

# The Mirror of Erised



## Overview

- This session can be adapted to suit the size of your facilities, the number of players and their ability.
- The session will act as an introduction to the Chaser and Keeper roles.



## Equipment

- Cones / Spots
- Quaffle
- Hoops



## Curriculum & Coaching Points

### Curriculum Links: *KS1/2/3*

- Movement – Develop fundamental movement skills.
- Tactics – Apply basic principles suitable for attacking and defending.
- Competition – Overcome opponents in direct competition.

### Coaching points:

- Ensure all progressions are suitable for the participating age range.
- Keep all players active and engaged.



## Instructions

### Preparation:

- Make sure all playing areas have been checked and are free from any obstacles.
- Prepare and set out all the equipment needed so your session flows progressively.
- Before playing, explain the Chaser and Keeper roles.
- Both roles are known as 'Quaffle Players'.
- Chasers and Keepers may touch, carry, and throw the Quaffle.
- Keepers have the main responsibility for defending the hoops.
- They can gain possession of the Quaffle when they block or intercept a throw but cannot grab the Quaffle if another player is holding it.



### **Game:**

- Split the players into pairs.
- Each pair has a small playing area (e.g. 5m x 5m max)
- Use spots or cones to split the playing area in half.
- Each player chooses a role, either Chaser or Keeper.
- The Keeper will start in one half, with the Chaser starting in the other.
- The Chaser's objective is to get past the Keeper and reach the opposite side of the playing area, whilst avoiding being tagged.
- The Keeper can only tag the Chaser once the Chaser has crossed the centre line.
- The Keeper's objective is to mirror the Chaser's movements and to defend against them to prevent them reaching the other side of the playing area.

### **Progression 1:**

- Once the players understand the movements required by the Keeper and Chaser roles, a Quaffle ball can be introduced as progression.
- The set up and playing area will stay the same as above.
- Give the Quaffle ball to one of the players, who will automatically become the Chaser.
- The Chaser's objective will remain the same as above, with the added progression of running with the ball.
- The Keeper's objective will still be to mirror the Chaser's movements, but they now have to tag the Quaffle, rather than than the Chaser.
- If the Keeper is successful in tagging the Quaffle, the players switch roles.

### **Progression 2:**

- Once the players are confident with Progression 1, they can progress to game-related scenarios.
- Add one or two hoops at either end of the playing area.
- Place the Quaffle anywhere in the playing area and have the players stand an equal distance away from it.
- Call out commands such as, 'head, 'shoulders, knees, and toes' which the players must touch.
- When the coach calls out 'Quaffle' the first player to grab the Quaffle becomes the Chaser and the other becomes the Keeper.
- Chasers cannot score unless they have crossed the centre line of the playing area.
- Keepers must attempt to prevent the Chaser from scoring and can gain possession of the Quaffle when they block or intercept the Keeper's shots. If they do so, the players automatically switch roles.



# Potters v Malfoys



## Overview

- This session can be adapted to suit the size of your facilities, the number of participants and their ability.
- The session will focus on the Seeker and Snitch Runner roles, and spatial awareness.



## Equipment

- Cones / Spots
- Snitch Belts
- Bludgers
- Quaffles



## Curriculum & Coaching Points

### Curriculum Links: *KS1/2/3*

- Tactics, attack and defend – Develop simple tactics, apply basic principles for attacking and defending. Use a range of tactics and strategies to overcome opponents.
- Using Skill techniques – Developing balance, agility, and coordination.

### Coaching points:

- Look out for participants who are aware of their surroundings.
- Are participants coordinated in their approach to the games and progressions?



## Instructions

### Preparation:

- Make sure all playing areas have been checked and are free from any obstacles.
- Prepare and set out all the equipment needed so your session flows progressively.
- Before playing, explain the roles of Seeker and the Snitch Runner to the players.
- The Seeker's aim is to remove one of the Snitch Tags from the waistband of the Snitch Runner, who is a game official.
- Seekers may touch, carry, and throw the Quaffle but may not attempt to score.



**Game:**

- Split the participants into pairs.
- Each pair has a small playing area (e.g. 5m x 5m).
- Choose one of the participants to be the Snitch Runner. Give them a Snitch Belt to wear around their waist.
- The Seeker will aim to take one of the Snitch Tags to gain a point.
- The Snitch Runner must avoid the Seeker's attempts to take one of the Snitch Tags, whilst staying inside the playing area.
- If the Seeker claims both Snitch Tags, the participants swap roles.
- If the Seeker fails to claim the Snitch Tags, swap the participants' roles after a set time e.g. 45 seconds.

**Progression 1:**

- Expand the playing area to incorporate all the space set out for the previous game into a single playing area.
- Introduce an end zone across each end of the new playing area. (No more than 2m deep). Designate one zone as 'Potters' and the other as 'Malfoys'.
- Players are in pairs. Give all players a Snitch Belt to wear and give a Quaffle to one player in each pair.
- The coach calls out either "Potters!" or "Malfoys!". The Snitch who has the Quaffle must try to reach the appropriate end zone, whilst trying to avoid losing one of their Snitch tags to their partner Seeker.
- If they lose a Snitch Tag, they must give the Quaffle to their partner and then switch roles.

