



Foundation

# Play ↔ Safe

Manchester United Foundation's guide  
to playing football at a safe distance



Supported by





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# An Introduction to Play Safe

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Everyone's thoughts at Manchester United Foundation are with those affected by the Covid-19 crisis. This time of uncertainty brings an increase in adverse experiences and the need to support young people's physical, emotional and social wellbeing has never been so important.

The introduction of social distancing measures have a dramatic effect on a young person's mental and physical health as they are currently unable to play team sports and interact with friends. With the support of our partner, adidas, we have been able to develop this guide to coaching at a safe distance.

Physical activity continues to play a huge part in a child's development. This includes, but is not exclusive to, maintaining a healthy weight, improving fitness, agility, balance, coordination and speed. Studies show that even classroom-based physical activity can improve attention and concentration levels that boost academic performance.

Physical activity also has the power to enhance a child's mood. It can also develop and establish an inner confidence to display courage. Physical activity helps children try new things while developing their people and play skills. These skills are vital in a young person's progression in achieving their full potential.

Even before lockdown an alarming number of children were not getting the recommended levels of physical exercise. This is something which our programmes and coaches look to help tackle all year round.

The following sessions give examples of how to continue with physical activity lessons while taking social distancing into consideration.

We hope you enjoy taking part in Play Safe activities.

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## Ofsted

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The following social distancing activities are in line with the Ofsted consultation report to contribute to the quality of education within the school setting. These activities are fun, educational, challenging and inclusive while aiding in a child's development.

The aim is to develop agility, balance and coordination (ABCs), flexibility, throwing, striking, fielding, attacking and defending principles while having fun.

While each session covers many aspects on the national curriculum, it is the teachers' Assessment for Learning (AFL) that can narrow the focus of the learning that takes place.



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# How to Guide

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The activities in this book range from pages 10 to 43.

In each section we have provided seven activities, which will engage young people and keep them active while maintaining a safe distance.

To create your complete session, choose one activity from each section:

- One activity from warm ups
- One activity from skill development
- One activity from games

Together this will provide over 300 combinations.

We have also included some basic ladder exercises and ball manipulation skills. These can be practised at home along with a fun football circuit.

All activities are adaptable by using the S.T.E.P. principle. Feel free to make them easier or more difficult depending on the needs.



**When using this booklet please heed the latest Government advice**

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**Before you take part please follow the guidance below.**

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**If you're unwell:**

Anyone displaying coronavirus symptoms should stay at home, this will avoid spreading the infection to others.

**Wash your hands:**

Clean your hands by washing with soap and water for 20 seconds or using hand sanitiser before and after each session. This will help protect you and the people you interact with.

**Maintain distance:**

Always maintain a safe distance from others at all times. Particularly when lining up, collecting equipment and moving around.

**Be alert:**

Even though at the time of writing it appears that children with coronavirus seem to be less affected. It is still important to do your best to follow this best practice and guidance at all times.

**Avoid contact:**

At all times avoid contact with your face, eyes, nose and mouth as this is a site for the virus to enter and cause infection.

# Adapting the Activities using S.T.E.P.

Coaches use the S.T.E.P. principle to alter sessions to be easier or more difficult depending on the need. Altering the space by making it bigger can make the activity more difficult for taggers but easier for those being chased.

Below are some questions to think about when planning your session. How it might use S.T.E.P. to limit the chance of cross-contamination between our players?

## Space

- Is it possible to have many areas for the players to work in separated by a safe distance rather than having one large area?
- If you have to use one large area, can you section off zones within it and limit the amount of players that are in each zone? This will help avoid the players bunching up and grouping together.

## Task

- Can the task the players are doing be taken in turns? Eg during a dribbling session does the whole group need to be in the area at once? Can a large group be split into many groups who use the work area for a short amount of time and then rotate in and out?
- Can the task within the session be performed without players touching equipment with their hands?

## Equipment

- Can equipment be used on an individual basis rather than sharing to limit the number of people touching it?

## People

- Can you limit the amount of people in the work area whenever possible? Having people on the outside as support will help free up space in the area and help to avoid crowding.
- If the players need to work in groups can the session be done by working in pairs? If not how small can the groups be for the session to work?

## Inclusive

We always want to ensure that our activities are as inclusive as possible. Using the S.T.E.P. principle above will allow the activity to be adapted where necessary.

## See an example below:

**Space** – is there enough space for a wheelchair user?

**Task** – for some it is better to have the ball in hand rather than on the floor.

**Equipment** – if there are dexterity issues, can you use a bigger ball or one with grips?

**People** – would having less people in activities avoid confusion for those with processing issues?

**REMEMBER:** Focus on what they can do instead of what they can't.







# Warm Ups

## Warm ups at a safe distance

Included in this section are warm ups at a safe distance that can be mixed with any skill development or game.

A warm up should increase the players' heart rate, body temperature, prepare the muscles and joints for activity along with getting the players mentally prepared to take part in physical exercise.

This element should be at least 10-15 minutes. Warm up activities can be extended depending on the engagement of your players.

All of these warm ups can be varied and changed as appropriate using the equipment that is available.

Space plays a big part in these warm up activities. Work with the area you have available and try to ensure you have a safe distance where possible.

# Dynamic stretches

## We are learning today

Demonstrate how to use skills in different ways and link them to make actions and sequences of movement.

## S.T.E.P. process

### Task

- Increase the time for those performing the skills (harder).
- Decrease the time or walk through movements for those finding the movements harder (easier).

## National Curriculum

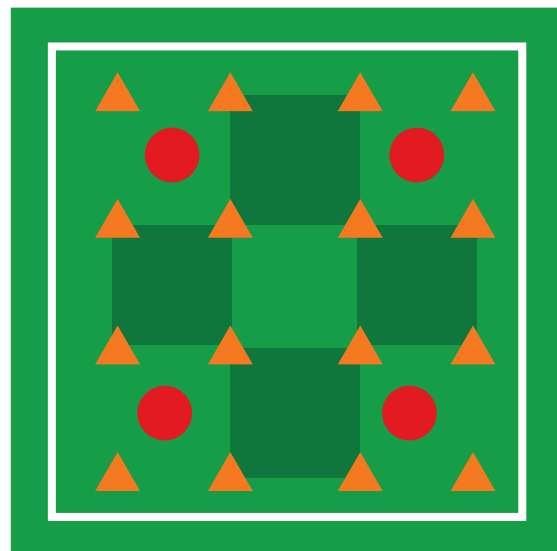
A mastery of basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

## Analysis

- All will walk through the movements.
- Most will hold their balance performing dynamic movements.
- A few will successfully control their movements.

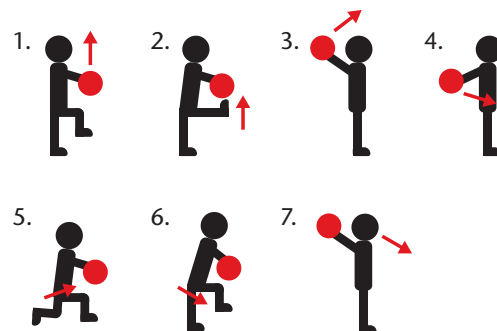
## Set up / how to:

Players in their own square marked with cones and they have a ball each. Each square/player is a safe distance away from each other. Players to focus on the coach who will show different dynamic mobility stretches you can do with the ball. Each stretch is done for ten seconds. Make sure the movements, where possible, are dynamic and with a rhythm almost as though you are dancing, so be on your toes.



## The movements

1. Touch ball with thigh for hip flexors
2. Touch foot with ball for hamstrings
3. Work ball back and forwards for trunk flexibility
4. Work ball side-to-side for trunk
5. Lunge with ball under control
6. Under legs alternate
7. Touch ball on inside of foot and then outside of foot





# Dynamic movements, play positions

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## We are learning today

Demonstrate how to use skills in different ways and link them to make actions and sequences of movement.

