

**Planning Assignment**

Kevin Zhu, Colton Goldsbury, Mackenzie Swim

Faculty of Education

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Professor Dan Geneau

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<p><b>Lesson #:</b> 1 out 3  <b>Topic:</b> Passing in soccer  <b>Time:</b> 1-1:45pm (45 minute class)  <b>Grade(s):</b> 6, Coed Class</p> <p><b>Materials/Resources:</b></p> <p>20 Soccer balls  20 Cones</p>	<p><b>Learning objectives: TSWBAT...</b></p> <p>Overall:</p> <ul style="list-style-type: none"> <li>-The students will be able to get familiar passing the ball with either foot</li> <li>-Practice locomotor, non-locomotor, and manipulative skills.</li> <li>-Reflect on ways to monitor and adjust physical exertion levels</li> <li>-Associate passing with movement concepts and strategies</li> </ul> <p><b>Psychomotor</b></p> <ul style="list-style-type: none"> <li>-Kicking (Physical demand, gross motor)</li> <li>-Running (Physical demand, gross motor)</li> <li>-Balancing (Physical demand, gross motor)</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>-Listening to instruction, able to respond to a demonstrate and copy model (Command Style)</li> <li>-Remaining focused on the skill</li> </ul> <p><b>Affective</b></p> <ul style="list-style-type: none"> <li>-Taking constructive feedback (Social interaction)</li> <li>- Fair play, sportsmanship, team-work (Social Interaction)</li> </ul>	
<p><b>Parts of the lesson</b></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Warm-up- Cardio and Tag Game</li> <li>3) Body-Soccer Stations</li> <li>4) Culminating Activity- Four Corner Soccer</li> </ol>	<p><b>Time</b></p>	<p><b>Teaching Points</b></p>
<p><b>Introduction</b></p> <p>In this unit we will be working on soccer. The goal of this unit is to encourage daily physical activity through practicing skillful movement and participation in group activities that rely on your ability to work with others. Today’s lesson will be covering the skill of passing in soccer. This skill will be beneficial as we work our way to a full soccer game.</p> <ul style="list-style-type: none"> <li>- Today we will introduce passing through stations, group work, and games.</li> </ul> <p><b>Warm-up Sequence</b></p> <ul style="list-style-type: none"> <li>- To begin, we will do some movements to get the blood pumping.</li> <li>- We will start with 10 jumping jacks, 10 squat jumps, 5 lunges on each leg, and 30 seconds of mountain climbers.</li> </ul>	<p>1-1:02 (2 Minutes)</p> <p>1:02-1:05 (3 Minutes)</p>	<p>-Keep intro brief to maintain attention</p> <p>-Keep students moving, 5 second break between each movement</p>

