

6-9
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 Club ExerciseDaily, 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 Club ExerciseDaily. 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 my 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

Young children have unique physical, social, and cognitive needs. When teaching children between the ages of 6–, the following recommendations are offered to increase the success of your experience:

- Fitness/physical activity lessons should be between 30–45 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.
- The instructor/child ratio should be no more than 12–14 to 1 instructor.
- Children at this age are best taught when the activities are changed frequently.
- In a 30–45 minute class, it is recommended to use the 3–4 different activities spending approximately 6–8 minutes per activity.

All children should be moving simultaneously. This curriculum does not promote children standing around waiting their turn to move.

Have some 'transition time activities' ready to help you change activities or move from one movement segment to another. Rhythms and raps work well with children, as well as attention getting devices. Some ideas are listed below:

- Hold up a **"PEACE SIGN"** means eyes forward paying attention, no talking.
- Three claps (**CLAP CLAP CLAP**) with a **"SHHH"** sound. The children join in until everyone is doing three claps and a "shh"...

To best manage your group, set forth 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 display board containing your behavior rules. Simple statements work best.
- 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.

The Exercise Daily curriculum brings a unique sport and fitness experience to today's youth. 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'TS

- ❖ **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

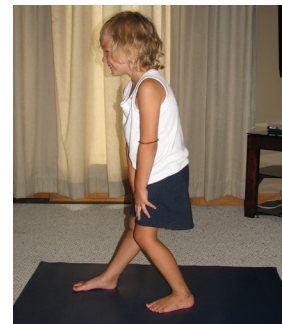
WEEK 3 (ALL AGES)

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.



This image shows a full page of blank white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the paper.



Week One

Day One

Soccer Fundamentals:
Introduction to Soccer

CONCEPTS

Agility
Balance
Dribbling
Flexibility
Foot-Eye Coordination
Juggling
Lateral Speed

DOMAINS

Psychomotor (Skills)

Children will be able to successfully demonstrate soccer dribbling 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

Mastery of basic locomotor skills and simple balance skills

Basic Soccer Knowledge & Fun Facts

HISTORY OF SOCCER

During the Middle Ages (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.

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.

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

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

LESSON PROCEDURE

Warm Up — 5 minutes

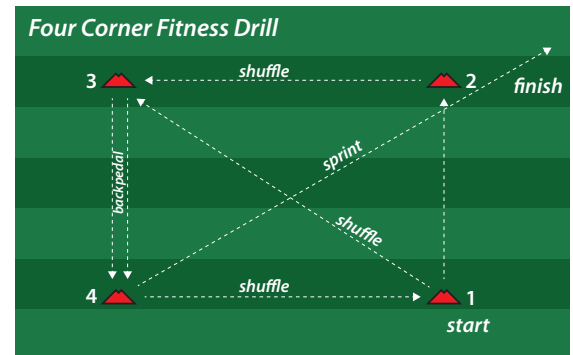
The Four-Corner Fitness Drill

(<http://www.soccerxpert.com/soccertips/four-corner-fitness-drill.aspx>) is a great soccer fitness drill warm up designed to improve lateral speed and agility required in soccer.

SETUP: Set four cones in an open space.

INSTRUCTIONS: Have children follow the instructor who leads the activity. Start at cone 1 and sprint to cone 2. Shuffle to cone 3. Backpedal to cone 4. Shuffle back to cone 1. Shuffle across the area to cone 3. Backpedal to cone 4. Then sprint past cone 2.

REPEAT: 4 to 5 times with 1 to 2 minute rest between reps.



Main Activity – Soccer Skills Fun

20 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 the right foot
- Roll the ball from side to side with the left foot
- Roll the ball from toe to heel with right foot
- Roll the ball from toe to heel with left foot
- Roll the ball from foot to foot
- Roll the ball from foot to foot, then trap it with the right foot
- Roll the ball from foot to foot, then trap it with the left foot
- Dribble the ball forward using right and left feet

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 five 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.

Dribble the ball to a designated spot.

VERIFY THAT CHILDREN can successfully tap the soccer ball with each foot, roll the ball between feet, trap the ball, 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
Balance
Dribbling
Flexibility
Foot-Eye Coordination
Juggling
Lateral Speed

Psychomotor (Skills)

Children will be able to successfully demonstrate 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

Mastery 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

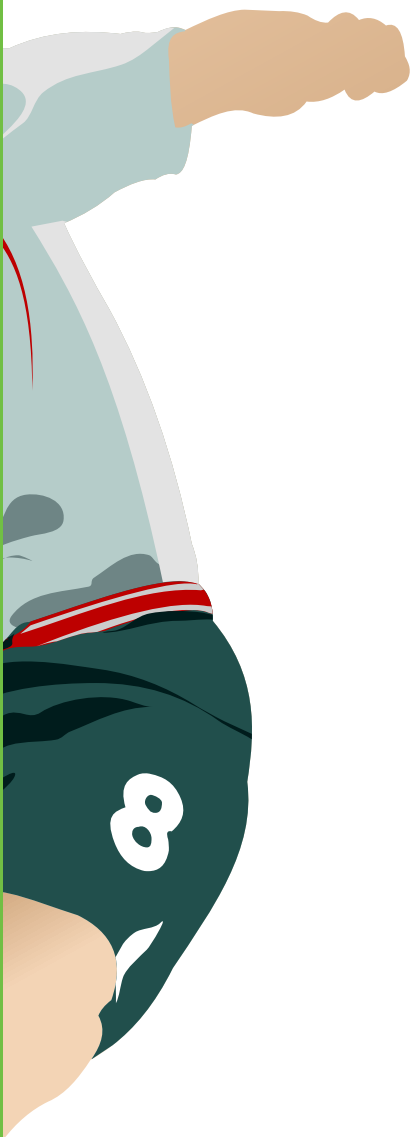
- How many players are on a soccer team?
11 Let's count to eleven...(COUNT WITH CHILDREN)
- What is the person called who stands in front of the net?

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 juggling, dribbling, and 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 pass the ball to the child and have the child trap the ball with his/her foot.

EQUIPMENT/MATERIALS

- 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

20 minutes

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

Who Am I? (Introduction to passing skills)

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), everyone dribbles around trying to keep their own ball and kick out everyone else's ball. If a player's ball is kicked out, he must retrieve it, then dance on the ball for 10 alternating toe touches (right/left/right/left) without looking at the ball (getting the ball feel) before getting back in.

Sharks and Minnows (dribbling skill practice)

Play in a large open space. Divide the children into half and designate a central line of division. Half the players have balls and are the Minnows. The rest don't have a ball and are the Sharks. The Minnows start at one end of the open space. The Sharks stand on the opposite side. The Minnows must try to cross the Shark's line without losing possession of their ball. The Sharks defend their line, trying to kick the Minnows' balls out of the defined area. Minnows who successfully dribble across the Shark's line go back for round two. Each Minnow who loses their ball join the Sharks. After 3-4 minutes, blow the whistle and switch players. Those who started out as Sharks are now Minnows, and vice versa.

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

Week One

Day Three

Soccer Fundamentals:
Dribbling with Purpose

Agility
Balance
Dribbling
Flexibility
Foot-Eye Coordination
Passing

Psychomotor (Skills)

Children will be able to successfully demonstrate 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

Mastery 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

- 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 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

20 minutes

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

Soccer Dance (dribbling skill practice)

Each child has a ball. When the instructor gives the cue (i.e. blows whistle), everyone dribbles around trying to keep their own ball and kick out everyone else’s ball. If a player’s ball is kicked out, he must retrieve it, then dance on the ball for 10 alternating toe touches (right/left/right/left) without looking at the ball (getting the ball feel) before getting back in.

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 starting spot, direct them 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.

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

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, 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 One

Day Four

Soccer Fundamentals:

Juggling, Dribbling,
and Passing

Auditory Discrimination

Dribbling

Foot-Eye Coordination

Passing

Psychomotor (Skills)

Children will be able to successfully demonstrate 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

Mastery 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, 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

POPPING Game

Blow up balloons - make sure to leave them semi-uninflated. If they are too full of air - they will pop when they scrape the ground or grass. Tie each balloon to a piece of string - and then tie to the ankles of a child. (one balloon for each ankle). The object of the game is to have the children run around in an area determined by you. They need to try to step on the other person's balloon and try to pop it. Everyone wins if all balloons are popped by the 'time limit set by the instructor'.

CAUTION: Please collect all the broken balloon pieces and place in trash bag. Broken balloon pieces can be dangerous to small children.

Main Activity

20 minutes

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

Trash Dash

Divide the children into two teams. Create a 'neutral area' between the two teams where no player is allowed. Mark it off with cones. This area can be as small as one yard and as big as 10 yards wide. The width is determined by how far the players can passing the ball. Each player starts with a ball at her or her feet. When the whistle blows or on command (when I say pizza), each team tries to keep their side of the game zone free of balls (trash) by dribbling and passing their ball over to the other team's side. After an appropriate amount of time (when the balls become too scattered, or the players are losing focus), stop the game and count which side has the most balls on their side. Distribute the balls evenly for another try if the players are still interested. After players have found some success with this basic game, try these variations:

- Players can only use their left foot.
- They can dribble and then throw the ball back. (Teach the children how to do a 'two hand overhead throw' as is done in soccer when throwing the ball in from the sidelines)
- They must dribble the ball around a cone that has been set up in the middle of their "yard", dribble it, then pass it back.

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 starting spot, direct them 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

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 where the "light" is standing places the ball at the 'light's' end of the field and begins skipping around the perimeter until everyone reaches the 'light' and joins in the skipping. Use other locomotor movements to keep the excitement/enjoyment high (i.e. walking, hopping, galloping, leaping, running)

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, trapping, turning around, and dribbling again

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

- Demonstrate passing the ball to a partner (longer 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:

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Week One

Day Five

Soccer Fundamentals:
Putting it Together

Auditory Discrimination

Dribbling

Foot-Eye Coordination

Juggling

Passing

Psychomotor (Skills)

Children will be able to successfully demonstrate 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

Mastery 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'm going to call out a soccer term and you'll show me what that move is. I'll start out calling the terms slowly and will then speed it.

- Show me a dribble (wait 30 seconds).
- Now show me how to juggle with your feet (wait 30 seconds).
- OK, how about pass the ball to a friend, using only your feet. (wait 30 seconds).

Mix up the skills and shorten the time. Have them work for 20 seconds and then 10 seconds/skill.





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

20 minutes

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

Quick as Lightening

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.

Dribble, Juggle, Knock 'Em Down

Spread a number of cones (12-16) 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. Play ends when all cones are knocked down.

