



FOR ALL



FUTSAL FOR SCHOOLS

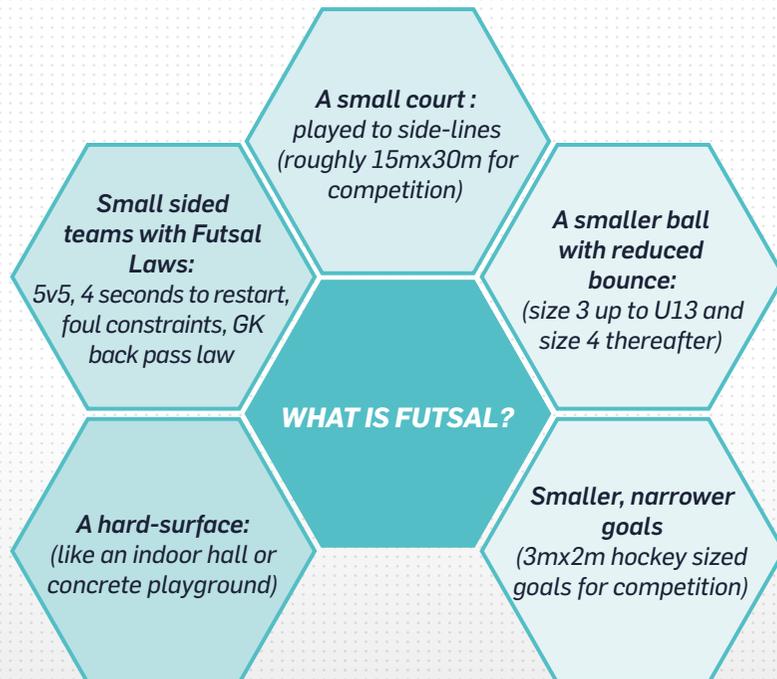
WHAT IS FUTSAL?

“As a little boy in Argentina, I played futsal on the streets and for my club. It was tremendous fun, and it really helped me become who I am today.”

LIONEL MESSI

What is futsal?

Futsal is a small-sided invasion game. The fast moving, skilful version of football originated in South America, and is now a key part of the football culture in many countries around the world. The key components of futsal are:



Where can futsal be played?

An indoor sports hall or outside playground with netball court markings is ideal for 5v5 training/ competitive games and PE lessons with roughly 30 children. Even if a school has the playground space, but no markings, these can be added using spots or cones.

Inside or outside tennis courts and badminton courts are also great spaces to play futsal because they are hard surfaces which have lines which can be utilised for smaller sided training games (eg. 1v1, 2v2, 3v3).

This resource attempts to show how the different spaces can be used to play games for PE lessons, but these can just be scaled down with less players at extra-curricular clubs.

Even though primary schools might have smaller halls and may not have lines on their floors, it is still possible to play futsal training games in these spaces in preparation for competitive 5v5 futsal games in bigger spaces.

What are the benefits of playing futsal for the players?

A hard surface means the ball travels faster and players can change direction quicker and more often. Also, due to the increased speed of the game, players develop their fitness levels quickly and have to control their emotions in challenging situations.

Futsal teams operate in smaller spaces which ensure players are more involved and engaged because they have more touches of the ball, take more shots and are closer to the ball to make more defensive actions. Furthermore, players have more decisions to make. Playing to lines also ensures players have to be in control of the ball at all times to stop it going out of play.

The futsal ball doesn't bounce as high as a football so it spends more time on the floor and is therefore easier to control which leads to a higher number of short passes in games.

The smaller, narrower goals make it harder to score which challenges the attackers more.



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THE FA'S ENGLAND DNA AND PE NATIONAL CURRICULUM

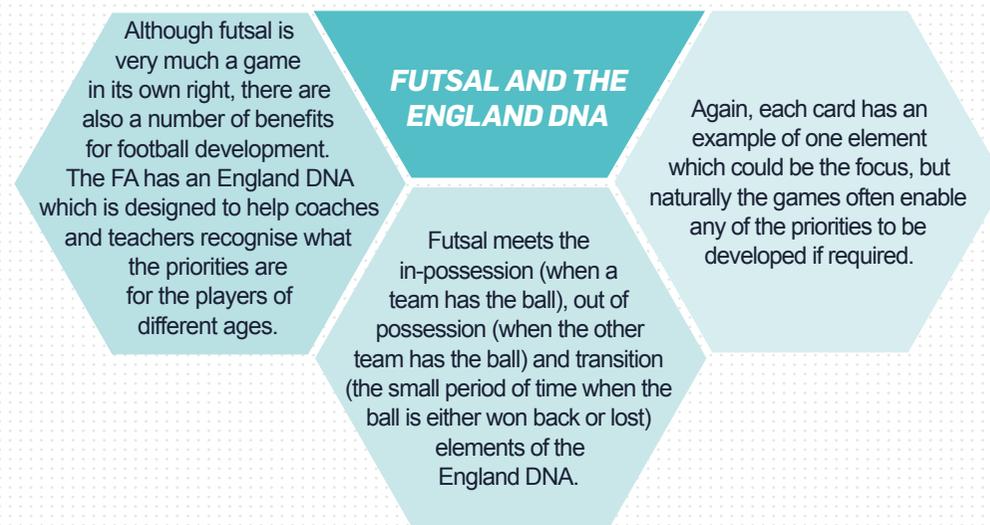
“During my childhood in Portugal, all we played was futsal. The small playing area helped me improve my close control, and whenever I played futsal I felt free. If it wasn't for futsal, I wouldn't be the player I am today.”
CRISTIANO RONALDO

Futsal can be used as a tool to meet many of the PE National Curriculum outcomes. The table below provides an example of KS3 and KS4 outcomes, which importantly are “spread” across all corners of The FA 4 Corner Model. The potential Learning Objectives suggested on the resource cards are simply ideas to show how each game can be used to meet a range of outcomes across the curriculum.

KS3 AND KS4:

TECHNICAL <ul style="list-style-type: none"> • Embed skills • Develop expertise and competency with technique • Participate in a range of sports • Develop technique and improve performance • Tackle complex activities • Develop a variety of tactics and strategies 	PSYCHOLOGICAL <ul style="list-style-type: none"> • Understand what makes performance effective • Compete in sports • Analyse and improve performances • Develop confidence • Achieve personal best • Take part in demanding activities • Evaluate own performance
PHYSICAL <ul style="list-style-type: none"> • Take part in a range of physical activities • Involved in exercise • Understand long-term health benefits of physical activity • Develop personal fitness 	SOCIAL <ul style="list-style-type: none"> • Take part in team games • Review effective performance of peers • Work as a team • Build trust to solve problems • Take part in community activities or sport clubs

For those using futsal in primary schools, it also meets many of the KS2 PE National Curriculum outcomes; still covering all aspects of The FA 4 Corner Model.



YOUTH DEVELOPMENT PHASE (12–16 YEAR OLDS)

IN POSSESSION	OUT OF POSSESSION	TRANSITION
Stay on the ball, master the ball	Positive and enthusiastic defending	Instinctive decision-making
Look to receive the ball in all areas of the pitch and be prepared to stay in possession.	Be prepared to defend 1v1 and be confident without cover or support.	Dominate transition: react quickly and positively to the first individual action when both attacking and defending.
Excite with the ball and seek creative solutions	Intelligent defending	Positive and intelligent attacking reactions
Seek creative solutions to game situations particularly when outnumbered or in congested areas.	Outwit your opponent with excellent patience, timing and intercepting skills.	React instinctively and intelligently when possession is regained, recognising opportunities to disorganise the opposition. Manage the state of the game when opportunities to attack are limited.
Connect and combine creatively with others	Master a variety of defensive techniques and roles	Positive and intelligent defensive reactions
Stay connected with the ball and your teammates to retain possession, open up compact defences and score goals.	Win the ball cleanly, regaining and retaining possession in the same action to start attacks.	Prevent progression by disrupting or destroying momentum, forcing errors and protecting the goal.

For those using futsal in primary schools, the age phase priorities for the Foundation Phase (5–11 year olds) can be found at <http://www.thefa.com/learning/england-dna/the-future-england-player/age-phase-priorities>



FUTSAL FOR SCHOOLS

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FUTSAL TECHNIQUES AND STRATEGIES

WHEN PLAYING COMPETITIVE GAMES THERE ARE SOME BASIC TECHNIQUES AND STRATEGIES WHICH MIGHT HELP THE PLAYERS.

Control

- It is easiest to control and manipulate the ball if players use the sole of the foot
- It is also important that the players are able to shield the ball to keep it away from the defender. This requires the player to keep their body between the defender and the ball and keep the ball at the furthest foot from the defender.

Traveling with the ball

- The sole of the foot is often used when travelling with the ball to keep the ball close, to allow shorter stride patterns and to enable a quicker change of direction.

Passing

- The most common passes in futsal are the 1-2 or wall pass around a defender, diagonal passes between players and little lifted passes over the defender's feet (it is often called a 'parallel pass' if a winger lifts the ball down the line for a deeper player to run on to).

