



Australian Government
Australian Sports Commission



FOOTBALL
AUSTRALIA

Football lesson plans

Seven simple lesson plans to help primary school teachers deliver an engaging physical education program.



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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Football Australia to develop 7 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 3 to 6. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in football over the 7-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of football.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions–outcomes of each lesson.
- Skill focus–skills to develop.
- Duration, area, equipment–information to assist with the preparation and successful delivery for each lesson.
- Activities– a range of developmentally appropriate, engaging activities that will make up each lesson.
- CHANGE IT–simple ideas to ensure activities are engaging and adaptable for students of all abilities.
- Links to curriculum–alignment to the Australian Curriculum 9.0, achievement standards and content descriptors.
- Assessment ideas–a range of easy to use and adaptable assessment ideas.

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment.
- Student peer assessment.
- Teacher assessment rubric.
- Teacher formative assessment–‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons aim to make football accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students’ attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups as shown below.
- Be creative and add your own flair to the lesson plans provided.
- Call for students to stop and place their foot on the ball when the signal is given, to ensure instructions can be delivered without distraction.
- Avoid nominating 2 students as captains to choose teams – no-one likes being the last person picked!
- Play with a maximum of 4 students per team on the pitch during modified football games.

- Uneven team sizes such as 4 v 5 can help balance students’ abilities and create a more inclusive game.
- Replicate games on a smaller scale to provide maximum participation.
- Encourage students to use both feet at all times.
- Where possible, choose an unrestricted area for students to play. The minimal use of boundary lines and marker cones helps students build confidence.
- A size 3 football is recommended for games, however, alternative balls of similar sizes and weights may be used for skill-building activities.
- High-density foam balls are appropriate for indoor use and can encourage greater student participation.
- A bell ball or goal ball can be used in place of a football to assist students with disability.
- If pop-up goals are used, 2m wide x 1m high goals are ideal dimensions.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Clear a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- Provide clear rules regarding kicking the ball in the air during games. In mixed ability/age groups, or when playing indoors, introduce a rule such as: 'if the football rises above waist height, a free kick will be awarded to the opposing team'.
- As students develop their skills, there may be cases of accidental contact or misconduct. Give the advantage to the attacking team and continue play.
- Stop the activity if you observe dangerous play and explain what is appropriate and expected.



NO BUMPING



Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations [but can also include other skill-building activities].
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective [or a potentially slightly more challenging one] to use the tactical and movement skills they have learned from previous gameplay and play practises.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

E

I

Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

CURRICULUM LINKS

These lesson plans are aligned to the Australian Curriculum: Health and Physical Education (AC: HPE) Version 9.0 strand of Movement and Physical Activity (MPA) and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in years 3 and 4 and years 5 and 6.

Each lesson provides a series of games the teacher can deliver to help students learn the required skills for football. For each lesson, years 3 and 4, and years 5 and 6 have been identified and colour coded with, green representing years 3 and 4 and red representing years 5 and 6.

Years 3 and 4	Years 5 and 6
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At any year level, students are likely to demonstrate considerable differences in the fundamental movement skills proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.
Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-7:

Australian curriculum-relevant content descriptions

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.

They adapt movement strategies to enhance movement outcomes.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP4P04

Select, use and refine personal and social skills to establish, manage and strengthen relationships

YEARS 5 AND 6

Curriculum links:

Relevant sections of the achievement standard

Students refine and modify movement skills and apply movement concepts across a range of situations.

They transfer movement strategies between situations and evaluate the impact on movement outcomes.

Relevant content descriptions

AC9HP6M01

Refine and apply fundamental movement skills in new movement situations

AC9HP6M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP6M09

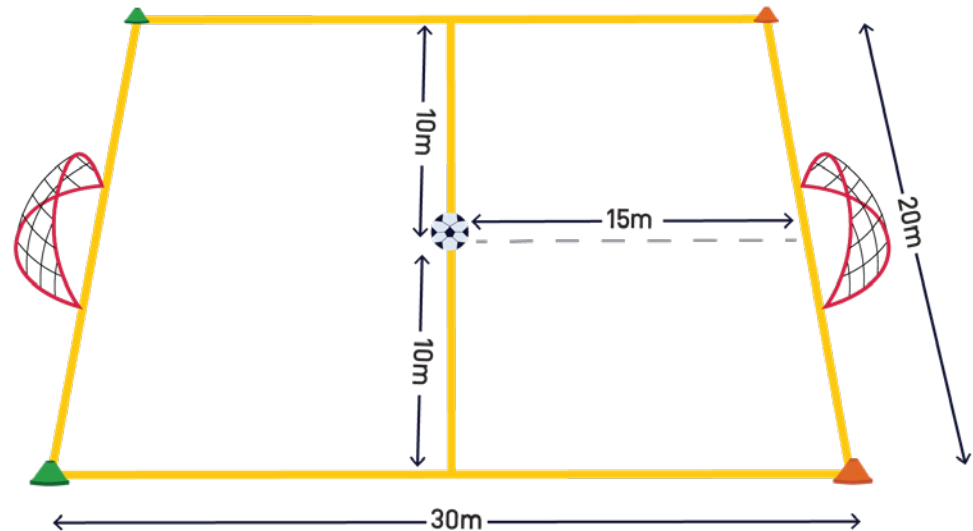
Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

INTRODUCTION TO FOOTBALL

RULES

A modified game of football for primary school-aged children can be played by the following rules:

- Play in 2 x 10-minute sessions, with a 3-minute half-time break.
 - Play with teams of 4 with no goal keeper.
 - At the beginning of the game, teams start in their own halves of the playing field. Opponents must be at least 5m away from the ball until it is in play.
 - To start a game, a pass is made from the middle of the half-way line. The ball must touch a team mate before a goal can be scored.
 - The ball changes possession after the ball is tagged by the defender's foot, or as a result of a one v one tackle.
 - If the ball crosses the boundary line, a student from the team that did not touch the ball last places the ball on the line and either passes or dribbles the ball into play.
 - A goal is scored when the whole ball passes over the goal line between the goals.
 - There are no corner kicks.
 - When the ball crosses the goal line, a student from the team whose goal line the ball has crossed places the ball anywhere along the goal line and can pass or dribble the ball into play – the ball must touch a team mate before a goal can be scored.
- Opponents return to the half-way line and can move once the ball is in play.
 - Indirect free kicks are awarded to the opposing team for all acts of handball, fouls and misconduct. A goal is only scored if the ball touches another team mate before it enters the goal.



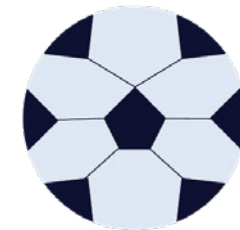
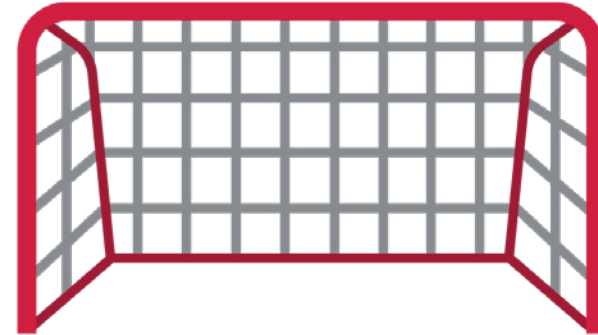
PLAYING FIELD

An area of 30m by 20m is suitable for modified football games. The field can easily be divided into smaller pitches using extra marker cones.

EQUIPMENT

Equipment used in this program includes:

- marker cones
- a stopwatch
- bibs or sashes
- skittles or alternative targets
- footballs or similar alternatives
- high-density foam balls
- goal balls (optional)
- pop-up goals (optional).



BASIC SKILLS

FIRST TOUCH

First touch in football involves controlling or directing the ball. A good first touch will allow a student time to perform their next move: defending, striking or running with the ball. A simple way of explaining first touch is to 'pass to yourself'.

Coach your students through the following movements:

- Get into the ball's line of flight.
- Decide which surface you will use – a student's first touch is not limited to the use of feet; other surfaces of the body can be used such as the thigh, chest or head.
- Relax and absorb the force of the ball.



RUNNING WITH THE BALL

Running with the ball in football involves using all parts of the foot to control the ball in tight spaces and to change direction.

Coach your students through the following movements:

- Make long running strides.
- For maximum efficiency use the outside of both feet to control the ball.
- Keep the ball a little further in front of you as you run.
- Keep eyes up to scan the field ahead for passing, crossing and shooting opportunities.



BASIC SKILLS

ONE V ONE

One v one in football involves all moves, fakes and accelerations to get past and away from an opponent. There are 2 main ways to beat an opponent: with a change of direction and/or a change of pace.

Coach your students through the following movements:

- Keep the ball close and use all parts of the foot to move the ball from side to side and to stop/start as required, to 'wrong foot' opposition defenders.
- Keep eyes up to see the position of the opposition and to be aware of passing and striking options.



STRIKING THE BALL

Striking the ball in football involves passing and shooting.

Coach your students through the following movements:

- Strike the ball with the inside of the foot.
- Keep eyes on the ball when striking it.
- Perform a short follow through in the direction of the target.



DID YOU KNOW?
Football is played in more than 200 countries and is one of the world's most popular sports.

LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce foundational running, dribbling, passing and movement skills.

To enable students to apply the fundamental movement skills of running, and the strategy of maintaining control of the ball and passing during small-sided games.

Skill focus

- First touch
- Running with the ball
- One v one

Duration

60 minutes

Area

Indoor gym or outdoor space of 30m x 20m.

