

LESSON 6: DEFENDING

Grade-Level Outcomes

Primary Outcome

Reducing open space by changing size & shape: Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)

Embedded Outcomes

Social interaction: Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)

Shooting on goal: Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)

Lesson Objectives

The learner will:

- demonstrate knowledge of the rules and strategies of playing goalkeeper to prevent goals and keep the goalkeeper safe.
- learn to reduce passing angles on defense.
- demonstrate the knowledge and skills to apply the rules, skills, and strategies during modified soccer games.

Equipment and Materials

- 1 soccer ball for every 5 students
- 1 goal for every 5 students
- Marked fields with 2 goals for every 8 students
- 1 soccer ball per field
- Jerseys for each field

Introduction

Today, we will focus on defensive play in soccer and will begin playing modified games. Before we begin our games, we will review the rules and also practice shooting on goal with a goalie.

Discuss the rules, and explain and demonstrate strategies of the goalkeeper position and ways to keep the goalkeeper safe.

Instructional Task: Closing Space

■ PRACTICE TASK

Demonstrate the defensive position for off-ball players.

In grids, play 2 v 2, with offensive players scoring when they cross the end line. Defender on the ball must try to take it from the offensive player, while the off-ball player reduces the passing angle and anticipates the pass. Defensive players score when they intercept the ball. Set time (45 seconds) and switch.

Extensions

- Demonstrate the position for one pass away and two passes away.
- Repeat with 3 v 3.

Student Choices/Differentiation

- To aid defenders, make the grid smaller.
- To challenge defenders, increase the size of the grid or add an extra offensive player.

What to Look For

- While on offense, are players moving to get open without the ball?
- Can defenders anticipate the passing angle?
- Are defenders playing the ball closely?
- Are the off-ball defenders diagonal to the ball and anticipating the pass?

Instructional Task: Modified Game of 4 v 4

■ PRACTICE TASK

Review the rules of soccer, including any modified rules for the activity.

Play 4-minute games of 4 v 4, applying the rules and strategies learned. Teams score when they pass and receive the ball over the end line.

After the 4 minutes, have teams rotate to another field; have teams who won play each other and those who lost play each other. Keeping like teams together should keep engagement high and skill levels matched.

Extensions

- Repeat, limiting the number of dribbles.
- Repeat, requiring a minimum number of passes to score.
- Repeat, adding a neutral post to increase transition opportunities.

Guiding questions for students:

- Is your team staying spread, working together, passing, and communicating to move the ball down the field?
- On defense, are you communicating and filling in the passing or dribbling lanes, making it difficult for the offense to score?

EMBEDDED OUTCOME: S5.M6.8. Before the games, review the advantages of asking for help and helping others learn the game of soccer (especially with regard to rules). Remind students that it's okay if they do not know the rules, skills, or tactics well *only* if they ask for help.

Student Choices/Differentiation

- Students choose own teams.
- Adjust size of game space.
- Allow choice of ball.

What to Look For

- While on offense, are players moving to get open without the ball?
- Are defenders playing the ball closely?
- Are the off-ball defenders diagonal to the ball and anticipating the pass?

Instructional Task: Goalkeeping

■ PRACTICE TASK

Explain the keeper's role and rules.

Emphasize reduction of passing angles as an extension of defense.

Set up stations with mini-goals for students who want to try this position. Students who don't want to try this position continue in their modified games.

- Stopping balls on the ground: Students dribble softer balls and shoot (half speed) along the ground to allow keeper to practice stopping low shots. Release must be at least 10 yards or meters out (mark with cone). Shooter moves to the side of the practice area. Keeper picks up the ball and throws to shooter. Rotate keeper after five attempts.
- Stopping balls in the air: Students dribble softer balls and shoot (half speed) at waist or shoulder height to allow keeper to practice stopping balls in the air. Release must be at least 10 yards or meters away. Shooter moves to the side of the practice area. Keeper picks up the ball and throws to shooter. Rotate keeper after five attempts.

Extensions

- Add a defender on the shooter.
- Repeat at game speed.
- Add a pass before the shot.

EMBEDDED OUTCOME: S1.M10.6. Use the keeper stations for students to practice their shooting when they are not in goal. Emphasize aiming for open space.

Guiding questions for students:

- As goalie, when and why did you change positions or move?
- As goalie, what do you need to do to protect yourself?
- What advantage does passing before shooting give the offense?

EMBEDDED OUTCOME: S5.M6.8. Before this activity begins, remind students about working together to help one another improve in all of the skills they are working on.

Student Choices/Differentiation

- Throw or roll balls instead of shooting.
- Adjust speed and distance of shots.

What to Look For

- Are the goalies putting themselves in a position to stop the ball?
- Are they coming out to reduce the angle?
- Are they releasing the ball with control to the player on the side?

Instructional Task: Soccer Quiz

■ PRACTICE TASK

Administer a handout cognitive test that covers rules, skills, and strategy taught throughout the module.

Student Choices/Differentiation

- If needed, pull students aside to read questions from the quiz aloud before or after class.
- Modify assessment, as needed, to address student needs.

What to Look For

Students demonstrate that they know the terms, rules, and strategies of soccer.

Formal and Informal Assessments

Knowledge test of the rules, strategy, and scoring

Closure

- Review the role of the goalie and strategies to stop shots and keep the goalie safe.
- Discuss how students worked together during the game and how they applied the skills and strategies learned.
- Inform students that you will assess their skills in the next class and share the assessment with them.

Reflection

What skills are students missing, and what do they need to spend more time on next class?

Homework

Practice passing and collecting to prepare for formal assessment next class.

Resources

Internet keyword search: “soccer fundamentals,” “skills and rules of soccer,” “basic rules”