PCMS
Soccer Unit
Mr. Kerwin, Mr. Schimizzi, Miss. Oblak, Mr. Wilde, Mr. Rivera, Mr. Musser, Miss. Kelm, Mr. Smith, Mr. Eltzroth, Mr. Cline, Miss. Stommen, Mr. Cox
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<td>Cool down: Walk back from stable.</td>
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<td>Warm up: IPI Stations</td>
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<td>Skills: All skills being skill tested</td>
<td>Skills: All skills</td>
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<td>Activities: See attached for all skill test protocols</td>
<td>Activities: 3-v-3 small sided games</td>
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Western Michigan HPER Lesson Plan Format

Teacher: Ms. Oblak, Mrs. Stommen, Mr. Cox  Grade/Unit: 6th – Lesson Focus: Passing/Trapping

Date: Day 1  State Standard(s): 2 – Demonstrate selected fundamental object control skills National Standard(s): 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 3 – Participates regularly in physical activity.

Daily Instructional Objectives (A, C, C)

| Psychomotor (1 for fitness/warm-up, each skill taught and culminating activity): |
| P1- 4/5 students will demonstrate the correct passing technique following instruction given by the instructor. |
| P2 – 4 of 5 students will perform the 4 critical points of trapping a soccer ball with a partner when prompted my instructor |
| P3 – 3 of 5 students will demonstrate the soccer pass and trap while moving across the gym by maintaining control of the soccer ball all the way across the gym after instructed by instructor |
| P3 – 4/5 students will correctly enter into each IPI program given instruction by teacher. |

| Cognitive (knowledge/purpose of skill(s), culminating activity and/or safety): |
| C1 – 3 of 4 students will correctly answer questions about the four critical points of passing when asked by the instructor, following a demonstration. |
| C2 – 3 of 4 students will verbally identify one of the 4 critical points of the trap when called on by the instructor. |
| C3 – 2 of 3 students will verbally identify one of the three major concepts worked on today when prompted by instructor. |
| C4 – The students will correctly mark her/his own IPI entry step at each station when prompted by instructor. |

| Personal-Social: |
| PS-1 – 5 of 6 students will demonstrate respect for equipment by properly using the soccer balls without being reminded throughout the lesson. |
| PS-2 – 5 of 6 students will demonstrate respect for authority by executing all tasks requested by the instructor throughout the lesson. |
| PS-3 – 9 of 10 Students will demonstrate cooperation by working with a partner in all partner required exercises. |

Equipment Needed:
3 mats
18 jump ropes
Enough soccer balls for each student (27)
13 poly dots
IPI  13 Jump ropes
13 poly dots
27 Folders
27 Pencils
Safety Considerations: When anyone of the instructors says Freeze that means stop what you are doing and put down equipment.

Anticipatory Set: (HAPPENS IN THE STABLE AT MIN 15) Time: Min 15-15½
Who here likes to play soccer? Who’s ever played on a team? Good, well I hope the next few weeks will be fun for y’all.

Statement of Objective: For the next few weeks, we are going to teach you different skills of soccer and show you some different ways you can practice those skills. Today we are going to teach you how to pass and trap a soccer ball correctly.

Warm-up Information (details) Time Formation
0-10 min

IPI Entry: Jump-rope station

Transition: Min 0-½
Does everyone remember what skill we are doing at this station? (JUMP-ROPE) Good so what I want you to do is when I say go, pick up a jump-rope and carry it to a poly dot out there. GO
Good, now what I want you to do is…

Model: Model Step 13:

This step includes using the DOMINANT FOOT, FORWARD ROTATION AND JUMPING FORM SIDE TO SIDE.

Go signal: When instructor says go, do exactly what instructor just did, GO

Min ½-1

Observe: I observe to see if that can successfully complete step 13 or not.

Reinforcement: Always give positive reinforcement
If they can do it, say something like, “Great job. That was exactly what I was looking for”
If they can’t do it “That was a great try, but…”

Attention: Min 1-1½
Ok so now what I want you to do is step 20.
You “students” do this

Model: step 20: Step 20 is using NON DOMINANT FOOT, CRISS CROSS ROTATION, AND A STEP OVER.

And you “students” do this (verbally describe step 6 if they couldn’t complete step 13)
Model: Step 6: is using BOTH FEET, CRISS-CROSS, STEP OVER

Go Signal: When I say go I want you to do exactly what I just did. Ready…Go!

Observe: Observe to see if they completed the step or not. Min 1½-2

Reinforcement: Always give positive reinforcement
If they can do it, say something like, “Great job. That was exactly what I was looking for”
If they can’t do it “That was a great try, but…”

Mark Score: Min 2-2½
If the student performing step 20 completes it, then you would tell them to right the number 23 on their charts and circle it. This is the step that they will begin the program at.
If the student performing step 20 does not complete it, then you tell them to right the number 15 on their charts and circle it. This is the step that they will begin the program at.
If the student performing step 6 completes it, then you would tell them to right the number 9 on their charts and circle it. This is the step that they will begin the program at.
If the student performing step 6 completes it, then you would tell them to right the number 3 on their charts and circle it. This is the step that they will begin the program at.

2¼ min X 4 stations = 9 min

Reflection: 9-9½ min
Student writes what they did that day and a goal for next time

Transition: 9½ -10 min
When I say go, I want you to give your folders to a WMU teacher at your station and then spread out at your station so we can stretch, GO

Stretches: 10-13 min
Led by Mr. Cox every day will be
- R/L sitting V 30 seconds each
- Sit up calf stretch for each leg 30 seconds each
- Quadriceps stretch on side 30 seconds each

Transition: 13-15
When I say go, all the soccer people line up in front of Miss Stommen so we can head over to the stable, all Badminton people head to Miss/Mr. WMU

MISS OBLAK (ON THE WAY TO STABLE) Will tell students that their nametags are laid out on the floor, they are to find their name and sit down at that spot.

ANTICIPATORY SET Min 15-15½
Skill: Passing

Teacher Model (4 critical elements/key points): 15½ - 17½
Plant foot  
Swing leg  
Use your in-step  
Follow through  

Transition:  
When I say go, I want you to stand up in your spots and demonstrate the soccer pass as if you are really kicking a ball.

Student Response (without equipment if possible):  
Students will stand up in spots and demonstrate the critical points of passing

Questions (CFU):  
When passing the ball what part of your foot do you use?  
Your in-step (inside of foot)  
What should my non-passing foot be doing while I am kicking the ball?  
It should be planted and facing the target.

This could have been done by teaching my skill then Mrs. Stommen’s teaching her skill while the students were still standing to eliminate waiting time. This could have been done by a simple demonstration of me passing and her trapping the ball, and then the students responding to the actions.

ITIP 1 (Mrs. Stommen) (3 minutes total)  
Skill: Trapping (TA attached at end of lesson)

Teacher Model (4 critical elements/key points):  
Ready  
*Watch  
*Lift  
*Push  
*Stop  
(4 Critical points have a star)

Transition:  
Now, when I say “Go” I need each of you to get up where they are, and try the 4 most critical points without equipment. “Go”

Student Response (without equipment if possible): Students go through the 4 critical points of trapping without using equipment.

Questions (CFU): Who can tell me the 4 most critical points of trapping? Min. 21½ -22½
1. Watch  
2. Lift  
3. Push  
4. Stop  
Did not do questions to check. Next time I need to make sure that the students know what to do and to
do that I needed to ask questions.

**ITIP 2 (Miss. Oblak)**

**Control:** When students are just learning the basics of passing and trapping to an open area they have to understand control of the ball. This means kicking the ball just hard enough so it bounces off the wall and comes back to you slowly. It doesn’t fly across the gym.

**Activity/Drill:** Passing to wall

**Centrally located position (explain practice set-up):**
Students will be seated in squad spots to start until told where to go. I will be facing the students. Students will pass the ball using their instep toward the wall. Once students are told to move to their next location, they will wait for the go signal before they start to pass the ball to the wall. This will be a continuous passing activity where you pass and trap the ball regaining control before kicking again. Do this until I say Freeze. Once I say freeze students will place soccer balls back on the black line.

**Dry run/walk-through:**
Students will stand in open space around the gym facing the wall. They will then pass the ball to the wall at a speed that will allow it to come back to them. The students may have to move to gain control of the ball in order to pass to the wall again. If they do lose control of the ball they are to bring it back to their designated spot before they begin to pass to the wall again.

**Pose Challenge:**
First try to pass the ball so it goes to the wall and back to your foot, you looking for the right amount of force needed for this. You want to use this correct amount of force so the ball comes back to your foot and we will later work on accuracy and control of the ball with this amount of force. In a game like setting you will need to understand the different forces required to get the ball to an open player. + Once students have mastered passing the ball with the correct force they will work on passing to a specific spot on the wall. + Students can also move further away from the wall and try to pass with the correct force and accuracy to receive the ball back.
- Students should move closer to the wall and practice just pushing the ball off of the inside of their foot.

Did not get do the extensions because of time… instead just had students just pass to wall and then moved on to Mrs. Stommen’s activity.

**Safety:**
When passing to the wall and lose control be sure not to run in front of any other students who are passing near you.

**Questions (CFU) about drill/activity, challenge, safety:**

*Where are you passing the ball?*
The wall

*Where are you standing when you pass the ball?*
Along the black line

*What do you do when you hear freeze?*
Stop and place ball back on black line
I missed all of my questions to check… but students were still aware of what they were to be doing.

Transition:  
25.5-26
When I say go, everybody grab a ball and find a space on the black line facing the wall. Stand with arms out, not touching the person next to you. You may begin passing to the wall. Go

Practice (time, formation diagram):  
26-29

**MAKE SURE STUDENTS ARE IN (U) SHAPE AROUND GYM MAKES EASIER FOR MANAGEMENT AS WELL AS USE OF SPACE**

Transition: When I say “Go” I need everyone to find a partner. Once you know who your partner is you both need to go to a poly dot pair and sit down to listen for further instructions. “Go”

Min. 29-29.5

ITIP 2 (minutes total) (Mrs. Stommen)  
Min. 29 ½ -36 ½
The target of this activity is control. This means that when the students are trapping the soccer ball they need to watch the ball as it comes closer to them and accept the ball. If they are stiff in the legs the ball will bounce off their legs, but if they accept the ball they will gain control of it and be able to pass or shoot, whichever the case may be.

Activity/Drill: Passing and trapping with a partner using the 4 critical points of the trap.

Centrally located position (explain practice set-up): Taped Xs will be placed on the floor about 20 feet apart from your partner and about 10ft between each set of partners. This will be done prior to instruction. One partner takes their ball back to the bag while the other partner takes their ball and
places it on the taped X. I will be in a centrally located position so everyone can see me. Mrs. Stommen and one of the students will demonstrate the pass and trap drill emphasizing the 4 critical points. Min. 29 ½ -30 (I will talk to the student prior to class who will be demonstrating with me)

Transition: When I say “Go” I need the partners to stand up at their play dots and when I say “Go” begin to pass and trap using the 4 critical points. “Go” Min. 30-30 ½

Dry run/walk-through: Each group will then start their walk through of the pass and trap with a partner. Min. 30 ½ -32

