

SOCCER FOR SUCCESS **SCHOOL CURRICULUM**



3rd and 4th Grade Unit





INTRODUCTION

The mission of the U.S. Soccer Foundation is to provide underserved communities access to innovative play spaces and evidence-based soccer programs that instill hope, foster well-being, and help youth achieve their fullest potential. We view soccer as a powerful vehicle for social change. By supporting the development of places to play, places to grow, and places to learn, our goal is to ensure that children in underserved communities have easy and affordable access to quality soccer programs that support their physical and personal development.

Soccer for Success is the Foundation's signature soccer program proven to help children improve their physical health, increase their knowledge about healthy lifestyles, and improve their self-esteem and behavior. The program also provides youth and their families with the tools they need to make healthy lifestyle decisions.

This *Soccer for Success* school curriculum was created as a resource for physical education and health education teachers to introduce the fundamentals of soccer while building critical physical, social, and emotional health skills in students. This 3rd and 4th Grade Unit includes ten lessons that provide educators with an efficient way of addressing the National Physical Education Standards (NPES) and infuses information and skills that are aligned to the National Health Education Standards (NHES).

PROGRAM MODEL

The *Soccer for Success* program model is built upon five core components. These components make up the foundation of the *Soccer for Success* program, are the building blocks of the curriculum, and dovetail nicely with the Whole School, Whole Community, Whole Child (WSCC) approach.

Component 1:

- **Physical Activity:** *Soccer for Success* teaches the sport of soccer, with the goal of providing participants at least 25 minutes of moderate-to-vigorous physical activity (MVPA) each lesson. The curriculum uses a play-practice-play approach to ensure maximum movement and engagement during lessons.

Component 2:

- **Health & Wellness:** The *Soccer for Success* program strives to empower students to establish life-long healthy habits. The *Soccer for Success* curriculum is designed to infuse health education concepts and skills during the lessons. Each lesson has an activity that cover a variety of topics from nutrition to mental health.

Component 3:

- **Positive Learning Environment:** *Soccer for Success* believes the best learning occurs in a supportive environment. Understanding how social determinants of health can impact student wellness and how trauma may impact students in the classroom assists in creating strategies for cultivating a positive learning environment.

Component 4:

- **Community Engagement:** *Soccer for Success* is most effective when it engages the larger school community and students' families. Each of the lessons has suggestions for classroom, home, or community connections. Each lesson includes a ready-made resource to support community engagement.

Component 5:

- **Safe Spaces:** *Soccer for Success* requires a physically safe place to learn. Ensure your play space is safe—and be sure to check out the U.S. Soccer Foundation's *Safe Places to Play* program and consider whether your school is a good fit!

