

| Week 1 | Objectives (knowledge/skills/attitudes)                           | Tasks   | Resources for 20 children   |
|--------|---|---|---|
| 1.     | <b>Introduction to people/program</b>                             | <p><b>Activity 1 – ‘Something interesting’</b></p> <ul style="list-style-type: none"> <li>• Introduce selves + the name of the sport + welcome to the program</li> <li>• Give brief overview of G-Ball equipment and stress correct name for ‘hoop’, ‘peg’, ‘stick’ and balls</li> <li>• Give brief outline of afternoon activities.</li> <li>• Provide safety information about the correct use of sticks and balls .</li> </ul> <p>Move into 2 groups with different leaders</p>  | Croquet court/s set up with 6 hoops and a centre peg, 20 Gateball sticks, 2 sets of Gateball numbered balls, plastic markers or cones, 4 large tennis balls, 4 plastic cricket bats, 4 hoops, 2 plastic target sheets |
| 2.     | <b>Warm up activity<br/>Use of balls – rolling relay</b>          | <p><b>Activity 2 - Warm up for each group</b></p> <ul style="list-style-type: none"> <li>• Divide into groups for short relays</li> <li>• Using tennis ball, roll the balls as for a relay</li> </ul> <p><b>Change it</b></p> <ul style="list-style-type: none"> <li>• Elicit how we can make this harder/easier (<i>eg. length of runs, use different hand, change to smaller balls</i>)</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Change to the numbered balls from the Gateball sets</li> </ul> <p><i>Is it harder / easier with these balls?</i></p> <p><b>Change it</b></p> <p>How can it be made even harder? (<i>use smaller/ bigger balls/ bats or similar equipment like old tennis raquets</i>)</p> <p><b>Activity 4 - Relay using Numbered Balls</b></p> <ul style="list-style-type: none"> <li>• Change to using plastic cricket bats or similar type of equipment</li> <li>• In same group of relay teams, use numbered balls from Gateball set</li> </ul> <p><b>Change it</b></p> <ul style="list-style-type: none"> <li>• Elicit how we can make this harder/easier (<i>eg shorter distance/ smaller balls/ longer distance</i>)</li> </ul> | Cones/cricket bats or old tennis raquets/ tennis balls  |
| 3.     | <b>Learning to use a stick (SSSSS) for the new game of G-Ball</b> | <p><b>Activity 5 - Learning to use a Gateball Stick</b></p> <ul style="list-style-type: none"> <li>• Match children with appropriate Gateball Stick.</li> <li>• Discuss and demonstrate several ways of holding the stick</li> <li>• Teach the stroking chant (emphasise SSSSS) <ul style="list-style-type: none"> <li>Stalk the ball</li> <li>Sight the target</li> <li>Stand, Stare, S-W-I-N-G</li> </ul> </li> </ul>   | Gateball sticks, numbered balls, cones for gates, plastic sheets or similar which have a bull’s eye target drawn on it or similar marking created on the ground by using talcum powder to make circular targets.      |

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|        |   | <ul style="list-style-type: none"> <li>• Children to stand in pairs, 1 ball between each pair, facing each other, with a target between them. (Target is two cones placed to form a 'gate' about 1m away)</li> <li>• Children to stroke the balls to each other, using the chant.</li> <li>• Similarly using the target sheet, each group have a turn stroking the ball onto the target sheet to score maximum number of '5'</li> </ul> <p><b>Change it</b><br/>Elicit how we could make it easier/ harder (<i>eg shorter distance/ longer distance/narrower gates</i>) Children can do this depending on progress and skill at stroking ball accurately.</p> |  |
| 4.     | <b>Introduce Croquet Court</b>          | <ul style="list-style-type: none"> <li>• Introduce children to the croquet court by walking in sequence around the 6 hoops stressing the correct approach to running the hoop.</li> <li>• Explain how to hit a ball through the hoop to make it easy to stroke the ball to the next hoop.</li> </ul>  | Croquet lawn, 20 balls, 20 Gateball Sticks |
| 5.     | <b>Simple Game of Hoop Running</b>      | <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>• Give each child a numbered ball.</li> <li>• Starting from designated point using a cone marker, children will begin stroking their ball through each of the hoops in turn from hoop 1 until they reach hoop 4 or 6 depending on time allocated. Children count how many strokes they took to make the 4 or 6 hoops.</li> <li>• Repeat the task but to improve honest recording of hits, use system of pairs. Each partner takes it in turn to hit the ball up to and through the hoops until they reach hoop 4 or 6.</li> </ul>   | As above                                   |
| 6.     | <b>Finish up and review</b>             | <p><b>Activity 7 – Walk about, talk about</b></p> <ul style="list-style-type: none"> <li>• Children to walk round to collect equipment and bring back to group.</li> <li>• Stretch tired parts of the body.</li> <li>• Talk about the session. (<i>What did you enjoy about today? What was easy/ hard? What would you like to do again? What else could we do? What game is similar to G-Ball?</i>)</li> </ul>   |  |

**Comments** (Evaluation/ what next?)