

<b>Lesson 9</b>	<b>Life Skill – Self Control</b> <b>Soccer Skill – Moves with the Ball</b>
<b>Time</b>	<b>Activity</b>
	<b>Field or Court Space Needed:</b> 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.
15 min's Prior to session	<b>Equipment Check:</b> Estimating 25 – 30 players <ul style="list-style-type: none"> <li>✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals.</li> <li>✓ Cones: 16 – 24 count</li> <li>✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players)</li> <li>✓ Practice bibs: 16 – 20 (2 different colors)</li> <li>✓ Water for children to drink</li> </ul>
5 min's	<b>Welcome the children:</b> Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.
15 min's Total time	<b>Soccer Skill – Moves with the Ball</b> <b>"Inside Cut" Teaching Points:</b> <ol style="list-style-type: none"> <li>1. Reach with your leg (outside of the ball) and use the inside of your foot (near ankle) to cut the ball,</li> <li>2. Next, shield with your body (between ball and defender),</li> <li>3. Accelerate away in the opposite direction and away from the defender.</li> </ol> <b>"Outside Cut" Teaching Points:</b> <ol style="list-style-type: none"> <li>1. Reach with your leg (outside the ball) and use the outside of your foot to cut the ball,</li> <li>2. Next, shield with your body (between ball and defender),</li> <li>3. Accelerate away in the opposite direction and away from the defender.</li> </ol> <b>"Step Over" Teaching Points:</b> <ol style="list-style-type: none"> <li>1. Fake like your are kicking the ball,</li> <li>2. Instead, step around the ball and...</li> <li>3. Plant the foot on the other side of the ball, turning the hips for best effect,</li> <li>4. Then push the ball in the opposite direction with the outside of the step-over foot and accelerate away.</li> </ol>
6 – 7 min's	<ul style="list-style-type: none"> <li>• <b>Stops and Turns</b> - Group players in pairs with each pair sharing one ball. Have all players spread out on one of the lines on the field. Each pair should be at least 5 yards apart to give each group plenty of room. Place cones approximately 15 yards across from each group. The first person will dribble to the cone and make a 180 degree turn in front of the cone and then take one dribble and pass the ball to their partner. The player that just passed follows the pass and gets ready for their next turn. Rotate the three turns explained above (inside cut, outside cut and step over) every 2 minutes.</li> <li>• <b>Protect your Ball / Shielding</b> - Players remain in pairs with a ball and spread out all over the field. If possible have 10 x 10 yard grids marked off. The offensive player (attacker) starts with the ball inside the grid and the defender starts outside the grid. All groups will start on the whistle. On the</li> </ul>
6-7 min's	

	<p>whistle defenders come into the grid and try to poke the ball away from the attacker. Go for 30 seconds and rotate. The attacker use their moves (inside cut, outside cut, step over) to protect their ball from the defender and use their body to “shield” the ball away from the defender. Note: the step over is an excellent move for shielding as the move naturally puts the body between the defender and the ball.</p>
15 min’s	<p><b>Water break and Life Skill Lesson – Self Control</b></p> <p><b>What is Self Control?</b></p> <p>Self control is the ability to controls one’s behaviors and emotions in order to get some reward or avoid punishment. Self control is making sure that <b>you</b> are in control of your emotions, your attitude and your behavior.</p> <p><b>Understanding self control:</b></p> <ul style="list-style-type: none"> <li>• Do you ever feel out of control?</li> <li>• What kind of things make you feel like you’re losing control of your emotions?</li> <li>• What can you do to keep control of your feelings or behavior?</li> </ul> <p><b>Connection to sports:</b></p> <p>It is very important for an athlete to regulate or control his or her emotions and behavior at all times. Sports are filled with mountaintop highs and crushing lows. Players that allow their emotions to rise and fall like a roller coaster may have a very difficult time performing consistently at a high level. It is also important that they maintain proper behavior on the field or court at all times. Sometimes opponents will say something to an opposing player to try and distract them or get their mind off of the game. The famous basketball coach John Wooden used to say, “Control yourself and others won’t have too.”</p>
20 min’s	<p><b>Small Sided Games:</b></p> <ul style="list-style-type: none"> <li>• Make up 2 – 4 teams consisting of 4 – 8 players per team.</li> <li>• Play 1 or 2 small sided games.</li> <li>• Play 4 vs. 4 or 5 vs. 5 no goalie.</li> <li>• Play 20 minute game.</li> </ul>
5 min’s	<p><b>Cool down and farewell</b></p> <p>Ask how they liked the session and which activities they liked and which ones they didn’t like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> <li>✓ Practice your moves for 15 min’s each day between sessions</li> <li>✓ Read the story on Self Control and answer the questions in your workbook</li> </ul>

