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# 1. Introduction

Swimming is recognised as one of the best forms of therapy for people with disabilities. From the sensation of floating in water for the most severely disabled to actually learning to swim for the more able. Also the movement of the body in the water gives a person with disabilities a sense of freedom, and for those with limited movement it can be used as an effective physiotherapy session. Combine the health benefits and fun factor, and you can appreciate why swimming helps raise confidence and self-esteem for anybody with a disability. With over 75 years experience teaching swimming all over the world, the STA is the first to recognise the importance of swimming and water safety for people with disabilities. In recognition of this, the STA has further developed its disability swim scheme and introduced the Penguin Series.

The Penguin Series is the most comprehensive and progressive swim scheme for people of all ages with disabilities, and has two distinct programmes - the Emperor Penguin Series that develops strength and stamina and the Rockhopper Penguin Series that develops skills.

## ***Setting the Standard***

Developed with the help of schools for people with disabilities and by working in partnership with Star College Cheltenham, the Penguin Series recognises that the aquatic environment can benefit those with disabilities - not only physically, but emotionally, socially and educationally too.

The Penguin Series brings together our considerable experience and expertise in swimming and water safety for people with disabilities, and offers a progressive aquatic awareness programme by combining a flexible mix of lessons, activities and incentives.

## ***The Rockhopper Penguin Awards***

The Rockhopper Penguin Series consists of 9 progressive levels each with its own full-colour A4 certificate and woven badge. The teaching objectives and learning outcomes can be seen on pages 11.

## ***The Emperor Penguin Awards***

To complement the skilled awards, the Emperor Penguin Series of distance awards enable the swimmer to increase their strength and stamina by swimming in their own style, using adapted strokes, from 5 metres to 400 metres. Each award has its own full colour A4 certificate and woven badge.

## ***Key Principles of the Resource Pack***

The **Penguin Resource Pack** is based upon the key principles of consistency of approach, user friendliness, flexibility and interaction

### **Consistency**

The Teaching Objectives, Learning Outcomes and Assessment Criteria are specified for each award to ensure a consistent approach throughout the '*Penguin Series*'.

The standards required for every element of all lesson plans covering levels 1 to 9 of the '*Rockhopper Series*' are given on page 14.

### **User friendliness**

The **Penguin Resources Pack** includes a step-by-step guide for teachers, lesson plans, interactive lesson planning and full information on effectively producing lessons of a consistent and high quality.

### **Flexibility**

The **Penguin Resource Pack** is not fully prescriptive, allowing participants to progress at their own pace and ability. The adaptable nature of the programme permits swimming teachers to customise the delivery to suit the circumstances of both teacher and participants.

### **Interaction**

The Teaching Objectives contained in the **Penguin Resources Manual** represent a progressive integration of water confidence, water safety and swimming techniques.

Throughout the series learning skills are introduced, reinforced and developed. The **Penguin Resource Pack** can be used in 3 ways according to the teachers experience and needs, holistic, supplementary or customised.

The Key Principles are supported by the information contained in the **Penguin Resources Manual**.

The **Penguin Resource Manual** aims to assist teachers of swimming to deliver programmes of consistent quality and content. Teaching Objectives, Learning Outcomes and Assessment Criteria are shown in a clear structured framework to ensure consistent standards. This flexible framework can be used in any swimming teaching situation regardless of scale.

## ***Acknowledgments***

The STA wishes to thank all of those members, users, committee members, Trustees and employees of the STA who have worked to conceive, design, develop and create the **Penguin Programme**.

## ***Swimming Aids and Pool Equipment***

Aquatics instructors will need, and should acquire, the following equipment:

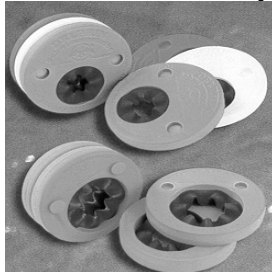
### ***Buoyancy and Swimming Aids***

#### ***Woggles***

Also known as flexibeams or water noodles, these are 1.6 m cylinders of expanded plastic foam with a diameter of 70 mm. These are versatile supports for adults and children. They are particularly useful for supporting people with disabilities whilst relaxing and floating in the water.

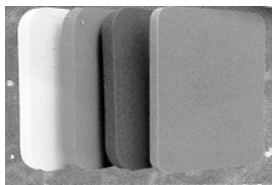
Woggles can also be cut in half for transition into independent swimming.

#### ***Arm bands or Discs (sizes 0 and 1)***



These can be worn by both children and adults on their upper arms and, as well as providing buoyancy, they will help to strengthen leg movements as they begin to learn to swim.

#### ***Floats or Kick Boards***



These can be used by everyone in various positions, while they swim. The standard swimmer's foam board will also be useful, ideally one with holes for

the hands. Some floats are made in animal shapes which will appeal to young children.

#### ***Back Floats and Buoyancy Belts***



These can be used by young learners when they are looking for more independence, yet need to have some support while swimming. It allows them to move through the water using their arms and legs without restriction.

All swimming aids should be used for support only, because they can interfere with balance in the water, but even strong swimmers can benefit from using them.

#### ***Swimfriends***



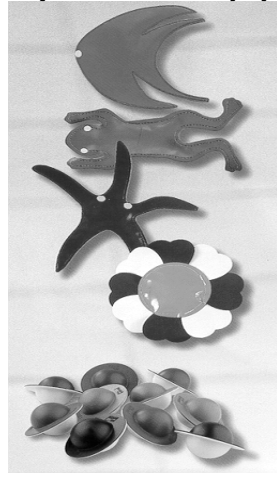
These are specialised equipment for those with disabilities and it may be useful for some learners to have the assistance of these aids.

#### ***Floats and Ball Mats***



Large mats are good for balancing on, rolling on or just resting on. They can be sat on, stood on, walked across and rolled across. They provide fun and assist in the core balance of the learner.

#### ***Toys and Other Equipment for Games***



Toys and games are used to reinforce more formal skills and to allow the children to experience the water (splashing, pouring and feeling its texture). You will always need these, particularly for stimulating sensory awareness and encouraging imaginative thought. The combination of both can be used to focus attention on skills taught.

The most useful toys have proved to be small balls, either soft or hard and slightly larger than a tennis ball. Balls of all sizes can be used as targets for children to reach, tap, kick and throw. Balls can be used to enhance social interaction.

Plastic hoops, small watering cans or plastic boats can also be a lot of fun. Children are fascinated by pouring and running water, so activities involving watering cans, can be used to overcome fear of water, as well as teaching body and spatial awareness. Sinking rings and animal shapes can be used to encourage underwater retrieving. Weighted hoops can be used to encourage underwater push and glide exercises and underwater swimming in more able children.

Egg flips and ping-pong balls can be used to encourage blowing across the surface of the pool. Surface hoops can be used for children to swim through, as can a woggle bridge.

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### ***Advantages and Disadvantages of Buoyancy Aids, Swimming Aids and Toys***

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#### ***Advantages***

- Buoyancy aids help children to make the transition from holds to swimming and diving without using swimming aids.
- Buoyancy aids can be used in many different and exciting ways and help to make classes interesting and varied.
- Arms bands/ discs are particularly suitable for children whose motor development is impaired for some reason (i.e. Down's Syndrome) or for children who not confident enough to use buoyancy aids alone.
- Toys help to keep the classes fun.
- Toys may be used to stimulate sensory awareness.

#### ***Submersibles and other Aids***

1. Sinking rings & dive sticks are used to encourage underwater search and recovery.
2. Sinking bricks, flowers & frogs - as above.
3. Weighted hoops are used to encourage underwater swimming and for push and glide practices.
4. Egg flips, ping-pong balls, plastic ducks etc are used to encourage blowing across the surface of the pool.
5. Surface hoops are used to encourage pupils to submerge and swim through them.
6. Woggles are a particularly versatile piece of equipment as they can be used in many ways. They are good for transition to independent swimming ; stimulate imagination by becoming

“motor bikes” “seahorses” etc; can be held at the waters surface for diving over or swimming under; can be made into a bridge for swimming under or grouped together to make a tunnel to swim through.

#### ***Disadvantages***

- All equipment requires initial investment, is often bulky and needs to be stored at the pool.
- Buoyancy aids can be dangerous if used incorrectly.
- Toys need to be kept scrupulously clean. It is recommended that instructors take toys home regularly, soak them in disinfectant and rinse them thoroughly. It is best to replace plastic toys on an annual basis to keep them clean and fresh.

#### ***Final Note – Keep Vigilant!***

Using buoyancy and swimming aids is a major challenge for the aquatics instructor.

When children are using buoyancy aids there is a tendency for them to become daring and venture away from safe areas. It is always important to be observant and to remind the children of their safety zone.

#### ***Other Pool Equipment***

It may be necessary to use lane ropes to divide swimming pools into areas so that less able swimmers are contained in the shallow end.

You will also need a net (a large net at the end of a pole or a small hand-net) and a bucket for those rare occasions when a child is sick in the pool.

Nets can also be used to clear faecal matter when the pool gets soiled.

Wet wipes and a plastic bucket are useful on poolside for constantly runny noses.

#### ***Instructor's Equipment***

The aquatics instructor may choose to provide specific toys for each class rather than keep a supply of toys in the pool.

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### ***Electrical Equipment on the Poolside***

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Many swimming teachers incorporate music into their lessons to provide variety. Music can be used to set the mood for the lesson and to provide sensory stimulus for those learners who may be visually impaired. This raises a potential danger as all methods of providing amplified music necessitates the use of electricity that can be dangerous in a water environment.

Pool managers recognise these dangers and will not allow any mains electrical appliances in the pool

area; battery or low voltage equipment must be used if inbuilt sound is not available.

When operating anything electrical make sure that the hands are dry, this will minimise the risk of electric shocks.

**Remember that electricity can cause fatal accidents particularly in a wet environment; if in doubt ask!**

### **Lights and Smells**

The use of lights above and below the water will enhance the lesson by sensory stimulation. The use of coloured balloons and bubbles give a focus of attention and may be used to encourage a variety of movements. The use of various aromatic fragrances can again set the mood of the session or be used to change the focus of the activity with learners who have impaired vision.

### **Incentives**



When teaching swimming these are a very important part of the planning process especially for learners with a disability, as every achievement needs to be acknowledge.

The learner who receives his or her first badge will be proud of their achievement which will be a self esteem boost.



It must be remembered that the awards are for standards of achievement and they must not be given just because a pupil/ participant has reached the end of the course of lessons. The teacher should also have

high standards. It is in the interest of the profession that the standardisation of good teaching practice and the examinations for badge awards should be properly executed.

## **Starting Swimming and Grouping**

### **Starting Swimming**

Unless private lessons are given it is usual for children's swimming to be held in group classes. Children who are attending the swimming classes for the first time will need to be introduced to the water environment gently with support and encouragement. They will need to become water confident before they will be ready to face more challenging skills.

### **Ability**

Every class will have children of varying ability and confidence. If parents/ carers are initially joining n the class then some may be non-swimmers or poor swimmers. These parents/ carers can be integrated into mixed ability classes with the help of buoyancy aids.

If the class is too small to make grouping feasible, special teaching techniques for integrating a mix ability class of children are required. In all classes groups should always be set achievable objectives – according to the children's' ages and abilities.

Grouping classes will become easier as you become more experienced. Most teachers start with mixed age and mixed ability classes. Learning to address the individual needs of children while teaching well-structured classes is one of the main challenges for swimming teachers.

### **One to One Teaching**

The majority of learners with a disability will be taught on a one-to-one basis. This may be because of the nature of the disability or a safety issue. Some learners with a disability are able to propel themselves through the water but may need assistance to return to a safe breathing position should they go face down in the water.

When working one-to-one, the rapport between the learner and carer/teacher is of vital importance. The learner must have confidence and trust in their carer/teacher and the carer/teacher must allow the learner sufficient freedom to experiment with their own body balance and movements in the water.

Even when working one-to-one, the class can still be run as a group session. Interaction with other learners plays a large part towards social development as well as learning from peers.

## **STA Policy on Teaching in the Water**

It is preferable for the swimming teacher to conduct swimming lessons from the poolside; there are a number of reasons for this, including:

1. **Safety** - the teacher is able to maintain full visual cover of all the students from the poolside and thus react quickly to any emergencies.
2. **Teacher protection** - due to their proximity to the student, and the difficulty of seeing exactly where a teacher has their hands; swimming teachers can be more vulnerable to accusations of abuse if they are teaching in the water.
3. **Observation** - the swimming teacher on the poolside is in a better position to analyse

the student's skills, identify technical faults and provide corrective practices.

Nevertheless the STA recognise that teaching in the water can be very effective and beneficial to many students and recommends that where this takes place the following guidelines are observed:

1. There should always be qualified lifesaving cover on the poolside; the only exception to this is if the teacher is teaching 1:1. or 1:2  
Note: It is a requirement that STA swimming teachers have an approved and in-date lifesaving certificate. However, the swimming teacher in the water is not in a position to act as a lifesaver for more than 2 people and therefore there must be additional lifesaving cover on the poolside.
2. The teacher may teach up to a maximum of 6 pupils provided there is lifeguard/lifesaving supervision.
3. The maximum depth of water in which a teacher can operate safely is when the water is at approximately the mid-chest line.  
Note: The swimming teacher in the water must be able to stand and walk freely and not be forced, by the depth of water, into a floating position.
4. The teaching positions will be different when teaching in the water; the teacher must always position themselves so that they have the whole class under observation.  
Note: Particular attention must be paid when the swimming teacher is attending to an individual pupil; the teacher must be aware of the safety of the rest of the class and this may necessitate the remainder of the class being on poolside.
5. The parent/guardian should be informed that the swimming teacher will be in the water and advise them of the reasons and benefits to the student.
6. The parent/guardian should also be informed of the methods of manual support, if any, that will be used and obtain their consent to their use.
7. The swimming teacher should only use methods of manual support that are appropriate to the age and ability of the student.
8. Prior to using manual support the teacher should inform the student, explain the

procedure and seek the student's permission.

