

Grade: 6-8

Overall goals

Core competencies:

Big ideas:

Curricular competencies:

- “Develop and demonstrate safety, fair play, and leadership in physical activities”
- “Participate daily in physical activity designed to enhance and maintain health components of fitness”
- “Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments”
- “Develop and apply a variety of movement concepts and strategies in different physical activities”

Content

- proper technique for fundamental movement skills, including **locomotor**, and **manipulative** skills

SEPTEMBER	Mon	Wed	Fri	Outside & classroom activities and School Events
Week #1	Soccer Lesson 1: Offence: Passing and shooting CC: Manipulative skills: non-locomotor/locomotor movements, Apply a variety of movement concepts and strategies in different physical activities	Lesson 2: Defense CC: Develop and apply a variety of movement concepts and strategies in different physical activities Develop, refine, and apply fundamental movement skills in a variety of	Lesson 3: Mini games and rules scaffold CC: Develop and demonstrate safety, fair play, and leadership in physical activities	Soccer Season!!! - Soccer season for youth runs September - March -

		<p>physical activities and environments</p> <p>Apply methods of monitoring and adjusting exertion levels in physical activity</p> <p>Manipulative skills: <i>kicking</i></p> <p>non-locomotor/ locomotor movements: <i>Running and Twisting</i></p> <p>, Apply a variety of movement concepts, Strategy development</p>	<p>Manipulative skills: <i>kicking</i></p> <p>non-locomotor/ locomotor movements: <i>Running and Twisting</i></p> <p>, variety of movement concepts, Strategy development, Gameplay, identify preferred types of physical activity</p>	

Soccer Passing and Shooting Lesson 1

<p>Lesson #: 1-3</p> <p>Topic: Passing</p> <p>Grade(s): 6-8 coed</p> <p>Materials/Resources: Soccer balls, Cones, pinnies</p>	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> - How to properly chest pass and make a pass fake (with reasonable accuracy) - Work as partners and teams to develop minor strategies - Respectful and useful communicating (calling for ball or where you are gonna pass it) - Finding ways to get open and move without the ball
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<p>Parts of the lesson</p> <p>Set up before class</p> <ul style="list-style-type: none"> - Soccer balls - Timer <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Warm-up (British bulldog with Basketballs) 3) Chest Passing 4) Three corners 5) 4 on 4 (no dribble) 	<p>Time</p> <p>1:00</p>	<p>Teaching Points</p>
<p>Lesson Description</p> <p>Video on chest passing</p> <ul style="list-style-type: none"> - Either before heading to PHE or well still in class show the class the first minute and a quarter can be retrieved from: https://youtu.be/SbOxamKyzY <p>Warm-up</p> <ul style="list-style-type: none"> - Start with dynamic warm-up high knees, and butt kicks <p>Basketball British Bulldog</p> <ul style="list-style-type: none"> - Have students grab a basketball and line up on the sideline (Bulldogs) - Choose 1 or 2 students to be catchers who have to knock the bulldog's basketballs out of the basketball court - Call "British Bulldog" were the bulldogs then have to try and run and dribble from the sideline of the basketball court to the opposite sideline without the catchers knocking their ball away Tail-tag - Everyone in the court has their two tails tucked - The objective is to steal classmates tails and not have your tails taken 	<p>(2 mins)</p> <p>(12:58-1:00)</p> <p>5-10 mins (1:00 - 1:10)</p>	<ul style="list-style-type: none"> - Extend arms - Palms of hand out - Thumbs down - Arms fully extended - Bounce pass $\frac{3}{4}$ of the way to the target <ul style="list-style-type: none"> - Keep your head up well dribbling - Aware of surroundings/Court vision - Dribble with fingertips not palms of hands - Keep the ball in front of you so you can dribble and run at the same time

<ul style="list-style-type: none"> - You can only take one tail at-a time - When you lose all your tails to get back into the game you have to do 3 burpees outside of the court - If time permits team tail tag (split the class into teams and play) 		<ul style="list-style-type: none"> - Appropriate and safe tagging - Get low in an athletic stance - Make sure the students are outside the court to do their burpees
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UDL) 1.3