**Progression 2:**

- The introduction of Beaters is a simple progression to encourage players to keep their head up and be aware of their surroundings.
- Pick two Beaters and give a Bludger to each of them.
- The Beaters' objective is to hit as many players as they can who are carrying the Quaffle. Depending on age and ability, they can either tag with the Bludger or throw the Bludger.
- The objectives of the Seeker and Snitch don't change from progression 1, but now they need not only to avoid losing a Snitch Tag, but also to avoid being hit by a Bludger



# Sitting your Owls



## Overview

- This session can be adapted to suit the size of your facilities, the number of participants and their ability.
- The session will focus on the Seeker role and spatial awareness.



## Equipment

- Cones / Spots
- Hoops
- Bludgers
- Quaffles



## Curriculum & Coaching Points

### Curriculum Links: *KS1/2/3*

- Analysis and Evaluation – Learn how to evaluate and recognise their own success. Analyse their performances with previous ones and demonstrate improvement to achieve their personal best
- Games – Participate in team games, play competitive games.

### Coaching points:

- Can participants identify different roles and responsibilities?
- Do participants recognise improvements and what they did to achieve it?



## Instructions

### Preparation:

- Make sure all playing areas have been checked and are free from any obstacles.
- Prepare and set out all the equipment needed so your session flows progressively.
- Brief the players that this activity is a 'practical test'. However, it can't be failed - only learned from.
- Reassure them that they know all the answers from previous activities.
- Most of all they should enjoy the activities.



**Game:**

- Set up as big a playing area as possible, given the space available and the number of players.
- Players must move around the playing area in as many ways they can think of (thinking back to previous sessions that incorporated movement).
  - Running (forwards / backwards)
  - Side steps
  - Jumping
  - Hopping
- Challenge the players to think of other learning outcomes that come into play when moving in large groups, e.g. spatial awareness.

**Progression 1:**

- Split the players into two or more groups depending on the number of players (minimum 6 players per group).
- Have the players number themselves 1 - ?.
- Give each group a Quaffle and ask them to pass in order (1, 2, 3, 4, 5, 6, 1, 2, 3 etc.) whilst continuing to move around the playing area.
- Challenge the players to think what the learning outcomes have now shifted to.
  - Communication
  - Type and weight of pass
- Add extra Quaffles per group as and when needed.

**Progression 2:**

- As a further progression, give each of the players a Quidditch role - Beater, Keeper, Chaser or Seeker.
- Add 3 hoops to each end of the playing area.
- It doesn't matter if more than one player has the same position.
- Players keep passing the multiple Quaffle balls around their groups, but this time in any sequence the group chooses. If necessary, add the rule that each player must touch the Quaffle before it can return to the first player.
- Tell the players that this is their final exam - they are sitting their 'Owls'.
- The coach shouts out a fact or a rule e.g.
  - "Only I can use a Bludger"
- The players in each group must work together to pass the Quaffle through their sequence to the appropriate player, who can then run and score through the hoops.



# Triwizard Challenge



## Overview

- This session can be adapted to suit the size of your facilities, the number of participants and their ability.
- The session will focus on the Beater role and the ability of Beaters to 'multitask'.



## Equipment

- Cones / Spots
- Bludgers
- Quaffles



## Curriculum & Coaching Points

### Curriculum Links: *KS1/2/3*

- Cooperation (Social) – Work individually and with others. Communicating and collaborating with each other. Be encouraged to work in a team, building on trust and developing skills
- Challenge – Range of increasingly challenging situations

### Coaching points:

- Encourage communication, both verbal and non-verbal
- Challenge the participants to self-compete.



## Instructions

### Preparation:

- Make sure all playing areas have been checked and are free from any obstacles.
- Prepare and set out all the equipment needed so your session flows progressively.
- Before playing, explain the Beater role to the participants.
- Explain that the Beaters use Bludgers and that this is the only playing ball they can touch.
- Beaters may touch, carry, and throw the Bludger.
- Beaters can't touch the Quaffle and aren't allowed to score.



### **Game:**

- Split the participants into pairs.
- Each pair has a small playing area (e.g. 5m x 5m max).
- The coach starts by calling out instructions on how to move e.g. facing your partner, high knees, heel flicks, jumping jacks etc
- One of the players is given a Bludger - they must throw it up in the air and clap once before catching it again.
- The second player must continue to move in the way the coach has called out.
- Each player takes it in turns to throw the Bludger. Each time they try to increase the number of claps that their partner did by one.
- If they miss the required number of claps, the pair must start again from one

### **Progression 1:**

- To develop the players' ability to multitask, there are several progressions the coach can add, dependant on players' confidence and ability.
  - Increase the number of claps by times tables, 2's, 3's 4's etc
  - Player 1 to throw and clap whilst player two catches. (Claps must be completed before the catch takes place.)
  - Player 1 throws and claps and player 2 calls out a movement or exercise for player 1 that they must do before they make the catch. (a further challenge would be not to repeat and movement exercises)

### **Progression 2:**

- Bring all the pairs together in a circle. Depending on numbers and space, you may need multiple groups. (Minimum of 6 players in each circle)
- Start with one player per group holding a Bludger.
- They will start with passing two places forward to the next player, who will then pass one place backwards.
- The sequence will continue until the Bludger reaches the start again.
- Once a group is confident and communicating well, another Bludger can be added to the game.
- How many Bludgers can your circle have going around at one time?

