



TOOLS FOR LEARNING **SOCCER SKILLS**

INTERMEDIATE (3-5)

A PUBLIC SERVICE OF



MODULE OVERVIEW

ABOUT THIS MODULE

This module builds on the skills introduced in Primary Foot Skills module through skill-specific soccer lead up games. Ball control with the feet as well as dribbling, passing, and kicking in combination are the primary skills emphasized. However, a variety of other learning outcomes are also addressed within the module's activities.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✓ **Standard 1.** Demonstrates competency in a variety of motor skills and movement patterns.
- ✓ **Outcome E18.3-5.** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4); Combines foot dribbling with other skills in 1v1 practice tasks (5).
- ✓ **Outcome E19.3-5.** Receives and passes a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass (3); Receives and passes a ball with the inside of the foot to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outside and inside of the foot to a stationary partner, “giving” on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).
- ✓ **Outcome E20.4-5.** Dribbles with feet in combination with other skills (e.g., passing, receiving, shooting) (4); Dribbles with feet with mature patterns in a variety of small-sided game forms (5).
- ✓ **Outcome E21.3-5.** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each (3a); Uses a continuous running approach and kicks a stationary ball for accuracy (3b); Kicks along the ground and in the air, and punts using mature patterns (4); Demonstrates mature patterns in kicking and punting in small-sided practice task environments (5).

MODULE OVERVIEW

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NOTE: Additional standards and outcomes addressed are specified on each activity plan.

PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

Instant Activity (not on block plan)	5-10 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Check for Understanding	5 minutes

Important: Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

MODULE OVERVIEW

SELF ASSESSMENT WORKSHEET

This simple self-assessment worksheet provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this worksheet's pre-assessment and goal sections on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Driver's Test. At the end of the activity, students would complete the Pre and Goal columns for Dribbling (and possibly safety). Passing, Trapping, and Kicking would not be completed until a future lesson, when those skills are introduced. A post-assessment for all skills would then be completed on the module's Station Day lesson.

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.


Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Scramble + Shark Attack (Pre Assessment – Dribbling)	General Space, Open Space, Dribble, Ball Control, Body Control, Skill-related Fitness, Health-related Fitness, Safety
2	Scramble + Pass vs. Dribble (Pre Assessment – Passing & Trapping)	Skill-related Fitness, Health-related Fitness, Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Give with the Ball, Pacing
3	Shark Attack + Keep Away	Ball Control, Body Control, 1 v 1, Practice, Small-sided Game, Skill Combination, Defense, Ready Position, Work Independently, Safety
4	Soccer Tag + Keep Away	1 v 1, Practice, Offense, Defense, Strategy, Skill Combination, Mature Skill Pattern, Active Engagement
5	Soccer Tag + Windows	Skill Combination, Small-sided Game, Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Follow Through, Center of the Ball
6	Soccer Tag + Soccer Golf (Pre Assessment – Kicking)	Clearing Kick, Punt, Running Approach, Critical Elements, Mature Skill Pattern, Follow Through, Top of the Foot, Accuracy
7	Windows + Shooting Thunder	Shoot, Follow Through, Center of the Ball, Running Approach, Top of the Foot, Critical Elements, Mature Skill Pattern, Accuracy, Safety
8	Shooting Thunder + Soccer Golf	Clearing Kick, Punt, Running Approach, Top of the Foot, Critical Elements, Mature Skill Pattern, Stationary, Accuracy, Practice, Safety Follow Through
9	Station Day (Exit Assessment – Dribbling, Passing, Trapping & Kicking)	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
1	<i>Basic OPEN Activity Pack [Includes all items below]</i>		Link to e-Store
24	Soccer Balls		Link to e-Store
12	12" Cones		Link to e-Store
24	Low Profile Cones		Link to e-Store
12	Hula Hoops		Link to e-Store
3	Rubber Chickens		Link to e-Store
			OPENPhysEd.org
37	Academic Language Cards		OPENPhysEd.org
8	Station Cards		OPENPhysEd.org
1	Holistic Rubric		OPENPhysEd.org
1	Self Check Assessment		OPENPhysEd.org

* Economy Equipment Package is also available

SCRAMBLE

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate control of ball and body by dribbling within the activity area boundaries.
- ✓ **Cognitive:** I will identify the components of health- and skill-related fitness developed by participating in Scramble.
- ✓ **Fitness:** I will increase my heart rate by participating in Scramble.
- ✓ **Personal & Social Responsibility:** I will identify ways that I can exhibit personal responsibility during a game of Scramble.

TEACHING CUES

- ✓ Ears Alert
- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Inside/Outside Taps

ACTIVITY SET-UP & PROCEDURE

Equipment:

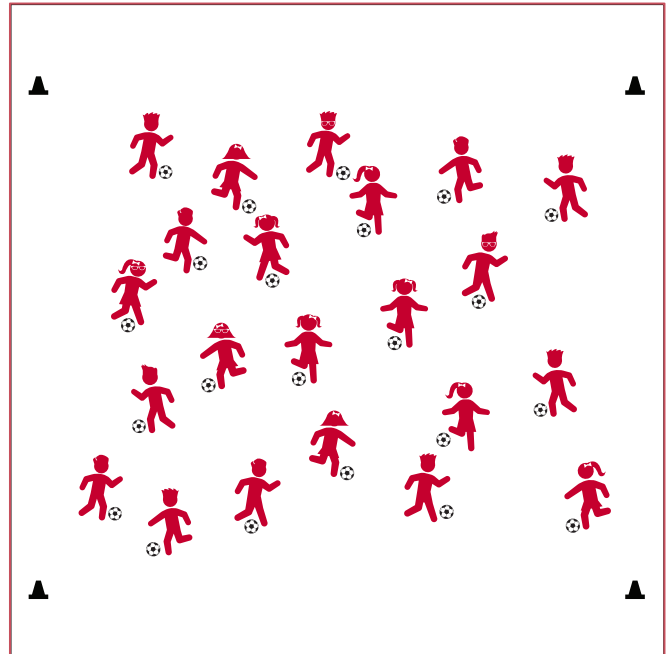
- ✓ 4 large cones
- ✓ 1 soccer ball per student

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter all students throughout the area, each with a ball.

Activity Procedures:

1. This activity is called Scramble. On the start signal, begin dribbling in open space. When you hear "Scramble!" stop your ball, leave it where it is, and then move to find a new one.
2. You'll have 5 seconds to get a new ball before we begin again.



Grade Level Progression:

- 3rd: Dribble at a walking pace.
- 4th: Dribble at a jogging pace.
- 5th: Dribble at a jogging pace, using signals for changing speed and direction.

Challenge Progressions:

Call out, "Double Scramble." Students must quickly move and tap a new ball, and then move and control a second ball.

Modifications:

Play Scrambled Bases by providing each student a poly spot or low profile cone. Students begin at a base. When they hear "Scrambled Bases," they must dribble to a new base.

SCRAMBLE

ACADEMIC
LANGUAGE

Dribble, General Space, Open Space, Ball Control, Body Control, Skill-related Fitness, Health-related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E18.3-4]** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4).
- ✓ **Standard 2 [E1. 3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Dribbles in general space with changes in direction and speed (S2.E1.4c); Combines spatial concepts with locomotor and non-locomotor movements in games environments (5).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** Can you remember the cues for foot dribbling?
- ✓ **DOK 2:** How did your ability to make quick looks around the activity area affect your success in Scramble?
- ✓ **DOK 3:** What are the steps you took in the process of moving from one ball to the next?
- ✓ **DOK 1:** How can you recognize personal responsibility? What might it look like in a game of Scramble?
- ✓ **DOK 2:** Let's list all of the things we know about personal responsibility.
- ✓ **DOK 3:** What would the activity environment look like if several students acted irresponsibly toward their peers? What previous knowledge or experiences led you to that prediction?

TEACHING
STRATEGY
FOCUS

Manage response rates with tiered questioning techniques: Lead debrief sessions with questions that have increasing cognitive complexity in order to promote deeper thinking about the content. Provide adequate time for all students to process and respond to each question, first in small groups, and then as a class. Require students to support their answers with evidence.

PASS VS. DRIBBLE

STUDENT TARGETS

- ✓ **Skill:** I will use mature trapping technique in order to control and then return passes.
- ✓ **Cognitive:** I will recall and demonstrate the critical teaching cues for dribbling, passing, and trapping.
- ✓ **Fitness:** I will actively engage in the Pass vs. Dribble activity and encourage my classmates to remain engaged as well.
- ✓ **Personal & Social Responsibility:** I will describe and discuss the social benefits of participating in group physical activities.

