



TOOLS FOR LEARNING **FOOT SKILLS**

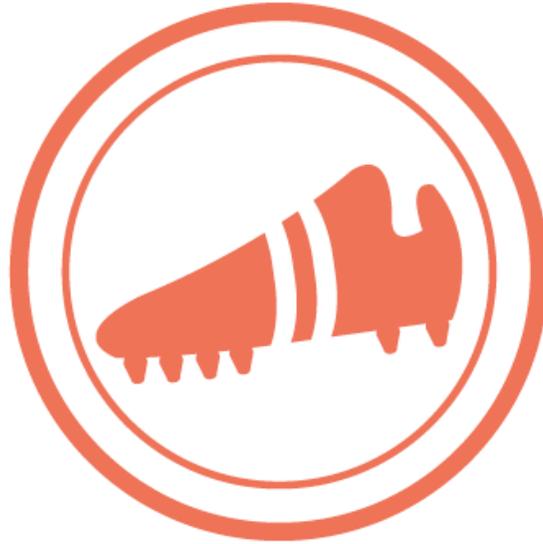
PRIMARY (K-2)

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

OPENPhysEd.org

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TOOLS FOR LEARNING **FOOT SKILLS**

Created by:
Nick Kline and Aaron Hart

Design:
Jennifer Truong

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MODULE OVERVIEW

ABOUT THIS MODULE

This module introduces children to the foot skills and movement concepts most often associated with the sport of soccer. Foot dribbling, kicking, passing, and receiving (trapping) are the primary skills emphasized. However, a variety of other learning outcomes are also addressed within the module's activities.

- **Standard 1 [K.c,d,f,h,i]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for kicking stationary ball to target, dribbling (c); Demonstrate a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking (d); Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate traveling in straight, curving, and zigzagging pathways (h); Demonstrate fast, slow, and moderate speeds (i).
- **Standard 1 [1.c,d,h,j,k]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., dribbling with foot, kicking stationary ball to target, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of dribbling and kicking, while moving (d); Demonstrate forward, sideways, backwards (slow), and side-to-side directions (h); Demonstrate straight, curving, and zigzagging pathways (j); Demonstrate fast, slow, and moderate speed movements (k).
- **Standard 1 [2.a,f,h]** Demonstrate individually and with a partner the mature forms of manipulative skills for kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking (a); Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control (f); Demonstrate approaching mature form (at least two critical elements) for kicking moving ball (h).
- **Standard 2 [K.b,c,d]** Identify that the heart as a special muscle that helps the body move (b); Explain that moving faster makes the heart beat faster (c); Demonstrate the concept of personal space (d).
- **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- **Standard 3 [K.c]** Identify physical activities that are done with family and with friends for fun (c).
- **Standard 3 [1.b]** Identify one activity that increases heart and breathing rates to make the heart stronger (b).
- **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).

MODULE OVERVIEW

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PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

- Instant Activity (not on block plan) *5-10 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Check for Understanding *5 minutes*

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

MODULE OVERVIEW

SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal. The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. A post-assessment for all skills would then be completed during the Module's Station Day lesson.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group's performance. Next, set a group goal for improvement and complete the post assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Teacher Says + Driver's Test (Pre Assessment – Dribbling)	Ready Position, Soft Touches, Soft, Hard, Personal Space, General Space
2	Driver's Test + Follow the Leader	Dribble, Inside of Foot, General Space, Personal Space, Ball Control
3	Driver's Test + Soccer Red Light, Green Light	Dribble, Ball Control, Force, Fast, Slow, Inside of the Foot, Good Health Balance, Safety
4	Follow the Leader + Treasure Hunt	Force, Ball Control, Good Health Balance, Heart Rate, Skill, Force, Ball Control
5	Follow the Leader + Kick and Chase Race (Pre Assessment – Kicking)	Target, Center of the Ball, Soft, Hard, Top of Foot, Follow Through, Heart Rate, Safety
6	Partner Passing + Soccer Bowling	Pass, Trap, Target, Inside of Foot, Soft Touch, Center of the Ball, Follow Through
7	Kick and Chase Race + Soccer Bowling	Target, Top of Foot, Follow Through, Heart Rate, Safety, Pass, Trap, Inside of Foot, Center of the Ball
8	Partner Passing + Soccer	Pass, Trap, Target, Inside of Foot, Soft Touch, Center of the Ball, Follow Through
9	Station Day (Exit Assessment – Dribbling & Kicking)	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
1	<i>Foot Skills OPEN Activity Pack [Includes all items below]</i>		Link to e-Store
24	Soccer Balls		
6	12" Cones		
24	Low Profile Cones		
12	Hula Hoops		
36	Fluff Balls		
36	Bean Bags		
			OPENPhysEd.org
22	Academic Language Cards		OPENPhysEd.org
6	Station Cards		OPENPhysEd.org
1	Holistic Rubric		OPENPhysEd.org
1	Self Check Assessment		OPENPhysEd.org

TEACHER SAYS

STUDENT TARGETS

- ✓ **Skill:** I will use soft touches on the soccer ball in order to keep it in my personal space.
- ✓ **Cognitive:** I will describe and demonstrate ready position using correct vocabulary.
- ✓ **Fitness:** I will actively participate in the Teacher Says activity.
- ✓ **Personal & Social Responsibility:** I will list two reasons why I enjoy being active with my friends.

TEACHING CUES

- ✓ Stay Ready (balanced stance, knees slightly bent)
- ✓ Soft Touches

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 soccer ball per student Item needed
- ✓ 1 low profile cone (or poly spot) per student
- ✓ Selected Academic Language Cards

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter low profile cones throughout the area to create a home base for each student.
3. Each student to a cone with a ball.

Activity Procedure:

1. It's time to play Teacher Says. It's like Simon Says - only do the task that "Teacher Says."
2. If you don't hear me say "Teacher Says," then keep on doing the activity that you were already doing. If you do an activity given without hearing "Teacher Says," then do 3 jumping jacks in your personal space before getting back into the game.

Sample Teacher Says Activities:

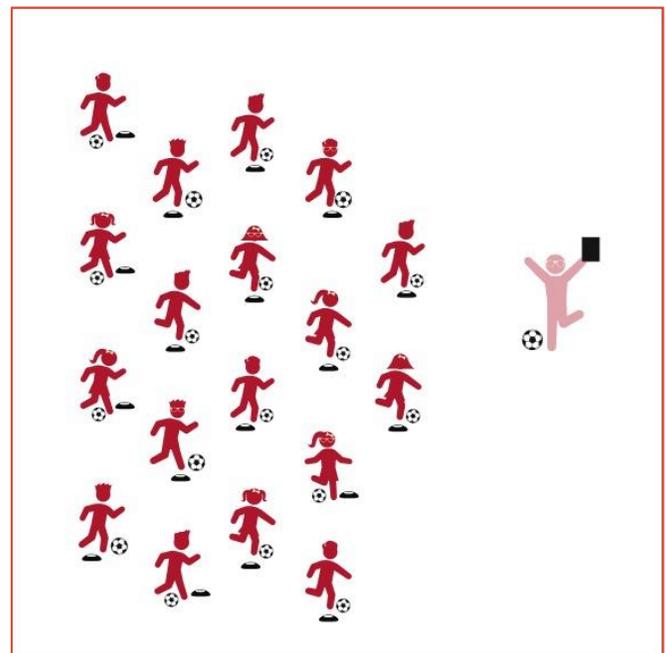
1 foot on the ball, other foot on the ball; Alternate toe touches on top of the ball; Move around the ball (clockwise / counter-clockwise); Stand (in front, behind, to the side) of the ball; Step over the ball; Side-to-side toe taps.

Grade Level Progression:

K: Focus on spatial and body awareness with respect to the ball (e.g., next to, in front of, touch with your toe, elbow, thumb, etc.). Ball must stay on low profile cone.

1st: Begin with spatial and body awareness and progress to basic ball handling (e.g., quick toe touches, roll the ball slowly forward using foot, roll the ball backwards, etc.). Control the ball within personal space.

2nd: Begin with basic ball handling within personal space and progress to control ball handling in general space (e.g., dribble around 3 cones and back to your home base).



TEACHER SAYS

CHALLENGE PROGRESSIONS

Students use different parts of their feet to complete tasks, such as the outside, top, and bottom of the foot.

MODIFICATIONS

Remove the “Teacher Says” rule in order to put the focus on task completion. Be sure students use an appropriately sized ball. We recommend a size 3 for grades K-2.

ACADEMIC LANGUAGE

Ready Position, Soft Touches, Soft, Hard, Personal Space, General Space

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [K.c,d,f,h,i]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for kicking stationary ball to target, dribbling (c); Demonstrate a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking (d); Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate traveling in straight, curving, & zigzagging pathways (h); Demonstrate fast, slow, & moderate speeds (i).
- ✓ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✓ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Thumbs up if you enjoyed Teacher Says. Can you recall other activities that you enjoyed playing with your friends or family? Can you identify the reasons that you enjoyed the activity?
- ✓ **DOK 2:** Turn to your neighbor and take turns describing ready position. How would you compare the ready position we used today with ready position in other games or sports that you’ve played?
- ✓ **DOK 3:** How is ready position related to being able to react quickly? How could we test that?

