

**Block Plan**  
**6<sup>th</sup> and 7<sup>th</sup> Grade Soccer Unit**

	<b>Day 1</b>	<b>Day 2</b>
<b>Week 1</b>	Warm-up Teach Skill: Dribble Bags: Dribble Jog Concept: Hands Teach Skill: Trap w/ dribble Bags: Dot Spots	Warm-up Review Skill: Dribble Review Skill: Trap w/ dribble. Teach Skill: Instep Pass Partner Stationary Pass Teach Skill: Instep Shot Bags: Shooting to cones
<b>Week 2</b>	Warm-up Review Skill: Dribble Review Skill: Trapping w/ dribble. Teach Skill: Trapping Pass Partner Stationary Pass Teach Skill: Instep Shot Bags: Shooting to cones	Warm-up Review Skill: Instep Pass Review Skill: Instep Shot <b>Stations</b> Review reading signs, rotation, and signals Review Dribble: Entry Bags: Red Light Soccer
<b>Week 3</b>	Warm-up Review Skill: Instep Pass Review Skill: Instep Shot <b>Stations</b> Review Dribble: Cognitive: Soccer quiz Bags: Red Light Soccer	Warm-up <b>Group: Teach Dribble Code</b> <b>Stations</b> Review Instep Pass: Entry Dribble: Maintain/Program Projection Bags: Tic Tac Goal
<b>Week 4</b>	Warm-up <b>Group: Teach code for instep pass</b> <b>Stations</b> Dribble: Maintain Pass: Program Projection/Maintain Bags: Shooting to the cone	Warm-up <b>Group: Teach code for instep pass</b> <b>Stations</b> Dribble: Maintain Pass: Program Projection/Maintain Bags: Shooting to the cone
<b>Week 5</b>	Warm-up <b>Group: Maintain/Exit Dribble</b> <b>Group: Maintain/Exit Pass</b> Soccer Game	Warm-up <b>Group: Maintain/Exit Dribble</b> <b>Group: Maintain/Exit Pass</b> Soccer Game

## Task Analysis: Dribble

**Visual Description:** Performer is moving behind the soccer ball keeping the ball close to their feet. The performer is slightly bent over the ball, using inside and outside part of foot to tap the ball lightly. Their head is up and looking forward.

### **Movement Sequence**

1. Body is behind the ball
2. Knees are slightly bent
3. Body slightly leaning over ball
4. Tap the ball with inside and outside of foot
5. Performer is making light taps
6. Their head is up

**4 Critical Points: \***

### **Movement Cues**

1. Behind ball
2. Knees bent
3. Body over ball\*
4. Sides of feet\*
5. Small taps\*
6. Head up\*

### **Task Complexity Variables**

**Learner:** 6<sup>th</sup> and 7<sup>th</sup> Grade  
**Skill:** Continues- 2 out of 3 times  
**Environment:** Closed Loop– We can control the environment; there is no competition, no defender, and no running clock. Size 4 balls for 6<sup>th</sup> graders. Size 5 balls for 7<sup>th</sup> Graders.

### Checklist: Dribble

Student	Ball Over Body	Sides of Feet	Small Taps	Head Up
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
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17.				
18.				
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20.				
21.				
22.				
23.				
24.				
25.				

## Task Analysis: Trap

**Visual Description:** The performer judges where the ball is going then gets to the ball. The performer then lifts their foot off the ground a few of inches with their toe pointed up. The performer then stops the ball with the bottom or side of their foot. By Placing foot on the top of the ball.

### **Movement Sequence**

1. Ready position
2. Get to where the ball is going
3. Lift foot a few inches off the ground
4. Point toe up
5. Keep foot relaxed so it absorbs the shock
6. Stop the ball with bottom or side of foot

**4 Critical Points: \***

### **Movement Cues**

1. Ready Position
2. Get to ball
3. Lift foot\*
4. Toe up\*
5. Relax foot\*
6. Stop ball\*

### **Task Complexity Variables**

**Learner:** 6<sup>th</sup> and 7<sup>th</sup> Grade  
**Skill:** Discrete- 3 out of 5 times (6<sup>th</sup> Grade); 4 out of 5 times (7<sup>th</sup> grade)  
**Environment:** Closed Loop– We can control the environment; there is no competition, no defender, and no running clock. Size 4 balls for 6<sup>th</sup> graders, Size 5 balls for 7<sup>th</sup> graders.

### Checklist: Trap

Student	Lift Foot	Toe Up	Relax Foot	Stop Ball
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

## **Task Analysis: Instep Pass**

**Visual Description** - Performer starts behind the ball and takes one step with foot they are not kicking with toward the ball. Then they kick the ball with their other foot using the inside or outside of their foot. To aim at the target they will align their feet accordingly.

### **Movement Sequence**

1. Start behind the ball
2. Plant non-kicking foot next to ball
3. Performer swings foot back
4. Inside or outside of foot is facing ball
5. Swing foot forward making contact with inside
6. Follow through with kicking foot to target

### **Movement Cues**

1. Behind ball
2. Plant opposite foot\*
3. Foot back\*
4. Inside of foot
5. Contact\*
6. Follow through\*

**4 Critical Points: \***

### **Task Complexity Variables**

**Learner:** 6<sup>th</sup> and 7<sup>th</sup> Grade  
**Skill:** Discrete 4 out of 5 times (6<sup>th</sup> and 7<sup>th</sup> Grade)  
**Environment:** Closed Loop- We can control the environment; there is no competition, no defender, and no running clock. Size 4 balls for 6<sup>th</sup> graders, Size 5 balls for 7<sup>th</sup> graders.

**Checklist:** Instep Pass

Student	Plant Opposite Foot	Foot Back	Contact	Follow Through
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
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21.				
22.				
23.				
24.				
25.				

## **Task Analysis: Instep Shot**

**Visual Description** - Performer is dribbling the ball then passes the ball slightly in-front of their body. Then runs up to the ball, plants non-kicking foot on the ground, and brings kicking back, then swings their kicking foot through the ball. To aim at the target performer will align their feet accordingly.

### **Movement Sequence**

1. Start behind the ball
2. Pass ball out in-front of body
3. Performer plants non-kicking foot next to ball
4. Performer swings kicking foot back
5. Swing kicking-foot forward
6. Make contact with inner part of foot
7. Follow through with kicking-foot to target

### **Movement Cues**

1. Behind ball
2. Pass to self
3. Plant foot\*
4. Foot back\*
5. Foot forward\*
6. Contact
7. Follow through\*

**4 Critical Points: \***

### **Task Complexity Variables**

**Learner:** 6<sup>th</sup> and 7<sup>th</sup> Grade  
**Skill:** Discrete 4 out of 5 times (6<sup>th</sup> and 7<sup>th</sup> Grade)  
**Environment:** Closed Loop– We can control the environment; there is no competition, no defender, and no running clock. Size 4 balls for 6<sup>th</sup> grade, size 5 balls for 7<sup>th</sup> grade.



**Checklist:** Instep Shot

Student	Plant Foot	Foot Back	Foot Forward	Follow Through
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
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22.				
23.				
24.				
25.				

## **Task Analysis: Over-Head Throw In**

**Visual Description** - Performer starts out of bounds, 2 to 3 steps behind the out of bounds line. The performer grips both hands on each side of the ball, and brings the ball behind their head. Then takes 2 steps, and plants both feet behind the out of bounds line to gain momentum. Then in one motion the performer throws the ball by bringing their hands back over their head and releasing the ball. To aim at the target they will align their feet accordingly.

### **Movement Sequence**

1. Start behind the out of bounds line 2 to 3 steps
2. Grip ball with both hand one on each side of ball
3. Bring ball back behind head
4. Take two steps toward out of bounds line
5. Plant Dominant foot on ground behind line
6. Plant Non-Dominant foot on ground behind line
7. Throw arms forward and release
8. Follow through
9. Keep head up

### **Movement Cues**

1. Out of bounds
2. Grip
3. Ball behind head\*
4. Two steps
5. Plant dom. foot\*
6. Plant non-dom. foot\*
7. Release
8. Follow through\*
9. Head up

**4 Critical Points: \***

### **Task Complexity Variables**

**Learner:** 6<sup>th</sup> and 7<sup>th</sup> Grade  
**Skill:** Discrete 3 out of 5 times (6<sup>th</sup> Grade) 4 out of 5 times (7<sup>th</sup> Grade)  
**Environment:** Closed Loop– We can control the environment; there is no competition, no defender, and no running clock. Size 4 balls for 6<sup>th</sup> grade; size 5 balls for 7<sup>th</sup> grade.

**Checklist: Over-Head Throw In**

Student	Ball behind head	Plant dom. foot	Plant non-dom. foot	Follow through
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
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17.				
18.				
19.				
20.				
21.				

## Berkey's Assessment of Games

1. Name of the game: Dribble Jog
  
2. Source of the game: Youth Soccer Drills
  
3. Brief description of the game: Each student has a ball and they are all going to dribble the ball around the outside of the cones in their own personal space.

