

Soccer

Competency: ***Interacts*** with others in different physical activity settings

Planning includes 5 documents:

- Introduction
- Level 1
- Level 2
- Evaluation document
 - Evaluation grids and observable criteria, levels 1 and 2
- Reference material
 - Posters: control, pass and kick

Soccer

In this document:

- Regulations of the sport
- Elements
- Techniques
- Information

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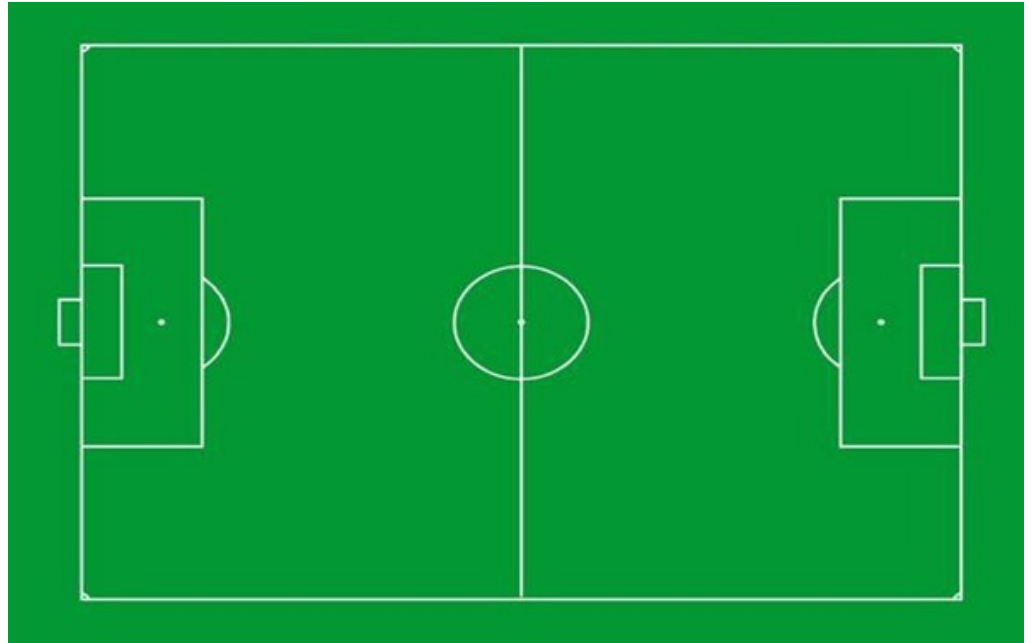
I ntroduction

Physical education and health



Soccer rules

Field



<http://brentjordandevin.blogspot.com/2011/03/soccer-field-dimensions-metric.html>

Start

- There is a kick-off. The two teams are in their half-field and can only move from there when the ball has been kicked.
- The team that goes into action may position its players within the centre circle. The player who kicks off must make a pass to a teammate before touching the ball again.

NOTE

Some girls do not feel up to the task in this sport; grant two points per goal scored by a girl. They will have the ball more often and will receive passes more often.

The teams

The required number of players is: 1 goal keeper, 2 defenders, a midfielder, 3 strikers per team.

Scoring points

Make the ball fully enter the opposing goal

Have another kick-off in the centre of the field after each point scored.

During the game

- The players make passes to one another with their feet or any other part of the body except for hands and arms.
- When the ball is driven out of bounds:
 - ⇒ On the side: throw-in (with hands) by a player of the opposing team
 - ⇒ Goal line by the opposing player: ball taken by the goal keeper
 - ⇒ Goal line by the player from the same team as the goal keeper: corner kick by the opposing team.
- In the gymnasium, the walls can be used as field limit. However, rules must be set when the ball is caught under the benches or in the corners.
- In the gymnasium, ask the goal keeper to do a throw-in and not to kick the ball.

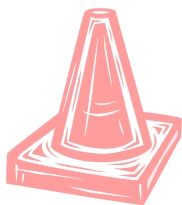
NOTE

Tell the students that in the corners, the ball is left to the first arrived; you do not attempt to take the ball away from him. You must respect this rule by yourself, without waiting to be warned.

Duration

There are 2 periods of 45 minutes. In the gymnasium, 2 periods of 15 or 20 minutes are appropriate.

Safety



- Look in front of you when you are running
- Do not kick too hard
- Be careful when you make a head pass
- Wear shoes
- Use an indoors ball when you practice in a gymnasium

NOTE

You will obviously have to adapt the rules with the student clientele that you are going to have. Keep the basis and the students will have more fun if the rules are at their level.

Fouls

- Free kick (direct to the goal) when:
 - There is a serious foul
 - Violent play
 - You make an opponent to fall
 - Grab an opponent by his jersey
 - Hit the ball with the hand or arm.
- Indirect free kick (a pass in front of the goal) when:
 - Dangerous play, for ex. a tackle
 - Technical offside

NOTE

To see the pictures of the gestures, see the poster that comes with Level 1

Ball handling technique (on the poster)

You will find the technical points about ball handling

Kicking (on the poster)

You will find the technical points about kicking the ball

Passing (on the poster)

You will find the technical points about passing.

For more information:

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Useful links:

- http://www.soccer-trainer.fr/Exemples_exercices_logiciel_football_echauffement_exercices.html
- <http://expertfootball.com/training/control.php>
- http://www.soccer-training-info.com/soccer_strategy_tactics.asp
- <http://users.erols.com/soccertip/strategy.htm>
- <http://www.dummies.com/how-to/content/choosing-a-formation-in-soccer.html>

Soccer

In this document:

- Passing
- Kicking
- Throwing in
- Marking/Freeing oneself

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Level



Physical education and health



Passing

Note that if your students have a level 1,1 1,2 1,3, but are very advanced in soccer, do these drills quickly as a warm-up. Then go to level 2 document to make your students progress more quickly.

Drill # 1.1: The goal: Be able to make a pass

Organization:

- Ask the students to form teams of two, one ball per team

Technical points (execution):

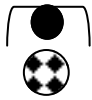
- ⇒ A student makes a pass to his partner in front of him
- ⇒ The student receives the ball and then kicks it
 - Contact is made within the foot.
 - Place the non-kicking foot parallel to the ball at the same height
 - To ensure good accuracy, kick in the middle of the ball
 - Make a good weight transfer from one leg to the other.

