**SOCCER – Day 4**

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

**Introduction:** Learning to dribble and pass in the same sequence is essential to advancing the ball up the field. In this lesson, students will learn to execute a pass, mid-dribble.

**Individual Practice:** Students can dribble the ball to the wall and pass it to the wall. For the advanced student they can dribble the ball to the wall, pass it, trap the rebound and then dribble to another wall and repeat.

**Activity:** Passing and Dribbling Practice

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

 Cones

 Gym tape or poly line

 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. Another cone will be directly in front of each line at half court. Students will have a ball in each line.

x, o Students

 Cone

Dribble Down

Dribble Back

 Pass

 Poly line

x x x x x

 x

o o o o o

 o

**Description:** Students will dribble to and around the cone. On the way back students will dribble to the poly line (or tape on the floor) and stop. From their stopping point, they will pass the ball back to the next student in line. Next student goes.

**Modifications:**

 **Step Up:**

* Increase the distance between the cones.
* Add additional cones that student has to navigate through without touching.
* Add a teacher or paraeducator to play defense.
* 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 students should be kicking with.
* Use larger, slower moving balls.
* Use slightly deflated therapy balls.
* Allow student to walk to and from the cone while holding the ball.

 **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.
* Allow student the option of carrying the ball in his/her lap down to the cone and pushing the ball out of his/her lap when passing.

**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.

\*Use arrow shaped floor markers to direct students.

\*Ask a paraeducator to stand at the poly line to direct students where to stop and pass.

**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)** | **6.05** | **10.01** | **6.04, 6.06** | **10.01, 10.04** | **6.04** | **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