

Lesson Plan ⁱ of 2	National/ NYS GLO Alignment	Teacher Candidate(s): Carter Ducatte	Program: SUNY Cortland Sport and Splash	Date: 4/23/26
		Skill Theme & Movement Concept OR Unit/Activity: Lead up games/starts and turns		Participant(s) Name(s): Leo
		Lesson Focus (one sentence including all three domains and fitness): Pool: Students will improve psychomotor skills by practicing push-offs, turns, and swim strokes during aquatic games, demonstrate cognitive understanding by following start-and-turn cues and movement directions, develop affective skills by building confidence and enjoyment through fishing-themed rescue activities, and enhance fitness through continuous movement and repeated swimming efforts Gym: Students will develop psychomotor skills through dribbling, aiming, and shooting during soccer-based activities, demonstrate cognitive understanding by following directional cues and task sequences in themed movement challenges, strengthen affective skills by engaging in cooperative and interest-based fishing activities, and improve fitness through active locomotor movement and repeated kicking practice		Age(s):5
		Outcomes (Code + Text): National Standards / New York State Standards (2020) Click the link to find the grade level outcomes under each standard National Standards: Gym: S1.E18.K – Taps a ball using the inside of the foot, sending it forward. S2.E2.K – Travels in 3 different pathways. S4.E1.K Follows directions in group settings (safe behaviors, following rules, taking turns). S3.E2.K Actively participates in physical education class Pool: S1.E1.K Performs locomotor skills while maintaining balance. S2.E2.K Travels in 3 different pathways.		Length of class: 90 mins

		S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders. S3.E2.K Actively participates in physical education class. NYS Gym: 1.1.K Identifies locomotor, non-locomotor, and manipulative skills 2.1.K Identifies simple movement concepts 4.1.K Identifies responsible personal behavior in physical activity settings 3.1.K Identifies how physical activity affects the heart and lungs Pool: 1.1.K Identifies locomotor, non-locomotor, and manipulative skills 2.1.K Identifies simple movement concepts 4.3.K Follows safe behaviors and rules 3.2.K Identifies health-enhancing behaviors IEP Long-term Goals: Have not gotten my IEP Long Term goals graded yet			
		Objectives <i>Situation / Task / <u>Criteria</u></i>	Assessment Tool/ Task #Evaluated	Teaching Styles/Curricular Models	
		<i>Gym:</i> During Catch the Fish, Feed the Shark, and Penalty Kick Challenge, students will use the inside of the foot to tap and kick a soccer ball toward a target with control and directional accuracy while demonstrating proper foot contact at least 4 out of 5 attempts. <u>Pool:</u> During Rocket Ship Push-Offs, Alligator Turns, and Fish Rescue Game, students will perform push-offs, turns, and swimming movements in the water while maintaining balance and control in aquatic environments in at least 4 out of 5 attempts.	Assessment Pens Scored 0-5 Form Checklist	Teaching Styles: Command Practice Reciprocal Self-Check Discovery Problem Solving Cooperative Stations Jig-Saw	Models: Sport Ed. Movement Ed. Personal/Social.. Skill Themes Games Based A. Adventure Games Stages Other
Psychomotor Domain	Gym S1.E18.K / NYS 1.1.K Pool S1.E1.K / NYS 1.1.K				

