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**PROGRAM: MASTERS IN PHYSICAL EDUCATION**

**6 WEEK Soccer Unit: Day 1**

**Grade Level: 8th grade**

**Topic/Unit:**  Passing and Receiving

**Modification(s):** Allow students who have do not have the technique and form down to remain at the same distance in order to promote quality of form.

**National Standards and Corresponding Objectives:**

**National Standards (NASPE)**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**CA Content Standards**

**Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

*1.4 Apply locomotor, nonlocomotor and manipulative skills to team activities.*

 Objective 1 Students will attempt to pass the ball to a partner with the right inside and left inside of foot at three different distances Objective 2: Students will pass continually to their partner using correct form.

**Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply

to the learning and performance of physical activity

*5. 2 Organize and work cooperatively with a group to achieve the goals of the group.*

 Objective 3: Students will use encouragement and constructive words while working with a partner.

***By the end of the lesson, the student will be able to:***

Pass a soccer ball to another player using the inside of the foot.

**Lesson Description/Overview:**

Student will go over the fundamentals of passing a soccer ball. They will utilize both feet (left and right) using their instep. As the lesson progresses students will increase the distance from their partner, which will require them to be more efficient passers.

**Lesson:** For this lesson you will need at least 30 soccer balls and a minimum of 30 cones of any size.

**Set-up:** Set cones up around the field in a “gate” to pass through for accuracy.

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| **Time****6 min****(Prepare)** | **Warm-Up:** Students will meet on the basketball courts in order to take roll call. They will jog up to the soccer field and perform class stretches. Upon completion of their stretches they will get into groups of 10 and they will play “Dribble Tag”. They are to dribble in a pre-determined area without being tagged. If they are tagged they drop down into push-up position and hold a plank until everyone has been tagged in their group.  |

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| **Time****8 min****(Demo)** | **Learning Experiences/Activity (ies):** Introduce the skill cues and technique for passing and receiving that soccer ball. 1. Students will first walk through the movement without using a ball. 2. Discuss the different types of passes that can be used during soccer. 3. Discuss the importance of being able to pass and receive the soccer ball efficiently within the game of soccer.  |

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| **Time****5 min** | **Learning Experiences/Activity:** 1. Students then partner together and practice passing and receiving to one another. 2. Students are to give a good pass and their partner able to receive the ball the correct way. (Heel down, toe up)Tips: \* Plantar foot needs to slightly ahead of the ball or next to the ball. \* Make contact with the ball with your instep and through the heart of the ball\* Heel down toe up when receiving the ball |
| **Time****6 min****(Activity)****3 min****(Activity)** | **Learning Experiences/Activity:** **Through the Gate**1. Have students increase the distance and not play a ball through a “gate” marked by cones on the field. 2. After 10 consecutive passes through the gates students move on to the next distance and pass through gates once again. **Competition**1. Each pair will have 1 minute to complete as many passes through the first set of gates as possible. Tips: **\*** Strike through the heart of the ball when passing\* Heel down, toe up when receiving\* Keep your hips facing your intended target\* Quality over quantity |

**Assessment:**

\* Execution of the pass from each person as they go through the movement pattern with their partner.

\* Efficiency of their pass as they increase their distance and play through gates.

\* Performance of the class as they compete against other pairs.

**Closure (2 min):**

1) The most important skill to have in soccer is being able to pass and receive. Why is this important?

2) Revisit the skill learned with your partner. Give each other both one positive component to their skill and an area of improvement.

**Soccer Unit: Day 2**

**Grade Level: 8th grade**

**Topic/Unit:**  Passing to targets and receiving

**Modification(s):** Allow students who have do not have the technique and form to practice the skill with a partner before moving on to the lesson focus.

**National Standards and Corresponding Objectives:**

**National Standards (NASPE)**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**CA Content Standards**

**Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

*1.4 Apply locomotor, nonlocomotor and manipulative skills to team activities.*

 Objective 1 Students will attempt to knock down 10 out of the 15 cones.