## S.T.E.P. process

### Space

- Increase the individual area for players to move around (easier).
- Decrease the individual area or add cones to make it harder to move around (harder).

## National Curriculum

A mastery of basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

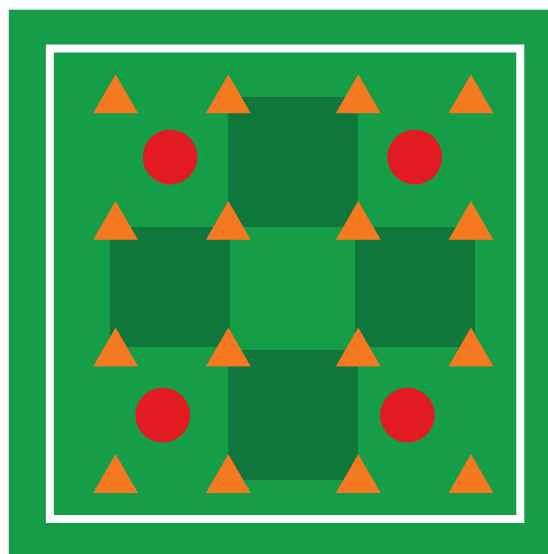
## Analysis

- All will successfully control their movements without a ball.
- Most will control their movements with a ball walking through.
- A few will control their movements with a ball at pace.

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## Set up / how to:

Players to be in their own marked square at a safe distance from each other. Players to focus on the coach who will show dynamic mobility, eg jump, hop, skip, high knees, heel flicks, open gate, close gate, sidesteps. Each stretch is then done for ten seconds.



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## Variations

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Players have to perform an action that they might see from positions in a game (this can be on the move or static).

- Goalkeeper: jump up high to catch ball
- Defender: jump up high and perform a heading movement
- Midfielder: perform a pass movement
- Winger: perform a skill movement
- Striker: hold a ball and strike a pose
- Sub: jog on spot

# Hand-eye coordination

## We are learning today

Demonstrate how to use skills in different ways and link them to make actions and sequences of movement.

## S.T.E.P. process

### Space

- Increase the distance between players (harder).

### Equipment

- Change the size of the ball (easier).

## National Curriculum

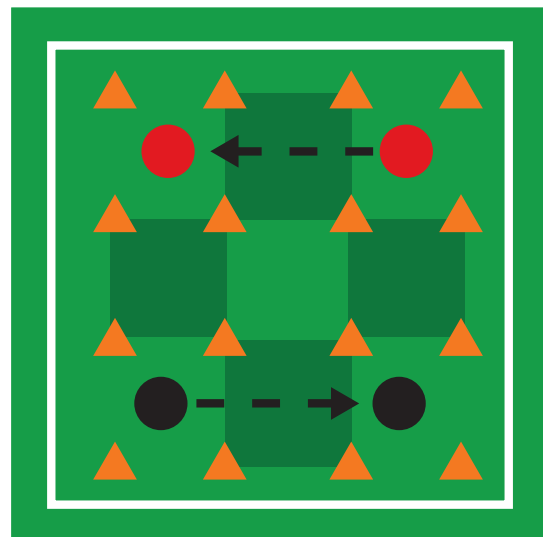
A mastery of basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

## Analysis

- All will successfully pass a ball between each other.
- Most will pass two balls between each other.
- A few will pass balls between each other at pace under control.

## Set up / how to:

Players in their own marked square at a safe distance from each other. Two players have a ball and pass to each other in different ways. Eg bounce pass, high pass, chest pass, foot pass.



## Individual

On your own with two balls, stand with feet shoulder width apart, hands either side of one ball. Try and balance the second ball on top of the ball you are holding.

## Variations

Players have two footballs and try to pass to each other in sync in different ways. Eg to opposite hands, one bounce and the other throw over, or one roll the ball with foot and the other does a chest pass.

## Progression ideas

- Try to change the balls around or try to catch the top ball on your neck, etc.



# Reaction

## We are learning today

Demonstrate how to use skill in different ways and link them to make actions and sequences of movement.

## S.T.E.P. process

### Space

- Increase the individual area for players to move around (easier).
- Decrease the individual area or add cones to make it harder to move around (harder).

## National Curriculum

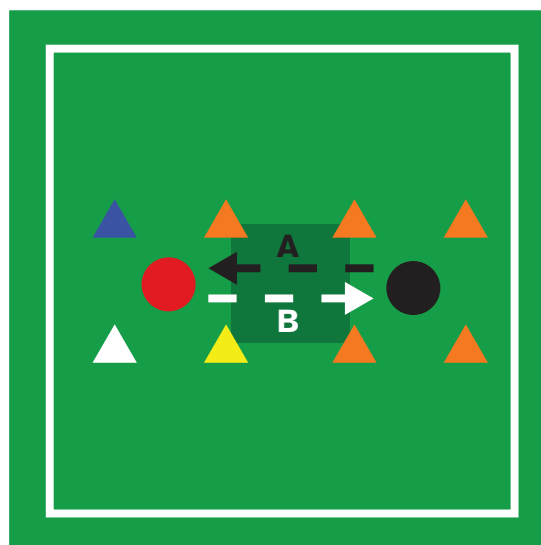
A mastery of basic movements including running, jumping, throwing, catching and kicking as well as developing balance, agility and coordination and begin to apply these in a range of activities.

## Analysis

- All will successfully control their movements without a ball.
- Most will control their movements with a ball walking through.
- A few will control their movements with a ball at pace.

## Set up / how to:

The player on the outside throws the ball towards the player in the area and at the same time calls a colour cone. The player in the square receives the ball and returns it before running around the colour cone that was called. The player then returns to the middle of their square to receive the next ball.



## Progression ideas

- Players pass with feet, use different body parts to control and pass ball back, control ball with chest if high and pass with foot, control ball with thigh if high and pass with foot.
- Use different feet when passing if the ball is kept on the floor.

# Body parts reaction

## We are learning today

Demonstrate how to use the skills in different ways and link them to make actions and sequences of movement.

## S.T.E.P. process

### Space

- Have four different colour cones to make the player tag a colour before they get the ball after the coach shouts 'ball' (harder).

### Equipment

- Decrease the size of the square so players are closer to their ball (easier).

## National Curriculum

A mastery of basic movements including running, jumping, throwing, catching and kicking as well as developing balance, agility and coordination and begin to apply these in a range of activities.

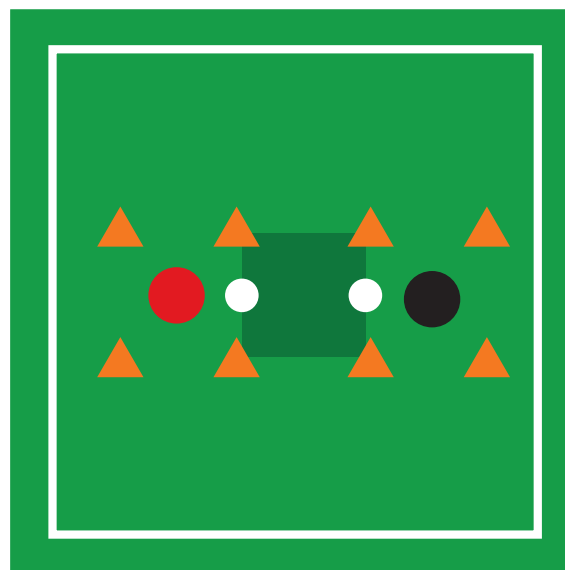
## Analysis

- All will successfully tag a body part.
- Most will tag a body part and get to the ball.
- A few will react at pace to tag a body part and get the ball by being ready on their toes for an explosive movement.

## Set up / how to:

In pairs, the players make two squares 5x5yds (ensuring safe distances) with cones. Each player places a ball at the end of the square and nearest their partner's square. The players then stand in their own square on the centre marker and listen for the coach's instruction of which body part to tag. Each time the coach says a body part, you must tag that body part. If the coach shouts 'ball', then it is the first player to get their ball that wins the point. Have a practice round at the start, then play best of five goes.

