



TGfU 40th Anniversary Webinar Series: Introduction to Game- Based Approaches

Seminar #4:
**Topic 5: Lesson Planning &
Structure of Lesson/Practice**

October 29th, 2022





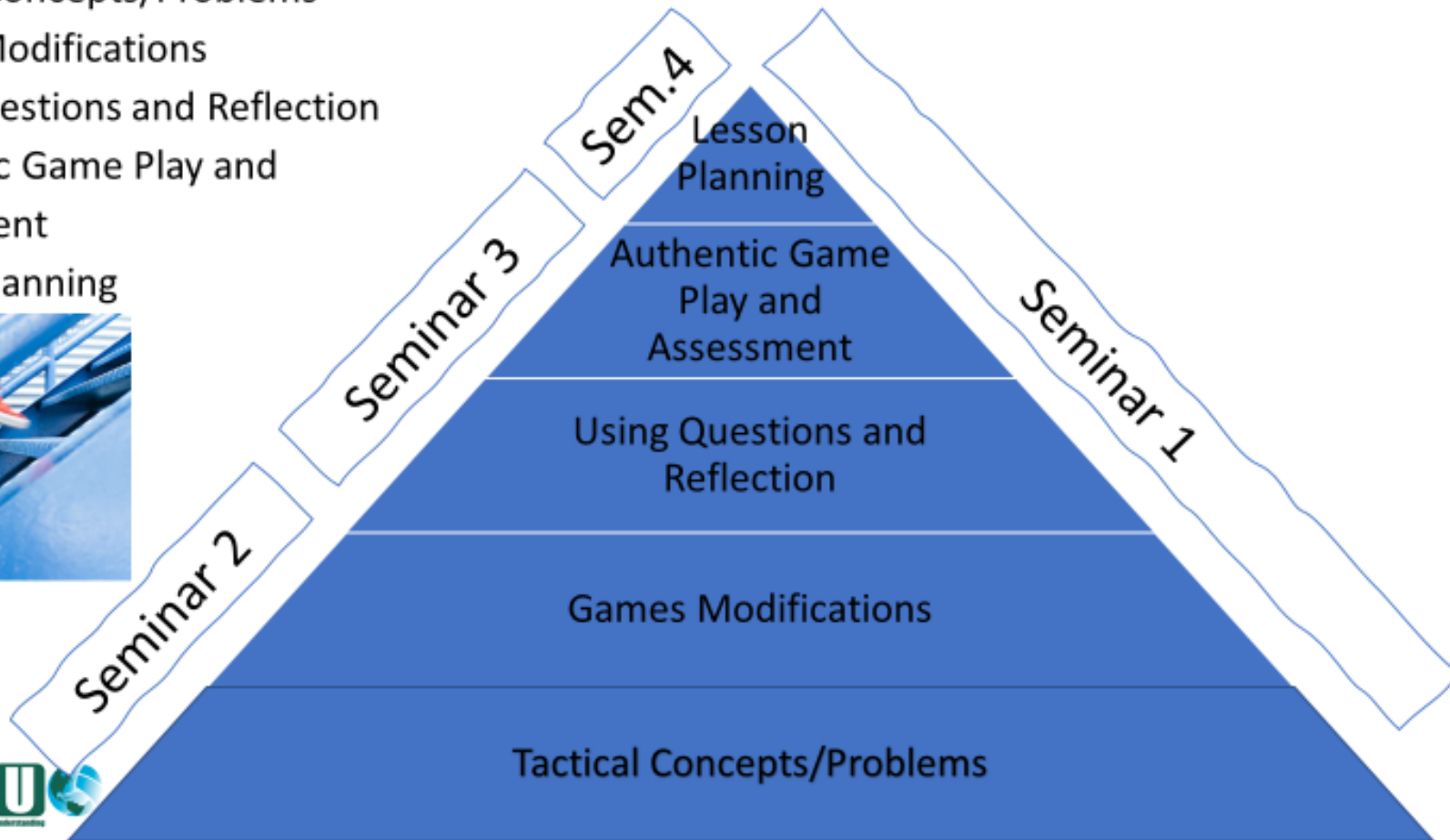
5 Critical Components for learning to teach and coach GBA

1. Tactical Concepts/Problems
2. Games Modifications
3. Using Questions and Reflection
4. Authentic Game Play and Assessment
5. Lesson Planning



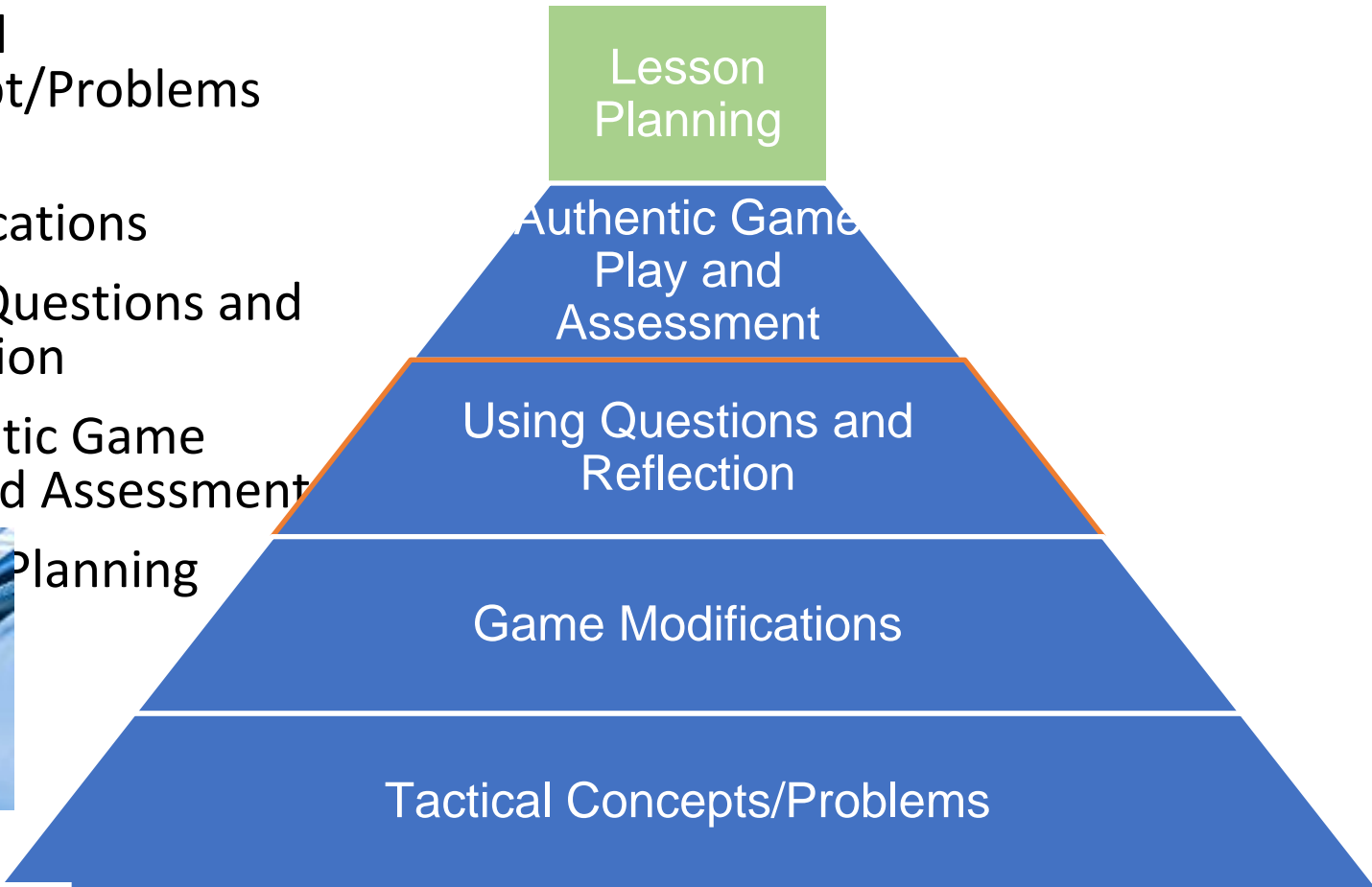
5 Critical Components for learning to teach and coach GBA