Finishing

- Players often toe-poke the ball in futsal because it creates lots of power with very little back-lift of the shooting leg. In such a quick game this is sometimes the best way to catch defenders and goalkeepers unaware
- It is common in futsal that a lot of goals are scored as a first time finish (a shot is taken without controlling the ball first)
- Also, a lot of goals in futsal are finishes at the second/ far post so players are often encouraged to fill these positions on attacks.

Playing, moving and feinting

- Because players are frequently marked tightly it is difficult to create space as an individual and as a team. Therefore players often move once they have passed the ball to create space for a team mate to fill. Combinations of movements like this may be called a 'rotation'
- A common way for players to find space if they are being marked and want to receive the ball is to run away so the defender follows them and then 'check' back in to the original space to receive the ball.

Defending

- 1v1 defending is very important, so players must stay low in order to change direction more easily and follow the attacker
- Team defending is very important, so players should try to cover their teammates.
- In futsal it is also common to have to defend 1v2 or 2v3. In this situation players should try to position their body so that they block off a pass to the extra player.

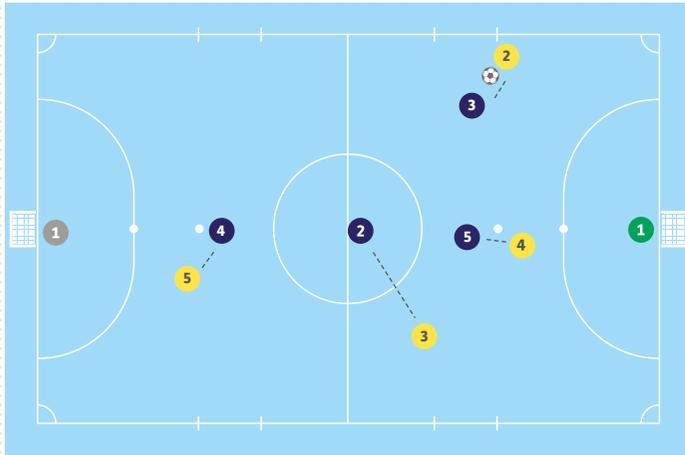


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FUTSAL POSSESSION STRATEGIES

Example of Player-Player marking in a high press.

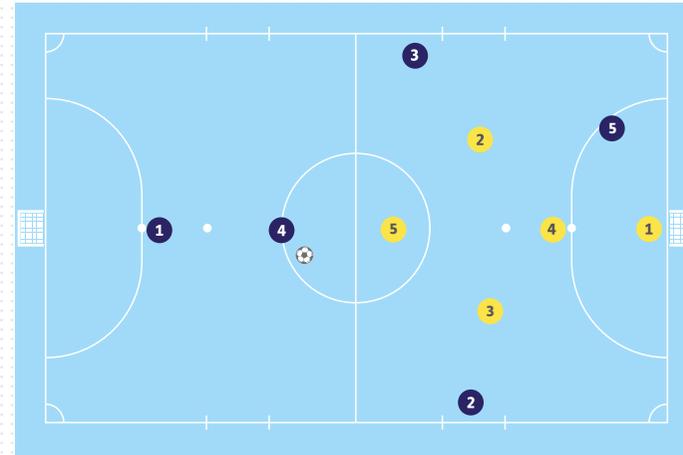


Out of possession strategy:

- Player-Player marking – this is where players follow a designated player each. Teams that do this well have players who also provide cover to their team mates even though they are responsible for defending a specific opponent
- Zonal marking – this is where players have a designated zone to mark and try to press a player when they enter this zone.

These strategies can both be implemented as a high press, mid block or low block depending on where the highest defender engages the opposition.

Example of a 1-3-1 creating the attack around the middle of the court.



In possession strategy:

- 1-3-1 – This system tries to create width and depth in order to build up play and advance up the court. The target player stays high up the court. The other three outfield players try to keep the ball and rotate until they can play the ball to the target player. Once the ball is played to the target player, they aim to try and support this player. The target player can then either lay it off to their team mates or turn and shoot themselves
- 1-4-0 – This is an advanced system where there is no set forward player. All 4 outfield players try to rotate and keep the ball in their own half to encourage the defenders out towards them. This leaves space behind the defenders to play clever passes for forward runs.

Both of these strategies can be used to try and build the attack in your own half and create the attack around the middle of the court in order to finish the attack in the final third.



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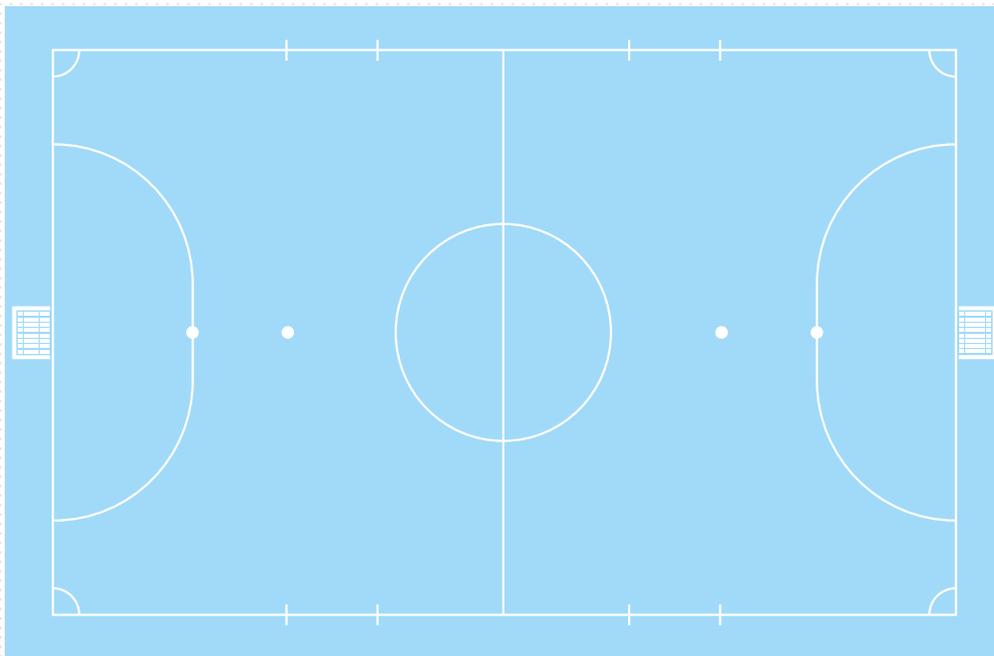
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COMPETITION

The official laws of futsal are available to download from the FIFA website (www.FIFA.com), but outlined below are an abridged version to provide a simple introduction to the principles of the game, and to assist in differentiating it from other versions of 5-a-side football

These can also be accessed on a smartphone, tablet or computer using:

<http://www.thefa.com/-/media/thefacom-new/files/get-involved/youth-football/mini-soccer-and-youth-futsal-handbook-2018.ashx>.



The FA Futsal Pitch Size Guidance document can be accessed to identify the pitch dimensions suggested for your players based on their age.

“The technique of playing futsal is different to the eleven-a-side version; there are spectacular things you can attempt that you would not dare trying in football. It adds more fun to the discipline.”

ZINEDINE ZIDANE

HERE ARE THE BASIC LAWS OF THE GAME WHICH CAN BE USED TO PLAY COMPETITIVE GAMES:

The Pitch

- Futsal is played on a marked pitch and the ball can go out of play.

Head Height

- There are no height restrictions.

Substitutions

- Up to 12 players can be used in one match and there is no limit on how long a player must stay on or off the pitch. Players must enter and leave the field of play from in the substitution gates.

Kick In

- In order to restart the game after a ball has gone out of play the ball is kicked back into play from the touchline and from corners. The ball must be placed stationary on the touchline and the feet of the player taking the kick-in must not cross the line.

The Four Second Rule

- For kick-ins, free kicks, goal clearances and corner kicks the player in possession of the ball has 4 seconds to restart play which the referee will count with their fingers in the air. If play isn't restarted within four seconds possession is surrendered to the opposing team. The goalkeeper is not allowed to control the ball for more than 4 seconds in his/her own half.

The Five Meter Rule

- Players are required to keep 5m from the player in possession of the ball on free kicks, corners, goal clearances, kick-ins and penalties.

Goalkeepers

- Goalkeepers are allowed to come out of and players are allowed to go into the penalty area
- A restart from the goalkeeper must be thrown out, but the goalkeeper can use their feet to distribute the ball from open play.

Back Passes

- Once the goalkeeper has played the ball he/she cannot touch the ball again. Unless an opposition player has touched the ball or if the goalkeeper receives the ball in the opponent's half.

Red Cards

- If a player is sent off then the team to which the player belongs must remain with 4 players until two minutes have passed, or the opposition have scored a goal.

Accumulated Fouls

- Each team will be allowed to give away 5 direct free kicks in each half of the game, then on the sixth foul and every foul thereafter, a direct kick will be awarded to the opposing team and the defending team is not allowed to position any players (other than the goalkeeper) between the ball and the goal. The kick may be taken from the 10m mark or, if the foul was committed closer to the goal than the 10m mark, then the kick may be taken from the position where the foul took place.

