



TURN SOCCER EXCITEMENT INTO A GAME PLAN FOR LEARNING



BACK-TO-SCHOOL BUNDLE



Table of Contents

4		K-2 Sample PE Curriculum
11		K-2 Classroom Lessons
35		3rd-5th Sample PE Curriculum
42		3rd-5th Classroom Lessons
66		The World's Game Recess Guide
104		Colgate Bright Smiles, Bright Futures® Health Education Resources





Soccer Starts in School!

Bring soccer to life across your school community!

The U.S. Soccer Foundation believes every child deserves the opportunity to play, learn, and thrive. Our mission is to provide underserved communities with access to evidence-based soccer programs and innovative play spaces that instill hope, foster well-being, and help youth achieve their fullest potential.

This **Back-to-School Bundle** was created specifically for educators and includes a turnkey collection of resources designed to bring the benefits of soccer into classrooms, gyms, playgrounds, and beyond.

In this bundle you'll find:



Standards-aligned PE lesson plans that teach soccer skills while building teamwork, respect, and confidence.



A recess guide with simple, structured activities that make it easy to organize inclusive, fun, and educational soccer-themed play.



Classroom lesson plans featuring units on world geography, cultural connections, and life skills, complete with worksheets and take-home activities.



Oral health education resources and activities that help students make healthy choices while having fun.

With these resources, you'll have everything you need to engage students in meaningful ways, using soccer as a powerful hook while delivering high-quality instruction with ease.

Looking for even more ways to engage students?

Through our Soccer for Success in School program, we provide educators with a comprehensive K-12 curriculum aligned with SHAPE America National Physical Education Standards and designed to fit seamlessly into any PE program.

In addition to the curriculum, educators receive in-person and online professional development opportunities. Soccer equipment is also provided to teachers who complete an in-person training.

To learn more about bringing the full program to your school, visit ussoccerfoundation.org/school.

Whether through movement and play in physical education or meaningful learning experiences in the classroom, you help students connect with the excitement, values, and global spirit of the world's game.

Sincerely,
The U.S. Soccer Foundation Team

GRADES

K - 2ND



Soccer for
Success

SAMPLE PE CURRICULUM LESSON



OPEN



LESSON 1

FOOT SKILLS AND BODY AWARENESS

Lesson Time: 30-45 minutes



Power Lesson



SHAPE Physical Education Standards

1.2.1, 1.2.11, 2.2.1, 2.2.3, 2.2.4, 3.2.4, 3.2.5, 4.2.5, 4.2.8



Equipment

Soccer Balls
Disc cones



Skills of this Lesson

Dribbling - Foot skills and body awareness

SHAPE Health Education Standards

4.2.1, 4.2.2, 4.2.5



Adaptive Modifications

Intrapersonal Communication Skill

What does it take to be a GOOD SPORT?



Lesson Objective:

By the end of the lesson, students will be able to:

- recognize the play area while using personal and general space
- move within the play area using a variety of non-locomotor and locomotor movements at different speeds, levels, and pathways.
- dribble the ball using different parts of the foot (inside, outside, top of the foot, and sole of the foot) while traveling at a safe pace to avoid collisions with other students or objects used in class.
- Recall elements from the GOOD SPORT acronym.



INSTANT ACTIVITY: ABC WARM UP

3-5 minutes

Set Up

Place a cone at each corner of your teaching space (recommended space 30 x 30 yards) students are spaced out in the play area using their personal space facing a partner near a disc.

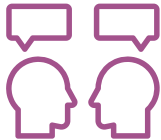
Directions

1. Students enter the gym and go to a disc with a partner
2. Partners will work together to make the shape of each letter of the alphabet using their bodies, beginning with A and ending with Z.
3. With Kindergarten, they can work by themselves. Grades 1 & 2 could try to make their letters using a partner or a group of 3-4.

World Cup Question of the Day

What is the World Cup?

Answer: It is an international football (soccer) competition for men.
The Women's World Cup is an international football competition for women.



Communication & Connection Skill

Focus: Establishing a Positive Learning Environment

Lesson one is the perfect time to introduce the **GOOD SPORT** acronym to your students. Students will learn that positive communication helps build great teams who learn and grow together. Throughout the lessons, students will apply various positive communication skills.

Teachers: introduce the **GOOD SPORT** acronym and ask, "What does it take to be a **GOOD SPORT**?"

- G** – Grateful - Say "thank you" when someone helps you.
- O** – Open - Listen to your friends' ideas.
- O** – Observe - Notice when your friends do something good.
- D** – Diplomatic - Speak kindly, even when you disagree.
- S** – Supportive - Encourage your friends with kind words.
- P** – Patient - Wait your turn to talk and play.
- O** – Optimistic - Stay positive and smile.
- R** – Respectful - Be nice to everyone and listen to them.
- T** – Teamwork - Work and play well with others.

Encourage the students to be a **GOOD SPORT** throughout today's activity and have fun!

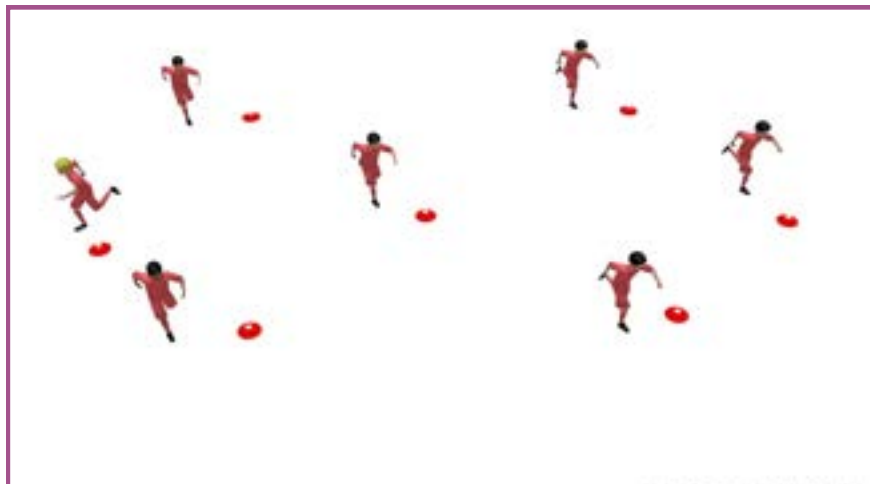


ACTIVITY 1: CONNECT THE DOTS

8-12 minutes

Set Up

Place a cone at each corner of your teaching space (recommended space 30 x 30 yards) and spread out 1 disc per student



Directions

1. On the teacher's signal, students will perform a locomotor skill (walk, jog, skip, gallop, slide) collecting high fives from other students
2. After 30 seconds on the teacher's signal, students will stop at the closest cone. Ask students to point to a muscle used when playing soccer (quadricep, calf, arm).
3. Repeat the activity using different locomotor movements and different stretches.

Adaptive Modifications



- Be mindful of the spacing of cones, discs, and poly spots
- Allow student(s) to move in any way possible
- Utilize specific instructions, avoiding abstract meanings (i.e. "move to the blue cone!")
- For student(s) with mobility impairments, have peers go to them with high 5's
- Allow extended time to process and complete instructions
- Use different colored cones and poly spots
- Create visuals for movements, stop, go, high 5, etc.

Communication & Connection Skill

Student Self-Check



As you transition to the next activity, ask the students to reflect on **how they were being a GOOD SPORT** during the last activity. Give the students a chance to think about their answers. Prepare them to remember their thoughts so they can share them with a friend in the Turn, Talk & Walk portion of the lesson.

Skill Cues- Space Awareness

- **"Find a Big, Open Space"**
– Find personal space within general space that provides maximum room to work
- **"Head & Eyes Up"** – Move with an awareness of others as well as of space available within general space
- **"Keep your Bubble Space"**
– Avoid touching other students' imaginary bubbles to keep everyone safe

Strategies for Success

- For larger classes, pair students and one student can stretch while the other student is moving.
- For larger classes, students can add a 'follow the leader' element to the activity. Students can switch the leader and follower roles on the teacher's signal.

Differentiation

- **K**– Start with walking, then galloping, hopping, then jogging. Students may need to stop and freeze before giving a high five to a friend.
- **1st Grade** – Use combinations of locomotor movements (e.g. after each high five, switch your lead foot when galloping or after a high five switch between jogging to skipping).
- **2nd Grade** – Challenge students on how many high fives they can collect in 30 seconds.

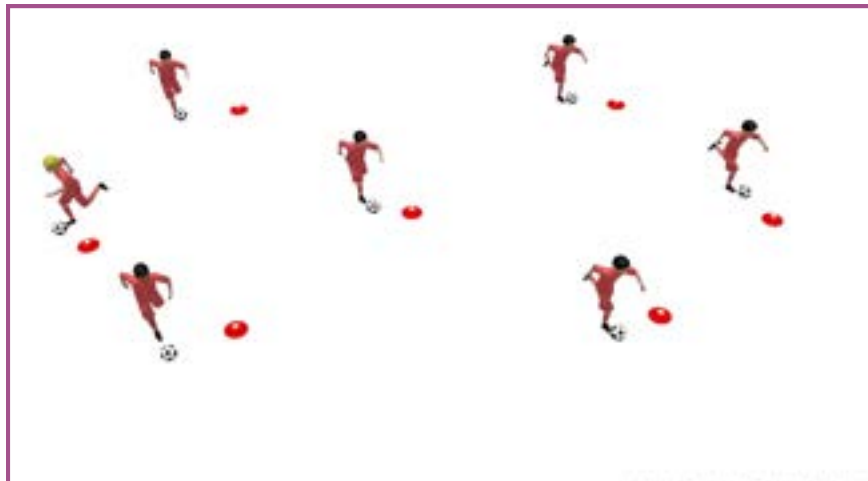


ACTIVITY 2: DISC MANIA

8-12 minutes

Set Up

Same set up as previous activity- place a cone at each corner of your teaching space (recommended space 30 x 30 yards) and spread out 1 disc per student



Directions

1. The teacher asks, "What surface of our foot can we use to touch the soccer ball?" Choose a student and have them point to the surface of their foot. Have all students touch the surface of their feet. The teacher will then demonstrate the fundamental skill practice based on the surface of the foot chosen.

- Bottom of foot - alternating toe taps
- Inside of foot - foundations
- Note - see soccer fundamentals appendix for descriptions.

2. Students perform the fundamental skills for 30-45 seconds. After each round, give them 10 seconds to give a friend a high five.

- Remind students how to give a high five and respect boundaries.

3. Repeat with other surfaces of the foot and the corresponding fundamental skill.

- Note - If students work in pairs, on the teacher's signal, student 1 performs a fitness activity (jumping jacks, line jumps, squats, plank holds, balancing on different body parts, etc.). Student 2 performs the fundamental skill. After 30 seconds, the partners switch roles.

Communication & Connection Skill

Student Self-Check



As you transition to the next activity, ask the students to reflect on **how they were being a GOOD SPORT** during the last activity. Give the students a chance to think about their answers. Prepare them to remember their thoughts so they can share them with a friend in the Turn, Talk & Walk portion of the lesson.

Skill Cues- Dribbling

- "Tap, Tap" – Soft touch on the ball to keep it close
- "Heads Up, Eyes Up" -- Look up while performing the move
- "Athletic Stance"- Knees bent and feet apart for balance

Strategies for Success

- For larger classes, pair students and one student can stretch while the other student is moving.
- For larger classes, students can add a 'follow the leader' element to the activity. Students can switch the leader and follower roles on the teacher's signal.

Differentiation

- **K** – Perform skills slowly and stationary and eliminate the vee's fundamental skill.
- **1st Grade** – Include vee's fundamental skill.
- **2nd Grade** – Dribble to a new cone and perform the move.

Adaptive Modifications

- Allow walking instead of running
- Allow ball to be greater than 3 feet away
- Allow adult or peer assist with keeping ball within a good distance
- Allow for use of items such as a racket for students using wheelchair (gives them an option to dribble ball while being pushed in wheelchair)



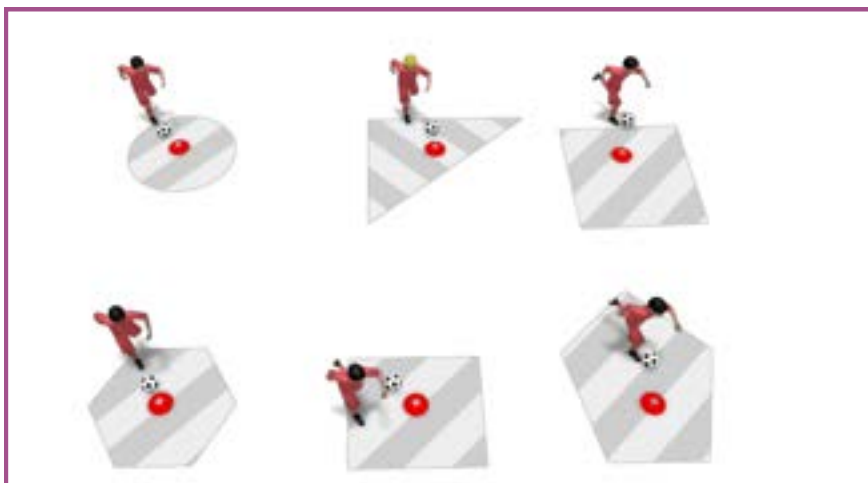


ACTIVITY 3: SHAPE DRIBBLING

8-12 minutes

Set Up

Same set up as previous activity- place a cone at each corner of your teaching space (recommended space 30 x 30 yards) and spread out 1 disc per student



Directions

Students can remain at their disc (Kindergarten) or may move to a disc with a partner.

1. Partner 1 (or the teacher) will call out the name of a shape.
2. Partner 2 will use any surface of their foot to move the ball in that shape around Partner 1. Partner 1 will cheer on their partner and give them a high five when they finish.
3. Partners switch roles, changing shapes each time.

Communication & Connection Skill

Student Self-Check



As you transition to the next activity, ask the students to reflect on **how they were being a GOOD SPORT** during the last activity. Give the students a chance to think about their answers. Prepare them to remember their thoughts so they can share them with a friend in the Turn, Talk & Walk portion of the lesson.

Skill Cues- Dribbling

- “**Tap, Tap**” – Soft touch on the ball to keep it close
- “**Inside & Outside**” – Use the inside and outside of your foot
- “**Head & Eyes Up**” – Look for open spaces
- “**Athletic Stance**”- knees bent and feet apart for balance

Strategies for Success

- Encourage students to state the skill cues to their partner while they dribble.
- If indoors, you can tape the shapes onto the floor and students can rotate to each shape.

Differentiation

- **K**– teacher calls out the shape, demonstrates, and all students perform the same shape at the same time
- **1st Grade** – take turns with a partner who determines the shape or one student leads and the other student follows
- **2nd Grade** – partners count how long it takes for their partner to complete the shape; challenge students to beat their time for each shape; another challenge would be to change starting directions for the shape



Adaptive Modifications

- Provide a variety of ball sizes
- Provide visuals of the shapes
- Use floor tape to create shapes



FORMATIVE ASSESSMENT



2-3 minutes

Thumbs Up/Side/Down

Students will respond with a thumbs up, a thumbs to the side, or a thumbs down to each statement:

- I can recognize the play area.
- I can recognize personal and general space.
- I can move within the play area using various non-locomotor and locomotor movements at different speeds, levels, and pathways.
- I can tap the ball using different parts of the foot.
- I can dribble the ball at a slow pace under control using different parts of the foot (inside, outside, top of the foot, and sole of the foot)

COMMUNICATION CHECK



2-3minutes

The teacher will prompt students to **Turn, Talk & Walk** with a shoulder partner to share their answer to the following question(s):

- What was the name of the soccer skill that we focused on today?
- Why is it important for us to focus on the ideas that are connected to GOOD SPORT?
- What does it take to be a GOOD SPORT?
- Share what you are most proud of today with your effort and participation - "I am proud of how I _____ today at practice."

Strategies for Success

- Have the students walk and share their answers to one question at a time for 45-60 seconds before gathering them to "popcorn" answers from the group to share perspectives.
- To build community, have the students give physical affirmation to the children selected to share their answers (i.e. "Let's give that two claps", snaps, stomps, etc.).

GRADES

K - 2ND



Soccer for
Success

CLASSROOM LESSONS

The World's Game:
Our World, Our Game



5 Lesson Unit

OPEN





Lesson Overview

Lesson 1

Title: Welcome to the World's Game

Students learn what the World's Game is and locate the host countries (USA, Canada, Mexico) on a map.

Standards:

CCSS.ELA-LITERACY.SL.K-2.2 – Ask and answer questions about key details in a text read aloud.

NCSS Standard 3: People, Places, and Environments – Use geographic tools to locate places.

Lesson 2

Title: Math with Goals

Students practice addition and subtraction through visual math stories involving soccer goals and explore facts about a country.

Standards:

CCSS.MATH K.OA.A.1 / 1.OA.A.1 / 2.OA.A.1 – Use addition and subtraction within 10/20 to solve word problems.

CCSS.ELA-Literacy.L.2.4 – Determine or clarify the meaning of unknown and multiple-meaning words.

Lesson 3

Title: Stories of the Team

Students learn about teamwork and culture, write simple informative sentences, and reflect on traditions from around the world.

Standards:

CCSS.ELA 2.2 – Write informative/explanatory texts.

CCSS.ELA 2.1 – Demonstrate command of grammar and sentence structure.

NCSS Standard 1: Culture – Understand cultural traditions and celebrations.

Lesson 4

Title: Eat Like a Champion

Students explore food groups, build a “Soccer Player Plate,” and understand how nutrition supports physical activity.

Standards:

NGSS K-2-ETS1-1 – Ask questions based on observations to find more information.

CCSS.MATH 1.MD.C.4 – Organize, represent, and interpret data.

CCSS.ELA SL.K-2.1 – Participate in collaborative conversations about grade-level topics.

Lesson 5

Title: Celebration Day

Students share their learning in a classroom celebration featuring gallery walks, team sharing, and fun awards.

Standards:

CCSS.ELA SL.K-2.4 – Describe familiar people, places, things, and events with relevant details.

CCSS.ELA SL.K-2.1 – Participate in collaborative conversations with diverse partners.

CCSS.ELA W.K-2.8 – Recall information from experiences or gather information from sources to answer a question.

LESSON 1

Welcome to the World's Game

5 STEPS OF A PRACTICE

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>
Kickoff (5-8 min.)	Chalk Talk (8-10 min.)	Team Tactics (10-12 min.)	The Big Match (5-8 min.)	Final Whistle (3-5 min.)