### Activity Analysis

	Low	-----			High
<b>1. Students can develop physical skills.</b>	1	2	③	4	5
State the skills: Control-dribbling and looking up while dribbling					
Students can practice appropriately	Yes				

	Low	-----			High
<b>2. Participation level</b>	1	2	3	4	⑤
Roles of the students: All students are active					
Potential examples of waiting: If there is not enough soccer balls					

	Low	-----			High
<b>3. Activity is developmentally appropriate</b>	1	2	3	④	5
Stage/Age for which activity is appropriate: 3rd-8 <sup>th</sup> Grade					
Justification for this population/group: Accuracy and control					

	Low	-----			High
<b>4. Cognitive, personal and social development</b>	1	2	③	4	5
Examples of personal skills (Action/Condition): Cooperation					
Examples of cognitive skills (Action/Condition): Understand rules/object of activity					

## Berkey's Assessment of Games

1. Name of the game: Dot Stops
  
2. Source of the game: P.E. Central
  
3. Brief description of the game: Students dribble their soccer ball around the activity area. If they can trap the ball exactly on top of a poly-dot during that time, they earn 1 point. After some practice, the teacher can then give the students a time limit (for example 30 seconds). Students try to gain as many points as they can in the time limit. Variations such as obstacles (cones, bean bags, and boxes) can be added to challenge the students. If the students hit the obstacles they lose 1 point.

### Activity Analysis

	Low	-----			High
<b>1. Students can develop physical skills.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
State the skills: Control-dribbling, trapping, and looking up while dribbling					
Students can practice appropriately	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Yes</span>			No	

	Low	-----			High
<b>2. Participation level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>⑤</b>
Roles of the students: All students are active					
Potential examples of waiting: If there is not enough soccer balls or poly spots					

	Low	-----			High
<b>3. Activity is developmentally appropriate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
Stage/Age for which activity is appropriate: 3rd-8 <sup>th</sup> Grade					
Justification for this population/group: Refined fundamental motor skills					

	Low	-----			High
<b>4. Cognitive, personal and social development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
Examples of personal skills (Action/Condition): Cooperation					
Examples of cognitive skills (Action/Condition): Understand rules object of game					

## Berkey's Assessment of Games

1. Name of the game: Stationary soccer pass
  
2. Source of the game: Youth Soccer Drills
  
3. Brief description of the game: Partners stand 10 feet away from each other and pass back and forth to each other using the instep pass. They are trapping the ball then passing it back.

### Activity Analysis

	Low	-----			High
<b>1. Students can develop physical skills.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
State the skills: Instep pass					
Students can practice appropriately	<b>Yes</b>		No		

	Low	-----			High
<b>2. Participation level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>⑤</b>
Roles of the students: All students are active					
Potential examples of waiting: If there is not enough soccer balls					

	Low	-----			High
<b>3. Activity is developmentally appropriate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
Stage/Age for which activity is appropriate: 3rd-8 <sup>th</sup> Grade					
Justification for this population/group: Basic sport skill					

	Low	-----			High
<b>4. Cognitive, personal and social development</b>	<b>1</b>	<b>2</b>	<b>③</b>	<b>4</b>	<b>5</b>
Examples of personal skills (Action/Condition): Cooperation					
Examples of cognitive skills (Action/Condition): Understand object of activity					

Score: \_\_16\_/20

## Berkey's Assessment of Games

1. Name of the game: Shooting to cones
2. Source of the game: Youth Soccer Drills
3. Brief description of the game: Students stand 10 feet away from cone and try to kick soccer ball and knock cone down as many times as they can.

### Activity Analysis

	Low-----				-----High
<b>1. Students can develop physical skills.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
State the skills: Instep Shot					
Students can practice appropriately		<b>Yes</b>			No

	Low-----				-----High
<b>2. Participation level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>⑤</b>
Roles of the students: All students are active					
Potential examples of waiting: If there is not enough soccer balls or cones					

	Low-----				-----High
<b>3. Activity is developmentally appropriate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
Stage/Age for which activity is appropriate: 3rd-8 <sup>th</sup> Grade					
Justification for this population/group: Basic sport skill					

	Low-----				-----High
<b>4. Cognitive, personal and social development</b>	<b>1</b>	<b>2</b>	<b>③</b>	<b>4</b>	<b>5</b>
Examples of personal skills (Action/Condition): Cooperation					
Examples of cognitive skills (Action/Condition): Understand object of activity					

Score: \_\_16\_/20

## Berkey's Assessment of Games

1. Name of the game: Red light Soccer
2. Source of the game: P.E. Central
3. Brief description of the game: One person is the caller and the other students are dribblers. The caller stands on the on the black line (sideline) and the dribblers start on free-throw line of the main court. The caller puts their back to the dribblers facing the wall and calls out Green light. The dribblers may advance by dribbling their soccer balls until the caller calls out Red light and turns around. When the caller calls out Red light they turn around and the dribblers have to stop trap their soccer balls or they have to go back to the starting point. The first dribbler to make it to the caller becomes the new caller and the game starts over.

### Activity Analysis

	Low	-----			High
<b>1. Students can develop physical skills.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
State the skills: control dribble and trapping					
Students can practice appropriately	<b>Yes</b>		No		

	Low	-----			High
<b>2. Participation level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
Roles of the students: All students are active except caller					
Potential examples of waiting: The caller					

	Low	-----			High
<b>3. Activity is developmentally appropriate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
Stage/Age for which activity is appropriate: 3rd-8 <sup>th</sup> Grade					
Justification for this population/group: Accuracy/control					

	Low	-----			High
<b>4. Cognitive, personal and social development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
Examples of personal skills (Action/Condition): Cooperation					
Examples of cognitive skills (Action/Condition): Understand object of Game					



## Berkey's Assessment of Games

1. Name of the game: Tic Tac Goal

2. Source of the game: P.E. Central

3. Brief description of the game: This activity is set up for 2 to 3 players. In order to maximize participation set up multiple tic tac toe stations. Set up hula hoops on the floor like a tic tac toe board, three hoops in each row. Position 2 cones on each station so that they are equal distance from the board. For two players the players alternate shots and retrieve their own balls. For 3 players there will be 2 players competing and one player retrieving the ball, and when the one of the 2 players competing wins you rotate. The passes will be made from these cones. The game begins with player A picking up a ball from their bucket and then performing an foot pass to pass the ball one of the hula hoops. If the ball lands inside, player A leaves it and now it is player B's turn. If player a misses then they retrieve their ball, put it back in the bucket and it is player B's turn. Player B is then trying to do the same thing. Each player is trying to place 3 balls across, down or diagonal with their type/color ball. Players will continue alternating passes until one player get 3 in a row or all hoops are filled. Opposing players cannot knock an existing ball out of the hoop. And there cannot be more than one ball in each hoop.

### Activity Analysis

	Low				High
<b>1. Students can develop physical skills.</b>	1	2	3	4	⑤
State the skills: aiming shot and control pass					
Students can practice appropriately	Yes				No

	Low				High
<b>2. Participation level</b>	1	2	3	4	⑤
Roles of the students: All students are active					
Potential examples of waiting: None					

	Low				High
<b>3. Activity is developmentally appropriate</b>	1	2	3	④	5
Stage/Age for which activity is appropriate: 5 <sup>th</sup> -7 <sup>th</sup> Grade					
Justification for this population/group: Accuracy/control					

Low-----High

<b>4. Cognitive, personal and social development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>④</b>	<b>5</b>
Examples of personal skills (Action/Condition): Competition					
Examples of cognitive skills (Action/Condition): Understand rules of Game					

## Objectives for Evaluating 6<sup>th</sup> Graders

### Physical Skills:

P-1: Students will perform 4 critical points of soccer dribble (using T.A) each 2 of 3 trials.

P-2: Students will perform 4 critical points of soccer trap (using T.A) each 3 of 5 trials.

P-3: Students will perform 4 critical points of soccer instep pass (using T.A) each 4 of 5 trials.

P-4: Students will perform 4 critical points of soccer instep shot (using T.A) each 4 of 5 trials.

P-5: Students will perform 4 critical points or soccer overhead throw in (using T.A.) each 3 of 5 trials.

### Dribble and Trapping

P-6: Students will dribble a soccer ball in a circle (using T.A.) 50 feet 2 of 3 trials.

P-7: Students will dribble outside of the cones 2 of 3 trials in line formation.

P-8: Students will trap a soccer ball (using T.A.) on a poly-spot 4 of 5 trials.

P-9: Students will trap a soccer ball (using T.A.) on 4 different poly-spots 4 of 5 trails.

### Instep Pass and Instep Shot

P-10: Students will perform an instep pass (using T.A.) 4 of 5 trials.

P-11: Students will perform an instep pass (using T.A.) to a partner from 20 feet away 4 of 5 trials.

P-12: Students will perform an instep shot (using T.A.) 4 of 5 trials.

P-13: Students will perform an instep shot (using T.A.) to a cone from 10 feet away 4 of 5 trails.

### Cognitive Skills:

C-1: Students will verbally identify the 4 critical points of the soccer dribble using (T.A.) 3 of 4 trials.

C-2: Students will verbally identify the 4 critical points of the soccer trap using (T.A.) 3 of 4 trials.

C-3: Students will verbally identify the 4 critical points of the soccer instep pass using (T.A.) 3 of 4 trials.

C-4: Students will verbally identify the 4 critical points of the soccer instep shot using (T.A.) 3 of 4 trials.

C-5: Student's will verbally identify the 4 critical points or the soccer overhead throw in (using T.A.) 3 of 4 trials.

C-6: Students will write the answers to the soccer quiz correctly.

### Personal Social Skills:

PS-1: Students will demonstrate responsibility by bringing and wearing gym shoes to physical education class for 3 of 4 days.

PS-1: Students will demonstrate respect for others by not talking when others are talking everyday.

PS-1: Students will demonstrate pride in accomplishment by completing all tasks asked by the instructor for 3 of 4 days.

## Objectives for Evaluating 7<sup>th</sup> Graders

### **Physical Skills:**

P-1: Students will perform 4 critical points of soccer dribble (using T.A) each 2 of 3 trials.

P-2: Students will perform 4 critical points of soccer trap (using T.A) each 4 of 5 trials.

