

K-5th Lesson plans	P.E. Core Content:	Vocabulary:	Learning Targets (relate all targets to real life)	Daily Assessment:
<p>MASPE: (National Standards)</p> <p>K-2nd: Toys Alive (ASAP, pg. 13) #1,2 Spatial awareness, nonlocomotor skills, locomotor skills, balance #3,4</p> <p>Cardiovascular endurance</p> <p>#5,6 Participates, appreciates, enjoys movement, cooperates in large group activities</p> <p>K-2nd: Dribbling "Soccer-Style" (Kicking and Trapping, pg. 1)</p> <p>#1,2 Spatial awareness, foot dribbles and traps a ball #3,4</p> <p>Participates in enjoyable, challenging activities, sustains continuous movement for extended periods #5,6</p> <p>Participates, appreciates, enjoys movement.</p> <p>3rd-5th: Ball Control Drills: #1,2</p> <p>Learn/practice ball control skills #6 Accepting personal challenges</p> <p>3rd-5th: Dribbling Drills (Soccer) #1,2 Dribbling, trapping #6 Accepting personal challenges</p> <p>Practical Living: Core Content</p> <p>PL-EP-1.1.: Social Interaction Skills: The learner will be able to identify effective social interactions (e.g. identify emotions, listening, cooperation, etiquette, politeness, communication, sharing empathy, following directions and making friends) that promote responsible and respectful behavior.</p> <p>National Health Ed. Standards: 2.2.1: Identify how the family influences personal health practices and behaviors.</p>	<p>Expectations, safety, stretching, warm up, cool down, expectations, safety, stretching, warm up, cool down, locomotor, base of support, inverted, symmetrical, asymmetrical, dribble, taps, fake, friendship, bike safety</p>	<p>Learning Targets (relate all targets to real life)</p> <p>P.E.: (K-2nd) I can safely perform locomotor movements.</p> <p>P.E.: (K-2nd) I can dribble a soccer ball.</p> <p>P.E.: (3rd-5th) I can learn and practice ball control skills used in soccer.</p> <p>P.E.: (3rd-5th) I can dribble in space, control my ball and quickly trap it.</p> <p>Practical Living: I can give an example of the importance of friendship. (K-2nd)</p> <p>Practical Living: I can give an example of how to safely ride a bicycle. (3rd-5th)</p> <p>Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>Mini lesson: (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!</p> <p>Warm-up: (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 two laps as a warm up.</p> <p>Mini lesson: (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their two homework assignments (photos of them being active and a joke of the day submission).</p> <p>Warm-up: (P.E.) Mr. Kuhn will get into their personal space. (K-5th) Students will be lead in a variety of warm ups by listening and watching Adventures to Fitness-Artic Adventure (last 25-30 minutes).</p> <p>Mini lesson: (Practical Living) Students will watch a video from havefunteaching.com titled "Friend Song". (Flashback): Give me an example a classroom rules, expectation, or reward for classroom behavior.</p> <p>(Exit slip): Question: Give me an example of how you can cooperate with your peers. (K-2nd) Students will watch a video from brainpop.com titled "Bike Safety". (Flashback): Give me an example a classroom rules, expectation, or reward for classroom behavior. (3rd-5th) (Exit slip): Question: Give me an example of how you can be safe while riding on a bike.</p> <p>P.E. Activity #1: Primary (K-2nd) <u>Stunts Introduction, pg. 7.</u> See attached lesson plan!</p>	<p>Daily Assessment:</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Individual</p> <p>Formative and Summative</p> <p><input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips</p> <p><input checked="" type="checkbox"/> Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>	

