



Online Physical Education Network



SKILL BUILDING
GRADES K-2
OPENPHYSED.ORG

VARSLITY  **BRANDS**





Learning Module: **OPEN Soccer Nation**
Elementary Weeks 21-24

Healthy Body

I will participate in soccer physical activities to keep my body healthy.

Healthy Mind

I will talk about the reason that I enjoy being physically active.

Enjoyment & Challenge

I will talk about how I feel when I practice a challenging skill.

Building Skills

I will control the soccer ball with my feet by pushing it out in front of me with purposeful taps.



Why are we learning this?

Soccer is one of the most popular sports in the world. This module is designed to give young students exposure to the basic skills of passing and dribbling.

In this module you will:

- Practice dribbling a soccer ball with controlled and purposeful taps.
- Practice passing a soccer ball with the inside of the foot.
- Enjoy being physically active and improving my soccer skills.

SOCCER NATION

Checklist for Learning

Students and families:

During the next 4 weeks, we will be learning and practicing basic skills. It's okay if you don't have a soccer ball at home. The team at OPENPhysEd.org has a [great video](#) showing us how to make a Hoodie-Ball using a hooded sweatshirt.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 4-week *Soccer Nation* experience! But, if there's ever a time when you need a copy of our learning materials, you can visit: [OPENPhysEd.org](https://openphysed.org) to download activity pages, assignments, and watch video demonstrations of the learning activities that we'll be using in physical education class.

Grades K-2 Physical Education Checklist for Soccer Nation

CHECK	WEEK 1 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include soccer foot skill practice at least 3X per week.
	WEEK 2 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include soccer foot skill practice at least 3X per week.
	WEEK 3 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include soccer foot skill practice at least 3X per week.
	Play the Soccer Skill Fortune Teller with a friend or family member.
	WEEK 4 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include soccer foot skill practice at least 3X per week.
	Play the Soccer Skill Fortune Teller with a friend or family member.

[Watch the Hoodie-Ball Tutorial on YouTube.](#)

SOCCER NATION

Weekly Learning Targets

WEEK 1 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I use controlled taps to safely dribble my soccer ball with balance.
- I will talk about what practice is and why it's important for building skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will control my behavior and my movements with considerations for the safety of myself and my friends.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: Manipulative Skills

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(K)** Safely manipulates objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- **(1)** Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- **(2)** Demonstrates control while combining locomotor and manipulative skills in self- space and general space.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: SAFETY

- **(Elementary)** Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.

SOCCER NATION

Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will pass to a target by stepping to the target, using a controlled kick with the inside of my foot, and following through to the target.
- I will focus on safety and good form while I practice passing skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will control my behavior and my movements with a focus on safely improving my skills.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: Manipulative Skills

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(K)** Safely manipulates objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- **(1)** Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- **(2)** Demonstrates control while combining locomotor and manipulative skills in self- space and general space.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: SAFETY

- **(Elementary)** Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.

SOCCER NATION

Weekly Learning Targets

WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will pass to a target by stepping to the target, using a controlled kick with the inside of my foot, and following through to the target.
- I will practice all soccer activities with a focus on control and balance.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will give active effort in improving my soccer skills.
- I will use positive self-talk words during challenging activities.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will play the Soccer Fortune Teller with a friend or family member.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: Manipulative Skills

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(K)** Safely manipulates objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- **(1)** Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- **(2)** Demonstrates control while combining locomotor and manipulative skills in self- space and general space.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: EMPOWERMENT

- **(Elementary)** Defines personal motivation and discusses how motivation can impact personal and academic goals.

SOCCER NATION

Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will move through the Soccer Ninja Obstacle Course with a focus on control and balance.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will give active effort in improving my soccer skills.
- I will enjoy being active.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will use the chance to play the Soccer Fortune Teller with a friend or family member to relax and enjoy being physically active.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: Manipulative Skills

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(K)** Safely manipulates objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- **(1)** Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
- **(2)** Demonstrates control while combining locomotor and manipulative skills in self- space and general space.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: HEALING

- **(Elementary)** Identifies and practices stress management strategies related to personal and community healing.



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Brain & Body Warm-Ups

WEEK 1 of 4

Control: To manage or regulate the movement or actions of something.

