**Focus:** Kicking (as in soccer)

**Sub focus:** Spatial Awareness

**Content Integration:** Math will be integrated into this lesson to help them remember multiplication tables! We will mention that 5 X 1 equals five! That means that the students will dribble around the cones fives times. Each taking a turn so every person goes five times.

**Objectives:** The Learners Will

**Cognitive:** Students will be able to demonstrate tapping of the ball as they travel though general space.

**Affective:** Students will have learned to cooperate and help each other as they take turns tapping the ball.

**Psychomotor:** Students will be able to successfully tap the ball using the inside and outside of their foot. Also tap-dribbling the ball in general space.

**Connections:**
1.4: Students make sense of the various messages to which they listen.

2.7: Students understand number concepts and use numbers appropriately and accurately.

2.9: Students understand space and dimensionality concepts and use them appropriately and accurately.

2.23: Students analyze their own and others' artistic products and performances using accepted standards.

2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.34: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.35: Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

**Teaching Cues:**
1. Watch the ball. (Focus on the ball, watching it touch your foot each time you kick.)
2. Behind the ball. (Contact directly behind the ball for travel along the ground, not in the air.)
3. Tap, tap. (Gently tap the ball so it stays within three to four feet of you at all times.)

**Materials/Equipment:** Soft soccer balls, playground balls, or plastic balls

Cones
Angie Evans  
**Skill Level:** Control  
**Time** 20 minutes

**Organization/Management:** Established protocol for response to signal (stand behind ball with one foot resting on ball).

**Introduction:** Earlier this year you learned to dribble basketballs. Today we are going to learn another type of dribbling, the tap-dribble of a soccer ball. You will learn the correct technique for a soccer dribble. But instead of using our hands we will be using our feet to dribble the ball.

First we will demonstrate the procedure for you! Get a ball, in your own personal space stand in ready position which is one foot resting on the ball. On signal (which will be a blow from a whistle), watch the ball as you see it touch your foot each time you kick it. Stay behind the ball because you do not want it kicked in the air but on the ground. Tap it gently so it stays within 3 to 4 feet of you at all times.

**Content Development:**

One person from each group please come up and get one ball for your group and hold it until further instruction. Keep the ball within “reach” – three to four feet in front of you.

**TBI** - If you are having trouble kicking the ball and keeping it 3-4 feet in front of you try to turn your toes outward like a duck as you dribble the ball along the ground.

**T** – Continue your tap-dribble, concentrating on keeping the ball within a short distance of you at all times.

**C** - Watch the ball until it touches your foot each time you kick.

1.0 Can you tap-dribble with the outside of your foot? Continue your practice of the soccer dribble, kicking with the outside as well as the inside of your feet. Now your toes turn slightly inward for the tap-dribble.

**CH** – Use the inside and outside, right and left foot, see if you tap-dribble the ball without bumping into another person or going outside our large boundaries for one minute.

**C** - The key is a controlled tap, not a kick for distance.

**TBI** – If you are really good at dribbling it you may want to dribble quickly or slowly.

**T**- Tap-dribble the ball as you travel in general space. Gradually increase your speed, but keep the ball within reach at all times.

**C** - Be aware of others and do not bump into them or get into their way.

**T**- Continue your tap-dribble as you travel throughout general space.

**ITV** - If you are having trouble dribbling concentrate on watching the ball and tapping it gently with the inside or outside of your foot.

**ITV** – As we observed you tap-dribble, we saw you focusing on dribble with either foot and keeping the ball within “reach.” I did not see many of you dribbling with the outside of your foot. This time focus on tapping the ball with the outside of your foot.
CH— Choose the skills that you need to practice most: dribbling with the inside of the foot, alternating feet, dribbling with the outside of the foot. Practice that skill for the next few minutes.

**Modifications:** A disabled student could practice dribbling with one foot against the wall since they couldn’t move to fast and the ball would bounce or roll back to them so they could practicing kicking with their other foot. A wheel chair disabled student could practice dribbling a basketball on the side.

**Closure:** What new technique did we learn today?

This kicking is used in what sport?

How should you tap the ball?

How do you dribble the ball?

**Reflection:** Can the children tap-dribble as they travel in general space?

Can they tap-dribble with either foot?

Do they demonstrate both ball and body control as they travel?
The lesson that we are teaching is on the control level, and is on kicking.

**NTS I:** Designs/Plans Instruction

Our planning process was very effective because our lesson met seven of the academic expectations such as 2.9: Students understand space and dimensionality concepts and use them appropriately and accurately. They are to dribble to the end of the gym and back, taking turns with their fellow students so each does it five times.

**NTS II:** Creates/ Maintains Learning Climates

Our lesson challenges students as well as giving them many opportunities for success. We have plans to modify and change the task for those students who are unable to do this activity. We will be providing much feedback and encouragement throughout the lesson.

**NTS III:** Implements/Manages Instruction

In our lesson we allowed students to work in groups that takes turns and helps encourage each other. We will demonstrate the activity before having the children try it and let them know our expectations. Our directions are very thorough and we have visual aides for more encouragement and help.

**NTS V:** Reflects/Evaluates Teaching/Learning

At the end of the lesson we review what we did and learned that day. Reflect on what we could have done better. We ask ourselves questions to make sure that we have taught the lesson well such as, “Do they demonstrate both ball and body control as they travel?”

**NTS VI:** Collaborates with Colleagues/Parents/Others
Angie Evans

**Skill Level:** Control  
**Time** 20 minutes

Through the lesson the children will be enhancing their communication skills as well as their math skills. They will be encouraging other classmates to improve the dribbling skill. They will also be learning their math by using multiplication tables.