

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

COMPETING  
**EDSTART**

<b>Lesson Objective</b>	To be able to pass and move in Handball	<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Cones, markers, handballs, bibs	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>combine the skills of moving and passing.</li><li>attempt to shoot in a game situation.</li><li>apply their throwing and catching skills when taking part in small games</li></ul>	

### EDSTART KNOW

- I can explain how to pass the ball in Handball.
- I can describe why moving after passing helps my team.
- I can understand how passing keeps possession.

### EDSTART GO

- I can pass and catch the ball with control.
- I can move into space after passing.
- I can combine passing and movement in small games.

### EDSTART SHOW

- I can respect my partner when passing and catching.
- I can encourage teammates during group challenges.
- I can celebrate effort as well as success.

### Key Question

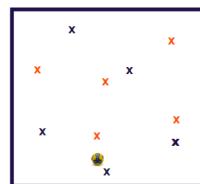
How can you keep the ball under control while passing quickly and making good decisions under pressure? By staying balanced, keeping your head up, using controlled hand or foot contact, and choosing the safest pass by scanning the space before releasing the ball.

### Warm Up

**ESCAPE THE CATCHERS:** Everyone dribbles a ball around the area while 2-3 catchers try to tag them. If tagged, players stand still with legs apart, holding their ball still and waiting to be freed. To rescue someone, another player must safely roll their ball through the tagged player's legs and collect it with a controlled scoop. This encourages teamwork, scanning, spatial awareness, and close control under pressure. **PROGRESSION:** Add time limits, reduce the playing space, or change the movement style (hopping, side steps, backwards) to increase challenge and fun.

### Main Activity

**MAGIC HANDS:** Each child has their own ball and follows the coach's creative handling challenges. Activities include rolling the ball in a figure of eight around their legs, bouncing and catching from different heights, tossing the ball through their legs and quickly turning to catch it, and switching hands without dropping. This develops hand-eye coordination, confidence, and comfort with the ball. **PROGRESSION:** Increase the speed of actions, add partner mirror challenges, or use smaller balls to make movements more technically demanding.



**PASSING EXPRESS:** Pupils work in groups of four, two players on each side, spaced 5-6 metres apart. They pass across the grid, follow their pass, and join the opposite side in a continuous relay. Pupils practise chest, bounce, and overhead passes, learning when each type is most effective. This develops rhythm, accuracy, teamwork, and movement after releasing the ball. **PROGRESSION:** Add quicker passes, require movement before/after passing, or introduce small target zones to improve precision.

**CIRCLE COMMANDERS:** Pupils form a large circle with one player in the middle acting as the "Commander." The Commander calls out different pass types, chest, bounce, overhead, or movement cues like "switch places" or "quick feet." Pupils must react instantly, passing accurately around the circle while staying alert to sudden changes. This keeps pupils engaged, sharpens reactions, and improves listening, timing, and ball control under light pressure. **PROGRESSION:** Add a second ball, shrink the circle, or require pupils to keep moving continuously while passing.

**SPEED PASSES:** In four small groups, one defender tries to intercept passes while the remaining players work together inside their marked box. Pupils must think fast, create angles, and make sharp, accurate passes to avoid losing possession. Each team attempts to complete as many passes as possible before the timer ends. This builds quick reactions, teamwork, scanning, and decision-making. **PROGRESSION:** Shrink the playing space, require weaker-hand passes, or count only moving passes to increase challenge.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Widen circles, enlarge grids, or increase dribbling areas for more success; shrink spaces or tighten boxes to increase pressure and test control.

**TASK**  
Add weaker-hand passes, timed challenges, extra pass types, continuous movement, or limited touches to increase technical difficulty and decision-making.

**EQUIPMENT**  
Use different sized balls, flatter cones, wider gates, or clearer target markers depending on confidence and support needed.

**PEOPLE**  
Work individually, in pairs, or in small groups; rotate roles to challenge pupils at different levels.

### Key Technical Point

Stay balanced, keep your head up, use controlled contact on the ball, and pass into space with accuracy and confidence.

