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

<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. | - Encourage participation
- Identify students whose balls travel outside of the boundary |
**LESSON 1**

**K-1st GRADE**

- 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.

**CLOSURE/COOLDOWN**

- Review Skill/Activity
- Help collect and count equipment.

---

L1 TEKS Introduction 1,2,3 K.1 AB K.2 AB K.3 AB K.5 A K.6 AB K.7 ABC
L1 TEKS Introduction 1,2 1.1 AB 1.2 A 1.3 AB 1.5 A 1.6 AB 1.7 ABC

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

### LESSON 2

### K-1st GRADE

### EQUIPMENT
- 1 ball per student
- 1 cone per student

### LESSON OUTCOME(S):
- Demonstrate passing and trapping skills
- Apply skills in a 2 on 2 game

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

### ACTIVITY

#### HEALTH RELATED PHYSICAL ACTIVITY

#### 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.

### LESSON CONTENT

#### Activity #1

**INSTEP PASS & TRAP**

- Review instep pass/trap (“2 touch”)
  - Review location of instep (Inside foot)
  - Encourage “plant” with non kicking foot next to ball at impact
  - Strike ball with instep mid ball
  - 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.

### ROLE OF ASSISTANT

- Clarify rules.
- Monitor students doing jumping jacks.
- Encourage movement and activity.

- Encourage good form
- Help time the students

- Monitor activity
- Encourage trapping before passing
### Activity #3

**2 on 2 Soccer**

- Form 2 teams of 2 to play 2 on 2 game.
- 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.

- Assist students as needed
- Help with spacing of games

### CLOSURE/COOLDOWN

- Review Skill/Activity
- Help collect equipment

**L2 TEKS Introduction**

- 1,2,3 K.1 AB K.2 AB K.3 AB K.5 A K.6 AB K.7 ABC
- 1,2 1.1 AB 1.2 A 1.3 AB 1.5 A 1.6 AB 1.7 ABC

**NASPE NATL STD P.E.**

- 1,2,3,4,5,6
<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>LESSON OUTCOME(S):</th>
<th>BEFORE CLASS SET-UP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 ball per 2 students • 1 cone per 2 students</td>
<td>• Enhance personal fitness. • Practice soccer skills during modified game. • Develop cardiovascular endurance, agility, speed, and balance.</td>
<td>• Place soccer ball receptacles and cones around activity area for easy distribution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| HEALTH RELATED PHYSICAL ACTIVITY T-Rex Tag (10 Minutes) | • Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.  
• On the signal, 2 students (T-Rex) will try to tag other students. The first time a student is tagged they must balance on one foot for a count of 10 seconds to continue playing. If the student cannot balance for 10 seconds then they become taggers.  
• Continue playing until everyone has been tagged. | • Assist students with equipment set up. |

| Activity #1 2 on 2 | • 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. | • Assist students with field set-up.  
• Assist students who are having difficulty |

| CLOSURE/COOLDOWN | • Review Skill/Activity | • Collect equipment |
L3 TEKS Introduction 1,2,3 K.1 AB K.2 AB K.3 AB K.5 A K.6 AB K.7 ABC
L3 TEKS Introduction 1,2 1.1 AB 1.2 A 1.3 AB 1.5 A 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
## EQUIPMENT
- 6 Beach balls and/or volleyball trainers
- 1 Cone per 6 students
- Field markers
- 1 soccer ball per student

## 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.
- Have beach balls/volleyball trainers ready to distribute

## ACTIVITY
### HEALTH RELATED PHYSICAL ACTIVITY
**Soccer Partner Tag**

(Time) **(10 Minutes)**

### LESSON CONTENT
- 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” chases and tags 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
  - Partner ball pass – side to side
  - Practice juggling soccer ball on thighs
  - Sit ups – partners face each other (foot to foot) and pass 1 ball from one partner to the next
  - Favorite upper body stretches

### ROLE OF ASSISTANT
- 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
- 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.
- Assist students with field set-up.
- Assist students who are having difficulty

