

Teacher: Clark Kuhn Subject: Practical Living (P.E., Health, Career, Consumerism) Weeks: August 9-11th Topic: Rules, procedures, making friends, back to school, movement, football (throwing)

Name: Clark Kuhn Date: Week of 9.26.22 to 10.21.22 PE, SEL, Career, & Health Topics: soccer, government, self management, feelings, depression, feeling full, friendship

K-5th Lesson plans	Standards and "I Can" statements: K-5th Kindergarten Health: I can describe the importance of talking with trusted adults about feelings. K.1.3. P.E.: I can explore manipulative skills with a variety of objects. (Kicking) K.1.MS1 1st Health: I can describe body signals that tell a person when they are hungry (can't concentrate, stomach rumbles, tired/grumpy) and when they are full (feel comfortable, eat slowly). 1.1.4. P.E.: I can demonstrate manipulative skills with a variety of objects. 1(Kicking) 1.MS1 2nd Health: I can identify the benefits of healthy peer and family relationships. 2.1.3. P.E. I can demonstrate manipulative skills with a variety of objects. (Kicking) 2.1.MS1 3rd Health: I can describe the relationship between feelings and behavior and appropriate ways to express and deal with emotions. 3.1.3. P.E.: I can perform, alone and with others, a variety of locomotor movements at different levels, and in different pathways and directions, with and without equipment. (Kicking) 3.1.MS1	Vocabulary: expectations, rules, rewards, consequences safety, warm up, cool down, dynamic stretching, warm-up, dynamic stretching, locomotor, feelings, depression, feeling full, hungry, friendship, stress	Mini lesson: Greet students and the door and assign students to a spot on the floor alphabetically. Slides: I will go through the first few slides introducing myself and going over behavior expectations, rewards, and consequences. Warm-up #1: (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up. Mini lesson: Slides: Monday & Tuesday: What is P.E? Monday (K-2) https://www.youtube.com/watch?v=CJBR2jk8QMk Monday (3-5) https://www.youtube.com/watch?v=cDudzvfZdBs Tuesday: (K-2) https://www.youtube.com/watch?v=cDudzvfZdBs Tuesday: (3-5) https://www.brainpop.com/socialstudies/famoushistoricalfigures/pele/ Warm-up #2: Monday: (3rd-5th) https://www.youtube.com/watch?v=kaSSmbhuxDE Tues: K-2nd: https://www.youtube.com/watch?v=PIMh3qMTXho Tues: 3rd-5th: https://www.youtube.com/watch?v=bmNWMVWdQYj8 Wed: K-2nd https://www.youtube.com/watch?v=k6RXFup06So Wed: Dynamic Stretching: 3rd-5th X https://www.youtube.com/watch?v=a8o5rUdecnk Thurs. https://www.youtube.com/watch?v=EEB0qc3MZwC Fri. (K-5th) Autumn https://www.youtube.com/watch?v=dkjScrw5qBg Wed: What is Health? K) (sharing feelings) https://www.youtube.com/watch?v=7QUtdIRbks 1) (Signs Full & Hungry) https://www.youtube.com/watch?v=mMHVEFWNLmC	Weekly Assessment: X Observation X Participation X Oral responses - Self-Evaluation - ORQ X Whole Class - Small Group X- Individual X Product (drawing, written response) Formative and Summative Assessments - Entrance (flashback) and Exit Slips X Oral Questions = Student Self-Assessment

	<p>4th Health: I can identify feelings associated with loss and depression and explain what it means to be emotionally healthy. 4.1.4. P.E.: I can apply manipulative skills using an object with a partner. (Kicking) 4.1.MS1</p> <p>5th Health: I can list physical and emotional reactions to stress and identify positive and negative ways of dealing with stress and anxiety. 5.1.3. P.E.: I can apply manipulative skills in game-like situations using various objects. (kicking) 5.1.MS1</p>	<p>2) (benefits of friends) https://www.youtube.com/watch?v=Cm0k9E1vXI</p> <p>3) (emotions) https://www.youtube.com/watch?v=cKQIOVjxmfs</p> <p>4) (depression) https://www.brainpop.com/health/diseases/injuries/and/conditions/depression/</p> <p>5) (Stress) https://www.brainpop.com/and/health/and/stress/diseases/diseases/</p>	
		<p>Thurs: What is a Career?</p> <p>Primary: President: https://www.youtube.com/watch?v=VR-5Pq_26YI</p> <p>Intermediate: Government & Public Administration: https://www.youtube.com/watch?v=2Q2xTQSIsv0</p> <p>SEL (Friday)</p> <p>Primary: (Self Management)</p> <p>https://www.youtube.com/watch?v=YfQm_9D40wI</p> <p>Intermediate: (Self Management) Stress:</p> <p>https://www.brainpop.com/english/studyandreadingskills/stress/</p>	
		<p>Primary K-2nd SPARK Activities:</p> <p>Monday: Dribbling "Soccer Style & Indy 500 pg. 2 & Soccer Red Light, Green Light (OPEN)</p> <p>Tuesday: Control Dribble Around Obstacles & Dribbling Dinosaurs & Sharks and Minnows & Treasure Hunt (OPEN)</p> <p>Wednesday: Partner Roll, Pass, & Trap, Partner Pick-Up pg. 10 & Soccer Bowling (3 cones each pair of students)</p> <p>Thursday: Shadow Dribble & Tunnel Dribble & Soccer Red Light, Green Light (OPEN)</p> <p>Friday: Station(s) 1. Passing in Pairs 2. Jump Ropes 3. Bean Bag Hula Hoops Toss</p>	

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			<p>See attached for lesson, <u>differentiated instruction and assessment/exit slip</u>.</p> <p>Intermediate 3rd-5th SPARK Activities:</p> <p>Monday: Ball-Control Drills & Dribbling Drills & Scramble (OPEN) Tuesday: Passing Drills & Soccer Tag (OPEN) Wednesday: Throw-ins & Punts & Rainforest & Windows (OPEN) Thursday: Dribbling Partner Tag & Keep Away (3 on 1) & Shark Attack (OPEN) Friday: Station(s) 1. Get Your Ball (Soccer at Centerline) 2. Jump Ropes 3. Shooting Thunder (OPEN)</p> <p>See attached for lesson, <u>differentiated instruction and assessment/exit slip</u>.</p> <p><u>Cool Down & Rewarding Positive Behaviors</u>: I will review all content to ensure that learning targets were met. If time permits, students will participate in a cool down activity by running one lap and walking one lap and then line up at the door.</p>	

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.



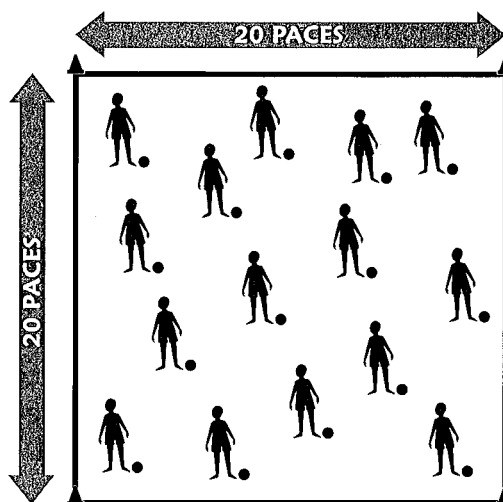
Ready...

- 4 cones (for boundaries)
- 1 ball per student

Set...

- Create medium (20X20 paces) area.
- Scatter students in area; each with a ball.

GO!



1. The object is to learn and practice ball control skills used in soccer.
2. While dribbling, keep the ball close so you can change directions quickly, pass, or shoot on goal. On signal, try the following drills.

3. Top Taps

- Keep 1 foot on the ground while the sole of the other foot taps the top of the ball. Hop and switch feet until signal (20 - 30 seconds).

4 Side Taps

- Straddle ball, and tap from R to L with the inside of each foot until signal (20 - 30 seconds).

5. Ball Fakes

- Set the ball slightly in front of you, and place 1 foot on top of it.
- Move that foot in a circle around your ball without touching it. Alternate feet until signal (30-60 seconds).

6. Drop Trap

- Hold the ball shoulder high. Drop it quickly, and trap it under 1 foot. Alternate feet until signal (1-2 minutes).

7. Drop Tap

- Hold ball shoulder-high. Drop it, and use the top of 1 foot to tap the ball back your hands. Point your toes to make a flat surface for tapping. Alternate feet after every 5 taps until signal (1-2 minutes).

8. Pull Backs

- Keep all your weight on 1 supporting leg, and place the other heel on the ball. Pull the ball behind you by rolling it along the bottom of your foot; then turn around and trap it with your other foot. Alternate feet until signal (1 minute).

CHALLENGES

- ★ Can you move your feet to the beat? (use music)
- ★ Try each ball control skill for speed. How many _____ can you do in 30 seconds?

CUES

- ★ Head up.
- ★ Light touches.
- ★ Quick feet.
- ★ Keep your weight on the supporting leg, not on the ball.

* SPARK * IT UP!

★ Switch Signal

Choose a ball-control skill and begin. When you hear my “switch” signal, change the ball-control skill to another skill you know.

★ Eyes Up

I will give you a ball-control skill to practice. Every 5-10 seconds, you will hear “eyes up.” I will hold up fingers on 1 or 2 hands. Say the correct number, while continuing your ball control work. I may ask you to multiply or add the fingers on 1 hand with fingers on the other hand.

★ Fancy Feet Street Show

(Use music.) With a partner or small group, create a 2-minute routine to music using several ball control skills. Perform your routine for some friends.



FUN FACT

The first balls were made of pig’s bladder blown up like a balloon, tied at the ends and placed inside a leather case. It looked more like an egg than a ball and oinked when it was kicked – not really. However, players who kept the ball too much without passing were called “pigs,” “oinkers” and “ball hogs.”

● STANDARDS ADDRESSED

NASPE

#1, 2 Learn/practice ball-control skills

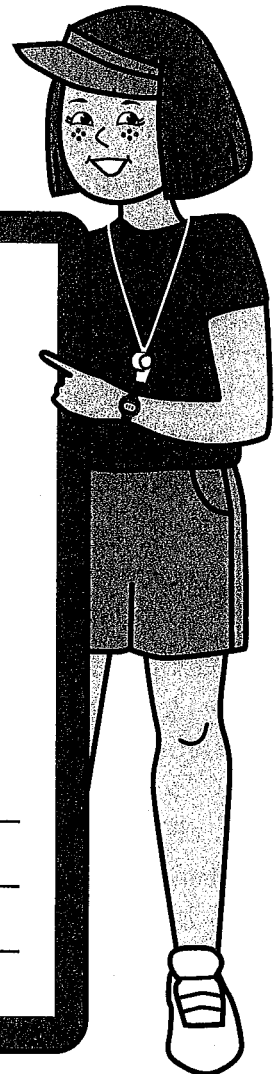
#6 Accepting personal challenges

● **Your State** (Write in here)

PAULA’S POINTERS

- Shadow – Introduce ball-control skills without a ball. Students shadow the skill for a few moments, then repeat it with the ball at their feet.
- Not enough soccer balls? Use utility balls or others that are available.

NOTES





Ready...

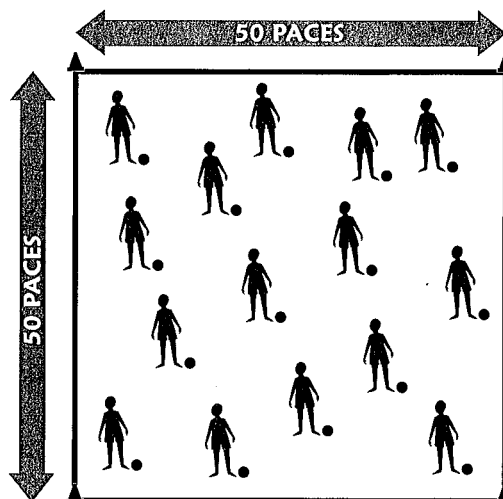
- 4 cones (for boundaries)
- 1 ball per student

Set...

- Create large (50X50 paces) activity area.
- Scatter students in area; each with a ball.

GO!

1. The object is to dribble in space, control your ball and quickly trap it.
2. On signal, dribble the ball under control inside the activity area.
3. When you hear the trap signal, quickly trap your ball. I'll count down "3, 2, 1, and 0." Can you trap your ball before I reach 0?
4. *(Repeat several times, prompting students to increase the dribbling speed as they gain skills to medium, and, eventually, fast.)*



CHALLENGES

- * The class earns a point if everyone has the ball before I reach 0. If not, I score the point. How many points can you score as a class?
- * Can you alternate your trapping foot each time?

CUES

- * Dribbling
 - Keep the ball close.
 - Head up, look for open space and watch for others.
 - Inside, outside of feet.
 - Quick feet; light touches.
- * Trapping
 - Put bottom of foot on the ball, but keep weight on the other foot.