### Cooldown

Pupils walk or jog lightly with their balls while performing simple handling movements to bring their bodies down gradually. As a group, they share which passing or handling skill they enjoyed most or improved during the lesson, helping to reinforce learning and confidence. **PROGRESSION:** Add a calm partner passing challenge while walking to finish with controlled movement and focus.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To introduce the skill of defending in Handball **Lesson 2/6**

**Equipment Needed** Cones, markers, handballs, bibs

**Success Criteria** Children can:

- stand with their feet apart and your knees slightly bent.
- know to raise their arms above their head or out to the sides, to make it difficult for your opponent to pass.
- understand to be on their toes and ready to move with the opponent in any direction.

### EDSTART KNOW

- I can explain how to stand when defending.
- I can describe how to use my arms to block passes.
- I can understand how to stay on my toes and move quickly.

### EDSTART GO

- I can defend in 1v1 situations.
- I can block shots by using my arms.
- I can apply defending in games

### EDSTART SHOW

- I can respect opponents when defending.
- I can encourage teammates to stay strong in defence.
- I can celebrate good defensive effort.

### Key Question

How can you defend effectively while staying in control and protecting your goal or space? By staying balanced and side-on, keeping your body between the attacker and the target, and timing your challenge carefully while scanning for the next action

### Warm Up

**ESCAPE TAG:** All pupils dribble or move with a ball while 2-3 catchers try to tag them. When tagged, players freeze with legs apart, holding their ball still in front of them. To be freed, another pupil must accurately roll their ball between the frozen player's legs and scoop it back up without losing control. This warm-up builds awareness, teamwork, scanning, and close control under pressure. Rotating catchers every few minutes keeps everyone engaged and moving. PROGRESSION: Change movement types (skip, sidestep, hop) or add a timed rescue limit to increase intensity and challenge.

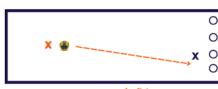
### Main Activity

**MAGIC HANDS:** Each child follows the coach through a series of creative ball-handling challenges. They roll the ball in figure eights through their legs, throw it backwards through their legs and turn quickly to catch, switch hands at different heights, and even toss the ball while lying down before rolling to catch it. These activities develop coordination, speed, hand-eye control, and confidence with handling the ball in different positions. PROGRESSION: Add partner mirror challenges, timed speed rounds, or smaller balls to test reactions and refine fine-motor control.

**DEFEND THE GOAL:** In small groups, pupils rotate between attacking, defending, and goalkeeping roles. Attackers try to beat the defender and finish past the goalkeeper, focusing on creativity and ball control. Defenders work on staying balanced, keeping arms wide for stability, and positioning themselves between the attacker and goal at all times. This activity teaches timing, footwork, and how to delay or stop an attacker safely. PROGRESSION: Reduce goal size, add a defender recovery zone, or limit attacker touches to increase defensive difficulty and decision-making.

**SHIELD & STRIKE:** Players work in pairs inside a marked square. One player protects the ball using strong shielding technique—side-on body shape, arm for balance, and controlled touches—while the other tries to steal it cleanly or force them out of the square. After 30–45 seconds, roles switch. Once the defender wins the ball, they must dribble out of the square and strike a target cone to score. This combines defending, shielding, controlled tackling, and attacking transition. PROGRESSION: Make the square smaller, add a time limit for escaping, or require a pass to a teammate after winning the ball.

**SINK THE SHIPS:** Create a mini playing area with four cones marking each player's "ships." In 1v1 duels, players alternate between attacking and defending. Attackers try to hit their opponent's cones by throwing the ball accurately, while defenders intercept, block shots, and immediately counterattack when they win possession. The first player to sink all four of their opponent's ships wins. This strengthens accuracy, tactical movement, anticipation, and defensive reaction time. PROGRESSION: Move ships further apart, add a countdown timer, or introduce smaller balls to increase the need for precision and quick thinking.



### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust pitch size or make shielding squares bigger or smaller to change difficulty.

#### TASK

Add weaker-hand work, limited touches, timed challenges, or smaller targets to increase challenge.

#### EQUIPMENT

Use larger balls for support or smaller/lighter balls for greater accuracy demands.

#### PEOPLE

Work alone, in pairs, or small groups depending on confidence and skill level.