TEACHING CUES

Dribbling

- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Push with Taps

Passing

- ✓ Step to the Target
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

Trapping

- ✓ "Give" with your Trapping Foot
- ✓ Soft Contact like a Pillow

ACTIVITY SET-UP & PROCEDURE

Equipment:

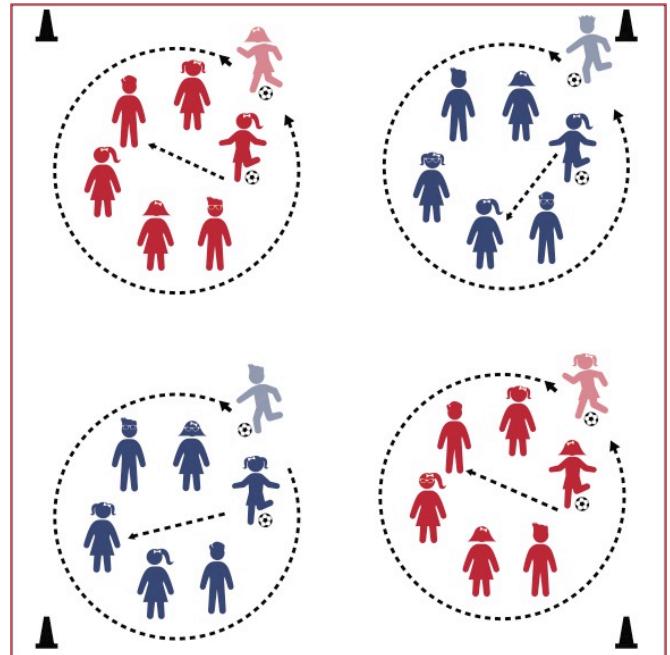
- ✓ 2 soccer balls per group of 6 students
- ✓ 1 low profile cone per group of 6 students

Set-Up:

1. Scatter low profile cones throughout the activity area.
2. Create groups of 6 students. Within each group, 5 students (Passers) take 1 ball and form a circle around their cone. The sixth student (Dribbler) stands outside the circle with the second ball.

Activity Procedure:

1. This game is called Pass vs. Dribble. The team in the passing circle will make as many accurate passes as possible while one player dribbles three times around the group.



Grade Level Progression:

- 3rd: Passers form small circles with Dribblers dribbling at a walking pace.
- 4th: Dribblers at a jogging pace.
- 5th: Passers form large circles with Dribblers at a jogging or running pace.

Challenge Progressions:

Play an Add-It-Up Cooperative Challenge for 1 minute. Calculate the sum of the number of passes and the number of laps around the circle. Students work to achieve the largest sum.

Modifications:

Decrease the number of laps the Dribbler makes around the circle in order increase opportunities for reinforcing proper technique.

PASS VS. DRIBBLE

ACADEMIC
LANGUAGE

Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Stationary, Give with the Ball, Pacing

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E19.3-5]** Receives and passes a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass (3); Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).
- ✓ **Standard 1 [E20.5]** Foot dribbles with mature patterns in small-sided game forms (5).
- ✓ **Standard 2 [E3.3, 4a, 5c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance and pacing for running (4a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways) in small-sided practice task/game environments (5c).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✓ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What are the cues for dribbling? For passing? For trapping?
- ✓ **DOK 2:** How would you compare and contrast trapping and catching?
- ✓ **DOK 3:** How is proper trapping related to good passing?

TEACHING
STRATEGY
FOCUS

Help students examine their reasoning: During the debrief, prompt students to defend the logic behind their responses. Allow for or provide alternate perspectives or methods for completing a task or procedure.

SHARK ATTACK

STUDENT TARGETS

- ✓ **Skill:** I will look for and then dribble into open space.
- ✓ **Cognitive:** I will identify and define two or more academic language vocabulary words.
- ✓ **Fitness:** I will identify the components of health-related and skill-related fitness.
- ✓ **Personal & Social Responsibility:** I will demonstrate responsible behavior by following all safety rules.

TEACHING CUES

- ✓ Ears Alert
- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Inside/Outside Taps
- ✓ Control Your Speed

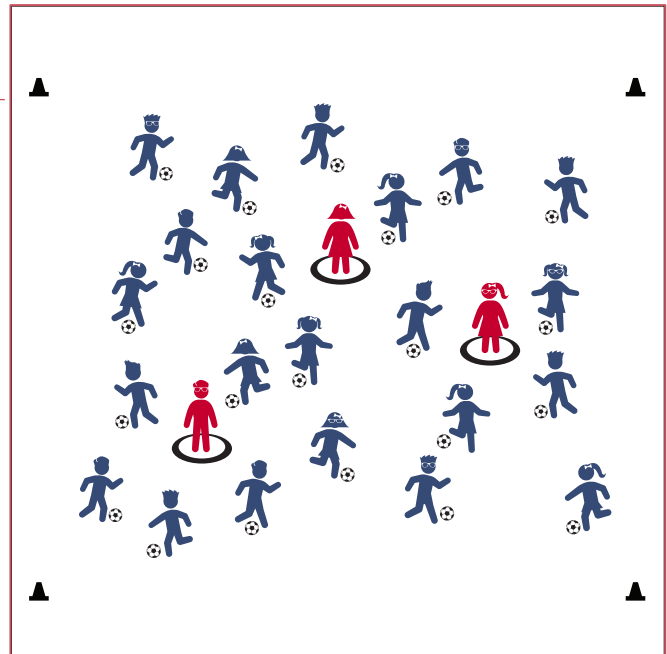
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student (minus 3)
- ✓ 3 hula hoops or low profile cones

Set-Up:

1. Create boundaries for a large activity with large cones.
2. Create Shark Cages by placing 3 hoops (or low profile cones) in the activity area.
3. Send 1 student (Shark) to each of the 3 hoops.
4. Scatter the remaining students throughout the



Activity Procedure:

1. This game is called Shark Attack. Your goal is to dribble your soccer ball all around the ocean without it being stolen by a Shark.
2. On the start signal, everyone but the Sharks will begin to dribble in open space. The 3 Sharks will stay in their cages (hoops) without a ball.
3. When you hear "SHARK ATTACK!" the 3 Sharks will come out and try to steal your ball. If your ball is stolen, you become a Shark and the Shark who stole your ball begins to dribble around. You can't steal the ball from the player who stole it from you.
4. On the stop signal, everyone will freeze and Sharks will return to their cages.

Grade Level Progression:

3rd: Play with only 2 Sharks. Everyone at a walking pace.

4th: Add the third Shark. Dribblers at a jogging pace, Sharks at a walking pace.

5th: Both Dribblers and Sharks at a Jogging pace.

Challenge Progressions:

- Sharks also play with soccer ball and dribble as they chase. Sharks attempt to kick other players' soccer balls out of bounds. If a Shark kicks a player's ball out of bounds, that player retrieves her/his ball, does 5 stationary ball taps, and then returns to the game.
- Everyone is a Shark!

Modifications:

Play with only 1 Shark.

SHARK ATTACK

ACADEMIC
LANGUAGE

Dribble, General Space, Ball Control, Body Control, 1 v 1, Practice, Mature Skill Pattern, Small-sided Game, Safety

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E18.3-5]** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4); Combines foot dribbling with other skills in 1 v 1 practice tasks (5).
- ✓ **Standard 1 [E20.5]** Foot dribbles with mature patterns in a variety of small-sided game forms (5).
- ✓ **Standard 2 [E1. 3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Dribbles in general space with changes in direction and speed. (S2.E1.4c); Combines spatial concepts with locomotor and non-locomotor movements in games environments (5).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How can you recognize open space during an activity like Shark Attack?
- ✓ **DOK 2:** How would you compare and contrast open space with general space?
- ✓ **DOK 3:** How is open space related to general space?
- ✓ **DOK 1:** What is health-related fitness and what are its components? Skill-related fitness?
- ✓ **DOK 2:** How does (name fitness component) affect your physical performance in sports like soccer?
- ✓ **DOK 3:** What facts would you select to support improving (name fitness component)? Why did you select those facts?

TEACHING
STRATEGY
FOCUS

Help students practice skills and strategies: Students must be reminded to refocus on both the cognitive and physical aspects of deliberate practice. Activities like Shark Attack can easily become all for the sake of fun. Freeze the activity, review learning goals, and then restart with sharpened focus and effort.

KEEP AWAY

STUDENT TARGETS

- ✓ **Skill:** I will look for and move to open space in order to receive passes. I will look for and pass to teammates who find open space.
- ✓ **Cognitive:** I will discuss the challenges created in this activity and how those challenges helped me improve my skill.
- ✓ **Fitness:** I will actively engage in Keep Away and encourage my classmates to remain engaged as well.
- ✓ **Personal & Social Responsibility:** I will remain engaged in Keep Away without needing reminders.

TEACHING CUES

Passing

- ✓ Step up to the Target
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

Trapping

- ✓ Move to the Ball
- ✓ "Give" with your Trapping Foot
- ✓ Soft Contact like a Pillow

Defense

- ✓ Control your Speed
- ✓ No Tackling (interception only)

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 16-24 low profile cones
- ✓ 1 soccer ball per 4 students

Set-Up:

1. Create several large grids using low profile cones.
2. Create groups of 4 students: 3 offense players and 1 defense player.
3. Each group to a grid with 1 soccer ball.

Activity Procedures

1. It's time to play Keep Away. The group of 3 will try to keep the soccer ball away from the 1 defender. Use both dribbling and passing skills.
2. If the defender steals the ball, return the ball to the group of 3 and continue play. We'll stop play every 1 to 2 minutes to change defenders.

