

# OPTUS JUNIOR DOLPHINS

## GAMES GUIDE



**ACKNOWLEDGEMENTS**

Swimming Australia wishes to acknowledge the **Australian Sports Commission (ASC)** for the right to reproduce the Playing for Life and Coaching Children material.

**GAMES**

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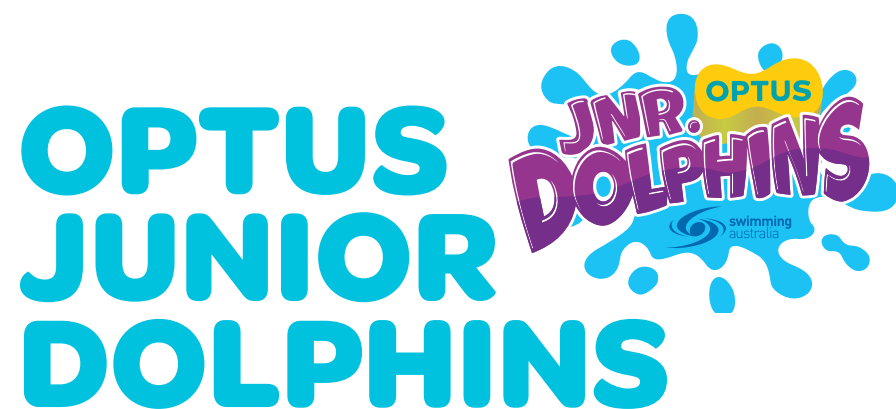
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# SWIMMING AUSTRALIA

Swimming is in Australia's DNA. We are surrounded by water and over 6 million people swim regularly for fun, fitness or competition. Over 1.2 million families are involved in learn to swim programs across the country every year. Our Olympic and Paralympic teams represent the country with pride at every competition and their performances have become part of the fabric of the nation. Names like Priya Cooper, Dawn Fraser, Shane Gould, Matthew Cowdrey, Ian Thorpe, Susie O'Neil and Murray Rose have become household names.

At Swimming Australia our purpose is to inspire all Australians to be the swimmer they want to be, because simply we believe, life's better if you swim.



**Swimming Australia has teamed up with Optus to bring you Optus Junior Dolphins, our first ever junior participation program!**

Optus Junior Dolphins is an exciting program where kids across Australia can have fun with their friends and improve their swimming in a safe, social and non-competitive environment.

Optus Junior Dolphins is a key component of Swimming Australia's pathway and supports kids with basic swimming skills, engages them at an influential time in their lives and encourages lifelong involvement with the sport.

## **Optus Junior Dolphins focuses on:**

- Fun with friends
- Water safety
- Participation in a safe and non-competitive environment.

## **The program has been developed to:**

- Enhance foundation swimming skill development, developing skills for lifelong participation in swimming
- Provide a non-competitive environment that is suitable for young swimmers.

## **The program includes the following two Optus Junior Dolphins stages:**

- **Optus Junior Dolphins stage one** – designed to continue the learning of new aquatic skills whilst refining those previously learnt and utilising them in a variety of simulated scenarios and aquatic disciplines
- **Optus Junior Dolphins stage two** – designed to equip the participant with all the skills required to become the swimmer they want to be. Skills included in the stage cover all aquatic disciplines, water safety and recreational swimming.

For more information on Optus Junior Dolphins go to [juniordolphins.com.au](http://juniordolphins.com.au)



# ADAPTING OUR GAMES TO MEET YOUR SWIMMERS' NEEDS

## CHANGE IT PRINCIPLE

Creating a fun and inclusive swimming environment is really important to ensure participant retention. Through their Playing for Life philosophy, the Australia Sports Commission have created the CHANGE IT learning principle to make sure that participants are challenged in a fun way no matter what their ability is. Creating an inclusive environment for a range of abilities is really important in any sport and the CHANGE IT philosophy on the next page is a fantastic reminder about the considerations that should take place during every Optus Junior Dolphins session.



### C

#### COACHING

- Facilitate swimmer-centred coaching.
- Modify your teaching style to suit the needs of each swimmer – instructions, demonstrations, feedback.

### H

#### HOW TO SCORE

- Vary how to score so everyone can be included.
- Use it to make the activity easier or harder.

### A

#### AREA

Modify the swimming area to:

- change the intensity of play
- make an activity easier/harder
- make the activity safer.

### N

#### NUMBER OF SWIMMERS

- Highlight tactical plays.
- Use CHANGE IT to make activity more inclusive.

### G

#### GAME RULES

Vary to:

- make it easier or harder
- vary the game experience
- make it inclusive
- see also 'H' and 'N'.

### E

#### EQUIPMENT

Use different equipment to:

- broaden the range of playing experience
- make the activity easier/harder
- suit the abilities of all children.

### I

#### INCLUSION

- Swimmer-centred coaching using CHANGE IT.
- Adapt or modify different aspects of the activity so that everyone is included.

### T

#### TIME

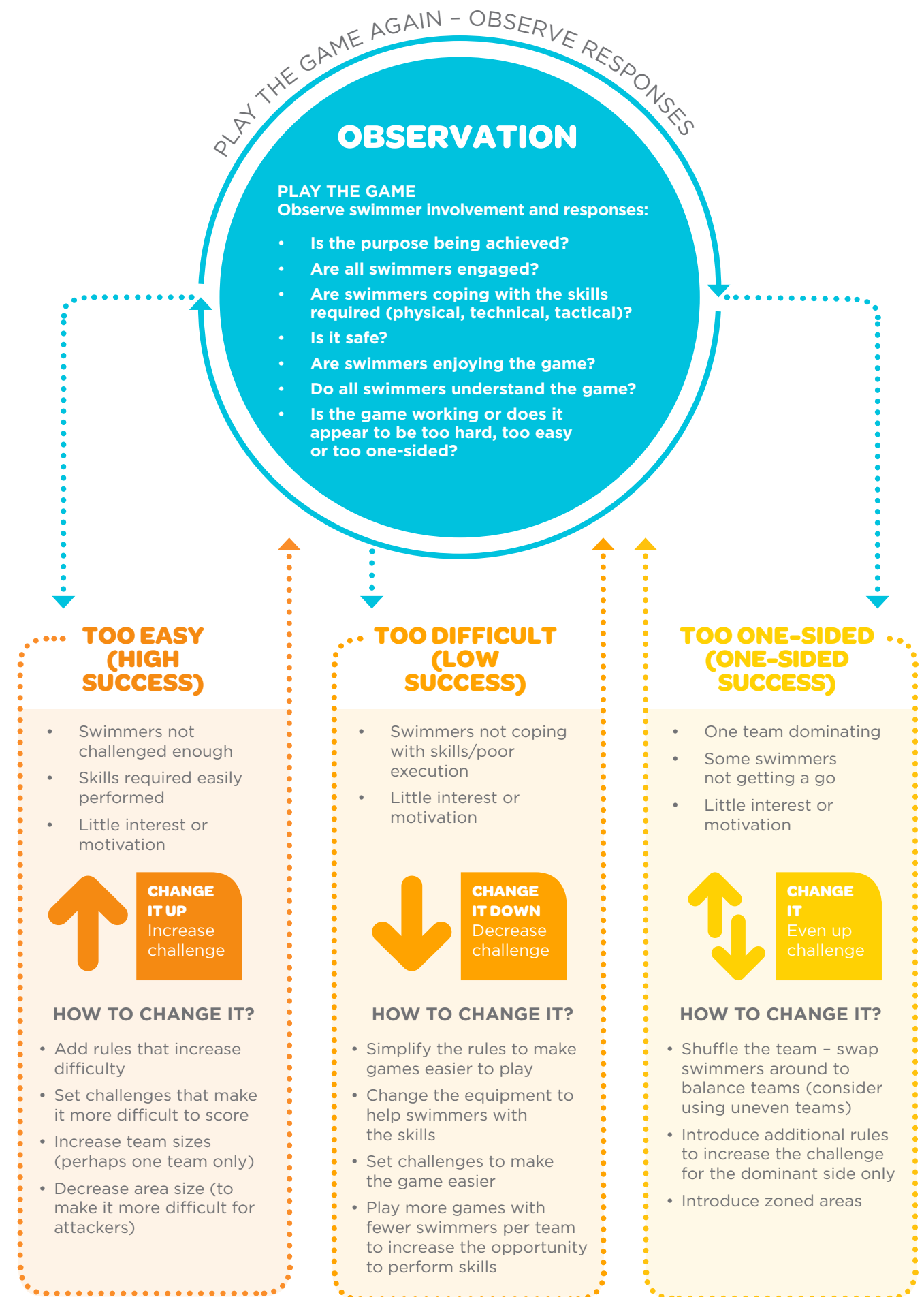
- Vary the duration to impact on the volume and intensity of the activity.

## When and how to apply the **CHANGE IT** principles



Throughout each of the activities we have applied the **CHANGE IT** principle to cater for differentiated practises. The **CHANGE IT** recommendations are not limited to those listed and we encourage swimming professionals to engage with their participants to see how they would change the activity to cater for their individual goals. These principles also apply to the swimming area that is available. Varying this area will produce different outcomes to the activity and in turn require participants to change their approach to the activity.

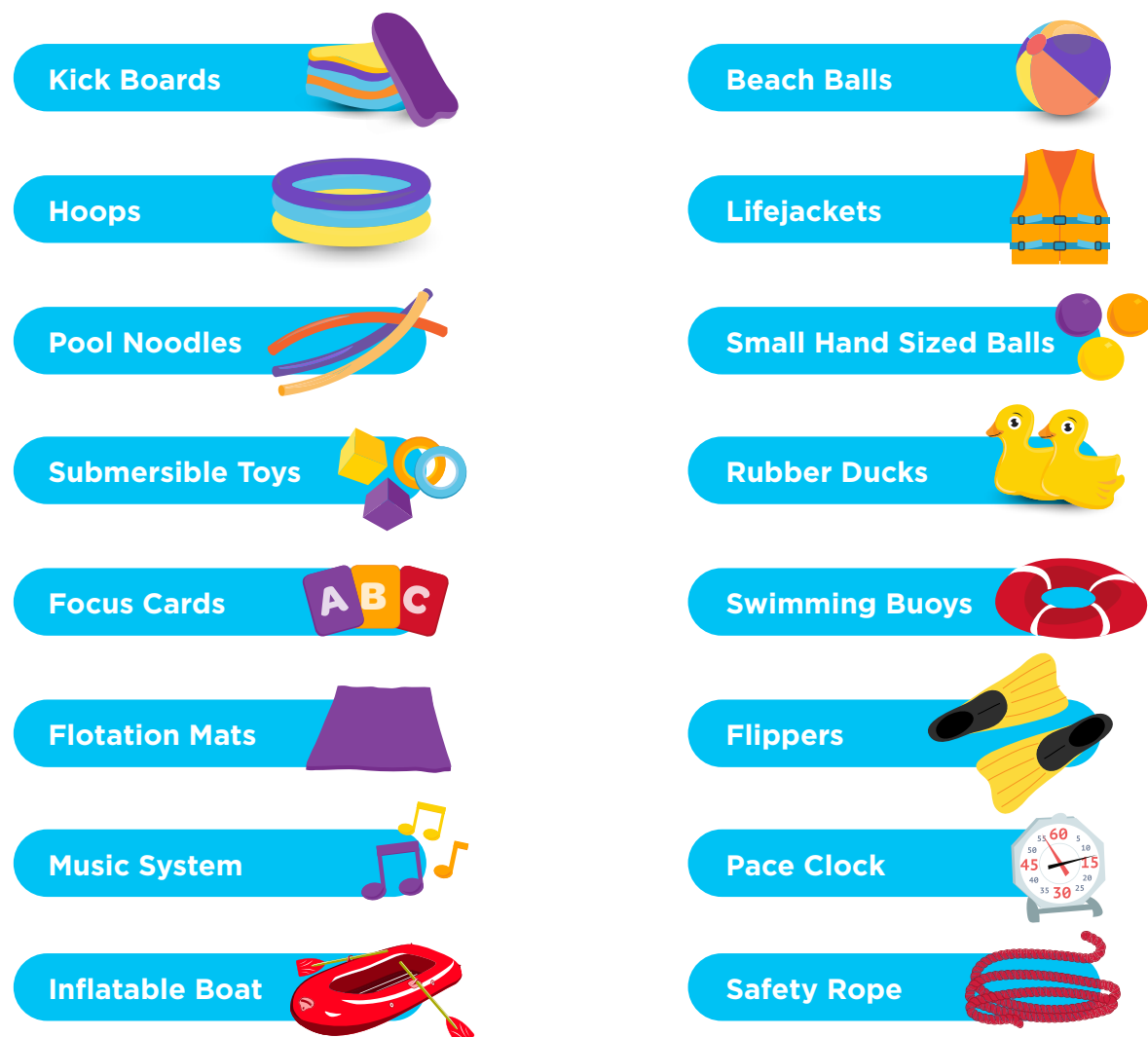
When using the **CHANGE IT** approach, swimming teaches and coaches should constantly observe the game or activity to ensure maximum engagement of the swimmers. The diagram demonstrates the **CHANGE IT** principles in practice.



\* MAKE FURTHER VARIATIONS AS NECESSARY

# OPTUS JUNIOR DOLPHINS EQUIPMENT

The CHANGE IT principle also applies to equipment. Within each activity we have suggested equipment you could use to meet the requirements of the games however changing this equipment throughout the same game will challenge the thinking of the participants and in return expand their knowledge of how they can use their swimming skills to benefit their own outcome of the activity. The equipment list is simply a suggestion and most venues will just find something similar to use in the game if they don't have the exact item. Adaptations may vary according to the equipment you have available at your facility. Equipment suggestions include:



# EXAMPLE SESSION PLAN

With so many variables to different swimming sessions, including number of students, number of swimming teachers or coaches and pool space; along with the aspects that pop up such as transport changes, late arrivals and changes to group size we know that swimming teachers and coaches need to be able to adapt session plans!

We have therefore provided an example of an Optus Junior Dolphins 30 minute session plan below, introducing the Playing for Life principles, however we recommend that you use this as a guide and utilise the games in conjunction with your existing programs.



## Attendance & Warm Up

- Gather Equipment
- Attendance Taken
- Warm Up Activity

## Skill Focus

- Skill outcomes discussed
- Skills practiced individually

## Game Sense Learning

- Game/s set up specific to the skill focus of the lesson
- CHANGE IT philosophy introduced

## OJD App Assessment

- Lesson concludes
- App data entered



# OPTUS JUNIOR DOLPHINS SKILL OUTCOMES

## STAGE 1

### PROGRAM MILESTONES

Achieve a distance of 100 metres freestyle	Achieve a distance of 50 metres breaststroke	Perform a rescue stroke for a distance of 50 metres	Setting and achieving of a swimming target
<b>Milestone Skills</b> <ul style="list-style-type: none"><li>Freestyle tumble turn</li><li>Freestyle streamline start</li><li>Freestyle bi-lateral breathing</li></ul>	<b>Milestone Skills</b> <ul style="list-style-type: none"><li>Breaststroke two handed touch turn</li><li>Symmetrical breaststroke</li></ul>	<b>Milestone Skills</b> <ul style="list-style-type: none"><li>Head above water while performing rescue stroke</li><li>Rescue a friend</li></ul>	
<b>Related Activities</b> <ul style="list-style-type: none"><li>Aquatic Equestrian</li><li>Move the Earth</li><li>I Pull You Push</li><li>Championship Rally</li><li>Mini Polo</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Breaststroke Focus Cards</li><li>Multiplication Race</li><li>Spelling Your Name</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>How Was School</li><li>Figure 8 Fitness Derby</li><li>Journey of the Jellyfish</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Goal Setting</li><li>Group Goal</li></ul>

### GENERAL SKILLS

Perform a head first surface dive	Perform a deep standing dive	In a simulated water environment, exit the water safely	Demonstrate an aquatic movement sequence on & below the water surface
<b>Related Activities</b> <ul style="list-style-type: none"><li>Our Camp is Over There</li><li>Retrieve your Keys</li><li>Under the Sydney Harbour Bridge</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Pirates Treasure</li><li>Ocean Picnic</li><li>Under the Tree</li><li>Dive Goal</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Shipwrecked</li><li>Emergency</li><li>Rescue Recover</li><li>Group Performance</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Water Aerobics</li><li>Individual Performance</li></ul>

# OPTUS JUNIOR DOLPHINS

## STAGE 1

# SKILLS FOCUS

## Achieve a distance of 100 metres freestyle

Demonstrate correct start, technique and turn for a distance of 100 metres

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Ensure participants communicate if they require a rest.

Set a goal and work towards that goal. e.g. Try performing this task for 25m at first then build up towards 100m.

Ensure no diving is completed in the shallow end of the pool.

Check with the facility the allowed depth for diving.

Stress the non-contact aspect of this activity.

Once a participant has the ball they cannot be defended.

Participants can wear lifejackets if required to add to buoyancy.

Ensure the noodles are fastened to the lane ropes when used for hurdles.

Talk to the participants about appropriate lane swimming, staying to the left of the lane at all times and allowing faster participants to pass you at the end of each lap

### Recommended Swimming Area

Within Lanes

## AQUATIC EQUESTRIAN

### Activity Summary

Can you go the distance? Navigate the course of hurdles along this distance. Be careful, go out to fast and the field will close in during the final metres.

### Instructions

- Fasten two pool noodles across the lane in the pool to represent a hurdle.
- Participants are to use Freestyle whilst swimming this distance.
- Whilst swimming participants will need to decide to go under or over this hurdle during their lap.
- Modify the area to suit the group you have or modify the course to suit the size of the area available to you.
- Consider your area and where possible avoid a straight up and back 100m- Look for variation.

### Equipment



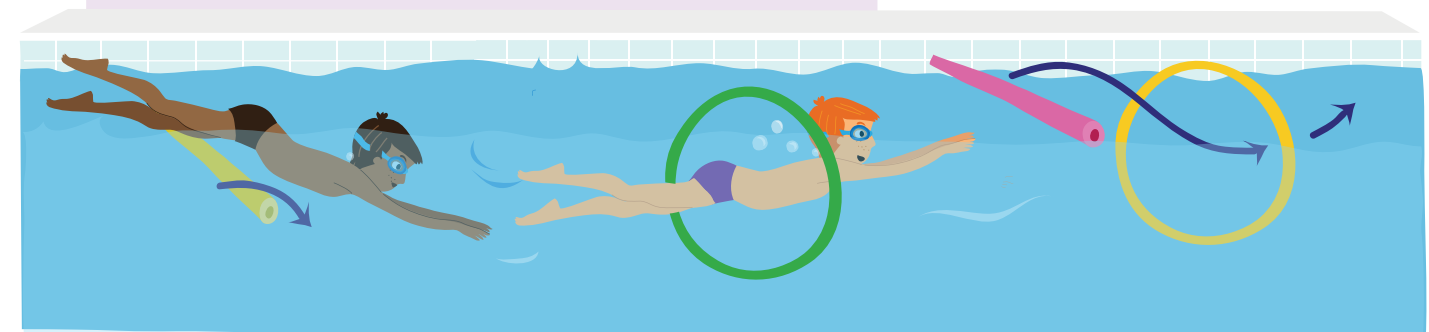
### CHANGE IT!

#### Easier

- Do not use the pool noodles to go over or under and gradually build up the distance each week to get to 100m when the participants are ready

#### Harder

- Set up multiple hurdles throughout the swim
- Use the pace clock to set a time for course completion



## MOVE THE EARTH

### Activity Summary

The Earth has fallen off its axis and as the strongest athletes in the world it is up to you to help move the Earth back into place. Are you ready to save the planet?

### Instructions

- Participants are challenged to move the earth (1 x Beach Ball each) down the lane.
- Participants should use freestyle as their main stroke.
- The ball must stay close to each participant at all times so that participants push it along at the top of the recovery stroke.
- Modify the area to suit the group you have or modify the course to suit the size of the area available to you. Where possible avoid a straight up and back 100m- Look for variation.

