

Learning Goals and Points

Social Skills



Developing my social skills and knowledge so...

What

How

Emerging - I show patience and support others.

Take responsibility for making sure everyone is clear on what they are doing.

Expected - I cooperate well with others and give helpful feedback.

Listen to and take on others' opinions and then discuss the best way forward.

Exceeding - I can give and receive sensitive feedback to improve myself and others.

Use a combination of praise, positive body language and challenge to motivate other team members.

Dynamic Balance Dynamic Balance



Emerging

I can complete **all** Red challenges



Expected

I can complete **some** Blue challenges



Exceeding

I can complete **all** Blue challenges

Developing my dynamic balance on a line skills and knowledge so...

What

How

I can move with fluidity and minimum wobble.

Keep my head still and back straight.

I can stay balanced on the line with head up.

Practise the movement slowly at first.

I can move with opposite arm and leg moving forwards.

Use my arms to help balance as I move, bringing them 'from hips to lips'.

Equipment



You will need music, cones, hoops, bean bags, lines.

WARM-UP

Shape Up!

Create Own Shape 1

Walk in and out of each other and start counting. When you get to 8, make and hold a shape.

Increase your speed and vary the types of shapes you make on each count of 8.

Changing Shapes 2

Explore the themed shapes your teacher calls, for example, a sporting shape.

Vary your shape on each go.

Now when you get to the count of 8, find a partner and hold a counter-balance.

Choose Your Shape 3

Find another pair to make a group of 4. Choose and perform your shape at the same time, all facing inwards.

Adjust/develop your shape so that it contrasts with those of others in your group. (Think about tall/short, wide/narrow, straight/twisted, symmetrical/asymmetrical.)

Teach And Learn Shapes 4

Teach your shape to the others in your group. (Show, tell and discuss the details).

Learn and perform the 4 contrasting shapes in your group. If you can't perform the exact shapes you can do a complementary or similar shape.

Develop A Sequence 5

Decide an order to a sequence of the 4 shapes. 1-2-3-4-1-2.....

Explore the best ways to move between shapes. Try and come up with a short story that helps you remember the sequence.

Perform The Sequence 6

Perform the sequence 4 times through, moving slowly and smoothly between shapes controlling your movements.

Synchronise The Sequence 7

Perform the sequence together as a group moving at the same time, striking the shapes through controlled movements.

Perform In Time To Music 8

Perform the sequence to some music with a slow beat.

You should all hit the shapes at the same time and be able to perform the sequence 4 times through without stopping.

Complex Canon 9

All start the sequence with a different shape so that you now perform a complex canon. The order of the sequence should remain the same.

Perform the sequence 4 times through and freeze/hold your final shape.

Double Speed 10

As Stage 9 but one or more of your group must now perform at 'double speed.'

You may have to shorten some of the movements and shapes.

Those doing double speed will have to perform the sequence 8 times through.

Different Speeds 11

As a group, try to perform the sequence at 3 different speeds.

For example, one might perform at double speed, two at normal speed and one at half-speed.

Changing Speeds 12

All change speed at least once during the performance, for example, half-speed to normal or double-speed to half-speed.

Travelling Shapes 13

As you move from one shape to the next in the sequence you also travel to your left or right so the group rotates.

You are now performing at the same speed as each other.

Travelling, Turning, Jumping 14

As Stage 13 but while you travel perform a jump or turn between shapes.

Changing Formations 15

As Stage 14 but now plan and perform a routine that involves at least 3 different formations.

What Happens Next? ?

GAME

Steal The Treasure

Suggested Rules

- Children play in groups of 6 in a square, with 4 attackers against 2 defenders.
- Each group splits into 3 pairs, with each pair taking turns at attacking and defending. For example, play 3 rounds of 2 minutes so each pair attacks twice and defends once.
- Defenders must remain joined together to protect their 'treasure' (a bean bag or multiple bean bags placed in an inner circle/square). However, they can 'break' to try and tag an attacker if they grab the treasure.
- The attackers work as a team of 4 to try and steal a piece of treasure and get it to one of their safe areas (one of 4 hoops on the outside of the area) before a defender tags them.
- If successful, both pairs of attackers receive a point.
- If an attacker is tagged by a defender while carrying the treasure, the defenders win a point.
- If a piece of treasure goes outside the area but not inside a hoop, defenders gain a point.
- Which pair can gain the most points during the game?

Include time between points and time-outs for the children to discuss tactics and strategy that will increase their chances of success.

Tricky



Attackers – include a larger space for treasure so it's easier to steal

Attackers – include lots of treasure so it's easier to steal

Attackers – allow stolen treasure to be taken directly to a safe hoop

Defenders – include a smaller space for treasure so it's easier to defend

Defenders – include only one piece of treasure so it's easier to defend

Defenders – split once a piece of treasure is stolen to make it easier to chase and tag

Trickier



Attackers – reduce the space for treasure so it's trickier to steal

Attackers – include fewer pieces of treasure so it's trickier to steal

Attackers – pass stolen treasure to at least one other attacker before placing in a safe hoop

Defenders – increase the size of the space for treasure so it's trickier to defend

Defenders – include more pieces of treasure so it's trickier to defend

Trickiest



Include different coloured bean bags (treasure) each with a different points' value

Attackers – move a piece of treasure from one hoop to another before securing a point

Defenders – remain joined throughout the whole game

SKILL

Dynamic Balance



Expected

I can complete **some** Blue challenges

Skill Challenges

Maintaining balance on a line:

1. I can walk fluidly, both forwards and backwards, lifting heel to bottom, knees up and with heel to toe landing.
2. I can lunge walk forwards (heel to bottom, knees up, extend leg forward and sink hips, heel to toe landing).
3. I can lunge walk forwards, bringing opposite elbow up to a 90° angle.
4. I can complete all red dynamic balance challenges with eyes closed.

REVIEW METHOD

Roles on a Bus

How to play

Students observe a member of a group involved in a team activity (it could be a problem solving activity or team game). Using a picture of a bus on mini-white-boards or photocopied sheet they indicate the role or changing roles they believe the observed person adopted within the group, for example, the steering wheel, the indicator, the accelerator, the driver, the horn, the brake, the conductor, the passenger etc.

After the exercise the reviewer shares their thoughts with the performer discussing why they felt they had taken on a particular role or roles and how they felt they had positively contributed to the team.