<p>PL-04-1.3.1: Safety Practices: The learner will be able to identify safety practice (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play.</p> <p>National Health Ed. Standards: 1.5.4. Describe ways to prevent common childhood injuries and health problems.</p>	
<p>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 quickly can you touch your...R foot with your R hand? Assessments/Exit Slip: What is the difference between a Puppy Dog Run and a Bear Walk? A Bear Walk and a Crab Walk? Of all the walks we did today, do you have a favorite? P.E. Activity #2: Primary (K-2nd) <u>Animal Balancing Act, pg. 5.</u> 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: Students can come up with an animal and animal movement of their choice that hasn't been gone over today. Assessment/Exit Slip: Did you balance on any body parts other than your feet? What body parts did you use to support your body? P.E. Activity #1: Intermediate (3rd-5th) <u>Introduction to Stick-Handling, pg. 5.</u> 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: They can play the game Tap-Tap-Pull, Trick Moves, or Air Dribble on page 6. Assessments/Exit Slip: Explain how to correctly hold and handle a hockey stick. P.E. Activity #2: <u>Intermediate (3rd-5th): Dribbling Drills, pg. 7.</u> 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: Can you trap your ball before I reach "0". How quickly can you all trap the ball? Assessments/Exit Slip: Describe how to correctly dribble a hockey puck. Goal down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. 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".</p>	<p>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 quickly can you touch your...R foot with your R hand? Assessments/Exit Slip: What is the difference between a Puppy Dog Run and a Bear Walk? A Bear Walk and a Crab Walk? Of all the walks we did today, do you have a favorite? P.E. Activity #2: Primary (K-2nd) <u>Animal Balancing Act, pg. 5.</u> 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: Students can come up with an animal and animal movement of their choice that hasn't been gone over today. Assessment/Exit Slip: Did you balance on any body parts other than your feet? What body parts did you use to support your body? P.E. Activity #1: Intermediate (3rd-5th) <u>Introduction to Stick-Handling, pg. 5.</u> 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: They can play the game Tap-Tap-Pull, Trick Moves, or Air Dribble on page 6. Assessments/Exit Slip: Explain how to correctly hold and handle a hockey stick. P.E. Activity #2: <u>Intermediate (3rd-5th): Dribbling Drills, pg. 7.</u> 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: Can you trap your ball before I reach "0". How quickly can you all trap the ball? Assessments/Exit Slip: Describe how to correctly dribble a hockey puck. Goal down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. 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".</p>

FRIDAY (1b) P.E. and Health Lesson Plan:

	<p>Practical Living KY Core Content:</p> <p>PL-EP-1.3.1: Safety Practices: The learner will be able to identify safety practice for dealing with a variety of health hazards while at school, home, and play. (K-2nd)</p> <p>PL-04-1.1.7 Good Health: The learner will be able to explain how strategies and good hygiene practices promote good health and prevent communicable and non-communicable (cancer) diseases. (3rd-5th)</p> <p>PL-EP-2.1.1: Fundamental Motor Skills: Students will apply fundamental motor skills, non-locomotor, locomotor, and fundamental manipulative skills.</p> <p>PL-04-2.1.2 Fundamental Movement: The learner will be able to explain the fundamental movement concepts (body awareness, space awareness, time, effort, relationship)</p>	<p>Topic: fire safety, cancer prevention, Ships and Sailors, Castle Ball, dance</p> <p>Friday 4 only: "I can" statements: Practical Living: I can give examples of what to do in a fire. (K-2nd) I can describe what cancer is and ways we can prevent cancer. (3rd-5th)</p> <p>P.E. I can hit a target with a ball. (K-5th) I can follow directions and perform locomotor movements correctly. (K-5th)</p> <p>Friday 1b only: Warm-up: Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com. (K-5th) See list of Just Dance songs with appropriate lyrics.</p> <p>Friday 1b only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.</p> <p>Friday 1b only: Mini lesson: (Practical Living) Students will watch a video from brainpopjr.com titled "fire safety". (Exit slip): Question: Give me an example of what to do in the event of a fire. (K-2nd)</p> <p>Friday 1b only: Mini lesson: (Practical Living) Students will watch a video on brainpop.com titled "cancer". (Exit slip): Question: What is cancer and how can we prevent from getting cancer? (3rd-5th)</p> <p>Friday 1b only: P.E. Activity #1: Primary (K-2nd): Castle Ball: Castle ball is played like "Dodgeball" except instead of the students throwing the ball at students they try to knock down the team hula hoop castles. Each team will have 2 or 3 castles made from hula hoops.</p> <p>Friday 1b only: 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: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p>Friday 1b only: Assessments/Exit Slip: Give an example of one strategy that you used during this game of Castle Ball.</p> <p>Friday 1b only: P.E. Activity #2: Primary (K-2nd): 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</p>	<p>Daily Assessment:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Individual <p>Formative and Summative</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips <input checked="" type="checkbox"/> Oral Questions <input type="checkbox"/> Student Self-Assessment
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		<p>game. Students that are eliminated from the game are given physical activities to act out (jumping jacks, push-ups, and etc).</p> <p><u>Friday 1b only: Differentiated Instruction:</u> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p><u>Friday 1b only: Assessments/Exit Slip:</u> What strategies did use in order to stay in the game?</p> <p><u>Friday 1b only: P.E. Activity #1:</u> Intermediate (3rd-5th): Castle Ball: Castle ball is played like "Dodgeball" except instead of the students throwing the ball at students they try to knock down the team hula hoop castles. Each team will have 2 or 3 castles made from hula hoops.</p> <p><u>Friday 1b only: Differentiated Instruction:</u> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p><u>Friday 1b only: Assessments/Exit Slip:</u> Give an example of one strategy that you used during this game of Castle Ball.</p> <p><u>Friday 1b only: P.E. Activity #2:</u> Intermediate (3rd-5th): 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-ups, and etc).</p> <p><u>Friday 1b only: Differentiated Instruction:</u> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p><u>Friday 1b only: Assessments/Exit Slip:</u> What strategies did use in order to stay in the game?</p>	
		<p><u>Cool down and Rewarding Positive Behaviors:</u> Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a</p>	

