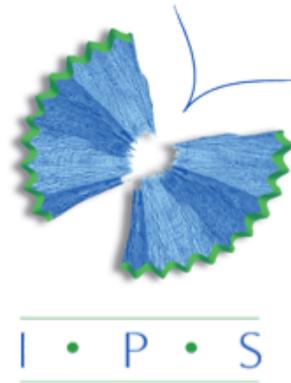


International Preparatory School Physical Education Scope and Sequence



Finalised October 28, 2016
Draft until July 1, 2017
Adopted August 23, 2017
Reviewed August 2021

IPS PE Scope and Sequence

Vision

Inspiring our learners to thrive in a world of change.

Mission

Inspire, Empower, Lead

We will inspire our learning community through an inquiry curriculum and commitment to on-going improvement.

We will empower our learning community to find solutions to real life challenges through creative and critical thinking.

We will lead our learning community to promote a spirit of internationalism by thinking globally and acting locally.

PYP Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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Introduction to the IPS Physical Education scope and sequence document

Philosophy statement:

Physical education at IPS is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

Physical education at IPS is about more than just student participation in sports and games. Its purpose is to develop a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. Therefore, there should be specific opportunities for learning about movement and through movement in a range of contexts.

PE in a transdisciplinary programme

At IPS, single-subject teachers take responsibility for the physical component of our students physical education. Our teachers see themselves primarily as PYP teachers who teach physical education, and in so doing contribute to the overall outcomes of a transdisciplinary programme.

Regardless of whether aspects of PE are being taught within or outside the programme of inquiry, purposeful inquiry is considered the principal way in which students learn best. The starting point for all learning should always be the student's prior experience and current understanding. When teachers plan learning experiences that enable students to develop personally, socially and physically, students are able to make connections, apply learning, and transfer conceptual understanding to new situations.

The structure of the PE scope and sequence

This scope and sequence aims to provide information for the whole school community about the learning that is going on in PE. It has been designed in recognition of the fact that learning is a developmental process and that the phases a learner passes through are not always linear or age related. For this reason the content is presented in continuums for each of the five **strands** of PE—individual pursuits, movement composition, games, adventure challenge, and health-related fitness. For each of the strands there is a strand description and a set of **overall expectations**. The overall expectations provide a summary of the conceptual understandings and subsequent learning being developed in each phase within a strand.

The content of this continuum has been organized into four **phases** of development, with each phase building upon and complementing the previous phase. The continuum makes explicit the **conceptual understandings** that are being developed at each phase. Evidence of these understandings is described in the behaviours or **learning outcomes** associated with each phase, and these learning outcomes relate specifically to concepts, knowledge, attitudes and skills associated with PE.

Active Living definition:

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Active Living Strands addressed through our curriculum:

Regular exposure to all kinds of physical learning experiences will enable students to make informed choices throughout their lives. A balanced curriculum would include the following types of experiences:

- **Individual pursuits:** The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, skating, skiing); recognizing a high level of achievement and how to improve a performance.
- **Movement composition:** Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance*, martial arts).
- **Games:** Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.
- **Adventure challenges:** A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.
- **Health-related fitness:** Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.

Overall expectations

Phase 1

Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

Phase 2

Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Phase 3

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Phase 4

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Individual pursuits:

The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, skating, skiing); recognizing a high level of achievement and how to improve a performance.

Individual Pursuits: Phase 1

Conceptual Understandings:

1. We can explore our body's capacity for movement.
2. Our bodies can move creatively in response to different stimuli.
3. Safe participation requires sharing space and following rules.
4. As people grow and change they develop new skills, understandings and abilities.

Learning Outcomes:

- recognise that acting upon instructions and being aware of others helps to ensure safety
- develop an awareness of their body in space
- explore creative movements in response to different stimuli (ex: music, word prompts, signals, and signs)
- develop a movement vocabulary (run, skip, hot, sweaty, tired, excited, happy, scared)
- identify situations where they feel safe and unsafe and who to ask for help
- engage in a variety of different physical activities
- identify some of the effects of different physical activities on the body (sweaty, hot, tired, energised)
- explore and reflect on the changing capabilities of the human body
- demonstrates appropriate developmental milestones¹
- describe how they have grown and changed
- willingly approach and persevere with new situations

¹ See Appendix 1

Individual Pursuits: Phase 2

Conceptual Understandings:

1. Growth can be measured through changes in capability as well as through physical changes.
2. We can apply a range of fundamental movement skills to a variety of activities.
3. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.
4. A positive attitude helps us overcome challenges and approach problems.
5. Different challenges and situations require different strategies.

