

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 1 (AGILITY)

**LESSON OBJECTIVES:** To be able to use quick reactions to instructions given. To use appropriate footwork to assist quick reactions.

## WARM UP (10/15 MINS) Do Si Do

- In pairs, players stand opposite their partner in two lines
- Teacher calls a movement, E.g. "Skip", and the pupils skip to meet their partner in the middle
- Once they meet they "DO SI DO" (move around partner back to back) and skip back to starting position.
- Change movement – Run, Hop, Jump.
- Add a movement when they meet in middle.

## TASK ONE (15/20 MINS) Falling Gumballs

- To catch the falling gumballs before they hit the ground.
- Pupils spread out and move around the working area using a variety of movements.
- Half the class have a ball and wear a bib.
- Pupils with a ball must throw it in the air for another pupil to catch.
- Pupil returns ball back to bibbed pupil once they have caught it.
- Pupils must attempt to catch the ball before it bounces.

**Develop:** how many falling gumballs can you catch in 30 seconds.

## TASK TWO (15/20 MINS) Line Basketball

- Divide class into three even groups.
- Groups to form a line the length of working area. One pupil to stand in hoop at front of line facing the group.
- Number each pupil. When their number is called they collect ball and pass to every pupil in their line before passing to pupil in the hoop to score a point.
- First team to score get 3 points, second 2 points, third 1 point.
- Play until everyone scores.

**Develop:** Groups to time how quick they can make passes along line before scoring.

## EVALUATION (5/10 MINS)

- In their three groups, discuss the advantage of having quick footwork when passing along the line. Why must you have your hands ready?

<https://activeforlife.com/resource/individual-lesson-plans>

<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Bibs
- Variety of balls
- Hoops

## KEYWORDS/PHRASES

- Eyes/Head up
- Hands Ready
- Spatial Awareness
- Change Direction
- Chest Pass
- Bounce Pass

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Use a smaller ball (*Task One*)

Use larger balls or balloons (*Task One*)

Increase the distance between each pupil in line (*Task Two*)

Allow them to catch ball after it bounces (*Task One*)

Challenge them to use a variety of passes (*Task Two*)

**INCLUSION:** TA/Support staff working with specific groups/children.

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 2 (AGILITY)

**LESSON OBJECTIVES:** To be able to use quick, Sharpe movements to outwit your partner. To move quickly in a pressured game situation.

## WARM UP (10/15 MINS) Knee Tag

- Place pupils into pairs facing each other.
- Pupils try to tag their partner on their knees.
- Pupils cannot turn and run away from their partner.
- Every time they tag their partner on knee they get one point.

## TASK ONE (15/20 MINS) Outwitted

- Working in pairs.
- Two cones each. Facing each other about 2/3 metres apart, place cones either side (as if standing in a goal) the same distance apart.
- One player is the mover, the other the shadower.
- The aim of the mover is to outwit their shadower by dodging and touching either cone before their shadower or to try and send them in the wrong direction.
- Start in the middle of the cones each time. Have 3/4 attempts then swap roles

## TASK TWO (15/20 MINS) Beanbag Hunt

- Divide pupils into groups of five.
- Each group has a colour name (use bibs).
- Place the different coloured bean bags underneath cones that are scattered around the working area.
- Pupils race, one pupil from each team at a time, to find a bean bag.
- Pupils search for one allocated-colour bean bag, one colour per team!
- If the pupil lifts up a cone and it is the correct colour bean bag for their team, they take it back to the starting position.
- If there is nothing under the cone, or if they reveal a bean bag of a colour of a different team, they leave it there and return empty handed.
- Pupils may only look under one cone each time they search.
- The first team to find the eight bean bags of their allocated colour wins.

**Develop:** Put a time limit on the game, thus encouraging the players to make quick decisions. Allow two players to search at once, working as a pair, or even a whole team at the same time.

## EVALUATION (5/10 MINS)

- Discuss as a class what the word agility means. What is good agility? What does bad agility look like? When might we need to have good agility?

