

The role of teaching strategies, differentiation and use of ICT in enabling learners to achieve their full educational potential

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The use of teaching strategies can play a vital role as to whether pupils achieved the set learning objectives within a lesson. Teaching strategies are specific methods used to teach specific outcomes to specific groups (Whitehead and Zwozdiak-Myers 2004). There are many different types of teaching strategies that have been derived using different assessment criteria or concepts.

The first set of teaching strategies under discussion, are those derived by Mosston and Ashworth (2002). Mosston and Ashworth (2002) considered the amount of decision making made by the pupil and the teacher when classifying their teaching styles (Mosston and Ashworth (2002) refer to teaching strategies as teaching styles, therefore any reference to teaching styles made are to be considered as teaching strategies).

The styles were primarily divided into two clusters the reproduction cluster (A-E) and the production cluster (F-K). The complete spectrum can be found in appendix A. As the styles progress through the alphabet the decision making made by the teacher in the pre-impact, impact and post-impact set becomes decreasingly prominent, and more decision making is made by the learner. For example Command style A, the teacher makes the entire decisions, as compared with that of the Self-teaching style K, where the learner makes the entire decisions.

Mosston and Ashworth (2002) have a comprehensive range of styles to choose from when considering how to deliver a lesson or lesson episode. One is left asking the question 'how do I choose which style to use?', and the answer is quite simple; consider the learning objective(s) of the episode or lesson and decide which style would most effectively achieve the learning outcome. This should not only be the sole deciding criteria but also the pupils' ability and suitability to this style, safety, and learning styles should also be considered. For example given the learning objective, 'pupils will devise a gymnastic routine that demonstrates flight, rotation and pairs balances demonstrating good body management', an appropriate teaching strategy to use would be that of the divergent discovery style, as pupils are

given a set criteria of which they have to use, add, and adapt in order to devise their own routine, this style facilitates an adequate amount of decision making to be made by the pupil, without compromising safety or learning. An inappropriate strategy would be that of the command style as all of the decisions are made by the teacher which leaves no room for creativity by the learner, which is essential if pupils are to devise their own gymnastics routine.

Differentiation can also be achieved by selecting the appropriate teaching styles for specific classes, groups or individuals. For example, some pupils may be adequately challenged when performing the high jump using the reciprocal teaching style, others may be able to use the self check style as they are able to kinaesthetically assess their performance and better it. The lesson plans in appendix C and D are examples of how these strategies may be implemented within lessons. Combinations of appropriate strategies have been used in order to support the achievement of the learning objectives.

Question and answer is another strategy whereby pupils may be asked to provide the answer to a question, or the question that relates to a given answer. This strategy may be implemented during instructional or feedback stages or applied continually throughout a lesson or episode. The questions may be differentiated in order to challenge more able pupils using open questioning; and the use of closed questioning may also be used, for those less able as not to discourage them from answering questions. Questions may also be used in reverse, where the answer is given to the pupils and they have to state the question in which it relates to, if this is to be used a question must be given first and then they give the answer in order to the pupils to understand the topic in question. For example, the first question posed by the teacher may be which muscle allows flexion at the knee?, and the answer given by the pupil(s) would be the hamstring, this reversed could be, the teacher saying bicep and the pupils respond with the question which muscle allows flexion of the elbow?. This is another method by which the use of question and answer may be varied and differentiated in order to be tailored to the needs of the individual pupils, ensuring that they achieve their full learning potential.

Group work is another strategy by which pupils are given an opportunity to complete tasks and learning objectives, collaborating with other pupils. Group work enables pupils to work on social interaction skills, such as communication, teamwork and leadership. Group work may be differentiated by adding or reducing the amount of people in the group, assigning different tasks to different groups, and extending

the task if a group completes it ahead of time, to name but a few. This is a great strategy in order to develop group interaction skills, however if overused it may alienate the pupils of and introverted nature, as the continual pressure to interact with others may have a negative effect on their motivation.

The teaching games for understanding (TGFU) approach; (Bunker and Thorpe 1982) is another strategy that may be implemented by the teacher in order to achieve set learning outcomes. Bunker and Thorpe (1982) devised the TGFU approach, in order to combat the traditional method of teaching specifically motor responses in a technical sense, as it was deemed that it was no longer appropriate as it focused on the content and not the pupil, and therefore, could be demoralising as it is focussed on the outcome rather than the process. TGFU encourages pupil's to make their own decisions and devise concepts, and tactics themselves, fostering curiosity and interest. This enables active engagement in learning and hence acts as a motivation tool as suggested by Capel (2000).