*Sammi worked to **control** her body and the ball as she dribbled through the cones.*

Teacher Says Soccer: [\[YouTube\]](#)

Every student has a soccer ball. Teacher Says is just like Simon Says, but you only do the tasks that “Teacher Says.”

If you don’t hear “Teacher Says” then you keep doing the activity that you are already doing.

For task ideas, teachers can use the *Teacher Says Activity Sheet* on [OPENPhysEd.org](#).

Purposeful Practice

WEEK 1 of 4

Dribble: Moving a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling.

*Joshua’s ball control skill helped him **dribble** around defenders.*

Volcanos: [\[YouTube\]](#)

Scatter cones, spots, or plastic cups around your activity area. These objects are volcanos about to erupt!

Dribble in the spaces around the volcanos, keeping your ball under control and away from objects.

If you knock into an object it erupts! Stop and do 10 toe taps and then restart your dribble.

Just for Fun (and health)

WEEK 1 of 4

Practice: To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*Becoming a skilled soccer player requires **practice** and determination.*

Soccer Red Light, Green Light: [\[YouTube\]](#)

We’re going to wrap up today playing Soccer Red Light, Green Light. I’m going to give you a foot skill drill to perform (like toe taps). When I say, “Green Light!” perform the drill. When I say, “Red Light!” stop and freeze with 1 foot on the top of the ball.

Score 1 point every time you stop and freeze perfectly.



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Brain & Body Warm-Ups

WEEK 2 of 4

Target: An object selected as the aim of attention, a pass, or an attack.

*Obi was the **target** of Sandi's pass.*

Teacher Says Soccer: [\[YouTube\]](#)

Every student has a soccer ball.

Teacher Says is just like Simon Says, but you only do the tasks that "Teacher Says."

If you don't hear "Teacher Says" then you keep doing the activity that you are already doing.

For task ideas, teachers can use the *Teacher Says Activity Sheet* on OPENPhysEd.org.

Purposeful Practice

WEEK 2 of 4

Pass: To move an object from one space to another.

*The team moved the ball quickly down the field with each accurate **pass**.*

Target Practice: [\[YouTube\]](#)

Scatter large cones around the activity area. If you're at home you can use chairs, a couch, or other large pieces of furniture that are safe to hit with a ball (ask an adult).

Use your passing skills to pass the ball, under control and on the ground, to hit the targets. Each hit is 1 point.

Pass from one target to the next. For 1 minute. Count your score. Then, try again for another minute. Can you beat your score?

Just for Fun (and health)

WEEK 2 of 4

Focus: To pay close attention to someone or something.

*It's important to **focus** on good form when you're practicing soccer skills.*

Walk the Soccer Dog: [\[YouTube\]](#)

Your soccer ball is a soccer dog, and it needs to go outside. On the start signal, take it for a slow walk by using slow and controlled dribble taps to move around the activity area at a walking pace.

When you hear "Fire Hydrant!" Stop and put your foot on top of the ball to hold it in place. Continue a walking dribble on the restart signal.



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Brain & Body Warm-Ups

WEEK 3 of 4

Challenge: Something that presents difficulty and requires effort to master or achieve.

*The students enjoyed the **challenge** of the soccer drills they practiced in class.*

Soccer Fortune Teller:

[\[YouTube for Game Play\]](#)

[\[YouTube for Fortune Teller Folding\]](#)

Cut and fold the Soccer Fortune Teller. Then, play the Fortune Teller game and complete the soccer drills as a warmup.

Be sure to read the healthy food facts on the fortune teller each time you play the game. Share those facts with a friend or family member.

Purposeful Practice

WEEK 3 of 4

Skill: The ability to do something well.

*Eliana improved her soccer **skills** each time that she practiced.*

Soccer Bowling: [\[YouTube\]](#)

To play, you will need 1 soccer ball and 1 plastic bowling pin (or 2 cups).

The object of the game is to score points by knocking down the pin that is 4 to 10 feet away from you. Start with the pin close. Each time you knock it over, take a step back before you try again. How far apart can you be and still knock down the pin. The ball must stay controlled and on the floor.

