

## Lesson 1 – Trapping & Passing: 50 minutes

Students Learn About:	Students Learn To:
<ul style="list-style-type: none"> <li>• <b>Types of movement skills</b></li> <li>- fundamental</li> <li>- specialised</li> <li>- locomotor and non-locomotor</li> <li>- manipulative</li> </ul>	<ul style="list-style-type: none"> <li>• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Aspects of movement skill development</b></li> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Influences on skill development and performance</b></li> <li>- applying skills across contexts</li> <li>- predictable and dynamic environments</li> <li>- importance of practice safety</li> </ul>	<ul style="list-style-type: none"> <li>• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li> <li>• participate safely in movement activities</li> </ul>

**Lesson Rationale:** The purpose of this lesson is to develop basic ball control by having students practice the skills of passing and trapping.

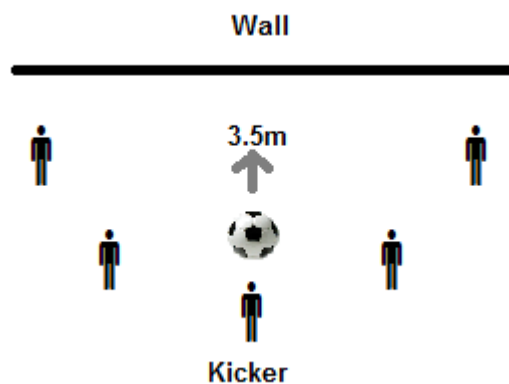
### Resources:

- 6-8 soccer balls
- 24 cones/markers
- 6 kicking arches
- stopwatch

### Lesson Activities:

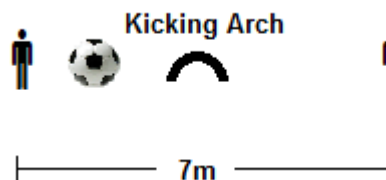
# Give each student in the class a copy of the assessment task rubric and explain that they will be assessed for their skills throughout the unit of work, culminating in a game at the end of Lesson 7.

1. **'Pingers' off the Wall – 10 minutes** **PSA a 5.1** **PSA d 5.1**
  - Separate the class into 5-6 groups of 4-5 students (depending on class size)
  - Give each group a ball and get them to position themselves 3.5m from a wall (either in the hall, or at the back of the performance space)
  - One at a time, each student is to use the inside-of-the-foot technique (refer to lesson support documents) to 'ping' the ball of the wall so it rebounds back at them.
  - They are to receive and control each rebound with either the inside or outside of the foot; then immediately pass it off the wall again. This is commonly referred to as two-touch passing – control the ball with your first touch and pass it with your second touch.
  - Encourage students to alternate passing left and right feet and have them complete 10 'pingers', before swapping with the next group member. Non-kicking group members are to stand close to retrieve wayward kicks.
  - If time permits, increase the distance to 7m from the wall.



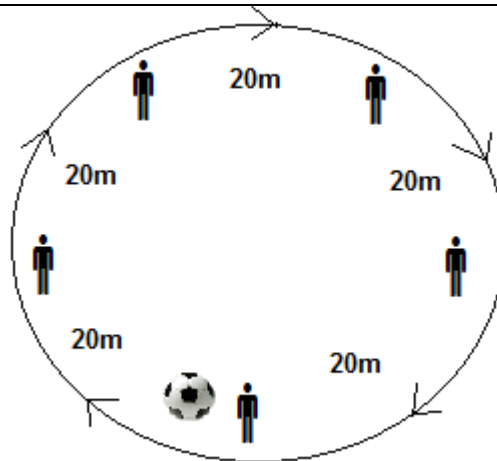
2. 'Rapid Fire' Partner Pass – 10 minutes **PSA d 5.1** **TM a 5.2**

- Using the same groups from the previous activity, get students to take turns working with a partner and a ball. Non-participating group members are to stand nearby to retrieve wayward passes.
- Students are to stand 7m from their partner; position a yellow kicking arch midway between the partners.
- Partners attempt to pass the ball back and forth as rapidly as possible through the kicking arch, using the inside-of-the-foot technique.
- Each pass is to be controlled using the inside or outside surface of the foot. Alternate passing with left and right feet and use two-touch passes only.
- Award one partner a point for each ball passed between the kicking arch using only a two-touch pass; play for 60 seconds.
- When finished, swap and allow other group members a turn. See which group member gets the most passing points.
- Time permitting, increase the distance between partners.



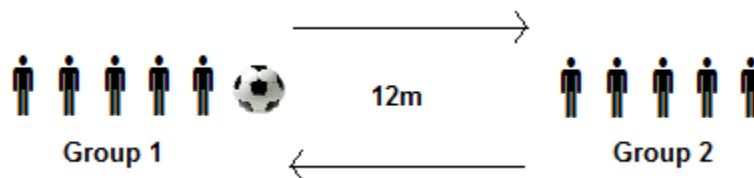
3. Long Distance Pass – 10 minutes **PSA d 5.1** **TM b 5.1** **TM a 5.2**

- Use the same group from the previous two activities.
- Get the group members to form a circle, standing approx. 20m apart from one-another
- Group members are to use either the instep or outside-of-the-foot technique (refer to lesson support documents) to pass the ball along the ground around the circle.
- Students are to use only two touches to receive and pass the ball and should attempt to alternate passes between left and right feet. They can receive the ball either with the inside or outside of the foot.
- Get students to complete about 10 passes with each foot. The student receiving the pass should not have to move anymore than 1.5m in any direction to collect the ball.
- Increase/decrease distance dependent on ability. Also make it dominant/non-dominant foot only dependent on ability.