Grade Level Progression:

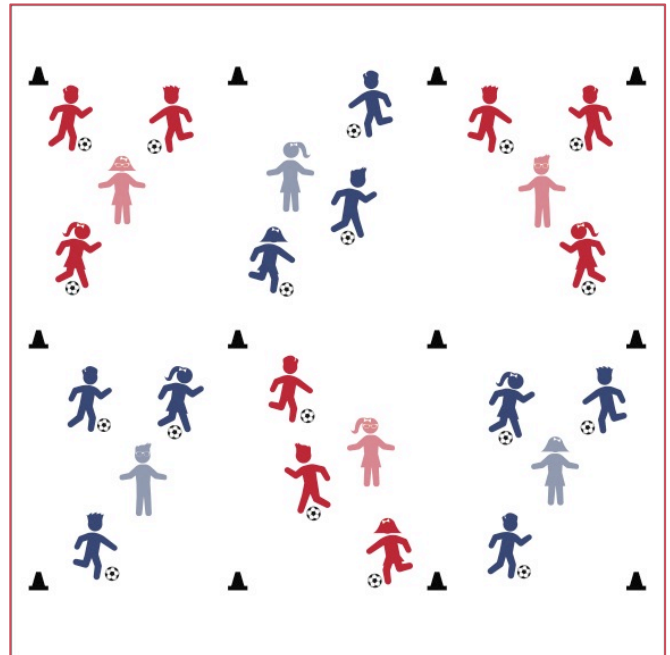
- 3rd: Start play in groups of 3, no defense. Players pass, and then move to an open spot.
 4th: Add the defender in medium-sized grids.
 5th: Increase to a larger grid size.

Challenge Progressions:

Play 3 v 2 Keep Away.

Modifications:

Play with no defense. Place 4 poly spots or low profile cones in a square within the grid to show students exactly where to move in order to get to an open space.



KEEP AWAY

ACADEMIC
LANGUAGE

Dribble, Skill Combination, Pass, Receive, Trap, Defense, Ready Position, Mature Skill Pattern, Small Sided Game, Work Independently, Active Engagement

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E20.4-5]** Dribbles with feet in combination with other skills (e.g., passing, receiving, shooting) (4); Foot dribbles with mature patterns in a variety of small-sided game forms (5).
- ✓ **Standard 2 [E5.4c, 5a]** Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (S4.E2.5b).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How can you recognize when a task is challenging?
- ✓ **DOK 2:** How can you apply the skills you've already learned in order to overcome challenges?
- ✓ **DOK 3:** Can you come up with a theory for overcoming challenges related to physical activity? How would you test your theory?
- ✓ **DOK 1:** What does active engagement look like in a practice task?
- ✓ **DOK 2:** How does active engagement affect your performance?
- ✓ **DOK 3:** How is active engagement related to skill development? Why?

TEACHING
STRATEGY
FOCUS

Help students elaborate on content: Elaboration requires students to make inferences about topics and concepts discussed in class. When building discussion from DOK 1 through DOK 3, ask students to provide evidence and supporting facts for the inferences they make.

SOCCER TAG

STUDENT TARGETS

- ✓ **Skill:** I will make smooth transitions from dribbling to passing while rescuing classmates who have been tagged.
- ✓ **Cognitive:** I will discuss offensive and defensive strategies used in the game of Soccer Tag.
- ✓ **Fitness:** I will identify the components of health- and skill-related fitness and how physical activity influences both.
- ✓ **Personal & Social Responsibility:** I will help classmates who have been tagged by rescuing them with a pass.

TEACHING CUES

Passing

- ✓ Step Up to the Target
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

Taggers

- ✓ Tag with Fingers
- ✓ Shoulders Only

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student
- ✓ 3 rubber chickens

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter all students throughout the area, each with a ball.
3. Give 3 students rubber chickens to indicate that they are taggers.

Activity Procedure:

1. It's time for Soccer Tag. On the start signal, work to dribble throughout the activity area without getting tagged by a player with a rubber chicken. Taggers, be sure to tag with your fingers.
2. If you're tagged, hold the soccer ball above your head and make a goal with your feet spread apart. You're free when someone passes a ball through your legs.

Grade Level Progression:

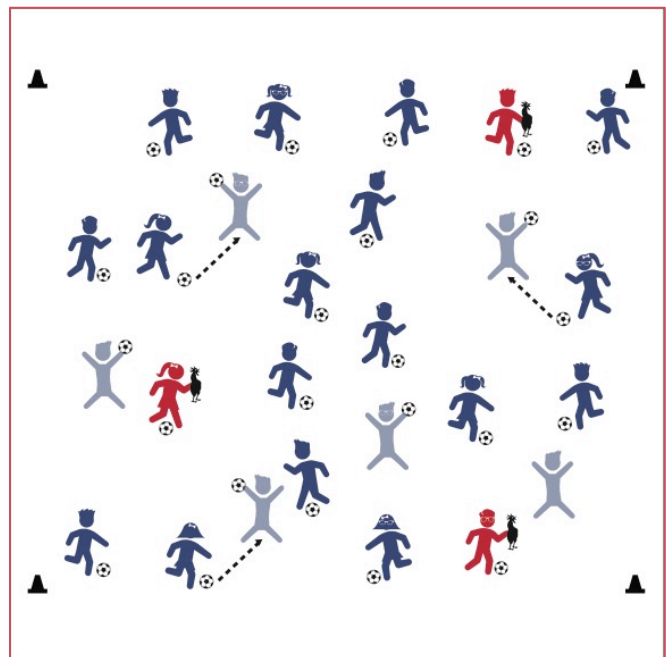
- 3rd: Play at a walking pace in a large activity area.
- 4th: Allow Dribblers to jog while Taggers walk.
- 5th: Decrease the size of the activity area. Everyone moves at a jogging pace.

Challenge Progressions:

Tagged players do jumping jacks. Passes must make it through their legs as they jump their feet to the out position.

Modifications:

Use a high-5 to rescue tagged players rather than a pass.



SOCCER TAG

ACADEMIC
LANGUAGE

Dribble, General Space, Ball Control, Body Control, 1 v 1, Practice, Offense, Defense, Ready Position, Strategy, Health-related Fitness, Skill-related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E18.3-5]** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4); Combines foot dribbling with other skills in 1 v 1 practice tasks (5).
- ✓ **Standard 2 [E5.3-5a]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies and tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is offense? What is defense?
- ✓ **DOK 2:** How would you apply offensive strategy in Soccer Tag? Defensive strategy?
- ✓ **DOK 3:** Can you describe an offensive (or defensive) strategy and how it is executed?
- ✓ **DOK 1:** What are the components of health-related fitness? Skill-related fitness?
- ✓ **DOK 2:** How does regular physical activity affect health-related fitness? Skill-related fitness?
- ✓ **DOK 3:** How is health-related fitness related to performance in activities similar to soccer?

TEACHING
STRATEGY
FOCUS

Help students process content: Use small group discussion to encourage students to process content and generate conclusions. Pose questions for students to discuss, summarize, and elaborate on their responses.

WINDOWS

STUDENT TARGETS

- ✓ **Skill:** I will make and receive at least 5 accurate passes.
- ✓ **Cognitive:** I will review and recite the critical cues for both passing and trapping.
- ✓ **Fitness:** I will maximize my activity time by staying engaged in the Windows activity without teacher reminders.
- ✓ **Personal & Social Responsibility:** I will encourage my partner to work toward improvement throughout the Windows activity.

TEACHING CUES

Passing

- ✓ Leading Passes
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

Trapping

- ✓ Move to the Ball
- ✓ "Give" with Your Trapping Foot
- ✓ Soft Contact then Tap and Go

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 low profile cone per student
- ✓ 1 soccer ball per 2 students

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Create and scatter as many small goals as possible using 2 low profile cones per goal.
3. Pair students, each pair with a ball.
4. Send pairs to an open space within the boundaries.

Activity Procedures:

1. This is a partner game called Windows. You and your partner will dribble through the activity area, making as many passes as you can through open "windows" (cones). You must pass through a new window with every pass.

Grade Level Progression:

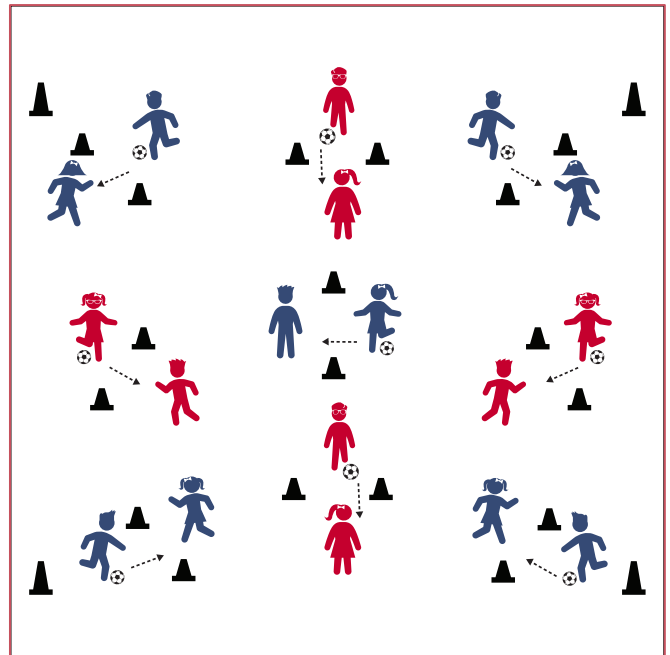
- 3rd: Begin play at a walking pace. Create large goals.
 4th: Play at a jogging pace. Create medium-sized goals.
 5th: Play at a jogging pace. Create small goals. Add signals for changing speed and direction.

