

LKS3 LESSON 3: DODGING



RESOURCES

- Class set size 2 dodgeballs, cones

LEARNING OBJECTIVE

- Develop dodging strategies and fluid movement.

ASSESSMENT

- Emerging: Uses a range of basic dodges in isolation to avoid throws.
- Expecting: Uses combinations & sequences of dodges to avoid a variety of throws.
- Exceeding: Uses fluid combinations & sequences of dodges to consistently avoid a variety of throws.

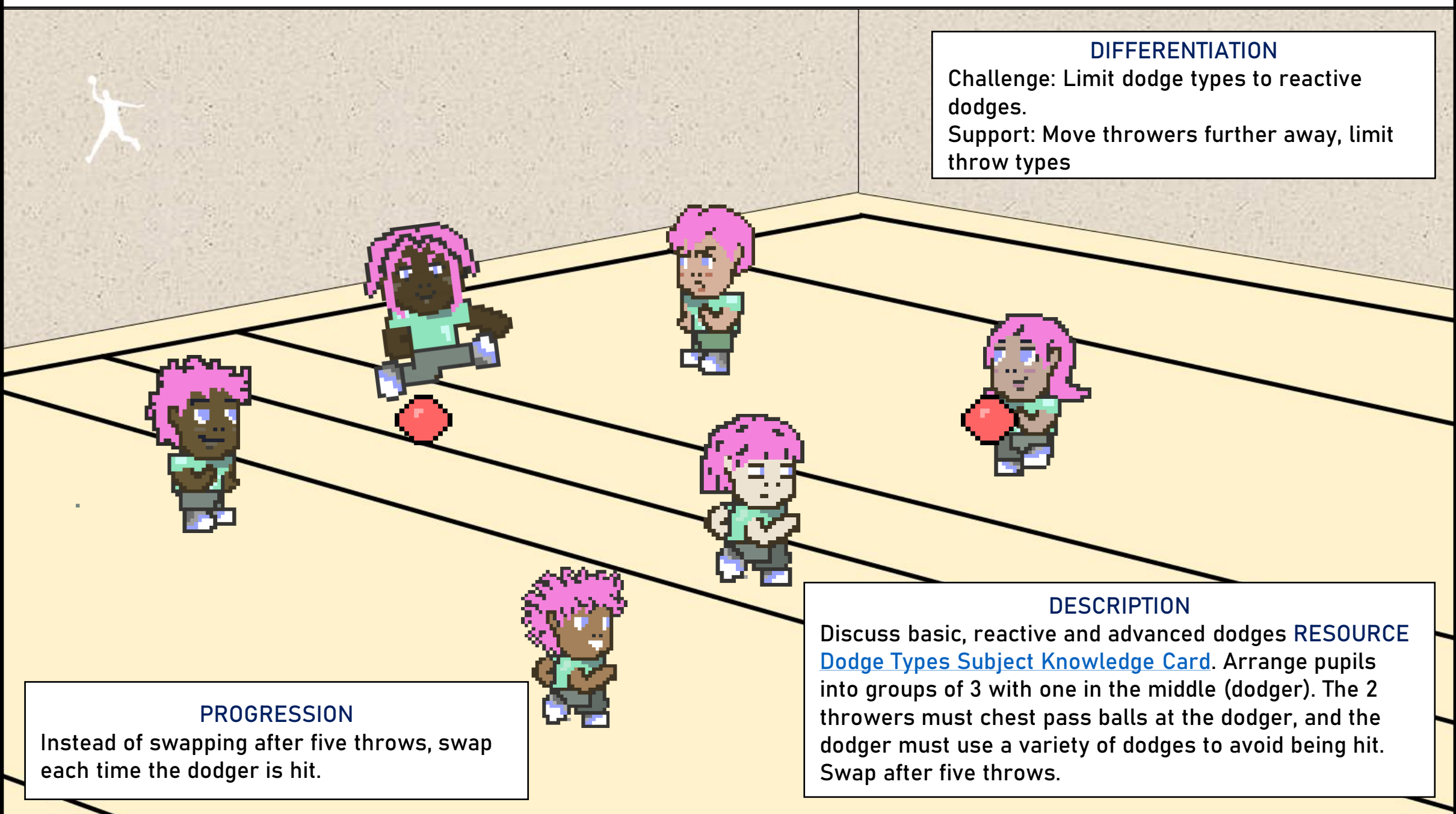
TEACHING POINTS

- Use a variety of dodges (see [Subject Knowledge Cards](#)).
- Some dodges can be used in combination/sequentially e.g. sideways jump/sidestep to jump to duck.
- Time your dodge so you move as they are in the throwing motion.

WARM UP - GET OUT OF DODGE

Choose two pupils to be 'the masters' and three pupils to be 'the monsters'. All other pupils need to high five the masters and reach a designated zone without being touched by the monsters. The masters and monsters are allowed to move anywhere in the space.

