



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Sending, receiving and travelling

- Begin to develop kicking skills:
 - dribbling a ball, kicking a ball on the ground, controlling a ball by trapping it;
 - kicking to a target.

Strand Unit: Creating and playing games

- Playground game: O'Grady Says.

Strand Unit: Understanding and appreciation of games

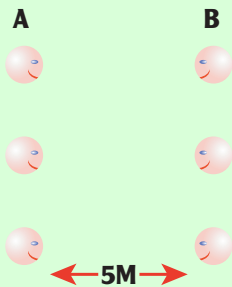
- Develop problem-solving and decision-making strategies:
 - moving into the path of the ball to trap it.
- Yard.
- Large medium-weight balls, cones and beanbags.
- Primary School Curriculum (1999) Physical Education, page 21.
- Buntús Cards: Kicking – On Your Own; Kicking – With a Partner; Kicking – Forceball; Travelling with a Ball – Using your feet.



ORGANISATION

Place the children in pairs – one ball per pair.

Children line up in pairs as below.



ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Dribbling

Revise this activity from Lesson 6.

Each child who has a ball dribbles it anywhere in the playground.

Partner **B** follows.

On a signal, trap the ball.

The children switch the ball quickly from **A** to **B**, i.e. **A** stops the ball on the signal and **B** takes over dribbling instantly.



2 Passing and trapping

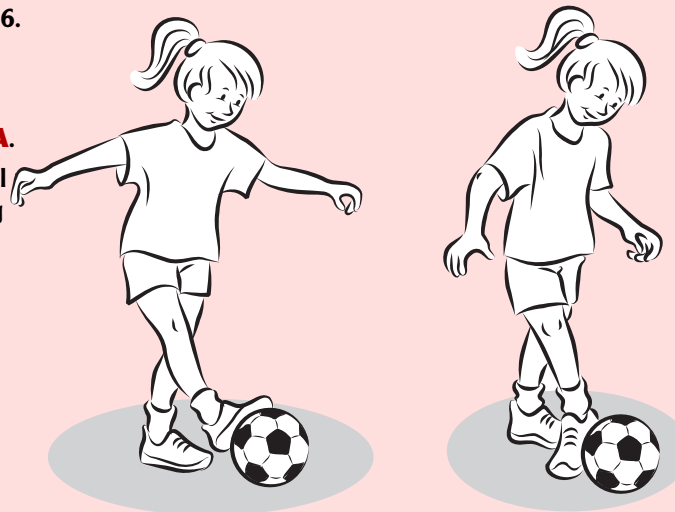
Revise this activity from Lesson 6.

Each child in Line **A** has a ball.

A kicks the ball to **B**.

B stops/traps it and returns to **A**.

The children aim to pass the ball total of five times without losing control.



TEACHING POINTS

- The children begin at walking pace.
- Encourage more skilful children to dribble at jogging pace.
- Use the inside and outside of your foot to control the ball.
- Trap/stop the ball using the ball of the foot before partner dribbles the ball away.
- Encourage good pair-work with smooth changeover.
- Emphasise use of all available space.

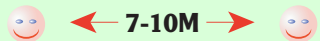
- Kick using the inside of foot.
- Stop/trap the ball using the ball of the foot.

ORGANISATION

Using the same formation as above, the children in Line **A** collect two beanbags each and make a goal in front of themselves.



The children line up as above but with a distance of seven to 10 metres between pairs. No beanbags.



ACTIVITY

3 Shooting

The children in Line **A** stand behind their goals. Each child in Line **B** shoots at goal (five shots).

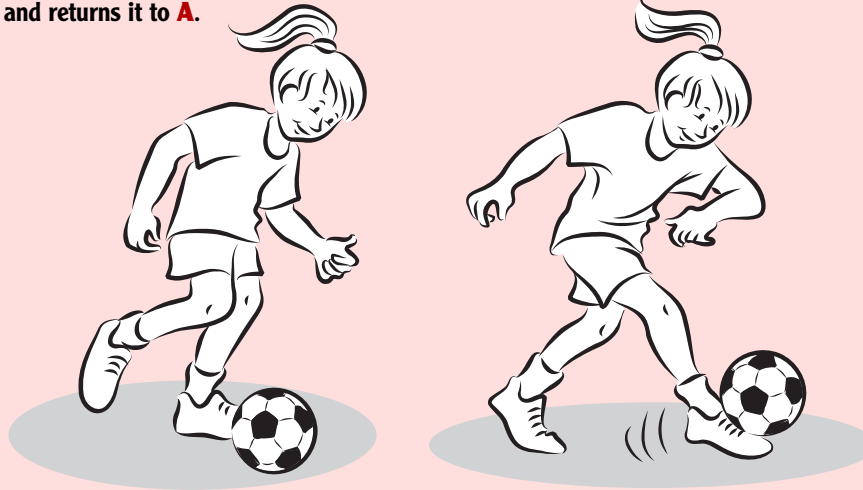
A rolls the ball back to **B**.

A switches places with **B** so that now **A** shoots at goal.

4 Long passing and trapping in pairs

A passes the ball to **B** using the front of the foot.

B traps the ball and returns it to **A**.

**5 Cool down**

Repeat the game **O'Grady Says** as in Lesson 6.

TEACHING POINTS

- Kick the ball with the inside of foot.
- Ensure that **A** does not block the ball until it has passed the goal.

Q How can we make it more difficult to score?

R Narrow the goal.

- Widen or narrow the goal according to ability.
- The aim is to have a high success rate to encourage the children.

- The non-kicking foot is beside the ball.
- Point the passing foot (see illustration).
- **Laces** of shoes make contact.
- Keep your eyes on the ball when kicking and receiving.

DEVELOPMENT

ORGANISATION

The children work individually or in pairs, if necessary.

The children line up in pairs, as below.



Place two beanbags half a metre apart, between each pair of children.

ACTIVITY

1 Dribbling

On a call from the teacher, the child dribbling must change direction instantly.

2 Passing and trapping

The children must now pass the ball between the beanbags.

3 Shooting

Ask the children to suggest ways to make the activity more challenging, e.g.:

- Increase the shooting distance.

TEACHING POINTS

- Encourage the children to look up.
- Dribble at a jogging pace.

- Kick the ball using the inside of the foot.
- The emphasis should be on accuracy.