### Equipment



### CHANGE IT!

#### Easier

- Use a smaller ball for each participant
- Shorten the distance and gradually build it up as the participant improves
- Start it as a relay rotating Swimmers every 25-50m

#### Harder

- Use a larger ball for each participant
- Use the pace clock to set a time for course completion





# SKILLS FOCUS

## Achieve a distance of 100 metres freestyle

Demonstrate correct start, technique and turn for a distance of 100 metres

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 14

### Recommended Swimming Area

Within Lanes

## I PULL YOU PUSH

### Activity Summary

The Swimming train is ready to leave the platform. Toot Toot! Both locomotives are working together to move along the tracks.

### Instructions

- With a partner decide who is the front carriage and who is the back carriage.
- Get participants to be connected by participant two holding participant one's ankles.
- On go participant one is to use their arms only, whilst participant two is only to use their legs
- As a team, their aim is to complete 100m connected.

### Equipment

- Have available plenty of aides for the participants to use to master this partner work.

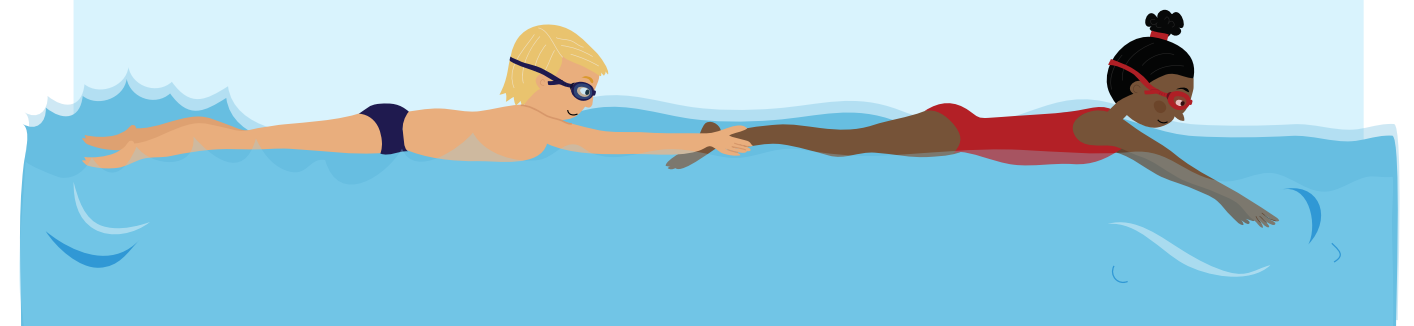
### CHANGE IT!

#### Easier

- Start with a small distance, change the leader each lap, use flippers if you are the kicker, Partner one uses a pull buoy to help with mid pair buoyancy.

#### Harder

- Set a distance challenge for your pair, 50m, 75m 100m. Use flippers for the longer distance at first but then eliminate these from your pair. Partner one uses a pull buoy to help with mid pair buoyancy (eventually eliminate this).



## CHAMPIONSHIP RELAY

### Activity Summary

The championships are here. This is the moment that all the training you have completed has been leading to. Your team has been chosen and it is time to represent your country. Are you ready?

### Instructions

- Divide your class into two teams.
- On go each participant should swim one lap of the pool and tag the next participant (shallow water) or touch the wall so the next participant can dive in (deep water).
- Who is the faster team and why?

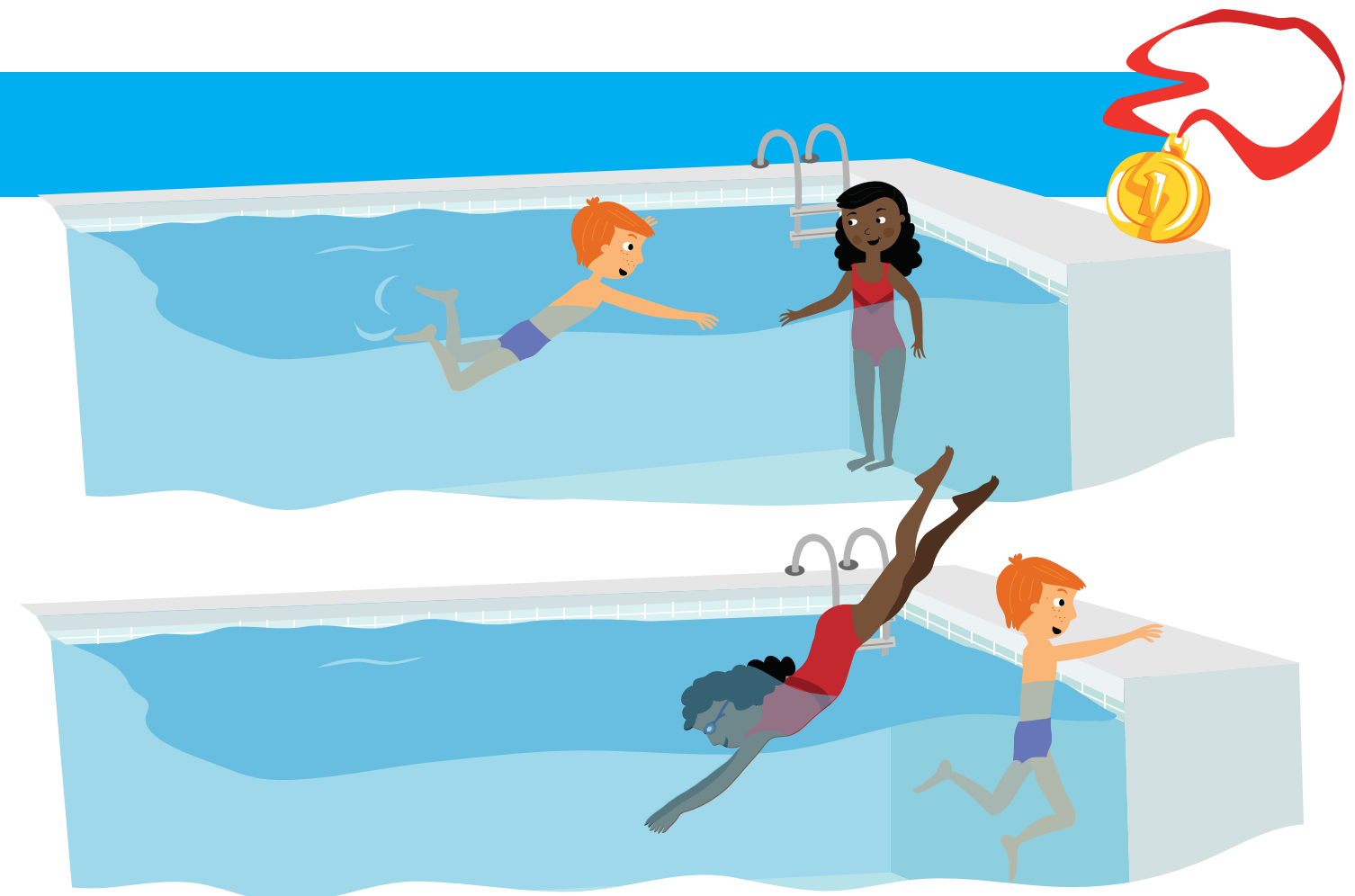
### CHANGE IT!

#### Easier

- Shorten the distance of the relay.

#### Harder

- Use the same team as race one but this time give the slower team a head start equal to that of the winning margin.



# SKILLS FOCUS

## Achieve a distance of 100 metres freestyle

Demonstrate correct start, technique and turn for a distance of 100 metres

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 14

### Recommended Swimming Area

Within Lanes

## MINI POLO

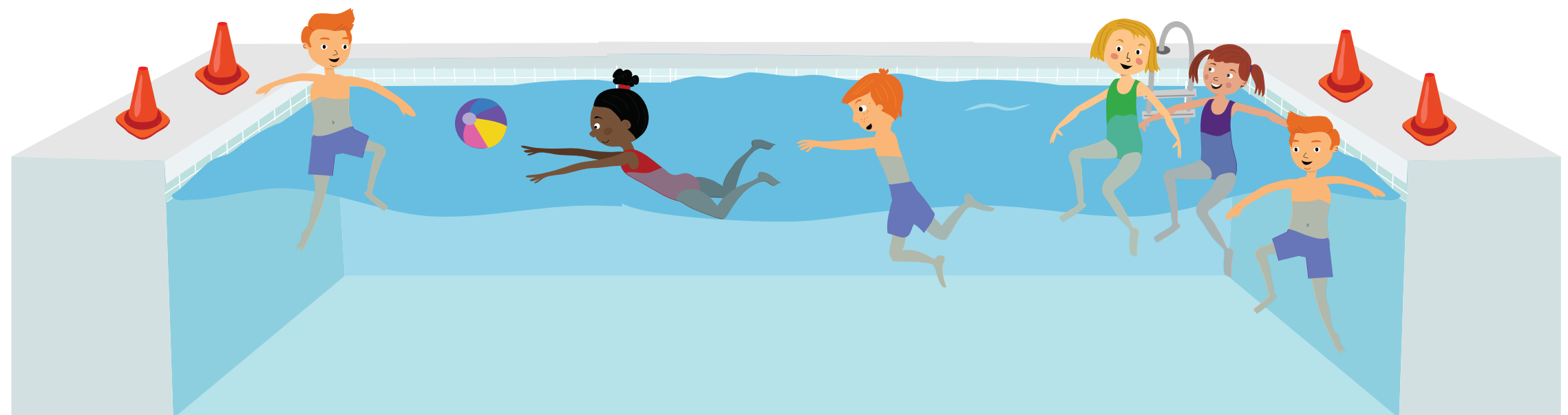
### Activity Summary

The Australian Water Polo team has selected you to be a part of their team for the World Championships. You are their secret weapon who can help secure victory. With your team it is time to practice some essential skills.

### Instructions

- Split the group into two teams and designate a goal keeper at each end.
- Get participants to use Freestyle whilst playing a game of polo to control the ball so their team can score a goal.
- Once a goal is scored the opposite team starts with the ball in the middle.
- Modify the area to suit the group you have or modify the course to suit the size of the area available to you.

### Equipment



### CHANGE IT!

#### Easier

- Make the playing area smaller whilst making the goals larger

#### Harder

- Make the goals end to end in the pool
- Require the ball to be touched by each member of your team before scoring a goal



# SKILLS FOCUS

## Achieve a distance of 50 metres breaststroke

Demonstrating a correct entry, technique, turn and finish.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Space participants out so they can work at their own pace.

Think about space as participants will be swimming in different directions and they need to be aware to avoid collisions.

### Recommended Swimming Area

Open space

## BREASTSTROKE FOCUS CARDS

### Activity Summary

Practice helps retain information. Zero in on the focus shown on the Focus Cards to help with improvements to your stroke technique.

### Instructions

- Develop a set of Focus Cards that say for example,
  - Start
  - Technique
  - Turn
  - Arms only
  - Legs only
  - Glide length
  - Height in water
  - Head position
- Ask participants to select a Focus Card. Their goal for the lap is to use the breaststroke technique but only focus on the cue card instruction for that lap. e.g. If the Focus Card said 'Turn', then their focus is to ensure a correct turn is completed.
- After each lap participants select a new Focus Card to give them a different focus to work on.

### Equipment



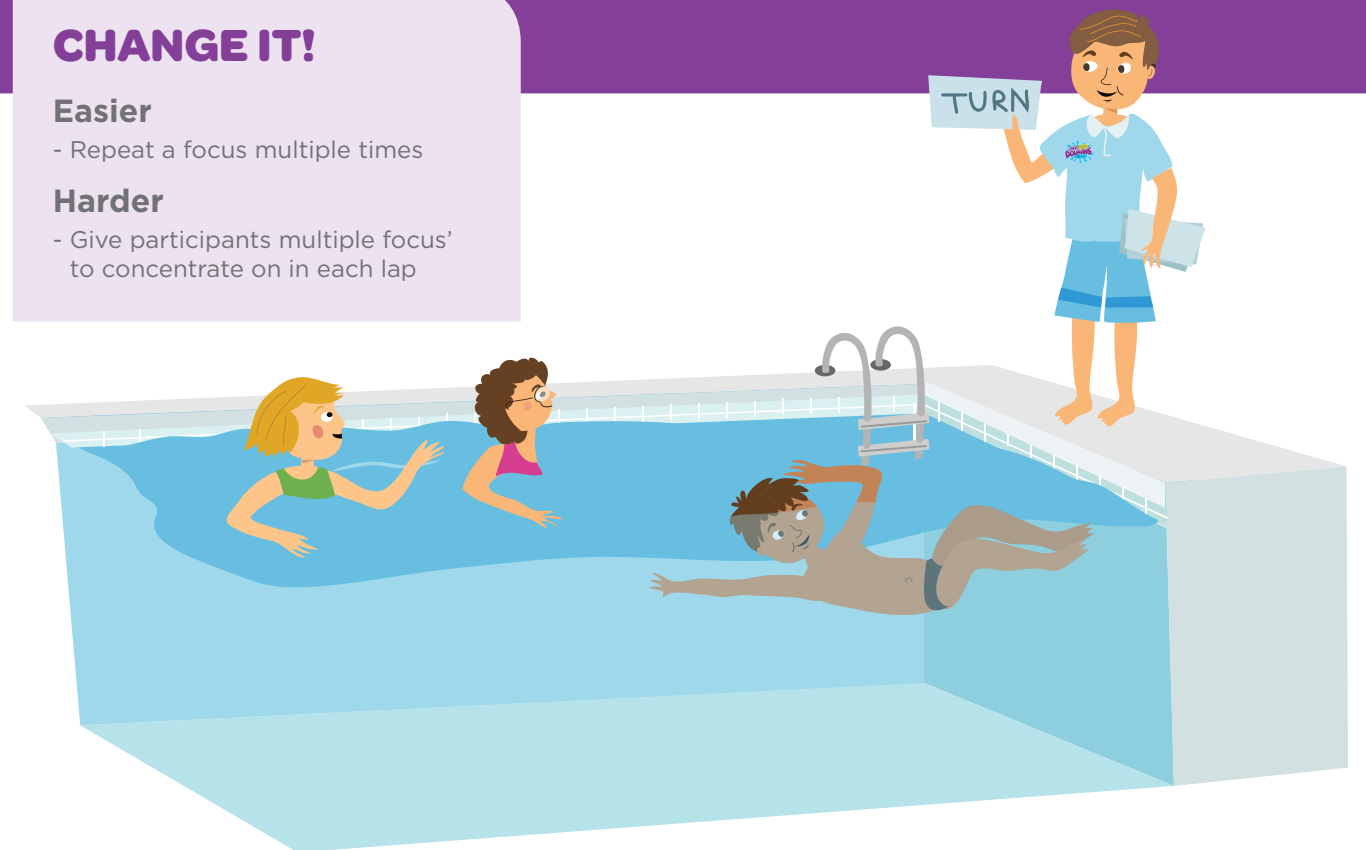
### CHANGE IT!

#### Easier

- Repeat a focus multiple times

#### Harder

- Give participants multiple focus' to concentrate on in each lap



## MULTIPLICATION RACE

### Activity Summary

'Let's get ready for SWIM-TABLES!!' The quicker you move the faster you find the numbers to solve the equations.

### Instructions

- Write or place numbers 1-12 onto a group of kickboards.
- Spread the kickboards out into the swimming area randomly.
- Show participants a multiplication number e.g. 66.
- On go get participants to swim Breaststroke out to a kickboard and find the first multiple of this number before returning to the edge of the pool.
- Participants then need to swim back out to find the next multiple and return it to the edge of the pool to complete the multiplication equation.

### Equipment



### CHANGE IT!

#### Easier

- Use simple multiplication times tables or less numbers. Don't time the challenge focus on the Math and Technique. Do the activity as one big group to help each other

#### Harder

- Use more complex multiplication times tables and use a pace clock to time the activity or place participants in teams against each other



# SKILLS FOCUS

## Achieve a distance of 50 metres breaststroke

Demonstrating a correct entry, technique,  
turn and finish.

**Blue** = Team Activity

**Yellow** = Individual Activity

**Purple** = Either Team or Individual

### Safety:

Refer to page 20

### Recommended Swimming Area

Open space

## SPELLING YOUR NAME

### Activity Summary

Let's get ready for SWIM-SPELLING! The quicker  
you move the faster you find the letters to help  
spell your name.

### Instructions

- Write or place letters onto a group  
of kickboards.
- Spread the kickboards out into the activity area  
randomly.
- Participants should perform Breaststroke as they  
swim out to a kick board, collect a letter of the  
alphabet that is in their name and swim that back  
to the edge of the pool placing the letter into  
their spelling space.
- Participants are finished once they have spelt  
their name on the edge of the pool.

### Equipment



### CHANGE IT!

#### Easier

- Have participants collect the initials of  
their first, middle and last names or any  
four-letter word they can spell.

#### Harder

- Have participants collect the letters to  
their name and place on a floating object  
out in the swimming area. Then allow  
participants to steal the letters they  
require from each other's collection.
- Set a duration to complete the task in.  
Use the pace clock as a guide for  
participants.

#### Team Work

- Participants may work together to spell a  
word rather than their name. You may time  
the group to get all letters of the chosen  
word and get them to repeat this to beat  
their previous time.



# SKILLS FOCUS

## Perform a rescue stroke for a distance of 50 metres

Demonstrate efficient technique and use of a rescue stroke for a distance of 50 metres.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Ensure participants know their location in the pool, i.e. where are other participants, where are the edges of the pool and ensuring ample distance is left between participants.

What equipment is available around participants to assist with buoyancy.

Communication is the key here. Talk to the participants about their location in the pool and adjust their direction if necessary.

Have participants practice the formation on dry land first.

### Recommended Swimming Area

Open Space or within lanes

## HOW WAS SCHOOL

### Activity Summary

How was school today? Can you share with a partner stories and reflections from your day or your week?

### Instructions

- Using a rescue technique, pair participants up to swim beside each other.
- Their goal is to be able to use correct technique to conserve energy but at the same time be able to hold a conversation about how school was today.
- This will simulate good lifesaving skills with participants being able to check in that their partner is ok.

### CHANGE IT!

#### Easier

- Use a buoyancy aide to help keep head above water
- Modify the distance for those participants not yet capable of the distance

#### Harder

- Teacher to nominate the stroke for participants to perform
- Try swimming in a large group



## FIGURE 8 FITNESS DERBY

### Instructions

- Define the shape of the number 8 and explain to participants about the importance of safety when crossing over in the middle of the 8.
- Using sidestroke as a preferred method for this exercise find an open space.
- Ask participants to start following the leader around the figure 8 course using effective rescue stroke technique.
- When participants get to the middle participants need to use their judgment as to whether participants decide to go or let the other participant go first to avoid collision.
- Highlight how participants can conserve energy using effective technique. Demonstrate from the side of the pool throughout the activity.

### CHANGE IT!

#### Easier

- Alter the figure eight to simple lane swimming

#### Harder

- Spread equipment around the space so that participants are challenged to still navigate a figure 8 but also navigate without touching the equipment



# SKILLS FOCUS

## Perform a rescue stroke for a distance of 50 metres

Demonstrate efficient technique and use of a rescue stroke for a distance of 50 metres.

**Blue** = Team Activity

**Yellow** = Individual Activity

**Purple** = Either Team or Individual

### Safety:

Refer to page 24

### Recommended Swimming Area

Open Space or within lanes

## JOURNEY OF THE JELLYFISH



### Activity Summary

Ask participants to pretend they are jellyfish who are crossing from one side of the ocean to the other. The jellyfish are tired from their long journey already and to help conserve their energy you must use the least number of strokes (preferably survival backstroke) as possible to get from one side of the ocean (pool) to the other.

### Instructions

- Get all participants on one side of the pool, starting in the water.
- Ask participants to choose one type of survival stroke.
- Get two students at a time to push off and count the number of strokes they can do from one wall to the other, focusing on long strokes and glides between each.
- Reiterate the winner is not the fastest, it's the swimmer which does the least number of strokes.
- Ask each participant how many strokes they did and congratulate the jellyfish that did the least.
- Ask students to try again and see if they can beat their previous stroke count.