4. Pass & Support – 10 minutes **PSA d 5.1** **TM b 5.1**

- Get two groups from the previous activities to join together to form a larger group.
- Get the two original groups to line up in a single file, facing one-another, with a distance of 12m between the two groups.
- The first player in group 1 passes the ball to the first player in Group 2, and then supports their pass by running to the end of line 2. Students are to use either the inside-of-the-foot or outside-of-the-foot technique to pass the ball.
- The first player in line 2 receives the ball using the inside or outside surface of the foot, then passes to the next player in line 1 and immediately sprints to the end of that line to support their pass.
- Use only two touches to receive and pass the ball. Continue the drill until each player has passed/received at least 10 balls. All passes should be along the ground
- To increase difficulty, increase the distance between groups and increase the pass speed. Perhaps even get groups to attempt a chip pass (see lesson support documents)



## Lesson 2 – Trapping & Passing: 50 minutes

Students Learn About:	Students Learn To:
<ul style="list-style-type: none"> <li>• <b>Types of movement skills</b></li> <li>- fundamental</li> <li>- specialised</li> <li>- locomotor and non-locomotor</li> <li>- manipulative</li> </ul>	<ul style="list-style-type: none"> <li>• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Aspects of movement skill development</b></li> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Influences on skill development and performance</b></li> <li>- applying skills across contexts</li> <li>- predictable and dynamic environments</li> <li>- importance of practice safety</li> </ul>	<ul style="list-style-type: none"> <li>• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li> <li>• participate safely in movement activities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Contexts for specialised movement skills</b></li> <li>- Games</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement skills through a range of experiences including: <ul style="list-style-type: none"> <li>- games from categories such as target, striking/fielding, invasion and net/court</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Features of movement composition</b></li> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of movement activities that demonstrate and enhance their ability to: <ul style="list-style-type: none"> <li>- understand the influence of purpose when composing movement</li> <li>- respond creatively to stimuli, eg music, ideas, player movements</li> <li>- improvise movements to solve problems, eg defending or attacking strategies, expressing ideas</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• provide and make use of constructive feedback to refine movement performances</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The elements of composition</b></li> <li>- space</li> <li>- dynamics</li> <li>- rhythm &amp; timing</li> <li>- relationships</li> </ul>	<ul style="list-style-type: none"> <li>• explore relationships, eg with a partner/group/team member, opposition players, equipment and apparatus, the performance environment</li> </ul>
	<ul style="list-style-type: none"> <li>• use the elements of composition to create and perform: <ul style="list-style-type: none"> <li>- defensive and offensive strategies in games</li> </ul> </li> </ul>

**Lesson Rationale:** The purpose of this lesson is to continue to develop basic ball control, by further exploring the skills of trapping and passing.

### Resources:

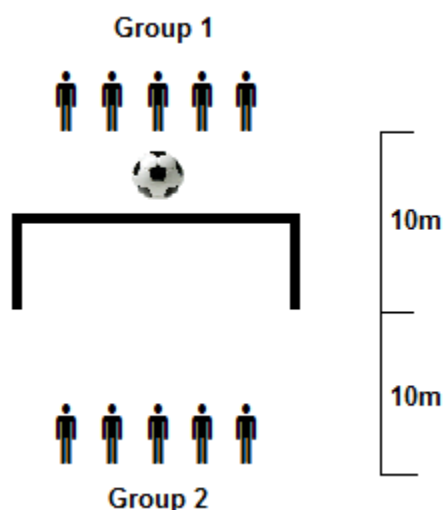
- Full Size goal post (back oval)
- 36 cones/marks
- 6-8 soccer balls
- 2 sets of braids (separate colours)

### Lesson Activities:

1. **Over and Under – 10 minutes** PSA d 5.3 PSA d 5.1
  - Divide the class into two groups and position each group either side of a regulation soccer goal. Get group members to line up side-by-side 10m from the goal post.
  - Groups will pass the ball to each other, alternating between chipping the ball over the goal post and passing it along the ground, under the goal post. Each team is also to rotate turns at kicking.
  - Students should receive and control the chip passes out of the air and receive ground passes the inside or the outside of the foot. All passes should be two touch.
  - Each team shall receive a point for each correct two-touch chip/ground pass directed to the

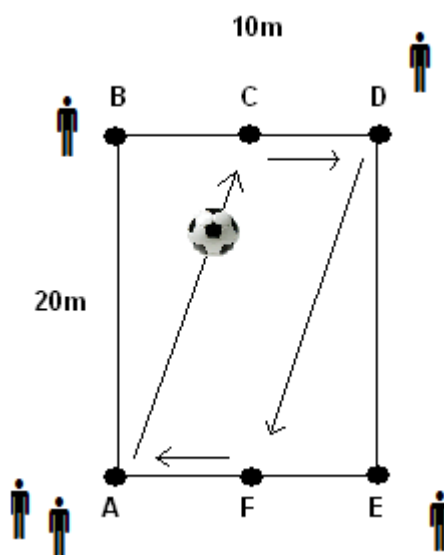
other team (ball must pass over/under the crossbar, between the uprights).

- The team with the most points collected in an allotted time wins.



2. Passing to Moving Targets – 10 minutes **TM a 5.1** **TM a 5.2** **PSA d 5.1**

- Set up grids 20m x 10m with 6 cones (as shown below); one ball per grid.



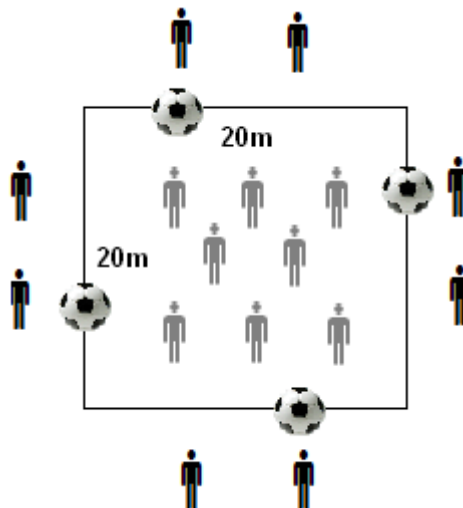
- Students are to form groups of five; two students at cones A and one student each at cones B, D and E.
- Step 1: One of the students at cone A passes the ball using the instep or outside-of-the-foot technique towards cone C. They then follow their pass towards cone C.
- Step 2: The student at cone B jogs towards cone C to receive the pass. Once they receive the pass, they then complete a short pass towards cone D (two touch pass), which will be received by the student from cone A running through.
- Step 3: The student from cone B, jogs back to cone B from cone C. The student from cone A takes the ball to cone D and joins that cone.
- Step 4: The original cone D student now passes towards cone F. They then follow their pass towards cone F.
- Step 5: The student from cone E jogs towards cone F to receive the pass. Once they receive the pass, they then complete a short pass towards cone A (two touch pass), which will be

received by the student from cone D running through.

