

Unit Title: Soccer Lesson Topic: Attacking the Goal Date: _____ Time: 30 minutes

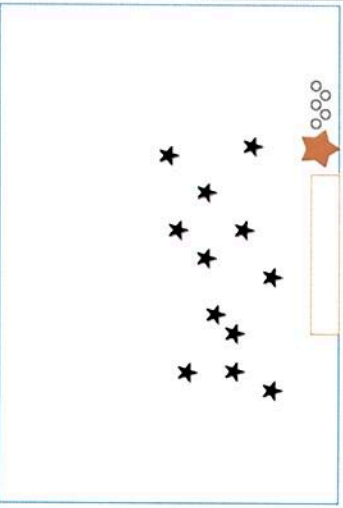
Student Behavioral Objectives:

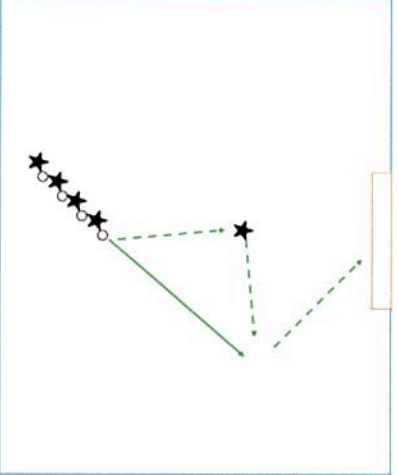
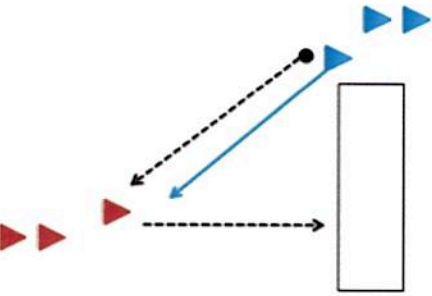
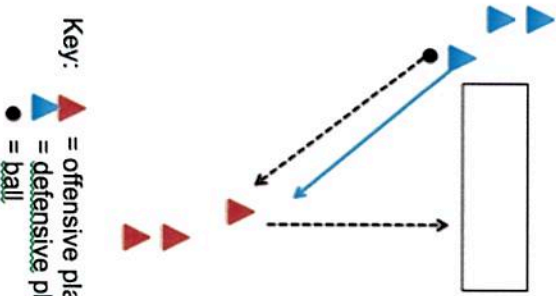
- 1-C: TLW be able to identify, when asked, at least one strategy used to create open shots during the game play.
- 2-P: TLW successfully make 2 out of 3 shots during the first practice task.
- 3-A: TLW cooperate with their teammates the entire time during the practice tasks and games.

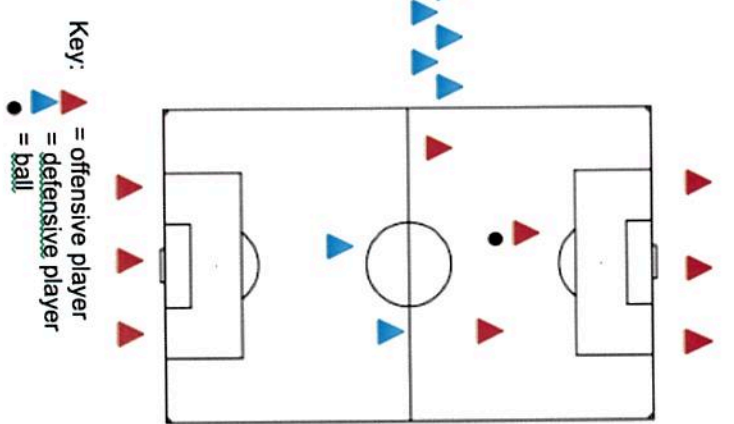
PA Standards & Statement:

- 10.4.9.C: Identify and apply practice strategies for skill improvement.
- 10.4.9.F: Describe and apply game strategies to complex games and physical activities.

