

Lesson no.	Subject:	Lesson description:	Year:	Group:	Ability:	Day:	Period:	Duration:	Total No.: M: F:
6	Rowing	Target Setting	7						SEN:
Objectives:	To know how to set your own personal targets in rowing. To understand how target setting can spur you on during performance. To be able to perform a competitive timed row to the best of your ability.								
Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity and Resilience	Maths / English / Science/ Cross Curricular	Link to Theoretical PE Aspects	
Warm Up & Stretching	Each person to row steadily for 2 minutes and stretch appropriate muscles.	To be able to gradually raise heart rate.	Feet out of straps Back straight Arms and legs move separately	↑ keep arms straight while legs are bent and vice versa	Ensure arms and legs are moved separately.	R+ Set reasonable goals.	Science: Sound waves Objectives: compare the auditory ranges of humans and animals. Student expectations: I know the ranges of sounds that animals and humans can here.	Energy use, diet, nutrition and hydration.	
Setting targets	Teacher to review all the best previous weeks rowing times (2 mins in Y7, 3 mins in Y8, 4 mins in Y9 etc) Look at your best distance. Set yourself a distance which you think you can row. Aim to beat your previous best.	To know how to set your own personal targets in rowing.	Set a realistic target. Aim to beat your previous best. Remember these were several weeks ago. You have a much greater rowing experience now. If feeling confident aim to beat a friend's time as well.	↑ encourage to set challenging distance.	Reward those who achieved their targets. ⊖ Define what a good target is	R+ Identify the importance of creating small steps. R+ Show praise for students accomplishing their small steps.	Maths: Comparing data Objectives: To be able to compare data Student expectations: I can use averages and range to compare and interpret data collected from the rowing session.	Students now explore what a balanced diet contains; 55-60% carbohydrates, 25-30% fat 15-20% protein.	
Final timed row	Each student to complete their timed row, attempting to reach their own personal target. Have a partner with their distance stood at the front of their machine. Encourage others to cheer and push them on.	To understand how target setting can spur you on during performance. To be able to perform a competitive timed row to the best of your ability.	A more powerful stroke but with less speed up and down the slide will give a greater distance. Aim to keep stroke per minute under 30.	↑ further distance / improvement in distance ↑ smooth stroke, flat feet and powerful, slow pulls, low SPM	☞ Assess <ul style="list-style-type: none">Powerful pulls.Correct technique.SPM under 30	R+ Get students to acknowledge accomplishments on the way to larger goals.	English: Reading for meaning: empathy and insight into character. Objectives: Read a sporting biography. Study of structure and narrative technique: use of plot and subplot. Write letter home as that sports person in the biography.	Students should be able to give basic justifications as to why these are what they are.	
Team relays	Place students in even ability groups according to there distance rowed in 2 mins. Set time according to number of people in each team and how long you want each to row for. Each student should row for a time period e.g. 1 min then change with partner until all the team has rowed.	To compete against others in a team relay.	A more powerful stroke but with less speed up and down the slide will give a greater distance. Aim to keep stroke per minute under 30. During change over, help each other on and off the machine.	Split teams evenly according 2 minute distance. ↑ positioned themselves on the first or last leg of the race. ↑ demonstrated a smooth, powerful technique.	☞ Assess <ul style="list-style-type: none">Powerful pulls.Correct technique.SPM under 30 See if the students are using force and power to achieve maximum results in testing session	R+ Keep things in perspective and maintain a hopeful outlook. R+ Students must be able to learn the value of Losing ☛ Discuss the methods used when relaying	Objectives: Read a sporting biography. Study of structure and narrative technique: use of plot and subplot. Write letter home as that sports person in the biography.		
Testing and Targets	2 minute 30 seconds row	To perform full basic rowing stroke under test conditions	Use correct techniques Use a suitable pace Record distance for diagnostic / baseline testing	↑ Pupils increase time	☞ Assess the feet and arm movements and positioning	R+ Why is practice important	Student expectations: Reading for meaning and understanding of writer's technique. Information retrieval and inference. Learning new vocabulary and technical terms. Writing for specific purpose and audience using accurate spelling and grammar.		
Pulse	Remind the pupils to take pulse in Rest intervals Record the Pulse	To be able to test the individuals accurately. To know and be able to test the individual correctly To be able to follow all protocols to set up a fair test	Record times and use for baseline test and data	↓ Allow longer rest periods	Q & A : Are the students enhancing by learning by their mistakes	R+ Students must be able to understand my personal strengths and limitations.			
Leadership & Coaching	In pairs, observe partner row for a set period of time and give teaching points, coaching advice and advice	To know how to accurate replication the actions, phrases and sequences of rowing styles and techniques To be able to analyse performances, identifying strengths and weakness in performances, components, strategies,	Give teaching points, coaching advice and assessment correctly and clearly	↑ Pupils evaluate and correct the start, pulls and gliding techniques ↑ Pupils evaluate and identify variations in pace	☑ Evaluate how important the pace and strokes per minute is ☞ Assess the mistakes made when throwing	R+ Be able to tackle the stresses when coaching.	Skills: Hot seating to encourage empathy. Group work and discussion. Multiple-choice. Self/peer/teacher assessed writing.		
Cool Down	Steady row using technique learnt.	To know why cool down is important.	Gentle strokes Deep breaths	Teacher questions students regarding the effectiveness and reasons for a cool down.	Slow pulls focusing on breathing and reducing heart rate. Q & A on benefits of cool down	R+ Write down all aspects for the skills to show that they can stay focused during the event			
Active lifestyle & Social Guidance	Can you cycle or walk to school?								
Equipment	Rowing machines, Recording Sheet, Board Pen, Score Sheet, HR monitors,								
Healthy Lifestyles and well being	How do you count the calories you eat a day?								