

Teacher: Clark Kuhn Subject: PE & Health Date: Week of 1.23.18 Topic: Soccer, T.E.A.M., Smart consumer, Pele (soccer player)

<p><b>K-5 Lesson plans</b></p>	<p><b><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u></b> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u></b> Students effectively use interpersonal skills. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</u></b> Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</u></b> Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</u></b> Students use strategies for choosing and preparing for a career.</p> <p><b><u>KDOE: Practical Living (Health): 2.32:</u></b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p><b><u>PE: National Standards (NASPE)</u></b> See attached lesson plans for NASPE standards!</p>	<p><b><u>Vocabulary:</u></b> dribble, obstacles, roll, trap, pass, shoot, soccer, T.E.A.M. teamwork, sportsman-ship, Pele,</p>	<p><b><u>Learning Targets (relate all targets to real life):</u></b> P.E.: I can perform physical movement skills correctly. (K-5<sup>th</sup>) P.E.: I can apply what I have learned in PE to create my own sport or game. (K-5<sup>th</sup>).</p> <p><b>Career/vocational Studies:</b> I can define and demonstrate teamwork and good sportsmanship. (K-5<sup>th</sup>) <b>Career/Vocational Studies:</b> I can give an example of a career in agriculture, food, and natural resources. (K-5<sup>th</sup>) <b>Health:</b> I can explain the purpose of the respiratory system. (K-5<sup>th</sup>) <b>Consumerism:</b> I can recognize my rights as a consumer (K-5<sup>th</sup>).</p> <p>P.E: I can safely dribble a soccer ball around obstacles. (K-2<sup>nd</sup>) P.E.: I can safely roll, pass, and trap a soccer ball. (K-2<sup>nd</sup>) P.E.: I can correctly pass a soccer ball to my partner. (3<sup>rd</sup>-5<sup>th</sup>) P.E.: I can correctly shoot a soccer ball into a goal. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p>P.E. I can identify Pele and his contributions to soccer.</p> <p><b><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></b> <b><u>Mini lesson:</u></b> (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day! <b><u>Warm-up:</u></b> (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p><b><u>Mini lesson (Health/Citizenship/Employability Traits):</u></b> Character word of the week on Power Point: self-control &amp; sportsmanship DOK #2: Compare and contrast self-control and sportsmanship. .</p> <p><b><u>Mini lesson: (KY Career Cluster):</u></b> I will show the students the career cluster poster and introduce students to careers within agriculture, food, and natural resources. Flashback: What do you remember from our guest speakers (pharmacist, Mrs. Taylor)?</p> <p><b><u>Mini lesson: (Consumerism):</u></b> Students</p>	<p><b><u>Daily Assessment:</u></b> X Observation X Oral responses ● Self-Evaluation ● ORQ X Whole Class X Small Group X Individual</p> <p><b><u>Formative and Summative Assessments</u></b> X Entrance (flashback) and Exit Slips  X Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>
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	<p><b><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u></b> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5)</p> <p><b><u>KDOE: Practical Living (Health/Safety): Academic Standards 5.12:</u></b> Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve</p>		<p>will learn about their rights and consumers.</p> <p><b><u>Warm-up:</u></b> (P.E./stretching &amp; warm-up) Mr. Kuhn will get into their personal space. All students will learn about "dynamic" stretching before a workout and will complete one upper body and one lower body stretch. (K-5th) Students will watch a video from Adventure to Fitness, if time permits.</p> <p><b><u>P.E. Activity #1:</u></b> Primary (K-2<sup>nd</sup>) Partner Roll, Pass, and Trap (Kicking and Trapping), See attached lesson plan!</p> <p><b><u>Differentiated Instruction:</u></b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: What other ways can you trap the ball? Can you change the type of trap you use each time you use each time until the stop signal? You may not use the same trap 2X in a row.</p> <p><b><u>Assessments/Exit Slip:</u></b> DOK 2: Compare and contrast dribbling a soccer ball and a hockey puck. For additional DOK 1 and DOK 2 type questions, see attached lesson plan under the section "Wrap It Up".</p> <p><b><u>P.E. Activity #2:</u></b> Primary K-2<sup>nd</sup> Control Dribble Around Obstacles (Kicking and Trapping p. 5) See attached lesson plan!</p> <p><b><u>Differentiated Instruction:</u></b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will spend time brainstorming and then demonstrating additional movements and/or challenges that could be added to the play of this game.</p> <p><b><u>Assessments/Exit Slip:</u></b> See attached lesson plan for DOK 1 and 2 types questions under the section Wrap It Up. DOK 2: Compare and contrast soccer and basketball gameplay.</p> <p><b><u>P.E. Activity #1:</u></b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Passing Drills, (Soccer pg. 9). See attached lesson plan.</p> <p><b><u>Differentiated Instruction:</u></b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you pass the ball without kicking it in the air? See attached lesson plan under the heading "Challenges" for additional activities.</p> <p><b><u>Assessments/Exit Slip:</u></b> DOK 2: Compare and contrast passing a</p>	
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a variety of problems in real-life situations.

