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Introduction

Overview of the STANley Series

This manual is the official water safety programme for young children developed by the STA. This is a flexible, progressive and fun series that introduces children typically from the age of 2 years, to the pool. These are the child's first steps to becoming a very competent and safe swimmer.

Setting the Standard

The STANley First Steps Series focuses on creating fun, positive experiences for young children that will not only help them to develop physically but also emotionally, intellectually and socially too, while equipping them with key safety skills in the water.

It builds upon the STA's commitment to making the water a safe and happy environment for young children. They gain valuable skills for a lifetime's successful and safe swimming and enjoyment of the aquatic environment.

The STANley Awards

The STANley Series consists of 7 progressive levels, each with its own full-colour A4 certificate and woven badge.

Once children have successfully completed the STANley Series they can progress onto the STA International Learn to Swim programme. This programme is designed to take the children through a variety of skills which will lead them on to become a confident and competent swimmer.

Key Principles of the Resource Pack

The STANley 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 'STANley Series'.

The standards required for every element of all lesson plans covering levels 1 to 7 of the 'STANley Series' are given on page 10.

User friendliness

The STANley Resource 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 STANley 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 STANley Resource Manual represent a progressive integration of water confidence, water safety and swimming techniques.

Throughout the series learning skills are introduced, reinforced and developed. The STANley 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 STANley Resource Manual.

The STANley 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 STANley Programme

Swimming Aids and Pool Equipment

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

Buoyancy and Swimming Aids

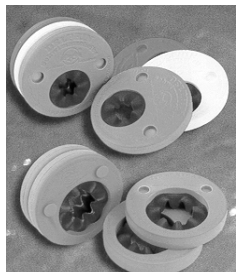
Woggles
Also known as flexi beams or water noodles; these are 1.6m cylinders of



expanded plastic foam with a diameter of 70 mm. These are versatile supports for adults and children. They are particularly useful for supporting parents in the water when they are floating with their babies. Woggles can be cut in half for young children to use.

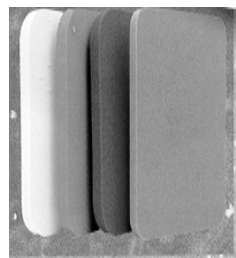
Arm bands (sizes 0 and 1)

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



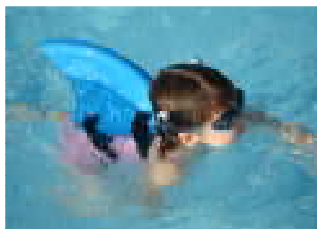
Floats or kick boards

These can be used by children 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 children 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.

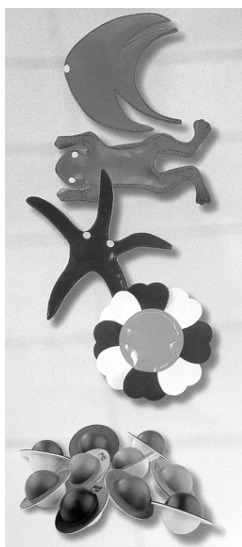


All swimming aids should be used for support only, because they can interfere with balance in the water, but even strong swimmers can benefit from using them.

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 younger



children who have vivid imaginations; 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 older 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.

Advantages and Disadvantages of Buoyancy Aids, Swimming Aids and Toys

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 are not confident enough to use buoyancy aids alone.
- Toys help to keep the classes fun.

Submersibles and other Aids

Sinking rings, bricks, flowers, frogs & dive sticks are used to encourage underwater search and recovery.

Weighted hoops are used to encourage underwater swimming and for push and glide practices.

Egg flips, ping-pong balls, plastic ducks etc., are used to encourage blowing across the surface of the pool.

Surface hoops are used to encourage pupils to submerge and swim through them.

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 young children 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.

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.

Electrical Equipment on the Poolside

Many swimming teachers incorporate music into their lessons to provide variety. 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!

Starting Age and Grouping

Starting Age

This will depend upon parents/carers unless private lessons are given to parents who are very nervous about introducing their children to water, it is usual for children’s swimming to be held in group classes. Children who have already had experience of water fun, coming from a baby and infant class, will be ready to tackle more challenging tasks. 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 in 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.

Among children however, there can be sufficient difference between beginners and those children who have come to parent/carer infant classes earlier, that grouping them on the basis of ability is possible and even preferred. If the class is too small to make grouping feasible, special teaching techniques for integrating a mixed ability class of children are required. Although some children soon become able to swim unaided, they still need to be closely watched by their parents/carer in the water and grouping is not usually done according to swimming ability for small children under 36 months. This is best done once they start swimming classes without their parents/carer in the water with them.

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 as a teacher. 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.

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, young swimmers are often at risk from becoming over-confident. You need to be particularly cautious during the transition period when the child starts to swim unaided but cannot yet roll or surface to breathe. This is usually between the ages of two and three and a half. No child should be left unattended near water at any time on account regardless of his or her perceived swimming skills.

Age Grouping

Classes can be split according to the following age groups but please remember that children develop at different paces so these ages are just a general guide.

2 – 3 years

3 – 4 years

4 – 5 years

The teaching methods described in this resource manual are principally geared to introducing young children up to 5 years.

The following is a guide to what you should be aiming to achieve within each age group.

Starting at 2 years

Parents/carers need to be in the water to offer support, encouragement and praise.

Movement and experimentation in the water should be encouraged by playing games and having fun.

Starting at 3 years

Parents/carers may be in the water to offer encouragement, praise and confidence. Children should now be becoming independent of parent/carer.

Starting at 4 years of age

Swimming teachers may choose to have parents/carers in the water to give the child confidence, encouragement and praise. Children starting at this age will need buoyancy aids if the parent/carer is not in the water.

The First Pool Visit

The first pool visit is an exciting occasion for children who are coming to swimming classes for the first time. It can be organised either to follow the Introduction Session, as a taster but not full class, or it can actually be the first class in a course.

Some parents/carers, mainly the non-swimmers or poor swimmers, may be extremely nervous even though they have a positive attitude. They will need reassurance as well as a clear demonstration of how the buoyancy aids can help them to feel secure in water. Some repetition of the points made in the “Introductory Session” is inevitable.

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

The parents/carers of young children will need to be introduced in to the basic rules and procedures at the pool to ensure both safety and discipline during lessons, particularly with regard to jumping and running around on the poolside.

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 nursery schools it should also make allowances for non-pupil days.

In setting the overall aims and learning outcomes for a course of lessons, the infant 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 part of the long-term plan. For example it could be to complete all the modes of the 'rolling over' or to achieve 'front paddle action'.

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 STANley Resource Manual includes a set of lesson plans for each of the STANley 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 young children is limited and so every minute should be used to the best possible advantage.
- Parents/carers that attend the session expect to be guided throughout lessons. Too much inactivity in a lesson can lead to boredom and make parents/carers insecure. However planned short periods of inactivity do allow parent/carer child pair's time for bonding and consolidation of skills learnt.

- 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 four phases set out below: introduction, main themes, contrasting activities, free practice 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 children 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.

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 a new theme 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 children with different degrees of ability within one lesson, for example, jumping. A short period of free parent/carer-child time may be taken to allow consolidation of skills.

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 jumping in from poolside.

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 children 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 young children and they will become irritable. 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 children 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 parent/carer. If sessions are missed, as inevitably they will be from time to time, then a child should recap on skills before moving on and catching up with the rest of the group.

Safety

SAFETY IS PARAMOUNT in all aquatic teaching situations.

