



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Sending, receiving and travelling

- Develop and practise a range of kicking skills:
 - dribbling;
 - kicking on the ground;
 - kicking from the hand.

Strand Unit: Creating and playing games

- Learn to follow more detailed instructions.

Strand Unit: Understanding and appreciation of games

- Develop an increased understanding of use of space:
 - moving to receive a ball.
- Discuss and improve control of movement skills relevant to games.

- Yard/field.

- Cones and footballs, beanbags.

- Primary School Curriculum (1999) Physical Education, page 43.
- Buntús Cards: Kicking – On your Own; Kicking – With a Partner; Kicking – Rogue Ball; Striking a ball – Go for Goal; Travelling with a ball – Using your feet; Travelling with a ball – Spin relays.
- Teacher Guidelines, pages 86, 87.

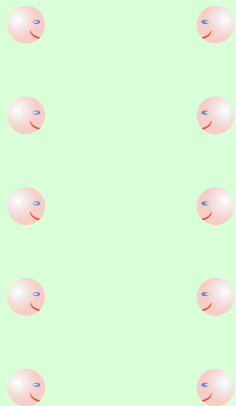


ORGANISATION

The children perform activities 1, 2, 3 – individually or in pairs.

If in pairs, **A** performs the activity with **B** following close behind.

On direction from the teacher, the children alternate.



The pairs line up as shown – one ball per pair, approximately 10 metres apart.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Revise dribbling

- (a) **Dribble the ball freely.**
- (b) **Dribble with conditions:**
 - dribble using the inside and the outside of the feet
 - dribble using the right foot only
 - dribble using the left foot only and dribble and move to the right/left.
- (c) **Dribble and turn.**
The children dribble freely. On hearing **turn** the child stops the ball in the usual manner and pulls it towards him/her to change direction. S/he now dribbles back in the direction she came from.



2 Short/long passing

- (a) **A** passes to **B**.
B traps the ball and returns the pass.



- (b) Long passing on the ground.



TEACHING POINTS

- Touch the ball lightly to keep it close. Keep the ball less than one metre from the body. Use the inside and the outside of the foot. On the whistle, stop/trap by placing the sole of the foot on the ball.

- Q** Why should you look up?
- Q** When do you dribble in a game?
- R** To go forward, to pass a defender, etc.

- Look for a lot more accuracy in the passing.
Kick the ball using the inside of the foot (instep). Swing the kicking foot well back with the non-kicking foot beside the ball. Follow through. The toe points to the ground.

ORGANISATION

The pairs now stand two metres apart.
Use light plastic balls for fist passing and heading activities.

ACTIVITY

(c) Kick from the hand.



Ask the children to suggest challenges they could incorporate when passing in pairs.

3 Revise Catching, Fist passing and Heading

(a) **Fist passing**

A1 passes the ball to **B1** using the fist

B catches and returns.

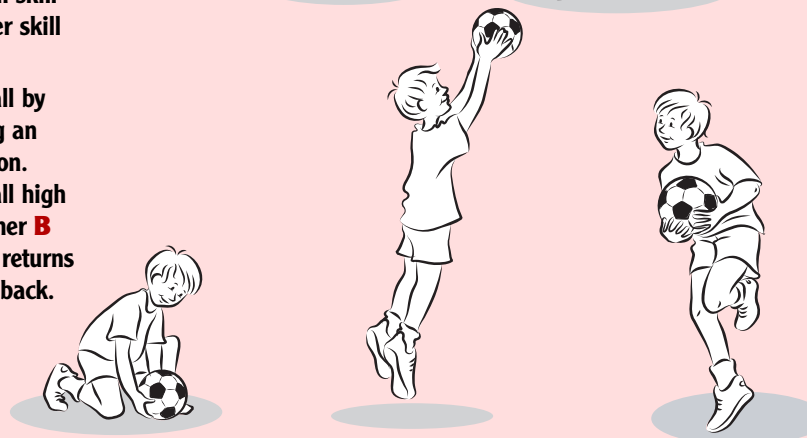


(b) **Catching the ball**

(Gaelic football skill and Goalkeeper skill in soccer.)

A feeds the ball by throwing using an underarm action.

A feeds the ball high then low. Partner **B** catches it and returns it by rolling it back. Reverse roles.



TEACHING POINTS

Q When would you use a long pass in a game?

- Hold the ball at arm's length. Swing the kicking foot well back. Drop the ball onto the foot. The **laces** of the shoe makes contact. Follow through.

Q In what games have you seen players kicking a ball from the hand?

- Clench the fist.
- Strike with the **flat** fist, i.e. the heel of the hand and the fingers.
- Short practice (30/40 seconds) and repeat again after other skill practice.

Q How do you fist pass accurately?

R Follow through in the direction of your partner.

- Catch the ball and hug it to the chest.
- The child receiving the rolling ball gets down on one knee. The ball is hugged to the chest.