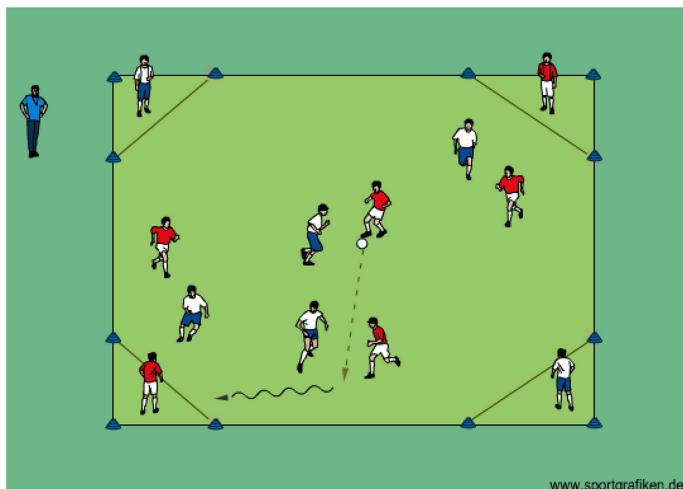
<p>Octopus Tag</p> <ul style="list-style-type: none"> <li>- Choose two students to start as octopus in the middle of the gym with the rest of the students lined up on one side of the gym</li> <li>- Explain that the octopus must stay within the centre of the gym (create a rectangle with cones) but are allowed to move around</li> <li>- Blow a whistle, signalling students to run to the other side of the gym without getting tagged by the octopus (students must run to the other side within a short period of time to avoid not moving)</li> <li>- If tagged, students become sea anemone and can now tag the remaining running students but must stay where they were tagged and can only move their arms.</li> </ul>	<p>1:05-1:15 (10 Minutes)</p>	<ul style="list-style-type: none"> <li>-Keep rounds short to maintain engagement and to ensure most students are running</li> <li>- Rotate octopus to ensure most students get a turn</li> <li><b>Safety Concern: ensure students are tagging student's shoulders (or have students use pool noodles to tag)</b></li> </ul>
<p><b>Soccer Stations:</b></p> <ul style="list-style-type: none"> <li>- Students will work their way through two stations.</li> <li>- Station one focuses on ball control and station two focuses on partner work.</li> <li>- Stations will be set up in a way that allows teacher to circulate between stations, while still being able to keep an eye on everyone (for safety).</li> <li>- Write down station expectations on a whiteboard where all students can see.</li> </ul> <p><b>(Perception checkpoint 1.2)</b></p>	<p>1:15-1:20 (5 Minutes)</p>	<ul style="list-style-type: none"> <li>-Keep explanations short to maintain attention</li> <li>-Demo what students have to do in each station</li> <li>-After demo check for understanding by asking students to repeat back what is expected of them</li> </ul>
<p>Station 1: Ball Control</p> <ul style="list-style-type: none"> <li>- Students will partner up and take turns throwing the ball at one another (soft bounce, that is no higher than knee level)</li> <li>- Students will have to gain control of the ball by stopping its movement</li> <li>- Students should try each method of controlling the ball several times.</li> </ul>	<p>1:20-1:25 (5 Minutes per station)</p>	<ul style="list-style-type: none"> <li>-Stay on toes, ready to receive the ball</li> <li>-Move to get behind the ball</li> <li>-Methods of control: Trap ball using sole of foot or cushion with the inside of foot to reduce the power of the ball</li> <li><b>-Safety Concern: remind students to gently throw the ball, aiming towards the ground to avoid hitting students</b></li> </ul>

### Station 2: Partner Work

- Have rows of cones set up (each row consists of 5 cones with space between each cone)
- Students will partner up and take turns weaving the ball through the cones then once completed will pass the ball to their partner. **(Sustaining effort and persistence checkpoint 8.3)**
- Partner will then complete the same procedure.
- Focus on accuracy of the pass (pass to partner) rather than power

### Culminating Activity: Four Corner Soccer

- Create four equal teams, each designated a corner of the gym
- Each person will be given a number (depending on group size and division, some students may need to double up and have two numbers)
- Teacher will call out a number and those students will have to run to the centre of the gym as the teacher throws the ball in.
- Students will have to pass the ball to a member of their team in their corner.
- Teacher may call more than one number to involve more players.
- First team to obtain the ball in their corner wins a point.



### Conclusion

- Solidify group understanding on the importance of teamwork skills.

1:25-1:30  
(5 Minutes  
per station)

- Look to where you want to pass
- Take a step and kick the ball with the inside of the foot
- Lean forward while kicking to keep the ball on the ground
- Safety Concern: ensure students are being aware of their surroundings to avoid running into others**

1:30-1:40  
(10  
Minutes)

- Ball control when teacher throws the ball into the centre
- Partner work when passing the ball to a teammate
- Keep rounds short to ensure students are participating

1:40-1:45  
(5 Minutes)

- Discussion on the benefits of working with others for the overall success of your team.

- Self-Assessment and exit ticket to be completed before end of class ( <b>Self-regulation checkpoint 9.3</b> )		-Short discussion to maintain engagement but still cover topic points
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## Appendix

### UDL Guidelines:

#### Lesson 1:

Perception checkpoint 1.2: We are meeting this checkpoint by ensuring students have written instruction to refer to rather than solely relying on auditory information. This allows for further accessibility for learners.