Possible variants:

- Get closer if it is too difficult
- Get farther if it is too easy
- Change feet to kick
- Use the wall to practice

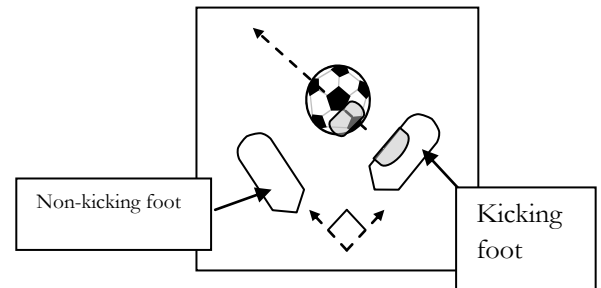
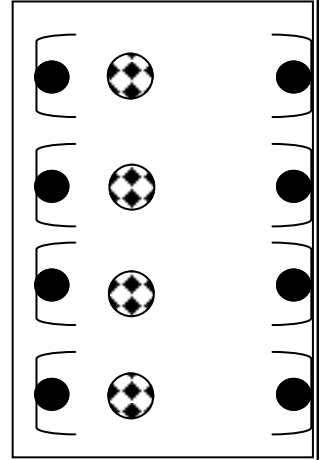
Legend:

- Student
- Ball



Equipment:

- One ball per team of 2



Drill # 1.2: The goal: Be able to make a pass with the outside of the foot with a target

Organization:

- Ask the students to form teams of two, one ball per team

Technical points (execution):

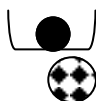
- ⇒ A student makes a pass to his partner in front of him with the outside of the foot
- ⇒ The student receives the ball and then kicks it
- ⇒ They must aim at their teammate's foot
 - The kicking leg is extended almost completely while the non-kicking leg and the body are slightly bent.
 - The kicking leg points outward (angle of about 15-20 degrees)
 - Contact is made by the outside of the foot as well as with the little toe.
 - Locate the target before making the pass.

Possible variants:

- Change from inside to outside
- Change feet to kick

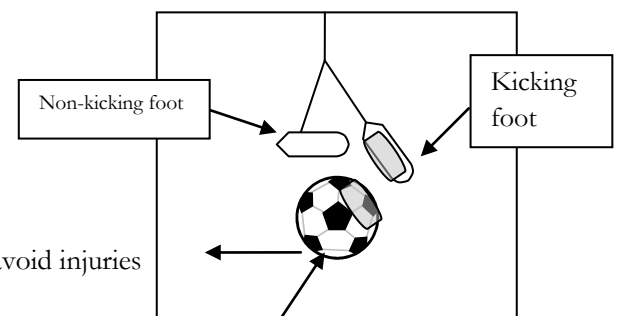
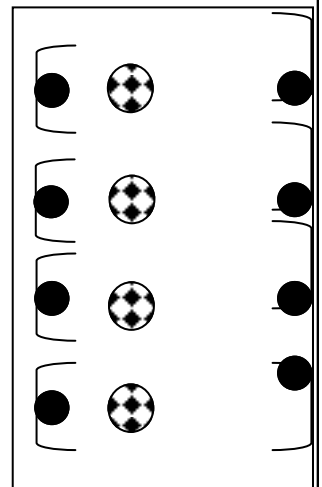
Legend:

- Student
- Ball



Equipment:

- One ball per team of 2
- Define the boundaries of a field to avoid injuries



Drill # 1.3: The goal: Be able to make a pass in motion with the inside and outside of the foot

Organization:

- Ask the students to form teams of two, one ball per team



Technical points (execution):

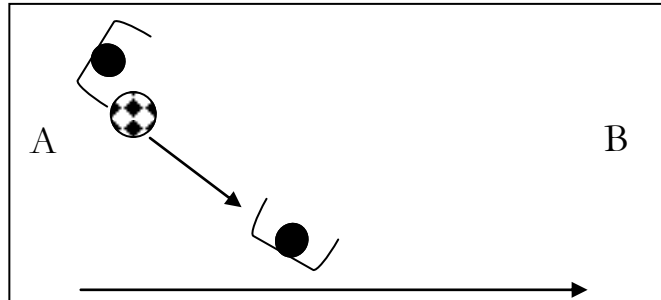
- ⇒The students must run from point A to point B while making passes (require to be precise)
- ⇒Get back to the side of the track and start again with the outside of the foot
- ⇒Prioritize quality rather than speed
 - Stop the ball before making the pass
 - Look at your partner before making the pass
 - Anticipate the place of your teammate so as to adjust the arrival of your pass
 - Control the strength of your kick

Possible variants:

- Go more quickly
- Go more slowly

Legend:

- Student 
- Ball 



Equipment:

- A ball per team of 2

Drill # 1.4:

The goal: Be able to make passes without having your ball intercepted

Organization:

- Ask the students to form teams of five, one ball per team

Technical points (execution):

- ⇒Make a square with 4 players and the opponent stands in the centre
- ⇒The students must make passes without having their ball intercepted
- ⇒If the opponent in the centre intercepts the pass, he takes the place of the player who made the pass
 - Take the time to control the ball
 - Protect your ball from the opponent
 - Use the inside or outside of the foot to make your pass
 - Require that the students stay in a square as much as possible

Possible variants:

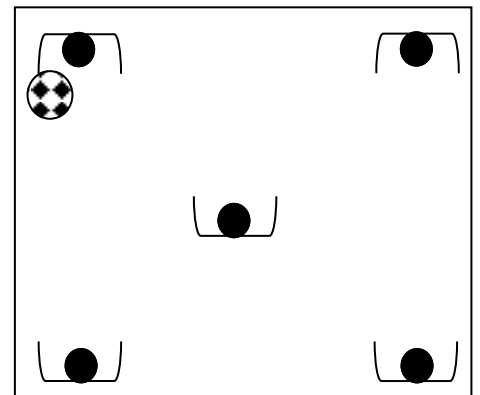
- Do teams of 4
- Oblige the player in the centre to stay in a hoop, allow him to take out one foot only

Legend:

- Student 
- Ball 

Equipment:

- One ball per team of 5 or 4
- Define the boundaries of a field with cones



Kicking

Drill # 2.1:

The goal: Be able to do a straight kick

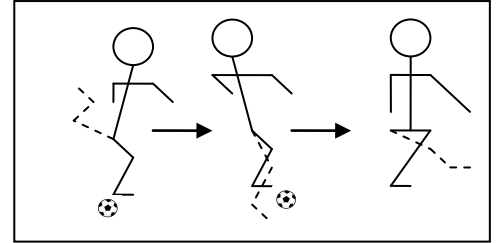
Organization:

- Ask the students to form teams of two, one ball per team
- Stand in front of a wall, one ball per student

Technical points (execution):

- ⇒ A student kicks the ball to his partner in front of him
- ⇒ The student then receives the ball and kicks it
- ⇒ Or facing the wall or a goal, the students kick in turn

- Bend the body to gain power.
- Execute the weight transfer movement with the kicking leg. Bring the leg as high and far back as possible.
- Orient the toes and the foot towards the ground and hit the ball right in its centre.
- Carry on the movement while keeping the ankle quite straight.

