

Please note: Activities are member submitted and not approved prior to uploading by SHAPE America staff.

Name of Activity	
World Cup Wonder- GOOOOOAAAAALLL!!	
Submitted by	Laurie Gaudreault, Physical Education Teacher
National Standard(s)	Physical Education Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Grade Level Outcome or Performance Indicator	GLOs S1 E.2 Dribbling a soccer ball S3E.4 Cardiovascular Fitness Dribble a soccer ball while changing speed and direction. Kick a soccer ball at a stationary and a moving target. Trap a soccer ball with dominant and non-dominant foot off of a wall. Shoot at a goal while both stationary and while moving towards a goal (use both the right and left foot)
Activity Objective	Students should be able to dribble, pass, shoot, and trap a soccer ball at a variety of speeds, directions, while avoiding other students. As an extension of this lesson, and in light of the recent Brazilian Tragedy of the Plane Crash in the Andes Mountains over Columbia, I would like to have my 3rd, 4th, and 5th grade students write sympathy notes on soccer balls to the survivors and mail them to the Federation International Football Association (FIFA).
Grade(s)	4th and 5th Grade
Materials	Soccer Balls (1 per student), Pop Up Soccer Goals, Copies of black and white paper soccer balls.
Prior Knowledge	Knowledge of soccer skills: trapping, passing, shooting, kicking, dribbling.
Vocabulary	Trapping, shooting, dribbling, passing, goals

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Safety Considerations

No wild kicking or shooting. Students must be in control of their own ball. Students with disabilities must be in a safe zone so that other soccer balls cannot interfere with their learning.

Activity Description

Discuss how soccer is a world sport! Ask students how many of them have played soccer before. Ask questions that require higher level of thinking such as “How is dribbling in soccer different that dribbling in basketball?” “Which is more important—accuracy or speed while dribbling, kicking, passing a soccer ball and why?” “Why do you think that students that move safely, effectively, and efficiently feel more confident, and comfortable in their performance of motor skills related to soccer (dribbling, passing, shooting, and trapping)?”

Have different soccer challenges set up around the gym focusing on different Learning Targets in Soccer which include dribbling a soccer ball safely, shooting a soccer ball, passing a soccer ball to and from a partner and wall, and finally trapping a soccer ball using different parts of their body.

Students will try some soccer challenges. As students attempt the challenges, they color in the pentagons on a paper soccer ball. When they have colored in all of the pentagons on the soccer ball . . . they are considered a “World Cup Wonder” and we will post their hard work on a bulletin board in the gym.

Modifications

Include ways to modify this activity for advanced, lower level and inclusion students.

Students that have disabilities may have a partner work with them for assistance. I would also require less skills (3 out of 6) so that everyone is supported and feels accomplished!! I would use a bigger ball so that students with wheelchairs could push the ball for a dribble, throw the ball for passing and shooting, and catch the ball for trapping.

Resources and Tools:

National Standards for Physical Education: <http://www.shapeamerica.org/standards/pe/>
 National Standards for Health Education: <http://www.shapeamerica.org/standards/health/>
 Coordinated School Health: <http://www.cdc.gov/HealthyYouth/cshp/>