### EQUIPMENT
- 1 soccer ball per student
- 2 cones per 4 students
- 4 additional cones for HRPA
- Task Cards

### LESSON OUTCOME(S):
- Demonstrate basic dribbling skills
- Execute basic ball shielding and stealing techniques

### BEFORE CLASS SET-UP:
- Set up 30x30 square with cones
- Place soccer ball receptacles around activity area for easy distribution.
- Cones set-up randomly around the activity area.

### ACTIVITY (Time)

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| **HEALTH RELATED PHYSICAL ACTIVITY** | Dribble and Jog (10 Minutes)  
All students need 1 soccer ball.  
Students dribble the soccer ball outside the cones, 1 lap, then go to the nearest cone and perform the task on the card. (see cards at end of this unit)  
When finished with the first exercise listed on the first cone, students dribble one lap and ¼ to the next task card and complete that activity.  
This pattern continues until time is up (students finishing early repeat the activity). | Activity area 30 X 30 yards  
Set up Task cards in cones  
Encourage participation  
Monitor activity stations |

| **Activity #1**  
Soccer Knock-Out | Object of game: to protect soccer ball while kicking another student’s soccer ball out of coned area.  
Students dribble soccer balls inside coned area.  
If student's soccer ball goes out, he or she retrieves it and does 5 jumping jacks before returning.  
All students must maintain control of their soccer ball before striking another. | Clarify rules.  
Monitor students doing jumping jacks.  
Encourage movement and activity. |

| **Activity #2**  
STEAL THE BALL | Have 1/3rd of the students place their soccer balls into receptacles.  
Object of game: to get soccer ball and guard it while moving inside boundaries.  
Demonstrate how to guard soccer ball while changing directions, using body to block defender.  
Students with a soccer ball begin dribbling around area, controlling soccer balls while walking, jogging, or running.  
Students must keep moving and stay within the boundaries.  
Students without soccer balls may steal them at any time from anyone.  
On the signal (whistle, stop, music stops) students without a ball perform 5 jumping jacks before returning. | Encourage participation  
Identify students whose balls travel outside of the boundary |
<table>
<thead>
<tr>
<th>CLOSURE/COOLDOWN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review Skill/Activity</td>
<td>• Help collect and count equipment.</td>
</tr>
</tbody>
</table>

L1 TEKS Introduction 1,2 4.1 AEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD 4.4
L1 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1, 2, 3, 4, 5, 6
<table>
<thead>
<tr>
<th><strong>EQUIPMENT</strong></th>
<th><strong>LESSON OUTCOME(S):</strong></th>
<th><strong>BEFORE CLASS SET-UP:</strong></th>
</tr>
</thead>
</table>
| • 1 ball per student  
• 1 cone per student | • Demonstrate passing and trapping skills  
• Apply skills in a 2 on 2 game | • Set up 20x20 yard square with cones  
• Place soccer ball receptacles and cones around activity area for easy distribution. |

<table>
<thead>
<tr>
<th><strong>ACTIVITY (Time)</strong></th>
<th><strong>LESSON CONTENT</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
</table>
| HEALTH RELATED PHYSICAL ACTIVITY | **Soccer Knock-out (10 Minutes)** | • Clarify rules.  
• Monitor students doing jumping jacks.  
• Encourage movement and activity. |
| | • Object of game: to protect soccer ball while kicking another student’s soccer ball out of coned area.  
• Students dribble soccer balls inside coned area.  
• If student's soccer ball goes out, he or she retrieves it and does 5 jumping jacks before returning.  
• All students must maintain control of their soccer ball before striking another. | |
| **Activity #1** | **INSTEP PASS & TRAP** | • Encourage good form  
• Help time the students |
| | • Review instep pass/trap  
 o Review location of instep (Inside foot)  
 o Encourage “plant” with non kicking foot next to ball at impact  
 o Strike ball with instep mid ball  
 o Trap by stopping the ball, absorbing against the foot.  
• Students form pairs, find personal space and practice trap and pass – 5 yards apart.  
• Challenges: How many traps can students make in 20 seconds? Repeat to improve score. For every two traps made, one partner backs up a step. | |
| **Activity #2** | **Pass and move** | • Monitor activity  
• Encourage trapping before passing |
| | • Partners pass back and forth on the run.  
• Pass to partner; trap the ball and then pass back to a moving partner.  
• Watch for others moving throughout the activity area. | |
### Activity #3 3 on 3 Soccer
- Form 2 teams of 3 to play 3 on 3 games.
- One goal is created with 2 cones. Goal is in the middle of the game, with one team on each side of the cone.
- Partnerships choose which direction through the cones is a score for their team. The opposing team then must score from the other direction.
- Ball must roll in to be counted as a score.
- Ball going through the goal the wrong way is simply a pass.