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Introduces students to the concept of the World's Game, host countries, and global celebration.

Materials Needed:

- Projector or screen for map and visuals
- Printed **Worksheet 1A: Map Coloring & Fill-in-the-Blank**
- Printed **Worksheet 1B: Multiple Choice Questions & Open-ended Questions**
- Crayons or colored pencils (red, blue, green)
- Whiteboard or chart paper

Match Standards: (Common Core Alignment)

- **CCSS.ELA SL.K–2.2**
 - Ask and answer questions about key details in a text read aloud.
- **NCSS Standard 3: People, Places, and Environments**
 - Use geographic tools to locate places.

KICKOFF (ANTICIPATORY SET) — 5-8 MINUTES

Fly to the Flag

- Place 4 flags (USA, Canada, Mexico, Brazil) on different walls inside the classroom.
- Based on teacher clues, students will move safely to the correct flag.
- Give clues like “This country is north of the USA!” or “This country’s flag is red, white, and blue!”
- If the students can safely walk to the flags, introduce other locomotor activities, such as skipping, galloping, and hopping.

Follow up with a fun class discussion:

- “What is your favorite sport?”
- “Have you ever watched or played soccer?”
- “Have you heard of the World Cup?”

Teacher shares:

- “The World Cup is a giant soccer tournament where teams from all over the world compete. In 2026, the Men’s World Cup took place in **three countries**: the **United States, Canada, and Mexico**. And in the summer of 2027, the Women’s World Cup will take place in Brazil.”

Read aloud the short informational paragraph from Worksheet 1A or project it on the screen for shared reading:

“In 2026, the Men’s World Cup games were played in the United States, Canada, and Mexico. In 2027, the Women’s World Cup will be played in Brazil. People from all around the world watch and cheer for their favorite teams.”

CHALK TALK (DIRECT INSTRUCTION) — 8-10 MINUTES

Show students a **map of North and South America** and guide them in locating the 4 host countries.

Distribute **Worksheet 1A**: “2026 and 2027 Host Countries”

- Students will color the three host countries on the map:
 - Blue = USA
 - Red = Canada
 - Green = Mexico
 - Yellow = Brazil

While they color, review key vocabulary:

- **World Cup** – the world’s biggest soccer tournament
- **Country** – a place where people live with their own flag and culture
- **Map** – a picture that shows where places are in the world

Sample Questions:

The World Cup is a big _____ tournament.

In 2026, games were played in _____, Canada, and Mexico.

In 2027, games will be played in _____.

What do people need in order to play soccer? (check-boxes with various answers)

Discuss: “Why do you think people all over the world want to watch World Cups?”

TEAM TACTICS (SKILL BUILDING & COMPREHENSION) — 10-12 MINUTES

Distribute **Worksheet 1B**: Multiple-Choice Questions & Open-Ended Questions

Students will complete the worksheet independently or in pairs.

After completion, review answers as a class and allow for discussion. Students can share which countries they’ve heard of or visited.

THE BIG MATCH (CREATIVE EXTENSION & SHARING) — 5-8 MINUTES

Ask students:

“If you could visit one country to watch a soccer game, which one would you pick?”

Students respond by:

- Drawing a picture of themselves cheering in that country
- Writing one sentence to explain their choice (with sentence starter support, e.g., “I want to visit _____ because...”)

Option: This can be collected and displayed on a bulletin board.



FINAL WHISTLE (CLOSURE & REFLECTION) — 3–5 MINUTES

Bring the class together for a closing reflection.

Prompt:

- “Today I learned that...”
- “I think soccer is exciting because...”

Encourage a few students to share out loud. Celebrate their curiosity and effort.

Preview of Lesson 2:

“Next time, we’ll learn about teams, scoring goals, and how we can use math with soccer!”



LESSON 2

Math with Goals

5 STEPS OF A PRACTICE

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>
Kickoff (5-8 min.)	Chalk Talk (8-10 min.)	Team Tactics (10-12 min.)	The Big Match (5-8 min.)	Final Whistle (3-5 min.)

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Introduces students to goal-scoring math and country-specific facts; students begin to explore the math and culture of a chosen team.

Materials Needed:

- Projector or screen for video
- **Highlight video** (use this or find another one)
- **Worksheet 2A:** Soccer Goal Math Stories
- **Worksheet 2B:** Team Fill-in-the-Blank
- Crayons or markers
- Chart paper for whole-class country discussion
- Optional: foam ball, stickers, stamps

Match Standards: (Common Core Alignment)

- **CCSS.MATH.K.OA.A.1 / 1.OA.A.1 / 2.OA.A.1**
 - Use addition and subtraction within 10/20 to solve word problems.
- **CCSS.ELA-Literacy.L.2.4**
 - Determine or clarify the meaning of unknown and multiple-meaning words.

KICKOFF (ANTICIPATORY SET) — 5-8 MINUTES

Goalie Shuffle

- “The goalies in a soccer game can use their hands and other parts of their bodies to stop the other team from scoring a goal. Let’s have some fun by pretending to be goalies blocking invisible soccer balls.”
- Students stand behind their desks and follow the movements of the teacher.
- “Let’s practice side shuffles... Now arm movements... And now jumps to save the shot!”

Begin with a question:

- “What do soccer players need to do to win a game?”
- “What is a goal in soccer?”

Show a short 1-minute clip of goal celebrations from international soccer matches. (Or, for even more fun, demonstrate with a foam ball and mini goal).

Ask:

- “How do we know how many goals each team scores during a soccer game?”
- “What do we use to keep track of the score?”

Introduce today’s learning:

“Today, we’ll solve fun math problems using goals just like the teams in a big tournament!”



CHALK TALK (DIRECT INSTRUCTION) — 8-10 MINUTES

Review Key Vocabulary:

- Goal – When a team kicks the ball into the net and scores a point
- Greater than / Less than – Comparing two numbers
- Altogether – Adding two numbers to find a total

Model a soccer math story on the board:

“Brazil scored 4 goals. Spain scored 2. How many more goals did Brazil score than Spain?”

Use soccer ball icons or magnets to represent the number of goals scored visually.

Draw a bar model or number sentence:

$$4 - 2 = 2 \text{ more goals}$$

Demonstrate two additional examples using the Worksheet 2A Math Stories.

TEAM TACTICS (WHOLE-CLASS & INDEPENDENT WORK) — 10–12 MINUTES

Part 1: Individual Math Stories

Distribute Worksheet 2A and have students solve 4–5 goal-based word problems (“soccer stories”) independently or in small groups. To create soccer math stories, students can use the country they learned about in this lesson, or choose a different country.

Each soccer story uses soccer balls to represent goals (visual icons). Students:

- Count goals
- Compare totals
- Fill in simple equations
- Use Math Stories to create and solve equations

Part 2: Class Activity

Soccer is played worldwide, and many countries have teams that compete in a World Cup. Did you know other countries worldwide call soccer “futbol” (football)?

Let’s learn about a country where soccer is played! Each country has many interesting facts. As a class we will choose a country to learn about.

Fill in the Blank Whole Class Activity:

Fill in the blank with the correct words.

- Our country is _____
- The flag colors are _____
- A fun fact is: _____

Open-Ended Questions:

Answer the following question in complete sentences.

- What country did our class choose and why?
- Would you like to visit this country? Why?



THE BIG MATCH (CREATIVE MATH EXTENSION) — 8–10 MINUTES

Challenge students to write or draw their own soccer math story using a sentence frame:

Sample:

Team _____ scored   .

Team _____ scored  .

Team _____ scored more goals!

Students can draw stories, use stickers or stamps for soccer balls, and write equations or total.

FINAL WHISTLE (CLOSURE & REFLECTION) — 3–5 MINUTES

Group Reflection:

- “Why are goals an important part of soccer?”
- “How do we use numbers and math in soccer?”
- “One thing I liked about soccer math was...”



LESSON 3

Stories of the Teams

5 STEPS OF A PRACTICE

- | | | | | |
|------------------------------------|--|---|--|--|
| 1.
Kickoff
(5-8 min.) | 2.
Chalk Talk
(8-10 min.) | 3.
Team Tactics
(10-12 min.) | 4.
The Big Match
(5-8 min.) | 5.
Final Whistle
(3-5 min.) |
|------------------------------------|--|---|--|--|

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Students build background knowledge about global teams and write sentences about the culture of a chosen country.

Materials Needed:

- Printed [Worksheet 3A: National Teams and Their Cultures](#)
- Sentence strip paper or writing journals
- Crayons or colored pencils for illustrations
- Chart paper for shared vocabulary or sentence examples

Match Standards: (Common Core Alignment)

- **CCSS.ELA 2.2**
 - Write informative/explanatory texts.
- **CCSS.ELA 2.1**
 - Demonstrate command of grammar and sentence structure.
- **NCSS Standard 1: Culture**
- Understand cultural traditions and celebrations.

KICKOFF (ANTICIPATORY SET) — 5-8 MINUTES

Freeze Dance

- Play global music. Students have fun performing celebration dances, but freeze when the music stops.
- When frozen, a student shares one fun fact about the World Cup that they've learned so far.

Begin with a brief discussion:

- “What can we learn about the countries playing in a World Cup?”
- “What makes each country different and special?”

Show a few visuals of national teams (photos, jerseys, or flags) from countries the class has discussed (e.g., Brazil, Japan, France).

Ask:

“What do you think soccer players from different countries might eat, wear, or celebrate?”



CHALK TALK (DIRECT INSTRUCTION) — 8-10 MINUTES

Read a short text aloud using the “National Teams and Their Cultures” passage from Worksheet 3A.

Key ideas from the text:

- Every national team comes from a country with its own culture.
- Culture includes food, music, traditions, and how people celebrate.
- Players work together as a team.
- Learning about teams helps us understand the world better.

Review Vocabulary:

- Traditions – things people do again and again that are special to their culture
- Teamwork – working together to reach a goal
- Culture – language, food, music, holidays, and more

TEAM TACTICS (READING, WRITING, AND DISCUSSION) — 10–12 MINUTES

Distribute Worksheet 3A and have students complete:

- Fill-in-the-blank activity using key vocabulary (e.g., culture, team, celebration)
- Multiple choice comprehension questions
- One open-ended discussion or writing prompt

Discuss answers together and allow students to share their writing responses:

- “What is something interesting about a national team?”
- “How does your family celebrate something special?”

THE BIG MATCH (CREATIVE WRITING EXTENSION) — 8–10 MINUTES

Students write one or two informative sentences about their class’s country (or their favorite team).

Options for sentence starters:

- “In _____, people speak _____ and eat _____.”
- “Their national soccer team wears uniforms with _____ colors.”
- “One fun tradition in _____ is _____.”

Students may also draw a picture to go with their sentence(s).

Teacher circulates to support sentence formation, word spacing, and spelling.



FINAL WHISTLE (CLOSURE & REFLECTION) — 3–5 MINUTES

Class Share-Out:

- Invite a few students to read their work aloud.
- Collect papers for a “Team Stories” class book or hallway display.

Discussion Prompt (Reflection-Based):

- “One thing I learned about a team or country today was...”
- “A tradition I thought was interesting was...”



LESSON 4

Eat Like a Champion

5 STEPS OF A PRACTICE

1.	2.	3.	4.	5.
Kickoff (5-8 min.)	Chalk Talk (8-10 min.)	Team Tactics (10-12 min.)	The Big Match (5-8 min.)	Final Whistle (3-5 min.)

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Students explore how food fuels athletes and create a balanced “soccer player’s plate.”

Materials Needed:

- Printed Worksheet 4A: Eat Like a Champion Reading & Comprehension
- Printed Worksheet 4B: My Soccer Player Plate
- Visuals of food groups (poster, slide, or real food photos)
- Crayons or colored pencils
- Large chart paper for class example plate

Match Standards: (Common Core Alignment)

- **NGSS K-2-ETS1-1**
 - Ask questions based on observations to find more information.
- **CCSS.MATH 1.MD.C.4**
 - Organize, represent, and interpret data.
- **CCSS.ELA SL.K-2.1**
 - Participate in collaborative conversations about grade-level topics.

KICKOFF (ANTICIPATORY SET) — 5-8 MINUTES

Fuel Your Body” Movement Match

- Display the following food groups and matching movements on the class board.
 - Fruits = jump up and down
 - Vegetables = hop on one foot
 - Grains = jog in place
 - Proteins = fun muscle pose
 - Dairy = do a slow squat
 - Water = wiggle like a wave
- “Let’s learn how to fuel our bodies for a big soccer game with healthy foods.”
- The teacher calls out items; students match their movements to food.

Pose a question to students:

- “What do you think soccer players eat before a big game?”
- “Why do athletes need healthy food?”

Show images of fruits, vegetables, grains, and protein-rich foods. Ask:

- “Which of these foods gives your body quick and healthy energy?”
- “Which foods help muscles grow strong?”

Read aloud or project the short paragraph from **Worksheet 4A**:

“Soccer players need lots of energy to run and play. They eat healthy foods like fruits, vegetables, grains, and protein-rich foods. Drinking water helps them stay hydrated during the game.”



CHALK TALK (DIRECT INSTRUCTION) — 8-10 MINUTES

Introduce the concept of healthy eating:

- Grains, fruits, and vegetables give us clean energy
- Protein foods help our muscles grow and stay strong
- Dairy has calcium, which helps build strong bones and teeth
- Water is important and helps us stay hydrated

Use a large sample of food images on the board or poster to show how a soccer player builds healthy meals and snacks.

Review Key Vocabulary:

- Protein – helps muscles grow strong (chicken, beans, eggs)
- Grains – give us quick energy for activity (rice, bread, pasta)
- Fruits and Vegetables – give us clean energy and are full of vitamins
- Dairy - is a source of protein, calcium, and vitamin D
- Hydration – drinking water to stay healthy

Distribute Worksheet 4A and model how to answer the first few fill-in-the-blank and multiple-choice questions together.

TEAM TACTICS (READING & COMPREHENSION PRACTICE) — 10-12 MINUTES

Students complete Worksheet 4A, which includes:

- Fill-in-the-blank questions with a word bank (e.g., “Protein helps muscles grow.”)
- Multiple choice questions about food and hydration

Once finished, review answers as a class and clarify any misconceptions.

THE BIG MATCH (CREATIVE PLATE-MAKING ACTIVITY) — 5-8 MINUTES

Distribute Worksheet 4B: My Soccer Player Plate

Open-ended prompts:

- “Name two healthy foods you would put on your soccer plate.”
- “Why is it important for soccer players to drink water?”

Students draw and label their own “Soccer Player Plate” using what they learned:

Students’ plates should include the following:

- At least one food from each food group
- Label the foods clearly
- Draw a glass or bottle of water

Optional: Create a large class poster titled “What Champions Eat” and display students’ plates around it.

FINAL WHISTLE (CLOSURE & REFLECTION) — 3–5 MINUTES

Wrap-up discussion:

- “Which foods give us energy to play soccer?”
- “What’s your favorite healthy food from today’s lesson?”

Exit Ticket Prompt (Reflection-Based):

- “My soccer plate has _____ because _____.”
- “Water is important because _____.”

LESSON 5

Celebration Day

5 STEPS OF A PRACTICE

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>
Kickoff (5-7min.)	Chalk Talk (5-8 min.)	Team Tactics (15-20 min.)	The Big Match (5-7 min.)	Final Whistle (3-5 min.)

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Students showcase their learning through class sharing, mini-presentations, or a soccer classroom celebration.

Materials Needed:

- Completed worksheets from Lessons 1–4
- Music from various countries
- Optional: Certificates or stickers
- Optional: Passports or student-created flags

Match Standards: (Common Core Alignment)

- **CCSS.ELA SL.K–2.4** – Describe familiar people, places, things, and events with relevant details.
- **CCSS.ELA SL.K–2.1** – Participate in collaborative conversations with diverse partners.
- **CCSS.ELA W.K–2.8** – Recall information from experiences or gather information from sources to answer a question.

KICKOFF (ANTICIPATORY SET) — 5-7 MINUTES

Welcome the class with a big announcement:

“Today is Celebration Day! We’re going to show what we’ve learned about soccer, teams, food, math, and more.”

Soccer Vocab Moves

- Display the following vocabulary words and matching movements on the class board.
 - Champion = star jumps
 - Goal = celebration dance
 - Team = jog in place
 - Soccer = fast-feet jogs in place
 - Country = airplane arms
- “Today I’m going to test your vocabulary. I’ll call out some words we’ve used and you’ll perform the movements that match that word.”
- The teacher calls out word; students match their movements.
- After each movement, have the students use their own words to define the vocabulary word.

Set the tone by playing instrumental music from different countries (if possible, use student-selected favorites from the week).

Optional: Have students wear country colors, soccer gear, or create paper flags to wave.



CHALK TALK (REVIEW AND SETUP) — 5–8 MINUTES

Review what students have learned this week:

- “Who remembers what the World Cup is?”
- “What countries did we study?”
- “What do soccer players eat to stay healthy?”
- “How do we use math in the sport of soccer?”

Introduce the format of today’s celebration. Choose one:

Option A: Whole-Class Sharing

Each student stands or sits in the “speaker chair” and shares:

- One fact they learned
- One drawing or worksheet (e.g., soccer plate, team story, flag)
- Optional: Demonstrate a soccer celebration move

Option B: Gallery Walk or Rotation Stations

- Display students’ worksheets and projects around the room
- Class rotates in small groups with a clipboard or passport
- Collect 1 fun fact from each station

TEAM TACTICS (SHARING TIME) — 15–20 MINUTES

Depending on your chosen format:

- For Whole-Class Sharing, guide students one-by-one to share with the group. Prompt them gently and help with phrasing as needed.
- For Gallery Walk, provide a “passport” for students to write or draw something new they learned at each stop.

Offer sentence starters like:

- “I learned that _____.”
- “My favorite part of the week was _____.”
- “In _____ (country), people eat _____ and speak _____.”

Encourage celebration, not perfection. Let students cheer, clap, or do a victory pose after each share.



THE BIG MATCH (WRAP-UP ACTIVITY) — 5–7 MINUTES

Host a simple awards or recognition moment:

- “Most Colorful Plate”
- “Best Team Spirit”
- “Soccer Math Champion”
- “Global Explorer”

Optional: Hand out printable certificates or awards.

If time allows, lead the class in a “Victory Lap” around the room with their flags, posters, or drawings.

FINAL WHISTLE (CLOSURE & REFLECTION) — 3–5 MINUTES

Closing Reflection:

- “What did you enjoy most about the World’s Game week?”
- “What country would you like to learn more about?”
- “Why is it important to learn about other places and cultures?”



