

Lesson Plan Components - Grades 1-12

Subject/Course: Physical and Health Education	Name: Adapted from EDUC 4736 teacher candidates' plans
Grade Level: Grade 8	Date(s) & Time(s): Sept. 10, 2019, 10:00 a.m.
Topic: Passing and receiving a soccer ball	Length of Lesson: 60 minutes

EXPECTATION(S)

Specific Expectation(s):

B1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow through) and apply this understanding to the refinement of movement skills in a variety of physical activities.

A1.1 actively participate according to their capabilities in a wide variety of program activities.

Learning Goal(s)/Refined Expectations(s):

- Learners will begin in pairs passing the ball back and forth while the skill is broken down into steps.
- The learners will do this until they have grasped the proper form and they will eventually get into larger groups and continue with skill development.
- Learners will then be split into two lines that are facing each other, one line starts with the ball at the front of it while the other line gets ready to “trap” and receive the pass.
- Once the ball has been passed the “trapper” will then pass the ball back to the line where they received it from.
- Once the learner has passed the ball they proceed to the end of the opposing line, “following their pass.”
- This is a continuous drill to work on the skills with more of a faster pace environment that will encourage skill development in more game like situation.

Success Criteria (if appropriate):

- move in a variety of ways to send a pass;
- move in a variety of ways to receive a pass;
- explain the 7 steps of effective passing;
- communicate effectively with teammates using both verbal and non-verbal cues.

ASSESSMENT/EVALUATION

Curriculum

Strategy: Ball passing

Recording Device: Checklists, see Appendix A

Learning Skills

Skill(s): Collaboration

Recording Device: Anecdotal notes, see Appendix B

DIVERSITY AND INCLUSIVITY

- Some learners may have experience with, or currently play soccer
- The majority of learners have likely engaged in a soccer activity in a previous physical education class or outside of school
- SR has a prosthesis on one leg.
 - Although it may not cause him too much difficulty, he will be allowed to use a crutch or assistive device if need be.
 - Allow SR to use the crutch to stop the ball if he is having difficulties.
- LM is identified as an English language learner (ELL) and to accommodate for this the teacher will print out step by step pictures to breakdown the skill.
 - The teacher will go over these during the instructions and if further understanding is needed she can be placed at end of the line so she can have a better understanding of the drill.
- ZI has ADHD.
 - He will most likely not need any accommodations, but he has difficulties following step by step instructions.
 - Leave the checklist on the chart paper, so he can refer back to them.
- Gender equity in team play – teacher to ensure heterogeneous groupings (male/female) with equitable passing of the ball.

LEARNING ENVIRONMENT (Physical Space)

This lesson will take place on the soccer field outside. All nets and other sporting equipment will be put away for this lesson. The field should be scanned for any objects that have the potential to cause injury. There will be 12 soccer balls brought to the field. Learners must be aware of other groups and their proximity to one another. Remind learners to keep their head up and always be conscious of soccer balls and people around you. During instruction and demonstration learners will form a semi-circle around the teacher in the centre of the field. The teacher will ensure the sun is not in the learners' eyes when instructions are given. Once instructions are completed the teacher will be circling the group for to critique participation, effort, collaboration, skill development and safety concerns. Throughout the lesson if the teacher wants to explain a progression, new drill or demonstrate proper form learners will give a signal to stop what they are doing and come to the center of the field without their balls to ensure they are fully engaged.

Adjustments to the Learning Environment: (Before class)

- Take out 12 soccer balls from the equipment room and set them in the center of the soccer field
- See routine/set up for warm up etc.
- Check field for hazards
- Have the lesson plan printed and put onto a clipboard with the class list and checklist to ensure easy access to these materials

RESOURCES AND MATERIALS

- I Need to Bring:
 - clipboard
 - lesson plan/ class list/ checklist
 - pencil
 - whistle
 - 12 soccer balls
 - pilons
 - first aid kit
 - Chart Paper and Stand
 - Marker(s)

- Visual instruction sheet
- Learners need:
 - gym clothes/proper shoes (if learners have cleats or shin pads they can bring them from home)
 - water

Citation

Government of Ontario. (n.d.). Health and Physical Education. Retrieved from <http://edu.gov.on.ca/eng/curriculum/elementary/health.html>

How do I improve my first touch and passing? (n.d.). Retrieved from <https://www.myactivesg.com/sports/football/training-methods/develop-your-game/passing-and-control-drills>.

