



ASB Football in Schools

Keeping our children active
and healthy

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CONTENTS

Part 1	A new approach to Football in Schools	
	a. Foreword Frank van Hattum	4
	b. Foreword John Herdman	4
Part 2	Main Objectives	5
Part 3	Rationale - Why Football in Schools?	6
Part 4	A closer look at Football in Schools Overview	8
Part 5	Principles	10
Part 6	Football in Schools Programmes	12
	a. ASB Fun Football (7-8 Years)	12
	b. ASB Mini Football (9-12 Years)	14
 Part 7	FOOTBALL LITERACY	16
	7a. What is Football Literacy?	18
	7b. Football Literacy (7-8 Years)	24
	7c. Football Literacy (9-12 Years)	60
 Part 8	LET'S PLAY	96
	8a. Purpose, Objectives & Rationale	98
	8b. Activities	102
 Part 9	SCHOOL FESTIVALS	110
	9a. Introduction	112
	School Festival Appendices	116



“My name is Nestor the Kākā and I’ll be guiding you through this document providing helpful tips and hints to ensure everyone has a great football experience”



Part 1 Foreword

A NEW APPROACH TO FOOTBALL IN SCHOOLS



Frank van Hattum - Chairman, New Zealand Football

At its heart, football is a simple game. The basic premise is easily understood, making it a game that can quickly be adopted and enjoyed. Sure, there are skills, nuances, tactics and strategies that can be learned and explored over time, but the fundamentals don't change and it is in places like school yards and local parks where we see football's appeal at its purest.

It's where most of us who have ended up playing for a lifetime first fell in love with the game, taking every opportunity to kick a ball round with our mates. And it's where a new generation of kids will become active for life through football.

ASB Football in Schools programme aims to match the energy of children by providing teachers and parents with the tools to keep children active through football. It's built on enjoyable sessions that, from the outset, are guided by a player development framework that provides players with the right programmes for every age group and level of ability.

With more kids playing more football, more often, the lasting benefits for our children and our game will be a legacy we can all be proud of.



John Herdman - Director of Football Development, New Zealand Football

This new Primary and Intermediate school initiative is aimed at creating more opportunities for Kiwi kids to get active through football. The ASB Football in Schools programme will provide our children with new opportunities, both formal and informal, to play football, increase their skills and fall in love with our sport. Having more kids kicking footballs before, during and after school is our goal, and we have designed two programmes – Let's Play and Football Literacy – to make this a reality.

Offering more football opportunities in Primary and Intermediate schools makes sense! In the majority of

cases, schools are safe, have grass and indoor facilities readily available, and are filled with energetic youngsters who are primed to explore and enjoy the possibilities of sport.

These new initiatives are aligned to our National Player Development Framework, which is designed to ensure that young players are provided with more opportunities to engage in football activities and to develop their skills. Increasing skill levels will lead to greater enjoyment of the sport and help foster a long-term affinity with football, not to mention the lifelong habit of healthy participation in sport.

Part 2 Main Objectives

WHAT ARE WE AIMING FOR?

Primary and Intermediate schools have a major role to play in providing more and better football opportunities to Kiwi kids. Schools throughout New Zealand present an unprecedented opportunity to engage children in sport en masse with little need for organisation or structure. When the bell rings, we hope to see more kids out kicking footballs more often on school fields, yards and halls.

Schools are a natural breeding ground for unstructured play and New Zealand Football is aiming to capitalise on

this by providing parents, teachers and players with the expertise and tools to get the ball rolling.

The ASB Football in Schools programme will be the main vehicle for New Zealand Football and its member Federations to bring football alive in Primary and Intermediate schools. The programme and products are aimed at engaging all Primary and Intermediate-aged children in football, providing more recreational football opportunities for our young players, more often.

THE MAIN OBJECTIVES OF ASB FOOTBALL IN SCHOOLS



OBJECTIVE 1
Increase the opportunities for Primary and Intermediate-aged children to play football in the school setting

OBJECTIVE 2
Increase the number of hours Primary and Intermediate-aged children spend playing football in deliberate play settings

OBJECTIVE 3
Increase the football-specific skill levels of Primary and Intermediate-aged children

OBJECTIVE 4
Raise awareness of football as a free-time school activity





more opportunities

more hours

more touches

more fun

With physical activity levels among Kiwi kids on the slide, and obesity on the rise, it is critical to help children get back on the right track. Research has shown how important physical activity is for a child's health and wellbeing, and sports such as football can provide children with lifelong health and lifestyle benefits. These benefits include better physical fitness, the chance to be part of a team and the

physical skills that can lead to greater self-confidence and self esteem.

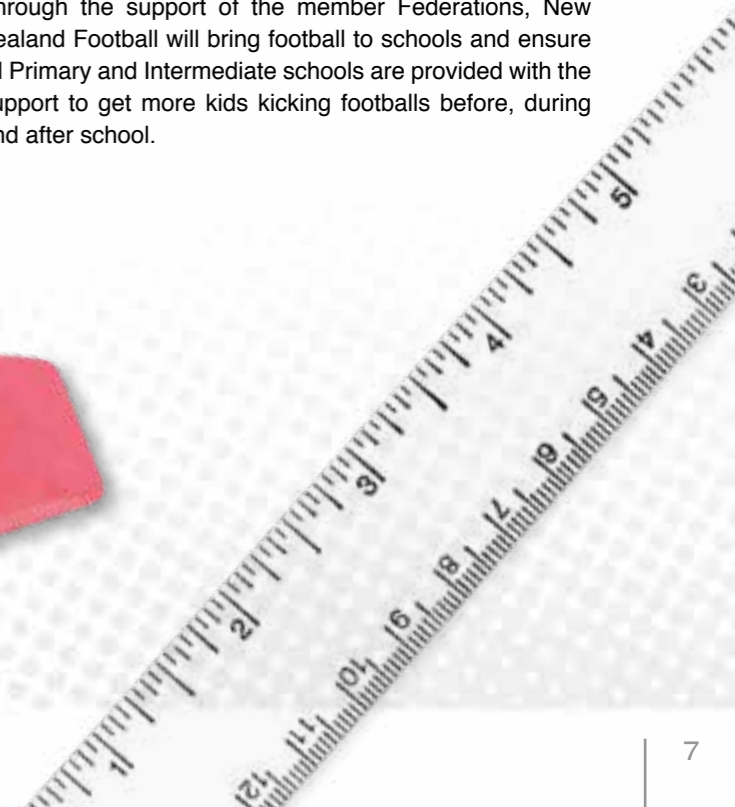
The latter can flow on into their approach to other aspects of their life and have a positive impact on their relationships with peers. The ASB Football in Schools programme focuses on providing the tools to get more players, playing more football, more often in schools.

This approach will also address some sport-specific challenges, such as:

- The need to **engage children in more unstructured self-guided play** to promote and develop players with game intelligence.
- The need to **increase the number of hours** children spend playing in both formal (structured) and informal (unstructured) football environments to ensure players accumulate an appropriate base of hours to help them on their pathway to excellence.

- The need to improve the **fundamental football skills** in players 4-12 years to develop self-confidence and self-esteem, and increase long-term retention in football, reducing the drop-out rates currently experienced at 13+ years.

Through the support of the member Federations, New Zealand Football will bring football to schools and ensure all Primary and Intermediate schools are provided with the support to get more kids kicking footballs before, during and after school.



Part 4 Overview

A CLOSER LOOK AT ASB FOOTBALL IN SCHOOLS

The ASB Football in Schools programme provides Primary and Intermediate schools with practical support to maximise the time children spend engaged in physical activity while in the school environment. It targets key times when children have the opportunity to be physically active in the school environment:

BEFORE THE BELL RINGS	Early morning opportunities
WHEN THE BELL RINGS	Break times and after-school programmes
DURING CLASS TIME	Scheduled physical activity or as part of the physical education curriculum



“To make the most of these physical activity windows, we have developed three key programmes - Football Literacy, Let’s Play and School Festivals - each with its own aims and objectives.”



FOOTBALL LITERACY

- When** During class time
- How** 2 x 5 week football skill development programme
- What** Developing fundamental football skills
- Why** Increased understanding of movement as well as developing competence and confidence. Exploration and development of problem-solving skills



LET’S PLAY

- When** Before school starts, after school and break times
- How** Summer Terms 1 and 4 organised play opportunities using activity cards
- What** Unstructured play opportunities for children with freedom to play and explore football
- Why** Learning occurs within the authentic football context of modified games or game-like activities. This develops understanding, decision-making and skills that work within the context of a game



SCHOOL FESTIVALS

- When** During class time or after school
- How** Intra-school events or inter-school events
- What** Organised small sided games in a non-competitive environment
- Why** Increasing opportunities to socially interact, make friends, experience achievement, notice self-improvement and make choices



The ASB Football in Schools approach offers our children new opportunities to get active through football. At the same time it presents volunteer parents and teachers with the tools to create and deliver simple programmes that will encourage their children to become more active in the school setting. Each of the programmes outlined above are founded on providing children with a fun experience, using football-based challenges and the joy of playing football as motivation for participation.

Part 5 Principles

WHAT PRINCIPLES GUIDE THE ASB FOOTBALL IN SCHOOLS PROGRAMME?

The ASB Football in Schools programme is part of the wider New Zealand Football National Player Development Framework. The philosophy, teaching approach and curriculum content of the current document are founded on the following 10 principles:

1. Accumulation of Hours and number of Touches

Provide all players with every opportunity to access the programme. By creating many opportunities throughout the week and the year for kids to play, let them experience the ball through games that ensure maximum touches and involvement.

2. Early Engagement

Start young by playing unstructured football to ensure our players are exposed to non-pressurised football environments where play and enjoyment are at the centre of the development approach. Specialisation can occur at a later stage.

3. Recognising Development Age

Treat the players as individuals. They aren't mini-adults and although they may seem similar, they might be at different development stages.

4. Training Emphasis Periods

Use a carefully designed curriculum to reflect the needs of the players. Take into account any specific type of training that is relevant to Primary and Intermediate-aged children and can maximise their physical development during this period.

5. Football Fitness

Developing speed, coordination and fundamental movement skills are key at this age. Specific development of fitness components has been interwoven into the Football in Schools programme to deliver physical benefits for Primary and Intermediate-aged children.

6. Four Corners Approach

This ensures that the wants and needs of children have been catered for across the following areas:

- Physical**: Represented by a heartbeat line icon.
- Mental**: Represented by a head with gears icon.
- Social/Emotional**: Represented by a heart icon.
- Technical/Tactical**: Represented by a soccer ball with 'X' marks icon.

Through considering the age-related characteristics of players across these four corners, programmes are crafted to enhance their development in each area.

7. Age-Appropriate Games

Football tailored to Small Sided Games and motivational activities that are designed to promote fun and enjoyable challenges.

8. Talent Identification and Development

Motivating children by showing them the opportunities in football to represent New Zealand on the world stage and the pathways available to gifted players to achieve their dreams.

9. National Framework Integration and Alignment

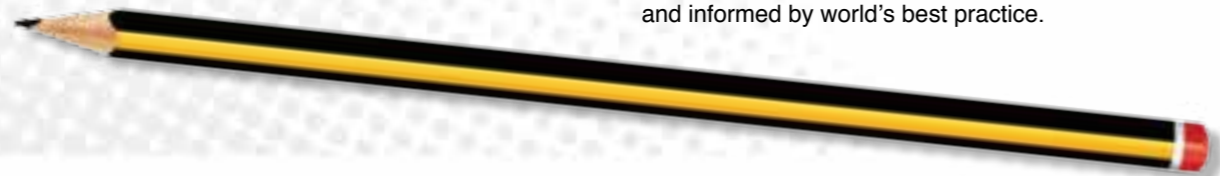
Schools have a major part to play in the development of football players and the promotion of our sport. Therefore programmes will be implemented in schools to make them a key member of the football family and align them more closely to New Zealand Football's affiliated clubs.

10. Based on Evidence and Dynamic

Ensuring that programmes we offer are evidence-based and informed by world's best practice.



Principles	
1	Accumulation of Hours & Number of Touches
2	Early Engagement
3	Recognising Development Age
4	Training Emphasis Periods
5	Football Fitness
6	Four Corners Approach
7	Age Appropriate Games
8	Talent Identification and Development
9	National Framework Integration & Alignment
10	Based on Evidence and Dynamic



WHAT DO PRIMARY & INTERMEDIATE-AGED PLAYERS NEED?

The ASB Football in Schools programme has been carefully designed to meet the wants and needs of players in the school setting. Using New Zealand Football’s training stages and player development guide, the following guidelines should be followed by anyone with the role of working with Primary and Intermediate-aged children.

To meet the learning and development requirements of the players NZ Football has separated the children into two groups who have significantly different needs:

ASB Fun Football (7-8 years) & ASB Mini Football (9-12 years)

ASB FUN FOOTBALL (7-8 YEARS): PLAYING

At this age, football should be played in a playful environment that emphasises self discovery. This will develop crucial factors such as the love for the game, game intelligence and physical literacy.

Built on a fundamental skills base, all players can develop basic football techniques and be exposed to games that have specific technical outcomes, such as developing shooting techniques under pressure by an opponent. It is the role of parents and coaches to support their understanding by giving all players the opportunity to play without restrictions or information overload.

Fun Footballers are enthusiastic, motivated and have a desire to be active. Coaches must provide them with lots of variation and facilitate environments where they can explore new things through ‘just playing’.



TECHNICAL & TACTICAL

Characteristics

Football specific skills i.e. passing, dribbling, shooting are very basic and just are starting to form

Uncoordinated with the ball in the early stages

Little understanding or comprehension of how the game is played (in and out of possession)

Meeting Needs

Players are ready to develop football specific techniques particularly dribbling and shooting, build on their basic foundation

Playfully learning the basic skills

Let them play: give them room to explore and learn through their own experience while helping them understand the basic concepts/ rules of the game

MENTAL

Characteristics

Sensitive to criticism, enjoy being successful and seek praise

Short concentration span

Enjoy fun games

Lack of spatial awareness

Meeting Needs

Lots of praise and encouragement

Keeping all players involved, all of the time

Attach stories imagination to games

PHYSICAL

Characteristics

Often Uncoordinated

Energetic

Desire for gymnastic type activities with lots of different movement

Meeting Needs

Provide opportunities for players to explore different movement patterns i.e. hopping, skipping, twisting and turning and combinations of these patterns

Include games that involve quick changes of direction, turning at different angles, weaving and dodging, use a ball for extra motivation

SOCIAL / EMOTIONAL

Characteristics

Not very aware of group involvement in activities

Start to engage with other peers as they develop through Fun Football

Excitable and playful

Meeting Needs

Help players to become more aware of their teammates

Build on individual development

Introduce the concept of ‘team’ through games

Guidelines

- Emphasise playing games with little interference from coaches and parents.
- Provide as many opportunities as possible to play football – ‘Let the game be the teacher.’
- Offer activities where excitement and pleasure are the main objectives and extrinsic factors such as winning are not emphasised.
- Football activities outside the formal environment (e.g. Let’s Play after-school programme) and other sporting activities should be encouraged to reinforce physical literacy and game understanding.
- Let the players play with minimum restrictions and little instruction – ‘Keep it simple.’
- Keep the adult pressures of winning out of Fun Football.

These are the skill-hungry years. Children are geared to learn skill at this time, providing the ideal opportunity for building football-specific skills onto fundamental movement abilities. These golden years of player development require coaches to work on cementing individual technical excellence so that well-rounded players are ready to make the step to youth football and the 11v11 game.

Pitch sizes and player numbers increase with the progression from 7v7 to 9v9 Mini Football. Players are more capable of understanding how to play more effectively with their teammates to either score goals or prevent scoring opportunities. Basic positions within simple team structures are introduced.

Initial talent identification of gifted and committed players is conducted from the age of age 9 (Federation Skill Centres). However, the system should allow ongoing movement of players across the continuum depending on motivation and skill.



TECHNICAL & TACTICAL

Characteristics

- Players are hungry to learn new skills. Basic tactical development with reference to roles within a team
- Players are becoming interested to learn the relevant skills required in the game
- Players are more aware of the concept of team
- Players become more tactically aware of the principles relating to creating and denying space

Meeting Needs

- Refining techniques relating to roles and introducing more advanced tactical elements
- Enthuse and encourage skill development with both feet
- Link training to matches with basic tactical development

MENTAL

Characteristics

- Critical of self and others
- Capable of and enjoy problem solving
- Can be sensitive to criticism
- Individually competitive

Meeting Needs

- Reinforce individual improvement and progression
- Assign individuals tasks to develop awareness of strengths and weaknesses
- Challenge players with questioning and problem solving games
- Promote self-initiative

PHYSICAL

Characteristics

- Adapt to the physiological changes occurring within age groups and genders
- Enjoy the opportunity to challenge others in the area of physical contacts
- Very active and energetic
- Physical changes are present in girls

Meeting Needs

- Focus on agility and speed techniques within football contexts
- Use competitive games to challenge the physical development of a player

SOCIAL / EMOTIONAL

Characteristics

- More responsibility and ownership for developing team culture
- Peers opinions are important to individuals
- Fairness is important to players at this stage
- Start to become more aware of and recognise the value of others

Meeting Needs

- Equal opportunities for all
- Start to develop a team culture through trust, responsibility and ownership
- Emphasise teamwork throughout sessions

Guidelines

- Focus should be around deliberate play with opportunities to refine technical skills and develop game intelligence with the increased number of teammates (7v7 to 9v9).
- Develop confidence as a vital ingredient for future participation and performance by fostering and reinforcing success in achieving basic goals.
- Game format is progressed from 7v7 to 9v9 as children grow.
- The emphasis is on learning opportunities and fun.
- Speed and agility are the key physical qualities to develop in every training session.
- Football activities outside the formal environment, like the Let's Play programme, and other sporting activities, should be encouraged to reinforce physical literacy and game intelligence.



Part 7 FOOTBALL LITERACY



“Football Literacy provides a series of lesson plans to encourage a child to explore movement and problem-solving skills”





WHAT IS FOOTBALL LITERACY?



How is the programme delivered?

New Zealand Football has designed the programme to be delivered by any of the three options offered;

- **Option 1** - The Teacher (leaving a legacy in schools)
- **Option 2** - A Private Provider/ Kiwisport funded individuals managed by/ supported by the Football Federation (through recruiting a suitably qualified Football in Schools specialist to deliver the 10 week programme)
- **Option 3** - The Federation Development Officer of the regional Football Federation (in special circumstances)

Suggested guidelines to aid the implementation of the programme.

Option 1- The Teacher (leaving a legacy in schools)



The concept of the football literacy programme is to help teachers deliver football as part of physical education. The learning activities have integrated the four strands of;

- **Personal Health and Physical Education Development**
- **Movement Concepts and Motor Skills**
- **Relationships with Others**
- **Healthy Communities and Environments (as recommended by the Ministry of Education)**

The focus is on football and its contribution to the development of individuals and communities. By learning in, through and about football, students gain an understanding that football can be a vehicle to physical activity as an integral component of human expression and that it can contribute to people's pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. This learning takes place using the sport of football as they engage in play, games, exercise, recreation and expressive movement. It fosters critical thinking and action and enables students to understand the role and significance of football for individuals and society.

The football literacy programme entails 2 x 5 week blocks of football curriculum delivered in school time as part of a typical physical education class.

In simple terms it provides teachers with the tools to build competence and confidence to bring football, the world's most popular game, alive during class time.





According to Michael Absolum, 2006 (Clarity in the Classroom: Using Formative Assessment), effective learning can be illustrated through active reflection across the learning archway, promoting six areas to consider when planning an effective lesson. The diagram below illustrates this thinking.



Reflecting with colleagues, coaches and parents is essentially how well the player is achieving within a football 'teaching and learning' environment. There are specific questions the players can ask when reflecting after each session or unit. Active reflection questions are related to the learning process, self, peer and team assessment, giving opportunities for short, medium and long term goal setting.

Typical Reflective Questions

- Relationship: What could I do to make the learning more engaging?
- Clarity: What were we learning and why?
- Assessment: How well did I understand the results of assessment?
- Promoting Further Learning: What am I pleased about the learning?
- Active Reflection: What deep thinking happened when we were learning?
- Next Steps: Am I clear about the progressions of learning in the unit? How could I find out?

The players will be encouraged to complete a skill matrix after every 10th week. The players will self-assess and peer assess on the learning, collaborating with the teacher and parents upon the learning within the particular module.

Global Learning Intentions

Identifies:

- The purpose of the programme
- The students learning and how will it impact on their game understanding
- The life-long learning intentions of the programme
- The importance of medium and long term goals

Specific Learning Intentions

Identifies:

- What the learning looks like
- The steps required to achieve the learning
- The checklist for achievement reference
- The learning needs of every student
- The need to co-construct the learning through peer and group questioning

Success Criteria

Identifies:

- How the students know they have achieved success
- What is needed to make the next step
- The importance of short term goals and reflection
- The relevance of the learning

Differentiating Instruction - 'One size doesn't fit all!'

New Zealand Football acknowledges that to be effective, teachers and facilitators need to be responsive to the learning needs of the students and therefore a "one size fits all approach" is not recommended. When teachers and facilitators are engaged with the programme, and target the level of each child, the likelihood of accelerating meaningful movement experiences for all is increased.

For ideas on differentiation in football please contact your nearest Football Development Officer. Some ideas may include advance students using their non-dominant foot, juggling whilst performing a prescribed activity or asking the child for input into their development.





The curriculum plans have been designed to meet the needs of two specific age groups;

- 7 - 8 years
- 9 - 12 years

Session content / Structure

The delivery agents for the Football Literacy programme are accredited teachers, Football in School contractors, private providers (licensed by Federations) and Federation Development Officers. We believe that Regional Sport Trusts are a key conduit to support school contacts and networking.

