

Activity: Football

Any questions please email:

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Lesson Overview

The aim of this lesson will be to develop some key skills required in football. These are:

* Control
* Passing
* Shooting

Students will practice these skills through a variety of drills and then apply them into mini games.

Sports Department Lesson Plan

**Lesson Objective:**

**How can we develop the fundamental skills needed for football?**

**Resources**

* Footballs
* Cones (small, Medium)

**Bronze**

**To be able to identify and explain the key teaching points of control, passing and shooting.**

**Silver**

**To be able to demonstrate the key teaching points of control, passing and shooting.**

**Gold**

**To be able to use all three fundamental skills within a competitive scenario.**

**Literacy Focus:**

Key words will be highlighted and defined on PPT

These key words will be reiterated during practical aspects of the lesson.

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| **Phase** | **Process** | **Differentiation** |
| **THEORY** | Go through PPT with students discussing the key skills that will be looked at within the lesson. PowerPoint will have demonstrations for each skill the pupils will be focusing on.  **If the lesson is wet weather, activities will still be able to be completed in sports hall for Year only (other year groups have too many groups)** | B – Teacher to talk through key technique points.  S – Use of key words to help develop understanding of the sport.  G – Discussion of why all three key points are important in football. |
| **PRACTICAL** | | |
| Do Now | **Colour game:** Students to have 4 different coloured cones each. Pupils will make themselves a square big enough for them to move around in (approx. 10 by 10 steps). Each corner of the square must be a different coloured cone.  Instructions:   * Pupil will stand in the middle of their own square that they have created. * Teacher will call out a colour e.g “Green” * Pupil will then run to that coloured corner of their square. * All students return to the middle of their own square to wait for teacher to call a new colour. * Last person to get to the coloured cone to receive a punishment e,g funny dance? 10 press ups etc.   Please ensure students **do not** pick up their cones as they will need to stay in their squares for the first activities. | B – teacher demo of the exercises  S – Students to react to more than two colour commands.  G – Encourage students to come up with new ways to travel to their cone e.g jumping, hopping. |
| Activity  **Control** | Discuss with the class how they control the ball when moving with the ball in their square? Allow students to give you answers then allow them to practice in their squares for 2 mins.  **Drill 1 – Inner foot control:** Just like the demonstration on the PPT, pupils will move around their square switching the ball to both feet (like they are waddling). Explain the teaching points to the pupils (**Looking forward** to see where they are moving, **Arms out slightly** for balance, inside of the foot to push the ball to the other instep of their foot, **light on their** feet to move around). Pupils will use the teaching points to move around their square with the ball, pupils to count how many touches on each foot they have successfully completed without losing control. **LA students to remain on the spot for this drill to focus only on the technique.**  **Drill 2 – Kick ups:** Students will be in their own individual squares for this activity. Students to discuss how to control the ball when performing kick ups? Demonstrate kick ups if comfortable (staff or able student), talk through the teaching points (**Arms out** for balance, **Eyes watching** the ball, **Light on their feet** to move with the ball.) allow students to practice their kick ups, see if they can beat their previous scores each time? Praise pupils for beating their previous score or setting a high score.  **Drill 3 - Knee Ups:** Students to discuss how they can control the ball with their knee? (**Arms out** for balance, **Eyes watching** the ball, **Knees up** nice and high, **Use flat part of the thigh** just above the knee). Students to perform the Knee Ups using the teaching points in their square trying to beat their previous score or set a high score. Praise for the pupils who beat previous/set high scores.  *\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**  **Conditioned game – Football tennis-** PPT instruction available. Pupils will create their own mini tennis court (spare member of staff may choose to this whilst students are working on the control section above), two square approx. (15x15 steps) with cones down the middle to act as a net. Pupils will be in their own half either side of the cones/net. Pupils have to serve the ball (throw or Kick) to the other student on the other half.  The ball can bounce once on each side then the pupil who can have multiple touches with their foot, thigh, head must try keep the ball up and return it over the net to the other pupil who will have to do the same. A point is scored if the ball is out of the cones. Or if the ball bounces more than once on the student’s side. First pupil to 7 wins. Pupils can switch opponents by winner moving to their right (have an end court as a champion court) and loser moving down their left court to help with pupil’s abilities.  Extension: Pupils who are doing very well can be challenged so that they can only have 3 touches to return the ball.  **If indoor use the badminton nets and make them lower for this game. Pupils can use badminton court markers instead of cones for their court. Have the high end court as the winner’s court.**  **Badminton court markers can also be used for pupil’s squares for the activities.** | B – Allow student to use one foot control the ball. (Bounces in-between kick ups are allowed). Ensure students are moving at a slower pace to break down the skill.  S – Allow students use both feet to control the ball.  G – Allow students to use their weak foot only to control the ball. (Challenge for pupils who are getting high scores or who are showing good control).  Lower ability students: to have as many bounces as they need and return over the net. Focus on a rally rather than points.  Higher Ability: students can have a competitive game. One bounce only. |
| AFL | Teacher observation and students’ self-assessment of ability. Questioning pupils to assess knowledge. |  |
