PHYSICAL EDUCATION LESSON PLAN					
Class: Key Stage Three	Date:				
Activity: Stoolball					
No. of Pupils:	Focus: Bowling				
	Sequence: 2				
Location:	Time: 50 minutes				
Response to Evaluation of Previous Lesson / Learning:					
NC Key Concepts: Competence Performance Creativity Healthy Active Lifestyles This lesson allows pupils to develop their bowling action. They will learn how to deliver different balls when bowling. They will then use this to select and use tactics when bowling. These tactics will be used to try and outwit the batter.					
NATIONAL CURRICULUM KEY PROCESSES					
Learning Outcomes : This lesson will enab	le All pupils to:				
Develop Skills in Physical Activity Bowl the ball using a basic under arm action; they will attempt to vary the speed of the ball. Most:					
Will be able to vary the speed and path of the ball when bowling with success. Some:					
Will be able to apply spin to the ball whilst varying the speed, height and placement of the ball.					
Make and Apply Decisions Attempt to vary the speed of the ball that is bowled depending on the game situation. Most:					
Decide what bowl is suited to try to outwit their opponent, they will do this by changing the height or speed of the bowl. Some:					
Will decide whether to apply spin, change the height or pace of the bowl. They may also move their fielders to suit to type of bowl they will give- forcing the batter to play the ball to the off or the on side.					
Evaluate and Improve Be able to highlight a strength and one area of improvement for their partners performance using the assessment sheet.					
Some: Will able to highlight strengths and areas for improvement in their own and other's bowling performance. They are also able to give advice and suggest practices to encourage improvements.					
Develop Physical and Mental Capacity Pupils will develop their mental determination to succeed by understanding how to outwit their opponent through bowling.					
Making Informed Choices about Healthy A	ctive lifestyle				
size of the group). Assessment sheet.	olball bats, stoolballs, cones. (Quantity depends on the ing out-wards - safety zone in middle area.				

	ACTIVITY	HOW WILL THIS BE ACHIEVED?		EVIDENCE OF LEARNING/ PUPIL
Timing	Organisation / Task	Teaching Points	Differentiation	PROGRESS (assessment opportunities)
2 mins	State Learning Objectives- refer to front page.		Differentiated learning objectives.	Question and Answer- What is the focus of today's lesson?
15 mins	Pupils work in pairs- Work in an area where you can display targets for the pupils to bowl at. Pupils complete against each other to aim at the targets. 8 deliveries each. Introduce assessment sheets. Pupils should assess their partners. Encourage class competition.	Basic under-arm bowl. - Opposite foot forward to bowling hand. - Ball in palm. -Smooth, underarm throwing action. -Point to target on release. Spin: Hold the ball with index, middle finger and thumb. As ball is released, roll wrist over the top of the ball to create side spin or under the ball to create back spin. Note- ball can not be released from the back of the hand.	Less able- start at a closer distance. More able- begin to vary the speed of the ball and height of the ball. More able: apply spin to the ball. Can they see it move?	Do the pupils hit the targets? Can the pupil increase the amount of times they hit the target in eight balls? All pupils will be able to use the basic underarm bowl to make the ball hit an area near to the wicket target. Are they hitting target or near target? Most will be able to vary the speed (observation) Some can apply spin- put a mark on the ball so the pupil/ teacher can see the spin applied to the ball. PEER ASSESSMENT- assessment sheets.
30 mins	Modified games- batter V.S bowler. Paired batters face 8 balls. 1 point to bowler for every ball that results in no runs being scored. 5 points to bowler if delivery results in a wicket (run out not included) Batter scores a point per run.	8 balls in an over. 1 run for a no-ball/ wide plus ball re-bowled. Runs can be scored off a no-ball if ball is hit. Can not be caught out on a no-ball. To stop a player hitting a certain shot, the bowler should bowl the ball to the opposite side of the wicket. To stop an on-side shot- bowl to the off side.	More able- bowler scores points by forcing a batter to play a certain shot. For instance, the batter will try to play a shot to the off side (stated before ball is bowled), but the bowler will bowl a ball that will stop this. If successful- two points!	All pupils can bowl eight good deliveries with some success. Some can do this while varying the type of delivery and therefore stopping the batters scoring some runs. Some can even outwit their opponent and stop runs whilst getting wickets.
3 mins	Plenary- discuss the learning objectives.	Refer to above t.p's.	Less able: prompted answers.	Give me a teaching point for the bowling action.

Designed by: Connie Chapman BRCC / Melissa Mantle University of Chichester, for Stoolball England.

Name.....

Are they		
Standing side on?		
Is their bat up and in the ready position?		
Do they move their feet to hit the ball?		
Is the ball consistently hit?		
Is the ball hit down?		