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| **Class:** Stage 6 | **Key Learning Area:** Sport, Lifestyle & Recreation | **Lesson Topic:** Teaching Games for Understanding: Touch Football |
| **Mode:** Practical | **Lesson Duration:** 30 minutes | **Date:** 21/5/10 |
| **Major Outcomes:*** 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
* 4.4 demonstrates competence and confidence in movement contexts
 | **Indicators of Learning for this lesson:**By the end of this lesson, the students will: * Identify problems within game situations and draw upon personal skills to resolve them
* Adapt and apply decision-making processes & justify their choices within recreational environments
* Demonstrate a range of manipulative ball skills in a controlled recreational environment
* Participate safely in movement activities
 | **Assessment:*** Students successfully identify and solve “game-based” problems
* Students display deep knowledge and understanding of game tactics & movement principles
* Students display competence in a range of manipulative ball skills
* Students take precautions to ensure personal safety within the recreational environment
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| **Contributing Outcomes:*** 1.1 applies the rules and conventions that relate to participation in physical activity
* 1.3 demonstrates ways to enhance safety in physical activity
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| **Resources & Equipment:**  |
| * 2 x Touch Footballs
* 8 x Field Markers
* Bibs
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| **Safety Issues:** |
| * Sun protection eg. hat, sunscreen, sunglasses
* Correct clothing & footwear (sports uniform & running shoes)
* Clear grounds of potential hazards or obstacles e.g. Broken Glass
* Recognize potential hazards within the designated area e.g. Soccer Goal Posts
* Ensure students understand the correct use of sports equipment
* Ensure students adhere to set rules
* Awareness of student fitness levels & health conditions (eg. Asthma sufferers)
* Duty to provide student supervision & behaviour management
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| **WARM-UP ACTIVITIES (5 mins)** |
| **WARM-UP GAME: LINE BALL** | **EQUIPMENT & GAME DESCRIPTION** |
| **Diagram:**A3 A1 D1 D3 D2 D4 A4 A2**KEY:** **Attackers (A1, A2, A3, A4)** **Defenders (D1, D2, D3, D4)** **Marker****Ball Movement** **Player Movement** | **Equipment:**8 x Markers2 x touch footballs**Method:****1.** Divide students into 2 teams (attackers & defenders)**2.** Attacking players 1, 2, 3, & 4 work together in pairs to beat defenders 1, 2, 3 & 4. **3.** Defenders can only move sideways in a straight line. They are NOT allowed to move forwards or backwards.**4.** Attacking player 1 must draw the first defender then pass to player 2 **5.** Attacking player 2 receives the ball then runs and draws in the second defender and passes back to player 1 (repeat process). |
| **PROGRESSIONS** | **QUESTIONING** |
| **Implement a scoring system:** * Attackers:Score 1 point for each line they successfully pass through. Total of 4 points available.
* Defenders:Score 1 point for each successful interception/ forced drop ball

**OR*** Devise a set number of points, e.g. 8, before rotating roles.

**Implement a time limit:*** Devise a time limit to see how many points each team can score within the set time frame. E.g. 2 minutes
* Rotate roles (attackers become defenders & vice versa)

**Increase # of players:*** Add more defenders along each line. E.g. Start with 1 defender & gradually increase
* Add more attackers. E.g. Progress from pairs to threes & fours etc.

**Additional Rule modifications & progressions:** * Start by allowing intercepting only. Progress to tagging.
* Restrict the time in possession– e.g. ‘hot potato’ (immediate release) or 3 seconds.
 | **Runners with the ball (attackers)*** If you don’t have the ball, how can you help your partner?’
* Is it better to pass to your team-mate when you are close to the defender or further away?’
* If you can’t pass a high ball to your team-mate, what other passes could you use?’

**Interceptors (players without the ball – defenders)*** Where is the best place to stand to intercept the ball?
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| **DRILLS & GAMES (20mins)****(CHOOSE FROM OPTION A OR B)** |
| **OPTION A: FRUIT SALAD BALL (SMALL SIDED APPROACH)** | **EQUIPMENT & GAME DESCRIPTION** |
| **Diagram:** **KEY:** **Attackers** **Defenders** **Marker****Goal Line** **Player Movement** | **Equipment:** 4 x markers1 x touch football**Method:****1.** Divide students into 2 equal teams (attackers & defenders)**2.** Line up attackers & defenders in a straight line facing their opposing player**3.** Number players in each team from 1-7 **4.** Call out 1 number or a combination of numbers from both the attacking and defending team**5.** When their number is called, students are to run around opposing markers before entering the grid (playing area) from opposite ends**6.** On “Go” the attacker must work independently to score a touchdown **7.** The goal of the defender is to prevent the attacking player from scoring |
| **QUESTIONING & PROGRESSIONS** |
| **How can we make it easier for the attackers?*** Increase the ratio of attackers to defenders (E.g. 2 vs. 1)