P-3: Students will perform 4 critical points of soccer instep pass (using T.A) each 4 of 5 trials.

P-4: Students will perform 4 critical points of soccer instep shot (using T.A) each 4 of 5 trials.

P-5: Students will perform 4 critical points or soccer overhead throw in (using T.A.) each 4 of 5 trials.

### Dribble and Trapping

P-6: Students will dribble a soccer ball in a circle (using T.A.) 50 feet 2 of 3 trials.

P-7: Students will dribble outside of the cones 2 of 3 trials in line formation.

P-8: Students will trap a soccer ball (using T.A.) on a poly-spot 4 of 5 trials.

P-9: Students will trap a soccer ball (using T.A.) on 4 different poly-spots 4 of 5 trails.

### Instep Pass and Instep Shot

P-10: Students will perform an instep pass (using T.A.) 4 of 5 trials.

P-11: Students will perform an instep pass (using T.A.) to a partner from 20 feet away 4 of 5 trials.

P-12: Students will perform an instep shot (using T.A.) 4 of 5 trials.

P-13: Students will perform an instep shot (using T.A.) to a cone from 10 feet away 4 of 5 trails.

### **Cognitive Skills:**

C-1: Students will verbally identify the 4 critical points of the soccer dribble using (T.A.) 3 of 4 trials.

C-2: Students will verbally identify the 4 critical points of the soccer trap using (T.A.) 3 of 4 trials.

C-3: Students will verbally identify the 4 critical points of the soccer instep pass using (T.A.) 3 of 4 trials.

C-4: Students will verbally identify the 4 critical points of the soccer instep shot using (T.A.) 3 of 4 trials.

C-5: Student's will verbally identify the 4 critical points or the soccer overhead throw in (using T.A.) 3 of 4 trials.

C-6: Students will write the answers to the soccer quiz correctly.

### **Personal Social Skills:**

PS-1: Students will demonstrate responsibility by bringing and wearing gym shoes and gym clothes to physical education class everyday.

PS-1: Students will demonstrate respect for others by not talking when others are talking everyday.

PS-1: Students will demonstrate pride in accomplishment by completing all tasks asked by the instructor for everyday.

## Sample Lesson Plan

(Adjust times and activities to fit your schedule)

**Teacher:** Ryan Markel

**Grade/Unit:** 6<sup>th</sup> Grade/ Soccer

**Lesson Focus:** Dribble/ Trap

### Instructional Objectives:

#### Psychomotor:

- P-1: Students will perform aerobic exercises to teacher's cues 3 of 4 trials.
- P-2: Students will perform stretching exercises to teacher's cues 4 of 5 trials.
- P-3: Students will perform strengthening exercises to teacher's cues 3 of 4 trails.
- P-4: Students will dribble a soccer ball in a circle (using T.A.) 50 feet 2 of 3 trials.
- P-5: Students will dribble outside of the cones 2 of 3 trials in line formation.
- P-6: Students will trap a soccer ball (using T.A.) on a poly-spot 4 of 5 trials.
- P-7: Students will trap a soccer ball (using T.A.) on 4 different poly-spots 4 of 5 trails.

#### Cognitive:

- C-1: When randomly called upon, students will verbally identify one critical point of the dribble 3 of 4 trials.
- C-2: When randomly called upon students will identify the objective of Dribble Jog 3 of 4 trials.
- C-3: When randomly called upon, students will verbally identify the critical points of a trap 3 of 4 trials.
- C-4: When randomly called upon students will identify the objective of Dot Stops 3 of 4 trials.

#### Personal-Social:

- PS-1: Students will demonstrate responsibility by wearing gym shoes 3 of 4 days.
- PS-2: Students will demonstrate respect for others by remaining quiet during instruction 2 of 3 trials.
- PS-3: Students will demonstrate pride in accomplishment by attempting to perform all requested tasks on 4 of 5 trials.

**Equipment Needed:** 25 soccer balls, 25 poly-spots, 10 cones, music, whistle

### Class Presentation

#### Initial Class Position

**1:00**

Students will walk into the gym in a single file line, on the base line and on the sidelines of the gym.

Students will sit on their assigned number spot in squad formation.

#### Introduction

#### Squad Formation

**2:30**

**Anticipatory Set:** Has anyone ever played soccer?

**Statement of Objectives:** Today we are going to work on dribbling and trapping a soccer

ball.

**Transition:** **3:30**

When I say go

Stand up on their squad number spot, and we will begin the warm-up, as a class.

(Pick a student who is sitting quiet on their number spot to help lead the warm-up with me).

Go

**Warm-up:** **4:00**

**Aerobic activities**

- Jumping jacks: 10
- Mountain climbers: 10
- Hops front to back: 10
- Hops side to side: 10

**Stretch**

- Shoulder stretch, 10ct R, L
- Butterfly, 10ct
- Straddle Stretch, 10ct R, L, M

**Strength**

- 10 sit-ups
- 10 push-ups

**Transition:** **8:00**

Freeze. Sit on your number spot in the ready position, with your hands in your lap.

**Teach Skill: Dribble** **8:30**

**Teacher Demo:**

Teacher is moving behind the soccer ball keeping the ball close to their feet. The teacher is slightly bent over the ball, using inside and outside part of foot to tap lightly, and their head is up.

- Body over ball
- Sides of feet
- Small taps
- Head up

**Transition:**

When I say go

Try it without equipment on you number spot

**Student response:**

Dry run without equipment



- Body over ball
- Sides of feet
- Small taps
- Head up

**Questions to Check:**

- Should your body be slightly over the ball?
- What part of your feet should you use when dribbling a soccer ball?
- Should you be kicking the ball hard or soft?
- Should your head be up or down?

When playing soccer what is it called if a player other than the goalie touches the ball with their hands?

- **Concept:** (Hands) It is a penalty if you touch the ball with your hands and the other team gets the ball

**Game/Activity:** Dribble Jog  
(See diagram # 1 at end of lesson)

**11:30**

This drill is called dribble jog  
We are going to jog clockwise in personal space while dribbling the ball with our feet  
All students stay outside of the cones

**Centrally Located Demo:**

- Teacher models how to dribble a soccer ball around the outside of the cones, and put emphasis on keeping personal space.
- Teacher selects two students to demonstrate how to dribble a soccer ball around the outside of the cones staying in personal space
- Have students demo keeping their balls between their feet and close to their body
- Emphasize making light taps on the ball to keep control

**Dry Run: (W/O Equipment)**

- All students jog one lap around the outside of the cones practicing dribbling without using the balls
- Keeping personal space between them and the person in front of them

**Pose Challenge/Safety:**

- Jog the whole time without losing control of your ball
- Be sure to keep your head up so you can see where you are going

**Questions to check:**

- Can you touch the ball with your hands?
- What side of the cones are we dribbling the ball on?
- Are we dribbling clockwise or counterclockwise?

What type of space are we keeping?  
Are we dribbling with our head up down?

**Transition:**

**13:30**

When I say go

Walk over and get a soccer ball out of the basket

Walk over to the circle of cones with your ball

When you get there put your ball on the ground outside of the circle next to the cones

When everyone gets to the cones I will blow the whistle and you can begin dribbling clockwise

Questions to Check

How are you going to get to the basket?

How many balls are you going to get?

Are you going to place your ball inside or outside of the circle?

How will you know when to begin dribbling your ball around the cones?

Are we going to go clockwise or counter clockwise?

**Whistle!**

**Freeze!**

**Transition:**

**17:30**

When I say go

Pick up your ball and walk to a poly-spot

When you get there place your ball behind you

Sit in the ready position on your poly-spot with your hands in your lap

**Teach Skill: Soccer Trap**

**18:00**

**Teacher Demo:**

- Lift foot
- Toe up
- Relax foot
- Stop ball

**Transition:**

When I say go

Try it without equipment

Go

**Student response:**

Dry run without equipment

- Lift foot
- Toe up
- Relax foot

- Stop ball

**Questions to Check:**

What part of your foot are you going to stop the ball with?

How high are you going to lift your foot?

How are you going to stop the ball?

**Game/Activity:** Dot Stops  
(See diagram # 2 at end of lesson)

**21:00**

This Game is called Dot Stops

We are going to dribble our soccer balls around the gym and try to trap (stop) our ball on the poly spots

Every time you trap your ball on a poly-spot you receive 1 point

**Centrally Located Demo:**

Teacher models how to dribble and trap a soccer ball on a poly-spot

Teacher selects one students to demonstrate how to dribble and trap a soccer ball on a poly-spot

Have students demo dribbling ball between their feet and close to their body to keep control of the ball at all times

**Dry Run: (W/O Equipment)**

All students practice trapping on poly-spot without a ball

**Pose Challenge/Safety:**

When dribbling to a poly-spot keep the ball close and under control

Try to trap your ball on a poly-spot to get as many points as you can

Be sure to keep your head up so you can see where you are going

**Questions to check:**

What are you trying to trap the ball on?

What part of your foot do you use to trap the ball?

What type of space are we keeping?

Are we dribbling with our head up down?

What are you going to do when I blow the whistle?

**Transition:**

**23:00**

When I say go

Begin dribbling the ball around the gym and practice trapping your ball on the poly-spots.

Go

**Freeze!**

**Transition:**

**27:00**

When I call your poly-spot color

Walk your ball over, put it in the basket, and sit on your number spot  
When you get to you number spot have a seat in the ready position

Questions to Check

How are you going to get to the basket?

Where are you going to put your ball?

How are you going to know when to take your ball to the basket?

**Closure:**

**28:00**

What two soccer skills did we work on today?

