

# Make Soccer in School Your Goal!

*Bring the Soccer for Success K-12 Curriculum to your PE class!*



*Soccer for Success* School Curriculum  
[ussoccerfoundation.org/school](http://ussoccerfoundation.org/school)

**Score big with students:** Spark their love for soccer with engaging activities that build skills, knowledge, and pure fun.

**Be the MVP of PE class:** Get ready-made lesson plans (10 per unit, 4 units total) that align perfectly with SHAPE America's National Standards for K-12 PE and Health Ed.

**Become a champion for teamwork:** Lessons go beyond dribbling and passing, promoting interpersonal communication and connection skills on the field (and beyond!).



**Questions:**  
email [Lperry@ussoccerfoundation.org](mailto:Lperry@ussoccerfoundation.org)



Aligned to 2024  
**SHAPE America**  
National Physical  
Education  
Standards

# SOCCER FOR SUCCESS

School Curriculum  
Grade 6-8



## INTRODUCTION

The mission of the **U.S. Soccer Foundation** is to provide underserved communities access to innovative play spaces and evidence-based soccer programs that instill hope, foster well-being, and help youth achieve their future potential. **US Youth Soccer**, the largest youth sports organization in the country, is committed to bringing communities together and making lifelong fans of the sport.

Soccer for Success School curriculum, powered by the U.S. Soccer Foundation and US Youth Soccer, offers an opportunity for these like-minded organizations to work together. Through this partnership, the U.S. Soccer Foundation and US Youth Soccer will deliver these resources to school districts nationwide, with the goal of targeting more than a million youth by 2026!

The World C...

...the US in 2026! To celebrate, we're offering it winning for teachers—Soccer for Success School curriculum, and with everything you need to:

- Spark their love for soccer with engaging activities that build on their existing knowledge.
- Provide ready-made lesson plans (10 per unit, 4 units total) that align with the National Standards for K-12 Physical Education.
- Work: Lessons go beyond dribbling and passing, focusing on Skill and decision skills on the field (and in the classroom).
- Professional Development: Sharpen your teaching skills, and gain insights from the early years of your career.
- Collaborate: Join soccer collaborators and inspire the next generation.

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100% SCHOOL

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# LESSON 1

## DRIBBLING WITH MOVES

Lesson Time: 30-45 minutes



Power Lesson



### SHAPE Physical Education Standards

1.8.15, 2.8.2, 3.8.6



**Equipment**  
Soccer Balls  
Disc cones



**Skills of this Lesson**  
Dribbling

### SHAPE Health Education Standards

4.8.1, 4.8.2, 4.8.10

**Communication & Connection Skill**  
What does it take to be a GOOD SPORT?



### Lesson Objective:

By the end of the lesson, students will be able to:

- dribble with different surfaces of the foot
- combine various techniques to their dribbling skills.
- control the ball with the ability to change directions in defined spaces.
- apply speed and agility to dribbling in a competitive setting.
- implement elements of being a GOOD SPORT.

## INSTANT ACTIVITY: KEEP IT CLOSE

3-5 minutes

### Set Up

Place a cone at each corner of your teaching space (recommended space 30 x 30 yards). Students are spread out with a soccer ball

### Directions

1. On the "GO" signal, students dribble to protect their ball while they try to knock out the other students' ball out of the grid.

### World Cup Question of the Day

#### How does a country get to play in the World Cup?

Answer: Host nations will qualify automatically (USA, Canada, and Mexico). The other 45 places will be determined by qualifying competitions from each continental confederation

### Communication & Connection Skill

#### Focus: Establishing a Positive Learning Environment



Lesson one is the perfect time to introduce the GOOD SPORT acronym to your students. Students will learn that positive communication helps build great teams who learn and grow together. Throughout the lessons, students will apply various positive communication skills.

**Teachers: introduce the GOOD SPORT acronym and ask, "What does it take to be a GOOD SPORT?"**

- G** – Grateful - Express thanks and appreciation for others' help and support.
- O** – Open - Be willing to consider different viewpoints and ideas.
- O** – Observe - Recognize and acknowledge the positive actions of others. Share what you liked about their actions.
- D** – Diplomatic - Communicate with respect and kindness, even during disagreements.
- S** – Supportive - Offer encouragement and help to your peers.
- P** – Patient - Show patience by waiting your turn and listening fully before speaking.
- O** – Optimistic - Maintain a positive outlook and encourage others to do the same.
- R** – Respectful - Show respect for others' opinions and feelings.
- T** – Teamwork - Collaborate effectively with others to achieve common goals.

Encourage the students to be a **GOOD SPORT** throughout today's activity and have fun!

## ACTIVITY 1: DRIBBLE COMBINATIONS

8-12 minutes

### Set Up

Same set up as the Instant Activity- Place a cone at each corner of your teaching space (recommended space 30 x 30 yards). Students are spread out with a soccer ball



### Directions

- On the teacher's prompt and "GO" signal, students will execute the following dribble progressions.
  - Dribble with the
    - Insides of feet
    - Outsides of feet
  - Dribble using changes of direction – on the word "CHANGE"
    - Fake L, dribble R or Fake R, dribble left
    - Inside chop: dribble and cut ball across body with inside of the foot
    - Pull backs – Stop ball with sole, pull back, make ½ turn & dribble
    - Step over and turn - Step over ball to get in front of it, turn body to face a different direction & dribble
- Creative moves against a Ghost Defender – Students can make up their own moves or use a combination of the moves they just practiced during this activity.

### Communication & Connection Skill

#### Focus: Meet and Greet



After this activity, students will complete a "Meet and Greet."

