

3-5
yrs old



Soccer Fit



Cultivating creativity,
fitness & healthy habits



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Participant Waiver & Release From Liability

Child's Name: _____ Child's Date of Birth: _____

Parent's Name: _____

Address: _____

Phone Numbers: (Home) _____ (Work) _____

I give permission for my son/daughter to participate in the Exercise Daily Magazine. My son/ daughter's Sport & Fitness activity may include but is not limited to, cardiovascular activities such as relays, obstacle courses, toning and stretching activities.

I am aware and understand that certain physical changes, injuries and health risks related to exercise are possible and do exist, which risks include, but are not limited to, abnormal blood pressure, fainting, disorders of the heart beat, and very rare instances of heart attack. I hereby acknowledge and except these risks on behalf of my son/daughter. I further assume the risk of loss for all property damaged, stolen, or lost while enrolled in the sessions.

I promise and agree on behalf of my son/daughter, myself, my heirs and assigns, not to sue and agree to release, discharge, and hold harmless and indemnify the Exercise Daily, its agents, employees, members, sub-contractors, rental facility it uses and all other personal or entities acting on its behalf from all claims, demands, rights and causes of action of any kind, whether arising from my child's acts or those of Exercise Daily!. I hereby release and discharge the Exercise Daily, its agents and employee/contractors(hereby collectively referred to as "Exercise Daily"), from any and all claims and demands for injuries, illness, death, loss or damage, or actions whatsoever arising out of or in connection with mu child's use of the facility or the services and/or programs.

To my knowledge, my son/daughter does not have any limiting physical conditions, disabilities or major risk factors that would preclude participation in an exercise program.

By signing this, I hereby agree that I have read, understood, and agree to the contents of this waiver.

Parent Or Guardian Signature: _____

Print Full Name: _____ Date: _____

If an emergency occurs with my child and I am not available, please contact:

Name of Emergency Contact: _____

Relationship to Child: _____ Contact Phone Number(s): _____

Child's Physician: _____ Physician's Phone Number: _____

Medical History Information Questionnaire

Child's Name: _____ Date: _____
Age: _____ Birth Date: _____ Gender: _____ Boy: _____ Girl: _____
Parent's Name: _____
e-mail: _____ Phone: _____

Has your child experienced any of the following conditions, please explain on the adjacent line
(year and how it affected him/her)

- A. Yes [] No [] Has your child ever had a problem with his/her **HEART**?

- B. Yes [] No [] Does your child ever have **CHEST PAIN**?

- C. Yes [] No [] Has a physician or any medical professional ever told you that your child has
HIGH BLOOD PRESSURE?

- D. Yes [] No [] Has your child had any **BACK PAIN** or a **BACK INJURY** within the past 6 months?
If yes, describe:

- E. Yes [] No [] Does your child have any **JOINT PROBLEMS** which limits his/her activity? If yes, describe:

- F. Yes [] No [] Does your child have any **LUNG DISORDERS** or **DIFFICULTY BREATHING** which limits his/her
activity? (I.e asthma): _____
If **ASTHMA** is noted, please carry inhaler if need be.

- G. Yes [] No [] Has your child ever had a **STROKE**?
If yes, List limitations:

- H. Yes [] No [] Does your child have **DIABETES**?

- I. Yes [] No [] Does he/she take **INSULIN**?

- J. Yes [] No [] Has your child been in a **PHYSICAL THERAPY** program in the past 6 months?
If yes, describe:

- K. Yes [] No [] Does your child have any existing health issues not listed above?

- L. Yes [] No [] Does your child have any sensitivity to **LATEX** or **FOOD ALLERGIES**?
(i.e gloves, bananas, etc) ?

Please list all medications your child is taking and their use:

Medications: _____ Use: _____

I attest that the questions on this medical information fact sheet have been answered accurately. I understand that Exercise Daily has the authority to make the final decision regarding my child's participation in the sports & fitness program.

☐ **Approved to Participate**
☐ **Need Physician Release to Participate**
(attach release once acquired)
Staff Initials _____ Date _____



Introduction to the Exercise Daily Curriculum

Pre-schoolers have unique physical, social, and cognitive needs. When teaching preschoolers, the following recommendations are offered to increase the success of your experience:

- Preschool fitness/physical activity lessons should be no longer than 30 minutes in length.
- Prior to their participation in fitness/physical activity, it is recommended that they use the rest room.
- Small water bottles with their names on them should be available after the fitness/physical activity session. (If children cannot recognize their names, use photos or stickers to identify their water bottles)
- The instructor/preschooler ratio should be no more than 10–11 preschoolers to 1 instructor.
- Children at this age are best taught when the activities are changed frequently.
- In a 30 minute class, it is recommended to use the 4–5 different activities spending approximately 5–6 minutes per activity.
- Pre-School instructors should have CPR certification as well as basic knowledge of first aid skills.

The Pre-School curriculum is structured to begin with a space awareness/locomotor activity, then move to a manipulative activity (i.e. throwing, catching, etc), followed by a non-manipulative activity (i.e. balance, jumping) and conclude with a stretching activity and nutrition tip of the day. All children should be moving simultaneously. This curriculum does not promote children standing around waiting their turn to move.

Have some 'transition time rhymes' ready to help you change activities or move from one movement segment to another. Rhythms and rhymes work well with preschoolers, so take advantage to teach a few of these so your children will feel secure in knowing that something new will be happening. Some examples of transition rhymes are:

(SUNG TO THE FARMER IN THE DELL MELODY)

- Let's stand tall today
- Let's stand tall today
- We've had some fun
- But we're not done
- Let's stand tall today

(Teach children to stand tall, like a soldier, to be ready for some more fun activities. When you sing this, they'll know you're stopping one activity and moving into another)

(SUNG TO FRERE JACQUES)

- Can you help me?
- Can you help me?
- Pick up balls, Pick up balls
(substitute whatever props you need help cleaning up)
- Let us all be helpers
- Let us all be helpers
- Girls and boys, girls and boys

To best manage your preschool group, set some 'rules' before starting your program:

If you need their attention, establish a consistent 'signal' (i.e. finger over mouth in a 'Sh' fashion and tiptoeing in place) that lets them know you're going to be saying something important. You model the behavior and teach them all to follow. After a few practice runs, every time you "Sh" and tiptoe, your class will become quiet and focus their attention on you.

You might want to make a 'picture' board of your behavior rules. Most pre-schoolers are not literate yet, so showing a picture of your rules will get you far. For example, find a picture of children sharing a toy/ball, etc. This picture represents sharing, which is a behavior you will focus on.

Avoid the **"DON'T DO THIS"** list...Keep the message positive. Focus on what behaviors you WANT to see. Be specific and keep it simple. Preschoolers work best with simple, one step directions that they understand.

THE EXERCISE DAILY CURRICULUM brings a unique sport and fitness experience to today's preschooler. It provides an age and developmentally appropriate program that is not only exciting and fun, but one that is based on best practices in the field of youth fitness and sport. Use the lessons in this curriculum as a standalone program, or integrate it into a daycare, preschool, or elementary school environment.

Nutrition Food For Thought

"Use a "nutrition bit" at the end of each session (i.e. during stretching) to teach the children about healthy eating and good food/drink choices.

If you want healthier skin, make sure you get enough foods that have Vitamin A in them. Some 'healthy skin' foods are: Carrots, Broccoli, Cantalope, and Sweet Potatoes

Your body needs iron to carry oxygen to your working muscles. You get iron through the foods you eat. Some good foods that contain iron are: Spinach, Lean red meats, Iron Fortified breads and cereals.

The goal of the national "5 A Day for Better Health" Program is to encourage all Americans to eat 5–9 servings of fruits and vegetables a day. All national health authorities recommend eating at least "5 A Day".

Here's a fun 'rhyme' that you can sing to help you remember to eat your fruits & veggies: (http://www.dole.com/servedocument.aspx?fp=documents/migratedcontent/dole/superkids/dsklessonplans/assets/lessonplans/5_aday_plan.pdf)

RHyme — 1,2,3,4,5 A Day...That's the fruit and vegetable way... Eat five servings everyday...That's the "5 a day", "5 a day" way...



- ❁ **DID YOU KNOW** that broccoli contains twice the vitamin C of an orange and has almost as much calcium as whole milk?
- ❁ **DID YOU KNOW** that parsley is a natural breath freshener? So next time you want to grab a 'mint' to freshen your breath, try parsley instead. It also has twice as much iron as spinach.
- ❁ **DID YOU KNOW** that chocolate (especially dark chocolate), in moderation, is good for you. It contains antioxidants that may help prevent cholesterol from sticking to artery walls. Cholesterol is fat found in animal products and can clog up our 'pipes' (arteries).
- ❁ **ASK THE CHILDREN** if they know what happens when a pipe in their house gets clogged. Tell them that our arteries are like pipes that carry blood and oxygen to our bodies and we want to try and prevent them from getting clogged. Eating healthy foods and getting exercise are two things we can do to keep our 'pipes' unclogged.
- ❁ **BE AWARE OF PORTION SIZES.** If you eat out, share large portions with friends and family. Have the children show you the palm of their hand... Tell them that any main meat (i.e. burger, steak, chicken, etc) shouldn't be bigger than the palm of their hand.. If it is, they are eating for 'more than one'.

An order of SUPERSIZE fries sold today can have as many as 600 calories compared to an order of fries sold in the 1960s which had approximately 200 calories. Those 600 calories are almost half of the total calories you need each day. If you want to splurge with fries, get a small size.

❁ **DID YOU KNOW** that you should wash fruits and vegetables with clean hands and clean water before using or eating them? Also, after you cut them, don't leave them on the counter. It's best to put them in the refrigerator.

❁ **DID YOU KNOW** that handwashing is the best thing you can do to reduce your risk of getting sick? When you wash your hands, make sure you point your finger down when rinsing, so the germs go down the sink. Also, make sure you use a clean towel to turn on/off the faucet so you don't get anyone else's germs.

❁ **DID YOU KNOW** that children who eat breakfast are less likely to miss school, be tardy or report that they are sick than those who miss the morning meal. Breakfast is the most important meal of your day. So, start your day, the breakfast way!

❁ **DID YOU KNOW** that American Academy of Pediatrics recommends 3 daily servings of dairy to reduce children's risk for fractures now and osteoporosis (a bone – thinning disease) later in life. Dairy foods, like low-fat milk, cheese and yogurt, provide calcium and eight other essential nutrients that help build strong bones.

❁ **DID YOU KNOW** that your bones are like your bank account? When you eat calcium rich foods and drink (like milk, fortified cereals, etc), you are depositing calcium now, when they are young, so they have enough to "withdraw" later in life. As you get taller and your bones get longer, you need to deposit more calcium into the account. Kids might be interested to know that between ages 11 and 20 they develop close to half their skeletal mass!] http://www.nutritionexplorations.org/pdf/sfs/may_fun_facts.pdf

It's easy to overeat when you are watching TV. Avoid eating out of the package, pour your snack into a bowl and read the label (or have your parents read) to see what a serving size is. Since you're only ONE person, make sure you eat enough for you, not you PLUS the rest of your family.

WHAT DO YOU, the trees, and a hamster have in common? Give up? You all need water. All living things must have water to survive, whether they get it from a water fountain, a rain cloud, or a little bottle attached to the side of a hamster cage. When your body doesn't have enough water, that's called being dehydrated. Dehydration also can keep you from being as fast and as sharp as you'd like to be. A bad case of dehydration can make you sick. So keep that water bottle handy when the weather warms up! Not only does water fight dehydration, but it's awfully refreshing and has no calories.





Any breakfast is better than no breakfast, but try not to have doughnuts or sweet treats all the time. They're high in calories, sugar, and fat. They also don't contain the nutrients kids really need to grow. Ask the children what some of their favorite breakfast foods are? Talk about some of the following healthy breakfast choices as well as ones that aren't so healthy, BUT can be eaten once in a while. No food is **FORBIDDEN**.

HEALTHY BREAKFAST IDEAS

[http://kidshealth.org/kid/stay_healthy/food/breakfast.html?tracking=K_RelatedArticle#cat20738]

- Eggs, French Toast, Waffles, or Pancakes (try wheat or whole-grain varieties)
- Low-sugar cold cereal and milk (i.e. Cheerios)
- Hot cereal, such as oatmeal or cream of wheat (try some dried fruit or nuts on top)
- Whole-grain toast, bagel, or English muffin with cheese
- Yogurt with fruit or nuts
- Fruit smoothie, such as a strawberry smoothie



TO REDUCE YOUR caloric intake from the consumption of juice, mix one-half 100% fruit juice with one-half seltzer for a delightful sparkling fruit juice beverage.

FOOD FACTS



AN APPLE A day is perhaps one of the most delicious prescriptions ever made. Apples are a powerful source of antioxidants, including polyphenols, flavonoids, and vitamin C, as well as good source of fiber, and potassium. There are only 47 calories in an average sized apple. The secret behind the super antioxidant capacity of the apple is its skin. The apple skin alone provides two to six times the antioxidant activity of the apple flesh alone. So it is important to eat the skin to obtain the full health benefits of apples



WHAT IS A buttery green fruit that you can spread on a sandwich, dice into a salad, or mash into America's favorite dip? It's the avocado. Recent research has demonstrated that avocados offer some surprising and powerful health benefits. One of the most nutrient-dense foods, avocados are high in fiber and, ounce for ounce, top the charts among all fruits for folate, potassium, vitamin E, and magnesium.



ORANGES ORIGINATED IN Asia thousands of years ago and have become one of the most popular fruits the world over. Christopher Columbus brought orange seeds to the Caribbean Islands in the late fifteenth century, and Spanish explorers then brought oranges to Florida in the next century. About two hundred years later, in the eighteenth century, Spanish missionaries brought oranges to California. These two states remain the primary producers of oranges in the United States.

❁ **GARLIC IS ONE** of the oldest cultivated plants in the world. Garlic was recognized by early civilizations as a source of strength and was mentioned in the Bible. Indeed, throughout the history of civilization, the medicinal properties of garlic have been prized, and it's been used to treat ailments, including atherosclerosis, stroke, cancer, immune disorders, cerebral aging, arthritis, and cataract formation.

❁ **DID YOU KNOW** that tomatoes are not really vegetables. In science classes that study plants (botany), they are classified as a fruit, they are the seed-bearing portions of a flowering plant. However, in 1893, a case came before the Supreme Court of the United States relating to shipping tariffs on tomatoes. Should farmers pay fruit or vegetable rates on them? The Court came down on the side of vegetables, and so vegetables they became.

TRUE OR FALSE?

❁ **All Fats are bad...NOT TRUE**

It's a long-held nutrition myth that all fats are bad. But the fact is, we all need fat. Fats aid nutrient absorption and nerve transmission, and they help to maintain cell membrane integrity - to name just a few of their useful purposes. However, when consumed in excessive amounts, fats contribute to weight gain, heart disease and certain types of cancers. Not all fats are created equal. Some fats can actually help promote good health, while others increase the risk for heart disease. The key is to replace bad fats (saturated fats and trans fats) with good fats (monounsaturated fats and polyunsaturated fats).

❁ **Brown Sugar is better than White Sugar...NOT TRUE**

The brown sugar sold at grocery stores is actually white granulated sugar with added molasses. Yes, brown sugar contains minute amounts of minerals. But unless you eat a gigantic portion of brown sugar every day, the mineral content difference between brown sugar and white sugar is absolutely insignificant. The idea that brown and white sugar have big differences is another common nutrition myth.

❁ **Brown Eggs are more nutritious than White Eggs... NOT TRUE**

Contrary to a widely believed nutrition myth, eggshell color has nothing to do with the quality, flavor, nutritive value, cooking characteristics, or shell thickness of an egg. The eggshell color only depends upon the breed of the hen.

According to the Egg Nutrition Council, "white shelled eggs are produced by hens with white feathers and white ear lobes and brown shelled eggs are produced by hens with red feathers and red ear lobes. There is no difference in taste or nutrition content between white and brown colored eggs".





❖ **Red meat is bad for health NOT TRUE**

It is true that some studies have linked red meat with increased risk of heart disease, partly due to the saturated fat content. In fact, even chicken can contain as much saturated fat as lean cuts of beef or pork. For instance, a serving of sirloin beef or pork tenderloin has less saturated fats than the same serving size of chicken thigh with skin. It is true that poultry like chicken and turkey is naturally lower in saturated fats. But it is only true IF you do not eat the skin. It is a nutrition myth, however, that red meat is altogether bad for your health. Growing kids need to eat from ALL food groups.

http://fitforafeast.com/nutrition_10_healthy_eating_tips.htm

NUTRITION DO'S AND DON'T'S

- ❖ **AVOID PROCESSED FOODS** like bologna and lunch meats. Read your labels and make good choices.
- ❖ **EAT COLORFUL FOODS!** They are full of nutrients.
- ❖ **EAT 5 TO 10** fruits / vegetables each day.
- ❖ **AVOID FOODS WITH** lots of sugar – this includes drinks! Choose water, milk or juice over pop. Limit sweets – they are full of calories but empty of nutrition.
- ❖ **DRINK LOTS OF** water throughout the day – especially when it is hot.
- ❖ **LIMIT DEEP FRIED** foods like chicken nuggets and fries. Choose broiled, baked, or steamed instead.
- ❖ **LIMIT UNHEALTHY FAST** foods. If you must eat at a fast food restaurant, look for their healthier alternatives.
- ❖ **WATCH YOUR PORTION** control. Only eat until you feel satisfied. Don't stuff yourself!
- ❖ **CHOOSE WHOLE GRAINS** over white/processed foods.

Stretching Routine

WEEK 1 (ALL AGES)

"To make stretching time more fun, have children count forwards, backwards, in a different language, say alphabet, recite days of week, etc.)" These stretches are appropriate for all age groups. Younger children (3–5yr olds) can hold stretches for 15–20 seconds. Children that are between 6–8yrs old can hold stretches for up to 30 seconds, if they have the attention span to do so.

Butterfly Stretch

Sit on the floor, back straight, shoulders down, abs engaged, soles of the feet together in front of you, and knees bent to the sides. Gently, bring your heels towards you while simultaneously relaxing your knees towards the floor. Breathe deeply and hold the stretch for 10–30 seconds. Have the children count to 10 aloud.



Superman Stretch

Lie facedown on the floor, legs together and straight, arms straight and extended above your head. Keep your head/neck in a neutral position. Keeping limbs straight (but not locked) and torso stationary, simultaneously lift your arms and legs up toward the ceiling to form a gentle curve with your body. Hold for a slow 30 counts. Have the children count to 10 aloud.



Standing Calf Stretch

This exercise is done in a standing position. You will begin with feet shoulder width apart. Step forward in a half lunge, the back foot is stationary, flat on the floor, pointing forward, with the knee slightly bent. Stretch the back calf by bending and straightening your back leg while remaining in the half lunge position. Repeat twice with each leg, alternating legs. Hold each stretch approximately 12–15 seconds. Have the children count to 10 aloud.



Plank

Begin by lying on your stomach with palms on the floor next to your shoulders, feet and legs together, toes down. Lift your body up so that your arms are straight (palms below shoulders) and weight is balanced evenly between hands and toes, keeping body as straight as possible. Hold for 30 seconds and work up to 60 seconds.



Stretching Routine

WEEK 2

NOTE: Share 'Nutrition Food For Thought' tips during stretching time.



Butterfly Stretch

Sit on the floor; back straight, shoulders down, abs engaged, soles of the feet together in front of you, and knees bent to the sides. Gently, bring your heels towards you while simultaneously relaxing your knees towards the floor. Breathe deeply and hold the stretch for 10–30 seconds. Have the children count to 10 aloud.



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Hamstring Stretch

Lie on your back with your legs extended and your back straight. Keep your hips level and your lower back down on the floor. Bend your right knee towards your chest, keeping your left leg extended on the floor. Slowly straighten your right knee, grabbing the back of your leg with both hands. Pull your leg towards your gently while keeping both hips on the floor. Breathe deeply and count to 10 slowly. Repeat on opposite side.



Quadricep Stretch

Stand tall and keep your feet hip-width apart, your back straight and your feet parallel. Reach back and grab your left foot in your left hand while balancing on your right leg, keeping your thighs lined up next to each other and left leg in line with the hip (not pulled back behind you). Breathe deeply and hold while counting to 10. Repeat on opposite side.



NOTES:

Stretching Routine ii

WEEK 3 (ALL AGES)

NOTE: Share 'NUTRITION FOOD FOR THOUGHT' tips during stretching time.



Hamstring

Stand tall with back straight, abs engaged, shoulders down, and feet hip-width apart. Bring your left leg forward, heel down, toes up and leg straight.

Keeping back straight and abs engaged, bend the right knee as if sitting back, while supporting yourself with both hands on your thighs. Slowly reach forward, bringing your hands towards your left foot as your torso collapses over your straight leg. Breathe deeply and hold for 10–30 seconds. Repeat on opposite side.



Seated Hamstrings

Sit tall with your back straight, shoulders down, abs engaged, and legs extended like a "V" in front of you. Bend your left knee, placing the sole of your foot next to your inner right thigh. Rotate your torso to face your right leg.

Bend forward from the waist, reaching your hands towards your toes. Imagine reaching your chin towards your toes in front of you (not towards your legs). Breathe deeply and hold for 10–30 seconds. Repeat on opposite side.



Torso Twist

Sit on the floor, back straight, shoulders down, abs engaged, and legs extended in front of you. Bend right knee to place foot flat on the floor.

Wrap your left arm around your right leg and twist to your right side, supporting yourself by placing your right hand behind you. Breathe deeply and hold for 10–30 seconds. Repeat on opposite side.



Wide Leg Forward Bend

Stand tall with back straight, feet wider than the hips, toes turned out, abs engaged and arms at your sides. Keeping the legs straight and the abs engaged, slowly bend forward from the waist until you fingertips reach the floor—ideally, with your back in a flat position. From there, stretch deeper, as if your body is folding in half at the waist, allowing your elbows to bend and your head to relax towards the floor beneath you. Breathe deeply and hold for 10–30 seconds.

Up Dog

Lie flat on your stomach with your legs extended. Place the palms of your hands directly under the shoulders, fingertips pointing forward. Slowly straighten your arms, pushing your chest and torso away from the floor beneath you. Relax your abdominals and pull the shoulders away from the ears. Look slightly upward towards the ceiling. Breathe deeply and hold for 10–30 seconds.



NOTES:

Yoga Stretching Routine

WEEK 4 (ALL AGES)



Warrior Pose

Stand with your feet apart and widen your arms. Point one foot to the side and bend your front knee over your toes. Stand strong like a warrior who is known for her brave heart.



Shooting Arrow

Lie on the ground and stretch your arms over your head as you take a deep breath. When you exhale, bring the arms around the sides of your body, lift your head/neck/upper back and bring one leg straight up toward the ceiling. Imagine your leg is shooting arrows out your foot.



