
UNIT PLAN

Methods

Soccer Unit Plan 20 days, 40 minutes in length

For 7-12 graders

Name

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BLOCK TIME FRAME

A Fundamental Soccer Unit Designed for 7-12 Graders

Day 1

Explain the Grading Scale

Watch clips from a Video *All the Goals from the 2002 World Cup*

Warm-up and Stretches

Play 7 vs. 7 Games

Cool-Down

Teach some basic Rules, Strategy, Formations (**Handout**)

Conclusion

Day 2

Review some rules and explain new rules

Warm-up and stretches

Teach basic dribbling skills

Obstacle Course Competition

1 vs. 1 dribbling Competition

Video clips of great foot skills

Conclusion

Day 3

Warm-up and Stretches

Review basic dribbling techniques

Play dribbling game

Teach basic passing techniques

Passing Drills

Dribbling/Passing Game

Conclusion

Day 4

Warm-up and Stretches

Dribbling warm-up game

Review Passing

Teach one-touch passing

Play 4 vs. 4 with a passing emphasis

Assign Paper on the Influence of Soccer in other countries

Conclusion

Day 5

Warm-up and Stretches

Dribbling Game

Passing Game

Explain 4 vs. 4 and assign teams and team names

Play 4 vs. 4

Conclusion

Day 6

Warm-up and Stretches

Skills Test #1

- Dribbling Obstacle Course
- Passing through Gates

Play 4 vs. 4 in assigned teams

Conclusion

Day 7

Warm-up and Stretches

Teach Fundamentals of Shooting

Shooting Drills

4 vs. 4 games with shooting emphasis

Conclusion

Day 8

Warm-up and Stretches

Review Fundamentals of Shooting

Teach Fundamental Skills of Goalkeeping

Shooting Drills with Goalkeepers

Shooting Game using Goalkeepers

Play 7 vs. 7 using Goalkeepers

Conclusion

Day 9

Warm-up and Stretches

Review Shooting

Watch video clips from *Bye Bye Becks*

Teach Free Kicks and Penalty Kicks

Penalty Kick Contest

4 vs. 4 games

Conclusion

Day 10

Warm-up and Stretches

Dribbling and Passing Game for warm-up

Shooting Game

Review rules

Explain and Demonstrate Strategy and Tactics

11 vs. 11 using different strategies

Influence of Soccer papers due

Conclusion

Day 11

Warm-up and Stretches

Skills Test #2

- Shooting Accuracy and Technique

Review rules and strategy

Explain and Discuss different formations

11 vs. 11 using different formations

Conclusion

Day 12

Warm-up and Stretches

Review Game on Rules, Strategy, and Formations

4 vs. 4 games

Conclusion

Day 13

Warm-up and Stretches

Play 7 vs. 7

Conclusion

Day 14

Warm-up and Stretches

Continue 4 vs. 4 games

Conclusion

Day 15

Final Review

Soccer Written Exam

Watch Video highlights from the World Cup

Conclusion

Day 16

Warm-up and Stretches

Teach Defending Principles

Play 7 vs. 7

Conclusion

Day 17

Warm-up and Stretches

Dribbling Game

Passing Game

Review Defending Principles

4 vs. 4 games

Conclusion

Day 18

Warm-up and Stretches

Review Exam

Shooting Game

7 vs. 7 Modified Games

Conclusion

Day 19

Warm-up and Stretches

Final 4 vs. 4 Tournament

Conclusion

Day 20

Warm-up and Stretches

7 vs. 7 Round Robin Tournament

Conclusion

UNIT OBJECTIVES

Cognitive

After the 20-day unit on soccer, the students will develop a basic, fundamental knowledge about the game of soccer and the skills involved. The students will learn the rules, the importance of soccer around the world, strategy, different formations, and various skills of the game of soccer. The students will also be able to show what they have learned in a written exam and use the process of researching in order to learn more about soccer in other countries. The two cognitive areas that the students will be tested on will be a comprehensive written exam and a typed paper. Having both an exam and a paper will give students who do not take tests well a chance to use writing skills to improve their grades. This will also expose the students to the knowledge of the game of soccer and not just the skills of the game. The overall grading scale of the cognitive domain of learning will be 33% of the final grade.

