

USRowing<sup>®</sup>

USRowing Guide  
to Middle School  
Rowing

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## Introduction

Throughout the United State, rowing is growing! There are more opportunities for athletes than ever before! There are more races, more entries, more camps & clinics, more professional development opportunities, and more athletes on the water! The times are faster. Recruiting starts earlier. The training has become more intense. The competition has grown. Growth is good! It means more people are experiencing the benefits of rowing: the comraderies, the teamwork, the health and fitness benefits! The race results aside, rowing can change an athlete like no other sport can!

But with growth comes challenges, and rowing is no different. This manual addresses two of the issues rowing faces as it moves forward into 2021:

- The growth of Middle School rowing
- The need for quality coaches

Middle School Rowing is unique all its own. Adolescent athletes (6<sup>th</sup> to 8<sup>th</sup> grade) are all going through their own major transitions of their own. It's the transition from elementary school to middle school. It's puberty. It's going from rec sports to competitive teams. Its new classes and new friends. It's new freedoms and responsibilities. Middle school is just as challenging now as it was for all of you reading this. And rowing has the opportunity to be a "safe place" for these athletes; a place where adolescents can join, with no experience, and reap all the benefits of the sport they may not get anywhere else.

This manual was born out of the need to ensure all new adolescent athletes have a great experience. Using the American Development Model as a foundation, the physical training plan ensures athletes are developed holistically, while also integrating critical elements of social-emotion development. Over the rest of this manual, coaches will get in-depth direction on:

- Coaching Leadership
- Teaching Skills
- Yearly Planning
- Skill and Drill Suggestions
- Practice Plans for Winter, Spring, Summer, and Fall
- Yearly Recruiting Plans
- Learn to Row Plans
- Additional Workout Suggestions

Most importantly, as middle school rowing continues to grow, so will the need for quality coaches. Not just coaches who ride in a launch and babysit athletes. But coaches who have an investment in their athletes, want to see them thrive, and act in a manner that provides a positive role model for the athletes they work with. No plan will work without the people to execute it!

The coaches reading this manual are the most important factor in whether an athlete has a positive experience or not. The experience and the memories these adolescent athletes have will heavily depend on the coach they work with. It's an immense amount of pressure, knowing a middle school coach now will have an impact on the adults of 30 years from now. Do not take that responsibility for granted. The amount of work, effort, and love a coach puts into their team will never be compensated well enough, but most coaches choose to do the work anyway. Thank you for choosing to have an impact. Thank you for committing to learning. And thank you for helping the next generation of rowers enter the sport properly!

# Section 1: The Vision & Values of the American Development Model & Long-Term Athlete Development

## The American Development Model

The American Development Model (ADM) is a concerted effort between the United States Olympic Committee and USRowing to apply Long-Term Athlete Development principals in a way that resonates with the culture of sports in the United States.<sup>1</sup>

By using the American Development Model, clubs and coaches can maximize the potential of future athletes and improve future generations of rowers in the United States. The ADM is based on 5 core principals, the foundation of its 5 Stages of Development. These 5 core principles are:

1. Universal access to create opportunity for all athletes.
2. Developmentally appropriate activities that emphasize motor and foundational skill development.
3. Encourage multi-sport participation.
4. Fun, engaging, and challenging environment.
5. Quality coaching at all levels.

With these are it's guiding principles, ADM will keep more kids active, longer, while achieving the following:

- Grow both the general athlete population and the pool of elite athletes from which future U.S. Olympians and Paralympians are selected
- Develop fundamental skills that transfer between sports
- Provide an appropriate avenue to fulfill an individual's athletic potential
- Create a generation that loves sport and physical activity, and transfers that passion to the next generation

*Long-Term Athlete Development (LTAD) is a planned, systematic, and progressive development of individual athletes<sup>1</sup>. The LTAD prepares athletes in a holistic manner, giving them well rounded athletic skills and preparing them for a lifetime of physical activity, while also preparing those with the determination and talent for athletic success. The program sets developmentally appropriate goals with the level of the athlete; The program sets up athletes for success today, tomorrow, and for the foreseeable future.*

For more information on the 8 stages of LTAD, be sure to check out "Long-Term Athlete

## 5 Stages of ADM

Athletes, from the beginning of their motor skill development and for the rest their lives, will continuously transition to from different stages of athlete progression. Each stage has different points of emphasis, taking advantage of the athlete's natural strengths within the stage. While middle school rowing will primarily focus on Stages 2 & 3, its important coaches know all 5 stages. It'll help to know what the athletes should have learned from previous stages and what they are preparing their athletes for in later stages.

- Stage 1: Discover, Learn, and Play (Ages 0-12)
- Stage 2: Develop and Challenge (Ages 10-16)
- Stage 3: Train and Compete (Ages 13-19)
- Stage 4: Excel for High Performance OR Participate and Succeed (Age 15+)
- Stage 5: Thrive and Mentor (For Life)

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<sup>1</sup> United States Olympic Committee. (2016). Rebuilding Athletes in America.

## STAGE 2: DEVELOP AND CHALLENGE (AGES 10-16)

The second stage of the development process occurs after an athlete has been engaged in a sport and wants to explore more organized training options. This stage focuses on refining the skills needed to be successful in the activity or sport, and then furthering skill development through challenges, such as recreational competition, organized sport programs or club participation.

Athlete readiness and motivation determine the choice to pursue the next level in sport. The second stage may begin earlier for some athletes who are quick to develop physically and mentally. Fun and socialization are still key areas of emphasis in order to encourage future participation and avoid burnout.

### ATHLETE

- Understand rules and techniques of the sport
- Participate in multiple sports for continued motor and physical development
- Participate in a fun, structured and ongoing training program (as opposed to participating in open gym)
- Compete at local and regional levels
- Emphasize practice and skill development over competing
- Understand the impact on performance due to different maturation rates

### DEVELOP

- Physical: Core movement fundamentals, increasing requirements for speed, agility, balance, endurance, strength and coordination
- Psychological and social: interpersonal skills, teamwork, communication skills and adapting to the growing challenges of sport development
- Technical skills: Identify personal strengths and areas to improve with a continued emphasis on proper movement mechanics
- Tactical: Institute age-appropriate times for practice and competition to enhance both team and individual skill development.

### CHALLENGE

- Recreational competition at local and regional levels
- Organized league play  
Note: Seek challenging competition that is commensurate with the athlete and/or team.

## STAGE 3: TRAIN AND COMPETE (AGES 13-19)

At stage three, athletes begin to train and compete in a program that matches their personal interests, goals and developmental needs. Competitions become more clearly defined in this process with potential for new experiences in team selection. Maximizing potential becomes an option for athletes as they start to grasp the commitment necessary for certain sports, and the skill sets needed to excel at the next competitive level. Technical, tactical, physical and psychosocial development becomes increasingly more important for the athlete at this time. This is also the stage to increase sport-specific training. Recreation and multi-sport play can continue to be used in a cross-training capacity to allow athletes the opportunity to more fully develop.

### ATHLETE

- Begin to focus on particular sports
- Use multiple-sport play for cross-sport development
- Participate in a fun, structured and continuous training program
- Compete in more challenging situations
- Improve skills at the local, regional and/or national levels

### TRAIN

- Seek opportunities to further develop skills
- Focused training through coaching
- Follow a consistent training schedule
- Increase sport-specific training
- Emphasize competition skills
- Utilize more sport-science related information such as nutrition and sport psychology
- Participate in development camps

### COMPETE

- Club competition
- Middle and high school competitions
- Local, regional and national competitions  
Note: Seek challenging competition that is commensurate with the athlete and or team's skills

## Leadership

In order to truly elevate the level of your athletes, team, and organization, **leadership is the most important skill required.** Without leadership, the skills and techniques taught in this manual are built on an unreliable foundation. The cornerstone of this leadership model is credibility and confidence. Credibility refers to the reason an athlete should believe in you. Confidence is your belief you can accomplish a task; in this case, develop, manage, and implement a middle school program!

## Credibility

Credibility is believability, and you'll need it in order to be a successful coach. Your athletes need to believe you are teaching them with their best interest in mind. If they believe in you, they will go above and beyond to do what you ask, knowing they trust that you have their best interest in mind. If athletes do not believe you, they may go through with your requests, but their doubt in you will keep them from 100% focusing on the task.

### *Character & Modeling*

Every coach has character, a set of individual moral based values or personal ethical beliefs they believe in and shape their day to day lives and decision making. In order to successfully lead any group of middle school athletes, it's critical that the values the coach imparts on her crews are positive ones, ones which guide and mold them to becoming better people once they have left your program! Not only do we, as coaches, have a moral obligation to teach young athletes positive values, but the values of the coach will dictate the culture of the team (a team-oriented coach will attract team-oriented athletes). Coaches should not only model these values and behaviors, but praise athletes who also model these behaviors, while condoning athletes who do the opposite.

The following 9 values, dubbed the "Necessary 9," are the values needed for a solid coaching and leadership foundation:

- Respect
  - Acknowledging, accepting, and treating others in accordance with their own set of values, without sacrificing your own. Instead of treating others the way you want to be treated, think treating others the way they want to be treated.
- "Leadership lens"
  - Making decisions through the perspective of "What is best for the team?" Sometimes these decisions may negatively affect specific individuals, including the coach themselves, but putting the long-term goals over the short time goals, and doing this consistently, adds to your credibility.
- Growth Mindset
  - Coaches want their athletes to improve every day. In a fixed mindset, if any athlete believes their actions are final, and that there is no way to improve, then mistakes are also final, and there is no way to come back from one. With a growth mindset, a mistake is an opportunity to learn, improve, and try again.
- Honesty
  - Honesty seems simple enough by telling the truth. But the layers of honesty are more complex; Telling the truth in your communication, being transparent with data and statistics, and telling the hard facts to an athlete who may not want to hear it. Honesty is hard. It's hard to tell an athlete a straightforward fact why they did not make a crew. But if you are honest and consistent, the athletes can focus more on the task at hand and less on your believability.
- Integrity
  - The ability to maintain and continue displaying your core values in adversity. It's easy to be morally straight in times of tranquility, but you must continue in times of adversity. To say one thing in low pressure and another in high pressure is an example of low integrity. Throughout a season, through seat racing and selection, through the progression of racing, and in the storming phases of your group's development, maintaining consistency maintains your integrity.
- Humble
  - Humble is more than not bragging about your accomplishments. It's being willing to admit your mistakes and give credit to others. This isn't to say that you can't be proud of your accomplishments, but simply crediting those who help you, including your athletes.
- Intent Driven
  - Coaching is a series of decisions throughout the course of a period of time. Your intent guides your decision, typically with your long-term athletic goal in mind. If your goal is to make the A-Final at Nationals, but you make a line-up with the intent of appeasing your board, you are negatively impacting your "Intent Driven" values, and ultimately, affecting your credibility.



- Consistency
  - Rowing, and life, are constantly happening in a changing environment. Valuing (giving great importance to) your own ethical standards, throughout a dynamic situation, displays consistency. This isn't to say you can't change your mind on line-ups, race entries, etc., but consistency in your moral values.
- Committed
  - Sticking with your team & your values ALL the time are critical to establishing your credibility. We ask our athletes to commit to our team, specifically by sacrificing other activities, athletically and socially. We must be willing to do the same, lead by example, and demonstrate how an athlete can be at practice every day and still enjoy themselves.

## Coaches' Code of Conduct

If you expect to be a successful coach, you must hold yourself to a high standard of ethics and values. You must model to your athletes and team the best moral values we aspire to instill in them. This is the expectation of you, as a coach, if you want to positively impact Middle School Athletes:

- You will treat others how they want to be treated, accepting the differences they bring to the team, and using the differences to enhance your team culture. This is in regard to race, color, religion, creed, sex, sexual orientation, pregnancy and pregnancy related conditions, gender identity, national origin, ancestry, age, veteran status, disability unrelated to job requirements, genetic information, military service, or other protected status.
- You will decide on a long-term goal for your athletes and organization, then make day-to-day decisions with the intent of achieving those goals.
- You will provide a safe environment (socially, emotionally, mentally, and physically).
- You are expected to consistently hold yourself to a high ethical standard throughout the entire year, in season and out of season.
- You are committed to following the rules of your organization, racing, and local law.
- You are committed to growing your athletes in a safe and responsible manner.

## Instilling Confidence

If credibility is the reason athletes will listen to a coach, then confidence is the reason an athlete will believe in themselves. Confidence is the belief that a person can accomplish a task successfully.

This section will focus on both coach and athlete confidence. The task for a middle school coach is to build a successful middle school program. Growing a middle school program can be a daunting task, but we'll break programming down into chunks and build it up into a program that fits your current constructs. The defined task for the middle school athlete...That's for you to decide!

### *Sources of Confidence*

There are 6 sources of confidence<sup>2</sup>. Some have more impact than others. Knowing all the sources of confidences gives you more tools to utilize in your coaching.

- Previous Accomplishments
  - Accomplishing the task once adds to believability an athlete can repeat the task successfully. In a future section, you'll learn how to set goals for athletes based on their previous accomplishments (while integrating a growth mindset).
- Verbal Persuasion
  - Words, thoughts, and actions are all inter-dependent. The language we use has the ability to affect an athlete's thoughts, which will in turn affect their actions.
- Comparable Experiences
  - Finding other athletes who are similar to your athletes **and** have experienced success is another way to build confidence. The similar, already successful athletes lay a blueprint for yours to follow.

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<sup>2</sup> Feltz, D.L. (1998). Self-Confidence and sports performance. In K.K. Pandolf (Ed.), Exercise and sport sciences reviews: Volume 16 (pp. 423-457). New York: MacMillan.

- Psychological States
  - The body has a physical reaction to both high and low anxiety states. Controlling anxiety can impact confidence.
- Emotional State
  - Emotions before and during practice will impact your performance.
- Imagery
  - Your “daydreams” can affect your confidence. We’ve all had mental visuals that have affected how our body reacts (Ever have a daydream so intense your heart rate rises? Coaches can use that same concept to improve performance.) Coaches can use imagery to affect thoughts, which as noted before, can our actions!

### *Building Belief in Yourself*

You’ve started reading this manual, so you want to improve your coaching; Great start! Now, it’s time to lay out a road map for how to build up your skill set. Coaches with confidence in their abilities are more likely to get into coaching, will give more effort, and will stick around longer than coaches without confidence. Coaches need to believe in their own ability to successfully coach middle school athletes if they are going to succeed as a middle school coach. Here are several areas of competence a coach will need to build their confidence, as listed by the **GB Rowing Coach Newsletter**<sup>3</sup>:

- Communication Skills
- Ability to Motivate Athletes
- Ability to teach the sport
- Knowledge of tactics and strategies
- Training and conditioning
- Practice and seasonal planning
- Coaching during competition

Throughout this manual, each of these concepts will be touched upon, growing your knowledge base, and preparing you for middle school rowing.

## **Preparation of your Leadership Skills**

Preparation for an upcoming challenge is critical. Think about the time and energy coxswains put into preparing for the Head of the Charles or the countless hours athletes will spend erging, lifting, running, and developing their fitness over the winter. They are preparing for their season. In research with Olympics athletes, researchers noted specifically the connection between preparation and confidence as an indicator for success<sup>4</sup>. Coaching is no different. In order to lead a group of middle school athletes successfully through their middle school journey, coaches need to prepare for the task. Included below is a checklist of the leadership areas coaches need to successfully run their program.

- Credibility
- Character Development
- Commitment to your athletes
- Developing Sport-Specific Knowledge
  - Technical
  - Tactical
  - Physical Training
  - Rigging & Equipment
  - Logistics and Management
  - Mental Skills Training
- Developing your coach-specific skill base
  - Pedagogy
  - Decision Making
  - Motivation
  - Team Building
  - Accountability
- Confidence

<sup>3</sup> Coaching Confidence and Efficacy. (2006, June). *ARA Rowing Coaching Newsletter*.

<sup>4</sup> Orlick, T., & Partington, J. (1988). Mental links to excellence. *The Sport Psychologist*, 2, 105-130.

- Researching other successful programs
- Researching other successful coaches
- Developing a coach-specific plan for development
- Developing an athlete-specific plan for implementation
- Communication
  - Verbalizing your expectations effectively
  - Active Listening
  - Overcoming Communication Barriers
  - Connecting with your athletes

## Pedagogy Skills

In order to be a successful middle school coach, coaches must have a very specific approach to the role. Coaches are teachers whose subject is rowing. A coach's role first and foremost is teacher. And not only are they teaching them the technical aspect of rowing, but coaches are teaching athletes several life skills they can use away from the boathouse in a non-rowing capacity. Like rowers, teachers grow and develop their teaching skills to become more effective. Coaches can't lengthen out the day, the training cycle, or the year, but they can make better use of that time. This section will focus on 4 areas (Classroom Management, Preparing for Practice, Instructional Approaches, and Debriefing a practice); Each section gives you tips and tools to making the coaching experience a better one!

## “Classroom” Management

### *Safety*

A coach's number 1 priority, each and every time they are at the boathouse, is safety. Safety should be the foundation of a coach's squad, team, boathouse, and organization. Every practice starts with “Is this the safest practice I can have today?” If the answer is no, don't start practice. The consequences of an unsafe practice are significant and life changing. Coaches have a responsibility, as the coach & leader, to have a safe rowing culture for their team! This manual won't go into depth of safety procedures, simply give an overview. If you have questions, ask your head coach, club administrator, or head to USRowing<sup>5</sup>.

### *Certifications*

Before you start coaching, there are basic certifications you should have.

- CPR/First Aid
- Background Checks
- Boating Safety Course
- SafeSport Certification
- USRowing Coaching Certification (Level 1 or 2)

### *Pre-Practice Checklist*

Prior to every practice, coaches should go through a checklist to ensure they are fully prepared. USRowing provides a pre-practice checklist (<http://www.usrowing.org/pre-practice-safety-checklist/>). Coaches, their athletes, their launch, and their shells should all meet the basic requirements for a safe practice. Ignoring the checklist to “launch 5 minutes earlier” is irresponsible and negligent. Do your job; Be safe!

### *On Land*

While on-land workouts don't have the innate hazards of on-the-water workouts, coaches must continue to be diligent about establishing a safety environment. It's critical that when athletes are on-land, coaches are thinking about the following:

1. What's the safest use of the space I am in?
2. What is the safest use of the equipment I am using?
3. Am I minimizing distractions and increasing active listen to ensure athletes are focus on the relevant cues?
4. Are my athletes supervised?

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<sup>5</sup> Safety Expectations Policy. (n.d.). Retrieved December 15, 2020, from [https://usrowing.org/sports/2016/5/27/1135\\_132107060688980085.aspx](https://usrowing.org/sports/2016/5/27/1135_132107060688980085.aspx)

Relative ease to an on-the-water workout does not excuse an unsafe environment.

### *Equipment*

As the more experienced athletes in the boathouse get new equipment, shells and oars get passed down to each subsequent lower level, typically leaving the modified athletes with the oldest shells in the boathouse. And while the age of the shell shouldn't negatively impact the athletes, the equipment can, especially if it's rigged for an older athlete. Here are a few things to consider in regard to the equipment:

1. How heavy is the load? You may need to decrease the length of the oars, increase the span of the oarlocks, or change the surface area of the blade face (if you are skilled enough). Too much load on the oar will lead to athletes changing their stroke to compensate, which may lead to injury.
2. Have you set the pitch of the oarlock? The older the shell, the more likely it's seen a crab or caught the end of the dock going full speed. A pin that has had the pitch altered will either have athletes digging deep or washing out. Imagine the frustration of a 13-year-old who is digging deep, getting stuck at the release, and has no chance of fixing it due to the rigging. Less skilled athletes (such as modified athletes) are recommended to row with 0 degrees on the pin and 5 degrees in the oarlock.
3. Have you set the height of the oarlock? A 6'3, 195lb heavyweight may want to scull with an overlap of 17 over 16 due to their height, the length of their torso, and the size of their legs. But the same rigging for a 5'1, 105lb modified athlete will have them pulling into their throats. Start with 16/15 and make the appropriate adjustments from there.

### *Weather and Emergency Conditions*

Weather is a factor in a coach's practice preparations. It changes the size of the boats they take out, the number of athletes any single coach may be responsible for at a given time, the traffic pattern used, and the clothing athletes are expected to wear. USRowing does an excellent job laying out some safety guidelines (<http://www.usrowing.org/safety-expectations>); Have a plan for all the various weather conditions.

Specifically, to middle school rowing, coaches can focus on holistic athlete development during unsafe rowing conditions. Time management, goal setting, and basic body exercises are necessary skills adolescence need before progressing in the ADM spectrum.

### *Boathouse Atmosphere*

Middle School athletes choose to come to rowing, and subsequently, can choose not to come. Not only are rowing clubs competing with other rowing clubs for athletes, but they are competing with other sports (soccer, lacrosse, football) & other social influences drawing athletes away from rowing. In order to combat that, boathouses need to be a place an adolescent wants to be! The sport is too physically demanding to not be fun. If athletes are 1) safe, 2) having fun, and 3) being successful, retention rates will improve. Boathouse atmosphere is the first step in FUN. Here are some steps to take to improve boathouse atmosphere:

- Welcome your athletes when they arrive: Finish all your practice preparation (launch prep, practice planning) prior to athlete's arrival. When athletes show up, greet them, acknowledge them by name, and check in on their day.
- Find the positives. Middle school athletes will give you plenty of negative to focus on, IF you allow it. Find something they are doing right and acknowledge it!
- Get to know your athletes. Ask them about them. Ask how school is going, what they did over the weekend, and what their interest are.

Author's Note: Some weather conditions are always unsafe (i.e. lightning). Other weather conditions are relative to the skill level. What may be unsafe for middle school may be okay for varsity athletes (i.e. certain wind speeds)

When in doubt, stay on land. There are always skills a middle school athlete needs to learn on land.

## **Rules, Procedures and Protocol**

"Boathouse Atmosphere" outlined how athletes need to have fun in order to retain them. Rules are the antithesis of fun but are needed in order to establish a safe and successful environment. Acknowledging and balancing both fun and rules are components of a successful program. This section will focus on 3 main areas: Rules, Procedures, and Protocols. Rules are the expectations you put in place to establish a safe boathouse environment. Procedures and Protocols are the systems put in place to establish athlete expectations in regard to static actions they will do regularly and consistently, such as arriving at the boathouse, launching a shell, setting up an erg.

## Rules

Rules are not inherently fun, but they establish expectations. They set your culture and ensure a safe environment. It is a coaches' responsibility to complete set expectations for their athletes. Set rules in a positive fashion, focusing on what "they should do" versus "what they should not do."

General rule: Less rules you have, the less rules to break. Here are the 3 recommended rules to implement with your team:

1. Be Safe
2. Be a Good Teammate
3. Give a 100% effort and attitude.

The key part to having less rules is the discussion with the athletes when these rules are introduced. Plan the first practice going over the rules with the team, and asking them "What does it mean to 'Be Safe?'" Athletes will come up with suggestions a coach may never have thought of. Plan at least 30 minutes to go over rules. Encourage athletes to ask questions, give examples, and suggest additional rules they see fit.

At the conclusion of the discussion, instruct all athletes to close their eyes. With their eyes closed, instruct those who think the rules are unfair to raise their hand. Occasionally 1-2 athletes will raise their hands, but generally, everyone will be on board. Next, ask athletes to raise their hands if they believe the rules are fair and they agree to them. A majority of your room will raise their hand. Ask them to keep their hands in the air and open their eyes. They'll see their teammates are in agreement while giving those who disagree the opportunity to express so without embarrassing themselves. The leader has now established a social contract with the group. Coaches have to hold athletes accountable to breaking the rules and reward those who support the rules. This is the first step in establishing your culture. For any athletes who disagreed, be sure to follow up privately and find out why.

## Procedure and Protocol

In physical education, research shows that effective teachers develop protocols, or routines, that help their classes run smoothly and minimize disruptions<sup>6</sup>. The same can be said of practice; Having a routine ensures a smoother practice. While this section is small, it's importance can't be understated. Here's an example of an established protocol upon arrival:

- Arrive to Practice
- Immediately change into practice gear
- Check-in with a coach
- Run 2 laps around the boathouse
- Complete the pre-practice calisthenics
- Sit quietly to let your coach know you are ready.

As a middle school coach, spend a majority of the early season establishing your protocol. It's recommended to have protocol for the following areas:

- Arriving to practice
- Launching at beginning of practice
- Practice warm up
- Docking at end of practice

The less time spent explaining "What do we do now?," the more time can be dedicated to rowing!

## Increasing Appropriate Behavior<sup>7</sup>

Increasing appropriate behavior is about increasing good behavior. As stated earlier, maintaining a positive boathouse atmosphere is critical to attracting, developing, and retaining middle school athletes. If an athlete is in an environment where they are constantly told "NO!," eventually they'll stop having fun and find other activities where they are told "Yes!" Our goal is to be that environment, where they are told yes and steered in the right direction, towards the actions and values we believe will positively contribute to our program. Here are a few strategies to use when trying to increase positive behavior in and around your program:

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<sup>6</sup> Jones, V., & Jones, L. (1990). *Comprehensive classroom management*. Boston: Allyn & Bacon.

<sup>7</sup> Graham, G., Holt-Hale, S. A., & Parker, M. (2004). Maintaining Appropriate Behavior. In *Children moving: A reflective approach to teaching physical education* (6th ed., pp. 143-158). New York, NY: McGraw-Hill Education.

1. *Increase your positive interactions.* Find your athletes doing it right and let them know. Researchers find that catching students in the act of doing something right and praising them for it significantly changes their behaviors<sup>8</sup>. Telling an athlete “I like the way you are paying attention” will go much further than “Stop talking.”
2. *Reminders.* Prompts, or reminders, are quick messages reminding the athlete of their expectations. Anticipate your athlete’s actions and use prompts before an incident. For example, before moving a shell, tell athletes “Remember we are quiet when moving a boat to avoid any accidents,” instead of waiting for an accident and saying “this is why we don’t talk when we move a boat.” Use these often early in the season!
3. *Ignoring negative behavior.* If a negative action is short in duration, minor, and your reaction would disrupt the rhythm of the group, ignore it! Athletes want to be recognized, either good or bad. Recognizing their bad fills their need to be recognized. Instead of reacting to a negative behavior, praise the positive behaviors!
4. *Use the power of your body’s location.* Off-tasks behavior always happen on the periphery of a group of athletes, very rarely front and center. As you are speaking with your athletes, and a few athletes get off task, simply relocate yourself next to them without saying anything. They will refocus the athlete without needing to address them.