WORKSHEET 1A

Student Name: _____ Date: _____

Where in the World?

The World Cup is a big soccer tournament where teams from all around the world play soccer. In 2026, the Men's World Cup games were played in three countries: the USA, Canada, and Mexico. In 2027, the Women's World Cup games will be played in Brazil. People from everywhere in the world watch and cheer for their favorite teams playing in a World Cup match!

Coloring Activity

Key

- Blue: USA
- Red: Canada
- Green: Mexico
- Yellow: Brazil

FACT BOX

The World Cup the biggest soccer tournament.

In 2026, the Men's World Cup was played in the USA, Canada, and Mexico.

In 2027, the Women's World Cup will played in Brazil.



Fill in the blank with the correct words:

1. The World Cup is a big _____ tournament.
2. In 2027, the Women's World Cup will be in _____.
3. People from all over the _____ watch the World Cup.
4. The USA is colored _____ on the map.

Word Bank: soccer, world, Brazil, blue



WORKSHEET 1B



Student Name: _____ Date: _____

Multiple Choice Questions: Choose the correct answer from the choices for each question.

- 1) What is the World Cup?
 - a) A pizza party
 - b) A soccer tournament
 - c) A car race

- 2) Where was the Men's World Cup played in 2026?
 - a) Australia, England, Brazil
 - b) USA, Canada, Mexico
 - c) Spain, Italy, Germany

- 3) Where will the Women's World Cup be played in 2027?
 - a) USA
 - b) Brazil
 - c) Japan

- 4) What do people use to play soccer?
 - a) A basketball
 - b) A soccer ball
 - c) A baseball bat

- 5) Which country should be colored red?
 - a) USA
 - b) Canada
 - c) Mexico

Open-Ended Questions: Answer the following questions in complete sentences.

1. Why do you think people like to watch soccer?

2. If you could visit one country to watch soccer, which one would you choose? Why?



WORKSHEET 2A



Student Name: _____ Date: _____

Every Goal Takes a Team

Soccer teams score goals to win games, but it's not just about kicking the ball into the net! Players must work together, pass the ball, and use teamwork to create chances to score. Every goal happens because teammates help each other and never give up. When a team scores, it's a celebration of everyone's effort, not just one player's kick.

Math Stories

You can find answers by solving the problems below.

Each  = 1 goal		
Brazil    	Spain  	Brazil scored ____ more goals than Spain.
USA     	Then they scored   more goals.	Now the USA has ____ goals.
Mexico Game 1:   	Mexico Game 2: 	Altogether, Mexico scored ____ goals.
Japan     	Then they scored    more goals.	Now Japan has ____ goals.



WORKSHEET 2B



Student Name: _____ Date: _____

Around the World with Soccer

Soccer is one of the most popular sports in the world, with men's and women's teams from many countries competing on the global stage in events like the World Cup. Did you know in many parts of the world, soccer is known as fútbol or football?

Let's learn about a country where soccer is played! Each country has many interesting facts. As a class, we will choose a country to learn about.

Some countries you might consider include:

South Africa	Cape Verde
Switzerland	France
Curacao	Ghana
Japan	New Zealand
Spain	Morocco
Canada	USA

Fill in the Blank Whole Class Activity:

Fill in the blank with the correct words.

The country we have chosen is _____.

The flag colors are _____.

A fun fact is: _____.

Open-Ended Questions:

Answer the following questions in complete sentences.

1) What country did your class choose? Why did you choose it?

2) Would you like to visit this country? Why?



WORKSHEET 3A



Student Name: _____ Date: _____

National Teams and Their Cultures

The World Cup brings together teams from many countries. Each team has players who work together and try their best to win. Every country has its own special traditions, foods, and ways of celebrating. Learning about these teams helps us understand more about their culture and what makes each country unique.

Fill in the Blank

Fill in the blank with the correct words.

1. *The World Cup has teams from many _____.*
2. *Each country has its own special _____ and foods.*
3. *Players work together as a _____ to try to win.*
4. *People from every country have special _____ and ways to celebrate.*
5. *Learning about teams helps us understand their _____.*

Word Bank: *team, countries, traditions, culture, celebrations*

Multiple Choice Questions

Choose the correct answer from the choices for each question.

1. What do World Cup teams do?
 - a) Watch movies
 - b) Work together
 - c) Build houses
2. What is something every country has?
 - a) The same food
 - b) Special traditions
 - c) One player
3. Why is learning about different teams important?
 - a) It helps us understand their culture
 - b) It helps us run faster
 - c) It makes us tired

Open-Ended Questions

Answer the following question in complete sentences.

What is your favorite way your family celebrates something special?



WORKSHEET 4A



Student Name: _____ Date: _____

Eat Like a Champion: Building a Soccer Player's Plate Part 1

When you play sports like soccer, your body requires a lot of energy. Healthy foods help athletes perform at their best, enabling them to run, jump, and play effectively. Foods like fruits, vegetables, whole grains, dairy, and protein-rich foods provide our bodies with the fuel they need. Building a balanced plate means choosing different kinds of healthy foods, just like a soccer player would. Let's learn how to make our own "soccer player's plate"!

Fill in the Blank

Fill in the blank with the correct words.

1. Fruits and vegetables give athletes lots of _____.
2. Eating _____ helps muscles grow strong.
3. Whole _____ give us energy for running and playing.
4. Drinking _____ keeps us hydrated during a game.

Word Bank: grains, water, protein, vitamins

Multiple Choice Questions

Choose the correct answer from the choices for each question.

1. Which food is best for giving long-lasting energy to athletes?
a) Cookies b) Whole grain bread c) Candy
2. What should a soccer player drink to stay hydrated?
a) Water b) Soda c) Juice
3. Which of these is a protein?
a) Chicken b) Apple c) Carrot
4. Which food should you eat the most to have a balanced plate?
a) Fruits and vegetables b) Candy c) Chips
5. If you want strong bones and teeth, which should you eat or drink?
a) Soda b) Milk c) Cake



WORKSHEET 4B



Student Name: _____ Date: _____

Eat Like a Champion: Building a Soccer Player's Plate Part 2

Open-Ended Questions

Answer the following questions in complete sentences.

1) Name two healthy foods you would put on your "soccer player's plate."
Why did you choose these?

2) Why is it important for athletes to drink water?

Soccer Player Plate

Draw and label your own healthy plate using what you learned.

Your plate should include the following.

- At least one food from each food group
- Label the foods clearly
- Draw a glass or bottle of water



GRADES

3RD - 5TH



Soccer for
Success

SAMPLE PE CURRICULUM LESSON



OPEN



LESSON 1

DRIBBLING WITH BASIC MOVES



Power Lesson

Lesson Time: 30-45 minutes



SHAPE Physical Education Standards

1.5.1, 1.5.20, 2.5.1, 2.5.4, 3.5.3, 4.5.2



Equipment

Soccer Balls
Tall cones
Disc cones



Skills of this Lesson

Dribbling

SHAPE Health Education Standards

4.5.1, 4.5.2, 4.5.7

Communication & Connection Skill

What does it take to be a GOOD SPORT?



Lesson Objective:

By the end of the lesson, students will be able to:

- Move the ball under control with both feet
- Move the ball under control at a variety of speeds
- Move the ball under control to avoid obstacles
- Demonstrate at least 1 foot skill used to change directions
- Explain the GOOD SPORT acronym



INSTANT ACTIVITY: DRIBBLE EXPLORATION

3-5 minutes

Set Up

Place a cone at each corner of your teaching space (recommended space 30 x 30 yards). Set up 1 small gate (2-disc cones 1-yard apart from each other) per student around the playing area facing different directions.

Directions

1. Students enter the gym and go to a gate (two discs 1yd apart from each other) with a soccer ball.
2. Challenge students to move the ball in and around the two cones.
3. Can you use both feet? How many different surfaces of your foot can you use to move the ball? What's the most creative way you can move the ball around the cones with your feet?

World Cup Question of the Day

What is the most watched sporting event in the world?

Answer- The World Cup!



Communication & Connection Skill

Focus: Establishing a Positive Learning Environment

Lesson one is the perfect time to introduce the GOOD SPORT acronym to your students. Students will learn that positive communication helps build great teams who learn and grow together. Throughout the lessons, students will apply various positive communication skills.

Teachers: introduce the GOOD SPORT acronym and ask, "What does it take to be a GOOD SPORT?"

- G** – Grateful - Say "thank you" when someone helps or supports you.
- O** – Open - Listen to your friends' ideas or suggestions.
- O** – Observe - Notice & appreciate when your friends do something good. Share what you liked.
- D** – Diplomatic - Speak kindly and respectfully, even when you disagree.
- S** – Supportive - Encourage your friends and cheer them on.
- P** – Patient - Wait your turn to talk and participate in activities.
- O** – Optimistic - Stay positive and keep a good attitude.
- R** – Respectful - Treat others kindly and listen to their thoughts.
- T** – Teamwork - Work well with others and share responsibilities.

Encourage the students to be a **GOOD SPORT** throughout today's activity and have fun!



ACTIVITY 1: DISC GATE MANIA

8-12 minutes

Set Up

Same set up as instant activity- Place a cone at each corner of your teaching space (recommended space 30 x 30 yards). set up 1 small gate (2 disc cones 1-yard apart from each other) per student around the playing area facing different directions.



Directions

1. One player per gate with a ball.
2. On teacher's signal, students have 45 seconds to dribble through as many gates as possible using the dribbling skill cues.
3. Repeat and challenge students to beat their previous score. "What changes in your dribbling could you make in order to beat your score?"
4. (Optional- repeat but challenge students to only use R/L or inside/outside of foot)
5. Ask students who can show me one way I could change my direction when dribbling? Allow students to demonstrate.
 - a. Pull back
 - b. Outside of foot chop
 - c. Inside of foot chop
6. On teacher's signal, students have 45 seconds to dribble, but instead of going through a gate they will change directions any time they approach a gate.

Skill Cues- Dribbling

- "Soft Touches"– Keep it close
- "Longer Touches"– If there is space
- "Inside & Outside" – Use the inside and outside of your foot
- "Head & Eyes Up" – Look for open spaces

Strategies for Success

- Encourage students to keep the ball so it is always within 3 feet (a yardstick).
- For larger classes pair up students and one can do a soccer specific stretch (quad, hamstring, calf) while the other dribbles.

Grade Level

Progressions

- **3rd Grade**- Dribble under control at a walking pace, perform changes of direction while stationary.
- **4th Grade**- Dribbling under control at a jogging pace, perform changes of direction while jogging.
- **5th Grade**- Dribbling under control at various paces, perform changes of direction at various paces.

Communication & Connection Skill



Student Self-Check

As you transition to the next activity, ask the students to reflect on **how they were being a GOOD SPORT** during the last activity. Give the students a chance to think about their answers. Prepare them to remember their thoughts so they can share them with a friend in the Turn, Talk & Walk portion of the lesson.



ACTIVITY 2: GATE MONSTERS

8-12 minutes

Set Up

Same set up as Activity 1- Place a cone at each corner of your teaching space (recommended space 30 x 30 yards). Set up 1 small gate (2 disc cones 1-yard apart from each other) per student around the playing area facing different directions.



Directions

1. Each student starts at a gate with a ball except for 2 students
2. On the teacher's signal, players with a ball have 45 seconds to dribble through as many gates as they can. All players must keep track of their own score.
3. The students without a ball will stand in the middle of a gate, making it "closed." Dribbling students must use a move to change directions when a gate is occupied by a monster.
4. Encourage the monsters to switch gates at least every 5 seconds. (If students struggle with this on their own, the teacher can signal the change until students become more comfortable with moving gates)

Skill Cues- Dribbling

- "Soft Touches" – Keep it close
- "Longer Touches" – If there is space
- "Inside & Outside" – Use the inside and outside of your foot
- "Head & Eyes Up" – Look for open spaces

Strategies for Success

- Encourage creativity to change directions. Can students use one of the moves taught previously? Or can they create their own move or twist!

Grade Level

Progressions

- **3rd Grade-** Make some of the gates larger to make it easier for players to dribble through.
- **4th Grade-** Add additional gate monsters to increase challenge.
- **5th Grade-** Let them choose a specific move each round for them to try.

Communication & Connection Skill



Student Self-Check

As you transition to the next activity, ask the students to reflect on **how they were being a GOOD SPORT** during the last activity. Give the students a chance to think about their answers. Prepare them to remember their thoughts so they can share them with a friend in the Turn, Talk & Walk portion of the lesson.



ACTIVITY 3: MONSTER MADNESS

8-12 minutes

Set Up

Same set up as Activity 2- Place a cone at each corner of your teaching space (recommended space 30 x 30 yards). Set up 1 small gate (2 disc cones 1yd apart from each other) per student around the playing area facing different directions.



Directions

1. Describe basic aspects of offense and defense (offense is trying to score, defense is trying to keep the other team from scoring).
2. The gate monsters will continue to block gates. On the teacher signal "Monster Madness" the gate monsters now move about the space and try to steal a soccer ball.
3. If a gate monster steals your soccer ball, you become a gate monster.
4. Count how many gates in total you can dribble through during the time limit.

Communication & Connection Skill

Student Self-Check



As you transition to the next activity, ask the students to reflect on **how they were being a GOOD SPORT** during the last activity. Give the students a chance to think about their answers. Prepare them to remember their thoughts so they can share them with a friend in the Turn, Talk & Walk portion of the lesson.

Skill Cues- Dribbling

- "Soft Touches" – Keep it close
- "Longer Touchers" – If there is space
- "Inside & Outside" – Use the inside and outside of your foot
- "Head & Eyes Up" – Look for open spaces

Strategies for Success

- Play for a set time each round, so that monsters that don't win a ball are not defending for too long.
- Remind monsters they should move to different gates every 5 seconds until they hear "monster madness".

Grade Level

Progressions

- **3rd Grade**- Play with only 2-3 walking monsters.
- **4th Grade**- Allow monsters to move at their own pace, but allow dribblers to rest at a gate for 3-5 seconds.
- **5th Grade**- Use gates of different colors so dribblers are not allowed to go to gates of the same color twice in a row.



FORMATIVE ASSESSMENT



2-3 minutes

Thumbs Up/Side/Down

Students will respond with a thumbs up, a thumbs to the side, or a thumbs down to each statement

- I can move the ball under control with both feet
- I can move the ball under control at a variety of speeds
- I can move the ball under control to avoid obstacles
- I can demonstrate at least 1 foot skill used to change directions

COMMUNICATION CHECK



2-3 minutes

The teacher will prompt students to **Turn, Talk & Walk** with a shoulder partner to share their answer to the following question(s):

- What was the name of the soccer skill that we focused on today?
- Why is it important for us to focus on the ideas that are connected to GOOD SPORT?
- What does it take to be a GOOD SPORT?
- Share what you are most proud of today with your effort and participation - "I am proud of how I _____ today at practice."

Strategies for Success

- Have the students walk and share their answers to one question at a time for 45-60 seconds before gathering them to "popcorn" answers from the group to share perspectives.
- To build community, have the students give the children selected to share their answers a thumbs up for affirmation.

GRADES

3RD - 5TH



Soccer for
Success

CLASSROOM LESSONS

*Soccer: The Sport Played
Around the World*



5 Lesson Unit

OPEN



Lesson Overview

Lesson 1

Focus: Team formation and country assignment

Students will identify their assigned country, begin collecting basic facts, and design the front cover of their pamphlet.

Standards:

- CCSS.ELA-W.3–5.4 – Produce writing that is clear and organized, appropriate to the task and audience.
- CCSS.ELA-SL.3–5.1 – Engage effectively in collaborative discussions with diverse partners.
- CCSS.ELA-W.3–5.7 – Conduct short research projects that build knowledge about a topic.

Lesson 2

Focus: Soccer basics and team research

Students will explore cultural facts, geography, and the role of soccer in daily life.

Standards:

- CCSS.ELA-W.3–5.7 – Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-SL.3–5.1 – Engage effectively in collaborative discussions with diverse partners.
- CCSS.ELA-W.3–5.8 – Recall and gather information from provided sources.

Lesson 3

Focus: Science & math experiment on soccer motion

Students will investigate the fundamentals of soccer and their assigned country's national team.

Standards:

- CCSS.MATH.3.MD.B.3 / 4.MD.B.4 / 5.MD.B.2 – Represent and interpret data using charts, tables, and graphs.
- NGSS 3-PS2-1 – Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- CCSS.ELA-W.3–5.2 – Write informative texts to examine a topic and convey ideas clearly.

Lesson 4

Focus: Cultural research and identity

Students will act as “cultural explorers,” researching and sharing the traditions, languages, foods, music, and celebrations that make their assigned country unique.

Standards:

- CCSS.ELA-W.3–5.7 – Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-SL.3–5.1 – Engage effectively in collaborative discussions with diverse partners.
- CCSS.ELA-W.3–5.2 – Write informative texts to examine a topic and convey ideas clearly.

Lesson 5

Focus: Final pamphlet completion and presentation

Students will share their learning by presenting or displaying their tri-fold pamphlets, highlighting their country's soccer history, science connections, and cultural traditions.

Standards:

- CCSS.ELA-SL.3–5.4 – Report on a topic or text in an organized manner using appropriate facts and details.
- CCSS.ELA-W.3–5.7 – Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-W.3–5.8 – Recall information from experiences or gather information from sources to answer a question.

Teacher Instructional Guide

PROJECT OVERVIEW

The Goal

Students will work in small groups to research and represent a nation by creating an informational tri-fold pamphlet. This product will enhance students' understanding of geography, teamwork, global culture, science, mathematics, and written communication.

Teacher Tips

- Provide structured country packets and research materials in advance.
- Model expectations using a sample tri-fold or mini version.
- Offer a choice of presentation format on Day 5 (gallery walk or group presentations).
- Scaffold students who need support with simplified resources and reading supports.

PROJECT LENGTH (5 DAYS)

Day 1: Team formation and country assignment	Students will identify their assigned country, begin collecting basic facts, and design the front cover of their pamphlet. By working collaboratively, they will practice effective teamwork and prepare to explore the deeper cultural, scientific, and soccer-related aspects of their country in future lessons.
Day 2: Soccer basics and team research	Students will investigate the fundamentals of soccer and their assigned country's national team. By exploring rules, positions, and soccer facts, they will begin to understand both the game and their nation's place in it.
Day 3: Science & math experiment on soccer motion	Students will investigate how force and friction affect the movement of a soccer ball. By experimenting with ramps and different surfaces, they will collect data, create graphs, and explain their results, practicing the role of both scientist and sports analyst.
Day 4: Cultural research and identity	Students will act as "cultural explorers," researching and sharing the traditions, languages, foods, music, and celebrations that make their assigned country unique. By organizing their findings into a Culture Web and pamphlet, they will better understand how culture shapes communities and connects people through soccer.
Day 5: Final pamphlet completion and presentation	Students will share their learning by presenting or displaying their tri-fold pamphlets, highlighting their country's soccer history, science connections, and cultural traditions. By teaching others, they will practice clear communication, celebrate teamwork, and recognize how soccer unites people across the world.