Affective

After a 20-day unit on soccer, the students will develop their social skill, and I want them to be able to relate to one another. These kinds of skills will be developed through game-like situations and working with partners. Other qualities that will be developed are sportsmanship, teamwork, and positive attitudes. I will keep a daily checklist for each student with the categories of attitude, participation, and if they dress for class or not. The goal of this unit is to focus on the attitude of each student while playing the game of soccer. Respecting other students and the teacher will be more important than winning during the competition in class. The overall grading scale of the affective domain of learning will be 33% of the final grade.

Psychomotor

After a 20-day unit on soccer, the students will develop the physical skills that will enable them to become better soccer players. The students will learn the skills of dribbling, passing, shooting, goalkeeping, and defending that are needed to become an all around soccer player. The students will learn new skills in the sport of soccer, and they will be challenged to try new techniques. The emphasis will be placed on improving their skills while exercising the correct technique. There will be two tests in this area. One of the tests will deal with the skills of dribbling and passing, and the other test will deal with shooting accuracy and technique. The overall grading scale of the psychomotor domain of learning will be 33% of the final grade.

Fitness

During the unit on soccer the students will be engaged in daily routines of fitness before any soccer skills take place. They will warm-up each day with activities that will improve their flexibility, strength, and agility, which will increase their level of fitness. They will also participate in game-like situations and drills with the soccer ball that will increase their fitness level. The main objective is that the students become physically fit and stay physically fit for the rest of their lives. Fitness is not directly influenced in the unit's grading scale.

TASK ANALYSIS

Soccer Unit

History

- Written paper done by each student

Rules, Strategy, and Formations

- See Handout

Dribbling/Foot Skills

- Keep the ball close to your body
- Take a touch on the ball with every step
- Knees Bent
- Head Up
- On the balls of your feet

Drills:

- Obstacle Course Competition

This is a course using cones that the students will have to dribble through in a certain amount of time, and could be used as a competition between students.

- 1 vs. 1 Dribbling

There will be a grid or a couple of grids set up with many different goals made by cones in the middle of it. The students will have a partner and one ball. They will play one vs. one trying to dribble through as many cones as possible in a certain amount of time while all the other groups are doing the same thing. Then after a certain amount of time they will all switch partners and continue to improve their dribbling abilities.

- Crab Soccer

Within a grid that is marked off by cones, all but 3-5 students will have a ball. The 3-5 students who do not have a ball will be in a crab position in the middle of the grid, and the idea is for the “crabs” to kick the other students’ balls out of the grid while the students with the balls will have to try to get from one end of the grid to the other. If the “crabs” kick a ball out of the grid, the students whose ball was kicked out then becomes a crab, and the game continues until 1 person remains.

- Dribbling Within a Grid

In this very basic activity, the students will dribble around in a grid trying to avoid running into anyone else. While they are dribbling, they will practice specific moves or foot skills to improve their dribbling.

- Knockout

Within a grid marked off by cones, everyone will have a ball, and everyone will be trying to protect their ball from being knocked out of the grid. Each student will try to kick other students’ balls out of the grid while trying to protect their own ball. If a student is knocked out, they must retrieve their ball and juggle it with their feet until the game is over. The game is over when there is one remaining student left with their ball.

Passing/Receiving

- Ankle locked
- Follow through
- Turn foot to a 90 degree angle
- Knee bent
- Head Up
- Square your body up to where you are passing it
- Pass in front of the player you are passing to
- Eye Contact
- Don’t lean back
- Receive by giving in a little (only for 2 touch passing)
- Use inside of the foot

Drills:

- Pass Through Cones to Partner

There will be cones set up across the field, and the students will stand across from their partner. They will receive the pass with one touch, and then they will pass it through the cones, working on accuracy, back to their partner. They will then do it using only one touch.

- 3 Person Passing

This will be set up by having 2 students with a ball, and the student without the ball will be in the middle. The student in the middle will run to the first student who will pass them the ball, and then they will pass it right back to that student and then go to the next student. They will go back and forth for about 1 minute, and then they will switch. It can also be used for one touch passing.