**KDOE: Practical Living (Health): Academic Standards**

**3.2:** Students demonstrate the ability to maintain a healthy lifestyle.

soccer ball and passing a hockey puck.

**P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Shooting Drills, (Soccer page 11), see attached lesson plan!

**Differentiated**

**Instruction:** Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many goals can you score before the signal (2-3 minutes)? See attached lesson plan under the heading "Challenges" for additional activities.

Assessments/Exit Slip: DOK

- 1: Describe how to correctly shoot a soccer ball into a goal. DOK
- 2: Compare and contrast shooting a basketball and kicking a soccer ball.

**Mini lesson:** Students in grades K-2<sup>nd</sup> will watch a video from brainpopjr.com titled "Pele". DOK  
2: Compare and contrast Pele with an athlete of your choice.

**Cool down and Rewarding Positive Behaviors:**

Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

**FRIDAY PE & Health Lesson Plan:**

**Topics:** Kick ball, basketball shoot, football toss, jump rope/hula hoop

**Vocabulary:** foul shot, foul, ball, out, inning

**Health & Career &**

**Consumerism:** I can statements will be reviewed from earlier in the week.

**P.E.:** I can kick or catch kickball using correct form.

**P.E.:** I can jump rope, shot a basketball, and throw a football with correct form.

**Friday only: Mini lesson:** (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.

**Friday only: Warm-up:** Students will run three warm up laps.

**Friday only: Mini lesson (Spiral Review):** Review with students the career cluster of the week. Review the health concepts of the week. Review

				<p>the consumerism vocabulary and character/employability skills word of the week.</p> <p><b>Friday only: P.E. Warm-up</b>  <b>Activity:</b> Students will dance to two or three Just Dance for Kids or Just Dance, appropriate for school songs on youtube.com (K-5<sup>th</sup>)</p> <p><b>Friday only: P.E. Activity</b>  <b>#1:</b> Primary &amp; Intermediate (1<sup>st</sup> - 5<sup>th</sup>): Kickball- Students will play kickball following rules that are similar to baseball. A kickball will be rolled and students will attempt to run to the next base while the other team tries to catch the kickball.</p> <p><b>Friday only: Differentiated</b>  <b>Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p><b>Friday only: Assessments/Exit</b>  <b>Slip:</b> DOK 1: Give an example of one strategy that you used during the game of kickball. DOK 2: Compare and contrast kickball and baseball.</p> <p><b>Friday only: P.E. Activity</b>  <b>#2:</b> Primary (K only): Ships and Sailors: Students will be given different commands from the captain (teacher) and will have to quickly obey each command by acting out a physical command. The students that obey the command quickly get to stay in the game. Students that are eliminated from the game are given physical activities to act out (Jumping jacks, push-up, and etc.).</p> <p>Friday: If time permits, students will go through three different PE stations including: basketball shoot, jump rope &amp; hula hoop and football toss.</p> <p><b>Friday only: Differentiated</b>  <b>Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p><b>Friday only: Assessments/Exit</b>  <b>Slip:</b> DOK 2: Compare and contrast football and basketball.</p> <p><b>Static Stretching (Cool Down) and Rewarding Student Behavior:</b>  Students will review the difference between static and dynamic stretching</p>	
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				<p>and when each type of exercise is beneficial. Students will go over numerous stretches presented on the power point. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.</p>	
				<div data-bbox="876 451 1218 619" style="border: 1px solid black; padding: 5px;"> <p><b>**Emergency Drills:</b> Open the door on the rolling cart. On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.</p> </div> <div data-bbox="876 619 1218 1627" style="border: 1px solid black; padding: 5px;"> <p><b><u>Drills:</u></b>  <b>**Fire drills:</b> exit following the emergency exit plan &amp; close doors (prevents spread of flames)  <b>**Earthquake drills:</b> doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers  <b>**Lockdown drills:</b> Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.  <b>**Tornado drills:</b> File into the hallway, head covered...this will take some maneuvering with class sizes that have changed.  <b>**Evacuation drills:</b> We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.  <b>**Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.</b></p> </div> <p><b><u>Notes and Anecdotal records:</u></b></p>	

