

<b>Lesson no.</b> <b>2</b>	<b>Subject:</b> Swimming	<b>Lesson description:</b> Training	<b>Year:</b> <b>11</b>	<b>Group:</b>	<b>Ability:</b>	<b>Day:</b>	<b>Period:</b>	<b>Duration:</b>		<b>Total No.: M: F:</b> <b>SEN:</b>
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<b>Objectives:</b>	To incorporate different tests and fitness into Swimming. To develop and improve their overall fitness. To be able to measure their fitness.
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Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity and Resilience	Link to Theoretical PE Aspects
<b>Student Warm Up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	Keep gentle and constant pace	Ask students how they could make warm up easy / harder / intense	Observe pupils performances <b>Q &amp; A</b> on benefits of warming up	<b>R+</b> What is growth mind-set	Revision Questions 1. Draw a simple flow chart diagram to show the double circulatory system. 2. Explain what is meant by the term double circulatory system 3. Define what an open skill is and define what a closed skill is. 4. Give an example of one closed skill and one closed skill and justify why you have classified them in this way. 5. Jess is a 400m freestyle Olympic athlete, she achieved her personal best of 4minute 09.08seconds today she states that in the next week she wants to achieve 4 minutes 01.92 seconds. Explain why this is not an achievable target.
<b>Student Stretches</b>	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session. To be able to demonstrate stretches relevant to Swimming	- Hold stretches for 8 seconds. - No bouncing.	↑ Get pupils to incorporate stretching with Objects used in the lesson	<b>Q &amp; A</b> on benefits of stretching		
<b>Interval Training</b>	- Pupils accurately replicate and perform interval swims with very high intensity using different strokes. Short bursts of power	To comprehend and grasp how to improve their fitness To comprehend and grasp the different fitness components used in the different events and strokes used To know how interval training benefits a swimmer. To be able to take part in an interval training session for swimming.	Students start with a dive, sprint swim to the far side and get out of the pool. They then walk back to the beginning around the outside of the pool and repeat.	Teacher observes student's ability to take part in the session. Teacher questions students regarding the benefits of this type of training.	Analyse strength and weaknesses in performances	<b>R+</b> Students must be able to recognise and manage the feelings associated with loss and change when training	
<b>Fartlek</b>	Speed play in the pool	To know how Fartlek training benefits a swimmer. To be able to take part in a fartlek training session for swimming. To know how a continuous timed swim benefits a swimmer.	Students start in the water. Sprint swim to half way and then complete the width swimming slowly. Repeat on the way back.	Allow students to rest between sets if they are finding it difficult.	☞ Assess the body actions within the pool ☞ Assess the direction and speed of the swimming	<b>R+</b> Get the students to break down large tasks into small, achievable goals. <b>R+</b> Show the ability to laugh at one's self.	
<b>Testing and Targets</b> -Timed swim	Pupils swim for long durations using any stroke	To be able to take part in a continuous training session for swimming. To be able to measure their fitness	Students swim laps for 4 minutes at a slow pace. 2 minutes rest, and then repeat.	Allow students to rest after 2 or 3 minutes if they are finding it difficult.	☞ Assess the body positioning and fatigue when swimming for a few minutes ☞ Assess the stamina of the swimmers	✍ Pupils devise strategies to enhance these skills	
<b>Competition</b>	Pupils swim for 6 – 12 minutes with no rest	To develop and improve their overall fitness	Swim a timed race against themselves over	Increase time periods		<b>R+</b> What is a good behaviour when a decision goes against you?	
<b>Leadership &amp; Coaching</b>	Create 2/3 drills to work on the Distance swimming techniques, pacing, tactics and techniques when mistakes arise within the session	To be able to modify and refine the Distance swimming techniques, pacing, tactics and techniques used	Give clear instructions and teaching points for the swimming and pacing techniques. Give praise Use clear communication methods	↑ Students look at ways of improving their Distance swimming techniques, pacing, tactics and techniques with fewer errors	☞ Coaches reflect on the spin pace used in the event	<b>R+</b> To be able to negotiate and be assertive when coaching.	
<b>Officiating</b>	Record the Pairs distance over the time Record times	To be able to officiate the event correctly using the correct signals, comments and techniques To understand and know the rules and regulations regarding swimming in competitions. To understand, know and be able to set up the equipment, officiate and officiate the swimming or distance events / competitions	Use correct commands Use correct method of recording timings Use the correct signals To make sure all swimmers are clear and all areas are safe	Focus on the rules regarding scoring, service and laws	☞ Assess the different types of communication made by the official	🗣 Discuss any break in rules <b>R+</b> To know where to go for help when officiating <b>R+</b> To understand that there are different types of relationships.	
<b>Cool Down</b>	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	↑ Ask pupils questions why a Cool down is essential after exercise	Ask students for feedback about their performances	<b>R+</b> Evaluate the importance of making time to eat properly, exercise and rest.	

<b>Active lifestyle &amp; Social Guidance</b>	Discuss the different types of training methods available for a Swimming player
<b>Equipment</b>	Buoyancy body suits, Whiteboard, Pens, Stopwatch, Whistle, TV & Video, Video player, Remote controller, Digital Camera, Ball, Cap, Nets,
<b>Healthy Lifestyles and well being</b>	Discuss the short and long term effects of training on Swimmers