LESSON 1

Your Country, Your Team!

5 STEPS OF A PRACTICE

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>
Kickoff (5-8 min.)	Chalk Talk (8-10 min.)	Team Tactics (10-12 min.)	The Big Match (5-8 min.)	Final Whistle (3-5 min.)

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Team formation and country assignment

Materials Provided:

- Suggested Country List (Worksheet 1A)
- Collaboration Contract (Worksheet 1B)
- Collaboration Rubric (Worksheet 1C)

Additional Materials Needed:

- Projector or screen
- Team Kickoff Sheet (simple organizer for country name, flag, capital, etc.)
- Blank tri-fold pamphlet sheets
- Optional: Create a tri-fold sample for students to visualize
- Soccer visuals (position diagram, rule sheet, World Cup facts)
- Creative Supplies (markers, pencils, crayons, etc.)
- Exit tickets

Match Standards: (Common Core Alignment)

- **CCSS.ELA-W.3–5.4**
 - Produce writing that is clear and organized, appropriate to the task and audience.
- **CCSS.ELA-SL.3–5.1**
 - Engage effectively in collaborative discussions with diverse partners.
- **CCSS.ELA-W.3–5.7**
 - Conduct short research projects that build knowledge about a topic.

KICKOFF (ANTICIPATORY SET) — 5-8 MINUTES

Video Clip: Play a short highlight reel of exciting goals and celebrations.

Prompt Discussion:

- What do you notice about the fans, flags, colors, and celebrations?
- Which teams or countries are your favorites to cheer for?
- Why do you think people all over the world love soccer?

Transition Statement:

“We’re joining the excitement of the Men’s and Women’s World Cup by becoming team ambassadors! You’ll work with your group to create an awesome tri-fold pamphlet about your country’s team, culture, and soccer traditions.”

CHALK TALK (DIRECT INSTRUCTION) — 8-10 MINUTES

Explain the Project:

- The U.S. Soccer Foundation loves getting people excited about soccer.
- Your team will represent one country by creating a tri-fold pamphlet with fun facts, culture, soccer info, and a training drill.
- The class will have a final Showcase Day at the end of the week.

Introduce Key Vocabulary:

- Country – a nation with its own people and culture
- Culture – the way people live, including food, music, language, and traditions
- Teamwork – working together and sharing ideas to meet a goal

Distribute:

- Country list or map of possible countries (Worksheet 1A)
- Blank country flag template (optional)

TEAM TACTICS (GROUP ACTIVITY & RESEARCH KICKOFF) — 15–20 MINUTES**Step 1: Country Brainstorm**

- Ask each student to list countries where soccer (“futbol”) is played (hint: it is played in almost every country around the world).
- Collect responses on the board or chart paper.
- *Teacher assigns groups* based on student preferences and balance (4–5 students per group).

Step 2: Group Collaboration Kickoff

Each group:

- Is assigned 1 country
- Receives a “Team Kickoff Sheet” (simple organizer) to record:
 - Country name
 - Capital city
 - Flag sketch
 - One thing they already know or wonder about the country

Team Discussion Prompt:

“What does good teamwork look and sound like?”

Create a shared anchor chart of teamwork expectations.

Collaboration Contract

Groups sign a simple contract (Worksheet 1B).

Review the rubric (Worksheet 1C).

THE BIG MATCH (CREATIVE EXTENSION & SHARING) — 5–8 MINUTES

Task: Begin building the front cover of your pamphlet

Using paper or Canva (if digital), each group will:

- Write their country name in bold
- Add the country's flag (drawn or printed)
- Add a map showing their country's location
- Add a catchy title (e.g., "Team France: Power and Pride!")
- Optional: Draw or add the team's mascot or uniform colors

The teacher circulates to coach teams on clarity, creativity, and teamwork.

FINAL WHISTLE (CLOSURE & REFLECTION) — 3–5 MINUTES

Exit Ticket Prompt (Reflection-Based):

- "Today I helped my team by..."
- "One thing I'm excited to learn about our country is..."

Tease Tomorrow's Lesson:

"Next time, we'll explore how the game of soccer is played — and learn some cool facts about your team and World Cup!"



LESSON 2

Kickoff to Knowledge and Know-How

5 STEPS OF A PRACTICE

1.	2.	3.	4.	5.
Kickoff (5-8 min.)	Chalk Talk (8-10 min.)	Team Tactics (10-12 min.)	The Big Match (5-8 min.)	Final Whistle (3-5 min.)

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Soccer basics and team research

Materials Provided:

- Basic Soccer Rules ([YouTube Link](#))
- Soccer Basics & Team Facts Organizer (Worksheet 2A)

Additional Materials Needed:

- Projector or screen (for optional “Soccer 101” video)
- Visual aids (e.g. soccer field diagram, etc.)
- Printed country research packets (leveled for readability)
- Teacher-approved resource list (kid-friendly articles, links, or books)
- Tri-fold pamphlet sheets (to begin Inside Left Panel)
- Creative Supplies (markers, pencils, crayons, etc.)
- Exit tickets

Match Standards: (Common Core Alignment)

- **CCSS.ELA-W.3–5.7**
 - Conduct short research projects that build knowledge about a topic.
- **CCSS.ELA-SL.3–5.1**
 - Engage effectively in collaborative discussions with diverse partners.
- **CCSS.ELA-W.3–5.8**
 - Recall and gather information from provided sources.

KICKOFF (ANTICIPATORY SET) — 8–10 MINUTES

Optional Video Prompt: “[Soccer Basic Rules](#)” (use this or another creative option to explain to students the basic rules and concepts).

Prompt Discussion:

- “What are some of the basic rules of soccer?”
- “What positions do players have on the field?”
- “What do you already know about your country’s team?”

Transition Statement:

“Today, we’re digging into the basics of soccer and your chosen country’s team. This will help us create the ‘Soccer Basics’ section of our pamphlet.”

CHALK TALK (DIRECT INSTRUCTION) — 10–12 MINUTES**Quick Soccer Review**

Introduce or review 3 key elements:

- Basic Rules: No hands (except goalies), scoring goals, passing, and teamwork
- Positions: Goalie, defender, midfielder, forward
- World Cup Facts:
 - Takes place every 4 years
 - Teams qualify by region (confederation)
 - Countries bring pride and excitement to the tournament

Use visuals or a simple slide/poster to show:

- Field diagram with player positions
- Past champions or famous moments

Distribute Soccer Basics & Team Facts Organizer (Worksheet 2A)

TEAM TACTICS (GROUP RESEARCH) — 20–25 MINUTES

Objective: Students complete their Soccer & Team Info Organizer using print or digital sources.

Each group will:

- Write 2–3 sentences about what soccer is and how it's played
- Choose 3 rules of soccer and explain them in their own words
- Find 3 facts about their country's national team, such as:
 - Team nickname
 - Uniform colors
 - Championships won or tournaments played
 - Famous player(s)
- Find 2 Men's World Cup and 2 Women's World Cup facts to include (provided on reference sheet if needed)
 - Some examples include: the year it began, the number of countries that participate, the most recent host, etc.

Provide research resources:

- Teacher-Approved Resource List

The teacher circulates to coach comprehension and teamwork.

THE BIG MATCH (CREATIVE PRODUCT CREATION) — 10–15 MINUTES

Task: Begin completing the Inside Left Panel of the tri-fold:

- Add a soccer definition
- Write 3 key rules in simple terms
- Include 3 “Team Fun Facts” (nickname, colors, player)
- Add all 4 “Men’s and Women’s World Cup Facts”
- Include one fun visual (e.g., a drawn soccer ball, flag, or player)

Encourage illustrations and creativity, but focus on clarity first.

FINAL WHISTLE (CLOSURE & REFLECTION) — 3–5 MINUTES

Exit Ticket Prompt (Reflection-Based):

- “One cool thing I learned about soccer today is...”
- “My favorite fact about our team is...”

Tease Tomorrow’s Lesson:

“Next class, we’re doing science and math — with soccer balls! You’ll run an experiment to see how force, motion, and friction affect the game.”



LESSON 3

Forces in Play

5 STEPS OF A PRACTICE

- | | | | | |
|------------------------------------|--|---|--|--|
| 1.
Kickoff
(5-8 min.) | 2.
Chalk Talk
(8-10 min.) | 3.
Team Tactics
(10-12 min.) | 4.
The Big Match
(5-8 min.) | 5.
Final Whistle
(3-5 min.) |
|------------------------------------|--|---|--|--|

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Science & math experiment on soccer motion

Materials Provided:

- Science & Math of Soccer Data Sheets (Worksheet 3A)

Additional Materials Needed:

- Soccer balls (1 per team or per station)
- Cones (for marking boundaries, stations, or distances)
- Measuring tapes, yardsticks, or meter sticks (for rolling distance)
- Tri-fold pamphlets (one per group)
- Graph paper (or pre-printed bar graph/pictograph templates)
- **Experiment 1: Ramp + Force Test**
 - Ramps (can be wooden boards, cardboard, or books stacked to create incline)
 - Objects to adjust ramp height (stacked blocks, books, cones)
 - Tape or chalk to mark ramp start and stopping lines
- **Experiment 2: Surface Friction Test**
 - Carpet squares, rugs, or mats (high friction surface)
 - Gym/tile floor (low friction surface)
 - Grass/turf sample (if available, or conduct outdoors)
 - Chalk or cones to mark rolling distances
- Creative Supplies (markers, pencils, crayons, etc.)
- Exit tickets

Match Standards: (Common Core Alignment)

- **CCSS.MATH.3.MD.B.3 / 4.MD.B.4 / 5.MD.B.2**
 - Represent and interpret data using charts, tables, and graphs
- **NGSS 3-PS2-1**
 - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
- **CCSS.ELA-W.3–5.2**
 - Write informative texts to examine a topic and convey ideas clearly

KICKOFF (ANTICIPATORY SET) — 8–10 MINUTES

Begin with a simple demonstration:

- Drop a soccer ball on the floor.
- Ask: "What makes it move? What makes it stop?"

Prompt Questions:

- "What happens when we kick a ball harder or softer?"
- "Why do you think a ball rolls further on the gym floor vs. grass?"

Introduce today's focus:

"Today, we're going to become scientists and test how force and surface affect how a soccer ball moves. Then, we'll create graphs to show our results—just like real sports analysts."

CHALK TALK (DIRECT INSTRUCTION) — 10–12 MINUTES

Introduce Key Vocabulary:

- Force – A push or pull that causes something to move
- Friction – A force that slows things down when two surfaces rub together
- Inertia – An object stays still or keeps moving unless something changes it

Explain Experiment Options:

- Experiment 1: Ramp + Force Test
- Use a ramp to roll the ball. Change the ramp height to simulate different kicking forces.
- Measure how far the ball travels.
- Experiment 2: Surface Friction Test
- Roll the ball across different surfaces (carpet, tile, grass, gym floor).
- Measure how far it rolls on each.

Demonstrate how to take simple measurements (e.g., number of steps, measuring tape).
Explain how scientists record and graph data to analyze their results.

TEAM TACTICS (HANDS-ON OR GUIDED EXPERIMENT) — 20–25 MINUTES

Students complete one of the following, based on the classroom setup:

Option A: Hands-On Science Stations

Materials: Soccer balls, ramps (or books/boards), measuring tape, floor samples or marked distances

- In teams, students conduct at least one experiment.
- Record results in the Science & Math of Soccer Data Sheet.
- Make a simple graph: bar graph or pictograph to show which ramp height or surface made the ball go farthest.

Option B: Teacher-Led Demonstration (Low-tech option)

- The teacher runs one experiment, and the class predicts and observes.
- Record class data together.
- Students copy and graph the data on their own.

Key Questions to Guide Exploration:

- What does the ramp represent? (“Kicking”)
- Which ramp height made the ball go the farthest? Why?
- Which surface had the most friction? How do you know?
- What can we change to make the ball go even farther?

THE BIG MATCH (CREATIVE WRITING EXTENSION) — 8–10 MINUTES

Groups return to their tri-folds and complete the Inside Middle Panel:

Include:

- A short explanation of what they learned about force and friction
- One paragraph describing their experiment
- A labeled diagram or sketch of their test
- One graph (bar, pictograph, or table)

Students should work together to make sure visuals are neat and content is clear.

FINAL WHISTLE (CLOSURE & REFLECTION) — 3–5 MINUTES

Exit Ticket Prompt (Reflection-Based):

- “One thing I learned about science today is...”
- “Our ball rolled farthest when...”

Preview of Lesson 4:

“Tomorrow, we’ll dive into the culture of your soccer country—learning about language, food, music, and more.”



LESSON 4

Culture Beyond the Field

5 STEPS OF A PRACTICE

- | | | | | |
|------------------------------------|--|---|--|--|
| 1.
Kickoff
(5-8 min.) | 2.
Chalk Talk
(8-10 min.) | 3.
Team Tactics
(10-12 min.) | 4.
The Big Match
(5-8 min.) | 5.
Final Whistle
(3-5 min.) |
|------------------------------------|--|---|--|--|

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Understand how culture shapes communities.

Materials Needed:

- Country research packets
- Teacher-prepared country folders (if technology is limited)
- Culture Web Organizer (one per group, paper or digital)
- Printed visuals (flags, foods, clothing, instruments, etc.)
- Tri-fold pamphlet sheets (to begin Inside Left Panel)
- Creative Supplies (markers, pencils, crayons, etc.)
- Exit tickets

Match Standards: (Common Core Alignment)

- **CCSS.ELA-W.3–5.7**
 - Conduct short research projects that build knowledge about a topic.
- **CCSS.ELA-SL.3–5.1**
 - Engage effectively in collaborative discussions with diverse partners.
- **CCSS.ELA-W.3–5.2**
 - Write informative texts to examine a topic and convey ideas clearly.

KICKOFF (ANTICIPATORY SET) — 8–10 MINUTES

Class Discussion: "What is culture?"

Help students understand that culture is what makes groups of people special and unique. It includes:

- Language
- Foods
- Music
- Clothing/Fashion
- Holidays and Traditions

Create a class mind map together using the United States as an example. Fill in responses like:

- Foods: burgers, tacos, pizza
- Music: pop, country, hip-hop
- Holidays: Fourth of July, Thanksgiving
- Language: English, Spanish
- Clothing: jeans, sneakers, sports jerseys

Explain that each group will now research and share these cultural elements for their assigned country.

CHALK TALK (DIRECT INSTRUCTION) — 10–12 MINUTES

Introduce the day's objective:

"Today, you're cultural explorers. You'll discover how your country celebrates, speaks, eats, dresses, and plays."

Review headings students will focus on:

- Language
- Foods
- Music and Dance
- Fashion or Traditional Clothing
- Holidays or Traditions

Demonstrate how to fill in a Culture Web using the USA. Show how to list short facts or examples under each category.

Review research tools:

- Printed country research packets (with leveled readings)
 - *Consider using AI for assistance with this.*
- National Geographic Kids profiles
- Teacher-prepared country folders (if no tech)

TEAM TACTICS (GROUP RESEARCH & WEB CREATION) — 20–25 MINUTES

Students work in groups to complete the Culture Web Organizer for their country.

Steps:

1. Divide tasks within the group (ex: one student finds language, another finds food).
2. Use print or digital resources to gather facts.
3. Fill in the Culture Web Organizer with at least one detail per category.
4. Choose one or two categories to illustrate with drawings or photos.

The teacher circulates to support reading comprehension, group collaboration, and research skill-building.

Optional: Provide simplified reading versions for emerging readers or ELL students.

THE BIG MATCH (PAMPHLET DESIGN) — 10–15 MINUTES

Groups complete the Inside Right Panel of their tri-fold pamphlet.

This panel should include:

- A bulleted or paragraph summary of cultural findings
- Headings: Language, Foods, Music, Fashion, Holidays/Traditions
- At least one visual: a hand-drawn picture or printed photo (with a caption)
- Optional: Include a translated phrase or soccer chant from their country

Encourage neatness, color, and clarity. Support groups in writing complete sentences when needed.

FINAL WHISTLE (CLOSURE & REFLECTION) — 3–5 MINUTES

Exit Ticket Prompt (Reflection-Based):

- “One part of my country’s culture I think is really interesting is...”
- “Culture shows up in soccer when...”

Preview of Lesson 5:

"Tomorrow is Showcase Day! You'll finish your tri-fold and share your country's story with the class."



LESSON 5

Showcase Day

5 STEPS OF A PRACTICE

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>
Kickoff (5-7min.)	Chalk Talk (5-8 min.)	Team Tactics (15-20 min.)	The Big Match (5-7 min.)	Final Whistle (3-5 min.)

Time: 1 class period (approx. 30–40 minutes)

Lesson Focus: Final pamphlet completion and presentation.

Materials Needed:

- Completed tri-fold pamphlets
- Presentation order chart or Gallery Walk rotation schedule
- Visitor Passports (Worksheet 5A)
- Music playlist (optional)
- Peer feedback sticky notes (optional)
- Awards, certificates, or printable badges
- Exit tickets

Match Standards: (Common Core Alignment)

- **CCSS.ELA-SL.3–5.4**
 - Report on a topic or text in an organized manner using appropriate facts and details
- **CCSS.ELA-.3–5.7**
 - Conduct short research projects that build knowledge about a topic
- **CCSS.ELA-W.3–5.8**
 - Recall information from experiences or gather information from sources to answer a question

KICKOFF (ANTICIPATORY SET) — 5–8 MINUTES

Welcome, students, to the "Country Showcase."

Set the tone:

- "Today, you will share what you've learned. Your team will represent a country and teach others about its culture, soccer traditions, and science."

Optional: Play instrumental music from students' researched countries as they enter or set up. Post signs around the room: "Welcome to France," "Welcome to Brazil," etc.

