**SOCCER – Day 3**

**Skill(s):** Heading

**Introduction:** Heading is executed by contacting the ball, in mid air, with one’s head. It is important to keep the ball under control by going slowly while you are first learning the skill. Many students with special needs should NOT contact any type of ball with their head. Double check student’s disabilities and restrictions.

**Individual Practice:** Students should practice the skill while standing in place, throwing the ball into the air and contacting it with their head. Instruct those that are comfortable with the skill, to head a ball thrown by a partner.

**Activity:** Heading Practice

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

Beach Balls

Cones

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

**Set-up/Formation:** Students will work with a partner. One student will stand behind a cone placed on the baseline of the basketball court. The other student will stand by a cone directly in front of the other at half court.

x x

o o

T Teacher

x, o Students

Cone

Toss

Header

**Description:** The students will take turns being the thrower and the header. The thrower will toss the ball to the other students. The header will then head the ball back to the thrower. All students should be allowed to be both the thrower and the header. Beach balls should be used initially, followed by foam soccer balls, and then regulation soccer balls, if applicable. **Be sure students head the ball with the upper part of their forehead and advise them to keep their mouths closed when heading the ball.**

**Modifications:**

**Step Up:**

* Increase the distance between the cones.
* Use a harder ball.
* Head the balls into a basket or at a target.
* Put groups together in which students try to head the ball to each other in groups of 3 or more.

**Step Down:**

* Shorten the distance between the cones.
* Have a teacher help the student hit the ball.
* Use larger, slower moving balls.
* Use slightly deflated therapy balls.
* Hold the ball and allow student to touch head to ball.

**Wheelchair Modifications:**

* Toss the ball from directly in front of the student.
* Hold the ball 2-3 inches above students head and drop.
* Use larger more inflated beach balls.

**Tips:**

\*Emphasize the importance of safely heading the ball – Use upper part of the forehead, keep mouth closed.

\*Use sponge balls or beach balls when first trying this lesson.

**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?

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