Skills. (n.d.). Retrieved from <https://www.soccerdrillsandskills.com.au/samuels-skills/>

Soccer Passing Drills. (n.d.). Retrieved from <https://www.soccerxpert.com/soccer-passing-drills.aspx>

TEACHING/LEARNING SEQUENCE

Beginning/Activation: (15 minutes)

- Hook: Ask learners, “What do you need to do to pass a soccer ball correctly?” Learners will utilize the think pair share strategy to brainstorm answers. They will then provide a series of answers that will be organized into a mind map on chart paper. Use this to create a checklist that reflects the learners’ answers. Compare the learners’ answers to your own checklist.
- Introduce the class to passing a soccer ball by demonstrating correct form in the following steps:
 1. Identify the target
 2. Move towards the ball
 3. Plant the non-kicking foot beside ball (the toe should be pointed in the direction of the target)
 4. Look at the ball and lock your ankle
 5. Make solid contact with the ball (middle, top or side of foot)
 6. Follow through: the foot should point in the direction of the desired target
 7. Transfer weight from the back heel to the front of the planted foot
- Be sure to identify each step throughout the demonstration. Stop if need be to bring attention to a specific action or step that you want the learners to focus on.
- Ask two learners (preferably those with experience playing soccer) to come up to the front and pass the soccer ball back and forth.
 - Go through the checklist orally, having learners provide you with the correct answer (For example, is MH locking his ankle, yes or no?).
- Pose the question, “How do MH and LB receive (i.e., trap) the ball when it is passed to them?” Have learners create their own checklist by providing the teacher with answers to be written on the chart paper.
 - Leave both checklists on the chart paper for all learners to see.
- Steps to properly receive a soccer ball:
 - 1. Keep your eye on the ball
 - 2. Choose which foot you are going to receive the ball with (based on foot preference and location of ball)
 - 3. Receive the ball with one foot and the ankle locked
 - 4. Draw your foot backwards as the ball makes contact with your foot to absorb the speed of the ball to ensure that the ball stays close and does not bounce away from you
- Before starting the first passing drill, let the learners know that they will be evaluated based on how well they work with others. Tell learners that they are expected to remain positive, assist others that may be struggling, and to call the name of the person before passing the ball.

Middle/Action/Application/Exploration: (40 minutes)

- Once learners have learned the steps to passing a soccer ball correctly, they will partner up. Allow them to choose their own partner.
- Remind learners to spread out across the soccer field to give each other enough room. Warn them to be cautious of soccer balls that may come into their area.
- Learners will then practice passing and receiving the ball with the correct form (according to the checklists created in the introduction). They will do this at a distance of roughly 10 meters apart.
 - During this phase the teacher will be circulating, correcting incorrect form, and providing encouragement.
 - As learners get more comfortable passing and receiving the ball with their partner, they will begin to form larger groups.
 - First they will partner with another group of two, creating a group of four. After a few minutes they will partner up with another group of four and continue to practice in a group of 8.
 - Remind learners to call the name of the learner they are passing to before striking the ball.
 - Illustrate the importance of keeping the ball under control to ensure the safety of all learners.
- Learners will then be split into two lines that are facing each other, one line starts with the ball at the front of it while the other line gets ready to “trap” and receive the pass.
- Once the ball has been passed the “trapper” will then pass the ball back to the line where they received it from
- Emphasize the importance of bringing the ball under complete control before making the next pass.
 - Once the learner has passed the ball they proceed to the end of the opposite line.
 - This is a continuous drill to work on the skills with more of a faster pace environment that will encourage skill development in more game like situation allowing an easier transition to a full game.
- These drills allow for development of spatial awareness and awareness of other learners’ movement as they run past each other to the back of the opposing line.
- Begin 6 vs. 4 passing drill:
 - Class will be divided into two teams of 6 and two teams of 4.
 - Area of play will be confined to a 30 m x 20 m rectangle.
 - The teams of 6 will apply the passing and trapping skills according to checklist to an even more realistic game scenario by passing and keeping the ball away from the teams of 4.
 - The emphasis will be on passing to all members of the team and on communication between team members.
- Learners will be reminded of the risk of running into other learners, and to keep their head up, focusing on their awareness and cooperation.