- 6 vs. 6 Through the Cones

There will be two teams of 6 per team. They will be in a grid that is marked off by cones. There will also be goals in the grid, which will be marked off by cones, and they will be scattered throughout the grid. The objective is to keep possession of the ball by dribbling and passing to your team until you have an opportunity to pass the ball through one of the goals to a player who is on your team. By passing it through the goal to another player on your team, that team will receive one point. This gives the students an opportunity to improve their dribbling and passing skills, and it also creates some good competition.

- Spodnik Passing Drill

There will be a zone where the students will make two-touch passes back and forth, and then after making a two-touch pass, they will run out of the zone and make a one-touch pass to another student with a ball waiting for them. They will continue to do this and continue to rotate.

Shooting on Goal (as well as Free Kicks and Penalty Kicks)

- Ankle locked
- Land on foot that you shoot with
- Follow through
- Head down
- Don't lean back
- Knee over ball
- Use the instep of your foot or laces
- Drive the ball

Drills:

- Wall Pass Shooting

The students will pass the ball to the teacher or another student, and then the ball will be passed back to them, and they will take a shot on goal one touch. This will be going on at 2 or 3 different goals so that students will not stand in line for very long.

- Basic Technique Shooting

There will be 3 lines facing the goal, and the student will take one dribble touch in front of them and strike the ball using proper technique, and then they will get their ball and change lines.

- 3 Goal Soccer

There will be 3 goals set up in a large area, and there will be goalkeepers in the goals. Each team will be assigned a goal. They will need to defend their goals, but the main objective is to score as many goals as possible in a certain amount of time in the other two goals.

- Demonstrate Free Kicks and Penalty Kicks

The teacher will demonstrate the strategy of free kicks and tell the importance of penalty kicks. The students will then participate in a penalty kick contest. There will be 2 goals so that the students will not have to stand around for a long period of time.

- 4 Goal Soccer

There will be 2 goals set up on each side of a very wide but short field marked off by cones. There will be one team on each side and 4 goalkeepers. The teacher will throw the ball out from the side. When the ball is thrown out, the students will run out in groups of 4 only and play 4 vs. 4 until someone scores or the ball goes out of bounds. If the ball is scored the team that scores keeps playing and new team from the other side comes on, but if the ball goes out of bounds 2 new teams come on the field.

Goalkeeping

- Knees bent
- On balls of feet
- Hands out
- Catch ball above head with hands forming a “w”
- Catch anything in the mid section and below with 2 hands and bring in to chest

- Secure the ball

Drills:

- Partner Throwing

Have each student get with a partner and roll the ball and throw the ball to each other practicing catching the ball using the correct technique. Each student catches 10 balls.

- Partner Kicking

After having the students throw the ball back and forth, they will kick the ball to each other and practicing catching the ball with the proper technique. Each student will catch 10 balls.

- Shooting/Goalkeeping Competition

Divide the students into 6 teams and have 3 goals. There will be 2 teams per goal. One team will line up on one post and one team on the other post. There will be a student who stands on the side and distributes the balls. The first team will run out about 15 yards and shoot the ball one touch from the student who distributes the balls. The other team will run around three cones and then try to block the shot. Each team will shoot for the same amount of time and whoever has the most goals wins the competition.

- Goalie Wars

There will be one student in each goal, and the goals will be about 25 yards apart. The students will have to try to score in the opposing goal, and defend using their goalkeeping skills their own goal. Students will rotate in and out of the goal, and we will keep track of points to see which team wins.

Defending

- Zone defense
- "J" runs
- Support
- Cover
- Help defense
- Running at angles
- Tackling

Drills:

- 2 vs. 2 vs. 2

2 students will pass the ball back and forth while 2 students defend and run using the proper zone defending principles. The 2 students passing the ball will try to pass it by the 2 defenders to the other side to the other 2 attacking players. Then after about 2 or 3 minutes all of the students switch positions.

- 2 vs. 2

Have the students get with a partner and the students will play 2 vs. 2 in a marked off grid. The grid will be very narrow and long. They will play 2 vs. 2 using the proper zone defending principles, and the students will score by stopping the ball on the end line.

