

LESSON 3: DEFENDING AND SHOOTING

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)
- Dribbling/ball control:** Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)
- Creating open space with offensive tactics:** Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)
- Shooting on goal:** Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)
- Defensive skills:** Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)
- Defensive skills:** Slides in all directions while on defense without crossing feet. (S1.M11.7)

Embedded Outcomes

- Personal responsibility:** Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)
- Accepting feedback:** Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)
- Creating space with movement:** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)

Lesson Objectives

The learner will:

- demonstrate proper technique to control the soccer ball while dribbling.
- demonstrate how to pass the ball correctly while dribbling.
- demonstrate the proper technique for shooting on goal from a variety of angles.
- demonstrate a variety of passes to create open space.
- use the proper ready position when playing defense.
- use the slide technique to defend.

Equipment and Materials

- 3 soccer balls for each grid
- Enough modified goals for every 3 or 4 students
- 3 or 4 soccer balls at each goal
- Video-recording device

Introduction

As a class, bring students up to demonstrate how to pass and receive on the move.

In today's activities, we will move while passing and receive passes on the move. We also will work on dribbling and protecting the ball.

During students' demonstration on how to dribble, discuss how to move in different directions. Spend the last part of class working on shooting. Demonstrate how to shoot and the difference between the critical elements of passing and shooting.

Instructional Task: Defending

■ PRACTICE TASK

In pairs, have students dribble 10 yards or meters at half speed with changes of direction while their partners practice defensive positioning and sliding. Defender (passive) may not take the ball from the dribbler. Switch roles.

Extensions

- Repeat, with dribbler moving at a faster speed.
- Repeat, with defender allowed to take the ball when it's off the dribbler's foot (semi-active defender).

Refinement

Make sure that students are in the proper ready position (weight on balls of feet, arms extended, and eyes on midsection).

Guiding questions for students:

- How did being guarded change the way you were dribbling?
- Did you find yourself keeping the ball closer?
- Where were your eyes focused?

Student Choices/Differentiation

- Do not use ball for initial practice.
- Stay at slower speed if defender cannot maintain position.

What to Look For

- Are defenders staying low and on the balls of their feet?
- Are they sliding when the dribbler tries to go by?
- Are their eyes on the midsection of the dribbler or the ball?

Instructional Task: Dribbling and Possession

■ PRACTICE TASK

In grids, set up a game with six students and three soccer balls. The three students without a ball try to steal one away from the three students who have them (like keep-away). Games are set by time limits (45 seconds to 2 minutes), and the objective is to end up with possession of a soccer ball.

Refinement

Remind dribblers to hold their arms away from the body to make themselves bigger to help protect the ball.

Guiding questions for students:

- Why is it important to keep the ball close to you while dribbling?
- While trying to take the ball away, where should you look so as not be faked out?

EMBEDDED OUTCOME: S4.M1.7. Discuss with students appropriate social behaviors and cooperating with classmates during the dribbling activity.

Student Choices/Differentiation

- Change the size of the grid to meet student needs.
- Change the number of students or balls in each grid, if needed.
- If students have difficulty maintaining possession, reduce the number of defenders to two.

What to Look For

- What part of the feet are students using to dribble?
- Are students keeping the ball close?
- Are students working to steal the ball away?
- Are students being too aggressive when trying to steal the ball?

Instructional Task: Passing and Receiving: 4 v 2 Keep-Away

■ PRACTICE TASK

In a grid with six students, play 4 v 2 keep-away, with four offensive players and two defensive. If the ball is stolen or kicked out of bounds, the defender who stole or caused the ball to go out of bounds will trade places. Students may move anywhere inside the grid.

Extensions

- Repeat task for a set time with the same offensive players. Award points for a give and go or specified type of pass. Rotate roles.
- Repeat, awarding a point for a controlled turn and pass.
- Add a third defender.

EMBEDDED OUTCOME: S2.M1.6. Use this task to point out examples of where students are moving off the ball to get open, and identify how they are doing it.

Guiding questions for students:

- Why is movement important in keeping possession of the ball?
- What part of the foot should you use for passes?
- Why is it important to control the ball before passing?

Student Choices/Differentiation

- Start off with one soccer ball. If people in the middle are not able to steal the ball or the four are not moving around enough, add a second ball.
- If one person is constantly in the center, give her tips based on what she is doing to help her become more successful.

What to Look For

- Are students using proper passing techniques?
- Is every student getting involved?
- Are students moving around to get open or staying in the same spot?

Instructional Task: Shooting on Goal

■ PRACTICE TASK

Without a goalie, have students practice shooting on the modified goal from 15 feet (4.6 m) away. Play with three or four students to a goal.

One student waits for the kicked ball. The passer dribbles to a point, passes the ball to the shooter, and then waits for his turn to shoot. The shooter collects or traps the ball, shoots on goal, and then jogs next to the goal to retrieve the next shot. The student who was waiting for the ball is now the passer.

Extensions

- After students have had success, let them start from the center and then move the spot to the left and right for angle shooting.
- Repeat, adding a passive defender.

- Repeat with a passer. Receiver collects the ball and then shoots.
- Repeat, adding a semi-active defender.

Guiding questions for students:

- What part of the foot should you be kicking with?
- Why is the follow-through important for your shot?

Extensions

- Students can use a teacher-generated checklist on dribbling, passing, and shooting.
- Students may use a flip camera or other video device to record peers' performances.

EMBEDDED OUTCOME: S4.M3.6. During the peer assessment, students should show self-responsibility by implementing corrective feedback from a checklist scored by their peers.

Refinements

Make sure that students are using the correct form in dribbling, passing, and shooting.

Student Choices/Differentiation

- If students are struggling, have them take more time to set up their shots, and go over how to kick the ball.
- Use a passive defender instead of a semi-active one, according to skill level.
- Students may move back to 20 to 25 feet (6 to 7.5 m) if they make the shot continually.
- Students can use non-dominant foot if they are ready for a more advanced skill.

What to Look For

- Are students using the critical elements for shooting?
 - How is the accuracy of the students' shots at different angles?
 - Which students are able to shoot with both feet?
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Formal and Informal Assessments

Exit slip: List two or three critical elements of proper defensive positions or tactics.

Closure

- Discuss with students what they learned from the peer assessment. Demonstrate correct elements and what was not always being performed.
- Have students reflect on their shooting and explain how they think it went. Provide feedback as to what you saw, as well.

Reflection

- How are students developing in their passing and dribbling?
- Does it appear that students are practicing to become better?
- How did the shooting practice task go?
- Are students working on the elements to become more accurate while shooting?

Homework

At home or during recess, practice passing, dribbling, and shooting, using the critical elements.

Students should review the rules on the school's physical education website.

Resources

McManama, J., Hicks, L., & Urtel, M. (2010). *Physical education activity handbook*. 12th ed. San Francisco: Benjamin Cummings.

Internet keyword search: "passing and receiving in soccer," "shooting on goals in soccer"