

Lesson 1 – Group Attack: 50 minutes

Students Learn About:	Students Learn to:
• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games • adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm
• Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition • use movement to effectively communicate and interact in group/team contexts
• Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques	• use performance feedback to improve quality of movement in a variety of contexts

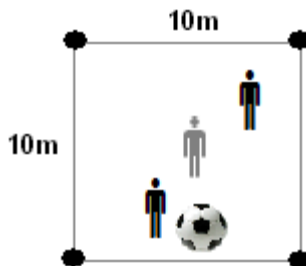
Lesson Rationale: The aim of this lesson is to explore team attacking strategies that may be used in a game of soccer. The lesson assumes prior knowledge of basic soccer skills taught in Year 8.

Resources:

- 6-8 soccer balls
- 48 cones/markers

Lesson Activities:

1. Assessment Foreclosure – 5 minutes
 - Give each student a copy of the skills assessment guideline. Explain to students that they will be assessed on their skills throughout the unit, culminating with game play in lesson 5.
2. Two-versus-One Possession Game – 10 minutes **TM a 5.1, TM a 6.1**
 - Divide the class into groups of 3. Each group will require a grid 10m x 10m and a ball.
 - Play two attackers versus one defender. The attackers are to use dribbling, shielding and passing skills to maintain possession from the defender within the grid. The attackers are allowed an unlimited number of pass and receive the ball.



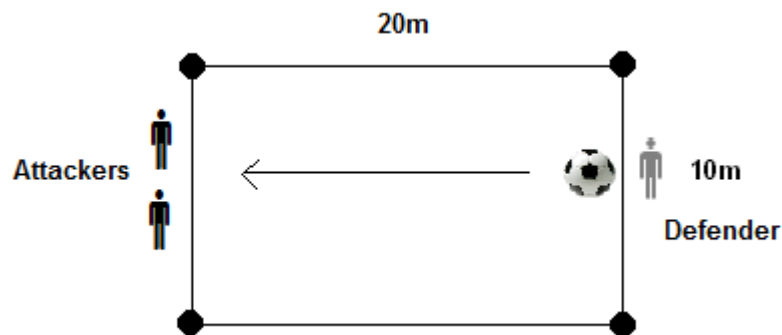
- Award two points for each time the attackers execute a 'give and go' pass to beat the defender

and one point each time the attackers combine five or more consecutive passes.

- Award the defender one point each time they intercept a pass or forces the attackers to pass the ball outside the grid boundaries.
- Play for 2-3 minutes, and then switch defenders. Get players to keep track of how many points they earn overall.
- To increase/decrease difficulty, decrease/increase the grid size.

3. Two-Versus-One to Line – 10 minutes **TM a 5.2, TM a 6.2**

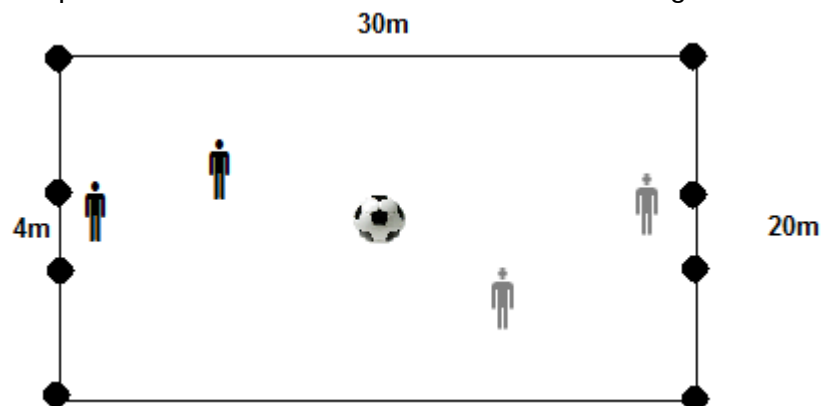
- Use the same group of three from the previous activity. Each group will require a 20m x 10m grid and a ball.
- Play two attackers versus one defender. The defender stands on the one of the 10m end lines and the two attackers on the opposite end. The defender serves (kicks) the ball to the attackers, then sprints forward to defend.