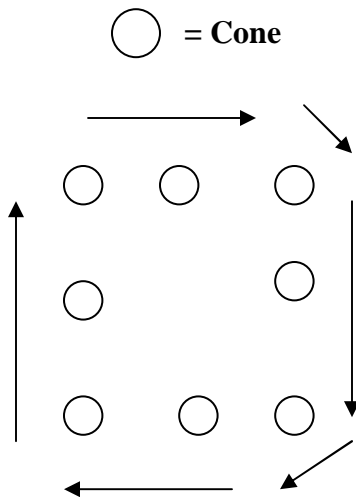
What the four important things to remember when dribbling a soccer ball?

What the four important things to remember when trapping a soccer ball?

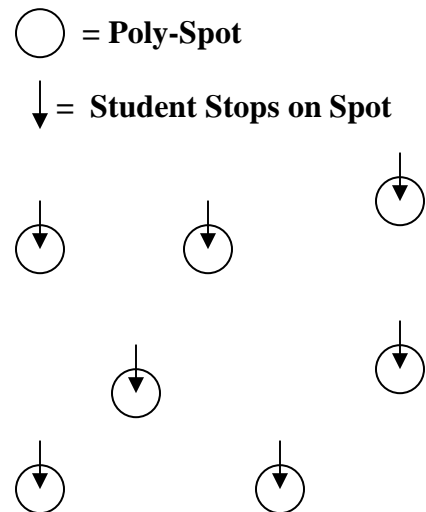
**Dismissal:**

**30:00**

**Diagram # 1  
(Dribble Jog)**



**Diagram # 2  
(Dot Stops)**



## Sample Lesson Plan

*(Adjust times and activities to fit your schedule)*

**Teacher:** Ryan Markel

**Grade/Unit:** 6<sup>th</sup> Grade/ Soccer

**Lesson Focus:** Instep Pass/ Instep Shot

### Instructional Objectives:

#### Psychomotor:

- P-1: Students will perform aerobic exercises to teacher's cues 3 of 4 trials.
- P-2: Students will perform stretching exercises to teacher's cues 4 of 5 trials.
- P-3: Students will perform strengthening exercises to teacher's cues 3 of 4 trails.
- P-4: Students will perform an instep pass (using T.A.) 4 of 5 trials.
- P-5: Students will perform an instep pass (using T.A.) to a partner from 20 feet away 4 of 5 trials.
- P-6: Students will perform an instep shot (using T.A.) 4 of 5 trials.
- P-7: Students will perform an instep shot (using T.A.) to a cone from 10 feet away 4 of 5 trails.

#### Cognitive:

- C-1: When randomly called upon, students will verbally identify one critical point of the instep pass 3 of 4 trials.
- C-2: When randomly called upon students will identify the objective of the partner pass 3 of 4 trials.
- C-3: When randomly called upon, students will verbally identify the critical points of a instep shot 3 of 4 trials.
- C-4: When randomly called upon students will identify the objective of shooting to a cone 3 of 4 trials.

#### Personal-Social:

- PS-1: Students will demonstrate responsibility by wearing gym shoes 3 of 4 days.
- PS-2: Students will demonstrate respect for others by remaining quiet during instruction 2 of 3 trials.
- PS-3: Students will demonstrate pride in accomplishment by attempting to perform all requested tasks on 4 of 5 trials.

**Equipment Needed:** 25 soccer balls, 25 poly spots, 25 cones, whistle, music

### Class Presentation

#### Initial Class Position

**0:00**

Students will walk into the gym in a single file line, on the base line and on the sidelines of the gym.

Students will sit on their assigned number spot.

**Introduction**

**Squad Formation**

**1:00**

**Anticipatory Set:** A soccer team consists of 10 field players and one goalie. There has to be a network between players on the field. It is called passing.

**Statement of Objectives:** Today we are going to work on passing a soccer ball that will help us advance the ball down the field to score. We are also going to work on shooting a soccer ball.

**Transition:** **2:00**

When I say go

Stand up on their squad number spot, and we will begin the warm-up, as a class.

(Pick a student who is sitting quiet on their number spot to lead warm-up with me).

Go

**Warm-up:** **2:30**

**Aerobic activities**

- Jumping jacks: 10
- Mountain climbers: 10
- Hops front to back: 10
- Hops side to side: 10

**Stretch**

- Shoulder stretch, 10ct R, L
- Butterfly, 10ct
- Straddle Stretch, 10ct R, L, M

**Strength**

- 10 sit-ups
- 10 push-ups

**Transition:** **6:30**

Freeze. Sit on your number spot in the ready position, with your hands in your lap.

**Review Skill:** Soccer Dribble **7:00**

**Questions to Check:**

Should your body be slightly over the ball?

What part of your feet should you use when dribbling a soccer ball?

Should you be kicking the ball hard or soft?

Should your head be up or down?

**Transition:**

When I say go I want everyone to try this without equipment

**Student response:**

Dry run without equipment

- Body over ball
- Sides of feet
- Small taps
- Head up

**Teacher Demo:**

Teacher is moving behind the soccer ball keeping the ball close to their feet. The teacher is slightly bent over the ball, using inside and outside part of foot to tap lightly, and their head is up.

- Body over ball
- Sides of feet
- Small taps
- Head up

**Review Skill:** Soccer Trap

**9:00**

**Questions to Check:**

What part of your foot are you going to stop the ball with?  
 How high are you going to lift your foot?  
 How are you going to stop the ball?

**Transition:**

When I say go  
 Try it without equipment  
 Go

**Student response:**

Dry run without equipment

- Lift foot
- Toe up
- Relax foot
- Stop ball

**Teacher Demo:**

- Lift foot
- Toe up
- Relax foot
- Stop ball

**Teach Skill:** Soccer Instep Pass

**11:00**

**Teacher Demo:**

- Plant opposite foot

- Foot back
- Contact
- Follow through

**Transition:**

When I say go I want everyone to try this without equipment

**Student response:**

Dry run without equipment

- Plant opposite foot
- Foot back
- Contact
- Follow through

**Questions to Check:**

Which foot are you going to plant?

Are you going to use your toe or the inside of your foot?

Are you going to kick with the foot that you plant?

**Transition:**

**14:00**

When I say go

I would like you to sit on a poly-spot in the gym facing the center of the gym

When you get their sit in the ready position with your hands in your lap

Go

**Activity:** Partner passing Stationary  
(See diagram # 1 at end of lesson)

**14:30**

**Centrally located demo:**

Demo instep pass using inside of foot and the trap with a student

**Dry run:**

Have student's practice without equipment passing lightly back and forth

**Safety and Challenge:**

Be sure to kick the ball on the ground and trap it when it comes to you.

When I start the music see how many times in a row you and your partner make a pass the ball to each other and trap the ball successfully.

**Questions to Check:**

Everyone point to your partner

Who are you going to pass the ball to?

How will you know when to begin passing the ball to your partner?

What are you going to do when I say freeze?



**Transition:** **16:00**  
When I start the music  
Pass the ball back and forth with your partner

**Stop Music!** **19:00**  
(Students sit on poly spots in ready position)

**Teach skill:** Soccer Instep Shot **19:30**

**Teacher Demo:**

- Plant foot
- Foot back
- Foot forward
- Follow through

**Student response:**

- Students try it

**Questions to Check:**

- Which foot are you going to plant?
- Are we swinging leg hard or light?
- What must you do as you kick the ball?

**Transition:** **21:30**  
When I say go,  
If you do not already have a ball  
Walk over to the bin and get one,  
Once you get a ball walk back to your poly-spot  
And have a seat in the ready position  
Go

**Drill: Shooting to Cones** **22:00**  
(See diagram # 2 at end of lesson)

Students stay on their poly-spot. There is a cone behind each of them. The students are going to all shoot their balls at their cone from their poly-spot. After they shoot their ball they retrieve it and take the ball back to their poly-spot, and shoot their ball at the cone again.

**Centrally located demo:**

Have a student demo how to shoot their ball at a cone so all students can see how the game works.

**Dry run:**

Teacher demos activity then have a student demo how to shoot their ball at a cone.

**Safety and challenge:**

See how many times you can hit your cone

Only shoot the ball at your cone  
 If your ball goes in between someone else and their cone, wait till they shoot before retrieving your cone.

**Questions to check:**

- Point to the cone you are shooting your soccer ball at.
- Where is the only place you are shooting your soccer ball?
- How many times are you going to try to hit the cone?

**Transition:** **23:30**

When I start the music you may begin shooting your soccer ball at your cone.  
 Start music.

**Stop Music!** **26:30**

**Transition:** **27:00**

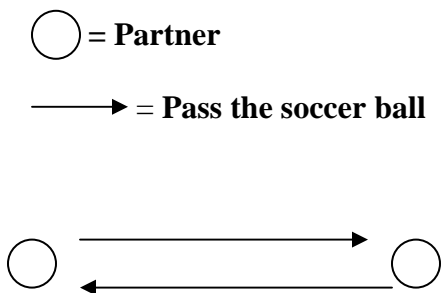
- When I call your poly-spot color
- Walk your ball over, put it in the basket, and sit on your number spot
- When you get to you number spot have a seat in the ready position
- Questions to Check
  - How are you going to get to the basket?
  - Where are you going to put your ball?
  - How are you going to know when to take your ball to the basket?

**Closure:** **28:00**

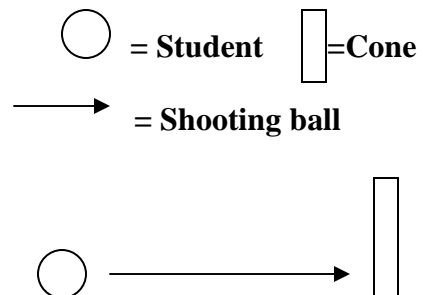
- What two soccer skills did we work on today?
- What the four important things to remember when passing a soccer ball?
- What the four important things to remember when shooting a soccer ball?

