

Year: 5 th 6 th year	Lesson No. 4	Sport: Football	Activity: Developing Gameplay
<p>Lesson Objectives: Improve individual aspects around 'in possession', 'out of possession' and 'transition'</p> <p>Success Criteria: <i>In senior cycle, students learning will be focused within the TGFU model</i></p> <p><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></p> <p><i>This lesson will look at all three of the previous lessons, can students further develop skills and theories that have been tried before.</i></p> <p><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 demonstrate intelligent defending?</i> <i>Can students demonstrate the ability to counterattack when the opportunity arises?</i> <i>Can students demonstrate a range of intelligent attacking reactions?</i> <i>Can students demonstrate a range of intelligent defending reactions?</i> <i>Can students explain the importance of being good in transition?</i></p>			
Tasks		Differentiation	Points for teacher to note
<p>Warm up: 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 hall or pitch (pulse raiser), individual/paired stretches whilst the teacher sets up the game related activity.</p> <p>GRA – Ask students to get into groups of 3 and put on matching bibs. Group these trios into a group of 9 with all three trios wearing different colour bibs.</p>		<p><u>Students working towards:</u></p> <ul style="list-style-type: none"> Harder students make it harder with two handed tags. Easier students if the player can avoid their partner for 15 seconds they get a point and swap roles. 	<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>In a large square one team start in the middle trying to dispose the other two teams of the ball. As soon as they do they become part of the other two groups trying to keep possession and the last person who touched the ball from the possession group, their trio now becomes the pressing team.</i></p>		
<p>Task 1: Ronda. Split students into groups of 8. Each group will have their own space. Start with big circles that give students lots of opportunity for success. Two students spend 45-60 seconds in the middle trying to stop the other students passing to each other. Each pair should have 2 goes in the middle. How many successful passes can a group get? As teacher focus on the way students are passing not the person in the middle applying pressure.</p>	<ul style="list-style-type: none"> • Harder – Increase size of the circle. • Harder – No tackling when they are in control of the ball (interception only) • Harder – Use weak foot to control and or pass, • Harder – Two touch (one if good) 	<p><i>TP – How are students passing? Inside of foot, planting standing foot next to ball. Can students control the ball and position it appropriately for a pass?</i></p> <p><i>Assess student’s technical ability to pass the ball. Weight of pass, accuracy, pace, decision making.</i></p>
<p>Task 2: Progression of task 1.</p> <p><i>The task for the students now is to ‘split’ the two in the middle. This is achieved by passing in the gap between them. To create this gap the students still need to pass the ball around and then try and decide when to ‘split’ them. The two in the middle only get out this time once the passing players make a mistake (this stops them standing together in the middle not moving apart).</i></p>	<ul style="list-style-type: none"> • With harder group say the split pass needs to be a first-time pass. • If two good students are in the middle have a forfeit each time they get split, • easier students increase the size of the circle. • Can weaker groups keep the ball away from the two in the group without splitting? 	<ul style="list-style-type: none"> • TP – focus students on the decision making of when to split the defenders. • Questioning – why is it good to practice this type of passing? When do you try and do this type of passing in game situations?

Task 3:

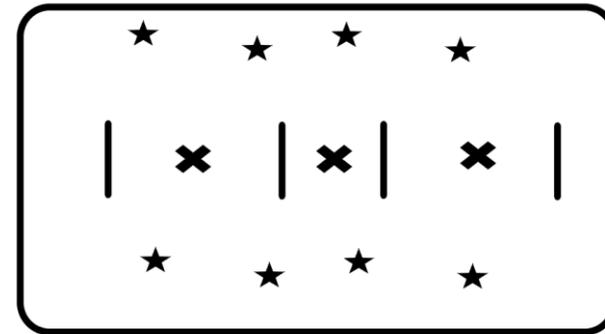
Set up a space with 3/4 players one side and 3/4 players the other side (stars). Bib up three players who are going to start in the middle (crosses). Put four large cones or poles where the lines are with the middle gap deliberately smaller than the other two gaps..