Self-regulation checkpoint 9.3: We are meeting this checkpoint by allowing students to reflect on their progress. Learners can then receive feedback based on their own assessments. This allows for intrinsic motivation to be increased as students are able to recognize their own progress.

Sustaining effort and persistence checkpoint 8.3: We are meeting this checkpoint by having students working with a partner. This allows for learners to create supportive communities where collaboration is valued.

Student Name:

Self Assessment  
Lesson 1: Passing in Soccer

Station 1: If completed place a ✓, if not completed place a ✘

Trap Ball <input type="checkbox"/>	Cushion Ball <input type="checkbox"/>
- Hold ball under the sole of your foot	- Stop Ball with the side of your foot
	

Station 2:

How often were you able to pass the ball directly to your partner?

1      2      3      4      5      6      7      8      9      10

*Not once* *Often* *Everytime!*

Two Stars and a Wish : What did you do well today and what can you do to improve for next time?

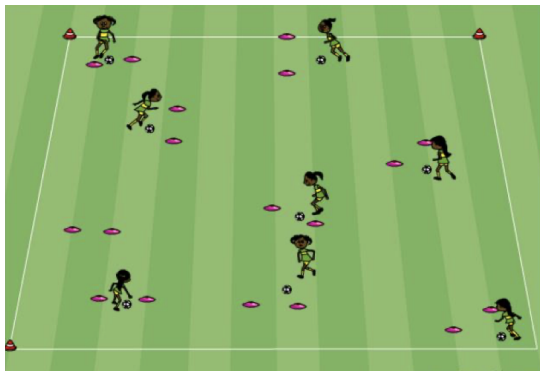


Exit Ticket: Why is working with others important when playing sports?

<p><b>Lesson #:</b> 2  <b>Topic:</b> Dribbling in soccer  <b>Time:</b> 1-1:45pm (45 minute class)  <b>Grade(s):</b> 6, Coed Class</p> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>- Outdoor playground</li> <li>- Tags (2 for each student)</li> <li>- Tag belts (1 for each student)</li> <li>- Soccer balls (at least 1 ball for each student; quantity depends on class size)</li> <li>- Disc cones (2 for each student and few more extra)</li> <li>- Cones (12 or 16; enough for establishing 3 or 4 gates; quantity depends on class size)</li> </ul>	<p><b>Learning objectives: TSWBAT...</b></p> <p>Overall:</p> <ul style="list-style-type: none"> <li>-The students will be able to dribble the ball for a short distance using both feet.</li> <li>-Practice locomotor, non-locomotor, and manipulative skills.</li> <li>-Practice passing with movement concepts and strategies</li> <li>-Apply passing and dribbling in action and practice with peers.</li> </ul> <p><b>Psychomotor</b></p> <ul style="list-style-type: none"> <li>-Kicking (Physical demand, gross motor)</li> <li>-Running (Physical demand, gross motor)</li> <li>-Balancing (Physical demand, gross motor)</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>-Listening to instruction, able to respond to a demonstrated and copy model (Command Style).</li> <li>-Remaining focused on the skill.</li> <li>-Practice both offence and defence strategies in territory-invasion activity.</li> <li>-Accomplishing goals through teamwork.</li> </ul> <p><b>Affective</b></p> <ul style="list-style-type: none"> <li>-Taking constructive feedback (Social interaction)</li> <li>- Fair play, sportsmanship, team-work (Social Interaction)</li> </ul>	
<p><b>Parts of the lesson</b></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Warm-up-Double tag</li> <li>3) Body-Gate dribbling &amp; pass then dribble</li> <li>4) Culminating Activity- Capture the balls</li> </ol>	<p><b>Time</b></p> <p>1:00-1:45 (45 Minutes)</p>	<p><b>Teaching Points</b></p>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>- Continue with the previous lesson on passing. This lesson will move to the next movement skill of soccer-dribbling.</li> <li>- Have tags and tag belts prepared for warm-up activity before class begins.</li> </ul> <p><b>Warm-up :</b></p> <p>Double Tag</p> <ul style="list-style-type: none"> <li>- Class moves to an empty playground for this warm-up activity.</li> <li>- Each student has 2 tags placed on both of their hips (with a tag belt).</li> </ul>	<p>1:00-1:05 (5 Minutes)</p> <p>1:05-1:15 (10 Minutes)</p>	<p>-Briefly refresh students prior knowledge on passing from the previous class.</p> <p>-Warming up for the upcoming activities that involve running.</p>

