**SOCCER – Day 1**

**Skill(s):** Dribbling

**Introduction:** Dribbling is executed by “tapping” the ball with the inside and/or outside of the feet. In soccer, dribbling is used to advance the ball up the field. It is important to keep the ball under control by going slowly while you are first learning the skill.

**Individual Practice:** The teacher will demonstrate the skill while standing in place, tapping the ball from one foot to the other. Have the students do the same in personal space. Instruct those that are comfortable with the skill, to begin moving forward, keeping the ball and themselves under control.

**Activity:** Dribbling Practice

**Equipment:** Soccer balls – different sizes, textures, colors, inflation levels

 Cones

 Optional: Poly spots, hockey stick, therapy ball, crate or box.

**Set-up/Formation:** Students will be in lines behind cones placed on the baseline of the basketball court. Other cones will be directly in front of each line at half court.

x x x x x

o o o o o

x, o Students

 Cone

 Path Down

 Path Back

**Description:** Students will dribble to the cone, one at a time. The object is to stay in control of the ball while moving themselves forward. Students will go around the cone and dribble back to the line where they started. Next player goes.

**Modifications:**

 **Step Up:**

* Increase the distance between the cones.
* Add additional cones that student has to navigate through without touching.
* Turn the activity into a relay (and thus increasing the speed) – first team to finish gets a round of applause and high fives from the other team.
* Encourage the student to look up and ahead while dribbling instead of looking directly at the ball.

 **Step Down:**

* Shorten the distance between the cones.
* Place tape, or some sort of marker, on the parts of the foot the student should be kicking with.
* Use larger, slower moving balls.
* Use slightly deflated therapy balls.
* Allow student to use hands.

 **Wheelchair Modifications:**

* Attach a box or crate to the front of the chair so the student has more success at reaching the ball.
* Allow student to use a field hockey stick or bat to contact ball.
* Use larger, slightly deflated therapy balls.

**Tips:**

\*To help students line up correctly, place poly spots on the floor where you want them to line up. Tell students they must each find a spot and stand on it.

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|  | **6th Grade** | **7th Grade** | **8th Grade** | **High School** |
| **Competency Goal(s)**  | **6** |  **10** | **6** | **10** | **6**  | **10** | **6**  | **10** |
| **Objective(s)** | **6.05** | **10.01** | **6.04, 6.06** | **10.01, 10.04** | **6.04** | **10.04** | **6.02** | **10.03** |

**North Carolina Standard Course of Study Competency Goals and Objectives:**

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

 concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

 either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

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