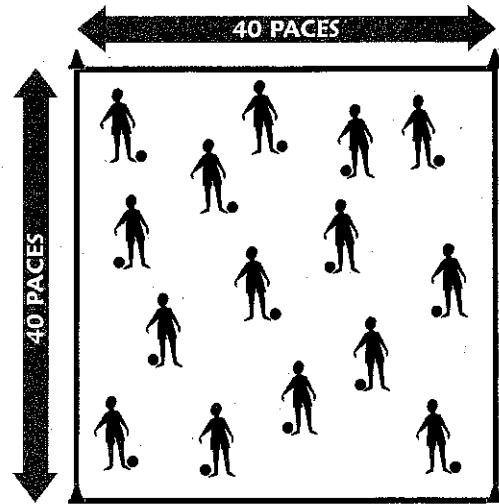




Ready

- 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)

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

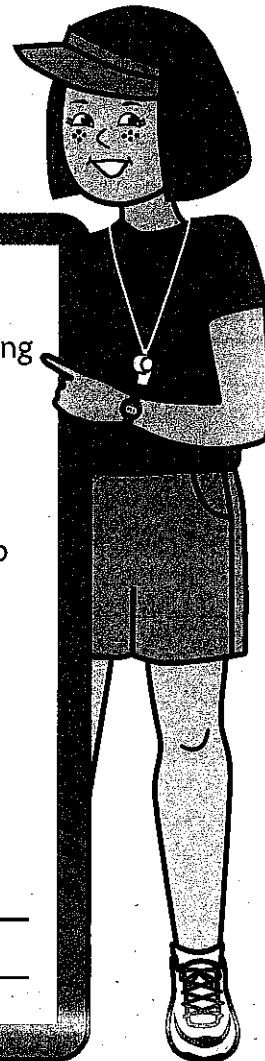
Science

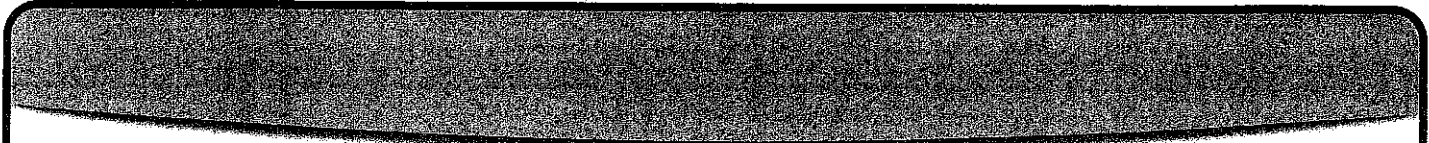
Who can name a way we move objects (e.g., push, pull, strike, kick, throw, roll, drop, blow, etc.)? Who can name 1 object that rolls (e.g., ball, log, tire, etc.)? What do these objects have in common? How can you start an object rolling? How can you stop an object from rolling? How can you make the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





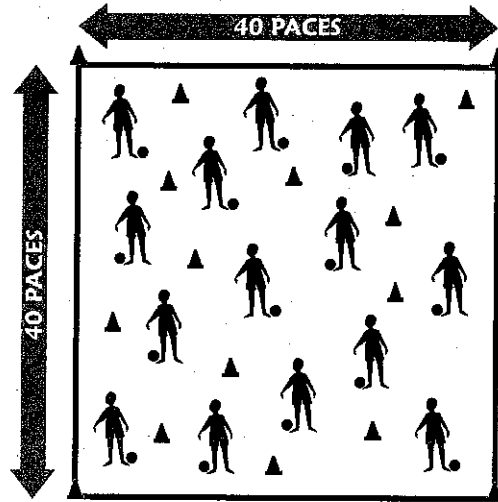


Ready

- 4 cones (for boundaries)
- 1 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.