- offensive strategies
- defensive strategies
- time management

Perf. Obj.	Est. Time	Teaching Content: each activity explained in detail, teacher procedures, cues, etc.	Class organization, Formations, Diagrams	Materials & References	Evaluation of Each Objective
8 mins.	<p>Warm-Up Game: World Cup <i>Teacher will gather students and explain the warm-up game.</i></p> <ul style="list-style-type: none"> -teams of 2 -all teams on the field at a time (use two goals to have two games going) -play begins when teacher throws ball in -both team members must touch the ball -last team to touch the ball before it goes into the goal scores -when a team scores, that team automatically moves to the other game that is simultaneously being played <p>Introduction: <i>Teacher will gather students and preview the concept for the day: attacking the goal by shooting.</i> -in-step when close to aim more accurately -NEVER use the toe -aim for low corners -use quick/angular passes to advance the ball</p>	 <p> ★ -teacher ○ -soccer ball ★ -student </p>	2 PUGG goals 10 soccer balls		

<p>2-P 3 mins.</p>	<p>Practice Task 1: Give/Go Shooting <i>Teacher will explain and demonstrate with the help of 3 students.</i></p> <ul style="list-style-type: none"> -one stands about 10 yards in front of the goal with his/her back to the goal -line of students stands 10 yards from the target person facing the goal, they will start with the balls -first person in line will pass the ball to the target person -target person will pass the ball to his/her right or left side, returning it to the passer -person that started with the ball will then receive the pass and take a shot on goal -rotation: shooter, target person, back of line 		<p>4 PUGG goals 20 soccer balls 8 cones</p>	<p>2-P: Teacher will monitor each group to see if the students are completing shots. Teacher will provide feedback to students to aid them in increasing their accuracy if needed.</p>
<p>5 mins.</p>	<p>Practice Task 2: 1v1 <i>Teacher will blow whistle to get attention of students and explain and demonstrate the transition to the next practice task with the help of one group.</i></p> <ul style="list-style-type: none"> -line of students beside the goal (defensive players), they will start with the balls -line of students 18-20 yards away facing the goal (offensive players) -first defensive player will pass the ball to the first person in line of offensive players -once pass is received, the defensive player will come out and play passive defense on the person receiving -offensive player tries to beat the defender and take a shot on goal -rotation: switch lines after each turn -progression: make defense active 		<p>4 PUGG goals 20 soccer balls 4 cones</p>	
<p>5 mins.</p>	<p>Practice Task 3: 3v2 <i>Teacher will gather students to explain and demonstrate the next practice task, with the help of 10 students.</i></p> <ul style="list-style-type: none"> -two goals set up about 30 yards apart -two teams, one on offense and one on defense to start -three lines of offense behind each goal and a line of defense on the side 	 <p>Key: ▲ = offensive player ▲ = defensive player ● = ball</p> <p>(flip page for task 3 diagram)</p>	<p>4 PUGG goals 10 soccer balls 15 pinnies</p>	

<p>3-A 8 mins.</p>	<p>1 min.</p>	<p>1</p>	<p>1-C</p>
<p>-first two defenders will go in, while the first three offensive players will try to advance the ball and take a shot on goal -when a goal is scored or ball goes out of play, the defenders will get in line behind the other goal and the two new defenders will come in while the first three offenders on the other side will attack -offense and defense will switch after several minutes</p> <p>Modified Games: 5v5 <i>Teacher will gather students to split them up into their sports education teams and then explain where each team is playing.</i> -teams will play 5v5 for 4 minutes -1 point for a shot between the cones and the side of the goal, 2 points for a goal made in the goal</p> <p>Game 1: Gregory's v. Black Kiwis No Names v. Undecided Refs: Who</p> <p>Game 2: Black Kiwis v. Undecided Who v. No Names Refs: Gregory's</p> <p>Conclusion: <i>Teacher will gather students to recap the lesson focus.</i> -ask what part of the foot should never be used for a shot and what part should be used for accurate placement of a shot -ask what strategies worked during games to create open shots</p>	 <p>Key: ▲ = offensive player ▲ = defensive player ● = ball</p>	<p>4 PUGG goals 15 pinnies 2 soccer balls</p>	<p>3-A: Teacher will monitor all games to ensure that students are cooperating with their teammates and getting along nicely.</p> <p>1-C: Teacher will call on students to provide a strategy that was used during game play.</p>

Grade: _____ No. in class: 26 School: Lock Haven University Teacher: _____ Co-op Initials: _____

Unit Title: Soccer Lesson Topic: Creating Space Date: _____ Time: 30 minutes

Student Behavioral Objectives:

1-P: TLW will be able to move to create space 2 out of 3 times.