Learning Outcomes:

- reflect on the interaction between body systems during exercise
- explain how the body's capacity for movement develops as it grows
- use and adapt basic movement skills in a variety of activities
- understand the need to act responsibly to help ensure the safety of themselves and others
- use equipment appropriately and with care
- demonstrates appropriate developmental milestones²
- describe how personal growth has resulted in new skills and abilities
- demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.

² See Appendix 1

Individual Pursuits: Phase 3

Conceptual Understandings:

1. We can develop and maintain physical fitness by applying basic training principles.
2. Attention to technique and regular practice can improve the effectiveness of our movements.
3. Self-efficacy influences the way people feel, think and motivate themselves, and behave.
4. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.

Learning Outcomes:

- demonstrate an understanding of the principles of training in developing and maintaining fitness
- develop plans to improve performance through technique refinement and practice
- demonstrate greater body control when performing movements
- explore the impact of pacing on performance
- recognise personal qualities, strengths and limitations
- motivate themselves intrinsically and behave with belief in themselves.
- work and learn with increasing independence.

Individual Pursuits: Phase 4

Conceptual Understandings:

1. Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.
2. Setting personal goals and developing plans to achieve these goals can enhance performance.
3. Appropriate application of skills is vital to effective performance.
4. Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.
5. A strong sense of self-efficacy enhances human accomplishments and personal well-being.
6. Coping with situations of change, challenge and adversity develops resilience.

Learning Outcomes:

- reflect and act upon their preferences for physical activities in leisure time
- understand the interdependence of factors that can affect health and well-being
- identify realistic goals and strategies to improve personal fitness
- identify and discuss the changes that occur during puberty and their impact on well-being
- exhibit effective decision-making processes in the application of skills during physical activity
- introduce greater complexity and refine movements to improve the quality of a movement sequence
- recognize the importance of moderation in relation to safe personal behaviour
- understand the role of and strategies for optimism in the development of their own well-being
- analyse self-talk and use it constructively
- embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.

Movement composition:

Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance*, martial arts).

Movement Composition: Phase 2

Conceptual Understandings:

1. We can apply a range of fundamental movement skills to a variety of activities.
2. Movements can be used to convey feelings, attitudes, ideas or emotions.
3. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.

Learning Outcomes:

- use and adapt basic movement skills (gross and fine motor) in a variety of activities
- explore different movements that can be linked to create sequences
- display creative movements in response to stimuli and express different feelings, emotions and ideas
- reflect upon the aesthetic value of movement and movement sequences
- understand the need to act responsibly to help ensure the safety of themselves and others
- follow procedures to minimize risk
- display an awareness of their use of space for safety purposes
- design and perform individual sequence of movements based on specific criteria

Movement Composition: Phase 3

Conceptual Understandings:

1. Attention to technique and regular practice can improve the effectiveness of our movements.
2. A dynamic cycle of plan, perform and reflect can influence a creative movement composition.
3. There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.

Learning Outcomes:

- develop plans to improve performance through technique refinement and practice
- demonstrate greater body control when performing movements
- self-assess performance and respond to feedback on performance from others
- plan, perform and reflect on movement sequences in order to improve
- identify potential personal and partner outcomes for risk-taking behaviours and suggest strategies for managing the risk
- design and perform individual and partner routines using sequence of movements including on specific criteria
- design their own performance space, using the equipment with care

Movement Composition: Phase 4

Conceptual Understandings:

1. Appropriate application of skills is vital to effective performance.
2. Complexity and style adds aesthetic value to a performance.
3. Understanding our limits and using moderation are strategies for maintaining a safe lifestyle.

Learning Outcomes:

- exhibit effective decision-making processes in the application of skills during physical activity
- introduce greater complexity and refine movements to improve the quality of a movement sequence
- recognize the importance of moderation in relation to safe personal behaviour
- recognize the strengths, abilities, and limitations of group members and use them effectively in designing routines
- design and perform individual, partner/group routines using a sequence of movements
- use responses to movement sequence (feedback) to adapt and improve their work

Games:

Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.

