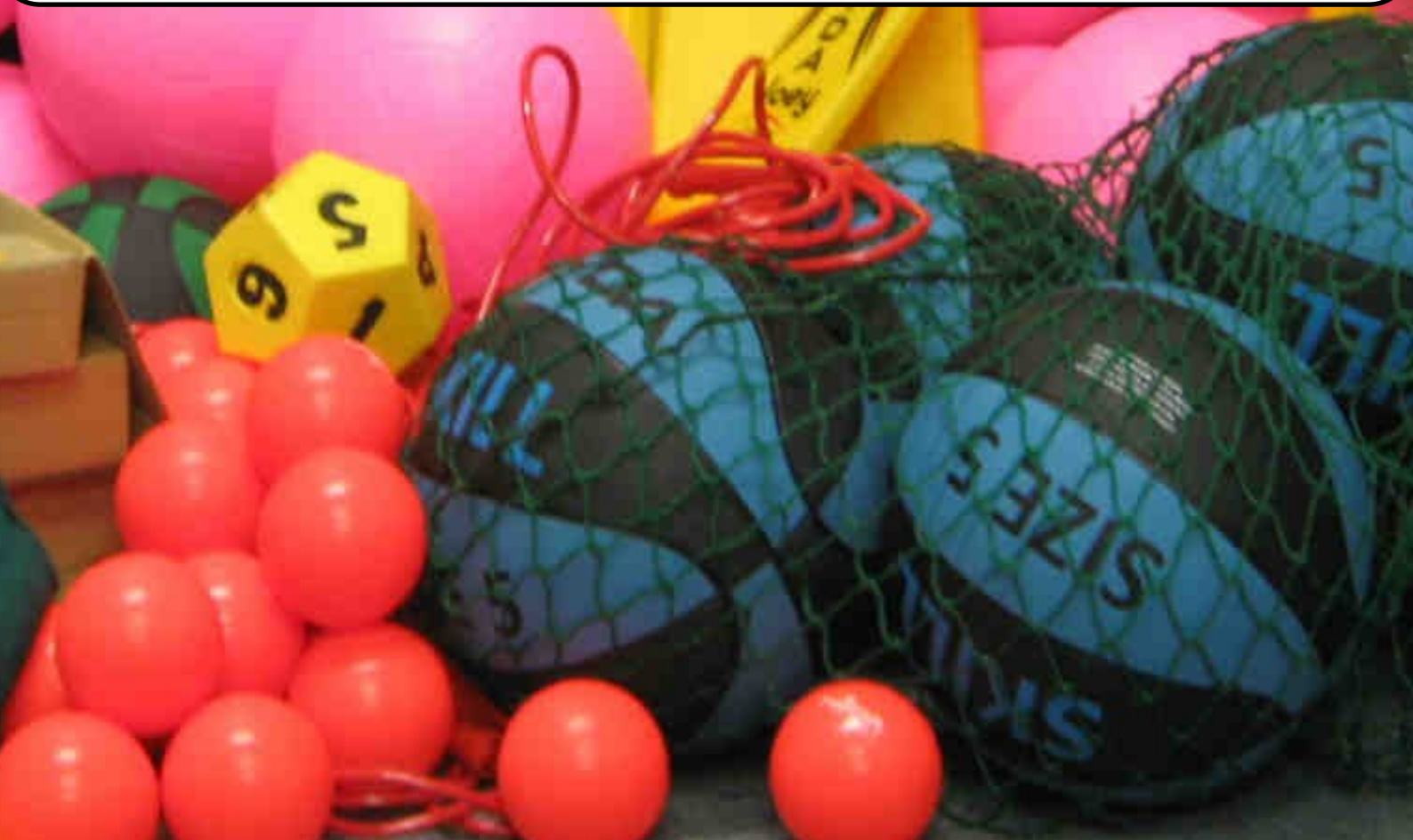




Multi-skills It's A Learning Process...

Resource Pack



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Introduction...

'It's a learning process'

As an events team, we strive to provide an all-inclusive sporting environment, whereby each and every participant has the opportunity to experience personal learning development in a fun, active environment. Multi-skills is not a single sporting activity, therefore by using a range of activities, pupils will be able to develop a variety of skills and techniques to help improve fundamental motor skills.