Diagram:

```
  x               x               x               x               x               x               x               x
  20ft.
  x              x               x               x               x               x               x               x
  10 ft

  x             x               x               x               x               x               x               x
  x             x               x               x               x               x               x               x
  x             x               x               x               x               x               x               x
  x             x               x               x               x               x               x               x
  x             x               x               x               x               x               x               x
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Pose Challenge: Now I’d like to see how many times you can trap the ball successfully. Make sure you’re counting and at the end we’ll ask who had the most. Min. 32-32 ½

I also didn’t pose a challenge, due to time. Next time I need to make sure to challenge the kids who know the skill well.

Safety: Remember to pass the ball with your in step and try to pass softly as to keep the soccer balls under control Min. 32 ½ -33

Questions (CFU) about drill/activity, challenge, safety: Min. 33-33 ½

What is the special challenge we are going to try?

We are going to see how many times we can trap the ball successfully.

Are we going to kick/pass the ball as hard as we can? Why?

No, because we want to keep the ball under control.

Practice: Now the students begin to pass and trap with their partner counting how many times they can trap successfully. Min. 33 ½ -36 ½

+ Extension: Try and see if you and your partner can get 50 passes and traps successfully.

  - Extension: Instead of speeding through the passing and trapping, try to trap the ball and wait for 3 seconds to re-group yourself and then pass back to your partner. They will then
do the same.
Due to time I didn’t get to the upward and downward extensions. Next time I need to manage time better

MR COX ; Transition: Freeze, When I say go, everyone pick up your ball and come huddle around here (end-line of center b-ball court) quick. GO. I lined them along the three-point line. They should have been lined up where I said they should be, along the base line. I say this because my centrally located demo was not centrally located at all. Min. 36 ½ -37

ITIP 2 (Mr. Cox) Min 37-45
CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL (Teamwork, Constant movement)

Activity/Drill: Moving Pass/Trap

Centrally located position (explain practice set-up): Min 37-38
Now what we are going to do is put everything we learned today together. What did we learn? HOW TO PASS AND TRAP. Good, Now this time we are going to pass back and forth while we are moving. Who can try and give me an explanation as to why we would move while we were passing and trapping? (BECAUSE IN A GAME WE ARE ALWAYS MOVING)
So, now what you and your partner are going to do is pass back and forth while moving across the gym like this. DEMO

Dry run/walk-through: Min 38-38½
So if Jordan and Suzy are partners, they will stand about 5-6 feet away from each other and just pass back and forth moving that way! (Down the gym)

Pose Challenge:
The challenge is to keep it under control the entire way down the gym and back

Safety and (CFU’s): Min 38½-39½
If you loose control of your ball what do you think you should do? (GO AND PICK IT UP WITH YOUR HANDS AND BRING IT BACK BEFORE PASSING AGAIN)
If someone’s ball rolls over to your group, are you going to kick it as hard as you can back to them? (NO)
What should you do? (FIND THE GROUP AND PASS IT GENTLELY TO THEM)
Go slow and really work on passing and trapping correctly. This is not a race.

Transition: Min 39½-40
Every group has a ball correct? (YES) So, when I say go, you and your partner find a spot on this line where you both can put your arms out and not touch anyone else. When you get to your spot, turn and face your partner and when I blow the whistle, you may begin.
What are we doing with I say go? (A SPOT ON THE LINE)
How far should you be from anyone? (AN ARMS LENGTH AWAY FROM EVERYONE)
When you get to your spot, what should you do? (FACE YOUR PARTNER)
GO
Now face your partner. This is about how far away from each other you should be when you are
passing. When you hear the whistle, you may begin to pass with your partner. (Whistle!)

Practice (time, formation diagram): Min 40-44
X = a pair of students standing 5-6 ft apart

+/- Extensions

Upward: Limit the amount of touches the student can make on the ball.
Downward: Instead of running and passing together. Partner without ball runs ahead and stops, other partner kicks to them, then runs ahead of them and stops. Repeat

Transition: Min 44-44½

Freeze. When I say go, Everyone pick up all tape on floor and walk it and your soccer ball over here and place the ball in this bag and the tape on the ground next to it. Then pick up your journals and a pencils which are separated into your colors on your name tags and sit on the three-point line. Then pick up your journals which are in front of your squad lines and have a seat at your squad spots. GO

Closure: Min 44½-45

Great job today! Students will take time to fill out journals. One thing they learned and one thing they are unsure of. Once you are done with your journal hand it to one of the WMU teachers and line up on black line facing door to head back to gym.

Cool down: (As Mr. Cox talks about what is going to be taught next class) Min 45-47

Now everyone follow Miss Oblak back to the main gym so you can go get changed. Again, nice job everyone. What are some things that we learned today that we will use next time when we are trying to shoot and dribble? (CONTROL AND ACCURACY, PASSING AND TRAPPING)
Task Analysis

SKILL: Soccer Pass

VISUAL DESCRIPTION: Student will plant their non-kicking foot on the side of the ball while keeping toes pointed in the direction they want the ball to go while bringing kicking leg back with a slightly bent knee. They will swing the kicking leg through while making contact with the center on the ball, and following through.

MOVEMENT SEQUENCE

1. Plant non-kicking foot on side of soccer ball
2. Point toes in direction you want ball to travel
3. Bring kicking leg back with a slightly bent knee
4. Lock out ankle with inside of foot towards ball
5. Swing leg through
6. Use side of foot (instep) to contact ball
7. Contact soccer ball at its center
8. Follow through and shift weight to kicking leg

* Four Most Critical Points

VERBAL CUES

Plant    *
Toes
Leg Back    *
Lock Ankle
Swing Leg
Instep    *
Contact
Follow Through    *

COMPLEX VARIABLES

LEARNER: Should be taught to a student in around 6th.
SKILL: Discrete
ENVIRONMENT: To a wall, with a partner. The distance of the pass. Size of soccer ball

CHECK LIST

<table>
<thead>
<tr>
<th>Name</th>
<th>Plant</th>
<th>Leg Back</th>
<th>Instep</th>
<th>Follow Through</th>
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Trapping Task Analysis

**Skill:** Trapping

**Visual Description:** As the soccer ball is coming towards you, simply watch it into your body and lift the dominant leg slightly to stop the ball under your foot. Push down on the ball to control a stop under your foot.

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<th>Movement Sequence</th>
<th>Verbal Cues</th>
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<tbody>
<tr>
<td>1. Ready position</td>
<td>Ready</td>
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<tr>
<td>2. *Eyes on ball</td>
<td>*Watch</td>
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<tr>
<td>3. *Lift Dominant leg</td>
<td>*Lift</td>
</tr>
<tr>
<td>4. *Push down</td>
<td>*Push</td>
</tr>
<tr>
<td>5. *Controlled stop</td>
<td>*Stop</td>
</tr>
</tbody>
</table>

*4 Most Critical Points*

**Complexity Variables**

**Skill:** Discrete

**Environment:** In the stable area with 20 soccer balls and cones for goals with partner from 10 yards away.

**Checklist:**

<table>
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<tr>
<th>Student</th>
<th>Watch</th>
<th>Lift</th>
<th>Push</th>
<th>Stop</th>
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<tbody>
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<td>1.</td>
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IPI Program Entry Tree: Jump Rope

Step 13:
Dom.
FR
F/B

Step 20:
Non.
CC
SO

Step 6:
Both
CC
SO

Step 9:
Dom.
FR
F/B

Step 15:
Non.
FR
F/B

Step 23:
NON.
BR
F/B
### Western Michigan HPER Lesson Plan Format

**Teacher:** Cline, Wilde, Rivera  
**Grade/Unit:** 6th graders/ Soccer  
**Lesson Focus:** Dribbling, Shooting  
**Day:** 2  
**State Standard(s):** 2, 13  
**National Standard(s):** 2, 3

<table>
<thead>
<tr>
<th>Daily Instructional Objectives (A, C, C)</th>
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<tr>
<td><strong>Psychomotor</strong> (1 for fitness/warm-up, each skill taught and culminating activity):</td>
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<tr>
<td>P-1. Students will execute a variety of stretching and strength activities by themselves or with jump ropes four out of five times.</td>
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<tr>
<td>P-2. Students will correctly execute a proper shooting technique from four critical points, three out of four times.</td>
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<tr>
<td>P-3. Students will correctly execute half court shooting with a partner, three out of four times.</td>
</tr>
<tr>
<td>P-4. Students will correctly execute proper dribbling technique from four critical points, three out of four times.</td>
</tr>
<tr>
<td>P-5. Students will correctly execute dribbling in a straight line on the gym floor, three out of four times.</td>
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<tr>
<td>P-6. Students will properly execute dribbling to target and shooting, three out of four times.</td>
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<tr>
<th>Cognitive (knowledge/purpose of skill(s), culminating activity and/or safety):</th>
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<tr>
<td>C-1. 2/3 students will distinguish the different steps of the code by randomly called on by instructor.</td>
</tr>
<tr>
<td>C-2. 3/4 students will distinguish when randomly called on, the four critical points to shooting.</td>
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<tr>
<td>C-3. 3/4 students will demonstrate knowledge by performing physically of how hard to kick the ball on the gym floor.</td>
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<tr>
<td>C-4. 3/4 students will distinguish when randomly called on, the four critical points to dribbling.</td>
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<tr>
<td>C-5. 3/4 students will demonstrate knowledge of how to dribbling in general space on gym floor by not running into anyone.</td>
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<tr>
<td>C-6. 3/4 students will follow directions when performing dribbling/shooting activity.</td>
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<th>Personal-Social:</th>
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<td>PS-1. Students will demonstrate respect for authority by completing the task given by the instructor within three seconds, four out of five times.</td>
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<tr>
<td>PS-2. Students will feel a sense of accomplishment by trying to complete all the tasks that are given, three out of four times.</td>
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<tr>
<td>PS-3. Students will demonstrate cooperation skills by working together when asked to by the instructor, three out of four times.</td>
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</table>

**Equipment Needed:** 39 cones, roll of tape, 15 soccer balls, 27 jump ropes, 27 poly dots, 30 pencils, folder for 27 kids, poster of program, note cards for each step

**Safety Considerations:** Address students to be aware of surroundings at all times while trying to stay in personal space. Tell students to be aware of others while kicking the soccer ball. Tell students not to run in front of others while any shooting drills are in progress.

**Warm-up Information (details)**

**Whole-body warm-up activity:** IPI Jump rope, Curl ups, Push ups and Agilities.  
**Time:** 0-10:00  
**Teacher:** Mr. Cline
Teaching the Code (Jump Rope):
Time: 10:00-15:00
There will be three conditions to A: Jump Rope IPI-
The 1st condition that will be explained to is Foot:
B: Both Feet
C: Dominant Foot
D: Non Dominant Foot

Students will be introduced to 2nd condition-Rotations:
E: Forward
F: Backward
G: Criss-Cross

Students will then be shown 3rd condition-Direction:
H: Step Over
I: Backward/Forward
J: Side to side

The criterion will be explained for the students to do each step 2/3 times correctly to move on to the next step or they will move down if criterion is not met.

Transition: When I say go, spread out, find personal space, sit down and wait for further instruction.

Time: 15:00-15:15
Stretches:
Time:15:15-18:15
R/L sitting V 30 seconds each
Sit up calf stretch for each leg 30 seconds each
Quadriceps stretch on side 30 seconds each

Transition: When I say go, soccer group line up at the door in a single file line, wait for teacher to get in front of line and be quiet when following the teacher to the stable. Once in stable walk the right, have a seat on the far sideline against the wall. (Students will find a partner and line up around the three point line)

Time: 18:15-18:30
Teacher: Mr. Wilde

Review Day 1:
What were the skills you learned day 1? Answer: passing and trapping.
What is the purpose of passing? Answer: To move the ball to another player.
What is the purpose of trapping? Answer: To stop the ball and gain control of it.

Time 18:30-18:45
Anticipatory Set: Who knows what the world cup is? Does anyone know who won the world cup?
Statement of Objective: Today we are going to learn the proper technique to dribbling and shooting. Shooting is similar to passing because they are both ways of kicking the ball and are different because with passing you use the inside of the foot and shooting you use the top of your foot.

**ITIP 1**

**Skill**: Shooting

**Teacher Model (4 critical elements/key points):**
1. Non-dominant side
2. Dominant leg back
3. Laces down
4. Follow through

**Transition (complete explanation of what/where/how/when Ss do something):**
When I say go, stand up along the three point line, stand arms length apart and demonstrate the cues along with me.

**Student Response (without equipment if possible):**
Students will demonstrate the four critical points on their own.

**Questions (CFU):**

1. What part of the foot do you strike the ball with? Answer: With the laces!
2. Where should you be looking? Answer: At the ball!
3. Where do you place your non-dominant foot? Answer: Next to the ball!

**ITIP 2**

**Teacher**: Mr. Rivera

**Accuracy**

**Activity/Drill:**

Half court shooting drill

**Centrally located position (explain practice set-up):**
Students will be in partner lines behind cones with one soccer ball per group. The first person from each partner group will gallop down to the other baseline and wait for instructions. Upon command, partner will shoot the ball to the partner on opposite side. Ball will be kicked and opposing side partners will retrieve the ball and take it back to their cone and wait for command. They will continue this process of kicking it back and forth until further instructed.

**Dry run/walk-through:**

Two students will demonstrate shooting the ball to each other, while the teacher explains the task to the students.

**Pose Challenge:**

See if you can kick the ball and make it across the gym.

+: Try and kick the ball at a medium force to your partner.

-: Try and kick the ball half way across at a light force on the gymnasium floor.
Safety:  
Be aware of your surroundings. 
Do not walk in front of other students. 
One side kicks the ball at one time. 
