

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 1 (AGILITY)

LESSON OBJECTIVES: To be able to lead a group in an activity. To use a pivot to help change direction quickly. To outwit our partner using a variety of movements.

WARM UP (10/15 MINS) Team Relay

- Split class into teams (no more than five in a team)
- Place five cones in a straight line in front of each group. Four yellow and one red.
- Pupils move up the right-hand side of the cones and travel back down the other side. Next pupil goes when the one in front gets to the red cone.
- Pupils to weave in and out of the cones up the line and return straight back.
- Ask pupils to think about other ways they can move – Walking, Skipping, Sidestepping, and Jogging.

TASK ONE (15/20 MINS) Weaving & Pivoting

- Using the same groups as above.
- Make a single line one behind the other.
- Following the leader (person at front), leader to move and take group into spaces around working area.
- On command 'change' the group stands still, with enough space between each, and the back-person weaves, side-stepping through to the front forming the new leader.

Develop: Continue the weaving activity but pivot to change direction through every person.

TASK TWO (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

EVALUATION (5/10 MINS)

- Watch and observe another pair. Can you identify and explain two things that you really like and one thing they could improve on?

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

EQUIPMENT

- Cones
- Bibs

KEYWORDS/PHRASES

- Eyes/Head up
- Stay low and stay square
- Move feet quickly
- Spatial awareness
- Footwork
- Pivot
- Change direction
- Weave

DIFFERENTIATION/HOMEWORK

MORE ABLE

Reduce the distance between cones so that players have to swerve in and out

Increase distance between each cone
(Task Two)

LESS ABLE

Reduce the number of players standing on cones **(Task One)**

Reduce distance between each cone
(Task two)

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

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 2 (AGILITY)

LESSON OBJECTIVES: To be able to move at different speeds while changing direction. To keep possession of your tag while evading a defender.

WARM UP (10/15 MINS) Flag Tag

- Aim of the game is for each player to keep their own flags/tags while pulling as many others as they can.
- When they pull a flag/tag, they hold on to it until the end of the round.
- When their flag/tag is pulled, they continue to play until their second flag/tag is pulled.
- The winner is the player who collects the most flags/tags by the end.

TASK ONE (15/20 MINS) Chase the tail

- Each pupil must have one bib or tag which they tuck into their waist as a tail. Put spare tags/bibs in a hoop in the centre of the playing area.
- Partner the children up and ask them to number themselves 1 or 2.
- The aim of the game is to try and take your partners tail. Reinforce safety: be aware of others at all times.
- On the call of 'GO' player one will start moving around the working area with player 2 following them (DO NOT TRY AND TAKE THE TAG)
- When the teacher calls 'STOP' both pupils must stand still. If player two is able to take the bib they get a point. If player two cannot take the bib player one gets the point.

Develop: Pupils collect and keep all the tails they catch until there are none left in the middle (only pupils without a tail can collect one from the middle).

TASK TWO (15/20 MINS) Snake Run

- Divide pupils into groups of five.
- Place four cones in a zigzag with sufficient space for players to move freely.
- Four pupils stand one at each cone. The fifth player tucks a bib into their shorts with half hanging out like a tail. They then attempt to run through the series of cones without losing their bib.
- The other pupils try to pull the bib as the runner runs past.

EVALUATION (5/10 MINS)

- In the groups from task two. Discuss ways that you can change direction quickly. Why would it be important to change direction in a game situation? As a defender how can you anticipate an opponent is going to change direction?

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EQUIPMENT

- Cones
- Bibs
- Flags/Tags

KEYWORDS/PHRASES

- Pull flag/tag with two hands
- Head up
- Look for space
- "GO" and "STOP"
- Zigzag
- Weave/dodge

DIFFERENTIATION/HOMEWORK

MORE ABLE

Change the type of movement they use when moving in working area.

Decrease the gap between each cone
(Task Two)

LESS ABLE

Allow them to have a head start on their partner *(Task One)*

Increase the gap between each cone
(Task Two)

Allow them to have more than one bib
(Task Two)

INCLUSION: Working with TA/Support staff monitoring them

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 3 (AGILITY)

LESSON OBJECTIVES: To respond quickly when a command is given. To use quick reactions when passing and moving.