Bow

Lie on your belly and hold onto your feet. Have fun rocking yourself forward and back



Sunrise/Sunset

Stand up tall. Inhale and raise your arms to the sky, arching your back slightly and looking to the sky. (sunrise) Take three to five deep breaths and breathe normally. On the next exhale, bend at the waist, bringing your hands to touch the floor. (sunset)



Tree need

Stand up straight and tall. Breathe in and out and feel your legs reaching toward the ground and your head reaching toward the sky. Look at one spot in front of you to keep your eyes steady. Now lift your right leg by bending your knee. Breathe evenly, looking at one spot in front of you. Place your right leg on your left leg, above the knee (or below the knee if that's more comfortable). Imagine roots growing from your left foot into the ground. Let your left leg be strong like the trunk of the tree. Now stretch your arms up like branches.

Yoga Stretching Routine II

WEEK 5 (ALL AGES)

The Bridge

Lie on your back with your knees bent, feet together. Keep the arms at your sides, palms on the floor. Lift the hips towards the ceiling, keeping your feet and palms flat on the floor. Maintain your position and move your arms over your head so they lie on the floor.



Cobra

Lie on your belly, while your elbows are bent and your hands are touching the floor directly under your shoulders, face looking at the floor. On the exhalation, straighten your elbows as you bring your upper chest, head, and neck off the floor. Imagine you are a cobra snake waking up to look around for your prey.



Child's Pose

Kneel and sit on your heels to start. Your knees should be separated, about the width of your hips. Place your forehead on the floor, then swing your arms forward. Rest your forehead on the floor. Take a breath and then bring your arms around and to your sides, palms facing upward.



Dog Pose

Start on your hands and knees. Keep your legs about hip width apart and your arms shoulder width apart. Inhale and curl your toes under, as if getting ready to stand on your toes. Exhale and straighten your legs.



Final Stretching Routine

WEEK 6 (ALL AGES)



Knees to Chest

Lie on your back. Bend your knees, and lift your feet off the floor. Grasp your knees with your arms and pull your knees toward your chest. Hold for 20 seconds. Repeat three to five times.



Body Twist & Stretch

Lie on your back with your knees bent. Keeping your knees together and your shoulders against the floor, roll your knees to one side until you feel a stretch in your back or hip. Hold for 30 seconds.



Cat & Camel

Begin on your hands and knees. Round your back by contracting your abdominals and tucking your back end. Then allow your back to sag toward the floor as you lift your chest forward. Hold briefly.



Shoulder Circles

In a smooth, continuous motion, make a circle with your shoulders: Raise them up toward your ears, pull them together behind you, lower them to a resting position, then roll them forward.



Week One

Day One

Soccer Fundamentals:
Introduction to Soccer

Balance
Dribbling
Flexibility
Foot-Eye Coordination
Juggling

Psychomotor (Skills)

Children will be introduced to soccer dribbling and juggling skills by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints.

Cognitive (Knowledge)

Children will be able to recall basic facts about soccer, as well as demonstrate their knowledge of basic soccer terminology.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON

To introduce children to the sport of soccer by teaching fundamental movement patterns, beginning with juggling, and the soccer dribble.

Lesson Prerequisite

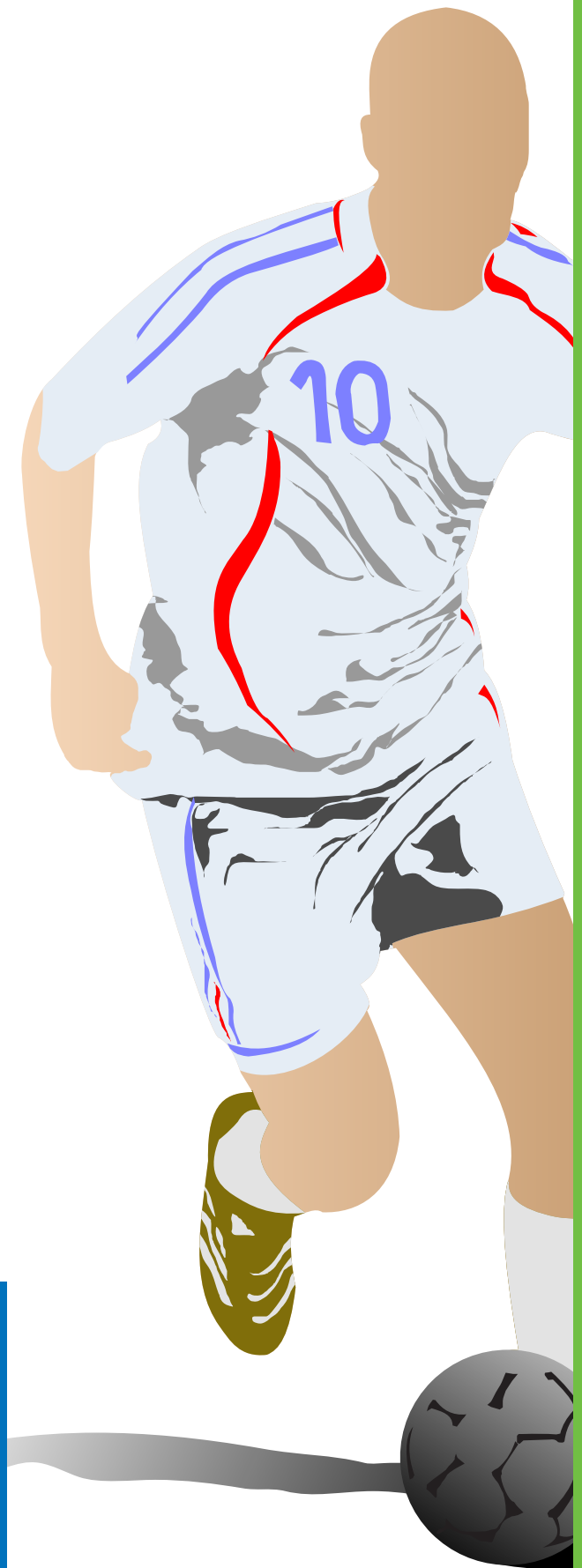
Basic knowledge of basic locomotor skills and simple balance skills

Basic Soccer Knowledge & Fun Facts

INSTRUCTOR holds up a soccer ball and asks the children if anyone knows what it is. Ask them what game it is used for and gather information about what they already know about the game of soccer. Then tell them about the history of soccer.

HISTORY OF SOCCER

A long, long, time ago, soccer (as we know it today) was called 'football'. Football spread throughout the world, and became very popular in Europe and South America. Then American football (as we know it today) became popular, and the name soccer was used in the United States to refer to this game. However, most other countries still call it "football" [Futbol].





The game of soccer is played with two teams of 11 players each trying to move the ball down the field, across a goal line, and into the other team's goal. The team with the most goals at the end of the game is the winner.

Use the soccer ball to demonstrate juggling.
Then tell the 'tidbit' on the left.

Did you know...?

Juggling World Record

Did you know that the World Record for juggling a soccer ball non-stop is 19 hours and 30 minutes?

Martinho Eduardo Orige of Brazil juggled a regulation size soccer ball non-stop, meaning the ball did not touch the ground at all. Only your feet, legs, and head are allowed when juggling a soccer ball. This World Record was recorded in August of 2003.

<http://www.sidelinesoccer.com/17-quick-facts-about-soccer-you-might-not-know>

Did you know that Brazil has won the World Cup more times than any other country?

Since 1930, Brazil has won the World Cup 5 times.

HAVE THE CHILDREN stand up and jump in place while counting to 11. Then tell them about how many players are on a soccer team. Tell them what the goalie does and that he can touch the ball with his hands. Tell them that if they are playing on the field, they cannot touch the ball with their hands.

TELL THE CHILDREN that today we're going to have fun with juggling and dribbling. Ask them what they think 'juggling' is. (Many might tell that juggling is what clowns do in a circus; tossing balls into the air without dropping them). Show them what juggling is in soccer (see below for description)

How to juggle a soccer ball

Drop the soccer ball, let it bounce, and kick it back up with your dominant foot. Try to kick up your foot a little as the ball lands on it, not too much so that the ball goes flying up into the air but just enough so that it comes back up to your hands. Repeat. Practice until you get to the point where you can easily and consistently catch the ball in front of your stomach without having to lean or reach. Then do the same with your other foot, which will be harder. Next try to hit the ball off your thigh after you hit it with your foot.

- Let the ball bounce off your laces. Make sure your laces aren't double knotted.
- Keep your knees slightly bent (not locked).
- Keep your toes pointed slightly upward.

ASK THE CHILDREN what they think 'dribbling' is. Many will tell you about the 'dribbling' they see on a basketball court. Tell them that dribbling in soccer is different than dribbling in basketball. Demonstrate what dribbling in soccer is. (see below for description)

How to dribble a soccer ball.

Place the ball on the ground and begin passing it between your two feet as you're running forward. Keep control of the ball as you move forward.

EQUIPMENT/MATERIALS

- Balloons (blown up and tied so each child has one – blow up a few extra, in case they pop)
- Cones
- Music
- Soccer balls (one for each child)
- Whistle

***CARPET SQUARES** – Give each child a designated ‘personal’ spot (carpet square) to control them from wandering all around the area.

LESSON PROCEDURE

Warm Up—5 –10 minutes

Balloon Float

TELL THE CHILDREN that when the music starts, they have to keep the balloon in the air, using their hands **ONLY**. Demonstrate to them so that they understand. When the music stops, they will put the balloon between their knees (squeezing it gently so it stays in place). Pass out a balloon to each child and have them hold it in their hands. Start the music. Stop the music after approximately 30 seconds or when children are losing interest. Cue the children to put the balloon between their knees. Keep the play going using the activities listed below:

Balloon Floating Activities	Balloon Holding Activities
With their head	Under one arm
One hand only	Under their chin
With their feet	On top of their head
One foot only	Held in one hand
With their elbow	
With their nose	

Main Activity—Soccer Skills Fun

10—15 minutes

GIVE EACH CHILD a soccer ball. When the instructor says “Foot Taps Slow”, the children begin tapping the soccer ball with their feet (right foot, then left foot). Then the instructor calls out another cue from list below. At random times, the instructor blows the whistle indicating the children to freeze and sit on their soccer ball. Play begins again when the instructor calls out a new directive. This is a fun ‘start/stop’ game that the children really enjoy. Feel free to change the ‘freeze’ activity to make it more fun (i.e. lay on the ball, put your nose on the ball, put your elbow on the ball, etc)

Skills List

- Roll the ball from side to side with one foot
- Roll the ball from side to side with the other foot
- Roll the ball from toe to heel with one foot
- Roll the ball from toe to heel with the other foot
- Roll the ball from foot to foot

Dribble Dribble

HAVE THE CHILDREN practice dribbling to a designated spot, marked by cones. Have them sit on the ball when they get to the designated spot. Once all children have made it to the designated end spot, have them stand up, hold their ball in their hand and tip toe (quiet as a mouse) back to where they started. Repeat multiple times, but each time have them practice a different locomotor skill on the way 'back to start' (i.e. skip, walk, jog, gallop, hop)

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment — (5 minutes)

HAVE THE CHILDREN stand in a circle or standing on their 'carpet square'. Tell them that the next time they'll be adding on to the skills they worked on today, leading up to playing some fun games by the end of the week.

ASK THEM TO demonstrate the following as a means of assessing their cognitive knowledge:

- Tap the ball with the right foot, then left.
- Roll the ball from the right foot to the left.
- Dribble the ball to a designated spot

BEFORE THE STRETCHING, have the children practice the following balance movements:

- Stand on one foot (eyes open),
arms outstretched – foot low to the ground
- Stand on one foot (eyes open),
arms outstretched – knee lifted, foot higher
- Repeat above with one eye open and arms outstretched
- Repeat above with both eyes open arms at sides
- Repeat above with one eye open and arms at sides

VERIFY THAT CHILDREN can successfully tap the soccer ball with each foot, roll the ball between feet, as well as demonstrate basic juggling and dribbling. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

Week One

Day Two

Soccer Fundamentals:
Ball Feel

Agility
Auditory Discrimination
Balance
Dribbling
Flexibility
Juggling
Foot-Eye Coordination
Passing

Psychomotor (Skills)

Children will be able to practice soccer juggling, dribbling skills by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to recall basic facts about soccer, as well as demonstrate their knowledge of basic soccer terminology.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To introduce children to the sport of soccer by teaching fundamental movement patterns, beginning with juggling, dribbling, and passing.

Lesson Prerequisite

Basic knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

Basic Soccer Knowledge & Fun Facts

(See Day 1 for background information)

INSTRUCTOR—Yesterday, we learned a little bit about the game of soccer.

- Who remembers what soccer is called in most other countries, like South America, Italy, etc?

FUTBOL

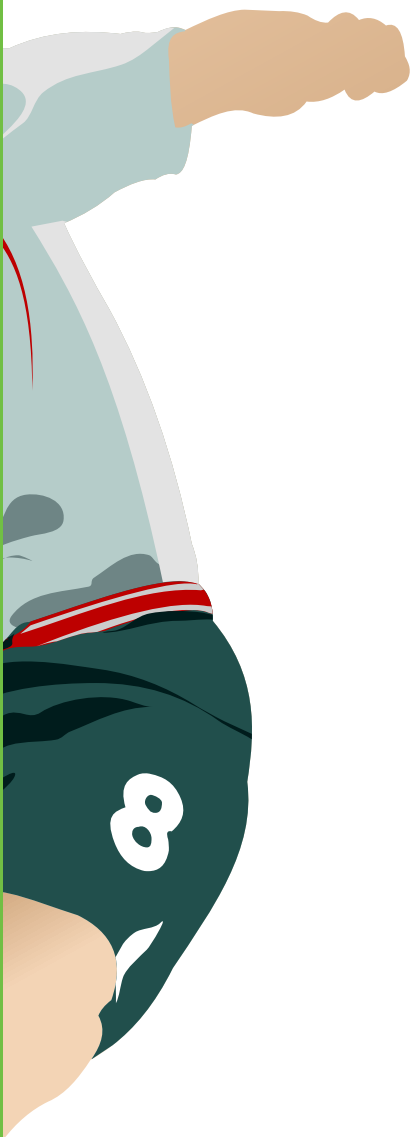
- How many players are on a soccer team?
11 Let's count to eleven...(COUNT WITH CHILDREN)
- What is the person called who stands in front of the net?

GOALIE

- What are the players supposed to do with the ball?
RUN AND KICK it into the other team's net (goal)
- If you are not the goalie, can you touch the ball with your hands when you are in the field?

NO





TELL THE CHILDREN that today we're going to keep having fun with more juggling, dribbling, and even passing a soccer ball. Ask someone to demonstrate 'juggling a soccer ball'..... Ask someone to demonstrate 'dribbling a soccer ball'.

(NOTE: If the children have forgotten, re-teach these basic skills/ concepts) Select a child and demonstrate passing the ball to the child and have the child trap the ball with his/her foot.

EQUIPMENT/MATERIALS

- Balloons
- Cones
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Instructor ("Instructor's" Name) Says Game

Children form a large circle. Each player has a balloon. This game is played like 'Simon Says'. The instructor uses her name to give directives to the children to have them warm up, using their balloons. For example, "Instructor Says, juggle your balloon with your foot" (all children begin juggling the ball with their foot). Then the instructor says, "Put your elbow on your balloon" (but doesn't begin with "Instructor Says"). All children who stop juggling the balloon have to do a silly dance and can keep playing. See suggestions below:

Instructor Says:

- Juggle balloon with one foot
- Juggle balloon with the other foot
- Tap the balloon with one
- Tap the balloon with the other foot
- Roll the balloon with the right foot
- Roll the balloon with the left foot
- Put your elbow on the balloon
- Put your ear on the balloon
- Put your nose on the balloon
- Put the balloon on the ground and run around it

Main Activity — Who Am I?

Introduction to passing skills — 20 minutes

Children stand in a circle (or put their carpet squares in a circle and have them stand on them) and pass the ball to one another, but they must call out the name of the person they are passing to. This is great at the beginning of the module, so they (and you!) learn everyone's names.

Soccer Dance (dribbling skill practice)

Each child has a ball. When the instructor gives the cue (i.e. blows whistle once), everyone dribbles around trying to keep their own ball in control. When the instructor gives the cue (i.e. blows the whistle three times), everyone stops and does a silly dance.

Soccer Ball Tag (dribbling skills practice)

Mark off a specified area, using cones. Everybody has a ball. Whoever is "it" must dribble to another player and tag her. The other players avoid being tagged by dribbling away from "it." If the player being chased loses her ball outside the area, dribbles out of the area, or is tagged, he is "it" and the game continues.

Follow the Leader (juggling skills practice)

Select different children to be the 'leader' (make sure all get a turn). The selected child begins juggling the soccer ball and the rest of the children follow. Allow children to get creative with their juggling. For example, juggle the ball from knee to knee with one eye closed or juggle the ball with your right foot yelling out your name with each juggle.

NOTE: If juggling with the soccer ball is too difficult, play this game using the balloon first.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment — (5 minutes)

HAVE THE CHILDREN stand in a circle. Tell them that the next time they'll be adding on to the skills they worked on today, leading up to playing some fun games by the end of the week.

ASK THEM TO demonstrate the following as a means of assessing their cognitive knowledge:

Tap the ball ten times with the right foot, then left.

(HAVE CHILDREN COUNT OUT LOUD)

Roll the ball from the right foot to the left.

Trap the ball with the right foot, then left.

Juggle the ball with the foot. (or if needed, the balloon)

Juggle the ball with their knees. (or if needed, the balloon)

BEFORE THE STRETCHING, have the children practice the following balance movements:

Stand on one foot (eyes open),

arms outstretched — foot low to the ground

Stand on one foot (eyes open),

arms outstretched — knee lifted, foot higher

Repeat above with one eye open and arms outstretched

Repeat above with both eyes open arms at sides

Repeat above with one eye open and arms at sides

VERIFY THAT CHILDREN can successfully juggle, dribble, and pass during all games and activities listed above. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:



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Week One

Day Three

Soccer Fundamentals:
Dribbling with Purpose

Agility
Balance
Dribbling
Flexibility
Foot-Eye Coordination
Passing

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to soccer dribbling skills by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to recall basic facts about soccer, as well as demonstrate their knowledge of basic soccer terminology.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To allow children to practice fundamental soccer skills, in the areas of juggling, dribbling and passing as well as to practice balance and flexibility.

Lesson Prerequisite

Basic knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

Basic Soccer Knowledge & Fun Facts

(See Day 1 for background information)

- Who can tell me a soccer fact they learned this week?
(ASK THIS 3-4 times to make sure children can recall the knowledge from the previous two days)
- Who can show me a soccer skill they learned this week?
(ASK 3-4 CHILDREN to demonstrate skill and use correct terminology to describe it)





TELL THE CHILDREN that today we're going to keep having fun with juggling, dribbling, and passing skills.

EQUIPMENT/MATERIALS

- Balloons
- Cones
- Music
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Buddy Tag

Use cones to set boundaries and pair the children. Have each pair pick someone to be “it” first. On the signal (blow whistle), the buddies may only tag each other. Have them run around, as soon as the player who is it tags their buddy, then their buddy –tries to tag them back. This game has no end so set a time limit of 5 minutes or at the first sign of ‘boredom’. For variety, call out different locomotor movements to be used while playing the game. For example, instead of running around, direct children to hop, skip, walk, etc.

Main Activity — Who Am I?

Introduction to passing skills — 20 minutes

Players stand in a circle and pass the ball to one another, but they must call out the name of the person they are passing to. This is great at the beginning of the module, so they (and you!) learn everyone's names. If the players are doing well and you have enough players, add additional balls, so 2-3 passes are going on simultaneously. It gets crazy, but it's fun.

Soccer Dance (dribbling skill practice)

Each child has a ball. When the instructor gives the cue (i.e. blows whistle once), everyone dribbles around trying to keep their own ball in control. When the instructor give the cue (i.e. blows the whistle three times), everyone stops and does a silly dance.

Partner Pass

Partner the children and have them pass the ball to each other using their right foot to kick. The receiving child should practice trapping the ball first, and then pass it back. Repeat with the left foot kicking.

Musical Hugs

This game is very similar to musical chairs, except everybody wins and feels great. The instructor plays music and the children dribble their soccer ball to the music. When the instructor stops the music, the children find ONE friend to hug (nice, gentle hugs). The instructor can make a rule such as every time the music stops, find a different person to hug. This is a great game for boosting the children's self-esteem and self-worth. At the end, everyone hugs the instructor for a 'group hug'.

NOTE: this same game can be played with juggling and passing skills and can be played with balloons if the children are having difficulty with ball handling skills.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment – (5 minutes)

HAVE THE CHILDREN stand in a circle. Tell them that the next time they'll be playing some fun games to celebrate a great week.

ASK THEM TO demonstrate the following as a means of assessing their cognitive knowledge:

Tap the ball ten times with the right foot, then left.

Roll the ball from the right foot to the left.

Trap the ball with the right foot, then left.

Juggle the ball with the foot.

Juggle the ball with their knees.

Dribble the ball to a designated spot.

Pass the ball back and forth to a partner.

VERIFY THAT CHILDREN can successfully juggle, dribble, control the ball, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic balance skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

[illegible]

Week One

Day Four

Soccer Fundamentals:

Juggling, Dribbling,
and Passing

Auditory Discrimination
Dribbling
Foot-Hand Coordination
Passing

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to soccer dribbling, juggling, ball control, and passing skills by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to recall basic facts about soccer, as well as demonstrate their knowledge of basic soccer terminology.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice juggling, dribbling, ball control, and passing skills as fundamental components to the game of soccer.

Lesson Prerequisite

Demonstrate knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

Basic Soccer Knowledge & Fun Facts

(See Day 1 for background information)

LET'S PLAY A quick game to make sure we've learned some basic things about soccer. I'll show you a movement and you tell me what it is called.

INSTRUCTOR SHOWS JUGGLING, then dribbling, trapping, then passing. After each demonstration, allow time for the children to identify and correctly name the movement.





TELL THE CHILDREN that today we're going to keep having fun with juggling, dribbling, and passing skills.

EQUIPMENT/MATERIALS

- Balloons
- Cones
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Dead Bug Tag

The instructor is 'IT' and when the whistle is blown, all the children run around a designated area and try to avoid getting tagged by the instructor. To be safe, and avoid being tagged, the children can lie down on their back with their hands and legs up in the air (like a dead bug lying on its back). If they are tagged, they join the instructor in trying to tag others.

Main Activity — Quick as Lightening

20 minutes — Each player has a ball for this game.

Use cones to designate the 'play area'. Each player dribbles a ball in the designated area. The instructor calls out a number, the players must touch their ball with that many body parts as quickly as they can. For example, if the instructor calls out "FOUR", the children would stop dribbling with their feet and immediately touch the ball with their hand, head, knee, and elbow. (Only go up to the maximum number that children can count to (i.e. ten))

Cone Zone Relays

Set up four cones in a straight line per child. Leave ample distance between the cones so the children can weave around the cones while dribbling the soccer ball. Each child dribbles their soccer ball according to the directives listed below. Starting on the right side, dribble the soccer ball down to the last cone, go around the cone and come back to starting position dribbling the soccer ball on the other side of the cone.

