

Week 2	Objectives (knowledge/skills/attitudes)	Tasks	Resources
1.	Review of people/program	<p>Activity 1 – ‘What can we remember?’ Hold up equipment.</p> <ul style="list-style-type: none"> • About the people; About the sport (name of game/ equipment etc.) • Review SSSSS chant (Stalk the ball, Sight the target, Stand, Stare, S-W-I-N-G) 	Croquet lawn/s, 20 Gateball sticks, 20 numbered balls from Gateball set
2.	Practice hitting the ball SSSSS	<p>Activity 2 Younger children</p> <ul style="list-style-type: none"> • practise SSSSS by hitting ball to partner • for variety, children hit own ball in a circuit – through tunnels and over the bridges • use target sheets or draw circles on the ground using talcum / baby powder to create ‘bulls eye’ target • use skittles as a target <p>Older children</p> <ul style="list-style-type: none"> • Practise SSSSS when hitting to each other. • Create a zigzag circuit using witch’s hats /cones to mark the edges of the circuit. Each child hits own ball around the circuit. <p>Change it. Make harder – vary the distance between players</p> <ul style="list-style-type: none"> • Hit onto plastic target, • Hit through spare hoops or to hit corner pegs (i.e. pieces of wood spiked into the ground.) 	Gateball sticks and balls, cones, spare hoops, target sheets, plastic skittles set; PVC pipes that become ‘make believe tunnels’ and wooden boards that becomes a ‘make believe bridges’, witch’s hats or cones to create a simple zigzag-type circuit, large wooden dowels with nail in it become spare pegs to use for a target.
3.	<p>Introduce the idea of numerical sequence and their colours to the children and the concept of team play. (Red balls 1&3 are a team and play against white balls 2 &4.) (Red balls 5 & 7 are a team and play against white balls 6 & 8) Red ball 9 plays against white ball 10</p>	<p>Activity 3</p> <ul style="list-style-type: none"> • In pairs the children receive the matching balls for their team. • Explain the number sequence and the need for taking strokes in turns. • Hit to a target on a plastic sheet in numerical sequence. To begin with, the teacher will need to assist by calling out the number sequences. Add up score for partner balls to determine the winners. <p>Change it</p> <ul style="list-style-type: none"> • Elicit how we could make it easier/ harder (<i>eg shorter distance/ /longer distance/ to target</i>) 	As above. Plastic sheets that show a target in the form of a bull’s eye or similar circular-type marking.

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4.	Introduce game of G-Ball	<p>Activity 4</p> <ul style="list-style-type: none"> • Keep the children in their pairs. Organise the 4 ball game or a 2 ball game with the partners 1&3 vs 2 & 4 ; 5&7 vs 6 & 8 ; 9 vs 10. Remind them of the correct numerical sequence. • Ensure the children remember the correct method of going around the 6 hoops. • Explain how the player whose ball runs through the hoop first claims that hoop and places a clothes peg on the top of the hoop. • Once that hoop has been 'won', the game continues in the same numerical sequence. • After 6 hoops have been won, count the clothes pegs to identify which team has the most number of hoops with their pegs on them. 	Croquet courts and hoops, Gateball sticks and balls and 3 coloured clothes pegs per player.
5.	Hoop Running Skill Development	<p>Activity 5 – at the end of the games use the first experience of this game to teach the basic concept of hoop running.</p> <ul style="list-style-type: none"> • Demonstrate how much care needs to be taken in running a hoop. • Explain the impossibility of running a hoop when too close to the side. Use a piece of string looped around the hoop held in position a metre from each hoop leg. This area inside the trapezoid shape shows from where it is possible to run a hoop. • Explain the notion of a 'magic spot' as part of the sighting process. Perhaps place a marker there to assist the children. • Remind about SSSSS method and correct position of feet for hoop running. Explain the need to follow through with the swing, don't jab. • Each child with own ball practises hoop running from close to the hoop and some to either L or R side of the hoop. Encourage perseverance and self-correction to achieve success. 	
6.	Finish up and review	<p>Activity 6 – Walk about, talk about</p> <p>What was easy / difficult/ enjoy the most?</p> <ul style="list-style-type: none"> •Children to walk round to collect equipment and bring back to group •Stretch tired parts of the body •Talk about the session (<i>What did you enjoy about today? What was easy/ hard? What would you like to do again? What other games are like this one?</i>) 	
<p>Comments (Evaluation/ what next?)</p>			