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| **Lesson Title/Focus** | **Lesson 2 – Passing and Receiving** | **Date** | April 21 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.  **General Outcome C:** Students will interact positively with others. | | | **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  **C10-3** demonstrate etiquette and fair play  **C10-5** develop and apply practices that contribute to teamwork. | |
| **LEARNING OBJECTIVES (Students will)** | | | **ASSESSMENTS** | |
| * **Perform one touch and two touch passes with a partner, completing 10 successful passes.** * **Apply passing techniques into a game situation, that demonstrates fair play and teamwork.** | | | 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** * **Pinnies** * **Cones** | |
| **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*** | | Who can recall what we did yesterday? What are some key things to remember when dribbling?  Today we will be working on passing. We will practice both two touch and one touch passing. | | 2 mins |
| ***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. Partner passing - two touch 3. Partner Passing – one touch 4. Game of 4 Goal soccer | |  |
| **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. | | | *10 mins*  *(9:15-9:25)* |
| ***Learning Activity #2*** | **Learning to pass:** Ask students what they think some key components of passing and receiving the ball are?  **Cues for passing:**  -Use Inside of foot for more control, can also use outside of foot, or laces of shoe. NO TOES (there is no accuracy).  -Keep ankle firm.  -Knee over ball.  -Plant non-kicking foot beside ball.  -Pendulum swing – bring leg back.  -Face your hips the way you want the ball to go.  -Keep head up looking at where you want the ball to go.  **Cues for receiving:**  -Use inside of foot to receive the ball.  -Absorb the ball by bringing foot back with the ball. Ankle locked  -Don’t try and trap the ball with your foot on top of the ball.  -Keep head up with eyes on the ball.  **Activity – Two touch passes:**  Have students get into groups of two-four. Start approximately 5 feet away from each other. Have students pass the ball back and forth practicing proper technique. Make sure students are stopping the ball when they receive the ball and then continue to make a pass.  ***Challenges:***  Try taking a few steps back and make the distance larger.  Try using your non-dominant foot.  Try using different parts of your foot – outside and laces.  **Activity – One touch passes:**  Have students get into groups of two-four. Start approximately 5 feet away from each other. Have students pass the ball back and forth practicing proper technique. Make sure students are not stopping the ball when they receive it, but continuing into a fluid motion of receiving and passing the ball right away.  ***Challenges:***  Try taking a few steps back and make the distance larger.  Try using your non-dominant foot.  Try using different parts of your foot – outside and laces. | | | *25 mins*  *(9:25-9:50)* |
| *Assessments/ Differentiation* | As students are working on their passes, walk around observing, giving feedback and encouragement. | | |  |
| ***Learning Activity #3*** | **4 Goal Soccer:**  -Set up 4 nets. Number students off into 4 teams. Give 3 teams different coloured pinnies (Shirts, Red, Blue, Green)  -Assign each team to a goal.  -Objective of the game is to score on any of the other teams.  -Start with one ball. Continuously add in balls (up to a max of 4 balls).  -Each team must make 3 complete passes before attempting to score. If 3 passes are not made and you score, it doesn’t count.  -Only 1 goalie allowed. If goalie is scored on, you must rotate with another team mate (same person can’t play goal all game) | | | *25 mins*  *(9:50-10:15)* |
| *Assessments/ Differentiation* | Observe that students are demonstrating fair play and teamwork. Are they playing by the rules and making the appropriate amount of passes before scoring. | | |  |
| **Closure** | | | | **Time** |
| ***Assessment of Learning:*** | | Show me with your thumbs how you feel about your two touch passing? One touch passing?  (Thumb down = not good & needs lots of help; thumb sideways = feeling okay, could use some more practice; thumb up = feeling good!) | | *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 trapping the ball with different parts of our body and throw ins. Then we will hopefully get to a game of soccer or 4 goal soccer (ask the students what they would rather play)  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 mins* |

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| **Reflections from the lesson** |  |