2-C: TLW will understand why creating space is important.

3- A: TLW work cooperatively and respectfully with their classmates during the drills and game.

PA Standard: 10.4.9.A

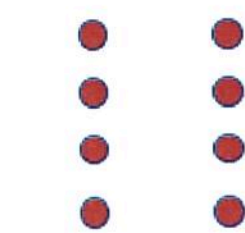
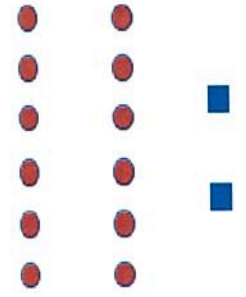
Standard statement: Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goal.

Standard Statement: 10.5.9.C

Standard statement: Identify and apply practice strategies for skill improvement.

Perf. Obj.	Est. Time	Teaching Content: each activity explained in detail, teacher procedures, cues, etc.	Class organization, Formations, Diagrams	Materials & References	Evaluation of Each Objective
1-P	1 min	Introduction <i>The teacher will go over the importance of creating space and then introduce the first modified game.</i>		26 Soccer balls cones 13 pennies	See if students have an idea how we can create space.
2-C	8 min	Modified Game 1 4v4 drill			Can students move to create space.

	<ul style="list-style-type: none"> • Student will move away from the ball after they pass. • Student will try to draw the defender away from the ball to create space for teammates. <p><i>The teacher will gather students in a circle to introduce the first practice task.</i></p> <p>Practice Task 1</p> <p>2v1 drill.</p> <ul style="list-style-type: none"> • The students will get into 4 separate lines • The student will call for the ball running towards the teammate with the ball to create space • Student will receive a pass from teammate with a passive defender coming from behind. • The student will open their body up by turning to look for the other teammate who is open and pass the ball to them 		<p>Soccer ball</p> <p>Cones</p>	<p>Will students turn to look for a pass and how well they get away from their defender.</p>
<p>1-P 10 min 3-A</p>	<p><i>The teacher will gather students and introduce the second practice task.</i></p> <p>Practice Task 2</p> <p>2v2 drill</p> <ul style="list-style-type: none"> • Student will move towards teammate and receive a pass. • Student will call for the ball and receive a pass from teammate • The defender will be active trying to get the ball • The other teammate will move to create space 		<p>Soccer ball</p> <p>Cones</p>	<p>Will students be able to create space by moving away from defenders.</p>

	<p>trying to get away from his defender</p>		
<p>1-P 8 min</p>	<p><i>The teacher will gather students to go over what they just practiced and implement into the second modified game</i></p> <p>Modified Game 2</p> <p>4v4 drill</p> <ul style="list-style-type: none"> • Students will try to score as many goals as possible • Students must complete at least 3 passes before they can score and you must pass backwards to a defender and then move away from him to create space at least once • Students can receive a bonus point if they can successfully complete a give and go or a 1-2 combination 		<p>Soccer ball Cones 13 Pennies 4 Nets</p> <p>Can the students implement what they learned and use it in a game-like format.</p>
<p>2-C 1 min</p>	<p>Conclusion</p> <p><i>The teacher will gather the students one last time and discuss what the students learned</i></p> <p>Why is it important to create space when playing soccer?</p>		<p>Receive feedback from students and see if they understand how to create space.</p>

Unit Title: Soccer Unit 1 Lesson 4 Lesson Topic: Maintaining Possession Date: 9/6/18 Time: 10:00 a.m.

Student Behavioral Objectives:

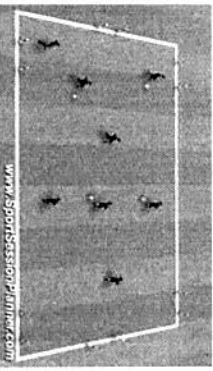
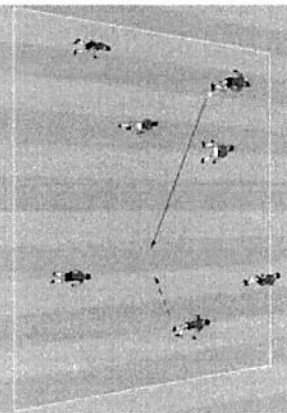
- P1: The learner will participate in all practice tasks and games during the whole class. (unless physically unable.)
- A1: The learner will cooperate and communicate respectfully with classmates while completing group practice tasks and games during the whole class period.