★ SPARK IT UP! ★

★ Pull Backs

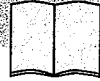
On signal, perform Pull Backs (or Top Taps or Side Touches) rather than trap.

★ Direction Change

Dribble as quickly as you can. On the signal, "Directions!" change directions using a trap, pull back or other method (*give signal every 5-10 seconds*). If you or your ball touches another student or their ball, both of you must stop and do 5 jumping jacks.

★ SHARK

(~~Take away a ball from 1/5 of students.~~) Those without a ball (Sharks) try to legally steal the ball from others. You become a Shark if your ball is taken.



ACADEMIC

Science (Sharks) - Sharks have the most powerful jaws on the planet. Unlike most animals' jaws, both the sharks' upper and lower jaws move. A shark bites with its lower jaw first and then its upper jaw. Sharks never run out of teeth. If a tooth is lost, another tooth spins forward from the rows and rows of backup teeth. A shark uses over 20,000 teeth in its lifetime!

● STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, trapping

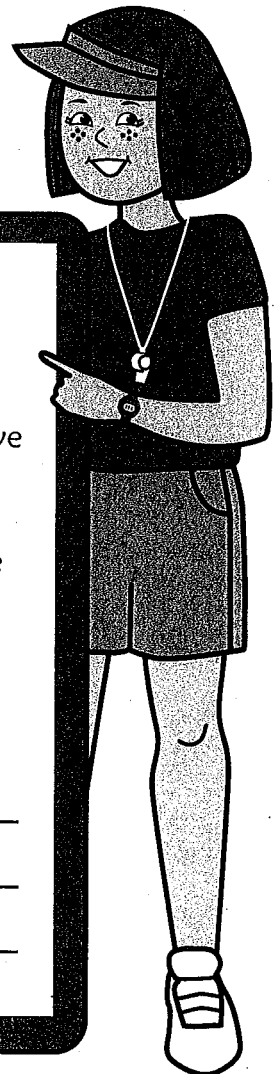
#6 Accepting personal challenges

● **Your State** (Write in here)

PAULA'S POINTERS

- Vary the dribbling speeds slow, medium and fast. Students will naturally adjust their speed relative to their individual skill level.
- To deter students from dribbling out of control, have them dribble around the perimeter until they can do so safely.

NOTES





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:

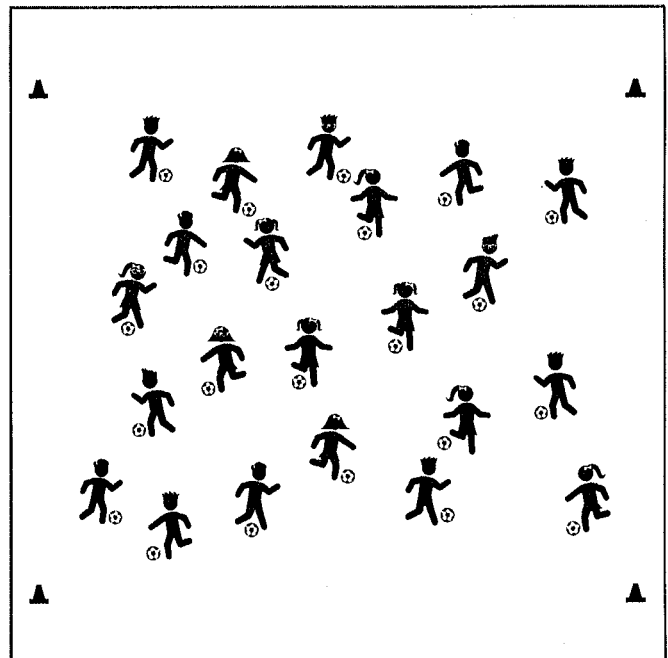
- ✔ 4 large cones
- ✔ 1 soccer ball per student

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.



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.



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.



Ready...

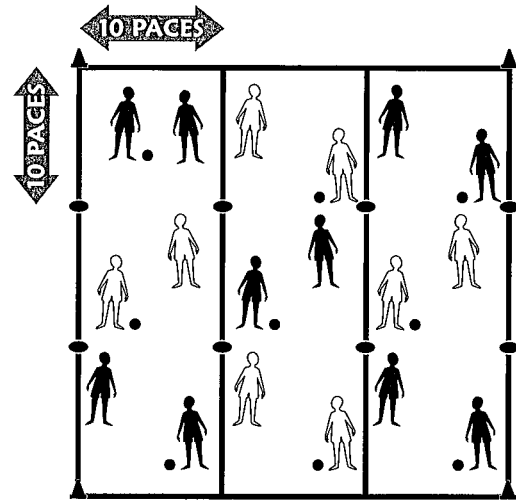
- 1 spot marker per student (for grids)
- 1 ball per pair

Set...

- Create grids (10X10 paces) for each pair.
- Pair students; 1 ball per pair.

GO!

1. The object is to make accurate paces and controlled traps with a partner.
2. An accurate pass travels along the ground to your partner. A controlled trap does not bounce far from your feet.
3. Trap and control the ball before passing it back to your partner.
4. After 20 accurate passes and 20 controlled traps, place a spot marker halfway between you. Score 1 point for each pass that touches the spot.
5. Continue until signal.



CHALLENGES

- * Can you pass the ball without kicking it in the air?
- * How many passes can you complete in 30 seconds?
- * How quickly can you make 10 passes?
- * Can you use only 2 touches to trap and pass (1 to trap and 1 to pass)?

CUES

- * Plant non-kicking foot next to ball.
- * Swing kicking toes toward ball.
- * Turn kicking foot at last second – toes point out.
- * Kick ball with inside of the foot.
- * Strike at the “equator” (midline of ball).
- * Trap ball before passing back.

★ SPARK™ IT UP!

★ Trio-Straddle Pass-Through

Get in a group of 3, and have 1 player stand in straddle position halfway between the other 2 players. Pass the ball back and forth through the straddler's legs. Change after 10 complete passes.

★ Straddle-Pass, Jumping Jacks

Same formation as *Trio-Straddle Pass-Through*.

Passers stand a bit closer to the straddler.

Straddler does slow jumping jacks. Passers have to time their pass through the legs. After each person has been the Straddler twice, have the Passer run immediately to switch roles with the Straddler.

★ Give and Go

Partner A (with ball) is stationary. Partner B runs to open space to receive pass. Partner A passes (Give) then runs to open space (Go). Partner B returns the pass as quickly as possible. "Lead" your partner with your pass (pass to where your partner is going).



WELLNESS

Pass on "bad" fats! Some fats have positive health effects, while others increase risks of heart disease. Saturated and trans fats are considered "bad" fats. Saturated fats are found in animal oils and dairy products. Trans fats are artificial fats made when hydrogen gas reacts with oil. Trans fats can be found in cookies, crackers, icing, potato chips, margarine and microwave popcorn.

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, trapping

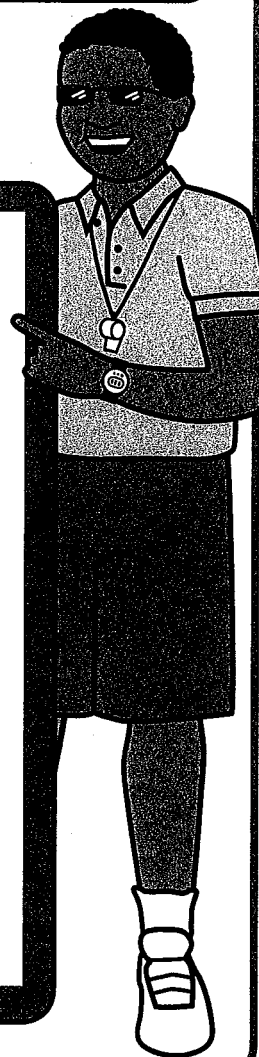
#5, 6 Cooperation

• Your State (Write in here)

TONY'S TIPS

- Rotate partners often. Player with the ball stays in the grid; the other rotates 1 grid clockwise.
- Not enough space? Create grids for half the class. One half dribbles around the perimeter, while the other half pass with a partner in a grid.

NOTES



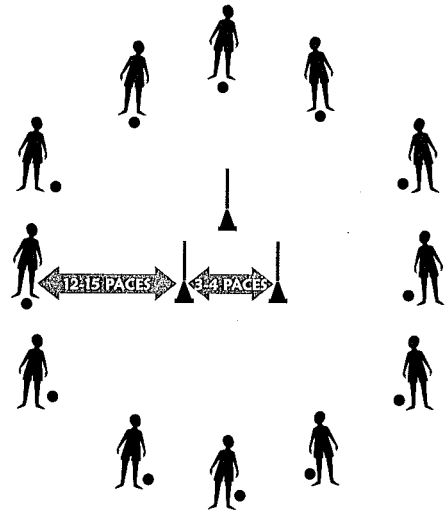


Ready...

- 3 cones (12-18") per 12 students
- 1 ball per student
- 3 wooden dowels or hockey sticks (optional)

Set...

- Create 1 area per 12 students by setting cones in a triangle 3-4 paces apart. Place the wooden dowel or a hockey stick vertically through the top hole of each cone to extend height.
- Form groups of 12; create a large circle around the triangle; 12-15 paces away.
- Each student with a ball.



GO!

1. The object is to score a goal from different angles and distances by shooting balls through the goals (cone triangles).
2. To shoot, strike the ball with your instep (your shoelaces). Point your kicking foot down as you kick. Follow through strong.
3. Shoot at the goal you are facing. Wait for a ball to come to your side of the circle, and kick another goal.
4. Try to keep the ball lower than the height of the cones (or extensions).

CHALLENGES

- ★ How many goals can you score before the signal (2-3 minutes)?
- ★ Can you score a goal from all different angles?
- ★ Can you score a goal with your non-dominant foot?
- ★ Can you shoot immediately off a pass from across the way?

CUES

- ★ Point the toes of your kicking foot down.
- ★ Strike the ball with the laces part of your shoe.
- ★ Watch your foot contact through the ball.
- ★ Work on accuracy first; then power.

GRADES 3-6

5-stations - 2 cones each with 4 students at each station. One goalie, one person guarding, two trying to score. Rotate through

SOCCER

SPARK IT UP!

★ Pedometer Dribble and Shoot

(Need 1 pedometer per group.) On signal, dribble clockwise around the cones (10-12 paces away). On "Shoot," shoot on goal. After shooting, retrieve 1 ball and dribble counterclockwise until next signal to shoot. Give your pedometer to a friend when you reach 200 steps.

★ Goalies

Add a goalie to each goal area. (Allow students to opt out of being goalie if they aren't comfortable.) Rules: Raise your hand when you are ready to shoot; shoot only after the goalie calls your name; and shoot only from the outside; no dribbling close to the goal.



FUN FACT

It is believed that the first recorded soccer game happened on a Shrove Tuesday in Derby, England. It was part of a festival to celebrate the victory of English soldiers over Roman troops in 217 AD. By 1175, the annual Shrove Tuesday soccer game became a regular event.

● STANDARDS ADDRESSED

NASPE

#1, 2 Shooting, dribbling

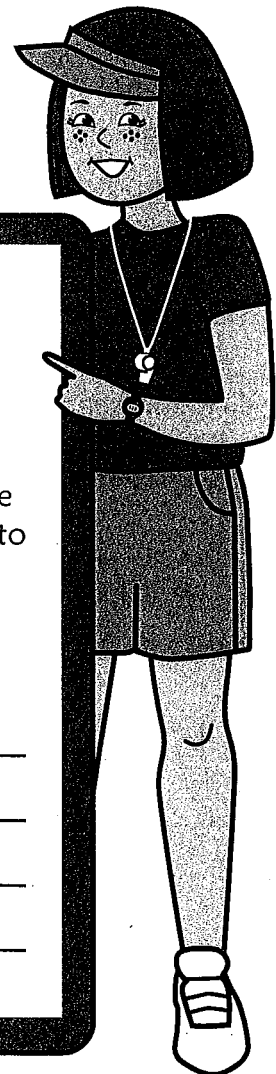
#6 Accepting personal challenges

● **Your State** (Write in here)

PAULA'S POINTERS

- Remind students to keep the ball low.
- Place a water bottle in the middle of each goal. Challenge students to aim for the bottle.