REPEAT THE ABOVE drill, starting on the left side.

REPEAT THE ABOVE drill weaving around each cone.

REPEAT THE DRILLS with hands on head, hands on shoulders, arms behind the back, one eye closed, etc.

******When the child gets back to the starting spot, direct him to do a balance activity: stand on right leg, stand on left leg, stand on right leg with finger on their nose, stand on left leg while scratching their head.

Red light, Green light

(Use balloons if soccer balls are too difficult)

Each player has a ball, except the instructor, who is designated as the "light". Set up cone markers from start to finish line. Players start from the line opposite the "light". The "light" then turns away from the group shouting out "GREEN LIGHT dribbling". At this signal, the players start to dribble towards the "light". When the "light" turns around, calling "YELLOW LIGHT juggling", players must stop dribbling and begin juggling their ball. If the "light" catches players still dribbling, they must take 5 steps back. When the "light" turns around, calling "RED LIGHT tapping", players must stop doing what they are doing and begin tapping the ball alternating right & left toes atop the ball. The first player to cross the line wins, and all players run back to start and begin again.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment - (5 minutes)

HAVE THE CHILDREN stand in a circle. Tell them that the next time they'll be playing some more fun games to celebrate a great soccer week.

ASK THEM TO demonstrate the following as a means of assessing their cognitive knowledge:

- Demonstrate juggling with feet
- Demonstrate dribbling to a designated spot
- Demonstrate passing the ball to a partner (short distance)

VERIFY THAT CHILDREN can successfully juggle, dribble, control the ball, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic balance skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

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Week One

Day Five

Soccer Fundamentals:
Putting it Together

Auditory Discrimination
Dribbling
Foot-Hand Coordination
Juggling
Passing

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to soccer dribbling, juggling, ball control, and passing skills by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to recall basic facts about soccer, as well as demonstrate their knowledge of basic soccer terminology.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice juggling, dribbling, ball control, and passing skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children practice dribbling with their heads up.

Lesson Prerequisite

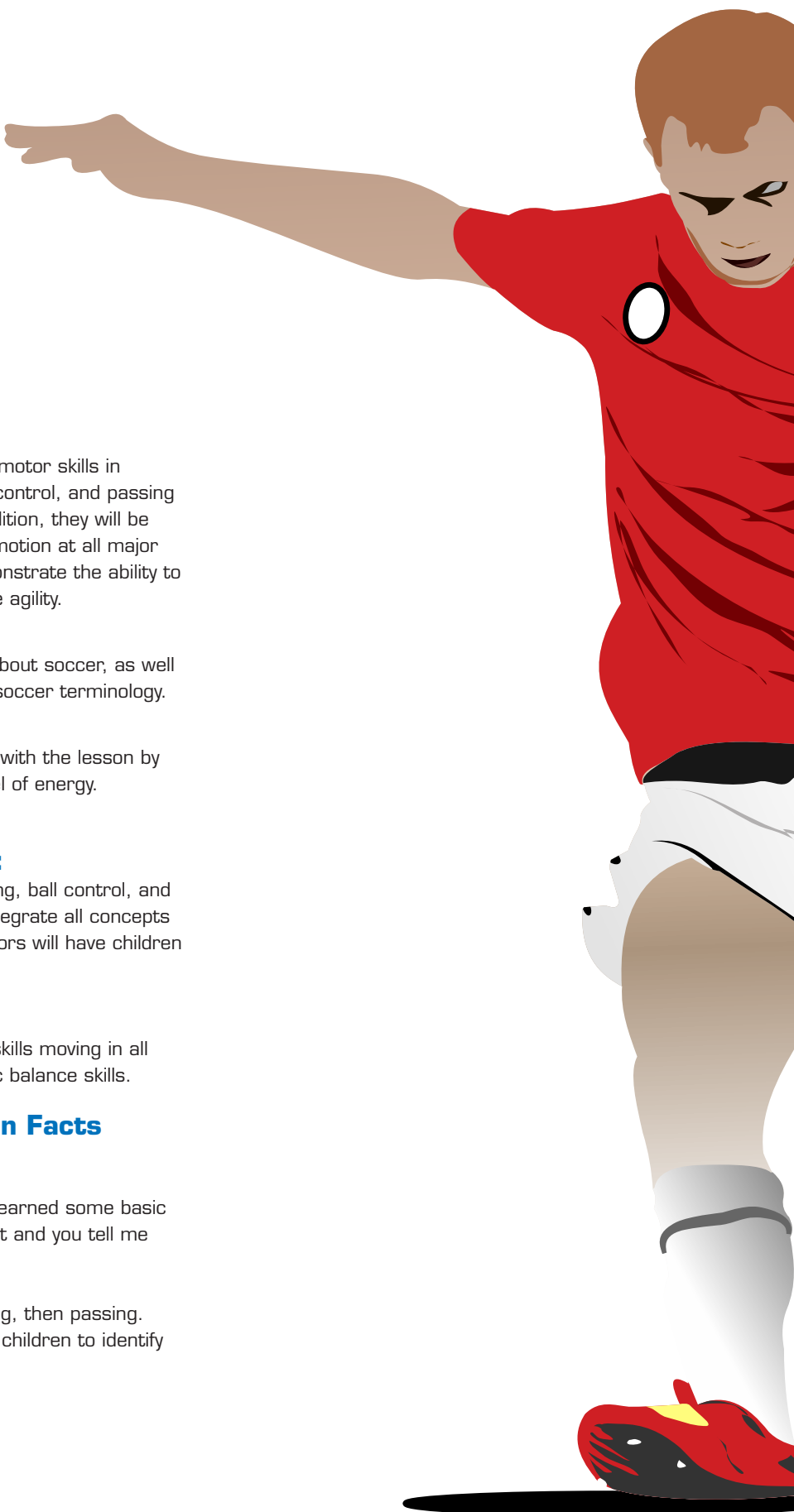
Demonstrate knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

Basic Soccer Knowledge & Fun Facts

(See Day 1 for background information)

LET'S PLAY A quick game to make sure we've learned some basic things about soccer. I'll show you a movement and you tell me what it is called

INSTRUCTOR SHOWS juggling, trapping, dribbling, then passing. After each demonstration, allow time for the children to identify and correctly name the movement.





TELL THE CHILDREN that today we're going to keep having fun with juggling, dribbling, and passing skills in a variety of games.

EQUIPMENT/MATERIALS

- Cones
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Kicking Crabs

Put children in groups of 3-4 and have them sit in a small circle. One ball is given to each group. Children must keep the ball moving using only the bottoms of their feet while in a 'crab walking' position (hands and feet touching floor while facing the ceiling/sky, back side held up off the floor). The goal is to keep the ball within the circle.

Main Activity — Dribble, Juggle, Knock 'Em Down

20 minutes

Spread a number of cones (10-12) around a designated area. Each player has a ball. The instructor yells, "Dribble" and the players dribble in the area, moving around the cones while keeping their heads up and not looking at their feet or the ball. Then the instructor yells "Juggle" and the children stop and begin juggling the ball. Then the instructor yells "Dribble, Dribble, Knock 'Em Down" and the children begin dribbling around the area and then stop to knock down a cone by kicking the ball into it. Play ends when all cones are knocked down.

Red light, Green light

Each player has a ball, except the instructor, who is designated as the "light". Set up cone markers from start to finish line. Players start from the line opposite the "light". The "light" then turns away from the group shouting out "GREEN LIGHT dribbling". At this signal, the players start to dribble towards the "light". When the "light" turns around, he/she calls "RED LIGHT FREEZE". The children freeze until the instructor turns around shouting out "GREEN LIGHT dribbling".

WHEN THE FIRST child reaches the instructor, play starts over again.

Musical Hugs

This game is very similar to musical chairs, except everybody wins and feels great. The instructor plays music and the children dribble their soccer ball to the music. When the instructor stops the music, the children find ONE friend to hug (nice, gentle hugs). The instructor can make a rule such as every time the music stops, find a different person to hug. This is a great game for boosting the children's self-esteem and self-worth. At the end, everyone hugs the instructor for a 'group hug'.

NOTE: This same game can be played with juggling and passing skills, and can be played with balloons if the children are having difficulty with ball handling skills.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment – (5 minutes)

HAVE THE CHILDREN stand in a circle. Tell them that they have learned some fundamental soccer skills.

ASK THEM TO demonstrate the following as a means of assessing their cognitive knowledge:

- Demonstrate juggling with feet

- Demonstrate dribbling

- Demonstrate passing the ball to a partner and trapping the ball (short distance)

VERIFY THAT CHILDREN can successfully juggle, dribble, control the ball, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic balance skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

Week Two

Day One

Soccer Fundamentals:
Ball Feel II

CONCEPTS

Dribbling
Eye-Foot Coordination
Flexibility
Juggling
Passing

DOMAINS

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to soccer dribbling, juggling, passing, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to recall basic facts about soccer, as well as demonstrate their knowledge of basic soccer terminology.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice juggling, dribbling, passing, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children practice dribbling with their heads up.

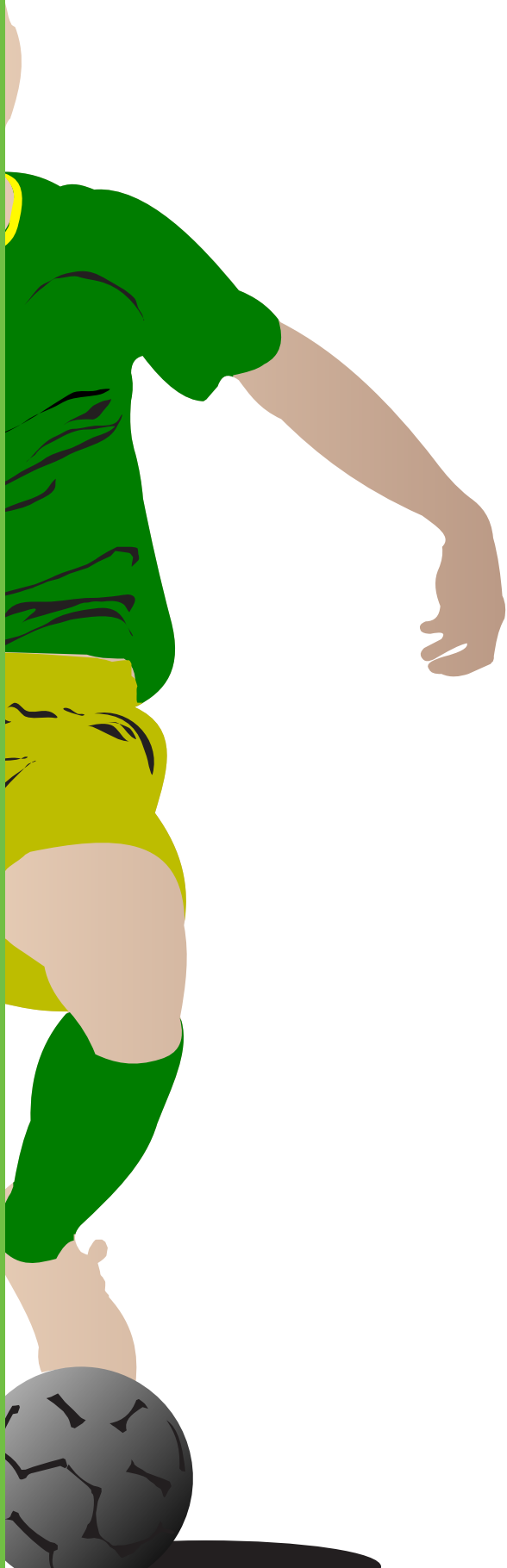
Lesson Prerequisite

Basic knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

LET'S PLAY A quick game to make sure we've learned some basic things about soccer. I'll show you a movement and you tell me what it is called.

INSTRUCTOR SHOWS juggling, trapping, and dribbling. After each demonstration, allow time for the children to identify and correctly name the movement.





TELL THE CHILDREN that today we're going to keep having fun with juggling, dribbling, passing, and ball control skills in a variety of games.

EQUIPMENT/MATERIALS

- Cones (two per child)
- Soccer balls/balloons (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Run Diego Run

(Character from Dora the Explorer)

Set up cones on either side of the field or if indoors, have them run from wall to wall. The 'walls' or the 'cones' designate the "home" areas. The instructor (or other designee) is in the center and is called the SWIPER (fox from the Dora the Explorer show). Swiper yells "Run Diego Run". Children run toward the other 'wall' (cones) and try to avoid getting tagged by Swiper. Children that get tagged become Swipers, trying to tag others. The game ends when all are tagged.

Main Activity

20 minutes

(Pick ONE main activity/game from last week to reinforce what was learned, then add the following)

Catch Me If You Can

The instructor will toss out balls so children can all retrieve a ball. Children must run to retrieve the ball and must dribble it back to the instructor. The instructor is to move all over the area, forcing the children to keep their heads up while dribbling to find you.

Ghostbuster

Mark off an area with cones. All children have a ball and begin dribbling around the area. They can move in any direction as long as they stay within the area. The instructor (or other designee) is the ghost. The ghost tries to tag the dribbling children. Once a child is tagged, they freeze with their feet apart. When frozen, they yell "Ghostbuster" and another player can come and 'bust the ghost's spell' by kicking the ball through their legs to free them.

Follow the Leader

(juggling skills practice)

The instructor begins juggling with a balloon and then switches to a soccer ball. The children follow the instructor's lead. Allow children to get creative with their juggling and accept suggestions for different ways to juggle their balloon/ball.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment — (5 minutes)

Play a quick game of "Instructor Says" to assess children understand the fundamental soccer moves.

CALL OUT THE following:

- Dribble the ball around the open area
- Trap the ball with your right foot
- Trap the ball with your left foot
- Juggle the balloon/ball with your knees
- Juggle the balloon/ball with your feet

VERIFY THAT CHILDREN can successfully juggle, dribble, control the ball, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic balance skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

[illegible]

Week Two

Day Two

Soccer Fundamentals:
Dribbling with Purpose

Dribbling
 Eye-Foot Coordination
 Flexibility
 Passing

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to soccer dribbling, passing, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to recall basic facts about soccer, as well as demonstrate their knowledge of basic soccer terminology.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, passing, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children practice dribbling with their heads up.

Lesson Prerequisite

Basic knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

LET'S PLAY A quick game to make sure we've learned some basic things about soccer. I'll show you a movement and you tell me what it is called.

INSTRUCTOR SHOWS juggling, trapping, and dribbling. After each demonstration, allow time for the children to identify and correctly name the movement.





TELL THE CHILDREN that today we're going to keep having fun with dribbling, passing, and ball control skills in a variety of games.

EQUIPMENT/MATERIALS

- Bandana (one for each child)
- Cones
- Portable goal
- Soccer balls/balloons (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Lion's Tail

Have each child tuck the end of their bandana in the back of their pants (at the waist band). The 'free end' of the bandana represents the lion's tail and hangs freely. The instructor is the "Lion King" and on the whistle runs around trying to get as many tails as possible, by taking the tails from the children. If a child loses his tail, he joins the Lion King in trying to get as many tails as possible. The game ends when everyone is a Lion King and no tails are left on the children.

Main Activity

20 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Eggs in the Basket

Have more balls than players for this game. Designate the starting line (use cones to identify the area) and have players stand behind them. Spread all the balls in the open play area (these are the eggs). At the opposite end of the area, is the goal. Call the goal the "basket" for this game. Blow the whistle and direct the children to get the 'eggs' in the basket by dribbling the eggs across the field as quickly as possible. Note how long it takes them to get the 'eggs in the basket' and have them try to 'beat' their time in the second & third games.

Marble Shoot Out

Have one ball (called the Marble) that is larger, a different color, or is otherwise easy to distinguish from the others. It goes in the middle of the playing field. Divide players into two teams, starting each team at their own end of the playing area. Each child has her own ball. The purpose of the game is for children to kick their own soccer balls so they hit the special ball in the middle. The children aren't allowed to kick the special ball directly; they may only hit it with their own balls.

PLAY FOR A designated amount of time (i.e. 3 minutes).

EVERYONE WINS.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment – (5 minutes)

Play a quick game of "Instructor Says" to assess children understand the fundamental soccer moves.

CALL OUT THE following:

- Dribble the ball around the open area
- Trap the ball with your right foot
- Trap the ball with your left foot
- Stand on one foot
- Stand on the other foot
- Stand on one foot with one hand up in the air
- Stand with the other foot with one hand up in the air

VERIFY THAT CHILDREN can successfully juggle, dribble, control the ball, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic balance skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

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This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Week Two

Day Three

Soccer Fundamentals:
Dribbling with Purpose

Auditory Discrimination
Dribbling
Eye-Foot Coordination
Passing

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to soccer dribbling, trapping, passing, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children practice dribbling with their heads up.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

OK. Let's see how much we know about the game of soccer.

- Who can tell me how many players are on a team?

11

- How do you score points?

KICKING THE BALL into a net, called a goal

- Who tries to stop the ball from getting kicked into the net?

GOALIE

- How many goalies are on a team?

1

- When can you touch the ball with your hands?

IF YOU ARE THE GOALIE, anytime. If you are out of bounds and throwing the ball in to your teammates.





TELL THE CHILDREN that today we're going to keep having fun with dribbling, trapping, passing, and ball control skills in a variety of games.

EQUIPMENT/MATERIALS

- Cones
- Four Cartoon Character Photos (i.e. Mickey Mouse, Donald Duck, Batman, Superman)
- Hula Hoops (one for each child)
- Music
- Soccer balls (one for each child)
- Pool Noodles (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Noodle Fun

Noodles are scattered in the open area.

HAVE CHILDREN MOVE through the open area using various locomotor skills. Each time they approach a noodle they may:

- jump over it
- do a fancy jump over it (add a turn, tuck, etc.)
- hop over it
- leap over it

HAVE CHILDREN MOVE through the open area, using locomotor skills to the music. When the music stops they may:

- freeze straddling it
- freeze making a bridge over it (feet on one side and hands on the other)
- freeze posing as a funny statue using the noodle (i.e. a guitar player, baseball player or giant smiley face)

HAVE CHILDREN FIND their personal space with a noodle and follow the instructor's lead. The instructor creates stories to go along with the activities and asks children to use their imagination. i.e. "We are going to travel around the house/town/world with our noodle..."

- moving through the jungle like an elephant." (Children make a trunk with the noodle.)
- moving like a dinosaur with a big tail."
- moving like a snake." (Children hold one end of the noodle and slide the other end along the floor.)
- moving like a unicorn." (Place the noodle on top of your forehead.)

Main Activity

20 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Get the Coach

Each child has a ball. Use cones to designate the area of play. When the instructor blows the whistle ONCE, the children start dribbling around trying to 'hit the instructor's feet' with the soccer ball (passing skill). The instructor is running around, leaping over the balls, trying to avoid getting 'hit'. When the instructor gets hit, he/she has to yell "Ouchee Wow Wow" and play continues. Once the children get used to playing, the instructor can add a 'THREE whistle' blow, which designates the children to stop, back peddle, and change directions.

Four Corner Cartoon Dribble

Place four cones to designate the corners of a large square. Attach a familiar 'cartoon photo' to the front of each cone (i.e. Mickey Mouse, Batman, Superman). At the sound of the whistle (or start of the music) direct the children to dribble toward one of the character photos (i.e. Dribble toward Superman). Before they arrive at Superman, blow the whistle to change directions and yell, "No, not Superman, I meant Batman". Continue play, changing the directive to get the children to practice stopping and redirecting their dribbling.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment – (5 minutes)

Play a quick game of "Instructor Says" to assess children understand the fundamental soccer moves.

CALL OUT THE following:

- Dribble the ball around the open area
- Trap the ball with your right foot
- Trap the ball with your left foot
- Pass the ball to a partner (close distance)

VERIFY THAT CHILDREN have average ranges of motion and flexibility during the stretching activities. Verify that children have basic balance skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

[illegible]

Week Two

Day Four

Soccer Fundamentals:
Putting It Together

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Trapping
 Throwing In

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to soccer dribbling, trapping, passing, throwing in, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, throwing in, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children practice dribbling with their heads up.

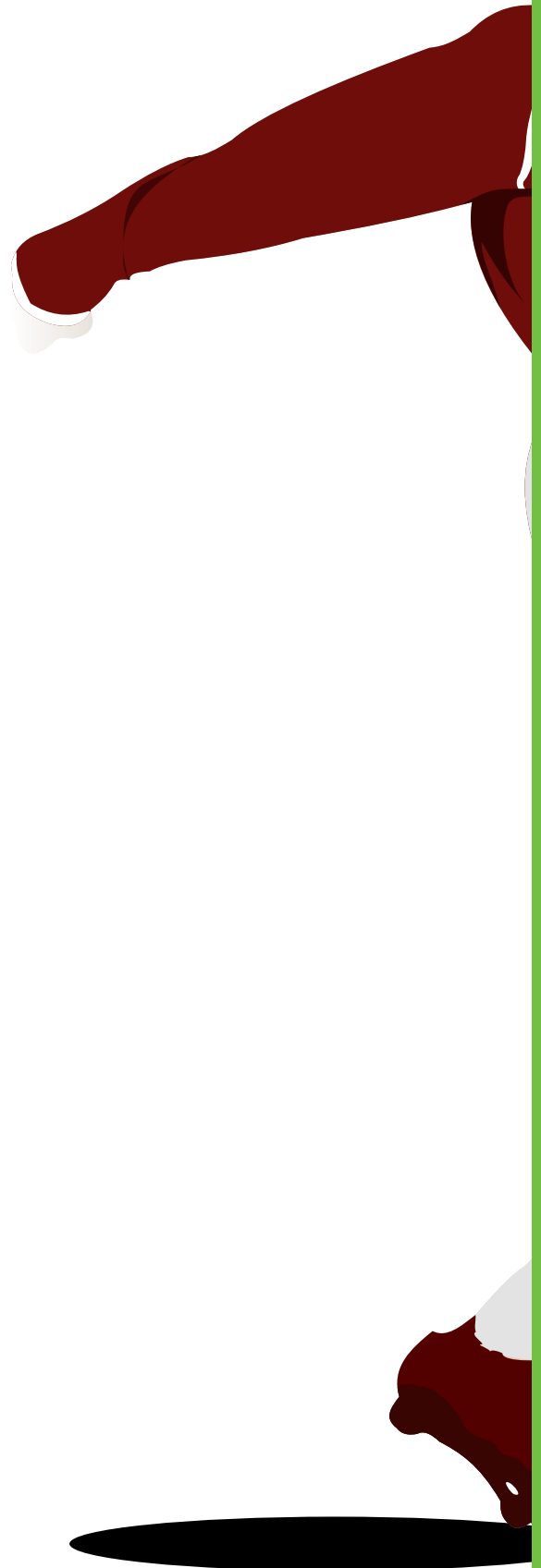
Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

TELL THE CHILDREN you're going to play a riddle game to see if they recall some basic soccer moves.

