

Soccer

Level 5 and Level 6: Movement and Physical Activity

Objectives:

The objectives of this unit are for students to:

- Work in a team to improve tactical thinking in Soccer.
- Take on a role of responsibility in a group situation.
- Show persistence when experiencing difficult tasks.
- Develop Soccer skills.
- Understand the purpose of Invasion games.

- a. Use Sense activities for Invasion games with a focus on tactical thinking.
- b. In teams they participate in these activities with tactical thinking, tactical discussions and tactical skill development.

PE Teaching Models

- Games Sense
- SEPEP – Sport Education
- TPSR – Teaching for Personal and Social Responsibility

Assessment Tasks:

- Team Contract
- Game Performance Assessment Instrument: Invasion
- Invasion Game rubric
- Student reflections based on TPSR levels

References:

- Hellison, D. (2003). *Teaching Responsibility Through Physical Activity*. 2nd Edition. Champaign, IL: Human Kinetics.
- Mitchell, S., Oslin, J. & Griffin, L. (2006). *Teaching Sport Concepts and Skills : A Tactical Games Approach*. 2nd Edition. Champaign, IL: Human Kinetics.
- Pill, S. (2010). *Play with Purpose*. 2nd Edition. Hindmarsh, SA: Australian Council for Health, Physical Education and Recreation (ACHPER).

AUSTRALIAN CURRICULUM

Movement and Physical Activity – Year 5 and Year 6

Students to refine and further develop a wide range of fundamental movement skills in more complex movement patterns and demonstrate their understanding of movement strategies and concepts when composing and creating movement sequences and participating in physical activities. They further develop their understanding about movement as they learn to monitor how their body responds to different physical activities and to learn to apply rules fairly and behave ethically when participating in different physical activities. Students participate in physical activities in teams or groups in movement settings.

Key Ideas and Descriptions

typical
also include

Moving

Understanding movement

Learning through movement

Practise specialised movement skills and apply them in different movement contexts.

Design and perform a variety of movement sequences.

Propose and apply movement concepts and strategies.

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Activities designed to enhance understanding of how regular participation can improve health and fitness.

Effort, space, time

Participate in physical activities from other cultures to develop community connections and understanding.

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.

Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges.

Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities.

Movement contexts

Active play and minor games

Challenge and adventure activities

Fundamental movement skills

Games

Rhythmic and expressive activities

Achievement standard

By the end of Year 6, students investigate developmental changes and transitions. They examine the changes in their own and others' health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding. They collaborate and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to improve others' health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts to create movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

Australian curriculum overview for Soccer unit

		Content Descriptions	Evidence of Learning	Assessment
a. physical activity	Understanding movement	<p>Specialised movement skills and a variety of contexts</p> <p>Movement concepts and</p> <p>Participate in regular physical activity to enhance wellbeing</p>	<p>Apply kicking skills to propel a soccer ball and keep it in motion using stability and locomotor skills</p> <p>Know and understand the purpose of Invasion games by demonstrating strategies that support their team when attacking and when being defensive to maintain possession of the ball</p> <p>Maintain a level of effort and persistence with activities and games</p>	<p>Teacher observation</p> <p>GPAI: Invasion games</p> <p>Self-assessment using the TPSR levels after each lesson</p>
	Learning through movement	<p>Manipulate and modify space, time, objects and movement sequences</p> <p>Participate positively in groups and encourage others and negotiating roles and responsibilities</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges</p> <p>Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities</p>	<p>Control and speed of the ball to control</p> <p>Devise strategies to solve game challenges</p> <p>Follow game rules, team agreed code of conduct and sportsmanship at all times</p>	<p>GPAI: Invasion games</p> <p>Invasion game rubric</p> <p>Teacher observation</p>

SAMPLE

Lesson 1

1. Explain objectives of the Soccer unit to students:
 - To work in a team to improve tactical thinking in Soccer.
 - To take on a role of responsibility in a group situation.
 - To develop persistence when experiencing difficult tasks.
 - To develop Soccer skills.
 - To start to understand the purpose of Invasion games.

Introduce TPSR (Teaching for Personal and Social Responsibility) levels.

Divide into 4 teams.

Roles:

Referee – captain – trainer – scorer – equipment – safety/first aid - umpire

(See Appendix 1).

Definition of Invasion games: *to invade the opponents defending area to score while the defend own goal area.*

Activity 1 – End Goal

Setup

1V1 play.

end.

Aim

Stop the ball on the line.

Conditions

After a goal is scored, the ball is out of play.

The player who scored must take the ball out of play.

Questions

Q: What is the aim of this game?

A: *Get to the opponent's line and stop the ball.*

Q: So how do you get the ball to the line?

A: *Dribble.*

Q: What problem does the opponent give you?