NOTES





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:

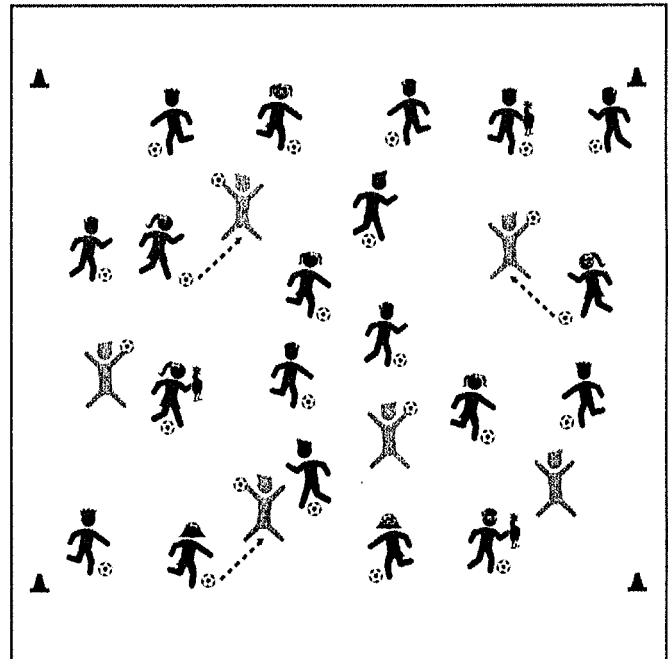
- ✔ 4 large cones
- ✔ 1 soccer ball per student
- ✔ 3 rubber chickens

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.



W

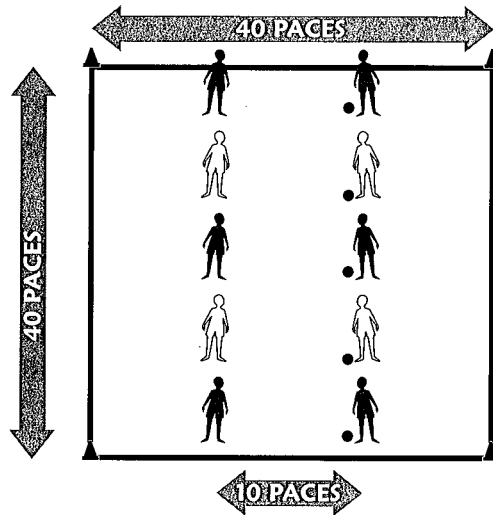
Ready...

- 4 cones (for boundaries)
- 1 ball per pair

Set...

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (10 paces apart) toward midline of area; 1 ball per pair.

GO!



1. The object is to learn and practice transitional skills. These are both ways to get the ball back in play. We will learn the throw-in and the punt.

2. Throw-In

- When a ball goes out of either sideline, it is thrown in by a player from the team opposite the 1 that last touched the ball. (*Teach throw-in technique.*)
- Hold the ball with both hands. Ball behind head; pull arms forward, and release when pointing at the target.
- Keep both feet on the ground until ball is released. Drag your feet to transfer weight from back to front.
- Both feet must be out of boundaries before you release.
- (*Allow pairs to practice the throw-in from 10 paces. 1 partner throws; the other traps, picks up the ball and throws back.*)

3. Punt

- When Goalie has stopped the ball and wants to send it downfield, they may use a punt. To punt, drop ball from the hands and kick it before it hits the ground. (*Teach the points of the punt technique.*)
- Feet together; hold ball waist-high.
- Step with non-kicking foot as you drop the ball. Watch as you swing kicking foot to connect with the ball.
- (*Allow pairs to practice the punt from 15-20 paces apart. 1 partner punts; the other traps, picks up the ball and punts back.*)

CHALLENGES

- ★ **Throw-In**
 - Can you throw it so it bounces 1X in front of your partner?
 - How many throw-ins can you and your partner make in 1 minute?
- ★ **Punt**
 - Can you punt the ball so it reaches your partner before it bounces?
 - How many punts can you and your partner make in 1 minute?

CUES

- ★ **Throw-In**
 - Release when pointing at target.
 - Keep both feet on the ground.
- ★ **Punt**
 - Point the kicking toe.
 - Watch your foot connect with the ball.

★ Step Back

Begin close to your partner. Each time a throw-in is trapped, the trapper takes 1 step back. Work your way farther from your partner.

★ Throw-In Keep Away

Place a Defender between Offense partners. Defender attempts to trap ball before the Thrower's partner does. Rotate positions every 6 throws.

★ Punt Keep Away

Place a Defender between Offense partners. Defender attempts to trap ball before Punter's partner does. Rotate positions every 6 punts.



FUN FACT

In England a "punt" is a boat. If you brag about being a good punter, folks might want you to take them for a ride. Punts are small, flat-bottomed boats used in shallow, small rivers. Punters steer by pushing against the bottom of the river with a pole similar to a gondolier in Venice, Italy.

● STANDARDS ADDRESSED

NASPE

#1, 2 Passing, trapping

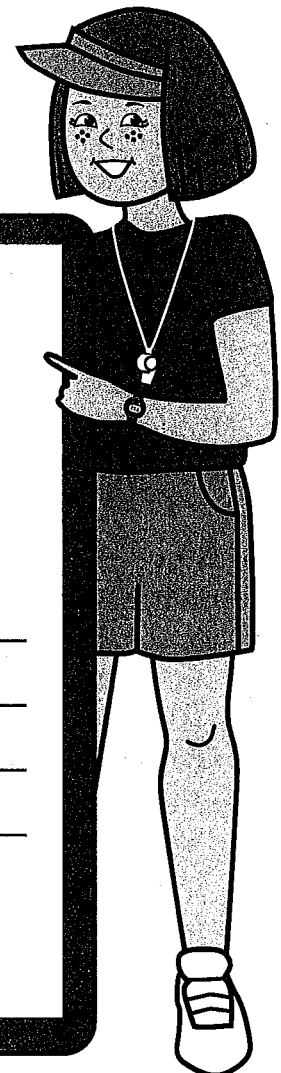
#5, 6 Cooperation

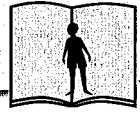
● **Your State** (Write in here)

PAULA'S POINTERS

- Rotate partners often.
- Use foam balls to increase safety.

NOTES





Ready...

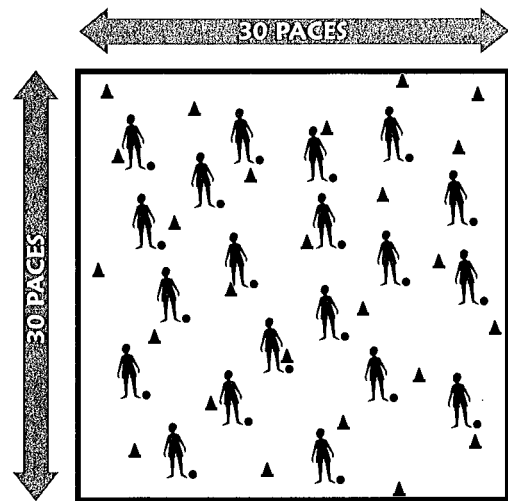
- 1 ball per student
- 1 (or more) cones per student

Set...

- Create large (30X30 paces) activity area.
- Scatter cones far and wide within area.
- Students stand at cones; each with a ball.

GO!

1. The object is to practice dribbling while changing directions, pathways and speeds.
2. Pretend the cones are trees in a rainforest. On signal, begin exploring (dribbling through) it.
3. If your ball touches a “tree,” stop and do 6 Top Taps.
4. When you hear, “Directions!” change directions.
5. When you hear, “Speed!” change speeds.



CHALLENGES

- * How many cones can you dribble around before the signal (1-2 minutes)?
- * How quickly can you change directions on signal?
- * Can you dribble quickly in a zigzag pathway?

CUES

- * Keep head up; and watch for others.
- * Light touches; quick feet.
- * Use both the inside and outside of your feet.

★ Numbers and Letters

(Use 26 cones, and letter or number them all. For example, A-Z or 1-26.) Groups of 2-3 may start at any cone. On signal, dribble around the cones in consecutive order. For example, if you are at cone 12, look for 13. If you are at cone "P," look for "Q." When you get to "Z" or cone #26, go back to the beginning.

★ Bulldozers

(Assign 5-6 students to be Bulldozers.) On signal, Bulldozers dribble to cones, and try to tip over as many as they can (with their hands). Everyone else dribbles to the tipped-over cones and quickly "replants" them (sets them back up). (Select new Bulldozers every few minutes.)

★ Hoop Defense

(Use 1 hoop per 2 students. Scatter hoops throughout area. Half the class are Defenders; each in a hoop.) As dribblers move around cones, Defenders try to tap ball away. Defenders must keep 1 foot inside hoop at all times. (Switch Defenders every 2-3 minutes.)

STANDARDS ADDRESSED

● NASPE

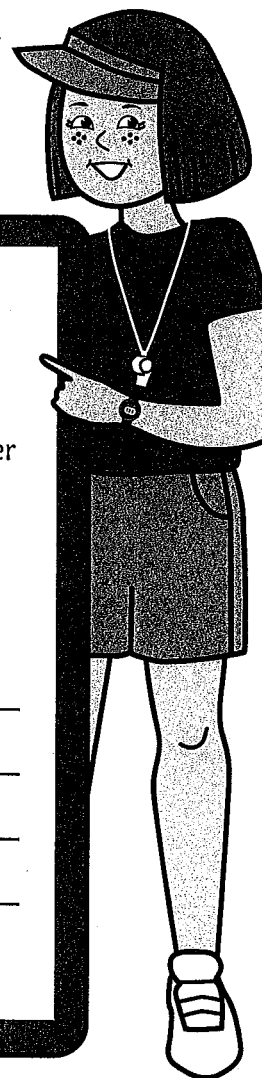
- #1, 2 Dribbling, special awareness
- #3, 4 Cardiovascular fitness
- #2, 6 Offensive/defensive strategies
- #5, 6 Cooperation

Your State (Write in here)



ACADEMIC

Science (Ecology) - What is precipitation? Dribble as if you were traveling through heavy precipitation and mud. **Music (Sounds):** Dribble and make sounds that you might hear in a rainforest. **Language Arts (Vocabulary):** Each time you pass a cone, name a word associated with the rainforest (canopy, precipitation, ecology, emergent, tropical, understory, etc). **Social Studies (Environment):** Why are rainforests important? Are they in danger? What can you do?



PAULA'S POINTERS

- Spread cones farther apart to increase movement; arrange closer together to increase difficulty of ball control.

NOTES



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:

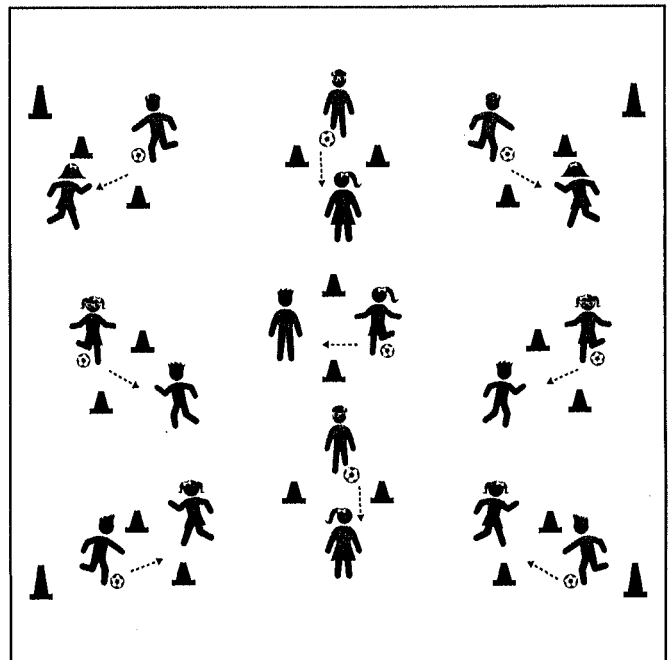
- ✔ 4 large cones
- ✔ 1 low profile cone per student
- ✔ 1 soccer ball per 2 students

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

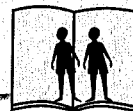
- ✔ **Standard 1 [E19.3-5]** Receives and passes a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass (3); Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and 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.



Ready...

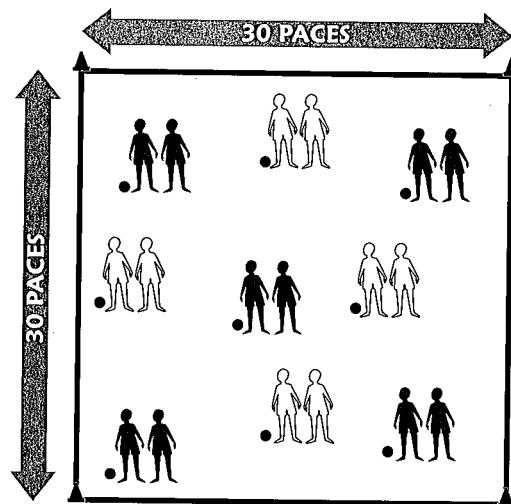
- 4 large cones (for boundaries)
- 1 ball per pair

Set...

- Create large (30X30 paces) activity area.
- Pair students; scatter in area; 1 ball per pair.

GO!

