**SOCCER – Day 5**

**Skill(s):** Scoring, Goalkeeping

**Introduction:** Scoring in soccer is executed by kicking or heading the ball into the goal. Goalkeeping is performed by the goalkeeper. Their job is to keep all balls from entering the goal. Only one person on each team can be a goalkeeper. Goalkeepers are the only team members that are allowed to use their hands.

**Individual Practice:** Practice the skill of scoring by kicking the ball at a goal or against the wall and repeating. Practice the skill of goalkeeping by kicking the ball against a wall and then catching or stopping the rebound with the hands.

**Activity:** Scoring/Goalkeeping Practice

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

Cones

Goal

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

**Set-up/Formation:** Students will be in 3 lines in front of the soccer goal. Make sure every student that wants a turn being goalkeeper gets a try.

Students

Cone

Shot

Goalie

Ball

Goal

**Description:** Students will shoot, one at a time, from their line. One student will stand in front of the goal and act as the goalkeeper. After everyone in the line has shot, they will rotate lines. This will allow students to practice shooting from different angles. One student can be the goalkeeper. After a few shots, switch goalkeepers.

**Modifications:**

**Step Up:**

* Increase the distance from the goal.
* Encourage student to dribble to the goal and shoot.
* Set up two lines and let student pass with a partner before shooting at the goal.
* Allow more than one student to kick at a time.

**Step Down:**

* Shorten the distance between the cones.
* Use a larger goal.
* Use larger, slower moving balls.
* Use slightly deflated therapy balls.
* Remove goalkeeper.

**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.
* Incorporate the use of the bowling ramp for student to score.

**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.

**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