

Lesson Overview

The aim of this lesson will be to develop some key skills required in team sports. These are:

* passing
* shooting
* catching
* dribbling

Students will practice these skills through a variety of drills and then apply them into small-sided games or competitions

Activity: benchball, netball, basketball

Any questions please email:

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Sports Department Lesson Plan

**Lesson Objective:**

**How can we develop the core skills used benchball, netball and basketball**

**Resources**

* Netballs/basketballs
* cones
* bibs

**Bronze**

**To explore the different team skills (passing, shooting, dribbling and catching) demonstrating control and some coordination.**

**Silver**

**To practice and refine basic team skills demonstrating good technique.**

**Gold**

**To perform these skills successfully under pressure and demonstrate some tactical knowledge of the sport.**

**Literacy Focus:**

Key words will be highlighted and defined on PPT

These key words will be reiterated during practical aspects of the lesson.

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| **Phase** | **Process** | **Differentiation** |
| **THEORY** | Go through PPT with students discussing the key skills that will be looked at within the lesson plus the different rules/ tactics. **If the lesson is wet weather then keep students moving at all times – use bank of drills/ games to use this time effectively.** | B – Teacher to talk through key technique points.  S – Use of key words to help develop understanding of the sport.  G – Discussion of the different tactics that could be used. |
| **PRACTICAL** | | |
| Do Now | 2 laps of the Muga/ sports hall.  Line up in a row facing teacher approx. 10m away.  Moving towards teacher and then back to starting point perform:   1. High knees 2. Heel flicks 3. Skips 4. Lunges 5. Arm circles (forwards and backwards)   In pairs grab a ball and practice some passes. No teaching points yet so you can gauge ability levels. | B – teacher demo of the exercises  S – longer distances used for the warm up routine  G – encourage to come up with movements that could be added into the warm up. |
| Activity  **Passing** | Demonstrate the chest pass technique – recap the teaching points from the PPT. Discuss the correct catching technique (*Hands ready at chest height, fingers nice and wide, bring the ball in to chest and feet shoulder width a part*).  Students to practice this technique with their partner for 2 mins, focus is now on the throwing technique. Teacher to go round and check technique.  **Drill 1 – distance throws.** In pairs students set up three distances using cones (2m, 5m and 10m) students will complete 5-10 throws at each distance (you choose how many depending on your groups ability) the first pair to finish their 10m throws wins.  **Drill 2 – Distance throws whilst moving** In the games of netball, benchball and basketball you will be passing to a moving target. In pairs running onto a cone.  *\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**  Demonstrate the overhead pass technique – recap the teaching points from the PPT. Discuss the correct catching technique (*Hands ready at chest height, fingers nice and wide, bring the ball above the head and feet shoulder width a part*).  Students to practice this technique with their partner for 2 mins, focus is now on the throwing technique. Teacher to go round and check technique.  **Drill 1 - distance throws (distances are longer this time to replicate the appropriate distance for an overhead throw).** In pairs students set up three distances using cones (10m, 15m, 20m) students will complete 5-10 throws at each distance (you choose how many depending on your groups ability) the first pair to finish their 20m throws wins.  **Conditioned game – first to 5 –** Teams of 3,4 or 5 dependent on numbers. Make a playing square which both teams must stay in. they cannot contact each other and should try to stay 2m apart. Aim of the game is for each team to try and get to 5 points by making 5 successful throws and catches within their teams. If the ball is dropped or intercepted by the other team then the game restarts and the other team try to do the same. If a team manages to get to 5 they score a point and pass the ball over to the other team. Each game lasts 5mins the team with the most points wins. | B – shorter throwing distance, more visual demonstrations and prompts for technique.  S – increase the throwing distance focus on accuracy. Use a variety of different throwing techniques with different heights on the throw  G – include throwing to a moving object (partner mimicking moving towards open space). Add in a target area to increase accuracy. |
| AFL | Teacher observation and students’ self-assessment of ability. |  |
| Activity  **Dribbling** | Teacher to demonstrate dribbling action (See PPT for technique points). And discuss the rules associated with dribbling (See PPT).  Students to recap the dribbling technique for 2mins focusing on co-ordination.  **Drill –** In pairs give those numbers 1-2. They will take in turns to dribble through a line of cones (5 cones in a line) then pass the ball over to their partner. After a couple of turns teacher (depending on ability) can suggest restrictions or challenges.  Extension – complete a series of competitions between pairs E.g. fastest to complete the challenge (only left hands allowed, ball must go through legs whilst dribbling) | B – dribbling with at least one hand consistently.  S – show control and co-ordination with both hands whilst moving  G – Speed can be altered whilst showing a high level or co-ordination and control with both hands. |
| AFL | Teacher observation and students’ self-assessment of ability. Peer assessment opportunities. |  |
| Activity  **Shooting** | Teacher to demonstrate the shooting technique discussing the key technique points highlighted in the PPT.  Students to be in pairs with a basketball/ netball hoop. Please note there are different techniques of shooting for netball and basketball (please see PPT) students to practise their techniques into their hoop. Each student will take it in turns to have 5 goes whilst partner collects the ball and gives feedback.  **Drill – shooting from distance.** In pairs they have 3 cones set out from 3 different angles. Ideally, one left, one centre and one on the right. They then play a game where they both have to score from each cone. They can compete against other groups within their bubble. (please use both shooting techniques)  **Conditioned game – game of HORSE** (please see PPT) This removes the cones and allows students to be more explorative with their shooting. In their pairs the winner will be the one who makes more successful shots. The rules of the game are at the bottom of the plan. | B – Demonstrate good technique.  S – demonstrate accuracy when shooting  G – Demonstrate accuracy from a variety of distance and angles. |
| AFL | Teacher observation and students’ self-assessment of ability. Peer assessment opportunities. |  |
| **Gameplay** | Conditioned game 1 - Game of benchball – follow the simplified rules from the PPT. Rules are at the bottom of plan. Pitch is set out as per the diagram below. You can set limitations on players dependent on ability. to incorporate dribbling you can allow a player to dribble for the steps. This will allow different tactics for the game.  Physical Education Games - Benchball - YouTube  Conditioned game 2 - Game of netball – follow the simplified rules from the PPT. Rules are at the bottom of the plan. similar set up to bench but shooting into a basket instead of allowing another student to join them on the bench.  **If you don’t have enough students to play a game of benchball then play netball using 1 net. Teams will be split into attack or defence (please see PPT)** | B – use a basketball and allow subtle movements  S – use a variety of passes and show some tactical awareness  G – use special awareness and show leadership skills |
| Plenary | Discuss how tactics could be used to improve game play. Teams discuss what they did well and where they could improve and relate these back to the three key skills covered within the lesson. |  |