Equipment

- Marker cones
- One football per student

Activities

[HERE, THERE, NOWHERE](#)

[FOOTBALL JUGGLING](#)

[DRIBBLERS AND ROBBERS](#)

[BACK-TO-BACK](#)

[FOOTBALL MARBLES](#)

[WHAT DID YOU LIKE?](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

HERE, THERE, NOWHERE

SUMMARY

On your call, students perform an action. Play with 6 or more.

Skill focus

- Running with the ball

Detail

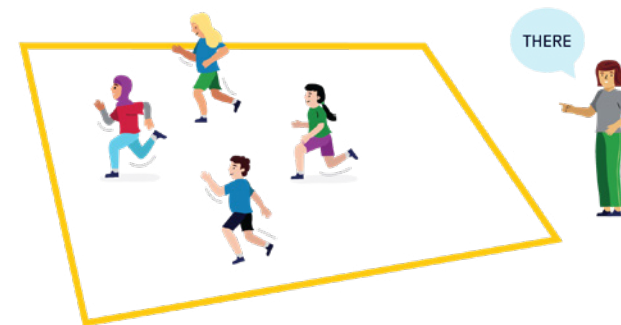
Warm-up
5 minutes

Equipment

- Marker cones
- One football per student

What to do

- Define the playing area with marker cones.
- When you call 'HERE!', students run towards you.
- When you call 'THERE!', students run away from you.
- When you call 'NOWHERE', students do an activity on the spot.
- Encourage students to run with the ball using the outside of both feet, so they can change direction very quickly and with little effort.



CHANGE IT

- When you call 'NOWHERE!', students leave their ball and run to another student's ball.
- When you call 'HERE!' or 'THERE!', students run with the ball sideways while rolling a foot over the top of the ball.
- Students do a little hop off one foot and before landing on that foot, stop the ball with the sole of the foot, then land and turn back where they came from taking the ball with them.

FOOTBALL JUGGLING

SUMMARY

Students experiment with different ways of juggling the ball using various parts of their body.

Skill focus

- First touch
- Striking the ball

Detail

Warm-up
10 minutes

Equipment

- Marker cones
- One football per student

CHANGE IT

- Students can use a softer ball if necessary and try to:
 - throw it up, head it up and catch it
 - throw it up, head it up and have a partner catch it.

What to do

- Define the playing field with marker cones.
 - All students have a ball and spread out randomly across the playing area.
 - Demonstrate how to drop the ball on the ground, lightly kick it and catch it.
 - Students experiment with different types of juggling.
- Students can try:
 - dropping the ball onto the thigh before catching
 - moving the ball from foot to foot
 - catching the ball on the right foot while balancing on the left foot.
 - Students count how many times they can drop, kick and catch the ball in a row.



DRIBBLERS AND ROBBERS

SUMMARY

Robbers attempt to intercept dribblers' balls without making body contact. Play with one robber for every 7 dribblers.

Skill focus

- First touch
- Running with the ball
- One v one

Detail

Skill development
15 minutes

Equipment

- Marker cones
- One football per student

What to do

- Define the playing field with marker cones.
- Choose one or 2 students to be robbers.
- Remaining students are dribblers and spread out across the playing area with one ball each.
- Dribblers run with the ball as they move around, trying to maintain possession.
- Dribblers should use short kicks and low bounces when dribbling to avoid the ball getting too far out of reach.
- Encourage dribblers to keep the ball close to protect it from the robbers.
- On your call, robbers attempt to win possession of a student's ball.
- Robbers can win possession by tagging the ball of a robber or after a one v one tackle.
- When a robber wins possession of a ball, the dribbler and robber swap roles.
- Play for a set period. Students stop when you call 'TIME!'.
- No body contact is allowed.

CHANGE IT

- On your call, all dribblers must change direction.
- If dribblers lose possession and become robbers, they must try to gain possession of another dribbler's ball – but not the ball they have just lost.
- Relax the 'dribble when travelling' rule. Allow a combination of running and dribbling [e.g. dribble every third or 4th step].
- Play with one ball for every 2 dribblers. Allow dribblers to pass the ball as well as dribble.
- Dribblers run with the ball from one end of the playing field to the other while avoiding the robbers.
- Change the number of robbers.
- Change the size of the playing area.
- Mark a safe zone where dribblers can stay for 3 seconds at a time. Robbers are not permitted into the safe zone.
- Play with no roles. All students have a ball and attempt to kick other students' balls out of the area, while maintaining possession of their own ball.



BACK-TO-BACK

SUMMARY

Pairs of students start back-to-back. On 'GO!', both students race around a marker on their goal line then attempt to run a football over their opponent's goal line to score a point. Play in groups of 2 to 4.

Skill focus

- Running with the ball
- One v one

Detail

Skill development
20 minutes

Equipment

- Marker cones
- One football per pair

What to do

- Use marker cones to define the playing field. Both students in each pair should create a 5m long goal line.
- A ball is placed on a goal line at one end of the pitch.
- Pairs start back-to-back in the middle of the pitch.
- When the student facing the ball calls out 'GO!', both students run to opposite ends of their pitch and around a marker cone.
- The student who was facing the ball collects it and attempts to run with the ball over their opponent's goal line to score a point.
- Ensure the student defending moves off the goal line and towards the student with the ball.
- Students take turns facing the ball and calling 'GO!'.



CHANGE IT

- Play with no sidelines. This means less stoppages. Students will naturally guide the ball back towards the goal lines.
- Play with 4 students in each group competing in one v one games against others in their group.
- Play with uneven teams such as 2 v one or 3 v one, where the attacking team must complete one pass before they run the ball over the goal line.

FOOTBALL MARBLES

SUMMARY

Students in pairs attempt to score as many hits as they can in a row by striking their football into their partner's ball.

Skill focus

- First touch
- Striking the ball

Detail

Finishing up
5 minutes

Equipment

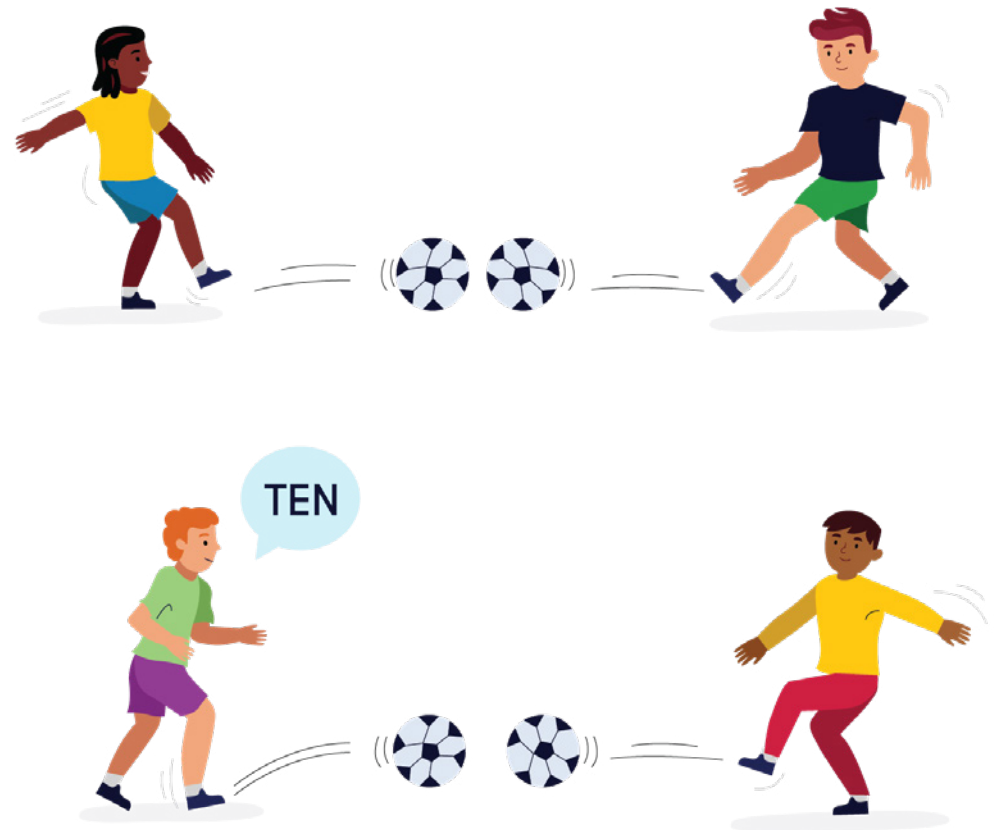
- One football per student

CHANGE IT

- Play with a 2-touch rule on the ball. Students use the first touch to control the ball and the second touch to strike the ball into the other student's ball.

What to do

- Divide students into pairs.
- Students stand 1m apart, facing each other with a ball each.
- Students attempt to score as many hits as they can in a row by striking their ball into their partner's ball.
- The pair with the highest number of hits in a row wins.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

Ask the class:

- What were your favourite activities?
- What didn't you like?
- What would you like to do again?
- How could you play this activity at home or in a park?

Remember to ask the students 'why' they gave their response.



LESSON 2

LESSON 2

LEARNING INTENTIONS

To practise dribbling, passing or kicking the ball using various parts of the foot.

To develop the skill of dribbling and striking the ball when moving and to avoid defenders.

Skill focus

- Running with the ball
- Striking the ball

Duration

60 minutes

Area

Indoor gym or outdoor space of 30m x 20m.

Equipment

- Marker cones
- One football per student
- Bibs or sashes
- 2 pop-up goals per game (optional)

Activities

CROSS THE BRIDGE

NAMES

KRAZYKEEPER

FOUR-END FOOTBALL

FOOTBALL JUGGLING

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

CROSS THE BRIDGE

SUMMARY

Students with a football each attempt to cross the bridge by running with their ball over the opposite goal line. The bridge is guarded by a troll who attempts to gain possession of a student's ball. Play with one troll for every 6 ball runners.