Just for Fun (and health)

WEEK 3 of 4

Determination: A strong feeling about the purpose of a goal that gives motivation for accomplishing that goal.

*Akinyi's **determination** helped push her to practice and improve her dribbling skills.*

Soccer Red Light, Green Light:

[\[YouTube\]](#)

We're going to wrap up today playing Soccer Red Light, Green Light. I'm going to give you a foot skill drill to perform (like toe taps). When I say, "Green Light!" perform the drill. When I say, "Red Light!" stop and freeze with 1 foot on the top of the ball.

Score 1 point every time you stop and freeze perfectly.



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Brain & Body Warm-Ups

WEEK 4 of 4

Routine: A set sequence of steps. A task that is repeated daily, weekly, or at some consistent interval.

*Iman practiced the same warm-up **routine** before every practice.*

Soccer Fortune Teller:

[\[YouTube for Game Play\]](#)

[\[YouTube for Fortune Teller Folding\]](#)

Cut and fold the Soccer Fortune Teller. Then, play the Fortune Teller game and complete the soccer drills as a warmup.

Be sure to read the healthy food facts on the fortune teller each time you play the game. Share those facts with a friend or family member.

Purposeful Practice

WEEK 4 of 4

Enjoy: Having positive feelings caused by doing or experiencing something you like.

*The class knew that they would **enjoy** the soccer activities that Ms. Williams had planned.*

Soccer Ninja Obstacle Course:

[\[YouTube\]](#)

Use the equipment available to set up a soccer ninja obstacle course. Cones can be passing windows, targets, or goals. Jump ropes can create dribble pathways and spots can be fitness or ball control drill stations.

How quickly can you move through the obstacle course with your ball under control?

Just for Fun (and health)

WEEK 4 of 4

Physical Activity: Any physical movement that uses the body's energy.

*It's important to make **physical activity** a part of your daily routine.*

Walk the Soccer Dog: [\[YouTube\]](#)

Your soccer ball is a soccer dog, and it needs to go outside. On the start signal, take it for a slow walk by using slow and controlled dribble taps to move around the activity area at a walking pace.

When you hear "Fire Hydrant!" Stop and put your foot on top of the ball to hold it in place. Continue a walking dribble on the start signal.

SOCCER NATION

Teacher Talk

[Soccer Nation Week 1 Sample Script]

Brain & Body Warm-Ups

Today is the first lesson in our OPEN Soccer Nation physical education module. We're going to practice dribbling a soccer ball with control and balance. Let's start to warm up by playing a game called Teacher Says Soccer. This game is just like Simon Says, except you'll listen for "Teacher Says." If I give you an activity without saying the magic word, just keep doing the activity from the last instruction.

We'll start the game when I say, "Teacher says, tap your toes on the top of the soccer ball." Because I said Teacher Says, you'll follow that direction. Now, listen to my instructions, control your body, and keep control of the soccer ball.

Purposeful Practice

During our Purposeful Practice time, we will learn and practice our dribbling skills. Dribbling is one way that we move the ball up and down the field in a game of soccer. It's important to use controlled and purposeful taps to control the ball. We're going to start at a walking pace and work our way through a field (or room) full of mini volcanos!

On the start signal, we'll begin dribbling in the spaces around the volcanos. If your ball knocks into a volcano, it erupts! Stop and do 10 toe taps on the top of your soccer ball, then restart your dribble. When you hear the stop signal, freeze.

Just for Fun (and health)

We're going to continue teaching our feet to use controlled touches on the soccer ball with a fun game of Soccer Red Light, Green Light!

We'll start the game using right- and left-foot toe taps on the top of the ball. We'll change drills in our next round. The object is to do the toe taps when I say Green Light and then to freeze with one foot on the ball when I say Red Light!

Score 1 point every time you stop and freeze perfectly.

Great job today! Let's recap what we accomplished. First, we practiced self-control and ball-control. We used our feet to make purposeful taps on the ball to control where it went (or where it stayed). Next, we practiced that ball-control and our dribbling skills in the game of Volcanos. And finally, we practiced everything that we learned about self-control and ball-control in a fun game of Red Light, Green Light.

As you work to get 60 minutes of physical activity every day, you can use your OPEN Soccer Nation Choice Board to play these practice drills at home.

