Learning objective: 1. To develop dribbling skills using a range of parts of the foot  
2. To practise turning with the ball  
3. To practise using dummies and fakes when dribbling

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| **Introduction/ warm up (Connection and Activation)** | 10 mins | Extend:  
Encourage higher ability pupils to dribble through areas of congestion (spread lots of cones in one part of the space) to practice dribbling/close control in small areas  
Support:  
Spread cones with larger spaces between in some areas to allow for lower ability pupils to be successful |
| **Minefield** - Provide each child with a football. Begin by instructing the class to dribble the ball around the area, exploring the different parts of the foot with which they can move the ball. Prompt them to try a range of parts of the foot if necessary. As they move, begin to place cones around the area for the children to dribble through. Encourage changes of direction and speed. Introduce a small challenge to complete if children touch a cone with their ball e.g. 5 star jumps. | | |
| **Main (Development/ Application)** | 2/3 mins | Extend:  
Challenge higher ability pupils to dribble with non-dominant foot  
Support:  
Encourage lower ability pupils to dribble the ball whilst walking to focus on keeping the ball close to their feet |
| **Intro: Discuss dribbling technique and importance of close control in football** | 10 mins | |
| **Heads Up!**  
Divide the class into 4 equal groups and the area into 4. Give each group a different colour bib (optional). Assign each member of the group with a number so that there is a corresponding number in all other groups i.e. all groups have a number 1, 2, 3 etc. All children dribble in their areas. Coaches call out a number to signal one of the players to dribble their ball to a new area and join another group. Continue until all players have changed areas. | 2/3 mins | Extend:  
Challenge higher ability players to perform fakes and turns with both left and right feet  
Allow defenders to tackle higher ability players  
Support:  
Allow walking-speed fakes and turns  
Increase the size of the area  
Remove passive defender until pupils feel confident enough |
| **Progress** - Challenge them to make eye contact with the other members of their group as they dribble and call out their names as they go past them. | 10 mins | |
| **Mini Plenary: Discuss importance of keeping heads up when dribbling i.e. seeing spaces/opponents/passes on the pitch.** | 2/3 mins | Extend:  
Higher ability pupils cannot dribble through consecutive gates of the same colour  
Challenge HA pupils to only dribble through narrow gates  
Support:  
Defenders cannot tackle lower ability players  
Ensure there are a sufficient number of wider gates for LA pupils to use |
| **Fakes and Turns**  
Divide the group into groups of 2/3, with 1 or 2 balls per group. Set up a 3mx3m area for each group to work in. 1 or 2 pupils dribble the ball, practicing a range of fakes and turns with the ball. The other pupil plays as a passive defender, applying pressure to the dribblers without tackling. Examples of fakes and turns – drag back, Cruyff turn, outside chop, Ronaldo chop, push-pull.  
You can find visual aids for fakes and turns here - (MM website PE Curriculum – Visual Aids – Football) | 10 mins | |
| **Defend the gates!**  
Set up a approx. 20 gates (1m – 2m wide) around the area. Assign 5 pupils as defenders. The rest of the class dribble through the gates whilst defenders try to tackle them. Score one point for every gate. Rotate defenders. | 15 mins | |
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<tr>
<td>• Refresh learning objectives</td>
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<td>• Questions: 1. Why is it useful to be able to dribble with both feet/lots of different parts of the foot? 2. In what situations in a match can you use a fake or a turn?</td>
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