Cognitive Domain	Gym S2.E2.K / NYS 2.1.K Pool S2.E2.K / NYS 2.1.K	<i>Gym:</i> <i>While moving through Seaweed Dribble and Indoor Fishing Challenge stations, students will travel using different pathways (zig-zag, straight, and curved) while maintaining control of their movement in general space in most attempts (approx. 75% of the time)</i> <u>Pool:</u> <i>During Treasure Start Challenge and aquatic travel activities, students will move in different directions and pathways through the water while demonstrating awareness of space and movement direction in at least 4 out of 5 attempts.</i>			Participation		
Affective Domain	Gym S4.E1.K / NYS 4.1.K Pool S4.E6.K / NYS 4.3.K	<i>Gym:</i> <i>During all gym station rotations and group activities, students will follow directions, take turns, and use equipment safely with appropriate behavior and minimal teacher reminders most of the time(approx 80% of the time)</i> <u>Pool:</u> <i>During all pool activities including starts, turns, and Fish Rescue Game, students will follow teacher directions and safety rules in the water with appropriate behavior and minimal reminders approx. 80% of the time</i>			Participation		
Fitness (physical activity, health-related & skill-related)	Gym S3.E2.K / NYS 3.1.K Pool S3.E2.K / NYS 3.2.K	<i>Gym:</i> <i>During all gym activities including Catch the Fish and Penalty Kick Challenge, students will actively participate in continuous movement and kicking tasks while demonstrating increased heart rate through sustained activity in 5 out 5 attempts.</i> <u>Pool:</u> <i>During all aquatic movement and Fish Rescue activities, students will actively participate in swimming and water-based movement tasks while demonstrating behaviors that support heart and lung health through continuous activity in 5 out of 5 attempts.</i>			Participation		
		Health-related Fitness (HRF; Please Bold) Cardiovascular endurance Muscular endurance Body composition Muscular strength Flexibility	Cardiovascular endurance <i>Developed through sustained whole-body movement across both environments, students build cardiovascular endurance during continuous locomotor and aquatic activity with minimal rest. In the gym, this occurs during Catch the Fish, Seaweed Dribble, Indoor Fishing Challenge, and repeated Penalty Kick attempts, where students are constantly moving, traveling between stations, and performing repeated kicking and dribbling tasks. In the pool, cardiovascular endurance is developed during Rocket Ship Push-Offs, Treasure Start Challenge, and Fish Rescue Game, where students repeatedly swim, push off walls, and travel to collect objects, keeping heart rate elevated. Estimated MVPA is moderate-to-vigorous due to continuous movement and short transitions between tasks.</i> Formally introduced: Fish Rescue Game (explicit connection made between sustained swimming and heart/lung activity) Reinforced: All gym station rotations and all pool start/turn activities	Skill-related Fitness (SRF; Please Bold) Balance Coordination Agility Reaction time Speed Power	Explain how it is developed and where in the lesson it occurs: (i.e. Concepts taught, goals, FITT, etc.) Power <i>Developed through short, explosive movements that combine force and speed, students build power during kicking and pushing actions. In the gym, power is developed during Feed the Shark and Penalty Kick Challenge, where students kick the ball forcefully toward a target. In the pool, power is developed during Rocket Ship Push-Offs and Fish Rescue Game, where students push strongly off the wall and swim quickly to reach objects.</i> Formally introduced: Rocket Ship Push-Offs (strong, explosive wall push) Reinforced: Penalty kicks + fast swimming during Fish Rescue Game Assessment: Observation of force and distance (strong kick/push vs. weak effort)		

Formal/informal assessment: Teacher observation of sustained participation and student ability to identify increased heart rate (“my heart is beating faster” during activity)

Muscular endurance

Developed through repeated use of large muscle groups over time, students improve muscular endurance by performing repeated movement patterns in both settings. In the gym, students repeatedly dribble, kick, and travel between stations, especially during Seaweed Dribble and Penalty Kick Challenge, requiring continuous lower-body activity. In the pool, muscular endurance is developed through repeated push-offs, swimming strokes, and returns to the wall during Fish Rescue Game, requiring sustained effort from arms, legs, and core without long rest periods.

Formally introduced: Seaweed Dribble (emphasis on continuous movement through obstacles)

Reinforced: Repeated kicking in gym + continuous swimming and wall returns in pool

Formal/informal assessment: Observation of ability to maintain movement across multiple repetitions without fatigue-related stopping

Body composition

Supported through regular participation in MVPA across the lesson, students engage in activities that promote energy expenditure and healthy movement habits. The combination of active gym stations and continuous pool movement tasks contributes to overall energy use and supports long-term healthy body composition. Activities such as dribbling, kicking, swimming, and station rotations ensure consistent physical activity time.

Formally introduced: Brief teacher prompt during transitions (“movement helps keep our bodies healthy”)

Reinforced: All gym and pool activities

Formal/informal assessment: Informal questioning—students identify that physical activity supports a healthy body

Coordination

Developed through combining multiple movements smoothly and efficiently, students use coordination across both environments. In the gym, coordination is developed during Catch the Fish and Feed the Shark, where students must control dribbling, stepping, and kicking together. In the pool, coordination is developed during Fish Rescue Game, where students combine arm strokes, leg kicks, and breathing while moving to collect objects.