TEACHING STRATEGY FOCUS

Help students examine their reasoning: Allow students to extend their thinking using the DOK 3 Debrief Question. As they try to describe how ready position is related to moving quickly, take a few minutes to explore their explanations in both words and actions. As they come up with ways to test their thinking, allow them to apply their proposed tests and check the results.

DRIVER'S TEST

STUDENT TARGETS

- ✓ **Skill:** I will use the inside of my feet to dribble safely throughout the activity area.
- ✓ **Cognitive:** Cognitive student target
- ✓ **Fitness:** I will talk about how foot dribbling is both the same as and different from other types of dribbling using vocabulary words we've learned in today's and previous lessons.
- ✓ **Personal & Social Responsibility:** I will accept feedback from my teacher in order to improve and be successful.

TEACHING CUES

- ✓ Keep Ball Close
- ✓ Tap with Both Feet
- ✓ Eyes Up

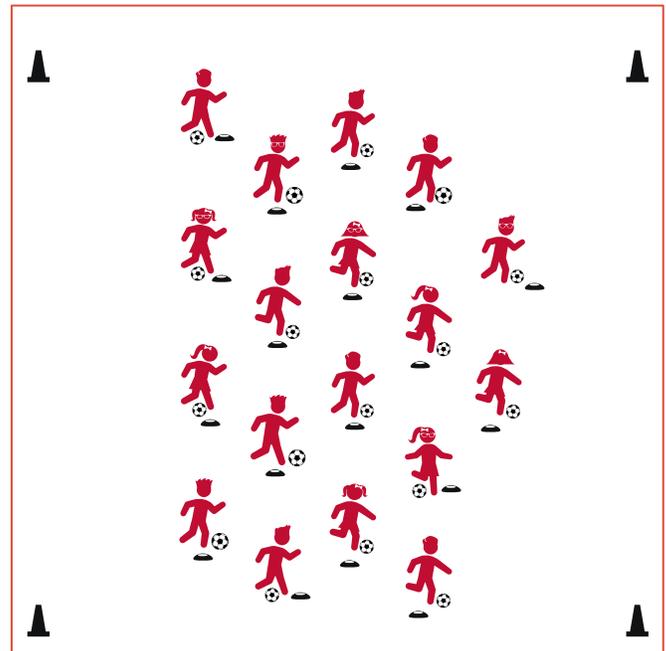
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student
- ✓ 1 low profile cone per student
- ✓ Selected Academic Language Cards

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter low profile cones throughout the area.
3. Each student to a cone with a ball.



Activity Procedure:

1. It's time to take your soccer ball for a driver's test. On the start signal, use the inside of your foot to tap the ball forward. Move throughout general space at a walking pace.
2. The entire activity area is our road, and there are other drivers sharing the road with you. Move safely and use your eyes to see your ball and the other drivers around you. Don't bump into others' personal space.
3. When you hear the stop signal, freeze and listen for more instructions. When you hear, "drive home," tap your ball back to your home base cone.
4. Continue, adding the following challenges when students are ready to progress:
 - a. Move in different pathways. Change Speed.
 - b. Change directions on the signal (right, left, backward).
 - c. Circle as many cones as you can in 1 minute.
 - d. Create your own challenges!

Grade Level Progression:

K: Tap the ball forward and follow. Begin tapping with dominant foot only.

1st: Slow and controlled dribbling with inside of foot. Focus on being aware of other students dribbling in general space.

2nd: Increase speed and complexity by adding obstacles and changing directions and pathways.

DRIVER'S TEST

CHALLENGE
PROGRESSIONS

Add timed challenges. For example, how many cones can you dribble around in 1 minute?

MODIFICATIONS

Decrease the traffic by splitting the group in half. Half of the students perform the Driver's Test in a center activity area. All others perform a personal space activity on the perimeter.

ACADEMIC
LANGUAGE

Dribble, Inside of Foot, General Space, Personal Space, Ball Control

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [1.c,d,h,j,k]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., dribbling with foot, kicking stationary ball to target, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of dribbling and kicking, while moving (d); Demonstrate forward, sideways, backwards (slow), and side-to-side directions (h); Demonstrate straight, curving, and zigzagging pathways (j); Demonstrate fast, slow, and moderate speed movements (k).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What part of the foot did we use to tap the ball forward?
- ✔ **DOK 1:** What sport uses foot dribbling? Why is it used?
- ✔ **DOK 2:** How is foot dribbling similar to hand dribbling? How is it different?
- ✔ **DOK 2:** What's the difference between general space and personal space?

TEACHING
STRATEGY
FOCUS

Help students examine similarities and differences: Compare and contrast foot and hand dribbling. Include stick dribbling if congruent with students' experience. Compare and contrast personal space and general space.

FOLLOW THE LEADER

STUDENT TARGETS

- ✓ **Skill:** I will use the appropriate amount of force when tapping the soccer ball with my foot in order to maintain control during the Follow the Leader activity.
- ✓ **Cognitive:** I will explain why physical activity is an important part of everyone’s health balance.
- ✓ **Fitness:** I will feel my heart beating faster and explain why that’s important.
- ✓ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

TEACHING CUES

- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Inside/Outside Taps

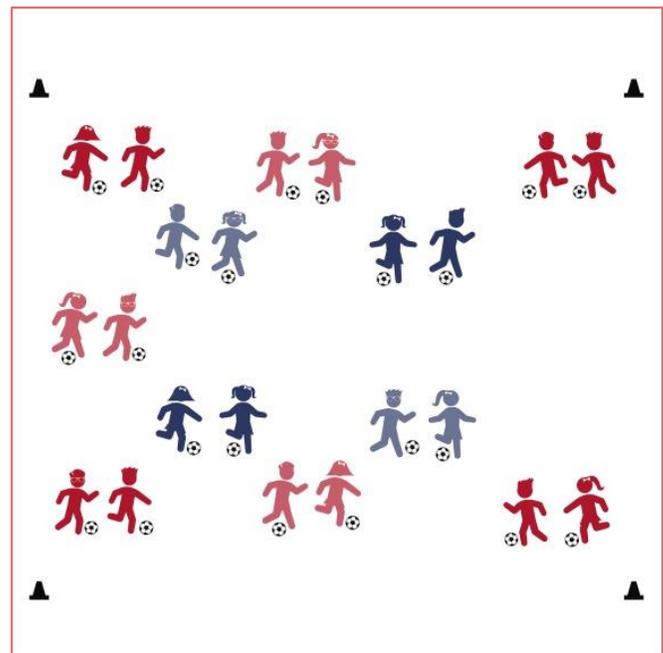
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student
- ✓ Optional: low profile cones

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Pair students or group them into 3s, scattering groups throughout the area in short, single-file lines.
3. Optional: use low profile cones to help define groups’ boundaries.
4. Each student with a ball.



Activity Procedure:

1. Now that you’ve passed your Driver’s Test, it’s time to play Follow the Leader. The youngest person in your group will be the leader first. On the start signal, the leader will begin to move/dribble safely throughout the activity area at a walking pace. Everyone else must follow their groups’ leaders with a controlled dribble.
2. When you hear the stop signal, freeze and listen for more instructions. We’ll take turns being the leader each time that we freeze.

Grade Level Progression:

K: Focus on safe behaviors, following rules, and taking turns (Standard 4). It’s okay for students to work without a ball or carrying a ball. When ready, add a ball by allowing the leader to dribble and the others to follow with an “invisible soccer ball.” Be sure to give all students a turn with the real soccer ball.

1st: Create enough large grids for each pair/group. Leaders must stay within their grids. This decreases traffic and speed.

2nd: Allow students to travel in general space. When ready, challenge groups by increasing speed, adding obstacles, or changing directions on a signal.

FOLLOW THE LEADER

CHALLENGE
PROGRESSIONS

Add faints, moves, or tricks that could be used to beat a defender.

MODIFICATIONS

Slow students down by playing the slow-motion version: tell students that their feet are super-heavy and they must move in slow motion.

ACADEMIC
LANGUAGE

Force, Ball Control, Good Health Balance, Heart Rate

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 2 [K.b,c,d]** Identify that the heart as a special muscle that helps the body move (b); Explain that moving faster makes the heart beat faster (c); Demonstrate the concept of personal space (d).
- ✓ **Standard 2 [1.d,e]** Explain that the heart is a muscle that grows stronger with movement (d).
- ✓ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✓ **Standard 3 [1.b]** Identify one activity that increases heart and breathing rates to make the heart stronger (b).
- ✓ **Standard 3 [2.d]** Describe cardiorespiratory endurance as important for maintaining a healthy heart (d).
- ✓ **Standard 4 [K.b,c]** general and personal space (b); Identify three classroom (procedural) rules (c).
- ✓ **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✓ **Standard 4 [2.d,e]** Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How can you tell that your heart is working hard?
- ✓ **DOK 1:** Can you identify things that people can do to keep their hearts and bodies healthy?
- ✓ **DOK 2:** Can you explain how being active in class affected your heart rate?
- ✓ **DOK 3:** How would you change this activity to make your heart rate beat even faster? Slower?

