



**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

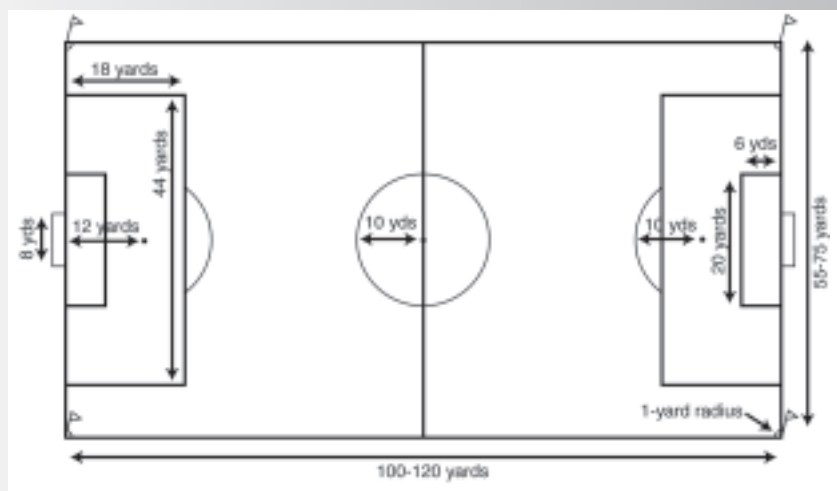
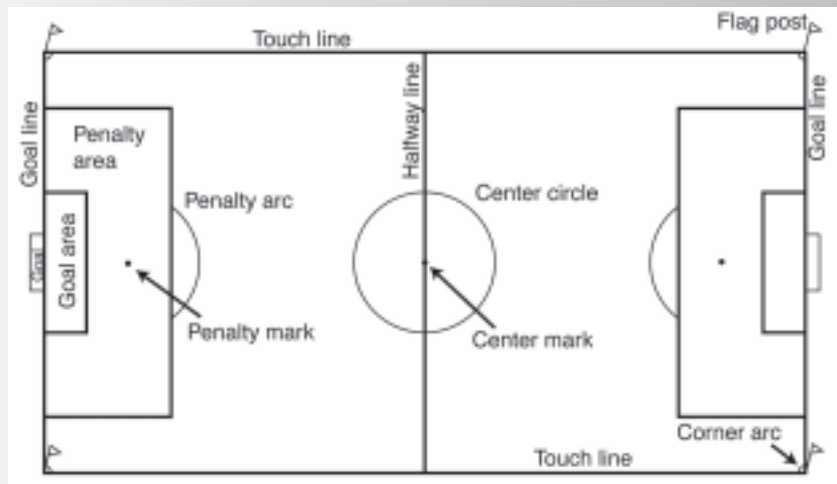
16. **Far post** – The far post is the goal post at the goal being attacked that is farthest from the ball.
25. **Kickoff** – The kickoff is the first kick at the beginning of each half of the game. It is also used to restart the game. The ball is kicked from the center mark.
27. **Near post** – The 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. Facilities<sup>19</sup>

- a. **Field of play** – The field of play, or field<sup>20</sup>, is usually an outdoor field 100-120 yards long and 55-75 yards wide<sup>21</sup> 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.<sup>22</sup>
- (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.

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

<sup>20</sup>The field of play is sometimes called the pitch.

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

<sup>22</sup>For 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.<sup>23</sup>
4. Starting and restarting the game<sup>24</sup>
  - 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.

<sup>23</sup>A 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.

<sup>24</sup>See 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.