<https://activeforlife.com/resource/individual-lesson-plans>

<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Cones
- Bibs
- Flags/Tags
- Beanbags

## KEYWORDS/PHRASES

- Knees
- Head up
- Look for space
- Shadow
- Weave/dodge

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Encourage pupils to use quick sharp movements (*Task One*)

Encourage pupils to use slow movements (*Task One*)

Pupils to use more challenging movements towards cones (*Task Two*)

Allow pupils to look under two cones to find a beanbag (*Task Two*)

Pupils to only use one hand when searching for a beanbag (*Task Two*)

**INCLUSION:** Working with TA/Support staff monitoring them

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 3 (AGILITY)

**LESSON OBJECTIVES:** To be able to work as a team and discuss appropriate techniques and strategies. To listen and respond to instructions as quickly as possible.

## WARM UP (10/15 MINS) Foxes & Farmers

- Mark out working area with cones.
- All pupils are foxes apart from one who is a farmer.
- All foxes place a bib in the back of trousers as a tail.
- Farmer must chase foxes to catch their tails.
- If caught they become a farmer.

## TASK ONE (15/20 MINS) Protect the King or Queen

- Divide class into groups of five.
- Four pupils in group form a circle, facing inwards with arms linked. One pupil has a bib as a tail, the King or Queen.
- The group of four must move clockwise and anti-clockwise to protect the King or Queen.
- Remaining pupil must try and take the bib from the King or Queen.

**Develop:** Make groups bigger so that the circle formed by children is increased in size.

## TASK TWO (15/20 MINS) Corner to Corner

- Using same groups as above.
- Each group has a colour name (use bibs if you have them).
- Place groups into areas/corners of working area.
- Teacher calls out two colours. Those groups/colours must swap places.

**Develop:** Pupil to become tagger. Groups with most pupils left after 30 seconds wins.

## EVALUATION (5/10 MINS)

- Discuss techniques and strategies used in protect the King or Queen. Groups to demonstrate how they protected their team mate.

<https://activeforlife.com/resource/individual-lesson-plans>  
<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Cones
- Bibs

## KEYWORDS/PHRASES

- Head up
- Listen for command
- 'GO'
- Reactions
- Move feet quickly

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Limit them to more difficult ways of moving (**Warm Up**)

Allow pupil to have two tails/bibs either side of their body (**Warm up**)

Pupil to be controlling a ball with their feet at the same time (**Task One**)

Pupil to stand in middle of the circle and other pupils link around them (**Task One**)

Limit them to more difficult ways of moving (**Task Two**)

**INCLUSION:** With support of TA/Support staff using lighter/slower equipment

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 4 (BALANCE)

**LESSON OBJECTIVES:** To be able to explore a number of different balances. Children to understand how balances can be used within a game.

## WARM UP (10/15 MINS) Animal Balance

- Pupils move around working area.
- Teacher to call out name of animal. Children to move or stand while intimidating the animal called.
  - Giraffe: Tall on tiptoes
  - Monkey: Moving on all fours
  - Kangaroo: Big jumps, landing on two feet
  - Elephant: Big and wide.

## TASK ONE (15/20 MINS) Swamp Monster

- Place hoops around working area (enough for one per pupil).
- Pupils move around working area, avoiding hoops.
- Pupils can use a variety of movements.
- If a pupil touches a hoop it means the swamp monster has caught them. To free themselves they must perform 10 star jumps in hoop.
- On call of "monsters" pupils must find a hoop and perform a balance for 3 seconds.

**Develop:** Challenge pupils to use certain body parts when performing a balance.

## TASK TWO (15/20 MINS) Island Tag

- Divide pupils into pairs.
- Using hoops above as islands.
- One pupil is a runner and one is a catcher.
- On teachers signal the catcher spins round twice on the spot to give runner chance to get to another hoop.
- Catcher must try and catch their partner before they get to another hoop.
- Runner to perform a balance in the hoop they get to.

**Develop:** Runner cannot run to a hoop that is the same colour as they were in.

## EVALUATION (5/10 MINS)

- In pairs, children to demonstrate and observe each other practicing a balance they have used during the lesson.

<https://activeforlife.com/resource/individual-lesson-plans>  
<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Hoops
- Cones

## KEYWORDS/PHRASES

- Space
- Change direction
- Balance
- Head up
- Three seconds

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Challenge pupils to come up with animals and the way they move *(Warm Up)*

Add more hoops *(Warm Up)*

Hold balance for longer than three seconds *(Task One)*

Hold balance for less than five seconds *(Task One)*

They have to use a specific body part to balance on *(Task One)*

Allow pupils to move to hoop they are near to *(Task Two)*

Can you get to three hoops in a row without getting caught? *(Task Two)*

**INCLUSION: No limit on how long they have to balance for. Support from TA/Support staff during task two**

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 5 (BALANCE)

**LESSON OBJECTIVES:** To be able to hold a number of different static balances. To perform and hold a static balance while holding equipment.