Skill focus

- Running with the ball
- One v one

Detail

Warm-up
10 minutes

Equipment

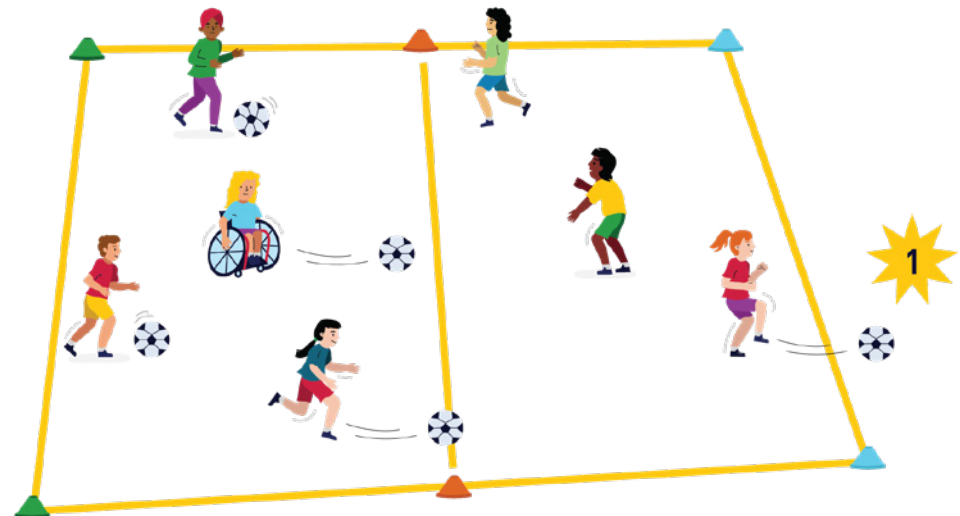
- Marker cones
- One football per attacking student

CHANGE IT

- Students who lose possession of their ball must link arms with the troll.
- Play continues until there are only one or 2 students left with a ball.
- Students score 2 points if they can stop the ball on the opposite goal line with their foot. Students should run past the ball as they stop it.

What to do

- Choose one student to be the troll.
- All other students start at the goal line with a ball each.
- On the troll's signal, students attempt to cross the bridge by running with their ball.
- The troll attempts to gain possession of a student's ball before they reach the opposite goal line.
- The student who loses possession of their ball changes place with the troll.
- Students score a point each time they run with the ball over the goal line.
- To avoid collisions, students and the troll must wait until everyone is behind the same goal line before crossing the pitch again.



NAMES

SUMMARY

Students stand in a circle and throw a ball to one another. One student stands inside the circle and tries to intercept the ball. Only the interceptor can move. Play in groups of 4 to 6.

Skill focus

- Striking the ball

Detail

Warm-up
10 minutes

Equipment

- Marker cones
- One football per group

CHANGE IT

- Play the first round without an interceptor.
- Interceptors only rotate on your call.

What to do

- Define the playing area using marker cones.
- In groups, students form circles, with one student in the centre.
- Students call the name of other students before passing the ball to them.
- When the ball is caught by the student in the centre of the circle, this student swaps places with the student who passed the ball.
- Students score one point for each successful pass. Interceptors score a point each time they intercept the ball.



KRAZYKEEPER

SUMMARY

Students take turns scoring goals by kicking a football past a goalkeeper and into one of 2 goals. Play with 4 to 8 students per group.

Skill focus

- Running with the ball
- Striking the ball

Detail

Skill development
10 minutes

Equipment

- Marker cones
- One football per student

CHANGE IT

- Change the distance of the shooting line from the goals.
- Change the distance between goals.

What to do

- Use marker cones to define the playing field as shown.
- Choose one student to be the retriever and one student to be the goalkeeper for each group.
- Students line up behind a starting point.
- A goalkeeper starts in front of the 2 goals and tries to intercept the ball with their hands or feet.
- Students take turns running with the ball to the centre line. After shooting at one of the 2 goals, the student runs to take the position of the retriever for the next student.
- Retrievers start behind the goal line and collect the ball if it passes the goalkeeper.
- Encourage the retriever to move into the line of the ball, pick it up with their hands and run back to the start. This role rotates after each goal attempt.
- Students score a point for each goal scored.
- Rotate the goalkeeper after everyone in the group has made one goal attempt.



FOUR-END FOOTBALL

SUMMARY

Teams play a modified game of football on a pitch with 4 goals. There are no goalkeepers and no offside. The rules on how to score can be determined by the coach or students to increase fun and participation. Play with teams of 4 to 5.

Skill focus

- First touch
- Running with the ball
- Striking the ball
- One v one

Detail

Skill development
15 minutes

Equipment

- Marker cones
- One football per game
- Bibs or sashes
- 4 pop-up goals per game [optional]

CHANGE IT

- Play with one wider goal at each end.
- Add a goalkeeper.
- The first team to score in all 4 goals wins.

What to do

- Use marker cones to define the playing area.
- Divide students into teams.
- All students must be in their own half for the start and re-start of the game after a goal.
- Play starts with a pass forward from the middle of the half-way line.
- A minimum of 2 students on the team must have touched the ball before a goal can be scored.
- Playing with 4 goals on the pitch discourages defenders from remaining stationary and blocking the goals.



FOOTBALL JUGGLING

SUMMARY

Students experiment with different ways of juggling the ball using various parts of their body.

Skill focus

- First touch
- Striking the ball

Detail

Skill Development
5 minutes

Equipment

- Marker cones
- One football per student

CHANGE IT

- Students can use a softer ball if necessary and try to:
 - throw it up, head it up and catch it
 - throw it up, head it up and have a partner catch it.

What to do

- Define the playing field with marker cones.
 - All students have a ball and spread out randomly across the playing area.
 - Demonstrate how to drop the ball on the ground, lightly kick it and catch it.
 - Students experiment with different types of juggling.
- Students can try:
 - dropping the ball onto the thigh before catching
 - moving the ball from foot to foot
 - catching the ball on the right foot while balancing on the left foot.
 - Students count how many times they can drop, kick and catch the ball in a row.



LET'S SEE IT

SUMMARY

Have students demonstrate actions while asking questions to reinforce the key skills or tactical points.

Details

Finishing up
5 minutes

What to do

- Ask students:
 - Where is it best to aim when trying to score a goal?
 - Why is it important to look up when running with the ball?
 - How do you control the ball as you receive a pass?



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Why do you think we place our non-preferred foot next to the ball when kicking?
- Does anyone participate in another activity where you dribble or kick a ball?
- How did you show respect today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 3

LESSON 3

LEARNING INTENTIONS

To increase students' ability to receive the ball with control prior to passing or scoring.

To apply the skill of passing the ball to a team mate in small-sided games.

For students to self assess their ball control skills [see the self assessment on pages 41–42].

Skill focus

- First touch
- Running with the ball
- Striking the ball

Duration

60 minutes

Area

Indoor gym or outdoor space of 30m x 20m.

Equipment

- Marker cones
- One football per student
- Bibs or sashes
- Stopwatch

Activities

[FOX AND GEESE TAG](#)

[PAIRS PASSING](#)

[SPACE INVADERS](#)

[DOUBLE AGENT](#)

[NUMBER CHANGE](#)

[LET'S SEE IT](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

FOX AND GEESE TAG

SUMMARY

A fox faces 3 geese who have formed a chain with the baby goose at the back. The fox attempts to tag the baby goose, while the other geese attempt to protect it. Play in groups of 4.

Detail

Warm-up
5 minutes

Equipment

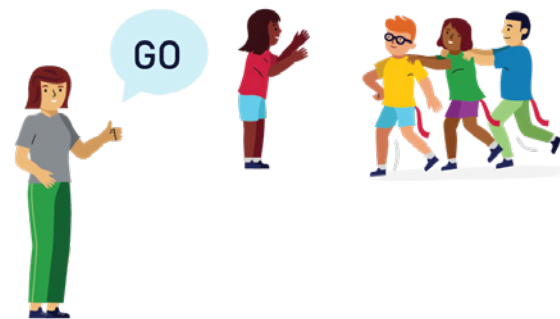
- Marker cones
- Bibs or sashes as a tail for the baby goose [optional]
- Stopwatch

CHANGE IT

- Play with all groups in the same playing field. Foxes can chase any group of geese.

What to do

- Define the playing field with marker cones.
- Divide students into groups of 4 students.
- One student from each group is the fox.
- The other students are the geese and form a chain by placing their hands on the shoulders of the person in front.
- On 'GO!' the fox attempts to tag the baby goose at the back of the chain by tagging or removing their tail.
- When tagged, the baby goose becomes the fox and the fox joins the front of the chain as a goose.
- Repeat until all students have had a turn as the fox.
- Ensure there is a 6m x 6m space for each group to avoid collisions.



PAIRS PASSING

SUMMARY

Students form pairs. On your signal, students pass the ball to each other for 30 seconds between a gate, then move to other gates to repeat the activity. Continue for 30 seconds. Pairs score a point for each gate they pass a ball through.

