

CEREAL SOCCER

Teacher's Resource

By Lynn Hefele

Illustrated by
Steve McGinnis



Cereal Soccer

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Dedication and Acknowledgements

To my sister Lorie... I love you.

I want to thank the Huntington School District for their support of my vision to develop Literature Enhanced Physical Education. I especially want to express my appreciation to James Polanski, Joe Giani, Margaret Evers, and Georgia McCarthy for encouraging me to follow my passion.

I would like to express my appreciation to Steve McGinnis for creating such fun-loving creatures for “Cereal Soccer.” He made my vision come to life.

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To the children of the Huntington School District, I am forever grateful to you for your enthusiasm, imagination, and energy. You make teaching a pleasure.

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Finally, as always, thanks to my husband Steve, and my boys, Harrison and TJ, for their continued support and love. I could not do it without you.

Cereal Soccer

Kindergarten - Third Grade NASPE Standards Applied

Students will:

- Standard 1. Demonstrate a competency in soccer dribbling and passing.
- Standard 2. Demonstrate an understanding of how to change the direction of the ball by changing the position of the foot.
- Standard 3 & 4. Participate actively in the entire lesson to exercise regularly.
- Standard 5. Demonstrate an understanding and an ability to follow the rules of cereal soccer.
- Standard 6. Use cereal soccer as a means of self-expression while pretending to be mice.

Kindergarten - First Grade ELA Reading: Literature and Informational Text (<http://www.corestandards.org/>)

Students will:

- RL.K.1. With prompting and support, ask and answer questions about key details in the text.
- RL.K.4 Ask and answer questions about unknown words in the text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.1.3 Describe characters, setting, and major event in the story, using key details.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.7 Use the illustrations and details in a text to describe key ideas.

Second and Third Grade ELA Reading: Literature and Informational Text

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific images contribute to and clarify text.
- RL.3.1 Ask and answer questions to demonstrate an understanding of the text, referring explicitly to the text as the basis for the answers.
- RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Safety

Teachers will:

- Always instruct the students to keep their own space while moving.
- Demonstrate the proper speed and technique for each skill.
- Instruct the students to play defense without contacting the offensive player.
- Review the classroom commands for stopping (i.e. freeze, whistle blowing, etc.)

*** Children should be medically cleared for participation by a physician before participating in these activities.

*** Safety instructions included in this book are not meant to replace the discretion of the teacher. The teacher should implement any precautions deemed necessary.

**** The lessons in this book are designed for 40-60 students in a class. The equipment needs and procedures may need to be adapted to fit class size and student individual needs.

Lesson 1

Cereal Soccer Try-Outs

Lesson One can take place over a period of days to ensure adequate practice and mastery of the student objectives.

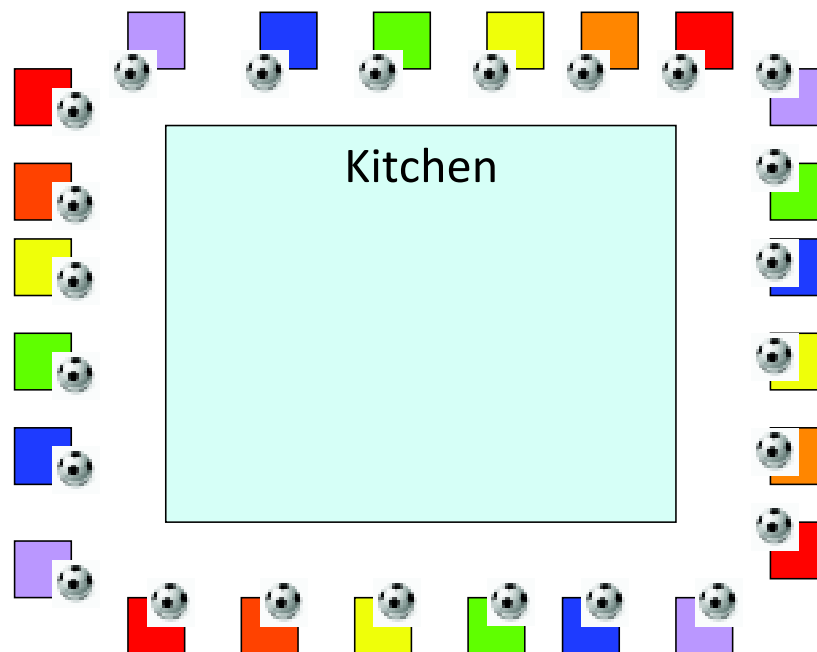
Student Objectives

Students will be able to:

- Dribble a soccer ball and pass it to a target.
- Trap a soccer ball.
- Change the direction of the soccer ball by using the inside and the outside of the foot.
- Pull the ball back from a trapped position and change directions.

Equipment

- Enough balls for each pair of students to get a ball
- Enough cones or poly spots for each pair of students
- Music (optional)



Outline

- Read “Cereal Soccer.”
- Explain to the students that they will be going to cereal soccer practice to learn the skills they will need to safely get the food back to their hole.
- Pair students up and assign them to a spot outside of the “kitchen.”
- Have students decide who will be the first to try-out (Mouse A) and who will be the second (Mouse B) - rock, paper, scissors works well for decision making.
- Mouse A will stand in front with the ball and the Mouse B will remain on the spot and perform a fitness or agility drill.
- Demonstrate the skill to be practiced.
- Start the music or say go and have the first mouse move into the “kitchen” and practice the skill while the second mouse is exercising.
- Switch Mouse A and Mouse B and repeat.
- Continue with all of the following skills:
 1. Dribble like Niya with the inside of your sneakers.
 2. Dribble like Trina with the outside of your sneakers.
 3. See if you can keep the ball up with your knees like Skipper.
 4. See if you can keep the ball up with your toes like Skipper.
 5. Dribble and on the whistle, trap and pull the ball back to change direction like Pinky did when her ball got stuck in the puddle.
 6. Have Mouse B perform a throw in to Mouse A like Mom did when she got trapped behind the chair. Mouse A then dribbles, changing directions on the whistle.
 7. Have Mouse B throw-in to Mouse A then dribble around. On the whistle Mouse A dribbles back to a spot, traps the ball and passes back to Mouse B.

Lesson 2

Dribbling and Passing to the Mouse Hole

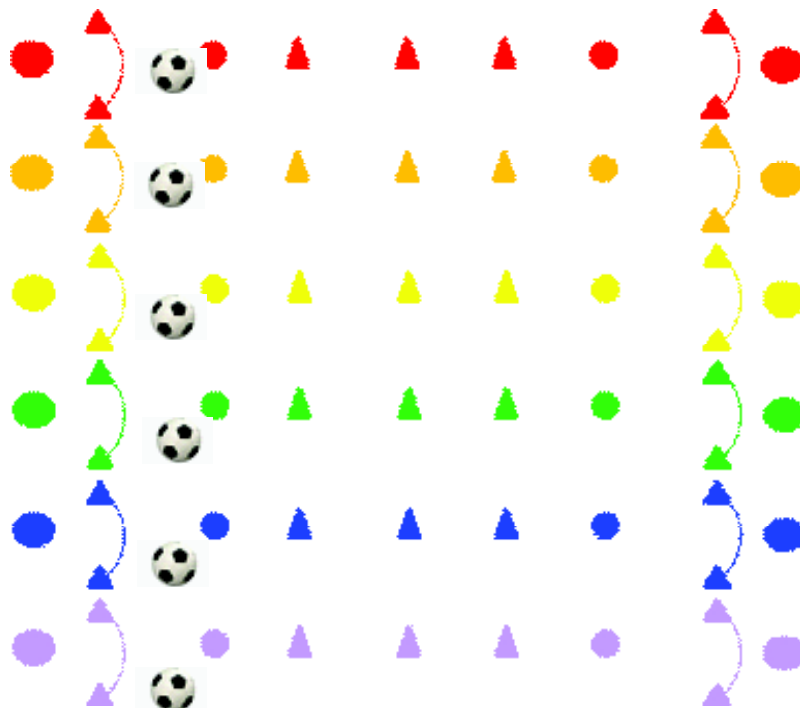
Student Objectives

Students will be able to:

- Dribble a soccer ball with the inside and outside of the foot around objects.
- Pass a soccer ball with the inside of the foot to a target.

