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Soccer Unit



PE Curriculum

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Central Washington University

P.E.T.E Program 2006





Soccer Unit

(School Name)
Physical Education
Soccer Unit Syllabus

Meeting Place and Time:

Instructor(s):

Office Hours:

Office Number:

Materials and Equipment (Provided by Instructor(s)):

- School PE attire
- Goals/Targets
- Soccer Balls (Up to 30)
- Cones
- Field Area
- Pennies/Jerseys (Multiple Colors)

Materials that you need to bring:

- Athletic Shoes
- Athletic clothing (sweats, gym shorts, gym shirts)



Purpose of the Course:

The purpose of this course is to develop and enhance the skills necessary to enjoy the benefits of soccer as a lifetime physical activity. You will be able to play at a high level of performance while having fun with friends. You will appreciate soccer as one of the greatest sports in the world!

Course Objectives:

1. Demonstrate the basic skills of soccer: dribbling, passing, shooting, goalkeeping, and sportsmanship
2. Apply basic skills into game situations
3. Demonstrate knowledge of the rules of different soccer games
4. Demonstrate knowledge of how to play and use equipment safely

Course Requirements:

1. Attend class every day on time and ready for the day's activities.
2. Complete outside assignments and tasks on time. Assignments must be turned in at the end of the class period in which they are due.
3. Participate in all activities.
4. Play and learn in a safe and courteous manner.

Learning Activities, Assessments, and Expectations

Assignments: Each week there will be a worksheet assignment relating to the content that is learned that week. Assignments will be worth 15 points each and must be turned in on the day after they are handed to the class.

Written Quizzes: There will be a total of 4 quizzes throughout the unit that will check for understanding of the students' knowledge of soccer. Quizzes will be worth 25 points each.

Attendance/Participation: Students are expected to come to class on time every day. Five points will be awarded per class period. In addition, students are expected to participate in all activities. Two points will be deducted for unexcused tardiness.

Skill Assessments: Students will be assessed in the beginning of the term to see what they already know about soccer skills. Later there will be other skill assessments that show which specific cues the students have learned and can perform throughout the quarter.



Grading:

Skill Assessment Chart	100
Written Assignments	50
Quizzes	100
<u>Attendance/Participation</u>	<u>75</u>
Total	325

Make-Ups: Students are allowed to make up missed days that are due to excused absences such as illness, school function, appointments, or other emergency. No make up will be allowed for missed homework assignments.

Grading Scale:

A	299 points or more
A-	292-298 points
B+	282-291 points
B	273-281 points
B-	260-272 points
C+	250-259 points
C	240-249 points
C-	227-239 points
D+	217-226 points
D	208-216 points
D-	195-207 points
F+	185-194 points
F	184 points or less

Academic Dishonesty: Students who are caught committing any form of academic dishonesty will forfeit the points for the assignment and will be subject to the school procedures and punishments enforced by school administrators.



Soccer Unit Block Plan

Andy McCorquodale & Brian Kirby

Day 1 Course Objectives Syllabus Equipment Intro Soccer Activity/Game	Day 2 Dribbling	Day 3 Basic Dribbling Moves	Day 4 Basic Dribbling Moves with Activities	Day 5 Dribbling Skills and Activities
Day 6 Dribbling with the outside of foot	Day 7 Dribbling Games	Day 8 Dribbling Practice and Review Day	Day 9 Passing Introduction and Activities	Day 10 Outside of the Foot Passing
Day 11 Instep Passing	Day 12 Receiving Passes(Trapping)	Day 13 Chest Trap	Day 14 Passing and Trapping Practice with Games	Day 15 Passing and Trapping Review Day
Day 16 Shooting Intro	Day 17 Shooting	Day 18 Shooting	Day 19 Shooting Games	Day 20 Shooting in Game Situations
Day 21 Goalkeeping Intro	Day 22 Goalkeeping Skills	Day 23 Goalkeeping Games and Review	Day 24 Penalty Kicks and Goalkeeping	Day 25 Goalkeeping and Penalty Kick Review
Day 26 Throw-In Passes	Day 27 Headers	Day 28 Header passes and shots	Day 29 Juggling Games	Day 30 Unit Ending Celebration/Small Sided Game Day

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #1: Introduction and Syllabus**

Objectives (Behavioral)

A. Student:

1. By the end of the game and discussion, students will know what the four main skills are needed to be successful in soccer.

- a. Dribbling
- b. Passing and Receiving
- c. Shooting
- d. Goalkeeping

EALRs: 1.1

NASPE: 2

2. After reviewing the syllabus, students will know the three criteria for grading in this course and know the expectations of this class.

- a. Written Quizzes
- b. Homework Assignments/ Skill Charts
- c. Attendance/Participation

Equipment: (for a class of 30 students)

- 20 soccer balls
- 4 small goals
- At least 12 cones for boundaries and goals
- 30 pinnies, preferably four different colors

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Create a coned boundary about 35 ft by 35 ft.</p> <p>Instant Activity: Statues and Dribblers - Today we are going to warm up with a game called Statues and Dribblers. (Divide class into two equal groups). Half of you will be statues and the other half will be the dribblers. The statues will start off by standing in the coned area and separating your feet apart so that the dribblers can dribble the soccer ball between your legs. The statues may choose a large, medium or small gap between their feet, so long as the ball can still get through. Each dribbler will be dribbling a soccer ball in the coned area while trying to dribble the ball between the legs of the statues. Be careful not to run into the statues. Go around them and be careful not to run into each other. Everyone will have a chance to be both a statue and a dribbler, because we will be switching half way through the activity. When I say go, I want the dribblers to start dribbling around the coned area while the statues get in place. Once the statues are in place, the dribblers may begin dribbling the ball between the legs of the statues. Go! Dribblers, make sure to use soft taps on the ball so that you don't lose control.</p>			
<p>Set Induction: How many of you have ever played on a soccer team? Good. Have any of you ever watched a soccer game on TV? Well, today we are going to be playing our own game of soccer. Hopefully, during this unit we will soon learn the skills needed to have fun playing soccer, just like the pros.</p>			
<p>Game Set Up: Create two separate soccer fields within the gym or playing area. Each field should be about 50 ft long by 25 ft wide. There should be a goal at both ends of each field. Use classic soccer goals with nets or use cones to designate goals. Use cones to mark out of bounds on each field.</p> <p>Game: When I say Go, everyone will line up on the red line in front of me. I will then give everyone a number between 1 and 4, and remember the number I give you. Ones and twos will go to field A, and threes and fours will go to field B. Team 2 will wear the red pinnies, and team 4 will wear the red pinnies. Go! The object of soccer is to score by dribbling the ball, passing to your teammates, and shooting the ball into the goal. Remember to stay spread out so passing becomes much easier. When I say go, teams 1 and 3 will start with the ball and the game will begin. Go!</p>			
<p>The teams will play each other for 10-15 minutes. Stop play every 4-5 minutes to give extensions, refinements, and applications.</p>	<p>-Freeze! What are some things that you notice in the game that will help your team become successful?</p> <p>-Continue back into the game.</p>	<p>-Spread out to create open passes.</p> <p>- Communicate openly with your teammates.</p> <p>-If you are close and open, don't be afraid to shoot at the goal.</p>	<p>-See if your team can complete five passes in a row before scoring a goal.</p> <p>-How many goals can your team make before the end of the game?</p>

Informing Task: Freeze!! When I say **Go**, I would like everyone to carefully walk over to me and sit down and get ready for my next instructions. **Go!** Now I am going to hand out the syllabus for this unit. Please take one and pass to the next person.

Syllabus and Unit Introduction: What are some skills in soccer that you noticed that will help us become better soccer players? This unit will cover these skills, specifically dribbling, passing and receiving, shooting, and goalkeeping. During the first 8 days we will be practicing our dribbling skills through games and activities. The next skill will be passing for 7 days, followed by shooting for 5 days, and goalkeeping for 5 days. During the last week of the course, we will learn other fun skills such as throw-ins, headers, and juggling. It will be a very fun and exciting unit.

The syllabus explains the course objectives, expectations, and grading criteria. You will be graded by three things: attendance, assignments/skill charts, and quizzes. Please come to class everyday so that you will have a chance to learn all the skills and practice. There will be 4 quizzes throughout the unit that cover the skills that we learn. Assignments/ Skill charts will be handed out each week.

Closure: Can you name some skills that you noticed are helpful to have when we played our soccer game today? (Passing, Dribbling, Shooting, Goalkeeping) During this unit, we will be learning and practicing each of these skills so we can have more fun while playing soccer. Please review the syllabus with your parents tonight so that they know what you will be learning over the next few weeks.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #2: Soccer Dribbling**

Objectives (Behavioral)

A. Student:

1. By the end of the class, the students will be able to dribble a soccer ball correctly using the three cues that are discussed in class.
 - a. Gently tapping the ball using the inside of the foot between the laces and big toe.
 - b. Keep the ball close to your body when dribbling.
 - c. Keep your eyes up so that you can see both teammates and defenders.

EALRs: 1.1, 1.2

NASPE: 1,2,5

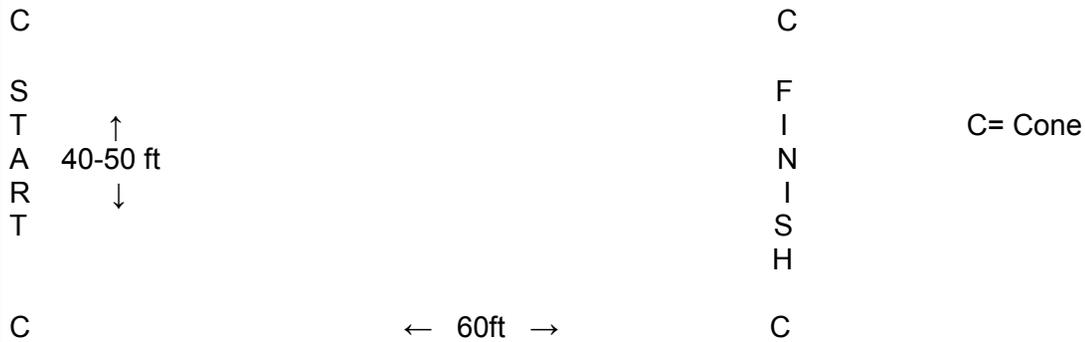
Equipment: (for a class of 30 students)

- 30 soccer balls
- At least 4 cones for boundaries.
- 3 pinnies

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: 30 soccer balls will be placed in the playing area so that the students can each retrieve one carefully and quickly. Four cones will be used to make boundaries of a 30 ft by 30 ft playing area.</p>			
<p>Instant Activity: Soccer Tag - Today we are going to begin the lesson by playing a game of soccer tag. Every person will have a ball to dribble within the coned area except for the taggers. There will be three taggers who will be wearing the red pinnies that I will give to them before we start. If your ball gets knocked out of bounds, carefully retrieve the ball and re-enter the playing area and freeze by putting the ball above your head. You can become unfrozen by making a tunnel with your legs so that other dribblers can dribble their ball between your legs. Remember, you can only become unfrozen when someone dribbles their ball between your legs. If your ball rolls outside the coned area, you are then frozen as well. When you are moving throughout the playing area, please be careful of others' self-space. We will need three volunteers to be the taggers to get us started. When I say go, please take a soccer ball and begin dribbling inside the coned area. Taggers, begin!</p>			
<p>Set Induction: Who remembers the best way to move around with a soccer ball? Correct! Dribbling is one of the most important skills that a good soccer player must learn because it is how we get from place to place in the game. It helps to know how to dribble so that you can get away from defenders and attack the goal. Today we will learn some ways to improve our dribbling skills.</p>			
<p>Informing Task: When I say go, begin dribbling the ball around the coned area.</p>			
<p>-Observe all students and monitor for success.</p> <p>-Allow practice time for each task. Total dribbling time should be between 15-25 minutes.</p>	<p>-Begin dribbling using your right foot only.</p> <p>-Can anyone demonstrate where to tap the ball for us?</p> <p>-Begin dribbling using your left foot only.</p> <p>- If you feel comfortable, begin dribbling using both feet. Alternate feet.</p> <p>-Begin jogging while dribbling</p>	<p>-Freeze! When you are dribbling with your right foot, tap the ball in front of you using the inside of your foot between your shoe laces and big toe.</p> <p>- Freeze! To help you keep the ball under control, keep the ball close to your body as you dribble.</p> <p>-Freeze! To help you see where you are traveling, keep your eyes up while dribbling. Use your side vision to keep track of the ball as you dribble.</p>	<p>-See how long you can keep the ball under control using your left foot. Can you go 5 seconds? 10? 20?</p> <p>-See how many times you can tap the ball with both feet without losing control. 5 times? 10?</p> <p>-How long can you dribble without running into another person or their ball?</p>

Game Set Up: Use the four cones as starting and finishing lines. Place two cones at one end of the gym about 40-50 ft apart from one another. Place the other two cones 40-50 apart from one another about 60 ft from the starting lines.



Informing Task: Freeze! When I say Go I'd like each of you to pick up your ball and find a spot in between the two cones on either side of me. Make sure there is space between you and the people next to you. **Go!**

Game: We are going to see how well you can show me the three ways to improve dribbling by playing a game. See how quickly you can correctly dribble across the playing area to the other cones. When you reach the cones, stop the ball with your foot and return to the starting line. Once you have made your way back to the starting line. Be sure to keep the ball close and in front of you so that you do not run into the path of other players. If you lose control of the ball, carefully retrieve it and return to the nearest line and begin dribbling again.

Once you have made it to the finish line and back 3 times, begin dribbling using only your non-dominant foot. See how many times you can dribble using only your non-dominant foot. When you feel comfortable, you may begin dribbling across by alternating feet.

Finally, let's see who can make it to the other side and back the fastest.

Closure: Who can tell me the three things we learned today that will help us remember how to become good dribblers? Correct. Remember to gently tap the ball between the big toe and your shoe lace. Keep the ball close to you when moving. Lastly, remember to look up so that you know where you are going and where your teammates and the defenders are on the field. Now we can practice using these skills and become better soccer players.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #3: Soccer Dribbling Moves**

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, the students will be able to successfully dribble a soccer ball around obstacles using different basic soccer moves and cues.
 - a. Dribble the ball using the outside of your foot.
 - b. Change direction while dribbling the soccer ball.
 - c. Keep the ball close.
 - d. Keep your head up while dribbling the soccer ball.

EALRs: 1.1, 1.2

NASPE: 1, 2, 5

Equipment: (for a class of 30 students)

- 30 soccer balls
- 40 mini cones (blue and red cones)
- 3 pinnies
- 10 task cards (See Soccer Dribbling Task Cards Section)

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set up: Start with a 4-coned rectangular boundary for the playing field. The area should be approximately 30 ft by 30 ft long. The soccer balls should be placed in the middle of area.</p> <p>Instant Activity: Soccer Tag - Today we are going to begin the lesson by playing a game of soccer tag. Every person will have a ball to dribble within the coned area except for the taggers. There will be three taggers who will be wearing the red pinnies that I will give to them before we start. If your ball gets knocked out of bounds, carefully retrieve the ball and re-enter the playing area and freeze by putting the ball above your head. You can become unfrozen by making a tunnel with your legs so that other dribblers can dribble their ball between your legs. Remember, you can only become unfrozen when someone dribbles their ball between your legs. If your ball rolls outside the coned area, you are then frozen as well. When you are moving throughout the playing area, please be careful of others' self-space. We will need three volunteers to be the taggers to get us started. When I say go, please take a soccer ball and begin dribbling inside the coned area. Taggers, begin!</p>			
<p>Set Induction: Who has ever seen the movie Kicking and Screaming? Well, for those who haven't, there is a part at the end of the movie where a soccer player uses a dribbling move to get past his defender and score the winning goal for his team. Today we are going to learn several soccer dribbling moves that you can use to get past your defender and score a goal just like in the movie.</p>			
<p>Informing Task: When I say Go, choose a ball in the playing area and begin dribbling. GO!</p>			
	<ul style="list-style-type: none"> -Begin moving quickly around the playing area using both the inside and the outside of your foot to dribble. -Use only your left foot when dribbling. -Use only your right foot when dribbling. 	<ul style="list-style-type: none"> -To help you dribble around better, gently tap the ball using the outside of your foot as well as the inside of your foot. - Use soft taps to keep the ball close -Keep your head up to see where you are. 	<ul style="list-style-type: none"> -See how long you can keep the ball under control. -Can you keep the ball within 3-4 ft of your body the whole time? -See how long you can dribble without running into other dribblers.
<p>Task Card Station Set Up: While the students are dribbling within the area, begin setting up the different task cards around the gym. Set up the</p>			

cones for each task station. See Diagram Attached.

Informing Task: Freeze! When I say **Go**, I'd like each of you to come over to me at Task Station #1 with your soccer balls. **GO**.

-Begin demonstrating each different task for the students to see.

-Check for understanding after demonstrating all of the tasks.

-Allow significant time for students to practice and progress through the stations. Total time should be between 30 and 35 minutes.

-As you can see, there are 10 different dribbling stations around the gym. Everyone will have the chance to go at their own pace to advance from station to station.

- When I say **GO**, you may take your soccer ball to task card station #1 and begin the tasks.

-Make sure to read each task card so that you know the task and cues.

-Use the inside or outside of your foot to dribble and change direction.

-Keep your head up so that you know where your defender is at all times.

-Keep the ball close so that the defender can't easily take the soccer ball away.

-See how many tasks you can complete successfully.

-Make sure to complete each task before moving onto the next task.

Closure: Can anyone tell me one of the helpful hints we learned today to help us advance past our defender and score a goal? Correct. Remember to change direction to get past your defender when the defender is directly in front of you. Also, remember to keep your eyes up so that you can see your defender and more easily move past him. Now we can use these moves to help us become better soccer players and have more fun while playing soccer.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #4: Soccer Dribbling**

Objectives (Behavioral)

A. Student:

1. By the end of the class, students will be able to successfully perform basic dribbling moves around defenders or obstacles using the correct cues.

- a. Soft taps on the inside of foot.
- b. Soft taps on the outside of foot.
- c. Keep the ball close.
- d. Eyes up as you move.

EALRs: 1.1, 1.2

NASPE: 1, 2, 5

Equipment: (for a class of 30 students)

- 30 soccer balls
- 3-4 pinnies for the instant activity
- Cones to mark off playing area
- 5 poly-spots

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Create a 35 ft by 35 ft square marked by cones for the playing area. A ball for each student will be placed inside the playing area.</p>			
<p>Instant Activity: Dribble Tag - Today we are going to warm up by playing a game called dribble tag. This game is very similar to the regular tag game. The only difference is that everyone will be dribbling a soccer ball while moving or tagging. I need three taggers to wear the pinnies. The taggers will try to tap the balls away from the movers. Try and keep your soccer ball under control by remembering the things we learned about dribbling. Keep the ball close, look up to see where you are, soft taps with either the inside or outside of the foot. If your ball gets knocked away by a tagger, you need to retrieve the ball then come to me and tell me one thing to remember when dribbling. When I say go, begin dribbling in the coned area. Go.</p>			
<p>Set Induction: Has anyone seen or heard of the World Cup soccer event? Well for those of you that have not, it is the greatest sporting event in the world. Over 30 different countries make a team of their best soccer players. This tournament is so fun to watch because the best soccer players in the world will be playing. If you watch the World Cup, you will see that the athletes are very skilled at controlling the ball while dribbling. Today we are going to practice more control of the ball while using moves and obstacles in a few activities.</p>			
<p>Informing Task: When I say go, I'd like you to enter the playing area with your ball and begin dribbling the soccer ball.</p>			
<p>Observe all students for success. Stop every 30 seconds to 1 minute to teach cues. Total practice time should be between 10-20 minutes.</p>	<ul style="list-style-type: none"> -Dribble at a walking pace. -Now I'd like you to speed up to a safe jogging pace while you dribble. Go. -Now I'd like you to dribble the ball using only your left foot. Go. -If you feel comfortable, you may alternate feet while dribbling. 	<ul style="list-style-type: none"> -Remember to look up so that you do not run into another player. -Remember to use soft taps as you dribble. 	<ul style="list-style-type: none"> -See how long you can keep the ball under control. -How long can you continuously dribble inside the area without running into anyone else?

Informing Task: Freeze! When I say go, I'd like you to begin dribbling in the area. **Go!**

	After every 3-4 touches, change direction. You may dribble using a running pace.	Use soft taps with the outside of the foot to help change direction. Look up to see where you are dribbling.	How many times can you zig-zag in the area without losing the ball?
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Game: We are going to play a game using the dribbling cues we have learned. There will be five poly-spots spread out in the area. Five volunteers will be stationed on one of these spots. These volunteers cannot move off of their spots, but can try to knock the dribblers' balls away with their feet or hands. The object of the game is to dribble across the coned area avoiding the people on poly-spots. You will have to change direction to get around them. The people on the poly-spots need to knock away the balls from the dribblers. When I say go, five volunteers will be station onto the poly-spots and the dribblers will begin moving to the other side of the area. **Go!**

Monitor the game. Every 3-4 minutes switch the people on the poly spots so that everyone has practice dribbling and defending.	-Dribble across using either foot.	-Change direction to get around the poly-spot people. -Look up as you dribble to see where the poly-spot people are.	-See how many times you can make it to the other side of the area and back in 2 minutes.
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Closure: What are some things to remember when dribbling? Good job! Keep the ball close, change direction by using the inside and outside of the foot, keep your eyes up while moving, and use soft taps. Great job today, class.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #5: Soccer Dribbling**

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, the students will be able to successfully dribble a soccer ball around obstacles using different basic soccer moves and cues.

