

CURRICULUM UNIT OUTLINE

Name: Adrian F. Lemus

Student No: S00059057

<p>Unit Title: <i>Think Football - Developing skills & strategies to play football.</i></p>	<p>Unit Focus:</p>				
<p>Year level: Year 6 & 7</p>	<p>This unit allows students to develop and demonstrate their complex motor-skills & strategies involving football. This will allow students to solve the tactical problems of maintaining possession, attacking the goal, creating space in attack as well as in defence within a football game. It includes theory, skills and practice to provide opportunities for students to enhance multiple skills. They will apply basic movement concepts of skill acquisition, relating to the concepts of practice and feedback to assist in modifying the skills and strategies required. Via training and participating as part of a team, students will learn, study and practice football skills and strategies, and its connections to health and physical education.</p>				
<p>This unit has been developed to address outcomes at level/s:</p> <p><i>Levels 3 & 4 of the Health and Physical Education Years 1-10 Syllabus</i></p>	<p>Students will also analyse and compare professional football players with their perceptions of being a successful participant in physical activity. They will use this knowledge to explain how these perceptions influence attitudes towards, and participation in, physical activity.</p> <p>Activities in this unit are based on a learner-centred approach and are organised into four overarching phases of:</p> <div data-bbox="715 1055 1474 1592" data-label="Diagram"> <pre> graph TD 1[1 Orientating] --> 2[2 Enhancing] 2 --> 3[3 Synthesising] 3 --> 4[4 Reflection] 4 --> 1 </pre> </div> <table border="1" data-bbox="687 1644 1501 1944"> <tr> <td style="background-color: #e0e0e0;">Phase 1: Orientating</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Students are enquired on football knowledge. • Students are introduced to football rules and regulations. • Basic football “skills” are shown to students. • Basic football “strategies” are introduced and questioned. </td> </tr> <tr> <td style="background-color: #e0e0e0;">Phase 2: Enhancing</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Students are shown complex football “skills” and “strategies”. • Skills & Strategies are introduced to “live” games. • Students are given an example of a footballer’s diet. </td> </tr> </table>	Phase 1: Orientating	<ul style="list-style-type: none"> • Students are enquired on football knowledge. • Students are introduced to football rules and regulations. • Basic football “skills” are shown to students. • Basic football “strategies” are introduced and questioned. 	Phase 2: Enhancing	<ul style="list-style-type: none"> • Students are shown complex football “skills” and “strategies”. • Skills & Strategies are introduced to “live” games. • Students are given an example of a footballer’s diet.
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<p>Core Learning Outcomes</p> <p><i>This unit focuses on the following core learning outcomes of the Health and Physical Education Years 1-10 Syllabus</i></p>	<p style="text-align: center;">Strands</p> <p>Promoting the Health of Individuals and Communities</p> <p>3.2 Students explain how eating behaviours affect health and take action on a food-related goal which promotes health.</p> <p>Developing Concepts and Skills for Physical Activity</p> <p>3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.</p> <p>3.2 Students observe rules and demonstrate an awareness of others in play and simple games.</p> <p>4.1 Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others’ performances.</p> <p>4.2 Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.</p> <p>Enhancing Personal Development</p> <p>3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.</p> <p>4.4 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.</p>				
<p>Contribution to Life Long Learning</p>	<p style="text-align: center;">Main Tasks</p>				
<p>Community Contributor:</p> <p>Quality Producer:</p> <p>Effective Communicator:</p> <p>Designer & Creator:</p>	<ul style="list-style-type: none"> • Students will need to support each other and consider others’ views during the skill & strategies development drills. • Students will need to collaborate by displaying team work during all practices and the final game. • Students should take risks to produce football flare. • Students will be required to apply processes and principles (eg. skills, strategies and rules) developed throughout the unit to be produced during final game. • Students should express their ideas and clarify concepts as part of a team. (eg. team captain) • Students perform the following skills: “<i>first touch</i>”, juggling, dribbling, passing, turning, shooting, marking, jockeying and 				

- Students are organised to travel to a Brisbane Strikers training session. - **30mins**
- Students experience part of a Semi-Professional “live” football training session. - **30mins**
 - Students watch, discuss and note “skills” and “strategies” among peers.
 - Students acknowledge and note new “skills” and “strategies” never seen before.
- Students are organised to travel to school. - **30mins**
- Students examine football “skills” and “strategies” taught and watch during training session on return to school. - **10mins**