Examples of body parts to tag are head, shoulders, knees, toes, ears, eyes, hips etc.



## Progression ideas

- Same setup but players stand back-to-back.
- Same setup but when the coach shouts 'ball', the player sprints to the far end of their square, then to the ball to earn the point.



# Statues

## We are learning today

Demonstrate how to use the skills in different ways and link them to make actions and sequences of movement.

## S.T.E.P. process

### Space

- Have four different colour cones to make the player tag a colour before they get the ball after the coach shouts 'ball' (harder).

### Equipment

- Decrease the size of the square so players are closer to their ball (easier).

## National Curriculum

A mastery of basic movements including running, jumping, throwing, catching and kicking as well as developing balance, agility and coordination and begin to apply these in a range of activities.

## Analysis

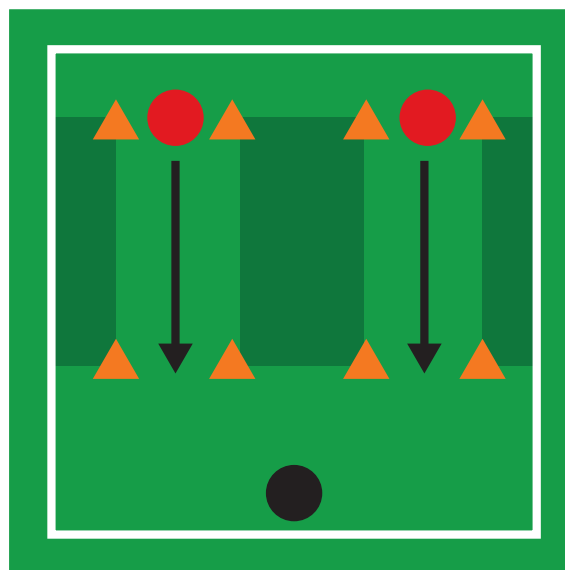
- All will successfully tag a body part.
- Most will tag a body part and get to the ball.
- A few will react at pace to tag a body part and get the ball by being ready on their toes for an explosive movement.

## Set up / how to:

In pairs, the players make two squares 20x20yds or larger. Separate the pupils into groups of four or five. One player is 'on' (defender). Each of the four attackers has a ball each. Attackers are spread in channels with a safe distance away from one another as shown in the diagram.

The player who is 'on' faces the opposite way; their role is the defender. Other pupils (attackers) use quick foot movement to get to the end zone (finish line). The defender can turn at any point; attackers must try and freeze, keeping the ball under control without the defender seeing them move. If the defender sees the attackers move, they are sent back to the start. When the defender turns away, the attacker can then move again. The first attacker to get to the end zone is the winner and becomes the next defender.

Players should be on their toes to react. Bend knees to get low and manipulate the ball, head up for awareness, body control to keep balance, etc. Use the sole of the foot, inside or outside of foot, inside of either feet or top of foot. Take small touches to manipulate the ball.



## Progression ideas

- Place a cone half way in front of each attacker. When they get to it, they have to perform a skill to get past the cone. Eg perform a step over.

# Stadiums

## We are learning today

Be able to manipulate the ball at pace, whilst being able to change direction under control.

## S.T.E.P. process

### Space

- Make the individual squares smaller to be closer to the lines (easier).

### Task

- You can only use your non-dominant foot when dribbling with the ball at your feet (harder).

## National Curriculum

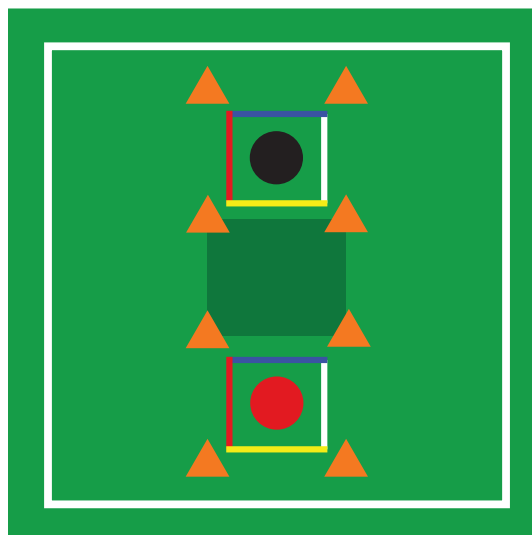
A mastery of basic movements including running as well as developing balance, agility and coordination.

## Analysis

- All will successfully change direction at pace.
- Most will change direction at pace, whilst bouncing a ball with their hands.
- A few will change direction at pace performing a turn, whilst keeping control of the ball with their head up.

## Set up / how to:

Players mark out their own squares 10 x 10yds (ensure each square is at a safe distance). Each side has a different colour. Each player has a ball and starts in the middle of their square which is their stadium. The player will jog around their square in different directions and different speeds. The coach will shout out a colour line by use of a name associated with Manchester United. Each player must get to the line the coach shouts as quickly as possible. The coach will start off shouting a line out. The coach can then speed up shouting the names. Red line - The Cliff Training Ground, blue line - Old Trafford, white line - Aon Training Complex, yellow line – Wembley. Players should be on their toes to react, bend knees to get low and manipulate the ball, head up for awareness, body control to keep balance.



## Progression ideas

- Set up remains the same but now the players have a ball they must bounce around the area keeping under control using hand-eye coordination.
- Set up remains the same but players now have the ball on the floor. They must manipulate the ball by taking small touches and dribbling it round their area. Use the sole of the foot, inside or outside of foot, inside of both feet and top of foot taking small touches to manipulate the ball. Try using alternate feet when dribbling.
- You can make it into a competition such as whoever gets to the line first.











# Skill Development

## Skill development at a safe distance

This section shares skill development activities at safe distances that can be mixed with any warm up or game.

Skill development enables a player to learn many skills such as kicking, ball control, and dribbling. A player can develop their skills through drill practices and/or modified small-sided games.

This element should be at least 20-25 mins. Skill development activities can be extended depending on the engagement of your players.

These activities can be varied and changed as appropriate using equipment that is available.

Space plays a big part in these skill development activities. Work with the area you have available and try to ensure you have a safe distance where possible.

# Pinball

## We are learning today

Be able to pass a ball under control using good special awareness.

## S.T.E.P. process

### Task

- Can you pass the ball using only one touch?
- Can you switch which foot you pass the ball with each time?

## National Curriculum

Become more competent, confident and an expert in their techniques and apply them across different sports and physical activities.

## Analysis

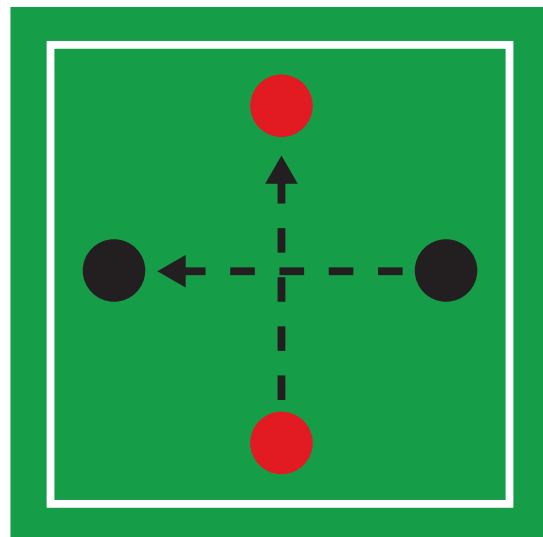
- All will successfully pass the ball with their dominant foot.
- Most play a pass with their least dominant foot.
- A few will switch feet they use each time playing a controlled pass in one touch.

## Set up / how to:

Divide your area into boxes, have four players and two balls in each area. If possible have a safe distance between each of the boxes. If this isn't possible then ensure players are spread out if they are sharing a line with another player.

Players are paired up and have one ball between each team. One team passes left to right of the area and the other passes from bottom to top. The aim is to pass the ball back and forth with your partner without hitting the opposition's ball as they do the same. For every completed pass you get one point. If the footballs collide, both teams reset to zero but keep their high score.

