<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Block Plan</td>
<td>2</td>
</tr>
<tr>
<td>Task Analysis - Dribble</td>
<td>3</td>
</tr>
<tr>
<td>Task Analysis - Kick</td>
<td>4</td>
</tr>
<tr>
<td>Task Analysis - Trapping</td>
<td>5</td>
</tr>
<tr>
<td>Task Analysis - Throw-In</td>
<td>6</td>
</tr>
<tr>
<td>Lesson Plan 1 - Dribbling</td>
<td>7-11</td>
</tr>
<tr>
<td>Lesson Plan 2 - Kicking</td>
<td>12-16</td>
</tr>
<tr>
<td>Lesson Plant 3 - Trapping</td>
<td>17-21</td>
</tr>
<tr>
<td>Lesson Plan 4 - Throw-In</td>
<td>22-26</td>
</tr>
<tr>
<td>Lesson Plan 5 - Skills test and written test</td>
<td>27-31</td>
</tr>
<tr>
<td>Lesson Plan 6 - Soccer game</td>
<td>32-36</td>
</tr>
<tr>
<td>Skills Test</td>
<td>37-38</td>
</tr>
</tbody>
</table>
Introduction

The purpose of this unit is for students to learn the basic skills, strategies, and attitudes of soccer. This includes dribbling, kicking, trapping, throw-in, skills test, and written test. It also includes various warm up activities that get the students involved and moving around the gym with by themselves or in groups. This unit is designed for second graders to help them develop their soccer skills.

The rules and regulations include, but are not limited to: be prepared, play hard, play fair, play safe, and show respect. Be prepared for class means you wear the proper footwear and tied properly, and wear the proper clothing/attire/equipment. Also, keep hair out of your face and eyes. Play hard means you always participate with effort and seriousness in all activities. You demonstrate a commitment to the process, lesson or activity, and demonstrate proper movement skills and concepts. Play fair means you adhere to the rules or instructions of the lesson or activity. Display honesty during the lesson or activity and allow equal opportunity for others to participate. Always play safe means you lookout for the safety of yourself and others. Avoid careless risks, and show an awareness of your body and those around you. Finally, show respect. Listen when it is time to listen and cooperate with the teacher and classmates. Display good sportsmanship, and show the value of others, the equipment, the property and the environment.

References


# Soccer Unit Block Plan

## Day 1: MDE/NASPE Standards
M.MC.02.04, M.MC.02.07, M.MS.02.02, K.MC.02.04, K.MC.02.07, K.PA.02.01, B.PS.02.01

**Movement Prep:** Line Tag

**Skills:** Dribbling

**Activities:** Dribbling without a ball, dribbling with a ball, dribbling around cones

**Concepts:** Left to right foot, right to left foot, ball placement, control

**Cool Down:** Walk and light stretching

## Day 2: MDE/NASPE Standards
M.MC.02.01, M.MC.02.03, M.MC.02.06, M.MC.02.07, M.MS.02.04, K.MC.02.07, B.PS.02.01

**Movement Prep:** Bumper Cars

**Skills:** Kicking

**Activities:** Kicking without a ball, kicking against the wall, kicking to a partner

**Concepts:** Prep step, make contact, contact placement, control

**Cool Down:** Walk and light stretching

## Day 3: MDE/NASPE Standards
M.MC.02.01, M.MC.02.07, M.MS.02.04, K.FB.02.01, K.MC.02.01, K.MS.02.04, B.PS.02.01

**Movement Prep:** Jumping Jack Tag

**Skills:** Trapping with the foot

**Activities:** Trapping without a ball, kicking against the wall and trapping, Pin Kickball

**Concepts:** In line, inside of foot, give with contact, eye contact

**Cool Down:** Walk and light stretching

## Day 4: MDE/NASPE Standards
M.MC.02.01, M.MC.02.07, M.MC.02.06, M.MC.02.11, M.MS.02.04, M.MS.02.03, K.MC.02.01, K.MC.02.06, K.MC.02.07, K.MS.02.04, B.PS.02.01

**Movement Prep:** Front to Front

**Skills:** Throw-in

**Activities:** Throw-in without ball, throw-in against wall, Sideline Soccer

**Concepts:** Step, throw ball, release, follow through

**Cool Down:** Walk and light stretching

## Day 5: MDE/NASPE Standards
M.MC.02.01, M.MC.02.07, M.MC.02.06, M.MC.02.11, M.MS.02.04, M.MS.02.03, K.MC.02.01, K.MC.02.06, K.MC.02.07, K.MS.02.04, B.PS.02.01

**Movement Prep:** Cotton Eyed Joe

**Skills:** Dribbling, kicking, trapping, throw-in, dance

**Activities:** Skill test, written test

**Concepts:** Dribbling concepts, kicking concepts, trapping concepts, throw-in concepts

**Cool Down:** Walk and light stretching

## Day 6: MDE/NASPE Standards
M.MC.02.01, M.MC.02.07, M.MC.02.06, M.MC.02.11, M.MS.02.04, M.MS.02.03, K.MC.02.01, K.MC.02.06, K.MC.02.07, K.MS.02.04, B.PS.02.01

**Movement Prep:** Rhythmic warm-up

**Skills:** Dribbling, kicking, trapping, throw-in, dance

**Activities:** Soccer game

**Concepts:** Dribbling concepts, kicking concepts, trapping concepts, throw-in concepts

**Cool Down:** Walk and light stretching
SOCCER BALL DRIBBLE TASK ANALYSIS

VISUAL DESCRIPTION: (Performer assumes a ready position. Feet shoulder width apart with the soccer ball in-between feet. Knees do not need to be bent at this time.) While walking/jogging, lightly tap the soccer ball between both feet, alternating left foot then right foot, using the inside of the foot. Continuously tap the ball back and forth between both feet while moving forward.