- a. Dribble the ball using the outside of your foot.
- b. Change direction while dribbling the soccer ball.
- c. Keep the ball close.
- d. Keep your head up while dribbling the soccer ball.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 soccer balls**
- **5-6 pinnies**
- **Cones**
- **15 Polyspots**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Use 4 cones to mark a large 25 yard by 25 yard playing area. Spread out 15 poly-spots in the area. 15 balls should be placed at one end of the play area. Split class into two halves by counting off the students.</p> <p>Instant Activity: Sharks and Minnows - Today we are going to warm up by playing a dribbling game called Sharks and Minnows. The sharks will be the taggers. The minnows will be trying to reach the other side of the play area by dribbling away from the sharks. Everyone, including the sharks will have a soccer ball. The sharks simply need to tag the minnow. Once a minnow is tagged, they then become a shark. Every minnow that successfully dribbled to the other side will then try to get back to the original side of the play area. We play until there everyone is a shark! GO!</p>			
<p>Set Induction: Who here is on a club or recreation soccer team? Everyone can play and have fun on soccer teams. Today we will practice more dribbling skills to help us play better on the teams or just with our friends outside.</p>			
<p>Informing Task: The first activity we are going to play today is called Ring of Fire Dribbling. Half of the class will be standing on the volcanoes (poly-spots). Their job is to knock away the ball from the dribblers using one of their feet. They must stand on the volcano at all times. The dribblers need to maneuver their way across the Ring of Fire and get to the other side. If your ball gets knocked away by the fire people, you must dribble the ball on the boundary line one time back and forth to get back into the game. We will switch roles half way through the activity. When I say go, I'd like everyone to form a single file line starting from the red line towards the yellow line. Go. Everyone on this side of the line will be fire people. The others will be dribblers. When I say go, fire people pick a spot in the play area and dribblers start dribbling towards the other side.</p>			
<ul style="list-style-type: none"> - Switch volcanoes and dribblers. 	<ul style="list-style-type: none"> - Dribblers only use the right foot to get across. - Dribblers use only your left foot to dribble across. - Dribblers can alternate feet while dribbling across. 	<ul style="list-style-type: none"> - Look up as you dribble to avoid the volcanoes. - Soft taps with the inside of the foot. - Change direction to avoid volcanoes. - Keep the ball close to your body. 	<ul style="list-style-type: none"> - See how fast you can reach the other side.
<p>Informing Task: Freeze! Great job, class. Now we are going to play another game called red light, green light dribble to help practice dribbling. When I say go, I'd like everyone to take a soccer ball over to the line at the start of the play area. I will be on the other line at the opposite end and I will be yelling out red light and green light. When I say green light, everyone will begin to dribble their soccer ball toward me and the finish line. When I say red light, everyone needs to stop dribbling their soccer ball, and anyone who doesn't stop dribbling their ball in time will have to</p>			

go back to the start line. When someone makes it to the finish line, they will turn around and try and make it back to the original start line. I will have my back to you when the light is green, and I will be facing you when the light is red.

- Two lines need to be made about twenty to thirty yards apart.

- Dribblers only use the right foot to get across.

- Dribblers use only your left foot to dribble across.

- Dribblers can alternate feet while dribbling across

- Look up as you dribble so you can see when the teacher turns his back to you and when he is facing you.

- Soft taps with the inside of the foot.

- Keep the ball close to your body.

- See how fast you can reach the other side.

- See how many times you can reach the finish line throughout the course of the game.

Closure: What are some fun games to play to help increase our dribbling skills? What are some things to remember to help us dribble successfully? I have a fun worksheet for everyone to complete for tomorrow's class. It is very simple and covers some of the things we have learned so far about dribbling. See you tomorrow, class!

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #6: Soccer Dribbling**

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, the students will be able to successfully dribble a soccer ball around obstacles using different basic soccer moves and cues.

- a. Dribble the ball using the outside of your foot.
- b. Change direction while dribbling the soccer ball.
- c. Keep the ball close.
- d. Keep your head up while dribbling the soccer ball.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- 30 soccer balls
- Cones
- Obstacles such as hoops, gymnastic mats (set up on their side to create a zigzag wall)

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Set up four cones as corner boundaries in a 20 yard by 20 yard square. Scatter 30 soccer balls into the playing area so they can easily be retrieved by the students.</p>			
<p>Instant Activity: Today we are going to start out with a fun dribbling game called Bumper Ball. The object of the game is to dribble around and lightly bump your ball into the soccer balls of your classmates. See how many other balls you can bump your soccer ball into during the game. Make sure to not launch anyone else's ball away from the playing area. When I say go, I would like everyone to move into the coned area and get a soccer ball, and begin dribbling around and playing Bumper Ball. Go!</p>			
<p>Set Induction: Does everyone see how our dribbling practice has made us better dribblers already? Today we are going to be playing some more fun dribbling games and activities to get even better at dribbling a soccer ball.</p>			
<p>Informing Task: When I say GO!, choose a soccer ball from the playing area and begin dribbling around the obstacles at a walking pace.</p>			
<p>- Before class, the teacher should set up various obstacles around the gym or play area. The play area should be about 25 yards by 25 yards. This gives the student plenty of room to dribble around the obstacles. As soon as the instant activity is over, please place the obstacles into the play area. Spread out the obstacles into different positions and areas. For example, place some hula hoops flat on the ground and others standing up (with holders). Place triangle mats standing up and flat mats on their side to create zigzag walls. Use as many cones as possible as obstacles for the students.</p>	<p>- Begin dribbling at a slow jogging pace.</p> <p>- If you feel comfortable, begin dribbling at a light running pace.</p>	<p>- When you are dribbling your way through the obstacle maze, use the outside of your foot to keep the ball in front of you or change direction.</p> <p>- When you are jogging through the obstacle maze, keep the ball close to your body by using soft taps with your feet. This will help prevent losing control of the ball.</p> <p>- To help you see the area around you, practice keeping your head up as you dribble. This will help you see other dribblers as well as new obstacles.</p>	<p>- See how many obstacles you can successfully dribble around in 30 seconds.</p> <p>- See if you can dribble the ball from one side of the playing area to the other without letting your ball hit any object.</p>

<p>- Observe students that are having difficulty dribbling at a running pace. Allow them to continue light jogs or walks until they have progressed.</p>		<p>- If an obstacle is in your pathway, change direction by quickly tapping one side of the ball to the side using your either your instep of the outside of your foot.</p>	
<p>Informing Task: When I say GO, dribble your ball into the center of the gym, then quickly form a line facing me on this red line. Go!</p>			
<p>- After the students form the line, create pairs of students by counting off the students in the line.</p>			
<p>Informing Task: When I say GO, each group will choose one soccer ball. One partner will be dribbling, the other will be a defender. For this activity, the defender is <u>not</u> going to try to take the ball away. They will simply act as a moving obstacle for the dribbler. Each dribbler will start at the baseline and dribble in a zigzag pattern across the gym toward the other baseline. Dribble about 10 steps forward and to the right, then change direction and dribble 10 steps forward and to the left. The defender will simply keep up with the dribbler and stay in front of the dribbler's path. Once each dribbler reaches the other baseline, switch positions: the defender becomes the dribbler and the dribbler becomes the defender. Begin at a walking pace. GO!</p>			
<p>- Clear out all obstacles from the area and form 12 different starting areas, marked by cones.</p> <p>- Allow each student to be the dribbler at least 2 times during the activity.</p>	<p>- If you feel comfortable, begin dribbling in a zigzag formation at a light jogging pace.</p>	<p>- Remember to look up as you dribble so that you know where you are going and how close the defender is to you.</p>	<p>- See how quickly you can successfully dribble the ball to the other side without losing control of the ball. Losing control of the ball means that it gets at least 8 feet away from you.</p>
<p>Closure: Who can tell me some things to remember in dribbling to help you see where you are traveling? Correct, keep your head up. Why is it important to keep the ball close when dribbling? Correct, if you keep the ball close, you will have more control of the ball and will be able to stay on offense. Next time, we will practice dribbling with more games.</p>			

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #7: Soccer Dribbling**

Objectives (Behavioral)

- A. *Student:* 1. By the end of the lesson, students will be able apply different soccer dribbling cues into small game situations.
- a. Keep the ball close using soft taps.
 - b. Keep your head up to see where you are going.
 - c. Use the instep of the foot or outside of the foot to dribble.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- Different colored pinnies for games
- Cones
- 8 different goals (either mobile goals w/nets, or marked on walls with colored tape (5 ft high by 8 ft wide))
- At least 15 soccer balls

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity: Bumper Ball. The object of the game is to dribble around and lightly bump your ball into the soccer balls of your classmates. See how many other balls you can bump your soccer ball into during the game. Make sure to not launch anyone else's ball away from the playing area. When I say go, I would like everyone to move into the coned area and get a soccer ball, and begin dribbling around and playing Bumper Ball. Go!</p>			
<p>Set Induction: Today we are going to have fun by using our recently learned dribbling skills in real game situations. Although we haven't learned passing, shooting, or goaltending, we will be able to dribble the ball against the defenders and be in position to score.</p>			
<p>Informing Task: When I say GO, slowly form a straight line facing me on this red line. Go. There are four different playing "fields" set up in the gym. They are marked by the colored tape on the walls. Teams of three students will play against another on each playing field. When I say go, I'd like you to count off by 8's. Remember your number. Go. 1, 2, 3, and so on. If you are a one and two, you will play each other on court 1. Threes and fours will play each other on court 2. Fives and sixes will play on court 3. Sevens and eights will play on court 4. The object of the game is to control the ball by dribbling using the cues we have learned. There will be no goalkeepers. If you have a good shot, shoot into the marked goals. When I say go, the odd number teams will start with the ball and begin dribbling to try and score. Go.</p>			
<ul style="list-style-type: none"> - Monitor the games to see if the students understand the concepts of the game. The goal of the game should be dribbling cues and practice, not necessarily scoring. - Allow the students to play for 8-12 minutes then rotate the teams. Odd numbered teams will move over to the field on their right. - Add two more balls to each playing field for an added challenge. More students should be involved with dribbling. 	<ul style="list-style-type: none"> - If you feel comfortable, dribble using alternating feet to make the game more challenging. - If you feel comfortable, dribble using your left foot only. - Begin the same game using the dribbling cues we have learned. - Dribble using the left foot only. - Dribble by alternating feet. 	<ul style="list-style-type: none"> - Keep your head up to see where you are going and where your teammates and defenders are. - If the ball is out of control, remember to use soft taps to keep the ball close. - Change direction by tapping either side of the ball with the outside of your foot. - Soft taps to keep the ball close. - Look up to see where you are. - Don't dribble using the toe of 	<ul style="list-style-type: none"> - When you are playing, see how many times you and your teammates can dribble the ball before scoring. - Do not keep score of the game. Rather, keep track of how many times you can dribble the ball before scoring. - Using teamwork, try and control all three balls at the same time. See if each partner can control the ball and score. - See how many times you can dribble the ball successfully using your left foot only. - See how many times you can dribble the ball while alternating feet.

- Rotate the teams once more by having the odd numbered teams move one field to their right.

your shoes.

Informing Task: Freeze! When I say **GO**, carefully dribble the soccer balls to the center of the gym and please come sit down by me. Go!

Closure: Who can tell me why it is important to learn the skill of dribbling? Correct, dribbling is an important part of soccer because it allows you to move while controlling the ball. Who can tell me some things to remember to help you dribble better? Correct, keep your head and eyes up, soft taps to keep the ball close, and use the instep and outside of your foot, not the toe. Tomorrow we will be finishing up the dribbling portion of the soccer unit and reviewing everything we have learned about dribbling.

Central Washington University
Physical Education Teacher Education Program
Lesson Plan #8: Soccer Dribbling

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, students will demonstrate knowledge of the cues of soccer dribbling through a written quiz about soccer dribbling. (See Assessment Page)

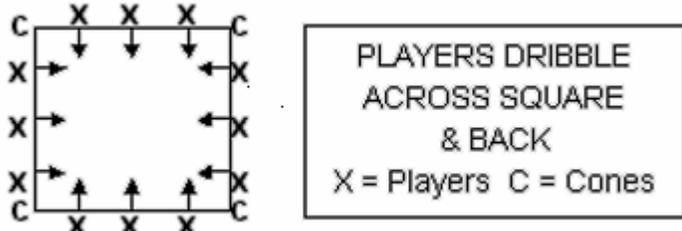
2. By the end of the lesson, students will be able to apply the cues of soccer dribbling in game situations.

EALRs: 1.1, 1.2
NASPE: 1,2,5

Equipment: (for a class of 30 students)

- Written quiz for each student to complete at the end of the lesson
- 30 Soccer balls
- Cones
- Pinnies
- Goals (marked by colored tape on walls)

Content Development*

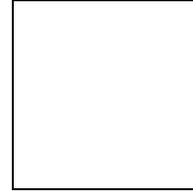
MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: The playing area for the instant activity will be marked off by cones in each corner approximately 40ft by 50ft.</p> <p>Instant Activity: Sharks and Minnows. This game is another fun dribbling activity that allows the dribblers to avoid obstacles to get to the other side. Three volunteers will be the sharks. The shark's objective is to knock away the ball from the dribblers. However, the sharks will be lying on their bellies while crawling on their hands. The dribbler's, or minnows, objective is to maneuver inside the area while avoiding the shark's contact. If the minnow's ball gets knocked away, they then become a shark and must lie on their bellies too. If the minnows successfully dribble to the other side, they will move on to the next round. The game ends when everyone becomes a shark! Go!</p>			
<p>Set induction: Throughout the past week and half, we have learned how to become successful dribblers in a soccer game. Today, we are going to demonstrate our knowledge of the soccer dribbling by playing another fun game. At the end, I have an added challenge for you.</p>			
<p>Informing Task: Today we are going to play a game called "Dribble across the square and back." This game is fun, exciting, and will help you practice the dribbling cues we have been learning. When I say GO, please stand next to one of the soccer balls that is outside of the coned area. Please do not begin dribbling yet. GO!</p>			
<p>Before class, set up the playing area as shown below:</p> <p>A ball should be placed where each player will start.</p> 			
<p>Informing task: The cones represent an imaginary line to create the boundaries. When I say GO, begin dribbling to the other side of the square, turn, and dribble back. Each time you reach the imaginary line, you will receive 1 point. Count your points. GO!</p>			
<ul style="list-style-type: none"> - Demonstrate how to dribble while making the turn. - Demonstrate the pull back turn. 	<ul style="list-style-type: none"> - Dribble at a walking pace. - Dribble at a walking pace. - Dribble at a jogging pace. - If you feel comfortable, begin dribbling at a running pace. 	<ul style="list-style-type: none"> - Keep your head up to see where you are and other dribblers are. 	<ul style="list-style-type: none"> - When you have reached 12 points, stop and face me. - See how many cutback turns you can successfully perform out of 10 tries. - See how quickly you can make 10 points using the cutback turn.

		<ul style="list-style-type: none"> - When you reach the imaginary line, use a cut back turn with your feet. Perform a cut back turn by using the inside of your foot to hook the ball in the opposite direction. When you use the cut back turn, you are stopping the ball's forward motion and hooking it back to the direction you came from. - Keep the ball close by using soft taps. - Another way to turn while dribbling is the pullback turn. Perform a pull back turn by placing the bottom of your foot on top of the ball to stop it, and pull it back into the direction you came from. - Remember to use the instep and outside of your foot to dribble. Use soft taps to keep the ball close to your body. 	<ul style="list-style-type: none"> - How many times can you perform the pull back turn in a row? - When you reach 15 points you have finished the game.
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Informing Task: We have learned a lot about soccer dribbling in the past week. Show me that you understand the basic concepts of soccer dribbling by completing this quiz. When I say **GO**, please take 1 quiz and pencil and begin working silently and on your own. **GO!**



Soccer Dribbling Quiz



1. Why is it important to know how to dribble in soccer?

2. I dribble the soccer ball using my:

- a. toe of the shoe
- b. inside of my foot (instep)
- c. outside of my foot
- d. laces of my shoe
- e. Both b and c are correct.

3. I can keep the ball close to my body by using _____ taps.

4. If an obstacle or defender is in my way I can change direction by:

5. _____ is a good way for me to see where I am going while dribbling.

6. This is one way to stop the ball and turn in the opposite direction while dribbling:

- a. Pull back turn
- b. Cut back turn
- c. Wrap around and turn.
- d. A and B are both correct.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #9: Passing Introduction**

Objectives (Behavioral)

A. Student:

1. By the end of the class, students will be able to show the correct body and leg motion to pass a soccer ball with the inside of the foot.

EALR: 1.1, 1.2

2. By the end of the lesson, students will understand why passing is such an important skill in soccer games.

EALR: 1.2

3. By the end of the lesson, students will know the cues for passing with the inside of the foot.

- a. plant your non-kicking foot 4 inches to the side of the ball facing forward.
- b. Use the inside of the foot to push the ball toward the target.
- c. Toes should be pointed up and ankle locked into place on contact with the ball.
- d. Follow through toward the target.

EALR: 1.1, 1.2

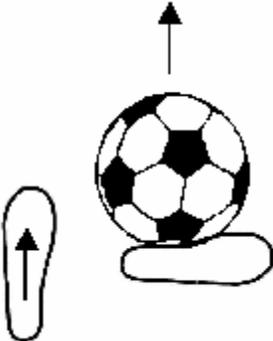
NASPE: 1, 2, 5

Equipment: (for a class of 30 students)

- 30 soccer balls
- Cones to mark boundaries
- 29 polypots (enough for all but 1 student)

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Before class make a circle of polyspots in the center of the gym. The entire circle should be about 25 yards in diameter. Allow about 8 feet between each polyspot in the circle. Place all of the soccer balls within the circle area.</p>			
<p>Instant Activity: I Have Dribbling Game. Today we will warm-up by playing one of our favorite games: I Have. All of you except one person, will start on a polyspot. The polyspots form a big circle area. The person without the polyspot will start in the middle of the circle. They will call out something in their life that they have done. If you have done that same activity, dribble your ball to another open polyspot in the circle. For example, the person in the middle of the circle could say, "I have.....swam in a pool!" Everyone that has ever swam in a swimming pool must dribble off of their polyspot and find another spot in the circle. The person who cannot find the last polyspot will be in the middle and it will be their turn to call out I Have. Please do not knock other students' soccer balls and try not to dribble into one another. You cannot dribble to a polyspot that is directly next to you. When I say GO, choose one soccer ball from within the polyspot circle and find one polyspot. I will need volunteer to start in the middle for us. GO.</p>			
<p>Set Induction: Today we will be learning how to make one of the most important soccer skills: the push pass. Every professional soccer player knows how and does use the push pass. (Show a video clip of great professional passes: Can be found on YouTube.com with search title: Great soccer passes) Passing is how good team players help other players score for the team. It is the most unselfish act in sports and is valued in any team sport. Good passers generally make good teammates. You will want to pass the ball to a teammate if a defender is approaching you and you see a teammate open. If a teammate is open and you pass to them, they can advance the ball up the field for a shot or look for another open teammate. Passing is a great way to create open shots on goal.</p>			
<p>Informing Task: When I say GO, please form a line facing me on the center court line. Give yourselves about 3-4 feet between each other in the line. GO.</p>			
<p>Demonstrate the push pass technique, body, and leg motion.</p> <p>-Have the students mimic your actions as you explain each cue.</p> <p>-Show the picture of where the feet should be for a pass.</p>	<p>-Who knows the correct way to perform a push pass?</p> <p>-Begin swinging your leg back and forth like me. We are going to practice the correct swinging motion for the push pass.</p>	<p>-Keep your non-kicking foot planted on the ground facing forward.</p> <p>-You will want to pass the ball using the inside of your foot. Turn your foot out so that you are swinging your foot with the inside of the foot facing forwards.</p>	<p>-Show me 3 times where you should pass the ball with your foot. (Inside of the foot.)</p> <p>- Repeat 3 times: Toes upward, ankle locked.</p>

	<p>-Switch to your non-dominant foot when swinging.</p>	<p>-When passing it is important to keep a firm foot as you make contact with the ball. To do this, point your toes upward and “lock” your ankle into place. This will create a firm foot to make contact with the ball.</p> <p>-Lastly, you will want to follow through toward your target. On the last part of your leg swing, continue the swing all the way through the ball and extend your leg.</p>	
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Informing Task: When I say **GO**, I’d like each of you to choose one ball from the middle of the area, find your own self-space about 8 feet from a gym wall, and begin passing the ball off the wall to yourself.

<p>Demonstrate the activity for the students.</p>	<p>-Make a small run at the ball before passing off the wall.</p> <p>-If you feel comfortable, shoot from a farther distance away.</p>	<p>-Generally, passes need to be kept on the ground. Therefore, it is helpful to strike the ball directly in the middle of the ball. Do not kick it beneath the ball or on top of the ball.</p> <p>-Plant the non-kicking foot about 4 inches to the side and slightly behind the ball facing forward just like the picture I showed you earlier.</p> <p>-When you plant, make sure that both knees are bent and that your head is over the ball.</p>	<p>-See how many times you can correctly kick the ball on the ground in a row.</p> <p>-Pick a spot on the wall. See if you can pass to that spot 3 times out of 10.</p>
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Informing Task: When I say **GO**, please find a partner close to you and begin passing one ball back and forth to each other using the instructions you have learned. Stand about 10 ft apart from each other.

