EPHE 311: Physical Education

University of Victoria, Faculty of Education

Unit Plan

Jessica McDougall, Alyssa Van Stone and Piper Dedels

March 25, 2020

Daniel Geneau

**Index**

|  |  |
| --- | --- |
| **Lesson 1** | **Pg. 1-5** |
| **Lesson 2** | **Pg. 5-7** |
| **Lesson 3** | **Pg. 7-10** |
| **Appendix A (Developmental Task Analysis)** | **Pg. 10** |
| **Appendix B (Self Assessment)** | **Pg. 11-12** |
| **Appendix C (UDL Inclusion)**  | **Pg. 12** |
| **Google Slide Doc (with diagram)** | **Google Slides** |
| **Station Cards PDF** | **PDF** |

**Name of Unit:** What time is it? Soccer time!

**Overall Goals for the Unit (Curricular Outcomes):**

-Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments

-Develop and apply a variety of movement concepts and strategies in different physical activities

-Apply methods of monitoring and adjusting exertion levels in physical activity

-Develop and demonstrate safety, fair play, and leadership in physical activities

-Identify and describe preferred types of physical activity

**Topic:** Soccer

**Grade(s) Level**: 6

|  |  |  |
| --- | --- | --- |
| **LESSON 1:****Activities:**1. **Left to Right Drill (Warm-up)**
2. **Turn to Pass Drill (Skill Builder)**
3. **Gate Passing Drill (Culminating Activity)**

**Drill 1: Left to Right Drill (Warm-up)****Equipment/Resources:** Cones, Soccer Ball (optional)**Set-up before class:**-Cones organized in circles -Soccer balls (optional)**Left to Right Drill Description:**-Students position themselves in coned boundaries in a circle-Each student begins with running on the spot and maintains this movement throughout the course of the drill until instructions are directed-Teacher shouts out instructions, such as “3 left” or “1 right then center” students listen and shuffle or run where instructed (all students shuffle in same clockwise direction) → “left/right” students shuffle to the left/right, if instructor says “3 left”, students shuffle 3 times to the left, same with “2 right”, students shuffle 2 times to the right→ “center” means run forward into the center, then run backwards back out to the edge of the circle -If soccer ball included, students must dribble on the spot then dribble to the right, left or center as instructed**Rules/Safety Precautions:**-always running on the spot until instructions are called (never flat footed)-if using a soccer ball, make sure to keep in front of you at all times (no kicking or passing around soccer balls)-group the students into specific circles prior to starting the drill  **Drill #2: Turn to Pass Drill (Body)****Equipment/Resources:** Soccer ball for each student and cones in squares**Turn to Pass Drill Description**-Put students into groups of 5-Each student on one cone - one student in the middle-Middle student will call for the ball and pass back on the ground, passing back to the same student-The student in the middle is constantly turning to the different square edges and receiving a pass and passing back to the student -Students do this for 2 minutes each and switch middle person**Safety Precautions:**-Maintain appropriate distance between students who are passing and receiving -Keep soccer ball close and control to prevent collisions-call the name of the student you are passing to, so they know it’s coming their way-pass with appropriate strength, not too hard or too soft**Drill #3: Gate Passing Drill (Culminating Activity)****Equipment/Resources Used:****-**Soccer balls and cones**Gate Passing Drill Instructions:**-10 gates (two cones) are set up equally spaced out around half the gym or 18-yard box.-Students are partnered off. Students are required to take turns with the ball, dribbling to a gate, passing the ball through to their partner on the other side.-Students are practicing dribbling, moving, communicating, and passing with targets.-Students must make 3 passes through the gate to their partner before moving on.**Safety Precautions:**-Students could be looking down while dribbling and running into each other, keep head up**Closure:**-Remind students the importance of a warm-up prior to engaging in physical movement drills-Always call for the ball and keep head upWhy is it important to keep your head up while dribbling?**LESSON 2:** **Activities:**1. **Human Tic Tac Toe**
2. **Monkey in the Middle**
3. **Passing/Moving Scrimmage**