A total of ten activities will be set up in the form of a circuit. Each activity will serve the demands of a particular cross curricular link within the wider curriculum, whereby cross-curricular links will accompany the sporting activity to provide an active learning environment for subjects, such as using 'cups and saucers' as literacy based practice, by providing a competitive team environment to creating words.

As to provide a lasting legacy of the multi-skills events, this pack aims to provide a source of inspiration for future lesson planning, by providing examples of potential adaptations to existing sessions to help develop pupils' skills to develop physical, mental and social skills.

Project Audit/Research...

This review aims to address current contemporary issues in Physical Education. The research discussed has been used to inform the proposal of a year one primary school multi-skills festival for schools that are located in the surrounding areas of Lincoln, within the county of Lincolnshire, England. In order to implement a better understanding of what multi-skills has to offer, it is important to further develop a more knowledgeable understanding of existing approaches to teaching. This audit therefore seeks to analyse the contemporary primary school curriculum to then organise and deliver a multi-skills festival of three events that successfully meets the demands of pupil development, by using multi-skills to create a fun, active, learning environment.

This particular project is running in its seventh successive year. The events will be held at different locations surrounding the Lincoln City area, as to provide easier means of access to venues that are closer to schools choosing to participate, which is often presents itself as a common issue in events organisation for physical education purposes. Each of these will run from 10:00 am until 12:00 pm, which will be suitable for providing a morning session to schools, who will then be able to travel back to their schools for lunch time and afternoon lessons in due course. Physical Education is often placed below other core subjects, with Ofsted (2004) revealing that 38% (over a third of primary pupils) experienced less than two hours of PE per week. This provides an addition to the rationale for such a project, alongside the notion that some primary school teachers feel “ill-equipped” to deliver high quality PE (Harris, Cale and Musson, 2011). Physical Education is often an underestimated subject, especially when analysing the large range of integral transferable skills such a subject provides to young people.

Project Audit/Research...

This festival was therefore organised in attempt to create a positive, inclusive learning environment for all pupils taking part.

A successful multi-skills festival must be measured against the aims of the national curriculum. In researching the current government aims for key stage 1 primary school education, it is clear that the national curriculum indeed intends to promote the moral, mental and physical development of school pupils and provide positive experiences integral for later life (Department for Education, 2014). This has therefore informed the organisation for the events, especially when planning suitable activities to offer. For example, a total of ten activities will be set up in the form of a circuit. Each activity will include progressions that serve the demands of a particular curriculum subject area, whereby cross-curricular links will accompany the sporting activity to provide an active learning environment for subjects, such as using 'cups and saucers' as literacy based practice, by providing a competitive team environment to creating words.

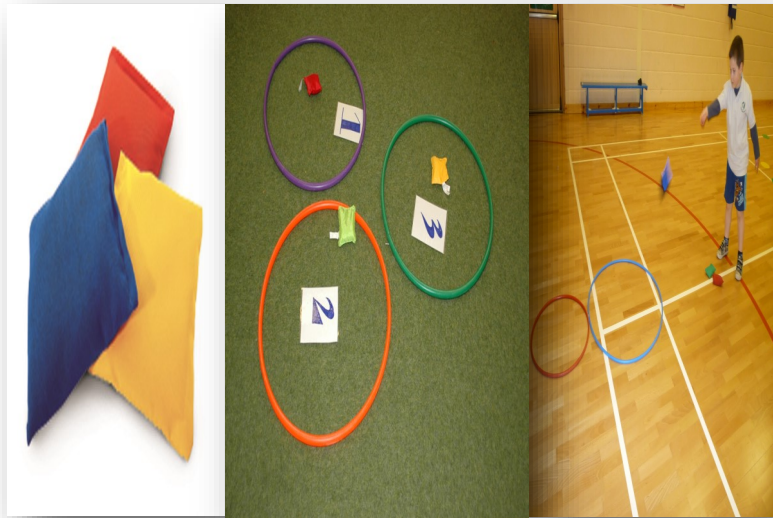
The key stage 1 curriculum seeks to offer subjects ranging from mathematics and literacy, to music and physical education. In doing so, the government aim to provide a curriculum that aims to introduce teachers to "develop exciting and stimulating lessons to promote the development of pupils' knowledge and skills" (Department for Education, 2014). The multi-skills team therefore place a large emphasis on providing cross-curricular links to the activities on offer. In order to experience a fun, engaging and effective learning environment, the majority of activities focus heavily on coinciding physical education with core subjects such as mathematics and literacy. This resource pack therefore provides examples of how to progress Physical Education based multi-skills activities to bring about fun, active lesson planning. After all, it's a learning process...!