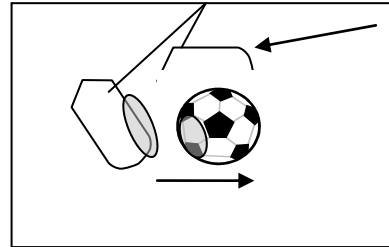


Possible variants:

- Get closer if it is too difficult
- Get farther if it is too easy
- Place targets on the wall and try to reach them

Equipment:

- One ball per team of 2
- One ball per student
(if they are doing an individual work)



Non-kicking ball (parallel to the ball)

Drill # 2.2:

The goal: Be able to kick the ball (high in the air)

Organization:

- Ask the students to form teams of two, one ball per team
- Or stand in front of a wall, one ball per student

Technical points (execution):

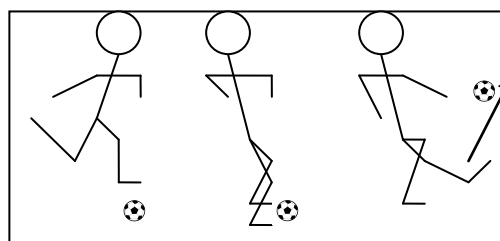
- ⇒ A student kicks the ball to his partner in front of him
- ⇒ The student then receives the ball and kicks it
- ⇒ In front of the wall or goal, the students kick in turn
 - Execute a transfer of the body weight and kicking leg.
 - Point the foot and toes towards the ground.
 - Kick with the laces and toes.
 - Finish the movement by a slight whip of the foot, upwards.

Possible variants:

- Get closer if it is too difficult
- Get farther if it is too easy
- Place targets on the wall and try to reach them

Equipment:

- One ball per teams of 2
- One ball per student (if they are doing an individual work)



Ball trajectory:

Leaving the ground
Inverted "U" in the air



C

ontrolling

Drill # 3.1:

The goal: Be able to have a good control of the ball

Organization:

- Ask the students to go around the gymnasium (with or without obstacle)

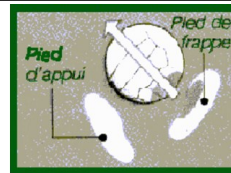
Technical points (execution):

⇒The students must keep control of the ball at all times

⇒Do so while walking, jogging, running

- Move off the ball by successive small kicks.
- Keep the ball near you.
- For contact with the inside of the foot, the foot is turned outwards and the inside of the foot cushions the ball.
- For contact with the outside of the foot, the foot is turned inwards and the outside of the foot cushions the ball.
- Keep your head high.
- Use both feet

Kick with inside of foot



Kick with outside of foot



Possible variants:

- Do a circuit with cones
- Complete the circuit with a shoot at the goal
- Change feet
- Vary the kick from inside of foot to outside of foot
- Walk, run, all students in the centre while walking around

Equipment:

- One ball per student

Drill # 3.2: The goal: Be able to have a good control of the ball with games

Game 1:

Two students move around without a ball, the other students must keep their ball. The two students try to remove the ball from the players. When you lose your ball, you must get the ball from another player.

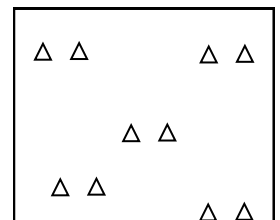
Variant: The players without a ball kick the other players' balls out of the field and the last 2 remaining players are the next tag for the following game.

Game 2:

A student stands at the centre of the gymnasium. The other students have a ball. The students must cross the gymnasium without having the ball taken away by the person at the centre. When you lose your ball, you end up in the centre without a ball, trying to take the ball from the others.

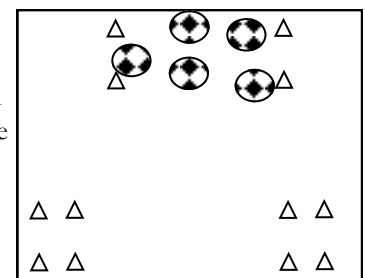
Game 3:

Make teams of 4. Limit the boundaries of a court in the gymnasium using cones and position 2 teams on it. Place several pairs of cones in the court. Each pair of cones is a goal. When the ball goes through the goal, a point is given (you may drive the ball through one side or the other). The goals belong to both teams.



Game 4:

Two teams of 4 players. Each one has an area defined by cones. All the balls are at the end of the gymnasium in a defined area. At the signal, each player must go and get a ball and bring it back to his area. A player may go and get one ball at a time, no pass is allowed. The players may go and get the ball from the opponents' area (again one ball at a time). This game hones the ball control skills.



F reeing oneself

Drill # 4.1: The goal: Be able to take your opponent into account to free yourself

Organization :

- Ask the students to make teams of 3

- Place a goal at the end of the court

Technical points (execution):

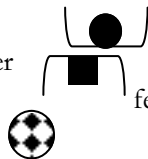
- ⇒ The player passes the ball to his teammate
- ⇒ The player receives the ball, he must free himself from the defender in order to shoot at the goal
- ⇒ The students rotate after each try
 - Indicate the position to receive the pass
 - Make a feint in order to get rid of the marker
 - Free yourself with a change of speed or direction, a body feint

Possible variants:

- Do it 2 against 1 or 3 against 2

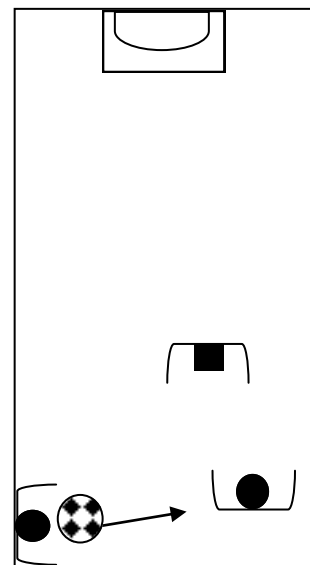
Legend:

- Attacker
- De- fender
- Ball



Equipment:

- One ball per team of 3



Drill # 4.2:

The goal: Be able to position yourself correctly so as to free yourself correctly.