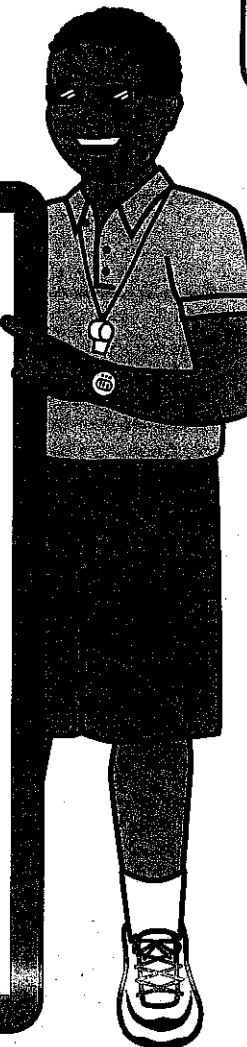
Language Arts

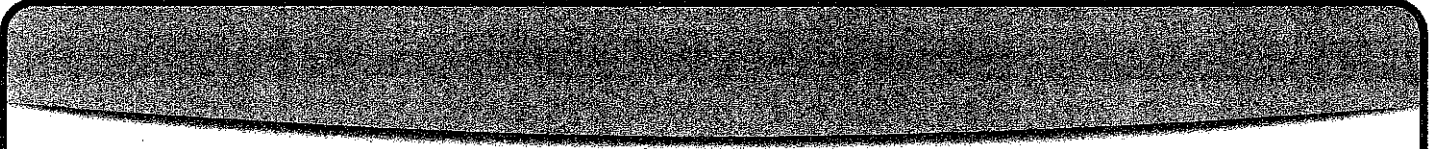
(Read Can I Have A Stegosaurus Mom, Can I Please? by Lois Grambling.)

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





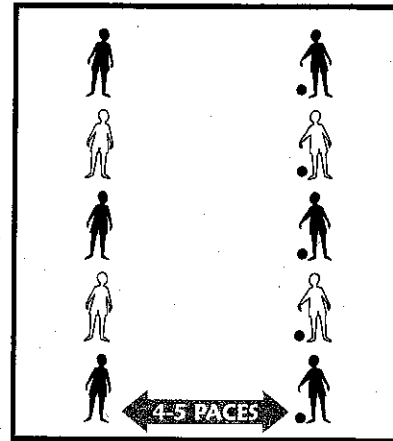


Ready

- 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)

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?

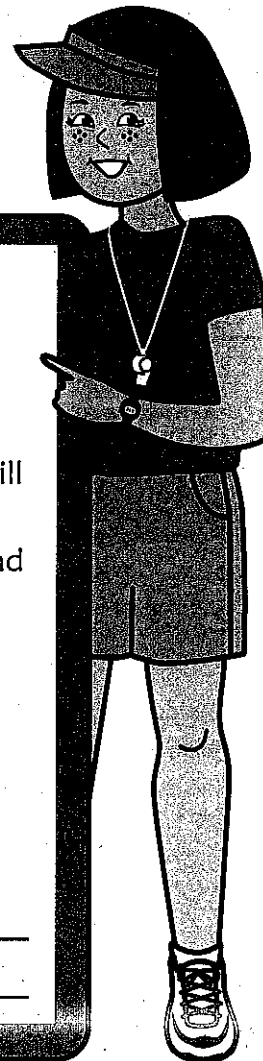
PAULA'S POINTERS

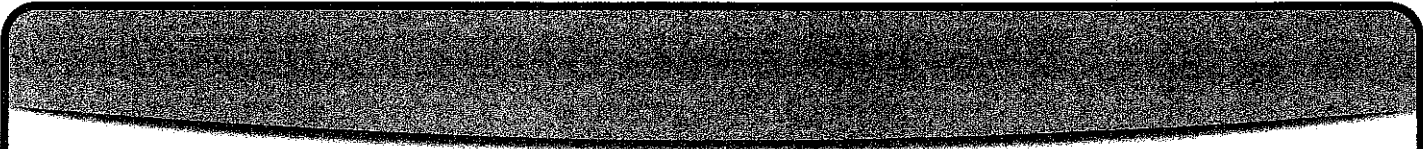
- Keep students challenged by changing passes and traps often.
- Switch partners so students can play with different and similar skill levels.
- Many parents are experienced and knowledgeable soccer coaches. Send a letter home to see if any can visit your class to teach a lesson.

Vocabulary

Shock absorber, instep

NOTES





3

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3

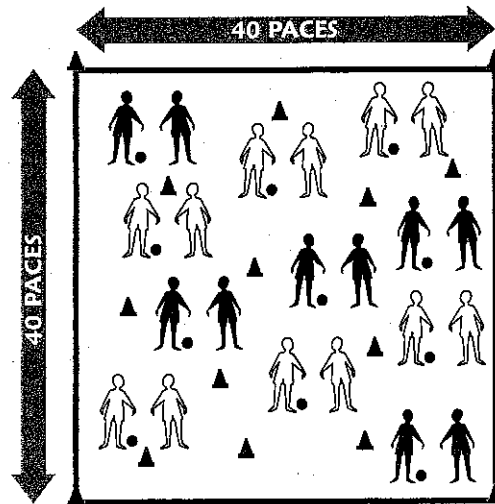


Ready

- 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.



