**SOCCER – Day 6**

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

**Introduction:** Line soccer is a game that emphasizes competitiveness and teamwork. It also incorporates skills previously learned in the soccer unit such as kicking and trapping.

**Individual Practice:** Students can spread out into personal space and practice shooting against the wall and then trapping the rebound.

**Activity:** Line Soccer

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

Cones

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

**Set-up/Formation:** Place two cones on the baseline of the basketball court. Place two more on the opposite baseline. Cones should form a rectangle. Students will line up on both sidelines facing each other.

o o o o o o o

x x x x x x x

x, o Students

Cone

Ball

Direction of Kick

**Description:** Line soccer is played with two teams. Divide your class evenly and line them up between the cones on the sidelines of the basketball court. The object is for one team to kick the ball past the other team’s line. Players cannot use their hands in this game. Points are scored when a player kicks the ball past the opposing team’s line and when the opposing team touches the ball with their hands. If a player kicks the ball above the shoulders of the opposing team the opposing team is awarded a point.

**Modifications:**

**Step Up:**

* Increase the distance by playing outside on a playground or football field.
* Use a smaller ball.
* Encourage student to look up when kicking the ball instead of watching the ball when it is kicked.
* Have student trap the ball with his/her body.
* Use fewer players – more ground to cover.

**Step Down:**

* Shorten the distance between the teams.
* Only allow the ball to be kicked on the ground.
* Allow student to use their hands.
* Use larger, slower moving balls.
* Use slightly deflated therapy balls.
* Allow student to sit and roll the ball instead of kicking.

**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.

**Tips:**

\*To help students line up correctly, place poly spots between the cones, along the sidelines. 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)** | **6.04, 6.05** | **10.01, 10.02** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 10.03** | **6.01** | **10.02, 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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