- Ask the children if they can tell you which soccer move is also a move in another sport that uses bouncing of a ball down a court to score a basket.
Basketball
- Ask them to name that move.
Dribbling... have someone show you dribbling in soccer.
- Ask the children if they can tell you which soccer move is also a move in another sport that is the name of what a quarterback does to get the ball to a receiver down field.
American football
- Ask them to name that move.
Pass... have someone show you passing in soccer.

Tell them that tomorrow, we'll play a few more riddle games.





TELL THE CHILDREN that today we're going to keep having fun with dribbling, trapping, passing, and ball control skills in a variety of games.

EQUIPMENT/MATERIALS

- Cones
- Foam Pool Noodle
- Jump Ropes
- Soccer balls (one for each child)

LESSON PROCEDURE

Warm Up – 5 minutes

Magician Tag

Choose 1–2 Magicians and give them a magic 'wand' (foam noodle). Tell the magician what their 'magic move' is (i.e. walking, hopping, skipping, shuffling, jogging, etc). They must move using only their assigned skill.

The rest of the children start in their personal space and on the instructor's signal begin to walk around in the open space. If a child is tagged by a magician, they must assume the locomotor skill of the magician that tagged them. Continue activity for 3-4 minutes and then switch magicians.

Main Activity

20 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Over the River and Through the Trees

Tell the children that when they hear ONE whistle blow, they will walk quickly about the area.

NOTE: change the locomotor activity to allow more diversity – skipping, hopping, running, galloping, etc.

SHOW THE CHILDREN how to jump 'over the rivers' (one foot or two foot hops).

LET THE CHILDREN PRACTICE.

SHOW THE CHILDREN how to slither (on the belly) 'through the trees'.

LET THE CHILDREN PRACTICE.

Set up an open area with cones, set two by two to represent two trees, leaving enough room for a child to slither between. Put at least five pairs of cones around the area. Then using the jump ropes, lay them parallel to each other around the area to represent a stream making sure the distance across the stream is appropriate for the children to jump over. Tell the children they are taking trip to 'granny's house', but that there are some streams and tress they'll have to stay clear of. They'll need to listen to the directives to get to granny's house safely. To start the game, blow the whistle and direct the children to begin by walking quickly about the area, being careful not to go near any streams or trees.

After about 20 seconds yell, 'Over the River and Through the Trees to Granny's House You Go'. The children now scurry to jump over the 'streams' (rope pairs) and slither on their bellies "through the trees" until you blow the whistle 'once' again. Direct the children to do a new locomotor movement in the area.

Indy 500

Use cones to form a circle in the center of an open area. Make sure the coned area will allow for children to be moving inside the area. This area will be referred to the 'Indy 500 Race Track'. Lay balloons around the inside of the race track. Divide the children into two groups (i.e. Stick a large #1 on half the children and tell them they are team #1. Do the same with team #2). Distribute soccer balls (1/2 the balls as there are children) around the outside of the "Indy 500 Race Track". The children begin outside the race track with a partner. They are practicing passing a soccer ball to their partner. The instructor calls out "Start Your Engines"... The children yell "VRRRRROOOOOM". The instructor calls out "Team #1 to the Race Track". Team #1 goes to the inside of the coned area and begins juggling the balloons. Team #2 starts dribbling a soccer ball around the 'outside' of the race track. The instructor directs the children to go back home (where they started) and repeat the activity, this time calling Team #2 to the race track. Continue play for 5 minutes.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment – (5 minutes)

Play a quick game of "Instructor Says" to assess children understand the fundamental soccer moves.

CALL OUT THE following:

- Dribble the ball around the open area
- Trap the ball with your right foot
- Trap the ball with your left foot
- Pass the ball to a partner (close distance)
- Pass the ball to a partner (far distance)

VERIFY THAT CHILDREN can successfully dribble, control the ball, throw in using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic balance skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

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Week Two

Day Five

Soccer Fundamentals:
Putting It Together

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Trapping
 Throwing In

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to soccer juggling, dribbling, trapping, passing, throwing in, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, throwing in, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children practice dribbling with their heads up.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

TELL THE CHILDREN you're going to play another riddle game to see if they recall some basic soccer moves.

- Ask the children if they can tell you which soccer move is also a move in another sport that has a hunter using this to catch his prey.

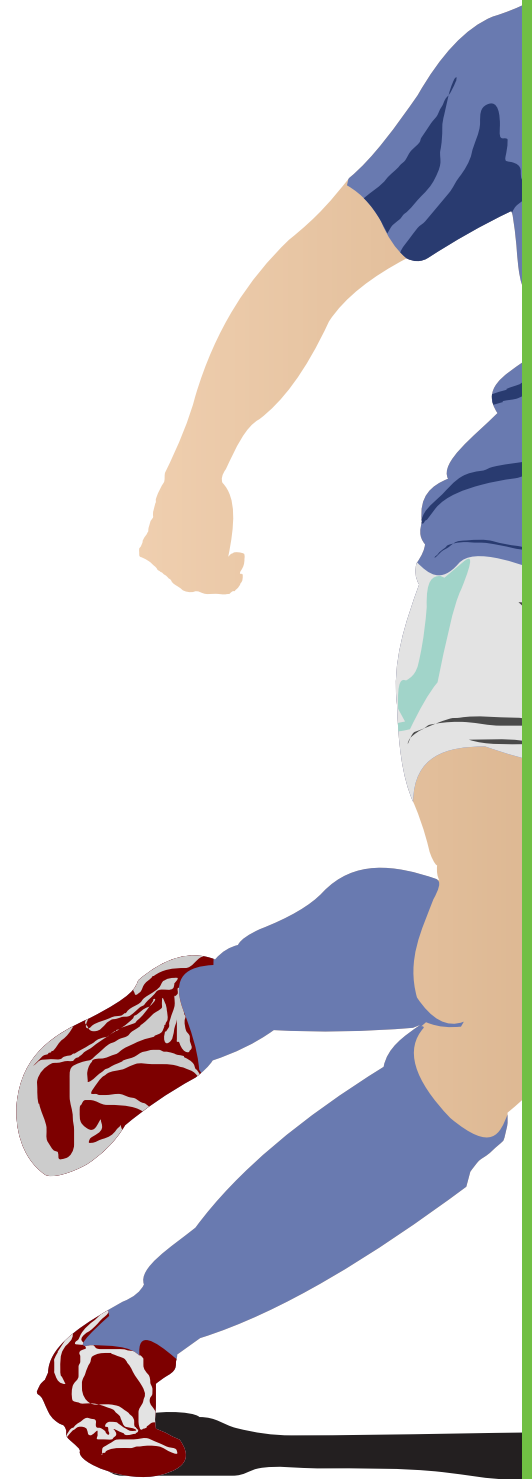
Hunting

- Ask them to name that move.

Trapping... have someone show you trapping in soccer.

- Ask the children if they can tell you which soccer move is also a move clowns use in a circus keeping multiple balls in the air. Ask them to name that move.

Juggling... have someone show you juggling in soccer.





TELL THE CHILDREN that today we're going to keep having fun with juggling, dribbling, trapping, passing, and ball control skills in a variety of games.

EQUIPMENT/MATERIALS

- Cones
- Jump Ropes
- Soccer balls (one for each child)

LESSON PROCEDURE

Warm Up – 5 minutes

Scatter Ball

Set up cones to establish boundary lines. Each child is given a ball. When the music begins, the student may begin playing (dribbling/juggling) with the ball in their personal space. When the music stops, the students have up to the count of 10 to exchange balls with someone else in the class. When everyone has chosen a different ball, and the music begins again, they may play with the new ball in their personal space.

Main Activity

20 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Cops & Robbers

Give each child a ball and have them line up on one end of the open area. These guys are the "Robbers". Have the instructor and one other child facing the "Robbers" about halfway into the open area. When the whistle is blown, the Robbers try to dribble the ball to the other side without getting caught by a "Cop". If caught, a Robber becomes a Cop and play continues until everyone is a Cop. Extra balls are set off to the side until game starts again.

of the Caribbean

Use cones to set outer boundaries. Everybody inside the circle begins dribbling their ball. When the instructor announces "Pirates On The Deck" (Instructor is Pirate), he/she tries to steal a ball from any player and passes it out of the boundary area. Now there are two Pirates who go after the others... Eventually, only one player will be left at the end. This is the first Pirate for the next game.

NOTE: Direct the players to practice a variety of other soccer skills inside the boundary area. For example, passing to each other or juggling]

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment – (5 minutes)

Play a quick game of "Instructor Says" to assess children understand the fundamental soccer moves.

CALL OUT THE following:

- Dribble the ball around the open area
- Trap the ball with your right foot
- Trap the ball with your left foot
- Pass the ball to a partner (close distance)
- Pass the ball to a partner (far distance)

VERIFY THAT CHILDREN can successfully dribble, control the ball, throw in using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic balance skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

Week Three

Day One

Soccer Fundamentals:
Putting It Together

Ball Control
Dribbling
Eye-Foot Coordination
Passing
Trapping

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to soccer dribbling, trapping, passing, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children practice dribbling with their heads up.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

THE INSTRUCTOR should demonstrate various soccer moves and see if the children can identify them by using correct soccer terminology.

THE INSTRUCTOR should demonstrate the following:

- Dribbling
- Juggling
- Passing
- Trapping





EQUIPMENT/MATERIALS

- Cones
- Fireman's hat or red shirt
- Hula Hoops (one for each child)
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Having a Hoopla

Place hula hoops randomly around the open area (one hoop per child). Children are scattered around the area, NOT inside a hula hoop. The instructor blows the whistle and commands the children to move about the area, NOT touching or stepping inside a hoop. The instructor directs a variety of locomotor movements (i.e. skipping, galloping, hopping, walking, etc). When the instructor blows the whistle THREE times, the children must hop into a hoop and jump up and down in place. When the whistle is blown "ONE" time, play begins again.

Main Activity

20 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Get the Coach

Each child has a ball. Use cones to designate the area of play. When the instructor blows the whistle ONCE, the children start dribbling around trying to 'hit the instructor's feet' with the soccer ball (passing skill). The instructor is running around, leaping over the balls, trying to avoid getting 'hit'. When the instructor gets hit, he/she has to yell "Ouchee Wow Wow" and play continues. Once the children get used to playing, the instructor can add a 'THREE whistle' blow, which designates the children to stop dribbling and start dancing around their balls.

Fire, Fire, Put Out The Fire

Scatter the hoops around the gym. Assign "firefighters" to a fire station (no more than two children per hoop). The "Fire Chief" (instructor is wearing a fireperson's hat or red jersey) announces "FIRE, FIRE, PUT OUT THE FIRE." Children come out of their 'fire station' and begin dribbling the soccer balls around the area. After a while, the instructor yells, "Great Job Team, Fire Is Out.. Time to Head Home". The children abandon their balls and run back to stand in a hoop. The instructor yells, "Firefighters, time to shower". The children simulate taking a shower. The instructor yells, "FIRE, FIRE, PUT OUT THE FIRE". Children repeat the dribbling the balls around the area until the instructor tells them to head home.

Other activities the children can do when they are in the 'firestation':

- Sit down and read the paper
- Sit down and eat dinner
- Sleep (rolled up in a ball)
- Exercise to stay strong (i.e. jump up and down, hop on one foot, etc)

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment - (5 minutes)

Play a quick game of "Instructor Says" to assess children understand the fundamental soccer moves.

CALL OUT THE following:

- Dribble the ball around the open area
- Trap the ball with your right foot
- Trap the ball with your left foot
- Pass the ball to a partner (close distance)

VERIFY THAT CHILDREN can successfully dribble, control the ball, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic balance skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

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Week Three

Day Two

Soccer Games:

Combining and practicing
soccer/fitness skills

Dribbling
 Eye-Foot & Eye-Hand Coordination
 Juggling
 Passing
 Pull Backs
 Trapping

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility and good coordination.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

TELL THE CHILDREN that they are going to learn a new move today, called the 'pull back'.

This move is often described as making a V-Shape on the ground when you pull the ball back. On the diagonal, or across your body, fake like you're going to shoot as you put the sole of your foot on top of the ball and then roll the ball back and push the ball outside with the inside of your foot.

[<http://www.youtube.com/watch?v=YZFO1rDCifo>]





EQUIPMENT/MATERIALS

- Balloons (one for each child)
- Cones
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Balloon Toss

Conduct this activity in a large indoor space with marked boundaries so that children know where they can and cannot move. It will be difficult for children to catch the balloon if they are not able to throw it straight up into the air. In order to throw the balloon straight into the air children should follow these simple directions:

- Hold the balloon out in front of you with one hand on each side of the balloon.
- Lower the balloon below your waist so that the balloon almost touches your knees.
- Raise both hands into the air and let go of the balloon as it passes your nose.

Timing the release of the balloon is important. If the balloon is released too soon it may travel far out in front of the child where it is hard to catch. If the balloon is released too late it will travel behind the child and be impossible to catch. Initially, the instructor should encourage children to throw the balloon only a few feet into the air. As they develop skill children will learn to toss the balloon higher.

In order for young children to catch the balloon they must learn to focus their eyes on the object as it travels through the air. It is difficult to catch an object if you are not looking at it. Children should focus on looking at the balloon and then wrapping their hands around the balloon when it comes back down close to their body. Directions from the instructor might include:

- Throw the balloon straight up into the air.
- Watch the balloon as it begins to come down.
- When the balloon floats down in front of you, wrap both hands around the balloon and catch it.

Once the children have the basic skill, try some of these:

- Drop the balloon, let it bounce, and then catch it.
- Throw the balloon very high into the air let bounce, and then catch it.
- Throw the balloon gently into the air and catch it before it hits the ground.
- Throw the balloon high into the air and catch it before it hits the ground.
- Throw the balloon into the air and see how many times you can clap your hands before you catch it.
- Throw the balloon high against a wall and catch it.

Main Activity

20 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Wall Ball Juggling

Each child has a balloon or soccer ball. Have them kick the balloon/ball up in the air against the wall with the inside of their foot. Later, try this same drill with the instep. This a good drill to work on volleying the balloon/ball, whether it's to make a pass, clear the ball, or shoot.

Stop & Go

Each child has a soccer ball. At the first whistle blow, direct the children to dribble moving about an open area. Tell them that when the whistle blows THREE TIMES, it indicates to practice the 'pull back' move talked about in the introduction. Continue alternating dribbling and pull back moves, until a good amount of practice has been allowed. Then add a new directive using juggling. When the whistle is blown TEN TIMES, all children are to juggle their ball with whatever body part they choose (i.e. feet, knees, etc). Alternate between dribbling, juggling, and pull backs. At first, allow a long (30-40 seconds) between switching. Work toward switching movements every 10-20 seconds.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can successfully dribble, pull back, control the ball, using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue lines across its entire width, typical of standard notebook or primary school paper. The background is a solid off-white color, and there are no margins, text, or other markings present.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue lines across its entire width. The lines are thin and consistent in color, set against a plain white background. There are no margins, text, or other markings present on the page.

Week Three

Day Three

Soccer Games:

Combining and practicing
soccer/fitness skills

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs
 Trapping

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

- Who remembers what 'new' soccer move we learned yesterday?

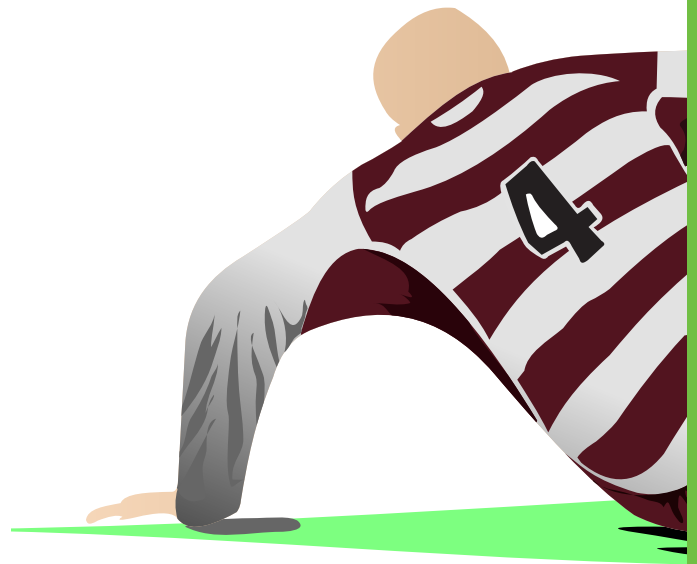
PULL BACK

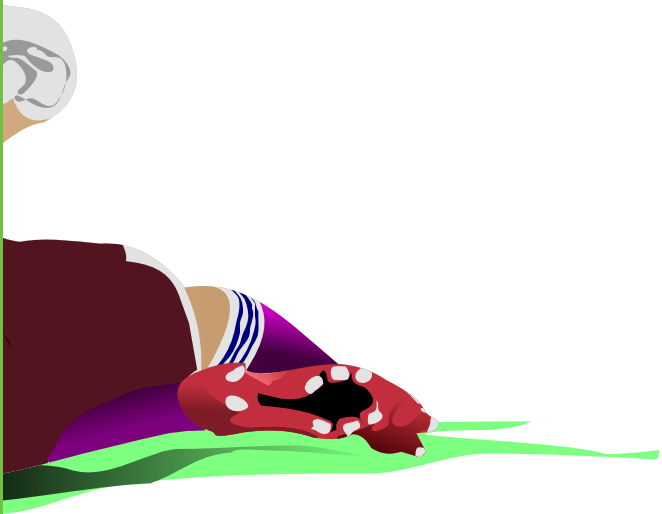
- Who can show me what a pull back move looks like?

(ALLOW A FEW CHILDREN TO DEMONSTRATE)

- Ask the children to tell you why soccer players use this move.
 (TO FAKE OUT THEIR OPPONENT OR TO CHANGE DIRECTIONS QUICKLY).

TELL THE CHILDREN that they will continue to practice the pull back move during games played today.





EQUIPMENT/MATERIALS

- Cones
- Hula Hoops
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Fitness Circuit Warm Up

Put on some upbeat music and have the children follow the instructor's lead. Mix up the activities alternating every 30–60 seconds. These activities will include both cardiovascular and strength activities.

HAVE THE CHILDREN count aloud while doing these activities (i.e. count by one's, count by two's, count backwards, etc)

March in place

Hop on one foot

Walk in a mini circle

Lateral slides right & left

Jog forward

Walk backward

Skip forward/backward

Gallop in a circle

Partner Plank

(Children face each other, then get into plank position so their heads are in line. Have children hold plank for 20–30 seconds doing some of these fun activities)

- Shake hands with partner
- High five partner

Main Activity

20 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Soccer Baseball

(you will need FIVE balls for this game)

The object is to dribble the soccer ball around the bases of a makeshift baseball diamond with each new kicker from the home team progressing as many bases as possible without being caught out, until they eventually score at home. The bases are replaced with hula hoops. The fielding team assumes regular baseball positions.

The "batter" (e.g. punter or kicker) begins with 2 balls in front of her/him at home plate. She/he can either choose to punt the ball or kick it off of the ground. After kicking or punting, she/he heads to 1st base dribbling the SECOND ball. Meanwhile, the fielding team traps the ball with their feet to gain control and passes it (with their feet) to the nearest base where a player is approaching. Whichever player (the fielder or the dribbler) stops her ball inside the hula hoop first determines whether the dribbler is out or safe. If she/he is safe she stays on her base for the next kicker at home to kick or punt. The ball being played by the fielding team is returned to home plate after each play is completed for the next kicker to punt.

A second ball is again placed at home plate when he/she punts so he can dribble it to first base after he/she kicks or punts. This is why 5 balls are needed in case the bases are loaded (3 balls) plus the 2 needed at home for each new kicker/punter (2 balls). No fielder can block the base path or entrance into the hula hoop.

Have them kick through the home team kicking order rather than switching at three outs, so everyone gets a chance to punt.

NOTE: This game is fairly complex, so you may need to modify the game if using it with young children (i.e. 3-4yr olds).

Hula Hoop Follow Me

Use the 'baseball field' set up from the previous game. Give each child a soccer ball. Have the instructor start and have the children follow. Dribble to 'first base' (first hula hoop), do a pull back, then dribble to 'second base' (second hula hoop), juggle the ball, then dribble to 'third base' (third hula hoop) and tap the ball with both feet, then pass the ball to home plate (child retrieves their own ball). Continue going around the bases following the instructor/leader for 3-4 minutes.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can successfully dribble, pull back, control the ball, using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

[illegible]

Week Three

Day Four

Soccer Games:

Combining and practicing
soccer/fitness skills

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs
 Trapping

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

- Who remembers what 'new' soccer move we learned yesterday?

PULL BACK

- Who can show me what a pull back move looks like?

(ALLOW A FEW CHILDREN TO DEMONSTRATE)

- Ask the children to tell you why soccer players use this move.
TO FAKE OUT THEIR OPPONENT OR TO CHANGE DIRECTIONS QUICKLY.

TELL THE CHILDREN that they will continue to practice the pull back move during games played today.





EQUIPMENT/MATERIALS

- Cones
- Balance beam or tape on the floor
- Electric tape (or other tape that can be laid on a floor)
- Hula Hoops
- Jump Rope
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Octopus Tag

2 lines defined with cones or another marker, about 20 yards apart in the open area. The lines are the “shores” and the “ocean” is the area in between.

The instructor and one child hold hands and are called the “Octopus”. The Octopus wanders around the ocean while the rest of the players are swimmers standing on the shore behind one of the goal lines.

The object of the game is for the swimmers to cross to the other shore without getting caught by the Octopus. Swimmers dash across the water when the Octopus yells “Octopus”. Swimmers that are tagged join hands with the Octopus and try catching other swimmers. Play ends when all children are tagged and become part of the octopus.

Main Activity

20 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Volcano

Talk briefly about what a volcano is and where they can be found. Tell the children that an imaginary giant volcano has erupted and there is hot lava (define this for the children) everywhere. In order to avoid the hot lava, the students will need to get to the island (coned off area on the other side of the open area). Create a variety of ways to get to the island. For example, use balance beams to walk across (or you can put tape on the floor), ropes for tight-rope walking, dribbling a soccer ball, hula hoops to walk around, colored cut out circles to jump on, etc. Have the children try and go back and forth from the starting point to the island, allowing multiple trips.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can successfully dribble, pull back, control the ball, using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

[illegible]

Week Three

Day Five

Soccer Games:

Combining and practicing
soccer/fitness skills

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs
 Trapping

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

- What was your favorite activity so far this week?
 (LET CHILDREN SHARE).

TODAY, WE'RE GOING to keep on playing and using our skills to have fun and stay fit. No new skills today, just continuing to work and perfect those things we've been learning.