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

<table>
<thead>
<tr>
<th>L4 TEKS Introduction</th>
<th>1,2,3</th>
<th>K.1</th>
<th>AB</th>
<th>K.2</th>
<th>AB</th>
<th>K.3</th>
<th>AB</th>
<th>K.5</th>
<th>A</th>
<th>K.6</th>
<th>AB</th>
<th>K.7</th>
<th>ABC</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4 TEKS Introduction</td>
<td>1,2</td>
<td>1.1</td>
<td>AB</td>
<td>1.2</td>
<td>A</td>
<td>1.3</td>
<td>AB</td>
<td>1.5</td>
<td>A</td>
<td>1.6</td>
<td>AB</td>
<td>1.7</td>
<td>ABC</td>
</tr>
</tbody>
</table>

NASPE NATL STD P.E. 1,2,3,4,5,6
**EQUIPMENT**
- 1 soccer ball per 2 students
- Music
- 4 cones per 8 students
- 4 cones for HRPA
- Beach towels or jump ropes

**LESSON OUTCOME(S):**
- Demonstrate goalie skills of protecting the goal

**BEFORE CLASS SET-UP:**
- 20 X 20 yd. coned square for HRPA
- 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>
<tbody>
<tr>
<td>HEALTH RELATED PHYSICAL ACTIVITY</td>
<td>Beach Towel Tag (10 Minutes)</td>
<td>Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc. On the signal, 2 students will try to tag other students. The first time a student is tagged they must hold a beach towel with another tagged student and begin to form a chain and jog around the boundary cones while holding the beach towel. Continue to play until everyone has been tagged.</td>
</tr>
</tbody>
</table>

| Activity #1 Goalie Technique | • Students standing or seated in semi circle for skill demonstration. Goalie skill review  o Position your body behind the on coming ball as much as possible (if hands miss – no goal)  o Legs together  • Demonstrate proper goalie technique and how to throw the ball back to teammates | Monitor students |
### Activity #2
**Goalie Skill Practice**
- Form pairs and practice goalie skills
- Goalie retrieves 3 balls rolled by partner standing 10 yards away. Goalie rolls the ball back to their partner using underarm or side arm roll. After 3 rolls, switch jobs and repeat.
  - 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?
- Remind goalies to stay behind the ball and to keep their legs together

### 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** 1,2,3  K.1  AB  K.2  AB  K.3  AB  K.5  A  K.6  AB  K.7  ABC

**L5 TEKS Introduction** 1,2  1.1  AB  1.2  A  1.3  ABC  1.5  A  1.6  AB  1.7  ABC

**NASPE NATL STD P.E.** 1,2,3,4,5,6
### EQUIPMENT
- One cone/marker per student
- One ball per student
- Pinnies

### LESSON OUTCOME(S):
- Apply previously learned skills in a game situation

### BEFORE CLASS SET-UP:
- Distribute balls on play space
- 30 X 30 yd. coned square for HRPA

### ACTIVITY (Time) | LESSON CONTENT | ROLE OF ASSISTANT
--- | --- | ---
**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 vigorous 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. | 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. | 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. | Set up cones for goals
- Monitor games
### LESSON 6

#### K-1st GRADE

<table>
<thead>
<tr>
<th>SOCCER</th>
<th>LESSON 6</th>
<th>K-1st 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

<table>
<thead>
<tr>
<th>L6 TEKS Introduction 1,2,3</th>
<th>K.1</th>
<th>AB</th>
<th>K.2</th>
<th>AB</th>
<th>K.3</th>
<th>AB</th>
<th>K.5</th>
<th>A</th>
<th>K.6</th>
<th>AB</th>
<th>K.7</th>
<th>ABC</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6 TEKS Introduction 1,2</td>
<td>1.1</td>
<td>AB</td>
<td>1.2</td>
<td>A</td>
<td>1.3</td>
<td>AB</td>
<td>1.5</td>
<td>A</td>
<td>1.6</td>
<td>AB</td>
<td>1.7</td>
<td>ABC</td>
</tr>
</tbody>
</table>