Organization:

- Ask the students to form teams of 3, two teams are opposed
- Play on half-court
- Place two goals at the court's ends

Technical points (execution):

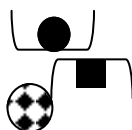
- ⇒ Ask the students to find themselves a player and to mark him
- ⇒ Free yourself to be able to score points (shoot at the opponents' goal)
- ⇒ No shooting at the goal of your own zone and no entering the prohibited zone in front of the goal.
 - Indicate the position to receive the pass
 - Make a feint in order to get rid of the scorer
 - Go to a free space

Possible variants:

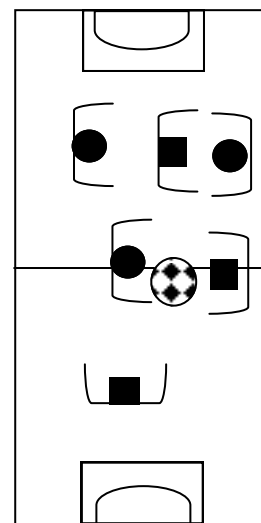
- Require a certain number of passes prior to shooting at the goal
- Change marked players

Legend:

- Attacker
- Defender
- Ball



Equipment:



Marking

Drill # 5.1: The goal: Be able to mark a player for a determined time

Organization:

- Ask the students to form two teams of 4
- Make 3 corridors per game

- Two students stand at the ends of the court

Technical points (execution):

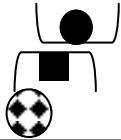
- ⇒ The attackers must make passes so that each of the members receives the ball
- ⇒ The attacking players must make passes to the players standing at the ends (A and B)
- ⇒ Manage to make a pass to player A and then to the 3 players and finally to player B (1 pt)
- ⇒ The defenders must do an efficient marking so as to prevent passes
- ⇒ If a defender intercepts the ball, he gives it back to the initial player
- ⇒ Prohibited to go into the opponent's corridor
- ⇒ After 5 minutes, make a change (manage as many passes as possible from point A to point B or from B to A) one run counts for one point.
 - Position yourself between the object and the player
 - Always have a visual contact with your player
 - Be positioned to anticipate the next moves

Possible variants :

- 2 minutes

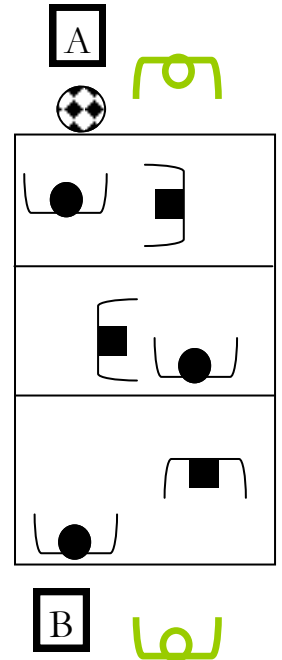
Legend :

- Attacker
- Defender



Equipment :

- One ball per team of 8
- Numbered pennies



Drill # 5.2: The goal: Be able to mark efficiently

Organization:

- Ask the students to form teams of two
- One student must attack with the ball and the other student must defend

Technical points (execution)

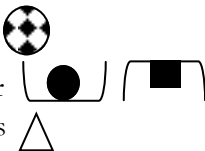
- ⇒ The attacking student must go through the circuit without losing the ball
- ⇒ The defending student must prevent the attacking player to finish the run
- ⇒ The attacking student must have a successful circuit without losing the ball
 - Position yourself between the target and the player
 - Always have a visual contact between your player and the ball
 - Be positioned to anticipate the next moves
 - Take the correct stance
 - Be ready to change directions quickly

Possible variants:

- Execute it 2 against 1
- Change the circuit

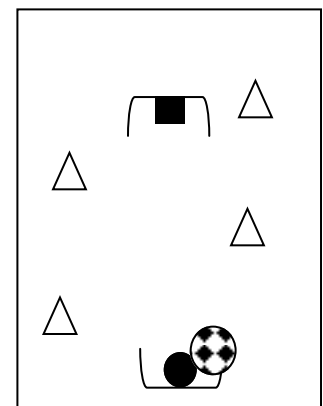
Legend:

- Ball
- Player
- Cones



Equipment:

- 1 ball per team of 2 or 3
- Cones for the circuits



Throw-in

Drill # 6.1:

The goal: Be able to do a throw-in

Organization:

- Ask the students to form teams of two

Technical points (execution)

⇒Practice throw-ins

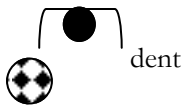
- Hold the ball with both hands
- Do not raise your feet off the field
- Execute the movement quickly above your head(from back to front)
- Bend your body backwards and make a movement forward to make a transfer onto the ball

Possible variants :

- Do it in teams
- Ask the students to receive the throw-in with:
 - ♦ The foot
 - ♦ The torso
 - ♦ The thigh
 - ♦ The head

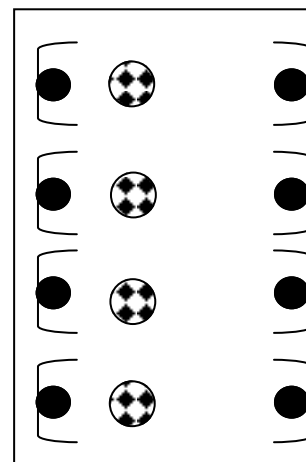
Legend:

- Student
- Ball



Equipment:

- 1 ball per team



Introduction:

- ♦ The soccer rules
- ♦ The technical elements
- ♦ Information

Level 2:

- ♦ The Drills for Secondary 2,1 2,2 2,3

Poster:

- ♦ Controlling
- ♦ Passing
- ♦ Kicking

Soccer

In this document:

- Traps
- Marking/Freeing oneself
- Feints
- Strategies

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Level

2

Physical education and health



T raps

Note that for traps you can make your students practice individually or in teams or even organize competitions to determine who makes the most traps in a consecutive way.

Drill # 1.1: The goal: Be able to do a foot control

Organization:

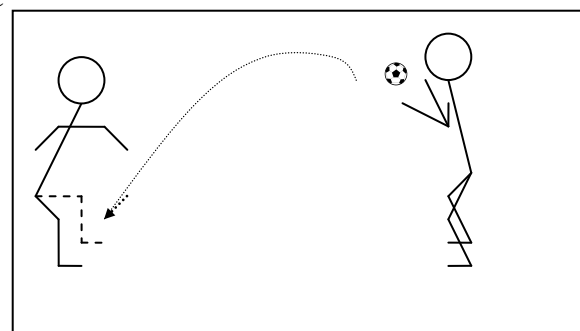
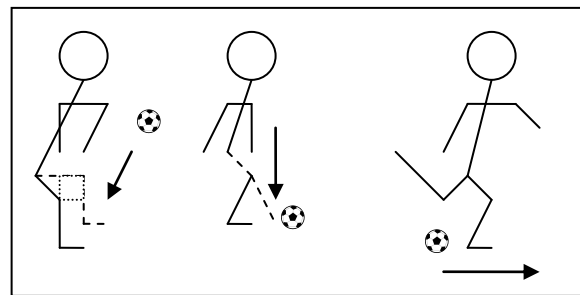
- Ask the students to stand alone or in teams of two
- Ask the students to keep a fair distance between them