MOVEMENT SEQUENCE
1. Ready position
   a. Feet apart
   b. Soccer ball in-between feet
2. While walking/jogging, tap ball with left foot to right foot
3. While walking/jog, tap ball with right foot to left foot
4. Keep ball between legs while moving forward
5. Tap ball lightly for control
6. Keep head and eyes up

CUES
Ready position
Feet apart
Soccer ball ready
Tap with left foot*
Tap with right foot*
Ball placement*
Control*
Look up

COMPLEXITY VARIABLES
Learner: Tracking skills, foot coordination, reaction time
Task: Serial
Environment: Number of reps, distance, pattern of travel, opponents, speed

CHECKLIST

<table>
<thead>
<tr>
<th>Student</th>
<th>Ready pos</th>
<th>Left to right foot*</th>
<th>Right to left foot*</th>
<th>Ball placement*</th>
<th>Control*</th>
<th>Look up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOCCER BALL KICK TASK ANALYSIS

**VISUAL DESCRIPTION:** (Performer assumes a ready position. Feet shoulder width apart with the soccer ball out in front. Far enough in front to take one step and meet the soccer ball.) Take a prep step off to the side of the soccer ball with the opposite foot you want to kick with. (If you are right handed, you will usually be right foot dominate, and vise versa.) Step with non-doninate foot as a prep step and make contact with the soccer ball with the inside of your dominate foot. Where your foot makes contact with the soccer ball (high, middle, low) depends on how high or low the soccer ball will go. Follow through with the same leg that made contact with the ball. How high or low your follow through is depends on how hard or soft you kicked the soccer ball.

**MOVEMENT SEQUENCE**

1. **Ready position**
   a. Feet apart
   b. Soccer ball slightly in front
2. Take prep step to the side of soccer ball with non-doninate foot
3. Make contact with soccer ball with dominate foot
4. Hit soccer ball in the middle for a straight hit, or lower for a higher hit
5. Hit soccer ball harder or softer for distance and speed
6. Follow through with same leg used to kick soccer ball

**CUES**
- Ready position
- Feet apart
- Soccer ball ready
- Prep step*
- Make contact*
- Contact placement*
- Control*
- Follow through

**COMPLEXITY VARIABLES**

- **Learner:** Tracking skills, foot coordination, reaction time
- **Task:** Discrete
- **Environment:** Number of reps, distance, speed, target

**CHECKLIST**

<table>
<thead>
<tr>
<th>Student</th>
<th>Ready pos</th>
<th>Prep step*</th>
<th>Make contact*</th>
<th>Contact placement*</th>
<th>Control*</th>
<th>Follow through</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOCCER BALL TRAPPING (INSIDE-THE-FOOT) TASK ANALYSIS

VISUAL DESCRIPTION: (Performer assumes a ready position. Feet shoulder width apart and ready to receive the soccer ball.) Move in line with the path of the ball that is coming toward you. Reach to meet the ball with the inside of your foot and give with the contact so the ball does not bounce off your foot and away from you. Control the soccer ball, stay on the balls of your feet and keep your eyes on the ball.

MOVEMENT SEQUENCE

1. Ready position
   a. Feet apart
   b. Ready to receive soccer ball
2. Move in line with the path of the soccer ball
3. Meet the ball with inside of foot
4. Give with the contact
5. Keep eyes on the ball

CUES

Ready position
Feet apart
On toes
In line*
Inside of foot*
Give with contact*
Eye contact*

COMPLEXITY VARIABLES

Learner: Tracking skills, foot coordination, reaction time
Task: Discrete
Environment: Number of reps, distance, speed

CHECKLIST

<table>
<thead>
<tr>
<th>Student</th>
<th>Ready pos</th>
<th>In line*</th>
<th>Inside of foot*</th>
<th>Give with contact*</th>
<th>Eye contact*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOCCER BALL THROW-IN TASK ANALYSIS

VISUAL DESCRIPTION: (Performer assumes a ready position. Feet shoulder width apart with two hands on the soccer ball and the soccer ball over their head.) Step forward with whatever foot they feel most comfortable with. Delivery of the ball is from behind the head, using both arms equally. Release the ball in front of the forehead with arms outstretched. Follow through with both hands pointing toward the target and drag your back foot. Both feet must be in contact with the ground until the ball is released.

MOVEMENT SEQUENCE
1. Ready position
   a. Feet apart
   b. Soccer ball over head
2. Step forward
3. Throw soccer ball using both arms equally
4. Release ball in front of forehead
5. Follow through with both hands pointing toward target
6. Drag back foot

CUES
Ready position
Feet apart
Over head
Step*
Throw ball*
Release*
Follow through*
Drag back foot

COMPLEXITY VARIABLES
Learner: Tracking skills, foot coordination, reaction time
Task: Discrete
Environment: Number of reps, distance, speed

CHECKLIST

<table>
<thead>
<tr>
<th>Student</th>
<th>Ready pos</th>
<th>Step*</th>
<th>Throw ball*</th>
<th>Release*</th>
<th>Follow through*</th>
<th>Drag back foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STANDARDS:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activity.
- Participates regularly in physical activity.
- Exhibits responsible, personal and social behavior that respects self and others.

