

1. Lesson Plan Information	
Subject/Course: Physical Education	Name: Adapted from A. MacDonald
Grade Level: 6	Date: Wednesday Oct. 15
Topic: Soccer - Trapping/Receiving	Time and Length of Period: 9:00 – 9:45 (45 minutes)

2. Expectation(s) and Learning Skills The students will:
<p>Students will demonstrate goal tending skills (e.g., trapping) and kick balls of various sizes and shapes for distance and accuracy (e.g., kick a soccer ball).</p> <p>Students will participate vigorously in all aspects of the program (e.g., cross country running, co-operative games).</p> <p>Today, students will:</p> <ul style="list-style-type: none"> • trap a soccer ball using the wedge trap, inside foot trap, and outside foot trap. • pass a soccer ball using an inside of foot pass. • participate in a mini game of soccer. • work co-operatively in small groups to apply the skills of trapping and passing the soccer ball.

3. Pre-assessment
<p>A. (i) Students</p> <ul style="list-style-type: none"> • First lesson on trapping and receiving • Students have received instruction on and practice in passing and dribbling the soccer ball in previous lessons • 33 students of varying abilities • 18 students are involved in the summer soccer league in town • Students are able to move safely with equipment and to hit a slow moving ball toward a target or partner. • Students are aware of some of the rules of soccer. • Students are able to use interpersonal skills to work cooperatively with a partner, and in small groups and teams. • Students have developed endurance in the preceding unit of cross country running. • Students are able to change direction and stop and start with precision and control. <p>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)</p> <ul style="list-style-type: none"> • Two students, L and E are identified but no accommodations are required for this lesson • J does not like soccer and will need encouragement to participate.
<p>B. Learning Environment</p> <ul style="list-style-type: none"> • Outside on the soccer field. • Students will be in scatter formation for stretches. • I will use a whistle to get students' attention as we will be outside and they may have difficulty hearing my voice clearly. • Students will be divided into teams according to their pre-established squads for the

warm-up and mini game at the end of the lesson.

- Students will work in pairs and groups of 5 to practice trapping skills.

C. Resources/Materials

- 18 inflated soccer balls
- 10 red pylons
- 2 wooden benches
- 18 yellow pinnies
- Whistle
- Yellow markers

4. Content (The What)

Teaching/Learning Strategies (The How)

A. Introduction (motivational steps/hook/activation of students' prior knowledge)

(8 - 10 minutes)

Warm Up Exercise

To loosen muscles and increase blood flow and heart rate.

Ladder Relay

- Students are divided into their respective squads.
- Squads 1 and 3 are lined up at centre field with members of opposing teams facing each other and lines heading up the field towards the goal. Squads 2 and 4 will line up in the same format so that there are two ladders.
- Students will sit on the grass with legs outstretched so that their feet touch the feet of the opponent sitting opposite them. Students must remember to keep their legs squeezed tightly together throughout this activity to ensure they do not get stepped on.
- Students must sit far enough apart from their teammate so that members of their team can run up the ladder of legs without stepping on another team member's legs.
- The last student in each team will stand up and run up the ladder to the yellow marker, dribble a soccer ball through a set of pylons, shoot the ball at the bench on the goal line, retrieve the ball and dribble it back through the pylons leaving it at the yellow marker. Then they will run around the outside of the ladder to sit in their original position. (Subsequent runners will have to run up the ladder after running around the outside to get to their original position.)
- Once this person is sitting the next team member will stand, run up the ladder to the yellow marker and start the relay again.
- The team that finishes the ladder relay first, wins.

Stretching

- Students will complete thigh, quadriceps, hamstring, inner thigh, calf, triceps, back of shoulder stretches and shoulder rolls as modelled by the teacher

B. Content for New Learning Skill

Trapping/Receiving

Trapping is used when the ball is travelling quickly or bouncing and you want to gain control of the ball so that you can pass, dribble, or shoot the ball with accuracy and control to an intended target.

B. Teaching/Learning Strategies for New Learning

(20 minutes)

What is trapping?

When would we use trapping?

How many ways can we trap the ball?

Today we will focus on trapping and receiving the ball with our dominant and non-dominant foot from both the ground and the air starting from a stationary position and as you become more comfortable from a walking and running position.