Author’s Note: Without going into too much depth, I love the use of a timeout. We want athletes to want to row. The reward is the rowing. We should praise athletes positively by rewarding them with rowing and redirect athletes with inappropriate behavior by reducing their rowing. If you are creating a positive atmosphere, and an athlete is losing out by sitting out, they’ll want to get back in. And the way back in is through positive interactions. Rowing is earned, not given.

If a majority of practice is spent focusing on the negatives, while it may be good intentioned, it will simply result in developing a negative culture and atmosphere. Use prompts and reminders to guide athletes in the right direction, and then praise athletes when they follow those directions.

## Keeping Athletes Engaged

If a coach wants to attract and retain athletes into their program, they will need to rely on two critical elements: 1) Fun and 2) Challenging. FUN is any action that elicits joy & excitement, usually as a result of humor and success in a challenging situation. “Challenging” is a measure of difficulty relative to the athlete’s current abilities. Tasks which are too easy result in boredom, while tasks that are too difficult result in anxiety. This section will focus on coaches’ action steps toward establishing a challenging environment.

## 4 Levels of Proficiency<sup>9</sup>

Middle School athletes vary in skill, size, shape, coordination, and ranges within their peak height velocity (PHV) spectrum. And while it would be ideal, from a training perspective, to separate athletes relative to their PHV, most of the time it presents more challenges than solutions. Generally, athletes are divided by grade and gender (7th grade boys, 8th grade girls, etc.); Separating athletes by age makes scheduling coordination easier & keep friends together. Coaches need to take the athletes they have and coach them appropriately, no matter how different they may be. In order to do so correctly, coaches should categorize athletes by their level of skill proficiency. Their skill proficiency refers to how well and how consistent an athlete can perform a skill. In the chart below, you’ll see the rubric used to categorize athletes’ skills; Athletes progress from Pre-Control to Control to Utilization then Proficiency.

### *Pre-Control Level Drills & Cues*

Pre-Control Athletes are our novices, learn-to-row athletes, and newest rowers. When these athletes are rowing, coaches should make the following modifications in order to maximize their efforts:

- Pause Every Stroke
- With a stable platform (with members of the crew sitting out to provide stability)
- With a singular narrow internal focus (i.e., on how their body should move)

### *Control Level Drills*

As our novices and learn-to-row athletes get more comfortable on the water, their skill proficiency will improve. While athletes won’t be rowing perfectly, they’ll have started making changes to their rowing stroke for the better. Coaches should make the following modification for these athletes:

<sup>8</sup> Siedentop, D., & Tannehill, D. (2002). *Developing teaching skills in physical education* (4<sup>th</sup> ed.). New York: McGraw-Hill.

<sup>9</sup> Graham, G., Holt-Hale, S. A., & Parker, M. (2004). Determining Generic Levels of Skill Proficiency. In *Children moving: A reflective approach to teaching physical education* (6<sup>th</sup> ed., pp. 99-108). New York, NY: McGraw-Hill Education.



- Pause every 3 strokes
- With a stable platform
- With a singular narrow focus
- Drills should be similar as above.

#### Utilization Level Drills

Utilization athletes have progressed out of the earlier stages and typically aren't considered novice or learn-to-row (with the exception of very few highly athletic athletes). The key to this stage is the progression from "predictable" to "unpredictable." In traditional ball sports (basketball, soccer, lacrosse), the unpredictable nature is the athlete's teammates and opponents. In rowing, the unpredictable situations are the set of the boat & the weather conditions. Our primary focus for these athletes is building on their foundation & teach them how to execute their skills in less-than-ideal conditions. In order to do so, coaches should make the following modifications:

- Drill every 3 strokes
- An unsupported platform (All 4)
- With an external narrow focus (example: matching their body movements with their teammates versus focusing solely on themselves.)

Drills should build upon the earlier stages, with more challenging situations. Additionally, you can introduce new, more complex drills or a drills progression.

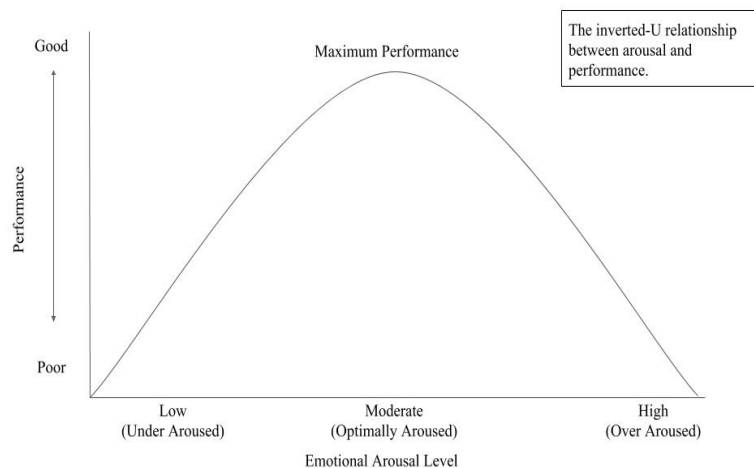
#### Proficiency Level Drills

Proficiency athletes are the best rowing athletes in your group. Very few of your athletes will be at this level, but there are always exceptional athletes. In order to challenge these athletes appropriately, here are the recommended modifications:

- Drills every 3 or 5 strokes
- An unsupported platform
- With an external narrow focus
- With an external broad focus (such as their power application & speed relative to other crews)

With these levels and definitions in mind, here are the steps coaches need to consider when choosing a "Challenging" task.

- Step 1: Identify the skill level of the athletes. Prior to crews launching, coaches should answer the question "Who is in my crew today? What is their current level and ability?"
- Step 2: Identify where the athletes are on the Inverted-U.<sup>10</sup> If an athlete is under-challenged, they will be bored (i.e., varsity athletes, rowing by pairs, in an 8, pausing every stroke, for 5K). If an athlete is over-challenged, they will be anxious (i.e., a novice, in white caps, in a rec single, for the 1st time).



<sup>10</sup>Williams, J. M., & Krane, V. (2015). Applied sport psychology: Personal growth to peak performance. New York, NY: McGraw-Hill Education.

A coaches' responsibility is to center athletes at the peak of the Inverted-U; The "peak" in peak performance. Once coaches have identified where the athletes are in their level of skill proficiency, coaches will issue drills that are challenging, but not anxiety provoking. Once they are in the Zone of Optimal Performance, they'll want to conquer the challenges set for them.

- Step 3: Prepare for Change. Coaches should all launch with a plan for the practice session. But once coaches are on the water, the practice transitions from science to art. If the practice plan is too difficult, athletes become frustrated and shut down (you can read that through their body language and how it deviates from their normal body language). If it's too easy, athletes become bored and disengage (are they throwing seaweed at each other?).

The coaching art lies in the recognition of the misaligned expectation, the reassessment, and the implementation of a more appropriate practice plan.

Need more tips to reduce boredom and increase challenge? Try these:

- Athletes will mirror your body language. If a coach's body language & tone communicate excitement, athletes will do the same.
- Integrate Creativity and Engagement. Ask open ended questions, such as "What's going on in the boat?" or "What do you want to improve?" Then ask athletes what drills they want to do to improve that weakness.
- Allow our athletes to take risk. If athletes want to do something you know they aren't ready for, as long as they are safe, let them try! The critical part in coaching will be picking them up when they fail. **THIS IS THE MOST IMPORTANT PART:** How do we react to their failure? Can we learn from it? Can we encourage them to continue taking risk? How can we do it better?
- Do we just let them row all 4 and call it a risk? If they want to row all 4, but they aren't doing it well, allow them to row all 4 for as long as they are able to maintain proper technique. Now, if they are motivated enough to continue rowing all 4, they'll turn their attention to rowing well, knowing they'll lose the privilege of all 4 if the quality of rowing deteriorates.

Athletes want to be successful, achieve challenging yet attainable goals for themselves, continuously improving and moving in the right direction. If we can do that, we win the retention game!

## Instructional Approaches

Mosston and Ashworth (2002) developed the "Spectrum of Teaching styles,<sup>11</sup>" a continuum of teaching styles categorized by the decisions made by the teacher and/or learner in the planning, teaching, and evaluation phases of learning. There are 10 teaching styles on the spectrum:

Style A, Command: The teacher makes all the decisions

Style B, Practice: The student practices the teacher-prescribed tasks

Style C, Reciprocal: Students work in pairs, one as a teacher and one as a student

Style D, Self-Check: Students evaluate their own performance against a criteria

Style E, Inclusion: Teachers provide alternative levels of difficulty for students

Style F, Guided Discovery: Teachers plan a target for students and lead students to discover it.

Style G, Problem Solving: Teachers present a problem and students find their own solutions.

Style H, Individual: Teachers propose subject matter, students plan and design the lesson.

Style I, Learner-Initiated, Students decide content, plan, and designing of the lesson.

Style J, Self-Teaching: Students take full responsibility for the learning process.

According to Mosston (1992)<sup>12</sup>, there are 4 main reasons why we need multiple teaching styles: 1) teacher's personal preference, 2) learning styles of the students 3) having multiple objectives or goals of a lesson, and 4) need for an integrated framework. By knowing and being flexible within the various teaching styles, coaches give themselves the best chance for implementing change in their athletes. For more information on teaching styles, read "Teaching Physical Education" by Muska Mosston and Sara Ashworth.

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<sup>11</sup> Mosston, M., Ashworth, S. (2002). *Teaching Physical Education*. United Kingdom: B. Cummings.

<sup>12</sup> Mosston, M. (1992). Tug-o-war no more. *Journal of Physical Education, Recreation, and Dance*, 63, 27-31, 56.



## Preparing for Practice

While this manual provides almost everything a coach would need for a modified practice, they'll still need to take 5-15 minutes before each practice to make sure they are fully prepared to run an efficient practice. Use this USRowing Safety<sup>13</sup> checklist to make sure you are prepared:

- **Coach**
  - Proper clothing, including a PFD, worn at all times while in the launch
  - Cell phone or radio
  - Safe water conditions
  - Knowledge of waterway
  - Emergency plan
  - Practice plan
  - Swim test
  - Megaphone
  - Weather forecast
  - Observer in launch
  - Tools
  - Leave note in boathouse as to direction and time of return
  - Every coach should also have the following safety credentials and are required for Level I certification.
    - CPR Course
    - First-aid Course
    - Boating Safety
    - Respect in Sport
- **Athletes**
  - Swim tests
  - Physicals Stretched
  - Safety talk
  - Proper clothing
  - Water to drink
- **Launch**
  - Life jackets for everyone under your supervision
  - Engine kill-switch lanyard
  - Registration
  - USCG-required equipment
  - First-aid kit
  - Navigation / safety lights
  - Anchor and line
  - Sound-making device
  - Paddle
  - Spare spark plugs
- **Shells**
  - Watertight compartments sealed
  - Megaphone or COX-BOX™ for Coxswain Rigged properly
  - Equipment checked (rudder, fin, etc.)
  - Lights
  - Bow-ball properly affixed to the shell
  - Heel-ties tied

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<sup>13</sup> Korzeniowski, K. (Ed.). (n.d.). Candidate's Manual, Foundation Level Coach, Level 2. USRowing.

## Rowing Fitness for Middle Schoolers

The leading literature on training young athletes is “Total Training for Young Champions,” written by Tudor Bompa, PhD. Bompa divides the stages of athletic development into 3 categories, with Athletic Formation (Ages 11-14) most relevant to our middle school population. Each stage has different points of emphasis, so the following is a summary of the Athletic Formation phase and how it impacts our athletes.

### *Peak Power & Strength*

Strength is the “ability to apply force against resistance.”

Emphasize range of motion & core strength.

Circuit Training through relays and games are a staple.

### *Speed*

Speed is the ability to run, move, react, and/or change direction quickly.

If you want your varsity athletes (Ages 16-18) to start and sprint a 2000-meter race, their ability to change directions will be critical.

Speed improvements in adolescence are a result of increased coordination and increased power production.

Rest must be kept long to ensure muscles are fresh.

### *Suppleness & Flexibility*

Flexibility is the “range of motion in a joint.”

The more time spent on flexibility in adolescence, the fewer problems that will appear later in athletic careers.

Training methods should be static stretching and proprioceptive neuromuscular facilitation.

### *Motor Skills Training*

Coordination is “the complex motor skill necessary for high performance.”

Motor skills are a combination of agility and balance.

Increased motor skills will result in improved accuracy, timing, and precision.

### *Stamina*

Endurance is the ability “to sustain physical activity for a long period of time.”

Long-distance activities come with a risk of injury; Coaches should focus on play and development of social skills in lieu of regimented training.

Build endurance through play, games, and relay.

# Mental Skills Training for Middle Schoolers

## Overview

Mental Skills Training is a critical part of success at the highest level; The research shows that mental preparation is critical for successful performance<sup>14</sup>. Just as coaches are developing a foundation on the physical and technical aspect of rowing, coaches need to develop the foundation of mental skills. Using research based on successful collegiate and Olympic rowers, we know successful oarsmen are 1) confidence they can accomplish a task, 2) composed in the moment of competition, and 3) focused between the gunnels.

Middle school rowers will focus on 4 fundamental skills to develop their “mental toughness:” 1) goal setting, 2) positive self-talk, 3) quiet sitting, and 4) pre-race routines. By developing these skills, coaches can continue to develop holistic athletes, preparing them for both higher levels of competition and active lifestyles. This section, similar to many others, is an overview, intended to give you a quick synopsis of mental skills training. Be sure to check out the USRowing resource center to dive deeper into this topic!

### Goal Setting

Traditional Goal Setting requires 1) identifying a long-term goal or objective, 2) identifying the values that will act as parameters for the journey, and 3) identify the process steps an athlete or coach will need to take in order to reach their long-term goals. Once those 3 foundational pieces are in place, the next step is to write small daily goals, typically SMART goals, that begin the process.

But in reality, middle school athletes are likely discovering and exploring different sports and activities, which change their personal long-term goal as they discover their own likes and dislikes. Additionally, as they look for approval and acceptance from their peer group, their values (and supporting actions) change.

With this in mind, coaches are still responsible for teaching an athlete how to set a goal.

Here are a few simple steps for doing so:

1. Ask athletes “What do you want to do this season?”
2. Have athletes write this down somewhere.
3. Ask athletes how they could achieve this goal if they were guaranteed to happen?
4. Have athletes write this down.
5. Have athletes pick 1 area (physical, technical, mental, teammate, leadership) & have them write a SMART goal that moves them towards their Step 1 answer.

#### ***What is a SMART goal?***

SMART goals are a way to make sure you set goals correctly. SMART goals are Specific, Measurable, Attainable, Realistic, and Time-Based.

Coaches follow-up with their athletes weekly or bi-weekly; Goal setting is a great alternative for days weather prohibits you from getting on the water.

### Positive Self-Talk

Negative and self-deprecating self-talk is prevalent in today’s middle school athlete. Adolescents, in an attempt to not stray too far from the group’s social median, will downplay their accomplishments and speak poorly of themselves. The negative self-talk will lead to negative self-emotions, which in turn, leads to negative actions. The negative actions reinforce the self-talk and the cycle continues. As part of the middle school curriculum, coaches must be dedicated to redirecting and reframing negative self-thought.

*Authors Note: In a middle school recruiting event I was working, an 8<sup>th</sup> grade female rower was racing a one-minute race against a much larger 8<sup>th</sup> grade boy, but one who had never rowed before. I offered my analysis to the PE teacher and said “She’s going to win. At the 30 second mark, they are both going to hit a wall, but she’s been there before and she’ll know how to handle it. He won’t.” And as expected, 30 seconds in, both started to crash. But the experience rower, having done challenging rowing workouts before, was able to stay composed and squeak out a win (by 3 meters).*

*I often share this story with the middle schoolers. And then I tell them, “Instead of me speaking to the PE teacher, you should speak to yourself. Tell yourself ‘I am going to hit a wall, but I am going to win because I’ve been there before and I know how to handle it.’ ” I won’t allow one teammate to speak poorly to a teammate and, in the same respect, I won’t allow someone to speak poorly of themselves.*

<sup>14</sup> Jones, G., Hanton, S., & Connaughton, D. (2002). What is this thing call mental toughness? An investigation of elite sport performers. *Journal of Applied Sport Psychology*, 14, 205-218.

“I suck at this” needs to become “I’m working on this.” “I hate this workout” becomes “Hard workouts make me better.” “We are going to lose” becomes “Focus on us.” Coaches needs to be prepared to coach athletes on their self-talk habits.

### *Quiet Sitting*

When the energy level for the middle school athletes is too high and prohibiting them from focusing on the relevant task at hand (right side of the Inverted-U), coaches should lead athletes through 5 minutes of quiet sitting. During quiet sitting, athletes are directed to put their attention towards their breathing while sitting still. Throughout the 5 minutes, coaches will give gentle reminders to redirect athlete’s attention when they lose their focus. At the conclusion, coaches will remind athletes that listening and following directions in their entirety is a necessary skill of a successful rower.

### *Pre-Race Routines*

The last mental skill middle school athletes need is a pre-race routine. If you’ve set up your boathouse atmosphere to be a positive one, athletes will enjoy being at the boathouse and being with their friends. And while you don’t want to discourage this, your role as a coach it to help athletes be their best. By integrating a pre-race routine, it encourages athletes to compartmentalize the fun/energetic part of rowing with the race prep they’ll need to perform well. At its’ simplest form, a pre-race routine needs to 3 components: 1) a confidence component, 2) a focus component, and 3) a composure component. Here are some recommendations:

1. Confidence
  - Review highlights from the week.
  - Review positive changes athletes have made that week.
  - Review PRs and improvements from training journals.
  - Review successes other mods have had before (whether it’s another part of your mod team or older athletes who are former mods)
  - Use self-talk to make an “I will…” statement with a process goal for the race.
2. Focus
  - Ask athletes to focus on now. Have athletes identify the things they need to focus on to be successful.
  - 5 minutes of quiet sitting,

## **Yearly Planning**

Traditional training plans are typically a year long, with phases and subphases, that assume an athlete will complete the entire program. These training programs will have less success for middle school athletes, who often times participate in multiple sports and activities, or join late, and as a result, would miss major components.

An alternative training plan is the “Staircase Style” training plan. A term coined by Ethan Curran, athletes continuously review materials, each time at a higher level (like going up a spiral staircase). Each program needs to adapt the recommendations to fit their club’s specific needs, but 4 8-week blocks can be scheduled throughout the year. Each block should review a fundamental skill each time, reviewing what was learned the first time and setting new objectives for the current cycle.

<b>SKILL</b>	<b>PHYSICAL TRAINING</b>	<b>MENTAL SKILLS</b>	<b>MORAL DEVELOPMENT</b>	<b>BOATMANSHIP</b>
Leg Drive	Strength	Goal Setting	Respect	Rigging
Release	Speed	Quiet Sitting	Leadership	Loading a Trailer
Body Sequencing	Flexibility	Self-Talk	Growth Mindset	Carrying a shell and oars
Handle Heights	Stamina	Race Routines	Honesty	
Compression	Motor Skills		Integrity	
Balance			Humble	
Catches			Intent Driven	
			Consistency	

## Section 2: How to make it work

There is no single method for teaching middle school rowers. There is simply too much diversity between clubs and organizations to say that what works for one team will work for another. But there is a general formula that acts as a starting point. The formula is intended to give coaches the structure to ensure proper training and the flexibility to read and react to the day-to-day needs of their team. Each practice, while working within the structure of the ADM model, should have the following components in each practice:

1. (Flexibility + Speed or Stamina) + Social Emotional Learning Skill
2. Skill Point of Emphasis
3. Physical Point of Emphasis
4. (Goal Setting + Flexibility + Strength) + 2nd Social Emotional Learning

An example of the formula is as such:

- Flexibility + Speed or Stamina + Social Emotional Learning Skill= Warm Up
  - Dynamic Warm UP + Freeze Tag + Goal for the Day
- Skill Point of Emphasis
  - 40' of Handle Height Drills at the Control Level
- Physical Training Point of Emphasis
  - 20' of (20" on, 1:40 easy skill and drill)
- (Goal Setting + Flexibility + Strength) + 2nd Social Emotional Learning
  - Static Stretch + Core + Practice Debrief + Growth Mindset

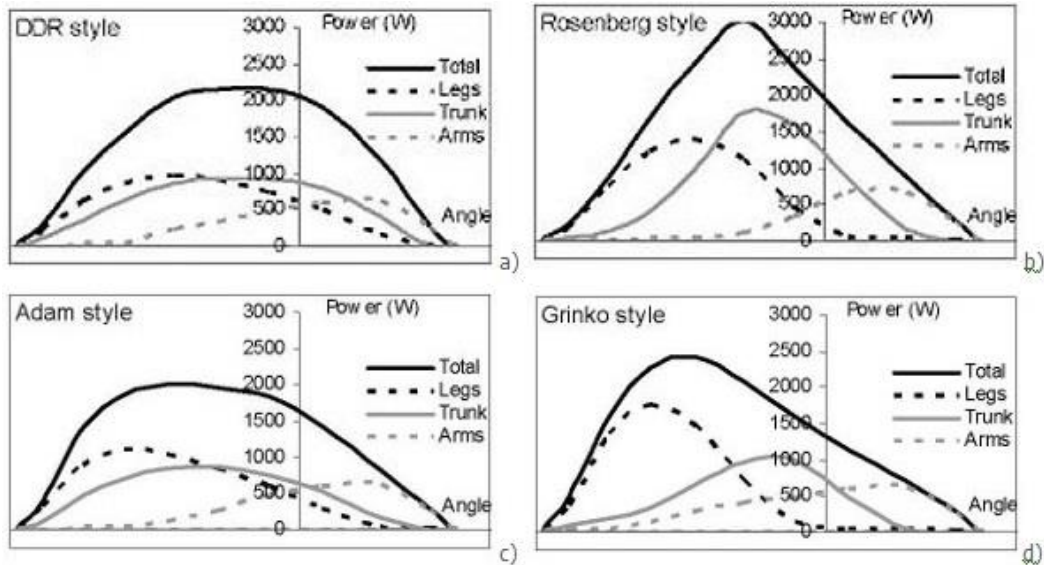
Later on, each season (Fall, Winter, Spring) will have its own recommended formula as well as percentages of time you should spend with each portion. The included practice plans are additional resources that a coach can use and adjust as they need.

## Skill Points of Emphasis

### Leg Drive

How an athlete sequences their arms, bodies, and legs on the drive is referred to as a drive style. Each style has their own strengths and weaknesses; The level 2 rowing manual goes into depth about drive style.

Each style will result in a different power curve, as demonstrate in the image below.



By driving with the same styles, athletes will develop a synergy and conserve energy. If one athlete is applying maximum power while another is not (and vice versa), athletes will lose efficiency over the course of their row. The intent of these drills is for athletes to synchronize their power application through the use of drills.

#### Pre-Control

- Pause at  $\frac{3}{4}$  Slide
- Push Pulls
- Chop Chop at the Catch (Stationary)
- Push Pull (Stationary)
- Slappies (Stationary)

#### Control

Drills should build upon the earlier stages, with more challenging situations. Additionally, you can introduce these drills:

- Reverse Pic-Drill
- Top Quarter
- Legs
- Legs and Body
- Full

#### Utilization & Proficiency

- Use the same drills as above, just change the difficulty by decreasing the balance and changing the sequence (2-2-2, Top  $\frac{1}{4}$ , Legs, Full)

## The Release: Posture & Feathering Away

When athletes slump at the finish, they dump their weight into the bottom of the boat, causing the bow to submarine into the water. The energy used into sinking into the water is energy NOT being used to move the boat towards the finish line. Athletes want to sit up tall and avoid slumping at the finish!

It is critical for athletes to sit tall throughout the stroke. They should imagine they “have a blueberry in their belly button.” Another cue to “imagine is someone is pushing down on their head and they want to push back against the pressure.”

When the athletes have completed the drive, we are looking for them to extract the blade cleanly and finish away from their bodies. At the release, elbows, wrists, and the handle should all be on the same plane. With a slight tap down, the blade will come out square. Only then, once the hands are moving towards the stern of the boat, should athletes unravel their fingers and feather away from their bodies.

### *Pre-Control Level Drills and Cues*

- Pause at the Finish
- Pause at Arms Away
- Cut the Cake Arms Only

### *Control Level Drills and Cues*

- Drills should build upon the earlier stages, with more challenging situations.

### *Utilization Level Drills and Cues*

- Drills should build upon the earlier stages, with more challenging situations. Additionally, you can introduce these drills:
- Pause Reduced (1/4 Feather) at Release
- Double Pause: Reduced Feather at Release Full Feather, 6 inches away Recovery
- Pause 6 inches away

### *Proficiency Level Drills and Cues*

Drills should build upon the earlier stages, with more challenging situations. Additionally, you can introduce these drills:

- Feet Out Rowing  
Note About Feet Out Rowing: No athlete should row feet out for more than 5 minutes.

## Body Sequence on the Recovery

Body Sequence is historically one of the first things to work out with modified and novice athletes (“Arms, Bodies, Legs.”). Typically, this is a continuation from learn-to-row & introductory lessons. As a result, many athletes will be ready for a more challenging level with this skill relative to other skills.

### *Pre-Control Level Drills & Cues*

- Pause at the finish
  - At the finish, athletes most sit "strong in core"
  - "As if their spine was a steel rod"
  - "With their belly buttons open"
  - "If a blueberry was in their belly button, it would NOT be crushed, but simply fall out of their belly button."
  - "Lay back at 11 o'clock"
  - "Like Superman coming out of the phone booth, with an open chest"
- Pause at Arms Away
  - Same cues as Pause at the finish, but arms extended and locked away from the body
- Pause at Arms and Body Away
  - "Feel a stretch in the hamstring"
  - "Pushing their head up against the sky"
  - "Trying to extend the space between the vertebrae in their backs"
  - "Not crushing the blueberry in their belly button"
  - "Sitting tall and proud"

### *Control Level Drills*

Drills should build upon the earlier stages, with more challenging situations.

