# Soccer Lesson 1

**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)

### 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 #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.

### 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

### Role of Assistant
- Activity area 30 X 30 yards
- Set up Task cards in cones
- Encourage participation
- Monitor activity stations
- Clarify rules.
- Monitor students doing jumping jacks.
- Encourage movement and activity.
- Encourage participation
- Identify students whose balls travel outside of the boundary
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>LESSON 1</strong></td>
<td><strong>2\textsuperscript{nd} - 3\textsuperscript{rd} GRADE</strong></td>
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<tr>
<td><strong>CLOSURE/COOLDOWN</strong></td>
<td></td>
</tr>
<tr>
<td>• Review Skill/Activity</td>
<td>• Help collect and count equipment.</td>
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<tr>
<td>L1 TEKS Introduction</td>
<td></td>
</tr>
<tr>
<td>1,2,3</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2.1 ABDN</td>
<td>3.1 ABCJ</td>
</tr>
<tr>
<td>2.2 A</td>
<td>3.2 B</td>
</tr>
<tr>
<td>2.3 BC</td>
<td>3.3 BC</td>
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<td>2.4</td>
<td>3.4</td>
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<tr>
<td>2.5 A</td>
<td>3.5 A</td>
</tr>
<tr>
<td>2.6 AB</td>
<td>3.6 AB</td>
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<tr>
<td>2.7 AB</td>
<td>3.7 ABC</td>
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<td></td>
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<tr>
<td><strong>jumping jacks.</strong></td>
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<tr>
<td>EQUIPMENT</td>
<td>LESSON OUTCOME(S):</td>
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<td>--------------------------------------------------------------------------</td>
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</tbody>
</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>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</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. |                                                                                   |

<table>
<thead>
<tr>
<th>Activity #1</th>
<th>INSTEP PASS &amp; TRAP</th>
<th></th>
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</thead>
</table>
|               |                    | • Review instep pass/trap  
  • 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. | • Encourage good form  
  • Help time the students |

<table>
<thead>
<tr>
<th>Activity #2</th>
<th>Pass and move</th>
<th></th>
</tr>
</thead>
</table>
|               |               | • 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. | • Monitor activity  
  • Encourage trapping before passing |
### 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

### TEKS
- L2 TEKS Introduction 1,2
- L2 TEKS Introduction 1,2,3

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- 2.1 ABDN
- 2.2 A
- 2.3 BC
- 2.4
- 2.5 A
- 2.6 AB
- 2.7 AB
- 3.1 ABCJ
- 3.2 B
- 3.3 BC
- 3.4
- 3.5 A
- 3.6 AB
- 3.7 ABC

- Assist students as needed
- Help with spacing of games
- Help collect equipment
# Soccer Lesson 3

## 2nd - 3rd Grade

### Equipment
- 1 ball per 2 students
- 1 cone per 2 students
- Jar lids (at least one per each student), two to four buckets, for to eight cones for HRPA

### 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.

### Activity (Time)

#### Health Related Physical Activity (10 Minutes)
- Divide students into two equal teams.
- Each team will have a line of jar lids to kick between their goals.
- When the whistle is blown, the student closest to the bucket will go to their line of jar lids, choose one lid and kick it (as many times as it takes) between the cones.
- The student will then pick up their lid, bring it to the end of their line and pass it down.
- Students sitting down will help pass the lid and put in the bucket.
- If they drop the lip, then it must be put back in their line of jar lids. (The next student to kick the jar lid between the goals must first wait until the first lid is in the bucket.)
- When the whistle blows to end the game, the students will count their jar lids and the team with the most jar lids wins.

#### 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.

### Role of Assistant
- Assist students with equipment set up.
- Assist students who are having difficulty
### LESSON 3

**2nd - 3rd GRADE**

<table>
<thead>
<tr>
<th><strong>SOCCER</strong></th>
<th><strong>LESSON 3</strong></th>
<th><strong>2nd - 3rd GRADE</strong></th>
</tr>
</thead>
</table>

- Ball going through the goal the wrong way is simply a pass.
- Change teams after 5-7 minutes.

