

SOCCER ACTIVITIES FOR THE PHYSICAL EDUCATION SPACE



OPTIONS FOR BOTH THE VIRTUAL AND
IN-PERSON SOCIALLY DISTANCED SPACE





INTRODUCTION

The mission of the U.S. Soccer Foundation is to enhance, assist, and grow the sport of soccer in the United States, with a special emphasis on underserved communities. We view soccer as a powerful vehicle for social change. Our goal is to ensure that all children have easy and affordable access to quality soccer programs that support their physical and personal development.

Today, all of us serve as teachers for our kids, neighbors, and friends. This activity guide contains 15 activities designed with PE teachers in mind, to engage youth no matter if they are in a virtual or a socially-distanced setting. The activities are divided into three levels: K-2, 3-5, and 6-8. Each level contains five activities which align with SHAPE America's National Standards & Grade Level Outcomes for K-12 Physical Education and Health Education Standards.

We hope the following activities and trackers support support you in finding creative and dynamic ways to stay physically active during this time. For additional activity ideas, we encourage you to check the U.S. Soccer Foundation YouTube page, which contains videos in both English and Spanish to support skill development at home. Should you have any questions about this resource, please contact info@ussoccerfoundation.org.

RESOURCE GUIDE

This Resource Guide will provide you with additional tools that enhance the way in which young people engage with the material. Below is a brief description of each section of the activities.

Soccer Objectives:

- The soccer objectives listed align with the standards highlighted below the objectives.
- For K-2, the standards addressed are 1st grade standards. 3-5 addresses 4th grade standards, and 6-8 addresses the 7th grade standards.
- The **Differentiation** section of the activity will provide you tips on how to scaffold the activity to the rest of the grade level standards. (K and 2nd, 3rd and 5th, 6th and 8th)

Differentiation

- **3rd:** Adjust green and yellow light cues to reflect a slow to moderate jog.
- **5th:** Adjust cues to incorporate turns and changes in direction (inside of foot, outside of foot, pullback, etc.)

Health Objectives:

- Each lesson has an activity aligned with National Health Education Standards and which cover a variety of topics from nutrition to mental health.

Instant Activity (20% of the session)

- This serves to get the students moving in fun and dynamic ways as quickly as possible.

Health Information (15% of the session)

- This is an opportunity to explore the Health Objectives and discuss ways for young people to make healthy decisions.

Activity (60% of the session)

- Equipment recommendations are provided for both the virtual and in-person space. We understand that not all students are going to have the same equipment available, so common swaps are provided below:
- Soccer ball —> any type of ball, anything that rolls, they can make their own ball
- Cones —> socks, shoes, paper plates, etc.
- Wall —> students can kick against a pillow, a backpack, a laundry basket, a pile of clothes, etc.

Collaboration/Competition:

- This section provides suggestions on how to ensure young people have different ways to collaborate with each other. There are also fun ways to integrate healthy competition throughout the session.

Academic Integration

- This section provides creative ways to infuse academic lessons into physical activity.

Teaching Cues

- This section provides digestible and specific feedback to support players and their development.

Cool-Down (5% of the session)

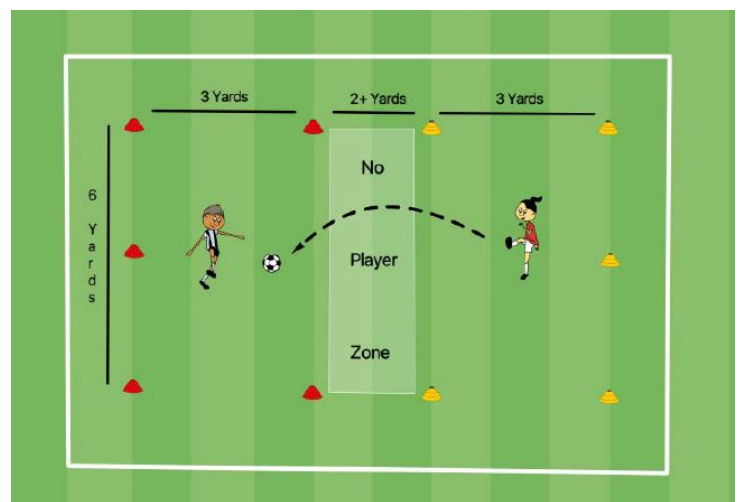
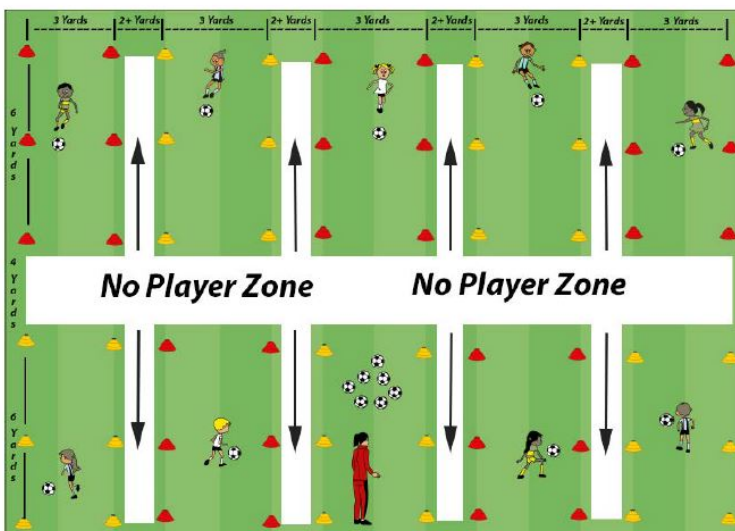
- This is a guided moment for educators to demonstrate how to use breath as a tool for self-regulation.

At-Home Tracker

- This is an opportunity for young people to take their lessons back home, and practice integrating physical activity and the lessons they learned independently. Following the 15 lessons, you can access three At-Home Trackers (one per grade level), for young people to use and bring back to show their success at home. Sghris a guided moment for educators to demonstrate how to use breath as a tool for self-regulation.
- We have provided measurable challenges for both the soccer and physical activity columns. Ideas for bonus challenges can be:
 - Repeating earlier skills challenges
 - Performing the challenges with a family member
 - Engaging in their favorite lesson from previous PE units
- The goal is for students to get excited about staying active, and sharing their successes!

Activity Set-Up: In-Person Socially Distanced

- Below is a visual example of a safe, in-person socially-distanced field/classroom set-up.



P.E. SOCCER ACTIVITIES DURING COVID

K-2, Lesson 1

Virtual



Soccer Objectives:

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

- Taps a ball using the inside of the foot while walking in general space
- Hops, gallops, jogs, and slides using a mature pattern
- Approaches a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)

Instant Activity

Have students use four cones (or socks, shoes, etc.) and set up a five yard square (five big steps)

1. Tell students that you will be calling out different activities. Students will respond by performing the movements in a way that works for them.
2. In their space, have them do high knees.
3. Repeat with 4-5 additional movements (jumping jacks, arm circles, squats, lunges, etc.). If desired, you can have the students come up with their own movements.

Health Information

1. On a white board (or a poster), have the word "Healthy" in the center.
2. Ask students: What does it mean to be healthy? Record ideas on the board.
3. Ask students: What ways have you and your family been staying healthy during the past year? (i.e., washing our hands, talking walks, limited screen time, be sure to focus on physical and mental health)

Painting by Dribbling

Equipment: One ball (or something that rolls)

Set-Up: Have students use four cones (socks, shoes) and set up a five yard square (five big steps) in which they can dribble or "paint" with their ball - the ball is the paintbrush

1. Demonstrate how to manipulate the ball with the sole of the foot, inside of the foot, or the laces.
2. On your signal, students use one foot to maneuver the ball to make different shapes as you call them out. Shapes can be letters (i.e., A, B, C, etc.) or objects (i.e., TV, cat, tree, etc.)
3. After 30 seconds, have students switch feet. On your signal, students "paint" ocean waves around their space.
4. Encourage students to "paint" (dribble) some large waves and small waves.
5. Do 30 second rounds, creatively adding other parts of an ocean scene for students to "paint" (i.e., fish, coral, boats).

Make it Collaborative:

Pick one student as the designer. They choose a scene for the other students to paint. Rotate as time allows.

Make it Competitive:

Instruct students to show you how many shapes can they draw during a set time.

Differentiation

- **K:** Instead of dribbling, focus on simply tapping the ball forward.
- **2nd:** Challenge the students to take a touch on the soccer ball for every step they take.

Academic Integration

- Call out different shapes, letters, or math problems for students to paint.

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole, inside, or laces of the shoe.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Five Finger Breathing: 1. Have students hold one hand in front of them with fingers spread apart. They will trace around all fingers with a finger from the other hand. 2. Tell students to inhale while tracing the way up the finger, pause at the top, and exhale tracing the way down the other side of the finger. 3. Have students repeat pattern until all fingers are traced. Repeat with the other hand if time allows.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

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K-2, Lesson 1

In-Person Socially Distanced



Soccer Objectives:

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

- Taps a ball using the inside of the foot while walking in general space
- Hops, gallops, jogs, and slides using a mature pattern
- Approaches a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)

Instant Activity

Have students stay in their designated player zone (See Resource Guide for set-up)

1. Tell students that you will be calling out different activities. Students will respond by performing the movements in a way that works for them.
2. In their space, have them do high knees.
3. Repeat with 4-5 additional movements (jumping jacks, arm circles, squats, lunges, etc.). If desired, you can have the students come up with their own movements.

Health Information

1. On a white board (or a poster), have the word "Healthy" in the center.
2. Ask students: What does it mean to be healthy? Record ideas on the board.
3. Ask students: What ways have you and your family been staying healthy during the past year? (i.e., washing our hands, talking walks, limited screen time, be sure to focus on physical and mental health)

Painting by Dribbling

Equipment: One ball

Set-Up: Have students stay in their designated player zone (See Resource Guide for set-up)

1. Demonstrate how to manipulate the ball with the sole of the foot, inside of the foot, or the laces.
2. On your signal, students use one foot to maneuver the ball to make different shapes as you call them out – the ball is the paint brush. Shapes can be letters (i.e., A, B, C) or objects (i.e., TV, cat, tree)
3. After 30 seconds, have students switch feet.
4. On your signal, students "paint" (dribble) ocean waves around their space.
5. Encourage students to "paint" some big waves and some small waves.
6. Do 30 second rounds, creatively adding other parts of an ocean scene for students to "paint" (i.e., fish, coral, boats).

Make it Collaborative:

Give students voice and choice, having them decide with a nearby student what shape to paint at the same time.

Make it Competitive:

Put students in teams and challenge teams to show you how many shapes can they draw during a set time.

Differentiation

- **K:** Instead of dribbling, focus on simply tapping the ball forward.
- **2nd:** Challenge the students to take a touch on the soccer ball for every step they take.

Academic Integration

- Call out different shapes, letters, or math problems for students to paint.