LESSON 5 - see Appendix 2

- Special Guest (“QLD Roar player - Stuart MacLauren”) visits students to discuss a footballer’s diet & watch final game. - **5mins**
- Students revisit skills & strategies used throughout the unit in preparation for the final game. - **5mins**
- Students employ warm up exercises and **dynamic** stretching activities to assist in injury prevention. - **10mins**
- Students participate in a final game for the unit. - **25mins** (12.5mins halves)
- Students employ cool down **dynamic** exercises to assist in the prevention of injury. - **5mins**



LESSON PLANS

Appendix 1

LESSON.....2
TIME.....45min

DATE.....TBA
YEAR.....6 or 7

LESSON OUTCOMES

Developing Concepts and Skills for Physical Activity

- **3.1** Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.
- **3.2** Students observe rules and demonstrate an awareness of others in play and simple games.
- **4.1** Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others' performances.
- **4.2** Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.

LESSON OBJECTIVES

At the end of this lesson students will have an opportunity to demonstrate their ability to:

1. display motor-skills when participating in football activities.
2. perform basic skills and show knowledge of basic football strategies.
3. demonstrate their ability to control, dribble and pass in a football game.

RESOURCES

- 10 footballs (soccer balls)
- 10 marking cones
- Grass area - 50metres x 50metres

STUDENTS' PRIOR KNOWLEDGE

- Students must think back to the first lesson when they were explained skills/strategies, and ask questions that relate to the skills they knew and now know.
- Students identify why these skills may be important in football.
- Students identify what other sports they are familiar, and which may use similar skills.

LESSON PROCEDURE

Students employ cool down **dynamic** exercises to assist in the prevention of injury. - **10mins**

Motivation – 5 minutes

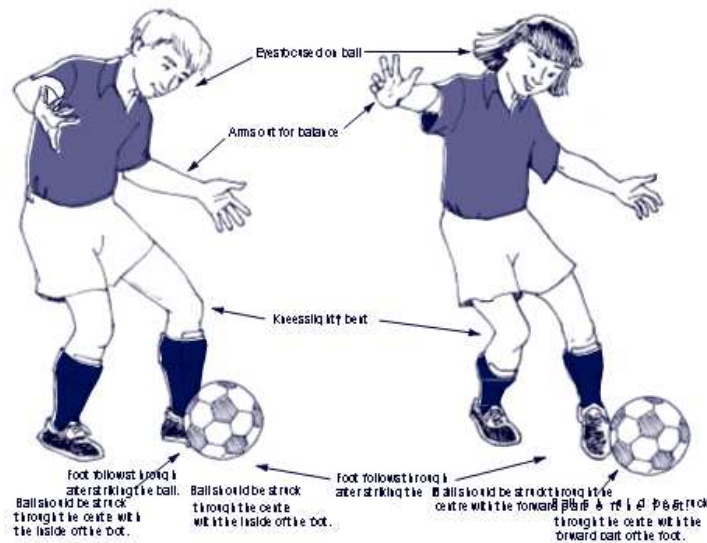
- Motivate the students by discussing top players and success they achieved playing football. Introduce football as the "World's Game" and why!

Procedure – 30 minutes

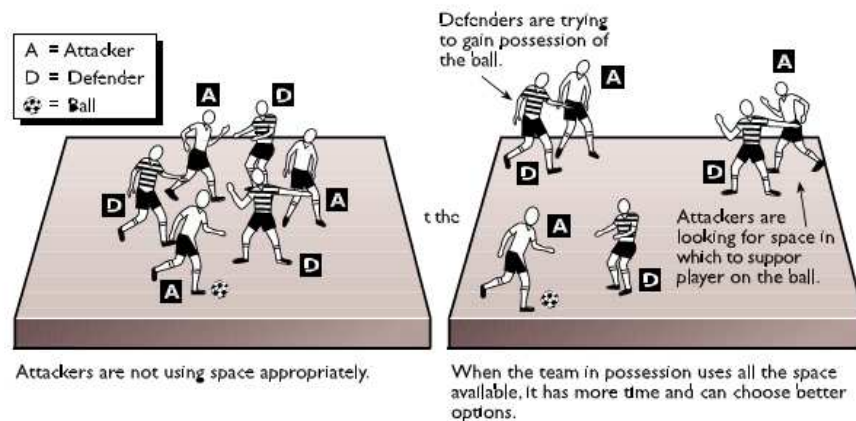
- Take students back to the first lesson when they were explained skills/strategies, and ask questions that relate to the skills they knew and now know. The students will engage in flexibility exercises including dynamic stretching legs, arms and back muscles groups.
- Students will engage in some warm up exercises including ankle stepping, groin twist, straight leg kicking, jogging and "*first touch*", juggling, dribbling, passing, turning, shooting, marking and jockeying.
- **Passing** - Students practise passing and supporting in a 2 v. 1 game in a 20 m x 10 m area. On the whistle, the defender must try to gain possession of the ball; the support player moves to either side; and the attacker draws the defender and passes. *Focus questions could include:*
 - Where did your feedback come from?
 - What made it useful or not?
 - What information did you receive intrinsically? Extrinsically?
 - What could have been done to make the practice more beneficial?
 - How did you and your partner cooperate and support each other?