The TGFU approach facilitates connections between the individual skills and their application in the game scenario. It enables the teaching of the 'why' of the game before the 'how' of the skill (Almond, Bunker, and Thorpe 1986). This approach will also enable a positive learning environment to be established, whilst not only maximising participation and achievement of success, but pupil enjoyment also (Capel, Whitehead and Zwozdiak-Myers 2005).

The TGFU approach could also be used as a vehicle by which an emphasis on health may be integrated into lessons. Health education is defined as any activity designed to achieve health-related learning. Effective health education can produce changes in knowledge and understanding, influence values and attitudes, facilitate the acquisition of skills and affect lifestyle changes, as stated by Cale and Harris (2005). This could not only encourage pupils to achieve their full potential during education but also post education ensuring that physical activity is maintained after full time education.

Some of the major motives for people to participate in sport are to improve skills, to have fun, to achieve success and to develop fitness as suggested by Weinberg and Gould (2003). By using the TGFU approach these motives can be utilised by maximising time playing games, thus appealing to the 'having fun' and 'developing fitness' elements.

Differentiation can also be incorporated in the TGFU approach by overloading games i.e. 3 vs. 2, extending the tasks incorporating more complex skills, and the level of questioning used i.e. open or closed.

Adopting a 'Target Structure' (Ames 1992) within lessons is another strategy that may be implemented by physical educators in order to create a positive motivational climate with a mastery focus. An explanation of the target structure can be found in appendix B. A recent study concluded that a mastery climate along with achievable goals corresponded positively with that of intrinsic motivation and satisfaction experienced by pupils (Papaioannou, Tsigilis, Kosmidou, and Milosis 2007), this clearly supports the notion of active engagement whereby learning is maximised when pupils are appropriately challenged, interested and engaged with their learning (DfES 2004). Differentiation is relatively easy whilst using the target structure as they task, time, grouping may be modified as well as the level of evaluation taking place.

It is important to vary the teaching strategies used within lessons, units and schemes of work in order to appeal to kinaesthetic, visual and auditory learning styles. Without this variation it would be very easy to overlook one of these learning styles which would event in some learners not achieving their full learning potential. If the teaching styles used are not varied it could also mean the loss of motivation and enthusiasm experienced by pupils as the delivery is monotonous and tedious. Most importantly the teaching strategy must be appropriate when considering the learning objective of the episode otherwise pupils will not achieve the learning object as efficiently and thoroughly as possible. Teaching strategies must be selected in line with the learning objective, as the learning objective can not be achieved without the appropriate strategy (Whitehead and Zwozdiak-Myers 2004).

The teaching strategy use is just a component that could facilitate learning, teaching approach and style must also be considered as highlighted by Whitehead and Zwozdiak-Myers (2004).

The type of strategy used to deliver a desired learning objective is also a method by which one can differentiate, for less able pupils it may be necessary to have more decision making made by the teacher or more guidance by the teacher, for those more able the amount of required involvement by the teacher may be reduced as to encourage pupils to discover the learning objective for themselves.

For example, when teaching dance some pupils may be able to compose a piece of choreography with the teacher using the guided discovery style, whereas others may solely rely on the practice style as they are unable to derive totally new material. By combining the two styles within a lesson enables learning to be maximised by both the more advance and less able pupils ensuring that the learning objective is achieved by both through differentiation.

Not only is it important to consider the teaching strategy being employed within the lesson when it comes to addressing differentiation, but also differentiating by task and outcome. Ways in which we can differentiate by task vary considerably, from using different equipment, entirely different practices, the amount of space provided, the level of overload i.e. 3 vs.2, height of net, just to mention a few. When differentiating by task it is important to strike the right balance between pupils being adequately challenged without being over or under challenged. As physical educators we may also wish to differentiate by outcome. Differentiating by outcome must be planned by the teacher in the pre-impact set in order to it to be most effective. Differentiating by outcome may include the depth of knowledge or level of skill achieved with regards to the learning objective. For example, a pupil who is more competent at performing a lay-up in basketball is more likely to be able to apply this skill in a game successfully than a pupil who may not be able to perform the lay-up competently in a skills practice environment. Therefore, when applying he lay-up in a game environment the competent pupil is more like to achieve more in terms of applying this skill in a game environment.