**CLOSURE/COOLDOWN**

- Review Skill/Activity
- Collect equipment

<table>
<thead>
<tr>
<th>L3 TEKS Introduction</th>
<th>1,2</th>
<th>2.1</th>
<th>ABDN</th>
<th>2.2</th>
<th>A</th>
<th>2.3</th>
<th>B</th>
<th>2.4</th>
<th>2.5</th>
<th>A</th>
<th>2.6</th>
<th>AB</th>
<th>2.7</th>
<th>AB</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3 TEKS Introduction</td>
<td>1,2,3</td>
<td>3.1</td>
<td>ABCJ</td>
<td>3.2</td>
<td>B</td>
<td>3.3</td>
<td>B</td>
<td>3.4</td>
<td>3.5</td>
<td>A</td>
<td>3.6</td>
<td>AB</td>
<td>3.7</td>
<td>ABC</td>
</tr>
</tbody>
</table>
### 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:
- 20 X 20 yd. coned square
- Place soccer ball receptacles and cones around activity area for easy distribution.
- Have beach balls/volleyball trainers ready to distribute

### ACTIVITY (Time) | LESSON CONTENT | ROLE OF ASSISTANT
--- | --- | ---
**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” 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:  
  o Foot taps on the top of soccer ball  
  o Fast pass between ankles  
  o Practice juggling soccer ball  
  o Favorite lower body stretches  
  o Favorite upper body stretches | • Help model activities
### Heading #1
- 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.

### Activity #2: Head/Catch
- Have students come together in groups of 8.
- Each group then forms a circle with one person standing in the middle with a soccer ball.
- The middle student will call “HEAD” or “CATCH” before tossing the ball.
- The outer students must do the opposite of what is called. So, if “HEAD” is called, the student must catch the ball in order to stay in the game. If “CATCH” is called, the student must head the ball back to the center thrower.
- The student in the middle underhand tosses the soccer ball to any player around him/her in the circle.
- If the outer player performs the wrong action, he/she must run around the circle and get back to their spot.

### CLOSURE/COOLDOWN
- Review Skill/Activity

### Activity Notes
- Demonstrate heading with self-toss.
- Assist students in forming their circles.
- Assist students who are having difficulty with the rules of the game.

### Activity TEKS
- L4 TEKS Introduction 1,2 2.1 ABDN 2.2 A 2.3 BC 2.4 2.5 A 2.6 AB 2.7 AB
- L4 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 B 3.3 BC 3.4 3.5 A 3.6 AB 3.7 ABC
# Soccer Lesson 5

## 2nd-3rd Grade

### Equipment
- 1 soccer ball per 2 students
- Music
- 4 cones per 8 students
- Cones, whistle, five or more large hula rings for HRPA

### 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:
- 20 X 20 yd. coned square for HRPA
- Place soccer ball receptacles and cones around activity area for easy distribution.

## Activity (Time)

<table>
<thead>
<tr>
<th>Health Related Physical Activity (10 Minutes)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organize the students into teams.</td>
<td></td>
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<tr>
<td>• Have each team form a circle and hold hands or bandanas. Give each team one large hula ring.</td>
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</tr>
<tr>
<td>• At the sound of the whistle the first person places the hula ring over their head and down their body and steps out of the hula ring without releasing the other team member’s hand or bandana.</td>
<td></td>
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</tr>
<tr>
<td>• When the team is completed passing the hula ring to the last team member everyone is to do some sort of exercise, for example 20 jumping jacks.</td>
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</tr>
<tr>
<td>• After completing the final exercise task, the team that has everyone sitting down first is the winner. If time allows this activity can be repeated.</td>
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</tbody>
</table>

### 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

- Monitor students
### 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.

*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.

### 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

### CLOSURE/COOLDOWN
- Review Skill/Activity

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**L5 TEKS Introduction**

| 2.1 ADFN | 2.2 A | 2.3 B | 2.4 | 2.5 | 2.6 AB | 2.7 AB | L5 TEKS Introduction | 1,2,3 | 3.1 ABCJ | 3.2 BC | 3.3 B | 3.4 | 3.5 | A | 3.6 AB | 3.7 ABC |
### 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