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, trapping, turning around, and dribbling again
- Demonstrate passing the ball to a partner (short distance)
- Demonstrate passing the ball to a partner (longer 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]

[illegible]

Week Two

Day One

Soccer Fundamentals:
Ball Feel

Dribbling
Flexibility
Foot-Eye Coordination
Juggling
Passing

Psychomotor (Skills)

Children will be able to successfully demonstrate 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

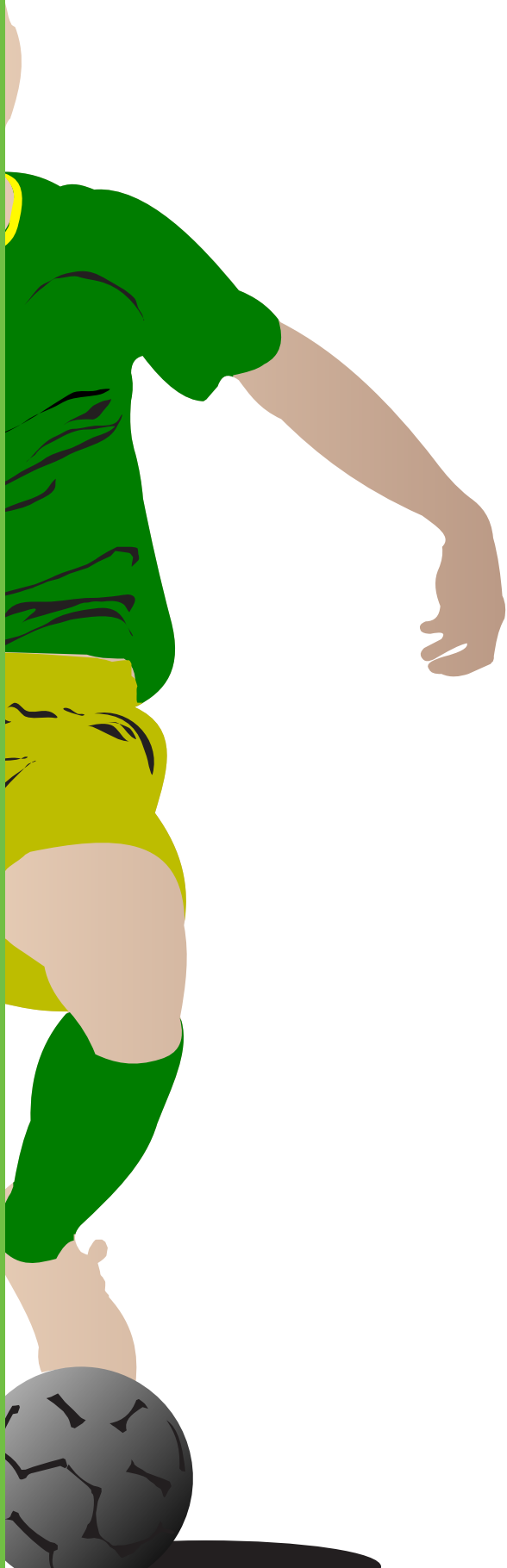
Mastery of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

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 (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up — 5 minutes

Roadrunner Run

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 Roadrunner. The Roadrunner yells "Beep Beep....Go Home". Children run toward the other 'wall' (cones) and try to avoid getting tagged by the Roadrunner. Children that get tagged become Roadrunners, 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)

Dribble Relays

Set up the area so each child starts at a cone and there is a cone opposite them at the other end of the open area. When the whistle is blown, children begin to slow dribble to the opposite cone, dribble around the cone, then dribble back to their starting location. Do a variety of relays where all children are moving toward the opposite cone and then return to their starting cone.

RELAY IDEAS:

- Quick dribble to the opposite cone, pass the ball from foot to foot, dribble around the cone and then return to start.
- Medium speed dribble to the opposite cone, juggle the ball four times with feet, dribble around the cone and then return to start.
- Easy pass the ball then run up to dribble it to the end cone. Dribble around the cone and then return to start.

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 crawling through their legs (or dribbling the ball through their legs) to free them.

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 rest of 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.

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 ball with your knees
- Juggle the 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:

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Week Two

Day Two

Soccer Fundamentals:
Dribbling with Purpose

Dribbling

Foot-Eye Coordination

Juggling

Passing

Psychomotor (Skills)

Children will be able to successfully demonstrate 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.

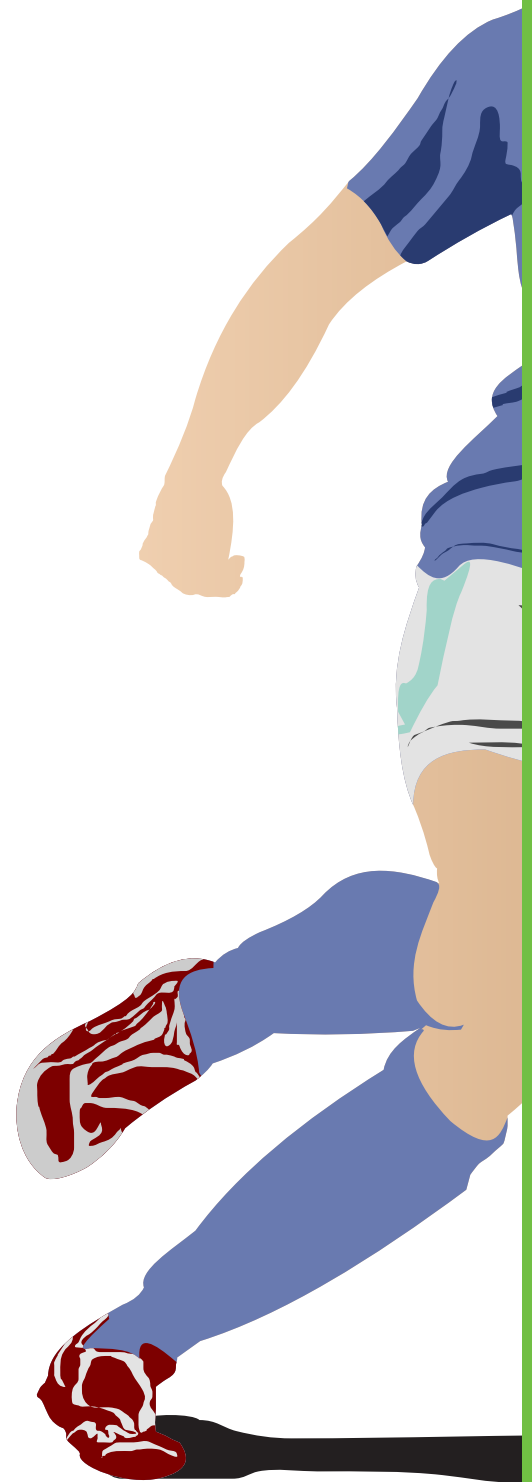
Lesson Prerequisite

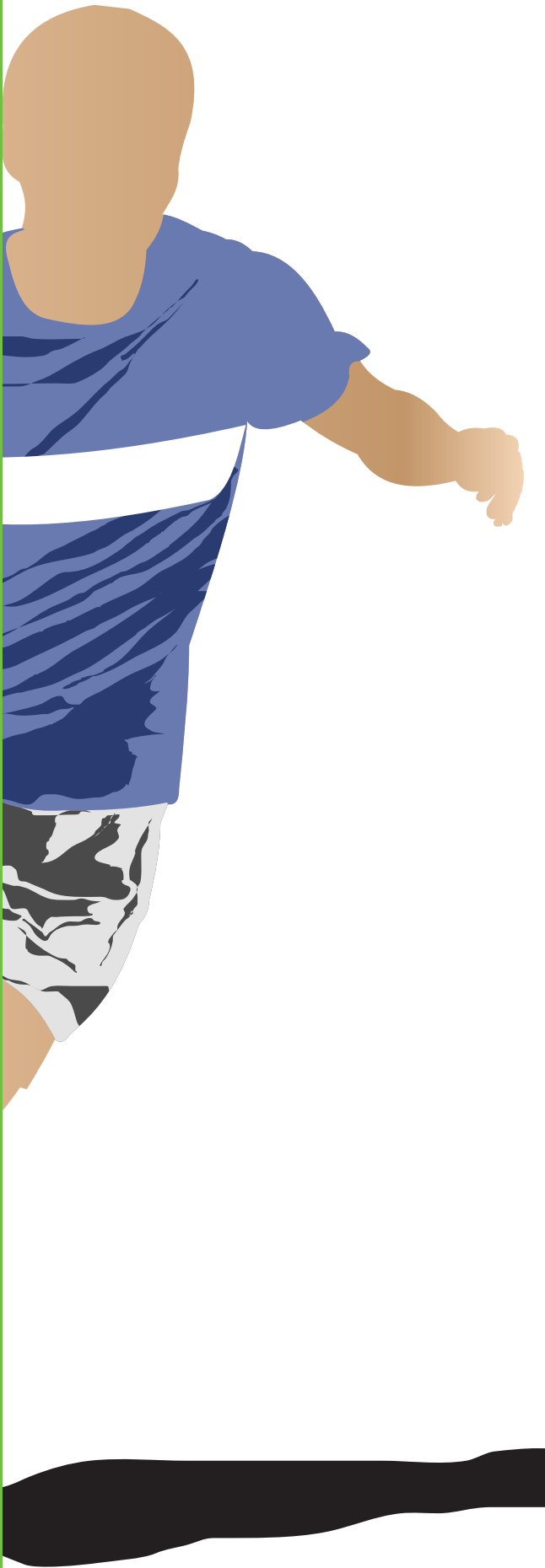
Mastery of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

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

- Bandana (one for each child)
- Cones
- Portable goal
- Soccer balls (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 it. 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.

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 rest of 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.

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 ball with your knees
- Juggle the 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:

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Week Two

Day Three

Soccer Fundamentals:
Passing

Auditory Discrimination

Dribbling

Foot-Eye Coordination

Passing

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

Mastery 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
- Hula Hoops (1/2 as many as there are children)
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 5 minutes

Having a Hoopla

Place hula hoops randomly around the open area. 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.

NOTE: There will be more than one child in a hoop. If the group is rambunctious, you may want to put one hoop per child to have better control of the activity.

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.

Monkey In the Middle

Divide the children into groups of four. Three players set up in a triangle position with one ball. There is one player in the middle. The three players in the triangle pass the ball around while the middle player tries to get it. If the "monkey in the middle" gets the ball, he switches places with the passing player. The passing player becomes the new 'monkey in the middle'.

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, 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 Two

Day Four

Soccer Fundamentals:
Putting It Together

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

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

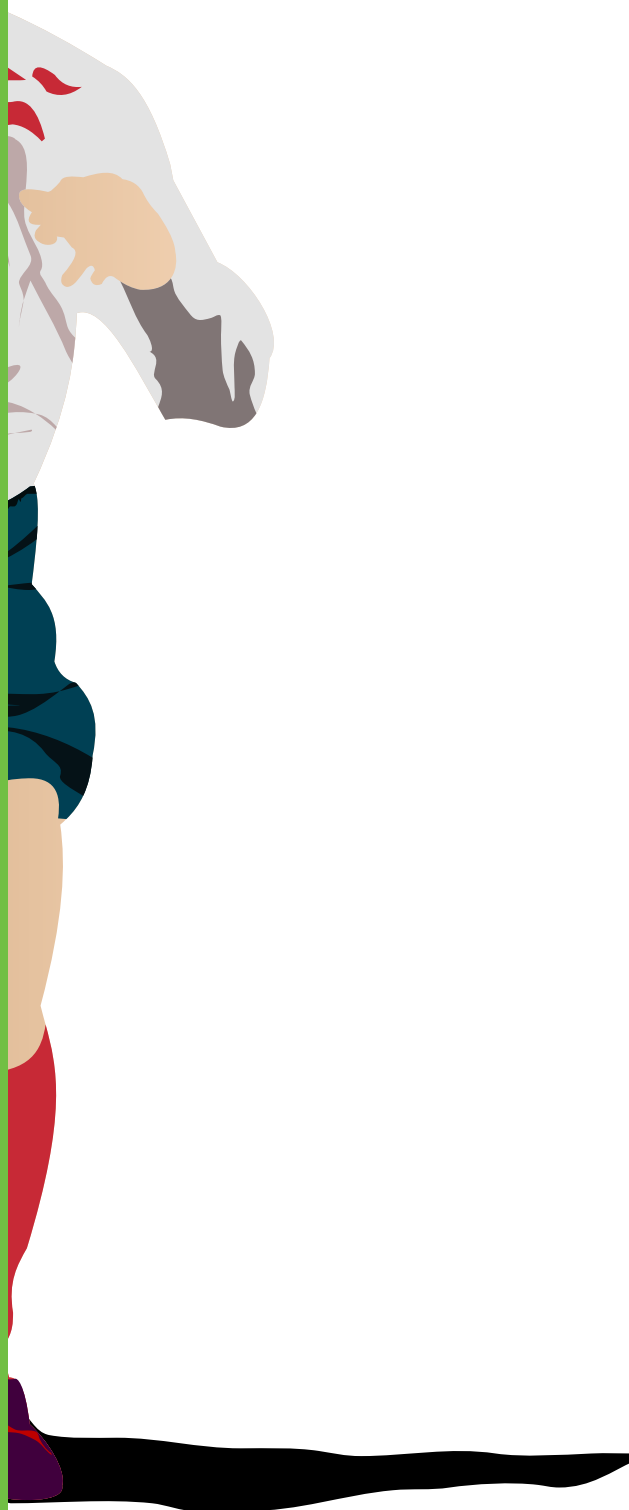
Mastery of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

TELL THE CHILDREN you're going to play a rhyme 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 rhyming 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
- Jump Ropes
- Soccer balls (one for each child)

LESSON PROCEDURE

Warm Up – 5 minutes

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.