KICKING AND TRAPPING

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.

★ 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

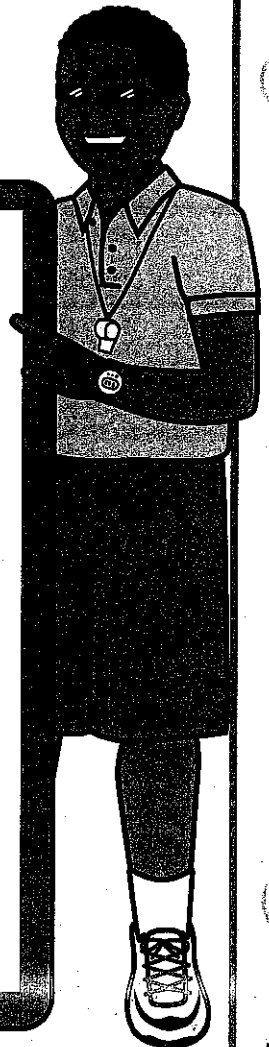
#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

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



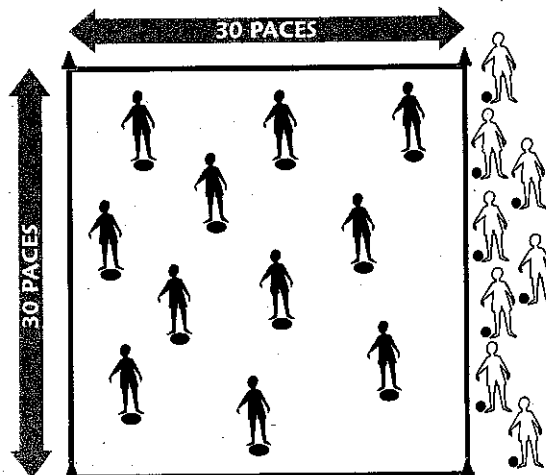


Ready

- 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

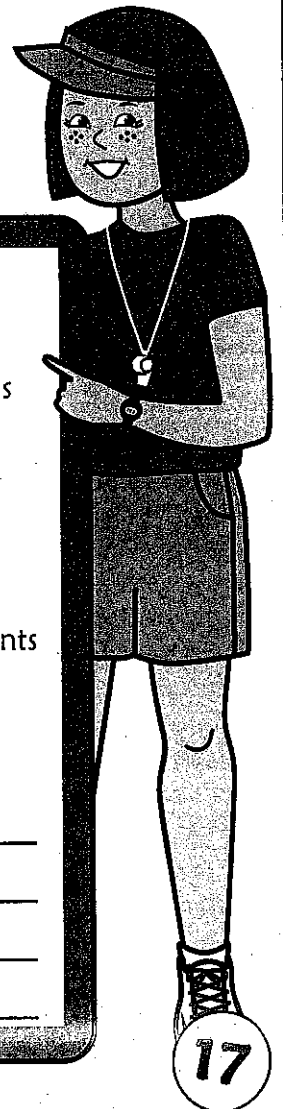
#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

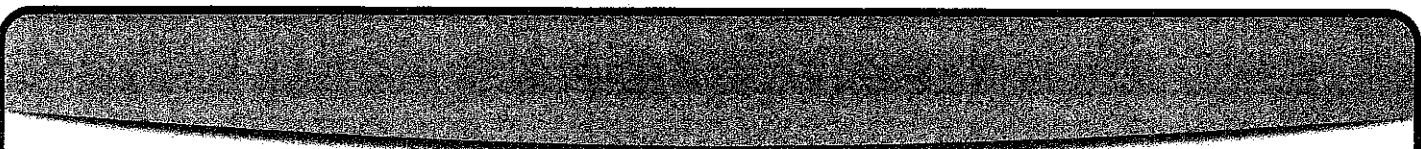
Your State (Write in here)