## WARM UP (10/15 MINS) Zookeepers Tag

- Choose two “zookeepers” to be “it” and gives them each a bib.
- All other children are “wild animals”.
- Place 6 hoola hoops (animal enclosures) around the activity space.
- Ask all “wild animals” to spread out around activity space.
- On your signal, the “zookeepers” try to tag the wild animals.
- When tagged, animals must go to an “enclosure” and freeze in the shape of an animal.
- Another animal can free them by lifting the hula hoop over their head.
- Switch the “zookeepers” every 2 minutes.

## TASK ONE (15/20 MINS) Compass

- Divide class into pairs.
- Pairs make a small diamond with four different colour cones (give cones a name).
- One pupil stands in middle of diamond while partner calls instructions.
- While balancing on one-foot pupil must touch cone that matches instructions. E.g. touch red, touch yellow, touch blue.
- Pupil calling instructions can call sequence instead of just one.

**Develop:** challenge pupil to perform instructions while holding equipment

## TASK TWO (15/20 MINS) Balance Battles

- Working in pairs from task one
- Pupils to stand facing each other with a cone in the middle.
- Using a number of balances pupils battle each other to push or pull their partner to other side of cone.
  - Push back to back to get over line
  - Standing on one leg pull each other over cone
  - Standing on one leg push shoulder to shoulder.

## EVALUATION (5/10 MINS)

- In pairs from task two, pupils to discuss the challenges they faced when balancing. What can help us to balance?

<https://activeforlife.com/resource/individual-lesson-plans>  
<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Cones
- Bibs
- Hoola Hoops

## KEYWORDS/PHRASES

- Skipping
- Jumping
- Hopping
- Jogging
- Static balance
- Seated balance
- Standing balance

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Challenge pupils to perform more challenging animals (*Warm up*)

Make diamond of cones smaller (*Task One*)

Make diamond of cones bigger (*Task One*)

Limit the amount of instructions given (*Task One*)

Pupils to hold equipment (*Task Two*)

Allow pupils to practice all battles on two feet before balancing on one (*Task Two*)

**INCLUSION:** Working with TA/Support staff monitoring them. Choose one or two simple movements

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 6 (BALANCE)

**LESSON OBJECTIVES:** To be able to practice and hold a number of different balances. To work as a group when using equipment to refine correct balance position

## WARM UP (10/15 MINS) One-foot hot potato tag

- Teacher to choose 2 children to be “it”.
- Children who are “it” each have a bean bag or foam ball and must tag the other children by touching them with the bean bag or ball.
- All children must move around activity space by hopping on one foot.
- When a child is tagged, they are given the bean bag/foam ball and they are now “it”.
- Teacher uses cones to mark off one corner of the activity space as a “safe zone” Children can go to the safe zone for a 10 second rest then must join back in - Teacher should specify how many children can be in the safe zone at once (*e.g. Only 4 people are allowed in the safe zone at a time.*).

## TASK ONE (15/20 MINS) Balance Poses

- Divide class into pairs.
- Pupils to practice a number of different balances with their partner.
  - **Star:** Stand up straight and spread feet wide apart. Extend your arms sideways at shoulder height and parallel to floor, palms facing forward.
  - **Dog pointer:** Begin on all fours, hands under shoulders, knees under hips. Stretch left arm and right leg out so that they are parallel to floor.
  - **Sitting on horse:** Stand with feet wide, knees bent, and arms in front as if holding the reins.
  - **Snowerboarder:** Similar to “sitting on horse”, but arms are extended to the sides and parallel to ground. Bend knees and lean to one side or the other.

**Develop:** Make small groups and ask them to practice the balance poses and take turns making up their own poses that all the children in the group can do together

## TASK TWO (15/20 MINS) Balance pass

- Divide pupils into groups of 5.
- Groups spread out around activity space and each group makes a circle.
- Each group has a piece of equipment.
- Explain that you will call out a balance pose and then begin the music.
- When the music is playing, I want you to hold the balance I call out and try to pass the ball around the circle.
- Count out loud the number of times you can roll, pass, or bounce the ball, bean bag, or balloon without losing your balance.