- Cones Show the children how to jump 'over the rivers' (one foot or two foot hops)
- Cones Show the children how to slither (on the belly) 'through the trees'

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 trees 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.

Main Activity

20 minutes

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

Soccer Croquet

Pair each child with a partner. Give them one ball per partner team. Set up the open area/field by placing sets of cones about 2-4 feet apart (to create a goal) all over the playing area. When the instructor blows the whistle, one player dribbles the ball out and makes a pass through any 'goal' to their partner.

Their partner then dribbles the ball to another goal to make the pass through. Then the original partner gets the ball and continues passing it through a 'goal' and his/her partner retrieves it and dribbles it and passes it to his/her partner. The partners can go through the 'goals' in any order and keep playing until the instructor blows the whistle for a rest/break or to end the game. (NOTE: for younger children, use less goals)

Throwing In Relays

Divide the children into two equal teams. Put each team into lines facing each other at opposite ends of the room/field (approximately 15 feet between each line). All children have a soccer ball. Team A uses correct throw in technique to their partner on Team B (who is across from them at the other end of the area), who traps the ball and passes it back (using good instep foot passing technique) to their original partner on Team A. Play continues back and forth so the original partner gets FIVE throw ins. Then the activity switches and the ball begins with Team B, who throws it in to the partner on Team A, who traps and passes it back. Time the children to see how long it takes each team to get 'five' throw in relays. Subsequent games should attempt to 'beat the original time'. (Increase or decrease the distance of the throw/pass based on the children's skills.)

NOTE: Add in other soccer skills like juggling to increase practice with fundamental 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)

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)
- Throw in the ball using correct technique

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

Foot-Eye Coordination

Juggling

Passing

Trapping

Throwing In

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

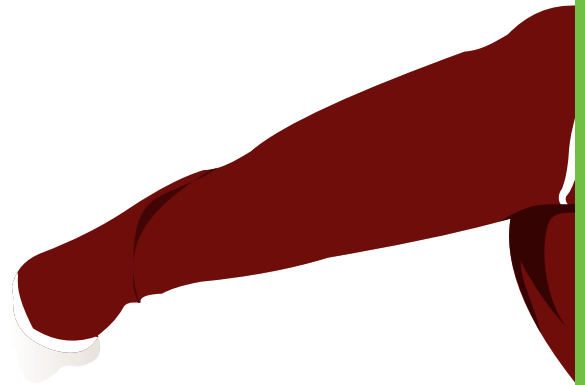
To have the children practice dribbling, trapping, passing, throwing in, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children practice dribbling with their heads up.

Lesson Prerequisite

Mastery 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 rhyme 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

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.)

- Cones Show the children how to jump 'over the rivers' (one foot or two foot hops)
- Cones Show the children how to slither (on the belly) 'through the trees'

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 trees 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.

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 til everyone is a Cop. Extra balls are set off to the side until game starts again.

Pirates 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)
- Throw in the ball using correct technique

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 Three

Day One

Soccer Games:

Combining & practicing
soccer/fitness skills

Auditory Discrimination

Dribbling

Foot-Eye Coordination

Juggling

Passing

Trapping

Throwing In

Psychomotor (Skills)

Children will be able to successfully demonstrate basic locomotor skills in addition to combining soccer juggling, 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 demonstrate their knowledge of basic soccer terms by correctly showing skills when directed. Children will be able to use auditory discrimination during game play. Children will be able to identify various 'suits' of cards during game play (i.e. hearts, spades, clubs, aces).

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 integrate fitness skills and locomotor movements.

Lesson Prerequisite

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

TELL THE CHILDREN that since they now know some of the fundamental soccer skills (ie. dribbling, passing, juggling), we will continue to practice them over the next few weeks.

TELL THEM THAT in order to get better at these skills, we have to work on them each time we're together. In addition, to get stronger, we also have to work on our hearts and muscles. From here on out, during our 'warm up games', we will be working on our fitness skills and then playing all our soccer games afterwards. We'll continue to work on stretching at the end of each class.





EQUIPMENT/MATERIALS

- 4 Decks of cards (remove any 'joker' cards)
- Cones
- Jump Ropes
- Large Poster Board (or chalkboard/whiteboard if inside a school)
- Soccer balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up – 10 minutes

On poster board (chalkboard/whiteboard) draw the four 'card suits' (or write them if children can read). Put a fitness skill/activity after each one. For example: Heart – Run, Spade – Pushups, Diamond – Skip, Club – Hop. Set up the area with a cone in each of the four corners. Scatter a deck of cards (face down) on the ground/floor around each cone.

Before beginning, read the posterboard to the children and have them practice each movement. Tell the children that they will be divided into four groups and they will move with their group from cone to cone. Tell them that there is a one at each corner of the open area and that different cards are scattered around ground/floor (face down). Explain how they will be going to one station to begin, flip over a card, and then do the activity that the card 'suit' represents. Then they will move to the next station (show direction of movement from cone to cone) and repeat flipping over a card to do an activity. (You may wish to have a child demonstrate how this is all done.) All children do their designated activity around their cone area (i.e. Heart = Run around the cone). When the whistle is blown THREE TIMES, the children move to the next cone, flip a card, etc.

SUGGESTED ACTIVITIES — Hopping on one foot, galloping, walking forward, walking backward, balancing on one foot, squats, pushups, etc.

Main Activity

15 minutes

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

Topple Ball

Set up a cone in the middle of a large circle with enough cones spaced around it for all children. Each player gets a ball and stands by a cone. The cone in the middle has a ball balanced on top of it. On the instructor's call, everyone shoots and tries to knock the ball off. Have the children run and retrieve the ball and set it up again.

Musical Balls

This is a good warm up drill. One child starts out without a ball while the rest of the team has a ball at their feet. Children start dribbling around in the playing area and then the instructor calls out switch, and players then have to find a new ball. One player will again be left without a ball until the instructor again calls out switch the next time, and he or she then must rush to find a ball. Children have to react quickly, and exchange balls or take another child's ball (just as the do in the game of soccer), before they're the last one left without a ball.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

Assessment

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 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 Three

Day Two

Soccer Games:

Combining & practicing
soccer/fitness skills

Auditory Discrimination

Dribbling

Foot-Eye Coordination

Juggling

Passing

Pull Backs

Trapping

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

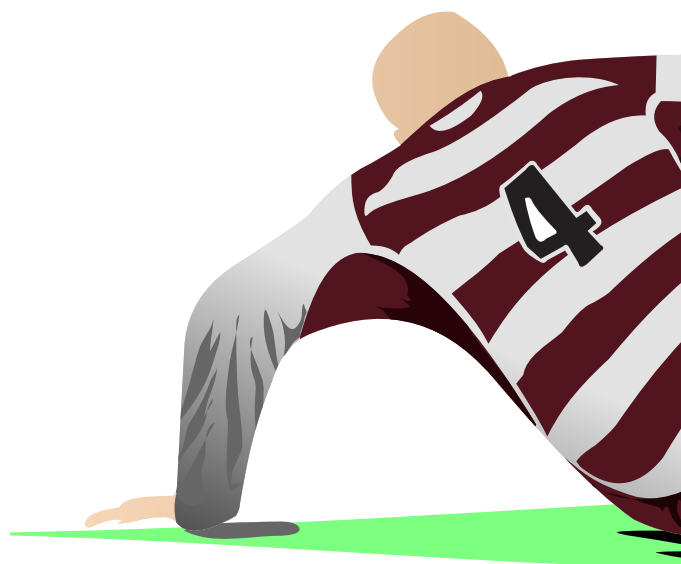
To have the children practice dribbling, trapping, passing, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

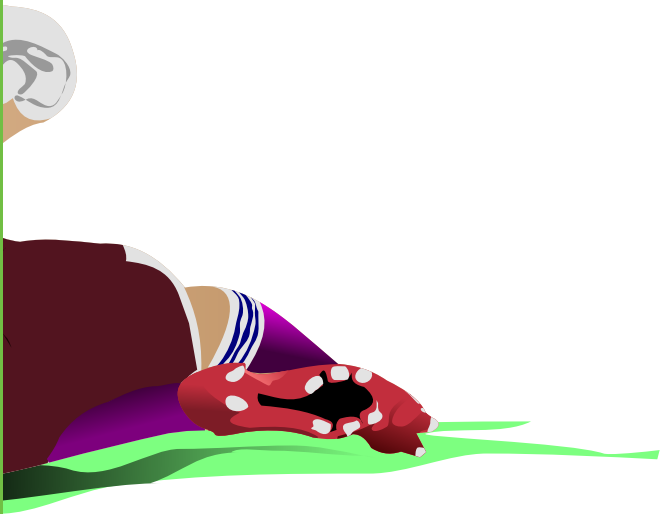
Lesson Prerequisite

Mastery 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.

(WWW.YOUTUBE.COM/WATCH?V=YZF01RDCIFO)





EQUIPMENT/MATERIALS

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

LESSON PROCEDURE

Warm Up – 5 minutes

Snow Removal Derby

Spread cotton balls across one end of the open area. Lay hula hoops at the opposite end of the open area. Blow the whistle and direct children to complete any locomotor movement (i.e. walking, jogging, skipping, galloping, shuffling, hopping, etc). When the instructor yells “Snow Removal”, the children sprint to the end (containing all the cotton balls (snow)) area, grab ONE cotton ball and sprint to a hula hoop and place the cotton ball in the hoop. Children keep sprinting back and forth taking ONE cotton ball at a time. After approximately 30 seconds, the instructor blows the whistle and yells “Snow Angels” and then children lay on the ground making imaginary snow angels. (This will allow them time to recover from the sprinting). Begin play again by blowing the whistle and directing the children to do more locomotor movements. Repeat the game of “Snow Removal”, “Snow Angels” and locomotor movements for a designated amount of time (i.e. 5 minutes) or until the children get bored, whatever comes first.

SUGGESTED ACTIVITIES — Hopping on one foot, galloping, walking forward, walking backward, balancing on one foot, squats, pushups, etc.

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 soccer ball. Have them hit the 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 ball, whether it's to make a pass, clear the ball or shoot.

Encourage the children to keep track of how many times they can hit the ball against the wall in one touch with just one bounce. The key is to move the feet and adjust the body to strike the ball just after it bounces. Vary the amount of power they hit the ball with, have them try hitting the ball softly a few times and then hit the ball harder. Have them Try hitting the ball low against the wall and then higher up.

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.

Circle Pass

Have children make circles of 3–4 children per circle. Provide one soccer ball per circle. Have the children spread out, so they have room to pass the ball around the circle. When the instructor gives the signal (whistle blow or yells "PASS IT"), the children begin passing it around the circle in one direction (i.e. clockwise). At the next signal, the instructor gives a new signal "REVERSE PASS", and the children begin passing the ball in the other direction. At the next signal, the instructor gives a new signal "PASS ACROSS" and the children begin passing the ball across the middle of the circle. At first, allow a long 30–40 seconds) between switching. Work toward switching movements every 10–20 seconds.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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 Three

Soccer Games:

Combining & practicing
soccer/fitness skills

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

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

Mastery 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 60–90 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.

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 — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

Assessment

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Week Three

Day Four

Soccer Games:

Combining & practicing
soccer/fitness skills

Auditory Discrimination

Dribbling

Foot-Eye Coordination

Juggling

Passing

Pull Backs

Trapping

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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.