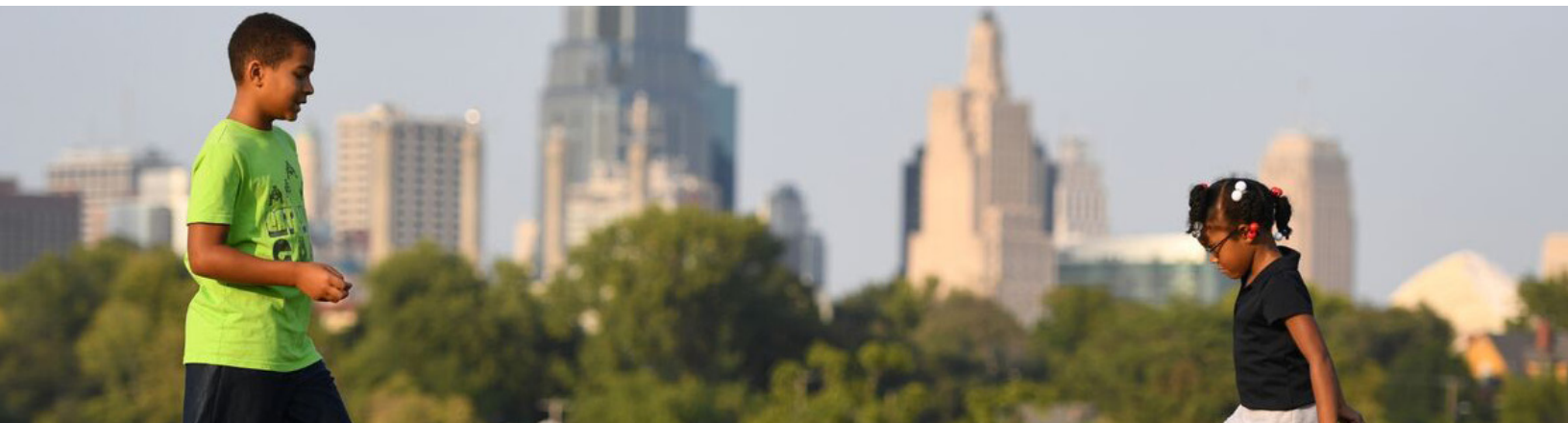
CURRICULUM

The 3rd and 4th Grade Unit includes ten lesson plans, which are flexible to work within your existing schedule. Each lesson plan 1.) outlines the learning objectives, 2.) identifies the NPES and NHES standards that are addressed, 3.) highlights a school, home, or community connection, and 4.) identifies the materials and equipment needed to deliver the lesson. Each lesson follows a five-step structure.

Each lesson includes a five-step process and follows a games-based teaching model. Games-based teaching is a pedagogical approach that facilitates student learning through playing games. Games-based approaches include Teaching Games for Understanding (TGFU), Game Sense, Sport Education, the Tactical Games Model, and the U.S. Soccer Federation's Play-Practice-Play model. The Play-Practice-Play model is used in this unit, and promotes game appreciation, decision-making, and technical and tactical skill development in the context of the game.

LESSON STRUCTURE	
INSTANT ACTIVITY (OPTIONAL)	Provides an instant activity and a circle up, where you can get students moving immediately and provide a brief explanation of the session objectives (30-seconds or less), if supported or needed for your teaching context.
STEP 1 (8-10 MINS)	Play Phase Get students involved quickly in a game-like environment.
STEP 2 (3-5 MINS)	Health Info Lesson Pause to provide students with important knowledge about health that is tied to the lesson and unit.
STEP 3 (8-10 MINS)	Practice Phase Quick transition to the practice phase, where you will focus on targeted learning activities.
STEP 4 (8-15 MINS)	Play Phase Offer students the opportunity to demonstrate what they learned in the previous phases in a game-like environment.
STEP 5 (3-5 MINS)	Closure End each lesson by reviewing what was learned and challenge students to carry learnings to their homes and communities.

The curriculum offers an assessment for the unit objectives related to Physical Education Standards, to be evaluated during lessons 9 and 10, and a worksheet to assess the unit objectives related to Health Education Standards, to be delivered during lessons 9 or 10.



UNIT LEARNING OBJECTIVES

Physical Education Objectives

1. Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (S1.E18.4)
2. Dribbles with both feet in combination with other skills (e.g., passing, receiving, shooting) (S1.E20.4)
3. Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass (S1.E19.4b)
4. Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (S2.E1.4a)
5. Dribbles in general space with changes in direction and speed (S2.E1.4c)
6. Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (S2.E2.4)
7. Recognizes the types of kicks needed for different games and sports situations (S2.E5.4c)
8. Engages actively in the activities of physical education class, both teacher-directed and independent (S3.E2.4)
9. Exhibits responsible behavior in independent group situations. (S4.E1.4)
10. Listens respectfully to corrective feedback from others (e.g., peers, adults) (S4.E3.4)
11. Works cooperatively with others (S4.E4.3a)

Health Education Objectives

**Not formally assessed, infused throughout*

1. Describe the relationship between healthy behaviors and personal health (1.5.1)
2. Identify examples of emotional, intellectual, physical, and social health (1.5.2)
3. Locate resources from home, school, and community that provide valid health information (3.5.2)
4. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)
5. Encourage others to make positive health choices (8.5.2)

ASSESSMENT

An assessment is included here for objectives for Standards 1 and 2. Objectives for Standards 3 and 4 can be done on an on-going basis using a tracking system that works best for you. You may also implement a model such as Teaching Personal and Social Responsibility (TPSR) by Don Hellison to track student progress on affective objectives/goals.