	If you feel comfortable, you may take steps forwards or backwards. -If you feel you are ready, you may begin dribbling the ball, followed by a short pass to your partner.	-Aim for your partner and follow through with your leg.	How many times can you pass successfully to your partner in a row?
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Before the activity, set up 2 cones on each side of the field to create the endzones. The cones should be about 40 feet apart from each other. Use the center court midline as the no-crossing line for this game.

Game: Now we will play a fun game to end the lesson. The game is called Pass it Through. There will be 2 teams competing against each other in the gym. There is a center line in which no one can cross. Each team has their own endzone in which they are trying to defend. The object of the game is to pass as many balls as possible over the other team's endzone. Remember to use the proper passing technique. You may pass to other teams, but not dribble. If a ball goes over the sideline, which are marked by the endzone cones, a player may retrieve the ball, dribble it back into their own space, and pass it through to the other side. The team with the most balls in the other team's endzone will win the game after 3 minutes. We will switch teams after 3 minutes. When I say **GO**, begin counting off by 2's and remember your number. 1's will be on the far side of the gym and 2's will be on the near side. Once everyone has a ball and is ready, I will tell you when to start. **GO**.

Closure: Thank you for coming to class and staying motivated to learn for this passing lesson. Tomorrow we will continue to learn how to pass by playing even more games.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #10: Soccer Passing**

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, the students will be able to show that they know how to correctly pass a soccer ball with the outside of their foot by passing back and forth with a partner.

2. By the end of the lesson, the students will be able to show on their body where the ball should contact the foot while performing a pass with the outside of the foot.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 soccer balls**
- **30 poly spots**
- **Cones to mark boundaries**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Place 29 poly spots in a circle about 3 yards apart from each other. Place another poly spot directly in the middle of the circle. Place a soccer ball at each poly spot around the circle as well as the one in the middle.</p>			
<p>Instant Activity: I Have – Today we are going to start out with a fun dribbling game called I Have. Everyone in this game will have a soccer ball to dribble. To start, everyone except for one person will start on the poly spots that are set up in the outside circle, and I will need one volunteer to start in the middle. The person in the middle will say something that they have done before (ex: I have eaten sushi, or I have been to the Space Needle), and everyone who has done that has to dribble their ball and find a new poly spot, including the person in the middle. The one person who doesn't make it to a poly spot is now in the middle and says something they have done and the process repeats itself. You can not move to the poly spot right next to you if you have to find a new one. When I say go, everyone find a poly spot except for our volunteer, who will go to the spot in the middle of the circle. GO!</p>			
<p>Set Induction: Yesterday we learned the basics of setting up our teammates with the push pass. Sometimes we don't have enough time to get the ball to the inside of our foot for a push pass and we have to utilize the outside of the foot for a pass to an open teammate. Today, we are going to be learning how to use the outside of our feet to pass the ball so that we become even better soccer players.</p>			
<p>Informing Task: When I say GO, pair up with someone wearing the same color shorts or pants as you. Anyone who doesn't have a partner, come to me and we'll find you a partner. GO! When I say GO, find an area about 10 yards apart and begin passing the soccer ball back and forth with your partner using the outside of your foot to pass. GO!</p>			
<p>- After a couple minutes, stop the students and demonstrate the proper technique of passing with the outside of the foot with a student who is doing well with this task.</p>	<p>- Perform each pass with the outside of the foot by trapping the ball first and then passing the ball to your partner.</p>	<p>- The toes of your plant foot should be pointed towards your target.</p> <p>- Contact the ball in the area from your toes to the middle of the outside of your foot.</p> <p>- Follow through with your passing foot to increase accuracy.</p>	<p>- See how many passes you and your partner can complete in a row without losing control of the ball.</p> <p>- See how many passes you and your partner can complete in two minutes.</p>
<p>Informing Task: When I say GO, one partner will start dribbling the soccer ball in the large area while the other student runs around the space, never getting more than 20 yards apart from the dribbler. The dribbler will pass the ball with the outside of the foot to their partner on my command, and the process will repeat itself. GO!</p>			

	<ul style="list-style-type: none"> - Feel free to use the dribbling moves that we have learned while you are dribbling around the area. - Vary the distance between the passes to increase your skill from different distances. 	<ul style="list-style-type: none"> -The toes of your plant foot should be pointed towards your target. - Contact the ball in the area from your toes to the middle of the outside of your foot. - Follow through with your passing foot to increase accuracy. 	<ul style="list-style-type: none"> - See how many passes you and your partner can complete in a row without losing control of the ball. - See how many passes you and your partner can complete from 20 yards away in two minutes.
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Closure: What are the cues we learned today to help us perform the soccer pass with the outside of the foot. Correct! Now we can use both the inside and the outside of our feet to pass in a soccer game, making us even better soccer players. We will continue to practice these techniques throughout the passing unit so we can continue to reach our goal of becoming master soccer players.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #11: Soccer Passing**

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, the students will be able to properly exhibit the three cues that were taught to perform an instep soccer pass by utilizing the cues in a game setting.
 - a. Plant your opposite foot facing the target.
 - b. Push the ball with the instep of the foot.
 - c. Follow through.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **15 soccer balls**
- **Cones**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Set up a large, 50 yard by 50 yard coned area that the students will use for this activity. Scatter enough soccer balls around for each pair of students so that they can get a soccer ball and immediately start the activity.</p> <p>Instant Activity: To start class today, we are going to do an activity that will give us some practice for our instep passing and passing with the outside of the foot. When I say go, I would like everyone to get a partner and a soccer ball between the two, and one partner will start dribbling the soccer ball in the large coned area while the other student runs around the space, never getting more than 15 yards apart from the dribbler. The dribbler will pass the ball with the inside or outside of the foot to their partner on my command, and the roles will reverse. If you can't find a partner, come to me and I will get you situated. GO!</p>			
<p>Set Induction: Today we are going to participating in some activities that will allow us some more practice with the soccer pass. The more comfortable everyone gets with the soccer pass, the more enjoyable it will be to play a real soccer game with one another.</p>			
<p>Informing Task: When I say GO, get a new partner and a soccer ball between the two and have one player dribble the ball around the playing area while the other player will move to a receiving position on one side of a goal that is in the playing area. The dribbler will then pass the soccer ball through the goal to the receiving partner and the roles will reverse. Move around to the different goals throughout the playing area and continue to pass through the goals to your partner. GO!</p>			
<ul style="list-style-type: none"> - Set up: Place many sets of two cones, about 3 feet apart, throughout a large, 50 yard by 50 yard playing area. Scatter enough soccer balls around for each pair of students so that they can get a soccer ball and immediately start the activity. 	<ul style="list-style-type: none"> - Have the students vary the distances that they pass the ball through the cones from. - Use the inside of the foot only to pass the ball through the cones. - Use the outside of the foot only to pass the ball through the cones. - Teaching by invitation: Allow students who are excelling at this task to use their opposite foot to complete the task. 	<ul style="list-style-type: none"> - Plant your opposite foot facing the target. - Instep Passing: Push the ball with the instep of the foot. - Outside of the foot passing: Contact the ball in the area from your toes to the middle of the outside of your foot. - Follow through to the target. 	<ul style="list-style-type: none"> - See how many passes in a row you can complete without missing the coned goals. - See how many goals you and your partner can score in a 2 minute time period.

Informing Task: When I say **GO**, get in groups of 3 and stand at the start line with space between each group. **GO!** This activity is a passing race. Your group will move from the starting line to the finish line by passing a soccer ball through the legs of a teammate. One person will start as the passer, one person will move up about 5 yards from the passer and create a space between his/her legs to pass through (the goal), and the final person will receive the pass through the legs of the teammate. The receiver will then become the new passer, the passer will become the goal, and the goal will become the receiver. Complete passes in this fashion until your team reaches the finish line. If a passer misses a pass, then he/she has to try again until they complete the pass. When I say **GO**, start the race. **GO!**

- Set up: Set up a cone for each trio at the start line and at the finish line so that a full starting line and finish line is created. Place a soccer ball at each cone on the starting line.

- Use the inside of the foot only to pass the ball through the goal.

- Use the outside of the foot only to pass the ball through the goal.

- Plant your opposite foot facing the target.

- Instep Passing: Push the ball with the instep of the foot.

- Outside of the foot passing: Contact the ball in the area from your toes to the middle of the outside of your foot.

- Follow through to the target.

- See how many passes in a row you can complete by passing the ball through the goal.

- See how many times your group can move from one line to another in five minutes.

Closure: Who can tell me one of the cues that are helpful to use when completing a soccer push pass? Where should the soccer ball contact our feet when passing with the inside of the foot? Outside of the foot? Good! Now that we've worked on passing the ball, we can work on our receiving and trapping skills, starting tomorrow, to help us become more skilled at soccer.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #12: Soccer Passing and Trapping**

Objectives (Behavioral)

A. Student:

1. By the end of class, the students will be able to recite the three cues to trapping a soccer ball with the inside of the foot.
 - a. Shoulders square, body facing the direction of the incoming soccer ball.
 - b. Use a flat surface to receive the ball.
 - c. Cushion the ball as it contacts your foot.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 soccer balls**
- **Cones**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Create a medium sized playing area by placing cones in a 15 yard by 15 yard square as boundaries. Scatter 30 soccer balls throughout the playing area so that they may be retrieved by students quickly and the activity may be started immediately.</p> <p>Instant Activity: Dribble Knockout – When I say GO, I would like everyone to get a soccer ball in the coned area and begin to dribble your soccer ball around the area. You may lightly knock the soccer ball of other players outside of the playing area, as long as you keep in control of your own ball. If your ball is knocked outside of the area, then collect it and do ten toe taps on the ball before coming back into the circle. GO!</p>			
<p>Set Induction: So far we've learned how to make a push pass with the inside and outside of out feet. Today we are going to complete the push pass part of soccer by learning how to properly trap and receive the soccer ball when it is passed to you.</p>			
<p>Informing Task: When I say GO, I would this half of the class to go and stand by a cone, and the other half line up at the cone with the soccer balls around it. GO! When I say GO, the students in the line will each retrieve a soccer ball and the first one in line will pass the ball to the player at the first cone, who will trap it and pass the ball back as the original passer moves forward towards the player they just passed to. The first person in line will then repeat the process with the player at the next cone, moving in a zig-zag pattern. The second person in line will repeat the process that the first person did as soon as the first person moves to the second cone. The players in the line will go down one zig-zag section, and then come back on the second zig-zag section and start the process over. Roles will be switched halfway through the activity. GO!</p>			
<p>Set Up: Place seven cones in a zig zag pattern about 10 yards apart from each other. Place another identical section of cones right next to it so that the students will end up coming back to the area that they start the drill in. Place one extra cone at the beginning of the first zig zag section and place 15 soccer balls around the starting cone.</p>	<ul style="list-style-type: none"> - Use only the inside of the foot to pass the soccer ball. - Use only the outside of the foot to pass the soccer ball. - Trap the ball using only your most comfortable foot. - Trap the ball using only your opposite foot. - Pass the ball with the inside 	<ul style="list-style-type: none"> - Shoulders square, body facing the direction of the incoming soccer ball. - Use a flat surface to receive the ball. - Cushion the ball as it contacts your foot. 	<ul style="list-style-type: none"> - See how many times in a row you can correctly trap the ball and keep control. - See how many times in a row you can pass the ball to your target without missing a pass.

<p>X X</p> <p> X X</p> <p>X X</p> <p> X X</p> <p>X X</p> <p> X X</p> <p>X X</p> <p>starting cone – X</p>	<p>and outside of your left foot.</p>		
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Informing Task: When I say **GO**, I would like everyone to line up along this line. **GO!** (Count off the students and create six teams) When I say **GO**, I would like teams 1 and 2 to go to field 1, teams 3 and 4 to go to field 2, and teams 5 and 6 to go to field 3. Once there, select a captain to play rock-paper-scissors with the other teams captain to see who starts with the ball. Once that is decided, play a soccer game by passing and dribbling the ball around and trying to score with a push pass or dribble through the other team’s goal. The defending team will try and get the ball so that they can score goals as well. **GO!**

<ul style="list-style-type: none"> - Set Up: Create three small, 20 by 15 yard soccer fields by placing cones as boundaries, and create a goal on each end of the field by placing two cones 2-3 yards apart from each other. - Move the teams around 		<ul style="list-style-type: none"> - Shoulders square, body facing the direction of the incoming soccer ball. - Use a flat surface to receive the ball. - Cushion the ball as it contacts 	<ul style="list-style-type: none"> - See how many goals your team can score in each game.
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every once in awhile to get all the teams involved with each other.

your foot.

Closure: Can anyone name the three cues we learned today to help us utilize the soccer trap in a game setting? Correct. Now we have learned the receiving portion of the soccer push pass and we can use it in a soccer game to help our team win the next time we play.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #13: Chest Traps**

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, students will be able to perform a correct chest trap with 50% accuracy.

EALRs: 1.1

2. By the end of the lesson, students will know the cues to perform a successful chest trap.

- a. Do the limbo
- b. Waist forward, shoulders back.
- c. Contact the ball on the chest.
- d. Absorb the force of the ball by leaning back upon contact.
- e. Allow ball to fall downward only 1-2 ft in front of the body.

EALRs: 1.1, 1.2

NASPE: 1, 2, 5

Equipment: (for a class of 30 students)

- At least 4 cones
- 30 soccer balls

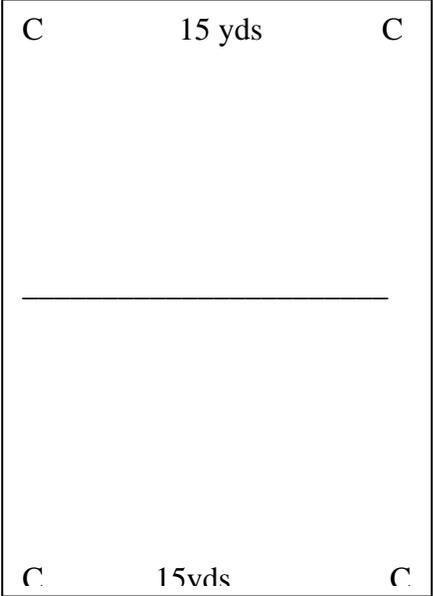
Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Before class, set up the playing area using cones, balls, and a midline. The boundaries of the playing area should be about 30 yards by 15 yards (See attached diagram)</p>			
<p>Instant Activity: Kick the Balls to Other Side. Today we will play a quick and fun game to practice passing and foot trapping. The game is called “Kick the Balls to Other Side.” There will be two teams. Each team will have their own side of the field to protect. As you can see there, is a red midline to divide the field into two. No one is allowed to cross the midline into the other team’s side. Every one will start with one soccer ball. The object of the game is to correctly kick the ball across to the other side. Any balls that come into your own side, you must correctly trap, and pass it back to the other side. At the end of three minutes, we will stop and count the number of balls on each side of the field. The team with the least amount of balls on their side wins the game. If you kick the ball out of bounds, you must dribble it back onto your side of the field, then successfully pass it to the other side. Dribbling is only allowed when a ball gets kicked out of the playing area. When a ball is passed to you, you only get 5 seconds to correctly trap and pass the ball back. I would like this half of the class to be on one team and this half of the class to form the other team. When I say Go, I want each player to find a soccer ball and go to your team’s side of the game and then we will start the game. GO!</p>			
<p>Set Induction: Does anyone know what to do when a pass is coming towards us in the air? Correct, we can trap it using the chest trap technique. Today we are going to learn how to perform a successful chest trap and by the end of the lesson, each of you will be able to perform at least one chest trap successfully.</p>			
<p>Informing Task: When I say GO, I’d like you to find a partner of your choice. Stand about 10 ft away from one another. Each pair will only need one ball. GO.</p>			
<p>-Demonstrate the activity by having one student toss the ball to your chest so that you can perform a successful chest trap.</p>	<p>-Who knows how to perform a chest trap?</p> <p>-Begin tossing the ball to your partner so that they can perform a chest trap. Make sure the toss is high enough.</p>	<p>-In order to trap correctly, we want to do the limbo by putting the waist forward and shoulders back.</p> <p>-When the ball contacts your chest, continue to lean back to absorb the force of the ball.</p> <p>-Pretend the ball is an egg. You do not want the ball to bounce off too hard or else the egg will crack. You want it to softly land at your feet.</p>	<p>-See how many times you can chest trap the ball so that it lands only 1-2 ft in front of your body.</p> <p>-How many times can you and your partner successfully chest trap in 30 seconds?</p>

<p>Stop the class and explain that in a game, balls in the air rarely go directly to you. You must go to where the ball is going before it gets there in order to chest trap it.</p>	<p>-If you feel comfortable, tell your partner that they may throw the ball to either side of you.</p> <p>-If you feel comfortable, ask your partner that they may toss the ball either 5 ft in front or 5ft behind your starting position.</p>	<p>-Move quickly to get in position to trap the ball squarely on your chest.</p> <p>-Use quick feet to square up to the ball in time.</p> <p>-Anticipate where the ball is going so that you know where to move.</p> <p>-Quickly move forwards or backwards to trap the ball with your chest.</p> <p>-Absorb the force of the ball so that it goes directly downwards toward your feet.</p> <p>-When doing the limbo, it helps to extend your arms out away from your body to help keep balance.</p>	<p>-How many times in a row can you correctly trap the ball when it is not coming directly towards you?</p> <p>How many successful chest traps can you perform in 1 minute?</p>
<p>Informing Task: Now we are going to play a quick chest trap game. When I say GO, you and your partner may spread out and find a space anywhere within the gym or playing field. The object of this game is to complete chest passes at different distances away from each other. Once each partner has completed 5 successful chest traps at one distance, they can move on to the harder distance. GO.</p>			
<p>Observe all students for correct chest traps.</p>	<p>-Start by tossing the ball from only 5 feet away.</p> <p>-The next distance is 10 feet. Go.</p> <p>-The next distance is 20 feet! Go.</p>	<p>-Remember to do the limbo and pretend the ball is an egg. You want the ball to land directly in front of your feet.</p> <p>-Remember to extend your arms forward to balance when doing the limbo.</p>	<p>Advance to the next distance after each person has completed 5 chest traps.</p>

	<p>-The last and final distance is 30 feet. Be aware of other partners around you as you spread out through the gym. Go</p>	<p>-Remember to move to the ball if it does not fly directly to you. You must go to the ball. It won't always go to you.</p>	<p>Your team has completed the game if each partner successfully completed 5 chest traps.</p>
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Closure: Who can tell me some things to remember in order to trap a ball from the air? Yes, one thing to remember is to trap the ball with your chest. Swing your arms forward while doing the limbo to maintain balance. Where should the ball land after performing a chest trap? Yes, the ball should land under control about 1-2 feet in front of your body. Now that we know how to perform a chest trap, it is important to use it in a game so that we can receive passes from the air to keep the ball under control. This will make us better soccer players.



C= Cone
_____ = midline

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #14: Passing and Trapping**

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, students will be able to successfully pass and trap a soccer ball in game situations using the inside or outside of their feet.

EALRs: 1.1

NASPE: 1, 2, 5

2. By the end of the lesson, students will know the importance of receiving passes in games.

EALRs: 1.2

NASPE: 1, 2, 5

6. Equipment: (for a class of 30 students)

- Cones for Boundaries
- 30 Soccer balls

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Set Up: Create two halves for the playing area separated by a midline. Use 2 cones per half to mark the endlines. Each endline should be about 40 ft long. The length of the entire playing area should be about 60-70 ft long.</p> <p>Instant Activity: Pass it Through. Today we are going to start by playing a game called Pass it Through. The object of this game is to work with your team to successfully pass the soccer balls across and over the other team's endline. The team with the most balls over the endline after three minutes wins the game. There will be two teams. The cones on the ends of the field act as both side boundaries as well as endlines. There will be a center midline that players cannot cross. Each person will start with a ball and must try to pass it through the other team's players and past that team's endline. If you see a ball coming towards you or your team's endline, quickly move toward it and trap it with your foot. Once you have trapped the ball, send it back to the other side to try and score. Rules: 1. Once a ball crosses the endline, it is no longer in play and players cannot touch that ball. 2. All passes must stay on the ground; you cannot pass the ball through the air. 3. If a ball goes over the sideline, you may retrieve it, dribble it back onto your side, and pass it through to the other side. No dribbling is allowed inside the boundaries. Go!</p>			
<p>Set Induction: Today we are going to continue to practice soccer passes and traps through different games. These games will be fun and should allow each of you to have many times to practice.</p>			
<p>Activity Set Up: There should be a starting baseline and an endline. The students should spread out across the starting line so that they don't bump into each other. The partners should be about 5ft away and facing each other. The activity set up should look like this:</p> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="text-align: center; margin-right: 20px;"> <p>Starting Line</p> <p>x o x o x o x o →</p> <p>↓ ↓ ↓ ↓</p> </div> <div> <p>x's and o's signifies one pair of students.</p> <p>The space should be about 30 ft wide and 70 ft long.</p> </div> </div> <div style="margin-top: 20px;"> <p>_____ Baseline _____</p> </div>			

Informing Task: When I say **GO**, please choose a partner with the same color hair as you and stand together on this baseline of the gym. If you cannot find a partner, come to me and I will help you find one. **GO**. Now we are going to play a passing game with your partner. I would like each pair to stand on the baseline facing each other. Give about 5 ft between each other. The object of this game is to get to the endline of the gym by passing back and forth to each other. When you get to the other side, return back to this baseline and wait for instructions. When I say **GO**, begin passing and moving toward the other baseline. **GO!**

- Ask a student to help demonstrate the activity with you. Pass back and forth with the student until both of you reach the baseline. Then return back to the starting line.