### Key Technical Point

Stay side-on, stay balanced, use controlled contact, and keep your body between the attacker and the goal to defend calmly and effectively

### Cooldown

Pupils walk or jog lightly while gently dribbling or handling their ball, helping their body settle after the session. In pairs or small groups, they reflect on which defending skills were most effective—such as positioning, patience, body shape, or timing. This reinforces understanding and helps pupils identify their personal progress. Pupils then demonstrate one defending skill to a partner before stretching. PROGRESSION: Add a brief partner challenge—e.g., one player shows a stance and the other tries to fake past them slowly—to reinforce technique while cooling down.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

# COMPETING

## EDSTART

**Lesson Objective** To be able to play modified, small-sided games of Handball. **Lesson 3/6**

**Equipment Needed** Cones, markers, handballs, bibs

**Success Criteria** Children can:

- be introduced to the basic rules of handball.
- play and follow the rules of Handball.
- understand how tactics can be used to help win games.

### EDSTART KNOW

- I can explain the basic rules of Handball.
- I can describe why tactics help in games.
- I can understand how teamwork creates success.

### EDSTART GO

- I can follow rules in Handball games.
- I can use tactics to help my team.
- I can apply my passing and defending in matches.

### EDSTART SHOW

- I can respect referees and opponents.
- I can encourage my team when we play.
- I can celebrate fairness and effort in games.

### Key Question

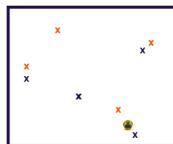
How can your team keep possession while using the right tactics to defend and regain the ball effectively? By spreading out, communicating, scanning early, and choosing the right defensive tactic, marking or zone, to protect space, pressure opponents, and win the ball back safely.

### Warm Up

**SPEEDY PASS CHALLENGE:** Split the class into four ability groups, each working inside their own grid. One pupil becomes the defender and moves to intercept passes, while the others work together to keep the ball moving quickly around them. Pupils must react fast, communicate clearly, and adjust their spacing to complete as many successful passes as possible before time runs out. This builds awareness, timing, and early tactical understanding. **PROGRESSION:** Add a second defender, shrink the grid, or count only moving passes to increase intensity and difficulty.

### Main Activity

**TACTIC MASTERS:** Explain that strong handball teams rely on smart defensive tactics—such as man-to-man marking and zone defence. Demonstrate both approaches clearly, discussing when each works best and how they help protect space or pressure opponents. Pupils work in small groups to choose a tactic and apply it in short defensive scenarios, focusing on communication, positioning, and team responsibility. Groups compare outcomes to see which strategy helped them defend more effectively. **PROGRESSION:** Ask teams to switch tactics mid-game and reflect on which approach gave them the best defensive advantage.



**PASS POWER PLAY:** Keep the class in their ability-based groups for 4v4 possession play. Teams must complete six accurate passes to earn a point, encouraging strong communication, good spacing, and patient build-up play. Pupils learn to stay spread out, find safe passing angles, and use quick ball movement to break defensive pressure. This develops control, decision-making, and teamwork in a realistic match-style environment.

**PROGRESSION:** Add touch limits, create “switch zones” for bonus points, or require a direction change before scoring.

**BREAK THE BARRIER:** Set up a wide channel with one defending team holding a zone line and one attacking team aiming to break through with controlled passing. Attackers must move the ball quickly, create overloads, and find gaps to pass through the defensive wall. Defenders work together to stay compact, communicate, and apply pressure without fouling. This teaches pupils how to break down organised defences and how defenders hold shape under pressure. **PROGRESSION:** Add more defenders, reduce channel width, or introduce time-limited attacks to increase challenge and tactical thinking.



**MINI HANDBALL SHOWDOWN:** Teams of four play against similar-ability opponents using small goals or nets. Normal handball rules apply—no running with the ball, quick passing, defending without contact, and shooting from outside the ‘D’. Pupils focus on teamwork, passing under pressure, marking opponents, and making quick attacking decisions. The small-sided format maximises touches, involvement, and learning for every child. **PROGRESSION:** Add scoring zones, reward bonus points for defensive stops, or create “power play” conditions for short periods.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Make grids bigger for support or smaller to increase pressure and speed of decision-making.