- The attackers receive the ball and attempt to take on and beat the defender to the end line using a 'give and go' pass.
- Award the attacking team 1 point if they beat the defender to the end line using a 'give and go' pass. Repeat 5 times, and then switch defenders. Rotate until all students have had a turn at being defender.
- To increase difficulty, reduce the size of the grid.

4. Two-versus-One Plus One – 10 minutes **TM a 5.2, TM a 6.2**

- Divide the class into groups of 4. Each group will require a 20m x 30m grid and a ball. Place two cones/markers 4m apart in the middle of each 20m end line to form goals.

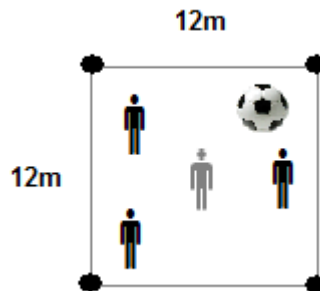


- Split the group into two teams of two. Each team defends a goal and tries to score in the opponent's goal. The game begins with a kickoff from one side in the centre of the field.
- The rules of play are as follows:
 - The team in possession of the ball scores points by kicking it through the opponent's goal, by executing a successful 'give and go' pass, or both.

- The defending team tries to prevent scores by positioning a player as goalkeeper and one as defender.
- Change of possession occurs when the defender steals the ball, the goalkeeper makes a save, the ball goes out of bounds last touched by a member of the attacking team, or a goal is scored.
- When the original defending team gains possession of the ball, the goalkeeper immediately sprints out of goal to join their teammate to attack the opponent's goal. The team losing possession must immediately defend; one player sprints back to play as goalkeeper while their teammate positions as the defender.
- Once play begins, the action is continuous as teams attack with two players and defend with one player and a goalkeeper. Teammates alternate playing as the goalkeeper.
- Award one team a point for each 'give and go' pass that beats a defender and one additional point for each goal scored.

5. Keep-Away Game (Three vs. One) – 10 minutes **TM a 5.2, TM a 6.2**

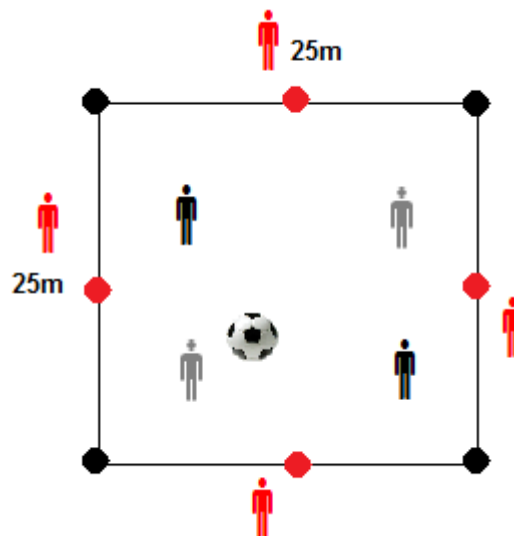
- Use the same group of four from the previous activity. Each group will need a 12m x 12m grid and a ball. Designate one player as the defender and the other three as attackers.



- The objective is for the attackers to keep the ball away from the defender within the boundaries of the grid.
- Attackers are free to move anywhere within the grid and are allowed unlimited touches to pass and receive the ball.
- Award one point for each time the attackers make 8 or more consecutive passes without losing possession.
- Play for 2 ½ minutes then swap defenders and repeat. Continue process until all players have had a turn at being a defender.
- To increase/decrease difficulty, decrease/increase the grid size.