**Drill #1: Human Tic Tac Toe (Warm-up)****Equipment/Resources****-Cones, Soccer Ball and Pinnies****Human Tic Tac Toe Description**-Sort students into two teams, each team will have different color pinnies.-Each team will go behind cones in front of the playing board -Each team must run to the playing board with a pinnie and place it on a square. The next player from that team can go once the player is behind the cone. This is done on both teams. -Once all teams have placed their pennies down, players can move one pinnie per turn (their team or opponents). To either get 3 or remove the chance of getting 3. **Drill #2 Monkey in the Middle (Body)****Equipment/Resources:**Soccer ball and Pinnies**Monkey in the Middle Game Description:**-Students are put into two groups and numbered off. Each team will need different colored pinnies. -One team in each circle on either side of the gym. -The person in the middle attempts to intercept the pass. Students are required to get 10 passes without being intercepted. If this is done their team player from the opposing circle can come back to the original circle.-If the middle man gets the ball, that middle man runs back to their circle, and then the next player from the opposing circle runs to try and intercept the next pass. -Students trying to make as many passes as they can until intercepted. Trying to prolong so the opposite team is taking longer to go through numbered students.-Students must stay inside the circle, if the ball goes out of bounds the opposing team player can return back to their circle.-First team to go through all of the numbered students win.**Safety Precautions:**-A safety concern to take into consideration is a ball can hit the middle person/contact of other students.**Drill #3: Passing Scrimmage (Culminating Activity)****Equipment/Resources:**Soccer ball and Pinnies**Passing Scrimmage Description:**-Played in the 18-yard box. Can be made bigger or smaller depending on the level of activity-The teacher (me) will put the students into 3 teams. Each 3 teams must have different colored pinnies.-3 team scrimmage/keep away. One team is considered “in the middle” like previous activity but in teams now. It is 2 teams vs 1. -If one player from the 2 teams loses the ball(out of bounds, missed pass, intercepted) then that team is in the middle.**Safety Precautions:**-A safety concern that could be addressed is the partners passing too hard, or injury during contact.**Closure:**-Communication in soccer is key in defense or offense.-Moving without the ball will help your team-Deciding where your next pass is going prior to receiving the ball is key in keeping the ball within your team.-What is important in doing before and after you pass the ball? How do you receive a pass?**LESSON 3:****Activities:**1. **Warm up – Scramble**
2. **Body – Station Day**
3. **Culminating Activity – Mini Scrimmage**
4. **Closure – Holistic Rubric and class discussion**

