to National Curriculum | <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Develop flexibility, strength, technique, control and balance |
| Traffic Lights | |
| Equipment required | One woggle per participant |
| Skills developed | Essential movement skills: running, balancing Essential swimming skills: propulsion, rotation |
| Description | Participants sit on the woggle in a 'sea horse' position holding onto the front of the woggle. The swimming teacher stands at the front of the class and says a coloured command. Red: Stop, stand still Amber: Tread water action, running on the spot Green: Go, move forward towards the swimming teacher |
| Making it easier/harder | <ul style="list-style-type: none"> As participants become more confident and independent they can sit unsupported on the woggle |
| Safety | <ul style="list-style-type: none"> Ensure participants are well spaced around the lesson area |



4. Aquatic Activities

| Ring O' Roses | |
|------------------------------|---|
| Equipment required | No additional equipment required |
| Skills developed | Essential movement skills: jumping, walking Essential swimming skills: propulsion, submersion |
| Description | <ul style="list-style-type: none"> Participants move round in a circle singing 'ring o' ring o' roses a pocket full of posies a tissue, a tissue we all fall down.' At this point, participants can submerge and blow bubbles. The song concludes: 'fishes in the water, fishes in the sea, we all jump up with a one two three.' At which point, participants jump up as high as they can |
| Making it easier/harder | <ul style="list-style-type: none"> Participants can blow bubbles with mouth and nose submerged or submerge completely dependent on ability |
| Safety | <ul style="list-style-type: none"> Ensure sufficient space for activity |
| Links to National Curriculum | <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Develop flexibility, strength, technique, control and |

| Spiderman | |
|------------------------------|---|
| Equipment required | No additional equipment required |
| Skills developed | Essential swimming skills: propulsion |
| Description | Participants pretend to be Spiderman, holding on to the poolside and placing their feet on the wall they move around the edge of the lesson area. |
| Making it easier/harder | <ul style="list-style-type: none"> Participants try to catch the participant in front of them, once caught the participants swap places. When the swimming teacher shouts out 'change' the Spidermen move in the opposite direction |
| Safety | <ul style="list-style-type: none"> Ensure participants do not move out of an appropriate depth |
| Links to National Curriculum | <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Perform safe self-rescue in different water-based situations |



4. Aquatic Activities

STAnley Says

| | |
|------------------------------|--|
| Equipment required | No additional equipment required |
| Skills developed | Essential movement skills: running, jumping, hopping, leaping Essential swimming skills: propulsion, aquatic breathing, floating |
| Description | Swimming teacher gives instructions for the participants to follow. If the instruction is preceded by STAnley says then participants complete the instruction, if it is not preceded by STAnley says participants do not complete the instruction. Examples include: Blow bubbles, kick your legs holding on to the rail, wash your face, wash your hair, perform a star float on the front and back and regain feet |
| Making it easier/harder | <ul style="list-style-type: none"> Swimming teacher can use a range of different instructions based on the lesson objectives Once familiar with the game, participants can take turns to issue the instructions |
| Safety | <ul style="list-style-type: none"> Ensure participants are well spaced around the lesson area and there is sufficient space between participants and poolside |
| Links to National Curriculum | <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Cross curricular link to English- Spoken language curriculum |