Challenge Progressions:

Add goalkeepers to some or all of the goals.

Modifications:

All students with a soccer ball, playing as individuals. They must dribble through the windows rather than pass through them.



WINDOWS

ACADEMIC
LANGUAGE

Dribble, Ball Control, Body Control, Practice, Skill Combination, Small-sided Game, Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Follow Through, Center of the Ball, Stationary

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E19.3-5]** Receives and passes a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass (3); Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).
- ✓ **Standard 1 [E20.4-5]** Dribbles with feet in combination with other skills (e.g., passing, receiving, shooting) (4); Foot dribbles with mature patterns in a variety of small-sided game forms (5).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What are the critical cues for passing? For trapping?
- ✓ **DOK 2:** How would you summarize your performance during Windows?
- ✓ **DOK 3:** How was your effort related to your performance?
- ✓ **DOK 1:** What does encouragement look and sound like during an activity like Windows?
- ✓ **DOK 2:** How does encouragement affect a person’s ability to overcome a challenge? Support your answer with evidence.
- ✓ **DOK 3:** How would you adapt this activity in order to make it more (or less) challenging?

TEACHING
STRATEGY
FOCUS

Help students engage in cognitively complex tasks: In order to help students use new skills and concepts in authentic settings, it is essential to maintain a focus on the cognitive aspects of each activity. Encouraging the use of complex knowledge within practice tasks will lead students to recognize when skills and concepts transfer from one activity to another.

SOCCER GOLF

STUDENT TARGETS

- ✓ **Skill:** I will use a running approach as I make clearing kicks toward each Soccer Golf target.
- ✓ **Cognitive:** I will review and recite the critical cues for a clearing kick and a punt.
- ✓ **Fitness:** I will make at least 1 association between physical activity and good health, supporting my answer with facts and evidence.
- ✓ **Personal & Social Responsibility:** I will explain why good health is a part of personal responsibility.

TEACHING CUES

Clearing Kick

- ✓ Arms Extend and Step to Target
- ✓ Trunk Back
- ✓ Contact Below Center of the Ball with Shoelaces
- ✓ Follow Through Forward and Up to Target

Punt

- ✓ 2 Hands Hold Ball (Arms Extended in Front of Body)
- ✓ 3 Steps with Non-kicking Foot First
- ✓ Drop Ball and Kick with Shoelaces
- ✓ Follow Through Toward Target

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 5-9 hula hoops (or other targets)
- ✓ 5-9 low profile cones
- ✓ 1 ball per student

Set-Up:

1. Create a 5- to 9-hole soccer golf course. The low profile cones mark the "tee" area, and the hoops (or other targets) mark the holes.
2. Create groups of 2 to 4 students. Each student with a ball.
3. Send each group to a tee (cone).

Activity Procedures

1. It's time for a round of Soccer Golf. You'll try to kick the ball from the tee (cone) to the hole (hoop) using the fewest kicks possible.
2. When you're finished at one hole, wait for group at the next hole to finish their turn before your group continues.

Grade Level Progression:

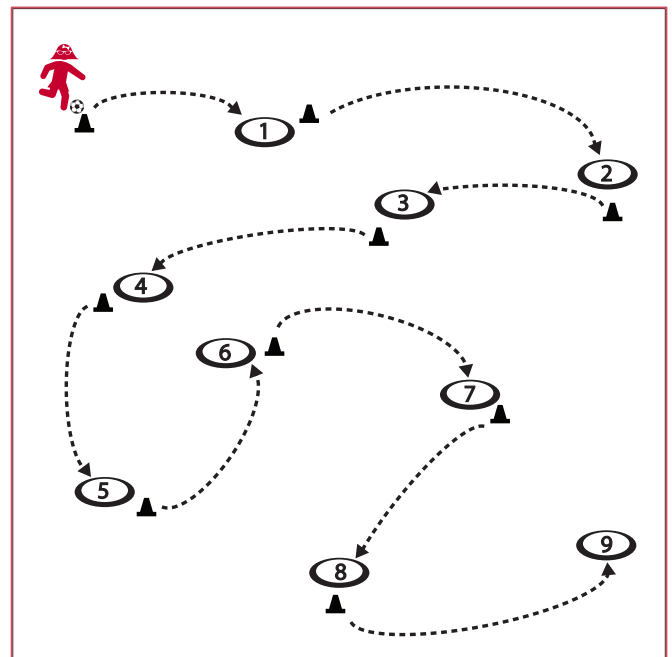
- 3rd:** Use large targets over short distances, with a focus on accuracy with each kick.
- 4th:** Encourage students to experiment with a variety of kicks, including punts if it's safe in the space available.
- 5th:** Lengthen distances and use smaller targets. Prompt students to focus on accuracy with every kick that they use.

Challenge Progressions:

Play a speed round. Players must sprint to their ball after each kick.

Modifications:

Play "Captain and Crew." Each group is a team and all players move their soccer balls and kick from the ball that lands closest to the target.



SOCCER GOLF

ACADEMIC
LANGUAGE

Clearing Kick, Punt, Running Approach, Intention, Critical Elements, Mature Skill Pattern, Follow Through, Top of the Foot, Stationary, Accuracy

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E21.3-5]** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each (3a); Uses a continuous running approach and kicks a stationary ball for accuracy (3b); Kicks along the ground and in the air, and punts using mature patterns (4); Demonstrates mature patterns in kicking and punting in small-sided practice task environments (5).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What are the skill cues for a clearing kick? A punt?
- ✓ **DOK 2:** What did you notice about using a running approach to a clearing kick? Be specific.
- ✓ **DOK 3:** How is a mature skill pattern related to your ability to make a clearing kick?
- ✓ **DOK 1:** How can you recognize someone with good health?
- ✓ **DOK 2:** What do you know about the benefits of physical activity?
- ✓ **DOK 3:** How is physical activity related to good health? Can you support your ideas with facts or specific examples?
- ✓ **DOK 4:** Does playing Soccer Golf contribute to good health? Design an experiment that would support your answer with evidence.

TEACHING
STRATEGY
FOCUS

Help students identify critical content: DOK level 1 questions provide a foundation for exploring concepts by identifying critical content. However, it's essential to extend discussion and exploration with follow-up questions that reinforce the critical nature of the content that has been identified. Prompt students to support their reasoning with facts and specific examples from prior learning or life experiences.

SHOOTING THUNDER

STUDENT TARGETS

- ✓ **Skill:** I will use a mature kicking pattern to kick the ball into the goal, in the air and on the ground.
- ✓ **Cognitive:** I will discuss the relationship between a mature kicking pattern and kicking accuracy.
- ✓ **Fitness:** I will maximize my activity time by staying engaged in this activity without teacher reminders.
- ✓ **Personal & Social Responsibility:** I will work safely with my group members, kicking only when and where it is safe and appropriate.

TEACHING CUES

Kick

- ✓ Arms Extend and Step to Target
- ✓ Trunk Back
- ✓ Contact Below (or at) Center of the Ball with Shoelaces
- ✓ Follow Through Forward and Up to Target

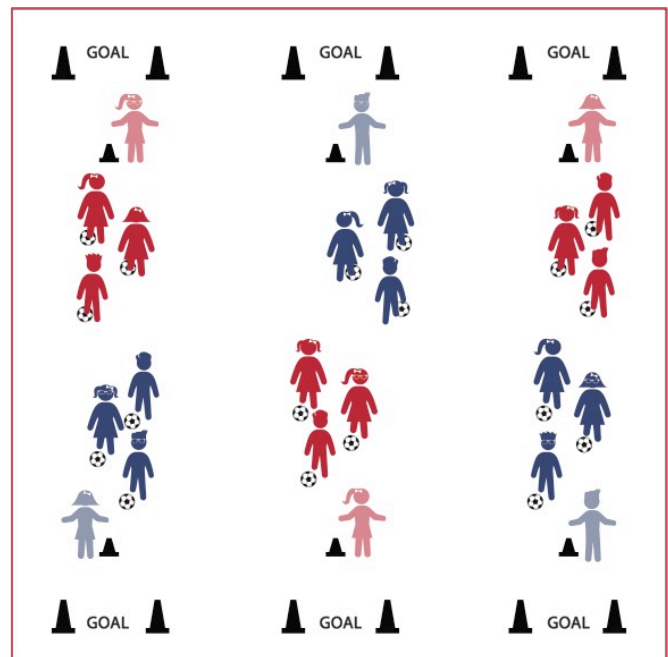
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 large cones per 4 students
- ✓ 1 low profile cone per 4 students
- ✓ 3 soccer balls per 4 students

Set-Up:

1. Create groups of 4 students. Each group with 3 soccer balls.
2. Create 1 large triangle per group, using 2 large cones and 1 low profile cone. The large cones for all triangles are on a single line (for large groups, arrange the large cones in 2 parallel lines).
3. Each group to a triangle, forming a line behind the low profile cone.