I believe creating an inclusive classroom is one of the most important roles a teacher has. According to the official UDL websites action and expression section, one of the three key ideas around the universal design for learning. They emphasize that teachers should “provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.)” and “Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide, feedback or inform)”(UDL Guidelines, 2018) That is why in this lesson I chose to use a video from arguably one of the greatest coaches of all time as a “tutor” in hopes to motivate all students. As well as diagrams to help students with different learning styles succeed in my PHE class.

Soccer Defense lesson 2

Lesson #: 2/3

Topic: finding open space/ cohesive defense and defensive pressure

Grade(s): 6-8

Materials/Resources: Soccer pitch or indoor gym, cones, soccer ball

Safety concerns: Collisions between students (during your demonstration do not demonstrate aggressive defense!), Stepping on toes, Soccer balls hitting students

Learning objectives: TSWBAT...

Psychomotor:

- The ability to dribble and shoot the ball
- The ability to effectively cover an attacking player
- The ability to use your whole body to block

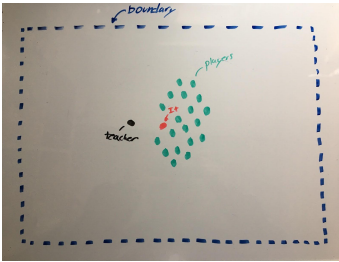
Cognitive:

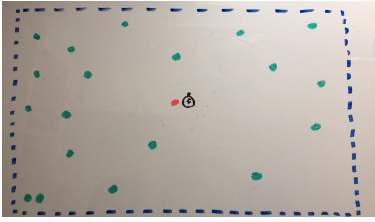
- The ability to coordinate as a defensive unit
- The ability to block off open space,
- The ability to find open space as an attacker
- The ability to push the attacker to make a difficult/ inideal shots as a defender
- The ability to predict attackers movements and react to them accordingly

Affective:

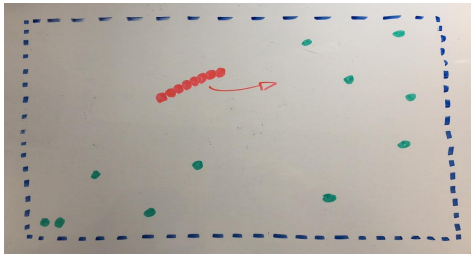
- The ability to work as a team on defense and not blame one another
- The ability to be a good sport in winning and losing
- The ability to work with different combinations of players

...The student should also be able to effectively display the teaching cues outlined below...

Parts of the lesson	Time	Teaching Points
<p>Set up: set up goal and cones for 1 v 2 drill outside on the field and set up 4 net soccer inside for faster transition between lesson parts</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up 2) 1 v 1 demonstration 3) No goalie indoor soccer (best to use outdoor soccer pitch for this activity) 		<p>Cues that will be used for assessment:</p> <ol style="list-style-type: none"> 1) Using your whole body to block an attacker from passing or getting to open space (using your arms to effectively cover an attacker, using your legs to block and intercept the ball? Using movement to pressure the attacker?) 2) Working cohesively with your team to defend (using communication? Spreading out to guard open space? And moving reactively to the attackers?) 3) Mirroring the attacker's movement/ body with your while on defense 4) Keeping your eyes on the attacker not the ball
<p>Warm-up (blob tag)</p> <ol style="list-style-type: none"> 1) Start by Gathering the children, laying out boundaries, and establishing 1 student to be 'It'  <ol style="list-style-type: none"> 2) Have the 'it' stand in the middle of the play area and give the rest of the children 30 seconds to run away 	<p>15 minutes</p>	<p><i>Cue: choose an enthusiastic student to start as an it</i></p> <p><i>Safety precaution: demonstrate good non intrusive tagging and how to be a good blob mate</i></p> <p><i>Cue: remind students to spread their arms out and use their full length to try and catch people</i></p> <p><i>Cue: remind people in the blob to communicate so they don't try and do opposite things</i></p> <p><i>Cue: If the game is not advancing fast you can join the blob to try and increase the energy or</i></p>