Games: Phase 1

Conceptual Understandings:

1. We can explore our body's capacity for movement.
2. Our bodies can move creatively in response to different stimuli.
3. Safe participation requires sharing space and following rules.
4. Games are fun.

Learning Outcomes:

- engage in a variety of different physical activities
- develop a range of fine and gross motor skills
- explore creative movements in response to different stimuli
- recognize that acting upon instructions and being aware of others helps to ensure safety
- engage in rule-bound modified games
- enjoy participating in a range of games
- explore how to manage our emotions during game play

Games: Phase 2

Conceptual Understandings:

1. We can apply a range of fundamental movement skills to a variety of activities.
2. Games allow us to interact with our peers in an enjoyable activity.
3. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.

Learning Outcomes:

- use and adapt basic movement skills (gross and fine motor) in a variety of activities
- explore different movements that can be linked to create sequences
- engage in modified games that lead to an understanding of proper games
- develop their own modified group games
- understand the need to act responsibly to help ensure the safety of themselves and others
- begin to manage their emotions around feelings of defeat and success
- appreciate good sportsmanship

Games: Phase 3

Conceptual Understandings:

1. Attention to technique and regular practice can improve the effectiveness of our movements.
2. A dynamic cycle of plan, perform and reflect can influence a creative movement composition.
3. Games require the active participation of all team members.
4. There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.

Learning Outcomes:

- develop plans to improve performance through technique refinement and practice
- demonstrate greater body control when performing movements
- self-assess performance and respond to feedback on performance from others
- plan, perform and reflect on movement sequences in order to improve
- identify potential personal and group outcomes for risk-taking behaviours
- explore invasion games
- plan and develop a modified game, identifying the goal and associated rules of the game
- use a variety of equipment in designing a game
- develop strategies for working effectively as a team

- demonstrate good sportsmanship

Games: Phase 4

Conceptual Understandings:

1. Appropriate application of skills is vital to effective performance.
2. Games provide opportunities to engage in physical activity throughout our lives.

Learning Outcomes:

- exhibit effective decision-making processes in the application of skills during game play
- demonstrate effective communication with teammates during game play
- introduce greater complexity and refine movements to improve the quality of a movement sequence
- recognize the importance of moderation in relation to safe personal behaviour
- engage in proper games, identifying their component parts and associated rules
- officiate and coach peers during game play
- explore the competitive nature of formal games
- demonstrate good sportsmanship

- utilise the strengths of team members to achieve a goal

Adventure challenges:

A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.

Adventure Challenge: Phase 2

Conceptual Understandings:

1. We can apply a range of fundamental movement skills to a variety of activities.
2. Movements can be used to convey feelings, attitudes, ideas or emotions.
3. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.

Learning Outcomes:

- use and adapt basic movement skills (gross and fine motor) in a variety of activities
- display creative movements in response to stimuli and express different feelings, emotions and ideas
- understand the need to act responsibly to help ensure the safety of themselves and others.

Adventure Challenge: Phase 3

Conceptual Understandings:

1. Attention to technique and regular practice can improve the effectiveness of our movements.
2. A dynamic cycle of plan, perform and reflect can influence a creative movement composition.
3. There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.

Learning Outcomes:

- demonstrate greater body control when performing movements
- self-assess performance and respond to feedback on performance from others
- identify potential personal and group outcomes for risk-taking behaviours.

Adventure Challenge: Phase 4

Conceptual Understandings:

1. Appropriate application of skills is vital to effective performance.
2. Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.

Learning Outcomes:

- exhibit effective decision-making processes in the application of skills during physical activity
- introduce greater complexity and refine movements to improve the quality of a movement sequence
- recognize the importance of moderation in relation to safe personal behaviour.

Health-related fitness:

Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.

Health-related fitness: Phase 1

Conceptual Understandings:

1. Our daily practices can have an impact on our well-being.
2. Safe participation requires sharing space and following rules.