**Drill #1: Scramble** **Equipment/Resources:**4 Cones 1 soccer ball per student **Scramble Description:**-Set the boundaries of the activity area with the four cones. (should be a large square or rectangular space)-Have the students scatter throughout the area, each with a ball. -When the whistle is blown once it signals to begin dribbling in open space at a walking pace with control. -When the whistle is blown twice students must increase their speed to a jogging pace. -When the whistle blows three times students must stop and change directions. -When the teacher calls out SCRAMBLE! The students must stop their ball, leave it where it is, and then move to find a new one. -They will have 5 seconds to find a new ball before they will be cued to begin dribbling again. **Safety Precautions:**In order to prevent student collision during this activity it is important to remind students to use “quick looks” when dribbling so they can effectively find open space. **Drill #2: Station Day****Equipment/Resources**-Cones to divide stations -Music player for station music -Station cards and their specific equipment requirements. **Station Day Set up:**-Use the cones to divide the gym into 6 stations-Set station cards up at each station so students can refer to them if needed. -Set up each station according to its station card. -Divide students into groups of 4 and assign them to a home station to start.**Station Day Description:**-For this activity groups will spend three minutes completing the activities at each station. -Once time is up they will be given one minute to clean up the station equipment and rotate to the next station. -The activity will take place until all 6 stations have been completed. -Before beginning the activity the teacher will talk through and demonstrate each station with the class. **Drill #3: Scrimmage****Equipment/Resources:**Students in 4 teams and 2 soccer balls**Scrimmage Description:** -Divide the students up into four different teams - Provide each team with matching coloured pinnies- Divide the gym in half for a mini game to take place on each side. -Teams must make three passes before shooting on goal-Each team member can only score once in the span of a single game. -Mini-games will go to a score of 5 and teams will rotate to ensure each team plays each other. **Safety Precautions:**-Keep students head up at all times be aware of where ball is-Soccer cleats tied up and gear is put together properly-Call for the ball when open and say teammates name when passing to ensure everyone knows where the ball is going**Closure:**-Highlight importance of working and competing within a teamWhat did you learn about implementing our previous drills into a soccer game?**Self Assessment Sheets:**-Go through the self assessment sheets and discuss the cues of each skill before sending students to complete this task.-Split the students into groups and have them fill out the assessment sheets (see Appendix B) | **Time:****5 minute set up****5 minutes****Set up 2 minutes****8 minutes****Set up 2 minutes****10 mins****2 minute set up****8 minutes****2 minute set up****10 minutes****3 minute set up****12 minutes****Set Up Time: 3 mins****Time :****8 mins** **Set Up Time:** **5 mins** **Time:****24 mins** **Set Up Time:****3 mins****Time:****12 mins** **Closure:** **2 mins** **SAS:****5 mins**  | **Lesson Objectives for Drill 1:****Psychomotor:** Physical movements for muscles used in soccer -Dribbling and passing movements **Cognitive:** Listen carefully to instruction**Affective:** Mentally prepare for soccer drills and get warmed up-Learn about teamwork, fair play, honesty and competitiveness **Teaching Cues:**- make sure students are aware of other students and the space around them -constantly run on the spot, shuffle side to side, forward and backwards running-constantly moving legs and anticipating what instruction comes next -warm-up muscles (legs, arms and core) -if students are finding the drill easy can modify drill to incorporate soccer balls for more of a challenge**Teaching Cues:**-Instruct students how to properly pass the ball (refer to Appendix A) before starting.-Show students how to trap the ball before drill.-Emphasize that when in the middle, they are moving towards the ball to receive it, cushion it, and call for the ball.**Modifications:**-do “one touch” game instead of cushioning the ball-shorter times if students are getting tired quickly**Teaching Cues:**-Emphasize in order to aim, foot must be turned sideways but straight to where they target it. -Emphasize on how far back you move your leg, the harder and further the ball will go. Teacher will give an example of this by passing at both speeds.-Teacher will then demonstrate how to dribble. Doing it slowly, emphasizing either using the front of the foot, or the side. Teacher will do this at different paces and check for understanding. -Emphasize students going at their own pace**Modifications**:-Modifications can be made by a smaller zone if complications, less passes. If too easy, teachers can freeze students to do one-touch passing for 30 seconds.**Learning Objectives for Lesson 2:****Psychomotor:** Passing the soccer ball to a teammate to avoid the person in the middle from the opposite team. Moving to receive/pass the ball. **Cognitive:** Think about where your pass is going before the ball has come to you, think about where to move to receive a pass / become open.**Affective:** Teamwork through passing, communicating (calling for the ball, calling the name of the person you are passing to)**Teaching Cues:**-set up the tic tac toe board with cones, with two cones about 3 meters from the playing board. have 3 pinnies each team laid out. -Boundary is the playing board.-Running getting the heart rate up -Stamina/Agility from continuing to run-Communicating with the team on where to place pinnies-Thinking ahead on where you will move pinnie-Being able to crouch to get pinnies.**Modifications:**-Switch teams up if one team is doing much better.**Teaching Cues:**-Demonstrate this drill in one circle with 3 students and the teacher in the middle.-Explain that they are going to learn how to pass to feet and move. If passing becomes too easy, students must follow their pass. -Emphasize communication and planning to pass ahead of time. Emphasize moving before the ball is passed to get open.-We are working on passing and moving, making proper passing to feet so it does not go out of bounds.-Explain to students that it is important to communicate, call for the ball, and move for passes-Emphasize students are under pressure by defenders and must plan ahead before the ball is passed.**Modifications:**-Modifications could be made by having two people in the middle instead of one.-Making rules like “one-touch if the person in the middle is struggling, making the team unable to pass to who has passed to you, and following their pass.**Teaching Cues:**-Explain that students must move without the ball, and help your team when in the middle-Emphasize teamwork, communicating, moving prior/after pass **Modifications:**-Can modify if too hard for defending team by the two teams only allowed one touch, making zone smaller, only allowed to pass to their own teammates, or 1 touch then the next pass has to be 2 touches. If they are not engaged this will get them thinking more.-If students are standing around, make them follow their pass when they make a pass, or add a second ball. If students are not engaged, incorporate push-ups if you lose the ball.**Learning Objectives (TSWBAT)****Psychomotor:** -Dribble with the feet in general space at various speeds while maintaining control of the ball and body. -Receive and pass the ball using the insides and outsides of the feet to both stationary and moving partner in both dynamic and non-dynamic environments. -Kick both a stationary ball and moving ball for accuracy. -Demonstrate mature patterns in kicking, punting, dribbling, passing, and trapping in small-sided practice task environments. **Cognitive:** -Recognize the concept of open space in a movement context. -Combine spatial concepts with locomotor and non-locomotor movements in game environments. -Combine movement concepts with skills as directed by the teacher. -Apply movement concepts of speed, endurance and pacing for running. -Analyze movement situations and apply movement concepts. -Recognize the type of kicks needed for different soccer situations. **Affective:****-**Work cooperatively with others. -Praise the movement performances of others both more and less skilled. -Participate with responsible personal and interpersonal behaviour in a variety of physical activity contexts and environments. **Teaching Cues:**-Remind students of the strategies for effective dribbling (inside outside taps with control and quick looks)-Remind students to dribble in open space, finding it as they move. -Emphasize that it is very important for students to maintain an awareness of their classmates and to listen carefully during the activity for the teachers signals/cues. -Might be helpful to verbally count down from five when students are signaled to scramble ao they are aware of the time constraints within the activity. **Modifications/Alterations:** To add an extra element of challenge to the activity the teacher can include the “DOUBLE SCRAMBLE” cue in which students must stop their ball, quickly move and tap a new ball and then move and control a second ball. **Teaching Cues:**-When the music starts you can start the activity at your station. -When the music stops, you will be given one minute to stop what you are doing, reset your station, and then rotate to the next one.-Wait until the music begins again before you start the activity at the new station. -At each station think about what skills we’ve learned in this unit and how you might be using them. -Are you dribbling with control? Kicking with accuracy? Passing with accuracy? Moving with power and agility?**Modifications/Alterations**-Overall if students require more time to complete the activities at each station they could be given more than 3 minutes. -Refer to station cards for specific modifications.**Modifications/Alterations:**-Mini games can be combined to make one big game for students with only two teams- Number of passes required to score can be increased or decreased |

