



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade Level 9

Unit 5

Soccer

SOLs:

Motor Skill Development

- 9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target(s)).
 - 9.1 a) Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).
 - 9.1 c) Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities.
 - 9.1 d) Apply physiological principles of warm-up, cool down, overload, specificity, and progression.
 - 9.1 e) Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.
- 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.
 - 9.2 a) Explain and apply selected scientific principles, to include physiological (warm-up, cool down, overload, specificity, and progression) and biomechanical (levers, types of muscle contractions, and force) that aid in the improvement of movement skills.

Title: Soccer Shooting

Objectives/ Goals:

The student will ...

- List the cues for shooting a soccer ball in the correct order and with explanation.
- List the cues for passing a soccer ball in the correct order and with explanation.
- Perform the cues for striking a soccer ball with relation how to modify body, space and effort and relationship to others.
- Demonstrate an understanding about the importance of exercise and which activities will best increase their heart rate to get the most out of their workout.
- Demonstrate the importance of staying engaged in a sustained activity to improve cardiovascular endurance, muscular strength, muscular endurance and flexibility, as well as lead a healthy lifestyle.

Materials:

- Felt soccer balls (slightly under inflated)
- Soccer balls
- Yellow and Red Gator skin balls
- Bright colored poly spots
- Regular cones/small netted goals,
- Pennies
- Indoor gymnasium or large space
- Beach ball
- Beeping balls
- Targets

Procedure:

0-10 Minutes

- Students are assigned squads and attendance is taken in the Gym. The lesson of the day is written on the announcement board.
- Students are dismissed to change for PE. Students return to main gym for instant activity which is walking.
- After instant activity students are continuing the lesson onto the main game field (turf) to continue warm-up.

15 Minutes

- Dynamic stretching: Students are assigned to stretching lines and follow the teacher's lead in doing: Butt kicks, high knees, high knee skip, monster kicks, reach dip and lean, open the gate and close the gate, side shuffle, grapevine, forward lunges, forward lunges with a trunk rotation, side lunge and then finish with a series of planks (high, low, left and right-side planks).

10 Minutes

- The teacher will introduce & demonstrate the following cues:
 - *Plant* – Plant your non-kicking foot next to the ball pointed at your target.
 - *Laces OR Instep*: If striking with laces, point toe toward the ground, strike below the

ball on your shoelaces IF using instep, open your kicking foot so your toes are out and up.

- *Behind or Under Ball:* Strike under or behind the ball, finish with toe pointed at the goal.
- The teacher will explain how to adapt the skill of shooting while modifying the use of space:
- While dribbling one should:
 - Shoot with your head up so to locate defenders, open space and the goal.
 - Tap softly to maintain control of the ball and or change direction quickly.
 - Not shooting towards a defender.
 - Shooting in an open space.
 - Shooting between defenders.
 - Shooting around defenders.
 - Shooting around defenders towards the goal.

20-25 Minutes

- Students will divide into groups of 5 (six total shooting lines) and will begin by standing behind a large cone.
- Using the proper techniques of shooting, students will dribble their ball forward toward a small pug goal and when arriving close to the goal shoot their ball into the assigned goal about 20 yards from the cone where the line begins. The area is 15 yards wide by 20 yards long.
- After each student shoots the ball, they must follow their shot, retrieve the ball and get in line by going back to the beginning of their respective line while dribbling the ball. Groups are properly spaced with 5 yards space between each assigned shooting grid.
- After the students have a grasp of the technique, they will then attempt to shoot the ball into the goal after receiving a pass from a classmate close to the goal's location.
- **Challenge:** use their non-dominant foot to strike the ball when shooting
 - Extension: Change speed based on students' evaluation of self (jog and run).
 - Extension: Alternate inside and outside part of the foot.
 - Extension: Use non-dominant foot.
 - Extension: Shoot farther away from the goal.

25 Minutes

- Students will divide into three even lines behind the goal at one end of a short soccer "field" (goals are 40 yards apart).
- Two students will begin as 'defenders' at the goal opposite the three lines.
- The first student in each of the three lines will approach the goal protected by the two defenders, with the middle offensive player dribbling a soccer ball.
- Using good passing and spacing, the three offensive players will attempt to score on the goal protected by the two defenders.

- The offensive players are permitted one shot only per possession, after shooting for a goal, or a miss, or the defenders steal the ball, the two “defenders” will attack the goal at the opposite end, as the student that began with the ball (in the center of the three lines) retreats to the goal and defends it in a “2 on 1” situation with the same rules as before.
- Upon conclusion of this sequence, three new players attack the far end goal, which is now defended by the two-former offensive “wingmen” who remained behind at the conclusion of the “3 on 2” phase of the drill. The playing (grid) area is 15 by 20 yards same as the first shooting activity.

5 Minutes

Closure:

- Students will review the skills: dribbling, passing.
- Students perform some flexibility stretches while reviewing skills.
- Students are dismissed to change.

Modifications:

- Student can have clarification of directions.
- Student can decrease distance during the warm-up.
- Student can have modified warm-ups for the skills as needed.
- Student can use a larger lighter ball or brightly colored ball.
- Student can choose type of ball they want to use (lighter, larger).
- Student can be paired with a peer and or instructional assistant if necessary.
- Student can have visual cues (poly-spots) to make sure they know where to stand and move.
- Student can have a decreased playing area the goal is closer and lessens the distance for kicking.
- Student can have an under inflated ball to slow the roll of the ball.
- Student can have a bright visual or auditory target inside the goal.
- Student can start off with the ball and pass to a peer during game play.

Assessments, References & Sources:

- Virginia Standards of Learning
- Advancement courses: <https://www.advancementcourses.com/blog/pe-activities-to-engage-students>
- PE Central: <https://www.pecentral.org/>
- United Soccer Coaches: <https://unitedsoccercoaches.org/>