Topic: 0	Outdoor Team Games
Sub-Topic: F	Football
e d	This unit is designed to develop the students practical ability and knowledge in football. Knowledge will be based around both the technical and tactical elements of this activity with consideration given to the importance of teamwork, decision making, communication and knowledge of the rules. Students will explore all these elements with a view to improving their performance.
E C	Fechnical Skills - Through the teaching of the technical skills the following aspects will be considered: Speed, power and accuracy Weight and angle Timing and control Direction, flight and trajectory Deception and disguise Appropriate decision making/options during game play Attacking and defensive options Evasion Identifying space through scanning Creating/exploiting space through good footwork Running into the space with/without ball Supporting player on the ball Acceleration/deceleration away from the defender Control Receiving the ball - Head, chest, thigh and feet Close control - tacking the pace off, getting the ball down Dribbling - ball out in front, keep the ball close, small contact of the ball, use of both feet Passing Ground pass - usually short distance, use of side foot, striking foot to follow through Low driven pass - medium/long distance, contact with the laces, striking foot to follow through Lofted pass - medium/long distance, point of contact underneath ball to get elevation Through ball - Use of any above passes, played infront of teammate to run onto it, more attacking option Defence Principles Deny/restrict space - Width and depth of defence, remaining goal side Applying pressure - Closing down, jockying the attacker Timing and patience Pushing up - Offside trap

Shooting

- Away from the keeper, in the corners of the goal
- Sidefoot Swerve
- Laces Body over the ball, contact with the laces, follow through the ball
- Chip Backspin
- Volley Head over ball, balanced, connection with centre of ball before bouncing
- Half-volley Head over ball, balanced, connection with centre of ball after bouncing

Tackling

- Standing tackle Get close to attacker, lunge in with appropriate leg
- Shielding Low centre of gravity, wide stance, positioned between the ball and attacker

Set Piece - Throw-in/Corners/Free Kicks/Penalties

- Throw in 2 handed throw, ball above the head, thrown in upwards motion
- Corners attack change of direction to evade defender, attack the arriving ball
- Corners defence man to man marking, goal side of attacker
- Free kicks attack movement off the ball into space, evade defender, positioning
- Free kicks defence man to mark or join the wall, goal side
- Penalties Early decision, confidence, no stutter in run up, follow through

Decision Making

- Identify where the space is (scan)
- Select best option (dribble, pass, shoot)
- Make successful decisions when faced with an overload (2v1, 3v2)
- Movement of supporting player to provide passing opportunities

Communication

- Verbal calling for a pass, identifying who to tackle/mark
- Non-verbal arm/hand gestures

Tactical Development

- Formations 7 a side, 11 a side
- Positional knowledge similarities & differences between positions
- Roles & responsibilities
- Width/depth/support in attack
- Depth & delay in defence
- Restarts

Rules

- Formal rules hand ball, offside, foul throw, foul tackles
- Informal rules (etiquette) shake hands at end of game, give ball back to opponent

Outdoor Games (Hockey, Rugby and Football) Level 3

Significant Aspects of Learning

Cognitive Skills

I can:

- > make informed decisions in a pressure situation.
- > take on information quickly in a game situation in order to exploit space.

Problem Solving
Focus & Concentration
Decision Making
Creativity
Cue Recognition
Sequential Thinking
Prioritising
Multi-processing

Physical Competencies

I can

- > move safely around the playing area at all times depending on where the ball is played.
- > consistently adapt my body position effectively in continuously changing environments.
- > perform movement skills e.g. creating space in hockey, football and rugby confidently
- > use a variety of complex skills to improve my level of performance.

Personal Qualities

I can: > know how and show how increased effort and not giving up can lead to improved performance.

- > recognise the variety of emotions associated with physical performance and the impact that they can have on behavior and performance.
- > demonstrate knowledge and understanding of verbal and nonverbal communication skills and can apply them in practice and performance environments.

Motivation Confidence & Self Esteem Determination & Resilience Responsibility & Leadership Respect & Tolerance Communication Stamina Speed Core Stability & Strength Flexibility

Gross & Fine Motor Skills

Kinaesthetic Awareness

Balance & Control

Coordination

Fluency

Physical Fitness

I can:

- > take responsibility for working at a level of activity that consistently provides my body with an appropriate level of challenge.
- > performs skills with balance, postural control and core stability.
- > use core stability and strength to improve my overall performance.