Each round lasts two to three minutes. After every round the winning team in each box is awarded a point. After every round rotate so that each team plays against a different opponent every time.



## Coaching points to think about

- Check the space in front of you before you receive the ball and decide how many touches to take.
- Use the inside or bottom of the foot (Futsal) to control the ball.
- Use the inside of the foot to pass the ball.
- Vary the weight of your passing depending on how much space and time you have.

## Equipment adaptations

- Rugby balls - throwing and catching.
- Tennis balls - rolling and collecting.
- Basketballs - throwing and catching or bounce passes and catching.



# Targets

## We are learning today

Be able to show accuracy when striking a ball at a target.

## S.T.E.P. process

### Task

- Can you switch what foot you kick with each time?
- Goalkeeper challenge - can players roll the ball and hit the target?
- Promotion relegation system. Have a 'Championship pitch' at the top. If you win you move up, if you lose you move down.

## National Curriculum

Become more competent, confident and an expert in their techniques and apply them across different sports and physical activities.

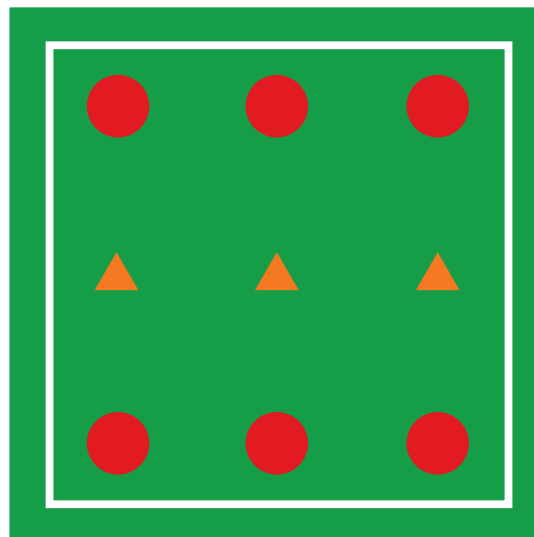
## Analysis

- All will successfully strike the ball with the inside of their foot.
- Most will strike the ball with the inside of their foot hitting a target.
- A few will also strike the ball using their non-dominant foot towards a target showing accuracy.

## Set up / how to:

Place a row of targets down the middle of an area ensuring that each of them is at a safe distance apart. Targets could be tall cones, disk cones or a football on a cone.

Players get into pairs and stand on each side of the area with the target in the middle. From their line they take it in turns passing the ball and trying to hit the target. Every time they hit the target they gain one point. Rounds last two minutes and the winners at the end are awarded one game point. Players change their partners after each round. The winner is the player who has the most game points at the end of the session.



## Coaching points to think about

- Look at the target before you kick the ball.
- Aim for the centre of the ball with your foot to make it go straight.
- Use the inside of the foot to pass the ball.

## Equipment adaptations

- Bean bags - with a hoop or square made out of cones, land the bean bag inside the target area.
- Tennis balls - with a hoop or square made out of cones, throw the ball so it bounces in the area.
- Basketballs - with a hoop or square made out of cones, throw the ball so it bounces in the area.

# Relay races

## We are learning today

Be able to show accuracy when striking a ball at a target.

## S.T.E.P. process

### Space

- Make sure the area is bigger or smaller to increase or decrease running.

### Task

- Different movements after you've passed ie hopping, skipping, side steps and backwards jogging.
- Start from the other side of the grid so the pass is with a different foot.

## National Curriculum

Become more competent, confident and an expert in their techniques and apply them across different sports and physical activities.

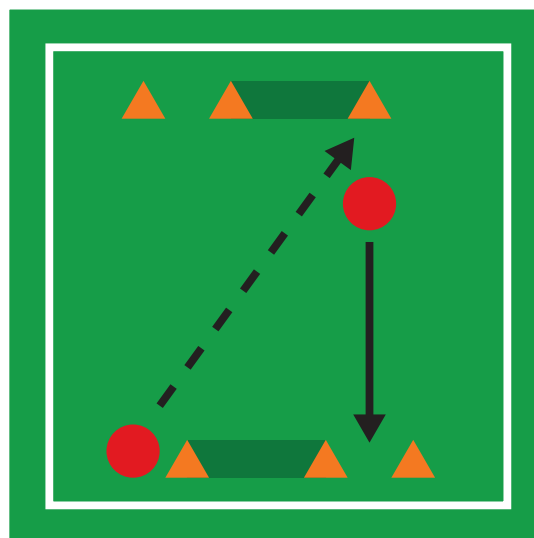
## Analysis

- All will successfully strike the ball with the inside of their foot.
- Most will strike the ball with the inside of their foot hitting a target.
- A few will also strike the ball using their non-dominant foot towards a target showing accuracy in one touch.

## Set up / how to:

Set up areas that are at a safe distance apart. Place one cone where the player starts and a gate at the opposite end. Mark out a mirrored lane next to this one going in the opposite direction. Players are in teams of four and have one football between their team.

One person starts with the ball in each team. They pass the ball diagonally to their teammate who is on the opposite side of the area. They then sprint through the gate facing them to join the opposite line. Once the player gets through the gate their teammate is now free to play the ball back diagonally and sprint. The winning team is the one who completes the most passes as a team.



## Coaching points to think about

- Be on your toes ready to receive the ball.
- Step to the side so you are further away from the gate your teammate is sprinting to. This will give you more room to take your touch.
- Take your first touch slightly out of your feet so you are ready to pass when your teammate goes through the gate.
- Look at your target before you pass. Use the inside of the foot and aim for the middle of the ball to make sure it goes straight to your target.

## Equipment adaptations

- Rugby balls - rugby pass and then sprint.
- Tennis balls - rounders/cricket throw and then sprint.
- Basketball - bounce pass or chest pass and then sprint.

# Passing zones

## We are learning today

Be able to show accuracy and special awareness when passing a ball to a teammate with a defender in the way.

## S.T.E.P. process

### Task

- Can you pass with both your left and right foot?
- How many times can you pass the ball using only one touch?

## National Curriculum

Become more competent, confident and an expert in their techniques and apply them across different sports and physical activities.

## Analysis

- All will successfully strike the ball with the inside of their foot.
- Most will strike the ball with the inside of their foot without hitting a defender.
- A few will also strike the ball using their non-dominant foot towards a target showing accuracy in one touch.

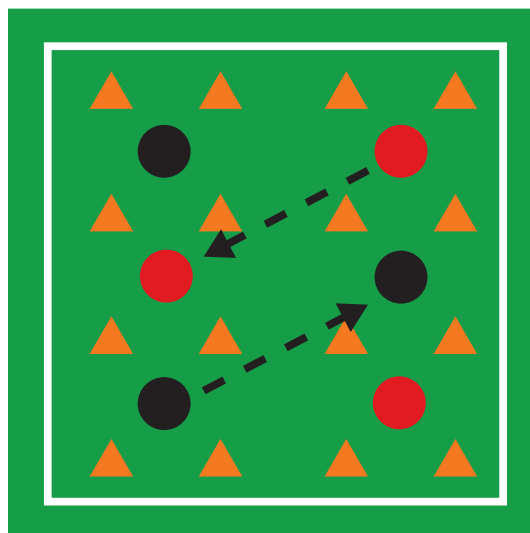
## Set up / how to:

Create some zones throughout your area. You will need enough space for two players to be in each zone. They must be big enough for the players to move around while keeping a safe distance from each other. Split the players into two teams and one person from each team needs to be in each zone.

All players are locked into their zones with a player from the opposite team. There is no tackling. The aim of the game is to complete as many passes as possible without the ball:

- stopping
- hitting an opposition player
- going out of the main area

Each pass the team makes is worth one point. If the ball goes out, hits an opponent or stops, then the team resets to zero but keeps their high score.