### CLOSURE/COOLDOWN
- Review Skill/Activity

### Notes
- Assist students as needed
- Help with spacing of games

### TEKS
<table>
<thead>
<tr>
<th>L2 TEKS Introduction</th>
<th>1, 2</th>
<th>4.1 AEF</th>
<th>4.2 ABD</th>
<th>4.3 AE</th>
<th>4.4 BH</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2 TEKS Introduction</td>
<td>1, 2</td>
<td>5.1 BCFL</td>
<td>5.2 ABC</td>
<td>5.3 A</td>
<td>5.4 C</td>
</tr>
</tbody>
</table>

**NASPE NATL STD P.E. 1, 2, 3, 4, 5, 6**
## LESSON OUTCOME(S):
- Enhance personal fitness.
- Practice soccer skills during modified game.
- The student will improve cardiovascular endurance, apply team-working skills, and practice eye foot coordination skills.

## BEFORE CLASS SET-UP:
- Place soccer ball receptacles and cones around activity area for easy distribution.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH RELATED PHYSICAL ACTIVITY: Dribble and Jog (10 Minutes)</td>
<td>All students need 1 soccer ball. Students dribble the soccer ball outside the cones, 1 lap, then go to the nearest cone and perform the task on the card. (see cards at end of this unit) When finished with the first exercise listed on the first cone, students dribble one lap and 1/4 to the next task card and complete that activity. This pattern continues until time is up (students finishing early repeat the activity).</td>
</tr>
<tr>
<td>Activity #1 2 on 2</td>
<td>Form pairs and challenge another pair. One goal is made Partnerships choose which direction through the cones is a score for their team. The opposing team then must score from the other direction. Ball must roll in to be counted as a score. Ball going through the goal the wrong way is simply a pass. Change teams after 5-7 minutes.</td>
</tr>
</tbody>
</table>

## CLOSURE/COOLDOWN
- Review Skill/Activity
- Collect equipment

| L3 | TEKS | Introduction | 1.2 | 4.1 | AEFGK | 4.2 | ABD | 4.3 | AE | 4.4 | BH | 4.5 | A | 4.6 | AB | 4.7 | ABCD |
| L3 | TEKS | Introduction | 1.2 | 5.1 | BCFKL | 5.2 | ABC | 5.3 | A | 5.4 | C | 5.5 | AD | 5.6 | AB | 5.7 | ABC |
### SOCCER

#### LESSON 4

**EQUIPMENT**
- 1 soccer ball per student
- 2 cones per 4 students
- 4 additional cones for HRPA

**LESSON OUTCOME(S):**
- Demonstrate proper heading skill

**BEFORE CLASS SET-UP:**
- 30 X 30 yd. coned square
- Place soccer ball receptacles and cones around activity area for easy distribution

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| HEALTH RELATED PHYSICAL ACTIVITY: Soccer Partner Tag (10 Minutes) | Students find a partner. Each person needs a ball.  
Object of the game: Dribble and chase your partner, who is dribbling, and try to tag him or her.  
Game begins with the student who is “it” running around his or her soccer ball 3 times.  
Students who are “it” chase and tag partner while dribbling his or her soccer ball. The person being chased must also maintain control of his or her ball.  
After each tag switch roles. New “it” must run 3 times around his or her ball before chasing back.  
Students must keep head up and watch out for collisions.  
Variation: Teacher’s signal interrupts the chase to have pairs perform activities then give another signal for the pairs to resume tag. These activities are best modeled to the group for instruction. Select from the following list and/or create your own:  
- Foot taps on the top of soccer ball  
- Fast pass between ankles  
- Practice juggling soccer ball  
- Favorite lower body stretches  
- Favorite upper body stretches | Help model activities |
### Activity #1
**Heading**
- Facing the teacher, students are standing or seated in a semi circle.
- Heading:
  - Used when ball is above shoulders
  - Contact the ball at hair line
  - Face square to target
  - Strike ball – don’t let the ball strike you!
  - Eyes open, mouth closed
- Demonstrate heading with a self-toss.
- Have students shadow the skill without the ball.
- Demonstrate heading with self-toss.