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







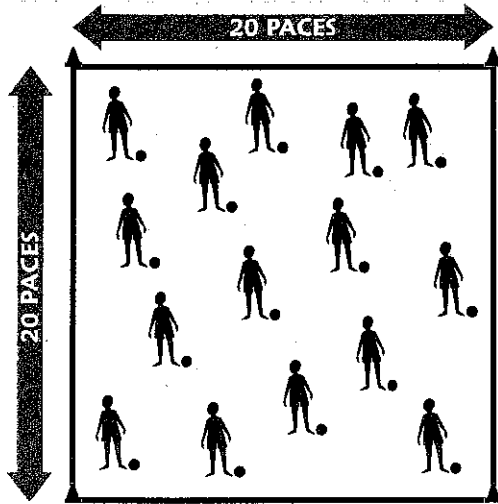
Ready...

- 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

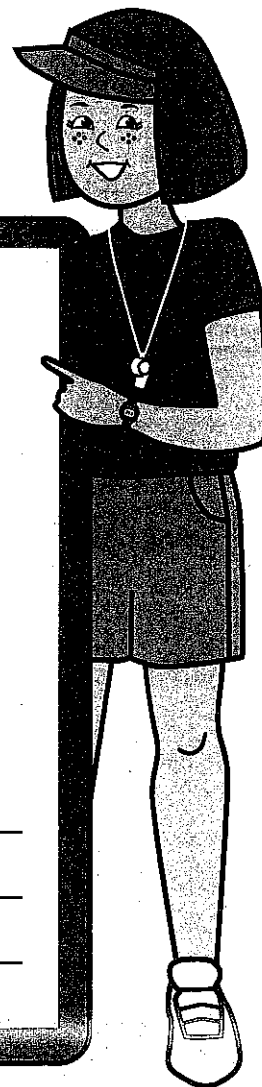
#6 Accepting personal challenges

● **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...

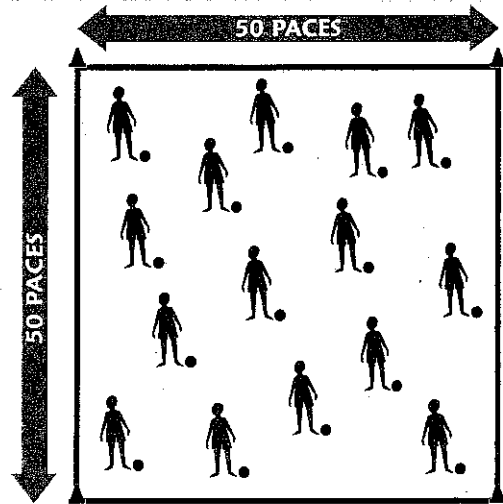
- 4 cones (for boundaries)
- 1 ball per student

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

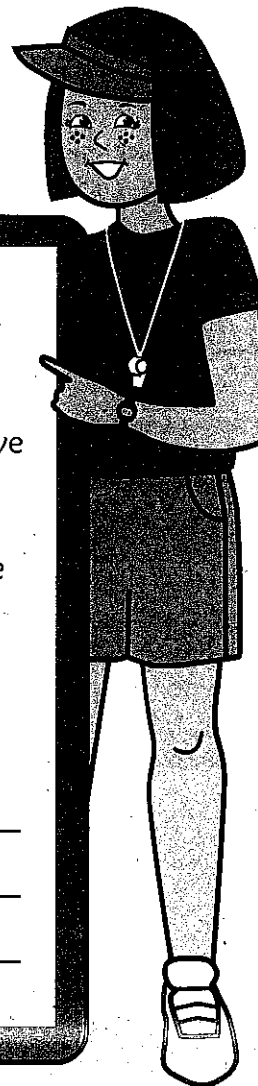
#6 Accepting personal challenges

● **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





Ready...