Wait for whistle before next group kicks. 

Questions (CFU) about drill/activity, challenge, safety: 
How are you getting across to the other side of the gym? 
A: Galloping 
Do you kick the ball whenever you choose? 
A: No, kick the ball one side at the time. 
Do you walk in front of other students? 
A: No, if needed walk behind students. 

Transition:  
When I say go, I want one partner to gallop across the gym and line up directly and evenly across from your other partner. Once your partner is facing you begin kicking when whistle is blown.

Practice (time, formation diagram): 60ft between cones and students 8 feet apart! Time 22:45-26:00

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X = Student  
T = Teacher

Transition
When I say go, one partner picks up the soccer ball and everyone return to mid-court cone facing teacher with ball placed next to cone. Go. **Time 26:00-26:15**

**ITIP 1**
Teacher: Mr. Cline

**Skill**: Dribbling  
**Time**: 26:15-27:15

Teacher Model (4 critical elements/key points):
1. Strike Ball  
2. Weight Transfer  
3. Kick w/other foot  
4. Keep kicking

**Student Response (without equipment if possible)**:  
**Time**: 27:15-27:30
Students will demonstrate the four critical points on their own w/out equipment.

**Questions (CFU)**:  
**Time**: 27:30-27:45
What part of the foot do you strike the ball with? Answer: inside of foot!
Where should you be looking? Answer: Looking up!
How do you keep control of the ball? Answer: Using light force!

**ITIP 2 (Control)**
Teacher: Mr. Wilde

**Activity/Drill:**
Half court dribbling

**Centrally located position (explain practice set-up):**
Time: 27:45-28:15
Students will be in partner lines behind cones with one soccer ball per group. First student will dribble to opposite baseline and return back to cone. Second student will do the same in a continuing process until whistle is blown. No cones were used, they were told to space out down the baseline

**Dry run/walk-through:**
Time: 28:15-29:15
Two students will demonstrate dribbling the ball while teacher explains drill to the students.

**Pose Challenge:**
Time: 29:15-29:30
Try and keep the ball close to your feet without losing control of it.
+-: Try and dribble while keeping your head up and not losing control.
-+: Try and dribble with head down to keep control of the ball.

**Safety:**
Time: 29:30-29:45
Be aware of your surroundings.
Keep your own personal space.
If you lose control of the ball, yell “ball” to let other students know you are retrieving your soccer ball.

**Questions (CFU) about drill/activity, challenge, safety:**
Time: 29:45-30:00
How are you getting across to the other side of the gym?
A: Dribbling
If our ball gets loose what do we yell out so that no accidents occur?
A: Ball
What is the student doing while waiting?
A: Observing their partner so that they can critique their dribbling after the whistle is blown.

**Transition:**
Time: 30:00-30:15
When whistle is blown, begin dribbling. Whistle!

**Practice (time, formation diagram):**
Time: 30:15-33:15
Distance was width of court.
| XX | --------------------------------------------- | T |
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X= Student  
T= Teacher

Transition:  
Whistle! When I say go, both partners return to cone with ball next to cone facing teacher. Go. Put the ball on the ground in front of you  

**ITIP 2 (Dribble and Shoot)**  
Teacher: Mr. Cline

**Activity/Drill:**  
Dribble and shoot

**Centrally located position (explain practice set-up):**  
Students will be in partner lines behind cones with one soccer ball per group. **First student will dribble/shoot through the three cones set up by the students after the teacher explains drill. Students will shoot at goal set up on the wall with tape. Student will retrieve the ball after shooting and dribble straight back to line. Second student will do the same in a continuing process until whistle is blown.**  

**Time: 33:15-33:30**

**Time: 33:30-34:00**
Dry run/walk-through:  
Mr. Cline will demonstrate dribbling and shooting ball while he explains drill to the students.

Pose Challenge:  
Try and keep the ball close to your feet without losing control of it.  
+: Try and dribble while keeping your head up and not losing control.  
 -: Try and dribble with head down to keep control of the ball.  
+ : Try and pick an area within the goal and try to hit it with strong force  
 -: Try to get the soccer ball in the goal by moving closer.  

Safety:  
Be aware of your surroundings.  
Keep your own personal space.  
If you lose control of the ball, yell “ball” to let other students know you are retrieving your soccer ball.

Questions (CFU) about drill/activity, challenge, safety:  
How are you dribbling through the cones?  
A: Dribbling zig zag  
When retrieving the ball, how will you return the ball to your partner?  
A: Dribbling straight  
With what part of the foot are you shooting the ball?  
A: Laces  
What is the student doing while waiting?  
A: Observing their partner so that they can critique their dribbling after the whistle is blown.  
When will you stop shooting?  
A: When the whistle is blown

Transition:  
When whistle is blown, you may begin dribbling and shooting. Whistle!

Time: 34:00-34:15
Time: 34:15-34:30
Time: 34:30-34:45
Time: 34:45-35:00
Time: 35:00-35:15
Practice (time, formation diagram):

Time 35:15-38:15

1    2    3

C        C        C          SS
C       C        C          SS
C        C      C          SS
C      C       C          SS
C       C       C           SS
C      C       C            SS
5        C       C       C             SS
4       C        C       C            SS
3       C        C       C    SS
2       C        C       C            SS
1       C        C       C            SS

S=Student
T=Teacher
C=Cones; All cones are 2 yards apart
7 yards between all stations
Transition/cool-down  Time: 38:15-38:30
• Whistle is blown! Everyone please pick up a cone and soccer ball and slowly walk it to the wall and make a stack and line up. Journals will be passed out and pencils too.

Review and Closure at PCMS Stable:  Time: 38:30-39:00
What two soccer skills did we learn and practice today?
A: Dribbling and Shooting
Who can tell me two critical points for dribbling?
A: Strike ball and weight transfer.
Who can tell me two critical points for shooting?
A: Laces down and follow through.
Can someone tell me how these skills are different to passing and trapping?
A: They are all skills used to advance the soccer ball and score a goal.
Can someone tell me how all four skills you have learned thus far are similar?
A: They are all skills used in a game of soccer to make it effective.

Transition:
When I say go, get in a single file line return quietly to the gymnasium and place equipment in bags. Please do not bounce the soccer balls on the way back to the gymnasium and remember absolutely no talking. Once you have put all of the equipment away return to your squads. Go.

Dismissal:
• Students are dismissed when instructed by the teacher.

End

National Standards for Physical Education
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.

State Standards
2. Demonstrate selected fundamental objective control skills.
13. Demonstrate appropriate behavior related to selected personal social character traits and commonly emerge in a physical activity context.
Task Analysis Worksheet

Skill: Dribbling

Visual Description: Student looks at direction and the ball then, lightly striking ball with inside of shoes. The weight should transfer from foot to foot while the foot with no weight will lightly kick the ball to the other foot moving in a given direction.

Movement Sequence
1. Look at direction of ball
2. Strike ball lightly with inside of shoes
3. Weight transfer to opposite foot
4. Kick lightly with other foot
5. Keep kicking back and forth
6. Moving in given direction

Verbal Cues
Direction of ball
Strike ball*
Weight transfer*
Kick other foot*
Keep dribbling*
Movement

*4 Most Critical Points

Complexity Variables

Learner: 6th Graders
Skill: This is a continuous skill
Environment: An open loop with partner may vary upon drill.

Checklist:

<table>
<thead>
<tr>
<th>Student</th>
<th>Strike Ball</th>
<th>Weight Transfer</th>
<th>Kick Other Foot</th>
<th>Keep Kicking</th>
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Task Analysis Worksheet

Skill: Shooting

Visual Description: Student is standing with soccer ball in front and steps with non dominant leg next to the ball. Dominant foot is swung back and swung forward with laces pointing down at the ball making contact with the soccer ball and following through.

Movement Sequence
1. Student is standing one yard away from ball
2. Step with non-dominant foot next to ball
3. Arms out “T” shape
4. Dominant leg swings back
5. Dominant leg swings forward
6. Laces down at ball
7. Kick through soccer ball

* 4 Most Critical Points

Learner: 6th Graders

Skill: This is a discrete type of skill.

Environment: Open loop with partner may vary through size of soccer ball, surface being played on, and air in ball.

<table>
<thead>
<tr>
<th>Student</th>
<th>Non Dominant Side</th>
<th>Dominant Leg Back</th>
<th>Laces Down</th>
<th>Follow Through</th>
</tr>
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<tbody>
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Western Michigan HPER Lesson Plan Format

Teacher: Mr. Kerwin, Musser, Schimizzi Grade 6th Soccer Lesson Focus: Control/Containing
Date: Day 3  State Standard(s): 2, 10  National Standard(s): 1, 2

Daily Instructional Objectives (A, C, C)

Psychomotor (1 for fitness/warm-up, each skill taught and culminating activity):
P1 - 4/5 students will demonstrate the correct goal keeping catching technique for above the waist during the course of practice time.
P2 – 4/5 students will demonstrate the correct goal keeping catching technique for below the waist during the course of practice time.
P3 – 4/5 students will demonstrate the correct goal keeping throw technique during the course of practice time.
P4 – 4/5 students will demonstrate the correct defensive containing technique during the course of practice time.
P5 – 4/5 students will correctly maintain their IPI program during their time at the station.

Cognitive (knowledge/purpose of skill(s), culminating activity and/or safety):
C1 – 3 of 4 students will correctly answer questions about the four critical points of catching when asked by the instructor, following a demonstration.
C2 – 3 of 4 students will verbally identify one of the 4 critical points of the throwing when called on by the instructor.
C3 – 2 of 3 students will verbally identify one of the three major concepts worked on today when prompted by instructor.
C4 – The students will correctly mark her/his own IPI progress step at each station when prompted by instructor.

Personal-Social:
PS-1 – 5 of 6 students will demonstrate respect for equipment by properly using the soccer balls without being reminded throughout the lesson.
PS-2 – 5 of 6 students will demonstrate respect for authority by executing all goalie and defensive activities requested by the instructor throughout the lesson.
PS-3 – 9 of 10 students will demonstrate cooperation by working with a partner in throwing and defensive activities.

Equipment Needed:
IPI –
    18 Jump ropes
    3 Mats
    27 Folders
    27 Pencils
    27 Journals
Instruction –
    Enough soccer balls, one for each student (27)
    Tape
Safety Considerations: When anyone of the instructors blows the whistle that means stop what you are doing and put down equipment.

### Anticipatory Set: (HAPPENS IN THE STABLE AT MIN 15)  
**Time:** Min 15-15½

Who knows the only position that can use your hands in soccer? (Goal keeper)

### Statement of Objective: Today we are going to be working on goal keeping and defensive containing.

### Warm-up Information (details)

<table>
<thead>
<tr>
<th>Time</th>
<th>Formation</th>
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<tr>
<td>0-10 min</td>
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</table>

**IPI:** Jump-rope station

**Transition:**  
Min 0-½

Does everyone remember what skill we are doing at this station? (JUMP-ROPE) Good so what I want you to do is when I say go, find an open jump rope on the floor and begin working on your program. When you successfully complete a step two of three times mark it on your sheet with an X. Completing a step means you have successfully done the jump rope task twice when attempting it three times. GO

Students maintain program.

**Mark Score:**  
Min 2-2½

When a step is completed put an X in the box and move on to the next station.

2¼ min X 4 stations = 9 min

**Reflection:**  
9-9½ min

Student writes what they did that day and a goal for next time

**Transition:**  
9½ -10 min

When I say go, I want you to give your folders to a WMU teacher at your station and then spread out at your station so we can stretch, GO

**Stretches:**  
10-13 min

Led by Mr. Cox every day will be

- R/L sitting V 30 seconds each
- Sit up calf stretch for each leg 30 seconds each
- Quadriceps stretch on side 30 seconds each

**Transition:**  
13-15

When I say go, all the soccer people line up in front of Mr. Schimizzi so we can head over to the stable, all Badminton people head to Miss/Mr. WMU. Soccer folks, when we get to the stable I want you grab a soccer ball and start dribbling around the right gym floor.

### IN THE STABLE

**Review:** Mr. Musser  
15 - 16
As students enter the gym they will pick up a ball and practice dribbling around the outside of the gym.

**Transition:**

16 – 16 ½

Everyone come back to the three point line, sit down, and place your soccer balls behind you.

**Review other day concepts:**

We have work on passing, trapping, shooting, and dribbling thus far in our unit. Now we are going to work on goalie skills and defensive skills.

What part of the foot is used in the pass? (In-step)

What part of the foot is used for a shot? (laces)

**ITIP 1 Mr. Musser**

**Skill:** Goal Keeping Catching Above Waist

Teacher Model (4 critical elements/key points): 16½ - 18

1. Watch
2. W
3. Absorb
4. Cradle ball

**ITIP 1 Mr. Musser**

**Skill:** Goal Keeping Catching Below Waist

Teacher Model (4 critical elements/key points): 18 – 19

1. Watch
2. M
3. Absorb
4. Cradle ball

**Transition:**

When I say go, I want you to stand up in your spots and demonstrate the goal keeper catching as if you are really catching a ball.

**Student Response (without equipment if possible):** 19 - 20

Students will stand up in spots and demonstrate the critical points of catching above and below waist.

**ITIP 1 Mr Kerwin**

**Skill:** Throwing

Teacher Model: (4 most critical elements/ key points) 28 ½ - 30

1. Grip
2. Point
3. Step
4. Over-hand pendulum
Transition: 30 ½ - 31
When I say go, I want you to stand up in your spots and demonstrate the goal keeper throw as if you are really throwing a ball.

Student Response (without equipment if possible):
Students will stand up in spots and demonstrate the critical points of throwing a soccer ball.

Questions (CFU): 31 – 31 ½
To catch the ball above your waist, what letter do you make? (W)
What about below your waist? (M)
Where does your non-dominant arm point to? (Target)
How do you hold the ball? (Cradle between palm and inside of forearm)
What motion do we use when throwing? (Pendulum)

ITIP 2: Control  Mr Kerwin

Activity/Drill: Throwing and catching with a partner.

Centrally located position (explain practice set-up): 31 ½ - 32 ½
Partners will stand about fifteen feet apart from each other and about 10 feet from other groups (only using out half of the stable). The students will throw the ball using correct goal keeper throwing technique across to their partner. Then the partner will catch the ball using correct goal keeper catching technique we just practiced.

Dry run/walk-through: 32 ½ - 33
Mr. Kerwin and a student will demonstrate the activity.

Transition: 33 – 33 ½
When I say “Go” I everyone to find a partner. One person will find a ball and line up along the black line. Their partner will line up about 15 feet away standing across from the other person.

“Go”

Diagram:

```
SOCCER BALLS ON THIS SIDE OF THE COURT!

x   x   x   x   x   x   x   x   x   x   x   x

15ft.

x   x   x   x   x   x   x   x   x   x   x   x

10 ft
```
Pose Challenge & Safety: 33 ½ - 34
Try to find out how many times you can throw and catch the ball with your partner with out having the ball touch the ground.
+ Try throwing high and low balls to your partner.
- Try moving closer and throwing softer.
Be sure to use proper technique in order to have the ball go to your partner.

Questions (CFU) about drill/activity, challenge, safety: 34 – 34 ½
What is the special challenge we are going to try? (We are going to see how many times we can throw and catch the ball successfully with out it hitting the ground.)

Why do we only want to throw to our partners? (Others are not looking for our ball and they may get hit.)

Practice: 34 ½ - 37 ½
Now the students begin to throw and catch with their partner counting how many times they can catch successfully.

Transition: 37 ½ - 38
Freeze, When I say go, everyone place your soccer balls against the wall and come stand around the three point line quickly. GO.

ITIP 1 Mr. Schimizzi
Skill: Defense

Teacher Model (4 critical elements/key points): 38 – 39 ½
1. Watch hips
2. Keep in front
3. Drop step
4. Shuffle

Transition: 39 ½ - 40
I want everyone to show me the defensive stance where you are standing.

Student Response (without equipment if possible):
Students will stand and show proper form of a defensive stance.

Questions (CFU): 40 – 40 ½
When we are defending where what two things do we want to be between? (The attacker/ball and the goal)
What part of our body should be facing the attacker/ball? (Our chest, we should be square to the ball.)
Should we cross our feet on the shuffle step? (No)

ITIP 2: Defense

Activity/Drill: 1 on 1 defending, no ball
Centrally located position (explain practice set-up): 40 ½ - 41 ½
Students will be with a partner. Start at the sideline with one student on offense and one on defense. (No ball) Offense will run width of court at ½ speed, defense player will practice proper defensive form while staying in front. Offensive player will run in zig zag pathway for defensive student to practice drop step and shuffle. When reach the opposite end, about 40 feet away, stop, switch rolls and wait for instructor to say to come back. We will do this for about 2 minutes.

Dry run/walk-through: 41 ½ - 42
Students will stand, demonstrate one drop step and one shuffle.

Transition: 42 – 42 ½
When I say go, I want everyone with their partners to line up and get ready to practice defense.

Diagram:

---

Pose Challenge: 42 ½ - 43
Second time through, offense try to fake out defensive player still going ½ speed
  + Increase speed
  - Decrease speed

CFU:
How fast are we going to run? (½ Speed) 43 – 43 ½
What kind of steps are we using? (Drop step and shuffle)

Practice: 43 ½ - 45
Students will now line up and practice the defensive drill.

Transition:
When I say go, I want everybody to come to the 3-point arch and sit down with their soccer balls behind you. Go

CULMINATING ACTIVITY

ITIP 2  Mr Musser
Activity/Drill: 1 on 1 with a goalie

Centrally located position (explain practice set-up): 40 ½ - 41 ½

Students will be in groups of four, with one group of three. The groups of four will have two offensive players, one defensive player, and one goalie. The group of three will have one of each position. The two offensive players will try to pass back and forth on route to the goal and try and score. The defender is going to use the skills that were taught and contain the two offensive players. The goalie is going to try and stop the ball from going in the net. There will be a shooting line that no shot can be taken in front of. This line will be 15 feet away, and marked with a red tape line. Once the game gets going we will stop every minute and rotate. The rotation will consist of the goalie going to offense, defense to goalie, and one offense to defense. The group of three will rotate goalie to offense, defense to goalie, and offense to defense. We will play the game for as long as time allows us too.

Dry run/walk-through: 41 ½ - 42
Mr. Musser and three students will demonstrate the game.

Questions to Check
Do you shoot in front or behind the red shooting line? (Behind)
When we rotate where does the goalie go? (to offense)

Transition: 42 – 42 ½
When I say go, I want everyone with their partners to go to the goal assigned to you and get a goalie, offensive and defensive player and wait for the whistle to begin the game. GO

Diagram:

- G – Goalie
- D – Defensive Player
- O – Offensive Player
- 7ft Wide Goals
- 25 ft Between
- Shooting Line – 15 ft
Transition:  Min 45-45½
Freeze. When I say go, everyone pick up a soccer ball and walk it over to the bags. Place the ball in the bags and pick up a pencil and your folder. Line up at the door and sit down. Go.

Closure:  Min 45½-46
Great job today! Students will take time to fill out journals. One thing they learned and one thing they are unsure of. Once you are done with your journal they will take off their name tags and place them in the folder. On Thursday we will work on restart concepts such as corner kicks and throw-ins.

Cool down: (As Mr. Musser talks about what is going to be taught next class) Min 46-47
Now everyone walk back to the main gym so you can go get changed. Again, nice job everyone. What are some things that we learned today that we will use next time when we are trying to defending and playing goalie? (CONTROL AND DEFENSE)

National Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

State Standards:

Standard 2: All students will demonstrate selected fundamental object control skills.
Standard 10: All students will apply the concepts of body awareness, time, space, direction, and force to movement.

Catching Task Analysis

Skill: Catching (above the waist)

Visual Description: As the soccer ball comes at you above your waist while playing goalie, you will make a “W” with your hands and catch the ball. Once you catch the soccer ball you will cradle it into your body.

Movement Sequence  Verbal Cues

1) Ready Position  Ready
2) *Eyes on the ball  Watch
3) Bring arms out in front of you with Elbow bent slightly
4) *Thumbs touching at tip with rest of your Fingers spread making a “W” shape  W
5) *When ball hits hands absorb force with elbows  Absorb
6) *Once caught cradle the ball between forearms  Cradle Ball And chest

* 4 Most Critical Points

Complexity Variables

Skill:  Discrete,  6th grade student

Environment:  In the stable with a soccer ball

Check List:

<table>
<thead>
<tr>
<th>Student</th>
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<th>Absorb</th>
<th>Cradle Ball</th>
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Catching Task Analysis

Skill:  Catching (below the waist)

Visual Description:  As the soccer ball comes at you below your waist while playing goalie, you will make an “M” with your hands and catch the ball. Once you catch the soccer ball you will cradle it into your body.

Movement Sequence

1) Ready Position   Ready
2) *Eyes on the ball  Watch
3) Bring arms down in front of thighs  Arms down
4) *Picky fingers touching at tips to make “M”  M
   Shape with rest of fingers spread out
5) *When ball hits hands absorb force with arms  Absorb
6) *Once caught cradle the ball up to chest  
   Between forearms and chest  

* 4 Most Critical Points

Complexity Variables

Skill: Discrete, a 6th grade student

Environment: In the stable with a soccer balls

Check List:

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<tr>
<th>Student</th>
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<th>Absorb</th>
<th>Cradle Ball</th>
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Throwing Task Analysis

Skill: Goalie Throw

Visual Description: Goalie takes the soccer ball and holds it between under-forearm and palm. Then goalie will point with non-throwing arm to target and use a pendulum motion to throw the ball.

Movement Sequence                  Verbal Cues

1) Ready Position                  Ready
2) *Hold ball between palm and under-forearm Grip
3) *Point your non-throwing arm to your target Point
4) *Step with your non-dominant leg to target Step
5) Start with ball at side of your hip Ball at hip
6) *Start ball around in pendulum motion Over-head pendulum
7) Release the ball at top of pendulum Release at top
* 4 Most Critical Points

Complexity Variables

Skill: Discrete

Environment: In the stable with a soccer balls

Check List:

<table>
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<tr>
<th>Student</th>
<th>Grip</th>
<th>Point</th>
<th>Step</th>
<th>Over-hand pendulum</th>
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Defense Task Analysis

Skill: Defensive Contain

Visual Description: Defensive player will stay on the balls of their feet and move feet to keep the offensive player in front of them forcing them to side line.

Movement Sequence

<table>
<thead>
<tr>
<th>Movement Sequence</th>
<th>Verbal Cues</th>
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<tbody>
<tr>
<td>1) Ready Position</td>
<td>Ready</td>
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<tr>
<td>2) *Eyes on the hips of offensive player</td>
<td>Watch hips</td>
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<tr>
<td>3) *Keep offensive player in front of you</td>
<td>Keep in front</td>
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<tr>
<td>4) *Use drop step to either side to force player to Side line</td>
<td>Drop step</td>
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<tr>
<td>5) *Keep shoulders square to player by using Shuffle step</td>
<td>Shuffle</td>
</tr>
</tbody>
</table>
- balls of feel, push with outside foot and lift inside foot, feet never touch

6) Stay between player and goal

* 4 Most Critical Points

**Complexity Variables**

**Skill:** Continuous, 6th grade student

**Environment:** In the stable with partner

**Check List:**

<table>
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<tr>
<th>Student</th>
<th>Watch hips</th>
<th>Keep in front</th>
<th>Drop step</th>
<th>Shuffle</th>
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**Western Michigan HPER Lesson Plan Format**

Teacher: **Ms. Kelm, Mr. Eltzroth, Mr. Smith**  
Grade/Unit: **Soccer 6th grade** Lesson Focus: **Restart Concepts**

Date: **Day 4**  
State Standard(s): **2 – Demonstrate selected fundamental object control skills**
National Standard(s): **2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

Revision notes: **Added/Changed**  
**Not done**

### Daily Instructional Objectives (A, C, C)

<table>
<thead>
<tr>
<th>Psychomotor (1 for fitness/warm-up, each skill taught and culminating activity):</th>
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<tbody>
<tr>
<td>P1 - 4/5 students will demonstrate the correct corner kick technique following instruction given by the instructor.</td>
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<tr>
<td>P2 – 4 of 5 students will kick soccer ball into penalty area 30 ft away 4 out of 5 times.</td>
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<tr>
<td>P3 - 4 of 5 students will throw the ball with two hands to a partner 10 yards away 4 of 5 times.</td>
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<tr>
<td>P5 – 4 of 5 students will correctly maintain each IPI program when instructed by teacher.</td>
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<th>Cognitive (knowledge/purpose of skill(s), culminating activity and/or safety):</th>
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<td>C1 – 3 of 4 students will correctly answer questions about the four critical points of the corner kick when asked by the instructor, following a demonstration.</td>
</tr>
<tr>
<td>C2 – 3 of 4 students will verbally identify one of the 4 critical points of the throw-in when called on by the instructor.</td>
</tr>
<tr>
<td>C3 – 2 of 3 students will verbally identify one of the three major concepts worked on today when prompted by instructor.</td>
</tr>
<tr>
<td>C4 – The students will correctly mark her/his own IPI entry step at each station when prompted by instructor.</td>
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<tr>
<td>C5 - 2 of 3 students will verbally identify one of the skills learned from the previous day.</td>
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<th>Personal-Social:</th>
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<tr>
<td>PS-1 – 5 of 6 students will demonstrate respect for equipment by properly using the soccer balls without being reminded throughout the lesson.</td>
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<tr>
<td>PS-2 – 5 of 6 students will demonstrate respect for authority by executing all tasks requested by the instructor throughout the lesson.</td>
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<tr>
<td>PS-3 – 9 of 10 Students will demonstrate cooperation by working with a partner in all partner required exercises.</td>
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<tr>
<td>PS-4 -9 of 10 students will demonstrate cooperation while working in small groups during the corner kick activity.</td>
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<tr>
<td>PS-5-9 of 10 students will demonstrate cognitive behavior during diagram lecture at all times in use.</td>
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### Equipment Needed:
- 3 mats
- 18 jump ropes
- Enough soccer balls for each student (27)
- 13 poly dots
- IPI 13 Jump ropes
13 poly dots
27 Folders
27 Pencils
27 Journals

Safety Considerations: When anyone of the instructors says Freeze that means stop what you are doing and put down equipment.

**ITIP2- Warm-up Information (details)**

<table>
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<tr>
<th>Time</th>
<th>Formation</th>
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**IPI Maintenance:** Maintain Curl-Up station

**Transition:**
Min 0-½

Last time we entered you in the program, this time you will begin at that designated step and must do it correctly 2 out of 3 times before moving on to the next step.
Good, you may continue working on your IPI

**Go signal:** When instructor says go, you may begin at the step number you were given last time and work through the program until the time is up at this station, GO

Min ½-2

**Observe:** I observe to see if every student is maintaining IPI

**Reinforcement:** Always give positive reinforcement
If they can do it, say something like, “Great job. That was exactly what I was looking for”
If they can’t do it “That was a great try, but…”

**Mark Score:**
Min 2-2½

Student will mark step that they completed today.

2¼ min X 4 stations = 9 min

**Reflection:**
9-9½ min
Student writes what they did that day and a goal for next time

**Transition:**
9½ -10 min
When I say go, I want you to give your folders to a WMU teacher at your station and then spread out at your station so we can stretch, GO

**Stretches:**
10-13 min
Led by Mr. Cox every day will be
- R/L sitting V 30 seconds each
- Sit up calf stretch for each leg 30 seconds each
- Quadriceps stretch on side 30 seconds each
Transition: 13-15
When I say go, all the soccer people line up in front of Ms. Kelm so we can head over to the stable, all Badminton people head to Miss/Mr. WMU. Soccer folks, when we get to the stable I want you to line up along the three point line on the right side of the gym.

Mr. Smith (ON THE WAY TO STABLE)  Will tell students that their nametags are laid out on the baseline, they are to find their name and sit down in the key.

ANTICIPATORY SET(Mr. Smith) Min 15-15½
Can anyone tell me what happens when the ball goes out of bounds? How is the ball put back into play?

Statement of Objective Min 15.5-16
Today, we are going to review some things that we learned yesterday and then we are going to learn some ways to put the ball back into play.

ITIP 2

Centrally located position (explain practice set-up): Min 16