TEACHING
STRATEGY
FOCUS

Organizing students to interact with content: Follow the leader is a very basic cooperative activity and can lay a strong foundation for other cooperative learning activities. Start with students in pairs, then groups of 3. Pairing and then grouping provides a developmental scaffold using partner/group dynamics to help students build important social behaviors needed in future activities.

SOCCER RED LIGHT, GREEN LIGHT

STUDENT TARGETS

- ✓ **Skill:** I will tap the ball forward with a safe amount of force – keeping the ball close and under control.
- ✓ **Cognitive:** I will explain what a Calorie is and what good health balance is
- ✓ **Fitness:** I will list the healthy foods that I like to eat in order to fuel my body for physical activity.
- ✓ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

TEACHING CUES

- ✓ Eyes Alert
- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Inside/Outside Taps

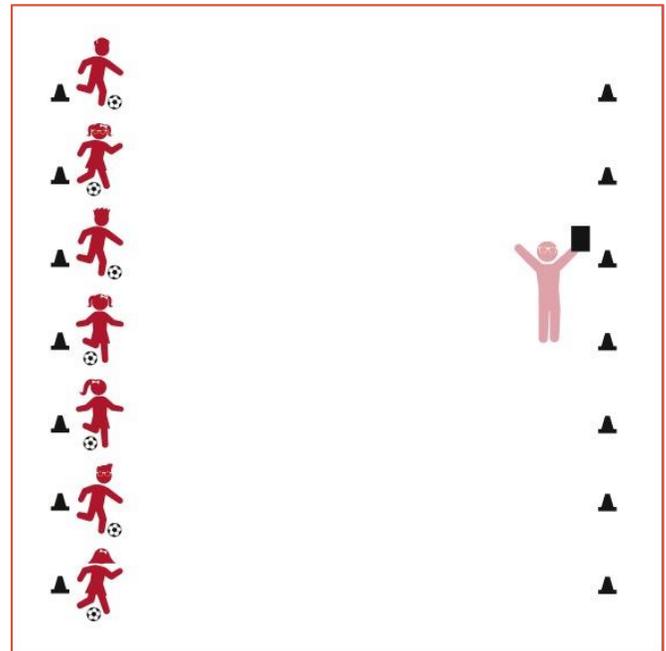
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 soccer ball per student
- ✓ Enough low profile cones to create 2 parallel lines 20 yards apart
- ✓ Selected Academic Language Cards

Set-Up:

1. Create a large activity area with 2 parallel lines, wide enough for all students to stand safely on 1 line.
2. All students to 1 line, facing the opposite line.
3. Teacher stands on the opposite line as the “Traffic Light”.



Activity Procedure:

1. It's time to play Red Light, Green Light while we dribble our soccer balls. Cars use gasoline as fuel and some use electricity. Our bodies use Calories for fuel and we get Calories from food. When we're physically active, we burn calories. It's important that we eat healthy food in order to refuel our bodies. Who can give me some examples of healthy foods?
2. Your goal is to dribble your soccer ball over the end line where I'm standing. I will be the traffic light first.
3. When I call out “Green Light,” you will start to dribble toward the other end line. When I call out “Red Light,” you have to stop and freeze immediately, keeping control of your soccer ball.
4. Any student who doesn't stop on time must go back to the start.
5. When you cross the end line that I'm standing on, you score a point and we'll restart the game.

Grade Level Progression:

K: Focus on safe behaviors and following directions (Standard 4). It's okay for students to work without a ball or carrying a ball. When ready, add a ball with a focus on “tap and follow.”

1st: Keep a walking pace with a focus on ball control and light inside taps.

2nd: Allow students to jog using both inside and outside taps.

SOCCER RED LIGHT, GREEN LIGHT

CHALLENGE PROGRESSIONS

- ✓ Call out commands quickly.
- ✓ Add cones inside the activity area as obstacles.
- ✓ [If space allows] Students make a kick past a third line after crossing the traffic light line.

MODIFICATIONS

Add a “Yellow Light” command before saying “Red Light” to allow students to slow down before stopping.

ACADEMIC LANGUAGE

Dribble, Ball Control, Force, Fast, Slow, Inside of the Foot, Good Health Balance, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [K.c,d,f,h,i]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for kicking stationary ball to target, dribbling (c); Demonstrate a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking (d); Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate traveling in straight, curving, and zigzagging pathways (h); Demonstrate fast, slow, and moderate speeds (i).
- ✓ **Standard 1 [1.c,d,h,j,k]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., dribbling with foot, kicking stationary ball to target, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of dribbling and kicking, while moving (d); Demonstrate forward, sideways, backwards (slow), and side-to-side directions (h); Demonstrate straight, curving, and zigzagging pathways (j); Demonstrate fast, slow, and moderate speed movements (k).
- ✓ **Standard 1 [2.a,f,h]** Demonstrate individually and with a partner the mature forms of manipulative skills for kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking (a); Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control (f); Demonstrate approaching mature form (at least two critical elements) for kicking moving ball (h).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you recall why good ball control was important in this activity?
- ✓ **DOK 1:** Can you recite the cues that we used for ball control?
- ✓ **DOK 2:** Can you tell me why each of those cues is important to foot dribbling?

TEACHING STRATEGY FOCUS

Helping students revise knowledge: Many students will have misconceptions about good nutrition and health balance. Take this opportunity to correct their errors and add new information to their nutrition vocabulary. Find accurate nutrition information at www.choosemyplate.gov.

TREASURE HUNT

STUDENT TARGETS

- ✓ **Skill:** I will use the appropriate amount of force when tapping the soccer ball with my foot in order to maintain control during the Treasure Hunt activity.
- ✓ **Cognitive:** I will discuss why active engagement will help me get better at dribbling with my feet.
- ✓ **Fitness:** I will discuss why active participation will help me become and/or stay physically fit.
- ✓ **Personal & Social Responsibility:** I will use my teacher’s feedback in order to help improve my skills.

TEACHING CUES

- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Inside/Outside Taps

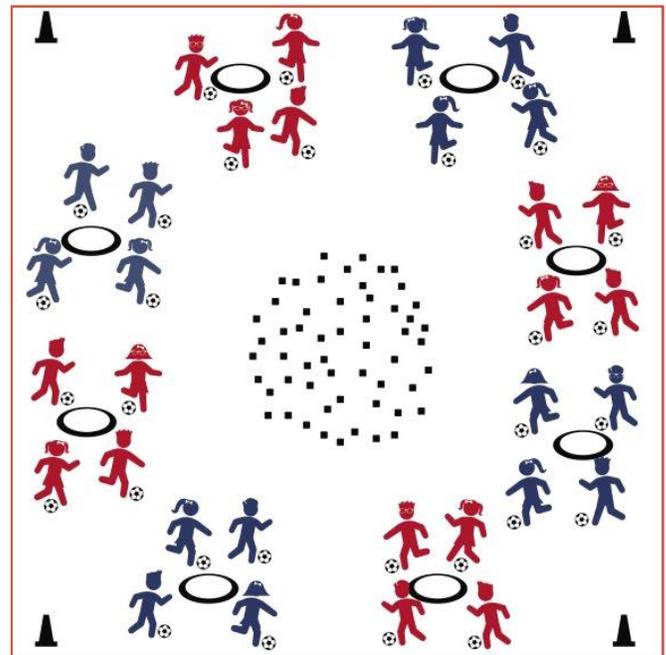
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student
- ✓ 4 small manipulative items per student (e.g., low profile cones, bean bags, fluff balls, rubber critters, etc.)
- ✓ 1 hoop per 4 students

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter the small manipulatives throughout the area.
3. Spread hoops around the perimeter of the area.
4. 4 students to each hoop.



Activity Procedure:

1. Messy pirates dropped their treasure, and it’s time for the class to go on a treasure hunt!
2. Your goal is to collect as many pieces of pirate treasure as you can. When I say go, everyone will dribble around the activity area, bending low to pick up an item.
3. Next, bring the item back to your home-base hoop. Continue to collect as many items as you can before the stop signal.
4. When you stop, you’ll get a chance to count how many treasure pieces your team collected.

Grade Level Progression:

K: Students tap the ball to a treasure and freeze when they arrive. When all students arrive at a treasure, the group yells “Ahoy Matey!” and then students tap the ball to a new treasure.

1st: Keep a walking pace, allowing students to dribble continuously from treasure to treasure.

2nd: Allow students to jog quickly from treasure to treasure.