Activity Cards

| Activity | Basic content | Main focus Fundamental ABC motor skills | Cross-curricular links/progression |
|----------------------------|---|--|--|
| Ben bag toss | Participants aim to throw bean bags and other differentiating objects into target area. | Throwing... Accuracy | Adding points together... Numeracy |
| Cups and saucers | Participants work as teams to turn over the cones. The team who has the most cones turned in their favour at the end of the time limit, wins. | Speed of movement... Hand-eye co-ordination and agility | Collecting letters to create words... Literacy |
| Foxes tails | Two teams. All participants wear tag belts around their waists. Pull tags off opposition players' belts within time limit. | Speed of movement... Agility | Find the difference between target number and number of belts collected... Numeracy |
| Cat and mouse | Team waves parachute up and down to hide the mouse underneath, trying not to get caught by the cat. | Team work and collective spatial awareness | When the cat catches the mouse, the mouse has to answer a spelling question... Literacy (spelling) |
| Rats and rabbits | One team are rats, the other team rabbits. Jog around inside the area. When either 'rats' or 'rabbits' is called, the opposite team tries to tag them before reaching their area. | Reactions Speed of movement... agility | Mathematics in the form of quick sums to progress the activity. |
| Assault course | Circuit based activity. Sections include slalom through cones, moving object over body, jump from hoop to hoop, target throwing, balance strips. | Speed, balance, co-ordination, agility, spatial awareness | Questions based on a variety of subjects on a station within the assault course. (Numeracy, Science, Literacy). |
| Balance test | Walking balance on floor strips. Progress by walking backwards, or changing the course to add turning points for changing direction. Challenge pupils to do times tables during the walk. | Balance | Times tables (multiplication) ... Numeracy |
| Ball mastering | Throw the ball to one another experimenting with different passes, using both hands. | Co-ordination | Count number of passes in time given... Numeracy |
| Robin hood | Objects placed in centre area. In two teams, participants take it in turns to collect one object and return it to their area. The team with most objects, wins. | Speed of movement... agility Collecting for your team... team work | Spelling of words as a result of the cards gathered within the activity (Literacy). |
| Body shapes | Participants experiment with creating shapes. Progress this to mirror game with partners. | Creating shapes using the body... Balance | Expression of movement... dance/drama |
| Sheep and Shepherds | In pairs, take it in turns to switch roles (Sheep and Shepherd). The shepherd communicates with the blindfolded sheep to reach a target. If the sheep steps on an obstacle on the way, return to the beginning. | Team work... Communication | Follow a route to reach target destination ... Geography (orienteering) |
| Active quiz | Participants moving around the area passing in numerical order. | Hand-eye coordination, agility, communication | Questions asked about countries and historical kings and queens for example... Geography and history |

Bean Bag Toss

1



Equipment Needed:

- Bean bags
- Hoops
- Number cards

Instructions

- Split the group into 3's and line them up in their respected teams.
- Each pupil has 3 goes each throwing the bean bags into the hoops until the whole team has finished.
- Each hoop will has a scoring number, 1 point for the First hoop 2 points for the Second hoop and 3 points for the Third hoop.

Cross Curricular Links

Numeracy: Pupils will be given a larger score they are to try and achieve using the smaller numbers acquired by the throwing of the bean bags.

(Example: 5 bean bags thrown, 2 in the 4 zone, 2 in the 3 zone and 1 in the 1 zone. With a target number of 21).