WARM UP (10/15 MINS) Fruit Call

- Children to find a partner and form two separate lines down the middle of the working area (facing each other) with a ball in between them on the floor.
- Teacher to call out a number of different foods/drinks.
- When they hear a fruit called they must collect the ball with two hands and run to the line/cone behind them before their partner tags them.
- Pupil who doesn't get the ball must try and tag their partner.

TASK ONE (15/20 MINS) Worker & Feeder

- Pupils to stay with same partner as the warm up.
- One pupil will be the worker and one the feeder.
- Pupils to set out three cones in front of them, in the shape of a triangle.
- The worker must move around the outside of the triangle, either jogging or sidestepping.
- On the call of 'GO' the feeder drops ball in the triangle and the worker must catch it after two bounces.
- Once they have caught the ball they make a chest pass back to the feeder.

Develop: Worker to catch the ball after one bounce.

TASK TWO (15/20 MINS) Reactions

- Split working area into six squares. Divide class into groups of five. One group in each square.
- Pupils to number themselves 1 to 5. Number 1 stands in the middle of square with rest of the group form a circle around them.
- Pupil 1 must receive a ball from other players and pass to another player that does not have a ball (**cannot be same player who just passed to them**).
- Ball must be passed to number 1 before another player can receive it.
- Switch the middle player until everyone takes a turn.

Develop: Group to start moving around within their square. Still passing to number one.

EVALUATION (5/10 MINS)

- With a partner, discuss the word reactions. What does it mean? When do we need to use quick reactions? Can you demonstrate to your partner good reactions and bad reactions?

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

EQUIPMENT

- Cones
- Basketball/Netball balls
- Footballs
- Tennis balls

KEYWORDS/PHRASES

- Eye contact
- Hands in front
- Listen for command
- 'GO'
- Reactions
- Move feet quickly

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Catch the ball after one bounce

Allow them to catch the ball after a number of bounces

Catch the ball while balancing on one leg

Use a larger ball

Use a smaller ball

Ball can be rolled instead of being thrown (*Task Two*)

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

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 4 (BALANCE)

LESSON OBJECTIVES: To be able to hold a balance for a set amount of time. To hold a stable body position when receiving a ball in a game situation.

WARM UP (10/15 MINS) Floor is lava

- Place flat markers and hoops around working area.
- Pupils to move around working area avoiding equipment.
- On the call of 'FLOOR IS LAVA' pupils must find either a flat marker or hoop and perform a balance.
- Pupils must perform a different balance every time the instruction is called.

TASK ONE (15/20 MINS) Balance Tag

- Pupils to spread out around working area.
- Explain that the group is playing tag and then choose at least three pupils to wear a bib and be 'it'.
- Pupils can make themselves safe by freezing in a balance pose.
- If a pupil is tagged before freezing they must hop on one foot for 5 seconds before re-joining the game. Change and add more taggers.

Develop: limit/challenge the children to only using certain body parts to perform their balances.

TASK TWO (15/20 MINS) Weave Ball

- Place dots and cones in and around working area.
- Split class in to half. Half the class stand on a spot/next to a cone with a ball (PASSERS). The rest of the class find a space inside the working area (RECIVER).
- Receivers move in and around cones getting ready to receive a pass from the passers.
- Passers can pass to any of the receivers when they are ready to receive the ball. Receivers must practice landing in a stable body position.
- Receivers pass the ball back to passers and move off to receive another pass.

EVALUATION (5/10 MINS) In a group of three can you demonstrate a good stable body position? Discuss what is meant be stable body position. When might we see one or have to use one?

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

EQUIPMENT

- Flat markers
- Hoops
- Cones
- Large balls
- Small balls
- Bibs

KEYWORDS/PHRASES

- Space
- Change direction
- Balance
- Freeze
- Head up
- Five seconds
- Receive
- Pass and move

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Limit what colour flat marker or hoop they can stand on *(Warm Up)*

Add more hoops *(Warm Up)*

Hold balance for longer than five 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)*

Use two handed passes

Passers must perform a pivot with ball before passing back *(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 5 & 6: 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) Connections

- Pupils to walk around freely in working area.
- On the signal of body parts called pupils must find a partner and connect those body parts E.g. elbow to knee, hand to foot, foot to foot.
- Change movement E.g. skipping, jumping, hopping, and jogging.

