**SOCCER – Day 2**

**Skill(s):** Passing, Trapping

**Introduction:** Passing is the transfer of the ball from one teammate to another. Passing is accomplished by kicking the ball with the foot, but can also be done with other body parts such as the head or knee. Trapping is executed by gaining control of a moving ball using any part of the body other than the hands and arms. The main objective when trapping is to stop the momentum of the ball and gain possession.

**Individual Practice:** Instruct the students to find a spot along the wall or bleachers and practice passing by kicking the ball at the wall or bleachers. Instruct those that are comfortable with the skill to find a partner and practice passing to each other. Encourage students to stop the momentum of the ball through the use of a trap.

**Activity:** Passing Practice

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

 Cones

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

**Set-up/Formation:** Students will be placed into two groups. Two cones will be set up along the baseline of the basketball court for students to line up behind. The teacher will stand at the other cone placed 15-20 feet in front of the student’s line. More groups can be added, depending on the class size.

T Teacher

x, o Students

 Cone

 Students pass

 Teachers pass

x x x x T

o o o o T

**Description:** Students will kick a stationary ball, placed in front of their foot, to the teacher. The teacher will trap the ball and lightly kick it back to the student. The student will stop the ball and kick it again in a stationary position. The object is to get control of the ball by trapping and pass it back to the teacher. Students will not be allowed to trap the ball with any body part other than the foot during this exercise. Each student will get three kicks and then must rotate to the back of the line.

**Modifications:**

 **Step Up:**

* Increase the distance between the cones.
* Encourage student to kick the ball while in motion.
* Increase the speed of the pass.
* Allow student to use a real soccer ball (harder and heavier).
* 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.
* Allow only certain body parts to trap the ball – i.e., foot, shin, knee, chest.
* If space permits allow student to move around while trapping and passing.
* Encourage the student to trap the ball using only his/herfeet and make a good pass back to the teacher.

 **Step Down:**

* Shorten the distance between the cones.
* Decrease the speed of the pass.
* Put the ball on a half dome cone to keep it stationary and closer to the shoelaces.
* Use larger, slower moving balls.
* Use slightly deflated therapy balls.
* Allow student to use their hands to stop the ball.

 **Wheelchair Modifications:**

* Allow student to pass and trap with his/her hands.
* Allow student to use a field hockey stick or bat to contact ball.
* Use larger, slightly deflated therapy balls.
* Encourage student to trap the ball by maneuvering his/her chair in its path.

**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.

\*Demonstrate the skill of trapping using different body parts numerous times.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **6th Grade** | **7th Grade** | **8th Grade** | **High School** |
| **Competency Goal(s)**  | **6** | **10** | **6** | **10** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.04** | **10.01** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 10.04** | **6.02** | **10.03** |

**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?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25

**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?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25