AIM – Star teams are trying to pass through to the other side. They can score one point by passing through the big gaps or 2 points for passing through the smaller central gap.

RULES – One of the X defenders can run out to put pressure on the team with the ball. The other two X defenders can move anywhere along their defensive line to try and cut out the pass. If the ball goes through one of those two defenders runs in to put the pressure on and they rotate between the three of them.

Each team will defend for 3-4 mins and then swap with one of the other teams

- *Harder Group – make the middle gap much smaller,*
- *Harder group – if the ball goes outside the big square it is a point to the defending team,*
- *Easier group – allowed to pass down the side for 1-point, big gaps 2 points, small gap 3 points,*
- *Easier – have a magic man who can not be tackled on each side.*



Assess student's ability to:

- Pass accurately when in possession,
- Make good choices in terms of when and where to pass,
- Move to receive the ball when not in possession,
- Put good pressure on to try and win the ball back,
- Transition from passive defender to active defender,
- Communicate effectively with teammates close by and other side,
- Work effectively to score points

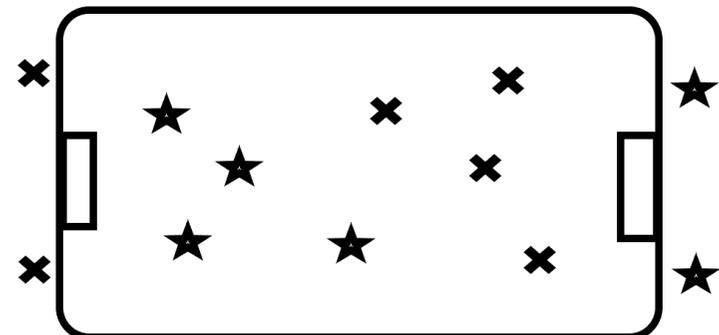
Task 4:

Sort groups so it is roughly 6 aside. Split the group in the space into two team and remove all the cones from on the pitch. Put goals at each end (3ft wide), there will be no goalkeepers.

Each team will choose two player to start on either side of the goal they are attacking (backboard players). These players can move across their side of the goal but not off the line they are on, they cannot be tackled. Backboard players cannot score

AIM – To score the team must complete 4 passes, however they do not need to do this if they use the backboard players to

- *Harder– When the backboard player limited to one or two touches.*
- *Harder – If they pass to the backboard players they must be the person to score as well.*
- *Easier – Make the goals bigger,*
- *Easier – make the pitch bigger,*



set up a goal. E.g must complete four passes before scoring a normal goal or can tackle opponent, pass to backboard player who passes back to player and scores, both are fine.

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Task 5.

Conditioned games within the small pitches and the small 3ft goals – no goalkeepers

Allow teams to choose between the following conditions:

- 1. All outfield players must touch the ball before scoring,*
- 2. Only one player can score for each team,*
- 3. Each player must score before same player can score again,*
- 4. No goalkeepers but can only score inside a small area,*
- 5. First time finish only,*
- 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.*

Students can change the condition during the match if both teams agree and know the new rules.

Groups can differentiate between themselves and establish what works best for them

Give students autonomy.

Try and establish why they have chosen which condition and how the previous learning in the lesson can assist with that type of play.

Visual assessment of transition. How well do players transition from attack to defence and vice versa?

Visual assessment of possession-based football focus on passing and dribbling.

Visual assessment of defensive play. Do students communicate and make good decisions when no in possession?

Plenary:

Lots of questions around all the different types of areas that have been looked at. What are players like in transition do the students understand how important being effective in transition is? Do players feel confident in possession? How can students develop confidence whilst in possession and under pressure? What can students do when in possession, what are their options? When defending what can players do to help prevent teams scoring or creating dangerous chances?