Objective 2: Students will pass continuously in the circle for 2 minutes using correct form.

**Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

*2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one’s own performance.*

Objective 3: Students will see an actual soccer player model the skill with the intention of improving their own skill level.

***By the end of the lesson, the student will be able to:***

Pass a soccer ball to a target with enough force to knock it down using correct form.

**Lesson Description/Overview:**

Student will review the fundamentals of passing a soccer ball. Discussion will take place about the importance of this skill during the game of soccer.

Upon review students will participate in a juggling activity. They will then participate in several lead-up dribbling and passing activities that culminate into soccer golf.

**Lesson:** For this lesson you will need at least 30 soccer balls, 15 large cones and 15 small cones, 30 soccer-golf score sheets

**Set-up:** Set up a circle for students pass and dribble through. Set up the golf course using all the cones.

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| **Time****6 min****(Prepare)** | **Warm-Up:** Students will meet on the basketball courts in order to take roll call. They will jog up to the soccer field and perform class dynamic stretches that focus on the movements used while playing soccer. They will then be required to juggle a minimum of 20 times (these do not need to be done in a row but must bring the ball to their feet from the ground)  |

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| **Time****5 min****(Demo)** | **Learning Experiences/Activity (ies):** Review of the passing. 1. Students will partner up and work on 2-touch passing2. Students will be asked to discuss with their partner the correct cues when passing and receiving the ball.  |

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| **Time****5 min** | **Learning Experiences/Activity:** **Circle Passing** 1. People on the inside of the circle are dribbling. 2. On the command they pass to 3 different people on the outside of the circle. 3. People stay in the center for 2 minutes before switching Tips: \* Contact through the heart of the ball. \* Keep hips square to the target\* Play a firm ball with plenty of force |
| **Time****5 min****(Activity)** **10 minutes****(Activity)** | **Learning Experiences/Activity:** **Pass to target**1. Each group will have several cones to aim their passes to2. Students are to give a good pass with enough force to knock the cone down. If they knock down the cone they pick it up and aim for the next cone. **Soccer Golf**1. Groups of two work through a golf course set up by tall cones (15 holes)2. Each group is given a score sheet to keep track of their total score for each hole and upon completion of the course. 3. Once they reach the hole (knock down the cone) they move on to the next one. Tips: **\*** Strike through the heart of the ball when passing\* Heel down, toe up when receiving\* Know where your target is at and drive through the ball with your instep |

**Assessment:**

\* Observation of technique and form while passing with a partner and through the circle dribbling/passing exercise

\* Execution of solid passes, with few attempts at each hole, while playing soccer golf.

**Closure (2 min):**

1) What are 3 important things to remember when passing to a target?

2) If you struggled with the soccer golf, and it took several times for you to knock down the cone, how can you improve your performance? Discuss with your partner.

**Soccer Unit: Day 3**

**Grade Level: 8th grade**

**Topic/Unit:**  Passing and Receiving with the emphasis on receiving the ball.

**Modification(s):** Allow students who are uncomfortable heading the soccer ball to bypass that portion of trapping. They may continue to learn the skill through other

**National Standards and Corresponding Objectives:**

**National Standard (NASPE)**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**CA Content Standards**

**Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

*1.4 Apply locomotor, nonlocomotor and manipulative skills to team activities.*

 Objective 1: Students will participate in trapping exercises that use multiple parts of the body.

**Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply

to the learning and performance of physical activities.

*2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.*

Objective 2: Students will identify and explain the importance of force absorption in when heading the ball when asked by the teacher. They will always explain how this idea of force absorption can be applied to other sports and activities.

**Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance.

*3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program*

Objective 3: Students will create a plan to implement a program to improve his /her flexibility. They will write down their current level of flexibility and set a goal for the next time assessed.