1. Tactical Concepts/Problems
2. Games Modifications
3. Using Questions and Reflection
4. Authentic Game Play and Assessment
5. Lesson Planning



Topic 5: Lesson Planning

1. Tactical Concept/Problems
2. Games Modifications
3. Using Questions and Reflection
4. Authentic Game Play and Assessment



Today's Presenters from IAB



**Sanmuga
Nathan
(Malaysia)**



Shane Pill (Australia)



Kanae Haneishi (USA)

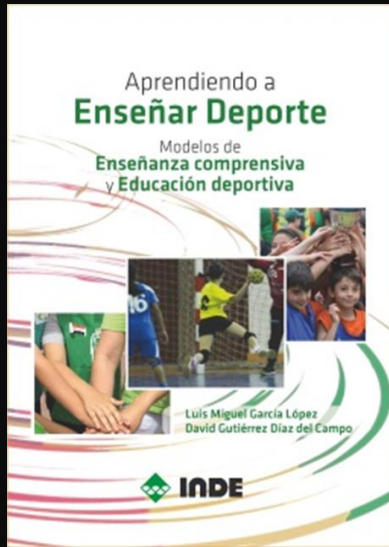


**David Gutiérrez
(Spain)**



Outline

1. Basics of the Lesson
Planning and Structure in
GBA lessons
2. Play with Purpose
3. Lesson Plan Example (Field
Hockey)
4. Lesson Plan Example
(Soccer, Nonlinear Approach)
5. Questions



Lesson Planning & Structure of Lesson



What does a GBA lesson look like?

Would you recognize a GBA if you saw it?



GAME-BASED CONSENSUS STATEMENT



CONSENSUS STATEMENT

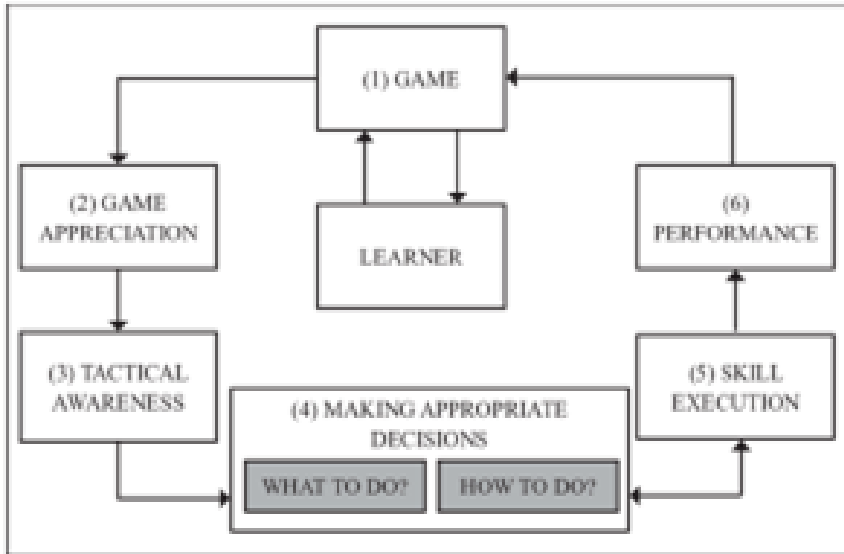
In order to promote terminological consistency among researchers and practitioners, we suggest the use of

Game-Based Approach (GBA) to refer to the learner-centered teaching and coaching practice in which the modified games set the base and framework for developing thoughtful, creative, intelligent, and skilful players.

We also encourage the use of Game-Based Approaches (GBAs) to refer to several well-established approaches that follow a GBA like TGfU, Game Sense, Play Practice, Tactical Games Model, Ballschool, Invasion Games Competence Model and other similar proposals.

LESSON STRUCTURE

(Butler, 2014)



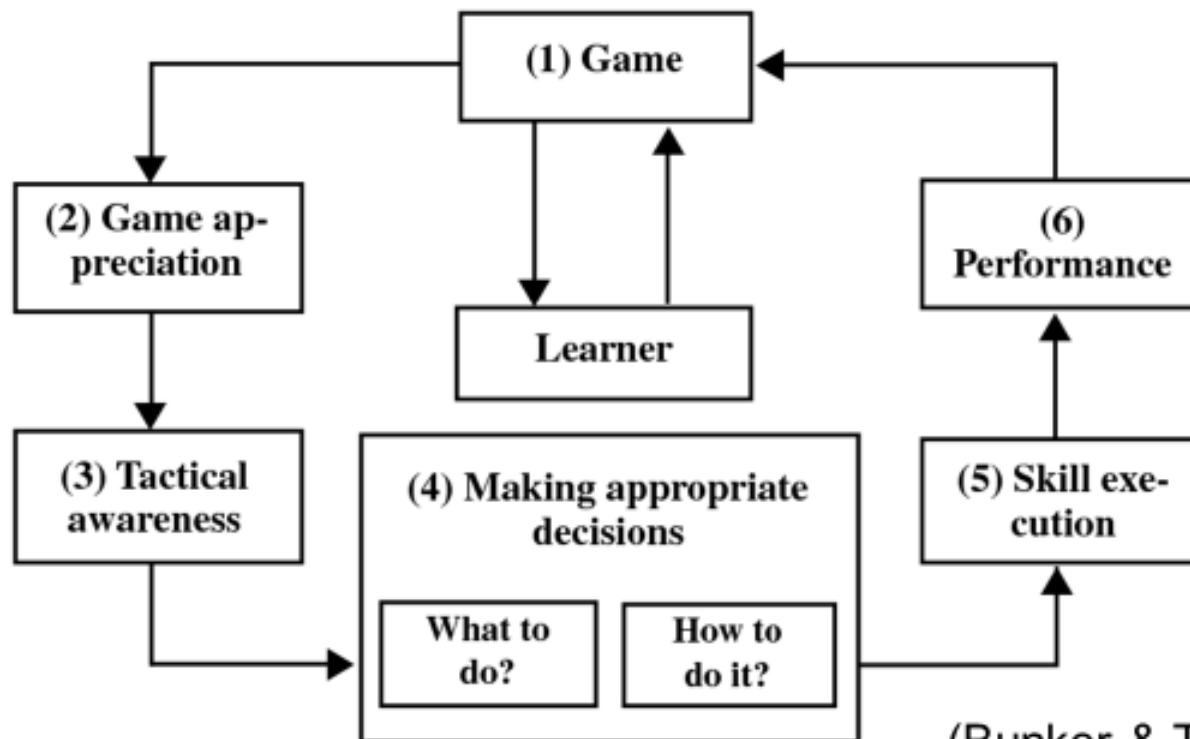
1. Start with modified games
2. Observe game play effectively
3. Emphasize play
4. Use Q&A to connect this lesson with the last
5. Play games that provide new challenges as well as reinforcing learning
6. Work in small groups
7. Ask effective questions
8. Ask learners to suggest next stages
9. Highlight good practice from individuals and teams
10. Conclude with competition between evenly matched teams/players