- **Step 6:** The student from cone E, jogs back to cone E from cone F. The student from cone D takes the ball to cone A and joins that cone.
- **Step 7:** The original cone A student repeats the cycle, starting at Step 1.
- Swap students around at the cones so they have a turn at both short and long passing. Remind students that the goal is to pass to moving targets, not stationary ones.
- To increase difficulty, get students to use non-dominant foot to kick or have them complete the drill at a faster pace.

3. **Soccer Dodge Ball** – 10 minutes **PSA d 5.3, PSA d 5.1**

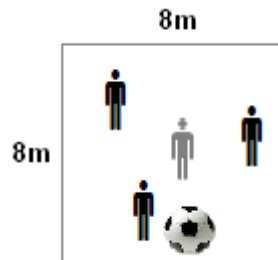
- Divide the class into four even teams and set up two fields, 20m x 20m. Two teams per field, two games running simultaneously. Make sure to use braids to distinguish players.
- One team per field is to station themselves evenly around the perimeter of the field. The other team is to station themselves inside the perimeter of the field.
- The team on the outside is allowed 4 soccer balls.
- On command, the players from the outside dribble into the area and attempt to pass to hit opponents below the knees with a ball. Opponents use quick changes of speed and direction to avoid being hit.
- Use the inside-of-the-foot technique for all passes.
- A player is awarded one point for each opponent they contact below their knees with a passed ball.
- Play for a few minutes, and then teams switch roles and repeat. The team with the most points wins the game.
- Only the attackers can contact the ball; defenders are trying to avoid touching the ball.



4. **The Possession Game** – 10 minutes **TM a 5.1, TM b 5.1**

- Form groups of four students and set up grids 8m x 8m
- Three students form an attacking team and try to keep the ball from the fourth player (defender) within the grid. They are to use any passing and receiving technique appropriate to the situation.
- The attacking team scores one point each time it makes eight consecutive passes without loss of possession to the defender.
- The passing sequence is broken if the defender steals the ball. They then return the ball to the attacking team and play restarts.

- Attacking players are allowed a maximum of three passes to receive and pass the ball.
- Play for a few minutes then swap defenders and repeat. Each player should have a turn at being the defender.
- This exercise incorporates then game-related pressures of limited space, player movement and an opponent challenging the ball.
- To increase difficulty, reduce the grid size and make it two-touch passes only; the decrease difficulty, increase the grid size or make it five successive passes for a point.



## Lesson 3 – Dribbling: 50 minutes

Students Learn About:	Students Learn To:
<ul style="list-style-type: none"> <li>• <b>Types of movement skills</b> <ul style="list-style-type: none"> <li>- fundamental</li> <li>- specialised</li> <li>- locomotor and non-locomotor</li> <li>- manipulative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Aspects of movement skill development</b> <ul style="list-style-type: none"> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Influences on skill development and performance</b> <ul style="list-style-type: none"> <li>- applying skills across contexts</li> <li>- predictable and dynamic environments</li> <li>- importance of practice safety</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li> <li>• participate safely in movement activities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Features of movement composition</b> <ul style="list-style-type: none"> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of movement activities that demonstrate and enhance their ability to: <ul style="list-style-type: none"> <li>- understand the influence of purpose when composing movement</li> <li>- respond creatively to stimuli, eg music, ideas, player movements</li> <li>- improvise movements to solve problems, eg defending or attacking strategies, expressing ideas</li> </ul> </li> <li>• provide and make use of constructive feedback to refine movement performances</li> </ul>

**Lesson Rationale:** The purpose of this lesson is to develop dribbling skills.

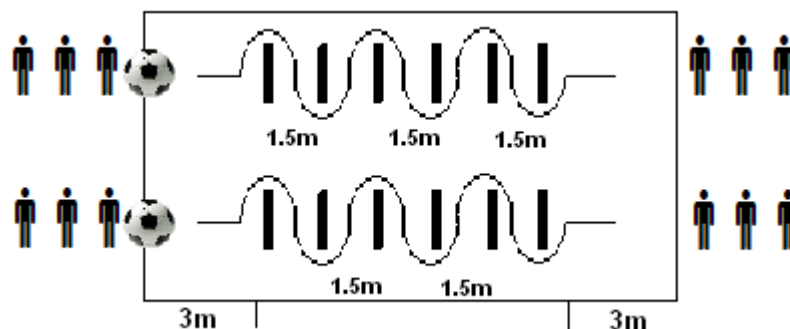
### Resources:

- 12 agility poles
- 20 cones/markers
- 8-10 soccer balls

### Lesson Activities:

#### 1. Slalom Dribble – 10 minutes **PSA d 5.3**

- Divide the class into four even groups. Set up two rows of 6 agility poles, spaced 1.5m apart. Place two groups together and get them to stand at opposite ends of the row of agility poles as shown below. Give one soccer ball per row of poles.



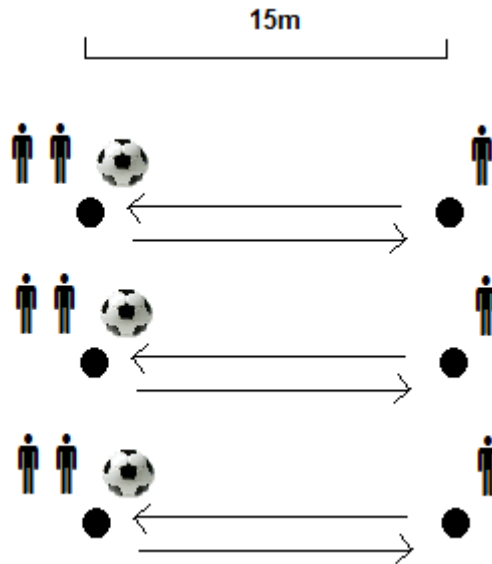
- The first student begins at the first pole and dribbles in and out of the poles until they get around the last pole. They then pass off to the first person from the opposite line, who repeats the process back towards the other line, dribbling through the poles.
- Students are to keep the ball under close control at all times and complete the slalom as quickly as possible.



