

TEACH

A SKILL FOR LIFE!



Open Water:

In open water there are no lanes ropes, walls, edges or pool floors; often open water environments become deep very quickly. Open water environments are impacted by environmental conditions that can change suddenly, for example tides, wind, rain, extreme cold, heat, floods, thunder and lightning.

AUSTSWIM teachers must ensure students gain knowledge, skill and understanding through lesson experiences that simulate (within safe and practical application) open water environments.

Activity Suggestions

- While giving instruction, correction and feedback the AUSTSWIM teacher challenges students tread water rather than holding onto the pool edge or hang off lane ropes
- Simulate open water by encouraging students to turn at the end of each lap without pushing off from the pool wall or putting feet to pool floor.

The purpose of these activities is to:

- Encourage students to experience how hard and tiring it is to move from horizontal propulsion to vertical stillness and back again to horizontal propulsion without the aid of pool walls, lane ropes and the pool floor
- Enhance endurance, body balance and rotation skills
- Provide opportunity for students to gain knowledge and understanding of the strength and endurance required in open water situations
- To explore the use of floatation aids in energy conservation

The ultimate aim is for students to be able to maintain buoyancy for the entire lesson; never holding a wall, touching the pool floor or lane rope. A large and diverse range of floatation aids must be available for students to use for 'rest' as and when they tire during the lesson.

Extension

Create combinations and sequences for students that:

- Encourage them to think, remember and decide
- Create interest and reduce boredom
- Utilise a range of body positions, known skills and those being learnt or refined.

Here are some examples that can be combined with whatever the current teaching element is, distance and complexity is adjusted to suit student competency and readiness.

Example One

- Swim freestyle for ½ length, stop and tread water, rotate 360 degrees
- Duck dive to touch pool floor
- Recover to horizontal and continue freestyle to end
- Swim backstroke for ½ length

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- Swim breaststroke to end

Example Two

- Swim backstroke for ½ length
- Stop and perform feet first surface dive to sit on pool floor
- Recover to surface and
- Swim fast freestyle for ½ length
- Swim ½ length slow survival backstroke
- Stop and tread water, rotate 360 degrees
- Perform a duck dive, touching pool floor
- Recover and swim ½ length fast freestyle to end

Example Three - *uses moving water (in, out and around) that students work with and against to practice movement, balance and vertical stability*

- Form a circle
- Walk five steps in
- Turn and walk five steps out
- Run back in to form tight circle
- Hold hands and walk one way for 5 steps
- Stop and walk back the other way
- Stop and walk out sideways for five steps
- Turn and walk on other side back into circle for five steps

Example Four – *uses moving water (in, out and around) that students propel with and against*

- Use a noodle and form a circle
 - Back kick out from circle for count of 5-7
 - Recover to stand
 - Front kick, with breathing practice back into circle
 - Recover to stand
 - Walk one way for 10-12 steps
 - Repeat from start
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- When students are propelling on their backs, get them to roll onto their front about two meters out from the pool wall swim in on their front or side into the pool wall and climb out without touching the pool floor.
 - Using a floating mat away from the edge of the pool have students safely fall off the mat into the water, then climb back on and paddle to the edge as a team.

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Extension: Students perform a stride entry, and practice the current learning element, at some point in the lessons a series of floatation aids (enough for half the students) are thrown/put into the teaching area, students as they near the floatation aids are encouraged to grasp them and then help those students who don't have one. The *collective group* must then travel from one end of teaching area to the other and back again.

Discussion and debrief follows:

Who was the leader?

How were they chosen?

Did everyone know what to do?

Did everyone feel safe and supported?

In what circumstances might a group of people have to stick together like this?

Extension Alternative

At some point in a class place mats and other equipment into the teaching area; encourage students for 'build a raft' that will hold all or nearly all students

Halfway through travel students on raft swap with those who are not

Repeat questions as above for learning outcomes that encourage:

- Never being in water alone
- Ensuring floatation aids are at hand
- Sticking together and supporting one another
- Slow movement to conserve energy
- Balancing rest with movement (on off raft)

Extension: Repeat the above activity students in the water are now wearing life jackets, on the changeover the students now entering the water must also put a life jacket taken off by the students getting onto the mat. When students reach the edge they all climb out over the pool wall.

Teaching points:

Ensure all students are confident and comfortable with the activity
Students must lay or sit on the mat

Supervise students at all times

Safe use of life jackets, correct size and correctly fitted

Outcome: Students learn the importance of cooperation, skill and patience are needed to leave their body weight up onto an unstable floating object, which stroke conserves the most energy when towing. Correctly fit a life jacket while in the water. Leave body weight out of the water.

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