## Coaching points to think about

- Be aware of where the other player in your zone is and move to keep away from them and in space.
- Before you get the ball, look into the zones around you to see who is in good space.
- Take your first touch away from the opposition player and towards where you want to pass next.
- Vary the weight of your pass depending on how close or far your teammates are to you.

## Equipment adaptations

- Rugby balls - rugby pass the ball to each other.
- Basketballs - chest passes or bounce pass to each other.
- Tennis balls or bean bags - throw and catch to each other.



# The gate race

## We are learning today

Be able to show control when manipulating the ball using a range of different techniques and skills showing good special awareness.

## S.T.E.P. process

### Task

- Can you alternate between which foot you use for the skills?
- Can you beat your previous score from the last round?

## National Curriculum

Become more competent, confident and an expert in their techniques and apply them across different sports and physical activities.

## Analysis

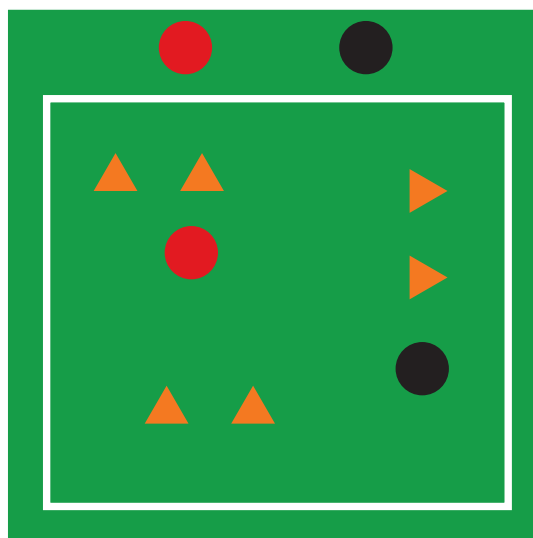
- All will successfully keep control of the ball whilst moving.
- Most will keep control of the ball whilst moving and performing skills.
- A few will keep control of the ball performing skills whilst moving using their non-dominant foot.

## Set up / how to:

Have one big area set up with multiple gates spread around inside it. Ensure the gates are spread out as far as possible to help players avoid bunching up close to each other.

In pairs the players see how many gates they can go through in two minutes. One of the pair is stood on the outside of the area while the other is dribbling through the gates inside it. After one minute the coach shouts change. The player on the ball must pass to their partner on the outside and switch places with them. Each round has a different skill as they go through a gate.

1. Run through the gate
2. Sole roll
3. Scissors
4. The chop
5. Drag back



## Coaching points to think about

- Keep checking the space around you, be aware of where the other players are and dribble to gates that are free.
- Keep the ball close to your feet and use the laces to push the ball when running in a straight line.
- Use different parts of your feet to change direction.

## Equipment adaptations

- Basketball - dribbling and bouncing through the gates.
- Rugby ball - running through the gates.

# Follow my lead

## We are learning today

Be able to manipulate the ball at pace, whilst being able to change direction under control using good reactions.

## S.T.E.P. process

### Task

- Can you alternate between which foot you use for the skills?
- Can you do a fake trick to your partner so they think you are turning?

## National Curriculum

Become more competent, confident and expert in their techniques and apply them across different sports and physical activities.

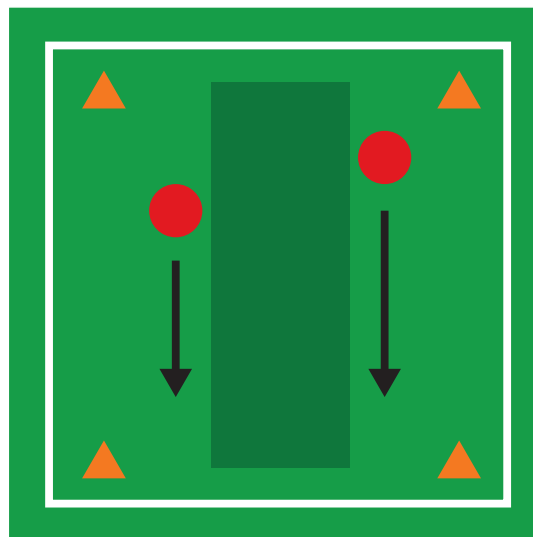
## Analysis

- All will successfully control the ball moving.
- Most will control the ball whilst performing a skill on the move.
- A few will control the ball performing a skill to lose their partner whilst using their non-dominant foot.

## Set up / how to

Set up as many 10x10yd squares. You need to have two players in each square. Ensure they are a safe distance apart if possible.

Each player takes a turn to be the leader. They start on their line and dribble towards the opposite side of the area. Their partner then dribbles next to them from a safe distance. At any point the leader can turn. Their partner can only turn when they do and must race them back to the start line. The player who reaches it first wins the point. The rounds are three minutes long, the player with the most points at the end of the round wins the game. After each three minute round everybody changes partners.



## Coaching points to think about

- Keep the ball close to your feet.
- Turn in one touch and get the ball out of your feet.
- Push the ball with the laces and accelerate away.
- Can players show different turns? Be creative when changing direction.

## Equipment adaptations

- No equipment - running.
- Basketball - dribbling and turning.
- Rugby ball - carry and turn, ground back on the original line.

# Passing race

---

## We are learning today

Be able to pass a ball under control as a team showing good accuracy and special awareness.

## S.T.E.P. process

### Task

- Can you play only using two touches?

## National Curriculum

Become more competent, confident and an expert in their techniques and apply them across different sports and physical activities.

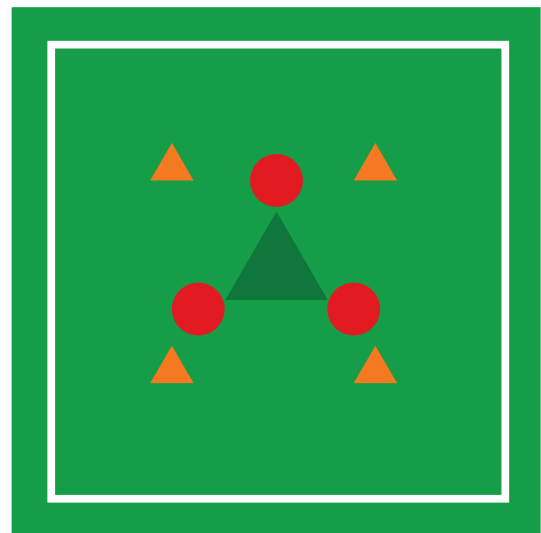
## Analysis

- All will successfully pass a ball.
- Most will pass a ball with good accuracy on the move.
- A few will pass a ball under control with good accuracy on the move using their non-dominant foot.

---

## Set up / how to:

Set up triangles with players on the points at a safe distance apart. The aim of the game is to pass the ball around the triangle as many times as you can within two minutes. Start off by passing clockwise then reverse to pass counterclockwise. The team that completes the most passes is the winner.



---

## Coaching points to think about

- Angle your body so you are side on and can see both the ball and the player you're passing to next.
- Take your first touch towards where you're going to pass.
- Pass the ball to the back foot of the next player.

---

## Equipment adaptations

- Basketball - chest pass or bounce pass and catching.
- Rugby ball - passing and catching.
- Tennis ball - one-handed throws and catching.











# Games

## Games at a safe distance

This section highlights games played at a safe distance. These games can be mixed with any warm up or skill development activity.

Games enable players to practise and develop their skills against opposition and within a game situation. They also allow players to perfect their understanding of tactics when both attacking and defending. A player can develop their skills and understanding of tactics through drills or modified small-sided games.

This element should be at least 10-15 minutes. Games can be extended depending on the engagement of your players.

These games can be varied and changed as appropriate using equipment that is available.

Space plays a big part in these games activities. Work with the area you have available and try to ensure you have a safe distance where possible.



# Escape the base

## We are learning today

Be able to recognise space and when or how to attack it.

## S.T.E.P. process

### Task

- How many times can you escape?
- How many people can you tag?