Lesson 2 – Group Attack: 50 minutes

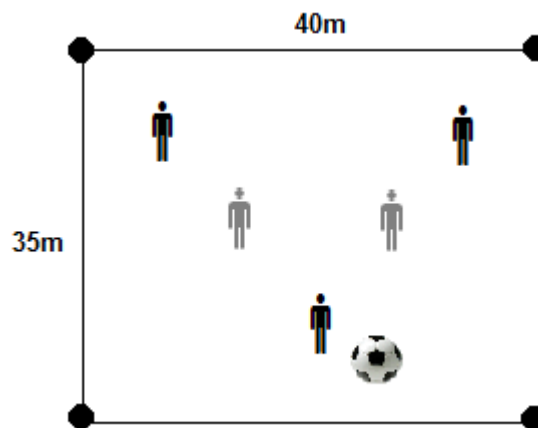
Students Learn About:	Students Learn to:
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Lesson Rationale: The aim of this lesson is to expand student knowledge from the previous lesson, with continued focus on group attack strategies.	
Resources: - 6-8 soccer balls - 48 cones/markers - 12 agility poles	
Lesson Activities:	
1. <u>Four Corner Support Game</u> – 10 minutes TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1 - Divide the class into groups of 8. Each group will require a grid 25m x 25m. Place a cone/marker at the midpoint of each of the four sides, with a support player positioned at each of the four cones. Organise the remaining students into two teams of two. One team has the ball to begin.	



- The attacking side try to maintain possession of the ball from their opponents within the grid. The four support players join the team to create a six-versus-two advantage for the attack.
- Support players are restricted in their movement, however, must remain within 1m either side of their cone/marker. They may receive the ball from and pass the ball to central players only; they may not pass among themselves.
- Change of possession occurs when a defending player steals the ball or when the ball goes out of play.
- Award one team point for six consecutive passes without possession loss. Play for 2 ½ minutes then central players switch positions with support players and repeat. Rotate process until all students have attacked, defended and supported.

2. Short-Short-Long Possession Game – 10 minutes **TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1**

- Divide the class into groups of five. Each group requires a 35m x 40m grid and a ball. Play 3 attackers on two defenders. Attacking team starts with the ball.



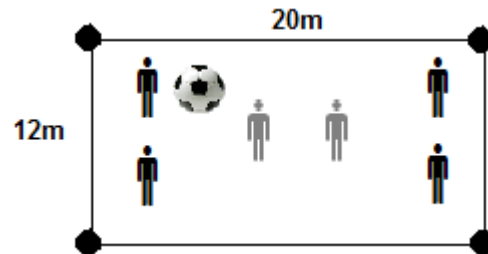
- The attacking team tries to keep the ball away from the defending team. Attackers are allowed an unlimited number of touches to pass and receive the ball. The only restriction on the attacking team is that every third pass must be 20m or longer in distance – a restriction that requires attackers to constantly change the point of attack. Short-Short-Long refers to the required passing sequence.
- Award the attacking team two points for nine consecutive passes in the short-short-long sequence. Award the defending team one point each time it steals the ball or forces the attacking team to lose control of the ball outside of the area. If a defending player steals the ball, or if the ball travels outside of the area, immediately return the ball to the attacking team and

resume play.

- Play for 3 minutes, then switch defenders and repeat.
- To decrease difficulty, remove the short-short-long requirement and make it one in every five passes has to be long, in no particular sequence.

3. Split the Defense – 10 minutes **TM a 5.2, TM b 5.2, TM a 6.1, TM b 6.1**

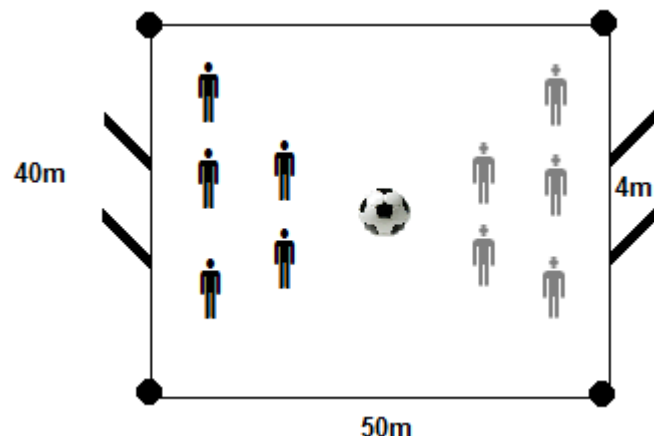
- Divide the class into groups of six. Each group requires a grid 12m x 20m and a ball. Have two defenders and four attackers.