Play with Purpose



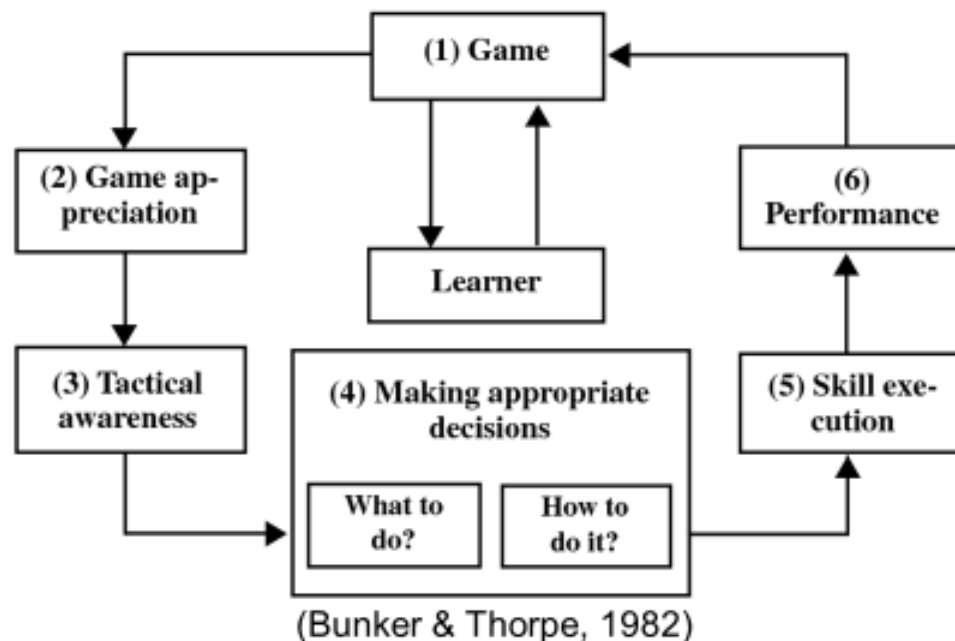
Original TGfU Model



(Bunker & Thorpe, 1982)

Original TGfU Model

- ❑ Learner at the center
- ❑ The why before the how
- ❑ The game as main teaching and learning context



“The key aspect of the model lies in the design of **well-structured (i.e., conditioned) games** that require students to make **decisions** to elevate their **understanding of games** (i.e., increase **tactical awareness**)”.

(Griffin & Butler, 2005)

Tactical Game Model

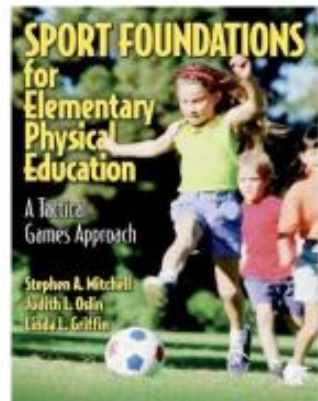
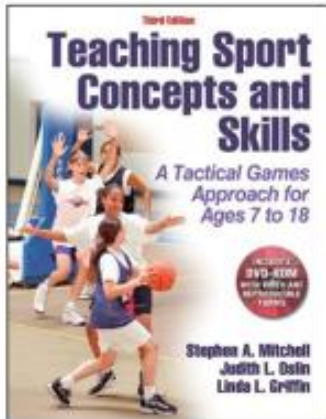


Table 2.4 Levels of Game Complexity for Invasion Games

Tactical goals and problems	Level of game complexity		
	Level I Three-a-side maximum	Level II Four-a-side maximum	Level III Six-a-side maximum
Offense and scoring			
Keeping possession	Pass, receive, footwork When to pass	Pass, receive, footwork Support	
Penetration and attack	Shooting, moving with the ball (dribbling) When to dribble and shoot	Shooting, feinting	Using a target forward Shooting, faking, change of speed, moving with the ball
Transition			Moving to space, quick passing
Defense and preventing scoring			
Defending space		Guarding or marking, pressure	Clearing the ball, quick outlet pass
Defending the goal		Goalkeeper positioning	Goalkeeper shot stopping and distribution, rebounding
Winning the ball			Tackling and stealing the ball
Starting and restarting play			
Beginning the game	Initiating play	Positioning in a triangle	
Restarting from the sideline and end line	Putting ball in play	Positioning	Quick restarts
Restarting from violations	Putting ball in play	Positioning	Quick restarts



Tactical Game Model

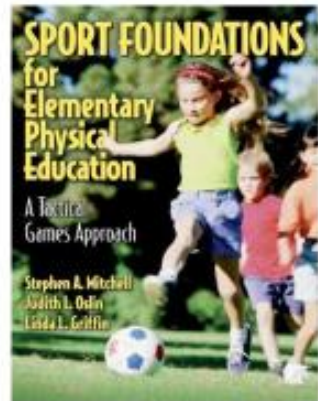
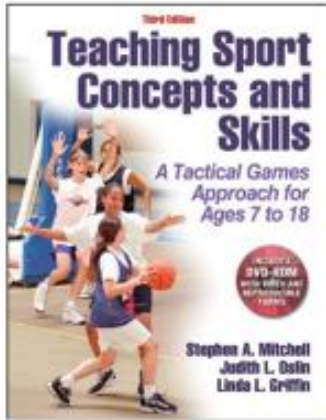


