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| **Lesson Title/Focus** | **Lesson 1 - Dribbling** | **Date** | April 20 2015 |
| **Subject/Grade Level** | Physical Education 10 | **Time Duration** | 86 mins |
| **Unit** | Soccer | **Teacher** | Miss. Collier |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | |
| **General Learning Outcomes:** | | | **Specific Learning Outcomes:** | |
| **General Outcome A:** Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment, e.g., aquatics and outdoor pursuits. | | | **A10-5** apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance  **A10-10** adapt and improve activity-specific skills in a variety of games | |
| **LEARNING OBJECTIVES (Students will)** | | | **ASSESSMENTS** | |
| * **Perform dribbling sequences through cones using the inside and outside of their foot.** * **Apply dribbling techniques to a game of soccer.** | | | Daily Participation  Observation  Class Discussion / Question & Answer | |
| **LEARNING RESOURCES CONSULTED** | | | **MATERIALS AND EQUIPMENT** | |
| * Teaching Cues for sport skills for secondary school students – Hilda Fronske * Internet | | | * **10-15 soccer balls** * **Cones** * **Pinnie** | |
| **SAFETY GUIDELINES REFERENCED** | | | **SPECIFIC SAFEY CONSIDERATIONS** | |
| **Supervision-** On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.  **Instructional Considerations –** Slide tackling should not be used in activity. Tackling from behind should not be allowed.  **Equipment/Facilities -** Playing field and surrounding area should be level, well-groomed, and free from obstacles such as protruding sprinkler heads, obstructions and debris. Holes, ruts and severely uneven surfaces should be brought to the attention of the students. Supervisors should monitor weather conditions and postpone or modify the activity to ensure safety of all individuals. | | | * **Keep Head and Eyes Up** * **Be aware of surroundings and other classmates** | |
| **PROCEDURE** | | | | |
| **Introduction** | | | | **Time** |
| ***Transition to Body*** | | Students will change and meet in Gymnasium. We will grab equipment and head outside. Take attendance and then students can begin warm up | | 10 mins |
| ***Attention Grabber*** | | New Unit! This week we’re working on our Soccer skills. Today we’re going to learn some basic rules about soccer, focus on dribbling, maybe do some relay races and hopefully get into a game at the end. | | 1 min |
| ***Assessment of Prior Knowledge*** | | Raise your hand if you have played soccer before? | | 1 min |
| ***Expectations for Learning and Behaviour*** | | 1. Students will be changed in appropriate clothing and footwear. 2. Students will actively participate throughout the activities. 3. Students will demonstrate respect, responsibility and leadership. 4. Students will help collect equipment at end of class. 5. 1 whistle: stop where you are and listen; 2 whistles: Hustle in to teacher | |  |
| ***Advance Organizer/Agenda*** | | 1. Warm up/Dynamic Stretches 2. Discuss rules of soccer. 3. Dribbling Drills 4. Relay Races 5. Game | |  |
| **Body** | | | | **Time** |
| ***Learning Activity #1*** | **Warm Up**: Have students run half a lap of the field.  **Dynamic Stretches:** Have students line up on the goal line and spread themselves out. Have students complete the following to a finishing point, and complete on their way back to the goal line:  High Knees, Butt Kicks, Lunges, High Kicks, Karaoke, Side Shuffle.  (While students are performing warm up, set up cones for dribbling) | | | *10 mins*  *(9:10 – 9:20)* |
| ***Learning Activity #2*** | **Rules of Soccer:** Ask students for some basic rules of soccer. Distinguish between indoor and outdoor soccer and how there are different rules to both games. Explain Positioning: Forwards/Midfield/Defense and Goalies.  **Outdoor Soccer:**  Offside – Can’t be behind the other teams last defender.  Out of bounds: Sidelines – throw in. Goal lines – Goalie kick/Corner kick.  No hands (except for the goalie)  11 VS 11  Game starts in center of field. When a goal is scored, game is re-started from center.  **Indoor Soccer:**  Can use the boards.  No offside – 3 goal line.  No Hands (except for the goalie)  No Throw ins – If ball goes out (hits netting) it’s a free kick.  6 VS 6  Game starts in center of field. When a goal is scored, game is re-started from center. | | | *10 mins*  *(9:20 – 9:30)* |
| *Assessments/ Differentiation* | Ask some students to repeat rules of soccer back to teacher. This checks for understanding and allows you to determine if students were paying attention. | | |  |
| ***Learning Activity #3*** | 6 separate lines of 5 cones will be set up. Ask students to line up behind the first cone (No more than 5 people in a line). Each line will have 1 ball. Students will each make their way, weaving through the cones, one at a time. Have students perform:  - inside of both feet (twice)  - outside of both feet (twice)  - inside and outside with one foot (once)  - inside and outside with other foot (once)  Cues: Try and keep head and eyes up. Start off slow, work your way to a faster pace. Keep ball close to you (makes control easier and it becomes harder for someone to take the ball away from you). Keep arms out if it helps you balance. Stay in close proximity to the cones.  When students are finished practicing, have them complete a relay race to see which group can complete the drill the fastest. They are allowed to use whatever method of dribbling the ball that they choose. When students have completed their portion of the relay, have them sit down. First team to sit down wins…. Make sure to cheer on the last couple of students competing! | | | *30 mins*  *(9:30 – 10:00)* |
| *Assessments/ Differentiation* | Observe the students. Help out students who look like they’re struggling and need some extra attention. Differentiation – different moves to allow students get a feel for what works best for them. | | |  |
| ***Learning Activity #3*** | Divide the large field into 2 small fields. Create 4 separate teams. Teams will put on pinnies. Assign teams to a field. Initiate some game play. Half way through, have two teams (red and blue) switch fields to play different teams. When finished, have students grab cones and soccer balls and meet back at equipment.  Let students know that during games, there will be no goalies. If a ball goes out, just bring it back into the game and continue playing. There will also be no offside rules. | | | *15 mins*  *(10:00 – 10:15)* |
| **Closure** | | | | **Time** |
| ***Assessment of Learning:*** | | How was today? Show me with your fingers how comfortable you feel with dribbling the soccer ball? (1 = not comfortable at all; 5 = I’m the best and I don’t need anymore practice) | | *2 mins* |
| ***Feedback To Students*** | | Give the students praise for their efforts today and thanks for grabbing the equipment on your way in. | |  |
| ***Transition To Next Lesson*** | | Tomorrow we will be working on passing and receiving the ball and then we will play a game of 4-corner soccer.  Remember since we are outside this week, to keep an eye on the forecast and dress appropriately for the weather.  Can someone please grab the cones, soccer balls and pinnies and we will head inside and you guys can get changed. | | *15 min* |

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| **Reflections from the lesson** |  |