



Lesson Objectives

Time

Page

Personal Conditioning

Lesson 8 15 min.

Prepare Students 1 min. 22

Explain/Demonstrate/Practice



Knowledge..... 6 min. 22

- B. Vocabulary
16, 25, 27, 28
- C. Facilities and Equipment
1a(1, 2a, 3), b
- D. Rules
1b-e, 3a-c, 4a(1), b
- F. Game Play
2a(1, 2a-b, 3a-b, 4a-b, 5a-b)
- G. Sportsmanship
1
- J. Partner Observation and Feedback
1, 2a-c
- K. Fitness Components Influencing Participation
1a, 2a(2), 3a(3)



Assessment..... 10 min..... 25

- A. Basic Dribble
2, Partner Assessment of Form



Skill 7 min. 25

- B. Push Pass
6a(4)
- C. Receive a Rolling Ball
1, 2, 6a(1)

Review and Preview 1 min. 26

Total Time **40 min.**

Equipment & Materials

- ✓ Personal Conditioning Lesson 8
- ✓ Soccer balls—one per two students
- ✓ 36" hoops—one per two students
- ✓ Shin guards—one pair per student
- ✓ Position markers—one per student
- ✓ Pencils—one per two students
- ✓ Clipboards (optional)
- ✓ Soccer field poster

Assessments

Basic Dribble Form—Partner Assessment

- ✓ one per student

Drills

Push Pass

- ✓ Tunnel Pass

Receive a Rolling Ball

- ✓ Keep It in the Hoop

Graphics

Receive a Rolling Ball

Personal Conditioning

15 min.

Lesson 8

Prepare Students

1 min.

Gather students near the Soccer Field poster.

Tell students:

- It is important to know what they are doing correctly when they perform a skill, and how to change what they are doing incorrectly.
- They can improve their skills not only by getting feedback from classmates, but also by giving feedback to classmates.

Tell students the lesson objectives. They will:

- Learn about soccer facilities and learn more about rules of the game.
- Discuss the international dimension of soccer.
- Work with a partner to assess the basic dribble.
- Practice the push pass and receive.



Knowledge

6 min.

Explain/Demonstrate

Practice

Review information presented in the previous class (i.e., game play, and partner observation and feedback).

Explain and demonstrate the new vocabulary terms and other information. Tell students that soccer has some unique vocabulary terms as well as terms they may know from other sports.

Vocabulary

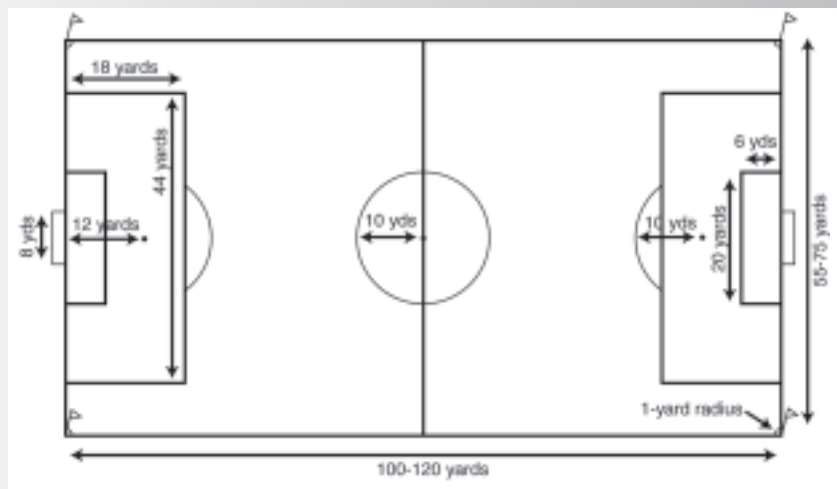
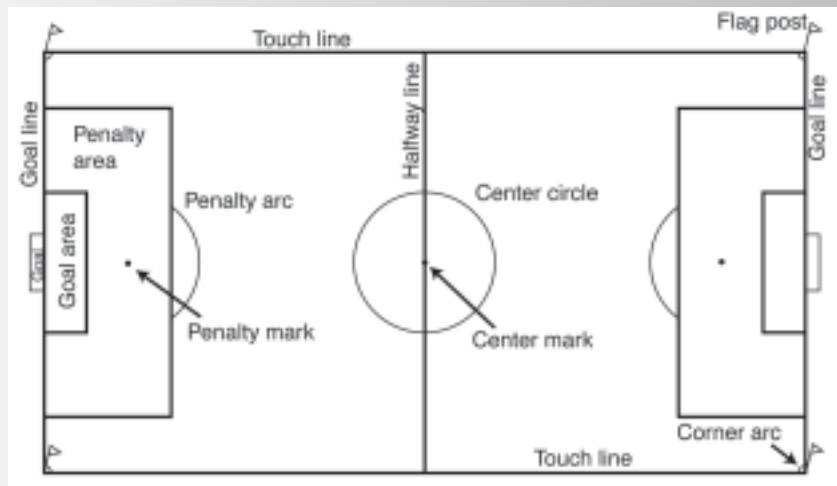
16. **Far post** – The far post is the goal post at the goal being attacked that is farthest from the ball.
25. **Kickoff** – The kickoff is the first kick at the beginning of each half of the game. It is also used to restart the game. The ball is kicked from the center mark.
27. **Near post** – The near post is the goal post at the goal being attacked that is closest to the ball.

Teaching Tip: Display the soccer field poster as you tell students about the markings on the field. Students will receive a copy of the soccer field graphic in their handout packet.

Facilities and Equipment

1. Facilities¹⁹

- a. **Field of play** – The field of play, or field²⁰, is usually an outdoor field 100-120 yards long and 55-75 yards wide²¹ which has specific markings.



