

Soccer Mania

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EPHE 311: Physical Education for General Classroom Teachers I

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Unit Goals

Within this unit, the goal is to instruct the students in learning four crucial skills in soccer. The skills we are covering are dribbling, ball control, passing, and shooting. This will be done through warm-ups, body activities, and culminating activities. We have started each lesson off with an introduction on what we will be learning and the goals for the activities, and a closure describing the elements they should have learned and practiced. Below, we have selected the curricular competencies that will be covered in our lessons and how they are covered; however, the main goal for this unit is to introduce students to the skills and rules needed to play a full game of soccer. We are not intending this unit to be too competitive (although we have competitive games), instead we are hoping that students become interested in Soccer as an extracurricular spot.

Curriculum Connections:

Students are expected to be able to do the following:

Physical literacy

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
 - Running - Throughout the lesson, students are running around obstacles within a gym in different games with different objectives.
 - Kicking - Students need to kick the ball around the gym with different objectives in each game.
 - Jogging - In any of the running games, students can modify the activity to jogging if they need to catch their breath.
 - Striking - In the target practice activity, students' need to strike the target to play the game effectively.

- Apply a variety of movement concepts and strategies in different physical activities
 - Lesson 1 warm-up (Jungle)- Students are moving in a variety of directions while moving with a soccer ball
 - Lesson 1 dribble lines- the students are changing the direction that they dribble in as well as what foot they are dribbling with
 - Lesson 2 sharks and Minos- students will be able to move in a variety of patterns to help them to successfully cross the gym in this activity
 - Lesson 3 Passing game- students are moving in a pattern (following their pass)
 - Lesson 4 Warm up (Everybody's It tag)- The students will be running around without the ball to warm up their bodies
- Develop and demonstrate safety, fair play, and leadership in physical activities
 - This is demonstrated in each of the activities when we discuss the ways to stay safe while playing
 - An example of fair play is in Lesson 2 during the Dribble Knockout activity when we make sure the students know it is okay when they get out and they will play again - they will not make it a big deal when they get out
 - In Lesson 4, during the warm-up, Everybody's It tag, we will discuss fair play with the students to ensure that when they get tagged, they will go to the side when they are out

Healthy and active living

- Participate daily in physical activity at moderate to vigorous intensity levels
 - In each lesson, the students will be participating in a variety of activities from the warm up to culminating activity. All of these activities have a wide range of intensity levels that will be experienced throughout the lesson.
- Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community
 - School - We highlight many safety concerns when at school. For example in our lesson on kicking, we tell students to make eye contact before passing and make sure they are not going to kick anyone near them.

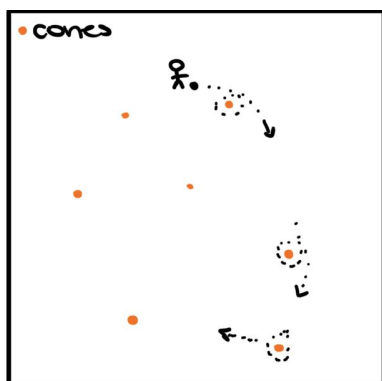
- Home - We have instructed the students in lesson 3, to make sure that they have enough space to play sports to ensure nothing gets broken and no one gets hurt.
- Community - Much like at school, within the community the student needs to ensure they are being safe with the people around them. Also, in lesson 3, we have mentioned that students should set boundaries for where they are playing so they do not injure bystanders.

Social and community health

- Describe and apply strategies for developing and maintaining positive relationships
 - Teamwork - working with others in drills to help your team win (all wanting to reach that goal, so working together is required to do so), such as Mountains vs. Craters in Lesson 1
 - When working in partners, they will help each other improve and try to give good passes aimed at their partner, so they both benefit - Kicking Drill in Lesson 3
 - In sharks and minos, the students can work together against the teacher
 - Staying safe as a class - being aware of other classmates and making sure no one gets hurts while playing (Lesson 1 - Dribble Lines)

In the first lesson of this soccer unit, the students will be learning about dribbling the ball. There will be a warm-up activity, two body activities, and a culminating activity. The goals for this lesson are that the students are able to improve their own dribbling skills, dribble the soccer ball while keeping it under control, as well as work towards being able to run while dribbling. These activities will also have the students work on their toe-taps, and teamwork.

<p>Lesson: 1 of 4 Topic: Dribbling Grade(s): 3</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> ● Cones, soccer balls, hula hoops <p>Parts of the lesson</p> <p>Set up cones (if needed) before class</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-up (Jungle) 2. Rob the nest 3. Dribble lines 4. Mountains vs. Craters (culminating activity) 		<p>Learning Objectives: TSWBAT</p> <p>Cognitive</p> <ul style="list-style-type: none"> ● Learn how to dribble the ball with control ● Running ● Toe-Taps <p>Psychomotor</p> <ul style="list-style-type: none"> ● Multitasking between kicking the ball and running ● Learn to dodge opponents ● Running in a straight line/a certain area <p>Affective</p> <ul style="list-style-type: none"> ● Foster inclusion within groups ● Make sure there is no targeting ● Team work
<p><u>Skill being taught:</u> Dribbling</p> <ul style="list-style-type: none"> ● Learn what dribbling is and rules ● Teach proper form/stance when dribbling ● Make sure they are dribbling correctly <ul style="list-style-type: none"> ○ Using the inside of their foot for better control ○ Ball stays close to them ○ Controlled 	<p>Time</p>	<p>Teaching cues</p>
<p>Warm-up (Jungle)</p> <ul style="list-style-type: none"> ● Every student starts the game with a cone and a soccer ball ● Students need to dribble around the cones (trees) ● If the ball touches a tree they need to do six toe touches before they continue in the game 	<p>10 minutes</p>	<ul style="list-style-type: none"> ● Game can be played in small groups or with the entire class ● If your in a small group you can add additional cones to the playing area ● Safety: <ul style="list-style-type: none"> ○ Cones are scattered along the floor so students might trip on them