Table 2.4 Levels of Game Complexity for Invasion Games

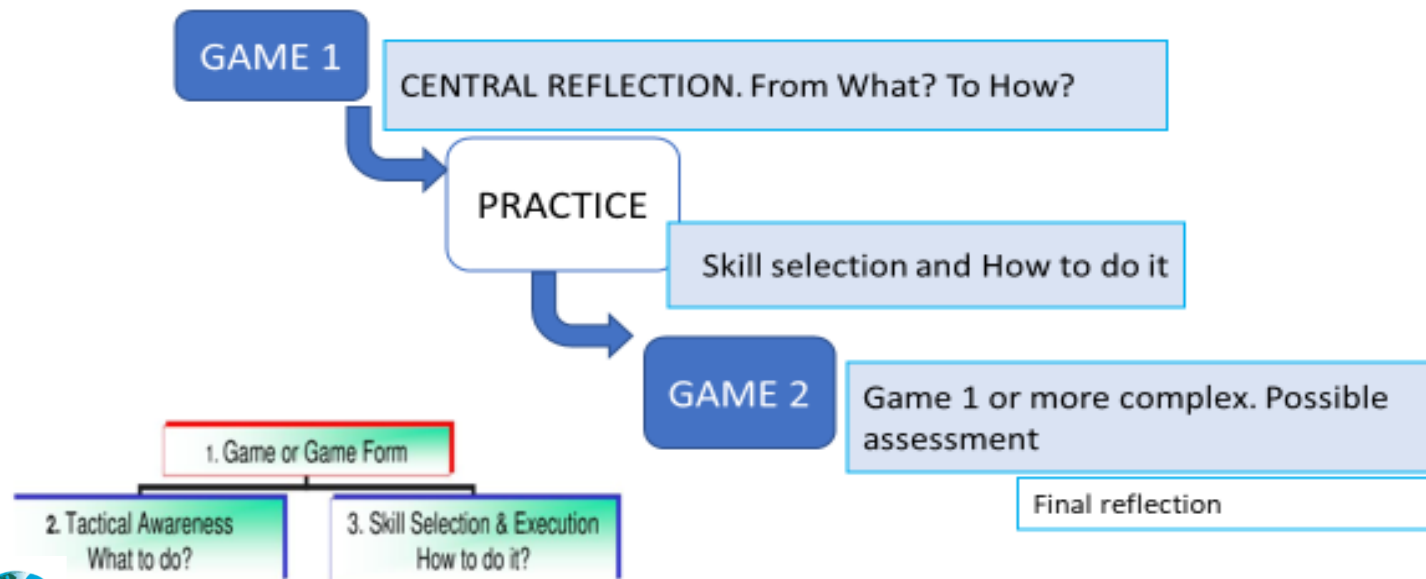
Tactical goals and problems	Level of game complexity		
	Level I Three-a-side maximum	Level II Four-a-side maximum	Level III Six-a-side maximum
Offense and scoring	Pass, receive, footwork When to pass	Pass, receive, footwork Support	
Keeping possession			
Regeneration and attack	Shooting, moving with the	Shooting, feinting	Using a target forward

Lesson goal: based on the tactical learning we want to address and skills to solve it (Ej: keeping the ball in play by getting free)

GAME. The modified game leads the learner to focus on the goal of the session.

Practice allows the learner to work the skill/solution in a more simplified way

Reflections increase understanding and connection between WHAT and HOW



LESSON GOAL/S: describe the tactical learning which is related to a tactical problem of the category (What to do; Ej: *penetrate the defense*) and can include skill to solve it (How to do it: *pass & cut*), and the game situation context (number of players, space...; Ej.: *fast breaking in attacking superiority*).

Initial reflection: introduction with the aim of remembering what has been done and learned in other sessions (or known by other extracurricular means) and explaining the objectives of the session

GAME 1: modified game designed to tactical solution emerge

TACTICAL AWARENESS or central reflection (WHAT TO DO): guided reflection on the solution to the tactical problem posed in GAME 1

SKILL PRACTICE (HOW TO DO IT): practice carrying out corrective tasks when it is necessary to work on some technical-tactical aspect that needs to be improved for the correct resolution of the tactical problem raised in game 1

GAME 2: game 1 or a progression of it (number of players, rules, space, etc.)

Final reflection: reflection to establish and transfer the concepts learned (make explicit connections with other student knowledge to facilitate transfer). It will serve as an evaluation of learning and teaching

Adtional lesson elements:

Introductory game: motivation and warm-up game with a focus on skill

GAME 1: Adjustment phase: the teacher adjusts GAME 1 at the group level (team balance and defense/attack difficulty) and individual level (use of facilitators and handicaps)

GAME 2 Additional strategies to increase understanding: time-outs, freeze and rebuild and practice, peer evaluation...



García-López
& Gutiérrez,
2017

LESSON GOAL/S: describe the tactical learning which is related to a tactical problem of the category (What to do; E.g. *penetrate the defense* to do it: *pass & cut*), and the game situation context (*breaking in attacking superiority*).

Initial reflection: introduction with the aim of re-learned in other sessions (or known by other experiences) and objectives of the session

GAME 1: modified game designed to tactical solution

TACTICAL AWARENESS or central reflection (What is the solution to the tactical problem posed in GAME 1)

SKILL PRACTICE (HOW TO DO IT): practice carry out the necessary to work on some technical-tactical aspects for the correct resolution of the tactical problem raised

GAME 2: game 1 or a progression of it (number of players, field, etc.)

Final reflection: reflection to establish and transfer connections with other student knowledge to facilitate the evaluation of learning and teaching

Additional lesson elements:

Introductory game: motivation and warm-up game

GAME 1: Adjustment phase: the teacher adjusts (balance and defense/attack difficulty) and individual handicaps)

GAME 2 Additional strategies to increase understanding: time-outs, freeze play, and practice, peer evaluation...

1. Start with modified games

2. Observe game play effectively

3. Emphasize play

4. Use Q&A to connect this lesson with the last

5. Play games that provide new challenges as well as reinforcing learning

6. Work in small groups

7. Ask effective questions

8. Ask learners to suggest next stages

9. Highlight good practice from individuals and teams

10. Conclude with competition between evenly matched teams/players

Butler, 2014

LESSON PLANNING

Table 2.4 Levels of Game Complexity for Invasion Games

Tactical goals and problems	Level of game complexity		
	Level I Three-a-side maximum	Level II Four-a-side maximum	Level III Six-a-side maximum
Offense and scoring	Pass, receive, footwork When to pass	Pass, receive, footwork Support	
Keeping possession			
Penetration and attack	Shooting, moving with the ball (dribbling) When to dribble and shoot	Shooting, feinting	Using a target forward Shooting, faking, change of speed, moving with the ball
Transition			Moving to space, quick passing
Defense and preventing scoring		Guarding or marking, pressure Goalkeeper positioning	Clearing the ball, quick outlet pass
Defending space			Goalkeeper shot stopping and distribution, rebounding
Defending the goal			Tackling and stealing the ball
Winning the ball			
Starting and restarting play		Positioning in a triangle	
Beginning the game	Initiating play	Positioning	Quick restarts
Restarting from the sideline and end line	Putting ball in play		
Restarting from violations	Putting ball in play	Positioning	Quick restarts

LESSON PLANNING

Table 2.4 Levels of Game Complexity for Invasion Games

Tactical goals and problems	Level of game complexity		
	Level I Three-a-side maximum	Level II Four-a-side maximum	Level III Six-a-side maximum
Offense and scoring			
Keeping possession	Pass, receive, footwork When to pass	Pass, receive, footwork Support	
Penetration and attack	Shooting, moving with the ball (dribbling) When to dribble and shoot	Shooting, setting	
Transition			
Defense and preventing scoring			
Defending space			
Defending the goal			
Winning the ball			
Starting and restarting play			
Beginning the game	Initiating play		
Restarting from the sideline and end line	Putting ball in play		
Restarting from violations	Putting ball in play		



