

LEARNING THEME

Duel Win Lose



PURPOSE

This 'duel win lose' unit builds on the experiences children had during Key Stage One.

We will revisit competition and supporting children when coping with success and failure is an important stage in learning as we progress through Primary school and towards competitive games.

KEY SUCCESS CRITERIA

Duel

Win

Lose



Change direction quickly	Move diagonally to avoid other players	I can move to retrieve an object quickly
Identify the movement of an opponent	Celebrate calmly as an individual or with your team	Recognise when an opponent has done well
I can follow rules of a game fairly	Tell a friend something that made you successful	Trial an idea that has been suggested by a friend

ActivationBaseConnectionSchool

NATIONAL CURRICULUM

Games

'Develop the skills relevant to games, including running, stopping, jumping and skipping'

'Make use of space to outwit an opponent'

'Take part in simple games involving individual and co-operative play'

BEYOND THE PHYSICAL

Keep in mind which Beyond the Physical characteristics make you successful in the activities and more importantly why?

Beyond the Physical Characteristics in PE

Be Passionate

Be Courageous

Be Thoughtful

Be Collaborative

Be Explorative

Be Cooperative

Be Ambitious

Be Resilient

Be Motivated

Be Connected

Be Curious

Be Inspirational

Be Creative

Be Respectful

Be Adventurous

Which of these Beyond the Physical Characteristics are you using, or have you used in your lesson today?

duel



move



solve



connect

Change direction quickly

Identify the movement of an opponent

I can follow rules of a game fairly

SUGGESTED EQUIPMENT

**Coloured spots
Bibs / Bands / Tags
Hoops
Beanbags
Small balls
Quoits**

ACTIVATION

Children play a game of 'Spot Swap'.

In groups of four or five, children create a triangle or square (depending on numbers) with flat markers, approximately two meters apart. One child stands in the middle of the shape, the other children stand on the flat markers. Taking it in turns to start the game, children on the flat markers must swap spots to earn a point. When children on the flat markers swap positions, the player in the middle is trying to tag one of the other players. If that happens the child who has been tagged starts in the middle of the space.

MANAGING DIFFERENCE

SPACE

Children can change the position of the spots to increase or reduce the level of challenge for them all.

TASK

Children can move in different ways – hopping, jumping, skipping.

EQUIPMENT

Players on spots have a bib tucked into their waist band for the middle player to tag.

PEOPLE

Increase the number of players in the middle of the space to increase the level of challenge for the players on the spots.

CONNECT

How can you adapt spot swap? How could you use STEP to make the game more challenging?

SCHOOL

Share a time when you celebrated with a friend. How did it feel to score a point or do well?

duel



BASE 1

Children play a game of 'Space Shifters'.

In groups of four or five children create a rectangle approximately 2m x 5m. One child stands in the middle of the shape, they are a tagger.

The other children stand around the edge of the shape. On starting, their role is to get across the shape without being tagged by the defender.

MANAGING DIFFERENCE

SPACE

Add flat markers to the playing area as safe zones where children can't be tagged.

TASK

Introduce points for different journeys. Running the length of the rectangle is worth more than the width.

EQUIPMENT

Children could carry, bounce or dribble a ball as they play the game.

PEOPLE

Children link arms and play the game in pairs as a challenge.

CONNECT

What tactics are you using to be successful in the game? How are you outwitting the defender?

BASE 2

Children play a game of 'Space Shifters +'.

Instead of using one rectangle, this time combine two groups of children and place their rectangles next to each other. Children now have a playing area that is double the size with greater options as to where they can run.

Children are able to pause once they reach the end of one rectangle before crossing another. The two defenders work together to defend the two spaces.

MANAGING DIFFERENCE

SPACE

Lengthen the rectangles to adjust the level of challenge for the longer run.

TASK

Children change the way they move across different rectangles.

EQUIPMENT

Children could carry, bounce or dribble a ball as they play the game.

PEOPLE

Change the number of defenders in the rectangles to adjust the level of challenge.

CONNECT

In what way did you and your partner need to react quickly in this activity?



move



solve



connect

Move diagonally to avoid other players

Celebrate calmly as an individual or with your team

Tell a friend something that made you successful

SUGGESTED EQUIPMENT

Hoops
Cones
Bean bags
Range of balls
Bibs

ACTIVATION

Children play a game of 'Treasure Challenge'.

In groups of four or five children create a square approximately 2m x 2m. In the centre of the square is a hoop with a bean bag in the centre.

One child takes the role of the sailor and has to protect the object in the hoop. The remaining children are pirates whose aim is to steal the object. If a pirate steals the object and is then tagged by the sailor, they must put the object back and start the game again. Children play three rounds and then rotate roles.

MANAGING DIFFERENCE

SPACE

The sailor can stand within the hoop or outside of the hoop to adjust the level of challenge.

TASK

Children try to steal the object with their non-dominant hand. Place treasure on cones at different heights.

EQUIPMENT

Change the size of the object that the pirates are trying to steal. Add in additional treasure to protect. Add another hoop and object.

PEOPLE

Pirates link arms and work in pairs to steal the object.

CONNECT

Share a time you were able to take the object in Treasure Challenge. What did you do?

If you took the object how did you feel?

SCHOOL

Have the children shown perseverance when taking on the role of the defender in Treasure Challenge?