GLCS:

- M.MC.02.04: Demonstrate selected space awareness movement concepts for pathways (i.e. straight, curved, and zigzag) in isolated settings.
- M.MC.02.07: Demonstrate selected effort movement concepts for force (i.e. strong and light) in isolated settings.
- M.MS.02.02: Demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, and flee in isolated settings.
- K.MC.02.04: Describe space awareness movement concepts for pathways (i.e. straight, curved, and zigzag).
- K.MC.02.07: Describe effort movement concepts for force (i.e. strong and light).
- K.PA.02.01: Understand safety rules and procedures for selected physical activities.
- B.PS.02.01: Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will perform dribbling the soccer ball around the gym for 2 minutes.
- Cognitive: When asked, 2/3 of the students will know the four main steps of dribbling a soccer ball.
- Personal Social: Students will show cooperation with each other when practicing dribbling, ¾ opportunities.
INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up)  
Centrally Located Position: Center of the gym  

Dry Run: (explanation/demonstration) Today, we are going to play a tag game called line tag. It is just like regular tag, except you can only move on the lines of the gym. If you step off a line, you are automatically it. If the tagger, tags you, you cannot tag them back, you must find someone new to tag. Everyone has to stay on the lines, even the taggers. (Ask for a volunteer to demonstrate actions for you)  

Challenge: The goal is to not get tagged and to stay on the lines.  

Safety: Tap someone lightly to tag them.  

Questions to Check Understanding: What happens if you step off the line? How should you tag someone? When you get tagged, who can’t you tag?  

Transition: (to begin movement prep.) When I say GO, everyone needs to get up and find a line to stand on. Once everyone is ready, I will say GO again and you can begin running, only on the lines, and taggers can begin tagging.  

Students Participate  

Transition: (to stop movement prep) Everyone freeze, come to the middle of the gym, and make a circle around me please.  

Anticipatory Set Today we are going to start our soccer unit. Is there anyone here that has ever played soccer before? Does anyone watch soccer on TV or have a favorite team? Today we are going to start on one end of the basics of soccer. For those who have played, what do you do when you want to get from one of the field to the other? Dribble, that’s right.  

Statement of Objective: Today we are going to learn how to dribble a soccer ball.
Teacher Model: First, you need to have your feet apart and the ball between your feet. While walking, lightly tap the soccer ball between both feet, alternating left foot then right foot, using the inside of your foot. Continuously tap the ball back and forth between both feet while moving forward. Make sure the ball doesn’t go out too far in front of you. Keep the soccer ball close to you. The purpose of dribbling is to get the soccer ball from one end of the field to the other, but to protect it in the process, so no one from the other team can take it away from you. (Model actions as you verbally instruct)

4 Critical Points: Left to right foot, right to left foot, ball placement, ball control.

Transition: When I say GO, I want to see everyone practice walking and dribbling slowly around the gym without a soccer ball.

Student Response: Students will participate in practicing dribbling without a soccer ball.

Transition: Everyone freeze and look up here. When I say GO, everyone needs to get a soccer ball, find their own personal space throughout the gym, and place the soccer ball at your feet.

Questions to Check Understanding: What part of the foot do you use to dribble? What is the purpose of dribbling?

Centrally Located Position: In the center of the gym with the students scattered throughout.

Dry Run: (Explanation/Demonstration): Now that everyone has their own soccer ball, we are going to do the same thing: practice dribbling on your own throughout the gym, except with this time it is with a soccer ball. Right now, we are practicing walking and dribbling.

Challenge: The goal is the keep control of your soccer ball while practicing dribbling.

Safety: Try to keep you head up and be aware of your class mates around you so you don’t run into each other.

Questions to Check Understanding: What speed are we all going at? What is the goal of this activity?
Diagram of Drill or Activity:

Transition: (to begin drill) When I say GO, everyone can begin practicing walking and dribbling your soccer ball around the gym.

Students Participate                               Time: 6 min

Transition: (to end drill or activity) Everyone freeze, place the soccer balls between your feet and look up here please.

ITIP 2                                      Time of Explanation: 2 min

Centrally Located Position: In the center of the gym with the students scattered throughout.

Dry Run: Demonstration/Explanation As you can see, I placed cones throughout the gym. We are going to continue to walk and dribble, but when you come up to a cone, walk and dribble around the cone in a circle, then continue dribbling throughout the gym until you come up to another cone. (Ask for a volunteer to demonstrate actions for you)

Challenge: The goal is to try and keep control of your soccer ball as you travel throughout the gym and around the cones.

Safety: Try to keep you head up and be aware of your classmates around you so you don’t run into each other.

Questions to Check Understanding: What should you do when you come up to a cone? Why should you try to keep your head up while you dribble?
Diagram of Drill or Activity:

Transition: (to begin drill) *When I say GO, everyone can begin practicing walking and dribbling the ball around the gym.*

**Students Participate:**

**Time:** 6 min

Transition: (to end drill or activity) *Everyone freeze, put the soccer balls at your feet and look up here please. When I say GO, I need everyone to put your own soccer ball away and come to the middle of the gym and sit in a circle around me.*

**CLOSURE:**

**Time:** 4 min

*Raise your hand and tell me one thing they learned today? What part of the foot do you use to dribble? What is the purpose of dribbling?*

**Resources:**


**Equipment/Class Set Up:** Soccer balls, cones.
STANDARDS:

- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Participates regularly in physical activity.
- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

GLCS:

- M.MC.02.01: Demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.
- M.MC.02.03: Demonstrate selected space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.
- M.MC.02.06: Demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.
- M.MC.02.07: Demonstrate selected effort movement concepts for force (i.e., strong and light) in isolated settings.
- M.MS.02.04: Demonstrate selected elements of the mature form of the manipulative skills of catch, kick, and hand dribble in isolated settings.
- K.MC.02.07: Describe effort movement concepts for force (i.e., strong and light).
- B.PS.02.01: Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will perform kicking the soccer ball accurately 2/3 times against the wall and to a partner.
- Cognitive: When asked, 2/3 of the students will know the four main steps of kicking a soccer ball.
- Personal Social: Students will show cooperation with each other when practicing kicking, 3/4 opportunities.
INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up)  