SOCCER NATION

Menu Activity Cards

BRAIN & BODY WARM-UP

CONTROL: To manage or regulate the movement or actions of something.

*Sammi worked to **control** her body and the ball as she dribbled through the cones.*

TEACHER SAYS SOCCER

Every student has a soccer ball.

One player is the Teacher. Teacher Says is just like Simon Says, but you only do the tasks that “Teacher Says.”

If you don’t hear “Teacher Says” then you keep doing the activity that you are already doing.

For task ideas, teachers can use the *Teacher Says Activity Sheet* on [OPENPhysEd.org](https://openphysed.org).

SOCCER NATION

Menu Activity Cards

BRAIN & BODY WARM-UP

CHALLENGE: Something that presents difficulty and requires effort to master or achieve.

*The students enjoyed the **challenge** of the soccer drills they practiced in class.*

SOCCER FORTUNE TELLER

Cut and fold the Soccer Fortune Teller.

Then, play the Fortune Teller game and complete the soccer drills as a warmup.

Be sure to read the healthy food facts on the fortune teller each time you play the game.

Share those facts with a friend or family member.

SOCCER NATION

Menu Activity Cards

PURPOSEFUL PRACTICE

DRIBBLE: Moving a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling.

*Joshua's ball control skill helped him **dribble** around defenders.*

VOLCANOS

Scatter cones, spots, or plastic cups around your activity area. These objects are volcanos about to erupt!

Dribble in the spaces around the volcanos, keeping your ball under control and away from objects.

If you knock into an object it erupts! Stop and do 10 toe taps and then restart your dribble.

SOCCER NATION

Menu Activity Cards

PURPOSEFUL PRACTICE

PASS: To move an object from one space to another.

*The team moved the ball quickly down the field with each accurate **pass**.*

TARGET PRACTICE

Scatter large cones around the activity area. If you're at home you can use chairs, a couch, or other large pieces of furniture that are safe to hit with a ball (ask an adult).

Use your passing skills to pass the ball, under control and on the ground, to hit the targets. Each hit is 1 point.

Pass from one target to the next. For 1 minute. Count your score. Then, try again for another minute. Can you beat your score?

SOCCER NATION

Menu Activity Cards

PURPOSEFUL PRACTICE

SKILL: The ability to do something well.

*Eliana improved her soccer **skills** each time that she practiced.*

SOCCER BOWLING

To play, you will need 1 soccer ball and 1 plastic bowling pin (or 2 cups).

The object of the game is to score points by knocking down the pin that is 4 to 10 feet away from you. Start with the pin close. Each time you knock it over, take a step back before you try again. How far apart can you be and still knock down the pin. The ball must stay controlled and on the floor.

SOCCER NATION

Menu Activity Cards

PURPOSEFUL PRACTICE

ENJOY: Having positive feelings caused by doing or experiencing something you like.

*The class knew that they would **enjoy** the soccer activities that Ms. Williams had planned.*

SOCCER NINJA OBSTACLE COURSE

Use the equipment available to set up a soccer ninja obstacle course. Cones can be passing windows, targets, or goals. Jump ropes can create dribble pathways and spots can be fitness or ball control drill stations.

How quickly can you move through the obstacle course with your ball under control?

SOCCER NATION

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

PRACTICE: To perform an activity or exercise repeatedly and regularly to improve or maintain skill.

*Becoming a skilled soccer player requires **practice** and determination.*

SOCCER RED LIGHT, GREEN LIGHT

It's time to play Soccer Red Light, Green Light. I'm going to give you a foot skill drill to perform (like toe taps). When I say, "Green Light!" perform the drill. When I say, "Red Light!" stop and freeze with 1 foot on the top of the ball.

Score 1 point every time you stop and freeze perfectly.

SOCCER NATION

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

FOCUS: To pay close attention to someone or something.

*It's important to **focus** on good form when you're practicing soccer skills.*

WALK THE SOCCER DOG

Your soccer ball is a soccer dog, and it needs to go outside. On the start signal, take it for a slow walk by using slow and controlled dribble taps to move around the activity area at a walking pace.

When you hear "Fire Hydrant!" Stop and put your foot on top of the ball to hold it in place. Continue a walking dribble on the restart signal.