Why is differentiation so important? Through differentiation one can achieve a pupil centred approach to teaching, ensuring inclusion, and active engagement is achieved, as well learners reaching their full educational potential. All of which contributes to the fulfilment of the Every Child Matters agenda (DfES 2007).

The use of ICT can also facilitate a pupil centred approach by appealing to different learning styles. In 2002 the use of ICT was added to the secondary national strategy, as a way of building on perceived strengths of the primary, literacy and numeracy strategies, as well as an attempt to address perceived weaknesses of Key Stage 3 teaching and learning (DfES, 2002). In theory, by increasing the exposure of ICT within both theory and practical lessons, it should in turn increase the teaching and learning

standard across the curriculum. That being said, this will only transfer into practice if the ICT resource is used effectively, and indeed facilitates the improvement of teaching and learning within the lesson.

Through utilising the use of ICT within lessons it also encourages the notion of active engagement, whereby it is deemed that pupils learn most effectively when they are interested, involved and appropriately challenged by the task. This is typically when pupils are most engaged with their learning (DfES 2004).

The use of ICT is also another method in which a teacher can vary the type of teaching and learning within their lessons, ensuring a positive learning environment is achieved. This environment will maintain motivation and enthusiasm levels, which without could lead to behavioural and classroom management problems (Capel, Whitehead and Zwozdiak-Myers, 2004). The gradual exposure to ICT is also another method by which the youth of today can become acclimatised to using ICT, in a world where its presents and necessity are ever increasing.

In summary, by selecting appropriate teaching strategies to achieve intended learning objectives, applying differentiation into lessons and incorporating the use of ICT effectively, one can maximise the learning taking place within lessons and in turn contribute to the fulfilment of the Every Child Matters agenda (DFES, 2007) whereby pupils are encouraged to be healthy, be safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The teaching strategies chosen must complement the learning objective, whilst insuring pupils are adequately challenged through the use of differentiation and ICT, creating a pupil centred approach to teaching and learning and supporting the notion of active engagement.

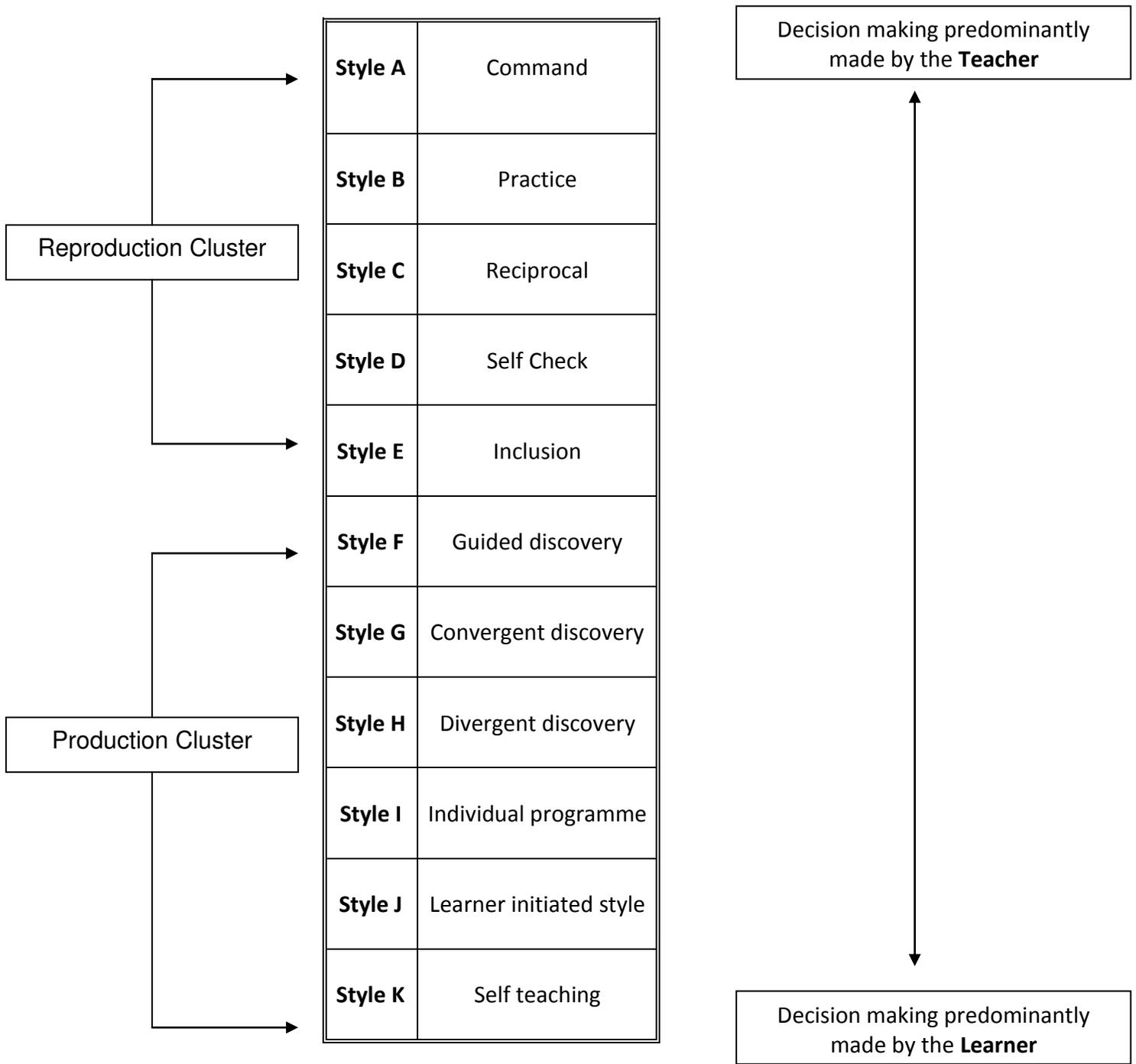
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Appendices:

