

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

## EQUIPMENT:

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

**I can pass a ball using the inside of my feet**

**I can pass a ball using the inside of my feet with some accuracy**

**I can pass a ball using the inside of my feet with accuracy**

**Linking Learning:** What did you learn last lesson? How were you able to control the ball? In this lesson, you will recap different ways of controlling the ball.

## 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).

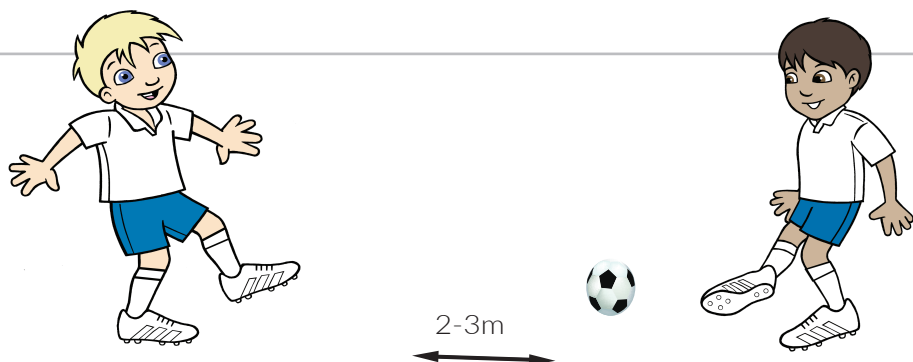
**Challenge:** Teacher calls "inside left" or "inside right", "outside left" or "outside right".



## ACTIVITY 1: Passing in Pairs

1. Children work in pairs to experiment with ways they can pass the ball using their feet.
2. Passing over a distance of 2–3m; the ball can travel along or off the ground but passes must be accurate.

**Q & A – Which surfaces of your feet did you use to pass the ball? Inside, sole, outside, top (laces).**



## 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 the 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 or watch the video .

Q & A – Which surface of your foot gives the most accurate pass?  
Inside.

5. Teacher to demonstrate or show a good example of passing using the inside of the foot.
6. Children to now have a go at passing the ball with the inside of their foot.

**Make it harder:** Control with one foot and pass with the other.

**Make it easier:** Use throw-down feet to show where to plant the foot.

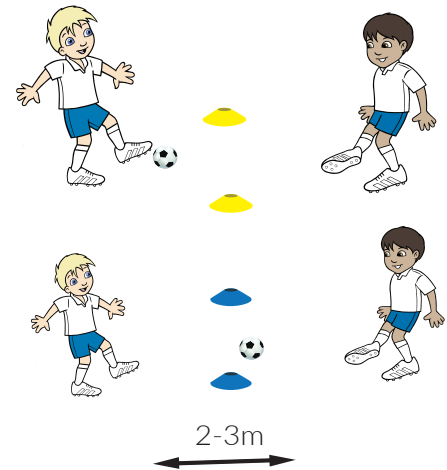
### TEACHING POINTS:

1. Plant standing foot beside the ball (toes pointing forward)
2. Pass the ball using the inside of the foot
3. Point foot in direction of pass
4. Include the 3 Ps when passing

**P – Plant (foot)**

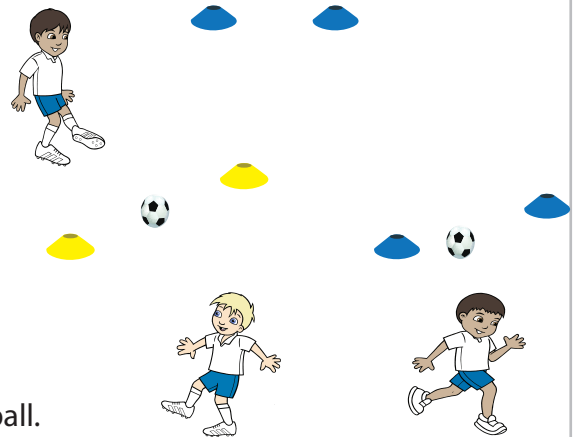
**P – Pass (inside foot)**

**P – Point (direction)**



## 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 – how many points can you score?
8. Repeat challenge again: you can only pass using non-favoured foot – how many points can you score?



**Make it harder:** Control with one foot and pass with the other.

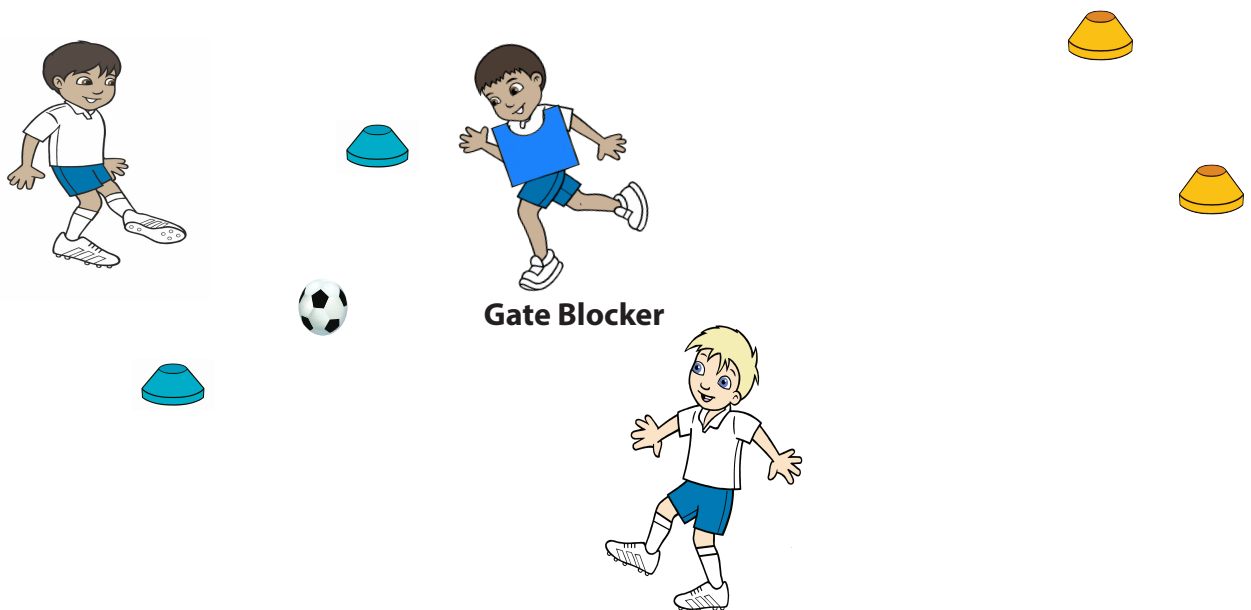
## ACTIVITY 4: Gate Breakers extension- see video

1. Same set-up as the previous activity.
2. 5 or 6 children wearing bibs are now defenders that block each gate (gate-blockers).
3. The defenders can move between any gate and are blocking passes, not tackling.
4. Each pair has to try and pass through as many gates as possible.
5. Children can try and pass the ball past the blockers but this must be with accuracy, not shooting.
6. A point is scored for each pass that travels through a gate; play for 2 minutes – who can score the most points?

**Q & A** – Why is communication even more important now? To allow you to get to the free gates as quickly as possible.

### TEACHING POINTS:

1. Speed and accuracy of pass – can you slip your pass past the gate-blocker?
2. Once the ball is under control, look up so you can see the closest gate that is free
3. Communicate with your partner



### 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? What are the three Ps of passing?