Table 2.2 Tactics, and Skills in Soccer

	On-the-ball skills
	Passing—short and long Control—feet, thigh, chest Shooting, shielding, turning First-time passing—give and go Crossover play Overlapping run Width—dribbling, 1 v 1, crossing, heading Depth—shielding
	Clearing the ball
	Goalkeeping—receiving the ball, shot stopping, distribution Tackling—block, poke, slide
Restarting play	
Throw-in—attacking and defending	
Corner kick—attacking and defending	
Free kick—attacking and defending	

**Play with Purpose:
For Fundamental
Movement Skills
Teaching**



A teaching guide for early years and primary teachers for physical education and daily PE



Shane Pill



Play with Purpose
Game Sense to Sport Literacy

Revised 1st Edition

Shane Pill

A resource to support teachers and coaches in the implementation of a game-centred approach to sport teaching



Play with Purpose



Play with Purpose



Shane Pill

Blog: Learning through Sport

<https://learningthroughsport.blogspot.com/>

Contact:

https://www.flinders.edu.au/people/shane_pill

Play with Purpose



Shane Pill

Blog: Learning through Sport

<https://learningthroughsport.blogspot.com/>

Contact:

https://www.flinders.edu.au/people/shane_pill

Play with Purpose



Shane Pill

Blog: Learning through Sport

<https://learningthroughsport.blogspot.com/>

Contact:

https://www.flinders.edu.au/people/shane_pill

Play with Purpose



Shane Pill

Blog: Learning through Sport

<https://learningthroughsport.blogspot.com/>

Contact:

https://www.flinders.edu.au/people/shane_pill

Play with Purpose



Shane Pill

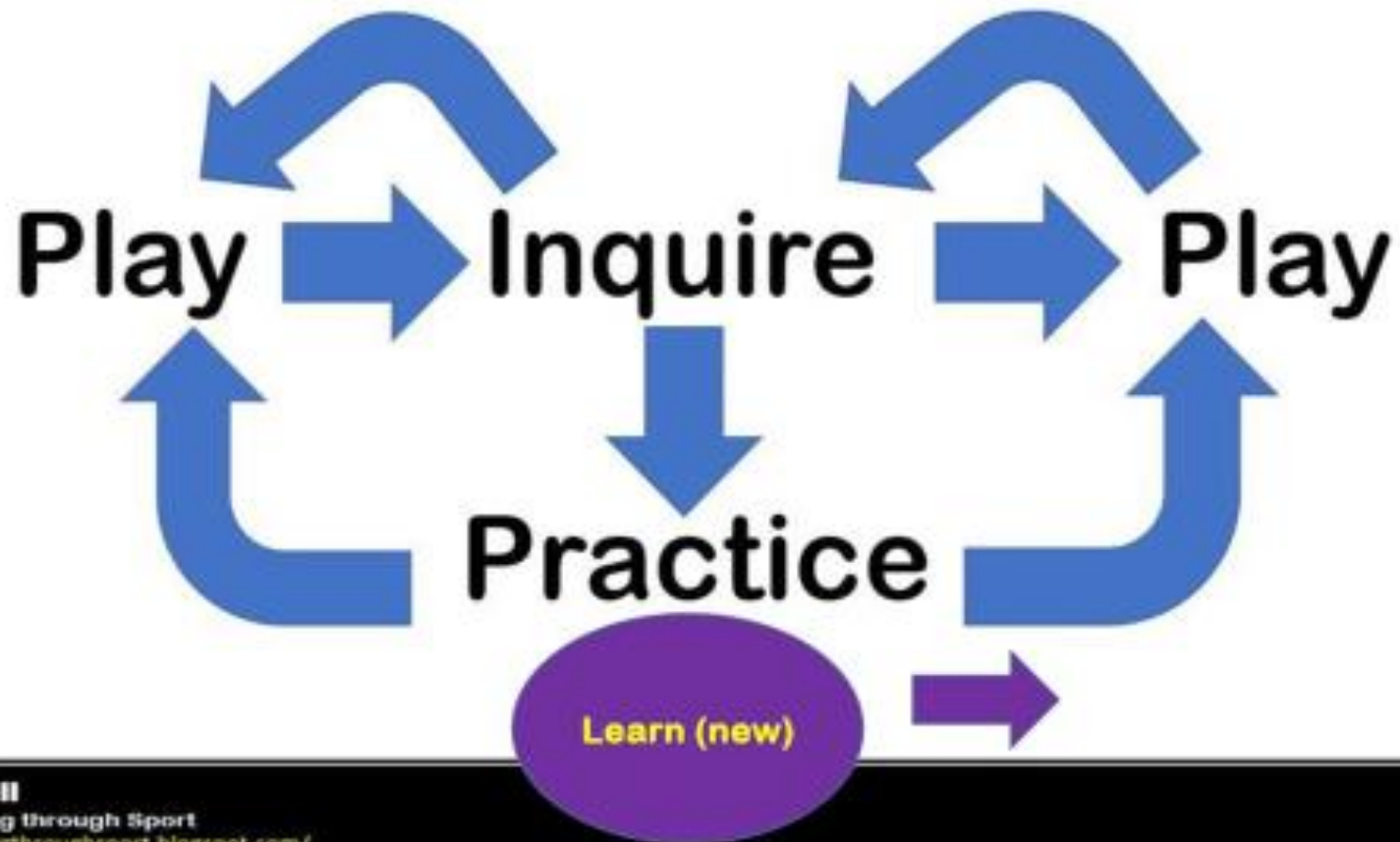
Blog: Learning through Sport

<https://learningthroughsport.blogspot.com/>

Contact:

https://www.flinders.edu.au/people/shane_pill

Play with Purpose



Shane Pill

Blog: Learning through Sport

<https://learningthroughsport.blogspot.com/>

Contact:

https://www.flinders.edu.au/people/shane_pill

PE LESSON PLAN		Teachers Name: Insert	
Date: Insert		Topic: Insert	
Year Level: Insert			
Learning Intentions:		Performance Standards	
<p>As a result of actively engaging in this lesson students will</p> <ul style="list-style-type: none"> • Understand (Concepts): Insert • Know (Facts): Insert • Do (Be able to): Insert 		Insert performance standards	
<p>Safety Considerations:</p> <p>Insert</p>		<p>Consideration for students with special needs or abilities:</p> <p>Insert</p>	<p>Equipment requirements:</p> <p>Insert</p>
<p>Time:</p> <p>- Min Insert</p>	<p><u>Introduction to Task</u> (<i>Routine matters/Statement of learning Outcome/Connection to previous learning</i>)</p> <p style="text-align: center;">Insert</p>		
<p>Time:</p> <p>- Min Insert</p>	<p><u>Main learning Task/s</u> (<i>Task outline/Progression/Instructions</i>)</p> <p>Insert</p>	<p><i>Diagrams/Key questions/Cues</i></p> <p style="text-align: center;">Insert</p>	
<p>Time:</p> <p>- Min Insert</p>	<p><u>Conclusion to Tasks</u> (<i>Key ideas to be summarised /Homework/ Formative/Summative assessment task</i>)</p> <p style="text-align: center;">Insert</p>		