Student will be seated in the key and I will be in front of them with my back only to the wall. I will be holding a diagram of a soccer field drawn on a dry-erase board that is big enough for all students to read. I will begin by reviewing concepts from the last period, I will re-iterate on the goal kick and the goal catch and how to perform them, and then transition from the goal kick to the corner kick, after this I will begin with the restart concepts such as corner kick, kick-off, throw in and penalty kick.

Dry run/walk-through: Min 16.5
Students will be sitting down and listening to teacher during instruction. Students will be randomly called upon during instruction.

Review Goal Kick from Day 3 Min 16.5-17
Can anyone tell me what happens when a team is rewarded a goal kick? Which team is rewarded? How come?

Introduce Kick Off Min 18-19
I will begin by showing the students the end line and the sideline. I will ask them how the game is started and then show them the correct way to perform the kick off (on dry/erase board).
End Line
Remember the ball must go forward on the kick off. Defense must stay outside of the circle. Also, the
person kicking may not touch the ball again after the kick off until a player from either team does.

Introduce Corner Kick and Throw-in
Min 19-20.5
When the ball is kicked out of bounds pass the end line, either a goal kick or a corner kick is rewarded.
If the offensive team kicks the ball out of bounds pass the end line, the defensive team is rewarded a
goal kick (1). If the defensive team kicks the ball out of bounds pass the end line, the offensive team is
rewarded a corner kick (2). If the ball is kicked passed the sideline, a throw in is rewarded to the team
that did not kick it out (3).

O= Offense, D= Defense
Pose Challenge: 20.5-21
See if students can name as many ways to put the ball back into play as possible.

+ See if students can name all the ways to put the ball back into play.
- See if students can name one way.

Safety: 21-21.5
Make sure when you are performing a corner kick and throw-in that you are maintaining proper distance.

Questions (CFU) about drill/activity, challenge, safety: 21.5-22.5
What are the different ways to put the ball back into play?
A: Goal kick, kick-off, corner kick, throw-in
When is a corner kick awarded?
A: When the defensive team kicks the ball out of bounds pass the end line.
Who is rewarded the corner kick?
A: The offensive team
When is a throw-in rewarded?
A: When the ball goes out of bounds pass the sideline.
Who is rewarded the throw-in?
A: The team that did not touch it last.
Where does the throw-in take place?
A: The point at which the ball when out.
Practice (time, formation diagram): T= Teacher, X= Student

Transition: Min 22-22.5
Now Ms. Kelm will show you how to perform the throw in.

ITIP 1 (Ms. Kelm)
**SKILL:** Throw In

**TEACHER MODEL:**

Min 22.5-23.5

- Ball Over Head
- Square/Step
- Arch
- Release

**STUDENT RESPONSE:**

Min 23.5-24.5

Have students stand up in their own personal space and practice the form for the throw in concentrating on the 4 most critical points explained above.

**QUESTIONS TO CHECK:**

Min 24.5-25

- Where do you release the ball from? *(just behind the head)*
- If you get a running start, about how many steps should you allow? *(2-4)*
- What part of my body should be squared up with the field on the release? *(Shoulders and Feet)*
- What must the back toe do when you release the ball? *(Drag; remain on ground at all times.)*

Transition:

Min 25-25.5

Find a partner
Grab a ball
Line up 15 feet away from them and 3 feet away from other groups

**ITIP 2**

**CONCEPT (S):** Restart, Touch line/Sideline, When throw in is rewarded and to whom

**ACTIVITY/DRILL:** Practicing Technique

**CENTRALLY LOCATED POSITION:**

Min 25.5

I will be standing with back to wall facing students. Students will be across from a partner standing approximately 15 feet away, and 3 feet away from another group of partners. Students will practice the throw-in technique concentrating on the 4 most critical points and the person who is not delivering the throw-in will trap the ball using his/her feet. They then will gain control of the ball and use the throw-in to their partner.

**DRY RUN/WALK THROUGH:**

Min 25.5-26.5

Have a student come up and stand across from me. I will have them throw the ball to me, and I will trap it with my feet, gain control, and throw in back to them using the proper form and have them trap the ball with their feet.

**POSE CHALLENGE:**

Min 26.5-27
Have the students see how many times they can correctly perform the throw in and accurately deliver the ball to their partner until I say stop. See how many times the partner who is not throwing can successfully trap the ball.

**SAFETY:**
Remind students how to carefully retrieve the ball if it goes into another group’s area, and have them be spatially aware of those around them, and other soccer balls entering their area. Remind students we are working on technique right now, not distance.

**QUESTIONS TO CHECK:**
- What should we do if our soccer ball enters another group’s area? *(walk over and retrieve the ball with hands and go back to own spot.)*
- When is a team awarded a throw in? *(When the ball goes out of the touch line/side line)*
- If the blue team is playing the red team, and the red team kicks the ball out and across the touch line, what color team is awarded the throw in? *(The blue team)*

**TRANSITION:**
When I say go, I want one partner to go find a poly dot and stand on it and the other partner to go grab a soccer ball, and then stand across from their partner on the opposite poly-dot. Once you both are there, you may begin to work on the throw in.

**PRACTICE:** This is not the whole length of the stable, but the side wall to the right when you walk in

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(3 Ft between partner groups)
O = Poly Dots where students will stand

**TRANSITION:**
Blow whistle; When I say go I want the partner who is not against the wall to take 5 steps back and this time I want you all to add 2 running steps before you release the ball to your partner, making sure your back toe is dragging and always in contact with the ground. Go!
**PRACTICE:**  
Min 30-31

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(3 ft between groups of partners)  
O = poly dots where students stand

**TRANSITION:**  
Min 31-31.5

Blow whistle  
When I say go I want the person with the soccer ball to set it down on the poly-dot  
And walk back over to the key where we were earlier and listen to Mr. Eltzroth. Go

**ITIP 1**  
Skill: Corner Kick

Teacher Model (4 critical elements/key points):  
Min 31.5-32.5

- Shoulders in front of feet  
- Plant non-dominant foot  
- Strike the ball with laces  
- Strike low on the ball-aiming for the goal box

Transition:  
Min 32.5-33  
When I say go I want everyone to stand up, spread out and practice the motion of a corner kick without a ball. Try this 5 times. Go.

Student Response:  
Min 33-34.5  
Students will stand, spread out, and go through the 4 critical points of kicking a corner kick, without the ball.

Questions (CFU):  
Min 34.5-35  
What part of the foot do you kick the ball with? (Laces)  
Do you want the ball to travel in the air or on the ground? (Air)  
Are you going to the top of the ball, or the bottom? (Bottom)
ITIP 2
Restart Concept: Corner Kick

Activity/Drill: Practicing kicking the ball with loft, to a designated area.

Centrally located position: Min 35-36
The students will be seated inside the paint, facing me. I will be underneath the basketball hoop. Students will partner up with two other people. Poly-spots will be lined up around the gym floor. This will indicate where each group will line up at and be kicking the ball from. There will be one ball per group. Approximately 30 feet in front of the poly-spot will be a hula-hoop, and twenty feet behind that one will be another hula-hoop. The goal of having a hula-hoop is to give the students a target to aim at. This is also where one other student will be standing to trap the kick, and dribble the ball back to the next person in line as quickly as they can. The person who takes the corner kick will then run out to the hula-hoop and trap the kick of the next person in line. When I blow the whistle, I will have the students aim for the farther hula-hoop.

Dry run/walk-through: Min 36-37
To walk through this drill I will call out 3 students to perform the drill once. One person will by kicking to another person about 10 ft away from them. After the person receiving the ball has gained control, he/she will pass the ball to the third student, and this student will dribble to where the ball was previously kicked from and stand in the back of the line. The person who kicked the ball will take the spot of the person who just trapped the ball.

Pose Challenge: Min 37-37.5
The challenge of this drill is to inbound the soccer ball with your feet while using the right amount of force and loft to hit a stationary target. The more accurate you are kicking a corner kick the better chances your team has to score a goal.
+ Challenge students who understand the purpose of a corner kick to try and kick the ball and have it land inside the hula-hoop
-Students who are having trouble kicking the ball in the air with the right amount of force may try to kick the ball on the ground. This will help them determine the right amount of force with which they must kick the soccer ball.

Safety: Min 37.5-38
When trapping the corner kick, students must be sure not to run into another group’s area. Students who are taking the corner kick must watch out for any other students in the area.

Questions (CFU) about drill/activity, challenge, safety: Min 38-38.5
Where does the person go who just performed the corner kick? (Hula Hoop)
How will the person transfer the ball from the corner kick area to the next person in line?(Dribble)

Transition: Min 38.5-39
I want you to get into groups of three and lining up behind a poly-spot.(Soccer Balls will be on the poly spot).
When I say go
The first person in line will be the person trapping the first corner kick.
Go

Practice: Min 39-43

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</table>

X= Polyspot
O=Hula Hoop
1-3=Students

Transition: Freeze! I am going to combine two groups to make one group of 6. After I tell your group where to go, you may all begin performing the drill again. (put students into groups) Go!

Transition: Min 43-44
Freeze
Place all equipment away
Walk over grab your journal
When finished line-up by Mr.Smith/Grab a handout
Go

Closure: Min 44.5-45.5
What are some skills that we learned today?
A: Corner kick, throw-in
What are some ways to restart play in soccer?
A: Goal kick, kick off, throw-in and corner kick
When is a corner kick given?
A: When the defensive team kicks the ball out of bounds pass the end line
When is a throw-in awarded?
A: When the ball goes out of bounds pass the sideline?

Good job everybody, next class we will go over some things we learned today and then we will begin skill testing. Hand in your journal a WMU student and line up on the black line facing the door.

**Cool Down:**
Min 45.5-47
Students follow Mr. Smith back into school

**Dismissal:**
Min 47
Task Analysis: Corner Kick

**Visual Description:** A corner kick is a way of restarting the game of soccer. It is taken from a corner of the field inside an arc designated on the playing area. The corner kick resembles a pass with the performer using the soles of their feet and planting the non-dominant foot.

**Movement Sequence:**

1. Feet shoulder width apart
2. Step forward with dominant foot
3. Plant non-dominant foot in front of dominant foot
4. Shoulders over the ball
5. Swing dominant foot back
6. Straighten dominant foot
7. Strike ball with soles of dominant foot
8. Strike bottom half of the ball
9. Follow through

* = most critical points

---

**Complexity Variables**

Learner: 9th Grade  
Task: Continuous  
Environment: Closed Loop

**Checklist**

<table>
<thead>
<tr>
<th>Student</th>
<th>Step w. dominant foot</th>
<th>Plat non-dom. Foot</th>
<th>Strike ball w/sole</th>
<th>Strike bottom of ball</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
**SKILL**: Soccer Throw-In

**VISUAL DESCRIPTION**: Students will begin with their feet facing the field, roughly 2 feet behind the sideline. They will get a comfortable grip on the ball with both hands and bring the ball above their head. They will begin a 2-4 step run toward the direction of the throw, arch their back, square up and release the ball with their palms just behind the head. On the release, they will drag the toe of their back foot, and then re-enter the field of play.

**MOVEMENT SEQUENCE**

1. Begin facing the field, 2 ft behind sideline  
   **VERBAL CUES**: Face Field
2. Grip Ball With Both Hands  
   **VERBAL CUES**: Grip
3. Bring Ball Behind The Head  
   **VERBAL CUES**: Ball Over Head*
4. Begin Running Start (2-4 Steps)  
   **VERBAL CUES**: Run
5. Square Up Body And Plant Front Foot  
   **VERBAL CUES**: Square/Step*
6. Arch Back  
   **VERBAL CUES**: Arch*
7. Release Ball Just Behind Head While Dragging back Toe  
   **VERBAL CUES**: Release and Drag*
8. Re-Enter Field Of Play  
   **VERBAL CUES**: Re-Enter

* Four Most Critical Points.

**COMPLEXITY VARIABLES**

**LEARNER**: 6th

**SKILL**: Discrete

**ENVIRONMENT**: Distance of throw, Trajectory

**CHECKLIST**:

<table>
<thead>
<tr>
<th>Student</th>
<th>Ball Over Head</th>
<th>Square/Step</th>
<th>Arch</th>
<th>Release and Drag</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>4</td>
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</tr>
</tbody>
</table>
Western Michigan HPER Lesson Plan Format

Teacher: All soccer instructors  Grade/Unit: 6th/soccer Lesson Focus: Skill testing

Date: Day 5  State Standard(s): 5 - Participates regularly in selected health enhancing, life-long physical activities.  National Standard(s): 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.  3 – Participates regularly in physical activity.

Daily Instructional Objectives (A, C, C)

<table>
<thead>
<tr>
<th>Psychomotor (1 for fitness/warm-up, each skill taught and culminating activity):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will correctly execute a proper shooting technique by shooting to a 6x6 target from 20 feet away, three out of four times.</td>
</tr>
<tr>
<td>2. Students will correctly execute proper dribbling technique by dribbling through a series of cones, three out of four times.</td>
</tr>
<tr>
<td>3. 4 of 5 students will demonstrate the proper passing technique by passing a soccer ball to partner 18 feet away when instructed by teacher.</td>
</tr>
<tr>
<td>4. 4 of 5 students will demonstrate the proper trapping technique by trapping a pass from a partner 18 feet away when prompted by instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive (knowledge/purpose of skill(s), culminating activity and/or safety):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3 of 4 students will correctly identify their exit level and label IPI sheets when prompted by instructor.</td>
</tr>
<tr>
<td>2. 4 of 5 students will correctly fill out journals at the end of class when prompted my instructor.</td>
</tr>
<tr>
<td>3. 3 of 4 students will receive an 80% or better on a cognitive test given at the end of the lesson.</td>
</tr>
<tr>
<td>4. 3 of 4 students will correctly identify one of the critical elements of the soccer pass when prompted by my instructor.</td>
</tr>
<tr>
<td>5. 3 of 4 students will correctly identify one of the critical elements of the soccer trap when prompted by my instructor.</td>
</tr>
<tr>
<td>6. 3 of 4 students will correctly identify one of the critical elements of shooting a soccer ball when prompted my instructor.</td>
</tr>
<tr>
<td>7. 3 of 4 students will correctly identify one of the critical elements of dribbling a soccer ball when prompted my instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal-Social:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 5 of 6 students will demonstrate cooperation by working with a partner during the pass/trap drill.</td>
</tr>
<tr>