**Centrally Located Position:** Center of the gym.

**Dry Run: (explanation/demonstration)** Today we are going to start off by playing a game called bumper cars. Everyone will get a hula hoop and find your own personal space. Stand inside the hula hoop, holding it at waist level. You are to run around and use the hula hoop as your own personal bumper car, except you don’t want to run into anyone else’s. I will say things like: stop, go, sit down, stand up, hop, skip, etc. So you have to be sure to listen to what I say and remember to keep away from each other’s bumper cars. (Ask for a volunteer to demonstrate actions for you)

**Challenge:** The goal is to keep your own personal space while you travel around the gym and do as I say.

**Safety:** Be sure to keep your own personal space and respect your classmate’s personal space, as well.

**Questions to Check Understanding:** What do you watch for as you run around the gym? What will I be doing while you run around?

**Transition:** (to begin movement prep.) When I say GO, everyone needs to get a hula hoop and find their own personal space somewhere in the gym.

**Students Participate**  

**Time:** 5 min

**Transition:** (to stop movement prep) Everyone freeze, put your hula hoops away and come make a circle around me in the middle of the gym please.

**Anticipatory Set** Today we are going to learn how to kick a soccer ball. For those who have played soccer, what do you do when you want to pass the ball or when you want to score? Kick, that’s right.

**Statement of Objective:** Today we are going to learn how to kick a soccer ball.
ITIP 1

**Teacher Model:** First, you need to have your feet apart and the ball out in front of you. Far enough in front to take one step and meet the soccer ball. Take a prep step off the side of the soccer ball with the opposite foot you want to kick with. If you are right handed, you will usually be right foot dominate, and vice versa. Step with your non-dominate foot as a prep step and make contact with the soccer ball (high, middle low) depends on how high or low the soccer ball will go. Follow through with the same leg that made the contact with the soccer ball. How high or low you follow through is depends on how hard or soft you kicked the ball. (Model actions as you verbally instruct)

**4 Critical Points:** Prep step, make contact, contact placement, control.

**Transition:** When I say GO, I want to see everyone practice kicking without a soccer ball.

**Student Response:** Students will participate in practicing kicking without a soccer ball.

**Transition:** Everyone freeze and look up here. When I say GO, everyone needs to get a soccer ball, find your own personal space against the wall, and place the soccer ball at your feet.

**Questions to Check Understanding:** What part of the foot do you kick with? If you hit the soccer ball softly, how far will it go? If I want the soccer ball to go far, how much force do I need to kick it with?

ITIP2 (for each activity or drill)

**Centrally Located Position:** In the center of the gym with the students scattered throughout the perimeter of the gym.

**Dry Run: (Explanation/Demonstration):** Now that everyone has their own soccer ball, we are going to do the same thing: practice kicking the soccer ball, except everyone will have their own space against the wall. (Ask for a volunteer to demonstrate actions for you)

**Challenge:** The goal is the keep control of your soccer ball while practicing kicking.

**Safety:** Try to keep you head up and be aware of your class mates around you.

**Questions to Check Understanding:** What is the goal of this activity?
**Diagram of Drill or Activity:**
```
  o o o o o o o o o o
  o
  o  ★
  o
  o o o o o o o o o o
```

**Transition: (to begin drill)** *When I say GO, everyone can begin practicing kicking their soccer ball against the wall.*

**Students Participate**  
*Time: 6 min*

**Transition: (to end drill or activity)** *Everyone freeze, place the soccer balls between your feet and look up here please.*

**ITIP 2**  
*Time of Explanation: 2 min*

**Centrally Located Position:** In the center of the gym with the students scattered throughout the perimeter of the gym.

**Dry Run: Demonstration/Explanation** *Now we are going to continue practicing kicking, except with a partner. First, you and your partner need to stand closer together, so you can practice kicking softly and controlled. Then, you can move farther away so you can practice kicking harder and controlled. You will only need one ball for you and your partner. Put the ball you are not using away please. (Ask for a volunteer to demonstrate actions for you)*

**Challenge:** *The goal is the keep control of your soccer ball while practicing kicking with you partner.*

**Safety:** *Try to keep you head up and be aware of your class mates around you.*

**Questions to Check Understanding:** *What are we trying to work on in this activity? Why is it important to practice controlled kicking?*
<table>
<thead>
<tr>
<th>Diagram of Drill or Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Diagram of Drill or Activity]</td>
</tr>
</tbody>
</table>

**Transition: (to begin drill)** When I say GO, I need everyone to find a partner, put your extra ball away, and have one partner stand on one side of the court and the other partner on the other.

**Students Participate:**

| Time: 8 min |

**Transition: (to end drill or activity)** Everyone freeze, put the soccer balls at your feet and look up here please. When I say GO, I need everyone to put their own soccer ball back away and come to the middle of the gym and sit in a circle around me.

**CLOSURE:**

| Time: 2 min |

Raise your hand and tell me one thing they learned today? What part of the foot do you kick with? What is kicking used for?