Questions:

What is the correct technique for the underarm/ overarm throw?

What sort of distances would you use an overarm throw for?

What position other than a fielder would you need a good underarm throw technique?

What are the rules for bowling?

How could you outwit a batter with your bowling technique?

Why is teamwork important for fielders?

What is the correct technique for batting?

How could power and accuracy improve our chances of success when batting?

What tactics could you use when batting?

**Bank of drills: These are additional drills which you may wish to add into the original lesson or use if you have small numbers**

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| **Fielding** | |
| Interception passing  Piggy in the middle | **Drill and technique –** in groups of three, the middle player will have to intercept the ball been passed form the other players. They can explore how they can intercept (jumping, pre meditating the ball flight, footwork to get around faster and blocking intial pass.  **Extension –** different types of passes used or you can extend into group of 4 making a triangle shape with the person in the middle. |
| Shooting timed challenge  NET  11 | **Drill** – this is for pairs or groups depending on weather and the size of the group. You have to take it in turns. One at a time you must dribble to all of the cones and make a successful shot to move onto the next cone. The quickest person wins overall. This is including dribbling and shooting techniques. They can’t move on from the cone until they complete a successful shot (if ability is low limit amount of attempts they can have). Another adaptation is allowing a 1 shot from each but collecting 5 points for a successful one 3 points for hitting the rim and 1 point if they miss. This is a perfect game if you don’t have enough numbers for game situation. |
| Passing and catching | **Drill –** depending on ability of the group and time this is a simple version of pass and catch. It is teacher lead but can also be controlled after demonstrations by a high ability student.  The person in the middle will pass to players around the circle and they will pass back. The game is to eliminate or forfeit a player on the outside. If the drop the ball they can either be eliminated or have a forfeit of running around the circle.  Adaptations can be teacher to throw the ball at different people without warning or throwing the ball higher and lower.  Focus is for the catchers to set a good base with feet apart, slight bend in the knee and hands ready. |
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Here are some basic benchball rules you will follow when playing:

1. Each team has a catcher (they stay in the endzone at all times of play)
2. To score a point the team has to pass the ball into the catcher. Then the catcher joins the team play and the scorer becomes the catcher.
3. A player can pivot holding one foot on the floor at all times
4. You can not move with the ball (unless you put a rule in where you can have 5 step dribble)
5. You cannot go within 1 metre of an opponent
6. You can only intercept not tackle/steal
7. After a point is scored the catcher gives the ball back to the opposition.

Here are some simplified netball rules you will follow when playing:

1. Each team will be shooting into the netball hoop to score.
2. To score a point the team has to successfully throw the ball into the net within the red semi circle area. They cannot shoot from outside.
3. A player can pivot holding one foot on the floor at all times
4. You can not move with the ball (unless you put a rule in where you can have 5 step dribble)
5. You cannot go within 1 metre of an opponent
6. You can only intercept not tackle/steal
7. After a point is scored the opposition starts with the ball form the centre

HORSE game

* One hoop and one ball
* When one player takes the shot and scores then the other player must replicate that shot with success.
* If the second player has the same success then the play resumes as normal.
* However, if the 2nd player misses from the same spot then they gain a letter.
* If the first person to shoot doesn’t make the shot then the 2nd player can choose where to shoot from.

Main points

* If a shot is made the other player must shoot from the same spot.
* The player who spells HORSE first loses.