SOCCER NATION

At Home Choice Board

Hang this choice board near your safe physical activity space.
Choose an activity, get active, and have fun!

Brain & Body Warm-Ups	Purposeful Practice	Just for Fun (and health)
Teacher Says Soccer [YouTube] Find a friend. One is the Teacher, the other the student. Play like Simon Says, but use, "Teacher Says."	Volcanos [YouTube] Scatter plastic cups in the activity area. Dribble around the cup Volcanos.	Soccer Red Light, Green Light [YouTube] Pick a foot-skill drill (like toe taps). When the leader says, "green light" start the drill. On, "red light" freeze.
	Target Practice [YouTube] Pass from object-to-object. Each accurate pass is 1 point. How many points can you make in 1 minute?	
Soccer Fortune Teller [YouTube] Print and play the Soccer Fortune Teller.	Soccer Bowling [YouTube] Use a water bottle as a pin. Pass from 4' away. Step back each time you knock it over. From how far can you knock down the pin?	Walk the Soccer Dog [YouTube] Dribble your soccer ball in the activity area. When the leader says, "Fire Hydrant!" Stop and put your foot on top of the ball to hold it in place.
	Soccer Ninja Obstacle Course [YouTube] Create an obstacle course. How fast can you dribble through it?	

[Learn how to fold a Hoodie-Ball on the OPEN YouTube Channel.](#)

SOCCER NATION

Physical Education Vocab

Important words for us to understand and use.

Challenge: Something that presents difficulty and requires effort to master or achieve.

*The students enjoyed the **challenge** of the soccer drills they practiced in class.*

Control: To manage or regulate the movement or actions of something.

*Sammi worked to **control** her body and the ball as she dribbled through the cones.*

Determination: A strong feeling about the purpose of a goal that gives motivation for accomplishing that goal.

*Akinyi's **determination** helped push her to practice and improve her dribbling skills.*

Dribble: Moving a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling.

*Joshua's ball control skill helped him **dribble** around defenders.*

Enjoy: Having positive feelings caused by doing or experiencing something you like.

*The class knew that they would **enjoy** the soccer activities that Ms. Williams had planned.*

SOCCER NATION

Physical Education Vocab

Focus: To pay close attention to someone or something.

*It's important to **focus** on good form when you're practicing soccer skills.*

Pass: To move an object from one space to another.

*The team moved the ball quickly down the field with each accurate **pass**.*

Physical Activity: Any physical movement that uses the body's energy.

*It's important to make **physical activity** a part of your daily routine.*

Practice: To perform an activity or exercise repeatedly and/or regularly to improve or maintain skill.

*Becoming a skilled soccer player requires **practice** and determination.*

Routine: A set sequence of steps. A task that is repeated daily, weekly, or at some consistent interval.

*Iman practiced the same warm-up **routine** before every practice.*

Skill: The ability to do something well.

*Eliana improved her soccer **skills** each time that she practiced.*

Target: An object selected as the aim of attention, a pass, or an attack.

*Obi was the **target** of Sandi's pass.*

SOCCER NATION

Class Discussion Questions

Physical Activity & Personal Health

Question Set 1

- 1) What does control mean?
- 2) What do you know about controlling a soccer ball?
- 3) How is your body control related to soccer dribbling?

Question Set 2

- 1) What is a target?
- 2) What do you know about passing to a target in soccer?

Question Set 3

- 1) What is a challenge?
- 2) What have you learned that was a challenge for you?

Question Set 4

- 1) What is balance?
- 2) How do your focus and attention affect your balance as you dribble through the Soccer Ninja Course?

Social & Emotional Health

Question Set 1

- 1) What is self-control?
- 2) How does your self-control affect your classmates?

Question Set 2

- 1) What are some ways that we can control our personal behavior?
- 2) What do you notice about our class time when everyone works to control their personal behaviors?

Question Set 3

- 1) How do you face a challenging task?
- 2) How do the words that you say to yourself affect the way that you face a challenge?

Question Set 4

- 1) What does it mean when you enjoy something?
- 2) What physical activities do you enjoy?
- 3) How can you help others enjoy physical activity?