Technical points (execution):

- ⇒The students must drop the ball on his foot to control it
- ⇒The partner can throw the ball to his teammate's foot for the latter to control it
 - Keep a visual contact with the ball.
 - Raise the leg and the receiving foot. Form almost a right angle.
 - When the ball touches the foot, come down smoothly with the ball (slow-down).
 - Hold the ball stable on the foot or put it on the ground

Possible variants:

- Get closer if it is too difficult
- Move away if it is too easy
- Change feet to trap



Drill # 1.2: The goal: Be able to do a thigh trap

Organization:

- Ask the students to stand alone or in teams of two
- Ask the students to keep a fair distance between them

Technical points (execution):

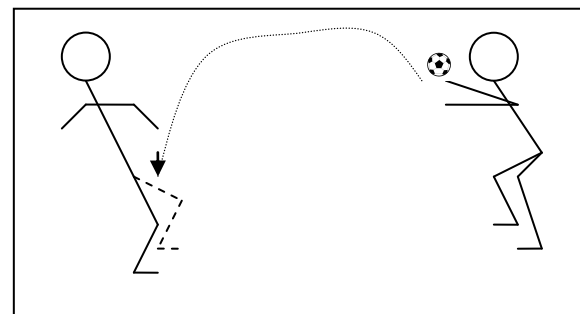
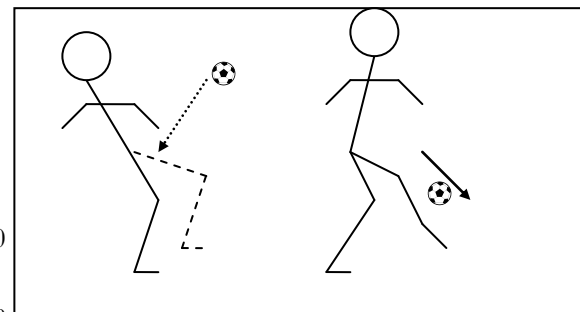
- ⇒The student must drop the ball on his foot to control it
- ⇒The partner can throw the ball to his teammate's foot for the latter to control it
 - Keep a visual contact with the ball.
 - Raise the leg and the receiving thigh. Form an angle of ± 70 degrees.
 - When the ball touches the thigh, come down smoothly with the ball (slow-down).
 - Hold the ball stable on the thigh or roll it on the foot to put it on the ground and carry on the game.
 - The torso is slightly bent backwards.

Possible variants:

- Get closer if it is too difficult
- Move away if it is too easy
- Change thigh to trap

Equipment:

- One ball per student or team of 2



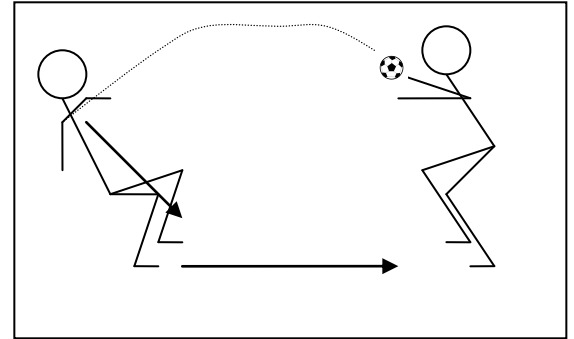
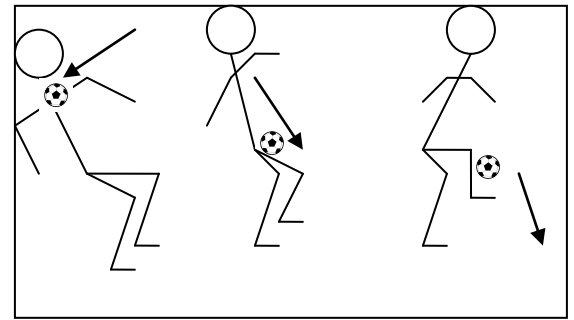
Drill # 1.3: The goal: Be able to do a chest trap

Organization:

- Ask the students to stand alone or in teams of two
- Ask the students to keep a fair distance between them

Technical points (execution):

- ⇒ The student must drop the ball on his torso to trap it
- ⇒ The partner can throw the ball to his teammate's torso for the latter to trap it
 - Keep a visual contact with the ball.
 - Bend the torso (chest) backwards in order to reduce the slope on impact with the ball.
 - Get back to basic position for the ball to touch the thigh, foot or ground so that the game goes on.
 - Bend the knees to cushion the impact.
 - The feet are generally parallel.



Possible variants:

- Get closer if it is too difficult
- Move away if it is too easy

Equipment:

- One ball per student or team of 2

Drill # 1.4:

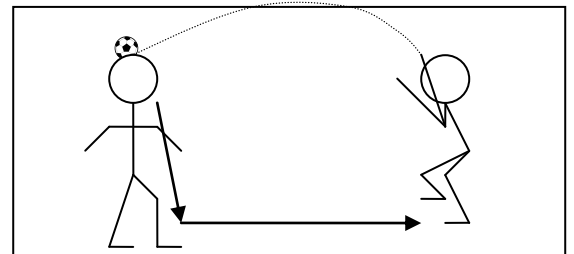
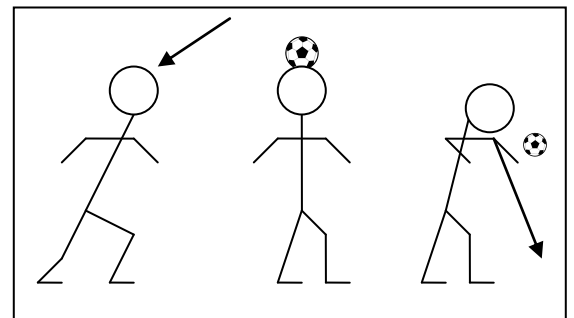
The goal: Be able to do a head trap

Organization:

- Ask the students to stand alone or in teams of two
- Ask the students to keep a fair distance between them

Technical points (execution):

- ⇒ The student must drop the ball on his head to control it
- ⇒ The partner can throw the ball to his teammate's head for the latter to control it
 - Keep a visual contact with the ball.
 - Centre the head with the ball direction.
 - Control the ball with the head centre (largest contact surface)
 - Keep the torso straight when the ball is on your head.
 - Knees slightly bent to facilitate weight transfer.



