

FOOTBALL LESSON 3 - YEAR 3 & 4

Learning Intention: *How can you dribble and turn with a ball using your feet?*

Year 3:

I can dribble a ball using my feet

I can dribble a ball using my feet and attempt a turn with some control

I can dribble a ball using my feet and turn with some control

Year 4:

I can dribble a ball using my feet and attempt a turn with some control

I can dribble a ball using my feet and turn with some control

I can dribble a ball using my feet and turn with control

EQUIPMENT:

Ball per child; medium-sized balls (preferably footballs), cones, spots

WARM UP: Football Stuck-in-the-Mud

- A quarter of the class start as the chasers with a ball each.
- The rest of the children move around in different ways (run, hop, skip, side-step), trying to avoid the chasers.
- The chasers have to dribble their ball and, when roughly 1 metre away from their target, pass their ball and try to hit the target below the knee or on the foot.
- If hit, the child stands with their arms out to the side – a child can be set free by another child tapping them on the hand.
- Play for 2 minutes then pick some new chasers and play again.

ACTIVITY 1: Ghostbusters

1. A quarter of the class start without a ball as the ghostbusters.
2. The rest of the children start with a ball each and are the ghosts.
3. The ghostbusters must chase the ghosts and “freeze” them by tapping their foot on the ghost’s ball.
4. If a ghost has their ball tapped by a ghostbuster they must pick up the ball and hold it above their head and stand with their legs wide apart.
5. A frozen ghost can be set free by another child dribbling up to them and passing their ball through their legs.
6. Play for 2 minutes, then pick some new ghostbusters – play until each child has had a turn as ghostbuster.

Q & A – How did you avoid the ghostbusters? Did anyone change direction with the ball? If so this means you turned with the ball.

Challenge: To free as many frozen ghosts as possible.

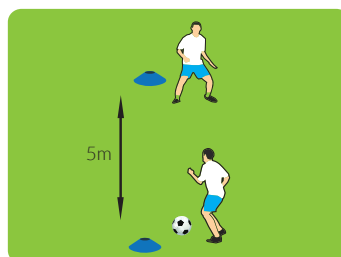


ACTIVITY 2: Inside Hook Turn

1. Teacher or child to demonstrate inside hook turn and go through teaching points of the turn.
2. Children work in pairs.
3. Child A dribbles up to a cone and performs an inside turn – then dribbles the ball back and stops the ball for child B’s turn.
4. Repeat practice – teacher to offer guidance where needed.

Make it harder: Turn using either foot.

Make it easier: Perform turn stationary or walking.



TEACHING POINTS:

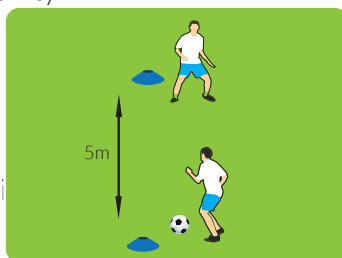
1. Reach around the outside of the ball with the inside of your foot – so you can change its direction
2. Bend your knees for balance and turn your hips to change your own direction
3. As you turn, push the ball in the direction you want to go
4. Accelerate – imagine you are turning away from a defender

ACTIVITY 3: Outside Hook Turn

1. Teacher or child to demonstrate outside turn and go through the Teaching Points of the turn.
2. Children now practise outside turn as in Activity 2.
3. Repeat practice – teacher to offer guidance where needed.

Make it harder: Turn using either foot.

Make it easier: Perform turn stationary or walking.



TEACHING POINTS:

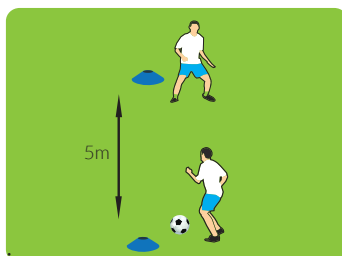
1. Reach around the outside of the ball with the outside of your foot – so you can change its direction
2. Bend your knees for balance and turn your hips to change your own direction
3. As you turn, push the ball in the direction you want to go
4. Accelerate – imagine you are turning away from a defender

ACTIVITY 4: Drag-back Turn

1. Teacher or child to demonstrate a drag-back turn and go through the Teaching Points of the turn.
2. Children now practise drag-back turn as in Activity 3.
3. Repeat practice – teacher to offer guidance where needed.

Make it harder: Turn using either foot.

Make it easier: Perform turn stationary or walking.