CI: The learner will learn and commit to memory 2 of 3 ways to properly maintain possession of the ball by the end of the class period

PA Standard: 10.4.9 A

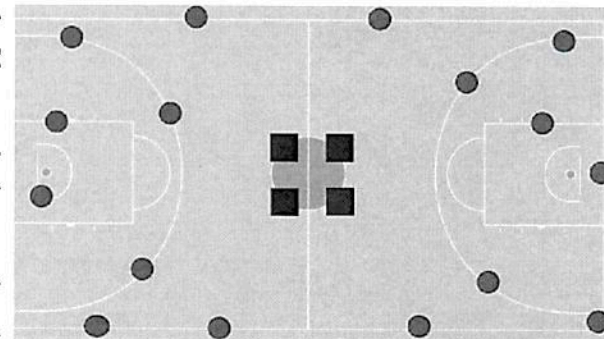
Standard Statement: Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

Perf. Obj.	Est. Time	Teaching Content: each activity explained in detail, teacher procedures, cues, etc.	Class organization, Formations, Diagrams	Materials & References	Evaluation of Each Objective
P-1 C-1 A-1	6 min	<ul style="list-style-type: none"> - <i>The teacher will gather students around and introduce the new topic to them before explaining the class periods agenda. The teacher will then explain the focus for class and split students up into teams for the warm up game.</i> - Warm up game: Team handball will be played as the warm up game. Handball will have the same rules as ultimate frisbee. Students are to focus on maintaining possession of the ball and movement off of the ball. Students will be split up into their sport ed teams and assigned fields that they will play on. Games will be 3 minutes long and there will be 2 games played. 	<p>T</p> <p>Sssssssssssssssssss</p>	<p>25 soccer balls.</p> <p>4 pug goals</p> <p>6 orange traffic cones</p> <p>12 Turtle cones</p>	
P-1 C-1 A-1	3	<ul style="list-style-type: none"> - Practice task 1 <p>Possession in space: 3 squares will be made with students split up into their sport ed groups. Students are to first dribble in the space and get used to moving around while controlling the ball. Once students are</p>			

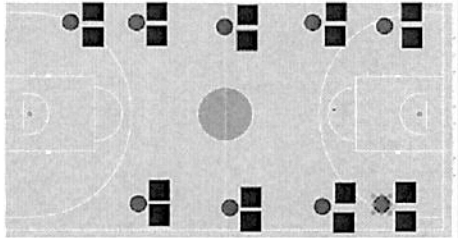
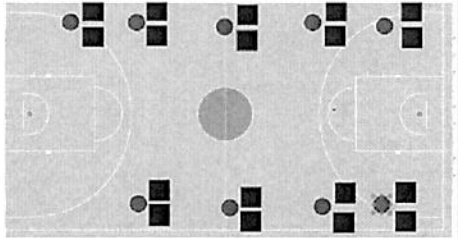
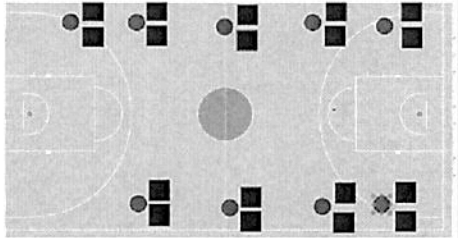
min	comfortable a defender will be added. The defender will go after the ball of students and kick it out of the square. The last student who has maintained possession of their ball wins. Once there is a winner someone new goes into the middle and it restarts. If students dribble the ball out they are out because they didn't maintain possession.			
1 min	<ul style="list-style-type: none"> - Drink break - Practice task 2 <p>Team keep away: students will be in sport ed groups. Students will use the squares from the last practice task to play keep away. 1 team will start with the ball and the other team will provide 2-3 defenders. Keep away will be played for 1 minute. The defenders will keep count of how many times they get the ball. Once the minute is up the teams will switch roles. Players who are not defending will keep count of the amount of times the defender wins the ball (not just touch it). Goal is for the team to keep possession of the ball for the full minute or as much as they can within a minute. The defending team with the highest amount of take aways will win and the team that lost will do 8 jumping jacks.</p>			
P-1 A-1 C-1 4 min	<ul style="list-style-type: none"> - End game <p>Modified game where the teams are now in their sport ed groups. Teams must pass the ball 3 times before they score to get a point. The goal is to keep possession of the ball before the team tries to score.</p>			
P-1 A-1 C-1 2 min	<ul style="list-style-type: none"> - Closure/debrief <p><i>The teacher will gather students around to close the period out by reviewing what the focus of the class period and provide last minute feedback to students.</i></p>	<p>T Sssssssssssssssssss</p>		