TREASURE HUNT

CHALLENGE PROGRESSIONS

- ✓ Give each piece of “treasure” a monetary value (e.g., \$5). After students have collected all of the treasure, have them add up the amount of money their treasure is worth.
- ✓ Add “shipwrecks” as obstacles.

MODIFICATIONS

Instead of picking up the treasure, have students touch or tap the treasure with their toe, and then move on to the next treasure.

ACADEMIC LANGUAGE

Skill, Force, Ball Control

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✓ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✓ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✓ **Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✓ **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✓ **Standard 4 [2.b,d,e]** Identify one activity that is challenging and one way to improve the activity (b); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is a skill?
- ✓ **DOK 2:** How is practice related to skill? Give an example with details.
- ✓ **DOK 3:** Fill in the blank. Practice + _____ = Improvement (Answer is Time). Why is Time important to this formula?
- ✓ **DOK 4:** Can we create a 5-day practice plan and schedule that will help us improve our dribbling skills?

TEACHING STRATEGY FOCUS

Helping students elaborate on content: Understanding that ongoing practice is required for improvement is essential knowledge for students to acquire. Although this concept is not specifically addressed in the activity, targeted discussion/questioning will help students make inferences about the information addressed in class and will require them to recall and provide evidence for supporting their inferences.

KICK AND CHASE RACE

STUDENT TARGETS

- ✓ **Skill:** I will kick the ball forward with a strong kicking motion, making contact with the top of my foot (shoelaces).
- ✓ **Cognitive:** I will describe the effect that the Kick and Chase Race activity has on my heart rate and breathing.
- ✓ **Fitness:** I will list two activities that can make my heart muscle grow stronger.
- ✓ **Personal & Social Responsibility:** I will follow all directions for this activity in order to keep my classmates and myself safe and active.

TEACHING CUES

- ✓ Arms Extend and Step to Target
- ✓ Trunk Back
- ✓ Contact Below Center of the Ball with Shoelaces
- ✓ Follow Through Forward and Up to Target

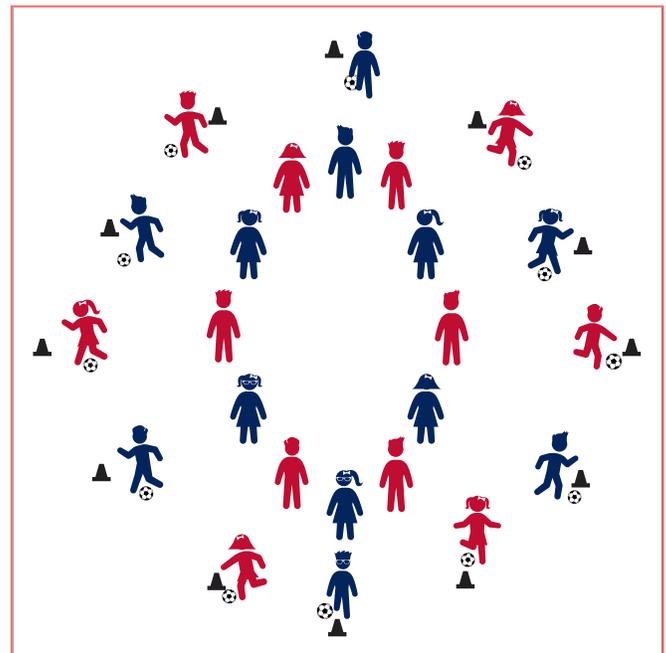
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 soccer ball per 2 students
- ✓ 1 low profile cone per student

Set-Up:

1. Create 2 concentric circles with low profile cones, the outer circle for kickers and the inner circle for chasers.
2. Place soccer balls on the outer cones.
3. Pair students, each pair to an inner cone



Activity Procedure:

1. The Kick and Chase Race is a race against the clock. The goal is for you and your partner to make as many clearing kicks as you can in 2 minutes.
2. Partner 1 will use a clearing kick, sending the ball as far out into the open space as possible. After the ball is kicked, Partner 2 will count 2 “Mississippis” and then run fast to collect the ball and bring it back. (K students carry the ball back; grades 1-2 will dribble back.)
3. Partner 2 will set the ball back at the start spot and continue the race by taking a turn to make a clearing kick. Partner 1 will then run to collect the ball. Keep repeating until you hear the stop signal.
4. On the stop signal, stop and check your heart rate (wrist, neck, or chest). Who can tell the class what is happening to your heart muscle as we exercise?

Grade Level Progression:

K: Stand and kick the soccer ball.

1st: Take a 1-step approach to the soccer ball.

2nd: Take a running approach to the soccer ball.

KICK AND CHASE RACE

CHALLENGE PROGRESSIONS

- ✓ Add a target (e.g., a large cone, a goal created with 2 large goals) toward which the students can kick.
- ✓ Kicker taps ball slightly forward before kicking the ball as it moves.

MODIFICATIONS

Slow the activity down by removing the racing element. All students kick at the same time, all chasers collect soccer balls at the same time, and so on.

ACADEMIC LANGUAGE

Target, Center of the Ball, Soft, Hard, Top of Foot, Follow Through, Heart Rate, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [1.c,d,h,j,k]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., dribbling with foot, kicking stationary ball to target, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of dribbling and kicking, while moving (d); Demonstrate forward, sideways, backwards (slow), and side-to-side directions (h); Demonstrate straight, curving, and zigzagging pathways (j); Demonstrate fast, slow, and moderate speed movements (k).
- ✓ **Standard 1 [2.a,f,h]** Demonstrate individually and with a partner the mature forms of manipulative skills for kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking (a); Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control (f); Demonstrate approaching mature form (at least two critical elements) for kicking moving ball (h).
- ✓ **Standard 4 [K.a,c]** Demonstrate cooperative and safe play (a); Identify three classroom (procedural) rules (c).
- ✓ **Standard 4 [1.b,d]** Demonstrate safety rules for activity (b); Identify classroom (procedural) rules (d).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Why is it important to kick the ball with the top of your foot?
- ✓ **DOK 2:** Can you predict what would happen if you used other parts of your foot?
- ✓ **DOK 3:** How would you test your predictions?

TEACHING STRATEGY FOCUS

Helping students practice skills, strategies, and processes: Monitor student skill practice and development in order to provide individual feedback and challenge. This activity format is perfect for differentiation, while still maintaining the large group organization. One pair may be kicking to a target using a running approach, while another pair is kicking into open space using a one-step approach. This shift toward rigorous standards for all students will require both students and teacher to be observant, adaptable, and ready to respond to both instruction and formative assessment feedback.

SOCCER BOWLING

STUDENT TARGETS

- ✓ **Skill:** I will knock down the bowling target at least two times using the passing cues learned in class.
- ✓ **Cognitive:** I will list 3 reasons why sharing equipment and space is important in physical education as well as at other times during my day.
- ✓ **Fitness:** I will list at least 1 personal benefit to active participation in physical education class.
- ✓ **Personal & Social Responsibility:** I will list 1 reason why I enjoy being physically active – either by myself or with others.

TEACHING CUES

- ✓ Pass
- ✓ Trap
- ✓ Target
- ✓ Inside of Foot
- ✓ Center of the Ball
- ✓ Follow Through

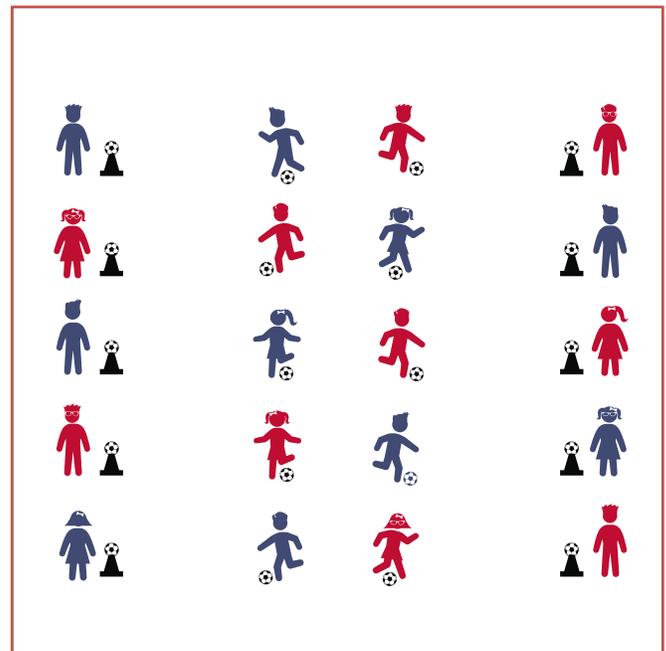
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 soccer ball per student
- ✓ 1 low profile cone per 2 students

Set-Up:

1. Create 1 bowling lane per pair by placing a cone at 1 end and 1 soccer ball on the ground at the other end (4 to 10 feet away).
2. Set 1 soccer ball on top of each cone.
3. Pair students, one student behind the ball and cone, one student behind the other ball and facing their partner.