9. Manual support should only be given when necessary and only for as long as it is required.
10. The swimming teacher should keep their hands in view whenever possible.
11. The swimming teacher should be easily recognisable as the instructor by, for example, wearing a "Teacher" T-shirt. If teachers are in the water for a long time they may need to wear a wet suit.
12. The swimming teacher should not infringe on the personal space of the student and should be aware of familiarity that may come from students.

### ***Safety***

Drowning is the third greatest cause of accidental death in children in industrialised countries. Over 50% of cases of drowning occur close to the water's edge. No method of child swimming can guarantee drown proofing but children have a better chance of survival if they are familiar with water; they are relaxed if they accidentally fall in to it.

Once a child can swim back to the edge after jumping into the pool, in principle he/she has become water safe but it will take many months to consolidate these skills.

You always need to remain watchful. Inexperienced swimmers are often at risk from becoming over-confident. You need to be particularly cautious during the transition period when the learner starts to swim unaided but cannot yet roll or surface to breathe. This is particularly important with those learners who do not have a sense of danger or an awareness of their physical surroundings.

No child should be left unattended near water at any time on account regardless of his or her perceived swimming skills.

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### ***Age Grouping***

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The ability of learners with a disability may vary greatly with those of the same age. The class session will need to be carefully structured to address each individual learners needs.

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### ***The First Pool Visit***

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The first pool visit is an exciting occasion for children who are coming to swimming classes for the first time.

The sounds and smells will be very different and if the learners are not introduced in a thoughtful way then it may trigger challenging behaviour or panic. They will need reassurance as well as a clear demonstration of how the buoyancy aids can help them to feel secure in water.

It may be advisable to introduce the learners to the pool environment before they begin swimming lessons, so that they become familiar with the changing room procedure, the equipment that may be used for entry into the water and the buoyancy aids that may be used.

The swimming teacher should be extremely patient with both parents/carers and learners who are facing these new challenges in their lives.

The parents/carers of learners will need to be introduced into the basic rules and procedures at the pool to ensure both safety and discipline during lessons, particularly with regard to correct footwear, walking on poolside and jumping in.

### ***Entry into the Pool***

It may be necessary for the learner to enter the water via a shower chair, bed or hoist. Correct training in the use of these is necessary to ensure the safety of the swimmer and operator.

There should always be someone in the water to receive the swimmer.

Particular care is needed of the swimmers limbs on both entry and exit.

Note: It is a recommendation to perform an individual risk assessment for each pupil on the method of entries and exits into the water to ensure safety and comfort.

## ***Planning***

The qualified instructor will need to produce long-term and short-term lesson plans as well as plans for individual lessons.

### ***Long Term Planning***

This is usually a year plan, which would incorporate holidays, bank holidays, the number of teachers and their availability.

In setting the overall aims and learning outcomes for a course of lessons, the aquatics instructor will not normally be working within a defined syllabus laid down by an employer, swimming club, educational or local authority. It is the duty of the instructor to set up a syllabus that can be presented to employers for approval in accordance with their management.

### ***Short Term Planning***

Short term planning is usually a school half term or a period extending from 4 to 12 weeks, or a group of lessons run by an organisation over a few consecutive days. The teacher will plan to achieve specific aims that form a part of the long-term plan.

For example it could be to complete all the modes of rotation or face in water. It is important to retain flexibility within a short-term plan, as the anticipated speed of progress may not be achieved. The teacher must be prepared to adjust the short-term plan and the individual lesson plans to compensate.

### ***The Individual Lesson Plan***

The individual lesson plan sets out how the detailed learning outcomes are to be achieved in a lesson as part of the overall aims set out in the short-term plan.

The Penguin Resource Manual includes a set of lesson plans for each of the Rockhopper awards.

In preparing individual lesson plans instructors will need to particularly consider the following points:

- Preparation is very important as time spent in the water with learners is limited and so every minute should be used to the best possible advantage.
- The lesson plan must take into account the facilities available, including pool size, shape and depth, pool features, available swimming aids and assistant teachers.
- The lesson should follow the five phases set out below: introduction, main themes, free practice, contrasting activities and closure.

### ***Introduction***

The main aim of the introduction should be to prepare the group for the lesson. It will also be an opportunity for the instructor to assess the likely standard of the group as a whole.

At this stage the instructor will also have an opportunity to watch the learners in the water and decide where individuals may need special attention. In mixed age group classes, the introduction can also be used for age and ability grouping.

Where learners are wheelchair users some time should be spent in an upright position moving across the pool in order for the water to assist the circulation of blood to the legs.

### ***Main Themes***

The main themes, including teaching practices and teaching points, are the principle part of the lesson and should take about two-thirds of the lesson time. Each lesson should centre on two new main themes and also revisit themes from previous lessons in less detail.

It is very important that instructors always clearly demonstrate the skills being taught.

It may be necessary for the instructor to prepare different schedules for teaching a common main theme to learners with different degrees of ability within one lesson, for example, rotation.



**Free Practice**

There may be an opportunity for the learners to experiment the skills that they have learnt on their own. This must be done under the strict observation of the teacher. Learners may well copy peers during this time or develop their own method of achieving the skill being taught.

**Contrasting Activities**

The contrasting activity could be a less formal activity such as a song or some group play, or it could be the introduction of a very different skill such as shallow water diving skills.

**Closure**

As we know, children like routine and also respond well to repetitive activity. The final activity of the session may repeat or recall the introduction. It should also, above all, be fun. This will create a good, positive atmosphere as the learners leave the session. They'll remember it fondly and want to come back for more next time.

**Length and Pace of Sessions**

It is usual for sessions to last for half an hour. Longer sessions will tire learners and they may become irritable or lethargic.

Sessions should move quickly. Instructors should keep up the momentum, whatever the age of the group. Inactivity in the water can quickly lead to boredom.

**Frequency of Sessions**

To get the most out of the methods outlined here learners should attend sessions regularly, preferably, if time and money allows, twice a week, but never less than weekly.

They should also be encouraged to practise some of the techniques they learn if they visit a pool with their parents/carers.

If sessions are missed, (as inevitably they will be from time to time) then a learner should recap on skills before moving on and catching up with the rest of the group.

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**Safety**

**SAFETY IS PARAMOUNT** in all aquatic teaching situations.

**Life guarding**

It is mandatory that holders of the STC Special Needs Teacher hold a recognised lifesaving qualification such as the STA NaRS Pool Safety Award for Teachers.

**Control of Learners by Carers**

Where carers are in the water with their learners, teachers must inform carers of the need to properly control their learners at all times. Carers should be

given clear instructions on what the lesson content will be and what assistance they need to give to the learner. It may be demonstration of a skill e.g. faces in water and blowing bubbles or it may be a particular hold e.g. horizontal rotation.

The STA have a STC Special Needs Assistance Certificate which qualifies the candidate to assist a learner in the water with confidence.

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**Health Benefits**

The recommended level of exercise to improve the body's efficiency is a minimum of 20 minutes sustained activity three times a week. This level of activity also applies to children. Regular swimming will help to maintain and improve:

- The cardio vascular system.
- Lung capacity and function.
- Joint mobility.
- Muscles and their function.
- Stamina.

Swimming contributes to a sound motor development and improves the function of skeletal muscles. Swimming can also be therapeutic, complementing physiotherapy and osteopathy to help children develop muscles symmetrically on both sides of the body.

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**Physiological Benefits Of swimming for People with Disabilities****Muscular Development**

Children can exercise more muscles in the buoyant water environment. Their muscles become stronger as they learn to move their body through the water. Moving upright in the water will assist circulation of the blood to the perimeters of the body. The turbulence of the water will often move limbs that on land may remain stationary.

**Coordination**

Children develop their sense of balance as they learn to roll and move bilaterally in water. This is crucial for later swimming.

**Overall Neurological Development**

Water offers children a heightened multi sensory experience involving touch, hearing, sight, and to some extent even taste and smell. The intense physical and/or eye contact with their parents/carers, teachers or peers as they play in the water also offers quality stimulation. This can be particularly beneficial to children who have a disability.

**Psychological Development**

Swimming helps to develop a child's personality. Cautious children learn to accept risk while boisterous children learn to be more prudent. As



children discover that they can propel themselves in the water, their independence and self-confidence increases. Water offers them an opportunity to respond to the unexpected. Children soon delight in their own achievements and quickly develop social and expressive skills as they play in the water.

### **Potential Dangers**

Swimming, when compared to other energetic sports is, statistically, relatively injury free as water supports and protects the body. However there are a number of hazards associated with swimming with children that should be considered:

- Children can suffer if they swallow too much water.
- As the poolside is usually a hard and slippery surface, care must be taken to prevent children falling when they are out of the water.
- Unsupervised diving and jumping in the water can obviously be hazardous both to those performing it and those in the water.
- It should always be remembered that a child can drown in even very shallow water and most accidents involving young children occur in shallow water.
- Cramp is a common ailment in water. Although it is more predominant in cold conditions it does sometimes occur in warm water.

It must be stressed that although accidents affecting child swimming classes are extremely rare, they demand skilled intervention.

For this reason it is important for teachers to have up to date resuscitation skills and also to be aware of signs of distress.

Water is a great equaliser. It is a medium in which children with disabilities can feel on an equal footing with other children. Early integration of disabled and able-bodied learners may contribute to the reduction of prejudice and discrimination in both parents and children.

As well as the physical and psychological benefits of the classes, swimming with their child is very relaxing for parents/carers. Spending time in the water and engaging in a focussed recreational activity with their children is a good way for parents/carers to unwind and relieve stress.

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### **Teaching Conditions**

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The following things should be considered.

### **The Pool**

The pool should be of a suitable depth where the teacher and adult, if in the water, is able to stand comfortably. Shallow pools may be used, where the child is able to stand. The quality of the water and cleanliness should also be considered.

The teacher must ensure that lifeguard provision is in accordance with the NOP of pool being used. Either there should be professional lifeguard(s) on duty or the teacher must have a relevant, and in date, lifesaving qualification such as the **NaRS Pool Safety Award for Teachers** awarded by the STA.

### **Water Temperature**

The water temperature should ideally be 30°C. Hydrotherapy pools are usually kept around 33°C. If you only have access to a normal pool where the water is kept at 28°C for swimmers keep sessions short and active. The air temperature in the pool is also important since part of the learners' body will be above the surface some of the time. Ideally the air temperature should be 2 degrees higher than the water temperature.

### **Depth**

Teaching pools or hydrotherapy pools in which you can stand comfortably in the water are best. These vary in depth from 0.8 m to 1.4m. For those who are not water confident, a shallower pool is obviously preferable.

Once the learner is confident in the water it may be necessary to attend a local school or leisure centre pool in order for the learner to progress their swimming ability.

### **Cleanliness**

Standards of hygiene vary in public pools both in the water and the changing areas. Standards in a hydrotherapy pool are normally high.

If a learner is known to have incontinence problems then suitable protection needs to be worn.

### **Water Quality**

If a child's eyes sting, or are irritated, when submerged then submerging should not be carried out. Suitable and correctly fitting goggles may be worn to prevent irritation.

### **Atmosphere**

You should choose a pool with a relaxed atmosphere where parents/carers and children are welcome, obviously avoiding crowded pool times.

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### **Penguin Progression Chart**

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This will enable you to keep a record of your children's progress (see next page).

On the following pages are the Rockhopper awards and lesson plans 1-9.

