



Curriculum Objectives

- This lesson is a revision of skills taught in the previous lessons. It also includes the playing of small-sided games through the station teaching approach.

This lesson can be repeated.

Venue

- Yard/hall.

Equipment

- Mini-basketballs/mini-rugby balls, cones, skipping ropes, football and stopwatch.
- Activity cards for the Tasks at the end of the lesson.

Reference

- Primary School Curriculum (1999) Physical Education, page 43.
- Buntús Cards: Receiving – Two Pass; Receiving – Liner.
- Teacher Guidelines, pages 86, 87.

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ORGANISATION

Divide the class into groups of five or six.

Station teaching: this lesson is to be conducted using four stations.

Place activity cards for the tasks selected at each station.

The groups alternate every six or seven minutes.

Lay out equipment for each activity.

The children work in pairs in this activity.

Mini basketballs and hoops are required.

Cones and mini basketballs are required.

Place one football, two cones for goals and one beanbag to mark the spot from which to kick.

ACTIVITY

Warm up and Stretching: Visit your warm up bank.

Select activities suitable to the space available to you.

Remember one end of your yard/hall will be taken up with the game.

There will be four stations. One station will be a teaching station where a small-sided game will be played, which will occupy two groups.

Choose three other activities from the following.

1 Throwing at a target

Each child has a mini-basketball.

Shoot into a mini-basketball hoop.

OR

If there is no basketball or netball hoop available, the children can experiment using one light plastic ball and/or small ball and one hoop per pair.

In turn, one child holds up the hoop and the other tries to shoot the ball into the hoop. Encourage the children to experiment holding the hoop vertically as shown and horizontally.



2 Dribbling activities

(a) **Call the number:** The children work in pairs.

(b) **Zigzag dribble:** Place four/five cones in a line.

The children dribble in and out of the cones using both hands.

3 Penalty shots

In turn, each child takes a penalty shot. In turn, each child acts as a goalie.

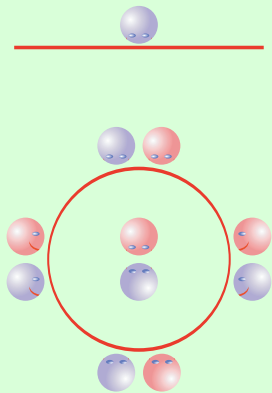
TEACHING POINTS

ORGANISATION

Select equipment of your choice.

Cones, skipping ropes, paper and pencils are required.

Form teams of five or six.



ACTIVITY

4 Create your own game/activity

Leave a small amount of selected equipment available.

Ask the children to create and develop an activity or short game.

They must play it.

Ask one child to volunteer to explain the activity/game to the rest of the class.

5 Shuttle runs/skipping

(a) Place two cones approximately 10 metres apart.

In turn, the children run between the cones for a pre-decided length of time (30 seconds).

Each child counts the number of runs made in the time allowed.

In turn, the children act as timekeeper, counter and recorder.

(b) The children skip freely, individually or as a group.

6 Teaching Station: Small-sided game:

Choose your game from the following

(a) **Revise Line Ball introducing the jump ball start.**

The game can be started by the jump ball.

- Organise the children as in the diagram: two in the middle and all others around the circle. (If there are no markings ask the children to stay more than an arm's length away from the jumpers.)
- Two children, one from each team, stand facing each other in the circle.
- Match the children who are involved in the jump ball for height.
- The teacher throws the ball up between them, throwing the ball a little higher than their outstretched arms.
- The children try to tip the ball with an open hand to one of their team mates.
- **Note:** The children may not fist the ball or catch the ball.

The game can also be started by giving possession to one team.

TEACHING POINTS

- Ask the children to create their own activity using the equipment provided.
- Encourage the children to look critically at what they design.

- Q What is best about the game?
- Q Are there problems or faults?
- Q Can it be improved?

- **Attacking advice**
 - Look ahead
 - Pass ahead
 - Move ahead
 - Spread out
- **Defensive advice**
Remind the children of the correct defensive stance. Encourage them to try to stop a player making a pass by standing in front of them, arms in the air with palms flat as if shinning a window.
- If they can gain possession of the ball without physical contact, they may do so.