TENNIS FOR SECONDARY SCHOOLS

CURRICULUM RESOURCE



LESSON 1

TIME

1 hour

TACTICAL CONCEPT

Maintaining a rally

LEARNING INTENTION

By the end of this lesson students will:

KNOW

Forehand and backhand groundstrokes
Cross court and down the line direction
What a consistent rally is
Respectful behaviour

DO

Perform forehand and backhand groundstrokes in a rally
Demonstrate respect for other players before, during and after their game

UNDERSTAND

The concepts that contribute to maintaining a consistent rally using groundstrokes

ASPECTS OF THE ACHIEVEMENT STANDARDS

Demonstrate control and accuracy when performing specialised movement sequences and skills

Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and Inclusivity

CONTENT DESCRIPTION

Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMPO82)

Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMPO86)

AREA

A large, safe, flat playing area with the appropriate number of courts (6m x 11m) for the number of students participating

EQUIPMENT



1 net (6m)
per 2 pairs



1 blue tennis
ball per pair



2 racquets
per pair



2 drop down
lines per pair



TENNIS FOR SECONDARY SCHOOLS

CURRICULUM RESOURCE



NOTES FOR THIS LESSON

Please review the following information as you guide students through this lesson's games:

PRE-ASSESSMENT ACTIVITY - 'MINUTE PAPER'

Prior to conducting the games, ask students to write down all the knowledge, concepts, ideas and understanding they have about the game of tennis. After producing their 'minute paper', invite students to share their responses. The teacher may write these responses on a whiteboard in the form of a 'mind map' to discuss

FOCUS QUESTIONS

- ? How do you perform a forehand and background groundstroke?
 - Assume the ready position
 - Perform a circular backswing, step forward and swing with a low to high action
 - Contact the ball in front and to the side of the body

- ? What direction can you hit a forehand and backhand groundstroke to?
 - Cross court
 - Down the line
 - Middle/centre

- ? Why is it important to be able to return the ball in different directions during a rally?
 - Placement is a key principle of play in tennis
 - Creates space on the court to play the next ball into
 - Being able to direct the ball in a cross court or down the line direction allows you to move your opponent around the court to gain a position of advantage

- ? Why is it important to maintain consistency during a rally?
 - Maintaining consistency allows you to plan your point and decide when to attack and when to defend
 - Being able to return the ball over the net more consistently than your opponent increases your chances of winning the point
 - Maintaining consistency is a tactic that can be used to frustrate and apply pressure to your opponent

AWARENESS TALK

In tennis, it is expected you treat your opponent with respect. What would you see and hear a player doing before the match, during the match and when they meet at the net at the conclusion of the match that would indicate respect for each other? Why is this important?

GAME 1 COUNT DOWN

20 MINUTES

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other on either side of the playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the court, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a drop and hit or neutral overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand cross court to student 1
- The rally continues with students cooperatively returning the ball aiming to achieve as many rallies as possible
- Students score one point for each ball returned
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner

SCALED CHALLENGE POINT

- ↓ Students play cooperatively with the option of two bounces and trapping or tapping the ball before returning
- ↓ Students play competitively with the option of two bounces and trapping or tapping the ball before returning
- ↑ Students play competitively starting the point with a neutral overarm serving action, using tiebreaker scoring or using a green ball



GAME 2 STRAIGHT LINES

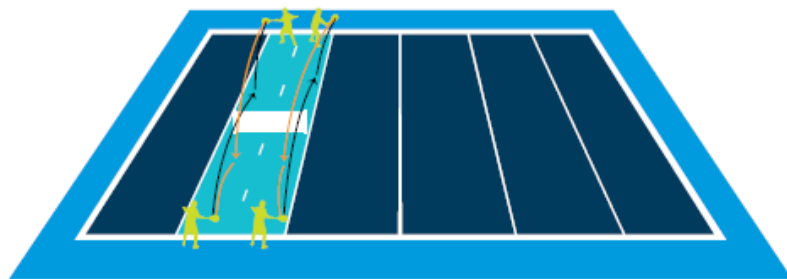
20 MINUTES

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of the playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the court, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a drop and hit or neutral overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand down the line to student 1
- The rally continues with students cooperatively returning the ball aiming to achieve as many rallies as possible
- Students score one point for each ball returned
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner
- Students are challenged to have the courage to keep trying to play the game even if they are unsuccessful at first

SCALED CHALLENGE POINT

- ↓ Students play cooperatively with the option of two bounces and trapping or tapping the ball before returning
- ↓ Students play competitively with the option of two bounces and trapping or tapping the ball before returning
- ↑ Students play competitively starting the point with a neutral overarm serving action, using tiebreaker scoring or using a green ball



GAME 3 MOVE IT ALL AROUND

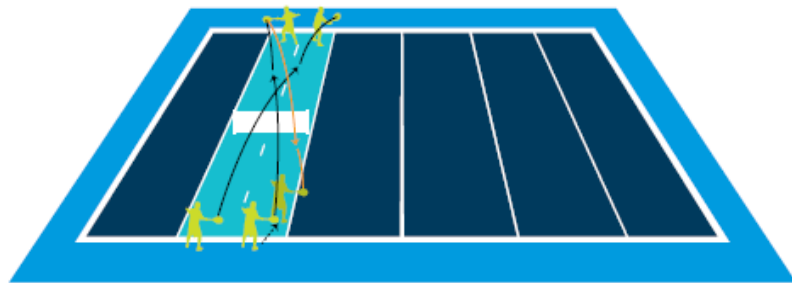
20 MINUTES

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other on either side of the playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the court, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a drop and hit or neutral overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand cross court to student 1
- The rally continues with students cooperatively returning the ball aiming to achieve as many rallies as possible
- Students must alternate hitting a forehand and backhand during the rally
- Students score one point for each ball returned
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner

SCALED CHALLENGE POINT

- ↓ Students play cooperatively with the option of two bounces and trapping or tapping the ball before returning
- ↓ Students play competitively with the option of two bounces and trapping or tapping the ball before returning
- ↑ Students play competitively starting the point with a neutral overarm serving action, using tiebreaker scoring or using a green ball



EXPLORE 4-3-2-1

Reflect on today's lesson and respond to the statements below:

4 things I learnt today ...

1. _____
2. _____
3. _____
4. _____

3 questions I have about what we did today ...

1. _____
2. _____
3. _____

2 things I want to explore further ...