CHALK TALK (PRESENTATION PREPARATION) — 5–10 MINUTES

Review expectations for either of the two showcase formats below:

Option A: Whole-Class Presentations

- Each group presents for 2–3 minutes
- Covers each part of their tri-fold (country, soccer basics, science, culture, soccer drill)

Option B: Gallery Walk

- Groups set up their pamphlets at tables or stations
- Classmates rotate and learn from each display
- Each student carries a “Visitor Passport” with spaces to write facts they learn

Review Presentation Skills:

- Speak clearly and confidently
- Make eye contact
- Take turns speaking
- Show visuals and explain them

Distribute:

- Presentation order list or Gallery Walk rotation plan
- Visitor Passports if using Option B (Worksheet 5A)

TEAM TACTICS (SHOWCASE SETUP) — 5–10 MINUTES

Groups finalize:

- Tri-fold setup
- Assigned speaking parts
- Placement of visuals or props

The teacher checks that each group is ready and provides final guidance.





THE BIG MATCH (PRESENTATION TIME) — 20–25 MINUTES

Choose one or both formats:

Option A: Whole-Class Presentations

- Each group presents from the front of the room
- Use a timer or signal to keep pacing consistent
- The audience listens respectfully and may ask one question

Option B: Gallery Walk

- Class rotates through stations for 5–7 minutes each
- Visitor Passports used to collect one fact per station
- Peer feedback cards or sticky notes may be used for positive messages

Encourage celebration, not perfection. Focus on effort, clarity, and learning.

FINAL WHISTLE (CLOSURE & REFLECTION) — 5–10 MINUTES

Class Reflection Discussion:

- “What did you learn from another group?”
- “What do all countries have in common?”
- “What makes each country’s culture special?”
- “How did your group work together as a team?”

Exit Ticket Options (choose one):

- “My favorite thing I learned today was...”
- “I think soccer helps people around the world by...”
- “I’m proud of our work because...”

Optional Awards:

- Most Creative Visual
- Best Teamwork
- Most Surprising Fact
- Class MVP (Most Encouraging Teammate)



Suggested Country List

Use this list to help identify which country your family would like to represent at a world cup and research as you build your tri-fold pamphlet.



Confederation: AFC

Japan, Iran, South Korea, Jordan, Australia, Uzbekistan, Qatar



Confederation: CAF

Nigeria, Tunisia, Egypt, South Africa, Morocco, Senegal, Ghana



Confederation: CONCACAF

USA, Mexico, Canada, Costa Rica, Jamaica, Panama



Confederation: CONMEBOL

Brazil, Argentina, Uruguay, Colombia, Chile, Ecuador



Oceania Football Confederation

New Zealand, Fiji, Papua New Guinea, Solomon Islands, Samoa, Tahiti



Confederation: UEFA

Spain, France, Germany, England, Portugal, Italy, Netherlands, Croatia





Collaboration Contract

Team Name:

Team Members:

We agree to:

1. Have a positive attitude about group work
2. Make an effort to stay focused on the task.
3. Use time effectively
4. Be open to other people's ideas
5. Be kind to others in the group
6. Divide work fairly amongst group members
7. _____
8. _____
9. _____

When we disagree, we will try the following:

- 1.
- 2.

And then seek assistance from an adult if we cannot resolve the problem.

Signed,





COLLABORATION RUBRIC

	Below Standard	Approaching Standard	At Standard
Takes Responsibility	I need to be more prepared and positive about group work. I often get off task. My work is sometimes late.	I am usually prepared and positive. I stay on task with reminders. I complete most work on time.	I come prepared and stay positive. I stay on task without reminders. I complete work on time.
Helps the Team	I need to work on cooperating and supporting my teammates.	I usually follow our team agreement.	I consistently follow our team expectations and support others.
Respects Others	I am sometimes impolite or unkind to teammates. I need to listen to others' ideas and disagree respectfully.	I am usually polite and kind to teammates. I usually listen to others and disagree respectfully.	I am polite and kind to everyone. I listen carefully and respect others' ideas, even when I disagree.
Organizes Work	One or two people do most of the work. We need to learn how to share jobs and use time wisely. Our group is not very organized.	We try to share jobs fairly, but some people still do more work. We sometimes forget to follow our assigned roles. We usually use our time well, but sometimes get off track.	We divide work fairly and follow our roles. We use time wisely and stay organized. Everyone helps the team succeed.





Soccer Basics & Team Facts Organizer

Student Name: _____

Date: _____

Write 2–3 sentences about what soccer is and how it's played.

Choose 3 rules of soccer and explain them in your own words.

1. _____
2. _____
3. _____

Find 3 facts about your country's men's and women's national teams.

1. _____
2. _____
3. _____

Find 2 facts about the Men's World Cup:

1. _____
2. _____

Find 2 facts about the Women's World Cup:

1. _____
2. _____



WORKSHEET 3A



The Science and Math of Soccer

Name: _____

Date: _____

Part 1: Prediction

Before starting the experiment, make your predictions:

1. What will happen if we make the ramp higher?
2. What do you think will happen if the ball rolls on carpet compared to tile?
3. Which surface will make the ball go the farthest?

Part 2: Data Collection

Trial	Ramp Height	Surface Type	Distance Rolled	Observation
1				
2				
3				

Part 3: Data Analysis

Use your measurements to answer:

1. Which ramp height made the ball go the farthest?
2. Which surface slowed the ball down the most?
3. What pattern do you notice in your data?

Part 4: Reflection

1. What forces were acting on the soccer ball?
2. How did friction affect how far the ball rolled?
3. How does this experiment connect to what happens in a real soccer game?

Part 5: Writing Connection

Write 3–5 sentences explaining what you learned about forces and motion in soccer. Use data or observations from your experiment to support your explanation.



WORKSHEET 5A



Visitor Passport: Explore the World of Soccer Nations

Student Name: _____

Date: _____

Welcome to our World's Game Country Showcase! As you visit each country, collect facts, record what you learn, and celebrate what makes every nation unique.

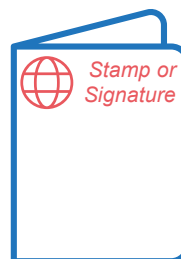
Your Goal: *Explore how soccer connects people, culture, and creativity across the globe!*

Visit #1: _____

Country Fact: _____

Cultural Tradition: _____

Favorite Soccer Fact: _____

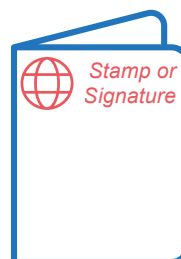


Visit #2: _____

Country Fact: _____

Cultural Tradition: _____

Favorite Soccer Fact: _____

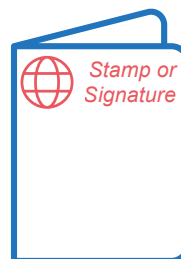


Visit #3: _____

Country Fact: _____

Cultural Tradition: _____

Favorite Soccer Fact: _____

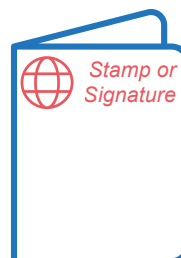


Visit #4: _____

Country Fact: _____

Cultural Tradition: _____

Favorite Soccer Fact: _____



GRADES

K - 5TH



Soccer for
Success

KICK INTO ACTION:

*The World's Game
Recess Guide*



Recess Guide

OPEN



RECESS FACILITATION GUIDE

PURPOSE

To provide elementary teachers and recess supervisors with a simple, structured guide for organizing inclusive, fun, and educational soccer-themed activities during recess while celebrating the excitement of the World's Game.

SETTING UP AND ORGANIZING ACTIVITIES

1. Designate Soccer Zones

- a. Field Setup: Use existing fields or open spaces. Mark boundaries with cones.
- b. Mini Fields: Create smaller fields for simultaneous games using cones or temporary markers (ideal for small-sided games). See Field Map examples that are included.
- c. Goal Options: Use portable goals, cones, or even backpacks as makeshift goals.

2. Plan Ahead

- a. Divide recess into two or three sessions to rotate multiple groups.
- b. Allow students to choose the activity they are most interested in. Have clear and safe soccer zones set up that give students options for different types of soccer activities.
- c. The PE teacher and the classroom teacher coordinate, with the PE teacher introducing soccer activities during their class that the classroom teacher can lead during recess.
- d. Optional: Assign country teams and let different classes/groups represent them.

3. Equipment Needed

- a. Size 3 or 4 soccer balls (appropriate for young players). Can also use foam balls if available.
- b. Colored pinnies or wristbands.
- c. Cones for boundaries and goals.
- d. Start/stop signals (e.g., whistle) for transitions or getting the attention of students.

4. Structure

- Activity Choices
 - Game of the Week, Skill Challenges, Small-Sided Games, 1v1 Mini Matches
- Activities are adaptable for different skill levels and field sizes.
- A suggested map is provided.



RECESS FACILITATION GUIDE

GROUP DYNAMICS & INCLUSIVITY

1. Inclusive Team Selection

- a. Avoid picking teams based on ability. Use creative methods: birth month, shirt color, or random drawing.
- b. Shuffle teams each day to promote working with a variety of different teammates and to promote inclusion.

2. Encouraging Participation

- a. Empower shy or less active children by assigning fun roles (captain, assistant coach, timekeeper).
- b. Acknowledge effort and teamwork, not just goals or winning.

3. Positive Reinforcement

- a. Celebrate good sportsmanship (e.g., high-fives, compliments).
- b. Use a “Teammate of the Day” recognition for inclusion and effort.

RECESS STRATEGIES

1. Celebration Ideas

- a. Display a Recess Leaderboard (track participation, not wins).
- b. Give out stickers or small tokens for teamwork and cooperation.
- c. Host a “Recess World’s Game Finals” with music and fun announcements.

2. Tips for Success

- a. Be flexible: let students lead and adapt games as needed.
- b. Foster a culture where trying, helping others, and having fun are top priorities.



RECESS FACILITATION GUIDE

RULES & CONFLICT RESOLUTION

1. Simplified Rules for Recess

- a. Use the acronym “Goals” for recess rules:
 - G - Give space (avoid crowding or pushing)
 - O - Obey rules (follow fair play)
 - A - Always try your best (give your best effort)
 - L - Let everyone play (include everyone)
 - S - Show respect (to teammates, opponents, and teachers)

2. Conflict Resolution Techniques

- a. Pause, Breathe, Play: Soccer Reset
 - Step Off the Field
 - If a disagreement happens, the student is invited to step to a designated “Soccer Reset Spot” (marked with a cone or chalk).
 - This is not punishment — it’s a space to pause and regroup.
 - 3 Goalkeeper Breaths
 - Student stands tall like a goalie before a penalty kick.
 - Take 3 slow breaths:
 - Inhale through the nose while raising arms wide like blocking a shot.
 - Exhale through the mouth while lowering arms.
 - Count slowly in their head: 1... 2... 3...
 - Name the Feeling, Name the Need
 - Quietly think (or whisper to themselves):
 - “I feel _____ because _____.”
 - “What I need is _____.”
 - Example: “I feel mad because I thought it was my turn to kick. I need to talk to my teammate.”
 - Rejoin With a Respectful Start
 - Walk back to the game.
 - Use a simple phrase to re-engage:
 - “Can we start fresh?” or “Let’s play on.”
- b. Establish a “Recess Ref” rotation where student leaders help enforce rules with teacher support.
- c. Use “Rock-Paper-Scissors” to quickly resolve ball possession disputes.



RECESS FACILITATION GUIDE

RECESS LEADERS PROGRAM

1. Empower Students

- a. Encourage students to take active roles in creating an inclusive, fun, and well-managed recess environment by training and rotating “Recess Soccer Leaders” to guide soccer activities.

2. Recruit and Select Leaders

- a. Invite students from grades 3-5 to apply or volunteer.
- b. Aim for a diverse mix: different grade levels, genders, and backgrounds.
- c. Use teacher recommendations if needed.
- d. Rotate leaders weekly or monthly for broad participation.

3. Training

- a. Train a larger group, and then rotate shifts so they don’t miss out on participation every week. Hold a short training session (30–45 min) covering roles and responsibilities.

4. Responsibilities

- a. Set up equipment.
- b. Greet and invite peers to join games.
- c. Ensure fair teams and inclusive play.
- d. Help explain rules and model good sportsmanship.
- e. Assist in conflict resolution (with teacher support).

5. Tie-in with the World’s Game Theme

- a. Assign Recess Leaders to be “Ambassadors” for different countries.
- b. Let them share short facts about their country before play.
- c. Allow leaders to organize country-themed match days or spirit weeks.



RECESS FACILITATION GUIDE

RECESS CHOICES

1. Game of the Week

a. Purpose:

- Introduces a new, engaging, and themed game each week to keep students interested in and excited about recess.

b. Structure:

- This is an organized activity that a recess leader supervises.
- Refer to activity plans.

c. Benefits:

- Keeps recess fresh and motivating with new challenges each week.

2. Skill Challenges

a. Purpose:

- Focuses on developing individual soccer skills in a short, competitive format.

b. Structure:

- Students rotate through stations or complete time-based challenges.
- Refer to activity plans.

c. Benefits:

- Allows self-paced practice and technical skill mastery.

3. Small-Sided Games

a. Purpose:

- Provides a team-based, game-like experience in a smaller space.

b. Structure:

- Two teams (3v3, 4v4, or 5v5) each play on a smaller field.

c. Benefits:

- Promotes more touches on the ball per player than full-field games.

4. 1v1 Mini Matches

a. Purpose:

- Allows players to practice attacking and defending one-on-one.

b. Structure:

- Two students compete in a small area to score in a goal or target.

c. Benefits:

- Builds confidence and skill under pressure.



RECESS FACILITATION GUIDE

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. Although we acknowledge that it would be impossible to build one curriculum to meet every need, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

These Universal Design for Learning considerations are intended to serve as baseline recommendations for inclusive learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for these recommendations. The table below offers considerations to move closer to the ideal of Universal Design for Learning.

UNIVERSAL DESIGN FOR LEARNING CONSIDERATIONS FOR SOCCER

Equipment	Rules	Environment	Instruction
Provide soccer balls of various sizes, weights, and textures (e.g., foam, low-bounce, futsal balls) to meet students' physical and sensory needs. Use brightly colored cones or markers to define activity areas and player positions. Offer visual cue cards or passing targets for focus and clarity. Use sound-enhanced or textured balls for students with visual impairments.	Allow unlimited or additional touches for players who need more time to control the ball. Modify scoring (e.g., award points for effort or communication rather than just goals). Let students choose roles (e.g., attacker or defender) or rotate at their own pace. De-emphasize competitive scoring in favor of collaborative goals (e.g., team improvement).	Clearly mark each activity area using cones, tape, or color-coded floor lines. Space activity areas far enough apart to ensure safety and minimize distractions. Designate calm zones for breaks and self-regulation. Provide adaptive spacing for movement needs (e.g., wider grids or mobility device access).	Combine visual demonstrations with clear, concise verbal cues. Display rules and cues (e.g., "Pass then move!") on wall charts or station cards. Use start/stop music cues or light signals to help all learners transition. Pair students for peer coaching and modeling.



RECESS FACILITATION GUIDE

SUGGESTED FIELD MAP

1. Define Activity Zones

- Use cones to designate each activity area clearly.

2. Equipment Ready:

- Place equipment at each station before students arrive.

3. Student Choice:

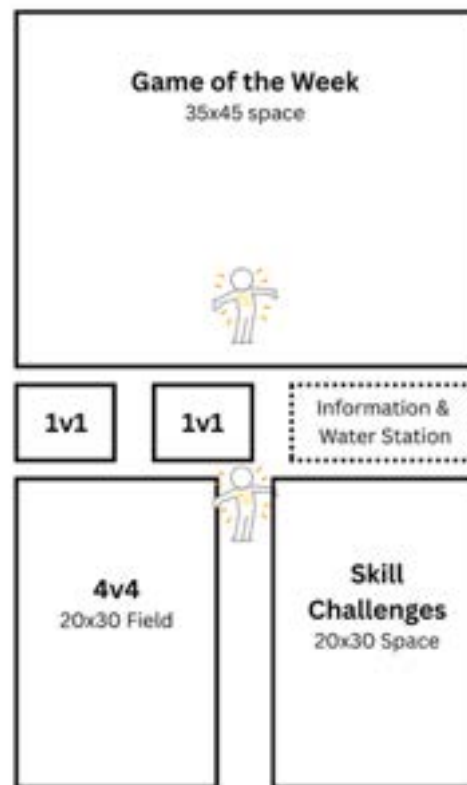
- Allow students to choose which activity to participate in.

4. Safety:

- Position staff or recess leaders to maintain order.

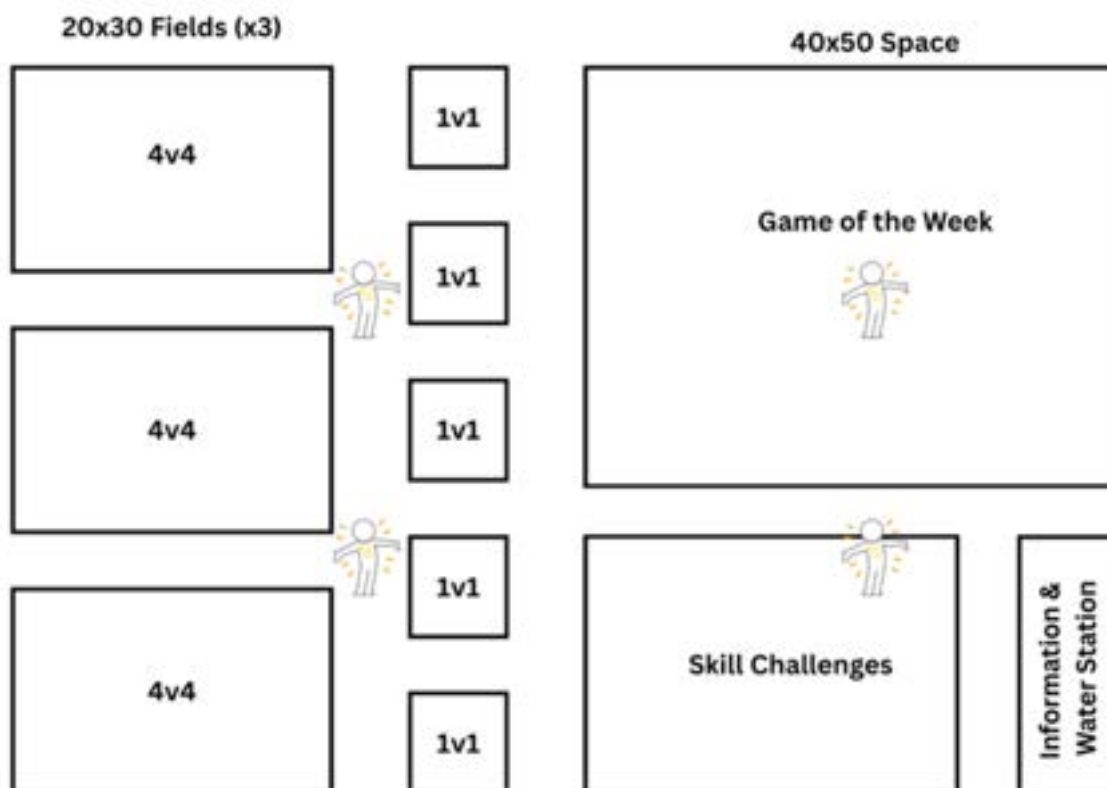
5. Flexibility:

- Adjust zones or activities if some become crowded.