Appendix Number	Content
Appendix A	Mosston and Ashworth (1994) Spectrum of teaching styles.
Appendix B	Target Structure (Ames 1992).
Appendix C	Athletics Lesson Plan (Key Stage 3)
Appendix D	Rounders Lesson Plan (Key Stage 3)

Appendix A: Mosston and Ashworth (1994) spectrum of teaching styles.



Appendix B: Target Structure (Ames 1992)

Tasks – Focus on the learning and task involvement. Try to avoid emphasis on social comparison and competition, instead just simply focus on learning the new skill. This could be achieved by setting goals where the emphasis is on the process as apposed to the outcome.

Authority – Activities are centred on pupil involvement and discovery allowing pupils to make as much of a contribution to decision making within the lesson, for example pupils will devise their own effective warm up and so on.

Reward – Give rewards for individual improvement not social comparison for example reward the individuals that improved their successful number of set shots in basketball regardless of how many they achieved in comparison to other individuals.

Grouping - Manage the class in order to achieve cooperative groups having pupils working together to solve problems rather than competing against one another. When putting pupils into groups mixed ability, gender, and friendship groups have to be considered, the best formula is individual to each class and a matter of trial and error.

Evaluation – Throughout the lesson evaluate the tasks in order to give purpose to the activity. Evaluations must be focussed on the learning process and not the outcome.

Timing – Timing is an integral part in ensuring that the above are effective, for example giving positive feedback immediately after the performance or task to reinforce behaviour, or keeping the lesson at an appropriate pace with progression to prevent tedium setting in.

The strategy also creates and opportunity for the teacher to observe the class, so that differentiation can be implemented or as stated by Lockwood and Newton (2004) a comparison can be made between the pupil's technique and the frame of reference, therefore enabling identification of specific teaching points for individual pupils.

Appendix C: Athletics Lesson Plan (Key Stage 3)