1. The object is to control the ball while being chased by a defender.
2. On "Go," Partner A dribbles the ball anywhere within the boundaries of the activity area. Partner B does 5 jumping jacks.
3. After 5 jumping jacks, Partner B chases and attempts to tag Partner A.
4. If tagged, Partner A gives the ball to Partner B. Before chasing Partner B, Partner A must first do 5 jumping jacks.
5. Keep playing until the stop signal (1 minute or so). We'll see who has the ball at the end!
6. (Repeat as time permits.)



CHALLENGES

- * Dribblers, can you touch the ball 20X before your partner tags you?
- * Chasers, can you skip and still catch your partner?

CUES

- * Dribblers, practice control; don't kick the ball way out in front of you.
- * Chasers, remember to tag gently.

* SPARK™ IT UP!

★ Get the Point?

Keep score. The person with the ball at the end of the game scores 1 point.

★ Take Back

Instead of tagging your partner, try to legally obtain possession of the ball. If you lose your ball, do 5 jumping jacks; then chase your partner, and "Take Back" the ball.

★ Pickett's Charge

(Students in pairs; all on 1 sideline. 1 in front with ball is Dribbler; 1 just behind is Defender.) The object is to dribble across to the opposite sideline before your Defender steals your ball. On signal, Dribblers start dribbling, and 2 seconds later, I'll call, "CHARGE," to signal Defenders to go after their partner's ball. Every 3rd round, switch roles with your partner. *(This ensures everyone has opportunities to play both roles.)*



ACADEMIC

Social Studies (Civil War) -

Pickett's Charge was a disastrous infantry assault ordered by **Confederate General Robert E. Lee** on **July 3, 1863** (the last day of the **Battle of Gettysburg**). **Almost 60%** of the **12,500** Southern troops who charged **over a mile of open land** (exposed to attack) toward the Northern forces became casualties. As a consequence, **General Lee** was forced to retreat and, ultimately, abandon his attempt to reach **Washington, D.C.**

STANDARDS ADDRESSED

● NASPE

#1, 2 Dribbling

#2 Defensive/offensive strategies

#3, 4 Cardiovascular fitness

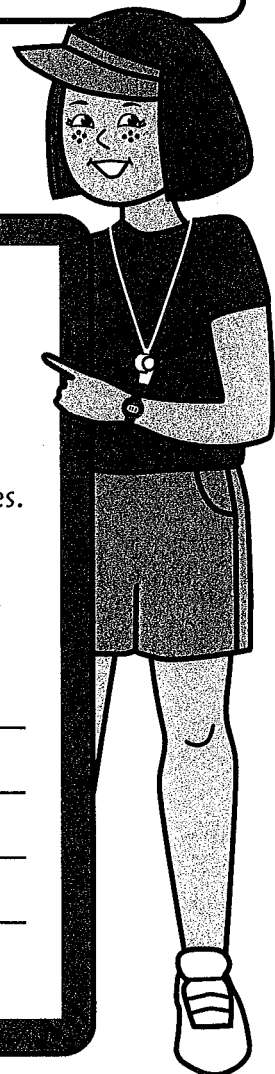
● #5, 6 Cooperation, accepting challenges

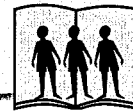
Your State (Write in here)

PAULA'S POINTERS

- Pair students according to experience/ability.
- Switch partners every few minutes.

NOTES



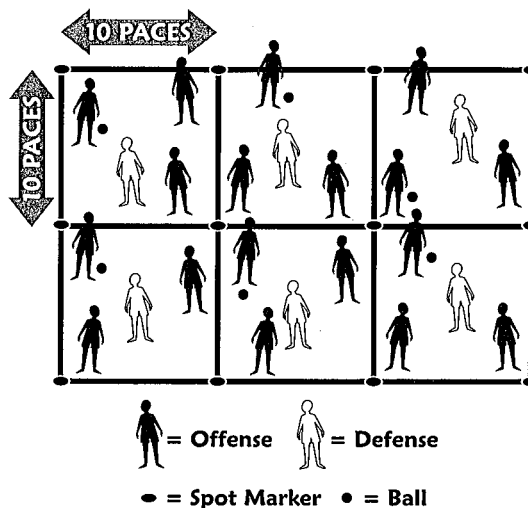


Ready...

- 1 ball per 4 students
- Spot markers for grids

Set...

- Create small grids (10X10 paces) per each group of 4; each group with 1 ball.
- Groups of 4 in a grid; 3 are Offense; the 4th is Defender.



GO!

1. The object is to keep the ball away from the Defender. You do that by moving into support positions, creating passing lanes and making controlled passes.
2. On signal, 3 Offensive players pass to each other while the Defender tries to deflect or intercept.
3. Defenders, if you intercept a pass, give the ball back to an Offensive player.
4. Switch Defenders on my signal.

CHALLENGES

- * Offense, can you minimize your touches on the ball and make quick passes?
- * Can you look and fake 1 way and pass in the other direction?
- * Can you move diagonally (45°) to create a safe passing lane?

CUES

- * The Principle of 3s is in effect: Stay 3' from the person with the ball; pass within 3 seconds; don't take more than 3 dribbles before passing.
- * Passers, pass quickly. Use fakes and feints. Dribble to get in a good position.
- * Defender, anticipate passes. Move into the passing lane.

* SPARK™ IT UP!

1 Get the Point!

Defenders score 1 point when they touch the ball, 2 points when they intercept, and/or the Offense scores 1 point for each clean trap.

2 Pedometer Estimation

1 student per group wears a pedometer. Everyone in your group estimates the number of steps the wearer will take playing Offense/Defense.

3 2 on 1 and 3 on 2

Play with 2 Offensive players and 1 Defender, or 3 Offensive players and 2 Defenders.



ACADEMIC

Geometry (Triangles) - Periodically, I will yell, "Freeze." Stop immediately where you are, and passers, analyze your shape. You should be in a triangle, but what type? An equilateral triangle has 3 sides and 3 angles of equal length. An isosceles triangle has 2 sides and 2 angles of equal length. A right-angle triangle has a 90° angle. A scalene triangle has no sides of equal length and no same angles.

STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, passing

#2 Defensive/offensive strategies

#3, 4 Cardiovascular fitness

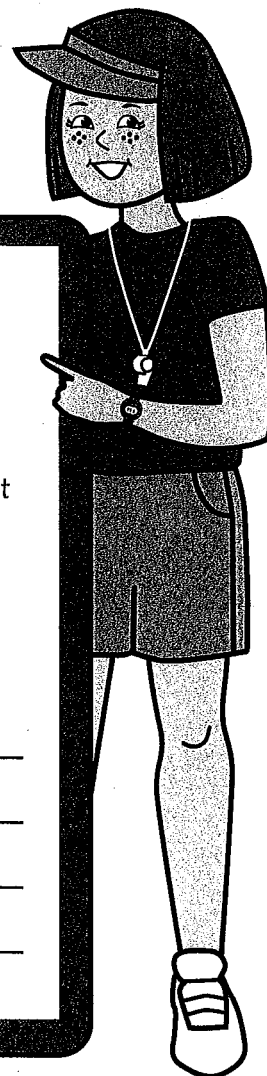
#5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Adjust grid size accordingly. Smaller grids make it easier for the Defender. Larger grids make it easier for the Offense.
- Group by ability.

NOTES





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

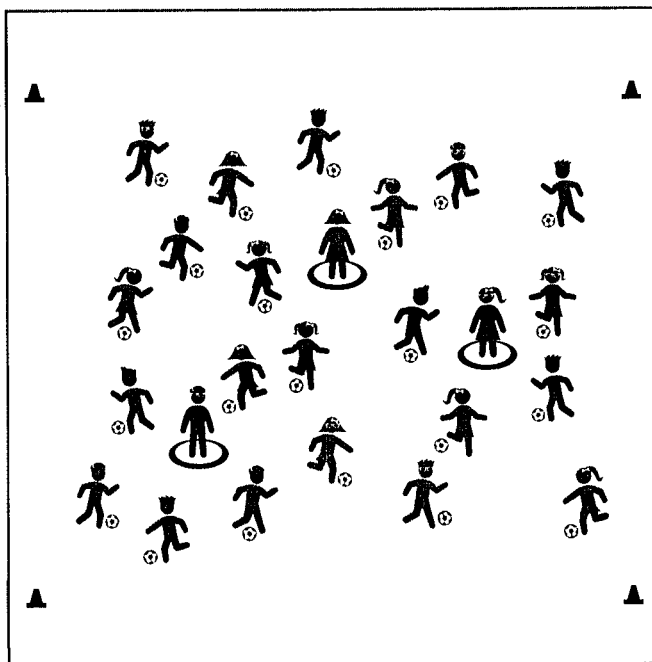
ACTIVITY SET-UP & PROCEDURE

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.



Ready...

- 1 ball per pair
- 6 cones

Set...

- Designate 3 (20 paces long) parallel lines, 20 paces apart using cones.
- Students in equally skilled pairs in partner face off on opposite endlines.
- Distribute balls evenly along center line.

GO!

1. The object is to score a point by getting a ball from the center and dribbling it back to your own endline.
2. On “Get your ball!” you and your partner run from opposite endlines to midfield, and try to gain control of the ball in front of you. If you get the ball, dribble it back to your own endline (safe zone). Once there, trap the ball.
3. If you didn’t get the ball, try to legally steal your partner’s ball before they reach the safe zone. If you steal the ball, dribble it to your safe zone.
4. You and your partner continue to try to steal the same ball and bring it to your own endline until signal.
5. *(Give stop signal after 30-45 seconds.)*
6. Bring the balls back to midfield, and get ready for the next round.
7. *(Continue for several rounds.)*



CHALLENGES

- ★ Which group can bring the most balls to their safe zone?
- ★ How quickly can you set up the balls for the next round?

CUES

- ★ Dribblers, when in an open space, push the ball and run after it.
- ★ Remember, you can take a ball from your partner only.

★ Creep in Closer

(Call out an action word, e.g. creep, twirl, jump, whirl, bounce, slither, etc. to describe how students travel toward center.) When you hear, "Get your ball!" sprint to get a ball. Each round, I will give you a new verb.

★ Village Ball

(Place 1 ball per 4 students on the center line.) Get Your Ball is now a group game, and the players on your line are from your "village." Come up with a name for your village. On "Get your ball!" run to the midline and get any ball you can, and work with your village to bring the balls back to your safe zone. Pass is encouraged.

★ 2 on 2 Get Your Ball

(Groups of 4 in long, narrow grids.) 2 begin on 1 endline; 2 on the other; 1 ball in the center. 1 player calls, "Get your ball!" and all run to get the 1 ball. The goal is to bring it back to your endline. Use passing, give and go and dribbling.



FUN FACT

In 12th century England, whole villages played against each other. This "mob football" (as it was called) had no limit to the number of players per side and virtually no rules (the only thing outlawed was "murder and manslaughter"). It was so rough and violent that it was eventually banned by Royal decree.

STANDARDS ADDRESSED

NASPE

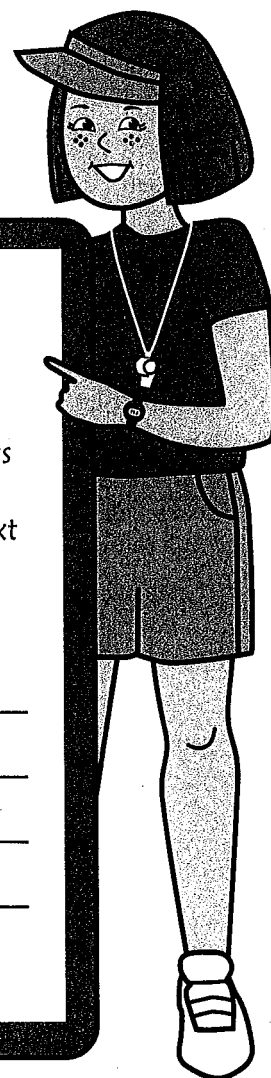
- #1, 2 Dribbling
- #2 Defensive/offensive strategies
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Tripping, shoving and slide tackling are not allowed. Students who foul must return to the starting line, and wait for the next round.

NOTES





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

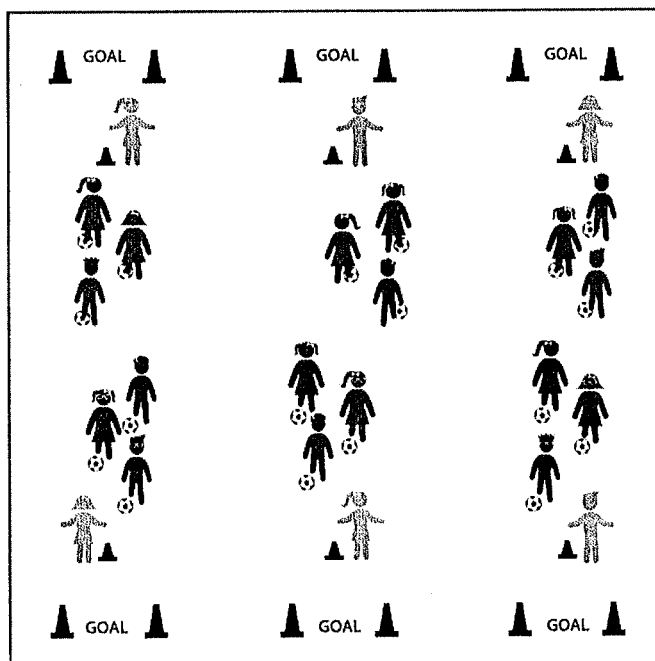
ACTIVITY SET-UP & PROCEDURE

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.