### Activity #2
**2 on 2**
- Form pairs and challenge another pair.
- One goal is made using 2 cones
- Partners choose which direction through the cones is a score for their team. The opposing team then must score from the other direction.
- Ball must roll in to be counted as a score.
- Ball going through the goal the wrong way is simply a pass.
- Change teams after 5-7 minutes.
- Assist students in forming their circles.
- Assist students who are having difficulty with the rules of the game.

### CLOSURE/COOLDOWN
- Review Skill/Activity
- Assist with equipment

---

L4 TEKS Introduction 1,2 4.1 AEFK 4.2 ABD 4.3 AE BH 4.4 4.5 A 4.6 AB 4.7 ABCD
L4 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1, 2, 3, 4, 5, 6
# SOCCER Lesson 5

## 4th-5th Grade

### Equipment
- 1 soccer ball per 2 students
- Music
- 4 cones per 8 students
- 4 cones for HRPA
- Task Cards

### Lesson Outcome(s):
- Demonstrate goalie skills of protecting the goal
- The student will develop cardiovascular endurance, improve speed, demonstrate agility, and apply collaboration and team working skills

### Before Class Set-Up:
- 30 X 30 yd. coned square for HRPA
- Place soccer ball receptacles and cones around activity area for easy distribution.

### Activity

#### Activity (Time)

**Dribble and Jog (10 Minutes)**
- All students need 1 soccer ball.
- Students dribble the soccer ball outside the cones, 1 lap, then go to the nearest cone and perform the task on the card. (see cards at end of this unit)
- When finished with the first exercise listed on the first cone, students dribble one lap and ¼ to the next task card and complete that activity. This pattern continues until time is up (students finishing early repeat the activity).

#### Lesson Content

- Activity #1 Goalie Technique
  - Students standing or seated in semi circle for skill demonstration.
  - Goalie skill review
    - Position your body behind the on coming ball as much as possible (if hands miss – no goal)
    - Legs together
  - Demonstrate proper goalie technique and how to throw the ball back to teammates sidearm or underarm

- Activity #2 Goalie Skill Practice
  - Form pairs and practice goalie skills
  - Goalie retrieves 3 balls rolled by partner standing 5 yards away. Goalie rolls the ball back to their partner using underarm or side arm roll. After 3 rolls, switch jobs and repeat.

#### Role of Assistant
- Activity area 30 X 30 yards
- Set up Task cards in cones
- Encourage participation
- Monitor activity stations
- Monitor students
- Remind goalies to stay behind the ball and to keep their legs together
**Challenge:** How many catches in a row can each goalie make?
- Partner will kick 3 kicked balls to the goalie. Switch jobs and repeat.

**Challenge:** How many catches in a row can you and your partner?

**Transition**
- Partners combine to form groups of 8 with 1 soccer ball.
- Groups of 8 will play 4 on 4 soccer on a field.
- Assist with groupings and equipment

**Activity #3 4 on 4 Soccer**
- Mini soccer fields are set-up with two cones as goals on each side of field.
- Students play soccer with four students on each team. Three field players and one goalie.
- Play with throw-ins if the ball goes out of bounds
- Demonstrate throw-in: 2 hands, ball overhead, 2 feet on the ground.
- Shots must be between the cones and within the reach of the goalie to count.
- Variation: Eliminate goalies
- Assist with field set-up and equipment distribution.
- Distribute pinnies

**Closure/Cooldown**
- Review Skill/Activity
- Gather equipment

---

**L5 TEKS Introduction**
- 1, 2, AEFGK, ABD, AE, BH
- 1, 2, 5.1, BCFKL, ABC, A, 5.4, C
- 4.5, A, 4.6, AB, 4.7, ABCD
- 4.4, 5.5, AD, 5.6, AB, 5.7, ABC

**NASPE NATL STD P.E.**
- 1, 2, 3, 4, 5, 6
### Lesson 6: Soccer

#### Equipment
- One cone/marker per student
- One ball per student
- Pinnies

#### Lesson Outcome(s):
- Apply previously learned skills in a game situation

#### Class Setup:
- Distribute balls on play space
- 30 x 30 yd. coned square for HRPA

### Activity (Time)

#### Health Related Physical Activity

**Dribble Tag (10 Minutes)**
- Students dribble soccer ball in 30x30 space trying not to allow tagger to steal their ball
- 5 or so taggers don’t have a ball – try to steal others (”It”)  
- If a student rolls their ball over the boundary line they are automatically “it”  
- Once the ball is stolen, the student who lost the ball is now “it.” Student who took the ball dribbles away and attempts to avoid taggers.  
- No immediate tag backs.  
- If activity is not high enough, make more students “it.”  
- **Variation:** Add more taggers. Time the chase and blow with a whistle. Students without a ball on the signal perform 5 jumping jacks (or some other exercise). Resume game.