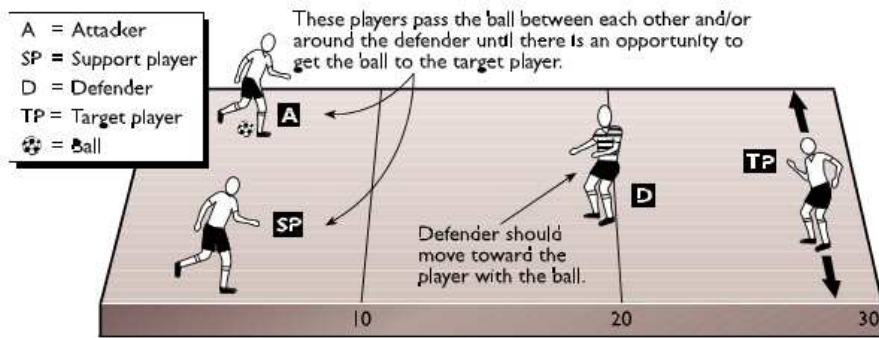
- How did the information you received from students calling and giving instructions help you?
- Is this another form of feedback?



- **Possession** - Students participate in a 3 v 3 soccer possession game in a 30 m x 20 m area. The aim of the game is to maintain possession for five consecutive, successful passes. Throughout the game, students should be encouraged to use space appropriately and to provide positive feedback to their team members. *Focus questions could include:*
 - What must you do to achieve the aim of this game?
 - What must you understand to be successful in this game?
 - What skills are you required to be used?
 - How can your team keep the ball?
 - What makes passes successful?



- **Creating space in Attack** - Students participate in a 2 v. 1 game in a 30 m x 10 m area. The aim is to get the ball to the target player. Students practise using a first-time pass to beat a defender in a 2 v 2 game in a 40 m x 10 m area (passive defenders on 10 m and 30 m). Defenders must go to the ball. Each defender can only advance a maximum of 10 m. Attackers must beat each defender with a 'one-two' pass. *Focus questions could include:*
 - Where did your feedback come from? What made it useful or not ?
 - What information did you receive intrinsically? Extrinsically?
 - What could have been done to make the practice more beneficial?
 - How did your team members cooperate and support each other?
 - How much more practice (if any) is needed for you to successfully perform the skills required?



- Students employ a dynamic warm down activity followed by a stretching routine.

CONCLUSION – 5 minutes

- Have a class discussion and revisit the skills that have been taught in the lesson.
- Ask students to identify what they must do to run with a football.
- Ask the students to explain what players must do when keeping possession.
- **Students are given a generic excursion letter (see Appendix 3) to be signed by parents, due next lesson**

ASSESSMENT/EVALUTION

- Anecdotal records through observation of student achievement/progress during the skill & strategy exercises.

EARLY FINISHERS

- Students that finish the skill drills early can progress on to more advanced skill activities.

Appendix 2

LESSON.....5
TIME.....45min

DATE.....TBA
YEAR.....6 or 7

LESSON OUTCOMES

Promoting the Health of Individuals and Communities

- 3.2 Students explain how eating behaviours affect health and take action on a food-related goal which promotes health.

Developing Concepts and Skills for Physical Activity

- 3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.
- 4.1 Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others' performances.
- 4.2 Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.

Enhancing Personal Development

- 3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.
- 4.4 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.

LESSON OBJECTIVES

At the end of this lesson students will have an opportunity to demonstrate their ability to:

1. display motor-skills when participating in football activities.
2. perform basic skills and show knowledge of basic football strategies.
3. demonstrate their ability to control, dribble and pass in a football game.