## Rockhopper Progression Chart

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### ***Rockhopper Awards***

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<b>Rock Hopper Series</b>	
<b>Rock hopper 1:</b> Water confidence for those who need assistance. The pupil may need a floatation aid or physical assistance when performing these skills.	
Teaching Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>• Introduce.</li> <li>• Safe entry and exit.</li> <li>• Splashing.</li> <li>• Balance.</li> <li>• Breathing.</li> <li>• Activities.</li> <li>• Safety.</li> </ul>	<ol style="list-style-type: none"> <li>1. Enter the water with support or from a hoist.</li> <li>2. Splash water.</li> <li>3. Show enjoyment of being in water - smile, eye movement, verbal expression.</li> <li>4. Lay on back or front with adult support and move around pool.</li> <li>5. Push a floating object around pool using any part of body.</li> <li>6. Blow an object around pool, chin on water.</li> <li>7. Respond to the emergency signal.</li> </ol>

<b>Rock hopper 2</b>	
Teaching Objectives	Learning Outcomes
<b>Reinforce</b> <ul style="list-style-type: none"> <li>• Water Safety.</li> <li>• Safe entry &amp; exit.</li> </ul> <b>Introduce</b> <ul style="list-style-type: none"> <li>• Movement of limbs.</li> <li>• Blowing bubbles.</li> <li>• Floating.</li> </ul> <b>Develop</b> <ul style="list-style-type: none"> <li>• Rotation in vertical.</li> <li>• Limb movements.</li> </ul>	<ol style="list-style-type: none"> <li>1. Enter the water using any means.</li> <li>2. Have water poured over head.</li> <li>3. Move limbs whilst moving around pool.</li> <li>4. Float on back or front in a relaxed manner.</li> <li>5. Blow bubbles in the water.</li> <li>6. Swing from supine to prone and back to supine.</li> <li>7. Respond to light and/or sound changes.</li> <li>8. Exit safely.</li> </ol>

<b>Rock hopper 3</b>	
Teaching Objectives	Learning Outcomes
<b>Reinforce</b> <ul style="list-style-type: none"> <li>• Knowledge learnt in previous award.</li> </ul> <b>Introduce</b> <ul style="list-style-type: none"> <li>• Face in water.</li> <li>• Independent propulsion.</li> <li>• Rotation horizontally.</li> </ul> <b>Developing</b> <ul style="list-style-type: none"> <li>• Propulsive movements.</li> <li>• Breathing.</li> <li>• Rotation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Kick legs on front or back.</li> <li>2. Propel oneself for 5 metres by any method.</li> <li>3. Identify 3 objects under the water.</li> <li>4. Float on back for 10 seconds and then sit up.</li> <li>5. Roll from supine to prone and back to supine – horizontal axis.</li> <li>6. Hum in the water, nose in water, for 5 seconds.</li> <li>7. Travel through a hoop at the water surface.</li> <li>8. Participate in a group activity.</li> <li>9. Move across pool in an upright position.</li> </ol>

<b>Rock hopper 4</b>	
Teaching Objectives	Learning Outcomes
<b>Reinforce</b> <ul style="list-style-type: none"> <li>• Skills learn in previous awards.</li> </ul> <b>Introduce</b> <ul style="list-style-type: none"> <li>• Shaped floats.</li> <li>• Regaining feet.</li> <li>• Forward swimming &amp; roll.</li> </ul> <b>Develop</b> <ul style="list-style-type: none"> <li>• Group participation.</li> <li>• Floating.</li> </ul>	<ol style="list-style-type: none"> <li>1. Enter the water independently, with a supervised jump, if possible.</li> <li>2. Perform a jellyfish, or mushroom float.</li> <li>3. Swim 5 metres on front, roll onto back and float.</li> <li>4. Pick up an object from the bottom of the pool.</li> <li>5. Swim 5 metres on back, stand up or find a safe position at poolside.</li> <li>6. Participate in group activity.</li> </ol>

<b>Rock hopper 5</b>	
Teaching Objectives	Learning Outcomes
<b>Reinforce</b> <ul style="list-style-type: none"> <li>Skills learnt in previous awards.</li> </ul> <b>Introduce</b> <ul style="list-style-type: none"> <li>Treading water.</li> <li>Submersion.</li> <li>Push and glide.</li> </ul> <b>Develop</b> <ul style="list-style-type: none"> <li>Breathing.</li> <li>Floating.</li> <li>Propulsion.</li> </ul>	<ol style="list-style-type: none"> <li>Enter the water safely, submerge and swim to the poolside and support yourself.</li> <li>Tread water in an upright position for 10 seconds.</li> <li>Swim through a hoop held just below water surface.</li> <li>Blow bubbles rhythmically while moving forward through the water.</li> <li>Float on the back for 10 seconds.</li> <li>Swim 10 meters using any style.</li> <li>Push and glide on front.</li> <li>Participate in group activity.</li> </ol>

<b>Rock hopper 6</b>	
Teaching Objectives	Learning Outcomes
<b>Reinforce</b> <ul style="list-style-type: none"> <li>Skills learnt in previous awards.</li> </ul> <b>Introduce</b> <ul style="list-style-type: none"> <li>Rolling.</li> <li>Independent entry.</li> </ul> <b>Develop</b> <ul style="list-style-type: none"> <li>Stamina.</li> <li>Breathing.</li> <li>Group interaction.</li> </ul>	<ol style="list-style-type: none"> <li>Enter the water safely, using any method, roll onto back and float for 10 seconds.</li> <li>Tread water for 20 seconds.</li> <li>Swim 15 metres using any style.</li> <li>Push and glide through a hoop held below the water surface, swim and adopt a safe breathing position.</li> <li>Swim 5 meters on your front, roll onto back and swim 5 metres.</li> <li>Breathe rhythmically while swimming 10 metres on your front, or 10 metres on your back.</li> <li>Participate in group activity.</li> </ol>

<b>Rock hopper 7</b>	
<b>Rock hopper 7:</b> These skills should be performed with no assistance, swim aids may be used where necessary. The skills may be carried out in any depth of water suitable for the pupil.	
Teaching Objectives	Learning Outcomes
<b>Reinforce</b> <ul style="list-style-type: none"> <li>Skills learnt in previous awards.</li> </ul> <b>Introduce</b> <ul style="list-style-type: none"> <li>Submersion.</li> <li>Changing body position.</li> <li>Propelling an object.</li> </ul> <b>Develop</b> <ul style="list-style-type: none"> <li>Streamline body position.</li> <li>Co-ordination.</li> <li>Floating &amp; balance.</li> </ul>	<ol style="list-style-type: none"> <li>Holding the poolside, rail or woggle, submerge completely under the water and blow bubbles.</li> <li>Float for a minimum of 15 seconds.</li> <li>Swim 20 metres using any style.</li> <li>Perform ONE of the following three exercises:             <ol style="list-style-type: none"> <li>Recover an object from chest depth water.</li> <li>From a push and glide, change body position from supine to prone OR prone to supine.</li> <li>Propel a floating object for a distance of 2 metres.</li> </ol> </li> </ol>

<b>Rock hopper 8</b>	
Teaching Objectives	Learning Outcomes
<b>Reinforce</b> <ul style="list-style-type: none"> <li>Skills learnt in previous awards.</li> </ul> <b>Introduce</b> <ul style="list-style-type: none"> <li>Swimming unassisted.</li> <li>Swim holding an object.</li> <li>Rotate in the water.</li> </ul> <b>Develop</b> <ul style="list-style-type: none"> <li>Floating.</li> <li>Stamina.</li> <li>Retrieving objects.</li> <li>Rolling from one position to another.</li> </ul>	<ol style="list-style-type: none"> <li>Submerge the face and exhale under the water 4 times.</li> <li>Float in a relaxed manner for 20 seconds.</li> <li>Swim 25 metres using any style.</li> <li>Perform TWO of the following four Exercises; <b>pupils choice</b>.             <ol style="list-style-type: none"> <li>Recover an object from the pool bottom, from a swimming position.</li> <li>Swim 10mtrs on front, roll onto back and swim 10 meters. Regain feet or secure a safe position at poolside.</li> <li>Swim 25 meters to a floating object and return with the object to the starting position.</li> <li>Rotate on the surface of the water (as a turntable) with the body sitting or lying back, for two complete revolutions by using the hands and/or feet.</li> </ol> </li> </ol>

<b>Rock hopper 9</b>	
Teaching Objectives	Learning Outcomes
<p><b>Reinforce</b></p> <ul style="list-style-type: none"> <li>• Skills learnt in previous.</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>• Floating vertically.</li> <li>• Towing a subject.</li> </ul> <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>• Stamina on front and back.</li> <li>• Towing an object.</li> <li>• Rolling from one position to another.</li> <li>• Retrieving an object from the bottom of the pool.</li> </ul>	<p><b>Demonstrating the ability to:</b></p> <ol style="list-style-type: none"> <li>1. Submerge the face and exhale under the water six times.</li> <li>2. Perform ONE of the following TWO exercises; pupil's choice.             <ol style="list-style-type: none"> <li>a. Float for 30 seconds without limb movement.</li> <li>b. Maintain a vertical position in the water for 60 seconds.</li> </ol> </li> <li>3. Perform ONE from the following TWO exercises; pupils' choice.             <ol style="list-style-type: none"> <li>a. Swim 100 meters in the prone position and 25 meters in the supine position.</li> <li>b. Swim 100 meters in the supine position and 25 meters in the prone position.</li> </ol> </li> <li>4. Perform THREE from the following FIVE exercises; pupils' choice.             <ol style="list-style-type: none"> <li>a. Enter the water unaided and recover to a swimming position. Swim a distance of 10 meters then leave the water unaided.</li> </ol> <p><i>Steps may be used for both entry and exit.</i></p> <ol style="list-style-type: none"> <li>b. Recover an object from the bottom of the pool, from a swimming position, in chest deep water.</li> <li>c. Tow an able bodied subject a distance of 10 meters.</li> <li>d. Swim 25 meters and show the ability to change position from prone to supine and back again.</li> <li>e. Swim 25 meters and show the ability to change position from supine to prone &amp; back again.</li> </ol> </li> </ol>

**Rockhopper 1: Lesson Plan 1**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity: Activity</b>	<b>Teaching Points</b>
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Bunny hops across pool.</li> <li>2. Cycling across pool.</li> <li>3. Circle-rag dolls-vertical rotation.</li> <li>4. Circle-pass ball around circle-horizontal or vertical.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students face assistant. Support as appropriate. Eye contact. Blow bubbles as mouth nears water.</li> <li>2. Assistants behind student if supporting, in front of pupil for eye contact if student is on a buoyancy aid. Encourage leg movement. Knees up, stamp bugs. Make waves.</li> <li>3. Teachers have palms up-students hold teachers' hands. Students lie on backs, tummy up, feet float to surface. Life head, look forward, blow bubbles. Teachers move forwards bringing students together. Look up and back, teachers walk backwards, students legs raise to surface.</li> <li>4. Teachers palms up, students hold teachers' hands. Students can pass the ball to and from each other, saying the name of student that ball is going to; or ball can be passed around the circle first in one direction and then the other. Teacher has eye contact with student and encourages eye contact with student receiving ball. Once delivered student returns by looking at teacher they have let go of.</li> </ol>
<b>Main Theme: Movement</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Motor boats across pool-forwards and then backwards.</li> <li>2. Snaking across pool.</li> <li>3. Tapping a ball or other object across pool with any part of body.</li> <li>4. Blowing an object across pool.</li> <li>5. Splashing small balls or a large one in circle while on back.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move limbs as much as possible. Look at ceiling (on back). Blow bubbles (on front).</li> <li>2. Use head to move from side to side or teacher wriggles student side to side encouraging head movement.</li> <li>3. Stretch and tap. If using head-blow bubbles.</li> <li>4. Blow through mouth. Chin on water.</li> <li>5. Use limbs to create movement to keep ball(s) in circle.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Join in a train and move around "stations" at a station rest by floating.</li> <li>2. Race across pool to floating object, push object back to other side.</li> <li>3. Pick up as many floating toys scattered around pool in given time. Return them to poolside.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lean with the train. Stretch arms and legs wide. Ears in water. Tummy up.</li> <li>2. Use arms and legs to move. Use any part of body to push object.</li> <li>3. Look for toy. Stretch to pick toy up. Move arms and legs to move through water.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

***Rockhopper 1: Lesson Plan 2***

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	<b>Teaching Points</b>
Safe entry as appropriate.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up: Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. "Monkey" or "Spiderman" around pool.</li> <li>2. Bunny hops across pool.</li> <li>3. Cycling across pool.</li> <li>4. Pushing ball around pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move along pool, use hands and legs if possible.</li> <li>2. Blow bubbles when mouth touches water. Bounce up and down.</li> <li>3. Use limbs as much as possible.</li> <li>4. Stretch and tap. Blow bubbles if using head.</li> </ol>
<b>Main Theme: Rotation</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. "Look at me".</li> <li>2. Pass ball around circle.</li> <li>3. "Ten in a bed".</li> </ol>	<ol style="list-style-type: none"> <li>1. Floating or moving on back, look towards teacher. Teacher moves from one side to the other. Move across pool.</li> <li>2. In circle, teachers' hands palms down, student may hold teachers' hands. Roll across to pass ball. Eye contact with receiving student and then back to teacher. Teacher keeps eye contact throughout.</li> <li>3. Teacher palms down, students may hold teachers hands. Rotate from one teacher to the other on "Roll over". Slowly roll; teacher has eye contact with incoming student. Move first one way around the circle and then the other.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Move across pool on front-spin onto back and float.</li> <li>2. Join in a train and move around "stations" at a station roll and hold onto poolside.</li> <li>3. In a circle-small balls in centre. Lay on back and splash, then roll forward and pick up a ball, roll back onto back and float.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use all your limbs to swim, look the way you want to turn, stretch out, look upward.</li> <li>2. When reach station, look the way you want to turn, hold poolside/rail, look upward.</li> <li>3. Head back, tummy up, eyes look upward. Move limbs as much as possible. Look forward, stretch arms forward, hold ball, look upward, tummy up and stretch out.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	