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

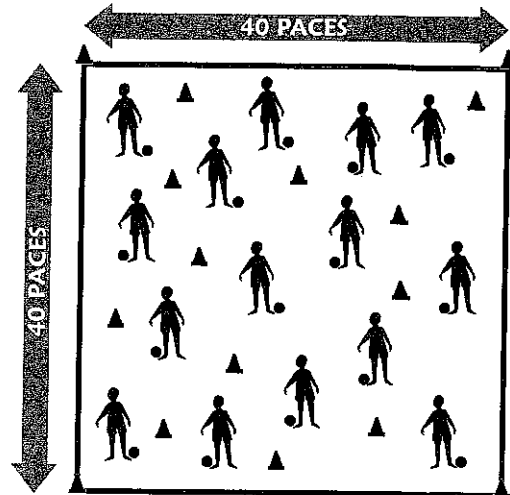


## Ready

- 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)

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## 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.

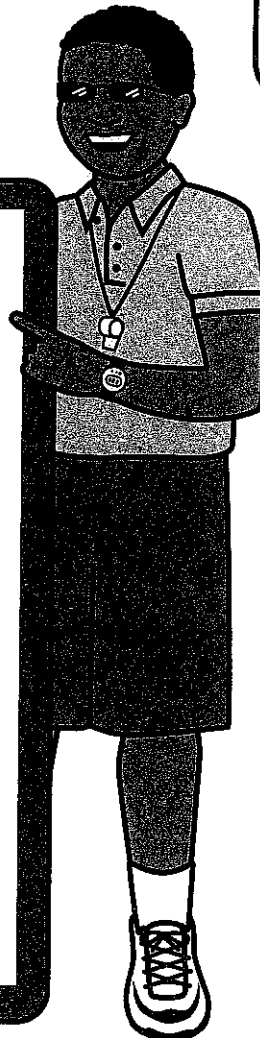
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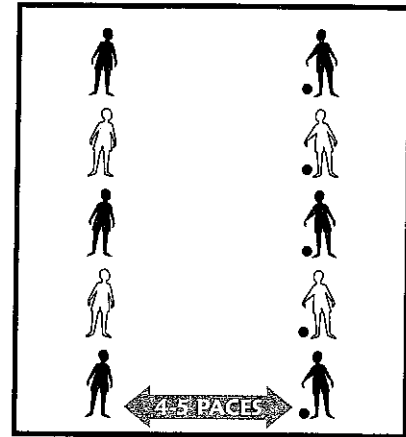


## Ready

- 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

- o 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.
- o Let's try again and see if you can beat your score.
- o How quickly can you and your partner make 8-10 successful traps? Raise your hand when you're finished. Then keep practicing.
- o Try it again; see if you can do it even faster this time.
- o 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.
- o *(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)

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## 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.