### *Utilization Level Drills*

Drills should build upon the earlier stages, with more challenging situations. Additionally, you can introduce these drills:

- Cut the Cake, Arms & Bodies
  - Swim from the hips
  - Push your belly buttons forward, pull it back
- Pick Drill
  - This drill should be smooth, not rushed.

### *Proficiency Level Drills*

Drills should build upon the earlier stages, with more challenging situations. Additionally, you can introduce these drills:

- Pause at Body Away, Arms In
  - In this drill, if they prep the body, get lots of angle, the hands will figure out by the time they get to the catch. Many times, athletes feel like they are getting prepped by pushing the hands and not the body. This isolates the body.



## Handle Heights

Many athletes “drag blades” on the water without even knowing they are doing it. Sometimes, they don’t feel confident in their ability to balance the boat. Others want to catch properly. Some have been told their hands are too low at the catch, so as a result, they overcompensate. Like anything else, once athletes realize the benefits of being clean on the recovery, they’ll want to improve that skill!

### *Pre-Control Level Drills & Cues*

- Square Rowing
- Pause at ¼ Slide
  - Point of Emphasis—Blade off the water.
- Pause at ½ Slide
  - Point of Emphasis—Keeping even handle heights
- Double Pause, ¼ slide feathered → ¾ slide square
  - Point of Emphasis → Squaring up the blade so the bottom edge of the blade moves close towards the water.
- Stationary Set Ins (from release to catch)

### *Control Level Drills*

Drills should build upon the earlier stages, with more challenging situations.

### *Utilization Level Drills*

- “Wheels on the bus”
  - Pause at half slide, then have athletes’ right-hand roll over the top of the left hand, behind, under, and back to its starting point.
  - Allows athlete to feel the consequence of improper hand heights while also developing boat feel.
- Reverse Pic-Drill, on the Square
- 3-3-3 (Scrap, Skim, Clean)
  - 3 Strokes with blades blatantly on the water
  - 3 strokes with blades skimming the top of the water
  - 3 strokes with blades off the water

### *Proficiency Level Drills*

Drills should build upon the earlier stages, with more challenging situations.

## Compression

Compression refers to the combination of relative angle in an athlete's upper body to their thighs AND the relation of their shins to their ankle flexion angle. Getting these angles in the ideal position is a result of flexibility, strength, direction from a coach, and rigging. Not enough compression will result in diminished power output at the catch. Over-compression decreases power effectiveness and increases the chance of injury.

The ideal compression has a few key components, that will look different in each athlete based on their torso length, femur length, shin length, and flexibility in their ankles, hamstrings, and hips. A few foundational pieces (and their correlating flexibility & rigging points of emphasis) include:

- Shins vertical at the catch (Flexibility POE: Ankle. Rigging POE: Heel Depth)
- Heels ½ to 1" off the footboard. (Flexibility POE: Ankle. Rigging POE: Foot Stretcher Angle)
- Chest against thighs at the catch (Flexibility POE: Hip and Hamstring. Rigging: Seat Height)
- Back straight (Flexibility POE: Hamstring and Core. Rigging: Position on seat)
- Head up, shoulders back. (Flexibility POE: Shoulder & Chest. Rigging POE: N/A)

### *Pre-Control Drills & Cues*

- Stationary Sitting at the Catch
  - Allow athletes to sit in the "Power Position" to feel the following
  - Sitting Up Tall
  - Heels Down
  - Chest Against Thighs
  - Arms Extended

Have Athletes sit in this position, then row (exaggerated recovery) until they don't feel the cues of the Power Position. Athletes should just sit at the catch, fully compressed. Eventually, they will feel uncomfortable. THOSE are the places they need to stretch.

### *Control Drills & Cues*

- Pause at Arms Away
  - Athletes should look to push their upper body as far forward as they can without a curved back.
- Pause at Half Slide
  - Athletes should be at half slide, straight back, and heels into the footboard.
- Push Pulls
  - Athletes should emphasize the "pull" part to begin at the power position, and not in an over-compressed position.

### *Utilization Drills and Cues*

- Half Slide Rowing, Pause at Arms and Body Away
  - At the pause, set the body
  - At half slide, push through the hips
- 3 @ ½, 3 @ ¾, 3 @ Full, Repeat
  - Each extension, athletes progress up the slide, holding through the power position.
- Cut the Cake, from Catch to Legs Down
  - Allow athletes to refocus on the draw of the recovery, and the thighs against their bodies.

### *Proficiency Drills & Cues*

- Reverse Pic-Drill
  - This drill will require LOTS of patience.
  - Athletes should sit at full slide, in the ideal compression position.
  - Athletes will engage the legs with a legs only stroke. Instead of coaching the blade work or drive sequence (to be addressed later), focus on how far up the slide the athlete can get in a "power position."
  - Approaching the catch smoothly
  - Keep heels in contact with the footboard

## Balance

Balance is maintained through 2 factors: 1) the athlete's body movements and 2) the athlete's control of the oars. We'll focus on these two areas to develop balance in the boat.

### Pre-Control

- Body Positioning Drill (Stationary)
  - Sitting at the Catch, Blade Squared and Buried
  - Athletes focus on their bodies, hold the blade in the water and keeping their bodies balanced in the shell.
  - Once blades are squared and buried, have them look at the distance of their hands from the gunnel.
  - Sitting at the Finish, Blades Squared and Buried
  - Athletes focus on their bodies, hold the blade in the water and keeping their bodies balanced in the shell.
  - Once blades are squared and buried, have them look at where on their shirt they are "releasing" the water, with a focus coming back to this point.
- OTW Recovery (P1)
  - Full length strokes but on recovery, skim the water surface.
  - Focus should be on maintaining a balanced shell and catch/finish handle positioning, which should be similar to the stationary drill points.

### Sweep Notes:

Athletes should keep their nose, sternum, and belly button down the centerline of the shell.

Emphasis on timing to help athletes balance (i.e., if the boat is down to port at the release, emphasis release timing).

Speak to athletes about rotating around inboard leg at catch and how that impacts balance in an 8+.

### Control

- OTW Recovery (P2)
  - Full length strokes but on recovery, push handles down 1 CM.
  - The drill helps athletes understand how their handle heights affect the boat.
- On the Drive, 1/2 Buried 1/2 Pressure
  - This drill, athletes should only put half the blade in the water.
  - This drill forces athletes to maintain level handle heights on the drive, instead of digging deep.
- Pause at Half Slide
  - Focus should be balancing the boat
- 5 and Glides
  - 5 strokes at pull pressure into a pause at arms and bodies away, blades off the water, balancing the boat until a call is made to drop the blades.
  - The emphasis on this drill is the balancing once the athletes begin the glide.

### Utilization

- Left Right Center
  - In this drill, athletes will pause at a point decided by the coach (most typically 1/2 slide). Athletes, as a crew, will 1) balance the boat, 2) gently tap the port side blades to the water by shifting their body weight to port, 3) gently tap the starboard side blades to the water by shifting their body weight to starboard, and 4) rebalance the shell, before continuing to row.
- Flappies
  - Building off 5 & Glide, 2 athletes (coaches' choice) will row with their left foot out of the foot stretcher and 2 athletes will row with their right foot out of the foot stretcher. After the 5 and glide, the athletes will gunnel the handles, place their foot over the tops of the handles, balance the shell, and flap their arms like birds.

NOTE: DO NOT DO IN THE COLD WEATHER!

### Proficiency

- Right OVER Left
  - The contrast between Left over Right & Right over left demonstrates to the athletes the importance of handle heights on the drive.

## Catches

The catch is one of the more difficult parts of the stroke. It requires proper compression, handle heights, squaring of the blade, and balance. Without those foundational pieces in place, it will be challenging for athletes to have the correct catch. BUT without a proper catch, those other foundational pieces will be hard to achieve.

With that said, using a staircase style of teaching, it is important that athletes learn the concepts of the catch, even if they are still learning other foundational pieces.

A proper catch includes:

- All the foundational pieces.
- A covering of the blade before the drive begins.
- For higher level athletes, timing their blade entry with their teammates.

Stationary Drills & Videos (For any level of athlete)

- Slap Catches
- Push Pulls
- Stationary Catches
- Chop Chop (First 10 Seconds)
- Chop Chop to Catch Placement

### *Pre-Control Drills & Control Drills*

For our pre-control & control athletes, continue to focus on handle heights. Use pauses ( $\frac{1}{2}$  Slide,  $\frac{3}{4}$  slide) on the square or reduced feather, with a focus on keeping the blade  $\frac{1}{2}$  inch from the water as they approach the catch. A well-timed catch will be unattainable if their handles are too low at the top of the stroke. Additionally, you can try the following:

- 5 Chops (At the Catch) and 2 Strokes
  - Our focus here is to feel the lift at the catch BEFORE they apply pressure, then reapply the lift during the regular stroke

### *Utilization Drills & Proficiency Drills*

By utilization, athletes should have a firm grip on balance and handle heights. The emphasis of focus here should be on catching BEFORE they apply power on the foot stretchers. Coaches should strongly contrast the vertical motion of the catch (chop chop) with the horizontal pressure of the drive. As athletes can feel a distinction between the 2 motions, athletes can decrease the time in between, refining the stroke to becoming smoother.

At proficiency, at the middle school level, an athlete should be able to catch in a stable shell, and now their attention turns to catching well within the context of a crew shell. Coaches point of emphasis should be on timing of 1) their approach to the catch, 2) their vertical motion of the handle at the catch, and 3) the horizontal pressure through the drive.

Proper Drills include:

- Reverse Pick Drill
- Top Quarter Rowing
- Legs Only Rowing
- Legs & Body
- Full
- Pause at  $\frac{3}{4}$  Slide

## “Championship Week”

This week is reserved for the final week of the season, usually leading up to the “BIG RACE.” The emphasis will be on improving boatmanship while having LOTS OF FUN.

In terms of retention, athletes will reference their experience in their first and last week as a deciding factor in whether or not to continue a sport. That makes this week significant; We want our athletes to experience success & enjoy their time at the boathouse. We also need to balance fun with race preparation. Being able to handle the pressure of an event is a skill coaches want athletes to have moving up to higher levels.

This week will also require lots of thoughtful preparation; Coaches will ask the athletes lots of questions, deciding their course based on the athlete’s answers and execute a plan. Here are some of the questions coaches should start off the week with on Day 1.

- What went really well at our last competition?
- What is something we can work on?
- What went really well this season?
- What is an area we can continue to improve on?
- What makes rowing really fun?
- What are one or two things we can do this week to prepare for “The Big Race?”
- What are your favorite drills? Favorite type of workouts?

Based on these answers, coaches can make a practice plan for the athletes. Coaches should be ready to alter an athlete's “favorite” drill to make it appropriate for their skill and ability.

Emphasize to the athletes that this is their week! This is their opportunity to own their training and, with a coaches’ help, do what they feel they need to do in order to prepare for the “The Big Race!” The goal is to continue to improving athletes technically while ensuring they end the season on a positive note.

# Fall Fitness Point of Emphasis & Practice Plans

## Introduction

In the United States, the Fall season starts the new academic year. Coaches will have a new group of athletes who are likely just starting their journey into rowing. The athletes will have a diverse athletic background; some will be multi-sport athletes, while others may have zero athletic background. Some will have completed a learn-to-row session while others have not. It is the author's opinion that fall is the hardest season to coach. A modified coach must balance it all: 1) teaching the sport while making sure athletes have fun, 2) learning the protocols of the sport (carrying a boat, oars, commands, etc.) while learning the rowing stroke, 3) being with their friends who may not be in the same boat as them, and 4) a likely deteriorating weather pattern as you move from September to November.

As you progress through the Fall, a coach's skills will be tested in their ability to read and react to various situations: 1) no shows for practice, 2) weather, 3) equipment breakage, etc. Answer the following three questions for each practice and the team will continue moving in the right direction:

1. Will my practice and my coaching encourage kids to continue rowing and encourage them to bring their friends?
2. Will my practice teach them a new skill?
3. Will my practice improve their athleticism?

Ahead, you'll find 8 weeks of practice plans. The practice plans are designed as a skeleton to build upon, recognizing every club has a different dynamic. At the beginning of each fall season, coaches are recommended completing the following tasks:

1. Identify your start date
2. Identify your end date
3. Identify any days off your club may need to take off (such as religion or government Holidays).
4. Identify any races your team may attend.
5. Assign a skill from the "Skills Point of Emphasis" section of this book to each week
  - For example: Week 1—Body Sequence on the Recovery. Week 2—Handle Heights.
6. Adjust workout to meet the skill of your athletes.

## Week 1

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day:</p> <p><b>(4' Skill and Drill + 1' Steady) x 8</b></p> <p>This workout is an excellent way to take a drill and apply it to regular rowing. Coaches can adapt the workout to match their crew:</p> <ul style="list-style-type: none"> <li>• 2' by ½ the boat, 2' by other ½, 1' entire boat.</li> <li>• 2' by ¾ boat, 2' by other ¼, 1' entire boat. (In this scenario, make sure to rotate who is sitting out over the course of all the drills)</li> <li>• 4' entire boat, ½ pressure, 1' entire boat full pressure.</li> </ul>	<p>Workout of the Day:</p> <p><b>Add-A-Pair-In Pieces</b></p> <p>Start with ¼ of the boat (one person on a quad, bow pair in an 8+) rowing 5 stroke.</p> <p>Add in another ¼ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes.</p> <p>Add in another ¼ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes</p> <p>Row by everyone for 5 Strokes</p> <p>Repeat 4 Times (with a new ¼ starting each time)</p> <p>Rate: 16-20</p>	<p>Workout of the Day:</p> <p><b>Phone a Friend</b></p> <p>Starts with 1-person rowing in each shell. When one shell is down a length, the losing shell adds in a rower (making it 2 against 1).</p> <p>Continue adding rowers every time a shell is down a length until athletes are rowing all 4. Row all 4 for 10 more strokes, then start again with a new 1v1 starting pair.</p>	<p>Workout of the Day:</p> <p><b>10 Stroke Races</b></p> <p>Crews will race 10 strokes, seeing which crew will go the furthest. This race encourages slide control and power.</p>	<p>15' of Skill and Drills</p> <p>Erg Piece of the Week:</p> <p><b>20" on/1:40 off x 5.</b> Damper: 160. Rate: 18</p>
Coxswain Point of Emphasis	<p>Steering: By the end of the first 2 weeks, coxswains should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the traffic pattern on your body of water.</li> <li>• Identify which lanes are for heading towards the starting line</li> <li>• Identify which lanes are for heading towards the finish line</li> <li>• Be able to stay in 1 lane for 2000 meters</li> <li>• Be able to keep their crew within 50 meters of another crew</li> </ul>				
75-90	Landing and Quiet Stretching				

## Week 2

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day:</p> <p><b>(4' Skill and Drill + 1' Steady) + 8</b></p> <p>This workout is an excellent way to take a drill and apply it to regular rowing. Coaches can adapt the workout to match their crew:</p> <ul style="list-style-type: none"> <li>• 2' by ½ the boat, 2' by other ½, 1' entire boat.</li> <li>• 2' by ¾ boat, 2' by other ¼, 1' entire boat. (In this scenario, make sure you rotate who is sitting out over the course of all the drills)</li> <li>• 4' entire boat, ½ pressure, 1' entire boat full pressure.</li> </ul>	<p>Workout of the Day:</p> <p><b>Halves &amp; Fulls</b></p> <p>5 strokes Easy (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 strokes Medium Pressure (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 Strokes Full Pressure (4 on the Seat) by 2s</p> <p>5 strokes Full (4 on the seat) by 4s</p> <p>Do this twice, changing the pair that rows the entire time.</p>	<p>Workout of the Day:</p> <p><b>Contact</b> starts with each boat even, rowing full pressure, at a rate assigned by the coach (16-20).</p> <p>When one boat gets open water, they receive 1 point. Once a coach has announced to the crews they have received a point, they pause (coach decides the pause position) and allow the boats to get even again.</p> <p>Once boats are even, they resume full pressure again, vying for a point.</p> <p>The goal is to get 5 points and win by 2 points. Once a crew has won, the coach can switch athletes to make the slower boat faster, then play again.</p>	<p>Workout of the Day:</p> <p><b>20 Stroke Races</b></p> <p>Crews will race 10 strokes, seeing which crew will go the furthest. This race encourages slide control and power</p>	<p>15' of Skill and Drills</p> <p>Erg Piece of the Week:</p> <p><b>50" on/10" off x 10.</b></p> <p>Damper: 100. Rate: 18</p> <p>Goal: Introduce Consistency</p>
Coxswain Point of Emphasis	<p>Steering: By the end of the first 2 weeks, coxswains should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the traffic pattern on their body of water.</li> <li>• Identify which lands are for heading towards the starting line</li> <li>• Identify which lanes are for heading towards the finish line</li> <li>• Be able to stay in 1 lane for 2000 meters</li> <li>• Be able to keep their crew within 50 meters of another crew</li> </ul>				
75-90	Landing and Quiet Stretching				



### Week 3

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day:</p> <p><b>(4' Skill and Drill + 1' Steady) + 8</b></p> <p>This workout is an excellent way to take a drill and apply it to regular rowing. Coaches can adapt the workout to match their crew:</p> <ul style="list-style-type: none"> <li>• 2' by ½ the boat, 2' by other ½, 1' entire boat.</li> <li>• 2' by ¾ boat, 2' by other ¼, 1' entire boat. (In this scenario, make sure you rotate who is sitting out over the course of all the drills)</li> <li>• 4' entire boat, ½ pressure, 1' entire boat full pressure.</li> </ul>	<p>Workout of the Day:</p> <p><b>Add-A-Pair-In Pieces</b></p> <p>Start with ¼ of the boat (one person on a quad, bow pair in an 8+) rowing 5 stroke.</p> <p>Add in another ¼ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes.</p> <p>Add in another ½ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes</p> <p>Row by everyone for 5 Strokes</p> <p>Repeat 4 Times (with a new ¼ starting each time)</p> <p>Rate: Low</p>	<p>Workout of the Day:</p> <p><b>2x5' Pieces</b></p> <p>1-minute x 4 of ¾ boat, 1-minute entire boat.</p> <p># of Pieces: 2-3 Times</p> <p>Rate: Low (18-22)</p>	<p>Workout of the Day:</p> <p><b>1-Minute races</b></p> <p># of Pieces: 3-6 Times</p> <p>Rate: Medium (24-28)</p>	<p>15' of Test Piece Prep</p> <p>Erg Piece Testing:</p> <ul style="list-style-type: none"> <li>• 7th Graders: 3x2' w/ 4' rest (Rates 22, 24, 26)</li> <li>• 8th Graders: 3x4' w/ 4' rest (Rates 22, 24, 26): 160. Rate: 18</li> </ul>
Coxswain Point of Emphasis	<p>Commands: By the end of the week, athletes should be familiar with the commands necessary for the following actions:</p> <ul style="list-style-type: none"> <li>• Brining a shell from the rack to the dock</li> <li>• Getting the athletes prepared and ready in the shell</li> <li>• Getting the shell across cued up for the start of practice safely</li> <li>• Executing a drill as given from the coach</li> <li>• Execute a simple workout</li> <li>• Dock the shell at the end of practice</li> <li>• Return the shell from the dock to the rack</li> </ul>				
75-90	Landing and Quiet Stretching				

## Week 4

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day:</p> <p><b>(4' Skill and Drill + 1' Steady) + 8</b></p> <p>This workout is an excellent way to take a drill and apply it to regular rowing. Coaches can adapt the workout to match their crew:</p> <ul style="list-style-type: none"> <li>• 2' by ½ the boat, 2' by other ½, 1' entire boat.</li> <li>• 2' by ¾ boat, 2' by other ¾, 1' entire boat. (In this scenario, make sure you rotate who is sitting out over the course of all the drills)</li> <li>• 4' entire boat, ½ pressure, 1' entire boat full pressure.</li> </ul>	<p>Workout of the Day:</p> <p><b>Halfs &amp; Fulls</b></p> <p>5 strokes Easy (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 strokes Medium Pressure (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 Strokes Full Pressure (4 on the Seat) by 2s</p> <p>5 strokes Full (4 on the seat) by 4s</p> <p>Do this twice, changing the pair that rows the entire time.</p>	<p>Workout of the Day:</p> <p><b>2x7' Pieces</b></p> <p>1:30-minutes x 4 of ¾ boat, 1-minute entire boat.</p> <p># of Pieces: 2-3 Times</p> <p>Rate: Low (18-22)</p>	<p>Workout of the Day:</p> <p><b>75 Second races</b></p> <p># of Pieces: 3-6 Times</p> <p>Rate: Medium (24-28)</p>	<p>Workout: 1-mile run</p>
Coxswain Point of Emphasis	<p>Race Course Preparation: Each coach should send coxswains information on the race course and they should be able to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What side of the course do you warm up?</li> <li>• Are there any hazards to be wary of?</li> <li>• What time is your race? What time should you launch?</li> </ul>				
75-90	Landing and Quiet Stretching				

## Week 5

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day:</p> <p><b>(3' Drills, 2' Steady) x 8</b></p> <p>Notice the progression from 4/1 to 3/2. Coaches should use their best judgement, assessing if their crews are ready for this.</p> <p>Coaches should choose a progression that is challenging, yet attainable, for their athletes.</p>	<p>Workout of the Day:</p> <p><b>Add-A-Pair-In Pieces</b></p> <p>Start with ¼ of the boat (one person on a quad, bow pair in an 8+) rowing 5 stroke.</p> <p>Add in another ¼ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes.</p> <p>Add in another ½ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes</p> <p>Row by everyone for 5 Strokes</p> <p>Repeat 4 Times (with a new ¼ starting each time)</p> <p>Rate: Low</p>	<p>Workout of the Day:</p> <p><b>Phone a Friend</b></p> <p>Starts with 1-person rowing in each shell. When one shell is down a length, the losing shell adds in a rower (making it 2 against 1).</p> <p>Continue adding rowers every time a shell is down a length until athletes are rowing all 4. Row all 4 for 10 more strokes, then start again with a new 1v1 starting pair</p>	<p>Workout of the Day:</p> <p><b>1:30 races</b></p> <p># of Pieces: 3-6 Times</p> <p>Rate: Medium (24-28)</p>	<p>15' of Skill and Drills</p> <p>Erg Piece of the Week:</p> <p><b>20" on/1:40 off x 5.</b></p> <p>Damper: 160. Rate: 22</p>
Coxswain Point of Emphasis	<p>Crew Management: By the end of the Week 6, coxswains (and rowers) should understand &amp; be able to execute</p> <ul style="list-style-type: none"> <li>• Multiple parts of a drill in a row (i.e., 10 Strokes Legs Only, 10 Strokes Legs and Body, 10 Strokes Full)</li> <li>• Transitioning between pairs without stopping.</li> <li>• Coaches should be prepared to teach athletes what and when to give directions to their crew.</li> </ul>				
75-90	Landing and Quiet Stretching				

*In the first half of the season, your focus was on individuals ("3-seat, move your hands quicker). In the 2<sup>nd</sup> half, begin to change your coaching emphasis from an individual focus to a crew-oriented focus (3-seat, move your hands quicker to match the 4-seat).*

*Additionally, it's time to start letting go. With 3 weeks left, crews should be getting to the starting line more independently. If you are ready to meet with your crew afterwards and offer feedback and constructive directions, allow them to mess up! Guide them to connect how their actions led to poor performance. If you are unable to meet with them afterwards, correct them immediately.*

## Week 6

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day:</p> <p><b>(3' Drills, 2' Steady) x 8</b></p> <p>Notice the progression from 4/1 to 3/2. Coaches should use their best judgement, assessing if their crews are ready for this.</p> <p>Coaches should choose a progression that is challenging, yet attainable, for their athletes.</p>	<p>Workout of the Day:</p> <p><b>Halfs &amp; Fulls</b></p> <p>5 strokes Easy (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 strokes Medium Pressure (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 Strokes Full Pressure (4 on the Seat) by 2s</p> <p>5 strokes Full (4 on the seat) by 4s</p> <p>Do this twice, changing the pair that rows the entire time.</p>	<p>Workout of the Day:</p> <p><b>Contact</b> starts with each boat even, rowing full pressure, at a rate assigned by the coach (16-20).</p> <p>When one boat gets open water, they receive 1 point. Once a coach has announced to the crews which team has received a point, they pause (coach decide the pause position) and allow the boats to get even again.</p> <p>Once boats are even, they resume full pressure again, vying for a point.</p> <p>The goal is to get 5 points and win by 2 points. Once a crew has won, the coach can switch athletes to make the slower boat faster, then play again.</p>	<p>Workout of the Day:</p> <p><b>2:30 races</b></p> <p># of Pieces: 3-6 Times</p> <p>Rate: Medium (24-28)</p>	<p>15' of Skill and Drills</p> <p>Erg Piece of the Week:</p> <p><b>50" on/10" off x 10.</b></p> <p>Damper: 100. Rate: 18</p> <p>Goal: Introduce Consistency</p>
Coxswain Point of Emphasis	<p>Crew Management: By the end of the week, coxswains (and rowers) should understand and be able to execute</p> <ul style="list-style-type: none"> <li>• Multiple parts of a drill in a row (i.e., 10 Strokes Legs Only, 10 Strokes Legs and Body, 10 Strokes Full)</li> <li>• Transitioning between pairs without stopping.</li> <li>• Coaches should be prepared to teach athletes what and when to give directions to their crew.</li> </ul>				
75-90	Landing and Quiet Stretching				