**Resources:**


**Equipment/Class Set Up:** Soccer balls, hula hoops
Teacher: Elizabeth Szymanski

Grade/Subject: 2nd, Physical Education

Lesson Title: Soccer- Trapping

Date: 3/7/2012

STANDARDS:

- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Participates regularly in physical activity.
- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

GLCS:

- M.MC.02.01: Demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.
- M.MC.02.07: Demonstrate selected effort movement concepts for force (i.e., strong and light) in isolated settings.
- M.MS.02.04: Demonstrate selected elements of the mature form of the manipulative skills of catch, kick, and hand dribble in isolated settings.
- K.FB.02.01: Use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.
- K.MC.02.01: Describe space awareness movement concepts for location (e.g., self-space and general space).
- K.MS.02.04: Identify selected critical elements of the manipulative skills of catch and kick.
- B.PS.02.01: Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will perform trapping the soccer ball against the wall 3/4 times.
- Cognitive: When asked, 2/3 of the students will know the four main steps of trapping a soccer ball.
- Personal Social: Students will show cooperation with teammates while playing Pin Kickball, 3/4 opportunities.
INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up)                  Time of Explanation: 3 min

Centrally Located Position: Center of the gym

Dry Run: (explanation/demonstration) *Today, we are going to play a tag game called jumping jack tag. It is just like regular tag, except once you get tagged, you have to do 10 jumping jacks before you are free again.* (Pick one student to help demonstrate with you)

Challenge: *The goal is to not get tagged.*

Safety: *Tap someone lightly to tag them.*

Questions to Check Understanding: *What happens when you get tagged? How should you tag someone? How many jumping jacks do you have to do once you get tagged?*

Transition: (to begin movement prep.) *When I say GO, the students who are “it” can begin tagging.*

Students Participate                  Time: 5 min

Transition: (to stop movement prep) *Everyone freeze, come to the middle of the gym, and made a circle around me please.*

Anticipatory Set *Today we are going to learn how to trap or stop the soccer ball. Is there anyone here that has heard of this skill before? For those who have, what do you do when you want to stop the soccer ball? Trap it or stop it, that’s right.*

Statement of Objective: *Today we are going to learn how to trap a soccer ball using your foot.*
<table>
<thead>
<tr>
<th><strong>ITIP 1</strong></th>
<th><strong>Time:</strong> 2 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Model:</strong> First, you need to have your feet shoulder width apart and ready to receive the soccer ball. Move in line with the path of the ball that is coming toward you. Reach to meet the ball with the inside of your foot and give with the contact so the ball does not bounce off your foot and away from you. Control the soccer ball, stay on the balls of your feet and keep your eyes on the ball. (Model actions as you verbally instruct)</td>
<td></td>
</tr>
<tr>
<td><strong>4 Critical Points:</strong> In line, inside of foot, give with contact, eye contact</td>
<td></td>
</tr>
<tr>
<td><strong>Transition:</strong> When I say GO, I want to see everyone practice trapping an imaginary soccer ball with the inside of your foot.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Response:</strong> Students will participate in practicing trapping without a ball.</td>
<td></td>
</tr>
<tr>
<td><strong>Transition:</strong> Everyone freeze and look up here. When I say GO, everyone needs to get a soccer ball, find your own personal space against the wall, and place the soccer ball at your feet.</td>
<td></td>
</tr>
<tr>
<td><strong>Questions to Check Understanding:</strong> What part of the foot do you use for tapping? What is the purpose of trapping?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ITIP2 (for each activity or drill)</strong></th>
<th><strong>Time of Explanation:</strong> 2 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Centrally Located Position:</strong> In the center of the gym with the students scattered throughout the perimeter.</td>
<td></td>
</tr>
<tr>
<td><strong>Dry Run: (Explanation/Demonstration):</strong> Now that everyone has their own soccer ball, we are going to do the same thing: practice trapping, except everyone will have their own space on the wall. You will kick the soccer ball to the wall and when it comes back at you, stop the soccer ball by trapping it with your foot. (Ask for a volunteer to demonstrate actions for you)</td>
<td></td>
</tr>
<tr>
<td><strong>Challenge:</strong> The goal is the keep control of your soccer ball while practicing trapping.</td>
<td></td>
</tr>
<tr>
<td><strong>Safety:</strong> Keep control of your soccer ball as to not disrupt your classmates practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Questions to Check Understanding:</strong> What do you do one you have kicked the ball? What is the goal of this activity?</td>
<td></td>
</tr>
</tbody>
</table>
Diagram of Drill or Activity:

Transition: (to begin drill)  
When I say GO, everyone can begin practicing kicking your soccer ball against the wall and trapping it with your foot.

Students Participate  
Time: 6 min

Transition: (to end drill or activity)  
Everyone freeze, place the soccer balls between your feet and look up here please.

ITIP 2  
Time of Explanation: 2 min

Centrally Located Position:  
In the center of the gym with the students scattered throughout the perimeter.

Dry Run: Demonstration/Explanation  
Now that we have learned passing and trapping, we are going to play a game called Pin Kickball. I will split you into two teams. You will be in two lines, facing each other with a line of pins placed between the two lines. Each team will have several soccer balls at the start of the kicking. When you kick the ball, you must kick it behind your team’s line. Each knocked down pin scores a point for that team. After knocking down all the pins, the game is over. (Walk through a demo with a few students)

Challenge:  
The goal is to try and aim and kick with control so you can knock over a pin. If a soccer ball is coming toward you, trap it, and kick it toward a pin.

Safety:  
Keep control of your kicking. Make sure they stay on the ground.

Questions to Check Understanding:  
What do you do when a soccer ball comes at you? What happens when you know over a pin?
Transition: (to begin drill) When I say GO, I need a few students to help set up the pins in the middle and distribute the soccer balls evenly to each team. Everyone else will go to their team’s line, facing each other and spread out along the line. Wait there while the rest of your teammates join you.

Students Participate: Time: 8 min

Transition: (to end drill or activity) Everyone freeze, put the soccer balls at your feet and look up here please. When I say GO, I need everyone to put the soccer balls and pins away and come to the middle of the gym and sit in a circle around me.