- Bogey's Blitz

Divide the students into 2 teams. One team will stand at the post, and the other team will stand about 30-40 yards out in the field. The balls will be with the team who is at the post. There will be a goalkeeper. The students at the post, who will be playing defense, will play a ball out to the other team and run out with 2 players, and the offensive team will also come out with 2 players. The offensive team can pass the ball back and bring out as many as 4 players, and if the offensive team brings more players into the field, the defensive team can counter and bring out as many as the offensive teams brings. Both teams play offense and both play defense, and whichever team has more goals wins the game. The amount of points awarded for each goal is based on how many players are on the field. This will allow the defensive team to work together on the zone defending principles.

- 1 vs. 1 to the Endline

The students will be in two lines. One defensive line and one offensive line. The defensive line will pass the ball to the offensive line and they will begin. They will play to stop the ball on the endline.

EVALUATIVE PROCEDURES

Cognitive

33% - 100 Points

1. Written Soccer Term Paper (Day 10)

- Each student must write a paper on the Influence of Soccer in other Countries.
- Each student will pick a country to write about, and that student will then research that country.
- After doing research about the country in general and about the influence of soccer in that country, the student will write a 1-2 page paper about how soccer influences that particular country.

- 50 Point Scale
- This paper will be worth 50 points, and it will be worth half of the cognitive area.

2. Written Soccer Exam (Day 15)

- 50 Point Exam
- This exam will cover the rules of soccer that were discussed in class and on the handout that was given in class. The exam will cover all of the skills learned in class such as dribbling, passing, shooting, goalkeeping, and defending. The exam will also cover strategy and formations.

Psychomotor

33% - 100 Points

1. Skills Test #1 (Day 6) – Dribbling Obstacle Course

- 25 Points
- The obstacle course can be set up in many different ways, but every dribbling obstacle course should have cones set up so that the students have to dribble in and out of them. It should also have something that the students will dribble around and keep control of the ball, and then the obstacle course should have a place where the students should be able to dribble with speed and keep control of the ball. The students will need to demonstrate a certain level of speed and control to get the best grade. The students will come in groups of five, and the other students will practice dribbling with a partner.

Less than 1 minute	25 points
1 minute – 1 minute 30 seconds	20 points
1 minute 30 seconds – 2 minutes	15 points
2 minutes – 2 minutes 30 seconds	10 points
2 minutes 30 seconds +	5 points

2. Passing Through Gates

- 25 Points
- The students will get 10 chances to pass a ball through 2 cones that are set up a certain distance away. This test will be administered the same way that the dribbling test is administered.

9-10 passes through the gate	25 points
7-8 passes through the gate	20 points
5-6 passes through the gate	15 points
3-4 passes through the gate	10 points
1-2 passes through the gate	5 points

3. Skills Test #2 (Day 11) – Shooting Accuracy and Technique – Evaluation Checklist

- 50 Points
- The students will get a partner and a chart that looks like the chart below. Each of the 2 students will execute each one of the different kinds of shots, and they will do each one 5 different times. The students will keep practicing these skills until they are able to get them right. The students will work on this for the entire period. If they get it right away, then they will help the students who are struggling.

5 shots – hit the net in the air	10 points	
5 shots – in the right side netting	10 points	
5 shots – in the left side netting	10 points	
5 shots – on the ground in the net	10 points	
5 shots – with opposite foot	10 points	

Affective

33% - 100 Points

1. Daily Checklist

- Each day the students will get a 100% for dressing properly, participating, and having a good attitude. 40% will be given for dressing properly, 40% will be given for participating, and 20% will be given for a good attitude.
- Each day the teacher will record at the beginning of class if the students dress, the teacher will record if the student is participating during class, and the teacher will record if the student had a good attitude during or after class.

	Monday	Tuesday	Wednesday	Thursday	Friday
Clothes					
Participation					
Attitude					

TOTAL GRADING SCALE

Cognitive

Written Soccer Term Paper 50 points

Written Soccer Exam 50 points

Psychomotor

Skills Test #1: Dribbling 25 points

Obstacle Course;

Passing Through Gates 25 points

Skills Test #2: Shooting 50 points

Accuracy and

Technique

Affective

Daily Checklist 100 points

Total 300 points

92%-100% A

83%-91% B

74%-82% C

65%-73% D

64%-below F

* Daily objectives will be achieved through the different drills each day. I will walk around each day and give feedback to the students. I will ask them to perform some of the daily objectives so that I know where my students are at each day.