EQUIPMENT/MATERIALS

- Cones
- Hula Hoops (one for each child)
- Music from Pirates of the Caribbean
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up — 10–15 minutes

Give each child their own hoop.

GIVE THEM SEVERAL challenges to accomplish:

- Can you jump in and out of your hoop without falling
- Can you jump backwards out of your hoop
- Can you do a jumping jack in the air and land back in your hoop?

THEN GIVE THEM partner challenges:

- Can you roll your hoop to your partner
- Can you jump through the hoop as your partner holds it
- Can you run around your hoop as it is rolling

Then you can play a cooperative game called shipwreck. Using the music from the Little Mermaid, have the children begin in their own hoop. When the music plays they must jump around in the water not getting on any boat(hoop). Each round, one ship will sink (be removed) See how many of the children can fit inside one hoop without falling out.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Clean Your Room

Spread soccer balls (equal number) on each side of a divided area. Use cones to mark the line of division. (place them about 3 feet apart from each other. Imagine the spread out soccer balls are the dirty clothes. One half of the children against the other! When the whistle blows, children must only use 'soccer' skills (dribbling, pullback, passing, kicking, juggling) to clean their 'room' (i.e. get all the soccer balls to the other side). Play the game for 'time' (3-5 minutes), take a break, and then have a second round.

Soccer Circuit Fun

Alternate a soccer skill with a fun animal movement. Continue to have children practice juggling, dribbling, passing, kicking, and using the pullback move as they practice foundational soccer skills. Some ideas for fun animal movements are:

The Puppy Dog Walk

The Puppy Dog is a simple walk. To perform this exercise, have the students place their hands on the floor with their knees bent but not touching the floor. Then, have them lightly run forward. This exercise teaches coordination of the quadriceps and the hamstrings..

The Crab Walk

The Crab Walk is an old favorite. It develops coordination in reverse walking, stretches the back, strengthens arms, legs, and stomach muscles. Sitting on the floor have knees bent, feet flat on floor, hands flat on the floor and slightly behind the body. Lift hips off the floor and walk backwards. For an advanced learner, have the child walk forwards.

The Mad Cat

Get down on your hands and knees with the back sagging somewhat. Arch the back rounding it as much as possible with a contraction of the abdominal muscles. Hold for 20–30 seconds.

The Kangaroo Jump

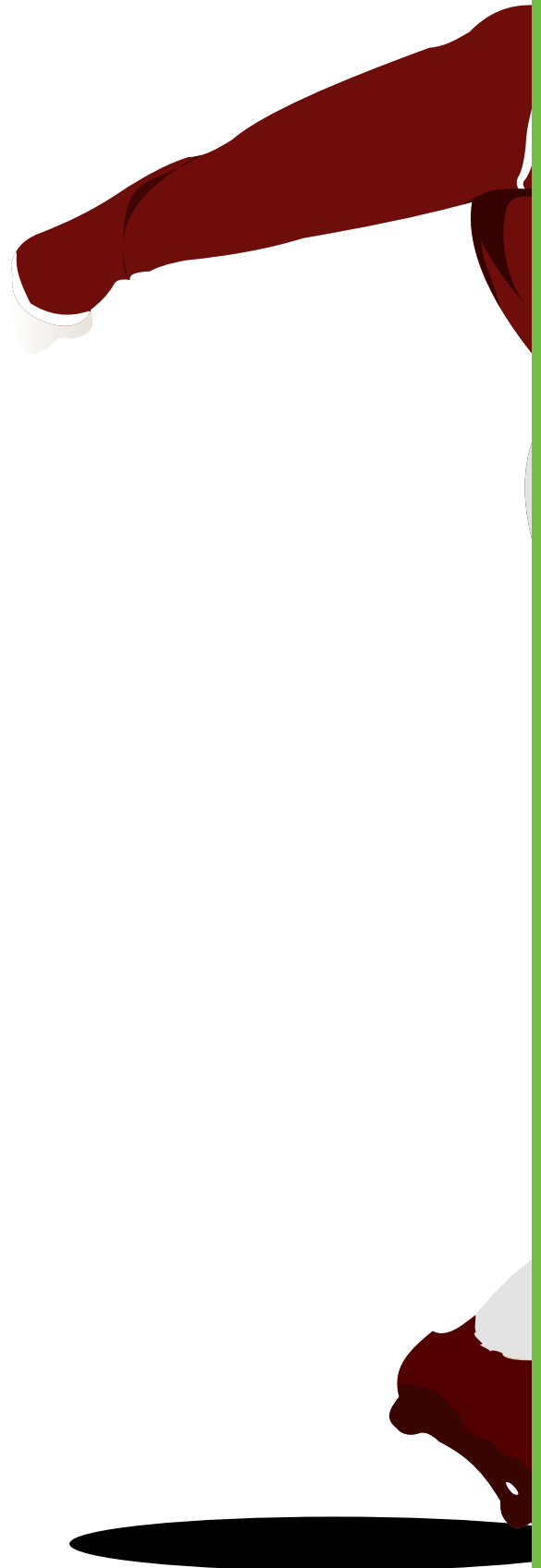
The Kangaroo Jump is a great exercise for the legs. Children should stand feet together and back straight. They should bend their knees and bend both of their arms in front of their bodies. Their hands are dropped forward. Then, have them jump both feet in time with music. A variation of this can be with the children doing the exercise front, back, left, and right with their feet.

Flamingo Stand

Stand with your feet together and place your palms together in front of your chest with your fingers pointed up. Focus on a spot in front of you and bend forward from the waist. Bend one leg up and hold as long as you can. Straighten up to a stand with your feet together. Now let us do the other leg.

The Crocodile Crawl

Have children place their hands on the floor in front of them. Their legs should be stretched out straight behind them, keeping toes together. As the children begin to creep, they should walk forward with their hands, dragging their feet behind them. They will stretch out their arms and hands to simulate the jaws of a crocodile.





Inch Worm

Assume a position where your feet are on the floor (shoulder width) while your hands are flat on the ground in front of you (also shoulder width). At the starting position, your butt should be high in the air. Imagine you are making an inverted “V” with your body. Walk your hands out as far as possible, and then walk your hands back to the starting position. Preferably, at the end position, your abs should be two to three inches off the ground and you will look like a flying superman. The inchworm stretches and strengthens the back, arms, shoulder, hamstrings, and glutes.

Bear Crawl

On all fours, crawl along the floor keeping yourself low. Chest remains off the floor. Keeping a movement at a moderate pace to avoid “hopping”. The exercise can be done moving forward, backward, or sideways. The bear crawl stretches and strengthens the hamstrings, gastrocnemius, ankle, the gluteus maximus, and back. It also teaches coordination, agility, and speed.

Seal Pose

Sit back almost on your heels – not completely back on heels where it would hurt your knees and ankles. Point your fingers to the side like flippers. With back flat, lift your chest to straighten elbows. Keep your seat off your heels and hold the pose. The seal pose stretches and strengthens the quadriceps, abductors, adductors, the sartorius, patella, and back. It also teaches balance, coordination, and stability.

Bunny Bounce

Children stand with feet together, knees slightly bend and bringing hands up near ears. Have them hop first on the right foot, then switch and hop on the left foot. Children should jump with both feet apart and then continue hopping first on the right foot and then on the left.

Elephant Walk

Put your fingers together and bend over slowly from a standing position. With your back straight, swing your arms back and forth like an elephant’s trunk as you walk. The elephant walk stretches out the shoulders, arms and legs.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can successfully dribble, pull back, control the ball, using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

[illegible]

Week Four

Day One

Soccer Games Cont:

Combining and practicing
soccer/fitness skills

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs
 Trapping
 Tackling

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, tackling, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

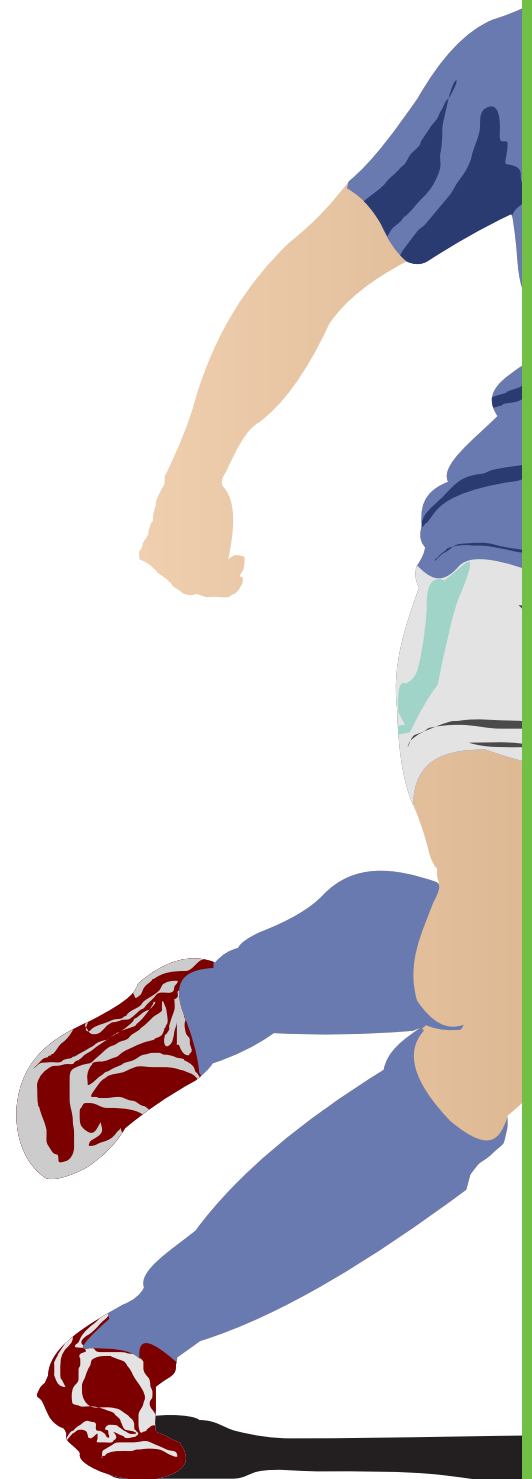
The game of soccer is so much fun, isn't it... Although it seems like we've learned a lot about playing soccer, there is still so much more to learn. Today we're going to play using our soccer skills, but we're also going to work on other things that will make us stronger and faster.

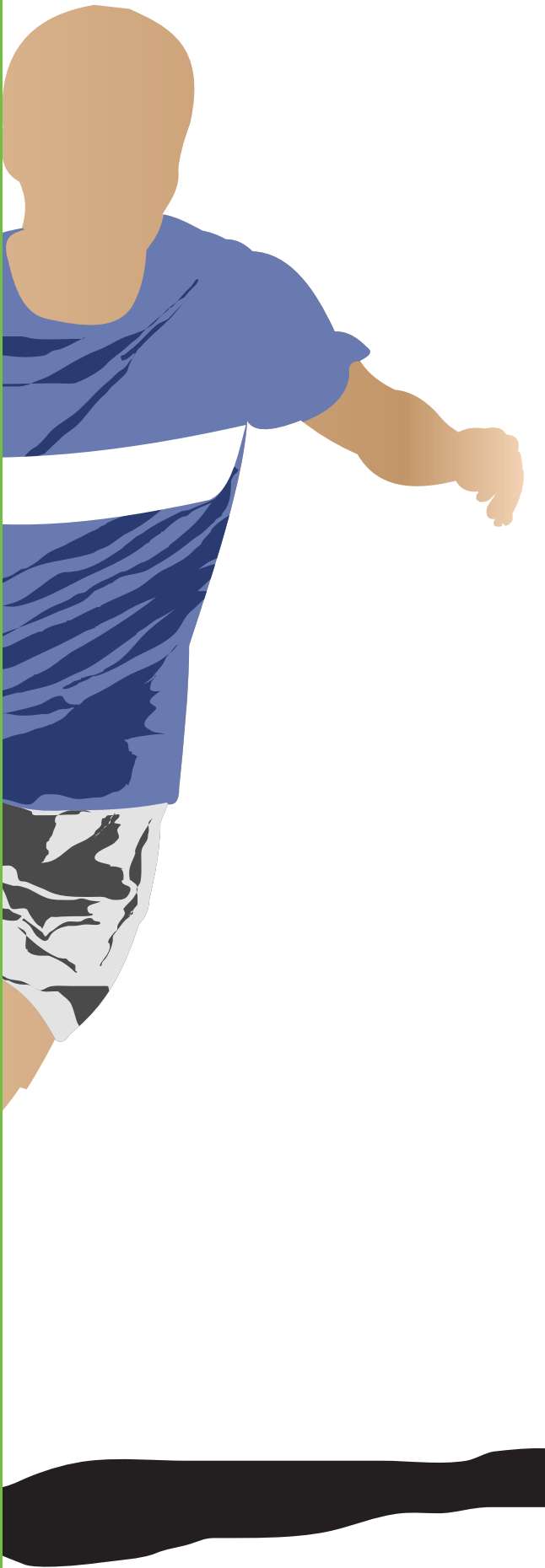
- Who wants to be stronger and faster?

(LET CHILDREN RESPOND)

- Ask children to show you their muscles.

(LET CHILDREN MAKE MUSCLE MOVEMENTS)





EQUIPMENT/MATERIALS

- Balloons
- Cones
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

(Work on these warm up drills each day this week. By the end of the week, you should see the children progressing with their skills.)

Up & Downs

Start by having players lie on their backs and see how many times in a row they can toss the balloons straight up and catch them. Next, see how many times in a row they can toss the balloons straight up, sit up and catch them?

Get creative with the up and down movement. Have the children start standing up, toss the balloon in the air, then have them sit down and stand up to catch the balloon before it hits the ground.

Fast Feet

Each child has a ball. When the whistle is blown, each child touches the ball with the sole of the feet, alternating feet as fast as possible. To make the activity more interesting, blow the whistle producing a long, slow sound. The children will slow the ball taps to a slow speed. Then randomly increase the whistle sound to a quick, fast, staccato-type and have the children do the ball taps quickly. For older children, have them tap to the rhythm of the whistle blows. This will help them develop body rhythm.

Balloon Pick Ups

Start with a balloon between each children's feet. When the whistle is blown, the children see how many times they can lift the balloon with their feet and catch them with their hands. The goal is to get them to improve their personal best, not compared to someone else.

Statue

Call out these activities and have children count to 10 doing them. When the instructor yells "STATUE", have the children freeze and pretend they are a statue. Let them get creative with their statue poses (i.e. one leg in the air, one hand touching the ground; laying on the ground with feet and arm pointing toward the ceiling, etc)

- Jumping Up and Down as high as they can jump
- Balancing on one foot (then the other)
- Skipping around in a circle
- Doing frog jumps
- Getting in a plank position and walking about
- Rolling like a log
- Marching, galloping, running, walking, etc.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Zoomania

First, have the children play this game without a ball. Have the children move around in the center of a marked off area (use cones to mark boundaries). Call out different animal names and have the children imitate that animal that is called out. (i.e. Kangaroo, Elephant, Bird, Snake, etc) Once the children have explored the movements without a soccer ball, give them a ball and repeat the game, directing the children to use the ball as part of their animal movements. (For example, when demonstrating Kangaroo moves, place the ball between the knees and hop around or when slithering on the ground like a snake, push the ball around with your nose). Coach the children to use their trapping, pullback, and dribbling skills during this activity.

Soccer Sit

Group the children into groups of three to four children. Have them sit in a small circle. Provide one ball per circle. Direct the children to keep their ball moving, using only the bottoms of their feet. Children may try to juggle the ball too. If the ball moves out of their circle, the entire group 'crab walks' to where the ball landed and play starts again.

Pick Ups

Lay cones on their sides, strewn all over the play area. (Use enough cones so there is at least 1-2 cones per child). On the whistle signal, direct the children to dribble around the open area, putting the cones back up to standing position. This activity will help them dribble with their head up while maintaining body control and balance.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can successfully dribble, pull back, tackle, control the ball, using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

Week Four

Day Two

Soccer Games Cont:

Combining and practicing
soccer/fitness skills

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs
 Trapping
 Tackling

Psychomotor (Skills)

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Cognitive (Knowledge)

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Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, tackling, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

- What is your favorite soccer move so far?
 (ALLOW CHILDREN TO SHARE). That's great.

We are having so much fun learning soccer and fitness moves, aren't we? Let's not waste any time and get right to it. Now if you're ready, let's go warm up. Remember, all week long, we are keeping the same warm ups, so we can get really good at these movements.





EQUIPMENT/MATERIALS

- Bubbles (Use 'larger' bubble wands for more efficiency)
- Cones
- Squirt Bottle Mister filled with warm water
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

(Work on these warm up drills each day this week. By the end of the week, you should see the children progressing with their skills.)

Up & Downs

Start by having players lie on their backs and see how many times in a row they can toss the balloons straight up and catch them. Next, see how many times in a row they can toss the balloons straight up, sit up and catch them?

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Statue

Call out these activities and have children count to 10 doing them. When the instructor yells "STATUE", have the children freeze and pretend they are a statue. Let them get creative with their statue poses (i.e. one leg in the air, one hand touching the ground; laying on the ground with feet and arm pointing toward the ceiling, etc)

- Jumping Up and Down as high as they can jump
- Balancing on one foot (then the other)
- Skipping around in a circle
- Doing frog jumps
- Getting in a plank position and walking about
- Rolling like a log
- Marching, galloping, running, walking, etc.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Bubbles Bubbles

This game is a lot of fun and helps the children practicing while keeping their head up. Each child has a soccer ball. Use cones to mark off the playing area. When the instructor says go, the children start dribbling around the playing area. The instructor starts running around with the bubble wand, releasing bubbles into the air. The children continue dribbling while trying to pop the bubbles with their hands.

Caught In The Rain

Set up cones around the perimeter of the play area. The cones should be set up approximately 2-3 feet apart from each other to simulate a 'goal gate'. (NOTE: Smaller children need a wider 'gate'. The older and more skilled the child, the closer the 'gates' can be.) Children begin dribbling their soccer balls in the open area. Tell the children it's a beautiful sunny day and it's time to play. The instructor calls out a variety of soccer moves:

- Juggle the ball
- Pass and retrieve the ball (Make sure the children know what 'retrieve' means)
- Shoot the ball in between the 'gate opening'
- Run to the outside of the coned area and 'throw the ball in' (using good overhand throw in technique)
- Dribble the ball

Randomly, the instructor yells "Crackle, Crackle, Boom, Boom, Don't Get Caught In The Rain". The children drop to the floor/ground and put their soccer balls atop their head. The instructor runs around yelling 'It's Raining' and squirts 'mist' around the area.

NOTE: Be very conservative when 'misting' as to not get the children or area excessively wet, as that will increase the risk of injury.

Pac Man

Mark of an area with cones. Select one or two children to help you start the Pac Man game. Each person, who is a Pac Man, has a ball. Have the remaining balls out of the play area, but accessible (i.e. in a bin). Play starts with only the three Pac Men having balls. The remaining children run about the open area trying to avoid getting tagged by a Pac Man. The Pac Men dribble and pass the pass, trying to tag the other children in the feet/lower leg area. **[NO BALLS SHOULD BE KICKED ABOVE SHIN LEVEL AND SHOULD NOT BE KICKED HARD]**. When children get 'tagged', they get a ball and become a Pac Man too. Play continues until everyone is a Pac Man.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can successfully dribble, pull back, tackle, control the ball, using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

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Week Four

Day Three

Soccer Games Cont:

Combining and practicing
soccer/fitness skills

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs
 Trapping
 Tackling

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, tackling, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

- Does anyone have a new 'favorite' soccer move?
 (ALLOW CHILDREN TO SHARE). That's great.

Since we're practicing our moves everyday, you may find that a new move becomes your favorite. In our games today, we're going to practice using all our soccer skills as well as our fitness skills to keep having fun.





EQUIPMENT/MATERIALS

- Balloons
- Cones
- Paper Plates (two per child)
- Pool noodle
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

(Work on these warm up drills each day this week. By the end of the week, you should see the children progressing with their skills.)

Up & Downs

Start by having players lie on their backs and see how many times in a row they can toss the balloons straight up and catch them. Next, see how many times in a row they can toss the balloons straight up, sit up and catch them?

Get creative with the up and down movement. Have the children start standing up, toss the balloon in the air, then have them sit down and stand up to catch the balloon before it hits the ground.

Fast Feet

Each child has a ball. When the whistle is blown, each child touches the ball with the sole of the feet, alternating feet as fast as possible. To make the activity more interesting, blow the whistle producing a long, slow sound. The children will slow the ball taps to a slow speed. Then randomly increase the whistle sound to a quick, fast, staccato-type and have the children do the ball taps quickly. For older children, have them tap to the rhythm of the whistle blows. This will help them develop body rhythm.

Balloon Pick Ups

Start with a balloon between each children's feet. When the whistle is blown, the children see how many times they can lift the balloon with their feet and catch them with their hands. The goal is to get them to improve their personal best, not compared to someone else.

Statue

Call out these activities and have children count to 10 doing them. When the instructor yells "STATUE", have the children freeze and pretend they are a statue. Let them get creative with their statue poses (i.e. one leg in the air, one hand touching the ground; laying on the ground with feet and arm pointing toward the ceiling, etc)

- Jumping Up and Down as high as they can jump
- Balancing on one foot (then the other)
- Skipping around in a circle
- Doing frog jumps
- Getting in a plank position and walking about
- Rolling like a log
- Marching, galloping, running, walking, etc.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Draw

Partner the children and provide one ball per pair. Have the children face each other with the ball between them so that the children are one step from the ball. Both children stand, facing the ball, with their feet parallel. The instructor calls out a variety of "DR" words (i.e. Drop, Drizzle, Dragon, Drought, Drats) and then finally calls out "DRAW". Each partner tries to be the first to pull the ball back with the sole of their foot. After a few minutes, have the children try out a bit of one-on-one play right after the draw for a 60 second interval. Stop play and then repeat the entire game once again.

Moveable Goal

Choose two children to hold each end of a pool noodle. The children, each having their own ball, begin dribble about the designated area. The children who are holding the pool noodle (hold it waist high) become the moveable goal and run around the field. Randomly, they stop in place and allow the other children to score on the goal. After a few minutes, select two new 'moveable goals' and play continues.

Skate Skate

Lay paper plates (enough so each child has two) around the center of a circle area. Put cones around the center circle area to keep children away from the paper plates to start. Have children form a large circle around the 'cones'. Each child has a soccer ball. Have the children dribble around the circle for a designated amount of time. Blow the whistle to indicate the movement will change. Call out a variety of movements (juggling, trapping, toe tapping, etc). Randomly yell out "Skate Skate". The children leave their balls in the outer play area and enter the "SKATING RINK" where they say the following rhyme in unison:

1,2,3,4,5,6,7,8

Look at me, now I can skate!