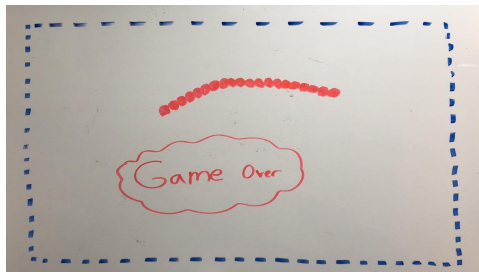


- 3) Once the time is up the 'it' can chase after and tag the other players, when a player is tagged by the 'it' they either hold hand or link arms to become part of the 'blob'



and have to work together to tag/
join other players into the blob

- 4) The game is over once every player has been joined into the blob



Modification: modify the game so that once a blob reaches 6 people it can be divided into 2 different blobs of 3, this will increase the speed and activity level of the game.

Cue: Once the game is over you can make the last person who got caught 'it' to add a bit of competition to the game or you can make two 'its' to increase the activity level of the next game.

1 v 1 demonstration

- 1) Explain defensive cues that you are looking to see (Found in teaching points section)

10 minutes

Cue: Attackers have to use the defensive cues too to defend the ball from the defender!

Cue: remember move like a crab with your arms up and side to side!

- 2) Demonstrate a 1 v 1 situation with a student by giving the student the ball then trying to get the ball from them
- 3) Have the students pair up
- 4) Give each pair of students two cones and one soccer ball, have the students place the cones roughly 3 meters apart. The defender will try to stop the attacker from getting to their cone. Possession changes when the defender intercepts the ball from the attacker or the attacker touches the cone with the ball.

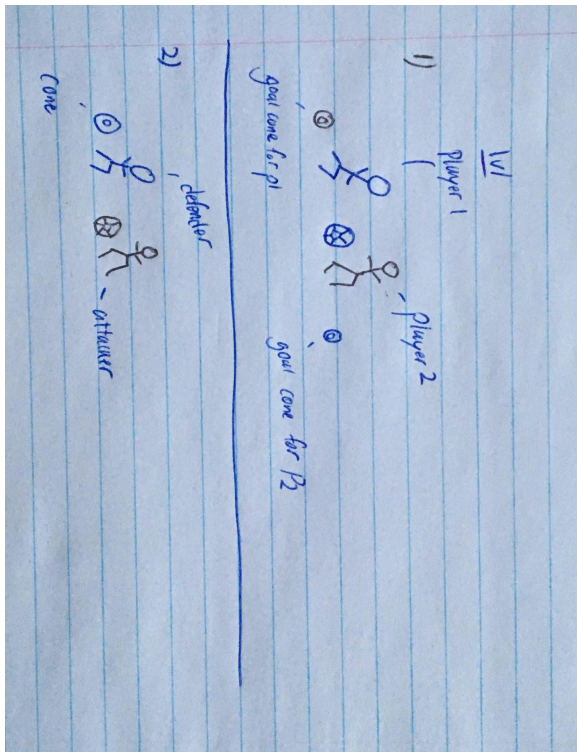
Cue: Finger guns and knees slightly bent while defending an attacker, stand like a cowboy!

Cue: Chin up focus on the player not the ball!

