

# **UKCC LEVEL 1 CERTIFICATE**

## **Unit 2: Teaching Aquatics - Techniques Part 4 – Teaching Methods**



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# Purpose of this Unit

To ensure that Level 1 Teachers have a knowledge of:-

1. The core aquatic skills.
2. The swimming strokes.
3. Diving.
4. Teaching methods including the teaching of non-swimmers.



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# Teaching Methods

**There are many methods of teaching swimming.**

**Methods / choice of method depends on:-**

- the facility e.g. can you do ‘shallow water’ or not, can they touch the bottom etc.**
- the learner / learner’s ability level or apprehension level e.g. some may benefit in the short term from assistance in the water.**
- the learner e.g. child or adult, comprehension level, behaviour etc. will determine how you explain / describe / communicate information / control activity.**
- the content e.g. safe or dangerous activity, simple or complex skill, new or known skill will determine how you break it down / present it**



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# Teaching Methods Cont.

- the objectives e.g. appropriate to the age and stage of the learner.
- the equipment available e.g. enough for 1 each or sharing.
- assistance / other teachers available i.e. teacher / pupil ratio.
- personal belief / tradition / current philosophy e.g. Curriculum for Excellence / Programme objectives / development of understanding.



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# Cont.....

**This is thus a consideration of all aspects of how material is presented to the learner:-**

- The pool, depth, size of area, equipment available etc. dictates certain things are possible / suitable.
- The learner, their learning style, level of application, behaviour and ability all determine that certain ways of presenting, structuring or breaking down the content are more suitable / beneficial.
  - different styles of teaching to suit behaviour or objective
  - different types of presentation to suit pupil's styles of learning
  - different vocabulary to suit age and comprehension ..... etc.
- The programme's philosophy, teacher's preference or objectives determines the approach or method and the control and communication that will be used / most suitable



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# Teaching Methods (1)

Teaching methods for use with non swimmers / early stage learners i.e. where the content is primarily about learning the core aquatic skills including early propulsion. These can be determined by the facility, teacher preference, objectives, pupil learning style etc. Some key approaches:-

- Multi stroke (as opposed to single stroke)
- Shallow water or Deep water
- Artificial aids
- Guided Discovery
- Part / whole
- Working with a partner or from a task sheet
- Look and copy .....etc.

These methods are not exclusive i.e. multi stroke can include artificial aids and 'look and copy' / shallow water can include guided discovery.



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# Single and Multi Stroke Method

## Single stroke

- Teacher's decision which stroke.
- Everyone works on the same stroke.
- Tends to be fairly technically focussed.
- Easier on teacher.
- Limiting for learner.
- Not suited for the very young or for the early stages of learning.
- Traditionally in Scotland – breast stroke (nowadays much less so).

## Multi stroke

- Pupils try all strokes then pursue the one they find easiest / most natural.
- Pupil's decision which stroke they practice.
- Harder on the teacher - a lot of different things happening.
- More learner friendly.
- More suitable for the young and for early learners.



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# Shallow Water and Deep Water Method

## Shallow water method

- Only possible in pools with an extensive shallow area (or the sea).
- Shallow means a depth where the learner can put their hands on the bottom and have their head out of the water (back / front).
- Walk around on hands / body horizontal / kick feet and gradually lift hands.

## Deep water method

- Deep = out of their depth.
- Toddlers are out of depth in most pools- buoyancy aids are almost essential.
- Avoids problems of getting feet off the bottom and encourages early use of both arms and legs.
- Early confidence activities may need adapted but should not be missed out.

In addition 'standing depth' water is a possibility in many traditional pools.



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# Artificial Aids

- Using buoyancy aids to provide support / early confidence for pupils.
- Variety of aids available (arm bands, discs, buoyancy belts, suits / vests with built in buoyancy / floats / noodles etc.).
- Combinations of aids for the very nervous / disabled etc. i.e. arm bands and floats. Better in aids doing 'something' than without aids 'not participating' / 'gutter hanging'.



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# Cont.

- Some teachers worry about pupil over reliance on aids / unwillingness to work without them - can be overcome by gradual reduction of buoyancy.
- Importance of correct fitting / safety of aids.
- Remember the function of buoyancy aids is to keep the swimmer with their head ABOVE the surface – they need to take them off to do submerging work !



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# Guided Discovery

- This is essentially problem setting so that pupils are guided through a series of experiences with questions to respond to.
- Can be mixed with other methods rather than being a method on its own i.e. multi stroke with buoyancy aids plus tasks with questions.



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# 'Part / Whole'

- For introducing certain more complex or more dangerous skills (e.g. diving) and for early stage learners or learners approaching a new skill.
- Start from the 'part' i.e. establish the fundamentals and build towards the whole skill.



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# Working with a Partner

- Children like partner work and learn from each other.
- Partner work can include working from task sheets and helping each other.



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# Working with a Partner

- Working in twos enables pupils to learn to support / observe / encourage / help / give feedback to others.
- Helping a partner assists with understanding of technique etc. Explaining to someone is great for your own learning.
- Disadvantage - Working in twos limits practice time but gives other benefits.



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# Working with a Task Sheet

**Task sheets can include pictures and text**

- to give instructions.
- to make technical points suited to their ability.

**Can be worked on alone or with a partner.**

**Can include other methods such as guided discovery.**

**Task sheets can be used to help pupils gain independence from the teacher / think and apply their own feedback / solutions to the problem.**

... for the very young they do not have to have text and may merely serve as visual reminders stuck on the wall.



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# Look and Copy

- Suits the visual learner. (learning styles)
- Young children are ‘mimics’.
- A picture paints a thousand words.
- This is essentially demonstration, with some comment from the teacher, plus lots of opportunity to practice.



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# Teaching Methods (2)

The main teaching methods for use with later stage learners in stroke development programmes.

- Whole / part / whole (+ occasionally part / whole).
- Guided discovery.
- Working with a partner or from a task sheet.
- Look and copy .....etc.

**These are not exclusive i.e. whole /part / whole can include look and copy, working from a task sheet can include guided discovery or working with a partner.**



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# ‘Whole / Part / Whole’

- For teaching certain skills and certain levels e.g. simple skills, known skills and to more advanced learners, where attempting the ‘whole’ is possible and will not put them at risk.
- Attempt the whole skill / break down skill and work on parts / build up to whole again e.g. full stroke front crawl, then a series of kicking practices, then full stroke again concentrating on the kick element that they have been working at.



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# Teaching Methods - Task

**Read text Cp. 2.2, 2.2.2 and 2.2.3 – Teaching Non-swimmers, Beginners, Early Learners and Swimmers**

**Re-read PowerPoints on Methods**



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