PHYSICAL EDUCATION LESSON PLAN				
Class: Key Stage Three	Date:			
Activity: Stoolball	Focus: The Game, Umpiring and Scoring			
No. of Pupils:	Sequence: 6			
Location:	Time: 50 minutes			

Response to Evaluation of Previous Lesson / Learning:

NC Key Concepts: Competence Performance Creativity Healthy Active Lifestyles This lesson allows pupils to apply learnt skills into the game situation. Pupils will experience a full game and understand how their learnt skills can be applied to the game. Pupils apply tactics when batting and bowling in order to try and outwit their opponent. They select and use different fielding techniques in order to be successful.

NATIONAL CURRICULUM KEY PROCESSES

Learning Outcomes: This lesson will enable All pupils to:

Develop Skills in Physical Activity:

Develop previously learnt skills by using them in a full game, they show some success doing this.

Most:

Demonstrate good success when using their batting, bowling and fielding skills in a game situation. They may try harder skills such as a short barrier.

Some

A very good ability to change and adapt their batting, bowling and fielding skills to suit the demands of the game. They perform with accuracy and control.

Make and Apply Decisions

Select and use skills previously learnt in to the game situation. They demonstrate that they can make and apply decisions when running between the wickets.

Some:

Select and use advanced tactics within the game, especially when batting and bowling. These decisions allow their team to outwit an opponent effectively. They are decisive, and take on a captaincy role.

Evaluate and Improve

Be able to highlight a strength and one area of improvement for their teams performance using the assessment sheet.

Some:

Will able to highlight strengths and areas for improvement in their own and other's performance. They are also able to give advice and suggest practices to encourage improvements.

Develop Physical and Mental Capacity

Pupils will develop their mental determination to succeed by understanding how to outwit their opponent through bowling.

Making Informed Choices about Healthy Active lifestyle

Local stoolball clubs should be advertised to the pupils as pupils have the opportunity to continue playing stoolball outside of their school time.

Resources/Equipment/Safety:

Wickets, stoolball bats, stoolballs, cones, clip board and paper (Quantity depends on the size of the group).

ACTIVITY		HOW WILL THIS BE ACHIEVED?		EVIDENCE OF LEARNING/ PUPIL
Timing	Organisation / Task	Teaching Points	Differentiation	PROGRESS
2 mins	State Learning Objectives- refer to front page. Remind pupils of the rules e.g. how out, no ball, wide.		Differentiated learning objectives.	(assessment opportunities) Question and Answer- What is the focus of today's lesson?
10 mins	Warm Up. Pupils introduced to umpires signals. Pupils run around area, on command pupils must stop and demonstrate appropriate signal.	For full umpiring rules see: www.stoolball.co.uk Signals shown on next page.		Observation- are the pupils using the correct signal?
35 mins	Game play. Set up two games. 8 a-side. Pupils to bat 8 overs. Pupils must retire once they score 10 runs. The batting team must provide 2 umpires and two scorers. Game One Game Two	Square Leg Umpire- high wides, low no-balls. Run outs at their end. Straight Umpire- dominant umpire, in charge of final decision. Wide wides, body before wicket, run out at their end, catches and bowled out. Straight umpire should use signals learnt at the start to signal to scorers. All teaching points form previous lessons apply to the game.	Differentiated games- teacher to decide of appropriate teams. Either four even teams. Or two more able teams to play each other, while two less able teams play each other. (each class will work differently). More able: captaincy/ coach roles.	All pupils experience different roles and have some success when doing this. They have an awareness of the rules and signals when unpiring (the use of Q ad A can be used). They demonstrate an ability to select and use skills form the unit within the game. Some have a very good ability to perform well in different roles. They take on a captaincy role, which allows them to demonstrate their knowledge and understanding of the game and tactical play.
3 mins	Plenary- Discuss game play and overall performance of unit.	All t.p's from unit apply.	Varied difficulty of questions.	Question and answer: How many balls in an over? How can you get out? Can you get caught off a no-ball?

BASIC UMPIRING SIGNALS



Out (left)



Four runs (left) Six Runs (right)



Wide Ball (left) No Ball (right)





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