## Week 7

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day:</p> <p><b>(3' Drills, 2' Steady) x 8</b></p> <p>Notice the progression from 4/1 to 3/2. Coaches should use their best judgement, assessing if their crews are ready for this.</p> <p>Coaches should choose a progression that is challenging, yet attainable, for their athletes.</p>	<p>Workout of the Day:</p> <p><b>Add-A-Pair-In Pieces</b></p> <p>Start with ¼ of the boat (one person on a quad, bow pair in an 8+) rowing 5 stroke.</p> <p>Add in another ¼ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes.</p> <p>Add in another ½ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes</p> <p>Row by everyone for 5 Strokes</p> <p>Repeat 4 Times (with a new ¼ starting each time)</p> <p>Rate: Low</p>	<p>Workout of the Day:</p> <p><b>2x10' Pieces</b></p> <p>2-minutes x 4 of ¾ boat, 2-minute entire boat.</p> <p># of Pieces: 2-3 Times</p> <p>Rate: Low (18-22)</p>	<p>Workout of the Day:</p> <p><b>3-minute races</b></p> <p># of Pieces: 2-5 Times</p> <p>Rate: Medium /High (26-30)</p>	<p>15' of Test Piece Prep</p> <p>Erg Piece Testing:</p> <ul style="list-style-type: none"> <li>• 7th Graders: 3x2' w/ 4' rest (Rates 22, 24, 26)</li> <li>• 8th Graders: 3x4' w/ 4' rest (Rates 22, 24, 26): 160. Rate: 18</li> </ul>
Coxswain Point of Emphasis	<p>Management: Give your athletes a tentative practice plan on a 3x5 index card. Allow them to manage the logistics of a practice.</p> <p>See example below:</p> <ul style="list-style-type: none"> <li>• Launching</li> <li>• Shell &amp; Oars</li> <li>• Crew</li> <li>• Drills <ul style="list-style-type: none"> <li>○ Pause at ½ slide by pairs, change every 20 strokes for 2 minutes</li> <li>○ Pause at ¾ slide by pairs, change every 20 strokes for 2 minutes</li> <li>○ Row steady, al 4, for 3 minutes</li> <li>○ Row full pressure, 2 on the seat for 3 minutes</li> </ul> </li> <li>• Docking</li> <li>• Shells &amp; Oars Away</li> <li>• Get crew together for boat meeting</li> </ul>				
75-90	Landing and Quiet Stretching				

## Week 8

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day:</p> <p>15' of Race Debrief + <b>(3' Skill and Drill + 2' Steady) x 6</b></p>	<p>Workout of the Day:</p> <p><b>Athlete Choice</b> Based on your conversation with athletes on Day 1, coaches should be ready to implement the athletes point of emphasis, both technically and physically.</p>	<p>Workout of the Day:</p> <p><b>1' Racing!</b>  30' warm up of skill and drills (athlete choice)  Several small pieces (30" to a minute), as many boats across as possible.  Target Rate: 30-32.</p>	<p>Workout of the Day:</p> <p>Equipment needs to be derigged and ready to transport on Friday evening.</p> <p>Loading the Trailer Protocol:</p> <ul style="list-style-type: none"> <li>• How to take off a rigger</li> <li>• Where to put the hardware</li> <li>• How to tie up the riggers</li> <li>• How to put the shell on the trailer</li> <li>• How to put the riggers on the trailer</li> <li>• How to strap down a shell</li> </ul> <p>The coaching staff is expected to ensure shells are strapped down securely.</p>	<p>15' of Skill and Drills</p> <p>1' Run</p>
Coxswain Point of Emphasis	<p>Communicating Race Info to Crew: This week, we should look to instruct our athletes how to give feedback to their crew within a race context. A coxswain should be able to communicate the following to their crew:</p> <ul style="list-style-type: none"> <li>• Where they are sitting in relation to another crew</li> <li>• A point of emphasis on how to improve</li> <li>• Execute "One power 10"</li> </ul> <p>This will help the coxswains in several ways. Coxswains will be able to 1) assess where they crew stands amongst others, 2) analyze their shells for ways to improve, 3) communicate their analysis to their crew, and 4) execute a 10 with a specific focus. This also keeps the coxswains from abusing the use of a Power10. An example of a properly executed call is "We are down 2 seats. We can gain 1 seat by regaining our ratio, 2 on the seat. Let's take a 10 here to focus on ratio. Go!"</p>				
75-90	Landing and Quiet Stretching				

*This week's emphasis is Championship Week. Following the race weekend, coaches should set aside time to review the season with athletes. Ask open ended questions to engage athletes and allow them to plan their focus for the week.*

# Winter Fitness Point of Emphasis and Practice Plans

## Introduction

For many teams around the United States, winter training is a necessary time of the year. Between poor weather, equipment maintenance, and frozen water, athletes will spend a portion of the season OFF the water. And for middle school athletes, this is the perfect time to develop all the other areas of athleticism that complement on-the-water rowing!

**The main objective of winter is to develop a love of health and fitness.** By challenging athletes at an appropriate level, integrating training and fitness through games, and varying workouts throughout the year, coaches increase the chances an athlete begins to love training. And an athlete who loves to train will solve many of their own common problems at the higher levels (such as attendance or intensity).

The Winter Fitness Training Formula will deviate and be individualized for each program. This formula gives coaches the flexibility to adapt for your program, but the structure to ensure you are developing a holistic athlete!

1. (Flexibility + Speed or Stamina) + Social Emotional Learning Skill
2. Fitness Objectives (Address each one at least once a week)
  - a. Erg Specific Speed
  - b. Erg Specific Stamina
  - c. Erg Specific Skill
  - d. Flexibility
  - e. Plyometrics
  - f. Eye Hand Coordination
  - g. Strength
  - h. General Stamina
  - i. General Speed
3. (Goal Setting + Flexibility + Strength) + 2nd Social Emotional Learning

Within this framework, 7th Graders practice 3 days a week during winter and 8th graders will progress to 4 days a week, with each session lasting 90 minutes. The example workouts in this section are working under the following assumptions:

- 1) 3 days are off the ergs; 2 days a week on the ergs
- 2) 7th and 8th grade girls will practice together on 1 off-the-erg practice; 7th and 8th grade boys will practice together on off-the-erg practice.
- 3) 8th graders (both boys and girls) will get an additional day (Friday) to train off-the-ergs, with a heavier emphasis on fun and games that day.

## Definition and Terms

The following pages are practice plans actually distributed to coaches for use. These definitions will help you understand some of the shorthand that's included:

- **BOCES:** Board of Cooperative Educational Services. BOCES are public organizations that were created by the New York State Legislature in 1948 to provide shared educational programs and services to school districts. In respect to this training guide, the athletes and coaches utilize BOCES for its open space and gymnasium. There are no ergs, no bikes; Only a gym bag with some basic equipment (jump ropes, cones, tennis balls, plyo ladder, baseball bases, 10" rubber balls, bowling pins, etc.). ***For the purpose of this program, our off-the-erg days are held where it has been labeled "BOCES."***
- **TPOE:** Technical Point of Emphasis. When issued a "TPOE," coaches focus on that technical aspect for the day. While the erg doesn't allow for balance or oar handling developing, there are several aspects that are transferable from the erg to the water. During winter training, middle school athletes narrow their focus to these 4 points:
  - Body Preparation
  - Posture
  - Connection
  - Chain Heights
- **Peak Power (PP):** Peak Power refers to the highest wattage an athlete will achieve in a 20" piece on the erg, open rate, at damper 180. Their "Mod ranges" will be dictated by their peak power (continue below).

- PRE: Perceived Rate of Exertion. As coaches will ask athletes to gauge their own efforts, coaches will guide athletes by assigning a “PRE.” A warm-up may start with a PRE of 1, then progress to a 3-4. Stamina pieces may be assigned PREs of 6-8, while Peak Power strokes may be a PRE of 10.
- Mod Ranges: On some Erg Specific Stamina workouts, athletes will be given the choice of a range. The athlete can choose how much effort they want to exert on that day, with the range being relative to their own peak power. Assigning a split would not be appropriate, as the variation between athletes would make the split too challenging for some and too easy for others. Here is an example of how to apply this principle:
  - Peak Power: 500
    - Level 1, 28%-32% of Peak Power: 140-160
    - Level 2, 32%-36% of Peak Power: 160-180
    - Level 3, 36%-40% of Peak Power: 180-200
    - Level 4, 40%-44% of Peak Power: 200-220

## Week at a Glance

	Day 1	Day 2	Day 3
Warm Up	Flexibility & Speed		
Workout	Speed on the Erg Skill on the Erg Flexibility	Plyometric Eye Hand Coordination Strength Stamina Speed	Stamina on the Erg Strength Skill on the Erg
Cool Down	Flexibility + Social Emotional Learning		



# Block 1

Block 1/Week 1

Training Center Workouts			
0-15 Minutes	Day 1: Review of Rules and Protocol		
	Day 1 Ergs	Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Body Angle</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 6</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate:               <ul style="list-style-type: none"> <li>○ 1-5: 16</li> <li>○ 6: OPEN</li> </ul> </li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 8 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges               <ul style="list-style-type: none"> <li>○ Mod Champs: 28-32% of PP</li> <li>○ U15 Nat. Champs: 32-36% of PP</li> <li>○ Record Board: 36-40% of PP</li> </ul> </li> </ul> <p><i>Group 2:</i> Body Weight Circuit #1</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
45-75 Minutes	Switch every 30'	35-55 Minutes	
75-90 Minutes		55-75 Minutes	
Cool Down and Stretch + Extra Time			

BOCES Workouts		
0-10	Day 1 Rules and Protocol	
10-20 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed & Notes
20-80 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo Workout #1</li> <li>2. Eye Hand: Hand Ball</li> <li>3. Strength: No Equipment Needed #1</li> <li>4. Stamina: 10/20/30</li> <li>5. Speed 2: EMOM x 8</li> </ol>	<p>Equipment:</p> <ul style="list-style-type: none"> <li>• 5-6 Boxes               <ul style="list-style-type: none"> <li>○ Can be jump boxes</li> </ul> </li> <li>• Small (6-inch) Ball</li> </ul>
80-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Day 1: Review of Rules and Protocol		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Posture</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1: off) x 6</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate: 18</li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 10 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges                             <ul style="list-style-type: none"> <li>○ Mod Champs: 28-32% of PP</li> <li>○ U15 Nat. Champs: 32-36% of PP</li> <li>○ Record Board: 36-40% of PP</li> </ul> </li> </ul> <p><i>Group 2:</i> Body Weight Circuit #2</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workouts		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo Workout #2</li> <li>2. Eye Hand: Tennis Ball Games</li> <li>3. Strength: No Equipment Needed #2</li> <li>4. Stamina: Steady Jogging</li> <li>5. Speed: Relay Races</li> </ol>	<p>Equipment:</p> <ul style="list-style-type: none"> <li>• Jump Ladder</li> <li>• Tennis Balls</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Day 1: Review of Rules and Protocol		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Connection</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 8</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate: 20</li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 12 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges                             <ul style="list-style-type: none"> <li>○ Mod Champs: 32-26% of PP</li> <li>○ U15 Nat. Champs: 36-40% of PP</li> <li>○ Record Board: 40-44% of PP</li> </ul> </li> </ul> <p><i>Group 2:</i> Body Weight Circuit #3</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workouts		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo Workout #3</li> <li>2. Eye Hand: Knockout</li> <li>3. Strength: No Equipment Core</li> <li>4. Stamina: Crab Walk Tag</li> <li>5. Speed: Heads of Tails</li> </ol>	<p>Equipment:</p> <ul style="list-style-type: none"> <li>• 10-12 Cones</li> <li>• Basketball and Hoop</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

Block 1, Week 4

Training Center Workouts			
0-15 Minutes	Day 1: Review of Rules and Protocol		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<i>Group 1:</i> 30' Erg Workout TPOE: Chain Height  Workout • (20" on, 1:40 off) x 8 • PRE: 10 • Damper: 160 • Rate: 22  <i>Group 2:</i> Yoga Workout  Switch every 30'	15-35 Minutes	<i>Group 1:</i> Erg Test Day Preparation + 4' Test Piece  <i>Group 2:</i> Functional Training Circuit  <i>Group 3:</i> Steady Bike Workout  Switch every 20'
		35-55 Minutes	
45-75 Minutes	Switch every 30'	55-75 Minutes	
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workouts		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-85 Minutes	Stations Work (8' work, 4' rotation) 1. Plyometrics: Plyo Workout #4 2. Eye Hand: Soccer 3. Strength: Body Weight Circuit #1 4. Stamina: Kick Returner 5. Speed: Rock Paper Scissor Tag	Equipment • Cones, Boxes, and Ladder • Soccer Ball • 6-inch Ball
85-90 Minutes	Cool Down Stretch + Extra Time	

## Block 2

### Block 2, Week 1

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Body Preparation</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 6</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate:               <ul style="list-style-type: none"> <li>○ 1-5: 18</li> <li>○ 6: OPEN</li> </ul> </li> </ul> <p><i>Group 2: Yoga Workout</i></p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 8 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges               <ul style="list-style-type: none"> <li>○ Mod Champs: 28-32% of PP</li> <li>○ U15 Nat. Champs: 32-36% of PP</li> <li>○ Record Board: 36-40% of PP</li> </ul> </li> </ul> <p><i>Group 2: Circuit Training Workout #1</i></p> <p><i>Group 3: Steady Bike Workout</i></p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workouts		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-85 Minutes	Stations Work (8' work, 4' rotation) <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #5</li> <li>2. Eye Hand Coordination: Juggling</li> <li>3. Strength: No Equipment Needed #1</li> <li>4. Stamina: Push Up Tag</li> <li>5. Speed: Run Down</li> </ol>	Equipment <ul style="list-style-type: none"> <li>• Jump Ropes</li> <li>• Socks</li> <li>• Tissues</li> <li>• Tennis Balls</li> <li>• 6-inch Ball</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Posture</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 6</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate: 20</li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 10 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges                             <ul style="list-style-type: none"> <li>○ Mod Champs: 28-32% of PP</li> <li>○ U15 Nat. Champs: 32-36% of PP</li> <li>○ Record Board: 36-40% of PP</li> </ul> </li> </ul> <p><i>Group 2:</i> Body Weight Circuit #3</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workouts		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo 1</li> <li>2. Eye Hand Coordination: Kickball</li> <li>3. Strength: No Equipment Needed #2</li> <li>4. Stamina: Boxing Tag</li> <li>5. Speed: Knee Tag</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Jump Boxes</li> <li>• 12" Kickball</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Connection</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 8</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate: 22</li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 12 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges                             <ul style="list-style-type: none"> <li>○ Mod Champs: 32-36% of PP</li> <li>○ U15 Nat. Champs: 36-40% of PP</li> <li>○ Record Board: 40-44% of PP</li> </ul> </li> </ul> <p><i>Group 2:</i> Circuit Training Workout #3</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workouts		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometric: Plyo Workout #2</li> <li>2. Eye Hand Coordination: Water Bottle Dodge Ball</li> <li>3. Strength: No Equipment Core</li> <li>4. Stamina: Balloon Keep Up</li> <li>5. Speed: Box Tag</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Ladder</li> <li>• 10-12 Empty Water Bottles</li> <li>• 10-12 Balloons</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Posture</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:00 off) x 10</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate: 24</li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 13 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges                             <ul style="list-style-type: none"> <li>○ Mod Champs: 28-32% of PP</li> <li>○ U15 Nat. Champs: 32-36% of PP</li> <li>○ Record Board: 36-40% of PP</li> </ul> </li> </ul> <p><i>Group 2:</i> Body Weight Circuit #3</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workouts		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #3</li> <li>2. Eye Hand Coordination: Handball</li> <li>3. Strength: No Equipment Needed #1</li> <li>4. Stamina: 10-20-30; Walk-Jog-Run</li> <li>5. Speed: EMOM</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Cones</li> <li>• 6" Ball</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	



### Block 3

#### Block 3, Week 1

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Body Prep</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 6</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate: 20                             <ul style="list-style-type: none"> <li>○ 1-5: 22</li> <li>○ 6: OPEN</li> </ul> </li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 10 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges                             <ul style="list-style-type: none"> <li>○ Mod Champs: 28-32% of PP</li> <li>○ U15 Nat. Champs: 32-36% of PP</li> <li>○ Record Board: 36-40% of PP</li> </ul> </li> </ul> <p><i>Group 2:</i> Functional Training Circuit</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workout 3-1-A		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-85 Minutes	Stations Work (8' work, 4' rotation) <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo 4</li> <li>2. Eye Hand Coordination: Tennis Ball Work</li> <li>3. Strength: No Equipment Needed #2</li> <li>4. Stamina: Steady Jogging</li> <li>5. Speed: Relay Races</li> </ol>	Equipment <ul style="list-style-type: none"> <li>• Cones</li> <li>• Ladder</li> <li>• Boxes</li> <li>• 10-12 Tennis Balls</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

BOCES Workout 3-1-B		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-35 Minutes	Stations Work (5-minute stations x 4) <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #5</li> <li>2. Strength: No Equipment Core</li> <li>3. Stamina: Crab Walk Tag</li> <li>4. Speed: Heads or Tails</li> </ol>	Equipment <ul style="list-style-type: none"> <li>• Jump Ropes</li> <li>• 12" Ball</li> </ul>
35-85 Minutes	Fun and Games: Speed Kickball	
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Posture</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 8</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate: 24</li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 3x (:40 on/:20 off)</li> <li>• 3x (:30 on/:30 off)</li> <li>• 3x (:20 on/:40 off)</li> </ul> <p>Rate: 20-24</p> <p><i>Group 2:</i> Body Weight Circuit #1</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workout 3-2-A		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed & Notes
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo 1</li> <li>2. Eye Hand Coordination: 4-Corner Soccer</li> <li>3. Strength: No Equipment Needed #1</li> <li>4. Stamina: Kick Returner</li> <li>5. Speed: Rock Paper Scissor Tag</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Jump Boxes</li> <li>• Soccer Ball</li> <li>• 6" Ball</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

BOCES Workout 3-2-B		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-35 Minutes	<p>Stations Work (5-minute stations x 4)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #2</li> <li>2. Strength: No Equipment Needed #2</li> <li>3. Stamina: Push Up Tag</li> <li>4. Speed: Run Down</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Ladder</li> <li>• 6" Ball</li> <li>• 10-12 Water Bottles</li> </ul>
35-85 Minutes	Fun and Games: Water Bottle Dodgeball	
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Connection</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 8</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate: 26</li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 12 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges                             <ul style="list-style-type: none"> <li>○ Mod Champs: 32-36% of PP</li> <li>○ U15 Nat. Champs: 36-40% of PP</li> <li>○ Record Board: 40-42% of PP</li> </ul> </li> </ul> <p><i>Group 2:</i> Body Weight Circuit #2</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes	Cool Down and Stretch + Extra Time		
75-90 Minutes			

BOCES Workout 3-3-A		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #3</li> <li>2. Eye Hand Coordination: Knockout</li> <li>3. Strength: No Equipment Core</li> <li>4. Stamina: Boxing Tag</li> <li>5. Speed: Knee Tag</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Basketball and Hoop</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

BOCES Workout 3-3-B		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-35 Minutes	<p>Stations Work (5-minute stations x 4)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo 4</li> <li>2. Strength: No Equipment Needed #1</li> <li>3. Stamina: Balloon Keep Up</li> <li>4. Speed: Box Tag</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Ladder</li> <li>• Jump Boxes</li> <li>• Balloons</li> <li>• 6" Ball</li> </ul>
35-85 Minutes	Fun and Games: Handball	
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Chain Heights</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 10</li> <li>• PRE: 10</li> <li>• Damper: 160</li> <li>• Rate: 28</li> </ul> <p><i>Group 2: Yoga Workout</i></p> <p>Switch every 30'</p>	15-35 Minutes	Warm Up + 4' Test Piece!
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workout 3-4-A		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #5</li> <li>2. Eye Hand Coordination: Tennis Ball</li> <li>3. Strength: No Equipment Needed #2</li> <li>4. Stamina: 10/20/30</li> <li>5. Speed: Relays</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Jump Ropes</li> <li>• 10-12 Tennis Balls</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

BOCES Workout 3-4-B		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-35 Minutes	<p>Stations Work (5-minute stations x 4)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo 1</li> <li>2. Strength: No Equipment Core</li> <li>3. Stamina: Steady Jogging</li> <li>4. Speed: Heads or Tails</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Jump Boxes</li> <li>• Soccer Ball</li> <li>• Goals or Cones</li> </ul>
35-85 Minutes	Fun and Games: 4-Corner Soccer	
85-90 Minutes	Cool Down Stretch + Extra Time	

## Block 4

### Block 4, Week 1

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Body Preparation</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 8</li> <li>• PRE: 10</li> <li>• Damper: 130</li> <li>• Rate               <ul style="list-style-type: none"> <li>○ 1-7: 24-26</li> <li>○ 8: OPEN</li> </ul> </li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i></p> <ul style="list-style-type: none"> <li>• 3x (:40 on/:20 off)</li> <li>• 3x (:30 on/:30 off)</li> <li>• 3x (:20 on/:40 off)</li> </ul> <p>Damper: 90 Rate: 22-24</p> <p><i>Group 2:</i> Body Weight Circuit #3</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes			
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workout 4-1-A		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #2</li> <li>2. Eye Hand Coordination: Juggling</li> <li>3. Strength: No Equipment Needed #1</li> <li>4. Stamina: Crab Walk Tag</li> <li>5. Speed: EMOM</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Ladder</li> <li>• Socks</li> <li>• Tissues</li> <li>• Tennis Balls</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

BOCES Workout 4-1-B		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-35 Minutes	<p>Stations Work (5-minute stations x 4)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #3</li> <li>2. Strength: No Equipment Needed #2</li> <li>3. Stamina: Kick Returner</li> <li>4. Speed: Rock Paper Scissor Tag</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Cones</li> <li>• 6" Ball</li> <li>• 12" Ball</li> </ul>
35-85 Minutes	Fun and Games: Kickball	
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Body Preparation</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 10</li> <li>• PRE: 10</li> <li>• Damper: 120</li> <li>• Rate: 26-28</li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> 20' Erg</p> <ul style="list-style-type: none"> <li>• 13 x (50" on/10" off)</li> <li>• Damper: 100</li> <li>• Ranges                             <ul style="list-style-type: none"> <li>○ Mod Champs: 28-32% of PP</li> <li>○ U15 Nat. Champs: 32-36% of PP</li> <li>○ Record Board: 36-40%</li> </ul> </li> </ul> <p><i>Group 2:</i> Functional Training Circuit</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes	Cool Down and Stretch + Extra Time		
75-90 Minutes			

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BOCES Workout 4-2-A		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Jump Rope</li> <li>2. Eye Hand Coordination: Juggling</li> <li>3. Strength: No Equipment Core</li> <li>4. Stamina: Boxing Tag</li> <li>5. Speed: Run Down</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Jump Ropes</li> <li>• Socks</li> <li>• Tissues</li> <li>• Tennis Balls</li> <li>• 6" Ball</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

BOCES Workout 4-2-B		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-35 Minutes	<p>Stations Work (5-minute stations x 4)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo 4</li> <li>2. Strength: No Equipment Needed 1</li> <li>3. Stamina: Balloon Keep Up</li> <li>4. Speed: Knee Tag</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Ladder</li> <li>• Jump Boxes</li> <li>• 10-12 Balloons</li> <li>• 10-12 Water Bottles</li> </ul>
35-85 Minutes	Fun and Games: Water Bottle Dodgeball	
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Body Preparation</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 10</li> <li>• PRE: 10</li> <li>• Damper: 115</li> <li>• Rate: 28-30</li> </ul> <p><i>Group 2:</i> Yoga Workout</p> <p>Switch every 30'</p>	15-35 Minutes	<p><i>Group 1:</i> Record Board: 36-40% of PP</p> <ul style="list-style-type: none"> <li>• 3x (:40 on/:20 off)</li> <li>• 3x (:30 on/:30 off)</li> <li>• 3x (:20 on/:40 off)</li> </ul> <p>Damper: 90 Rate: 24-26</p> <p><i>Group 2:</i> Body Weight Circuit #1</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
45-75 Minutes		55-75 Minutes	
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workout 4-3-A		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #1</li> <li>2. Eye Hand Coordination: Knockout</li> <li>3. Strength: No Equipment Needed #2</li> <li>4. Stamina: Push Up Tag</li> <li>5. Speed: Box Tag</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Jump Boxes</li> <li>• Basketball and Hoop</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

BOCES Workout 4-3-B		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-35 Minutes	<p>Stations Work (5-minute stations x 4)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #3</li> <li>2. Strength: No Equipment Core</li> <li>3. Stamina: 10/20/30</li> <li>4. Speed: Rock-Paper-Scissor Tag</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Cones</li> <li>• 12" Ball</li> </ul>
35-85 Minutes	Fun and Games: Kickball	
85-90 Minutes	Cool Down Stretch + Extra Time	

Training Center Workouts			
0-15 Minutes	Warm Up		
Day 1 Ergs		Day 2 Ergs	
15-45 Minutes	<p><i>Group 1:</i> 30' Erg Workout TPOE: Handle Height</p> <p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 10</li> <li>• PRE: 10</li> <li>• Damper: 100</li> <li>• Rate:                             <ul style="list-style-type: none"> <li>○ 1-2: 26</li> <li>○ 3-4: 28</li> <li>○ 5-7: 30</li> <li>○ 8-10: 32</li> </ul> </li> </ul> <p><i>Group 2:</i> Yoga Workout</p>	15-35 Minutes	<p><i>Group 1:</i> Workout:</p> <ul style="list-style-type: none"> <li>• 7th Graders: 3x2' w/ 4' rest (Rates 22, 24, 26)</li> <li>• 8th Graders: 3x4' w/ 4' rest (Rates 22, 24, 26)</li> </ul> <p><i>Group 2:</i> Body Weight Circuit #2</p> <p><i>Group 3:</i> Steady Bike Workout</p> <p>Switch every 20'</p>
		35-55 Minutes	
		55-75 Minutes	
45-75 Minutes	Switch every 30'		
75-90 Minutes	Cool Down and Stretch + Extra Time		

BOCES Workout 4-4-A		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed
15-85 Minutes	<p>Stations Work (8' work, 4' rotation)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #5</li> <li>2. Eye Hand Coordination: Tennis Ball Games</li> <li>3. Strength: No Equipment Needed #1</li> <li>4. Stamina: Steady Jogging</li> <li>5. Speed: Relays</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Jump Ropes</li> <li>• 10-12 Tennis Balls</li> </ul>
85-90 Minutes	Cool Down Stretch + Extra Time	

BOCES Workout 4-4-B		
0-15 Minutes	Warm Up Game + Dynamic Warm Up	Equipment Needed and Notes
15-35 Minutes	<p>Stations Work (5-minute stations x 4)</p> <ol style="list-style-type: none"> <li>1. Plyometrics: Plyo #4</li> <li>2. Strength: No Equipment Needed #2</li> <li>3. Stamina: Crab Walk Tag</li> <li>4. Speed: EMOM</li> </ol>	<p>Equipment</p> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Jump Boxes</li> <li>• Ladder</li> </ul>
35-85 Minutes	Fun and Games: Athlete Choice!	
85-90 Minutes	Cool Down Stretch + Extra Time	



The Night Before

- Pack Your Bag
  - Shorts/Spandex
  - T-Shirt
  - Water Bottle
  - Change of Clothing for after the race
  - WAIVER
- Review the Regatta Rules online.
- Good Night Sleep
  - Plan at least 8 hours of sleep
- Balanced Meal
  - Protein
  - Carbs
  - Vegetables
- Positive Mindset
  - For 1 minute, think to yourself “If I try my best and control what I can control, I can have a personal best.”
  - Then, try and visualize yourself performing your best.
- RELAX
  - Once you’ve done everything else, there is nothing else do to.