Learning Outcomes:

- a. demonstrate an awareness of how being active contributes to good health
- b. develop a range of fine and gross motor skills

Health-related fitness: Phase 2

Conceptual Understandings:

1. Regular exercise is part of a healthy lifestyle.
2. Growth can be measured through changes in capability as well as through physical changes.
3. Regular exercise is part of a healthy lifestyle.
4. Food choices can affect our health.
5. Maintaining good hygiene can help to prevent illness.

Learning Outcomes:

- demonstrate an awareness of how being active contributes to good health
- develop a range of fine and gross motor skills

- recognize the importance of regular exercise in the development of well-being
- identify healthy food choices
- communicate their understanding of the need for good hygiene practices
- reflect on the interaction between body systems during exercise
- explain how the body's capacity for movement develops as it grows
- understand the need to act responsibly to help ensure the safety of themselves and others.

Health-related fitness: Phase 3

Conceptual Understandings:

1. Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.
2. We can develop and maintain physical fitness by applying basic training principles.
3. People go through different life stages, developing at different rates from one another.

Learning Outcomes:

- identify ways to live a healthier lifestyle
- understand how daily practices influence short- and long-term health
- demonstrate an understanding of the principles of training in developing and maintaining fitness
- identify different stages of life and how these can affect physical performance

Health-related fitness: Phase 4

Conceptual Understandings:

1. Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.
2. There is a connection between exercise, nutrition and physical well-being.
3. Setting personal goals and developing plans to achieve these goals can enhance performance.
4. Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.

Learning Outcomes:

- reflect and act upon their preferences for physical activities in leisure time
- understand the interdependence of factors that can affect health and well-being
- understand that there are substances that can cause harm to health
- identify realistic goals and strategies to improve personal fitness
- exhibit effective decision-making processes in the application of skills during physical activity
- recognize the importance of moderation in relation to safe personal behaviour

Appendix 1: Physical Developmental Milestones

<p>3-4 years old developmental milestones:</p> <ul style="list-style-type: none">● Run around obstacles● Walk on a line● Jump over a line● Balance on one foot for 5 – 10 seconds● Hop on preferred foot● Jump from 30 cm with feet together● Use a slide independently● Climb well (not including ladders)● Skip, leading with 1 leg● Catch large balls● Catch a bounced ball most of the time● Throw a ball both under and over hand● Kick a stationary ball forwards● Roll sideways● Move forward and backward with agility	<p>4-5 years old developmental milestones:</p> <ul style="list-style-type: none">● Walk a balance beam forwards & backwards● Perform somersaults● Balance on 1 foot for 8 – 10 seconds● Skip, alternating feet● Throw a ball to hit a target● Jump backwards● Can stop, start and turn while running● Can easily catch, throw, and bounce a ball● Standing on tiptoes for 3 seconds without moving feet● Jumps forwards 90cm (repeated jumps)● Jumps up onto a step (approximately 20 cm high) with two feet● Jumps over a small hurdle● Walks backwards on a line● Kicks ball forward● Can strike a large ball with a plastic bat
<p>5-6 years old developmental milestones:</p> <ul style="list-style-type: none">● Stands on tiptoes without moving feet for 8 seconds● Mimics movements accurately● Jump sideways● Skip and run with agility and speed.● Visible difference between slow and fast movements.● Holds a balanced position for 8-10 seconds.● Bounces smaller balls on the floor once and catch it with one hand.● Hits a target using an overhand throw.● Kicks a stationary ball using a smooth continuous running step.● Kicks a ball and strike a stationary target.● Jumps rope for extended periods.	<p>6-7 years old developmental milestones:</p> <ul style="list-style-type: none">● Travels backwards at a slow speed without falling.● Start throwing with coordination.● Jumps and lands using combinations of one- and two-foot take offs and landings.

Appendix II: IPS swimming levels (individual pursuits)