**How can we make it easier for the defenders?*** Increase the ratio of defenders to attackers (E.g. 3 vs. 2)

**How can we give the attackers more room?*** Increase the size of the field
* Integrate the “offside rule” (Defenders must retract 10m from the mark of the roll ball)

**How can we provide the attackers with more opportunities to score?*** Increase the number of plays allowed (E.g. Increase from 1 touch to maximum of 6 touches)

**How can we make it more competitive?*** Add a scoring system
* Add a time limit

**How can we develop a quick play the ball?*** Implement a dummy half

**What should happen if there is a drop ball?*** Changeover

**How can the defenders regain possession of the ball?*** Force a mistake/intercept the ball / “6 touch” rule

**What are the main objectives for the attacking team?*** Creating space, using space, maintaining possession of the ball, progressing forward towards the try-line & attacking the try-line

**What are the main objectives for the defending team?** * Marking players, defending space, winning/intercepting the ball
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| **OPTION B: SPACE INVADERS (FULL SIDED APPROACH)** | **EQUIPMENT & GAME DESCRIPTION** |
| **Diagram:** **KEY:** **Attackers** **Defenders** **Marker****Ball Movement** **Player Movement** | **Equipment:**6 x markers1 x touch football**Method:** **1.** Divide students into 2 even teams (attackers & defenders)**2.** Teams begin play in opposing halves of the grid. **3.** The main goal of the attackers is to maintain possession of the ball**4.** If an attacking player is tagged with the ball, they must freeze in their position & offload the ball to a fellow teammate.**4.** The prime goal of the defenders is to intercept the ball in order to gain possession**5.** A drop ball results in “play on” |
| **QUESTIONING & PROGRESSIONS** |
| **How can we make it more competitive?*** Add a scoring system
* Add a time limit

**How can we prevent an attacking player from being offside?*** Rule modification: Attacking team must remain onside behind the ball carrier
* Implement rule which restricts forward passing

**How can we make it easier for defenders to gain possession of the ball?** * Implement the “6 touch rule” – the attacking team is entitled to a maximum of 6 plays while in possession of the ball.

**What should an attacker do when they are touched / tagged?*** Implement a “role ball” into the game

**How can the attacking team score a point?** * Attacking team must invade the opposing teams territory (goal line)
* Attackers must place the ball on the ground over the try-line to score a point

**How can we give the attackers more room?*** Increase the size of the field
* Integrate the “offside rule” (Defenders must retract 10m from the mark of the roll ball)

**What should happen if the ball hits the ground?*** Changeover

**What are the main objectives for the attacking team?*** Creating space through effective passing & player positioning, using space, maintaining possession of the ball, progressing forward towards the try-line & attacking the try-line

**What are the main objectives for the defending team?** * Marking players, defending space, winning/intercepting the ball
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| **ADDITIONAL QUESTIONING: “FREEZE FRAME SCENARIOS” (APPLY TO OPTION A OR B)** |
| 1. What might happen if you make a long/short pass? (Low risk vs. High risk)
2. As an attacker, how can you create space? (E.g. Move into open space)
3. When is the best time to pass the ball to your support player when you are 2 on 1 with a defender? (Draw in the defender before passing/ wait for the defender to make a commitment)
4. How can you support your fellow defenders on the opposite side of the field when they are outnumbered? (E.g. Slide defence)
5. What is the best option for the attacker to take in order to beat the defender? (Pass, Dummy, etc.)
6. What type of pass can you use and why? (Spiral ball - to pass long distances, floating pass - to increase the height and flight duration in striving to provide the ball receiver with more time in reaching the ball).
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| **SESSION CLOSURE / COOL DOWN ACTVITIES (5 mins)** |
| **Game Review:** * Q & A format
* Review game and provide student feedback
* Opportunity to reinforce key skills or tactical points
* Role model positive behavior
* Session evaluation: Student feedback (what did you like? what could be improved?)

**“Put it Away”:*** Utilize physical activity to engage all students in tidying up and putting the equipment away

**Stretching:*** Form a circle & lead the class through a variety of stretches OR pick students to demonstrate stretches
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