***Rockhopper 1: Lesson Plan 3***

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	<b>Teaching Points</b>
Safe entry as appropriate.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up: Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Bunny hops across pool.</li> <li>2. Cycling across pool.</li> <li>3. Monkey/Spiderman around poolside.</li> <li>4. Walk across pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students face assistant. Support as appropriate. Eye contact. Blow bubbles as mouth nears water.</li> <li>2. Assistants behind student if supporting, in front of pupil for eye contact if student is on a buoyancy aid. Encourage leg movement. Knees up, stamp bugs. Make waves.</li> <li>3. Use hands and legs to move if possible. Look where moving too.</li> <li>4. Shoulders under water. Stretch arms forwards. Look upwards.</li> </ol>
<b>Main Theme: Floating</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Move forward, spin onto back and float stretching out limbs as much as possible.</li> <li>2. Move across pool on back, stop and float on given signal.</li> <li>3. Move across pool to floating toy, pick up and hold toy in back float position. Roll over and move across pool to place toy into floating hoop.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look the way you turn. Stretch out as much as possible. Look upwards.</li> <li>2. Listen to the signal. Stretch out as much as possible.</li> <li>3. Look upwards. Look the way you turn. Stretch to place toy in hoop.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. "What's the weather like today?" Raining – splash; windy-blow bubbles; sunny-float.</li> <li>2. Join in a train and move around "stations" at a station rest by floating.</li> <li>3. In a circle-small balls in centre. Lay on back and splash, then roll forward and pick up a ball, roll back onto back and float.</li> </ol>	<ol style="list-style-type: none"> <li>1. In a circle. Teacher asks a student "What's the weather like today?" Raining-splash limbs as much as possible. Windy-roll forwards and blow bubbles. Sunny-lay on back and float, tummy up, eyes looking forward.</li> <li>2. In a linked group move around pool to given "station"-stop and float on back-tummy up and eyes looking upward.</li> <li>3. Head back, tummy up, eyes look upward. Move limbs as much as possible. Look forward, stretch arms forward, hold ball, look upward, tummy up and stretch out.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 1: Lesson Plan 4**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Monkey/Spiderman across pool.</li> <li>2. Cycling across pool.</li> <li>3. Kangaroo Jumps across pool.</li> <li>4. Walking across pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use hands and legs to move if possible. Look where moving too.</li> <li>2. Assistants behind student if supporting, in front of pupil for eye contact if student is on a buoyancy aid. Encourage leg movement. Knees up, stamp bugs. Make waves.</li> <li>3. Students face assistant. Support as appropriate. Eye contact. Blow bubbles as mouth nears water.</li> <li>4. Shoulders under water. Stretch arms forwards. Look upwards.</li> </ol>
<b>Main Theme: Combination</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Motor boats across pool – forwards and then backwards.</li> <li>2. Tapping a ball or other object across pool with any part of body.</li> <li>3. Splashing small balls or a large one in circle while on back.</li> <li>4. Move forward spin onto back and float stretching out limbs as much as possible.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move limbs as much as possible. Look at ceiling (on back). Blow bubbles (on Front).</li> <li>2. Stretch and tap. If using head – blow bubbles.</li> <li>3. Use limbs to create movement to keep ball(s) in circle.</li> <li>4. Look the way you turn. Stretch out as much as possible. Look upwards.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Pick up as many floating toys scattered around pool in given time. Return them to poolside.</li> <li>2. What's the weather like today?" Raining – splash; Windy – blow bubbles, Sunny – float.</li> <li>3. Ten in a Bed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch arms and kick legs, hold toy, turn around and swim back.</li> <li>2. In a circle. Teacher asks a student "What's the weather like today?" Raining – Splash limbs as much as possible. Windy – Roll forwards and blow bubbles. Sunny – lay on back and float, tummy up, eyes looking upward.</li> <li>3. Teacher palms down, students may hold teachers hands. Rotate from one teacher to the other on "Roll over". Slowly roll; teacher has eye contact with incoming student. Move first one way around the circle and then the other.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 2: Lesson Plan 1**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Bunny/ kangaroo hops around pool.</li> <li>2. Motorboats around pool.</li> <li>3. Tapping ball across pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blow bubbles, Use limbs to lift body up and down.</li> <li>2. Move limbs vigorously to move around pool.</li> <li>3. Stretch arms forwards to move ball through water. If using head, then blow bubbles when mouth touches water.</li> </ol>
<b>Main Theme: Propulsion</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Move through Woggle tunnel with water tumbling down.</li> <li>2. Move around the pool changing shape, position or speed to different sounds or light changes.</li> <li>3. Move forwards or backwards across using as much movement as possible.</li> <li>4. In an upright position run or cycle across pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move limbs vigorously. Blow bubbles when water comes over head.</li> <li>2. Make as much splash as possible with legs. Push water with arms and hands.</li> <li>3. Blow bubbles when moving forwards; push water back. Look upwards when moving backwards; push water to feet.</li> <li>4. Look forward; move arms and legs under water.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Rag Dolls.</li> <li>2. What's the weather like today?</li> <li>3. Trains.</li> </ol>	<ol style="list-style-type: none"> <li>1. In a circle. Teacher has palms up; students may hold teachers' hands. Students lay on back, eyes look upwards. Tuck chin in and look forwards, roll onto tummy, blow bubbles; Look up, head back, swing onto back again.</li> <li>2. In a circle. Teacher asks a student "What's the weather like today?" Raining - Splash limbs as much as possible. Windy - Roll forwards and blow bubbles. Sunny - lay on back and float, tummy up, eyes looking upward.</li> <li>3. Link together, move around the pool in train formation, Use head to turn corners.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 2: Lesson Plan 2**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Walking across pool.</li> <li>2. Bouncing across pool.</li> <li>3. Cycling across pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shoulders under water. Stretch arms forwards. Look upwards.</li> <li>2. Blow bubbles, Use limbs to lift body up and down.</li> <li>3. Assistants behind student if supporting, in front of pupil for eye contact if student is on a buoyancy aid. Encourage leg movement. Knees up, stamp bugs. Make waves.</li> </ol>
<b>Main Theme</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Scatter floating toys around the pool. Learners move randomly to collect them one by one and bring them back to a given point at poolside.</li> <li>2. Going to the Zoo. Animal cards at given points on poolside. When they reach the picture move and make noises of animal. <ul style="list-style-type: none"> <li>• Lion: Stalk with arm and leg movements. Snarl.</li> <li>• Tiger: Run or lay still waiting for prey to come bay: Snarl.</li> <li>• Elephant: Slow walking movements: Trumpet.</li> <li>• Snake: slithery movements through water: Hiss.</li> <li>• Bear: Climbing movements or running: Growl.</li> <li>• Monkey: Jumping, climbing or running movements: Chatter.</li> <li>• Giraffe: Slow or fast movements with long limbs: Chomp.</li> <li>• Cheetah: Running movements; Snarl.</li> </ul> </li> <li>3. Coloured balls in a floating hoop. Each learner has a different colour to collect. Plastic buckets on poolside to collect balls.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look, reach, stretch, kick.</li> <li>2. Move limbs like the animal. Make noises like the animal.</li> <li>3. Look for colour, reach, move back to Bucket, place or throw ball into bucket.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Floating on back - change shape to changing light or sound.</li> <li>2. Float on back - be moved through the water. Teacher/carers moves learner around pool in gentle swaying motions.</li> <li>3. Eggs for breakfast. In a circle, lying on backs. When "eggs for Breakfast" gets called, roll forward and grab an egg flip, roll back onto back.</li> </ol>	<ol style="list-style-type: none"> <li>1. Hairs in water, look upwards, relax arms and legs, spread limbs wide.</li> <li>2. Relax, close eyes.</li> <li>3. Lay out, listen, Look forward, reach forward, look up and stretch out.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

***Rockhopper 2: Lesson Plan 3***

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Bunny/ kangaroo hops around pool.</li> <li>2. Motorboats around pool.</li> <li>3. Tapping ball across pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blow bubbles, Use limbs to lift body up and down.</li> <li>2. Move limbs vigorously to move around pool.</li> <li>3. Stretch arms forwards to move ball through water. If using head, then blow bubbles when mouth touches water.</li> </ol>
<b>Main Theme: Rotation</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Move across pool on back, roll forward to cycle in water.</li> <li>2. Eggs for breakfast.</li> <li>3. Ten in the bed.</li> <li>4. Move from one side of the pool to the other, roll to hold onto poolside.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look up, kick legs, move arms, look forward, arms forward, cycle with legs.</li> <li>2. Stretch out to hold teacher/carers hand.</li> <li>3. Look the way you want to turn</li> <li>4. Move limbs, look forward and reach for poolside.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swimming through woggle bridge on front or on back.</li> <li>2. Rag Dolls.</li> <li>3. Trains.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blow bubbles as you go through tunnel.</li> <li>2. Look up and then look forward, then upward again.</li> <li>3. Lean the way the train turns.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 2: Lesson Plan 4**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Walking across pool.</li> <li>2. Bouncing across pool.</li> <li>3. Cycling across pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shoulders under water. Stretch arms forwards. Look upwards.</li> <li>2. Blow bubbles, Use limbs to lift body up and down.</li> <li>3. Assistants behind student if supporting, in front of pupil for eye contact if student is on a buoyancy aid. Encourage leg movement. Knees up, stamp bugs. Make waves.</li> </ol>
<b>Main Theme: Combination</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Move across pool to floating toy, pick up and hold toy in back float position. Roll over and move across pool to place toy into floating hoop.</li> <li>2. Move around the pool changing shape, position or speed to different sounds or light changes.</li> <li>3. Scatter floating toys around the pool. Learners move randomly to collect them one by one and bring them back to a given point at poolside.</li> <li>4. Going to the Zoo. Animal cards at given points on poolside. When they reach the picture move and make noises of animal. <ul style="list-style-type: none"> <li>• Lion: Stalk with arm and leg movements. Snarl.</li> <li>• Tiger: Run or lay still waiting for prey to come by: Snarl.</li> <li>• Elephant: Slow walking movements: Trumpet.</li> <li>• Snake: slithery movements through water: Hiss.</li> <li>• Bear: Climbing movements or running: Growl.</li> <li>• Monkey: Jumping, climbing or running movements: Chatter.</li> <li>• Giraffe: Slow or fast movements with long limbs: Chomp.</li> <li>• Cheetah: Running movements; Snarl.</li> </ul> </li> <li>5. Move through woggle tunnel with water tumbling down.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use arms and legs to move through water. Stretch and reach for toy. Roll onto back, count to 5, roll and swim.</li> <li>2. Listen and look for sounds and lights. Make a different shape.</li> <li>3. Look for toy. Stretch and reach. Look for place to put toy.</li> <li>4. Move limbs like the animal. Make noises like the animal.</li> <li>5. Blow bubbles, move limbs.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Rag Dolls.</li> <li>2. Trains.</li> </ol>	<ol style="list-style-type: none"> <li>1. In a circle. Teacher has palms up; students may hold teachers' hands. Students lay on back, eyes look upwards. Tuck chin in and look forwards, roll onto tummy, blow bubbles; Look up, head back, swing onto back again.</li> <li>2. Link together, move around the pool in train formation, Use head to turn corners.</li> </ol>

3. What's the weather like today?	3. In a circle. Teacher asks a student "What's the weather like today?" Raining - Splash limbs as much as possible. Windy - Roll forwards and blow bubbles. Sunny - lay on back and float, tummy up, eyes looking upward.
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	