***By the end of the lesson, the student will be able to:***

Receive and trap a soccer ball with their feet, chest, legs and head.

**Lesson Description/Overview:**

Students will begin the lesson focusing on flexibility. After they go their warm-up and flexibility portion of the lesson they will be participating in a variety of passing and receiving/trapping activities.

**Lesson:** 32 thera-bands, 30 soccer balls, 20 cones, paper and pencils for the closure portion of class

**Set-up:** Set up cones 5 yards part from each other. Have sound system ready with the song on cue ready to play when needed.

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| **Time****5 min****(Prepare)** | **Warm-Up:** Students will meet on the basketball courts. They will complete one lap around the basketball courts before focusing on their flexibility. Students will complete 10 stretches using the theraband and write down their level of flexibility from poor to excellent. There are no numbers to go by but simply based on how they feel while performing the stretches. This activity is led as a group activity and the student are to identify the muscle groups being stretched when the teacher poses the question.  |

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| **Time****6 min****(Demo)** | **Learning Experiences/Activity (ies):** Review skill cues for receiving a ball off the ground and introduce concept of trapping the ball with other body parts. 1. Students will first discuss as a group the importance of being able to use other parts of the body to bring the ball under control. 2. Students will practice passing and receiving with a partner using only their foot to control the ball.  |

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| **Time****14 min** | **Learning Experiences/Activity:** **Trapping**1. Students will be working on trapping a ball from the air using different parts of the body. 2. Student will be 5-yds apart from their partner. Partner tosses the ball and the other “volley’s” the ball back using the inside of the foot3. Each partner will do this for 2 minutes using both feet before switching roles 4. Chest traps will be used next following the same pattern before switching5. Heading will be the final portion of this activity. 6. Students will progress heading from the crab position, to knees, to feet in order to focus on the technique without injury of headingTips: \* When trapping the ball with the inside of the ball (volleying) keep your chest over your foot and turn your hips out. \* When using the chest trap remember to lean back and make a table with your chest. Cushion the ball down to your feet.\* Heading the ball uses the hairline, not top of the head. Your arms, back and neck to create enough force to head the ball.  |
| **Time****5 min****(Activity)** | **Learning Experiences/Activity:** **Putting it all together**1. Students will dribble along side their partners and pass the ball to their partner. 2. Partner picks up the ball and tosses it back to their partner in the air.3. Partner volleys, chest traps or heads the ball down to the ground. Tips: **\*** Give a quality pass to your partner both on the ground and in the air\* Use encouraging words\* Lean over the ball for your volley, lean back and cushion with your chest, and use your hairline for the head. \* Quality over quantity |

**Assessment:**

\* Observation of correct skills through partner activities.

\* Performance of skill execution of the entire class when putting it all together.

**Closure (3 min):**

1) How can trapping the ball with body parts other than your foot impact a soccer game?

2) Before leaving class today, write down your flexibility goal and give feedback on your partners’ ability to trap the ball after today.

**Soccer Unit: Day 4**

**Grade Level: 8th grade**

**Topic/Unit:** Use of skills in small-sided activities

**Modification(s):** For bigger class sizes have to fields set up for Pin soccer in order to decrease the number of players on each team. For classes or groups who are more advanced in their skills add more than one ball to the game.

**National Standards and Corresponding Objectives:**

**National Standards (NASPE)**

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**CA Content Standards**

**Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

*1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.*

 Objective 1: Students will strategize offensively and defensively for Pin soccer

**Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply

to the learning and performance of physical activities.

*2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities*

Objective 2: Students will explain and justify used during the closure of class.

***By the end of the lesson, the student will be able to:***

Apply all the skills learned passing, receiving and trapping into small-side activities and engage in a group activity that begins to utilize offensive and defensive strategies.

**Lesson Description/Overview:**

Students will begin class with a basic warm-up. They will then review all of the skills learned and participate in several activities that incorporate those skills. Finally, the lesson will end with an activity that engages all students and requires putting skills together and strategies of offense and defense.

