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Lesson #2- passing



Lesson Plan

Lesson #2

Summary

1. Subject: Physical Education
2. Topic or Unit of Study: Soccer: passing
3. Grade/Level: 1
4. Objectives:

The student will be able to pass a soccer ball to another student.

The student will be able to stop the ball using the top of their foot.

The student will be able to pass the ball using the inside of their foot.

Psychomotor demands: The student will be able to stop the ball using the top of their foot and pass the ball using their inside part of their foot.

Cognitive demands: The student will be able to think about where their foot should be placed when the ball is moving towards them. The student will need to watch where the ball is

Affective demands: The student will be able to understand that passing means to pass to a partner and sometimes it won't go directly to your partner as it takes practice.

Time Allotment:

Introduction- 10 minutes

Warm up- 5-8 minutes

Drill #1- 5-8 minutes

Drill #2- 5-8 minutes

Culminating Activity- 10 minutes



Implementation

Learning Context

In our previous lesson of soccer we have learned how to manoeuvre the ball using our feet which is called dribbling. Today we will learn how to pass our soccer ball. To play a soccer game you will need to know how to pass to your teammates.

Procedure:

Introduction-

When students are ready tell them to run a lap around the gym and then sit in the middle in a circle. While students are running, the teacher grabs soccer balls and other equipment. While students are waiting in the middle, the teacher explains to them what they are doing today: “In our previous lesson of soccer we have learned how to manoeuvre the ball using our feet which is called dribbling. Today we will learn how to pass our soccer ball. To play a soccer game you will need to know how to pass to your teammates.” Then they will move into warm up.

Warm up- Red light, green light

Teacher will explain to the students that when they say go, the students will move to the wall and when the teacher yells out green light: that means they can run. When the teacher yells out yellow light: that means they can walk. When the teacher yells out “red light” that means they stop.

Students will start on one side of the room and the teacher will be in the middle. The teacher will yell green, yellow, or red light and students will act out the movement. Repeat on each side of the room for however long.

This warmup gets the students to warm up their heart rates and their feet. The action of switching from walking to stopping or running to stopping can help them understand the idea of the ball moving across the room and to stop it you need to use your foot.



Drill #1- Inclusion Style

Passing against a wall

After students have finished their warmup have them grab a ball before standing in the middle. Teachers should have the ball with them to demonstrate the motion of passing a ball with the inside of their foot and then stopping it by stepping on top of the ball. Have students watch what the teacher is doing and then ask students to practice lightly tapping the ball with the inside of their foot. Repeat a couple times. Then have students lightly put their dominant foot on the ball to stop it. Repeat a couple times. Then have students hold onto their balls. Teacher explains they will be choosing a part of the gym wall to practice passing on. The teacher will demonstrate what this looks like. This way students will be able to practice on their own time without feeling like anyone is watching. Repetition is a good way to master a skill. If a student feels they have mastered the skill have them move further and further back each time.

Safety concerns: If students are kicking the ball too hard it could hit them in the face or if a student is trying to retrieve their ball and another student is kicking their ball they could get hit. To prevent this, remind students not to kick the ball super hard and have them be spread out.

Drill #2- Practice style

Passing in a row

Have students choose a partner (the teacher can choose this if the group cannot handle it). Ask them to put themselves into one row and then on the opposite side of the gym have their partners line up across in a row. There will be 1 ball between the two of them and the other balls can be thrown to the side. Have the teacher demonstrate what they want with a student volunteer or even the E.A if you have one. Make sure at the end if students understand what their job is. Have them give a thumbs up. Remind students what they have practiced in drill #1 with passing using the inside of their foot and then stopping by putting their foot on the ball.

Safety concerns: If students are not spread out enough they could trip/take each other's balls.

Culminating Activity- Practice style

This activity combines lesson #1 and #2.

4 small nets will be set up in the gym in a row. Have the students gathered around one of the nets.. Explain and demonstrate. The students will split up into 4 groups. Each with a partner. They will start on one side of the gym in front of their net. The partner with the ball will pass to partner 2. Then partner 1 will walk/run (depending on the group) up a little as partner 2 who has the ball will dribble up with partner 1. Then partner 2 will pass back to partner 1 and then it repeats so partner 1 will dribble with the ball up to the net while partner 2 runs with them (on the opposite side). Once they feel they are close enough to the net they can shoot. So each partner gets a turn and has them switch, so partner 2 starts with the ball next time and has partner 1 shooting (vice versa). Demonstrate this with another student. Make sure at the end if students understand what their job is. Have them give a thumbs up.