Small Field Space

Large Field Space



GAME OF THE WEEK

GRADES K-2

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

SOCCER BASEBALL

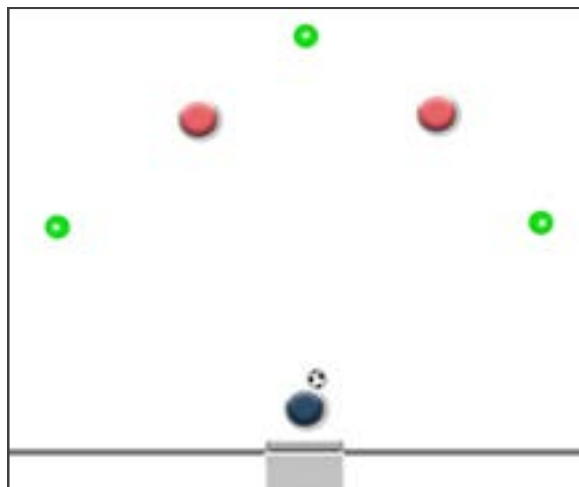
Activity Focus:

- The kicker aims to run as many bases as possible before the fielding team scores a goal.
- The fielding team works together to stop the ball, make at least one pass, and score a goal.

Equipment Needed:

Each group of 3-4 players will need:

- 3 bases (or cones)
- 1 pop-up goal
- 1 ball



Setup:

- Create four small diamond-shaped fields using cones.
- Each field should have one home plate, three bases, and a pop-up goal behind home plate.
- If goals are not available, signal the end of a run by returning the ball to the pitcher or stopping the ball on home plate.
- Divide students into groups of three (1 kicker, 2 fielders).
- Two or three groups can share the same field.

Instructions:

- Kicking: The player at home plate kicks the ball into the field. Outfield players move to stop it, make at least one pass, and then score a goal.
- Running the Bases: The kicker runs to first, second, and third bases, aiming to return home safely.
- Scoring:
 - Kicker returns home before the fielding team scores → 5 points.
 - Fielding team scores first → kicker earns 1 point per base reached.
- Rotation: After a turn, the kicker goes to the back of the line, and the next player becomes the kicker.

Coaching Points / Tips:

- Two or three teams can share the same field. After one player from one group kicks, another player from another group can kick. The teams in the outfield need to be aware of the space around them as they work together to score a goal.
- Encourage players to work together and communicate in the field, and make sure everyone gets a chance to participate!



GAME OF THE WEEK

GRADES K-2

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

SOCCER SHOWDOWN

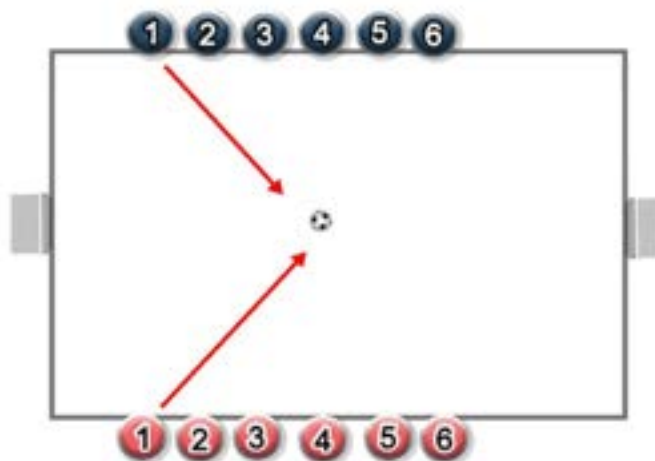
Activity Focus:

- Players compete in 1v1 match-ups to score in the opponent's goal when their number is called.

Equipment Needed:

Each group of 12-16 players will need:

- 2 pop-up goals
- 1 ball
- Cones



GAME OF THE WEEK

GRADES K-2

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

GOALIE ENDLINE SOCCER

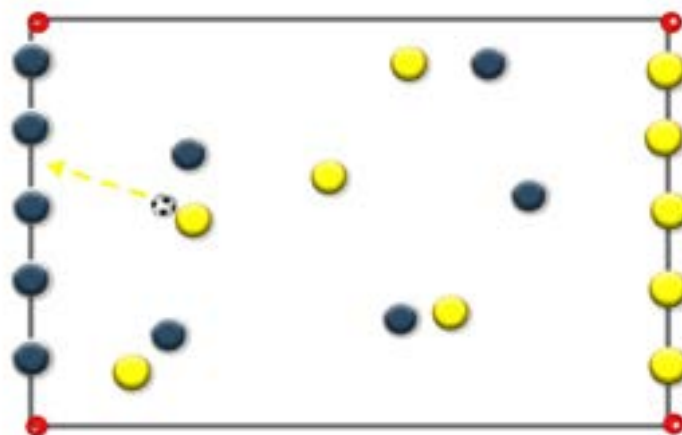
Activity Focus:

- Field players try to pass and shoot the ball past the endline with the goalies.
- Goalies defend the entire endline.

Equipment Needed:

Each group of 16-20 players will need:

- 1 ball
- Cones



Setup:

- Divide students into two teams of about 10 players each.
- Split each team into field players (5) and goalies (5).
- Mark field boundaries with cones.
- The entire endline acts as the goal for each team.

Instructions:

- Start: Begin with 5v5 field players playing against the goalies.
- Rounds: Each round lasts 2–3 minutes.
- Switch Roles: When the coach yells “switch,” field players trade places with goalies.
- Scoring: A goal is scored when the ball crosses the entire endline.

Coaching Points / Tips:

- Field Play: Focus on spacing, ball movement, and accurate shooting.
- Goalkeeping: Stay alert, cover the whole endline, and be ready to react.



GAME OF THE WEEK

GRADES K-2

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

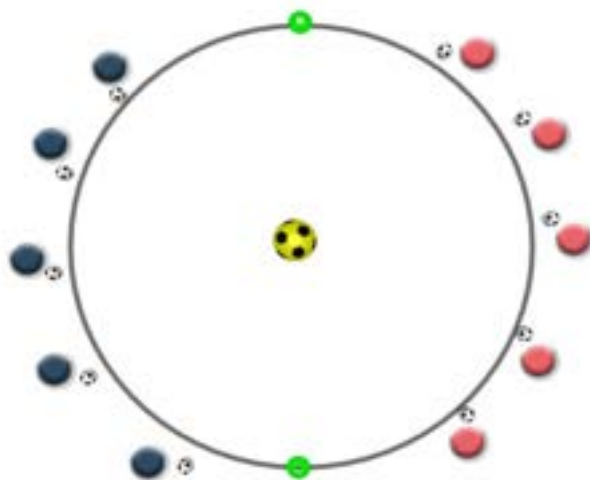
MAGIC BALL

Activity Focus:

- Players work together to pass their balls and try to hit the Magic Ball, aiming to move it out of the circle on the opponent's side.

Equipment Needed:

- 1 soccer ball per student
- 1 magic ball (large ball to serve as the target)
- Cones



Setup:

- Create a large circle in the center of the play area.
- Split students into two teams, one on each half of the circle.
- Place the Magic Ball in the center.
- Give each player a ball (not the Magic Ball) and have them stand just outside the circle.
- Use cones to mark boundaries for where the Magic Ball must exit the circle.

Instructions:

- Start: Coach places the Magic Ball in the center. Players stand outside with their own balls.
- Passing: Players pass their ball to try to hit the Magic Ball. Players may enter the circle to retrieve their ball, but may not touch any other balls (including the Magic Ball) while doing so.
- Movement: Players should keep moving to find the best angles for passing.
- Winning: The first team to get the Magic Ball out on the opponent's side wins the round.
- Restart: After each round, players return to starting positions and the Magic Ball is placed back in the center.

Variations:

- Circle Size: Adjust for younger or older students to make it easier or more challenging.
- Time Limit: Add a timer to keep rounds moving quickly.

Coaching Points / Tips:

- Teamwork: Encourage students to cooperate and strategize to move the Magic Ball.
- Accuracy & Control: Focus on precision and careful passing.
- Movement: Encourage continuous motion to maintain angles for effective passing.
- Sportsmanship: Praise positive interactions and cheering for both teams.



GAME OF THE WEEK

GRADES 3-5

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

SOCCER KICKBALL

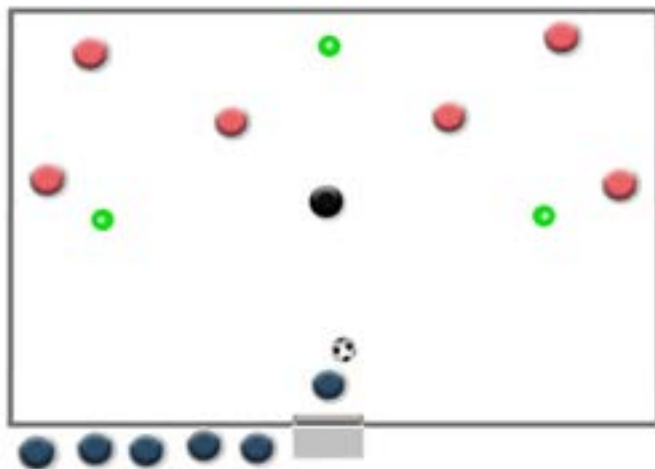
Activity Focus:

- Players aim to earn as many points as possible by running the bases and returning home before the fielding team scores.

Equipment Needed:

Each group of 12-16 players will need:

- 1 goal
- 1 ball
- Cones



Setup:

- Place a soccer goal at one end of the play area.
- Arrange three cones in a diamond shape to act as bases.
- Divide students into two teams: one team will kick, and the other will field.

Instructions:

- Pitching & Kicking: Coach or teammate gently passes the ball to the kicker. The kicker kicks the ball into play.
- Running Bases: Kicker runs first → second → third cone and tries to return home while fielders work to stop the ball.
- Fielding: Fielders may only use their bodies (no hands). They must make at least one pass to a teammate before attempting to score in the goal.
- Scoring:
 - Kicker returns home before fielding team scores → 5 bonus points.
 - Fielding team scores first → kicker earns 1 point per base reached.
- No Outs / Rotation: Everyone gets a turn to kick before teams switch roles.

Coaching Points / Tips:

- Encourage fielders to communicate and work together to score.
- Remind players to be aware of space to avoid collisions.



GAME OF THE WEEK

GRADES 3-5

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

GOALIE BALL

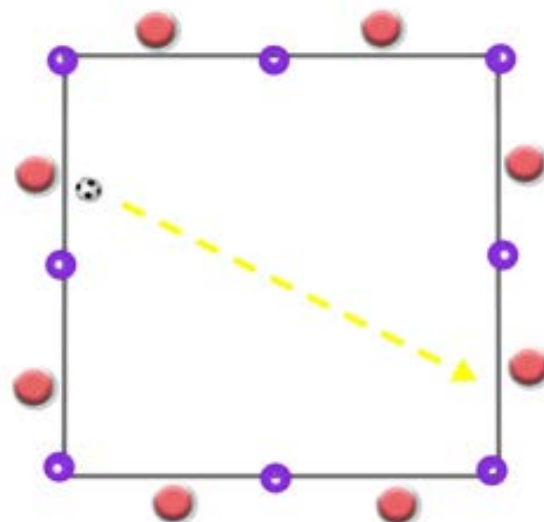
Activity Focus:

- Players aim to protect their goal while trying to score in opponents' goals.

Equipment Needed:

Each group of 8-10 players will need:

- 1 ball
- 8 cones



Setup:

- Use eight cones to create a square grid.
- Place two players on each side of the square.
- Have a line of students waiting outside the grid to rotate in.

Instructions:

- “Rules of Two”:
 - Keep two feet on the ground at all times.
 - Players get two touches: one to receive, one to strike.
 - Two seconds to pass or strike the ball after receiving it.
 - Maximum two steps into the grid.
 - Ball must be below your two knees.
 - Cannot score on your two neighbors' goals.
- Scoring & Elimination:
 - Ball passes through your goal → player moves to back of the line.
 - If playing with just 8 players, score 1 point instead of elimination.
 - Ball hits a cone → player is eliminated.
- Transition: Next player in line enters and serves to restart the round.

Coaching Points / Tips:

- Encourage accuracy and careful ball control.
- Remind students to communicate and watch spacing in the grid.
- Rotate players frequently to keep everyone engaged and active.



GAME OF THE WEEK

GRADES 3-5

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

BACK-TO-BACK GOALS

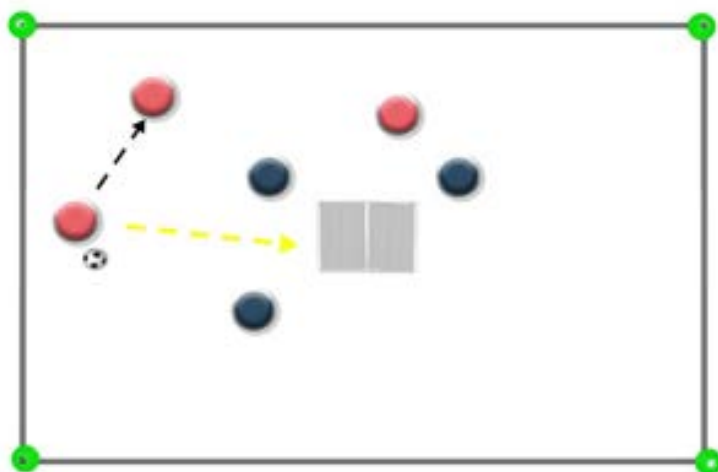
Activity Focus:

- Maintain possession while trying to score in either goal.
- Encourages creative offensive play, quick decision-making, and teamwork.

Equipment Needed:

Each group of 6-12 players will need:

- 2 pop-up goals
- 1 ball
- Cones



Setup:

- Mark a 20×15-yard playing area; create multiple fields if space allows.
- Place two goals back-to-back in the center of the area.
- Divide players into two teams.
- One team starts with possession of the ball.

Instructions:

- Possession & Scoring:
 - Team in possession passes, dribbles, and looks for opportunities to score in either goal.
 - If the ball goes out of bounds, possession switches to the other team.
 - The new team quickly transitions from defense to offense.
- Progressions:
 - Adjust team size: 3v3, 5v5, or 6v6.
 - Add a neutral player to help maintain possession (cannot score).
 - Limit touches to 2–3 per player to promote fast play.
- Quick Decisions & Movement: Players must move constantly and make rapid choices to exploit space and create scoring chances.

Coaching Points / Tips:

- Emphasize possession skills and controlling the ball.
- Encourage teamwork and communication for both attacking and defending.
- Promote continuous movement and awareness of open spaces.



GAME OF THE WEEK

GRADES 3-5

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

FOUR GOAL FRENZY

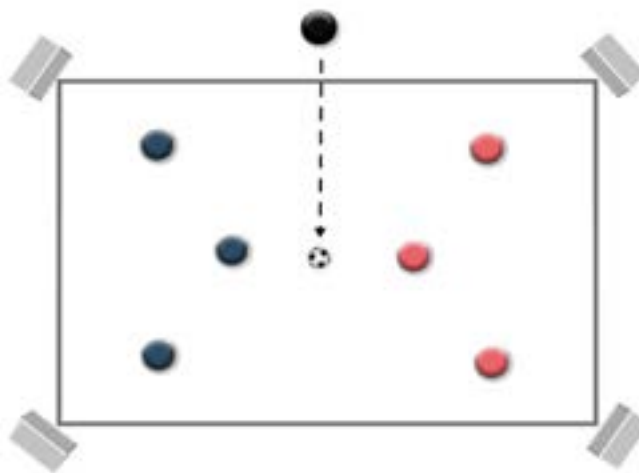
Activity Focus:

- Score a goal in one of the opponent's two goals while defending your own.

Equipment Needed:

Each group of 6-10 players will need:

- 4 pop-up goals
- 1 ball
- cones



Setup:

- Field:
 - Use cones to mark a rectangular field (adjust size based on number of players and skill level)
- Goals:
 - Place a goal at each corner of the field.
 - The goals can either be small pop-up goals or simply marked with cones.
- Teams:
 - Divide players into two teams, with 3v3, 4v4, or 5v5 depending on the number of players.
 - Each team defends two goals and attacks the two goals on the opposite side.

Instructions:

- Start: Coach plays a ball into the center of the field.
- Play: Players decide whether to defend or attack and move accordingly.
- Scoring: A goal is scored when the ball enters an opponent's goal.
- Restart: After a goal, the coach quickly plays a new ball; possession goes to the team that scored.
- Quick Transitions: Encourage fast movement between offense and defense.

Coaching Points / Tips:

- Attacking: Choose which goal to target, look for open space, and support teammates.
- Defending: Communicate, cover your goals, and prevent the opponent from scoring.
- Transitioning: Move quickly when possession changes to take advantage.
- Teamwork & Spatial Awareness: Coordinate with teammates to cover multiple goals and create passing opportunities.



SKILL CHALLENGES

GRADES K-5

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

DRIBBLING

Activity Focus:

- Keep the ball close to your feet and under control while moving through a set pattern.

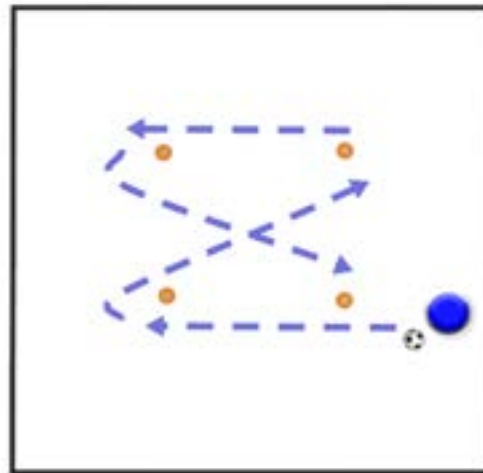
Equipment Needed:

Each station will need:

- 1 ball
- 4 cones

Setup:

- Arrange 4 cones in a square about 5–8 yards apart (adjust spacing based on age/skill).



