

P.E Teaching plan

[Cooperation with everyone! Ball carrying game!!!]

Practitioner (Presenter): Yasutaka Abe

Venue: Minami Nakayama elementary school in Niigata, Japan

Target children: 3rd grade 1 group [Men:18 people Women:19 people]

1 Unit name

Cooperation with everyone! Ball carrying game [goal-type games]

2 Unit goal

By the second grade of elementary school, children have experienced basic ball operation skills and movement that player does not have the ball in the ball games [hereinafter referred to as the game], that is carried out after the third grade of elementary school through the game of “play”. Although there is room to consider whether the skills are sufficient. Therefore, in this unit, instead of letting children acquire new ball operation skills, by using the skills they have at this stage and developing the game with their friends. I think that children can improve their skills and accumulate tactical awareness. This idea is the goal in this unit.

3 Unit concept

This unit is by letting children experience goal-type games, improve ball operation skills and tactical awareness. Children in the third grade of elementary school still lack tactical knowledge of “how to carry the ball in cooperation with their peers” in the game scene. To promote children’s tactical awareness, I think that children themselves need to experience many games. Therefore, I think that it is a big key to let children experience as many games as possible in the limited time of 45 minutes. [45 minutes is one unit of class time at an elementary school in Japan] It is also important thing that teacher gives the game for children of encourages tactical awareness. Therefore, at the beginning of the unit, a safety zone was set up in the court so that children could calmly attack. If the attacking side is in a safety zone, the defensive side will not be able to take the ball. By devising the rules of the game in this way, if the attacking allies is marked and it becomes difficult to attack, the attack method can be re-established. [in game 1]

I thought that letting the children experience a lot of games in this rule, children can play games well even in the games prepared in the latter half of the unit.

In the latter half of the unit, I prepared a court without a safety zone. [in game 2]
I would like to expect the appearance of the child who makes full use of the skills and knowledge [ball operation skills and tactical awareness] acquired in the first half of the unit and cooperates with their allies to score points.

4 Unit plan [All 5 times]

| times | Content of study | Important matter |
|-------|---|---|
| 1 | ①Understanding the rules of the game. ②Finding the team issues in attack situations. *Game 1 | • Encourage the game to follow the rules. |
| 2 | ①Work together as a team to carry the ball to the goal. [Keeping the ball in offense situation] *Game 1 | • Look back at each game and connect to the next game. • Ask the children to be aware of how they can bring the ball to the goal. |
| 3 | | |
| 4 | ①Depending on the situation of my team and opponent team, my team attacks and defends. *Game 2 | *1 Quick pass *2 Do not put opponents between allies • Encourage child to notice where the goal is not protected by the opponent. |
| 5 | | • Encourage child to find an ally who is free? |

5 About the game [game rules]

①Rules

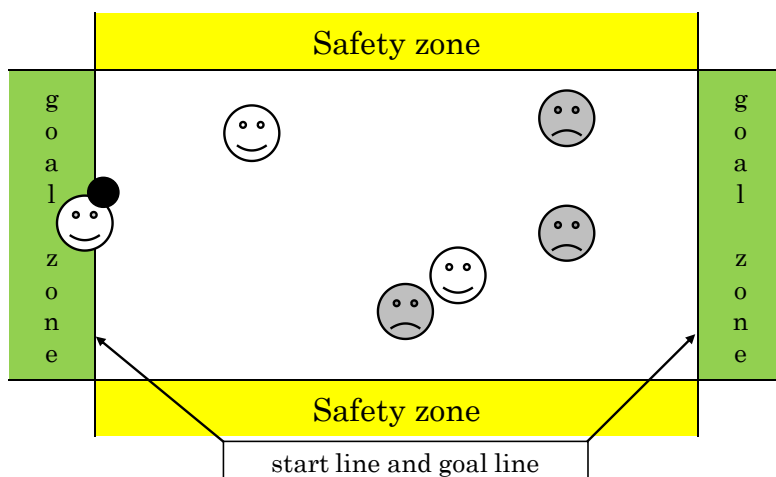
(1) game 1

- 4 minutes per game
- 6 people can enter 1 court.
[Offense: 3people, defense:3 people]
- Offensive and defensive shift type
[Continue to attack for 4 minutes. After 4 minutes, the offense and defense are changed. The team with many points is win.]

- The size of the court.

