

## How to Use It

- As you teach, assess your students' comfort, interest, and capacity to perform the activity and adjust accordingly. If an activity is too easy, jump to SPARK It Up extensions and add more difficulty. If it is too difficult, decrease the variables, simplify, and slow down.
- Highlight and emphasize the game skills that are commonly shared with soccer, basketball, and flying disc (e.g., moving into open space, offensive/defensive strategies, etc.)
- Implement the Soccer SPARK Event during the last days of the unit and provide an exciting culminating experience that will showcase skills and knowledge learned. Use the SPARK Event as a foundation for teacher and student creativity and expand the idea to make it relevant to your students, school, and community.
- Generate interest for the SPARK Event with a bulletin board focusing on unit content and the SPARK Event theme. SPARK Event bulletin board plans and supplemental resources can be found at [SPARKfamily.org](http://SPARKfamily.org).
- Use the Integrations as background information during a lesson introduction or closure. Another option is to print all the unit Integrations from [SPARKfamily.org](http://SPARKfamily.org) and staple the entire set to a bulletin board in the sequenced order. Pull off the top Integration before the start of each new lesson.
- Review the assessment samples provided on [SPARKfamily.org](http://SPARKfamily.org).
  - The *Soccer Self-Check* is a student-paced assessment that can be used throughout the entire unit.
  - *Soccer Performance Rubrics* are observational assessments used to collect skill development data.
  - *Soccer Peer Coaching Task Cards* guide students in offering feedback to their partners for proper performance. Students take turns being the coach and the performer.
  - The *Soccer Unit Test* provides students a chance to show off their new knowledge through a short, written test given at the end of the unit.
  - *Soccer Coulda, Shoulda, Woulda* scenarios allow students to reflect and respond to situations they are often faced with during physical education/physical activity settings. These make excellent homework assignments and topics to discuss with a partner or in small groups.
  - *The Soccer Create a Routine* activity is used toward the end of the unit.
- Follow the sample *Soccer Unit Plan* ([SPARKfamily.org](http://SPARKfamily.org)), or use it as a guide to adjust and create your own unit plans which meet your particular instructional requirements.

## Safety

- Be sure the surface of the activity area is smooth, dry, and free of unnecessary equipment.
- Size 5 soccer balls are recommended. However, smaller soccer balls, playground balls, or foam balls may be substituted.
- Emphasize ball control (keep the ball close) and body control (avoid running into or slide tackling others).
- During partner drills, pairs practice with each other in similar line of direction, in parallel lines that are safely spread apart (partner face-off formation).
- Emphasize keeping the ball below the waist while passing and shooting.
- Designate a crease area (where no offensive players enter) in front of the goal.
- Use grids with plenty of room for students to move safely.
- Mark grid boundaries clearly and teach students how to stay in their own grids.
- Establish rules for dealing with errant balls. If equipment goes into an adjoining grid, ask others to retrieve with "please" and "thank you."

## Limited Equipment/Large Class Ideas

- **On/On/Off Rotation**
  - Arrange for 15 students to be at each mini-field.
  - While 2 groups of 5 play mini-soccer for 3 minutes, the remaining 5 work on ballhandling skills off field.
  - Rotate on signal.
- **Calling All Balls**
  - When soccer balls are in short supply, use utility balls to fill in the gaps.
- **Soccer/Fitness Circuit**
  - Creating a circuit with stations alternating between soccer skills and fitness can utilize what equipment you do have in an efficient way.
  - Use Soccer Skill Cards and Fitness Skill Cards (SPARKfamily.org) to create the circuit.

STATIONS	EQUIPMENT NEEDS
Toe Taps	1 ball per student at the station
Jump Rope- 2 Trick choices (aerobic capacity)	1 jump rope per student at the station
Side Taps	1 ball per student at the station
Nutrition Talk (body composition)	none
Drop Taps	1 ball per student at the station
Curl-ups (core strength and endurance)	none
Gastrocnemius Stretch (flexibility)	none
Pull Backs	1 ball per student at the station
Push-ups (upper body strength and endurance)	none
Group Juggling (make your own card)	1 ball per student at the station
Forward Lunges (leg strength)	none