Instructions:

- Demonstrate: Show the “figure-8” dribbling pattern to students.
- Practice: Allow students to practice the pattern once or twice without timing.
- Timed Challenge: Start a 1-minute timer. Students dribble continuously following the pattern.
- Counting Laps: Students count complete laps and return to the starting cone to give the soccer ball to the next player in line.

Differentiation:

- K–1 (Beginner):
 - Increase cone spacing.
 - Focus on gentle touches and slower pace.
 - Time can be reduced to 30 seconds.
- Grades 2–3 (Intermediate):
 - Use standard cone spacing (5–8 yards).
 - Encourage using both feet.
 - Dribble faster while maintaining control.
- Grades 4–5 (Advanced):
 - Decrease cone spacing for tighter control.
 - Challenge students to use one foot or alternate feet in a specific pattern.
 - Encourage head-up dribbling to simulate game awareness.

Coaching Points / Tips:

- Emphasize control, keeping the ball close, and maintaining speed.



SKILL CHALLENGES

GRADES K-5

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

PASSING

Activity Focus:

- Make accurate passes to knock the ball off the target.

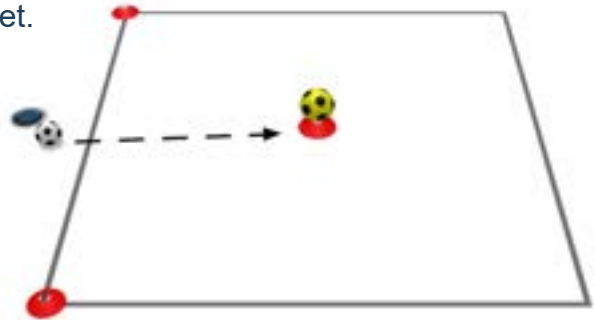
Equipment Needed:

Each station will need:

- 2 soccer balls
- 1 low-profile cone
- Additional cones (if needed)

Setup:

- Place a ball on top of a low-profile cone.
- Students stand with a ball at a designated passing distance from the cone.
- Cones or markers can be used to define the passing line.



Instructions:

- Demonstrate: Ask for a volunteer to show proper inside-foot passing technique.
- Practice: Allow students to take a few passes to get comfortable with the distance and target.
- Timed Challenge: Start a 1-minute timer. Players pass continuously, aiming to knock the ball off the cone.
- Tip: Place a student helper behind the cone to quickly reset the target and return the ball to the passer.
- Scoring: Students count the number of successful passes in one minute.

Differentiation:

- K–1 (Beginner):
 - Reduce the passing distance.
 - Time can be reduced to 30 seconds.
- Grades 2–3 (Intermediate):
 - Encourage inside-foot technique.
 - Focus on consistent power and accuracy.
- Grades 4–5 (Advanced):
 - Increase the passing distance.
 - Encourage passing with the dominant and non-dominant foot.

Coaching Points / Tips:

- Reinforce accuracy, control, focus, coordination, persistence



SKILL CHALLENGES

GRADES K-5

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

SHOOTING

Activity Focus:

- Aim carefully at targets to score as many points as possible in one minute.

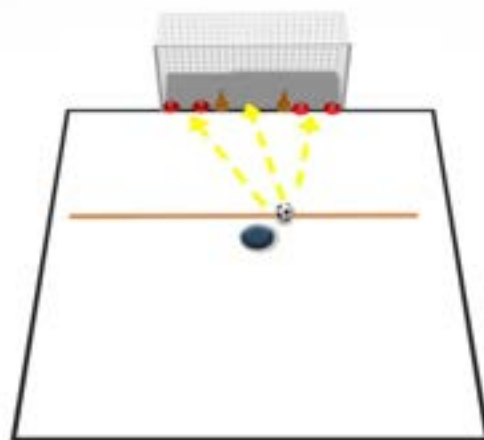
Equipment Needed:

Each station will need:

- 3-4 soccer balls
- Goal or wall with targets
- Additional cones (if needed)

Setup:

- Place multiple targets at different heights and locations.
- Assign point values based on difficulty (e.g., corners = 5 points, center = 2 points, lower targets = 3 points).
- Mark a shooting line appropriate for students' age and skill level.



Instructions:

- The object of this challenge is to score as many points as possible in one minute by shooting the ball and hitting the designated targets.
- Practice: Students take a few practice shots to become familiar with the distance and target.
- Timed Challenge: Start a 1-minute timer. Students shoot repeatedly, aiming for targets to accumulate points.
- Have other students standing near, but not in front of the target, to help retrieve the soccer balls.
 - *Safety: Ensure students know not to walk in front of the target during a shot.*
- Scoring: Each hit on a target earns the assigned points. Students track their total score.

Differentiation:

- K-1 (Beginner):
 - Shooting line closer (6-8 feet).
 - Use larger targets or tape big shapes on the goal/wall.
- Grades 2-3 (Intermediate):
 - Standard distance: 10-12 feet.
 - Use smaller targets at varying heights.
- Grades 4-5 (Advanced):
 - Increase distance to 15+ feet or add a dribble before the shot.
 - Use smaller, more challenging targets with varied point values.

Coaching Points / Tips:

- Reinforce accuracy, control, focus, coordination, persistence



SMALL-SIDED GAMES

GRADES K-5

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

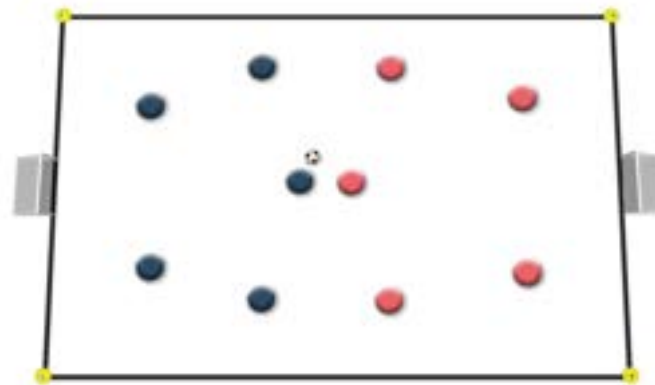
ORGANIZING SMALL-SIDED GAMES

Activity Focus:

- Players develop teamwork, passing, dribbling, and defensive positioning in a game-like setting.
- Focus on decision-making, communication, and spatial awareness.

Equipment Needed:

- 1 soccer ball per field
- 2 goals per field
- Cones (for boundaries)



Setup:

- Create a smaller playing area appropriate for 3–5 players per team (e.g., 20×30 yards for 4v4; adjust as needed for age/skill).
- Place a goal at each end of the field.
- Divide students into two teams.
- Additional students wait in line for rotation.

Instructions:

- Start: Teams begin on opposite sides of the field.
- Play: Teams attempt to score in the opponent's goal while defending their own.
- Duration: Matches can last 3-5 minutes, depending on class size.
- Rotation: Rotate teams or players after each round to maximize participation.

Differentiation:

- K–1 (Beginner):
 - Encourage more touches per player to develop confidence and ball control.
- Grades 2–3 (Intermediate):
 - Players should cover space and move to support teammates.
- Grades 4–5 (Advanced):
 - Emphasize quick transitions, pressing, and defensive positioning.
 - Encourage strategic passing and movement to create scoring opportunities.

Coaching Points / Tips:

- Encourage communication and teamwork among players.
- Reinforce spatial awareness, supporting teammates both offensively and defensively.
- Focus on fun, inclusion, and keeping all players engaged.



1v1 Mini-Matches

GRADES K-5

1.

Game of the Week

2.

Skill Challenges

3.

Small Sides Games

4.

1 v 1 Mini-Match

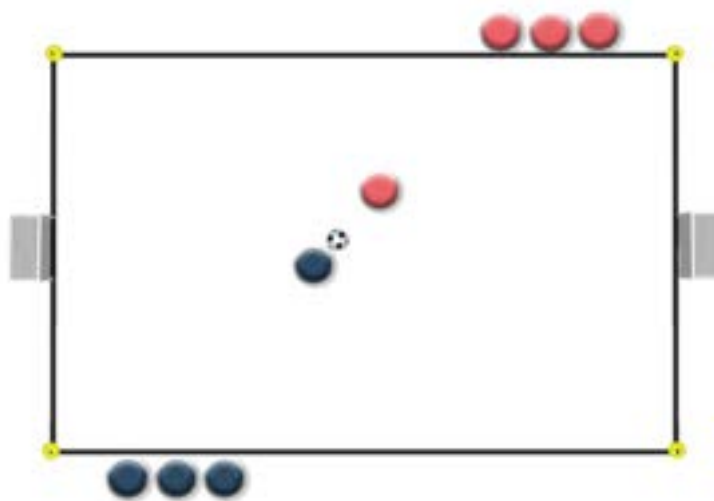
Organizing 1v1 Mini-Matches

Activity Focus:

- Players work on dribbling, defending, and attacking.
- Develops ball control and decision-making.

Equipment Needed:

- 1 soccer ball per field
- 2 goals per field
- Cones (for boundaries)



Setup:

- Create small playing areas (5–10 yards wide, 10–15 yards long, depending on age/skill).
- Place a small goal at each end of the area.
- Students form a line next to the field.

Instructions:

- Start: The first two players in line enter the field. The student who was in front gets the ball first.
- Play: Players score by getting the ball into their opponent's goal while defending their own goal.
- Duration: Matches can last 1-2 minutes.
- Rotation: After each mini match, players return to the line, and new pairs rotate in.

Differentiation:

- K–1 (Beginner):
 - Use larger goals.
- Grades 2–3 (Intermediate):
 - Emphasize fair play and safety.
- Grades 4–5 (Advanced):
 - Encourage using both feet and practicing simple feints to beat the defender.

Coaching Points / Tips:

- Encourage quick decision-making: keep the ball close on offense and maintain a good position on defense.

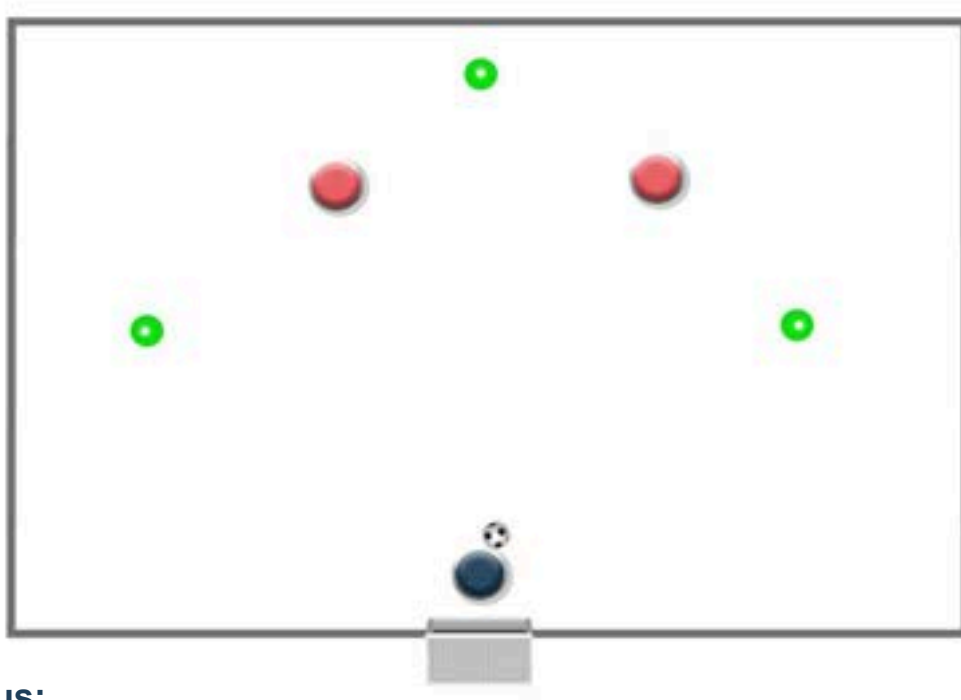


GAME OF THE WEEK

STATION CARD

SOCCER BASEBALL

GRADES K-2



Activity Focus:

- The kicker aims to run as many bases as possible before the fielding team scores a goal.
- The fielding team works together to stop the ball, make at least one pass, and score a goal.

Instructions:

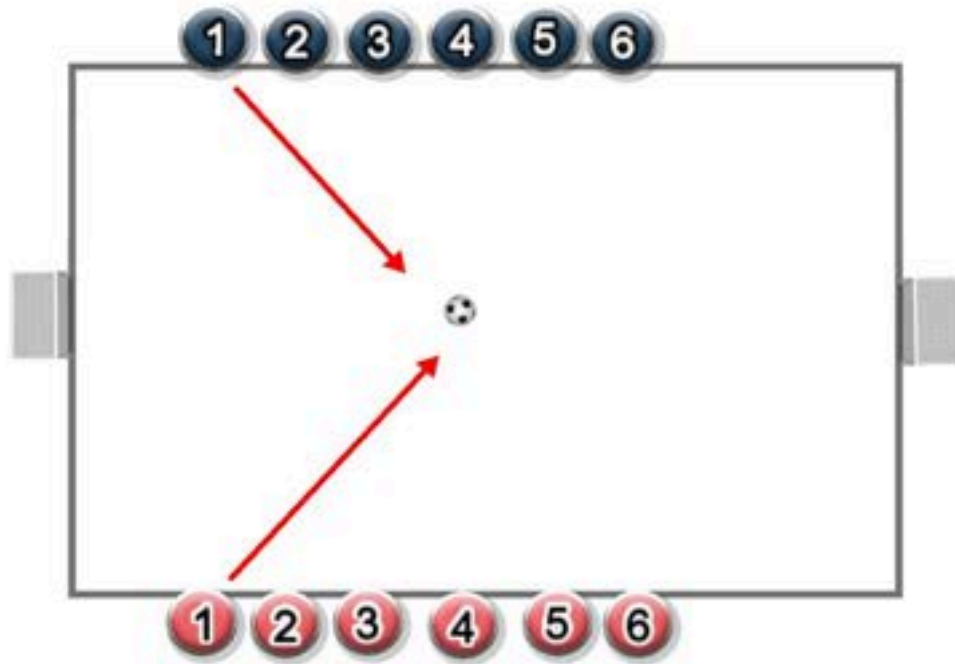
- Kicking: The player at home plate kicks the ball into the field. Outfield players move to stop it, make at least one pass, and then score a goal.
- Running the Bases: The kicker runs to first, second, and third bases, aiming to return home safely.
- Scoring:
 - Kicker returns home before the fielding team scores → 5 points.
 - Fielding team scores first → kicker earns 1 point per base reached.
- Rotation: After a turn, the kicker goes to the back of the line, and the next player becomes the kicker.

GAME OF THE WEEK

STATION CARD

SOCCER SHOWDOWN

GRADES K-2



Activity Focus:

- Players compete in 1v1 match-ups to score in the opponent's goal when their number is called.

Instructions:

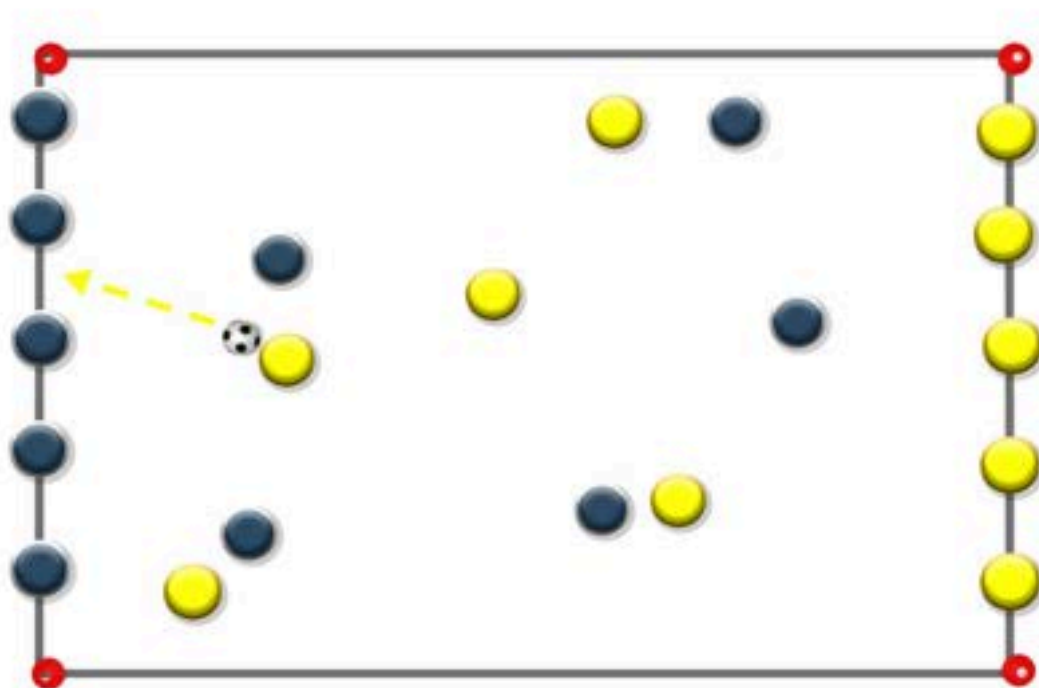
- Start: Coach calls a number (e.g., "3").
- 1v1 Match: Players with that number from each team run onto the field and try to score.
- End of Round: When a goal is scored or the ball goes out of bounds, players return to their team's sideline.
- Repeat: Coach calls a new number for the next match-up.
- Extension (Optional): Call two or three numbers at once to create 2v2 or 3v3 matches, allowing for more teamwork.

GAME OF THE WEEK

STATION CARD

GOALIE ENDLINE SOCCER

GRADES K-2



Activity Focus:

- Field players try to pass and shoot the ball past the endline with the goalies.
- Goalies defend the entire endline.

Instructions:

- Start: Begin with 5v5 field players playing against the goalies.
- Rounds: Each round lasts 2–3 minutes.
- Switch Roles: When the coach yells “switch,” field players trade places with goalies.
- Scoring: A goal is scored when the ball crosses the entire endline.