We can trap or receive the ball using our foot, thigh and chest. In the game of soccer you may have to trap the ball from a stationary, walking or running position and while it is on the ground or in the air.

Wedge trap

As I demonstrate this skill again I will explain to students that as the ball approaches you should turn your body to face the ball and to position yourself behind the ball deciding quickly which foot will receive the ball. Then you want to raise your foot about an inch off the ground and point your toes so that your foot is positioned at about a 45 degree angle. The weight of your body should be on your supporting foot. Then you want to wedge the ball between your foot and the ground by applying pressure to the top of the ball. To release the ball roll it slowly out from under your foot just far enough in front of you so that you maintain control of the ball and are in a position to pass, dribble, or shoot the ball. The goal is not to stop the ball completely but to gain control and move the ball into a position that will allow you to make a play.

Inside foot trap

As I demonstrate this skill again I will explain to the students that as the ball approaches you should turn your body to face the ball and position your body behind the ball deciding very quickly which foot you will use to receive the ball. Then lift the receiving foot slightly off the ground turning the foot out so that you are making contact with the inside of your foot. As you make contact with the ball relax your foot so that you cushion or absorb the ball into your foot. Then move your foot backward with the ball to slow it down and maintain control of the ball.

Trapping

For each of the skills listed below I will introduce the skill first by modelling the correct technique and asking students to notice how I position my body and what I do with my feet. Then I will demonstrate the skill again as I explain it.

Wedge Trap –Demonstrate the wedge trap. I will ask one student to roll the soccer ball to me on the ground. Ask students to look at the positioning of my feet and body as I receive the ball.

Inside Foot Trap- Demonstrate the skill and ask students to look for similarities and differences in my foot and body positioning compared to the wedge trap.

Outside of Foot Trap- I will demonstrate this skill

<p>Outside foot trap As the ball approaches you want to face the ball and position your body behind the ball. Then you want to point your toe slightly down and inward as the ball approaches. Then you want to withdraw your foot backward slightly on contact to cushion the ball and avoid rebound. Then slowly move the ball out to the side away from your foot on the side on which you received the ball.</p> <p>Drill Partner Pass and Trap</p> <p>Key factors in trapping a soccer ball:</p> <ul style="list-style-type: none"> • Face the ball and keep your eyes on the ball. • Position your body behind the ball as early as possible to ensure good balance for receiving the ball. If you are not in a good position you may find yourself reaching out to trap the ball causing you to lose your balance and control of the ball. • Decide which foot you will receive the ball with and relax this foot. Balance your weight on the toes of the supporting foot. • On impact with the ball immediately withdraw the foot backward slightly allowing you to gain control of the ball as the ball is cushioned or absorbed into 	<p>explaining to students.</p> <p>Partner Pass and Trap. Students will work in partners passing the ball back and forth on the ground while practising the three types of traps using both their dominant and non-dominant foot. Students will focus on control and accuracy and increase the distance between them as they become more skilled and comfortable in using each of the trapping techniques. (Remind students to use the inside or instep of foot pass they learned in the previous lessons, when passing the soccer ball.)</p> <p>After students have had practice receiving/trapping the ball from the ground, gather students together in the centre of the soccer field to discuss how to trap or receive a ball from the air.</p> <p>Recap the key factors for trapping the soccer ball.</p> <p>These same points apply to receiving the ball if it is in the air. However, to receive a ball in the air you will want to raise the leg of the foot you are going to receive the ball with and meet the ball in the air keeping your knee slightly bent. As you make contact with the ball, withdraw your foot backward to cushion impact and avoid the ball from rebounding off your foot. I will ask a student to throw the ball toward me gently in the air and I will demonstrate how to receive the ball with the inside of the foot when it is in the air.</p>
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the foot. This prevents the ball from rebounding off your foot in the other direction. A well received ball should lie on the ground close to the receiver.

Drill

Square Pass and Receive

Students will now practice receiving/trapping the ball from the air.

Square Pass and Receive

Students will be numbered off and will work in groups of 5 to complete a 4 on 1 drill. Four students will form a square and one student will stand in the middle of the square. Students on the corners will pass the ball in the air to the central player who receives/traps the ball on a ½ turn and passes it in the air to the next student who will receive/trap the ball and then pass it back to the student in the middle. The student in the middle will rotate around the square until he/she has passed to each student. Students will take turns being the central player.

