

Charlotte Junker - V00891268

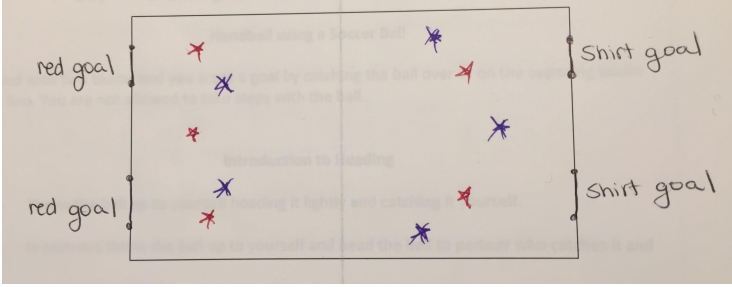
University of Victoria

EPHE 310: Planning Assignment

Daniel Geneau

<p>Lesson #: 2 of 9 Topic: Ball control and passing Grade(s): 6 coed</p> <p>Materials/Resources: one soccer ball for each student, 20 cones, enough pinnies to make two teams, one blue pinnie and one red pinnie.</p>	<p>Learning objectives: TSWBAT...</p> <ul style="list-style-type: none"> - Ball control in game like situations - Passing accuracy - Increased passing in games <p>Psychomotor objectives: Dribbling, & passing Cognitive demands: eye-foot coordination & tactical planning Affective: partner work, fairplay, and sportsmanship.</p>	
<p>Parts of the lesson</p> <p>Set up for me before class:</p> <ul style="list-style-type: none"> - Square grid for warm up game - Four goal soccer cone set up <p>Activities:</p> <ol style="list-style-type: none"> 1) Warm-up 2) Ball control game (was included in warm up) 3) Passing skills 4) Four goal soccer 	<p>Time</p> <p>5min</p>	<p>Teaching Points</p> <ul style="list-style-type: none"> - Start time 8:30am
<p>Warm-up</p> <ul style="list-style-type: none"> - Freeze and melt game which was covered last class - The players will jog randomly around inside the boundaries of the cones. One student will have a blue pinnie. Their job is to tag players. When someone is tagged they become frozen. Another student will have a red pinnie. This player will go around and unfreeze players by tagging them with the red pinnie. 	<p>5-6 min (8:36)</p>	<p>(Retrieved from: https://youtu.be/SUeqzQTEZyl)</p> <ul style="list-style-type: none"> - Include variations where students move within the game in other ways than jogging, such as shuffling, skipping, hopping or lunging!
<p>Clean your room!</p> <ul style="list-style-type: none"> - Each player will have a ball and will begin by dribbling the ball within the boundary. Next one player will volunteer or be chosen to put their ball to the side. This player will then go and “Clean the room”. This means that they will try and get the ball from the other players and kick the ball out of the boundary. The player whose ball was kicked out will retrieve the ball and join the game again. After approximately 	<p>6-8min (8:42)</p>	<ul style="list-style-type: none"> - Keep the ball close to your feet so the ball is not taken! - If your ball is kicked outside the grid retrieve it and join back in! - No slide tackles! - No pushing! - Make sure to not step on toes!

<p>1-2minutes the player who is “cleaning the room” will switch with another player.</p>		<ul style="list-style-type: none"> - Switch the person “cleaning the room” every 2minutes
<p>Passing Accuracy Discussion</p> <ul style="list-style-type: none"> - Ask Questions <ol style="list-style-type: none"> 1. What part of your foot should you contact the ball with to have the most control to pass to your partner? 2. What part of your foot would you have the least control with? 	<p>2-3min (8:44)</p>	<p>Answers:</p> <ol style="list-style-type: none"> 1. Hitting the ball with the flat inside part of your foot is going to have the most control. Another option is to point your toes down to the ground and strike the ball with laces. 2. Striking ball with point of show is going to have the least control
<p>Passing Demonstration</p> <ul style="list-style-type: none"> - 3Ps of the push pass <ol style="list-style-type: none"> 1. PLANT - “non-kicking foot beside ball” 2. PUTTER - “make a putter with kicking foot” 3. PUSH - “ball towards target” <p>(https://www.teacherspayteachers.com/Product/Soccer-Word-Wall-1122547?st=52a0580bded685e1fb901a7dad9f7f6f)</p>	<p>2min (8:46)</p>	<p>To make “Putter” Externally rotate your foot so that the flat inside part of your foot is perpendicular to your partner</p>
<p>Passing Accuracy Practice</p> <ul style="list-style-type: none"> - Class gets into partners - Explain that we are working on passing accuracy so that in a game their passes are more likely to make it to their teammates without being intercepted. - Partners start five steps away from each other - Trying to get 10 passes in a row - Each partner takes one step back each time they reach 10 passes in a row - If fail to reach 10 passes stay at same distance away from each other and try again 	<p>5-6min (8:52)</p>	<ul style="list-style-type: none"> - Emphasis on 3Ps of the push pass!
<p>Passing drill</p> <ul style="list-style-type: none"> - Have the class split into two groups. - Each group splits into two lines which face each other - one line has a ball - Person and front of line passes ball to front of other line 	<p>2min for explanation and organization / 5-6 min for practice</p>	<ul style="list-style-type: none"> - Lines start at five steps away from each other, it will start with quick passes! - Again, when reach 10 passes lines both take a step back!