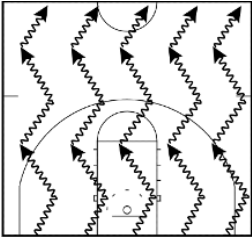


Rob the nest

- All of the soccer balls will be placed into the center circle
- Students will be divided into 4 teams and stand in the 4 corners of the gym (each corner will have a hula hoop)
- When the teacher says “go” the students will take turns 1 at a time to go and retrieve an “egg” from the nest
- Once they pick 1 ball from the nest in the middle, they must dribble back and put into their own nest (hula hoop)
- The next person on your team can start their turn once the player before them has dribbled their soccer ball into their nest
- The game ends when there are no more balls in the center

10-15 minutes

- If students are too focussed on their ball they may trip or run into other students
- Spatial awareness
- If a student loses their ball, someone else can trip on it
- Modifications
 - Add more cones and have them run it in a circuit
 - Call out directions for the students to travel in
 - To make it easier, allow the students to make bigger circles around the cones
- Recap how to dribble the ball (laces or inside of the foot)
- Make sure they are putting the ball into their hula hoop before their teammate starts their turn
- Make sure there are no problems if two kids go for the same ball
- While the rest of the team is waiting, have them do jumping jacks or jog on the spot to keep them warm
- Safety
 - Students may trip on the balls in the centre
 - Students may not look where they are running if they are looking for a ball
 - Students might run into each other
- Modifications
 - Have partners go and pass the ball back
 - Make a line to the nest as a team and have everyone pass the ball back
 - Divide the centre nest into the teams so they know where to pick their balls

<p>Dribble lines</p> <ul style="list-style-type: none"> ● Every student starts on one side of the gym or field ● Students will be split into different lines with a soccer ball at the front of each line <ul style="list-style-type: none"> ○ The number of lines will depend on the number of students in class (there will be about 4 students in each line so they do not have to wait a long time) ● The students will dribble with their right foot first, then when changing directions, will also change and dribble with their left foot ● Once the student gets back to the start, they pass the ball to the next person in line and go to the back of the line while the next student starts going 	10-15 minutes	<p>Make sure students:</p> <ul style="list-style-type: none"> ● Keep their head, and eyes up while dribbling so they can see their surroundings and where they are going (safety) ● Develop good form for dribbling <ul style="list-style-type: none"> ○ Use inside of their foot ● Pass the ball to the next person in line quickly when they get back to the start to keep the drill moving ● If the students decide to ‘tag’ the next person to go, make sure they are not tagging too hard <p>Modifications:</p> <p>UDL (8.2):</p> <ul style="list-style-type: none"> ● To make it easier, the students can just dribble to half court and then come back to the line ● If needed, students can stop dribbling (using their foot, not hand) and start again to make it easier and reset if they are having difficulty ● They can walk to make it easier than jogging, or run to make it harder
<p>Mountains vs. Craters (culminating activity)</p> <ul style="list-style-type: none"> ● Place the cones in gates around the gym with half the cones facing up and the other cones facing upside down (can set up while students take a quick water break) ● Divide the class into two teams (team mountains and team craters) ● Every student will have a soccer ball ● If you are on team mountains, you want all the cones to be the right way up, and if you are on team craters, you will want all the cones to be upside down 	15 minutes	<ul style="list-style-type: none"> ● Keep ball close to them as they dribble ● Cannot kick the ball through the gate, must dribble it through with small touches ● Safety <ul style="list-style-type: none"> ○ Look up when dribbling so you don’t bump into another player or accidentally hit their ball ○ If the ball gets away from them, they someone else can trip on it ● If you are caught not flipping the

<ul style="list-style-type: none"> ● The goal is to dribble your ball through as many gates as possible and to flip as many cones as possible ● Each round will be 3-5 minutes, and can be played multiple times 		<p>correct cones, your team will lose points</p> <ul style="list-style-type: none"> ● Modifications <ul style="list-style-type: none"> ○ Have children jog if they are too tired from running in the other activities ● Teacher uses the assessment tool to assess the classes dribbling
<p>Closure</p> <ul style="list-style-type: none"> - Go over proper dribbling form: <ul style="list-style-type: none"> ● Touch the ball with the inside of the foot ● Keep the ball close to not lose control - What are some ways we can stay safe while playing soccer? <ul style="list-style-type: none"> ● Look up while dribbling ● Keep ball closer to avoid potential collisions ● Wear proper footwear 		

In this lesson, the students will be learning an essential skill in soccer which is ball control. This will help the students to gain better control, which will be needed for other aspects of this unit.

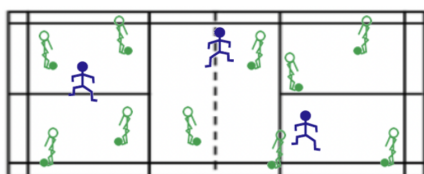
<p>Lesson: 2 of 4 Topic: Ball Control Grade(s): 3</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> ● Soccer balls ● Cones <p>Parts of the lesson</p> <p>Set up cones (if needed) before class</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-up (Stop it!) 2. Sharks and Minnows 3. Dribble knockout (culminating activity) 		<p>Learning Objectives: TSWBAT</p> <p>Cognitive</p> <ul style="list-style-type: none"> ● Students will follow the rules and listen to instructions ● Students will listen to the directions of how to do each skill and the explanation of the drills <p>Psychomotor</p> <ul style="list-style-type: none"> ● Students will be able to run, kick, reach, and work on agility ● Students will learn to control the ball, dribble, and pass the ball properly <p>Affective</p> <ul style="list-style-type: none"> ● Students will be able to work/play well with others (team work) ● Students will be honest and play fairly <ul style="list-style-type: none"> ○ Not become frustrated when tagged ● Students will learn to be patient as they learn
<p><u>Skill being taught:</u> Kicking</p> <ul style="list-style-type: none"> ● Learn what proper kicking form looks like <ul style="list-style-type: none"> ○ With the inside of their foot ○ Low to the ground ○ Controlled 	<p>Time</p>	<p>Teaching cues</p>
<p>Warm-up (Stop it!)</p> <ul style="list-style-type: none"> ● Every student will have a soccer ball and slowly move their ball around the gym ● When the teacher blows the whistle, they will also yell out a part of the body (example: knee) ● When the students hear the body part and whistle, they will need to stop the ball with that part of the body ● After the teacher blows the whistle 	<p>5-10 Minutes</p>	<ul style="list-style-type: none"> ● Emphasize the importance of only use your feet to move the ball around ● Try to keep your ball close to you so that it will be easier to stop ● Students cannot use their hands to stop the ball in soccer ● Safety <ul style="list-style-type: none"> ○ If a student gets too excited and the teacher yells ‘knee’, ensure they do not jump on

