

Lesson 6	Subject: Football	Year: 7	Group:	Total No.:	M:	F:
	Lesson: Tackling NCPe Location <small>1.3b; 2.1a; 2.1b; 2.2c; 2.2a; 2.2b; 2.2c; 2.3d2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g</small>	Ability:	Period:	SEN:		
		Duration:	w/c			

Objectives: To be able to accurately replicate and perform the Block tackle. To understand and know when a Block tackle are used. The pupils are to develop their knowledge and understanding of the laws used in Football *i.e. Tackling*

Activity	Description	Objectives	✓	Teaching Points	Evaluation / Performance	Differentiation and Creativity
Student Warm Up	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.		- listen to and follow instructions of those leading the warm-up	Observe pupils performances	Ⓢ Ask students how they could make warm up easy / harder / intense
Student Stretches	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session. To be able to demonstrate stretches relevant to Football		- Hold stretches for 8 seconds. - No bouncing.	Q & A on benefits of stretching and their warm ups	⬆ Get pupils to incorporate stretching with Ball / Objects being used in lesson / or muscle groups
Tackling	- Dribble control game	To be able to accurately replicate and perform the Block tackle To understand and know when a Block tackle are used		- Keep close control of ball - Kick stray balls out of grid - No tackling	Peer evaluation sessions – Pupils state, identify and reflect on the strength and weakness of Tackling performances.	⬆ Pupils allowed to kick stray balls out of grid ⬆ Once ball is out of grid = out
	- In pairs A dribbles the ball towards B who uses a block tackle to gain control of the ball. Then A becomes the tackler. They then increase the pace	The pupils are to develop their knowledge and understanding of the laws used in Football <i>i.e. Tackling</i> To be accurate in the tackling		- Crouched position with weight balanced - Draw back tackling foot pointing side-wards & firm - Shoulders square to dribbler - Shift momentum forward and drive blocking foot through the centre of ball - Keep low C. of G. - Push ball forward and gain possession	Use sheets to highlight these and enable them to plan, evaluate and implement ways to enhance performances	⬆ Stationary tackler ⬆ Dribble and run towards each other ⚡ - Pupils devise new strategies to beat and outwit opponents ⚡ - Pupils devise strategies to enhance these skills
	- In two grids A tries to get past B by using a trick / drop of shoulder/ or dummy			Dribble towards partner and: - pass ball past partner and sprint past them - drop shoulder and take ball that way with outside of foot Scissors trick:- - push ball out in front of body - draw a circle with foot around ball - change body weight - drop opposite shoulder and with opposite foot and drag ball past opponent	M/C - Analyse strength and weaknesses	⬆ Use cones as defender ⬆ Pass ball into goal after beating and outwitting defender ⬆ Decrease side of grid so working now on wing Q & A : Are they outwitting their opponents Q & A : Are they performing the skill and techniques to beat and outwit opponents at speed
Keeping Possession	- Possession game. 5 v5 in 10 x 10 m area. Give them a number each and when there no. comes up they must enter the	To understand and develop their knowledge of the different types of tactics used To incorporate the skills of previous lessons into a full sided game. To use their knowledge /		To score you must shoot through the goal Play within rules of game e.g. Fouls, Off-sides etc	M/C - Evaluate performances of outwitting opponents using the skills M/C - Discuss and listen to strategies	⬆ Increase size of area ⬆ Decrease area size ⬆ Limit number of touches ⬆ When possession is lost those who lost it become attackers ⬆ Add a number of passes as a target without losing possession

	opponents grid and try to intercept the ball	understanding of the skills and game to play to the laws and to the best of their ability.		that are used to beat opponents	<i>✱</i> – Pupils in pairs refine new skills to accurately replicate and perform skills with power and dominance <i>✱</i> – Students create tactics and strategies (in pairs)
Cool Down	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	Ask students for feedback regarding their performances	↗ Ask pupils questions why a Cool down is essential after exercise
Informed Choices and Lifestyle	Discuss all the different career pathways in Football				
Equipment	Balls, Cones, Bibs, Stopwatch, Whistle, Shooting cards, Peer evaluation sheets, Tackling card				

ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning		
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology

HEALTH AND SAFETY THROUGHOUT THIS LESSON

- Tell the students that they must remove all jewellery
- Tell pupils to keep head up when performing every skill
- Students must always remain in their grids at all times when performing drills
- Must stretch thoroughly - All students must shoot the same way
- Always - check the working areas for glass, objects, at the beginning of every lesson.
- Tell students never to leave anything lying around grids
- Equal distances between groups
- Tell them to tackle safely and not be silly / stupid

ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT

Competence	Performance	Creativity	Health and Active Lifestyle
Developing Skills	Making and Applying	Physical and Mental Capacity	Evaluating and Improving