NASPE NATL STD P.E. 1,2,3,4,5,6
# Soccer Lesson 7

**EQUIPMENT:**
- 1 soccer ball per 2 students
- 1 cone per 2 students
- 4 beach towels or jump ropes

**LESSON OUTCOME(S):**
- Apply soccer skills in a game situation.
- Develop cardiovascular endurance, agility, speed, and cooperative skills

**BEFORE CLASS SET-UP:**
- 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>
</table>
| HEALTH RELATED PHYSICAL ACTIVITY Beach Towel Relay (10 minutes) | • Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.  
• Divide the students into two groups and into four teams  
• The first two runners of each team will be holding a beach towel (or jump rope) and will run forward together around the cone and back to the start to give the beach towel (jump rope) to the next team member to repeat the same process.  
• The team that finishes first will be the winners.  
• Continue playing as time allows. | • Assist students with equipment set-up |
| Activity #1 4 on 4 Soccer | • Students make groups of 4, with 1 group challenging another.  
• Games of 4 on 4 (including goalie)  
• Goalie needs to be rotated every goal scored or every 2 minutes. | • Assist with grouping students.  
• Referee and/or monitor games.  
• 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 3-5 minutes.

**CLOSURE/COOLDOWN**

• Review Skill/Activity

• Gather equipment

L7 TEKS Introduction 1,2,3 K.1 AB K.2 AB K.3 AB K.5 A K.6 AB K.7 ABC
L7 TEKS Introduction 1,2 1.1 AB 1.2 A 1.3 AB 1.5 A 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>LESSON OUTCOME(S):</th>
<th>BEFORE CLASS SET-UP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 cones per 6 students</td>
<td>• Demonstrate goalie skill of punting</td>
<td>• Separate soccer balls in receptacles by color</td>
</tr>
<tr>
<td>• 4 cones for HRPA</td>
<td>• Demonstrate dribbling, passing and teamwork in a game situation.</td>
<td>• 30 X 30 cone square for HRPA</td>
</tr>
<tr>
<td>• Pinnies for every student</td>
<td></td>
<td>• Set up soccer goals for mob soccer according to class size and number of members on a team.</td>
</tr>
<tr>
<td>• 1 Soccer ball per 2 students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
</tr>
</thead>
</table>
| HEALTH RELATED PHYSICAL ACTIVITY | Students find a partner.  
Soccer Partner Tag (10 Minutes) | • Object of the game is to 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” chases and tags 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 their head up and watch out for collisions with other students.  
• 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:  
  o Foot taps on the top of soccer ball  
  o Partner ball pass over –under: Partners stand back to back and pass 1 ball over head and under/between legs  
  o Partner ball pass – side to side  
  o Practice juggling soccer ball on thighs  
  o Sit ups – partners face each other (foot to foot) and pass 1 ball from one partner to the next  
  o Favorite lower body stretches | • Assist with grouping  
• Encourage participation  
• Monitor activity |
### Activity #1 Partner Goalie Skills
- Have students practice goalie skills with partner. Encourage distance and accuracy.
  - punting
  - throwing (side arm/under hand)
  - Every 30 seconds or so have partners jog to switch ends of the field.
- Encourage safety – work with students who need to control their punts
- Set up fields for next activity

### Transition
- Students form groups of 3 and find other groups of 3 to challenge.
- Assist with groupings

### Activity #2 3 on 3 Soccer
- Students will be on teams of 3.
- Games of 3 on 3 (no goalie)
- All soccer balls that go out-of-bounds are thrown-in.
- Shots must be between the cone to count.
- Each team wears a different color pinne
- Instruct students to call their own fouls and to give the other team an indirect kick at the spot where the infraction occurred.
- Encourage students to keep play moving – every player gets a touch.
- Monitor games
- Encourage safety