again, everyone will stand up and keep moving there ball around until they hear the whistle and another body part

Sharks and Minos

- All of the students will start with a soccer ball, spread out around the gym
- The teacher(s) will be the sharks, and the students will be the minos
- The goal of the game is to not give the sharks a chance to get your ball
- The students will continue to dribble around the gym and keep their balls as close to them as possible
- If you can stop your ball before it gets too close to a shark, then you are still safe
- If a shark gets your ball, then you will need to do 10 toe taps in order to get your ball back

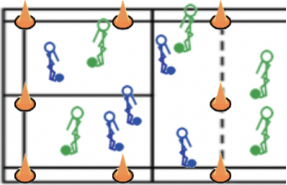
(If needed there can be more than 1 shark)



10-15
minutes

top of the ball

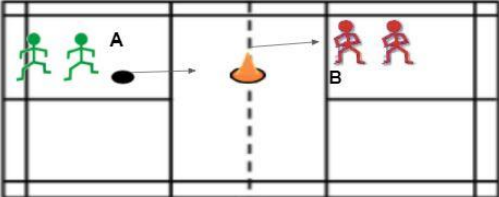
- Make sure children look where they are going while dribbling to ensure they do not crash into one another
- Make sure no student stays on the ground after the whistle blows a second time
- Modifications
 - Have students dribble with their non-dominant leg
 - Have students switch feet while they are dribbling
 - When the whistle blows have the children stop the ball and then run to someone else's
- Make sure students try their best to keep there ball close
- If students use their hands on the ball and are spotted, they must do 10 toe taps then keep dribbling the ball
- Safety concerns
 - Try to look up when dribbling so that you don't hit another student or someone else's ball
 - If the ball gets away from the student, someone else can trip on it
 - If students get too close to one another they might kick each other
- Modifications
 - Have the students be the sharks
 - Add more sharks if it is too hard
 - Take away sharks if it is too difficult

<p>Dribble knockout (culminating activity)</p> <ul style="list-style-type: none"> ● The students all start with a soccer ball, and they will dribble it around half of the gym or field (or the section that the teacher specifies) ● They must protect their own ball, while trying to knock their classmates soccer ball out of bounds ● They cannot push the other students, but they can reach to try and kick the ball away ● If they lose control of their ball or accidentally dribble it out of bounds, they are out, even though it was not kicked out by another student <ul style="list-style-type: none"> ○ This helps them focus on their ball control ● They are allowed to try and save their ball after another student kicks it away, but they cannot stop the ball or use their hands to keep it in bounds ● As students get out, make the area they dribble in smaller so the students are closer to each other and cannot spread out/stay away as much ● After the students are out, have them stand outside the boundaries and practice their ball control and dribbling around 	<p>10-15 minutes</p>	<ul style="list-style-type: none"> ● Have students list some safety concerns: <ul style="list-style-type: none"> ○ Be careful not to kick the students when trying to kick the ball ○ Do not kick the ball into other students ○ Be aware of your surroundings when dribbling, trying to kick the ball out, trying to save your ball, and when moving around the gym so you do not hurt another student ● Modifications: <ul style="list-style-type: none"> ○ To make it easier, the students can have more than one 'life', so they can continue playing after getting out ○ They could also be allowed to step a little bit out of the lines ○ To make it harder, make the area they must stay in much smaller so they are quite close together ○ They could also have to control the ball with a specific foot and if they use the other foot, they are out ○ One other way to make it harder could be to have the students that are out, stand around the boundaries and reach in to try and kick away the students soccer balls who are still in ○ Tell the students that it is okay if they lose their ball or get their ball kicked out because it is just a game, and tell them that they will play another round if there is enough time
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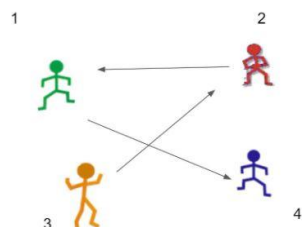
<p>Closure</p> <p>Movement:</p> <ul style="list-style-type: none">● Introducing ball control is a crucial part of developing soccer skills● What kind of movements did we learn today?<ul style="list-style-type: none">○ Stopping the ball with the bottom of the foot○ Keeping the ball close for more control○ Can use different parts of your body / feet to stop and move the ball (except for your hands)● What are some ways we can stay safe while playing soccer?<ul style="list-style-type: none">○ Look up while dribbling○ Keep ball closer to avoid potential collisions○ Wear proper footwear		
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In the third lesson of our soccer unit, we are going to be focussing on passing the ball. There are many different games within this lesson that encourage and help develop the students passing skills. Some information that will be highlighted within this lesson is passing the ball with the inside of the foot, ensuring a low and slow ball to keep control, and making sure the students know to make eye-contact before passing. The goal of this lesson is to focus on the curricular competencies listed in the unit goals of this document. In particular, we will go over boundaries within students' homes, communities, and schools to ensure students know spatial and personal boundaries. At home, we will tell the students to look out for hazards and ensure they have a clear playing field. In the community, we will tell students to ensure no one is playing around their games so they do not get injured; we will also tell the students to be aware while others are playing games in case the ball comes at them. At school, we will tell the students to make sure they have space to play to ensure they are not kicking each other. We also might have the challenge of time while in school, since most classes only get 45 minutes of PHE per week. This falls under the competency of "Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community".