- Award each row a point for each slalom course completed without hitting a pole or missing a pole. The row with the most points wins.
- Increase/decrease distance between poles to decrease/increase complexity of the task.

2. Speed Dribble Relay – 5 minutes **PSA d 5.1**

- Get students to form groups of 3. Give each group a ball and set up relay 8-10 relay lanes, 15m in length (as shown below)



- Begin the relay by having Player 1 dribbling at top speed and exchanging the ball with the teammate (Player 2) at the opposite end of the 15m lane.
- Player 1 remains on this spot, while Player 2 dribbles the ball back to the start cone and exchanges possession with the Player 3, who continues the relay by dribbling it back along the lane to Player 1.
- Continue the relay until each player has dribbled the ball along the lane 6 times.
- Add an extra dimension to the relay race, by giving bonus points to teams who make no mistakes, to go with points for placings.
- Repeat a couple of times.

3. Cone to Cone – 10 minutes **PSA d 5.1** **TM a 5.1**

- Get students into groups of 4. Each group needs 2 cones and one ball. Two students complete the task, and then swap with their fellow group members.
- Position two cones 10m apart along a sideline or goal line. Have two players stand midway between the two cones, facing opposite each other. One player is the attacker (with the ball), the other the defender (as shown below).

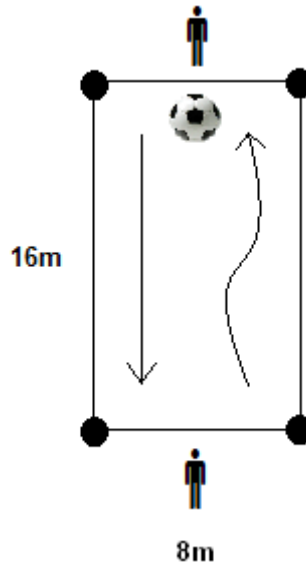


- The attacker's objective is to dribble the ball laterally to one cone or the other before the defender can get there.
- The defender tries to react instantly to every move so the attacker doesn't beat them to the cone with the ball.

- The attacker should use body feints, deceptive foot movements and quick changes of speed and direction to unbalance the defender. Neither player is allowed to cross the line at anytime during the drill.
- Play 6 games, 3 as attacker and 3 as defender. Award a point to the attacker each time they beat their defender to the cone. Then swap to allow the other group members their turn.

4. Line to Line – 10 minutes **PSA d 5.1**

- Use the same groups from the previous activity. Again two students will participate, whilst the other two rest. Each group will need 4 cones and a ball.
- Set up a 8m x 16m grid with 4 cones on the corners. Player 1 positions themselves at one end, Player 2 the other.



- Player 1 serves (pass the ball) the ball to their opponent (Player 2), who receives it and immediately attempts to dribble the length of the grid. Player 1's objective is to prevent Player 2 from dribbling past the end line. Play the game at speed.
- Player 1 is to use either the block tackle or poke tackle techniques (see lesson support documentation), to dispossess the dribbler (Player 2).
- The defender (Player 1) earns a point for each time they dispossess the dribbler (Player 2) of the ball using a block or poke tackle. The dribbler earns a point for each time they cross the end line.
- Play 6 times, 3 as a defender, 3 as a dribbler. Most points wins. Swap with group members when finished.

5. Individual Ball Possession Game – 5 minutes **TM a 5.1** **TM b 5.1**

- Use the same groups and grid from the previous activity. Two group members participating at a time.
- Player 1 is to maintain possession of the ball from Player 2 within the grid. Player 2 applies only passive pressure and does not actually try to tackle the ball. Play for a minute. Then swap roles. Give penalty points for each time the ball leaves the grid or control is lost. Least amount of penalty points wins.
- Swap with other two group members when finished.

## Lesson 4 – Attack and Defence - 50 minutes

Students Learn About:	Students Learn To:
<ul style="list-style-type: none"> <li>• <b>Influences on skill development and performance</b> <ul style="list-style-type: none"> <li>- applying skills across contexts</li> <li>- predictable and dynamic environments</li> <li>- importance of practice safety</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li> <li>• participate safely in movement activities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Contexts for specialised movement skills</b> <ul style="list-style-type: none"> <li>- Games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement skills through a range of experiences including: <ul style="list-style-type: none"> <li>- games from categories such as target, striking/fielding, invasion and net/court</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Features of movement composition</b> <ul style="list-style-type: none"> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of movement activities that demonstrate and enhance their ability to: <ul style="list-style-type: none"> <li>- understand the influence of purpose when composing movement</li> <li>- respond creatively to stimuli, eg music, ideas, player movements</li> <li>- improvise movements to solve problems, eg defending or attacking strategies, expressing ideas</li> </ul> </li> <li>• provide and make use of constructive feedback to refine movement performances</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The elements of composition</b> <ul style="list-style-type: none"> <li>- space</li> <li>- dynamics</li> <li>- rhythm &amp; timing</li> <li>- relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explore relationships, eg with a partner/group/team member, opposition players, equipment and apparatus, the performance environment</li> <li>• use the elements of composition to create and perform: <ul style="list-style-type: none"> <li>- defensive and offensive strategies in games</li> </ul> </li> </ul>

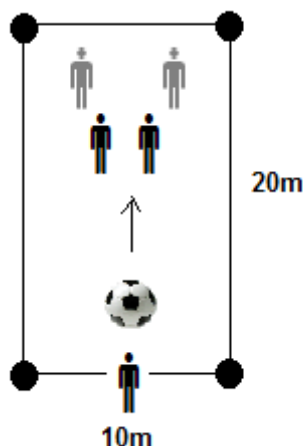
**Lesson Rationale:** The purpose of this lesson is to allow students to use some of their passing, trapping and dribbling skills in the context of attacking and defending situations.

