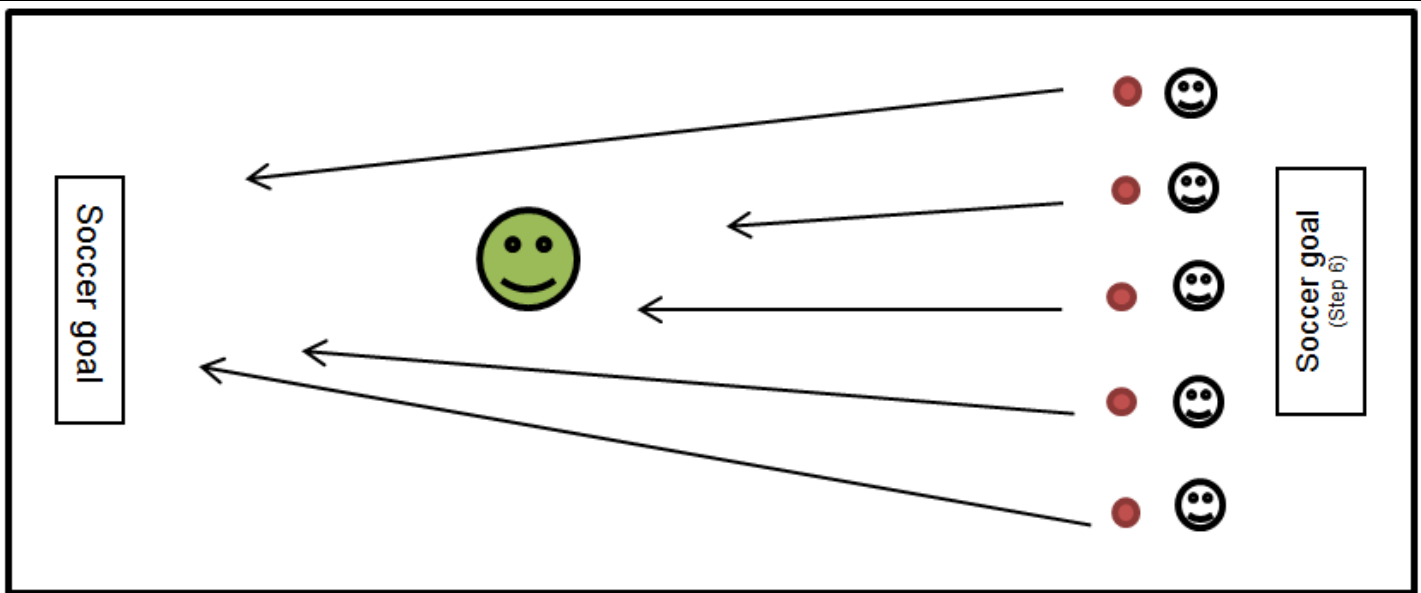


Adapted Physical Education Team Sport and Skill Progressions

Activity	Soccer Progressions	
Equipment	Soccer goal (target), variety of soccer balls, floor spots, jerseys (2 different colors)	
Grade Level	6-12	
Concepts	<ul style="list-style-type: none"> • Lower Body Manipulative skills • Games and sports knowledge and strategies 	
SHAPE Standards and Grade-Level Outcomes	Standard 1: S1.M10.6, S1.M10.6, S1.M11.6	
	Standard 2: S2.M1.6, S2.M3.6, S2.M6.6, S2.M10.6	
	Standard 3: S3.M2.6, S3.M5.6, S3.M6.6	
	Standard 4: S4.M1.6, S4.M2.6, S4.M5.6, S4.M7.6	
	Standard 5: S5.M6.6	
Methods of Instruction	<p><i>* When providing instruction for students with disabilities, always start with the least restrictive form of instruction to allow for the most growth and independency</i></p> <ul style="list-style-type: none"> ↓ Visual instruction (i.e. demonstration, task cards) ↓ Verbal instruction ↓ Adapted equipment ↓ Modified instruction ↓ Hand-under-hand ↓ Hand-over-hand 	
Description	<p>This activity is designed to teach all students lower body manipulative skills (as appropriate) and team sports knowledge and strategies. This activity starts with the most basic lower body manipulative skills and progresses to complex team sport game play. Follow the progressions/directions as written below. The students' prior knowledge and skills will determine how quickly they progress through this activity. In general, this activity will take from 1-5+ lessons to complete.</p>	
Progressions		Directions
1. Manipulative skills: Students will use a ball of their choice to demonstrate basic lower body manipulative skills (dribbling, trapping, kicking to partner) in an open space		Students will start in self space. Each student will have their own ball. They will practice trapping, dribbling, and kicking to a partner.
2. Manipulative skills: Students will use a variety of lower body manipulative skills to move toward a target (soccer goal)		Set up spots for students (<i>see diagram, you will use this setup for the remainder of the progressions</i>). Students will start on their own spot with their own ball. Set up one goal at the opposite end of the playing area. Students will then continue to practice individual soccer skills (trap, dribble, shoot) while moving toward an intended target (ex. dribble down, shoot at the goal, dribble back to spot).
3. Team identification: Students will identify who is on each team (using verbal or visual prompts)		The teacher puts on one green jersey and gives all students a red jersey to wear. Have every student identify who is on the red team (students) and who is on the green team (the teacher).