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole, inside, or laces of the shoe.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Five Finger Breathing: 1. Have students hold one hand in front of them with fingers spread apart. They will trace around all fingers with a finger from the other hand. 2. Tell students to inhale while tracing the way up the finger, pause at the top, and exhale tracing the way down the other side of the finger. 3. Have students repeat pattern until all fingers are traced. Repeat with the other hand if time allows.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

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K-2, Lesson 2

Virtual



Soccer Objectives:

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

- Tap a ball using the inside of the foot while walking in general space
- Hop, gallop, jog, and slide using a mature pattern
- Approach a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Identify that healthy behaviors impact personal health (1.2.1)

Instant Activity

Tell the students they will be gathering different items from their space at home. If possible, have the list of items displayed (on a board or piece of paper)

1. The list can include (red items, round items, something soft, something hard, something square, a piece of paper, a sock, a toy, etc.).
2. Give students two minutes to find all the items. If they find all the items, they begin to do jumping jacks or high knees in place until the last student finds all the items.
3. Play multiple rounds, with a new list of items each round.

Health Information

1. Ask students: After the Instant Activity, what do you notice about your body (i.e., heart beating faster, sweating, thirsty, happier, etc.)?
2. Ask students: Why is it good for our bodies to move?
3. Explain that students should try to be physically active for 30-60 minutes/day.
4. Ask students: What are creative ways that you have been physically active at home/with your communities during the pandemic? (i.e., taking family walks, dancing to YouTube videos, etc.)

Freeze Frame

Equipment: One ball (or something that rolls), two cones (or objects) to create a goal

Set-Up: Have students set up one goal using two cones (or shoes, socks, etc.), spaced 2-3 yards apart (2-3 big steps) in the middle of their space

1. Split the class into two groups - Team A and Team B.
2. On your signal, students dribble around their space.
3. When you say, Team A, Team B stops their ball and freezes. Team A dribbles as fast as they can through their goals and then freezes.
4. When Team A freezes, Team B dribbles as fast as they can through their goals and then freezes.
5. Have students repeat this pattern for 45 seconds, seeing how many times their team can dribble through their goals.
6. Play multiple rounds and cue different parts of the foot with which to stop the ball or dribble (i.e., inside of the foot or laces).

Make it Collaborative:

Students on Team A and Team B decide on fun ways to freeze as a team.

Make it Competitive:

Have both teams go at the same time and see which team can be completely frozen first.

Differentiation

- **K:** Instead of dribbling, students can hop/gallop/jog around their space and through their goals.
- **2nd:** Students are continuously running and dribbling a moving ball.

Academic Integration

- Cue parts of the foot for dribbling/stopping the ball using math or numbers. (i.e., when an even number is called, students start dribbling with the outside of foot)

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole, inside, or laces of the shoe.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Volcano Breathing: 1. Tell students to begin their hands at heart center (prayer). 2. Tell students to rub hands together on an inhale as hands are lifted overhead (representing the lava building up). 3. When students' hands are overhead, instruct them to exhale as their hands come down wide (representing the lava flowing down on the outside of a mountain). 4. Repeat 2-4 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

K-2, Lesson 2

In-Person Socially Distanced



Soccer Objectives:

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

- Tap a ball using the inside of the foot while walking in general space
- Hop, gallop, jog, and slide using a mature pattern
- Approach a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Identify that healthy behaviors impact personal health (1.2.1)

Instant Activity

Have students set up two cones 4-5 yards apart (4-5 big steps) in their designated player zone

1. Students will start at one cone.
2. Have students jog to the other cone, turn, and return to the starting cone.
3. Have students follow the same path, this time jogging with high knees.
4. Have students follow the same path, this time kicking their seat.
5. Have students follow the same path, this time doing Frankensteins.
6. Have students follow the same path, this time sprinting at 75%.
7. Have students follow the same path, this time all out sprinting.

Health Information

1. Ask students: After the Instant Activity, what do you notice about your body (i.e., heart beating faster, sweating, thirsty, happier, etc.)?
2. Ask students: Why is it good for our bodies to move?
3. Explain that students should try to be physically active for 30-60 minutes/day.
4. Ask students: What are creative ways that you have been physically active at home/with your communities during the pandemic? (i.e., taking family walks, dancing to YouTube videos, etc.)

Freeze Frame

Equipment: One ball, cones

Set-Up: Set up one goal in the middle of each designated player zone using two cones spaced two yards (two big steps) apart

1. Split the class into two groups - Team A and Team B.
2. On your signal, students dribble around their space.
3. When you say, Team A, Team B stops their ball and freezes. Team A dribbles as fast as they can through their goals and then freezes.
4. When Team A freezes, Team B dribbles as fast as they can through their goals and then freezes.
5. Have students repeat this pattern for 45 seconds, seeing how many times their team can dribble through their goals.
6. Play multiple rounds and cue different parts of the foot with which to stop the ball or dribble (i.e., inside of the foot or laces).

Make it Collaborative:

Students on Team A and Team B decide on fun ways to freeze as a team.

Make it Competitive:

Have both teams go at the same time and see which team can be completely frozen first. Have students sit down in the middle of their grid after they dribble through their goal, as quickly as they can, trying to be the first seated.

Differentiation

- **K:** Tap the ball forward, stop it with their foot, and repeat, until they can string taps together into a dribble.
- **2nd:** Students are continuously running and dribbling a moving ball.

Academic Integration

- Cue parts of the foot for dribbling/ stopping the ball using math or numbers. (i.e., when an even number is called, students start dribbling with the outside of foot)

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole, inside, or laces of the shoe.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Volcano Breathing: 1. Tell students to begin their hands at heart center (prayer). 2. Tell students to rub hands together on an inhale as hands are lifted overhead (representing the lava building up). 3. When students' hands are overhead, instruct them to exhale as their hands come down wide (representing the lava flowing down on the outside of a mountain). 4. Repeat 2-4 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

K-2, Lesson 3

Virtual



Soccer Objectives:

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

- Tap a ball using the inside of the foot while walking in general space
- Hop, gallop, jog, and slide using a mature pattern
- Approach a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Identify that healthy behaviors impact personal health (1.2.1)
- List ways to prevent common childhood injuries (1.2.4)

Instant Activity

Have students set up a five-yard square (five "big steps")

- 0- Standing in one spot, students respond with the proper action based on your command.
- 1- On **red light**, students do a quad stretch.
- 2- On **yellow light**, students do knee hugs.
- 3- On **green light**, students jog around the space.
5. Alternate between red, yellow, and green for three minutes.
6. End with a dance/movement party (they can choose whatever movement feels good in their body).
7. You can also have the students lead during this portion - they will call out the different commands.

Health Information

1. Ask students: What is an injury? What are some ways that children get injured? (i.e., falling off playground equipment, riding bikes and not using helmets, etc.)
2. Discuss ways to prevent injuries. (i.e., wearing seat-belts, helmets, etc.)
3. Ask students: Now that we are home more due to the pandemic, what are ways that we can stay safe and injury free at home? (i.e., when playing, remove dangerous objects; always ask parents/caretakers for permission to play inside; etc.)

Step and Pass

Equipment: One ball (or something that rolls), cones (or other objects), wall (or backpack) safe to kick against

Set-Up: Have students set one cone three yards (three "big steps") from their wall

1. Students place the ball next to the cone, take one step back, and kick the ball against the wall.
2. Students retrieve their ball (using their feet) and place it next to the cone.
3. Switch passing foot after five passes.
4. Move the cone one yard (one "big step") back as students find success. Repeat as time allows.

Make it Collaborative:

Students do not move cones back until all classmates find success.

Make it Competitive:

Students see who can reach a certain number of passes first, fist bumping the screen when done. Students see who can move their cone back the furthest in the allotted time.

Differentiation

- **K:** Students can begin to practice the passing motion without a ball.
- **2nd:** Students take one prep touch (tap forward) and pass a moving ball.

Academic Integration

- Students complete passes as answers to math problems. For example, tell students to complete "Five minus three passes with the left foot".

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Balloon Breathing:

1. Instruct students to interlock their fingers and place them on their head. 2. Instruct students to inhale for three seconds while raising their hands above their head. Students will bring their hands down to their side when exhaling. 3. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

K-2, Lesson 3

In-Person Socially Distanced



Soccer Objectives:

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

- Tap a ball using the inside of the foot while walking in general space
- Hop, gallop, jog, and slide using a mature pattern
- Approach a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Identify that healthy behaviors impact personal health (1.2.1)
- List ways to prevent common childhood injuries (1.2.4)

Instant Activity

Have students set up a five-yard square (five "big steps")

- 0- Standing in one spot, students respond with the proper action based on your command.
- 1- On **red light**, students do a quad stretch.
- 2- On **yellow light**, students do knee hugs.
- 3- On **green light**, students jog around the space.
5. Alternate between red, yellow, and green for three minutes.
6. End with a dance/movement party (they can choose whatever movement feels good in their body).
7. You can also have the students lead during this portion - they will call out the different commands.

Health Information

1. Ask students: What is an injury? What are some ways that children get injured? (i.e., falling off playground equipment, riding bikes and not using helmets, etc.)
2. Discuss ways to prevent injuries. (i.e., wearing seat-belts, helmets, etc.)
3. Ask students: Now that we are home more due to the pandemic, what are ways that we can stay safe and injury free at home? (i.e., when playing, remove dangerous objects; always ask parents/caretakers for permission to play inside; etc.)

Step and Pass

Equipment: One ball, cones

Set-Up: Inside each designated player zone, set up one cone three yards from the edge, facing another student

1. Pair students with a partner that faces their player zone. Each pair needs one ball.
2. Have one student in each pair place the ball next to the cone, take one step back, and pass the ball to their partner.
3. Their partner receives the ball (using their feet) and places it next to the cone. That partner then passes the ball back to their partner, repeating this pattern multiple times.
4. Have students switch passing foot after five passes.
5. Move the cone one yard (one "big step") back as students find success. Repeat as time allows.

Make it Collaborative:

Pairs work together to achieve a set number of passes between each other.

Make it Competitive:

Pairs see who can move their cone back the furthest in the allotted time. Pairs compete to get the most passes between each other in the time allotted.

Differentiation

- **K:** Students can begin to practice the passing motion without a ball.
- **2nd:** Students take one prep touch (tap forward) and pass a moving ball.

Academic Integration

- Students complete passes as answers to math problems. For example, tell students to complete "Five minus three passes with the left foot".

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Balloon Breathing:

1. Instruct students to interlock their fingers and place them on their head. 2. Instruct students to inhale for three seconds while raising their hands above their head. Students will bring their hands down to their side when exhaling. 3. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

K-2, Lesson 4

Virtual



Soccer Objectives:

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

- Tap a ball using the inside of the foot while walking in general space
- Hop, gallop, jog, and slide using a mature pattern
- Approach a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Identify that healthy behaviors impact personal health (1.2.1)
- Locate resources from home, school, and community that provide valid health information (3.5.2)

Instant Activity

Have students set up a five yard square (five big steps)

1. Tell students to get a ball and dribble around the space.
2. When you say, "breathe," they freeze with their foot on the ball and take a deep breath.
3. Continue adding in additional commands related to healthy behaviors (i.e., breathe, self-hug, laugh, etc.)

