

Extension Assignment:

Mini-unit

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EPHE 310: Physical Education for General Classroom Teachers I

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Drill - Target Practice

- Set up stations with 'goals' around the gym using cones, hula hoops, or other objects.
- Groups of about 5 students start at each station. They have one shot to score a goal and get a point then take their ball to the next station.
- Students should focus on keeping their ball close to them when moving between stations
- Hand outs half sheets of paper and ask students to make a goal of how many points they will try and get. Then record the points they achieve. This will be used again later in the unit (UDL 6.1).

10 min
(10:15)

- Ball control
- Shooting
- dribbling

10 min
(10:25)

- Ball control
- Play area awareness
- teamwork

Steal the ball

- Put all the balls into the middle of the gym (use more balls if possible)
- Place students, in teams of 2-3, around the gym with hula hoop bases.
- Students take turns running to the middle, getting a ball, and dribbling it back
- When all the balls are gone from the middle congratulate the team with the most and set up for another round. Play 2-3 times

8-10 min
(10:35)

- Kicking with accuracy
- Ball control
- Shooting

Knock it off (Extra)

- Students pair up (with someone they haven't partnered with yet)
- Set up tall cones with tennis (or similar size) balls on the top
- Students take turns kicking the ball at the cones to knock off the tennis ball. On failures and successes students retrieve their balls, dribble or pass back and the next student tries.
- Move comes closer or further away from students depending on individual pair success rate.

10-15 min
(10:45)

- Build teamwork skills
- Looking up while dribbling
- Maintain possession while dribbling
- Shooting at the goal with accuracy

Culminating Activity - Corner Ball

<ul style="list-style-type: none">- Set up goals in the corners with cones- Divide class as evenly as possible into 4 teams with pinnies- Students line up and are numbered off- Players all start by their goals- The game starts when a number is called and the ball is tossed into the centre- The four players are trying to score on any goal that is not their own- When a goal is scored, players go back to their team and wait for the next number to be called.- Later in the game, start calling on more than one number		
<p>Closure</p> <p>Movement:</p> <ul style="list-style-type: none">- Be ready to follow the ball - athletic stance- Dial in the right amount of power for the distance you are kicking the ball- Small touches help with control <p>Teamply:</p> <ul style="list-style-type: none">- Encourage your partner/team		

<ul style="list-style-type: none"> - Students rejoin the line to try again an improve speed or accuracy 	<p>5-10 min (10:15)</p>	<ul style="list-style-type: none"> - Ball control - Turning - Dribbling - Looking up while dribbling
<p>Drill - Dribble cone</p> <ul style="list-style-type: none"> - Scatter cones around one half of the gym, use the number of students +5 cones. - Students dribble around the cones waiting for calls from the teacher. - When the teacher calls out "Cone!" Students dribble around a cone in a tight circle. When the teacher calls out "Change!" students leave their own ball and start using another student's ball. 	<p>10 min (10:25)</p>	<ul style="list-style-type: none"> - Ball control - Play area awareness - teamwork
<p>3-0n-1 defence</p> <ul style="list-style-type: none"> - Split class into groups of 4 and set up goals, using cones, around the gym for each group and starting point cones for the attacking students. - 1 student from each group starts as the defender and the other three try to score a goal - The attacking students must pass the ball at least twice before shooting - If the defender kicks it away or the shot misses the goal the attacking students go back to the starting cone 	<p>8-10 min (10:35)</p>	<ul style="list-style-type: none"> - Kicking with accuracy - Ball control - Tossing to partner
<p>Kick backs</p> <ul style="list-style-type: none"> - Students pair up (with someone they haven't partnered with yet) - Students take turns tossing the ball at their partner who tries to kick it (gently) back so the student can catch it. - Students should be using the inside of their foot to return the ball. - Switch every 10 throws. 	<p>10-15 min (10:45)</p>	<ul style="list-style-type: none"> - Build teamwork skills - Looking up while dribbling - Maintain possession while dribbling - Shooting at the goal with accuracy
<p>Culminating Activity - Side Team</p> <ul style="list-style-type: none"> - Mark out a soccer field with goals on either end - Divide class as evenly as possible into 3 teams 		

<ul style="list-style-type: none"> - Teams 1 and 2 start on the field and team 3 divides its players on the side-lines. - The team on the side-lines helps whichever team passes to them - The side-line team switches after each goal, or 5-6 minutes of play 		<ul style="list-style-type: none"> - Call for the ball
<p>Closure</p> <p>Movement:</p> <ul style="list-style-type: none"> - Be ready to follow the ball - athletic stance we always need this - Use the inside of your foot to give you more control - Turning helps to protect the ball from other players <p>Teamply:</p> <ul style="list-style-type: none"> - Encourage your partner/team - Keep your eyes and ears open during a game and be ready to play 		