<b>Lesson 10</b>	<b>Life Skill – Self Control</b> <b>Soccer Skill – Moves with the Ball</b>
<b>Time</b>	<b>Activity</b>
	<b>Field or Court Space Needed:</b> 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.
15 min's Prior to session	<b>Equipment Check:</b> Estimating 25 – 30 players <ul style="list-style-type: none"> <li>✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals.</li> <li>✓ Cones: 16 – 24 count</li> <li>✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players)</li> <li>✓ Practice bibs: 16 – 20 (2 different colors)</li> <li>✓ Water for children to drink</li> </ul>
5 min's	<b>Welcome the children:</b> Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.
15 min's Total time	<b>Soccer Skill – Moves with the Ball</b> Review the key teaching points in 2-3 minutes. <b>"Inside Cut" Teaching Points:</b> <ol style="list-style-type: none"> <li>1. Reach with your leg (outside of the ball) and use the inside of your foot (near ankle) to cut the ball,</li> <li>2. Next, shield with your body (between ball and defender),</li> <li>3. Accelerate away in the opposite direction and away from the defender.</li> </ol> <b>"Outside Cut" Teaching Points:</b> <ol style="list-style-type: none"> <li>1. Reach with your leg (outside the ball) and use the outside of your foot to cut the ball,</li> <li>2. Next, shield with your body (between ball and defender),</li> <li>3. Accelerate away in the opposite direction and away from the defender.</li> </ol> <b>"Step Over" Teaching Points:</b> <ol style="list-style-type: none"> <li>1. Fake like your are kicking the ball,</li> <li>2. Instead, step around the ball and...</li> <li>3. Plant the foot on the other side of the ball, turning the hips for best effect,</li> <li>4. Then push the ball in the opposite direction with the outside of the step-over foot and accelerate away.</li> </ol>
5 min's	<b>Skills / Games</b> <ul style="list-style-type: none"> <li>• <b>Numbers</b> - Players all have a ball and are dribbling in a grid. Explain to them that you're going to give the 3 moves a number: 1 = inside cut, 2 = outside and 3 = step over. Once they have warmed up then call out a number and they have to make the appropriate move. Continue to randomly call numbers for 3-5 minutes. May take a quick 15 sec. break every minute or so.</li> <li>• <b>Like Magnets</b> - Have all players dribbling inside an appropriate sized grid for the number of players. The space should be a little congested and they should have to turn frequently to avoid running into another player. As the players are dribbling about, anytime they come close (within 2 feet) of another player both should act like they are magnets with similar charges and they repel each other.</li> </ul>

	<p>This will encourage them to make lots of turns and often they will need to turn several times in a row as they come closer to other “magnets”. Note: they should keep the ball close to their body except if they see green open space in front of them in which case they should change speeds and explode into the open area.</p> <ul style="list-style-type: none"> <li>• <b>Freeze Tag</b> - Have all but 2 players with a ball in a 25 x 30 yard grid. The two players without a ball start off outside the grid and will be the chasers once the game begins. When you say go the chasers enter the grid and try and tag as many players as they can who must keep their dribble will they evade chasers. A player that is tagged is considered frozen and must sit on their ball until another player unfrozen player can dribble over and tag them so they are released to dribble again. Play for 3 minutes or until all players are frozen. Repeat the game several times with the last 2 players to be frozen serving as the chasers.</li> </ul>
15 min’s	<p><b>Water break and Life Skill Lesson – Self Control</b></p> <p><b>Review understanding of Self Control?</b></p> <p>Self control is the ability to controls one’s behaviors and emotions in order to get some reward or avoid punishment. Self control is making sure that <b>you</b> are in control of your emotions, your attitude and your behavior.</p> <p><b>Review why Self Control important:</b></p> <p>Often we act before we think and that can get us into trouble.</p> <ul style="list-style-type: none"> <li>• Why do you think it’s a better option to think of the choices that we have before we act?</li> </ul> <p><b>Review the story on self-control they read for homework:</b></p> <ul style="list-style-type: none"> <li>• Do you think that Markson will act differently if a similar situation happens again? Why or why not?</li> </ul> <p style="text-align: center;"><b>Story on Self Control</b></p> <p>As a recent immigrant to America, Markson occasionally faced insensitive remarks about his lack of English fluency and his culture. At first it surprised him but after a couple of times it made him mad. He didn’t understand how people could say such hurtful things to another person. He struggled to keep his focus, especially if it happened during a soccer match. In one game late in the season he had finally heard enough from one particular player and instinctively charged at him and pushed him to the ground. The referee didn’t hear the comment and only saw the overly aggressive push to the ground and gave Markson a straight red card, which meant he had to leave the match and sit out the next match too. This made Markson even angrier as he felt he was the one being punished even though the other player had started the whole affair. He was furious!</p> <p>The next day in practice, Coach Sanchez pulled Markson aside to talk to him about the incident. Coach knew that Markson was not the type of person to start any trouble and had only reacted to the ugly comments made to him. Coach explained that as an athlete Markson needed to control his emotions and behavior at all times. That’s not always easy to do, so Coach suggested a helpful technique that Markson could learn and use whenever he faced adversity or a challenging situation. Coach</p>

	<p>said, “Markson, think of <b>STAR</b> whenever you feel like you might lose control of yourself. The S stands for <b>Stop</b>, take a deep breath before your react. The T stands for <b>Think</b> about all the different choices you can make to handle the situation. The A stand for <b>Anticipate</b>; try to think ahead to all of the consequences for each possible choice. The R stands for <b>Respond</b>, respond to the situation by making the best choice. Always remember STAR and use this anytime you feel that you may be losing self control. Remember, you and only you control your attitude and the choices you make. Markson felt better. Now he had a new tool to help him whenever he needed it. This would definitely help him to keep his cool and make the best choice.</p>
20 min’s	<p><b>Small Sided Games:</b></p> <ul style="list-style-type: none"> <li>• Make up 2 – 4 teams consisting of 4 – 8 players per team.</li> <li>• Play 1 or 2 small sided games.</li> <li>• Play 4 vs. 4 or 5 vs. 5 no goalie.</li> <li>• Play 20 minute game.</li> </ul>
5 min’s	<p><b>Cool down and farewell</b></p> <p>Ask how they liked the session and which activities they liked and which ones they didn’t like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> <li>✓ Practice your moves for 15 min’s each day until our next session.</li> <li>✓ Practice self control this week by using the <b>STAR</b> technique at least one time...even if you’re really not mad or frustrated you can still practice the skill.</li> </ul>