<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></td>
<td></td>
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</tr>
<tr>
<td><strong>Dribble Tag (10 Minutes)</strong></td>
<td>Students dribble soccer ball in 30x30 space trying not to allow tagger to steal their ball.</td>
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<tr>
<td></td>
<td>5 or so taggers don’t have a ball – try to steal others (“It”)</td>
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<tr>
<td></td>
<td>If a student rolls their ball over the boundary line they are automatically “it”</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>No immediate tag backs.</td>
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<td></td>
<td>If activity is not high enough, make more students “it.”</td>
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<td></td>
<td>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.</td>
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</tr>
<tr>
<td><strong>ACTIVITY #1</strong></td>
<td>Form pairs and get 1 soccer ball and 1 cone per pair.</td>
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</tr>
<tr>
<td><strong>1-on-1 Soccer</strong></td>
<td>Object of game: to score a goal by knocking down cone.</td>
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<tr>
<td></td>
<td>Demonstrate game.</td>
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<tr>
<td></td>
<td>Student with soccer ball tries to dribble around defender and knock cone over.</td>
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<tr>
<td></td>
<td>Defender must guard shooter and not cone.</td>
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<td></td>
<td>Start game and after each score about 20 feet from cone.</td>
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<td></td>
<td>Variation: Ball only has to strike cone to be a score.</td>
<td></td>
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<tr>
<td><strong>Activity #2</strong></td>
<td>Partners find another partnership to form a group of 4 and challenge or are assigned another group of 4 to play.</td>
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<tr>
<td><strong>4-on-4 Soccer</strong></td>
<td>Game is played on a mini field</td>
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<td></td>
<td>Distribute equipment.</td>
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<td></td>
<td>Assist with demonstration.</td>
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<td></td>
<td>Monitor games. Encourage fair play.</td>
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<td></td>
<td>Set up cones for goals</td>
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<tr>
<td></td>
<td>Monitor games</td>
<td></td>
</tr>
<tr>
<td>CLOSURE/COOLDOWN</td>
<td>LESSON 6</td>
<td></td>
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<td>------------------</td>
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<td></td>
</tr>
<tr>
<td>• No goalie</td>
<td>• No goalie</td>
<td></td>
</tr>
<tr>
<td>• Throw in all soccer balls that go out-of-bounds.</td>
<td>• Throw in all soccer balls that go out-of-bounds.</td>
<td></td>
</tr>
<tr>
<td>• Shots must roll through or bounce once to be a goal.</td>
<td>• Shots must roll through or bounce once to be a goal.</td>
<td></td>
</tr>
</tbody>
</table>

L6 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 BC 3.3 BC 3.4 L6 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 BC 3.3 BC 3.4
## Equipment
- 1 soccer ball per student
- 1 cone per 2 students
- Enough cones to make a 20x20 field for HRPA

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

## Before Class Set-Up:
- 1 mini-soccer field for every 8 students.

## Activity (Time)

<table>
<thead>
<tr>
<th>Health Related Physical Activity (10 minutes)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<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.</td>
<td></td>
<td>Assist students with equipment set-up</td>
</tr>
<tr>
<td>On the signal, 2 students will try to tag other students. The first time a student is tagged they must line up beginning with the letter A, B, C, D, E, F, etc. until the alphabet is completed.</td>
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<tr>
<td>Continue to play until the alphabet is over and everyone has been tagged.</td>
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</tbody>
</table>

## Activity #1: Driving School
- Instructor introduces him/herself by stating: "This is Driving School & I'm your Instructor. I'm going to teach you how to drive but you must listen carefully & do exactly what I say."
- Each player has a ball & must stay inside the cones.
- Coach uses a ball to demonstrate what each of the instructions means:
  - "Go" - Start dribbling ("Keep the ball near your feet & look up while you dribble so you don't run into someone").
  - "Stop" - Put foot on top of ball to stop it
- Activity #1: Driving School
  - Set up cones to design a 20x20 yard field.
  - Assist with crowd control.
  - Encourage participation.
**SOCCER**

**LESSON 7**

**2nd-3rd GRADE**

- **"Slow"** - Dribble slow
- **"Speed Up"** - Dribble faster but keep looking up & don't "wreck".
- **"Turn right"** - Use the outside of the right foot to push the ball to the right & then dribble in that direction. (This teaches them to stop & turn the ball using the outside of the foot). Be sure they know which is the right foot.
- **"Turn left"** - Use the outside of the left foot to push the ball to the left & then dribble in that direction. (If U-6 gets confused about which is right & left, it's okay. Don't stop the game).
- **"Pull back & go the other way"** - Use the bottom of foot to pull the ball back (i.e., flick it backward) & then turn around & go the other way.

<table>
<thead>
<tr>
<th>CLOSURE/ COOLDOWN</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Review Skill/Activity</td>
<td>• Gather equipment</td>
</tr>
</tbody>
</table>

L7 TEKS Introduction 1,2,3 1.2 ABDN 2.2 A 2.3 B 2.4 2.5 A 2.6 AB 2.7 AB
L7 TEKS Introduction 1,2,3,4 1.2 ABDN 2.2 A 2.3 B 2.4 2.5 A 2.6 AB 2.7 AB
# Lesson 8

## 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.

### Health Related Physical Activity

## Student Content

### Soccer Partner Tag (10 Minutes)

- Students find a partner.
- 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:
  - Foot taps on the top of soccer ball
  - Fast pass between ankles
  - Partner ball pass over – under: Partners stand back to back and pass 1 ball over head and under/between legs
  - Partner ball pass – side to side: Partners stand back to back and pass one ball around their torso (turning from side to side)
  - Practice juggling soccer ball on thighs
  - Sit ups – partners face each other (foot to foot) and pass 1 ball from one