SOCCER NATION

How did it go?

Wk 1 of 4

Give a thumb to give your answer.

- As a class, did we work safely?
- Did you use safe and controlled taps to dribble your soccer ball?



- As a class, did we behave in a way that was helpful to others?
- During the week, did you behave in a way that was helpful at home?



SOCCER NATION

How did it go?

Wk 2 of 4

Give a thumb to give your answer.

- As a class, did we follow directions?
- Did you work with a focus on improving your skills?



-
- As a class, did we show consideration for one another?
 - Did you demonstrate consideration for others?



SOCCER NATION

How did it go?

Wk 3 of 4

Give a thumb to give your answer.

- As a class, did we focus on improvement though practice?
- Did you focus on skill cues for passing and dribbling?



-
- As a class, did we use positive words to communicate?
 - Did you use positive words in your self-talk?



SOCCER NATION

How did it go?

Wk 4 of 4

Give a thumb to give your answer.

- As a class, did behave in a way that helped others enjoy physical activity?
- Did you enjoy being physically active?



-
- As a class, did we help each other learn?
 - Did you focus on improving your soccer skills?



SOCCER NATION

Activity Log

Name: _____

Class: _____

Date: _____

WEEK 1: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]

> What physical activities did you do this week that helped your body be healthy?

SOCCER NATION

Activity Log

Name: _____

Class: _____

Date: _____

WEEK 2: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]
> Great job this week! What physical activities can you do next week to help you stay healthy?

SOCCER NATION

Activity Log

Name: _____

Class: _____

Date: _____

WEEK 3: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]

> Think about the physical activities that you did this week. Which activity did you enjoy the most?

SOCCER NATION

Activity Log

Name: _____

Class: _____

Date: _____

WEEK 4: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



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[Think – think some more – and then express yourself through writing, art, or with a selfie video.]

> There are many reasons to learn new skills. Make a list of your reasons for learning a new skill.

SOCCER NATION

Soccer Skill Cues

DRIBBLING

- Eyes Up with Quick Looks at the Ball
- Push the ball forward with Controlled and Purposeful Taps
- Move to the ball
- Tap again with Controlled and Purposeful Taps

PASSING

- Step to the Target (non-kicking foot)
- Use a Firm and Controlled Kick
- Strike the Center of the Ball with the inside of your foot (like a putter)
- Follow Through to the Target

SOCCER NATION

Universal Design for Learning

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities.

