

Old Dominion University
Physical Education Lesson Plan

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Unit: Soccer

Lesson Focus: Passing and dribbling # 4/5

Grade Level: 7th

Lesson Duration: 45 min.

Instructional Model: Motor Skill Theme

Part 1 – Standards, Objectives, and Assessment

Learning Targets:

- I can identify muscles used when passing a ball
- I can explain how each plane of motion is used when playing soccer
- I can determine which foot to use when the ball is coming towards me
- I can use the correct side of the foot to pass the ball

Lesson Goal(s)

- By the end of the lesson, the students should be able to know how to use the proper technique to pass the ball
- The students should be able to understand how to pass the ball to another person and/or target
- The students should be able to understand how to receive a ball passed by another student
- The students should be able to participate in all class activities cooperatively without disturbing the class or lesson
- The students will be able to perform the activities in a safe manner

Objective:

Students will demonstrate how to pass a ball using their non-dominant and dominant foot as well as the inside or the outside

Domain: Psychomotor

SHAPE: Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

VA SOL: SOL 7.1.a Demonstrate skill attainment in one or more lifetime activities.

Assessment: Students will be evaluated with peer assessment. Students will be given a rubric with a certain amount of points allotted. Their partner will check off whether or not they can accurately demonstrate the tasks.

Objective:

Students will understand how to pass a ball using proper techniques.

Domain: Cognitive

SHAPE: Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

VA SOL: SOL 7.1.b. Apply and demonstrate the knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.

Assessment: Students will be evaluated using a checklist that is evaluated by the teacher, if they understand and can demonstrate how to properly pass a ball

Objective:

Students will be able to demonstrate appropriate encouragement to peers and receive feedback.

Domain: Affective

SHAPE: Standard 4- The physically literate individual exhibits responsible personal and social behavior that respects self and others.

VA SOL: SOL 7.1.d. Demonstrates appropriate and proper use of equipment in one or more lifetime activities.

Assessment: Students will reflect on how they communicated to their peers and how that effected their peers.

Part 2 - References & Equipment

References: Instructor

Equipment: soccer balls, cones, gatorballs, soccer nets

Part 3 - Lesson Activities**Instant Activity** (Time: 5 mins)

Organization/Transition: Students will gather in the center of the gym to receive instruction from the teacher for rapid warm up.

Description: Students will do a quick warm up activity to get their blood moving. During this activity, index card will be scattered in the middle of the gym. Students will get in groups of 3 or 4, students will take turns running to the center of the gym pick up a card and run back. Students will complete what is on the card and continue this cycle until all the cards are gone.

Materials: Mac Court, index cards

Set Induction (Time: 2-3mins)

Organization/Transition: Students will be sitting in front of teacher in the center of the gym to receive directions for the day's activities.

Description: Teacher will review the learning targets. Students will be asked what they know about soccer and how to properly kick and pass a soccer ball

Materials: Learning target board

Main Lesson

Activity 1

(Time 5 mins)

Line tag

Organization/Transition: Students will gather in front of teacher and given instructions. Once instructions are given students will get a balloon and racket find their own self space and begin the activity.

Description: Students will play a game of tag while dribbling a soccer ball. They must stay on the lines of the gym. Taggers will dribble around with one hand in the air to distinguish who is who. If a student gets tagged by a tagger then they also become a tagger. If a tagger gets tagged by someone who is not a tagger they are then no longer a tagger. The game is played until everyone is a tagger or not a tagger.

Equipment: soccer balls

Cues: eyes up, use the inside of your feet, keep the ball close to you, stay on the line

Modifications: smaller ball

Extensions: use a bigger ball and let them one off the lines

Activity 2

(Time: 10-15 min)

Partner passing

Organization/Transition: Students will stand around the teacher with the ball on the floor by their feet while instructions are given. Once instructions are given students will find their own self space and begin the activity.

Description: Students will find a partner and their own self space. Students will begin Passing the ball to one another using the inside of their foot. When the ball is passed to the opposite students, that student will stop the ball with their foot, then reposition and pass the ball back.

Equipment: Soccer balls

Cues: eyes up, use inside of the foot, bring foot back, swing, follow through

Modifications: use bigger balls

Extension: Take a step back for every completed pass with the partner

Activity 3

(Time: 10 - 15 min)

Monkey in the middle

Organization/Transition: Students will stand where they are with their ball at their feet while instructions are given. Once instructions are given students will find 2 partner and begin the activity.

Description: Students will find 2 partners and stand in their own self space standing in a line like money in the middle. Student a will pass to student c (skipping student in the middle (B)). Student c will pass back to student a. Student a will pass to student b and student b will pass to student c. once student b passes to student c, student b becomes student c, student c becomes student a and student a becomes student b.

Equipment: soccer balls

Cues: eyes on the birdie, follow through, teamwork, flick of the wrist

Modifications: use bigger ball

Extension: take a step back for every completed pass between each partner.

Activity 4

Play soccer

(Time: 10 -15 min)

Organization/Transition: Students will stand around the teacher with their ball at their feet while instructions are given. Once instructions are given students will find their place on each side of the court.

Description: Students will get into small teams of 8 and play a game of soccer. First team to 20 points wins

Equipment: soccer ball, soccer goal, clear soccer lines

Cues: eyes on the birdie, follow through, teamwork, flick of the wrist

Modifications: use a bigger ball.

Extensions: Every student must touch the ball before shooting for a goal

Closure

(Time: 5 min)

Organization/Transition: Students will stop and give their soccer ball to the teacher. Students will then be instructed to sit in front of the teacher to answer questions.

Description: Once students are sitting quietly; the teacher will make small groups where students will then participate in “think, pair, share” once they are done discussing students will share with the class their findings. If something is missed, the teacher will go over it.

Equipment: Learning Targets board

Part 4 - Reflection

Did the students learn the correct technique for each type of passing

Can the students describe how to pass a ball correctly?

Did the lesson have high activity level?

Does anything need to change to make this lesson more effective and engaging?

Did the students offer appropriate encouragement?