Bean Bag Toss

1



Equipment Needed:

- Bean bags
- Hoops
- Number cards

Possible Progressions

- Increase the distance between the participants and the target hoops.
- Increase/Decrease the size of the target area (Large hoop, Small hoop, Bucket)
- Use the weaker hand/change the type of throwing style (Under arm, over arm, rugby pass).

Cups & Saucers

2



Equipment Needed:

- Set of multi-coloured cones with letters on them.

Instructions

- Split the group into two teams, one team in bibs and the other team non bibs.
- In the area place half the cones facing up and the other half facing down.
- Both teams must aim to turn the oppositions cones into their own **(Example: Red teams cones must be facing up)**.
- Each game should last 30 seconds to 1 minute.
- The winning team will lose a player to the opposition to make it more difficult in the next game.

Cross Curricular Links

Literacy: Allocate letters to each cone and as teams gather cones, teams are to then create as many words as possible over a set time limit between rounds.

Cups & Saucers

2



Equipment Needed:

- Set of multi-coloured cones with letters on them.

Possible Progressions

- Decrease amount of time allowed for turning over cones.
- Place letters on selected cones. At the end of the round pupils must create as many words as possible with the letters collected.
- Teams who can create larger words will be awarded double points.
- Alternatively replace the letters with numbers and challenge pupils to make the largest total possible, applying same scoring scheme.

Foxes tails

3



Equipment Needed:

- 2x set of tag belts
- Set of cones

Instructions

- Pupils are split into 2 different teams, each team allocated two different coloured tag belts.
- The aim of the game is to pull as many tags off the oppositions teams belts, within the time limit of 60 seconds time within the coned area.
- The team that collects the most tags will lose a member to the other team, making the game more challenging for the winning team each time.

Cross Curricular Links

Numeracy: The number of belts successfully attained by each is to become part of a sum to total various target figures.

(Example: 14 belts captured with the target number of 30, how many are still needed? Answer: 16)

Foxes tails

3



Equipment Needed:

- 2x set of tag belts
- Set of cones

Possible Progressions

- Introduce more teams to make the game harder.
- Implement the rule of only having one person as a 'catcher' with the stipulation of once caught, the pupil joins the 'catcher'.
- Decrease the size of the playing area.

Cat & Mouse

4



Equipment Needed:

- 1x Parachute

Instructions

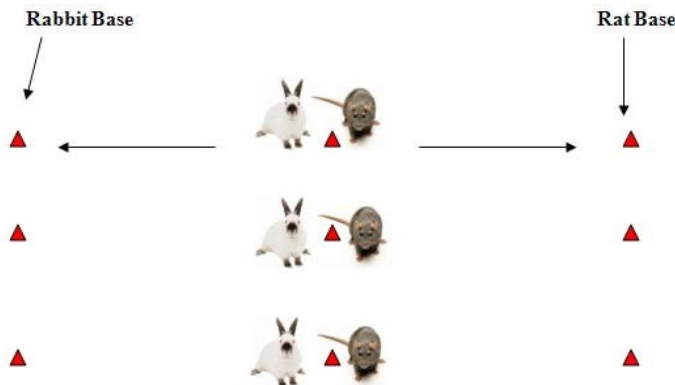
- Pupils are to be spaced around the edge of the parachute at equal distances, before sitting down and creating a wavy motion with the parachute.
- A 'mouse' is then assigned to maneuver underneath the parachute, with the aim of hiding with the help of the pupils on the outside.
- A 'cat' is then assigned to maneuver on top of the parachute on their knees with the objective of searching for the 'mouse'.

Cross Curricular Links

Literacy: Set a time period of 20/30 seconds and if the 'cat' captures the 'mouse' then the 'mouse' has to answer a spelling question.

Rats and Rabbits

5



Equipment Needed:

- Set of multi-coloured cones
- Set of different coloured tag belts

Instructions

- Pupils are to be allocated as a rat or rabbit and are to line up on designated sides, on a cone each.
- Pupils then face the teacher and listen for the command of 'rats' or 'rabbits'.
- It is the objective of the called group to out run the others to their designated side, before their tag belts are taken.