Duration

- Matches are played with a stopping clock (real time) whereby the clock will be stopped whenever the ball goes out of play or when there is a stoppage in the game
- Depending on competition rules, rolling clock will be adequate for Schools' Futsal competition
- Futsal games consist of 2 halves of 20 minutes.

Timeouts

- Each team is permitted one timeout of 60 seconds each half.

Match Officials

- At international level there are 2 referees, a third official and a timekeeper. Depending on competition rules, for Schools' Futsal competition, one referee is the minimum standard.

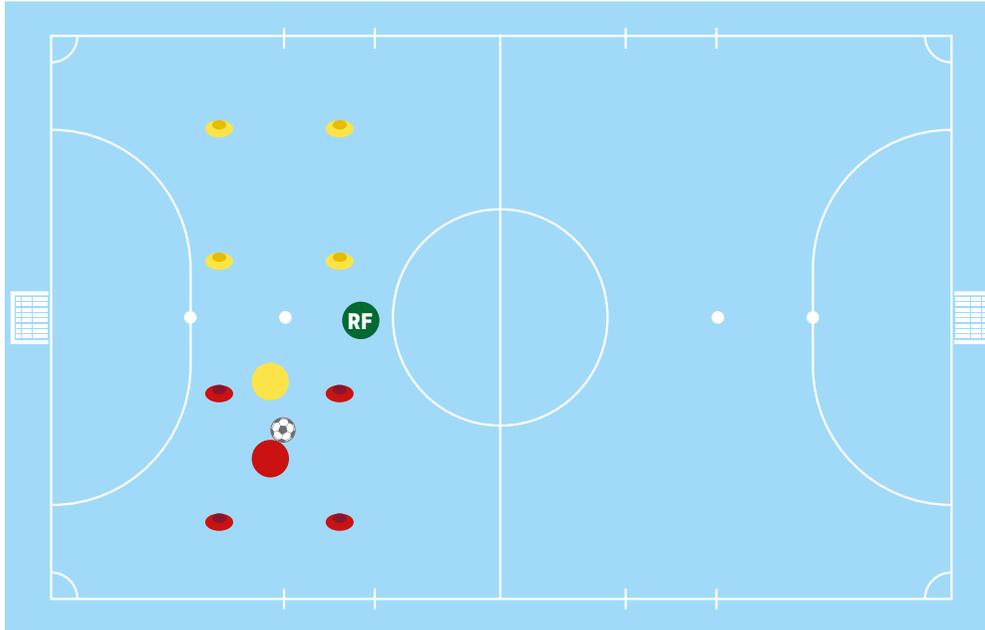


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FUTSAL FOR SCHOOLS

ARRIVAL ACTIVITIES AND WARMING UP: 1V1: BOX TO BOX

This game should be replicated all over the court so that all 30 players are playing or have an active role at the same time for the whole lesson.



POTENTIAL ENGLAND DNA FOCUS:
STAY ON THE BALL, MASTER THE BALL

Organisation and initial set up:

- Put the players in groups of 3 – This will leave a 1v1 competition (red v yellow) with 1 referee (green) who times the game
- The red player and yellow player are competing with each other, trying to keep the ball for themselves
- The aim of the game is for the red player to have possession of the ball at their feet in the red box when the one minute time limit is up. The yellow player is trying to have possession of the ball at their feet in the yellow box
- A player gains a point every time they win
- Play for one minute then switch round roles.

Potential learning objectives:



Adaptions and Progressions:

- Use a ladder system so players play different opponents
- A nutmeg (putting the ball through an opponent's legs and collecting it in on the other side) counts as a point
- If a player knocks the ball out of the playing area, the opponent gains a point
- Play the same game 2v2.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Use the referee as a supporting player to make it 2v1.

Harder:

- Use the referee as a defending player to make it 1v2.

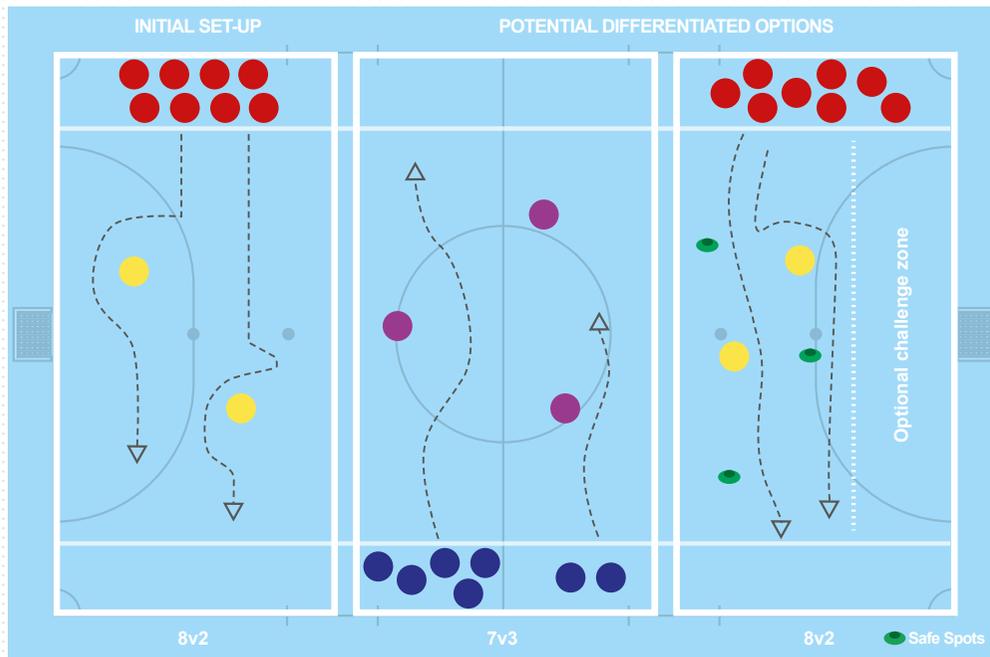


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FUTSAL FOR SCHOOLS

ARRIVAL ACTIVITIES AND WARMING UP: CROSS THE COURT

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.



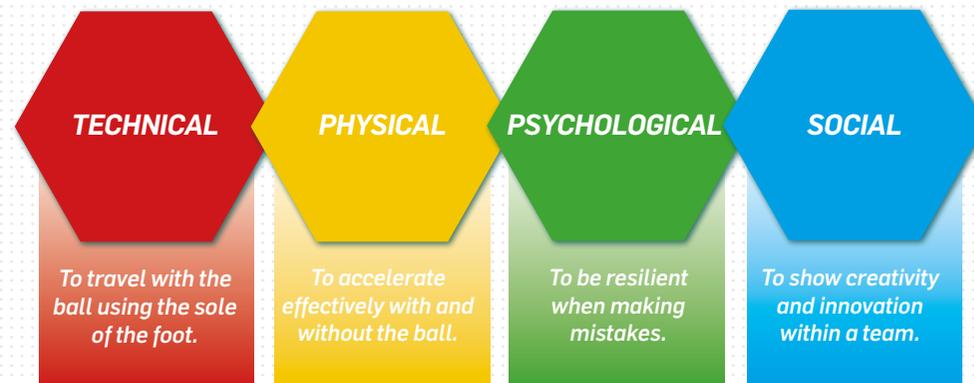
POTENTIAL ENGLAND DNA FOCUS:

EXCITE WITH THE BALL AND SEEK CREATIVE SOLUTIONS

Organisation and initial set up:

- Split in to 3 groups, with each group playing a separate 8v2 game in their third across the main court.
- The aim of the game is for the red players to cross the court without being tagged by the yellow players. Everytime a player makes it across successfully they score 1 point
- If a red player is tagged they swap with the yellow player in the middle, so the red attacker becomes a yellow defender and the yellow defender becomes a red attacker. This can be distinguished by the defenders holding a bib to play the game. If they tag an attacker they simply pass them a bib so everyone else knows they are now a defender
- The winner is the first player to score 20 points.

Potential learning objectives:



TECHNICAL

To travel with the ball using the sole of the foot.

PHYSICAL

To accelerate effectively with and without the ball.

PSYCHOLOGICAL

To be resilient when making mistakes.

SOCIAL

To show creativity and innovation within a team.

Adaptions and Progressions:

- Give the attackers a futsal ball and the defenders have to tackle them and dribble the ball back over the start line. The attackers can tackle them back to keep their ball but if they lose the ball, the defender keeps the ball and becomes a red attacker. The attacker who lost their ball now goes in the middle and becomes a defender, trying to tackle other people
- A 'nutmeg' (putting the ball through an opponent's legs and collecting it in on the other side) gives a player an extra life
- Play the same game with one ball between 2 so that they have to pass the ball to each other to get across. The defender has to tackle or intercept and dribble the ball back over the start line. The attacker who touched the ball last would swap with the defender so the other attacker would effectively have a new partner.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Allow players to use safe spots dotted across the area. If a player puts their foot on a cone they are safe. One person on a cone at a time
- Allow players to carry a ball and be tagged rather than dribble a ball with their feet and be tackled.