Before the Race

- Eat Breakfast
  - Something light and easy to digest.
  - Drink Water
- Arrive at least 75 minutes before your race.
- Check in at Registration
  - Coaches will be there to help, but you have to check in on your own
  - You must bring your waiver with you!
  - Get your Registration Card and Hold On to it!
- 60 Minutes before your race
  - Say “See ya’ later” to your family. Tell them you love them and you’ll see them after the race.
- Start your Dynamic Warm-Up
  - 10 Squats
  - 10 Lunges
  - 10 Leg Kicks
  - 10 Knee Hugs
  - 10 Reverse Hurdles
  - 10 Leg Cradles
  - 10 Good Mornings
  - 10 Arm Circles
  - 10 Push Ups
  - 10 Neck Rolls

- Start Your Erg Warm Up
  - 2 Minutes, Rate 16, PRE: 3
  - 2 Minutes, Pause at Arms and Bodies Over, Every 3 Strokes
  - 2 Minutes, Rate 18, PRE.: 4
  - 10 Strokes, Rate 22, PRE.: 7
  - 2 Minutes, Rate 16, PRE. 3
  - 2 Minutes, Feet Out Rowing, Rate 14
  - 10 Strokes, Rate 24, PRE: 8
- 5 minutes Free Stretch
  - Stretch whatever you need to.
- Continue Erg Warm-Up
  - 1 Minute, Feet Out, Rate 14
  - 10 Strokes at Race Pace
  - 1 minute, Feet Out, Rate 16
  - 10 Strokes at Race Pace
  - 1 minute, Feet Out, Rate 16
  - 10 Strokes at Race Pace
- Mental Prepare for the Race
  - What is your stroke rating goals?
  - Tell yourself “If I row well, I will have a personal best.”
  - Tell a teammate “You can be great today.”
- Stay Loose
  - When they announce your race (Your race heat will be on your registration card), be ready to follow the regatta directors’ directions.

On the Erg

- Find Your Assigned Erg
- Make Your Adjustments
  - Drag Factor: 100
  - Foot Stretchers
- Take a 10 at Race Pace
- Have a Positive Mindset
  - “I have prepared for this race!”

Racing

- Goal Meters: \_\_\_\_\_
- Rate for 1st Minute: \_\_\_\_\_ (22)
- Rate for 2nd Minute: \_\_\_\_\_ (24)
- Rate for 3rd Minute: \_\_\_\_\_ (26)
- Rate for 4th Minute: \_\_\_\_\_ (28)

# Spring

## Week 1 Practice Plan

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
		Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm up on Erg
Suggested Workout	<p>Workout of the Day:</p> <p><b>4' Drills + 1' Steady State x 8.</b></p> <p>This workout is an excellent way to take a drill and apply it to regular rowing. Coaches can adapt the workout to match their crew:</p> <ul style="list-style-type: none"> <li>• 2' by ½ the boat, 2' by other ½, 1' entire boat.</li> <li>• 2' by ¾ boat, 2' by other ¾, 1' entire boat. (In this scenario, make sure you rotate who is sitting out over the course of all the drills)</li> <li>• 4' entire boat, ½ pressure, 1' entire boat full pressure.</li> </ul>	<p>Workout of the Day:</p> <p><b>Halfs &amp; Fulls</b></p> <p>2 Sets Rate: 16-20</p> <p>5 strokes Easy (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 strokes Medium Pressure (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 Strokes Full Pressure (4 on the Seat) by 2s</p> <p>5 strokes Full (4 on the seat) by 4s</p> <p>Do this twice, changing the pair that rows the entire time.</p>	<p>Workout of the Day:</p> <p>1' on, 1' off 3-5 Times Rates: 20-24</p>	<p>Workout of the Day:</p> <p>30" Races x 10 8-12 Times Rating: 26-30</p>	<p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 10</li> <li>• PRE: 10</li> <li>• Damper: 100</li> <li>• Rate: <ul style="list-style-type: none"> <li>○ 1-3:22</li> <li>○ 4-6: 24</li> <li>○ 7-9: 26</li> <li>○ 10:28</li> </ul> </li> </ul> <p>Athleticism Drills: 4 x 5' Stations:</p> <ul style="list-style-type: none"> <li>• Body Weight</li> <li>• Core</li> <li>• Ladder</li> <li>• Tennis Ball &amp; Eye Hand Coordination</li> </ul> <p>Fun &amp; Games (Stamina Based) to end.</p>
Coxswain Point of Emphasis	<p>Launching and Docking. By the end of the week, coxswains should understand:</p> <ul style="list-style-type: none"> <li>• Commands to get a crew from the boathouse to the docks</li> <li>• Traffic Pattern when Launching</li> <li>• Stay close (within 30 meters) of the Finish Line</li> <li>• Launch on the North End of the Finish Line</li> <li>• Traffic Pattern when Landing</li> <li>• Loop around to the south side of the race course.</li> <li>• Go Around the "Docking" Buoy</li> <li>• Look both ways before cross; Coaches should help coxswains with this.</li> <li>• Land slowly on the dock.</li> </ul>				
75-90	Landing and Quiet Stretching				

Week 2 Practice Plan

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Workout: • (50" on, 10" off) x 12
Coaches' Notes	<p>Workout of the day: <b>(4' Skills and Drills + 1' steady) x 8</b></p> <p>This workout is an excellent way to take a drill and apply it to regular rowing. Coaches can adapt the workout to match their crew:</p> <ul style="list-style-type: none"> <li>• 2' by ½ the boat, 2' by other ½, 1' entire boat.</li> <li>• 2' by ¾ boat, 2' by other ¼, 1' entire boat. (In this scenario, make sure you rotate who is sitting out over the course of all the drills)</li> <li>• 4' entire boat, ½ pressure, 1' entire boat full pressure.</li> </ul>	<p>Workout of the Day: <b>Add-A-Pair-In Pieces</b></p> <p>Start with ¼ of the boat (one person on a quad, bow pair in an 8+) rowing 5 stroke.</p> <p>Add in another ¼ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes.</p> <p>Add in another ½ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes</p> <p>Row by everyone for 5 Strokes</p> <p>Repeat 4 Times (with a new ¼ starting each time) Rates: 18-22</p>	<p>Workout of the Day: <b>75 seconds on, 1 minute off</b> 3-5 Times Rates 20-24</p>	<p>Workout of the Day: <b>5 to Build, 10 to Hold</b></p> <p>15 strokes x 8-12 pieces. Rate: 26-30</p>	<p>Mod Ranges</p> <ul style="list-style-type: none"> <li>• L1: 28-32% of PP</li> <li>• L2: 32-36% of PP</li> <li>• L3: 36-40% of PP</li> </ul> <p>Athleticism Drills: 4 x 5' Stations:</p> <ul style="list-style-type: none"> <li>• Body Weight</li> <li>• Core</li> <li>• Ladder</li> <li>• Tennis Ball &amp; Eye Hand Coordination</li> </ul> <p>Fun &amp; Games (Agility Based) to end.</p>
Coxswain Point of Emphasis	<p>Steering: By the end of the week, coxswains should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the traffic pattern.</li> <li>• Identify which lands are for heading towards the starting line</li> <li>• Identify which lanes are for heading towards the finish line</li> <li>• Be able to stay in 1 lane for 2000 meters</li> <li>• Be able to keep their crew within 50 meters of another crew</li> </ul>				
75-90	Landing and Quiet Stretching				

Week 3 Practice Plan

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day: <b>(4' Skill and Drill + 1' Steady) + 8</b></p> <p>This workout is an excellent way to take a drill and apply it to regular rowing. Coaches can adapt the workout to match their crew:</p> <ul style="list-style-type: none"> <li>• 2' by ½ the boat, 2' by other ½, 1' entire boat.</li> <li>• 2' by ¾ boat, 2' by other ¼, 1' entire boat. (In this scenario, make sure you rotate who is sitting out over the course of all the drills)</li> <li>• 4' entire boat, ½ pressure, 1' entire boat full pressure.</li> </ul>	<p>Workout of the Day: <b>Halves &amp; Fulls</b></p> <p>5 strokes Easy (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 strokes Medium Pressure (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 Strokes Full Pressure (4 on the Seat) by 2s</p> <p>5 strokes Full (4 on the seat) by 4s</p> <p>Do this twice, changing the pair that rows the entire time.</p>	<p>Workout of the Day: <b>90 second races</b></p> <p>3-5 Times Rating:22-26</p>	<p>Workout of the Day: <b>30" Races</b></p> <p>8-12 Times Rating: 26-30</p>	<p>Workout: 1-mile run</p> <p>Athleticism Drills: 4 x 5' Stations:</p> <ul style="list-style-type: none"> <li>• Body Weight</li> <li>• Core</li> <li>• Ladder</li> <li>• Tennis Ball &amp; Eye Hand Coordination</li> </ul> <p>Fun &amp; Games: (Speed Based) to end practice.</p>
Coxswain Point of Emphasis	<p>Equipment Management: By the end of the week, athletes should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Remove Coxbox from Charger without damage</li> <li>• Charge coxbox properly.</li> <li>• Report any equipment malfunctions to a coach.</li> </ul>				
75-90	Landing and Quiet Stretching				

Week 4 Practice Plan

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day:</p> <p><b>(4' Skills and Drills + 1' Steady) x 8</b></p> <p>This workout is an excellent way to take a drill and apply it to regular rowing. Coaches can adapt the workout to match their crew:</p> <ul style="list-style-type: none"> <li>• 2' by ½ the boat, 2' by other ½, 1' entire boat.</li> <li>• 2' by ¾ boat, 2' by other ¼, 1' entire boat. (In this scenario, make sure you rotate who is sitting out over the course of all the drills)</li> <li>• 4' entire boat, ½ pressure, 1' entire boat full pressure.</li> </ul>	<p>Workout of the Day:</p> <p><b>Stroke Pyramid</b></p> <p>5 on all 4 5 ½ pressure bow pair 5 ½ pressure stern pair.</p> <p>6 on all 4 6 ½ pressure bow pair 6 ½ pressure stern pair.</p> <p>7 on all 4 7 ½ pressure bow pair 7 ½ pressure stern pair.</p> <p>8 on all 4 8 ½ pressure bow pair 8 ½ pressure stern pair.</p> <p>9 on all 4 9 ½ pressure bow pair 9 ½ pressure stern pair.</p> <p>10 on all 4 10 ½ pressure bow pair 10 ½ pressure stern pair.</p>	<p>Workout of the Day:</p> <p><b>2 minutes Races</b></p> <p>3-5 Times Rates: 22-26 Rating:24-28</p>	<p>Workout of the Day:</p> <p><b>30" Races</b></p> <p>8-12 Times Rating: 28-32</p>	<p>Workout:</p> <ul style="list-style-type: none"> <li>• 7th Graders: 3x2' w/ 4' rest (Rates 22, 24, 26)</li> <li>• 8th Graders: 3x4' w/ 4' rest (Rates 22, 24, 26)</li> </ul> <p>Athleticism Drills: 4 x 5' Stations:</p> <ul style="list-style-type: none"> <li>• Body Weight</li> <li>• Core</li> <li>• Ladder</li> <li>• Tennis Ball &amp; Eye Hand Coordination</li> </ul> <p>Fun &amp; Games: (Eye Hand Coordination Based) to end practice</p>
Coxswain Point of Emphasis	<p>Drill Management: By the end of the week, coxswains should be able to:</p> <ul style="list-style-type: none"> <li>• Switch athletes in and out of rowing and sitting out without instruction from coach.</li> <li>• Transition athletes through drills without instruction from a coach</li> <li>• Identify a balance drill for different parts of the stroke, then implement that drill when they feel off-balanced at that part of the stroke             <ul style="list-style-type: none"> <li>○ Off Balanced at the release--&gt;Pause at release</li> <li>○ Off Balanced during body swing--&gt;Pause at arms and bodies over</li> <li>○ Off Balance on recovery--&gt;Pause at half slide</li> <li>○ Off Balance at the catch--&gt;Pause at ¾ slide</li> </ul> </li> </ul>				
75-90	Landing and Quiet Stretching				

Week 5 Practice Plan

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills. See the Drills portion for appropriate Body Sequence Drills.				Warm up on Erg
Coaches' Notes	<p>Workout of the Day:</p> <p><b>(3' Drills, 2' Steady) x 8</b></p> <p>Notice the progression from 4/1 to 3/2. Coaches should use their best judgement, assessing if their crews are ready for this.</p> <p>Coaches should choose a progression that is challenging, yet attainable, for their athletes.</p>	<p>Workout of the Day:</p> <p><b>Halfs &amp; Fulls</b> 2 Sets Rate: 16-20</p> <p>5 strokes Easy (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 strokes Medium Pressure (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 Strokes Full Pressure (4 on the Seat) by 2s</p> <p>5 strokes Full (4 on the seat) by 4s</p> <p>Do this twice, changing the pair that rows the entire time.</p>	<p>Workout of the Day:</p> <p><b>1' Races</b> 3-5 Times Rates 24-28</p>	<p>Workout of the Day:</p> <p><b>20 seconds on, 1:40 off</b></p> <p>8-12 Times Rates: 30-34</p>	<p>Workout</p> <ul style="list-style-type: none"> <li>• (20" on, 1:40 off) x 10</li> <li>• PRE: 10</li> <li>• Damper: 100</li> <li>• Rate: <ul style="list-style-type: none"> <li>○ 1-3:24</li> <li>○ 4-6: 26</li> <li>○ 7-9: 28</li> <li>○ 10: 30</li> </ul> </li> </ul> <p>Athleticism Drills: 4 x 5' Stations:</p> <ul style="list-style-type: none"> <li>• Body Weight</li> <li>• Core</li> <li>• Ladder</li> <li>• Tennis Ball &amp; Eye Hand Coordination</li> </ul> <p>Fun &amp; Games (Stamina Based) to end.</p>
Coxswain Point of Emphasis	<p>Drill Management: By the end of the week, coxswains should be able to:</p> <ul style="list-style-type: none"> <li>• Switch athletes in and out of rowing and sitting out without instruction from coach.</li> <li>• Transition athletes through drills without instruction from a coach</li> <li>• Identify a balance drill for different parts of the stroke, then implement that drill when they feel off-balanced at that part of the stroke <ul style="list-style-type: none"> <li>○ Off Balanced at the release--&gt;Pause at release</li> <li>○ Off Balanced during body swing--&gt;Pause at arms and bodies over</li> <li>○ Off Balance on recovery--&gt;Pause at half slide</li> <li>○ Off Balance at the catch--&gt;Pause at ¾ slide</li> </ul> </li> </ul> <p>**Coaches should continue to repeat drill management (same as last week), ensuring coxswains are confident they can manage drills before moving on to "motivation."</p>				
75-90	Landing and Quiet Stretching				

Week 6 Practice Plan

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills. See the Drills portion for appropriate Body Sequence Drills.				Erg Warm Up
Coaches' Notes	<p>Workout of the Day: <b>(3' Drills, 2' Steady) x 8</b></p> <p>Notice the progression from 4/1 to 3/2. Coaches should use their best judgement, assessing if their crews are ready for this.</p> <p>Coaches should choose a progression that is challenging, yet attainable, for their athletes.</p>	<p>Workout of the Day: <b>Add-A-Pair-In Pieces</b></p> <p>Start with ¼ of the boat (one person on a quad, bow pair in an 8+) rowing 5 stroke.</p> <p>Add in another ¼ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes.</p> <p>Add in another ½ of the boat (another person in a quad, another pair in an 8+), rowing for 5 strokes</p> <p>Row by everyone for 5 Strokes</p> <p>Repeat 4 Times (with a new ¼ starting each time)</p> <p>Rates: 18-22</p>	<p>Workout of the Day:</p> <p><b>75 second races</b> 3-5 Times Rating: 24-28</p>	<p>Workout of the Day:</p> <p><b>5 to Build, 10 to Hold</b></p> <p>8-12 Times.</p> <p>Rate: 30-34</p>	<p>Workout:</p> <ul style="list-style-type: none"> <li>• (50" on, 10" off) x 12</li> <li>• Mod Ranges             <ul style="list-style-type: none"> <li>○ L1: 28-32% of PP</li> <li>○ L2: 32-36% of PP</li> <li>○ L3: 36-40% of PP</li> </ul> </li> </ul> <p>Athleticism Drills: 4 x 5' Stations:</p> <ul style="list-style-type: none"> <li>• Body Weight</li> <li>• Core</li> <li>• Ladder</li> <li>• Tennis Ball &amp; Eye Hand Coordination</li> </ul> <p>Fun &amp; Games (Agility Based) to end. 10-15 minutes.</p>
Coxswain Point of Emphasis	<p>Motivation: By the end of the week, coxswains will be able to:</p> <ul style="list-style-type: none"> <li>• Limited the number of Power 10s to 3 within a practice.</li> <li>• Make a call during a race to "take a seat."</li> </ul>				
75-90	Landing and Quiet Stretching				

Week 7 Practice Plan

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills. See the Drills portion for appropriate Body Sequence Drills.				Erg Warm Up
Coaches' Notes	<p>Workout of the Day: <b>(3' Drills, 2' Steady) x 8</b></p> <p>Notice the progression from 4/1 to 3/2. Coaches should use their best judgement, assessing if their crews are ready for this.</p> <p>Coaches should choose a progression that is challenging, yet attainable, for their athletes.</p>	<p>Workout of the Day: <b>Stroke Pyramid</b></p> <p>5 on all 4 5 ½ pressure bow pair 5 ½ pressure stern pair.</p> <p>6 on all 4 6 ½ pressure bow pair 6 ½ pressure stern pair.</p> <p>7 on all 4 7 ½ pressure bow pair 7 ½ pressure stern pair.</p> <p>8 on all 4 8 ½ pressure bow pair 8 ½ pressure stern pair.</p> <p>9 on all 4 9 ½ pressure bow pair 9 ½ pressure stern pair.</p> <p>10 on all 4 10 ½ pressure bow pair 10 ½ pressure stern pair.</p>	<p>Workout of the Day: <b>90 Second Races</b></p> <p>3-5 Times</p> <p>Rates 26-30</p>	<p>Workout of the Day: <b>5 to Build, 10 to Hold</b></p> <p>15 strokes x 8-12 pieces.</p> <p>Rate: 32+</p>	<p>Workout:</p> <ul style="list-style-type: none"> <li>• 1-mile run</li> </ul> <p>Athleticism Drills: 4 x 5' Stations:</p> <ul style="list-style-type: none"> <li>• Body Weight</li> <li>• Core</li> <li>• Ladder</li> <li>• Tennis Ball &amp; Eye Hand Coordination</li> </ul> <p>Fun &amp; Games: (Speed Based) to end practice.</p>
Coxswain Point of Emphasis	<p>Motivation: By the end of the week, coxswains will be able to:</p> <ul style="list-style-type: none"> <li>• Limited the number of Power 10s to 3 within a practice.</li> <li>• Make a call during a race to "take a seat."</li> </ul>				
75-90	Landing and Quiet Stretching				



Week 8 Practice Plan

Timeline	Workout				
0-10	Dynamic Warm Up				
10-30	Launching				
	Day 1	Day 2	Day 3	Day 4	Land
	Start Practice with Skills and Drills. See the Drills portion for appropriate Body Sequence Drills.				Warm Up
Coaches' Notes	<p>Workout of the Day: <b>(3' Drills, 2' Steady) x 8</b></p> <p>Notice the progression from 4/1 to 3/2. Coaches should use their best judgement, assessing if their crews are ready for this.</p> <p>Coaches should choose a progression that is challenging, yet attainable, for their athletes.</p>	<p>Workout of the Day: <b>Halves &amp; Fulls</b></p> <p>2 Sets Rate: 16-20</p> <p>5 strokes Easy (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 strokes Medium Pressure (4 on the Seat) by 2s</p> <p>5 strokes Easy (4 on the seat) by 4s</p> <p>5 Strokes Full Pressure (4 on the Seat) by 2s</p> <p>5 strokes Full (4 on the seat) by 4s</p> <p>Do this twice, changing the pair that rows the entire time.</p>	<p>Workout of the Day: <b>2-minute races</b></p> <p>3-5 Times Rates: 26-30</p>	<p>Workout of the Day: <b>5 to Build, 10 to Hold</b></p> <p>15 strokes x 8-12 pieces.</p> <p>Rate: 32+</p>	<p>Workout:</p> <ul style="list-style-type: none"> <li>7th Graders: 3x2' w/ 4' rest (Rates 22, 24, 26)</li> <li>8th Graders: 3x4' w/ 4' rest (Rates 22, 24, 26)</li> </ul> <p>Athleticism Drills: 4 x 5' Stations:</p> <ul style="list-style-type: none"> <li>Body Weight</li> <li>Core</li> <li>Ladder</li> <li>Tennis Ball &amp; Eye Hand Coordination</li> </ul> <p>Fun &amp; Games: (Eye Hand Coordination Based) to end practice.</p>
Coxswain Point of Emphasis	<p>Race Preparation: By the end of the week, coxswains should be able to:</p> <ul style="list-style-type: none"> <li>Explain the race progression for Modified Championships</li> <li>Explain the Warm Up pattern.</li> <li>Explain the Cool down loops.</li> <li>Identify the course markers according to the race map.</li> </ul>				
75-90	Landing and Quiet Stretching				

## Summer Rowing (and an exercise)!

Summer Rowing, similar to winter, is an opportunity to round-out your athletes! The time restraints of school are lifted, and the poor Spring weather has passed. At this point in the manual, we have reviewed plans for Fall, Winter, and Spring! There are a few concepts that will carry through each season:

1. Each season follows the “Staircase Model” of review.
2. Holistic Development for general athleticism
3. Coaches have the flexibility to adapt and the structure to ensure proper development.

Follow this guideline of questions to help you develop your summer training program.

*Step 1: Calculate how much time you have over the course of the season!*

For the season:

- How many weeks do you have?
- How long are your practices?
- How many practices a week do you have?

**Number of Practices in a week (\_\_\_)**  
x  
**Number of Weeks in the Summer (\_\_\_) =**

**-Number of Sessions (\_\_\_)**

**Number of Sessions (\_\_\_)**  
x  
**Number of Minutes in a Session (\_\_\_) =**

**-Raw Minutes (\_\_\_)**

This number indicates how many minutes you have for your summer program.

Example:

5 practices/week  
x  
5 Weeks  
=  
25 Sessions  
  
25 Sessions  
120 Minute Sessions  
-----  
3,000 Raw Minutes

*Step 2: Divide your time appropriately.*

**“Raw Minutes” (\_\_\_) x and “Appropriate Percentage” in Column 2 (\_\_\_) = Total Dedicated Time (\_\_\_)**

Example

3000 Raw Minutes  
x  
40% (Rowing Specific Skills) =  
1200 minutes in “Total Dedicated Time”

**Total Dedicated Time (\_\_\_) / Number of Sessions (\_\_\_) = Dedicated Time per Practice**

Example

1200 Minutes in “Total Dedicated Time”  
/  
25 Sessions  
=  
48 Minutes per Session dedicated to Rowing Specific Skills

Column 1	Column 2	Column 3	Column 4	Column 5
Athletic Concept	Appropriate Percentage	Total Dedicated Time	Total Number of Sessions	Dedicated Time per Practice
Rowing Specific Skills	40%	1200	25	48 minutes
Leg Drive				
Release				
Handle Heights				
Body Sequence				
Compression				
Balance				
Catches				

You now have a general framework for your practice. On to step 3, create balance.

*Step 3: Ensure Balance*

The number of sessions you have in the summer will dictate how many times you can teach and address a Sub-Concept. The answer to this equation goes in Column 7.

**Number of Sessions (\_\_\_) / Number of Sub-Athletic Concepts (\_\_\_) = Number of Practices dedicated to that Concept**

Example

25 sessions

/

7 Rowing Specific Athletic Concepts

=

3.5 practices dedicated to each rowing specific skill.

At least 3 of your practices over the course of the summer should address each of the 7 rowing specific skills listed below.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Athletic Concept	Appropriate Percentage	Total Dedicated Time	Total Number of Sessions	Dedicated Time per Practice	Number of Sub-Athletic Concepts	How many times do I need to address each sub-concept?
Rowing Specific Skills	40%	1200	25	48 minutes	7	
Leg Drive						3.5
Release						3.5
Handle Heights						3.5
Body Sequence						3.5
Compression						3.5
Balance						3.5
Catches						3.5

Step 4: Plan when you will address each “Rowing Specific Skills” over the course of your season in the “Seasonal Plan.”

