

LESSON PLAN: **MULTI SKILLS:** YEAR 3: WEEK 3

LESSON OBJECTIVE: To understand how to react to a stimulus.

WARM UP (10 MINS)

Musical Statues: The students move around in an area when the music starts to play. When the music stops, all students must stop and hold a freeze position. The last person to freeze is out.

MAIN LESSON (20 MINS)

Reaction ball squash: To score, the ball must bounce off the wall, then two or more times in the court without the opponent catching it. Please note, the ball must be thrown underarm only and must make contact with the wall below a certain line.

Students then take part in the reaction net ball challenge. Students work in groups of two or four. To score, the reaction ball must bounce two times in the opponents' court without the opponent catching it. The ball must be thrown underarm only and bounce in the opponents side of the court.

GAME/COMPETITION (15 MINS)

The students make a circle around the teacher. If the class is a large class, create two circles and use a Teaching Assistant or a more able student in the other circle. The students on the outside throw a ball towards the teacher in the middle of the circle that uses the Tennis Racket to hit the ball back towards the students. The nearest student must react and catch the ball. This could be made more competitive by giving each student three lives. If they drop the ball, they lose a life.

EQUIPMENT

- Music and speakers
- Tennis balls
- Reaction balls
- Tennis racket

KEYWORDS

- React
- Concentrate
- Ready

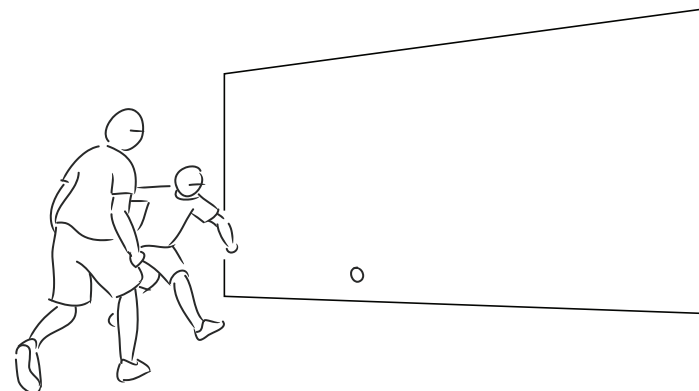
DIFFERENTIATION

LESS ABLE

- Use a normal round ball.
- Larger court/less bounces.

MORE ABLE

- Use a smaller reaction ball.
- Smaller court/more bounces.
- If the ball bounces out of the area on the first or second bounce the opponent wins the point.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform the skills required to react to a high ability?
	4	Can they perform the skills required to react with a degree of control?
	3	Can they show an understanding of what the term reaction is?
Tactics, Rules & Teamwork	5	Works with their partner & demonstrates knowledge & understanding of the task.
	4	Can work with a partner & understands the directions.
	3	Starts communicating with a partner.
Show & Link	5	Can they link: the different movements to show their able to react, to a high ability?
	4	Can they show and link: some of the movements to demonstrate some ability to react?
	3	Can they show knowledge of reaction, but unable to perform it.
Describe Ways to Improve	5	Are able to describe and improve performance.
	4	Are able to describe performance.
	3	Are able to see differences in performance against a simple model.
Fitness & Health	5	Shows a solid understanding of why physical activity has health benefits.
	4	Has some knowledge of why physical activity has health benefits.
	3	Has little knowledge of why physical activity has health benefits.