

Year: 5 th 6 th year	Lesson No. 1	Sport: Football	Activity: Tika Taka Football
Lesson Objectives: <i>Develop passing technique and understanding</i>			
Success Criteria: <i>In senior cycle, students learning will be focused within the TGFU model where playing the game and learning the different tactics will be the main focus.</i> <i>Lessons will be heavily game based with the focus on the three main categories (In Possession, Out of Possession and Transition). All lessons will include all three aspects but should have one specific focus.</i> <i>This lesson will look at in possession with the following main outcomes that we are hoping to develop</i> <i>Can students demonstrate a range of techniques for staying in possession as an individual?</i> <i>Can students demonstrate a range of techniques for staying in possession as a team?</i> <i>Can students explain the benefits of possession-based football?</i>			
<p style="text-align: center;">Tasks</p> Warm up: <i>For warm up in senior year there should be three sections focusing on a pulse raiser, a set of dynamic stretches and a game related (fun) activity. Working with senior students try and encourage them to do the first two sections individually or as small groups. A lap or two of the pitch or hall (pulse raiser), individual/paired stretches whilst the teacher sets up the game related activity.</i> GRA – <i>This task requires students to work in pairs. Each student needs a ball. One will start by dribbling the ball (foot-football) in a large square (big enough for all students to run around) while the partner dribbles the ball bouncing (hand-basketball). If the basketball player can tag the footballer, they get a point and swap roles.</i>			
Task 1: Keep Ball. <i>Split the class into groups of 4.</i>			<p style="text-align: center;">Points for teacher to note</p> <ul style="list-style-type: none"> Assess ownerships skills of students leading their own warmups Assess sport related knowledge with 3 part warm up, Assess musculoskeletal knowledge of students when doing dynamic stretching. <p><i>TP – Focus on decision making:</i></p> <ul style="list-style-type: none"> should you pass, should you carry the ball,

Make a large square with three groups that are bibbed differently (Red, Yellow, Green).
Initially allow students to just pass amongst their group.
When you blow the whistle, one player from each group can leave to go and steal the ball from either of the groups, while the rest of the team try to keep the ball away from the other player (whilst also navigating the other passing teams in the space).
Allow each member of the group to have a go at pressing to get the ball.

- Harder – Can they pass and move effectively.
- Harder Two touch (one if good)
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- can you use your body to protect the ball?
 - once you have passed are you moving to receive the ball and help your teammate.
- Teacher assessment:
- Which students are communicating and directing play?
 - Which students are happy to hold the ball and wait (comfortable in possession).

Task 2:
Keeping the 12 students in the large square, put a smaller square in the middle

No one is allowed in the box.

Two groups are going to work together (Red + Yellow Vs Green) against one to try and pass the ball through the box in the middle.

The aim is to draw the defensive 4 out of shape from defending the box and create an opportunity to score a point.
Ball must go through the box below head level and must go to a team mate to be counted as a successful point.

Once Red + Yellow have paired together to score switch the teams round till all groups have defended the box.

- Easier – make the middle square bigger
- Harder – Make the middle square smaller
- Harder– two touch on the outside?
- Harder – Must pass first time through the square?



Task 3: Extension to previous game.

The game works the same way but there are two big differences.

1. The attacking teams trying to pass through the box can now dribble through the middle. If they get in and out the other side that is a point.

- Harder – If they dribble through, they must pass through next and vice versa.
- Easier – Make the main square bigger and the middle box bigger

These changes encourage all players (offensive and defensive) to try and stay in possession longer. The small passes are still there but carrying the ball and looking to drive forward through the box is a new focus for players.

<p>2. <i>The defending team can score a point by getting to any of the four corners of the big pitch.</i></p>		
<p>Task 4: <i>Conditioned games.</i> <i>Allow teams to chose between the following conditions:</i></p> <ol style="list-style-type: none"> 1. <i>All outfield players must touch the ball before scoring,</i> 2. <i>Only one player can score for each team,</i> 3. <i>No goalkeepers but can only score inside a small area,</i> 4. <i>First time finish only,</i> <p><i>Students can change the condition during the match if both teams agree and know the new rules.</i></p>	<p><i>Groups can differentiate between themselves and establish what works best for them</i></p>	<p><i>Give students autonomy.</i></p> <p><i>Try and establish why they have chosen which condition and how the previous learning in the lesson can assist with that type of play.</i></p> <p><i>Visual assessment of possession-based football, focus on passing and dribbling.</i></p>
<p>Plenary: <i>Lots of questions around being in possession, how do players stay on the ball longer? How can they create? How can they excite? What do they need or expect from their teammates when in possession? What do their teammates expect of them when they are in possession? Did they discuss and pre plan anything they then executed in games? Did these work? If not why-not? How can they improve being in possession and becoming comfortable on the ball?</i></p>		