- The attackers start with the ball and try to keep the ball away from the defenders by inter-passing among themselves and attempt to *split* or pass the ball between the defenders when possible (this is commonly referred to as the *killer* pass, a pass that penetrates the defense).
- If a defender steals the ball, or the ball leaves the playing area, the ball is quickly returned to an attacker and play resumes.
- Award the attacking team one point for six consecutive passes without loss of possession and two points for a completed pass that splits defenders.
- Award defenders one point each time they steal the ball or force the attackers to play the ball out of the area.
- Play for 3 minutes then swap defenders. Repeat process until all players have had a turn at attack and defense.

4. Small-Sided Game with Scoring Options – 10 min **TM a 5.1, 5.2 TM b 5.1, 5.2 TM a 6.1, 6.2, TM b 6.1, 6.2**

- Create games with two teams of five players each (essentially have 2-3 games happening per class – alter team sizes slightly where required). Each game needs a 40m x 50m playing area with a 4m wide goal positioned in the middle of the 40m end lines (use agility poles).



- Each team defends a goal and can score in an opponent's goal. Do not use goalkeepers.
- Begin with a kickoff from the centre of the field. Regular soccer rules apply, except that teams are awarded points for the following:
- One point for a successful 'give and go' pass that beats an opposing player.
- One point for six or more consecutive passes without possession loss.
- Two points for a shot through the opponent's goal. Play for 10 minutes.

Lesson 3 – Group Defence: 50 minutes

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Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	- participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition - use movement to effectively communicate and interact in group/team contexts
Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques	use performance feedback to improve quality of movement in a variety of contexts

Lesson Rationale: The aim of this lesson is to explore team defensive strategies that may be used in a game of soccer. The lesson assumes prior knowledge of basic soccer skills taught in Year 8.

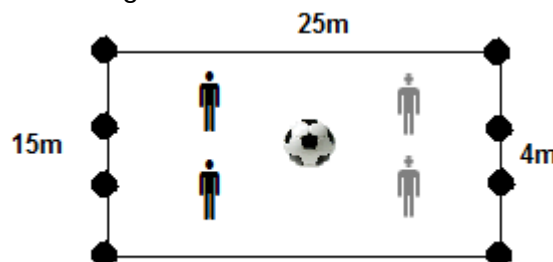
Resources:

- 6-8 soccer balls
- 48 cones/markers
- 12 agility poles
- 2 sets of 12 braids (different colours)

Lesson Activities:

1. Two-Versus-Two Game – 10 minutes **TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1**

- Divide the class into groups of four. Play with two teams of two. Each group needs a grid 15m x 25m, with cones to mark a 4m wide goal in the middle of each 15m end line.

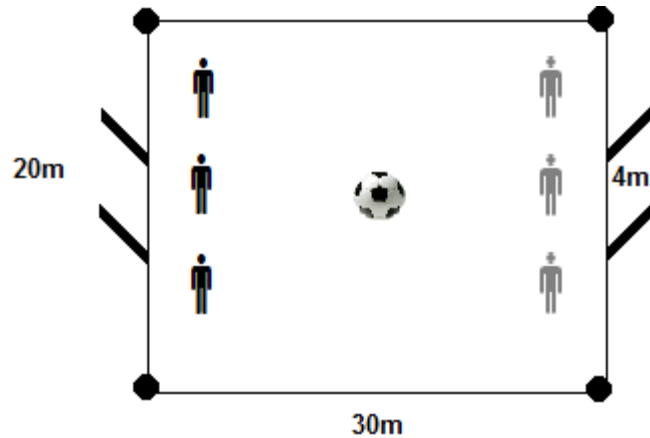


- Begin with a kickoff from the centre of the field. Each team defends a goal. Score goals by kicking the ball through the opponent's goal below knee-height. Do not use goalkeepers, play for 10 minutes.
- The primary emphasis of this drill should be on defensive pressure and cover. The first defender should apply immediate pressure at the point of attack; the second defender should position in

cover to prevent the ball being kicked past the first defender through the goal. The second defender must also be in a position to challenge for the ball should it be passed to the opponent they are marking.