<p>Lesson: 3 of 4 Topic: Passing Grade(s): 3</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> ● Cones, soccer balls, rope <p>Parts of the lesson</p> <p>Set up cones (if needed) before class</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Warm-up (Pass and follow) ● Kicking drill ● Passing game ● Target practice (culminating activity) 		<p>Learning Objectives: TSWBAT</p> <p>Cognitive</p> <ul style="list-style-type: none"> ● Passing ● Kicking ● Running ● Receiving ● Aiming <p>Psychomotor</p> <ul style="list-style-type: none"> ● Need to figure out who they will pass to ● Playing in a higher intensity game ● Be able to follow classmates/instruction <p>Affective</p> <ul style="list-style-type: none"> ● Students may be upset if they cannot hit the target ● Need to make sure groups are even and fair ● If someone does not get picked in a group they may feel left out
<p><u>Skill being taught:</u> Passing</p> <ul style="list-style-type: none"> ● Learn what proper passing form is <ul style="list-style-type: none"> ○ With the inside of their foot ○ Controlled ○ Low to the ground 	<p>Time</p>	<p>Teaching cues</p>

<ul style="list-style-type: none"> ○ Goes to partner 		
<p>Warm up (Pass and Follow)</p> <ul style="list-style-type: none"> ● The students will be divided into 4 groups and each group will create 2 lines facing each other ● Each group will have 1 soccer ball ● The person starting with the soccer ball will dribble the ball halfway and then make a pass to the other line once they have reached the cone in the middle ● After making a pass, that player will follow their pass and join the end of the line they passed the ball to ● The person who received the pass will then start their turn by dribbling half way, then passing the ball  <p>Player A dribbles the ball to the cone, then makes a pass to player B. After Making a pass, Player A will go to the end of Player B line. Player B will then start their turn by dribbling to the cone and passing to the other line.</p>	<p>5-10 minutes</p>	<ul style="list-style-type: none"> ● Demonstrate proper passing technique to students, using the inside of the foot to pass ● Point non-kicking foot towards your target ● Have the students waiting in line jog on the spot to get warm ● Swing leg to pass the ball ● Have multiple lines going depending on the size of the class ● Safety <ul style="list-style-type: none"> ○ Make sure no one runs into the playing field ○ If the ball is uncontrolled, then it might hit someone ○ If the ball is too high it might hit someone ● Modifications <ul style="list-style-type: none"> ○ Have the person second in line run out to the middle and receive the pass from the first person and pass to the next person ○ Have use a certain foot depending on the side they are on
<p>Kicking Drill</p> <ul style="list-style-type: none"> ● Students will get into pairs ● In pairs they will be given a kickball ● Teacher will demonstrate how to kick with the inside of the foot ● Students will be about 1 meter apart to start and must successfully do 5 passes with the technique they learned ● After they have completed passess player on 1 side will take 1 step back and gradually increase their distance 	<p>10-15 minutes</p>	<ul style="list-style-type: none"> ● Working on proper kicking technique ● Emphasis on trying to increase distance while using proper technique ● Make sure students can do skill successfully close up before trying to increase distance ● Modifications <ul style="list-style-type: none"> ○ UDL: If a pair is more advanced, they can increase the distance as

- Try to see how far they can kick the ball while using proper technique



For the pitching practice, the students will establish an order in their group (example= 3,2,1,4) and will roll the ball in that order.

Passing Game

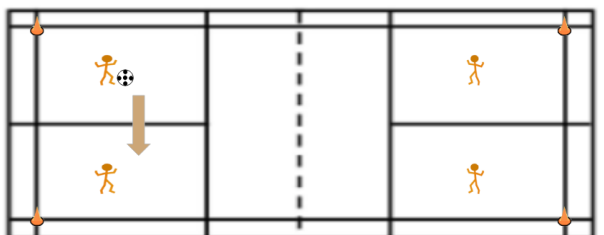
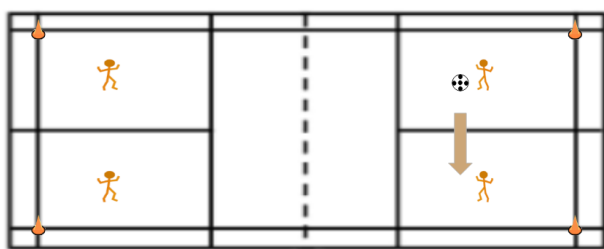
- Divide the gym in 2 with the rope
 - Lengthwise
 - Hung above the ground so the students can kick the ball underneath
- Mark courts for the students to play in with cones
- Players get into groups of four
 - Divide into groups of two
 - 2vs2 game
- Each team takes a side of the court and they are divided by the rope in the middle
 - They should have one soccer ball between them
 - Teams spread out on their side of the court (each player should get a quarter of the court)

10-15
Minutes

needed so they can challenge themselves or do it at a level they are more comfortable with

- Have the students not prepare a pattern, and have them kick to whoever makes eye contact with them
- Safety
 - If the passes are not controlled, the players could send a ball that is too high or too fast
 - If the player is not watching to see if it is their turn they could get hit
 - Eye contact very important
- Make sure the students are passing properly
- Have the ball on the ground at all times
- Students should be in their ready positions
- Pair the students up so everyone has a partner matched with their ability
- EYE CONTACT
- Students can 'call the ball' by saying they are open
- Being in ready position for the ball, on the balls of their feet, making eye contact, engaged
- Safety:
 - Make sure no one trips over the rope
 - If they are passing to each other too aggressively they may hit each other

