

look run avoid



PURPOSE

The ‘look run avoid’ unit has an important focus upon pupil’s movement skills. Pupils consider how they can use ‘look run avoid’ to evade defenders.

The learning in this unit provides important foundations for later units on invasion games. It is perfect for introducing your pupils to the concept of identifying space and varying their speed and direction.

KEY SUCCESS CRITERIA

look	run	avoid
Identifying a space to move into	Sometimes I need to run fast, sometimes I don’t	Using my looking and running skills to avoid the defenders
Identifying spaces that I need to avoid	Changing my speed to get past the hyenas	Working with a team mate to avoid the defenders
Moving safely around the area	Moving quickly whilst dodging	Changing direction quickly

ActivationBaseConnectionSchool

NATIONAL CURRICULUM

‘Team games developing simple tactics for attacking and defending’
‘Master basic movements.. Including running, agility, balance and coordination, ’

look

KEY SUCCESS CRITERIA

Identifying a space to move into

Identifying spaces that I need to avoid

Moving safely around the area

ACTIVATION

Lion Cub tag in pairs.

Children play 1v1 bib tag – can you steal your partner's tail?

Then can you create your own area to play the game in? Different shapes/sizes/rules

BASE

**Split the class into four equal teams
You will need three or four hyenas placed out on the plains .**

**The Lions and Lionesses
(continuously, not one at a time) try to travel across the plains to retrieve the food the hyenas have stolen – without getting eaten!**

MANAGING DIFFERENCE

SPACE

Consider changing the size and shape of the area pupils work in to adjust the difficulty and focus

TASK

Encourage pupils to travel with the equipment in different ways e.g. bounce the ball, throw and catch a bean bag

EQUIPMENT

Use as much equipment as you can – bean bags, coys, cones, balls (different sizes and shapes)

PEOPLE

Provide the pupils with individual challenges – e.g. can you tag a hyena on the back and get away without being caught?

CONNECT

With your learning partner...

Think-pair-share: What are using our eyes for? How can that help us travel across the African Plains and bring our food back?

SCHOOL

Assign a value to each piece of food and ask the teams to count up how many points they have scored. How can they beat their PERSONAL BEST?

run

KEY SUCCESS CRITERIA

Sometimes I need to run fast, sometimes I don't

Changing my speed to get past the hyenas

Moving quickly whilst dodging

ACTIVATION

Continue to develop the bib tag game – new rules/area size/number of players

Once a bib has been stolen the lion has to run back to their den before their partner takes theirs.

BASE

Develop the Lions and Hyenas game with different scoring systems and challenges

The focus now on how the pupils move – how they use speed.

See challenges below in 'managing difference'

MANAGING DIFFERENCE

SPACE

Add in a central area 'the hyenas den' – if a lion passes through there they can retrieve two pieces of food

TASK

If a lion collects some ball shaped food then they are invincible and can't be eaten. Any lion on their team can collect the food and give it to a friend to use the invincibility.

EQUIPMENT

Use as much equipment as you can – bean bags, coys, cones, balls (different sizes and shapes)

PEOPLE

Provide the pupils with individual challenges/support

CONNECT

With your learning partner...

Think-pair-share: Recap last lesson's learning and encourage the pupils to think how they can use their running skills to achieve more success

SCHOOL

Teamwork and creativity – how can we work together to be more successful as a team and retrieve more food?

avoid

KEY SUCCESS CRITERIA

Using my looking and running skills to avoid the defenders

Working with a team mate to avoid the defenders

Changing direction quickly

ACTIVATION

Infinity Lion Tig – every pupil has a bib tucked into their side. Once you start the game their challenge is to steal as many bibs as they can. No one is ever out – if they lose their bib they simply go try get another.

Pupils can then decide how many bibs they start with – zero being the most difficult, two the maximum.

BASE

Building on from our previous activity we are now giving each team their own den.

Each den has their own food in. The teams then try to take food from the other lions' dens.

The hyenas are still roaming the plains though so how can we avoid them?

MANAGING DIFFERENCE

SPACE

Consider where your dens are positioned and the size of the den so the hyenas can guard with some success

TASK

Progress to the hyenas guarding a den each – we could also add in further hyenas to roam the plains!

EQUIPMENT

Use as much equipment as you can – bean bags, coys, cones, balls (different sizes and shapes)

PEOPLE

Provide the pupils with individual challenges – e.g. can you dribble the ball back with your feet? Can you create a 2v1 to get the food from the den?

CONNECT

In your teams can you discuss the tactics you might use to get past the guarding hyenas? E.g. 2v1, 3v1.

SCHOOL

What times tables are we working on in class? Can we use them for the scoring? What do we know about the African plains? Can you identify Africa on the map?