<p>8 min</p>	<p>Practice Task: Executing a Break-Out Pass <i>After the brief lesson has been taught to the students on the break-out pass, the teacher will allow the students to use their knowledge and practice the new skill that they learned.</i></p> <ul style="list-style-type: none"> • The teacher will choose seven students to help demonstrate the proper execution of the break-out pass. • The teacher will have two defensemen playing for the offense, three forwards, and two defensemen playing for the defense. <p>**Note: There will be poly spots placed down so students know where they will run to when the play begins.</p> <ul style="list-style-type: none"> • The play will start when the teacher deposits the ball/puck into the corner. <ul style="list-style-type: none"> ○ The defenseman who is closest to the ball will retrieve the ball and pass it to the winger that is closest to them. ○ The center forward will swing to whichever side the ball is being passed to and wait for pass from the winger. ○ The winger will pass the ball off to the center and will begin rush up the playing field. The winger on the opposite wall will also join rush. ○ The defensive defensemen will begin play by moving up to the half-court line and wait for the opposing teams rush. 	<p>T S S S</p>	<p>4 poly spots 1 hockey ball 24 hockey sticks 2 hockey nets (large)</p>	<p>1-P: The students will be able to show teacher that they are able to perform a break-out pass by knowing where to run to and which teammates to pass to at the right time.</p>
<p>4 min</p>	<ul style="list-style-type: none"> • The teacher will have students understand where the defensemen on the offensive team would go as where as where the forwards would go. <ul style="list-style-type: none"> ○ One defenseman would play the ball while the other would stand on the other side of the net and wait for the passing play to begin and move forward with the play. ○ The offense will have the center move down the middle and swing to whatever side the ball is being played to. If the ball is played in the right corner, the left wing player will move down and stand by the wall about halfway into the zone. The other wing player will stand halfway into the zone on the other wall and wait for the pass to be completed and then move forward with the play. • The teacher will then show the passes that are made during the break-out pass and show where the players will move when they execute the pass cleanly. <ul style="list-style-type: none"> ○ If the ball goes to the right side of the gym, the left defenseman will retrieve the ball/puck and pass it to the left wing player that is on the wall. ○ Once the left wing player receives the ball, they will pass it to the center that is swinging to their side. ○ Once the center receives the ball, all players move up the playing field. <ul style="list-style-type: none"> ■ This works as well when the ball is in the right corner. <p>**The teacher will then ask students if they have any questions before having them do the drill themselves.</p>	<p>T S S S</p>	<p>4 poly spots 1 hockey ball 24 hockey sticks 2 hockey nets (large)</p>	<p>1-P: The students will be able to show teacher that they are able to perform a break-out pass by knowing where to run to and which teammates to pass to at the right time.</p>