Lifeguarding

It is mandatory that holders of the STC B and STC F hold a recognised lifesaving qualification such as the STA NaRS Poolside Helper. If teaching in the water the recommended maximum number of learners is 6 with lifeguard cover on poolside.

Control of Infants by Parents/Carers

Where parents/carers are in the water with their children, teachers must inform parents/carers of the need to properly control their children at all times whether they are sitting or standing at the edge of the pool. Parents/carers should be given clear instructions on proper poolside safety procedures at the start of every course of lessons.

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 young children develop muscles symmetrically on both sides of the body.

Physiological Benefits of swimming for Young Children

German researchers have shown that early swimmers perform better on tests measuring social, academic, motor and personality developments, although such results may also be attributed to the overall quality of parenting.

Russian research claims that the energy wasted on land counteracting the force of gravity can be released in the water and used in three ways.

- To develop the body and above all the brain.
- To investigate the environment and acquire different kinds of experiences as they move freely in the three dimensional space of water.
- To enable and develop new problem solving and task handling brain functions.

Muscular development

Children can exercise more muscles in the buoyant water environment. Their muscles become stronger as they learn to climb in and out of the water.

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 activity and 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

Early 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 early 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 doing 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 paediatric resuscitation skills and also to be aware of signs of distress.

Swimming is an activity in which the whole family can participate. Parents, grandparents and other regular carers can be involved in swimming with the young child.

Water is a great equaliser; it is a medium in which children with disabilities can feel on an equal footing with other children. Such early integration may contribute to the reduction of prejudice and discrimination in both parents/carers and children.

Attending regular classes with children requires self-discipline and dedication. Classes offer parents/carers the opportunity to discover that all children are different and develop at their own pace. Children begin to develop their own personality in this early supportive class environment, which provides a foundation of social skills that will be invaluable when the child

starts its formal education. This learning and experimental environment is ideal for children to develop self-esteem and self-confidence with their peers and parents.

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.

Teaching Conditions

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, are 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. There should either be professional lifeguard(s) on duty or the teacher must have a relevant, and in date, lifesaving qualification such as the **NaRS Poolside Helper** 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. Younger children may benefit from wearing a wetsuit. The air temperature in the pool is also important since the child's and part of his/her body will be above the surface most of the time. Ideally the air temperature should be 2 degrees higher than the water temperature. Wearing a swimming cap will help to retain body warmth.

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.

Cleanliness

Standards of hygiene vary in public pools both in the water and the changing areas.

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.

Lesson Plans

On the following pages the complete STANley programme has been set out. A lesson plan

template is included with four lesson plans for each of the STANley Awards.

STANley Progression Chart

This will enable you to keep a record of your children's progress (see page 44)

Games & Activities

Learning through a fun medium will enhance the programme for both child and parent/carer. Repetition of skills is conducive to learning and games and activities allow the same skill to be repeated but in a variety of ways. Suggested games and activities suitable for STANley programme are set out from page 41.

First Steps Series: Stanley

Stanley 1.	
TEACHING OBJECTIVES	LEARNING OUTCOMES
Introduce: <ol style="list-style-type: none"> 1. Rules of the lesson. 2. Poolside safety. 3. Pupils to the teacher. 4. Safe entries. 5. Kicking action. 6. Moving through water in different directions. 7. Games. 8. Breathing. 9. Balance. 10. Class interaction. 11. Safe exits. 	Demonstrate the ability to: <ol style="list-style-type: none"> 1. Identify the teacher. 2. Enter the water safely. 3. Splash the feet on the surface, whilst holding the rail, trough or poolside and then return to standing position. 4. Walk forwards, backwards and sideways through the water unaided for 5 metres, if in deeper water, unassisted walking actions may be substituted. 5. Move through the water on the front for 2 metres 6. Move through the water 2 metres on the back, regain feet. 7. Blow a small object across the pool for 2 metres. 8. Using a woggle as a bridge and a watering can as a shower, move under the waterfall. 9. Push and glide on the front. 10. Exit pool safely.
It is recommended that all skills be performed in shallow water. Buoyancy aids may be used; adult assistance in the water is optional.	
Stanley 2	
TEACHING OBJECTIVES	LEARNING OUTCOMES
Reinforce: <ul style="list-style-type: none"> o Skills learnt in previous awards Introduce: <ul style="list-style-type: none"> o Movement in the water o Rotation o Blowing bubbles o Regaining feet o Front paddle action o Playing games o Develop: o Kicking action o Class interaction o Pool safety 	Demonstrate the ability to: <ol style="list-style-type: none"> 1. Show an understanding of poolside safety. 2. Enter the water from the poolside safely. 3. Blow bubbles into the water, nose and mouth submerged. 4. Move through the water for 2 metres on their front returning to a standing position. 5. Move through the water for 2 metres on their back using an alternating leg action with the eyes looking at the ceiling, return to standing position. 6. Perform a floating position. 7. Use front paddle action to move a ball across the pool. 8. Push and glide on the back. 9. Roll from front to back, look at the ceiling. 10. Climb out of the pool safely.
It is recommended that all skills be performed in shallow water. Buoyancy aids may be used, adult assistance in the water in optional.	

Stanley 3	
TEACHING OBJECTIVES	LEARNING OUTCOMES
Reinforce: <ul style="list-style-type: none"> ○ Skills learnt in previous awards Introduce: <ul style="list-style-type: none"> ○ Moving unassisted ○ Alternating arm action ○ Alternating leg action ○ Treading water leg action ○ Jumping in Develop: <ul style="list-style-type: none"> ○ Floating ○ Turn 360 degrees ○ Controlled kicking ○ Pool safety ○ Playing games 	Demonstrate the ability to: <ol style="list-style-type: none"> 1. Answer a question on poolside safety. 2. Enter the water from poolside, move forward 1 metre then return and exit from the pool unassisted. 3. Hold the rail, trough or poolside, with the face in the water and blow bubbles. 4. Perform a star float whilst on their back and regain the feet. 5. Move through the water whilst on their back using an alternating leg action for 5 metres. 6. Move through the water 5 metres on their front using front paddle action. 7. Complete a 360 turntable with feet off pool floor. 8. Roll from front to back and then stand up. 9. Jump into the water from poolside with hand support from carer. 10. Tread water action with legs on woggle - (seahorses).
It is recommended that all skills be performed in shallow water; buoyancy aids may be used.	
Stanley 4	
TEACHING OBJECTIVES	LEARNING OUTCOMES
Reinforce: <ul style="list-style-type: none"> ○ Skills learnt in previous awards Introduce: <ul style="list-style-type: none"> ○ Breast stroke ○ Rhythmic breathing ○ Independent swimming ○ Body control Develop: <ul style="list-style-type: none"> ○ Floating ○ Controlled kicking ○ Treading water ○ Playing games 	Demonstrate the ability to: <ol style="list-style-type: none"> 1. Answer 2 questions on poolside safety. 2. Swim 5 metres front paddle, tuck and roll onto back, swim 5 metres on back. 3. Hold the rail, trough or poolside, bob up and down and submerge the face 4 times exhaling underwater. 4. Pick up an object from below the water surface. 5. Perform 2 float positions. 6. Push and glide on front and roll onto back. 7. Tread water action with arms and legs. 8. Attempt a circular action of either arms or legs. 9. Jump into pool safely unaided. 10. Climb out of pool safely unaided.
It is recommended that all skills be performed in shallow water; buoyancy aids may be used.	
Stanley 5	
TEACHING OBJECTIVES	LEARNING OUTCOMES
Reinforce: <ul style="list-style-type: none"> ○ Skills learnt in the previous award Introduce: <ul style="list-style-type: none"> ○ Front crawl arm action ○ Back crawl arm action Develop: <ul style="list-style-type: none"> ○ Floating ○ Treading water ○ Independent swimming ○ Rhythmical breathing 	Demonstrating the Ability to: <ol style="list-style-type: none"> 1. Answer 2 questions on poolside rules. 2. Swim 2 metres front paddle or back paddle. 3. Hold 3 different types of floating positions for 3 seconds each. 4. Hold the rail, trough or poolside and breathe rhythmically 4 cycles. 5. Jump in from poolside, turn and swim back to support at wall, climb out safely. 6. Tread water (may be in a spinning action). 7. Perform a push and glide on their front, keeping the face in the water and blowing bubbles. 8. Retrieve an object from bottom of pool. 9. Demonstrate front crawl arm action. 10. Demonstrate back crawl arm action.
It is recommended that all skills be performed in shallow water. Buoyancy aids may NOT be used unless stated.	

