

## Soccer Defense lesson

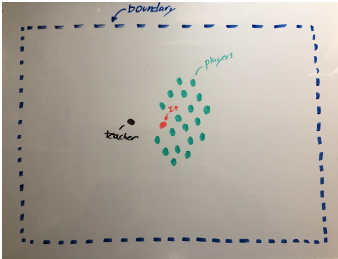
<p><b>Lesson #:</b> 2/10</p> <p><b>Topic:</b> finding open space/ cohesive defense and defensive pressure</p> <p><b>Grade(s):</b> 6-8</p> <p><b>Materials/Resources:</b> Soccer pitch or indoor gym, cones, soccer ball</p> <p><b>Safety concerns:</b> Collisions between students (during your demonstration do not demonstrate aggressive defense!), Stepping on toes, Soccer balls hitting students</p>	<p><b>Learning objectives: TSWBAT...</b></p> <p>Psychomotor:</p> <ul style="list-style-type: none"> <li>- The ability to dribble and shoot the ball</li> <li>- The ability to effectively cover an attacking player</li> <li>- The ability to use your whole body to block</li> </ul> <p>Cognitive:</p> <ul style="list-style-type: none"> <li>- The ability to coordinate as a defensive unit</li> <li>- The ability to block off open space,</li> <li>- The ability to find open space as an attacker</li> <li>- The ability to push the attacker to make a difficult/ inideal shots as a defender</li> <li>- The ability to predict attackers movements and react to them accordingly</li> </ul> <p>Affective:</p> <ul style="list-style-type: none"> <li>- The ability to work as a team on defense and not blame one another</li> <li>- The ability to be a good sport in winning and losing</li> <li>- The ability to work with different combinations of players</li> </ul> <p><b>...The student should also be able to effectively display the teaching cues outlined below...</b></p>
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<b>Parts of the lesson</b>	<b>Time</b>	<b>Teaching Points</b>
<p><b>Set up: set up goal and cones for 1 v 2 drill outside on the field and set up 4 net soccer inside for faster transition between lesson parts</b></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Warm-up</li> <li>2) 1 v 1 demonstration</li> <li>3) 1 attacker vs 2 defender drill</li> <li>4) 4 team soccer</li> </ol>		<p><b>Cues that will be used for assessment:</b></p> <ol style="list-style-type: none"> <li>1) <b>Using your whole body to block an attacker from passing or getting to open space (using your arms to effectively cover an attacker, using your legs to block and intercept the ball? Using movement to pressure the attacker?)</b></li> <li>2) <b>Working cohesively with your team to defend (using communication? Spreading out to guard open space? And moving reactively to the attackers?)</b></li> <li>3) <b>Mirroring the attacker's movement/ body with your while on defense</b></li> </ol>

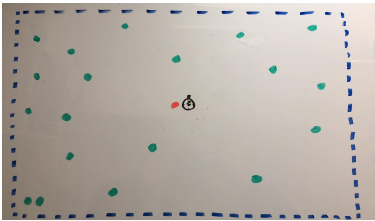
**4) Keeping your eyes on the attacker not the ball**

Warm-up (blob tag)

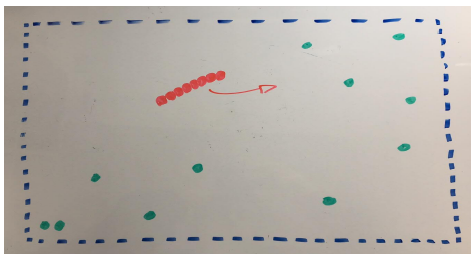
- 1) Start by Gathering the children, laying out boundaries, and establishing 1 student to be 'It'



- 2) Have the 'it' stand in the middle of the play area and give the rest of the children 30 seconds to run away



- 3) Once the time is up the 'it' can chase after and tag the other players, when a player is tagged by the 'it' they either hold hand or link arms to become part of the 'blob'



and have to work together to tag/  
join other players into the blob

15  
minutes

*Cue: choose an enthusiastic student to start as an it*

*Safety precaution: demonstrate good non intrusive tagging and how to be a good blob mate*