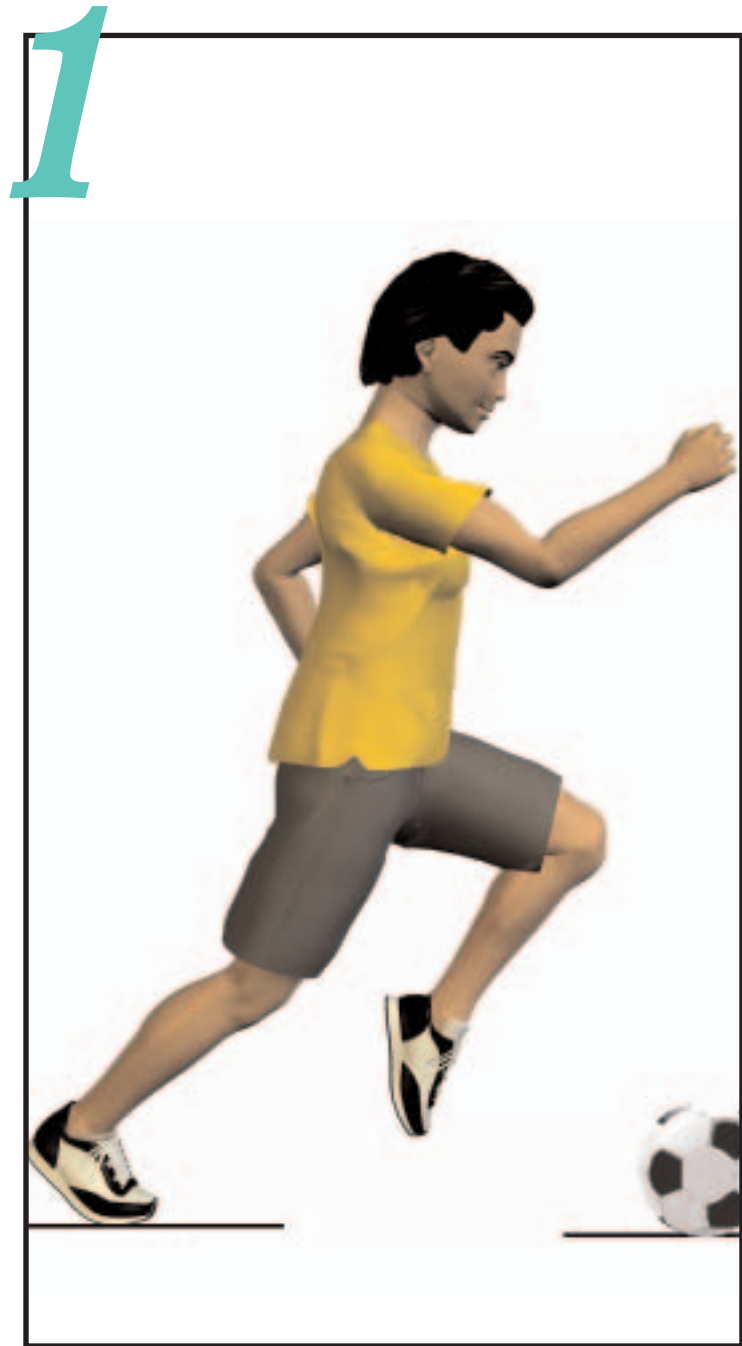
**Review and Preview****1 min.**

**Ask** students:

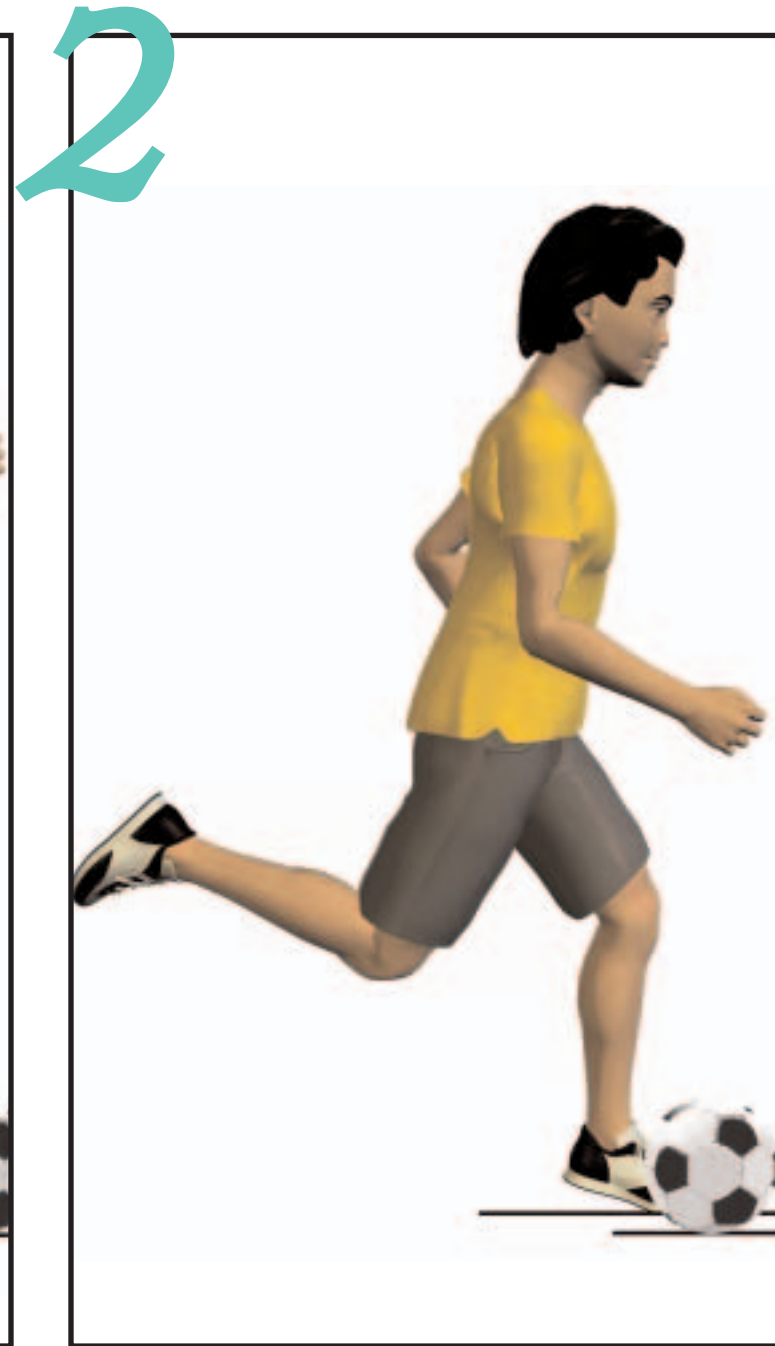
- How can they improve the feedback they gave to their partner on the basic dribble?
- How will they use the feedback their partner gave them?