ORGANISATION

ACTIVITY

TEACHING POINTS

Playing the Game

This is a passing game where players pass the ball to reach the target i.e. a team mate standing behind a line or between two cones. The ball has to be caught cleanly by the child to count as a score. Confine the children to passing only (no dribbling) to promote teamwork

Hand the ball to the other team:

- if the ball is out of bounds i.e. ball over sideline or end line;
- after a score;
- if there is a **violation** e.g. running with the ball;
- if there is a **foul** e.g. someone is pulled or pushed or hit on the arm, etc.

Rules: In discussion with the children, remind them of the agreed rules which they had applied previously when playing this game.

- No running with the ball.
- No pushing.
- No pulling/dragging.
- The catcher may move up and down the line.

A score can be one or two points.

N.B. After a score or when the ball goes behind the line the ball is left on the ground and the throw-in is taken by the defending team. i.e. not the catcher on the line

The scorer now becomes the catcher.

(b) Bench ball: As for line ball

A passing game where players pass the ball to a team mate standing on a gym bench to score. The ball has to be caught cleanly by the child on the bench to count as a score. Confine the children to passing only (no dribbling) to promote teamwork.

To prevent the children from standing right beside the bench, mark out a semi-circle into which no-one may go.

(c) Hoop game

Organise the hoop game as in line ball but use a basketball/netball hoop.

- Initially, teachers must use their discretion with the implementation of the travelling rule – two or three steps can be ignored.
- As the children improve, become stricter.
- Discuss with the children conditions or skills which could be included to improve or change the game, e.g. use a short dribble.
- Discuss how to develop inclusion in the game.

7 Cool down

Visit your cool down bank.

DEVELOPMENT

ORGANISATION

Mark out an area approximately 10m x 10m. Place the children in teams of four.

ACTIVITY

1 Hoop game

Develop the shooting skills of the children in the hoop games.

2 Game 4 v 4: Tag me

This is a passing game played with an oval ball.

The objective of the game is to touch a player on the opposing team with the ball while holding the ball in two hands.

To start a game with an oval ball (tag game)

Start the game by giving possession to one side.

Playing the game

That team tries to pass the ball as quickly as possible and tag the nearest member of the opposing team.

Rules

- Only two steps may be taken by the player in possession of the ball.
- The team not in possession may run anywhere inside the grid area. If they run out they are **caught**.
- A player is also caught if s/he is touched with the ball which is in hand.
- All **caught** players go out of the grid.
- If the team in possession drop the ball all **caught** players return to the game and possession is handed over.
- No pulling or dragging allowed
- The game continues until all of one side are **caught** or create a time limit.

Possession then changes over.

TEACHING POINTS

- Ensure that the rule relating to the **ball held in both hands** is strictly enforced.

ACTIVITY CARD

TASK ONE – PAIR ACTIVITIES

In turn, the children shoot into a mini basketball or netball hoop

OR

If there are no basketball or netball posts available, the children work with **light plastic balls** and hoops. In turn, one child holds up the hoop and the other tries to shoot the ball into the hoop.

ACTIVITY CARD

TASK 2 – PAIR ACTIVITIES

- (a) **Call the number**
- (b) **Zigzag dribble** – In turn, dribble in and out of the cones using your left hand and your right hand.

ACTIVITY CARD

TASK 3 – INDIVIDUAL ACTIVITIES

**In turn, each child takes a penalty shot.
In turn, each child acts as a goalie.**

ACTIVITY CARD**TASK 4 – GROUP ACTIVITY**

Create and develop an activity or short game.

You must play it.

One of you must volunteer to explain the activity/game to the rest of the class.

ACTIVITY CARD**TASK 5 – INDIVIDUAL ACTIVITIES**

- (a) In turn, the children run between the cones for a pre-decided length of time (30 seconds).
Count the number of runs made in the time allowed.
Keep the time.
In turn, act as timekeeper, counter and recorder.
- (b) The children skip freely, individually or as a group.