Teacher: Mr. Clark Kuhn **Subject:** Physical Education/Practical Living **Week:** January 5th-8th, 2016 & Friday 1b **Topic:** Making friends, bike safety, and soccer

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".

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

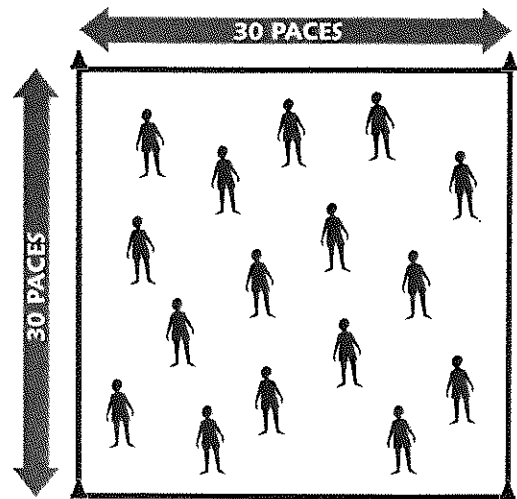


Ready

- 4 cones (for boundaries)
- 1 7" foamball per student (optional)

Set

- Create large (30X30 paces) activity (on carpet or dry grass).
- Scatter students within area.



GO!

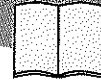
1. Our ASAP is called *Dead Bugs*.
2. I'll give you a way to move within our area (e.g., *walk quickly, hop, skip, etc.*).
3. When you hear "Dead bug!" lie on your back with your arms and legs straight up toward the ceiling; the "dead bug" position.
4. (*Play several rounds, changing the locomotor skill each round. Add pathways, directions, levels and tempos.*)
5. **Wrap It Up**
 - What pathways did you use while you were moving?
 - Why is it important to be able to make changes in your pathways?

★ Balancing Bugs

Now we'll change our "dead bug" position to a V-Sit (on bottom with legs and body creating a "V"). (After trials, play again changing position to "Wounded Dog" – on hands and 1 foot, other foot up in the air. Students hold that balance until signal.)

★ Dead Bug with a Ball

(1 foamball per student.) Perform all movements with a ball. (For example, Crab Walk while dribbling a ball with their feet.) On "Dead bug!" put the ball between your knees before assuming the "dead bug" position. Can you find different ways to move with your ball?



ACADEMIC

Language Arts and Math

(Read Measure Up: A Bug Olympics! by Frank Wilson. Measure which bug climbs the highest, spits the farthest, and dives the deepest.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills, pathways, directions, levels, tempos

● #3, 4 Cardiovascular endurance

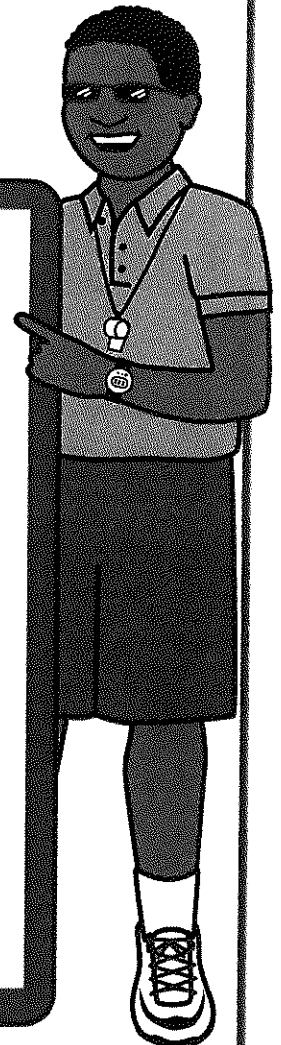
#6 Participates, appreciates, enjoys movement

Your State (Write in here)

TONY'S TIPS

- The dead bug position helps develop abdominal strength and endurance.
- Vary the locomotor skill (walk, run, skip, slide, gallop, animal walk, etc.), level (high, medium, low), pathway (straight, curved, or zigzag), and/or tempo (fast, medium, or slow) each round.
- Remind students that dead bugs don't move!