Contingency plan: If inclement weather, drills may have to take place in the gymnasium with alterations to the size of the groups. If learners are having difficulty, reduce the space between passers.

End/Consolidation/Communication: (5 minutes)

- Learners will be told to put away soccer balls, pylons and any other supplies 5 minutes prior to the end of the class.
- They will then meet in the middle of the soccer field to review the lesson. Ask a few learners to tell you the steps required to pass and receive a soccer ball correctly to check for understanding.
- They will then be sent to change out of their gym clothes.

REFLECTION

- The next class will be focused on shooting a soccer ball. This class will start off with a review of the skills that learners were taught in the previous lesson. There will also be the implementation of passing and receiving in our shooting drills to ensure that learners have the opportunity to develop previously learned skills. Learners will

volunteer to list the proper steps for each skills and for those who are comfortable with them can demonstrate to the class.

- ZI was not effectively engaged in the introduction of the class, which led to him not being able to complete the rest of the class effectively likely due to his ADHD. I could engage him more in the introduction next class, possibly having him demonstrate the skills so that he pays attention to what is required of him for the duration of the class.
- SR had relatively no difficulties with this lesson. He was able to complete the tasks without an assistive device.
- LM also had no problems with the lesson because she had previous experience playing soccer and is quite skilled. She mentioned that he has done similar drills before with her soccer team so she had basically no issues following along with the instruction. She was assisted by SR when she didn't understand the instruction.
- The next steps for our personal growth as teachers will be to find different drills and lessons that are less conventional. This will allow the learners to explore the sport in an entirely different way. Another teaching/learning strategy that could be implemented is to allow the learners to come up with activities or games that pertain to soccer. This would peak their interest and allow for co-creation, which helps learners understand what is expected of them and makes the activities fair for all. Learners can also be in charge of creating the learning goals for each lesson as their skills develops within the unit, this will provide them with the opportunity of self-assessment. Finally, to motivate learners in an alternative way they will be encouraged to complete "star jumps" when other learners either score a goal or make a good play. A star jump is when a learner does a skill well and their partner jumps in the air in star formation twice and yells "you're a star, you're a star."
- Classroom management for the passing and receiving lesson was adequate because most learners were engaged with the drills. There was one management issue when a learner had difficulty controlling the ball and in frustration they kicked the ball the opposite way so their partner had to run after it, the learner was then reminded about safety issues and that injuries occur when soccer balls are not kept under control. After the reminder the learner then listened to the instructions and continued on with proper gym class etiquette. A note was made on this behaviour in the anecdotal notes. My classroom management strategies for next class will be more geared to the learners' understanding the importance of safety as shooting a soccer ball is more dangerous than passing. When shooting soccer balls the learner will have much less control of the ball and they need to be aware of their own skill level and the skill levels of others. Shooting also results in the ball reaching greater power and speeds increasing the likelihood of an injury occurring. Injuries and other issues can be avoided by attempting to control the learners' actions. For instance, during certain drills one can try to control where learners are aiming their shot and how hard they are kicking the ball.
- At times it was difficult to be focus on using the checklist and writing anecdotal