Activity Procedure:

1. This activity is called Shooting Thunder. We'll be working on shooting skills. The first person in line does not have a ball and will take 3 large steps to the right of the kicking line. The second person in line will take a shot on the goal. As soon as a shot is taken, the person waiting to the right will act as a chaser, running to collect the ball. The chaser will then go around the activity area to get to the back of the line.
2. The person who just took a shot will become the next chaser and will collect the next shot taken. Continue this rotation until you hear the stop signal.

Grade Level Progression:

3rd: Require students to keep shots below waist level with a half-speed approach.

4th: Alternate kicks along the ground and kicks in the air. Focus on accuracy.

5th: Challenge students by shrinking the size of the goal each time all members of their group successfully score a goal.

Challenge Progressions:

The chaser becomes a goalkeeper.

Modifications:

Remove the goal and provide ample open space toward which the groups can kick.

SHOOTING THUNDER

ACADEMIC
LANGUAGE

Clearing Kick, Punt, Running Approach, Top of the Foot, Intention, Critical Elements, Mature Skill Pattern, Stationary, Accuracy, Practice, Safety

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E21.3-5]** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each (3a); Uses a continuous running approach and kicks a stationary ball for accuracy (3b); Kicks along the ground and in the air, using mature patterns (4); Demonstrates mature patterns in kicking in small-sided practice task environments (5).
- ✓ **Standard 2 [E2.4-5]** Combines movement concepts with skills in small-sided practice tasks environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments with self-direction (5).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings; (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How would you describe a mature kicking pattern?
- ✓ **DOK 2:** How would you compare and contrast kicking in the air and kicking along the ground?
- ✓ **DOK 3:** How is a mature kicking pattern related to kicking accuracy?
- ✓ **DOK 1:** What challenges did you face during our soccer skill lessons?
- ✓ **DOK 2:** How did your attitude affect your ability to face and overcome these challenges?
- ✓ **DOK 3:** What facts or specific examples could you use to explain how your attitude affected your ability to face and overcome challenges?
- ✓ **DOK 4:** Using examples from our discussion and ideas that you've heard from others, develop a plan with specific steps that you could follow the next time you're faced with a challenge.

TEACHING
STRATEGY
FOCUS

Help students practice skills and strategies: Students must be reminded to refocus on both the cognitive and physical aspects of deliberate practice. Activities like Shark Attack can easily become all for the sake of fun. Freeze the activity, review learning goals, and then restart with sharpened focus and effort.

STATION DAY

STUDENT TARGETS

- ✓ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✓ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✓ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✓ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

TEACHING CUES

- ✓ Start Activity with Music
- ✓ When Music Stops: Clean the Area and Rotate

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 24 low profile cones
- ✓ Station music and music player
- ✓ See station cards for equipment needs

Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, with each group at a different station.

Activity Procedure:

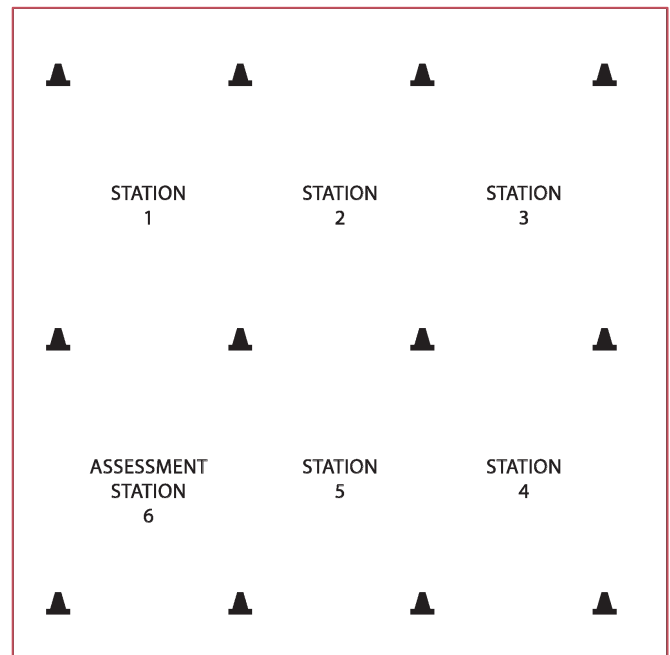
1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

Challenge Progressions:

Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

Modifications:

Some students may need step-by-step assistance during cleaning-up and rotation. Pause the music and don't restart until every group has safely transitioned.





STATION DAY

ACADEMIC
LANGUAGE

Select words from the module that you're teaching.

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1, 2, 3, 5** [Select outcomes from the module that you're teaching.]
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF
QUESTIONS

Select questions from the module that you're teaching or the assessment that you're using.

TEACHING
STRATEGY
FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [E18.3-5]** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4); Combines foot dribbling with other skills in 1 v 1 practice tasks (5).
- ✓ **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).

FOCUS TARGETS

- ✓ **Skill:** I will demonstrate control of ball and body by dribbling within the activity area boundaries.
- ✓ **Cognitive:** I will identify and define two or more academic language vocabulary words.
- ✓ **Fitness:** I will increase my heart rate by participating in Scramble.
- ✓ **Personal & Social Responsibility:** I will demonstrate responsible behavior by following all safety rules.

ACADEMIC LANGUAGE

- ✓ Dribble
- ✓ Ball Control
- ✓ Open Space
- ✓ 1 v 1
- ✓ Safety

SELECTED ASSESSMENT

- ✓ Soccer Skills Self Assessment

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
1 INSTANT ACTIVITY	<ul style="list-style-type: none"> Boundary cones are set up and soccer balls are divided into 2 equipment stations along the perimeter. Students enter the gym and move to warm-up spots (personal space) facing the front wall where a FITMAN word puzzle is displayed. Complete 2 words as a warm up. 	FITMAN (from OPEN Instant Activity Collection): Word puzzles for Ball Control & Safety	<ul style="list-style-type: none"> What does ball control mean? How does it apply to the game of soccer?
2 LEARNING TASK	<ul style="list-style-type: none"> Review cues for Dribbling: Ears Alert, Eyes Up, Quick Looks, Inside/Outside Taps. On "GO," students collect a soccer ball from one of the equipment stations on the perimeter, and then move to an open space within the boundaries. Ball in ball garage (between feet) and thumbs up when ready. Begin Scramble activity. 	Scramble	<ul style="list-style-type: none"> Can you remember the cues for foot dribbling? How did your ability to make quick looks around the activity area affect your success in Scramble? What are the steps you took in the process of moving from one ball to the next?
3 LEARNING TASK	<ul style="list-style-type: none"> Debrief with ball in ball garage. Select 3 students as Sharks for next activity by placing a hula hoop on the ground next to them, taking their soccer balls, and asking them to move into the hoops. 	Shark Attack	<ul style="list-style-type: none"> How can you recognize open space during an activity like Shark Attack? How would you compare and contrast open space with general space? How is open space related to general space?
4 EXIT ASSESSMENT	<ul style="list-style-type: none"> Foot Skills Self Assessment (Dribbling & Safety) Assessment stations are set up on open sidelines. Each includes 4 piles of worksheets and 4 boxes of crayons. When I say "GO," return your ball to an equipment station. Next, move to an assessment station. Collect a worksheet and crayon. When finished filling it out, give your worksheet to me and then line up. 		

1 v 1

(noun)

A sport/game situation in which one defensive player challenges one offensive player.

*Alex and Micah played **1 v 1** soccer, with Alex trying to score on offense and Micah trying to steal the ball on defense.*



ACCURACY

(noun)

The quality of being correct, precise, or on target.

*Dakota displayed excellent **accuracy** in today's practice because all of her kicks were on target.*



ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

*Caroline **actively engages** in physical education class because she likes the games and wants to improve her skills.*



APPROPRIATE BEHAVIOR

(noun)

The correct way to act or conduct oneself in a particular situation.

*Phillip demonstrated **appropriate behavior** during stations by moving safely and listening for the start and stop signals.*



BALL CONTROL

(noun)

A skill associated with invasion games (e.g., basketball, soccer), which allows a player to travel, pass, and shoot effectively while avoiding defenders.

*Harper displayed good **ball control** when she dribbled through two defenders and made a perfect pass to Lily.*



BODY CONTROL

(noun)

The ability to start, stop, and continue physical movements while safely maintaining balance and form.

*Jacob showed good **body control** when he jumped to receive a pass and then moved through the defense to score a goal.*



CENTER OF THE BALL

(noun)

The center horizontal split of the soccer ball, sometimes referred to as the ball's equator.