**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.

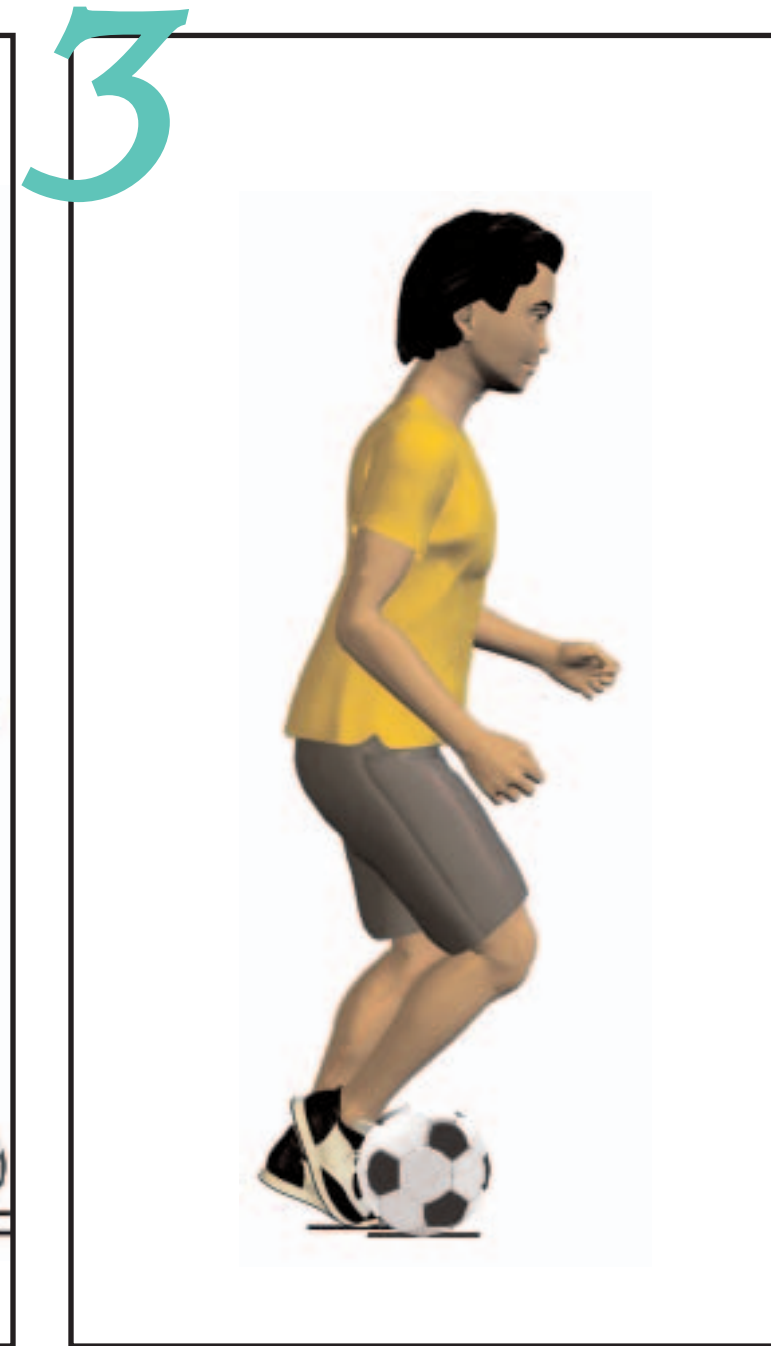
## Soccer



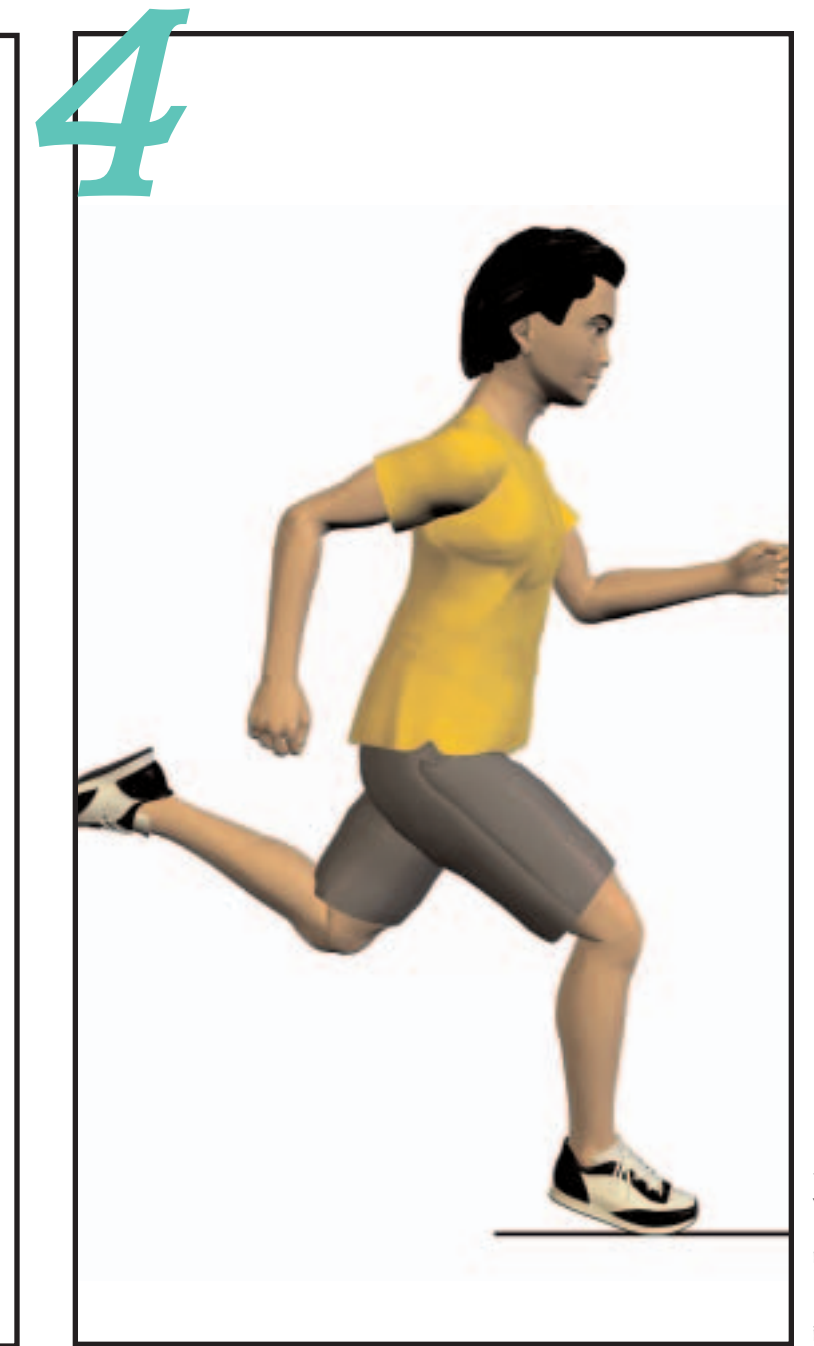
**Approach**



**Plant**



**Strike**



**Continue**





# Soccer Form Assessment Level 1



## Basic Dribble

Date \_\_\_\_\_ Hour \_\_\_\_\_

Student \_\_\_\_\_

Observe the basic dribble a total of six times. Watch the "Ready," "Step" and "Tap" phases the first three times, and the "Step 2" and "Tap 2" phases the next three times. Each phase has a picture and a description.

