

Lesson 3 of 6

POOL ACTIVITIES

EQUIPMENT

Five or six water polo balls or soft objects that float »
open space in the deep end of a pool »
four flutter boards

RELATED RESOURCES

- Alberta Health Document: **Alberta's Strategic Approach to Wellness**, www.health.alberta.ca/documents/Strategic-Approach-Wellness-2013.pdf
- Water Polo Canada, www.waterpolo.ca
- Ever Active Schools, www.everactive.org

ESSENTIAL QUESTION

What is the relationship between swimming/water activities and overall physical, social and emotional health?

WARM UP!

ZIGZAG RACING

Explain the purpose of the lesson is to work as a group in the various activities, then divide the class into 3-5 equal teams. In the deep end of the pool, organize each team into a zigzag shape (see diagram on the next page) and give each team a ball. The ball will start with the student that is furthest away from the edge of the pool. On your cue, the students will throw the ball back and forth to the end of the zigzag. When the ball gets to the end of the zigzag, that person will swim to the front with the ball and the game will continue for a set amount of time so that all groups finish at the same time. Invite groups to keep track of how many times they complete the zigzag race by the time you say, "stop." When students are swimming back to the front of the zigzag with the ball, ask them to use the techniques that Water Polo players use; front crawl with the ball between their arms as they are swimming. This allows them to move with the ball while swimming as fast as possible.



Safety First!

"Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR, 2013) pages 11-17, 31-35 and 38.



Cooperation

Cooperation

Communication	
Fair Play	
Leadership	
Teamwork	C(10-30) 5 & 6

Clues that students are achieving the outcome...

"Students will identify and demonstrate positive behaviours that show respect for self and others." *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students show enthusiasm about working with a team
- Students show interest in other team members' achievements and contributions
- Students contribute to an informal, comfortable and tension-free environment
- Students openly communicate with others in the group

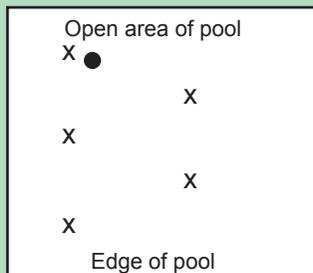


MAIN LESSON

WATER POLO VARIATION

Prior to the activity ask, "How can you benefit individually by working as a team?" Share responses, then add to the discussion as appropriate by referring to the background information.

Divide the class into two equal teams or four teams if you have a large class. In order to divide the group so they know which team they are on, consider placing all the students wearing dark swimsuits on one team and all the students wearing colourful swimsuits on the other team. At each end of the pool on the edge, place two flutter boards together in the shape of a triangle. These will be the nets and for the team to score, they must knock down the opposing team's flutter boards. Students can move with the ball until they get tagged by a member of the other team. When tagged, students must pass to one of their teammates or attempt a shot on the "net." As a challenge, implement a minimum number of passes, such as three, before shooting.



**COOL DOWN
HEAD CATCH**

Invite students to create a circle and one student to hold a ball in the centre of the circle. While students are in the circle ask, "What were indicators that your team was working together in the water polo game?" The student in the centre tosses the ball to a student in the circle and says either, "catch" or "head." "Catch" means that the student must catch the ball, provide one "indicator" or response to the question, then swim to the middle to switch places with the student in the centre. "Head" means that the student just quickly use their head to send it back to the student in the middle without responding to the question. To increase the challenge of this activity, ask students to do the opposite of what is called out. If the student in the centre says, "catch," the student must head the ball back and if the student says, "head," then the student must catch the ball and respond to the question.

Background: Each student can benefit on a personal level from teamwork. When someone feels like a valued part of the group he/she contributes and shares ideas, which can build confidence and self-esteem. Being exposed to new ideas and ways of thinking can expand someone's personal view and develop stronger communication skills. Teamwork activities can also be a time when each student shines and shows others his/her skills and talents. As explained in the document, Alberta's Strategic Approach to Wellness, one of the seven dimensions of wellness is social wellness. Social wellness includes positive relationships with friends, family and community members. In order to be socially well, one can look inward first. Taking responsibility for one's actions and making healthy choices everyday can significantly improve one's life and therefore, develop the skills needed to cope with challenges and build relationships.