### Equipment



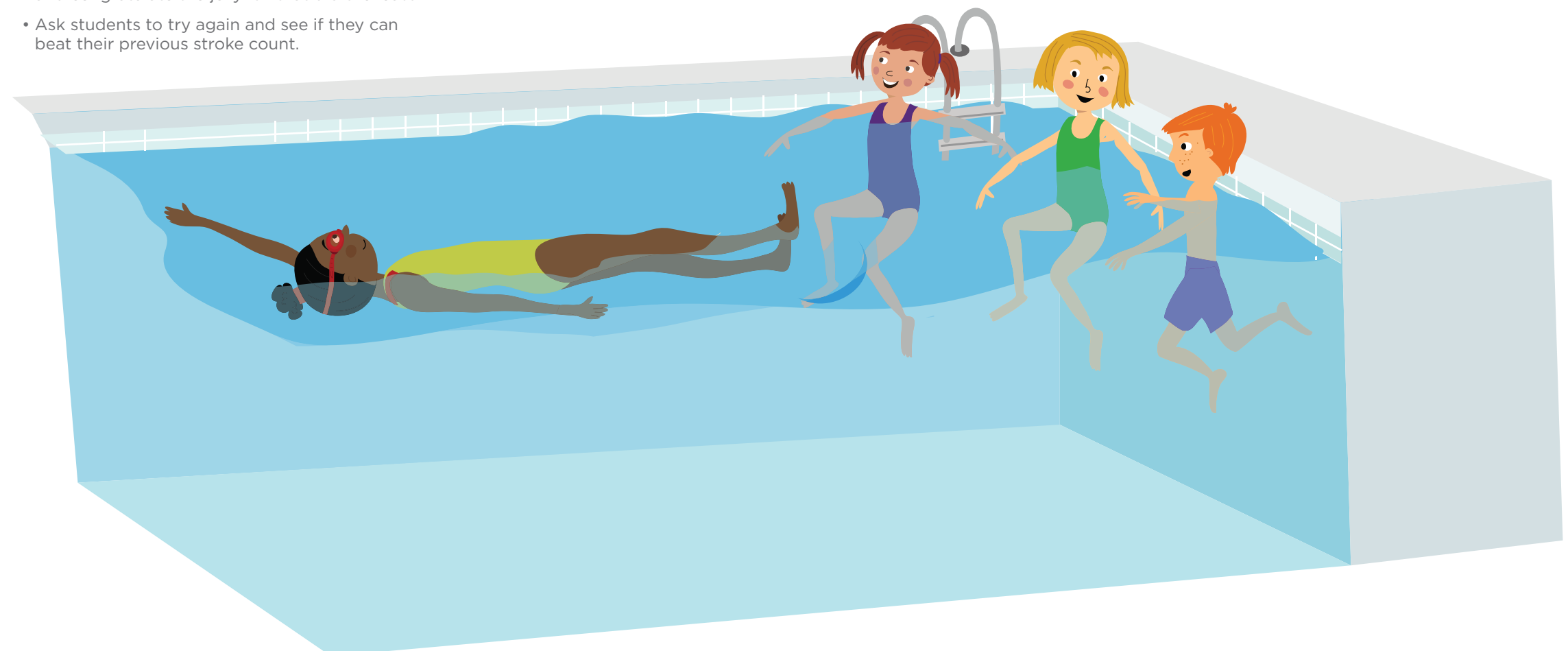
### CHANGE IT!

#### Easier

- Reduce the distance
- Encourage weaker students to do survival backstroke and/or use a noodle under their hips to keep afloat

#### Harder

- Give the students an aim for the number of strokes to do per lap at the beginning
- Give the participants a limit on how many strokes they can do and see who can reach the other end first in that number of strokes
- Increase the distance swum





# SKILLS FOCUS

## Setting and achieving of a swimming target

Together with the instructor, set a target that the participant can look to achieve by the end of the swimming block. This can be based around swimming a set distance, achieving a race time, or learning a new skill.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

While participants are working on their goal, stay within viewable distance to all participants.

Consider the time you allocate each session to working on their goals.

### Recommended Swimming Area

Within lanes

## GOAL SETTING

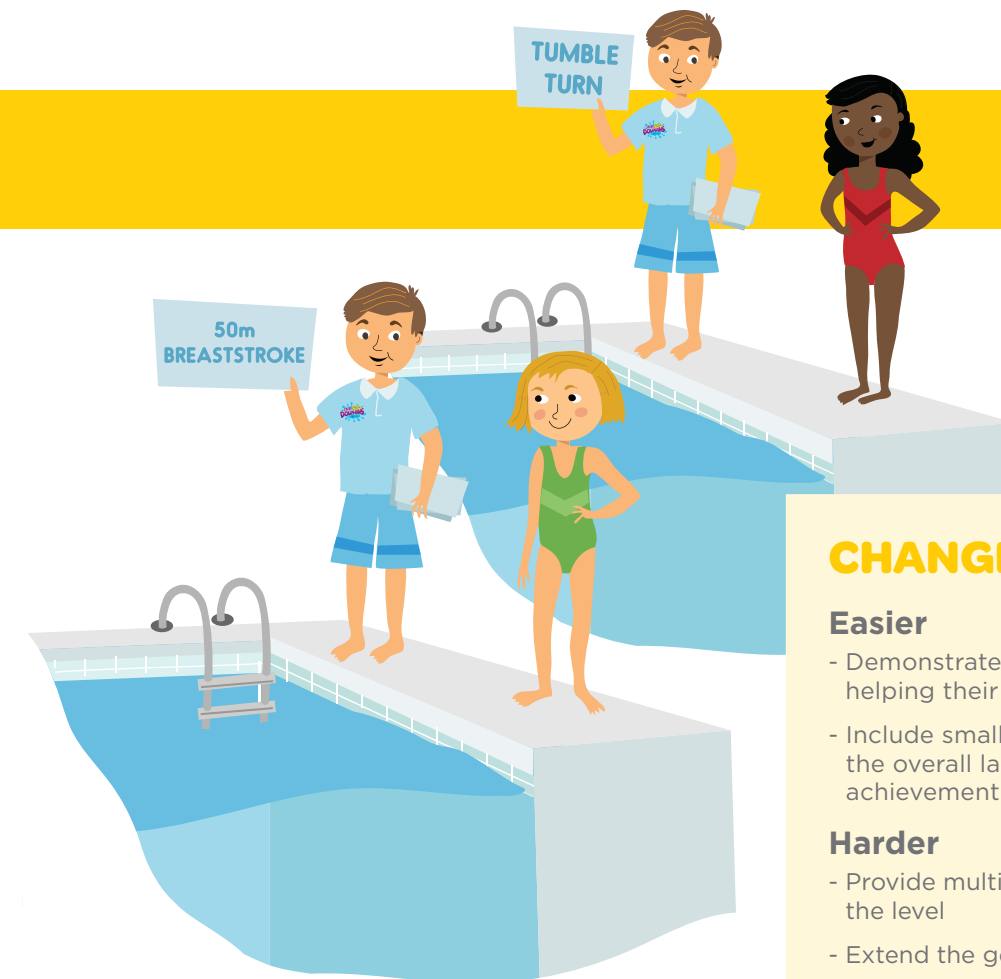
### Activity Summary

What are your goals? Event, time, swim meet, distance?

### Instructions

- Sit with your participants and talk to them about goals they may like to achieve.
- Discuss with them what is possible and what participants can aim for e.g. 50m Freestyle PB or 100m Breaststroke distance complete or perfect a tumble turn.
- As a teacher collect the goals and provide a plan for participants to work on improving their goals.
- Provide participants with their individual goal card as a take away reminder.
- Every participant will have a different goal. Collect all. Give participants time each class to improve their goal.

### Equipment



### CHANGE IT!

#### Easier

- Demonstrate importance on participants helping their friend achieve his or her goal
- Include smaller goals to help achieve the overall large goal to ensure steps of achievement along the way

#### Harder

- Provide multiple goals aligned to the skills in the level
- Extend the goal once achieved

## GROUP GOAL

### Activity Summary

There is nothing better than shared success and achievement. As a group it's time to decide what our group goal is that we want to achieve by the end of term ensuring we're a CHAMPION team.

### Instructions

- Sit with your participants and talk to them about team goals they may like to achieve.
- Discuss with them what is possible and what participants can aim for e.g. Team relay, group distance achieved, team rescue achieved with rotating leaders etc
- As the teacher provide a plan for participants to work on improving their skills that will enable them to achieve their team goal.
- Remind students weekly about their team goal and what to practice.
- After sufficient practice set the group the challenge to achieve their goal.

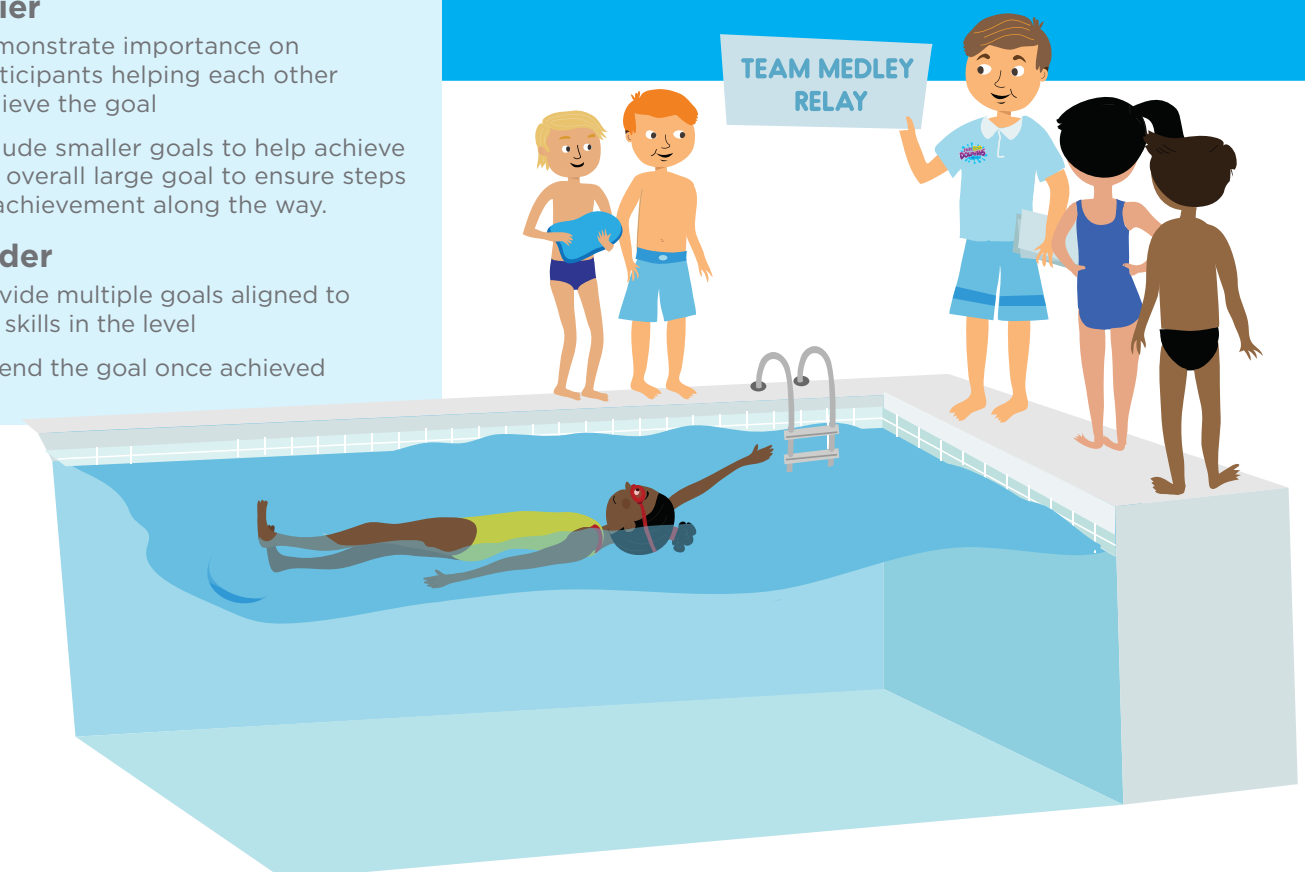
### CHANGE IT!

#### Easier

- Demonstrate importance on participants helping each other achieve the goal
- Include smaller goals to help achieve the overall large goal to ensure steps of achievement along the way.

#### Harder

- Provide multiple goals aligned to the skills in the level
- Extend the goal once achieved



# SKILLS FOCUS

## Perform a head first surface dive

Escape the water surface and propel underwater to resurface at a different location.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Ensure that other participants are not directly in front of the participant at the time of surface dive to avoid impact.

Use only soft equipment within the water to mimic sticks and branches.

Hypoxic training should involve progressive overload, in-line with the participant's physical and skill development – for example, beginning with efforts over 5m, 10m, then 15m etc.

Adequate aquatic supervision is provided.

Don't hyperventilate (take multiple, deep breaths) prior to any hypoxic training or before any underwater swims.

Structure sessions to minimize involuntary hyperventilation immediately prior to a hypoxic set.

Encourage participants to breathe as needed and to stay within their comfort zone.

Ensuring adequate rest for full recovery between hypoxic efforts. (Recovery time will vary from participant to participant)

Hypoxic training should not involve competitive efforts of maximum duration, or distance covered.

### Recommended Swimming Area

Open space

## OUR CAMP IS OVER THERE

### Activity Summary

Explain to the participants that we have been on a big hike and we have arrived back on the wrong side of the river to our camp. In order to get back to the camp we need to swim through the water. The water has sticks and branches floating on top. Therefore, we need to perform a surface dive to swim under the sticks in order to cross the river.

### Instructions

- Have participants start by the edge of the pool.
- Spread the equipment inside the working area.
- Keep your working area small at the beginning.

### Equipment



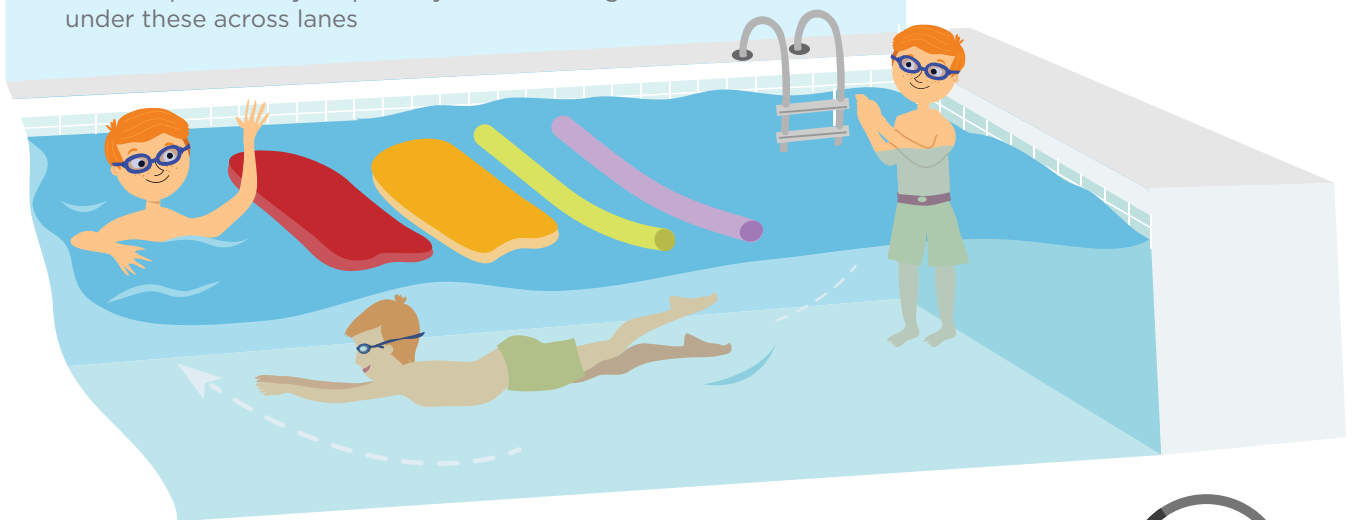
### CHANGE IT!

#### Easier

- Clear the surface of the water from any items

#### Harder

- Use other participants to push and pull the water to create bubbles underneath making visibility harder
- If lane ropes are in your pool try surface diving under these across lanes



## RETRIEVE YOUR KEYS

### Activity Summary

Ooopsss, I dropped my keys in the water. Can someone help me?

### Instructions

- Participants should start at edge of pool.
- Start by throwing your object (keys) through the hoop held by swim teacher.
- Swim out through the hoop then perform a dive to retrieve your object.

### Equipment



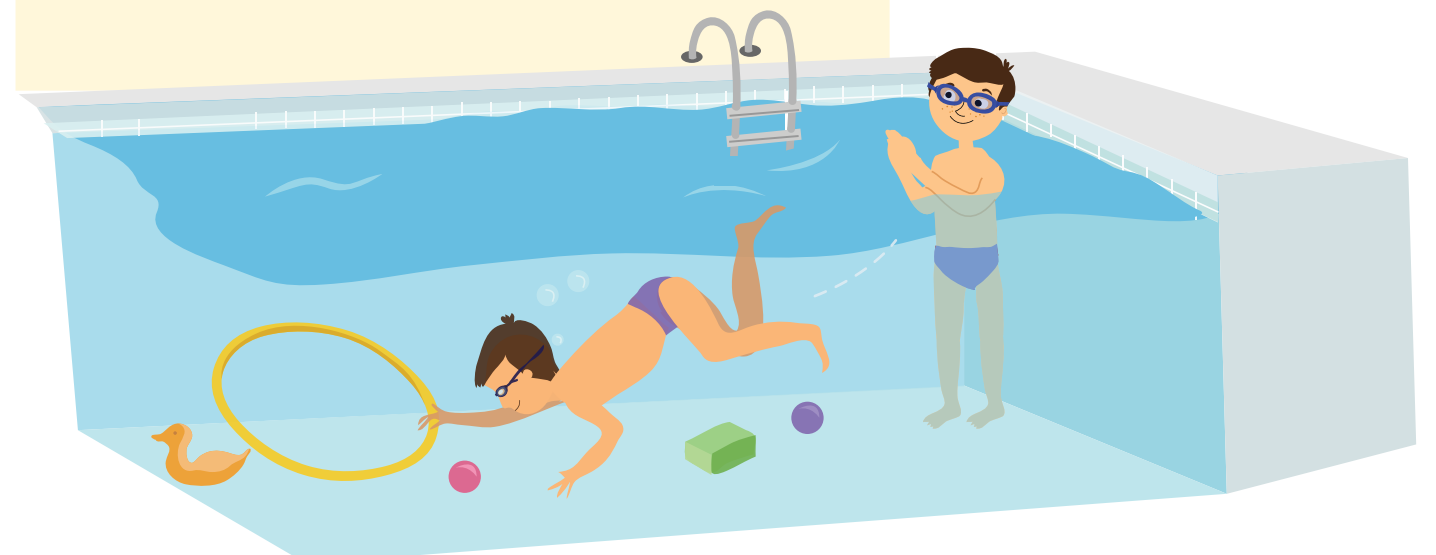
### CHANGE IT!

#### Easier

- The depth of the 'keys' can be varied by using a submerged flotation device that sits midway between the surface and the base or the teacher / participants partner could hold the object

#### Harder

- If lane ropes are in your pool try surface diving under these across lanes whilst having multiple sets of 'Keys' to retrieve



# SKILLS FOCUS

## Perform a head first surface dive

Escape the water surface and propel underwater to resurface at a different location.

**Blue** = Team Activity

**Yellow** = Individual Activity

**Purple** = Either Team or Individual

### Safety:

Refer to page 30

### Recommended Swimming Area

Open Space

## UNDER SYDNEY HARBOUR BRIDGE

### Activity Summary

Sydney Harbour Bridge is an amazing landmark in Australia. Today we get the chance to swim under the bridge.

### Instructions

- Get participants to swim out towards Sydney Harbour Bridge (Pool Noodles)
- When participants approach get them to perform a surface dive to go under the bridge then surface after the bridge.
- Participants can work in partners giving each participant two turns before swapping roles.