Possible variants:

- Get closer if it is too difficult
- Move away if it is too easy

Equipment:

- One ball per student or team of 2

F reeing oneself

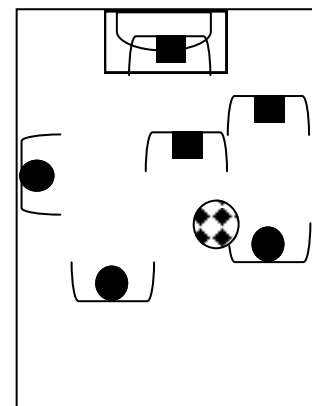
Drill # 2.1: The goal: Be able to free oneself efficiently

Organization:

- Ask the students to form teams of 3
- 2 teams are competing (the defensive team has a player in the goal)

Technical points (execution):

- ⇒ The 3 players on offence play their role as forwards
- ⇒ The remaining players on defense play as defenders
- ⇒ The 3 forwards try to score a goal by freeing themselves
 - Position yourself in a free space to receive the ball
 - Be at a good distance: neither too far from, nor too close to the person with the ball
 - Communicate with the ball bearer to correctly indicate your position
 - Indicate the place where you want to receive the ball

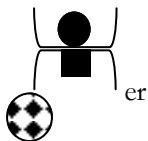


Possible variants:

- Form teams of 2 against 1
- Require 2 passes before shooting at goal
- Require the passing and shooting criteria (see Level 2)

Legend:

- Forward
- Defend-
- Ball



Equipment:

M arking

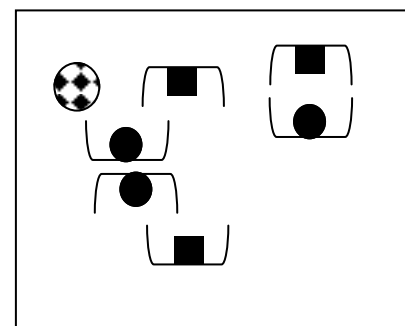
Drill # 2.2: The goal: Be able to mark correctly

Organization:

- Ask the students to form team of 3 (or 4)
- Two teams compete on a field (half field or smaller)

Technical points (execution):

- ⇒ For 5 minutes, the attacking team must make as many successful passes as possible
- ⇒ If a defender intercepts the ball, the pass does not count
 - Position yourself between the ball and the player
 - Always have a visual contact with your player
 - Be positioned so as to anticipate the next moves

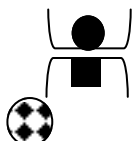


Possible variants:

- When the defender intercepts the ball, make them change positions, forwards become defenders and vice versa
- Reduce or expand the field area based on the students' skills
- Require that the ball be stopped so as it count for a complete pass

Legend:

- Forward
- Defender
- Ball



Equipment:

- One ball per field
- Delimit the fields with cones

F eints

Drill # 3.1: The goal: Be able to make a shooting feint

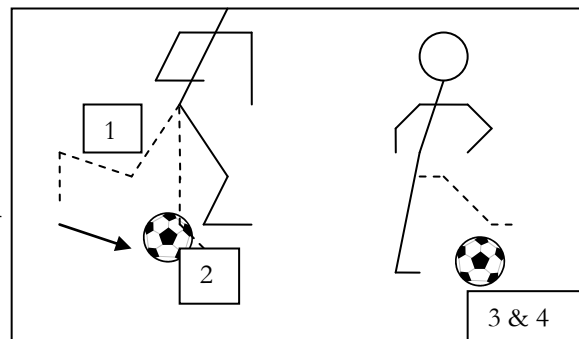
Organization:

- Ask the students to practice on their own or in teams
- Progress in the gym with an opponent while trying to outplay him

Technical points (execution):

⇒The student must keep control of the ball at all times

- Run in one direction with the ball.
- Slow down the ball with the dominant foot.
- Thrust your shooting leg and foot as if you were shooting.
- Move the foot above the ball and complete the pendulum gesture.
- Start off again with the ball.



Possible variants:

- Change feet
- Have a game situation
- Let the students move around in the gymnasium and at the signal, they must stop the ball and make the feint

Equipment:

- One ball per student or per team

Note that there are several other types of feints:

♦ Curl-in

♦ Curl-out

♦ Pass over (passement de jambe)

♦ Peller (simple)

♦ Peller et poussée latérale

♦ Peller et sauter (useful when an opponent throws himself to the ground in front of you)

♦ Râteau

♦ Côté-côté

♦ Nutmeg

Drill # 3.2: The goal: Be able to make a direction feint

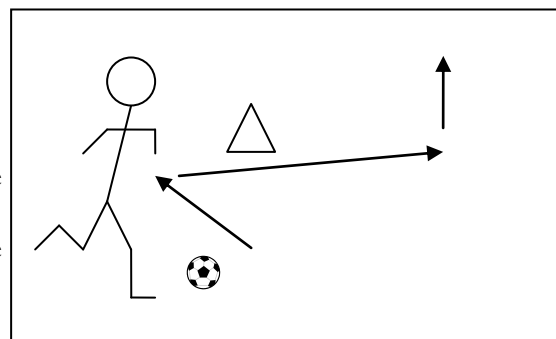
Organization:

- Ask the students to practice on their own or in teams
- Progress in the gym with an opponent while trying to outplay him

Technical points (execution):

⇒The student must keep control of the ball at all times

- Run in one direction with the ball.
- Change directions at any time so as to outsmart the opponent.
- Your eyes can help betray the opponent's thoughts (look in the opposite direction).
- The player can do a curl-in or a curl-out to successfully make the direction feint.



Possible variants:

- Change feet
- Have a game situation
- Let the students move around in the gymnasium and at the signal, they must stop the ball and make the feint

Equipment:

- Cones

S strategies

Soccer strategies are formed using each player's skills and also the number of players per team. Here is a brief summary of the positions that the players can play in and the expectations from each of the positions.

Goal keeper: The person in the goal area. The goal keeper is often the less afraid of the ball. He is a very versatile player and he can read the game quite well.

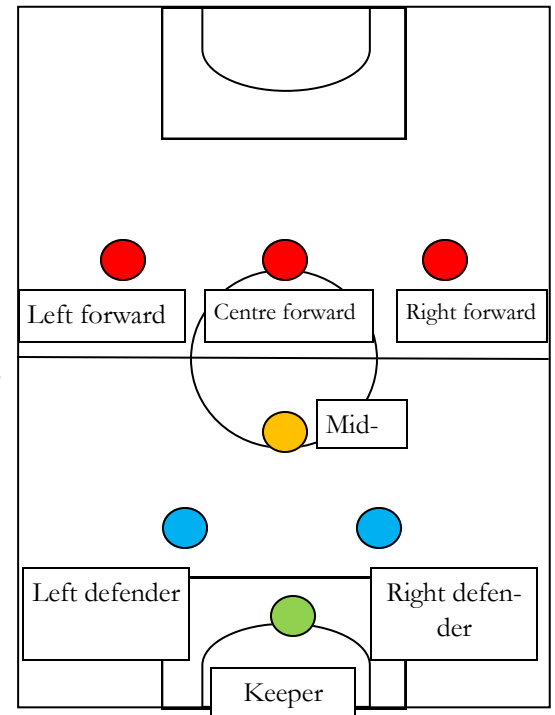
Defense players (defenders): They form a rear defense wall with one or two back centre player(s). They are always in a defense position, i.e. behind the other players. A good defender has two key roles: to take the ball and cover his partners. Defenders can attack on the sides, in the spaces left free by the wing players. They must stop the offence.

