



Move up a level

PSSI Homepage

Curriculum Objectives

Sending, receiving and travelling

- Kicking – develop and practise kicking skills:
 - dribbling a ball with the foot;
 - kicking and trapping the ball;
 - kicking from the hand.

Strand Unit: Creating and playing games

- Apply simple rules to activities.

Strand Unit: Understanding and appreciation of games

- Develop problem-solving and decision-making strategies:
 - making choices.
- Develop an understanding of the use of space:
 - moving into space to receive a pass;
 - introduce the methodology of working in grids;
 - working in fours.

Venue

- Yard – mark out grids approximately eight metres square or as space allows.

Equipment

- Footballs and cones.

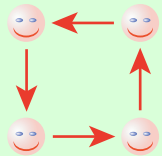
Reference

- Primary School Curriculum (1999) Physical Education, page 31.
- Buntús Cards: Kicking – With a Partner; Kicking – Forceball; Kicking – A-B-C; Kicking – Kick Squash; Kicking – On your Own (2); Travelling with a Ball – Using your feet; Travelling with a Ball – Spin Relays.

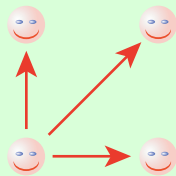


ORGANISATION

Place four children in each grid eight metres by eight metres – one ball per grid.



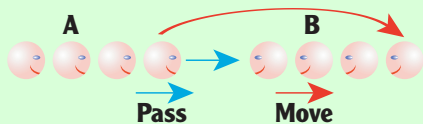
on the ground



in any direction



3 v 1 in grid area



Join two grids together to make teams of eight. Line up four opposite four.

The first child in Line A is the leader.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Short passing

The children pass the ball around the grid area:

(a) **on the ground;**



(b) **from the hand;**



(c) **in any direction.**

The receiver controls the ball through trapping it or catching it and passes it in any direction.

(d) **3 v 1 in grid area**

The children pass the ball around the grid area. **D** tries to intercept the pass. Once **D** touches the ball, s/he takes the place of player whose pass was intercepted. That player is now the interceptor.

2 Ground kicking (group activity)

Using the inside of the foot, **A** passes to **B** and joins the end of the opposite line.

B passes to **A** and does the same.

When the whole team have swapped sides the relay is completed. First team to do so is the winner. The leader indicates that the team is finished by holding the ball above his/her head.

TEACHING POINTS

- **On the ground**
Pass using the inside of the foot only. Stop/trap and control the ball before turning to pass.
- **From the hand**
Hold the ball at arms length. Drop the ball onto the instep. It is the laces of the shoes which make contact.

Q What should you do to make sure the receiver will be ready to receive your pass?
R Call the name of the receiver before passing.

- The children can use the four points of the grid and move around from point to point to receive and send the ball.

- Emphasise control.
- Trap the ball before kicking.

Q What other skill could you practice using this activity?

- Now each group show it.

ORGANISATION

ACTIVITY

TEACHING POINTS

3 Cool Down

The children remain in groups as in Section 2, they form a circle and join hands.

They all skip to the right and back.

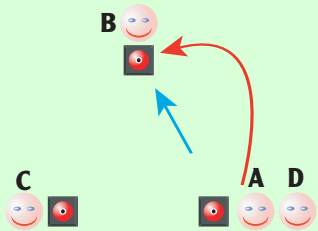
Now ask the children to reach their hands high and then to crouch low.

Walk to the right and back. Repeat – hands high/crouch low.

Stand and breathe in and out slowly four times.

DEVELOPMENT FOR SECOND CLASS

Use just three cones as below and the children line up – two at one cone.

**1 Pass and follow**

A passes to **B** and follows the pass.

B controls the ball and passes to **C** before **A** arrives.

C continues the exercise by passing to **D** before **B** arrives.

Practice continues around the area.

Ask the children to identify the skills required to make this activity a success.
(speed of pass, good control)

2 4 v 2

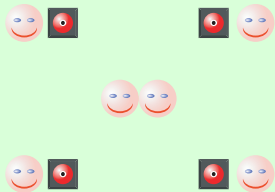
Players pass the ball around the grid area. **Y1** or **Y2** try to intercept the pass.

Once **Y** touches the ball s/he changes places with the player who made the bad pass.

Ask the children to suggest ways to ensure involvement by all players
(e.g. no player can receive more than two passes in a row)

4 v 2 in grid area

Eliminate a number of grids to provide six players per grid.



- The ball starts at point **AD**.
- **D** steps in to replace **A**.
- The children should control the ball with the inside of the foot before turning to pass quickly.

- **For ground passing:**
Pass using both the inside and the outside of the foot.
Encourage accuracy of passing.
- **Passing from the hand**
Emphasise control