### Equipment



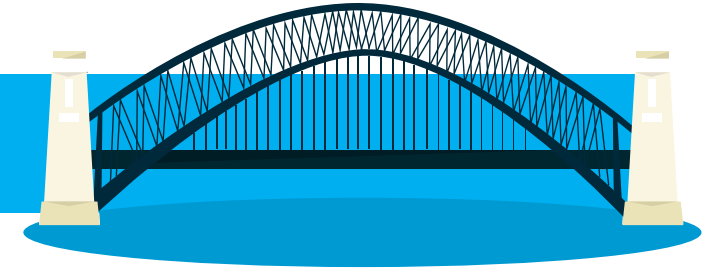
### CHANGE IT!

#### Easier

- Use the pool noodles to sit in a curve just above the surface of the water to still allow the participants to surface dive but then swim through the bridge

#### Harder

- Make the pool noodle a hoop and change the depth of the hoop to get participants to swim through. Increase the size of the bridge



# SKILLS FOCUS

## Perform a deep standing dive

Enter the water via a standing dive, directing themselves deeper under the water.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Check the facilities policy for minimum dive depth permitted.

Hypoxic training should involve progressive overload, in-line with the participant's physical and skill development – for example, beginning with efforts over 5m, 10m, then 15m etc.

Ensure adequate aquatic supervision is provided.

Don't hyperventilate (take multiple, deep breaths) prior to any hypoxic training or before any underwater swims.

Structure sessions to minimize involuntary hyperventilation immediately prior to a hypoxic set.

Encourage participants to breathe as needed and to stay within their comfort zone.

Ensure adequate rest for full recovery between hypoxic efforts. (Recovery time will vary from participant to participant)

Hypoxic training should not involve competitive efforts of maximum duration, or distance covered.

### Recommended Swimming Area

Open space or within lanes

## UNDER THE TREE

### Activity Summary

Oh no!! A fallen Tree has blocked our path in the river and there is no way around it. We must go under the fallen Tree in order to swim to safety.

### Instructions

- Place two Pool Noodles out in the water about the width of a large Tree.
- Participants are to perform a deep dive and will aim to 'propel themselves under the Tree' resurfacing on the other side.

### Equipment



### CHANGE IT!

#### Easier

- Make the width of the Tree smaller

#### Harder

- Make the width of the Tree larger. Hold a hoop between the noodles for the participant to swim through, recover an object whilst under the Tree



## DIVE GOAL

### Activity Summary

The Gold Medal round of the Olympic Games sees you competing for your country in Dive Goal. Your country is cheering your name as you perform the deep dive placing your weighted ring directly on top of the weighted brick on the bottom of the pool.

### Instructions

- Place a brick on the bottom of the pool a safe distance from the edge of the wall.
- Get participants to be each holding a weighted ring object in their hands.
- Upon performing a deep dive get participants to swim towards the brick and place their weighted ring on the brick to score a goal.

### Equipment



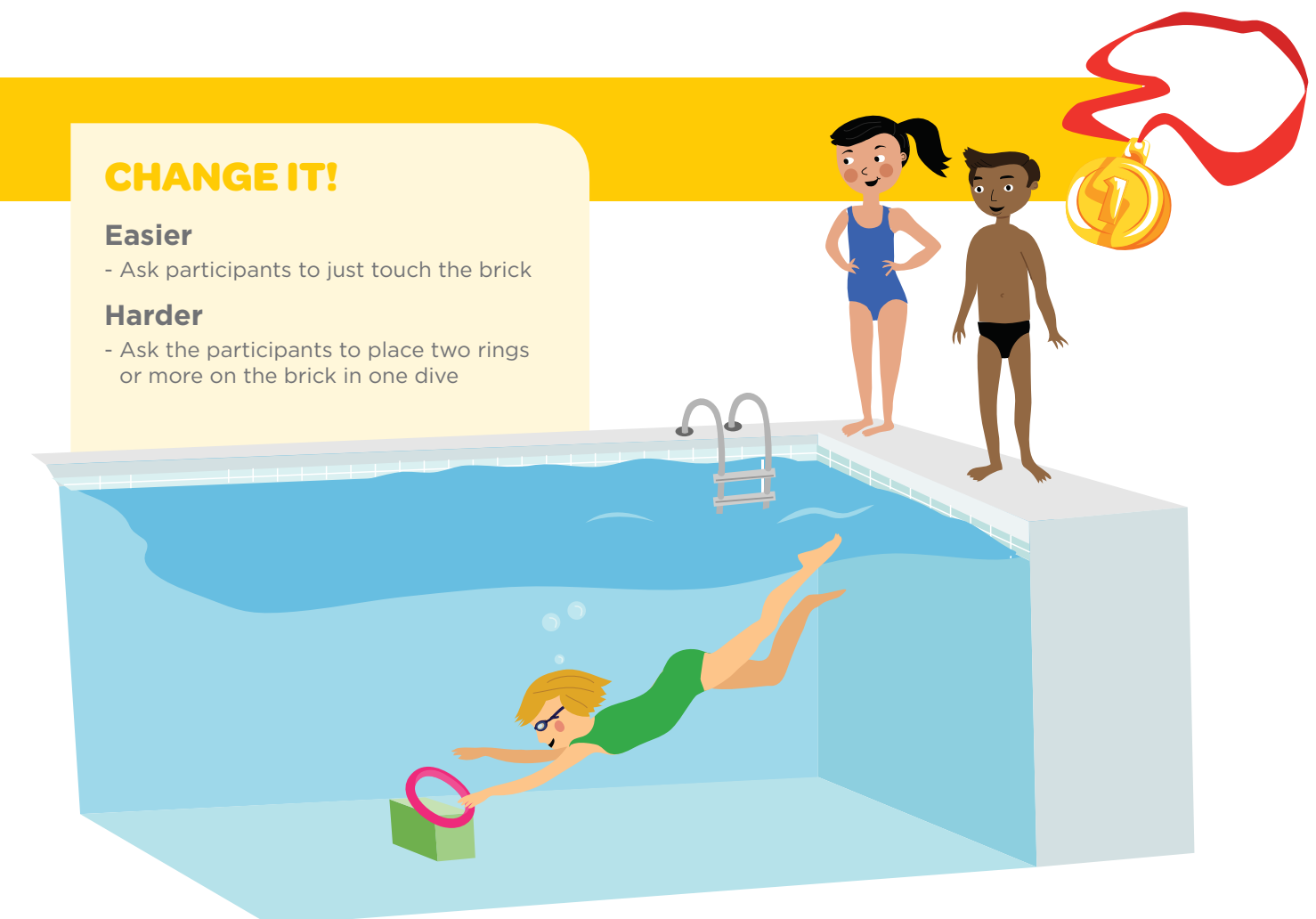
### CHANGE IT!

#### Easier

- Ask participants to just touch the brick

#### Harder

- Ask the participants to place two rings or more on the brick in one dive



# SKILLS FOCUS

## Perform a deep standing dive

Enter the water via a standing dive, directing themselves deeper under the water.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 34

### Recommended Swimming Area

Open Space or within lanes

## PIRATES TREASURE

### Activity Summary

The Pirates have hidden the treasure at the bottom of the ocean and it is up to us to recover their fortune.

### Instructions

- Place equipment randomly on the bottom of the pool inside the swimming area.
- Participants are to perform a deep dive to collect a number of items from the surface of the ocean and return to the boats edge.

### Equipment



### CHANGE IT!

#### Easier

- Use items that the participants can grab hold of like rings and hoops

#### Harder

- Use smaller items so the participant also needs to site first then recover



## OCEAN PICNIC

### Activity Summary

Have you ever had a picnic on the bottom of the ocean? I wonder what is down there to see and do. Let's go and have a look.

### Instructions

- Participants are to perform a deep dive from the edge of the pool towards the bottom of the pool. When participants touch the bottom, they should quickly try to sit on the bottom of the pool before pushing off and returning to the top.

### CHANGE IT!

#### Easier

- Get participants to perform deep dive and avoid touching bottom of the pool or touch the bottom of the pool with their hand only (Depending on depths)

#### Harder

- Dive in tandem with a partner sit on bottom of pool and high five your partner before resurfacing





# SKILLS FOCUS

## In a simulated water environment, exit the water safely

Provided with a theoretical situation, demonstrate a safe method of exit from the water.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Make sure Lifejackets are fastened up and fit each participant.

Provide safety awareness of climbing out of the pool with a Lifejacket and group of people.

Ensure Lifejackets fit properly and are fastened

Ensure rescuer has passed the Rope Rescue level or Swim School Equivalent

### Recommended Swimming Area

Open space

## SHIPWRECKED

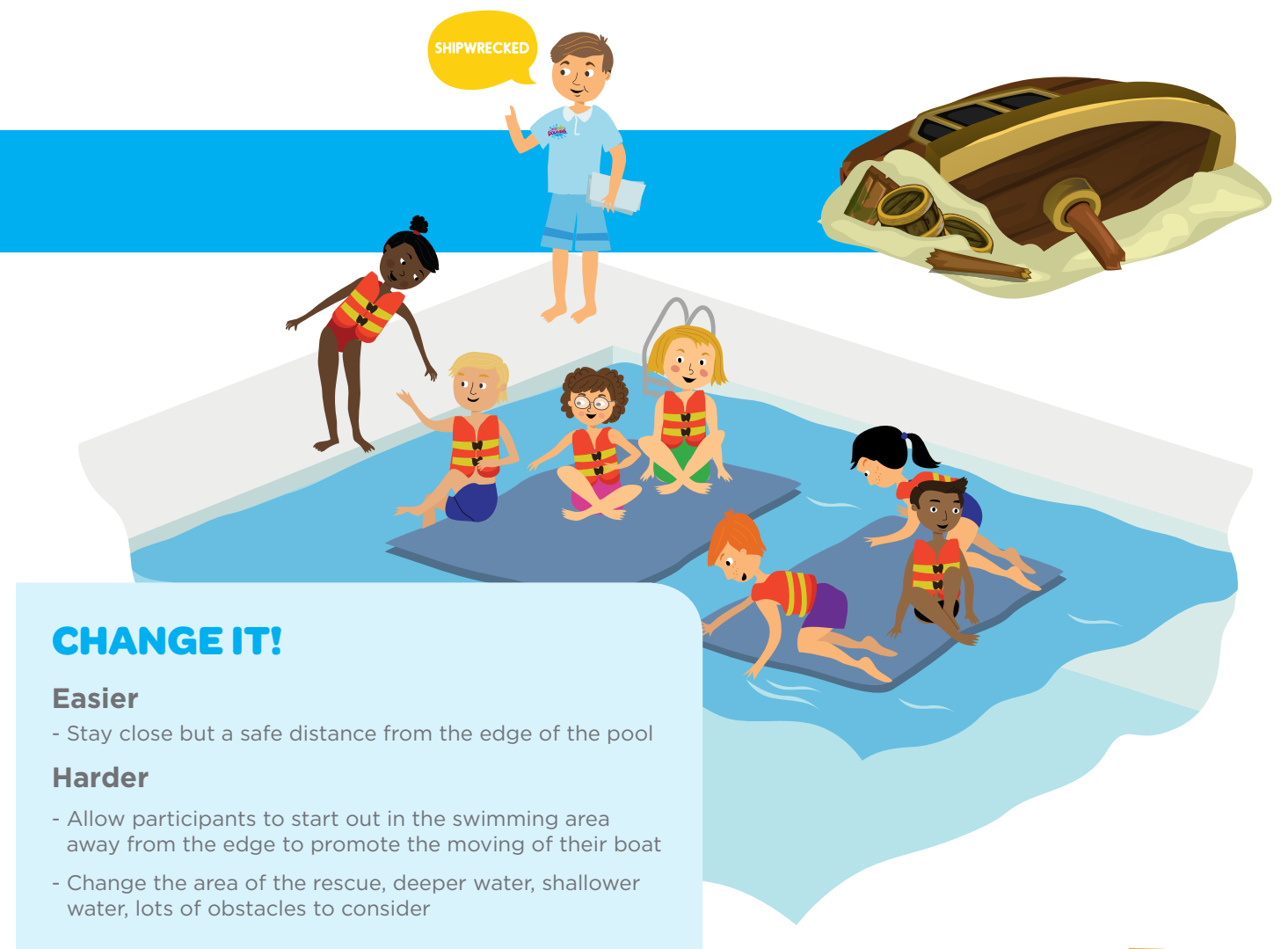
### Activity Summary

'Your boat has overturned in the ocean and you and your friends are stranded. Working together will see you find safety at the water's edge.'

### Instructions

- Prior to the lesson source a large mat or inflatable boat from your centre.
- As a group, participants need to be positioned on a floatation mat or in an inflatable boat.
- Wearing Lifejackets, participants need to be adrift from the edge.
- When the teacher says 'shipwrecked' participants need to work together to get their boat to the edge then one by one exit the boat to the edge of the pool in an orderly fashion.
- Some dry land work may need to be done before trying this activity in the water.

### Equipment



## EMERGENCY

### Activity Summary

Emergency will help participants react to scenarios in teams and as an individual. Act out likely scenarios with participants which they may face in water. e.g. Boat overturned, caught in a rip or slipping into a river.

### Instructions

- As a group, participants need to be all positioned on a floatation mat or in an inflatable boat wearing Lifejackets.
- When the Teacher says EMERGENCY participants need to hop off the mat simulating being tipped into the river.
- Participants should first work together to form a group and then make their way to an edge.
- As a group, participants need to determine a strategy on how to get each participant out of the water safely.

### Equipment





# SKILLS FOCUS

## In a simulated water environment, exit the water safely

Provided with a theoretical situation, demonstrate a safe method of exit from the water.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 38

### Recommended Swimming Area

Open space

## RESCUE RECOVER



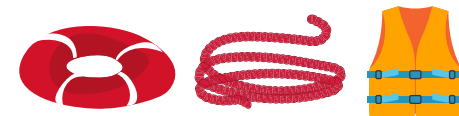
### Activity Summary

'Your friend has fallen into deep water and needs your help. Quickly look around you for an object to throw and assist in their recovery'.

### Instructions

- Prepare floatable items on pool deck for rescue use.
- In pairs participants need to allocate roles, the rescuer or the survivor.
- The survivor needs to wear a lifejacket and swim out into the water.
- The rescuer needs to use a floatation device, throwing this to their partner and pull them to the end of the pool.
- At the edge of the pool the rescuer needs to help their partner exit the side of the pool.

### Equipment



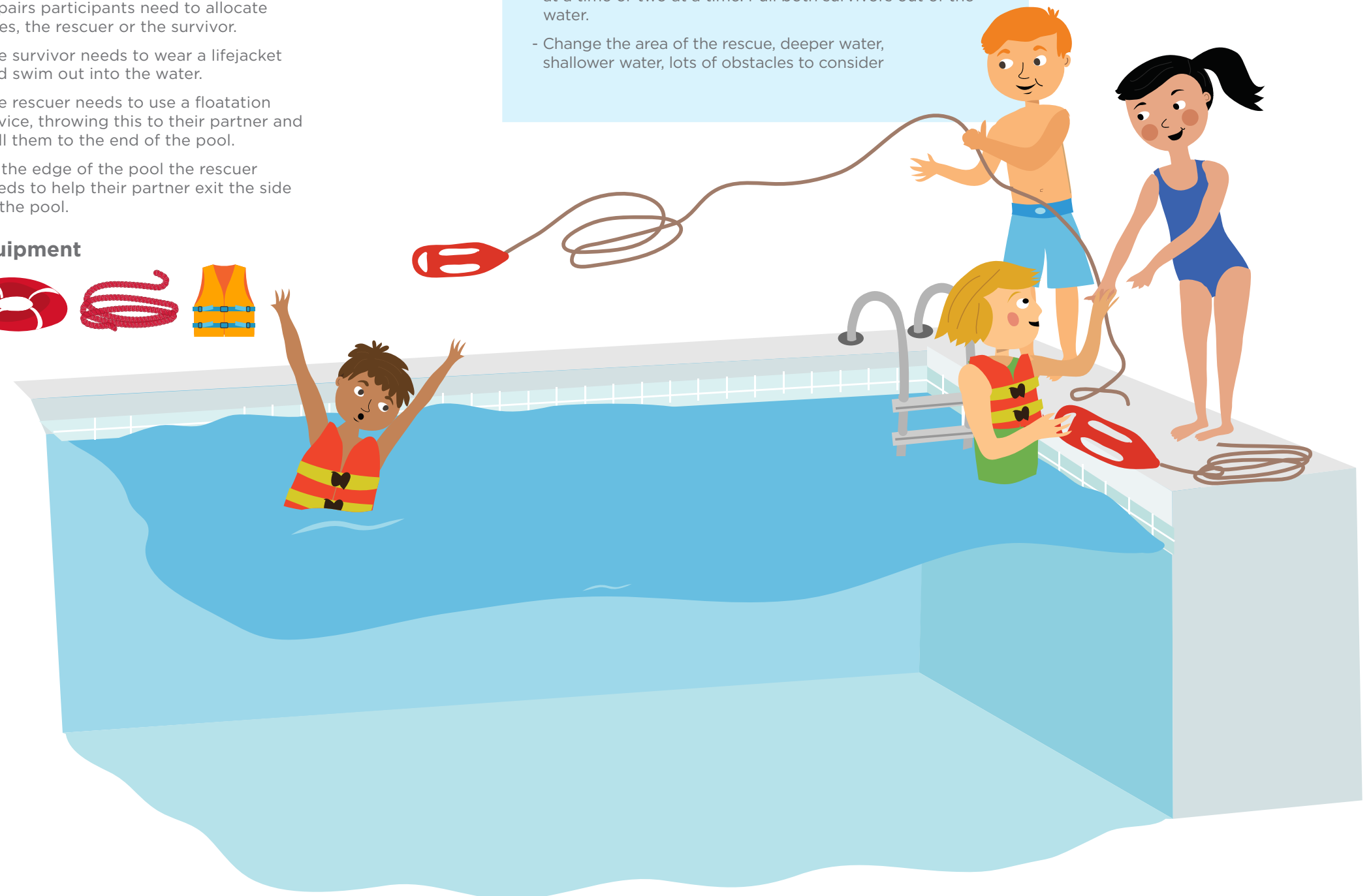
### CHANGE IT!

#### Easier

- Use a pool noodle for reach and recover, use a water level edge rather than a ledge to exit the water

#### Harder

- Use two partners as survivors and rescue them either one at a time or two at a time. Pull both survivors out of the water.
- Change the area of the rescue, deeper water, shallower water, lots of obstacles to consider



# SKILLS FOCUS

## Demonstrate an aquatic movement sequence on & below the water surface

Utilising previously learnt mobility and propulsive techniques, demonstrate a sequence of movement on and below the water surface.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Ensure your class is in an area of depth that allows for rest breaks.

Ensure your class has their own working area away from others.

Hypoxic training should involve progressive overload, in-line with the participant's physical and skill development – for example, beginning with efforts over 5m, 10m, then 15m etc.

Provide adequate aquatic supervision is provided.

Don't hyperventilate (take multiple, deep breaths) prior to any hypoxic training or before any underwater swims.

Structure sessions to minimize involuntary hyperventilation immediately prior to a hypoxic set.

Encourage participants to breathe as needed and to stay within their comfort zone.

Ensuring adequate rest for full recovery between hypoxic efforts. Recovery time will vary from participant to participant.

Hypoxic training should not involve competitive efforts of maximum duration, or distance covered.

### Recommended Swimming Area

Open space

## GROUP PERFORMANCE

### Activity Summary

The Australian Olympic Synchronised Swimming Team is looking for a fresh group of athletes to represent them at the next Olympic Games. Could this be you?

### Instructions

- Using a variety of Synchronised swimming techniques get participants to design and practice a group routine.
- Brainstorm as a group first what a good routine might include.
- Skills to include:
  - Sculls
  - Eggbeater
  - Positions
  - Lifts- Flyer, base, pushers
- Provide practice time on the pool deck or in the water.