## EVALUATION (5/10 MINS)

- **Groups to discuss what they found easy and hard about holding equipment when trying to balance**  
<https://activeforlife.com/resource/individual-lesson-plans>  
<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Cones
- Bean bags
- Large balls
- Small balls
- Music
- Balloons
- Bibs

## KEYWORDS/PHRASES

- Balance
- Look forward
- Good pose
- Body still
- Hold for 5, 10, or 15 seconds

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Challenge pupils to hold equipment  
(*Task One*)

Allow pupils to jump instead of hopping  
(*Warm Up*)

Pupils to be more specific with there  
feedback to partner (*Task One*)

Pupils to practice just one or two  
balances (*Task One*)

Encourage pupils to use less  
challenging equipment (*Task Two*)

**INCLUSION:** Use a hoop to help them balance in. Encourage them to choose their own equipment

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 7 (CO-ORDINATION)

**LESSON OBJECTIVES:** To explore the way our body moves when having to change direction quickly. To understand how a pivot can help us in a game situation.

**WARM UP (10/15 MINS) Beat the Ball**

- Divide class into groups of five.
- Children stand closely in a circle.
- Pupil who starts with the ball passes to person on right and group continues to pass the ball to their right.
- Pupil who made the first pass runs around outside of circle and back to their space before the ball gets there.

**TASK ONE (15/20 MINS) Weaving & Pivoting**

- Using groups above.
- Children to form a line with pupil at front being the leader.
- Leader to lead group around working area. Leader decides movement.
- On call of change group stands still with enough space between each other.
- Person at back weaves, side stepping through to front and becomes new leader.
- Children to use pivot to help change direction quickly.

**Develop:** Gaps between each pupil to be made smaller. Pupils to move and change direction quicker to get through gaps.

**TASK TWO (15/20 MINS) Circle Tag**

- Using groups above or change groups.
- Four pupils to form a circle by linking arms.
- The fifth pupil is to tag a named pupil on back of shoulder.
- The circle must work together to protect named pupil.
- Using pivoting to help change direction.

**Develop:** Make groups bigger so that the circle formed by children is increased in size.

**EVALUATION (5/10 MINS)**

- In pairs, children to discuss the movement of legs and shoulders with performing a pivot. What part of body must move first? What shoulder turns first?

<https://activeforlife.com/resource/individual-lesson-plans>  
<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Large balls
- Small balls

## KEYWORDS/PHRASES

- Space
- Head up
- Change direction
- Movement
- Weave
- Coordination

DIFFERENTIATION/HOMEWORK	
MORE ABLE	LESS ABLE
Pupils to use a reverse pivot ( <i>Task One</i> )	Gaps between each pupil to be bigger ( <i>Task One</i> )
Pupil to control a piece of equipment with feet ( <i>Task Two</i> )	Pupil to stand in middle of the circle and other pupils link around them ( <i>Task Two</i> )

**INCLUSION:** Working with TA/Support staff monitoring them. Choose one or two simple movements

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 8 (CO-ORDINATION)

**LESSON OBJECTIVES:** To be able move and use equipment in a restricted space. To work as a team when using equipment within a game situation.

## WARM UP (10/15 MINS) Dragons Tails

- Divide class into groups of three.
- In their groups they line up one behind other with arms on the person in front's shoulders.
- Pupil at front is catcher. Pupil at back is the tail. The tail has a bib tucked into shorts or bottoms.
- Group must stay connected to steal tails from other dragons.
- Only catcher at front can take tails.

## TASK ONE (15/20 MINS) Home Ball

- Divide class into groups of 5.
- One pupil is IT and tries to tag the others.
- They can only tag pupils who are not holding the ball.
- The other pupils have to make sure they pass the ball to the person being chased.

**Develop:** Change game so that "IT" tags can only tag the person carrying the ball making for quick decision making.

## TASK TWO (15/20 MINS) Team Tag

- Using groups above.
- Pair two groups together but keep them in their teams (use bibs).
- 2 teams play against each other in a relatively small space.
- One team has a ball and is trying to tag the other team with it.
- The team with the ball can't run so they have to tag people through passing.

**Develop:** Introduce two balls into each game. Pupils to be aware that they can now be tagged by two balls

## EVALUATION (5/10 MINS)

- Pupils to discuss tactics in their teams. Allow pupils to introduce and practice these tactics within a game.