Health Information

1. Ask students: Who are people in our communities who can help support our health? (i.e., teachers, coaches, parents, guardians, siblings, youth leaders, etc.)
2. Remind students that health is not just physical, but also emotional.
3. If time permits, carry out the Trust Tree activity with students.

Dribble, Dribble, Goal!

Equipment: One ball (or something that rolls), cones (or other objects), wall (or backpack) safe to kick against

Set-Up: Have students set up one goal using two cones (or shoes, socks, etc.), spaced two yards apart (two big steps) against the wall

1. Tell students to dribble their ball around their space.
2. On your signal, tell students to stop where they are, and try to pass the ball through the goal against the wall.
3. Students receive ball off the wall and continue dribbling around their space until the next cue.
4. As students find success, have them pass and receive multiple times against the wall before continuing to dribble.
5. Play multiple timed rounds.

Make it Collaborative:

Students help provide ideas for your cues (ideally related to healthy behaviors discussed)

Make it Competitive:

Students compete to see who can score the most goals in a specific time frame - while under control

Differentiation

- **K:** Have students stop the ball and pass against the wall while stationary.
- **2nd:** Move goals further away from the wall for a longer pass.

Academic Integration

- Use numbers or math problems as cues. For example: "Kick when I call out an odd number!"

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Warrior Breathing: 1. Tell students to begin by holding hands together at heart center (prayer). 2. Tell students to take five seconds to inhale through the nose, and five seconds to exhale through the mouth. 3. During the inhale, arms are open wide. On the exhale, arms close in front of body. 4. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

K-2, Lesson 4

In-Person Socially Distanced



Soccer Objectives:

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

- Tap a ball using the inside of the foot while walking in general space
- Hop, gallop, jog, and slide using a mature pattern
- Approach a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Identify that healthy behaviors impact personal health (1.2.1)
- Locate resources from home, school, and community that provide valid health information (3.5.2)

Instant Activity

Have students stay in their designated player zone

1. Tell students to get a ball and dribble around the space.
2. When you say, "breathe," they freeze with their foot on the ball and take a deep breath.
3. Continue adding in additional commands related to healthy behaviors (i.e., breathe, self-hug, laugh, etc.)

Health Information

1. Ask students: Who are people in our communities who can help support our health? (i.e., teachers, coaches, parents, guardians, siblings, youth leaders, etc.)
2. Remind students that health is not just physical, but also emotional.
3. If time permits, carry out the Trust Tree activity with students.

Dribble, Dribble, Goal!

Equipment: One ball, cones

Set-Up: Between two designated player zones, set up one goal using two cones spaced two yards apart

1. Pair students with the partner that shares a goal. Each student in the pair has a ball.
2. Students dribble their ball around their grid.
3. On your signal, tell students to stop where they are, and try to pass the ball through the goal and to their partner. Students must communicate to avoid hitting each other's ball while passing.
4. Students receive the ball from their partner and continue dribbling around their space until the next cue.
5. As pairs find success, have them pass and receive multiple times to each other before continuing to dribble.
6. Play multiple timed rounds.

Make it Collaborative:

Have pairs get as many goals together as they can.

Make it Competitive:

Students compete to see who can score the most goals in a specific time frame, or how quickly they can score a certain number of goals - while under control.

Differentiation

- **K:** Make the goals larger.
- **2nd:** Make the goals smaller.

Academic Integration

- Use numbers or math problems as cues. For example: "Kick when I call out an odd number!"

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Warrior Breathing: 1. Tell students to begin by holding hands together at heart center (prayer). 2. Tell students to take five seconds to inhale through the nose, and five seconds to exhale through the mouth. 3. During the inhale, arms are open wide. On the exhale, arms close in front of body. 4. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

K-2, Lesson 5

Virtual



Soccer Objectives:

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

- Tap a ball using the inside of the foot while walking in general space
- Hop, gallop, jog, and slide using a mature pattern
- Approach a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Identify that healthy behaviors impact personal health (1.2.1)
- Locate resources from home, school, and community that provide valid health information (3.5.2)

Instant Activity

Have students set up a five yard square (five big steps)

1. Ask students if they know who Ronaldo is (one of the greatest soccer players of all time).
2. Tell students that "Ronaldo Says" is like Simon Says – students only follow directives when you start with "Ronaldo Says."
3. Direct students to complete movements such as: five jumping jacks, two star jumps, three frog jumps, six toe-taps, etc.
4. No longer using "Ronaldo Says," introduce and demonstrate moves like the step-over, scissors, pull-back, roll-to-side.
5. Introduce examples of creative moves like two toe-taps, two step-overs, a shimmy shake, two knees on ball, one frog jump over ball, one gentle heel tap, etc.

Health Information

1. Ask students: What are ways that we can tune in to how we are feeling? (i.e., taking deep breaths, drawing how we feel, talking to a trusted adult/family member)
2. Ask students: What does it feel like when you are anxious/overwhelmed?
3. Explain that it is normal for emotions to change from minute to minute, especially during stressful times. What are tools that we have learned that can help us feel better? (i.e., deep breathing, talking to a trusted adult, moving our bodies)

Disc Mania

Equipment: One ball (or something that rolls), many cones (or other objects)

Set-Up: Instruct students to collect objects or cones and place them throughout their space

1. Beginning without a ball, instruct students to run (then skip, hop, gallop, slide, jump, leap) from cone to cone.
2. On your signal, instruct students to dribble in their space, using the inside of the foot, from cone to cone, switching feet at each cone.
3. Challenge students to see how many cones they can dribble to in 30 seconds.

Make it Collaborative:

Students try to dribble to a certain number of cones as a class, with their scores added together.

Make it Competitive:

Students compete to see who can score the most goals in a specific time frame - while under control

Differentiation

- **K:** Have students do the entire activity without a ball.
- **2nd:** Challenge students to only dribble with certain parts of their foot making sure they are always dribbling a moving ball.

Academic Integration

- Give students math problems or words to know how many cones to dribble to (i.e., "Dribble to the number of cones that match the number of letters in the word FUN.")

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole, inside, or laces of the shoe.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Box Breathing:

1. Tell students to draw a box with a finger, inhaling through the nose when drawing each side, exhaling through the mouth when drawing the top and bottom.
2. Draw each side for five seconds.
3. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

K-2, Lesson 5

In-Person Socially Distanced



Soccer Objectives:

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

- Tap a ball using the inside of the foot while walking in general space
- Hop, gallop, jog, and slide using a mature pattern
- Approach a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature kicking pattern

Standards Addressed: (S1.E18.1 K-2, S1.E1.1 K-2, S1.E21.1 K-2)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Identify that healthy behaviors impact personal health (1.2.1)
- Locate resources from home, school, and community that provide valid health information (3.5.2)

Instant Activity

Have students stay in their designated player zone

1. Ask students if they know who Ronaldo is (one of the greatest soccer players of all time).
2. Tell students that "Ronaldo Says" is like Simon Says – students only follow directives when you start with "Ronaldo Says."
3. Direct students to complete movements such as: five jumping jacks, two star jumps, three frog jumps, six toe-taps, etc.
4. No longer using "Ronaldo Says," introduce and demonstrate moves like the step-over, scissors, pull-back, roll-to-side.
5. Introduce examples of creative moves like two toe-taps, two step-overs, a shimmy shake, two knees on ball, one frog jump over ball, one gentle heel tap, etc.

Health Information

1. Ask students: What are ways that we can tune in to how we are feeling? (i.e., taking deep breaths, drawing how we feel, talking to a trusted adult/family member)
2. Ask students: What does it feel like when you are anxious/overwhelmed?
3. Explain that it is normal for emotions to change from minute to minute, especially during stressful times. What are tools that we have learned that can help us feel better? (i.e., deep breathing, talking to a trusted adult, moving our bodies)

Disc Mania

Equipment: One ball, many cones

Set-Up: Provide students a stack of cones for their designated player zone

1. Instruct students to place their cones or objects throughout their player zone.
2. Beginning without a ball, instruct students to run (then skip, hop, gallop, slide, jump, leap) from cone to cone.
3. On your signal, instruct students to dribble in their space, using the inside of the foot, from cone to cone, switching feet at each cone.
4. Challenge students to see how many cones they can dribble to in 30 seconds.

Make it Collaborative:

Students pair up with a neighbor and try to dribble to a certain number of cones together, adding up their scores.

Make it Competitive:

Students compete to see who can score the most goals in a specific time frame - while under control.

Differentiation

- **K:** Have students do the entire activity without a ball.
- **2nd:** Challenge students to only dribble with certain parts of their foot making sure they are always dribbling a moving ball.

Academic Integration

- Give students math problems or words to know how many cones to dribble to (i.e., "Dribble to the number of cones that match the number of letters in the word FUN.")

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole, inside, or laces of the shoe.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Box Breathing:

1. Tell students to draw a box with a finger, inhaling through the nose when drawing each side, exhaling through the mouth when drawing the top and bottom.
2. Draw each side for five seconds.
3. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!



AT-HOME ACTIVITY TRACKER K-2

LESSON	SOCCER CHALLENGE	PHYSICAL ACTIVITY CHALLENGE	BONUS CHALLENGES
1	I painted ___ shapes in ___ minutes.	I completed ___ jumping jacks before I got tired.	
2	I will dribble ___ times in a row with my right/left foot before stopping the ball.	I did 20 star jumps in ___ minutes.	
3	I completed ___ clean passes in three minutes.	I had a ___ minute movement/dance party.	
4	I scored ___ goals in two minutes.	In two minutes, I did ___ seat kickers.	
5	I will dribble to ___ cones in a row in two minutes.	It took me ___ minutes to do 20 high knees and 10 jumping jacks.	
Other ways I stayed active			

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 1

Virtual



Soccer Objectives:

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

- Dribble with the feet in general space with control of ball and body while increasing and decreasing speed
- Dribble with hands or feet in combination with other skills (i.e., passing, receiving, shooting)
- Kick along the ground and in the air, and punt using mature patterns

Standards Addressed: (S1.E18.4 3-5, S1.E20.4 3-5, S1.E21.4 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)

Instant Activity

Have students use four cones (or socks, shoes, etc.) to set up a five yard square (five big steps)

1. Students jog around the space and complete an exercise (i.e., arm circles, squats, lunges, star jumps, etc.) on your signal.
2. Challenge students to increase the speed of their jog and exercise each time.