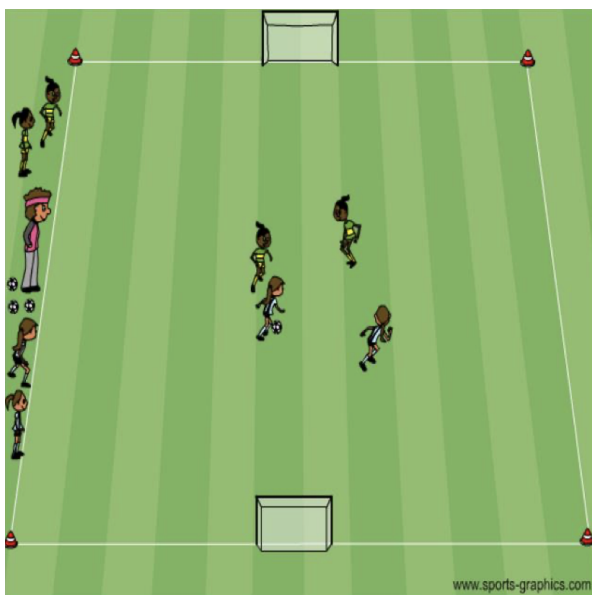


<ul style="list-style-type: none"> <li>- Spread out individually in the area (beginning with the whole/half playground, depends on the size of the class).</li> <li>- Grab tags from others and put it on your belt if you have less than 2.</li> <li>- Students can stay in the middle of the area as long as they have at least 1 tag.</li> <li>- When both tags were taken, stand on the edge of the area.</li> <li>- Students on the edge can grab tags from those who are still in the middle and rejoin the game.</li> <li>- When half of the students are on the edge, reduce the size of the middle area to half with students standing on the edge of the new area.</li> <li>- Continue this process until there is only one student remaining.</li> </ul> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate basic skill of dribbling: foot break, small steps, use both feet, keep the ball within playing distance...</li> </ul> <p>1) Gate Dribbling:</p> <ul style="list-style-type: none"> <li>- Each student has a ball.</li> <li>- Establish a “gate” with 2 disc cones. Have the number of gates for each student in your class and have 1 or 2 more gates in addition (two cones can be 2-3 feet away).</li> <li>- Students must dribble the ball through a gate in order to get 1 point (dribble freely through any gate on the field).</li> <li>- Whistle after 2 minutes to let students stop, then whistle again to start a new round (aiming to score 1 more point then the last round).</li> </ul> <p><b>(Executive function checkpoint 6.1)</b></p>	<p>1:15-1:23 (8 Minutes)</p>	<ul style="list-style-type: none"> <li>-Have an acute sense of observation to surroundings.</li> <li>-Quick reactions</li> <li><b>-Safety concern: Assert and observe students for any aggressive actions toward their peers.</b></li> <li><b>-Safety concern: Avoid touching any body part other than tags.</b></li> <li>-Simple skills to get students started.</li> <li>-Let students practice individually (action works better than words).</li> <li>-Encourage students to use both feet when dribbling.</li> <li>-Set a goal for practice.</li> <li>-Encourage students to challenge themselves</li> <li><b>-Safety concern: Be Careful of running into other students when dribbling.</b></li> </ul>
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## 2) Pass then dribble:

- Randomly divide students into groups of two (if it's an odd number class, then one group will have three people and they'll have to take turns to participate).
- Have all groups standing on one side of the field, each group of two will share one ball.
- When the teacher whistles, all groups will start running across the field while each group is dribbling and passing the ball between two members.
- When all groups reach the other side of the field, whistles again to let them pass and dribble back.



1:23-1:30  
(7 Minutes)

-Connect dribbling with the previous lesson on passing and put them in action.

-Let students know that speed is not the goal, smooth passing and dribbling are.