The assessment for Standards 1 and 2 could be formatively assessed throughout the unit with a summative assessment completed during the last lesson(s). This could also be modified to be a checklist in which skills are marked off as they are observed. You can also modify criteria to be more specific to your students and your teaching.

STUDENT NAME:

	MEETS EXPECTATIONS	EMERGING	NEEDS DEVELOPMENT
Dribbles with control			
Dribbles with feet in combination with other skills such as passing, receiving, etc.			
Dribbles and changes direction and speed			
Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass			
Combines movement concepts with skills in small-sided game tasks (varying force and speed, creates space, etc.)			
Recognizes the types of kicks needed for different games and sports situations			

An assessment for the health objectives is not included. A review is suggested during lesson 10.

LESSON 6: LEARNING OBJECTIVES

Soccer: Fundamental Skills

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

- Soccer focus (spatial awareness/open space): recognize play area, recognize space to dribble and space to pass
- Soccer focus (manipulation): tap the ball using different parts of the foot, dribble the ball under control using different parts of the foot (inside, outside, top of the foot, and sole of the foot), dribble to score in small-sided games, passing and receiving

Health & Wellness: Healthy Bodies

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

- Describe interests to pursue and skills to develop (ND SEL Goals)
- Identify strategies for planning, prioritizing, and managing time (ND SEL Goals)
- Demonstrate strategies for working and playing effectively with others (ND SEL Goals)
- Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness (ND SEL Goals)
- Demonstrate stress management techniques (mindfulness is the focus in this lesson)



LESSON 6: STANDARDS ALIGNMENT

NATIONAL PHYSICAL EDUCATION STANDARDS

Standard 1:

- Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (S1.E18.4)
- Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting) (S1.E20.4)
- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass (S1.E19.4b)

Standard 2:

- Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (S2.E1.4a)
- Dribbles in general space with changes in direction and speed (S2.E1.4c)
- Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (S2.E2.4)
- Recognizes the types of kicks needed for different games and sports situations (S2.E5.4c)

Standard 3:

- Engages actively in the activities of physical education class, both teacher-directed and independent (S3.E2.4)

Standard 4:

- Exhibits responsible behavior in independent group situations (S4.E1.4)
- Listens respectfully to corrective feedback from others (e.g., peers, adults) (S4.E3.4)
- Works cooperatively with others (S4.E4.3a)

Standard 5:

- N/A

NATIONAL HEALTH EDUCATION STANDARDS

Standard 7:

- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health (7.5.2)

School | Home | Community Connections

Students can connect these lessons to school and home by:

- *Classroom:* Read [Listening to My Body](#) by Gabi Garcia or [I am Peace](#) by Susan Verde and Peter H. Reynolds. Explore the benefits of mindfulness as it relates to body systems
- *School:* Encourage mindful minutes during morning announcements or provide materials for classroom teachers related to including mindfulness in the classroom
- *Home:* Send information home about mindfulness and provide activities that could be done at home

Materials and Equipment

- One developmentally appropriate soccer ball for each student
- Disc cones and tall cones
- Pinnies (vests) in two different colors
- Poly spots

LESSON PLAN

Instant Activity: Partner Soccer Dribbling Match

- Place 15-20 poly spots on the gym floor. Have students find a partner. If there is an odd number, one group of three will work fine
- The goal is for one partner to dribble the soccer ball over a spot and trap the ball on the spot with their foot. Each time the ball is trapped on a spot, a point is earned. The other partner tries to prevent points from being earned, so they try to steal the ball and dribble it to a spot themselves. Play the game continuously for a few minutes
- Once one partner scores a point, the ball is given to the other partner
- Remind the students that it may be difficult to score a point if their partners play good defense and do not let them dribble around them
- (Activity Credit: PE Central)

Circle Up:

- Have students circle up
- Let students know that today we will be continuing to work on our soccer skills and learning more about keeping our bodies healthy

Step 1: Play Phase (8-10 mins.)

