

Lesson no.	Subject:	Lesson description:	Year:	Group:	Ability:	Day:	Period:	Duration:	Total No.: M: F:
<b>2</b>	<b>Rugby League</b>	<b>Creating space from PTB and Taps</b>	<b>10/11</b>						<b>SEN:</b>
<b>Objectives:</b>	To be able to understand and accurately replicate and perform different attacking plays from set plays to further create space using other principles. To confidently perform with accuracy, many plays of play from set plays. To comprehend and grasp the importance of plays in Rugby League.								
Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity and Tactics	Link to Theoretical PE Aspects		
<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	Ask students how they could make warm up easy / harder / intense	Ask group for feedback.	<b>R+</b> How are the students motivated to succeed	Revision Questions		
<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 Rugby League	- Hold stretches for 8 seconds. - No bouncing.	↑ Get pupils to incorporate stretching with Rugby League equipment	<input type="checkbox"/> Use warm up cards with key phrases  Comment on warm up and plan	<b>R+</b> Focus on the strengths not the weaknesses	1. What are the three muscle types? 2. Provide a description of each of the muscles types.		
<b>Creating space</b>	5 v 5,  - grids work from a penalty tap to wide positions  - pupils coach and analyse performances for 5 minutes each	To develop the students' knowledge, understanding and awareness of where space is found in open play from set plays To be able to understand and accurately replicate and perform different attacking plays from set plays to further create space using other principles To confidently perform with accuracy, many plays of play from set plays	(GIVE NO T.P'S) - Use techniques to confidently perform with accuracy, a line out accurately - Create space for plays - Communicate at open play - Run correct angles and plays - Attack space - Create overlaps - Create 2 v1 at all times - Use width and space - Disguise movements, skills and dummies Communicate plays at all time	↑ Evaluate plays and running in games  Movement in / out of <i>tackles</i>	<b>Q &amp; A</b> : Are they outwitting their opponents from the plays, and PTB <b>Q &amp; A</b> : Are the skills predictable or unpredictable <b>Q &amp; A</b> : Is the speed and height of the ball varied <b>Q &amp; A</b> : Are they performing the skill and techniques at speed <input checked="" type="checkbox"/> Evaluate performances of outwitting opponents using the skills	<b>R+</b> Pupils develop, adapt and refine skills, strategies penalty taps <b>R+</b> Are they out thinking the opponent with their support play? <b>R+</b> Create and listen to strategies that are used to beat defenders at the PTB <b>R+</b> Pupils build the creativity, aspirations and empathy they need to succeed <b>R+</b> How do you bounce back from conceding a try <b>R+</b> How do you bounce back from a poor pass, tackle, kick, PTB,	3. Give three reasons why rugby league players warm up prior to exercise. 4. Explain the graph shown in the worksheet. (worksheet ref: RL10.2)		
	9 v 9, - grids work from a penalty tap to wide positions - pupils coach and analyse performances for 5 minutes each Play a set of 6 from the scrum	To comprehend and grasp why taps are given in Rugby League (To restart a game after an infringement) To comprehend and grasp how to confidently perform with accuracy, competitive taps / play the balls and create space and moves from this To be able to confidently perform with accuracy, these plays within competitive situations To comprehend and grasp the importance of recycling quick ball and not supplying too many numbers in both attack and defence	(GIVE NO T.P'S) - Use techniques to confidently perform with accuracy, a scrum accurately - Create space for plays - Communicate at line outs and open play - Run correct angles and plays	↑ When the ball is out wide accurately replicate and perform a different play each go.  <b>PLAY GAMES OUT FROM DIFFERENT AREAS OF FIELD AND SITUATIONS</b>	<b>Q &amp; A</b> : Can their pass be disguised so that they get the better over the opponent <b>Q &amp; A</b> : Are they outwitting their defenders <b>Q &amp; A</b> : Are the pass predictable or unpredictable	<b>R+</b> Discuss and listen to strategies that are used to beat opponents <b>R+</b> Are they beating the defensive line with their running on the overlap? <b>R+</b> Create a tactic how to gain an advantage over defensive line	5. Draw on the graph to show the difference in arousal levels for fine skills and gross skills		