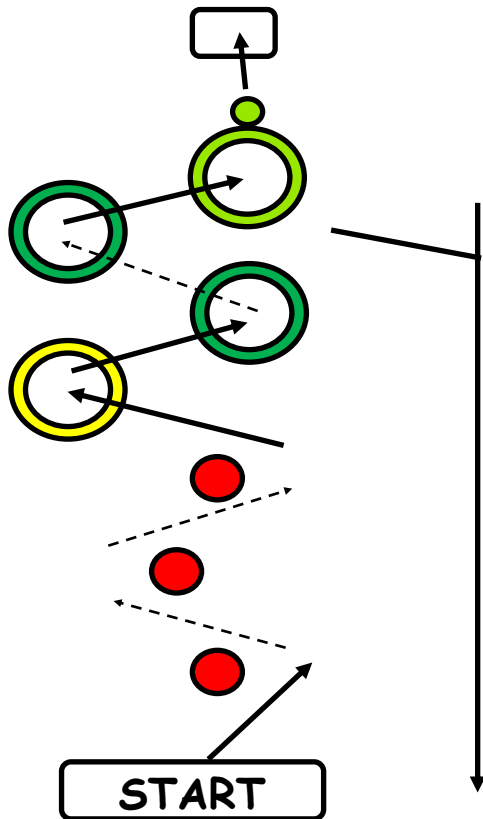
Cross Curricular Links

Numeracy: Rather than the teacher providing a whistle or go command, the pupils have a designated number in both rows.

The teacher then progresses to ask a question which tally's to either number and the pupil whose number is the answer is to run to their designated zones.

Assault Course

6



Equipment Needed:

- Set of multi-coloured cones
- 4x Hoops
- 1x tennis ball
- 1x Golf chipping net

Key: ● = Cone Weave

○ = Hoop In/Out

○ = Hoop Jump

○ = Tennis Ball Throw

Instructions

Pupils must work through each sector before jogging back to the start, only then can the next person go.

Sector 1: Cone weave

Sector 2: Hoop In/Out (Pupils must stand inside and then move a hoop over their heads)

Sector 3: Hoop jump (Pupils must jump from hoop to hoop)

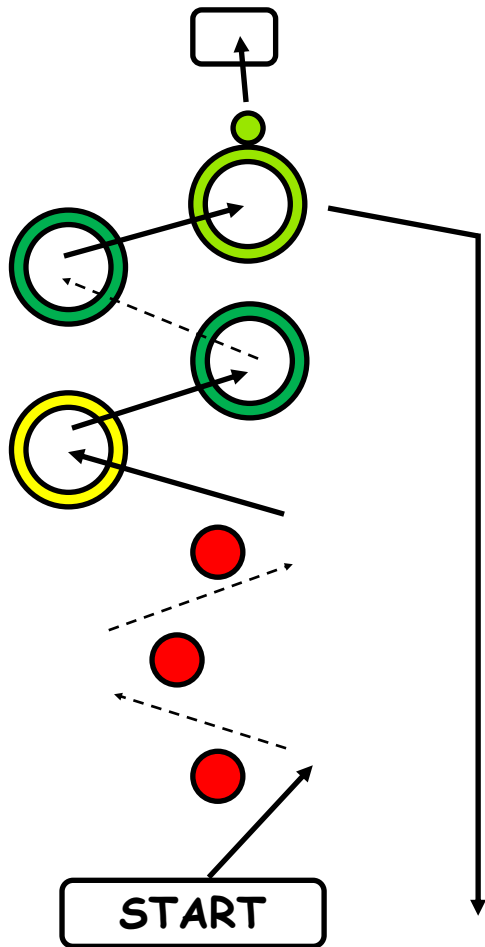
Sector 4: Tennis ball throw (Pupils must throw a ball underarm into a target area)

Cross Curricular

English/Science/Maths: Implement a station where a pupil is required to answer a question before progressing.

