

You'll need: Foam balls, hoops, soccer balls, pinnies, benches

You can play: outside, in the gym, on the blacktop

Game 1

Beat the Ball

Divide the learners in to groups of five. Each group requires one foam ball. Within the group, one person is selected to be the runner and the other four are the passers. The passers form a square. On a signal, the runner begins to run around the square as fast as they can while the passers pass the ball to the person next to them. Once the ball has travelled around the square four times, the runner stops and switches positions with one of the passers. Repeat the game until all people have had a turn being the runner.

Extend this activity by combining two groups together and having two runners and two balls. Continue to combine groups until the class plays as one big group with many balls and runners.

Game 2

Jump Rock, Paper, Scissors

Place hoops in a line on the floor to create three long lines. Divide group in to six teams and line up on opposite ends of the hula hoop line. The object of the game is to get your entire team to the other side. To get to the other side, one person from each team will jump in the hoops until they meet. When you meet your opponent you play RPS. The winner keeps jumping forward to play the next opponent and the loser goes to the back of their line. Have kids who are in line stay engaged by cheering their teammates on.

Game 3

Four Corner Soccer

Set up four goals, one in each corner of the play space, using benches or cones as markers. Divide the group in to four equal teams, with each team given a different colour pinnie to wear. All the teams start by their goal and two balls are placed in the middle of the area. When the adult shouts 'GO!' the teams try and score as many goals as they can. Any team can score in any goal except their own.



When a team is scored on they jump behind their bench and wait for the next goal



Add in more balls

Debrief

Do you think it would be easier or more difficult with larger teams?
Thinking back to last week, was there are strategy that you used?
Did anything make your team more successful?

Mindfulness

5 finger breathing - Trace your 5 fingers, as you go up, breathe in and as you go down, breathe out
Balloon Breathing - Imagine a large balloon in your hands, as they breathe in the balloon expands, as you breathe out the balloon shrinks. Repeat 5 times.

Teaching games through games is a principle that is featured in the larger theoretical framework of Teaching Games for Understanding (TGfU). The TGfU model places the learner at the centre of the process and aims to develop appropriate decision making, tactical awareness, skill execution, performance and game appreciation through playing adapted versions of games. This model differs from traditional 'skill-based' activities where learners repeatedly focus on the technical aspects of a required movement, and the 'tactical perspective' where the focus is solely on the tactics of a game. While those elements are still essential for the success of an activity, placing them within the context of a small-sided game enables the educator to use the shared experiences of the learners to develop a more complex understanding of the game and the movements required in context. This can be done by stopping the activity and highlighting aspects of strategy, reinforcing technical cues and using intentional debriefs after the activity is complete.

Using small-sided games, especially in the context of a sport-based activity such as volleyball, soccer, wheelchair basketball or ultimate, also allows for the use of Representative Learning Design (RLD). An RLD framework takes specific aspects of the sport or activity and utilises it to create a context in practice where learners can replicate and practice the movements required. Using RLD not only helps replicate the movements, but also the emotional response, perception and action processes and inter-relating variables and constraints on movement and space.

In the games used in this lesson plan, each aspect of the above theoretical components can be seen. Initially, learners are exposed to the benefits of teamwork where the ball is able to move quickly and efficiently around the space, laying the groundwork for the later games. Next, each individual performance is critical for the success of the team and the contrasting emotions of a victory versus a loss in each game of rock, paper, scissors fosters the awareness of the highs and lows that can come in an activity. Finally, the culmination of the activities brings together all the components that have been utilised previously with strategy, skill, perception and action all combined in a fun, engaging, fast-paced game.

TGfU and RLD can be intimidating concepts to understand. However, focusing on small-sided games that can be used to highlight and combine tactics and technique in context with an intentional discussion after the activity are easy places to start.

If you have any questions or would like more information on how to accomplish anything mentioned above, please email play@pise.ca.