### Role of Assistant
- 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
- Monitor games
- Encourage safety

### Transition
- Partners find 2 other partnerships to form a group of 6.
- Assist with groupings

### Activity #2 Mob Soccer
- Students will be on teams of 6.
- Each team wears a different color pinnie.
  - Each team should have one soccer ball.
  - Each team has a goal, which surrounds the playing area.
  - If there are 6 teams, there should be 6 balls and 6 goals. Need to have even number of teams.
  - 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…
  - Instruct students to call their own fouls and to give the other team an indirect kick at the spot where the infraction occurred.
  - Shots must be between the cones and within the reach of the goalie to count.
  - Encourage students to keep play moving – every player gets a touch.
  - To increase activity you can add more soccer balls.
  - Variation – Use matching colored balls with pinnies. Teams can only score goals with their color soccer ball. Your team can score on any goal.
- Monitor games
- Encourage safety

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

<table>
<thead>
<tr>
<th>L8 TEKS Introduction</th>
<th>1,2</th>
<th>2.1</th>
<th>ABDN</th>
<th>2.2</th>
<th>B</th>
<th>2.3</th>
<th>BC</th>
<th>2.4</th>
<th>2.5</th>
<th>A</th>
<th>2.6</th>
<th>AB</th>
<th>2.7</th>
<th>AB</th>
</tr>
</thead>
<tbody>
<tr>
<td>L8 TEKS Introduction</td>
<td>1,2,3</td>
<td>3.1</td>
<td>ABCJ</td>
<td>3.2</td>
<td>BC</td>
<td>3.3</td>
<td>BC</td>
<td>3.4</td>
<td>3.5</td>
<td>A</td>
<td>3.6</td>
<td>AB</td>
<td>3.7</td>
<td>ABC</td>
</tr>
</tbody>
</table>
### 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

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### Activity (Time)

<table>
<thead>
<tr>
<th>Activity #1: 3 on 3 Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are grouped in teams of 3 with a goal 2 yards apart.</td>
</tr>
<tr>
<td>Teams try to score by passing the ball through the goal on either side</td>
</tr>
<tr>
<td>Game begins with a dropped ball to the side of the goal.</td>
</tr>
</tbody>
</table>

---

### Role of Assistant
- Lead and/or participate in activity
- Assist with equipment

---

### Lesson Content

<table>
<thead>
<tr>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<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.</td>
</tr>
<tr>
<td>• Divide the students into teams. (2-3 members)</td>
</tr>
<tr>
<td>• Give one jump rope to each team.</td>
</tr>
<tr>
<td>• At the sound of the music the students begin jumping. When the music stops another team member begins jumping.</td>
</tr>
<tr>
<td>• Vary the jump rope techniques.</td>
</tr>
<tr>
<td>• Repeat until all members have jumped rope.</td>
</tr>
</tbody>
</table>

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### Transition
- Groups of 6 from previous activity need one soccer ball and 2 cones.

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### Health Related Physical Activity (10 Minutes)
- Assist with equipment
### Activity #2  
**6 on 6**
- NO GOALIES.
- **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.
- 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.
- Assist with field set-up
- Encourage participation
- Monitor games

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

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**L9 TEKS Introduction**
- 1,2
- 2.1 ABDN
- 2.2 B
- 2.3 B
- 2.4 B
- 2.5 A
- 2.6 AB
- 2.7 AB
- 3.1 ABCJ
- 3.2 BC
- 3.3 B
- 3.4 B
- 3.5 A
- 3.6 AB
- 3.7 ABC
### 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 (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 will try to tag other students. The first time a student is tagged, they must demonstrate a “fitness exercise” to be able to continue to play. If the student cannot demonstrate a “fitness exercise” then they are “it” too.  
- Continue to play this game until everyone has been tagged. | - To lead/assist the class  
- Encourage participation |
| Activity #1 6 on 6 | - Students form groups of 6  
- Games of 6 on 6 (including 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.  
- 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. | - Assist with grouping students.  
- Referee and/or monitor games.  
- Encourage participation. |
| CLOSURE/COOLDOWN | - Review Skill/Activity | - Assist with equipment. |

| L10 TEKS Introduction | 1,2 | 2.1 | ABDN | 2.2 | B | 2.3 | BC | 2.4 | 2.5 | A | 2.6 | AB | 2.7 | AB |
|-----------------------|-----|-----|------|-----|---|-----|----|-----|-----|-----|---|-----|----|-----|-----|
| L10 TEKS Introduction | 1,2,3 | 3.1 | ABCJ | 3.2 | BC | 3.3 | BC | 3.4 | 3.5 | A | 3.6 | AB | 3.7 | ABC |