2. Three-Versus-Two (Plus One) Game – 10 minutes **TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1**

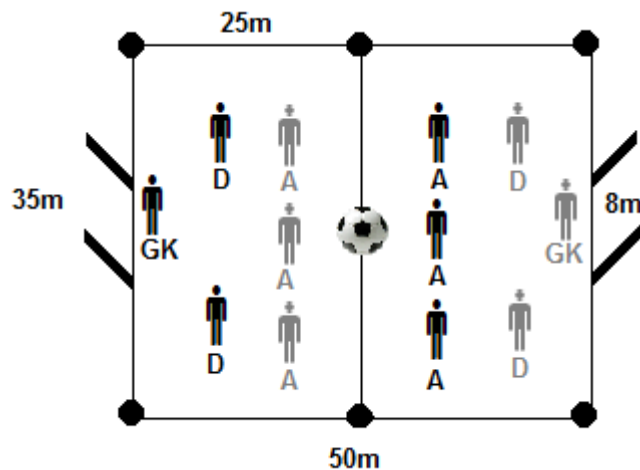
- Divide the class into groups of six, then subdivide each group into two teams of three. Each group will need a ball and a 20m x 30m field with a 4m goal positioned in the middle of each 20m end line.



- Award one team possession of the ball to begin. The team with the ball attacks with three players whilst the opposing team defends with two players and goalkeeper.
- The first defender should apply pressure on the opponent with the ball, while the second defender positions to cover the space behind the first defender.
- If a defending player steals the ball, they must first pass it back to their goalkeeper before the team initiates an attack on the opponent's goal. The goalkeeper then moves forward to join their teammates in the attack. One member of the opponent's team quickly drops back into goal to play as goalkeeper whilst their teammates assume the roles of first and second defenders.
- Teams switch roles between attack and defense with each change of possession. Change of possession occurs when a defender steals the ball, when the goalkeeper makes a save, after a goal is scored and when the ball leaves the playing field. Teammates alternate between playing as the goalkeeper.
- Goals are scored by kicking the ball through the opponent's goal. Play for 10 minutes.
- The defenders are to apply pressure at the point of attack, prevent passes that split the defense and prevent penetration by the dribbler.

3. Double Zone Soccer – 10 minutes **TM a 5.1, 5.2 TM b 5.1, 5.2 TM a 6.1, 6.2, TM b 6.1, 6.2**

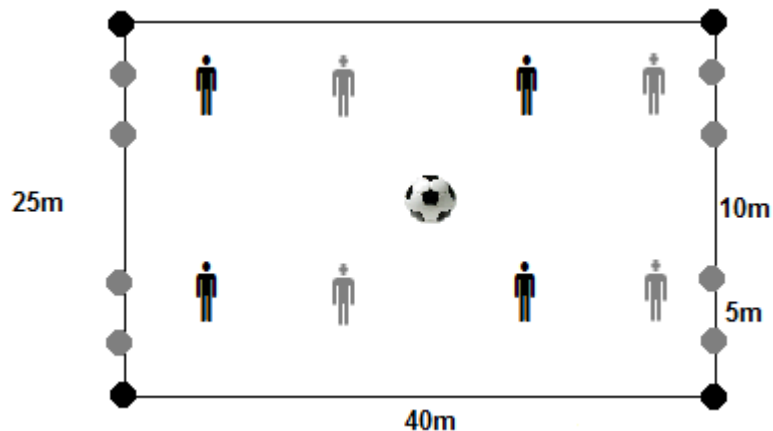
- Create games of two teams of six players. Each game needs a field 35m x 50m and a ball. Create a goal using agility poles, 8m wide in the middle of the 35m end lines. Clearly mark halfway on the grid (25m line). Place a goalkeeper in each goal. Designate three players in each team as attackers and two as defenders. Station the attackers for each team in the opponent's half of the field and defenders for each team in their own half. This creates a three-vs-two situation in each zone.