Skill focus

- First touch
- Striking the ball
- Running with the ball

Detail

Warm-up
15 minutes

Equipment

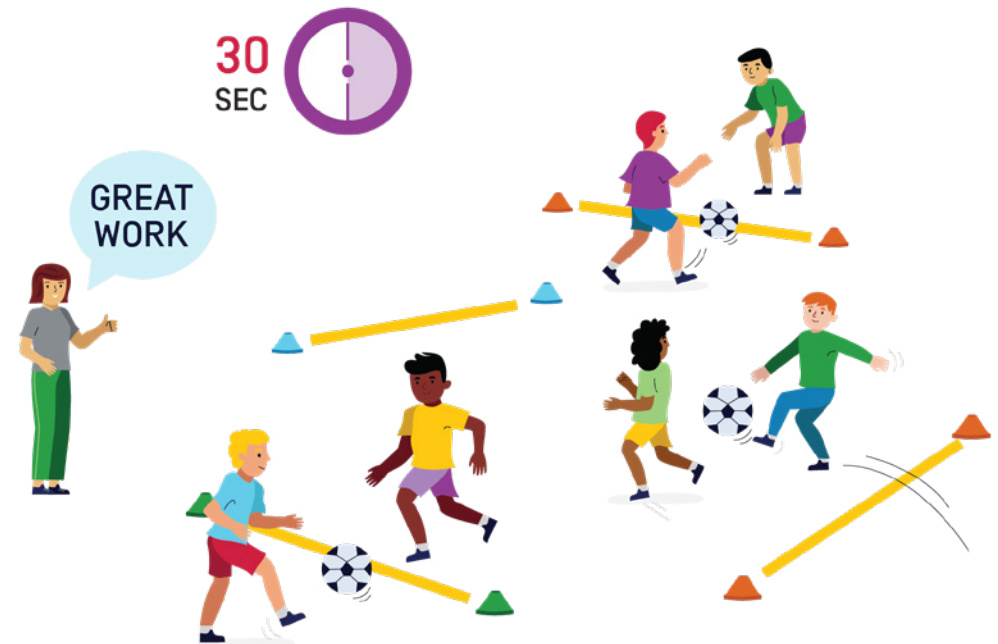
- 2 marker cones per pair
- One football per pair
- Stopwatch

CHANGE IT

- Students are only allowed 2 touches on the ball: the first touch to receive the ball, then a second to pass to their partner.
- After 3 passes, the student without the ball moves to find another student waiting at a gate with a ball.
- The coach can nominate one or more students to intercept other pairs' balls with no body contact.

What to do

- Define the playing area with marker cones. Create one gate per pair.
- Each pair starts with a ball, facing each other on opposite sides of their gate.
- On your call, pairs pass a ball 3 times to each other, then run with the ball to a free gate and repeat the activity.
- For passing accuracy, the grounded foot should point in the direction the student wants the ball to follow.
- Students continue for 30 seconds until you call 'STOP!'.
- Pairs score one point for each gate they pass the ball through 3 times.
- Repeat the activity with pairs trying to beat their own score.
- Not scoring is an option.



SPACE INVADERS

SUMMARY

In pairs, astronauts pass a football across the playing field to score points. Space invaders try to intercept the ball. Play in groups of 6 to 10.

See the printable student self assessment on pages 41–42.

Skill focus

- First touch
- Running with the ball
- Striking the ball

Detail

Skill development
10 minutes

Equipment

- Marker cones
- One football per pair

CHANGE IT

- To ensure students don't kick the ball too hard or far, introduce a rule that no point is scored if a pair's ball rolls beyond an astronaut's back line.
- Organise the students into new pairs once they have all had a turn as space invaders.
- Change the size of the playing area and distance between astronauts.

What to do

- Define the playing field with marker cones as shown.
- Divide students into pairs with one ball per pair.
- Choose one pair of students to start as the space invaders.
- Space invaders move from side to side across the playing area.
- Space invaders can choose to intercept the ball with their hands, feet or body.
- Astronauts can only move behind and along their boundary line when passing and receiving the ball.
- Set a time limit for students to score points.
- Astronaut pairs score one point for each successful pass.
- Space invaders score one point for each intercept.
- Choose 2 astronauts to swap roles with the space invaders and play again.



DOUBLE AGENT

SUMMARY

A modified game of football in which a student is chosen to be a 'double agent' and plays for whichever team has possession of the ball. Play in groups of 5 to 7.

Skill focus

- First touch
- Running with the ball
- Striking the ball
- One v one

Detail

Skill development
15 minutes

Equipment

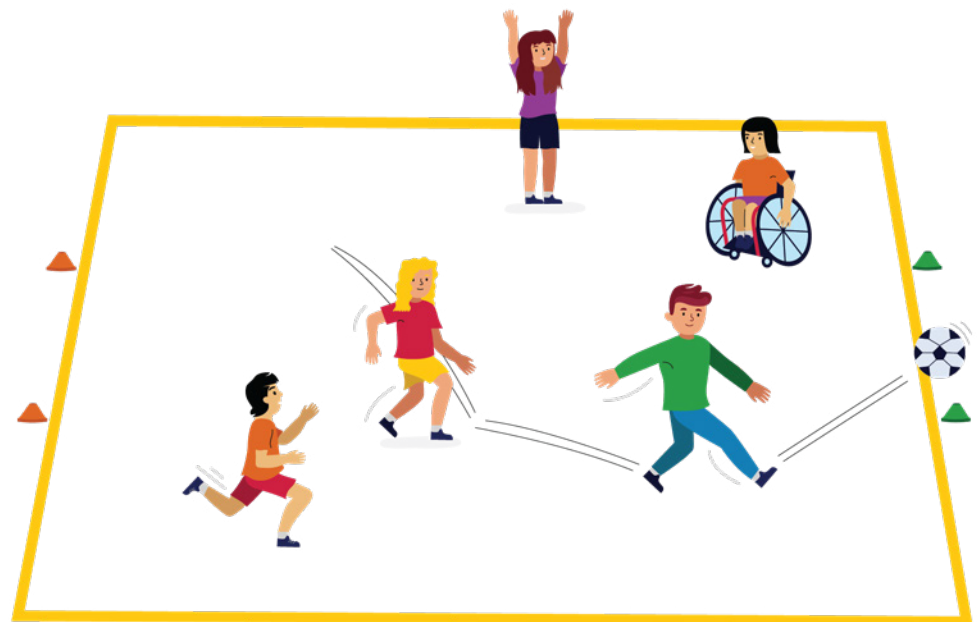
- Marker cones
- One football per game
- Bibs or sashes

CHANGE IT

- Remove the goals and score one point for 3 successful passes in a row by the attacking team.
- Increase the number of double agents that play for the attacking team.

What to do

- Divide students into even teams before adding an extra student to start as a double agent.
- The double agent cannot score goals or defend, they can only pass and dribble the ball to the team in possession of the ball.
- Enforcing the rule that the double agent cannot score ensures a higher number of passes and both offensive students have more chances to score goals.
- When a student scores a goal, they swap roles with the double agent.



NUMBER CHANGE

SUMMARY

All students are allocated a number. While standing in a circle, students try to change positions before the middle student takes their spot. Play in groups of 8 to 10.

Detail

Finishing up
5 minutes

Equipment

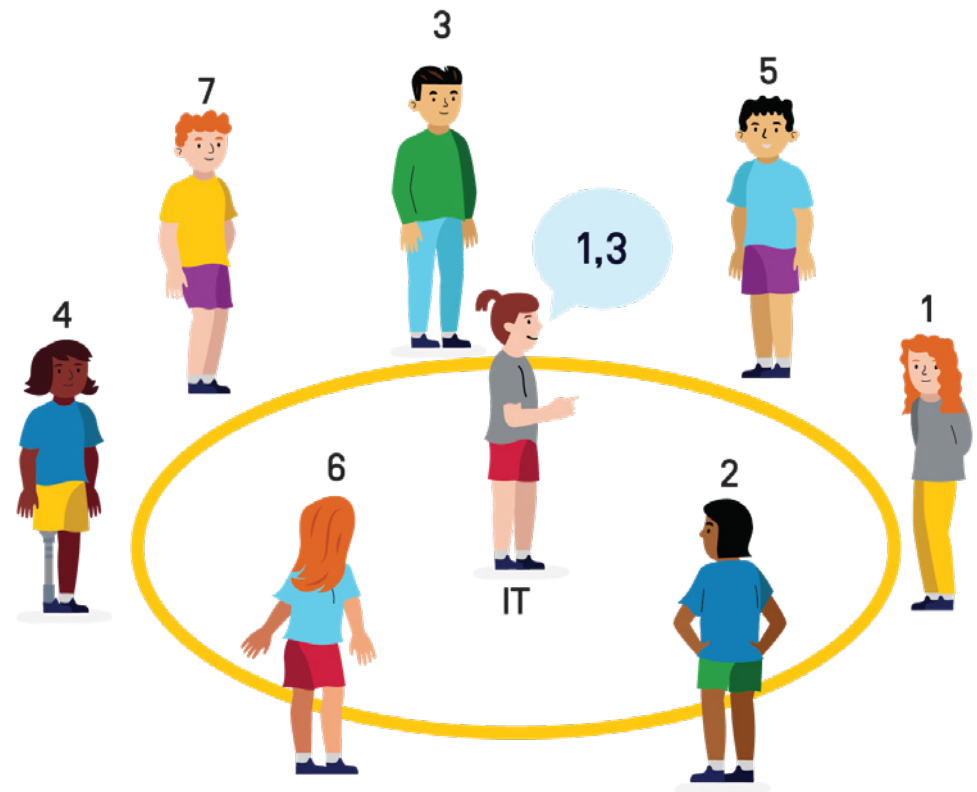
- Marker cones (optional)
- One football per student (optional)

CHANGE IT

- Before the game begins, all students start on the circle and call out their number starting with student one.
- Limit the type of movement students can use when changing places, such as hopping, skipping or jumping.
- All students have a ball and dribble it when changing places.