<td>2. 5 of 6 students will demonstrate respect for authority by following directions at all four stations and not talking while the teacher is talking during class.</td>
</tr>
<tr>
<td>3. 5 of 6 students will demonstrate respect for equipment by properly using the soccer balls and poly dots at all stations.</td>
</tr>
</tbody>
</table>

Equipment Needed: 12 poly dots, 9 cones, 27 pencils, 27 cognitive tests, 9 soccer balls, 27 jump-ropes, 3 tumble mats, 27 folders with students information.
Safety Considerations: Rogue soccer balls need to be contained and carried back to proper station.

Anticipatory Set: Min
Who can tell me something that we have been working on these last times we’ve been meeting? (Soccer Passing, Trapping, Shooting, Dribbling, Goalie, etc). Good, does everyone remember how we started this soccer unit? (You tested us)

Statement of Objective: Well today we are going to test you again to see how far you have improved.

Warm-up Information (details)

Whole-body warm-up activity:
Four stations @ 2¼ min = 9 + four 30 s transition = 10 min
Jump-rope station
I want everyone to open their folders and take a look at what step you finished on.
(Ask what steps kids started on and finished)
Now I want all of you to look at what you put down as a prediction and see how far that prediction was from your actual final step.
Why do you think there was/wasn’t a large gap between what you predicted and your actual?
(We didn’t have enough time to get to our predicted) (I thought of where I was and where I wanted to be and worked on that the whole time)
Give time to fill out journals at all stations.

Stretches: min 10-13
Led by Mr. Cox every day will be
- R/L sitting V 30 seconds each
- Sit up calf stretch for each leg 30 seconds each
- Quadriceps stretch on side 30 seconds each

Transition: min 13-15
When I say go, all the soccer people line up in front of Miss Stommen so we can head over to the stable, all Badminton people head to Miss/Mr. WMU. Soccer folks, when we get to the stable I want all the green colored name tags to go to station 1, all the orange colors station 2, etc.

Students will be rotating through four stations. Each station will be five minutes with three, 1¼ minute transitions totaling 25 minutes.
ANTICIPATORY SET min 15-15½

ITIP 2 Passing/trapping skill test min 15½-21½
CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL (Teamwork)

Activity/Drill: Pass/Trap
1.5 min

Entire explanation = Min 15½-17

Centrally located position (explain practice set-up):
Ask four different students for a key point to the pass (PLANT FOOT, SWING LEG, IN-STEP, FOLLOW THROUGH)
Ask four different students for a key point to the trap (WATCH, LIFT LEG, PUSH DOWN, STOP)
Keep those in mind when trapping and passing. We are going to have you partner up with one partner standing over here on one of these poly dots and the other over there across from them.

Dry run/walk-through:
So if Conner and Julie are partners, Conner would stand here and Julie over there.

Pose Challenge:
We are just going to pass and trap back and forth for a few minutes.

Safety:
If the ball gets away from you what do you think you should do? (GO AND GET IT AND BRING IT BACK TO THE POLY DOT BEFORE PASSING IT)
Are we kicking it as hard as we can? (NO)

Questions (CFU) about drill/activity, challenge, safety:
What are we looking for when we pass and trap? (THE PROPER TECHNIQUE)
Is it a race to see how many passes you can put together? (NO)

Transition:
When I say go, I want you to partner up and have one partner get a ball and then both of you find poly dots across from each other and when you here the whistle, you may begin passing and trapping.

Practice (time, formation diagram): min 17-21½

<table>
<thead>
<tr>
<th>Station #1 Passing/Trapping</th>
<th>10ft</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td>X</td>
<td>T</td>
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<tr>
<td>X</td>
<td>T</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

X = students  T = instructor ↑↓ = Direction

+/- Extensions
+: limiting the amount of touches the student can make on the ball, only using non-dom foot to trap and pass.
-: Shorten the distance the student passes.
Transition: min 21½-22
Freeze, everyone put the soccer balls back where you found them, point to the next station, skip there. Go

**ITIP 2 – Dribbling skill test**  
**min 22-28**

**CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL** (Control)
Entire explanation = 1.5 min
Min 22-23½

**Activity/Drill:** Dribbling skill test

**Centrally located position (explain practice set-up):**
Ask four different students for the key points to dribbling. (STRIKE, OPPOSITE, MOVE, STRIKE)
Keep these in mind when you dribble.
This drill will be done in partners and each pair of partners will line up at one of these cones. One of you will dribble straight down to the last cone along side all the cones, go around that cone, and weave back through the cones back to the start. Your partner will wait until you get back and then they will go.

**Dry run/walk-through:**
So if Cody and Brittany are partners, Cody will dribble down to this cone, go around it and weave back through the cones back to where Brittany is standing and then they will switch.

**Pose Challenge:**
I want to see everyone do this trying very hard to not loose control of the ball.

**Safety:**
This is not a race so go slow.

**Questions (CFU) about drill/activity, challenge, safety:**
Do we weave through the cones first and then dribble straight back? (NO)
If you loose control of your ball, what should you do? (Go and get it, bring it back to where you were and continue with the drill)

**Transition:**
When I say go, I want you to grab a partner, find a starting cone and when you here the whistle you may start. Go

**Practice (time, formation diagram):** min 23½-28
Transition: min 28-28½
Freeze, everyone put the soccer balls back where you found them, point to the next station, skip there. Go

**ITIP 2 – cognitive skill test** min 28-34

CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL (restart concepts, rules)

Entire explanation =

1.5 min

Min 28-29½

Activity/Drill: Cognitive skill test

Centrally located position (explain practice set-up):
I want everyone to line up along this line, an arms length away from anyone and sit down.
Here we are going to test you on the same things we tested you before.
When you’re done, hand your test and pencil in to the WMU instructor and sit back in your spot until we switch stations.

Safety:
I want everyone’s eyes on their own paper.

Questions (CFU) about drill/activity, challenge, safety:
Are we going to talk to anyone when we finish the test? (NO)
What do we do when we are done? (HAND IN PENCILS AND TEST AND SIT BACK DOWN)

Transition:
You may begin

Practice (time, formation diagram): 29½-34

Station 3 – Cognitive

If student ends early, there is a word search to be done.
Transition:  
min 34-34½  
Freeze, everyone put the soccer balls back where you found them, point to the next station, skip there. Go

**ITIP 2 – Shooting skill test**  
min 34½-40½  
**CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL** (accuracy)  
Entire explanation =  
1.5 min  
Min 34½-36  

**Activity/Drill:** Shooting skill test

**Centrally located position (explain practice set-up):**  
Ask four different students for the key points to shooting. (PLANT FOOT, SWING LEG, LACK ACKLE, HIT WITH LACES)  
Keep these in mind with shooting.  
The students will be in three lines of two. Each student will attempt to shoot a soccer ball from 20 feet away at a 6ft X 6ft target. After a shot the student will shag their ball and the second student will shoot once then first person is back to the starting cone.

**Dry run/walk-through:**  
If Conner and Jackson are at this cone and Conner shoots his ball, when can Jackson shoot his ball? (WHEN CONNER GETS BACK TO THE CONE)  

**Pose Challenge:**  
I want to see how many goals you can score by making it in the box on the wall.  

**Safety:**  
Should you shoot if there is someone standing between your ball and the goal? (NO)  
Are you shooting as hard as you can? (NO)  

**Questions (CFU) about drill/activity, challenge, safety:**  
If you ball gets away from you, what should you do? (GO AND GET IT AND CARRY IT BACK TO YOUR SPOT)

**Transition:**  
When I say go, find your partner, go get a ball and find a cone. When you hear the whistle, you may begin shooting. GO  

**Practice (time, formation diagram):**  
min 36-40½  

![Diagram of Station 4 - Shooting](image-url)
**Transition:**

Freeze! I need everyone to pick all of the cones, soccer balls, poly dots and any tape and bring them all over here. Put the soccer balls in these bags, stack the cones next to the bags and the poly dots next to them. When you get done with that, find your journal on the floor and a pencil and fill that out.

Alaina what are we doing when I say go? (GETTING ALL THE CONES, SOCCER BALLS, AND POLY DOTS OVER THERE, THEN FILLING OUT OUR JOURNALS)

Go

**Students fill out journals**

There is also one more question we would like you to answer. What was something that you found most important when it came to what we taught you.

**Closure:**

You did a great job today and I am proud of all of you. On Thursday we are going to play small sided games to put together everything we have learned in the unit. I need you to take your name tags off and line up to go back to the main gym.

**Cool down:**

Now everyone follow Miss Oblak back to the main gym so you can go get changed. Remember, no talking in the hallways!
SKILL TEST PROTOCOL
6th Grade Soccer

Skill Protocol: Shooting (Soccer)

Process: The skills test will be done on shooting with a soccer ball to make sure that the student uses the 4 critical points for the skill. This will be done five times to assess student’s skill level.

Students arrive:
What to do: The students will be in three lines of two. Each student will attempt to shoot a soccer ball from 12 yards away at a 6ft X 6ft target. After a shot the student will shag their ball and the second student will shoot after the first student is out of the way.

Where they are: Students are 12 yards away from wall facing wall.

Number of times: Students will get 5 attempts to use the four critical points of Shooting.

Time: Students will have 30 seconds to complete each Shot: 6 Ss/group; three lines of two

What is used to assess: 4 critical points on a checklist by the instructor; 1 ball/student

<table>
<thead>
<tr>
<th>Station #3</th>
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</thead>
<tbody>
<tr>
<td>6x6 Targets</td>
</tr>
<tr>
<td>T _________</td>
</tr>
<tr>
<td>12 yds away</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

X = students   T = instructors   _____ = Target

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Accuracy (scale 1-10)</th>
<th>Plant Foot</th>
<th>Swing Leg</th>
<th>Lock Ankle</th>
<th>Hit w/ Laces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

Teacher places a check in the box if the student does NOT perform a critical element correctly.
Max points for shooting = 30 pts. (10 pts. for accuracy)
Needs Improvement = 0-10 pts., Satisfactory = 11-20 pts., Excellent = 21-30 pts.
Cognitive Test Protocol

Protocol: Quiz

Process: Each student will be given the pre-test when they come to the cognitive station. The pre-test will cover restart concepts, and general rules in the game of soccer. Students will also be given the same test again, towards the end of our unit.

Students Arrive:
What to do: Students will be sitting down, spread out, on the baseline of one of the basketball courts. Each student will be given the quiz and a pencil.

Where they are: sitting on the baseline, one single line.

Time: Students will have about 5 minutes to complete the quiz.

What is used to assess: A master copy with all the answers, and a grading scale.

<table>
<thead>
<tr>
<th>Station #4</th>
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</thead>
<tbody>
<tr>
<td>X X X X X X X X X X</td>
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</tbody>
</table>

X=Student
O=Teacher
_____=Baseline

Max Points for cognitive quiz = 20 pts.
Needs Improvement = 0-8 pts., Satisfactory = 9-15 pts., Excellent = 16-20 pts.
6th Grade Soccer-Passing/Trapping
Skill Protocol: Passing/Trapping

Process: The skills test will be done on trapping to make sure that students are using the 4 critical points for the skill. This will be done in the stables at PCMS, indoors.

Students arrive:
What to do: Students will be split into groups of two. The pairs will pass back and forth between each other working in passing and trapping simultaneously. If time allows, students will be limited in the amount of touches they are allowed to use. Also use non-dominant foot to trap and pass.

Where they are: The partners are passing and trapping 18 feet apart and each pair of students are 10 feet away from the other.

Number of times: Students will have 10 attempts at passing and trapping.

Time: After instruction, students will pass/trap with partner for 4 minutes.

What is used to assess: 4 critical points on a checklist by the instructor.

<table>
<thead>
<tr>
<th>Station #1</th>
<th>Passing/Trapping</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X = students  T = instructor  ➕ = Direction

Trapping Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Watch</th>
<th>Lift</th>
<th>Push</th>
<th>Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

Passing Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Accuracy Scale 1-10</th>
<th>Plant</th>
<th>Swing Leg</th>
<th>In-step</th>
<th>Follow Through</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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</tbody>
</table>

Teacher places a check in the box if the student does NOT perform a critical element correctly
Each critical element is worth 5 points how does accuracy fit into scale? Make sure all skills use similar procedures for scoring/recording final evaluations.

Max Points for trapping = 20 pts.
Needs Improvement = 0-8 pts., Satisfactory = 9-15 pts., Excellent = 16-20 pts.

Max points for passing = 30 pts. (10 pts. for accuracy)
Needs Improvement = 0-10 pts., Satisfactory = 11-20 pts., Excellent = 21-30 pts.

6th Grade Soccer- Dribbling
Skill Protocol: Dribbling

Process: The skills test will be done on the dribbling to make sure that students are using the 4 critical points for the skill. This will be done in the stables.

Students arrive:
What to do: A group of 6 students at the station of dribbling and have 2 students in front of each set of cones. We are going to have the students dribbling straight down along the cones. Then once they get to the end, students will dribble in between the cones back to the front of line.

Where they are: They are going to be 10 feet apart from each other in lines.

Number of times: Students will get 4 attempts to use the four critical points of dribbling.

Time: After instruction, students will have 4 minutes to do the dribbling skill.

What is used to assess: 3 soccer balls, 9 cones, a roll of tape, 4 critical points on a checklist by the instructor.

Station #2 “Dribbling”

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
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</thead>
<tbody>
<tr>
<td>T</td>
<td>X</td>
</tr>
<tr>
<td>Zig-Zag</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>XX</td>
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<td></td>
<td>O</td>
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<td>O</td>
</tr>
<tr>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

X = students
T = instructor
= cones
= path traveled by students and ball

Dribbling Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Strike</th>
<th>Opposite</th>
<th>Move</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

Teacher places a check in the box if the student does NOT perform a critical element correctly
Each critical element is worth 5 points
Max # of points for each skill=20 pts
Needs Improvement= (0-8pts.) Satisfactory= (9-15pts.) Excellent= (16-20pts.)

Western Michigan HPER Lesson Plan Format