- Each team defends their own goal and can score in their opponent's goal. Attackers and defenders are restricted to movement within their assigned zone.
- A defender who steals the ball must pass it to one of their teammates in the opposite zone to initiate a counterattack; otherwise, regular soccer rules are in effect.
- The team scoring the most goals wins. Play for 10 minutes.
- The defenders are to apply defensive pressure at the point of attack, cover the most dangerous attacking space and prevent shots from the area in front and centre of goal.

4. Four versus Two (Plus Two) – 10 minutes **TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2**

- Divide the class into games of two teams of four players each. Each game requires a grid 40m x 25m. Use cones/markers to represent two goals, 5m wide, positioned approximately 10m apart on each 25m end line. One team begins with the ball.



- Each team must defend two goals and can score in either of their opponent's goals.
- The team with the ball attacks with four players; the opponents defend with two field players and a goalkeeper in each goal.
- If a defending player steals the ball, they must first pass it back to one of their goalkeepers before the team can counterattack.
- Teams switch from defense to attack and vice versa with each change of possession.
- Regular soccer rules apply except for the method of scoring.
- A team wins a point for eight consecutive passes without possession loss and two points for each goal. Play for 10 minutes.
- The defenders are to apply defensive pressure at the point of attack, cover the most dangerous attacking space and force attackers to take shots from wide angles to goal.

Lesson 4 – Group Defence: 50 minutes

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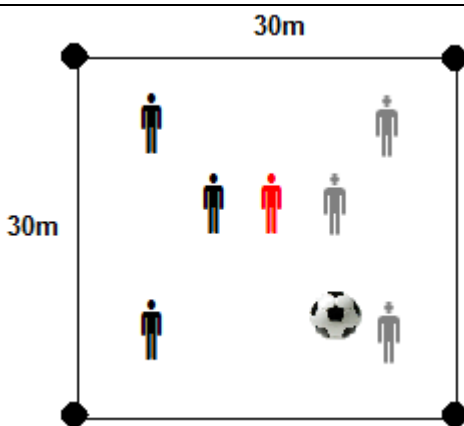
Lesson Rationale: The aim of this lesson is to expand student knowledge from the previous lesson, with continued focus on group defence strategies.

Resources:

- 6-8 soccer balls
- 24 cones/markers
- Three sets of 15 braids (different colours)
- 8 agility poles

Lesson Activities:

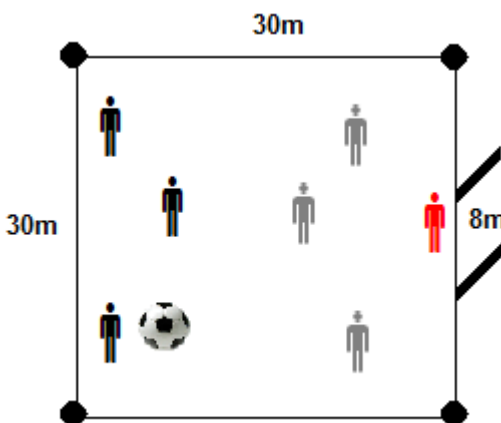
1. Three versus Three (Plus One Neutral) – 10 minutes **TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1**
 - Divide the class into groups of 7. Each group needs to be subdivided into two teams of three with one neutral player. Each group will need a 30m x 30m grid, a ball and 7 braids (3 of one colour, 3 of another colour and 1 of a third colour) to differentiate teams and the neutral player. Award one team possession of the ball to begin with.