NOTE: Have the children try skating forwards as well as backwards while keeping their feet on their paper plates.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can successfully dribble, pull back, tackle, control the ball, using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

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Week Four

Day Four

Soccer Games Cont:

Combining and practicing
soccer/fitness skills

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs
 Trapping
 Tackling

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, tackling, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

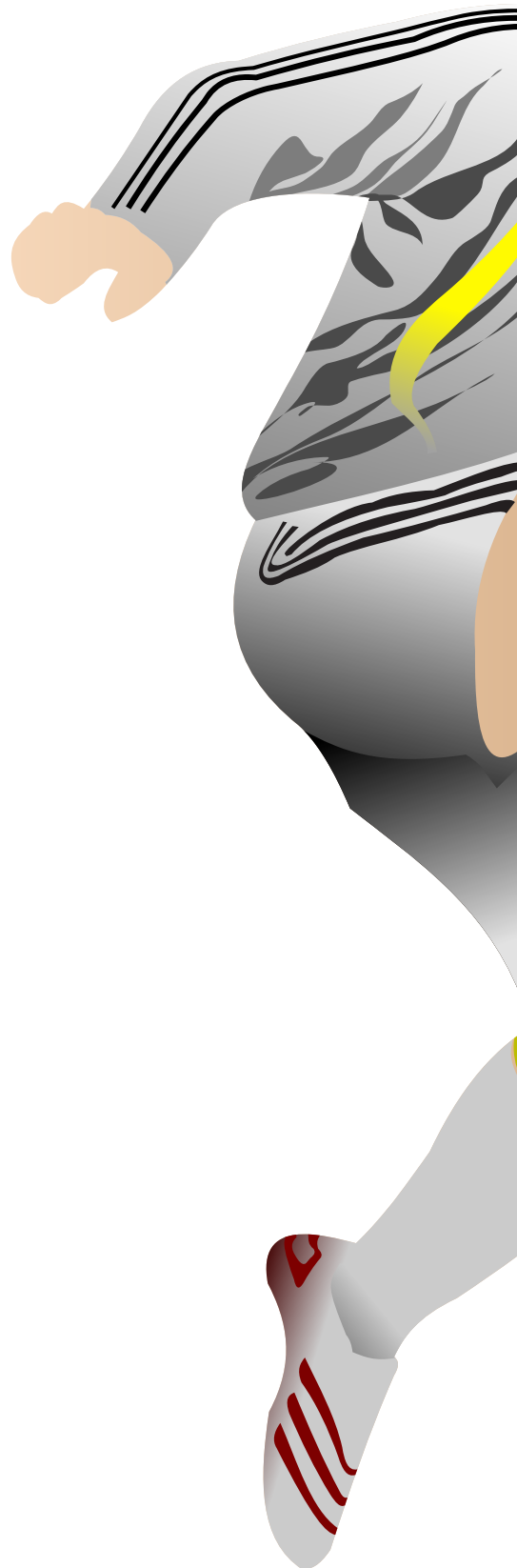
Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

- How many of you like to play with Hula Hoops?

(WAIT FOR RESPONSE)

Today, we're going to use our hula hoops to play fitness games as well as practice our soccer skills. Let's count how many hula hoops we need today. (Have the children count each other as the instructor leads the counting)





EQUIPMENT/MATERIALS

- 2 Hula Hoops per child
- Balloons
- Cones
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

(Work on these warm up drills each day this week. By the end of the week, you should see the children progressing with their skills.)

Up & Downs

Start by having players lie on their backs and see how many times in a row they can toss the balloons straight up and catch them. Next, see how many times in a row they can toss the balloons straight up, sit up and catch them?

Get creative with the up and down movement. Have the children start standing up, toss the balloon in the air, then have them sit down and stand up to catch the balloon before it hits the ground.

Fast Feet

Each child has a ball. When the whistle is blown, each child touches the ball with the sole of the feet, alternating feet as fast as possible. To make the activity more interesting, blow the whistle producing a long, slow sound. The children will slow the ball taps to a slow speed. Then randomly increase the whistle sound to a quick, fast, staccato-type and have the children do the ball taps quickly. For older children, have them tap to the rhythm of the whistle blows. This will help them develop body rhythm.

Balloon Pick Ups

Start with a balloon between each children's feet. When the whistle is blown, the children see how many times they can lift the balloon with their feet and catch them with their hands. The goal is to get them to improve their personal best, not compared to someone else.

Statue

Call out these activities and have children count to 10 doing them. When the instructor yells "STATUE", have the children freeze and pretend they are a statue. Let them get creative with their statue poses (i.e. one leg in the air, one hand touching the ground; laying on the ground with feet and arm pointing toward the ceiling, etc)

- Jumping Up and Down as high as they can jump
- Balancing on one foot (then the other)
- Skipping around in a circle
- Doing frog jumps
- Getting in a plank position and walking about
- Rolling like a log
- Marching, galloping, running, walking, etc.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Hot Potato

Have the children form a circle, standing about three feet apart from each other. Have them face the center of the circle. Set a timer for 45 seconds and have the children pass the ball to each other as fast as possible. When the time goes off, the player who last touched the ball gets to call out a 'fitness exercise' (i.e. jumping jacks, pushups, etc) and direct the children to complete it ____ times. (The child can pick a number between 10–20) Play continues. To make the game more exciting, vary the amount of time put on the timer. 10 seconds, 5 seconds, 30 seconds, etc.

Hoop Dee Doo

Begin by laying two hoops on the floor, side by side. Each child has TWO hoops. Call out directions one at a time and allow children time to complete each task. Use the directions below and add your own.

1. Stand up with one foot in each hoop.
2. Balance with one foot in one hoop and one hand in the other hoop. (only those body parts can be inside of the hoop. The other body parts can be either off of the floor or on the floor outside of the hoops.)
3. Put two hands in one hoop and two feet in the other hoop.
4. Put only one hand in one hoop and two feet in the other hoop.
5. Put only your bottom in one hoop and one hand in the other hoop. (Feet must be held off of the floor or outside of the hoops.)
6. Put one hand and one foot in one hoop and one foot in the other hoop. (The other hand must be off of the floor or placed outside of the hoops.)
7. Put one knee in one hoop and one knee in the other hoop.
8. Put one knee in one hoop and two hands in the other hoop.

9. Put one knee in one hoop and one hand in the other hoop.
(All other body parts must be held off of the floor or outside of the hoops.)
10. Put two knees in one hoop and two elbows in the other hoop.
11. Put two elbows in one hoops and one knee in the other hoop.
12. Put your bottom in one hoop and one elbow in the other hoop.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can successfully dribble, pull back, tackle, control the ball, using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

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Week Four

Day Five

Soccer Games Cont:

Combining and practicing
soccer/fitness skills

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs
 Trapping
 Tackling

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, passing, tackling, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

Yesterday brought a ton of fun with all those hula hoops, I thought we'd play with them again today.

- How many of you would like to play with the hula hoops again?
(WAIT FOR RESPONSE)
- Who remembers some of the things we did yesterday?
(ALLOW CHILDREN TO DEMONSTRATE) Very good.

I see you remembered a lot of the things we did yesterday.





EQUIPMENT/MATERIALS

- Cones
- Hula Hoop (One per child)
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up — 5–10 minutes

(Work on these warm up drills each day this week. By the end of the week, you should see the children progressing with their skills.)

Up & Downs

Start by having players lie on their backs and see how many times in a row they can toss the balloons straight up and catch them. Next, see how many times in a row they can toss the balloons straight up, sit up and catch them?

Get creative with the up and down movement. Have the children start standing up, toss the balloon in the air, then have them sit down and stand up to catch the balloon before it hits the ground.

Fast Feet

Each child has a ball. When the whistle is blown, each child touches the ball with the sole of the feet, alternating feet as fast as possible. To make the activity more interesting, blow the whistle producing a long, slow sound. The children will slow the ball taps to a slow speed. Then randomly increase the whistle sound to a quick, fast, staccato-type and have the children do the ball taps quickly. For older children, have them tap to the rhythm of the whistle blows. This will help them develop body rhythm.

Balloon Pick Ups

Start with a balloon between each children's feet. When the whistle is blown, the children see how many times they can lift the balloon with their feet and catch them with their hands. The goal is to get them to improve their personal best, not compared to someone else.

Statue

Call out these activities and have children count to 10 doing them. When the instructor yells "STATUE", have the children freeze and pretend they are a statue. Let them get creative with their statue poses (i.e. one leg in the air, one hand touching the ground; laying on the ground with feet and arm pointing toward the ceiling, etc)

- Jumping Up and Down as high as they can jump
- Balancing on one foot (then the other)
- Skipping around in a circle
- Doing frog jumps
- Getting in a plank position and walking about
- Rolling like a log
- Marching, galloping, running, walking, etc.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Hot Potato

Have the children form a circle, standing about three feet apart from each other. Have them face the center of the circle. Set a timer for 45 seconds and have the children pass the ball to each other as fast as possible. When the time goes off, the player who last touched the ball gets to call out a 'fitness exercise' (i.e. jumping jacks, pushups, etc) and direct the children to complete it ____ times. (The child can pick a number between 10–20) Play continues. To make the game more exciting, vary the amount of time put on the timer. 10 seconds, 5 seconds, 30 seconds, etc.

Through the Hoop Soccer

The instructor is at one end of the open area, holding a hula hoop. Each child has a soccer ball. Direct children to dribble their soccer balls. When their name is called, they are to dribble toward you and attempt to score a 'goal' by kicking the ball through the hula hoop. The child retrieves the ball and goes back to dribbling.

HOOP GAMES

(Use some of these ideas to keep the hula hoop fun going)

1. Hoop Toss — Set up cones for children to toss hoops over.
2. Rolling Hoops — Children can roll hoops on the ground back and forth to each other.
3. Hop Hoop-to-Hoop — Lay hoops on the ground in a pattern so children can jump from one hoop to the next. Tell children to hop or move like certain animals.
4. Hoop Steering Wheel — Children can hold hula-hoops in front of them like a steering wheel. They can drive their hula-hoop around.
5. Hoop Space Ship — Lay hula-hoop on the ground. Children can step into their hoops, pick up the hoop with both hands and zoom around in their imaginary space ship.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can successfully dribble, pull back, control the ball, using good technique, and pass during all games and activities listed above. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

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Week Five

Day One

Soccer Circuits & Obstacle Courses

Combining and practicing
soccer/fitness skills in
a circuit/obstacle
course set up

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs
 Trapping
 Tackling

Psychomotor (Skills)

Children will practice basic locomotor skills in addition to combining soccer juggling, dribbling, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

This week, we're going to continue having fun with all the soccer moves we've learned these past four weeks. In addition, we're going to add more fitness activities that will strengthen our hearts and our muscles. Having strong muscles and hearts will not only help us play harder and longer, but will also help to keep us healthy.

ARE YOU READY TO HAVE SOME FUN?





EQUIPMENT/MATERIALS

- Bean Bags
- Ballons
- Cones
- Hula Hoops
- Jump Ropes
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

(Work on these warm up group circuits each day this week. By the end of the week, you should see the children progressing with their skills. Start with 10 seconds of each exercise. Add 5 seconds each day, so that by the end of the week, the children are spending 30 seconds doing each exercise. Go through the group circuit at least twice.)

Soccer Warm Up Group Circuit

Have children complete each activity/exercise listed below as a group, with the instructor serving as the leader.

LINE JUMPS — Jumping across a line (masking tape on floor or jump rope lying on the group), making sure that the whole foot touches the floor.

PASSING ABOUT — Using one soccer ball, have the children pass the ball between them

HOT SEATS (place chairs at this station) — Have the children imagine the seats of the chairs are on fire. The children attempt to sit in the chair (squat), but when their buttocks touch the seat, they jump into the air and yell, “OUCH!”.

JUGGLING BALLOONS — Each child has a balloon and practices their juggling skills for the designated amount of time.

BEAN BAG WALK ABOUT — Have the children place a bean bag on their head and walk about the open area. Have them walk on their tip toes, on their heels, forward, backward. Cue them to keep their heads up, looking forward to avoid dropping the bean bag.

DRIBBLING & PULLBACKS — Each child has a soccer ball. Set up lines of cones. Children follow the leader as they weave around the cones while dribbling the soccer ball. At the end of the line, they pick up their ball, hold it on their head, and run back to start.

HULA HOOPING — Each child has a hula hoop. Have the children play with the hula hoop. They can swirl it around their waist, lay it on the ground and hop into and out of it. Roll it back and forth with their friends.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Skills & Drills

PARTNER PASSING — Spend 2-3 minutes practicing partner passing.

BALLOON BODY PART JUGGLING — Call out different body parts during this juggling activity. (i.e. juggle with your elbows; juggle with your head; juggle with your back side)

PARTNER SHOOTING — Spend 2-3 minutes practicing shooting the soccer ball through your partner's legs. Have children take 5 shots before switching.

Soccer Bowling

Set up bottles full of water all over the open area. Each child has a soccer ball and they dribble about the area, not knocking down the water bottles. When the whistle is blown, the kids kick the balls from a distance, attempting to knock down as many water bottles as possible.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can complete the activities/exercises in the group circuit. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Verify that the children understand the concept of one-on-one soccer play. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

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Week Five

Day Two

Soccer

Circuits & Games

Combining and practicing
soccer/fitness skills in
a circuit/obstacle
course set up

Auditory Discrimination
 Dribbling
 Eye-Foot Coordination
 Juggling
 Passing
 Pull Backs

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy. Children will demonstrate good sportsmanship.

PURPOSE OF LESSON:

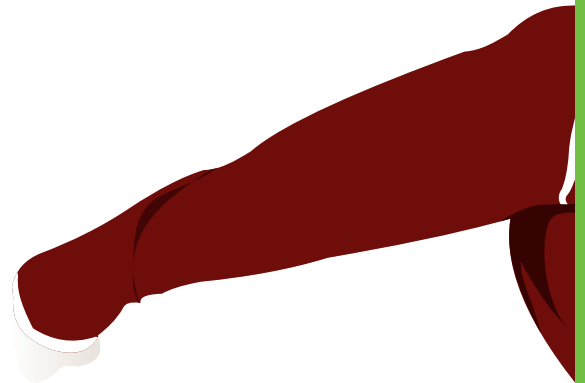
To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

This week, we're going to continue having fun with all the soccer moves we've learned these past four weeks. In addition, we're going to add more fitness activities that will strengthen our hearts and our muscles. Having strong muscles and hearts will not only help us play harder and longer, but will also help to keep us healthy.

ARE YOU READY TO HAVE SOME FUN?





EQUIPMENT/MATERIALS

- Bean Bags
- Ballons
- Cones
- Hula Hoops
- Jump Ropes
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

(Work on these warm up group circuits each day this week. By the end of the week, you should see the children progressing with their skills. Start with 10 seconds of each exercise. Add 5 seconds each day, so that by the end of the week, the children are spending 30 seconds doing each exercise. Go through the group circuit at least twice.)

Soccer Warm Up Group Circuit

Have children complete each activity/exercise listed below as a group, with the instructor serving as the leader.

LINE JUMPS — Jumping across a line (masking tape on floor or jump rope lying on the group), making sure that the whole foot touches the floor.

PASSING ABOUT — Using one soccer ball, have the children pass the ball between them

HOT SEATS (place chairs at this station) — Have the children imagine the seats of the chairs are on fire. The children attempt to sit in the chair (squat), but when their buttocks touch the seat, they jump into the air and yell, “OUCH!”.

JUGGLING BALLOONS — Each child has a balloon and practices their juggling skills for the designated amount of time.

BEAN BAG WALK ABOUT — Have the children place a bean bag on their head and walk about the open area. Have them walk on their tip toes, on their heels, forward, backward. Cue them to keep their heads up, looking forward to avoid dropping the bean bag.

DRIBBLING & PULLBACKS — Each child has a soccer ball. Set up lines of cones. Children follow the leader as they weave around the cones while dribbling the soccer ball. At the end of the line, they pick up their ball, hold it on their head, and run back to start.

HULA HOOPING — Each child has a hula hoop. Have the children play with the hula hoop. They can swirl it around their waist, lay it on the ground and hop into and out of it. Roll it back and forth with their friends.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Skills & Drills

PARTNER PASSING — Spend 2-3 minutes practicing partner passing.

BALLOON BODY PART JUGGLING — Call out different body parts during this juggling activity. (i.e. juggle with your elbows; juggle with your head; juggle with your back side)

PARTNER SHOOTING — Spend 2-3 minutes practicing shooting the soccer ball through your partner's legs. Have children take 5 shots before switching.

Yellow Card Game

(Use balloons or beach balls. Work your way up to using soccer balls)

The instructor serves as the referee and has a pad of Post It Sticky Notes. Tell the children that in a soccer game, if a player breaks a rule, it is called a foul and a 'yellow card' is thrown down to indicate this. In this game, the children dribble their balloons about the open area trying to avoid getting a 'sticky note' put on them. If they receive a sticky note, they juggle the balloon until a friend comes by and removes the 'sticky note'. At the end of the game, all the kids run to pick up all the sticky notes, that have been thrown on the ground.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can move from station to station successfully. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Verify that the children understand the concept of one-on-one soccer play as well as good sportsmanship. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

[illegible]

Week Five

Day Three

Group Circuits & Game Playing

Combining and practicing
soccer/fitness skills in
a circuit fashion

Fitness fundamentals,
(cardiovascular and muscle conditioning)
as well as introduction to playing soccer.

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy. Children will display good sportsmanship skills.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

- Has anyone ever seen a real soccer game?
(WAIT FOR RESPONSE)
- Who can tell me what the players do in a real soccer game?
RUN around the field trying to kick the ball into the net
- What is it called if the ball gets kicked into the net?
GOAL
- How many points does the team get?
1 each time it is kicked

TELL THE CHILDREN that the person who stands in front of the net, trying to stop the ball from going in is called a goalie. Today, we're going to practice our kicking skills, but we won't be using goalies. **ARE YOU READY TO WARM UP?**





EQUIPMENT/MATERIALS

- Bean Bags
- Cones
- Hula Hoops
- Jump Ropes
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

(Work on these warm up group circuits each day this week. By the end of the week, you should see the children progressing with their skills. Start with 10 seconds of each exercise. Add 5 seconds each day, so that by the end of the week, the children are spending 30 seconds doing each exercise. Go through the group circuit at least twice.)

Soccer Warm Up Group Circuit

Have children complete each activity/exercise listed below as a group, with the instructor serving as the leader.

LINE JUMPS — Jumping across a line (masking tape on floor or jump rope lying on the group), making sure that the whole foot touches the floor.

PASSING ABOUT — Using one soccer ball, have the children pass the ball between them

HOT SEATS (place chairs at this station) — Have the children imagine the seats of the chairs are on fire. The children attempt to sit in the chair (squat), but when their buttocks touch the seat, they jump into the air and yell, “OUCH!”.

JUGGLING BALLOONS — Each child has a balloon and practices their juggling skills for the designated amount of time.

BEAN BAG WALK ABOUT — Have the children place a bean bag on their head and walk about the open area. Have them walk on their tip toes, on their heels, forward, backward. Cue them to keep their heads up, looking forward to avoid dropping the bean bag.

DRIBBLING & PULLBACKS — Each child has a soccer ball. Set up lines of cones. Children follow the leader as they weave around the cones while dribbling the soccer ball. At the end of the line, they pick up their ball, hold it on their head, and run back to start.

HULA HOOPING — Each child has a hula hoop. Have the children play with the hula hoop. They can swirl it around their waist, lay it on the ground and hop into and out of it. Roll it back and forth with their friends.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Skills & Drills

PARTNER PASSING — Spend 2–3 minutes practicing partner passing.

BALLOON BODY PART JUGGLING — Call out different body parts during this juggling activity. (i.e. juggle with your elbows; juggle with your head; juggle with your back side)

PARTNER SHOOTING — Spend 2–3 minutes practicing shooting the soccer ball through your partner's legs. Have children take 5 shots before switching.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can move from station to station successfully. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Verify that the children can successfully play two on two soccer showing good sportsmanship. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

[illegible]

Week Five

Day Four

Group Circuits & Game Playing

Combining and practicing
soccer/fitness skills in
a circuit fashion

Fitness fundamentals,
(cardiovascular and muscle conditioning)
as well as introduction to playing soccer.

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy. Children will display good sportsmanship skills.

PURPOSE OF LESSON:

To have the children practice dribbling, passing, tackling, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

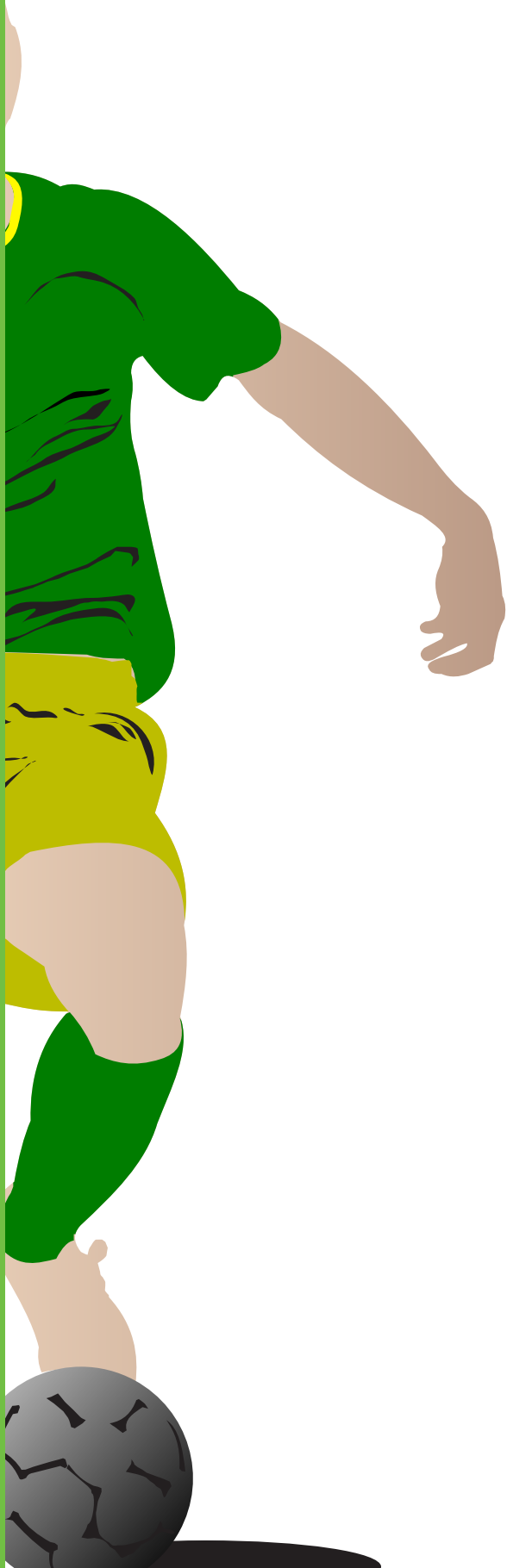
Yesterday we talked about scoring goals in soccer.

- Who can tell me what we learned about this?
(ALLOW CHILDREN TO SHARE)
- Who remembers what we call the person who guards the goal net?