Health Information

1. Describe the health triangle, introducing the dimensions of wellness (physical, mental/emotional, intellectual, and social).
2. Ask students: What are some behaviors that we can use to help keep ourselves healthy? Record ideas on the whiteboard or poster. Be sure students think through physical, emotional, and social health.
3. Discuss with students how it is important to take care of all aspects of our health and how physical activity can help all dimensions of wellness.

Traffic Light

Equipment: One ball (or something that rolls)

Set-Up: Have students set up a five yard square (five big steps)

1. On your signal, students dribble around their space.
2. Explain and demonstrate the traffic light cues – **(Green light:** dribble quickly, **Yellow light:** dribble slowly, **Red light:** stop the ball and stand with foot on top of the ball).
3. Add additional traffic-related cues to increase the challenge. For example, "stop sign" could mean students quickly stop the ball and immediately resume dribbling.

Make it Collaborative:

Have students come up with new cues.

Make it Competitive:

Play rounds where students compete to be the first to stop their ball at a red light.

Differentiation

- **3rd:** Adjust green and yellow light cues to reflect a slow to moderate jog.
- **5th:** Adjust cues to incorporate turns and changes in direction (inside of foot, outside of foot, pullback, etc.)

Academic Integration

- Add a speed limit cue that integrates math/numbers. (i.e., when the speed limit is an even number, students dribble with the inside of their foot. If it is an odd number, they use their laces.)

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole, inside, or laces of the shoe.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Five Finger Breathing: 1. Have students hold one hand in front of them with fingers spread apart. They will trace around all fingers with a finger from the other hand. 2. Tell students to inhale while tracing the way up the finger, pause at the top, and exhale tracing the way down the other side of the finger. 3. Have students repeat pattern until all fingers are traced. Repeat with the other hand if time allows.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 1

In-Person Socially Distanced



Soccer Objectives:

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

- Dribble with the feet in general space with control of ball and body while increasing and decreasing speed
- Dribble with hands or feet in combination with other skills (i.e., passing, receiving, shooting)
- Kick along the ground and in the air, and punt using mature patterns

Standards Addressed: (S1.E18.4 3-5, S1.E20.4 3-5, S1.E21.4 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)

Instant Activity

Have students stay in their designated player zone (See Resource Guide for set-up)

1. Students jog around their space and complete an exercise (i.e., arm circles, squats, lunges, star jumps, etc.) on your signal.
2. Challenge students to increase the speed of their jog and exercise each time.

Health Information

1. Describe the health triangle, introducing the dimensions of wellness (physical, mental/emotional, intellectual, and social).
2. Ask students: What are some behaviors that we can use to help keep ourselves healthy? Record ideas on the whiteboard or poster. Be sure students think through physical, emotional, and social health.
3. Discuss with students how it is important to take care of all aspects of our health and how physical activity can help all dimensions of wellness.

Traffic Light

Equipment: One ball

Set-Up: Have students stay in their designated player zone

1. On your signal, students dribble around their space.
2. Explain and demonstrate the traffic light cues – (**Green light:** dribble quickly, **Yellow light:** dribble slowly, **Red light:** stop the ball and stand with foot on top of the ball).
3. Add additional traffic-related cues to increase the challenge. For example, "stop sign" could mean students quickly stop the ball and immediately resume dribbling.

Make it Collaborative:

Have students come up with new cues.

Make it Competitive:

Play a final round where the last student to stop their ball at a red light is eliminated. They can continue to participate but are out of the running to become that round's winner.

Differentiation

- **3rd:** Adjust green and yellow light cues to reflect a slow to moderate jog.
- **5th:** Adjust cues to incorporate turns and changes in direction (inside of foot, outside of foot, pullback, etc.)

Academic Integration

- Add a speed limit cue that integrates math/numbers. (i.e., when the speed limit is an even number, students dribble with the inside of their foot. If it is an odd number, they use their laces.)

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole of the foot, inside of the foot, or laces.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Five Finger Breathing: 1. Have students hold one hand in front of them with fingers spread apart. They will trace around all fingers with a finger from the other hand. 2. Tell students to inhale while tracing the way up the finger, pause at the top, and exhale tracing the way down the other side of the finger. 3. Have students repeat pattern until all fingers are traced. Repeat with the other hand if time allows.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 2

Virtual



Soccer Objectives:

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

- Dribble with the feet in general space with control of ball and body while increasing and decreasing speed
- Dribble with hands or feet in combination with other skills (i.e., passing, receiving, shooting)
- Kick along the ground and in the air, and punt using mature patterns

Standards Addressed: (S1.E18.4 3-5, S1.E20.4 3-5, S1.E21.4 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)

Instant Activity

Tell the students they will be gathering different items from their space at home. If possible, have the list of items displayed (on a board or piece of paper).

1. The list can include (red items, round items, something soft, something hard, something square, a piece of paper, a sock, a toy, etc.).
2. Give students two minutes to find all the items. If they find all the items, they begin to do jumping jacks or high knees in place until the last student finds all the items.
3. Play multiple rounds, with a new list of items each round.

Health Information

1. Ask students: What are ways that we can tune in to how we are feeling (i.e., taking deep breaths, drawing how we feel, talking to a trusted adult/family member, etc.)?
2. Have students brainstorm what they feel like when they are anxious/overwhelmed.
3. Ask students: What are tools we have learned that can help us feel better (i.e., deep breathing, moving our bodies, etc.)?
4. Jot down ideas on how they can help regulate difficult emotions - and normalize that emotions can change from minute to minute, especially during stressful times.

Red Light Goal

Equipment: One ball (or something that rolls), cones (or objects to maneuver around)

Set-Up: Have students scatter cones throughout their space

1. Explain and demonstrate traffic light cues.
2. When you say, **green light**, students dribble quickly.
3. When you say, **yellow light**, students dribble slowly, making sure to avoid cones.
4. When you say, **red light**, students stop their ball at a cone, place foot on top of ball, and call out **red light**. The student that calls out **red light** first wins the round. Play multiple rounds.
5. Have students add/subtract cones to place emphasis on different things. Fewer cones mean taking longer touches to dribble. More cones mean shorter touches to avoid hitting cones.
6. For an added challenge, have students do one star jump if they hit a cone.

Make it Collaborative:

Have students suggest alternative challenges for hitting a cone.

Make it Competitive:

Play a final round where the last student to stop their ball at a red light is eliminated. They can continue to participate but are out of the running to become that round's winner.

Differentiation

- **3rd:** Adjust green and yellow light cues to reflect a slow to moderate jog.
- **5th:** Add foundations or toe taps to the red light cue, to combine multiple skills.

Academic Integration

- Add math problems to the green light cue. For example, students dribble to 2x3 cones before stopping their ball and calling out red light.

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole, inside, or laces of the shoe.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Volcano Breathing: 1. Tell students to begin their hands at heart center (prayer). 2. Tell students to rub hands together on an inhale as hands are lifted overhead (representing the lava building up). 3. When students' hands are overhead, instruct them to exhale as their hands come down wide (representing the lava flowing down on the outside of a mountain). 4. Repeat 2-4 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 2

In-Person Socially Distanced



Soccer Objectives:

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

- Dribble with the feet in general space with control of ball and body while increasing and decreasing speed
- Dribble with hands or feet in combination with other skills (i.e., passing, receiving, shooting)
- Kick along the ground and in the air, and punt using mature patterns

Standards Addressed: (S1.E18.4 3-5, S1.E20.4 3-5, S1.E21.4 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)

Instant Activity

Have students set up two cones 4-5 yards apart (4-5 big steps) in their designated player zone

1. Students will start at one cone.
2. Have students jog to the other cone, turn, and return to the starting cone.
3. Have students follow the same path, this time jogging with high knees.
4. Have students follow the same path, this time kicking their seat.
5. Have students follow the same path, this time doing Frankensteins.
6. Have students follow the same path, this time sprinting at 75%.
7. Have students follow the same path, this time all out sprinting.

Health Information

1. Ask students: What are ways that we can tune in to how we are feeling (i.e., taking deep breaths, drawing how we feel, talking to a trusted adult/family member, etc.)?
2. Have students brainstorm what they feel like when they are anxious/overwhelmed.
3. Ask students: What are tools we have learned that can help us feel better (i.e., deep breathing, moving our bodies, etc.)?
4. Jot down ideas on how they can help regulate difficult emotions - and normalize that emotions can change from minute to minute, especially during stressful times.

Red Light Goal

Equipment: One ball, cones

Set-Up: Have students scatter cones throughout their designated player zone

1. Explain and demonstrate traffic light cues.
2. When you say, **green light**, students dribble quickly.
3. When you say, **yellow light**, students dribble slowly, making sure to avoid cones.
4. When you say, **red light**, students stop their ball at a cone, place foot on top of ball, and call out **red light**. The student that calls out **red light** first wins the round. Play multiple rounds.
5. Have students add/subtract cones to place emphasis on different things. Fewer cones mean taking longer touches to dribble. More cones mean shorter touches to avoid hitting cones.
6. For an added challenge, have students do one star jump if they hit a cone.

Make it Collaborative:

Have students come up with new cues.

Make it Competitive:

Play a final round where the last student to stop their ball at a red light is eliminated. They can continue to participate but are out of the running to become that round's winner.

Differentiation

- **3rd:** Adjust green and yellow light cues to reflect a slow to moderate jog.
- **5th:** Add foundations or toe taps to the red light cue, to combine multiple skills.

Academic Integration

- Add math problems to the green light cue. For example, students dribble to 2x3 cones before stopping their ball and calling out red light.

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take touches on the ball with either the sole, inside, or laces of the shoe.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.

Cool Down

Volcano Breathing: 1. Tell students to begin their hands at heart center (prayer). 2. Tell students to rub hands together on an inhale as hands are lifted overhead (representing the lava building up). 3. When students' hands are overhead, instruct them to exhale as their hands come down wide (representing the lava flowing down on the outside of a mountain). 4. Repeat 2-4 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 3

Virtual



Soccer Objectives:

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

- Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment
- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass

Standards Addressed: (S1.E19.4a 3-5, S1.E19.4b 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)

Instant Activity

Have students use four cones (or socks, shoes, etc.) to set up a five yard square (five big steps)

1. Tell students to get a ball and dribble around the space.
2. When you say, "breathe," they freeze with their foot on the ball and take a deep breath.
3. Continue adding in additional commands related to healthy behaviors (i.e., breathe, self-hug, laugh, etc.)

Health Information

1. Divide students into small groups, in each group, ask students to discuss what someone who is mentally and emotionally well might look like, feel like, sound like, and do.
2. Have each group/student share out and create a class list that emphasizes the diverse ways that someone might be mentally and emotionally well.
3. If time allows, discuss how culture and other factors influence what we understand about mental and emotional health.