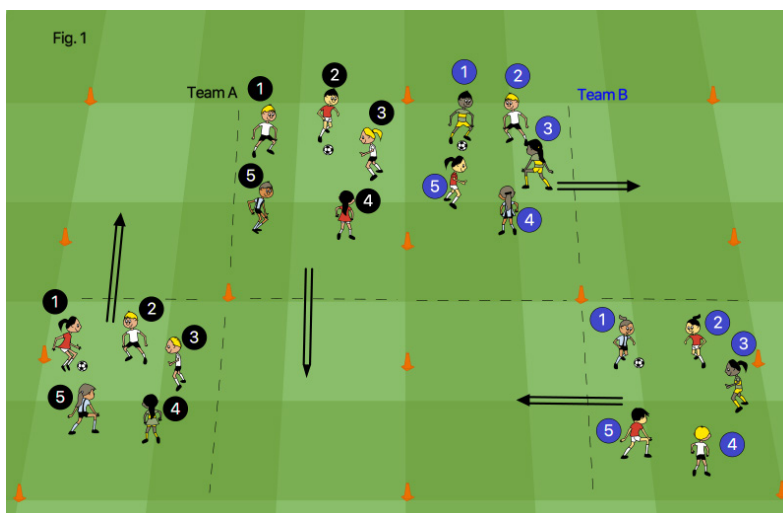
Four Zones

Set-Up:

- Teacher creates two grids (20-steps x 20-steps) (See Fig.1)
- Each grid has a cone in the center creating four zones
- Team A is divided into two teams and stand in a grid and Team B is divided into two teams and stand in the opposite grid
- Each team has a ball and stands in the opposite diagonal zone
- Each student selects a number 1-5 (each student in each group should have a different number)

Activities:

1. On the teacher's signal, students pass the ball in sequence, 1 passes to 2, 2 passes to 3 etc.
2. Students receive the ball using the inside or outside of foot and then pass the ball to the next student in sequence
3. Once the ball has been passed to the last student that student receives the ball and dribbles into the next zone
4. All students run, clockwise, into the next zone and continue passing in sequence
5. Teams move into next zone on teacher's signal of "change"



Teaching Cues:

- Ready position, body position aligned with the path of ball
- Receive ball on the inside or outside of back foot
- Foot gives/cushions ball on reception, ball moves in direction of next student in passing sequence

Differentiation:

- Ensure a variety of abilities on each team
- Provide options for different size balls for students to use
- Have numbers for students to wear

Step 2: Health Info (3-5 mins.)

- Ask students: What have we been learning about health and wellness during these lessons? Review key ideas about stress and stress management.
- Discuss how today will focus on another health-promoting strategy that, like all of the other techniques we have discussed, helps not just with stress management but with overall health as well. We are talking about mindfulness which is about being present in the moment.
- Practice a body scan using a guided practice such as [this example](#).
- Debrief with students about the experience. Encourage students to practice at home or on their own.

Step 3: Practice Phase (8-10 mins.)

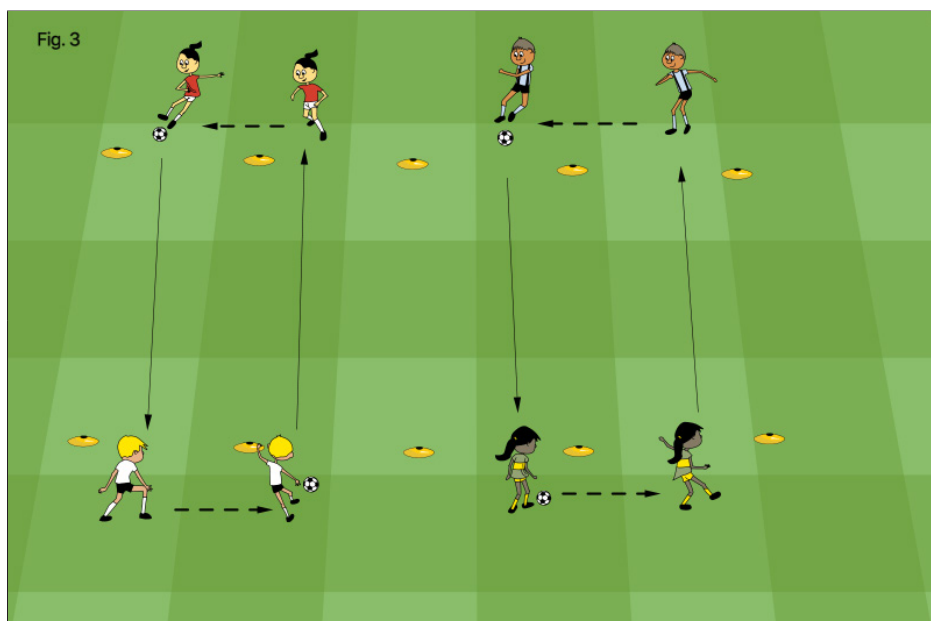
Touch and Pass

Set-Up:

- Teacher sets up a grid (30-steps x 30-steps) (See Fig.3) and sets up passing and receiving discs, one disc per pair
- Passing and receiving discs are set up 10 steps apart
- Students stand two steps behind their discs with one ball between two

Activities:

1. On the teacher's signal, student touches ball forward away from cone, passes the ball to partner
2. Partner receives the ball using inside of foot, moves the ball to the opposite side of cone, and passes ball back to partner
3. Partner receives ball using outside of foot

 <p>Fig. 3</p>	<p>Teaching Cues:</p> <ul style="list-style-type: none">• Ready position, body position aligned with the path of ball• Receive ball off the back foot using inside/outside of foot• Foot gives/cushions ball on reception• Ball is redirected to the outside of cone (See Fig.3) <p>Differentiation:</p> <ul style="list-style-type: none">• Ensure a variety of abilities on each team• Provide options for different size balls for students to use
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Step 4: Play Phase (8-15 mins.)

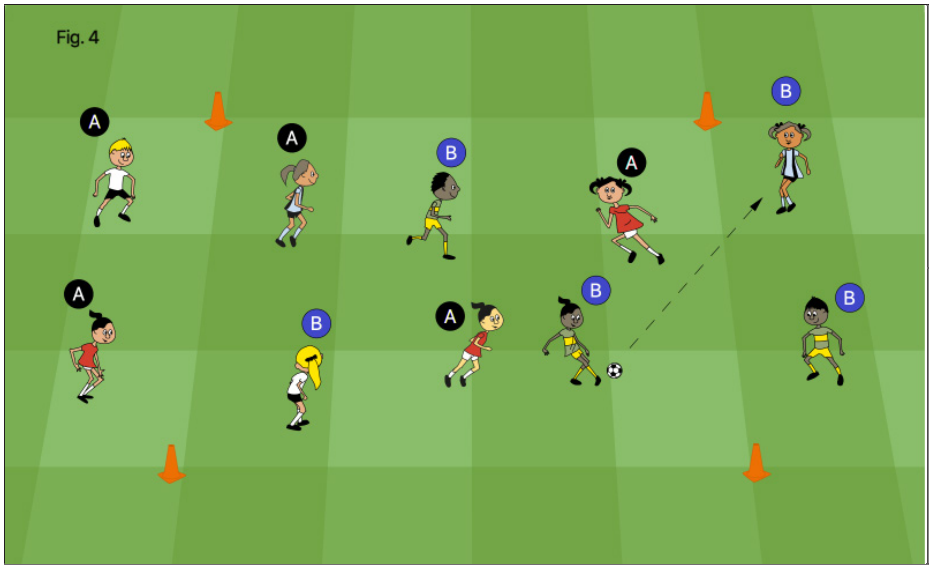
Wall Ball

Set-Up: Teacher sets up a grid 10 steps from perimeter or gym walls (See Fig.4)

Divide students into two teams. Each team should have two target students on the endlines.

Activities:

1. To score, teams must pass the ball to either target student positioned on the endline
2. Target students must receive the pass using either the inside or outside of foot
3. Once a team scores ball returns to opposition who then try to pass the ball to their target students
4. Rotate target students after 3 minutes
5. Add/remove target students to increase/decrease difficulty to score



Teaching Cues:

- Ready position, body position aligned with the path of ball
- Receive/cushions ball using either inside/outside of foot

Differentiation:

- Ensure a variety of abilities on each team
- Provide options for different size balls for students to use

Step 5: Closure (3-5 mins.)

- Review Health & Wellness: Key ideas learned (benefits of mindfulness, body scan practice)
- Review Skills: Key skills practiced
- Review School | Home | Community Resource(s)