GALIE

Great, we're going to keep practicing our skills by playing games and having fun.





EQUIPMENT/MATERIALS

- Balloons (or Beach Balls)
- Bean Bags
- Carpet Squares
- Cones
- Hula Hoops
- Jump Ropes
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up — 5 – 10 minutes

(Work on these warm up group circuits each day this week. By the end of the week, you should see the children progressing with their skills. Start with 10 seconds of each exercise. Add 5 seconds each day, so that by the end of the week, the children are spending 30 seconds doing each exercise. Go through the group circuit at least twice.)

Soccer Warm Up Group Circuit

Have children complete each activity/exercise listed below as a group, with the instructor serving as the leader.

LINE JUMPS — Jumping across a line (masking tape on floor or jump rope lying on the group), making sure that the whole foot touches the floor.

PASSING ABOUT — Using one soccer ball, have the children pass the ball between them

HOT SEATS (place chairs at this station) — Have the children imagine the seats of the chairs are on fire. The children attempt to sit in the chair (squat), but when their buttocks touch the seat, they jump into the air and yell, “OUCH!”.

JUGGLING BALLOONS — Each child has a balloon and practices their juggling skills for the designated amount of time.

BEAN BAG WALK ABOUT — Have the children place a bean bag on their head and walk about the open area. Have them walk on their tip toes, on their heels, forward, backward. Cue them to keep their heads up, looking forward to avoid dropping the bean bag.

DRIBBLING & PULLBACKS — Each child has a soccer ball. Set up lines of cones. Children follow the leader as they weave around the cones while dribbling the soccer ball. At the end of the line, they pick up their ball, hold it on their head, and run back to start.

HULA HOOPING — Each child has a hula hoop. Have the children play with the hula hoop. They can swirl it around their waist, lay it on the ground and hop into and out of it. Roll it back and forth with their friends.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Skills & Drills

PARTNER PASSING – Spend 2-3 minutes practicing partner passing

BALLOON BODY PART JUGGLING – Call out different body parts during this juggling activity. (i.e. juggle with your elbows; juggle with your head; juggle with your back side)

PARTNER SHOOTING – Spend 2-3 minutes practicing shooting the soccer ball through your partner's legs. Have children take 5 shots before switching.

DRIBBLE DRIBBLE KICK – Set up cones at one end of the playing field so they are a few feet apart from each other. Allow a generous amount of space between the cones to allow the children to kick a ball through the opening. This will simulate scoring a goal in soccer.

NOTE: For very young children (i.e. 3yr olds) you may want to use beach balls or balloons.

BEAN BAG HUNT (Set this game up while children are practicing skills above. Make sure you have one carpet square per child) Spread cones around an open area and hide bean bags under SOME of the cones (not all). Spread carpet squares around the area. Have the children make a big circle around the open area containing the cones. Blow the whistle once and direct the children to begin dribbling their ball (i.e. use balloons or beach balls for less skilled younger children) around the cones/carpet squares. When they reach a cone, they look to see if there is a 'bean bag' hiding underneath. If so, they place it under their chin, under their arm, etc. and continue dribbling about. When the whistle blows THREE times, the children have to abandon their soccer balls and sit on a carpet square.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can had success in the group circuit. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

This image shows a single page of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a document template. There are no margins, text, or other markings on the page.

[illegible]

Week Five

Day Five

Group Circuits & Game Playing

Combining and practicing
soccer/fitness skills in
a circuit fashion

Fitness fundamentals,
(cardiovascular and muscle conditioning)
as well as introduction to playing soccer.

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy. Children will display good sportsmanship skills.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

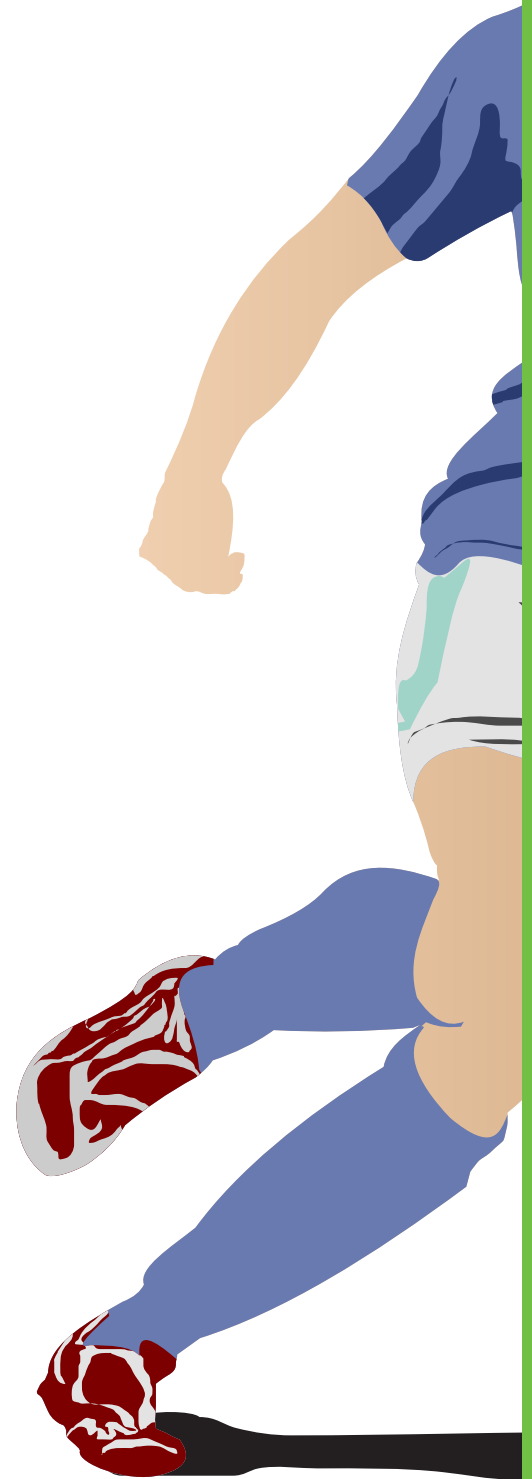
Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

When you have the ball and are trying to score a goal, we say you are playing offense. When you are trying to get the ball away from your opponent, we say you are playing defense.

- Have you ever heard these words before?

(LET CHILDREN TELL)

These words are also used in American Football. The quarterback throws the ball to try and make a touchdown. The quarterback is playing on offense. The people that are trying to stop the touchdown from being scored are said to be on defense. Today, we're going to practice playing both offense and defense.





EQUIPMENT/MATERIALS

- Balloons
- Bean Bags
- Cones
- Hula Hoops
- Jump Ropes
- Plastic Easter Eggs
- Paper Lunch Bags
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10

(Work on these warm up group circuits each day this week. By the end of the week, you should see the children progressing with their skills. Start with 10 seconds of each exercise. Add 5 seconds each day, so that by the end of the week, the children are spending 30 seconds doing each exercise. Go through the group circuit at least twice.)

Soccer Warm Up Group Circuit

Have children complete each activity/exercise listed below as a group, with the instructor serving as the leader.

LINE JUMPS — Jumping across a line (masking tape on floor or jump rope lying on the group), making sure that the whole foot touches the floor.

PASSING ABOUT — Using one soccer ball, have the children pass the ball between them

HOT SEATS (place chairs at this station) — Have the children imagine the seats of the chairs are on fire. The children attempt to sit in the chair (squat), but when their buttocks touch the seat, they jump into the air and yell, “OUCH!”.

JUGGLING BALLOONS — Each child has a balloon and practices their juggling skills for the designated amount of time.

BEAN BAG WALK ABOUT — Have the children place a bean bag on their head and walk about the open area. Have them walk on their tip toes, on their heels, forward, backward. Cue them to keep their heads up, looking forward to avoid dropping the bean bag.

DRIBBLING & PULLBACKS — Each child has a soccer ball. Set up lines of cones. Children follow the leader as they weave around the cones while dribbling the soccer ball. At the end of the line, they pick up their ball, hold it on their head, and run back to start.

HULA HOOPING — Each child has a hula hoop. Have the children play with the hula hoop. They can swirl it around their waist, lay it on the ground and hop into and out of it. Roll it back and forth with their friends.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Skills & Drills

PARTNER PASSING – Spend 2-3 minutes practicing partner passing

BALLOON BODY PART JUGGLING – Call out different body parts during this juggling activity. (i.e. juggle with your elbows; juggle with your head; juggle with your back side)

PARTNER SHOOTING – Spend 2-3 minutes practicing shooting the soccer ball through your partner's legs. Have children take 5 shots before switching.

DRIBBLE DRIBBLE KICK – Set up cones at one end of the playing field so they are a few feet apart from each other. Allow a generous amount of space between the cones to allow the children to kick a ball through the opening. This will simulate scoring a goal in soccer.

NOTE: For very young children (i.e. 3yr olds) you may want to use beach balls or balloons.

Egg Match

The activity will begin with the class standing along the perimeter of the open area with a partner. Each pair of students has a basket or paper lunch bag. Place all the plastic eggs in the center of the open area. The eggs should be broken apart and mixed up.

On the “GO” signal (whistle blow), one child of each duo will go to the center, using a locomotor skill (i.e. walking, hopping, jumping, running, etc), and pick up half of an egg and put it in the basket. They will then run (skip, hop, jump or gallop) back to their partners. The basket/bag is then handed off to the partner, who will go to the center and look for the matching color and size. They will bring the basket/bag back to the partner, and the relay will continue until all the eggs are matched up. At that time, repeat the activity with the other person going first, so all children have a chance to find the second half of the egg. Music played during this activity will help keep the students motivated and also helps keep the rhythm of the locomotor skills.

ONE ON ONE BALLOON SHOOTING — Partner the children. Have one partner stand with their legs apart. The other partner dribbles the ball around their partner until the instructor yells “Ready, Set, SCORE”. The child with the balloon attempts to kick the balloon through the partners legs for a goal. Play continues to a designated amount of time (i.e. one minute) and then children switch roles. Discuss how the child kicking the balloon is playing “offense”.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can complete the group circuit activity. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

Week Six

Day One

Group Circuits & Small Group Soccer Game Play

Combining & practicing
soccer/fitness skills

Fitness fundamentals,
(cardiovascular and muscle conditioning)
as well as introduction to playing soccer.

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy. Children will display good sportsmanship skills.

PURPOSE OF LESSON:

To have the children practice dribbling, passing, tackling, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

Congratulations on your hard work over these past five weeks. This week, we'll be finishing up our soccer unit with fun games all week long. When playing any sport, it is important to have good sportsmanship.

- Does anyone know what this means?
(WAIT FOR RESPONSE).

TELL THE CHILDREN about what kinds of things would show they have good sportsmanship. (ie shaking hands, not calling names, smiling at all players, etc) Let's smile and shake hands with our friends before we play today.

(ALLOW CHILDREN TO SHAKE HANDS WITH EACH OTHER)

EQUIPMENT/MATERIALS

- Cones
- Deck of Cards
- Hula Hoops
- Whistle
- Soccer Balls (one for each child)

LESSON PROCEDURE

Warm Up — 5 – 10 minutes

(Work on these warm up fitness games all week)

Warm Up Games

(Play one or more of these games each day this week)

NOTE: Use balloons/beach balls with younger children.

Ball Hunter

Give a soccer ball/balloon/beach ball to every player. The instructor does not have a ball and will serve as the hunter. All children begin juggling. The instructor, without the ball is the hunter and he/she moves among the jugglers, bothering them, but not touching them or their balls. As soon as one of the jugglers loses the ball, the hunter tries to get the ball. If he/she gets it, he/she begins juggling and the child who lost the ball becomes the new 'ball hunter'.

Use different soccer moves to increase practice time of other skills (i.e. rolling ball from foot to foot, pulling back ball, etc).

Human Obstacles

Children are partnered around an open area. Count off 1,2,1,2, or use other creative ways to determine activity play (i.e. pizza/popcorn/pizza/popcorn or red/yellow/red/yellow, etc) Tell the children that all the 'pizzas' will be the obstacles , and all the 'popcorns' will be the movers. After 20 seconds have the children switch roles. See sample list of obstacles and movers activities:

Obstacles

Lays on floor face down

Makes a tunnel by standing up legs spread wide

Hold hula hoop about 3 inches off the floor

Get in a 'crab walk' position

Get on all fours (hands/knees)

Squat down like a frog. Keep head down.

Movers

Step over the obstacle and walk around to repeat

Slither on belly or crawl through tunnel

Bear walk through the hoop

Crawl under the crab on your tummy

Walk around/skip around, etc.

Leap overs

Under The Bridge Relay

Set up lines of 3-4 children with approximately 8-10 feet apart. The three children that are spaced out in front of the first child will stand with feet spread apart. When the whistle blows, the first child (that is not standing with feet apart) crawls between the legs of the three children. As soon as the child reaches the end, he/she now becomes the first person in the line and yells "GO", which signals the last child to begin crawling through all legs. Play continues for 2-3 minutes.

Crazy Group Circuit

Have the children form a large circle. Place the deck of cards, strewn in the center of the circle, face down. Call out a variety of group circuit fitness movements and call a child to come to the center and draw a card. The card will designate how many repetitions the children will do the movement/activity for. All number cards have their numeric value. The face cards are as follows:

Jack – 10

Queen – 10

King – 10

ACE – 15

Cardiovascular Movements

Marching, Skipping, Running, Hopping, Galloping, Shuffling, etc.

Muscle Strengthening Movements

Push Ups, Squats, Dips, Crab Walks, Bear Walks, etc.

Flexibility Movements

Touch toes, Torso twist, Reach to sky/ceiling, (any of stretches from previous week's routines)

Main Activity

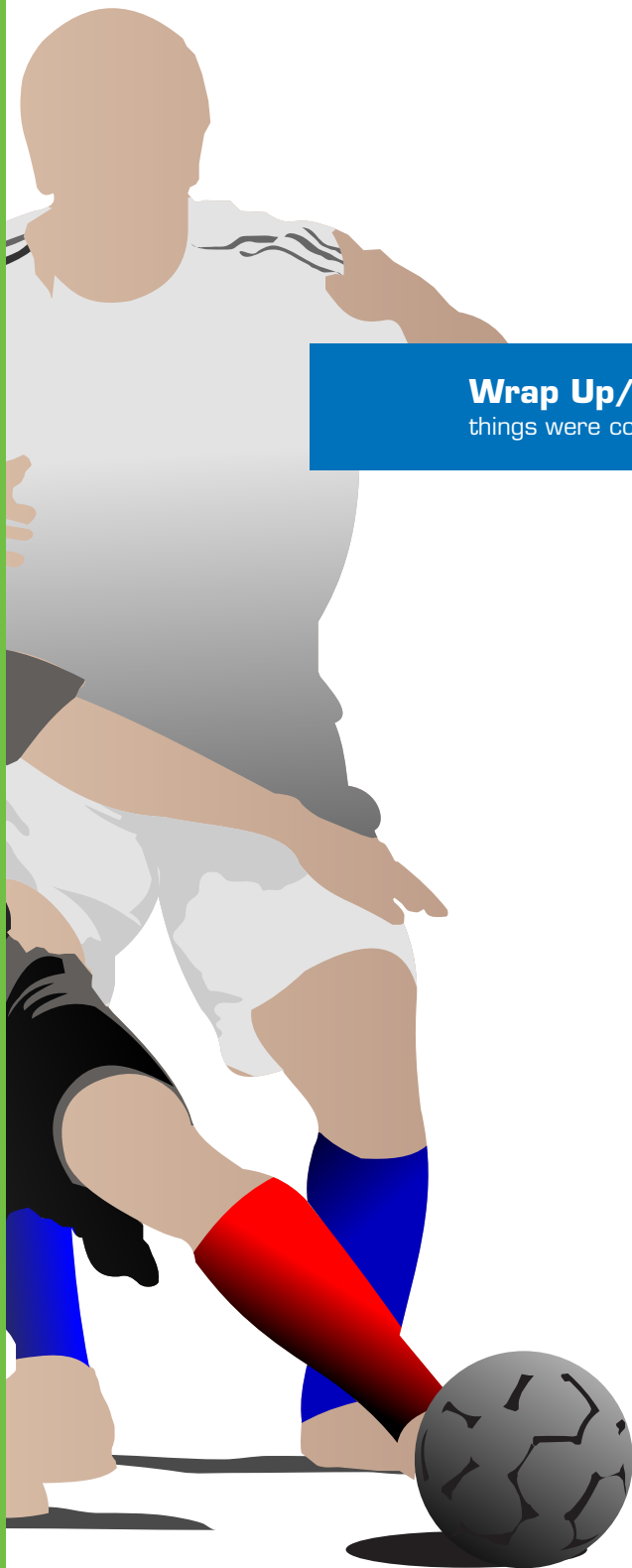
15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Travel About

The idea behind this activity is to help children feel comfortable as they move in a large space with other children and to introduce basic traveling skills. Start by asking children to begin walking throughout the space. As they walk, ask that they stay far away from their friends and swing their arms. Continue with other traveling skills, asking children to march by raising their knees as high as they can, to gallop by moving forward stepping on the front foot and bringing the rear foot forward, and skipping by alternating hopping one time on one foot and then on the other. Allow 45 to 60 seconds for children to practice each skill before moving to the next and then repeat each skill several times during the activity. Add other skills such as crawling, hopping, sliding, as children are ready.





Airplanes and Helicopters

Set up four cones to mark off each corner of an open area. These will be the airports for the children to land in. You start out the activity by telling the children that today we are going to be airplanes and helicopters. They need to fly around like different kinds of airplanes carefully without "crashing". Airplanes & Helicopters will begin flying when they hear the music start, once the music stops they need to find an airport (area containing a cone) and come in for a landing. To do this, they slow down with their arms out as wings and balance at a low level on one foot. They need to stay like this until the music starts again.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can move successfully. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Verify that the children can show good sportsmanship. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

Week Six

Day Two

Group Circuits & Small Group Soccer Game Play

Combining & practicing
soccer/fitness skills

Fitness fundamentals,
(cardiovascular and muscle conditioning)
as well as introduction to playing soccer.

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy. Children will display good sportsmanship skills.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

I'm really proud of all your hard work during these past five weeks. Are you ready for some more play time today?

- Who can remind me about some of our good 'sportsmanship' goals?
(LET CHILDREN SHARE)

TELL CHILDREN TO remember all those good behaviors during our play today. If you're ready for warm ups, let's go.





EQUIPMENT/MATERIALS

- Cones
- Deck of Cards (remove joker cards)
- Dice
- Hula Hoops
- Movement Cards
- Soccer Balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

Warm Up Games

(Play one or more of these games each day this week)

NOTE: Use balloons/beach balls with younger children.

Rolling Dice Fitness

Use 5 x 7 index cards to tape pictures of movements and exercises. Tape one picture per card. (Use magazines, internet, newspapers to find photos of exercise/movements)

Some sample movements are:

People walking, playing sports, jogging, biking, etc.

People doing exercises like push ups, curl ups, etc.

People doing stretches

Put the children in a circular formation with the 5 x 7 index cards spread face down in the center of the circle. When the whistle is blown, the children start walking/jogging, etc around the circle. When the whistle is blown THREE times, the children FREEZE. The instructor calls out a child's name and that child progresses to the center of the circle. The child flips over a 5 x 7 card and then rolls the dice. He/she yells the name of the activity (from the card) as well as the number that appeared on the dice (i.e. 10). He/She stays in the center to direct the group in the activity for as many reps/counts as is dictated by the dice. Once completed, he/she goes back to his/her place and the game activity.

NOTE: Very young children (3 yr olds) will need help counting the dots on the dice.

Ball Hunter

Give a soccer ball/balloon/beach ball to every player. The instructor does not have a ball and will serve as the hunter. All children begin juggling. The instructor, without the ball is the hunter and he/she moves among the jugglers, bothering them, but not touching them or their balls. As soon as one of the jugglers loses the ball, the hunter tries to get the ball. If he/she gets it, he/she begins juggling and the child who lost the ball becomes the new 'ball hunter'. Use different soccer moves to increase practice time of other skills (i.e. rolling ball from foot to foot, pulling back ball, etc)

Human Obstacles

Children are partnered around an open area. Count off 1,2,1,2, or use other creative ways to determine activity play (i.e. pizza/popcorn/pizza/popcorn or red/yellow/red/yellow, etc) Tell the children that all the 'pizzas' will be the obstacles , and all the 'popcorns' will be the movers. After 20 seconds have the children switch roles. See sample list of obstacles and movers activities:

Obstacles

Lays on floor face down
Makes a tunnel by standing up legs spread wide
Hold hula hoop about 3 inches off the floor
Get in a 'crab walk' position
Get on all fours (hands/knees)
Squat down like a frog. Keep head down.

Movers

Step over the obstacle and walk around to repeat
Slither on belly or crawl through tunnel
Bear walk through the hoop
Crawl under the crab on your tummy
Walk around/skip around, etc.
Leap overs

Under The Bridge Relay

Set up lines of 3-4 children with approximately 8-10 feet apart. The three children that are spaced out in front of the first child will stand with feet spread apart When the whistle blows, the first child (that is not standing with feet apart) crawls between the legs of the three children. As soon as the child reaches the end, he/she now becomes the first person in the line and yells "GO", which signals the last child to begin crawling through all legs. Play continues for 2-3 minutes.

Crazy Group Circuit

Have the children form a large circle. Place the deck of cards, strewn in the center of the circle, face down. Call out a variety of group circuit fitness movements and call a child to come to the center and draw a card. The card will designate how many repetitions the children will do the movement/activity for. All number cards have their numeric value. The face cards are as follows:

Jack – 10
Queen – 10
King – 10
ACE – 15

Cardiovascular Movements

Marching, Skipping, Running, Hopping, Galloping, Shuffling, etc.

Muscle Strengthening Movements

Push Ups, Squats, Dips, Crab Walks, Bear Walks, etc.

Flexibility Movements

Touch toes, Torso twist, Reach to sky/ceiling, (any of stretches from previous week's routines)

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Dribble Relay

Partner children so the children are at opposite ends of the open area, facing each other. Partner A begins dribbling the ball to his/her partner, gives him/her a high-five, passes the ball to Partner B and Partner B dribbles the ball back to Partner A's starting position.

Mulberry Bush Hide Out

Set up cones at four corners of an open area. The cones should be set up close to each other to form a 'wall' that the children can hide behind.

Play music with a lively beat. As the music plays, students move (instructor choice—walking, skipping, dribbling balloons, dribbling and trapping soccer balls, passing soccer balls/balloons to friends, etc.) around in one direction passing behind all the cones without touching them. When the music stops, the children hide behind the closest set of cones. (There may be 1 or more students behind the cones. Children either squat or stand but should not touch the cones) The purpose is for the children to be quiet and hide.

The instructor stands in the middle of all the cones and sings, "Round and Round the Mulberry Bush, the Monkey chased the weasel. The monkey thought it was all in good fun. Pop! Goes The Weasel." At "Pop! Goes the Weasel", the children all jump out sideways from behind the cones and scare the instructor. The instructor acts totally surprised and the procedure begins again.