Ready

- 4 cones (for boundaries)
- 1 7" foamball per student
- 1 whistle
- Music and player (optional)
- 1 spot marker per student (optional)
- 12 cones (optional)
- 2 Movement Cubes and *Tempos, Pathways, Directions Skill Cards* (SPARKfamily.org)

Set

- Create extra large (40X40 paces) activity area.
- Send students to select 1 ball each; then scatter them within boundaries.

GO!

1. Dribbling Introduction

- Today, we'll begin moving a ball using only our feet. We'll call that *Dribbling Soccer-Style*. First, let's review and practice our whistle cues so we can move safely.
- 1 whistle: Trap the ball by placing 1 foot on top of it. Trapping means stopping the ball. Hold your ball still, look at me and listen.
- 2 whistles: Pick up your ball and jog to me.

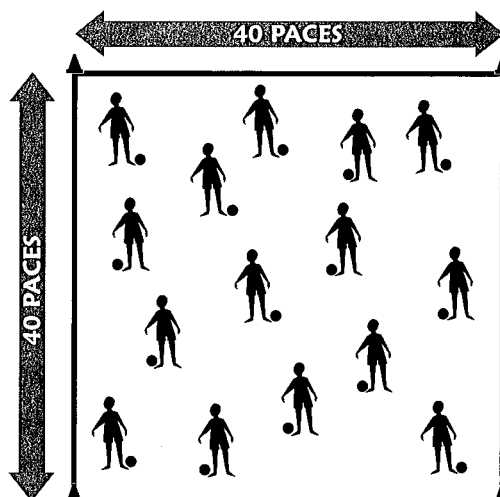
2. Walk and Dribble

- When I say "Go!" walk and dribble your ball within our boundaries.
- (*Explain while having a student demonstrate.*)
- Control your ball using the insides of your feet. Keep it 1-3' away.
- Keep your head up and watch for others. Pay attention to your **own** ball.
- When you hear a whistle cue, show you know what to do.

3. Jog and Dribble

- Let's pick up the pace and jog slowly while dribbling the ball close to your feet.
- Trap quickly whenever you hear 1 whistle.
- **Challenges** – Can you dribble. . .
 - While jogging slowly and keeping your ball under control?
 - While touching the ball with the outside of your foot? The inside? The toes?
 - Around a spot in the grass (*on the floor*)? Turn around and go the other way?
 - In a curved pathway? A zigzag? Are you using both feet to control the ball?
 - Your ball in the shape of a square? A triangle? The first letter of your name?

(continued)



KICKING AND TRAPPING

DRIBBLING "SOCCER-STYLE"

GO! (continued)

- Your ball while running faster? On the whistle, can you trap your ball before I count down from 3?
- Quickly around 3 different objects and back to where you started? A figure-8? What other ways can you dribble and trap your ball?

4. Wrap It Up

- Why is it important to keep your eyes up and not just on your ball?
- Why is it important to be able to dribble with either foot?
- Who can tell us what the *P* in SPARK stands for? (*Play actively.*) Raise your hand if you're already playing on a soccer team, or would like to join one. I'll give you information on where, when, and how to sign up after school.

* SPARK™ IT UP!

* Eyes on Me

As you dribble, keep your eyes on me; I'll point a direction for you to go. Only look at your ball when you have to. I'll change directions a lot, so be ready!

* Movement Cubes

(Insert *Directions, Tempos, Pathways Skill Cards* into 2 Cubes.) I'll choose 2 students (who were keeping good distance from others and dribbling with good control) to be the 1st to roll our dice. Everyone will dribble the way the dice tell us to (e.g., fast – zigzag).

* Indy 500

(Create a large oval "racetrack" using 8-12 cones. Scatter 1 spot marker per student inside the boundaries.) For our version of the *Indy 500*, each of you will drive your cars (dribbling your soccer balls under control) around (point the direction) our race track. When you hear, "Pit stop!" dribble inside the boundaries to a spot marker, and trap the ball on top of it; it's time to refuel! (After playing several times, you can remove 1 spot at a time, prompting students to scramble to find an available spot or share with others.)

DRIBBLING "SOCCER-STYLE"

STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness, foot dribbles and traps a ball

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

#5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)



ACADEMIC

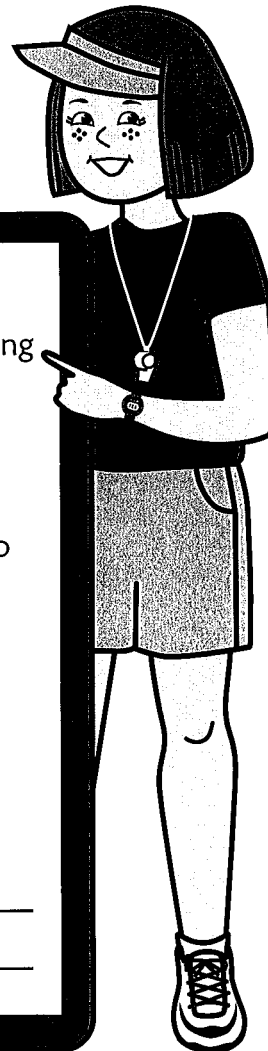
Science

Who can name a way we move objects (e.g., push, pull, strike, kick, throw, roll, drop, blow, etc.)? Who can name 1 object that rolls (e.g., ball, log, tire, etc.)? What do these objects have in common? How can you start an object rolling? How can you stop an object from rolling? How can you make the object move faster? Slower? How can you make it move in a straight line? Zigzag?

PAULA'S POINTERS

- Stress the importance of controlling the ball, and compliment those who do.
- Student skill level may vary greatly. Have advanced learners demonstrate, and allow others to mimic their movements.
- Aide learning by allowing skilled movers to use a utility or soccer ball, and beginners to use oversized foamballs or soccer trainers.

NOTES




SOCCER RED LIGHT, GREEN LIGHT

STUDENT TARGETS

- ✔ **Skill:** I will tap the ball forward with a safe amount of force – keeping the ball close and under control.
- ✔ **Cognitive:** I will explain what a Calorie is and what good health balance is
- ✔ **Fitness:** I will list the healthy foods that I like to eat in order to fuel my body for physical activity.
- ✔ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

TEACHING CUES

- ✔ Eyes Alert
- ✔ Eyes Up
- ✔ Quick Looks
- ✔ Inside/Outside Taps

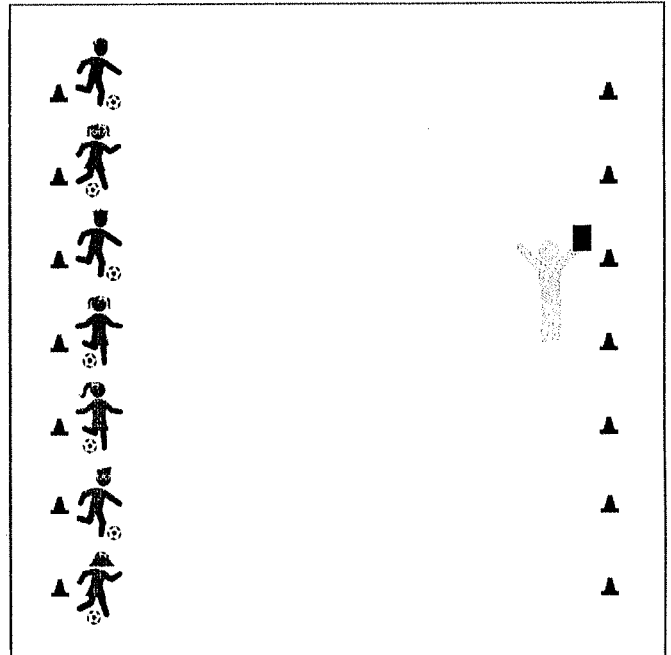
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 soccer ball per student
- ✔ Enough low profile cones to create 2 parallel lines 20 yards apart
- ✔ Selected Academic Language Cards

Set-Up:

1. Create a large activity area with 2 parallel lines, wide enough for all students to stand safely on 1 line.
2. All students to 1 line, facing the opposite line.
3. Teacher stands on the opposite line as the "Traffic Light".



Activity Procedure:

1. It's time to play Red Light, Green Light while we dribble our soccer balls. Cars use gasoline as fuel and some use electricity. Our bodies use Calories for fuel and we get Calories from food. When we're physically active, we burn calories. It's important that we eat healthy food in order to refuel our bodies. Who can give me some examples of healthy foods?
2. Your goal is to dribble your soccer ball over the end line where I'm standing. I will be the traffic light first.
3. When I call out "Green Light," you will start to dribble toward the other end line. When I call out "Red Light," you have to stop and freeze immediately, keeping control of your soccer ball.
4. Any student who doesn't stop on time must go back to the start.
5. When you cross the end line that I'm standing on, you score a point and we'll restart the game.

Grade Level Progression:

K: Focus on safe behaviors and following directions (Standard 4). It's okay for students to work without a ball or carrying a ball. When ready, add a ball with a focus on "tap and follow."

1st: Keep a walking pace with a focus on ball control and light inside taps.

2nd: Allow students to jog using both inside and outside taps.



SOCCER RED LIGHT, GREEN LIGHT

CHALLENGE PROGRESSIONS

- ✔ Call out commands quickly.
- ✔ Add cones inside the activity area as obstacles.
- ✔ [If space allows] Students make a kick past a third line after crossing the traffic light line.

MODIFICATIONS

Add a "Yellow Light" command before saying "Red Light" to allow students to slow down before stopping.

ACADEMIC LANGUAGE

Dribble, Ball Control, Force, Fast, Slow, Inside of the Foot, Good Health Balance, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E18.K-2]** Taps ball forward using inside of the foot (K); Dribbles ball using inside of the foot while walking in general space (1); Dribbles with the feet in general space with control of ball and body (2).
- ✔ **Standard 2 [E3.K-2]** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a) ...and strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ✔ **Standard 3 [E3.K-2]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the "good health balance" of good nutrition with physical activity (2).
- ✔ **Standard 4 [E6.K-2]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); ...without teacher reminders (1); Works safely with physical education equipment (2).
- ✔ **Standard 5 [E1.K-2]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of "good health balance" (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you recall why good ball control was important in this activity?
- ✔ **DOK 1:** Can you recite the cues that we used for ball control?
- ✔ **DOK 2:** Can you tell me why each of those cues is important to foot dribbling?
- ✔ **DOK 1:** What is a Calorie? What is a healthy food? What is an unhealthy food?
- ✔ **DOK 2:** How do healthy foods and physical activity relate to good health balance?
- ✔ **DOK 3:** How would you help a friend or family member understand and practice good health balance?

TEACHING STRATEGY FOCUS

Helping students revise knowledge: Many students will have misconceptions about good nutrition and health balance. Take this opportunity to correct their errors and add new information to their nutrition vocabulary. Find accurate nutrition information at www.choosemyplate.gov.



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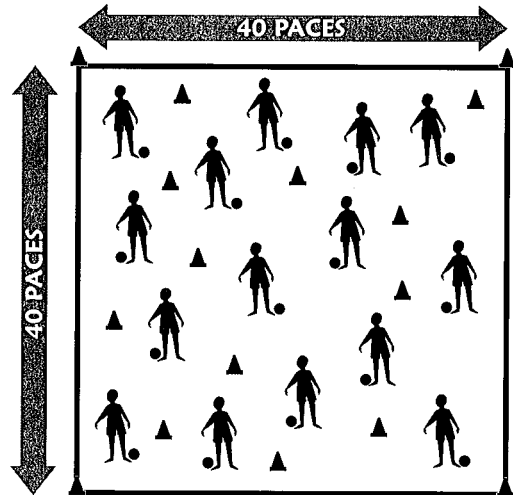
**KICKING AND
TRAPPING**

Ready

- 4 cones (for boundaries)
- 1 7" foamball per student
- 12 (or more) cones
- 1 whistle
- Music and player (optional)

Set

- Create extra large (40X40 paces) activity area.
- Send students to select 1 ball each; then scatter them within boundaries.
- While all students are dribbling in open space, scatter cones throughout the area.



GO!

