

UNIT TITLE: Kicking goals	LENGTH: 6 – 8 weeks	YEAR: 7 / 8
UNIT DESCRIPTION: In this unit of work students will practise and refine skills related to football (soccer). They will further develop their understanding of the strategies and movement concepts associated with success in invasion games and explore how these concepts and strategies can be transferred to other games and sports.		
Achievement standard: By the end of Year 8, students: <ul style="list-style-type: none"> investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. demonstrate control and accuracy when performing specialised movement sequences and skills. apply movement concepts and refine strategies to suit different movement situations. 		Content descriptions: <ul style="list-style-type: none"> Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080) Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082) Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084) Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086) Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)
Evidence of learning:		
Students will demonstrate their learning through: <ul style="list-style-type: none"> analysing their own performance of football skills and implementing feedback to improve their performance explaining and justifying the movement concepts and strategies selected in the different game situations explaining and demonstrating the similarities of strategies used in different games and how they can be transferred to new movement situations selecting strategies that have been successful previously and applying the most appropriate ones when solving new movement challenges with and without equipment showing or explaining to others the approach they could take to gain or maintain possession in games adopting roles that support and enhance team cohesion and lead to successful game outcomes reflecting on the role/s they played within games and explaining how their actions led to successful outcomes in the game. 		

What do we want students to learn?

- Understand: The characteristics of games that fit into the category of invasion or territorial games.
- Understand: The strategies used to attack and defend in games that fall into the category of invasion games are transferable across the range of invasion games.
- Do: Apply appropriate attacking and defensive strategies to maintain possession or gain possession.

Teaching and learning sequence

Brainstorm the purpose or goal of games that fit into the category of invasion games e.g. trying to invade the territory of the opposition. Discuss the different categories of invasion games and ask students to identify the different games and sports that would fit into these categories e.g.

- where the ball is carried or caught across a line (Touch, Rugby codes, gridiron)
- where the ball is thrown into a target (basketball, netball, European handball)
- where the ball is kicked or hit with a stick into a target (soccer, hockey, AFL)

Set up grids with two markers representing a goal at one end and one marker as the starting point at the other end. Students work in pairs in a 2 on 2 situation in which pairs take it in turns as attackers trying to score a goal against the defending pair. Allow each student to have 4-5 attempts and then bring group in and discuss:

- Where is the best place for the defender to stand to protect the goal?
- What can the attacker do to score a goal?
- Where should the attacker position themselves to maintain possession of the ball?
- What rules might you need to include to achieve the purpose of the game?
- What types of cues do you look for when you are:
 - defending?
 - attacking?
 - in possession of the ball?

What do we want students to learn?

- Understand: The strategies used to attack and defend in small-sided games are transferable as games situations get more complex.
- Do: Development of basic skills in soccer to participate effectively and safely.
- Do: Interacting effectively with team mates in a games situation leading to successful participation.

Teaching and learning sequence

Combine groups to create a 2 on 2 situation and repeat activity. Discuss previous questions in relation to the 2 on 2 situations. Ask students to explain the differences in the strategies used by the attackers in the 2 on 2 situation as compared to the 1 on 1 situation. Emphasise the importance of accurate passing in order to maintain possession.

NOTE: *If skill levels are low and explicit teaching of the kick is necessary refer to Get skilled: Get active resource for practical ideas for developing and practising the kick.*

Practise a variety of passing skills through a range of grid activities.

Participate in minor games in small groups within a 5x5m grid that focus on accurate passing and maintaining possession, such as 7 passes, piggy in the middle etc. Some ideas for minor games that focus on these aspects can be found at <https://www.sportingschools.gov.au/~media/pdfs/playing-for-life-activity-cards/kicking.pdf?la=en>

Practise defensive and tackling skills in small-sided games with the focus on appropriate and safe tackling techniques.

Combine groups to form a 3 on 2 or 4 on 3 situation and place goals at either end of the grid. Play a game and ask students to change roles between attack and defence so that there is always a greater number of attackers. Discuss:

- Where should the attackers position themselves to maintain possession of the ball?
- Where should the defenders position themselves to try to break down the attack?
- What skills did the attackers need in order to maintain possession of the ball?
- What should the player in possession of the ball do in order to ensure they don't lose possession of the ball?
- Where should the attackers without the ball move to in order for them to receive the pass?
- What was the most effective way of moving the ball down the field and allowing a shot on goal?
- What is the best position to be in to score a goal?

What do we want students to learn?

- Understand: Explain the how players can move into space and use the width of the field when attacking.
- Do: Demonstrate team work and co-operation between team mates
- Do: Design modified games that are enjoyable and challenging and are effective for skill development.

Teaching and learning sequence

Introduce the concepts of moving into space and using the width of the field when in attack. Set up a small field (10m x 10m) and divide group to create a 5 on 5 situation. In the centre of the field place 4 markers in a square (1m x 1m). This area is "no man's land". Players are not allowed to move in this area or pass the ball through this area. By creating this area, players are forced to move out to the edges of the field thus creating space in possession.

To build on this concept introduce 3 zones on the field running lengthways from one goal to the other. The two outside zones are the only areas that attackers are allowed to go. By making the centre zone a "no go" zone, attackers must use the width of the field to create space and maintain possession. Discuss:

- What does the ball carrier need to do before passing the ball to another attacker? Why?
- Where do the defenders need to stand to protect the goal?
- What can the defenders do to try to intercept passes?
- Is the most effective pass always forward? Why? Why not?
- How do team mates need to work together to attack/defend effectively?
- What skills are needed to score a goal when you are not allowed to shoot from directly in front of the goals?

Introduce the concept of transferability by asking students to identify games where similar tactics and strategies might be used to score goals.

Provide opportunities for skills practices relating to shooting and set plays following these activities. Some ideas for minor games that focus on these aspects can be downloaded from <https://www.sportingschools.gov.au/~media/pdfs/playing-for-life-activity-cards/kicking.pdf?la=en>

What do we want students to learn?

- Do: Effectively organise and manage a sporting competition through undertaking a variety of roles.
- Understand: The range of roles and responsibilities required to effectively run sports competitions.

Teaching and learning sequence

Students in small groups design a modified game using the equipment and skills learnt in the unit. The emphasis of the game should be on one of the aspects dealt with during the unit e.g. maintaining possession, positional play, scoring goals, defensive skills, passing and receiving, creating space.

Teach modified game to class and officiate during the playing of the game. Students should be encouraged to provide feedback to participants relating to the selected concept being explored through their modified game.

Divide class groups into teams of 8 depending on numbers. Within each team, students are allocated roles such as: manager, coach, captain, official, media liaison etc. Discuss the responsibilities of each role and the part they play in the smooth running of a sports competition.

Ask students to describe the skills that they will need to perform in their allocated role. Discuss how these skills may vary across roles.

Students run a series of mini-soccer tournaments starting with four-a-side tournament and leading up to 7-a-side tournament with each student undertaking a range of allocated tasks. Managers of each team are responsible for developing a draw for the tournament, officials are responsible for refereeing the games that their team plays, coaches run skill sessions for their team at the beginning of the lesson prior to games or when their team has a bye, captains are responsible for organising teams and equipment for their games, and media liaison people must write and present game reports at the end of each round of games.