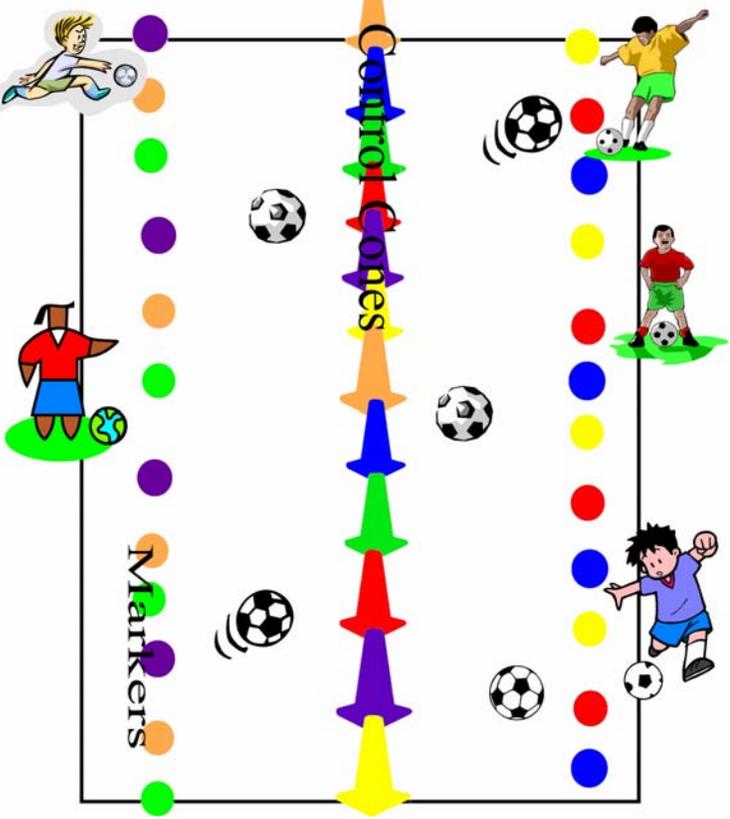


LEVEL	UNIT	LESSON Number 2	EQUIPMENT
First Grade	Soccer	Kicking Review	Chalk, Control Cones Soccer Balls, Hoops, Hoop Clips, Markers

Objectives

1. Work safely with other classmates.
2. Verbally describe the steps to dribbling.
3. Demonstrate a controlled dribble while dribbling the ball around the various shapes.
4. Demonstrate an accurate kick to a target.
5. Play cooperatively with the other partners who are playing on the same field.
6. Have fun.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Dribbling Review Directions	10	<p>With the class seated, we will go over the questions, quickly, that we covered in the last lesson pertaining to dribbling.</p> <p>While you are moving the ball around with your feet, what do you look at?</p> <p>While you are moving the ball around with your feet, if you want to keep it close to you, how do you have to kick it, soft or hard?</p> <p>What part of the foot worked the best for stopping the ball? The bottom. Be sure when you stop the ball with your foot that you keep the weight of you body standing on the foot that is on the ground and not on the ball!</p> <p>When I say go you will get a soccer ball and find an own space.</p> <p>Dribble in Geometric Shapes</p> <p>As you look around the space you will see I have drawn some big shapes on the ground, When I say go, I want you to dribble to a shape and practice dribbling around following the shape you have found. Remember the different parts of the foot that you can use to move the ball into different directions. When I say freeze, trap your soccer ball and look at me.</p> <p>(I will allow the class enough time to practice at least one time around a shape before I say freeze.)</p> <p>Freeze.</p> <p>Find another shape to dribble around. Can you dribble using a backward or sideward direction?</p> <p>Each time you go around, or make a turn, change the direction you are traveling as you dribble.</p>	<p>I will have already drawn large shapes on the ground with chalk. If a gym is the only space available I will place markers out on the ground to make the shapes. In this case I will tell the class to dribble on the outside of the cones, but as close to them as possible.</p> <p>Shapes can include:</p> <ul style="list-style-type: none"> Square Circle Diamond or Triangle Figure 8 Zig Zag Lines Squiggle Lines <p>Remember, don't touch your own ball with your hands or arms, and watch out for other people's ball and body, you can't touch them either!</p>
Part 2 Review Kicking	10	<p>Review the difference to the class regarding kicking as opposed to dribbling. Kicking sends the ball to an intended target. You want the ball to go away from you, unlike dribbling where you are trying to move the ball around the space while keeping it close to your body.</p> <ul style="list-style-type: none"> ✓ Review the parts of the foot you can use: Instep or top of foot, inside or arch of foot, Outside, Toes, Heel and Bottom of the foot. ✓ When you are kicking to a target, what do you look at as you kick the ball? (The ball) ✓ When you are kicking to a target what parts of the foot should you kick the ball with for the most accuracy? (The instep, top of foot or laces, the inside and the outside). ✓ Where should the part of your foot that contacts the ball be facing, beside the ball? (Your target.) ✓ If you want to kick the ball to your target, what should your non-kicking foot step toward? (Your partner) ✓ Where should your non-kicking foot be placed in relation to the ball, as you get ready to kick it? (On the side of the ball, slightly behind it.) <p>As you are going through these points, have the students kicking toward something. You can clip hoops to a fence, one for each student (clip them so that the bottom of the hoop can easily touch the ground.) You can have</p>	<p>If you are using a guided discovery approach (questions that lead the students to find or discover the most efficient way to do the skill), be sure to allow the students time to explore the possibility of answers physically, before asking them to answer the question. Ask only one question at a time, beginning with the easiest and progressing to the more difficult. Understand that concepts you are introducing to these students are difficult for them but they will seem obvious to you. If you are going to use a command style approach, tell the student the point that you want them to focus on, (As you kick your ball</p>

		<p>them kick to a control cone, or a marker. Be sure to give them something to focus on other than a partner.</p>	<p>toward your target, I want you to look at the ball when you kick it.) and allow them to practice that point before moving on to the next part of kicking</p>
<p>Part 3 Practice Kicking</p>	<p>10</p>	 <ul style="list-style-type: none"> • When I say go, bring your ball and sit with a partner back to back. You have 5 seconds to get your partner. • Decide which partner will stand, and which partner will stay sitting. • The standing partner should go stand behind the row of red, blue and yellow markers. The sitting partner goes to the other side. Go. • The object of the game is to kick the control cones from the other team. The team with their control cones standing the longest wins. • You must not use your hands to touch the ball. • You must stay behind the row of markers when you kick as well as when you retrieve the ball. The only time you can go in front of the markers is to get a ball that has stopped rolling. • Watch out for the balls flying around the space. • Watch out for others as you kick the ball. Don't kick the ball if there is a player standing between you and the place you are going to kick the ball. 	<p>While the students are practicing their kicking to the hoop, I will set up the field for the final game. Color of the markers will determine which team the players are on.</p> <p>Playing the long way will allow more space for the kickers.</p> <p>The main reason for the markers is to establish a safe place for the players to kick from. This distance should be enough so that a ball being kicked will not have a lot of force when it reaches the second set of markers.</p> <p>If a student breaks a rule from the game, sit them out for a minute.</p>
<p>Closure</p>	<p>2</p>	<p>What two soccer skills did we work on today? Can you tell me the things to remember when you Dribble the ball? What should you remember when you are kicking the ball to a target? Have a great day!</p>	