1. Maze of Cones

- On my signal, dribble your ball into our *Maze Of Cones*.
- Zigzag your way through, using both feet.
- Try and keep your ball from touching the cones.
- Go very slowly first, and see how well you do.
- When you feel you have very good control of your ball, go a little faster.
- If you hear 1 whistle, trap your ball quickly; be ready to start up again on my signal.

2. Round 'em Up

- Instead of moving in a zigzag pathway, try and dribble a complete circle around a cone.
- Each time you change cones, change the direction you dribble around it.
- How quickly can you dribble around 5 cones?
- How many cones can you dribble around in 2 minutes?

3. Standers and Squatters

- How quickly can you get back to back with someone? One of you stand, 1 of you squat.
- Squatters: After you've successfully dribbled around 1 cone, use 1 hand to topple it over.
- Standers: After you've successfully dribbled around 1 cone, use 1 hand to stand it upright again!
- On my signal, continue to dribble around cones and standing or toppling cones.
- (*Play several rounds, de-emphasizing score keeping.*)

CONTROL DRIBBLE AROUND OBSTACLES

GO! (continued)

4. Wrap It Up

- How did you know if you are using the correct amount of force to move the ball through the maze of cones?
- Who has ever watched a soccer game in person? Would you rather watch other people play, or play in the game yourself? It's fun to do both, but remember to play actively whenever you can!

* SPARK™ IT UP!

* What's My Line?

(Use existing lines on the field or in the gym, or create lines with cones.) Standers on this line (point), and squatters on that 1 (point). On my signal, try to dribble your ball as close to the line as possible. If your line crosses another line, continue straight ahead or make the turn. Just stay within our boundaries, and keep moving. Can you dribble on every line in our area within the next 5 minutes? Look up, and watch where you're going. Don't dribble too closely behind anyone.

* Dribbling Dinos

(Pair students; distribute one ball per pair.) One partner is a T-Rex, the other is a Stegosaurus – decide now. T Rex's, you are stuck in the mud and can't move from your spot. Stegosaurus', try and dribble a ball around as many T-Rex's as you can. But if your ball touches a Rex, pick it up and hand to them. Run around the Rex 3X, ask for your ball back, and continue playing the game. We'll switch roles every 3 minutes.

* Sharks and Minnows

(Select 4-5 students to be "Sharks." Scatter Sharks within area. Have remaining students, "Minnows," select 1 ball each, then move to a sideline.) Minnows: Try to dribble your ball from 1 "shoreline" (sideline) to the other without a hungry Shark tapping it away with their feet. If your ball is tapped away, safely retrieve it, and continue dribbling to the "shore." I'll switch Sharks every few minutes.

CONTROL DRIBBLE AROUND OBSTACLES

STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness, foot dribbles and traps a ball

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)



ACADEMIC

Math

You begin with 10 points. Start dribbling through cones and each time your ball touches a cone, subtract 1 point from your score. Subtract 2 points if you accidentally bump into anyone. We will play several rounds (1 min. each). Can you improve your score each round? (Adapt math for students' abilities.) The object is to keep your score closest to 10.

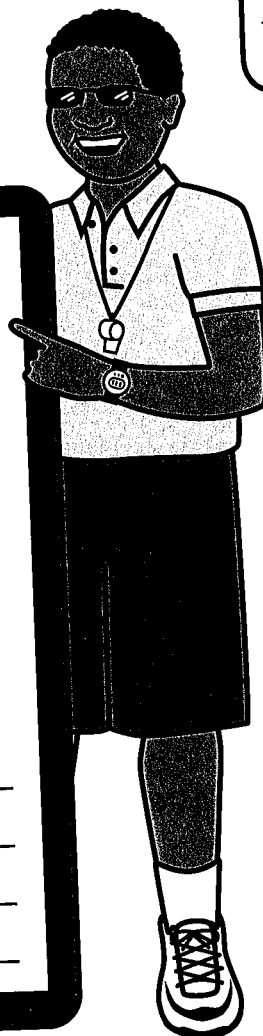
Language Arts

(Read Can I Have A Stegosaurus Mom, Can I Please? by Lois Grambling.)

TONY'S TIPS

- Use spot markers rather than cones for beginners.
- Instruct beginners to trap the ball as they approach a cone, execute a quarter turn to the R or L, then continue dribbling.
- Remind students to use both the inside and the outside of the foot to tap the ball.

NOTES





TREASURE HUNT

STUDENT TARGETS

- ✔ **Skill:** I will use the appropriate amount of force when tapping the soccer ball with my foot in order to maintain control during the Treasure Hunt activity.
- ✔ **Cognitive:** I will discuss why active engagement will help me get better at dribbling with my feet.
- ✔ **Fitness:** I will discuss why active participation will help me become and/or stay physically fit.
- ✔ **Personal & Social Responsibility:** I will use my teacher's feedback in order to help improve my skills.

TEACHING CUES

- ✔ Eyes Up
- ✔ Quick Looks
- ✔ Inside/Outside Taps

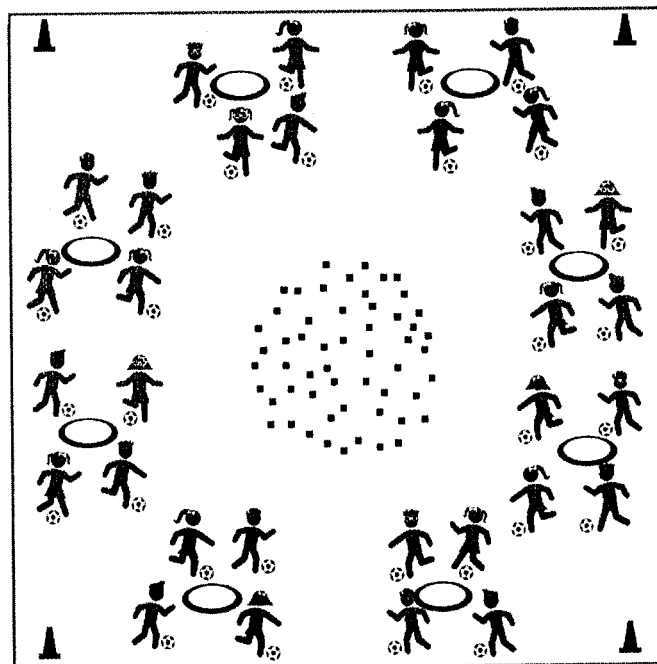
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 soccer ball per student
- ✔ 4 small manipulative items per student (e.g., low profile cones, bean bags, fluff balls, rubber critters, etc.)
- ✔ 1 hoop per 4 students

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter the small manipulatives throughout the area.
3. Spread hoops around the perimeter of the area.
4. 4 students to each hoop.



Activity Procedure:

1. Messy pirates dropped their treasure, and it's time for the class to go on a treasure hunt!
2. Your goal is to collect as many pieces of pirate treasure as you can. When I say go, everyone will dribble around the activity area, bending low to pick up an item.
3. Next, bring the item back to your home-base hoop. Continue to collect as many items as you can before the stop signal.
4. When you stop, you'll get a chance to count how many treasure pieces your team collected.

Grade Level Progression:

K: Students tap the ball to a treasure and freeze when they arrive. When all students arrive at a treasure, the group yells "Ahoy Matey!" and then students tap the ball to a new treasure.

1st: Keep a walking pace, allowing students to dribble continuously from treasure to treasure.

2nd: Allow students to jog quickly from treasure to treasure.



TREASURE HUNT

CHALLENGE PROGRESSIONS

- ☛ Give each piece of "treasure" a monetary value (e.g., \$5). After students have collected all of the treasure, have them add up the amount of money their treasure is worth.
- ☛ Add "shipwrecks" as obstacles.

MODIFICATIONS

Instead of picking up the treasure, have students touch or tap the treasure with their toe, and then move on to the next treasure.

ACADEMIC LANGUAGE

Skill, Force, Ball Control

STANDARDS & OUTCOMES ADDRESSED

- ☛ **Standard 1 [E18.K-2]** Taps ball forward using inside of the foot (K); Dribbles ball using inside of the foot while walking in general space (1); Dribbles with the feet in general space with control of ball and body (2).
- ☛ **Standard 2 [E1-E3.K-2]** Addressing space, levels, pathways, and direction.
- ☛ **Standard 3 [E2.K-2]** Actively participates in physical education class (K-1); ...in response to instruction and practice (2).
- ☛ **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (2).
- ☛ **Standard 5 [E2.K-2]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activity can lead to success (1); Compares physical activities that bring confidence and challenge (2).

DEBRIEF QUESTIONS

- ☛ **DOK 1:** What is a skill?
- ☛ **DOK 2:** How is practice related to skill? Give an example with details.
- ☛ **DOK 3:** Fill in the blank. Practice + _____ = Improvement (Answer is Time). Why is Time important to this formula?
- ☛ **DOK 4:** Can we create a 5-day practice plan and schedule that will help us improve our dribbling skills?

TEACHING STRATEGY FOCUS

Helping students elaborate on content: Understanding that ongoing practice is required for improvement is essential knowledge for students to acquire. Although this concept is not specifically addressed in the activity, targeted discussion/questioning will help students make inferences about the information addressed in class and will require them to recall and provide evidence for supporting their inferences.



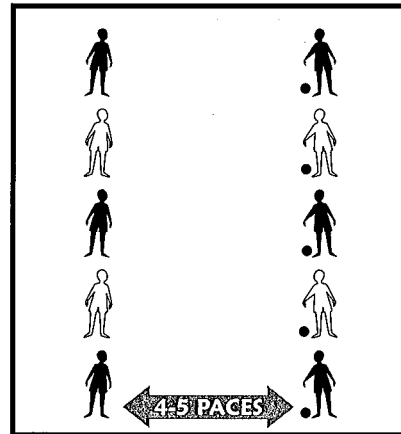
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Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 whistle
- Music and player (optional)

Set

- Create 2 parallel lines 4-5 paces apart (long enough to spread half the class on each line).
- Pair students; send 1 partner to select a ball.
- Scatter pairs in partner face-off formation (on lines).



GO!

1. Roll and Trap

- Who remembers what it is called when you stop a moving ball and get it under control? (*Trap*)
- On my signal, those with a ball roll it slowly to your partner. Partners, trap it, pick it up, and roll it back. (*Have 1 pair demonstrate.*)
- Trap with the inside of your foot first. We'll try other traps later.
- (*Allow time for all to practice. Introduce other traps as time allows: bottom of foot, outside of foot, shins, and thighs for balls that bounce up high.*)
- **Challenges**
 - What other ways can you trap the ball?
 - Can you change the type of trap you use each time until the stop signal? You may not use the same trap 2X in a row.

2. Pass and Trap

- Instead of rolling the ball to your partner, pass it with your foot.
- To pass, turn your foot sideways, swing your leg back, and while swinging forward, contact the ball with your instep (the inside of your foot) to pass.
- Before you pass the ball back to your partner, trap it to gain control. (*Have 1 pair demonstrate.*)
- (*Allow time for all to practice; move to help those in need.*)
- Now pass back and forth using the outside of your foot.

PARTNER ROLL, PASS AND TRAP

GO! (continued)

• Challenges

- How many successful traps can you and your partner make in 1 minute? Count out loud. The ball must stop rolling for you to count it a successful trap.
- Let's try again and see if you can beat your score.
- How quickly can you and your partner make 8-10 successful traps? Raise your hand when you're finished. Then keep practicing.
- Try it again; see if you can do it even faster this time.
- Can you change the type of trap and pass you use each time until the signal? You may not use the same trap or pass 2X in a row.
- *(Switch partners and repeat challenges; allow advanced learners to use a soccer ball.)*

3. Wrap It Up

- Where should your foot contact the ball if you want the ball to travel in a line straight ahead? If you want to pass it to someone on your left? On your right?
- Can you practice what we did today at home? Where could you play? Who would you play with?

* SPARK™ IT UP!

* Body Trap

Can you trap the ball using your chest or abdomen? When the ball is coming higher than your legs, this is the best way to gain control of it. As the ball touches you, collapse your body to act as a shock absorber. Try to make the ball drop straight down to your feet so you can dribble or pass it.

* Pick-Up

Can you do a *Pick-Up*? With 1 foot, point your toes down and let the rolling ball come up over your foot. Raise your foot and the ball up off the ground, and lift the ball in the air! Can you catch it?

* Partner Step Back

When you and your partner each trap the ball successfully, reward yourself by taking 1 step back. Pass and trap until you do 2 in a row again, and take another step back. How far back can you go in 3 minutes?

PARTNER ROLL, PASS, AND TRAP

STANDARDS ADDRESSED

- **NASPE**

#1, 2 Spatial awareness, rolling, kicking, trapping

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)



HOME

Use any large ball you have at home, and find a wall, fence, or garage door you can safely pass to. See how well you can trap and control the ball when it rebounds back to you. Alternate which foot you kick with and which foot you trap with to become equally good on both sides. Challenge yourself: How many successful traps you can make in a row?

