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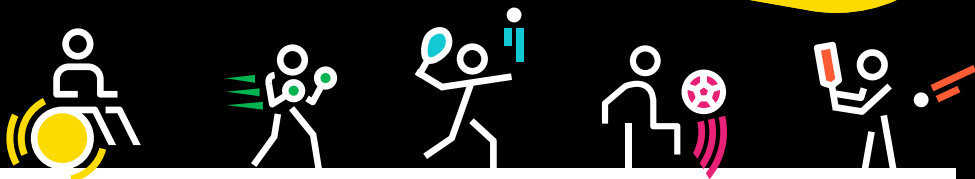
NATIONAL SCHOOL

SPORTS WEEK 2026

6-12 JULY

= summer
= of sport

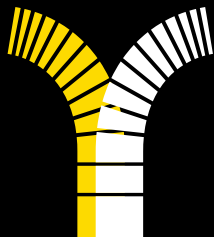
International *football circuit*



Find out more:

youthsporttrust.org/NSSW

#NSSW2026 | #ThisSummerOfSport



International *football circuit*



Welcome to the 'International Football Circuit', the fourth of our 'This Summer of Sport 2026' playground to podium activations. To celebrate National School Sports Week (NSSW) and the upcoming summer of sport, we have created 4 themed circuits, each made up of exciting activities for pupils to try in the lead up to and during NSSW!

Developed to support young people participating in 60 minutes a day of P.E, sport or play, these games are designed for all abilities aged 4-12 years old (20 minutes for pupils with a disability) and include progressions, regressions, alternatives and additional leadership opportunities.

STEP

Making sure your sessions are inclusive and safe is critical to success. Use the STEP model when setting up your activities:

Space

Where is it happening?

Task

How it is happening?

Equipment

What is being used?

People

Who is doing what?





International *football circuit*



Format

Circuit of football-themed activity stations (10 in total)

- 01** New York Ladders
- 02** Los Angeles skip and shoot
- 03** Toronto pass and dodge
- 04** Dallas speed dribble
- 05** Mexico City skill skip
- 06** Miami GK catch and clap
- 07** Vancouver cliffhanger passing
- 08** Atlanta turn and burn
- 09** Boston reaction battle
- 10** International final mini match

Set up

- Up to 10 activity stations in a layout that fits your space
- Place one activity card at each station in a clear order so pupils can move around easily
- You can reduce the number of stations if you're short on time
- Ask sports leaders to help set up the circuit
- Place adapted equipment at each station to allow choice

Equipment

Circuit of football themed activity stations (10 in total)

- 1** Agility ladder
- 10** Tennis balls
- 10** Skipping ropes
- 3** Dodgeballs
- 3** Reaction balls
- 60** Mini-space markers



International *football circuit*



Session overview international football circuit

- > **Age range:** adaptable (KS2–KS3 ideal)
- > **Time:** 60 minutes
- > **Participants:** 30 pupils
- > **Format:** 10 stations, 3 pupils per station
- > **Rotation time:** 3 minutes per activity + 1 minute to rotate
- > **Warm -Up:** 10 minutes
- > **Total circuit time:** 40 minutes
- > **Warm-Down and Reflections:** 10 minutes
- > **Teacher role:** Timekeeper, motivator, safety checker

Think inclusion

- > Adapt group sizes as needed
- > Give more time for activity
- > Allow processing time
- > Use inclusive communication throughout
- > Complete a sensory audit, think light, sound, smell, texture and tactile environment
- > Have a regulation zone to help those who need sensory re-regulation
- > Ask participants what adaptations they would make to be included

[Click here or scan QR code
to find more ideas](#)





Session *structure*



Warm-up: international warm up (10 minutes)

Whole class, no equipment initially.

Activity

The whole class moves around the space performing actions to prepare them for their football activities. Teacher calls out different actions to perform or uses a visual cue to show different actions to perform:

- > Walk/run
- > Jog/high knees
- > Jump/skip
- > Catch/react and change direction

STEP adaptations

- > **Space:** Create a safe, suitable space for everyone, considering sensory needs
 - > **Task:** Allow some players to stay still while taking part
 - > **Equipment:** Use clear visual cues and floor markings
 - > **People:** Let players choose their own movements, with simple prompts like upper or lower body
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Session *structure*



Skills

Core movements to raise the heart rate and deliver key teaching points en masse

- > **Passing shadow game** – players pass an imaginary ball using teaching points
- > **Dribble and turn simulation** – pupils “pretend” to dribble and turn on command
- > **Goalkeeper catching** – hands in w-shape, eyes on the “ball,” soft hands