Lesson structure

Lesson plans have been designed to meet the time restrictions of a typical class of 40-45 minutes. The lessons require minimal set-up from the teacher or facilitator and have been designed to promote Fundamental Movement Skills, Football Technique and Small Sided Games.

Fundamental Movement

Fundamental Movement Skills enable children to learn key skills through play and games. The activities provided will increase their understanding of movement and help develop their competence and confidence in a broad spectrum of fundamental movement skills specific to the game of football.

Football Technique

Football techniques are progressively introduced and developed in motivational games based environments. By reducing the volume of instruction through the removal of traditional drill based approaches, the teacher or facilitator is freed up to shape and guide the lesson rather than direct it. Demonstration is reduced to a minimum, and it is suggested that a child within the class could demonstrate and then let the other players try to find their own way of performing a movement or skill whilst having fun in the process.

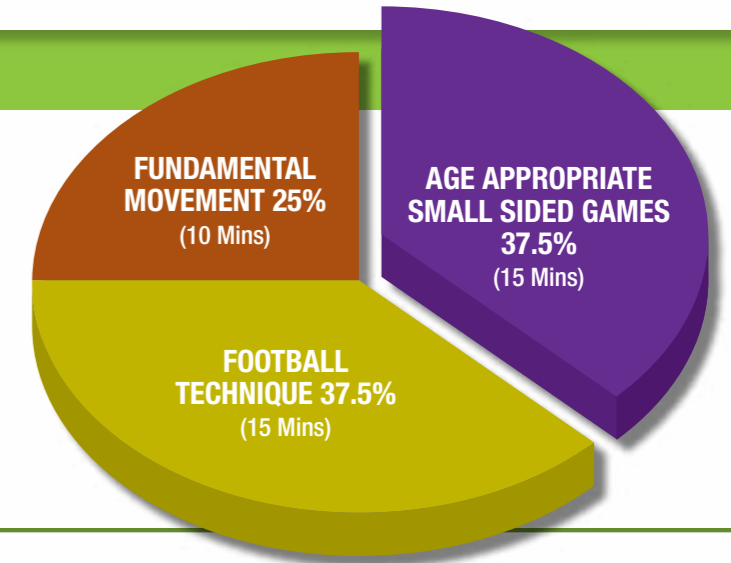
Small Sided Games

A variety of small sided game formats have been incorporated throughout the curriculum to present players with new and exciting challenges specific to football. Small Sided Games with multiple small pitches increase the opportunities for children to be more involved in the activities, which avoids the likelihood of boredom. Manchester Metropolitan University researched the effects of playing Small Sided Games of 4v4 for the Manchester United U-9 Academy and found that the number of passes increased by 135%, scoring attempts increased by 260%, the number of goals scored increased by 500%, the number of 1v1 encounters increased by 225%, and the number of dribbling skills (tricks) increased by 280%.

NZ Football advocates a person-centred approach to coaching with the emphasis on letting the game be the teacher. A guided discovery model of allowing children to explore, make mistakes and solve problems will aid in the child's development.

Focus for Sessions

The programme can be delivered either indoors or outdoors. It requires minimal instruction or explanations, is designed to get going fast and encourages the activity of all the children.



Delivery Reminders

Remember:	Your job is to:	Helping the Players Improve:
<ul style="list-style-type: none"> • Encourage players to try and practice • Don't keep stepping in to correct mistakes • Let the players play • Allow players to make mistakes and help them to learn from them • Be encouraging not critical 	<ul style="list-style-type: none"> • Set up and manage the game • Ensure that it's safe and appropriate to the age and ability of the players • Move the game on to its progression or to another game when appropriate • Make it fun 	<ul style="list-style-type: none"> • Let them play for a set period • At the end of this period, ask what they could change • Start again • How could you make the session harder or easier to meet the needs of the players

“Our “Football Literacy” approach is a means of making sport more relevant and rewarding for children and helps develop intelligent, autonomous and creative players”





Part 7b
**FOOTBALL
LITERACY**
(7-8 Years)





FUN FOOTBALL - INTRODUCTION

SESSIONS OVERVIEW

Fun Football (7-8 years) Key educational competencies

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

Global Learning Intentions

Students will develop their capabilities in the following areas.

PERSONAL HEALTH & PHYSICAL DEVELOPMENT

Personal growth & development
Describe feelings and ask questions about their health, growth and development, and personal needs and wants.

Regular physical activity
Participate in creative and regular football activities and identify enjoyable experiences.

Safety management
Describe and use safe practices playing football and identify people who can help.

Personal identity
Describe themselves in relation to a range of football contexts.

MOVEMENT CONCEPTS & MOTOR CONCEPTS

Movement skills; Science and technology
Develop a wide range of movement skills, using a variety of equipment and play environments.

Positive attitudes, challenges and cultural factors
Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

Challenges and social and cultural factors
Develop and apply rules and practices in games to promote fair, safe and culturally appropriate participation for all.

RELATIONSHIPS WITH OTHER PEOPLE

Relationships
Explore and share ideas about relationships with other people while playing football.

Identity, sensitivity and respect
Demonstrate respect through sharing and co-operation in groups and teams.

Interpersonal skills
Express their own ideas, needs, wants and feelings clearly and listen to those of other people.

HEALTHY COMMUNITIES AND ENVIRONMENTS

Community resources
Identify and discuss obvious hazards in their school and local environments and adopt simple safety practices when playing football.

Rights, responsibilities and laws; People and the environment
Take individual and collective action to contribute to playing football that can be enjoyed by all.

WEEK	FOCUS	DIFFICULTY RATING	FUNDAMENTAL MOVEMENT (10mins)	FOOTBALL TECHNIQUE (15mins)	SMALL SIDED GAMES (15mins)
PHASE 1					
1	Dribbling		Running Free	Traffic Lights	3v3
2	Dribbling		Chain Tag	Traffic Cops	3v3
3	Dribbling/ Turning		Tricky Trapping Techniques	Trucks & Trailers	3v3
4	Dribbling/ Turning		Stuck in the Mud	Terminator	3v3
5	Dribbling/ Turning		Sharks & Islands	Jungle Time	3v3
PHASE 2					
6	Dribbling/ Turning		Long Hopping Relay	What's the Time Mr. Wolf?	4v4
7	Turning		Fox & Geese	Ball Thief	(7 yrs) 4 v 4 (8 yrs) 5 v 5
8	Passing/ Shooting		Flag Tag	Hunt Your Prey	(7 yrs) 4 v 4 (8 yrs) 5 v 5
9	Passing/ Shooting		Octopus	Ghostbusters	(7 yrs) 4 v 4 (8 yrs) 5 v 5
10	Skills Challenges				



WEEK 1 DRIBBLING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will identify how football can develop personal health and physical development, fundamental movement skills (FMS) and concepts, how to build relationships and maintain a healthy interactive community. Students will develop **Habits of Mind** to problem solve in a range of football contexts.

Specific Learning Intention

What does the learning look like?

To understand:

- The importance of moving forward and away from the opposition
- The difference in speed, pace and when you may change tempo and direction
- How to dribble using a range of techniques
- How to dribble using a range of surfaces (toe, top of foot)
- How to control the ball using a range of surfaces from different heights/ speeds
- The basic fundamentals of attack and defend
- How to communicate with team mates effectively

Previous Experience

The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability.

Success Criteria

How does the child know they have succeeded?

- I can recognise how to dribble forward, into space, using a range of techniques away from my opponent
- I can control the ball using a range of surfaces from differing heights and keep possession
- I can explain the importance of spatial awareness

WEEK 2 DRIBBLING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will identify how football can develop personal health and physical development, fundamental movement skills (FMS) and concepts, how to build relationships and maintain a healthy interactive community. Students will develop **Habits of Mind** to problem solve in a range of football contexts.

Specific Learning Intention

What does the learning look like?

To understand:

- How to explore general movement (forwards, backwards, sideways) individually and as a group
- The importance of moving forward and away from the opposition
- How to change direction with the ball quickly using both feet
- How to dribble using a range of techniques and surfaces (toe, sole, top of foot)
- How to stop the ball using a range of surfaces from different heights/ speeds (sole, knee)
- The basic fundamentals of attack and defend
- How to explore and share ideas with other people while playing football

Previous Experience

The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced one week of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can express my ideas, needs, wants and feelings clearly and listen to others
- Recognise how to communicate effectively as a small group to achieve a collective goal
- I can control, stop the ball and move into different directions using both feet



WEEK 3 DRIBBLING / TURNING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will identify how football can develop personal health and physical development, fundamental movement skills (FMS) and concepts, how to build relationships and maintain a healthy interactive community. Students will develop *Habits of Mind* to problem solve in a range of football contexts.

Specific Learning Intention

What does the learning look like?

To understand:

- How to control the ball using a range of surfaces (trapping with the sole, knee)
- How to use your body effectively to control a ball at different heights and speeds
- How to keep your head up when on the move with and without the ball
- How to change speed with and without the ball
- The importance of respect through sharing and co-operation

Previous Experience

The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced two weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can express my ideas, needs, wants and feelings clearly and listen to others
- I can keep my head up to recognize the space around me and the opportunity to move away from the opponent, advancing forward quickly
- I can use my body effectively to control the ball
- I can explain the importance of teamwork

WEEK 4 DRIBBLING / TURNING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will identify how football can develop personal health and physical development, fundamental movement skills (FMS) and concepts, how to build relationships and maintain a healthy interactive community. Students will develop *Habits of Mind* to problem solve in a range of football contexts.

Specific Learning Intention

What does the learning look like?

To understand:

- How to dodge and weave, with and without a ball, and move away from the opponent
- The position of space, my team and the opponent
- How to dribble using a range of techniques and surfaces (sole, toe)
- How to protect the ball when under pressure
- How to change direction quickly using both feet to avoid an opponent

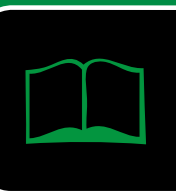
Previous Experience

The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced three weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can protect the ball to keep possession
- I can dodge and weave to deceive and overcome an opponent
- I can keep my head up to recognize the space around me and the opportunity to move away from the opponent, advancing forward quickly.
- I can communicate effectively as part of a team



WEEK 5 DRIBBLING / TURNING



WEEK 6 DRIBBLING / TURNING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will identify how football can develop personal health and physical development, fundamental movement skills (FMS) and concepts, how to build relationships and maintain a healthy interactive community. Students will develop *Habits of Mind* to problem solve in a range of football contexts.

Specific Learning Intention

What does the learning look like?

To understand:

- How to dodge and weave, with and without a ball, and move away from the opponent
- The position of space, my team and the opponent
- How to dribble using a range of techniques and surfaces
- How to protect the ball when under pressure using my body effectively
- How to change direction quickly using both feet to avoid an opponent
- How to be creative and explore a range of unique techniques to dribble

Previous Experience

The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced four weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can protect the ball to keep possession
- I can dodge and weave to deceive and overcome an opponent
- I can show the ability to be creative and experimental when dribbling with the ball
- I can explain the importance of communication

Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will identify how football can develop personal health and physical development, fundamental movement skills (FMS) and concepts, how to build relationships and maintain a healthy interactive community. Students will develop *Habits of Mind* to problem solve in a range of football contexts.

Specific Learning Intention

What does the learning look like?

To understand:

- How to move effectively, being aware of body shape and balance
- How to jump for height and land safely
- How to turn using a range of surfaces and techniques (i.e. drag back, step over, instep outstep etc.)
- How to use a chest, knee, toe, sole, head to control the ball effectively
- When to change speed with the ball and attack the space

Previous Experience

The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced five weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can use my body effectively to control the ball at different heights
- I can jump and land safely
- I can turn effectively using different surfaces and techniques
- I can change speed quickly and beat my opponent
- I can explain the importance of safety



WEEK 7 TURNING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will identify how football can develop personal health and physical development, fundamental movement skills (FMS) and concepts, how to build relationships and maintain a healthy interactive community. Students will develop *Habits of Mind* to problem solve in a range of football contexts.

Specific Learning Intention

What does the learning look like?

To understand:

- How to dodge, swerve and deceive my opponent
- How to challenge and beat my opponent
- How to work as an effective team player
- How to turn effectively using different parts of the foot
- How to be creative to deceive my opponent (fake, step over, scissors dribble, double scissors dribble)
- How to follow simple rules to attack and defend

Previous Experience

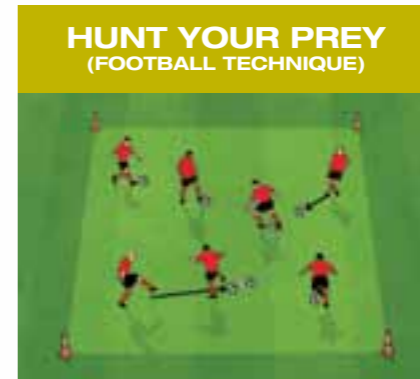
The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced six weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can overcome an opponent using a range of football concepts
- I can communicate and apply simple rules during a small sided game
- I can turn effectively using different parts of my foot
- I can explain the importance of fairplay

WEEK 8 PASSING / SHOOTING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will identify how football can develop personal health and physical development, fundamental movement skills (FMS) and concepts, how to build relationships and maintain a healthy interactive community. Students will develop *Habits of Mind* to problem solve in a range of football contexts.

Specific Learning Intention

What does the learning look like?

To understand:

- How to gain advantage by developing specific techniques (point system)
- How to pass over short distances
- The importance of weight of pass, direction and ability of the receiver when passing
- How to dribble using a range of surfaces (sole, laces, toe)
- The importance of others and their roles within a team

Previous Experience

The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced seven weeks of the ASB Football in Schools Programme.**

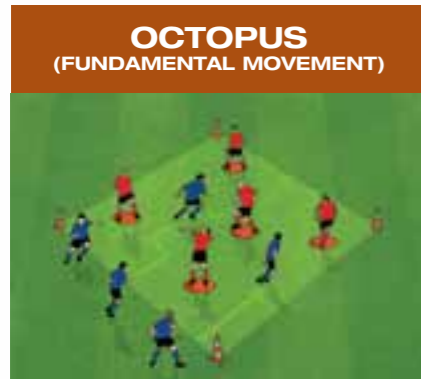
Success Criteria

How does the child know they have succeeded?

- I can turn into space effectively away from my opponent
- I can pass over a short distance recognising the importance of direction, weight of pass and ability of the receiver
- I can recognise my role and others within a small sided game



WEEK 9 PASSING / SHOOTING



OCTOPUS
(FUNDAMENTAL MOVEMENT)



GHOSTBUSTERS
(FOOTBALL TECHNIQUE)



**4v4 (7 YEARS),
5v5 (8 YEARS)**
(SMALL SIDED GAMES)

Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will identify how football can develop personal health and physical development, fundamental movement skills (FMS) and concepts, how to build relationships and maintain a healthy interactive community. Students will develop *Habits of Mind* to problem solve in a range of football contexts.

Specific Learning Intention

What does the learning look like?

To understand:

- How to use my body effectively to crouch, twist, jump, turn
- How to move quickly and freely with balance and control (with and without the ball)
- How to recognise space, time, the opposition, opportunity to shoot and team mates
- How to pass over a range of distances and the importance of direction, pace and ability of the receiver

Previous Experience

The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced eight weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can recognise space time, opposition, opportunity and team mates during a game situation
- I can pass to a team mate over short and long distance
- I can explain the importance of direction, speed and ability of the receiver

WEEK 10 SKILLS CHALLENGES



Assessment

The Football Literacy programme adopts a self/ peer assessment approach that gives the children the opportunity to evaluate their own or each other's work through a specific checklist. To improve learning, it must be an activity that engages children with the quality of their performance and helps them reflect on how to improve it.

Children do not become self-evaluative overnight. The development of peer assessment and self-assessment takes guidance, support, planning, time, patience and commitment. By using a range of strategies and dedicating time to allow children to reflect on and discuss their learning, teachers can develop children's peer assessment and self-assessment skills.

The development of peer and self-assessment needs to be tackled in stages. Initially children may need to have the process modelled for them, using examples in the Football Literacy programme to demonstrate the intended Specific Learning Intentions. These can be used with the whole class, for example on a whiteboard, to critique the responses and model the approach before expecting children to work on each other's or their own performance. It is helpful to 'think aloud' while critiquing so that children develop the necessary language and approach. A blank "Children's Version" of the Week 10 Skills Challenges has been provided in which children can interpret the assessment criteria in their own words.

Global Learning Intention

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Specific Learning Intention

What does the learning look like?

To understand:

- How to dribble, turn pass and shoot effectively through self and peer assessment
- How to be creative and innovative in a skills challenge environment
- How to ask effective questions to support the learning

Previous Experience

The students will have had some experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced nine weeks of the ASB Football in Schools Programme. They will be ready for assessment.**

Success Criteria

How does the child know they have succeeded?

- I can complete a Skills Challenge assessment to highlight my learning through the ASB Football School Programme over the past nine weeks



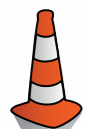
WEEK 1 DRIBBLING



SETUP



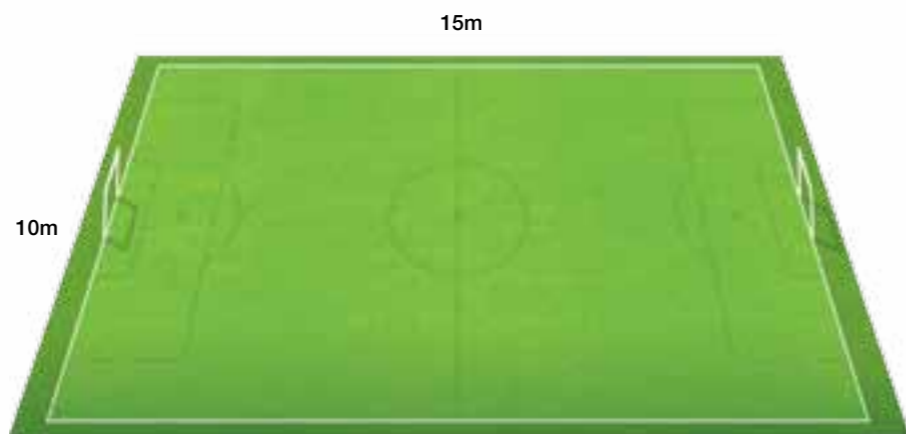
24



24-32



12



RUNNING FREE
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. All players spread out in a defined space
2. On your signal ask the players, Who can run...? (or Can you run...?) like a zombie, an elephant, very tall, very small, on your tippy toes, as fast/ slowly/ smoothly as you can, with jerky movements, forwards/ backwards, keeping a certain distance away from everyone else, in front of/ behind a partner

PROGRESSION

- Any of the above
- Choose animal movements that progressively become more difficult
- Ask the players to give suggestions

OUTCOMES

- Running, space awareness (directions and levels) and body awareness (time and energy)

TRAFFIC LIGHTS
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. Each player stands with their foot on top of the ball in the stop position.
2. Teacher signals "green light" and the players move around the designated area avoiding a "crash" with other players
3. Teacher signals "red light" and all the players must hit the brakes and stop, demonstrating control

PROGRESSION

- Introduce gears e.g. 1st gear is slow, 2nd gear is jogging, 3rd gear is running and 4th gear is sprinting, reverse is going backwards- slowly to avoid crashes
- Introduce bumper cars- 2-3 players without a ball try to kick the other player's balls with their feet. Teacher can stipulate left or right foot
- Introduce 2-6 police officers. When the drivers are in 4th gear the police try to tag (arrest) the drivers for speeding

OUTCOMES

- Dribbling and changing direction
- Dribbling using different parts of the foot
- Basic awareness of others
- Changing direction of play
- Ball control



3 v 3 (SMALL SIDED GAMES) 10mins

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/ markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

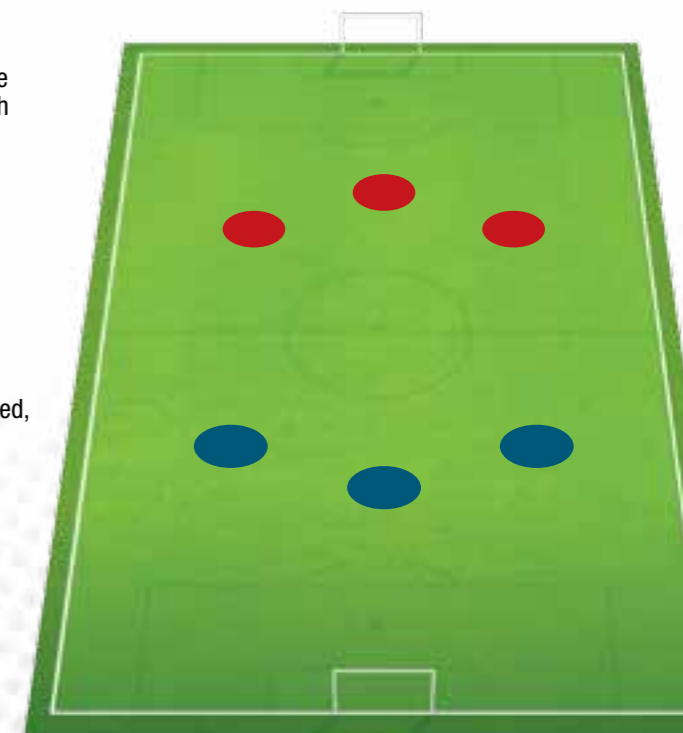
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





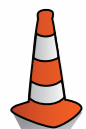
WEEK 2 DRIBBLING



SETUP



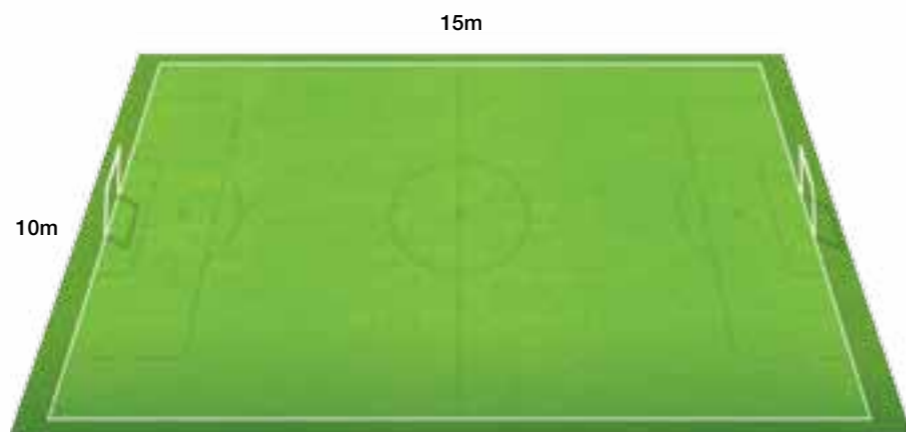
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24-32



12



TRAFFIC COPS
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. All players start on the end line (car parked in the garage). You (the traffic cop) stand in the centre, facing away from the players
2. On your 'green light' call the players begin dribbling forward. When you call 'red light' the players must stop
3. After the 'red light' call you turn to check if anyone is still moving. If they are, that player is sent back to the garage to start again
4. The winners are the first players to reach the other end (top of the street)

PROGRESSION

- The traffic cop chases. On the call 'dribble' you turn and chase players back to the garage. Any player caught becomes another 'traffic cop'
- Introduce more traffic cops
- Instead of turning and dribbling the ball back to the start line the players must attempt to dribble their ball past the traffic cop(s) to reach the other end

OUTCOMES

- Dribbling and changing direction with close ball control, with both feet
- Keeping head up for awareness
- Stopping the ball with different techniques



CHAIN TAG
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. Two to three pairs with their inside hands joined are the taggers. While keeping their hands joined, the pair tries to tag the free players with their free hands. Everyone runs around while the taggers chase the free players. When a free player is tagged they join the pair, which becomes a threesome or a 'chain of three'. The three continue to chase and when a fourth person is tagged, they break into two chains of two and both chains continue to chase and tag. The game is completed when everyone is in a chain.