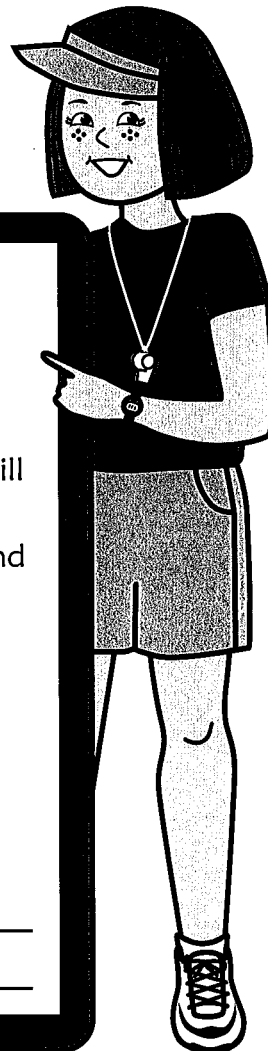
PAULA'S POINTERS

- Keep students challenged by changing passes and traps often.
- Switch partners so students can play with different and similar skill levels.
- Many parents are experienced and knowledgeable soccer coaches. Send a letter home to see if any can visit your class to teach a lesson.

Vocabulary

Shock absorber, instep

NOTES





Wh

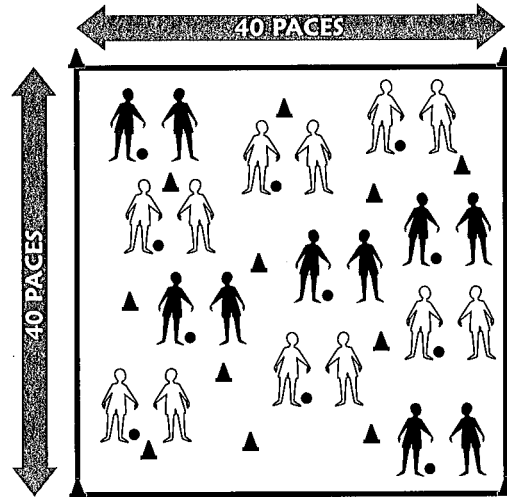
KICKING AND TRAPPING

Ready

- 4 cones (for boundaries)
- 1 7" foamball per student
- 12 (or more) cones
- 1 whistle
- Music and player (optional)

Set

- Create extra large (40X40 paces) activity area.
- Scatter cones within boundaries.
- Send each student to select a ball.
- Pair students; then scatter them within the area.
- Have each pair establish "front" and "back" partners.



GO!

1. This game is called *Shadow Dribble*.
2. If you are in front, you are our 1st Leaders. Those behind are the 1st Shadows.
3. On my signal, Leaders dribble and try to leave their Shadows behind by cutting, faking, stopping, changing directions, dribbling around cones (*etc.*).
4. Leaders, what else can you do to "lose" your Shadows?
5. Shadows follow closely, but not **too** closely, and do whatever your Leader does.
6. We will switch roles often. (*Switch roles every minute or so.*)
7. Leaders, when you're ready to change roles, turn and smile at your partner.
8. **Soccer Marbles**
 - (*Direct pairs to "Partner Face Off," 5 paces from their partners.*)
 - The object of *Soccer Marbles* is to pass your ball so it touches your partner's ball.
 - Last people to be Leaders, stand away from your ball.
 - Last Followers, try and pass your ball so it touches your partner's.
 - Switch roles after every 3 tries.
 - If you and your partner totaled at least 3 touches, take 1 step back and try again.
9. **Wrap It Up**
 - How does participating with others as both a leader and a follower make physical activities more fun?
 - The A in SPARK stands for "Avoid excess sugars and fats." Who will name a food that has a lot of sugar in it? I'll list the top 3 on the board (*e.g., cookies, soft drinks, candy, etc.*), and I hope everyone will try and avoid each of them the rest of our school week.

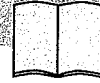
GRADES K-2

★ Shadow Dribble Threesomes

(Create lines of 3, each student with a ball.) Now each Leader has 2 Shadows. On signal, students in line continue dribbling in the same direction, while the Shadow at the end of the line moves up to become the new Leader.

★ Moving Marbles

Moving Marbles is like Soccer Marbles, but now you don't have to hold still. Move and dribble any way you want to try and tap your ball to touch your partner's, and protect yours from being touched.



ACADEMIC

Science

The next day we go outside, I'll bring chalk for us to trace each other's shadows on the blacktop. We'll do it 3X: once in the morning, again at noon, and then again before school ends. We'll see that when the earth rotates the sun shines down on us from different angles.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, foot dribbles a ball

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

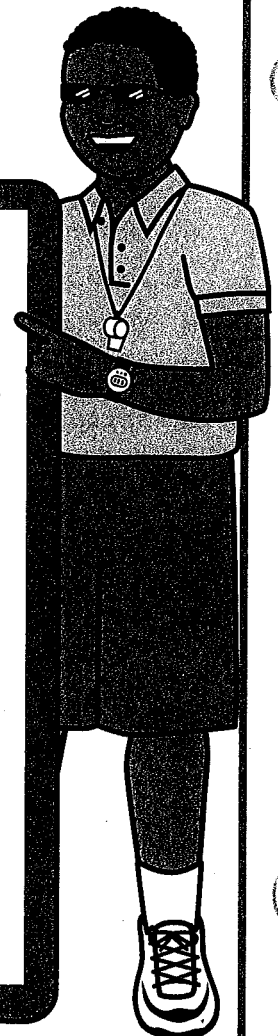
#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

TONY'S TIPS

- Change Leader and Shadow roles often.
- Allow Shadows to practice without a ball first.
- If needed, re-pair to get beginners with other beginners.

NOTES





SOCCER BOWLING

STUDENT TARGETS

- ✔ **Skill:** I will knock down the bowling target at least two times using the passing cues learned in class.
- ✔ **Cognitive:** I will list 3 reasons why sharing equipment and space is important in physical education as well as at other times during my day.
- ✔ **Fitness:** I will list at least 1 personal benefit to active participation in physical education class.
- ✔ **Personal & Social Responsibility:** I will list 1 reason why I enjoy being physically active – either by myself or with others.

TEACHING CUES

- ✔ Pass
- ✔ Trap
- ✔ Target
- ✔ Inside of Foot
- ✔ Center of the Ball
- ✔ Follow Through

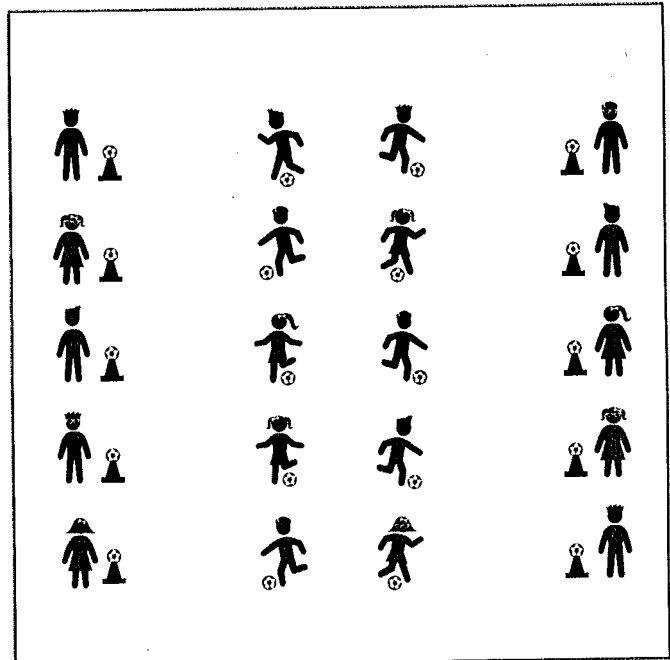
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 soccer ball per student
- ✔ 1 low profile cone per 2 students

Set-Up:

1. Create 1 bowling lane per pair by placing a cone at 1 end and 1 soccer ball on the ground at the other end (4 to 10 feet away).
2. Set 1 soccer ball on top of each cone.
3. Pair students, one student behind the ball and cone, one student behind the other ball and facing their partner.



Activity Procedure:

1. Now we're going to play a game of Soccer Bowling. You'll see how many times out of 5 chances you can knock the ball off of the low profile cone using a controlled soccer pass.
2. On the start signal, you'll attempt to pass your ball and knock the other ball down. Your partner will then return your ball and replace the other ball if it falls off the cone. After 5 tries, you and your partner will switch roles.

Grade Level Progression:

K: Stand and kick the soccer ball with the target 4 feet away. (If possible, use 2 soccer balls on cones side-by-side to increase the size of the target.)

1st: Take a 1-step approach to the soccer ball, striking with the inside of the foot at the target 4 to 6 feet away.

2nd: Take a 1- or 2-step approach to the soccer ball, striking with the inside of the foot at the target 6 to 10 feet away.



SOCCER BOWLING

CHALLENGE PROGRESSIONS

- ✔ Continue to move skilled players back further from the target.
- ✔ Provide a smaller target. For example, use a plastic softball instead of a soccer ball.

MODIFICATIONS

- ✔ Move students who are having trouble closer to the target. It's okay to begin 1 to 2 feet from the target.
- ✔ Increase the size of the target by using larger equipment. For example, use

ACADEMIC LANGUAGE

Pass, Trap, Target, Inside of Foot, Center of the Ball, Follow Through

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E21.K-1]** Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern (K); Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern (1). Approaches a stationary ball and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern (2).
- ✔ **Standard 2 [E3.1]** Differentiates between strong and light force.
- ✔ **Standard 3 [E2.K-2]** Actively participates in physical education class (K-1); ...in response to instruction and practice (2).
- ✔ **Standard 4 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small & large groups) (1); ...in partner environments (2).
- ✔ **Standard 5 [E3.K-2]** Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities – the “why” (1b); Identifies physical activities that provide self-expression (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you remember a time when you had to share something outside of physical education class?
- ✔ **DOK 1:** How can you tell whether or not you need to share? What are reasons for sharing?
- ✔ **DOK 1:** Why do you like being physically active?
- ✔ **DOK 2:** How does being physically active benefit you?
- ✔ **DOK 2:** How is Soccer Bowling similar to regular bowling? How is it different?
- ✔ **DOK 3:** How could we change this activity to create a different game that is even more active?

TEACHING STRATEGY FOCUS

Helping students record and represent knowledge: If your students can correctly respond to the DOK 3 Debrief Question listed in this activity plan, you can provide further rigor by helping them set up and demonstrate the new activity ideas that they come up with. These examples will act as kinesthetic models, which represent student knowledge. Further, the models will allow students to test their thinking. However, young students will most certainly require help in order to structure the examples safely and effectively. Guiding their work now will provide a concrete example for them to follow independently in the future.



SOCCER RED LIGHT, GREEN LIGHT

STUDENT TARGETS

- ✔ **Skill:** I will tap the ball forward with a safe amount of force – keeping the ball close and under control.
- ✔ **Cognitive:** I will explain what a Calorie is and what good health balance is
- ✔ **Fitness:** I will list the healthy foods that I like to eat in order to fuel my body for physical activity.
- ✔ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

TEACHING CUES

- ✔ Eyes Alert
- ✔ Eyes Up
- ✔ Quick Looks
- ✔ Inside/Outside Taps

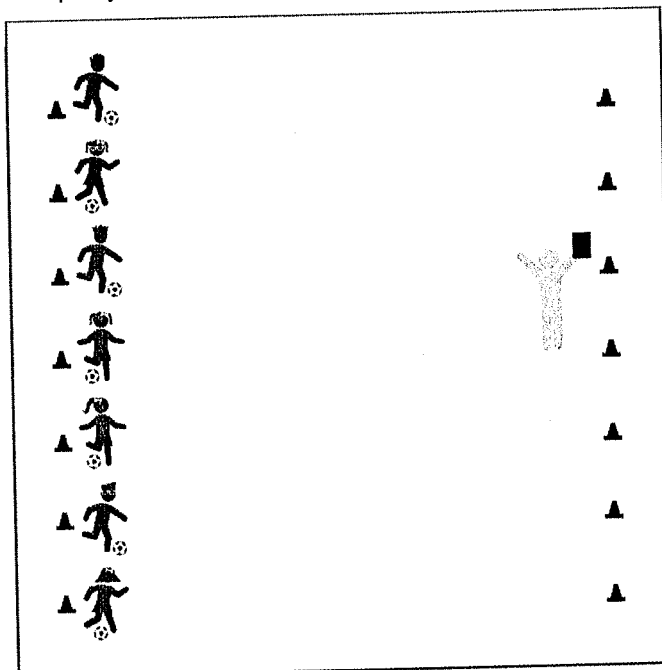
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 soccer ball per student
- ✔ Enough low profile cones to create 2 parallel lines 20 yards apart
- ✔ Selected Academic Language Cards

Set-Up:

1. Create a large activity area with 2 parallel lines, wide enough for all students to stand safely on 1 line.
2. All students to 1 line, facing the opposite line.
3. Teacher stands on the opposite line as the "Traffic Light."



