

# Lesson 3 - Changing Direction

Autumn 1: Ages 10-11



**Personal Learning Objective:** Show patience and resilience when reacting to something difficult.

**Emerging:** Begin to self-challenge at an appropriate level.

**Secure:** Show patience and resilience when reacting to something difficult.

**Advanced:** Have a positive mindset for all new challenges and see them as a chance to learn and improve.

**Skill Outcome:** Develop fast movements including dodging by changing direction and anticipating play.

**Equipment:** Spots, Balloons, Rubber balls, Sponge balls, Beanbags.

**Links to Sport:** Football, Rugby, Hockey, Tennis, Basketball, Volleyball, Netball, Cricket, Ultimate Frisbee, Squash.

## Warm up - Video

Play this warm-up video in an indoor setting to start getting your children ready for the lesson's activities - then move on to the second warm-up activity which can be done in either an indoor or outdoor setting.

### Traffic Jam 3

\*Indoor or outdoor game.

Use the video for demonstration.

Replay the gears taught so far (1st/2nd/3rd/4th/5th) and ways to improve their movements in and out of the space, using the key words: spatial awareness.

Then -

The teacher will begin the movement of people from one spot to another by calling out a name of a child on any spot, and exchanging positions (moving in whichever gear and style you set out). The teacher calls another name, along with the person they exchanged places with too. Each new person that exchanges places then gets to keep calling someone different for themselves, until all children are continuously exchanging places (while dodging and moving into space).

Repeat this again but without any verbal communication, making children think of alternative ways to communicate.

## Activity - Video

### Cat & Mouse Evasion

Use the video for demonstration.

Children stand in pairs (back-to-back, one step apart) children are numbered 1 and 2. Aim of the game is to avoid being tagged before reaching the end zone.

Teacher must ensure they call out either 1 or 2 an equal number of times.

A number is shouted; that numbered child must run to the end zone before being tagged by their chaser. Adapt this game according to ability - increase or decrease the end zone distance according to ability (or get the children to adapt it themselves as they see fit).

Games are scored first to 5 wins.

Whatever the end score is - this becomes their PB.

E.g. if the score is Child 1: 5, Child 2: 3 - then Child 2 will attempt to get more than 3 victories next time, and Child 1 will attempt to not be caught 3 times.

### Extension

Get the children to be doing an exercise or change position while they wait for the number to be called out, jumping jacks, sit-ups, mountain climbers, sit-down, laid flat etc.

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## Skill - Video

### Bounce & Catch

Use the video for demonstration of the game and the 'Ready position'.

4 - 6 children in each team.

One team throws, the other team catches.

Throwers take it in turns to throw a ball underarm over a barrier and try to bounce the ball in one of three hoops. If the ball bounces in a hoop they earn 2 points. Change roles often.

The catching team starts at the back and take turns to try and catch the ball before it bounces a 2nd time, even if it doesn't land in the hoop.

Encourage use of the 'ready position'.

A ball caught before the 2nd bounce = 2 points.

- Teacher can allow 1 point for catching it before the 3rd bounce if some children struggle. Allocate a scorer to each team, using a mini whiteboard to keep the scores.

## Activity with Skill - Video

### King Ball 3

Use the video for demonstration.

Begin by setting up the game in the same way as in Lesson 1 and Lesson 2. Then introduce the adapted version that has three teams.

Three teams - Place a third team in the central zone. If the team in the central zone (no man's land) intercept a shot, they swap places with the shooting team the intercepted it from.

- If a shot lands 'out of bounds' then the shooting team must swap places with the central team (focuses on accuracy).

The game is fast paced and fluid. Any of the progressions from regular King Ball can be applied and used here too.

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## Tactical Time-out

Provide children with opportunities to discuss their gameplay, tactics and PLOs.

### Ways to make it more challenging

- Set number of passes amongst team mates before throwing back across (1 or 3)
- Add in more balls (vary the size of ball)
- One handed catch only
- Knockout version where 1 score wins it
- Change shape of end zones

### Ways to make it more accessible

- Open number of passes
- One larger soft ball
- Catch with two hands
- Wide playing zones

### Personal Learning Objectives

- How can the children begin ordering and prioritising instructions, movements and skills?
- Can they explain and assess what they, and others, are doing well?
- Can they understand and use a range of effective ways to judge performance?
- How can communication improve their performance?
- Can a change of strategy/positioning alter their performance?
- How can you stop the person in the middle intercepting the ball?
- Should you have an idea of where you will pass the ball before you receive it?
- When you play in the middle, how should you move to give yourself the best chance of intercepting?
- High five with your team or create a team chant at the beginning to boost your energy and confidence.
- Is there a new, unique way to play this game that no one else has thought of?
- Talk with the others to develop a way of playing that involves quick passing and keeping possession.

## Review and Assess

Head Hands Heart