- (1) **Touchline** – The touchline is the boundary line on each side of the field. These lines are considered part of the field of play.
- (2) **Goal line** – The goal line is the boundary line at each end of the field. These lines are considered part of the field of play. The goal line passes directly beneath the cross bar of the goal.
 - (a) **Goal** – The goal is an area bounded by two goal posts and one crossbar, centered on the goal line at each end of the field. The ball must pass into the goal to score a point.²²
- (3) **Halfway line** – The halfway line is parallel to the goal line and divides the field into two equal halves.
 - (a) **Center mark** – The center mark is the midpoint of the halfway line and the ball is placed on this mark for the kickoff.

¹⁹Obtain information on soccer facilities in your area and distribute the information to students in your class.

²⁰The field of play is sometimes called the pitch.

²¹Minimum recommendations for high school are 110 yards x 65 yards and for junior high school are 100 yards x 55 yards.

²²For junior high and high school competition, the goal is eight feet high by eight yards wide.

Facilities and Equipment *(continued)*

- (b) **Center circle** – The center circle is the 10-yard radius circle around the center mark, within which at least one offensive player stands during the kickoff. Defensive players may not stand in the center circle.
- b. **Outdoor practice field** – An outdoor practice field may be any grass field. Cones and flags can be used to replace markings and goals.

Teaching Tip: *It is important to use language students can understand, when talking about soccer rules, and to demonstrate the rule.*

Rules

1. General rules
 - b. No more than 11, nor less than seven, players per team, including the goalkeeper, are permitted in regulation games.
 - c. The team winning a coin toss may chose which end of the field to defend or to take the kickoff.
 - d. A ball is out of play (i.e., out of bounds) when the entire ball has completely crossed a touchline or goal line, either on the ground or in the air. A ball is still in play if it bounces off a flag post, goal post, crossbar or a referee who is on the field, as long as the ball stays on the field.
 - e. When a foul occurs, a free kick is awarded to the team that was fouled.
3. Scoring
 - a. A goal is scored when the entire ball crosses the goal line under the cross bar and between the goal posts.
 - b. A goal is worth one point.
 - c. The winning team is the team that scores the most goals.²³
4. Starting and restarting the game²⁴
 - a. A **kickoff** is used to start each half of the game, and to restart play after each goal.
 - (1) The ball is placed on the center mark.
 - b. The non-scoring team takes the kickoff after a goal is scored.

Teaching Tip: *Remind students of the importance of respecting cultural differences and of the potential to learn about other cultures through soccer, while presenting the following content.*

Sportsmanship

1. Sportsmanship is Healthy Citizenship in action during sporting events.
 - a. Sportsmanship is very important for players and spectators.
 - b. Sportsmanship means showing respect for yourself and other players by:
 - (1) following the letter and the spirit of the rules.
 - (2) accepting outcomes without arguing, giving up or gloating.
 - (3) applauding others' good performance.
 - c. Sportsmanship also means respecting others' differences. The international appeal of soccer and the diversity of its players promotes respect for the skills of teams from numerous countries and cultures. The focus of competition is on the athletic prowess of the two teams, and not on differences in values and beliefs they may have. It is also an opportunity to acknowledge and value differences among people in your school and community.

²³A soccer game may end in a tie. In most tournament situations, overtime will be played to determine a winner. See your state rules book for specific overtime and tie game procedures.

²⁴See the Start and Re-start Chart in Appendix I (i.e., Pictures Appendix). Tell students the chart is included in their handout packet.

Remind students:

- Their level of physical fitness affects how well they perform soccer skills and how much they enjoy the game.
- There are exercises they can do to increase strength and flexibility.
- They are learning these exercises as part of personal conditioning.

Fitness Components Influencing Participation

2. Strength
 - a. Leg strength
 - (2) Hamstring Lift
3. Flexibility
 - a. Hip/low back/leg flexibility
 - (3) Straight-leg Hamstring Stretch



Assessment

10 min.

Basic Dribble

Explain/Demonstrate

Assess

Tell students they will observe each other do the basic dribble and give each other feedback.

Remind students:

- Feedback is intended to help someone improve, not to make fun of someone.
- In order to give specific feedback to another student, they must know what the skill looks like when it is done correctly.
- Then they can compare what another student does with the correct performance and give feedback.

Explain and demonstrate the basic dribble assessment instrument and activity.

Assessment

The basic dribble “Form” Assessment is in the Basic Dribble section of Appendix A.

Begin the assessment.

Circulate among students, answering questions and clarifying the procedure as needed.

Gather students.

Thank students for staying on task and giving their best efforts.



Skill

7 min.

Push Pass

Receive a Rolling Ball

Explain/Demonstrate

Practice

Review and demonstrate the push pass.

Explain and demonstrate the push pass drill: Tunnel Pass.

Drill

Description of "Tunnel Pass" is in the Push Pass section of Appendix B.

Begin the drill.

Circulate among the students.

Provide feedback on passing the ball in the desired direction.

Gather students.

Review and demonstrate receiving a rolling ball.

Receive a Rolling Ball

"Form" for receive a rolling ball is described in Chapter 3, User Manual.

Explain and demonstrate the receive a rolling ball drill: Keep It in the Hoop.

Drill

Description of "Keep It in the Hoop" is in the Receive a Rolling Ball section of Appendix B.

Begin the drill.

Circulate among the students.

Provide feedback on keeping the ball close when receiving.

Gather students.

Review and Preview

1 min.

Ask students:

- How can they improve the feedback they gave to their partner on the basic dribble?
- How will they use the feedback their partner gave them?

Tell students they will continue practicing the basic dribble and begin learning the lofted drive tomorrow. The lofted drive is one of two kicks they will learn and it can be used during the kickoff as well as to drive the ball into the goal.