*Avery made a high clearing kick by striking below the **center of the ball**.*



CLEARING KICK

(noun)

A high, strong kick which sends the soccer ball away from the goal or defended area.

*Phoebe used a **clearing kick** to send the ball back down the field and far away from her team's goal.*



CRITICAL ELEMENTS

(noun)

The individual parts of a skill that are important to successful performance.

*Stepping toward the target is one of the **critical elements** of kicking a soccer ball. If you don't step in the direction that you want to kick, it's difficult to successfully hit the target.*



DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

*The **defense** was very strong. Franklin and Kim kept stealing the soccer ball away from Josh and Jessica and did not allow any goals to be scored.*



DRIBBLE

(verb)

Maneuvering a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling. Floor hockey requires stick dribbling.

***Dribble** the ball as fast as you can in order to beat defenders down the field.*



FOLLOW THROUGH

(verb)

Movement after an object has been kicked, struck, or thrown.

***Follow through** after your clearing kicks, and they will go a lot farther down the field.*



GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

*In physical education class, we share **general space** so that everyone can move safely within the activity boundaries.*



GIVE WITH THE BALL

(verb)

To gently collect a ball without adding any resistance or force. As a ball comes to the foot or hand, move with the ball in order to provide a gradual stop or change of direction.

*Kara learned to **give with the ball** so that when Julia made hard passes to Kara's feet, the ball didn't bounce away from her.*



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

*Great soccer players have a good balance of all the components of **health-related fitness**.*



INSIDE OF THE FOOT

(noun)

**The longest section of the foot,
running down the side from the
big toe to the heel.**

*Passing a soccer ball with the **inside of the foot** is more accurate than using any other part of the foot because of the large contact area with which you're kicking the ball.*



MATURE SKILL PATTERN

(noun)

The accurate performance of any skill during which all critical components are present.

*Katie performed a perfect clearing kick with a **mature skill pattern**. The ball flew down the field.*



OFFENSE

(noun)

The team or players in a game or sport who are attempting to score or move the ball forward.

*The **offense** made three great passes before shooting a goal.*



OPEN SPACE

(noun)

An area within a boundary of play that is clear of other players or obstacles.

*Franklin made a pass to Jacob into **open space**, and then Jacob ran into the open area to collect the ball.*



OUTSIDE OF THE FOOT

(noun)

The section of the foot running down the side from the pinkie toe to the heel.

*Caitlin was dribbling through the defense and made a sharp turn using the **outside of the foot.***



PACING

(verb)

To move or work at a steady and consistent speed, oftentimes in order to avoid becoming overly tired.

*Caleb was **pacing** himself with a steady jog in order to keep playing without getting tired.*



PASS

(verb)

To move an object from one space to another.

*Josh **passed** the ball into open space so that Javier could move to it without a defender stealing it away from him.*



PRACTICE

(verb)

To purposefully perform an activity or skill repeatedly in order to make an improvement.

*Taylor will **practice** her passing and trapping every day after school in order to become a better soccer player.*



PUNT

(verb)

To kick a ball after it has been dropped from the hands and before it hits the ground.

*The soccer goalie picked up the ball and then **punted** the ball down the field.*



READY POSITION

(noun)

The best body position for reacting to changes in an activity environment.

*Elijah was in **ready position** when the ball was kicked, so he was able to get to it quickly before any of the other players.*



RECEIVE

(verb)

To be given and then control a pass.

*Phoebe will **receive** the opening pass from her teammate.*



RUNNING APPROACH

(noun)

The action of running toward a ball in order to kick or strike it.

*When kicking for distance, it's best to use a **running approach** to the ball.*



SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

*During physical education class, Rahim follows all rules related to **safety** in order to protect himself and his classmates from injury.*



SHOOT

(verb)

To send a ball or object toward a goal or target in order to score a point (or points).

***Shoot** for the goal when you get past your defender with the ball.*



SKILL COMBINATION

(noun)

A series of moves that require two or more skills (e.g., trap, dribble, shoot) and results in improved performance or a strategic advantage.

*Running and foot dribbling is a **skill combination** that can help soccer players travel quickly up the field and beat defenders.*



SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

*Coordination and power are 2 components of **Skill-Related Fitness** that are very important for performing excellent clearing kicks.*



SMALL-SIDED GAME

(noun)

A type of activity designed to teach the skills and strategy of sport but requires fewer players and less space and generally includes fewer rules.

*Shark Attack is a **small-sided game** designed to teach the soccer skill of dribbling under pressure.*



STATIONARY

(adjective)

Not moving.

*When learning how to kick a soccer ball, most people start by kicking a **stationary** ball.*



STRATEGY

(noun)

A plan of action for achieving a goal.

*The team's offensive **strategy** was working really well, and they were able to score a lot of goals.*



TOP OF THE FOOT

(verb)

The part of the foot used when kicking for power or distance, located from the base of the toes to the base of the ankle; typically marked by the location of shoelaces.

*Deedi has great power and control of her kicks when she uses the **top of her foot**.*



TRAP

(verb)

A soccer skill used by a player in order to slow and control a moving ball; typically performed with the foot, thigh, or chest.

*Grayson controlled the pass with a perfect **trap** and then took a powerful shot on the goal.*



WORK INDEPENDENTLY

(verb)

To do a physical or mental activity without needing the help or direction of a teacher or other authority figure.

*Billy and Ellen were able to **work independently** in stations while Mr. Kline assessed the performance of their classmates.*



SOCCER VOLLEYBALL

HOW TO PLAY

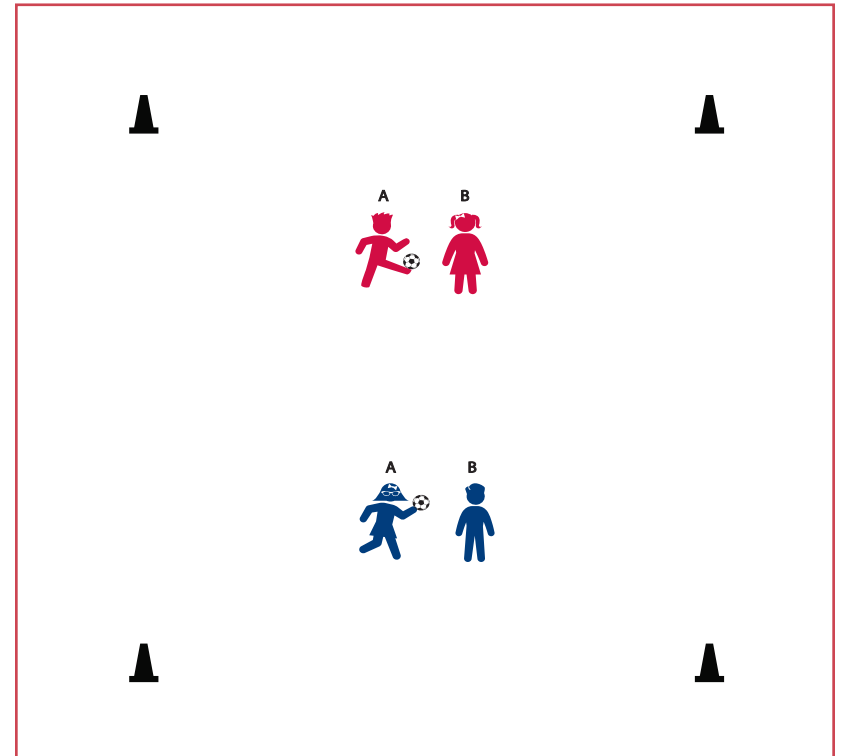
- 1.** Partner A self-tosses the ball to make 1 juggle, and then must catch the ball before it hits the ground. Partner A gives the ball to Partner B.
- 2.** Partner B then self-tosses to make 2 juggles and a catch. Partner B gives the ball to Partner A.
- 3.** Partner A must then get 3 juggles and a catch.
- 4.** This continues until a player does not make the necessary number of volleys/juggles OR a player does not catch the ball before it touches the ground.

EQUIPMENT

- ✓ 1 soccer ball per 2 players

SET-UP

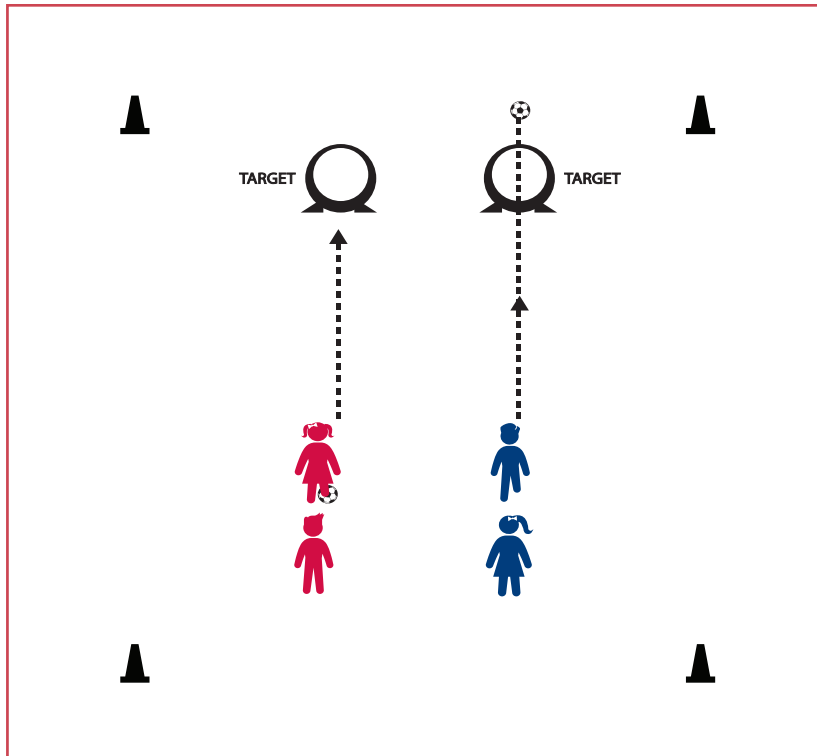
- ✓ 2 players (Partner A & Partner B) facing each other 5-7 feet apart.