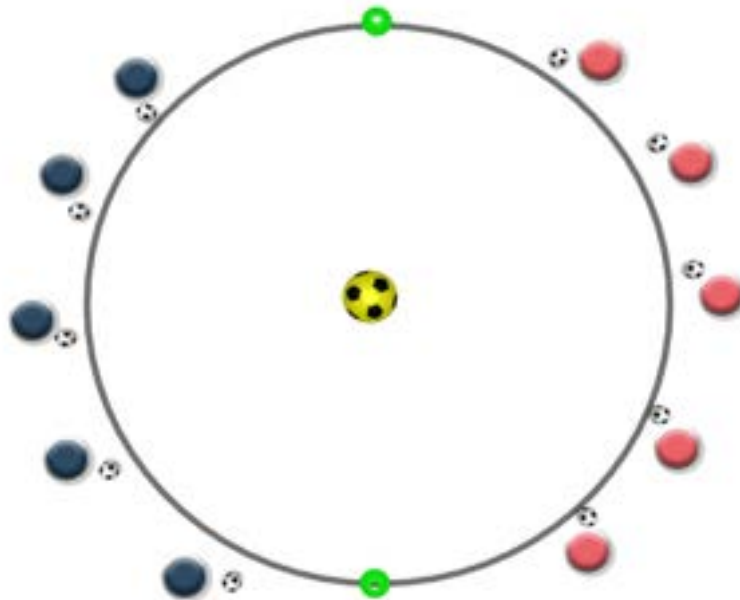


GAME OF THE WEEK

STATION CARD

MAGIC BALL

GRADES K-2



Activity Focus:

- Players work together to pass their balls and try to hit the Magic Ball, aiming to move it out of the circle on the opponent's side.

Instructions:

- Start: Coach places the Magic Ball in the center. Players stand outside with their own balls.
- Passing: Players pass their ball to try to hit the Magic Ball. Players may enter the circle to retrieve their ball, but may not touch any other balls (including the Magic Ball) while doing so.
- Movement: Players should keep moving to find the best angles for passing.
- Winning: The first team to get the Magic Ball out on the opponent's side wins the round.
- Restart: After each round, players return to starting positions and the Magic Ball is placed back in the center.

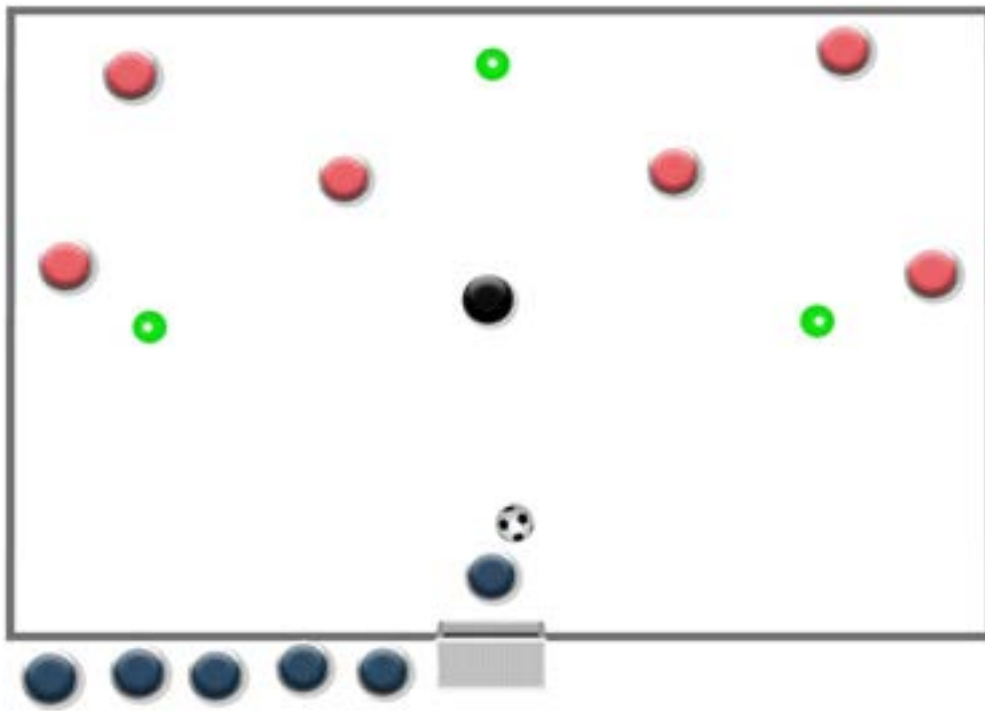


GAME OF THE WEEK

STATION CARD

SOCCER KICKBALL

GRADES 3-5



Activity Focus:

- Players aim to earn as many points as possible by running the bases and returning home before the fielding team scores.

Instructions:

- Pitching & Kicking: Coach or teammate gently passes the ball to the kicker. The kicker kicks the ball into play.
- Running Bases: Kicker runs first → second → third cone and tries to return home while fielders work to stop the ball.
- Fielding: Fielders may only use their bodies (no hands). They must make at least one pass to a teammate before attempting to score in the goal.
- Scoring:
 - Kicker returns home before fielding team scores → 5 bonus points.
 - Fielding team scores first → kicker earns 1 point per base reached.
- No Outs / Rotation: Everyone gets a turn to kick before teams switch roles.

GAME OF THE WEEK

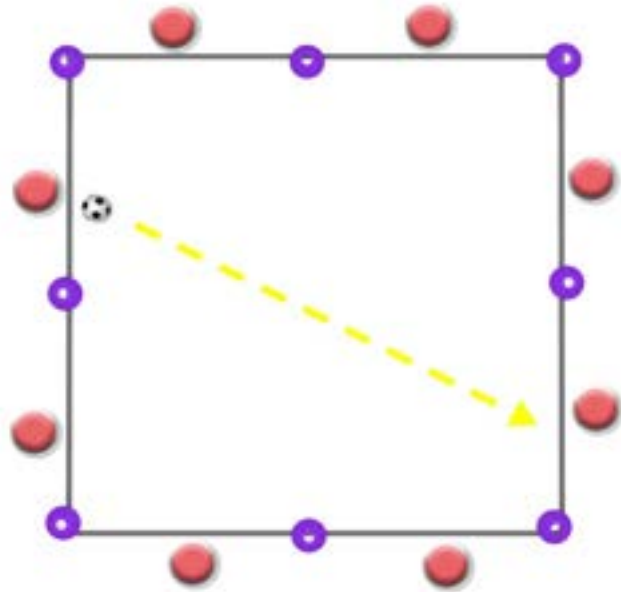
STATION CARD

GOALIE BALL

GRADES 3-5

Activity Focus:

- Players aim to protect their goal while trying to score in opponents' goals.



Instructions:

- “Rules of Two”:
 - Keep two feet on the ground at all times.
 - Players get two touches: one to receive, one to strike.
 - Two seconds to pass or strike the ball after receiving it.
 - Maximum two steps into the grid.
 - Ball must be below your two knees.
 - Cannot score on your two neighbors' goals.
- Scoring & Elimination:
 - Ball passes through your goal → player moves to back of the line.
 - If playing with just 8 players, score 1 point instead of elimination.
 - Ball hits a cone → player is eliminated.
- Transition: Next player in line enters and serves to restart the round.

Coaching Points / Tips:

- Encourage accuracy and careful ball control.
- Remind students to communicate and watch spacing in the grid.
- Rotate players frequently to keep everyone engaged and active.

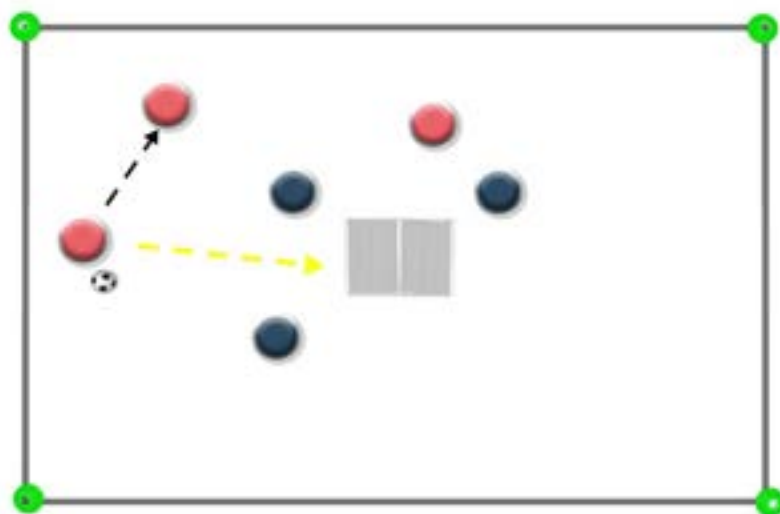


GAME OF THE WEEK

STATION CARD

BACK-TO-BACK GOALS

GRADES 3-5



Activity Focus:

- Maintain possession while trying to score in either goal.
- Encourages creative offensive play, quick decision-making, and teamwork.

Instructions:

- Possession & Scoring:
 - Team in possession passes, dribbles, and looks for opportunities to score in either goal.
 - If the ball goes out of bounds, possession switches to the other team.
 - The new team quickly transitions from defense to offense.
- Progressions:
 - Adjust team size: 3v3, 5v5, or 6v6.
 - Add a neutral player to help maintain possession (cannot score).
 - Limit touches to 2–3 per player to promote fast play.
- Quick Decisions & Movement: Players must move constantly and make rapid choices to exploit space and create scoring chances.

Coaching Points / Tips:

- Emphasize possession skills and controlling the ball.
- Encourage teamwork and communication for both attacking and defending.
- Promote continuous movement and awareness of open spaces.

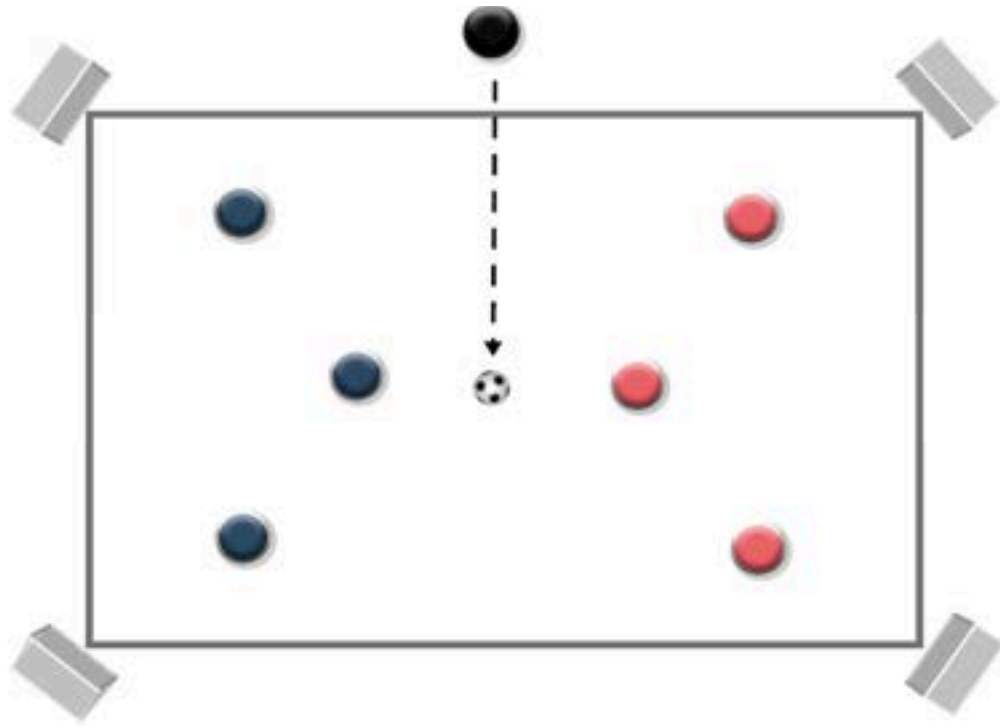


GAME OF THE WEEK

STATION CARD

FOUR GOAL FRENZY

GRADES 3-5



Activity Focus:

- Score a goal in one of the opponent's two goals while defending your own.

Instructions:

- Start: Coach plays a ball into the center of the field.
- Play: Players decide whether to defend or attack and move accordingly.
- Scoring: A goal is scored when the ball enters an opponent's goal.
- Restart: After a goal, the coach quickly plays a new ball; possession goes to the team that scored.
- Quick Transitions: Encourage fast movement between offense and defense.



THE WORLD'S GAME

WINNING WORD

ACTIVELY ENGAGED

Definition:

To participate in an activity while showing genuine interest and a desire for excellence.

Fun Fact:

The fastest goal in World Cup history was scored by Hakan Şükür from Turkey just 11 seconds into the match against South Korea in the 2002 World Cup. He sprinted from kickoff and scored almost immediately, showing how quickly a game can change.

Debrief Question:

How can you stay actively engaged in a game even when you don't have the ball?



THE WORLD'S GAME

WINNING WORD

CHALLENGE

Definition:

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

Fun Fact:

In 1950, the Uruguay men's team defeated the Brazilian men's team in the Men's World Cup final match, known as the "Maracanazo". Brazil was the favorite, but Uruguay surprised the world with teamwork and determination.

Debrief Question:

What is one challenge you faced in a game, and how did you try to overcome it?



THE WORLD'S GAME

WINNING WORD

COMMUNICATION

Definition:

The exchange of information from one person or group to another.

Fun Fact:

Soccer players use hand signals and short words to communicate quickly during games.

Debrief Question:

What are some ways you can communicate with your teammates without shouting?



THE WORLD'S GAME

WINNING WORD

COOPERATION

Definition:

The process of working together for a common goal or outcome.

Fun Fact:

In soccer, players have to pass and share the ball—no one can win alone.

Debrief Question:

How did cooperation help your team succeed today?



THE WORLD'S GAME

WINNING WORD

ENCOURAGE

Definition:

To offer support, confidence, or hope to someone else.

Fun Fact:

The Men's World Cup Trophy is made of 18-karat gold and weighs 6.1 kilograms. The Women's World Cup Trophy is 23-karat yellow and white gold and weighs 4.6 kilograms. The men's trophy has been awarded to the winning team since 1974 and the women's since its 1999 introduction. These trophies symbolize global soccer excellence. Players dream of lifting it after years of hard work.

Debrief Question:

What words of encouragement can you use with your teammates?



THE WORLD'S GAME

WINNING WORD

RESPECT

Definition:

A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.

Fun Fact:

The 2026 Men's World Cup was to be the largest ever, with 48 teams competing across 104 matches instead of the usual 32 teams. The 2027 Women's World Cup features 32 teams competing across 64 matches, matching the record set in the previous tournament. Increasing the number of teams allows more countries and players to take part and experience the excitement of the tournament.

Debrief Question:

How did you show respect to others during your soccer activities?



THE WORLD'S GAME

WINNING WORD

RESPONSIBILITY

Definition:

The state of having a duty or obligation.

Fun Fact:

Goalkeepers have the big responsibility of protecting the net, and the whole team depends on them.

Debrief Question:

What responsibilities did you have during your game today?



THE WORLD'S GAME

WINNING WORD

SAFETY

Definition:

The condition of being protected against physical, social, and emotional harm.

Fun Fact:

Soccer players wear shin guards to keep their legs safe during the game.

Debrief Question:

How do you make sure games at recess stay safe for everyone?



THE WORLD'S GAME

WINNING WORD

TEAMWORK

Definition:

The combined action and effort of a group of people working toward a goal or purpose.

Fun Fact:

In 2014, the German men's team won the World Cup by playing with incredible teamwork, not just individual skill.

Debrief Question:

What did teamwork look like during your activity today?



GRADES

1ST- 5TH



HEALTH EDUCATION RESOURCES

Powered by Colgate Bright Smiles, Bright Futures® and the U.S. Soccer Foundation, these resources reinforce the connection between oral health and overall well-being through engaging activities that can be adapted for PE and classroom learning or shared with students to take home. Use them to spark conversations, build healthy habits, and support students in making positive choices every day.



Are you looking for more Health Education resources? Head to brightsmiles.ussoccerfoundation.org

Put Healthy Habits into Play



Goal Setting with Goal Kicking



Life Skill: Goal Setting
& Positive Affirmations

Soccer Skill: Shooting
and Accuracy

The Set Up

Play in the backyard, driveway, or a clear room indoors (approx. 10x10 ft minimum)

2 cones or objects to mark a goal (e.g., shoes, water bottles, etc.)

1 soccer ball

Paper or sticky notes

Markers

Small box or basket

How to Play

- * Set up a small goal using cones or household items.
- * Place the goal an appropriate distance away based on the child/children's age(s) and skill level(s).
- * Have your child/children write down 3 or more short-term oral health goals on paper or sticky notes (e.g., brushing teeth for at least 2-min twice daily, flossing every night that week, eat a piece of fruit for dessert each night that week instead of something sugary).
- * Place the written goals in the box or basket near the goal.
- * Your child/children will kick the ball into the goal. If they score, they pull one of their written goals out of the box and read it aloud.

After reading, they say a positive affirmation like *"I can do this!"* or *"I believe in myself!"*

Optional Variations

1. **Add obstacles** (e.g., pillows or cones) they must dribble around before shooting.
2. Encourage them to **say their affirmation** before they kick their goal to reinforce confidence.

Reflection Time

After a few minutes of play, sit together and have a short family discussion around which goal they're most excited to achieve that week, how they plan to do it, and what support





Dribble Through Decisions

Life Skill:
Decision-making

Soccer Skill: Dribbling
and Ball Control

The Set Up

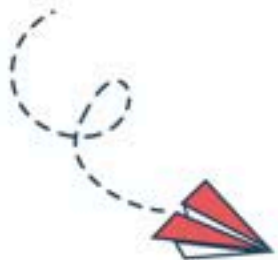
Play in the hallway, driveway,
or back/front yard

1 soccer ball

Use 3-5 cones or objects to
mark a goal (e.g., shoes, water
bottles, etc.)

How to Play

- ✳ Creating a dribbling course with cones or items spaced out.
- ✳ At each cone, place a card down that has a simple oral health scenario:
 - 1) You forgot to brush your teeth before bed. What should you do?
 - 2) You're brushing your teeth – how long should you brush?
 - 3) You just had a sugary snack. What should you do next?
 - 4) You just brushed your teeth. What else could you do to take care of your teeth?
- ✳ As your child/children dribble to each cone, they stop, read the scenario, and say their decision out loud.
- ✳ If they answer correctly or thoughtfully, they earn a point.
- ✳ After each decision, do a fun movement (e.g., floss dance, toothbrush twirl, toe taps, etc.) before continuing to the next cone.



Optional Variations

1. **Add obstacles** (e.g., pillows or cones) they must dribble around before shooting.
2. Require them to complete a specific type of pass or move before being able to move to the next cone.

Reflection Time

After completing the course, ask your child/children to share one new thing they learned about taking care of their teeth.