Midfielder (libero): The midfielder plays the role of three different positions. As required, he defends, attacks and alternates between both positions. He must have a lot of cardio to be able to attack when needed and to run back to help the defense.

Forward (offense): They try to score points. They are often fast and skilful with the ball. The offense is divided according to the number of players in your team. You have the centre player and the wing players. In each of the positions, the player's advantage is used. The centre is often occupied by the best scorer, because he is the one who has the most possibilities of scoring.

An offensive strategy must enable to:

- Create some space for the passes
- Get around the defense
- Create good useful passes
- Etc.



Drill # 4.1: The goal: Be able to implement a good efficient strategy

Organization:

- Ask the students to work in teams
- Explain a few basic strategies

Technical points (execution):

⇒ Give the students a few elements of a strategy

- Each of the players knows their role
- Define the formation used, explain how to define a formation with the team's players (3-1-2). (3-3) (2-1-1)
- Try offensive strategies for example:
 - Make an X number of passes with the players in a certain sequence in order to outsmart the other team
 - Make passes along the field and not in the centre (the centre is more easily occupied)
 - Use the talents of all players: the skilled players move the ball up and outsmart opponents, the fast players go to the goal area, the strong players make long passes, etc.
- Explain that communication is really important
- Each player must respect and agree with the developed strategy
- Ask the students to create a substitute strategy to counter strategy 1 which might turn out to be ineffective.

Drill # 4.2: The goal: Ask the students to create an effective offensive strategy

Organization:

- Ask the students to form up teams
- Explain the roles that each player can have
- Let them work on their strategies and allow them to work during the game

Technical points (execution):

- ⇒The students must communicate correctly between them
- ⇒Ask them to write their strategy
- ⇒Allow every one to fulfill the role that they want to play
 - **The best offensive strategy is a direct attack carried out in fewer than 5 passes**
 - **Explain the triangle attack, ball circulation, etc.**
 - The student applies the strategy on the field
 - The team adjust their strategy based on their success
 - The strategy was effective after a few adjustments or not

Possible variants:

- Ask the older students to help the younger ones (multiple classes)
- Identify a captain for each of the teams

Equipment:

- Ball for the game
- Paper and pencil for the teams

Drill # 4.3: The goal: Be able to carry out an effective defensive strategy

Organization:

- Ask the students to form up teams
- Explain the roles that each player can have
- Let them work on their strategies and allow them to work during the game

Technical points (execution):

- ⇒The students must communicate correctly between them
- ⇒The students should ideally write their strategy
- ⇒Allow every one to fulfill the role that they want to play
 - **The best defensive strategy is to obtain the ball in the opponents' area as close to the goal as possible**
 - **Explain the man-to-man defense, the zone defense or the mixed defense**
 - The student applies the strategy on the field
 - The team adjusts their strategy based on their success
 - The strategy was effective after a few adjustments or not
 - The students should study the other teams' offensive strategies
 - They should develop their defensive strategies based on the other teams' offensive strategies.
 - Find a counter-attack strategy

Possible variants:

- Ask the older students to help the younger ones (multiple classes)
- Identify a captain for each of the teams

Equipment:

- Ball for the game

Juggling

Drill # 5.1: The goal: Be able to juggle a soccer ball

Organization:

- Ask the students to practice juggling individually

Technical points (execution):

With the foot:

- Keep the ball close to you.
- Keep your head high.
- The contact is below the ball.
- The contact is made at instep level.
- The shooting foot is pointed so as to flatten the contact surface.



The thigh:

- The thigh moves towards the ball.
- Keep the ball close to you.
- Contact is below the ball.
- Keep your head high.
- The shooting knee is bent.



The head:

- Contact is made at forehead level.
- The head is slightly bent backwards for the forehead to be parallel with the ground.
- Keep the ball close to you.
- Contact is below the ball.
- When you use your head, your eyes follow the ball trajectory.



*Juggling is not evaluated; however, it enables students to improve their technical soccer moves and their playing perfor-

Introduction:

- ◊ Soccer rules
- ◊ Technical elements
- ◊ Information

Level 1:

- ◊ Drills for Secondary 1,0 1,1 1,2

Poster:

- ◊ Controls
- ◊ Passes
- ◊ Kicks

Soccer

Inside Control :



- Place the non-kicking foot at 90 degrees from the other foot.
- Intercept the ball and follow the movement in order to stop it.

Outside Control :

- Use the outside of your foot.
- It is very useful when the ball comes sideways.
- You do not need to turn completely your body.



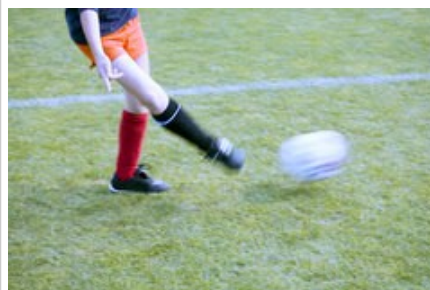
Pass Non-Kicking foot :

- Place the non-kicking foot on the side of the ball.
- The faster you will go, the bigger your weight transfer will be.



Pass Kicking foot :

- Kick the ball with the inside of your foot
- Place your foot at a 90 degree angle from the ball to make a pass.



Kick :



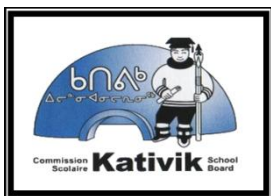
- Kick the ball with the top of the foot at a 45-degree angle
- Place the ankle at one foot of the ball.
- The support leg knee must be extended.
- The ankle of the kicking foot must be extended.



Stopping the ball

- Stop the ball with your sole.
- Stopping the ball enables you to control it better.





