SECONDARY PE SESSION

This 50-minute lesson has been designed for easy delivery with this simple lesson plan. All activities are clearly explained, with timings, guidance notes and inclusion suggestions.

You can discover more about the Sure Breaking Limits Programme in the Programme Guide.

This PE lesson has a linked PSHE session.
See the My Goals, My Choices PowerPoint presentation for more information. Why not also check out the energising Assembly presentation which can be delivered to the class completing the programme or enjoyed by the wider school.

RESOURCES NEEDED

- PDF lesson delivery and inclusion notes
- Various sports equipment and items, such as balls and rackets (for main sports activity)

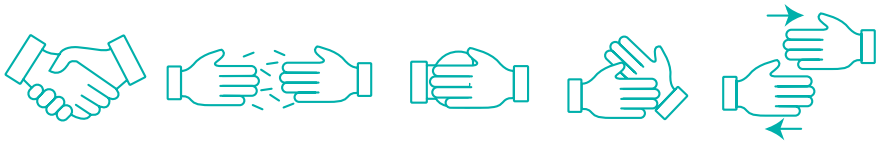
READY TO MOVE CHECKLIST

Before the lesson, take students through the checklist below to ensure they are ready for activity.

- ✓ The correct kit and shoes
- ✓ A bottle of water
- ✓ Suncream (if outside)
- ✓ Inhaler or other medication (if needed)
- ✓ Deodorant
- ✓ Clean clothes to change into

LESSON OBJECTIVE

To set and show progress on personal goals.

ACTIVITY/ TIME	DELIVERY NOTES	INCLUSION NOTES
WARM UP 5 mins	**STRETCH CHAMPIONS** In this activity, students take on the role of a leader as they teach their classmates some stretches. **HOW TO PLAY:** 1. Split the class into four groups and ask for a volunteer to lead the stretching for each group. 2. Give the leader a copy of the Stretch Guide. 3. The leader then selects and demonstrates a stretch which their group copies. 4. Repeat as time permits. 5. After completing, ask students why it's important to stretch before exercising? Is it also possible to 'stretch' or 'grow' your mind?	Stretches can be selected to suit student needs.
SKILL DEVELOPMENT 10 mins	**SMART TARGETS** In this section, students will develop a skill that they will use in the main activity. Students explore SMART targets in the context of movement goal-setting. **SECRET HANDSHAKE** • Prior to the session, practice a secret handshake with a student volunteer or another adult. You can pick four or five moves from the image below and sequence them.  Regular handshake · Sizzling fingers · Cabbage handshake · Sideways high five · Slide handshake • Demonstrate your secret handshake, at speed, and challenge students to do the handshake moves in pairs. (They should find this difficult!) • Ask if they think they would be able to master the moves with practice, if they are guided through the steps? • Explain how **SMART** targets work and that these targets can help when learning something new: • **S**pecific • **M**easurable • **A**chievable • **R**ealistic • **T**ime-bound • Share the SMART targets for your handshake and challenge students to learn it through step-by-step guidance: • **S**pecific: I will practice each move of the handshake in order. • **M**easurable: I will complete one full handshake. • **A**chievable: If I put all the separate moves together, the handshake will be complete. • **R**ealistic: There are 4-5 simple moves that I can learn and connect. • **T**ime-bound: I will learn the handshake in 3 minutes. Remind students of the concept of growth mindset and how SMART targets feed into this.	The handshake should provide a very inclusive context for this activity. For students will limited vision, a more tactile handshake can be adopted.

ACTIVITY/ TIME	DELIVERY NOTES	INCLUSION NOTES
MAIN SPORT ACTIVITY 30 mins	**MY SMART TARGETS** In this activity, students will select a skill they would like to learn or improve upon and set themselves some SMART movement targets ahead of developing the skill. • Students use the SMART Targets Activity Sheet to select a skill they are keen to develop. (2 mins). • They complete the SMART targets grid, setting out targets based on the basketball example provided. They Peer review these (4 mins). • In suitable pairs, students then start coaching each other based on their targets. They each spend 12 minutes working on their skill and feeding back to each other. (24 mins).	List of activities includes those suitable for students with limited mobility or students can shape their own goal.
REFLECTION 5 mins	Students discuss how the SMART target helps them to feel confident in achieving their target/goal. • How can this approach help them in other areas of life or schoolwork? • How did a growth mindset help to improve and work on their goal? • Why is it important to have personal goals, rather than all working towards the same goal? • How can we help others to achieve their goals, even if they're different to our own?	