RESOURCES

- 10 footballs (soccer balls)
- 10 marking cones
- Grass area - 100metres x 50metres
- 30 jerseys (15 x 2 teams)
- teacher to act as referee
- **QLD Roar Guest.**

STUDENTS' PRIOR KNOWLEDGE

- The dietary intake of a football player.
- Students must think back to the lessons/unit when they were explained & practice skills/strategies to put them to action.

LESSON PROCEDURE

Motivation – 5 minutes

- Motivate the students by presenting **QLD Roar player - “Steve MacLauren”**
- **Mr. MacLauren** will discuss how football players prepare for a game and what an exemplar diet is.

Students employ cool down **dynamic** exercises to assist in the prevention of injury. - **10mins**

Procedure – 20 minutes

- Take students back through lessons/unit when they were explained & practice skills/strategies to put them to action. The students will engage in flexibility exercises including dynamic stretching legs, arms and back muscles groups.

- Students will engage in some warm up exercises including ankle stepping, groin twist, straight leg kicking, jogging, juggling, dribbling, passing, turning & shooting.
- **Final Game** - Students participate in a 11 v 11 game in a 100 m x 50 m area. The aim is to get the ball into the back of the net, according to all rules and regulations specified. Students will be assessed during game. *Focus questions could include:*
 - Will this tactic or strategy be suitable for the playing abilities of all team members?
 - How will the chosen tactic or strategy improve the performance of team members?
 - In devising this tactic or strategy, how will you cope with the different skill levels of your peers?
 - What forms of encouragement and support will you offer other members of your team?
 - As a team member, what will you do to cooperate with your team when learning the tactic or strategy?
 - How much practice will your team need?
 - How much practice will you need?
- Students employ a dynamic warm down activity followed by a stretching routine.

CONCLUSION – 5 minutes

- Have a class discussion and revisit the skills that have been taught through the unit.
- Ask students to identify what would make a good football diet.
- **Gather student views on the strengths and weaknesses of the unit.**

ASSESSMENT/EVALUATION

- Anecdotal records through observation of student achievement/progress during the skill & strategy exercises.
- Checklists to ensure that information regarding student progress is recorded against set criteria. The checklist will also list criteria for achievement of skills and understanding of offensive and defensive tactics and strategies.

EARLY FINISHERS

- As the final lesson, ALL students will finalise the lesson/unit together.

Appendix 3

Dear Parent /Guardian

A key feature of our learning structure is the involvement of our students in community activities. It is anticipated that over the course of the school year, students will undertake activities off site from School.

To avoid students having to return a signed permission form each time they undertake an activity outside the school grounds, a general permission form has been provided for you to sign and return to the school.

There is an expectation that communication will be made with parents prior to any excursion or activity outside the school being undertaken. This communication may be through the school's weekly newsletter, or separate written advice.

If this is not convenient and you would like written advice each time your child leaves the school, please inform us in writing.

If you have any queries please feel free to contact your child's Principal Teacher.

Yours sincerely

.....
PRINCIPAL

Parent/guardian ofclass.....

I.....understand that my child will be off site as part of their learning program during the year. Whilst off-site, my child will be supervised and follow normal school expectations.

I give permission for my child to participate in these activities.

Signed:..... Date:.....



References

- Queensland Studies Authority [QSA] (2004). *Health and Physical Education Years 1-10 Syllabus*. Retrieved 1 April 2007 from <http://www.qsa.qld.edu.au/yrs1to10/kla/hpe/docs/syllabus/syllabus.pdf>
- Queensland Studies Authority [QSA] (2004). *Health and Physical Education Years 1-10 - Support material*. Retrieved 1 April 2007 from <http://www.qsa.qld.edu.au/yrs1to10/kla/hpe/support.html>
- Queensland Catholic Education Commission [QCEC] (2005). Accessed: April 3, 2007. Web site: <http://www.qcec.qld.catholic.edu.au>
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- FIFA, FIFA.com. Available URL: <http://www.fifa.com/index.html> (accessed 1 April 2007).



Name: Adrian F. Lemus

Student No: S00059057

Assignment 1 – HPE Curriculum Unit Outline**Criteria**

Demonstration	Mark
Appropriate choice of content/ skills for year level (relates to unit focus)	/7
Relevant core learning outcomes	/5
Contribution to lifelong learning	/5
Sequence of lessons is developmental	/8
Lesson Plans include teaching/learning experiences that are inclusive, fun, safe and promote participation through choice of activity and pedagogy	/15

Comments:

TOTAL MARK**Lecturer signature****/40**