TEACHING POINTS:

1. Place your foot on top of the ball
2. Roll the ball backwards
3. Bend your knees for balance and turn your hips to change your own direction
4. Accelerate – imagine you are turning away from a defender

ACTIVITY 5: Ghostbusters

1. Children to play ghostbusters as in Activity 1.
2. Challenge – Can you use the turns you have practised to protect your ball from the ghostbusters?
3. Teacher to stop activity to highlight good turns.

Challenge: To show a variety of turns.



COOL DOWN

Children to move around slowly (jog slowly, walking, tiptoeing); if the teacher calls their name they must say something they've learnt today.

PLENARY

What did you enjoy about the lesson? Which 3 turns did we practise today? Why is turning important?

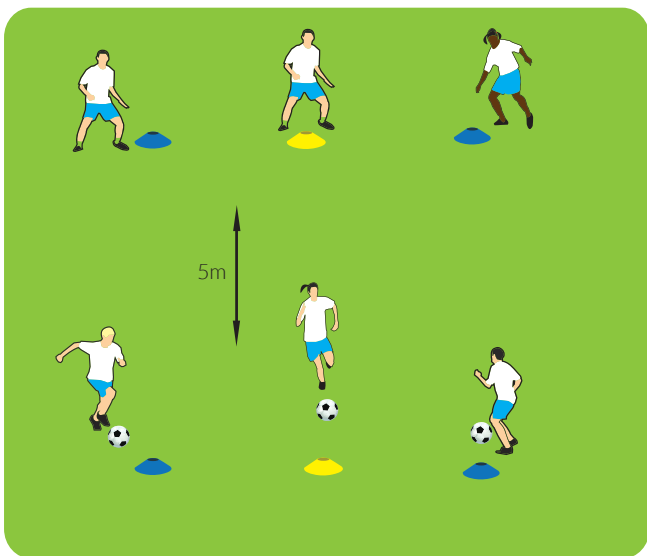
WARM UP: Football Stuck-in-the-Mud



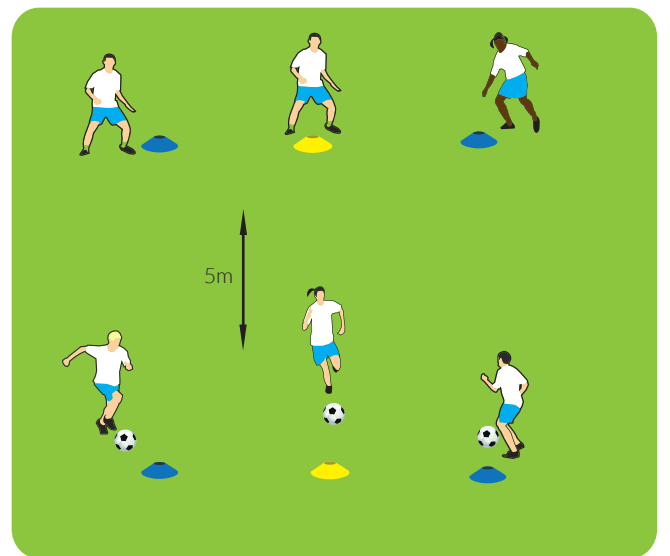
ACTIVITY 1: Ghostbusters



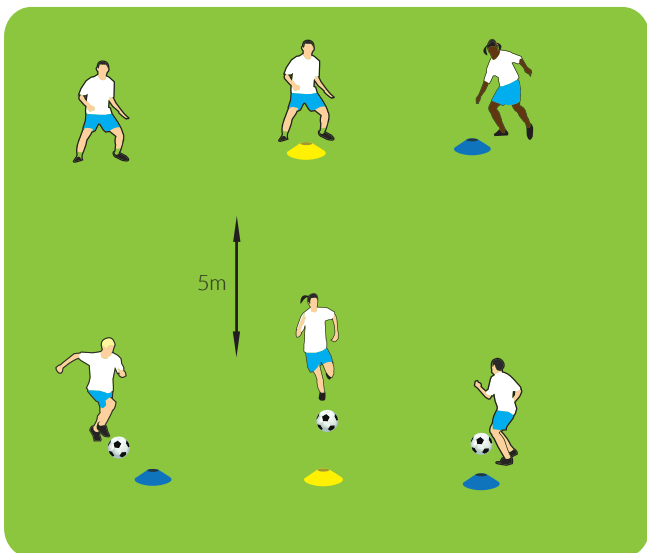
ACTIVITY 2: Inside Hook Turn



ACTIVITY 3: Outside Hook Turn



ACTIVITY 4: Drag-Back Turn



ACTIVITY 5: Ghostbusters