## National Curriculum

Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

## Analysis

- All will recognise where there is space
- Most will identify how to best attack the space
- A few will discover new ways to create space

This is because Manchester United have some great players who can recognise where the space is on the pitch. They then know how to best attack that space. The really good players have come up with new and exciting ways to create that space to attack by using timing, body movements, tricks and skills.

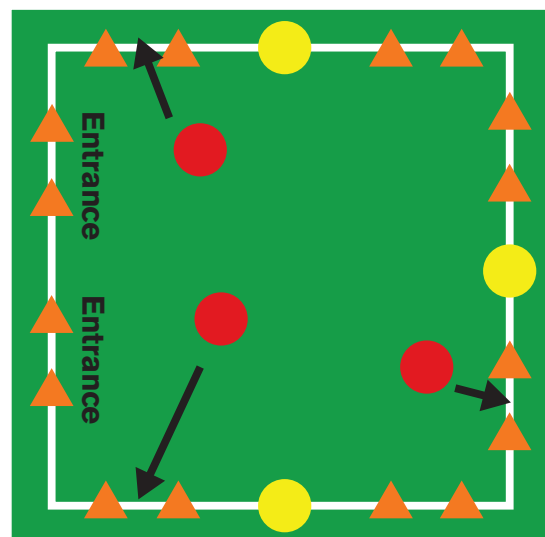
## Set up / how to:

**Aim:** Use and develop tactics and strategies to overcome opponents in both team and individual games.

**Area:** Use S.T.E.P. to make the space appropriate for the number or age of players. Try and maintain social distancing measures by giving the players as much room as possible to move around.

Yellow 'guards' stand on a central cone two metres from either gate. They are guarding and will try to stop players from escaping by tagging them with a bib (bib is thrown). Reds try to escape through the gates without being tagged.

Once they have escaped they return through either 'entrance'.



## Coaching points to think about

- Ensure the guards do not leave their central cone except to collect their bib.
- Does the space need to be adjusted for the number or age of the players (sizes of the gates to vary the challenge).

## Progression ideas

- Players can only escape through a gate where the guard has a bib to tag them.
- Guards can have two bibs each.
- Players in the middle carry the ball, try to escape and do either a kick up, knee up, header as they escape.
- Players can now have the ball on the floor trying to dribble through the gates.
- Split the area in two. One half of a side has bigger escape gates and the other side with smaller. Players choose the half to work in.
- Ask players to do a skill as they go through the gate.
- Allow the players to experiment and explore different ways of doing things and get them to demonstrate what they can do.

# Line tag

## We are learning today

Be able to show recognition of where opponents are and strategies to find space.

## S.T.E.P. process

### Task

- Taggers - how many people can you tag?
- Others - can you disguise which line you're going on next?

## National Curriculum

Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

## Analysis

- All will recognise where there is space
- Most will identify how to best attack the space
- A few will discover new ways to create space

This is because Manchester United have some great players who can recognise patterns and where the opposition players may move on the pitch. They then use this information to decide where their own next move will be. The really good players can make their own movements while watching the changing pictures on the rest of the pitch.

## Set up / how to:

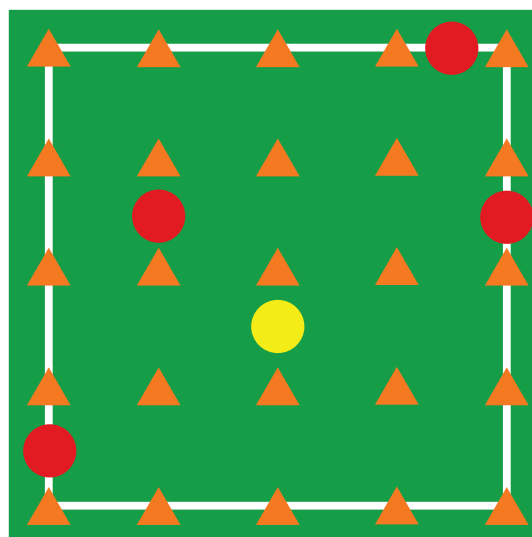
**Aim:** Develop a variety of tactics and strategies to evade opponents in both team and individual games.

**Area:** Set out grids where possible and at least 2x2m (size required will depend on the number of players).

A player in yellow (identified in the game by holding a bib) tries to tag other players by standing on their lines of the square. Once a player is tagged they collect a bib from the side and return through the 'entrance' and start trying to tag others.

Players can only move in straight lines with the grids and not diagonally across them (shown in diagram). Players cannot travel on a line that someone is already on.

The last person to remain untagged wins and becomes the first tagger in the next game.



## Coaching points to think about

- Have players trying different ways to outwit their opponent.
- Adjust the number of starting taggers if needed.
- Ensure the players maintain the appropriate social distance.

## Progression ideas

- Players have to travel using different methods (hopping, skipping, jumping etc).
- Players now travel with a ball (bouncing, throwing, dribbling with feet etc).
- Once you've started down a path or line you cannot go back in the opposite direction.
- Split the area in two, one half you can run and the other half you must walk.
- Allow players to experiment and explore different ways of doing things. Get them to demonstrate to everyone what they can do.

# Watch this space

## We are learning today

Be able to show recognition of where opponents may attack and strategies to stop this.

## S.T.E.P. process

### Task

- How many points can you score as a team?
- Can you work together to stop the opposition from scoring?

## National Curriculum

Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

## Analysis

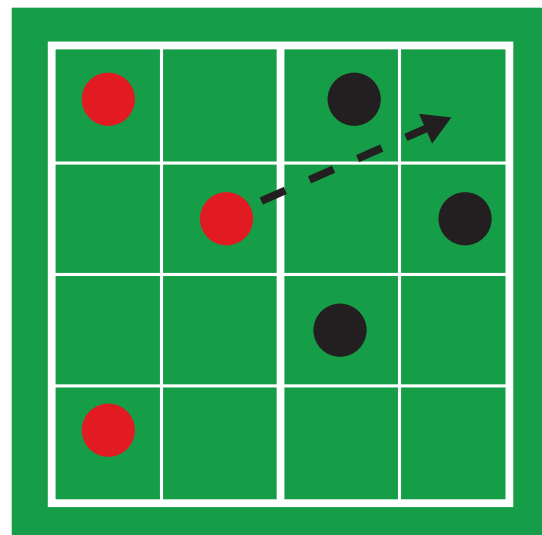
- All will recognise where there is space
- Most will identify how to best attack the space
- A few will discover new ways to create space

This is because Manchester United has some great players who can recognise patterns and where the opposition players may try to exploit space. They then use this information to decide where their own next move will be. The really good players can spot potential danger and be in a good position to neutralise it.

## Set up / how to:

**Aim:** For players to take part in team games, developing simple tactics for attacking and defending.

**Area:** Set out grids where possible at least a distance of 2m x 2m. You will need at least one spare area in each half. Each team tries to score a point by throwing the ball over head height and landing it in the opposition's empty grid. Players can pass between themselves before sending the ball into the opposition's half. The opposing team tries to stop a point from being scored by catching the ball before it bounces. If the ball goes out of play the last team that touched it loses the point. If two players go into the same square that team loses a point. Players must remain in their current square until the opposition throws the ball, eg red throws to black. All red players must remain in current squares until black releases the ball back across.



## Coaching points to think about

- Have players tried different ways to outwit their opponents?
- Encourage players to communicate and help each other defend their area.

## Progression ideas

- Players have to make a certain number of passes before transferring the ball.
- Can the players transfer the ball in a limited time?
- Can the players find a different way of transferring the ball to the opposite side?
- Players can move to a different square in their half at any point (still only one player per square).



# Run the gauntlet

## We are learning today

Be able to demonstrate how to avoid an opponent in an attacking game.

## S.T.E.P. process

### Space

- Increase the size of the gates to make the session easier for runners (tougher for taggers).
- Decrease the size of the gates to make the session easier for taggers (tougher for runners).

