

LESSON PLAN
Department of Exercise and Sport Sciences
Manchester College

Teacher: Sarah Purdy
Grade Level: 6-8
Teaching Style: Task

Date of Lesson: October 1, 2009
Number of Students: 43

Time Period: 1:00 – 2:15
Lesson Focus: Soccer

Academic Standards

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

6.2.1 Identify basic concepts that apply to the movement and sport skills being practiced.

A - Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6.5.1 Participate in cooperative activities in a leadership or followership role.

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

6.1.1 Demonstrate more advanced forms in locomotor, nonlocomotor, and manipulative skills.

Performance Objectives

C – The student will understand and recognize teaching cues by putting together the cues with a skill with 90% accuracy.

A – The student will show respect for classmates by cooperating with one another in groups or teams with 100% accuracy.

P – The student will perform adequate soccer skills by using the correct technique throughout activities with 90% accuracy.

Equipment/Materials

Soccer balls (43), Cones (15), Station Numbers, Signs at each station that describe the activity

Skill Development (*Incorporate Gardner and Bloom references*)

Fitness Activity

The students will get into their stretching groups. We will go through a series of stretches that they have been going through all year. Then we will play a game called dribble tag (you can play in other sports as well). All of the students will get a soccer ball and spread out around the gym. The object of the game is to kick away other student's balls and guard your own. If your ball gets kicked away from you, you have to go to the edge and do ten sit ups and you can rejoin the game.

(Blooms: Knowledge, Comprehension. Gardner: Interpersonal, Bodily-Kinesthetic)

Introduction/Set Induction

I will ask the students the importance of learning soccer skills. After they have given me their ideas, I will ask who plays or wants to play soccer for the school or in a club. I will ask them for some other reasons why soccer is important. I will share with them that it is important for other sports (kickball or football), and to understand a few aspects of soccer if they ever watch it with friends/family.

(Blooms: Knowledge, Comprehension, Analysis. Gardner: Intrapersonal, Bodily-Kinesthetic)

Introduce New Skill

Explanation/Demonstration

I will review the soccer skills that they have already learned from the beginning of the week. Kicking (non-kicking foot next to ball, torso leaned forward,

kicking leg brought back, kick with inside foot, follow through), dribbling (body is behind ball, body is continuously running, lightly tap ball with inside of foot, foot and knee outward, knees bent), heading (hit at hairline, bend knees, whole body snaps forward, push arms backward, thrust head toward ball), trapping (eye on ball, on the balls of feet, knees bent, lift leg and place foot on top of ball to stop).

Guided Practice Activity

There will be 8 stations set up and each group will be at each station for 3 minutes. There will be a sign at each station. The stations include:

1. Kick the ball off the wall continuously.
2. Head the ball as many times as possible.
3. Form a circle and kick the ball back and forth among the group.
4. Weave in and out of the cones.
5. Play hacky sack with the group and try not to let the ball hit the ground.
6. Juggle the ball.
7. Kick the ball off the wall and then trap.
8. Experiment and try new things with the ball.

(Blooms: Knowledge, Comprehension, Application. Gardner: Interpersonal, Visual-Spatial, Bodily-Kinesthetic)

Group Activity

Sideline soccer: The students are split up into two groups and each student is given a number. Each group is separated to opposite ends of the gym. A ball is rolled in the center of the gym and five numbers are called. So five students from each team will come out and play five on five. The student's numbers who were not called are the goalies. The goals are walls behind the students. Once a team has scored, everyone returns to their positions and new numbers are called out.

(Blooms: Knowledge, Application, Comprehension. Gardner: Interpersonal, Bodily-Kinesthetic)

Assessment (Form Attached)

Rating scales will be used for assessment. A list of skills will be put on a sheet and marked off once it is performed at a satisfactory level.

Instructional Adjustments

In the class that I will be teaching there are a few students with learning disabilities. I will be sure to stand closer to them so that they can hear me. I will also slow down the directions to make sure these students have a clear understanding.

Closure

I will ask students to demonstrate a few different skills to the class. If they do them incorrectly, I will show them the proper technique. Then I will ask them the importance of these skills in an actual soccer game. Depending on answers, I may give more feedback.

(Blooms: Synthesis, Knowledge. Gardner: Intrapersonal)

References

- Schmottlach, N., & McManama, J. (2006). *Physical education activity handbook*. San Francisco, CA: Pearson Education, Inc.
- Darst, P.W., & Pangrazi, R.P (2006). *Dynamic physical education for secondary school students*. San Francisco, CA: Pearson Education, Inc.