Safety concerns: if a student gets too excited, they could potentially kick the ball too hard using their toes and injure themselves. To prevent this, remind them to kick the ball softly using the inside of their foot.

Closure-

Have the students put their soccer balls back into the bag and have them sit down in the middle of the gym. Ask them if they had fun today. Ask them if they found passing or dribbling easier to learn. Ask them if they found anything difficult. Tell them next time they will learn how to shoot the ball in a net. Say the culminating activity was an introduction to shooting..

Differentiated Instruction

- a. Students with internalized behavioural problems: can work together with a partner for the first drill if they feel more comfortable with someone else
- b. Students with externalized behavioural problems: have student use a beach ball or balloon to practice so it is less dangerous, give them clear instructions and consequences if they do not do their job
- c. Students with visual impairments: have student use a large ball to practice like a beach ball so it is easier for them to understand the depth and width (more room)
- d. Students with hearing impairments: write out instructions with visuals so student knows what is being asked



Other modifications:

-modify boundaries

-give extra time

Materials & Resources

Equipment:

-soccer balls

-nets

APPENDIX 3

Systematic Task Analysis- passing the ball to another person

Step 1- position yourself so you are slightly turned so the side of you what is facing the person you are passing to

Step 2- place your dominant foot beside the ball lifting it sightly with the inside of your foot touching the ball

Step 3- lift dominant leg/foot up and swing it back

Step 4- swing your dominant foot forward from back and then tap the ball

Step 5- place the leg you just kicked with back down on the ground and face forward

Assessment

Exit ticket-

How do you feel about passing? (circle one)



How do you feel about shooting? (circle one)



How do you feel about soccer overall? (circle one)



UDL INCLUSIVE EPISODE:

For the soccer game, split the class up so people who need more of a challenge can have a more competitive game. This relates to the guideline: “Providing Multiple Means of Engagement” 8.2

The UDL Guidelines. 6 Oct. 2020, udlguidelines.cast.org/.

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Lesson #3- shooting



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Lesson Plan

Lesson #3

Summary

5. Subject: Physical Education
6. Topic or Unit of Study: Soccer- shooting
7. Grade/Level: 1
8. Objectives:

The student will be able to kick a soccer ball towards a target i.e net.

The student will be able to stop the ball using the top of their foot.

The student will be able to pass the ball using the inside of their foot.

Psychomotor demands: The student will be able to kick the ball into the net or other target using the front of their foot

Cognitive demands: The student will be able to comprehend where the ball is going while kicking it

Affective demands: The student will be able to understand that you will not get the ball in the target every time

Time Allotment:

Introduction- 10 minutes

Warm up- 5-8 minutes

Drill #1- 5-8 minutes

Drill #2- 5-8 minutes

Culminating Activity- 10 minutes



Equipment-

-cones, nets, soccer balls

Introduction-

- have everyone run 1 lap around gym
- grab equipment needed
- have students help set up first drill
- circle up and explain what we are doing today (shooting)

Warm up-

- skip to one side of the gym and back (repeat however many times you think)
- jump up and down in one spot for 30 seconds
- high knees for 30 seconds
- have students grab soccer balls and give 5 minutes of time to practice skills already learned
- circle up and balls to the side

Drill #1- Blast off

- students will all line up at one side of gym
- teacher will yell 3..2..1.. blast off and students will kick their ball
- make sure teacher demonstrates how to shoot using your foot and explain how it is different from a pass
- to make this more engaging, have ALL students start in different distances but remind them the goal is to not kick extremely hard that the ball goes in the air
- you can also make it a competition within themselves. Can you shoot farther than the last time without having your ball fly in the air?
- Or you can do baby kicks and big kicks so yell 3..2..1.. Baby kick blast off, so students would kick their ball with less force than a big kick

Safety concern: If students do not wait for everyone to finish shooting and they try to grab their ball they could get hurt so make sure to remind students to wait till everyone has kicked.



Drill #2- Triangle Shoot

- small size nets will be set up around gym
- students will be separated into 4 different groups
- cones will be set up from a distance from the net in a triangle form
- students will each start at one of the 3 cones (for example 2 children at each cone so a group of 6)
- they will have a chance to shoot from each cone (different distances)
- once everyone has gotten a turn to shoot then have them rotate to the next cone
- before sending students off, teacher should demonstrate proper form on how to shoot

UDL Inclusive episode:


If there are students who cannot shoot that far, have all of them at a different net with the cones at a shorter distance, or instead have the cones act as a net as you are able to make them however far apart you would like and exclude the cones. This also helps students who are hard on themselves or meltdown if they are not getting any shots on the net.