#### Role of Assistant
- Watch for students whose balls cross over the boundary

#### Activity #1

**1-on-1 Soccer**
- Form pairs and get 1 soccer ball and 1 cone per pair.  
- Object of game: to score a goal by knocking down cone.  
- Demonstrate game.  
- Student with soccer ball tries to dribble around defender and knock cone over.  
- Defender must guard shooter and not cone.  
- Start game and after each score about 20 feet from cone.  
- **Variation:** Ball only has to strike cone to be a score.

#### Role of Assistant
- Distribute equipment.  
- Assist with demonstration.  
- Monitor games. Encourage fair play.

#### Activity #2

**4-on-4 Soccer**
- Partners find another partnership to form a group of 4 and challenge or are assigned another group of 4 to play.

#### Role of Assistant
- Set up cones for goals  
- Monitor games
**Lesson 6**

**SOCCER**

<table>
<thead>
<tr>
<th>4th-5th Grade</th>
</tr>
</thead>
</table>

- Game is played on a mini field
- No goalie
- Throw in all soccer balls that go out-of-bounds.
- Shots must roll through or bounce once to be a goal.

**Closure/Cooldown**

- Review Skill/Activity
- Gather equipment

---

**TEKS**

- L6 TEKS Introduction 1,2 4.1 ABDN 4.2 ABD 4.3 AE 4.4 BH
- L6 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C

**NASPE NATL STD** 1, 2, 3, 4, 5,6
### SOCCER

**LESSON 7**

**4th-5th GRADE**

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>LESSON OUTCOME(S):</th>
<th>BEFORE CLASS SET-UP:</th>
</tr>
</thead>
</table>
| • 1 soccer ball per student  
  • 1 cone per 2 students  
  • Enough cones to make a 20x20 field for HRPA | • Apply soccer skills in a game situation.  
• Develop cardiovascular endurance, agility, speed, and cognitive thinking skills. | • 1 mini-soccer field for every 8 students. |

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH RELATED PHYSICAL ACTIVITY:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Soccer Knock Out (10 minutes) | • Object of game: to protect soccer ball while kicking another student’s soccer ball out of coned area.  
• Students dribble soccer balls inside coned area.  
• If student's soccer ball goes out, he or she retrieves it and does 5 jumping jacks before returning.  
  All students must maintain control of their soccer ball before striking another | • Clarify rules.  
• Monitor students doing jumping jacks.  
Encourage movement and activity. |
| Activity #1 4-on-4 Soccer | • Partners find another partnership to form a group of 4 and challenge or are assigned another group of 4 to play.  
• Game is played on a mini field  
• No goalie  
• Throw in all soccer balls that go out-of-bounds. | • Set up cones for goals  
Monitor games |
**SOCCER**

**LESSON 7**

**4th-5th GRADE**

<table>
<thead>
<tr>
<th>CLOSURE/COOLDOWN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shots must roll through or bounce once to be a goal.</td>
<td></td>
</tr>
<tr>
<td>• Review Skill/Activity</td>
<td>• Gather equipment</td>
</tr>
</tbody>
</table>
## Equipment
- 2 cones per 6 students
- 4 cones for HRPA
- Pinnies for every student
- 1 Soccer ball per 2 students

## Lesson Outcome(s):
- Demonstrate goalie skill of punting
- Demonstrate dribbling, passing, and teamwork in a game situation.

## Before Class Set-Up:
- Separate soccer balls in receptacles by color
- 30 X 30 cone square for HRPA
- Set up soccer goals for mob soccer according to class size and number of members on a team.