PROGRESSION

- Investigate different movements i.e. walking, jogging, skipping, hopping

OUTCOMES

- Exploration of locomotor skills



3 v 3 (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

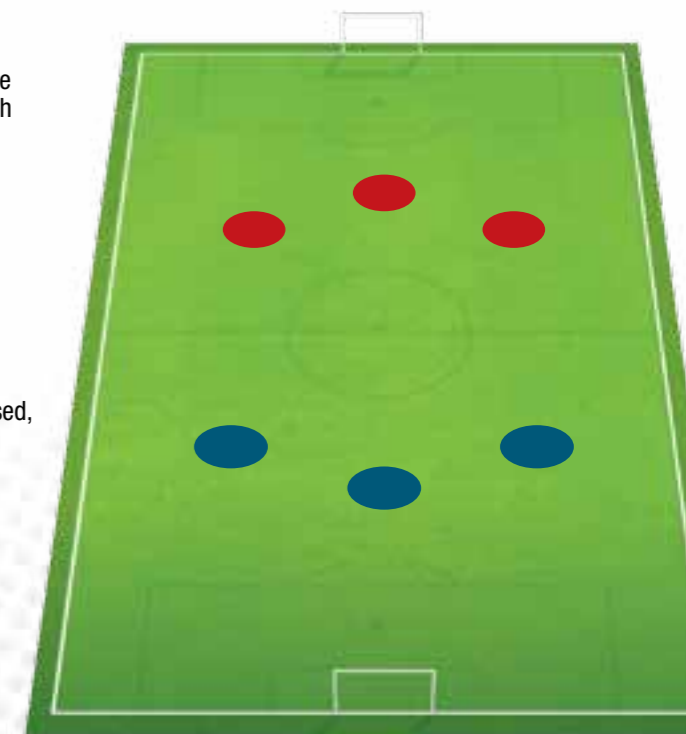
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





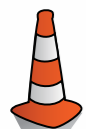
WEEK 3 DRIBBLING / TURNING



SETUP



24



24-32



12



TRUCKS & TRAILERS
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. One player in each pair starts as the 'truck', the other starts as the 'trailer'
2. On your signal the game starts with the 'truck' dribbling around the area, leading the trailer who must follow the movements of the 'truck'
3. When you call 'stop' the players freeze and check how close they are together compared to the other players

PROGRESSION

- Use different parts of the foot to control the ball
- Use different turning techniques
- Trucks have more than one trailer
- Trucks try to lose their trailer
- The trailers chase the truck without a ball
- The trucks run away from the trailer without having a ball
- Swap trucks and trailers on teachers command

OUTCOMES

- Dribbling and changing direction with close ball control
- Keeping head up for awareness of space and other players while dribbling
- Change of pace with the ball



TRICKY TRAPPING TECHNIQUES 10 mins
(FUNDAMENTAL MOVEMENT)

HOW TO PLAY

1. All players spread out in the defined space
2. On your signal ask the players to throw the ball in the air and explore how many body parts of their body can they use (other than their hands) to control the ball
3. Who can touch the ball with two body parts (not hands) before catching the ball

PROGRESSION

- With a partner explore how many ways you can use to stop a bouncing ball
- With a partner explore how many ways you can use to stop a ball lobbed on the full
- Controlling the ball to be placed at your feet
- Controlling the ball that has been lobbed over an obstacle

OUTCOMES

- Trapping a ball with the body
- Body awareness and control
- Relationship with objects and others



3 v 3 (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

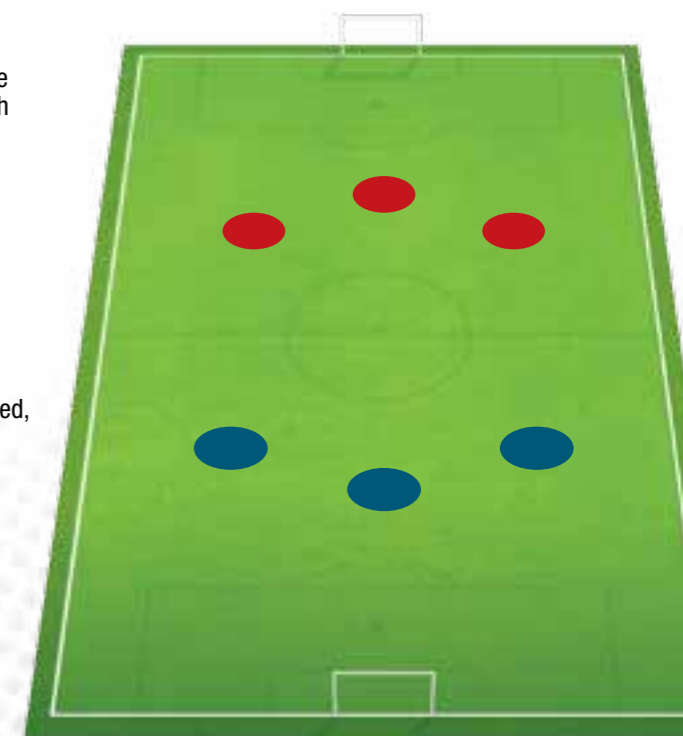
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





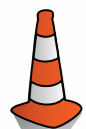
WEEK 4 DRIBBLING / TURNING



SETUP



24



24-36



12



STUCK IN THE MUD
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. All players spread out in a defined space.
2. One or two children are taggers and the rest of the class are runners
3. Taggers try to tag the runners. If tagged, a runner becomes stuck in the mud and holds a static position (with feet apart) until released
4. To release a stuck player, a free runner must crawl under a tagged players legs

PROGRESSION

- Runners must dribble a ball whilst playing
- The runners explore completing a trick prior to crawling under a tagged players legs
- A tagged player may have to position themselves in different stances

OUTCOMES

- Dribbling
- Evasion
- Keeping head up for awareness of space and other players while dribbling

TERMINATOR
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. Players with the ball dribble around the area shielding their ball from the 'terminator'
2. The 'terminator' attempts to tackle the other players to take the ball from them
3. If tackled the player must get their ball and stand still with it, with their legs apart
4. The other players can 'free' a tackled player by passing their own ball through their legs, allowing them to re-join the game.
5. After 1 ½ mins. A new terminator is chosen and the game re-starts

PROGRESSION

- The terminator must dribble the ball from the square, but not kick it away, after a tackle
- Add another terminator
- If a player shielding their ball away from the terminator is unsuccessful then the player becomes an additional terminator

OUTCOMES

- Dribbling and changing direction with close ball control
- Keeping head up for awareness of space and other players while dribbling
- Players ability to use their body to protect the ball while under pressure



3 v 3 (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

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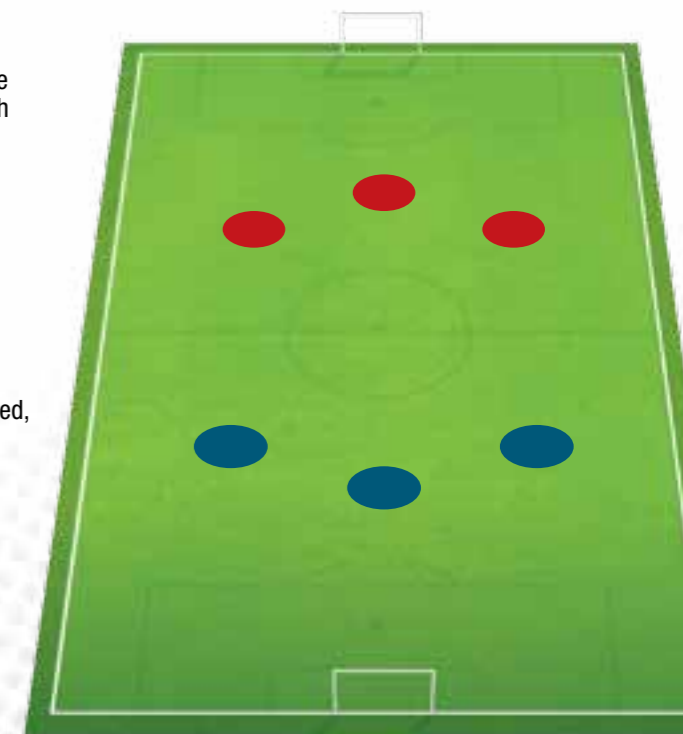
Goals can only be scored from the within the opposition's half.

OFFSIDE

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REMEMBER...

Let the game be the teacher



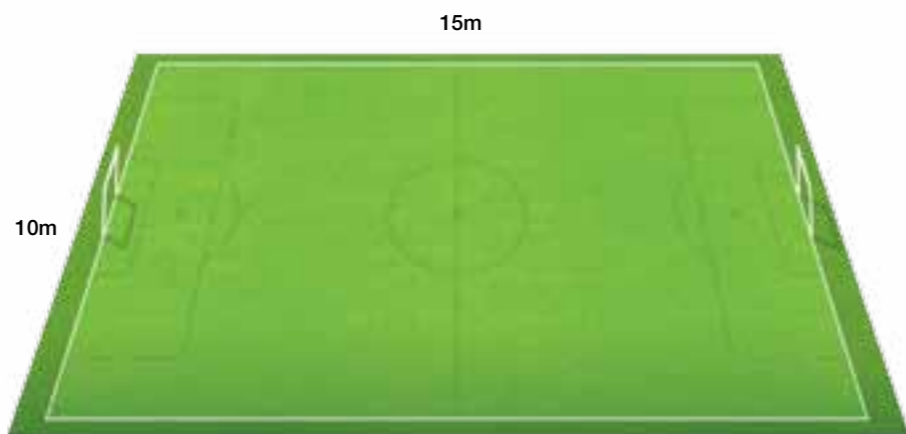


WEEK 5 DRIBBLING / TURNING



SETUP

-  24
-  24-32
-  12
-  6 alternative to using cones



JUNGLE TIME
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. Teacher calls out an animal and the players must move the ball in the style of that animal. e.g. Elephant may require slow movements dragging the ball with the sole of the foot and an Anteater may move the ball with the head on hands and knees

PROGRESSION

- Ask the players for suggestions
- The teacher becomes the hunter and when he/ she calls "hunters here" all the players must dribble their ball to a corner, to hide in the jungle. The hunter will try to catch any slow animals
- Introduce more hunters
- Reduce the number of safe zones
- A player can only stay in the safe zone for no more than 5, 10 or 15 secs

OUTCOMES

- Demonstration of imagination
- Exploration of non-traditional forms of dribbling / control of the ball



SHARKS & ISLANDS
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. The players with the ball ('islanders') dribble around the area, while the two without the ball are 'sharks'
4. The 'sharks' try to tackle the 'islanders' to take their ball from them. An 'islander' who gets tackled becomes a 'shark' and vice versa
3. An 'islander' who is on an 'island' is safe, but only one 'islander' can stay on an island at one time. If another 'islander' is coming they have to leave

PROGRESSION

- Reduce the number of islands or increase the number of sharks
- Change the part of the foot allowed to be used to control the ball

OUTCOMES

- Dribbling and changing direction and speed with close ball control
- Keeping head up for awareness of space and other players while dribbling
- Players ability to use their body to protect the ball while under pressure



3 v 3 (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

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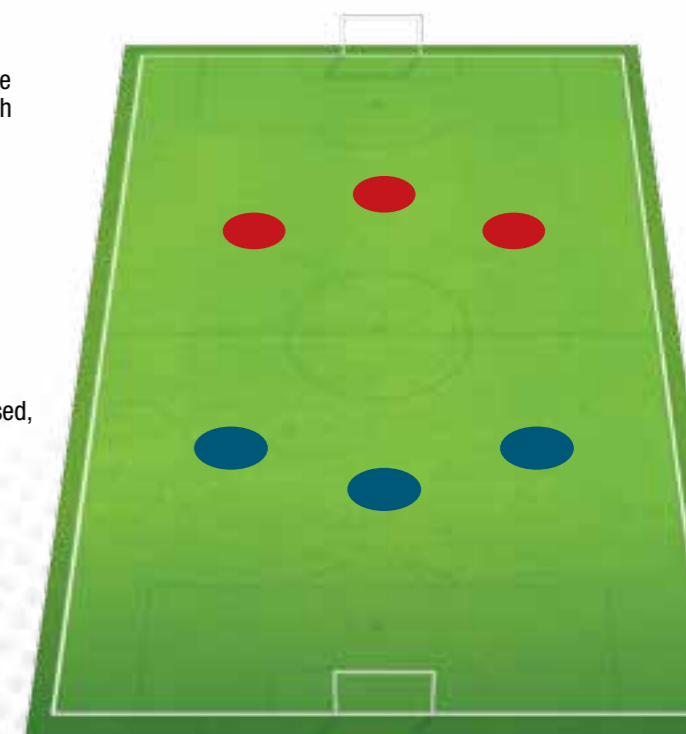
Goals can only be scored from the within the opposition's half.

OFFSIDE

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REMEMBER...

Let the game be the teacher





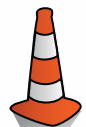
WEEK 6 DRIBBLING / TURNING



SETUP



24



24-32



12



LONG HOPPING RELAY
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. Teams of equal numbers of children are lined up behind each other, with one cone per team
2. The first person in each team stands on the starting line and hops as far as they can. A cone is placed where they first contact the ground with their hopping foot. The second person then takes off from the cone and hops as far as they can, and the cone is moved to where the second person landed. The relay continues until everyone in the team has a go

PROGRESSION

- Choose a specific distance or time the task must be completed in
- Add other movement like bounding or jumping
- Use a football instead of a cone
- Complete the above facing different directions
- Explore different ways to land safely
- Explore different movements of the upper body to compliment the activity

OUTCOMES

- Static and dynamic balance
- Exploration of landing safely



WHAT'S THE TIME MR. WOLF?
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. Players line up at one end of the defined space with a ball each. The game starts with the (teacher) wolf with his / her back to the players. As soon as the wolf starts walking away the players shout "what's the time Mr Wolf", whilst dribbling their ball slowly forwards. The wolf then turns around and replies "one o'clock" and in doing so the players must freeze. The wolf then turns and walks away again the players repeat the question. The wolf will add one hour to his/her reply every time until the wolf decides to say "dinner time!" and turns to chase the players. Players then must perform a turn and dribble their ball back to the start as quickly as possible
2. Players should be encouraged to stop their ball on the start line in order to start again

PROGRESSION

- One of the players can be the wolf
- Specify the turn the players must complete to get away from the wolf
- Increase the number of wolves
- Increase or reduce the pitch size
- Introduce specific zones where the players have to incorporate a specific turn

OUTCOMES

- Develops turning, dribbling and change of speed with the ball
- Develops control of the ball



4 v 4 (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/ markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

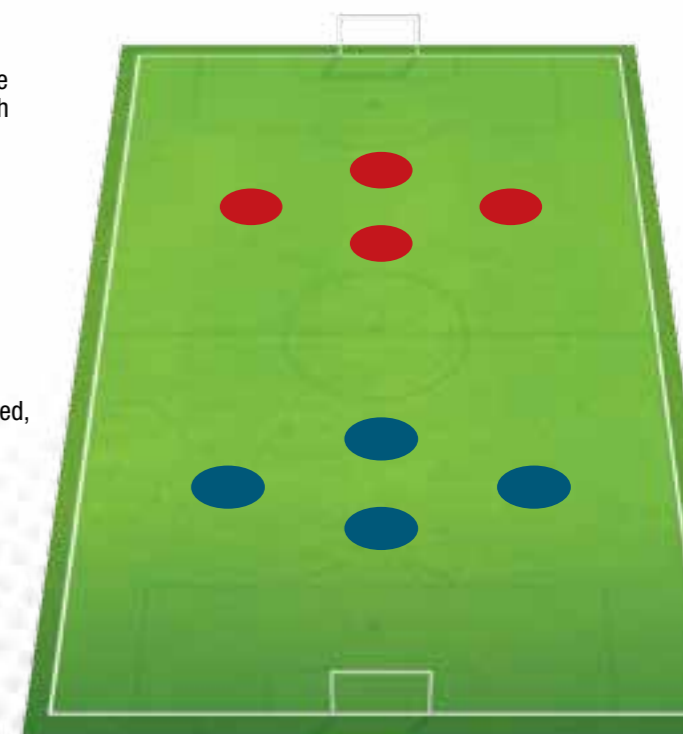
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





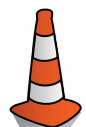
WEEK 7 TURNING



SETUP



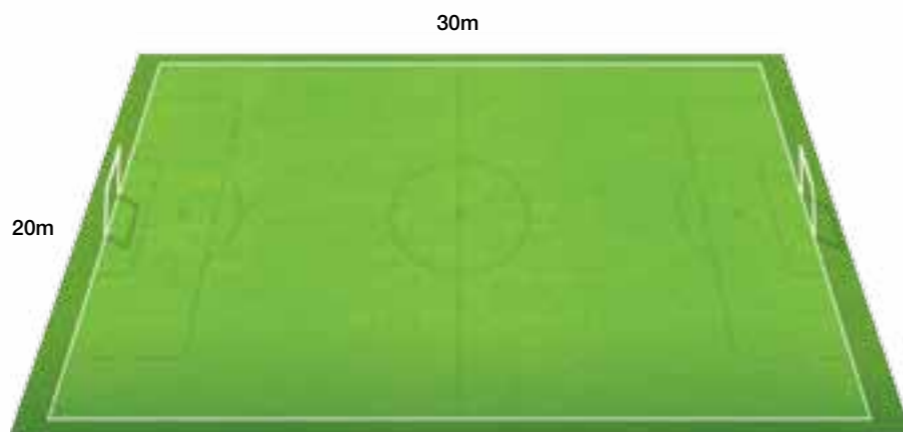
24



24-32



12



FOX & GEESE
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. Split players into four or five per group. One is the fox and the others are the geese standing in a line with each player holding onto the waist of the player in front
2. The fox tries to tag the last goose in the line. The geese move around to avoid the fox and keep their last goose safe. A goose takes the place of the fox if they:
 - Break the line by letting go
 - Are tagged as the last goose in the line

PROGRESSION

- Vary the numbers of geese
- Have more than one fox per team

OUTCOMES

- Dodging, swerving, evading and relationships (with others)



BALL THIEF
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. Players dribble the ball around their area, and when they think the time is right they attempt to cross to the other box
2. While between the two areas, they need to perform a fake to beat you before reaching the other area
3. You need to challenge the players and if they lose control of the ball, knock it away from them
4. If they do not make it across, the player returns to the initial area

PROGRESSION

- Specify the part of the foot used to control the ball, or specify the type of fake used
- Add another player to defend between the two areas
- The tackled players becomes a thief
- Players can spend no longer than 5, 10 or 15 seconds in a safe zone
- Players can only go on the thief's command

OUTCOMES

- Close ball control while dribbling with different parts of the foot
- Ability to use different fakes and turns
- Ability to change speed with the ball



4 v 4 (7 YEARS), 5 v 5 (8 YEARS) (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

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BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

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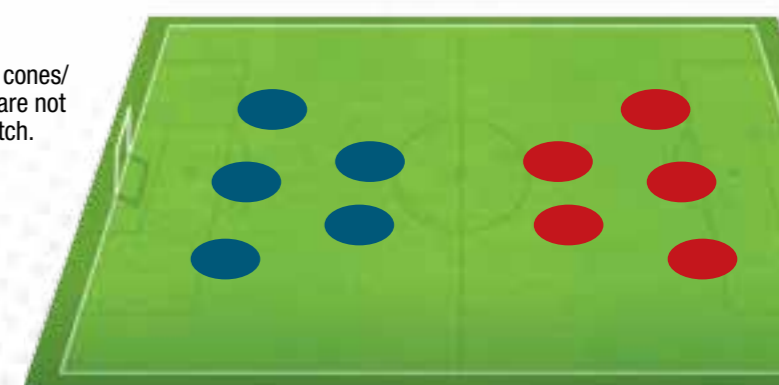
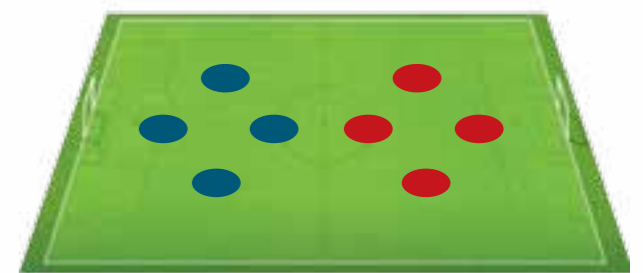
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OFFSIDE

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REMEMBER...