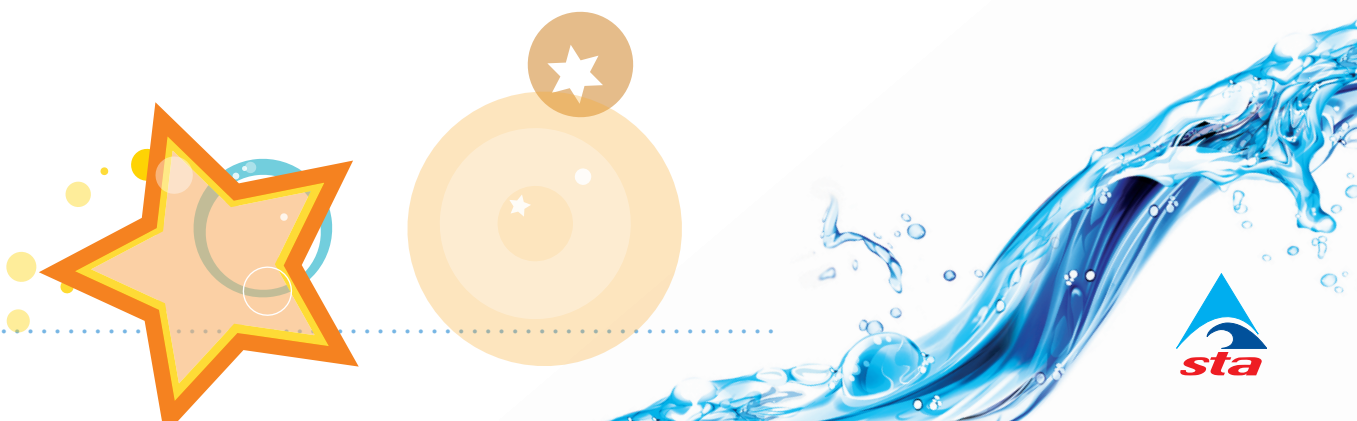
Woggle Rainbow

| | |
|-------------------------|---|
| Equipment required | Woggle, watering cans |
| Skills developed | Essential movement skills: rolling Essential swimming skills: propulsion, rotation |
| Description | Swimming teacher holds a woggle to create a rainbow, as the participants swim underneath the rainbow the swimming teacher waters the woggle. This creates drips from the woggle as if swimming through rain. Participants can swim through on their front or back. |
| Making it easier/harder | <ul style="list-style-type: none"> Participants swim up to the rainbow on their front and then roll onto their backs as they swim under the rainbow and then roll back onto their front and continue to swim. A mirror can be held by the rainbow so when swimming on their backs participants have to see themselves in the mirror The rainbow can be lowered so participants have to swim with their face in the water or swim under the rainbow |
| Safety | <ul style="list-style-type: none"> Ensure participants are well spaced around the lesson area Good spatial awareness is necessary to avoid collisions |

4. Aquatic Activities

| Trains | |
|------------------------------|---|
| Equipment required | One woggle per participant |
| Skills developed | Essential movement skills: walking, jumping, hopping, balance Essential swimming skills: propulsion, aquatic breathing |
| Description | Each participant places a woggle under their arms. One pair is nominated to be the 'driver' the rest of the group line up in single file behind the 'driver' and hold on to the woggle of the pair in front. The driver pulls and the pairs at the back of the train kick. |
| Making it easier/harder | <ul style="list-style-type: none"> • Trains can race across the pool or 'drive' to different stations where the driver changes • Trains can compete to collect the most 'passengers' to add to the back of their train • Participants can experiment with a range of different arm and leg actions • Swimming teacher can set up bridges and watering can showers for trains to drive through |
| Links to National Curriculum | <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |

| STANley's Toy Box | |
|-------------------------|---|
| Equipment required | Variety of toys |
| Skills developed | Essential movement skills: walking, jumping, running, hopping, galloping, balancing, rolling Essential swimming skills: propulsion, rotation, submersion |
| Description | The participants are all on one side of the pool, the swimming teacher throws floating toys around the pool. Each participant has to collect one toy at a time and either return it to the poolside or place it in a designated area i.e. a coloured floating hoop. They do not start moving around the pool until the swimming teacher says, "go". |
| Making it easier/harder | <ul style="list-style-type: none"> • The swimming teacher can ask for a specific colour or toy to be collected • Participants can use a woggle • Ensure participants are well spaced around the lesson area |
| Safety | <ul style="list-style-type: none"> • Good spatial awareness is necessary to avoid collisions |



5. British Sign Language Swimming Signs



FRONT CRAWL



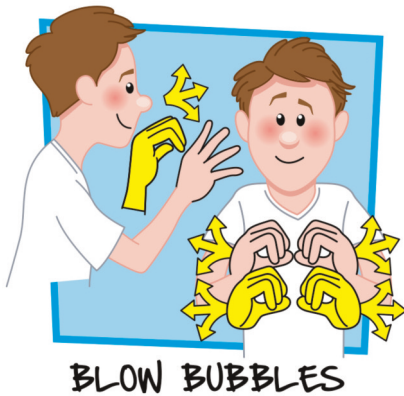
BREASTSTROKE



FLOAT



ROTATE



BLOW BUBBLES



JUMP IN



5. British Sign Language Swimming Signs

3 Simple Steps for Instant Access to Resource videos

Step 1: Download a QR code reader to your smartphone or tablet

Step 2: Scan the code

Step 3: Watch the video!



WELL DONE



WATCH



STOP



SIT DOWN ON
THE SIDE



OUT QUICK



FIRE ALARM



Templates

Sample Lesson Plan

| | |
|---------------------------------|--|
| Date/ Time | |
| Class: | |
| Age: | |
| Time available: | |
| Assumed initial ability: | |
| Number in class: | |
| Pool details: | |
| Staff: | |
| Lesson outcome: | |
| Equipment: | |

| | | |
|--------------------------|------------------------|--|
| Introduction | Time (minutes) | |
| Teaching Practice | Teaching Points | |
| | | |

| | | |
|--------------------------|------------------------|--|
| Main Theme | Time (minutes) | |
| Teaching Practice | Teaching Points | |
| | | |

| | | |
|-----------------------------|------------------------|--|
| Contrasting Activity | Time (minutes) | |
| Teaching Practice | Teaching Points | |
| | | |