**-Safety concern:**  
**Do not kick the ball too hard when passing, so it won't hurt other students.**

**-Safety concern:**  
**Pay attention to the ball when your group member(s) has it.**

### Culminating Activity:

#### Capture the balls

- Equally divide the class into three or four groups based on the class size.
- Set three or four territories at the edges(corners) of the field with cones (4 cones to represent a square territory).
- Gather ten balls in the middle and lay them out as a circle.
- Each territory will be assigned to each group. The goal is to dribble the ball into your group's territory while protecting balls that are already on your territory.
- Students can steal balls from other groups' territories and dribble them into their territories.
- Which group has the most balls in the end will be the winner.
- Passing is allowed in this activity.
- **This activity is also an assessment on passing and dribbling. Observe students' skills and teamwork strategies.**



#### Conclusion

- Have students gather and ask them "how do you feel about dribbling?" Use thumb up to represent good and thumb down to represent bad.

1:30-1:42  
(12  
Minutes)

-Apply passing and dribbling into a territory-invasion game.

#### -Safety concern:

**Assert that aggressive actions are not allowed. If any student gets hurt or has the possibility of getting hurt, STOP the game immediately.**

#### -Safety concern:

**Observing students at all times during this activity, be ready to stop the game if aggressive actions occurred or will occur.**

1:42-1:45  
(3 Minutes)

Brief feedback on this topic from students.

<ul style="list-style-type: none"> <li>- Ask for feedback from students related to group work (e.g. what they did good, what they can improve on, what they should do to enhance group activities...) (<b>Self regulation checkpoint 9.3</b>)</li> <li>- Assert the importance of group work based on observation from the culminating activity.</li> <li>- Ask students to help you collect equipment.</li> </ul>		
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## Appendix

### UDL Guidelines:

#### Lesson 2:

Executive function checkpoint 6.1: We are meeting this checkpoint by helping students scaffolding a goal structure. Students will have the opportunities to challenge themselves on their best records of dribbling through gates. Through practice, students will develop strategies and skills to help them achieve their goals.

Self regulation checkpoint 9.3: We are meeting this checkpoint by helping students develop self-reflection through a series of guiding questions. Students will have the chance to reflect on today's topic and provide positive or negative feedback to the teacher. They will also be able to reflect on teamwork and give suggestions on how to improve and enhance group efforts.

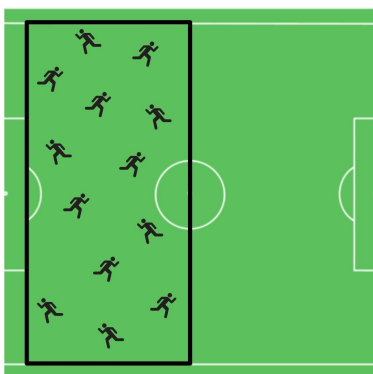
<p><b>Lesson #:</b> 3 out 3  <b>Topic:</b> Shooting in soccer  <b>Time:</b> 10-11:00 am (60 minute class)  <b>Grade(s):</b> 6, Coed Class</p> <p><b>Materials/Resources:</b></p> <p>28 Soccer balls  10 Cones  28 pinnies - 7 each of four colours</p>	<p><b>Learning objectives: TSWBAT...</b></p> <p>Overall:  -The students will be able to get experience shooting the ball  -Practice locomotor, non-locomotor, and manipulative skills.</p> <p><b>Psychomotor</b>  -Kicking (Physical demand, gross motor)  -Running (Physical demand, gross motor)  -Balancing (Physical demand, gross motor)</p> <p><b>Cognitive</b>  -Listening to instruction, able to respond to a demonstrate and copy model (Command Style)  -Remaining focused on the skill</p> <p><b>Affective</b>  -Taking constructive feedback (Social interaction)  - Fair play, sportsmanship, team-work (Social Interaction)</p>	
<p><b>Parts of the lesson</b></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Warm-up (Groups Game)</li> <li>3) Shooting Drill</li> <li>4) Number Soccer</li> <li>5) Mini-Games</li> </ol> <p><b>(Sustaining Effort &amp; Persistence checkpoint 8.2)</b></p>	<p><b>Time</b></p>	<p><b>Teaching Points</b></p>