Let the game be the teacher





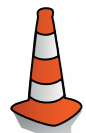
WEEK 8 PASSING / SHOOTING



SETUP



24



24-32



24



FLAG TAG
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. Each player is given a flag and requested to tuck into the back of their shorts. Players chase each other and try to capture as many flags as possible. The player with the most number of flags after a specific time period wins
2. Players cannot hold onto their flags and must let the others snatch the flag if and when they are caught

PROGRESSION

- Place the flag down the side of the shorts
- Use multiple flags per player
- Determine a points system for different coloured flags i.e. blue flags = 5 points, red flags =2 points

OUTCOMES

- Develops turning, rotation, changes of speed and direction
- Can encourage mathematics skills if a points system is introduced

HUNT YOUR PREY
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. The hunters dribble their balls around the hunting ground and try to protect their own ball whilst looking to pass their ball into their preys'. Every time a hunter hits another ball they get a point

PROGRESSION

- Hunter must pass the ball with a specified part of the foot (inside, outside, left foot, right foot etc.)
- Hunters pair up and stalk their prey in teams
- Increase the number of hunters
- On the teachers command the players switch roles

OUTCOMES

- Dribbling and changing direction with the head up
- Passing accuracy over different distances
- Shooting accuracy



4 v 4 (7 YEARS), 5 v 5 (8 YEARS) (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

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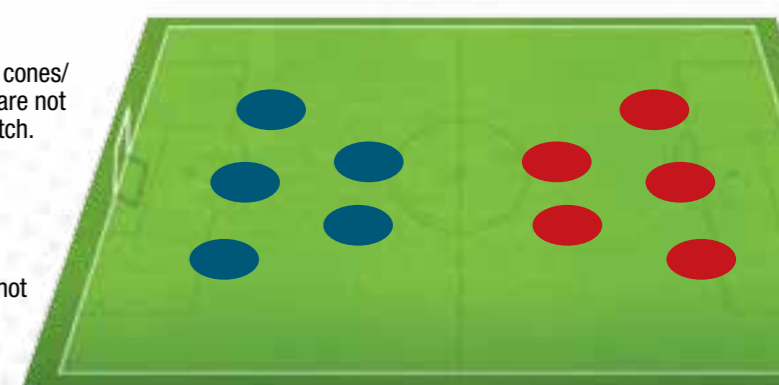
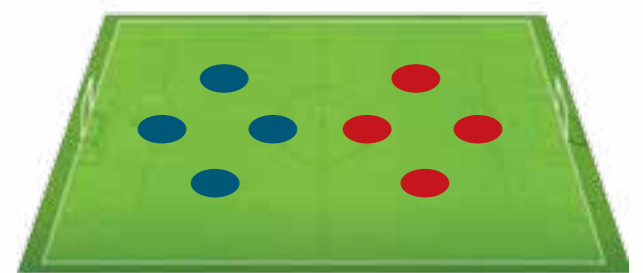
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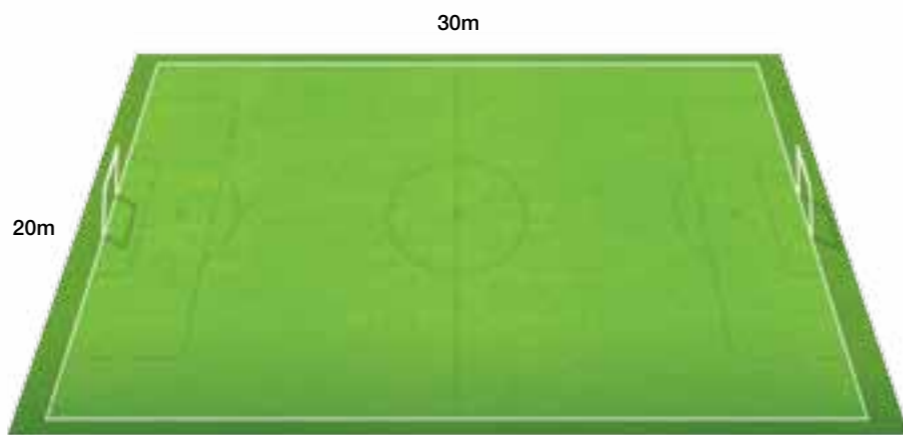


WEEK 9 PASSING / SHOOTING



SETUP

-  24
-  24-48
-  12
-  20
alternative to using cones



GHOSTBUSTERS
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. The players dribble their ball inside the square while you call for them to use different parts of the foot, or dribbling combinations
2. On calling 'Ghostbusters' you run around the area
3. The players 'shoot' the 'ghost' by hitting you below the knees with their ball 3 times in 20 seconds
4. The players continue dribbling after the 20 seconds is completed

PROGRESSION

- Change the part of the foot used to dribble
- Players can only 'shoot' with their non-dominant foot
- Reduce the number of balls so the players must pass the ball around their team then on calling ghost-busters the players with the ball "shoot" the "ghost"
- Increase the number of ghosts

OUTCOMES

- Dribbling and changing direction with the head up
- Passing accuracy over different distances



OCTOPUS
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. Once each base has a player (octopus), the remaining players attempt to cross from one side to the other without being tagged
2. If a player is tagged they have to go back and start again
3. Assign new roles to players to ensure everyone has a go at being an octopus

PROGRESSION

- 'Hospital' tag – if a player is tagged, they can keep going but not use that body part e.g. left leg tagged means hopping on the right only
- Tagger challenge – octopuses can only tag in certain ways – e.g. must tag left leg using right hand

OUTCOMES

- Agility while changing direction
- Mobility over a range of movement (crouching, rolling, jumping, swerving)
- Develops spatial awareness



4 v 4 (7 YEARS), 5 v 5 (8 YEARS) (SMALL SIDED GAMES)

15 mins

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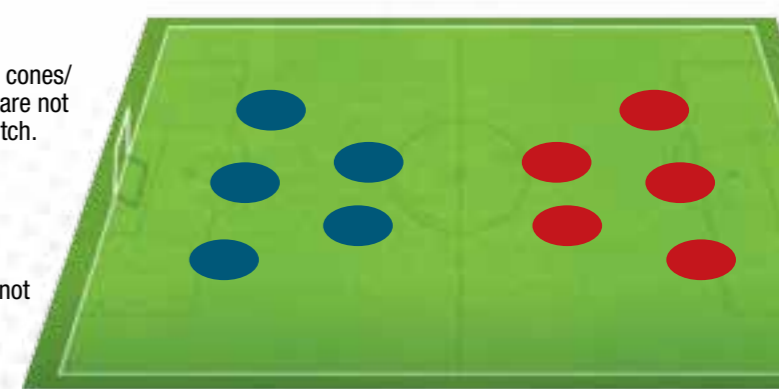
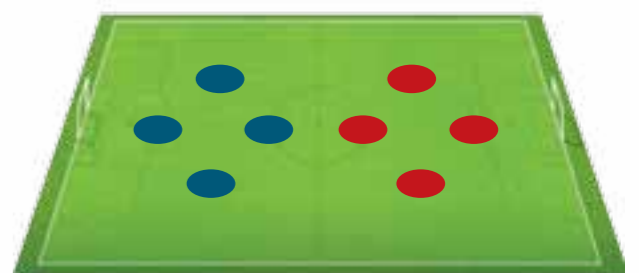
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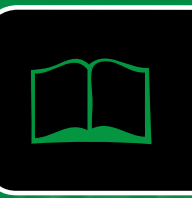
OFFSIDE

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REMEMBER...

Let the game be the teacher





WEEK 10 SKILLS CHALLENGES



1. DRIBBLING



DOMINANT FOOT
SELF PEERS

NON DOMINANT FOOT
SELF PEERS

To dribble the ball whilst demonstrating control with the inside of foot

To dribble the ball whilst demonstrating control with the outside of foot

To dribble the ball whilst demonstrating control with the sole of the foot

To dribble the ball without consistently looking at the ball

To dribble the ball while shifting weight quickly without losing balance

TOTAL

/5

/5

/5

/5

2. TURNING



DOMINANT FOOT
SELF PEERS

NON DOMINANT FOOT
SELF PEERS

To complete a turn whilst demonstrating control of the ball with the inside of foot

To complete a turn whilst demonstrating control of the ball with the outside of foot

To complete a turn whilst demonstrating control of the ball using with the sole of the foot

To complete a series of turns without consistently looking at the ball

To complete a series of turns while shifting weight quickly without losing balance

TOTAL

/5

/5

/5

/5

3. PASSING



DOMINANT FOOT
SELF PEERS

NON DOMINANT FOOT
SELF PEERS

To complete a pass whilst demonstrating control of the ball with the inside of foot

To complete pass whilst demonstrating control of the ball with the outside of foot

To complete a pass whilst demonstrating control of the ball using with the sole of the foot

To complete a series of passes without consistently looking at the ball

To complete a series of passes while shifting weight quickly without losing balance

TOTAL

/5

/5

/5

/5

4. SHOOTING



DOMINANT FOOT
SELF PEERS

NON DOMINANT FOOT
SELF PEERS

To complete a shot whilst demonstrating control of the ball with the inside of foot

To complete shot whilst demonstrating control of the ball with the outside of foot

To complete a shot whilst demonstrating control of the ball using with the sole of the foot

To complete a series of shots without consistently looking at the ball

TOTAL

/4

/4

/4

/4

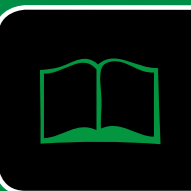
NAME:

CLASS:

TEACHER:

YEAR LEVEL:

Working on your own and with a friend, assess the performance by putting a happy or neutral face next to each criteria



WEEK 10 SKILLS CHALLENGES
CHILDREN'S VERSION



1. DRIBBLING



GOOD FOOT **OTHER FOOT**
SELF PEERS SELF PEERS

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/5	/5	/5	/5	

2. TURNING



GOOD FOOT **OTHER FOOT**
SELF PEERS SELF PEERS

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/5	/5	/5	/5	

3. PASSING



GOOD FOOT **OTHER FOOT**
SELF PEERS SELF PEERS

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/5	/5	/5	/5	

4. SHOOTING



GOOD FOOT **OTHER FOOT**
SELF PEERS SELF PEERS

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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TOTAL	/4	/4	/4	/4	

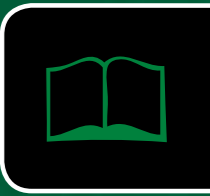
NAME:

CLASS:

TEACHER:

YEAR LEVEL:

Working on your own and with a friend, assess the performance by putting a happy or neutral face next to each criteria



Part 7c
**FOOTBALL
LITERACY**
(9-12 Years)





MINI FOOTBALL - INTRODUCTION

SESSIONS OVERVIEW

Mini Football (9-12 years) Key educational competencies

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

Global Learning Intentions

Students will develop their capabilities in the following areas.

PERSONAL HEALTH & PHYSICAL DEVELOPMENT

Personal growth and development
Identify factors that affect personal, physical, social and emotional growth and development skills to manage changes.

Regular physical activity
Maintain regular participation in enjoyable football activities and describe how these assist in the promotion of well-being.

Safety management
Identify risks and their causes and describe safe practices to manage these.

Personal identity
Describe how their own feelings, beliefs and actions and those of other people contribute to their personal sense of self worth.

MOVEMENT CONCEPTS & MOTOR CONCEPTS

Movement skills, science and technology
Develop more complex movement sequences and strategies in a range of football situations.

Positive attitudes, challenges and cultural factors
Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.

Science and technology
Participate in and describe how their body responds to regular and vigorous play of football.

Challenges and social and cultural factors
Participate in co-operative and competitive activities and describe how they affect people's behaviour and quality of experience.

RELATIONSHIPS WITH OTHER PEOPLE

Relationships
Identify and compare ways of establishing relationships and managing changing relationships.

Identity, sensitivity and respect
Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Interpersonal skills
Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

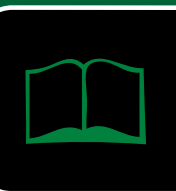
HEALTHY COMMUNITIES AND ENVIRONMENTS

Community resources
Participate in shared events and describe how such events enhance well-being in the community.

Rights, responsibilities and laws; People and the environment
Research and describe current health and safety guidelines and practices while playing football in their school and take action to enhance their effectiveness.

People and the environment
Plan and implement a football programme to enhance an identified social or physical aspect of their school environment.

WEEK	FOCUS	DIFFICULTY RATING	FUNDAMENTAL MOVEMENT (10mins)	FOOTBALL TECHNIQUE (15mins)	SMALL SIDED GAMES (15mins)
PHASE 1					
1	Dribbling		Flag Tag	Monarch of the Park	4 v 4
2	Dribbling		Octopus	Box to Box	(9-10 yrs) 4 v 4 (11-12 yrs) 5 v 5
3	Dribbling/ Turning		Tricky Trapping Techniques	Ball Thief	(9-10 yrs) 5 v 5 (11-12 yrs) 6 v 6
4	Dribbling/ Turning		Stuck in the Mud	Lose Your Partner	(9-10 yrs) 5 v 5 (11-12 yrs) 6 v 6
5	Dribbling/ Turning		Sharks & Islands	Beat the Gate Keeper	(9-10 yrs) 6 v 6 (11-12 yrs) 7 v 7
PHASE 2					
6	Dribbling/ Turning		Flag Tag	Doctor Doctor	(9-10 yrs) 6 v 6 (11-12 yrs) 7 v 7
7	Turning		Connect It	Football Rush	(9-10 yrs) 7 v 7 (11-12 yrs) 8 v 8
8	Passing/ Shooting		Piggy in The Middle	Ghostbusters	(9-10 yrs) 4 v 4 (11-12 yrs) 5 v 5
9	Shooting		Pole Tag	Shooting Gallery	(9-10 yrs) 5 v 5 (11-12 yrs) 6 v 6
10	Skills Challenge				



WEEK 1 DRIBBLING



FLAG TAG
(FUNDAMENTAL MOVEMENT)



MONARCH OF THE PARK
(FOOTBALL TECHNIQUE)



4 v 4
(SMALL SIDED GAMES)

Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will be able to link skills, techniques and ideas and apply them accurately and appropriately. To understand the importance of precision, control and fluency in a performance. To compare and comment on skills, techniques and ideas used in their own and other's work, and use this understanding to improve performance. Students will explain and apply basic safety principles in preparing for football, describing the effects exercise has on the body and how it is valuable to their fitness and health.

Specific Learning Intention

What does the learning look like?

To understand:

- How to turn quickly, using a range of techniques, dodge, weave and evade an opponent quickly
- How to move feet quickly to get away from an opponent
- How to be spatially aware, looking for time space, opponent and opportunity to dribble
- How to dribble using a range of techniques (Matthews, Scissors, Double scissors etc.)
- How to use a range of surfaces to maintain control of the ball on the ground
- How to screen and protect the ball using the a strong body shape, keeping possession
- How to work as part of a team

Previous Experience

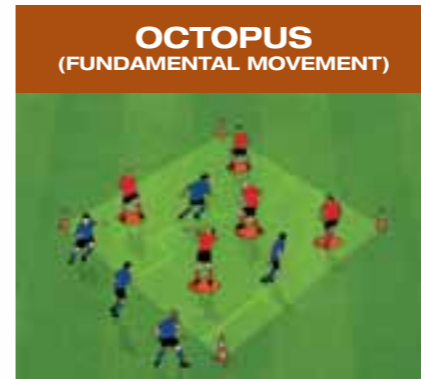
The students will have had 3 years' experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability.

Success Criteria

How does the child know they have succeeded?

- I can dribble into space using a range of techniques
- I can keep possession and protect the ball from the opponent
- I can dodge and weave to evade an opponent

WEEK 2 DRIBBLING



OCTOPUS
(FUNDAMENTAL MOVEMENT)



BOX TO BOX
(FOOTBALL TECHNIQUE)



**4v4 (9-10 YEARS),
5v5 (11-12 YEARS)**
(SMALL SIDED GAMES)

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Specific Learning Intention

What does the learning look like?

To understand:

- How to control my body when changing direction quickly
- How to be spatially aware and what to look for during a small sided game
- How to be creative when dribbling
- How to dribble using various parts of the foot (toe, laces, sole etc.)
- How to control the ball using various surfaces at different heights (head, laces, chest)
- How to apply simple rules and techniques to attack and defend

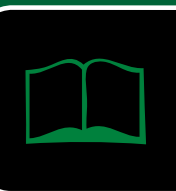
Previous Experience

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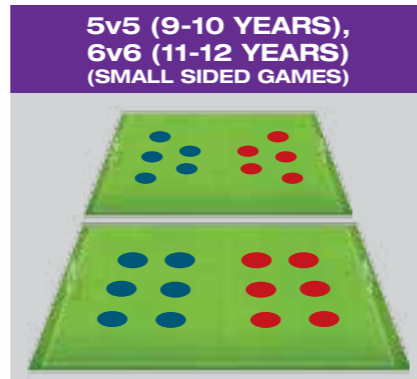
Success Criteria

How does the child know they have succeeded?

- I can juggle with the ball using a rage of surfaces
- I can dribble into space using a range of techniques and surfaces
- I can apply fair play during a small sided game



WEEK 3 DRIBBLING / TURNING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will be able to link skills, techniques and ideas and apply them accurately and appropriately. To understand the importance of precision, control and fluency in a performance. To compare and comment on skills, techniques and ideas used in their own and other's work, and use this understanding to improve performance. Students will explain and apply basic safety principles in preparing for football, describing the effects exercise has on the body and how it is valuable to their fitness and health.

Specific Learning Intention

What does the learning look like?

To understand:

- How to control the ball using a range of surfaces from different heights (head, chest, knee, laces)
- How to be spatially aware and identify the orientation of the pitch
- The roles within a team and how everyone is important
- How to change direction quickly and maintain close control of the ball
- The importance of keeping your head up

Previous Experience

The students will have had 3 years' experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced two weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can control the ball using a range of surfaces
- I can explain the orientation of the pitch
- I can explain the roles within a team

WEEK 4 DRIBBLING / TURNING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will be able to link skills, techniques and ideas and apply them accurately and appropriately. To understand the importance of precision, control and fluency in a performance. To compare and comment on skills, techniques and ideas used in their own and other's work, and use this understanding to improve performance. Students will explain and apply basic safety principles in preparing for football, describing the effects exercise has on the body and how it is valuable to their fitness and health.

Specific Learning Intention

What does the learning look like?

To understand:

- How to dribble and evade an opponent effectively maintaining control
- How to maintain focus and be aware of time, space, support, opposition and opportunity
- How to use body to screen and protect the ball to keep possession
- How to vary the tempo of the dribble and explain why it is important to maintain unpredictability.
- How to take responsibility and lead a team

Previous Experience

The students will have had 3 years' experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced three weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can dribble at pace, maintaining control and beat opponents
- I can protect the ball effectively using my body and keep possession
- I can demonstrate basic assertiveness strategies to manage conflict within a team



WEEK 5 DRIBBLING / TURNING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will be able to link skills, techniques and ideas and apply them accurately and appropriately. To understand the importance of precision, control and fluency in a performance. To compare and comment on skills, techniques and ideas used in their own and other's work, and use this understanding to improve performance. Students will explain and apply basic safety principles in preparing for football, describing the effects exercise has on the body and how it is valuable to their fitness and health.

Specific Learning Intention

What does the learning look like?

To understand:

- How to dribble and evade an opponent effectively maintaining control
- How to maintain focus and be aware of time, space, support, opposition and opportunity
- How to use body to screen and protect the ball to keep possession
- How to vary the tempo of the dribble and explain why it is important to maintain unpredictability.
- How to take responsibility and lead a team
- How to be creative to turn and evade an opponent effectively
- How to turn using a range of techniques (drag back, step over, instep, outstep etc.)

Previous Experience

The students will have had 3 years' experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced four weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can demonstrate different techniques to turn and evade an opponent
- I can protect the ball effectively using my body and keep possession

WEEK 6 DRIBBLING / TURNING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will be able to link skills, techniques and ideas and apply them accurately and appropriately. To understand the importance of precision, control and fluency in a performance. To compare and comment on skills, techniques and ideas used in their own and other's work, and use this understanding to improve performance. Students will explain and apply basic safety principles in preparing for football, describing the effects exercise has on the body and how it is valuable to their fitness and health.

Specific Learning Intention

What does the learning look like?