Activity Procedure:

1. Now we're going to play a game of Soccer Bowling. You'll see how many times out of 5 chances you can knock the ball off of the low profile cone using a controlled soccer pass.
2. On the start signal, you'll attempt to pass your ball and knock the other ball down. Your partner will then return your ball and replace the other ball if it falls off the cone. After 5 tries, you and your partner will switch roles.

Grade Level Progression:

K: Stand and kick the soccer ball with the target 4 feet away. (If possible, use 2 soccer balls on cones side-by-side to increase the size of the target.)

1st: Take a 1-step approach to the soccer ball, striking with the inside of the foot at the target 4 to 6 feet away.

2nd: Take a 1- or 2-step approach to the soccer ball, striking with the inside of the foot at the target 6 to 10 feet away.

SOCCER BOWLING

CHALLENGE PROGRESSIONS

- ✓ Continue to move skilled players back further from the target.
- ✓ Provide a smaller target. For example, use a plastic softball instead of a soccer ball.

MODIFICATIONS

- ✓ Move students who are having trouble closer to the target. It's okay to begin 1 to 2 feet from the target.
- ✓ Increase the size of the target by using larger equipment. For example, use

ACADEMIC LANGUAGE

Pass, Trap, Target, Inside of Foot, Center of the Ball, Follow Through

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [2.a,f,h]** Demonstrate individually and with a partner the mature forms of manipulative skills for kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking (a); Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control (f); Demonstrate approaching mature form (at least two critical elements) for kicking moving ball (h).
- ✓ **Standard 3 [K.c]** Identify physical activities that are done with family and with friends for fun (c).
- ✓ **Standard 3 [2.g]** Identify opportunities to participate in regular physical activity outside of school (g).
- ✓ **Standard 4 [K.a]** Demonstrate cooperative and safe play (a).
- ✓ **Standard 4 [1.a]** Work cooperatively, and demonstrate safe equipment use with peers (a).
- ✓ **Standard 4 [2.a,c,d]** Identify one activity that is enjoyed and done outside of physical education class (a); Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you remember a time when you had to share something outside of physical education class?
- ✓ **DOK 1:** How can you tell whether or not you need to share? What are reasons for sharing?
- ✓ **DOK 1:** Why do you like being physically active?
- ✓ **DOK 2:** How does being physically active benefit you?
- ✓ **DOK 2:** How is Soccer Bowling similar to regular bowling? How is it different?
- ✓ **DOK 3:** How could we change this activity to create a different game that is even more active?

TEACHING STRATEGY FOCUS

Helping students record and represent knowledge: If your students can correctly respond to the DOK 3 Debrief Question listed in this activity plan, you can provide further rigor by helping them set up and demonstrate the new activity ideas that they come up with. These examples will act as kinesthetic models, which represent student knowledge. Further, the models will allow students to test their thinking. However, young students will most certainly require help in order to structure the examples safely and effectively. Guiding their work now will provide a concrete example for them to follow independently in the future.

PARTNER PASSING

STUDENT TARGETS

- ✓ **Skill:** I will make accurate passes to my partner following the cues that we learned in class.
- ✓ **Cognitive:** I will describe and demonstrate soft contact and explain why it's important to receiving a pass.
- ✓ **Fitness:** I will actively participate in an effort to improve my passing and receiving skills.
- ✓ **Personal & Social Responsibility:** I will keep a positive and encouraging attitude throughout the partner passing activity in order to improve my skills and help my partner improve as well.

TEACHING CUES

- ✓ Step up to the Target
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through
- ✓ Move to the Ball
- ✓ "Give" with your Trapping Foot
- ✓ Soft Contact like a Pillow

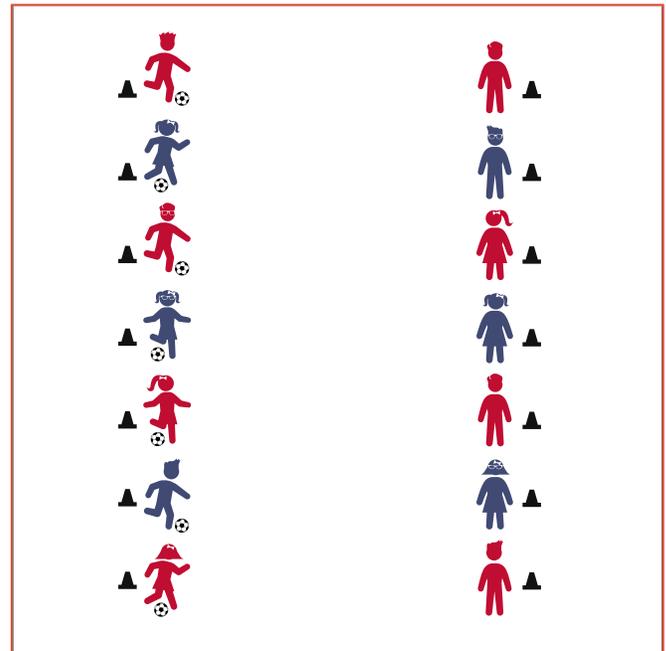
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 soccer ball per 2 students
- ✓ 1 low profile cone per student

Set-Up:

1. Create 2 parallel lines (4-10 feet apart) by spacing the cones evenly.
2. Pair students, each student to a cone with partners on opposite lines facing each other.
3. Each pair with a ball.



Activity Procedure:

1. It's time to practice our passing skills with a partner.
2. When I say go, begin passing back and forth with your partner.
3. As you pass, repeat the cues out loud so your partner can hear what you say.
4. Keep passing until you hear the stop signal.

Grade Level Progression:

K: Stand and kick the soccer ball with a partner 4 feet away. Focus on using appropriate force for the distance and task.

1st: Take a 1-step approach to the soccer ball, striking with the inside of the foot to a partner 4 to 6 feet away.

2nd: Take a 1- or 2-step approach to the soccer ball, striking with the inside of the foot at a partner 6 to 10 feet away. If space permits, begin allowing students to pass and receive on the move.

PARTNER PASSING

CHALLENGE PROGRESSIONS

- ✓ Students step further from each other every time 5 successful passes are made and controlled.
- ✓ Grids for pass and go: Enough grids for each pair to have their own grid. One partner makes a pass and then quickly cuts to an open space; the receiving partner controls the moving ball and makes a leading pass back.

MODIFICATIONS

Slow the practice down by having all students pass at once while the teacher recites the cues for all to hear.

ACADEMIC LANGUAGE

Pass, Trap, Target, Inside of Foot, Soft Touch, Soft, Hard

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [2.a,f,h]** Demonstrate individually and with a partner the mature forms of manipulative skills for kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking (a); Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control (f); Demonstrate approaching mature form (at least two critical elements) for kicking moving ball (h).
- ✓ **Standard 3 [K.c]** Identify physical activities that are done with family and with friends for fun (c).
- ✓ **Standard 3 [2.g]** Identify opportunities to participate in regular physical activity outside of school (g).
- ✓ **Standard 4 [K.a]** Demonstrate cooperative and safe play (a).
- ✓ **Standard 4 [1.a]** Work cooperatively, and demonstrate safe equipment use with peers (a).
- ✓ **Standard 4 [2,c,d]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Who can recite the cues for passing? Receiving?
- ✓ **DOK 2:** Why is a firm kick important for accurate passing? Why is soft contact important to receiving?
- ✓ **DOK 2:** Why is a positive and encouraging attitude important to improving your skill level?
- ✓ **DOK 2:** Compare and contrast foot passing (soccer) with hand passing (basketball).
- ✓ **DOK 3:** How do foot passing and receiving skills and concepts apply to passing and receiving with your hands?

TEACHING STRATEGY FOCUS

Identifying Critical Content: Soft receiving contact is a critical component of both receiving passes with the feet as well as catching with the hands. Helping students to make this connection will allow them to transfer the knowledge across multiple physical education content areas. While introducing this skill (or during the lesson debrief), it may be beneficial to demonstrate catching with the hands in order to clearly illustrate this critical concept.

STATION DAY

STUDENT TARGETS

- ✓ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✓ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✓ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✓ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

TEACHING CUES

- ✓ Start Activity with Music
- ✓ When Music Stops: Clean the Area and Rotate

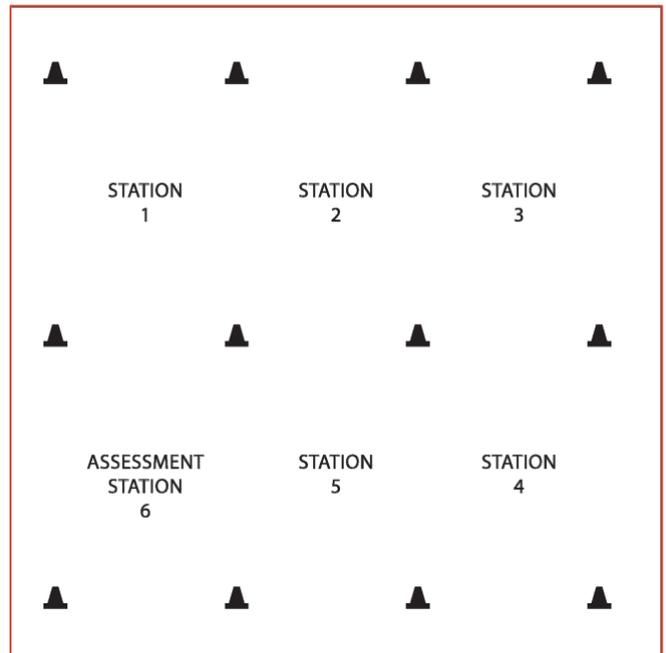
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 24 low profile cones
- ✓ Station music and music player
- ✓ See station cards for equipment needs

Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, with each group at a different station



Activity Procedure:

1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.