**Rockhopper 3: Lesson Plan 1**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Bunny/ kangaroo hops around pool.</li> <li>2. Motorboats around pool.</li> <li>3. Tapping ball across pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blow bubbles, Use limbs to lift body up and down.</li> <li>2. Move limbs vigorously to move around pool.</li> <li>3. Stretch arms forwards to move ball through water. If using head, then blow bubbles when mouth touches water.</li> </ol>
<b>Main Theme: Movement</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Trains: Either individually - with or without support of a woggle - or in a group move around the pool to different stations. At the station complete a task e.g. blow a whistle, wave a flag, change a signal, load the luggage. <ul style="list-style-type: none"> <li>• Blow a whistle - either literally or bubbles into the water. Or press a horn.</li> <li>• Wave a flag - either literally or wave a hand.</li> <li>• Change a signal - coloured blocks on poolside which can be moved, or shapes to alter, or blow a horn.</li> <li>• Load the luggage - pick up a float, shape, toy.</li> </ul> </li> <li>2. Build a tower - then knock it down either individually or teams. - use a large float and foam building bricks to build a tower of four or five blocks. Return to a given point and then use a ball to knock the tower down. Each person takes it in turns to throw the ball. When all the blocks are tumbled; that team is the winner.</li> <li>3. Travel through a hoop; identify the object under the water.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look forward. Use limbs to travel. Look at what you have to do at station. Look for next station to move to.</li> <li>2. Travel around the pool to get a brick. Place it on the float. Travel back to pick up ball. Listen for start signal. Look at tower. Throw ball.</li> <li>3. Travel through hoop. Blow bubbles. Look for object. Say what object is - or colour - or a light.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Still pond: Lie on water in relaxed position.</li> <li>2. Ten in a bed.</li> <li>3. Seahorses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch out across water. Look upward. Breath. Listen for sound to sit /stand up. Change shape.</li> <li>2. Rolling from back to front and onto back again. Look towards the way you are going.</li> <li>3. Sit on woggle with or without assistance. Move independently around the pool or have a fun race across pool.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 3: Lesson Plan 2**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Hold onto wall and across and back using arms and legs. Tapping ball across pool.</li> <li>2. Motor boats across pool.</li> <li>3. Cycling or Motorbikes across pool.</li> <li>4. Crab along wall.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch arms to push ball along. Blow bubbles. Kick legs.</li> <li>2. Lie on back, use legs and arms to move across pool.</li> <li>3. Use woggle either to sit on or to fold in front like handles. Kick legs across pool.</li> <li>4. Use arms to move along wall. Slide hands. Look the way you want to go.</li> </ol>
<b>Main Theme: Rolling</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Build a tower. Hold a foam brick on chest, travel across pool roll over and place brick onto poolside or large float. Swim forward to pick up next brick.</li> <li>2. Swing boats: Either use two woggle, one under each arm or two assistants. Lie on back, swing forward onto tummy and then swing back onto back.</li> <li>3. With or without a woggle, swim forward, then roll on a signal and swim on back. This can be repeated if pool allows.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move limbs vigorously. Look the way that you want to turn.</li> <li>2. Tuck chin to chest to move forward, blow bubbles if face is in water, look up to move backwards.</li> <li>3. Move limbs vigorously, listen or look for signal to roll.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Knock the tower down. Build a tower of blocks on a float. Using 3 balls try to knock the tower down. The one who knocks the most down is the winner.</li> <li>2. Sinker trail. Place sinkers in a scatter pattern across the pool. The swimmer moves from one sinker to another in whichever way they like. They may walk from one to another or swim from one to the other.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at the target. Stretch to throw.</li> <li>2. Look for the next sinker. Can you hop, bounce or swim?</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 3: Lesson Plan 3**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Find your way around. Either construct a tunnel course using woggles and connectors or have floating mats, toys or floats scattered across the pool. Learners then move through the course anyway they wish to get from one side to another.</li> <li>2. Can you find? Have a selection of coloured toys, letters, numbers or foam blocks scattered around the pool. Give each learner a colour or specific toy/letter/number to pick up.</li> <li>3. Simon says.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stimulate the learners by asking: "Can you go around? Can you go through? Can you go over? Can you go under? Can you go through without touching?"</li> <li>2. Look for your toy. Stretch and reach. Move limbs to move.</li> <li>3. Use a variety of body movements.</li> </ol>
<b>Main Theme: Breath Control</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Blow an object around the pool.</li> <li>2. Blow bubbles in water with straw.</li> <li>3. Look for objects under water – say name of object.</li> <li>4. Say name of object with face in water.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use chin to move toy. Use nose to move toy. Use forehead to move toy.</li> <li>2. Can you make little waves? Can you make big waves?</li> <li>3. What can you see? Say the name.</li> <li>4. Blow through mouth. Blow through nose and mouth. Open eyes.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Moving on woggles.</li> <li>2. Knock the tower down.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many different ways can you move using the woggle?</li> <li>2. Look at target. Stretch and reach to throw.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 3: Lesson Plan 4**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Move across and back using arms and legs. Tapping ball across pool.</li> <li>2. Motor boats across pool.</li> <li>3. Cycling or Motorbikes across pool.</li> <li>4. Crab along wall.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch arms to push ball along. Blow bubbles. Kick legs.</li> <li>2. Lie on back, use legs and arms to move across pool.</li> <li>3. Use woggle either to sit on or to fold in front like handles. Kick legs across pool.</li> <li>4. Use arms to move along wall. Look the way you want to move.</li> </ol>
<b>Main Theme: Combination</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Trains: Either individually – with or without support of a woggle – or in a group move around the pool to different stations. At the station complete a task e.g. blow a whistle, wave a flag, change a signal, load the luggage. <ul style="list-style-type: none"> <li>• Blow a whistle – either literally or bubbles into the water. Or press a horn.</li> <li>• Wave a flag – either literally or wave a hand.</li> <li>• Change a signal – coloured blocks on poolside which can be moved, or shapes to alter, or blow a horn.</li> <li>• Load the luggage – pick up a float, shape, toy.</li> </ul> </li> <li>2. With or without a woggle, swim forward, then roll on a signal and swim on back. This can be repeated if pool allows.</li> <li>3. Look for objects under water – say name of object.</li> <li>4. Say name of object with face in water.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look forward. Use limbs to travel. Look at what you have to do at station. Look for next station to move to.</li> <li>2. Move limbs vigorously, listen or look for signal to roll.</li> <li>3. What can you see? Say the name.</li> <li>4. Blow through mouth. Blow through nose and mouth. Open eyes.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Still pond: Lie on water in relaxed position.</li> <li>2. Ten in a bed.</li> <li>3. Seahorses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch out across water. Look upward. Breathe. Listen for sound to sit /stand up. Change shape.</li> <li>2. Rolling from back to front and onto back again. Look towards the way you are going.</li> <li>3. Sit on woggle with or without assistance. Move independently around the pool or have a fun race across pool.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 4: Lesson Plan 1**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Sea world. Move through the water like a sea creature.</li> <li>2. Shape game. Move around the pool on signal make a shape. Change to a different shape each time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move like the creature you choose.</li> <li>2. Stretch out over the water, curl up tight, make a long narrow shape, blow bubbles.</li> </ol>
<b>Main Theme: Being Safe In Water. Rolling and Breathing</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Rolling or moving over a large float. Roll, crawl, wriggle, walk across large float.</li> <li>2. Move forward and listen for signal to roll over, try then to be still.</li> <li>3. Move across pool on back – find a safe place to hold on at poolside.</li> <li>4. Simon says.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move across the float anyway you want.</li> <li>2. Move limbs to move forward – listen for given signal to roll, look the way you want to turn, try to lie still, stretch out limbs.</li> <li>3. Use limbs to move through water, look for place to rest. Stretch arm to hold onto side. Lift head and rest at poolside.</li> <li>4. Listen to what Simon says.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Trains – either individual or as a group activity. Use woggle looped around chest as links.</li> <li>2. Sea-horses – sit on woggle and race across pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lean to turn corners. Use limbs to move through water.</li> <li>2. Use legs to move across pool. Hold tight.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 4: Lesson Plan 2**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/ flashed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li><b>Shark Attack: (movement, swimming, spatial awareness, listening)</b> Teacher or a swimmer is Shark and stands in the middle of the pool. The other swimmers are little fish and line up at the side of the pool. When Shark shouts "Shark's hungry", the students have to race across the pool to the other side without being caught by Shark. Anyone caught also becomes a Shark and helps to catch the remaining fish. The last person to be caught becomes Shark to start the next game.</li> <li><b>STANley's Treasure: (movement, splashing, swimming, social awareness)</b> Students are split into two groups, one on each side of the pool. The teacher stands in the middle with a toy. The teacher calls the names of two people, one from each side, and they race into the middle for the "treasure". They try to reach it and take it back to their own side before being touched by the other student. If they are touched, they forfeit the toy.</li> </ol>	<ol style="list-style-type: none"> <li>Listen. Use limbs to move. Look for space.</li> <li>Listen for name. Use limbs to move. Stretch and reach.</li> </ol>
<b>Main Theme: Breathing, Rotation &amp; Movement</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>Breathing – take toy whistles into water "blow" under water, "blow" curtain rings through the water. Relay race.</li> <li>Rotation – filling cups – pass the water in circle game. "Spin" Turn" Tip" Making Tea – play Teapots.</li> <li>Movement – Sea-horses: travel using arms, travel using legs, travel in circles – "spin".</li> </ol>	<ol style="list-style-type: none"> <li>Blow through nose and mouth.</li> <li>Look the way you want to turn. Look at the cup filling. Pass the cup, reach.</li> <li>Move limbs as fast as you can. Look the way you want to turn.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>Jumping in holding teachers hand.</li> <li>Moving across big float.</li> <li>Still pond: Can be with or without buoyancy aids – depending on the ability of the students. Everyone floats as still as possible. The last student to move is the winner. This can be adapted to floating face down and counting the seconds that the student remains in the water face down. Music can be used to encourage relaxation.</li> </ol>	<ol style="list-style-type: none"> <li>Toes over edge of pool. Bend knees to enter water. Step out.</li> <li>Roll, wriggle, walk across big float. Look where you are going.</li> <li>Stretch arms and legs out wide. Breathe gently. Close your eyes. Feel the water holding you up.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 4: Lesson Plan 3**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Travel to and from each side walk, run, jump, hop, spin.</li> <li>2. Breakfast: (Movement, spatial awareness, listening, shapes, floating.) Can use floats, armbands or woggles – or can be free of aids. Teacher tells the story of what they had for breakfast – pupils make the shapes. Today I had for breakfast; <ul style="list-style-type: none"> <li>• Fried eggs – spread out, wide shape.</li> <li>• Scrambled eggs – spread out and kick hard.</li> <li>• Poached eggs – spread out in a wide shape.</li> <li>• Bacon rashers – long thin shapes.</li> <li>• Baked beans – curled up or wide shape.</li> <li>• Mushrooms – curled up shape on front or back.</li> <li>• Sliced bread – cutting movements with hands.</li> <li>• Buttered bread – spreading movements over water.</li> <li>• Fried tomatoes – curled up shape on front or back.</li> <li>• Cereal and milk – pour water over arms and hands.</li> <li>• Cup of tea, coffee – pour water over arms, hands and face.</li> <li>• Milkshake – blow bubbles into water.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Use your limbs to reach and pull through water.</li> <li>2. Listen to what is on the plate – stretch arms and legs, curl up small, blow through nose and mouth, find container to pour water, stretch arms and legs into a long shape.</li> </ol>
<b>Main Theme: Movement, Swimming, Spatial Awareness, Perception &amp; Social Awareness</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. STAnley's Toy Box. The students are all on one side of the pool. The teacher throws floating toys around the pool. Each student has to collect one toy at a time and either return it to the poolside, or place it in a designated area – like a coloured floating hoop. They do not start moving around the pool until the teacher says, "Go". This can be adapted to a specific toy or colour – depending on the equipment available.</li> <li>2. Collect- a -ball: Buckets are placed on poolside. The teacher spreads coloured balls over the pool. The students have to collect as many balls as they can and put them into the bucket. This can be selective – each student is given a specific colour to collect – make sure that the numbers are equal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move limbs to move through water. Look for the toys, reach and stretch to pick it up. Listen for the signal for "GO".</li> <li>2. Move limbs as fast as possible to move through water. Reach and stretch for ball.</li> </ol>



Contrasting Activity	Teaching Points
<ol style="list-style-type: none"><li>1. Eggs for Breakfast: (Floating, rotation for regaining feet). Students are in a circle, lying on their backs, (may be supported by a woggle), egg flips are placed in the centre. When the teacher says, "eggs for breakfast" they rotate forward and try to grasp an egg, and then rotate back to lying on their backs again.</li><li>2. Jumping in.</li></ol>	<ol style="list-style-type: none"><li>1. Lie out on back, look up, stretch out. Tuck chin in and look forward. Reach and stretch for the toy. Look up and roll back.</li><li>2. Toes over edge of pool, bend knees on entry, step out.</li></ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 4: Lesson Plan 4**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Sea world. Move through the water like a sea creature.</li> <li>2. Shape game. Move around the pool on signal make a shape. Change to a different shape each time.</li> <li>3. STAnley's treasure: Students are split into two groups; one on each side of the pool. The teacher stands in the middle with a toy. The teacher calls the names of two people, one from each side, and they race into the middle for the "treasure". They try to reach it and take it back to their own side before being touched by the other student. If they are touched, they forfeit the toy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move like the creature you choose.</li> <li>2. Stretch out over the water, curl up tight, make a long narrow shape, blow bubbles.</li> <li>3. Listen for name. Use limbs to move. Stretch and reach.</li> </ol>
<b>Main Theme: Kicking and Stroke Skills</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Roll over.</li> <li>2. Using floats or woggles – kick to marker on front, roll over to continue to kick on back.</li> <li>3. Using floats or woggles – kick to marker on back – roll over to continue to kick on front.</li> <li>4. Using floats or woggles – kick to marker on front – tuck and roll onto back to kick back to start position.</li> <li>5. Using floats or woggles – kick to marker on back – tuck and roll onto front to kick back to start position.</li> <li>6. Swim frontward – roll onto back and continue to swim on back.</li> <li>7. Swim backwards – roll onto front and continue to swim forward.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look for the marker.</li> <li>2. Use arms and legs to move through the water.</li> <li>3. Stretch and reach. Kick fast. Look the way you want to turn.</li> <li>4. Knees to chest Look upward, ears in water.</li> <li>5. Knees to chest. Look forward. Kick fast.</li> <li>6. Look the way you want to turn. Ears in water. Tummy up.</li> <li>7. Look the way you want to turn. Blow bubbles, reach and stretch.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Jumping in.</li> <li>2. Still pond.</li> <li>3. Big Float.</li> </ol>	<ol style="list-style-type: none"> <li>1. Toes over edge of pool, bend knees on entry, step out.</li> <li>2. Stretch out arms and legs, breath gently.</li> <li>3. Move across big float any way you want. Look the way you want to go.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 5: Lesson Plan 1**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Kick-of- war: Can be with or without buoyancy aids – depending on the ability of the students.</li> <li>2. Students hold a float between them, whilst prone. They kick hard to try and push each other backwards.</li> <li>3. Woggle race: Two students hold onto one woggle. Both kick hard to race across the pool before the other pair, or can be individual.</li> </ol>	<ol style="list-style-type: none"> <li>1. Kick legs as fast as you can.</li> <li>2. Use arms to pull through water.</li> <li>3. Look where you are going.</li> </ol>
<b>Main Theme: Paddle Action on Front, Simultaneous Action on Front</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Scorpions: Students lie on the woggle – rather than sit upright. This gives the appearance of a long tail – like a scorpion’s waving behind them. The students can perform front paddle, or breaststroke arms and paddle legs, or breaststroke in this position. Again racing each other across the pool or in teams.</li> <li>2. Seahorses: Sit upright on woggle and move around the pool using arms and legs.</li> <li>3. Blow egg flips across pool. Push ball across pool and blow out in water.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use arms to pull through water in paddle action. Circle arms to pull through water. Use legs to kick.</li> <li>2. Sit straight, stamp bugs with feet, use arms to pull through water.</li> <li>3. Blow through nose and mouth. Put face in and blow out, push ball with forehead.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Still Pond.</li> <li>2. Push and glide through hoop.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch out arms and legs wide, breath gently.</li> <li>2. Make a long narrow shape, blow bubbles through nose and mouth.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 5: Lesson Plan 2**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Spaceships: (Movement, rotation). Woggles can be used to begin with. Scull out on back, tuck up into "tub" position, turn completely around, stretch out and scull back to "base". When the students are more able – perform the manoeuvre without buoyancy aids.</li> <li>2. Catch: (Movement, water awareness, social interaction, co-ordination, listening) Teacher stands in the middle of the circle, holding a ball. The students' move around the circle, the teacher calls a name and throws the ball. The student catches it (or chases after it) and throws it back to the teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use arms to move through the water. Look up.</li> <li>2. Listen for name, stretch arms to catch ball, look where you want to throw the ball, stretch arm to throw.</li> </ol>
<b>Main Theme: Balance, Movement, Submersion</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Seahorses: Sit upright on woggle and move around the pool using arms and legs.</li> <li>2. Push and glide through hoop.</li> <li>3. Everyone holds hands in a circle. The "current" is switched on by the first student or teacher squeezing the hand of the student next to them and then submerges under the water. The "current" is passed around the circle in this way. This can be adapted to the student "blowing bubbles" rather than submerging.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sit straight, stamp bugs with feet, use arms to pull through water.</li> <li>2. Stretch arms and legs, blow bubbles into water, look down.</li> <li>3. Can you sit on the bottom of the pool?</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Woggle race: Two students hold onto one woggle. Both kick hard to race across the pool before the other pair, or can be individual.</li> <li>2. Sea world. Move through the water like a sea creature.</li> <li>3. Shape game. Move around the pool on signal make a shape. Change to a different shape each time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Kick legs as fast as you can, use arms to pull through water.</li> <li>2. Use limbs to move like a sea creature.</li> <li>3. Listen for the signal to change shape.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 5: Lesson Plan 3**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. STAnley's treasure: Students are split into two groups; one on each side of the pool. The teacher stands in the middle with a toy. The teacher calls the names of two people, one from each side, and they race into the middle for the "treasure". They try to reach it and take it back to their own side before being touched by the other student. If they are touched, they forfeit the toy.</li> <li>2. Run the rapids: Movement, splashing, social interaction, swimming, submerging. Students line up opposite each other – or if there are not sufficient students – one line facing the poolside. The students stand and make as much splash as possible, using their arms. One student then has to run through the "rapids" – changing places at the end of the run. Some students will swim; some students will submerge and swim under water. Buoyancy aids can be used. The students love it when it is the teacher's turn!</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen for your name, move arms and legs to move through water.</li> <li>2. Move through the "rapids" in any way you like.</li> </ol>
<b>Main Theme: Movement, Rotation, Floatation</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim forward – stop at cone – tread water – swim forward.</li> <li>2. Swim backward – stop at cone – tread water – swim backward.</li> <li>3. Still pond.</li> <li>4. Blow bubbles while pushing egg flip. Push ball across pool using different parts of head.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch and pull with arms, kick fast with legs. Lift head, arms and legs under water, press down with hands and feet. Look forward and stretch out to swim.</li> <li>2. Look up, tummy up, kick legs and move arms. Look forward and sit up. Move arms and legs under water; press down with arms and feet. Look up and stretch back, kick legs.</li> <li>3. Stretch arms and legs wide, breath gently.</li> <li>4. Blow through nose and mouth. Face in water. Look down.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Push and glide through hoop.</li> <li>2. Trains: Students are supported by a woggle around their chest and under their arms. Students hold onto the woggle of the student in front of them. The first student pulls and the last student kicks. This can be performed in pairs or as a long train. The train moves around the pool twisting and turning. Every time it reaches a "station" the train driver changes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch arms and legs, blow bubbles.</li> <li>2. Press water down with arms and legs, keep arms under water.</li> </ol>