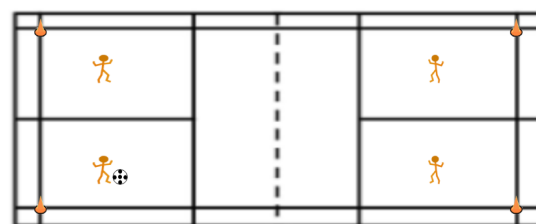
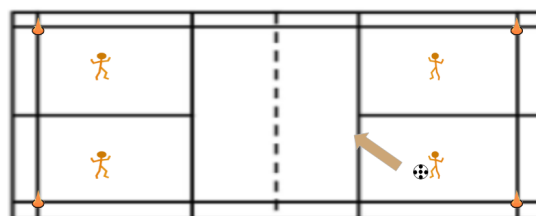
- The first player makes a pass to their teammate. The teammate then passes the ball to the other team.
- The team responds by receiving the pass and passing the ball to their teammate to pass back
- This pattern is continued throughout the game
- Passes need to go under the rope
- Passes need to be directed to a player
- Teams can gain points by:
 - Giving a nice steady pass
 - Making eye contact before passing
 - Completing the pattern for their team
- Teams can lose points for:
 - Getting the ball out of bounds
 - A pass with no control
 - The ball does not travel under the rope



Target Practice (Culminating activity)

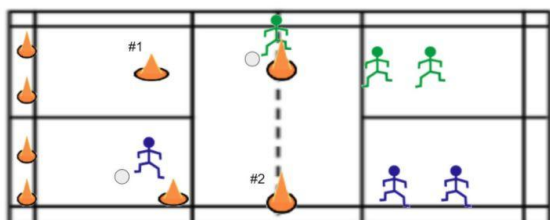
15
minutes

- Make sure they are calling the ball so they do not both go and get injured
- Modifications
 - Add more or less players to a team
 - If a team is good, have them try with two balls
- Teacher uses assessment tool here to assess passing



- Remind students on proper form for kicking (pass with the inside of the foot)
- Goal is to get the ball in between

- Now that the students have a good understanding on how to kick the ball, they will now focus in on their accuracy
- Divide the class into 2 teams
- For the kicking round, the cones will be placed into gates on the baseline
- There will be cones that the students will be allowed to kick/throw from at 2 different distances from the gate
- One at a time, students will take a ball and choose what line they want to try and kick from
- If they get it through the gate at a closer distance, they get 1 point
- If they get it from the farther distance, then they get 3 points
- You get 1 attempt per turn



For the target practice, the students will take turns in their teams. For each turn, they can decide whether they want to attempt to kick/throw the ball through the cone gate from spot #1 or #2.

- the cones
- Kicking with the inside of the foot
- Pointing foot towards the target to help with accuracy
- Emphasis on applying the skills into a bit more of a game setting where accuracy will be a helpful skill
- When students are waiting for their turn, have them practice passing or toe taps
- **Modifications**
 - Different distances from the goal allow for the students to challenge themselves or do what they are more capable of
 - Make the goal bigger or smaller
- Safety
 - Make sure the area is clear before kicking the ball out
 - Make sure the ball is low and controlled
- **Teacher uses assessment tool here to assess kicking**

Closure

Movement:

- How do we pass a ball effectively?
 - Go over the skill builder and have them repeat the steps and what they mean
 - Have someone demonstrate if time?
- What does 'ready position' look like in soccer?
 - Demonstrate what it doesn't look like and have the students

Exit ticket

- On the way out the door, ask the student 'what is something they can do to keep their classmates safe while playing soccer?'

<p>correct you based on what they learned</p> <ul style="list-style-type: none"> ● What does passing look like? <ul style="list-style-type: none"> ○ Using the inside of the foot ○ Eye contact with partner ○ Low to the ground ○ Controlled ○ Not fast ● How do you receive a pass? <ul style="list-style-type: none"> ○ Bring it into your direction with the inside of your foot ○ Stop the ball by stepping on it lightly <ul style="list-style-type: none"> ■ Make sure they are doing this lightly so students do not ruin the ball <p>Teampay:</p> <ul style="list-style-type: none"> ● How do we signal that we want the ball next? <ul style="list-style-type: none"> ○ Say I am open ○ EYE CONTACT ○ Ready position <ul style="list-style-type: none"> ■ On the balls of their feet, ready to run ● How can we be respectful when passing? <ul style="list-style-type: none"> ○ Not running in the centre where people are practicing ○ Keeping the ball controlled so it does not roll into other people ○ Controlled nice passes <ul style="list-style-type: none"> ■ Do not give a pass you would not want to receive 		
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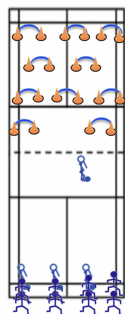
In the fourth lesson of our soccer unit, we are focussing on shooting. Once again, we have many different activities that work towards this skill. Some of the techniques focussed on is aiming, kicking with the inside of the foot, and the skills learned in the prior lessons. This lesson is about learning shooting; however, we are also working on bringing everything we have done so far in the unit together. The goal of the lesson is to combine all of the skills we have learned so far and connect the curricular competencies we have listed in the unit goals.

<p>Lesson: 4 of 4 Topic: Shooting Grade(s): 3</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> ● Cones, soccer balls, hula hoops, foam balls <p>Parts of the lesson</p> <p>Set up cones (if needed) before class</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm up (Everybody's it) 2) Pinball Wizard soccer 3) Give and go (Honey Pot) 4) Shooting stars (culminating activity) 		<p>Learning Objectives: TSWBAT</p> <p>Cognitive</p> <ul style="list-style-type: none"> ● Shooting ● Aiming ● Running ● Ball Control ● Defense/Offense <p>Psychomotor</p> <ul style="list-style-type: none"> ● Need to decide whether it is safe to shoot ● Learn to get through defense <p>Affective</p> <ul style="list-style-type: none"> ● Students may be frustrated if they cannot get through the gates ● If they do not score right away, they might become frustrated
<p><u>Skill being taught:</u> Shooting</p> <ul style="list-style-type: none"> ● Learn what proper shooting form is and the rules for it <ul style="list-style-type: none"> ○ Aim towards target ○ Controlled ○ Shooting while moving 	<p>Time</p>	<p>Teaching Cues</p>
<p>Warm up (Everybody's it tag)</p> <ul style="list-style-type: none"> ● Have all the students spread out around the gym or field to start ● When the teacher says "go", all students will run around and try to tag each other ● When someone is tagged, they will go to the side of the gym and do a short exercise <ul style="list-style-type: none"> ○ They will play two rounds and each round will have a different drill 	<p>10 minutes</p>	<ul style="list-style-type: none"> ● Make sure <ul style="list-style-type: none"> ○ They are moving around and not hiding/staying in one corner or area of the gym ○ They are playing fairly and going to the side when tagged ○ They are doing the exercise on the side before they go back in