### Resources:

- 24 cones/markers
- 6-8 soccer balls
- 6 kicking hoops
- 12 agility poles

### Lesson Activities:

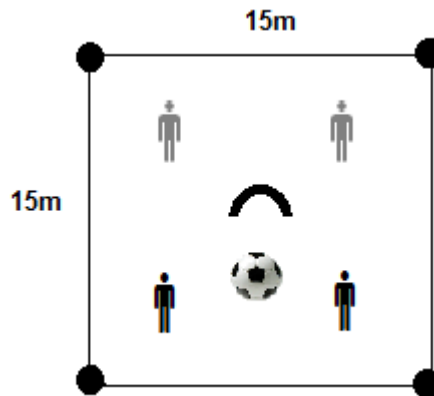
1. Receive and Control Under Pressure – 10 minutes **TM a 5.1** **TM a 5.2**
  - From groups of 5 students and place each student in a grid 10m x 20m. Give group a ball.
  - One player is the server, two other players are attackers and two are defenders. The server stands at one end line with the ball at their feet. The two attackers stand five metres from the other end line, with the defenders behind them (as shown below)



- The server kicks the ball along the ground to the attackers. The defenders must challenge from behind.
- Attackers must shield the ball from the defender as they receive it. They must then try and turn and dribble the ball over the end line without the defenders intercepting.
- Repeat the process 5 times, attackers earn 1 point for every time they cross the end line. Swap attackers, defenders and server roles around.
- To increase difficulty, have the server offer lofted or chip passes or add a time limit to how long they have to dribble over the end line.

2. Two on Two to a Central Goal – 15 minutes **TM a 5.1** **PSA d 5.1**

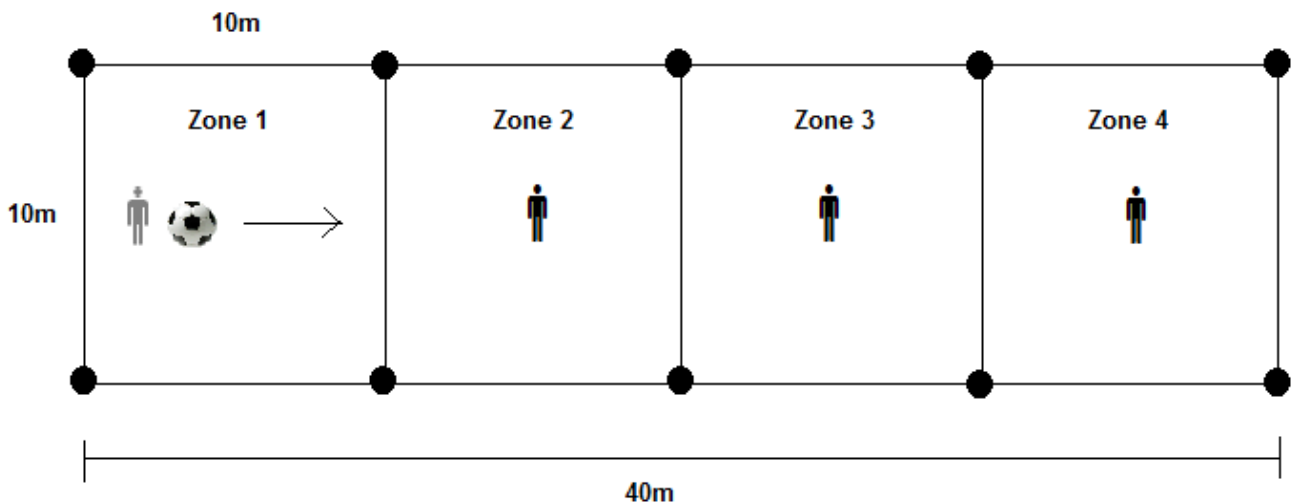
- Place students into groups of four and set up grids 15m x 15m. Give each group a ball and also place a kicking hoop in the middle of the grid (as shown below)



- One team begins with possession of the ball. The objective is to beat their opponents by being the first team to kick a goal through the central goal from both sides.
- Loss of possession occurs when the defenders steal the ball, when the ball travels outside the area and after each goal is scored.
- Repeat a few times. If the task proves too difficult with the kicking hoops, replace them with a pair of agility poles as the central goal.

3. Four-Zone Game – 15 minutes **TM a 5.1** **TM b 5.1** **PSA d 5.1**

- Divide the class into two groups. Set up two 10m x 40m grid, divided into 4 x 10m x 10m zones (as shown below). Each group will need 2-3 balls.



- Choose three members of the group to be defenders. Have the three defenders occupy Zones

2, 3 and 4. Get the rest of the group to line up at the top of Zone 1, face the three defenders.

- One at a time, other group members dribble the ball from Zone 1 towards the other Zones. Their objective is to dribble past the defender in each Zone while staying within the side boundaries of the area.
- Defenders are restricted to movement within their assigned zone.
- If the dribbler takes on and beats the player in the first Zone 2, they immediately continue forward to take on the defender in Zone 3 (and likewise Zone 4).
- Award the dribbler a point for each defender beaten for a maximum of three points. If a defender steals the ball, they immediately return it, so they can move forward to the next zone (no points are earned if the dribbler is dispossessed by a defender).
- After taking on the last defender in Zone 4, the dribbler must return to the rest of the group (down the side of the grid) and give the ball to the next available person.
- As there are 2-3 balls per group, once the dribbler reaches Zone 3, the next dribbler in the group may start.
- Swap defenders regularly so that all students have a chance to attack and defend.
- To increase difficulty, place an extra defender in one or all zones.