Take That Space

Equipment: One ball (or something that rolls), a cone (or objects), a wall (or backpack) safe to kick against

Set-Up: Have students set one cone three yards (three big steps) from their wall

1. Students strike a stationary ball against the wall.
2. Students receive each pass off the wall and reset the ball, repeating ten times.
3. Have students repeat, switching left/right and inside/outside of the foot to pass/receive.
4. Once students find success, have them take a small touch/a few dribbles after receiving the ball, so they are passing a moving ball.
5. If students are successful, have them move further away from the wall.

Make it Collaborative:

Have students agree as a class on how many passes to complete before moving to the next phase of the activity.

Make it Competitive:

Have students see how many passes they can get in a row, maintaining control of their ball. They should try to beat their score each round.

Differentiation

- **3rd:** Have students focus on using the inside of the foot to pass and receive.
- **5th:** Have students dribble towards the cone, cut left or right, and then pass the ball against the wall.

Academic Integration

- Give students math problems to know how many passes to complete (i.e., complete 4x5 passes).

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Balloon Breathing:

1. Instruct students to interlock their fingers and place them on their head. 2. Instruct students to inhale for three seconds while raising their hands above their head. Students will bring their hands down to their side when exhaling. 3. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 3

In-Person Socially Distanced



Soccer Objectives:

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

- Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment
- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass

Standards Addressed: (S1.E19.4a 3-5, S1.E19.4b 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)

Instant Activity

Have students stay in their designated player zone

1. Tell students to get a ball and dribble around the space.
2. When you say, "breathe," they freeze with their foot on the ball and take a deep breath.
3. Continue adding in additional commands related to healthy behaviors (i.e., breathe, self-hug, laugh, etc.)

Health Information

1. Divide students into small groups, in each group, ask students to discuss what someone who is mentally and emotionally well might look like, feel like, sound like, and do.
2. Have each group/student share out and create a class list that emphasizes the diverse ways that someone might be mentally and emotionally well.
3. If time allows, discuss how culture and other factors influence what we understand about mental and emotional health.

Take That Space

Equipment: One ball, cones

Set-Up: Pair students with a partner in a neighboring player zone; pairs have one ball between them

1. Students stand two yards (two big steps) away from the edge of their grid and pass a stationary ball with the inside of the foot to their partner.
2. Students receive each pass and reset the ball, repeating ten times.
3. Have students repeat, switching left/right and inside/outside of the foot to pass/receive.
4. Once students find success, have them take a small touch/a few dribbles after receiving the ball, so they are passing a moving ball.
5. If students are successful, have them move further away from each other within their player zone.

Make it Collaborative:

Have pairs set a goal for consecutive passes and try to reach it.

Make it Competitive:

Have pairs compete against other pairs for the longest passing streak, maintaining control of the ball.

Differentiation

- **3rd:** Have students focus on using the inside of the foot to pass and receive.
- **5th:** Have students dribble towards the cone, cut left or right, and then pass the ball against the wall.

Academic Integration

- Give students math problems to know how many passes to complete (i.e., complete 4x5 passes).

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Balloon Breathing:

1. Instruct students to interlock their fingers and place them on their head. 2. Instruct students to inhale for three seconds while raising their hands above their head. Students will bring their hands down to their side when exhaling. 3. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 4

Virtual



Soccer Objectives:

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

- Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment
- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass

Standards Addressed: (S1.E19.4a 3-5, S1.E19.4b 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)
- Define stress, discuss effects of stress on personal health and common stressors (HECAT 1.5.11, 1.5.16)

Instant Activity

Have students set up a five yard square (five big steps)

1. Ask students if they know who Ronaldo is (one of the greatest soccer players of all time).
2. Tell students that "Ronaldo Says" is like Simon Says – students only follow directives when you start with "Ronaldo Says."
3. Direct students to complete movements such as: five jumping jacks, two star jumps, three frog jumps, six toe-taps, etc.
4. No longer using "Ronaldo Says," introduce and demonstrate moves like the step-over, scissors, pull-back, roll-to-side.
5. Introduce examples of creative moves like two toe-taps, two step-overs, a shimmy shake, two knees on ball, one frog jump over ball, one gentle heel tap, etc.

Health Information

1. Ask students to share some things that can cause stress.
2. Ask students to act out (or draw) what stress can feel like. Remind students that we all feel or experience stress differently.
3. Discuss ways that stress can affect the body and our health. Remind students that some stress can be good, but when we are feeling distress, we should try to use strategies to manage it. (recognizing what causes us stress, breathing, physical activity, etc.).

Mission Control

Equipment: One ball (or something that rolls), cones (or objects to maneuver around)

Set-Up: Have students place four cones approximately one yard (one big step) apart, in a straight line perpendicular to the wall; the line of cones should start at least five yards (five big steps) from the wall; students start with their ball at the furthest cone from the wall

1. Students start with their ball at the furthest cone from the wall.
2. On your signal, students dribble in and out of the cones (weave) towards the wall. Once they exit the last cone they pass against the wall. Students receive the ball off the wall and dribble straight back to the first cone. Repeat ten times.
3. Repeat this sequence, having students use their right/left foot.
4. For an added challenge, have students practice turning after they receive the ball (using the inside, outside, or bottom of the foot).

Make it Collaborative:

Have students demonstrate parts of the activity (weaving, passing, turning) in place.

Make it Competitive:

Set a timer and have pairs race to see how many times they can complete the course, trying to beat their high score each round.

Differentiation

- **3rd:** Have students stop the ball before passing so they can focus on form while striking a stationary ball.
- **5th:** Have students use the inside/ outside of the foot to dribble and receive.

Academic Integration

- Have students count at different increments while weaving through cones. Have them call out numbers in patterns as they weave around cones. Ex: "2, 4, 6".

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Warrior Breathing: 1. Tell students to begin by holding hands together at heart center (prayer). 2. Tell students to take five seconds to inhale through the nose, and five seconds to exhale through the mouth. 3. During the inhale, arms are open wide. On the exhale, arms close in front of body. 4. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 4

In-Person Socially Distanced



Soccer Objectives:

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

- Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment
- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass

Standards Addressed: (S1.E19.4a 3-5, S1.E19.4b 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)
- Define stress, discuss effects of stress on personal health and common stressors (HECAT 1.5.11, 1.5.16)

Instant Activity

Have students stay in their designated player zone

1. Ask students if they know who Ronaldo is (one of the greatest soccer players of all time).
2. Tell students that "Ronaldo Says" is like Simon Says – students only follow directives when you start with "Ronaldo Says."
3. Direct students to complete movements such as: five jumping jacks, two star jumps, three frog jumps, six toe-taps, etc.
4. No longer using "Ronaldo Says," introduce and demonstrate moves like the step-over, scissors, pull-back, roll-to-side.
5. Introduce examples of creative moves like two toe-taps, two step-overs, a shimmy shake, two knees on ball, one frog jump over ball, one gentle heel tap, etc.

Health Information

1. Ask students to share some things that can cause stress.
2. Ask students to act out (or draw) what stress can feel like. Remind students that we all feel or experience stress differently.
3. Discuss ways that stress can affect the body and our health. Remind students that some stress can be good, but when we are feeling distress, we should try to use strategies to manage it. (recognizing what causes us stress, breathing, physical activity, etc.).

Mission Control

Equipment: One ball, cones

Set-Up: Provide students a stack of cones or objects; instruct students to place four cones one yard (one big step) apart, in a straight line, perpendicular to their partner in a neighboring player zone; one ball per pair

1. One student starts with the ball at the furthest cone from their partner.
2. On your signal, the student with the ball weaves between the cones, passing the ball to their partner once they clear the last cone. Their partner receives the ball and dribbles to the first cone and back, taking their turn to weave through the cones. Each partner weaves/passes ten times.
3. Repeat, having students use their right/left foot.
4. For an added challenge, have students practice turning after they receive the ball (using the inside, outside, or bottom of the foot).

Make it Collaborative:

Have students demonstrate parts of the activity (weaving, passing, turning) in place.

Make it Competitive:

Set a timer and have pairs race to see how many times they can complete the course, trying to beat their high score each round.

Differentiation

- **3rd:** Have students stop the ball before passing so they can focus on form while striking a stationary ball.
- **5th:** Have students use the inside/ outside of the foot to dribble and receive.

Academic Integration

- Have students count at different increments while weaving through cones. Have them call out numbers in patterns as they weave around cones. Ex: "2, 4, 6".

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Warrior Breathing: 1. Tell students to begin by holding hands together at heart center (prayer). 2. Tell students to take five seconds to inhale through the nose, and five seconds to exhale through the mouth. 3. During the inhale, arms are open wide. On the exhale, arms close in front of body. 4. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 5

Virtual



Soccer Objectives:

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

- Pass and receive a ball with the insides of the feet to a moving partner in a non-dynamic environment
- Pass and receive a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass

Standards Addressed: (S1.E19.4a 3-5, S1.E19.4b 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)
- Define stress, discuss effects of stress on personal health and common stressors (HECAT 1.5.11, 1.5.16)

Instant Activity

Have students set up four cones or objects two yards (two big steps) apart in a straight line

1. Students stand behind the cone at the end of the line.
2. Students run to the first cone, turn, return.
3. Students run to the second cone, turn, return.
4. Repeat until the students have touched all cones.

Health Information

1. Review with students: What is stress? How can it impact our body (emphasize that students can feel it in their stomachs, their chests, numbness/tingling, etc.)? Why is it important to manage stress?
2. Ask students to think about how they feel after they are physically active (like after playing soccer). Discuss how physical activity is one way that we can help to manage our stress.
3. Demonstrate some breathing techniques that students can use to help manage stress (highlight the activities at the end of each session). Have students practice and try these techniques when they experience stress.

Strike and Score

Equipment: One ball (or something that rolls), many cones (or other objects), a wall (or backpack) safe to kick against
Set-Up: Have students place two cones against the wall, creating a goal; have them place one cone five or more big steps from the wall/goal, or as far as they safely can

1. On your signal, students dribble around their space.
2. When you give the cue, students dribble (changing pace, at speed) around the cone, then back towards the wall, striking the ball through the goal with their laces.
3. Students retrieve the ball and continue dribbling around their space.
4. Have students strike using both their right and left foot.

Make it Collaborative:

Have students brainstorm goal celebrations that they can do after they score.

Make it Competitive:

Have students see how many goals they can score in a certain amount of time. Play multiple rounds, with students attempting to beat their high score each round.

Differentiation

- **3rd:** Have students stop the ball before passing so they can focus on form while striking a stationary ball.
- **5th:** Incorporate pass and shoot cues, allowing students to decide which part of the foot to strike the ball with.

Academic Integration

- Give students math problems to answer (call out) while they dribble around their space.

Teaching Cues

- Start approach two steps behind ball.
- Leap forward onto non-kicking foot.
- Swing the kicking foot forward, making contact with the center of the ball using the laces of the shoe.
- Keep ankle locked and toe pointed down.