- The team with the ball tries to maintain possession. The neutral player always plays with the attacking team in possession to create a one-player advantage for the attack.
- Change of possession occurs when a defending player steals the ball or when the ball goes out of play last touched by a member of the attacking team.
- Teams get one point for five consecutive passes without loss of possession and two points for eight or more consecutive passes. Play for 10 minutes; the team with the most points wins.
- The defending team must apply pressure on the ball by the first defender, provide cover with second defender and provide balance with the third defender.

2. Half Court Soccer – 15 minutes **TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2**

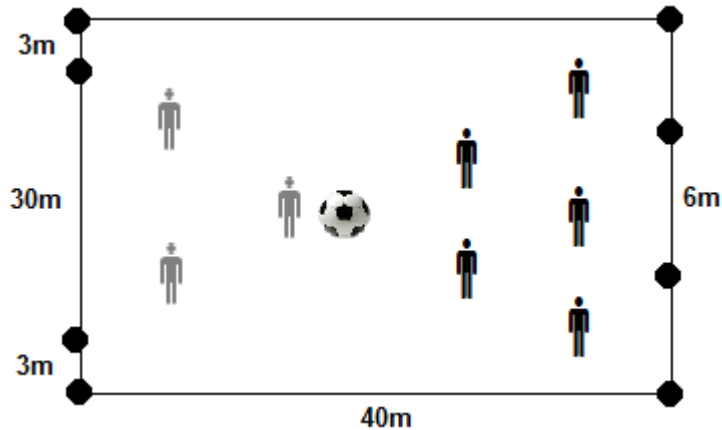
- Keep the same group from the previous activity. Use the same grid as well, but create a goal along one edge of the grid, in the middle 8m apart using two agility poles. Keep the three-versus-three situation, but this time the neutral player becomes a neutral goal keeper, who positions in goal.



- One starts with the ball (the attacking team). All three attackers must start from the exterior of the grid. The defenders remain inside the grid.
- The attacking team enters the defending zone with the ball and tries to score a regulation goal.
- Change of possession occurs when the ball goes out of play, when a foul occurs, when a goal is scored, when the goalkeeper saves a shot, or when the defender steals the ball.
- After each change of possession the ball must be passed outside the grid before a new attack on goal is initiated. Otherwise, regular soccer rules apply.
- Award two points for each goal and one point for each shot on goal saved by the goalkeeper. The team scoring the most points wins. Play for 15 minutes.
- The defensive team must apply pressure at the point of attack, position to ensure adequate cover and balance and quickly readjust defensive positions in relation to the movement of the ball.

3. Defending in a Numbers-Down Situation – 15 minutes **TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2**

- Divide the class into groups of 8. One team has five players and one-numbers down team has three players. Create a grid 30m x 40m. Position a goal, 6m wide in the centre of one 30m end line and position a small goal, 3m wide, at each corner of the opposite end line. Do not use goalkeepers.



- The team with five players defends the large goal and can score in either of the small goals.
- The numbers-down team (3 players) defends the two small goals and can score in the large goal.
- The five-player team scores one point for each goal it scores. The numbers-down team wins two points for each goal it scores.
- Play for 15 minutes. Stop at regular intervals and reorganize teams with different players for the outnumbered team.
- The defenders must apply pressure at the point of attack and prevent penetration via pass or dribble.

Lesson 5 – Game of Soccer: 50 minutes

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Lesson Rationale: The purpose of this lesson is to allow students the opportunity to use all their learnt skills in the context of a game of soccer.

Resources:

- 50 cones/markers
- soccer ball
- 8 agility poles
- 30 braids (2 x 15 different colour sets)

Lesson Activities:

1. Game of Soccer – 40 minutes **TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2**
 - Depending on the size of the class, use a full field or half field for a game of soccer. Divide the class into two and give teams braids to distinguish them. Use agility poles to mark the corners and if playing half field, also use the poles to mark goals and cones to mark the sidelines.
 - Quickly go over the basic rules (see lesson support documentation), and then commence the game. Make sure each team has a goalkeeper and rotate this position if necessary.
 - Remind students that you will be finalizing their assessment during the game.