


A

**Sports-for-Life Camp
SOCCER DIVISION**

 Ontario
 1-800-5-Soccer

Dear Campers:

Welcome! Thank you for signing up with our Sports-for-Life Camp! Our in depth program will immerse you in many different sports and activities. This facility operates year round and offers a wide range of facilities.


Here, we try to emphasize the importance of staying active. Staying fit and active helps to have fewer stress symptoms, improved quality of life, less sore muscles, less chance of getting an illness, and you look better physically.

Your soccer unit will begin on August 2nd and will end on the 4th. It will be three days long and each day will consist of a 75 minute progressive lesson about soccer. I guarantee by the time we're done you will know everything there is to know about this very popular sport.

Be sure to bring proper running shoes, shorts, a T-shirt and a good attitude. Be prepared to sweat!

I look forward to seeing all of you! Soccer starts in August, see you then!

Sincerely,
 Soccer Instructor



B

**Sports-for-Life-Camp
SOCCER LESSON PLAN
DAY ONE**

Equipment: (same for next two days)

- soccer balls
- field
- running shoes/cleats
- soccer nets
- shin pads

Focus of today's lesson:

- how to pass a soccer ball properly
- how to kick a soccer ball properly

Warm-up:


- leg and groin stretches (5 min.)
- slow jog around field two times (5 min.)

Lesson: (10 min.)

- when kicking a soccer ball don't use the toe
- don't this causes the soccer ball to spin out of control and not to your teammate
- use the inside curved part of your foot and kick gently
- doing this directs the ball right to your partner with much more control
- to receive a pass, use the inside of foot again to stop the ball, then kick again

Application:

- passing drill (20 min.)



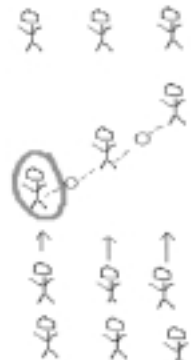
HIGH LEVEL 2

C

another line passing drill (20 min.)

[after they reach the end, form another line of 3]

[guy in red starts with ball]



Cool down: (10 min.)

- sitting down flexibility stretch
- slow breathing

Follow-up: (5 min.)

- learned that inside of foot must be used to kick ball, not the toe
- learned to receive, must stop ball with inside of foot
- next day learn about dribbling
- learned importance of other teammates in drills and games

Safety Considerations: (same for next two days)

- proper protective clothing must be worn (eg, shin pads)
- any medication that must be taken (e.g. asthma puffers) must be left with instructor

Rules and Guidelines: (same for next two days)

- no metal cleats
- no slide tackling in games
- no hands touching ball

D

**Sports-for-Life Camp
SOCCER LESSON PLAN
DAY TWO**

Focus of today's lesson:


- learn how to properly dribble a soccer ball

Warm-up: (10 min.)

- medium fast jog around field 2 times
- leg stretches and flexibility stretches
- groin stretch
- passing back and forth between partners

Review: (5 min.)

- passing and kicking with side of foot, not toe
- receive pass with inside of foot for more control




Lesson: (10 min.)

- to dribble a soccer ball, kick it gently back and forth between the insides of both feet
- try alternating to confuse opponent

Application:

- dribbling and passing drill (10 min.)

[circled guys are line of students]



[when two students meet at the X, they will pass their ball to each other and continue on to the other line where another student will take the ball and dribble, etc.]

E

- a game focusing on dribbling and passing (25 min.)

Cool Down: (10 min.)

- slow walk around field
- slow leg and groin stretches
- smooth inhaling and exhaling

Follow-up: (5 min.)

- learned how to dribble ball with inside of foot
- learned that dribbling helps to confuse opponent
- next day learn how to throw-in

F

Sports-for-Life Camp

LESSON PLAN

DAY THREE

Focus of today's lesson:

- throw ins
- using all the learned skills in a game

Warm-up: (15 min)

- arm stretches
- leg stretches
- run once around the field
- practice dribbling

Review: (5 min.)