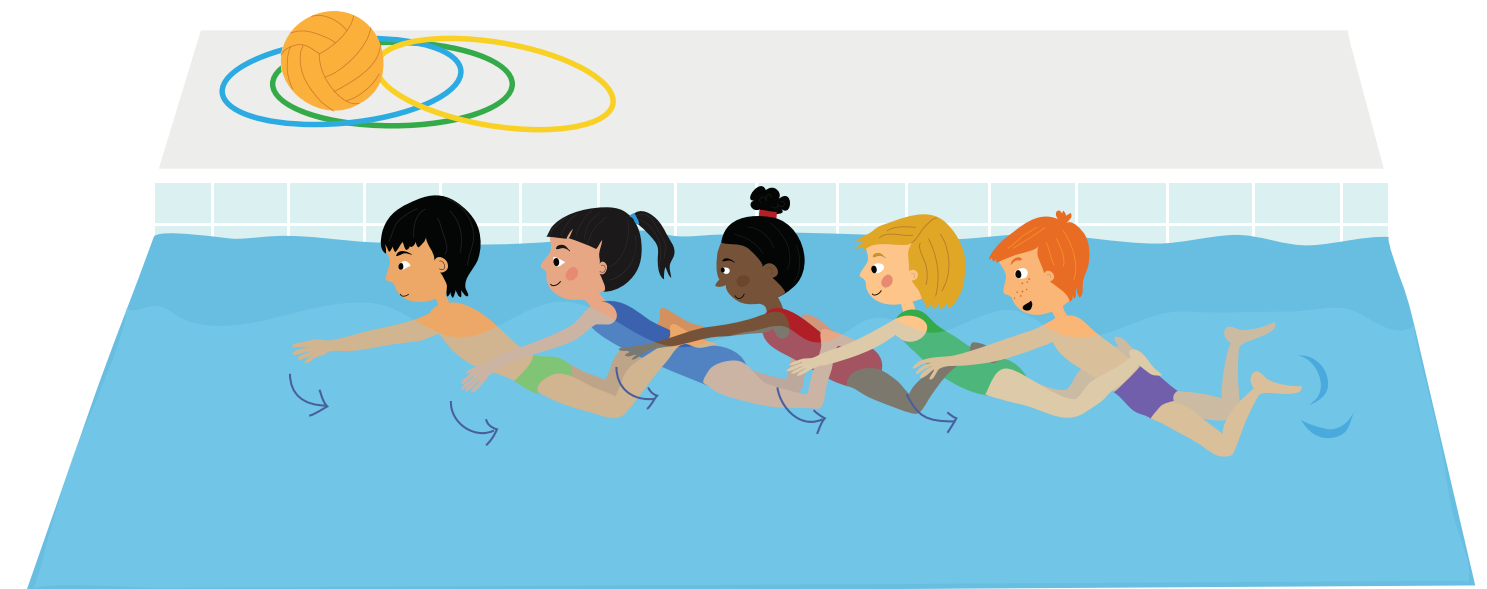
### CHANGE IT!

#### Easier

- Give participants two to three skills to include in their performance
- Where necessary change the depth to suit the ability of individual participants

#### Harder

- Give participants four to five skills to include in their performance



# SKILLS FOCUS

## Demonstrate an aquatic movement sequence on & below the water surface

Utilising previously learnt mobility and propulsive techniques, demonstrate a sequence of movement on and below the water surface.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 42

### Recommended Swimming Area

Open space

## WATER AEROBICS

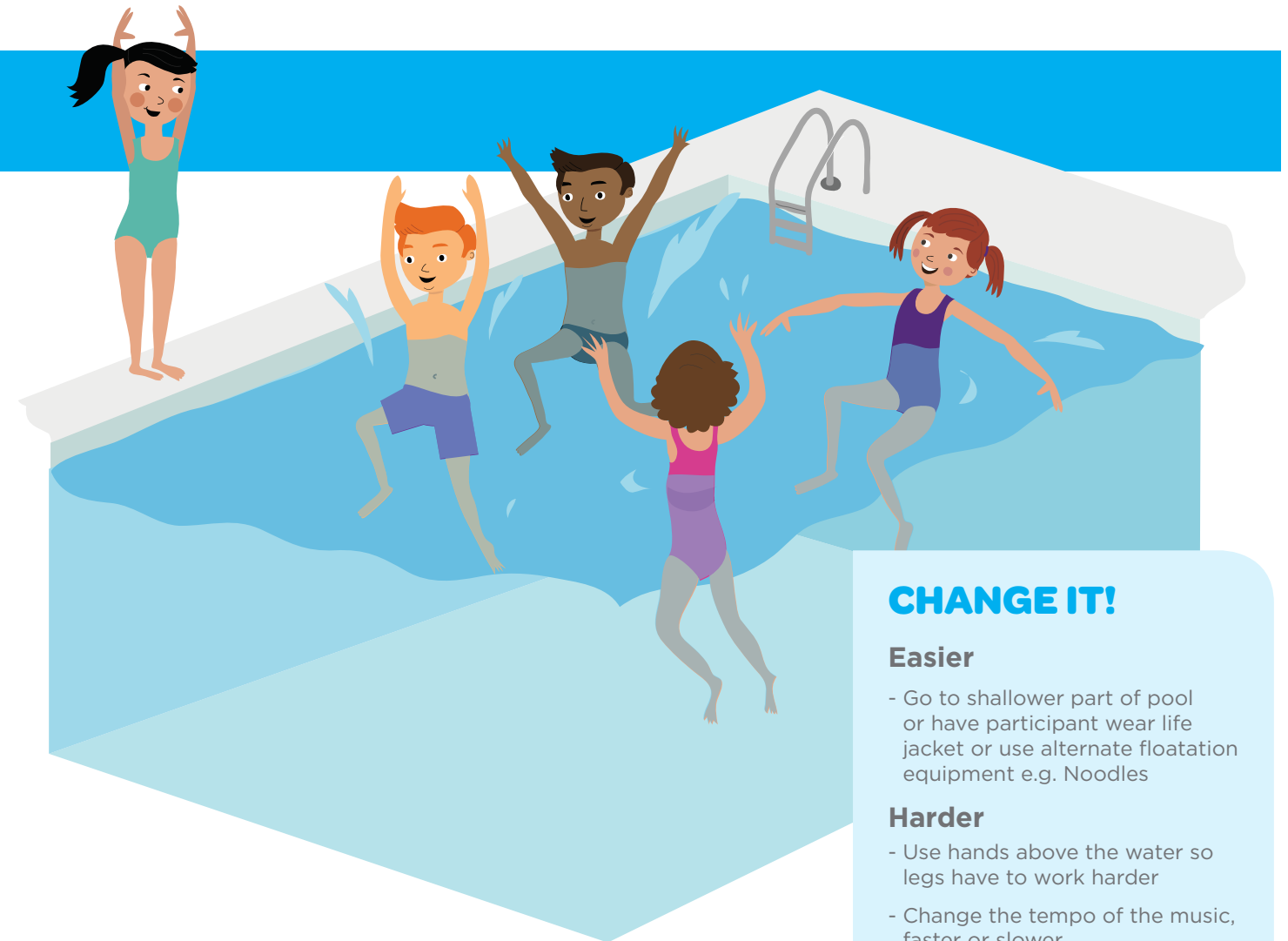
### Activity Summary

As the Water Aerobics instructor, Movement, Expression and Enthusiasm will give team members a work out they will enjoy.

### Instructions

- Source a music speaker to use with your class.
- Select a leader of the group who is to stand on the pool deck.
- When the music starts have the leader perform a series of repetitive movements while the group copy these actions in the water.
- Example: 30 secs Eggbeater, pin drop to the bottom of the pool and push off, 30 secs scull spin to left then to right, pin drop to the bottom of the pool and push off, 30 secs water tuck jumps.
- Change instructor throughout the lesson and challenge the participants to be different in their actions.
- Create the routine so that all participants are capable of all actions

### Equipment



### CHANGE IT!

#### Easier

- Go to shallower part of pool or have participant wear life jacket or use alternate floatation equipment e.g. Noodles

#### Harder

- Use hands above the water so legs have to work harder
- Change the tempo of the music, faster or slower

## INDIVIDUAL PERFORMANCE

### Activity Summary

The Australian Synchronised Swimming Championships has asked your swimming centre to enter individuals into their event. Now is time to practice and perform. You could be the next Olympic Athlete.

### Instructions

- Using a variety of Synchronised swimming techniques get participants to design and practice their own routine. Provide practice time on the pool deck or in the water.
- Skills to include:
  - Sculls
  - Positions
  - Eggbeater
  - Lifts- Flyer, base, pushers
- Allow participants to work together to brainstorm and practice their routines.
- Introduce random pool toys to use in the routine.



### CHANGE IT!

#### Easier

- Give participants two to three skills to include in their performance
- Where necessary change the depth to suit the ability of individual participants

#### Harder

- Give participants four to five skills to include in their performance

# OPTUS JUNIOR DOLPHINS SKILL OUTCOMES

## STAGE 2

### PROGRAM MILESTONES

Achieve a distance of 100 metres backstroke	Achieve a distance of 50 metres butterfly	Speed development	Setting and achieving of a swimming target
<b>Milestone Skills</b> <ul style="list-style-type: none"><li>Backstroke start</li><li>Backstroke tumble turn</li><li>Backstroke finish</li></ul>	<b>Milestone Skills</b> <ul style="list-style-type: none"><li>Butterfly two handed touch turn</li><li>Symmetrical butterfly</li><li>Butterfly dolphin kick</li></ul>	<b>Milestone Skills</b> <ul style="list-style-type: none"><li>Power stroke</li><li>Fast arms</li><li>Rapid kick</li></ul>	
<b>Related Activities</b> <ul style="list-style-type: none"><li>Backstroke Focus Cards</li><li>Multiplication Race</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Body Rock and Roll</li><li>Butterfly Beat the Clock</li><li>Butterfly Tag Team</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Flipper Frenzy</li><li>Slow and Steady</li><li>Speed Booster</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Goal Setting</li><li>Group Goal</li></ul>

### GENERAL SKILLS

Performing a racing dive	Demonstrate an egg beater kick technique	Demonstrate adapted breathing and sighting for use in an open water environment	Pace clock use	Aquatic movement utilising sculling
<b>Related Activities</b> <ul style="list-style-type: none"><li>Racing Dive</li><li>Toe tag</li><li>Rubber Ducky Scramble</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Aqua Quidditch</li><li>Beach Ball Pass</li><li>Aqua Bobsled</li><li>Around the World</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Find the Buoy</li><li>Rough Water Canal</li><li>Sunrise/Sunset</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Beat the Clock</li><li>Drafting</li><li>My Turn, your Turn</li></ul>	<b>Related Activities</b> <ul style="list-style-type: none"><li>Rob the Nest</li><li>Crocodile Creek</li><li>Float the Ducks</li></ul>

# OPTUS JUNIOR DOLPHINS

## STAGE 2

# SKILLS FOCUS

## Achieve a distance of 100 metres backstroke

Demonstrate a correct start, technique, turn and finish for a distance of 100 metres.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Space participants out so they can work at their own pace.

Think about space as participants will be swimming in different directions.

Ask participants to watch where participants are swimming to avoid collisions.

### Recommended Swimming Area

Within lanes

## BACKSTROKE FOCUS CARDS

### Activity Summary

Practice helps retain information. Zero in on the focus shown on the Focus Cards to help with improvements to your stroke technique.

### Instructions

- Develop a set of Focus Cards that say for example,
  - Start
  - Technique
  - Turn
  - Arms only
  - Legs only
  - Height in water
  - Head position
- Ask participants to select a Focus Card. Their goal for the lap is to use the backstroke technique but only focus on the cue card instruction for that lap. e.g. If the Focus Card said 'Turn', then their focus is to ensure a correct turn is completed.
- After each lap participants select a new Focus Card to give them a different focus to work on.

### Equipment



## MULTIPLICATION RACE

### Activity Summary

'Let's get ready for SWIM-TABLES!!' The quicker you move the faster you find the numbers to solve the equations.

### Instructions

- Write or place numbers 1-12 onto a group of kickboards.
- Spread the kickboards out into the swimming area randomly.
- Show participants a multiplication number e.g. 66.
- On go, get participants to swim Backstroke out to a kickboard and find the first multiple of this number before returning to the edge of the pool.
- Participants then need to swim back out to find the next multiple and return it to the edge of the pool to complete the multiplication equation.

### Equipment



## CHANGE IT!

### Easier

- Repeat a focus multiple times

### Harder

- Give participants multiple focus' to concentrate on in each lap



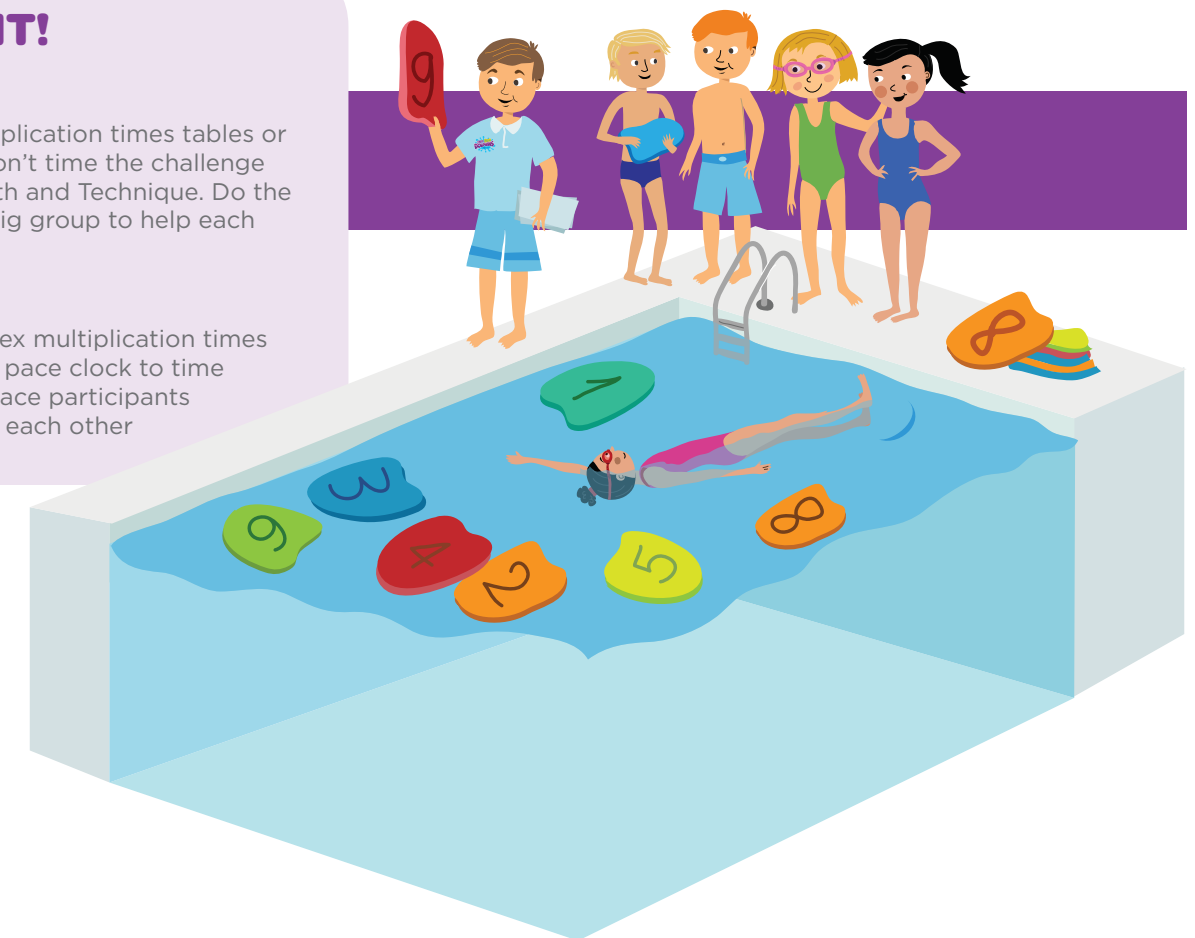
## CHANGE IT!

### Easier

- Use simple multiplication times tables or less numbers. Don't time the challenge focus on the Math and Technique. Do the activity as one big group to help each other.

### Harder

- Use more complex multiplication times tables and use a pace clock to time the activity or place participants in teams against each other





# SKILLS FOCUS

## Achieve a distance of 50 metres butterfly

Demonstrate a correct start, technique and turn for a distance of 50 metres butterfly.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Promote correct technique to avoid overuse injuries.

Be careful not to build up too quickly through the stages.

Allow for practice time to develop strength and technique.

Use items that are approximately palm size.

Ensure all items are collected after use.

Before diving please see your centre guidelines for safe diving depths.

### Recommended Swimming Area

Within lanes

## BODY ROCK AND ROLL

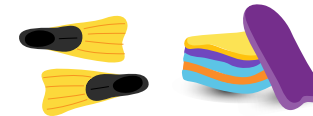
### Activity Summary

Participants are challenged to use correct butterfly kicking technique to help propel them forward.

### Instructions

- Prepare a range of flipper sizes for participants to try on as they arrive for the lesson then have them place their flippers on the side of the swimming area.
- Using a kickboard get participants to engage in the butterfly kick to propel them forwards.
- Make this a staged challenge where participants first attempt (Stage 1) is to perform this movement with flippers for 25 metres.
- Stage 2 will see participants attempt 25 metres without flippers.
- Stage 3 will see participants attempt 50 metres with flippers
- Stage 4 will see participants attempt 50 metres without flippers.

### Equipment



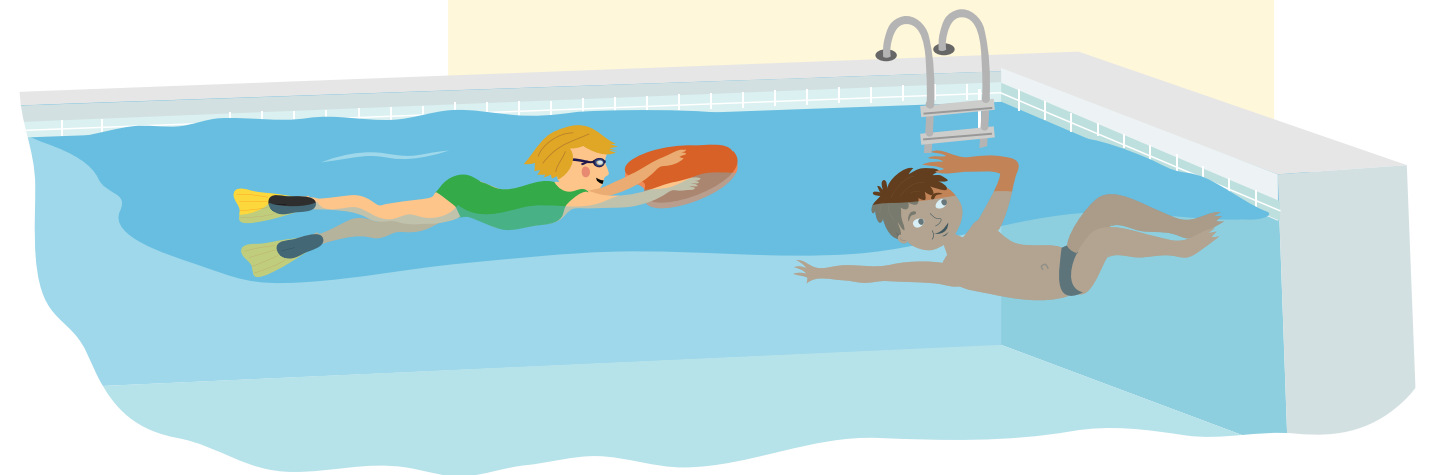
### CHANGE IT!

#### Easier

- Remain with flippers on the whole time
- Shorten the distance and progress kids only when ready

#### Harder

- Start with flippers off for this skill



## BUTTERFLY BEAT THE CLOCK

### Activity Summary

What is the racing clock? Where is the racing clock?

Follow the hand and when it reaches the top it is racing time.

### Instructions

- Ask participants to estimate a time for 50m Butterfly. Use this time as a guide on the clock.
- Get participants to perform a racing dive on Go.
- Teacher should skill check their action as participants are travelling faster and make a note of improvement points for feedback.
- Ask: "What was the time? "
- Adjust the estimate now to equal the time achieved and repeat.
- Ask: "How many intervals can you perform in a row by still beating this first time?"