LESSON PLAN																												
DATE: 17.04.2008	RANGE AND CONTENT: Athletics ACTIVITY: Race Walking	NO. OF LESSON IN UNIT: 01/06																										
CLASS: 8N1	NUMBER IN CLASS M: 0 F: 26 TOTAL: 26	DURATION: 60mins																										
RESOURCES: Cones, bibs, stopwatch.																												
<p align="center">LEARNING OUTCOMES <i>(What you intend the pupils to learn that they did not know before)</i> By the end of the lesson pupils will -</p> <p>Know: The predominant muscles and energy system used when race walking. Race walking concepts and technique. Components of fitness significant to race walking.</p> <p>Understand: Ways in which race walking rules can be broken. The physical demands of race walking. The importance of pacing oneself when competing.</p> <p>Be able to: Race walk 800m trying to maintain technique in a competitive environment demonstrating consistency. Apply race walking concepts when competing. Analyse their partner's race walking technique and give them feedback.</p> <p>What else do you want the pupils to learn from the lesson (e.g. Areas of Learning, Key Skills, SMSC, GTR, Secondary NS)</p> <p>Team work Communication Cross-curricular links: Literacy and numeracy.</p>		<table border="1"> <thead> <tr> <th>Unit Outcome REF.</th> <th>NCPE REF.</th> </tr> </thead> <tbody> <tr> <td>4.1, 4.3</td> <td>4b</td> </tr> <tr> <td>1.2</td> <td>10b, 1a</td> </tr> <tr> <td>4.1</td> <td>4b</td> </tr> <tr> <td>2.3</td> <td>2a, 2c</td> </tr> <tr> <td>4.1</td> <td>4b, 4c</td> </tr> <tr> <td>2.2</td> <td>2a</td> </tr> <tr> <td>1.2</td> <td>10a, 10b, 1b</td> </tr> <tr> <td>2.3</td> <td>10b, 1b</td> </tr> <tr> <td>3.1, 3.2</td> <td>3b</td> </tr> <tr> <td>5.3</td> <td></td> </tr> <tr> <td>5.3</td> <td></td> </tr> <tr> <td>5.2</td> <td></td> </tr> </tbody> </table>	Unit Outcome REF.	NCPE REF.	4.1, 4.3	4b	1.2	10b, 1a	4.1	4b	2.3	2a, 2c	4.1	4b, 4c	2.2	2a	1.2	10a, 10b, 1b	2.3	10b, 1b	3.1, 3.2	3b	5.3		5.3		5.2	
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Risk and Safety Management																												
<p>Identified Hazard - Control Mechanism: Pulling Muscles – Ensure that pupils are adequately warmed up and stretched as well as cooled down at the end of the lesson. Stress to pupils to pace themselves and stop if discomfort is present. The correct technique must also be used.</p>																												
<p>Special Needs / Learning Support Requirements: Teacher Assists Where / When Appropriate. Differentiated Resource Cards.</p>	<p>Assessment for Learning Strategy: Continuous formative assessment.</p>																											

Briefly Re-State LOs: Understand race walking concepts, be able to perform 800m of race walking with correct technique, analyse their partner's performance.

Time	Diff	Task/Strategy <i>What will the children do and how will you deliver the material?</i>	Organisation <i>How will you set up the task? How will you set up the transitions?</i>	Teaching Points <i>What will you tell the children to help them achieve the LOs?</i>	Observation/Evidence Of Achievement Of LOs <i>What has been learnt and by whom?</i>
10		Pre-lesson administration: Pupils will get changed and the register will be taken. Jewellery will be checked as well as ensuring that long hair is tied back.			
05		<p>L.O: Pupils will warm up dynamically identifying the muscle groups used when race walking.</p> <p>Pupils will warm up by playing catch, moving with dynamic movements. Static leg stretches may be also be appropriate as the lesson will be demanding for the calves, quadriceps and hamstrings.</p> <p>Teaching Style: Command.</p>	<p>Pupils will warm up in a grid that is big enough not to avoid collisions but small enough making it not too difficult for the catchers.</p> <p>Dynamic movement include hopping, jumping with both feet, high knees, heel flicks, bunny hops, and side stepping.</p>	<p>Ensure that both feet are together when jumping. When hopping don't just hop from one foot to another – this is running.</p> <p>What muscles do we use predominantly when walking?</p>	
05		<p>L.O: Pupils will discuss their interpretation of race walking and from which identify the basic concepts of race walking.</p> <p>Pupils will walk around a designated area demonstrating their interpretation of race walking and then practicing the correct technique.</p> <p>Teaching Style: Practice.</p>	<p>Pupils will walk around the square or circle firstly demonstrating what they interpret as race walking.</p> <p>The skill will then be broken down into arm movements, leg movements, leg alignment, hip movements and general rules.</p> <p>Make sure that pupils have enough space to walk without obstruction.</p>	<p>Arms: 90⁰ angle at the elbow, brush the sides of the body. Keep the elbows at 90⁰ do not extend the elbows at any point.</p> <p>Legs: Walk with an extended leg, the knee can bend only when leg moves inline with the body. One foot must be in contact with the ground at all times. Don't stride out but take shorter steps.</p>	