**Dismissal:** **30:00**

**Diagram # 1  
 Partner Stationary Pass**



**Diagram # 2  
 Shooting at a Cone**



## Sample Lesson Plan

*(Adjust times and activities to fit your schedule)*

**Teacher:** Ryan Markel

**Grade/Unit:** 6<sup>th</sup> Grade/ Soccer

**Lesson Focus:** Entry: Dribble

### Instructional Objectives:

#### Psychomotor:

P-1: Students will perform aerobic exercises to teacher's cues 3 of 4 trials.

P-2: Students will perform stretching exercises to teacher's cues 4 of 5 trials.

P-3: Students will perform strengthening exercises to teacher's cues 3 of 4 trials.

P-4: Students will perform a soccer dribble (using T.A.) and enter into the dribble program 3 of 4 trials.

P-5: Students will occupy self space at the cognitive station without contacting other students or objects in the gym while performing the soccer quiz 3 of 4 trials.

P-6: Students will play red light green light soccer by dribbling and trapping the soccer ball 2 of 3 trials.

#### Cognitive:

C-1: When randomly called upon, students will verbally identify one critical point of the dribble 3 of 4 trials.

C-2: After reading the rules on the soccer quiz students will write out the correct answers to the questions 3 of 4 trials.

#### Personal-Social:

PS-1: Students will demonstrate responsibility by wearing gym shoes 3 of 4 days.

PS-2: Students will demonstrate respect for others by remaining quiet during instruction 2 of 3 trials.

PS-3: Students will demonstrate pride in accomplishment by attempting to perform all requested tasks on 4 of 5 trials.

**Equipment Needed:** 17 soccer balls, 25 IPI sheets, 25 pencils, 25 soccer quizzes, 3 wall charts, whistle

### Class Presentation

#### Initial Class Position

**0:00**

Students will walk into the gym in a single file line, on the base line and on the sidelines of the gym.

Students will sit on their assigned number spot in squad formation.

#### Introduction

#### Squad Formation

**1:00**

**Anticipatory Set:** What are the two ways to advance the ball down the field? (Passing and dribbling).

**Statement of Objectives:** Today we are going to review dribbling and then enter into the dribbling program.

**Transition:** **2:00**

When I say go

Stand up on their squad number spot, and we will begin the warm-up, as a class.

(Pick a student who is sitting quiet on their number spot to lead warm-up with me).

Go

**Warm-up:** **2:30**

**Aerobic activities**

- Jumping jacks: 10
- Mountain climbers: 10
- Hops front to back: 10
- Hops side to side: 10

**Stretch**

- Shoulder stretch, 10ct R, L
- Butterfly, 10ct
- Straddle Stretch, 10ct R, L, M

**Strength**

- 10 sit-ups
- 10 push-ups

**Transition:** **6:30**

Freeze. Sit on your number spot in the ready position, with your hands in your lap.

**Review Skill:** Soccer Instep Pass **7:00**

**Questions to Check:**

Which foot are you going to plant?

Are you going to use your toe or the inside of your foot?

Are you going to kick with the foot that you plant?

**Transition:**

When I say go I want everyone to try this without equipment

**Student response:**

Dry run without equipment

- Plant opposite foot
- Foot back
- Contact
- Follow through

**Teacher Demo:**

- Plant opposite foot
- Foot back
- Contact
- Follow through

**Review Skill:** Soccer Instep Shot

**9:00**

**Questions to Check:**

- Which foot are you going to plant?
- Are we swinging leg hard or light?
- What must you do as you kick the ball?

**Transition:**

When I say go I want everyone to try this without equipment

**Student response:**

Dry run without equipment

- Plant foot
- Foot back
- Foot forward
- Follow through

**Teacher Demo:**

- Plant foot
- Foot back
- Foot forward
- Follow through

**Transition:**

Freeze!

Sit on you number spots in the ready position

**Intro to Stations:**

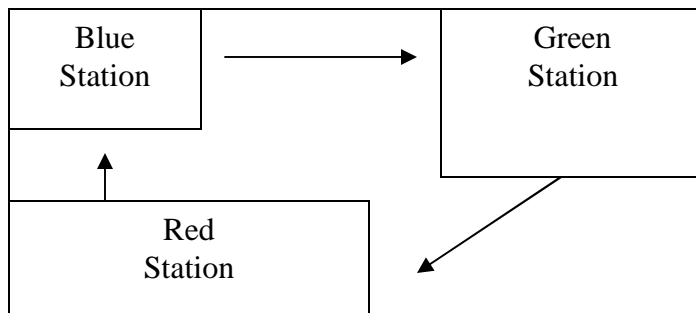
**11:00**

**Reading signs, rotation, signals**

Explain how to read the signs for each station

Explain how we are going to rotate: (clockwise)

Explain that when we hear the whistle we are going to freeze, put back equipment, and side shuffle to the next station.



## Stations

13:00

(Entry: Dribble/Cognitive: Soccer quiz/Game: Red light soccer)

**Students will spend 4 minutes and 30 seconds at each station then on the whistle will have 15 seconds to rotate to the next station. Teacher will be at Entry: dribble entering station. Teacher will review dribble then enter students into dribble program.**

## Red Station:

**Review Skill:** Soccer Dribble

### Questions to Check:

- Should your body be slightly over the ball?
- What part of your feet should you use when dribbling a soccer ball?
- Should you be kicking the ball hard or soft?
- Should your head be up or down?

### Transition:

When I say go I want everyone to try this without equipment

### Student response:

Dry run without equipment

- Body over ball
- Sides of feet
- Small taps
- Head up

### Teacher Demo:

Teacher is moving behind the soccer ball keeping the ball close to their feet. The teacher is slightly bent over the ball, using inside and outside part of foot to tap lightly, and their head is up.

- Body over ball
- Sides of feet
- Small taps
- Head up

### Dribble IPI Entry

**Attention:** Teacher stands with back to wall in the gym, all students face teacher.

**Model ½:** Dribble, head up, jog, 10 feet

**Go Signal:** When I say go, dribble, head up, jogging, 10 feet

**Observe:** Students performing 1/2

**Reinforce:** Students performing 1/2

**Attention:** Teacher stands with back to wall in the gym, students who could not do ½ face teacher. (Students who could do alternative task)

**Model ¼:** Dribble, head up, slow, 10 feet

**Go Signal:** When I say go, dribble, head up, slow, 10 feet

**Observe:** Students performing 1/4

**Reinforce:** Students performing 1/4

**Attention:** Teacher stands with back to wall in the gym, students who could do ½ face teacher. (Students who could not do alternative task)

**Model ¾:** Dribble, head up, sprint, 10 feet

**Go signal:** When I say go, dribble, head up, sprinting, 10 feet

**Observe:** Students performing 3/4

**Reinforce:** Students performing 3/4

**Mark score:** Put a circle in the number you entered into the dribble program

**Informal Stations:**

**Blue Station:**

**Cognitive:**

Read soccer rules/take a quiz  
(See soccer quiz attached to lesson)

**Activity:** Read soccer rules/take quiz

Read rules then take the quiz

**Centrally Located Demo:**

Students find personal space and take quiz

**Dry Run:**

Demo getting paper and finding personal space

**Pose Challenge/Safety:**

Find personal space at station

Try to answer all the questions on the quiz after reading the rules

**Questions to check:**

Where are you going to take the quiz?

How will you find the answers to the quiz?

Is the quiz a race or should you try to answer the questions to the best of your ability?

What are you going to do when I blow the whistle?

## **Green Station:**

### **Game:**

Red light Green light soccer  
(See diagram # 1 at end of lesson)

### **Centrally located demo:**

Demo game in front of students so every one can see

### **Dry run:**

One person is the caller and the other students are dribblers. The caller stands on the on the black line (sideline) and the dribblers start on free-throw line of the main court. The caller puts their back to the dribblers facing the wall and calls out Green light. The dribblers may advance by dribbling their soccer balls until the caller calls out Red light and turns around. When the caller calls out Red light they turn around and the dribblers have to stop trap their soccer balls or they have to go back to the starting point. The first dribbler to make it to the caller becomes the new caller and the game starts over.

### **Safety and Challenge**

Who can be the first dribbler to get to the caller?  
Play fair and follow directions  
Give your classmates their personal space

### **Questions to Check**

What is the dribbler going to do when the caller says Green light?  
What is the dribbler going to do when the caller says Red light?  
When the caller says Red light can you keep moving toward them?

### **Transition:**

**Whistle!**  
**Rotate- side shuffle**

### **Transition:**

When I say go,  
Walk over to you number spot  
Have a seat in the ready position when you get to your spot  
Go

**28:00**

### **Closure:**

What did we work on today?  
What was the purpose of entering each student into the program?