Stanley 6	
TEACHING OBJECTIVES	LEARNING OUTCOMES
Reinforce: <ul style="list-style-type: none"> ○ Skills learnt in the previous award Introduce: <ul style="list-style-type: none"> ○ Front crawl arm action ○ Sculling ○ Shaped jumps Develop: <ul style="list-style-type: none"> ○ Independent Swimming ○ Breaststroke leg action ○ Front crawl arm action ○ Back crawl arm action ○ Push and glide 	Demonstrating the Ability to: <ol style="list-style-type: none"> 1. Answer 2 water safety questions. 2. Push and glide on front with arms stretched, face in water. 3. Swim through a submerged hoop. 4. Swim 3 metres using a breaststroke type leg action, holding 2 floats or woggle. 5. Swim 2 metres on their front and 2 metres back paddle with a smooth transition in between. 6. Star or pencil jump into the pool, tread water then return to poolside. 7. Hold side of pool; push off on side under water. 8. Swim on front, tuck up and return swimming on back. 9. Swim 5 metres either front crawl or backstroke. 10. Using a woggle scull forwards, backwards or in a circle.
It is recommended that all skills be performed in shallow water. Buoyancy aids may NOT be used unless stated	
Stanley 7	
TEACHING OBJECTIVES	LEARNING OUTCOMES
Reinforce: <ul style="list-style-type: none"> ○ Skills learnt in the previous award Introduce: <ul style="list-style-type: none"> ○ Back crawl arm action ○ Breaststroke arm action ○ Dolphin leg action ○ Treading water Develop: <ul style="list-style-type: none"> ○ Independent Swimming ○ Breaststroke leg action ○ Front crawl arm action ○ Push and glide ○ Rhythmical breathing ○ Sculling 	Demonstrating the Ability to: <ol style="list-style-type: none"> 1. Answer 3 water safety questions. 2. Perform a star float, slowly change to a narrow float and return to a star float on either their front or back. 3. Push and glide on back with arms stretched then roll onto front. 4. Swim 2 metres dolphin leg kick on their front or back. 5. Tread water for 10 seconds. 6. Swim 5 metres using a frog breaststroke type action of the arms and legs. 7. Swim 10 meters front crawl confidently, attempting side breathing. 8. Swim 10 metres on their back confidently. 9. Swim through a submerged hoop and retrieve an object. 10. Scull headfirst using arms only.
It is recommended that all skills be performed in shallow water. Buoyancy aids may NOT be used other than as specified above	

Stanley Lesson Plans

Stanley 1: Lesson Plan 1

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside and splash water. 2. Safe entry. 3. Hold poolside, bounce up and down. 4. Hold poolside, blow bubbles. 5. Monkey across pool. 6. Hold poolside and kick legs, knees to wall and stand up. 	<ol style="list-style-type: none"> 1. Encourage big and little kicks, count. 2. Backwards down steps, walk forwards, swivel entry. 3. Shoulders under water bend knees and bounce up high. 4. Nose & mouth in water, make a noise. 5. Use arms and legs to walk along pool wall. 6. Big kicks, little kicks, count heels under water and stretch legs. Tuck knees up, stand up.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use woggle, forward kick 2. Use woggle, kicking, push ball across pool, use woggle, kicking, blow egg flip. 3. Use woggle, behind shoulders, kick. 4. Use woggle, sit on it and move across pool. 	<ol style="list-style-type: none"> 1. Arms over woggle chin on water, stretch legs and kick. 2. Stretch and kick, tap ball to push it along. 3. Stretch and kick mouth close to water. Hair in water, tummy up, stretch legs, toes under water. 4. Hold woggle; sit up straight, look forward cycle with legs.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Sinking toys just below surface. 2. Jumping in. 	<ol style="list-style-type: none"> 1. Blow bubbles to pick up toy, bend knees 2. Toes over pool edge, look out, step out, bend knees on entering.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 1: Lesson Plan 2

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside and splash water. 2. Safe entry. 3. Kick legs at wall, knees to wall stand up. 4. Hold onto poolside walk across pool forward. 5. Hold onto poolside, walk across pool backwards. 6. Hold poolside, walk sideways across pool. 	<ol style="list-style-type: none"> 1. Encourage big and little kicks, count. 2. Backwards down steps, walk forwards, swivel entry. 3. Stretch legs straight, shallow fast kick, tuck knees under, stand up, feet on floor. 4. Big strides, little strides, on tip toes, crouch down. 5. Slide feet along bottom, big strides, little strides. 6. Step sideways, slide feet together.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use woggle, kick forward. 2. Use woggle, kicking, blow egg flip. 3. Use woggle, lie on back, kick. 4. Use woggle, kick on back, tuck up and stretch forward to swim on front. 5. Use woggle and push ball across pool. 	<ol style="list-style-type: none"> 1. Look forward, stretch legs, speedboat feet. 2. Chin on water, blow out with mouth, and lift head to breathe in. 3. Hair in water, tummy up, long legs, fast kick. 4. Hair in water, look up, tummy up, longlegs, fast kick. Tuck knees to chest, look forward, chin on water, stretch legs, fast kick. 5. Stretch arms to tap ball forward.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Woggle as a bridge, with a watering can. 2. Pick up toys from below water surface. 	<ol style="list-style-type: none"> 1. Swim forward under the bridge, blow bubbles. 2. Face in water, blow bubbles.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<p><u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils</p>	

Stanley 1: Lesson Plan 3

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside and splash water. 2. Safe entry. 3. What's the time Mr Shark? 4. Simon says. 	<ol style="list-style-type: none"> 1. Encourage big and little kicks, count. 2. Backwards down steps, walk forwards, swivel entry. 3. Slide feet along pool bottom. 4. Use variety of body movements to include walking forwards, backwards and sideways.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use woggle, kick forward, tuck and return on back. 2. In a line, blow toy across pool, stop at wall stand up, return to other side. 3. Swim under woggle waterfall. Kick fast, stretch legs, blow bubbles. 4. At poolside, arms stretch forward over woggle, link hands together, push and glide. 	<ol style="list-style-type: none"> 1. Long legs, fast shallow kick, knees to chest, look back, hair in water, stretch legs, tummy up, fast kick, toes under water. 2. Look forward, chin on water, blow through nose and mouth, fast kick. 3. Kick fast, stretch legs, blow bubbles. 4. Push hard from wall, keep arms stretched, face in water, legs stretched and together.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Seahorse race. 2. Jumping in. 	<ol style="list-style-type: none"> 1. Sit on woggle, move arms and legs. 2. Toes over edge, look out, step out, bend knees on entry.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes: Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 1: Lesson Plan 4