<p>3. This can be extended to the train driver having to pick up a toy and return it to a "station". Change drivers and off they go again until all the "goods" are picked up and delivered.</p> <p>4. Adapt trains to do an activity at the "station". Blow bubbles, sit on pool bottom, tread water, float.</p>	<p>3. Look for the toy.</p> <p>4. Blow through nose and mouth, jump up and sit on pool bottom</p>
<p><b>Safe Exit</b></p> <p>Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.</p>	

**Rockhopper 5: Lesson Plan 4**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Spaceships: (Movement, rotation). Woggles can be used to begin with. Scull out on back, tuck up into "tub" position, turn completely around, stretch out and scull back to "base". When the students are more able – perform the manoeuvre without buoyancy aids.</li> <li>2. Roll over: (Kicking and stroke skills). Using floats or woggles – kick to marker on front, roll over to continue to kick on back.</li> <li>3. Using floats or woggles – kick to marker on back – roll over to continue to kick on front.</li> <li>4. Using floats or woggles – kick to marker on front – tuck and roll onto back to kick back to start position.</li> <li>5. Using floats or woggles – kick to marker on back – tuck and roll onto front to kick back to start position.</li> <li>6. Swim forward – roll onto back and swim backward.</li> <li>7. Swim backward – roll onto front and swim forward.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use arms under water. Look up. Use hands under water to turn around.</li> <li>2. Use arms and legs to move through water, look the way you want to turn.</li> <li>3. Look up, ears in water, look the way you want to turn. Blow bubbles, stretch and kick.</li> <li>4. Knees to chest, look up and back, ears in water, tummy up, kick.</li> <li>5. Knees to chest, look forward, blow bubbles, stretch and kick.</li> <li>6. Look the way you want to turn.</li> <li>7. Look the way you want to turn.</li> </ol>
<b>Main Theme: Movement, Submersion, Rotation</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Push and glide under water.</li> <li>2. Push and glide and swim under water, hold side of pool to rest.</li> <li>3. Swim forward pushing ball with forehead, lift head to breath.</li> <li>4. Swim forward, stop and tread water, continue to swim.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch arms and legs in a narrow shape. Tuck chin in, blow through nose and mouth.</li> <li>2. Tuck chin in, tilt hands down, move arms and legs under water, raise head and hold onto poolside.</li> <li>3. Use arms and legs to move through water, lift head up.</li> <li>4. Keep arms and legs under water and press down with hands and feet, lean forward and use arms and legs to move through water.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Still Pond.</li> <li>2. Seahorses.</li> <li>3. Trains.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch arms and legs wide, breath gently.</li> <li>2. Sit up straight, use arms and legs to move through water.</li> <li>3. Individually or in a "train" move around pool.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 6: Lesson Plan 1**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Bean Game: Movement, spatial awareness, listening, shapes. Teacher calls out the name of the bean – pupils move accordingly around the pool. <ul style="list-style-type: none"> <li>• Running Bean – running movements.</li> <li>• Jumping Bean – jumping movements.</li> <li>• Chilli Bean – stand, wrap arms around themselves and shiver.</li> <li>• Broad Bean – stand and make a wide shape, or float in wide shape.</li> <li>• Baked Bean – Stand and make a curled up shape, or float in curled up shape.</li> <li>• French Bean – stand, raise hand and say “Ooh, La, La” – (can blow a kiss if want as well) or stretch out into long narrow shape.</li> </ul> </li> <li>2. Weather game: Listening, breath control, movement. <ul style="list-style-type: none"> <li>• Windy – blow bubbles on or below water.</li> <li>• Sunny – stretch out arms and legs to lie on back.</li> <li>• Rainy – Kick or splash.</li> <li>• Stormy – kick and splash.</li> <li>• Hurricane – Jump up and down.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Listen. Move arms and legs to make “Beans”.</li> <li>2. Listen. Move arms and legs to weather changes.</li> </ol>
<b>Main Theme: Rotation, Movement, Flotation</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Roll over game.</li> <li>2. Swim forward, tread water, swim forward.</li> <li>3. Hold a float and swim forward breathing out in water and turning head to breathe in.</li> <li>4. Still pond.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move through water in a variety of ways and then roll over and continue to swim.</li> <li>2. Use arms and legs to move, lift head, use arms and legs under water, press water down with hands and legs.</li> <li>3. Tuck chin in, roll head to breathe in. Kick legs.</li> <li>4. Stretch out arms and legs. Breathe gently. Tummy up.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Treasure Hunt – scatter toys or floats around pool. Swimmers collect them.</li> <li>2. Stations – swimmers use a float and kick to a “station” to pick up a toy and place on float. Collect toy from each station and then return to base.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look for toys, move arms and legs to move through water.</li> <li>2. Hold float, kick legs, reach to pick up toy, look for next “station”.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	



***Rockhopper 6: Lesson Plan 2***

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Sharks.</li> <li>2. Water wheels.</li> <li>3. Seahorses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move arms and legs under water.</li> <li>2. Use arms or legs to move through water.</li> <li>3. Sit up straight, use arms and legs under water to move through water.</li> </ol>
<b>Main Theme: Rotation, Floatation, Movement</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Roll over.</li> <li>2. Push and glide through hoop.</li> <li>3. Still pond.</li> <li>4. Holding a float, swim forward and breath to side.</li> </ol>	<ol style="list-style-type: none"> <li>1. Swim forward, look the way you want to roll, swim on back.</li> <li>2. Make a narrow shape, tuck chin in, blow bubbles, look down.</li> <li>3. Spread arms and legs wide, gently breathing, tummy up.</li> <li>4. Move legs fast, chin in, blow bubbles, roll head to breath in.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Move like a sea creature.</li> <li>2. High Five.</li> <li>3. Jumping In.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use your arms and legs to move like a sea creature.</li> <li>2. Jump and tap hands with each other. Jump and hit ball from one to another.</li> <li>3. Toes over edge, bend knees on entry, blow bubbles, roll over and float.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 6: Lesson Plan 3**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Bean Game.</li> <li>2. Breakfast game.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen. Use arms and legs to move through water.</li> <li>2. Listen. Change shape. Stretch. Breathe gently.</li> </ol>
<b>Main Theme: Rotation, Floatation, Movement, Spatial Awareness</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Enter water in a way of your choice, roll onto back and float.</li> <li>2. Swim and stop and tread water.</li> <li>3. Swim forward breathing when needed.</li> <li>4. Woggle races.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look before entering the water. Look the way you want to roll. Stretch out and breathe gently.</li> <li>2. Use arms and legs to move through water. Head up, sit in water, use arms and legs under water and press water down. Look forward.</li> <li>3. Roll head to side to breathe or lift head forward to breath.</li> <li>4. Use the woggle in a variety of ways. Use arms and legs to move.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Run the rapids.</li> <li>2. Jumping in.</li> <li>3. High five.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move through the water however you would like. Blow bubbles. Chin in.</li> <li>2. Toes over edge, bend knees on entry, blow bubbles – roll to rest in float position or swim to side.</li> <li>3. Stretch high to pass the ball to each other. May also have a team game if sufficient numbers.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 6: Lesson Plan 4**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Breakfast game.</li> <li>2. Knock the floats.</li> <li>3. Sea horses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen, use arms and legs to make shapes.</li> <li>2. Reach and throw balls. Look at tower to aim.</li> <li>3. Move around pool in a variety of ways. Use arms and legs. Fast, slow, wide.</li> </ol>
<b>Main Theme: Movement, Rotation, Spatial Awareness</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Roll over.</li> <li>2. Stations.</li> <li>3. Adventure trail.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using floats or woggles – kick to marker on front, roll over to continue to kick on back. <ul style="list-style-type: none"> <li>• Using floats or woggles – kick to marker on back – roll over to continue to kick on front.</li> <li>• Using floats or woggles – kick to marker on front – tuck and roll onto back to kick back to start position.</li> <li>• Using floats or woggles – kick to marker on back – tuck and roll onto front to kick back to start position.</li> <li>• Swim frontcrawl – roll onto backcrawl.</li> <li>• Swim backcrawl – roll onto frontcrawl.</li> <li>• Swim breaststroke, roll onto old English backstroke.</li> <li>• Swim old English backstroke, roll onto breaststroke.</li> <li>• Swim forward – roll and swim on back.</li> <li>• Swim on back – roll and swim on front.</li> </ul> </li> <li>2. At the “station” do the activity on the card. Jump, Tread water, splash, sit on pool bottom, kick.</li> <li>3. Move through the water round the obstacles. Move arms and legs, kick, blow bubbles, chin and head down.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Jumping in.</li> <li>2. Still pond.</li> <li>3. High five.</li> </ol>	<ol style="list-style-type: none"> <li>1. Toes over edge, bend knees on entry, blow bubbles – roll onto back or hold onto poolside.</li> <li>2. Spread arms and legs wide; breathe gently, tummy up., look up.</li> <li>3. Stretch high to pass ball to each other.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 7: Lesson Plan 1**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Stepping stones – place sinkers randomly around pool. Swimmers can chose to move from one to another by walking across them and identifying each one by name, or by swimming across them and looking into the water to identify each one or by swimming underwater to pick each one up to show.</li> <li>2. Simon says.</li> <li>3. Bean game.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pull with arms, kick with legs, blow bubbles, face in water, chin down, look down, bend at hips, say what you have picked up.</li> <li>2. Listen.</li> <li>3. Use arms and legs to move through water.</li> </ol>
<b>Main Theme: Movement, Rotation</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim forward pushing a ball or other object – use different parts of the body to move the ball.</li> <li>2. Swim backwards with foam letter or cup balanced on a float or on forehead.</li> <li>3. Swim forward holding a float with a duck or cup balanced on it.</li> <li>4. Swim forward and at a given marker tuck up and swim backwards.</li> <li>5. Swim backwards and at a given marker tuck up and swim forwards.</li> </ol>	<ol style="list-style-type: none"> <li>1. Kick legs, pull with arms, blow bubbles. Use as many parts of your body as possible to push the ball forward.</li> <li>2. Hold float steady. Kick legs.</li> <li>3. Hold float steady. Kick legs.</li> <li>4. Tuck legs under, look up. Stretch out, hair in water, kick.</li> <li>5. Look forward, tuck chin in, pull knees up, stretch forward and kick.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Tigger game – bounce across pool retrieving sunken objects from the pool floor.</li> <li>2. Push and glide through hoop held just below surface.</li> <li>3. High five.</li> </ol>	<ol style="list-style-type: none"> <li>1. Push hard off pool floor. Blow bubbles. Open eyes. Bend knees.</li> <li>2. Stretch body, legs and arms together, blow bubbles.</li> <li>3. Stretching up high to hit ball.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 7 Lesson Plan 2**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Scatter floating toys around pool. Swimmers have to travel around avoiding them.</li> <li>2. Swim to a floating ring, ball, floating toy pick it up and swim back.</li> <li>3. Tigger game.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use arms and legs to move through water. Look where you are going. Turn head the way you want to turn.</li> <li>2. Blow bubbles, head down.</li> <li>3. Push hard off pool floor, blow bubbles, open eyes.</li> </ol>
<b>Main Theme: Movement, Rotation</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim forward and at a given marker roll over and float.</li> <li>2. Swim on back with foam letter on forehead.</li> <li>3. Swim forward pushing an object forward with any part of body.</li> <li>4. Swim to wall, hold on and then swim back.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch body forward. Stretch arms and legs. Look the way you want to turn. Hair in water, tummy up, spread arms and legs wide, breathe gently.</li> <li>2. Hair in water, tummy up, stretch legs, fast shallow kick.</li> <li>3. Blow bubbles.</li> <li>4. Tuck legs up, head up to turn around.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Still pond.</li> <li>2. Woggle races.</li> <li>3. Jumping or diving in.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spread arms and legs wide. Blow bubbles, face in water. Change shapes.</li> <li>2. Sit or hold woggle in different ways to move through water.</li> <li>3. Toes over edge, bend knees on entry, blow bubbles. Arms by ears to protect head, chin in, look for entry, stretch.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 7 Lesson Plan 3**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Stepping stones – place sinkers randomly around pool. Swimmers can choose to move from one to another by walking across them and identifying each one by name, or by swimming across them and looking into the water to identify each one or by swimming underwater to pick each one up to show.</li> <li>2. Scatter floating toys around pool. Swimmers have to travel around avoiding them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pull with arms, kick with legs, blow bubbles, face in water, chin down, look down, bend at hips, say what you have picked up.</li> <li>2. Look where you are going.</li> </ol>
<b>Main Theme: Movement, Rotation</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim forward pushing a ball or other object – use different parts of the body to move the ball.</li> <li>2. Swim backwards with foam letter or cup balanced on a float or on forehead.</li> <li>3. Swim to wall, hold on and then swim back.</li> </ol>	<ol style="list-style-type: none"> <li>1. Kick with legs, pull with arms, blow bubbles.</li> <li>2. Hair in water, tummy up, stretch legs to kick.</li> <li>3. Head up; tuck knees under, look where you want to turn.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Water Polo game. Individual – swim to ball and throw into net. As a group – two teams.</li> <li>2. Collect a toy – use a float and swim to toy, stack them onto float.</li> <li>3. Still pond.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch arms to throw ball.</li> <li>2. Kick legs to propel forward, reach for toy.</li> <li>3. Make different shapes in the water.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 7 Lesson Plan 4**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Fishes in the net – swimmers have to escape the net by going over or under the arms of the circle or over a woggle. They return to the net when the shark appears by going over or under the arms or woggle.</li> <li>2. Swim to a floating ring, ball, floating toy pick it up and swim back.</li> <li>3. Tigger game.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen for signal to swim away and come back. Blow bubbles, tuck head down.</li> <li>2. Look where going.</li> <li>3. Push off pool floor, blow bubbles, open eyes.</li> </ol>
<b>Main Theme: Submersion, Rotation, Movement</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Push and glide through hoop.</li> <li>2. Push and glide, tuck up and float.</li> <li>3. Push and glide, roll over and float.</li> <li>4. Push and glide and swim to end of pool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Push hard from wall. Stretch arms and legs. Legs together, Chin tucked in. Blow bubbles.</li> <li>2. Tuck knees into body, lift head, stretch out arms and legs.</li> <li>3. Stretch limbs, look the way you want to roll. Spread limbs wide.</li> <li>4. Use arms and legs to pull through water, hold on at end of pool.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Water Polo or High five.</li> <li>2. Obstacle game – swim around obstacles floating in water to reach safety.</li> <li>3. Big Float.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at ball, reach to throw.</li> <li>2. Look where you are going.</li> <li>3. Move across big float any way you want.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 8: Lesson Plan 1**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Electricity.</li> <li>2. Woggle race.</li> <li>3. Collect a toy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blow bubbles, bend knees, feel the "current".</li> <li>2. Sit on woggle whichever way you like. Move arms and legs to move through water.</li> <li>3. Look for toy, move through water to place toy in hoop.</li> </ol>
<b>Main Theme: Movement, Rotation, Submersion</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Water wheels – sitting on a woggle, move arms in paddle action to move through water. Teacher indicates direction the swimmer needs to move, include turning around.</li> <li>2. Roll Over – swim, roll and swim.</li> <li>3. Stepping Stones – swim or walk over scattered sinkers, identify them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Directional awareness. Across, forward, backward, in a circle, around, behind, in front, give visual cues as well.</li> <li>2. Listen or look when to roll.</li> <li>3. Blow bubbles, eyes open, chin tucked in.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Tigger game.</li> <li>2. Handstands.</li> <li>3. Treasure hunt – find given toys and bring them back to poolside.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bend knees, open eyes, blow bubbles, reach for sinker.</li> <li>2. Chin in, head down, blow bubbles, bend at hips, reach for sinker.</li> <li>3. Move arms and legs to reach floating toys, reach for toy, swim back to poolside.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	