Week	Points of Emphasis	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill					
	Skill Point of Emphasis	48 Minutes of Leg Drive	48 Minutes of the Release	48 Minutes of Body Sequence	48 Minutes of Compression	48 Minutes of Catches
	Physical Point of Emphasis					
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship					
Week 2	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill					
	Skill Point of Emphasis	48 Minutes of Leg Drive	48 Minutes of Handle Heights	48 Minutes of Body Sequence	48 Minutes of the Release	48 Minutes of Catches
	Physical Point of Emphasis					
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship					
Week 3	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill					
	Skill Point of Emphasis	48 Minutes of Compression	48 Minutes of Leg Drive	48 Minutes of Handle Heights	48 Minutes of Body Sequence	48 Minutes of Catches
	Physical Point of Emphasis					
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship					
Week 4	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill					
	Skill Point of Emphasis	48 Minutes of Handle Heights	48 Minutes of Compression	48 Minutes of the Release	48 Minutes of Balance	48 Minutes of Coaches Choice
	Physical Point of Emphasis					
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship					
Week 5	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill					
	Skill Point of Emphasis	48 Minutes of Balance	48 Minutes of Balance	48 Minutes of Coaches Choice	48 Minutes of Coaches Choice	48 Minutes of Coaches Choice
	Physical Point of Emphasis					
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship					

As you complete Step 4, you’ll notice 4 boxes of “48 minutes of Coaches Choice.” This allows for each coach to be flexible in the moment, addressing what will best serve the athletes. Coaches may choose to move those boxes; Suggestions includes end of the season or end of the week (Fridays).

Step 5: Repeat the formula for each "Athletic Concept," "Sub-Concept," & insert into the "Seasonal Plan" to create a practice plans for the season. For those coaches who do not want to go through the exercise and simply want a 5-week template, one is included on the next page.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Athletic Concept	Appropriate Percentage	Total Dedicated Time	Total Number of Sessions	Dedicated Time per Practice	Number of Sub-Athletic Concepts	How many times do I need to address each sub-concept?
<b>Rowing Specific Skills</b>	40%	1200	25	48 minutes	7	
Leg Drive						3.5
Release						3.5
Handle Heights						3.5
Body Sequence						3.5
Compression						3.5
Balance						3.5
Catches						3.5
<b>Physical Training</b>	35%	1050	25	42 minutes	4	
Speed						6.25
Strength						6.25
Stamina						6.25
Non-Rowing Motor Skills						6.25
<b>Mental Skills</b>	10%	300	25	12 minutes	4	
Goal Setting						6.25
Quiet Sitting						6.25
Self-Talk						6.25
Race Routines						6.25
<b>Social Emotional Development</b>	10%	300	25	12 minutes	9	
Respect						2.8
Leadership						2.8
Growth Mindset						2.8
Honesty						2.8
Integrity						2.8
Humble						2.8
Intent-Driven						2.8
Consistency						2.8
Commitment						2.8
<b>Boatmanship</b>	5%	150	25	6 minutes	3	
Rigging	While you are likely going to want to spend 2.5 hours on equipment (invest in teacher > investing in fixing), you'll likely do this in 3-4 sessions instead of over the entire season.					8.3
Loading a Trailer						8.3
Maintaining a Shell						8.3

Week	Points of Emphasis	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill	12 Minutes of Warm Up & Respect	12 Minutes of Warm Up & Growth Mindset	12 Minutes of Warm Up & Coaches Choice	12 Minutes of Warm Up & Coaches Choice	12 Minutes of Warm Up & Integrity
	Skill Point of Emphasis	48 Minutes of Leg Drive	48 Minutes of the Release	48 Minutes of Body Sequence	48 Minutes of Compression	48 Minutes of Catches
	Physical Point of Emphasis	42 Minutes of Speed Work; Example: (20" on, 1' off) x 10	42 Minutes of Stamina; Example: Leap Frog	42 Minutes of Strength; Example: Land Core Workout	42 Minutes of Stamina; Example: Leap Frog	42 Minutes of Non-Rowing; Example: Water balloon battle
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship	Coaches Choice	Coaches Choice	12 Minutes of Shell Maintenance	Coaches Choice	12 Minutes of Rigging Basics
Week 2	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill	12 Minutes of Warm Up & Growth Mindset	12 Minutes of Warm Up & Consistency	12 Minutes of Warm Up & Intent-Driven	12 Minutes of Warm Up & Coaches Choice	12 Minutes of Warm Up & Intent-Driven
	Skill Point of Emphasis	48 Minutes of Leg Drive	48 Minutes of Handle Heights	48 Minutes of Body Sequence	48 Minutes of the Release	48 Minutes of Catches
	Physical Point of Emphasis	42 Minutes of Speed Work; Example: (20" on, 1' off) x 10	42 Minutes of Stamina; Example: Leap Frog	42 Minutes of Strength; Example: Land Core Workout	42 Minutes of Stamina; Example: Leap Frog	42 Minutes of Non-Rowing; Example: Water balloon battle
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship	Coaches Choice	Coaches Choice	12 Minutes of Shell Maintenance	Coaches Choice	12 Minutes of Rigging Basics
Week 3	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill	12 Minutes of Warm Up & Commitment	12 Minutes of Warm Up & Coaches Choice	12 Minutes of Warm Up & Humbleness	12 Minutes of Warm Up & Consistency	12 Minutes of Warm Up & Commitment
	Skill Point of Emphasis	48 Minutes of Compression	48 Minutes of Leg Drive	48 Minutes of Handle Heights	48 Minutes of Body Sequence	48 Minutes of Catches
	Physical Point of Emphasis	42 Minutes of Speed Work; Example: (20" on, 1' off) x 10	42 Minutes of Stamina; Example: Leap Frog	42 Minutes of Strength; Example: Land Core Workout	42 Minutes of Non-Rowing; Example: Water balloon battle	42 Minutes of Strength; Example: Land Core Workout
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship	Coaches Choice	Coaches Choice	12 Minutes of Shell Maintenance	Coaches Choice	12 Minutes of Rigging Basics
Week 4	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill	12 Minutes of Warm Up & Integrity	12 Minutes of Warm Up & Coaches Choice	12 Minutes of Warm Up & Humbleness	12 Minutes of Warm Up & Honesty	12 Minutes of Warm Up & Leadership
	Skill Point of Emphasis	48 Minutes of Handle Heights	48 Minutes of Compression	48 Minutes of the Release	48 Minutes of Balance	48 Minutes of Coaches Choice
	Physical Point of Emphasis	42 Minutes of Speed Work; Example: (20" on, 1' off) x 10	42 Minutes of Stamina; Example: Leap Frog	42 Minutes of Strength; Example: Land Core Workout	42 Minutes of Non-Rowing; Example: Water balloon battle	42 Minutes of Non-Rowing; Example: Water balloon battle
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship	Coaches Choice	Coaches Choice	12 Minutes of Shell Maintenance	Coaches Choice	12 Minutes of Rigging Basics
Week 5	(Flexibility + Speed or Stamina) + Social Emotional Learning Skill	12 Minutes of Warm Up & Coaches Choice	12 Minutes of Warm Up & Coaches Choice	12 Minutes of Warm Up & Honesty	12 Minutes of Warm Up & Respect	12 Minutes of Warm Up & Leadership
	Skill Point of Emphasis	48 Minutes of Balance	48 Minutes of Balance	48 Minutes of Coaches Choice	48 Minutes of Coaches Choice	48 Minutes of Coaches Choice
	Physical Point of Emphasis	42 Minutes of Speed Work; Example: (20" on, 1' off) x 10	42 Minutes of Non-Rowing; Example: Water balloon battle	42 Minutes of Speed Work; Example: (20" on, 1' off) x 10	42 Minutes of Strength; Example: Land Core Workout	42 Minutes of Coaches Choice
	(Goal Setting + Flexibility + Strength) + 2 <sup>nd</sup> Social Emotional Learning or Boatmanship	12 Minutes of Rigging Basics	Coaches Choice	12 Minutes of Shell Maintenance	Loading a Trailer	Loading a Trailer

## Section 3: Yearly Recruitment Plan

Every day is a recruitment day. Coaches and staff work tirelessly to keep athletes who are already at the boathouse engaged & challenged enough so they will continue with the sport. It's also important to recognize that 1) attrition is part of any youth sport and 2) the graduating senior class isn't replaced by the juniors, but by the 7th graders. Recruiting new athletes is critical to keeping a rowing program relevant.

Here are a few concepts that are vital to any recruiting efforts:

1. Rowing Teams need **touchpoints**. How many times does a potential athlete hear about rowing? Every time athletes hear about rowing or a rowing organization, it's considered a touchpoint. The more touchpoints, the more likely athletes will join the sport.
2. **Coaches and administrators need to connect with athletes!** Potential middle school athletes are looking for new and exciting activities they can do with their friends. Potential athletes want to be part of a group. Coaches and administrators should appeal to the wants of the athletes if they want to attract them to the boathouse.
3. **Coaches and administrators need to connect with parents.** Parents and guardians want their children safe, active, and healthy. Parents want to know that if they make a commitment to a rowing organization, that the club will have their child's best interest in mind. Coaches and administrators should appeal to the wants of the parent/guardians if they want to attract athletes to the boathouse.
4. **Credibility is key.** Why should an athlete or parent listen to you? Does an athlete see themselves in a coach or an older athlete volunteering at a recruiting event? Does a parent/guardian trust the professionalism a coach conveys? This manual started with credibility; It's one of the most important elements to adding and keeping new athletes in a program!

The next few sections will overview a few touchpoint opportunities. Every club and organization will have different challenges they'll need to overcome in recruiting new athletes. However, your club chooses to recruit, keep the aforementioned concepts as your foundation: 1) touchpoints, 2) connect with athletes, 3) connect with parents, and 4) Have credibility.

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### Middle School Physical Education Residencies

SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. Those standards (listed below) can all be achieved through rowing. If you have the opportunity to become part of the physical education program at your local schools, do it! Here are some tips for getting in and staying in your schools!

1. **Find a way in!** Email athletic directors and physical education teachers, introducing yourself, your cause, and how you can help. If that doesn't work, progress to the principals. Next, ask your current membership if anyone can introduce you to a teacher in the school. Contact the PTA and see if they can introduce you. Last, go through the school's staff directory and see if you know anyone! Teachers and school administrators are overwhelmed with the work they have to do. Don't take it personal if they don't respond, but don't give up! Someone at the school is looking for a new, fresh, activity that would introduce students to something new; Coaches just need to find that person!
2. **Keep the Cost Down.** Unfortunately, there are going to be cost associated with visiting a school, namely transportation of the rowing machines and staffing. If your club can support this (instead of transferring the responsibility to the school), do it. Otherwise, consider working with a PTA or similar organization, who typically (but not always) can support these programs.
3. **Focus on quality teaching and a fun environment, not recruiting.** If an outside coach is welcomed into a middle school and just tries to "recruit," they won't be welcomed back. Focus on making sure the students learn how to use the machine correctly and making sure the students are having fun. Eventually, the students and teachers will ask "Can we do this outside of school?"
4. **Professionalism goes up another notch.** While professionalism at the boathouse is always important, the professionalism outside of the boathouse is even more critical. Teachers and administrators want to know you are there to provide a high-quality service, not just "steal their kids." Polos & khakis are a must, along with being clean shaven. Absolutely no cursing. Everyone is "Mister," "Miss," or "Missus" until otherwise instructed.
5. **Representation Matters!** While you are planning your staff, get a staff that represents the population you are working with. A mix of men and women's coaches, quiet and loud, large and small, will send the message that everyone is welcomed at the boathouse!

Here are sample lessons for a Middle School visit:

SHAPE American Standards<sup>15</sup>

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

*Lesson 1*

Purpose of the Lesson

- The purpose of the lesson is to introduce students to the rowing machine.

NASPE Standards

1       2  3       4  5

Materials Needed

- Concept 2 Indoor Rowers or comparable machine
- “Parts of the Rowing Machine” cards (Index card with the part of the machine written on them work for this)

Expected Outcomes

- Students will be able to (SWBAT) identify the 9 parts of the rowing machine.
- SWBAT demonstrate teamwork by working in groups of 2-3
- SWBAT to row 100 meters with proper technique.

Safety Considerations

- Keep fingers away from seat rollers.
- Keep control of the handle
- Do not twist chain or pull from side to side.
- Use proper technique at all times.

Procedure

1. Welcome all students to the class & introduce yourself.  
The coaches’ first impression is critical. Get students excited about rowing while setting an expectation of listening, respect, and growth.
2. Begin by giving students a “quiet demonstration.” Use language such as:  
“I am going to give you a demonstration of the rowing stroke and introduce the machine. Once I start rowing, it’s your responsibility to figure out how I am doing it. I will sit on the seat. The seat rolls on the monorail. I put my feet on the footboard, under the foot straps. I will grab the handle, connected to the chain, under the monitor. To the right of the screen is the fan cage, and the right of that, the damper.”  
  
Once the erg has been introduced, begin rowing for the students to view. Row at a low cadence and make sure everyone can see. At the end, gently return the handle to the holder. Conclude with:  
“A few safety considerations. Notice my hands stayed away from the wheels under the seat. They also stayed away from the fan cage. Additionally, I placed my handle down gently when I was finished. Now, having seen my stroke, try and do the same. Go!”
3. Give all students the opportunity to begin rowing. If students are working in partners, instruct them to switch every minute, using their monitors to track the time.

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<sup>15</sup> Society of Health and Physical Educators. (2013). National Standards for K-12 Physical Education. In *SHAPE America*. Reston, VA.



4. After 4-6 minutes, instruct the athletes to give you their attention. Tell them “you’ll know they are ready when the handles are all down and eyes are on me.”
5. Once you have the classes attention, move to your 2nd demonstration. Example language could be:  
 “Now that we are rowing well, it’s time to play a game. We are going to play a game called the A/B game. The A-Stroke is correct and the B-Stroke is incorrect. We will not tell you the difference; It’s your responsibility to see the difference. As a gentle reminder, I will sit on the seat. The seat rolls on the monorail. I put my feet on the footboard, under the foot straps. I will grab the handle, connected to the chain, under the screen. To the right of the screen is the fan cage, and the right of that, the damper.”

Your A-Stroke should be a normal, well-executed rowing stroke, while your B-Stroke should have a glaring flaw (such as improper sequencing or not using the arms to finish.) Row each style 10-15 seconds each, 2-3 times.

“By raising your hand, who saw the difference? If you did not see the difference, work with someone whose hand is up and show us you understood by rowing your best A-Stroke. Go!”

Walk around to all the students, asking them the difference between the “A-Stroke” and the “B-Stroke.” Help those who may not have understood the difference.

6. Depending on how much time you have, you can progress through 2-3 versions of the A/B Game. Review the previous A/B Game (what was right, what was wrong) before progressing to the next game.
7. For the final task, get the students excited about the erg relay race. In preparation, spread out several Index Cards with Rowing Machine Part labels on the floor. Instruct the athletes as follows:  
 “Person #1 will row for 50 meters. At the end of 50 meters, they will gently put down the handle, run to where these cards are and grab one. When Person #1 returns, Person #2 will row 50 meters. When they are finished, they will run up and grab another card. Your goal is to grab ALL the cards in the allotted time. Hopefully you were paying attention to the parts of the ergs, because at the end of the relay, you’ll have to label your erg correctly. Your goal is to get all 9 parts correctly labeled. Work with your partner to ensure you don’t get duplicate cards. A few safety considerations: 1) Don’t run into anyone or anything, 2) Don’t slam the handles, 3) Don’t run with your feet still in the foot stretchers.”
8. Once you’ve completed the relay, see how many teams labeled 5 or more correctly.
9. End Class.

## Lesson 2

### Purpose of the Lesson

- The purpose of the lesson is to 1) teach students how to properly use the monitor and 2) how to vary the workout using stroke rate and intensity.

### NASPE Standards

1  2  3  4  5

### Materials Needed

- Rowing Machines

### Expected Outcomes

- SWBAT identify the 4 basic elements of the rowing machine monitor.
- SWBAT set up a workout on the rowing machine.
- SWBAT vary the intensity of the workout using rate and stroke power.

## Safety Considerations

- Keep fingers away from seat rollers.
- Keep control of the handle.
- Do not twist chair or pull from side to side.
- Use proper technique at all times.

## Procedure

1. Begin class with an instant activity. Ask students to demonstrate what they learned in the previous class by executing the proper rowing stroke. Groups of 2 should switch every minutes and groups of 3 should switch every 45 seconds. Allow them to row for 4-5 minutes.
2. In a large group format, ask students to review what they remember from Day 1, specifically highlighting the parts of the erg.
3. Students will now learn how to set up the monitor, following a coach's instructions on how to set up the monitor:
  - a. Press "Menu"
  - b. Wait for Screen to Turn On
  - c. Press "Select Workout"
  - d. Press "New Workout"
  - e. Press "Intervals"
  - f. Press "Intervals: Time"
  - g. Using the ">," "<," "+" and "-" on the right side of the screen, leave the "Set Time" for 1 minutes.
  - h. Press the ">" button 4 times, bringing you to the center of the 2nd row.
  - i. Press the "+" button twice, making your rest 20 seconds.
  - j. Press the check box.
4. Once the intervals are set up, instruct athletes to begin rowing, switching during the rest period. While they are rowing, challenge them to "figure out" what the 4 erg numbers indicate.
5. From the new screen, Students will then follow the next set of directions
  - a. Press Display until there are only 4 sets of numbers on the screen.
  - b. The top box should say "1:00." The second should say ":00 /500m." The 3rd should say "0m"
    - i. If it doesn't, press "Units" until it does.
  - c. The bottom should say "0 s/m"
6. After 4-5 minutes, coaches will review the part of the monitor.
  - a. Top Box: Time
  - b. Middle Box: Speed. Given in time per 500 meters. Lower is faster.
  - c. 3rd Box is distance. Distance in rowing is measured in meters.
  - d. Bottom is Strokes/minute. Stroke rate is commonly associated with being your gear. Lower stroke ratings (16-22) can go for a longer amount of time, but not as fast. Higher Stroke ratings (30+) can go really fast, but not for a long amount of time.
7. Student #1 will get back onto the erg and try to get the Split as low as possible, while keeping the stroke rate under 20. Student #2 will help Student #1 with feedback about technique & stroke rating. At the end of the minute, students will switch.
8. Game Time: Fish Game. Partners will attempt to get the highest score in the fish game. Partner #1 will row for 2 minutes, then switch as quickly as possible at the two-minute mark. Partner #2 will finish the game.
9. Check for understanding. At the end of class, coaches will ask students to set the screen up for 5 minutes on, 2 minutes off.

## Lesson 3

### Purpose of the Lesson

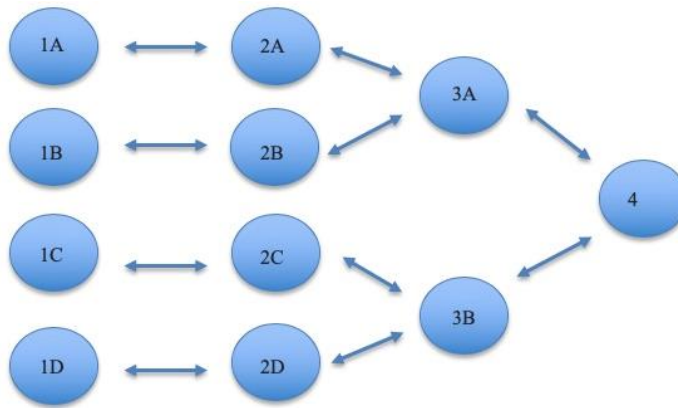
- The purpose of this lesson is to allow students the opportunity to race on the indoor rowing machine.

### NASPE Standards

1  2  3  4  5

### Materials Needed

- Rowing Machines
- Progression Instructions at Each Pod
- Proper Erg Set Up
  - Prior to class, coaches will set up the rowing machines in a “bracket style format,” drawn out below:



Each “POD” will have a different number of ergs.

- POD 4: 3 Ergs
- POD 3A & 3B: 3 Ergs
- POD 2A, 2B, 2C, and 2D: 2 Ergs
- POD 1A, 1B, 3C, and 4D: 2 Ergs

### Expected Outcomes

- SWBAT work together for the relay races.
- SWBAT identify 2-4 drills that can improve their rowing stroke.

### Safety Considerations

- Keep fingers away from seat rollers.
- Keep control of the handle.
- Do not twist chair or pull from side to side.
- Use proper technique at all times.

### Procedure

1. Instant activity: Students will be asked to demonstrate what they have learned so far by 1) setting up the rowing machine for 1 minute on, 20 seconds off and 2) rowing properly on the rowing machine. Students will be encouraged to use this time to warm up.
2. Following 4-5 minutes of warm up, coaches will play 1 round of A/B game, comparing a short frantic stroke to a long, under control stroke. Emphasize to the students that this comparison will be critical to them being successful in the relay race.

3. Students will be encouraged to make group of 3. Students will let us know teachers know they are ready when they are sitting down back-to-back.
4. Introduce Relay Tournament. The objective of the relay tournament is to finish the class as the winner of POD 4. Students will set their monitors up for 3 minutes on/3 minutes off. For each team of 3, each student will row for 1 minute. At the end of 3 minutes, total number of meters will dictate how students' progress:
  - Winner of POD 1A will progress to POD 2A
  - 2<sup>nd</sup> Place of POD 1A will stay in POD 1A
  - Winner of POD 1B will progress to POD 2B
  - 2<sup>nd</sup> Place of POD 1B will stay in POD 1B
  - Winner of POD 1C will progress to POD 2C
  - 2<sup>nd</sup> Place of POD 1C will stay in POD 1C
  - Winner of POD 1D will progress to POD 2D
  - 2<sup>nd</sup> Place of POD 1D will stay in POD 1D
  - Winner of POD 2A will progress to 3A; 2<sup>nd</sup> Place is demoted to POD 1A
  - Winner of POD 2B will progress to 3A; 2<sup>nd</sup> Place is demoted to POD 1B
  - Winner of POD 2C will progress to 3B; 2<sup>nd</sup> Place is demoted to POD 1C
  - Winner of POD 2D will progress to 3B; 2<sup>nd</sup> Place is demoted to POD 1D
  - Winner of POD 3A will progress to POD 4; 2nd Place will demote to POD 2A; 3rd Place is demoted to POD 2B
  - Winner of POD 3B will progress to POD 4; 2nd Place will demote to POD 2C; 3rd Place is demoted to POD 2D
  - Winner of POD 4 will stay; 2nd Place is demoted to 3A; 3rd Place is demoted to 3B
5. Students will progress through the tournament as many times as the class allots.

## Other Recruitment Possibilities

### *Fairs and Expos*

Is there an event or expo in the local community that promotes 1) health and wellness, 2) community businesses and organizations, 3) outdoor events? Find a way there! Bring a shell, an erg, some video, and some handouts. Recruit athletes from your team to help teach people how to row. Make yourself part of the community!

### *Bring a Friend Day*

Once or twice a year, encourage athletes to bring a friend to the boathouse. There are no fees for the day, just bring a waiver. Have current athletes teach the new athlete about the sport and coaches should take a reserved role, helping when unsafe or athletes ask a question.

### *Social Media*

Social media presence will make an impact. While the technology will change, the principles stay the same: 1) kids want to see themselves, 2) kids want to be a part of something bigger than themselves, and 3) the newest social media wave draws the attention of kids. Parents too will turn to social media to gain insight, learn more about your organization, and connect with other parents. Similar to all forms of communication, if you don't proactively send a message, then silence is your message. Use social media (whichever form it is in by the time this is published) to send a message of your organization's values and benefit to the community. **Use social media responsibly as recommended by USRowing and club policy and procedures!**

### *Learn to Row*

Once an athlete is in the door, the focus changes to keeping them there. The Learn to Row experience is critical! If done correctly, athletes will fall in love with the sport, the challenge, and the teamwork. If done poorly, athletes will be frustrated by bad rowing, inefficient use of time, and feeling like "the boathouse isn't for them." LTR is so important, it has its own section!

## Learn-To-Row (LTR)

Coaches work incredibly hard to get athletes to the boathouse, using Middle School Visits, working local fairs and expos, leveraging social media, and opening the boathouse to “Bring a friend” day. Students and kids are now transitioning to athletes; They have come to the boathouse, ready to try the sport on the water. Many athletes arrive without an expectation. This is an opportunity. Without an expectation, coaches can direct the athlete’s journey to a positive destination. The objective is to get athletes excited about rowing, the program, and the potential they have! If coaches go into Learn-To-Row with the intention of making them “the fastest possible,” while they may end up pretty fast, they may not be excited about rowing and may not return. Get them excited and earn the opportunity to coach them up!

## Roles of the Staff

Every program has different ranges and abilities of who they can hire to run their Learn to Row program. Many teams opt to have alumni work as coaches for a summer job. Other clubs staff with year-round coaching staff. Whatever you choose to do, be sure each coach 1) meets minimum safety requirements and 2) understands that the goal of LTR isn’t to make a winning boat, but get kids excited about rowing!

When hiring for LTR, here are the roles to fill and consider:

1. The leader. You’ll need one person with the confidence and credibility to lead the group. This includes leading the coaching staff, the participants, and anyone else assisting in the program. This person will typically handle the communication to the parents, ensure everyone’s safety, and make sure everyone is moving towards the group’s objective (a love of the sport).
2. The “Fun” coach. This coach is critical to infusing energy into the group. This person will be responsible for the games played during the breaks.
3. The “quiet” coach. This coach brings value in being an example, that there is a place at the boathouse for a quiet or reserved athlete. This coach is responsible for one-on-one interactions with the athletes who are not front and center.
4. Junior Coaches. Have current high school athletes who need volunteer hours join in. They can participate in games, bow or cox shells, and help move equipment.
  - Junior coaches are great. They bring a lot of energy and they obviously love the sport. Without a clear expectation though, they’ll turn LTR into their own social hour and distract from the goal. You don’t want to discourage volunteers from helping, but make sure they know how to help and what actions detract from helping.

