



Move up a level

PSSI Homepage

Curriculum Objectives

Equipment

Reference

Venue

Sending, receiving and travelling

- This lesson is a revision of skills taught in the previous lessons through the station teaching approach.

Strand Unit: Creating and playing games

- Apply simple rules to activities.

Strand Unit: Understanding and appreciation of games

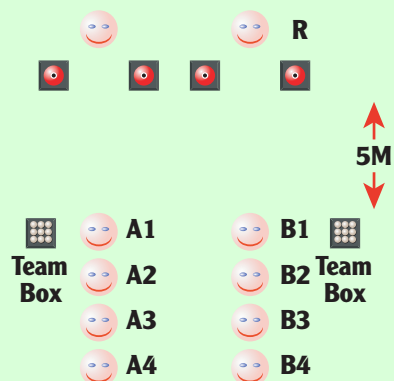
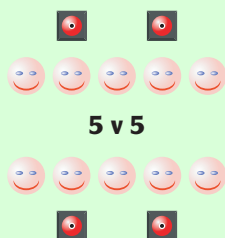
- Develop problem-solving and decision-making strategies:
 - making choices.
- Develop an understanding of the use of space:
 - moving into space to receive a pass.
- Yard.
- Cones, footballs, bibs/braids and light balls.
- Activity cards for the station teaching activities can be found at the end of the lesson.
- Primary School Curriculum (1999) Physical Education, page 31.
- Buntús Cards: Kicking – Kick Squash; Kicking – A-B-C; Kicking – Runaround; Kicking – Rogueball.



ORGANISATION

Station teaching

The children are divided into groups of five. Groups 1 and 2 play the game. Groups 3, 4 and 5 are involved in the activities outlined. Alternate the groups every ten minutes or so.



ACTIVITY

Warm up and stretching: Visit your warm up bank.

Option 1: Two or three games running simultaneously.

Place the children in teams of five. Use bibs/braids to identify each group. This lesson can be conducted by setting up pitches to run two or more games. The number of simultaneously played games will depend on the facilities available and the maturity of the children.

Option 2: Station Teaching

Station 1: Two Groups (the teacher remains at this station)

Game: The size of the playing area will depend on the space available. Cones are used as goals. The teacher can decide if the game is to be a ground kicking game only, as in soccer, or kick and catch as in Gaelic football.

If only one game can be played at a time, each team should play a game at least once.

OR

Keep one group here and run 3 v 1 or 3 v 2 games as in Lesson 5. Such games will maximise the opportunities for success.

If this option is chosen create one more station.

Station 2: Two Groups

(a) **Shooting activity:** Arrange markers as in the diagram. Place goals one or two metres apart depending on ability. Each team gets three balls.

A1 takes a ball from the box and takes a shot at goal.

A1 then follows the ball and becomes the retriever.

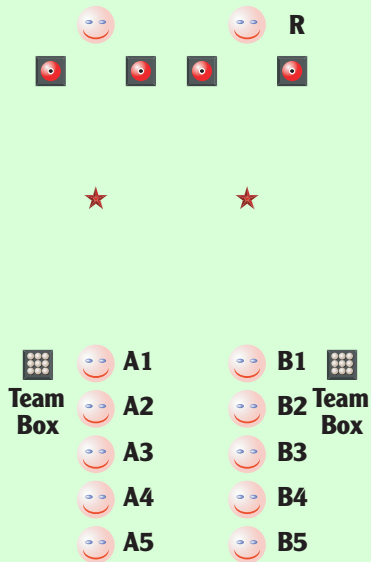
The retrievers **R** collect the ball, return it to the team box and join the end of the line. Each team member in succession takes his or her turn.

***Challenge:** How many goals are scored out of the team total of, e.g., 20 shots?

TEACHING POINTS

- A goal is scored every time the ball is kicked through the opponent's goal.
- A free kick is awarded if a player kicks or pushes an opponent.
- When a ball passes over the sideline a sideline throw or kick is taken.
- When a ball passes behind the goal line the player kicks it out from the goal area.
- Every time a goal is scored the ball is kicked off from the centre by the team who conceded the goal or a player takes a kick-out from the goal.
- Shooting: use the **laces of the shoes** to make contact, with the foot pointed.

ORGANISATION



ACTIVITY

- (b) **Dribble and shoot relay:** Keep the children in teams as above. Adjust each team’s marker as shown. Each team member in succession dribbles from the box to the beanbag, traps the ball and shoots for goal. **A1** follows the ball and becomes the retriever. The retrievers **R** collect the balls, return them to the team box and join the end of the correct line.
- *Challenge:** How many goals can be scored by each team in three minutes?

TEACHING POINTS

- Encourage good control during the dribbling section, using the inside and outside of foot.
- Shooting: use the inside of foot to shoot (short distance).

Station 3: One Group

- (a) **Heading**
Using light plastic balls and working in pairs practise heading the ball. **A** feeds and **B** heads the ball back. They take five feeds each. Repeat once.
- (b) **Fist passing/catching/heading**
Fist passing
A1 passes the ball to **B1** using the fist pass.
B catches and returns it.
Catching the ball (Gaelic football and soccer goalkeeping)
A feeds the ball by throwing using an underarm action.
Partner **B** catches it and returns it by rolling it back.
A feeds the ball high then low. Reverse roles.

Cool down

Visit your cool down bank

- Encourage the children to be as accurate as possible, i.e. to head the ball straight back to the partner’s hands.

DEVELOPMENT

The same activities can be repeated in year two, i.e. in 2nd class, with slightly more difficult challenges.

ACTIVITY CARD**STATION TWO****Tasks: Individual activities**

- (a) In turn, each child takes the ball and shoots.
Follow the ball and become the retriever.**
- (b) Each team member in turn dribbles from the box to the beanbag, traps the ball and shoots for goal.
Each team member follows the ball and becomes the retriever.**

ACTIVITY CARD

STATION THREE**Tasks: Pair activities**

- Each child in turn practises heading the ball. Five feeds each, then switch roles. Repeat this **ONCE**.
- Each child in turn practises catching the ball (Gaelic football and soccer goalkeeping).

A feeds the ball by throwing using an underarm action.
Partner **B** catches it and returns it by rolling it back.
A feeds the ball high then low.

Five feeds each, then reverse roles.