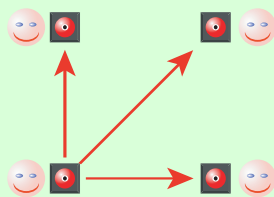
Q Why do you think you should do this?

ORGANISATION

When heading use light plastic balls, one per pair.

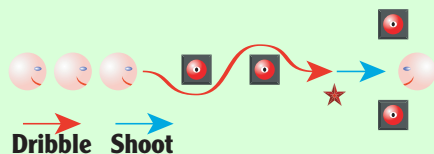
Return the light plastic balls and place two pairs together. Each group takes one football. Give each group four cones and set up grids, i.e. areas marked out with cones.

Place the cones approximately 10 or 12 paces apart.



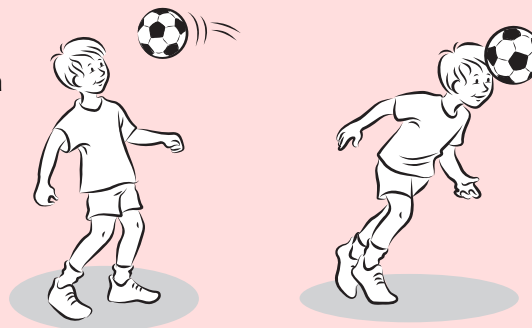
Each group now places the cones in a row.

Now place cones as in diagram with one beanbag.



ACTIVITY

- (c) **Heading**
A feeds the ball gently to **B** using an underarm throw. **B** heads it back.
 Reverse roles.



4 Grid activities

Work in fours. Choose **one** or **two** of the following in any one lesson.

- (a) **Short passing**
 The children pass in any direction round the grid area.
- (b) **3 v 1**
 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 any child whose pass was intercepted. That child is now the interceptor. The children may move to the empty cone to receive a pass.
- (c) **Dribble relay**
 Slalom – Use three cones as obstacles. In turn each child dribbles around the cone and back to the start.
 After a practice the teams in each grid can compete against each other.
 The first team to complete the relay is the winner.
- (d) **Dribble and shoot**
 One child becomes a goalkeeper.
 The three other children line up behind a cone.
 In turn, each child dribbles the ball between the two remaining cones to a mark (e.g. a beanbag) and shoots using the long pass technique.
 The child then goes to the end of the line.
 The goalkeeper rolls the ball back to next child in the line.
Challenge: How many goals can a team score giving each child two chances?

TEACHING POINTS

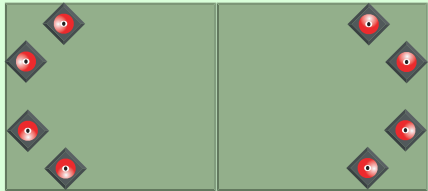
- Give a high feed.
- Aim to strike the ball with the top of the forehead. Try to keep the eyes open.
- Stop and control the ball before passing it on.
- Encourage accuracy of passing – using both the left and the right foot.
- The children can use the four points of the grid and move around from point to point to send and receive the ball.

Q How many ways do you know of controlling a ball?

ORGANISATION

Place two grids together. Make two goals in each grid area.

The goals should be no more than two metres in width.



ACTIVITY

5 Even-sided game 4 v 4 – four goal game

Using short ground passes only play a small-sided game with no goalkeepers.

The first to score three, four or five goals is the winner.

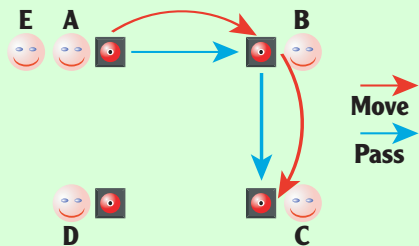
6 Cool down

Ask all the children to line up. Gently jog around the area picking up cones and footballs (only one item per child).

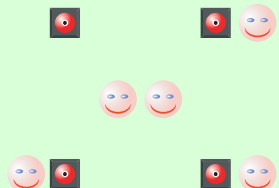
TEACHING POINTS

- Ask the children to discuss conditions for their game.
- Q** When defending where should you be?
- R** Between your opponent and the goal.
- Q** What should attackers do?
- R** Move ahead into space.
- Q** Should the team have a goalkeeper when playing small-sided games?
- R** No. Why?
- Q** How can you make scoring easier or more difficult?
- R** Increase/decrease width of goals.
- Insist that no one drops back to act as a goalie.

DEVELOPMENT



- Encourage control.



1 Pass and follow

Use four sides of a grid.

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

E steps in to replace **A**.

B controls the ball and passes to **C** whilst under pressure from approaching player **A**.

C continues the exercise by passing to **D**.

2 Game – 4 v 2

Eliminate a grid to provide six players per grid.

The children pass the ball round the grid area while **Y1** and **Y2** try to intercept the pass.

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

Only kicking on the ground or short kicking from the hand are allowed.

- The children should try to control the ball before turning to pass quickly.
- Emphasise speed of execution.
- The child in possession should control the ball and pass before being reached by an approaching defender.