**28:30**

### **Dismissal:**

**30:00**

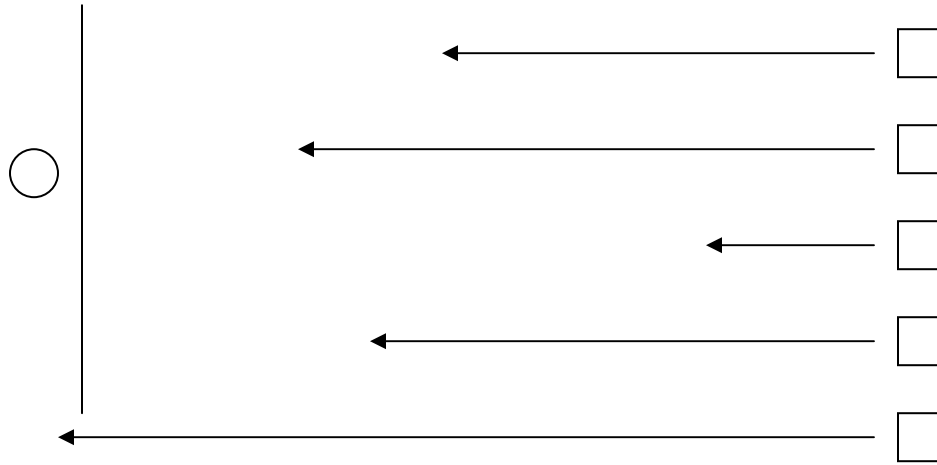


**Diagram # 1**  
**Red light Soccer**

○ = Caller

□ = Dribblers

← = Dribbler Moving to the Caller



# Blue Station

## Soccer Quiz

**Rule 1:** If a player touches the ball with their hands the penalty is called hands.

**Rule 2:** A soccer team consists of 10 players and 1 goalie.

1. What is the penalty term when a player other than the goalie touches the ball with their hands in soccer?
2. How many players are on the field at one time on each team including the goalie?
3. Name the 4 soccer skills that we have covered in class?

## Sample Lesson Plan

(Adjust times and activities to fit your schedule)

**Teacher:** Ryan Markel

**Grade/Unit:** 6<sup>th</sup> Grade/ Soccer

**Lesson Focus:** Teach code: Dribble/Entry: Instep pass/Maintain & Program Projection:  
Dribble

### Instructional Objectives:

#### Psychomotor:

P-1: Students will perform aerobic exercises to teacher's cues 3 of 4 trials.

P-2: Students will perform stretching exercises to teacher's cues 4 of 5 trials.

P-3: Students will perform strengthening exercises to teacher's cues 3 of 4 trails.

P-4: Students will perform a soccer instep pass (using T.A.) and enter into the instep pass program 4 of 5 trails.

P-5: Students will perform a soccer dribble by maintaining in the dribble program 2 of 3 trails.

P-6: Students will play Tic Tac Goal soccer by performing an instep pass (using T.A.) with the soccer ball 4 of 5 trials.

#### Cognitive:

C-1: When randomly called upon, students will verbally identify one critical point of an instep pass 3 of 4 trials.

#### Personal-Social:

PS-1: Students will demonstrate responsibility by wearing gym shoes 3 of 4 days.

PS-2: Students will demonstrate respect for others by remaining quiet during instruction 2 of 3 trials.

PS-3: Students will demonstrate pride in accomplishment by attempting to perform all requested tasks on 4 of 5 trials.

**Equipment Needed:** 25 soccer balls, 25 IPI sheets, 25 pencils, 2 wall charts, 18 hula hoops

### Class Presentation

#### Initial Class Position

**0:00**

Students will walk into the gym in a single file line, on the base line and on the sidelines of the gym.

Students will sit on their assigned number spot.

#### Introduction

#### Squad Formation

**1:00**

**Anticipatory Set:** Who likes to dribble and pass a soccer ball?

**Statement of Objectives:** Today we are going to learn the dribble program code and practice it, and we are also going to enter into the instep pass program.

**Transition:** **2:00**

When I say go

Stand up on their squad number spot, and we will begin the warm-up, as a class.

(Pick a student who is sitting quiet on their number spot to lead warm-up with me).

Go

**Warm-up:** **2:30**

**Aerobic activities**

- Jumping jacks: 10
- Mountain climbers: 10
- Hops front to back: 10
- Hops side to side: 10

**Stretch**

- Shoulder stretch, 10ct R, L
- Butterfly, 10ct
- Straddle Stretch, 10ct R, L, M

**Strength**

- 10 sit-ups
- 10 push-ups

**Transition:** **6:30**

Freeze

Sit on your number spot in the ready position, with your hands in your lap.

**IPI: Teach the Code: Dribble** **7:00**

**Group: To Entire Class**

**Everyone has his or her IPI sheet in front of them.**

- **Isolate each variable**  
(Each variable is separate on a different index card)
- **Use index card to teach each variable**
  - Stick figure** = Soccer dribble
  - Arrow up** = Head up
  - Arrow down** = Head down
  - One circle** = slow
  - Two circles** = Jog
  - Three circles** = Sprint
  - 10 ft** = 10 feet
  - 20 ft** = 20 feet
  - 30 ft** = 30 feet

**Criterion 2/3** = Stay at same level until mastered/ THEN mark

- **Skill: Soccer Dribble**

**Teacher Demo:** **Model each skill on index cards!!!**

**Students try it:** Without soccer ball

**Questions to check:** *Individual variables:*

- Is your head up or down if there is an arrow pointing up?
- Is your head up or down if there is an arrow pointing down?
- How fast are you going to dribble if there is one circle?
- How fast are you going to dribble if there is two circles?
- How fast are you going to dribble if there is three circles?
- How many feet are you going to dribble if it says 10 ft?
- How many feet are you going to dribble if it says 30 ft?

*Combined Variables:*

- If there is a stick figure with an arrow pointing up, one circle under them, and 20 ft in the box what are you going to do?
- If there is a stick figure with an arrow pointing down, two circles under them, and 30 ft in the box what are you going to do?

- If there is a stick figure with an arrow pointing up, three circles under them, and 30 ft in the box what are you going to do?

***\*Explain Criterion thoroughly\****

- What does  $\frac{2}{3}x$  mean?
- How many times do you have to perform the number you are on?
- When do you know when you can move to the next number on the chart?

**Transition:**

**12:30**

Freeze.

Sit on your number spot in the ready position, with your hands in your lap.

(Number off students for stations)

When I say go

Walk to the number station that is the number you were assigned

When you get there sit in the ready position with your hands in your lap.

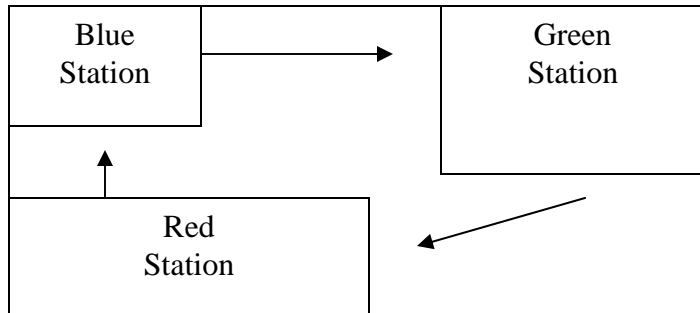
Go

**Stations**

**13:00**

(Entry: Instep pass/Maintain Dribble/Game: Tic Tac Goal)

**Students will spend 4 minutes and 30 seconds at each station then on the whistle will have 15 seconds to rotate to the next station. Teacher will be at Entry: instep pass station. Teacher will review instep pass then enter students into instep pass program.**



**Blue station:**

**Review:** Soccer Instep Pass

**Questions to Check:**

Which foot are you going to plant?

Are you going to use your toe or the inside of your foot?

Are you going to kick with the foot that you plant?

**Transition:**

When I say go I want everyone to try this without equipment

**Student response:**

Dry run without equipment

- Plant opposite foot
- Foot back
- Contact
- Follow through

**Teacher Demo:**

- Plant opposite foot
- Foot back
- Contact
- Follow through

**Instep Shot IPI Entry**

**Attention:** Teacher stands with back to wall in the gym, all students face teacher.

**Model ½:** Instep pass, with non-dom. foot, 2 x 2 target, from 5 feet away

**Go Signal:** When I say go, instep pass, with non-dom. foot, 2 x 2 target, from 5 feet away

**Observe:** Students performing 1/2

**Reinforce:** Students performing 1/2

**Attention:** Teacher stands with back to wall in the gym, students who could not do ½ face teacher. (Students who could do alternative task)

**Model ¼:** Instep pass, with non-dom. foot, 3 x 3 target, from 5 feet away

**Go Signal:** When I say go, instep pass, with non-dom. foot, 3 x 3, from 5 feet away

**Observe:** Students performing 1/4

**Reinforce:** Students performing 1/4

**Attention:** Teacher stands with back to wall in the gym, students who could do ½ face teacher. (Students who could not do alternative task)

**Model ¾:** Instep pass, with non-dom. foot, 1 x 1 target, from 5 feet away

**Go signal:** When I say go, instep pass, with non-dom. foot, 1 x 1 target, from 5 feet away

**Observe:** Students performing 3/4

**Reinforce:** Students performing 3/4

**Mark score:** Put a circle in the number you entered into the instep pass program

**Red Station:****IPI Program: Dribble- Maintain/Program Projection**

- Check to see which number you are on in the program for soccer dribble (IPI sheet)
- Place your IPI program sheet and pencil along the wall

- Read the program sign (wall chart) first
- Get a soccer ball
- Practice until the signal
- Mark the score you got (Remember you had to do it 2/3 X)
- Put your soccer ball in the hula-hoop
- Rotate to next station on signal by teacher

## **Green Station:**

### **Game:**

Tic Tac Goal  
(See diagram # 1 at end of lesson)

### **Centrally located demo:**

Demo game in front of students so every one can see

### **Dry run:**

This activity is for 2 to 3 players.

Hula hoops on the floor like a tic tac toe board, three hoops in each row.

2 cones on each station so that they are equal distance from the board.

(For two players the players alternate shots and retrieve their own balls. For 3 players there will be 2 players competing and one player retrieving the ball, and when the one of the 2 players competing wins you rotate)

The passes will be made from these cones.