Formally introduced: Feed the Shark (step, aim, kick combination)

Reinforced: Dribbling + kicking in gym and swim stroke patterns in pool

Assessment: Observation of smooth movement sequencing (no stopping between actions)

Agility

Developed through quick changes of direction and controlled movement in space, students improve agility in both settings. In the gym, agility is developed during Seaweed Dribble and Indoor Fishing Challenge, where students change direction while moving through cones and obstacles. In the pool, agility is developed during Alligator Turn Around and Fish Rescue Game, where students quickly rotate, change direction at the wall, and redirect movement to new targets.

Formally introduced: Seaweed Dribble (changing direction through pathways)

Reinforced: Obstacle navigation + swim direction changes

Assessment: Observation of quick, controlled direction changes without losing balance or control

Balance

Developed through maintaining body control during movement and transitions, students build balance in both environments. In the gym, balance is developed during dribbling tasks and station transitions, where students control body position while moving and stopping. In the pool, balance is developed during push-offs, glides, and turns in Rocket Ship Push-Offs and Fish Rescue Game, where students maintain stable body position in the water.

Formally introduced: Rocket Ship Push-Offs (streamlined body position)

Muscular strength

Developed through short bursts of forceful movement, students build muscular strength through powerful actions in both environments. In the gym, strength is developed during Feed the Shark and Penalty Kick Challenge, where students use leg force to kick toward targets. In the pool, strength is developed during Rocket Ship Push-Offs and Fish Rescue Game, where students push strongly off the wall and propel themselves through the water using arms and legs.

Formally introduced: Rocket Ship Push-Offs (emphasis on “push strong from the wall”)

Reinforced: Penalty kicks + repeated push-offs and swimming efforts

Formal/informal assessment: Teacher observation of forceful movement (strong kicks, strong push-offs, increased travel distance)

Flexibility

Developed through reaching, bending, stretching, and full-body movement patterns, students use flexibility in both land and aquatic environments. In the gym, flexibility is used during Indoor Fishing Challenge and Seaweed Dribble, where students bend, reach, and adjust body positions to collect objects and move through obstacles. In the pool, flexibility is developed through swimming strokes, reaching during Fish Rescue Game, and body extension during push-offs and turns.

Formally introduced: Indoor Fishing Challenge (reaching and bending to collect “fish”)

Reinforced: Obstacle navigation in gym + full-body extension in swimming activities

Formal/informal assessment: Observation of range of motion (reaching, stretching, extending during tasks)

Reinforced: Controlled dribbling + aquatic glides and turns
Assessment: Observation of stable posture during movement and transitions

Reaction Time

Developed through responding quickly to cues and signals, students improve reaction time throughout the lesson. In the gym, reaction time is developed during Catch the Fish and Feed the Shark, where students respond to teacher cues for starting, stopping, or changing actions. In the pool, reaction time is developed during Treasure Start Challenge and Fish Rescue Game, where students respond to instructions for starts, turns, and object collection.

Formally introduced: Catch the Fish (responding to movement cues)

Reinforced: All start/stop signals and transition cues in both environments

Assessment: Observation of speed of response to verbal or visual cues

Speed

Developed through moving quickly while maintaining control, students build speed in both gym and pool tasks. In the gym, speed is developed during Seaweed Dribble and Penalty Kick Challenge, where students move quickly through pathways and execute kicks. In the pool, speed is developed during Fish Rescue Game, where students swim quickly between locations to collect and return objects.

Formally introduced: Seaweed Dribble (fast controlled movement through space)

Reinforced: Fast dribbling and swimming efforts in timed or continuous tasks

Assessment: Observation of quick movement while maintaining task accuracy

Academic Language	List of Vocabulary: Dribble, kick, target, pathway, control, balance, power, fishing station, push-off, glide, kick, stroke, turn, streamline, float, safety rules, fish rescue, speed, agility, coordination, reaction time, heart rate, exercise, active participation Function: ☐ Listening ☐ Speaking ☐ Writing ☐ Reading 	Equipment: soccer balls, cones, pinnies, small goals, floor markers, foam fish, plastic fishing rods, buckets, hoops, pool noodles, kickboards, rubber ducks, diving rings, pool lane markers, starting blocks, stopwatch, whistles, mats, storage bins
Context for Learning	<i>(Reflect on school and community resources applicable to this lesson. Why are teaching what you are teaching?)</i> Leo really wanted to do tasks that he has interest in, he told me he liked when we did soccer, so I wanted to create a fun game like learning environment for him and treating him by giving him a fishing task. He has been saying for a while now that he wanted to go fishing so I thought it would be a fun idea.	APA References (e.g. Book, course packet, pg #, complete web address URL): https://www.youtube.com/watch?v=gkw0JCdZO90&list=RDgkw0JCdZO90&start_radio=1 Video for instant activity
Teacher Goal for the Lesson	<i>(State one specific teaching behavior you wish to focus on in this lesson to improve)</i> I would like to work on having Leo at least try to do the activity even if he does not like how it is set up	Student Learning Accommodations: He does not have any learning accommodations