STATION DAY

CHALLENGE PROGRESSIONS

Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

MODIFICATIONS

Some students may need step-by-step assistance during cleaning-up and rotation. Pause the music and don't restart until every group has safely transitioned.

ACADEMIC LANGUAGE

Select words from the module that you're teaching.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1, 2, 3, 4** [*Select outcomes from the module that you're teaching.*]

DEBRIEF QUESTIONS

Select questions from the module that you're teaching or the assessment that you're using

TEACHING STRATEGY FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

SAMPLE LESSON PLAN

FOCUS
OUTCOMES

- ✓ **Standard 1 [K.c,d,f,h,i]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for kicking stationary ball to target, dribbling (c); Demonstrate a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking (d); Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate traveling in straight, curving, and zigzagging pathways (h); Demonstrate fast, slow, and moderate speeds (i).
- ✓ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).

FOCUS
TARGETS

- ✓ **Skill:** I will use soft touches on the soccer ball in order to keep it in my personal space.
- ✓ **Cognitive:** I will read and complete the Self Assessment for Dribbling and Safety.
- ✓ **Fitness:** I will actively participate in the Teacher Says activity.
- ✓ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

ACADEMIC
LANGUAGE

- ✓ Dribble
- ✓ Personal Space
- ✓ Ball Control
- ✓ Safety

SELECTED
ASSESSMENT

- ✓ Foot Skills Self Assessment

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

1
INSTANT
ACTIVITY

Students enter the gym and move to the first warm-up station. Music is playing. Station rotation continues until all students arrive and have completed at least 2 stations. Low profile cones are scattered in general space for skill development activities.



Warm-Up
Station
Chasing
(from OPEN
Instant
Activity
Collection)



What is one thing that you did to help keep our class routine running smoothly?

2
LEARNING
TASK

Stop instant activity by pausing music. When I say "GO," students collect a soccer ball from one of the equipment stations on perimeter, and then moves behind an open cone, facing the front of the gym. Ball in ball garage (between feet) and thumbs up when ready. Ask Instant Activity debrief questions from this set-up. Begin Teacher Says activity.



Teacher
Says



Thumbs up if you enjoyed Teacher Says. Can you recall other activities that you enjoyed playing with your friends or family? Why did you enjoy the activity?

3
LEARNING
TASK

Debrief with ball in ball garage. Students make sure they are next to their home-base cone.



Driver's Test



What part of the foot did we use to tap the ball forward? What sport uses foot dribbling?

4
EXIT
ASSESSMENT

- Foot Skills Self Assessment (Dribbling & Safety)
- Assessment stations are set up on open sidelines. Each includes 4 piles of worksheets and 4 boxes of crayons. When I say "GO," return your ball to an equipment station. Next, move to an assessment station. Collect a worksheet and crayon. When finished filling it out, give your worksheet to me and then line up.

BALL CONTROL

(noun)

A skill associated with invasion games, (basketball, soccer) which allows a player to travel, pass, and shoot effectively while avoiding defenders.

*Harper displayed good **ball control** when she dribbled through two defenders and made a perfect pass to Lily.*



CENTER OF THE BALL

(noun)

The center horizontal split of the soccer ball, sometimes referred to as the ball's equator.

*Avery made a high clearing kick by striking below the **center of the ball.***



DRIBBLE

(verb)

Maneuvering a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling. Floor hockey requires stick dribbling.

***Dribble** the ball as fast as you can in order to beat defenders down the field.*



FAST

(adverb)

To move or act at a high speed.

*Dylan was running **fast** through the cones so that no one could catch him.*



FOLLOW THROUGH

(verb)

Movement after an object has been kicked, struck, or thrown.

Follow through during your clearing kicks, and they will go a lot farther down the field.



FORCE

(noun)

Strength or power used on an object.

*William used too much **force** when he kicked the ball. When it hit Isaac, it knocked him over.*



GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

*In physical education class, we share **general space** so that everyone can move safely within the activity boundaries.*



GOOD HEALTH BALANCE

(noun)

A regular wellness routine that includes both physical activity and healthy eating.

*Dominic has **good health balance** because his routine includes regular afterschool physical activity and fresh fruits and vegetables for snacks.*



HARD

(adverb)

An action done with a lot of force or strength so as to be solid, firm, or fast.

*When Penelope traps the ball **hard**, the soccer ball bounces out of her control.*



HEART RATE

(noun)

The speed at which the heart is beating, measured in beats per minute.

*Julia's **heart rate** got faster during a really fun game of Soccer Tag.*



INSIDE OF THE FOOT

(noun)

The longest section of the foot, running down the side from the big toe to the heel.

*Passing a soccer ball with the **inside of the foot** is more accurate than using any other part of the foot because of the large contact area with which you're kicking the ball.*



PASS

(verb)

To move an object from one space to another.

*Josh **passed** the ball into open space so that Javier could move to it without a defender stealing it away from him.*



PERSONAL SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

*It's important to respect everyone's **personal space** in physical education class so that we can all learn without feeling uncomfortable.*



READY POSITION

(noun)

The best body position for reacting to changes in an activity environment.

*Elijah was in **ready position** when the ball was kicked, so he was able to get to it quickly before any of the other players.*



SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

*Rahim follows all **safety** rules in physical education class in order to protect himself and his classmates from injury.*



SKILL

(noun)

The ability to do something well.

*Kicking a soccer ball was a new **skill** for Emily, but she practiced and can now kick the ball well.*



SLOW

(adverb)

To move or act at a low speed.

*Katie made a **slow** pass so that it was easy for Rebecca to control it.*



SOFT

(adverb)

An action done lightly, without a lot of force.

*Mr. DeLine's kick was so **soft** that it only rolled a few inches away from his foot.*



SOFT TOUCH

(noun)

Controlled, purposeful, and gentle contact with a ball or object.

*Isabelle's **soft touch** while trapping and dribbling the soccer ball makes her an outstanding ball handler.*



TARGET

(noun)

An object selected as the aim of attention or attack.

*Stepping toward a **target** when kicking a soccer ball helps to focus your attention and body in the direction that you want the ball to travel.*



TOP OF FOOT

(noun)

The part of the foot used when kicking for power or distance, located from the base of the toes to the base of the ankle; typically marked by the location of shoelaces.

*Deedi has great power and control of her kicks when she uses the **top of her foot**.*



TRAP

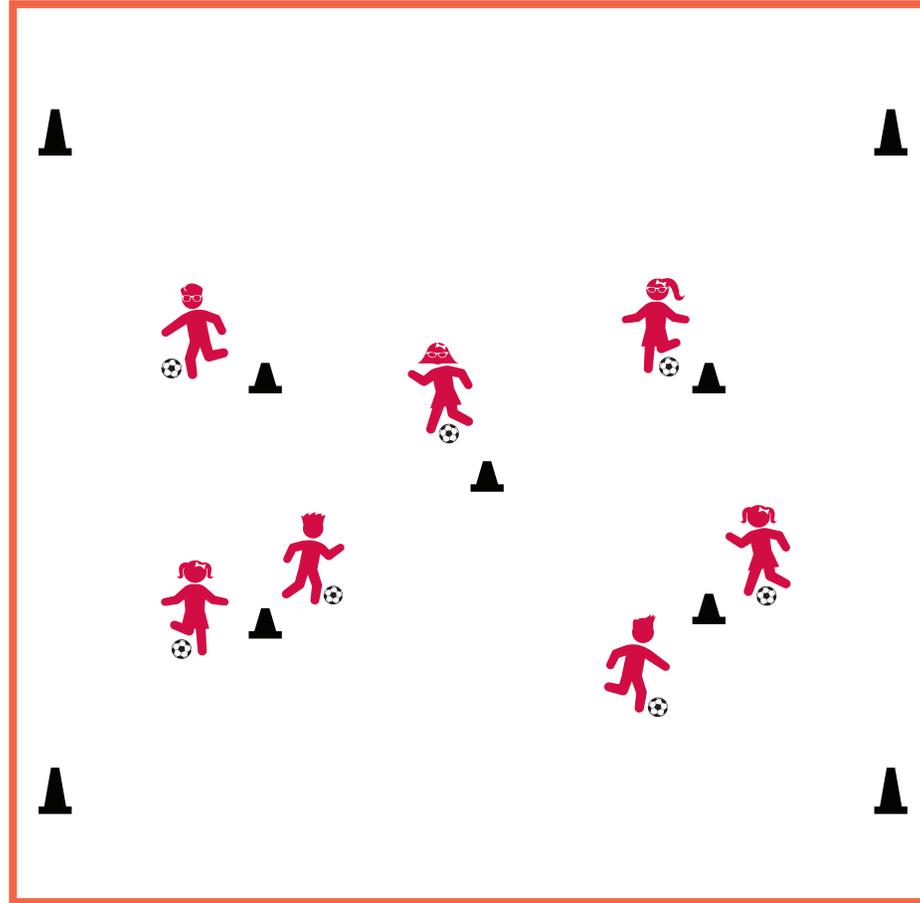
(verb)

A soccer skill used by a player in order to slow and control a moving ball; typically performed with the foot, thigh, or chest.