Harder:

- Funnel off a 'challenge zone' where certain players have to stay within
- Create 1v1 tagging battles
- Play 7v3 or 6v4.

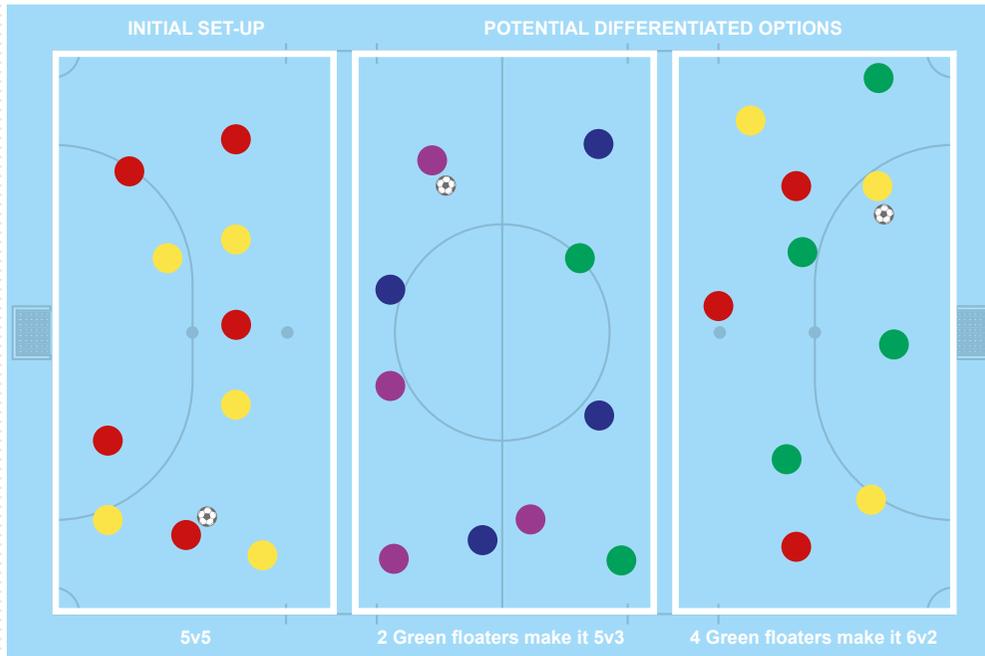


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FUTSAL FOR SCHOOLS

ARRIVAL ACTIVITIES AND WARMING UP: HANDBALL KEEPBALL

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.



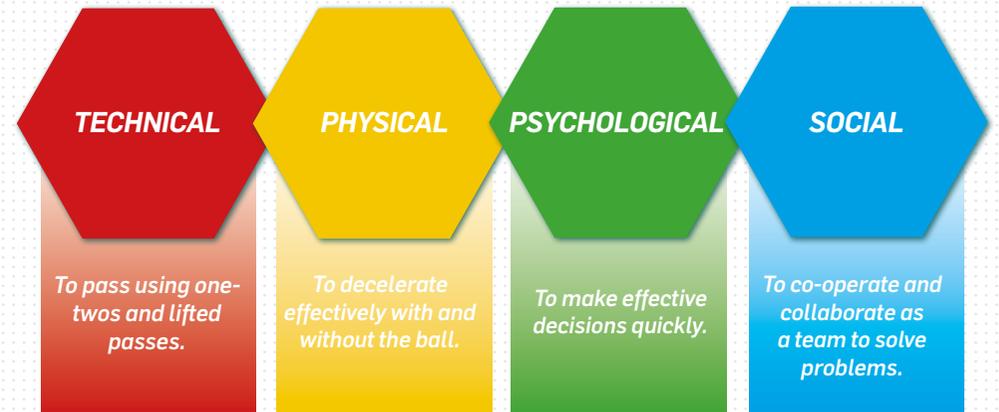
POTENTIAL ENGLAND DNA FOCUS:

CONNECT AND COMBINE CREATIVELY WITH OTHERS

Organisation and initial set up:

- Split in to 3 groups, with each group playing a separate 5v5 game in their third
- The aim of the game is to make a set number of consecutive passes to gain a point by throwing and catching the ball within a team, without the opposition team intercepting the ball, e.g. 5 passes
- The game is non-contact so the only way to gain possession is by intercepting
- Players cannot move when they have the ball
- The ball must be passed below head height.

Potential learning objectives:



Adaptions and Progressions:

- Play using the feet
- A 'nutmeg' (putting the ball through an opponent's legs and collecting it in on the other side) counts as a point
- A first time 1-2 (wall pass) around a defender or a lifted pass over an opponent's leg counts as 2 points
- Make it directional so teams have to pass to a teammate over the end line to score a point.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Use some players from each team as 'floaters' (players who play for whichever team has the ball – they will never defend or tackle) to make it 3v3 +2 (5v3) or 2v2 +4 (6v2).

Harder:

- Make passes through a certain sequence of players
- Play with certain touch restrictions.

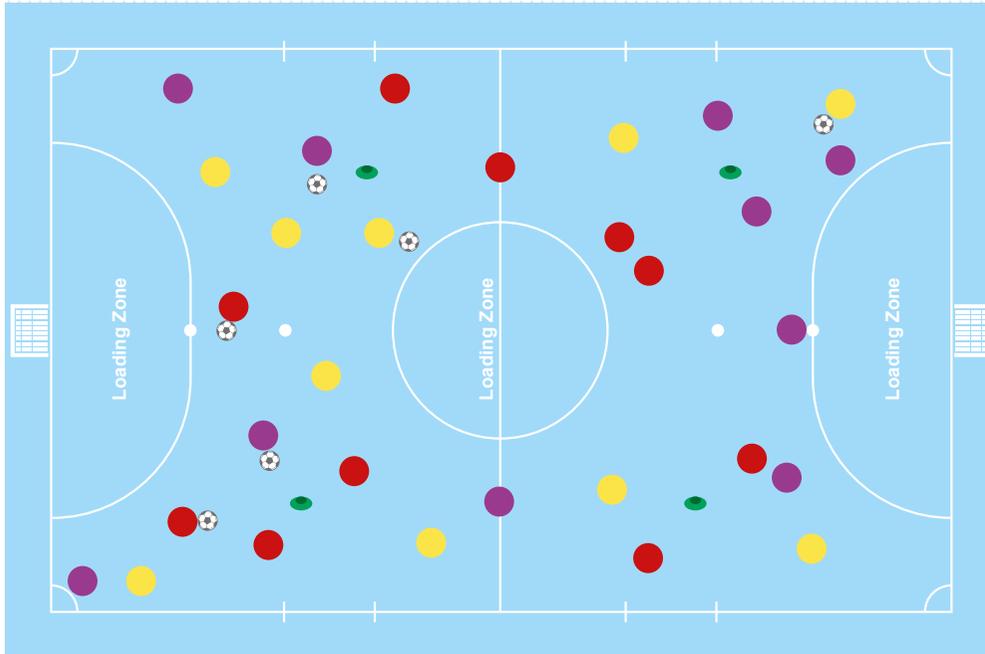


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FUTSAL FOR SCHOOLS

ARRIVAL ACTIVITIES AND WARMING UP: COLOURS TAG

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.

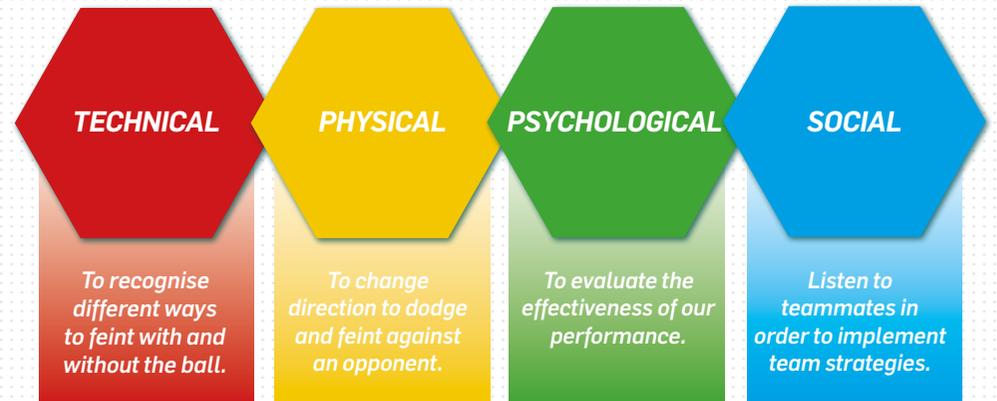


POTENTIAL ENGLAND DNA FOCUS:
EXCITE WITH THE BALL AND SEEK CREATIVE SOLUTIONS

Organisation and initial set up:

- Split in to 3 groups of 10
- Play a normal game of tag but the taggers are carrying a futsal ball and can only tag those of the same colour
- Players tag each other by touching the opponent with a futsal ball on the upper body and then passing them the ball so they become a tagger.