NOTES





Ready

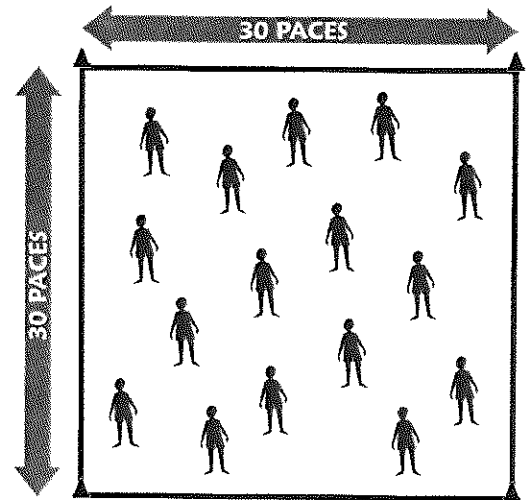
- 4 cones (for boundaries)
- 1 beanbag per student (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter students within area.

GO!

1. Our ASAP is called *Toys Alive*.
2. Who has seen the movie *Toy Story*? What toys belonged to Andy, the young boy in the film? (*Woody, Buzz Lightyear, Mr. Potato Head, etc.*)
3. On my signal, pretend you are a toy and move within our area.
4. In the movie, toys can only move when humans are not around. So when you hear "Andy's coming!" freeze in a shape that looks like one of his toys. Hold your balance for the count down, "3, 2, 1."
5. On "All clear!" you may start moving again.
6. (*Play several rounds, using a variety of locomotor skills.*)
7. **Wrap It Up**
 - What kinds of shapes did you make when you froze?
 - What was your "base of support?" (*The body parts that hold you up.*)
 - What happens when your base of support gets wider? Narrower?



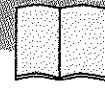
ASAP

* Balance Challenges

What other body parts can you use to make your base of support? Can you balance on a base of support using X# (call a number) body parts?

* Batteries

(Give each student a beanbag.) Pretend you are a battery-operated toy. Put the battery on your head (or shoulder). As long as your battery is in place, you can move. If your battery falls, you lose power and must freeze. You may move again when another "Toy" helps you by replacing your battery.



ACADEMIC

Math

(Discuss symmetrical and asymmetrical shapes.) Can you show me a symmetrical shape with your body? Now try an asymmetrical shape.

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills, balance

#3, 4 Cardiovascular endurance

- #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)

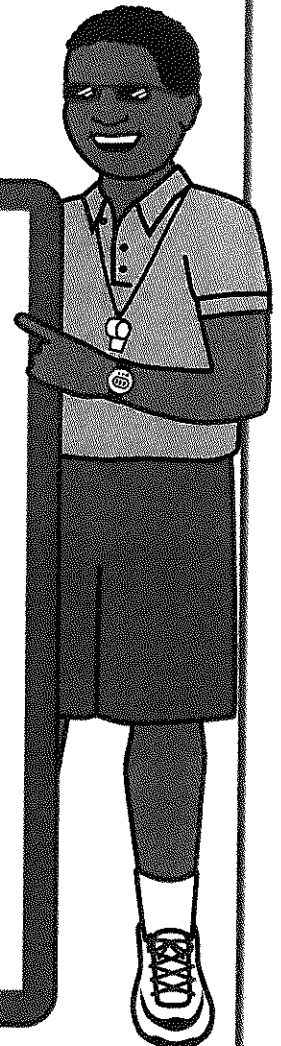
TONY'S TIPS

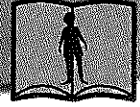
- Try today's academic tip with 2nd graders; too advanced for K's and 1's.