Look at each picture and read the description. Observe to see if this part is performed correctly. If correct the first time, check (✓) box 1 above the picture; if correct the second time, check (✓) box 2; if correct the third time, check (✓) box 3. Place a dot (•) in the box if performed incorrectly. All three boxes will be checked only if that part of the basic dribble was correctly performed all three times. Repeat this procedure for each picture.

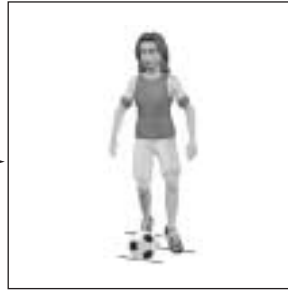
1    2    3



**Ready**

- Ready position
- Weight forward

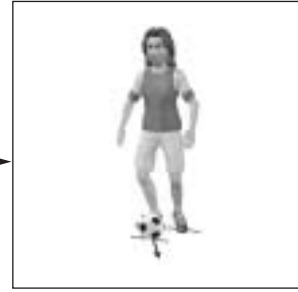
1    2    3



**Step**

- Step beside & behind ball
- Heel up
- Knee & hip flexed
- Lean forward

1    2    3



**Tap**

- Knee flexed & out
- Ankle flexed
- Inside of foot
- Short distance

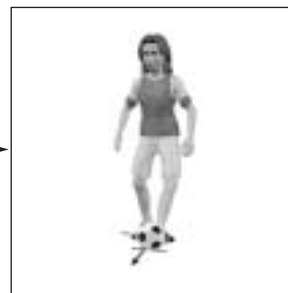
1    2    3



**Step 2**

- Step beside and behind ball
- Heel up
- Knee & hip flexed
- Lean forward

1    2    3



**Tap 2**

- Use other foot
- Knee flexed & out
- Ankle flexed
- Inside of foot
- Short distance

How many pictures have 2 or 3 boxes checked (✓)? \_\_\_\_\_

Observer \_\_\_\_\_





## Soccer Form Assessment Activity: Level 1



### Basic Dribble

## Basic Dribble Shuttle

### Partner Assessment

#### Objective:

Receive feedback on basic dribble

#### Equipment:

One soccer ball per two students  
One position marker per student  
One pair of shin guards per student  
Grass marking paint  
One assessment form per student  
One pencil per two students  
Clipboards (optional)

#### Preparation:

Copy assessment forms.  
Organize assessment materials.  
Mark two parallel lines five yards apart and at least 40 yards long. Place a position marker every three yards on each line.

### Teacher Assessment

#### Objective:

Assess students on basic dribble form

#### Equipment:

Three soccer balls  
Six position markers  
One pair of shin guards per student  
Grass marking paint  
One assessment form per student  
Pencil  
Clipboard  
Equipment for other practice stations

#### Preparation:

Write student names on assessment forms.  
Mark two parallel lines five yards apart and about 20 yards long. Place a position marker every three yards on each line.  
Set up other practice stations.

### Partner Procedure

- a. Explain the purpose of the assessment (i.e., give and receive feedback on basic dribble form).
- b. Emphasize the importance of providing effective feedback.
- c. Divide the class into pairs.
- d. Explain and demonstrate the assessment procedure.
  - 1) Students will work in pairs. Student A is the dribbler and Student B is the observer and recorder.
  - 2) Student A places the soccer ball on the line and stands behind it.
  - 3) Student B stays to the side of Student A, with Student A's assessment form.
  - 4) Student A dribbles the ball from one line to the other line, using correct form. Once at the other line, Student A places the ball on the line and dribbles it back to the first line. Once again, Student A stops the ball on the line and dribbles it to the other line.
  - 5) Student B watches these first three attempts for correct execution of the "Ready," "Step" and "Tap" phases of the basic dribble using one foot<sup>1</sup> and places a check in the box numbered 1, 2 or 3 every time a correct execution is observed and dot if the execution is not correct.
  - 6) Student B focuses on the other foot for the next three attempts.
  - 7) After Student A has dribbled the ball six times, Students A and B switch roles.
- e. Distribute a soccer ball, two assessment forms, a pencil and a clipboard to each pair.
- f. Tell students to each put the date, hour and his/her name at the top of the assessment.
- g. Position pairs of students at the position markers along one of the lines.