BASE 1

Children play a game of 'Team Treasure Challenge'. Split the children in to six even teams. Two teams play in one third of a netball court or rectangular playing area. A scoring zone is created at each end of the rectangle. Teams aim to transfer their ball/object from their end of the court to a player stood in the opposite scoring zone.

Whilst they are doing this, the second team is doing the same in the opposite direction. When children have an object, they are unable to move and must pass the ball to players on their team. Once they have scored a point they return to the start and try again.

Time the game and see who gets the most points

MANAGING DIFFERENCE

SPACE

Change the type of scoring zone – hoops/boxes/smaller zones.

TASK

Whoever passes into the end zone player takes their place

EQUIPMENT

Add a range of equipment into a hoop that the team must then transfer across the playing area – one piece at a time

PEOPLE

Introduce a 'blocker' who attempts to intercept passes from either team. If they catch the object, they take the place of the player that threw the object.

CONNECT

When one of your objects reached the end zone, how did it feel to score a point? How might you ensure that everyone is involved?

BASE 2

Children play 'Team Treasure Challenge +'. Split the children in to six even teams. The playing areas are set up the same way as Team Treasure Challenge, however this time two or three scoring zones are created and teams do not place a player in them. Teams should rotate the player that receives the object in the scoring zone. Play for a set amount of time and see which team has collected the most objects, they are the winners. Due to the increase in scoring zones, more objects will need to be on each playing area.

MANAGING DIFFERENCE

SPACE

Increase the size of scoring zones to reduce the distance children need to throw.

TASK

Children change the way they pass the object. E.g. Some may roll the ball or bounce it.

EQUIPMENT

Children could use small/large, heavy/light objects to transfer to the scoring zone

PEOPLE

Adjust the number of players on each team to create an imbalance.

CONNECT

Describe a time you scored a point and then celebrated.

lose



move



solve



connect

I can move to retrieve an object quickly

I can decide how best to move to retrieve objects

I can persevere when a task is tricky

SUGGESTED EQUIPMENT

Balls of different sizes, shapes, textures

Cones

Hoops

Benches

Hurdles

ACTIVATION

Children play a game of 'Superhero Tag'. This could be played as a whole class or two groups of fifteen. Children are either superheroes, villains or citizens. Have two or three villains and then a few more superheroes. The remaining children are citizens. Villains tag the citizens who freeze, superheroes then save the citizens by using their special power and the game continues. Villains and superheroes can choose how they tag and release the citizens depending on their character.

MANAGING DIFFERENCE
SPACE

Split the playing area in to one larger zone and one smaller zone. Children choose to play in either area. Change area size and shape.

TASK

When tagged, children complete a specific balance or activity until they are saved.

EQUIPMENT

Children play the game using a piece of equipment. They can choose to carry, bounce or dribble it.

PEOPLE

Challenge superheroes to tag the villains on their back and get away before being caught!

CONNECT

Tell someone how it felt when you were tagged. If you played as a pair, how did you and your partner react when your were tagged?

SCHOOL

What qualities did you need to show when you were tagged? Why are these qualities important in PE and other parts of the school day?

lose



BASE 1

Children play a game of 'Superhero Stars'. Split the children in to two or three groups. In a rectangular playing area, place 5 hula hoops behind the playing area on each short side, then split the space in half with flat markers. In each half scatter an equal number of bean bags/equipment (not cones). Children are split in to two teams, each with their own half. Children cross from their own half and collect a bean bag, returning it to a hula hoop. Start the game with no taggers and progress to add in the rule where teams protect their items by tagging, as soon as they cross the halfway markers they can be tagged. If tagged children return to a hula hoop and start again.

MANAGING DIFFERENCE

SPACE

Adjust the position of the bean bags/cones so that some are near the halfway line, and some are further away.

TASK

When players enter the opposition half in 'Superhero Stars' they must stay in there for five seconds.

EQUIPMENT

Introduce a range of objects that children are challenged to move with in different ways

PEOPLE

Adjust the number of children on each team.

CONNECT

Discuss how we can be a respectful team-mate and how we can support our friends if we are losing a game.

BASE 2

Continue play 'Superhero Jail Break Stars' with the children. This time a Superhero Jail is created for each team behind their row of hoops. If a child is tagged whilst in their opponents half, they must be taken to jail. To get out of jail, children can complete an activity e.g. skipping rope for 10 seconds, be traded for a set number of bean bags or be broken out by a member of their team. Once released they can join the game again.

MANAGING DIFFERENCE

SPACE

Adjust the position of the bean bags/cones so that some are near the halfway line, and some are further away.

TASK

When players enter the opposition half in 'Superhero Stars' they must stay in there for five seconds.

EQUIPMENT

Introduce a range of objects that children are challenged to move with in different ways

PEOPLE

Adjust the number of children on each team.

CONNECT

How did you find trapping different objects which moved differently?

THEME ASSESSMENT

Duel Win Lose



- ✓ Change direction quickly
- ✓ Move diagonally to avoid other players
- ✓ I can move to retrieve an object quickly

Evolve

Embed

Excel



- ✓ Identify the movement of an opponent
- ✓ Celebrate calmly as an individual or with your team
- ✓ Recognise when an opponent has done well

Evolve

Embed

Excel



- ✓ I can follow rules of a game fairly
- ✓ Tell a friend something that made you successful
- ✓ Trial an idea that has been suggested by a friend

Evolve

Embed

Excel



- ✓ What is important to you as a school?
- ✓ E.g. Teamwork / Resilience / Attendance at after school / Respect for each other