		<ul style="list-style-type: none">■ Break-out pass○ When does the break-out pass start?<ul style="list-style-type: none">■ When the ball is dumped into the corner● The teacher will conclude by giving positive feedback to the students and allowing them to get a water break before the next lesson.	T	T		
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<p>1 min.</p>	<ul style="list-style-type: none"> The teacher will demonstrate with the other teacher the proper way to execute a stick-lift The teacher will show students that in order to properly execute a stick-lift, they must take their stick and use it to lift their opponents stick and quickly take away the ball or swipe the ball away so that it is no longer in possession of the opponent. **The teacher will then demonstrate what a proper stick-lift looks like and will then ask students if they understand.** <p>Modified Game: Pac-Man</p> <p><i>The teacher will have the students play a self-made game of Pac-Man (similar concept to the arcade game) to have students actively use the stick-lift to demonstrate their knowledge of the new concept that they just learned and simulate it into a game.</i></p> <ul style="list-style-type: none"> The teacher will begin by asking the students if they understand what happens during Pac-Man. If there are any students that do not, the teacher will explain the rules to them: The teacher will explain the general rules of the game of Pac-Man that the students are going to play. The teacher will have students understand the following basic concepts to the game of Pac-Man: <ul style="list-style-type: none"> There are three Pac-Man that will start in the center of the gymnasium Anyone who is not a Pac-Man will have a ball and will spread out to separate parts of the gym When instructed by the teacher, the students will move around and avoid being "captured" by the people in the center who will attempt to take away the ball The students who have a ball must have their feet on a line in the gymnasium at all times The Pac-Man who started in the center must stick-lift the ball from anyone who as a ball and swat the ball away from them If the player has the ball swatted away from them, they must sit where they had the ball swatted away from them **The teacher will check for understanding before having students demonstrate the game. The teacher will have six (6) students demonstrate the game for the other students to understand what they must do correctly. After the students demonstrate the activity the teacher will go over some rules before they disperse: <ul style="list-style-type: none"> Whether the student is a Pac-Man or not, all students must stay on a line at all times The students are only allowed to walk or walk fast, no running or jogging is allowed If the student loses the ball at any point on accident, they may retrieve the ball but must stay on a line in order to get to the ball 	 <p>Circle=Players who have puck and avoid Pac-Man Square=Pac-Man players that will try to stick-lift and swat the puck away from other players</p>	<p>24 hockey sticks 20 hockey balls 4 red colored pinnies</p>	<p>1-C The students will be able to understand the new concept of the stick-lift as a resource to when they play the scrimmage at the end of class to use this skill to win the ball/puck.</p> <p>1-P The students will be able to demonstrate to the teacher the proper use of the stick-lift as well as other skills necessary for winning the ball/puck.</p>
<p>8 min.</p>				

<p>4 min</p>	<p>Practice Task: Face-Off <i>Once the students have had some practice with face-offs, the students will be able to put this into practice and the teacher will observe the students progress.</i></p> <ul style="list-style-type: none"> • The teacher will have students split off into groups of three (3) or four (4) and practice the face-offs they just learned and have a member from each group grab a ball/puck. • The teacher will have students split off into different parts of the gymnasium and have them work on the face-offs they just learned. • For groups of three: <ul style="list-style-type: none"> ○ One student will drop the puck and have the other two students take the face-off. 		<p>24 hockey sticks 8 hockey balls</p>	<p>1-P Students will be able to use the new skill learned on face-offs to practice adequately and efficiently for upcoming classes and games.</p>
<p>5 min</p>	<ul style="list-style-type: none"> ○ No student is allowed to go around another student that is sitting or walking. <p>**The teacher will reiterate the rules pertaining to what happens if they Pac-Man gets the ball and then randomly select who will be the Pac-Man. <i>As the game is being played, the teacher will look for proper stick-handling and making sure that students are following rules. When all students have had the ball swatted away, there will be new Pac-Man selected. The goal is to have all students be Pac-Man so that they are all able to effectively use the stick-tiff.</i></p> <p>New Skill: Face-Off <i>The teacher will now show students how to take an appropriate face-off. The new skill will be able to be used for the remainder of the class period as well as other classes in the future.</i></p> <ul style="list-style-type: none"> • The teacher will remind students of how they are formally taught on how to take a face-off (tap the ground and other player's stick three time and then play) • The teacher will have students spread out across the gymnasium and find a partner. • The teacher will show students where to properly put their hands on the hockey stick and the position they must stand in. The teacher will then proceed to show the students a proper faceoff to win the ball/puck backwards. (The students will do by themselves) • The teacher will then show the students the following different types of face-offs: <ul style="list-style-type: none"> ○ Stick-Lift Face-off ○ Tic-Up Face-off ○ Win-It-Forward Face-off <ul style="list-style-type: none"> ■ In between each face-off being taught, the teacher will allow the students to practice each of the face-offs they just learned ■ The teacher will come around to each partner groups and check for understanding and see if they are demonstrating correctly 		<p>24 hockey sticks</p>	