*Grayson controlled the pass with a perfect **trap** and then took a powerful shot on the goal.*



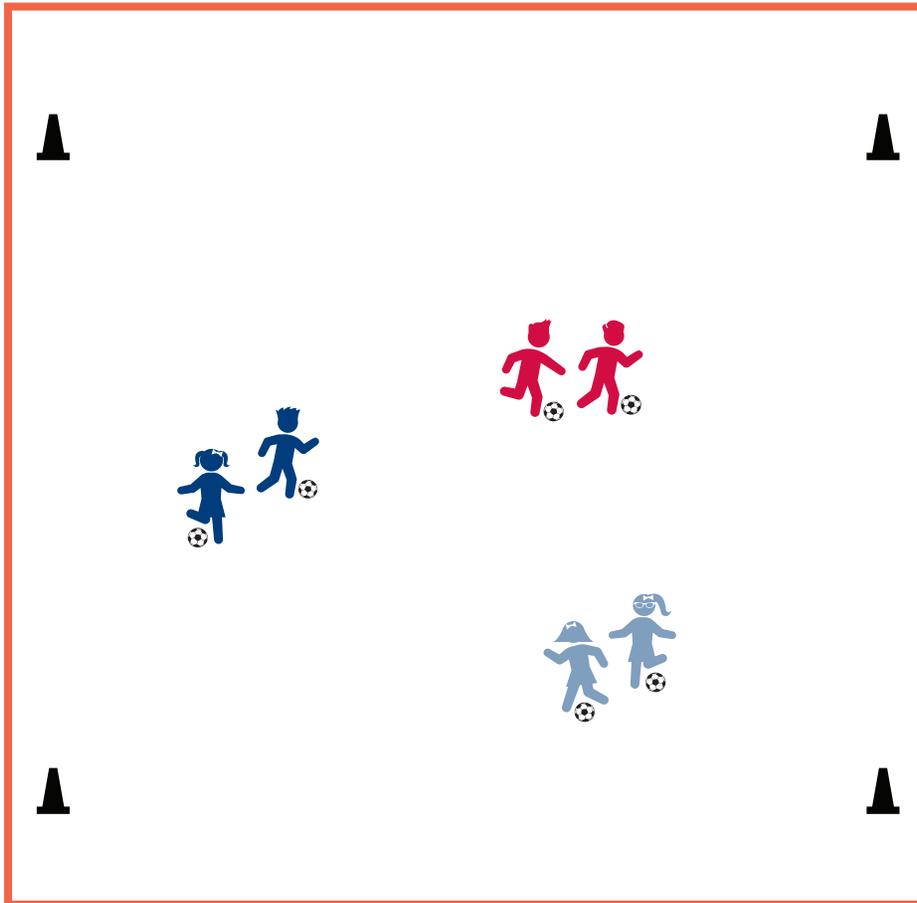
DRIVER'S TEST



Dribble inside the station boundaries.



FOLLOW THE LEADER



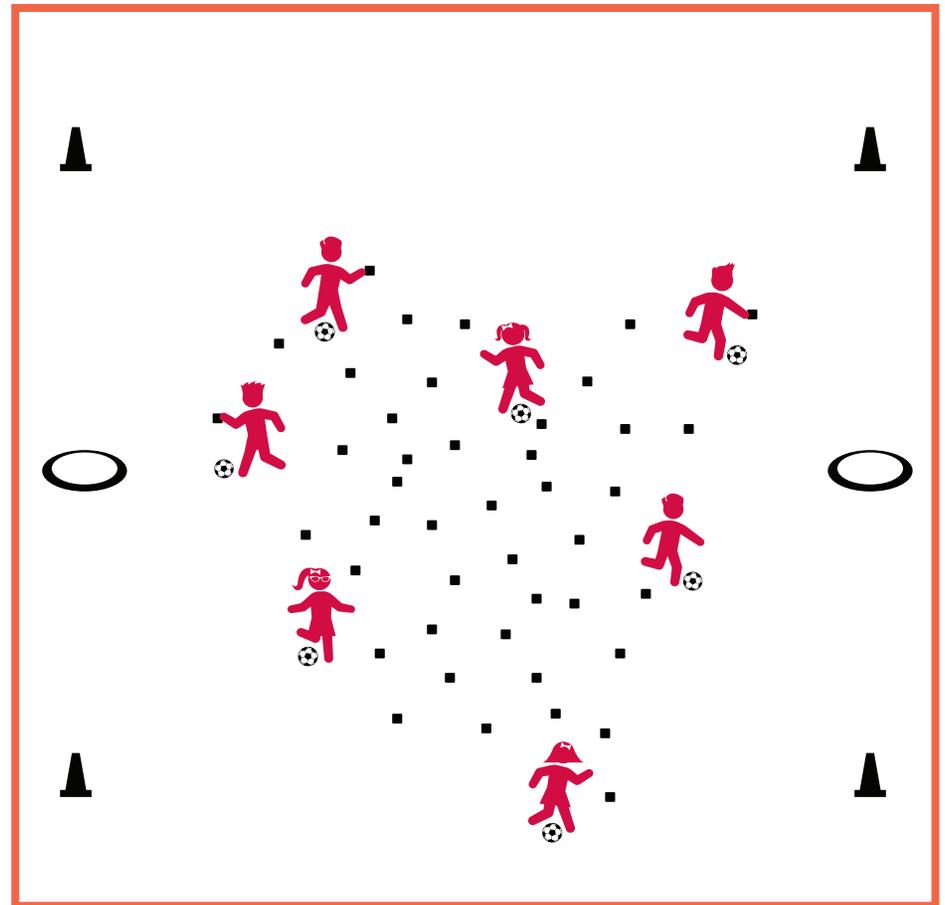
- 1.** The youngest person in your group is the leader first.
- 2.** Follow your group's leader with a controlled dribble.
- 3.** Count to 10 Mississippi while you dribble.
- 4.** At 10, the next person in line becomes the new leader.



TREASURE HUNT

Time to hunt for treasure!

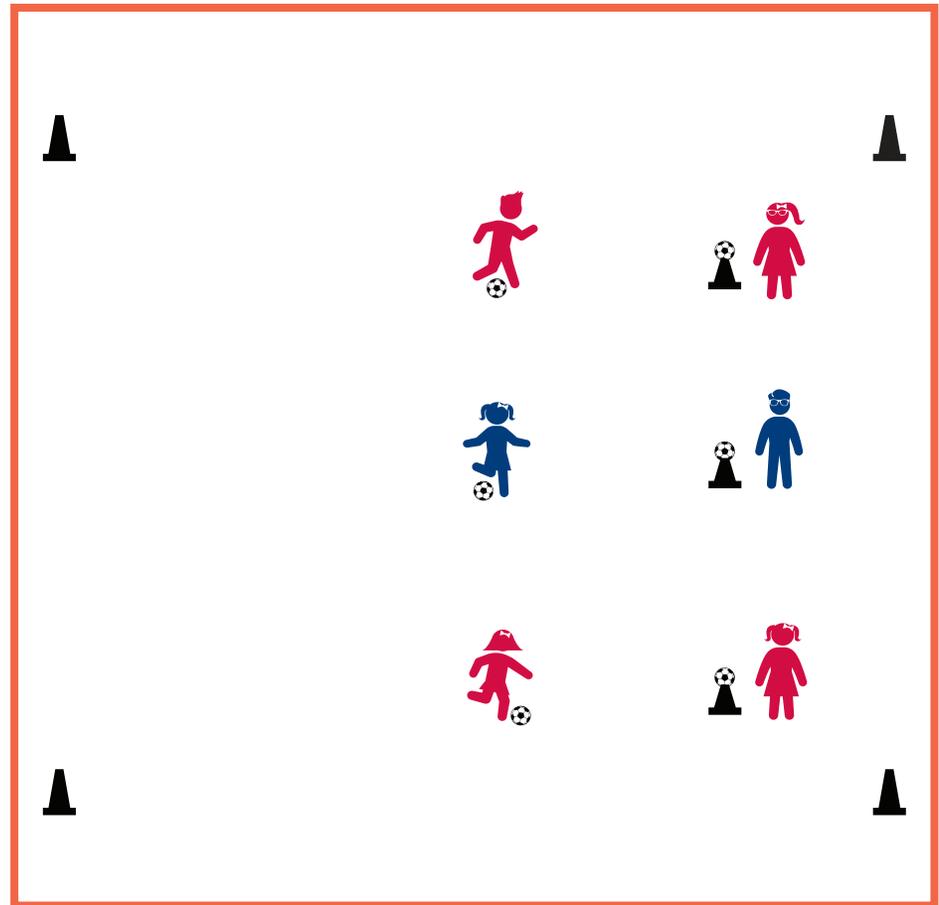
- 1.** Dribble around the activity area and pick up a piece of treasure.
- 2.** Next, take it to your treasure chest (your hoop) and drop it off. Keep going until all the pieces of treasure are collected.
- 3.** Then, scatter the treasure back in the activity area.