CLOSURE: Time: 2 min

Raise your hand and tell me one thing they learned today? What part of the foot do you use to trap a soccer ball? What is the purpose of trapping?

Resources:

Equipment/Class Set Up: Soccer balls, pins.
<table>
<thead>
<tr>
<th>Teacher: Elizabeth Szymanski</th>
<th>Grade/Subject: 2nd, Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Soccer- Throw-In</td>
<td></td>
</tr>
<tr>
<td>Date: 3/7/2012</td>
<td></td>
</tr>
</tbody>
</table>

**STANDARDS:**

- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Participates regularly in physical activity.
- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**GLCS:**

- M.MC.02.01: Demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.
- M.MC.02.07: Demonstrate selected effort movement concepts for force (i.e., strong and light) in isolated settings.
- M.MC.02.06: Demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.
- M.MC.02.11: Demonstrate selected relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.
- M.MS.02.04: Demonstrate selected elements of the mature form of the manipulative skills of catch, kick, and hand dribble in isolated settings.
- M.MS.02.03: Demonstrate selected elements of the mature form of manipulative skills of roll, underhand throw, and overhand throw in isolated settings.
- K.MC.02.01: Describe space awareness movement concepts for location (e.g., self-space and general space).
- K.MC.02.06: Describe effort movement concepts for time (i.e., fast/slow and sudden/sustained).
- K.MC.02.07: Describe effort movement concepts for force (i.e., strong and light).
- K.MS.02.04: Identify selected critical elements of the manipulative skills of catch and kick.
- B.PS.02.01: Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.

**STUDENT BEHAVIORAL OBJECTIVES:**

- Psychomotor: Students will perform a throw-in against the wall 3/4 times.
- Cognitive: When asked, 2/3 of the students will know the four main steps of a throw-in.
• Personal Social: Students will show cooperation with teammates while playing Sideline Soccer, 3/4 opportunities.

INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up)  
Time: 3 min

**Centrally Located Position:** Center of the gym

**Dry Run: (explanation/demonstration)** Today, we are going to play a game called Front to Front. It is a variation of a Simon Says game. Each of you will have a partner and you will both start facing each other. I will say things like: finger to finger, foot to foot, elbow to elbow. When you hear what I say, try to do it as quickly as possible. If I said finger to finger, you and your partner touch fingers. If I said elbow to elbow, you and your partner touch elbow to elbow. If I say “change”, then you must run and find a new partner and stand front to front with them. (Pick two students to demonstrate this for you)

**Challenge:** The goal is to move as quickly as possible and listen to what I am saying.

**Safety:** When you touch body parts (finger to finger), do so lightly.

**Questions to Check Understanding:** What happens if I say “change”? What is the goal of the game?

**Transition:** (to begin movement prep.) When I say GO, I need everyone to find a partner and stand front to front with them. Make sure you use the whole gym and spread out.

Students Participate  
Time: 5 min

**Transition:** (to stop movement prep) Everyone freeze, come to the middle of the gym, and make a circle around me please.

**Anticipatory Set** Today we are going to learn a throw-in. Is there anyone here that has ever done a throw-in during soccer? For those who have, do you know when you would perform a throw-in during a soccer game?

**Statement of Objective:** Today we are going to learn how to throw-in a soccer ball and when to do so.
ITIP 1

Teacher Model: First, you need to have your feet apart with two hands on the soccer ball and the soccer ball over your head. Step forward with whatever foot you feel most comfortable with. Delivery of the ball is from behind the head, using both arms equally. Release the ball in front of the forehead with arms outstretched. Follow through with both hands pointing toward the target and drag your back foot. Both feet must be in contact with the group until the ball is released. (Model actions as you verbally instruct)

4 Critical Points: Step, throw ball, release, follow through

Transition: When I say GO, I want to see everyone practicing a throw-in without a soccer ball.

Student Response: Students will participate in practicing a throw-in without a soccer ball.

Transition: Everyone freeze and look up here. When I say GO, everyone needs to get a soccer ball, find your own personal space against a wall, and stand with the soccer ball at your feet.

Questions to Check Understanding: Where do you release the ball? Can I stand on one foot and perform a throw-in?

ITIP2 (for each activity or drill) Time of Plantation: 2 min

Centrally Located Position: In the center of the gym with the students scattered around the perimeter of the gym.

Dry Run: (Explanation/Demonstration): Now that everyone has their own soccer ball, we are going to do the same thing; practicing a throw-in on your own throughout the gym, except you will have your own space on the wall. You will throw the soccer ball at the wall like you would a throw-in during a real soccer game. (Ask for a volunteer to demonstrate actions for you)

Challenge: The goal is to accurately throw the soccer ball at the wall with the correct technique.

Safety: Try to keep control of your soccer ball.

Questions to Check Understanding: What is the goal of this activity?
Diagram of Drill or Activity:

Transition: (to begin drill) *When I say GO, everyone can begin to practice a throw-in against the wall.*

**Students Participate**

Time: 6 min

Transition: (to end drill or activity) *Everyone freeze, place the soccer balls between your feet and look up here please.*

**ITIP 2**

Time of Explanation: 2 min

**Centrally Located Position:** In the center of the gym with the students scattered throughout the perimeter.

**Dry Run: Demonstration/Explanation** *Now, we are going to play Sideline Soccer. I will break you up into two teams. Each team will stand on opposite sidelines. I will call 3 or 4 players from each team’s line to come out onto the soccer field and be active players. These 3 or 4 players remain active until a point is scored; then they will rotate with members from their who were inactive to become active. The object of the game is to kick the ball between the cones (goals) that define the scoring area. The active players on each team compete against each other, aided by their teammates on the sidelines. (Walk through a demo with a few students)*

**Challenge:** *The goal is to use your active and inactive teammates to help score a goal.*

**Safety:** *Try to keep your head up and be aware of your classmates around you so you don’t run into each other.*

**Questions to Check Understanding:** *What happens when your team scores? What skills should you be using in this game?*
Diagram of Drill or Activity:

Transition: (to begin drill) When I say GO, everyone split up into your teams and go to your respective sidelines. I will pick the first active players once everyone is ready.