05			<p>DIFF: Pupils will injuries or difficulties to legs, hips or back will just walk normally if comfortable.</p>		
10	T	<p>L.O: Pupils will play a conditioned game applying their newly acquired race walking technique demonstrating consistency and control.</p> <p>Pupils will collect cones from a variety of distances. The pair with the most cones wins the game. The game will progress to race walking there and race walking back to race walking there and running back.</p> <p>Teaching Style: Practice</p>	<p>DIFF: Race walk there and back, Race walk there and run back, and let some teams have a head start or time penalty.</p> <p>You must use correct race walking technique when walking.</p>	<p>Alignment: Try to walk along one line.</p> <p>Hips: Hips should be lose and naturally sway.</p> <p>(Race walking technique as above.)</p>	
10		<p>L.O: Pupils analyse each others technique using the resource card provided giving feedback to their partner</p> <p>In pairs pupils will race walk analysing each other.</p> <p>Teaching style: reciprocal</p>	<p>Set the distance in which they are to walk not more than 15m. get the observers to sit to the side.</p>	<p>Get your partner to walk up and down, analyse their technique summarise it and then switch over.</p>	
10		<p>L.O: Pupils will race walk 1000m consistently in a competitive environment pacing themselves.</p> <p>Pupils will walk 1000m as a group.</p> <p>Teaching Style: Practice/Reciprocal</p>	<p>Non does or a pupil not racing will time them.</p> <p>Get pupils who are not racing to analyse a pupils technique.</p> <p>DIFF: Shorter distance for pupils who are of lower ability. Time goals for pupils of higher ability.</p>	<p>Pace yourself.</p> <p>Emphasise technique rather than speed.</p> <p>Did they start off to fast or slow etc:</p>	

05	<p>L.O: Pupils will warm down identifying what components of fitness are beneficial to have when race walking.</p> <p>Pupils will run a short distance and then progress to a jog then a walk and whilst static stretching discuss the components of fitness required for race walking.</p> <p>Teaching Style: Command, Guided Discovery.</p>	<p>Set the question before they start running.</p> <p>Restate learning outcomes. And ask pupils questions relating to these outcomes.</p>	<p>What aspects of fitness do you think are significant when race walking?</p> <p>Muscular endurance – Lower body (claves, quads, hams, glutei)</p> <p>Cardio vascular endurance – Aerobic</p>	
10	<p>Closure: Restate learning outcomes; review the lesson, and ask the pupils what they have learnt this session. Following this, pupils will change into school uniform.</p>			

Appendix D: Rounders Lesson Plan (Key Stage 3)

LESSON PLAN			
DATE: 21.04.2008	RANGE AND CONTENT: Striking and Fielding ACTIVITY: Rounders	NO. OF LESSON IN UNIT: 03/12	
CLASS: 7 N2	NUMBER IN CLASS M: 0 F: 19 TOTAL: 19	DURATION: 60mins	
RESOURCES: Tennis Balls, Rounders Balls and cones.			
<p align="center">LEARNING OUTCOMES <i>(What you intend the pupils to learn that they did not know before)</i> By the end of the lesson pupils will -</p> <p>Know: The teaching points for the run and retrieve and the long barrier. The layout of a rounders pitch.</p> <p>Understand: To stop a ball coming towards you and retrieve a ball moving away from you.</p> <p>Be able to: Use the long barrier and run and retrieve in a game situation. Play modified games using newly acquired skills. Analyse their performance as a team and as an individual in a small sided game illustrating their strengths and areas of improvement.</p> <p>What else do you want the pupils to learn from the lesson (e.g. Areas of Learning, Key Skills, SMSC, GTR, Secondary NS) Health and Safety Associated with Rounders Communication, Sportsmanship and teamwork.</p>		<p>Unit Outcome REF.</p> <p>1.4 2.3</p> <p>1.1</p> <p>1.4, 2.5 1.1, 2.5 3.2</p> <p>5.1 5.3</p>	<p>NCPE REF.</p> <p>1A, 1B 2C</p> <p>1A, 1B</p> <p>2A, 2C 7A 3B</p>
Risk and Safety Management			
<p>Identified Hazard - Control Mechanism: Incoming balls – Ensure that the pupils are on task and throwers identify to whom they are throwing to, and catchers catch I using the correct technique.</p> <p>Collisions with the posts, other players and the ground – Ensure that pupils decelerate when running around corners and are aware of where they are running. Running may not be suitable on wet or damp surfaces.</p> <p>Getting hit with the bat – Ensure that batters are given sufficient space and ensure that they keep hold of the bat after hitting the ball.</p>			
<p>Special Needs / Learning Support Requirements: Teacher Assists Where / When Appropriate. Differentiate Resource Cards.</p>		<p>Assessment for Learning Strategy: Continuous formative assessment.</p>	

Briefly Re-State LOs: Long barrier and run and retrieve technique, apply these skills in a game and know/understand some game rules.