<ul style="list-style-type: none"> - The person who passed the ball follows to the RIGHT of the ball (to avoid collision) and joins the back of the line - This continues with the person receiving the ball then passing and following (to the right) again. 	(8:54)	<ul style="list-style-type: none"> - Emphasis on 3Ps of the push pass!
<p>Four goal soccer!</p>  <ul style="list-style-type: none"> - Students often get drawn towards the middle of the field and because they are clumped together it is hard to pass - Having two goals for each team spreads everyone out as you can score in a much wider range on each end - Minimum five passes before a team can score - Explain that spreading out on the field will make it easier to make those five passes - There are no goalies in this game 	20-25min (9:17)	<ul style="list-style-type: none"> - Emphasize not clumping together - Remember - Plant, putter, push! - Minimum 5 passes before a team can score! - Teacher keeps track of the number of passes out loud. <p>Safety</p> <ul style="list-style-type: none"> - Stay on your feet! - No pushing! - If you bump into someone the first thing to do is make sure they are okay!
<p>Closure</p> <ul style="list-style-type: none"> - Why is it important to spread out on the field? <ul style="list-style-type: none"> - To make space for passing! 		

UDL incorporations (Geneau, 2020 - Lecture slides 7)

- I am designing my UDL episodes for a student who has high functioning autism. They do not like the physical contact of soccer and have less physical stamina than their peers.

Freeze & Melt Modifications (in warm up):

- Players use pool noodles to tag instead of pinnies
- Make sure they are just tapping with noodle, not hitting hard
- For the first half of the allotted time all players power walk instead of running. This reduces the amount of time that the game classifies as moderate to vigorous.

Four goal soccer modifications

- Covid style physical distancing
 - This means no physical contact
 - If players can reach their hands out and touch they are too close
 - If player gets too close to another player they get a strike
 - If a player gets three strikes they have to sit in the "penalty box" for five minutes
- Three substitutes for each team
- Option to make goal size larger

Developmental Task Analysis For Shooting a Soccer Ball

1. Plant non-dominant foot beside and in line with ball

2. Balance on non-dominant foot

3. Swing dominant (kicking) foot back

4. Eyes on the ball

5. Swing kicking foot down and point toes

6. Contact ball with laces of kicking foot

7. Follow through with kicking foot

8. Step onto kicking foot

Reset

9. Start with non-dominant foot planted beside ball

10. Take three steps back starting with shooting foot

11. Take three steps forward starting with non-dominant balance foot




12. This will get you back to having non-dominant foot planted next to ball

13. Move straight into shooting ball

Think 1 step, 2 step, 3 step, & shoot!

Grade 6 Soccer Assessment Sheet

Grading scale: If the skill criteria is consistently present then a ✓ is placed in the box with the corresponding number. If the skill is not present, make comments for improvement

Passing the soccer ball	Shooting the soccer ball
<ol style="list-style-type: none"> 1. Plant foot next to ball (ensure not slightly in front or behind) 2. Hits ball with 'putter' (rotate leg to hit ball with flat inside part of foot) 3. Foot hits ball in the middle 	<ol style="list-style-type: none"> 1. Kicking leg swings back 2. Foot contacts ball with laces 3. Kicking foot follows through forward
<ol style="list-style-type: none"> 1.  https://greermuir.wordpress.com 2.  https://www.youtube.com/watch?v=xvaD2AamMpU 	 https://focusedcollection.com/196166976/stock-photo-football-player-shooting-ball-goal.html

Doer: _____ Observer: _____					
Cues			Cues		
1	2	3	1	2	3
Comments for improvement:			Comments for improvement:		
<i>My partner is great at...</i>					

Doer: _____ Observer: _____					
Cues			Cues		
1	2	3	1	2	3
Comments for improvement:					
<i>My partner is great at...</i>					

References

Geneau, D. (2020). Lecture Slides 2 - Parts of a lesson and task analysis. University of Victoria, Victoria, Canada.

Geneau, D. (2020). Lecture Slides 7 - Inclusion in Physical Education. University of Victoria, Victoria, Canada.

PhysEdGames. (2013, Sep 30). Physical Education Games - Freeze & Melt [video file].

Retrieved from <https://youtu.be/SUEqzQTEZyI>

3 Ps of Push Pass. Teachers pay teachers. Retrieved from

<https://www.teacherspayteachers.com/Product/Soccer-Word-Wall-1122547?st=52a0580bded685e1fb901a7dad9f7f6f>

I learned the clean your room and four goal soccer game from an EPHE soccer course I took as an elective. -