Vocabulary

Base of support, inverted, symmetrical, asymmetrical

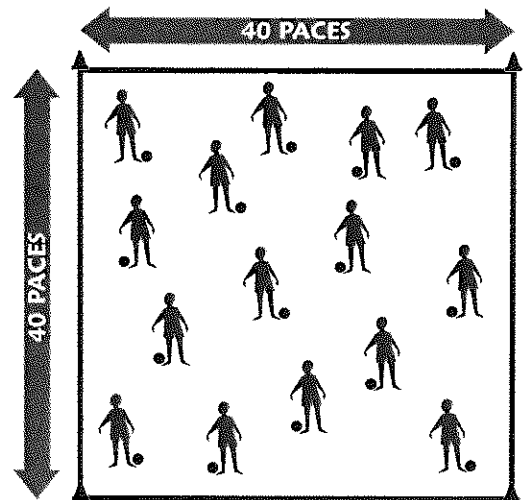
NOTES





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)



KICKING AND TRAPPING

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)

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

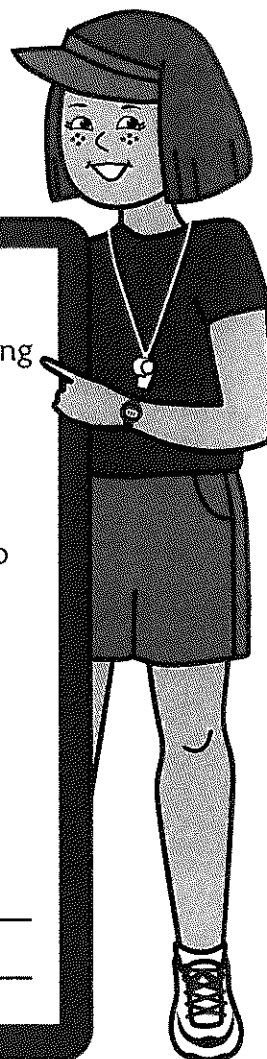
Your State (Write in here)



ACADEMIC

Science

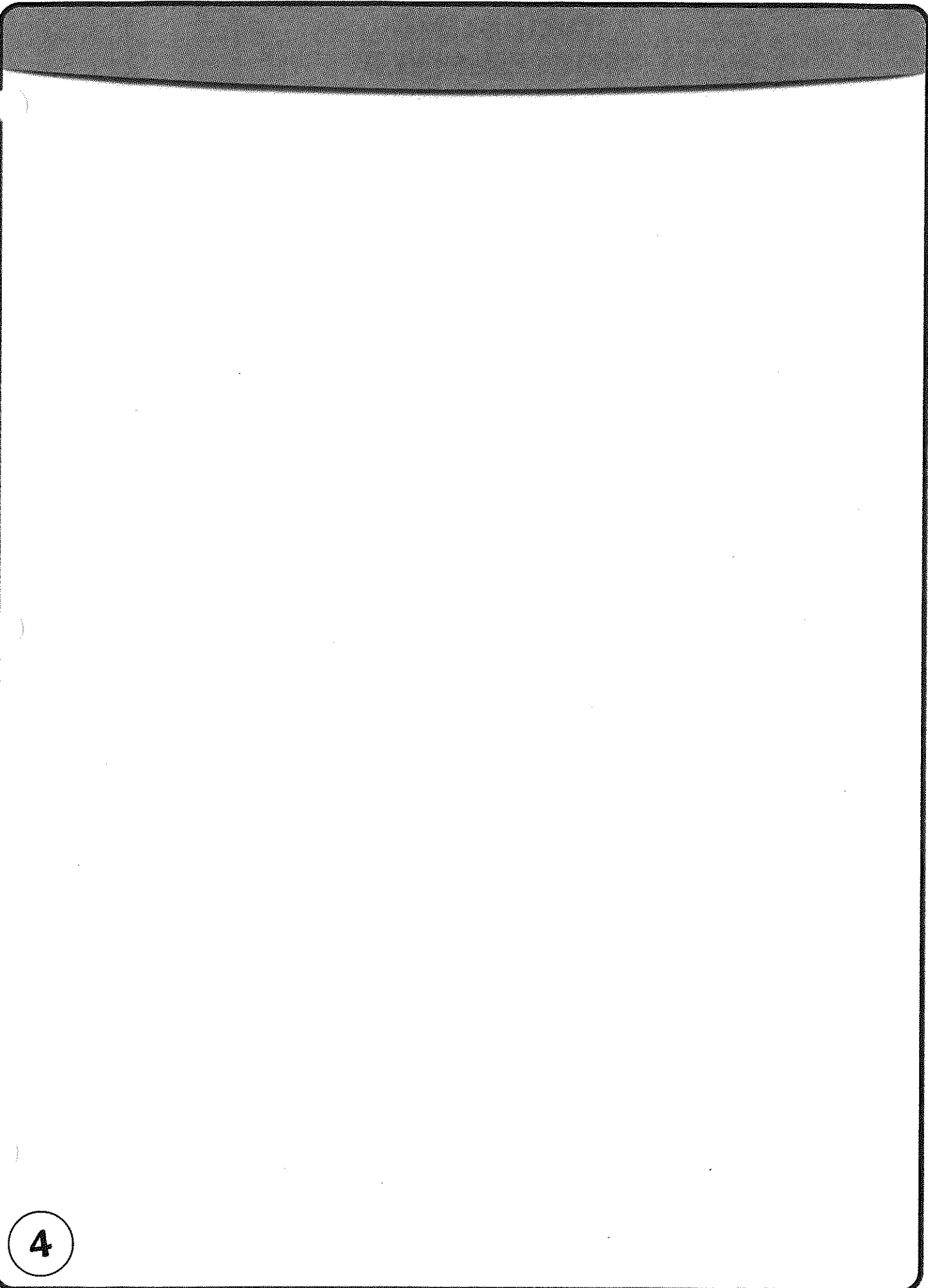
Who can name a way we move objects (e.g., push, pull, strike, kick, throw, roll, drop, blow, etc.)? Who can name 1 object that rolls (e.g., ball, log, tire, etc.)? What do these objects have in common? How can you start an object rolling? How can you stop an object from rolling? How can you make the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