5. Consolidation/Recapitulation Questions (Check for understanding / scaffolded practice)

(5 minutes)

After students have had an opportunity to practice the skills, students will gather together on the grass. I will ask recap questions at this time:

- Recap the key factors to remember for trapping.
- Have two students who have been completing the skills with excellent accuracy demonstrate the different types of trapping while verbalizing the steps they go through.
- Ask other students if they missed any key points.
- Why is it important to use both your dominant and non-dominant foot when playing soccer?
- Practice each key point as needed.

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)

(12 - 15 minutes)

Bench Ball Soccer

Students will participate in a mini soccer game focusing on correct techniques, control and accuracy in passing and trapping the ball.

- Divide the students into two groups by giving students a number of 1 or 2. Give team two the yellow pinnies to wear.
- Use one half of the soccer field and mark the boundaries with the pylons.
- Place a bench flat on its side at each end of the mini field to represent the target or net.
- Students in each team number off so that there are two students with the number one,

two students with the number two, etc. (one from each team).

- All students stand behind the bench on their side of the field. The teacher places a soccer ball in the middle of the field.
- The teacher calls out two numbers at a time (e.g., two and four) and students with these numbers on both teams run around the outside of the mini field, behind the opposing team's bench and their own bench, and race to get to the soccer ball placed in the middle of the field. Students play two against two focusing on accuracy and control while passing and trapping the ball and shooting to hit the opposing team's bench to score. When one team scores, students return to the starting position and the teacher calls out two more numbers.
- As the game progresses, the teacher calls out three or four numbers at a time to increase the number of students on the playing field each time.

Cool down and stretch – Students will walk slowly around the perimeter of the mini field stretching arms using the triceps and shoulder stretch as above, shoulder rolls forwards and backwards and knee lifts. Students will stand to complete quadriceps, thigh, hamstring, calf and inner thigh stretches as modelled by the teacher.

7. Lesson Conclusion

(1 min.)

What skills did we focus on today?

8. Assessment (collection of data) / Evaluation (interpretation of data)

General observation – I will circulate around the field while students complete drills and observe students' levels of skill development. I will make note of students experiencing difficulty and provide extra instruction and guidance for these students.

This is the first lesson on trapping and receiving and students will have more opportunities to practice and demonstrate their ability to receive and trap the ball in future classes. Near the end of the soccer unit I will complete a more formal observation and assessment of students' receiving and trapping skills.

Formal Observation- I will evaluate students' abilities while participating in the many drills and activities throughout the soccer unit.

Observations will be recorded on a Skills Recording Chart. Beside each student's name the teacher will rate each student's ability to perform the various trapping skills according to three different levels.

- Level 1 - performs skills with limited proper technique, control or accuracy and sometimes applies skills in other situations.
- Level 2 - usually performs skills with proper technique, control and accuracy and usually applies skills in other situations.
- Level 3 - consistently performs skills with superior technique, accuracy and control and consistently applies skills in other situations.
- Active Participation – yes/no.
- This chart will have several slots for different dates that will allow the teacher to track student progress and skill development in this area throughout the soccer strand.

9. Student teacher's Reflections on the Lesson

A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)

- Most students were able to perform the trapping skills with proper technique, accuracy and control.
- The drills could be performed by all students. Even those who have experience with soccer were able to use these drills to maintain consistency.
- L and E had no difficulties
- J, with encouragement, had little difficulty with the drills

(ii) Next Steps for Student Learning Related to Lesson Expectation(s)

- As abilities improve, students will learn skills for using the chest and thigh to trap the ball.
- Students will also apply skills learned for passing to learn the correct techniques for shooting the ball.
- Continue to encourage J in this unit
- Continue to monitor L and E

B. (i) Evidence of the Effectiveness of the Student Teacher

The technique to model skills and have students look for leg, body and foot positioning before explaining the proper technique involved students, actively engaging them in the demonstration and learning of skills.

Students really enjoyed the mini bench ball soccer game.

- Students enjoyed the ladder relay warm-up and asked if they could do it again after the first run through. As we had to move on to soccer skills, I suggested that we could start the next gym class with the ladder relay.
- We ran out of time and were forced to rush cool down and stretching.

(ii) Next Steps Related to the Effectiveness of the Student Teacher

I need to monitor and plan time more efficiently to allow for proper cool down and stretching at the end of the lesson