

APE Lesson Plans

Soccer Skills

This unit is directly related to Special Olympics Soccer.

Possible goals:

- Student will apply competent motor skills needed to perform a variety of soccer skills.
- Student will understand concepts and principles that apply to the learning of soccer skills, and competing in a soccer skills competition.
- Student will demonstrate understanding of the importance of physical activity and fitness through participation.
- Student will demonstrate behavior that enhances respect for self and others.
- **Links to NC Essential Standards for PE:**
- MS: demonstrate locomotor skills (walk, run); demonstrate manipulative skills (dribble, kick); execute combinations of more complex locomotor skills and manipulative skills specific to individual and team activities; use increasingly complex skills with power and accuracy.
- MC: understand terminology; understand essential elements of correct form (instep, kick, controlled dribble); value feedback and use of rubrics; apply principles of practice and conditioning that enhance movement performance.
- HF: recognize/analyze fitness components; understand physiological changes and enjoyment of health enhancing activity.
- PR: understand personal space, safety, and respect for others; analyze and resolve conflicts that arise in competitive activities.

(APE students are provided with the means to communicate, participate, and demonstrate self-advocacy).

Before separating students for Team vs Individual skills, all students participate in the progression of basic skills with various activities and drills.

Dribbling
Passing/Trapping
Shooting
Defense

Dribbling

Setting: 5 meter wide and 15 meter long dribbling lane with a 5 x 5 meter box at the end for a total length of 20 meter.

Soccer ball

Athlete dribbles the ball as fast as possible down the lane into the finish zone.

Rules: Ball has to stop in the zone. When it rolls out player keeps trying and time keeps running.

During competition: if the ball rolls out of the lane the referee places it back.

Athlete cannot touch the ball with their hands.

Pointers: Practice on grass when possible.

Use chalk or cooking flour to mark the lane and finish zone.

Practice going in a straight line.

Work on control; dribble at walking pace before going faster.

Work on stopping the ball in the end zone.

Practice turn taking. Athlete receives 2 non-consecutive turns during competition.

Adaptations: A slightly deflated ball rolls slower.

Use a sound source/voice to guide an athlete with a visual impairment.

Athletes can use a cane or walker.

Shooting

Setting: Goal is 4 meters wide and 2 meters high. Use two tall cones for practice.

5 shots are taken from a shooting line 6 meters in front of the goal.

Athlete is at the start line (2 meters from the shooting line) walks forward to the ball on the shooting line and kicks the ball toward the goal.

_____ (4 meters wide goal)

_____ (shooting line with 1 ball on it, 6 m in front of the goal)

_____ (starting line to return to before each kick)

Rules: Can only kick a ball one time per turn.

Athlete gets 5 balls/turns.

Need to return to the starting line before each kick

Pointers: Have 5 balls. Place one at a time on the shooting line.

Practice kicking hard; swing leg (watch for balance issues).

Practice turn taking. After 5 shots on goal the next student goes.

Adaptations: Students can use a cane or a walker for support.

For students with Visual Impairments:

Place a sound source/voice directly behind the goal for direction.

Use a beeper ball or have athlete touch the ball before kicking.

Run Kick

Setting: 4 mini goals (use cones) 2 feet wide. Each is 6 meters from a central starting point (poly spot); one to the north, east, south and west; 2 meters in front of each goal is a soccer ball.

Athlete kicks each ball through the closest target goal as fast as possible.

Rules: Athlete cannot touch the ball with their hands.
Athlete starts in the middle (starting point) and can go to any of the balls.
Only allowed to kick each ball one time.
As soon as the athlete kicks the last ball the time stops.

Pointers: Bonus points for each correct goal. Control matters.
During practice when there are enough students, place a student behind each goal to retrieve the ball.
Mark a line between the two cones that form one goal as a visual aid.
Most athletes do best when they always kick the balls in the same order. For example always go to the next ball on the right.
Practice turn taking.

Adaptations: Students with Visual Impairments need sound sources/voices behind each of the goals; and possibly beeper balls.
Students can use a cane or walker for support but cannot receive physical assistance.

For those considering Special Olympics competition for their students please read the following when choosing to enter students in Individual Skills (the 4 skills listed above) or Team Play (5 a side):

Per Special Olympic guidelines: ***Individual Skills** are specifically for lower ability athletes who have not yet developed skills necessary to participate meaningfully in team soccer, and for players who cannot participate in team soccer because of their need to use a walking devise.*

For **team play** it is suggested that each athlete should have the following skills:

- Independently kicks/dribbles/stops a regulation soccer ball.
- Is not afraid of the ball.
- Has a fitness level allowing for meaningful participation.
- Moves in a purposeful manner (toward the ball, asks for the ball, passes).
- No need for constant coaching; student makes independent decisions.

For more information on team play see the Adapted P.E. department.