SOCCER ARCHERY

HOW TO PLAY

1. Players take turns attempting to kick and hit the target.



EQUIPMENT

- ✓ 1 soccer ball per 2 players
- ✓ Target (see set-up for options)

SET-UP

- ✓ Target - If inside, mark the target on the wall using tape or chalk. If outside, use large cones or hula hoops.
- ✓ Players - Have the players stand 10-15 feet away from the target for shooting and 20-25 feet away for kicking.



SOCCER BOCCE

EQUIPMENT

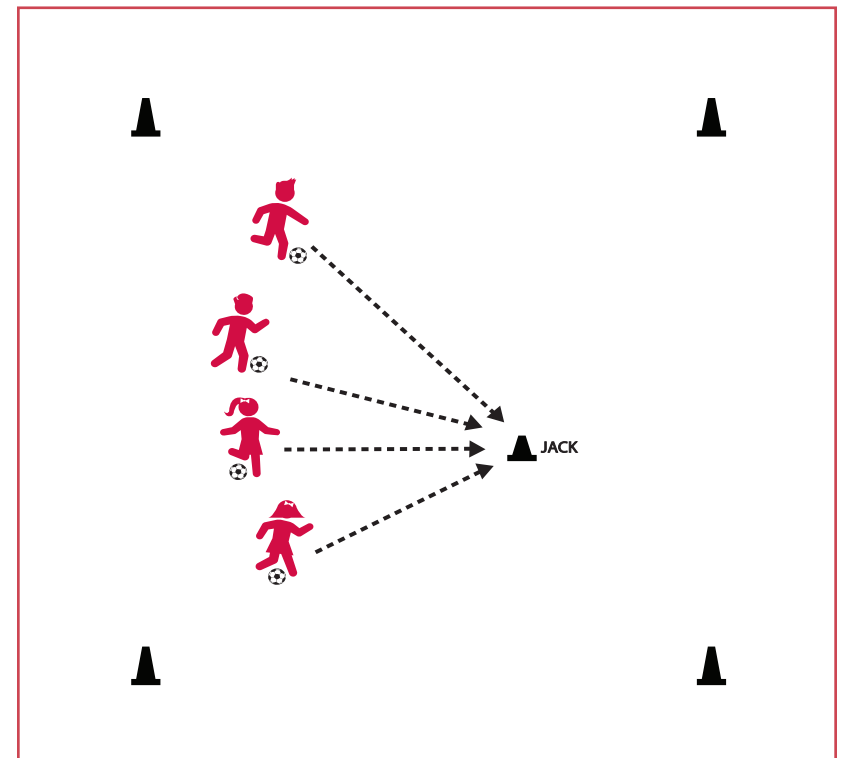
- ✓ 1 soccer ball per player
- ✓ 1 low profile cone (or bean bag) per group

HOW TO PLAY

1. One of the players from the group tosses the cone/bean bag (this object is the "jack").
2. Each player is trying to pass her/his ball closest to the jack, starting with the player that tossed the jack.
3. The player whose ball is closest scores a point.
4. Repeat with a different player tossing the jack.

SET-UP

- ✓ Create groups of 2-4 players. Each player with a ball and each group with a low profile cone (or bean bag).



SOCCER SKI SLALOM

SET-UP

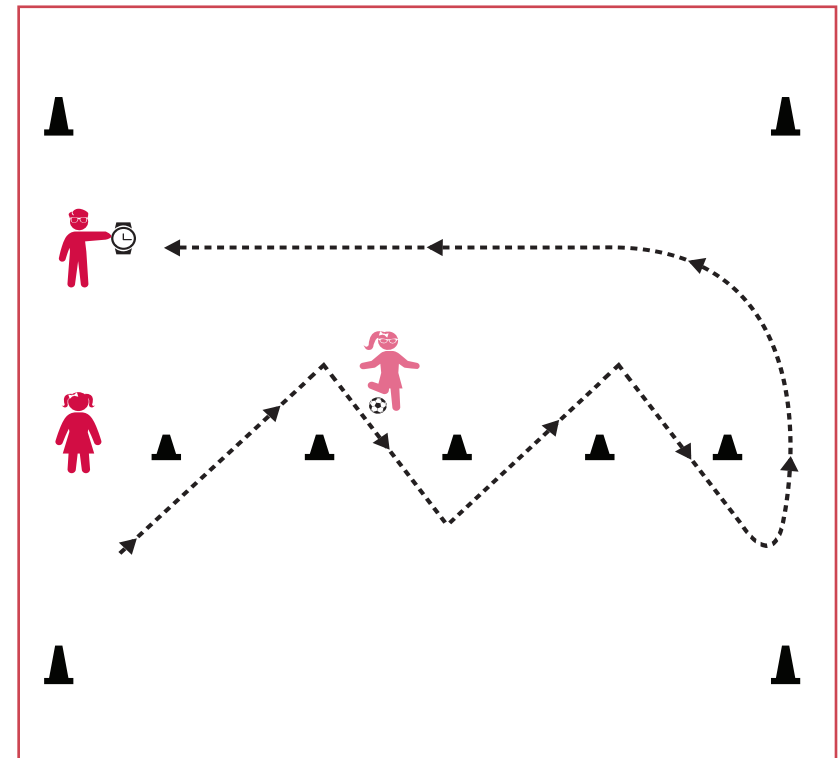
- ✓ Place cones in a zigzag pattern inside the grid station.

HOW TO PLAY

1. The player with the stopwatch says, "Go!" and starts the stopwatch.
2. One player dribbles, weaving through the cones.
3. The third player is an official and watches to be sure the racer does not miss any cones.
4. The timer stops the clock when the racer finishes. Count the number of cones missed and add 3 seconds for each one to calculate a final time.
5. Rotate jobs and repeat.

EQUIPMENT

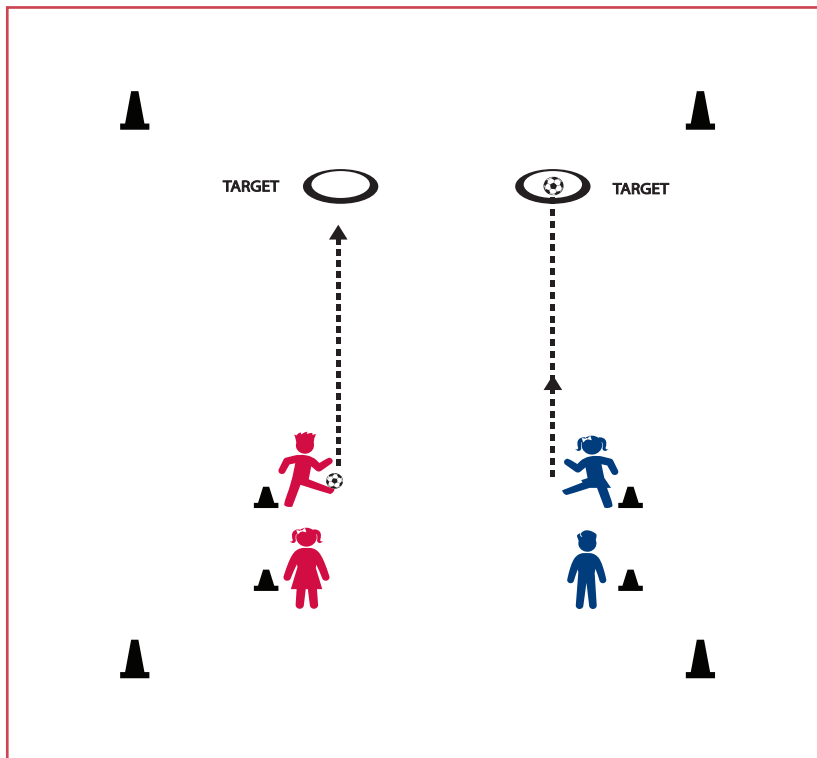
- ✓ 1 soccer ball per 3 players
- ✓ 2 cones per player
- ✓ 1 stopwatch



SOCCER BASKETBALL

EQUIPMENT

- ✓ 1 soccer ball per 2 players
- ✓ 1 hula hoop per 2 players
- ✓ 2 low profile cones per 2 players



SET-UP

- ✓ Place the hula hoop on the ground.
- ✓ Set one low profile cone 10 to 15 feet away from the hoop and the other 15 to 20 feet away.