*Cue: remind students to spread their arms out and use their full length to try and catch people*

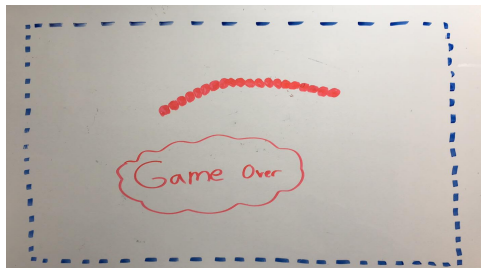
*Cue: remind people in the blob to communicate so they don't try and do opposite things*

*Cue: If the game is not advancing fast you can join the blob to try and increase the energy or*

*Modification: modify the game so that once a blob reaches 6 people it can be divided into 2 different blobs of 3, this will increase the speed and activity level of the game.*

*Cue: Once the game is over you can make the last person who got caught 'it' to add a bit of competition to the game or you can make two 'its' to increase the activity level of the next game.*

4) The game is over once every player has been joined into the blob



1 v 1 demonstration

- 1) Explain defensive cues that you are looking to see (Found in teaching points section)
- 2) Demonstrate a 1 v 1 situation with a student by giving the student the ball then trying to get the ball from them
- 3) Have the students pair up
- 4) Give each pair of students two cones and one soccer ball, have the students place the cones roughly 3 meters apart. The defender will try to stop the attacker from getting to their cone. Possession changes when the defender intercepts the ball from the attacker or the attacker touches the cone with the ball.

10 minutes

*Cue: Attackers have to use the defensive cues too to defend the ball from the defender!*

*Cue: remember move like a crab with your arms up and side to side!*

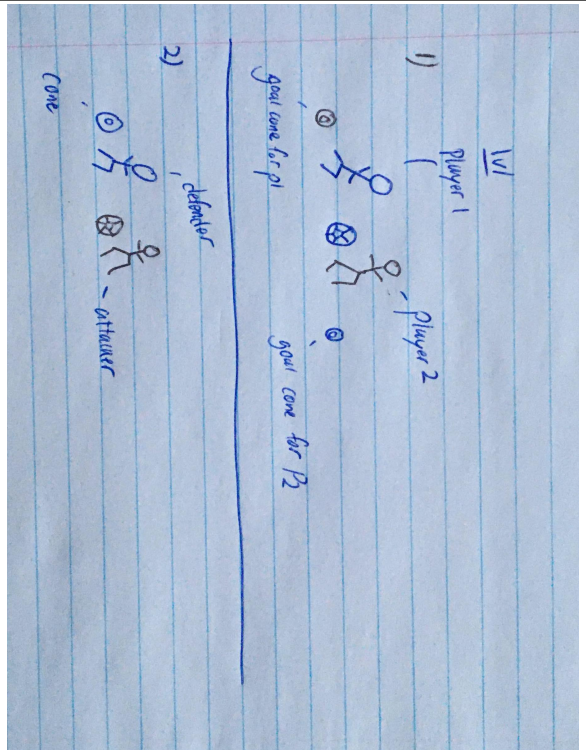
*Cue: Finger guns and knees slightly bent while defending an attacker, stand like a cowboy!*

*Cue: Chin up focus on the player not the ball!*

*Modification: This game can be modified to play with just one cone which the attacker is trying to get to and the defender is trying to defend*

*Safety precaution: Poke at the ball don't kick at it, remember we don't have shin guards*

*Safety precaution: Stand a step away from the attacker to avoid clashing heads and so you can properly mirror their movement*



2 v 1 drill

- 1) Create an endzone out of cones and have two defenders guard the endzone, the rest of the class lines up behind the first attacker
- 2) The attacker comes out and tries to pass the defenders and dribble into the end zone. Once the defenders intercept the ball or the attacker successfully dribbles into the end zone the players rotate (the attacker becomes a defender and one of the defenders goes to the back of the line)
- 3) Continue playing this drill until all the students have had a chance to play in each role

15 minutes

*Modification: The end zone size can change in size depending on if it is too easy or too hard for the defense.*