#### TASK

Add touch limits, time-based attacks, or forcing switches of play to challenge tactical thinking.

#### EQUIPMENT

Use larger balls for support or smaller, lighter balls to increase precision and reaction demands.

#### PEOPLE

Work in pairs, groups of four, or full-team setups depending on confidence and learning needs.

### Key Technical Point

“Stay balanced, stay spread, pass accurately under pressure, and use smart defensive positioning to protect space and regain control.”

### Cooldown

Pupils walk lightly, stretch, and calmly handle the ball while reflecting on the lesson. As a class, they share which defensive tactics or movements helped their team most—and why. This reinforces deep understanding, decision-making, and confidence. **PROGRESSION:** Each team demonstrates one defensive move they used successfully, such as shadowing, blocking passing lanes, or compact zone positioning.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To keep the ball under gentle pressure and make safe passing decisions in Netball **Lesson 4/6**

**Equipment Needed** Netballs, Bibs, Scoring zones marked with cones, Mini posts or hoop targets (optional)

**Success Criteria** Children can:

- keep the ball using small touches and good awareness.
- move into space after passing.
- work with my partner/team to keep possession.

### EDSTART KNOW

- I can explain how to protect the ball from a defender.
- I can tell why moving into space helps my team.
- I can describe how to pass safely under light pressure

### EDSTART GO

- I can move into space after passing the ball.
- I can use small touches to stay in control.
- I can make quick decisions when a defender is close.

### EDSTART SHOW

- I can show good awareness and avoid defenders.
- I can keep the ball with my team using simple passes.
- I can stay calm and controlled when pressured.

### Key Question

How can you help your team keep the ball and move it safely around the court? By spreading out, calling for the ball, staying still when catching, and using quick, accurate passes to teammates in space

### Warm Up

**PASS & MOVE CIRCLE:** Pupils form a large circle and pass a ball around while jogging lightly on the spot. After a few rounds, introduce a moving player in the middle who receives and returns quick passes before rotating out. This builds early focus, communication, and preparation for game situations. **PROGRESSION:** Add a second ball or ask pupils to move around the circle instead of staying still.

### Main Activity

**5-PASS RACE:** Teams compete to complete five safe, accurate passes without dropping the ball or stepping while holding it. Pupils must move into space, communicate clearly, and stay spread out to keep possession under light pressure. The challenge encourages teamwork, timing, and controlled catching while building confidence in passing under game-like conditions. **PROGRESSION:** Reduce the space, add a defender, or require one bounce pass within the five passes.

**SCORE ZONE GAME:** Pupils work in teams to pass the ball up the court and move into a marked scoring zone. To score a point, a player must receive a controlled catch inside the zone without stepping. This improves timing, understanding of space, and teamwork while encouraging pupils to look ahead and plan their passes. **PROGRESSION:** Shrink the scoring zone, introduce a defender inside the zone, or require a pass out of the zone before scoring again.

**THROUGH THE GATE:** Set up pairs of cones forming "gates" around the court. Teams must work together to pass the ball through as many gates as possible within the time limit. Pupils must stay spaced out, communicate, and move the ball quickly to reach new gates. This builds awareness of open space, helps pupils choose the best passing angle, and improves decision-making when under pressure. **PROGRESSION:** Make the gates narrower, add a defender roaming the area, or award bonus points for completing gates using different pass types.

**MINI MATCHES:** Pupils play short mini netball matches using simplified rules: no running with the ball, quick passing, staying spread out, and shooting from marked scoring zones. Pupils learn how to support teammates, time passes, and defend safely while maintaining the flow of the game. Matches rotate so every group gets multiple turns to play. **PROGRESSION:** Add time-limited attacks, scoring bonuses for teamwork, or zones that award extra points for successful passes.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Adjust the size of shooting areas, widen or shrink gates, or bring targets closer for additional support or challenge.

**TASK**  
Add weaker-foot strikes, moving balls, time limits, or specific ABC checkpoints to refine accuracy and decision-making.

**EQUIPMENT**  
Use larger targets, smaller balls, or wider gates for support; use smaller cones or tighter spaces for higher challenge.

