

FOOTBALL LESSON 1 - Grade 3

EQUIPMENT:

15 medium-sized balls
(preferably footballs size 3),
cones, spots

Learning Intention: *How can you control a ball using your feet?*

Year 3:

I can stop a ball using both the sole and inside of my feet

I can stop a ball using both the sole and inside of my feet and attempt to stop a ball using the outside of my feet

I can stop a ball using the sole, inside and sometimes the outside of my feet

Linking Learning: In KS1 do you remember how you stopped the ball? Which part of your foot did you use? Sole of your foot and experimented with other ways

WARM UP: Pairs Game

- Children to move around in different ways (run, hop, skip, side-step).
- When the teacher calls "pairs", children must stand in a pair with the nearest person.
- When the teacher calls "inside", children must stand and balance on one leg, touching the inside of the foot they have raised off the ground with one hand (hold balance for 3 seconds).
- When the teacher calls "outside", children must stand and balance on one leg, touching the outside of the foot they have raised off the ground with one hand (hold balance for 3 seconds).

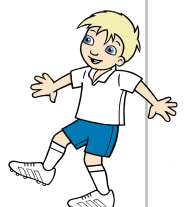
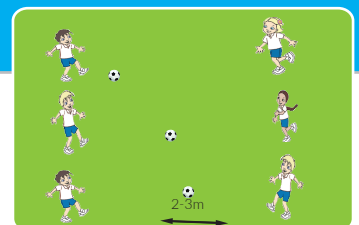
Extension: Teacher calls "inside left" or "inside right", "outside left" or "outside right".

ACTIVITY 1: Control in Pairs

1. Children work in pairs to experiment with ways they can control the ball using their feet.
2. Passing over a distance of 2–3m; the ball must travel on the ground.

Q & A – Which surfaces of your feet did you use to control the ball?
Inside, sole, outside.

Make it harder: Use either foot to control the ball.



ACTIVITY 2: Passing Through the Gate

1. Child A passes the ball, using the inside of their foot, through the gate.
2. Child B controls the ball using either the inside, sole or outside of their foot.
3. Child B passes the ball back through the gate to child A, who stops the ball using either the inside, sole or outside of their foot.
4. Teacher to show good examples.

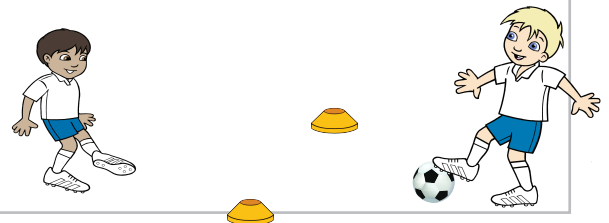
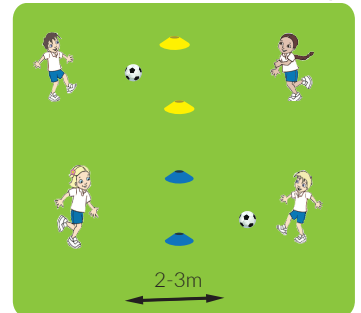
Q & A – How does the pathway of the ball affect which part of the foot you use to control the ball? It's easier to use the outside of your foot if the ball is approaching the opposite side of your body; teacher to give example: e.g. use the outside of your right foot if the ball is approaching the left side of your body.

5. Children to now have a go at controlling the ball using only the outside of their foot.

Make it easier: To show the receiving position standing on throw-down feet (no ball).

TEACHING POINTS:

1. Always watch the ball
2. Children to move body in line with the ball
3. Foot ready to act as a block/stop
4. Stop the ball, using the surface of the foot that you think will give the most control



ACTIVITY 3: Find a Gate

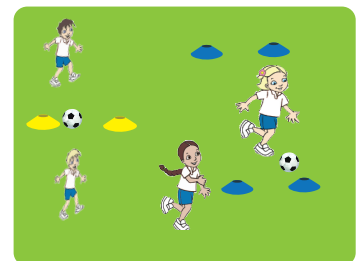
1. Same set-up as previous activity.
2. Each pass that travels through the gate equals one point.
3. Only one pair can pass through a gate at a time.
4. Child A passes the ball through the gate to child B, who controls the ball.
5. Child B now dribbles the ball, using their feet, to a free gate; child A runs to the other side of the gate, ready to control the ball.
6. Child B now passes the ball through the gate to child A who controls the ball; child A now dribbles to a free gate.
7. Children keep playing for 2 minutes.
8. Repeat challenge again: how many points can you score in 2 minutes?
9. Repeat challenge again: you can only control the pass using the outside of your foot; how many points can you score in 2 minutes?
10. Teacher to reward children for good control.

TEACHING POINTS:

1. Once the ball is under control, look up so you can see the closest gate that is free
2. Communicate with your partner
3. Supporting player make a fast run to the opposite side of the gate

Make it easier: Move closer together.

Make it harder: Move further away.

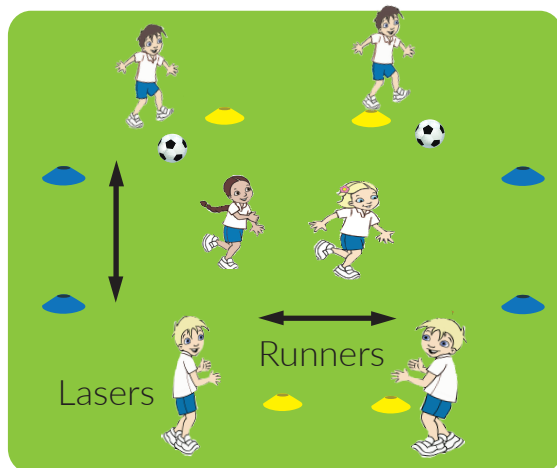


Challenge: Use non-preferred foot to control.

ACTIVITY 4: Laser Football

1. Half of the class start as the runners, as shown in the picture.
2. The rest of the class work in pairs with child A standing opposite child B as shown in the picture; each pair needs a football.
3. Each pair begins passing their ball between one another; showing control as they receive the ball and when playing passes along the ground – these moving balls are the lasers.
4. The teacher calls “go” and the runners have to run forwards, dodging the moving balls (lasers).
5. The children that are running have 5 seconds to run from the line they start on to the opposite side of the area.
6. Children now wait for the teacher to call “go” and then run to the original line.
7. Each runner starts the game with 10 lives and has to make 10 runs in total; each time they are hit below the knee by a ball (laser) they lose a life.
8. After 10 runs see which runner has the most lives left; then the children swap roles and play again.

Make it harder: Use non-preferred foot to control.



COOL DOWN

Teacher to repeat the warm up Pairs game. This time children to move around the area slowly (jog slowly, walking, tiptoeing).

PLENARY

What did you enjoy about the lesson? How can you control a ball using your feet?