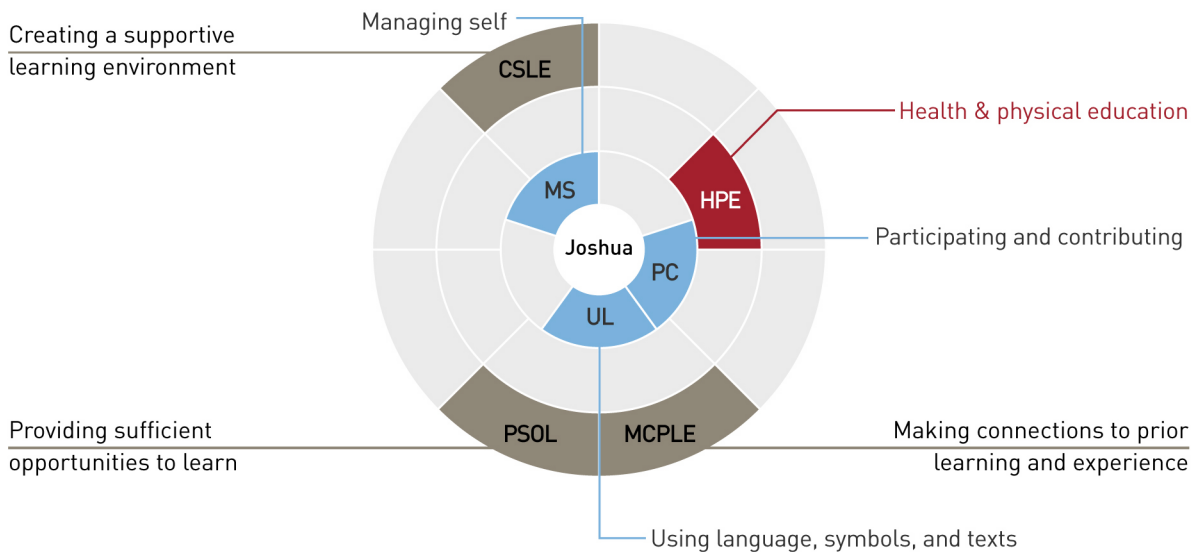


# Joshua loves the pool

## Links to the curriculum



## Student background

<b>Name</b>	Joshua
<b>Age</b>	5
<b>School</b>	Primary

Joshua attends school in a special education needs setting. Joshua used to let people know what he wanted by pulling people to the object or activity.

Now with the Picture Exchange Communication System (PECS) and music, his communication has taken off in leaps and bounds. Joshua had one swimming experience before he started school and this had not been a happy one.

## One string of learning stories

This string of learning stories, recorded over five weeks (May to August 2008), shows Joshua responding enthusiastically to a new challenge (aquatic activities) in a setting away from school. He demonstrates his confidence and enthusiasm both physically (using floating aids in the pool) and verbally (singing).

## Swimming is fun!

<b>Student</b>	Joshua	<b>Date</b>	May to August 2008
		<b>Observer</b>	Megan (teacher)

Joshua is a new student in our class this year. We take two or three students once a week over a five-week period to a heated pool where they have one-to-one swimming. Joshua had only been swimming once with his parents before starting school and this had not been a positive experience.

### 8 May 2008

Wow! Joshua was great in the pool. He looked a little nervous when we went down the steps. He held on to me and I sang as we went around the pool. He became really confident and I was able to hold him out in the floating position while walking up and down the pool. He started singing away to himself.



### 15 May 2008

Joshua held on to the float board on his own today. It is only his second time at the pool. Happy as anything too! He sang one song all the way to the pool in the van and another song in the pool!

### 3 June 2008

Joshua's Mum wrote in the notebook that Joshua wanted his swimming togs and towel in his bag! He was keen!

### 5 June 2008

Joshua enjoyed his last swim. We took a movie of him swimming. He sings the whole time and is so happy. He floats happily holding a floating aid and floaters on his feet. He does not have to have anyone holding the floating aid or him and floats independently. Fantastic!



### 17 June 2008

Joshua's Mum wrote that Joshua puts his togs in his bag hoping it is Thursday. They had to hide his togs!

### 25 August 2008

Got a note from Joshua's Dad today, which read, "Took the whole family swimming on Sunday. Joshua loved it. We all had a great time. Thanks for all the work you guys have done on this."

YAY! This is now a fun and positive activity that the family can do together!

## Analysis – what learning is happening here?

### Key competencies

#### Managing self

Joshua has been exposed to, and has participated positively in, the necessary routine at the pool, which includes dressing and showering.

### Learning areas

#### Level 1 health and physical education: Movement Concepts and Motor Skills: movement skills, science and technology

Joshua has gained the necessary skills to float independently, using floating aids.

#### Level 1 health and physical education: Personal Health and Physical Development: regular physical activity

Joshua has shown enjoyment with aquatic activities.