**PEOPLE**  
Pupils work individually, in pairs, or small groups depending on confidence, teamwork, and the level of challenge required.

### Key Technical Point

"Keep your feet still when you catch, stay balanced, and pass quickly into space to help your team keep the ball moving."

### Cooldown

Pupils walk slowly around the court with a partner, taking gentle passes while moving side-by-side. After every few passes, partners switch roles, one leads movement, the other shadows. This keeps the body active while calming breathing and reinforcing teamwork and control. **PROGRESSION:** Add simple movement patterns such as side-steps or slow pivots before passing.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To use simple attacking and defending movements. **Lesson 5/6**

**Equipment Needed** Netballs, Cones, Bibs, Soft balls, Flat Markers

**Success Criteria** Children can:

- move into space when attacking.
- use safe body positioning when defending.
- make simple, helpful decisions in small games.

### EDSTART KNOW

- I can explain the difference between attacking and defending.
- I can describe how attackers find and use space.
- I can say how defenders stay balanced and block safely.

### EDSTART GO

- I can dodge and move into space to attack.
- I can stay side-on and track an attacker when defending.
- I can decide when to pass and when to move.

### EDSTART SHOW

- I can show teamwork when attacking and defending.
- I can show fair, safe defending in games.
- I can show good effort when working to find space.

### Key Question

How can you help your team attack or defend better in small games? By moving into space when attacking, staying side-on when defending, and choosing the right moment to pass, block, or support your teammates.

### Warm Up

**MIRROR MOVES:** Pupils work in pairs, one attacker, one defender. The attacker moves around the space changing direction, pace, and pathways while the defender mirrors them at a safe distance. This builds agility, quick reactions, and an understanding of how to track an opponent. Swap roles regularly so pupils practise both attacking and defending movements. **PROGRESSION:** Add ball movement for attackers or reduce space so defenders must react even faster.

### Main Activity

**DODGE & CATCH:** In small groups, one feeder passes while attackers move constantly to find new pockets of space to receive safely. Defenders try to block passing lines without contact, forcing attackers to dodge, accelerate, and time their movement. This helps pupils understand how to create space, receive clearly, and read defenders under light pressure. **Progression:** Add another defender, introduce limited steps, or require attackers to catch on the move to increase realism and decision-making.

**2v1 CHANNEL ATTACK:** Set up narrow lanes where two attackers move together against one defender, attempting to reach the scoring line using well-timed passes or clever movement. Attackers learn to draw the defender, support each other, and time their decisions effectively. Defenders practise delaying, staying balanced, and tracking movement without overcommitting. **Progression:** Make the channel smaller, add a time challenge, or allow the defender recovery to increase game-like pressure.

**ATTACK THE CORNER:** Mark out four corner zones. Two attackers start in the middle and must pass and move their way into any corner zone to score, while one defender tries to delay them without contact. Attackers learn to change direction, create angles, and use space smartly under pressure. The defender develops positioning, patience, and staying between attackers and scoring zones. **Progression:** Add another defender, reduce zone size, or require attackers to complete a set number of passes before entering a corner.

**MINI 3v2 STRIKES:** Groups of three attackers play against two defenders aiming to reach a scoring zone or complete a set number of passes to score. Attackers must spread out, move into helpful spaces, and use quick, accurate passes to beat defenders working collaboratively. Defenders work together to delay, close space, communicate, and attempt interceptions. This activity introduces simple overload decision-making in a controlled environment. **Progression:** Increase pass requirements, make scoring zones smaller, or give defenders bonus points for winning the ball.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Make channels, grids, or zones bigger for support or smaller to increase pressure.

#### TASK

Add touch limits, timed attacks, or extra defenders to change the challenge.

#### EQUIPMENT

Use larger balls or wider cones for support, or smaller balls and tighter markers for difficulty.

#### PEOPLE

Work alone, in pairs, or small groups and rotate roles regularly for balanced learning.

### Key Technical Point

Stay balanced, stay side-on, move into space, and use simple, accurate passes to help your team play effectively.