	In 13's accurately replicate and perform a uncontested TAP with the ball being passed out wide  Accurately replicate and perform a contest one	To comprehend and grasp the Backs and Forwards responsibilities in these plays. To be able to critically evaluate, analyse and judge the quality and effectiveness of performances, taps, moves and plays To make informed decisions about how to improve the quality and effectiveness of their own and others' performances	(GIVE NO T.P'S) - Use techniques to confidently perform with accuracy, a scrum accurately - Create space for plays - Communicate at line outs and open play - Run correct angles and plays	↑ Limit numbers of touches for those students with abilities ↑ Have the game always starting with a line out / scrum / tap / penalty	<b>R+</b> Measure why they were not successful when trying to create a scoring opportunity <b>Q &amp; A</b> : Are they performing the skills and techniques within the games at speed when creating plays, dummies and overlaps?	<b>R+</b> Get the students to break down large tasks into small, achievable goals. <b>R+</b> Students share responsibility to win and lose <b>R+</b> Are students able to accept others opinions and scenarios (above their own)			
	In 13's – Do same drill from a scrum position with the pack walking over the ball.	To be able to develop and implement imaginative action plans to improve the quality and effectiveness of performances To be able to comprehend and grasp how to outwit an opponents from a PTB, scrum, in open play or from a set play To be able to outwit an opponent when performing at a PTB, scrum, in open play or from a set play	(GIVE NO T.P'S) - Use techniques to confidently perform with accuracy, a scrum accurately - Create space for plays - Communicate at line outs and open play - Run correct angles and plays	↑ Play and introduce new Kicking tactics every 4 to 5 mins ↑ Reward for positive Kicking skills, techniques, tactics, understanding and knowledge shown	<b>R+</b> Play game and enable mistakes to happen. Coaches take practices to work on the mistakes <b>R+</b> To be able to listen when coaching / leading				
<b>Games</b>									
<b>Leadership &amp; Coaching</b>	Create 2/3 drills to work on skills when mistakes arise within the games	To be able to analyse teams performances, Strengths and Weaknesses To make decisions about what needs to be done to improve their performance and the performance of others.	Observe players skills, tactics and performances. Offer positive advice, do not be negative. Use the correct terminology and instructions.	↑ Reward for positive decisions and actions. Focus on the rules regarding Kicking, line outs, scrums, offside, the breakdown, scoring, passing, ing, beating opponents, 2v1, and tackling	<b>Q &amp; A</b> : Are the decisions predictable or unpredictable <input checked="" type="checkbox"/> Analyse strength and weaknesses in signals, calls, fairness and accuracy of decisions	<b>R+</b> Resilience helps them to feel confident			
<b>Officiating</b>	Officiate the Small sided Game	To be able to officiate the Rugby League Game correctly using the correct signals, comments, scoring and techniques	Use the correct signals Use the whistle, arms and body movements to stop the action effectively and efficiently Get in the right positions to make accurate decisions. Be fair and	↑ Ask pupils questions why a Cool down is essential after exercise	Ask students for feedback regarding their performances <input type="checkbox"/> Use cool down cards with key phrases	Pupils create a new cool down for keeping possession and creating space			
<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>Active lifestyle &amp; Social Guidance</b>	Do you know where to go for support for your mental state?								
<b>Equipment</b>	Rugby League Balls, Markers, Whistle, Bibs, Stopwatch, Corner flags, Video, TV, Whiteboards, Digital Camera, Laptop, Peer Evaluation Sheet								
<b>Healthy Lifestyles and well being</b>	What are the major differences between saturated and unsaturated fats?								