-Pass using only your right foot.

-When you reach the endline, return to the baseline by passing only with your left foot.

-If you feel comfortable, you may pass with either foot once you reach the baseline.

-If you feel comfortable, you may use the single-touch pass. This means you do not have to trap it. If you are able to receive a good pass, simply tap the ball back without trapping.

-To help pass to a teammate who is on the move, pass in front of them in order to lead them to the ball.

-Use the instep of your foot to pass and either inside or outside of the foot to trap it.

-On the way back sure that when you pass, you plant with your opposite foot before passing.

-Trap the ball using your instep on the inside of the foot. This will help you stop the ball in order to make a controlled pass to your teammate.

-Follow through towards your target to make a good single-touch pass.

-See how many passes you can make before reaching the endline.

-See how fast you can make it to the other baseline.

-See how many single-touch passes you can make without losing control of the ball. Losing control of the ball means that it goes beyond 7ft distance of either partner.

Game Set Up: Before the game, set up two goals for each field. You may use cones about 8 ft apart, or a portable goal w/net, or goals marked by tape on the walls. The fields should be about 25 yds long by 15 yards wide. Boundaries should be marked by cones.

Game: Now we are going to play real soccer games and we are going to pass the ball as much as possible before we score. When I say **GO**, I'd like everyone to count off by 4's. 1, 2, 3, 4, 1,2,3,4 and so on. Remember your number; this will be what team you are on. **GO**. I'd like all the 1's and 2's to play on field #1 over here and 3's and 4's to play on field #2 over here. When I say **Go**, begin playing a real soccer game without goalies. Odd numbered teams can start with the ball. **GO**.

<p>-Switch teams after 8-10 minutes of play so that students can play other students.</p>	<p>-Before your team can score, each person on your team must make at least 1 pass.</p>	<p>-Make sure to remember all of the things we learned about passing. Plant with the opposite foot, push with the instep, and follow through to your teammate.</p>	<p>-See how many controlled passes your team can make in 30 seconds.</p> <p>-Can you pass for over 30 seconds without losing possession?</p>
<p>Closure: Is it hard or easy to make passes in games situations? It can be hard if the defenders get in the way, but if you focus on making good passes, you can be successful at passing. Tomorrow we will be finishing our passing section of the unit and you will be able to show me how much you have learned about passing and receiving.</p>			

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #15: Passing and Trapping Review Day**

1. Objectives (Behavioral)

A. Student:

1. By the end of the lesson, students will be able to pass with 50% accuracy to a teammate in a soccer game.

EALRs: 1.1, 1.2

NASPE: 1, 2, 5

2. By the end of the lesson, students will complete a weekly assessment to show their knowledge of the soccer pass and trap.

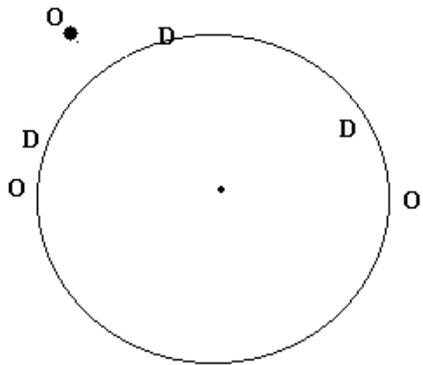
EALR: 1.2

6. Equipment: (for a class of 30 students)

- Cones for Boundaries and goals
- At least 1 soccer ball for each student (30)
- Different colored pinnies for games
- Quiz #2: Passing and Trapping (See Attached)

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications																				
<p>Instant Activity: Attack and Defend Ball Tag. Today we are going to warm-up by playing a fun game called Attack Defend Ball Tag. In the middle of the playing area are four big cones that make up “home-base.” The outer cones are called scoring cones. There will be attackers who start inside home-base and try to dribble around one of the scoring cones and return to the home-base without getting their ball knocked away. The defenders try to gently tap the attacker’s ball to send them back to home-base. If an attacker’s ball is touched by the defender, they must go back to home-base and start again. Attacker’s get 1 point each time they successfully dribble around a scoring cone and back to home-base. Keep track of your points. We will switch attackers and defenders so that everyone has a chance to be an attack or defender. When I say GO, attackers choose a ball within home-base and begin dribbling and avoiding the defenders. GO.</p> <p>The activity should be set up like this:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">sc</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">sc</td> <td style="width: 40%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">c</td> <td style="text-align: center;">c</td> <td style="vertical-align: top;"> c = cones H = Homebase sc = Scoring Cones sc's = Defenders + one (4 if 3 Defenders) </td> </tr> <tr> <td></td> <td style="text-align: center;">H</td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">c</td> <td style="text-align: center;">c</td> <td></td> </tr> <tr> <td style="text-align: center;">sc</td> <td></td> <td style="text-align: center;">sc</td> <td></td> </tr> </table> </div> <p>Switch roles every 90 seconds so that each player gets to be an attacker or defender. Start out with 6-7 defenders and the rest attackers.</p>				sc		sc			c	c	c = cones H = Homebase sc = Scoring Cones sc's = Defenders + one (4 if 3 Defenders)		H				c	c		sc		sc	
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<p>Set Induction: Today we are going to finish the passing section by playing some games to help us practice and review what we have learned. At the end of the lesson, you will have the opportunity to earn points in the class by completing a fun assessment quiz.</p>																							
<p>Game 1: Today we are going to play a fun game called Circle Pass. You will each have a team of 5 students. There are two separate playing areas. Three teams will play on Circle #1 and three teams will play on Circle #2. This is a team game in which the object is to hit the targets (cones) in the middle of the circle by using the push pass. You can only pass from the outside of the circle to score a point for your team. Count your points. If a ball stops inside the circle, one person from a team can retrieve it. If a ball is still moving inside the circle, no one can touch it until it completely stops. When I say GO, please begin counting off by 6’s and remember your number. GO. Even numbered teams will play on Circle 1 and odd numbered teams will play on Circle 2. When I say Go, your team may begin passing towards the goals. GO.</p>																							



Set up the game as shown above: Create a large circle with about a 15 yard diameter. In the center place two or three large cones. These will be the targets. Teams of 3 or 4 students aim for the target by using the push pass. They score one point each time they hit a cone. Players can only go inside to retrieve a stationary ball, but must return to the outer boundary to pass again.

-First pass using only your right foot.

-Pass using only your left foot.

-Pass using either foot.

- Now we are going to make a change to this game. Each team is allowed to defend or steal a ball away from an opposing team. Once they steal the ball, they may pass towards the goal. All defending, dribbling, and passing must be outside the circle. Go.

-Remember to plant with the opposite foot facing toward the target.

-Push the ball with the instep on the inside of your foot.

-Follow through toward the target.

-Contact the ball in the middle so that it stays on the ground.

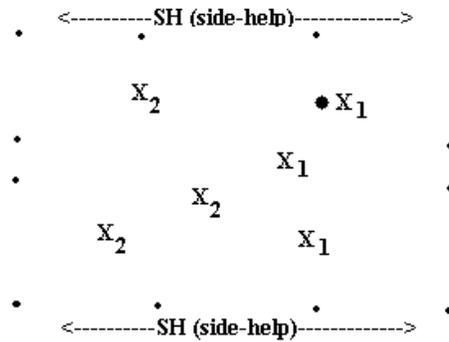
-Shield off defenders by placing your body between the defender and the ball.

How many times can you hit the same cone?

-Count your points to see how well you are passing.

-How many points can you score in 3 minutes?

Game 2: Now we are going to play another fun game to help us practice passing. Using your same teams, we are going to play 5 vs 5 soccer games. There are three separate fields in the play area. Each field has 2 goals. Your objective is to pass the ball as many times so that your team can create an open shot on goal. I will be roaming around each field every 2 or 3 minutes and be the "side-help." The side-help only helps the team that currently has possession of the ball at that time. You may pass to me and I will help find an open player who will then trap the ball and pass or shoot. No one is allowed to defend or steal the ball from me. When I say **GO**, I'd like teams 1 and 2 to play on field #1, 3 and 4 to play on field #2, and 5 and 6 to play on field #3. The even numbered teams start with the ball. **GO**.



The game should be set up like this:

•=cones

Assessment: When I say **GO**, please complete this weekly quiz to show me what you have learned about passing a soccer ball. (See Attached Quiz)

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #16: Soccer Shooting**

Objectives (Behavioral)

A. Student:

1. By the end of class, the students will be able show their knowledge of the three cues of shooting a soccer ball by exhibiting them in shooting drills.
 - a. Plant foot is pointed towards the target.
 - b. Ankle is locked and ball is struck with the laces.
 - c. Follow through to the target.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 soccer balls**
- **30 foam soccer balls**
- **Cones to create goals, boundaries**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Have a pile of thirty soccer balls near the area that you will have the students perform this activity in. Use cones if you believe behavior problems may arise concerning the playing area.</p>			
<p>Instant Activity: Marbles Soccer – When I say GO, get a partner and a soccer ball for each of you. One person will start by passing their soccer ball out into the open playing space. The other player will then use a soccer push pass to try and hit your partner’s soccer ball. If you miss, then your partner will then try to hit your soccer ball with his/her ball. Once the ball is hit, the process repeats itself with the winner of the point passing his/her ball out first. Do not pass the soccer ball more than 20 yards away at any point and try and stay in the indicated area. GO!</p>			
<p>Set Induction: The most famous act in soccer is scoring a goal. To score a goal, you have to shoot the soccer ball. Today, we are going to be learning the basics for shooting a soccer ball so that we all can score goals and receive the fame that comes along with scoring goals.</p>			
<p>Informing Task: When I say GO, I would like everyone to go to a soccer ball and begin shooting that soccer ball lightly towards the coned goal on the wall that is set up near your soccer ball. GO!</p>			
<ul style="list-style-type: none"> - Set Up: Create enough small goals around the gym for each student by setting two cones 2-3 yards apart along the wall of the gym. Place a soccer ball and a cone about 5-10 yards out from the wall that the students will shoot at the goal from. - Emphasize shooting form and not shooting power during this drill. Check for the cues after you have announced them to the class. 	<ul style="list-style-type: none"> - Allow students to change to a foam soccer ball if the task is too difficult at first. - Vary the distance that the student shoots at the goal from. - Vary the size of the cone goals that the students are shooting at to increase the difficulty. - Teaching by invitation: Allow students who are excelling at this task to use their left foot to shoot the soccer ball at the goal. 	<ul style="list-style-type: none"> - Plant foot is pointed towards the target. - Ankle is locked and ball is struck with the laces. - Follow through to the target. 	<ul style="list-style-type: none"> - See how many goals you can score in a row without missing one. - See how many goals you can score in a two minute time period.

Informing Task: When I say **GO**, get a partner and a soccer ball between the two and have one player dribble the ball around the playing area while the other player will move to a receiving position on one side of a goal that is in the playing area. The dribbler will then shoot the soccer ball through the goal to the receiving partner and the roles will reverse. Move around to the different goals throughout the playing area and continue to shoot through the goals to your partner. **GO!**

- Set up: Place many sets of two cones, about 3 feet apart, throughout a large, 50 yard by 50 yard playing area. Scatter enough soccer balls around for each pair of students so that they can get a soccer ball and immediately start the activity.

- Have the students vary the distances that they shoot the ball through the cones from.

- Vary the size of the coned goals that the students are shooting at.

- Teaching by invitation: Allow students who are excelling at this task to use their opposite foot to complete the task.

- Plant foot is pointed towards the target.

- Ankle is locked and ball is struck with the laces.

- Follow through to the target.

- See how many shots in a row you can complete without missing the coned goals.

- See how many goals you and your partner can score in a 2 minute time period.

Closure: What are the three cues that we learned today to help us shoot the soccer ball accurately at a target? Correct. With more practice, we will all be great scorers in a soccer game, and many people believe that scoring goals is the most enjoyable part of soccer. Tomorrow we will be getting more practice with shooting a soccer ball so that we all can become master soccer players.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #17: Shooting**

Objectives (Behavioral)

A. Student:

1. By the end of the class, students will know the basic shooting cues for soccer.
 - a. Plant the non-kicking foot about 8-10 inches to the side of the ball.
 - b. Contact the ball slightly below the middle of the ball.
 - c. Contact the ball with the instep or laces of the foot.
 - d. Follow through towards the target.

EALRs: 1.1

NASPE: 1, 2

2. Students will perform shooting tasks while showing good sportsmanship and respect for others during games.

NASPE: 5

Equipment: (for a class of 30 students)

- 30 soccer balls
- 1 shooting space near a wall with targets marked on wall (make a large X with tape)
- 30 hula hoops to designate space
- Other types of balls for intratask variation (volleyballs, beach balls, cushion soccer balls)
- 30 polypots

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set up: Before class, arrange polyspots in a circle for each student EXCEPT one. There needs to be one less polyspot than students. The circle should be about 20 yds in diameter and polyspots should be spaced out giving at least 5 ft between them.</p>			
<p>Instant Activity: I Have Dribbling Game. Today we are going to warm up with a fun game called I Have. Each of you will have a soccer ball to dribble and will start on a polyspot. One person, however, will begin in the center of the circle. They will call out something that they have done in their life. For example, if I was in the middle of the circle I would call out, “ I have ...eaten a pizza!” Anyone in the circle has ever eaten pizza in their life must dribble their ball to another polyspot in the circle. The polyspot cannot be the one next to the one they started at. Everyone must scramble and dribble quickly because a new person will not find a polyspot and it will be their turn to be in the middle. Do not kick or tap other people’s soccer balls and no pushing or shoving to get a poly spot. When I say GO, choose one soccer ball from the circle and one polyspot. I need one volunteer to be in the middle. GO.</p>			
<p>Set Induction: Does anyone remember watching the World Cup last summer? Well if you did, you should remember seeing some amazing soccer shots on goal. The professionals are very accurate and powerful. They have spent years practicing how to shoot a soccer ball. Today we are going to continue practicing and learning how to shoot a soccer ball.</p>			
<p>Activity Set Up: Before class, set up 30 hula hoops each containing 1 soccer ball, beach ball, and volleyball. Mark an X about 4 ft off the ground on the wall directly in front of the hula hoop. Allow at least 10 ft between each hula hoop.</p> <p>Informing Task: Spread out across the gym are 30 hula hoops containing 1 soccer ball, a beach ball, and a volleyball. We are going to practice shooting against the wall using the correct form. If you look on the wall directly in front of the hula hoop space, there is a target marked by an X. This will be your target later on. When I say GO, I would like each of you to choose one hula hoop space. GO. When I say GO, take the beach ball from the hula hoop, place it in the open space in front of the wall and begin shooting towards the target. GO.</p>			
<p>Observe students who are having difficulty to make sure they do not advance until they have shown that they know the cues for shooting.</p>	<p>-Shoot using your right foot only.</p> <p>-If you feel comfortable, you may choose to use the volleyball. It is harder to shoot accurately with the volleyball, so remember what you have learned about shooting.</p>	<p>-When you shoot the beach ball, remember to plant your non-kicking foot about 8-10 inches to the side of the ball facing your target.</p> <p>-To help lift the ball in the air, contact the beach ball slightly below the middle of the ball. This will help loft it towards the target.</p>	<p>-How many times can you hit the target out of 10 tries?</p> <p>-How many times can you hit the target with the volleyball in 30 seconds?</p>
<p>For students that have mastered the shooting, ask them to use the soccer ball and shoot on the run.</p>	<p>-If you feel comfortable, you may begin using the soccer ball.</p>	<p>-Contact the ball with the instep or laces of your shoe.</p>	<p>-How many times can you hit the X in a row? 2 times? 3 times?</p>

	<p>-For those of you that feel comfortable, take 10 steps back.</p> <p>-To make the task more challenging for you, take 10 more steps back, dribble toward your target and shoot.</p>	<p>-Remember to follow through towards your target.</p> <p>-If you are shooting the ball too high, try contacting the ball more towards the middle and not underneath the ball.</p> <p>-To add power to your shot, kick hard, just slightly below the middle of the ball.</p> <p>-While on the run, remember to plant your non-kicking foot next to the ball.</p>	<p>-Can you come within 3 ft of the target from this distance?</p>
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Before class, use either portable goals or mark goals on wall with colored tape. The boundaries for the games should be marked by cones about 30 yards long and 15 yards wide.

Game: Now we are going to play more soccer games. When I say **GO**, I'd like you to count off by 4's and remember your number. **GO**. If you are on an odd numbered team, you will play on field #1 over here and if you are an even numbered team you will play on field #2. There are no goalies. Each person must make at least one pass before they are allowed to shoot. When I say **GO**, proceed to your playing field and take your position. Odd numbered teams can start with the ball. **GO**.

<p>Allow the teams to play for at least 15 minutes. If time allows, rotate the teams so that they can play another team.</p>	<p>-You must make at least one pass before you are allowed to shoot.</p>	<p>-Remember to contact the ball just slightly below the middle of the ball to loft it.</p> <p>-If you want to shoot on the ground, contact the ball directly in the middle of the ball with your laces.</p>	<p>-See if your team can get at least 3 shots on goal from each person during the course of the game.</p>
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Closure: Who can tell me something to remember when shooting a soccer ball? Yes, plant your non-kicking foot next to the ball about 8-10 inches away. Great job today, class. I can see improvement already. Tomorrow we will practice and learn more about shooting.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #18: Shooting**

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, students will be able to shoot towards a goal with 66% accuracy.

EALR: 1.1

2. By the end of the lesson, students will be able to show that they know the shooting cues for soccer through a verbal assessment.

EALR: 1.2

NASPE: 2

Equipment: (for a class of 30 students)

- Soccer balls for each student
- Cones for boundaries

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Inst ant Activity: Outside and Bottom of Foot Game. Today we will warm-up by playing a fun game called Outside and Bottom of Foot Game. There will be two circles of 15 students each. Make a large enough circle to pass the ball to each other. Give approximately 5 ft between each person in the circle. The object of this game is to pass the ball to the next person using only the outside of the foot or the bottom of the foot. You cannot use the inside of your foot to pass in this game. The first circle to complete 45 passes in a row wins. The first time around we will pass to the person to our right. In the second round we will pass to the person on our left using the outside of our left foot. When I say GO, I would like this half of the class to form one circle and the other half of the class to form the other. I will provide the soccer ball. Go.</p> <p>* The two circles should be big enough for people to pass with the outside of their foot. The diameter of the circle should be about 15 yards.</p>			
<p>Set Induction: Today we are going to continue practicing shooting because the more practice attempts you have, the better shooter you will become.</p>			
<p>There needs to be 15 different goals against the walls of the gym marked by cones 8 ft apart. The first activity should look like this:</p> <div style="text-align: center; margin: 10px 0;"> <pre style="font-family: monospace; font-size: 1.2em;"> Wall _____ C 8ft C Passer→ ↑ Shooter </pre> </div> <p>Informing Task: When I say GO, I'd like you to choose a partner of your choice, find one soccer ball for your pair, and return to me. GO. Today we are going to work together to shoot on the run. Many times in games, you will not have time to trap a pass then shoot. If a defender is approaching, you must shoot the ball quickly before they get to you. Therefore it is important to practice shooting while on the run. When I say GO, I'd like you and your partner to find one of the 15 shooting areas that are against the walls of the gym, designate who will first be the passer and shooter, pass the ball to the shooter, and shoot from about 20 ft from the wall. The goals are marked by the two cones. The passer is simply going to use the instep pass from about 15 ft away from the shooter, lead them to the ball, and shooter is going to shoot toward the goal. GO.</p>			

<p>Allow each shooter to shoot at least 20 times before switching.</p>	<p>-If you are making good passes with your dominant foot, try making good passes with your other foot.</p> <p>-If you feel comfortable, shoot from 5-10 ft back.</p> <p>-Switch roles: the passer becomes the shooter and the shooter becomes the passer.</p> <p>-If you feel comfortable, you may shoot using your non-dominant foot.</p>	<p>-When passing to the shooter, remember to place your non-kicking foot 6-8 inches beside the ball and pointing to your target. Please pass the ball in front of where the shooter will be running. This will help lead them to the ball.</p> <p>-When shooting on the run, use long strides to begin and short strides when you approach the ball. Anticipate where the ball will be before you arrive at the ball.</p> <p>-Remember to plant your non-kicking foot 8-10 inches to the side of the ball facing the goal.</p> <p>- Strike the ball in the middle of the ball to keep it on the ground and just slightly below the ball to lift it off the ground.</p> <p>-Remember to follow through towards your target when shooting and passing.</p> <p>-Contact the ball using the instep or laces of your shoe.</p>	<p>-See how many good passes you can give your shooter in a row.</p> <p>-See how many goals you can make out of 15.</p> <p>-How many goals can you make in a row?</p> <p>-Pick a spot on the wall that is inside the goal. Can you hit that spot 3 times out of 10?</p>
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Game: When I say **GO**, you and your partner will team up with 4 other partners to make a team for a soccer game. When you have found your team, come to me for more instructions. **GO**. We have 4 teams. We are going to play another real soccer game to finish the lesson. Remember everything we have learned about shooting, passing, and dribbling. When I say **GO**, I'd like these two teams to play on field 1 and the other two teams to play on field 2. The team with the tallest person will start with the ball first. There are no goalies. **GO**.

