



# OUTDOOR LESSON PLAN



<i>School</i>	Secondary School no. 4 Suceava
<i>Subject</i>	P. E
<i>Topic/Theme</i>	Basic swimming skills consolidation
<i>Timeframe</i>	<b>100 minutes</b>
<i>Level</i>	4th grade
<i>Activity</i>	Learning the cork on the chest, back and treading water; Water games.
<i>Objectives</i>	<ul style="list-style-type: none"> <li>-to execute correctly the main physical development exercises;</li> <li>-to apply motor skills correctly in swimming;</li> <li>- to improve reaction and execution speed to auditory and visual stimuli in complex motor actions;</li> <li>- to execute fast and correctly ordered or necessary actions to visual and auditory stimuli;</li> <li>- to manifest correctness during water games, in relationships with both partners and opponents; the will to self-improvement;</li> <li>- to respect deliberately the game rules established.</li> </ul>
<i>Material Media Resources needed</i>	- floats, plastic floating objects
<i>Description/ Step-by-step procedure</i>	<p><b>The preparatory part (25')</b></p> <ul style="list-style-type: none"> <li>- Call, state the topics;</li> <li>- Requirements and rules for participation in swimming activity (equipment, frequency, evaluation);</li> <li>- Specific heating on land:</li> <li>- Exercises for the arms (stretching, bending, rotating, extension, arching);</li> <li>- Exercises for the legs (bends, shears, forward-backward-lateral balances, folds, knee flexions);</li> <li>- Joint mobility exercises.</li> </ul> <p><b>The fundamental part(65')</b></p> <p>Accommodation with water:</p> <ul style="list-style-type: none"> <li>- Walking and running through water;</li> <li>- Water spray;</li> <li>- Water blower and butterfly;</li> <li>- Apnea with face placed on water;</li> <li>- Collecting objects from the platform.</li> </ul> <p>Learning the cork on the chest and back (Fig. No. 1, Fig. No. 2):</p> <ul style="list-style-type: none"> <li>- Flut with wall support with both hands;</li> </ul>

- Flute with the passage from the squat into the stretch;
- Traction raft;
- Flush with wall push;

Learning to tread water (Fig. No. 3):

- Support with both hands to break the wave with cyclic movements of feet;
- With support on one arm to break the wave with cyclic movements of feet;
- Tread water with movements of arms and legs.

-Water games:

- Corridor (Fig. No.4)

**The closing part (10')**

Vertical diving exercises with wave break support:

- Deep inspiration in support and deep exhalation with the extension of the arms and the lowering of the body under water;
- Deep jumps with cork passage.

*Reflection/  
Assessment*

- Responsiveness and interest of the students.
- Suitable response to orders.
- Frequency of execution of movements.
- The complexity of breathing act, its coordination to arms movement and stepping.
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- Framing upon rhythm.

The amplitude of moving the arms and stopping when an order is given.

- Correctness of execution.
- Localizing the movement at the level of the joint, head-neck, the amplitude of the movement
- Situating the segments in the indicated levels, the amplitude of moving
- Respecting execution technics
- Immediate answer to commands, reaction and execution speed
- Respecting the rules of the games.
- Testing the capacity of recovery of the students

*Students' work  
examples*





Erasmus+

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