The game begins with player A picking up a ball from their bucket and then performing an foot pass to pass the ball one of the hula hoops.

If the ball lands inside, player A leaves it and now it is player B's turn.

If player a misses then they retrieve their ball, put it back in the bucket and it is player B's turn.

Player B is then trying to do the same thing.

Each player is trying to place 3 balls across, down or diagonal with their type/color ball.

Players will continue alternating passes until one player get 3 in a row or all hoops are filled.

Opposing players cannot knock an existing ball out of the hoop.

And there cannot be more than one ball in each hoop.

### **Safety and Challenge:**

Who can make 3 balls in 3 hula hoops in a row or diagonal?

Play fair and follow directions

Give your classmates their personal space



**Questions to Check:**

How many balls do you have to get in a row or diagonal to win?

If there is 3 people playing what does the 3<sup>rd</sup> person do?

What is the only way to get the ball in the hoop?

**Transition:**

**Whistle!**

**Rotate- side shuffle**

**Transition:**

**28:00**

When I say go,

Hand me your IPI sheet

Walk over to you number spot

Have a seat in the ready position

Go

**Closure:**

**28:30**

What skills did we work on today?

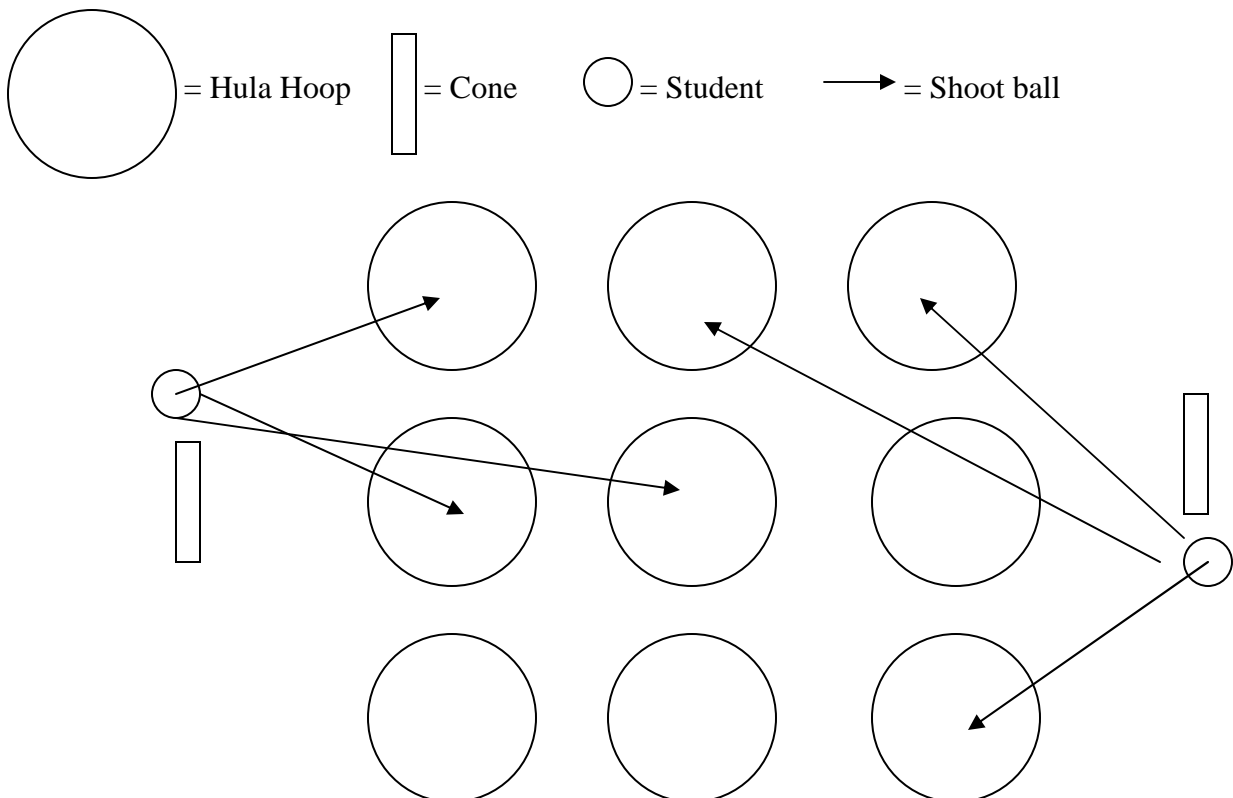
What was the purpose of teaching the code for the dribble program?

**Dismissal:**

**30:00**

**Diagram # 1**

**Tic Tac Goal**



## Sample Lesson Plan

(Adjust times and activities to fit your schedule.)

**Teacher:** Ryan Markel

**Grade/Unit:** 6<sup>th</sup> Grade/ Soccer

**Lesson Focus:** Teach code: Instep Pass/Maintain: Dribble/Maintain & Program

Projection: Instep Pass

### Instructional Objectives:

#### Psychomotor:

P-1: Students will perform aerobic exercises to teacher's cues 3 of 4 trials.

P-2: Students will perform stretching exercises to teacher's cues 4 of 5 trials.

P-3: Students will perform strengthening exercises to teacher's cues 3 of 4 trials.

P-4: Students will perform a soccer instep pass by maintaining in the instep pass program 4 of 5 trails.

P-5: Students will perform a soccer instep pass by maintaining in the instep pass program 4 of 5 trails.

P-6: Students will perform shooting challenge by performing an instep shot (using T.A.) with the soccer ball 4 of 5 trials.

#### Cognitive:

C-1: When randomly called upon, students will verbally identify one critical point of an instep pass 3 of 4 trials.

C-2: When randomly called upon, students will verbally identify one critical point of a soccer dribble 3 of 4 trials.

#### Personal-Social:

PS-1: Students will demonstrate responsibility by wearing gym shoes 3 of 4 days.

PS-2: Students will demonstrate respect for others by remaining quiet during instruction 2 of 3 trials.

PS-3: Students will demonstrate pride in accomplishment by attempting to perform all requested tasks on 4 of 5 trials.

**Equipment Needed:** 25 soccer balls, 25 IPI sheets, Index cards for instep pass, whistle

### Class Presentation

#### Initial Class Position

**0:00**

Students will walk into the gym in a single file line, on the base line and on the sidelines of the gym.

Students will sit on their assigned number spot.

#### Introduction

#### Squad Formation

**1:00**

**Anticipatory Set:** Who likes to dribble and pass a soccer ball?

**Statement of Objectives:** Today we are going to learn the code for the instep pass program as well as practice in the instep pass program and the dribble program.

**Transition:** **2:00**

When I say go

Stand up on their squad number spot, and we will begin the warm-up, as a class.

(Pick a student who is sitting quiet on their number spot to lead warm-up with me).

Go

**Warm-up:** **2:30**

**Aerobic activities**

- Jumping jacks: 10
- Mountain climbers: 10
- Hops front to back: 10
- Hops side to side: 10

**Stretch**

- Shoulder stretch, 10ct R, L
- Butterfly, 10ct
- Straddle Stretch, 10ct R, L, M

**Strength**

- 10 sit-ups
- 10 push-ups

**Transition:** **6:30**

Freeze.

Sit on your number spot in the ready position, with your hands in your lap.

**IPI: Teach the Code: Instep Pass** **7:00**

**Group: To Entire Class**

**Everyone has his or her IPI sheet in front of them.**

- **Isolate each variable**  
(Each variable is separate on a different index card)

- **Use index card to teach each variable**

**Stick figure** = Soccer Instep Pass w/ dom. foot

**Stick figure w/ X on foot** = Soccer Instep pass w/ non-dom. foot

**Large red box** = 3x3 target

**Medium blue box** = 2x2 target

**Small green box** = 1x1 target

**5 Ft** = 5 feet away from target

**10 Ft** = 10 feet away from target  
**15 Ft** = 15 feet away from target  
**Criterion 4/5** = Stay at same level until mastered/ THEN mark

- **Skill: Soccer Instep Pass**

**Teacher Demo:**                      **Model each skill on index cards!!!**

**Students try it:**                      Without soccer ball

**Questions to check:** *Individual variables:*

- Which foot are you going to pass with to the target if there is a stick figure with no x on its foot?
- Which foot are you going to pass with to the target if there is an X on the stick figures foot?
- Which target are you going to aim for if there is a large red box?
- Which target are you going to aim for if there is a Medium blue box?
- Which target are you going to aim for if there is a Small green box?
- How far away are you going to shoot at the target if it says 5 ft?
- How far away are you going to shoot at the target if it says 10 ft?
- How far away are you going to shoot at the target if it says 15 ft?

*Combined Variables:*

- If there is a stick figure with no X on its foot, large red box, and it says 5 ft what are you going to do?

- If there is a stick figure with an X on its foot, medium blue box, and it says 10 ft what are you going to do?
- If there is a stick figure with no X on its foot, a small green box, and it says 15 ft what are you going to do?

***\*Explain Criterion thoroughly\****

- What does  $\frac{4}{5}x$  mean?
- How many times do you have to perform the number you are on?
- When do you know when you can move to the next number on the chart?

**Transition:**

**12:30**

Freeze.

Sit on your number spot in the ready position, with your hands in your lap.

(Students already know from last week what station to start at)

When I say go

Walk to the number station that is the number you were assigned

When you get there sit in the ready position with your hands in your lap.