A: *He/she is in my way. You have to keep the ball away from the goal.*

SAMPLE

Activity 2 – 5 Passes

Setup

3V3 possession game in 30m X 20m

Aim

Make 5 consecutive passes = 1 point.

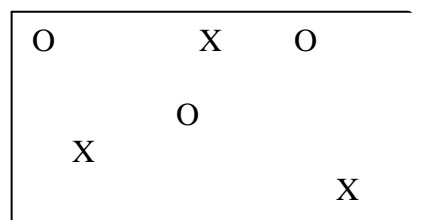
Questions

Q: What must you do in this game?

A: *Keep the ball.*

Q: How can you keep the ball?

A: *Pass.*



Lesson 2

Discuss TPSR levels. Focus on level 2 characteristics.

Activity 1 – Keeping Off

Setup

2V1 played in small squares.

Aim

Keep the ball off the defender for 2mins

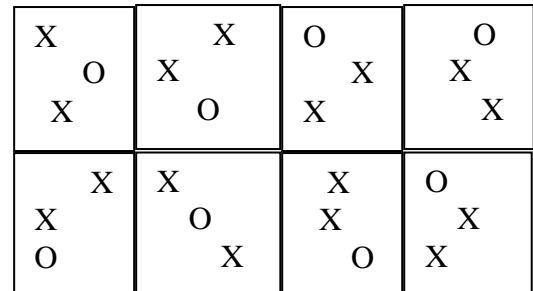
Rules

Passes allowed.

Can you pass the ball to?

Can you keep the ball?

Can you use the space.



2 – Five Passes

Setup

3V3 in 30m

goalkeeper

Aim

Make 5 consecutive passes

Score in small goal.

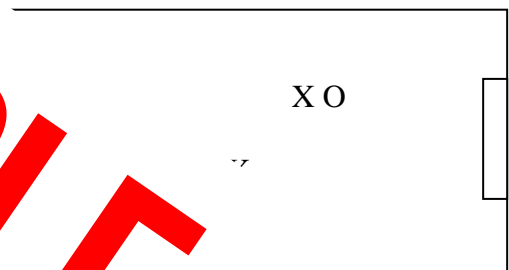
Questions

Q: What must you do in this game?

A: *Keep the ball.*

Q: How can your team keep the ball?

A: *Pass.*



Game

Setup

6V6 in 30m X 30m with large goals

Aim

Shoot when possible.

Questions

Q: What should you do when you are close to goal?

A: *Shoot.*

Q: Where should you aim when you shoot?

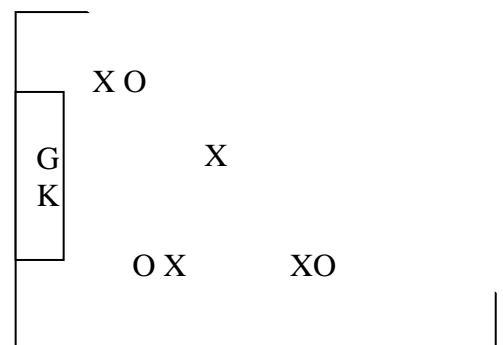
A: *At the whole goal so you can force the GK to make a save.*

Q: Should you aim high or low?

A: *Low.*

Q: Why should you aim low?

A: *It's harder for the GK to go down to make a save.*



Lesson 3

Discuss Game Performance Assessment Instrument for Invasion games (see Appendix 2) ensuring players know the assessment criteria. Teacher/students start to assess using the GPAI.

Activity 1 – Tag Ball

Setup

15m X 15m area
3 attackers and 2 defenders (taggers)

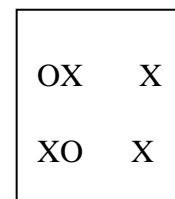
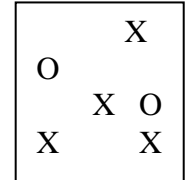
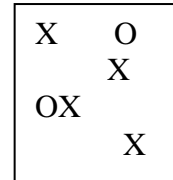
1. Pass to an attacker whilst they have the ball.
2. Rotate the pair each time a tag is made.

3. Rotate the pair as many tags as they can.

4. Rotate the pair to each other?

5. Rotate the pair as many tags as possible?

A: ...



SAMPLE

Target Player

Setup

6V6 in 50m X 40m with full goal

Aim

Pass to the target player before shooting.

Conditions

1 target player per team and rotate.

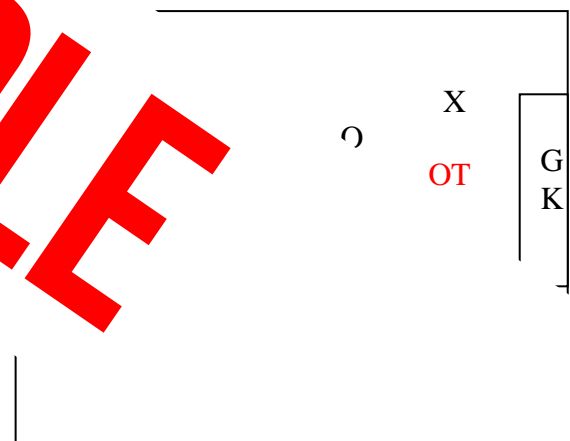
Questions

Q: What should other players do when their target player has the ball?