## Lesson 5 – Heading: 50 minutes

Students Learn About:	Students Learn To:
<ul style="list-style-type: none"><li>• <b>Types of movement skills</b></li><li>- fundamental</li><li>- specialised</li><li>- locomotor and non-locomotor</li><li>- manipulative</li></ul>	<ul style="list-style-type: none"><li>• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments</li></ul>
<ul style="list-style-type: none"><li>• <b>Aspects of movement skill development</b></li><li>- body control and awareness</li><li>- object manipulation and control</li><li>- anticipation and timing</li><li>- technique</li></ul>	<ul style="list-style-type: none"><li>• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing</li></ul>
<ul style="list-style-type: none"><li>• <b>Influences on skill development and performance</b></li><li>- applying skills across contexts</li><li>- predictable and dynamic environments</li><li>- importance of practice safety</li></ul>	<ul style="list-style-type: none"><li>• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li><li>• participate safely in movement activities</li></ul>

**Lesson Rationale:** The purpose of this lesson is to develop the skills required to contact the ball with the head (heading) – an important attacking and defensive skill.

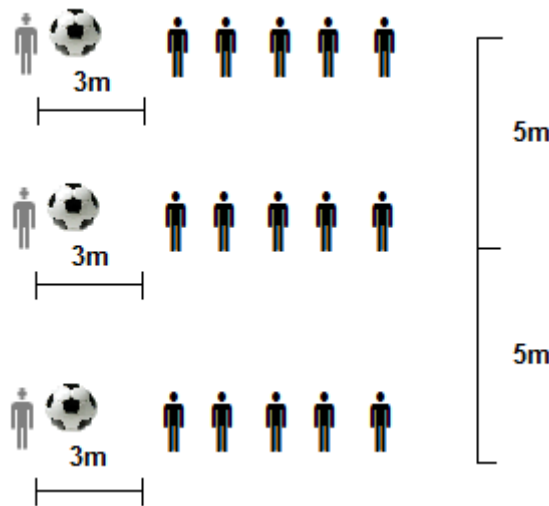
### Resources:

- 8-10 soccer balls
- 40 cones/markers
- 20 agility poles

### Lesson Activities:

1. Jump and Head a Stationary Ball – 5 minutes **PSA d 5.1**
  - Place students into groups of three; encourage groups to be of similar height. Give each group a ball.
  - One member holds the ball above and to the front of their head.
  - One of the other group members is to stand 1 metre away. They are to take a step forward, jump straight up, and snap forward from the waist to contact the ball on their forehead (combining all elements of the jump-header technique – see lesson support document).
  - Repeat 5 times, and then swap with third group member, who'll repeat the process. Then rotate positions to hold the ball. Each group member should have one turn at holding the ball and two turns at completing 5 headers.
2. Jumper Header to Partner – 10 minutes **PSA d 5.1**
  - Use the same groups from the previous activity
  - One group member has possession of the ball. Another group member stands 5m away from them.
  - The person in possession of the ball (the tosser ☺), tosses the ball to a point approximately 30-45cm above their partner's head.
  - The partner (the headerer ☺), uses a two-footed takeoff to jump up and head the ball back to the tosser. They should aim to contact the ball on their forehead at the highest point of the jump. The third group member is to help retrieve the headed balls.
  - Repeat 5 times, and then swap with third group member, who'll repeat the process. Then rotate positions to toss the ball. Each group member should have one turn at tossing the ball and two turns at completing 5 headers.
3. Heading Races – Front to Back – 5 minutes **PSA a 5.1 PSA d 5.1**
  - Join two groups from the previous activity together to form groups of 6.

- Position teams side-by-side in a single file, 5m apart.
- One player from each team positions as the server, 3m in front of the first student in their line. The server has a ball and must face their team mates.
- On signal, the server tosses the ball to the first player in their line, who heads it back to the server. This player then drops to their knees.
- Servers then immediately toss the ball to the next player in the line, who also heads then kneels.
- Servers continue through the line until reaching the last player, at which point, all team members have headed and are kneeling.
- After the last player in the line heads to the server, the next last in line stands to receive a toss and head it to the server. The race continues, from back to front, until all players are again standing and the server has control of the ball.
- The team whose server goes through the entire line of players, front to back to front, in the least time wins the race.
- Time permitting, repeat the process with a different server.

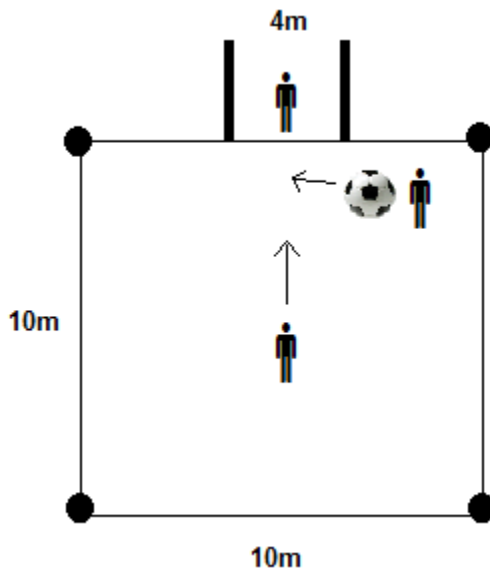


4. Moving Headers – 10 minutes **PSA a 5.1** **PSA d 5.1**

- Revert to the original groups of three used in activities 1 and 2. Each group will again require a ball.
- Have two group members standing opposite each other (one server, one headerer), 5m apart. The third member is a ball collector.
- The server begins to jog slowly backward and while doing so, tosses a lofted ball towards their partner. The partner must move forward, jump up to meet the ball and head it back to the server, so they can catch the ball directly out of the air.
- Continue jogging across the field, repeating the process. Try and complete 5 headers.
- Then swap with third group member, who'll repeat the process. Then rotate positions to toss the ball. Each group member should have one turn at tossing the ball and two turns at completing 5 headers.