<p>Allow the students to play for at least 15 minutes before switching teams.</p>	<p>-Everyone on the team must touch the ball at least once before your team can shoot.</p> <p>-Allow each person on the team to try at least 5 good shots during the game.</p> <p>-If you feel comfortable, try playing using your non-dominant foot.</p>	<p>-Remember to plant your non-kicking foot beside the ball before shooting. Strike the ball in the middle to keep it low and slightly underneath to lift it off the ground.</p> <p>-Remember to follow through towards your target when shooting.</p>	<p>-See if you can score 3 goals in 2 minutes.</p> <p>-How many goals can your team score total?</p>
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Closure: Now that you all have had practice with shooting on the run, it might be easier to shoot in a game. However, we still need to practice or else we will not improve. If you have the chance, join a soccer team for more practice.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #19: Soccer Shooting**

Objectives (Behavioral)

A. Student:

1. By the end of class, the students will be able to shoot a soccer ball into a goal or at a target and utilize the cues they have learned by scoring goals in a small-sided game.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 soccer balls**
- **45 cones**
- **20-30 soccer targets with point values**
- **Tape**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Set three cones in a triangle with the cones about 2 yards apart from each other. Create as many triangles as will be needed for the class so that there is one triangle per 2 students. Place a soccer ball within each triangle cone so that the activity may be started immediately.</p> <p>Instant Activity: Triangle Game – When I say GO, I would like everyone to get a partner who is wearing the same colored shirt as you and go to one of the cone triangles around the field. The object of the game is to pass the soccer ball through a channel that the coned triangle creates. The other player will then receive the pass and pass it back through a different channel of cones than the one that the ball just passed through. You may use a dribble to get to the point where you can pass through a new channel.</p>			
<p>Set Induction: Today we are going to be continuing the improvement of our soccer shooting skills. We will be playing some shooting games that will help us improve our skills while having fun at the same time.</p>			
<p>Informing Task: When I say GO, I would like everyone to retrieve a soccer ball from the pile, and begin dribbling around the gym and shooting at the taped up targets on the wall. You can not score on the same goal twice in a row, and you have to stay inside the coned square that extends throughout the gym. You may go outside of the square to retrieve your ball if needed, but all shots need to be scored from inside the square. Keep track of the amount of points you score. GO!</p>			
<p>- Set Up: Create 20-30 soccer targets that are slightly larger than a soccer ball and tape them up on the wall at various points around the gym. Vary the height of the targets and make the higher targets worth extra points. Write the amount of points that a shot is worth on each target. Do not place the targets any higher than six feet off of the ground. Create an inner square around the gym with cones that are about ten feet away from each wall.</p>	<p>- Have the students vary the distances that they shoot the ball from to increase the difficulty.</p>	<ul style="list-style-type: none"> - Emphasize striking lower on the ball to lift it to the high targets. - Plant foot is pointed towards the target. - Ankle is locked and ball is struck with the laces. - Follow through to the target. 	<ul style="list-style-type: none"> - See how many targets you can hit in a row. - See how many points you can score in five minutes.

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Informing Task: When I say **GO**, I would like everyone to line up along this line. **GO!** (Count off the students and create six teams) When I say **GO**, I would like teams 1 and 2 to go to field 1, teams 3 and 4 to go to field 2, and teams 5 and 6 to go to field 3. Once there, select a captain to play rock-paper-scissors with the other teams captain to see who starts with the ball. Once that is decided, play a soccer game by passing, dribbling, and shooting the ball around and trying to score with a shot, push pass or dribble through the other team’s goal. The defending team will try and get the ball so that they can score goals as well. Before a goal can be scored, however, every player on the team must touch the ball at least once, and the player who last scored a goal on your team can’t score the next goal for your team. **GO!**

<ul style="list-style-type: none"> - Set Up: Create three small, 25 by 20 yard soccer fields by placing cones as boundaries, and create a goal on each end of the field by placing two cones 2-3 yards apart from each other. - Move the teams around every once in awhile to get all the teams involved with each other. 		<ul style="list-style-type: none"> - Plant foot is pointed towards the target. - Ankle is locked and ball is struck with the laces. - Follow through to the target. 	<ul style="list-style-type: none"> - See how many goals your team can score in each game. - See how many passes your team can complete before scoring a goal.
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Closure: We now are starting to develop the skills necessary to score goals in a real game situation. Tomorrow, we will be practicing shooting in game situations to help us become even better scorers, and even better soccer players.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #20: Shooting in Games**

Objectives (Behavioral)

A. Student:

1. By the end of the lesson, students will show their knowledge of the soccer shot by completing a weekly assessment quiz.

EALR: 1.2

NASPE: 2

2. By the end of the lesson, students will be able to shoot with at least 25% accuracy in game situations.

EALR: 1.1

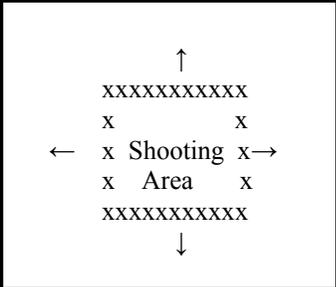
NASP

E: 1, 2, 5

Equipment: (for a class of 30 students)

- At least 4 different colored pinnies
- 30 soccer balls
- Cones to mark goals and boundaries.

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set up: Before class, place at least 30 targets on the wall at different heights around the gym. The highest target should not exceed 7 ft from the ground. Use either paper targets, or simply create the numbers ranging from 1-6 with colored tape on the walls. Before class, set up an inner boundary of cones that acts as a shooting line for the students. It should like this:</p>			
			
<p>The outer line represents the wall with different targets posted all around the wall.</p>			
<p>Instant Activity: Shooting Range. Today we are going to start by playing a fun soccer shooting game called Shooting Range. Each of you will have a ball to shoot at the different targets that are posted on the walls. The targets have different point values ranging from 1-6. The higher the number, the harder the shot. Try to hit at least 3 of each point value. As you can see, there is a boundary of cones 10ft from the wall all around the gym. You have to stay in the boundary when shooting. Retrieve your ball when it hits off the wall and shoot at another target. When I say GO, choose a ball within the area and begin shooting at the targets on the wall.</p>			
<p>Set Induction: Today we are going to end our week of shooting by playing some competitive games involving shooting cues. But first, here is a video of awesome soccer shots from the professionals. (Show a YouTube.com video clip with the title, "Great Soccer Shots.")</p>			
<p>Game: Today we are going to play another fun shooting soccer game without goalies. We need to remember everything we have learned in the past week about shooting. When I say GO, I'd like everyone to count off by 4's and remember your number. 1's and 2's will be on field #1 and 3's and 4's will be on field #2. GO. Odd numbered teams start with the ball, GO.</p>			
	<ul style="list-style-type: none"> -Make sure everyone touches the ball before your team can shoot. -Allow each player to take 5 good shots on goal during the game. 	<ul style="list-style-type: none"> -Plant your non-kicking foot beside the ball before you shoot facing toward the goal. -Remember to strike the ball in the middle to keep it on the ground slightly below the middle to lift it off the ground. 	<p>How many passes can you make before shooting?</p> <p>How many goals can your team score in 2 minutes?</p>

<p>Rotate teams so that players can play against other teams.</p>	<p>If you feel comfortable, you may shoot using either foot.</p> <p>If you feel you are doing pretty well, use just your non-dominant foot in the game.</p>	<p>-Follow through toward your target.</p> <p>If a ball is passed to you and you are on the run, remember to take short steps when approaching the ball.</p> <p>Watch the ball all the way until it hits your foot as you shoot.</p>	<p>How many goals can you score using your non-dominant foot?</p>
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Informing Task: Now that we have learned how to shoot, I would like each of you to show me how much you know about shooting in soccer. Please complete this short shooting quiz and hand it in to me. **GO.**

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #21: Soccer Goalkeeping**

Objectives (Behavioral)

A. Student:

1. By the end of the class, the students will be able to exhibit the three goalie cues that were taught by utilizing them in drills and activities.
 - a. Move feet side to side to get in front of the ball.
 - b. Stay on your feet as long as possible.
 - c. Use all parts of your body to create as large a barrier as possible.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 foam soccer balls**
- **6 small soccer goals with a net**
- **Cones for boundaries**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Set Up: Create two equal size playing areas that are split by a line of cones. Use cones to create both areas, about 10-15 yards by 10-15 yards for each area. Scatter 10-15 foam soccer balls on each playing area so that the game may begin quickly and easily.</p> <p>Instant Activity: (First off, split the class into two teams.) When I say GO, begin passing the soccer balls past the other team's goal line to score points. You may stop the other team from scoring by trapping the soccer balls with your feet before they go over your goal line. You may not pass the middle line of cones to score or retrieve a ball. Once a ball has scored, leave it alone until the next game starts. You may only score by using a push pass. The team with the most goals wins. GO!</p>			
<p>Set Induction: Now that we have learned to dribble, pass, and score, we now need to learn how to stop the other team from scoring. Part of playing defense in soccer is playing goalkeeper, and that is what we will be practicing today.</p>			
<p>Informing Task: When I say GO, I would like everyone to find a partner and go to a cone on a spot along the wall. One player will take the foam soccer ball that is there and go out from the wall about 10-15 feet. That player will then start by passing the ball towards the player still against the wall, and that player will stop the ball with his/her hands just like a goalkeeper would. Roll the ball back to the passer and repeat the process. Halfway through this activity we will switch roles. GO!</p>			
<ul style="list-style-type: none"> - Set Up: Place cones around the gym against the wall and space them out evenly. Place enough cones for each group of two students. Place a foam soccer ball by each cone. 	<ul style="list-style-type: none"> - Have the students pass the ball to the left and right side of the goalkeeper, making them move side-to-side to stop the ball. - Have the students vary the speed of the pass so that the goalkeepers have a more difficult save to make. - Have the students vary the height of the pass or shot so that the goalkeepers have to adjust to the ball at different heights. 	<ul style="list-style-type: none"> - Move feet side to side to get in front of the ball. - Stay on your feet as long as possible. - Use all parts of your body to create as large a barrier as possible. 	<ul style="list-style-type: none"> - See how many saves you can make in 3 minutes.
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Informing Task: When I say **GO**, I would like everyone to line up along this line. **GO!** (Count off the students and create six teams) When I say **GO**, I would like teams 1 and 2 to go to field 1, teams 3 and 4 to go to field 2, and teams 5 and 6 to go to field 3. Once there, select a captain to play rock-paper-scissors with the other teams captain to see who starts with the ball. Once that is decided, play a soccer game by passing, dribbling, and shooting the ball around and trying to score with a shot, push pass or dribble through the other team's goal. The defending team will try and get the ball so that they can score goals as well. Before a goal can be scored, however, every player on the team must touch the ball at least once, and the player who last scored a goal on your team can't score the next goal for your team. Select one player to be the goalie and switch off when I tell you to so everyone has a chance to play goalie. **GO!**

- Set Up: Create three small, 25 by 20 yard soccer fields by placing cones as boundaries, and place a soccer goal with net on each side of the field, in the middle of each end line. Place a foam soccer ball in each field.

- Move the teams around every once in awhile to get all the teams involved with each other.

- Move feet side to side to get in front of the ball.

- Stay on your feet as long as possible.

- Use all parts of your body to create as large a barrier as possible.

- See how many goals your team can score in each game.

- See how many passes your team can complete before scoring a goal.

Closure: Who can tell me one of the three cues that we learned to help us with goalkeeping? Correct. Now we have learned the basics of goalkeeping, and with more practice, we can utilize this skill along with the others we have learned to make us even better soccer players.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #22: Soccer Goalkeeping**

Objectives (Behavioral)

A. Student:

1. By the end of class, the students will show their knowledge of the goalkeeping cues by utilizing them in a small-sided game setting.
 - a. Move feet side to side to get in front of the ball.
 - b. Stay on your feet as long as possible.
 - c. Use all parts of your body to create as large a barrier as possible.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **15 foam soccer balls**
- **Cones for boundaries and goals**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Create two small, 20 yard by 15 yard soccer fields with cones as the boundaries. Create two goals for each field by placing two cones on each end line that are about 2-3 yards apart. Place a foam soccer ball in each field so that the activity can start quickly.</p> <p>Instant Activity: 3 Team Soccer – When I say GO, I would like everyone to line up along this line in front of me. GO! (Divide students into six teams) When I say GO, I would like teams 1, 2, and 3 to go to field 1, and teams 4, 5, and 6 to go to field 2. GO! When I say GO, teams 3 and 6 will start with the ball that is on each field. Teams 1 and 2 will go to opposite goals on the field, and the same for teams 4 and 5 on the other field. The team with the ball will try to score on one of the goals. If they succeed, they keep possession and try to score on the other goal. When they are stopped when trying to score on a goal, the team that stopped them gets possession and tries to score on the opposite goal just like the original team did. The team that is trying to score only gets one chance to score on each end and cannot take multiple shots. GO!</p>			
<p>Set Induction: Play any video that displays good goalkeeping skills and some great save highlights from professionals. Today we are going to continue to work on our goalkeeping skills so that we can continue our climb in skill level towards the professionals in the video.</p>			
<p>Informing Task: When I say GO, I would like everyone to line up along this line. GO! (Count off the students with 1s and 2s so that the class is split into two equal groups) When I say GO, I would like the 1s to go to one of the goals that are set up along the wall of the gym, and the 2s to get a foam soccer ball from the middle of the gym and begin dribbling the ball around the gym. The 1s will try and protect his/her goal with the goalkeeping skills that we have learned and the 2s will dribble around and try and score on the different goals. Once you shoot on a goal, you cannot shoot on that goal again until you have shot on another goal. Halfway through this activity we will switch roles. GO!</p>			
<ul style="list-style-type: none"> - Set Up: Create enough cone soccer goals along the walls of the gym for half the class, with each goal being about 3 yards wide. Place about 15 foam soccer balls in the middle of the gym. 	<ul style="list-style-type: none"> - Make the cone goals smaller for more skilled goalkeepers to give them a more difficult challenge. - Allow students to use their opposite foot to score goals if they feel comfortable. 	<ul style="list-style-type: none"> - Move feet side to side to get in front of the ball. - Stay on your feet as long as possible. - Use all parts of your body to create as large a barrier as possible. 	<ul style="list-style-type: none"> - See how many goals you can score in two minutes. - See how many saves you can make in two minutes.

Informing Task: When I say **GO**, I would like everyone to line up along this line. **GO!** (Count off the students and create six teams) When I say **GO**, I would like teams 1 and 2 to go to field 1, teams 3 and 4 to go to field 2, and teams 5 and 6 to go to field 3. Once there, select a captain to play rock-paper-scissors with the other teams captain to see who starts with the ball. Once that is decided, play a soccer game by passing, dribbling, and shooting the ball around and trying to score with a shot, push pass or dribble through the other team's goal. The defending team will try and get the ball so that they can score goals as well. Before a goal can be scored, however, every player on the team must touch the ball at least once, and the player who last scored a goal on your team can't score the next goal for your team. Select one player to be the goalie and switch off when I tell you to so everyone has a chance to play goalie. **GO!**

- Set Up: Create three small, 25 by 20 yard soccer fields by placing cones as boundaries, and place a soccer goal with net on each side of the field, in the middle of each end line. Place a foam soccer ball in each field.

- Move the teams around every once in awhile to get all the teams involved with each other.

- Move feet side to side to get in front of the ball.

- Stay on your feet as long as possible.

- Use all parts of your body to create as large a barrier as possible.

- See how many goals your team can score in each game.

- See how many saves you can make as a goalkeeper in the amount of time that you are the goalkeeper.

Closure: Great job today, class! Who can remind the class of the three cues that we have learned to help us with our goalkeeping. We will continue to work on these skills so that we can improve and eventually use these skills in a real soccer game.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #23: Soccer Goalkeeping**

Objectives (Behavioral)

A. Student:

1. By the end of the class, the students will show their knowledge of the goalkeeping cues and the importance of goalkeeping to the game of soccer by completing a goalkeeping quiz.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 soccer balls**
- **3 foam soccer balls**
- **Cones for boundaries and goals**
- **20-30 soccer targets with point values**
- **Tape**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Create 20-30 soccer targets that are slightly larger than a soccer ball and tape them up on the wall at various points around the gym. Vary the height of the targets and make the higher targets worth extra points. Write the amount of points that a shot is worth on each target. Do not place the targets any higher than six feet off of the ground. Create an inner square around the gym with cones that are about ten feet away from each wall.</p> <div style="text-align: center; margin: 20px 0;"> <pre> XXXXXXXXXXXXXXXXXXXXX X X X XXXXXXXXXXXXXXXX X X X X X X X SHOOTING X X X X AREA X X X X X X X X X X X XXXXXXXXXXXXXXXX X X X X X XXXXXXXXXXXXXXXXXXXXX </pre> </div>			
<p>Instant Activity: When I say GO, I would like everyone to retrieve a soccer ball from the pile, and begin dribbling around the gym and shooting at the taped up targets on the wall. You can not score on the same goal twice in a row, and you have to stay inside the coned square that extends throughout the gym. You may go outside of the square to retrieve your ball if needed, but all shots need to be scored from inside the square. Keep track of the amount of points you score. GO!</p>			
<p>Set Induction: Today we are going to be finishing up our goalkeeping section of the soccer unit by playing some fun small-sided games, and then completing a quiz about goalkeeping so I can assess your knowledge of goalkeeping.</p>			
<p>Informing Task: When I say GO, I would like everyone to line up along this line. GO! (Count off the students and create six teams) When I say GO, I would like teams 1 and 2 to go to field 1, teams 3 and 4 to go to field 2, and teams 5 and 6 to go to field 3. Once there, select a captain to play rock-paper-scissors with the other teams captain to see who starts with the ball. Once that is decided, play a soccer game by passing, dribbling, and shooting the ball around and trying to score with a shot, push pass or dribble through the other team's goal. The defending team will try and get the ball so that they can score goals as well. Before a goal can be scored, however, every player on the team must touch the ball at least once, and the player who last scored a goal on your team can't score the next goal for your team. Select one player to be the goalie and switch off when I tell you to so everyone has a chance to play goalie. GO!</p>			

<p>- Set Up: Create three small, 25 by 20 yard soccer fields by placing cones as boundaries, and place a soccer goal with net on each side of the field, in the middle of each end line. Place a foam soccer ball in each field.</p> <p>- Move the teams around every once in awhile to get all the teams involved with each other.</p>		<p>- Move feet side to side to get in front of the ball.</p> <p>- Stay on your feet as long as possible.</p> <p>- Use all parts of your body to create as large a barrier as possible.</p>	<p>- See how many goals your team can score in each game.</p> <p>- See how few goals your team can allow in each game.</p> <p>- See how many saves you can make as a goalkeeper in the amount of time that you are the goalkeeper.</p>
<p>Informing Task: When I say GO, I would like everyone to pick up a quiz and a writing utensil from me, and go to your own self space and complete the goalkeeping quiz. Please keep at least five feet of space between yourself and everyone else, and complete this quiz individually. GO!</p>			
<p>Closure: Nice job in class everyone! We have now concluded our goalkeeping section of the soccer unit, and with this skill we can now move on to learning how to score and defend penalty kicks. We will be starting this during the next class, and this will be one of the final steps in our soccer unit towards becoming master soccer players.</p>			

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #24: Soccer Goalkeeping and Penalty Kicks**

Objectives (Behavioral)

A. Student:

1. By the end of class, the students will be able to recite the four cues that they learned about shooting penalty kicks.
 - a. Pick a corner of the goal to shoot at.
 - b. Plant foot pointed towards the target.
 - c. Strike the middle of the ball with your shooting foot.
 - d. Follow through to the target.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 soccer balls**
- **Cones for boundaries and goals**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Set up a large, 50 yard by 50 yard coned area that the students will use for this activity. Scatter enough soccer balls around for each pair of students so that they can get a soccer ball and immediately start the activity.</p>			
<p>Instant Activity: Today we are going to warm up with some passing skills to get us ready for the rest of the lesson. When I say GO, I would like everyone to get a partner and a soccer ball between the two, and one partner will start dribbling the soccer ball in the large coned area while the other student runs around the space, never getting more than 15 yards apart from the dribbler. The dribbler will pass the ball with the inside or outside of the foot to their partner on my command, and the roles will reverse. If you can't find a partner, come to me and I will get you situated. GO!</p>			
<p>Set Induction: Did anyone watch the last World Cup in which Italy won in penalty kicks? Well, shooting penalty kicks is one of the most exciting plays in soccer, as was evidenced by this World Cup. Today we are going to be working on the skills that are necessary to execute a penalty kick.</p>			
<p>Informing Task: When I say GO, I would like everyone to get a soccer ball from the pile in the middle of the gym and begin dribbling around the gym and shooting at the coned goals that line the wall. Before each shot, I would like you to bring the ball to a complete stop and then shoot the ball into the goal. Each shot should be about ten yards away from the goals. GO!</p>			
<p>- Set Up: Create 25-30 coned goals along the walls of the gym by placing two cones together, about 1-2 yards apart. Place thirty soccer balls in a pile in the middle of the gym.</p>	<p>- Make some of the goals smaller so that the more skilled players will have more of a challenge.</p> <p>- Allow the students to shoot from a farther distance or a shorter distance to vary the difficulty.</p>	<p>- Pick a corner of the goal to shoot at.</p> <p>- Plant foot pointed towards the target.</p> <p>- Strike the middle of the ball with your shooting foot.</p> <p>- Follow through to the target.</p>	<p>- See how many goals you can score in a span of two minutes.</p> <p>- See how many goals you can score in a row without missing.</p>
<p>Informing Task: When I say GO, I would like you to get in groups of three and gather around me for further instructions. If you don't have a group of three, then come to me and I will get you situated. GO! When I say GO, I would like each group to go to a goal that is set up along the walls of the gym. One player will start as the shooter, one player will start as the goalkeeper, and one player will start as the ball retriever. The shooter will try and score the ball from the cone that the soccer ball starts at, and each shot needs to be completely stopped before the shot is taken. The goalkeeper will try to save the ball from being scored, and the ball retriever will help to retrieve the ball if it bounces away from your area. We will switch roles on my command, and each person will have a chance to participate in all three roles. GO!</p>			

<p>- Set Up: Create ten cone goals along the walls of the gym, with each goal being 8-10 yards apart. Set a cone about 10-12 yards away from each goal towards the middle of the gym, and set a soccer ball by each of the cones.</p>	<p>- Make the goals smaller or larger depending on skill level.</p> <p>- Allow students to move closer or farther away for each shot, depending on skill level.</p>	<p>- Pick a corner of the goal to shoot at.</p> <p>- Plant foot pointed towards the target.</p> <p>- Strike the middle of the ball with your shooting foot.</p> <p>- Follow through to the target.</p>	<p>- See how many goals you can score in a row without missing.</p> <p>- See how many saves you can make in your time as the goalkeeper.</p>
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Closure: Excellent job today, class! Who can tell me one of the cues that we learned today about shooting penalty kicks. Correct! Now we have learned about one of the most exciting and pressure packed skills in the game of soccer, and we can use the knowledge and skills that we gained today to enhance our overall abilities as a soccer player.