4. Team concepts and strategies: Students will practice offense strategies and concepts (<i>all students are on offense</i>)		Every student will have their own soccer ball, spot and jersey. Explain to the students they are now on offense. Offense means they want to score a goal. The teacher is on defense and wants to take their ball. Students will continue to practice manipulatives skills while moving toward a target, but now must look out for the teacher.

<p>5. Team concepts and strategies: Students will practice defense strategies and concepts</p>	<p>Remove a few balls from play and add some students (or paraprofessionals) to the green team (defense). Explain to students wearing green, that their job is to stop the offense (red team) from getting a ball in the goal.</p>
<p>6. Team concepts and strategies: Students will practice transitioning from offense and defense during game play</p>	<p>Add in a second goal to the playing area. Indicate which team is shooting at which goal using a color visual (jersey color, flag, or piece of paper of the same color). Tell the green team if they take a ball from the red team, now they too, can score a goal.</p>
<p>7. Team concepts and strategies: Students will practice lower body manipulative skills and offense/defense strategies and concepts during large group game play</p>	<p>The final progression is to have an equal number of green players as red. Slowly take away all soccer balls until there is only one ball in play. Prompt students to look for their teammates to encourage passing.</p>

Diagram



<p>Safety Considerations</p>	<ul style="list-style-type: none"> • Use soft soccer balls, especially in indoor spaces • Preteach equipment safety rules (i.e. no punting, not kicking anyone else's ball, etc.) • Teach students to keep ball close to the ground • Be aware of any students at greater risk for head injuries (i.e. shunt complications) 			
<p>Adaptations and Modifications</p>	<p>Instruction</p> <ul style="list-style-type: none"> • Demonstrate/model activity • Partner modeling • Use a variety of instructional cues • Use proximity • Modify purpose of activity • Reteach progressions • Reteach safety rules 	<p>Equipment</p> <ul style="list-style-type: none"> • Use a deflated ball, nerf ball, beeper ball, brightly colored ball • Use a target that makes noise when hit • Allow students to use a hockey stick instead of kicking the ball • Use an exercise ball for students in wheelchairs 	<p>Environment</p> <ul style="list-style-type: none"> • Reduce playing area • Have well defined boundaries 	<p>Rules</p> <ul style="list-style-type: none"> • Use walking instead of running • If student uses a wheelchair, allow them to hold ball on their lap while pushing the wheelchair • Remove goalie
<p>Reflection</p>				