### Introduction

- Blow whistle twice so students gather in a semi circle in front of the teacher and take a knee (pre-established routine)
- Today we will continue to build on our skills of passing and dribbling and introduce shooting

### Warm-up Sequence

- In the space created between the 18-yard box to the centerline of the field
- Have students spread out in this space on the field
- While students jog around the defined space call out dynamic stretches for students to perform (Leg raises, calf dips, high knees, butt kicks, open/close the gate, lunges and donkey kicks)
- While students are completing these stretches, call out a number of people to gather into a group (Ex Groups of 5)
- Students who are unable to meet this requirement are tasked to run and touch the soccer net and return



### Shooting Demo

- Blow whistle twice to end the drill and have students gather in front of the teacher
- Review how to properly strike a soccer ball
- (step beside the ball with your non-kicking foot, push your weight onto your supporting leg, point your toe of your kicking leg, lock your ankle, tighten the muscles in your quad and calf driving the leg through the ball, extending past point your toe to where you want the ball to go) **(Executive function checkpoint 6.1)**

2 Minutes

-Ensure that you are facing into the sun while speaking to the students

7 Minutes

-Ensure proper form when completing dynamic stretches

-Call out groups in non sequential times

- Encourage students to get into a group and monitor those who were unable to find one (instruct them to run to the goal)

**- Safety concern:**

**Ensure students have their heads up and do not run into each other**

4 Minutes

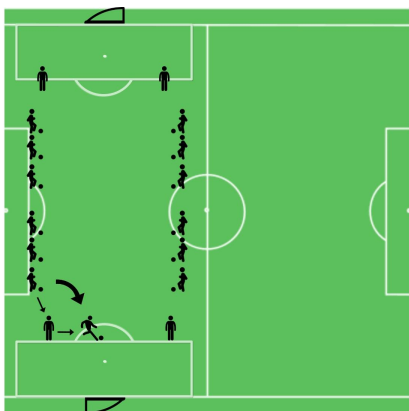
-Ensure you are facing into the sun

-Demonstrate in slow motion and in full speed

-After demo check for understanding by asking students to repeat back the steps

**Shooting Drill**

- While students run and get a soccer ball place cones required for drill
- Create two sets of lines one behind each cone just outside of the 18-yard box (This drill will be performed on two separate goals simultaneously)
- Have the first person in each line leave their ball and come forward 5 yards to the cone and stand facing the line
- When you blow the whistle, have the first person on the left line pass the ball forward to the single person in front of them
- Once the person standing in front of the line receives the ball, they will take a touch and lay the ball out to the inside
- The person who initially passed the ball will run and strike the ball on net
- The student who hit the ball then becomes the passing target and the previous passing target will retrieve the ball and join the line

**Number Soccer:**

- The lines created in the previous shooting drill now become their teams, have students number themselves off 1-7
- Line each group of students up on the sides of the goal facing into the field and grab a pinny from the bin at their goal post
- Roll the ball out into the field and call a number 1-7. The student with that number comes off the line and goes into play trying to gather the ball and score on the net

15 Minutes

-Stay on toes, ready to receive the ball - cushion the ball on receipt and lay it out softly for the striker

-Practice proper shooting form when striking the ball

-watch out for other players shooting the soccer ball

**- Safety concern:**  
**Ensure students have properly warmed up before striking the ball to ensure that they do not pull any muscles**

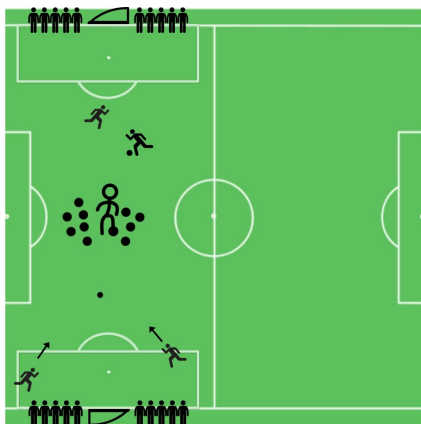
12 Minutes

-Ensure you track and call all numbers evenly

-Roll the ball evenly between the teams (adjust the roll to match student abilities)