Lesson Components	Time (mins)	Organization	Description	Safety Statement, Accommodations, Assessments, Reminders CFU, Academic Language, Alignment to objectives
Learners Enter		Transition	<i>(Address how the students will transition into the gym (squad spots, check the board etc.).)</i> I will grab Leo off the bus, we will then walk and discuss what we are going to do for the day, I will explain to him that we are starting with a video on the IPAD before we start our soccer session	
Instant Activity			Leo grabs the iPad and watches the video that we found	Safety statement: Make sure when you are doing your video to have enough space to not anything or anyone
		Transition	We will move into the gymnasium area and start out first task set up for the day	
Introduction, Signal for Attention, Hook, Expectations, I Can Statements			I: Hello Leo, today we will be working on soccer building up to a penalty shootoot, and we are also going to go fishing today S: When I say freeze, please stop and looks for me H: If we can get through all our tasks, we are going to go fishing today Expectations: I want you have fun but be able to complete all the tasks today I can: I can dribble, kick, and move safely in different pathways in the gym and swim, push off, and turn safely in the pool while trying my best in all activities.	

		Transition	Switch to the next task set up in the gym			
		Universally Designed Informing/Learning Tasks (Informing) a) Multiple means of representation - For each learning task, please describe demonstrations, visual aids and/or questions that will facilitate student learning and engagement. b) Multiple means of Action & Expression (Applying) - Describe the learning task in detail and how it addresses students learning in each domain.		Cues (Refinements) – Simple words to improve performance and understanding. <i>E.g. Eyes at target</i>	Multiple Means of Engagement (Extensions) Add Intra-task variations and teaching by invitation to provide multiple means of engagement (equipment choice, task choice, grouping, level of challenge, & instructional variations) according to needs and abilities of the students.	Safety Statement, Accommodations, Assessments, Reminders CFU, Academic Language, Alignment to objectives
		Task #1 (gym) Catch The Fish	a. models dribbling slowly for Leo first, showing how to gently tap the ball so it stays close. Cones are set up as “fish zones,” and arrows on the floor show Leo which direction to go. Teacher physically walks one pathway with Leo before he starts independently. Ask Leo: “Can you keep your fish close while you move?”			Safety is maintained by ensuring Leo keeps control of the soccer ball at all times and uses appropriate space to avoid collisions with equipment or walls. Accommodations include reducing the distance of pathways, using a softer or lighter ball if needed, and providing visual cones to guide movement direction. Assessment is informal and based on Leo’s ability to tap the ball forward with control while staying within designated pathways. Reminders and CFU (checking for understanding) include verbal cues such as “soft taps,” “eyes forward,” and “stay in your lane,” while I frequently ask Leo to show me how he will move before starting. Academic language includes dribbling, pathway, control, and manipulate. This task aligns directly to S1.E18.K and NYS 1.1.K as Leo demonstrates manipulative skill awareness and controlled foot dribbling while exploring movement concepts.
	5-7 Mins		b. Leo will dribble one soccer ball at a time through cone pathways. He will complete one pathway at a time (not all at once), focusing on control over speed. After finishing a path, Leo returns the ball to start and chooses a new direction pathway (straight, zig-zag, curved).	1. Eyes forward 2. small tap 3. control your feet	Leo chooses which pathway color he wants to try Reduce cones for easier success or add cones for challenge Allow extra time per round Teacher can walk beside Leo for support if needed	
		Transition	Move to the next set up task in the gym			
		Task #2 (gym) Feed the Shark	a. demonstrates kicking slowly beside Leo, showing step next to the ball and gentle kick toward the shark goal. The target is made larger and closer for Leo’s success. Teacher points to where Leo should aim before each kick			Safety focuses on Leo moving carefully through designated cone pathways without running into markers or others, maintaining awareness of personal space. Accommodations include widening pathways, reducing