Potential learning objectives:



Adaptions and Progressions:

- Give the attackers a futsal ball and the defenders a bib. The defenders have to tackle them and dribble the ball and stop it on a boundary line. The attackers can tackle them back to keep their ball but if the defender is successful they keep the ball. The attacker takes their bib and becomes a defender
- Put bibs in as 'tails' and play all against all – players are trying to take the other players' bibs without losing their own. The player with the most bibs at the end wins. When a player takes a tail they raise it up above their head. Once they do this they cannot have theirs taken. They go to the loading zones to put the 'tail' they have just taken from another player in their waistband and then re-join the game. If a player loses their bib they just carry on and try and get another bib from someone else.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Setting coloured groups based on confidence
- Allowing use of orange spots and loading zones as safe areas.

Harder:

- Use the safe spots as an inner square that some have to stay within so they are easier to catch
- Add more taggers or tagging balls for certain groups
- Create 1v1 tagging battles where players only chase each other.

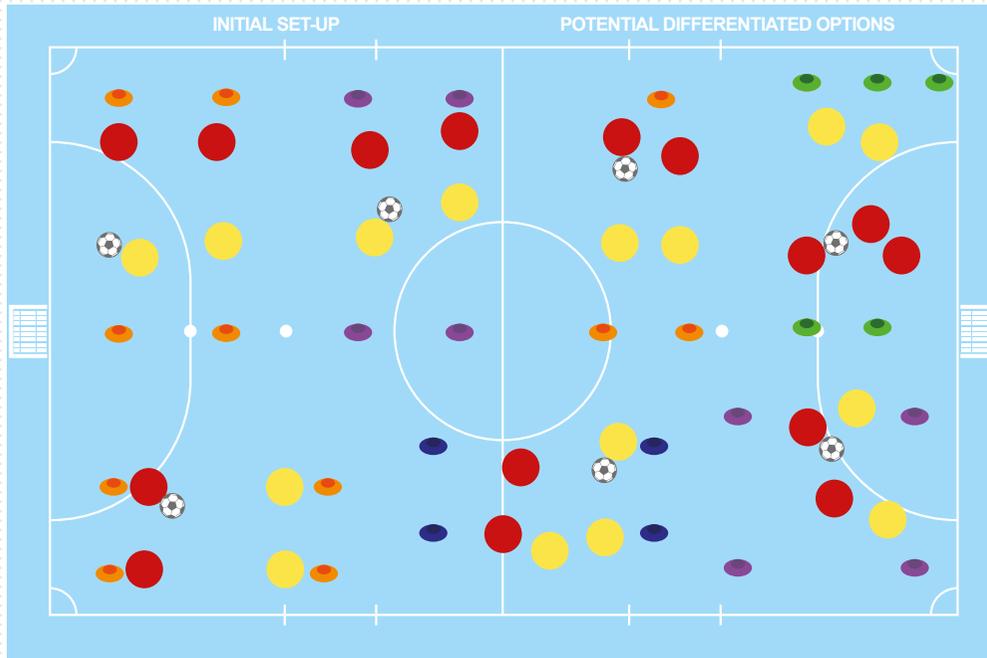


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FUTSAL FOR SCHOOLS

ARRIVAL ACTIVITIES AND WARMING UP: 2V2

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.

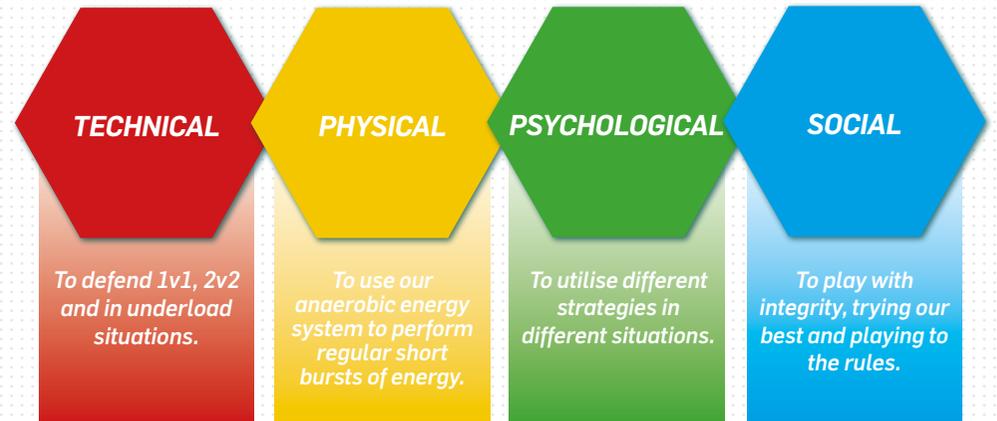


POTENTIAL ENGLAND DNA FOCUS:
POSITIVE AND ENTHUSIASTIC DEFENDING

Organisation and initial set up:

- Players play 2v2. There is one ball per pitch and the game is played like a 'normal' game whereby the teams are competing with each other to score a goal
- There are no lined boundaries but the 'pitch' is made by each team who put down two cones each to make a small goal (roughly 1 metre wide to start with)
- The players can chose the size of the pitch. The teams then play against each other, trying to score a goal by passing the ball through the opponent's goal from within one metre
- The teams then play against each other, trying to score a goal by passing the ball through the opponent's goal from within one metre.

Potential learning objectives:



Adaptions and Progressions

- To score, a team has to stop the ball on either cone, rather than pass the ball through the goal
- Play on a three-way pitch so it is 2v2v2 (effectively 2v4)
- Use a points system so that the teams who win a 3 minute game play other winners and those who lost play other losers
- Play 3v3 instead of 2v2.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Add another goal or extra target cones
- Make the goals bigger
- Play 2v1 or 3v2.
- Set teams based on confidence.

Harder:

- Only have one target cone
- Make the goals smaller
- Play 1v2 or 2v3
- Set teams based on confidence.

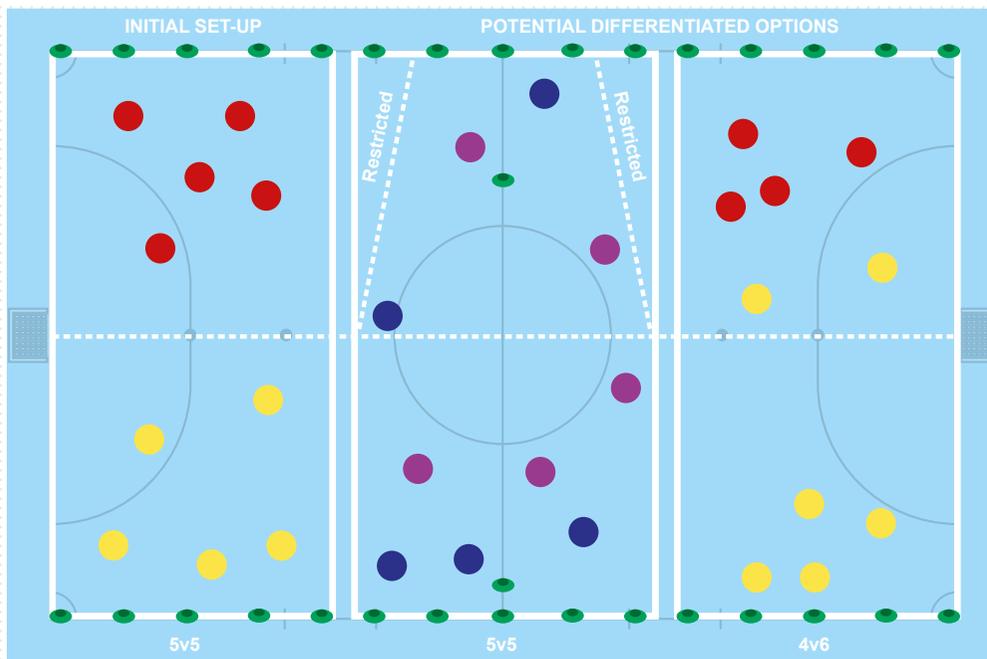


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FUTSAL FOR SCHOOLS

ARRIVAL ACTIVITIES AND WARMING UP: CAPTURE THE CONES

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.



POTENTIAL ENGLAND DNA FOCUS:
STAY ON THE BALL, MASTER THE BALL

Organisation and initial set up:

- Split in to 3 groups, with each group playing a separate 5v5 game across their third of the main court
- The aim of the game is to collect all the opponent's cones and take them back to your side. A player can only collect one cone at a time and both teams will be trying to do this at the same time so the game should be continuous
- As soon as a player crosses the half way line they can be tagged by an opposition player. If a player is tagged they must return to their half before they are 'active' again. If they are carrying a cone when they are tagged they must return it first.

Potential learning objectives:



Adaptions and Progressions:

- Play the original game but change the cones to futsal balls so players have to either carry or dribble them back. If the ball is being carried, players are still tagged. If the ball is being dribbled, players are tackled and the defender has to dribble the ball back in to their own end zone
- Teams have to make one pass in the opponent's half before they can return.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Players can only be tagged on route to collect a cone. They cannot be tagged if they are on their way back with a cone
- Play 6v4 so they have more players.