Develop: Encourage players to work together as a group. E.g. 5 shoulders. Pupils must quickly move to get 5 shoulders touching. 3 ankles, 2 elbows, 2 knees.

TASK ONE (15/20 MINS) Ball Tag

- Divide working area into three thirds.
- Split class into three groups of ten. Two teams of five play against each other in each third.
- One team starts with the ball and must pass between them to get close enough to the other team to tag them. The other team must move around to avoid being tagged.
- Pupils must perform a static balance when they are tagged.
- Once whole team has been tagged the teams swap roles.

Develop: Team with ball have a set time limit to tag all players on the other team. Limit team with the ball to only using certain passes e.g. bounce pass

TASK TWO (15/20 MINS) Balance Exchange

- Same groups as above (teams of five).
- Pupils to sit in a circle while passing equipment (ball or beanbag) to each other.
- Each pupil must hold a seated balance until they receive item.
- Once they have passed item on they must perform a different balance.
- Challenge pupils to hold a standing balance before receiving item.
- Can pupils move while holding balancing at the same time?

EVALUATION (5/10 MINS)

- With a partner, show and demonstrate at least three different static balances. Partner to offer feedback on what they like and what can be improved/changed.

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

EQUIPMENT

- Cones
- Bibs
- Large balls
- Beanbags

KEYWORDS/PHRASES

- Body parts
- Skipping
- Jumping
- Hopping
- Jogging
- Pass and move
- Static balance
- Seated balance
- Standing balance

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Pupils to use specific passes – bounce pass (*Task One*)

Pupils to have choice of standing still while rest of team move (*Task One*)

Pupils to perform balance on specific body part (*Task One*)

Allow children to have one foot on floor when performing a seated balance (*Task Two*)

Challenge pupils to come up with five different balances (*Task Two*)

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

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 6 (BALANCE)

LESSON OBJECTIVES: To be able to hold a balance on equipment. To be able to hold a balance for a set amount of time while passing and receiving equipment.

WARM UP (10/15 MINS) Spiders & Scorpions

- Choose four children to be scorpions.
- A scorpion's job is to move around on all fours trying to sting as many other pupils as they can.
- The other children are spiders, they have to move around on all fours (belly facing up).
- If a spider is stung it must hold either one arm or foot in the air while holding a balance (3-point balance).
- Teacher times three minutes for each game. Those caught must try and hold balance for 10 seconds before re-joining the game.

TASK ONE (15/20 MINS) 1v1 Balance

- Partner pupils up with each pupil standing on a line or low beam facing each other.
- Place a cone either side of pupils to form a goal.
- Pupils can roll, throw or bounce ball to score in opponent's goal.
- Both pupils must remain on line or low beam. They cannot move along the line or low beam.
- Points are awarded each time a goal is scored.

TASK TWO (15/20 MINS) Keep ball balance

- Divide working area into six squares with cones.
- Working in groups of five, nominate four passers.
- The four passers stand either side of the square whilst holding a balance.
- Passers can pass the ball to anyone of the other passers in their group.
- The fifth person becomes an interceptor in the middle of the square.
- Group must complete four passes and the interceptor changes.

EVALUATION (5/10 MINS)

- As a group discuss how you can make it harder for the interceptor and what different balances you can perform within the game. Demonstrate to another group.

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

EQUIPMENT

- Cones
- Large balls
- Tennis balls
- Flat line markers
- Low beam/benches
- Hoops (for less able)

KEYWORDS/PHRASES

- Belly facing up
- Moving on all fours
- Balance
- Facing each other
- Static balance
- Interceptor

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Challenge pupils to move on three body parts (*Warm Up*)

Pupils to move on all fours but belly facing downwards (*Warm Up*)

Pupils to balance on one leg while on line or low beam (*Task One*)

Make their goal/Target bigger so they have more chance of scoring (*Task One*)

Pupil to remain in a hoop instead of holding a balance (*Task Two*)

INCLUSION: Use a hoop to help them balance in. Allow them to choose their movements on all fours.