### Equipment



### CHANGE IT!

#### Easier

- Use a set of flippers to aid with propulsion

#### Harder

- Set a time a few seconds faster than your PB
- Create a race with other participants





# SKILLS FOCUS

## Achieve a distance of 50 metres butterfly

Demonstrate a correct start, technique and turn for a distance of 50 metres butterfly.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 50

### Recommended Swimming Area

Within Lanes

## BUTTERFLY TAG TEAM

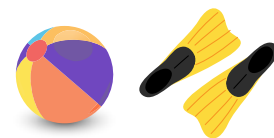
### Activity Summary

The Tag Team championship is here. Which pair will best Float Like a Butterfly and Catch like a Water Polo Champion.

### Instructions

- Participants get into pairs
- One participant starts on the wall (or diving in) and does one arm butterfly to the middle of the pool.
- Their partner will be waiting in the middle of the pool with a Beach Ball.
- As the pair meet in the middle they must complete five catches and throws between each other before the first swimmer tags their partner.
- The tagged partner then does one arm butterfly to the other end, completes a butterfly turn and swims back to the middle to again complete five catches and throws before tagging their team mate.
- Partner one swims to end.
- Swap who is at the end and who is in the middle and swap to other arm then both arms.
- The person waiting in the middle will hold onto the ball as it can also be used to assist floating in recovery.

### Equipment



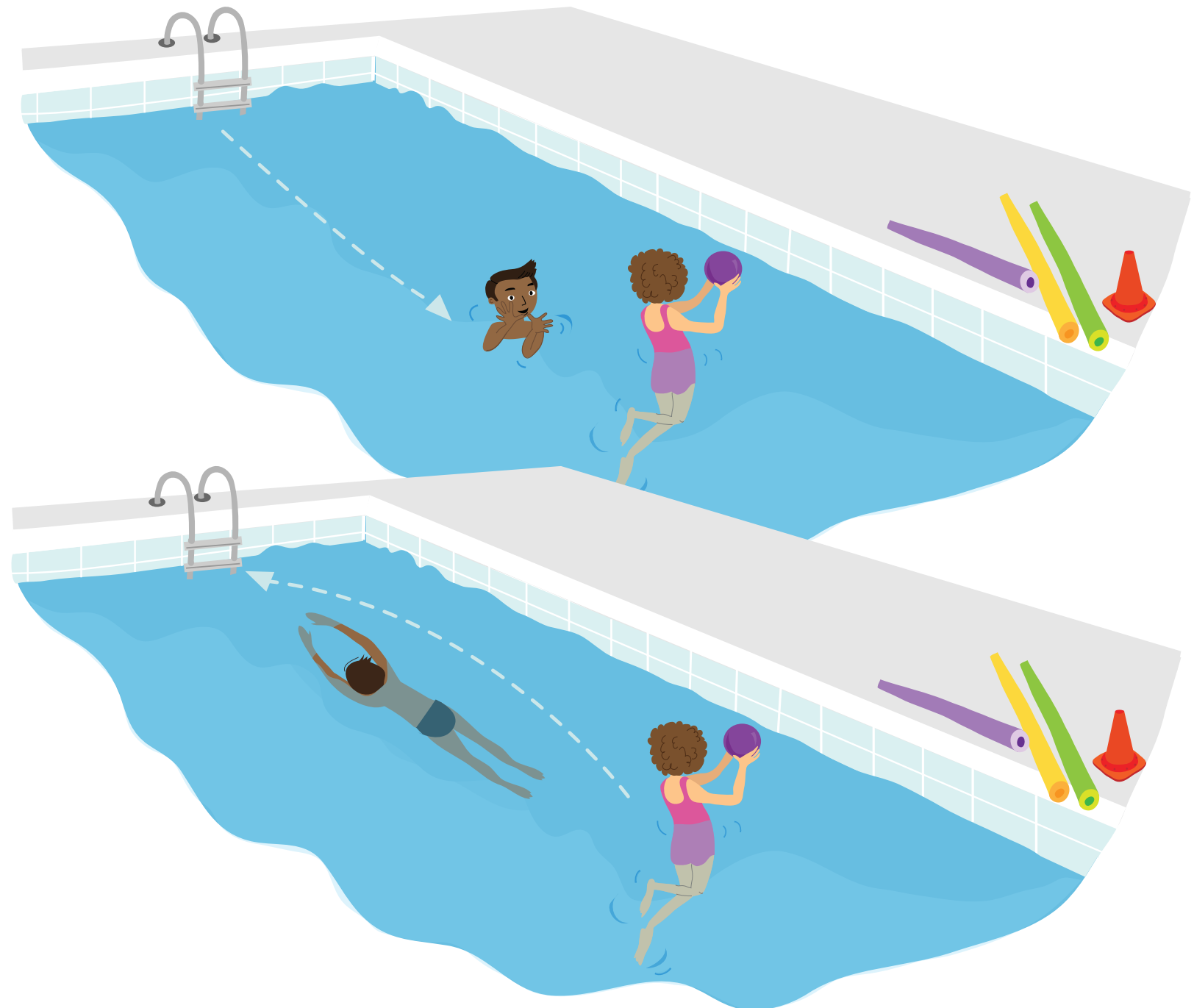
### CHANGE IT!

#### Easier

- Focus more on butterfly drills
- Add flippers for swimmers who are struggling with technique
- Add in another person to the tag team allowing someone to rest in the middle

#### Harder

- Make continuous by not stopping between each drill
- Tag team a whole two laps practising start, turn and finish all in one go



# SKILLS FOCUS

## Speed Development

Utilising current technique for a stroke, understand and display a differentiating swimming speed over a set distance.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

To avoid exhaustion be sure to include rest intervals to allow for recovery.

Get participants to work as a slow build up. This means that at first participants may only be able to swim a short distance but over a number of weeks this distance can build up slowly.

Ensure there is enough space between each participant when they are swimming.

Give enough rest between each skill.

### Recommended Swimming Area

Within lanes

## FLIPPER FRENZY- HOW FAST CAN YOU GO?

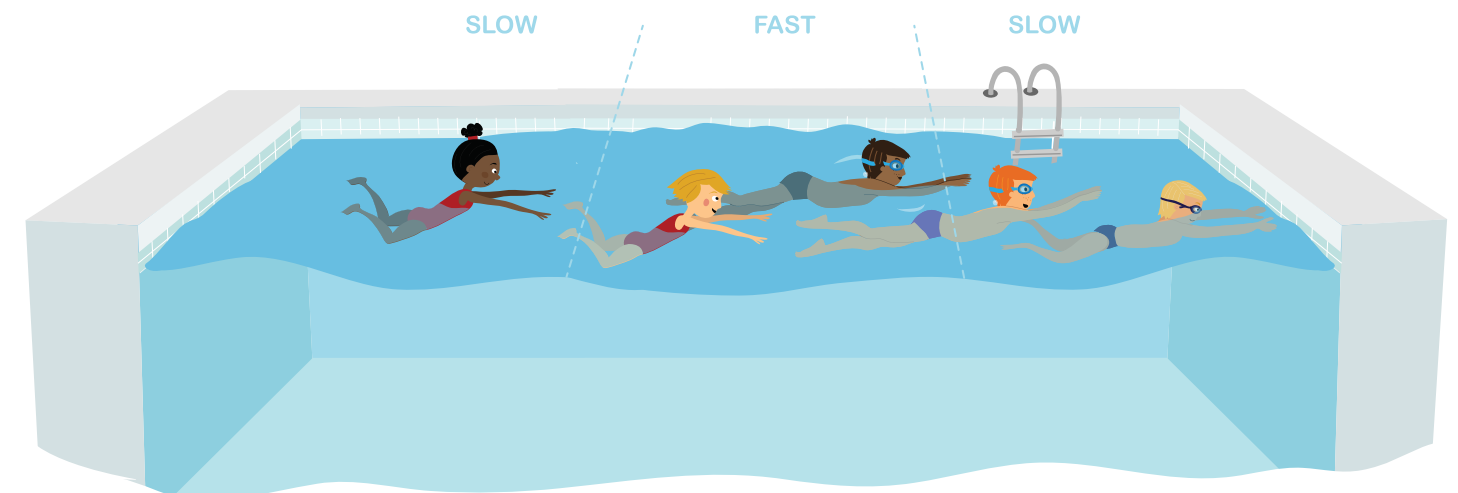
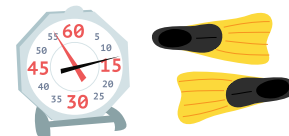
### Activity Summary

How fast can you go? You are the fastest car available on the market. Your legs are the engines. Use the engines and propel yourself as fast as you can down the lane.

### Instructions

- Make flippers available for students to try on prior to the lesson then move to their swimming lane.
- Participants will be encouraged to use a variety of swimming techniques and use flippers to see how fast participants can go.
- Use a small distance of 25-50 metres with lots of rest intervals.
- Inform participants that this activity is a maximal effort with lots of rest.
- Use the pace clock to track own performance.
- A good variation is to suggest participants alternate between one fast effort and one slow effort e.g. 20 seconds on and 20 off.

### Equipment



## SLOW AND STEADY

### Activity Summary

What is endurance? Does it make you go faster or further? If you want to go longer you need to use your energy for longer.

### Instructions

- 'Slow and Steady' will allow participants a chance to work on their endurance and technique in a controlled format.
- Participants should work with their swim teacher to discuss a focus for their effort.
- For example: To swim the same time for each 25m effort and not fluctuate dramatically up or down.
- On go, participants should start their attempt with the swim teacher using the side pool deck to walk and provide feedback through movement.

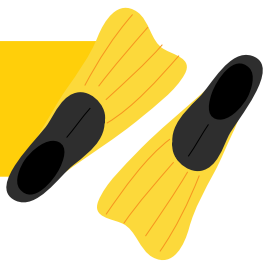
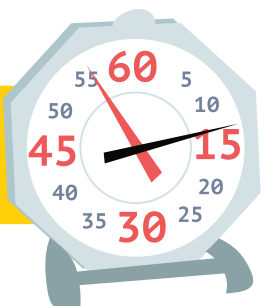
### CHANGE IT!

#### Easier

- Shorter distances and less intervals should allow better time tracking ability for the participants

#### Harder

- Increasing the distances and number of intervals will add further challenges



# SKILLS FOCUS

## Speed Development

Utilising current technique for a stroke, understand and display a differentiating swimming speed over a set distance.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 54

### Recommended Swimming Area

Within Lanes

## SPEED BOOSTER

### Activity Summary

It's time to go inside your favourite video game and be the character that wins a speed booster allowing you to have a SUPER SPEED talent for five seconds at a time. Who loves super powers and super speed?

### Instructions

- Give students a stroke to do e.g. freestyle.
- Spread a few blocks out evenly on the bottom of the pool so all swimmers can see them clearly.
- Ask participants to start the lap swimming really slowly but once they swim over a Speed Booster (block) they can swim a little faster.
- Tell them that at each block your speed will increase until you are at maximum speed when you get to the other end of the lap.
- Variations: Change it up by naming one of the blocks a 'slow' block. Students might have to go faster at one and slower at another.
- Try using different strokes.

### Equipment



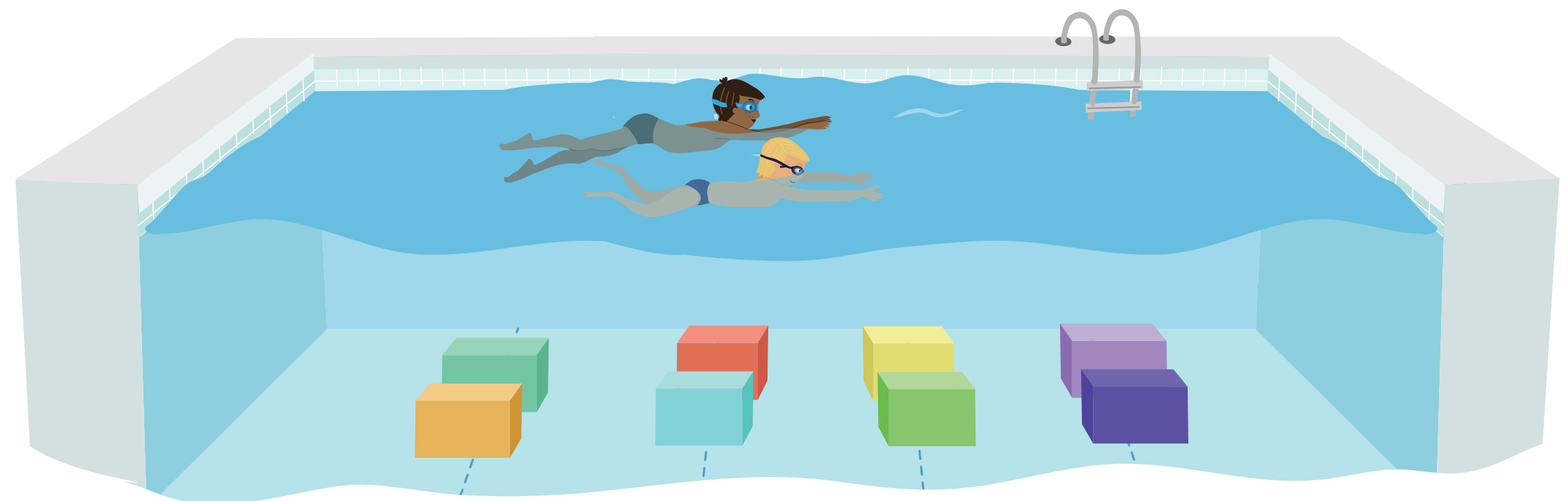
### CHANGE IT!

#### Easier

- Reduce the amount of blocks and speed changes within a lap
- Make all blocks a "slow mo" block, asking students to get slower over the lap

#### Harder

- Add in more speed changes
- Increase the amount of laps
- Change strokes



# SKILLS FOCUS

## Demonstrate an egg beater kick technique

Utilise an efficient egg beater kick to perform a water safety or water polo based activity.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Develop a set of rules to follow throughout the game which promote good sportsmanship and safety.

Start in shallower water to master the skill of throw and catch before adding the eggbeater kick in deeper water.

Ensure participants do not hold onto or touch each other in anyway.

Ensure the area is well defined.

### Recommended Swimming Area

Open space

## AQUA QUIDDITCH

### Activity Summary

Harry Potter and his friends need your help. You have been chosen because of your ability to perform the egg-beater kick. Can you use this technique to help Harry and his team to victory?

### Instructions

- Split your group into two equal teams.
- Have each time line up in the water against the edge.
- Throw a ball into the middle of the swimming area.
- Both teams swim on 'GO' attempting to gain possession of the ball.
- Once a team has possession participants are to try and keep possession for as long as they can.
- Participants score one point for every successful possession passed.
- After approximately one minute throw a second smaller ball (Golden Snitch) into the area.
- The first team to have both the Golden Snitch and the main ball in their possession score 5 points.
- Stop after two minutes and reset the game.
- As the teacher, be active on the side giving feedback and direction.

### Equipment



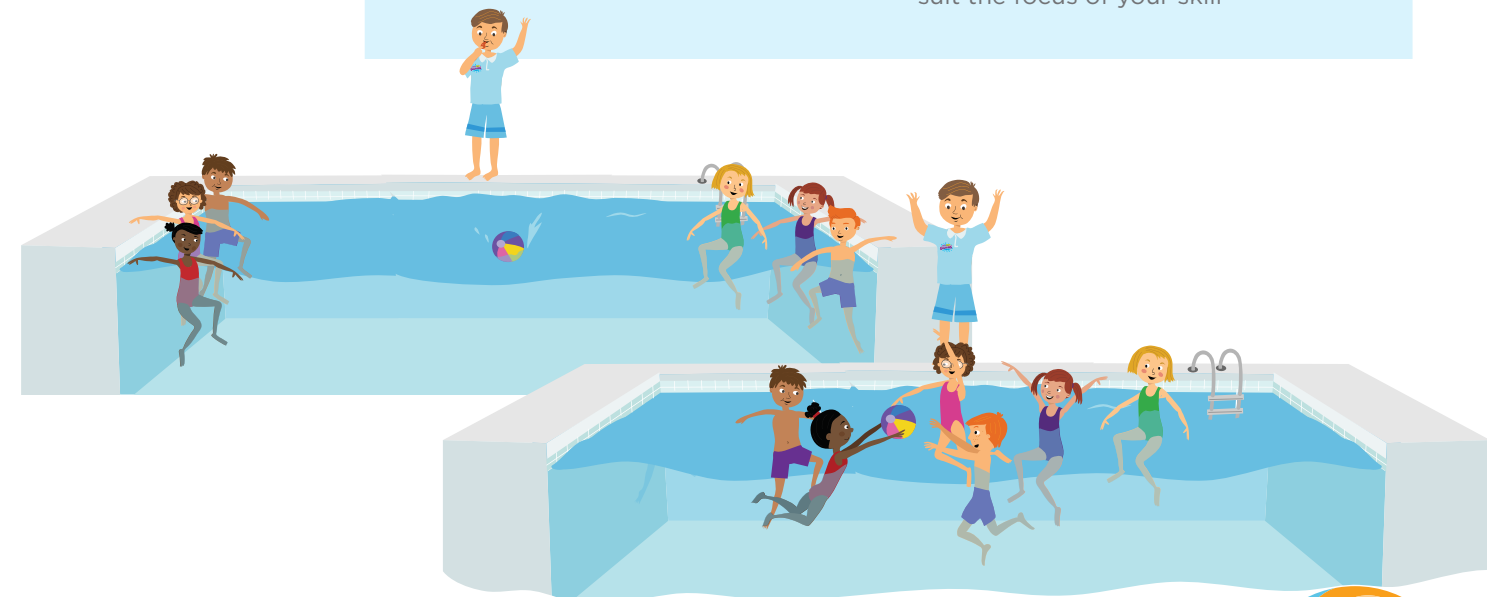
### CHANGE IT!

#### Easier

- Use multiple balls and Golden Snitch to increase success
- Some participants with less endurance could use a lifejacket for buoyancy

#### Harder

- Where you might have a couple of stronger participants you can create unbalanced groups to change their challenge
- Make the area larger or smaller to suit the focus of your skill



## BEACH BALL PASS

### Activity Summary

Summer is great. Relaxing, playing and hitting the beach. I wonder how many times you can throw and catch the beach ball before it hits the water?

### Instructions

- Find an area that allows a group to work approximately two metres from each other.
- Participants tread water in a circle.
- A beach ball is passed overhead around the group.
- Participants must pass the ball using two hands.
- Additional variations are listed below all whilst practising the egg beater kick building strength and confidence.

### Equipment



### CHANGE IT!

#### Easier

- Make the beach ball an appropriate size for the age group so catching is easier

#### Harder

- Add several beach balls in group situations. If the beach ball hits the water that participant must swim fast to pool edge and back before recommencing activity.

#### Variations

- Add music to the activity. When the music stops, the participant with the ball must hold it in the air for a specific number of seconds (or until the music starts again).
- Have participants pair up and pass the ball back and forth between two people. See how many passes each pair can make in a specified time e.g. 60 seconds (mini catching competitions).



# SKILLS FOCUS

## Demonstrate an egg beater kick technique

Utilise an efficient egg beater kick to perform a water safety or water polo based activity.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 58

### Recommended Swimming Area

Open space

## AQUA BOBSLED

### Activity Summary

The Winter Olympics aren't far off and you are trying out for the Aqua Bobsled team. Listen to the instructions. Fast changes sometimes occur.

### Instructions

- Line the group up in the water.
- Number them from position one to four with position one being the leader / steerer at the front. If you have more participants split them into two groups.
- Have participants commence treading water.
- Yell CHANGE- at this stage the last participant (No.4) swims to the front of the line and becomes the leader / steerer.
- Continue to do this until participants reach the other end of the pool as a group.
- Ensure team members stay within a couple of metres of each other otherwise they have to go back to the start as they're not working as a team.