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside and splash water. 2. Safe entry. 3. Kicking on wall, regain feet. 4. "Simon says", use a variety of body movements to include walking forwards, backwards and sideways. 	<ol style="list-style-type: none"> 1. Encourage big and little kicks, count. 2. Backwards down steps, walk forwards, swivel entry. 3. Long legs, fast shallow kick, knees to chest, look up, stand up. 4. Listen, slide feet along pool bottom.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Woggle waterfall. 2. Swim forward on woggle and return on back, stand up. 3. Swim out on back and return on front, stand up. 4. Use woggle and blow toys across pool. 	<ol style="list-style-type: none"> 1. Blow bubbles, kick fast, look forward. 2. Stretched legs, fast, shallow kick, look forward, blow bubbles, tuck knees to chest, look up, stretch out, tuck up, stand up. 3. Hair in water, tummy up, look up, stretch legs, toes under water, tuck knees up to chest, look forward, stretch out, chin on water, look up, tuck up, stand up. 4. Use woggle like a harbour, blow out through nose and mouth, lift head to breathe in.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Pick up toys from below water surface. 2. Push and glide through hoop held at water surface. 	<ol style="list-style-type: none"> 1. Face in water, blow bubbles. 2. Arms and legs stretched, face in water, blow bubbles.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes: Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 2: Lesson Plan 1

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside and splash water. 2. Safe entry. 3. Jump up and down at poolside, submerge and blow bubbles. 4. Chase balls/toys across pool. 5. Hold ball and kick across pool with woggle under arms. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Hold side, bend knees, jump high, blow bubbles through nose and mouth. 4. Use arms and legs to move and grasp ball/toy. 5. Two hands holding ball, stretch arms, kick legs fast and shallow.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Push ball across pool using front paddle arms, woggle under arms. 2. Woggle behind shoulders. In a circle, kick ball, tuck up and roll forward to stand up. 3. Woggle behind shoulders, kick across pool, roll over and return on front. 	<ol style="list-style-type: none"> 1. Speedboat legs, reach forward and tap ball first with one hand and then the other. 2. Stretch out, legs kicking, toes under surface. 3. Tummy up, eyes look up, toes to surface, look the way you turn, chin on water, fast, shallow kick.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide through hoop above surface, woggle or float may be used. 2. Push and glide on back under woggle tunnel (woggle or floats may be used). 3. Pick up toys from below surface. 	<ol style="list-style-type: none"> 1. Stretch out, arms and legs straight, chin tucked in, blow bubbles. 2. Eyes look up, tummy up, stretch body. 3. Blow bubbles, chin tucked in, jump up and sit on pool floor.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes: Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 2: Lesson Plan 2

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Jump up and down. 4. Monkey across pool. 5. Hold poolside and kick legs. Knees to wall to stand up. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Hold poolside, bend and stretch legs, blow bubbles. 4. Use hands and feet to move. 5. Stretch legs, fast, shallow kick. Tuck knees under, look up, stand up.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Using woggle kick across pool, holding ball. 2. Using woggle, pass ball from one child to another. 3. Using woggle, move across pool using front paddle arms. 4. Using woggle, on back, kick across pool. Stand up. 	<ol style="list-style-type: none"> 1. Two hands to hold ball. Stretch and Kick 2. Push ball with hands. 3. Kick legs, use tiger arms to move across pool. 4. Eyes look up, tummy up, legs stretched out, toes under surface.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide through hoop above surface (woggle or float may be used). 2. Push and glide on back under woggle tunnel woggle or floats may be used. 3. Jumping in. 	<ol style="list-style-type: none"> 1. Stretch out, arms and legs straight, chin tucked in and blow bubbles. 2. Eyes look up, tummy up, stretch body. 3. Toes over edge, look out, step out, bend knees on entry.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 2: Lesson Plan 3

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Jump up and down at poolside, submerge and blow bubbles. 4. Chase balls/toys across pool. 5. Simon says. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Hold side, bend knees, and jump high, blow bubbles through nose and mouth. 4. Use arms and legs to move and grasp ball/toy. 5. Use a variety of movements.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide on front - woggle may be used. 2. Push and glide on back - woggle may be used. 3. Using woggle swim forwards with stretched arms. Roll onto back and make a star shape. 4. Using a woggle swim on back, roll and continue to swim on front. 5. Using a woggle swim forwards, tuck and swim back on back. 	<ol style="list-style-type: none"> 1. Stretched body, face in, blow bubbles. 2. Stretched body, eyes up, tummy up. 3. Chin on water, reach forward. Look the way you roll, spread arms and legs, and look up. 4. Tummy up, eyes up, look the way you roll, reach forward and kick. 5. Reach forward, look up, tuck knees to chest, stretch out and kick.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Seahorse races. 2. Use woggle behind shoulders, make shapes. 	<ol style="list-style-type: none"> 1. Sit up, use arms and legs to move. 2. Spread arms and legs to make a star. Look up and bring arms and legs together to make a narrow shape, tuck up to make a ball shape.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes: Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 2: Lesson Plan 4

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Jump up and down at poolside, submerge and blow bubbles. 4. Chase balls, toys across pool. 5. Kicking legs at poolside. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Hold side, bend knees, and jump high. Blow bubbles through nose and mouth. 4. Use arms and legs to move and grasp ball/toy. 5. Stretch legs, fast, shallow kick.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use woggle, swim forwards and stand up. 2. Use woggle, swim on back, stand up. 3. Push and glide on front. 4. Push and glide on back. 5. Swim forwards and roll onto back, stretch out in a star shape. 	<ol style="list-style-type: none"> 1. Chin on water, reach forwards with arms, stretch legs and use fast, shallow kick. 2. Eyes look up, tummy up, long legs, fast, shallow kick. 3. Face in, arms and legs stretched, blow bubbles. 4. Eyes look up, tummy up, stretch back. 5. Reach forward, look the way you roll, open arms and legs wide, look up.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Seahorse races. 2. Pick up sinkable. 3. Jumping in. 	<ol style="list-style-type: none"> 1. Sit up, use arms and legs to move. 2. Blow bubbles, look down. 3. Toes over edge, look out, step out, bend knees on entry.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<p><u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.</p>	

Stanley 3: Lesson Plan 1

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Jump up and down at poolside, submerge and blow bubbles. 4. Run across pool, jump across pool – if not able to stand then perform actions whilst using a buoyancy aid. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Hold side, bend knees, and jump high. Blow bubbles through mouth and nose. 4. Keep shoulders under the water. Use arms and legs to move through the water.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use a woggle, blow egg flip or ball across pool. 2. Use woggle and pat ball across pool. 3. Use a woggle as a seahorse and move across pool. 4. Use a woggle and kick across pool on back. 	<ol style="list-style-type: none"> 1. Chin on water, blow out through mouth. 2. Stretch arms forward to tap ball. Gentle taps. 3. Sit up, look forward, ride a bike, stamp the bugs. 4. Look up, tummy up, stretch legs, fast kick.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Lay on woggle on back and make shapes in water. 2. Jumping in from poolside. 	<ol style="list-style-type: none"> 1. Look up, tummy up, stretch arms and legs wide to make a star shape. 2. Bring arms and legs together to make a long shape, curl up like a ball. Make a twisted shape toes over edge, look out, step out, bend knees on entry.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 3: Lesson Plan 2