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 7 (CO-ORDINATION)

LESSON OBJECTIVES: To be able to throw and catch equipment in a number of different ways. To complete passes with a partner and avoid others.

WARM UP (10/15 MINS) Body Parts

- Pupils move around the playing area trying not bump into each other.
- Teacher to ask pupils to move in specific ways: running, hopping, jumping, skipping, sidestepping etc.
- When the teacher calls out a body part (for example knee), the students have to freeze and balance using that body part on the floor.

TASK ONE (15/20 MINS) Catch Own Throw

- Each pupil to have a ball.
- Standing still, each pupil to practice throwing and catching to themselves.
- Challenge pupils to try different throws/catches. (Can you try three different types of throws in a row).
 - Bounce ball with both hands and catch.
 - Throw ball as high as you can.
 - Throw to self and clap once before catching again.
 - Throw to self and turn 180 degrees before catching.
 - Throw to self and touch the ground before catching.

Develop: Pupils to perform catches from above but now moving around working area at the same time.

TASK TWO (15/20 MINS) Passing Challenge

- Place several hoops in and around working area.
- Partner pupils up and ask them to stand opposite each other with a hoop in the middle.
- Pairs must complete five passes across the hoop before moving to another hoop.
- Pairs must choose a different type of pass every time they go to a new hoop.
 - Chest Pass
 - Bounce Pass
 - Little throw to self and pass

Develop: Add three/four defenders to move around in working area. Defenders can intercept passes but they must not stand in a hoop when attempting to intercept.

EVALUATION (5/10 MINS)

- With a partner discuss the differences between each type of pass from task two. Why is it important to have our head up when looking for spaces and receiving a pass at the same time?

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EQUIPMENT

- Large balls
- Small balls
- Hoops
- Bibs
- Cones

KEYWORDS/PHRASES

- Space
- Head up
- Change directic
- Movement
- Running
- Hopping
- Jumping
- Skipping
- Bounce pass
- Body parts
- Throwing and catching
- Bounce
- Chest pass

DIFFERENTIATION/HOMEWORK

MORE ABLE

Call out multiple body parts (*Warm Up*)

Add more taggers (*Task Two*)

LESS ABLE

Increase playing area (*Task Two*)

Pupils allowed to make at least three passes before they can be tagged (*Task Two*)

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

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 8 (CO-ORDINATION)

LESSON OBJECTIVES: To be able to use more than one body part when moving. To be able to work with a partner and as part of a team.

WARM UP (10/15 MINS) Caterpillar Tag

- Divide pupils into pairs. Designate one pair to be taggers.
- On signal of "GO" the taggers try to tag other pairs. When tagged, they must freeze.
- All pupils must hold hands throughout.
- To become unfrozen, another set of partners must join hands with this pair. This group must now stay together and try to avoid being tagged.
- There is no limit to the size of the group or groups that form from joining with the frozen players.

TASK ONE (15/20 MINS) Cone Carnage

- Divide class into teams of five and sit them behind a different coloured cone per team on the outside of working area.
- Place a number of cones in the middle of working area.
- Pupils must roll their ball to try and hit the coloured cone that represents their team.
- Each cone is worth one point each.
- First team to ten points wins.

TASK TWO (15/20 MINS) Crab Football Clear-out

- Divide working area in to three thirds.
- Place a line of cones/spots (act as a net) through the middle of the three thirds.
- Divide class into teams of five. Two teams in each third and each half.
- Divide balls equally in each third and on both sides of the cones.
- Pupils must move like a crab on their hands and feet to clear balls on to other side of the net.
- Pupils can only use their feet to remove a ball.

Develop: Students must make a pass before kicking to the other zone.

EVALUATION (5/10 MINS)

- In small groups discuss and demonstrate good coordination and bad coordination. What parts of the body have to work at the same time to have good coordination?

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EQUIPMENT

- Cones
- Large balls
- Small balls
- Benches
- Flat markers/spots

KEYWORDS/PHRASES

- Taggers
- Freeze/unfrozen
- Roll
- Teamwork
- Partner work
- Feet only

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Challenge pupils to hit more than one cone of their colour at same time (**Task One**)

Pupils allowed to hit any cone to receive a point (**Task One**)

Use their ball to stop someone else's ball hitting a cone (**Task One**)

Bigger targets/cones to hit (**Task One**)

Pupils to only use hands to move around area (**Task Two**)

Pupils can use any part of their body to remove balls (**Task Two**)

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

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 9 (CO-ORDINATION)

LESSON OBJECTIVES: To be able to use peripheral vision to protect equipment. To work as a team and make correct decisions within a game.

