



## SAMPLE LESSON PLANS

### Health Smart Virginia - Sample Lesson Plan

#### Grade Level K-1

**Unit**      **SOCCER**

**SOLs:**

- 1.1 C Demonstrate a minimum of two critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand, and volley)
- 1.1.D Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking while moving.

**Title:**      **Kicking, passing and dribbling soccer skills**

**Objectives/ Goals:**

- SWBAT dribble the soccer ball using the correct cues, while moving in general space
- SWBAT kick a soccer ball to partner or target using the correct part of foot
- SWBAT follow directions and move around safely with the soccer ball in open space
- SWBAT orally describe the importance of being physically active
- SWBAT identify the correct cues for dribbling and passing by choosing the correct picture of each skill on a worksheet

## **Materials:**

- cones
- poly spots
- deflated soccer ball
- soccer goals
- bowling pins

## **Procedure:**

### Entering the gym

- Students walk in and stand on their home base spot ready to begin the warm up once the music starts

### Fitness/Warm Up: (5-7 minutes)

1. Exercises at home base spots GO NOODLE APP/ SWORKIT (modified exercises for students with disabilities - SWD)
2. Jogging laps (3 minutes) (SWD will push himself in his wheelchair around the gym and knows he is the only student allowed to be in the white area of the floor at this time)

### Set up: there will be 6 stations located around the gym

Station 1- will have cones placed in a line but a few feet apart so students can dribble through (less cones for SWD)

Stations 2 -poly spots on one side and bowling pins across (less distance between bowling pins and poly spot for SWD)

Station 3- Partners stand across from each other on poly spots and use 1 ball (lighter ball for SWD)

Station 4 -cones will be set up for students to dribble through (Increase distance between cones for SWD or have them dribble straight down without cones and less of a distance)

Space: Make sure stations are organized and there is a clear path for SWD to roll/ walk through

Movement/Skill (Lesson Focus): (30 minutes), students are practicing the skill (participating in the activity)

Soccer Stations: students will spend no more than 3-4 minutes at each station, while teacher is rotating around the gym and observing students

1. dribbling: students dribble around/through cones
2. Kicking: students will stand on a poly spot and kick their ball toward a bowling pin and try to knock it down, Afterward they must get the ball, reset the bowling pin and dribble

the ball back to next person in group. Passing: using the inside of the foot students will pass and trap the ball with a partner

3. Dribble and pass: students will dribble around cones and pass the ball back to the beginning of the line after they get to the last cone.

Cues:

- Dribble- push ball gently forward (gentle taps) using inside of foot. Keep the ball close to your body, try and look up when moving forward.
- Pass- non kicking foot next to ball, contact ball in the middle, use inside of foot, follow through so kicking foot goes to target, kick firm so ball makes it to target
- When the music is playing students will be participating in their station
- When music stops students are listening to directions, listening to cues, getting ready to rotate, or clean up

Games/Closure/Cool-down: (5 minutes) students are listening to direction

1. Clean up station (last class will return equipment)
2. Go to home base spot ready to listen
3. Go over essential question: teacher will ask question, students will turn to a partner and share answer then someone will share with the class

### **Assessments, References & Sources:**

- PE Central
- Go Noodle website
- Meredith Morton: CTA session
- [www.doe.virginia.gov](http://www.doe.virginia.gov)