

<b>Year:</b> 5 <sup>th</sup> 6 <sup>th</sup> year	<b>Lesson No.</b> 3	<b>Sport:</b> Football	<b>Activity:</b> Making better decisions in transition
<p><b>Lesson Objectives:</b> Develop positive and intelligent attacking and defending reactions</p> <p><b>Success Criteria:</b> In Senior cycle, students learning will be focused within the TGFU model</p> <p>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.</p> <p>This lesson will look at in transition.</p> <p>Can students demonstrate a range of intelligent attacking reactions? Can students demonstrate a range of intelligent defending reactions? Can students explain the importance of being good in transition?</p>			
<b>Tasks</b>	<b>Differentiation</b>	<b>Points for teacher to note</b>	
<p><b>Warm up:</b> For warm up in senior cycle 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. A lap or two of the pitch hall (pulse raiser), individual/paired stretches whilst the teacher sets up the game related activity.</p> <p><b>GRA</b> – Line students up facing each other (4/5 in each line). Can students start by passing to each other with one bounce (volley to volley), increase to volley no bounce, then to headers.</p>	<p><u>Students working towards:</u></p> <ul style="list-style-type: none"> <li>easier students can have two bounces,</li> <li>Harder – can they use alternate feet,</li> <li></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> <li>Assess reaction skills to passes from teammates that might not be perfect.</li> </ul>	

Once player has had turn they run and join back of other line.

**Task 1:**  
**Multi directional defending and attacking**

Set up a large square.

There will be two teams of 6 (Triangles and Crosses)

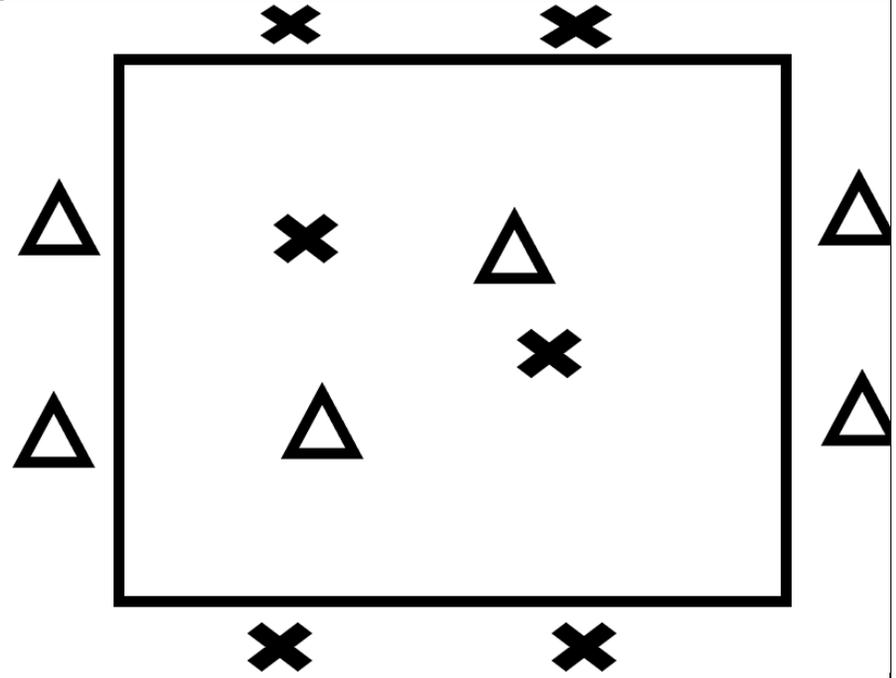
At either end of the square are two of each team with the remaining two in the square. Players at the end can move up and down their own line but not off the line. Defenders in the middle can **NOT** tackle players on the outside.

The aim of this game is for the team to pass from one end to the other.

EG – Triangle start with the ball on the left side and can either use their teammates in the middle or go straight to the far end. If they succeed that is one point. If the crosses intercept they take control of the ball and then try and do the same between their team.