Culminating Activity- Simon Says

- each student will have a ball and spread out around the gym
- the teacher will call out actions to do i.e “simon says change directions” and the students will do what simon says
- if you do not say simon says and the students begin to do the action then they are “out” but if you do not want to make it an elimination then just tell them it is for practice and they can continue on
- if you want to make this an elimination type game you can have the people sit out on the side who do the action said without you saying “simon says” and then continue saying actions either saying “simon says” or without.
- you can do multiple rounds of this

List of ideas:

- change directions
- put your foot on the ball
- stop the ball



Resource used: FlipGive. *5 Soccer Games For Kids*. 8 Feb. 2018,
www.flipgive.com/stories/5-soccer-games-for-kids.

Closure-

- have students circle up
- explain what you did today
- explain what you are doing next week
- clean up
- exit ticket

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Lesson #4- Implementing each skill into a game



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Lesson Plan

Lesson #4

Summary

9. Subject: Physical Education
10. Topic or Unit of Study: Soccer- how to play a soccer game
11. Grade/Level: 1
12. Objectives:

The student will be able to implement the skills they learned into a soccer game.

The student will understand the rules of a soccer game.

The student will be able to work as a team.

Psychomotor demands: The student will be able to kick the ball into the net or other target using the front of their foot

Cognitive demands: The student will be able to comprehend where the ball is going while kicking it

Affective demands: The student will be able to work as a team against opponents.

Time Allotment:

Introduction- 10 minutes


Warm up- 5-8 minutes

Activity #1- 10 minutes

Culminating Activity- 20 minutes

Equipment-

-cones, nets, soccer balls, jerseys



Introduction-

- have everyone run 1 lap around gym
- grab equipment needed
- have students help set up
- circle up and explain what we are doing today


Warm up- Octopus

- 2 students will be “it” in the middle of the gym
- everyone else will start on one side of the gym
- when the 2 students call octopus the students will run across the gym and their goal is to get to the other side without being tagged
- if you get tagged you freeze where you are and you become seaweed, meaning in the next round you stay still and try to tag someone in your spot using seaweed arms. Students might get excited and want to move from their spot so remind them that they are not the octopus they are the seaweed.
- repeat again this time students are trying to run to the other side of the gym

UDL inclusive episode - A student with autism or mobility impairments can start off as seaweed at the beginning and help the octopus tag people like that

Activity #1- Four Corner Soccer

- there will be 1 student in the middle
- the student in the middle will have their eyes closed and the rest of the students will pick a corner, either 1, 2, 3, or 4
- they will need to dribble their balls to the corner they have chosen
- while the students are moving to a corner, the person in the middle will count to 30 (eyes closed) with the teacher’s help
- once the student in the middle reaches 30 the student will guess a corner. After they guess, they will open their eyes
- the students who were at the corner that was called, grabs their balls and sits in the middle and helps count (eyes closed)



-this repeats until there are only a couple students left

Culminating Activity- Soccer game

-grade 1's will struggle with an actual game so this activity is more so going through the motions of how to play in a very basic way

-to make things easier, split the gym in half and have the students who are more advanced play on one side and the others will play on the other side

*use cones to divide the gym and place the 4 nets accordingly

-in a circle, explain how there are 2 teams in soccer and hand out jerseys

-the goal is to pass to your teammates (the ones wearing the same jersey as you) and once you are close enough you can try to shoot the ball in the net

-you want to keep an eye on the other team and make sure they do not take their ball

*make it clear which net they are supposed to score on

*later on, as they get older they will learn offence, defence, out of bounds etc. but for now they are just implementing their skills and attempting to play a game

*encourage teamwork and really emphasize passing (not just running with the ball)

Closure-

-have everyone put their balls back in the bag and have them gather the cones and nets

-have the students put their jerseys in a pile and ask them to sit in a circle

-explain to students what you did today and emphasize the fact they got to play a real soccer game while implementing the 3 skills they have learned: dribbling, passing and shooting

-ask them if they enjoyed playing and if they enjoyed the unit

-ask them if they would continue playing soccer outside of school

-ask them what they are looking forward to learning next