Cool Down

Box Breathing:

1. Tell students to draw a box with a finger, inhaling through the nose when drawing each side, exhaling through the mouth when drawing the top and bottom.
2. Draw each side for five seconds.
3. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

3-5, Lesson 5

In-Person Socially Distanced



Soccer Objectives:

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

- Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment
- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass

Standards Addressed: (S1.E19.4a 3-5, S1.E19.4b 3-5)

Health Objectives:

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

- Describe the relationship between healthy behaviors and personal health (1.5.1)
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)
- Define stress, discuss effects of stress on personal health and common stressors (HECAT 1.5.11, 1.5.16)

Instant Activity

Have students stay in their designated player zone and set up four cones or objects two yards (two big steps) apart in a straight line

1. Students stand behind the cone at the end of the line.
2. Students run to the first cone, turn, return.
3. Students run to the second cone, turn, return.
4. Repeat until the students have touched all cones.

Health Information

1. Review with students: What is stress? How can it impact our body (emphasize that students can feel it in their stomachs, their chests, numbness/tingling, etc.)? Why is it important to manage stress?
2. Ask students to think about how they feel after they are physically active (like after playing soccer). Discuss how physical activity is one way that we can help to manage our stress.
3. Demonstrate some breathing techniques that students can use to help manage stress (highlight the activities at the end of each session). Have students practice and try these techniques when they experience stress.

Strike and Score

Equipment: One ball, cones

Set-Up: Have students set up one goal using two cones spaced two yards apart, between two player zones; one ball per pair

1. Pair students with the partner that shares their goal. One student in the pair starts with the ball.
2. On your signal, students dribble (or jogs without a ball) around their space.
3. When you give the cue, the partner with the ball dribbles (changing pace, at speed) to the edge of their grid farthest from their partner, then turns back towards their partner and strikes the ball through the goal with their laces.
4. The other partner receives the ball, and both partners dribble (or jog without a ball) around their space.
5. Repeat, with the other partner striking on your cue.
6. Have students use their right and left foot.

Make it Collaborative:

Have students brainstorm goal celebrations that they can do after they score.

Make it Competitive:

Have pairs see how many goals they can score in a certain amount of time. Play multiple rounds, with pairs attempting to beat their high score each round.

Differentiation

- **3rd:** Have students stop the ball before passing so they can focus on form while striking a stationary ball.
- **5th:** Incorporate pass and shoot cues, allowing students to decide which part of the foot to strike the ball with.

Academic Integration

- Give students math problems to answer (call out) while they dribble around their space.

Teaching Cues

- Start approach two steps behind ball.
- Leap forward onto non-kicking foot.
- Swing the kicking foot forward, making contact with the center of the ball using the laces of the shoe.
- Keep ankle locked and toe pointed down.

Cool Down

Box Breathing:

1. Tell students to draw a box with a finger, inhaling through the nose when drawing each side, exhaling through the mouth when drawing the top and bottom.
2. Draw each side for five seconds.
3. Repeat 3-5 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

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AT-HOME ACTIVITY TRACKER 3-5

LESSON	SOCCER CHALLENGE	PHYSICAL ACTIVITY CHALLENGE	BONUS CHALLENGES
1	I dribbled non-stop, with my ball under control, for ___ minutes.	I did ___ jumping jacks before I got tired.	
2	I dribbled around my space without hitting any cones for ___ minutes in a row.	I did ___ star jumps in two minutes.	
3	I completed 10 clean passes against the wall in ___ minutes.	I had a ___ minute movement/dance party.	
4	I did ___ toe-taps in a row without stopping.	It took me ___ minutes to do 10 star jumps, 10 bodyweight squats, and 10 jumping jacks.	
5	It took me ___ minutes to score five goals with my right foot and five goals with my left foot.	I did 30 sit-ups and 30 jumping jacks in ___ minutes.	
Other ways I stayed active			

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 1

Virtual



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks

Standards Addressed: (S1.M6.7 6-8, S1.M9.7 6-8)

Health Objectives:

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

- Analyze the relationship between healthy behaviors and personal health (1.8.1)
- Describe the interrelationships of emotional, intellectual, physical, and social health (1.12.2)

Instant Activity

Have students use four cones (or socks, shoes, etc.) to set up a five yard square (five big steps)

1. Have students scatter cones or objects throughout their space.
2. Students jog around space.
3. When you say a number and a body part (two, knee), they touch that many cones with that body part.
4. Repeat four times.

Health Information

1. Ask students what the multiple dimensions of wellness are (physical, social, mental/emotional, intellectual, spiritual, occupational, and environmental). Record student ideas on a white board or poster. If not all dimensions of wellness are addressed, add missing dimensions.
2. Put students into small groups and assign each group a dimension of wellness. Have each group discuss at least three health-promoting behaviors within each dimension.
3. Have students share out ideas and correct any misconceptions or inaccurate information.

Touch and Turn

Equipment: One ball (or something that rolls), cones (or objects to maneuver around)

Set-Up: Have them place two cones 10 yards (10 big steps) apart

1. Starting at one cone with the ball, students dribble back and forth between the two cones, following your instructions each round.
2. Have students dribble with right or left foot only, alternating feet, etc.
3. Have students turn when they come to each cone, using the inside, outside, or bottom of their right/left foot. Alternate between giving them options and being specific.
4. Have students perform a fake or feint in between the cones while dribbling.
5. As students get comfortable with the turns and fakes/feints, emphasize an acceleration, or change of pace after each move.

Make it Collaborative:

Have students choose the categories for academic integration.

Make it Competitive:

Challenge students to see how many times they can dribble to a cone, turn, and return to the first cone (each touch equals one rep) in one minute. Repeat challenge, encouraging students to beat their previous round.

Differentiation

- **6th:** Allow students to focus on the execution of the turns and fakes/feints, instead of pace.
- **8th:** Have students combine the skills of fakes/feints and turns all together.

Academic Integration

- Give students a category (countries, prime numbers, mammals, etc.) and have them yell out things in that category each time they hit a cone.

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.
- When turning, maneuver the ball close to your body and turn the same direction that you are pulling the ball. Accelerate out of the turn by taking larger touches.
- When performing fakes and feints, shift your body and weight one direction, then push the ball and accelerate the other direction.

Cool Down

Five Finger Breathing: 1. Have students hold one hand in front of them with fingers spread apart. They will trace around all fingers with a finger from the other hand. 2. Tell students to inhale while tracing the way up the finger, pause at the top, and exhale tracing the way down the other side of the finger. 3. Have students repeat pattern until all fingers are traced. Repeat with the other hand if time allows.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 1

In-Person Socially Distanced



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks

Standards Addressed: (S1.M6.7 6-8, S1.M9.7 6-8)

Health Objectives:

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

- Analyze the relationship between healthy behaviors and personal health (1.8.1)
- Describe the interrelationships of emotional, intellectual, physical, and social health (1.12.2)

Instant Activity

Have students stay in their designated player zone (See Resource Guide for set-up)

1. Have students scatter cones or objects throughout their space.
2. Students jog around space.
3. When you say a number and a body part (two, knee), they touch that many cones with that body part.
4. Repeat four times.

Health Information

1. Ask students what the multiple dimensions of wellness are (physical, social, mental/emotional, intellectual, spiritual, occupational, and environmental). Record student ideas on a white board or poster. If not all dimensions of wellness are addressed, add missing dimensions.
2. Put students into small groups and assign each group a dimension of wellness. Have each group discuss at least three health-promoting behaviors within each dimension.
3. Have students share out ideas and correct any misconceptions or inaccurate information.

Touch and Turn

Equipment: One ball, cones

Set-Up: Inside each designated player zone, place two cones 10 yards apart

1. Starting at one cone with the ball, students dribble back and forth between the two cones, following your instructions each round.
2. Have students dribble with right foot only, left foot only, alternating feet, etc.
3. Have students turn when they come to each cone, using the inside, outside, or bottom of their right/left foot. Alternate between giving them options or being specific.
4. Have students perform a fake or feint in between the cones, while dribbling.
5. As students get comfortable with the turns and fakes/feints, emphasize an acceleration, or change of pace after each move.

Make it Collaborative:

Have students choose the categories for academic integration.

Make it Competitive:

Challenge students to see how many times they can dribble to a cone, turn, and return to the first cone (each cone touch equals one rep) in one minute. Repeat challenge, encouraging students to beat their previous round.

Differentiation

- **6th:** Allow students to focus on the execution of the turns and fakes/feints, instead of pace.
- **8th:** Have students combine the skills of fakes/feints and turns all together.

Academic Integration

- Give students a category (countries, prime numbers, mammals, etc.) and have them yell out things in that category each time they hit a cone.

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.
- When turning, maneuver the ball close to your body and turn the same direction that you are pulling the ball. Accelerate out of the turn by taking larger touches.
- When performing fakes and feints, shift your body and weight one direction, then push the ball and accelerate the other direction.

Cool Down

Five Finger Breathing: 1. Have students hold one hand in front of them with fingers spread apart. They will trace around all fingers with a finger from the other hand. 2. Tell students to inhale while tracing the way up the finger, pause at the top, and exhale tracing the way down the other side of the finger. 3. Have students repeat pattern until all fingers are traced. Repeat with the other hand if time allows.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 2

Virtual



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks

Standards Addressed: (S1.M6.7 6-8, S1.M9.7 6-8)

Health Objectives:

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

- Analyze the relationship between healthy behaviors and personal health (1.8.1)

Instant Activity

Tell the students they will be gathering different items from their space at home. If possible, have the list of items displayed (on a board or piece of paper).

1. The list can include (red items, round items, something soft, something hard, something square, a piece of paper, a sock, a toy, etc.).
2. Give students two minutes to find all the items. If they find all the items, they begin to do jumping jacks or high knees in place until the last student finds all the items.
3. Play multiple rounds, with a new list of items each round.

Health Information

1. Ask students: How much sleep did you get you last night? How did you feel this morning after getting that amount of sleep?
2. Discuss: How much sleep should students your age be getting? (at least 9 hours)
3. Ask students: What are some reasons it is important to get enough sleep? What are some strategies to make sure you get enough sleep?

Traffic Jam

Equipment:One ball (or something that rolls), cones (or objects to maneuver around)

Set-Up:Have students scatter cones throughout their space

1. Explain and demonstrate traffic light cues.
2. When you say, **green light**, students dribble around their grid, making sure to avoid cones.
3. When you say, **yellow light**, students dribble at speed to the nearest cone, do a fake/feint, and dribble at speed to a different cone. Students stop their ball at that cone with the bottom of their foot, then continue dribbling around their space.
4. When you say, **red light**, students dribble at speed to the nearest cone and stop their ball with the bottom of their foot.
5. As the activity progresses, have students remove cones so they must dribble further at speed.
6. For an added challenge, have students turn (inside, outside, bottom of the foot) as they dribble past cones during the yellow light cue.

Make it Collaborative:

Have students demonstrate various fakes/feints that can be used for the rest of the class to follow.