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Toe taps/around the world (round 1) ■ Shuffling (round 2) ● If two students tag each other at the same time, they will both go to the side and do the exercise <ul style="list-style-type: none"> ○ If they cannot decide/agree who tagged who first, they both go out ● Each round will be about 5 minutes, and the teacher will tell all the students when to stop 		<ul style="list-style-type: none"> ○ They know it is all right to be tagged because it is easy to get back in the game ● Modifications <ul style="list-style-type: none"> ○ Around the world can be done to make the exercise more challenging ○ Make the playing space smaller so people cannot spread out ● Safety <ul style="list-style-type: none"> ○ Tripping, pushing, falls ○ Make sure no one tags too hard ○ People might not be looking where they are going
<p>Pinball Wizard Soccer</p> <ul style="list-style-type: none"> ● Set up broken hula hoops (or use another piece of equipment if there are not broken hula hoops) with two cones in an arch shape, which will be the target ● The first row of targets will be worth 1 point, the second row will be 2 points, the third row will be 3 points, and the fourth row of targets (the farthest away from where the students are kicking) are each worth 4 points ● The students will start lined up on the baseline in about four groups (depending on how many students there are) ● To start, one student at a time will dribble up to the kicking line, which can be the center line in gym ● They will then try to kick the ball into one of the hula hoop targets, without 	10-15 minutes	<ul style="list-style-type: none"> ● Have all the students help with set-up to make it go faster ● Have students toe tap or jog on the spot while waiting in line ● Make many games around the gym so students will have a bigger opportunity to play ● Modifications: <ul style="list-style-type: none"> ○ To make it easier, students can stop the ball after dribbling/before they kick ○ Can have another kicking line further back for the students that want more of a challenge ○ As the game progresses, more than one student can dribble up and shoot at the same time, which could make it more difficult ○ The ball must be kicked from behind the kicking line otherwise the goal would not count ● Safety

stopping the ball and without stopping running

- After they shoot, they will quickly go get the soccer ball, and then dribble back to their line so the next person can go



Give and Go (Honey Pot)

- Create 2 goals on opposite ends of the gym using cones
- The class will be divided into 4 groups, 2 groups on either side of the gym
- The students will form 2 lines and there will be a pile of balls in between the 2 lines
- 1 player will start with the ball and they will do a give-n-go pass with the person in the opposite line

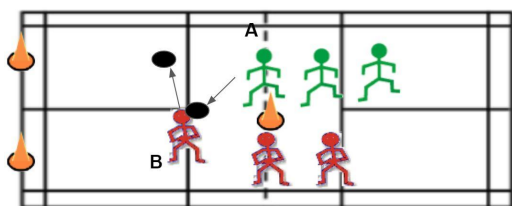
(Pass the ball to the other player and they pass it back to you)

- After the pass, the player will dribble the ball then take a shot on the goal
- The person who took the shot will go and rejoin the back of one of the lines
- After the player has taken their shot on net, the person who assisted with the last pass will then grab a ball from the pile and then starts their turn
- This drill continues until the pile has no more balls left

10-15 minutes

- Make sure no one shoots while the person is getting their ball

- Recap proper passing technique before starting the game
- Give a demo if needed so the students understand the pattern
- Look at passing and shooting technique
- If too complicated, have 1 line start off being the shooters and 1 line start off being the passers, once all the balls are used then you can reverse the roles of each line
- Rotate between sides to observe their passing and shooting in this activity
- Modifications
 - If students are unable to complete a “give n go” pass, the teacher could make the pass instead of the students
 - A singular pass could be made instead of a give and go pass to make things more simple for the students
- Safety
 - Watch where they are



Student A gets a ball and passes it to student B. Student B will then pass the ball back and student A will dribble to take a shot on the net. After player A has taken their shot, Player B can grab a ball and start their turn

Shooting stars (culminating activity)

- Set up three “levels” made from cones
- Two cones on each side with a bigger hole in the middle
- Choose teams and make one team offence and the other defence
- Offence has possession of the ball and defence is guarding them
- Offence has to make five passes to their teammates and then wants to kick the ball through the middle hole of the cones. Defence wants to block them
- After they have made five passes, a team member can shoot it through the cones
- If they get through the goal, they move into the next section
- If defence steals possession, then they switch roles and become the offence from where the last team left off
 - For example, if offense had three passes already before the ball was taken, defense would only need to pass twice before they could try and get it through the cones.

15
Minutes

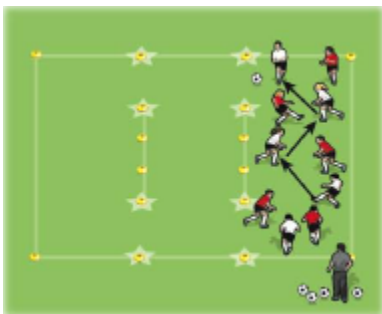
going so they do not run into anything or any other students

- Give a controlled pass that is not too high or fast so another student does not get hit
- Do not trip over the pile of balls in the center

- Teacher uses assessment tool here to assess shooting.