1. _____
2. _____

1 thing that challenged me ... (e.g. my thinking, preconceptions, ability and understanding)

1. _____

Play with Purpose: For Fundamental Movement Skills Teaching



A teaching guide for early years and primary teachers for physical education and daily PE



Shane Pill

ACHPER 



Play with Purpose Game Sense to Sport Literacy

Revised
3rd Edition

A resource to support
teachers and coaches in the
implementation of a game-centred
approach to sport teaching

Shane Pill

ACHPER

Kindergarten to Grade 4

Grade 5 to Grade 10





Lesson Plan Example: Field Hockey



KEY LESSON STRUCTURE OF GBA (TGfU +TGM)



1

**Game-based
warm up activities**

2

Tactical Q and A



3

Game 1

4

Skill Q and A



5

**Game
2/practice**

6

**Cumulation
tactics and
skills/game 3**



Field hockey PE Lesson: (Malaysian school curriculum for lower secondary school)

Learning Standard

Able to justify when and where to use dribbling skills or passing skills. [Cognitive]

Able to execute execute dribbling skills of loose dribble, close dribble and indian dribble in field hockey game situations. [Psychomotor]

Able to demonstrate cooperation and responsible while engaging in the activities. [Affective]

A unit of field hockey Lesson plan

• **Class: Form three**

Time: 8.00-9.00am

Topic: Attacking and defending strategy : dribbling in field hockey

• **Learning Objectives**

1. Cognitive: Students able to discuss and apply when to pass or dribble during attacking and defending strategy in 3 vs. 3 and 4 vs.4 small sided game play situations

2. Psychomotor: Students able to execute loose dribble, close dribble and Indian ball technically sound at least two trial each in 3vs.3 and 4vs.4 small sided game play situations

3. Affective: Students able to cooperate, take responsibility while engaging small sided game play situations

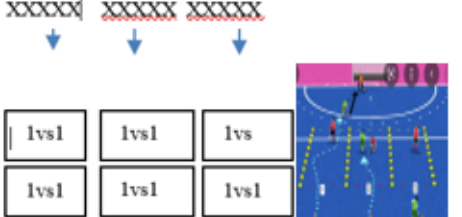
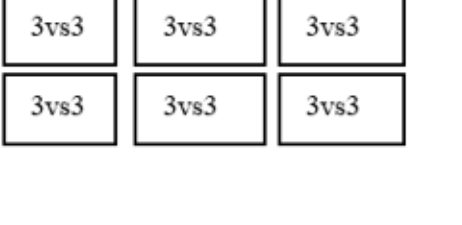

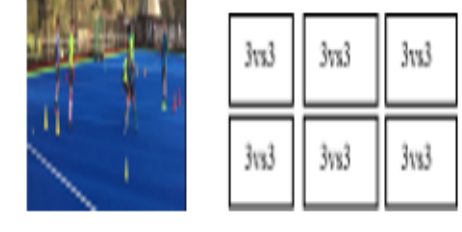

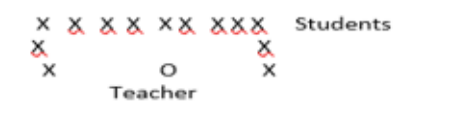
• **Teaching Aids:** Video, Picture with cues

• **Evaluation of T &L:** (Group evaluations)

1. Psychomotor: Skills execution of three types of field hockey dribbling:

2. Cognitive: Tactical decision-making whether to pass or dribble,

3. Affective: Cooperate and taking responsibility

Learning development	Teaching & Learning activities	Organization	Guided Discovery (Q A) & Discussion
Phase 1 Warming up activities (10 min)	1. Set induction 2. Dynamic warming up (roll and tap ball, stretching) 3. 1 vs.1 game play		Q: What is today's learning topic? A: Three types of dribbling Q: Why do dribble the ball A: To control ball, outwit opponents and important for attacking and defending strategy
Phase 2 Tactical application in small side game 1 (10 min)	Small sided game 1 Application when to pass and when to dribble during attacking, and defending strategy		Q: How do you attack the opposition goalmouth? A: By passing and dribbling Q: When to you pass and dribble the ball A: When opponents around do the passing and when no opponents around, dribble the ball
Phase 3 Static and dynamic skill drills (13 min)	Skill drills of open, close and Indian dribbles individually and in pairs		Q: How to execute open dribble: A: The ball is tapped ahead. Q: How to execute close dribble: A: The ball stays very close to the stick: How do you execute Indian dribble A: The ball is moved left and right by turning the stick over the ball
Phase 4 Skill application in small sided game play 2 (10 min)	Small sided game play 2. Application open, close, Indian dribble skill with proper technique in 3 vs. 3 game play		Q: When do apply open, close and Indian dribble? A: Open dribble: When a player has no opposition close and to move quickly. A: Close dribble, when there are a lot of other players around. A: Indian dribble, this is used to change direction and to elude opposition stick
Phase 5 Cumulation activity game play 3 (7 min)	Small sided game 3 of 4 vs 4,		Assessments (Psychomotor, cognitive and affective) by groups using modified GPAI instruments
Phase 6 Cooling down & reflections (7-10 min)	Static stretching Reflections from students, teacher		Students fill in the assessment forms Summary and reflective discussion

GAME OBERVATION INSTRUMENT FOR HOCKEY (Adapted from GPAI)

AGE GROUP: Team: Game:

Date: Evaluator:,

Scoring Key

- 5: Very effective performance
- 4: Effective performance (Usually)
- 3: Moderately effective performance (Sometimes)
- 2: Weak performance
- 1: Very weak performance (Never)

Components and Criteria

- Skill execution (open dribble, close dribble and Indian dribble).
Able to execute dribbles with proper technique
- Decision making: Making right decision whether to pass or dribble using open, close or Indian dribble).

Key: DM: Decision Making SE: Skill Execution

Team:

	Name / Number	SE			DM	
		Open	Close	Indian	pass	drib
1						
2						
3						
4						
5						
6						
7						

Adapted from GPAI with permission Mitchell *et al.* (2013)

Affective Domain Assessment for Field hockey

Name of student or group:

Class: Evaluated name: Team: Observation date:

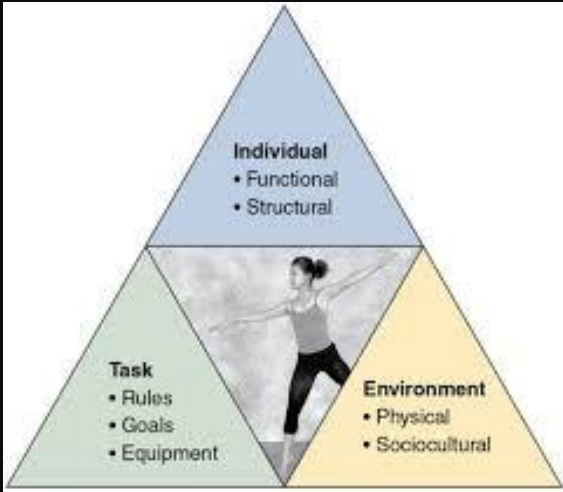
The purpose of this assessment is to keep track of behaviors displayed by students learning tasks and game play.