- learned that dribbling helps to confuse opponent and goalie

Lesson: (10 min.)

- when the soccer ball gets kicked out of bounds, a player from the opposite team that put it out must perform a throw in
- ball must be picked up and thrown over the head with both hands
- heel of non-dominant foot must be lifted off the ground for maximum distance

Application:

- throw in drill (10 min.)
 - ball must be thrown back and forth between partners
 - thrown in like this:



HIGH LEVEL 2

G

- game incorporating passing, dribbling, and throw ins and anything else the students have learned over past three days to end the lesson (20 min.)

Cool down: (10 min.)

- sitting down stretches
- slow breathing
- walk around field

Follow-up: (5 min.)

- learned how to properly throw in a ball after it gets kicked out of bounds
- review what they learned over past three days
- wish them a good rest of the summer and have fun with all the other sports

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates considerable knowledge of the rules and guidelines applicable to the sport of soccer. Each of the lessons shows a good understanding of the skill guidelines applicable to the game of soccer (e.g., “receive pass with inside of foot for more control”, “to dribble a soccer ball, kick it gently back and forth between the insides of both feet”). However, the student does not address specific rules of the game of soccer (e.g., corner kick, free kick, penalty shots). He or she does mention participation guidelines briefly, but they are limited in scope and not specific to each day’s activities.

Thinking/Inquiry

- The student promotes the benefits of lifelong participation in physical activity with some effectiveness. He or she briefly describes a variety of the physical benefits of playing soccer in the welcome letter (e.g., “Staying fit and active helps to have fewer stress symptoms, improved quality of life, less sore muscles, less chance of getting an illness, and you look better physically.”). The letter has a positive, welcoming tone. However, the student does not mention the social or emotional benefits of participation, and the links between participation and its benefits are not clearly explained.

Communication

- The student communicates instructions to the campers with some clarity. The three lesson plans show logical progression and are varied in content (e.g., passing to stationary target, passing to moving target, dribbling and passing combined). Diagrams are included to assist in the transfer of knowledge (e.g., diagram of correct throw-in technique). The student gives evidence of organization in each lesson by reviewing highlights from the previous day’s lesson. However, the student provides minimal detail and structure for drills and games (e.g., “try alternating to confuse opponent”, “a game focusing on dribbling and passing (25 min.)”).

Application

- The student demonstrates somewhat effective leadership skills in the three-day program. The outline for each lesson suggests a reasonable degree of camper participation (e.g., diagram of “line passing drill”). However, the student provides no evidence of skill modelling, and game or group play is significantly lacking.
- The student promotes a safe environment for participants with some effectiveness. The lessons are set up with group safety in mind (e.g., “proper protective clothing must be worn (eg, shin pads)”, “any medication ... must be left with instructor”). The student also includes appropriate, sport-specific warm-ups and cool-downs. However, the warm-up and cool-down activities lack detail and variety, and the order of these activities is sometimes inappropriate.

Comments

This work is representative of a high level-2 performance. The student demonstrates some degree of achievement of the expectations in the Thinking/ Inquiry, Communication, and Application categories of knowledge and skills. However, in the Knowledge/Understanding category, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

Next Steps

In order to improve his or her performance, the student needs to:

- incorporate and explain the key rules of soccer at relevant points within each lesson;
- include guidelines for participation that reflect the specific needs of each day’s drills and activities;
- provide clearer, more precise details regarding the structure and organization of drills and games;
- provide more detailed links between participation in soccer and the social, emotional, and mental benefits derived;
- incorporate demonstration of skills into drill delivery;
- provide opportunity for maximal participation by incorporating modified games into each day’s lesson;
- include more detail and variety for warm-up and cool-down activities, and ensure that the order of these activities is appropriate to their purpose;
- proofread work to correct errors in grammar.