Time	Diff	Task/Strategy <i>What will the children do and how will you deliver the material?</i>	Organisation <i>How will you set up the task? How will you set up the transitions?</i>	Teaching Points <i>What will you tell the children to help them achieve the LOs?</i>	Observation Of Achievement Of LOs <i>What has been learnt and by whom?</i>
10		Pre-lesson administration: Pupils will get changed and the register will be taken. Jewellery will be checked as well as ensuring that long hair is tied back.			
05	T	<p>L.O: Pupils will warm up dynamically orientating themselves with the pitch and the ball.</p> <p>Pupils will firstly walk and then run/jog around the rounders pitch with their partner throwing the ball gently to one another. This game will progress into rolling the ball to one another and then rolling the ball ahead of their partner.</p> <p>Teaching Style: Command.</p>	<p>Get pupils into pairs, and have two pairs on each post and in the batting box, set them off around the circle. Pupils must be 1 meter apart</p> <p>DIFF: Tennis balls or rounders balls may be used depending on skill level.</p>	<p>Communicate with your partner as to when you are going to throw it, when you are ready to receive the ball and where you want it.</p> <p>Throw the ball slightly in front of your partner. Try to catch the ball with two hands, and</p>	
10		<p>L.O: Pupils will discover teaching points with regards to the long barrier demonstrating an understanding of the key principles involved.</p> <p>Pupils will get into a space and roll the ball to their partner thinking about teaching points and things to consider when picking the ball up.</p> <p>Progression into how many long barriers can you do between you in 20seconds.</p> <p>Teaching Style: Guided Discovery / Practice.</p> <p>L.O: Pupils will Practice the long barrier in a conditioned game developing consistency and control.</p>	<p>Ensure that all of the balls are rolled in complimentary trajectories. Ensure pupils are on task and paying attention to the task. Break for ideas on how to pick the ball up, reinforce good ideas and draw out teaching points, then get back into the practice. To reinforce learning.</p> <p>DIFF: Different balls, distance the ball is thrown and at which pace.</p>	<p>Think about how you picked the ball up.</p> <p>How were our hands / feet / knees positioned when we picked the ball up?</p> <p>How do we prepare for the incoming ball?</p> <p>How did we recover once we had picked the ball up?</p>	

10	T	<p>Pupils will place a game where there are 3 attackers and 1 defender, if the attackers manage to roll the ball and stop it using a long barrier 3 times then they get a point if the defender intercepts the pass or an attacker misses the ball they get a point, first team to get three points wins and then rotates.</p> <p>Teaching Style: Practice</p>	<p>In a square, roll the ball along the lines, attackers can move into the space.</p>	<p>Always have to options, pass right and left. Roll the ball gently but it must get there.</p> <p>Position your body behind the ball in plenty of time in order to stop the ball effectively.</p>		
10		<p>L.O: Pupils will discover teaching points with regards to the run and retrieve demonstrating an understanding of the key principles involved.</p>				
	T	<p>Pupils will get into a space in pairs, side by side. One partner will roll the ball into a space and the other will retrieve the ball after 5 balls switch over.</p> <p>Teaching Style: Guided Discovery / Practice.</p>	<p>Let them discover how to do it first and then break down the skill into teaching point DIFF: Different balls, distance the ball is thrown and at which pace.</p> <p>Pupils will then play a game where it is a race to the balls already placed out on a line and throw them back as soon as their partner has the ball they can then run back the team who gets over the line first are the winners</p>	<p>Right handed = right foot leading (vice versa) Bend down, keep your eye on the ball, side on, pivot and turn throwing the ball back.</p>		
05		<p>L.O: Pupils will cool down reinforcing their knowledge of the run and retrieve and the long barrier teaching points.</p>				
		<p>Pupils will run around the rounders pitch, and statically stretch. Teaching Style: Command</p>	<p>When stretching ask the pupils to reiterate some teaching points for the long barrier and the run and retrieve. Reiterate key points.</p>	<p>Make sure all of the pupils are following your stretches and are on task.</p>		
10		<p>Closure: Restate learning outcomes; review the lesson, and ask the pupils what they have learnt this session. Following this, pupils will change into school uniform.</p>				