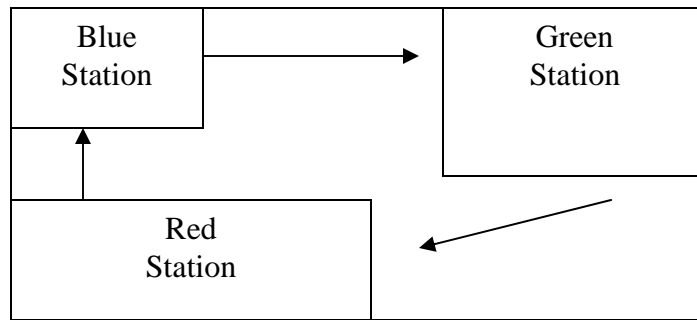
Go

**Stations**

**13:00**

**(Maintain & Program Projection: Instep Pass/Maintain Dribble/Challenge: Shooting at cones)**

**Students will spend 4 minutes and 30 seconds at each station then on the whistle will have 15 seconds to rotate to the next station. Teacher will observe all stations.**



**Blue Station:**

**IPI Program: Instep Pass- Maintain/Program Projection**

- Check to see which number you are on in the program for soccer instep pass (IPI sheet)
- Place your IPI program sheet and pencil along the wall
- Read the program sign (wall chart) first
- Get a soccer ball
- Practice until the signal
- Mark the score you got (Remember you had to do it 4/5 X)
- Put your soccer ball in the hula-hoop
- Rotate to next station on signal by teacher

## **Red Station:**

### **IPI Program: Dribble- Maintain**

**Everyone has his or her IPI sheet with them and their own pencil.**

- Check to see which number you are on in the program for soccer dribble (IPI sheet)
- Place your IPI program sheet and pencil along the wall
- Read the program sign (wall chart) first
- Get a soccer ball
- Practice until the signal
- Mark the score you got (Remember you had to do it 2/3 X)
- Put your soccer ball in the hula-hoop
- Rotate to next station on signal by teacher

## **Green Station:**

**Challenge:**

**See how many times you can shoot at the cone and hit it over!**  
(See lesson plan 2 diagram # 2)

**Centrally located demo:**

Demo challenge so all students can see how activity work.

**Dry run:**

Teacher demos challenge then have a student demo how to shoot their ball at a cone.

**Safety and challenge:**

See how many times you can hit your cone

Only shoot the ball at your cone

If your ball goes in between someone else and their cone, wait till they shoot before retrieving your cone.

**Questions to check:**

Point to the cone you are shooting your soccer ball at.

Where is the only place you are shooting your soccer ball?

How many times are you going to try to hit the cone?

**Whistle!**

**Rotate side-shuffle**

**Transition:**

**28:00**

When I say go,

Hand me your IPI sheet

Walk over to you number spot

Have a seat in the ready position

Go

**Closure:**

**28:30**

What skills were we working on today?

What does a criterion of 4 of 5 mean?

**Dismissal:**

**30:00**

## Sample Lesson Plan

*(Adjust times and activities to fit your schedule.)*

**Teacher:** Ryan Markel

**Grade/Unit:** 6<sup>th</sup> Grade/ Soccer

**Lesson Focus:** Maintain/Exit Dribble, Maintain/Exit Instep Pass

### Instructional Objectives:

#### Psychomotor:

P-1: Students will perform aerobic exercises to teacher's cues 3 of 4 trials.

P-2: Students will perform stretching exercises to teacher's cues 4 of 5 trials.

P-3: Students will perform strengthening exercises to teacher's cues 3 of 4 trails.

P-4: Students will perform a soccer dribble by maintaining then exiting in the dribble program 4 of 5 trails.

P-5: Students will perform a soccer instep pass by maintaining then exiting in the instep pass program 4 of 5 trails.

P-6: Students will perform at least 3 instep passes (using T.A.) in the soccer game 4 of 5 trials.

#### Cognitive:

C-1: When randomly called upon, students will verbally identify one critical point of a soccer dribble 3 of 4 trials.

C-2: When randomly called upon, students will verbally identify one critical point of an instep pass 3 of 4 trials.

C-3: When randomly called upon students will verbally identify one of the skills learned in the soccer unit 3 of 4 trials.

#### Personal-Social:

PS-1: Students will demonstrate responsibility by wearing gym shoes 3 of 4 days.

PS-2: Students will demonstrate respect for others by remaining quiet during instruction 2 of 3 trials.

PS-3: Students will demonstrate pride in accomplishment by attempting to perform all requested tasks on 4 of 5 trials.

**Equipment Needed:** 25 soccer balls, 25 IPI cards, Dribble wall chart, Instep pass wall chart, whistle, 13 yellow jerseys, two soccer goals.

### Class Presentation

#### Initial Class Position

**0:00**

Students will walk into the gym in a single file line, on the base line and on the sidelines of the gym.

Students will sit on their assigned number spot.

#### Introduction

#### Squad Formation

**1:00**

**Anticipatory Set:** How do we see improvement when we work on skills.



**Statement of Objectives:** Today we are going to practice dribbling and instep pass in our program and then we are going to exit out of both programs. And if there is enough time we will play a game of soccer.

**Transition:** **2:00**

When I say go

Stand up on their squad number spot, and we will begin the warm-up, as a class.

(Pick a student who is sitting quiet on their number spot to lead warm-up with me).

Go

**Warm-up:** **2:30**

**Aerobic activities**

- Jumping jacks: 10
- Mountain climbers: 10
- Hops front to back: 10
- Hops side to side: 10

**Stretch**

- Shoulder stretch, 10ct R, L
- Butterfly, 10ct
- Straddle Stretch, 10ct R, L, M

**Strength**

- 10 sit-ups
- 10 push-ups

**Transition:** **6:30**

Freeze. Sit on your number spot in the ready position, with your hands in your lap.

When I say go,

Begin Dribble program

Read program sign first

Get a ball

Practice until signal

Go

**Group Maintain/Exit: Dribble** **7:00**

**IPI Program: Dribble- Maintain/Exit**

**Everyone has his or her IPI sheet with them and their own pencil.**

**Everyone practices for 4 min. and 30 sec.**

**Walk around and observe and give feed back to the students.**

- Check to see which number you are on in the program for soccer dribble (IPI sheet)
- Place your IPI program sheet and pencil along the wall
- Read the program sign (wall chart) first
- Get a soccer ball
- Practice until the signal

**EXIT: Dribble**

- Mark the score you got, but this time put an X in the box where you ended in the dribble program. (Remember you had to do it 2/3 X)
- Put your soccer ball in the hula-hoop

**Transition:**

**12:30**

Whistle!

Sit in the ready position, with your hands in your lap.

When I say go,

Begin Instep Pass program

Read program sign first

Get a ball

Practice until signal

Go

**Group Maintain/Exit: Dribble**

**13:00**

**IPI Program: Instep Pass- Maintain/Exit**

**Everyone has his or her IPI sheet with them and their own pencil.**

- Check to see which number you are on in the program for soccer Instep pass (IPI sheet)
- Place your IPI program sheet and pencil along the wall
- Read the program sign (wall chart) first
- Get a soccer ball
- Practice until the signal

**EXIT: Instep Pass**

- Mark the score you got, but this time put an X in the box where you ended in the dribble program. (Remember you had to do it 4/5 X)
- Put your soccer ball in the hula-hoop

**Transition:**

**18:30**

Whistle!

When I say go

Hand me you IPI sheets

Walk over and sit on your number spot in the ready position, with your hands in your lap.

Go

**Break students into teams- First 3 lines in squads are team one/last 3 lines in squads are team two**

**Transition:**

**19:30**

When I say go,

Team one put yellow jerseys on and walk over to the north wall

Team two walk over to the south wall

When you get their figure out who is going to be the goalie and then everyone walk to the center of the gym

And have a seat in the ready position

Go

**Game: Soccer Game**

**20:30**

**Centrally Located Demo:**

Teacher models with 3 students so everyone can see

**Dry Run:**

Teacher and 3 students model a game of soccer (model dribbling, passing, and shooting at the goal)

**Pose Challenge/Safety:**

Try to make at least 3 passes before you shoot the ball at the goal

Keep personal space

Be sure to keep your head up so you can see where you are going

**Questions to check:**

Can you touch the ball with your hands?

What type of space are we keeping?

How many passes are we going to make before shooting the ball?

Everyone point to which goal they are trying to score at.

What are you going to do when I blow the whistle?

Whistle!

**Transition:** **28:00**

When I say go,  
Walk over to you number spot  
And have a seat in the ready position  
Go

**Closure:** **28:30**

What skills were we working on today?  
What skills did we learn in this soccer unit?

**Dismissal:** **30:00**

## Resources

**Website:**

Huddleston, D. (2005). *Soccer Skills*. Retrieved February 2, 2007, from

[http://www.soccerhelp.com/Soccer\\_Skills.shtml](http://www.soccerhelp.com/Soccer_Skills.shtml)

**Website:**

Meronk, C. (2001 August). Dot Stops. *PE Central: The Premier Web Site for Health and Physical Education*. Retrieved February 2, 2007, from

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=753>

**Website:**

Rock, M. (2004 November). Tic Tac Goal. *PE Central: The Premier Web Site for Health and Physical Education*. Retrieved February 2, 2007, from

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5635>

**Website:**

Soccer Tips. (2005). *Soccer tips*. Retrieved February 2, 2007 from

<http://www.bconnex.net/~zirgo/Soccer/SoccerTips2.html>

**Website:**

Soccer Games. (2003). *Soccer Games Homepage*. Retrieved February 2, 2007 from

[http://sgh.soccergaming.com/sgh\\_main.php?ViewReview=all](http://sgh.soccergaming.com/sgh_main.php?ViewReview=all)

**Book:**

Youth Soccer Drills

Written by: Jim Garland

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