Make it Competitive:

On **green light** cue, students dribble to the nearest cone, do a fake/feint, and dribble at speed to a different cone. Students will then stop the ball with the bottom of their foot and call out **red light**. The first player to call out **red light** wins the round.

Differentiation

- **6th:** Allow students to focus on the execution of the turns and fakes/feints, instead of pace.
- **8th:** Add cues for students to incorporate scissors, stepovers, or other moves into their dribbling.

Academic Integration

- Add math problems to the **green light** cue. For example, students dribble to 12 divided by 3 cones, doing a fake/feint at each one.

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.
- When turning, maneuver the ball close to your body and turn the same direction that you are pulling the ball. Accelerate out of the turn by taking larger touches.
- When performing fakes and feints, shift your body and weight one direction, then push the ball and accelerate the other direction.

Cool Down

Volcano Breathing: 1. Tell students to begin their hands at heart center (prayer). 2. Tell students to rub hands together on an inhale as hands are lifted overhead (representing the lava building up). 3. When students' hands are overhead, instruct them to exhale as their hands come down wide (representing the lava flowing down on the outside of a mountain). 4. Repeat 2-4 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 2

In-Person Socially Distanced



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks

Standards Addressed: (S1.M6.7 6-8, S1.M9.7 6-8)

Health Objectives:

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

- Analyze the relationship between healthy behaviors and personal health (1.8.1)

Instant Activity

Have students set up two cones 4-5 yards apart (4-5 big steps) in their designated player zone

1. Students will start at one cone.
2. Have students jog to the other cone, turn, and return to the starting cone.
3. Have students follow the same path, this time jogging with high knees.
4. Have students follow the same path, this time kicking their seat.
5. Have students follow the same path, this time doing Frankensteins.
6. Have students follow the same path, this time sprinting at 75%.
7. Have students follow the same path, this time all out sprinting.

Health Information

1. Ask students: How much sleep did you get you last night? How did you feel this morning after getting that amount of sleep?
2. Discuss: How much sleep should students your age be getting? (at least 9 hours)
3. Ask students: What are some reasons it is important to get enough sleep? What are some strategies to make sure you get enough sleep?

Traffic Jam

Equipment: One ball, cones

Set-Up: Have students scatter cones throughout their designated player zone

1. Explain and demonstrate traffic light cues.
2. When you say, **green light**, students dribble around their grid, making sure to avoid cones.
3. When you say, **yellow light**, students dribble at speed to the nearest cone, do a fake/feint, and dribble at speed to a different cone. Students stop their ball at that cone with the bottom of their foot, then continue dribbling around their space.
4. When you say, **red light**, students dribble at speed to the nearest cone and stop their ball with the bottom of their foot.
5. As the activity progresses, have students remove cones so they must dribble further at speed.
6. For an added challenge, have students turn (inside, outside, bottom of the foot) as they dribble past cones during the yellow light cue.

Make it Collaborative:

Have students demonstrate various fakes/feints that can be used for the rest of the class to follow.

Make it Competitive:

On **green light** cue, students dribble to the nearest cone, do a fake/feint, and dribble at speed to a different cone. Students will then stop the ball with the bottom of their foot and call out **red light**. The first player to call out **red light** wins the round.

Differentiation

- **6th:** Allow students to focus on the execution of the turns and fakes/feints, instead of pace.
- **8th:** Add cues for students to incorporate scissors, stepovers, or other moves into their dribbling.

Academic Integration

- Add math problems to the **green light** cue. For example, students dribble to 12 divided by 3 cones, doing a fake/feint at each one.

Teaching Cues

- Keep knees bent, arms out for balance, and eyes up to see what is around you.
- Take soft touches with a locked ankle when dribbling to help keep the ball close.
- When turning, maneuver the ball close to your body and turn the same direction that you are pulling the ball. Accelerate out of the turn by taking larger touches.
- When performing fakes and feints, shift your body and weight one direction, then push the ball and accelerate the other direction.

Cool Down

Volcano Breathing: 1. Tell students to begin their hands at heart center (prayer). 2. Tell students to rub hands together on an inhale as hands are lifted overhead (representing the lava building up). 3. When students' hands are overhead, instruct them to exhale as their hands come down wide (representing the lava flowing down on the outside of a mountain). 4. Repeat 2-4 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 3

Virtual



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks
- Pass and receive with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball

Standards Addressed: (S1.M4.7 6-8, S1.M6.7 6-8, S1.M9.7 6-8)

Health Objectives:

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

- Understand the relationship between effort, attitude, and achievement (ND SEL)
- Display indicators of a growth mindset (ND SEL)

Instant Activity

Have students set up a five yard square (five big steps)

1. Ask students if they know who Ronaldo is (one of the greatest soccer players of all time).
2. Tell students that "Ronaldo Says" is like Simon Says – students only follow directives when you start with "Ronaldo Says."
3. Direct students to complete movements such as: five jumping jacks, two star jumps, three frog jumps, six toe-taps, etc.
4. No longer using "Ronaldo Says," introduce and demonstrate moves like the step-over, scissors, pull-back, roll-to-side.
5. Introduce examples of creative moves like two toe-taps, two step-overs, a shimmy shake, two knees on ball, one frog jump over ball, one gentle heel tap, etc.

Health Information

1. Ask students: what is a goal? Why are goals important? What can goals help us do? How do goals connect to health?
2. Discuss how it is important to learn how to set effective goals and how goal-setting can support our health in multiple dimensions of wellness.

Mission Control

Equipment: One ball (or something that rolls), cones (or objects to maneuver around), a wall (or backpack) safe to kick against

Set-Up: Have students place four cones one yard (one big step) apart, in a straight line starting 3 steps from their wall

1. Students start with their ball at the furthest cone from the wall.
2. On your signal, students weave between the cones towards the wall.
3. Once the students clear the last cone, they fake/feint one direction, and pass the ball against the wall.
4. Students receive the ball off the wall, turn (inside, outside, bottom of the foot) and dribble straight back to the first cone. Repeat 10 times.
5. Have students weave with right or left foot only, alternating feet, etc.
6. Have students pass with right or left foot only and receive/turn with right or left foot only.

Make it Collaborative:

Have students demonstrate parts of the activity (weaving, passing, turning) in place.

Make it Competitive:

Set a timer, and have students see how many times they can complete the course under time. Repeat, having them try to beat their score each time.

Differentiation

- **6th:** Have students start without the fake/feint to get the hang of passing and receiving the ball.
- **8th:** Set the cones in a zig zag pattern rather than a straight line, to incorporate change of direction.

Academic Integration

- Have students call out different number increments in sequence while weaving through cones. (i.e., "7, 14, 21, 28").

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Balloon Breathing:

1. Instruct students to interlock their fingers and place them on their head. 2. Instruct students to inhale for three seconds while raising their hands above their head. Students will bring their hands down to their side when exhaling. 3. Repeat 6-8 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 3

In-Person Socially Distanced



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks
- Pass and receive with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball

Standards Addressed: (S1.M4.7 6-8, S1.M6.7 6-8, S1.M9.7 6-8)

Health Objectives:

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

- Understand the relationship between effort, attitude, and achievement (ND SEL)
- Display indicators of a growth mindset (ND SEL)

Instant Activity

Have students stay in their designated player zone

1. Ask students if they know who Ronaldo is (one of the greatest soccer players of all time).
2. Tell students that "Ronaldo Says" is like Simon Says – students only follow directives when you start with "Ronaldo Says."
3. Direct students to complete movements such as: five jumping jacks, two star jumps, three frog jumps, six toe-taps, etc.
4. No longer using "Ronaldo Says," introduce and demonstrate moves like the step-over, scissors, pull-back, roll-to-side.
5. Introduce examples of creative moves like two toe-taps, two step-overs, a shimmy shake, two knees on ball, one frog jump over ball, one gentle heel tap, etc.

Health Information

1. Ask students: what is a goal? Why are goals important? What can goals help us do? How do goals connect to health?
2. Discuss how it is important to learn how to set effective goals and how goal-setting can support our health in multiple dimensions of wellness.

Mission Control

Equipment: One ball, cones

Set-Up: Instruct students to place four cones one yard (one big step) apart, in a straight line. The line of cones should be perpendicular to their partner's grid, in a neighboring player zone. The pair of students has one ball between them.

1. One partner starts with the ball at the furthest cone from their partner (in a neighboring grid).
2. On your signal, students weave between the cones towards their partner, faking/feinting one direction once they clear the last cone.
3. The student then passes the ball to their partner, who receives the ball, turns (inside, outside, bottom of the foot), and dribbles back to the first cone. They then take their turn to weave through the cones. Each partner weaves/ passes 10 times.
4. Have students weave with right or left foot only, alternating feet, etc.
5. Have students pass with right or left foot only, and receive/turn with right or left foot only.

Make it Collaborative:

Have students pick specific combinations for dribbling/passing for the class to complete. (i.e., dribble (weave) with right foot only, pass with left foot only).

Make it Competitive:

Set a timer, and have students see how many times they can complete the course under time. Repeat, having them try to beat their score each time.

Differentiation

- **6th:** Have students start without the fake/feint to get the hang of passing and receiving the ball.
- **8th:** Set the cones in a zig zag pattern rather than a straight line, to incorporate change of direction.

Academic Integration

- Have students call out different number increments in sequence while weaving through cones. (i.e., "7, 14, 21, 28").

Teaching Cues

- Look up to find target.
- Keep the toe pulled up and heel down.
- Strike the middle of the ball, making contact near the arch of the foot.
- Adjust the strength of the pass when closer/further away from target.

Cool Down

Balloon Breathing:

1. Instruct students to interlock their fingers and place them on their head. 2. Instruct students to inhale for three seconds while raising their hands above their head. Students will bring their hands down to their side when exhaling. 3. Repeat 6-8 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 4

Virtual



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks
- Shoot on goal with power and accuracy in small-sided game play

Standards Addressed: (S1.M4.7 6-8, S1.M6.7 6-8, S1.M10.7 6-8)

Health Objectives:

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

- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others (7.8.2)
- Demonstrate behaviors to avoid or reduce health risks to self and others (7.8.3)

Instant Activity

Have students use four cones (or socks, shoes, etc.) to set up a five yard square (five big steps)

1. Students dribble around their space; when you say "broccoli," they freeze with their foot on the ball.
2. Continue adding in additional commands related to healthy foods or behaviors (breathe, mentor, etc.) (jump, toe-taps, etc.)

Health Information

1. Ask students to share some things that can cause stress.
2. Ask students to act out (or draw) what stress can feel like. Remind students that we all feel or experience stress differently.
3. Discuss ways that stress can affect the body and our health. Remind students that some stress can be good, but when we are feeling distress, we should try to use strategies to manage it. (recognizing what causes us stress, breathing, physical activity, etc.)