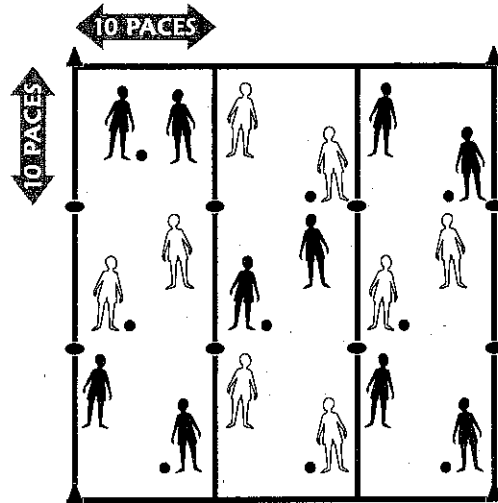
- 1 spot marker per student (for grids)
- 1 ball per pair

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

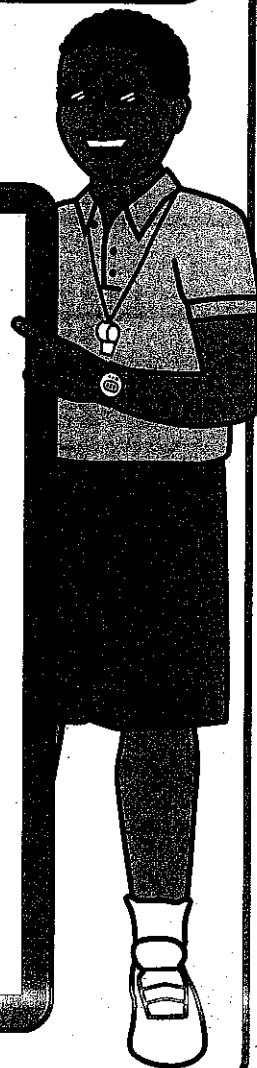
#5, 6 Cooperation

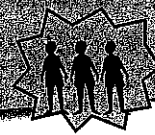
• **Your State** (Write in here)

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



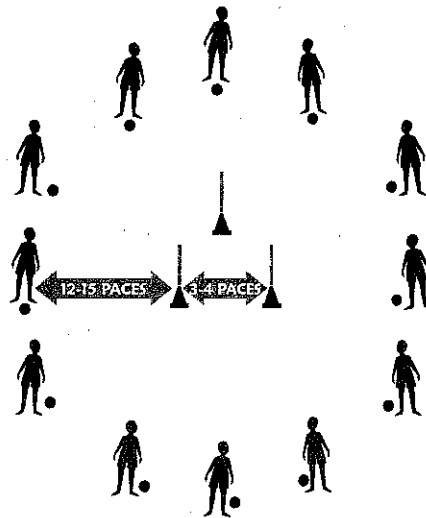


Ready...

- 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

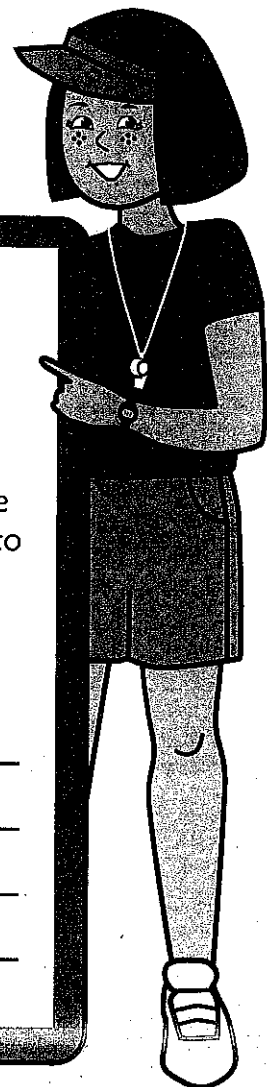
#6 Accepting personal challenges

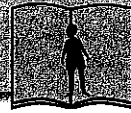
● **Your State** (Write in here)

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





Ready...

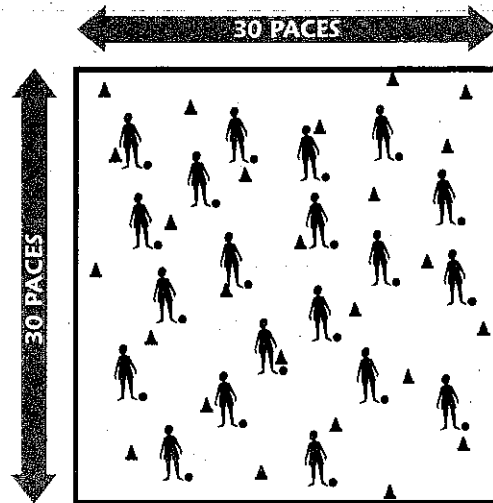
- 1 ball per student
- 1 (or more) cones per student

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.

SPARK IT UP!

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.)



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?

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)

PAULA'S POINTERS

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

NOTES

