Pre-Service Teacher: Bryce Howell

School: **Professional Experience School**

Lesson Plan: Soccer Skills cont. Possession & Using Space			
Date: 17/08/2026	**Year Level:** 7	**Subject:** Health and Physical Education	**Duration:** 70 minutes
Classroom Data			
Learning Context		**Student Prior Knowledge**	
Students reinforce passing and receiving through the six-point envelope drill, then develop possession, support movement and use of space in small-sided activities before applying these skills in a progressive end-zone game.		Students have completed introductory soccer lessons involving dribbling, inside-foot passing, receiving and movement into space. Students understand HPE safety expectations, boundaries, whistle signals and non-contact participation. This lesson develops supporting the ball and maintaining possession.	
Curriculum			
Specific content descriptor/s		**Curriculum achievement standard**	
AC9HP8M01: Analyse, adapt and refine movement skills and approaches in different movement situations. **AC9HP8M02:** Demonstrate how movement concepts and strategies can be manipulated to affect performance.		Students apply and adapt movement skills and concepts and evaluate the effectiveness of strategies used in different movement situations.	
General Capability		**Cross Curriculum Priority**	
Personal and Social Capability: cooperation, communication, inclusion and safe participation. **Critical and Creative Thinking:** selecting passing options, recognising open space and adapting support movement. **Literacy:** vocabulary such as possession, support, width, depth, space and end zone. **Numeracy:** judging passing distance, angles, available space and force.		No cross-curriculum priority is explicitly assessed in this lesson.	

Scope of Knowledge		
Students need to know	**Students need to be able to do**	**Students will understand**
- Correct inside-foot passing and receiving technique. - Possession is supported by width, depth and moving after a pass. - Players without the ball create passing options by moving into open space.	- Pass and receive with control. - Move after passing and provide a clear support option. - Scan, communicate and maintain possession under light pressure. - Apply possession and space concepts in a modified end-zone game.	- Spreading out creates more time and passing options. - Support movement and communication help a team maintain possession. - Movement strategies can be adapted as defensive pressure increases.
Learning Objective		
By the end of the lessons students will be able to: - demonstrate controlled passing and receiving to maintain possession - move into open space after passing and provide support - apply possession and use-of-space strategies in a progressive end-zone game - participate safely, communicate and involve teammates.		

What teachers say and do	What the students do	Differentiation	Materials, Resources & Organisation
1: Introduction: 5 mins - Explain boundaries, safety and lesson sequence. - Briefly revise inside-foot passing/receiving and the idea of moving to create a passing option.	- Listen and identify boundaries. - Identify examples of useful open space. - Move promptly into allocated groups. **One Whistle;** Begin Activity **Two Whistle;** Stop Activity **Three Whistle;** Bring it In	- Use confident students to assist demonstration. - Check understanding through questioning. **CUES:** *'Pass and move.' 'Spread out.' 'Show for the ball.'*	- Cones - Soccer balls - Whistle - Six-point envelope stations prepared before lesson.
2: Dynamic Warmup & Find Space: 10 mins **(Warmup/Formative Assessment)** - Students complete a whole-body dynamic warmup inside a marked grid, changing direction and moving onto an open cone on the whistle.	- Students move at approximately 4 RPE while maintaining safe spacing. - Students follow demonstrated dynamic movements and avoid clustering around others. **CUES:** *'Find space.' 'Eyes up.' 'Spread out.'*	**Support:** Reduce pace or movement range; allow walking where required.	- Open Playing Field/Indoor Space - Cones within warm-up grid (one less that total number of players).
3: Six-Point Envelope Passing Drill: 10 mins - Organise students around six cone positions. - Pass through the sequence and follow the pass into the next space. - Reinforce first touch and support angle. - Progress speed or passing choice if ready.	- Pass and receive around the six-point sequence. - Follow the pass and move quickly into the next available space. - Communicate, scan and maintain control.	**Support:** Shorter passes, additional touches and dominant foot. **Challenge:** Two-touch passing, increased speed or a choice between two passing options. **CUES:** *'Pass and move.' 'Call for the ball.' 'Eyes up.' 'Where is the space?'*	- 6 cones per station - 1–2 balls per group - Groups of approximately 4-6 students - Six-point envelope stations

4: Possession & Support Grid: 15 mins - Set up small square grids with approximately 4-6 students per group. - **Stage 1:** Pass and move within the small grid with no defender. - **Stage 2**: Add one passive/intercepting defender to create a 3v1 or 4v1 overload. - **Stage 3:** If successful, add a second defender or award a point for 4-5 consecutive passes. - Circulate and reinforce width, support angles, scanning and movement after the pass.	- Pass, receive and immediately move to a new supporting position. - Use the whole grid rather than crowding around the ball. - Call for the ball and show a clear passing option. - Maintain possession as light defensive pressure is added. **CUES:** *'Spread out.' 'Pass and move.' 'Can the passer see you?' 'Help the player on the ball.'*	**Support:** Larger grid, unlimited touches, walking/passive defender or a neutral support player to create an overload. **Challenge:** Smaller grid, two-touch passing, second defender or a higher consecutive-pass target. **Inclusion:** Use mixed-ability groups and rotate defender/neutral roles so less-confident students receive regular passes without being fixed in a peripheral role.	- Cones - Soccer balls - Bibs - Small square grids - One ball per group - Groups of approximately 4-6 students
5: Progressive End-Zone Game: 20 mins - Organise balanced 4v4/5v5 teams on small pitches with large end zones. - **Stage 1:** (~8 min): Unlimited touches; no tackling, interceptions only. Score by completing a controlled pass to a teammate in the end zone. - **Stage 2**: (~8 min): Require 3 team passes before scoring; the receiver may not wait in the end zone and must time their movement into space. - **Stage 3:** (~9 min): Require 3 different players to be involved before scoring; remove neutral support if used and	- Keep possession, spread out and support the player on the ball. - Move after passing and time runs into the end zone. - Communicate and involve teammates. - Adapt as each stage adds a possession or movement condition. **CUES:** *'Find space.' 'Pass and move.' 'Give them an option.' 'Use the whole width.' 'Move into the end zone.'*	**Support:** Keep no-tackling/interceptions-only rules, use large end zones and unlimited touches. **Add a neutral wide support player when needed; rotate this role regularly.** Teacher checks that girls and quieter students are receiving the ball and adjusts teams/overloads if they are being left out. **Challenge**: Stronger players limited to two or three touches; reduce end-zone width or prohibit an immediate return pass to the same player. **Inclusion:** Mixed-ability teams. Rotate all support roles and consider a bonus point when every team member has received a	- Cones - Soccer balls - Bibs - Half playing field / small-sided pitches - Marked end zones - Balanced teams

narrow the end zone if the group is ready. - Referee safety and major infringements while coaching width, support and inclusion.		pass during the possession.	
6: Conclusion: 5 mins - Three whistles to finish. - **Ask:** *'What did you do without the ball to help your team keep possession?'* - Reinforce width, support movement, communication and using open space.	- Return equipment. - Identify one successful movement or possession strategy.	- Accept verbal or demonstrated responses. - Target questions to individual ability.	- Return Equipment