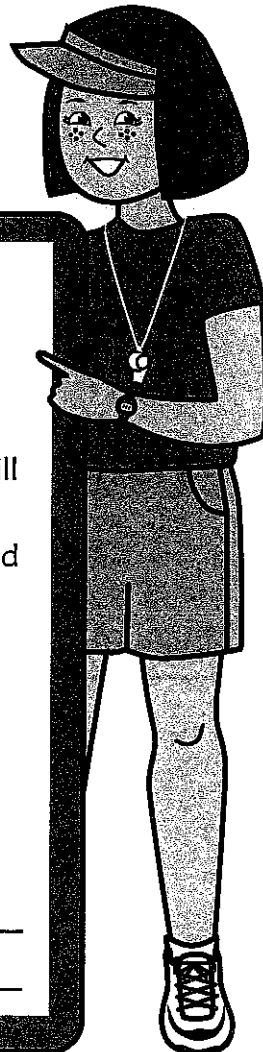
### Vocabulary

Shock absorber, instep

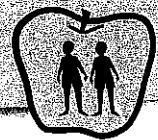
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## Ready...

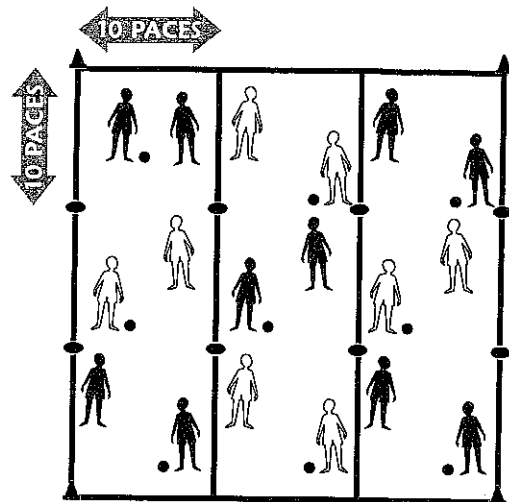
- 1 spot marker per student (for grids)
- 1 ball per pair

## 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)

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### 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.

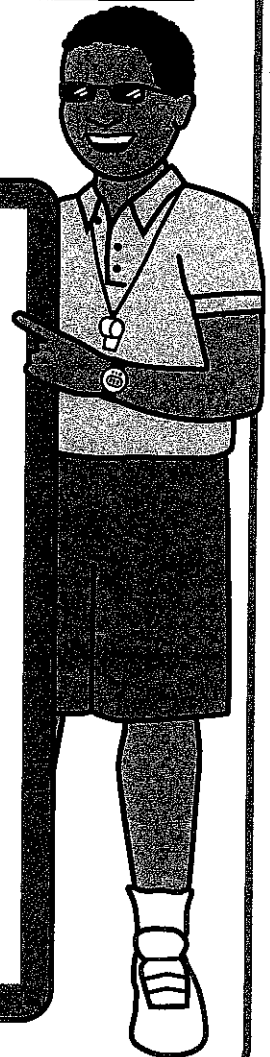
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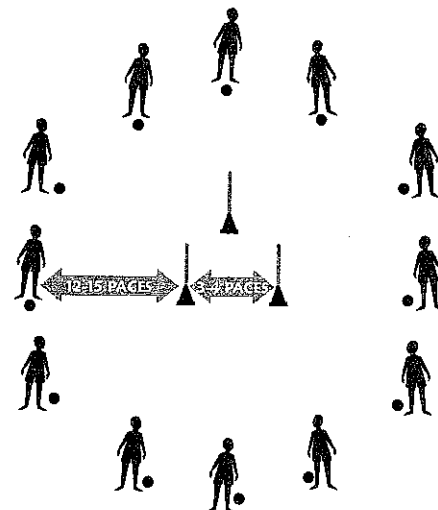


## Ready...

- 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.

# \* 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)

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### 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

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