1 min.	<p>Modified Game: Scrimmage</p> <p><i>The teacher will allow the students to play a modified game of floor hockey with the concepts of face-offs and stick lifts.</i></p> <ul style="list-style-type: none"> • The teacher will have students get with their sport education teams and get their pinnies for the modified scrimmage of floor hockey. • When students are back on the baseline, the teacher will explain the game of floor hockey that they will play. • The students will play a game of floor hockey with similar rules for when they normally play in class. The following modifications will be made for the games being played: <ul style="list-style-type: none"> ○ The play will begin with a face-off as well as after each goal is scored (not when the puck leaves the playing field). ○ One referee from a sport education team sitting out and refereeing will drop the puck to begin play. ○ If a team is able to score off of a turnover then they will receive an extra point (this must include either a turnover or a stick lift to take possession away from the puck). <p>**The teacher will check for understand by asking random students various rules to the game of floor hockey they are about to play. The teacher will split teams off to their respected court by naming the match-ups that are predetermined by the teacher.</p> <p>Conclusion:</p> <p><i>The teacher will have students put their equipment and pinnies away and have them stand on the baseline of the gymnasium to review the main concepts of today's lesson.</i></p> <ul style="list-style-type: none"> • The teacher will have students raise their hands and answer the following questions to the best of their ability: <ul style="list-style-type: none"> ○ What type of face-offs did we learn about today? <ul style="list-style-type: none"> ■ Tie-up, Stick-lift, Win-it-forward ○ What are some ways that a player can win the ball? 	 <p>Square= Players taking face-off Circle= Player dropping the puck</p>	<p>24 hockey sticks 2 hockey balls 4 hockey nets 2 gymnasiums</p>	<p>1-P...1-C Students will be put into a game-like scenario where they will identify and demonstrate the skills used in class to win the ball/puck so they are able to help their team score a goal.</p>
5 min	<p>Modified Game: Scrimmage</p> <p><i>The teacher will allow the students to play a modified game of floor hockey with the concepts of face-offs and stick lifts.</i></p> <ul style="list-style-type: none"> • The teacher will have students get with their sport education teams and get their pinnies for the modified scrimmage of floor hockey. • When students are back on the baseline, the teacher will explain the game of floor hockey that they will play. • The students will play a game of floor hockey with similar rules for when they normally play in class. The following modifications will be made for the games being played: <ul style="list-style-type: none"> ○ The play will begin with a face-off as well as after each goal is scored (not when the puck leaves the playing field). ○ One referee from a sport education team sitting out and refereeing will drop the puck to begin play. ○ If a team is able to score off of a turnover then they will receive an extra point (this must include either a turnover or a stick lift to take possession away from the puck). <p>**The teacher will check for understand by asking random students various rules to the game of floor hockey they are about to play. The teacher will split teams off to their respected court by naming the match-ups that are predetermined by the teacher.</p> <p>Conclusion:</p> <p><i>The teacher will have students put their equipment and pinnies away and have them stand on the baseline of the gymnasium to review the main concepts of today's lesson.</i></p> <ul style="list-style-type: none"> • The teacher will have students raise their hands and answer the following questions to the best of their ability: <ul style="list-style-type: none"> ○ What type of face-offs did we learn about today? <ul style="list-style-type: none"> ■ Tie-up, Stick-lift, Win-it-forward ○ What are some ways that a player can win the ball? 	 <p>Square= Players taking face-off Circle= Player dropping the puck</p>	<p>24 hockey sticks 2 hockey balls 4 hockey nets 2 gymnasiums</p>	<p>1-P...1-C Students will be put into a game-like scenario where they will identify and demonstrate the skills used in class to win the ball/puck so they are able to help their team score a goal.</p>
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- Face-off, stick-lift, reading and intercepting passes
- What are some circumstances where you need to win the ball?
 - Face-off, when the ball is in your defensive zone, when the opposite team has the ball
- The teacher will conclude the lesson by giving the class positive feedback and answer any questions the students may have.