**Soccer Unit: Lesson on Passing, Moving, and Communication**

EPHE 310 A02

Planning Assignment

Dan Garneau

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Alyssa Van Stone

Introduction: We will be exploring the components of soccer. This includes passing, communicating, and dribbling. These activities will help guide you through what is expected during a game and practice before we get into a game.

Lesson: Passing and moving

Topic: Passing to feet, receiving the ball, moving, communicating

Grade(s): 6

Lesson: 2 of 5

**Equipment:**

- stack of cones

- 15 soccer balls

- Pinnies

**Learning Objectives:**

- 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 (asking for the ball, calling the name of the person you are passing to)

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| **THE LESSON**  Before class:  -Have cones, soccer ball, and pinnies ready    Activities:   1. Human Tic Tac Toe 2. Basic Passing Drill 3. Monkey in the Middle 4. Passing/Moving scrimmage   **WARM-UP - Tic Tac Toe**  -Set up gym and arrival    -Sort kids into two teams, each team will have different color pinnies.    -Each team will go behind cones in front of the playing board    -Each team has to 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.    -Keep playing for 5 mins as many times.  **BODY**  Gate Passing Drill  -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 concern is students could be looking down while dribbling and run into each other.  Monkey in the middle game  -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 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.    -Can make it harder if it is too easy by making students follow pass, one-touch, can’t pass to the same person that passed to them etc.  -Students must stay inside circle, if ball goes out of bounds opposing team player can return back to their circle.  -First team to go through all the numbered students win.  Passing Scrimmage - Culminating Activity  -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. If students are not engaged, incorporate push-ups if you lose the ball.  Peer Assessment Sheets:  -Go through the peer assessment sheets and talk through the cues of each skill before sending them to complete this task  -Split the students into pairs and have them fill out the peer assessment sheets listed below  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? | **TIME**  **5 min set up**  **8 min**  **10 min**  **10 min**  **12 min**  **10 min**  **3 min** | **TEACHING CUES**  -set up 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.  -Teacher is to show how to properly pass and receive a pass. (See Appendix A) Teacher would pass ball to a student a few times back and forth showing slowly and in full speed.  -Emphasize in order to aim, foot must be turned sideways but straight to where their 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 in 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 can be made by a smaller zone if complications, less passes. If too easy, teacher can freeze students to do one-touch passing for 30 seconds.  -Demonstrate this drill in one circle with 3 students and the teacher in middle.  -A safety concern to take into consideration is a ball can hit middle person/contact of other students.    -Modifications could be made by having two people in the middle instead of one.  -If the person in middle is struggling to get the ball, the teacher can make modifications by making rules like “one-touch’, making the team unable to pass to who has passed to you, and following their pass.    -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.  -Explain that students must move without the ball, help your team when in the middle.  -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 adding a second ball.    -A safety concern that could be addressed is the partners passing too hard, or injury during contact. |

**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 nonkicking 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**

Peer Assessment:

Have the students fill out peer assessments. Split students into partners.

Soccer Unit -explain each drill first

Grading scale: If the skill criteria is consistently present then a ✓ is placed in the box with the corresponding number. If the skill is not present, make comments for improvement.

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| Far Passing | Passing Through Cones | Hitting Cones |
| 1. Making sure body is leaned over ball 2. Guide with correct foot work of ankle locked 3. Planter foot in front | 1. Shoulders towards target 2. Foot towards target when kicking 3. In the cones | 1. Shoulders towards target 2. Foot towards target when kicking 3. Hitting the cone |
| Doer: \_\_\_\_\_\_\_\_\_\_\_\_ | Observer: \_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_ |

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| Cues   |  |  |  | | --- | --- | --- | | 1 | 2 | 3 |  |  |  |  | | --- | --- | --- | |  |  |  |   Comments for improvement:  My Partner is Great at: | Cues   |  |  |  | | --- | --- | --- | | 1 | 2 | 3 |  |  |  |  | | --- | --- | --- | |  |  |  |   Comments for improvement: | Cues   |  |  |  | | --- | --- | --- | | 1 | 2 | 3 |  |  |  |  | | --- | --- | --- | |  |  |  |   Comments for improvement: |

**Appendix C**

UDL Inclusion Episode:

4.2; Vary the methods for response and navigation. Start from the easier practices/timing before making it harder to ensure all students are on the right track. I have different paces, and rules to each activity to ensure this.

**References**

Garneau, D (2020). *Lecture Slides 2.* [Powerpoint slides]. BrightSapce. The University of Victoria, Victoria, Canada.

UDL Guidelines (2018, January 16). Retrieved November 27, 2020, from <http://udlguidelines.cast.org/representation/perception>