- Have the teacher pick the teams so they can be level and fair
- Talk about offence and defense and strategies for both sides
- Offense
 - Getting open
 - Relying on teammates if they are surrounded
- Defense
 - Find a check (depending on age)
 - Blocking opponents so they cannot get past
- Safety
 - If the students are crowded, they might trip over one another
 - Make sure offense and defence don't kick each other and get too close
 - Make sure the students are not making contact and are being respectful to one another
- Modifications
 - Have the team start back at 1 if the ball's possession is taken
 - Make more levels or less levels

- Whoever shoots the ball through the last station cones wins.



- Make the goals bigger
- Use a bigger playing area so they can spread out



Closure

Movement

- If we are defensive, how can we keep the ball?
 - Get open and away from people
- If we are offensive, how do we get the ball?
 - Blocking opponents
 - Finding a check
 - Might be too advanced depending on the students
- What is involved with aiming a ball?
 - Straight legs pointed in the direction you want it to go
 - Good kick set-up
 - Looking in the direction you want the ball to travel to

Team Play

- Different positions and coming together as a community to find a strategy
 - Offensive, Defensive

Exit ticket:

- Have the students try and shoot their balls into the bin or bag at clean-up.
- Have a few try at a time and not the whole class so they are not kicking other balls out of the bag
- Make sure everyone is paying attention so they do not trip over the balls





<ul style="list-style-type: none">○ Can get more into positions if the class is advanced and understands the two basic ones● What does a defensive/offensive player not do?<ul style="list-style-type: none">○ Hit, push, shove the defense○ Trip○ No contact with player● How do you be a respectful teammate when it is not your turn?<ul style="list-style-type: none">○ Practicing off to the side○ Using encouraging language○ Toe Taps, jogging, passing		
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Appendix:

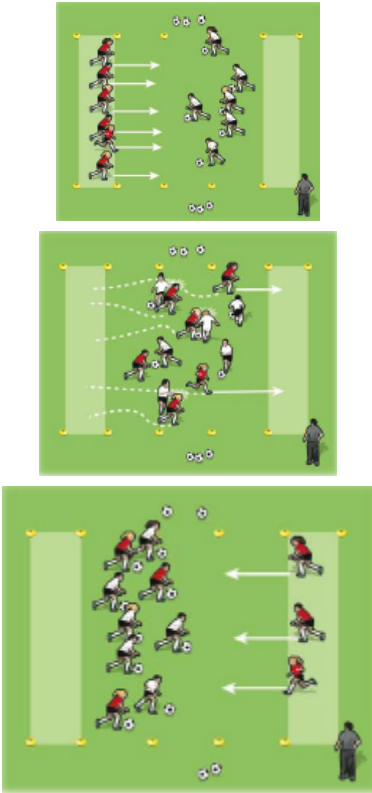
Assessment Tool:

Where it would be used is labelled in each lesson.

Teacher Observation Checklist

Student Name:	Working on:	Comments:
	<p>1. Dribbling - Ball stays close to them, controlled, using the inside of the foot.</p>  <p>2. Kicking - With the inside of their foot, low to the ground, controlled.</p>  <p>3. Passing - With the inside of their foot, controlled, low to the ground, goes to the partner.</p>  <p>4. Shooting - Aim towards target, controlled, shooting while moving.</p> 	<p>Comments: (Teacher can either add comments digitally or press the return button to make more space within the boxes)</p>

Extra activities:**Dribbling:****Zombie Attack (10-15 minutes)**

Instructions	Teaching Cues
<ul style="list-style-type: none"> ● Have the students divide into two teams with one team lined up against the wall and the other team lined up in the middle ● The team against the wall should have one ball per person ● The goal of the team in the middle is to kick the wall team's ball away from them, if this happens, the player gets their ball and joins the middle team ● The wall team's goal is to run across the gym without getting their ball removed. ● Whoever is last, wins 	<ul style="list-style-type: none"> ● Make sure students are still focussed on ball control ● Remind students to look up while running ● Have students practice team spirit while running ● Once the game is over have the teams switch so they all have an opportunity in each position ● Safety <ul style="list-style-type: none"> ○ Make sure students do not kick their balls into a group of students ○ Be careful of students kicking each other rather than the balls ○ If students are watching their balls, they may not notice if someone is running towards them ● Modifications <ul style="list-style-type: none"> ○ Do not divide it evenly to make it more or less challenging <ul style="list-style-type: none"> ■ More middle people would make it more challenging ○ Give the wall students a head start if they are unable to get past ○ Have the students start off in a round of octopus to ensure they know the rules of the game

Ball Control:

Happy Feet (10-15 minutes)

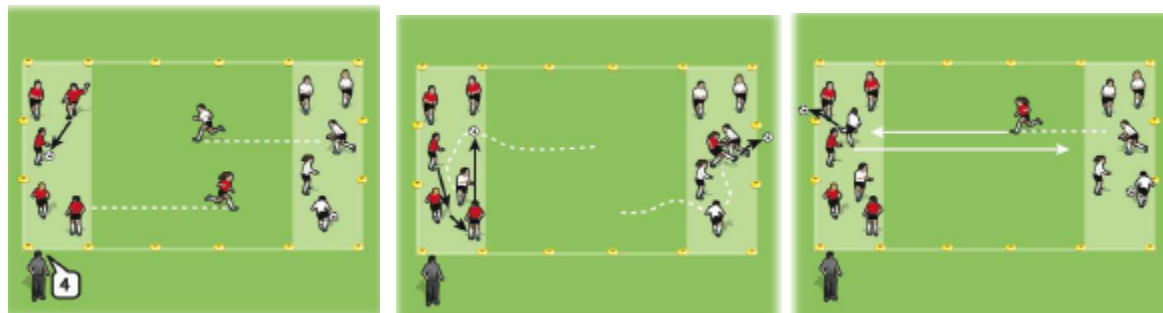
Instructions	Teaching Cues
<ul style="list-style-type: none"> ● Each student has their own ball ● They will spread out around the gym or field and practice this individually ● Students will use the inside of their feet to touch the ball and pass it back and forth between their feet 	<ul style="list-style-type: none"> ● Make sure the students pay close attention and work to control the ball so there are not soccer balls all over the field and there are not students running all over the field ● Make sure they know that it is okay to lose control of the ball when they are first starting ● Safety <ul style="list-style-type: none"> ○ Make sure to look down every few seconds to make sure you do not lose or trip over it ○ Do not stand too close to other students to avoid bumping into each other and potentially causing injury ○ If students are watching their balls, they may not notice if someone is running towards them ● Modifications <ul style="list-style-type: none"> ○ They can start and stop more often to make it easier to get used to the drill ○ They can start slowly and work towards getting faster at passing between their feet ○ To make it easier, they can look at the ball more often ○ As a challenge, they can look up more instead of at the ball