## Activity (Time)

### Health Related Physical Activity
- **Soccer Partner Tag** (10 Minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find a partner.</td>
<td>• Object of the game is to dribble and chase your partner, who is dribbling, and try to tag him or her.</td>
<td>• Assist with grouping</td>
</tr>
<tr>
<td>Game begins with the student who is “it” running around his or her soccer ball 3 times.</td>
<td>• Students who are “it” chases and tags partner while dribbling his or her soccer ball. The person being chased must also maintain control of his or her ball.</td>
<td>• Encourage participation</td>
</tr>
<tr>
<td>After each tag switch roles. New “it” must run 3 times around his or her ball before chasing back.</td>
<td>• Students must keep their head up and watch out for collisions with other students.</td>
<td>• Monitor activity</td>
</tr>
<tr>
<td>Variation: Interrupt the chase to have pairs perform activities then give the signal for the pairs to resume tag. These activities are best modeled to the group for instruction. Select from the following list and/or create your own:</td>
<td>• Practice juggling soccer ball on thighs</td>
<td></td>
</tr>
<tr>
<td>• Foot taps on the top of soccer ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fast pass between ankles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Partner ball pass over —under: Partners stand back to back and pass 1 ball over head and under/between legs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Partner ball pass – side to side: Partners stand back to back and pass one ball around their torso (turning from side to side)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity #1</td>
<td>Partner Goalie Skills</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Have students practice goalie skills with partner. Encourage distance and accuracy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- punting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- throwing (side arm/under hand)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Every 30 seconds or so have partners jog to switch ends of the field.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage safety – work with students who need to control their punts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up fields for next activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners find 2 other partnerships to form a group of 6.</td>
</tr>
<tr>
<td>Assist with groupings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #2</th>
<th>Mob Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be on teams of 6.</td>
<td></td>
</tr>
<tr>
<td>Each team wears a different color pinnie.</td>
<td></td>
</tr>
<tr>
<td>- Each team should have one soccer ball.</td>
<td></td>
</tr>
<tr>
<td>- Each team has a goal, which surrounds the playing area.</td>
<td></td>
</tr>
<tr>
<td>- If there are 6 teams, there should be 6 balls and 6 goals. Need to have even number of teams.</td>
<td></td>
</tr>
<tr>
<td>All teams are competing with the team straight across from them. For example if you had 6 teams; 1 VS 4, 2 VS 5, and 3 VS 6. As before everyone competes for the soccer balls but can only score against their opponent directly across from them. Point out basic penalties such as: “handball”, illegal throw-ins/kick offs, etc…</td>
<td></td>
</tr>
<tr>
<td>Instruct students to call their own fouls and to give the other team an indirect kick at the spot where the infraction occurred.</td>
<td></td>
</tr>
<tr>
<td>Shots must be between the cones and within the reach of the goalie to count.</td>
<td></td>
</tr>
<tr>
<td>Encourage students to keep play moving – every player gets a touch.</td>
<td></td>
</tr>
<tr>
<td>To increase activity you can add more soccer balls.</td>
<td></td>
</tr>
<tr>
<td>Variation – Use matching colored balls with pinnies. Teams can only score goals with their color soccer ball. Your team can score on any goal.</td>
<td></td>
</tr>
</tbody>
</table>

- Sit ups – partners face each other (foot to foot) and pass 1 ball from one partner to the next
- Favorite lower body stretches
- Favorite upper body stretches
- Mountain Climbers
<table>
<thead>
<tr>
<th>CLOSURE/COOLDOWN</th>
<th>• Review Skill/Activity</th>
<th>• Collect equipment.</th>
</tr>
</thead>
</table>

L8   TEKS Introduction 1,2  4.1  ABDN  4.2  B  4.3  BC  BH  4.4  4.5  A  4.6  AB  4.7  AB
L8   TEKS Introduction 1,2  5.1  BCFJKL  5.2  ABC  5.3  A  5.4  C  5.5  AD  5.6  AB  5.7  ABC

NASPE  NATL  STD  P.E.  1, 2, 3, 4, 5, 6
## Equipment
- 1 ball per 2 students
- 2 cones per 6 students
- Enough jump ropes for the class and music for HRPA

## Lesson Outcome(s):
- Demonstrate clear communication between teammates
- Apply learned skills in a game situation
- Develop cardiovascular endurance, agility, speed, and demonstrate various jump rope skills.