<ul style="list-style-type: none"> - Students are trying to keep their balls away from the bandits. Everytime a bandit gets a ball they are to kick it out of the playing area. - When there are no more balls left the bandits have taken all the treasure - Play again, possibly reducing the number of balls in play 	5 min (10:20)	<ul style="list-style-type: none"> - Ball control - Proper kicking/passing technique - Controlled toss to partner - Estimate speed of ball
<p>Drill - Move and Control</p> <ul style="list-style-type: none"> - Have students pair up and go on either side of the gym or about 8 meters apart. - In each pair there is a runner and a thrower. The thrower calls out "go" to the runner as they toss the ball forward. - The runner runs forward, controls the ball, and passes it back to the thrower - Switch positions after 10 throws 	5 min (10:25)	<ul style="list-style-type: none"> - Ball control - Turning - dribbling
<p>Drill - Pass and Turn</p> <ul style="list-style-type: none"> - Have students switch around in their pairs and have each stand next to a cone. - One student stands and passes to the other, alternating right and left, the other student controls the ball, turns and goes round the cone they are standing by and passes it back. - Switch positions after 10 passes 	8-10 min (10:30)	<ul style="list-style-type: none"> - Ball control - Play area awareness - Teamwork - Passing with accuracy - Defensive interceptions
<p>Blocked passes</p> <ul style="list-style-type: none"> - Divide class into groups of 5. Give 2 students pinnies and have the others stand in a circle about 8 meters in diameter. - The 2 students in the middle of the circle are trying to block passes - Every few minutes switch out the defenders - each player keeps track of their completed passes and interceptions 	10-15 min (10:45)	<ul style="list-style-type: none"> - Passing with accuracy - Ball control - Play area awareness - Defensive interceptions - Build teamwork skills
<p>Culminating Activity - Passes for Points</p> <ul style="list-style-type: none"> - Divide class into 2 teams with pinnies 	10-15 min (10:45)	<ul style="list-style-type: none"> - Passing with accuracy - Ball control - Play area awareness - Defensive interceptions - Build teamwork skills

<ul style="list-style-type: none"> - This game has no goals, to get points a team must pass the ball 5 times without any interceptions - If the opposing team gets the ball they start at 0 and try to make 5 passes - If this is too hard lower the number of passes, to easy raise the number of passes or ball touches - First team to 4 wins and teams mix for another round if time allows 		<ul style="list-style-type: none"> - Looking up while dribbling - Maintain possession while dribbling
<p>Closure</p> <p>Movement:</p> <ul style="list-style-type: none"> - How can we change direction quickly? - that's right, athletic stance - Using both feet when kicking makes it so we can pass and shoot more effectively - Exit ticket, put a stamp to show how you feel after this lesson (UDL9.3) <p>Teampay:</p> <ul style="list-style-type: none"> - What is one way your partner can encourage you more? - Watch the field/gym and call out for passes 		

References

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Appendix

Universal Design for Learning (Lesson 1: UDL 6.1)

In lesson #1 I will have students make down how many points they want to get during the target practice activity. At the end of the activity they will record how many points they ended up with. These will be collected and used again in lesson #4 in this unit.

Universal Design for Learning (Lesson 2: UDL 1.2)

I will be using a white board to show students the line passing activity in this lesson. Since this can be a tricky movement to explain with just words, the visual will help students with the concept before a demonstration.

Universal Design for Learning (Lesson 3: UDL 9.3)

For lesson #3 I will ask students to use a stamp on a sheet of paper to show who that lesson/class made them feel and will have a class discussion about it.

Task Analysis: Passing (direct pass)

1. Use the athletic stance (knees bent, hips back, straight back) and place the foot you will not be kicking with next to the ball.
2. Face your shoulders towards the person you are kicking the ball to.
3. Hold your arms out for balance.
4. Bring your foot back, getting ready to kick the ball. Your body should be above the ball at this point, as your foot moves back your upper body should be leaning forward.
5. Keep your ankle strong, not floppy, so you don't hurt your ankle when your foot kicks the ball
6. Use the inside of your foot to kick the ball.

Task Analysis: Shooting

1. Use the athletic stance (knees bent, hips back, straight back) and approach a still ball at a run.
2. Look to see if you have a clear shot.
3. Watch the ball as you kick it.
4. Keep your balance

Assessment Tool #2

Student Name:

Date:

Dribbling	Always	Sometimes	Never
Uses inside of foot			
Looking up			
Keeps ball within 2 meters of feet			
Speed faster than walking			
Passing	Always	Sometimes	Never
Eyes on the ball			
Shoulders face target			
Uses inside of foot			
Follow through towards target			