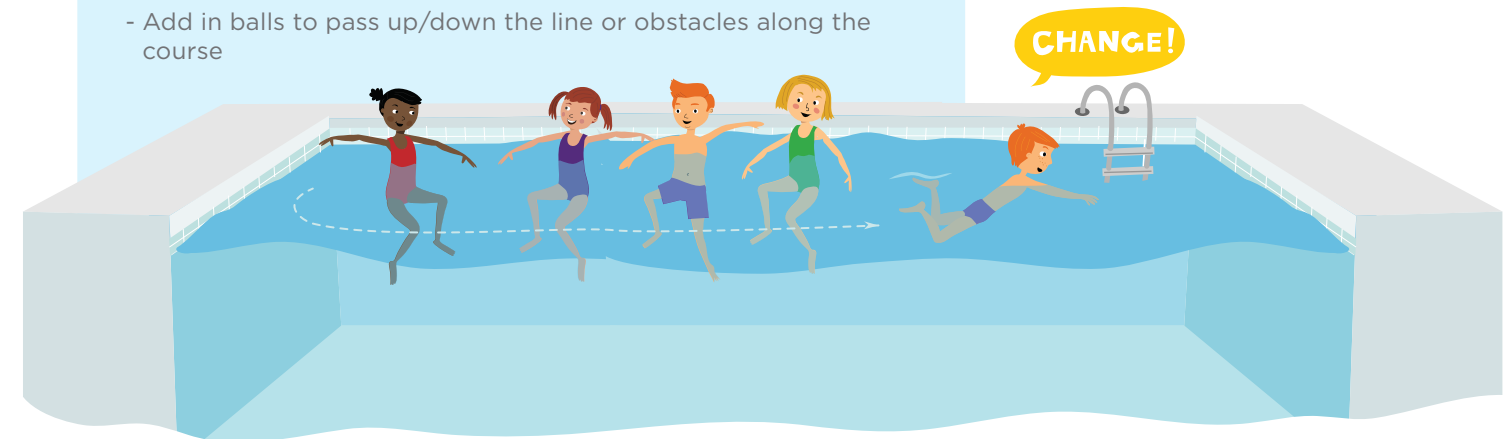
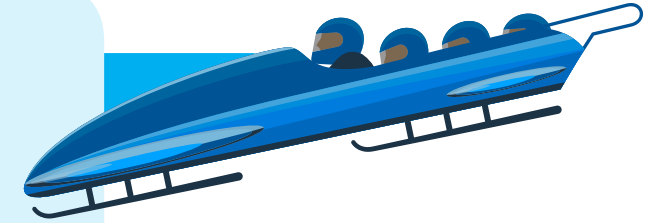
### CHANGE IT!

#### Easier

- Only provide a couple of instructions and communicate these slowly
- Use shallower water if necessary so participants can touch the ground

#### Harder

- Use several instructions and communicate these to speed up the pace and decision makings
- Add in balls to pass up/down the line or obstacles along the course



## AROUND THE WORLD

### Activity Summary

Have you ever wanted to go around the world? What countries would you visit and conquer? How long would you travel for?

### Instructions

- Define three locations within the swimming area. Give these a country name.
- Have all participants start at the pool edge performing the egg beater kick.
- On go participants should turn to a partner with hands above water and perform Rock, Paper, Scissors whilst conducting the egg beater kick.
- The winner should swim to clockwise to the next location.
- The other participant should swim anticlockwise to the other location where both participants find new partners to have a Rock, Paper Scissors battle. If no opponents are at that Country you automatically are the victor and move on in the same direction to the next country.
- Continue the process for a set period.
- See who can have the most amount of victories in each country.

### CHANGE IT!

#### Easier

- Make the area you are working in smaller

#### Harder

- Make the area you are working in larger
- Add in further locations to the activity

#### Variations

- Define the stroke participants must swim between the locations so that they can practice this also





# SKILLS FOCUS

## Perform a racing dive

Enter the water via a standing dive following race starting protocol continuing into a swimming stroke.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Before diving please see your centre guidelines to safe diving depths.

Ensure that water is clear in front of the participants before diving.

Before using starting blocks see your centre guidelines for safe use.

Ensure that participant (A) has resurfaced and is clear of the diving area before participant B commences their dive.

### Recommended Swimming Area

Within lanes

## RACING DIVE

### Activity Summary

Time to go FAST! You are Speed! Focus on the start, feel the power through your legs.

### Instructions

- 1 vs 1.
- Participants are paired and are preparing for a racing start.
- On instruction participants STEP UP to the edge of the pool or diving block and on GO participants perform a racing dive start then sprint a short distance before safely exiting the water.
- Equipment could be added to the water as a mock finish line. e.g. first participant to reach the floating ball.

### Equipment

Use of starting blocks can change the complexity of diving. If your pool has them, experiment with them.

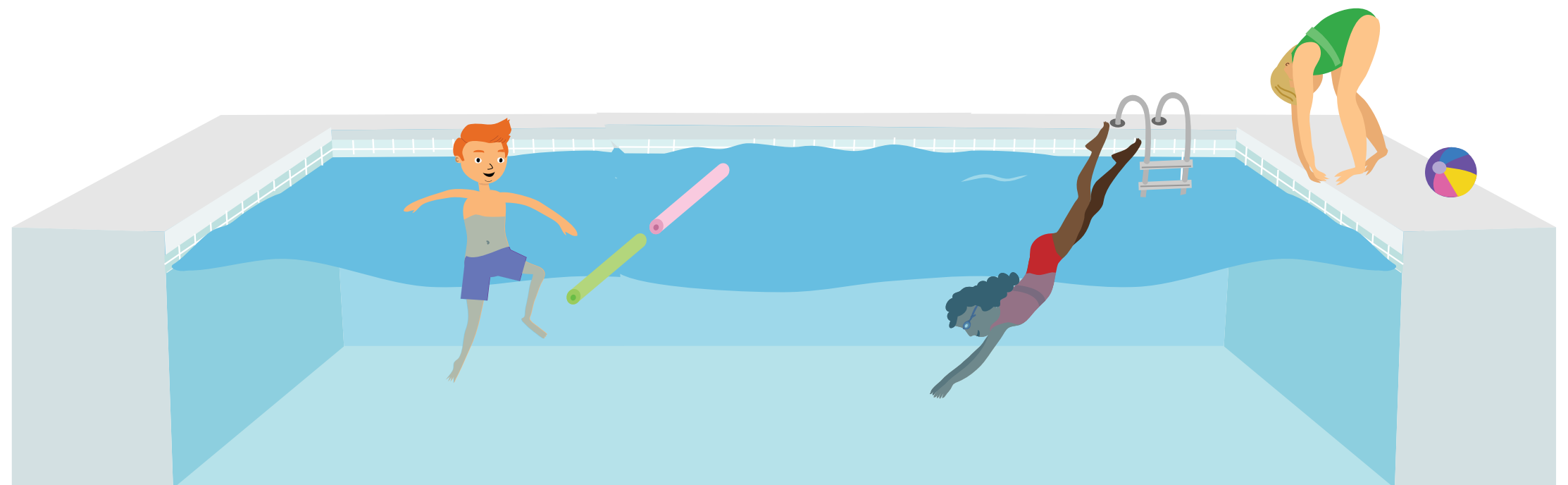
### CHANGE IT!

#### Easier

- Focus only on the dive with no speed added post the dive
- Give some participants a head starts against a faster opponent

#### Harder

- Give some faster participants a handicap to encourage them to swim faster to catch up
- Swim a number of participants off at the same time





# SKILLS FOCUS

## Perform a racing dive

Enter the water via a standing dive following race starting protocol continuing into a swimming stroke.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 62

### Recommended Swimming Area

Within lanes

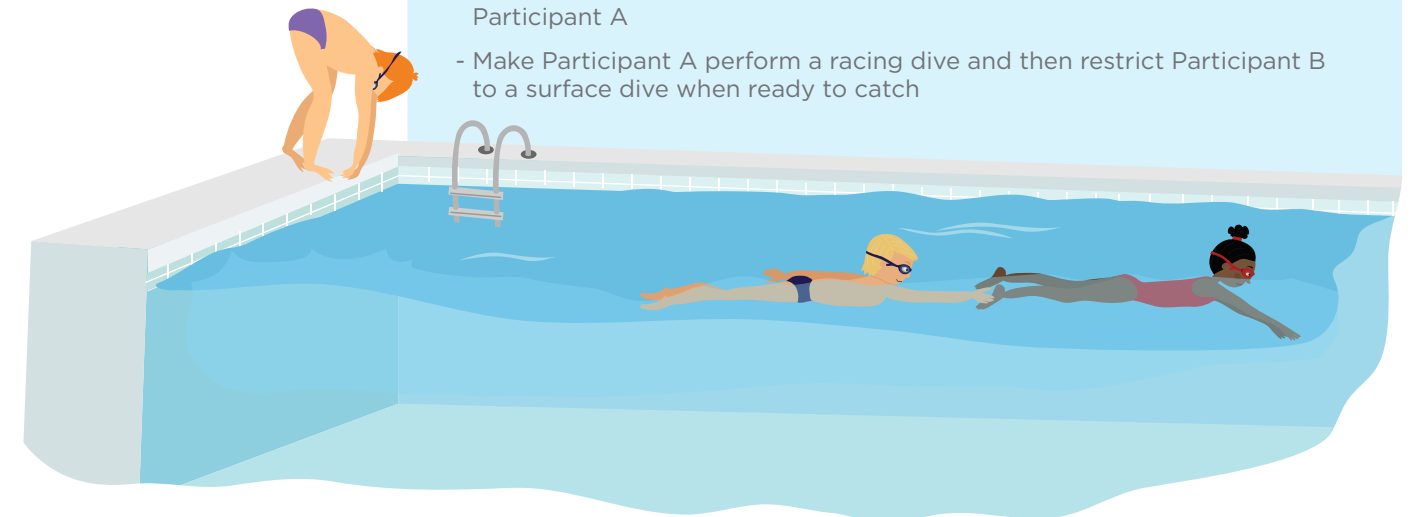
## TOE TAG

### Activity Summary

Tickle the toes of the participant in front of you. Stay close so you can reach them with both left and right hands.

### Instructions

- Ensure swimming area is clear to allow participants to swim an entire lap of your lane.
- In pairs Participant A performs a racing dive, first. Allow for a five-metre head start.
- Participant B will then perform a racing dive and attempt to tag the foot of Participant A before Participant A reaches the lap end wall.



### CHANGE IT!

#### Easier

- Give Participant A, a greater start distance before Participant B dives in

#### Harder

- Make Participant B wait another five metres before diving in to catch Participant A
- Make Participant A perform a racing dive and then restrict Participant B to a surface dive when ready to catch

## RUBBER DUCKY SCRAMBLE

### Activity Summary

The Rubber Ducks await the faster swimmer. Arrive their first and you get a better chance of securing more than your opponent. Miss the start and you will be playing catch up.

### Instructions

- Place five Rubber Ducks at the end of the swimming area.
- Get participants to line up in pairs ready to perform a racing dive.
- On GO get participants to dive then resurface and swim fast towards the end where the Rubber Ducky's await.
- Once there, participants grab as many Rubber Ducks as possible.
- Who got their first and why?
- How many Rubber Ducks does each participant have?

### Equipment



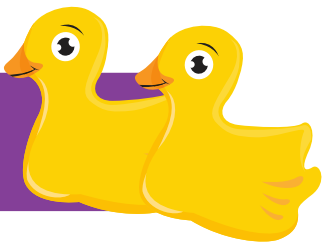
### CHANGE IT!

#### Easier

- Make the swimming distance shorter
- Make the activity non-competitive and done as individuals

#### Harder

- Have more Rubber Ducks
- Vary where you place the Rubber Ducks
- Get participants to throw the Rubber Ducks onto a floatation mat
- If participants miss participants have to collect a different Rubber Ducks



# SKILLS FOCUS

## Demonstrate adapted breathing and sighting for use in an open water environment

Convert previously acquired skills into a technique suitable for breathing and gaining a visual for use in an open water environment.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Ensure the buoy is weighted down so that it does not move or drift away.

Remind participants they're just pulling and pushing the water.

Participants should remain a safe distance to the side of the participant passing through the canal and avoid contact with the participant.

Remind participants to constantly check their direction as to avoid running into other participants.

No direct contact with other participants is allowed.

Only one participant can be touching a kickboard at a time in Sunset / Sunrise activity.

### Recommended Swimming Area

Open space or within lanes

## FIND THE BUOY

### Activity Summary

Ocean Swimming can be a very tricky skill to master. Lifting your head to the front is one skill that the professional ocean swimmers have mastered. This helps them see the buoy they have to turn at and can also assist them to see any dangers that might be in front of them.

### Instructions

- Place a Buoy in the pool.
- Start with the Buoy about the size of a basketball or a bucket.
- One participant at a time should aim for the buoy attempting to lift their head up to sight the buoy whilst also having a short breath.
- The goal is to finish exactly at the buoy and touch it.
- In pairs start swimming at the same time performing the sighting for the buoy.
- Ask: "Who do you think can touch the buoy first?"
- Ask: "How do you need to breathe when someone is right next to you?"

### Equipment



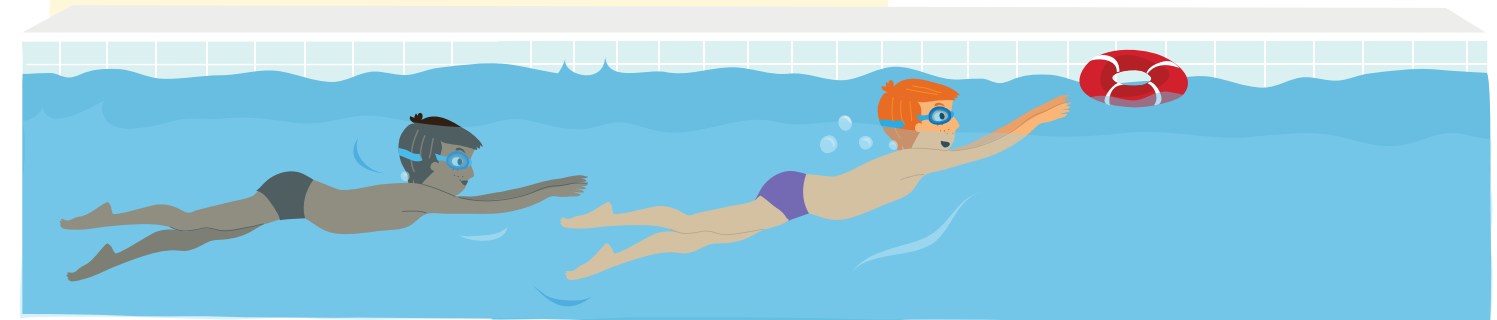
### CHANGE IT!

#### Easier

- Make the buoy larger

#### Harder

- Make the buoy smaller
- Have participants swim in larger groups to make it more difficult to site due to rougher waters



## ROUGH WATER CANAL

### Activity Summary

Wow- You are almost finished your English Channel crossing. Amazing! The wind is picking up though and this last bit is going to be tough.

### Instructions

- Demonstrate to participants how to push and pull water using a kickboard.
- One participant at a time should swim towards the other end of the pool as straight as participants can.
- Other members of the group are going to be the waves.
- Using a kickboard participants are to push and pull the water as the participant goes past them.
- This will create a need for the participant to use both sides of the body to breath as well as lifting their head to sight the location of the end.

### Equipment



### CHANGE IT!

#### Easier

- Some participants may only need small water movement to be successful

#### Harder

- Use larger movements for some participants to challenge the swimming technique

#### Variation

- Perform the Rough Water Canal swim this time in pairs. Space will be tight so being aware of where to sight and when to breath is important.



# SKILLS FOCUS

## Demonstrate adapted breathing and sighting for use in an open water environment

Convert previously acquired skills into a technique suitable for breathing and gaining a visual for use in an open water environment.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Refer to page 66

### Recommended Swimming Area

Open space or within lanes

## SUNRISE / SUNSET

### Activity Summary

Sighting objects whilst swimming at speed is a skill Professional Ocean Swimmers do very easy. Now it's your turn to emulate the professionals.

### Instructions

- Using multiple kickboards, place an X on one side (Sunrise) and leave the other side blank (Sunset).
- Spread the kick boards out into the swimming area you are working in. Ensure an equal number have the X facing up and down.
- Split the group into two to form Sunrise and Sunset.
- On go the Sunrise group need to swim and try and turn as many kickboards over so the X faces up whilst the Sunset group are trying to turn as many kickboards over so the X faces down.
- Provide a time participants need to work towards so they also get to use the pace clock whilst in the water.
- At the completion of the time check to see which team has won the challenge.

### Equipment



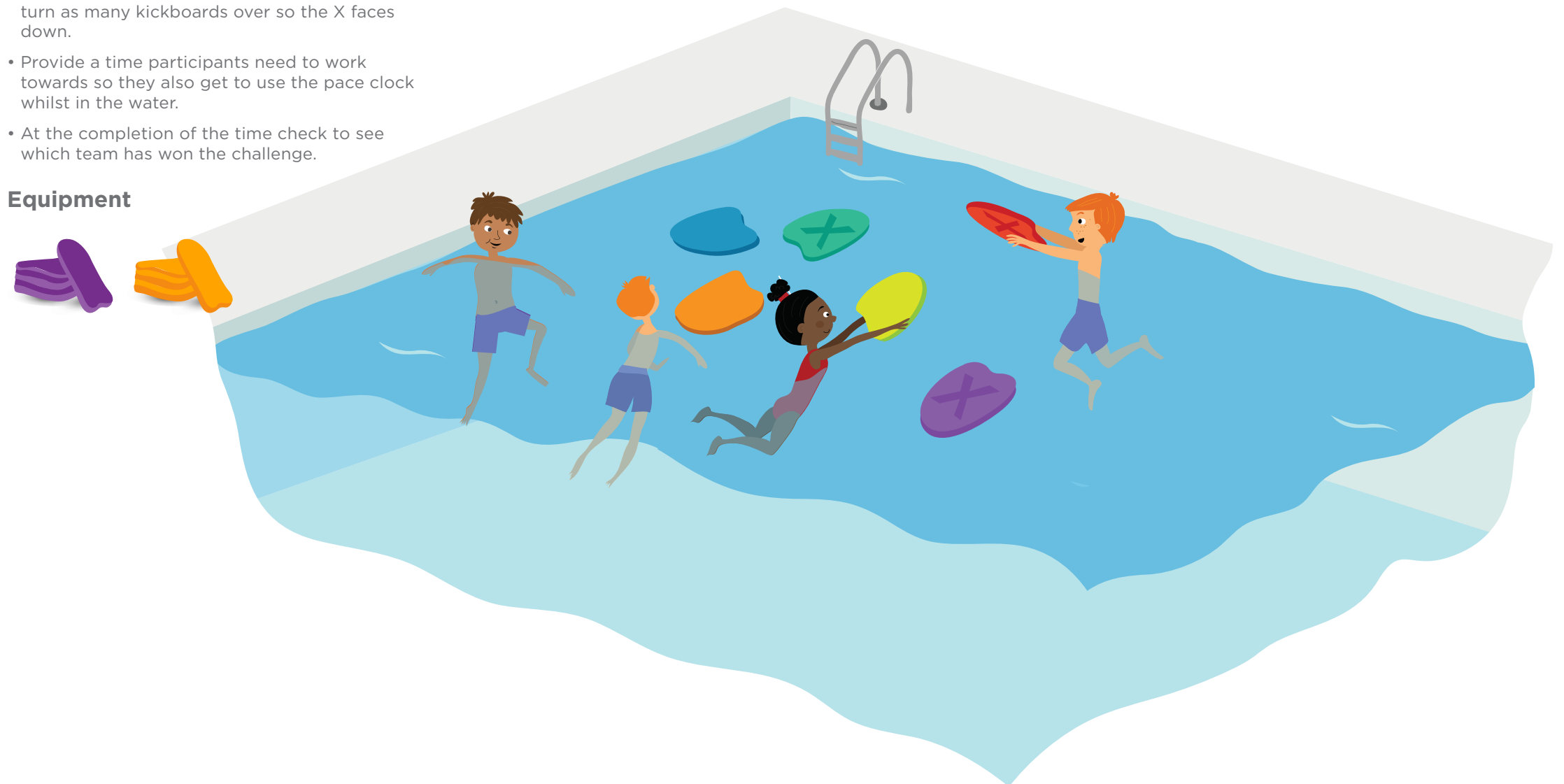
### CHANGE IT!