## National Curriculum

Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

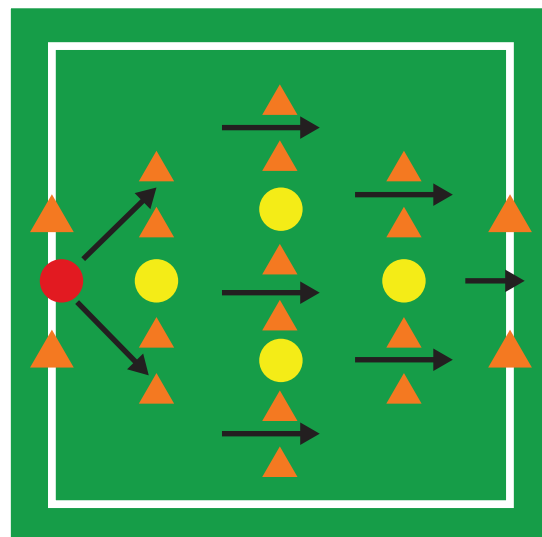
## Analysis

- All will successfully get past the first gate
- Most will get past the second gate
- A few will get past the third gate

This is because Manchester United has some great players who can recognise patterns and where the opposition players may move on the pitch. They then use this information to decide where their own next move will be. The really good players can make their own movements while watching the changing pictures on the rest of the pitch.

## Set up / how to:

Players in yellow are 'guards' that stand on a central cone two metres from either gate. They are guarding and trying to stop people from escaping by tagging them with a bib (bib is thrown). Reds try to get through the gates without being tagged. Once they have escaped the final gate they return to the start and repeat. If an attacker gets tagged, they must start back at the beginning. Once an attacker reaches the end zone they return alongside the outside of the pitch and try again.



## Coaching points to think about

- Use disguise to trick the guard.
- Time your runs.
- Accelerate when an opening appears.

## Progression ideas

- Change how the players travel (hopping, skipping, sidesteps, backwards etc).
- Introduce footballs (carry, dribble or throw).
- Points for gates; first set of gates equals one point, second set of gates equals three points, final gates equals five points.

# Split the defenders

## We are learning today

Be able to use simple tactics for attacking and defending.

## S.T.E.P. process

### Space

- Alter the size of areas attackers can receive (harder for attackers, easier for defenders).

### Equipment

- Change the ball for a different ball or bean bag etc.

## National Curriculum

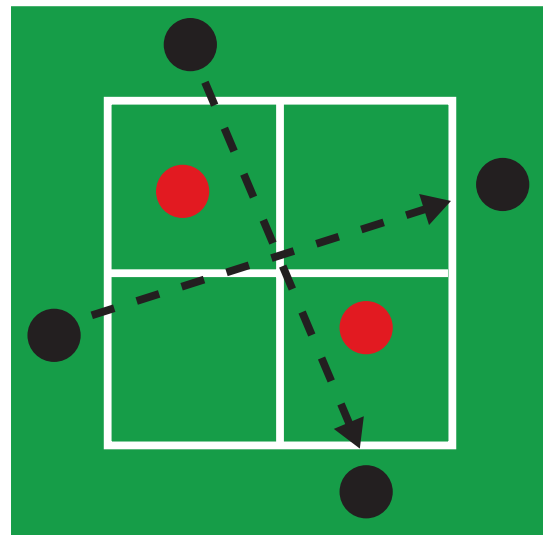
Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

## Analysis

- All will successfully be able to complete one pass.
- Most will be able to complete two passes.
- A few will be able to complete more than two passes, some with disguise.

## Set up / how to:

Four players on the outside of a square play against two defenders/interceptors who are in the middle of the square. Players on the outside pair up with a team mate on the opposite side of the square. They roll the ball across the area to their partner with aim of avoiding interception. If the ball makes it to their partner it is worth one point to the attackers. If the ball is intercepted it is worth one point to the defenders/interceptors. Play for two minutes then change the two in the middle for a pair of players on the outside.



## Coaching points to think about

- Can passes move quickly through the area?
- Can players pass on the first touch?
- Can players find space where their teammates can get a pass to them?

## Progression ideas

- Players can pass with their hands in the air.
- Players can use their feet, ball must be played along the ground.

# Road runners

## We are learning today

Be able to master basic movements including running, developing balance, agility and coordination and begin to apply these in a range of activities.

## S.T.E.P. process

### Space

- Alter the size of areas attackers can receive (harder for attackers, easier for defenders).

### Equipment

- Change the size of the ball.

## National Curriculum

Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

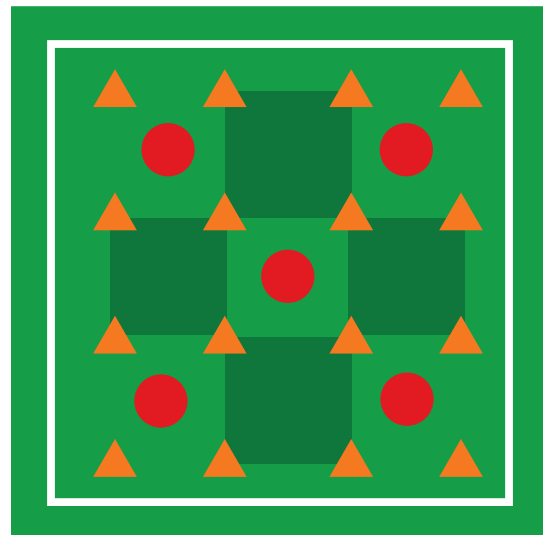
## Analysis

- All will successfully be able to travel with the ball.
- Most will be able travel and turn smoothly with the ball.
- A few will be able to complete all turns with the ball at speed.

## Set up / how to:

Four players are in their own squares inside a grid with free squares. Each player has a ball which they dribble around in their square. The coach calls out instructions for the players to follow.

- Red equals stop.
- Green equals go.
- Amber equals jog.



## Coaching points to think about

- Can players move quickly with the ball?
- Can players take little touches to keep the ball close?
- Can players look up to see where the free squares are?

## Progression ideas

- Freeway - players can go to any free square
- Flat tyre - toe-taps to pump the tyre back up
- Upgrade to motorcars:
  - Hairpin turn - sharp turn
  - Chicane - quick feet
  - Pit stop - stop the ball and leave it in the square. Go to a different square and use a different ball.



# Find your target

## We are learning today

Be able to master basic movements including running, developing balance, agility and coordination and begin to apply these in a range of activities.

## S.T.E.P. process

### Space

- Alter the size of the area attackers can receive (harder for attackers, easier for defenders).

### Equipment

- Change the size of the ball.

## National Curriculum

Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

## Analysis

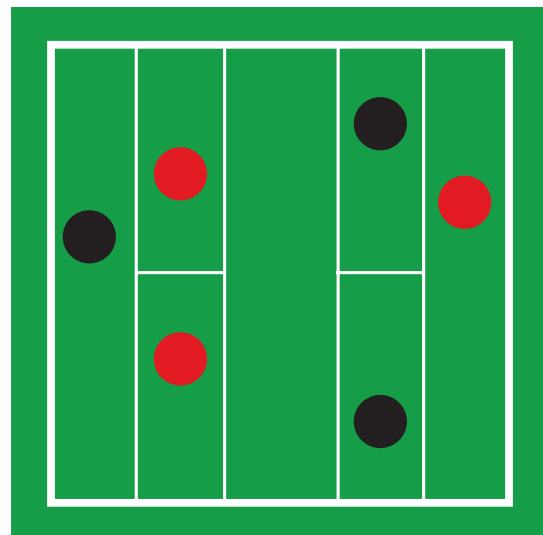
- All will successfully be able to travel with the ball.
- Most will be able travel and turn smoothly with the ball.
- A few will be able to complete all turns with the ball at speed.

## Set up / how to:

Two players are in one half of a grid with a target player in an end zone on the other side of the grid. The two players are locked into their areas and are passing the ball between each other. When the coach says 'go' the two players then attempt a pass (on the floor) to their target player on the opposite side. The first team to find their target player will get the point.