Strike and Score

Equipment: One ball (or something that rolls), cones (or objects to maneuver around), a wall (or backpack) safe to kick against

Set-Up: Have students identify a wall safe to kick against. Have students place two cones against the wall, creating a goal. Have them place one cone as far from the wall as they safely can.

1. On your signal, students dribble around their space.
2. When you cue them, students dribble toward the cone, turning or performing a fake/feint at the cone, and striking the ball through the goal on the wall with their laces.
3. Students retrieve the ball and continue dribbling around their space.
4. Remind students to change pace, accelerate, and dribble at speed towards the cone on your cue.
5. Remind students to consider the position of the wall and the angle of their approach to the cone, when deciding whether to turn or do a fake/feint.
6. Have students strike using both their right and left foot.

Make it Collaborative:

Have students demonstrate when to turn and when to do a fake/feint, describing what goes into their decision.

Make it Competitive:

Have students see how many goals they can score in a certain amount of time. Repeat, having students try to beat their scores.

Differentiation

- **6th:** Have students start by shooting on your cue, focusing on the power and technique of their strike.
- **8th:** Have students try to hit the left or right cones with an inside of the foot strike.

Academic Integration

- Give students math problems to answer (call out) while they dribble around their space.

Teaching Cues

- Start approach two steps behind ball.
- Leap forward onto non-kicking foot.
- Swing the kicking foot forward, making contact with the center of the ball using the laces of the shoe.
- Keep ankle locked and toe pointed down.

Cool Down

Warrior Breathing: 1. Tell students to begin by holding hands together at heart center (prayer). 2. Tell students to take five seconds to inhale through the nose, and five seconds to exhale through the mouth. 3. During the inhale, arms are open wide. On the exhale, arms close in front of body. 4. Repeat 6-8 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 4

In-Person Socially Distanced



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks
- Shoot on goal with power and accuracy in small-sided game play

Standards Addressed: (S1.M4.7 6-8, S1.M6.7 6-8, S1.M10.7 6-8)

Health Objectives:

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

- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others (7.8.2)
- Demonstrate behaviors to avoid or reduce health risks to self and others (7.8.3)

Instant Activity

Have students stay in their designated player zone

1. Students dribble around their space; when you say "broccoli," they freeze with their foot on the ball
2. Continue adding in additional commands related to healthy foods or behaviors (breathe, mentor, etc.) (jump, toe-taps, etc.)

Health Information

1. Ask students to share some things that can cause stress.
2. Ask students to act out (or draw) what stress can feel like. Remind students that we all feel or experience stress differently.
3. Discuss ways that stress can affect the body and our health. Remind students that some stress can be good, but when we are feeling distress, we should try to use strategies to manage it. (recognizing what causes us stress, breathing, physical activity, etc.)

Strike and Score

Equipment: One ball, cones

Set-Up: Between two player zones, set up one goal using two cones spaced two yards apart. Place one cone 10 yards from goal.

1. Pair students with the partner that shares a goal. One student in the pair starts with the ball.
2. On your signal, students dribble (or jog without a ball) around their space.
3. When you cue them, students dribble toward the cone, performing a fake/feint at the cone, and striking the ball through the goal to their partner with their laces.
4. The other partner receives the ball, and both partners dribble (or jog without a ball) around their space.
5. Repeat, with the other partner striking.
6. Remind students to change pace, accelerate, and dribble at speed towards the cone on your cue.
7. Remind students to consider the position of the wall and the angle of their approach to the cone, when deciding whether to turn or do a fake/feint.
8. Have students strike using both their right and left foot.

Make it Collaborative:

Have students demonstrate when to turn and when to do a fake/feint, describing what goes into their decision.

Make it Competitive:

Have students see how many goals they can score in a certain amount of time. Repeat, having students try to beat their scores.

Differentiation

- **6th:** Have students start by shooting on your cue, focusing on the power and technique of their strike.
- **8th:** Have students try to hit the left or right cones with an inside of the foot strike.

Academic Integration

- Give students math problems to answer (call out) while they dribble around their space.

Teaching Cues

- Start approach two steps behind ball.
- Leap forward onto non-kicking foot.
- Swing the kicking foot forward, making contact with the center of the ball using the laces of the shoe.
- Keep ankle locked and toe pointed down.

Cool Down

Warrior Breathing: 1. Tell students to begin by holding hands together at heart center (prayer). 2. Tell students to take five seconds to inhale through the nose, and five seconds to exhale through the mouth. 3. During the inhale, arms are open wide. On the exhale, arms close in front of body. 4. Repeat 6-8 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 5

Virtual



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks
- Shoot on goal with power and accuracy in small-sided game play

Standards Addressed: (S1.M4.7 6-8, S1.M6.7 6-8, S1.M10.7 6-8)

Health Objectives:

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

- Analyze the influence of technology on personal and family health (2.8.6)

Instant Activity

Have students set up an open space clear of objects.

1. Students will complete 20 of the following exercises while standing in place – high knees, seat kicks, leg swings, knee hugs, etc.
2. Repeat twice.

Health Information

1. Ask students: What kinds of technology do you use? Make a list on the board or on a poster. Next, ask students how much time they spend using technology.
2. Put students into small groups and ask each group to choose one form of technology (or assign them). Ask students to answer the following questions: What messages do you receive from the technology? How might these messages impact our thoughts, behaviors, and our health? Do you feel this influence is positive or negative? Why?
3. Ask each group to share out main ideas from their discovery.

Take That Space

Equipment: One ball (or something that rolls), cones (or objects to maneuver around), a wall (or backpack) safe to kick against

Set-Up: Have students place two cones against the wall, creating a goal. Then place one cone 10 big steps from the wall and another cone five big steps from the wall.

1. Students start with the ball at the furthest cone from the wall.
2. Students pass the ball off the wall, using the inside of their foot.
3. Students receive the ball, taking an active first touch towards the second cone.
4. Before reaching the second cone, students strike the moving ball against the wall through the goal with their laces.
5. Students receive the ball, turn, and repeat from the furthest cone.
6. Have students receive and strike the ball with a variety of surfaces. For example, receive the ball off the wall with the inside of their foot, taking their first touch across their body to the opposite foot.

Make it Collaborative:

Have students pick specific combinations for receiving/striking for the class to complete. For example, receive with right foot, strike with left foot.

Make it Competitive:

Have students see how many goals they can score in a certain amount of time. Repeat, having students try to beat their scores.

Differentiation

- **6th:** Have students stop the ball on their first receiving touch, focusing on taking a good active touch before they strike the ball.
- **8th:** Specify the right or left cone for students to shoot for.

Academic Integration

- Add a math-related cue that tells students which part of their foot to receive with. (i.e., if you call out an even number, students use the inside of their foot.)

Teaching Cues

- Start approach two steps behind ball.
- Leap forward onto non-kicking foot.
- Swing the kicking foot forward, making contact with the center of the ball using the laces of the shoe.
- Keep ankle locked and toe pointed down.

Cool Down

Box Breathing:

1. Tell students to draw a box with a finger, inhaling through the nose when drawing each side, exhaling through the mouth when drawing the top and bottom.
2. Draw each side for five seconds.
3. Repeat 6-8 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!

P.E. SOCCER ACTIVITIES DURING COVID

6-8, Lesson 5

In-Person Socially Distanced



Soccer Objectives:

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

- Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps
- Foot-dribble with an implement combined with passing in a variety of practice tasks
- Shoot on goal with power and accuracy in small-sided game play

Standards Addressed: (S1.M4.7 6-8, S1.M6.7 6-8, S1.M10.7 6-8)

Health Objectives:

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

- Analyze the influence of technology on personal and family health (2.8.6)

Instant Activity

Have students stay in their designated player zone

1. Students will complete 20 of the following exercises while standing in place – high knees, seat kicks, leg swings, knee hugs, etc.
2. Repeat twice.

Health Information

1. Ask students: What kinds of technology do you use? Make a list on the board or on a poster. Next, ask students how much time they spend using technology.
2. Put students into small groups and ask each group to choose one form of technology (or assign them). Ask students to answer the following questions: What messages do you receive from the technology? How might these messages impact our thoughts, behaviors, and our health? Do you feel this influence is positive or negative? Why?
3. Ask each group to share out main ideas from their discovery.

Take That Space

Equipment: One ball, cones

Set-Up: Between 2 player zones, set up one goal using two cones. In each zone, place one cone 10 yards from the wall and another cone five yards from the wall. Pair students with the partner that shares a goal. The pair of students has one ball between them.

1. Both students start at the furthest cone from the wall.
2. The student with the ball passes the ball to their partner, using the inside of their foot.
3. Their partner receives the ball, taking an active first touch towards the second cone.
4. Before reaching the second cone, the student strikes the moving ball through the goal with their laces.
5. The other partner receives the ball and repeats, with both partners returning to the furthest cone to await their turn.
6. Have students receive and strike the ball with a variety of surfaces. For example, have students receive the ball with the inside of their foot, taking their first touch across their body to the opposite foot.

Make it Collaborative:

Have students pick specific combinations for receiving/striking for the class to complete. For example, receive with right foot, strike with left foot.

Make it Competitive:

Have students see how many goals they can score in a certain amount of time. Repeat, having students try to beat their scores.

Differentiation

- **6th:** Have students stop the ball on their first receiving touch, focusing on taking a good active touch before they strike the ball.
- **8th:** Specify the right or left cone for students to shoot for.

Academic Integration

- Add a math-related cue that tells students which part of their foot to receive with. (i.e., if you call out an even number, students use the inside of their foot.)

Teaching Cues

- Start approach two steps behind ball.
- Leap forward onto non-kicking foot.
- Swing the kicking foot forward, making contact with the center of the ball using the laces of the shoe.
- Keep ankle locked and toe pointed down.

Cool Down

Box Breathing:

1. Tell students to draw a box with a finger, inhaling through the nose when drawing each side, exhaling through the mouth when drawing the top and bottom.
2. Draw each side for five seconds.
3. Repeat 6-8 times.

At-Home Challenge: Encourage students to complete both the soccer and the physical activity challenges, and track their progress on their at-home trackers!



AT-HOME ACTIVITY TRACKER 6-8

LESSON	SOCCER CHALLENGE	PHYSICAL ACTIVITY CHALLENGE	BONUS CHALLENGES
1	I dribbled from cone to cone, performing different turns each time, for ___ minutes.	I did ___ jumping jacks before I got tired.	
2	I dribbled around my space without hitting any cones for ___ minutes in a row.	I did ___ sit-ups before I got tired.	
3	I did ___ toe-taps in a row without stopping.	It took me ___ minutes to do 15 star jumps, 15 bodyweight squats, and 15 jumping jacks.	
4	It took me ___ minutes to score 10 goals with my right foot and 10 goals with my left foot.	I did 10 star jumps + 10 bodyweight squats ___ times in three minutes.	
5	It took me ___ minutes to score 15 goals with my right foot and 15 goals with my left foot.	I had a ___ minute movement/dance party.	
Other ways I stayed active			