#### Easier

- Make the swimming area smaller
- Increase the number of kickboards used

#### Harder

- Increase the swimming area
- Using a kickboard participants are to push and pull the water as the participant goes past them



# SKILLS FOCUS

## Pace clock use

Understand and use the pace clock to record a participant's time, or to set a time interval between participants in a lane.

**Blue = Team Activity**

**Yellow = Individual Activity**

**Purple = Either Team or Individual**

### Safety:

Before diving please see your facilities guidelines for safe diving depths.

Ensure that the water is clear in front of the participants before diving.

Before using starting blocks see your centre guidelines for safe use.

Remind participants not to grab the feet of the participant in front of them.

Ensure ample rest time between swims is given.

Ensure there is enough space between each participant when they are swimming.

### Recommended Swimming Area

Within lanes

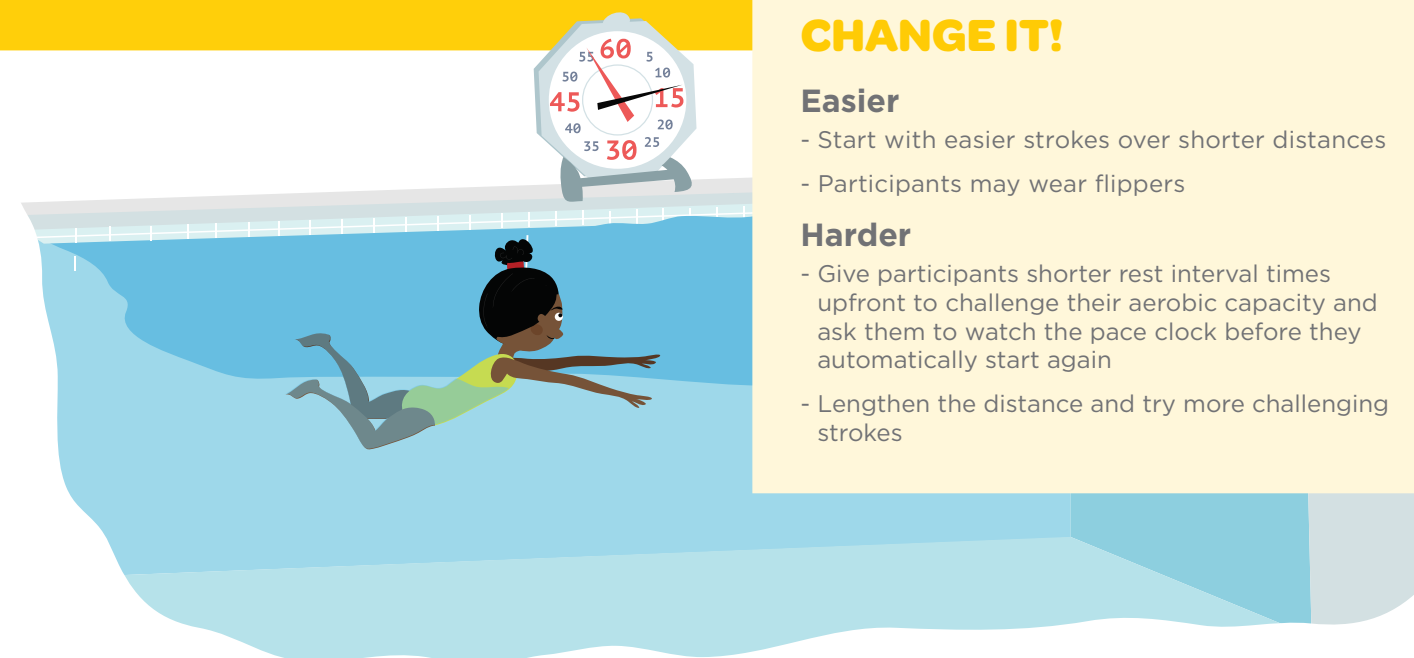
## BEAT THE CLOCK

### Activity Summary

What is a pace clock? Why is it important when we are swimming? Where is the pace clock? What do the hands mean?

### Instructions

- Ask participants to choose their favourite stroke and guess the time it will take to complete that stroke from one end of the pool to the other.
- Instruct participants to set off in intervals 15-30 seconds apart.
- Ask participants to time themselves using the pace clock and work out how many seconds over or under they were to what time they originally guessed.
- Participants can alternate strokes and adjust their time guess based on each swim with the aim of beating their guess.



## DRAFTING

### Activity Summary

How good are you at teamwork? Our Australian Swimming team are not only great individual athletes but as a team have won over 190 Olympic medals in the pool since the first ever Olympics in Athens in 1896.

### Instructions

- Talk to your participants about the concept of drafting. (Keeping your hands in the bubbles of the participant in front).
- It's now time to work as a team of two. In this activity challenge pairs to swim together for a period of 50-100m. Swap leader each lap.
- Ask the drafter to 'tickle' the toes of the lead participant each lap to ensure participants are staying in the draft location.
- If the pair drift more than two meters apart they have to start again so teamwork is essential from both partners.
- Have partners use the pace clock to set a time for the following intervals as a pair: 25m, 50m, 100m.
- Can participants repeat these and get faster?

### CHANGE IT!

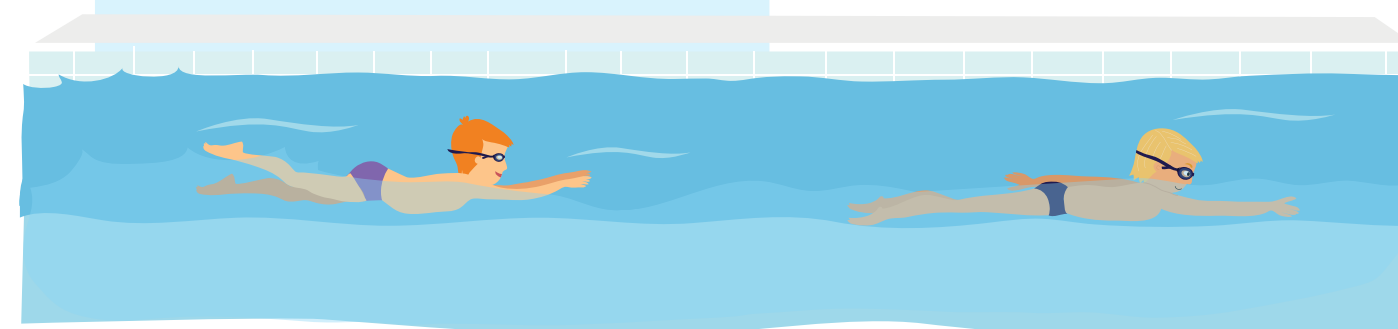
#### Easier

- Pair participants up in equal abilities so that participants can work together
- Participants may wear flippers

#### Harder

- Pair participants unequally so that the second participant is having to use the draft space efficiently to keep up

**MAX 2M**



# SKILLS FOCUS

## Pace clock use

Understand and use the pace clock to record a participant's time, or to set a time interval between participants in a lane.

**Blue** = Team Activity

**Yellow** = Individual Activity

**Purple** = Either Team or Individual

### Safety:

Refer to page 70

### Recommended Swimming Area

Within Lanes

## MY TURN, YOUR TURN

### Activity Summary

Ask participants to do a range of skills at different time intervals by concentrating on the pace clock. A leader will choose the skill and start on a designated time e.g. black top or red 10 and the rest of the group must adjust to keep the same time interval between.

### Instructions

- Ask students to find space in the middle of the pool and number off.
- Choose a skill e.g. somersault, skull or streamline.
- Instruct participant one that they must do their skill on the black top (explain what that is if they are unsure)
- Tell other students they must go 10 seconds after the person in front of them, watching the clock and noting the number they are going off e.g. 10, 20, 30.
- Continue to change skill, time interval and leader.
- Progress to pushing off the wall and swimming a lap. e.g. leader goes on red top, second person on red 5, 3rd person on red 10 etc..
- Ensure the leaders are swapped around and swimmers practice having to change position and clock time.

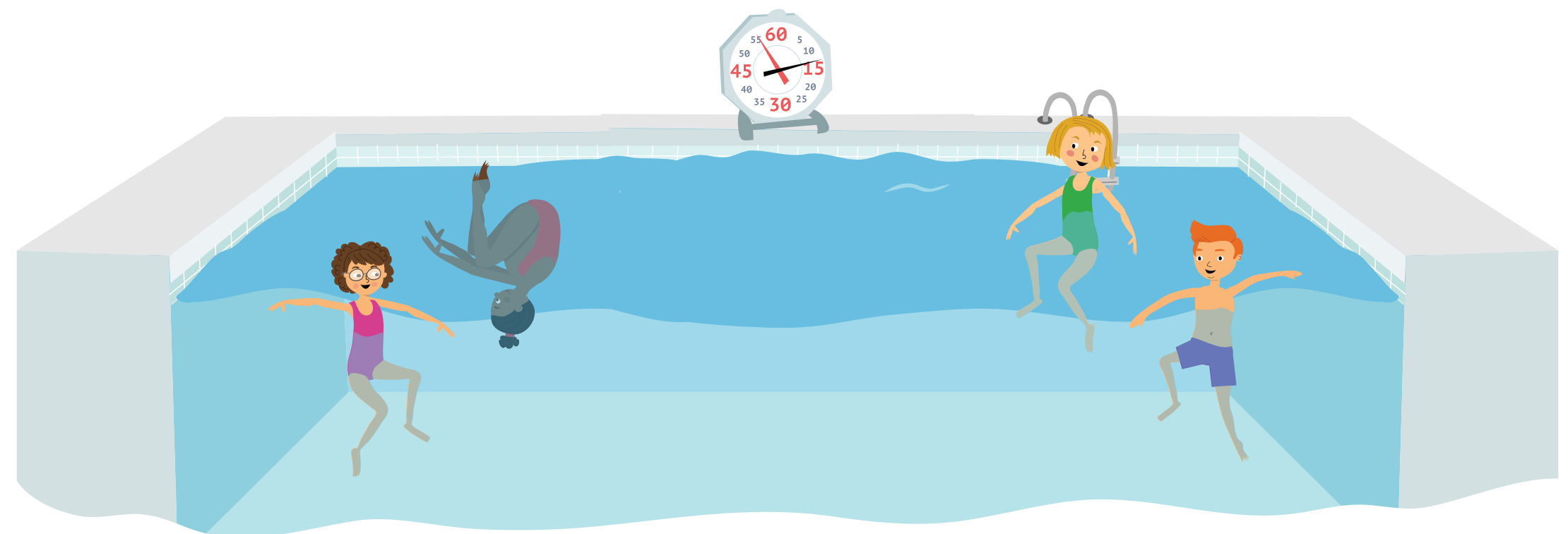
## CHANGE IT!

### Easier

- Stay on 10 second time intervals and only ask participants to copy the one skill
- Always get the leader to start on the top (black or red)

### Harder

- Ask leaders to start on harder times e.g. the black 15
- Create a cycle e.g. do a forward somersault every black 20, backward somersault every black bottom
- Ask students to swap places or go different time differences apart





# SKILLS FOCUS

## Aquatic movement utilising sculling

Explore a variety of propulsive movements utilising a sculling technique whilst in a prone or supine position.

**Blue** = Team Activity

**Yellow** = Individual Activity

**Purple** = Either Team or Individual

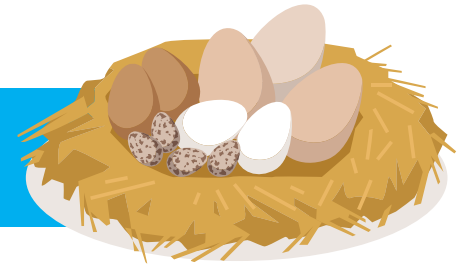
### Safety:

Remind participants to use their eyes to look for other participants and to avoid contact with these participants.

### Recommended Swimming Area

Open space

## ROB THE NEST



### Activity Summary

The birds nest has tipped over and all the contents are spread across the surface of the pool. Using sculling techniques so we don't scare the birds help clean up the contents and move them to your nest.

### Equipment



### CHANGE IT!

#### Easier

- Weaker participants may wear flippers

#### Harder

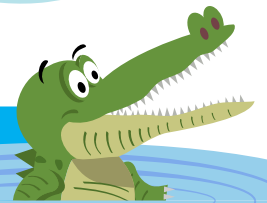
- Use some equipment that may also sink
- Increase the size of the swimming area

### Instructions

- Split the group into small even teams and provide them with a home base e.g Hoop or Kick Board
- In between the teams scatter an array of floating items for collection.
- On GO one participant from each team should use the sculling technique to move out to the middle to collect one object and return it to their home base and then tag a teammate to do the same.
- Continue to do this until all objects are gone from the middle.
- Now that all objects are gone from the middle allow participants to steal objects from other teams home bases. Remember, one team member and one item at a time.
- Once participants have had a few goes each call time and the winning team will be the team that has the most items in their home base.
- A good variation is changing the sculling technique head first, feet first, on the front or on the back.



## CROCODILE CREEK



### Activity Summary

Passing through the crocodile infested waters could be quite dangerous. Keep an eye out for 'Snappy' as you attempt to cross the creek to the other side.

### Instructions

- Nominate one participant to be 'Snappy' the crocodile and ask them to go to the centre of the swimming area.
- Other participants are to line up on one side of the swimming area and when 'Snappy' yells out 'Ready Snappy Go' all participants perform a front head first scull to the opposite side of the swimming area.
- Snappy must perform the same technique as the participants and if Snappy manages to lightly tag a participant that participant joins Snappy in the middle as a hungry Crocodile.
- The last participant to be caught is the winning participant and will become Snappy in the next round.
- Each round change the sculling technique and size of the swimming area to vary the game.

### CHANGE IT!

#### Easier

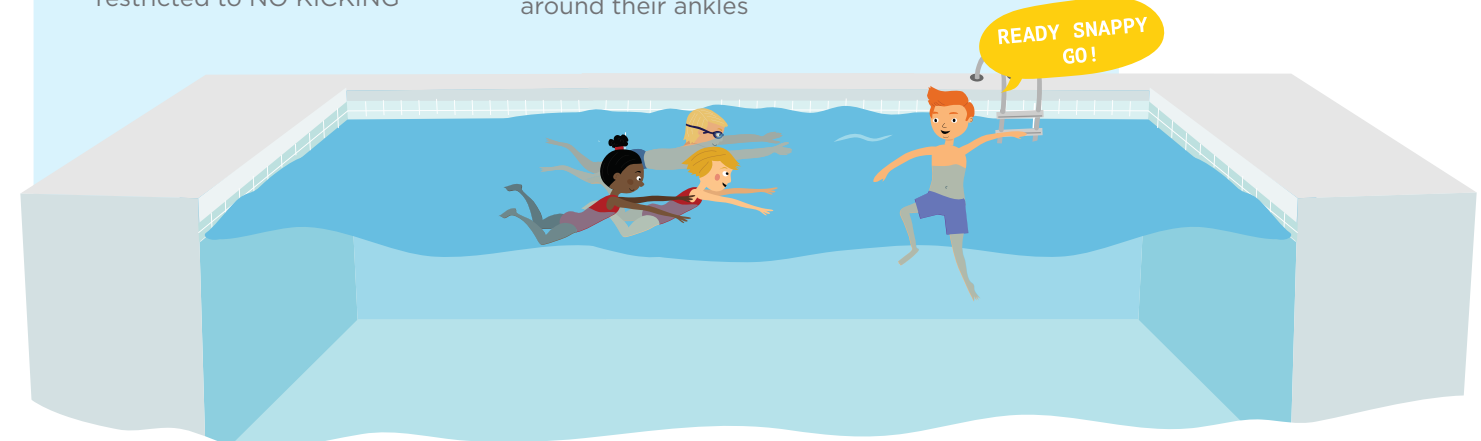
- Weaker participants may wear flippers

#### Harder

- Stronger participants may be restricted to NO KICKING

#### Variations

- Snappy can only use sculling on back feet first
- Snappy can only move left and right
- Weaker participants can use hand paddles
- Stronger participants to place a band around their ankles



# SKILLS FOCUS

## Aquatic movement utilising sculling

Explore a variety of propulsive movements utilising a sculling technique whilst in a prone or supine position.

**Blue** = Team Activity

**Yellow** = Individual Activity

**Purple** = Either Team or Individual

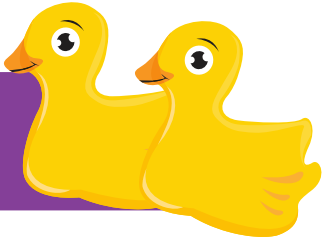
### Safety:

Refer to page 74

### Recommended Swimming Area

Open space

## FLOAT THE DUCKS



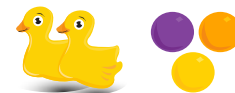
### Activity Summary

The baby ducks have floated away from their home on the edge of the quiet river. Help the baby ducks swim back upstream to their home.

### Instructions

- Place multiple Rubber Ducks at one end of the designated swimming area.
- At the other end tell the participants that as a group they need to gather the ducks and float them down stream back to their home.
- Using a designated sculling technique, the group should only use their feet or head to move the ducks.
- How many ducks can they control at once?
- How long does it take them to move all the ducks?

### Equipment



### CHANGE IT!

#### Easier

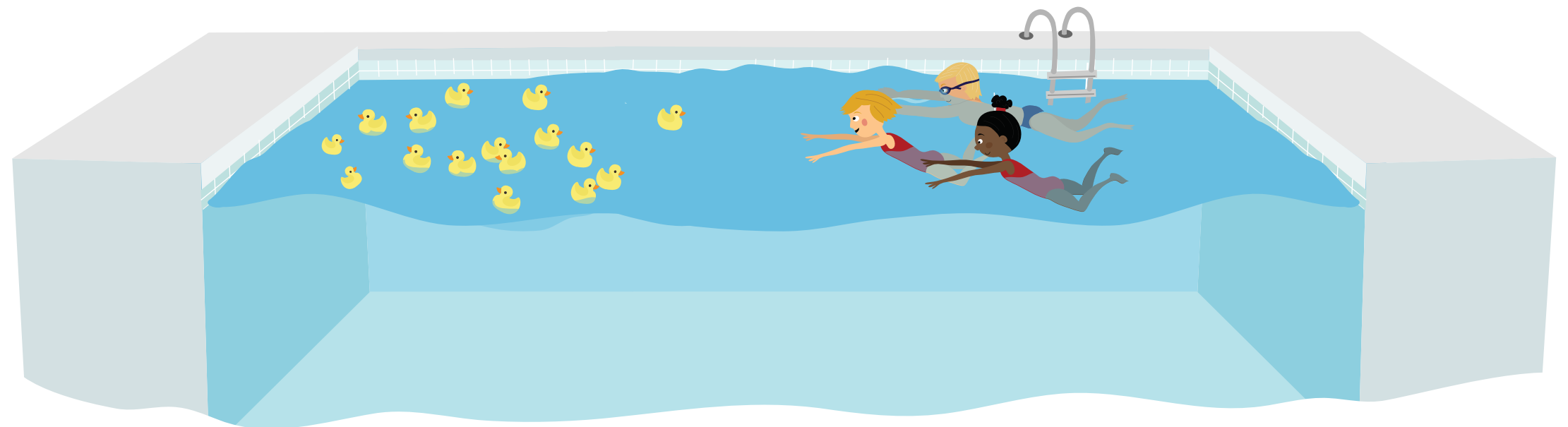
- Weaker participants may wear flippers

#### Harder

- Stronger participants may be restricted to NO KICKING

#### Variations

- Participants to attempt at moving only one duck each at a time and see who can move the most in the allocated time
- Can be completed as individual challenge or a team to see how many they can move as an entire team in one go





## **PROGRAM GAMES SENSE ACTIVITY GUIDE**

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