## Where to next?

### Celebrate and consolidate

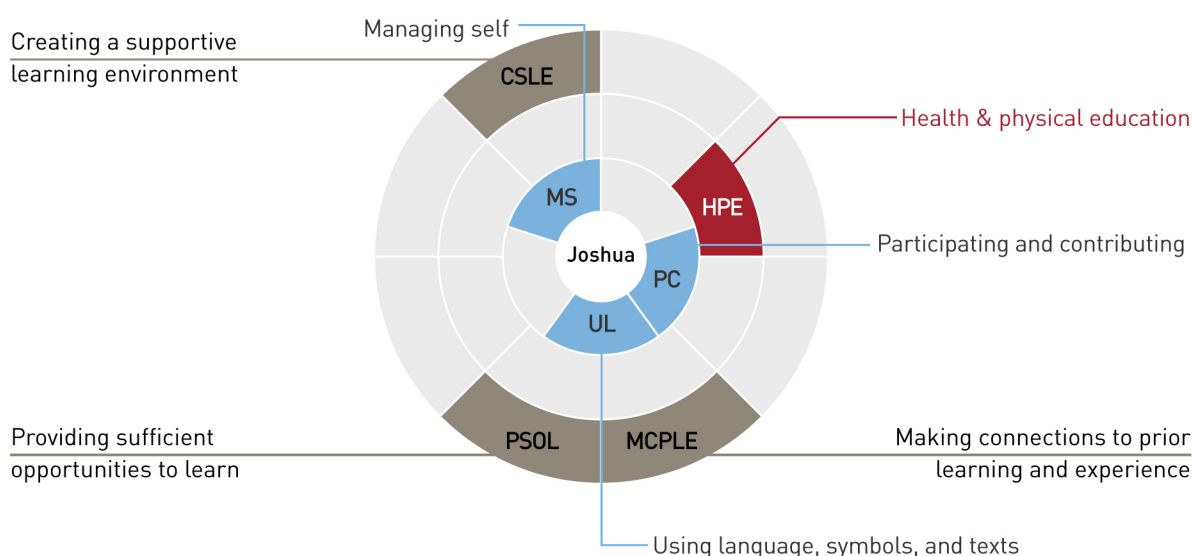
Joshua has made significant gains in floating. Unfortunately, he has to wait until it is his turn again to go swimming, which will be in term four. If he is able to return to the pool with the same confidence, he will then be encouraged to take the next steps, otherwise we will consolidate and regain confidence. It would be good if he could do the same with his parents now when they take him to the pool.

### Increase complexity

The next steps will be to:

- develop Joshua's confidence in lowering his body into the water and putting his face and head under; for example, blowing bubbles, wearing goggles, picking things up off the bottom of the pool with his feet and then hands
- developing his confidence using a variety of flotation aids, which might be found at the beach or in a pool
- transferring fun land-based games into the water; for example, ring-a-ring-a-rosey, trains, egg and spoon races, balloons, balancing things on the floatboard, moving in different ways
- developing Joshua's leg action using flippers, holding on to a bar or adults' hands.

### Reflection – what these stories exemplify



## Key competencies

Joshua willingly participated in a new setting and quickly overcame his fear of the water (participating and contributing; managing self). Through song, Joshua expressed his enjoyment of, and confidence with, aquatic activities (using language, symbols, and text).

### How this string of stories strengthen Joshua's identity as a learner?

Joshua is communicating his keenness for aquatic activities by putting his togs in his bag at home (agency). His growing confidence and skill in the pool is shared with his teacher, peers, and at home (depth). Joshua is showing his enjoyment of aquatics through singing in the pool and on the bus (breadth and continuity).

For more information on the four dimensions of agency, breadth, continuity, and depth (ABCDs), refer to *Narrative assessment: a guide for teachers*.

## Learning areas

### Level 1 health and physical education

This learning is mainly situated within physical education. Joshua is developing confidence when using self-management skills within a physical context. Joshua is demonstrating his confidence to enter the water and his ability to float independently using only flotation devices for support. Joshua has also actively demonstrated his desire to repeat his experience.

## Effective pedagogy

### What does this tell us about teaching and learning in this setting?

The supportive and trusting relationship between Joshua and his teacher allows Joshua to feel confident about his experiences in water (creating a supportive learning environment). The weekly visit provides a regular opportunity to build on Joshua's learning (providing sufficient opportunities to learn).

As in other learning areas, singing (one of Joshua's main modes of communication) is used to ensure that he feels calm. Joshua demonstrated his confidence in the water by singing (making connections to prior learning).

### Reflective questions for the reader

"In what ways has the relationship between student and teacher been demonstrated through this string?"

### Useful resources

*Swimsmart Christchurch Aquatic programme.* Weblink:  
<http://www.ccc.govt.nz/leisurecentres/swimsmart.asp>