Central Washington University
Physical Education Teacher Education Program
Lesson Plan #25: Goalkeeping and Penalty Kick Review

Objectives (Behavioral)

A. Student:

1. By the end of the lesson students will know the correct distance of regular penalty kicks in a soccer game.
2. By the end of the lesson, students will be able to practice and improve upon penalty kick shooting through various target practices and games.
3. By the end of the lesson students will know the correct shooting cues to improve power and accuracy for penalty kicks.
 - a. Plant with opposite foot beside the ball facing target.
 - b. Contact ball with the instep or inside of foot to shoot.
 - c. Strike the ball in the middle of the ball to keep it on the ground. Strike the ball slightly below the middle to lift it off the ground.
 - d. Follow through towards the target.
EALR:1.1
NASPE 1
4. By the end of the lesson, students will be able to show their knowledge of both goalkeeping and shooting penalty kicks by completing the weekly assessment quiz. (attached).
EALR: 1.2
NASPE: 2

Equipment: (for a class of 30 students)

- soccer balls for all students
- Vests for teams
- Targets inside goals (can be marked by cones or paper targets)
- Cones for targets
- Tape for targets (instant activity)

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Before class place 30 soccer balls in the middle of the gym. Form a coned square boundary 15 ft from each of the four walls of the gym. Tape different targets with point values around the gym at different heights ranging from 1 ft high to a maximum of 8ft high. The coned boundary should look similar to this:</p>			
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <pre style="font-family: monospace; font-size: 1.2em;"> ↑ xxxxxxxxxxxx x x ← x Shooting x → x Area x xxxxxxxxxxxx ↓ </pre> </div>			
<p>Instant Activity: Shooting Range. Today we are going to play the fun target practice called Shooting Range. On the walls of the gym there are numerous targets at different heights. There is a point value attached to each target ranging from 1-6. Your objective is to dribble within the coned boundary, aim and shoot at the targets. See how many times you can hit the same target before advancing on to the next point value. Remember that you can only shoot within the coned boundary. Do not kick other student’s soccer balls. When I say GO, choose a soccer ball from the center of the gym and begin shooting at the targets. GO.</p>			
<p>Set Induction: Imagine you are in the last soccer match of the season. Your coach chooses you to kick the one penalty kick that could win the match for your team. You are confident and skilled. You step up to the ball, pick your target, shoot, and score!! Today we will continue to learn more about penalty kicks and why they are needed in a soccer game.</p>			
<p>Set up 6 different goals against the walls of the gym. Allow at least 30 ft between each goal so that students have space to shoot. Use 2-3 walls to create maximum space. Goals can be either portable goals with nets or drawn on to the walls with colored tape, or marked by cones 8ft apart from one another. On the upper and lower corners of each goal, set up or tape different targets for students to shoot at during activity. This will be their goal within the goal.</p> <p>Activity: When I say GO, please choose one soccer ball within the middle of the gym and stand about 20 ft from one of the 6 goals around the room. GO.</p>			

	<ul style="list-style-type: none"> -Begin shooting your ball towards the goals. -Freeze! Does anyone know what happens when the referee calls a foul within the 18 yard goalkeeping box area? -How far away does the shooter get to shoot from? -Is the goalkeeper allowed to move within the goalie box? 	<ul style="list-style-type: none"> -Correct, a penalty kick is awarded to the team or player that was fouled. -The ball is placed 12 yards away from the goal and it is a one on one showdown between the goalie and the shooter. -The goalie is allowed to move from side to side to block the ball. 	<ul style="list-style-type: none"> -How many times can you make a goal in 10 tries?
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Informing Task: When I say **GO**, begin shooting at the targets marked inside the goal that is in front of you. Retrieve the ball and shoot again after each shot. **GO.**

<ul style="list-style-type: none"> -Demonstrate the activity for the students before they begin. -Move around to different goals and observe the student's improvement. 	<ul style="list-style-type: none"> -Shoot from about 15ft away. --Begin shooting at about 20 ft from the goal. -If you are having trouble hitting the targets, you may take 10 steps forward toward the target. -Once you have hit the target from close range, step back to your original position. 	<ul style="list-style-type: none"> -Take short steps towards the ball and plant your non-kicking foot 6-8 inches to the side of the ball facing forward. -To aim for the targets in the lower corners of the goal, strike the ball in the middle of the ball. Do not kick beneath the ball or else it will fly into the air. -Strike the ball using the inside of your foot on the laces of your shoe. -Follow through towards your target. 	<ul style="list-style-type: none"> -How many times can you hit the lower left target of the goal out of 10 tries? If you are missing, see how close you were and try to improve. Try and hit the target at close range 2 times in a row. -Can you hit the same lower targets from this distance 2 times in a row?
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	<p>-If you feel comfortable, you may take 5 steps back.</p> <p>- If you are able to hit the lower targets, begin aiming for the upper targets of the goal.</p>	<p>-To help lift the ball off the ground for the upper targets, contact the ball just slightly underneath the middle of the ball. This will help you lift the ball towards your upper targets.</p>	<p>How many times can you hit or come near the upper targets out of 20 tries?</p>
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Informing Task: When I say **GO**, please set down your soccer ball within the goal area and meet me in the middle of the gym. **GO**.

Closure: Let's review. When do penalty kicks occur within the game? Great answer! Penalty kicks occur when a foul is called by the referee inside the penalty box area. Does anyone remember how far from the goal a penalty shot is? Great memory! The ball is placed 12 yards from the goal. 12 yards is about 36 feet. What is the best way to improve shooting accuracy? Hint: You were all just doing this.... Correct: Practicing is the best way to help us shoot better.

Informing Task: When I say **GO**, please take this week's quiz and complete it in your own self-space. When you are done, you may hand it in to me. **GO**.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #26: Throw-In Passes**

Objectives (Behavioral)

A. Student:

1. By the end of the class, students will know what a throw-in pass is, when it is used, and proper placement of the throw-in pass.

EALRs: 1.2

NASPE: 2

2. By the end of the lesson, students will know the correct cues for throw-in passes.

- a. plant and step forward with the non-dominant foot.
- b. place hands to the sides of the ball
- c. bring ball and hands completely behind the head
- d. bring ball and hands forward like you are driving a hammer into a nail
- e. follow through towards your target.

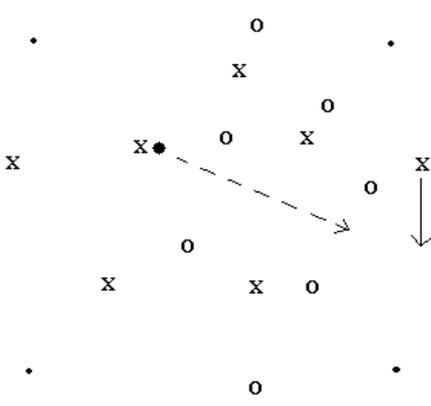
EALRs: 1.1, 1.2

NASPE: 1, 2, 5

Equipment: (for a class of 30 students)

- 30 soccer balls
- cones for boundaries
- Portable goals w/ nets or tape to mark goals on walls.

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Before class, set up two playing areas with four cones each forming a square grid 15 yards by 15 yards. The game should operate like this:</p> <p>x's= team 1 . =cones</p> <p>o's=team 2 ■ = ball</p>  <p>Instant Activity: Target Keep Away. Today we are going to begin by playing a fun passing game called target keep away. There will be different playing fields with 2 teams competing against each other on each field. Each team will have either 7 or 8 players. Two players from each team will be stationed somewhere along one of the outer borders. They must stay on that specific “touchline.” The two teammates will be on opposite touchlines. For example, one teammate will be on the north touchline and the teammate will be on the south touchline. The other team will have their two players on the west and east touchlines. The object of the game is for each team to control the ball by keeping it away from the other team. The ball must reach one of the two touch players, then be passed through the playing area to the other touch player. Once a player successfully passes the ball to a touch player, they switch positions. This way, everyone has the opportunity to be a touch player</p>			

<p>or regular player. When I say Go, I'd like you to form groups of 7-8 people of your choice, choose one of the two fields, and begin playing target keep away.</p>			
<p>Set Induction: Does anyone know what happens if the soccer ball goes out of bounds in a game? Well, the rules allow one player from the team that did not touch the ball last to pick up the ball with their hands and pass from the out of bounds area using a throw-in pass. This is one of the most fun skills to learn in soccer because everyone can do it. You can throw far and accurately using this pass. Today I will teach you how to make the throw in pass.</p>			
<p>Informing Task: When I say GO, please group next to me to learn about the throw-in pass. GO.</p>			
<p>Check for understanding: Once you have completed the instruction, see what the students have learned by asking them a few questions about throw in passes. For example, "Can anyone tell me where the thrown-in pass can be made?"</p>	<p>- Who knows what happens when a ball is kicked or dribbled out of bounds?</p> <p>-Where can the player throw the ball from after it goes out of bounds?</p> <p>-Where does the passer want to throw the ball?</p>	<p>-Yes, the opposing team is allowed one player to pick up the ball and pass it to one of their players with their hands.</p> <p>-The passer must stay out of bounds and stay in the area in which the ball went out of bounds. For example, if a ball goes out of bounds on one side of the boundary, the player cannot move up and down that boundary; they must throw from that spot.</p> <p>- The goal is to successfully pass the ball to an open teammate somewhere in the field. They should aim somewhere near the teammate so that the teammate can easily trap the ball and control it before defenders arrive.</p>	
<p>Informing Task: When I say GO, I would like you and a partner of your choice to choose one soccer ball from the center area, find a general space in the gym, stand about 15 feet apart from one another, and begin passing the ball to one another. The person receiving the ball should catch the ball at first. GO.</p>			
<p>-Demonstrate passing over the head.</p> <p>- Observe partners to make sure that the students who are having difficulty practice close, accurate passes before</p>	<p>Begin throwing the ball over your head towards your partner.</p> <p>-If you are having trouble staying accurate, take a few steps forward and</p>	<p>-When you pass the ball, take one step forward and plant with your non-dominant foot before you make the pass.</p> <p>-When using the throw in</p>	<p>-Can you find the proper release point to hit your target?</p> <p>How many times can you hit your target in a row?</p>

advancing.	practice throwing the ball overhead with less power.	pass, place each hand on opposite sides of the ball. Your hands should be facing one another on opposite sides of the ball.	
	<p>If you feel comfortable with this motion, you may take a couple steps back.</p> <p>If you feel comfortable, begin trapping the ball as it is passed to you by using either the chest trap or foot trap.</p>	<p>-Extend and bend your arms all the way behind your head as you throw so that the ball is completely behind your head.</p> <p>-After extending the ball behind your head, swing forward like you are hammering a nail hard into a board.</p> <p>-To improve accuracy, after you swing forward, allow your arms to follow through toward your target.</p>	How many times can you and your partner pass, trap, and control the ball out of 20 tries?
Informing Task: When I say Go , I'd like you to switch partners by finding the next closest person to you in the gym. If you cannot find a partner, come to me. GO.			
Ask for a volunteer from the class. Ask the student to begin running in one direction, then correctly demonstrate where to "lead" the runner with a pass.	-If your teammate is running on the field when you are passing, what will you have to do to get the ball to them?	-Correct, you will have to lead the ball to them by throwing the ball in front of where they are running so that the ball will get there as they arrive to the spot.	
Informing Task: When I say GO , spread out in the gym, stand about 20 feet from your partner and pass the ball so that you "lead" your partner to the ball. GO.			
Observe, monitor and provide feedback.	<p>-Recievers, before the ball is passed, cut in one direction by using a slow jog facing your partner.</p> <p>-Passer, throw the ball in using the overhead pass.</p>	<p>-To help lead your partner, anticipate where they will be when the ball gets to them.</p> <p>-Aim for where you think their chest and feet will be once they get there.</p>	-How many times can you make a successful throw in pass to your partner out of 30 tries?

Game Set up: There should be 2 identical sized fields set up in the gym about 25 yards by 15 yards each. Use cones to mark the boundary sidelines and portable goals, tape on walls, or cones to mark the goals 8ft apart.

Game: When I say **GO**, I'd like you to form a line on this red line facing me and begin counting off by 4's and remember your number. **GO**. When I say **GO**, I'd like the 1's and 2's to begin play on field #1 over here and 3's and 4's to begin play on field #2. Odd numbered teams can start with the ball. If the ball goes out of bounds, use the throw-in pass just like you practiced. **GO**.

	-Remember to use the throw-in pass if the ball goes out of bounds.	-Remember what you have learned: take a step forward with your non-dominant foot; place your hands on the sides of the ball; extend and bend your arms to take the ball all the way behind your head; swing forward like a hammer; and follow through.	How many good throw-in passes can your team make in the game?
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Closure: Today we have learned a very important soccer skill. The throw-in pass will help you pass the ball in bounds successfully and help your team control possession of the ball. Tomorrow we will get to work on headers!

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #27: Soccer Headers**

Objectives (Behavioral)

A. Student:

1. By the end of class, the students will be able to recite the three cues for using your head to strike the ball in the game of soccer.
 - a. Square your shoulders toward the oncoming ball.
 - b. Strike the ball in the middle of your forehead.
 - c. Follow through to increase power.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 soccer balls**
- **30 foam soccer balls**
- **30 soccer ball-sized targets**
- **Tape**
- **Cones for boundaries and goals**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Create two small, 20 yard by 15 yard soccer fields with cones as the boundaries. Create two goals for each field by placing two cones on each end line that are about 2-3 yards apart. Place a foam soccer ball in each field so that the activity can start quickly.</p>			
<p>Instant Activity: 3 Team Soccer – When I say GO, I would like everyone to line up along this line in front of me. GO! (Divide students into six teams) When I say GO, I would like teams 1, 2, and 3 to go to field 1, and teams 4, 5, and 6 to go to field 2. GO! When I say GO, teams 3 and 6 will start with the ball that is on each field. Teams 1 and 2 will go to opposite goals on the field, and the same for teams 4 and 5 on the other field. The team with the ball will try to score on one of the goals. If they succeed, they keep possession and try to score on the other goal. When they are stopped when trying to score on a goal, the team that stopped them gets possession and tries to score on the opposite goal just like the original team did. The team that is trying to score only gets one chance to score on each end and cannot take multiple shots. GO!</p>			
<p>Set Induction: Today we are going to be learning a new method of moving the ball around the soccer field. We will be learning how to utilize our head as a means of passing and scoring the soccer ball, giving us even more options when playing a soccer game.</p>			
<p>Informing Task: When I say GO, I would like everyone to go to a soccer ball that is set up against the wall, take about 5 steps away from the wall, and begin heading the soccer ball towards the target that is taped up on the wall by your soccer ball. GO!</p>			
<p>- Set Up: Place 30 soccer balls around the gym against the wall and spread them out as evenly as possible. Tape a soccer ball-sized target on the wall by each soccer ball, about 5-6 feet up from the ground.</p>	<p>- Move the students closer to decrease the difficulty.</p> <p>- Move the students farther away from the target to increase the difficulty.</p> <p>- Teaching by Invitation: Allow students to use a foam soccer ball instead if they choose.</p>	<p>- Square your shoulders toward the oncoming ball.</p> <p>- Strike the ball in the middle of your forehead.</p> <p>- Follow through to increase power.</p>	<p>- See how many times you can hit your target in a row without missing.</p> <p>- See how many times you can hit your target in a span of 2 minutes.</p>
<p>Informing Task: When I say GO, I would like everyone to get a partner and a soccer ball between the two, get your own space of the gym to work with, and have one student begin tossing the soccer ball to your partner from about 8-10 feet away. Your partner will head the soccer ball back to the partner who tossed the ball. Repeat for five straight time and then switch roles. Switch every time after five tosses. GO!</p>			

<p>- Set Up: Place 15 soccer balls in a pile in the middle of the gym.</p>	<p>- Teaching by Invitation: Allow students to use a foam soccer ball instead if they choose.</p> <p>- Teaching by Invitation: Allow students to increase the distance between themselves and their partner if they choose.</p> <p>- Teaching by Invitation: Allow students to toss the ball to the left and right side of their partner so that their partner has to move his/her feet to get square with the ball and head it back.</p>	<p>- Square your shoulders toward the oncoming ball.</p> <p>- Strike the ball in the middle of your forehead.</p> <p>- Follow through to increase power.</p>	<p>- See how many successful headers you and your partner can complete in a span of two minutes. A successful header is one in which your partner doesn't have to move his/her feet to catch the ball that is headed.</p>
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Closure: Alright class, who can tell me one of the three cues that we learned in class today regarding the use of our head in the game of soccer? Correct! Now we have learned to use a new part of our body to help us become even more versatile out on the soccer field. We will continue to practice this skill so we can utilize it in a game setting in the future.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #28: Header Passes and Shots**

Objectives (Behavioral)

A. Student:

1. By the end of the class, students will know the three functions of using headers in games. Passing, shooting, and clearing.

EALRs: 1.2

2. By the end of the class, students will be able to head the ball with 33% accuracy using a pass or shot.

EALR: 1.1

3. By the end of the lesson, students will know the cues for using a header.

a. Anticipate where the ball will be in the air before using your head.

b. Contact the ball on the forehead, slightly below the hairline. Tip: Hold the ball to your forehead.

Can you see the ball?

c. Tense the neck muscles.

d. Close your mouth before contact so you don't bite your tongue.

EALRs: 1.1, 1.2

NASPE: 1, 2, 5

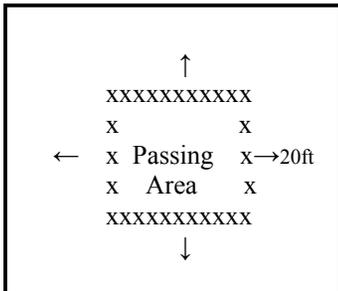
Equipment: (for a class of 30 students)

- One regular soccer ball for each student
- One foam soccer ball for each student
- Paper targets on gym wall for point values (instant activity)
- cones
- scrimmage vests

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
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Before class, tape all of the paper targets with point values ranging from 1-6 at different heights around the gym. The maximum height for this activity should be 5 feet off the ground. Set up the coned throwing area 20 feet from each wall. The final area should look like this:



Instant Activity: Throw-In Target Range. Today we will warm up by practicing what we have learned about throw-in passes. The game will be similar to Shooting Range, except this time you will be making throw-in passes rather than shots. As you can see, there are paper targets taped to the walls of the gym. Your goal is to aim and hit these targets with your throw-in passes. You must stay within the coned boundary which is 20 feet away from each of the walls. Carefully retrieve your ball after it hits the wall. Try and aim for each target in the gym, do not stay in one place. When I say **GO**, choose one ball within the playing area and begin throw-in passing towards the targets. **GO**.