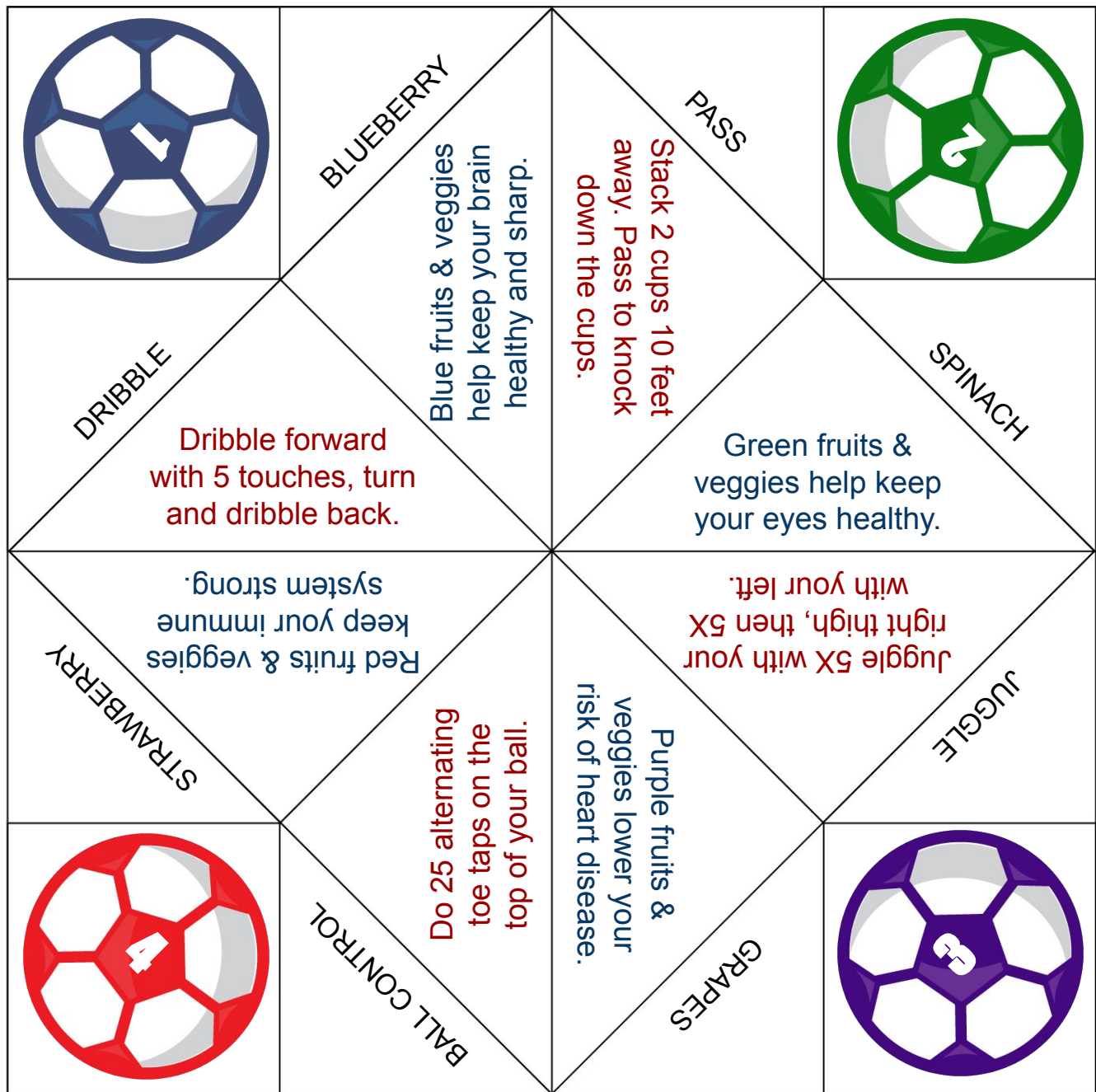
The table below offers UDL adaptations and suggestions.

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> Use a variety of different soccer balls (size, material, weight, colors, etc.). Allow students to explore and choose from the options. Use large, brightly colored organizational markers to help students maintain safe distances from their peers. Use different colored cones or spots to identify activity and lap areas. Use spot markers to create travel routes. 	<ul style="list-style-type: none"> Change directions and expectations to reflect equity of skill acquisition, mobility, and fitness level. Vary movement expectations to increase equity. For example, allow different dribbling and passing alternatives. Adapt body positioning to student needs. For example, modify the activity to move while sitting, lying, or prone. 	<ul style="list-style-type: none"> Visually mark/define space in the activity area with visual markers like cones, spot markers, visual signs/cues. Adjust lighting (e.g., brighter or lighter). Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues. 	<ul style="list-style-type: none"> Be flexible. Adjust as needed. One size doesn't fit all. Establish consistent, predictable routines. Be concise. Speak slowly & clearly with a well-defined beginning & end. Give 1-step vs multiple-step directions. Provide time for students to process instruction. Give choice to motivate students. Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.

When UDL adaptations are not enough for accessing and developing equitable learning activities and assessments, and you feel that you need to do more for individual students, reach out to providers on the students' IEP Teams. You can also reach out to your school's curriculum resource department in order to see how else you can modify instructional delivery to meet students' needs. Students who have an IEP or a 504 will oftentimes have specific modifications and accommodations in their IEP based on individual needs.

OPEN SOCCER NATION FORTUNE TELLER

Fortune Teller Template from NutritionFromTheHart.com



1. Cut the large outside square of the fortune teller.
2. Fold in half and in half again – in the opposite direction.
3. Open out. Turn over so the top is blank. Fold each corner into the middle.
4. Turn it over and repeat.
5. Turn so you can see the pictures, fold each corner to create a square showing 4 pictures.
6. Fold so words come together and touch.
7. Slide thumb and pointer finger under pictures and all pictures together in fortune teller form.
8. You're ready to use the fortune teller!