Teacher: All Soccer Instructors _____ Grade/Unit: 6th Grade Soccer Lesson Focus: Game Day
Date: Day 6  State Standard(s): 2 National Standard(s): 2

**Daily Instructional Objectives** (A, C, C)

<table>
<thead>
<tr>
<th>Psychomotor Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 of 5 students will use proper dribbling skills throughout games.</td>
</tr>
<tr>
<td>4 of 5 students will use proper trapping skills throughout the games.</td>
</tr>
<tr>
<td>4 of 5 students will use proper passing skills throughout the games.</td>
</tr>
<tr>
<td>4 of 5 students will use proper shooting skills throughout the games.</td>
</tr>
<tr>
<td>4 of 5 students will use proper restart concepts when needed throughout the games.</td>
</tr>
<tr>
<td>4 of 5 students will use proper goal tending skills throughout the games.</td>
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</table>

<table>
<thead>
<tr>
<th>Cognitive Objectives</th>
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</thead>
<tbody>
<tr>
<td>4 of 5 students will correctly answer questions to check about the games being played when randomly called on by instructor.</td>
</tr>
<tr>
<td>4 of 5 students will correctly answer questions about safety in relation to the game by randomly being called on by instructor.</td>
</tr>
<tr>
<td>4 of 5 students will properly fill out journals when prompted to by instructor.</td>
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<table>
<thead>
<tr>
<th>Personal Social</th>
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<tbody>
<tr>
<td>4 of 5 students will demonstrate respect for teammates and authority throughout each game by following all the rules and playing fair.</td>
</tr>
<tr>
<td>4 of 5 students will demonstrate teamwork by involving everyone throughout each game.</td>
</tr>
<tr>
<td>4 of 5 students will demonstrate cooperation by helping teammates and participating throughout each game.</td>
</tr>
<tr>
<td>4 of 5 students will demonstrate sportsmanship by staying positive throughout each game.</td>
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</table>

Equipment Needed: 2 Soccer balls, 14 colored belts or pennies, 8 cones for goals, boundary lines will be the basketball court lines. We will use two courts. Tape.

Safety Considerations: Boundary lines of basketball court, spacing of the two games, soccer ball awareness.

**Happens in the stable**

Anticipatory Set: Who can tell me the skills we have worked on in soccer so far? Passing, trapping, shooting, dribbling, goalie, defense, and restart concepts

Statement of Objective: Well today we are going to work on using all these skills in an actual game of soccer.
Warm-up Information (details)

Whole-body warm-up activity:
4
Agilities chosen by Mr. Cox

| x | x | 2ft | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

Stretch:
4 - 7 minutes
Led by Mr. Cox every day will be
- R/L sitting V 30 seconds/ea.
- Sit up calf stretch for each leg 30 seconds/ea.
- Quadriceps stretch on side 30 seconds/ea.

ITIP 2
CONCEPT(s): Healthy competition, cooperation

Activity/Drill: Small sided games

Centrally located position:
7 - 9 minutes
The students will be broken up into seven teams of four pre descided by the instructors. The gym will have four fields set up on two courts. The field will extend from end-line to end-line and the goals will be 7 ft wide. Any shot above the head will not count for a goal. The sidelines will be defined by a red tape line. There will be a shooting line, goal box, assigned 15 ft away that the students cannot shoot in front of. Every player must touch the ball once in order for a goal to count. Games will last 4 minutes. During time between games the students will rotate to a different position than they played in the prior game. In between each game the students will have a one minute break to get water and
to rotate. Teams will rotate between each other, for example 1v2, 2v3 for first game then 1v3, 2v4 next game. Teams will play every other team at least one time. There will be three WMU interns at each field reefing the game, two sideline refs and one center ref. The other WMU intern will be the time keeper.

**Dry run/walk-through:**

9-9:30 min

We will ask for four volunteers and show the set up for a team; a goalie, and three field players

**Pose Challenge:**

How many goals you can score during the game

+ shorten nets or lengthen field

- widen nets or shorten field

**Safety:**

9:30-10 min

If the ball goes into the other game wait for a stoppage in their game to retrieve the ball

Keep shots below the head

Keep eye soccer ball

Keep body control when going into a tackle

**Questions (CFU) about drill/activity, challenge, safety:**

10-10:30 min

Should you play the same position for two halves in a row? No

Should you shoot in front or behind the shooting line? Behind

How high can your shots go in order to count as a goal? No higher than head level

**Transition:**

10:30-12 min

When I say go, teams 1 and 2 go to court 1, teams 3 and 4 go to court 2, etc. When you get to your court talk to the intern at the field to see what team needs belt/pennies. Set your team up in the formation we showed you and get ready to start the game. The games will begin on the whistle. Go

**Practice (time, formation diagram):**

12-40 min
Transition: (1 min)
Freeze, when I say go I want teams 1 and 3 to go to court 1 and teams 3 and 4 to go to court 2. You have one minute to get a drink and to your court. When the whistle blows the games will begin. Go

Students play game 2 (4:00 min)

Transition (1 min)
Freeze, when I say go I want teams 1 and 4 to go to court 2 and teams 2 and 3 to go to court 1. You have one minute to get a drink and to your court. When the whistle blows the games will begin. Go

Students play game 3
Transition and games continue until time is up

Transition: 40-41
Freeze, when I say go I want person playing goalie to collect the cones on their half of the court and whoever has the soccer ball pick it up and carry it over to the bag.

Closure: 41-44
Review all the skills we have taught during the unit; passing, trapping, shooting, dribbling, goalie, defense and restart concepts.
When review is over the students will line up and walk behind Mr. Musser and walk back to the gym.

Dismissal: 44-45
Walk back to gym from stable

National Standards 2:
Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activity.

State Standard 2:
Demonstrates selected fundamental object control skills
Evaluation Plan Justification

We weighted personal/social as only 10% because physical education is more than just showing up and following directions.

We weighted psychomotor as 60%. This section included skills such as dribbling, shooting, passing and trapping. We weighted it at 60% because our ultimate goal is to teach the students how to perform a specific skill, but it is not the sole purpose of our unit.

We weighted cognitive at 30% because we incorporated a quiz over the rules and concepts of the game as well as an IPI for the warm-ups and we had journals so that each student can write about what they worked and what they still need to improve on.
Soccer Objectives

**Psychomotor**

5. Students will correctly execute a proper shooting technique by shooting to a 6x6 target from 12 yards away, three out of four times.

6. Students will correctly execute proper dribbling technique by dribbling through a series of cones, three out of four times.

7. 4 of 5 students will demonstrate the proper passing technique by passing a soccer ball to partner 18 feet away when instructed by teacher.

8. 4 of 5 students will demonstrate the proper trapping technique by trapping a pass from a partner 18 feet away when prompted by instructor.

**Cognitive**

8. 5 of 6 students will correctly mark their IPI entry step at each station with prompted by instructor.

9. 5 of 6 students will make a prediction on their exit step and properly mark that on their IPI sheets when prompted by instructor.

10. 3 of 4 students will correctly fill out IPI sheet by indicating the steps they completed at each station.

11. 3 of 4 students will correctly identify their exit level and label IPI sheets when prompted by instructor.

12. 4 of 5 students will correctly fill out journals at the end of class when prompted my instructor.

13. 3 of 4 students will receive an 80% or better on a cognitive test given at the end of the unit.

**Personal-Social**
4. 5 of 6 students will demonstrate respect for authority by executing the passing, trapping, and moving pass/trap drills when requested by the instructor.

5. 5 of 6 students will demonstrate respect for equipment by properly using the soccer balls and poly dots during all passing and trapping drills.

6. 5 of 6 students will demonstrate cooperation by working with a partner during the moving pass/trap and the trapping drills.

7. 3 of 4 students will demonstrate respect for authority by completing the dribbling skill that was given by the instructor within three minutes of the activity.

8. 3 of 4 students will feel a sense of accomplishment by trying to complete all the shooting tasks that are given.

9. 3 of 4 students will demonstrate cooperation skills by working together on the half court shooting drill when asked to by the instructor.

10. 3 of 4 students will demonstrate respect for authority by completing the defensive drill that was given by the instructor within three minutes of the activity.

11. 5 of 6 students will demonstrate respect for equipment by properly using the soccer balls and poly dots during all defense and goal keeping drills.

12. 3 of 4 students will demonstrate cooperation skills by working together on the defensive and goal keeping drills when asked to by the instructor.

13. 5 of 6 students will demonstrate respect for authority by executing the restart drills when requested by the instructor.

14. 5 of 6 students will demonstrate respect for equipment by properly using the soccer balls and poly dots during all restart drills.

15. 5 of 6 students will demonstrate cooperation by working with a partner during restart concept drills.
Grading Weighing

**Personal Social (10%)**
- Attendance (5%)
- Objectives (5%)

**Cognitive (30%)**
- Quiz (15%)
- Journal (10%)
- IPI (5%)
- Skill Quiz (5%)
- IPI Checklist (5%)

**Psychomotor (60%)**
- Dribble (15%)
- Shooting (15%)
- Passing (15%)
- Trapping (15%)

**Grade Scale**
- 90 – 100% = A
- 80 – 90% = B
- 70 – 80% = C
- 60 – 70% = D
- <60% = E
SAMPLE SKILL TEST PROTOCOL
6th Grade Soccer

Skill Protocol: Shooting (Soccer)

Process: The skills test will be done on shooting with a soccer ball to make sure that the student uses the 4 critical points for the skill. This will be done five times to assess student’s skill level.

Students arrive:
What to do: The students will be in three lines of two. Each student will attempt to shoot a soccer ball from 12 yards away at a 6ft X 6ft target. After a shot the student will shag their ball and the second student will shoot after the first student is out of the way.

Where they are: Students are 12 yards away from wall facing wall.

Number of times: Students will get 5 attempts to use the four critical points of Shooting.

Time: Students will have 30 seconds to complete each Shot: 6 Ss/group; three lines of two

What is used to assess: 4 critical points on a checklist by the instructor; 1 ball/student

Station #3
6x6 Targets
T _________       T_________       T_________

12 yds away     X     X     X
X     X     X

X = students     T = instructors      _____ = Target

Shooting Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Accuracy (scale 1-10)</th>
<th>Plant Foot</th>
<th>Foot Back</th>
<th>Swing Forward</th>
<th>Hit w/ Laces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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</table>

Teacher places a check in the box if the student does NOT perform a critical element correctly.

Max points for shooting = 30 pts. (10 pts. for accuracy)
Needs Improvement = 0-10 pts., Satisfactory = 11-20 pts., Excellent = 21-30 pts.
Sample Cognitive Test Protocol

Protocol: Quiz

Process: Each student will be given the pre-test when they come to the cognitive station. The pre-test will cover restart concepts, and general rules in the game of soccer. Students will also be given the same test again, towards the end of our unit.

Students Arrive:
What to do: Students will be sitting down, spread out, on the baseline of one of the basketball courts. Each student will be given the quiz and a pencil.

Where they are: sitting on the baseline, one single line.

Time: Students will have about 5 minutes to complete the quiz.

What is used to assess: A master copy with all the answers, and a grading scale.

<table>
<thead>
<tr>
<th>Station #4</th>
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<tbody>
<tr>
<td>X X X X X X X X X</td>
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<tr>
<td>X</td>
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<tr>
<td>O</td>
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</tbody>
</table>

X=Student
O=Teacher
_____=Baseline

Max Points for cognitive quiz = 20 pts.
Needs Improvement = 0-8 pts., Satisfactory = 9-15 pts., Excellent = 16-20 pts.
Skill Protocol: Passing/Trapping

Process: The skills test will be done on trapping to make sure that students are using the 4 critical points for the skill. This will be done in the stables at PCMS, indoors.

Students arrive:
What to do: Students will be split into groups of two. The pairs will pass back and forth between each other working in passing and trapping simultaneously. If time allows, students will be limited in the amount of touches they are allowed to use. Also use non-dominant foot to trap and pass.

Where they are: The partners are passing and trapping 18 feet apart and each pair of students are 10 feet away from the other.

Number of times: Students will have 10 attempts at passing and trapping.

Time: After instruction, students will pass/trap with partner for 4 minutes.

What is used to assess: 4 critical points on a checklist by the instructor.

### Station #1  Passing/Trapping

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>10ft</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 ft</td>
<td>X</td>
<td>T</td>
<td>X</td>
</tr>
</tbody>
</table>

X = students  T = instructor  = Direction

### Trapping Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Watch</th>
<th>Lift</th>
<th>Push</th>
<th>Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

### Passing Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Accuracy Scale 1-10</th>
<th>Plant</th>
<th>Swing Leg</th>
<th>In-step</th>
<th>Follow Through</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

Teacher places a check in the box if the student does NOT perform a critical element correctly

Each critical element is worth 5 points how does accuracy fit into scale? Make sure all skills use similar procedures for scoring/recording final evaluations.

Max Points for trapping = 20 pts.
Needs Improvement = 0-8 pts., Satisfactory = 9-15 pts., Excellent = 16-20 pts.

Max points for passing = 30 pts. (10 pts. for accuracy)
Needs Improvement = 0-10 pts., Satisfactory = 11-20 pts., Excellent = 21-30 pts.
6th Grade Soccer - Dribbling

Skill Protocol: Dribbling

**Process:** The skills test will be done on the dribbling to make sure that students are using the 4 critical points for the skill. This will be done in the stables.

Students arrive:

**What to do:** A group of 6 students at the station of dribbling and have 2 students in front of each set of cones. We are going to have the students dribbling straight down along the cones. Then once they get to the end, students will dribble in between the cones back to the front of line.

**Where they are:** They are going to be 10 feet apart from each other in lines.

**Number of times:** Students will get 4 attempts to use the four critical points of dribbling.

**Time:** After instruction, students will have 4 minutes to do the dribbling skill.

**What is used to assess:** 3 soccer balls, 9 cones, a roll of tape, 4 critical points on a checklist by the instructor.