5. Heading to Score – 10 minutes **TM a 5.1** **TM b 5.1**

- Use the same group of three from previous activities. Each group needs a ball and a grid marked with cones 10m x 10m. Place two agility poles 4m apart in the middle of one side of the grid to form a goal (as shown below)

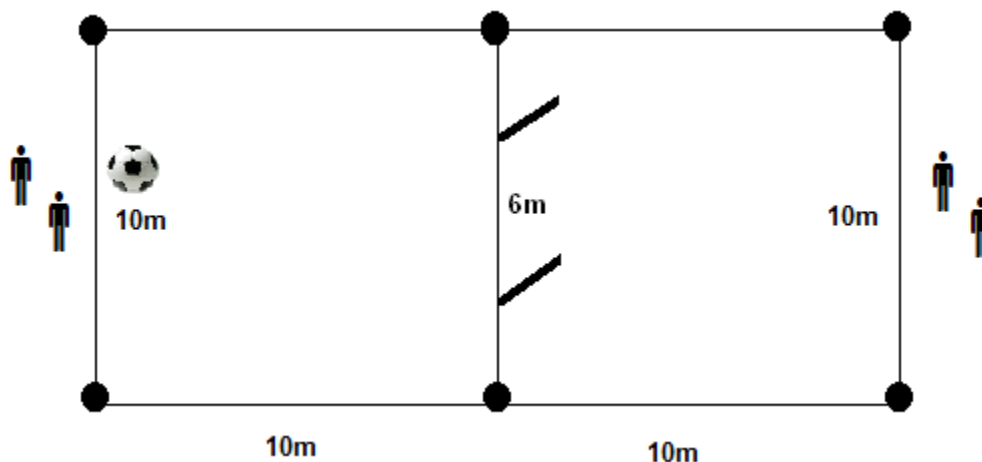


- Station one player as the goal keeper, one to the side of the goal as a server, and the third player approx. 8m from the goal, front and centre, as the header.
- The server tosses the ball up so that it will drop near the centre of the area. The header must judge the flight of the ball, move forward and attempt to score by heading past the goal keeper.
- Attempt 5 times. Award 2 points for a goal scored and 1 point for a ball headed but saved by the goal keeper. Rotate positions after the header has had five attempts until all players have filled all roles.



## Lesson 6 – Shooting: 50 minutes

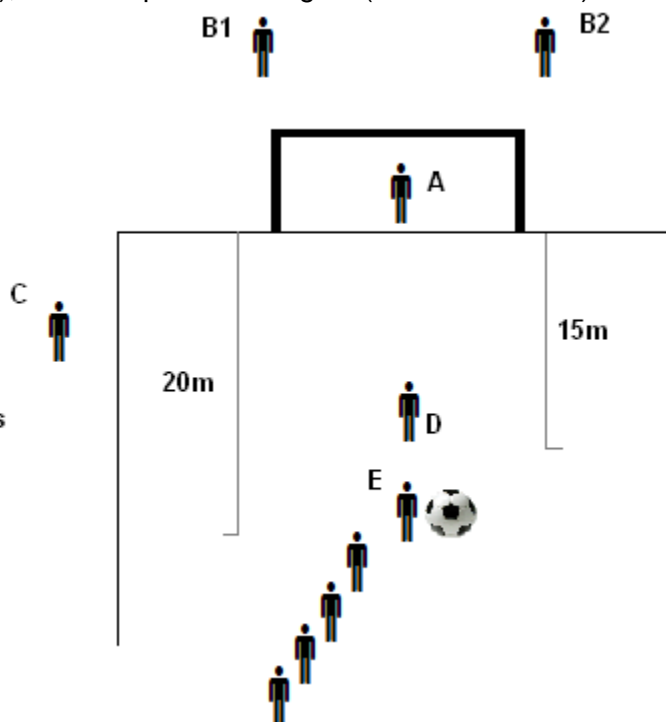
Students Learn About:	Students Learn To:
<ul style="list-style-type: none"> <li>• <b>Types of movement skills</b></li> <li>- fundamental</li> <li>- specialised</li> <li>- locomotor and non-locomotor</li> <li>- manipulative</li> </ul>	<ul style="list-style-type: none"> <li>• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Aspects of movement skill development</b></li> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Influences on skill development and performance</b></li> <li>- applying skills across contexts</li> <li>- predictable and dynamic environments</li> <li>- importance of practice safety</li> </ul>	<ul style="list-style-type: none"> <li>• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li> <li>• participate safely in movement activities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Contexts for specialised movement skills</b></li> <li>- Games</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement skills through a range of experiences including:               <ul style="list-style-type: none"> <li>- games from categories such as target, striking/fielding, invasion and net/court</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Features of movement composition</b></li> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of movement activities that demonstrate and enhance their ability to:               <ul style="list-style-type: none"> <li>- understand the influence of purpose when composing movement</li> <li>- respond creatively to stimuli, eg music, ideas, player movements</li> <li>- improvise movements to solve problems, eg defending or attacking strategies, expressing ideas</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• provide and make use of constructive feedback to refine movement performances</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The elements of composition</b></li> <li>- space</li> <li>- dynamics</li> <li>- rhythm &amp; timing</li> <li>- relationships</li> </ul>	<ul style="list-style-type: none"> <li>• explore relationships, eg with a partner/group/team member, opposition players, equipment and apparatus, the performance environment</li> </ul>
	<ul style="list-style-type: none"> <li>• use the elements of composition to create and perform:               <ul style="list-style-type: none"> <li>- defensive and offensive strategies in games</li> </ul> </li> </ul>
<p><b>Lesson Rationale:</b> The purpose of this lesson is to allow students the opportunity to develop shooting skills required to score goals in soccer.</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- 50 cones/markers</li> <li>- 6-8 soccer balls</li> <li>- 14 agility poles</li> <li>- 20 braids (2 x 10 different colour sets)</li> </ul>	
<p><b>Lesson Activities:</b></p>	
<ol style="list-style-type: none"> <li>1. <u>Shooting From Set Pieces</u> – 10 minutes <b>PSA a 5.1</b> <ul style="list-style-type: none"> <li>- Place students into groups of 4. Each group needs a ball, two agility poles and a 10m x 20m grid.</li> <li>- Place the two agility poles along the midline of the grid, 6m apart, to form a goal. Two students are to position themselves along one 10m edge and the other 2 on the opposite 10m edge (as shown below)</li> </ul> </li> </ol>	



- Starting with the ball at one end in the middle of the edge of the grid, one student is to have a shot at the goal, using the instep-drive technique.
- The two students at the opposite end are to retrieve the shot, then repeat the process from their end of the grid.
- Students are to rotate turns at having a shot, until each student has had 10 shots. Students get one point for each shot that passes through the poles, below the level of the top of the poles. The pair with the most points wins.