Set Induction: Today we are going to continue with the very important skill of using headers to pass or shoot. (Show video clip of amazing header shots by professionals found on YouTube.com with the title of Great soccer header shots)

Informing Task: When I say **GO**, please gather around me for some information about headers. **GO**.

-When the ball is traveling through the air, what is a good way to gain possession of the ball?

-Players can gain possession by using their head to pass the ball to other players.

	-Why do you think headers are difficult skills to master?	-Headers are difficult because a player has to time the ball and hit it just right on their head to make a good header pass. Even professional soccer players struggle with this skill sometimes.	
<p>Before instruction, place 30 of the foam soccer balls within the middle space of the gym.</p> <p>Informing Task: When I say Go, I'd like each of you to choose one of the foam colored soccer balls and return to me. GO.</p>			
-Demonstrate head placement.	<p>-Please take your soccer ball and hold it to your forehead directly below the hairline.</p> <p>-Can you look up and see the ball?</p>	<p>-You will want to contact the ball on your forehead like this to perform a header.</p> <p>- If not, you should lower the ball a little further toward your forehead.</p>	
<p>Informing Task: When I say GO, find a general space in the gym and begin lightly tossing the ball in the air and letting it bounce up again using your forehead. Catch the ball and repeat. GO.</p>			
<p>Demonstrate the activity for the students.</p> <p>Demonstrate heading the ball in the air twice in a row.</p>	<p>-Toss the ball only 3-4 feet above your head.</p> <p>- Toss the ball slightly to the left, right, front, or back of you.</p> <p>- Now I'd like you to try and head the ball twice in a row before catching it.</p> <p>-Can you show me how to make tense neck muscles?</p>	<p>-You may need to tilt your head back so that you can see where the ball is tossed.</p> <p>- If the toss is to your left, right, front, or back, position your body to get your head underneath the ball.</p> <p>- Contact the ball on the forehead.</p> <p>- When the ball makes contact with your head, tense your neck muscles to keep a steady head.</p>	<p>Try and contact the ball directly on the forehead 2 times in a row.</p> <p>Can you head the ball 2 times in the air before catching it?</p> <p>How many headers can you make in a row consecutively?</p>

	<p>-Try making multiple headers in a row before catching the ball.</p>	<p>One last thing to remember when making headers is to close your mouth before heading the ball. This will prevent you from biting your tongue when you make contact.</p>	
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Before class, make sure to set up 15 different goals around the walls of the gym. Use cones 8 feet apart or colored tape on the wall 8ft wide by 6ft high. Place one regular soccer ball at each station.

Informing Task: When I say **GO**, find a partner nearest to you, go to one of the 15 goals against the walls, and practice headers. One person will be giving a light toss from about 8 feet away and the header will head the ball into the goal area. **GO**.

<p>Allow the partners to switch after about 25 tries each.</p>	<p>-Toss the ball about 5-10 ft above the shooters head. Remain 8 feet away.</p> <p>-If you feel comfortable, you may switch to the regular soccer ball that is positioned near your goal.</p> <p>-To make the task harder for you, you may take a running start after the ball is tossed to get to the ball and head it in.</p> <p>-Partners can toss the ball a little more briskly in the air.</p>	<p>-Remember to contact the ball directly on your forehead.</p> <p>-To help you gain power for headers, make a slight jump towards the ball as it makes contact with your head. Snap your head at the ball to shoot it into the goal.</p> <p>-Anticipate where the ball will be in the air before it gets there.</p> <p>-Make sure to get to the ball in time to head it into the goal.</p>	<p>-Can you make the goal 2 times out of 10?</p> <p>-How many times can you head the soccer ball into the goal in a row?</p> <p>-See if you can make at least 1 out of every 3 headers in the goal.</p>
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Closure: Great job today, class. I was very impressed with your concentration and effort in learning headers. This is not an easy skill and can be frustrating at times. However, when done correctly, it can be very useful in a soccer game.

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #29: Soccer Juggling**

Objectives (Behavioral)

A. Student:

1. By the end of class, the students will be able to recite three cues to remember while juggling a soccer ball.
 - a. Keep your eye on the ball at all times.
 - b. Strike the ball on the top of your shoelaces.
 - c. Curl your toes up when striking the ball to keep it in front of you.

EALRs: 1.1, 1.2

NASPE: 1,2,5

Equipment: (for a class of 30 students)

- **30 soccer balls**
- **30 foam soccer balls**
- **Cones for boundaries**
- **Video of juggling skills and device for playing the video**

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Instant Activity Set Up: Create a medium sized playing area by placing cones in a 15 yard by 15 yard square as boundaries. Scatter 30 soccer balls throughout the playing area so that they may be retrieved by students quickly and the activity may be started immediately.</p>			
<p>Instant Activity: Dribble Knockout – When I say GO, I would like everyone to get a soccer ball in the coned area and begin to dribble your soccer ball around the area. You may lightly knock the soccer ball of other players outside of the playing area, as long as you keep in control of your own ball. If your ball is knocked outside of the area, then collect it and do ten toe taps on the ball before coming back into the circle. GO!</p>			
<p>Set Induction: (Play a video of a soccer player juggling a soccer ball and doing tricks with the ball.) Today we are going to be learning how to juggle a soccer ball. The players in the video have had a lot of practice to be able to excel at this task. With practice, all of us can excel at this task as well.</p>			
<p>Informing Task: When I say GO, I would like everyone to get a soccer ball from the pile in the middle of the gym and find an open space that you can use to work on your juggling skills. I will be giving everyone different tasks that will get progressively more difficult. GO!</p>			
<p>- Set Up: Place 30 soccer balls in the middle of the gym.</p> <p>- Tasks include:</p> <ul style="list-style-type: none"> • Drop the ball, let it bounce, and kick it back up with the dominant foot. • Drop the ball, let it bounce, and kick it back up with the non-dominant foot. • Drop the ball and kick it back up with the dominant foot without letting it hit the ground. 	<p>- Teaching by Invitation: Allow students to use a foam soccer ball to accomplish the task if they choose.</p> <p>- Intratask Variation: Have students who are very skilled at juggling do more difficult tasks or give them a juggling game to participate in.</p>	<p>- Keep your eye on the ball at all times.</p> <p>- Strike the ball on the top of your shoelaces.</p> <p>- Curl your toes up when striking the ball to keep it in front of you.</p>	

- Drop the ball and kick it back up with the non-dominant foot without letting it hit the ground.
- Drop the ball and kick it once with the dominant foot and then the non-dominant foot and then catch it.
- Drop the ball and juggle it twice with the dominant foot and then catch it.
- Drop the ball and juggle it twice with the non-dominant foot and then catch it.
- Drop the ball and juggle it as many times as you can with your dominant foot.
- Drop the ball and juggle it as many times as you can with the non-dominant foot.
- Drop the ball and juggle it as many times as you can using both feet.

- Walk around and help students with their juggling skills. Provide a demonstration if needed.

Closure: Excellent job today, class! Can anyone tell me one of the helpful reminders that we learned to help us juggle a soccer ball. Juggling a soccer ball is a great way to work on ball control, and it is a skill that you can work on by yourself just as easily as with friends or teammates. This is the last skill we will be learning as a part of our soccer unit, and tomorrow we will be having a unit-ending celebration with a lot of small-sided games. See you tomorrow!

**Central Washington University
Physical Education Teacher Education Program
Lesson Plan #30: Unit Ending Games Day**

Objectives (Behavioral)

A. Student:

1. By the end of the soccer unit, students will be able to show competency and proficiency levels in each of the following fundamental soccer skills:

- a. Dribbling
- b. Passing and Receiving
- c. Shooting
- d. Goalkeeping and Penalty Kicks

EALRs: 1.1, 1.2

NASPE: 1, 2, 5

2. By the end of the lesson, students will be able to explain the importance of soccer as a lifetime fitness activity.

NASPE: 3, 4, 6

Equipment: (for a class of 30 students)

- 4 separate playing fields
- Cones to mark sidelines
- At least 4 soccer balls
- Different colored scrimmage vests for teams
- Portable goals or colored tape to mark goals on walls.

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Before class place 30 soccer balls in the middle of the gym. Form a coned square boundary 15 ft from each of the four walls of the gym. Tape different targets with point values around the gym at different heights ranging from 1 ft high to a maximum of 8ft high. The coned boundary should look similar to this:</p> <div data-bbox="113 505 451 794" style="border: 1px solid black; padding: 10px; text-align: center;"><pre> ↑ xxxxxxxxxxxx x x ← x Shooting x → x Area x xxxxxxxxxxxx ↓</pre></div> <p>Instant Activity: Shooting Range. Today we are going to play the fun target practice called Shooting Range. On the walls of the gym there are numerous targets at different heights. There is a point value attached to each target ranging from 1-6. Your objective is to dribble within the coned boundary, aim and shoot at the targets. See how many times you can hit the same target before advancing on to the next point value. Remember that you can only shoot within the coned boundary. Do not kick other student's soccer balls. When I say GO, choose a soccer ball from the center of the gym and begin shooting at the targets. GO.</p>			
<p>Set Induction: Today is the culminating lesson of the soccer unit. I am very proud of the improvement each of you has shown in each of the different fundamental soccer skills. I know that you have the skills to continue to play soccer outside of the class and be successful. To celebrate the end of the unit, we are going to play many small-sided games in which teams will have the opportunity to play every other team.</p>			

Informing Task: When I say **GO**, I'd like each person to gather around me for a quick discussion about soccer before we start the games. **GO**.

<p>Review the skills that were taught.</p> <p>Speak about the purpose and goal of the soccer unit.</p>	<p>- Can anyone remember which skills we learned in depth in the soccer unit?</p> <p>-Why do you think dribbling should be taught first in a soccer unit?</p> <p>-What ages can people play soccer?</p>	<p>- Yes, first we started with dribbling, then passing and receiving, shooting, and finally goalkeeping.</p> <p>-Great answer! Dribbling is the most fundamental soccer skill because it allows players to move from place to place with the ball. Practicing dribbling allows players to feel more comfortable manipulating the ball so that they are confident in game situations.</p> <p>-Soccer is a game in which you can play when you are 5 or even 85. It is a lifetime fitness sport and I hope that all of you value the benefits of this sport.</p>	
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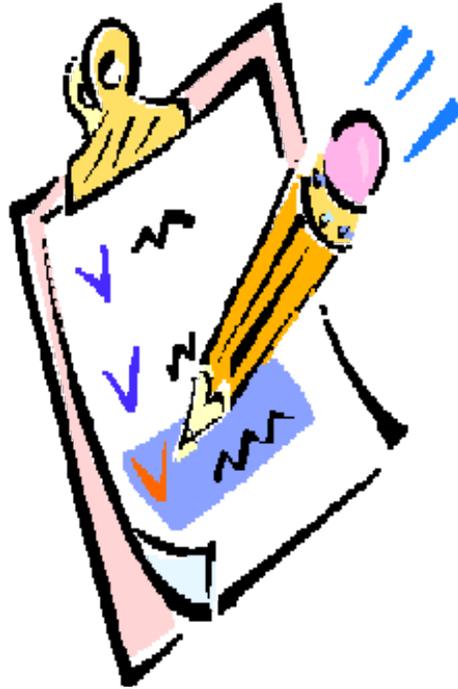
Before the game, create two large playing fields in the space about 30 yds long and 15 yds wide. Mark the goals with portable goals with nets or colored tape on the wall no more than 8ft high and 10ft across. Place one ball in the center of each of the playing fields and 7-8 of each colored vest in the middle of the area.

Game: When I say **GO**, please count off by fours and remember your number. 1's will be wearing the green vests, 2's will be wearing the red vests, 3's will be wearing the blue vests, and 4's will wear the yellow vests. When you gather with your team, I would like the odd numbered teams to play on field 1 and even numbered teams to play on field 2. There will be a rotating goalie throughout the game. Everyone will get a chance to become goalie for at least 2-3 minutes. 1's and 2's will start with the ball. **GO**.

<p>Provide feedback on student skill performance.</p> <p>Rotate the teams every 10-12 minutes so that each team gets to play every other team.</p>	<p>-Be sure to allow each team member to touch, dribble, pass, or shoot at least 10 times per skill throughout the game.</p> <p>-Rotate goalies every 3 minutes so that everyone has a chance.</p>	<p>Remember the cues for each of the skills:</p> <p>Dribbling: Look up, use the inside or outside of foot, keep the ball close with soft taps.</p> <p>Passing: Plant non-kicking foot next to the ball, use the inside of the foot to push pass, toes pointed up and ankle locked, and follow through.</p> <p>Shooting: Strike the ball slightly beneath the middle of the ball to lift it off the ground, line up to your target, strike with the instep or laces of the shoe, and follow through.</p> <p>Goalkeeping: Move laterally, anticipate where the ball will go, stay on feet as long as possible, stay on the balls of your feet for balance, and block or catch the incoming ball.</p>	<p>How long can you keep possession of the ball in a 2 minute time frame?</p> <p>How many times can your team score in 5 minutes?</p> <p>Goalies: How many shots can you block out of 10? 2 shots? 3 shots?</p>
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Closure: Thank you all for participating in this soccer unit. I am confident that you possess the skills necessary to be successful in soccer leagues and matches for the rest of your life. (Show final video clip of amazing soccer passes, goals, and events found on YouTube.com)

Soccer Assessments



Soccer Unit

Assessment Section

Formal assessments for the soccer unit includes four quizzes and four skill charts. Also included is a sheet that outlines the informal and formal assessments on a lesson by lesson basis. Informal assessments will be given on a daily basis through a variety of methods, including checking for understanding, specific and congruent feedback, and verbal recitation of cues learned in class. Listed below is an outline of when each quiz will be taken and when each skill chart assessment will be administered.

Assessment Section Contents

1. Assessment Plan (outline of all assessments)
2. Quiz #1 (administered on day 8)
3. Quiz #1 Answer key
4. Quiz #2 (administered on day 15)
5. Quiz #2 Answer key
6. Quiz #3 (administered on day 20)
7. Quiz #3 Answer key
8. Quiz #4 (administered on day 25)
9. Quiz #4 Answer key
10. Lesson #3 Skill Assessment
11. Lesson #11 Skill Assessment
12. Lesson #17 Skill Assessment

Assessment Plan

Day	Lesson Theme	Informal Assessment	Standards	Formal Assessment	Standards
Lesson #1	Course Objectives	Check for understanding of skills that will be taught and review of syllabus	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #2	Dribbling	Verbal check of dribbling cues	EALR 1.1 NASPE 1 NASPE 2		
Lesson #3	Basic Dribbling Moves	Dribble around cones with partners	EALR 1.1 NASPE 1 NASPE 2	Dribbling Skill Checklist	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2
Lesson #4	Basic Dribbling Moves	Observe students changing direction while dribbling	EALR 1.1 EALR 1.2 EALR 1.3 NASPE 1 NASPE 2		
Lesson #5	Dribbling Skills	Watch students start and stop dribbling while looking for the correct cues	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #6	Dribbling with the outside of the foot	Look for correct form of dribbling with both sides of the feet while students dribble in a zig-zag pattern	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #7	Dribbling Games	Observe students dribbling skills in a game setting	EALR 1.1 EALR 1.2 EALR 1.3 NASPE 1 NASPE 2		

Lesson #8	Dribbling Activities	Observe students utilizing the dribbling cues during dribbling activities	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2	Quiz #1: Dribbling Cues	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2
Lesson #9	Passing Introduction	Students verbally express the importance of passing	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #10	Outside of the foot passing	Watch for correct form while students pass with a partner	EALR 1.1 EALR 1.2 EALR 3.3 NASPE 1 NASPE 2		
Lesson #11	Instep Passing	Observe students utilizing instep passing cues in a game setting	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2	Passing Skill Checklist	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2
Lesson #12	Receiving Passes	Verbal check of passing cues	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #13	Chest Trap	Watch for utilization of cues during chest trap activities	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2 NASPE 5		
Lesson #14	Passing and Trapping	Check for understanding of the importance of passing in game situations	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #15	Passing and Trapping	Observe students using correct passing form in a game situation	EALR 1.1 EALR 1.2 EALR 1.3 NASPE 1 NASPE 2	Quiz #2: Passing and Trapping	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2

Lesson #16	Shooting Intro	Verbal check of shooting cues	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #17	Shooting	Watch for utilization of shooting cues during activities	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2	Shooting Skill Checklist	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2
Lesson #18	Shooting	Observe correct shooting form from the students in a game setting	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #19	Shooting Games	Look for utilization of shooting cues from the students in a game setting	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #20	Shooting in game situations	Look for utilization of shooting cues from the students during the Shooting Range activity	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2	Quiz #3: Shooting	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2
Lesson #21	Goalkeeping Introduction	Verbal check of goalkeeping cues	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #22	Goalkeeping Skills	Watch for utilization of goalkeeping cues from the students in a game setting	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #23	Goalkeeping Games	Observe the students while looking for correct goalkeeping form during a game	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		

Lesson #24	Penalty Kicks and Goalkeeping	Verbal check of penalty kick cues	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #25	Penalty Kicks and Goalkeeping	Watch for utilization of penalty kick cues during an activity	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2	Quiz #4: Goalkeeping and Penalty Kicks	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2
Lesson #26	Throw-In Passes	Look for utilization of throw-in cues from students during an activity	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #27	Headers	Verbal check of header cues	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #28	Header Passes	Watch for utilization of header cues in an activity setting	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #29	Juggling Games	Verbal check of juggling cues	EALR 1.1 EALR 1.2 NASPE 1 NASPE 2		
Lesson #30	Small-Sided Games	Watch for utilization of soccer skills taught during the unit during a small-sided game	EALR 1.1 EALR 1.2 EALR 1.3 NASPE 1 NASPE 2		



Soccer Dribbling Quiz #1



1. Name at least 2 things to remember to help you dribble successfully?

2. Circle the best answer. I dribble the soccer ball using my:

- a. toe of the shoe
- b. inside of my foot (instep)
- c. outside of my foot
- d. laces of my shoe
- e. Both b and c are correct.

3. I can keep the ball close to my body by using _____ taps.

4. _____ is a good way for me to see where I am going while dribbling.

5. This is how you stop the ball and turn in the opposite direction while dribbling:

- a. Pull back turn
- b. Cut back turn
- c. Wrap around and turn.
- d. A and B and C are all correct.



Soccer Dribbling Quiz #1 Answer Key



1. Name at least 2 things to remember to help you dribble successfully?

Use soft taps when contacting the ball; Keep your head up to see where you are going; Use the inside or outside of your foot to dribble

2. Circle the best answer. I dribble the soccer ball using my:

- a. toe of the shoe
- b. inside of my foot (instep)
- c. outside of my foot
- d. laces of my shoe
- e. Both b and c are correct. ✓

3. I can keep the ball close to my body by using ___soft___ taps.

4. _Keeping my head and eyes up___is a good way to for me to see where I am going while dribbling.

5. This is how you stop the ball and turn in the opposite direction while dribbling:

- a. Pull back turn
- b. Cut back turn
- c. Wrap around and turn.
- d. A and B and C are both correct. ✓

Soccer Quiz #2
Passing Quiz

1. Why is passing so important in soccer?

2. What should you remember in order to make a good pass:

- a. Plant your opposite foot 5-7 inches to the side of the ball facing the target.
- b. Push the ball using the instep of the inside of the foot.
- c. Follow through towards your target.
- d. All are correct.

3. What does it mean to "trap" a pass?

4. When a ball is passed through the air, I can trap the ball with my body using a _____ trap.

5. True or False: The more I practice passing and receiving, the better my accuracy in passing and trapping will become.

Soccer Quiz #2 Answer Key
Passing Quiz

1. Why is passing so important in soccer?

__Passing is the best way to create good shots for teammates to help score goals for the team. Good passers are good team players and will help the team win by keeping the ball low for teammates to control with a trap. Some passes, however, can be passed through the air in certain situations.

2. What should you remember in order to make a good pass:

- a. Plant your opposite foot 6-8 inches to the side of the ball facing the target.
- b. Push the ball using the instep of the inside of the foot.
- c. Follow through towards your target.
- d. All are correct. ✓

3. What does it mean to “trap” a pass?

_A trap is the best way to receive the pass by locking your ankle and foot when the ball is passed toward you. Upon contact, receive the ball as if it were an egg to keep the ball close to your body.

4. When a ball is passed through the air, I can trap the ball with my body using a __chest_____ trap.

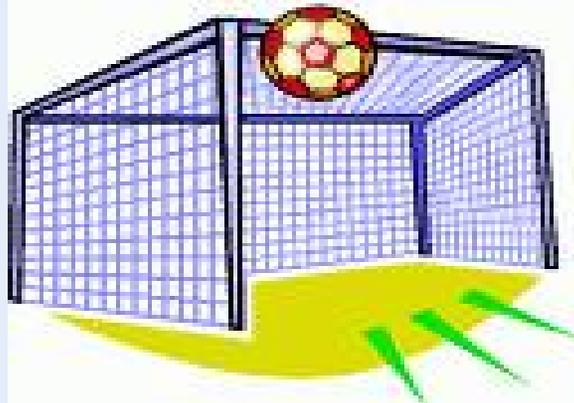
5. True or False: The more I practice passing and receiving, the better my accuracy in passing and trapping will become. True.



