

Year: 9	Lesson No. 5	Sport: Football	Activity: Set Pieces
<p>Lesson Objectives: Develop knowledge around set pieces and create a group set piece</p> <p>Success Criteria: 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 set pieces.</p> <p>Can students execute a range of set pieces including short corner, in swinging corner, out swinging corner, direct and indirect free kick from shooting and non-shooting positions.</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 – Split the class into three large groups. Start each group 15ft away from each other on a starting line with 3 balls per group. Halfway across the pitch make a box for each team to aim at.</p>	<p><u>Students working towards:</u></p> <ul style="list-style-type: none"> Harder students make it harder with weaker foot only. easier students allow one of two bounces along the way 	<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. Assess student’s creativity when designing their own set plays. 	

AIM is the team to work collectively to get all three of their balls into the box without the ball touching the floor (big group keepie uppie challenge).

First group to get all three of their balls into the square wins.

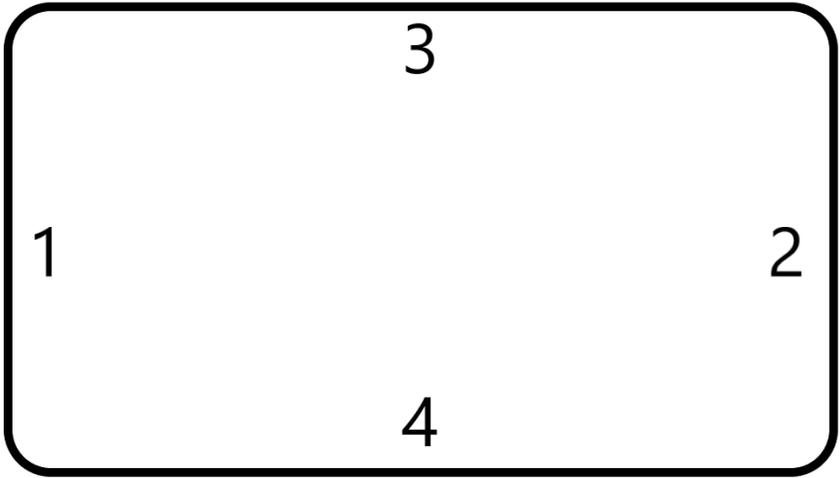
RULE – No use of arms or under the shirt tricks and an individual can not do keepie uppies by themselves.

Task 1:
Explanation of lesson.

Explain to students how the lesson will work. There will be four groups of about 8 students in each group and they will work around the pitch in a circuit style spending 5 minutes at each station. Whilst at each station they will need to rotate roles of GK, Defenders and Attackers. They can practice the designated set piece and try to create their own. They will have a chance to put these into real practice later in the lesson.

- The four stations are:*
- 1. Long Corner (Large goal)*
 - 2. Short Corner (large goal)*
 - 3. In-Direct Shooting free kick (small goal)*
 - 4. Direct shooting free kick (small goal)*

TP- Ensure students know they will have to demonstrate what they have come up with. If they choose to mess around and shoot the ball into the goals then they will look silly when it comes to demonstration time when they can win points against other teams.



Task 2:
Split students into four large groups.

Have 1 of each of the worksheets printed out 5 times for the groups and a spare.

All information regarding completion of tasks on the worksheets.

Teacher to move around groups checking on progress and focus on tasks.

<p><i>Each group needs to nominate a captain to come and collect four work sheets and a pen. Captain nominates a kit man to collect a ball.</i></p> <p><i>Each team will have exactly 5 minutes at each station to create and practice a routine. The captain must fill in the sheet with the players and their roles.</i></p> <p><i>Whilst students are doing their activities go around and bib up the groups in different colours.</i></p>	<p><i>Differentiation will be taking place throughout this lesson through peer to peer guidance, individual control over what actions they take part in, giving slightly fewer complex roles to WT students and more complex roles to HAP students.</i></p>	<p><i>Teacher to run clock (5 minutes per group per station)</i></p> <p><i>If students are off task remind them they are facing real active defenders second half of the lesson.</i></p>
<p>Task 3: <i>Once all groups have completed all four stations bring the students back in.</i></p> <p><i>Number the groups 1 – 4 from strongest overall ability to least strong. Group 1 and 2 will pair up against each other and 3 Vs 4.</i></p> <p><i>Group 1 complete all four of their attacking routines against group 2 before switching around. Same with 3Vs4.</i></p> <p><i>Each team gets two attempts at each station, with a possible max score of 2 goals at each station (8 overall).</i></p> <p><i>Start group 1 and 2 at one end of the 4G and groups 3 and 4 at the other end. Once they have gone around the circuit switch the roles so group 2 are attacking group 1 and group 4 are attacking group 3.</i></p> <p><i>Once all have finished calculate the most successful team and announce winners.</i></p>	<p><i>By matching up the groups most evenly against each other this should offer all students the opportunity for success.</i></p>	<p><i>Teacher Assessment.</i></p> <p><i>Watch how teams perform the routines they have planned.</i></p> <p><i>Did they go to plan? If so why were they so effective? If they did not go to plan? Why did it not work for the team?</i></p> <p><i>Were roles split evenly throughout the group?</i></p> <p><i>Did different students come up with different ideas for the different routines, did you work collaboratively?</i></p> <p><i>Which routine out of the four did the team think was most successful/effective and why?</i></p> <p><i>Which of their oppositions attacks was most effective and why?</i></p>

<p>Task 4: <i>Penalty competition. Rather than a conditioned game at the end of this lesson, students will split off and have a penalty competition against each other as it is technically a set piece. Group 1 V 2 Group 3 V 4</i></p> <p><i>Every player including the designated goalkeeper must take a penalty and a final score calculated for the winning team – no sudden death so it can be a draw.</i></p> <p><i>Use big goals unless both teams agree to small goal (autonomy)</i></p>		<p><i>Can students self-manage and regulate a penalty competition themselves?</i></p>
<p>Plenary: <i>Lots of questions about set plays, why are they so important? Why is it important to practice them? How can teams improve their scoring chances from set plays? How can teams plan for defending better against set pieces? What are the benefits and negative or man and zonal marking at set pieces?</i></p>		