**Rockhopper 8: Lesson Plan 2**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/ flashed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Catch me: movement, swimming, kicking, listening, social awareness. Everyone stands in a circle. The teacher calls out two students names, opposite in the circle. They run (swim) around the outside of the circle, trying to catch the other up. They are safe when they reach their "home" space in the circle.</li> <li>2. STANley's treasure: movement, splashing, swimming, social awareness. Students are split into two groups, one on each side of the pool. The teacher stands in the middle with a toy. The teacher calls the names of two people, one from each side, and they race into the middle for the "treasure". They try to reach it and take it back to their own side before being touched by the other student. If they are touched, they forfeit the toy.</li> <li>3. Water wheels: sculling, paddle action, rotation. Use woggles. Students place woggle around their backs under their arms. Legs come up and over the woggle. Scull or paddle out – turn completely around in a circle at a given point – continue to scull to other side. This can be made into an individual race or a relay race if there are sufficient students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen, look, move arms and legs.</li> <li>2. Listen, look, move arms and legs, reach.</li> <li>3. Paddle with arms or kick with legs.</li> </ol>
<b>Main Theme: Movement, Rotation</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim width or length, touch and turn, swim back in a different way.</li> <li>2. Swim forward to marker, roll and swim on back.</li> <li>3. Swim on back to marker, roll and swim on front.</li> <li>4. Swim to marker, tuck up and swim back to start position.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stretch arm, fast kick, paddle with arms or circle arms, blow bubbles, lift or turn head to breathe, hair in water, tummy up.</li> <li>2. Look the way you want to roll.</li> <li>3. Look the way you want to turn, stretch and swim.</li> <li>4. Tuck knees into body, lift head, look forward, stretch and swim.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Lily Pond – Swim, jump or hop around pool, when teacher shouts "Lily" the swimmers rest in a floating position. On "Pond" swim again.</li> <li>2. Push and glide to pick up a sinker.</li> <li>3. Handstands.</li> </ol>	<ol style="list-style-type: none"> <li>1. Think of a different float position. Arms and legs wide, hair in water, tummy up, breathe gently, blow bubbles.</li> <li>2. Head down, hands point down, reach for toy.</li> <li>3. Blow bubbles, chin in, head down, bend at hips, reach for pool floor.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 8: Lesson Plan 3**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Sea-horses: Paddle arm action, simultaneous arm and leg action, treading water action, alternating kick action, directional. Students sit on the woggle. Use arms and legs to move around the pool. The teacher for the relevant skill that is being consolidated can specify action.</li> <li>• The direction of travel can be varied. Specific "Docking" areas can be designated. "Cargo" can be moved around the pool.</li> <li>• "Catch me" games can be played. Team relays can be played.</li> <li>2. Ten In the Bed – On "roll over" swimmer turns all the way around.</li> <li>3. Catch me: movement, swimming, kicking, listening, social awareness.</li> <li>• Everyone stands in a circle. The teacher calls out two students names, opposite in the circle. They run (swim) around the outside of the circle, trying to catch the other up. They are safe when they reach their "home" space in the circle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Keep arms under water to pull.</li> <li>2. Look the way you want to turn.</li> <li>3. Listen, move arms under water.</li> </ol>
<b>Main Theme: Movement, Spatial Awareness, Floating</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim width or length, touch and turn, swim back in a different way.</li> <li>2. Swim forward to marker, roll and swim on back.</li> <li>3. Lily pond – swim around pool, on signal "Lily" rest in a float position. On "Pond" swim again.</li> <li>4. Pick up Truck – swim to a float, return and pick up a toy. Repeat until float is full, return to start position.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move arms and legs, blow bubbles, turn or lift head to breath; tummy up, hair in water, fast legs.</li> <li>2. Look or listen for marker, look the way you want to turn.</li> <li>3. Listen, change float position.</li> <li>4. Kick legs or move arm, reach for toy, rest if tired.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Run the rapids: Movement, splashing, social interaction, swimming, submerging. <ul style="list-style-type: none"> <li>• Students line up opposite each other – or if there are not sufficient students – one line facing the poolside.</li> <li>• The students stand and make as much splash as possible, using their arms. One student then has to run through the "rapids" – changing places at the end of the run.</li> <li>• Some students will swim; some students will submerge and swim under</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Blow bubbles, head down, move arms and legs under water.</li> </ol>

<p>water.</p> <ul style="list-style-type: none"><li>• Buoyancy aids can be used. The students love it when it is the teacher's turn!</li></ul> <ol style="list-style-type: none"><li>2. Stepping Stones – swim over scattered sinkers, identify them or pick them up.</li><li>3. Simon Says.</li></ol>	<ol style="list-style-type: none"><li>2. Chin in, head down, blow bubbles, bend at hips, reach for toy.</li><li>3. Listen.</li></ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 8: Lesson Plan 4**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Electricity.</li> <li>2. Woggle race.</li> <li>3. Collect a toy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Blow bubbles, bend knees, feel the "current".</li> <li>2. Sit on woggle whichever way you like. Move arms and legs to move through water.</li> <li>3. Look for toy, move through water to place toy in hoop.</li> </ol>
<b>Main Theme: Movement, Rotation, Listening, Special Awareness</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim on back to marker, roll and swim on front.</li> <li>2. Swim to marker, tuck up and swim back to start position.</li> <li>3. Lily pond – swim around pool, on signal "Lily" rest in a float position. On "Pond" swim again.</li> <li>4. Swim forward to other side, turn and swim back any way.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look the way you want to roll.</li> <li>2. Lift head, look forward, bend knees to chest.</li> <li>3. Listen, arms and legs wide and stretched. Long and straight. Blow bubbles, face in.</li> <li>4. Move arms and legs.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Obstacle games: Consolidation of a variety of skills. <ul style="list-style-type: none"> <li>• Set up an obstacle course – with set tasks that have to be followed.</li> <li>• This can be an individual course – this way the teacher can observe where a student needs further skill practise.</li> <li>• This can be a fun way to assess for awards.</li> <li>• Can be a team event.</li> </ul> </li> <li>2. Treasure hunt – find given toys and bring them back to poolside.</li> <li>3. Water Polo.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at picture of action to do.</li> <li>2. Look for toy, reach.</li> <li>3. Reach to tap ball.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 9: Lesson Plan 1**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Catch me.</li> <li>2. Sea-horses.</li> <li>3. Water wheels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen, move arms and legs under water.</li> <li>2. Move arms and legs under water.</li> <li>3. Use arms to paddle and spin.</li> </ol>
<b>Main Theme: Movement, Rotation, Listening, Spatial Awareness</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim width or length, touch and turn, swim back in a different way.</li> <li>2. Swim forward to marker, roll and swim on back.</li> <li>3. Lily pond – swim around pool, on signal “Lily” rest in a float position. On “Pond” swim again.</li> <li>4. Pick up Truck – swim to a float, return and pick up a toy. Repeat until float is full, return to start position.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move arms and legs, blow bubbles, turn or lift head to breath; tummy up, hair in water, fast legs.</li> <li>2. Look or listen for marker, look the way you want to turn.</li> <li>3. Listen, change float position.</li> <li>4. Kick legs or move arm, reach for toy, rest if tired.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Run the rapids.</li> <li>2. Stepping Stones.</li> <li>3. Water Polo.</li> </ol>	<ol style="list-style-type: none"> <li>1. Head down, blow bubbles.</li> <li>2. Head down, chin tucked in, bend at hips.</li> <li>3. Look for ball, reach high to tap ball.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 9: Lesson Plan 2**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flushed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Spaceships: Movement, rotation. <ul style="list-style-type: none"> <li>• Woggles can be used to begin with.</li> <li>• Scull out on back, tuck up into "tub" position, turn completely around, stretch out and scull back to "base".</li> <li>• When the students are more able – perform the manoeuvre without buoyancy aids.</li> </ul> </li> <li>2. STAnley's treasure – collect the treasure from above and below the water.</li> <li>3. Roll Over game.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use arms under water; stretch out, hair in water, tummy up.</li> <li>2. Head down and chin tucked in, bend at hips, blow bubbles.</li> <li>3. Listen for signal to roll over.</li> </ol>
<b>Main Theme: Strokes</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim forwards, tuck and touch to swim back.</li> <li>2. Swim backwards, reach, tuck and turn to swim back.</li> <li>3. Swim forwards, touch and turn, swim back on back.</li> <li>4. Swim on back, reach, touch and turn, swim back on front.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move arms and legs under water to pull through water, lift or turn head to breath.</li> <li>2. Hair in water, tummy up, legs stretched, fast kick.</li> <li>3. Stretch, blow bubbles, tuck up, lay out, tummy up, ears in water, kick.</li> <li>4. Ears in water, tummy up, reach, tuck up, stretch out and kick.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Trains.</li> <li>2. Water Polo.</li> <li>3. Big Float.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen for directions.</li> <li>2. Stretch up to tap ball.</li> <li>3. Move across float.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