Shooting Quiz #3

1. To keep the shot on the ground, I need to strike the ball in the _____ of the ball.
2. Where should your non-kicking foot be placed when performing a soccer shot?
 - a. In front of the ball 3-5 inches
 - b. Beside the ball about 8-10 inches away.
 - c. Behind the ball about 3-5 inches
 - d. Facing toward the target.
 - e. Both b and d are correct
3. I use the instep or _____ of my shoe to shoot the ball.
4. Explain why knowing how to shoot is important in soccer?

5. It is important to _____ toward the target after striking the ball.



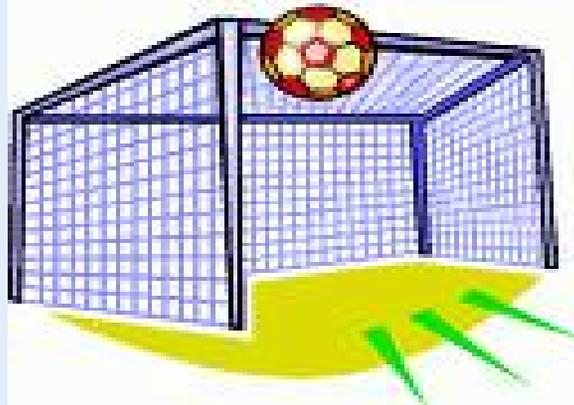


Shooting Quiz #3 (Answer Key)

1. To keep the shot on the ground, I need to strike the ball in the _____middle_____ of the ball.
2. Where should your non-kicking foot be placed when performing a soccer shot?
 - a. In front of the ball 3-5 inches
 - b. Beside the ball about 8-10 inches away.
 - c. Behind the ball about 3-5 inches
 - d. Facing toward the target.
 - e. Both b and d are correct ✓
3. I use the instep or _inside_ of my shoe to shoot the ball.
4. Explain why knowing how to shoot is important in soccer?

It is important to know how to shoot because when the opportunity is present, a good shot on goal could be the difference in helping my team win the game. The more I practice shooting, the better I will become and the more self-confidence I will feel in myself.

5. It is important to _____follow through_____ toward the target after striking the ball.





Goalkeeping and Penalty Kick Quiz #4



1. Goalkeepers are the only person on the field that is allowed to use their _____.
2. When being a goalie it is helpful to stay on your _____ as long as possible.
3. Penalty kicks are taken from this distance from the goal:
 - a. 15 feet
 - b. 30 feet
 - c. 12 yards
 - d. 10 yards
4. Explain when a penalty kick is allowed in the game.

5. What is the best way for anyone to improve their shooting accuracy for penalty kicks?

6. To lift the ball in the air, contact the ball:
 - a. in the middle of the ball.
 - b. on top of the ball
 - c. just slightly beneath the middle of the ball

Soccer Assessment for Dribbling

Directions: This is a self-assessment to help you understand the different cues for dribbling. Begin at Level 1. If you believe that you can successfully accomplish all of the tasks, proceed to level 2. Circle the level of performance that you believe you can accomplish successfully.

Level Earned	Performance
<p>Level 4: Professional Soccer Player</p> 	<ul style="list-style-type: none">  Student's dribbles the ball consistently using the inside or outside of the foot.  Student uses soft taps when contacting the ball.  Student keeps their head and eyes up while dribbling.  Student keeps the ball within 3-4 feet of their body while dribbling.
<p>Level 3: College Soccer Player</p> 	<ul style="list-style-type: none">  Student's dribbles the ball consistently using the inside or outside of the foot.  Student uses soft taps when contacting the ball.  Student keeps their head and eyes up while dribbling.  Student does not keep the ball within 3-4 feet of their body while dribbling.
<p>Level 2: High School Soccer Player</p> 	<ul style="list-style-type: none">  Student dribbles the ball occasionally using either the inside or outside of the foot.  Student uses soft taps when contacting the ball.  Student does not keep their head or eyes up while dribbling.  Student does not keep the ball within 3-4 feet of their body while dribbling.
<p>Level 1: Recreational Soccer Player</p> 	<ul style="list-style-type: none">  Student dribbles the ball occasionally using either the inside or outside of the foot.  Student does not always use soft taps when contacting the ball.  Student does not keep their head or eyes up while dribbling.  Student does not keep the ball within 3-4 feet of their body while dribbling.

Soccer Assessment for Passing

Directions: This is a self-assessment to help you understand the different cues for passing. Begin at Level 1. If you believe that you can successfully accomplish all of the tasks, proceed to level 2. Circle the level of performance that you believe you can accomplish successfully.

Level Earned	Performance
<p>Level 4: Professional Soccer Player</p> 	<ul style="list-style-type: none">  Student contacts the ball directly in the middle of the ball to keep it low.  Student plants their non-kicking foot 6-8 inches to the side of the ball before passing.  Student uses the push pass using the inside of their foot.  Student follows through toward the target after the pass.
<p>Level 3: College Soccer Player</p> 	<ul style="list-style-type: none">  Student does not always contact the ball directly in the middle of the ball to keep it low.  Student plants their non-kicking foot 6-8 inches to the side of the ball before passing.  Student uses the push pass using the inside of their foot.  Student follows through toward the target after the pass.
<p>Level 2: High School Soccer Player</p> 	<ul style="list-style-type: none">  Student does not contact the ball directly in the middle of the ball to keep it low.  Student plants their non-kicking foot 6-8 inches to the side of the ball before passing.  Student uses the push pass using the inside of their foot.  Student does not always follow through toward the target after the pass.
<p>Level 1: Recreational Soccer Player</p> 	<ul style="list-style-type: none">  Student rarely contacts the ball directly in the middle of the ball to keep it low.  Student sometimes plants their non-kicking foot 6-8 inches to the side of the ball before passing.  Student does not always use the push pass using the inside of their foot.  Student sometimes follows through toward the target after the pass.

Soccer Assessment for Shooting

Directions: This is a self-assessment to help you understand the different cues for shooting. Begin at Level 1. If you believe that you can successfully accomplish all of the tasks, proceed to level 2. Circle the level of performance that you believe you can accomplish successfully.

Level Earned	Performance
<p>Level 4: Professional Soccer Player</p> 	<ul style="list-style-type: none">  Student's shooting foot is extended at the ankle.  Student's planting foot is parallel to soccer ball.  Student keeps the shooting knee over the ball and head down.  Student strikes the ball with the laces and follows through
<p>Level 3: College Soccer Player</p> 	<ul style="list-style-type: none">  Student's shooting foot is extended at the ankle.  Student's planting foot is parallel to soccer ball.  Student keeps the shooting knee over the ball and head up.  Student does not strike the ball with the laces and does not follow through.
<p>Level 2: High School Soccer Player</p> 	<ul style="list-style-type: none">  Student's shooting foot is extended at the ankle.  Student's planting foot is parallel to soccer ball.  Student does not keep the shooting knee over the ball and head up.  Student does not strike the ball with the laces and does not follow through.
<p>Level 1: Recreational Soccer Player</p> 	<ul style="list-style-type: none">  Student's shooting foot is not extended at the ankle.  Student's planting foot is parallel to soccer ball.  Student does not keep the shooting knee over the ball and head up.  Student does not strike the ball with the laces and does not follow through.



Goalkeeping and Penalty Kick Quiz

Answer Key



1. Goalkeepers are the only person on the field that is allowed to use their __hands__.
2. When being a goalie it is helpful to stay on your __feet__ as long as possible.
3. Penalty kicks are taken from this distance from the goal:
 - a. 15 feet
 - b. 30 feet
 - c. 12 yards ✓
 - d. 10 yards
4. Explain when a penalty kick is allowed in the game.

_Penalty kicks are allowed when there is a direct kick foul of the player inside the 18yd penalty box area.

5. What is the best way for anyone to improve their shooting accuracy for penalty kicks?

To help improve shooting accuracy, it is important to remember all of the shooting cues and then practice, practice, and practice more.

6. To lift the ball in the air, contact the ball:
 - a. in the middle of the ball.
 - b. on top of the ball
 - c. just slightly beneath the middle of the ball ✓

Soccer Dribbling Task Cards



Central Washington University

Created by Brian Kirby and Andy McCorquodale

Task Card Cover Sheet and Introduction

The ten task cards that are included in the soccer unit will be used on day 3 of the unit. The idea of the task cards is to allow the students freedom of choice and progression of different dribbling skills. For example, task #1 simply asks the students to dribble the ball between their feet, back and forth. The tasks get harder and harder as the students progress through the tasks. If the students are able to master one task, they are encouraged to proceed to the next task. The teacher's role is to set up the stations, provide equipment, and facilitate the lesson by monitoring and providing feedback as the students move from one station to the next. The teacher may begin the lesson by giving a brief introduction of the task circuit by demonstrating what each task should look like. Also, it is important that the teacher ask important questions to the children to see what they have remembered about dribbling from the previous lesson. Remind the students of different dribbling cues such as using soft taps, contact the ball with either the inside or outside of the foot, and keep your head up as you dribble.

Task Card #1 – Dribble between feet

 Teacher copy

Task Card #2 – Dribble around a cone

 Teacher copy

Task Card #3 – Dribbling to the line and back

 Teacher copy

Task Card #4 – Dribble to the line with your non-dominant foot

 Teacher copy

Task Card #5 – Dribble along the lines

 Teacher copy

Task Card #6 – Dribble while changing speed

 Teacher copy

Task Card #7 – Zig-Zag dribbling through cones

 Teacher copy

Task Card #8 – Zig-Zag dribbling through cones with change of speed

 Teacher copy

Task Card #9 – Dribbling through a maze of cones

 Teacher copy

Task Card #10 – Dribble with one foot only

 Teacher copy

Task Card Gym Set Up
C=Cone

Task Card #1

C C
Play Area
15ft x 15ft

C C

Task Card #2

C C C C C
C C C C
C C C C C

Task Card #3

Starting Line

↓
15ft

Finish Line

Task Card #4

Starting Line

↓
15ft

Finish Line

Task Card #8

C C
C C
C C
C C
C C
C C
C C

Task Card #9

C C C
C C C
C C C
C C C
C C C

Task Card #7

C C
C C
C C
C C

Task Card #10

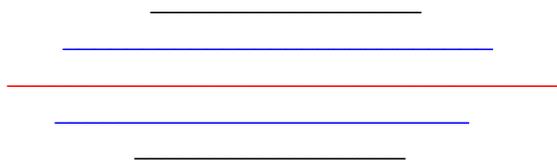
C C C C C C
C C C C C C
C C C C C C
C C C C C C
C C C C C C

Task Card #6

C C
↓
15ft
C C

Task Card #5

Dribble along any of the gym lines





Task # 1

Dribble between feet

- 🏆 Choose one soccer ball within the station area that is marked by the cones. Place the ball between your feet and begin tapping the ball gently from one foot to the other. You should be stationary, not moving.

CUES to Remember:

- 🏆 Remember to use very light taps to keep the ball between your feet at all times.
- 🏆 Contact the ball using the inside of your foot each time.
- 🏆 Can you tap the ball between your feet 20 times in a row keeping the ball within 2 feet of your body?
- 🏆 If you can dribble the ball between your feet more than 20 times, you may proceed to task #2.



Task #2

Dribble around a cone

-  Choose a soccer ball, beach ball, or soft soccer ball and find one of the colored cones that are placed within the station area. Using your own cone and ball, begin dribbling around the cone as many times as you can in a row.

CUES to Remember:

-  Remember to use the inside or outside of your foot to contact the ball. Do not use your toes to dribble!!
-  Use light taps each time to keep the ball within 2-3 feet of your body.
-  If you can dribble around your cone for more than 1 minute keeping the ball within 2-3 of your body, you can proceed to task #3.





Task #3

Dribbling to the line and back

- 🏆 Choose one of the balls from the playing area and start on the **red line** between the two cones. Dribble to the **blue line** that is 15 feet away from the starting line. Stop at the **blue line** and dribble back to the **red line**.

CUES to Remember:

- 🏆 Remember to use soft taps with your feet to keep the ball within 2-4 feet of your body.
- 🏆 Contact the ball using either the inside or outside of your foot. No toes!
- 🏆 Can you make it to the **blue line** and back 10 times without losing control of the ball?
- 🏆 If you can make it more than 10 times, you may proceed to task #4.



Task #4

Dribble to the line with your non-dominant foot

- Similar to task #3, choose one ball from the area and start at the **red line**. This time, dribble to the **blue line** using only your non-dominant foot. For example, if you are right footed, dribble with your left foot. If you are left footed, dribble with your right foot. Dribble back to **red line**.

CUES to Remember:

- Use soft taps to keep the ball close.
- Use the outside or inside of the foot to contact the ball.
- If you can make it to the **blue line** and back at least 10 times, you may proceed to task #5.



Task #5

Dribble along the lines

- Choose one ball from the area and find any line on the gym floor. Begin dribbling the ball on or as close to the line as you can. Dribble along the line until it ends and dribble back to where you started.

CUES to Remember

- 🏀 To keep the ball as close to the line as possible, use soft taps along the way.
- 🏀 Contact the ball using the inside or outside of the foot when you dribble.
- 🏀 As an added challenge, try to keep the ball as close to the line while keeping your head up as you dribble. Good dribblers can look up as they dribble to see where other players are on the field.
- 🏀 If you feel comfortable or can dribble along the same line for at least 30 seconds, you may proceed to task #6.



Task #6

Dribble while changing speed

 Choose one ball from the area and start at the two red cones. Dribble down to the two blue cones and back while changing from slow to medium to fast speeds. Once you can dribble and change speeds without losing control, feel free to proceed to the next task.

CUES to Remember:

 To keep the ball as close to your body, use soft taps along the way.

 Contact the ball using the inside or outside of the foot when you dribble.

 As an added challenge, try to keep your head up as you dribble. Good dribblers can look up as they dribble to see where other players are on the field.



Task #7

Zig-Zag Dribbling through cones

- 🏆 Choose a soccer ball and start at one of the lines with the two blue cones. Dribble your soccer ball through the cones in a weaving fashion. Once you have reached the end, dribble back to the starting line in the same way.

CUES to Remember:

- 🏆 Remember to use the inside or outside of your foot to contact the ball. Do not use your toes to dribble!!
- 🏆 Use light taps each time to keep the ball within 2-3 feet of your body.
- 🏆 See how many times in a row you can dribble through the cones without losing control. Once you have gone through the cones at least five times, you may proceed to the next task.



Task #8

Zig-Zag Dribbling through cones with change of speed

- 🏆 Choose a soccer ball and start at one of the lines with the two red cones. Dribble your soccer ball through the cones in a weaving fashion. While dribbling, try changing speeds from slow to medium to fast and keep control of the ball. Once you have reached the end, dribble back to the starting line in the same way.

CUES to Remember:

- 🏆 Remember to use soft taps with your feet to keep the ball within 2-4 feet of your body.
- 🏆 Contact the ball using either the inside or outside of your foot. No toes!
- 🏆 Can you complete five laps in a row without losing control of the ball one time?
- 🏆 If you can make it more than 5 times, you may proceed to task #9.



Task #9

Dribble through a maze of cones

- 🏆 Choose a soccer ball and move into the large space with cones laid out everywhere. Begin dribbling your soccer ball in the maze of cones without hitting any of the cones. As an added challenge, try changing speeds while dribbling through the maze of cones.

CUES to Remember:

- 🏆 Use the outside or inside of the foot to contact the ball.
- 🏆 Keep your head up to watch for cones and other players.
- 🏆 Once you feel comfortable maneuvering around the cones, you may proceed to task #10.



Task #10

Dribble with one foot only

-  Choose one ball from the area and move to either the straight line of cones or the large square area with cones spread out throughout the area. For the straight line of cones, dribble through the cones in a weaving fashion using either your right foot only or your left foot only. Start with your dominant foot and switch to your non-dominant foot after awhile. For the large square of cones, dribble through the cones in any pattern you would like. Use one foot only to navigate yourself through the cones and don't hit any of the cones. Start with your dominant foot and switch to your non-dominant foot once you feel comfortable doing so.

CUES to Remember:

-  Contact the ball using the inside or outside of the foot when you dribble.
-  Keep your head up as you dribble and use soft taps to keep the ball close to you.

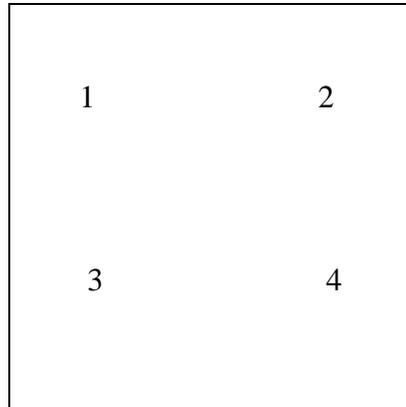
Soccer Passing Skill Charts



Central Washington University

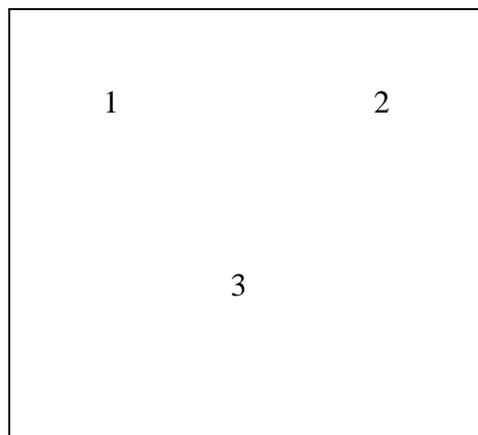
Soccer Skill Charts

Skill charts will be used in this soccer unit to help the students understand each of the cues when performing a specific soccer skill. Students are then able to check off each step that they are able to complete successfully. During this unit, the two skill charts will be posted on large poster boards for the students to see. The first skill chart helps the students understand the four different steps when performing a soccer pass. The poster will utilize four different picture demonstrations with captions. The setup will look like this:



The numbers indicate where each cue will be posted on the poster board. Allow space underneath each photo for students to check off their initials if they are successful.

The second skill chart helps students understand where to contact the ball when passing. The three photos will be placed on the poster like this:



Passing Skill Chart #1



Step 1: Plant with your non-kicking foot facing your target. Your foot should be 4-6 inches behind and beside the ball.

Passing Skill Chart #2



Step 2: Bend both knees, point your toe out on your kicking leg, and swing your kicking leg back behind the ball in preparation for the pass.

Passing Skill Chart #3



Step 3: Contact the ball in the middle part of the ball using the inside of the foot. Do not use the toes!

Passing Skill Chart #4



Step 4: After contacting the ball, follow through with your kicking foot toward your target.

Contacting the Ball

Upper part of the ball



- **To keep the pass low to the ground, contact the ball with your foot above the middle of the ball.**
- **Remember to use the inside of your foot and follow through.**

Contacting the Ball

Middle part of the ball



- **To pass quickly and low to the ground, contact the ball directly in the middle of the ball as shown above.**
- **Remember to use the inside of the foot and follow through.**

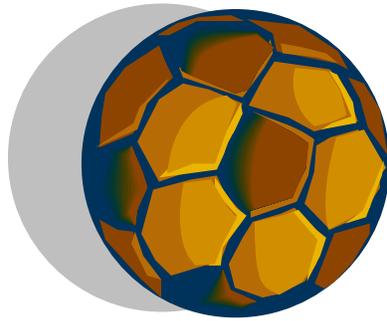
Contacting the Ball

Beneath the ball



- **To lift the ball in the air when passing, contact the ball beneath the middle of the ball as shown above.**
- **Contact the ball using the inside of the foot and follow through.**

Resources



- ➡ www.soccerhelp.com
- ➡ <http://www.pelinks4u.org/>
- ➡ <http://www.howtoplay.com/soccer/>
- ➡ <http://www.kidsfirstsoccer.com/>
- ➡ <http://www.pecentral.com/>
- ➡ <http://www.usyouthsoccer.org/players/72510.html>
- ➡ http://www.teach-nology.com/teachers/lesson_plans/physical_ed/
- ➡ Super Soccer Skills video – Found at:
<http://www.supersoccerskills.com/products.html>
- ➡ Just Kickin' It video – Found at:
<http://www.supersoccerskills.com/products.html>
- ➡ Coerver Coaching Drill video series – Found at:
<http://www.coerver-soccer-drills.com>
- ➡ 6 Minute Soccer Skills video series – Found at:
<https://www.4skills.com/shop/html/Category-1-0.html>
- ➡ Aerobic Soccer Training video – Found at:
<http://www.4skills.com/shop/index.php>
- ➡ SportsCamp Soccer video – Found at:
<http://www.fitnessvideoshop.com/soccer.htm>
- ➡ Book: Teaching Soccer Fundamentals by Nelson McAvoy
- ➡ Book: Developing Youth Soccer Players by Horst Wein
- ➡ Book: Thoughtful Soccer by Russ Carrington

Equipment

- ➡ 30 Soccer Balls
- ➡ 30 Foam Soccer Balls
- ➡ 50 Bubble Cones
- ➡ 30 Bowling Pins
- ➡ Pinnies – For creation of teams
- ➡ 30 Soccer Ball-Sized Targets
- ➡ 30 Targets with Point Values – For Shooting Range Game
- ➡ Tape
- ➡ Poster Board: Used for creation of task cards and skill charts
- ➡ Task Cards – Printed out and laminated
- ➡ Skill Charts – Printed out, laminated and attached to poster board
- ➡ Assessments – Printed out, enough for each student