

<b>Year:</b> 5 <sup>th</sup> 6 <sup>th</sup> year	<b>Lesson No.</b> 2	<b>Sport:</b> Football	<b>Activity:</b> Intelligent defending and counter attacking
<b>Lesson Objectives:</b> Practise counter attacking scenarios and learn how to defend app <b>Success Criteria:</b> <i>In senior cycle, students learning will be focused within the TGFU model</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 out of possession.</i>  <i>Can students demonstrate intelligent defending?</i> <i>Can students demonstrate the ability to counterattack when the opportunity arises?</i>  <i>Can students explain why a counter attacking system can be so effective?</i>			
<b>Tasks</b>	<b>Differentiation</b>	<b>Points for teacher to note</b>	
<b>Warm up:</b> <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 older students try and encourage them to do the first two sections individually or as small groups.</i> <i>A lap or two of pitch or hall (pulse raiser), individual/paired stretches whilst the teacher sets up the game related activity.</i>  <b>GRA</b> – Ask students to work in pairs. <i>One of the pairs puts the ball behind them. The aim is for the other person (who starts facing them) to touch the ball with their hand. The defender must use their body and arms to block off the attack from touching the ball. Switch over and let each person try it 3/4 times.</i>	<u>Students working towards:</u> <ul style="list-style-type: none"> <li>• Harder students make it harder with two handed tag of the ball</li> <li>• Easier student's defender can only use one arm when holding them off or blocking</li> </ul>	<ul style="list-style-type: none"> <li>• Assess ownerships skills of students leading their own warmups</li> <li>• Assess sport related knowledge with 3 part warm up,</li> <li>• Assess musculoskeletal knowledge of students when doing dynamic stretching.</li> </ul>	

<p><b>Task 1:</b>  <i>This game involves mismatched teams ideally 8 vs 4. If the teacher creates groups of fours and then has them bib up in different colours or non-bibs then groups can work together.</i></p> <p><i>On a small 7-aside pitch play 8 Vs 4.  Set up one very small goal (small enough not to require a goalkeeper) that the 4 will defend and one very large goal (big enough to have a goalkeeper) the team of 8 will defend.  Small team does not have a GK, Large team does.</i></p> <p><i>Without any conditions let both teams play.  Switch the defending team around after they have defended for 3/4 minutes.</i></p> <p><i>A goal counts as 1, but if the game is level after 3/4 minutes then the defending team win.</i></p>	<ul style="list-style-type: none"> <li>• <i>Harder defenders, can they organise their defence effectively,</i></li> <li>• <i>Harder defenders can they use a variety of defending tactics (man mark Vs zonal)</i></li> <li>• <i>Harder defenders can they help create several counterattacks</i></li> <li>• <i>easier defenders can they man mark one player and stop them scoring</i></li> <li>• <i>easier defenders can they help create one counterattack.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The focus is on the defending team. Are they able to defend effectively and break to score against their opponents?</i></li> <li>• <i>Do the attacking team manage their attacks well? DO they overload effectively, or do they leave themselves vulnerable to the counterattack?</i></li> <li>• <i>Even if the defending team cannot counter and score can they stop the other team from scoring.</i></li> </ul> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• <i>Assess the players individual and collaborative defensive abilities,</i></li> <li>• <i>Assess student’s knowledge and understanding of defensive shape and structure,</i></li> <li>• <i>Assess student’s ability to organise defensive situations</i></li> </ul>
<p><b>Mini Plenary</b>  <i>Teach the concept of man marking.</i></p> <p><i>Bring students in and ask them what their understanding is and explain that it is a strategy that is still used very effectively to this day.</i></p> <p><i>Mention zonal as an alternative, briefly outline what this is but explain it will not be something we will look at today.</i></p>		<p style="text-align: center;"><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• <i>Move quickly into position when the ball transitions.</i></li> <li>• <i>Position yourself between the opponent and your goal.</i></li> <li>• <i>Position to see both the ball and your opponent.</i></li> <li>• <i>Closer to the ball or goal; closer to the opponent.</i></li> <li>• <i>Be ready to intercept the ball but do not commit unless you are sure.</i></li> </ul>
<p><b>Task 2:</b>  <i>Split all the groups so they are playing in a game where the teams are evenly matched (4/5/6 aside).</i></p> <p><i>Ask the students on each team to identify an opponent that they both agree are similar ability to themselves. These</i></p>	<p><i>Due to students matching up against someone of similar ability this task differentiates itself.</i></p>	<ul style="list-style-type: none"> <li>• <i>Ask students if they are implementing the above TPs correctly,</i></li> <li>• <i>Find out what is happening in games that is causing players to score; is it lacks man marking or is it great attacking play?</i></li> </ul>