TEACHER'S EVALUATION GRID MOTOR SKILLS

Competency: **Interact** with others in different physical activity settings

Level 1 of secondary Year:

Class:

LES : SOCCER C2	Observable elements (indicate, in the relevant column, the score concerned)							
	Evaluation criteria Motor skills							
	Principles of synchronization						Action rules in group, activities in a common space	
	Pass with the inside of the foot	Pass with the outside of the foot	Straight kick	Floating kick	Control	Throw-in	Marking	Free oneself
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

Legend:

4: Executes the task easily according to the expected results

3: Executes the task partially according to the expected results

2: Executes the task with difficulty according to the expected results

1: Does not execute the required task in full

*Scores 2-3-4 can be improved with a +

OBSERVABLE CRITERIA FOR THE SOCCER TEACHER

Competency: *Interact with others in different physical activity settings*

Level 1 of Secondary

Year:

Class:

Motor skills	Skills	Observable criteria
Principles of synchronization	Pass with the inside of the foot	<ul style="list-style-type: none"> • Contact is made within the foot. • Place the non-kicking foot parallel to the ball at the same height • To ensure good accuracy, kick at the middle of the ball • Make a correct weight transfer from one leg to the other
	Pass with the outside of the foot	<ul style="list-style-type: none"> • The kicking leg is extended almost completely while the non-kicking leg and the body are slightly flexed. • The kicking leg points outwards (angle of about 15-20 degrees) • Contact is made by the outside of the foot as well as the little toe. • Locate the target before making the pass.
	Straight kick	<ul style="list-style-type: none"> • Bend the body so as to gain power. • Execute the weight transfer movement with the kicking leg. Bring the leg as high and far back as possible. • Orient the toes and the foot towards the ground and hit the ball right in its centre. • Carry on the movement while keeping the ankle quite straight.
	Floating kick	<ul style="list-style-type: none"> • Execute a transfer of the body weight and kicking leg. • Point the foot and toes towards the ground. • Kick with the laces and toes. • Finish the movement by a slight whip of the foot, upwards.
	Control	<ul style="list-style-type: none"> • Move off the ball by successive small kicks. • Keep the ball near you. • For contact with the inside of the foot, the foot is turned outwards and the inside of the foot cushions the ball. • For contact with the outside of the foot, the foot is turned inwards and the outside of the foot cushions the ball. • Keep your head high. • Use both feet
	Throw in	<ul style="list-style-type: none"> • Hold the ball with both hands • Do not raise your feet off the field • Execute the movement quickly above your head(from back to front) • Bend your body backwards and make a movement forward to do a transfer onto the ball
Action rules in group, activities in a common space	Marking	<ul style="list-style-type: none"> • Position yourself between the objet and the player • Always have a visual contact with your player • Be positioned so as to anticipate the next moves
	Freeing yourself	<ul style="list-style-type: none"> • Indicate the spot where you want to receive the ball • Feint a move to get rid of the marker • Perform a direction or body fake in an efficient way • Place yourself in a free space



TEACHER'S EVALUATION GRID MOTOR SKILLS

Competency: **Interact** with others in different physical activity settings

Level 2 of Secondary:

Year:

Class:

LES : SOCCER C2	Observable elements (indicate, in the relevant column, the score concerned)						
	Evaluation criteria Motor skills						
	Principles of synchronization				Action rules in group, activities in a common space		
	Foot control	Thigh control	Torso control	Head control	Marking*	Freeing oneself *	Feinting
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							

Legend:

- 4: Executes the task easily according to the expected results
- 3: Executes the task partially according to the expected results
- 2: Executes the task with difficulty according to the expected results
- 1: Does not execute the required task in full

*Scores 2-3-4 can be improved with a +

TEACHER'S EVALUATION GRID PLAN OF ACTION ULTIMATE FRISBEE

Competency: **Interact** with others in different physical activity settings

Level 2 of Secondary:

Year:

Class:

LES: SOCCER C2	Observable elements (indicate, in the relevant column, the score concerned)		
	Evaluation criteria Plan of action		
	Action rules in group, activities in a common space		Principles of communication
	Performs an offensive strategy	Performs a defensive strategy	Roles (communication)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Legend:

4: Executes the task easily according to the expected results

3: Executes the task partially according to the expected results

2: Executes the task with difficulty according to the expected results

1: Does not execute the required task in full

*Scores 2-3-4 can be improved with a +

OBERVABLE CRITERIA FOR THE SOCCER TEACHER

Competency: *Interact with others in different physical activity settings*

Level 2 of Secondary

Year:

Class:

Motor skills	Skills	Observable criteria
Principles of communication	Foot control	<ul style="list-style-type: none"> Keep a visual contact with the ball Raise the receiving leg and foot. Form almost a right angle When the ball touches the foot, go down smoothly with the ball (slow-down) Keep the ball stable on the foot or put it on the ground
	Thigh control	<ul style="list-style-type: none"> Keep a visual contact with the ball Raise the receiving leg and foot. Form an angle of +/- 70 degrees When the ball touches the thigh, go down smoothly with the ball (slow-down) Keep the ball stable on the thigh or roll it on the foot so as to put it back on the ground to carry on the game The trunk is slightly flexed backwards
	Torso control	<ul style="list-style-type: none"> Keep a visual contact with the ball Flex the trunk (chest) backwards so as to reduce the degree of downward slope upon impact with the ball Get back to basic position for the ball to touch your thigh, leg or the ground so that the game carries on Flex the knees to cushion the impact The feet are generally parallel
	Head control	<ul style="list-style-type: none"> Keep a visual contact with the ball Centre the head with direction of the ball Control the ball with the centre of the head (larger contact surface) Keep the trunk straight when the ball is on your head Have your knees slightly bent to facilitate the weight transfer
Action rules in group, activities in a common space	Marking	<ul style="list-style-type: none"> Place yourself between the object and the player Always have a visual contact with your player Be positioned so as to anticipate the next movements
	Freeing oneself	<ul style="list-style-type: none"> Place yourself in a free space to receive the ball Be at a correct distance : neither too far, nor too close to the ball carrier Communicate with the ball carrier to correctly indicate his position Indicate the spot where you want to receive the ball
	Feinting	<ul style="list-style-type: none"> Perform a direction or body fake in an efficient way Ensure that your partner has correctly freed himself Communicates clearly with his partner Uses the best appropriate type of pass

Plan of action	Plan	Application in a game situation
Action rules in group, activities in a common space	Performs an offensive strategy	<ul style="list-style-type: none"> • The student applies the strategy on the field • The student adjusts his strategy based on his success • The strategy was efficient after adjustment
	Performs a defensive strategy	<ul style="list-style-type: none"> • The student applies the strategy on the field • The student adjusts his strategy based on his success • The strategy was efficient after adjustment • The student applies a counter-attack strategy
Principles of communication	Role (communication)	<ul style="list-style-type: none"> • The student takes a role that he can fulfill • The students agree on each of the roles within the team • The student can carry out the requirements of the role during the game • The student modifies his role as he goes along in order to adjust his performance with that of his team-mates