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Jump up and down at poolside, submerge and blow bubbles. 4. Run across pool, jump across pool - if not able to stand then perform actions whilst using a buoyancy aid. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Hold side, bend knees, jump high. Blow bubbles through mouth and nose. 4. Keep shoulders under the water. Use arms and legs to move through the water.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use woggle push ball across pool with nose. 2. Use woggle, push ball across pool with head. 3. Use woggle, gently pat ball across pool. 4. Use woggle, kick across pool on front, use arms as well. 5. Use woggle kick on back across pool, stand up. 	<ol style="list-style-type: none"> 1. Chin on water; blow out through mouth and nose. 2. Blow bubbles as push ball. Lift head to breathe in. 3. Stretch arms forward to tap ball. Gentle taps. 4. Kick legs fast, stretch arms forward. Look up, tummy up, stretch legs, fast kick. 5. Look forward, bend knees to chest. Feet down.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Use a woggle and spin around. 2. Sit in woggle with legs over. Use hands to turn around. 3. Pick up toys from pool bottom. 4. Play floating game. 	<ol style="list-style-type: none"> 1. Use arms and legs to turn. Look where you want to go. 2. Spin around using your arms. 3. Blow bubbles as you go down. 4. Stretch out, tummy up, look up.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<p><u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.</p>	

Stanley 3: Lesson Plan 3

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Kicking legs while on front at poolside regain feet. 4. Sea horses across pool. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Fast shallow kick, stretch legs straight. 4. Sit up straight, use arms and legs to move across pool.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use two woggles; use arms and legs to move across pool, rollover onto back and kick legs. 2. Use one or two woggle; kick legs across pool while on back. Stand up and turn around. 3. Use arms and legs to move across pool while on front. 4. Using a woggle; push off wall, head in water, stand up. 	<ol style="list-style-type: none"> 1. Look the way you want to turn. Look up, tummy up. 2. Look forward, tuck chin in, bend knees to chest, and use arms to push water forward, feet down. 3. Speedboat legs, stretch arms forwards, scoop with hands, blow bubbles. 4. Push hard from wall, blow bubbles, stretch arms. Look up, knees to chest, push water behind.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Sit in woggle, legs over. Use hands to move across pool, spin around and come back. 2. Jumping in. 	<ol style="list-style-type: none"> 1. Scoop the water with hands, look the way you want to turn. 2. Toes over edge, look out, step out, bend knees on entry.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes: Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 3: Lesson Plan 4

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Kicking legs while on front at poolside regain feet. 4. Using woggle; push ball across pool using chin, then nose, then head. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Fast shallow kick, bend knees into wall stand up. 4. Kick legs, blow bubbles when face is in water, lift head to breathe in.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use two woggles; use arms and legs to move across pool, rollover onto back and kick legs. 2. Use arms and legs to move across pool whilst on front. 3. Use two woggles; swim forwards, stop and turn around, swim back to poolside. 4. Use two woggles; swim on back, stop and turn around, swim back to poolside. 	<ol style="list-style-type: none"> 1. Look the way you want to turn. Look up, tummy up. 2. Speedboat legs, stretch arms forwards, scoop with hands, blow bubbles. 3. Look the way you want to turn. 4. Eyes look up, tummy up, fast kick. Look the way you want to turn.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Seahorse races. 2. Floating game. 	<ol style="list-style-type: none"> 1. Sit up, stamp bugs. 2. Stretch out, look up, tummy up.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 4: Lesson Plan 1

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Kicking legs while on front at poolside, regain feet. 4. Jump up and down and blow bubbles. 5. Seahorses across pool. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Speedboat legs, tuck knees to wall, stand up. 4. Bend knees, stretch up high, blow through nose and mouth. 5. Use arms and legs to move through water.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use woggles swim forward. 2. Use woggles and swim on back. 3. Push and glide on front. 4. Push and glide on back. 5. Use woggle while on back and attempt circle action of legs. 	<ol style="list-style-type: none"> 1. Speedboat legs, scoop and stretch with hands, blow bubbles. 2. Look up, tummy up, knees under water, splash toes. 3. Eyes in water, blow bubbles, stretch body. 4. Stretch gentle back, eyes look up, tummy up, legs together and straight. 5. Sit in a chair, circle legs out and round.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide on front. 2. Push and glide on front roll onto back and float. 3. Pick up sinkable from pool floor. 	<ol style="list-style-type: none"> 1. Push hard off wall, blow bubbles. 2. Stretch arms and legs, tuck chin to chest, look the way you want to turn. Spread arms and legs, look up, go floppy. 3. Blow bubbles, reach with both hands, look down, tuck chin in, bend at hips.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 4: Lesson Plan 2

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Kicking legs while on front at poolside regain feet. 4. Jump up and down and blow bubbles. 5. Frog jumps across pool. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Speedboat legs, tuck knees to wall, stand up. 4. Bend knees, stretch up high, blow through nose and mouth. 5. Use arms and legs to move through water, turn knees out like a frog.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use woggle and kick forward, stop and tuck up, return kicking on back (Pendulum swing). 2. Push and glide, roll onto back and make a star shape. 3. Using a woggle or two floats; attempt a circular action with legs on back. 4. Using a woggle or two floats; attempt a circular action with legs on front. 5. Push and glide into front paddle. 	<ol style="list-style-type: none"> 1. Look up to ceiling, tuck knees into chest, roll from front to back. Stretch legs and kick, tummy up. 2. Push hard from wall, arms and legs straight and stretched. 3. Chin to chest, blow bubbles, look the way you want to turn. Open wide, look up to ceiling. 4. Sit in water, draw circles with heels. 5. Chin on water, heels to bottom, circle legs and stretch together. Kick like a frog, Push hard from wall, blow bubbles, speedboat legs, scoop and stretch with hands.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Seahorses chasing ball around pool. 2. Jumping in. 	<ol style="list-style-type: none"> 1. Use hands and legs to move; make circle actions with hands. 2. Toes over edge, step out, look up, bend knees on entry, blow bubbles.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 4: Lesson Plan 3

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Kicking legs while on front at poolside, regain feet. 4. Jump up and down and blow bubbles. 5. Frog jumps across pool. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Speedboat legs, tuck knees to wall, stand up. 4. Bend knees, stretch up high, blow through nose and mouth. 5. Use arms and legs to move through water, turn knees out like a frog.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Use woggle and kick forward, stop and tuck up, return kicking on back. (Pendulum swing). 2. Using a woggle or two floats; attempt a circular action with legs on back. 3. Using a woggle or two floats; attempt a circular action with legs on front. 4. Push and glide into front paddle. 	<ol style="list-style-type: none"> 1. Look up to ceiling, tuck knees into chest, roll from front to back. Stretch legs and kick, tummy up. 2. Sit in water, draw circles with heels. 3. Chin on water, heels to bottom, circle legs and stretch together, kick like a frog. 4. Push hard from wall, blow bubbles, speedboat legs, scoop and stretch with hands.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide through hoop, stand up. 2. Seahorses chasing ball around pool. 	<ol style="list-style-type: none"> 1. Push hard from wall, chin to chest, blow bubbles, stretch out. 2. Use hands and legs to move, make circle actions with hands.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<p><u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.</p>	

Stanley 4: Lesson Plan 4

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Kicking legs while on front at poolside, regain feet. 4. Jump up and down and blow bubbles. 5. Front paddle across pool. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Speedboat legs, tuck knees to wall, stand up. 4. Bend knees, stretch up high, blow through nose and mouth. 5. Use arms and legs to move through water
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Using a woggle around chest or back, tread water using arms and legs. 2. Swim forward, tuck and roll onto back, swim on back (Pendulum swing). 3. Using a woggle swim forward using a circular action of arms and legs. 4. Push and glide, roll onto back and make a star shape. 	<ol style="list-style-type: none"> 1. Sit in a big chair, wide arms and legs, stamp bugs, circle or scoop with hands. 2. Look up to ceiling, tuck knees into chest, roll from front to back. Stretch legs, kick, tummy up. 3. Chin on water, kick like a frog, scoop the ice-cream, lick, yum. 4. Push hard off wall, chin to chest, blow bubbles. Stretch arms and legs, look the way you want to turn.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Pick up sinkable from pool floor. 2. Push and glide through hoop. 3. Jumping in. 	<ol style="list-style-type: none"> 1. Chin to chest, look down, blow bubbles and reach with both hands. 2. Stretch arms and legs, chin to chest, blow bubbles. 3. Toes over edge, look out, step out, bend knees to land.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 5: Lesson Plan 1