HOW TO PLAY

1. Partners take turns punting or kicking the ball from either spot.
2. Score points by hitting inside the hoop (2 points from the closer spot and 3 points from the farther spot).



SOCCER BOWLING

EQUIPMENT

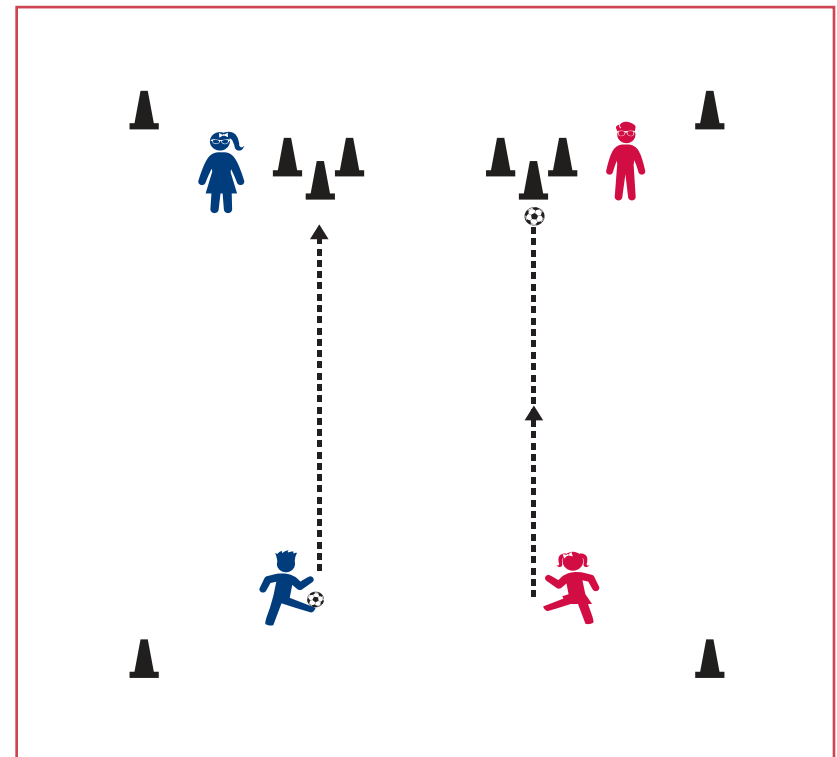
- ✓ 1 soccer ball and 3 large cones per 2 players

HOW TO PLAY

1. One player stands 10 feet away from the cones (pins). Adjust the distance based on student skill level. The other player stands near the pins (to retrieve the ball).
2. The bowler gets 2 passes to knock down all 3 pins. Switch roles after 2 passes (unless a strike is made – switch after strikes).
3. For a challenge, increase the distance and shoot the ball rather than pass it.

SET-UP

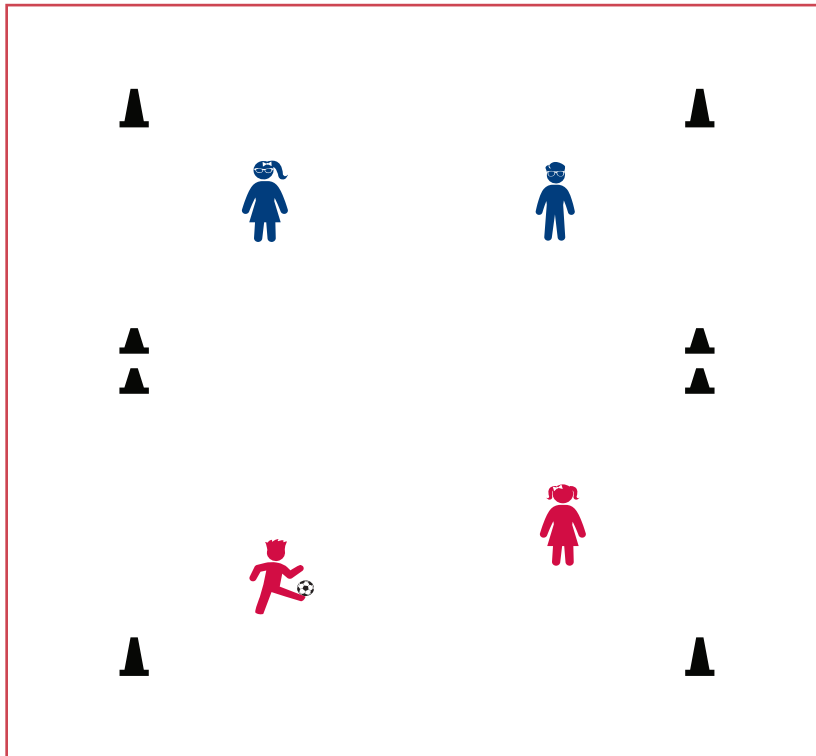
- ✓ Place 3 cones in a triangle 10 feet away from the soccer ball.



SOCCER TENNIS

SET-UP

- ✓ Create 2 square grids side by side (approx 5x5 paces) to form a large 5x10 court.
- ✓ 2 players per grid, 4 per court.



EQUIPMENT

- ✓ 1 soccer ball per 4 players
- ✓ 8 cones

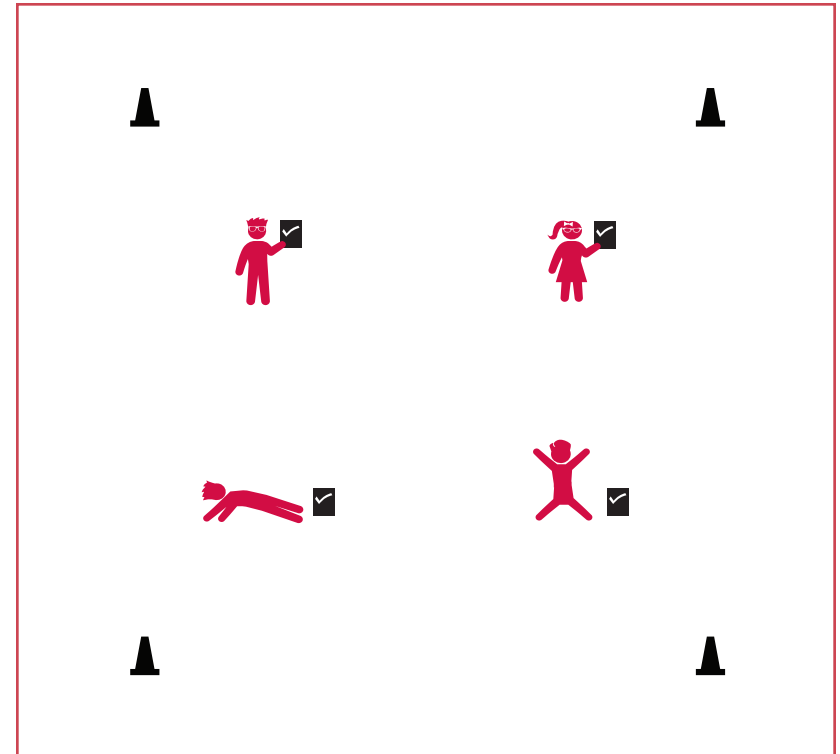
HOW TO PLAY

1. Each team "serves" the ball by passing it into the other team's grid.
2. A point is scored in 1 of 3 ways:
 1. A team passes the ball through their opponent's grid on the ground without it being touched (serving team gets 1 point).
 2. The receiving team is able to touch the ball, but cannot control it inside their grid (serving team gets 1 point)
 3. A pass goes into the air or does not go into the opposite grid (receiving team gets 1 point).



SELF-ASSESSMENT

1. Complete the Assessment for Soccer Skills.
2. When finished, perform the following exercise sequence until it's time to rotate to the next station:
 1. 3 push-ups
 2. 11 calf-raises
 3. 33 jumping jacks



SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**.
I wish I could do this better.
And so I will keep trying my
best to improve.



Level 2:

I'm in the **Major Leagues**.
Practice is helping and I will
keep trying my best to
improve.



Level 3:

I'm an **All Star**.
I can do this well. Practice
worked, and now I want to
keep learning more!

SKILL	PRE	GOAL	POST
Dribbling			
Passing			
Trapping			
Kicking			
Safety			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ **CLASS:** _____

Proficient 4	Consistently performs dribbling, passing, trapping, and kicking skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and kick with accuracy. Traps and dribbles with acceptable control. Has demonstrated skill combinations. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely displays control/accuracy. Cannot perform skill combinations. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

Student Name	Score	Comments
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
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21.		
22.		
23.		
24.		

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs dribbling, passing, trapping, and kicking skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and kick with accuracy. Traps and dribbles with acceptable control. Has demonstrated skill combinations.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely passes and displays control/accuracy. Cannot perform skill combinations.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
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21.			
22.			
23.			
24.			

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...	
Self-Rating with Rationale	
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale: <input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3	