# Developing Swimming Skills - Breast stroke

### Legs only

Having developed pupil’s ability to push and glide on their front, the leg action can be introduced.

In breast stroke the leg action in some respects resembles that of a frog.

The legs are extended behind the body.

The feet are then pulled up towards the bottom as the knees bend.

In order to propel the body forward, the legs are driven backwards in a semi circular action, resulting in the feet finishing in the extended position.

The activity can be practiced in a static position by holding on to the sidewall of the pool.

Once confident pupils perform the leg action at the end of their push and glide.

If using floats, these should held as previous indicated.

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### Arms only

Here the hands are pushed forward together.

With thumbs pointing downwards, the hand act as paddles, drawing a semi circle under the water that starts just in front of the nose and extends until hands are just below the waist.

The hands are then thrust forward to complete the stroke.

The arm action can be practiced in a static position with pupils standing in the pool.

It can then be developed further through the use of floats between the legs to provide buoyancy as the arm action is performed.

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### Breathing

Breathing for breaststroke occurs with the face facing forwards.

As the hands and arms move backwards, there is a natural tendency for the head to rise up allowing in inhalation to occur.

Exhaling occurs as the head re-enters the water as the hands and arms thrust forwards.

Whilst beginners will tend to breathe every stroke, as they become more proficient they should be encouraged to breathe on alternate strokes.

Breathing can be practice in a static position with pupils standing in the pool and imitating the arm and breathing action together.

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### Full Stroke

Once confident pupils can combine the full stoke.

# Paired activities

In looking at paired activities when teaching aquatic activities a number of approaches can be used:

Pupils work in pair so that one preforms the task followed by their partner.

Alternatively – pupils can act as coaches / observers giving their partner feedback on their performance. Resource cards can be developed to provide a checklist of key teaching points.