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Front paddle using woggle. 4. Back paddle using woggle. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Speedboat legs, stretch and scoop, blow bubbles. 4. Tummy up, ears in water, knees under water, splash toes, scoop hands.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Hold rail and kick legs, face in water, lift head to breathe. 2. Push and glide into front paddle. 3. Push and glide into back paddle. 4. Using a woggle around chest or back, tread water using arms and legs. 	<ol style="list-style-type: none"> 1. Speedboat legs, face in water, blow bubbles, lift head to breathe in. 2. Kick legs, scoop and stretch with hands. 3. Hair in water, look up, stretch back gently, hands in water. Tummy up, kick legs, scoop water towards feet. 4. Sit in big chair, wide legs and arms, stamp bugs, circle or scoop hands.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Floating game. 2. Picking up sinkable from pool floor. 	<ol style="list-style-type: none"> 1. Wide shape, narrow shape, curled up shape, spread arms and legs wide, long and stretched, tuck head and knees together, Blow bubbles. 2. Chin to chest, look down, blow bubbles, reach with both hands, bend at hips.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes: Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 5: Lesson Plan 2

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Front paddle using woggle. 4. Back paddle using woggle. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Speedboat legs, stretch and scoop, blow bubbles. 4. Tummy up, ears in water, knees under water, splash toes, scoop hands.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Hold rail and kick legs, face in water, lift head to breathe. 2. Push and glide into front paddle. 3. Push and glide into back paddle. 4. Demonstrate front crawl arm action, pupils copy. 5. Push and glide, face in water, blow bubbles, kick and attempt crawl arms. 	<ol style="list-style-type: none"> 1. Speedboat legs, face in water, blow bubbles. Lift head to breathe in. 2. Kick legs, scoop and stretch with hands. 3. Hair in water, look up, stretch back gently, hands in water, tummy up, kick legs, scoop water towards feet. 4. Pull, lift, stretch. 5. Lift arms out of the water.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Floating game. 2. Jumping in. 	<ol style="list-style-type: none"> 1. Wide shape, narrow shape, curled up shape, spread arms and legs wide, long and stretched. Tuck head and knees together, blow bubbles. 2. Toes over edge, look out, step out, bend knees to land.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 5: Lesson Plan 3

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Hold onto poolside, kicking legs and regain feet. 4. Hold poolside, face in water, blowing bubbles, lift head to breathe. 5. Push and glide into front paddle. 6. Push and glide into back paddle. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Long legs, fast kick, little splashes. 4. Speedboat legs, face in water, blow bubbles, Lift head to breathe in. 5. Kick legs, scoop and stretch with hands. 6. Hair in water, look up, stretch back gently, hands in water, tummy up, kick legs and scoop water towards feet.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide attempting front crawl arm action. 2. Push and glide into front crawl, roll onto back and float. 3. Demonstrate back crawl arm action - pupils copy. 4. Using one float across chest, attempt back crawl arm action. 5. Push and glide through hoop, using circle action of arms and legs to swim to surface. 	<ol style="list-style-type: none"> 1. Speedboat legs, face in water, blow bubbles, reach for the sky, and stand up. 2. Look the way you want to turn. Make a star shape. 3. Thumb out, little finger in, paint a rainbow, touch your ear, hand to side. 4. Hair in water, ears in water, look up, tummy up, legs stretched, legs long, splash with toes. 5. Chin to chest; look where swimming, blow bubbles and swim like a frog.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Spinning tops (treading water). 2. Floating game. 	<ol style="list-style-type: none"> 1. Sit in a big chair, wide arms and legs, stamp bugs, circle or scoop with hands. 2. Wide shape, narrow shape, curled up shape, spread arms and legs wide, long and stretched tuck head and knees together and blow bubbles.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes: Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 5: Lesson Plan 4

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Hold onto poolside, kicking legs and regain feet. 4. Hold poolside, face in water blowing bubbles, lift head to breathe. 5. Push and glide attempting front crawl arm action. 6. Push and glide into front crawl, roll onto back and float. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Long legs, fast kick, little splashes. 4. Speedboat legs, face in water, blow bubbles, lift head to breathe in. 5. Speedboat legs, face in water, blow bubbles, reach for the sky and stand up. 6. Look the way you want to turn, make a star shape.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Demonstrate back crawl arm action - pupils copy. 2. Using one float across chest, attempt back crawl arm action. 3. Push and glide from poolside, swim forward, tread water and turn around, swim back to poolside. 4. Push and glide into breaststroke, tuck up and swim back on back. 	<ol style="list-style-type: none"> 1. Thumb out, little finger in, paint a rainbow, touch your ear, hand to side. 2. Hair in water, ears in water, look up, tummy up, legs stretched, legs long, splash with toes. 3. Push hard from wall, lift arms out of water, look up, tuck knees to chest, sit in big chair, wide legs, arms under water, look the way you want to turn, stretch out to swim. 4. Push hard from wall, swim like a frog, hands under water, tuck knees into chest, look back, stretch legs out, tummy up, fast long kick.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Floating game. 2. Jumping in. 	<ol style="list-style-type: none"> 1. Wide shape, narrow shape, curled up shape. Spread arms and legs wide, long and stretched, tuck head and knees together, blow bubbles. 2. Toes over edge, look out, step out, tread water, turn and swim to poolside.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 6: Lesson Plan 1

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Swim forward, roll onto back and float. 4. Swim on back, roll over onto front and swim forward. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Look the way you want to turn, wide arms and legs, look up, tummy up. 4. Look the way you want to turn, stretch and swim.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Demonstrate back crawl arm action - pupils copy. 2. Using one float across chest, attempt back crawl arm action 3. Push and glide into back crawl. 4. Using one float attempt side breathing. 5. Push and glide into front crawl, attempt side breathing 	<ol style="list-style-type: none"> 1. Thumb out, little finger in, paint a rainbow, touch your ear, hand to side. 2. Hair in water, ears in water, look up, tummy up, legs stretched, legs long, splash with toes, paint a rainbow and touch ears with arm. 3. One hand over float, fingers hold edge of float, chin tucked in, roll head to side, roll head back. 4. Lift arms over water, roll head to side to breathe. 5. Stretch and blow bubbles, lift arms over the water, roll head to breathe.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide through hoop, swim like a frog to surface. 2. Swim to pool floor to pick up sinkable. 3. Jumping in. 	<ol style="list-style-type: none"> 1. Strong pushes from wall, stretched arms and legs, look where going, swim like a frog, circle arms and legs. 2. Tuck chin to chest, bend at hips, reach with both hands. 3. Toes over edge, arms by sides, look out, jump out, bend knees on landing.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes: Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 6: Lesson Plan 2