Modification: This game can be modified to play with just one cone which the attacker is trying to get to and the defender is trying to defend

Safety precaution: Poke at the ball don't kick at it, remember we don't have shin guards

Safety precaution: Stand a step away from the attacker to avoid clashing heads and so you can properly mirror their movement



<p>No goalie soccer</p> <ol style="list-style-type: none"> 1) Divide students into teams of 3 and make a grid of small pitches using hockey nets as goals and cones to make a crease (enough pitches so that every team can be in a game at all). 2) The students will play no goalie soccer against another team for roughly 5 minutes before 'rotating' into a different pitch to face a new 3 person team. Explain that <i>"If a ball goes out it means a throw in"</i> and <i>"when a team scores the other team will start in the center with the ball"</i> and <i>"no players from either side are allowed in the crease, defenders must defend from outside of it and attackers must shoot from outside the crease as well"</i> 3) The students will play 4 to 6 5 minute games before you blow the final whistle to clean up 10 minutes before the end of class. 	<p>20-30 minutes</p>	<p><i>Modification/ Safety precaution: Have two less pitches than teams so every few rounds each team gets time to sit out and rest</i></p>

UDL 3.3

3.3

I will provide multiple means of representation by providing options for comprehension by maximizing transfer and generalization. I will help the students transfer their defensive strategies to a real game situation. By offering specific opportunities to practice and by providing explicit supported opportunities to generalize learning to new situations. I will offer students specific opportunities to practice by giving them time in the 1 v 1 portion of the lesson to practice defensive cues taught in class before utilising them in game. I will support students' use of

defensive cues in game by adding a crease to their goal and by making it a rule that only half of their team can be in their square at a time. These rules will enable the students to focus on using proper defense techniques rather than relying on large group defense or goaltending.

Soccer lesson plan 3

Lesson #: 3/3

Topic: applying past offensive and defensive learning in a game situation, rules scaffolding,

Materials/Resources: Soccer pitch, indoor gym, cones, indoor soccer ball, indoor hockey nets

Safety concerns: Collisions between students, Stepping on toes, Soccer balls hitting students, students injuring themselves from incorrect striking technique

Grade(s): 6

Learning objectives: TSWBAT... (add offensive and game rule tswbat)

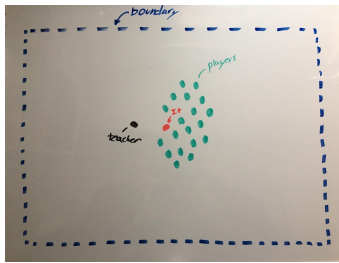
Psychomotor:

- The ability to effectively cover an attacking player
- The ability to use your whole body to block
- The ability to shoot the ball safely and accurately
- Finding ways to get open and move without the ball

Cognitive:

- The ability to block off open space,
- The ability to find open space as an attacker
- The ability to push the attacker to make a difficult/ inideal shots as a defender

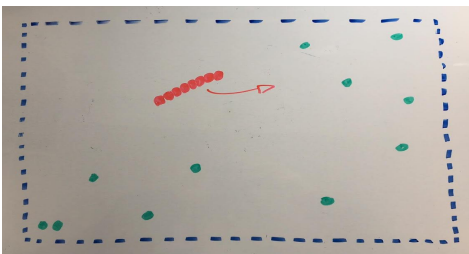
		<p>Affective:</p> <ul style="list-style-type: none"> - The ability to work as a team on defense and not blame one another - The ability to be a good sport in winning and losing - The ability to work with different combinations of players - Work as partners and teams to develop minor strategies - Respectful and useful communicating (calling for ball or where you are gonna pass it) <p>...The student should also be able to effectively display the cues below ...</p>
<p>Parts of the lesson</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up: blob tag 2) Practice activity: death square (teaches students to stay inbounds) 3) Culminating activity: 4 team soccer 		<p>Cues game rule cues</p> <ul style="list-style-type: none"> - <i>Keep the ball in bounds</i> - <i>Understand the idea of the kickoff</i> - <i>Understand the idea of a throw in</i> - <i>Understand personal boundaries and avoid aggressive contact (including pushing, shin kicking and toe stepping)</i>
<p>Warm-up (blob tag)</p> <ol style="list-style-type: none"> 1) Start by Gathering the children, laying out boundaries, and establishing 1 student to be 'It' 	<p>15 minutes</p>	<p><i>Cue: choose an enthusiastic student to start as an it</i></p> <p><i>Safety precaution: demonstrate good non intrusive tagging and how to be a good blob mate</i></p> <p><i>Cue: remind students to spread their arms out and use their full length to try and catch people</i></p> <p><i>Cue: remind people in the blob to communicate so they don't try and do opposite things</i></p>