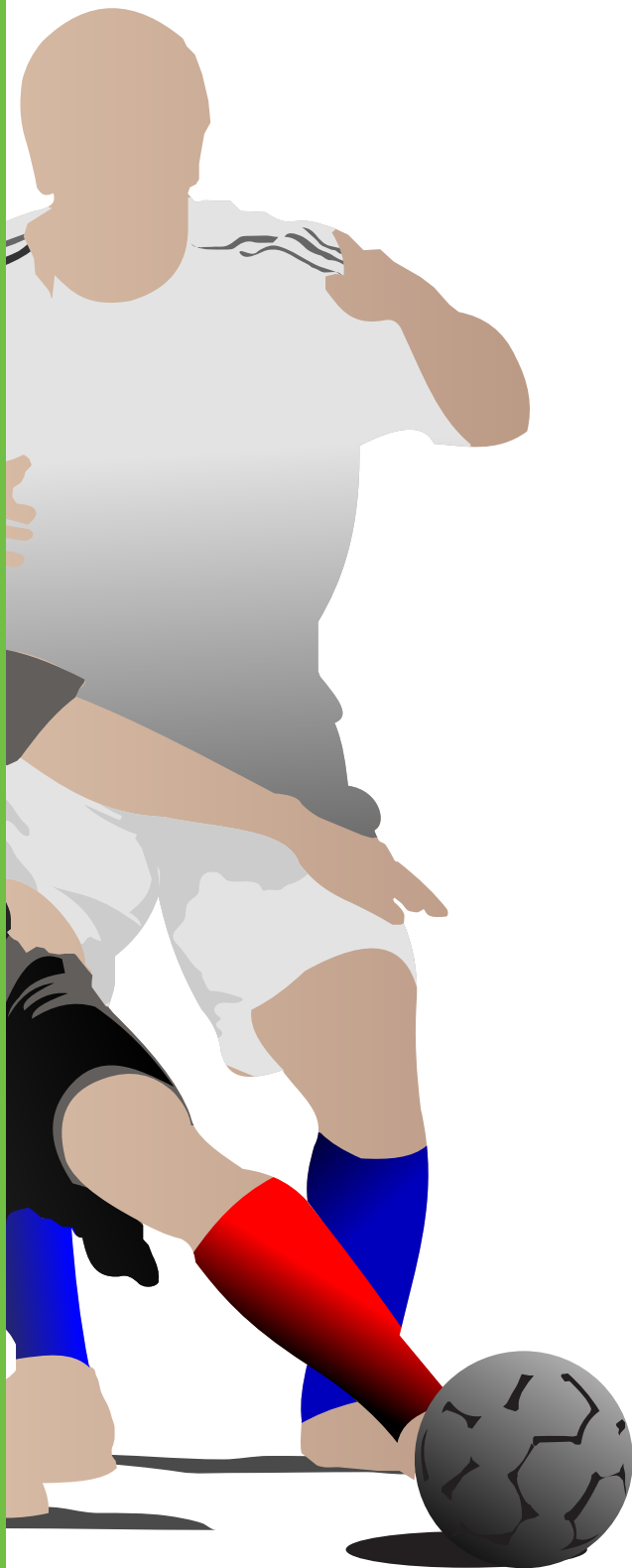
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Mastery of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

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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 60–90 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)

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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)

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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.

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Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

Assessment

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Movement Difficulties I Will Work On Next Class:

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Week Three

Day Five

Soccer Games:

Combining & practicing
soccer/fitness skills

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

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

Mastery 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:

- Music from Pirates of the Caribbean Can you jump in and out of your hoop w/o falling
- Music from Pirates of the Caribbean Can you jump backwards out of your hoop
- Music from Pirates of the Caribbean Can you do a jumping jack in the air as you jump and several others.

Then give them partner challenges:

- Music from Pirates of the Caribbean Can you roll your hoop to your partner
- Music from Pirates of the Caribbean Can you jump through the hoop as your partner rolls it
- Music from Pirates of the Caribbean Can you run around your hoop as it is rolling

Then you can play a cooperative game called shipwreck. Using the music from the Pirates of the Caribbean, 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)

Fun Drill

T-Drill: Set the cones up to look like a T. Put a 'net/goal' at the other end of the open area. The child starts at the bottom of the T (cone #1). Dribbles forward about 10 yards to cone #2. At the cone, the child picks up the ball and holds it on his head while side shuffling left 5 yards to cone #3, then right to cone #4. This completes the "T", so the child sets the ball down and attempts to kick it into the net/goal. The child retrieves his/her ball and play begins again.

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.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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 & practicing
soccer/fitness skills

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

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

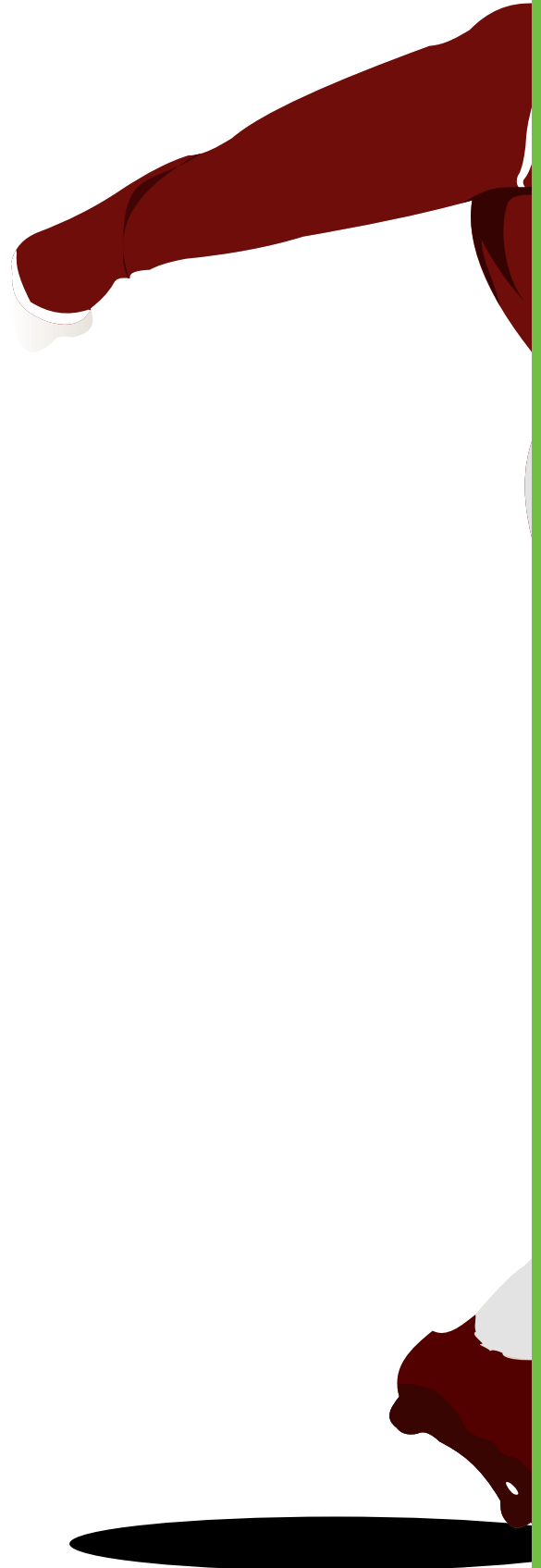
Mastery of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

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, I'm going to introduce the concept of "**TACKLING**". Now, you might think of traditional tackling of taking someone down, like they do in football, but in soccer, it's a bit different. Tackling forces your opponent to give up the ball.

(Demonstrate a basic tackle for the children to see.

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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

- 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 balls straight up and catch them. Next, see how many times in a row they can toss the balls straight up, sit up and catch them? Next, the children begin lying on their back and see how many times they can toss the balls straight up, stand up, and catch the ball before it hits the ground. (NOTE: If the last task is too difficult, have children start sitting up OR allow the ball to bounce once, then catch it). Get creative with the up and down movement. Have the children start standing up, toss the ball in the air, then have them sit down and stand up to catch the ball before it hits the ground.

Toe Touching

Partner the children so they face each other with their arms on each other's shoulders WITHOUT a ball. Blow the whistle and direct the children to try to touch their partner's toes WITHOUT their own toes being touched. Make sure they understand that NO kicking is allowed.

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.

Ball Pick Ups

Start with a ball between each children's feet. When the whistle is blown, the children see how many times they can lift the balls 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.

Partner Tackle

Put the children in partner groups. Provide one ball per group. Have them practice the 'tackling' technique. Partner 1 dribbles from one end of the open area to the other. Partner 2 jogs alongside Partner 1 and 'tackles' the ball, taking the ball from his/her partner. Play continues with Partner 2 dribbling the ball and Partner 1 jogging alongside, tackling the ball and taking it back. When the players reach the end of the open area, they turn around and repeat as moving back to where they started.

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 10-15 cones on their sides, strewn all over the play area. 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 — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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 Two

Soccer Games Cont:

Combining & practicing
soccer/fitness skills

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

Psychomotor (Skills)

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Lesson Prerequisite

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

- Who can tell me what 'new' skill we learned yesterday?

TACKLING

- Who can show me what this skill looks like?

(SELECT TWO CHILDREN)

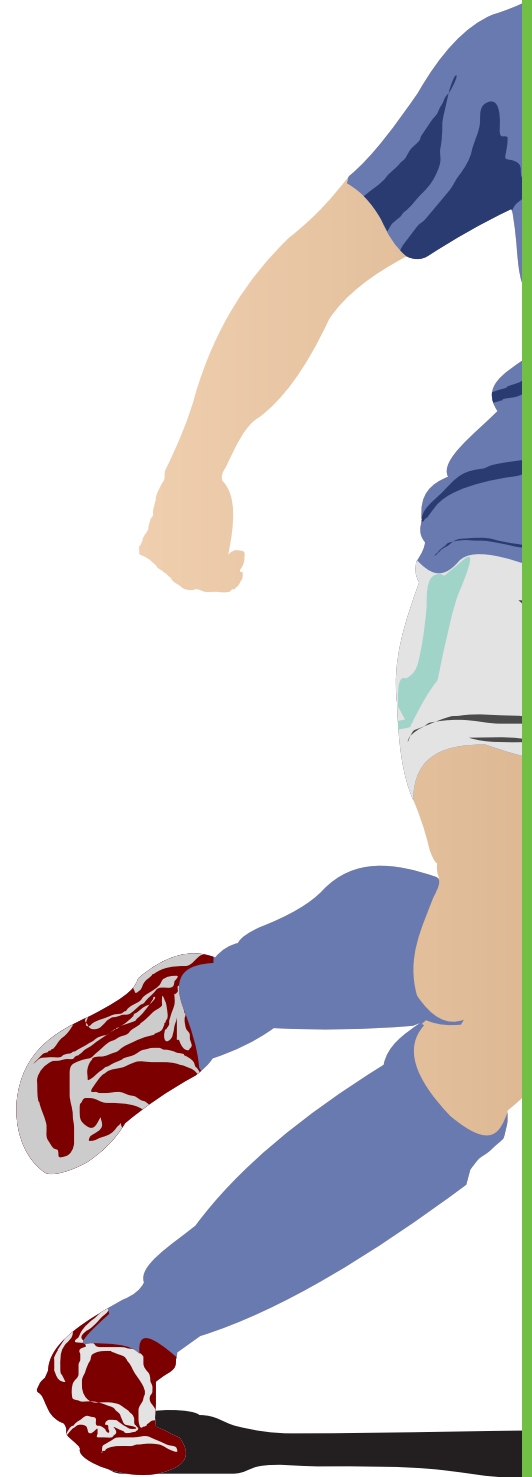
- What is the goal of a 'tackle'?

TO GET THE BALL AWAY FROM YOUR OPPONENT

Today, we're going to continue to work on all our skills, including the tackle.

- What is your favorite soccer move so far?

(ALLOW CHILDREN TO SHARE)





That's great. 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

- 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.)