Harder:

- Reduce the size of the opponent's area
- Play 4v6 so they have less players
- Players have to travel with a ball at their feet, rather than being able to carry it.

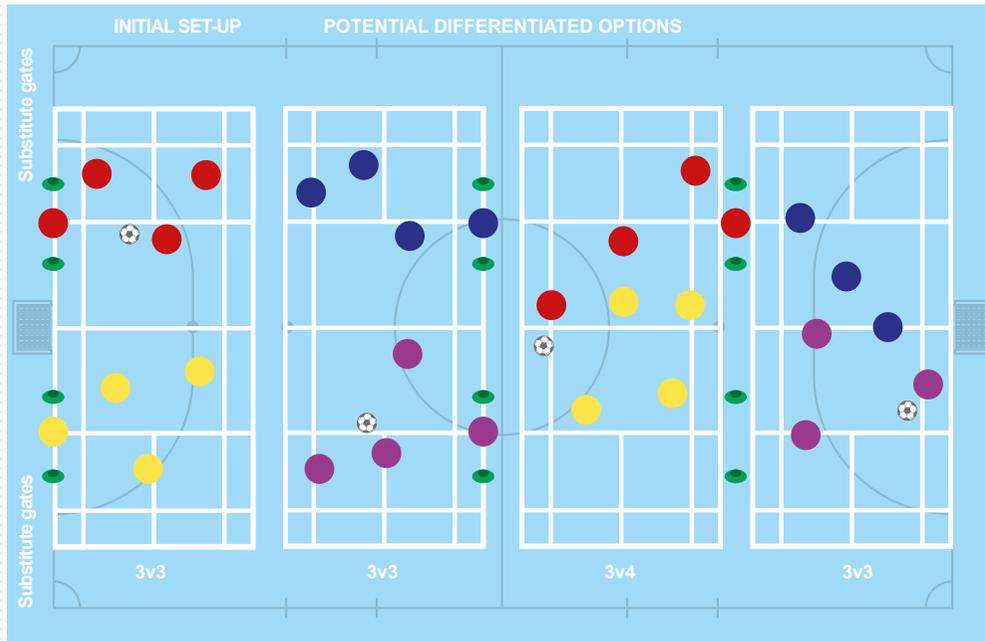


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GAMES: LINE BALL

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.



POTENTIAL ENGLAND DNA FOCUS:
STAY ON THE BALL, MASTER THE BALL

Organisation and initial set up:

- Play 3v3 on a badminton court (or similar sized area) with one rolling substitute waiting in the substitute gates if numbers require, acting as a team coach
- There is one ball per pitch and the game is played like a 'normal' game whereby the teams are competing with each other to score a goal
- Rather than scoring in a 'normal' goal, the aim of the game is to stop the ball in the back tramlines of the badminton court which the opposition are defending
- If successful, the team gain a point and the other team start with the ball from their back line.

Potential learning objectives:



Adaptions and Progressions:

- Every time a player scores they swap with someone from a different pitch (they go and pick another pitch to join and tell a player on this pitch to take their place on their former pitch)
- Every time a player scores they move to a different pitch of their choice, without swapping. This creates an underload or overload
- Dribbling round an opponent at any point in the game scores a point.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Use the wide tramlines as safe zones. Once a player receives the ball in the safe zone they have 3 seconds before an opponent can enter and tackle them.

Harder:

- Winning teams play winning teams every 4 minutes
- Play 3v4 to make it harder for the 3 players doing well
- Players cannot pass back to the player they received it from.

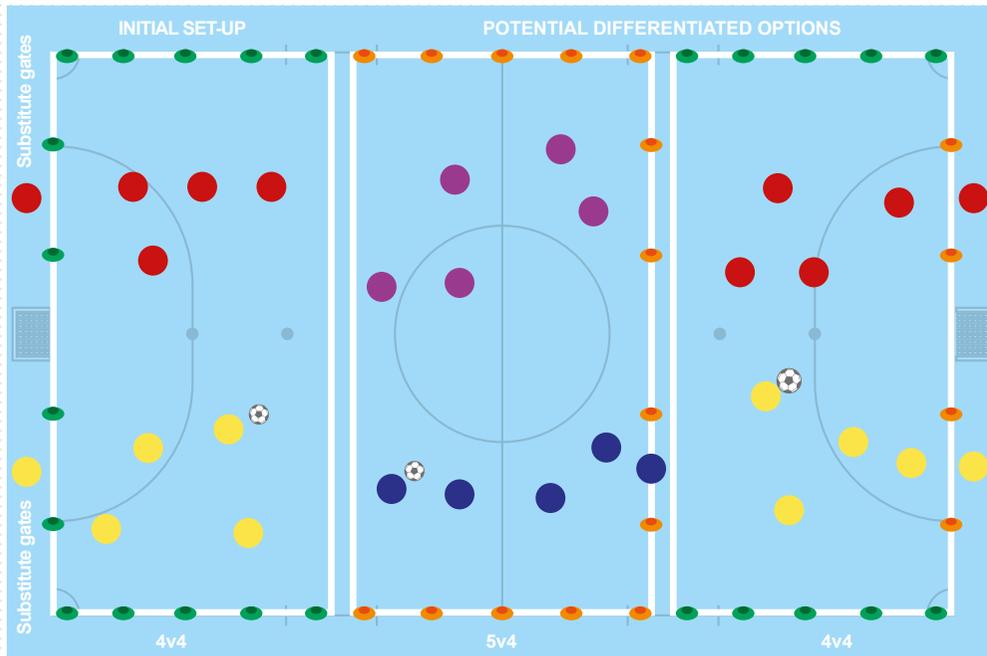


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FUTSAL FOR SCHOOLS

GAMES: CONE COLLECTOR

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.

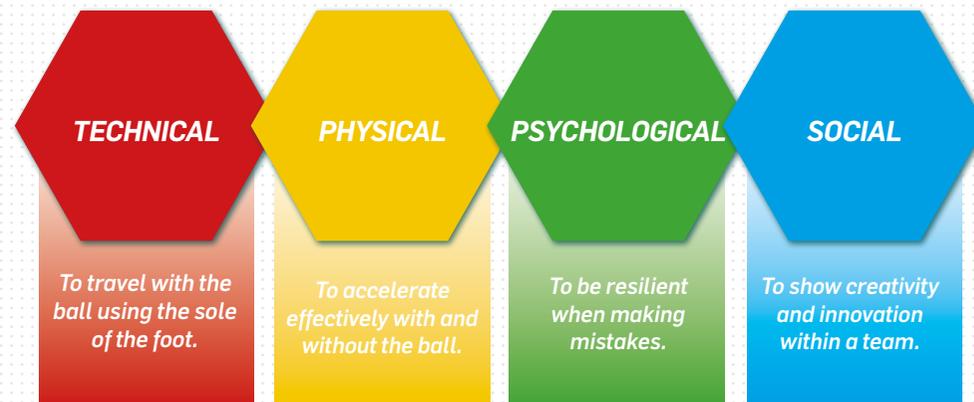


POTENTIAL ENGLAND DNA FOCUS:
EXCITE WITH THE BALL AND SEEK CREATIVE SOLUTIONS

Organisation and initial set up:

- Split in to 3 groups, with each group playing a separate 4v4 game across their third of the main court (with one rolling substitute waiting in the substitute gates if numbers require, acting as a team coach)
- There is one ball per pitch and the game is played like a 'normal' game whereby the teams are competing with each other to score a goal
- Rather than scoring in a 'normal' goal the aim of the game is to stop the ball on any of the opponent's cones. If a player stops the ball on the cone they leave the ball with the other team, but take the cone back to their end and place it on the floor next to their other cones
- The first team to get all the cones back to their end win the game.

Potential learning objectives:



Adaptions and Progressions:

- Each team nominates a 'special player'. If that player stops the ball on a cone they are allowed to take two cones back
- A 'nutmeg' (putting the ball through an opponent's legs and collecting it in on the other side) means a player can take a cone back
- Allow each team a 2-minute power play where they can use their sub as an extra player
- Play to a scenario whereby one team starts with one less cone and has 3 minutes to be one cone ahead.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Set teams and opponents based on confidence levels
- Play 5v4 to make it easier for the 5 with the extra player

Harder:

- Create 1v1 marking battles between the better players on each side where they are only able to tackle each other
- Players can be challenged to use their less dominant foot
- Players can be challenged to beat 2 players before assisting (passing to a teammate who scores).