- Students will find a partner and greet them with a high five, fist bump, or wave (The teacher should review the proper way to greet someone.)
- Students will tell their partner one way they were successful in this activity and one challenge they are having with this activity. (Teacher gives examples and monitors conversations.)

### Skill Cues- Dribbling

- "Soft Touches" – Keep it close
- "Longer Touches" – if there is space
- "Inside & Outside" – Use the inside and outside of your foot
- "Head & Eyes Up" – Look for open spaces
- "Get Low" – lower center of gravity to change directions

### Strategies for Success

- For detailed information about these skills see the Soccer Foundations in the Appendix

### Differentiation

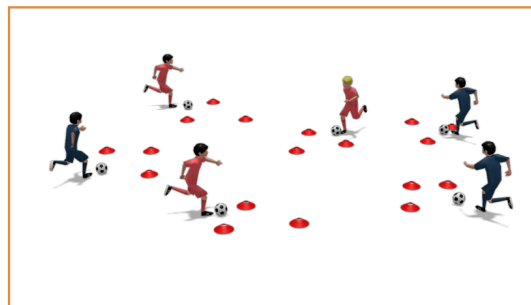
- 6th Grade** – Gradually increase the complexity and intensity of dribbling progressions as students demonstrate proficiency
- 7th Grade** – Encourage students to observe and provide feedback to their peers during dribbling activities
- 8th Grade** – Foster a collaborative learning environment where students can learn from each other's techniques and strategies

## ACTIVITY 2: TRIANGLE DRIBBLING

8-12 minutes

### Set Up

Same set up as the Instant Activity- Place a cone at each corner of your teaching space (recommended space 30 x 30 yards). Students will take 3 disc cones and make a 1 yard x 1 yard x 1 yard triangle for themselves.



### Directions

- On the teacher's "GO" signal, students will dribble into as many triangles as possible. Students must fully stop the ball before advancing to the next triangle.
- Have students dribble for a set time (90 seconds) and see how many triangles they can dribble through in that time. Give students the choice to dribble however they are most comfortable.
- Have students dribble and practice executing a move from the previous activity in the center of the triangle.

### Communication & Connection Skill

#### Focus: Meet and Greet



After this activity, students will complete a "Meet and Greet."

- Students will find a partner and greet them with a high five, fist bump, or wave (The teacher should review the proper way to greet someone.)
- Students will tell their partner one way they were successful in this activity and one challenge they are having with this activity. (Teacher gives examples and monitors conversations.)

### Skill Cues- Dribbling

- "Soft Touches" – Keep it close
- "Longer Touches" – if there is space
- "Inside & Outside" – Use the inside and outside of your foot
- "Head & Eyes Up" – Look for open spaces
- "Get Low" – lower center of gravity to change directions

### Strategies for Success

- For larger classes pair students and one student can stretch while the other student is moving

### Differentiation

- 6th Grade** – Emphasize control and accuracy in entering the triangles with the ball (ball does not touch the cones)
- 7th Grade** – Introduce a competitive element by timing students and setting goals for the number of successful triangle entries and exits within a given timeframe
- 8th Grade** – Add 3-4 players who now act as defenders, but can only block the triangle so a dribbler may not enter. The defenders can move about the space to different triangles.



## ACTIVITY 3: IN IT TO WIN IT

8-12 minutes

### Set Up

Same set up as Activity 2- Place a cone at each corner of your teaching space (recommended space 30 x 30 yards). Each student will stand inside a 1 yard x 1 yard x 1 yard triangle. All soccer balls start around the perimeter of the grid.



### Directions

1. On the teacher's "GO" signal, the students will sprint to a ball and perform a pull back turn to dribble back to their triangle.
2. When the students completely stop the ball at their triangle, they will sprint to get another ball to dribble back to their triangle.
3. When the balls from the perimeter are gone, students can try to steal a ball from other triangles (no defense).
4. The first player to have 3 balls at their triangle wins OR when the teacher stops the time.
5. Variation:
  - a. Merge two triangles and make a team of 2 and students will take turns during the game.
  - b. Add another player to the team and now they must capture 6 soccer balls while taking turns during the game

### Communication & Connection Skill

#### Focus: Meet and Greet



After this activity, students will complete a "Meet and Greet. "

- Students will find a partner and greet them with a high five, fist bump, or wave (The teacher should review the proper way to greet someone.)
- Students will tell their partner one way they were successful in this activity and one challenge they are having with this activity. (Teacher gives examples and monitors conversations.)

### Skill Cues- Dribbling

- "Soft Touches" – To keep it close
- "Inside & Outside" – Use the inside and outside of your foot
- "Head & Eyes Up" – Look for open spaces

### Strategies for Success

- Double the amount of soccer balls to number of students

### Differentiation

- **6th Grade** – Emphasize skill development in sprinting, ball control, turning, and spatial awareness throughout the activity
- **7th Grade** – Pair students up and allow for the person retrieving the ball to dribble or pass the ball to their partner.
- **8th Grade** – Make the triangle bigger and allow for teams of 2-4 to work together to retrieve balls using dribbling or passing skills.

## FORMATIVE ASSESSMENT



2-3 minutes

### Thumbs Up/Side/Down

Students will respond with a thumbs up, a thumbs to the side, or a thumbs down to each statement:

- I can use different dribbling moves and techniques with the ball.
- I can control the ball and change directions in tight spaces.
- I can dribble quickly and use my agility to control the ball against others.

## HEALTH LITERACY/SEL CHECK-IN



2-3 minutes

The teacher will prompt students to **Turn, Talk & Walk** with a shoulder partner to share their answer to the following question(s):

- What component(s) of the GOOD SPORT acronym are the most important for you?
- Which elements of the GOOD SPORT acronym are the most difficult for you? Why?
- Which component did you think of the most today during the "Meet and Greet?"