Teaching points

Use the following teaching points during the warm up

- > **Dribbling** – Control, soft touches, and quick turns
 - > **Passing** – Use inside of foot, follow through, aim at teammate’s feet
 - > **Catch** – hands together, spread your fingers
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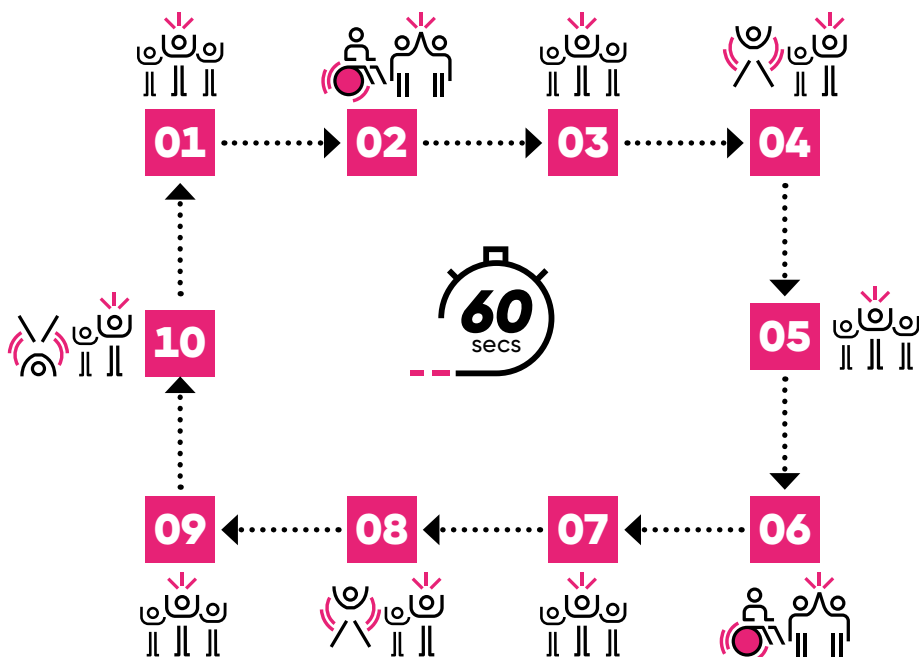
Main circuit

International city challenges



Organisation

- > **10** city challenges/games
- > **3** pupils per station (2 players compete, 1 pupil coach)
- > Rotate roles every **60 seconds**
- > **3** minutes per station (1 minute transitions)
- > Use **space markers** and **activity cards** to clearly mark each zone



Activity 1

New York ladders (Agility and dribbling)



Equipment: 1 agility ladder, 1 tennis ball

Activity

- Players compete to dribble a tennis ball through the agility ladder, using small touches, as many times as they can in 1 minute
- Teacher times them and reminds them to use small touches and scan ahead
- Teacher can vary types of movement through the ladder, sideways or backwards, as progression

STEP adaptations

- **Space:** Reduce the space if needed
 - **Task:** Focus on skill rather than speed e.g. use a simple course instead of a ladder, walk instead of run or adapt for wheelchair users (e.g. balancing or pushing a ball)
 - **Equipment:** Use larger or sound-making balls and replace ladders with floor markers or slalom courses with clear directions
 - **People:** Pair players for support, ask what adaptations are needed and avoid comparing performance between players with different abilities
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Activity 2

Los Angeles skip and shoot (Shooting and accuracy)



Equipment: 2 skipping ropes, 1 dodge ball

Activity

- Players start at the cone and skip to the shooting zone.
- Players aim to arrive first so they get to shoot a dodge ball into the cone goal.
- Players then skip back to the cone and repeat the process
- Teacher encourages players whilst racing then resets the ball in the shooting zone whilst they skip back

STEP adaptations

- **Space:** Let players use different distances and adjust goal sizes to suit ability
- **Task:** Replace skipping with walking, pushing or wheeling. Allow balls to be rolled or pushed and focus on hitting targets instead of racing. Use sound cues to help guide players
- **Equipment:** Use larger balls, varied target sizes, audible balls and clear goal markings. Add a ramp if needed
- **People:** Match players fairly, work in pairs or small teams and use a guide or clapper to support awareness



Activity 3

Toronto pass and dodge (Passing and awareness)



Equipment: 1 tennis ball, 1 dodgeball

Activity

- > Players pass a tennis ball between each other
- > Teacher tries to tag them with a dodgeball, players can only be tagged when they have the tennis ball

STEP adaptations

- > **Space:** Adjust passing distances for each pair and add safe zones if needed
 - > **Task:** Allow seated play and rolling the ball and ensure the teacher uses the same method as players
 - > **Equipment:** Use a bigger or sound-making ball or a ramp/tee to release the ball
 - > **People:** Slow the game down as needed and encourage players to support each other
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Activity 4

Dallas speed dribble (Dribbling and speed)