### Cooldown

Pairs walk gently while one leads movement and the other shadows calmly like a defender. Movements slow down to help the body recover while reinforcing tracking and awareness skills. Pupils then stretch lightly and reflect on their defending movements. **PROGRESSION:** Add a light passing exchange before switching roles.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan



**Lesson Objective** To follow basic rules and play small netball-style games. **Lesson 6/6**

**Equipment Needed** Netballs, Bibs, Cones, Mini posts or hoops, Flat markers

**Success Criteria** Children can:

- follow the rules by stopping their feet when catching.
- pass accurately and move into space to help their team.
- work fairly and respectfully during all activities.

### EDSTART KNOW

- I can explain the basic rules of mini netball.
- I can describe why spreading out helps my team.
- I can say how to catch and pass safely.

### EDSTART GO

- I can stop my feet when catching the ball.
- I can move into space to help my teammates.
- I can pass quickly and follow the rules during games.

### EDSTART SHOW

- I can show fair play and respect the rules.
- I can show teamwork in small games.
- I can show accurate catching and controlled passing in game situations.

### Key Question

How can you help your team keep the ball and score safely in mini netball games? By spreading out, stopping your feet when catching, passing quickly to teammates, and finding space near the scoring zones.

### Warm Up

**REACTION PASS LINES:** Pupils form two long lines facing each other. One side passes the ball across while the other side moves forward or backward reacting to the coach's call—"fast feet," "freeze," or "change!" Pupils must stay alert and make controlled catches every time. This warm up builds quick reactions, coordination, and early rule understanding. **PROGRESSION:** Add a second ball or require pupils to pivot before passing.

### Main Activity

**5-PASS RACE:** Teams work together to complete five safe, accurate passes without dropping the ball or stepping once they catch it. Pupils must spread out, communicate clearly, and move into space to make passing easier. The challenge encourages teamwork, controlled catching, and applying basic netball footwork. It also develops quick decision-making as pupils learn when to pass early or hold the ball to stay balanced. **PROGRESSION:** Reduce the space, add a defender, or require one bounce pass within the sequence to increase challenge and force players to adapt.

**SCORE ZONE GAME:** Teams pass the ball up the court and aim to catch inside a marked scoring zone to earn points. Pupils must stop their feet when catching, look ahead for teammates, and plan passes to move into the scoring area. This builds understanding of movement, timing, and smart positioning when attacking space. Players also learn how to create triangles and support options to avoid defenders. **PROGRESSION:** Make the scoring zone smaller, add a light defender inside the zone, or require a pass out of the zone before scoring again for more tactical variety.

**THROUGH THE GATE:** Several small cone gates are scattered around the court. Teams must pass the ball through as many gates as possible within a time limit. Pupils need to move the ball quickly, find good angles, and stay spread out to reach new gates. This encourages scanning for space, choosing the right pass, and reacting to defenders or moving teammates. The activity rewards creativity and fast transitions between gates. **PROGRESSION:** Make gates narrower, add a roaming defender, or award bonus points for different types of passes.

**MINI MATCHES:** Teams of 4v4 or 5v5 play short netball-style games using the basic rules—no running with the ball, pivot to change direction, quick passing, and shooting from marked zones. Pupils learn teamwork, spacing, marking, and making good decisions under pressure. Regular rotations keep all players active and give everyone a chance to try different positions. Matches help pupils link skills from earlier activities into real gameplay. **PROGRESSION:** Add scoring zones, time-limited attacks, or reward bonus points for defensive stops to sharpen strategic play.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust the size of playing areas, scoring zones, or gates to make activities easier or harder.

#### TASK

Introduce touch limits, bonus zones, or required pass types to vary difficulty.

#### EQUIPMENT

Use softer balls or wider gates for support, or smaller targets and narrower gates for challenge.

#### PEOPLE

Play in small teams or pairs and rotate roles so everyone experiences different responsibilities.

### Key Technical Point

"Stop your feet when catching, pivot to find space, and make quick, accurate passes to keep the game flowing."

### Cooldown

Pupils walk and dribble slowly while stretching lightly to bring their bodies back to calm. As a group, they reflect on what made defending effective today—such as staying balanced, reading movement, or timing challenges. Pupils then pair up and demonstrate their best defending stance or footwork to reinforce understanding and confidence. **PROGRESSION:** Pupils add one shielding technique or defending cue they want to improve next session.