What to do

- Use marker cones to define the circle area for younger students or if the playing area changes size and shape.
- All students are given a number and form a circle in random order.
- One of the students stands in the centre of the circle and calls out 2 numbers such as one and three.
- The 2 students with these numbers try to swap places before the student in the centre takes their place.
- The student who fails to find a vacant position on the circle swaps places with the student in the centre.



LET'S SEE IT

SUMMARY

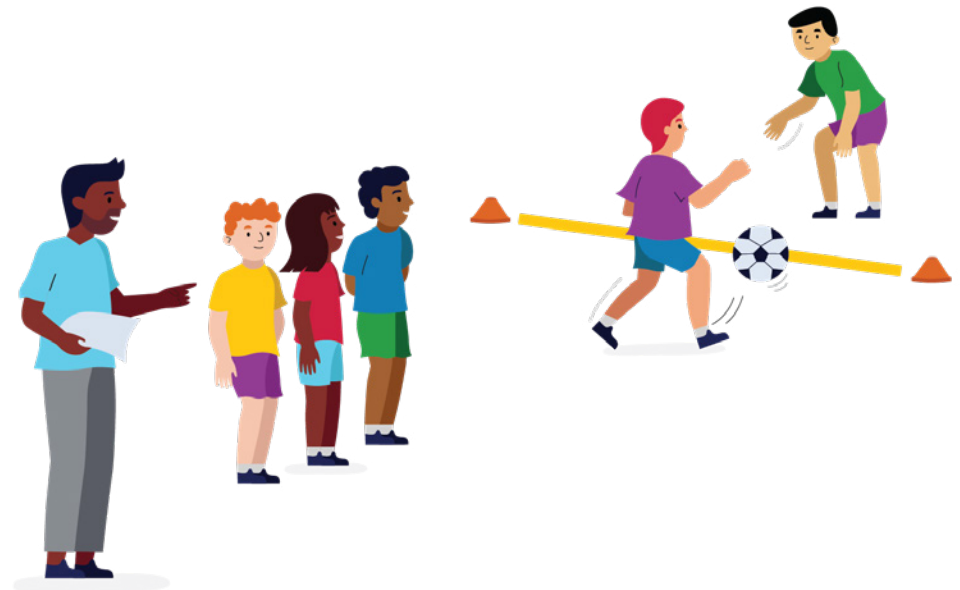
Have students demonstrate actions while asking questions to reinforce the key skills or tactical points.

Details

Finishing up
5 minutes

What to do

- Ask students:
 - Where should you move to receive a pass?
 - How do you control the ball as you receive a pass?
 - Where is the best place to keep the ball when running with it?



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

- In pairs, students discuss:
 - What are two things you should do when controlling the ball?
 - Which foot do you step forward onto when kicking?
 - What are some of the things you did to show respect as a team member?
- Ask the class:
 - Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Circle the face that matches how you feel about each of the statements below



Always



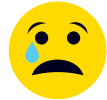


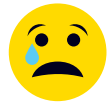


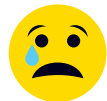


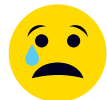


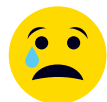


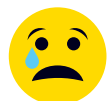


Sometimes



Rarely

Lesson 3 - Football - Space invaders

Movement skills	I can look ahead, keeping my head and upper body stable.			
	I can use various parts of my foot to control the ball.			
	I can run with the ball and strike it to pass or score.			
Strategy and tactics	I can move into space to provide a passing option for team mates.			
	I am beginning to control the ball and move into space to avoid opponents.			
Personal and social responsibility	I respect others by including and listening to all players on my team.			

SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Circle the face that matches how you feel about each of the statements below



Always



Sometimes



Rarely

Lesson 3 – Football – Space invaders

Movement skills	I can run with the ball looking ahead to maintain balance and possession of the ball.			
	I know which foot I prefer to have forward when passing or scoring.			
	I can place my non-preferred foot next to the ball to pass or score with accuracy.			
Strategy and tactics	I can transition between controlling the ball, passing or scoring.			
	I can run with the ball and know when to pass or score.			
Personal and social responsibility	I appreciate and provide supportive comments with all players on my team.			

LESSON 4

LESSON 4

LEARNING INTENTIONS

To control the ball and use either one touch to pass or score in small-sided games.

To explore and practise one touch passes and dribbling when one on one with an opponent.

Skill focus

- First touch
- One v one
- Striking the ball

Duration

60 minutes

Area

Suitable for indoor gym or outdoor space of 30m x 20m.

Equipment

- Marker cones
- One to 3 footballs per student
- One to 3 high-density foam balls
- One skittle or alternative target per student

Activities

[BOUNDARY PASS](#)

[CIRCLE CHASE](#)

[TRICKY GOAL LINES](#)

[PINBALL](#)

[FOUR CORNERS](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

BOUNDARY PASS

SUMMARY

In pairs, students try to make as many passes to each other as they can in 60 seconds. To add a challenge, every pass must be across a different boundary line. The aim is to encourage the students to run with the ball at speed.

Skill focus

- Running with the ball
- Striking the ball

Detail

Warm-up
10 minutes

Equipment

- Marker cones
- One football per pair

CHANGE IT

- Change partners each round.
- Change the size of the playing area or set up several playing areas to involve all students.
- Try using groups of 3 or 4 with one ball – ensure playing area is large enough.
- Play with a smaller playing area and a smaller group. Allow more than one pass across a boundary.

What to do

- Use marker cones to define the playing field and boundary lines.
- Pairs start within the marked area near the centre.
- On your call, pairs move in the same direction and pass the ball to each other across the boundary lines.
- Each pass must be across a different boundary line.
- Pairs score one point for each pass they make within the time limit.
- The activity can be repeated with pairs attempting to beat their score while running in the opposite direction.
- Play for several rounds.



CIRCLE CHASE

SUMMARY

Two footballs are passed around a circle from student to student. The aim is for one ball to catch up with the other. Play in groups of 6 to 8.

Skill focus

- Striking the ball

Detail

Warm-up
10 minutes

Equipment

- Marker cones
- 2 to 3 footballs per group

What to do

- Define a circular playing field with evenly spaced marker cones.
- Students stand between each space.
- Two students on opposite sides of the circle start with a ball each.
- Students pass the ball around the circle in the same direction, trying to overtake the ball in front.
- When you call 'CHANGE!' students change the direction of the passes.



CHANGE IT

- After passing the ball, students run to the next space [in the same direction as the pass].
- Increase the size of the circle and introduce a third ball.

TRICKY GOAL LINES

SUMMARY

One at a time, attacking students run with a football through a gate and over one of 2 possible goal lines. Defenders try to intercept the ball. Play in groups of 8 to 12.

Skill focus

- One v one
- Running with the ball

Detail

Skill development
15 minutes

Equipment

- Marker cones
- One football per student on the attacking team

What to do

- Divide students into 2 groups and have them stand at diagonally opposite corners of the playing area.
- Attackers line up behind a marker cone with a ball each.
- The defender must wait for the attacking student to pass through the gate before entering the pitch.
- Attackers attempt to run with the ball over a goal line without the ball being intercepted.
- Students score one point for running the ball over a goal line.
- Swap roles after each play or once all attackers have had a turn.
- Each round of play should last around 10 seconds.



PINBALL

SUMMARY

Students attempt to knock down other students' targets. When their target is knocked down, the student in the playing field is replaced by the nearest student on the sideline. Play in groups of 10 or more.

Skill focus

- Striking the ball

Detail

Skill development
15 minutes

Equipment

- Marker cones
- One to 3 foam balls per game
- One skittle or similar per student

CHANGE IT

- Allow a student's target to be knocked down twice before they are replaced by a student on the sidelines.
- Add a extra ball to the game.
- Students can score points for each target knocked down.

What to do

- Define the playing field with marker cones.
- Play with 4 or more students on the sidelines.
- Students on the playing field set up their targets as shown.
- On your call, students attempt to knock down other students' targets by striking the ball into them.
- A student who has had their target knocked over swaps places with a student on the sidelines.



FOUR CORNERS

SUMMARY

Students choose a corner to stand in and, as the game continues based on the call, must move to the middle.

Detail

Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing area using marker cones
- Give a colour name to each corner (e.g. red, blue, green, yellow).
- One student stands in the middle of the playing area, closes their eyes and counts down from 10.
- While the student is counting, all other students move to a corner of their choosing.
- When the counter gets to zero, they call the name of one of the corners.
- All students in that corner join the student in the middle and count down from 10 as the play continues.
- Continue until all students are in the middle.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How can you beat an opponent who is attempting to take possession of your ball?
- Where should you look when you are striking the ball with your foot?
- What challenged you today in this lesson?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 5

LESSON 5

LEARNING INTENTIONS

To refine and apply the skills of running with the ball at speed and changing direction.

Through play, students develop passing and scoring skills.

Skill focus

- Running with the ball
- Striking the ball

Duration

60 minutes

Area

Suitable for indoor gym or outdoor space of 30m x 20m.

Equipment

- Marker cones
- One football per student
- Bibs or sashes
- 2 pop-up goals per game (optional)

Activities

[ALL-IN TAG](#)

[TUNNEL PASS](#)

[CHANGE FOOTBALL](#)

[FOUR GOAL FOOTBALL](#)

[KEEPERS AND STRIKERS](#)

[WHAT DID YOU LIKE?](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

ALL-IN TAG

SUMMARY

Everyone tries to tag everyone else. Students who are tagged continue to tag others from a crouched position. Play with 8 to 30 students.