## Before Class Set-Up:
- Soccer fields for 6 on 6 soccer

## Activity (Time)
### Health Related Physical Activity:
**Soccer Partner Tag (10 Minutes)**

- Students find a partner. Each person needs a ball.
- Object of the game: Dribble and chase your partner, who is dribbling, and try to tag him or her.
- Game begins with the student who is “it” running around his or her soccer ball 3 times.
- Students who are “it” chase and tag partner while dribbling his or her soccer ball. The person being chased must also maintain control of his or her ball.
- After each tag switch roles. New “it” must run 3 times around his or her ball before chasing back.
- Students must keep head up and watch out for collisions.
- Variation: Teacher’s signal interrupts the chase to have pairs perform activities then give another signal for the pairs to resume tag. These activities are best modeled to the group for instruction. Select from the following list and/or create your own:
  - Foot taps on the top of soccer ball
  - Fast pass between ankles
  - Practice juggling soccer ball
  - Favorite lower body stretches

## Role of Assistant
- Help model activities
### SOCCER

**Lesson 9**

**4th-5th Grade**

<table>
<thead>
<tr>
<th>Transition</th>
<th>Activity #1 3 on 3 Soccer</th>
<th>Activity #2 6 on 6</th>
<th>Closure/Cooldown</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Groups of 6 from previous activity need one soccer ball and 2 cones.</td>
<td>- Students are grouped in teams of 3 with a goal 2 yards apart.</td>
<td>- Games with goalie.</td>
<td>- Review Skill/Activity</td>
</tr>
<tr>
<td>- Assist with equipment</td>
<td>- Teams try to score by passing the ball through the goal on either side</td>
<td>- Goalie needs to be rotated every goal scored or every 2 minutes.</td>
<td>- Assist with equipment</td>
</tr>
<tr>
<td>- Game begins with a dropped ball to the side of the goal.</td>
<td>- NO GOALIES.</td>
<td>- All soccer balls that go out-of-bounds are thrown-in.</td>
<td></td>
</tr>
<tr>
<td>- Variation: Determine which direction for each team is the scoring direction. If ball is kicked through by a team in the wrong direction, it is regarded as a pass.</td>
<td>-</td>
<td>- Shots must be between the cones and within the reach of the goalie to count.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Set up circles with line markers (if necessary) and cones for the upcoming game</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**L9 TEKS Introduction 1,2 AEFK 4.1 ABD 4.2 AE 4.3 BH 4.4 A E AD 4.5 A 4.6 AB 4.7 ABCD**

**NASPE NATL STD P.E. 1, 2, 3, 4, 5, 6**
### Equipment
- 1 ball per 2 players
- 2 cones per 6 students
- 4 or more cones for HRPA

### Lesson Outcome(s):  
- Apply soccer skills in a game situation
- Develop cardiovascular endurance, agility, speed, and demonstrate fitness exercises.

### Before Class Set-Up:
- One soccer field per 12 students

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| **Health Related Physical Activity:**
Soccer Partner Tag (10 Minutes) |
- Students find a partner. Each person needs a ball.
- Object of the game: Dribble and chase your partner, who is dribbling, and try to tag him or her.
- Game begins with the student who is “it” running around his or her soccer ball 3 times.
- Students who are “it” chase and tag partner while dribbling his or her soccer ball. The person being chased must also maintain control of his or her ball.
- After each tag switch roles. New “it” must run 3 times around his or her ball before chasing back.
- Students must keep head up and watch out for collisions.
- Variation: Teacher’s signal interrupts the chase to have pairs perform activities then give another signal for the pairs to resume tag. These activities are best modeled to the group for instruction. Select from the following list and/or create your own:
  - Foot taps on the top of soccer ball
  - Fast pass between ankles
  - Practice juggling soccer ball
  - Favorite lower body stretches
  - Favorite upper body stretches |
  - Help model activities |
| Activity #1 6 on 6 |
- Students form groups of 6
- Games of 6 on 6 (including goalie) |
  - Assist with grouping students.
  - Referee and/or monitor games. |
### Lesson 10

#### 4th - 5th Grade

| Goalie needs to be rotated every goal scored or every 2 minutes. | Encourage participation. |
| – All soccer balls that go out-of-bounds are thrown-in. |  |
| – Shots must be between the cones and within the reach of the goalie to count. |  |
| – Have teams switch every 5 minutes. |  |
| – Challenge: Every 5 minutes team ahead moves up one field, team behind moves down one. Use rock/paper/scissors to settle ties. |  |

**Closure/Cooldown**

- Review Skill/Activity
- Assist with equipment.

---

**L10 TEKS Introduction**

1, 2

4.1 AEFGK

4.2 ABD

4.3 AE

4.4 BH

4.5 A

4.6 AB

4.7 ABCD

**L10 TEKS Introduction**

1, 2

5.1 BCFLK

5.2 ABC

5.3 A

5.4 C

5.5 AD

5.6 AB

5.7 ABC

**NASPE NATL STD P.E.**

1, 2, 3, 4, 5, 6