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Main Activity

15 minutes

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

Cross It

Have the children begin dribbling in the same direction around the outside of a circle. When you blow the whistle, have the children cross through the circle without touching each other. Have the children count off "1, 2, 1, 2, 1, 2, etc.". Have children return to dribbling in the same direction around the outside of the circle. Tell children to 'trap' the ball, turn around and dribble the other way. Then call out the number "1" and tell all children who are 'number 1' should cross through the middle of the circle without touching each other. You can have them stop in the center and dribble the ball, then proceed to the other side of the circle. Do the same with the 'number 2' children. Get creative and direct them to do other things as they are crossing through the center. (i.e. Leap over your ball in the center and then proceed to the other side of the circle, etc).

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 ball, 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 — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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 Three

Soccer Games Cont:

Combining & practicing
soccer/fitness skills

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

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

Mastery 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?
 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. Are you ready, let's warm up.





EQUIPMENT/MATERIALS

- Cones
- Soccer balls (one for each child)
- Pool noodle
- 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 balls straight up and catch them. Next, see how many times in a row they can toss the balls straight up, sit up and catch them? Next, the children begin lying on their back and see how many times they can toss the balls straight up, stand up, and catch the ball before it hits the ground. (NOTE: If the last task is too difficult, have children start sitting up OR allow the ball to bounce once, then catch it). Get creative with the up and down movement. Have the children start standing up, toss the ball in the air, then have them sit down and stand up to catch the ball before it hits the ground.

Toe Touching

Partner the children so they face each other with their arms on each other's shoulders WITHOUT a ball. Blow the whistle and direct the children to try to touch their partner's toes WITHOUT their own toes being touched. Make sure they understand that NO kicking is allowed.

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.

Ball Pick Ups

Start with a ball between each children's feet. When the whistle is blown, the children see how many times they can lift the balls 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.

Partner Tackle

Put the children in partner groups. Provide one ball per group. Have them practice the 'tackling' technique. Partner 1 dribbles from one end of the open area to the other. Partner 2 jogs alongside Partner 1 and 'tackles' the ball, taking the ball from his/her partner. Play continues with Partner 2 dribbling the ball and Partner 1 jogging alongside, tackling the ball and taking it back. When the players reach the end of the open area, they turn around and repeat as moving back to where they started.

Main Activity

15 minutes

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

Knockouts

Position the children randomly in a circle. Each child has a ball and begins dribbling while trying to kick (tackle) another player's ball out of the circle. When a child's ball is kicked away, he/she can catch it by trapping it, doing a pushback, and rejoining the game. If the ball rolls out of the play area, the child can leave the circle, pick up the ball and do a 'small' throw in to himself/herself and rejoin the game.

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.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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 composition paper. The background is a uniform 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, providing a guide for handwriting or typing. The background is a clean, solid white color.

Week Four

Day Four

Soccer Games Cont:

Combining & practicing
soccer/fitness skills

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

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

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

So far, we've learned about trapping the ball when it's on the ground. Have any of you ever watched a soccer game and seen a player trap a ball that is flying in the air. You can use the side of your foot to trap the ball that is in the air. Once the ball makes contact with the side of the foot, it will fall to the ground so you can start dribbling. [\(DEMONSTRATE THIS\)](#)

TODAY, LET'S TRY to practice this new trapping technique as we're playing and see how much fun it is.





EQUIPMENT/MATERIALS

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

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 balls straight up and catch them. Next, see how many times in a row they can toss the balls straight up, sit up and catch them? Next, the children begin lying on their back and see how many times they can toss the balls straight up, stand up, and catch the ball before it hits the ground. (NOTE: If the last task is too difficult, have children start sitting up OR allow the ball to bounce once, then catch it). Get creative with the up and down movement. Have the children start standing up, toss the ball in the air, then have them sit down and stand up to catch the ball before it hits the ground. Also, have the children try to trap the ball with the side of their foot and then let it drop to the ground.

Toe Touching

Partner the children so they face each other with their arms on each other's shoulders WITHOUT a ball. Blow the whistle and direct the children to try to touch their partner's toes WITHOUT their own toes being touched. Make sure they understand that NO kicking is allowed.

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.

Ball Pick Ups

Start with a ball between each children's feet. When the whistle is blown, the children see how many times they can lift the balls 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.

Partner Tackle

Put the children in partner groups. Provide one ball per group. Have them practice the 'tackling' technique. Partner 1 dribbles from one end of the open area to the other. Partner 2 jogs alongside Partner 1 and 'tackles' the ball, taking the ball from his/her partner. Play continues with Partner 2 dribbling the ball and Partner 1 jogging alongside, tackling the ball and taking it back. When the players reach the end of the open area, they turn around and repeat as moving back to where they started.

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.

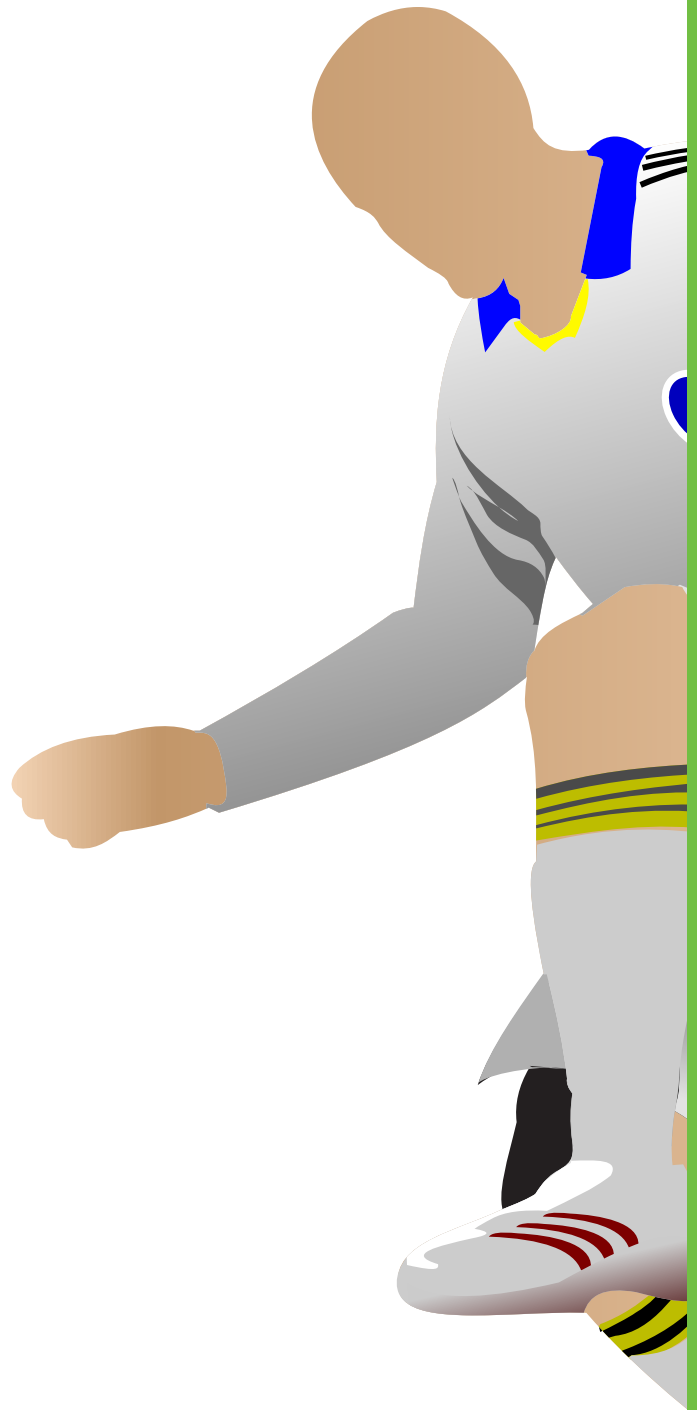
Through the Legs Soccer


Divide the children into teams of four. Give each team a soccer ball. There are two people on a team. One child from each team makes a 'goal' by spreading their legs apart. The two 'goals' stand approximately 20-30 feet apart. The other two players play one-to-one soccer; once the instructor gives the signal. A goal is scored when the ball goes through the legs of the opponent's goal (either forward or backward). The children who are the 'goals' may not move their legs or block the goal attempts. After 1-2 minutes, the 'goals' becomes the players, and vice versa. Encourage the children to use all the skills they've learned to date.

Crabs, Frogs, Horses

All students will start off walking like a CRAB (LOW Level) when the music begins. When the music stops the students must quickly find another CRAB to play a game of Rock, Paper, Scissors. The student that wins the game of Rock, Paper, Scissors becomes a FROG (MEDIUM Level) and the student that loses remains a CRAB. On the Music the CRABS walk and the FROGS jump. When the music stops the CRABS must find another Crab, the FROGS find another FROG to play Rock, Paper, Scissors. If students win as a FROG, they now become a HORSE (HIGH Level) and will gallop. If students lose as a FROG they go back to being a CRAB.

PLAY THE ACTIVITY for a designated amount of time.





Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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 & practicing
soccer/fitness skills

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

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 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

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(DEMONSTRATE THIS)

TODAY, LET'S TRY to practice this new trapping technique as we're playing and see how much fun it is.





EQUIPMENT/MATERIALS

- 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 balls straight up and catch them. Next, see how many times in a row they can toss the balls straight up, sit up and catch them? Next, the children begin lying on their back and see how many times they can toss the balls straight up, stand up, and catch the ball before it hits the ground. (NOTE: If the last task is too difficult, have children start sitting up OR allow the ball to bounce once, then catch it). Get creative with the up and down movement. Have the children start standing up, toss the ball in the air, then have them sit down and stand up to catch the ball before it hits the ground. Also, have the children try to trap the ball with the side of their foot and then let it drop to the ground.

Toe Touching

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Fast Feet

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Ball Pick Ups

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Partner Tackle

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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 Legs Soccer

Divide the children into teams of four. Give each team a soccer ball. There are two people on a team. One child from each team makes a 'goal' by spreading their legs apart. The two 'goals' stand approximately 20-30 feet apart. The other two players play one-to-one soccer, once the instructor gives the signal. A goal is scored when the ball goes through the legs of the opponent's goal (either forward or backward). The children who are the 'goals' may not move their legs or block the goal attempts. After 1-2 minutes, the 'goals' becomes the players, and vice versa. Encourage the children to use all the skills they've learned to date.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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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[illegible]

Week Five

Day One

Soccer Circuits & Obstacle Courses

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

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

Psychomotor (Skills)

Children will be able to successfully demonstrate 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.

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

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

LESSON PROCEDURE

Warm Up — 5–10 minutes

(Work on these warm up circuits each day this week. By the end of the week, you should see the children progressing with their skills. Start with 10 seconds at each station. Add 5 seconds each day, so that by the end of the week, the children are spending 30 seconds at each station. Go through the circuit at least 2-3 times.)

Soccer Warm Up Circuit 1

Set up stations around the perimeter of the open area. Have at least 7-10 stations so children can engage in a variety of movements and have ample time to practice soccer and fitness skills. Split the children into groups of 2-3, depending on the total number of children in the class. Start them each at a station. Tell them that when the music starts, they will do the activity at that station until the music stops. (You can use a whistle blow, if music is not available). When the music stops, they will perform the 'stretch of their choice' (review stretches from past four weeks, to refresh children's minds). Review each station's activity prior to start to make sure all children are aware of what to do. For young children, you may want to walk the group from station to station, reviewing the activities as a group, before breaking out.

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, "Hot Stuff".

JUGGLING & SHOOTING — One child stands with feet apart (pretending to be the goal), the other children juggle the ball counting to 10 and then attempt to 'shoot' the ball in between the legs of the 'pretend goal'. Children rotate so all get a turn to be the 'pretend goal'.

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 do a pullback, turn around and quick dribble in a straight line, back to where they started.

HULA HOOPING — 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)

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

PARTNER JUGGLING — Spend 2-3 minutes practicing partner juggling (keeping the soccer ball in the air by using any part of your body except your arms and hands).

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

PARTNER BALL TOSS — Spend 2-3 minutes doing a 'lying on the tummy' ball toss. Children have a partner, lie on their tummy facing each other. Keep about 3 feet distance between the children. Both children keep their legs out behind them and their arm outreached in front. With their legs tight and torso lifted off the ground, they begin passing the ball back and forth to each other.