Students Participate:  

Transition: (to end drill or activity) Everyone freeze, put the soccer balls at your feet and look up here please. When I say GO, I need everyone to put the soccer balls away and the cones.

Closure:  

Raise your hand and tell me what skills we worked on today? When you were an active player, we it helpful to have your sideline teammates there?

Resources:


Equipment/Class Set Up: Soccer balls, goals.
STANDARDS:

- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Participates regularly in physical activity.
- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

GLCS:

- M.MC.02.01: Demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.
- M.MC.02.07: Demonstrate selected effort movement concepts for force (i.e., strong and light) in isolated settings.
- M.MC.02.06: Demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.
- M.MC.02.11: Demonstrate selected relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.
- M.MS.02.04: Demonstrate selected elements of the mature form of the manipulative skills of catch, kick, and hand dribble in isolated settings.
- M.MS.02.03: Demonstrate selected elements of the mature form of manipulative skills of roll, underhand throw, and overhand throw in isolated settings.
- K.MC.02.01: Describe space awareness movement concepts for location (e.g., self-space and general space).
- K.MC.02.06: Describe effort movement concepts for time (i.e., fast/slow and sudden/sustained).
- K.MC.02.07: Describe effort movement concepts for force (i.e., strong and light).
- K.MS.02.04: Identify selected critical elements of the manipulative skills of catch and kick.
- B.PS.02.01: Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will perform a dribbling skills test and pass 1 out of 2 times.
- Cognitive: When asked, 2/3 of the students will know the four main steps of dribbling.
• Personal Social: Students will show cooperation with teammates while playing Sideline Soccer, 3/4 opportunities.

INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up) Time: 3 min

**Centrally Located Position:** Center of the gym

**Dry Run: (explanation/demonstration)** Today, we are going to warm up with a dance to the song Cotton Eye Joe. First, hop forward twice on the right foot. Then, hop backward twice on the left foot. Alternate forward (right) backward (left) for four hops (counts). Slide to the right, then slide to the left. Finally hop in a circle on the right foot and repeat. (Practice without music, then with music)

*Variation:* With right foot, two heel taps in front, two toe taps in back. With right heel, touch right foot to left hand in front, then touch right heel with left hand in back. Slide to the right, then slide to the left. Finally, hop in a circle on the right foot and repeat. (Practice without music, then with music)

**Challenge:** The goal is to move in rhythm with the music and the counts.

**Safety:** Keep your own personal space.

**Questions to Check Understanding:** What happens after you hop forward twice? After the whole sequence, what do you do?

**Transition: (to begin movement prep.)** When I say start the music, everyone watch me, I will count you off saying, “5, 6, 7, 8.”

**Students Participate** Time: 5 min

**Transition: (to stop movement prep)** Everyone freeze, come to the middle of the gym, and make a circle around me please.

**Anticipatory Set** Today we are going to do a skills test and a written test. Someone raise their hand and tell me what we have been working on this week? What skills have we learned?

**Statement of Objective:** Today we are going to do a skills test and a written test.
**ITIP 1**

**Teacher Model:** You will be placed into teams and playing sideline soccer. I will test students who are not currently playing (inactive players). Each of you will attempt to dribble in and out of 5 cones in 60 seconds or less. I will observe the dribbler for the 4 critical points while students dribbling in and out of the cones. After dribbling is done twice, the student will switch with another inactive student. (Model actions as you verbally instruct)

**4 Critical Points:** Left to right foot, right to left foot, ball placement, ball control.

**Transition:** When I say GO, I need everyone to split into two teams, and the inactive players to come with me to do their skill test.

**Student Response:** Students will participate in Sideline Soccer and the skills test

**Transition:** Everyone freeze and look up here. When I say GO, someone needs to put the soccer ball away, and everyone else needs to come pick up a pencil and a test. Spread out around the gym, keep your mouths closed, and your eyes on your own paper. Raise your hand if you have a question and I will come to you.

**Questions to Check Understanding:** Are there any questions before I distribute the test? What are you supposed to do with your mouth and your eyes while you take the test?

---

**ITIP 2**

**Centrally Located Position:** In the center of the gym with the students scattered throughout the perimeter.

**Dry Run: Demonstration/Explanation** Now, we are going to play Sideline Soccer. I will break you up into two teams. Each team will stand on opposite sidelines. I will call 3 or 4 players from each team’s line to come out onto the soccer field and be active players. These 3 or 4 players remain active until a point is scored; then they will rotate with members from their who were inactive to become active. The object of the game is to kick the ball between the cones (goals) that define the scoring area. The active players on each team compete against each other, aided by their teammates on the sidelines. (Walk through a demo with a few students)

**Challenge:** The goal is to use your active and inactive teammates to help score a goal.

**Safety:** Try to keep you head up and be aware of your classmates around you so you don’t run into each other.

**Questions to Check Understanding:** What happens when your team scores? What skills should you be using in this game?
Diagram of Drill or Activity:

Transition: (to begin drill) When I say GO, everyone split up into your teams and go to your respected sidelines. I will pick the first active players once everyone is ready.