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Hold onto poolside, kicking legs and regain feet. 4. Hold poolside, face in water blowing bubbles, roll head to side to breathe. 5. Push and glide into front crawl. 6. Push and glide into back crawl. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Long legs, fast shallow kick, point toes. 4. Chin tucked in, blow bubbles, roll head to side to breath in, roll head back. 5. Speedboat legs, reach for the sky, blow bubbles, roll head. 6. Look up, tummy up, long stretched legs, fast kick, toes pointed, paint a rainbow, thumb out, little finger in, stretch arm, brush ear.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Demonstrate breaststroke leg action – pupils copy. 2. Using two floats or one woggle attempt breaststroke leg action whilst on back. 3. Using two floats or one woggle attempt breaststroke leg action whilst on front. 4. Treading water using breaststroke leg action. 	<ol style="list-style-type: none"> 1. Legs stretched, drop heels to pool floor, make a circle with heels, stretch legs together, push water with feet, turn feet out like a frog. 2. Legs stretched heels to bottom, turn feet out like a frog, circle and kick backwards, legs together and stretched, toes pointed. 3. Wide legs, turn toes up, stamp bugs. 4. Hands under water, circle or scoop hands, head up.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Using woggle scull head first. 2. Floating game. 3. Jumping in. 	<ol style="list-style-type: none"> 1. Hair in water, look up, tummy up, legs straight and together, arms by sides, smooth the sand, smooth your pet, wave at the pool floor. 2. Make a shape and then roll into another. 3. Toes over edge, look out; jump out, make a star shape, bend knees on landing, blow bubbles.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 6: Lesson Plan 3

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Hold onto poolside, kicking legs and regain feet. 4. Hold poolside, face in water blowing bubbles, roll head to side to breathe. 5. Push and glide into front crawl. 6. Push and glide into back crawl. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Long legs, fast shallow kick, point toes. 4. Chin tucked in, blow bubbles, roll head to side to breath in, roll head back. 5. Speedboat legs, reach for the sky, blow bubbles and roll head. 6. Look up, tummy up, long stretched legs, fast kick, toes pointed, paint a rainbow, thumb out, little finger in, stretch arm, brush ear.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Front crawl legs kick using floats or woggle. 2. Back crawl legs kick using floats or woggle. 3. Front crawl arm work with breathing to side. 4. Push and glide into Front crawl. 5. Sculling on back using woggle. 	<ol style="list-style-type: none"> 1. Long legs, fast shallow kick, point toes. 2. Long legs, toes pointed; tummy up; hair in water; ears in water; look up. 3. Chin tucked in, blow bubbles, roll head to side to breath in, roll head back. 4. Speedboat legs, reach for the sky, blow bubbles and roll head. 5. Hair in water; look up; tummy up, legs straight and together, arms by sides, smooth the sand, smooth your pet, wave at the pool floor.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide on front through hoop. 2. Push and glide on back. 3. Push and glide on side. 4. Push and glide on front, roll onto back. 	<ol style="list-style-type: none"> 1. Strong push off wall, arms and legs stretched and straight, chin tucked in, blow bubbles. 2. Look up, hair in water, ears in water, gently push backwards, stretch arms and legs, tummy up. 3. One arm stretched out, give direction for eyes to look, feet one on top of other on wall. 4. Push off on side, and then roll onto back or front.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 6: Lesson Plan 4

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Swim on front to ball, hold it, turn and swim back. 4. Swim on back, roll over onto front and swim forward. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count 2. Backwards down steps, walk in, swivel entry. 3. Look forward, hold ball with two hands; swim back with ball outstretched and speedboat legs. 4. Hair and ears in water; tummy up; look up; look the way you want to turn; stretch and swim forward.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Front crawl legs kick using floats or woggle. 2. Back crawl legs kick using floats or woggle. 3. Using a float practise back crawl arm action. 4. Push and glide into back crawl. 	<ol style="list-style-type: none"> 1. Chin on water, blow bubbles, long stretched legs, toes pointed, fast shallow kick, speedboat legs. 2. Hair and ears in water, look up, tummy up, legs long and stretched, knees under water, fast shallow kick, toes splash water. 3. Thumb out, little finger in, paint a rainbow, straight, stretched arm, brush ear, pull down to touch side of leg. 4. Stretch back gently from poolside.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide on side, roll onto back, pencil float. 2. Push and glide on side, roll onto front, star float. 3. Jumping in making a star shape, tread water, then swim to poolside. 	<ol style="list-style-type: none"> 1. One arm stretched out, give direction for eyes to look, feet one on top of other on wall, push off on side, then roll onto back, stretch arms and legs together, tummy up, hair and ears in water, look up, count to 3. 2. Roll onto back, star float, wide arms and legs, chin in, blow bubbles, count to 3. 3. Toes over edge, look out, jump out, wide shape in air, head up, wide arms and legs under water, swim to poolside.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u>	
Plan relevant demonstrations for main theme and contrasting activity sessions.	
After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 7: Lesson Plan 1

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Swim on front to ball, hold it, turn and swim back. 4. Swim on back, roll over onto front and swim forward 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Look forward, hold ball with two hands, swim back with ball outstretched and speedboat legs. 4. Hair and ears in water, tummy up, look up, look the way you want to turn, stretch and swim forward.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Front crawl legs kick using floats or woggle. 2. Back crawl legs kick using floats or woggle. 3. Front crawl arm work with breathing to side. 4. Push and glide into front crawl. 	<ol style="list-style-type: none"> 1. Chin on water, blow bubbles, long stretched legs, toes pointed, fast shallow kick, speedboat legs. 2. Hair and ears in water, look up, tummy up, legs long and stretched, knees under water, fast shallow kick, toes splash water. 3. Chin tucked in, blow bubbles, roll head to side to breath in, roll head back. 4. Speedboat legs, reach for the sky, blow bubbles, roll head.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Floating and changing shapes. 2. Push and glide through hoop to pick up a submersible. 	<ol style="list-style-type: none"> 1. Make a shape and then roll into another, try on your back and then on your front. 2. Chin tucked into chest, look down, head and hands down, bend at hips, look where you are going, reach with both hands.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes: Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 7: Lesson Plan 2

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Swim front crawl. 4. Swim back crawl. 5. Tread water. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Long stretched body, toes pointed, fast shallow kick, chin tucked in, blow bubbles, roll head to side to breathe, arms over water. 4. Long stretched body, toes pointed, knees under water, fast shallow kick, hair and ears in water, thumb out, little finger in, straight arm, brush ear, pull hand down to touch side. 5. Sit in big chair, arms and legs wide, arms under water, head up, turn toes up, stamp bugs and press up.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Breaststroke legs on back using two floats or one woggle. 2. Breaststroke legs on front using two floats or one woggle. 3. Breaststroke arms using woggle. 4. Push and glide into breaststroke. 	<ol style="list-style-type: none"> 1. Sit in water, knees under water, legs stretched, toes pointed; drop heels, turn feet out, draw circles with heels, stretch legs together and straight. 2. Look forward, chin on water, blow bubbles, legs straight and stretched, toes pointed, heels to bottom, turn feet out, draw circles with feet, legs together and straight, toes pointed. 3. Stretch forward with arms, blow out, hands close together, draw circles with arms, bring hands together under chest, stretch forward. 4. As above.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Dolphin legs kick under water on front. 2. Dolphin legs kick through hoop. 3. Jumping in. 	<ol style="list-style-type: none"> 1. Wiggle like a caterpillar, bounce a ball with your bottom, chin tucked into chest, blow bubbles, arms by sides. 2. Wiggle through hoop. 3. Toes over edge, look out, jump out, bend knees, tread water.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 7: Lesson Plan 3