PARTNER ONE ON ONE PRACTICE PLAY — This week, we'll be playing one on one soccer in order to get ready for next week, where we'll be playing some 'mini' soccer games. Partner the children and provide one ball per pair. Provide the activity rules for play (i.e. mark cone boundaries and goal areas) Tell the children that in the game of soccer, there are usually three officials that oversee the safety and sportsmanship of the game. The referee enforces the rules, calls penalties, and acts as the official timekeeper. The other two people are called linespeople and stay on each sideline. They use flags to show when a ball is out of bounds and tell which team gets possession of the ball. Talk about sportsmanship and tell the children that having good sportsmanship is critical to playing any sport. Tell them that good sportsmanship starts with something as simple as shaking hands with opponents before a game and includes acknowledging good plays made by others and accepting bad calls gracefully.

Displaying good sportsmanship isn't always easy: It can be tough to congratulate the opposing team after losing a close or important game. Tell the children that from here on out, we will shake hands both before and after game play as well as give a 'high five' to anyone who scores.

TELL THE CHILDREN that to start with one ball, each player putting one foot on the ball. When you blow the whistle, they will attempt to pullback the ball and begin dribbling it toward the goal (two cones about 3 feet apart or a portable soccer goal). After 2-3 minutes, blow the whistle again and start over.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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. Continue to work on challenging concepts until all the children have mastered them.

Movement Difficulties I Will Work On Next Class:

[illegible]

Week Five

Day Two

Soccer Circuits & Obstacle Courses

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

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

Psychomotor (Skills)

Children will be able to successfully demonstrate 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 demonstrate good sportsmanship.

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

Mastery 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.

- Before we begin, would you like to learn a new soccer move?
IT'S CALL CUTTING. Demonstrate the move.

(To cut the ball, use the inside of your foot, bringing it across the body, and then take it to the other side of the opponent with the outside of your other foot.)

ARE YOU READY to have some fun?





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 circuits each day this week. By the end of the week, you should see the children progressing with their skills. Spend 20 seconds at each station. Go through the circuit at least 2–3 times.)

CUTTING DRILL — Have four children work together. Each one has a ball. The children are in a zigzag formation. The child at one end moves with the ball from one child to the other, cutting and freeing the ball into space alternately on the left and right. The player then takes up the position at the other end of the zigzag formation. The other children roll the ball from foot to foot while in place waiting their turn to be the one who moves.

Soccer Warm Up Circuit I

Set up stations around the perimeter of the open area. Have at least 7–10 stations so children can engage in a variety of movements and have ample time to practice soccer and fitness skills. Split the children into groups of 2–3, depending on the total number of children in the class. Start them each at a station. Tell them that when the music starts, they will do the activity at that station until the music stops. (You can use a whistle blow, if music is not available). When the music stops, they will perform the ‘stretch of their choice’ (review stretches from past four weeks, to refresh children’s minds). Review each station’s activity prior to start to make sure all children are aware of what to do. For young children, you may want to walk the group from station to station, reviewing the activities as a group, before breaking out.

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, “Hot Stuff”.

JUGGLING & SHOOTING — One child stands with feet apart (pretending to be the goal), the other children juggle the ball counting to 10 and then attempt to 'shoot' the ball in between the legs of the 'pretend goal'. Children rotate so all get a turn to be the 'pretend goal'.

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 do a pullback, turn around and quick dribble in a straight line, back to where they started.

HULA HOOPING — 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)

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

PARTNER JUGGLING — Spend 2-3 minutes practicing partner juggling (keeping the soccer ball in the air by using any part of your body except your arms and hands).

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

PARTNER BALL TOSS — Spend 2-3 minutes doing a 'lying on the tummy' ball toss. Children have a partner, lie on their tummy facing each other. Keep about 3 feet distance between the children. Both children keep their legs out behind them and their arm outreached in front. With their legs tight and torso lifted off the ground, they begin passing the ball back and forth to each other.

PARTNER ONE ON ONE PRACTICE PLAY — This week, we'll be playing one on one soccer in order to get ready for next week, where we'll be playing some 'mini' soccer games. Partner the children and provide one ball per pair. Provide the activity rules for play (i.e. mark cone boundaries and goal areas) Review the number of officials for a soccer game. Talk about sportsmanship and tell the children that having good sportsmanship is critical to playing any sport. Let the children give examples of good and poor sportsmanship. Tell the children that to start with one ball, each player putting one foot on the ball. Have them shake hands. When you blow the whistle, they will attempt to pullback the ball and begin dribbling it toward the goal (two cones about 3 feet apart or a portable soccer goal). After 2-3 minutes, blow the whistle again and start over. Repeat game play 3-4 times. Have them shake hands and say 'good game' at the end.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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]

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 successfully demonstrate 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, 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.

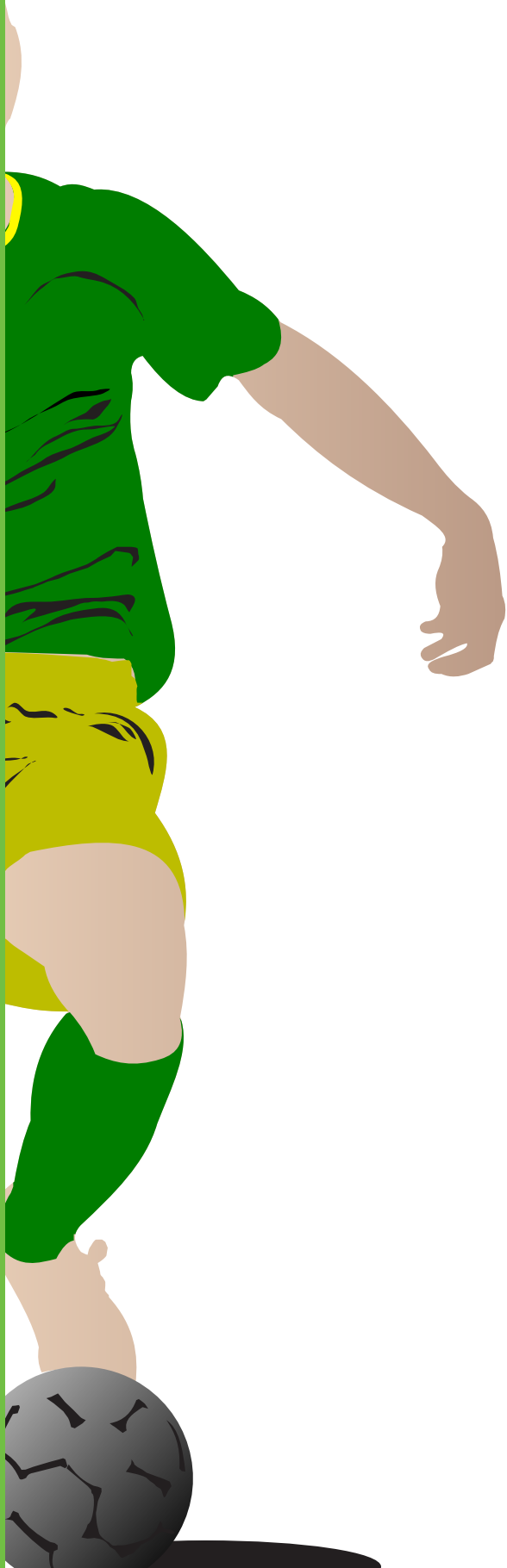
Lesson Prerequisite

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

- Who remembers how many officials there are in a soccer game?
3
- What does the referee do?
HE'S/SHE'S on the field to make sure the rules are followed and also keeps time.
- What do the lineskeepers do?
THEY ARE OFF to the sidelines and they use flags to tell which team gets the ball, if it goes out of bounds.

Very good. I'll be serving as all officials when we're playing our soccer games. Scoring a goal means that the ball has gone into the soccer net. Goals are worth one point each in soccer. 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 circuits each day this week. By the end of the week, you should see the children progressing with their skills. Spend 25 seconds at each station. Go through the circuit at least 2–3 times.)

Soccer Warm Up Circuit 1

Set up stations around the perimeter of the open area. Have at least 7–10 stations so children can engage in a variety of movements and have ample time to practice soccer and fitness skills. Split the children into groups of 2–3, depending on the total number of children in the class. Start them each at a station. Tell them that when the music starts, they will do the activity at that station until the music stops. (You can use a whistle blow, if music is not available). When the music stops, they will perform the 'stretch of their choice' (review stretches from past four weeks, to refresh children's minds). Review each station's activity prior to start to make sure all children are aware of what to do. For young children, you may want to walk the group from station to station, reviewing the activities as a group, before breaking out.

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, "Hot Stuff".

JUGGLING & SHOOTING — One child stands with feet apart (pretending to be the goal), the other children juggle the ball counting to 10 and then attempt to 'shoot' the ball in between the legs of the 'pretend goal'. Children rotate so all get a turn to be the 'pretend goal'.

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 do a pullback, turn around and quick dribble in a straight line, back to where they started.

HULA HOOPING — 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)

PARTNER TWO ON TWO PRACTICE PLAY — Today, we'll be playing two on two soccer in order to get ready for next week, where we'll be playing some 'mini' soccer games. Partner the children and put two partner groups together with one ball per pair. Provide the activity rules for play (i.e. mark cone boundaries and goal areas) Tell the children that when they have the ball, they are playing 'offense, and your job is to try and score a goal. Then you don't have the ball, you are playing defense and you are trying to stop the other team from scoring a goal. Your job is to steal the ball from the other team. Tell the children that to start with one ball, each player putting one foot on the ball. Shake hands to start. When you blow the whistle, they will attempt to pullback the ball and begin dribbling it toward the goal (two cones about 3 feet apart or a portable soccer goal). After 2-3 minutes, blow the whistle again and start over. Repeat game play 2 times. Shake hands and say 'good game' at the end.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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]

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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 successfully demonstrate 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

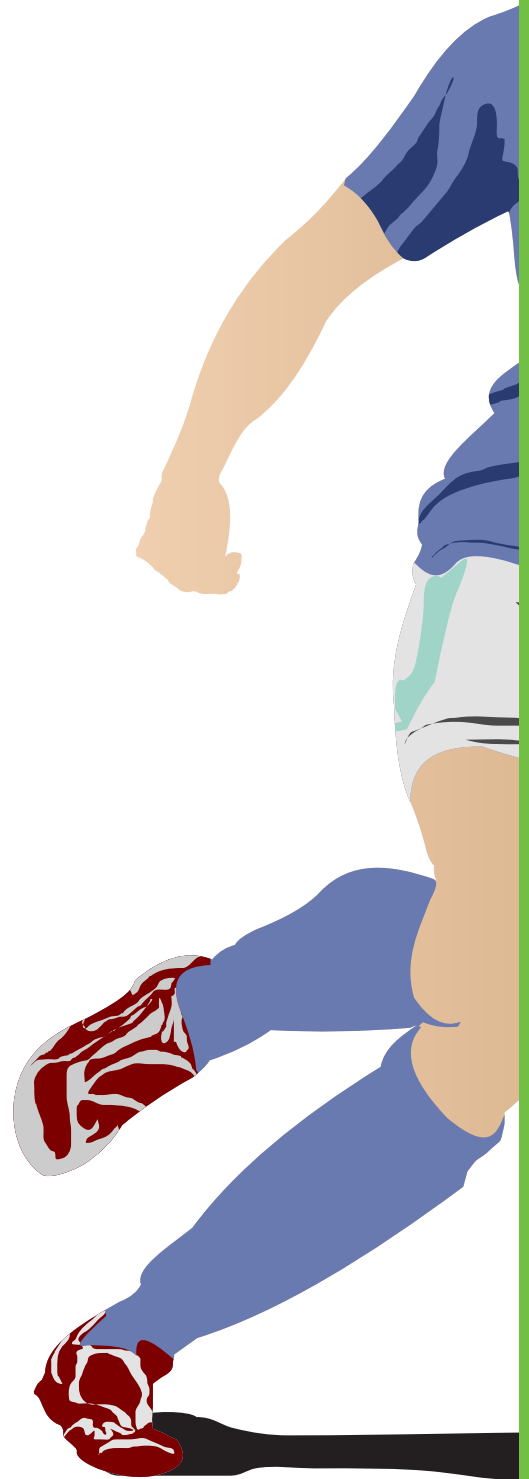
To have the children practice dribbling, trapping, passing, tackling, pull backs, and ball control skills while playing fun games that integrate all concepts learned during the week. In addition, instructors will have children integrate fitness skills and locomotor movements.