Students Participate: Time: 15 min

Transition: (to end drill or activity) Everyone freeze, put the soccer balls at your feet and look up here please. When I say GO, I need everyone to put the soccer balls and the cones away, come to the middle of the gym and have a seat.

Closure: Time: 2 min

Raise your hand and tell me what skills we worked on today? When you were an active player, was it helpful to have your sideline teammates there? How do you think the written test was?

Resources:

Equipment/Class Set Up: Soccer balls, goals.
STANDARDS:

- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Participates regularly in physical activity.
- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

GLCS:

- M.MC.02.01: Demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.
- M.MC.02.07: Demonstrate selected effort movement concepts for force (i.e., strong and light) in isolated settings.
- M.MC.02.06: Demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.
- M.MC.02.11: Demonstrate selected relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.
- M.MS.02.04: Demonstrate selected elements of the mature form of the manipulative skills of catch, kick, and hand dribble in isolated settings.
- M.MS.02.03: Demonstrate selected elements of the mature form of manipulative skills of roll, underhand throw, and overhand throw in isolated settings.
- K.MC.02.01: Describe space awareness movement concepts for location (e.g., self-space and general space).
- K.MC.02.06: Describe effort movement concepts for time (i.e., fast/slow and sudden/sustained).
- K.MC.02.07: Describe effort movement concepts for force (i.e., strong and light).
- K.MS.02.04: Identify selected critical elements of the manipulative skills of catch and kick.
- B.PS.02.01: Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will perform the correct form for a kick, dribble, or throw-in, when presented, 3/4 times.
• Cognitive: When asked, 2/3 of the students will know the four main steps of a throw-in, dribble, or kick.
• Personal Social: Students will show cooperation with teammates while playing Soccer, 3/4 opportunities.

INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up)  

<table>
<thead>
<tr>
<th>Centrally Located Position: Center of the gym</th>
</tr>
</thead>
</table>

Dry Run: (explanation/demonstration) Today, we are going to warm up with a dance to the song Cotton Eye Joe. First, with right foot, two heel taps in front, two toe taps in back. With right heel, touch right foot to left hand in front, then touch right heel with left hand in back. Slide to the right, then slide to the left. Finally, hop in a circle on the right foot and repeat. (Practice without music, then with music)

Challenge: The goal is to move in rhythm with the music and the counts.

Safety: Keep your own personal space.

Questions to Check Understanding: What happens after you hop forward twice? After the whole sequence, what do you do?

Transition: (to begin movement prep.) When I say start the music, everyone watch me, I will count you off saying, “5, 6, 7, 8.”

Students Participate  

| Time: 5 min |

Transition: (to stop movement prep) Everyone freeze, come to the middle of the gym, and make a circle around me please.

Anticipatory Set Today we are going to play a game of soccer. Someone raise their hand and tell me what we have been working on this week? What skills have we learned?

Statement of Objective: Today we are going to play a game of soccer using all the skills we have learned so far.
ITIP 2

Centrally Located Position: Walking throughout the gym.

Dry Run: Demonstration/Explanation Now, we are going to play Soccer. I will break you up into two teams. Each team will stand on opposite sidelines. We will play 7v7, and no goalies. I will make sure everyone is subbing in and out and that everyone is getting and equal amount of playing time. All the regular rules apply for soccer, except we are playing with less people. (Walk through a demo with a few students)

Challenge: The goal is to use your teammates to help score a goal.

Safety: Try to keep you head up and be aware of your classmates around you so you don’t run into each other.

Questions to Check Understanding: What happens when your team scores? What skills should you be using in this game?

Diagram of Drill or Activity:

Transition: (to begin drill) When I say GO, everyone split up into you teams and go to your respected sidelines. As a team, pick the first 7 players you want out on the field.

Students Participate: Time: 8 min

Transition: (to end drill or activity) Everyone freeze, put the soccer balls at your feet and look up here please. When I say GO, I need everyone to put the soccer balls away and the cones.

CLOSURE: Time: 2 min

Raise your hand and tell me what skills we worked on today? When you were an active player, we it helpful to have your sideline teammates there?

Resources:

<http://www.teachingideas.co.uk/pe/contents.htm>.

**Equipment/Class Set Up:** Soccer balls, goals.
SKILL TEST: Dribbling

Process: The skills test will be done on dribbling a soccer ball to make sure that students are using the 4 critical points for the skill. This will be done on day 5 of the unit. Students are to play sideline soccer while testing is being completed by the instructor.

Students arrive:

What to do: Students will be placed in teams and playing sideline soccer. Instructor will test students who are not currently playing (inactive). Each student will attempt dribbling in and out of 5 cones. Instructor observes the dribbler for the 4 critical points while students dribbling in and out of the cones. After dribbling is done twice, the student will switch with another inactive student.

Where they are: Dribbler is behind the starting cone.

Number of times: Students will get 2 attempts to use the four critical points of dribbling.

Time: Students will have 60 seconds to complete each trial: 1 student at a time; 2 minutes; 8 students 8 minutes. Can use one minute between groups to get organized 12 minutes total time for this class.

What is used to assess: Checklist with 4 critical points, 2 soccer balls, 6 cones.

Soccer Ball Dribbling Checklist

<table>
<thead>
<tr>
<th>Name</th>
<th>Right to Left</th>
<th>Left to Right</th>
<th>Ball Placement</th>
<th>Ball Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher places a check in the box if the student does **NOT** perform the critical element correctly.

Each critical element is worth 1 point, time is worth 1 point

Maximum number of points earned on two trials = 10 points

Needs Improvement (0-6)  Satisfactory (7-8)  Mastered (9-10)