**Lesson:** 30 soccer balls, 30 cones (any size), 4 goals and 4 bowling pins. Paper and pencils required as well.

**Set-up:** 10 squares sectioned off with cones, one large playing area with 4 goals and 4 bowling pins.

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| **Time****5 min****(Prepare)** | **Warm-Up:** Students will complete a jog around the basketball courts and spend time working on muscular strength. Students will complete 30 sit-ups and 20 push-ups with a partner. Their partner will write down a score and that number to their teacher. Students will properly stretch before participating in physical activity.  |

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| **Time****6 min****(Review)****4 min****(Review)** | **Learning Experiences/Activity (ies):** **Soccer Keep Away** 1. Students will play a game of 4 v 2 in a square. 2. They will focus on proper passing and receiving technique with applied defensive pressure. 3. After 2 minutes two new people will play defense against the four offensive players. **Dribbling and playing to open player**1. Half the students will have ball and the other half will be moving off of the ball. 2. Students with the ball will dribble around through cones.3. Upon the teachers command they will find an open player to pass to and continue the process.  |

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| **Time****15 min****(Activity)** | **Learning Experiences/Activity:** **Pin Soccer**1. Similar to 4-goal soccer with a variation2.Square playing field with a goal at each side of the playing area. 3. Divide the class into 4 teams each team is assigned a goal to defend. 4. Depending on the skill level of the class you can play with 1 ball or add several to add more strategy to the game. 5. Bowling pins are placed behind each goal. 6. If you score on a team you go and take their bowling pin and place it behind your goal. 7. If a team runs out of pins their goalie comes out of the goal in attempt to add an additional field player and attempt to score, bringing a pin back to their goal.8. Play for a duration of time or if a team gets all 4 pins behind their goal than they win and the game restarts. Tips: \* Utilize all the techniques for passing and receiving the soccer ball. \* If the ball is in the air attempt to volley, chest trap or head the ball to a teammate. \* Strategize as a team before game play begins |

**Assessment:**

\* Students’ execution of skills taught during activities.

\* Students will write down offensive and defensive strategies and explain their reasoning at the end of the class.

**Closure (3 min):**

1) On the piece of paper provided, rank yourself on your skill level 1-5 with 5 being the highest level of proficiency.

2) As a team write down what offensive and defensive strategies your team attempted to use. Did you these work? How could you improve those strategies for the next time that we play?

**Soccer Unit: Day 5**

**Grade Level: 8th grade**

**Topic/Unit:**  Small-sided play skill baseball

**Modification(s):** Make the infielders have to make 5 passes (or have it touch everyone on the fielding team) to teammates first before going to the hula-hoop base.

**National Standards and Corresponding Objectives:**

**National Standards (NASPE)**

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**CA Content Standards**

**Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

*1.4 Apply locomotor, nonlocomotor and manipulative skills to team activities.*

 Objective 1: Students will use moves on the ball and incorporate them into team activities.

**Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply

to the learning and performance of physical activity

*5. 5 Accept the roles of group members within the structure of a game or activity*

Objective 3: Students will be given certain positions within the game of baseball and need to work together to fulfill the roles of each teammate.

***By the end of the lesson, the student will be able to:***

Utilize all basic soccer skills to play a game of soccer baseball

**Lesson Description/Overview:** Students will first go through a series of ball moves that they can incorporate into their games and individual play. They will progress to a passing activity that requires movement off of the ball and communication. Finally, students will participate in a game of soccer baseball that allows students to put all of their skills to use in a competitive yet fun setting.

**Lesson:** 16 hula-hoops for bases, 40 soccer balls, and 20 cones

**Set-up:** Make 4 baseball diamonds using the hula-hoops as bases. Have 20 lines 10 yards apart at the other end of the field.