WARM UP (10/15 MINS) Peg Invasion – Give Away

- Everyone starts with 2 pegs each on their body.
- The aim is to try and give away all of the pegs.
- Pupils can only give away 1 peg at a time.
- Pupils are not allowed to touch other students.
- Pupils are not allowed to drop them on the floor.
- When you have no pegs left you continue avoiding the pegs. The pupil with the least pegs at the end wins.

TASK ONE (15/20 MINS) King of the Pin

- Each pupil has to set up their kingdom (hoop) in the playing area. Inside the kingdom, they must place their castle (cone/pin).
- Each pupil starts with a cannonball (soft ball).
- Pupils have to throw their cannonball (soft ball) and aim to knock over another kingdom's castle.
- If the castle is successfully knocked over, the pupil must go and join the kingdom that knocked it over (joined hoops).
- Students can move around the playing area to retrieve cannonballs.
- If a kingdom knocks over a castle which is joined to another kingdom, then the knocked over kingdom must move to the new kingdom.
- The kingdom with the most castles is the winner.

TASK TWO (15/20 MINS) Protect the Pin

- Aim to knock over all the other teams' targets and protect your own.
- Divide working area into three thirds.
- Split class into teams of five. Two teams in each third.
- On signal of "GO" students run in and collect balls to throw at other team's targets.
- If target is knocked over it is out of the game.
- Pupils can protect their targets with any part of their body or catch the ball.

EVALUATION (5/10 MINS)

- Discuss and think about in teams from task two,
 - How can we work better as a team to protect our pins?
 - What body parts can we use during the game?
 - Can we make it harder by only using certain body parts?

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EQUIPMENT

- Pegs
- Hoops
- Cones/Pins
- Soft balls

KEYWORDS/PHRASES

- Avoid
- Throw
- Knock over
- Retrieve
- Targets
- Protect your target

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Increase the playing area (harder to throw)

Reduce the playing area (easier to throw)

Increase the distance between kingdoms

Start with two pins

Do it blindfolded (*warm up*)

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

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 10 (GAME-BASED: Basketball)

LESSON OBJECTIVES: To dribble with confidence. To have greater understanding of different types of passes. To be able to perform each type of passing with greater accuracy and confidence.

WARM UP (10/15 MINS) Cars & Caravans

- Divide pupils into pairs.
- Number each pupil one and two.
- Number one has a ball and begins to dribble with hands around working area. Number two must follow their partner.
- When “change” is called number one must pass ball to number two and the process is repeated with number one following number two.

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

- Divide pupils into groups of three. Groups to stand in own coned area.
- Pupils must try and keep the ball away from a designated defender by passing the ball around them (2v1).
- Change the defender every couple of minutes.

Develop: Challenge pupils to keep the ball for a specific number of passes.

TASK TWO (15/20 MINS) Competition

- Divide class into teams of five. Split working area into three thirds. Two teams to play against each other in each third. Make two target boxes at each end of each third.
- One player from each team has to stay inside their designated box.
- Teams have to pass and move, aiming to pass the ball into their target player.
- Whoever passed the ball to the target player becomes the new target player.
- Get each team to play against others discussing tactics beforehand.

Develop: Teams must make at least three passes before passing to target player

EVALUATION (5/10 MINS)

- Discuss correct techniques for passing in a game situation. Where should your hands be? Do we need to stand in a space to receive the ball?

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EQUIPMENT

- Cones
- Bibs
- Basketball Balls

KEYWORDS/PHRASES

- Pass
- Move
- Space
- “W” shape
- Hands ready
- Head up
- Body Position
- Tactics
- Strategies

DIFFERENTIATION/HOMEWORK

MORE ABLE

Pupils to use specific pass *(Task One)*

Encourage pupils to dribble before making a pass *(Task Two)*

Play with a tennis ball *(Task Two)*

LESS ABLE

Pupils to pass the ball with hands but in any way *(Task One)*

Pupils to use a softer/larger ball to assist with catching *(Task Two)*

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

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 11 (GAME-BASED: Football)

LESSON OBJECTIVES: To familiarise themselves with different types of balls. To pass and move with a partner. To evade a defender to keep possession.