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<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Cones
- Bibs
- Large balls
- Small balls

## KEYWORDS/PHRASES

- Taggers
- Roll
- Teamwork
- Head up
- Eyes forward

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Challenge pupils to use more challenging movements (*Task One*)

Allow pupils to move with ball when trying to tag (*Task One*)

Pupils to throw and catch with one hand (*Task Two*)

Allow pupils to move with ball when trying to tag (*Task Two*)

**INCLUSION:** TA/Support staff working with specific groups/children.



# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 9 (CO-ORDINATION)

**LESSON OBJECTIVES:** To be able to develop reaction, control and consistency in skills. To be able to change direction and speed when moving/dribbling with a ball.

## WARM UP (10/15 MINS) Ball Change

- One ball per pupil.
- Pupils to move around working area, carrying or dribbling their ball.
- On call "Ball Change" pupils place ball on ground and move to pick up another ball.
- Repeat – bring in other commands.

**Develop:** Divide area into two halves. Collect ball from other halve.

## TASK ONE (15/20 MINS) Drops & Bounces

- One ball per pupil.
- Hold the ball at chest height, drop the ball and catch it before hitting the floor.
- Challenge pupils to drop at waist and knee height.

**Develop:** Pupils to drop and catch on the move.

## TASK TWO (15/20 MINS) Dribble Champion

- Choose one pupil to be a defender. This pupil doesn't have a ball.
- All children must bounce/dribble their ball around working area.
- The defender's job is to take a ball from another pupil.
- If the defender takes a ball they keep it and dribble away.
- Pupil that lost their ball now becomes the new defender.

**Develop:** Add a dribble practice area. Pupils cannot have their balls taken if they are in dribble practice area.

## EVALUATION (5/10 MINS)

- Discuss correct technique of dribbling using hands.
  - What should it look like?
  - What part of hands should you be using?
  - Where should your head be?

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## EQUIPMENT

- Large balls
- Small balls
- Cones

## KEYWORDS/PHRASES

- Head up
- Dribble
- Finger tips
- Body Position
- Coordination

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

Challenge pupils to catch ball with one hand or less dominant hand **(Task One)**

Challenge pupils to dribble ball with one hand or less dominant hand **(Task Two)**

### LESS ABLE

Allow pupils to catch ball after it bounces **(Task One)**

Encourage them to use dribble practice area **(Task Two)**

**INCLUSION:** TA/Support staff working with specific groups/children.

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 10 (GAME-BASED: Basketball)

**LESSON OBJECTIVES:** To be able to add an end product such as passing after dribbling skill. Understand the different types of passing: chest, bounce and overhead

## WARM UP (10/15 MINS) Stuck in the mud basketball

- Select three catcher and two releasers.
- The catches must wear bibs and the releasers have a ball each.
- The three catchers must tag as many people as possible.
- If you have been tagged you must stand with your legs apart and arms stretched out.
- One of the releasers will dribble the ball over, pass to the person who is stuck who will pass the ball back and is then free.

## TASK ONE (15/20 MINS) Paired passing

- Divide pupils into pairs.
- Pairs to have one ball between them and stand a sensible distance apart.
- Pupils to practice passing continuously to each other.
- Pupils to use either a bounce pass, chest pass or overhead pass.

**Develop:** Set a time limit. How many passes can the pairs make within time limit. Can you do it without dropping the ball.

## TASK TWO (15/20 MINS) Relay Races

- Divide class into groups of five.
- Place lines of cones across working area to form lanes.
- The pupil at the front of the line must dribble out to the end of lane, turn and dribble back, handing ball to next person in line.
- First team back and sitting down gets one point.

**Develop:** Pupils must perform a pass to the next person in line. Bounce, chest or overhead pass.

## EVALUATION (5/10 MINS)

- Discuss each pass. Pupils to identify the differences between each pass and when you should use them.

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<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Cones
- Basketballs

## KEYWORDS/PHRASES

- Control
- Bounce pass
- Chest pass
- Overhead pass
- Hands ready
- Head up
- “W” shape

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

Pupils to perform a skill before passing ball *(Task One)*

Pupils to dribble with weaker hand *(Task Two)*

### LESS ABLE

Pupils to begin with rolling the ball *(Task One)*

Pupils to dribble ball on the spot before running with ball in two hands *(Task Two)*

**INCLUSION:** TA/Support staff working with specific groups/children.

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 11 (GAME-BASED: Football)

**LESSON OBJECTIVES:** To be competent at passing the ball using your feet from a short distance. To keep the ball away from a defender while passing to others.

