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| **LESSON PLAN** | | |
| **SCHOOL:** University of British Columbia | |  |
| **INSTRUCTORS:** Briana Travis, Hayley McDonald, Lisa Burgis, Chrissy Johnson and Mahima Lamba | |  |
| **SUBJECT:** P.E. | **GRADE:** 3 |  |
| **THEME:** Soccer-kicking skills | |  |
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| **Objectives**:  PLO B3: Demonstrate proper technique for performing specific manipulative movement skills including but not limited to   * kick an object with the foot   Draft: Manipulative skills (kicking an object to a target, dribbling two hands) | |  |
| **Materials and Resources:**   * 18 Soccer balls * 18 pinnies * 18 cones | |  |
| **Warm Up: Sharks and Minnows**   * Entire class split into two- half will be sharks and half will be minnows. Minnows will have a soccer ball, sharks will not. * The Minnows start at one end of the area and must dribble across the area and across the opposite goal line without losing possession of their ball. The Sharks defend the area, trying to take away the Minnows' balls. * When the whistle blows, minnows (and new minnows) turn around and go back * A Minnow who loses their ball join the Sharks * A Shark who steals a Minnow’s ball picks it up and walks to the line and waits with the minnows for the whistle to blow. * If minnows successfully make it to the other end they wait on the line for the minnows to clear the playing area. | | 5 min |
| **Activity 1:**   * Sharks in the sea (Piggy in the middle) * Demo inside pass, inside trap * Strategy- look for someone who is “open”- make eye contact with them * Minnows pass across, sharks try to intercept * If a shark intercepts then trade places with a minnow * Two sharks in the middle, circle of students on the outside. Two balls for each group. * Three groups are teacher selected. | | 10 Min |
| **Activity 2: Mini Soccer Games** (students remain in groups from the pervious activity)   * Groups of 10 are divided into 2 teams of 5 students.   + Teacher numbers off students A or B.     - 1 team wears pinnies (A) * Instruct students we are going to play a mini soccer game without goal tenders.   + The cones indicate both the perimeter of the play area and the goal posts.   + Students are encouraged to focus on the skills we have been practicing: passing the ball with push passes (inside of the foot), trapping the ball (inside of the foot) and getting into open space (to receive the ball).   + ***Teacher can suggest that students arrange themselves in a 2, 2, 1 formation (2 defense, 2 midfield, and 1 forward).***   + ***There are no throw in's, simply bring the ball back into play if it goes "out".***     - ***The team that kicks the ball out, should hand the play to the opposite team.***   + ***If a goal is scored, ball returns to center and opposite team begins with possession (ball should go over center line to begin play).***   + ***Remind students to have good sportsmanship as fouls will not be called. Please go for the ball and not your teammates.***   \*Each team picks a number to decide who starts the play. | | 10 mins |
| **Cool Down: Yoga Stretch**   * Sit down on your legs to stretch shins and quads * Put hands down and come to hands and knees-2x cat/cow * Come to sitting bring your feet together for butterfly * Criss cross applesauce and 4x hip rotation * Come to standing and forward fold then flat back hands on shins and fold once more. Repeat one more time and come to standing. * Arms up deep breathing 2x. * Fingers to shoulders chest opening 4x * Thank yourself for participating today. | | 5 min |
| **Adaptations or Modifications:**   * For students who are unable to participate in kicking the ball or running they can help the teacher by being a referee, time keeper, goalie, or be responsible for equipment. | |  |
| **Assessment:**   * Self assessment for students to fill out at the end of the unit | |  |

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| **Self Assessment** | 1 | 2 | 3 | 4 |
| Effort | I don’t really try | Sometimes I try | I always try my best, even when something is hard for me | I always try my best, even when something is hard for me. I encourage others to do the same. |
| Communication with other | I do not listen to others | I listen to others respectfully sometimes. | I listen to others respectfully and share my own ideas too. | I listen to others respectfully and share my own ideas too. I also try to include others. |
| Participation | I do not participate. | Sometimes I participate | I participate | I participate in class actively. |
| Co-operation | I don’t let other people join my games or include them | If someone asks I include them in my game. | I ask others to join my game. | I make sure no one is left out and if I see someone who is left out of the game I ask them to join mine. |