VISITING A SWIMMING POOL

Levels: 5 & 6
Activity: 1

Overview

During swimming lessons, students will likely be taught about water safety, a range of survival skills, as well as conventional swimming strokes. During this lesson, students will revise some of these strokes and create a procedural text to explain one of them to their peers.

Resources

- Computer access for students

Activity

ENGAGE

In an open space, play 'Swimming Bobs and Statues'. The teacher calls out a swimming stroke (breaststroke, backstroke, freestyle, butterfly, sidestroke, survival backstroke). Students move around the space while acting out the stroke. When the teacher calls out 'Float', students must freeze. When the teacher calls out 'Jump In', students must bob down. The last student to freeze or bob down is out.

EXPLORE

Return to the classroom and organise students into pairs. Assign each pair a stroke. Then give students some time to research their assigned stroke online. Encourage them to focus on the way the arms and legs move and the position of the body. They might like to make some notes or draw a diagram.

EXPLAIN

As a class discuss the purpose and main features of a procedural text:

- What is a procedural text?
- What is the purpose of a procedural text?
- What are some examples of procedural texts? (eg. Recipe, scientific report, furniture assembly instructions, rules for a game etc)
- What are the main features of a procedural text? (eg. Headings/subheadings, sequence/steps, diagrams and images)

ELABORATE

Students now need to work in pairs to write a procedural text which will instruct their peers about how to perform their assigned stroke. Encourage them to think carefully about the sequence of movements.

EVALUATE

Ask pairs to swap their procedural texts and evaluate them, by following the steps to perform the given swimming stroke. Encourage students to give constructive feedback.

Victorian Curriculum
Foundation–10

Level 5		
ENGLISH	Writing: Creating texts	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329)
HEALTH & PHYSICAL EDUCATION	Movement and Physical Activity: Moving the body	Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115)
		Design and perform a variety of movement sequences (VCHPEM116)
Level 6		
ENGLISH	Writing: Creating texts	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)
HEALTH & PHYSICAL EDUCATION	Movement and Physical Activity: Moving the body	Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133)
		Compose and perform movement sequences for specific purposes in a variety of contexts (VCHPEM134)

Sample Report Comments

{Name} can identify the purpose and main features of a procedural text. {He/She} combined this knowledge with {his/her} prior swimming experiences to create a clear and well-sequenced procedural text describing one of the conventional swimming strokes.