Assault Course

6



Equipment Needed:

- Set of multi-coloured cones
- 4x Hoops
- 1x tennis ball
- 1x Golf chipping net

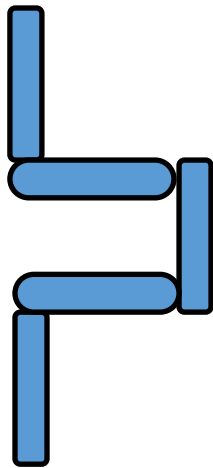
- Key:
- = Cone Weave
 - = Hoop In/Out
 - = Hoop Jump
 - = Tennis Ball Throw

Possible Progressions

- Decrease the size of the target zone for the tennis ball throw.
- Increase the amount of obstacles within the assault course.
- Change the order in which the obstacles are to be overcome.

Balance Test

7



Equipment Needed:

- Floor Strips
- Bean bags
- Hoops

Instructions

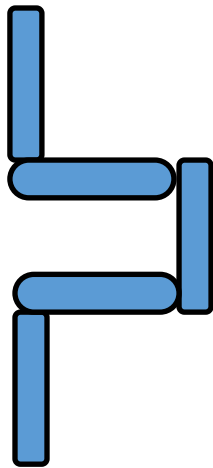
- Pupils split down into small sided teams.
- Pupils must in turn try to balance on the floor strips, following the course laid out.
- Once at the end of the course pupils must place a bean bag on their heads and follow the course back.
- The next pupil can not go until the bean bag is placed in their teams hoop.

Cross Curricular Links

Numeracy: Pupils must work on keeping their balance whilst answering a couple of multiplication questions.

Balance Test

7



Equipment Needed:

- Floor Strips
- Bean bags
- Hoops

Possible Progressions

- To encourage cognitive development, allow pupils to design their own balance course and stipulations.
- To encourage the challenge of answering questions both in the form of numeracy and literacy questions.

Ball Mastering

8



Equipment Needed:

- Variety of balls
- Set of multi-coloured cones

Instructions

- Pupils will be split into pairs, each with a ball.
- Pairs will then pass the ball listening for the teachers commands.
- Every 30/40 seconds the teacher will call a different type of pass/technique they want the pupils to demonstrate.

(Example: From passing the ball using an underarm technique the teacher may then call for a foot pass or a weak handed roll)

Cross Curricular Links

Numeracy: Pairs are to count the number of successful passes completed in allotted time given.

Teachers may then also chose to give a target number before passing begins and ask pairs to figure out the differences between their total and the target number.

Ball Mastering

8



Equipment Needed:

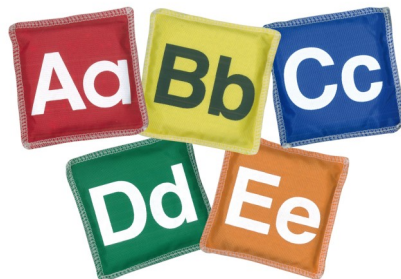
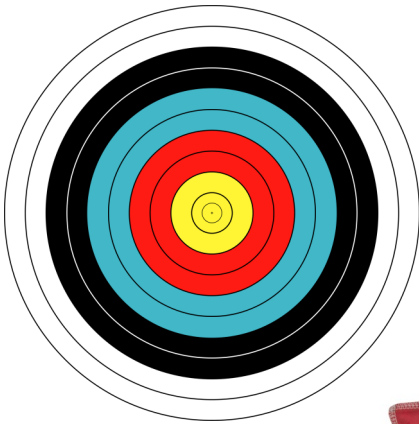
- Variety of balls
- Set of multi-coloured cones

Possible Progressions

- Increase the distance pupils have to pass the ball over.
- Use a variety of different sized/shaped balls for the pupils to pass with.
- Implement stipulations such as balance on one leg when passing and only use the weaker hand/foot.

