



Health Smart Virginia - Sample Lesson Plan

Grade Level 3

Unit Soccer

SOLs:

- 3.1 A Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).
- 3.2 A Apply the concept of open space while moving.

Title: Soccer Dribbling

Objectives/ Goals:

- The student will make at least 5 consecutive kicks using correct foot placement/head placement
- The student will identify at least 2 elements of how to correctly dribble a soccer ball.
- The student will perform the job of each player safely, within the player defined role.
- The student will perform physically activity at least a level 3 intensity for at least 50% of the activities.

Materials:

- Indoor gym
- 25 standard soccer balls
- one red ball for student with disability
- Bluetooth speaker
- iPhone
- 4 cones (locomotor skills: jog, skip, slide, walk displayed)

<p>partner. One partner will stand with their feet shoulder width apart to make a tunnel, while the other partner dribbles the soccer ball around passing to their self through different tunnels. Each tunnel can be worth one point. Switch will partner when the music stops. **student can use the red ball and after he passes through a tunnel, he can choose to high-five the person. **When a tunnel, student can perform jumping jacks, making sure his feet go wider than shoulder width.</p> <p>Dribble Bandits (9min)- Students will dribble their own ball inside the safety lines. Choose five students to be bandits that will try and steal (tap the ball away outside of the safety lines) away. If your ball goes outside of the safety lines, perform ten jumping jacks before you reenter the game. Encourage dribblers to switch feet and directions to stay away from bandits, but keep the ball close to you. Switch bandits periodically.</p> <p>Closure/Line Up (4mins): While the students are standing in their dismissal lines, discuss the</p>	<p>Diagram 1.4</p>	<ul style="list-style-type: none"> • Using the inside/outside of the foot, not the toes <p>Tunnels-Keep the feet shoulder width apart.</p> <p>Dribbling Cues</p> <ul style="list-style-type: none"> • Eyes are forward-helps to see bandits • Moving in control-fast direction change to avoid bandits • Using the inside/outside of the foot, not the toes <p>Bandits-Approach the ball in control; make contact only with the ball, not the player.</p> <p>Dribbling Cues</p> <ul style="list-style-type: none"> • Eyes are forward • Moving in control • Using the inside/outside of the foot, not the toes <p><i>Eyes Forward-to see our players and defenders.</i></p>
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importance of dribbling with our heads up, and using the proper foot placement. <i>Why is important to have our heads up?</i>		
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Assessments, References & Sources:

- http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml
- <https://www.focusedfitness.org/>
- <https://www.focusedfitness.org/curriculum/five-for-life>
- <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927>

Figure 1.1-Walk Up



Figure 1.2-Solo Dribbling (X-Dribblers

Safety Line (BBall Peri.)

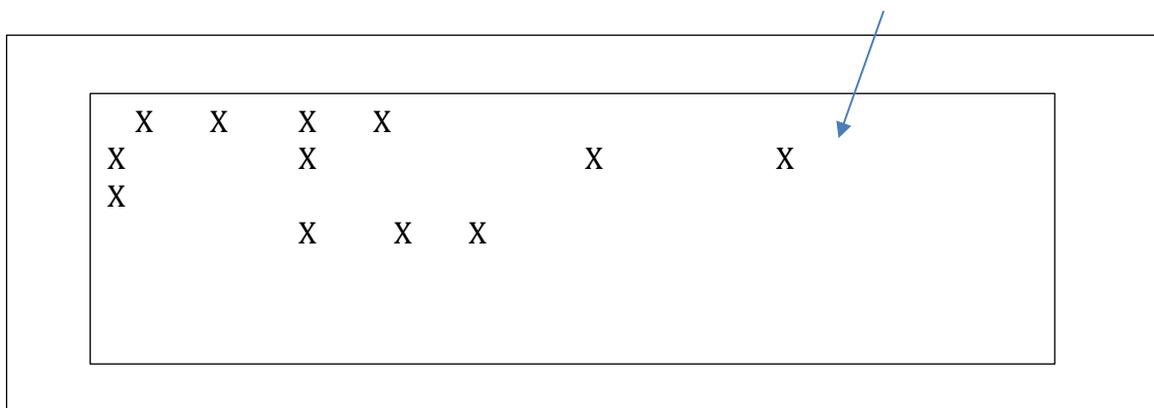


Figure 1.3 Dribble Through Tunnels (X-Dribbler , T-Tunnel

Safety Line

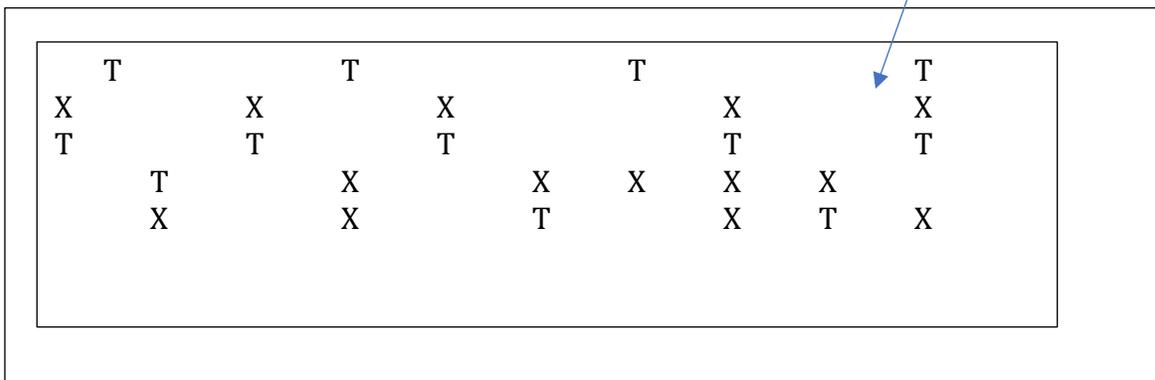


Figure 1.4 (X-Dribbler , B- Bandit)

Safety Line