| Activity  **Passing** | Discuss with the students, how do you pass a football? What part of the foot do they use?  • Teaching points: Use inside of the foot (Adidas/ Nike logo)  • Arms out for balance, face looking forward  • Chest over the ball, then pass the ball.  Demonstrate each activity if comfortable to do so or if able to allow a high ability pupil to demonstrate.  **Activity 1: Short passing drill** have pupils place a cone 10 steps apart in line with their partner. Pupils will face their partner standing on their cone. Place two cones (like a gate) in the middle of the pair. The pupils have to use the teaching points to pass the ball through the gate to their partner. Every time they successfully pass the ball through to their partner they get a point. Pair with the highest points win.  **Activity 2: Long Passing Drill** Increase the distance of the pair, by 5 steps. Pupils will use the teaching points to get the ball through the gate to their partner. (**Use top part** of the foot, **lean back** to get the ball slightly in the air, **add more power** to the ball). Have a competition who can get the ball through the air slightly, through the gates to their partner. Every successful long pass to their partner is a point. The pair with the highest score are the champions.  **Activity 3:** **Piggy in the middle**: Pupils will work in threes, two pupils will be on cones 15/20 steps apart facing each other on the cone. Make the gate size bigger, The defender will have to try and intercept the passes in the middle between the gates. The defenders have to win the ball back in the middle to swap places with the person who passed the ball before they intercepted. The person in the trio who is in the middle for the less time is the winner.    *\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**  Competitive game: **Cross bar challenge:** Students will go head to head in pairs. Each pair will have a goal. Ensuring they keep their distance from each other, pupils will face the goal 15/20 yards away. Pupils have to use the long range passing teaching points to try and hit the bar going across the top of goal. This will encourage them to aim to get the ball in the air and work on their accuracy. Pupil who hits the crossbar first wins a point. | . B – Pupils break down each teaching point. Increase the gate (cone gap) size for more success.  S – Allow pupils to pass through the gate, make the gate smaller after every successful pass.  G – Pupils use their weak foot only to try pass through the gates.  LA pupils to be allowed closer to the goal. Allowed a bounce to get underneath the ball.  HA pupils can increase the distance after hitting the crossbar. |
| AFL | Teacher observation, questioning. Peer assessment opportunities. |  |
| Activity  **shooting** | Discuss with the students, how do you perform a close range shot?   * Teaching points for close range shot: * Use the inside of the foot just like the first passing drill. * Pupils to open up their body facing the corner of the goal they are going to aim for. * Pupils to look forward at the goal and choose a corner of the goal to aim for and add power to the shot. * Always aim for the bottom corners of the goal.   **Activity 1: close range shots:** pupils will practice the teaching points and aim the cones. Gates in the bottom right and left corners of the goal. Pupils will have the ball stationary 8 yards away from the goal but in the middle. Pupils will have to use their teaching points to be able to place the ball through the cones into the bottom corner. Pupils who get the highest amount of points win.  **Activity 2: long range shooting:** pupils will be facing the goal, 12 yards out. Pupils will use the long range teaching points to try and get the ball into the goal without the ball bouncing on the ground before entering the goal. Every successful long range shot will result in 10 points. Pupils with the highest score is the winner! Praise pupils who managed to beat their previous score attempt. (Teaching points: **Use the laces** of your shoe to add power to the ball. **Lean back slight** to add height to the ball. **Arms out** for balance. **Non shooting foot** planted firm alongside the ball.  **Activity 3. Running onto the ball:** pupils will work in three’s to allow pupils to make it more game realistic. One pupil will be the goal keeper. Second pupil will be the receiver. Third pupil will be the shooter. The shooter will get 5 shots then swap places with the goalkeeper who will become the receiver and the receiver will then become the shooter and vice versa. The pupil who is the shooter will pass the ball into the receiver. The receiver will then stop the ball stationary for the shooter to run onto to either choose a close range shot or a long range shot technique. The pupils who has scored the most goals within the trio is the champion. Place the receiver and shooter 12 yards out from the goalkeeper.  Goalkeeper  Receiver      Shooter  *\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**  **Competitive game: Penalty shootout:** pupils will work in pairs. One student the goalkeeper the other will be the penalty taker. Students will swap roles after six penalties each. The student who scored the most penalties will be the winner. Swap students over for a new opponent. Penalty taker will take the penalties from 10 yards out. | B- Allow pupils to be closer to the goal (5 yards) to be able to reach the goal/ aim for the cones easier.  S- Pupils can start to increase the distance of the shot  G-pupils can start to use weak foot and think about why they need to aim for the corners of the goal.  LA: have pupils closer to the goal 5-6 yards.  HA: have pupils aim for corners with their weak foot. |
| AFL | Peer Assessment, questioning and observations. |  |
| Plenary | Discuss the main points for each fundamental skill (control, passing, shooting).  Allow different students to add something to the answers.  Why are these fundamental skills needed for a football game? When would they be used? |  |

Questions for:

**Control:**

How do we control the ball?

How do we perform Kick ups?

How do we perform Knee ups?

Can you think of other ways to control the ball?

What other parts of the body can be used to control the ball?

Why is having good control important for a football match?

When would control be used in a match?

**Passing**

How do we perform a short pass?

How do we perform a long Pass?

Why do we need to keep our chest over the ball for a short pass?

When would we use a short pass in a game?

When would we use a long pass in a game?

**Shooting:**

How do we perform a shot from close range?

How do we perform a long distance shot?

Why is it important to for a footballer to have good shooting?

Why do we have to aim for the bottom corners of the goal?

Why do we need to look at the goal while we are shooting?