players become a pair within the game (even though they are on opposing teams).  
 Students will play an unconditioned game, however, to encourage man marking (the focus of the game) there needs to be a condition for the eventuality of your designated opponent scoring.

\*One condition is that whilst a player is completing their "punishment" the game continues but the player who is now "unmarked" cannot score until their designated opponent is back on the pitch

Allow the students some autonomy when agreeing on a "punishment" for allowing your designated opponent to score, such as:

- A lap of the mini pitch,
- Sprint from your goal round the other goal and back
- 25-star jumps,
- 10 press ups,
- 10 burpees,

- Questions student about the balance between wanting to score and ensuring you do not concede?

**Mini Plenary.**

How to effectively start counter attacks?  
 Ask students questions about how to start and create chances from counter attacks.

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TPs

- Identify a teammate who can help you get out of the defensive area,
- Use quick, accurate and direct passing to get the ball to that player,
- Support the 'target man' with suitable supporting runs

**Task 3:**

In the same groups the students were working in create a pitch suitable for the shown task.

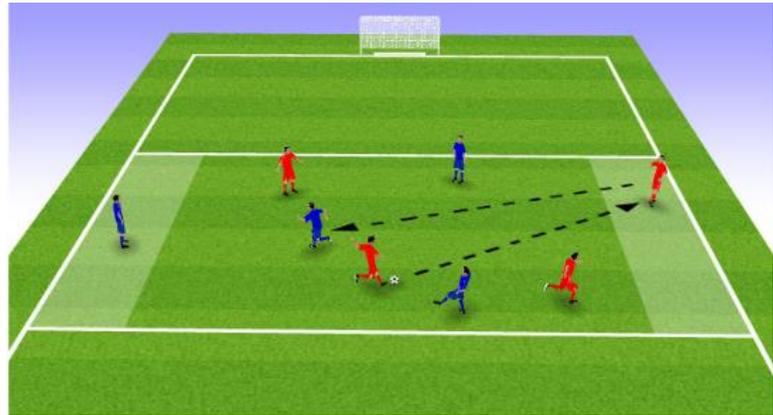
Each team will select a 'target man' who will move around in the 'endzone'.

The aim is for the team in possession to get the ball to the target man.

Every time the team gets it to the target man that player becomes the target man.

Objective – When the defensive team takes possession can they quickly transition

Harder – Can they take 3 touches max,  
 HarderS – Can they complete passes into the target man with their non-dominant foot.  
 Easier – Can they complete one successful pass into the target man?  
 Easier – If they can complete 5 passes to teammates in the square they become target man,



<p><b>Task 4:</b> Conditioned games.</p> <p>Allow teams to choose between the following conditions:</p> <ol style="list-style-type: none"> <li>1. If you score a goal you have 60 seconds to score again or the goal is wiped out (so from 0-0 it can go to 2-0 or back to 0-0)</li> <li>2. Each player must score before same player can score twice,</li> <li>3. No goals but a large target area where one designated player must get into</li> <li>4.</li> </ol> <p>Students can change the condition during their game time if both teams agree and know the new rules.</p>	<p>Groups can differentiate between themselves and establish what works best for them.</p>	<p>Give students autonomy but try and establish why they have chosen which condition and how the previous learning in the lesson can assist with that type of play.</p> <p><b>Remind students that you are assessing students defensive play not attacking play.</b></p>
<p><b>Plenary:</b> Lots of questions around defending. What are the positive qualities of a defender? How can a team defend as a unit? What are the benefits and negatives of man marking? What defines an effective counterattack? What are the dangers of a counterattack? What can teams do to improve defensive shape? What can individuals do to improve defensive ability?</p>		