Points

Positive behavior identified 5 4 3 2 1 negative behavior identified

Acceptable behaviors		Unacceptable behaviors	
Supports and encourages teammates		Lacks any show of support or encouragement for teammates	
Follows all call without argument		Argues or breaks rules regularly	
Other		Other	
Total		Total	

Adapted with permission Mitchell *et al.* (2013)



Lesson Plan Example: Soccer with Nonlinear Approach

Invasion Game 11th Grade






Main Components of a GBA Lesson plan

- Name of the game
- Tactical problem
- Lesson focus (i.e., tactical focus)
- Learning Objectives (including tactical objective) aligned with Standards
- Teacher goals, Management plan, Equipment needs, & Resources
- **Instructional and Activity Tasks: (transition plan between activities)**
 - **Introduction**
 - **Game 1: (Modifications, Teaching cues, Questions, & Organization of tasks)**
 - **Practice task:(Modifications, Teaching cues, Questions, & Organization of tasks)**
 - **Game 2:(Modifications, Teaching cues, Questions, & Organization of tasks)**
- **Assessment & Closure**

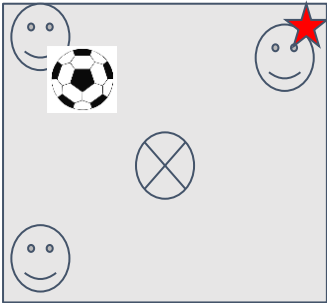
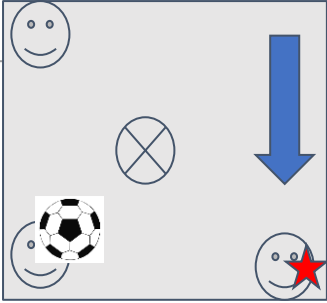
Soccer Lesson Plan (11th Grade)

- Name of the game: **Soccer**
- Tactical problem: **Maintaining Possession**
- Lesson focus (i.e., tactical focus): **Providing proper support**
- Learning Objectives (including tactical objective) & Standards
 - Psychomotor: **“Students will be able to move to the open space where they can effectively receive a pass from a teammate 70% of the playing time.” (S2.H5.L1)**
 - Cognitive: **“Students will be able to explain what triangle support means 2 out of 3 times when it is asked.” (S2.H5.L1)**
 - Affective: **“Students will be able to include all teammates in the group discussion.” (S4.H4.L1)**
- Teacher goals, Management plan, Equipment needs, &

<u>Instructional and Activity Tasks</u>	<u>Modifications</u>	<u>Teaching Cues and Questions</u>	<u>Organization of Tasks</u>
Introduction (time)			
Transition (time)			
Game 1: (time)			
Transition (time)			
Practice Task (time)			
Transition (time)			
Game 2 (time)			
Transition (time)			
Assessment & Closure (time)			

<u>Instructional and Activity Tasks</u>	<u>Modifications</u>	<u>Teaching Cues and Questions</u>	<u>Organization of Tasks</u>
Introduction			
Transition “when, where, and how”			
<p>Game 1: (Keep away games) Time > 3 v 3 or 4 v 4 > Objective of the game is to keep the ball away from the other team as long as possible by passing the ball among teammate. > 5 passes = 1 point > Max of 3 touches > Cold defense > Possession change: 1) intercept and 2) ball out of the bounce</p> <p>Freeze the Game 1, bring everyone to one grid, and ask Qs.</p>	<p>> make the grid bigger (easier) or smaller (harder) > Cold (arm’s length), warm, and hot (live defense) defense > bigger (easier) or smaller (harder) ball</p> <p>Individual modifications: > allow more than 3 touches > cold vs warm vs hot defense</p>	<p><u>Question (Q):</u> “What is the goal of this game?” <u>Expected Answer (EA):</u> “Keeping the ball” <u>Q:</u> “What do you need to do in order to maintain better possession and play this game successfully?” <u>EA:</u> “Moving to open space (offensive support).” “Talking to each other (communication).” “Controlling the ball and passing the ball with accuracy (skill execution).”</p>	<p>Diagram of the field setting</p>

<u>Instructional and Activity Tasks</u>	<u>Modifications</u>	<u>Teaching Cues and Questions</u>	<u>Organization of Tasks</u>
<p>Transition Ask Questions.</p> <p>“Those answers are all important points to keep the ball as a team” “Today, let’s focus on learning more how to support your teammate who has the ball.”</p>	<p>While asking questions, “demonstrate” some of the open spaces using the students in the grid, so the visual learners can see the situation.</p>	<p>“When you try to receive the ball, yes, you try to move to the open space.” <u>Q:</u> “What is an open space?” <u>EA:</u> “where there is no defender.” <u>Q:</u> “Can you be in an open space but behind a defender?” <u>EA:</u> “No” <u>Q:</u> “Why not?” <u>EA:</u> “Because the defender can block the path of the pass.”</p>	<p>Bring all students in one grid, and ask questions.</p>

Instructional and Activity Tasks	Modifications	Teaching Cues and Questions	Organization of Tasks
<p>Practice Task</p> <ul style="list-style-type: none"> > 3 v 1 keep away > Square grids > Cold defense > Limit to 3 touches 	<ul style="list-style-type: none"> > Size of the grids > Cold/warm/hot defense > Switch the one defender by time (so everyone does the defense) <p>Individual modifications:</p> <ul style="list-style-type: none"> > Unlimited touches > Cold/warm/hot defense 	<p>Explain/demonstrate the concept of “triangle support”</p> <ul style="list-style-type: none"> > When the ball moves to another teammate, the player with red star needs to move to another open space to maintain the triangle shape and support the ball carrier. > The ball carrier should always have at least two options to pass the ball. 	<p>⊗ = Defender</p>  
<p>Transition</p> <p>Summarize the triangle support concept</p>		<p><u>Q</u>: “how do you support your teammate who has the ball?”</p> <p><u>EA</u>: “Move to an open space.”</p> <p><u>Q</u>: “Can you be behind a defender?”</p> <p><u>EA</u>: “No. We need to show a pathway for a pass”</p>	

Instructional and Activity Tasks	Modifications	Teaching Cues and Questions	Organization of Tasks
<p>Game 2</p> <ul style="list-style-type: none"> > Add two goals on Game 1 (so game becomes more directional, closer to an actual game) > Objective of the game is to score goals. > Max of 3 touches > Cold defense > Position change: 1) intercept and 2) ball out of the bounce 	<ul style="list-style-type: none"> > make the grid bigger (easier) or smaller (harder) > Cold (arm's length), warm, and hot (live defense) defense > bigger (easier) or smaller (harder) ball <p>Individual modifications:</p> <ul style="list-style-type: none"> > allow more than 3 touches > cold vs warm vs hot defense 	<p>Freeze game play when teacher sees teaching moments, ask questions:</p> <p><u>Q</u>: “Are you in a space where no defender?”</p> <p><u>Q</u>: “Are you behind a defender? Can you see a pathway to receive a pass?”</p> <p><u>Q</u>: “Where is the triangle now?”</p> <p><i>If not, ask the student to move where she/he can receive a pass, and back to a live play.</i></p> <p>“Can you move to a space where you can make a triangle support and receive the pass?”</p>	<p>Diagram of the field setting</p>
<p>Transition</p>			
<p>Assessment & Closure</p> <p>Psychomotor Cognitive Affective</p>			

Questions? Comments?





Thank you for listening!