The objective is twofold. When you have the ball can you retain possession between your team, pass accurately and score points. When without the ball can you win it back with good pressing and defending and then successfully turn it into your team's possession.

- Harder – Must use the players in the middle before scoring points,
- Harder – make the square a little smaller,
- Harder – Ball must not go over knee height,
- Easier – Make the square bigger



**Task 2:**  
Split the group of 12 that were previously 6v6 into three groups of four (bibbed appropriately)

- Harder – Defensive team has 10 seconds to win the ball back or the

Assessment and questioning,

- What tactics can you apply when in possession to keep the ball between the 8 of you?

<p><i>In the same size square one team will start in the middle with the other two teams around them. The team in the middle are trying to take the ball off the other two teams who will work together to keep the ball.</i></p> <p><i>Once the successfully intercept or tackle to win the ball they immediately become a team trying to keep the ball and whoever was the last 'non-defensive player' to touch the ball, their whole team become the defensive team trying to steal the ball back.</i></p> <p><i>Continue this allowing the students to self-manage the transitions.</i></p> <p><i>AIM – How good are students at reacting to going from the team in possession to the team without possession and vice versa. Can they quickly move into space to receive the ball if now in possession or can they quickly get a cohesive press on to win the ball back?</i></p>	<p><i>opposing team get a point,</i></p> <ul style="list-style-type: none"> <li>• <i>Easier – Make the space bigger giving students more time on the ball,</i></li> <li>• <i>Harder– Make the square smaller and more challenging</i></li> <li>• <i>Easier – Have a magic man on either team who cannot be tackled.</i></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What tactics can you apply when not in possession to win the ball back quickly,</i></li> <li>• <i>What worked well for winning the ball back?</i></li> <li>• <i>What worked well for retaining possession?</i></li> <li>• <i>What well known clubs have philosophies based around winning the ball back or keeping possession?</i></li> </ul> <p><i>Assessment</i></p> <ul style="list-style-type: none"> <li>• <i>Assess student’s decision-making ability in the two roles (defensive transition and attacking transition)</i></li> <li>• <i>Do players move quickly to win the ball back?</i></li> <li>• <i>Once players steal the ball do they make good decisions when in possession?</i></li> <li>• <i>Do students position themselves well to receive and move the ball?</i></li> </ul>
<p><b>Task 3:</b> <i>Extension to previous game.</i></p> <p><i>Only change to the previous task is the scoring.</i></p> <p><i>If the group of 8 can complete 8 passes they score a point.</i></p> <p><i>If the defending team steal the ball and can get to any side of the pitch by dribbling there they get 2 points (they then also become an attacking team aiming to get 8 passes)</i></p>	<ul style="list-style-type: none"> <li>• <i>Easier – 5 passes rather than 8.</i></li> </ul>	
<p><b>Task 4:</b> <i>Conditioned games.</i></p>	<p><i>Groups can differentiate between themselves and</i></p>	<p><i>Give students autonomy.</i></p>

<p><i>Allow teams to choose between the following conditions:</i></p> <ol style="list-style-type: none"> <li><i>1. All outfield players must touch the ball before scoring,</i></li> <li><i>2. Only one player can score for each team,</i></li> <li><i>3. Each player must score before same player can score again,</i></li> <li><i>4. No goalkeepers but can only score inside a small area,</i></li> <li><i>5. First time finish only,</i></li> <li><i>6. Each team choose a type of goal to score (header, volley etc) and that is the exclusive way to score goals for a set time.</i></li> </ol> <p><i>Students can change the condition during the match if both teams agree and know the new rules.</i></p>	<p><i>establish what works best for them</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 transition. How well do players transition from attack to defence and vice versa?</i></p>
<p><b>Plenary:</b>  <i>Lots of questions around transition. What do they define as transition? Why is transitioning in football so important? How can a good transition help support defensive players? How can a good transition support the attack? If a team does not transition well what are the potential issues?</i></p>		