### Teacher Procedure

- a. Explain the purpose of the assessment (i.e., demonstration of basic dribble form).
- b. Review the elements of form you will assess students on.
- c. Organize students into squads of six to eight students.
- d. Identify a series of soccer practice stations that squads will rotate through. Basic dribble will be one of those stations.
- e. When students rotate to the basic dribble station, have two or three students simultaneously perform the activity described above.
- f. Record the results of your observations on the assessment form.
- g. When all students in the squad have been assessed, rotate the next squad to the station. Continue the rotations until all students have been assessed.

<sup>1</sup>Both feet are used in the basic dribble. Students observe their partner's form by focusing on each foot separately, to correspond with the sequence of graphics.



***K-12 Content by NASPE Standards***

EPEC K-12 program objectives and benchmarks are consistent with the standards for physical education published by the National Association for Sports and Physical Education (NASPE) in 1995. EPEC K-5, EPEC 6-12 and the EPEC High School Gateway Course each contain content to achieve the seven NASPE content standards for physical education (see Table 1).

The EPEC K-5 program is based on a physical education program that meets two 30-minute class periods per week. The EPEC 6-12 program is based on a physical education program that meets five 40-minute class periods per week (exclusive of dressing and showering). The EPEC High School Gateway Course is a year-long course based on a physical education program that meets five 40-minute class periods per week (exclusive of dressing and showering).

	EPEC K-5	EPEC 6-12	EPEC Gateway Course
<b>NASPE Content Standard 1</b> Demonstrates competency in many movement forms and proficiency in a few movement forms.	✓	✓	✓
<b>NASPE Content Standard 2</b> Applies movement concepts and principles to the learning and development of motor skills.	✓	✓	
<b>NASPE Content Standard 3</b> Exhibits a physically active lifestyle.	✓	✓	✓
<b>NASPE Content Standard 4</b> Achieves and maintains a health-enhancing level of physical fitness.	✓	✓	✓
<b>NASPE Content Standard 5</b> Demonstrates responsible personal and social behavior in physical activity settings.	✓	✓	✓
<b>NASPE Content Standard 6</b> Demonstrates understanding and respect for differences among people in physical activity settings.	✓	✓	✓
<b>NASPE Content Standard 7</b> Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.	✓	✓	✓

Table 1. EPEC K-12 Content and NASPE Standards.

## **EPEC Soccer Module by NASPE Standards**

The **EPEC Soccer Module** meets all NASPE Standards through a variety of knowledge and skill objectives, instructional procedures and assessments (see Table 2).

The Soccer Module is based on a physical education program that meets 15 40-minute class periods per instructional level, over the course of three levels, for a total of 45 40-minute classes. Each 40-minute class period includes 15 minutes of personal conditioning content and excludes time required for dressing and showering.

<b>EPEC Soccer Module</b>	<b>NASPE Standards</b>						
	1	2	3	4	5	6	7
<b>Person Conditioning Component</b>		✓	✓	✓	✓		
<b>Teaching/Learning Content</b>							
Soccer Vocabulary		✓					
Soccer Equipment & Facilities			✓				
Soccer Rules	✓				✓		
Soccer Etiquette					✓		
Soccer Game Play	✓				✓		
Sportsmanship					✓	✓	
Soccer Safety & Injury Prevention		✓			✓		
Using Biomechanical Information	✓	✓					
Partner Observation & Feedback	✓	✓			✓	✓	✓
Fitness Components in Soccer	✓		✓				
Basic Dribble	✓	✓					
Push Pass	✓	✓					
Receive Rolling Ball	✓	✓					
Lofted Drive	✓	✓					
Marking	✓	✓					
Low Drive	✓	✓					
Throw-in	✓	✓					
Speed Dribble	✓	✓					
<b>Assessment Content</b>							
Teacher Assessments of Skills	✓	✓					
Partner Assessments of Skills	✓	✓			✓	✓	✓
Knowledge Assessment							✓
Interest Assessment	✓						✓
<b>Handouts</b>	✓						
<b>Drills</b>	✓	✓			✓		✓
<b>Graphics</b>	✓	✓					

Table 2. EPEC Soccer Module and NASPE Standards