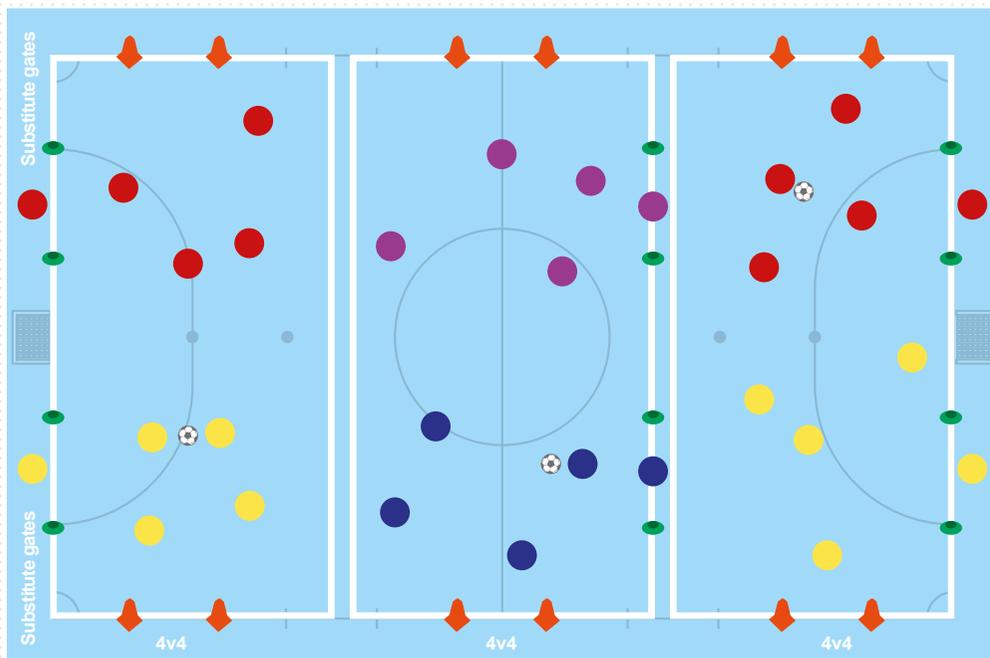


FOR ALL

FUTSAL FOR SCHOOLS

GAMES: BINGO

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.

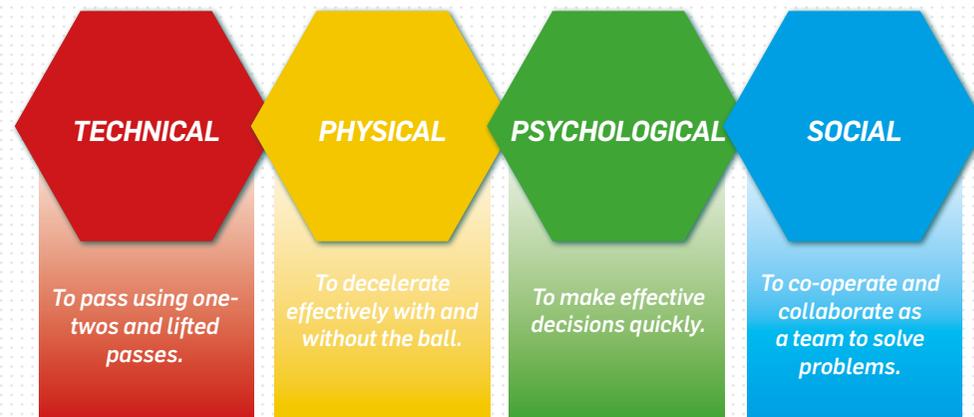


POTENTIAL ENGLAND DNA FOCUS: CONNECT AND COMBINE CREATIVELY WITH OTHERS

Organisation and initial set up:

- Split in to 3 groups, with each group playing a separate 4v4 game across their third of the main court (with one rolling substitute waiting in the substitute gates if numbers require, acting as a team coach)
- There is one ball per pitch and the game is played like a 'normal' game whereby the teams are competing with each other and trying to score in the opponent's goal
- Goals must be scored within 3 metres of the goal. Only 1 goal can be ticked off at any one time
- The first team to complete 5 different challenges from a checklist wins the game. E.g. 1 x left foot goal, 1 x far-post finish, 3 x lifted passes, 3 x 1-2 passes & 1 x 4+ passes and goal
- The sub at the time of a challenge being completed is responsible for ticking it off the checklist.

Potential learning objectives:



Adaptions and Progressions:

- Each player must have completed at least one challenge
- The challenges being completed can be shared with the opposition or hidden
- Players can choose their own challenges and complete as many as possible in a set time limit.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Teams or individuals have fewer challenges to complete
- Players can be set easier challenges. E.g. make 3 accurate passes.

Harder:

- Teams or individuals have more challenges to complete
- Players can be set more difficult challenges. E.g. Play 3 x back heel passes, play a nutmeg pass.

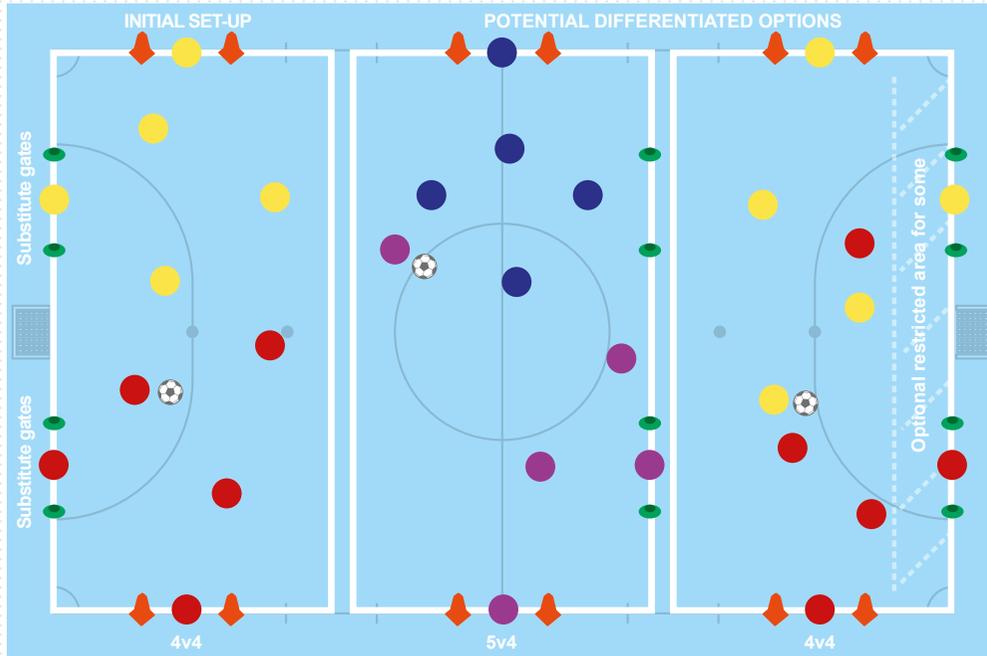


FOR ALL

FUTSAL FOR SCHOOLS

GAMES: 21s

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.

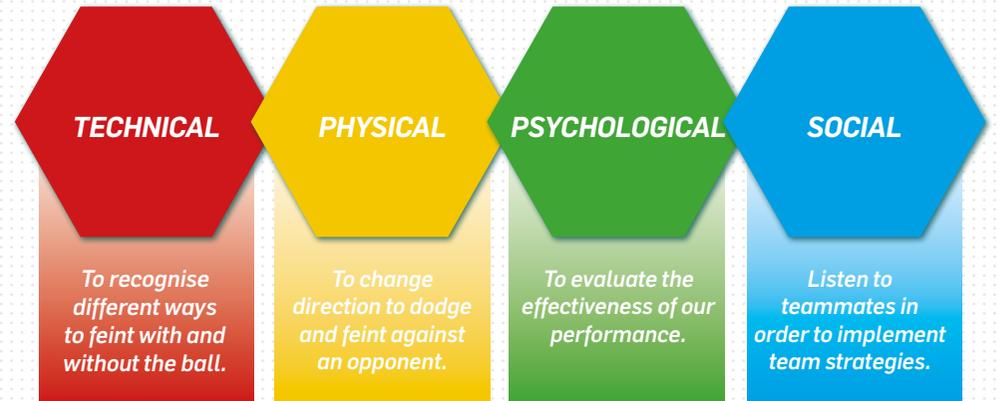


POTENTIAL ENGLAND DNA FOCUS:
EXCITE WITH THE BALL AND SEEK CREATIVE SOLUTIONS

Organisation and initial set up:

- Split in to 3 groups, with each group playing a separate 4v4 game across their third of the main court (with one rolling substitute waiting in the substitute gates if numbers require, acting as a team coach)
- There is one ball per pitch and the game is played like a 'normal' game whereby the teams are competing with each other and trying to score in the opponent's goal
- Goals must be scored within 3 metres of the goal
- Each player is randomly numbered 1–4/5 (depending on the number of players in a team)
- When a player scores, the goal is worth the same number of points that the player's number is. E.g. if number 3 scores the team gain 3 points. The first team to score exactly 21 points wins the game.

Potential learning objectives:



Adaptions and Progressions:

- Number the players 1–4/5 based on their confidence so that number 1 is the most confident and number 4/5 is the least confident
- Change the 'final target score' from 21
- Add additional gates which players can dribble through to gain points. This usually means the game finishes quicker because more points are scored
- After each game change the location of the goals
- After each game the same players stay on the same pitch but they change the teams.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Set teams and opponents based on confidence levels
- Play 5v4 to make it easier for the 5 with the extra player.