***Rockhopper 9: Lesson Plan 3***

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/ flashed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Bean game.</li> <li>2. Fishes in the net.</li> <li>3. Collect a ball.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen.</li> <li>2. Blow bubbles, head down, bend at hips.</li> <li>3. Look for colour, reach.</li> </ol>
<b>Main Theme: Listening, Movement, Floating</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Lily Pond.</li> <li>2. Changing Shape – Swim to signal or marker, stop and tread water, change direction, swim again on signal.</li> <li>3. Swim forward, change swim position on every touch of poolside.</li> <li>4. Swim on back, change position on every touch of poolside.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen, arms and legs wide and stretched.</li> <li>2. Listen for signal or look for marker, arms and legs under water, look up.</li> <li>3. Kick legs, move arms.</li> <li>4. Look up, tummy up, ears in water.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Roll over game.</li> <li>2. Stepping stones.</li> <li>3. Woggle races.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen.</li> <li>2. Head down and chin tucked in, look down, bend at hips.</li> <li>3. Move arms and legs to move.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	

**Rockhopper 9: Lesson Plan 4**

<b>Introduction</b>	<b>Register, welcome, outline lesson Safety rules, synopsis of lesson</b>
<b>Activity</b>	
Safe entry as appropriate for the individual student; encouraging as much independence as possible. Explain that they must look at teacher if the emergency signal is sounded/flashed.	Entry must be appropriate. Assistants to be available as required. Any buoyancy aids that are to be used should be put onto the student before they enter the water.
<b>Warm Up</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Sea horses.</li> <li>2. Catch me.</li> <li>3. Collect a ball.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen for direction changes. Move arms and legs.</li> <li>2. Listen for name, move arms and legs quickly.</li> <li>3. Look for the colour.</li> </ol>
<b>Main Theme: Strokes</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Swim forwards, touch and turn, swim back.</li> <li>2. Swim backwards, touch and turn, swim back.</li> <li>3. Swim forwards, touch and turn, swim back in a different style.</li> <li>4. Swim Backwards, touch and turn, swim back in a different style.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use arms and legs to move through water. Lift arms out, lift or turn head to breath.</li> <li>2. Ears in water, tummy up, kick legs, use arms over water, breath.</li> <li>3. Change stroke to swim back.</li> <li>4. Change stroke after touching wall.</li> </ol>
<b>Contrasting Activity</b>	<b>Teaching Points</b>
<ol style="list-style-type: none"> <li>1. Lily Pond.</li> <li>2. Stations - Pictures of activity to do at different stations. Pick up a sinker, tread water, spin around, kick legs, collect a toy. Blow a floater Stations.</li> <li>3. Obstacles - scatter floats, toys or woggles connected around pool. Swimmers have to either avoid them or move over them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen. Stretch arms and legs wide, hair in water, tummy up, breath gently.</li> <li>2. Look at picture.</li> <li>3. Look for obstacle.</li> </ol>
<b>Safe Exit</b>	
Exit the pool safely in an appropriate manner for the student, encourage as much independence as possible.	



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**Games & Activities**


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***Suggested Games and Activities that may be used with the Lessons Plans***

1. Roll over: (Kicking and stroke skills)
  - a) Using floats or woggles – kick to marker on front, roll over to continue to kick on back.
  - b) Using floats or woggles – kick to marker on back – roll over to continue to kick on front.
  - c) Using floats or woggles – kick to marker on front – tuck and roll onto back to kick back to start position.
  - d) Using floats or woggles – kick to marker on back – tuck and roll onto front to kick back to start position.
  - e) Swim frontcrawl – roll onto backcrawl.
  - f) Swim backcrawl – roll onto frontcrawl.
  - g) Swim breaststroke, roll onto old English backstroke.
  - h) Swim old English backstroke, roll onto breaststroke.
  
2. Bean Game: (Movement, spatial awareness, listening, shapes.)
  - a) Teacher calls out the name of the bean – pupils move accordingly around the pool.
  - b) Running Bean – running movements.
  - c) Jumping Bean – jumping movements.
  - d) Chilli Bean – stand, wrap arms around themselves and shiver.
  - e) Broad Bean – stand and make a wide shape, or float in wide shape.
  - f) Baked Bean – Stand and make a curled up shape, or float in curled up shape.
  - g) French Bean – stand, raise hand and say “Ooh, La, La”. – (can blow a kiss if want as well.)
  
3. Breakfast: (Movement, spatial awareness, listening, shapes, floating.)
  - a) Can use floats, armbands or woggles – or can be free of aids.
  - b) Teacher tells the story of what they had for breakfast – pupils make the shapes.
  - c) Today I had for breakfast fried eggs – spread out, wide shape.
  - d) Scrambled eggs – spread out and kick hard.
  - e) Poached eggs – spread out in a wide shape.
  - f) Bacon rashers – long thin shapes.
  - g) Baked beans – curled up or wide shape.
  - h) Mushrooms – curled up shape on front or back.
  - i) Sliced bread – cutting movements with hands.
  - j) Buttered bread – spreading movements over water.
  - k) Fried tomatoes – curled up shape on front or back.
  - l) Cereal and milk – pour water over arms and hands.
  - m) Cup of tea, coffee – pour water over arms, hands and face.
  - n) Milkshake – blow bubbles into water.
  
4. Electricity: (submerging)
  - a) Everyone holds hands in a circle. The “current” is switched on by the first student or teacher squeezing the hand of the student next to them and then submerges under the water. The “current” is passed around the circle in this way.
  - b) This can be adapted to the student “blowing bubbles” rather than submerging.
  
5. Still pond: (Floating)
  - a) Can be with or without buoyancy aids – depending on the ability of the students.
  - b) Everyone floats as still as possible. The last student to move is the winner.
  - c) This can be adapted to floating face down and counting the seconds that the student remains in the water face down.

6. Kick -of- war: (kicking, splashing)
  - a) Can be with or without buoyancy aids – depending on the ability of the students.
  - b) Students hold a float between them, whilst prone. They kick hard to try and push each other backwards.
7. Woggle race: (kicking, splashing)
  - a) Two students hold onto one woggle. Both kick hard to race across the pool before the other pair.
8. Shark: (movement, swimming, spatial awareness, listening)
  - a) Teacher is Shark and stands in the middle of the pool. The students are little fish and line up at the side of the pool. When Shark shouts “Shark’s hungry”, the students have to race across the pool to the other side without being caught by Shark. Anyone caught also becomes a Shark and helps to catch the remaining fish. The last person to be caught becomes Shark to start the next game.
9. STANley’s treasure: (movement, splashing, swimming, social awareness)
  - a) Students are split into two groups, one on each side of the pool.
  - b) The teacher stands in the middle with a toy. The teacher calls the names of two people, one from each side, and they race into the middle for the “treasure”. They try to reach it and take it back to their own side before being touched by the other student. If they are touched, they forfeit the toy.
10. Catch me: (movement, swimming, kicking, listening, social awareness)
  - a) Everyone stands in a circle. The teacher calls out two students names, opposite in the circle. They run (swim) around the outside of the circle, trying to catch the other up. They are safe when they reach their “home “space in the circle.
11. STANley’s Toy Box: (movement, swimming, spatial awareness, perception, social awareness)
  - a) The students are all on one side of the pool. The teacher throws floating toys around the pool. Each student has to collect one toy at a time and either return it to the poolside, or place it in a designated area – like a coloured floating hoop. They do not start moving around the pool until the teacher says, “Go”.
  - b) This can be adapted to a specific toy or colour – depending on the equipment available.
12. Collect- a -ball: (movement, swimming, spatial awareness, social awareness)
  - a) Buckets are placed on poolside. The teacher spreads coloured balls over the pool. The students have to collect as many balls as they can and put them into the bucket.
  - b) This can be selective – each student is given a specific colour to collect – make sure that the numbers are equal.
13. Rag dolls: (Introducing regaining feet, control of movement by the head, floating)
  - a) Buoyancy aids can be used initially.
  - b) Students lie out on their backs and rotate onto their front by looking forward. When they touch the water with their lips and blow bubbles, they look up and back to rotate back onto their backs. Legs remain still if possible, swinging back and for under the water.
  - c) This can be done in a circle; a set number of times can be given for rotating.

14. Water wheels: (sculling, paddle action, rotation)
  - a) Use woggles. Students place woggle around their backs under their arms. Legs come up and over the woggle.
  - b) Scull or paddle out – turn completely around in a circle at a given point – continue to scull to other side.
  - c) This can be made into an individual race or a relay race if there are sufficient students.
15. Bubble blowing: (Introducing exhaling in water)
  - a) Blowing egg flips or similar small toys across the pool. Use the woggle to contain the toy as it is being blown – this prevents the toy from wandering too far.
16. Trains: (Movement, social awareness, paddle action, kicking)
  - a) Students are supported by a woggle around their chest and under their arms. Students hold onto the woggle of the student in front of them.
  - b) The first student pulls and the last student kicks.
  - c) This can be performed in pairs or as a long train.
  - d) The train moves around the pool twisting and turning. Every time it reaches a “station” the train driver changes.
  - e) This can be extended to the train driver having to pick up a toy and return it to a “station”. Change drivers and off they go again until all the “goods” are picked up and delivered.
17. Sea-horses: (Paddle arm action, simultaneous arm and leg action, treading water action, alternating kick action, directional)
  - a) Students sit on the woggle. Use arms and legs to move around the pool. The teacher for the relevant skill that is being consolidated can specify action.
  - b) The direction of travel can be varied. Specific “Docking” areas can be designated. “Cargo” can be moved around the pool.
  - c) “Catch me” games can be played. Team relays can be played.
18. Scorpions: (paddle action on front, simultaneous action on front)
  - a) Students lie on the woggle – rather than sit upright. This gives the appearance of a long tail – like a scorpion’s waving behind them.
  - b) The students can perform front paddle, or breaststroke arms and paddle legs, or breaststroke in this position.
  - c) Again racing each other across the pool or in teams.
19. Run the rapids: (Movement, splashing, social interaction, swimming, submerging)
  - a) Students line up opposite each other – or if there are not sufficient students – one line facing the poolside.
  - b) The students stand and make as much splash as possible, using their arms. One student then has to run through the “rapids” – changing places at the end of the run.
  - c) Some students will swim; some students will submerge and swim under water.
  - d) Buoyancy aids can be used. The students love it when it is the teacher’s turn!
20. Eggs for Breakfast: (Floating, rotation for regaining feet)
  - a) Students are in a circle, lying on their backs, (may be supported by a woggle), egg flips are placed in the centre.
  - b) When the teacher says, “eggs for breakfast” they rotate forward and try to grasp an egg, and then rotate back to lying on their backs again.

21. Catch: (Movement, water awareness, social interaction, co-ordination, listening)
  - a) Teacher stands in the middle of the circle, holding a ball. The students' move around the circle, the teacher calls a name and throws the ball. The student catches it (or chases after it) and throws it back to the teacher.
22. Obstacle games: (Consolidation of a variety of skills)
  - a) Set up an obstacle course – with set tasks that have to be followed.
  - b) This can be an individual course – this way the teacher can observe where a student needs further skill practise.
  - c) This can be a fun way to assess for awards.
  - d) Can be a team event.
23. Spaceships: (Movement, rotation)
  - a) Woggles can be used to begin with.
  - b) Scull out on back, tuck up into “tub” position, turn completely around, stretch out and scull back to “base”.
  - c) When the students are more able – perform the manoeuvre without buoyancy aids.
24. Stations:
  - a) Pictures of activity to do at different stations. Pick up a sinker, tread water, spin around, kick legs, collect a toy. Blow a floater Stations.
25. “Ten in a bed”:
  - a) Teacher palms down, students may hold teachers hands. Rotate from one teacher to the other on “Roll over”. Slowly roll; teacher has eye contact with incoming student. Move first one way around the circle and then the other.
26. Going to the Zoo:
  - a) Animal cards at given points on poolside. When they reach the picture move and make noises of animal.
  - b) Lion: Stalk with arm and leg movements. Snarl.
  - c) Tiger: Run or lay still waiting for prey to come bay: Snarl.
  - d) Elephant: Slow walking movements: Trumpet.
  - e) Snake: slithery movements through water: Hiss.
  - f) Bear: Climbing movements or running: Growl.
  - g) Monkey: Jumping, climbing or running movements: Chatter.
  - h) Giraffe: Slow or fast movements with long limbs: Chomp.
  - i) Cheetah: Running movements; Snarl.
27. Trains:
  - a) Either individually – with or without support of a woggle - or in a group move around the pool to different stations. At the station complete a task e.g. blow a whistle, wave a flag, change a signal, load the luggage.
  - b) Blow a whistle – either literally or bubbles into the water. Or press a horn.
  - c) Wave a flag – either literally or wave a hand.
  - d) Change a signal – coloured blocks on poolside which can be moved, or shapes to alter, or blow a horn.
  - e) Load the luggage – pick up a float, shape, toy.

28. Swing boats:
- a) Either use two woggle, one under each arm or two assistants. Lie on back, swing forward onto tummy and then swing back onto back.
29. Knock the tower down:
- a) Build a tower of blocks on a float. Using 3 balls try to knock the tower down. The one who knocks the most down is the winner.
30. Sinker trail:
- a) Place sinkers in a scatter pattern across the pool. The swimmer moves from one sinker to another in whichever way they like. They may walk from one to another or swim from one to the other.
31. Find your way around:
- a) Either construct a tunnel course using woggles and connectors or have floating mats, toys or floats scattered across the pool. Learners then move through the course anyway they wish to get from one side to another.
32. Can you find?
- a) Have a selection of coloured toys, letters, numbers or foam blocks scattered around the pool. Give each learner a colour or specific toy/letter/number to pick up.