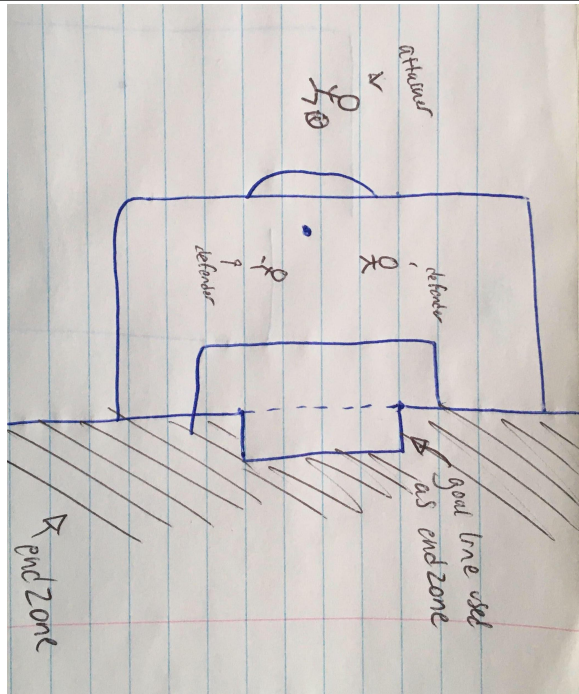
*Modification: The attackers could also shoot on net instead of dribbling to an endzone to help practice shooting skills.*

*Cue: During this drill you will have time to assess each students defensive skills (this can be the midpoint assessment in the soccer unit)*

*Cue: Spread out to cover more area on defense*

*Cue: don't forget to communicate with your defense partner! If your moving in to defend an attacker let your team know*

*Safety precaution: If you are shooting on a net don't toe punt, also probably avoid shooting on a net unless you have a skilled group who are all good at soccer.*



*Modification: To speed the drill up you can give each attacker 30 seconds to dribble into the end zone*

#### 4 corner soccer

- 1) Set up a square or rectangle (the basketball court often works great) with a net in each corner and divide the students into four different teams
- 2) Around each of the goals (hockey nets often work best for this game) there is a crease which players on the defending team cannot enter
- 3) The goal of the game is to have the least number of points scored against your team by the end of the time limit

20-30 minutes

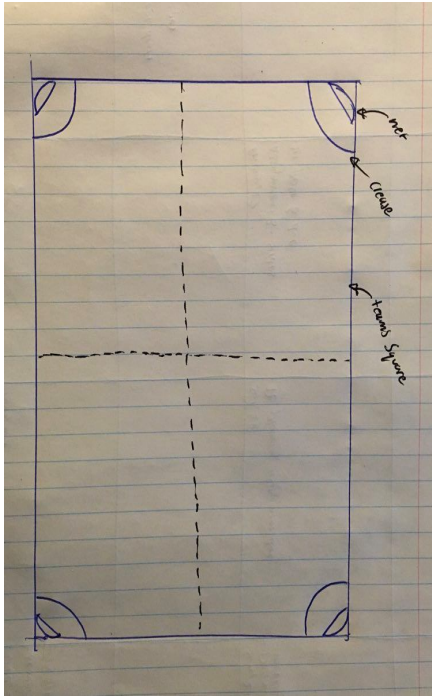
*Modification: To avoid the game becoming stagnant each team can only have half of their team in their square at one time (a teams square is their quarter of the whole pitch)*

*Safety precaution: Reinforce general etiquette, this is a hectic game if you run into someone make sure they're ok, having good sportsmanship is more important than winning.*

*Modification: Rather than playing one continuous game for 30 minutes it may be funner to split it up into three 10 minute games, this will also make it easier for the teacher to keep track of score.*

*Cue: talk to your team to make sure you don't have too many people in your team's square*

*Cue: Keep your head up and watch the attacker so you don't bump into them*



*Cue/ Safety precaution: Don't kick the ball hard use a pass to shoot on the smaller nets, it's safer and more effective*

Appendix

Assessment for the 2 v 1 drill

Teacher evaluation checklist (mid unit)

- Similar checklists should be done for each skill in a unit

Student name:

Defensive cue	Did you see this cue used effectively in 1 v 1's?	Did you see this cue used effectively in 2 v 1's?	Did you see this cue used effectively in 4 corners soccer?
<b>Is the student using their whole body to block/ pressure an attacker from passing or getting to open space?</b>			
<b>Is the student working cohesively with your team to defend by communicating with other teammates and effectively spreading out to guard open space?</b>			
<b>Is the student mirroring the attacker's movement?</b>			
<b>Is the student keeping their eyes on the attacker rather than the ball?</b>			
<b>Total</b>	/3	/3	/3

## UDL

### 3.3

I will provide multiple means of representation by providing options for comprehension by maximizing transfer and generalization. I will help the students transfer their defensive strategies to a real game situation. By offering specific opportunities to practice and by providing explicit supported opportunities to generalize learning to new situations. I will offer students specific opportunities to practice by giving them time in the 1 v 1 portion of the lesson and the 2 v 1 portion to practice defensive cues taught in class before utilizing them in game. I will support students' use of defensive cues in game by adding a crease to their goal and by making it a rule that only half of their team can be in their square at a time. These rules will enable the students to focus on using proper defense techniques rather than relying on large group defense or goaltending.

### 8.3

I will provide multiple means of engagement in this lesson by providing options for sustaining effort and persistence. I will do this by fostering collaboration and community between the students in the class by encouraging support opportunities for peer interactions and constructing communities of learners engaged in common activities. My lesson supports opportunities for peer interactions by having multiple different opportunities for peer interaction and peer to peer teaching. This is seen in the 1 v 1 and 2 v 1 section of my lesson. Four corner soccer gives the whole class the opportunity to engage in a common activity.

## Systematic Task analysis: The soccer kick

### Steps:

1. The approach: Stride towards the ball with long strides measured so that you can plant your foot beside the ball at the end of your stride
2. The Foot plant: plant your non-dominant foot directly beside the ball with a slight bend in your knee. make sure to point your planted foot directly ahead parallel to the ball
3. The strike part 1: the leg swing: As your weight transfers onto your planted foot bring your dominant foot towards the ball with a slight bend in your knee.
4. The strike part 2: the contact: As your foot approaches the ball rotate your hips slightly towards your planted foot and extend your leg to become straight with your toes pointing down as you make contact with the ball. Strike the ball with your dominant foot on the laces on the inside of your foot.
5. The follow through: Continue the kicking motion until the end of your range of motion. The way you follow through will help to dictate the power and direction of your kick. Brace yourself to land on the striking leg.

### Safety concerns

- Twisting your ankle while planting your foot
- Breaking your toe while striking the ball
- Breaking your toe from striking the ground instead of the ball



- Over extending your quad in the follow through
- Falling backwards during the follow through
- Hurting your knee while your weight transfers onto your planted foot

#### Hardest step

- The strike part 2: contact is the hardest step because you have to rotate your hips and extend your leg quickly to create power while also focusing on striking the ball on the inside of your laces with your toes pointed down. On top of this you have to effectively transfer the power gathered from your approach into the ball.

#### Modifications

To make this motion easier...

- you can remove the approach so that you hit the ball from a static position and don't have to transfer the power from your approach into the ball
- You can strike the ball with the inside of your foot so that your striking foot is perpendicular to your planted foot, this offers a larger striking zone best for controlled passes.
- It is best to work up to the soccer kick with easier variations such as the pass, static kick and flick.

## References

PhysEdGames. (2011, May 23). *Physical Education Games-4-goal Soccer* [Video]. Youtube. [https://www.youtube.com/watch?v=vd-gPr7rRDk&ab\\_channel=PhysEdGames](https://www.youtube.com/watch?v=vd-gPr7rRDk&ab_channel=PhysEdGames)

Dane Johnson. (Dec 8, 2014). *AES 364 Kinesiology Movement Analysis Soccer Kick* [Video]. Youtube. [https://www.youtube.com/watch?v=Xixa8wJRNBE&ab\\_channel=DaneJohnson](https://www.youtube.com/watch?v=Xixa8wJRNBE&ab_channel=DaneJohnson).

CAST (2018). *Universal Design for Learning Guidelines version 2.2*. <http://udlguidelines.cast.org>