Detail

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- A student with limited mobility may have to be tagged twice.
- Use a 'buddy' pairing system for all students. Both students in a pair have to be tagged within 5 seconds.
- Students can only move by:
 - walking
 - shuffling
 - skipping
 - jumping.
- On your call, students that have not been tagged must freeze in a one-legged statue for 5 seconds.
- On your call, all the crouchers become runners and the runners become crouchers.

What to do

- Define the playing area with marker cones.
- Students tag whoever is nearest.
- Tagged students crouch and may continue to tag others but can't change position.



TUNNEL PASS

SUMMARY

Students take turns rolling a ball through a tunnel formed by their team mates. The first team to finish the relay calls 'STOP!' and receives a point. After several games, the team with the highest score wins. Play in teams of 6 to 8.

Skill focus

- Striking the ball

Details

Warm-up
10 minutes

Equipment

- One football per team

What to do

- Teams stand in a line and form a tunnel with their bodies as shown.
- One student from each team stands at the front of the line with a ball.
- The end student in each team stands at the opposite end of the tunnel, ready to catch the ball.
- On your call, the student at the front rolls the ball through their team's tunnel and immediately joins the tunnel at the front.
- The student at the end of the tunnel runs with the ball to the front of the team and rolls it through the tunnel.
- Students call 'STOP!' when all team mates have had a turn rolling the ball.
- The first team to complete a set wins a point.



CHANGE IT

- Teams can form different types of tunnels.
- Students can pass the ball through the tunnel with their foot.
- The student at the end of the tunnel can dribble the ball to the front of the line.
- Change the teams members if the game is too one-sided.

CHANGE FOOTBALL

SUMMARY

When their number is called, students compete for the ball and attempt to score a goal. Play in 2 teams of even numbers.

Skill focus

- One v one
- Striking the ball
- First touch
- Running with the ball

Details

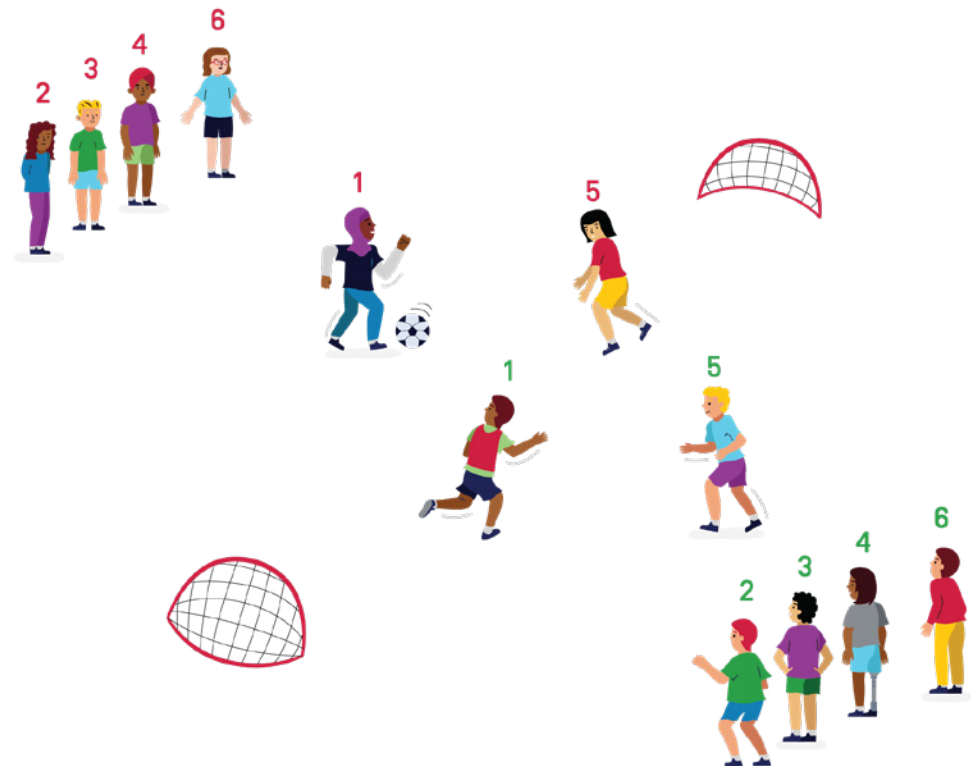
Skill development
15 minutes

Equipment

- Marker cones
- Bibs or sashes
- One to 2 footballs per game
- 2 pop-up goals per game [optional]

What to do

- Divide students into 2 teams and have them stand along opposite sides of the court.
- Number students from each team.
- Call out 2 numbers at a time and throw (or roll) a ball into the playing area.
- When their number is called, students run into the playing area.
- The team that gains possession of the ball become the attackers, and the other team become defenders.
- Attackers dribble the ball, passing to each other to try and score a goal.
- If defenders intercept the ball, they pass it back to you.
- Defenders then become attackers.
- All other students stand on the sideline and can pass the ball back into the playing field if it rolls out.
- Teams must attempt to score a goal within 30 seconds.



CHANGE IT

- Call 'NEW BALL!' and roll a second ball onto the pitch. Students must immediately leave the first ball and begin playing with the new ball.
- Gradually increase the number of students called into the playing field until all students are involved in one game.

FOUR GOAL FOOTBALL

SUMMARY

Teams play a modified game of football on a pitch with 4 goals. There are no goalkeepers and no offside rules. Scoring rules are flexible. Play with teams of 4 to 5.

Skill focus

- First touch
- Striking the ball
- Running with the ball
- One v one

Details

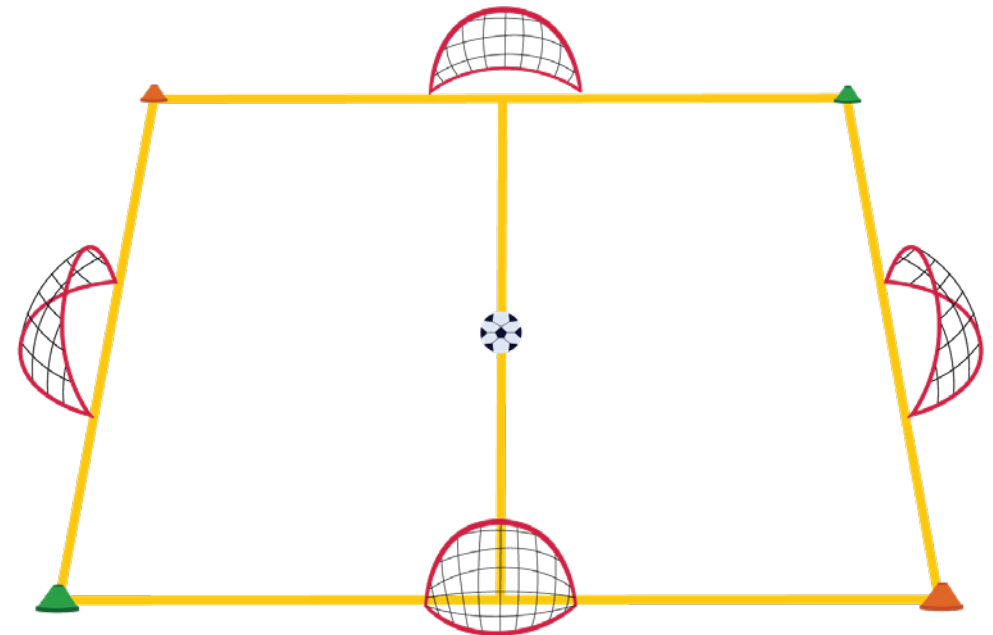
Skill development
15 minutes

Equipment

- Marker cones
- One to 2 footballs per game
- Bibs or sashes
- 4 pop-up goals per game (optional)

What to do

- Define a playing field as shown, with marker cones and pop-up goals.
- Divide students into 2 teams.
- Teams start in their own halves at the beginning of the game and after each goal scored.
- Play starts with a pass forward from the middle of the halfway line.
- A minimum of 2 students on the team must have touched the ball before a goal can be scored.
- Teams score one point for shooting into the side goals.
- Teams score 3 points for shooting into their end goal.



CHANGE IT

- Play with 2 balls.
- Change the size of the playing field.
- Change the width of the goals.
- Add a goalkeeper from each team.
- Introduce a rule where teams cannot score in the same goal twice in a row.

KEEPERS AND STRIKERS

SUMMARY

A 'keeper' passes a ball into the pitch and immediately runs to defend the goal. At the same time, a 'striker' runs forward to take control of the ball and attempts to score a shot a goal. Play in groups of 6 to 10.

Skill focus

- First touch
- Running with the ball
- Striking the ball

Details

Finishing up
10 minutes

Equipment

- Marker cones
- One football for each keeper
- One to 2 pop-up goals [optional]

CHANGE IT

- Change the size of the goal area.
- Add 2 pop-up goals together to make scoring easier for students.
- Score as a team where each team has 2 attempts as a striker, then teams change places.

What to do

- Define the playing field with marker cones.
- Divide students into 2 teams: keepers and strikers.
- Keepers line up on one side of the pitch, each with one ball.
- Strikers line up on the pitch facing the goal.
- The keeper first in line rolls or passes the ball into the pitch and immediately runs to defend the goal.
- At the same time, the striker first in line runs to take control of the ball and attempts to score a goal.
- Encourage the striker to control the ball using a first touch before shooting.
- After attempting a goal, the striker collects the ball.
- The keeper and striker from that round swap teams and move quickly to join the ends of their new lines.
- The next keeper and striker take their turn.



WHAT DID YOU LIKE?

SUMMARY

Ask for feedback during sessions or at the end.