Activity Procedure:

1. It's time to play Red Light, Green Light while we dribble our soccer balls. Cars use gasoline as fuel and some use electricity. Our bodies use Calories for fuel and we get Calories from food. When we're physically active, we burn calories. It's important that we eat healthy food in order to refuel our bodies. Who can give me some examples of healthy foods?
2. Your goal is to dribble your soccer ball over the end line where I'm standing. I will be the traffic light first.
3. When I call out "Green Light," you will start to dribble toward the other end line. When I call out "Red Light," you have to stop and freeze immediately, keeping control of your soccer ball.
4. Any student who doesn't stop on time must go back to the start.
5. When you cross the end line that I'm standing on, you score a point and we'll restart the game.

Grade Level Progression:

K: Focus on safe behaviors and following directions (Standard 4). It's okay for students to work without a ball or carrying a ball. When ready, add a ball with a focus on "tap and follow."

1st: Keep a walking pace with a focus on ball control and light inside taps.

2nd: Allow students to jog using both inside and outside taps.



SOCCER RED LIGHT, GREEN LIGHT

CHALLENGE PROGRESSIONS

- ✔ Call out commands quickly.
- ✔ Add cones inside the activity area as obstacles.
- ✔ [If space allows] Students make a kick past a third line after crossing the traffic light line.

MODIFICATIONS

Add a "Yellow Light" command before saying "Red Light" to allow students to slow down before stopping.

ACADEMIC LANGUAGE

Dribble, Ball Control, Force, Fast, Slow, Inside of the Foot, Good Health Balance, Safety

STANDARDS & OUTCOMES ADDRESSED

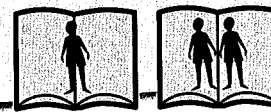
- ✔ **Standard 1 [E18.K-2]** Taps ball forward using inside of the foot (K); Dribbles ball using inside of the foot while walking in general space (1); Dribbles with the feet in general space with control of ball and body (2).
- ✔ **Standard 2 [E3.K-2]** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a) ...and strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ✔ **Standard 3 [E3.K-2]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the "good health balance" of good nutrition with physical activity (2).
- ✔ **Standard 4 [E6.K-2]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); ...without teacher reminders (1); Works safely with physical education equipment (2).
- ✔ **Standard 5 [E1.K-2]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of "good health balance" (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you recall why good ball control was important in this activity?
- ✔ **DOK 1:** Can you recite the cues that we used for ball control?
- ✔ **DOK 2:** Can you tell me why each of those cues is important to foot dribbling?
- ✔ **DOK 1:** What is a Calorie? What is a healthy food? What is an unhealthy food?
- ✔ **DOK 2:** How do healthy foods and physical activity relate to good health balance?
- ✔ **DOK 3:** How would you help a friend or family member understand and practice good health balance?

TEACHING STRATEGY FOCUS

Helping students revise knowledge: Many students will have misconceptions about good nutrition and health balance. Take this opportunity to correct their errors and add new information to their nutrition vocabulary. Find accurate nutrition information at www.choosemyplate.gov.

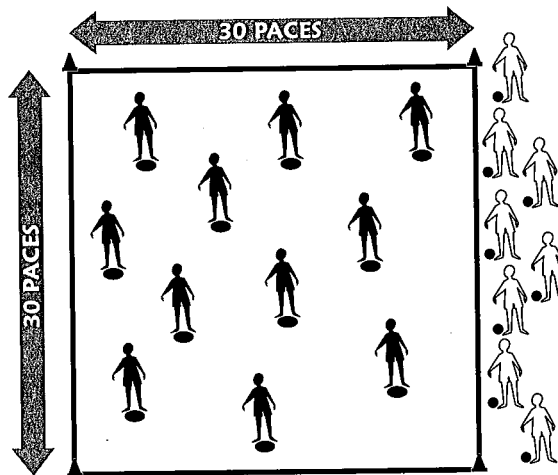


Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 spot marker per 2 students
- 1 whistle
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter spot markers within area.
- Send half the class to stand on spot markers (1 each).
- Distribute 1 ball to each remaining student; then send them to stand along 1 sideline.



GO!

1. Today we'll practice dribbling through tunnels.
2. People standing on spot markers are our 1st Tunnels. Tunnels: Stand with your legs wide apart.
3. Those with a ball are Dribblers. Dribblers: On my "Go," dribble your ball (soccer-style) through as many Tunnels as you can in 1 minute. Do not pass through a Tunnel twice until you have dribbled through each Tunnel once.
4. *(While students are playing, use the following guidelines.)*
 - Control your dribble so the ball is always 1-3 feet from you.
 - Keep your head up to avoid others.
 - Can you keep your ball from touching the Tunnels?
 - *(Switch roles every minute or so.)*
5. **Challenges**
 - How many Tunnels can you dribble through before the stop signal?
 - How many Tunnels can you dribble through without letting the ball touch their legs?

TUNNEL DRIBBLE

GO! (continued)

6. Open or Closed?

- Tunnels: Open your legs and count to 3; then close them and count to 3. Keep it going.
- Dribblers: Try and time your pass so it rolls through the Tunnel when it's open.
- How many successful passes can you make in 1 minute? Then we'll switch roles and try again.

7. Wrap It Up

- Who will name a pathway we traveled while dribbling from Tunnel to Tunnel? I'll list them on my white board.
- Are there any tunnels in our community? Has anyone ever walked, run, or ridden a bike through a tunnel?

TUNNEL DRIBBLE

* SPARK™ IT UP!

* Partner Tunnels

(Pair students.) On my "Go," dribble back and forth through your partner's tunnel (only) until you hear the stop signal. Count (out loud) how many times you roll the ball through in 1 minute.

* Close the Tunnels

Keep track of the number of balls that travel through your tunnel. After the 3rd ball goes through, your Tunnel is "closed," and you do 3 jumping jacks (or curl-ups, modified push-ups, run in place, etc.). The object is to close all the tunnels as quickly as possible.



ACADEMIC

Social Studies

(Before or after class, read Dig a Tunnel by Ryan Ann Hunter and Edward Miller. Discuss animals that dig tunnels and the types of tunnels constructed by people.)

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, foot dribbles a ball

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods



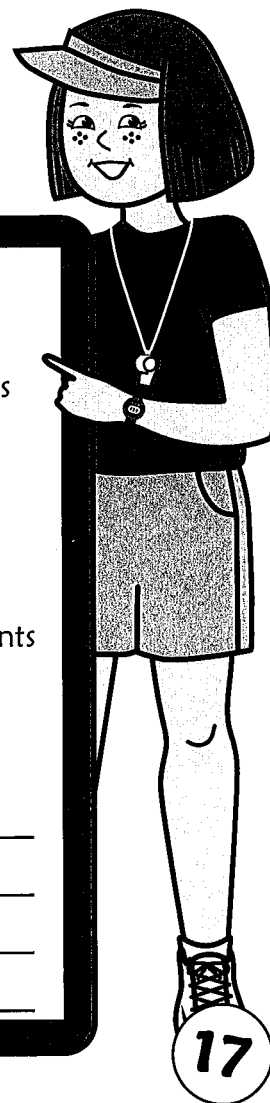
#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

PAULA'S POINTERS

- Tell students that passes through tunnels only count if the ball rolls through (discourage high and dangerous passes).
- Encourage advanced learners to increase their speed while dribbling.
- For better control, prompt students to dribble through the front of Tunnels only.

NOTES





4

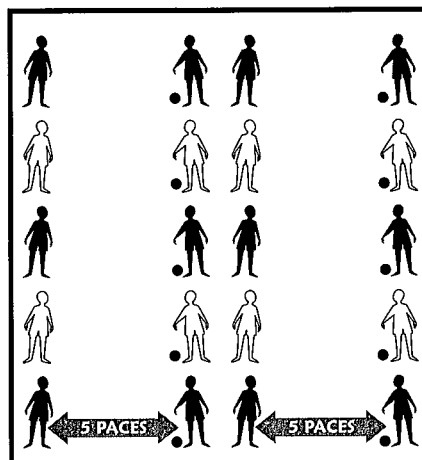
KICKING AND TRAPPING

Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 whistle
- Music and player (optional)

Set

- Create 2 parallel lines 5 paces apart and long enough to spread half the class on each.
- Pair students; then distribute 1 ball per pair.
- Send pairs to stand on lines in partner face-off formation.



GO!

1. Passing to a Stationary Target

- Which pair would like to demonstrate a proper soccer-style pass?
- See how they contact the ball with their insteps and send it rolling towards their targets?
- On my signal, pass the ball back and forth with your partner. Be sure to trap it and gain control before passing it back.
- **Challenges**
 - o How many traps can you and your partner make in 30 seconds? Count out loud!
 - o Let's try it again. Can you beat your score?
 - o How quickly can you make 10 traps? March in place when you're finished.
 - o Try it again; can you change your passing foot with each pass?
 - o (Switch partners every few challenges, and repeat with new partners.)

2. Wall Pass

- Instead of trapping the ball and then passing, try to use the inside or outside of your foot like a wall, and let the ball rebound off of it.
- Can you send the ball back to your partner accurately?
- This is called a *Wall Pass*.
- Practice the *Wall Pass* with both feet.

GRADES K-2

PASSING IN PAIRS

GO! (continued)

3. Passing to a Moving Target

- On my signal, find an open area to safely move within our boundaries.
- Walk side by side, and pass the ball back and forth with your partner. (Stay close.)
- Pass the ball ahead of your partner. Remember how we learned to “lead” our passes.
- Trap and control the ball while you’re both moving.
- (After 2-3 minutes.) Pick up the pace so you’re both jogging slowly while passing the ball.

4. Wrap It Up

- What do your eyes need to do when kicking a ball to a partner? (First, they should look at your target. Then, use them to watch your foot contact the ball.)
- Which passes work best when moving?

* SPARK™ IT UP!

* Stop the Music!

(Create groups of 4-5. Scatter them with boundaries, and have each group stand in a circle.) When you hear the music start (or say, “Go!”) pass the ball randomly around your circle, trapping it after each pass. When the music stops, the student with the ball holds it high overhead and freezes like a statue. The others in the group run to line up behind that person. Then the ball is passed overhead to the end of the line. The last person with the ball shouts, “Go!” and everyone forms a circle again and begins passing while the music plays.

* Stop the Music Variations

Whoever’s head is closest to the ceiling (*sun if outdoors*) is your 1st “Sweeper.” Sweepers change the type of pass and trap each time the ball goes to them while passing it around their circle. Also, when the music stops, run to line up **in front** of the person with the ball, and pass it forward between each other’s legs!

* Soccer 4-Square

(Create groups of 4, and place them in 4-Square grids. Reference 4-Square in the Recess Activities unit if necessary.) The object is to pass the ball from your square to another. Do that by using your passing and trapping skills. Try to prevent the ball from going outside any of your 4 squares.

PASSING IN PAIRS

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, kicking, trapping
 - #3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods
 - #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

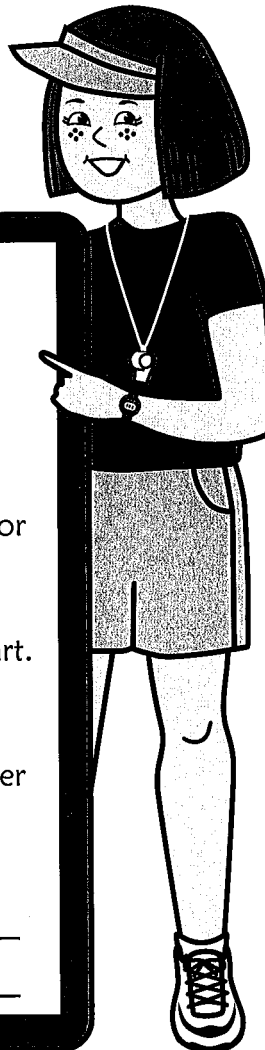
Your State (Write in here)



ACADEMIC

Social Studies

Did you know that soccer isn't really called soccer anywhere else except the United States? Around the world, it's known as "Football." Wait a second, isn't football – oh, never mind. When you think about it, calling soccer "foot-ball" makes sense, doesn't it? And, did you know that **more** people watch the championship of international soccer, known as the "World Cup," on TV than the championship of U.S. football, known as the "Super Bowl?" I'll bet you **got a kick** out of learning that!



PAULA'S POINTERS

- Prompt students to change directions, move into open space, and practice with both feet.
- Emphasize ball control and skill improvement, not speed, points, or total scores.
- If time permits, repeat challenges with partners standing farther apart.
- While practicing *Passing to a Moving Target*, cue skilled and successful partners to spread further apart from one another.

NOTES
