

LESSON PLAN: **MULTI SKILLS:** YEAR 6: WEEK 5

LESSON OBJECTIVE: Students understand how to test their ability to balance.

WARM UP (10 MINS)

Split the students into small groups and nominate one person to be the 'Warm up Instructor'. Their job is to lead a warm up to their group including a pulse raiser, static and dynamic stretches.

MAIN LESSON (20 MINS)

Students pair up and complete the following balance challenges:

- Stand on one foot and with one hand write your name, then change over so you are standing on the other foot and writing your name with the other hand.
- In pairs stand opposite each other, extend your arms so that your palms are touching each other, both stand on one foot. Each of you must try and push one another off balance (discuss safety).

Develop: The students are put into small groups of 6. Five students make a circle around the one person who stands in the middle with a ball in their hands. The person in the middle throws the ball to the individuals on the outside who simply needs to catch the ball. The person in the middle needs to shout either 1, 2, jump 1 or jump 2 before they throw the ball. The person on the outside needs to react to that command and perform the following – 1 or 2: Stand on one leg or two and catch the ball or jump 1 or 2 and the student has to jump and land on either one or two legs. Loose lives if students drop the ball.

GAME/COMPETITION (15 MINS)

Lift one leg and place the toes of that foot against the knee of the other leg on command from the teacher. The teacher starts the stopwatch. Balance for as long as possible without letting the other foot move away from the knee. Repeat standing on the opposite leg.

EQUIPMENT

- Cones
- Balls
- Stop watches

KEYWORDS

- Balance
- Static
- Still
- Position

DIFFERENTIATION

LESS ABLE

- Work with more able student and use them as coaches.

MORE ABLE

- Balance with eyes closed.
- Opposite arm to leg.
- Balance on tip toes.
- Additional balance tests – clock test.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform the drills with balance to a high ability?
	7	Can they perform drills to balance with a degree of control?
	6	Can they perform some of the drills to balance, but to a low ability?
Tactics, Rules & Teamwork	8	Works with their partner & demonstrates knowledge & understanding of the task.
	7	Can work with a partner & understands the directions.
	6	Starts communicating with a partner.
Show & Link	8	Can they link: the skills required to balance to perform this to the best of their ability?
	7	Can they show and link: some of the skills require to balance?
	6	Can they show knowledge of the skills required to balance?
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.