Robin Hood

9



Equipment Needed:

- Bean bags
- Hoops
- Bibs

Instructions

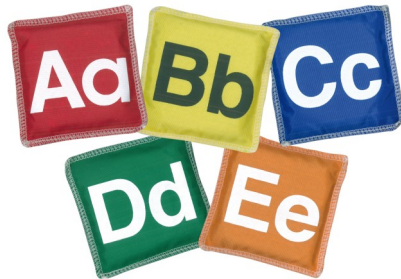
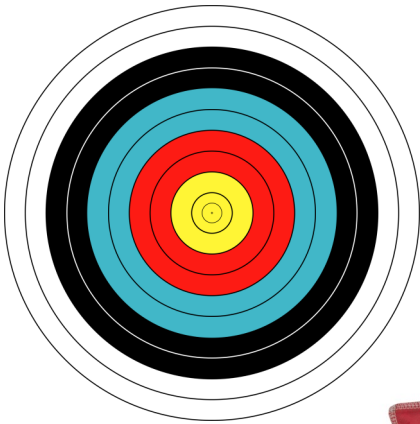
- Pupils placed into two teams, with each team having a hoop each.
- Bean bags will be placed in a separate hoop in the middle.
- Team members then take it in turn to race to the middle and gathering a bean bag each.
- Only once each person gets back and the bean bag is placed in the team hoop, can the next team member go.

Cross Curricular Links

Literacy: Place letter pads on the bean bags and once all bean bags are collected between the teams. Both are tasked to create as many words as possible within the allotted time slot.

Robin Hood

9



Equipment Needed:

- Bean bags
- Hoops
- Bibs

Possible Progressions

- Implement stipulations such as: Using a variety of different movement techniques to gather the bean bags and use of the weaker hand to gather the bean bags.
- Increase the distance between the central hoop and team hoops.

Body Shapes

10



Equipment Needed:

- Set of multi coloured cones
- Music

Instructions

- Pupils move around inside the coned area, constantly changing direction/pace.
- The teacher then calls out the name of a shape/animal.
- The pupils then try and mimic the desired shape/animal.

Cross Curricular Links

Literacy: Pupils work in small groups to try and create a desired word as called by the teacher.

Body Shapes

10



Equipment Needed:

- Set of multi coloured cones
- Music

Possible Progressions

- Use a 'mirror' method within pairs.
- Get the pupils into teams and allow them the freedom of creating their own routine.

Sheep & Shepherds

11



Equipment Needed:

- Set of multi coloured cones
- Hoops
- Bean bags
- Blind folds
- Mini hurdles

Instructions

- Pupils are allocated pairs.
- One member of the pair wears a blindfold and becomes a 'sheep dog' the other member is the 'shepherd' .
- It is the aim of the 'shepherd' to guide the 'sheep dog' through the course collecting the 'sheep' (bean bags) along the way to the finish area.

Cross Curricular Links

Geography: The 'shepherd' has to guide their 'sheep dog' through the course using commands such as "take three steps forward".

Sheep & Shepherds

11



Equipment Needed:

- Set of multi coloured cones
- Hoops
- Bean bags
- Blind folds
- Mini hurdles

Possible Progressions

- Design a course with more obstacles to allow for an increased number of routes for pupils to try and work through.
- Depending on the group, allow for more than one pair to run through at the same time.
- Introduce the element of competition by timing each pairs runs through.

Active Quiz

12



Equipment Needed:

- Set of multi-coloured cones
- Variety of soft balls

Instructions

- Pupils are to be allocated a number (alternatively letter) and this will form a sequence in which the ball is to be passed.
- Pupils then start jogging around the square whilst passing the ball, listening for the teacher to say 'Stop' every 30/40 seconds.
- Whoever then has possession of the ball at this time is asked a geography/history question.
- Once process completed, play starts again.

(Example: Where does the queen live? Possible answers: London/England)

Cross Curricular Links

Geography/History: In the form of the questions being asked throughout the duration of the activity, ideally ones with multiple answers.

Online Resources & Contacts...

Helpful Online Resources For Future Inspiration:

<http://www.sportscoachuk.org>

<http://www.youthsportdirect.org/>

<http://www.1st4sport.com/>

<http://www.primarypeplanning.com/>

<http://www.sportshall.org/>



Finally we would like to thank you for partaking in the it's a learning process multi-skills festival across our three partner venues within Lincolnshire.

It is with high hopes we the events team wish that your school have enjoyed your time at our festival and along with this have taken away many positives from the day.

As stated in the introduction we aim to have hopefully broadened your knowledge on multi-skills as a tool for PE and as a result would consider using multi-skills in future sessions.

For any further advice or enquiries please contact our team at:

multiskillsevent1@gmail.com