Details

Finishing up
5 minutes

What to do

- Ask the class:
 - What were your favourite activities?
 - What didn't you like?
 - What would you like to do again?
 - How could you play this activity at home or in a park?
- Remember to ask the students 'why' they gave their response.



LESSON 6

LESSON 6

LEARNING INTENTIONS

To practise and apply ball control skills, running with the ball and to practise striking the ball to pass accurately or score a goal.

To learn the rules of 4 v 4 football.

For students to peer assess their ball striking [pass or score] skills [see assessment rubric on pages 66–67].

Skill focus

- Running with the ball
- Striking the ball

Duration

60 minutes

Area

Suitable for indoor gym or outdoor space of 30m x 20m.

Equipment

- Marker cones
- One football per student
- Bibs or sashes
- Skittles or similar targets
- 2 pop-up goals per pitch [optional]

Activities

[EVERYBODY](#)

[OCTOPUS FOOTBALL](#)

[SKITTLE FOOTBALL](#)

[4 V 4 FOOTBALL GAMES](#)

[UNTIE THE KNOT](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

EVERYBODY

SUMMARY

Using the rules of 'Simon Says', call out commands for students to perform various fundamental motor skills.

Skill focus

- First touch

Details

Warm-up
5 minutes

Equipment

- One football per student

CHANGE IT

- Change the pace of your commands.
- Designate students to run in a certain direction and perform actions as called.
- Play in small groups with students taking turns to call out actions.

What to do

- Ask students to demonstrate:
 - dropping the ball onto the thigh and catching it
 - juggle the football from foot to foot
 - balance the football on one foot.
- Students should only follow your instructions when they start with 'Everybody...'
- Do not eliminate students.



OCTOPUS FOOTBALL

SUMMARY

Students attempt to run their ball over the opposite goal line. One student stands in the middle of the pitch and attempts to tag students as they cross. When tagged, students must freeze on the spot and attempt to tag other students running with a ball.

Skill focus

- Running with the ball

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One football per student

CHANGE IT

- Play for a set period. Students that have not been tagged when you call 'TIME!' score one point.
- Change the octopus often.
- Have the octopus run with a ball too.

What to do

- Define the playing field with marker cones.
- Choose one student to start as the octopus.
- All other students start with a ball behind the goal line.
- On your call, students run with their ball across the pitch and avoid being tagged by the octopus.
- Tagged students freeze on the spot with their ball under their foot and can tag other students as they pass.
- The last student to successfully cross the pitch without being tagged wins.
- To avoid collisions, students running with a ball must wait until everyone is behind the same goal line before crossing the pitch in the opposite direction.



SKITTLE FOOTBALL

SUMMARY

Students play a small-sided game of football in teams. There are no goalkeepers and no offside rules. Students can score from the front, sides or back of the goal area. The first team to knock down all the opposing team's skittles wins. Play in teams of 4 to 5.

See the printable student peer assessment on pages 66–67.

Skill focus

- Striking the ball

Details

Skill development
15 minutes

Equipment

- Marker cones
- One football per game
- Skittles or similar targets

CHANGE IT

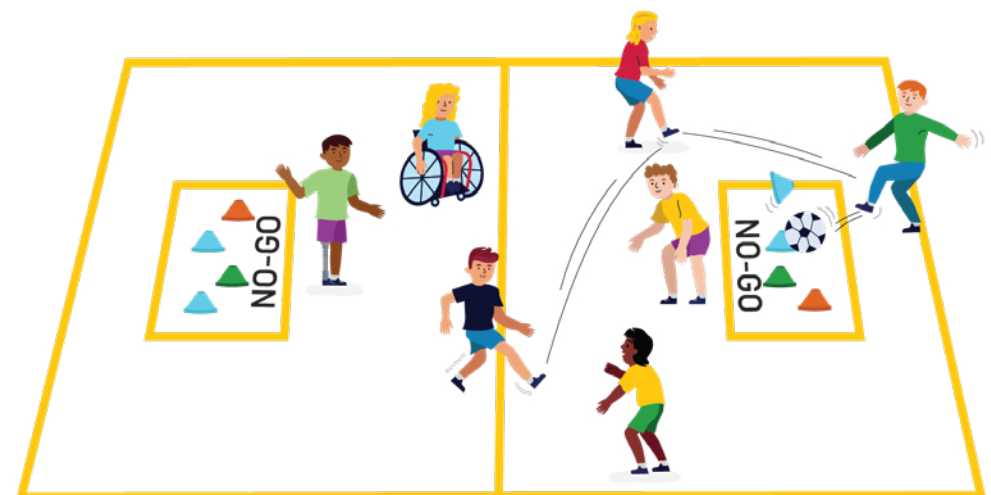
- Play without skittles.
- Students score by passing the ball through the goal from any direction on the pitch.
- Students can roll the ball using their hands to knock over a skittle if the game is too difficult.

What to do

- Define the playing field and goal areas with marker cones.
- Divide students into teams.
- All students must be in their own half for the start of play.
- The ball must be passed between a minimum of 2 students before a goal can be scored.
- Students can score from the front, sides or back of the goal area.
- After a skittle in the goal area has been knocked over, the defending team starts with the ball from the halfway mark.

Tips

- Encourage students to pass the ball if the zone is being blocked



4 V 4 FOOTBALL GAMES

SUMMARY

In small teams, students play a modified game of football on a pitch. There are no goalkeepers and no offside rules. Play in teams of 4 to 5.

Skill focus

- First touch
- Running with the ball
- Striking the ball
- One v one

Details

Skill development
20 minutes

Equipment

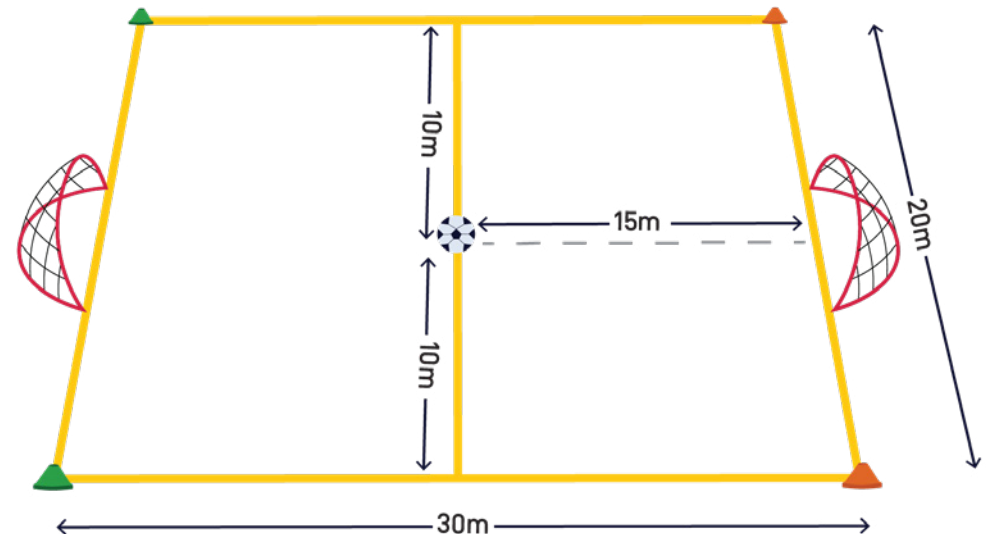
- Marker cones
- One to 2 footballs per game
- Bibs or sashes
- 2 pop-up goals [optional]

CHANGE IT

- Play with goalkeepers.
- Play with different team sizes such as 5 v 4.
- Allow one student from each team to cross the halfway line and score. Remaining team mates must stay back to defend their half. Rotate students through the zones often.

What to do

- Define the playing field with marker cones.
- Divide students into 2 teams of 4 per game.
- All students must be in their own half for the start of play and after each goal scored.
- Opponents must be 5m away from the ball until it is in play.
- Play starts with a forward pass from the middle of the halfway line.
- Students score a point when the ball passes over the goal line between the goals.



UNTIE THE KNOT

SUMMARY

Students join hands with 2 other students and must work as a team to untangle the knot without letting go. Play in groups of 6 or more.

Skill focus

- Striking the ball

Details

Finishing up
5 minutes

Equipment

- Bibs or sashes [optional]

What to do

- Divide students into groups of 6 to 10 and have them stand in a circle.
- Each student joins hands with 2 other students – but not the students standing next to them!
- Once the knot is formed students must work together to untangle the knot without letting go.
- Students move slowly to untie their knot by stepping over and moving under their joined hands.
- To ensure safety, the game should not be played as a race.



CHANGE IT

- Students hold a bib or sash each instead of joining hands.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Which activity did you enjoy the most today?
- Was there anything that challenged you today?
- How did you feel before you came to PE today and how do you feel now?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Football [Soccer] – Running with and passing the ball

Areas for improvement:

Movement skills

Watch another student undertake running and passing the ball for 2 minutes and record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Runs with long strides and uses both feet to control the ball.			
Passes the ball so it can be easily controlled by a team mate.			
Passing both close and far away to a team mate.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
The student looks up to see the position of the opposition and to be aware of passing and striking options.			
The student keeps the ball close and uses all parts of the foot to move the ball from side to side and to stop/start as required, to 'wrong foot' opposition defenders.			
Strikes the ball with the inside of the foot keeping their eyes on the ball and following through in the direction of the target.			
After passing, the student moves forward in the direction of the ball and/or moves into open space.			

PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Football [Soccer] – Running with and passing the ball

Areas for improvement:

Movement skills

Watch another student undertake running and passing the ball for 2 minutes and record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Kicks the ball strongly with control and balance.			
Passes the ball so it can be easily controlled by a team mate.			
Kick the ball varying distances to score or reach a team mate.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
The student controls the ball and looks for passing and striking options.			
When running with the ball the student takes long strides.			
When running with the ball the student uses the outside of their feet to control the ball.			
When running with the ball the student keeps the ball a little way in front of them.			
When running with the ball the student scans the field ahead for passing, crossing and shooting opportunities.			