You can rotate the players by:

- the person who made the pass now becomes the target player.
- the target who received the ball takes the passer's place on the other end of the grid.



## Coaching points to think about

- Can players pass on their first touch?
- Can players find good spaces where their team-mate can get a pass to them?
- Can players be accurate with their passes to get them through the area?
- Can players communicate with team-mates to help them to know where to pass next?

## Progression ideas

- Players now need to make three passes anyway they want.
- Target must now receive the ball then make one pass back to earn a point (rotate players as previous).











# Home Activities

## Individual work you can do from home

This section focuses on individual work you can do at home with a ball or chalk on the floor. The activities will help develop those fast feet required for a range of activities.

Have fun practising and developing the individual work. Be creative about how you develop skills and techniques. Think about how and where they would apply during a game scenario.

The football circuit will give you the chance to try the skills you have practised. You can also get creative and design your own football circuit whilst maintaining social distancing guidelines.

# Ball manipulation skills

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## Toe taps

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- On the spot, use the inside of the foot (inside big toe) to tap the side of the ball.
- Use alternate feet, light touches, bend the knees up and down and be on the toes.

---

## Toe taps half-turn

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- On the spot, using the inside of both feet tap the ball alternately. Turn the body to the left, then back to centre, then right and the same again.
- Bend the knees, be on the toes and use light touches.

---

## Rainbow

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- On the spot, the ball starts on the outside of the right foot. Use the outside of the right foot to outline the ball from the bottom (little toe), over the top (sole of foot) and down the outside (big toe). Knock the ball back towards the left foot and stop it, then repeat the outline with the left foot.
- Bend the knees, drop the shoulders, use light touches and be on the toes.

---

## Inside foot roll across

---

- On the spot, use the sole of the foot under the toes, roll the ball across the body from left to right and right to left.
- Bend the knees, drop the shoulders and use light touches of the ball.

---

## Inside foot fake pass

---

- On the spot and starting with the inside of the right foot, perform a passing movement forward going over the top of the ball. Use the sole of the foot to move the ball forward slightly, then drop the foot in front of the ball and stop it with the outside of the same foot.
- As the ball stops, make a slight jump and in doing so turn the body to take the ball the opposite way.
- Bend the knees, be light on the toes, use light touches, turning sharply and have the head over the ball. Repeat with the opposite foot.

---

## Rollercoaster

---

- Also known as the 'Maradonna'. On the spot, with the ball in front, put the sole of right foot on top of ball to almost stop it.
- Take the same foot off the ball and place it at the front of the ball to be on a half-turn. The ball is then between the feet.
- Place the left foot on top of the ball, using the sole of the left foot complete a full circle and dragging the ball out in front to run on.
- Use light touches, be on the toes and bend the knees with arms out to roll a defender.
- Repeat with the opposite foot.

---

## Drag back

---

- On the spot, place the right foot on top of the ball with the sole of the foot almost stopping the ball.
- Staying in contact with the ball, roll it back towards the body and twist to the right using the inside of the same foot to get away.
- Repeat steps going the opposite way using the left foot.
- Bend the knees, be light on the toes and have the head over the ball.

---

## Scissors

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- On the spot, the ball is between both legs just in front of the right foot. Swing the right foot behind the ball towards the left leg, then around the front of the ball and plant to the right of the body.
- Bring the left foot towards the opposite side of the ball (towards right side). Using the outside of the left foot push the ball out to the left into space.
- Bend the knees, be light on the toes and have the head over the ball.
- Repeat skill the opposite way starting with the left foot and pushing off with right foot.



---

## Step over

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- On the spot, with the ball in front, plant the left foot just behind the ball.
- Swing the right foot round the front of the ball and plant it to the left side (the legs will be crossed over like an 'X').
- With the outside of the right foot push the ball away into the space created.
- Bend the knees, be light on the toes and have the head over the ball.
- Repeat movements the opposite way with the left foot.

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## The chop

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- On the spot, standing behind the ball, leap over the top of it in a hopping motion. The right leg should move out to the right (like a pair of scissors opening) landing on the left foot in front of the ball.
- The right foot then comes back down towards the ball. With the inside of the right foot chop the ball behind the left foot to the left side. Then sprint off into the space.
- Be light on the toes, bend the knees, have the arms out and head over the ball.
- Repeat the opposite way with the left foot.





# Fast feet ladder drills

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These ladder exercises can improve the speed and accuracy of footwork. If players don't have a ladder they can use chalk to draw one or the lines in paving slabs. Try to think technique over speed to start with each.

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## One foot in each

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The player faces down the ladder then progresses along by putting one foot into the first space, then the other foot in the second space.

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## Two feet in each

---

The player faces down the ladder then progresses along by putting one foot into the first space then the other foot in the same space.

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## Lateral two feet in each

---

The player faces the ladder beside their left foot. They then progress along by putting their left foot into the first space, then their right foot in the same space and repeat all the way along. This can be repeated by starting with the right foot next to the ladder and placing the right foot in first.

---

## Straight line hops

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As the name suggests, the player faces down the ladder and hops in a straight line. Both feet take off and land at the same time as they progress along the ladder.

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## Miss one straight line hops

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As the name suggests, the player faces down the ladder and hops in a straight line. Both feet take off and land at the same time as they progress along the ladder. This time they miss out one space with each jump.

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## Zigzag hops

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The player faces down the ladder, both feet take off and land together as they progress in a zigzag pattern along the ladder. Players start facing down the ladder. They hop into the first space with both feet taking off and landing together. They hop out on the far side with both feet taking off and landing together. This pattern continues to the end.

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## Quarter-turn hops

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As the name suggests the player hops down the ladder by making a quarter turn as they hop into the next space. Both feet take off and land together as they progress along the ladder.

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## Hopscotch

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The player faces down the ladder and hops in a straight line. Both feet take off and land at the same time as they progress along the ladder. The player lands with both feet together in the first space. Then both feet outside the second space (one foot on either side), both feet inside the third space and so on.

---

## Hopscotch (alternative)

---

The player faces down the ladder and hops in a straight line. Both feet take off and land at the same time as they progress along the ladder. The player lands with both feet together in the first space. Then both feet outside the second space (one foot on either side). This time the player lands with both feet inside the second space before progressing to both feet outside the third space (repeat).

---

## In and out lateral hops

---

The player faces with the ladder beside their left foot, both feet take off and land together as they progress laterally down the ladder.

# Football circuit

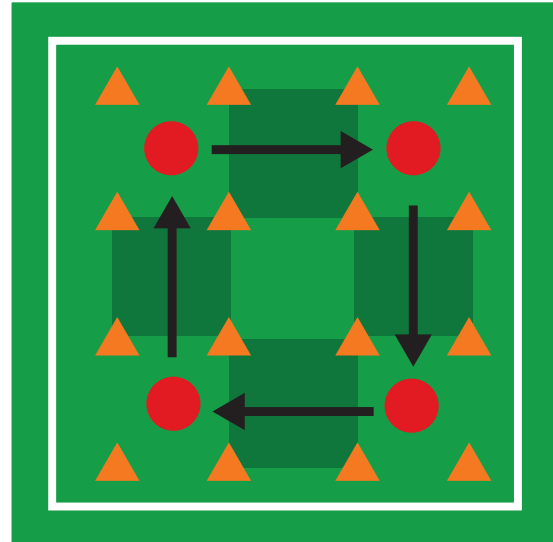
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The football circuit has lots of variations to help develop explosive play. It uses a range of different movements and skills in a set period of time. Players can also add or take away parts of the circuit to suit their needs.

Players can even set up the circuit as a 'fitness circuit'. Perform different movements for a specific amount of time across eight stations. Work for 20 seconds and rest for ten seconds. Each time players complete the circuit they can either increase or decrease the work time and rest time.

Below are some ideas of stations that can be set up at a safe distance apart:

- Toe taps
- Sit ups
- Lunges
- Squats
- Press ups
- Plank
- Leg raises
- Tricep dips





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