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Swim front crawl. 4. Swim back crawl. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Long stretched body, toes pointed, fast shallow kick, chin tucked in, blow bubbles, roll head to side to breathe, arms over water. 4. Long stretched body, toes pointed, knees under water, fast shallow kick, hair and ears in water, thumb out, little finger in, straight arm, brush ear, pull hand down to touch side.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Dolphin legs kick under water on front. 2. Dolphin legs kick under water on back. 3. Breaststroke legs on back using two floats or one woggle. 4. Breaststroke legs on front using two floats or one woggle. 5. Breaststroke arms using woggle. 6. Push and glide into breaststroke. 	<ol style="list-style-type: none"> 1. Bounce ball on your bottom, wriggle like a worm, blow bubbles. 2. Wriggle like a worm, legs together, flick toes. 3. Sit in water, knees under water, legs stretched, toes pointed, drop heels, turn feet out, draw circles with heels, stretch legs together and straight. 4. Look forward, chin on water, blow bubbles, legs straight and stretched, toes pointed, heels to bottom, turn feet out, draw circles with feet, legs together and straight, toes pointed. 5. Stretch forward with arms, blow out, hands close together, draw circles with arms, bring hands together under chest, stretch forward. 6. Chin tucked in, blow bubbles, stretch into stroke.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Push and glide on front roll onto back. 2. Push and glide on back roll onto front. 3. Jump in, tread water and swim to poolside. 	<ol style="list-style-type: none"> 1. Strong pushes from poolside, arms in front of head, look the way you want to turn. 2. Strong push from poolside, arms stretched above head, look the way you want to turn. 3. Toes over edge, look out, jump out, bend knees, tread water.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
Notes:	
Plan relevant demonstrations for main theme and contrasting activity sessions.	
After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.	

Stanley 7: Lesson Plan 4

Introduction	Register, welcome, outline lesson Safety rules, synopsis of lesson
Warm Up	Teaching Points
<ol style="list-style-type: none"> 1. Sit on poolside, splash water. 2. Safe entry. 3. Swim on front to ball, hold it, turn and swim back. 4. Swim on back, roll over onto front and swim forward. 	<ol style="list-style-type: none"> 1. Big kicks, little kicks, count. 2. Backwards down steps, walk in, swivel entry. 3. Look forward, hold ball with two hands, swim back with ball outstretched and speedboat legs. 4. Hair and ears in water, tummy up, look up, look the way you want to turn, stretch and swim forward.
Main Theme	Teaching Points
<ol style="list-style-type: none"> 1. Front crawl legs kick using floats or woggle. 2. Back crawl legs kick using floats or woggle. 3. Front crawl arm work with breathing to side. 4. Push and glide into front crawl. 5. Push and glide into back crawl. 6. Push and glide into breaststroke. 	<ol style="list-style-type: none"> 1. Chin on water, blow bubbles, long stretched legs, toes pointed, fast shallow kick, speedboat legs. 2. Hair and ears in water look up, tummy up, legs long and stretched, knees under water, fast shallow kick, toes splash water. 3. Chin tucked in, blow bubbles, roll head to side to breath in, roll head back. 4. Speedboat legs, reach for the sky, blow bubbles and roll head. 5. Stretch back gently, tummy up, eyes look up, arms long and stretched, thumb out little finger in, brush ear, hand to side. 6. Pull, breathe, kick, stretch.
Contrasting Activity	Teaching Points
<ol style="list-style-type: none"> 1. Floating and changing shapes. 2. Jump in, tread water, swim to poolside. 	<ol style="list-style-type: none"> 1. Make a shape, then roll into another, try on your back and then on your front. 2. Toes over edge, look out, jump out, bend knees, tread water.
Safe Exit	
Wiggle exit, ladder steps, platform steps, ramp, beach and exit.	
<p><u>Notes:</u> Plan relevant demonstrations for main theme and contrasting activity sessions. After every lesson the teacher should evaluate the outcome and provide feedback to the pupils.</p>	

Activities and Games for Stanley programme

Warm Up

Bean Game: (movement, spatial awareness, listening, shapes)

Teacher calls out the name of the bean – pupils move accordingly around the pool

Running bean – running movements

Jumping bean – jumping movements

Chilli bean – stand, wrap arms around themselves and shiver

Broad bean – stand and make a wide shape, or float in wide shape

Baked bean – stand and make a curled up shape, or float in curled up shape

French bean – stand, raise hand and say “Ooh, La, La” – (can blow a kiss if want as well)

Stanley’s Toy Box: (movement, swimming, spatial awareness, perception, social awareness)

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 i.e. 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).

Collect- a –ball: (movement, swimming, spatial awareness, social awareness)

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 – ensure that the numbers are equal).

Trains: (movement, social awareness, paddle action, kicking)

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.

Shark: (movement, swimming, spatial awareness, listening)

The 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 teacher shouts “shark’s hungry”, the students have to race across the pool to the other side with out 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.

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 and 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.

Main Theme

Bubble blowing: (introducing exhaling in water)

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.

Electricity: (submerging)

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).

Roll over: (kicking and stroke skills)

Using floats or woggles – kick to marker on front, roll over to continue to kick on back

Using floats or woggles – kick to marker on back, roll over to continue to kick on front

Using floats or woggles – kick to marker on front, tuck and roll onto back to kick back to start position.

Using floats or woggles – kick to marker on back, tuck and roll onto front to kick back to start position.

Swim front crawl – roll onto back crawl

Swim back crawl – roll onto front crawl

Swim breaststroke, roll onto old English backstroke

Swim old English backstroke, roll onto breaststroke

Kick-of-war: (kicking, splashing)

Can be with or without buoyancy aids, depending on the ability of the students.

Students hold a float between them, whilst prone, they kick hard to try and push each other backwards.

Woggle race: (kicking, splashing)

Two students hold onto one woggle and both kick hard to race across the pool before the other pair.

Rag dolls: (introducing regaining feet, control of movement by the head, floating)

Buoyancy aids can be used initially.

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 forth under the water. This can be done in a circle; a set number of times can be given for rotating.

Sea-horses: (paddle arm action, simultaneous arm and leg action, treading water action, alternating kick action, directional)

Students sit on the woggle, using arms and legs to move around the pool (the teacher for the relevant skill that is being consolidated can specify action).

The direction of travel can be varied: specific “Docking” areas can be designated. “Cargo” can be moved around the pool.

“Catch me” games can be played.

“Team relays” can be played.

Scorpions: (paddle action on front, simultaneous action on front)

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).

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.

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).

Water wheels: (sculling, paddle action, rotation)

Using 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).

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 fried eggs – spread out, wide shape

Scrambled eggs – spread out and kick hard

Poached eggs – spread out in a wide shape

Bacon rashers – long thin shapes

Baked beans – curled up or wide shape

Mushrooms – curled up shape on front or back

Sliced bread – cutting movements with hands

Buttered bread – spreading movements over water

Fried tomatoes – curled up shape on front or back

Cereal and milk – Pour water over arms and hands

Cup of tea, coffee – pour water over arms, hands and face

Milkshake – blow bubbles into water

Contrasting Activity

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!

(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.

Obstacle games: (consolidation of a variety of skills)

Set up an obstacle course – with set tasks that have to be followed.

This can be an individual course or a team event – this way the teacher can observe where a student needs further skill practise (this can be a fun way to assess for awards).

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.

Kick -of- war: (kicking, splashing)

Can be with or without buoyancy aids, depending on the ability of the students.

Students hold a float between them, whilst prone, they kick hard to try and push each other backwards.

Woggle race: (kicking, splashing)

Two students hold onto one woggle. Both kick hard to race across the pool before the other pair.

STAnley					Distance				
2	3	4	5	6	7	25	50	100	200



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