**Appendix A**

**Developmental Task Analysis:**

Skill: Passing the ball

Practicing movement without ball

* Stand straight.
* Choose foot to kick the ball, whatever leg is more comfortable
* Lift leg up and lock ankle to the side
* Keep this legs ankle locked and above the ground
* Have toe pointed up, making sure to turn ankle
* Check form, make sure toe is pointed up and ankle is locked.

Plant foot facing target one step ahead of the back foot used to kick the ball

* Place non kicking foot in front of kicking foot
* Lift kicking foot up and behind
* Ankle locked to the side, toe up
* Pause to check form

Body Movement for Target:

* Body needs to face target - not sideways
* Shoulders facing target
* The partner can hold shoulders to ensure body is staying straight
* Kicking leg goes back, ensuring thigh and calf are both going backwards
* Body should be slightly leaned over soccer ball
* Producing a sweep motion with ankle locked, toe up

Passing with the ball:

* With soccer ball
* Place ball on line
* Stand backward and make a pass

Practice this for 20 seconds:

* To kick harder
* Sweeping motion quicker
* Lean forward more when passing

To kick harder and further:

* Make a pass, but instead, use top of foot by straightening ankle forwards in a fast and strong sweeping motion.

**Appendix B**

Self Assessment:

The below assessment is a self-assessment sheet. Students will complete this assessment individually after completing the above soccer unit. Students will be put into groups and led through different stations to perform the following activities: dribbling through cones, shooting (target to get in the net), passing through cones, sportsmanship, and positioning when doing keep away in their groups. Then at the end, they will write 3 things they thought they did well, and 3 things that they want to improve on.



**Appendix C**

UDL Inclusion Episode: ( 2 of them )

1. Offer Alternatives for Auditory Information (1.2)
* For instance, if a student in the class has auditory limitations, students can call for the ball while simultaneously clapping their hands.

Offer Alternatives for Visual Information (1.3) and Illustrate Through Multiple Media

* A student in the class has trouble following verbal instruction, so instead of just explaining and doing an in person explanation, the teacher will also have a medium sized whiteboard and explains/draws out the drill as well.

**References**

The UDL Guidelines, Retrieved March 29, 2020 from: https://udlguidelines.cast.org/