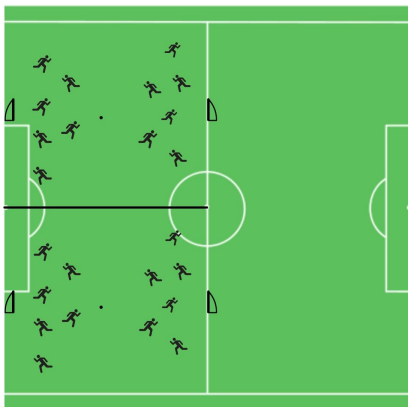
**- Safety concern:**  
**Be aware of other students striking the balls when retrieving from net**

- The student who does not get to the ball first becomes the defender and is trying to stop the person from shooting on net
- If the defender takes the ball away from the attacker, they switch roles
- Once the ball has been shot on target, the shooter retrieves the ball and passes it back to the teacher before returning to the line
- After a couple of rounds with individuals, start calling multiple numbers
- Repeat



### Culminating Activity: Mini-Games

- Use the same teams of 7
- Setup mini nets as goals
- Play games on both sides of the field
- Switch teams after 7 mins



15 Minutes

-After a few minutes start calling multiple numbers at a time

-After a few minutes add a second ball to each game

-At halfway switch teams so they have a new opponent

**- Safety concern:**  
Be aware that there will be two balls in play

**- Safety concern:**  
Students be aware of other students when running/tackling



<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Blow the whistle twice to end the game and have students come in and take a knee</li> <li>- Ask a student(s) to reiterate the steps to striking the ball in soccer</li> <li>- Ask for feedback from students related to teamwork (<b>Self regulation checkpoint 9.3</b>)</li> <li>- Have students gather equipment and materials and line up to return to class</li> </ul>	5 Minutes	<p>-Focus on group work, especially in team games such as the shooting drill, numbers game and mini games. Ex “Why would it be important to work as a cohesive team/group” “How could you improve your teamwork”</p>
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## Appendix

### UDL Guidelines:

#### Lesson 3:

Executive function checkpoint 6.1: We are meeting this checkpoint by scaffolding the lesson beginning with a demonstration and review on how to properly shoot a soccer ball. Then allowing the students to progress from shooting a static ball to one that is in motion, as well as shooting in a simulated game setting.

Sustaining Effort & Persistence checkpoint 8.2: We are meeting this checkpoint by utilizing numerous different games and activities to offer students many opportunities to succeed.

Self- regulation checkpoint 9.3: We are meeting this checkpoint by allowing students to reflect what they learned today, recognizing the progression that they had from reviewing how to properly strike a soccer ball to the end of the lesson where the students were able to integrate this new skill into a game like setting.

### Systematic Task Analysis

1. Slightly push the ball (take a touch) a few feet in front of you. You should be able to take one to two steps before kicking the ball. For a more advanced technique, you can push the ball farther away from you to get a larger run up.
2. Look at the ball.
3. Place your non kicking foot beside the ball (just under shoulder width away) so it is even with, or slightly in front of the ball. Shift all of your weight onto your non-kicking foot.
4. Simultaneously raise the arm of your non kicking foot outward to improve balance and stability.
5. Swing your kicking leg backwards ensuring that you tighten (lock) your quad and calf.
6. Lock your ankle.
7. Ensure you tighten your core and keep your body above the ball or slightly leaning forward over the ball. If your body is leaning back, the ball will go higher, as opposed to if you are leaning forward, the ball will travel closer to the ground.
8. Drive through and strike the ball in the middle with your laces or the top of your shoe. Also, swinging the arm of your kicking leg backwards to generate more power with core rotation.
9. Drive your kicking leg fully through the ball extending in front of you, ensuring that your leg follows through the direction you would like the ball to travel.
10. After striking the ball, take one or two steps to catch your balance.



### Systematic Task Analysis



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