To understand:

- How to turn effectively using a quick feet and head on the turn
- How to protect the ball from an opponent using a strong body shape
- How to pass over a range distances using different techniques (low driven, bounce pass, one touch, chip, swerve, long lofted) and maintain control
- How to apply simple rules in a small sided game

Previous Experience

The students will have had 3 years' experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced five weeks of the ASB Football in Schools Programme.**

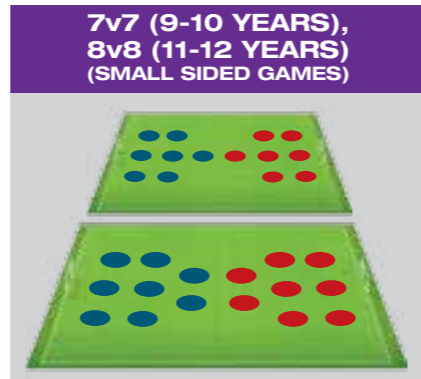
Success Criteria

How does the child know they have succeeded?

- I can pass using different techniques over a range of distance and keep possession
- I can keep possession by shielding the ball from an opponent



WEEK 7 TURNING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will be able to link skills, techniques and ideas and apply them accurately and appropriately. To understand the importance of precision, control and fluency in a performance. To compare and comment on skills, techniques and ideas used in their own and other's work, and use this understanding to improve performance. Students will explain and apply basic safety principles in preparing for football, describing the effects exercise has on the body and how it is valuable to their fitness and health.

Specific Learning Intention

What does the learning look like?

To understand:

- How to contribute to and describe their feelings, beliefs and actions when planning a strategy in a small sided game
- How to develop more complex movement sequences when dribbling and evading an opponent
- How to develop more complex movement sequences when controlling the ball from varying heights
- How their body responds to regular and vigorous play of football

Previous Experience

The students will have had 3 years' experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced six weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can identify my role within a team and contribute to the tactics involved when planning a strategy to overcome the opponent

WEEK 8 PASSING / SHOOTING



Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will be able to link skills, techniques and ideas and apply them accurately and appropriately. To understand the importance of precision, control and fluency in a performance. To compare and comment on skills, techniques and ideas used in their own and other's work, and use this understanding to improve performance. Students will explain and apply basic safety principles in preparing for football, describing the effects exercise has on the body and how it is valuable to their fitness and health.

Specific Learning Intention

What does the learning look like?

To understand:

- How to anticipate and read the opponents next move
- How to defend effectively on your own, pairs and as a group
- How to intercept effectively
- How to pass over a range of distances using different techniques (low driven, bounce pass, one touch, chip, swerve, long lofted) and maintain control
- How to hit a target with accuracy and precision
- How to contribute to a team's performance through communication

Previous Experience

The students will have had 3 years' experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced seven weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can anticipate and intercept on my own and with others
- I can explain the importance of communication



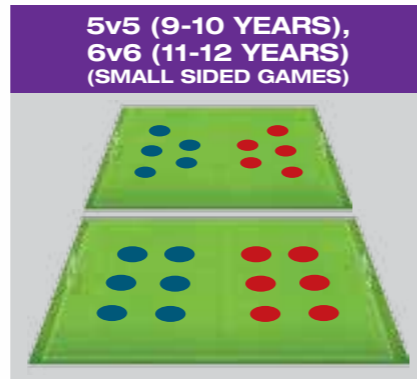
WEEK 9 PASSING / SHOOTING



POLE TAG
(FUNDAMENTAL MOVEMENT)



SHOOTING GALLERY
(FOOTBALL TECHNIQUE)



**5v5 (9-10 YEARS),
6v6 (11-12 YEARS)**
(SMALL SIDED GAMES)

Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/ Game Understanding and Social). Students will be able to link skills, techniques and ideas and apply them accurately and appropriately. To understand the importance of precision, control and fluency in a performance. To compare and comment on skills, techniques and ideas used in their own and other's work, and use this understanding to improve performance. Students will explain and apply basic safety principles in preparing for football, describing the effects exercise has on the body and how it is valuable to their fitness and health.

Specific Learning Intention

What does the learning look like?

To understand:

- How to turn effectively using a quick feet and head on the turn
- How to identify the best space to attack
- How to pass over a range distances using different techniques (low driven, bounce pass, one touch, chip, swerve, long lofted) and maintain control
- How to apply passing and dribbling techniques during a small sided game

Previous Experience

The students will have had 3 years' experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced eight weeks of the ASB Football in Schools Programme.**

Success Criteria

How does the child know they have succeeded?

- I can pass over a range of distance and keep possession
- I can attack the space and support my team in the opponents half

WEEK 10 SKILLS CHALLENGES



Assessment

The Football Literacy programme adopts a self/ peer assessment approach that gives the children the opportunity to evaluate their own or each other's work through a specific checklist. To improve learning, it must be an activity that engages children with the quality of their performance and helps them reflect on how to improve it.

Children do not become self-evaluative overnight. The development of peer assessment and self-assessment takes guidance, support, planning, time, patience and commitment. By using a range of strategies and dedicating time to allow children to reflect on and discuss their learning, teachers can develop children's peer assessment and self-assessment skills.

The development of peer and self-assessment needs to be tackled in stages. Initially children may need to have the process modelled for them, using examples in the Football Literacy programme to demonstrate the intended Specific Learning Intentions. These can be used with the whole class, for example on a whiteboard, to critique the responses and model the approach before expecting children to work on each other's or their own performance. It is helpful to 'think aloud' while critiquing so that children develop the necessary language and approach. A blank "Children's Version" of the Week 10 Skills Challenges has been provided in which children can interpret the assessment criteria in their own words.

Global Learning Intention

To understand football in all its diversity through the four corners of the game (Physical, Mental, Technical/ Tactical/Game Understanding and Social). Students will be able to link skills, techniques and ideas and apply them accurately and appropriately. To understand the importance of precision, control and fluency in a performance. To compare and comment on skills, techniques and ideas used in their own and other's work, and use this understanding to improve performance. Students will explain and apply basic safety principles in preparing for football, describing the effects exercise has on the body and how it is valuable to their fitness and health.

Specific Learning Intention

What does the learning look like?

To understand:

- How to dribble, turn pass and shoot effectively through self and peer assessment
- How to be creative and innovative in a skills challenge environment
- How to ask effective questions to support the learning

Previous Experience

The students will have had 3 years' experience of football through a range of contexts. This may be through recreational play at home or during playtimes at school with friends. More technical experience may have been developed through PE lessons or volunteer coaches at club. This may vary according to age, gender, interest and coaching availability. **Most students will have experienced nine weeks of the ASB Football in Schools Programme and will be ready to be assessed.**

Success Criteria

How does the child know they have succeeded?

- I can complete a Skills Challenge assessment to highlight my learning through the ASB Football School Programme over the past nine weeks



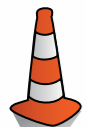
WEEK 1 **DRIBBLING**



SETUP



24



24-32



24



FLAG TAG (FUNDAMENTAL MOVEMENT) 10 mins

HOW TO PLAY

1. Each player is given a flag and requested to tuck into the back of their shorts. Players chase each other and try to capture as many flags as possible. The player with the most number of flags after a specific time period wins
2. Players cannot hold onto their flags and must let the others snatch the flag if and when they are caught

PROGRESSION

- Place the flag down the side of the shorts
- Use multiple flags per player
- Determine a points system for different coloured flags i.e. blue flags = 5 points, red flags = 2 points

OUTCOMES

- Develops turning, rotation, changes of speed and direction
- Can encourage mathematics skills if a points system is introduced

MONARCH OF THE PARK
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. Players dribble the ball inside the area, protecting their own ball, while trying to kick out other players balls
2. Each player starts with 10 points, and any time their ball leaves the area, kicked out or otherwise, they lose one point
3. The winner is the player left with the most points after playing for 2 min. The game can then re-start

PROGRESSION

- Players who lose their ball retreat to the side line to complete 2, 4 or 6 juggles then returns to the game. Juggle with feet, knees, head or players choice of body parts
- Players who lose their ball remain outside the area juggling their ball. The last person in the area is crowned 'Monarch of the Park'
- Specify which foot the player must use to control the ball

OUTCOMES

- Dribbling and changing direction with close ball control
- Keeping head up for awareness of space and other players while dribbling
- Players ability to use their body to protect the ball while under pressure



4 v 4 (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

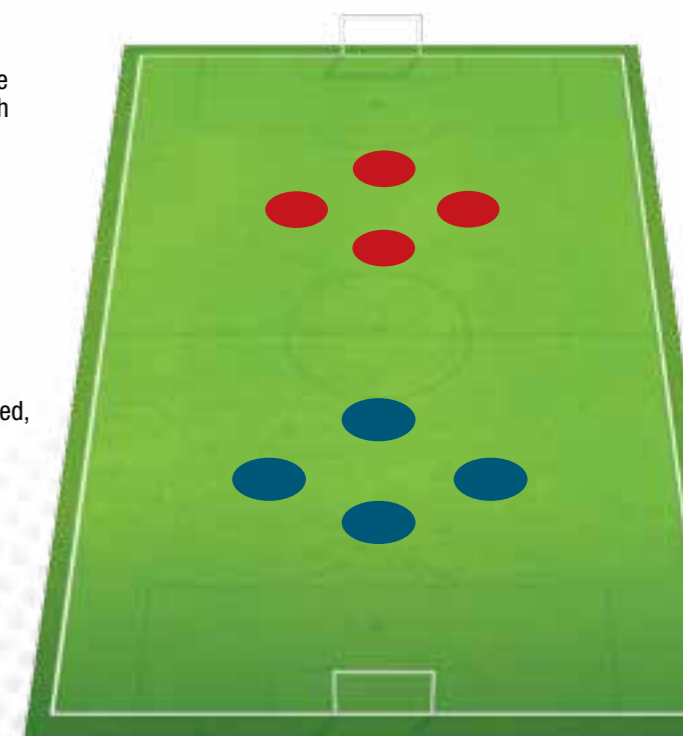
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





WEEK 2 DRIBBLING



SETUP

-  24
-  24-48
-  12
-  15
alternative to using cones



BOX TO BOX (FOOTBALL TECHNIQUE) 15 mins

HOW TO PLAY

1. Players dribble the ball around their area, using different parts of their foot as you call them out
2. You should also encourage players to use their imagination to perform different fakes, hooks and turns
3. When you call 'charge' all players reach the other area as quickly as possible using only the part of the foot they were last using

PROGRESSION

- Players start in different areas and therefore have to avoid each other as the coach calls 'charge'
- Players have to juggle the ball when moving from one area to another
- Increase the number of boxes
- Increase the distance between boxes
- Add obstacles between the boxes

OUTCOMES

- Close ball control while dribbling with different parts of the foot
- Ability to use different fakes and turns
- Ability to change speed with the ball
- Juggling the ball



OCTOPUS (FUNDAMENTAL MOVEMENT) 10 mins

HOW TO PLAY

1. Once each base has a player (octopus), the remaining players attempt to cross from one side to the other without being tagged
2. If a player is tagged they have to go back and start again
3. Assign new roles to players to ensure everyone has a go at being an octopus

PROGRESSION

- 'Hospital' tag – if a player is tagged, they can keep going but not use that body part e.g. left leg tagged means hopping on the right only
- Tagger challenge – octopuses can only tag in certain ways – e.g. must tag left leg using right hand

OUTCOMES

- Agility while changing direction
- Mobility over a range of movement (crouching, rolling, jumping, swerving)
- Develops spatial awareness



4 v 4 (9-10 YRS), 5 v 5 (11-12 YRS) (SMALL SIDED GAMES) 15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

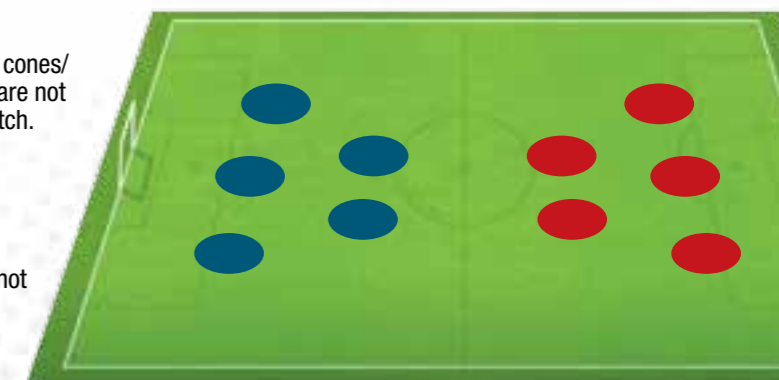
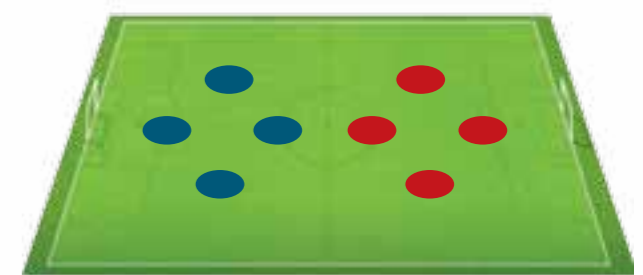
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





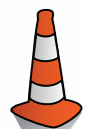
WEEK 3 DRIBBLING / TURNING



SETUP



24



24-32



12



BALL THIEF (FOOTBALL TECHNIQUE) 15 mins

HOW TO PLAY

1. Players dribble the ball around their area, and when they think the time is right they attempt to cross to the other box
2. While between the two areas, they need to perform a fake to beat you before reaching the other area
3. You need to challenge the players and if they lose control of the ball, knock it away from them
4. If they do not make it across, the player returns to the initial area

PROGRESSION

- Specify the part of the foot used to control the ball, or specify the type of fake used
- Add another player to defend between the two areas
- The tackled players becomes a thief
- Players can spend no longer than 5, 10 or 15 seconds in a safe zone
- Players can only go on the thief's command

OUTCOMES

- Close ball control while dribbling with different parts of the foot.
- Ability to use different fakes and turns
- Ability to change speed with the ball



TRICKY TRAPPING TECHNIQUES (FUNDAMENTAL MOVEMENT) 10 mins

HOW TO PLAY

1. All players spread out in the defined space
2. On your signal ask the players to throw the ball in the air and explore how many body parts of their body can they use (other than their hands) to control the ball
3. Who can touch the ball with two body parts (not hands) before catching the ball

PROGRESSION

- With a partner explore how many ways you can use to stop a bouncing ball
- With a partner explore how many ways you can use to stop a ball lobbed on the full
- Controlling the ball to be placed at your feet
- Controlling the ball that has been lobbed over an obstacle

OUTCOMES

- Trapping a ball with the body
- Body awareness and control
- Relationship with objects and others



5 v 5 (9-10 YRS), 6 v 6 (11-12 YRS) (SMALL SIDED GAMES) 15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

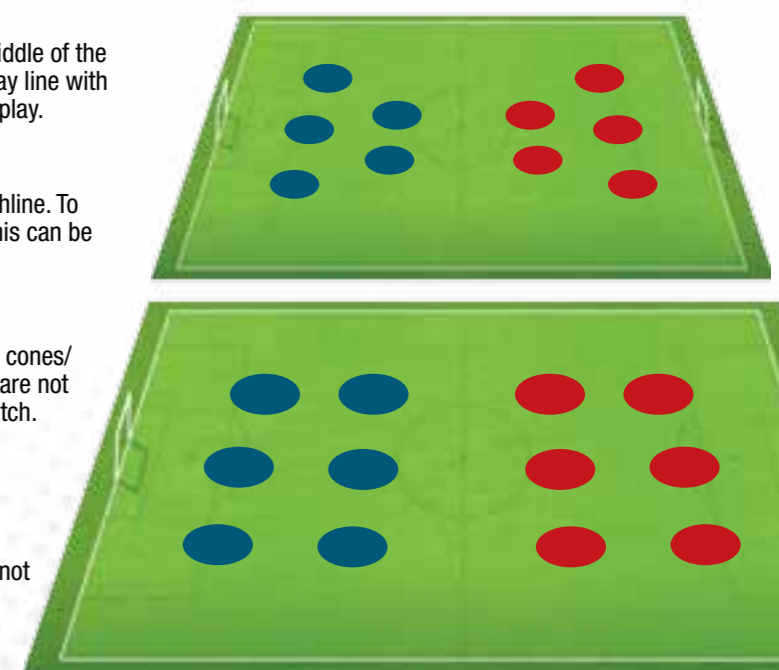
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





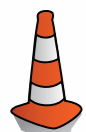
WEEK 4 DRIBBLING / TURNING



SETUP



24



24-56



12



STUCK IN THE MUD
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. All players spread out in a defined space.
2. One or two children are taggers and the rest of the class are runners
3. Taggers try to tag the runners. If tagged, a runner becomes stuck in the mud and holds a static position (with feet apart) until released
4. To release a stuck player, a free runner must crawl under a tagged players legs

PROGRESSION

- Runners must dribble a ball whilst playing
- The runners explore completing a trick prior to crawling under a tagged players legs
- A tagged player may have to position themselves in different stances

OUTCOMES

- Dribbling
- Evasion
- Keeping head up for awareness of space and other players while dribbling



LOSE YOUR PARTNER
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. Players dribble around the area, avoiding other players and trying to 'lose' their partner, who is shadowing them
2. Shadows do not try to tackle, but instead stay close to their partner and try to influence the direction they move in
3. In addition to trying to lose their shadow, players also try to dribble through as many goals as possible
4. After 45 seconds the players swap roles
5. The aim is to see which partner can score the most points by dribbling through goals

PROGRESSION

- On the call 'freeze' all players stop to check how close each 'shadow' is
- Introduce contact and tackling
- On the call "switch" the players switch roles
- Allocate points to each goal (e.g. 1 – 5 points). Players to dribble their ball through the goals to add up to a specific value (e.g. "dribble your ball through the goals to add up to 11 points, up to 15 points etc")

OUTCOMES

- Dribbling and changing direction with close ball control
- Change of pace while dribbling
- Keeping head up for awareness of space and other players while dribbling
- Players ability to use their body to protect the ball while under pressure



5 v 5 (9-10 YRS), 6 v 6 (11-12 YRS)

(SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/ markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

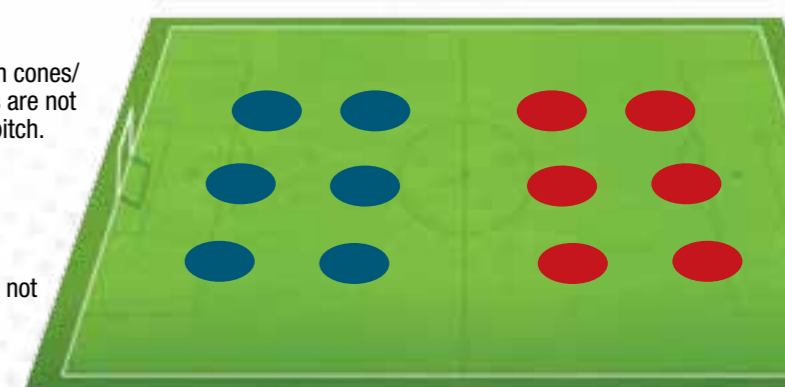
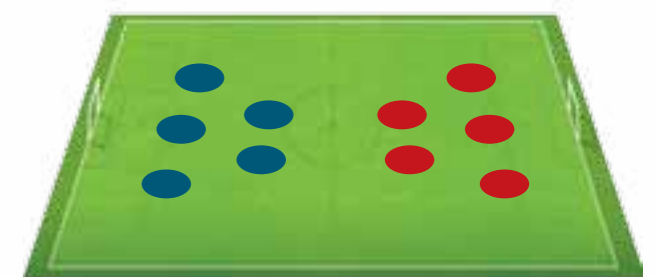
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





WEEK 5 DRIBBLING / TURNING



SETUP

-  24
-  32
-  12
-  6
alternative to using cones



BEAT THE GATEKEEPER
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

- Split class into groups of six or seven, 3 defenders and the rest attackers. Using cones set up 4 gates, 5m wide and 10m apart. Defenders must defend a gate, attackers must attempt to get through as many gates in succession as possible. The attacker gets 1 point for each gate they cross. Defenders cannot come off their, they can only move across the width of the gate to defend. Attackers and defenders change places after a 2 minute round

PROGRESSION

- Defenders can defend off their line
 - But only in front of the gate
 - Can go forward but cannot retreat to their initial position
 - The defenders can choose how to defend the three sections i.e. two defenders in section 1, one defender in section two and no defenders in section three
- Rotate the Gate Keepers every 1-2 mins
- Players can attack in pairs i.e. 2 x attackers versus 1x defender

OUTCOMES

- Dribbling and changing direction with the head up
- Dribbling using different parts of the foot
- Changing direction of play
- Turning and exploration of fakes



SHARKS & ISLANDS
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

- The players with the ball ('islanders') dribble around the area, while the two without the ball are 'sharks'
- The 'sharks' try to tackle the 'islanders' to take their ball from them. An 'islander' who gets tackled becomes a 'shark' and vice versa
- An 'islander' who is on an 'island' is safe, but only one 'islander' can stay on an island at one time. If another 'islander' is coming they have to leave

PROGRESSION

- Reduce the number of islands or increase the number of sharks
- Change the part of the foot allowed to be used to control the ball

OUTCOMES

- Dribbling and changing direction and speed with close ball control
- Keeping head up for awareness of space and other players while dribbling
- Players ability to use their body to protect the ball while under pressure



6 v 6 (9-10 YRS), 7 v 7 (11-12 YRS)

(SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

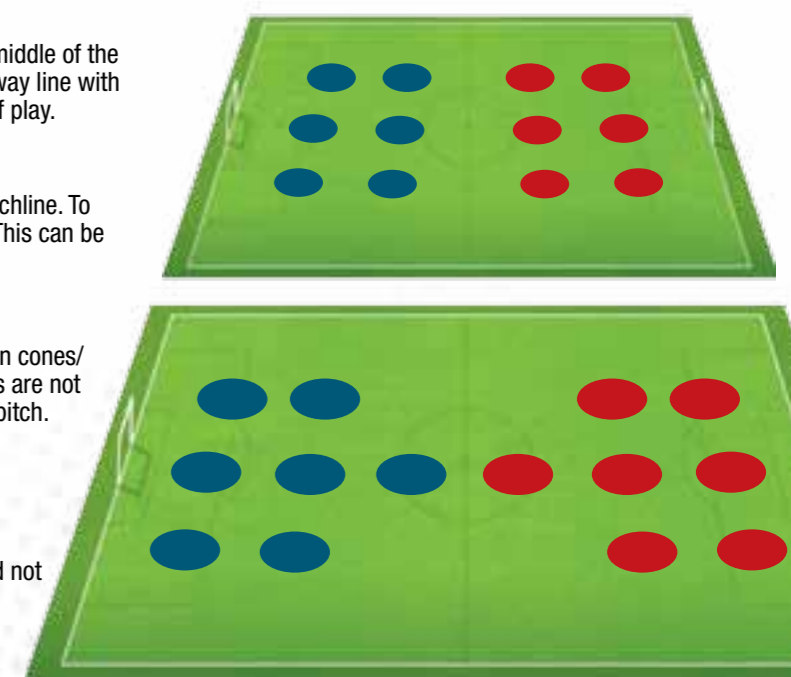
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





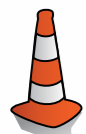
WEEK 6 **DRIBBLING / TURNING**



SETUP



24



24



12



FLAG TAG
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. Each player is given a flag and requested to tuck into the back of their shorts. Players chase each other and try to capture as many flags as possible. The player with the most number of flags after a specific time period wins
2. Players cannot hold onto their flags and must let the others snatch the flag if and when they are caught

PROGRESSION

- Place the flag down the side of the shorts
- Use multiple flags per player
- Determine a points system for different coloured flags i.e. blue flags = 5 points, red flags = 2 points

OUTCOMES

- Develops turning, rotation, changes of speed and direction
- Can encourage mathematics skills if a points system is introduced

DOCTOR DOCTOR
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. The game starts with all players dribbling inside the area. They try to kick away opposition balls while keeping their own
2. If a player's ball is knocked out they must take it to their 'surgery' and wait
3. The 'doctor' can release players from the 'surgery' by tagging them. While inside the 'surgery' the 'doctor' is safe, but they can only go there to release a player
4. The game can be won by a team if they can pass the ball at the opposition 'doctor' and hit them below the knees

PROGRESSION/CONSIDERATIONS

- Change the part of the foot used to dribble
- Players can only pass the ball at the 'doctor' with their non-dominant foot
- Increase the number of doctors
- Increase or reduce the number of surgeries
- Players have to juggle a certain number of times to release themselves from the surgery

OUTCOMES

- Protecting the ball while dribbling
- Passing accuracy over different distances



6 v 6 (9-10 YRS), 7 v 7 (11-12 YRS) (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

A game is started with a kick forward to a team mate from the middle of the halfway line. When a goal is scored, play is restarted at the halfway line with the side conceding the goal taking the kick off as per the start of play.

BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between cones/markers if traditional goals are not used). Where traditional goals are not used, the height should be reflective of the tallest player on the pitch.

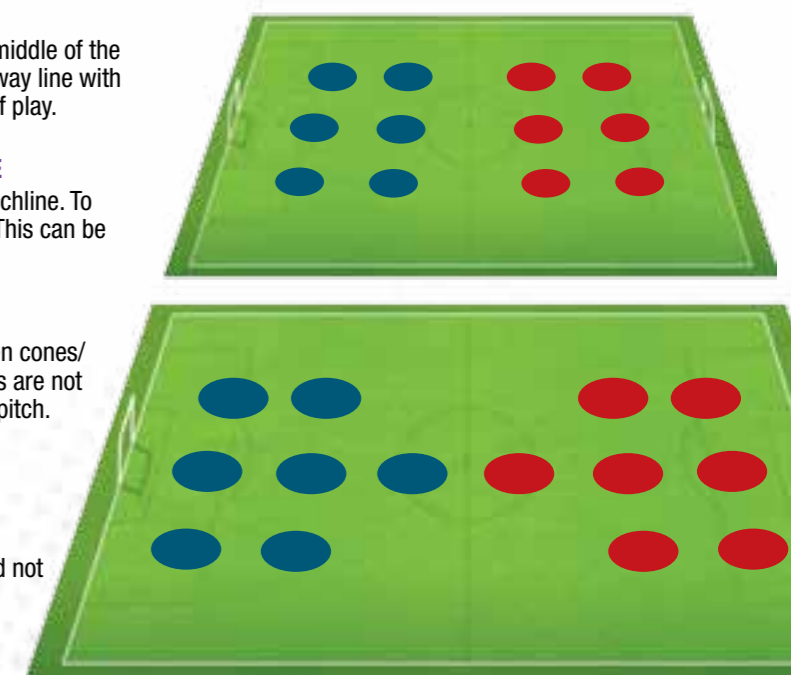
Goals can only be scored from the within the opposition's half.

OFFSIDE

There are no offsides in small sided football but poaching should not be encouraged

REMEMBER...

Let the game be the teacher





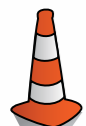
WEEK 7 TURNING



SETUP



24



16-24



12



CONNECT IT
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. All players spread out in a defined space
2. Players dribble a ball free about the area. On a signal, they stop and listen to the teacher calling out two body parts, which each child has to join together, whilst controlling the ball
3. Examples included nose to knee, knee to ankle & foot to head

PROGRESSION

- In pairs the players travel around the area in a designated way (eg. dribbling the ball as they walk, jog or skip) while joined together (linking arms). On a signal, the pairs connect to each other by the body parts called by the teacher. Examples include: two feet, two hands, one foot and one knee, one shoulder and one head, one elbow and one hip, one ankle and one knee
- Vary the way of travelling around the space: Use different dynamic balance activities (e.g. monkey walk, crazy crab...)

OUTCOMES

- Ability to explore static and dynamic balance
- Ability to explore different way to control the ball
- Body awareness
- Dribbling and changing direction with the head up
- Dribbling using different parts of the foot

FOOTBALL RUSH
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. Ask for one volunteer/ defender to stand in the middle of a defined area. The rest of the players line up along one of the base lines, each with a ball. On the teachers signal "Football rush" the attackers attempt to dribble their ball past the defender in the middle of the pitch and stop on the opposite base line. Every time a player successfully completes the task they allocate themselves 1 point. If an attacker has their ball intercepted or taken from them they join the defender(s) in the middle of the pitch. The last attacker remaining wins the game. If multiple games are played the accumulation of individual points could be celebrated.

PROGRESSION

- Change the size of the pitch
- Attackers could be asked to complete a fake or trick whilst attempting to reach the other side
- Defenders stay within a defined space
- Attackers could pair up and share a ball whilst completing the task

OUTCOMES

- Ability to use different fakes and turn
- Ability to change the speed of the ball
- Changing direction of play



7 v 7 (9-10 YRS), 8 v 8 (11-12 YRS) (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

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BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

The ball is to be kicked or dribbled into play from behind the touchline. To ensure players have as much contact with the ball as possible. This can be managed by the teacher using "ready-set-go!"

SCORING GOALS

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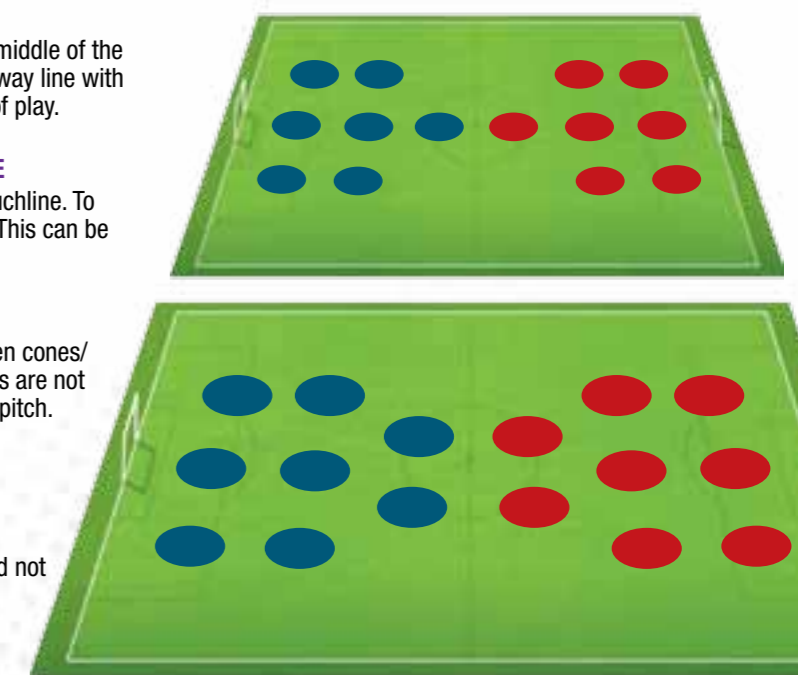
Goals can only be scored from the within the opposition's half.

OFFSIDE

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REMEMBER...

Let the game be the teacher





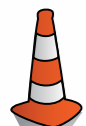
WEEK 8 PASSING / SHOOTING



SETUP



24



24-48



12



PIGGY IN THE MIDDLE
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. Split class into groups of three, with one ball per group. Two players pass the ball between them and the other player tries to intercept the ball. If successful, the intercepting player changes places with one of the players passing the ball

PROGRESSION

- Use a particular pass. Along the ground or a volley
- Use different surfaces of the foot, top, inside, outside, back heel
- Use a defined area/ space
- Explore a variety of passing techniques
- The two passers must stay within designated areas i.e. behind lines about 3 metres apart
- Use different types of balls

OUTCOMES

- Exploration of passing and catching
- Defending and intercepting

GHOSTBUSTERS
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

1. The players dribble their ball inside the square while you call for them to use different parts of the foot, or dribbling combinations
2. On calling 'Ghostbusters' you run around the area
3. The players 'shoot' the 'ghost' by hitting you below the knees with their ball 3 times in 20 seconds
4. The players continue dribbling after the 20 seconds is completed

PROGRESSION

- Change the part of the foot used to dribble
- Players can only 'shoot' with their non-dominant foot
- Reduce the number of balls so the players must pass the ball around their team. On calling Ghostbusters the players with the ball "shoot" the "ghost"
- Increase the number of ghosts

OUTCOMES

- Dribbling and changing direction with the head up
- Passing accuracy over different distances



4 v 4 (9-10 YRS), 5 v 5 (11-12 YRS)

(SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

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BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

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SCORING GOALS

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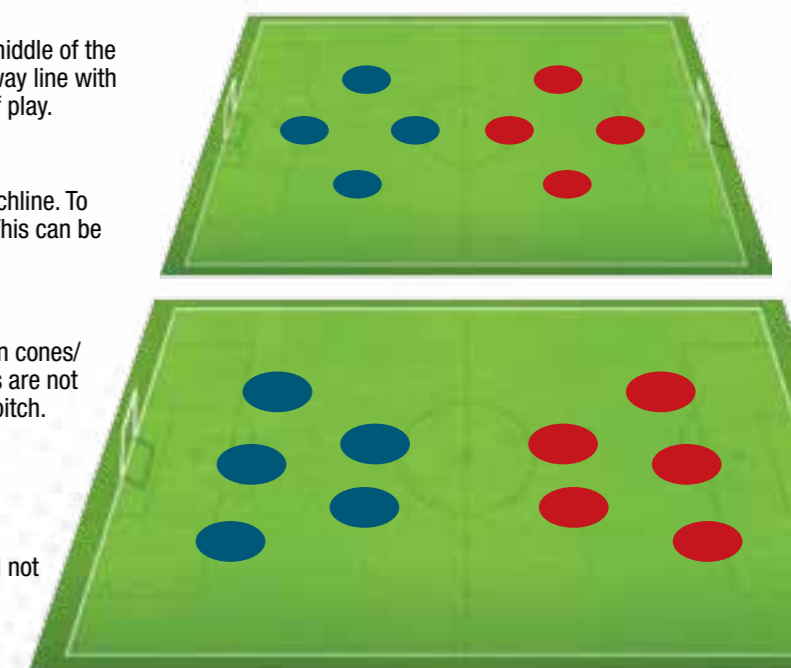
Goals can only be scored from the within the opposition's half.

OFFSIDE

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REMEMBER...

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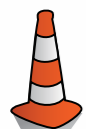
WEEK 9 SHOOTING



SETUP



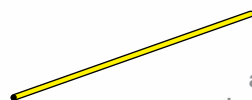
24



24-32



12



28
alternative
to using cones



POLE TAG
(FUNDAMENTAL MOVEMENT)

10 mins

HOW TO PLAY

1. Once each base has a player (octopus), the remaining players attempt to cross from one side to the other without being tagged
2. If a player is tagged they have to go back and start again
3. Assign new roles to players to ensure everyone has a go at being an octopus

PROGRESSION

- 'Hospital' tag – if a player is tagged, they can keep going but not use that body part e.g. left leg tagged means hopping on the right only
- Tagger challenge – octopuses can only tag in certain ways – e.g. must tag left leg using right hand

OUTCOMES

- Agility while changing direction
- Mobility over a range of movement (crouching, rolling, jumping, swerving)
- Develops spatial awareness

SHOOTING GALLERY
(FOOTBALL TECHNIQUE)

15 mins

HOW TO PLAY

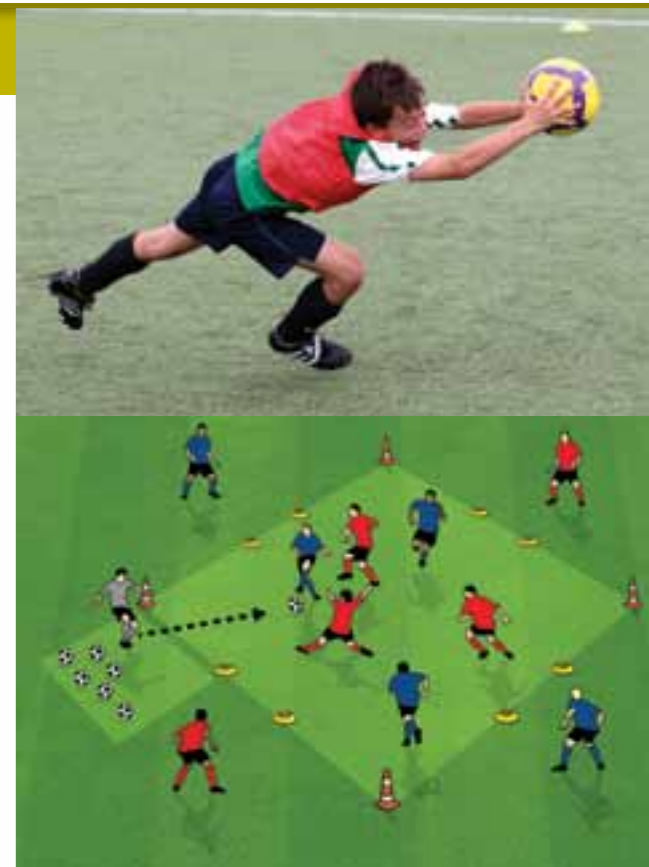
1. The teams play 3v3 in the area and are encouraged to shoot as often as possible. Both teams can score in any goal
2. Every time the ball goes outside the playing area, the coach serves a ball in. The balls are served into different areas each time to keep the players thinking
3. The ball collectors must work hard to retrieve the balls and place them into the square next to the coach so that he has a constant supply of balls
4. Players on the team without the ball must work hard to prevent the shots
5. After each game rotate players in from the outside

PROGRESSION

- Use multiple balls
- Reduce or increase the size of the goals
- Players cannot score in the same goal consecutively

OUTCOMES

- Dribbling and changing direction with the head up
- Passing accuracy over different distances
- Shooting accuracy



5 v 5 (9-10 YRS), 6 v 6 (11-12 YRS) (SMALL SIDED GAMES)

15 mins

START & RESTART OF PLAY

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BALL IN AND OUT OF PLAY- BALL CROSSING THE TOUCHLINE

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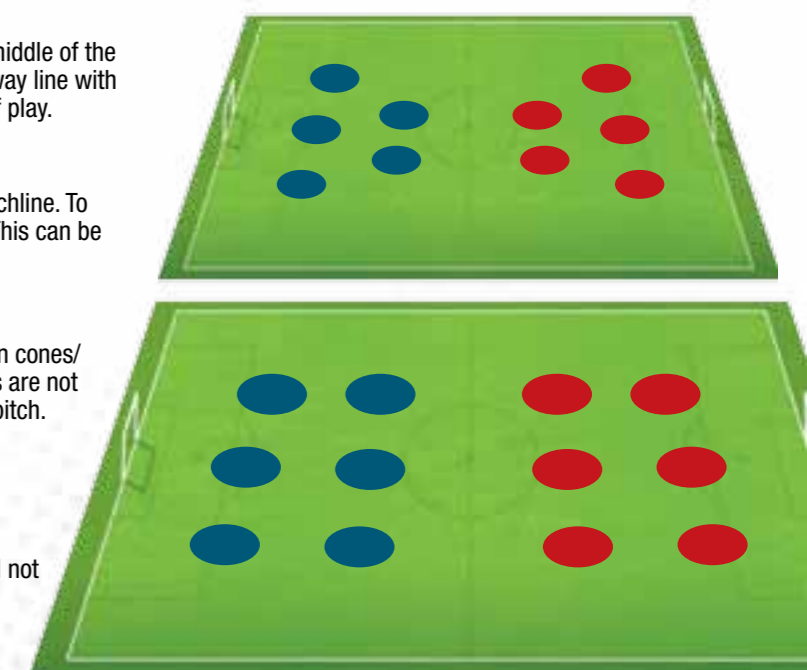
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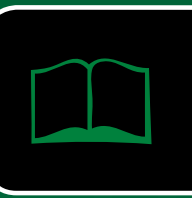
OFFSIDE

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REMEMBER...

Let the game be the teacher





WEEK 10 SKILLS CHALLENGES



1. DRIBBLING



	DOMINANT FOOT		NON DOMINANT FOOT		
	SELF	PEERS	SELF	PEERS	
To dribble the ball whilst demonstrating control with the inside of foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To dribble the ball whilst demonstrating control with the outside of foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To dribble the ball whilst demonstrating control with the sole of the foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To dribble the ball without consistently looking at the ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To dribble the ball while shifting weight quickly without losing balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/5	/5	/5	/5	

2. TURNING



	DOMINANT FOOT		NON DOMINANT FOOT		
	SELF	PEERS	SELF	PEERS	
To complete a turn whilst demonstrating control of the ball with the inside of foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete a turn whilst demonstrating control of the ball with the outside of foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete a turn whilst demonstrating control of the ball using with the sole of the foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete a series of turns without consistently looking at the ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete a series of turns while shifting weight quickly without losing balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/5	/5	/5	/5	

3. PASSING



	DOMINANT FOOT		NON DOMINANT FOOT		
	SELF	PEERS	SELF	PEERS	
To complete a pass whilst demonstrating control of the ball with the inside of foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete pass whilst demonstrating control of the ball with the outside of foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete a pass whilst demonstrating control of the ball using with the sole of the foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete a series of passes without consistently looking at the ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete a series of passes while shifting weight quickly without losing balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/5	/5	/5	/5	

4. SHOOTING

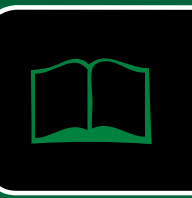


	DOMINANT FOOT		NON DOMINANT FOOT		
	SELF	PEERS	SELF	PEERS	
To complete a shot whilst demonstrating control of the ball with the inside of foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete shot whilst demonstrating control of the ball with the outside of foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete a shot whilst demonstrating control of the ball using with the sole of the foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To complete a series of shots without consistently looking at the ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/4	/4	/4	/4	

NAME: _____ CLASS: _____

TEACHER: _____ YEAR LEVEL: _____

Working on your own and with a friend, assess the performance by putting a happy or neutral face next to each criteria



WEEK 10 SKILLS CHALLENGES
CHILDREN'S VERSION



1. DRIBBLING



GOOD FOOT
SELF PEERS

OTHER FOOT
SELF PEERS



	GOOD FOOT SELF	GOOD FOOT PEERS	OTHER FOOT SELF	OTHER FOOT PEERS	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/5	/5	/5	/5	

2. TURNING



GOOD FOOT
SELF PEERS

OTHER FOOT
SELF PEERS



	GOOD FOOT SELF	GOOD FOOT PEERS	OTHER FOOT SELF	OTHER FOOT PEERS	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/5	/5	/5	/5	

3. PASSING



GOOD FOOT
SELF PEERS

OTHER FOOT
SELF PEERS



	GOOD FOOT SELF	GOOD FOOT PEERS	OTHER FOOT SELF	OTHER FOOT PEERS	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/5	/5	/5	/5	

4. SHOOTING



GOOD FOOT
SELF PEERS

OTHER FOOT
SELF PEERS



	GOOD FOOT SELF	GOOD FOOT PEERS	OTHER FOOT SELF	OTHER FOOT PEERS	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
TOTAL	/4	/4	/4	/4	

NAME:

CLASS:

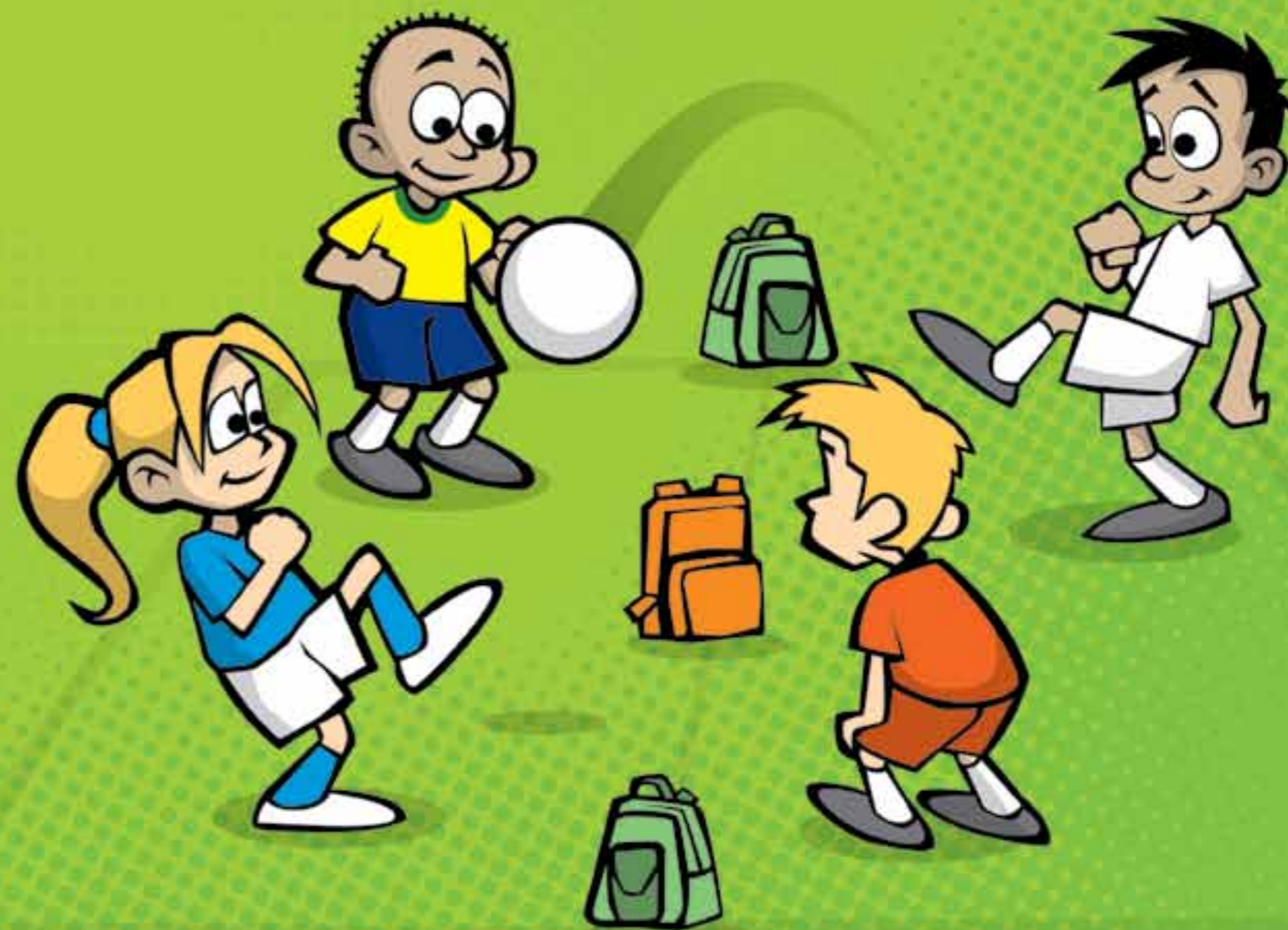
TEACHER:

YEAR LEVEL:

Working on your own and with a friend, assess the performance by putting a happy or neutral face next to each criteria



Part 8
LET'S PLAY



“Unstructured informal play allows children to create and explore a world they can master, these new competencies lead to enhance levels of confidence”



PURPOSE & OBJECTIVES

The unstructured and informal nature of the Let's Play programme encourages learning within the authentic football context of modified games or game-like activities. This develops understanding, decision-making and skills that work within the context of a game.

Children can understand similarities between games and explore common principles. This approach tends to use Small Sided Games that incorporate essential tactical structures which can be adapted to cater for different ages, sizes, abilities, inclination and motivation.

Exploration, fun and autonomy are the key to encouraging children's development in this programme.

RATIONALE

Physical activity has always been an important part of the kiwi way of life. However, youth activity levels have dropped in recent times and obesity levels have risen. Schools are a great environment in which to promote physical activity. Healthy, physically active children are more likely to be academically motivated, alert and successful, and competence in sport builds self-esteem at every age.

New Zealand Football believes that a self directed play approach, using football games, addresses child well being. This approach, consistent with the Whole of Football Plan, also aims to produce more technical and game intelligent players. Research tells us that both the pathway to excellence and lifelong participation in football are underpinned by a foundation of creative self directed play during players' formative years. Our aim is to create a culture for a new generation of kiwi kids for whom the informal play version of football is their first sport of choice. This will contribute to children accumulating an appropriate number of hours to help them on their pathway to becoming a future All White/ Football Fern or participant for life.

New Zealand Football has designed 16 activity cards that children can grab during interval or lunch time and take to the school yard with minimal or no supervision from teachers, parents or other adults required. The children have the opportunity to choose the activity, the difficulty of the activity and can add their own variations in a competitive or non-competitive environment.

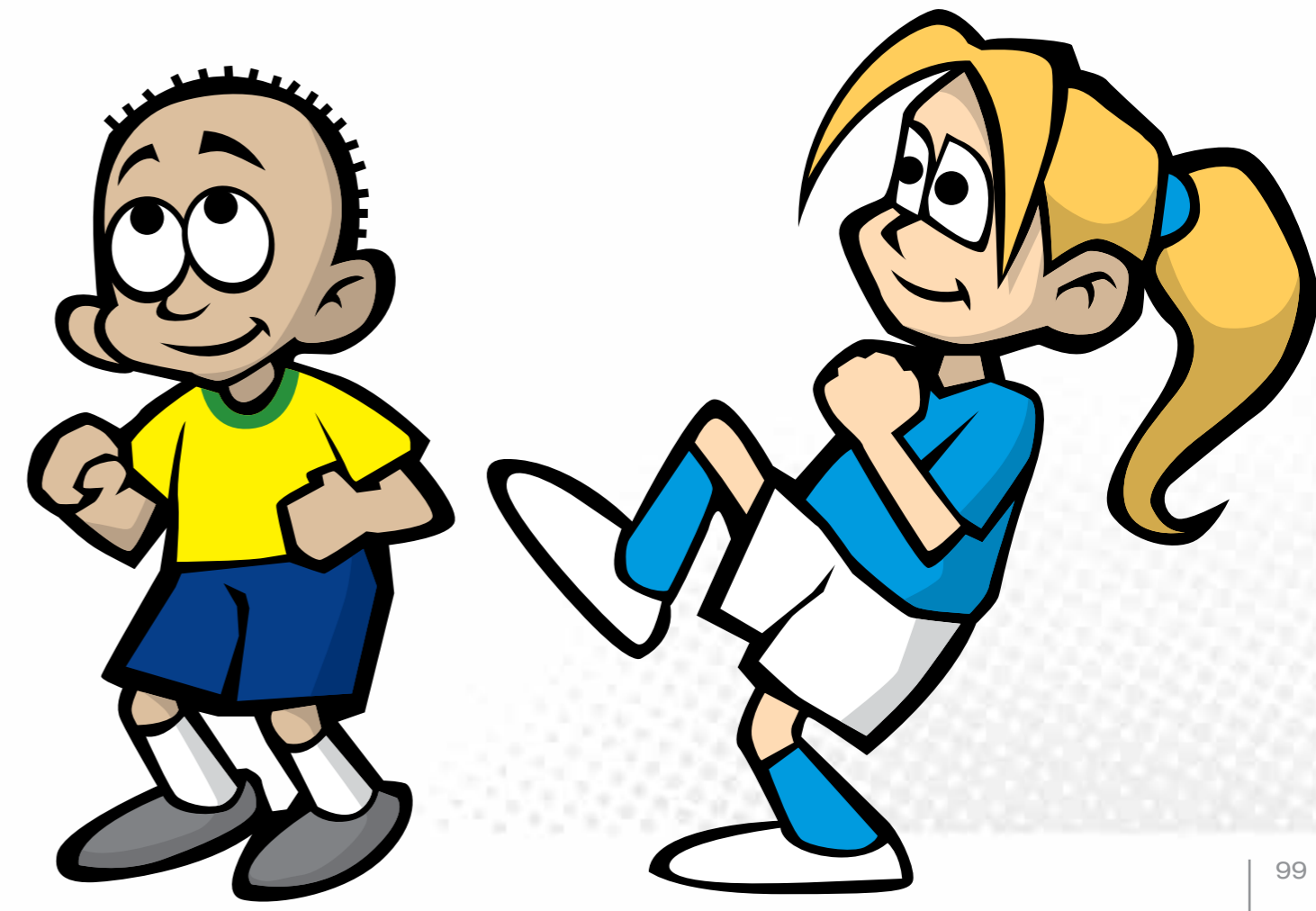
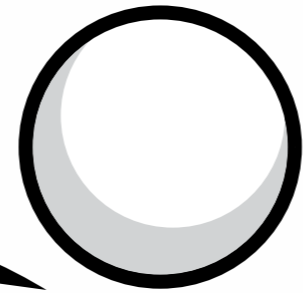
These tailored activities envelop the key ingredients of the adult 11 aside version of football and help children to learn the game through developing techniques and skills. The activity cards are the vehicle to help children explore the informal side of football in their own way and time. Through this children develop a natural curiosity for the sport and interest in the challenges these fun games present, all while developing an innate love for the game.

THE MAIN OBJECTIVES OF LET'S PLAY

OBJECTIVE 1
To engage children in more unstructured self-guided play to promote and develop players with game intelligence

OBJECTIVE 2
To increase the number of hours children spend in an informal football environment to form an appropriate base of hours, in alignment with the 10,000-hour rule for developing expertise

OBJECTIVE 3
To increase the fundamental football skills of 6-12 year olds

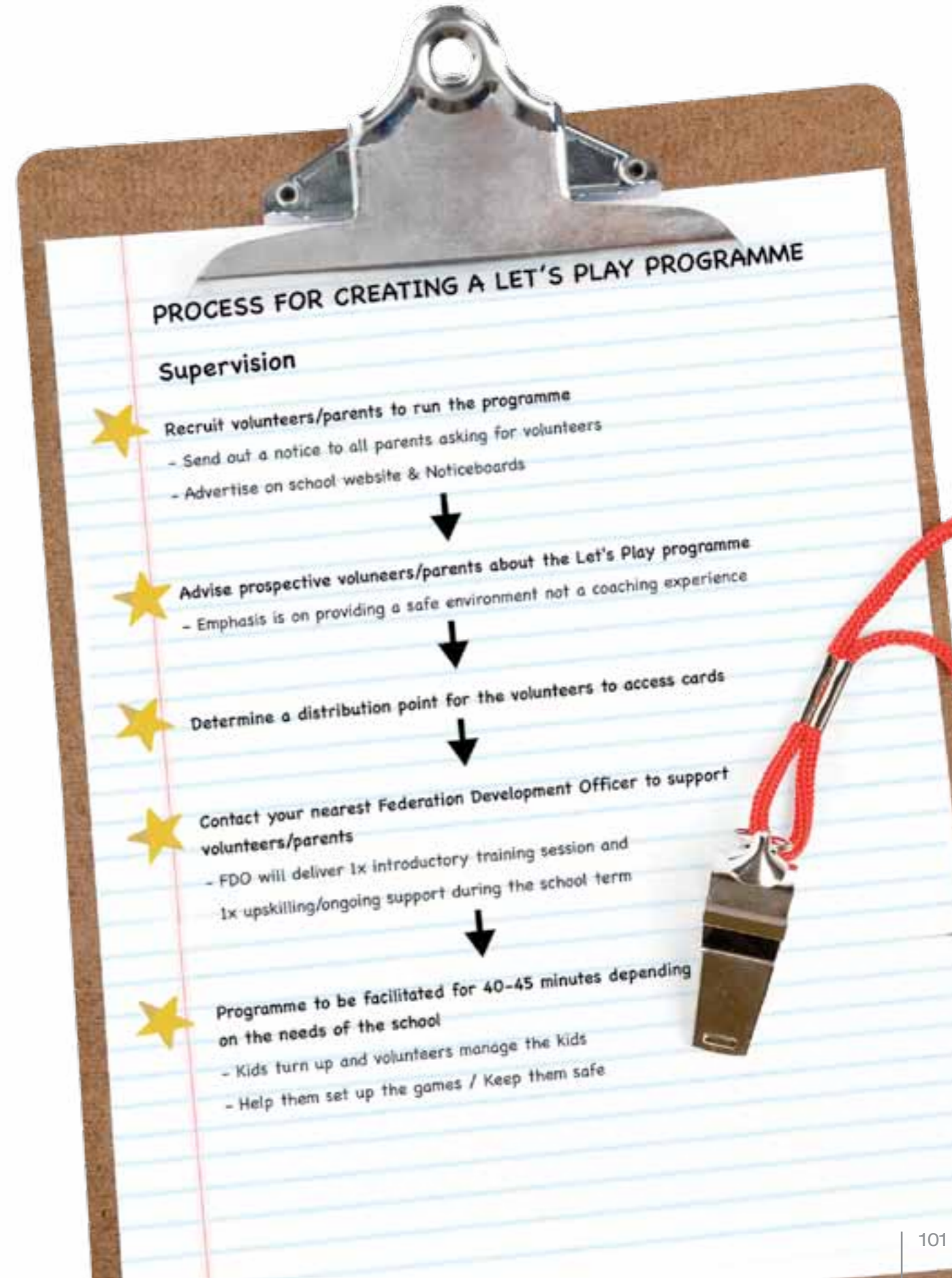




Option 1 - During interval breaks and lunch time (minimal to no supervision)



Option 2 - Before and/or after school (supervised)





ACTIVITIES

- ⚽ Find a wall and pass the ball back and forth against it along the ground, taking turns.

- ⚽ Try using both feet and different parts of your foot, inside outside, top...

- ⚽ Test yourself by kicking the ball above a line on the wall and only letting the ball bounce once.

- ⚽ To make it harder you could keep it off the ground or only using your head, knee or another part of your body.

wall ball 1
individual or pairs



- ⚽ In a group try to keep the ball off the ground or only let the ball bounce once

- ⚽ When a player makes a mistake they get a 'D'. Every time a player makes another mistake they add a letter 'D', 'O', 'N'

- ⚽ Once the player makes 6 mistakes to spell out the word DONKEY, they are out until the next round

donkey 2



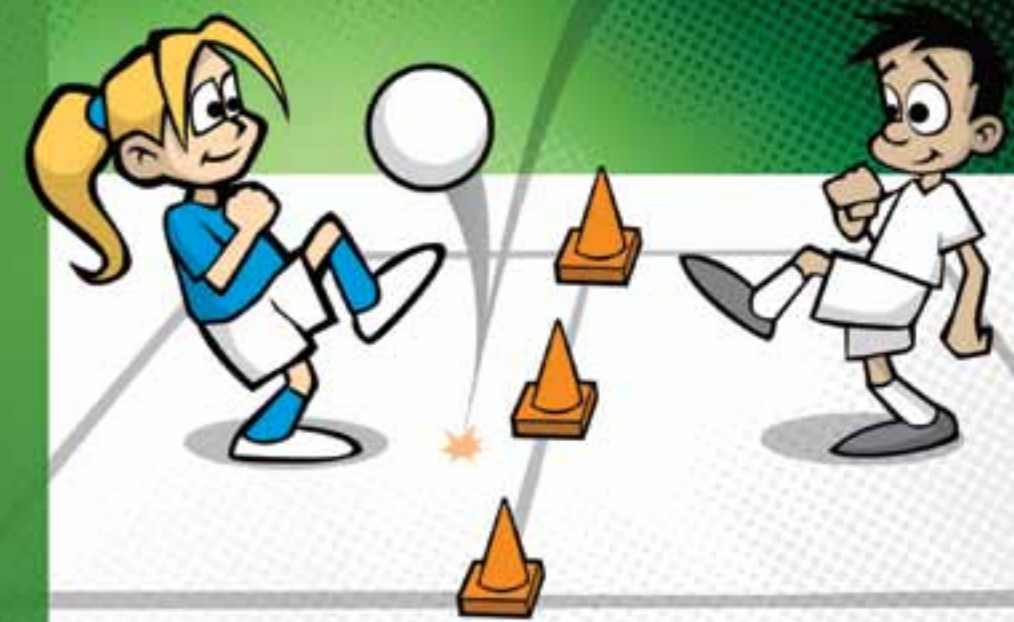
- ⚽ Mark out a small court and set up a 'net' using cones, bags or jumpers

- ⚽ Serve the ball to your opponent who returns the ball over the 'net'. The ball is allowed to bounce once on each side before it is sent over the net

- ⚽ To make it harder try to keep the ball off the ground

- ⚽ You can play 1v1 or 2v2

football tennis 3



- ⚽ Mark out a small court and set up a 'net' using cones, bags or jumpers

- ⚽ Split into two teams

- Serve the ball to the other side with a header or volley. The other team must return with a header or volley

- ⚽ Decide on how many points are needed to win

footvolley 4

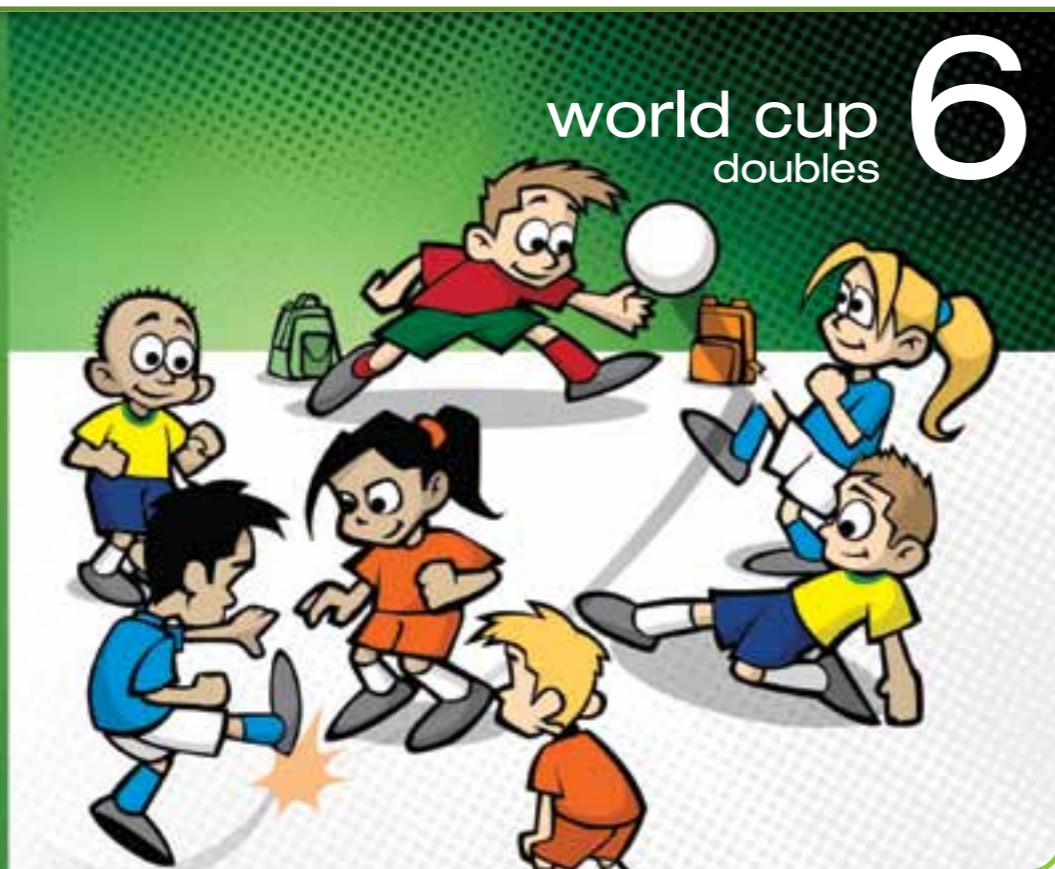




- ⚽ Set up 1 goal using cones, bags or jumpers
- ⚽ There are no teams so everyone plays against everyone. Each player picks a country to represent
- ⚽ Players must score a goal while stopping the other players from scoring
- ⚽ Once you score a goal you go through to the next round of the World Cup (the last player to score is out until the next round)
- ⚽ The last player on the pitch wins the world cup



- ⚽ Set up a goal using cones, bags or jumpers
- ⚽ Everyone apart from the goalie pairs up with a partner. You are a team now! Each team picks a country to represent.
- ⚽ Teams must try to score while stopping the other teams from scoring
- ⚽ Once your team scores a goal you go through to the next round of the World Cup (the last team to score is out until the next round)
- ⚽ The last team on the pitch wins the world cup



- ⚽ Two players are needed for this game but the more the better
- ⚽ Players face the goalie about two big steps apart
- ⚽ The goalie throws the ball softly to the other player(s)
- ⚽ The attackers headers the ball back to try and score a goal
- ⚽ The goalie becomes an attacker when someone scores five goals



- ⚽ 2 - 4 players line up next to each other, with each having a ball
- ⚽ The same number of players stand face opposite them, creating a channel
- ⚽ 2 other players stand at either end of the channel, with one of the end players trying to pass the ball to the other through the channel
- ⚽ The players along the channel kick their ball and try to hit the ball as it passes through
- ⚽ When they do, the team that hits the ball changes places with the players at either end





- ⚽ Set up 1 goal using cones, bags or jumpers

- ⚽ Everyone apart from the goalie pairs up with a partner. You are a team now! Players have to score by headers or volleys

- ⚽ Points are given for the type of goal that is scored. For instance:
 - A goal scored by your foot =2 pts
 - A goal scored by your knee =3 pts
 - A goal score by your head =10 pts
 - A back heel goal =15 pts
 - A goal saved (by goalies) =5 pts

- ⚽ The first player to 21 points wins



- ⚽ Make a big circle

- ⚽ The person starting the game passes the ball to any player

- ⚽ The player getting the ball must pass to another player with only 1 touch!