WARM UP (10/15 MINS) Me and my ball:

- One ball each, move it around your waist and legs with both hands while standing.
- Juggling/catching the ball both stationary and on the move - tummy level, eye level, above head.
- Can you move the ball around your body while on the move?
- Can you throw and catch on the move?
- Can you bounce your ball and catch it while on the move?

TASK ONE (15/20 MINS) Through the gate

- Put the pupils in pairs; each pair needs two cones of the same colour and either a rugby ball, football or tennis ball. They find a space and place their cones about two steps apart to create a small goal.
- When you say, "Go!" children have 60 seconds to practise moving the ball back and forth to each other through the goals. They may roll or throw it, but no kicking is allowed. Tell them to count the number of passes they make.
- After 60 seconds call, "Change!" the player without the ball moves quickly to a different goal/partner and the activity starts again.

Develop: Progress to pupils remaining in pairs and travelling around the activity area to pass through as many goals as they can.

TASK TWO (15/20 MINS) Interceptors

- Separate the class into interceptors and pairs of passers. To start, you need one interceptor for every three pairs.
- Keep cones two steps apart to create gateways. Pairs of pupils split and stand either side of each gateway.
- While the pairs are passing, interceptors wearing bibs roam around the activity area trying to mark interceptions: ask them to count their interceptions
- The interceptors must be travelling at all times and cannot stand still. They must constantly move towards an interception opportunity, rather than hanging around marking a player.
- Repeat the activity with more interceptors to make the game harder.

EVALUATION (5/10 MINS)

- Which ball did you find the most difficult to throw and catch? How did you try to evade the interceptors?

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EQUIPMENT

- Footballs
- Rugby balls
- Softballs
- Tennis balls
- Cones
- Bibs

KEYWORDS/PHRASES

- Head up
- Eyes focused on ball
- Ready position
- Fingers spread/ready to catch
- Movement into space
- Look over your shoulder

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use tennis balls

Use bigger, softer balls

Throw the ball higher or with one hand

Pass & move closer to partner

Move quicker while in pairs

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

LESSON PLAN: MULTI SKILLS: YEARS 5 & 6: WEEK 12 (GAME-BASED: Tag-Rugby)

LESSON OBJECTIVES: To move quickly while changing direction. To learn how to move forwards and pass the ball backwards to a teammate. To learn how to play mini tag rugby.

WARM UP (10/15 MINS) Ball chaser

- Five chasers start with ball in both hands. The chasers have to tag the other players as many times as possible with the ball and keep count.
- Change/add more taggers after every minute until everyone has had a turn.

TASK ONE (15/20 MINS) Rugby rounders

- Create six squares by placing cones across the middle of the area horizontally and then two separate lines vertically that run across the horizontal line. Get the pupils to place four cones that outline a diamond shape inside each square.
- Split the class into groups of five with each group working in their own square.
- Taking turn's one player/batter kicks or throws the ball into play inside the square. To get the batter out the four fielders must retrieve the ball quickly and pass it backwards or sideways at least 3 times before the batter runs around the diamond (four cones that are inside the square). The batter always bats/starts at the top of the diamond.
- The fielders focus on ball retrieving skill, communication, throwing and catching skills.
- The batter gets a rounder every time they make it back to the top of the diamond before three passes are made, each batter bats for three minutes.

Develop: Can the fielding team make five passes before the batter makes it back to the top of the diamond?

TASK TWO (15/20 MINS) Mini tag

- Create three thirds using cones and split the class into six teams. Play 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 (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)

- How did practicing your passing help you? How best did you evade defenders?

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

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

EQUIPMENT

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

KEYWORDS/PHRASES

- Head Up
- Hold around the 'belly' of the oval shaped ball
- Pass and move into space
- Move in front of the player before you pass

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use oval shaped ball for the game

Use round balls for longer

Run around larger diamond
(Task One)

Run around smaller diamond
(Task One)

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