Passing:

Invaders (10-15 minutes)

Instructions	Teaching Cues
<ul style="list-style-type: none"> ● The class is divided in two and sent to the sides of the gym ● Within their sides, the team will be assigned a number ● They will begin to pass in the order of their number ● When the teacher calls out a students number, they must run across the gym and into the other team ● While they are on the other team's side, their job is to kick the ball out of the playing field, when they do this they get a point ● The first team to 10 points wins 	<ul style="list-style-type: none"> ● Have the teams divided by the teacher ● Have the teacher assign a number to save time ● Safety <ul style="list-style-type: none"> ○ Ensure students do not accidentally kick each other ○ Have the students look where they are going so they do not trip ● Modifications <ul style="list-style-type: none"> ○ Have multiple students called at a time to make it easier ○ Make a rule where students have to pass the ball every five

<ul style="list-style-type: none"> ● Once a number is called, the teams no longer have to pass in order but need to keep the ball away from the invader 	<ul style="list-style-type: none"> ○ seconds or else they lose ○ Make the playing area bigger or smaller to add a challenge
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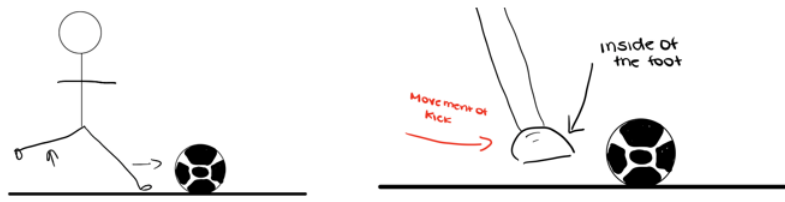
Shooting:

Aiming drill

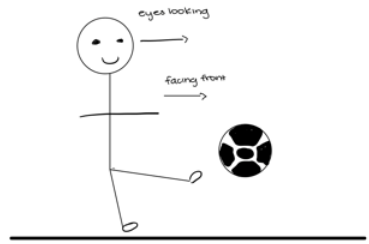
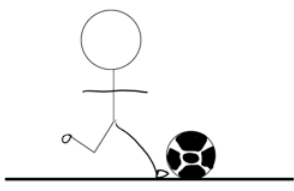
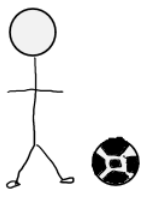
Instructions	Teaching Cues
<ul style="list-style-type: none"> ● Students are in partners and they each have a cone, and they share 1 ball ● They will take turns trying to aim and shoot the ball at their partners cone ● When one partner hits the other persons cone, they get 1 point, and if they knock it over, they get two points ● The student whose target gets tapped, has to do 10 toe-taps, and if the cone is knocked over, they have to do 20 toe-taps 	<ul style="list-style-type: none"> ● Helps with accuracy and control ● Safety <ul style="list-style-type: none"> ○ Make sure the ball is controlled and not too fast and high ○ Have the partners be aware of other partners beside them ○ If the ball gets away from them, make sure no one trips ● Modifications <ul style="list-style-type: none"> ○ Move the distance of the cones together or further ○ Set a timer and see who can get the most hits, the fastest ○ Add more players and make it in teams

Task Analysis:

Systematic Task Analysis: Passing the ball to a partner



- Start in a ready position where your weight is on the balls of your feet and your shoulders and feet are pointing towards your partner. This will help with aim and balance.
- Take a step towards the ball with your non-dominant leg and lift your dominant leg backwards (This is where the power comes from)
- While lifting the leg backwards, ensure the ankle holds a ninety-degree angle and is stiff
- Don't push the ball, use the thigh to pull your leg backwards and kick the ball forward using the inside area of the foot.
- Look towards the direction you are aiming and ensure your shoulders are in the right position.



UDL:**Lesson 1 - Dribble Lines**

One UDL guideline that can be incorporated into this unit plan is 8.2, which is “vary demands and resources to optimize challenge”, and in our unit, it is in lesson 1 in the dribble lines activity. This guideline acknowledges that all students are different and have different skills and abilities. It also connects to the fact that students need to be challenged, but not always in the same way as their peers. In our lesson, we added modifications that provide alternate levels of demand for different aspects of the activity, which can help students at different levels. We differentiated the degree of difficulty and added alternatives by allowing students to dribble part way, walk, and stop and restart dribbling if they need. These modifications make it easier. To make it more challenging for those who need a higher level of challenge, they can run instead of walk or jog while dribbling the ball across the gym.

Lesson 3 - Kicking Drill

Another aspect of UDL that can be incorporated into this lesson is Self Regulation (#9), which falls under the category of Engagement. Self regulation is important as it allows us as educators to promote an environment where students are trying their best, and are facilitating themselves to complete activities at a level that is appropriate for them. The self-regulation of UDL also includes being able to “develop self-assessment and reflection” which plays a key role in a student's Physical Education. By being able to gauge where they are at and reflect after an activity, they can see how much they have improved which hopefully will motivate them to continue living an active lifestyle, UDL can assist us to make sure all students are taking part in the lesson. For this lesson, one example of UDL would be allowing the students to do this activity at their own pace so they can participate while meeting the learning outcomes (example: the kicking practice, the students can choose what distance they are comfortable kicking the ball from, this is also an option for them in the target knockdown game).

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