Harder:

- Funnel off a tight area which certain players are not allowed in
- Create 1v1 marking battles between the better players on each side where they are only able to tackle each other.

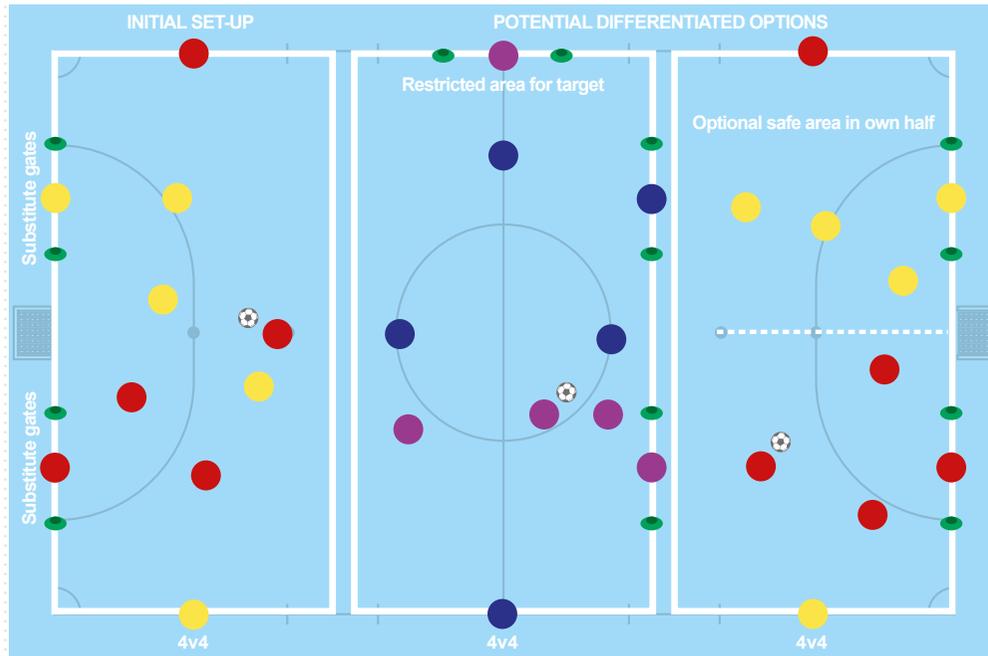


FOR ALL

FUTSAL FOR SCHOOLS

GAMES: TARGETS

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.

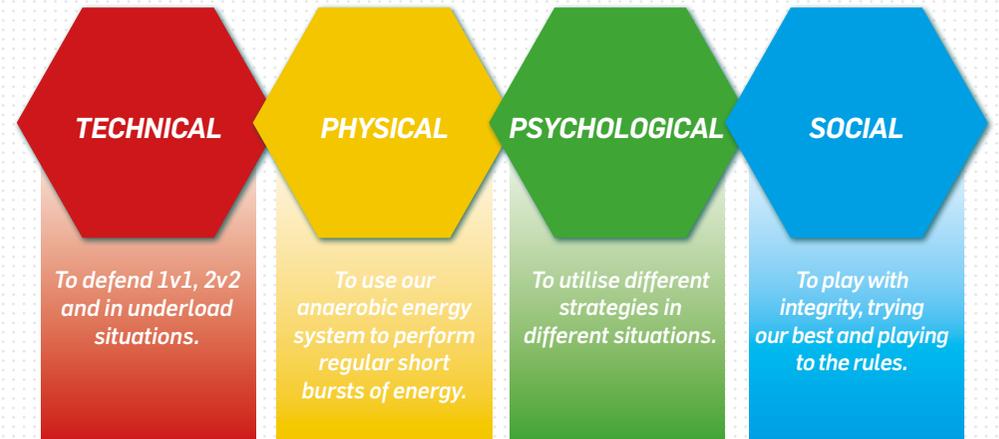


POTENTIAL ENGLAND DNA FOCUS:
POSITIVE AND ENTHUSIASTIC DEFENDING

Organisation and initial set up:

- Split in to 3 groups, with each group playing a separate 4v4 game across their third of the main court (with one rolling substitute waiting in the substitute gates if numbers require, acting as a team coach)
- There is one ball per pitch and the game is played like a 'normal' game whereby the teams are competing with each other to score a goal
- Rather than scoring in a 'normal' goal, the aim of the game is to pass to the target player who is stood on the opposition's end line. If this is achieved the team earn 1 point
- The player who passes to the target then swaps with them and the other team start with the ball. All passes must be below head height.

Potential learning objectives:



Adaptions and Progressions:

- If the pass to the target player goes between two of the opposition players, the goal is worth 2 points
- Allow the team to keep the ball when they score by the target player passing back to their own team and attacking the other way. This will mean another player will have to fill the opposite target line and the other team's target will have to change ends too
- After each game the same players stay on the same pitch but they change the teams.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Add another target goal in addition to a target player
- Allow players to be 'safe' in their own halves – players can only be tackled in the opponent's half

Harder:

- Reduce the width of the area which the target player can operate in
- Passes in to the target player must be first time or with weak foot.

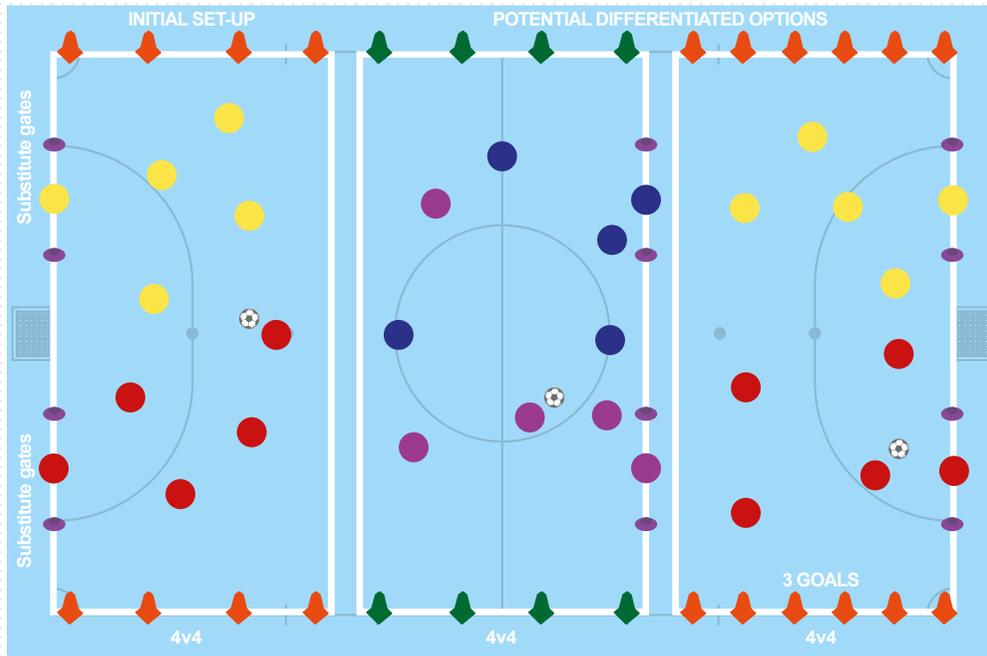


FOR ALL

FUTSAL FOR SCHOOLS

GAMES: 4 GOAL FUTSAL

The picture is designed to show how the activity might look with a group of 30 players so that they are all playing or have an active role at the same time for the whole lesson.



POTENTIAL ENGLAND DNA FOCUS: STAY ON THE BALL, MASTER THE BALL

Organisation and initial set up:

- Split in to 3 groups, with each group playing a separate 4v4 game across their third of the main court (with one rolling substitute waiting in the substitute gates if numbers require, acting as a team coach)
- There is one ball per pitch and the game is played like a 'normal' game whereby the teams are competing with each other to score a goal
- Rather than scoring in a 'normal' goal, the aim of the game is to dribble the ball through either of the opponent's two goals at the other end of the pitch to score a point
- If successful, the team gain a point and the other team start with the ball from their back line.

Potential learning objectives:



Adaptions and Progressions:

- Allow teams to dribble or pass through the goals
- Dribbling round an opponent scores a point
- A nutmeg' (putting the ball through an opponent's legs and collecting it in on the other side) counts as a point
- A 1-2 round an opponent counts as a point
- A diagonal pass through a goal counts as 2 points.

Differentiation:

The picture shows some different examples of how you might adapt the game for different needs or abilities, typically by changing the space, task, equipment or people.

Easier:

- Allow players into a 'safe zone' where they cannot be tackled
- Make the goals bigger
- Add a third goal.

Harder:

- Make the goals smaller
- Players can only score in one of the two goals
- Allow the other team to have a goalkeeper who can cover the goals.



FUTSAL FOR SCHOOLS

FOR ALL