- ⚽ If a player loses control of the ball you lose a life

- ⚽ Each player gets 3 lives

- ⚽ As players get out the circle gets smaller

- ⚽ Last player in the ring with lives wins!



- ⚽ Set up the goals by placing 2 cones, bags or jumpers on the ground about 6-20 big steps apart

- ⚽ Make up to 2 teams of 3, 4, 5 or 6

- ⚽ Each team picks a country to represent

- ⚽ A teams scores a goal by hitting the cone, bag or jumper

- ⚽ A netball court and netball poles are great if the grounds are too wet



- ⚽ Find a goal post

- ⚽ Split into 2 teams (1 team either side of the goal post)

- ⚽ Decide on how many points are needed to win

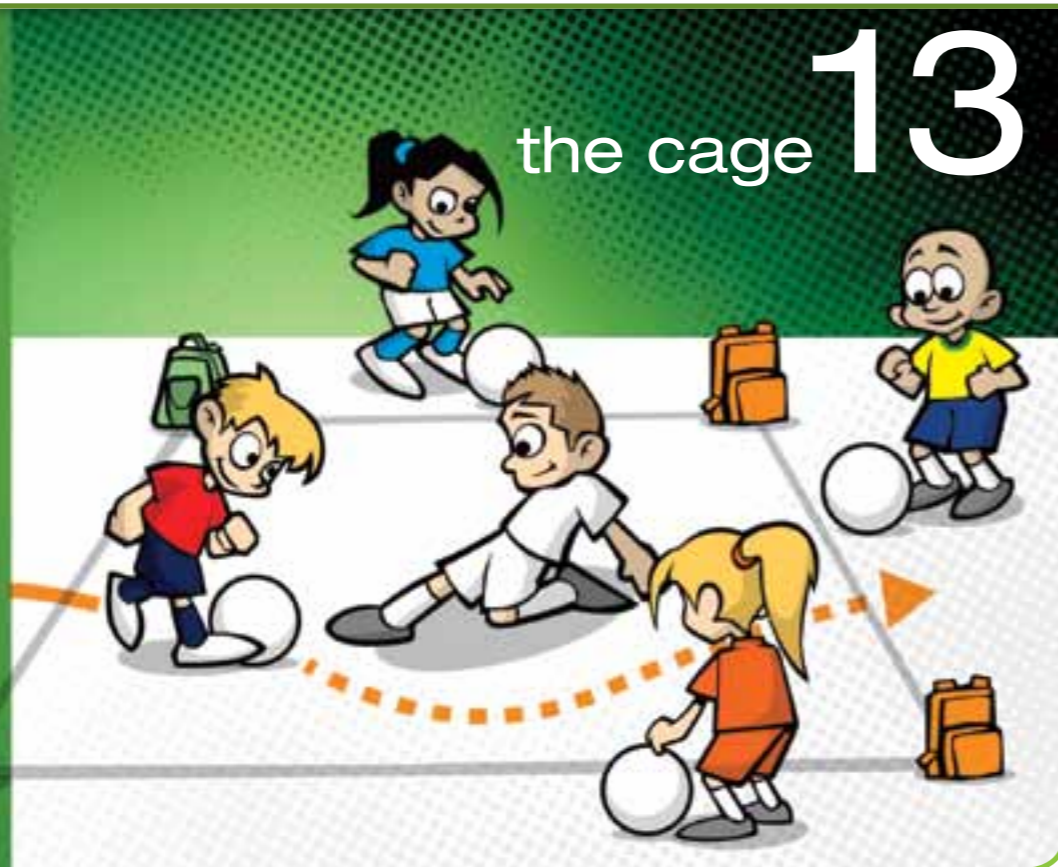
- ⚽ To score a point you must kick the ball and try and hit the crossbar

- ⚽ If the ball goes over / under the crossbar the player nearest to the ball on the other team gets the next go





- ✿ Make a square with bags or cones
- ✿ Four players stand on the outside of the square, each with a ball
- ✿ To score a point, each of the four attackers must try to dribble the ball through the square
- ✿ The defender stays inside the square until he/she gets the ball off an attacker
- ✿ The attackers get one point for every time they get through the square without the defender taking their ball
- ✿ Everyone gets a turn a being the defender



the cage **13**

- ✿ This game can be played with 2v2, 3v3 or up to 6v6
- ✿ If older children are playing with younger children they can play 2 (older children) V 3 (younger children) or 3v5 or 4v6
- ✿ To score a point a team must dribble the ball over the wide goal, which runs the width of the pitch



2 v 2 **14**
with two goals

- ✿ This can be played from 1v1 to 6v6
- ✿ Make 2 goals as big or as little as you like (big goals make it easier and little goals makes it harder)
- ✿ If younger children are playing older children then the older children may have smaller goals than the younger ones
- ✿ To score a goal you must get the ball through either of the two goals at the other end of the pitch
- ✿ Note: No goalies will promote more goals



3 v 3 **15**
with 4 corner goals & no goalies

- ✿ The pitch has four goals (jumpers or bags will do if you don't have goals).
- ✿ Each team picks two goals to score through.
- ✿ To score a point the ball must be dribbled through the goal.



2 v 2 **16**
with four goals



Part 9
**SCHOOL
FESTIVALS**



“Football festivals are exciting and fun games designed to encourage social interaction and fair play”



INTRODUCTION

More opportunities to experience quality football

New Zealand Football has launched a campaign to get more young New Zealanders actively involved in football.

To be involved in football simply doesn't mean being a player, every volunteer who supports football in club or school environments (referees, coaches, administrators) plays a vital role in the future of football in New Zealand.

For more information go to www.smallwhites.co.nz or www.nzfootball.co.nz

What is a School Festival?

- It is a festival designed to offer a quality experience for players, developed by New Zealand Football through following world's best practice and research.
- More accessible opportunities for kids 5-16 years of age to participate in football.
- Provides a consistent quality experiences in our sport.
 - Fun & motivational
 - More touches of the ball
 - More opportunities to score goals
 - Increased social interaction
 - Safe and nurturing environments

Each festival comprises of:

- Fun and exciting games designed to either introduce players to football or help to improve football skills whilst encouraging social interaction and fair play.
- An opportunity to implement activities from NZF Football in Schools - Football Literacy © resource, allowing the players to practice their skills in a non-competitive environment.

What can participants expect?

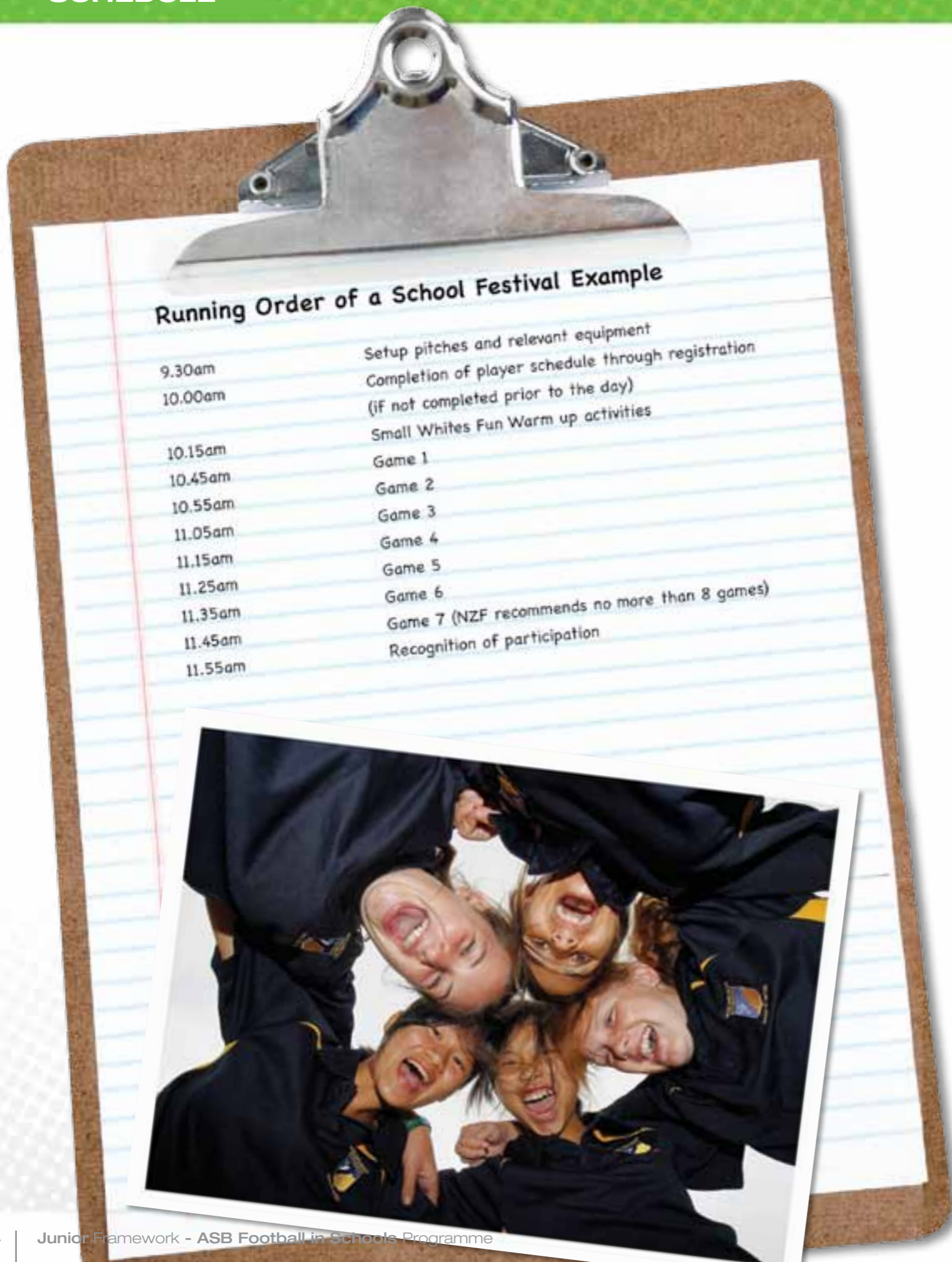
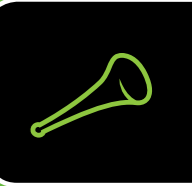
- Lots of fun!
- Opportunity to make more friends
- Chance to play football and learn new skills
- An opportunity to participate in the world most popular game
- Supervision and encouragement
- A New Zealand Football certificate of attendance will be supplied to all festivals*

"The following guidelines are intended to help you organise a successful festival that will run effectively and efficiently. It is not intended to be a comprehensive guide but to be used as a reference source that will enable you to plan a well run festival. Above all everyone involved in the event – players, coordinators and spectators alike should embrace the concept of fun and enjoyment. NZF recommends that there should be an emphasis on rewarding fair play and fun participation."



CHECKLIST

CHECKLIST	HELPFUL HINTS	RESPONSIBILITY	DATE / TASK
1. Identify potential number of players expected to attend	Appendix 1		
2. Utilise the organisational sheet	Appendix 2		
3. Prepare the player schedule			
4. Identify number and resources required to meet your numbers <ul style="list-style-type: none"> - Pitches - Goals/Tall cones - Balls - Bibs - Volunteers - Letters to display on goals - Whistle - Stopwatch - Whiteboard or similar - Recognition of participation - First Aid 			
On the day...			
Mark out pitches (size depending on playing numbers, however recommended size is 30m x 20m)	Appendix 3		
Relevant number of bibs for one team placed in one goal per mini pitch			
If you haven't prior to the day, write the initials or name of each player on the player schedule	Appendix 1		
Get the first game underway (all games are recommended to be between 4-6 minutes in duration), with each player checking the letter next to their name			
Allocate letters next to each child's name randomly for the next game (repeat process throughout)			
At the end of each game, players are required to leave their bibs in the allocated goal and assemble at the meeting point to determine the individual's game allocation.			
Players are required to tell the coordinator the score following each game so that whilst the next game is taking place, scores can be allocated next to each letter. Point scoring system is 6= win, 4=draw, 2 = loss and 1 point for every goal scored per team	Appendix 4		



Running Order of a School Festival Example

9.30am	Setup pitches and relevant equipment
10.00am	Completion of player schedule through registration (if not completed prior to the day)
10.15am	Small Whites Fun Warm up activities
10.45am	Game 1
10.55am	Game 2
11.05am	Game 3
11.15am	Game 4
11.25am	Game 5
11.35am	Game 6
11.45am	Game 7 (NZF recommends no more than 8 games)
11.55am	Recognition of participation

Overview

- 1-2 hours in duration for 50 players (per full sized football pitch)
- One Organiser (volunteers to help)
- All participants play at once
- Different team mates and opponents each game
- Empowerment:
 - Players find out for themselves
 - Players keep score and referee themselves
 - The game is the best teacher
- Research suggests that players touch the ball 5 times more often playing 4 v 4 than the traditional 11 v 11, and goals are scored every two minutes which increases the opportunity for players to celebrate more success. This has shown to increase intrinsic motivation/fun.

Rules

- There is no referee; the children control the rules themselves.
- There is no goalkeeper
- Kick off from the goal with the bibs
- After a goal has been scored the player may dribble or pass the ball from the back line
- Instead of throw-ins the ball is kicked in from the side line (you can't score directly).
- No off-side.

Things to consider when organising a Festival:

1. Environments

School Environment

- My class
- My School
- Zonal days (surrounding schools come together for a fun football festival)

Club Environment

- My Team
- My grade
- Club day with invites (bring a mate day, surrounding schools, surrounding clubs)

2. Age related differences

- New Zealand Football recommends that a double age banded system would be provide a quality experience for a child which will remove barriers such as physical and cognitive differences. Such as: U-6, U-8, U-10, U-12, U-14, U-16.
- However we do recognize that this may present barriers to running a festival if you have insufficient numbers and therefore we recommend you follow the following guidelines:
 - 5-8 year olds
 - 9-12 year olds
 - 13-16 year olds (please consider gender differences at this age band)

Gender differences

New Zealand Football recognizes that some girls may wish to play in gender specific environments. Should you have sufficient numbers please consider this as an option.

Appendix 1 Player Schedule Example

SCHOOL FESTIVALS

No.	Name	G1	P	G2	P	G3	P	G4	P	G5	P	Total
1	Gail	A	10	C								
2	Sally	B	3	A								
3	Jenny	C	5	E								
4	Katie	D	5	D								
5	Michelle	E	12	B								
6	Olivia	F	4	F								
7	Rachael	A	10	B								
8	Kate	B	3	B								
9	Clare	C	5	D								
10	Kelly	D	5	A								
11	Kirsty	E	12	A								
12	Mia	F	4	E								
13	Holly	A	10	C								
14	Grace	B	3	C								
15	Rachelle	C	5	E								
16	Maria	D	5	B								
17	Casey	E	12	E								
18	Cathleen	F	4	C								
19	Tracy	A	10	F								
20	Donna	B	3	A								
21	Anne	C	5	F								
22	Hannah	D	5	D								
23	Clarrissa	E	12	D								
24	Lucy	F	4	F								

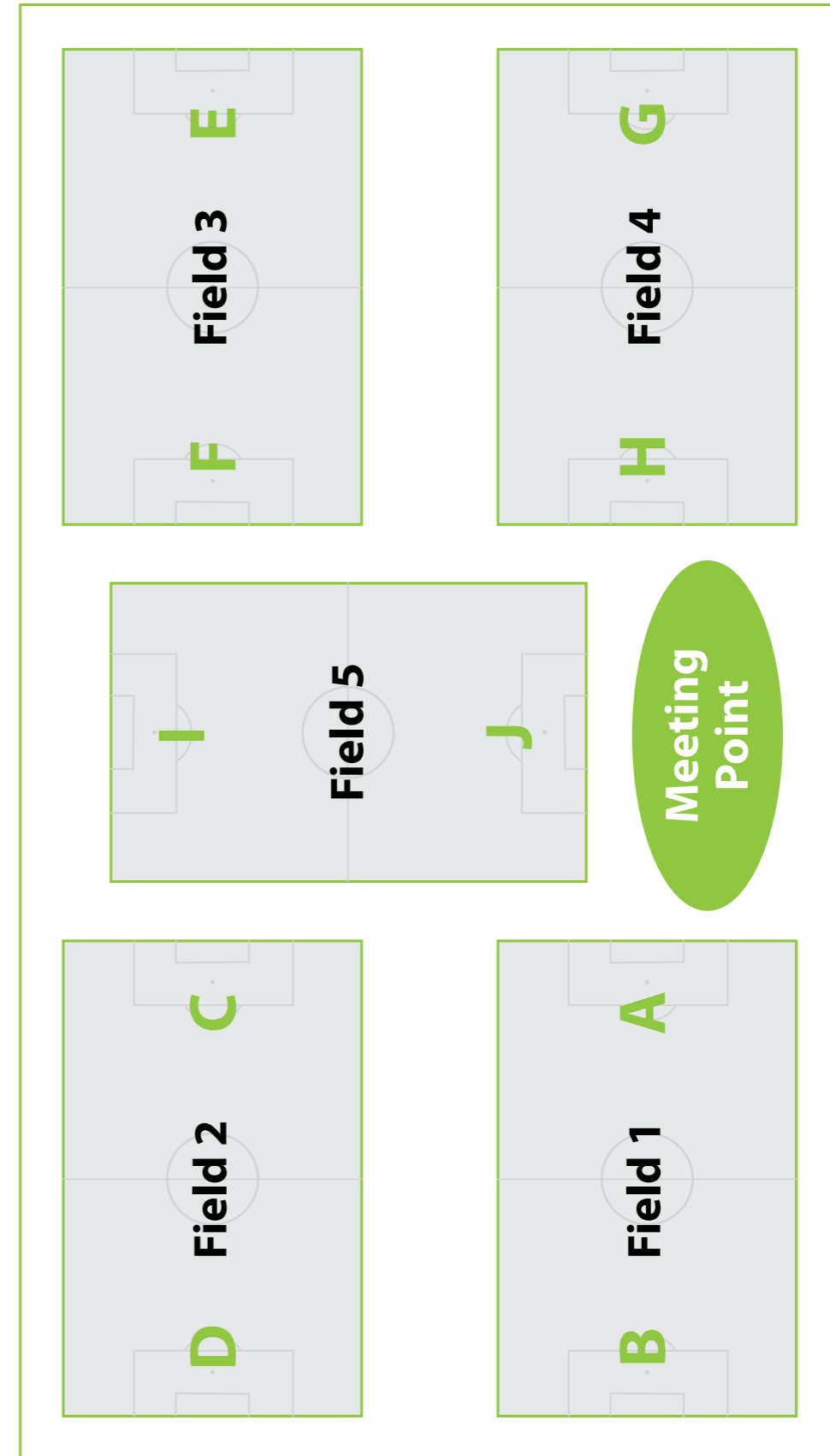
Appendix 2 Player Schedule

SCHOOL FESTIVALS

No.	Name	G1	P	G2	P	G3	P	G4	P	G5	P	Total
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												



20 Players (2 pitches)	A v B (5)	B v C (5)			
24 Players (3 pitches)	A v B (4)	C v D (4)	E v F (4)		
30 Players (3 pitches)	A v B (5)	C v D (5)	E v F (5)		
32 Players (4 pitches)	A v B (4)	C v D (4)	E v F (4)	G v H (4)	
36 Players (4 pitches)	A v B (4)	C v D (4)	E v F (5)	G v H (5)	
40 Players (5 pitches)	A v B (4)	C v D (4)	E v F (4)	G v H (4)	I v J (4)
44 Players (5 pitches)	A v B (4)	C v D (4)	E v F (4)	G v H (5)	I v J (5)
50 Players (5 pitches)	A v B (5)	C v D (5)	E v F (5)	G v H (5)	I v J (5)



Appendix 5 Score Sheet Example

SCHOOL FESTIVALS

Game 1	Score	Points
vB	2-1	B = 2+1 (3)
CvD	1-1	A = 6+2 (8) C = 4+1 (5)
EvF	4-2	E = 6+4 (10)
GvH	5-3	G = 6+5 (11)
IvJ	0-1	I = (2) J = 6+1 (7)
AvB		
CvD		
EvF		
GvH		
IvJ		
AvB		
CvD		
EvF		
GvH		
IvJ		
AvB		
CvD		
EvF		
GvH		
IvJ		
AvB		
CvD		
EvF		
GvH		
IvJ		

Appendix 6 Score Sheet

SCHOOL FESTIVALS

Game 1	Score	Points
vB		
CvD		
EvF		
GvH		
IvJ		
AvB		
CvD		
EvF		
GvH		
IvJ		
AvB		
CvD		
EvF		
GvH		
IvJ		
AvB		
CvD		
EvF		
GvH		
IvJ		
AvB		
CvD		
EvF		
GvH		
IvJ		



NOTES

Lined area for notes on page 122.

Lined area for notes on page 123.



The Whole of Football Plan would not be possible without the support of the following organisations:

Commercial Partners



Community Partners



Member Federations