LESSON 7

LESSON 7

LEARNING INTENTIONS

To experience playing 4v4 small-sided games using the skills of ball control, passing and striking.

To introduce scoring a goal, past a goalkeeper.

To provide an opportunity for teachers to observe and record student attainment [see the teacher assessment rubric on page 77].

Skill focus

- First touch
- Running with the ball
- One v one
- Striking the ball

Duration

60 minutes

Area

Suitable for indoor gym or outdoor space of 30m x 20m.

Equipment

- Marker cones
- One football per student
- Bibs or sashes
- 2 pop-up goals per pitch (optional)

Activities

SHARKS AND ISLANDS

FORM A TEAM

4 V 4 FOOTBALL GAMES

KEEPERS AND STRIKERS

GREAT WORK

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

SHARKS AND ISLANDS

SUMMARY

Sharks attempt to tag other students with a football.
Play in groups of 10 or more.

Skill focus

- Striking the ball

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One football per shark

CHANGE IT

- Change the number of sharks.
- Change the number of islands.
- Change the size of the playing field.

What to do

- Define the playing field and safety islands with marker cones.
- Choose 2 students to be sharks, carrying a football each.
- Remaining students run around the playing field avoiding the sharks.
- Sharks tag students by touching them with the football in their hands.
- Sharks cannot tag students on an island.
- Only one student is allowed on an island at any time.
- Students can only leave the island when another student takes their place.
- When a shark tags a student, they swap roles.
- The shark gives the tagged student the ball and play continues.



FORM A TEAM

SUMMARY

Students run with a football in random directions, avoiding contact with other students. When you call out a number, students form groups of that size.

Skill focus

- Running with the ball

Details

Skill development
5 minutes

Equipment

- Marker cones
- One football per student

CHANGE IT

- Students stop their ball on the spot and run to find another student's ball before you call 'CHANGE!'.
- Play without a ball. Have students move around in different directions using only the movements set by you, such as:
 - walking
 - hopping
 - jogging
 - inch worm
 - bear crawl
 - other.
- Students run with a ball to the nearest boundary and touch it with their feet before forming a group.
- Students run across 2 large zones. When you call 'STOP!', students must form a group with students in the same zone.
- When you call 'FREEZE!', students freeze on the spot.
- Use music – while the music plays, students move around. When the music stops, students form a group.

What to do

- Define the playing field using marker cones.
- Students spread out across the area, running with their ball.
- When you call out a number, students form groups of that size.
- Try several group sizes before you get to the number you would like for the next activity.

GROUPS OF 3



4 V 4 FOOTBALL GAMES

SUMMARY

In small teams, students play a modified game of football on a pitch. There are no goalkeepers and no offside rules. Play in teams of 4 to 5.

Skill focus

- First touch
- Running with the ball
- Striking the ball
- One v one

Details

Skill development
25 minutes

Equipment

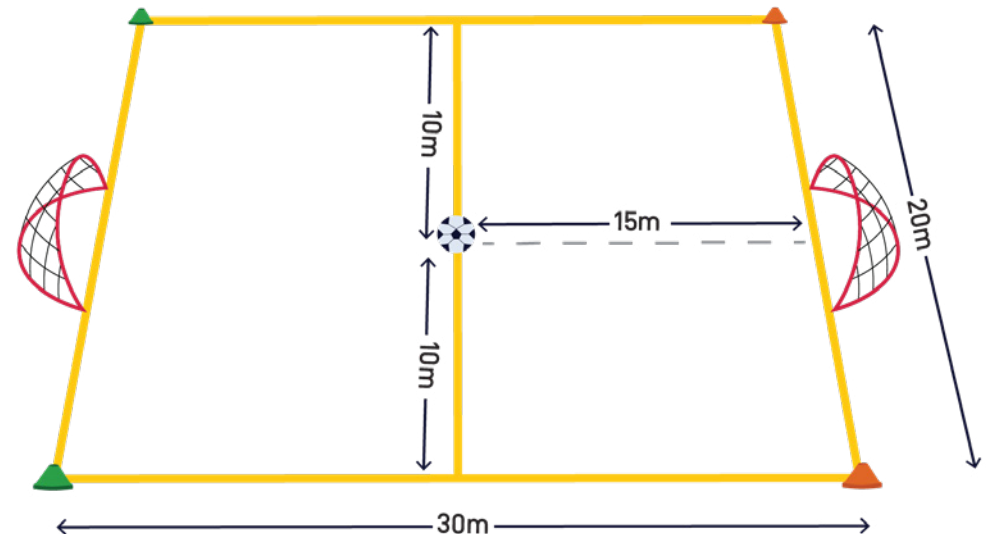
- Marker cones
- One to 2 footballs per game
- Bibs or sashes
- 2 pop-up goals [optional]

CHANGE IT

- Play with goalkeepers.
- Play with different team sizes such as 5 v 4.
- Allow one student from each team to cross the halfway line and score. Remaining team mates must stay back to defend their half. Rotate students through the zones often.

What to do

- Define the playing field with marker cones.
- Divide students into 2 teams of 4 per game.
- All students must be in their own half for the start of play and after each goal scored.
- Opponents must be 5m away from the ball until it is in play.
- Play starts with a forward pass from the middle of the halfway line.
- Students score a point when the ball passes over the goal line between the goals.



KEEPERS AND STRIKERS

SUMMARY

A 'keeper' passes a ball into the pitch and immediately runs to defend the goal. At the same time, a 'striker' runs forward to take control of the ball and attempts to score a shot a goal. Play in groups of 6 to 10.

Skill focus

- First touch
- Running with the ball
- Striking the ball

Details

Finishing up
10 minutes

Equipment

- Marker cones
- One football for each keeper
- One to 2 pop-up goals [optional]

CHANGE IT

- Change the size of the goal area.
- Add 2 pop-up goals together to make scoring easier for students.
- Score as a team where each team has 2 attempts as a striker, then teams change places.

What to do

- Define the playing field with marker cones.
- Divide students into 2 teams: keepers and strikers.
- Keepers line up on one side of the pitch, each with one ball.
- Strikers line up on the pitch facing the goal.
- The keeper first in line rolls or passes the ball into the pitch and immediately runs to defend the goal.
- At the same time, the striker first in line runs to take control of the ball and attempts to score a goal.
- Encourage the striker to control the ball using a first touch before shooting.
- After attempting a goal, the striker collects the ball.
- The keeper and striker from that round swap teams and move quickly to join the ends of their new lines.
- The next keeper and striker take their turn.



GREAT WORK

SUMMARY

Give students feedback and encouragement.

Details

Finishing up
5 minutes

What to do

- Share examples of when students performed well as a group.
- Give individual feedback when appropriate. Emphasise skill development rather than best all-round performance.
- Ask students to give themselves some positive feedback.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Which activity did you enjoy the most today?
- Was there anything that challenged you today?
- How did you feel before you came to PE today and how do you feel now?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle



FOOTBALL ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP4P04</u> Select, use and refine personal and social skills to establish, manage and strengthen relationships.	The student cannot apply rules and scoring systems to promote fair play when participating or designing physical activities.	The student can apply most rules of games to promote fair play when participating or designing physical activities.	The student can use all the rules of games to promote fair play when participating or designing physical activities.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student can practise one of juggling, controlling the ball and passing but is yet to apply these in games and activities.	The student can practise juggling, controlling the ball and passing and apply these skills in different games and activities.	The student can practise juggling, controlling the ball and passing and transfer these skills into a wide variety of games and physical activities.
Strategy and tactical development	<u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes.	The student can apply 1-2 movement strategies to achieve movement outcomes.	The student can use different ways to apply and adapt movement strategies to achieve movement outcomes.	The student can analyse different ways of moving their body, and apply, adapt and transfer movement strategies to achieve movement outcomes.

FOOTBALL ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP6M09</u> Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	At times the student participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	The student participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	The student participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities and can transfer these into other situations.
Movement skill development	<u>AC9HP6M01</u> Adapt and modify movement skills across a variety of situations.	The student can adapt and modify one of the movement skills of juggling, controlling the ball and passing in Football.	The student can adapt and modify the movement skills of juggling, controlling the ball and passing in Football and in 3-4 activities.	The student can adapt and modify the movement skills of juggling, controlling the ball and passing in 5 or more games and activities.
Strategy and tactical development	<u>AC9HP6M02</u> Transfer familiar movement strategies to different movement situations.	The student sometimes transfers familiar movement strategies to different movement situations to improve their juggling, controlling the ball or passing in Football.	The student regularly transfers familiar movement strategies to different movement situations to improve their juggling, controlling the ball or passing in Football.	The student transfers both new and familiar movement strategies to different movement situations to improve their juggling, controlling the ball and passing in Football.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about football?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations.

PD2-5

Applies strategies to solve movement challenges.

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations.

YEARS 5 AND 6

Course content outcomes

PD3-4

Adapts movement skills in a variety of physical activity contexts.

PD3-5

Proposes, applies and assesses solutions to movement challenges.

PD3-9

Applies and adapts self-management skills to respond to personal and group situations.

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 3 AND 4

Course content outcomes

VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEP092

Describe factors that can positively influence relationships and personal wellbeing

YEARS 5 AND 6

Course content outcomes

VCHPEM116

Design and perform a variety of movement sequences

VCHPEM115

Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings

VCHPEM120

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>