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

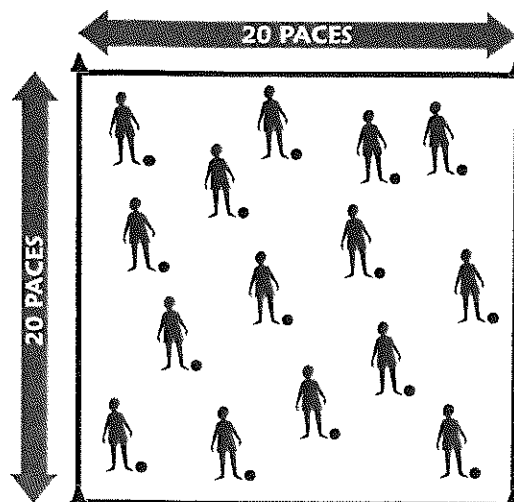
- Hold the ball shoulder high. Drop it quickly, and trap it under 1 foot. Alternate feet until signal (1-2 minutes).

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

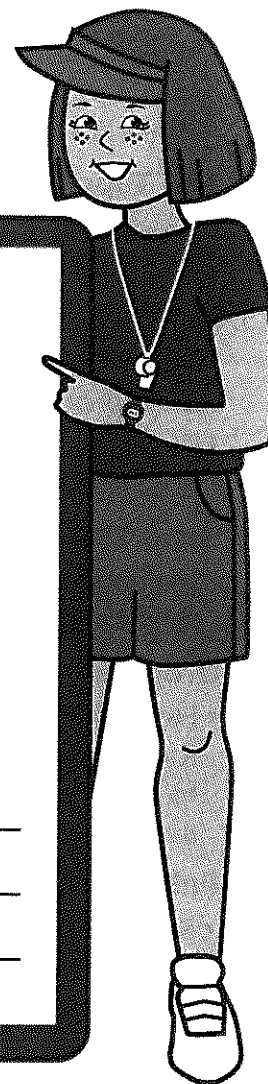
#6 Accepting personal challenges

● **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...

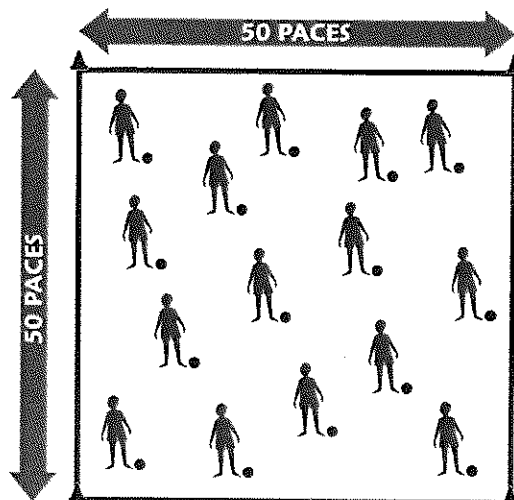
- 4 cones (for boundaries)
- 1 ball per student

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

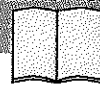
On signal, perform Pull Backs (or Top Taps or Side Touches) rather than trap.

★ 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