Prior to Learn to Row, it’s critical that the staff get together to set their own expectations. Here is a general guideline of how to set expectations for your LTR Staff:

1. Each member should introduce themselves, their rowing experience, and their role as assigned by an administrator.
2. Coaches should review the goals and metrics for the program
  - The goal is to “instill a love of rowing.” The metrics for measurement include 1) how many athletes continue from LTR to the appropriate competitive team and 2) how many athletes are accounted for the next season? By accounted for, how many athletes are either rowing or playing another sport?
3. Coaches should review the lesson plans for the week, review key objectives and tasks they must accomplish, and share any questions, comments, or reservations they may have.
4. Coaches should review the tool they’ll have access to, including launches, shells, oars, and junior coaches.
5. Coaches should review expectations of themselves, the athletes, the parents, and of the junior coaches.
  - Coaches are expected to communicate with each other, prioritize safety above all else, and bring energy and enthusiasm to their practices. Coaches may utilize their cell phones for personal use, but not at the expense of the athlete experience. Coaches need to set a realistic expectation for the athletes they are working with; Don’t get mad at the 5-year-old for action like a 5-year-old.

- Coaches are expected to get athletes excited about rowing through their positive affirmations. In the book “5 languages of appreciation” by Gary Chapman<sup>16</sup>, the author list 5 different ways to express appreciation:
    - Words of Affirmation
      - “Atta boy/girl”
      - “Nice Job”
      - “I like the way you...”
    - Acts of Service
      - “Let me help you with...”
    - Receiving Gifts
      - “Susie did X yesterday, so today she can pick the warm up game.”
    - Quality Time
      - Ride along in a launch
      - One-On-Ones: Objective: Each coach should have a one-on-one with each camper at least once a week. 5 coaches, 25 athletes, 5 days = 1 a day for each coach. Talk with the athletes about things outside of rowing; Examples as what are your other hobbies? What do you do for fun? What’s your favorite subject in school? One-On-Ones are an excellent tool for retention!
    - Physical Touch
      - Hi-Fives
      - Fist Pounds
  - Athletes are expected to be willing to learn, be safe, and be excellent teammates.
  - Parents are expected to ask questions when they need clarification.
  - Junior coaches are expected to positively contribute to the program by helping move shells, bowing/coxswaining shells, and interacting with the athletes.
6. Coaches should review past LTRs, discussing downfalls and difficulties from previous years, and brainstorm preventative actions for this upcoming session.

## Late Entry Athletes

The prescribed program below is targeted towards the recruitment and retention of middle school students. As a result, additional actions need to be taken to retain older athletes who attend a learn to row program. These steps include, but are not limited to:

1. Offering a separate learn to row for high school athletes.
  2. Separating high school athletes within your current learn to row programming into a smaller sub-section.
  3. Moving high school athletes into a more advanced group once they have gained fundamental skills and understandings.
  4. Allow high school athletes to row small boats.
- 

On the next several pages, readers will find lesson plan outlines for a 10 session, 3 hour per session Learn to Row program, with the assumption that LTR starts at 9am and concludes at Noon. Coaches and administrators will need to adapt lessons to fit their program.

<sup>16</sup> Chapman, G. D., & White, P. E. (2019). *The 5 languages of appreciation in the workplace: Empowering organizations by encouraging people*. Chicago: Northfield Publishing.

## Practice Plans

Day 1: Welcome to the Boathouse

**Objective: Establish the boathouse as a safe and fun environment. Get participants excited to return.**

<i>Timeline</i>	<i>Staff Actions</i>	<i>Notes</i>
8:45am-9am	Pre-Practice Checklist <ul style="list-style-type: none"> <li>Coaches arrive</li> <li>Coaches should meet parents and athletes in the parking lot and direct them to the appropriate location for sign in.</li> <li>Coaches should set up launches prior to practice.</li> <li>Coaches should sign each athlete in and confirm they have the following:               <ul style="list-style-type: none"> <li>Waivers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Who is greeting parents?</li> <li>Who is organizing the Junior coaches?</li> <li>Who is setting up launches?</li> </ul>
9:05am	Welcome to Learn to Row <ul style="list-style-type: none"> <li>Get everyone excited</li> <li>Introduce the coaches</li> <li>Play warm up game</li> <li>Go over camp rules               <ul style="list-style-type: none"> <li>Be Safe</li> <li>Be a good teammate</li> <li>Give 100% effort and attitude</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>After Day 1, Junior Coaches can lead the warmup.</li> <li>Senior coaches make line ups, check waivers, and make a plan based on wind and weather.</li> </ul>
9:30am-10:30am	USRowing Safety Video	<ul style="list-style-type: none"> <li>Follow up Safety video with conversation about video, what they saw, and what they are likely to encounter.</li> </ul>
10:30am-11:30am	Erg Demonstrations <ul style="list-style-type: none"> <li>Quiet Demo and Free Exploration</li> <li>A/B Game with Emphasis on Body Sequencing and Drive Dynamics</li> <li>End with 100 Meter races, winner takes the <b>least</b> amount of strokes.</li> </ul>	
11:30-11:50am	Swim Test *** <ul style="list-style-type: none"> <li>Demonstrate ability to put on a life jacket</li> <li>Demonstrate the ability to float and/or tread water for ten minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Be sure to demonstrate how to put on a life jacket properly before athletes enter the water.</li> <li>Be sure to have life jackets.</li> <li><b>A lifeguard must be on duty during the swim test.</b></li> </ul>
11:50-Noon	Wrap-Up <ul style="list-style-type: none"> <li>Remind athletes to bring water, towel, sunscreen, extra clothing, and a white t-shirt for the end of the program.</li> <li>Answer any questions parents or athletes may have.</li> </ul>	<ul style="list-style-type: none"> <li>Every kid gets a hi-five or a fist pound out the door.</li> </ul>

\*\*\*These swim test protocols and procedures are recommended by USRowing. Each club and organization should use their own best judgement in making swim test protocols best for the club, organization, and membership it serves.

Day 2: Preparing for the Water.

**Objective: Prepare Athletes to progress to the water, understand basic terminology and safety procedures, and get athletes excited to be on the water.**

<i>Timeline</i>	<i>Staff Actions</i>	<i>Notes</i>
8:45am-9am	<p>Pre-Practice Checklist</p> <ul style="list-style-type: none"> <li>• Coaches arrive</li> <li>• Coaches should meet parents and athletes in the parking lot and direct them to the appropriate location for sign in.</li> <li>• Coaches should set up launches prior to practice.</li> <li>• Coaches should sign each athlete in and confirm they have the following:               <ul style="list-style-type: none"> <li>○ Swim Test</li> <li>○ Viewed Safety Video</li> <li>○ Waivers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Who is greeting parents?</li> <li>• Who is organizing the Junior coaches?</li> <li>• Who is setting up launches?</li> </ul>
9am-9:20am	Attendance, Warm Up, and Safety Review	
9:20am-10am	Erg Technique Review	
10am-10:45am	<p>Reviewing a Shell</p> <ul style="list-style-type: none"> <li>• Ask Athletes “Who is in charge of the equipment?”               <ul style="list-style-type: none"> <li>○ Answer: Rowers and Coxswains are.</li> </ul> </li> <li>• Question Based Discovery. Allow the athletes to review the boat, ask questions, and state what <i>they think</i> is the intended purpose of each part of the boat. Be sure to emphasize the following:               <ul style="list-style-type: none"> <li>○ Sliding Seat (and the need for tight fitting clothing)</li> <li>○ Shoes                   <ul style="list-style-type: none"> <li>▪ How they move and why they should have socks for practice.</li> </ul> </li> <li>○ Bottom of the boat                   <ul style="list-style-type: none"> <li>▪ How this is a delicate part of the shell. Emphasize the importance of not stepping or dropping water bottles in bottom of the boat.</li> </ul> </li> <li>○ Riggers                   <ul style="list-style-type: none"> <li>▪ Note how the riggers come on and off, travel for regattas</li> </ul> </li> <li>○ Oars                   <ul style="list-style-type: none"> <li>▪ Note the relationship between the oarlocks and the collars, the handles, and the blades.</li> <li>▪ Note how to handle the oars, move them to the docks, and carry them.</li> </ul> </li> </ul> </li> <li>• Moving a shell. The commands for moving a shell are explanatory and athletes will be able to figure it out of the listen carefully and the coach speaks slowly and articulates.               <ul style="list-style-type: none"> <li>○ “Hands On.”</li> <li>○ “Up to Waist.”</li> <li>○ “Up to Shoulders.”</li> <li>○ “Walk it forward.”</li> </ul> </li> </ul> <p>Walk athletes from moving a shell, to the water, and placing the shell in the water. Proceed to instruct athletes to put in oars, and how to get in a shell.</p>	<p>Give athletes ownership and responsibility of equipment from the very beginning.</p>
10:45-11am	Snack Break	
11-11:40am	<p>Dock Rowing</p> <ul style="list-style-type: none"> <li>• Safely attach a rope to the shell and allow athletes to attempt rowing. Once rowers have reached as far as the rope allows, bring them back and allow another person to row.</li> <li>• Get as many athletes rowing and on-the-water as possible.</li> </ul>	<p>There is no need to be aggressive and row “too much” on day two. Make Day 3 something you are working up to, that the athletes earn, and that they are excited to come back to!</p>
1140am-11:55am	Return Shells to Boathouse	
11:55am-Noon	Wrap Up	



**Objective: Teach athletes the basics of the sport while emphasizing fun and independence.**

<i>Timeline</i>	<i>Staff Actions</i>	<i>Notes</i>
8:45am-9am	<p>Pre-Practice Checklist</p> <ul style="list-style-type: none"> <li>• Coaches arrive</li> <li>• Coaches should meet parents and athletes in the parking lot and direct them to the appropriate location for sign in.</li> <li>• Coaches should set up launches prior to practice.</li> <li>• Coaches should sign each athlete in and confirm they have the following:                             <ul style="list-style-type: none"> <li>○ Swim Test</li> <li>○ Viewed Safety Video</li> <li>○ Waivers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Who is greeting parents?</li> <li>• Who is organizing the Junior coaches?</li> <li>• Who is setting up launches?</li> </ul> <p>These steps are important! They need to be done every day with the attention it's given on Day 1!</p>
9am-9:20am	Warm Up & Attendance	
9:20am-11:30am	On-The-Water Practice; See "Questions Based Discovery" in the next section "Methods of Teaching in LTR."	<p><i>Launching the Shells</i></p> <p>If you can, set up your coaches as an assembly line, with a coach in the boathouse, passing a crew off to another coach who walks them down to the water, to another coach who leads them through the boat getting on the water. This ensures the athletes all receive the same message.</p> <p><i>On the Water Skills</i></p> <p>We want the athletes to own their experience through question-based discovery. But you'll want to lead the athletes through some basics at the very beginning, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Balancing the Shell</li> <li><input type="checkbox"/> Holding the Oars</li> <li><input type="checkbox"/> Holding Water/Checking it down</li> </ul> <p><i>Build Relationships</i></p> <p>Talk with your athletes. Ask them about non-rowing related subjects. Play games. Be fun. Do things that make the experience enjoyable. Yes, they are there to row, but rowing is the medium for having an enjoyable experience!</p>
11:30am-11:55am	Return Shells back to the boathouse.	
11:55am-Noon	Wrap Up	

**Objective: Prepare athletes for “Race Day”**

<i><u>Timeline</u></i>	<i><u>Staff Actions</u></i>	<i><u>Notes</u></i>
8:45am-9am	Pre-Practice Checklist <ul style="list-style-type: none"> <li>• Coaches arrive</li> <li>• Coaches should meet parents and athletes in the parking lot and direct them to the appropriate location for sign in.</li> <li>• Coaches should set up launches prior to practice.</li> <li>• Coaches should sign each athlete in and confirm they have the following:                             <ul style="list-style-type: none"> <li>○ Swim Test</li> <li>○ Viewed Safety Video</li> <li>○ Waivers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Who is greeting parents?</li> <li>• Who is organizing the Junior coaches?</li> <li>• Who is setting up launches?</li> </ul> These steps are important! They need to be done every day with the attention it’s given on Day 1!
9am-9:20am	Warm Up & Attendance	
9:20am-11:15am	On-The-Water Practice	<i>Practice Races</i> In preparing for the race, let the athletes know “the secret to winning.” Whatever you choose (pulling hard, early leads, staying together), practice that during the water session.  Athletes will feel really excited because “their coach gave them the secret.”
11:15-11:30am	Return Shells back to the boathouse.	
11:30am-Noon	T-Shirt Time + Wrap Up <ul style="list-style-type: none"> <li>• Allow athletes to make their own team t-shirts. Whether its markers or tie-dye, the t-shirts are a great activity for them to do together. It’s a nice addition when Junior coaches can also make their own shirts and join in!</li> </ul>	

Day 10: Race Day

**Objective: Allow athletes to experience a race while giving parents an inside look.**

The end of LTR race is a critical component of this recruitment. While the on-the-water practice plan is targeted towards the athletes, there is an entire component dedicated towards welcoming the parents. For this End of LTR race, all family and friends of the Learn-To-Row athletes are invited to watch the races.

Starting at the beginning of the program, parents are given notice of the race and time, allowing them 2 weeks to adjust their personal schedules. On the last day of Learn-To-Row, the parents are allowed and encouraged to stick around and watch their athletes launch their shells. Next, a coach should bring all guest/visitors on the water to watch the racing (if possible). Coaches can have parents get on the water in shifts, see if your club can partner with a charter boat organization, or allow/encourage visitors to watch from shore. Wherever visitors/guest choose to view the racing from, be sure to accompany them with a coach.

Once settled, parents and guest are encouraged to ask questions. This is critical to recruitment. Many of the questions are the same year to year: 1) Can my child do this during the year? 2) Did my child start too late? 3) Can I do this myself? 4) How much does it cost? 5) How can I sign up? Being available to answer questions, share stories, and connect with the parents goes a long way towards recruitment.

The “racing” is a series of 1-minute pieces, with each shell having a junior coach. The Junior Coach’s role is to 1) continue to excite and encourage their learn-to-rowers and 2) keep accidents from happening (you may need to remind the Jr coaches that winning is not the primary goal). By keeping the races short, you’ll keep the boats close together and give multiple opportunities for success. Inevitably, a crew will catch a boat-stopping crab. If they only have one race, their entire experience is ruined. Multiple races mean multiple opportunities to succeed!

At the end of racing, have an ice cream party. For the athletes, it’s another positive takeaway from their learn-to-row experience. For the parents, it’s more opportunity to ask questions, speak with a coach, and see how the athletes interact with each other. Coaches have information ready for them (handouts, phone numbers, etc.) with contact information and registration instructions.

While every club won’t have the same resources to run the same end of LTR race, there are components of this race that every club can integrate. This includes:

- Get athletes excited about an end-of-session event.
- Give athletes multiple opportunities to succeed.
- Incorporate and introduce families into the community.
- Be available to answer questions.
- Be fun!

<u>Timeline</u>	<u>Staff Actions</u>	<u>Notes</u>
8:45am-9am	Pre-Practice Checklist <ul style="list-style-type: none"><li>• Coaches arrive</li><li>• Coaches should meet parents and athletes in the parking lot and direct them to the appropriate location for sign in.</li><li>• Coaches should set up launches prior to practice.</li><li>• Coaches should sign each athlete in and confirm they have the following:<ul style="list-style-type: none"><li>○ Swim Test</li><li>○ Viewed Safety Video</li><li>○ Waivers</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Who is greeting parents?</li><li>• Who is organizing the Junior coaches?</li><li>• Who is setting up launches?</li></ul>
9am-9:20am	Warm Up & Attendance	
9:20am-11am	On-The-Water Rowing The athletes are going to be really excited for the race. This is a great opportunity for them to demonstrate what they’ve learned in front of parents, families, and friends.	Race Day with Parent Viewing. <ul style="list-style-type: none"><li>• While a lot of this race is for a positive athlete experience, a lot is for a positive parent experience. As a result, make sure parents are close by and able to watch.</li></ul>

	Coaches: Do things that are “fun.” Get them to relax. If they are too anxious prior to the race, they are less likely to enjoy the race.	At least one coach should be with the parents to answer all their questions.  On-The-Water <ul style="list-style-type: none"> <li>• Time on the water should be similar to a regular LTR session. Learning through games, practice starts, and building relationships with the athletes.</li> </ul>
11am	Day Race: 4 x 60 seconds	Short Races <ul style="list-style-type: none"> <li>• Athletes will have a boat stopping crab. By keeping the races short, no crew gets too far behind and everyone gets multiple opportunities.</li> </ul>
11:30am	Return to Docks, Return Equipment, Ice Cream Party, and Dismissal	Ice Cream Party <ul style="list-style-type: none"> <li>• The ice cream party is another opportunity to speak with parents, have one-on-ones, and end the session on a high note. Have enough ice cream for siblings and be sure to be inclusive of those with allergies.</li> </ul>
12-12:30pm	Staff Debrief	Importance of the debrief <ul style="list-style-type: none"> <li>• Go through the roster and highlight the athletes who have potential to impact the team competitively. Reach out to them individually at the end of the summer.</li> <li>• Additionally, go through the following questions as a group: <ul style="list-style-type: none"> <li>○ What was our goal?</li> <li>○ What were some notable events, good or bad?</li> <li>○ What can we learn for next session?</li> <li>○ What should we do differently?</li> <li>○ What went well?</li> <li>○ How well did we communicate?</li> <li>○ When could we have supported each other better?</li> </ul> </li> </ul>

## Methods of Teaching in LTR

A reminder: Learn-To-Row is not a competitive team. Athletes don't have incentive or motivation to improve (yet) and coaches have not built a relationship with the athletes. The objective is to get athletes excited about rowing, the program, and the potential they have! The best teaching styles to achieve these goals would be guided discovery and problem-solving teaching styles.

The next section outlines a few practical ways to achieve that.

### Questions Based Self-Discovery & Games

Playing a game then following up with questions will get the athletes engaged and thinking "how to win the game," and in the process, improve their rowing. The right questions will make sure the athletes make the correct correlations.

<i>Drill Name</i>	<i>Description</i>	<i>Questions to ask</i>
"1-2-3"	<ul style="list-style-type: none"> <li>At "1" athletes raise port handle, drop starboard handle.</li> <li>At "2," athletes raise starboard handle, drop port handle.</li> <li>At "3," athletes bring hands together.</li> </ul>	<ul style="list-style-type: none"> <li>When was the boat unsteady?</li> <li>When was the boat balanced?</li> <li>How can this help us for the rest of practice?</li> </ul>
4 Count Recovery	<ul style="list-style-type: none"> <li>Have athletes Count to 4 on the recovery, taking the catch at 4.</li> <li>Change the count to words, "Instead of 1-2-3-4," try "Chicken, Bird, Dog, Squirrel."</li> </ul>	<ul style="list-style-type: none"> <li>When the rowing was good, what made it good?</li> <li>When it wasn't good, what happened?</li> <li>What can we take out of this to help us for the rest of the day?</li> </ul>
10 Stroke Races	<ul style="list-style-type: none"> <li>See which team goes the furthest in 10 Strokes</li> </ul>	<ul style="list-style-type: none"> <li>How did you get your boat to go so far?</li> <li>How can we do that in a 1-minute race?</li> </ul>

### Compare and Contrast

If an athlete is struggling to understand a concept, contrast the different feelings you want them to feel.

<i>Problem</i>	<i>Feeling</i>	<i>Contrast</i>
Not getting body away before recovery.	Hands hitting knees on recovery vs easy recovery.	<p>Pause at release. Keep hands in and start recovery for 5 strokes.</p> <p>Then pause at arms and bodies away, hands past the knees for 5 strokes.</p> <p>Ask questions.</p>
Blades hitting the water	Blades scraping vs easy recovery.	5 strokes circular rowing vs 5 strokes scraping the water.

### Demo & Try

Sometimes, athletes just need time to figure it out. Coaches can help that process by giving them a live example to see, then the opportunity to try.

With a Junior Coach in an accompanying single or in another shell, either the junior coach 1) just row or 2) demonstrate a drill. Then allow your athletes the opportunity to try and copy it. Don't say anything; Just keep offering an example they can see. Eventually, you'll get one of 3 responses:

- They figure out how to row on their own: GREAT
  - If they figure it out, respond positively with a positive affirmation.
- They ask you a question: GREAT
  - If they ask a question, respond positively with a positive affirmation directed towards the question (which in turn should encourage more questions).
  - A question is an opportunity to coach. Be positive, help them, and athletes be more likely to ask questions again.
- They don't care yet and you conserve your energy: GREAT
  - If they aren't invested or excited, it doesn't matter what you have to say. Until they want to improve, be patient. Don't allow impatience to drive them away from the sport. Give yourself the chance!

## Conclusion and Next Steps

This manual started as a response to an email; “What do I do with the middle schoolers today?” A daily practice plan evolved into a plan for the week. 8-10 of those emails became a season. “How do I keep the middle schooler from getting bored?” became a section on athlete engagement. “We can’t do those drills with that group. What should we do?” became a section on levels of proficiency. “What do we do on Day 1?” became a section on learn to row.

Questions are the driver to growth! And like many of those in pursuit of perfection, the questions don’t stop. There is always more. There were several sections left for a later edition of this manual, such as:

- “These athletes were left on land today. What do I do with them?”
- “How can I make the coxswains better?”
- “What are fun games to get athletes warmed up?”
- “What are different ways to integrate jump roping?”

Once this manual is published, there are going to be several more questions. Those questions are going to drive middle school rowing to an even higher level!

Every team is different. Every team has a different structure, a different body of water, and a different set of circumstances. At the end of the day, if a coach ensures the following principles, they’ll be successful:

- Be a positive role model. Always.
- Be Safe. Always.
- Teach your athletes to love health and fitness.
- Get your athletes to laugh once a day.

Follow those principles and your team will be successful!

## Section 4: Appendices & Additional Workouts

### Plyometric Workouts

#### Plyo Workout #1: Jumps

- Step Box Jumps
  - Point of Emphasis: Quickness.
  - On and Off a box as many times as possible.
- Vertical Jumps
  - Point of Emphasis: Height.
  - Athlete should jump as high as they can each time. Use the pull up bar, marker on the wall, or the ceiling as a gauge of height.
- Horizontal Jumps 1
  - Point of Emphasis: Distance.
  - From 2 feet together, with no wind up, jump as far as possible.
- Horizontal Jump 2
  - Point of Emphasis: Distance.
  - With 1 foot down and 1 foot off the ground, squat down as jump as far as possible.
- Horizontal Jumps 3
  - Point of Emphasis: Speed.
  - From two feet together, jump as far and as quickly as possible 3-4 times in a row.
- Horizontal Jumps 4
  - Point of Emphasis: Speed.
  - From 1 foot down and 1 foot off the ground, jump as far and as quickly as possible 3-4 times in a row.

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- Up and Over 1s
  - Point of Emphasis: Speed & Coordination.
  - Using 5-6 step boxes in a row, with 1-2 feet in between each box and each box laying on the ground left to right, jump on top of each box and onto the ground as fast as possible.
- Up and Overs, Left Leg
  - Point of Emphasis: Speed & Coordination.
  - Using the same set up as “Up and Over 1s,” jump on top of and down from each box using only the left leg.
- Up and Overs, Right Leg
  - Point of Emphasis: Speed & Coordination.
  - Using the same set up as “Up and Over 1s,” jump on top of and down from each box using only the right leg.
- Up and Overs 2s
  - Point of Emphasis: Speed & Coordination.
  - Using the same set up as “Up and Over 1s,” use two feet to jump over each box, landing on the ground with 2 feet each time.
- Drop Downs 1
  - Point of Emphasis: Quickness.
  - From a high box (2-3 feet high), step down off the box, land on two feet, and sprint forward 5-10 feet.
- Drop Down 2
  - Point of Emphasis: Quickness.
  - From a high box, step down off the box, land on two feet, bend into a deep squat, and immediately go into a vertical jump.

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- Lateral Jumps

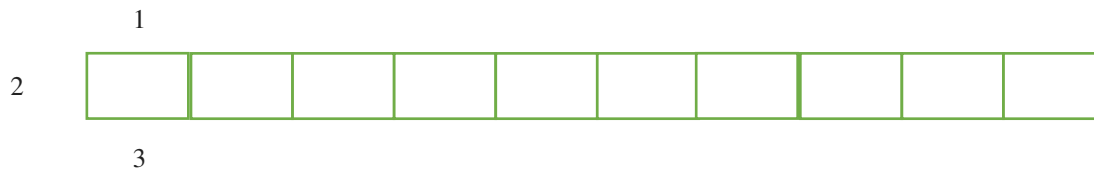
- Standing with feet shoulder length apart, jump as high and as far as possible to one side, then immediately jump back to your starting point.
- Jumping Lunges
  - In a lunge position, jump and switch positions, landing on a lunge position.
- Slalom Jumps
  - Starting in an athletic stance, push off the right leg, aiming to go as far forward and to the left as possible. Land softly on the left leg, while putting the right leg behind you. Once landed, push off the left leg, aiming to land as far forward and to the right as possible. Repeat 4-6 times.

#### Safety Considerations

- Be Safe while doing Plyos
- Land Softly.
- Watch the surrounding areas.
- Keep proper technique.