Level:	Swimming skills:	Water safety procedures:
<p>Dolphins (introduction to water skills)</p>	<ul style="list-style-type: none"> ● Enter and exit water using ladder, steps or side ● Blow bubbles through mouth and nose ● Bobbing ● Open eyes underwater and retrieve submerged objects ● Back float ● Front and back glides ● Recover to a vertical position from a front glide and back float and glide ● Roll from front to back and back to front* ● Tread water using arms and hand actions for 5 seconds* ● Alternating and simultaneous leg actions on front and back* ● Alternating and simultaneous arm actions on front and back* ● Combined arm and leg actions on front and back* 	<ul style="list-style-type: none"> ● Staying safe around aquatic environments ● Recognising the lifeguard ● Recognising an emergency ● How to call for help ● Sun protection ● Wearing proper safety equipment
<p>Marlins (fundamental aquatic skills)</p>	<ul style="list-style-type: none"> ● Enter water by stepping or jumping from the side ● Exit water using ladder, steps or side ● Fully submerge and hold breath ● Bobbing ● Open eyes underwater and retrieve submerged objects ● Front, jellyfish, and tuck floats ● Front and back glides and back float ● Recover from a front and back float or glide to a vertical position ● Roll from front to back and back to front ● Change directions of travel while swimming on front or back ● Tread water using arms and leg actions for 5 seconds ● Combined arm and leg actions on front and back ● Sculling arm action on back 	<ul style="list-style-type: none"> ● Staying safe around aquatic environments ● Recognising the lifeguard ● Recognising an emergency ● How to call for help ● Sun protection ● Wearing proper safety equipment ● Reach or throw, don't go
<p>Sharks (stroke development)</p>	<ul style="list-style-type: none"> ● Enter water by jumping from the side ● Headfirst entry from the side in sitting and kneeling positions ● Bobbing while moving towards safety 	<ul style="list-style-type: none"> ● Staying safe around aquatic environments ● How to call for help ● Sun protection

	<ul style="list-style-type: none"> ● Rotary breathing (can breathe to both sides, not bilateral breathing) ● Survival float (relaxed float with side-breathe) ● Back float ● Change from vertical to horizontal position on front and back ● Tread water for 15 seconds ● Push off in a streamlined position then begin flutter and dolphin kicks on front ● Front crawl and elementary backstroke ● Swim 25m, any style 	<ul style="list-style-type: none"> ● Reach or throw, don't go ● Look before you leap
Barracudas (stroke improvement)	<ul style="list-style-type: none"> ● Headfirst entry from side in compact and stride positions ● Swim underwater 10m ● Feet-first surface dive ● Survival swimming 25m ● Front crawl and backstroke open turns ● Tread water using 2 different kicks for 30 seconds ● 25m recognisable front crawl, back crawl, elementary backstroke, breaststroke ● Push off in a streamlined position then begin flutter and dolphin kicks on front and back 	<ul style="list-style-type: none"> ● Staying safe around aquatic environments ● How to call for help ● Sun protection ● Reach or throw, don't go ● Look before you leap ● Recreational water illnesses
Orcas (stroke refinement)	<ul style="list-style-type: none"> ● Shallow-angle dive from the side ● Shallow-angle dive from the side, then glide and begin a front kick, then front stroke ● Tuck and pike surface dives ● Tread water for 1 minute ● 50m front and back crawl, elementary backstroke, and breaststroke ● 25m dolphin kick* ● 25m standard scull on back 	<ul style="list-style-type: none"> ● Staying safe around aquatic environments ● How to call for help ● Sun protection ● Reach or throw, don't go ● Look before you leap ● Recreational water illnesses ● Wave and tide safety
Swordfish (fitness swimming)	<ul style="list-style-type: none"> ● Increase endurance in front crawl, backstroke, breaststroke ● Introduction to butterfly ● Bilateral breathing ● Front flip turn and backstroke flip turn while swimming 	<ul style="list-style-type: none"> ● Staying safe around aquatic environments ● How to call for help ● Sun protection ● Reach or throw, don't go

	<ul style="list-style-type: none">● Refine stroke technique● Learn competitive swimming rules for starts, turns, strokes, and finishes.	<ul style="list-style-type: none">● Look before you leap● Recreational water illnesses● Wave and tide safety
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* with teacher assistance or an assistive device, such as a kickboard, noodle, lifejacket etc...

This document was adapted from the American Red Cross Learn to Swim programme

Appendix III: Glossary of Terms

Bilateral breathing: breathing to both sides, left and right. Typically this is done every three strokes when swimming front crawl. The swimmer's breathing alternates from one side of the body to the other, every third stroke. Equally, this rotation could occur every 5 or 7 strokes.

Self-efficacy: the knowledge a person has of her or his own skills and abilities to perform in a certain manner to attain certain goals.