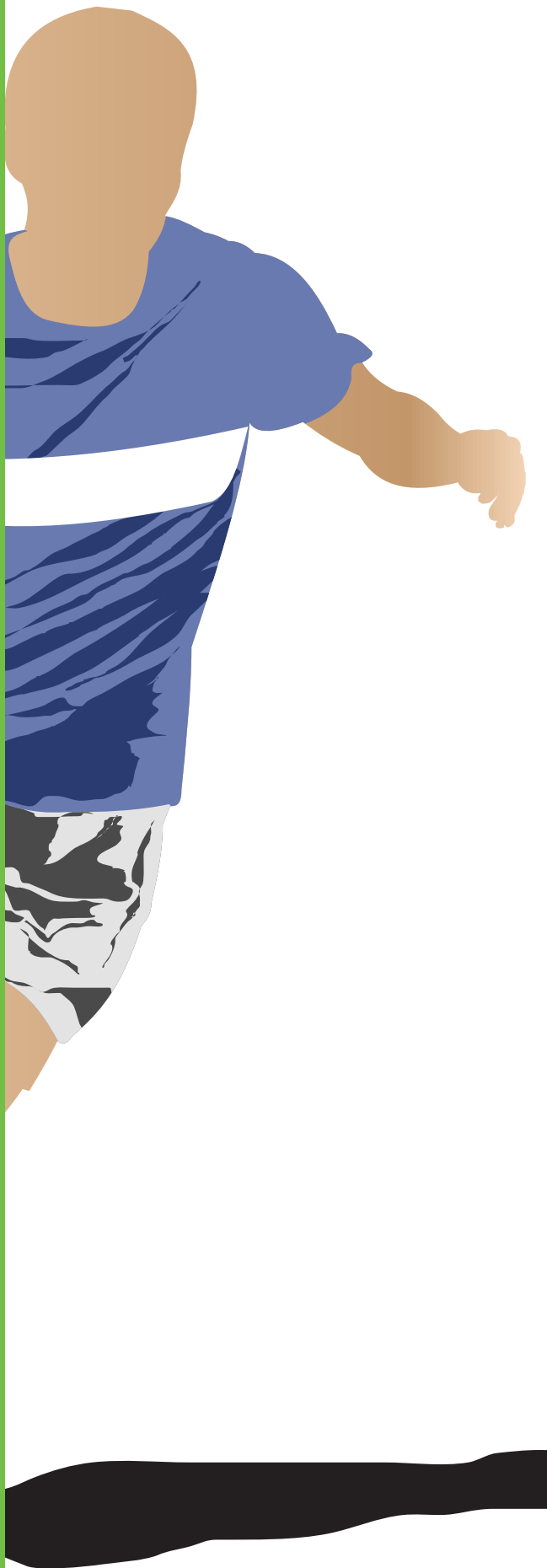
Lesson Prerequisite

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

- Who remembers how many officials there are in a soccer game?
3
- What does the referee do?
HE'S/SHE'S on the field to make sure the rules are followed and also keeps time.
- What do the lineskeepers do?
THEY ARE OFF to the sidelines and they use flags to tell which team gets the ball, if it goes out of bounds.

Very good. I'll be serving as all officials when we're playing our soccer games. Scoring a goal means that the ball has gone into the soccer net. Goals are worth one point each in soccer. 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 circuits each day this week. By the end of the week, you should see the children progressing with their skills. Spend 25 seconds at each station. Go through the circuit at least 2–3 times.)

Soccer Warm Up Circuit 1

Set up stations around the perimeter of the open area. Have at least 7–10 stations so children can engage in a variety of movements and have ample time to practice soccer and fitness skills. Split the children into groups of 2–3, depending on the total number of children in the class. Start them each at a station. Tell them that when the music starts, they will do the activity at that station until the music stops. (You can use a whistle blow, if music is not available). When the music stops, they will perform the 'stretch of their choice' (review stretches from past four weeks, to refresh children's minds). Review each station's activity prior to start to make sure all children are aware of what to do. For young children, you may want to walk the group from station to station, reviewing the activities as a group, before breaking out.

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, "Hot Stuff".

JUGGLING & SHOOTING — One child stands with feet apart (pretending to be the goal), the other children juggle the ball counting to 10 and then attempt to 'shoot' the ball in between the legs of the 'pretend goal'. Children rotate so all get a turn to be the 'pretend goal'.

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 do a pullback, turn around and quick dribble in a straight line, back to where they started.

HULA HOOPING — 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)

PARTNER TWO ON TWO PRACTICE PLAY — Today, we'll be playing two on two soccer in order to get ready for next week, where we'll be playing some 'mini' soccer games. Partner the children and put two partner groups together with one ball per pair. Provide the activity rules for play (i.e. mark cone boundaries and goal areas) Tell the children that when they have the ball, they are playing 'offense, and your job is to try and score a goal. Then you don't have the ball, you are playing defense and you are trying to stop the other team from scoring a goal. Your job is to steal the ball from the other team. Tell the children that to start with one ball, each player putting one foot on the ball. Shake hands to start. When you blow the whistle, they will attempt to pullback the ball and begin dribbling it toward the goal (two cones about 3 feet apart or a portable soccer goal). After 2-3 minutes, blow the whistle again and start over. Repeat game play 2 times.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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:

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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 successfully demonstrate 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 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, 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

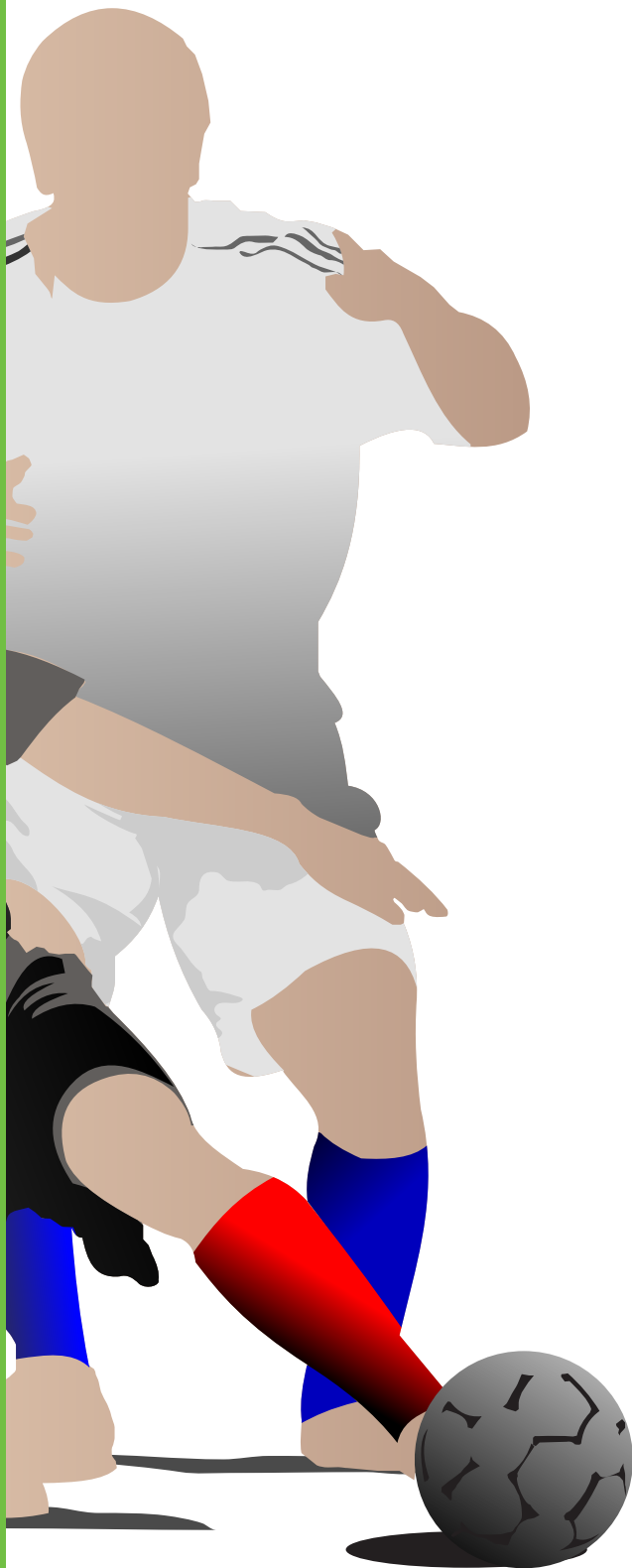
Mastery of basic locomotor skills moving in all planes of movement as well as possess basic balance skills.

- Who remembers what you are playing when you are dribbling the ball, trying to score a goal? **OFFENSE**
- Who remembers what you are playing when you are trying to steal the ball away from your opponent? **DEFENSE**

Today, we're going to learn about another position in the game of soccer. This person stands in front of the soccer goal, trying to stop the ball from going in and scoring.

- Does anyone know what this player is called? **GOALIE**. This person is called a goalie or goalkeeper and he/she guards his team's goal. He/she is the only player who can use his hands to catch the ball. In our games, though, we won't be using a goalie as we want everyone to get practice playing on the field. We aren't going to keep score either, since we're just playing for the love of the game.





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 circuits each day this week. By the end of the week, you should see the children progressing with their skills. Spend 25 seconds at each station. Go through the circuit at least 2–3 times.)

Soccer Warm Up Circuit 1

Set up stations around the perimeter of the open area. Have at least 7–10 stations so children can engage in a variety of movements and have ample time to practice soccer and fitness skills. Split the children into groups of 2–3, depending on the total number of children in the class. Start them each at a station. Tell them that when the music starts, they will do the activity at that station until the music stops. (You can use a whistle blow, if music is not available). When the music stops, they will perform the 'stretch of their choice' (review stretches from past four weeks, to refresh children's minds). Review each station's activity prior to start to make sure all children are aware of what to do. For young children, you may want to walk the group from station to station, reviewing the activities as a group, before breaking out.

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, "Hot Stuff".

JUGGLING & SHOOTING — One child stands with feet apart (pretending to be the goal), the other children juggle the ball counting to 10 and then attempt to 'shoot' the ball in between the legs of the 'pretend goal'. Children rotate so all get a turn to be the 'pretend goal'.

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 do a pullback, turn around and quick dribble in a straight line, back to where they started.

HULA HOOPING — 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)

PARTNER TWO ON TWO PRACTICE PLAY — Today, we'll be playing two on two soccer in order to get ready for next week, where we'll be playing some 'mini' soccer games. Partner the children and put two partner groups together with one ball per pair. Provide the activity rules for play (i.e. mark cone boundaries and goal areas) Tell the children that when they have the ball, they are playing 'offense, and your job is to try and score a goal. Then you don't have the ball, you are playing defense and you are trying to stop the other team from scoring a goal. Your job is to steal the ball from the other team. Tell the children that to start with one ball, each player putting one foot on the ball. Shake hands before they start. When you blow the whistle, they will attempt to pullback the ball and begin dribbling it toward the goal (two cones about 3 feet apart or a portable soccer goal). After 2-3 minutes, blow the whistle again and start over. Repeat game play 2 times. Shake hands at the end.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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:

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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 successfully demonstrate 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, 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

Mastery 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 game play at the end of each class. This will give you the chance to see what it feels like to play a real soccer game. We're still not going to have a goalie, so everyone can enjoy playing on the field. Keep up the great sportsmanship that you learned last week and remember to start and end each game with hand shakes.