					number of direction changes, and allowing walking instead of running if needed. Assessment is based on Leo's ability to travel through at least three different pathways (straight, zigzag, curved) with control and understanding. Reminders and CFU include cues like "follow the cones," "change direction," and "stay in control," along with asking Leo to identify his pathway before moving. Academic language includes pathways, direction, space, and locomotor. This task aligns to S2.E2.K and NYS 2.1.K as Leo identifies and applies simple movement concepts through structured movement exploration.
	5-7 Mins	b. Leo kicks a stationary ball toward a large "shark goal." He retrieves his ball after each attempt and returns to the starting cone. Emphasis is on correct form and confidence, not distance or speed.	1. Step beside ball 2. follow through 3. look at the shark	Move closer or farther based on Leo's comfort Use oversized goal for success Allow extra practice kicks before scoring attempts Teacher can give choice: "Want 1 big shark or 2 small sharks?"	
	Transition	Move to next set up task in the gym			
	Task #3 (gym) Indoor Fishing Challenge	a. show Leo each station individually before starting. Visual fish cards show what to do at each station. physically guides Leo through the first round so he understands each task.			Safety is ensured by clearly defining fishing zones, controlling movement speed, and maintaining safe spacing while Leo moves to "catch" fish objects. Accommodations include limiting the number of objects in play, allowing walking instead of running, and providing visual boundaries for each fishing area. Assessment is informal and based on Leo's ability to follow game rules, move safely, and successfully collect and return fish objects. Reminders and CFU include "one fish at a time," "stay in your zone," and "safe movement only," along with frequent checking for understanding of rules before gameplay begins. Academic language includes zone, collect, retrieve, rules, and movement control. This task

					aligns to S4.E1.K, S2.E2.K, and S3.E2.K as Leo demonstrates responsible behavior, movement awareness, and consistent participation in a structured game environment.
			1. Go Slow 2. Control 3. Find Fish		
	5-7 Mins	b. Leo rotates through 2–3 simplified stations: Dribble to collect fish Walk and carry fish through cones Stop-and-control zone Leo completes one station at a time, not rotating until finished or prompted.		Leo chooses station order Reduce number of stations for focus Add “bonus fish” for extra motivation Partner option with teacher support	
	Transition	Move to final culminating activity			
	Task #4 (gym) Culminating Activity Pens	a demonstrates kicking into a large goal from a short distance. Leo is shown exactly where to stand and where to aim before each attempt.			Safety is maintained by ensuring Leo only kicks when the goal area is clear and by keeping all other equipment and students out of the shooting lane. Accommodations include shortening the shooting distance, using a larger goal target, and allowing multiple attempts without pressure. Assessment is based on Leo’s ability to approach a stationary ball and kick it forward with control toward a target goal. Reminders and CFU include cues such as “step beside ball,” “aim at target,” and “gentle kick,” while I check understanding by asking Leo where he is aiming before each shot. Academic language includes target, kick, aim, control, and accuracy. This task aligns to S1.E18.K, S2.E2.K, S4.E1.K, and S3.E2.K as Leo demonstrates manipulative kicking skills, movement awareness, responsible behavior, and active participation in a structured game situation.
	5-7 mins	b. Leo takes individual turns kicking a stationary ball toward the goal. Distance is adjusted so Leo can experience success. He retrieves his ball after each attempt.	1. Eyes forward 2. look at goal 3. follow through	Move closer for success or farther for challenge Use cone goal if easier than net Allow multiple tries per turn Let Leo pick “goal size challenge	