SKILL - DODGER IN THE MIDDLE



DIFFERENTIATION

Challenge: Limit dodge types to reactive dodges.

Support: Move throwers further away, limit throw types

DESCRIPTION

Discuss basic, reactive and advanced dodges **RESOURCE** [Dodge Types Subject Knowledge Card](#). Arrange pupils into groups of 3 with one in the middle (dodger). The 2 throwers must chest pass balls at the dodger, and the dodger must use a variety of dodges to avoid being hit. Swap after five throws.

PROGRESSION

Instead of swapping after five throws, swap each time the dodger is hit.

PROBLEM-SOLVING - Pupils must assess each type of dodge to choose the right kind in each situation.

PROBLEM-SOLVING - Pupils must create combinations of dodges which can be performed fluidly.

KEY QUESTIONS

What types of dodge can you combine or sequence easily?

What is important for a good reactive dodge?

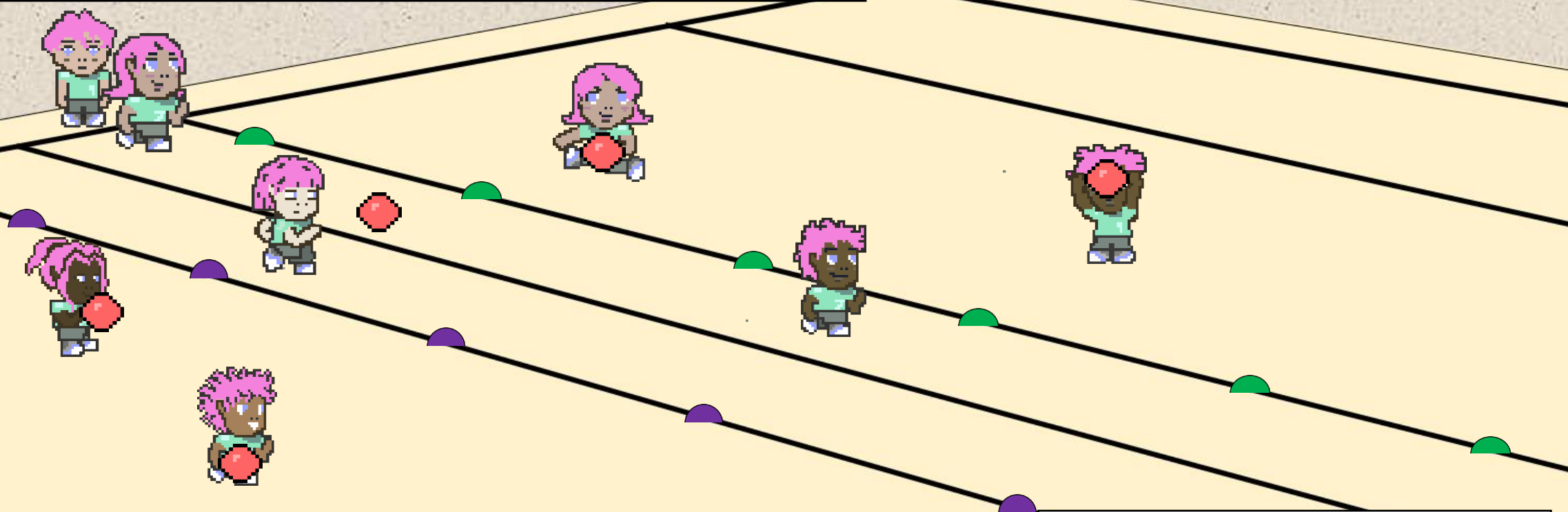
GAME - DANGER ZONE

DESCRIPTION

Set up a [big game of dodgeball](#), but with three lines in the middle. Once out, pupils must line up on one side of the court at the front to do the danger zone dash. To do the danger zone dash successfully, pupils must run across their team's front channel without getting hit by a ball. They may return to play if they avoid getting hit, but if they have been hit then they must go back and line up to try again.

DIFFERENTIATION

Challenge: More able pupils must do the danger zone dash right at the front line.
Support: Less able pupils to have a shorter danger zone dash e.g. half way.



PROGRESSION

Challenge and support as appropriate.

PROBLEM-SOLVING - Pupils must develop a strategy for remaining in for as long as possible.
PROBLEM-SOLVING - Pupils must consider the importance of dodge type, speed and timing when dodging.

KEY QUESTIONS

What dodges did you struggle to have success with and why?
If you could 'steal' a dodge from somebody, who's would you steal and why?
What is the most important aspect of dodging and why: dodge type, speed or timing

PLENARY - SUPERHERO

Which superhero would be the best at dodging when playing dodgeball and why?



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