EQUIPMENT/MATERIALS

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

LESSON PROCEDURE

Warm Up — 5–10 minutes

(Work on these games and warm up circuits each day this week. Instead of rotating everyone through stations, we'll be doing a group circuit with the children in a circle formation and the instructor in the center. Spend 30 seconds with each activity. Go through the circuit 2 times.)

Warm Up Games

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

Ball Hunter

Give a soccer ball to every player, except one. All children, except the one without a ball, begin juggling. The player without the ball is the hunter and he 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'.

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 30 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

Over/Under Relays

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 crouch low to the ground (in a 'ball-like' position). When the whistle blows, the first child (that is not crouched down), leaps over the three players in front of him, and when he reaches the last crouched child, he takes three giant steps and crouches down too. As soon as a player has been leapt over, he/she gets up and begins leaping over the children in front of him/her. Once all the children have leapt over all their teammates, everyone turns around and faces the other way. This time, the first three players stand tall with their legs very wide apart. The last child to finish leaping, becomes the first child to crawl through the legs of his/her teammates. Play continues leaping vs. crawling through the tunnel for approximately 3-4 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)

MINI SOCCER GAME — Today, we'll be playing a mini soccer game. Divide children into two teams. Tell the children that in a real game, there are two 45minute halves with a five minute rest period between halves. To start, we'll shake hands, as we've done in the past and then we'll start with a 'kickoff' in the center area. A coin toss will decide which team kicks off first.





(Talk about heads vs. tails) Tell the children that you will blow the whistle and the kicking team will start the play by kicking the ball forward, toward the opponent's goal. Make sure the children understand which goal belongs to which team.

PLAY 2 MINI-SOCCER GAMES. (Shake hands before and after game) Today, play for 3 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 minutes. Repeat.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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 full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue lines across its entire width, providing a guide for handwriting or typing. The background is a clean, solid white color.

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 successfully demonstrate 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, 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

Mastery 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 playing our 'mini soccer game' yesterday. 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 game 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

Rolling Dice Fitness

Use 5 x 7 index cards to write the names of movements and exercises. Write one per card. Some samples of movements and exercises are:

Cardiovascular Movements

Jumping Jacks, Running in Place, Hopping on one foot, Skipping around, Marching with high knees, Imaginary Skating, Imaginary Skateboarding, Jumping Over an Imaginary Sidewalk Crack, Galloping, Walking Backwards, Tip Toeing

Muscle Strengthening Exercises

Push ups, Squats, Curl Ups, Walking Lunges, Single Leg Knee Bends, Split Leg Lunges, Tricep Dips, Superman (Back Extensions while lying face down on ground), Plank

Stretching Movements

Touch toes, Reach toward ceiling/sky, Torso Twist & Hold, Hamstring Stretch, Butterfly Stretch, Standing Thigh Stretch

Put the children in a circular formation with the 5 x 7 index cards spread face down in the center of the circle. Have the children count off (i.e. 1,2,3,4,5,etc) and remember their numbers. 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 number (i.e. number 4) 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.

Warm Up Games

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

Ball Hunter

Give a soccer ball to every player, except one. All children, except the one without a ball, begin juggling. The player without the ball is the hunter and he 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'.

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 30 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

Over/Under Relays

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 crouch low to the ground (in a 'ball-like' position). When the whistle blows, the first child (that is not crouched down), leaps over the three players in front of him, and when he reaches the last crouched child, he takes three giant steps and crouches down too. As soon as a player has been leapt over, he/she gets up and begins leaping over the children in front of him/her. Once all the children have leapt over all their teammates, everyone turns around and faces the other way. This time, the first three players stand tall with their legs very wide apart. The last child to finish leaping, becomes the first child to crawl through the legs of his/her teammates. Play continues leaping vs. crawling through the tunnel for approximately 3-4 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)

MINI SOCCER GAME — Today, we'll be playing a mini soccer game. Divide children into two teams. Tell the children that in a real game, there are two 45minute halves with a five minute rest period between halves. To start, we'll shake hands, as we've done in the past and then we'll start with a 'kickoff' in the center area. A coin toss will decide which team kicks off first. (Talk about heads vs. tails) Tell the children that you will blow the whistle and the kicking team will start the play by kicking the ball forward, toward the opponent's goal. Make sure the children understand which goal belongs to which team.

PLAY 2 MINI-SOCCER GAMES. (Shake hands before and after game) Today, play for 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 4 minutes. Repeat.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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:

[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 successfully demonstrate 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, 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

Mastery 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 playing our 'mini soccer games' this week. Are you ready for some more play time today? I really liked the way you all worked on your fitness skills during our warm up dice activity yesterday. We're going to start with that again 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
- Whistle
- Soccer Balls (one for each child)

LESSON PROCEDURE

Warm Up – 5 – 10 minutes

Rolling Dice Fitness

Use 5 x 7 index cards to write the names of movements and exercises. Write one per card. Some samples of movements and exercises are:

Cardiovascular Movements

Jumping Jacks, Running in Place, Hopping on one foot, Skipping around, Marching with high knees, Imaginary Skating, Imaginary Skateboarding, Jumping Over an Imaginary Sidewalk Crack, Galloping, Walking Backwards, Tip Toeing

Muscle Strengthening Exercises

Push ups, Squats, Curl Ups, Walking Lunges, Single Leg Knee Bends, Split Leg Lunges, Tricep Dips, Superman (Back Extensions while lying face down on ground), Plank

Stretching Movements

Touch toes, Reach toward ceiling/sky, Torso Twist & Hold, Hamstring Stretch, Butterfly Stretch, Standing Thigh Stretch

Put the children in a circular formation with the 5 x 7 index cards spread face down in the center of the circle. Have the children count off (i.e. 1,2,3,4,5,etc) and remember their numbers. 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 number (i.e. number 4) 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.

Warm Up Games

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

Ball Hunter

Give a soccer ball to every player, except one. All children, except the one without a ball, begin juggling. The player without the ball is the hunter and he 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'.

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 30 seconds have the children switch roles. See sample list of obstacles and movers

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

Over/Under Relays

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 crouch low to the ground (in a 'ball-like' position). When the whistle blows, the first child (that is not crouched down), leaps over the three players in front of him, and when he reaches the last crouched child, he takes three giant steps and crouches down too. As soon as a player has been leapt over, he/she gets up and begins leaping over the children in front of him/her. Once all the children have leapt over all their teammates, everyone turns around and faces the other way. This time, the first three players stand tall with their legs very wide apart. The last child to finish leaping, becomes the first child to crawl through the legs of his/her teammates. Play continues leaping vs. crawling through the tunnel for approximately 3-4 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)

MINI SOCCER GAME — Today, we'll be playing a mini soccer game. Divide children into two teams. Tell the children that in a real game, there are two 45minute halves with a five minute rest period between halves. To start, we'll shake hands, as we've done in the past and then we'll start with a 'kickoff' in the center area. A coin toss will decide which team kicks off first. (Talk about heads vs. tails) Tell the children that you will blow the whistle and the kicking team will start the play by kicking the ball forward, toward the opponent's goal. Make sure the children understand which goal belongs to which team.

PLAY 2 MINI-SOCCER GAMES. (Shake hands before and after game) Today, play for 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 4 minutes. Repeat.

Wrap Up/Stretch — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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:

[illegible]

Week Six

Day Four

(Prepare for Soccer Celebration)

Group Circuits & Mini Soccer Game

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 successfully demonstrate 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, 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

Mastery 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
- Soccer Balls (one for each child)
- Whistle

LESSON PROCEDURE

Warm Up Games – 5 – 10 minutes
(Select 1–2 games for this time frame)

Rolling Dice Fitness

Use 5 x 7 index cards to write the names of movements and exercises. Write one per card. Some samples of movements and exercises are:

Cardiovascular Movements

Jumping Jacks, Running in Place, Hopping on one foot, Skipping around, Marching with high knees, Imaginary Skating, Imaginary Skateboarding, Jumping Over an Imaginary Sidewalk Crack, Galloping, Walking Backwards, Tip Toeing

Muscle Strengthening Exercises

Push ups, Squats, Curl Ups, Walking Lunges, Single Leg Knee Bends, Split Leg Lunges, Tricep Dips, Superman (Back Extensions while lying face down on ground), Plank

Stretching Movements

Touch toes, Reach toward ceiling/sky, Torso Twist & Hold, Hamstring Stretch, Butterfly Stretch, Standing Thigh Stretch

Put the children in a circular formation with the 5 x 7 index cards spread face down in the center of the circle. Have the children count off (i.e. 1,2,3,4,5,etc) and remember their numbers. 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 number (i.e. number 4) 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.

Ball Hunter

Give a soccer ball to every player, except one. All children, except the one without a ball, begin juggling. The player without the ball is the hunter and he 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'.

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 30 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

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)

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)

Mini Soccer Game

Today, we'll once again 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 GAME. (Shake hands before and after game) Today, play for 5 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 5 minutes. Repeat.

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 — (5 minutes) Talk about the skills used in the games played today. Ask the children which game they enjoyed the most. Follow stretch routine for the week. Use the 'Food For Thought' tidbits during the wrap up/stretch.

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:

[illegible]

[illegible]

Week Six

Day Five

(World Cup Celebration)

**Group Circuits,
Mini Soccer Game,**
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 successfully demonstrate 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, 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

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

WELL, TODAY IS our finale. We've 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)

Rolling Dice Fitness

Use 5 x 7 index cards to write the names of movements and exercises. Write one per card. Some samples of movements and exercises are:

Cardiovascular Movements

Jumping Jacks, Running in Place, Hopping on one foot, Skipping around, Marching with high knees, Imaginary Skating, Imaginary Skateboarding, Jumping Over an Imaginary Sidewalk Crack, Galloping, Walking Backwards, Tip Toeing, Jumping Hoops, Hula Hooping

Muscle Strengthening Exercises

Push ups, Squats, Curl Ups, Walking Lunges, Single Leg Knee Bends, Split Leg Lunges, Tricep Dips, Superman (Back Extensions while lying face down on ground), Plank

Stretching Movements

Touch toes, Reach toward ceiling/sky, Torso Twist & Hold, Hamstring Stretch, Butterfly Stretch, Standing Thigh Stretch.

Put the children in a circular formation with the 5 x 7 index cards spread face down in the center of the circle. Have the children count off (i.e. 1,2,3,4,5,etc) and remember their numbers. 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 number (i.e. number 4) 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.

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)

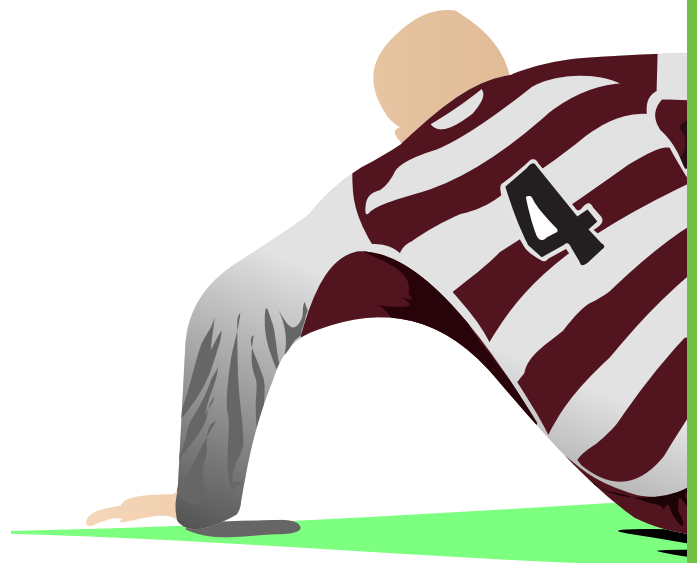
Stand on right side of cones, pass kick the ball to child at opposite end. That child traps it and pass kicks it back.

Crab walk around each cone (zig zag)

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.



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 once again 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- 2 (DEPENDING ON TIME) MINI-SOCCER GAMES. (Shake hands before and after game) Today, play for 5 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 5 minutes. Repeat.

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 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.



[illegible]

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.

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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
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