## Plyo Workout #2: Ladder Work



- Single Leg Hops
  - Athletes start in position 2, facing forward, with the duration of the ladder in front of them.
  - Hop through each ladder square with one foot in each box.
- Double Leg Hops
  - Athletes start in position 2, facing forward, with the duration of the ladder in front of them.
  - Hop through each ladder square with two feet in each box.
- Left Side to Center
  - Start at position 1, standing on the outside of the ladder, with the first ladder square directly next to the athlete's right foot.
  - Jump from the left side of the ladder into the first ladder square using two feet.
  - Then jump\*\* 45 degrees (to the left, forward, and out of the ladder), so the athlete's right foot ends to the left of the 2<sup>nd</sup> ladder square.
  - Repeat this for the duration of the ladder.
- Ride Side to Center
  - Start at position 3, standing on the outside of the ladder, with the first ladder square directly next to the athlete's left foot, and the duration of the ladder in front of the athlete.
  - Jump\*\* from the right side of the ladder into the first ladder square.
  - Then jump 45 degrees (to the right, forward, and out of the ladder), so the athlete's right foot ends to the left of the 2<sup>nd</sup> ladder square.
  - Repeat this for the duration of the ladder.
- Left to Center to Right and Back
  - Start at position 1, standing on the outside of the ladder, with the first ladder square directly next to the athlete's right foot, and the duration of the ladder in front of the athlete.
  - Jump\*\* to the 1<sup>st</sup> center ladder square.
  - Jump 45 degrees (to the right, forward, and out of the ladder), so the athlete lands to the right of the 2<sup>nd</sup> ladder square.
  - Jump to the 2<sup>nd</sup> center ladder square
  - Jump 45 degrees (to the left, forward, and out of the ladder), so the athlete lands to the right of the 3<sup>rd</sup> ladder square.
  - Repeat this for the duration of the ladder
- 1 Foot at the Time, Straight Forward
  - Start feet together at position 1, with the first ladder square directly in front of the athlete, and the duration of the ladder in front of the athlete.
  - Each foot goes into and out of each box, always leading with the same foot.
  - Repeat with the opposite foot.
- Hopscotch
  - Start feet together at position 1, with the first ladder square directly in front of the athlete, and the duration of the ladder in front of the athlete.
  - Jump forward to the first ladder square and land on left foot.
  - Jump forward to the 2<sup>nd</sup> ladder square and land on both feet.
  - Jump forward one space to the 3<sup>rd</sup> ladder square and land on right foot.
  - Jump forward one space to the 4<sup>th</sup> ladder square and land on both feet.
  - Repeat.
- In and Out
  - Start feet together at position 1, with the first ladder square directly in front of the athlete, and the duration of the ladder in front of the athlete.
  - Jump 2 feet into first ladder space.
  - Jump 2 feet outside of the 2<sup>nd</sup> ladder square.

- Jump 2 feet forward into the 3<sup>rd</sup> ladder square.
- Repeat.
- Lateral Jumps
  - Start at the position 1, facing left so the length of the ladder is to the athlete's right side. Standing in position 1, the first ladder square will be directly next to the athlete's right foot.
  - Side jump\*\* through each ladder box.
  - Repeat on other side.
- Jumping Jacks
  - Start at position 1, with the duration of the ladder in front of the athlete. The left foot will be on the left side of the first ladder square and the right foot will be on the right side of the first ladder square. Hand will be above the athlete's head.
  - Athlete will jump forward into the 2<sup>nd</sup> ladder square, bringing their feet together inside the 2<sup>nd</sup> ladder square and their hands to their side.
  - Athlete will jump forward with feet landing to the outside of the 3<sup>rd</sup> ladder square and clap their hands together above their head.
  - Repeat.

#### Variations\*\*

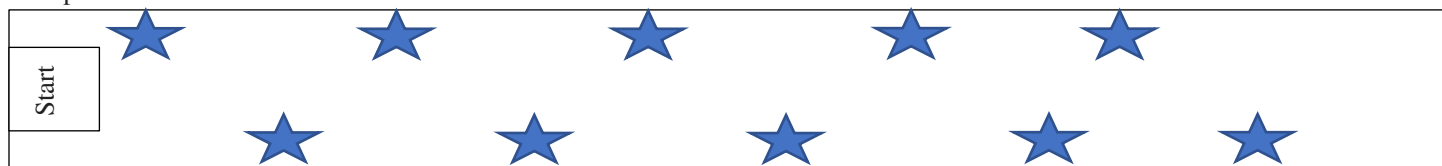
- Single Leg
- Feet Together
- With a sprint at the end
- With med ball overhead
- High Knees

#### Safety Considerations

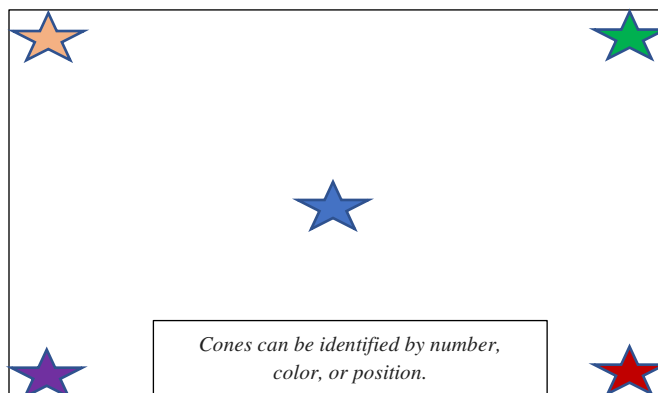
- Always move in an athletic stance.
- When sprinting, be sure athletes keep their head up and see where they are running.
- When returning to the back of the line, be sure not to cross paths with anyone else starting the drill.

## Plyo Workout #3: Cone Workout

Set up cones as follows:



- Zig Zag Run 1
  - Athletes start at the beginning of the course, facing forward, with the duration of the cones in front of them.
  - Athletes run toward towards the first cone, touching the cone with their left hand.
  - Athletes then runs towards the 2<sup>nd</sup> cone, touching the cone with their right hand.
  - Athletes continue for the rest of the course.
- Zig Zag Slide, Left to Right
  - Athletes start at the beginning of the course, facing left, with the duration of the cones to the right of their bodies.
  - Athletes slide towards the first cone, touching with either hand.
  - Athletes then slide towards the 2<sup>nd</sup> cone, touching with either hand.
  - Athletes repeat for the rest of the course.
  - Athletes should repeat the exercise, facing right, with the duration of the cones to the left of their bodies.
- Zig Zag Run 2
  - Athletes start at the beginning of the course, facing left, with the duration of the cones to the right of their bodies.
  - Athlete should run toward the first cone, touching with either hand.
  - Athletes should back pedal to the 2<sup>nd</sup> cone, touching with either hand.
  - Athletes repeat for the rest of the course.
  - Athletes should repeat the exercise, facing right, with the duration of the cones to the left of their bodies.



- Follow Commands
  - Athletes start at the center position.
  - A coach will yell out a cone by its identifier (ex: “Blue,” “Two,” or “Front left.”)
  - Athlete will run and touch that cone.
  - Once an athlete has touched that cone, a coach will yell out a new identifier (ex. “Green, “One,” or “Center.”)
  - Repeat for 30-45 seconds.
- Figure 8; Turn and Face
  - Athletes will start at one of the corner cones.
  - Athletes will run in a figure 8 pattern, always looking at the cone they are running towards.
- Figure 8, Always Facing Forward
  - Athletes will start at one of the corner cones.
  - Athletes will always face the same direction.
  - Athletes will run in a figure 8 pattern, always looking in the same direction.
    - Facing forward when running forward.
    - Sliding when moving laterally.

- Back peddling when moving backwards.

#### **Plyo 4 Workout: Combination Workout**

- Combine parts of each of the other workouts to make your own workout.

#### **Plyo 5: Jump Rope**

- Jump rope with 2 feet together.
- Jump rope left foot only.
- Jump rope right foot only.
- Jump with a bounce in between jumps.
- Jump with no bounces in between jumps.
- Backwards Jump with 2 Feet
- Backwards jump with left foot only.
- Backwards jump with right foot only.
- Double Unders
- Criss Cross Jumps

## Eye Hand Coordination Games & Activities

### Handball

Point of Emphasis: Eye Hand Coordination, Teamwork, Moving to Open Spaces

Goal: Get the ball into the opposing team's area.

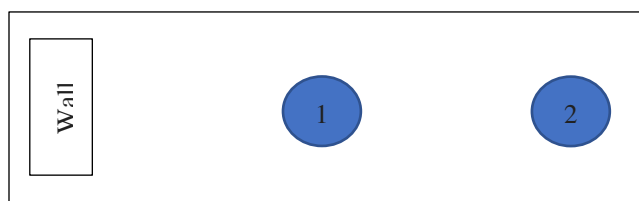
- Divide into 2 Teams
- Team 1 starts with the ball.
- When a person is in possession of the ball, they cannot move. They can only throw the ball.
- Teams may pass the ball to each other in order to progress towards their opponent's goal area.
- Their teammates are required to "get open" in order to receive a pass from their teammate with the ball.
- The opposite team may defend by blocking passes from the person with the ball. Defenders may not impede another athlete's movement.
- If the ball is dropped or the other team intercepts a pass, the other team gets the ball.
- Once a team scores, the other team gets the ball and the game quickly starts again.

### Tennis Ball Drills

Point of Emphasis: Eye Hand Coordination

Drills:

- Tennis Ball Shuttle
  - Standing with one person (person 1) standing in front of another (person 2)
  - Person 1 sprints forward 10 feet and turns around.
  - When they turn around, person 2 tosses them a ball. Person 1 catches it, throws it back to Person 2.
  - Person 1 sprints back to the start. Takes the ball from Person 2.
  - Person 2 sprints forward 10 feet and turns around.
  - When they turn around, person 1 tosses them a ball. Person 2 catches it, throws it back to Person 1.
  - Repeat.
- Soft Toss with increasing speeds
  - Toss a tennis ball with a partner back and forth.
  - Use variations such as:
    - Throw left hand
    - Throw right hand
    - Throw underhand
    - Throw overhand
    - Catch left hand
    - Catch right hand
    - Catch both hands
    - Throw in the air
    - Throw with a bounce off the ground
- Toss against wall, back to wall
  - Person 1 starts 10 feet away from a wall, looking at person 2.
  - Person 2 starts 20 feet away from a wall, looking at the wall.
  - Person 2 throws a tennis ball over Person 1, at the wall.
  - As the ball passes over Person 1, Person 1 turns around and tries to catch the ball off the wall.



- Toss Against Wall, back to thrower
  - Person 1 starts 10 feet away from a wall, looking at the wall.
  - Person 2 starts 20 feet away from a wall, looking at the wall.
  - Person 2 throws a tennis ball over Person 1, at the wall.
  - As the ball passes over Person 1, Person 1 tries to catch the ball off the wall.

## 4-Corner Soccer

Point of Emphasis: Eye Hand Coordination, Teamwork, Moving to Open Spaces

Goal: To have *the least* number of points.

- Divide your group into 4 teams.
- Each team is responsible for guarding its own goal, which are placed in 4 corners of the playing area.
- Play with the same rules as regular soccer (no hands, no pushing, etc.). Then a team gets scored on, they receive a point.
- Once a goal is scored, the ball is quickly grabbed and put back into play.
- To increase the number of participants, add a 2<sup>nd</sup> ball if your space and safety considerations allow.
- The team with the fewest points is the winner at the end of the allotted time.

## Juggling<sup>17</sup>

Equipment:

- Beginner juggling balls
- 3 Pairs of bundles socks
- Bean Bags
- Tennis balls per athlete (will bounce everywhere, more chasing than practicing)
- DIY Juggling Balls with Balloons and Rice.

Stance:

- Stand with feet shoulder width apart, relaxed shoulders
- Keep hands down by hips, not up by chest; Allow gravity to help!
- Start with large arcs; slow and high patterns to begin.

Step 1: Start with 1 ball

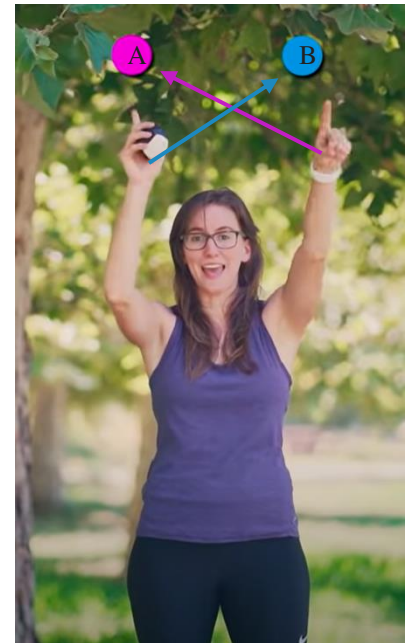
- Athletes should create 2 points above their head where they will aim.
  - Example: **Point A (right)** and **Point B (left)**. Your opposite hand will aim and throw to the opposite point. (left hand will throw to point A, right hand will throw to B)
- With 1 ball, athletes should practice hitting their points.
  - Focus on the higher throw, not short and tight.

Step 2: 2 Balls

- Athletes should start to throw to their Point A with their dominant hand.
- When that ball starts falling, throw 2<sup>nd</sup> ball to Point B.
  - Athletes can say a pattern out loud to themselves, ex. “right...left...catch...catch...” Start working on that rhythm.
- Next, switch to starting with non-dominant hand
  - ex. “left...right...catch...catch”
- Athletes should focus on throwing the balls at the same height and in the same plane.
  - Athletes should imagine they are in a toaster and if they throw too far forward or too far back, they’ll get zapped!
- Trouble with 2<sup>nd</sup> ball? Athletes should set an intention on throwing it to Point B. It’s okay if it falls to the ground, just practice the throw. Once you feel comfortable...

Step 3: 3 Balls

- Athletes should start with 2 balls in their dominant hand and 1 in their non-dominant.
- Athletes should start with identifying points A and B.
- When the 2<sup>nd</sup> ball starts falling from B, throw the 3<sup>rd</sup> ball to Point A, catch and STOP.



<sup>17</sup> Special Thanks goes to Maureen McAuliffe, ARION athlete and Team USA rower, for her contributions to this section.

***It is particularly important for athletes to progress 1 catch at a time at this stage to avoid frustration and becoming overwhelmed. It should sound like this out loud, “right...left...right...catch” or “left...right...left...catch”.***

*After mastering 1 cycle like that, add a 4<sup>th</sup> throw, catch and STOP. “right...left...right...left...catch”. After mastering 4, add a 5<sup>th</sup> throw. Once you can do 6 in a row, you have QUALIFIED THE PATTERN! Pat yourself on the back and go for your record!*

#### Troubleshooting

- Cannot let go of that 3<sup>rd</sup> ball
  - Athletes should practice the perfect pattern with points A and B but not catching, let them fall to the ground.
  - Get used to releasing that 3<sup>rd</sup> ball. Eventually catch 1<sup>st</sup> ball, let other 2 fall. Then catch ball 1 and 2, let 3<sup>rd</sup> fall. When ready, try to catch all 3 and stop! Celebrate!
- Pattern is way off
  - Athletes should go back to rhythm and hitting points A and B. “1, 2, catch, catch”. Check where hands are in space and do not throw 2<sup>nd</sup> ball until the 1<sup>st</sup> one starts falling.
- Chasing the balls/running forwards and back
  - Practice up against the wall to prevent running forward, face away from wall to prevent running backwards. Athletes should think of the plane they are working in.
  - Tips at home: practice over your bed! Less bending over.

#### Speed Kick Ball

Point of Emphasis: Eye-Foot Coordination. Eye-Hand Coordination. Fun and Laughter.

- Follow the same rules as standard kick ball with a few variations:
  - Each player gets one opportunity to kick. Kick and go.
  - Once the ball returns to the pitcher, the next person goes immediately.
  - Bases can have more than one athlete on them.
  - Athletes don't have to run on every play and athletes can be passed by another teammate.
  - If the pitcher is unable to provide quality pitches, they should be replaced for the sake of keeping the game moving.

#### Water Bottle Dodgeball

Point of Emphasis: Eye-Hand Coordination, Throwing, Catching, Teamwork, Fun and Laughter

- Follow the same rules as standard dodgeball, with a few variations:
  - In half the play area, each team will set up 5 water bottles on the back half of their side.
- On go, athletes will use the dodgeballs to try knock over the other teams' pins. Athletes may not use their bodies to protect the pins.
- First team to knock over all the other teams' pins wins. Mix up the teams and play again.
- To keep more athletes involved, considering adding this variation:
  - 1-2 athletes (depending on the size of the teams) can step aside and do 10 squats to get 1 pin back up. Those athletes won't be able to defend the other pins, catch, or throw dodgeballs. Teams will need to discuss a strategy, weighing the pros and cons of being down a player while “re-standing” a pin.

## Body Weight Circuits

Circuit should be 50” on/ 10” off and rotate. Always remember to explain and emphasize the following:

- Safety First
  - Use Proper Technique
  - Be aware of your surrounding
  - Stay Focused on Task
- Athletes can work together to remember each station
  - Athletes don’t need to remember each station; they can simply rotate and ask the previous person what they should do.
- Adaptations
  - If coaches have too many athletes, consider 30” on/30” off, with athletes who are “off” peer review those who are on. Excellent way to integrate peer teaching and ensure athletes know all the proper cues.

### Body Weight Circuit #1

- Step Up-Knee Up
- TRX or Elastic Band Row
- Bar-Overhead Press
- Bar-Upright Row
- Ski Erg
- Squats
- Swiss Ball (SwB) Sit on Ball
- (Swb) Sit on Ball, Foot off the Ground
- (SwB) Sit on Ball, Foot Extended
- (SwB) Jack Knife
- (SwB) Side Jack Knife
- (SwB) Knee Tucks
- (SwB) Hamstring Curls
- (SwB) Single Leg Lifts
- (SwB) Horizontal Toe Touches
- (SwB) Sit on Ball

### Body Weight Circuit #2

- Single Leg Stand Ups
- Elastic Band Push Ups
- Bar-Bent over Row
- Bar-Lunges
- Burpees
- Swiss Ball (SB) Balance
- (SwB) Bridge
- (SwB) Bridge with Leg Extended
- (SwB) Bridge with Marching Men
- (SwB) Bridge to Hip Lifts
- (SwB) Push Ups, Feet on Ball
- (SwB) Hip Lifts, Feet on Ball
- (SwB) Disco Ball
- (SwB) Knees Side to Side
- (SwB) Sit on Ball



### **Body Weight Circuit #3**

- Single Leg Squats
- TRX Knee Tucks
- Bar-Reverse Curls
- Bar-Overhead Squats
- Farmer's Carries
- (SwB) Plank on Swiss Ball
- (SwB) Stir-the-Pot
- (SwB) Swimmers
- (SwB) Push Ups, Hands on Ball
- (SwB) Passovers
- (SwB) Pike (A, H)
- (SwB) Clams
- (SwB) Vertical Toe Touches
- (SwB) Sit on Ball

### **No Equipment Needed Circuit #1**

- Squats
- Lunges
- Burpees
- Mountain Climbers
- Push Ups
- Sit Ups
- Plank
- Swimmers
- High Knees
- Bear Crawl
- Crab Walk
- Sumo Squats
- Frog Jumps

### **Limited Equipment Needed Circuit #2**

- Squats
- Lunges
- Step Up Knee Up
- Single Leg Squats
- Single Leg Stand Ups
- Duck Walk
- Overhead Squat
- Overhead Press
- Reverse Curls
- Bent over Rows
- Upright Row
- Push Ups & Assisted Push Ups
- Pull Ups & Assisted Pull Ups

### **No Equipment Needed Core**

- North South Taps
- Inchworm

- Plank Series
  - Regular Plank
  - Extended Plank
  - Side Plank
  - High Plank
  - High Side Plank
  - Ball Plank
  - Spiderman Plank
  - Cross-through Planks
  - Up-Down Planks
- Side to Sides
- Woodchoppers
- Mountain Climbers
- Leg Lifts
- Hip Ups
- Rocky Abs
- Mogul Jumps
- Gorilla Ups
- Standing Bike
- Reverse Crunch
- Superheroes
- Pelvic Bridges
- Swimming (on land)
- Back Extensions (can add ball)
- Quadruped

### **Functional Training Circuit**

- Medicine Ball Slams
- Medicine Ball Overhead Reverse Throws
- Medicine Ball Chest Pass Throws
- Medicine Ball Rock and Roll Up
- Medicine Ball Squat and Throw
- Med Ball Big Circles
- Farmers Walk
- Monkey Bars Walk on Pull Up Bar

## Stamina Activities

10/20/30

- Athletes should sprint for 10 seconds, jog for 20 seconds, walk for 30 seconds.
- Build the number of cycles an athlete completes over the course of the season.

## Steady Jogging

- Athletes should work on steady jogging, with an emphasis on “not stopping.” The goal shouldn’t be to sprint and stop but add consistency.

## Crab Walk Tag

Point of Emphasis: Strength

- The entire group is to crab walk and try to tag someone's feet.
- If an athlete is tagged, they need to do 3 tricep dips to return to the game.

## Kick Returner

Point of Emphasis: Agility/Change in Direction, Teamwork

- The group is divided into 2 teams.
- Teams start on opposite sides of the playing area, with their backs against the boundaries.
- One team is offense and receives a throw/kick from the other team, the defense.
- On a coaches' start, the offense tries to run the ball to the opposite side of the gym without being hand tagged.
- The offense team may pass backwards to a teammate, but not forward.
- If an offense player is tagged with both hands, they are “down,” the play is over, and the other team receives a “kickoff.”
- If the offense can reach the other end without being tagged, they will receive a point.

## Simon Says

Point of Emphasis: Listening, Fun and Games

- Using the standard rules of “Simon Says,” integrate warm up exercises to start.
- Start with 5-8 minutes of “no elimination,” where the goal is to get caught as few times as possible.
- If a coach chooses, they may add an “elimination” round at the end where athletes who are caught need to sit out.

## Box Tag

Point of Emphasis: Agility

- Set up four cones in a box, with fifteen yards between each one.
- Have two athletes start in one corner, blow your whistle twice.
- Allow the first athlete (the runner) to get a slight head start on the second athlete (the chaser).
- The runner can run in any direction and change directions as needed as long as they stay within the boundaries of the box.
- The drill ends if the runner moves outside the box, is tagged, or if the runner can out-manuever the chaser for ten seconds.
- To add a competition aspect to it, coaches can divide their team up into groups of three or four and have one member from each group play against a member from other groups in a round robin format, keeping score throughout.

## Push Up Tag

Point of Emphasis: Strength, Agility

- Start with two people in a push-up position, with the athlete's heads towards each other, with their heads about 6 inches apart.
- The objective is for each athlete to tag their opponent's hand.
- Once an athlete's hand has been tagged 3 times, they should do 10 push-ups.

## **Boxing Tag**

Point of Emphasis: Agility, Speed, Conditioning, Hand-Eye Coordination

- Start with establishing a play area, using 4 cones in each corner, about 5 feet from each other.
- Athletes will face off against an opponent, with the objective of tapping their opponent's knee.
- Every time an athlete taps their opponents' knee, they receive a point.
- Athletes are encouraged to keep moving the entire time with a heavy emphasis on deliberate and safe moves.
- First athlete to 10 points wins.

## **Balloon Keep Up**

Point of Emphasis: Agility, Teamwork

- The objective is for athletes to work as a team to keep the balloons in the air.
- Athletes will spread over a designated play area to start.
- Athletes start with 1 balloon and are to keep it in the air as long as possible.
- Every 10 seconds, a coach will add another balloon.
- When a balloon hits the ground, the number of balloons is score.

## **4 Square**

- Follow standard rules of 4-Square, with the following adaptations to ensure inclusion:
  - Adapt the athlete rotation so athletes rotate evenly.
  - If an athlete scores, that athlete gets a point and highest point total wins.

## Speed

### Every Minute on The Minute (EMOM)

- Athletes can do a variety of exercises, lasting 10-30 seconds. When they complete the exercises, the remaining time left in that minute is their rest. Exercises can include:
  - Sprints
  - Strength building exercises

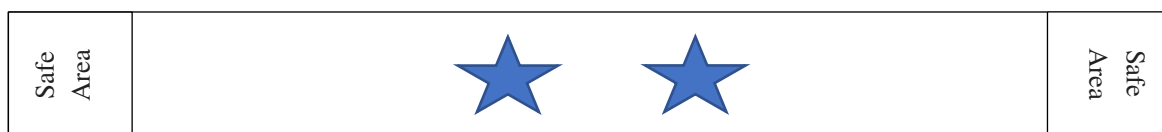
### Relay Races

- Coaches can assign a variety of skills and drills to perform, in a relay format. Example relays include:
  - Wind Sprints
  - Crab Walk—>5 Burpees—>Bear Walk
  - Skip—>5 push-ups—>Sprint
  - Side to side cone touches—>5 lunges each leg—>Sprint back
  - Wheelbarrow—>10 Jumping Jacks—>Wheelbarrow Back—>10 Jumping Jacks
  - “NO HANDS GET UP:”
    - Athletes run to turning point, stop, lie down on their backs, fold hands across chest and get up without moving their arms, and run back to finish line.
  - “STANDING PRETZEL RACE or RELAY”
    - Have athletes get into pretzel positions by standing on their left leg.
    - Lift the right leg and cross it in front of the left knee.
    - Cross arms in front of the body.
    - On the word “go” hop to the finish line. The “pretzel” who gets to the finish line 1st wins.
  - JUMP THE CREEK!
    - Need: Two long jump ropes.
    - Set-Up as follows:



- Divide the athletes into two teams, with each team on at either end of the play area.
- On a coaches’ signal, the two teams run and try to jump the ropes.
- After each attempt, coaches can continue widening the gap between the ropes each time.
- If the students land in the creek, they must dry their feet (lie on their back and shake their legs)
- They then get up and continue the jumps!
- WIGGLE WORM RELAY
  - Athletes form relay lines.
  - Everyone in each line puts their left hand between their legs and the person behind grabs that hand with their right hand.
  - Athletes then run on a given signal to the other end of the playing area and back.
  - The first team to return ‘intact’ wins!

### Rock, Paper, Scissor Tag



- Athletes face each other and play R-P-S.
- Winner is “chaser” and loser is “runner.”
- Runner is to run 180 degrees and sprint to the safe area. Chaser tries to catch them

- If the chaser can catch the runner before the runner makes it to the wall behind them, they get a point. Otherwise, runner gets a point.
- Play to 5 points and switch partners.

### **Knee Tag**

- Athletes should work in pairs, about 1-2 feet away from each other, facing each other.
- Each athlete is trying to tag their partner's knee and avoid being tagged.
- Every successful tag is a point.
- Athletes can play for 20-30 seconds, then switch partners.