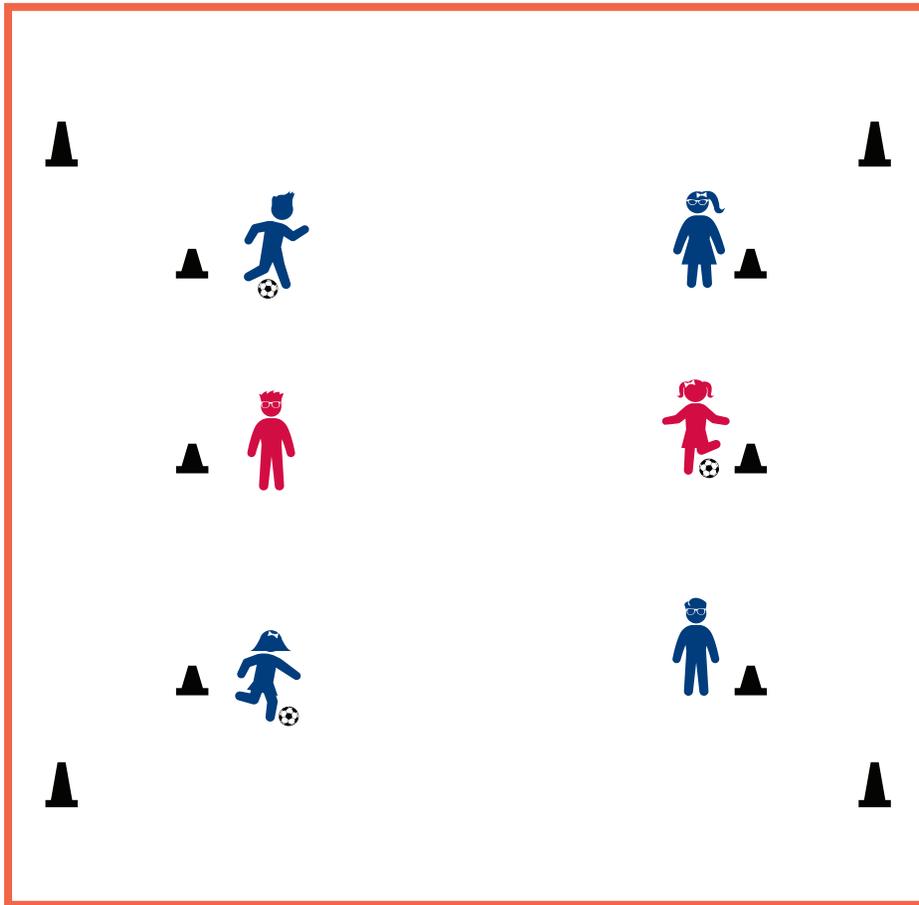
SOCCER BOWLING

How many times out of 5 chances can you knock the ball off the low profile cone using a controlled soccer pass?

- 1.** Knock the ball off the cone using a controlled soccer pass.
- 2.** Your partner will return your ball and replace the other ball if it falls off the cone.
- 3.** After 5 tries, you and your partner will switch roles.



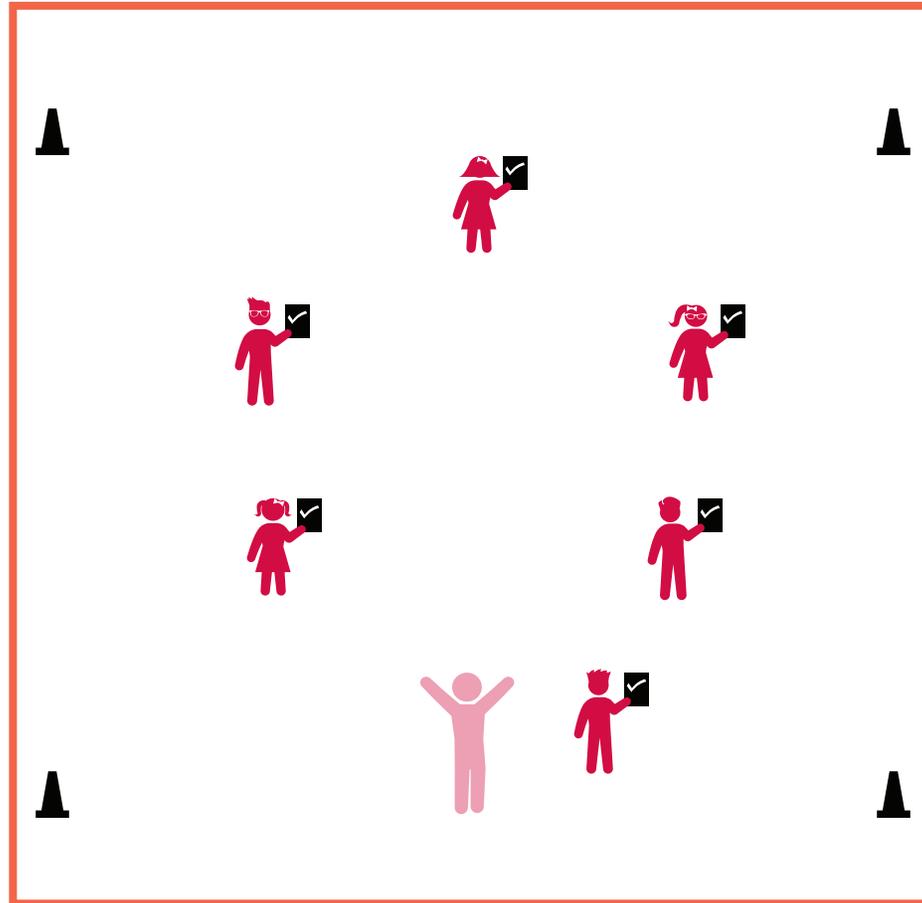
PARTNER PASSING



- 1.** When the music starts, begin passing back and forth with your partner between the cones.
- 2.** As you pass, repeat the cues for passing out loud so your partner can hear what you say.
- 3.** Keep passing until the music stops.



SELF-ASSESSMENT WORK STATION



Complete the Self-Assessment for Foot Skills. When you're finished, perform as many invisible jump rope tricks as you can until the music stops.



SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Draw faces in the circles to show how you feel about your Foot Skills. If this is your pre-assessment, draw another face in the “goal” column to show how you think you could feel about your skills after some practice and hard work.

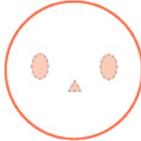
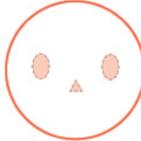
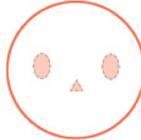
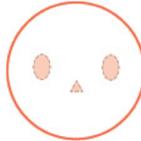
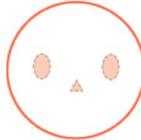
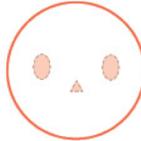
Look at these faces to help you decide what to draw.



This is new. I wish I could do better, and so I will keep trying my best to improve.

I’m getting better. Practice is helping and I will keep trying my best to improve.

I can do this well. Practice worked and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Dribbling			
Passing			
Trapping			
Kicking			
Safety			

HOLISTIC PERFORMANCE RUBRIC

PRIMARY (K-2)

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs dribbling, passing, trapping, and kicking skills with control, using critical cues. Executes each skill when appropriate. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and kick with accuracy and dribbles with acceptable control. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely passes and kicks with accuracy and cannot dribble with control. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

Student Name	Score	Comments
1.		
2.		
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24.		

HOLISTIC DUAL PERFORMANCE RUBRIC

PRIMARY (K-2)

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs dribbling, passing, trapping, and kicking skills with control, using critical cues. Executes each skill when appropriate.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and kick with accuracy and dribbles with acceptable control.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely passes and kicks with accuracy and cannot dribble with control.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
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24.			

Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Self-Rating with Rationale			
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			