

	Subject: <b>Hockey</b> Defending skills	Year:	Group:	Total No.:	M:	F:
	Lesson: <b>Tackling</b>	Ability:	Period:	SEN:		
	NCPE Location: 1.1a; 1.1b; 1.1c; 1.2c; 1.2d; 1.3a; 1.3b; 2.1a; 2.1b; 2.2c; 2.2d; 2.2e; 2.2f; 2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.1; 3.2; 3.3; 3.4; 4a; 4b; 4c; 4d; 4e; 4f; 4g	Duration:	w/c			

**Objectives:** I want the pupils to be able to perform the block tackle and adapt ideas and techniques in response to changing circumstances. . To have an understanding of when to use this tackle in a game. To have an understanding of the rules that affect tackling in hockey. To plan and implement the tackling skills to be more effective in performance

<b>Key Aspect of Transfers of Skills and Analysis</b>	Throughout every aspect of this session : <ul style="list-style-type: none"> <li>- Discuss and analyse the different types of defensive skills that gain possession and create the opportunity to outwit an opponent</li> <li>- Identify the similarities and the teaching points found in each of these defensive skills to help gain possession and a strategic advantage when performing them in defence</li> <li>- Enhance knowledge, understanding and the ability to transfer the range of defensive skills, shots, tactics and approaches to gain ascendancy in practices and games that enables the defender to turn a defensive position, skill and shot into an attacking one (and hopefully a scoring one)</li> </ul>
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Activity	Description	Objectives	Teaching Points	Evaluation / Performance	Differentiation and Creativity
<b>Student Warm Up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	- listen to and follow instructions of those leading the warm-up	Observe pupils performances	Ⓛ Ask students how they could make warm up easy / harder / intense
<b>Student Stretches</b>	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session. To be able to demonstrate stretches relevant to Hockey	- Hold stretches for 8 seconds. - No bouncing.	Q & A on benefits of stretching and their warm ups	⬆ Get pupils to incorporate stretching with Ball
<b>Tackling (The Block Tackle)</b>	- Pairs or small group practices – to emphasize technique and control	I want the pupils to be able to perform the block tackle and adapt ideas and techniques in response to changing circumstances To have an understanding of when to use this tackle in a game. <i>i.e. When an opponent is dribbling directly at you</i> To have an understanding of the rules that affect tackling in hockey. To be able develop their physical strength, stamina, speed and flexibility to cope with the demands of tackling in Hockey To develop their mental determination to succeed when Tackling. To know and understand what needs to be achieved for the tackle to be successful	- The defender assumes a strong, well-balanced position, crouched low to the floor, with the left foot slightly in front.	Peer evaluation sessions – Pupils state strength and weaknesses of Tackling performances. Use sheets to highlight these	⬆ Increase speed of attacker. ⬇ Decrease speed of attacker. <b>⬆ Blocking Space Game:</b> Pairs work in grids. Player with ball attempts to dribble over defenders line. 3 points for every successful block tackle – 1 point for dribbling over the line. ⬆ decrease width of line. ⬆ Increase width of line. ✂ – Pupils in pairs refine new skills to perform skills with power and dominance
	- No opposition, concentration on positioning & stance.		- The right foot provides the pivotal support required to change direction if necessary.		
	- Aim to touch the ball of the opponent.		- The grip is as usual, and the stick is held close to the ground in anticipation.		
	- Aim to dispossess an opponent. - Discuss teaching points used to beat / outwit opponent - Discuss the skills used to beat / outwit an opponent - Discuss the skills used to gain ascendancy		- Keep your eyes on the ball and don't fall for any feints of the stick. - When the ball is in distance of the stick, lower the stick almost horizontally to the ground and drive through the ball and opponents stick, pulling the ball slightly to one side. - Do not give way to the attackers stick, stay strong!		
- 1 V 1 and 2 V 1 progress - Discuss how performers can use varying skills to outwit opponents in games		- Try and beat opponent using any method - Defenders use block tackle		⬆ Decrease grid ⬆ Add a goal into grid to shoot into after beating opponent	

<b>Games</b>	3V3. - Concentrate on interception and block tackle.	To be able to use the block tackle in a small-sided game situation. To use the tackling approach to outwit opponents in games To plan and implement the tackling skills to be more effective in performance	- To score you must shoot through the goal using a push shot - The ball cannot go over head height - DO NOT RAISE STICK - Engage distance and give before making tackle.	Observe Games  Ask pupils for feedback and analysis of performances	Observe games and tackles
<b>Cool Down</b>	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	<b>Q &amp; A</b> on the teaching points and objectives of the skill, activity and lesson	⬆ Increase duration ⬆ Incorporate skills performed into cool down
<b>Informed Choices and Lifestyle</b>	Discuss the benefits of exercising for 30 minutes a day by performing skills in Hockey				
<b>Equipment</b>	Astroturf Pitch, Hockey sticks, Hockey balls, Light small balls, bibs, Cones / Markers, Goals, Peer evaluation sheets				

ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning		
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology

**Comments / Notes:**

**HEALTH AND SAFETY THROUGHOUT THIS LESSON**

- Check pitch for any potential dangers. - Ensure that all pupils are in correct kit, - no jewellery or watches. - All pupils must wear shin guards.  
Emphasize rules of dangerous play, - Stick height, during the push - Raised / lifted ball - Safety of other players  
Body position during the tackle in safe. The timing of the tackle must be safe. When a player is dispossessed the ball should be kept under control by the tackler.  
- Re-emphasize the rules of dangerous play. - Height of the stick during the hit. Ensure safety through awareness of other players.

**ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT**

<b>Competence</b>	<b>Performance</b>	<b>Creativity</b>	<b>Health and Active Lifestyle</b>
<b>Developing Skills</b>	<b>Making and Applying</b>	<b>Physical and Mental Capacity</b>	<b>Evaluating and Improving</b>