```
Station #2    "Dribbling"

T X X
Zig-Zag

T XX O O O

XX O O O

T

X = students
T = instructor
O = cones
= path traveled by students and ball
```

Dribbling Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Strike</th>
<th>Opposite</th>
<th>Move</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

Teacher places a check in the box if the student does NOT perform a critical element correctly.

Each critical element is worth 5 points

Max # of points for each skill = 20 pts

Needs Improvement = (0-8 pts.) Satisfactory = (9-15 pts.) Excellent = (16-20 pts.)
Soccer Test

True or False (Circle Answer)

1. **True** or False  There are 11 players on the field per team.

2. **True** or False  A corner kick is given to the team on offense if the defending team kicks the ball over the end line.

3. **True** or **False**  A goal is worth 2 points.

4. **True** or False  A direct kick allows a player to score a goal without passing to another player.

5. **True** or False  A player is offside if they are beyond the last defender without having the ball, when the ball is played.

6. **True** or **False**  The player throwing the ball in can lift one foot off of the ground to throw the ball further.

7. **True** or False  A goal kick is given to the team on defense if the offensive team kicks the ball over the end line.

8. **True** or False  A penalty kick is awarded to a team if a foul is committed against the defensive team inside the 18-yard box.

9. **True** or False  A goalie is the only player on the field allowed to use hands during play.

10. **True** or **False**  If the ball just touches the sideline, it is considered out of bounds.
Day Journals

Day 1
One thing you learned: ____________________________________________
One thing you want to work on: ___________________________________

Day 2
One thing you learned: __________________________________________
One thing you want to work on: ___________________________________

Day 3
One thing you learned: __________________________________________
One thing you want to work on: ___________________________________

Day 4
One thing you learned: __________________________________________
One thing you want to work on: ___________________________________

Day 5
One thing you learned: __________________________________________
One thing you want to work on: ___________________________________

Day 6
One thing you learned: __________________________________________
One thing you want to work on: ___________________________________
Name______________________

<table>
<thead>
<tr>
<th>Student</th>
<th>Push Up</th>
<th>Curl Up</th>
<th>Jump Rope</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entry</td>
<td>Projected</td>
<td>Actual</td>
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</table>

Station started at:_______________________

* Check off when met criterion

<table>
<thead>
<tr>
<th>Program</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<th>6</th>
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<tbody>
<tr>
<td>Push up</td>
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<td>Jump Rope</td>
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Which station did you do well?  What is your goal for next class?

Day 1 _________________________  ________________________________________________
Day 2 _________________________  ________________________________________________
Day 3 _________________________  ________________________________________________
Day 4 _________________________  ________________________________________________
Day 5 _________________________  ________________________________________________
Day 6 _________________________  ________________________________________________

82
Dear Parent/Guardian,

For the past six weeks in our physical education class we have been working on a soccer unit. We have worked on many skills during this soccer unit including: passing, trapping, dribbling and shooting. Your child was graded on how well s/he performed each skill. Also, your child was graded on a cognitive post-test, which reflects improvement from the pre-test they took at the beginning of the soccer unit. Furthermore, everyday your child was graded on cooperation, respect and effort. The students’ grades were weighted using a scale of 60% for achieving psychomotor objectives, 30% for cognitive objectives, and 10% for personal social objectives. You will find psychomotor skills listed on the progress report with your child’s scores. The report provides their current level of performance for each skill. The final performance indicates how well they performed on the cognitive, psychomotor and personal/ social domains for this unit.

If you have any further questions, concerns, or comments, feel free to contact Dr. Suzan Ayers at Western Michigan University, s.ayers@wmich.edu or 387.2712.

Sincerely,

WMU Soccer Teachers

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Limited Capacity</th>
<th>Satisfactory Performance</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing</td>
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<tr>
<td>Trapping</td>
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<td>Dribbling</td>
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<td>Shooting</td>
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<td>Final Performance:</td>
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<table>
<thead>
<tr>
<th>Domain</th>
<th>Grade Earned</th>
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</thead>
<tbody>
<tr>
<td>Psychomotor (60%)</td>
<td></td>
</tr>
<tr>
<td>Cognitive (30%)</td>
<td></td>
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<tr>
<td>Personal-Social (10%)</td>
<td></td>
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<tr>
<td>Final Unit Grade</td>
<td></td>
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</tbody>
</table>
Progress Report
Prepared for:

6th Grade
Soccer Unit

Western Michigan University
Department of Health, Physical Education & Recreation
HPER 4480