## WARM UP (10/15 MINS) In and out

- Each pupil has a ball and dribbles in and around cones that are placed in different parts of the area in lines of 3/4.
- Dribble and on the teacher's call of 'change' swap balls with someone else and carry on dribbling.
- Add 2-4 defenders who try and tackle someone to claim their own ball, if you are tackled you become a defender, defenders holds bibs.

## TASK ONE (15/20 MINS) Piggy in the middle

- Create six squares by placing cones across the middle of the area horizontally and then two separate lines vertically than run across the horizontal line.
- Players take turns to become the defender while the four other players try to make as many passes as possible without losing the ball. A group score a point each time they make five passes in a row.
- Defender is not allowed to tackle but can intercept a pass.
- Change over roles after one minute until everyone has been a defender once.
- Can you now have two defenders instead of one? (4v2).

**Develop:** Can they make at least 7 passes in a row?

## TASK TWO (15/20 MINS) Mini ball

- Remove the horizontal cones, leaving the vertical ones to create three thirds and join two groups together.
- Game – 5 v 5 mini-ball. Target is to get the ball between 2 cones 1m apart.
- Rules – no goalkeeper, no tackling, interception only & keep the ball on the floor.
- Alternatively, you can play with 1 target player for each team that you must pass the ball to while they stand behind the goal to score. This will allow more space on the pitch if the playing area is small.

## EVALUATION (5/10 MINS)

- How did you create time and space when you had the ball?

<https://activeforlife.com/resource/individual-lesson-plans>

<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Footballs
- Softballs
- Bibs
- Cones

## KEYWORDS/PHRASES

- Passing with inside of foot
- Foot pointing towards your target
- Angles to support the person with the ball
- Communication

## DIFFERENTIATION/HOMEWORK

MORE ABLE	LESS ABLE
Use larger balls	Play against less players during task 2
Dribble and pass with their weaker foot	Dribble whilst walking instead of jogging
Smaller grid during 4v1 practice	Larger grid during 4v1 practice

**INCLUSION:** TA/Support staff working with specific groups/children.

# LESSON PLAN: MULTI SKILLS: YEARS 3 & 4: WEEK 12 (GAME-BASED: Tag-Rugby)

**LESSON OBJECTIVES:** To learn how to run with the ball effectively. To keep possession & move forward to score over a line. To learn how to play mini tag rugby.

## WARM UP (10/15 MINS) Ball moves

- Each pupil carries a ball, some carry rugby balls and others carry round balls.
- On the call of change swap your ball with someone that is has a different one.
- Repeat but place the ball on the floor and then pick up a different one.
- As above but throw your ball for someone else to catch before you catch their ball.

## TASK ONE (15/20 MINS) 1v1 Chase

- Working in groups of five, 1v1 problem solving with defender defending from different starting points (see lesson support page).
- Using: agility, twisting, side step, swerve and changing pace.
- Tagging practice 1v1 (defender tries to tag player by pulling tag or bib off before the defender crosses the line, attacker carries a rugby ball).
- Pupils take turns to be the defender.

**Develop:** Can the attacker run through a smaller area/gate before being tagged?

## TASK TWO (15/20 MINS) Mini tag

- Playing 5v5 (three separate games)
- Show how to take a 'tag' (tagger must return tag to tagged player before either player may re-join the game)
- Demonstrate how to hold a rugby ball and make a lateral pass (sideways or backwards)
- Encourage evasion by awarding 1 point each time a player tries to evade and is not tagged until they are alongside or past a defender. 5 points for a try. A try is scored by placing the ball beyond your target line.

## EVALUATION (5/10 MINS)

- Which rules did you find the most difficult to follow and why?

<https://activeforlife.com/resource/individual-lesson-plans>  
<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

## EQUIPMENT

- Footballs
- Rugby balls
- Softballs
- Cones
- Bibs (bibs can also be used as tags)

## KEYWORDS/PHRASES

- Head Up
- Hold around the 'belly' of the oval shaped ball
- Dodge
- Evade

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Use oval shaped ball for the game

Use round balls for longer

Run through smaller targets

Play the game in a large grid

**INCLUSION:** TA/Support staff working with specific groups/children.