

LESSON 1: DRIBBLING AND PASSING

Grade-Level Outcomes

Primary Outcomes

Dribbling/ball control: Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)

Passing & receiving: Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)

Embedded Outcome

Working with others: Accepts differences among classmates in physical development, maturation and varying skills levels by providing encouragement and positive feedback. (S4.M4.6)

Lesson Objectives

The learner will:

- demonstrate the critical elements of dribbling.
- demonstrate the critical elements of passing and receiving.

Equipment and Materials

- Soccer balls for every student
- 5 cones per grid

Introduction

Today, we will start our soccer module.

Ask students what they know about soccer and who has played. Watch video clips of current soccer games, local or worldwide. Explain and demonstrate to students the critical elements of dribbling, passing, and receiving a pass.

Instructional Task: Dribbling

■ PRACTICE TASK

In grids of 10 × 10 yards or meters, place five cones spread out within the grid. Students will work on dribbling and changing direction.

In each grid, four students play follow the leader to each cone. After they have dribbled to five cones, the leader switches.

Students should dribble to each cone in a line no more than 4 to 6 feet (1.2 to 1.8 m) wide, and the ball should stay within that distance as well.

During this time, conduct a pre-assessment to determine students' dribbling skill levels.

Extensions

- Students can pick up the speed as long as they are keeping control of the ball and staying close together.
- Repeat, using students in place of the cones to simulate ball control with a defender (eyes up).
- Pre-assessment checklist: dribbling using cues.

Guiding questions for students:

- Why is it important to keep the ball 3 to 5 feet (1 to 1.5 m) in front of you while dribbling uncontested?
- Why should you use the instep and not your toes while dribbling?

EMBEDDED OUTCOME: S4.M4.6. Discuss with students ways to work together and encourage each other, as each student is going to lead or follow at a different pace due to ability. Every student should be accepting and helpful to their classmates. Give positive examples of what you have seen.

Refinement

Remind students to use the instep while dribbling.

Student Choices/Differentiation

- The first time through with each leader, you might want everyone to walk so that they understand what to do and don't get separated.
- For students or groups that have trouble dribbling, the groups can walk or move at a slower pace.
- Each time through, students can pick up the speed as long as they maintain control of the ball and stay close together.

What to Look For

- Are students applying the critical elements of dribbling?
- Are students keeping the ball in line while dribbling?
- Are students staying within 6 feet (1.8 m) of each other?
- What part of this is difficult or challenging?

Instructional Task: Passing and Receiving

■ PRACTICE TASK

Within the same grid, each student dribbles to a cone (one cone should be open). Using the critical elements of passing and receiving, each student passes the ball to a person at a cone. Once each student passes the ball, he must run to an open cone.

Extensions

- Repeat, with receiver moving to a cone and the ball passed to the cone that receiver is moving toward.
- Repeat with passer and receiver moving.
- Repeat with a passive defender on the passer.

Guiding questions for students:

- Why is it important to collect and receive the ball before passing it?
- Discuss what you are seeing that is creating good passes, as well as what students are doing that is causing passes to be unsuccessful.
- Ask students how running to a cone after a pass relates to a soccer game.

Student Choices/Differentiation

- Groups can be smaller, with two or three students and three or four cones, to allow for more practice touches and less confusion about whom to pass to.
- Students can increase or decrease speed or playing distance according to skill level.

What to Look For

- Are students using correct form while passing?
- Can students pass the ball to a person who is stationary?
- How many students are ready to pass to a moving person?
- Are students able to collect the ball from a pass while stationary?

Formal and Informal Assessments

Pre-assessment checklist: dribbling using cues

Closure

Discuss and have students demonstrate the critical elements of passing, receiving a pass, and dribbling.

Reflection

- How many students have played soccer before on a team?
- From your informal assessment during the dribbling, at what level are most students?
- Are students making accurate passes?
- Are they able to receive a pass?
- You might need to conduct receiving and passing drills during the next class before starting the next lesson.

Homework

Have students dribble at home or during recess. Have them work on passing and receiving a pass with someone, if they can. If not, passing against a wall will work. Have students review critical-elements handouts and videos posted to the school's physical education website.

Resources

Dougherty, N.J. (Ed.) (2010). *Physical activity & sport for the secondary school student*. 6th ed. Reston, VA: National Association for Sport and Physical Education.

Internet keyword search: "soccer fundamentals," "soccer skills"