- 2) Have the 'it' stand in the middle of the play area and give the rest of the children 30 seconds to run away



- 3) Once the time is up the 'it' can chase after and tag the other players, when a player is tagged by the 'it' they either hold hands or link arms to become part of the 'blob'. Once a blob gets to three 4 people it divides into two blobs of four to avoid injury.



- 4) The game is over once there are three people left out of the blob. The teacher will blow a whistle and the 3 remaining students will become the new blob.

Cue: If the game is not advancing fast you can join the blog to try and increase the energy or

Modification: modify the game so that once a blob reaches 6 people it can be divided into 2 different blobs of 3, this will increase the speed and activity level of the game.

Cue: Once the game is over you can make the last person who got caught 'it' to add a bit of competition to the game or you can make two 'its' to increase the activity level of the next game.

<p>Practice activity Death square</p> <ol style="list-style-type: none"> 1) Set up a square with cones or use a premade square like the penalty box. Give each student a ball and have them start spread out evenly in the square. 2) When the game starts the students will try and keep their ball in the square while trying to get other peoples balls out. 3) The game will restart once 5 minutes is up. 	<p>15 minutes</p>	<p><i>Safety cue: remind students to defend their ball like a crab and keep their heads up to avoid collisions</i></p> <p><i>Safety cue: Remind students of the importance of keeping their eye on other players not other players ball or their own ball</i></p> <p>Modification: have the students play until one player is left</p>
<p>Culminating activity 4 corner soccer</p> <ol style="list-style-type: none"> 1) Set up a square or rectangle (the basketball court often works great) with a net in each corner and divide the students into four different teams 2) Around each of the goals (hockey nets often work best for this game) there is a crease which players on the defending team cannot enter 3) The goal of the game is to have the least number of points scored against your team by the end of the time limit 	<p>20-30 minutes</p>	<p><i>Modification: To avoid the game becoming stagnant each team can only have half of their team in their square at one time (a teams square is their quarter of the whole pitch)</i></p> <p><i>Safety precaution: Reinforce general etiquette, this is a hectic game if you run into someone make sure they're ok, having good sportsmanship is more important than winning.</i></p> <p><i>Modification: Rather than playing one continuous game for 30 minutes it may be funner to split it up into three 10 minute games, this will also make it easier for the teacher to keep track of score.</i></p> <p><i>Cue: talk to your team to make sure you don't have too many people in your team's square</i></p> <p><i>Cue: Keep your head up and watch the attacker so you don't bump into them</i></p> <p><i>Cue/ Safety precaution: Don't kick the ball hard use a pass to shoot on the smaller nets, it's safer and more effective</i></p>

Systematic task analysis

Systematic Task analysis: The soccer kick

Steps:

1. The approach: Stride towards the ball with long strides measured so that you can plant your foot beside the ball at the end of your stride
2. The Foot plant: plant your non-dominant foot directly beside the ball with a slight bend in your knee. make sure to point your planted foot directly ahead parallel to the ball
3. The strike part 1: the leg swing: As your weight transfers onto your planted foot bring your dominant foot towards the ball with a slight bend in your knee.
4. The strike part 2: the contact: As your foot approaches the ball rotate your hips slightly towards your planted foot and extend your leg to become straight with your toes pointing down as you make contact with the ball. Strike the ball with your dominant foot on the laces on the inside of your foot.
5. The follow through: Continue the kicking motion until the end of your range of motion. The way you follow through will help to dictate the power and direction of your kick. Brace yourself to land on the striking leg.

Safety concerns

- Twisting your ankle while planting your foot
- Breaking your toe while striking the ball
- Breaking your toe from striking the ground instead of the ball