Wrap Up/Stretch — Follow the stretch routine for the week. Discuss what things were accomplished in class today. Share a nutrition 'Food for Thought' tip.

Assessment

VERIFY THAT CHILDREN can have success with movements in today's lesson. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Verify that the children can show good sportsmanship. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

Week Six

Day Three

(Note: This lesson is a repeat of Day Two to give additional time for the children to practice their skills)

Group Circuits & Small Group Soccer Game Play

Combining & practicing
soccer/fitness skills

Fitness fundamentals,
(cardiovascular and muscle conditioning)
as well as introduction to playing soccer.

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills, adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be able to demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy. Children will display good sportsmanship skills.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

I'm really proud of all your hard work during these past five weeks. Are you ready for some more play time today?

- Who can remind me about some of our good 'sportsmanship' goals?
(LET CHILDREN SHARE)

TELL CHILDREN TO remember all those good behaviors during our play today. If you're ready for warm ups, let's go.





EQUIPMENT/MATERIALS

- Cones
- Deck of Cards (remove joker cards)
- Dice
- Hula Hoops
- Movement Cards
- Soccer Balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

Warm Up Games

(Play one or more of these games each day this week)

NOTE: Use balloons/beach balls with younger children.

Rolling Dice Fitness

Use 5 x 7 index cards to tape pictures of movements and exercises. Tape one picture per card. (Use magazines, internet, newspapers to find photos of exercise/movements) Some sample movements are:

People walking, playing sports, jogging, biking, etc.

People doing exercises like push ups, curl ups, etc.

People doing stretches

Put the children in a circular formation with the 5 x 7 index cards spread face down in the center of the circle. When the whistle is blown, the children start walking/jogging, etc around the circle. When the whistle is blown THREE times, the children FREEZE. The instructor calls out a child's name and that child progresses to the center of the circle. The child flips over a 5 x 7 card and then rolls the dice. He/she yells the name of the activity (from the card) as well as the number that appeared on the dice (i.e. 10). He/She stays in the center to direct the group in the activity for as many reps/counts as is dictated by the dice. Once completed, he/she goes back to his/her place and the game activity.

NOTE: Very young children (3 yr olds) will need help counting the dots on the dice.

Ball Hunter

Give a soccer ball/balloon/beach ball to every player. The instructor does not have a ball and will serve as the hunter. All children begin juggling. The instructor, without the ball is the hunter and he/she moves among the jugglers, bothering them, but not touching them or their balls. As soon as one of the jugglers loses the ball, the hunter tries to get the ball. If he/she gets it, he/she begins juggling and the child who lost the ball becomes the new 'ball hunter'. Use different soccer moves to increase practice time of other skills (i.e. rolling ball from foot to foot, pulling back ball, etc)

Human Obstacles

Children are partnered around an open area. Count off 1,2,1,2, or use other creative ways to determine activity play (i.e. pizza/popcorn/pizza/popcorn or red/yellow/red/yellow, etc) Tell the children that all the 'pizzas' will be the obstacles , and all the 'popcorns' will be the movers. After 20 seconds have the children switch roles. See sample list of obstacles and movers activities:

Obstacles

Lays on floor face down
Makes a tunnel by standing up legs spread wide
Hold hula hoop about 3 inches off the floor
Get in a 'crab walk' position
Get on all fours (hands/knees)
Squat down like a frog. Keep head down.

Movers

Step over the obstacle and walk around to repeat
Slither on belly or crawl through tunnel
Bear walk through the hoop
Crawl under the crab on your tummy
Walk around/skip around, etc.
Leap overs

Under The Bridge Relay

Set up lines of 3-4 children with approximately 8-10 feet apart. The three children that are spaced out in front of the first child will stand with feet spread apart When the whistle blows, the first child (that is not standing with feet apart) crawls between the legs of the three children. As soon as the child reaches the end, he/she now becomes the first person in the line and yells "GO", which signals the last child to begin crawling through all legs. Play continues for 2-3 minutes.

Crazy Group Circuit

Have the children form a large circle. Place the deck of cards, strewn in the center of the circle, face down. Call out a variety of group circuit fitness movements and call a child to come to the center and draw a card. The card will designate how many repetitions the children will do the movement/activity for. All number cards have their numeric value. The face cards are as follows:

Jack – 10
Queen – 10
King – 10
ACE – 15

Cardiovascular Movements

- Marching, Skipping, Running, Hopping, Galloping, Shuffling, etc.

Muscle Strengthening Movements

- Push Ups, Squats, Dips, Crab Walks, Bear Walks, etc.

Flexibility Movements

- Touch toes, Torso twist, Reach to sky/ceiling, (any of stretches from previous week's routines)

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Dribble Relay

Partner children so the children are at opposite ends of the open area, facing each other. Partner A begins dribbling the ball to his/her partner, gives him/her a high-five, passes the ball to Partner B and Partner B dribbles the ball back to Partner A's starting position.

Mulberry Bush Hide Out

Set up cones at four corners of an open area. The cones should be set up close to each other to form a 'wall' that the children can hide behind.

Play music with a lively beat. As the music plays, students move (instructor choice—walking, skipping, dribbling balloons, dribbling and trapping soccer balls, passing soccer balls/balloons to friends, etc.) around in one direction passing behind all the cones without touching them. When the music stops, the children hide behind the closest set of cones. (There may be 1 or more students behind the cones. Children either squat or stand but should not touch the cones) The purpose is for the children to be quiet and hide.

The instructor stands in the middle of all the cones and sings, "Round and Round the Mulberry Bush, the Monkey chased the weasel. The monkey thought it was all in good fun. Pop! Goes The Weasel." At "Pop! Goes the Weasel", the children all jump out sideways from behind the cones and scare the instructor. The instructor acts totally surprised and the procedure begins again.

Spaceship Play

Have children walk to one of the hoops, which are scattered throughout the open area, stand in it and hold onto the hoop with the hands, keeping the hoop parallel to the floor. The front part of the hoop is touching the child's waistline. Have the students move in their self-space, emphasizing that their hoop/"spaceship" should not be touching any other hoop/"spaceship." Tell them they are going to walk around the area (or outside) in their "spaceship," making sure not to bump into anyone or anything. Discuss that if their "spaceship" bumps into another "spaceship," they must sit down inside the "spaceship" with their hands on their knees. They cannot get up and walk until the instructor taps them on the head and says "Blast Off".

At first, have the children move slowly around the gym. With successful practice allow the children to gradually increase their walking speed. In addition, encourage them to move in different pathways, at different levels and perform various locomotor movements.

“Spaceship Tag”:

When the children are successful at not bumping into each other, turn it into a walking tag game. 2-3 students will be “it,” remaining in their “spaceships.” When they tag, they say “excuse me, spaceship landing.” The tagged student sits in the “spaceship” and any of the other students in the class, other than the taggers, can free her/him by gently tapping on the head and saying “Blast Off” Change the taggers frequently. As the children are playing the game, assign different locomotor skills.

I See

Each child has a soccer ball and yells out ‘Instructor’s name, Instructor’s name, what do you see?’ (ie. Sally, Sally, What Do You See?). The instructor yells back, I see everyone _____ at me. The blank is filled in with activities/movements that the children have been working on for five weeks. (i.e. trapping, juggling, dribbling, etc)

Wrap Up/Stretch — Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Talk about the good sportsmanship they used today. Use the ‘Food For Thought’ tidbits during the stretch for the week.

Assessment

VERIFY THAT CHILDREN can have success with movements in today’s lesson. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Verify that the children can show good sportsmanship. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

[illegible]

Week Six

Day Four

(Prepare for Soccer Celebration)

**Group Circuits
& Small Group
Soccer Game Play**

Combining & practicing
soccer/fitness skills

Fitness fundamentals,
(cardiovascular and muscle conditioning)
as well as introduction to playing soccer.

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills. Adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy. Children will display good sportsmanship skills.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

WE'RE JUST ONE day away from the end of our soccer sessions. Tell me some of your thoughts about what you learned during our time together. (Let children share...you may need to prompt them to tell you some simple facts about the game, players, rules, etc.) Ask the children what they enjoyed about the classes. (Let the children share). Tell them that today, we're going to 'kick it up a notch' and add a bit more fun to our class in preparation for our 'final day' tomorrow.

IF YOU'RE READY for warm ups, let's go.





ASK THE CHILDREN what they'd like to do for warm ups.
(Select 1–2 of ideas below. Majority Rules)

EQUIPMENT/MATERIALS

- Cones
- Deck of Cards (remove joker cards)
- Dice
- Hula Hoops
- Movement Cards
- Music Song – William Tell Overture
(Theme song from Lone Ranger)
- Soccer Balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up Games — 5 – 10 minutes

Happy Horses (Music – William Tell Overture)

HAVE THE CHILDREN line up on the far end of the open area, marked with cones. Make sure there is a good amount of space between children. Tell them that there are very magic happy horses that come out only when the students are quiet, listening, and using good sportsmanship skills. The instructor will call for the horses by making a clicking noise. Their horses can be any color they want—it's up to their own imagination. Tell the children that all happy magic horses need lots of love and hugs before they can do anything—give hugs and love to your horse. Show children how to hold the imaginary reins and get on the imaginary horse. Let children know that the goal is to have their horse get to the other end of the open area (marked off by cones).

Horses all start in their stables (behind the cones at one end of the open area). Horses are only to gallop when the instructor says "giddy up" and stop when the instructor says "whoa." If they move when the instructor doesn't say "giddy up" or they don't stop when the instructor says "whoa", they have to go all the way back to start and begin again. The tune to the "Lone Ranger" can be used (start music and say "giddy up" and children move, stop it and say "whoa" and they freeze). You can try to fake them out by calling out goolosh and green beans etc. instead of giddy up.

Main Activity

15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Crab & Bear Soccer

Finish up with a quick (2–3 minutes) game of crab soccer. Keep the teams the same as they were in the mini-soccer game. Children begin in the crab walk position. They must stay in this position while kicking the ball about, trying to score a goal. For fun, allow them to 'flip' into the bear walk (all fours) position and give a 'rear kick' to the ball, as needed. The focus of this game is on having fun and enjoyment. It's ok to get silly and laugh

Wrap Up/Stretch — Talk about the past 6 weeks. Ask them to demonstrate one thing (fitness or soccer) that they learned. Share a tip from the 'Food For Thought' tidbits during the stretch routine for the week.

TELL THE CHILDREN that tomorrow, they will play the World Cup Championship as a fun way to end this soccer series. Ask the children if they are familiar with FIFA. Give them some brief information (provided below).

The FIFA World Cup (also called the Football World Cup, the Soccer World Cup, or simply the World Cup) is an international association football (soccer) competition contested by the senior men's national teams of the members of Fédération Internationale de Football Association (FIFA), the sport's global governing body. The current champions are Spain, who won the 2010 tournament. The FIFA World Cup competition happens every four years. In 2014, it will be hosted by Brazil. (If the children don't know where Brazil is, show them a map and compare where they are to where Brazil is)

Assessment

VERIFY THAT CHILDREN can move from station to station successfully. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Verify that the children can successfully play a mini soccer showing good sportsmanship. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

This image shows a single page of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a document template. There are no margins, text, or other markings on the page.

This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue lines spaced evenly across the page, typical of notebook paper. The lines are thin and light blue, set against a plain white background. There is no handwriting or other markings on the page.

Week Six

Day Five

(Prepare for Soccer Celebration)

**Group Circuits
& Small Group
Soccer Game Play**

Combining & practicing
soccer/fitness skills

Fitness fundamentals,
(cardiovascular and muscle conditioning)
as well as introduction to playing soccer.

Psychomotor (Skills)

Children will be able to practice basic locomotor skills in addition to combining soccer juggling, dribbling, trapping, passing, tackling, pull backs, and ball control, by using foot-eye coordination. In addition, they will be able to demonstrate adequate ranges of motion at all major joints, basic balance skills. Adequate muscle conditioning, as well as demonstrate the ability to move in all planes of motion with adequate agility.

Cognitive (Knowledge)

Children will be demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play.

Affective (Attitude)

Children will demonstrate their enjoyment with the lesson by displaying smiles, laughter, and a high level of energy. Children will display good sportsmanship skills.

PURPOSE OF LESSON:

To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

Lesson Prerequisite

Knowledge of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

WELL, TODAY IS our finale. We're come a long way together and I just want you to know how very proud I am of your accomplishments.

IF YOU'RE READY for warm ups, let's go.





ASK THE CHILDREN what they'd like to do for warm ups.
(Select 1-2 of ideas below. Majority Rules)

EQUIPMENT/MATERIALS

- Black & White balloons
- Cones
- Copy of the song "We Are The Champions" by Queen
- Deck of Cards
- Hula Hoops
- Individual 'play medals' (*you can purchase these inexpensive items at any 'party store' or online at www.orientaltrading.com (I'm A Winner Medals – approximately \$4/dozen)*)
- Soccer Balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up Games — 5 – 10 minutes
(Select 1–2 games for this time frame)

Yum Yum Fit

HAVE THE CHILDREN imagine they are the food that is stored in the kitchen pantry or refrigerator. The instructor is the cook. As the cook decides what food to cook they call it out. Children will perform various exercises of the food that is called out as indicated below.

Practice all movements before playing game.

POPCORN — Jump up and down like popcorn in a pan.

BACON — Lie on the floor and stomp your feet like bacon frying in a pan.

CARMEL POPCORN — move like your feet and hands are sticking to the floor and you have to pull them off.

SWISS CHEESE — Stand with your arms making a circle like the holes in Swiss cheese.

SLURPIE — Rise up from the ground like a Slurpie filling a cup.

SCRAMBLED EGGS — Move around in the play area like eggs that are being stirred in a pan.

PRETZEL — Stand up with hands crossed above your heads and your legs crossed like a twisted pretzel

SAUSAGE — Curl up in a ball on your side like a sausage patty.

FRUIT ROLL-UP — Log roll across the floor.

PIZZA — Stand up with feet wide apart and hands together above your head like a slice of pizza

HARDBOILED EGG — Sit on the floor, pull your knees to your chest and wrap your arms around your knees.

POPSICLE — Stand up straight and tall as if you are a frozen Popsicle.

MELTING ICE CREAM — “Melt” to the floor from a standing position.

WHIPPED CREAM — run in place and rotate your arms like a Hand Mixer

Crab Ball

(Use cones to mark off a large center square shaped area)

Choose two or three children to be “crabs.” Place them in the center of the square-shaped play area, and tell them they can only “crab walk” (with their feet and hands on the ground, stomach up). The remaining children, the “dribblers,” form a line outside the play area.

One at a time, dribblers must dribble the ball around the open area and try to get the ball past the crabs. The ball must stay on the ground and be dribbled, not kicked. If a crab deflects the ball and kicks the ball out of the square, then the dribbler becomes a crab.

CONTINUE THE GAME FOR A DESIGNATED AMOUNT OF TIME.

Soccer Relays

Set up lines of cones and have one child at each end cone. The instructor gives the relay directive (see activity suggestions below)

At the sound of the whistle, relay play begins. Child A follows the directive through/around the cones and tags Child B. Child B heads back to Child A's original spot. Child A stays in Child B's spot. Play starts again with Child A following the directive until he reaches Child B, who continues with the directive until he/she gets back to his/her original spot. Let children play with the relay for 1–2 minutes and then change directive.

Relay Activity Directives (Single Child)

Run around each cone (zig zag)

Hop around each cone (zig zag)

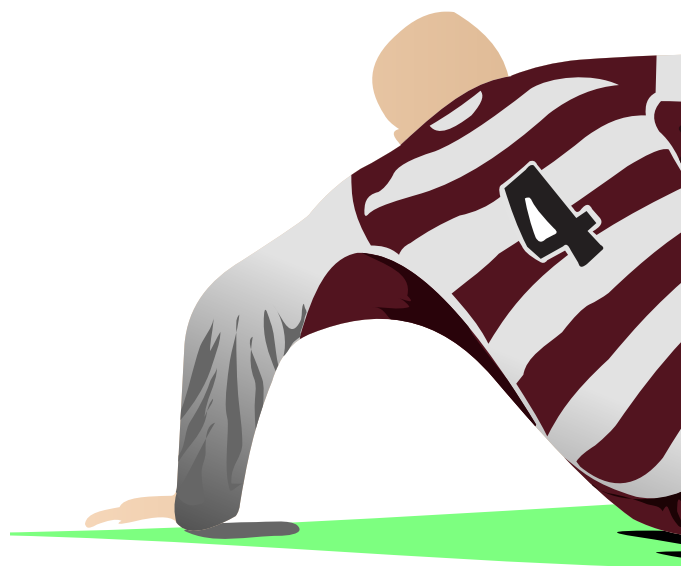
Skip around each cone (zig zag)

Dribble soccer ball around each cone (zig zag)

Stand on right side of cones, pass kick the ball to child at opposite end. That child traps it and pass kicks it back.

Crab walk around each cone (zig zag)

Partner Soccer Relays (Two children together)



Set up lines of cones and have partners at one end cone. The instructor gives the relay directive (see activity suggestions below) At the sound of the whistle, relay play begins. Child A & B must move together, rounding the end cone and returning to start.

Relay Activity Directives (Partners)

- Place hands on either side of the ball (Child A puts hands on one side, Child B on the other) so the ball does not fall to the ground. Move laterals (shuffle slides) down one side of the cones, round the end cone, and shuffle slide back to the start.
- Children put the ball between their backs and press into it, so it does not fall to the ground. Move laterals down one side of the cones, round the end cone, and shuffle slide laterals back to start.
- Children put the ball between their backs and press into it, so it does not fall to the ground. One child is walking forward, the other backwards and the walk a zig zag line through the cones.

Main Activity

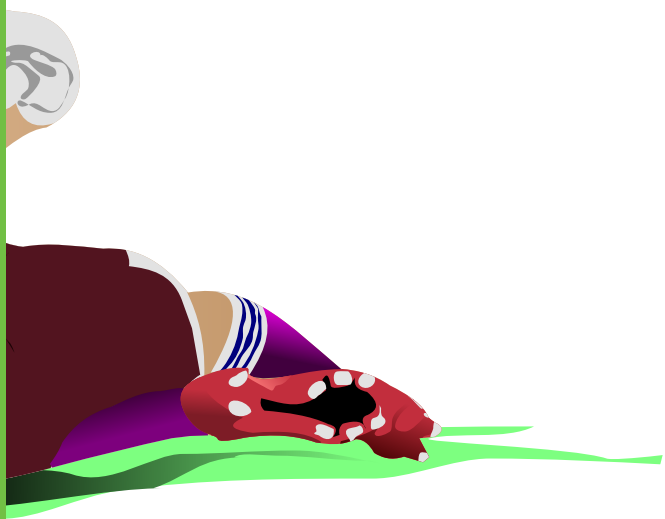
15 minutes

(Pick ONE main activity/game from the previous lesson to reinforce what was learned, then add the following)

Mini Soccer Game

Today, we'll play our mini soccer game. Let's talk for a minute about some of the skills you'll be using when we play. (Have children show & tell the movements they've learned over the past six weeks)

PLAY 1 MINI-SOCCER GAMES. (Shake hands before and after game) Everyone is on the same team. Due to the age and maturity level of this population, have all children be on the same team, trying to score. Focus on the fun, not on which way to run, etc. Play for 3-4 minutes. Take a 1-2 minute rest to talk about how the first half went. Identify good sportsmanship, clarify any confusion, applaud good efforts, and encourage/motivate the children for the second half. Play another 3-4 minutes. Repeat. Leave them excited and wanting more.



Soccer Balloon Pop Celebration

End your session with this fun activity to celebrate 6 weeks of hard work and lots of fun.

Divide the children into two equal groups. About 25 yards away, place mounds of inflated white and black balloons (colors of traditional soccer balls) (over-inflate them to make popping easier). At the sound of the whistle the children run/hop/skip/gallop (instructor's choice) to the balloon area and attempt to sit on one balloon to pop it. If sitting doesn't pop it, they can resort to stomping it. Have them yell 'YEAH' each time a balloon is popped. Play ends when all balloons are popped.

Play the song "We are the Champions" (by Queen) while presenting a medal and a handshake to each child. Have all the children clap for each other with a final standing ovation at the end.

Wrap Up/Stretch — (5 minutes) Thank the children for their good sportsmanship and compliment them on all they've learned.

ASK THEM IF they have a new (or renewed) love for the game of soccer. Talk about different opportunities in their community to play soccer. Have a local 'soccer' player come and talk to the children about the wonderful experience soccer can provide. Follow the stretch routine for the week.

Assessment

VERIFY THAT CHILDREN can complete all movements/exercises successfully. Verify that children have average ranges of motion and flexibility during the stretching activities. Verify that children have basic fitness skills. Verify that the children can show good sportsmanship. Continue to work on challenging concepts until all the children have mastered them.

[illegible]

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www.partygamecentral.com

[PE Central](http://www.pecentral.org)
www.pecentral.org

[PE Links four U](http://www.pelinks4u.org)
www.pelinks4u.org

American Academy of Pediatrics:
www.aap.org

[American Heart Association](http://www.americanheart.org)
www.americanheart.org

[Centers for Disease Control and Prevention](http://www.cdc.gov/nccdphp/dnpha)
www.cdc.gov/nccdphp/dnpha

[Dietary Guidelines for Americans](http://www.health.gov/dietaryguidelines)
www.health.gov/dietaryguidelines

[Eat Smart. Play Hard.](http://www.fns.usda.gov/eatsmartplayhard/home2.html)
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[The Heart and Stroke Foundation of Canada](http://www.heartandstroke.ca)
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[President's Council on Physical Fitness and Sports](http://www.fitness.gov)
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www.presidentschallenge.org

[Exercise Daily Magazine](http://www.exercisedaily.org)
www.exercisedaily.org





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Curriculum Developer

Credentials

- Exercise Program Manager – The Community Hospital Fitness Pointe
- A.C.E. (American Council On Exercise) Youth Fitness Spokesperson
- Adjunct Faculty Instructor – Purdue University Calumet
- A.C.E. 2004 Fitness Director Of The Year
- 2004 Award for Teaching Excellence – Indiana University Northwest School of Continuing Studies
- 2006 Indiana Health Achievement Award
- Contributor to SHAPE magazine, Parenting magazine, Prevention magazine and many other publications
- Lectures nationally on many topics related to youth/family fitness
- Authored numerous youth fitness curriculums, including, but not limited to Operation FitKids, Adventures in Fitness for Kids, and Take 5 for Life.

Certifications

- American Council On Exercise – Personal Trainer
- American Council On Exercise – Advanced Health & Fitness Specialist
- American Council on Exercise – Group Fitness Instructor

Education

- B.S. Education (Licenses in Physical Education, Elementary Education, Health) – University of Illinois at Chicago
- M.Ed. in Curriculum Development/Design (Minor/Exercise Science) – University of Illinois at Chicago