A: Provide support.

Q: Where is a good place to support?

A: In a position to receive a pass and shoot.



Game

Setup

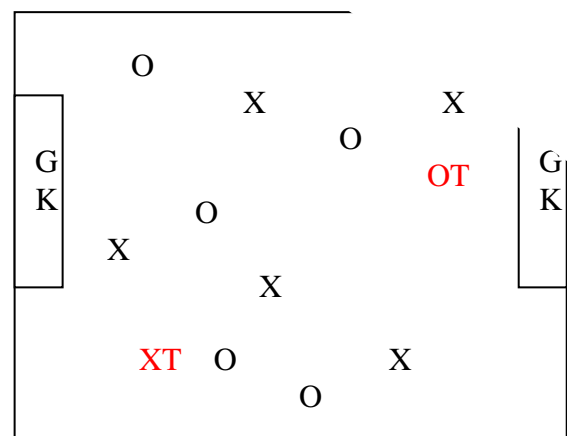
6V6 in 50m X 40m full goal

Aim

5 passes including target player then shot on goal.

Conditions

Rotate 1 target player.



Lesson 4

Introduce Invasion Game rubric. Discuss issues raised in the rubric and how they apply to the soccer unit. Students indicate where they believe they are. (See Appendix 3)
Teacher/students continue to assess using the GPAI.

Activity 1 – Team Tag Ball

15m X 15m area

Ball between them until they can tag an opposition player with the ball.

Line in a row.
3m.

How to tag?

A: ...
Q: How...
A: Call out.

How to tag each other?

SAMPLE

Setup

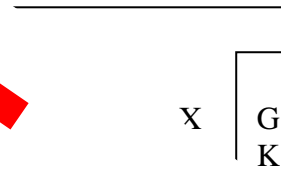
6V6 in 50m X 40m full goal

Aim

5 passes including target player then shoot.

Conditions

Rotate 1 target player.



Round Robin Competition – 6V6

Students organise the competition according to their roles and responsibilities.

Team Contract

Grade _____

Sport _____

Team name _____

Team members should demonstrate the following:

- 1. Demonstrate good behaviour
- 2. Follow and play by class and game rules
- 3. Listen and work your hardest to be a good team player
- 4. Fair and honest. Wherever possible team decisions should be made by all

- 5. Organise and look after resources and equipment
- 6. Encourage team members to be positive
- 7. Encourage team organisation by carrying out your role

We will do our best

to listen and work as a team

Team members' signatures:

Coach – Organises team _____

Captain – Helps make team decisions _____

Trainer – Organises warm-up and stretching _____

Scorer – Remembers number of goals _____

Equipment – Sets up and packs away equipment _____

Safety/First Aid – Ensures safety rules are followed _____

Umpire – Ensures game rules are followed _____

SAMPLE

Game Performance Assessment Instrument for Invasion Games

Grade _____

Team _____

Scoring Key

- 5 = highly effective performance (Always)
- 4 = effective performance (Usually)
- 3 = moderately effective performance (Sometimes)
- 2 = ineffective performance (Rarely)
- 1 = no performance (Never)

- **Control** – Passes the ball accurately, reaching the intended recipient.
- **Decision Making** – Makes appropriate choices when passing i.e. passing to a scoring opportunity.
- **Support** – Supports teammates to receive a pass from teammates.

SAMPLE

Name	Skill	Support

(Adapted from Mitchell, Oslin & Griffin, 2006)

Invasion Game rubric

Name _____

Grade _____

	Outstanding	Good	Needs more work
Problem	I am confident about my ability to solve challenges	Sometimes I can solve challenges	I find it difficult to solve challenges
My level of Learning	I have learned new ideas about playing Invasion games and I sometimes use these ideas to help my team	I am learning new ideas about playing Invasion games and I sometimes use these ideas to help my team	I can understand some new ideas about playing Invasion games but I have trouble using these ideas to help my team
Persistence	I can keep working on challenges even when they are not easy	Sometimes I can keep working on challenges even when they are not easy	I find it difficult to keep working on challenges even when they are not easy
Team Player	I enjoy working with my team and I like taking on a role of responsibility	I usually enjoy working with my team and I mostly like taking on a role of responsibility	I don't enjoy working with my team and I don't like taking on a role of responsibility
Conflict Management	I keep my temper at all times and I can change my mind about what I want to help the team get along	I usually keep my temper and I am learning to change my mind about what I want to help the team get along	I find it hard to keep my temper and it is difficult when things don't go my way

SAMPLE