- | | | |
|---|---|---|
| { | <input type="checkbox"/> Coat[Colorless zone] : Vertical 9m , Beside 15m <input type="checkbox"/> Safety zone : Vertical 1m , Beside 13m <input type="checkbox"/> Goal zone : Vertical 9m , Beside 1m | } |
|---|---|---|

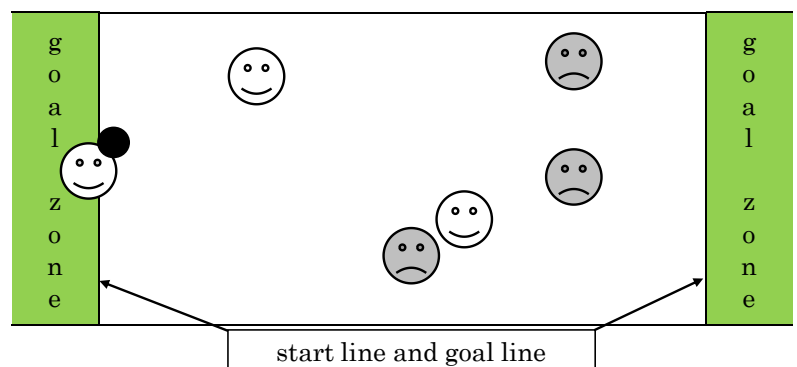
- Ball movement is only a pass. If child drop the ball on the ground or it is intercepted, return to the start line and restart.
- Score if an ally can catch the ball at the place beyond the goal line.
The opponent cannot enter the goal zone.



- The interception is only ball cut,
and the capture of the ball by contact play is prohibited.
- Provide safety zones on both sides of the court. In the safety zone,
only people on the offense side can enter, and the opponent cannot be disturbed.
- There is a pass from safety zone to safety zone.
But, If the ball falls to the floor, restart it.
- Direct goals from the safety zone are prohibited.
- Referees and scorers are self-judge.

(1) game 2

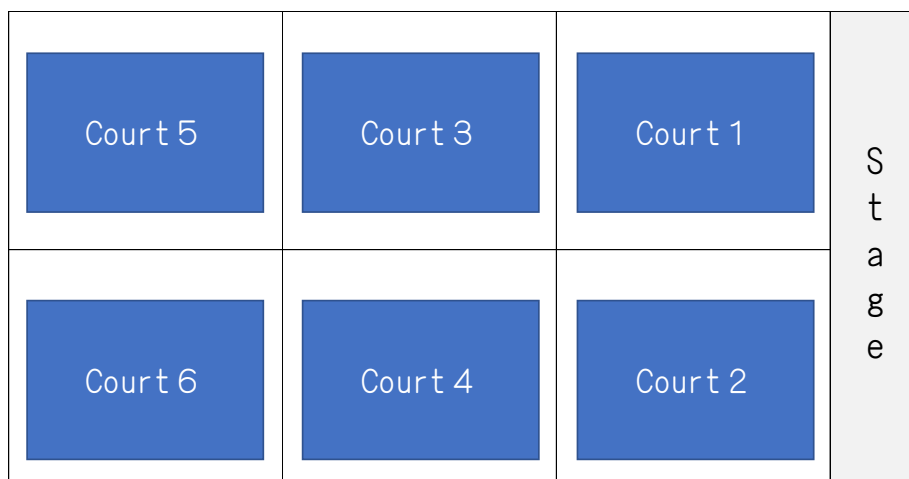
- The basic rules are the same as in Game 1. But, there is no safety zone in the game 2.



② Others

- Play a match on each court at once. 36 people can participate in the game in one turn.
- The teacher sees the child's behavior and connects it to the next advices.
- The ball used is MIKASA's Smile Handball No.1

for elementary school students. [pictured below]



[Ball used]

[Court map at the gymnasium]

6 The content of lesson [Lesson 3]

| Times | <p>○Content of study</p> <p>T : Teacher's question</p> <p>C : Expected child reaction</p> | Important matter |
|-------|---|---|
| 7 | <p>○Looking back on the last game, create the team that can win the game.</p> <p>T1: Today's assignment is the same as last time.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Work together as a team to carry the ball to the goal.</p> </div> <p>T2: Last time, children found that an ally approaches the player who has the ball. This strategy does not seem to work. Why?</p> <p>C1: Many people get together and the player with the ball cannot give a pass.</p> <p>C2: There are a lot of people and the player with the ball does not know what to do.</p> <p>T3: Even if allies gather too close together, the strategy will not go well. Then, how can the three members of the team move to reach the goal without being caught by the opponent.</p> | <p>○Children wear bibs and line up for each team.</p> <p>○Use the Children to create actual scenes so that they can understand how to move in the game.</p> <p>○ Use the whiteboard to make it easier to see team's strategy.</p> |
| 10 | ○Play game 1. | ○Encourage the game to follow the rules. |
| 3 | <p>○Share issues found through the game within the team.</p> <p>C3: We were able to move on the court so that the three would not be far apart.</p> <p>C4: The strategy did not go well.</p> <p>C5: The strategy went well.</p> | <p>○ Use the whiteboard to make it easier to see team's strategy.</p> <p>○Introducing a successful strategy.</p> |
| 5 | ○Think about strategies within the team. | ○If the child is worried about solving the problem, the teacher will think about it together. |
| 10 | ○Play game 1. | <p>○Encourage the game to follow the rules.</p> <p>○ The teacher praises the team that was able to attack well.</p> |
| 10 | ○Children look back on the lesson. | ○Write their assignments on the whiteboard. |

The URL of "Share movie of GLS".

<https://youtu.be/fEAON8bDoJE>