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| **Time****4 min****(Prepare)** | **Warm-Up:** Students will meet on the basketball courts and perform Monster lap, which is a lap around the entire PE area. After they complete this lap they will come together and stretch as a class.  |

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| **Time****12 min****(Intro)** | **Learning Experiences/Activity (ies):**  **Coerver ball skills**1. Students will go through a series of ball exercises that promote further comfort when in possession of ball. 2. Students will be shown basic change of direction moves (hook turn, revers hook, cruyff, step-over and scissor)3. There will be at least 20 different lines with 2 soccer balls per line. 4. The students will take turns play a ball forward to themselves and performing each of the moves. 5. The teacher will move the students on to the next move after a few minutes of practice.  |

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| **Time****4 min****(Review activity)** | **Learning Experiences/Activity:** **Passing to the open player and movement off the ball**1. Students will be in groups of 3 and play around a square2. Students who do not have the ball are to move to the open cone in order to provide more options off of the ball3. This takes a lot of communication and efficiency with passing and receiving the ball. Tips: \* Pass using your instep through the heart of the ball \* Receive the ball heel down and toe up\* Communicate amongst your group for better productivity |
| **Time****15 min****(Activity)** | **Learning Experiences/Activity:** **Soccer Baseball**1. Set up several diamonds so there are small groups of students at each diamond. 2.The object is to dribble the soccer ball around the bases of a makeshift baseball diamond with each new kicker from the home team progressing as many bases as possible without being caught out, until they eventually score at home. 3.The bases are replaced with hula-hoops. The fielding team assumes regular softball positions.4. The "batter" (e.g. punter or kicker) begins with 2 balls in front of her at home plate. Students can either choose to punt the ball or kick it off of the ground. Make sure to have plenty of choices for types of balls for students to kick. 5. This is important, as you want to make them comfortable. After kicking or punting, the student heads to 1st base dribbling the SECOND ball. Meanwhile, the fielding team traps the ball with their feet to gain control and passes it (with their feet) to the nearest base where a player is approaching. 6. Whichever player (the fielder or the dribbler) stops the ball inside the hula-hoop first determines whether the dribbler is out or safe.7. If the student is safe they stay on their base for the next kicker at home to kick or punt. 8. The ball being played by the fielding team is returned to home plate after each play is completed for the next kicker to punt. 9. A second ball is again placed at home plate when he punts so he can dribble it to first base after he kicks or punts. This is why 5 balls are needed in case the bases are loaded (3 balls) plus the 2 needed at home for each new kicker/punter (2 balls). No fielder can block the base path or entrance into the hula-hoop. 10. I have them kick through the home team kicking order rather than switching at three outs, so everyone gets a chance to punt. Tips: **\*** Use correct form when making contact with the ball batting and fielding\* Have defensive and offensive strategies in place |

**Assessment:**

\* Students will be assessed upon their execution of skills through activities and baseball game.

\* Teacher will carry a skills rubric to monitor student progress as they go through different activities.

**Closure (2 min):**

1. Since is the 5th day of the unit, how would you say your basic skills of passing and receiving the soccer ball have progressed? Share with a partner.
2. As you played the baseball game what skills were most effective? What could you or your teammates done differently to be more effective?

**Soccer Unit: Day 6**

**Grade Level: 8th grade**

**Topic/Unit:**  Passing and Receiving within a small sided game (Switch Soccer)

**Modification(s):** Instead of a soccer ball as the second target use a cone or a plastic jug or something that is a bit bigger. Consider using a signal that the teacher uses that tells them to switch the field. Teachers may want to yell switch and that would make them less reliant on the other piece of equipment.

**National Standards and Corresponding Objectives:**

**National Standards**

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**CA Content Standards**

**Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

*1.4 Apply locomotor, nonlocomotor and manipulative skills to team activities.*

 Objective 1: Students will pass the ball accurately to their peers through pattern play.

Objective 2: Students will be able to judge the ball from the ground and air and execute the appropriate trapping technique based on the ball movement.

**Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance

*4.2 Identify appropriate physical activities that can be performed if one’s physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.*

Objective 2: Students will discuss how to implement these types of activities into their day when weather does not permit them to be outside.

**Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply

to the learning and performance of physical activity

*5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.*

Objective 3: Students will be placed on teams with peers of all ability levels. They will need to encouraging and provide proper support for all included on their team.

***By the end of the lesson, the student will be able to:***

Put all of the skills learned into more a game-like situation and begin working on other components to soccer.

**Lesson Description/Overview:** Students will first perform a skills test and be assessed by their peers. Their scores on technique and execution will be turned in to the teacher. Next students will continue to refine their skills through pattern passing. They will then move into passing and receiving soccer balls out of the air. Finally, they will be involved in a small-sided game that incorporates everything that they have learned up to this point.

**Lesson:** You will need 2 soccer fields, 30 soccer balls and scrimmage vests and cones for markers, score sheets and pencils.

**Set-up:** Set up two soccer fields using cones. Divide the class up into 4 teams ahead of time. Place cones on the field for the patter play and short-short-long activities.

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| **Time****7 min****(Prepare)** | **Warm-Up:** Students will meet on the basketball courts in order to take roll call. They will jog up to the soccer field and perform class stretches. Students will get into groups of three and perform a peer assessment on passing and receiving. They each will be given a score sheet to assess their peers and turn it in to the teacher.  |

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| **Time****8 min****(Intro)** | **Learning Experiences/Activity (ies):** **Pattern Passing and Receiving**1. Students will be put in square, a line at each corner of the square. 2. Students will divide up evenly at those 4 lines and two people will be placed at the center of the square.3. This pattern is a simple passing the ball and moving (follow your pass)4. The pattern combines long passes, short passes, wall passes, overlapping passes and diagonal passes.  |

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| **Time****5 min** | **Learning Experiences/Activity:** **Short-Short-Long**1. In groups of 3 students will work on chipping the ball and playing a give and go pass to the center player. 2. This activity works on trapping the ball with different body parts, including the feet. 3. Student in the center works checking to the ball back and forth for 1 minute before switching out. Tips: \* Keep in mind proper technique when playing a short pass**\*** Longer passes require you to get your foot under the ball, and lean slightly back\* Still remain square to your target |
| **Time****10 min****(Activity)** | **Learning Experiences/Activity:** **Switch Soccer**1. Four teams (smaller number of players on a side) are on the soccer field playing keep away. Do not use the goals. 2.The object is to keep the ball away from the other team. Once they understand this and have played it for a few minutes, tell them they are now going to concentrate on a 2nd objective. 3. The 2nd objective is to score, but not in the regular way. In order to score you must kick the game ball into the 2nd soccer ball that is placed on the field. 4. As they are playing keep away, a second soccer ball is placed on the opposite side of the field (If the students are near the right sideline place the 2nd soccer ball near the left sideline.) 5. When the students notice this, they will switch the field of play to the other side of the field. 6. When a goal is scored the 2nd ball is picked up, the students begin playing keep away again and the teacher places the 2nd soccer ball on the opposite side of the field. 7. If it is taking too long for a goal to be scored and the field of play needs to be switched, the teacher should pick up the ball and take it to the opposite side of the field and place it on the field.Tips: \* Apply all strategies of offense and defense to your game\* Communicate with your teammates\* Utilize all skills learned throughout the unit so far to be successful |

**Assessment:**

\* Peer skill assessment using a teacher provided score sheet.

\* Performance of the class as they compete against each other in the Switch Up game.

**Closure (3 min):**

1) Why did I keep picking up the ball and taking it to the opposite side of the field. Focus the discussion on the importance of using the entire field in soccer and not bunching up as well as utilizing all types of passes as a team to be successful.

2) How can the skills you have learned so far be taught on inclement weather days? Share with the class your thoughts.