2. First-Time Shooting Drill – 15 minutes **PSA d 5.3**

- You will need a regulation goal, 6-8 balls and some cones/markers. This activity can be done by the whole class.
- One student is to position themselves as goalkeeper (A). Two more students are to position themselves behind the goal as ball collectors (B1 & B2). A third ball collector (C), will position themselves to the side, halfway between the ball collectors and the main group. Another student will position themselves 15m from goal as the trapper (D). While the rest of the group, headed by the shooter (E), will line up 20m from goal (as shown below)



**Key:**  
**A:** Goalkeeper  
**B1 & B2:** Ball Collectors  
**C:** Ball Collector  
**D:** Trapper  
**E:** Shooter

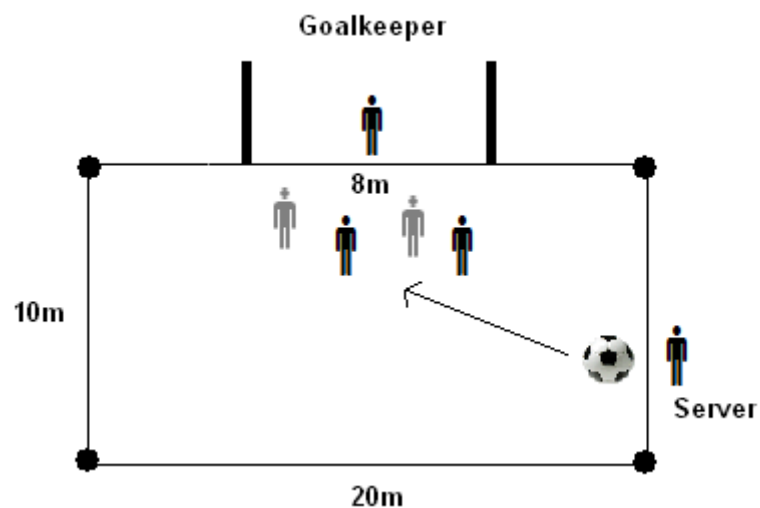
- The shooter (E) offers a short 5m pass to the trapper (D). The trapper controls the ball and

offers a short pass (1-2m) either side to the shooter (E) who is sprinting through. The shooter then shoots the ball first time (no touches, or trapping) at the goal. The goalkeeper (A) attempts to stop the ball.

- If successful in saving, the goalkeeper must roll the ball to the ball collector (C), who then rolls it back to the group for the next shooter. If the goal attempt is successful or is pushed wide, the ball collectors (B1 and B2) must retrieve the ball and roll it back to the other ball collector (C), who then rolls it onto the group.
- Once the shooter (E) has had their shot, the next student in line becomes the next shooter and repeats the drill. Rotate through the class so that each student has 2-3 shots. Also rotate so that others fulfill the roles of goalkeeper, trapper and ball collectors.

3. Goal Scoring Derby – 15 minutes **TM a 5.1, TM a 5.2, TM b 5.1**

- Divide the class into groups of 6. Each group is given a 20m x 10m grid, a ball, two agility poles and four braids (2 each of different colours).
- They are to place the agility poles in the centre of one of the 20m edges of the grid, 8m apart. One student is to be the goalkeeper, another the server, and the remaining four students are to divide themselves into two teams of 2 (use braids to distinguish)



- To begin the drill, the server kicks the ball into the area from the one of the 10m edges of the grid. Both teams vie for possession; the team that wins the ball attempts to score whilst the other team defends.
- If a defending player steals the ball, their team attacks and immediately tries to score. The goalkeeper is neutral and attempts to save all shots.
- Immediately after a goal is scored, or the goalkeeper makes a save, or the ball is kicked out of the area – the ball is returned to the server to restart play.
- Play first to three, then swap roles to allow others to be a player, goalkeeper or server.

## Lesson 7 – Game of Soccer: 50 minutes

Students Learn About:	Students Learn To:
<ul style="list-style-type: none"> <li>• <b>Contexts for specialised movement skills</b></li> <li>- Games</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement skills through a range of experiences including:               <ul style="list-style-type: none"> <li>- games from categories such as target, striking/fielding, invasion and net/court</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Features of movement composition</b></li> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of movement activities that demonstrate and enhance their ability to:               <ul style="list-style-type: none"> <li>- understand the influence of purpose when composing movement</li> <li>- respond creatively to stimuli, eg music, ideas, player movements</li> <li>- improvise movements to solve problems, eg defending or attacking strategies, expressing ideas</li> </ul> </li> <li>• provide and make use of constructive feedback to refine movement performances</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The elements of composition</b></li> <li>- space</li> <li>- dynamics</li> <li>- rhythm &amp; timing</li> <li>- relationships</li> </ul>	<ul style="list-style-type: none"> <li>• explore relationships, eg with a partner/group/team member, opposition players, equipment and apparatus, the performance environment</li> <li>• use the elements of composition to create and perform:               <ul style="list-style-type: none"> <li>- defensive and offensive strategies in games</li> </ul> </li> </ul>

**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, TM a 5.2, TM b 5.1** **PSA a 5.1 PSA d 5.1 PSA d 5.3**
  - 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.
  - Also, quickly demonstrate the correct technique required for a throw-in, for when the ball is out-of-bounds over the sideline.
  - Remind students that you will be finalizing their assessment during the game.