### CLOSURE/COOLDOWN
- Review Skill/Activity
- Collect equipment.
<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>LESSON OUTCOME(S):</th>
<th>BEFORE CLASS SET-UP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 ball per 2 students</td>
<td>• Demonstrate clear communication between teammates</td>
<td>• Soccer fields for 6 on 6 soccer</td>
</tr>
<tr>
<td>• 2 cones per 6 students</td>
<td>• Apply learned skills in a game situation</td>
<td></td>
</tr>
<tr>
<td>• 6-8 hula rings</td>
<td>• Develop cardiovascular endurance, agility, speed, and cooperative learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH RELATED PHYSICAL</td>
<td>• Designate game boundaries with cones for students to play tag. Be sure the area</td>
<td>• Lead and/or participate in activity</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>is safe for students to run, stop, chase and dodge, such as grass etc.</td>
<td>• Assist with equipment</td>
</tr>
<tr>
<td>Hula Ring Tag (10 Minutes)</td>
<td>• Place eight hula rings on the ground in various locations within the boundary of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the four cones.</td>
<td></td>
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<tr>
<td></td>
<td>• On the signal, 2 students will try to tag other students. A student will be safe</td>
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<tr>
<td></td>
<td>if they stand in a ring, however no more than two students may stand in the ring.</td>
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<tr>
<td></td>
<td>The students may stay in the ring for only a count of ten seconds. The first time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a student is tagged they become taggers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to play until everyone has been tagged.</td>
<td></td>
</tr>
</tbody>
</table>

| Transition               | • Groups of 3 find another group of 3 to challenge.                              | • Assist with equipment                      |

| Activity #1 3 on 3 Soccer | • Students are grouped in teams of 3 with a goal 2 yards apart.                 | • Set up circles with line markers (if necessary) and cones for the upcoming game |
|                          | • Teams try to score by passing the ball through the goal on either side        |                                              |
|                          | • Game begins with a dropped ball to the side of the goal.                     |                                              |
|                          | • NO GOALIES.                                                                  |                                              |
### Activity #2 6 on 6
- Games with goalie.
- Goalie needs to be rotated every goal scored or every 2 minutes.
- 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.

### 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.

### CLOSURE/COOLDOWN
- Review Skill/Activity

### Assist with field set-up
- Encourage participation
- Monitor games
- Assist with equipment

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L9 TEKS Introduction 1,2,3 K.1 AB K.2 AB K.3 AB K.5 A K.6 AB K.7 ABC
L9 TEKS Introduction 1,2 1.1 AB 1.2 A 1.3 AB 1.5 A 1.6 AB 1.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
### Lesson 10: Soccer

**Equipment**
- 1 ball per 2 players
- 2 cones per 6 students

**Lesson Outcome(s):**
- Apply soccer skills in a game situation

**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>
<tbody>
<tr>
<td><strong>Health Related Physical Activity</strong>&lt;br&gt;Bunny Hop Relay&lt;br&gt;(10 Minutes)</td>
<td>- Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.&lt;br&gt;- Have students form five rows with equal number of students in each row.&lt;br&gt;- Place a cone 10-20 yards in front of each row.&lt;br&gt;- The first student in each row will hold the ball between their knees.&lt;br&gt;- At the sound of the whistle the first student in each row will hop towards the cone and around each cone, and back to the next student in line.&lt;br&gt;The next student will follow the same process until all of the students have completed the relay.&lt;br&gt;After the final student crosses the finish line all the students in line will sit down.&lt;br&gt;Repeat the same activity again but move the cones closer/farther.</td>
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**Activity #1<br>6 on 6**
- Students form groups of 6<br>- Games of 6 on 6 (including goalie)

- Assist with grouping students.<br>- Referee and/or monitor games.
|                                  | Goalie needs to be rotated every goal scored or every 2 minutes. | 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. | Encourage participation. | **L10 TEKS Introduction** | 1,2,3 K.1 AB K.2 AB K.3 AB K.5 A K.6 AB K.7 ABC | Start the game! | **L10 TEKS Introduction** | 1,2 1.1 AB 1.2 A 1.3 AB 1.5 A 1.6 AB 1.7 ABC | Review Skill/Activity | Assist with equipment. | **NASPE NATL STD P.E.** | 1,2,3,4,5,6 |