Equipment: 2 tennis balls, 12 space markers

Activity

- > Players race through each of the coned gates, set up in slalom formation, as many times as they can in 1 minute
- > Teacher starts the race, watches level of control and encourages

STEP adaptations

- > **Space:** Adapt the slalom for different players and run activities side by side
 - > **Task:** Focus on control rather than speed e.g. walk, wheel or move at a comfortable pace and carry, push or balance the ball
 - > **Equipment:** Use different ball sizes, sound-making balls, and markers or tactile lines to guide players
 - > **People:** Pair players for support, let them choose their level and ensure everyone is challenged appropriately
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Activity 5

Mexico City skill skip

(Footwork and ball control)



Equipment: 2 skipping ropes, 2 tennis balls

Activity

- Players skip to the Skill Zone, where they perform a skill set by the teacher (i.e 5 step overs) and skill back to the start. Repeat the process as many times as possible for 1 minute, changing the skill each time
- Teacher encourages skipping and sets the skill each time players reach the Skill Zone

STEP adaptations

- **Space:** Let players use different distances or take part without moving if needed
 - **Task:** Allow each player to choose a movement that suits them and give extra time so everyone can join in
 - **Equipment:** Use bigger or easy-to-hold objects and tactile markers to guide direction
 - **People:** Provide a guide or sound cue if helpful and let players choose the movement that works for them
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Activity 6

Miami GK catch and clap (Catching and reactions)



Equipment: 1 reaction ball, 1 tennis ball

Activity

- 2 players act as goalkeepers positioned side by side inside a marked goal area
- The teacher stands in front and alternates throwing a reaction ball or tennis ball to either player
- Players must clap once before catching and returning the ball
- Teacher can increase number of claps as time progresses

STEP adaptations

- **Space:** Adjust passing distances to suit different abilities
 - **Task:** Allow seated play, let the ball be rolled instead of thrown and remove clapping if needed
 - **Equipment:** Use bigger balls, ramps or tees and sound-making or clearly coloured equipment
 - **People:** Work in pairs or teams, use a guide if helpful and let players choose their own challenge and way of playing
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Activity 7

Vancouver cliffhanger passing (Passing and control)



Equipment: 2 skipping ropes, 2 tennis balls

Activity

- To create a 'cliff top', 2 skipping ropes are laid out 10 metres from the 2 players, who have to try and pass their ball to land as close to the cliff top as possible.
- Too hard and it's over the cliff!
- Teacher collects and returns the balls whilst encouraging players to pace their passes

STEP adaptations

- **Space:** Adjust distances to suit ability
 - **Task:** Use clear targets to aim for, allow seated play and let players explore the course first to understand it
 - **Equipment:** Use different ball sizes, ramps or tees and sound-making objects or targets
 - **People:** Pair players for support and use a guide or sound cue to help with direction
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Activity 8

Atlanta turn and burn (Turning and agility)



Equipment: 2 tennis balls

Activity

- > Players dribble the ball to the 'turning cone', perform a turn around the cone and then sprint back
- > Teacher watches turning technique and ball control and calls out different types of turn for players to practise

STEP adaptations

- > **Space:** Set turning cones at different distances to suit each player
 - > **Task:** Allow the ball to be pushed, held or balanced instead of dribbling and encourage a steady return rather than sprinting
 - > **Equipment:** Use larger, easy-to-hold or sound-making balls, with clear markers or guide lines
 - > **People:** Pair players for support, give time to practise and let them choose what works best for them
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Activity 9

Boston reaction battle (Reaction and awareness)



Equipment: 2 reaction balls

Activity

- Teacher drops the reaction ball, players react to control or catch
- Teacher can call out the body part they have to try and control the ball with
- Players may dribble tennis balls simultaneously to increase difficulty

STEP adaptations

- **Space:** Let some players work closer to the teacher and use clear zones so everyone knows where to be
 - **Task:** Allow passing instead of dropping, adapt to balancing or rolling the ball and include seated options if needed
 - **Equipment:** Use larger, easier-to-hold or sound-making balls or a ball on a line. Ramps can also be used
 - **People:** Work in pairs and let each player choose the movement that suits them best
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Activity 10

International final (Mini match)



Equipment: 1 tennis ball, 1 dodge ball

Activity

- > 1v1 continuous play in a small area using different balls to score or complete challenges
- > Teacher referees, encourages safe play, rotates the different types of ball in play

STEP adaptations

- > **Space:** Make the pitch smaller and use zones so players stay in their own area based on ability
 - > **Task:** Adapt how goals are scored e.g. knock down a target and allow walking if needed. Players can aim at different targets
 - > **Equipment:** Use larger or sound-making balls and big targets instead of goals
 - > **People:** Keep players in suitable zones, pair them for support if needed and use guides or sound cues to help with direction
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