						“push fast,” and “swim straight,” along with checking understanding before each attempt. Academic language includes start signal, reaction, swim, retrieve, and direction. This task aligns to S1.E1.K, S2.E2.K, S4.E6.K, and S3.E2.K as Leo demonstrates locomotor movement, movement awareness, safe participation, and engagement in structured aquatic activity.
		5-7 Mins	b. Leo begins at the wall. On signal, he pushes off and swims a short distance to collect a “treasure” object and returns.	1. Ready 2.listen 3.push fast	Shorter swimming distance Fewer objects in water Partner support option Color-coded treasure choices	
		Task #3 (pool) Alligator Turn Around	a. demonstrates slow, step-by-step wall turn showing Leo how to touch the wall, turn body, and push off again. Visual cue: “touch → turn → push.” Teacher physically shows Leo the motion at pool edge before trying.			Safety is maintained by ensuring Leo approaches the wall slowly, touches safely, and turns under direct supervision to avoid slipping or incorrect body positioning. Accommodations include practicing turns in shallow water first, using hand-over-hand guidance if needed, and reducing swimming distance to the wall. Assessment is based on Leo’s ability to safely reach the wall, touch it, turn his body, and push off again with control. Reminders and CFU include cues such as “touch wall,” “turn body,” and “push off,” while I check understanding by having Leo verbally repeat the steps before attempting. Academic language includes turn, wall, push-off, control, and direction change. This task aligns to S1.E1.K, S2.E2.K, S4.E6.K, and S3.E2.K as Leo demonstrates locomotor control, spatial awareness, safe behavior, and active participation in aquatic movement patterns.
		5-7 mins	b. Leo swims a short distance to the wall, touches it, turns around safely, and pushes off back to start. He practices slowly with emphasis on control and safety, not speed.	1. Touch wall 2.Turn Body 3. Push Hard	Use noodles for support during turn Shorter swimming distance Assisted hand guidance if needed Turn practice in shallow water first	
		Task #4 (pool) Culminating Activity	a. demonstrates the full game: swimming to collect a rubber duck (“fish”), bringing it back to the bucket/hot tub zone, and repeating safely. Boundaries and safety rules are clearly shown to Leo before starting. Visual cue: “swim → grab fish → return.”			Safety is ensured by clearly defining swimming zones, monitoring all movement

		Fish Game				closely, and ensuring Leo collects one object at a time before returning to the bucket area. Accommodations include reducing the number of fish, shortening swimming distances, and allowing Leo to use supportive equipment such as a kickboard or noodles. Assessment is based on Leo’s ability to swim safely, collect objects, and return them while demonstrating control and rule-following. Reminders and CFU include cues such as “one fish at a time,” “swim safe,” and “return to bucket,” along with checking understanding of rules before starting. Academic language includes collect, swim, retrieve, zone, and control. This task aligns to S1.E1.K, S2.E2.K, S4.E6.K, and S3.E2.K as Leo demonstrates locomotor skills, movement concepts, safety awareness, and sustained participation in a structured aquatic game.
		10 mins	b. Leo swims through the pool using his chosen stroke to collect one fish at a time. He brings each fish back to the designated bucket/hot tub zone before collecting another. Activity continues until all fish are collected.	1. Find Fish 2. Backstroke 3.Freestyle	Choice of movement (kickboard, freestyle, dog paddle) Fewer fish for shorter success path or more for challenge “Special golden fish” bonus option Teacher swim support if needed Team version (Leo + teacher or peer helper)	
Lesson Closure, Hook to Next Lesson		Transition	That was super fun I hope you had a great time, next week is a free weak so give me some fun activities and I will choose some that sound like a great educational experience			
Learners Exit		Transition	<i>(Address how the students will transition out of the gym (Line up, clean up, etc.).)</i> <i>We go to the locker room, get undressed and into our day clothes, I bring Leo to his mother or father, and he leaves for the day</i>			
Instructional Supports	This lesson includes multiple instructional supports designed to ensure Leo can successfully participate and build skills in both gym and pool environments. I use clear demonstrations before each activity, along with visual supports such as cones, arrows, fish/duck markers, and clearly defined zones to help Leo understand movement directions and goals. Skills are broken into small, manageable steps using an “I do, We do, You do” approach, and tasks are simplified so Leo completes one pathway or repetition at a time to support focus and success. The environment is structured with clear boundaries, organized equipment, and reduced distractions to promote safety and understanding. I use short and consistent verbal cues (e.g., “kick,” “push,” “fish,” “turn,” “control”) and repeat them frequently to reinforce learning. I provide close proximity support and physical guidance when needed, especially during new or challenging skills such as pool push-offs and turns, with support gradually reduced as independence increases. Choice is built into the lesson to increase engagement, allowing Leo to select pathways, equipment, and swimming methods, while the fishing theme helps maintain motivation. Safety is reinforced continuously through clear rules, structured turn-taking, and constant supervision, particularly in the pool setting. Finally, positive reinforcement is used throughout the lesson to encourage effort, participation, and safe movement, with success measured by engagement, control, and willingness to try rather than performance outcomes.					