Equipment

- 6 soccer balls
- 12 broken hula hoop halves - Place hoop between two large cones to make a mouse hole.
- 24 large cones
- 18 small cones or toy objects
- 24 spots - 12 behind the mice holes and 12 to mark where the students pass from.



Outline

- Explain to the students that just like the mice needed to dribble around obstacles to get to their hole, soccer players need to dribble around defenders to get to the goal.
- Demonstrate using the inside and outside of the foot to change directions.
- The first student in line will dribble the ball zigzagging through the cones, trap the ball on the spot and pass it into the mouse hole (hula hoop set up).
- The next student kneels in the mouse hole, catches the passed ball and dribbles it back in the other direction.

Note: Kindergarten and 1st grade may dribble without the cones and pass through the hole.

Questions for Understanding

- What parts of the foot did you use for dribbling?
- How do you turn your foot to change the direction of the ball?
- When passing to a target how should your foot be positioned?
- What part of your foot did you trap the ball on the spot with?

Lesson 3

Chasing and Fleeing

Student Objectives

Students will be able to control a soccer ball while fleeing a defender.

Equipment

The equipment and set-up for this lesson is the same as Lesson 1. Students may work individually, in pairs or small groups depending on your class size.

Outline

- Explain the difference between offensive players and defensive players.
- Review dribbling skills and “the trap and pull back” skill to change direction.
- Discuss and demonstrate how keeping your body between the ball and your opponent can help protect the ball.
- Pair the students and assign them to a colored square.
- Assign one student to be the mouse and the other to be the cat.
- Direct all the mice to begin dribbling throughout the kitchen.
- Call a color. Only the cats that are on that color square enter the kitchen and try to take a piece of cereal away from the mice and pass it out of the kitchen with the inside of their foot (not a kick).
- If a mouse’s cereal leaves the kitchen (predetermined boundary lines) then he/she must pick up the cereal and return to his/her square. Once at the square the player does 10 soccer toe taps before reentering the game.
- Rotate cats and mice until all children get a chance to be cats and mice.
- Assign an exercise to the students that are waiting their turn to be cats.
- Note: Increase or decrease the number of mice with regard to the skill level of the students. More cats for highly skilled students and fewer cats for less skilled students.

Questions for Understanding

- What techniques did you use to change direction?
- How else were you able to protect the ball from the cat?
- If the cat was a soccer player, would it be playing offense or defense? Why?

Lesson 4

Cereal Soccer

Student Objectives

Students will be able to:

- Control the ball using all of the dribbling skills previously learned.
- Control the ball while moving at a quick pace.
- Follow the rules of a competitive game.
- Demonstrate good sportsmanship.

Equipment

- Use as many balls as possible to ensure maximum participation. Soft balls in a variety of sizes and textures should be used for differentiated learning. Yarn balls help younger and less skilled children with control while foam soccer balls challenge older students and talented students. If playing outdoors Wiffle balls, regular soccer balls, and playground balls can be used.
- 24 cones
- 12 broken hula hoops
- 12 poly spots
- 12 hula hoops

Outline

- Group students into teams of no more than three or four to allow for maximum participation and put them in lines behind the hula hoop mouse holes.
- Explain the rules of the game:
- The first mouse in each line runs out and gets a soccer ball and dribbles it back to the poly spot, traps it on the spot and then passes it to his teammate through the mouse hole. The mouse then goes to the end of the line. If the pass does not go in the hole then the mouse must dribble it back out to the spot and try again. (Place the poly spot at age appropriate distances or have multiple distances to challenge talented players.)
- The next mouse in the hole places it in their hula hoop and goes out to get another ball. Players waiting their turn sit behind the hoop.
- When all the balls are in the hoops, the team with the most balls wins the round.
- Return the balls to the center of the playing field for the next round.

Scoring Ideas Using Math Common Core Standards

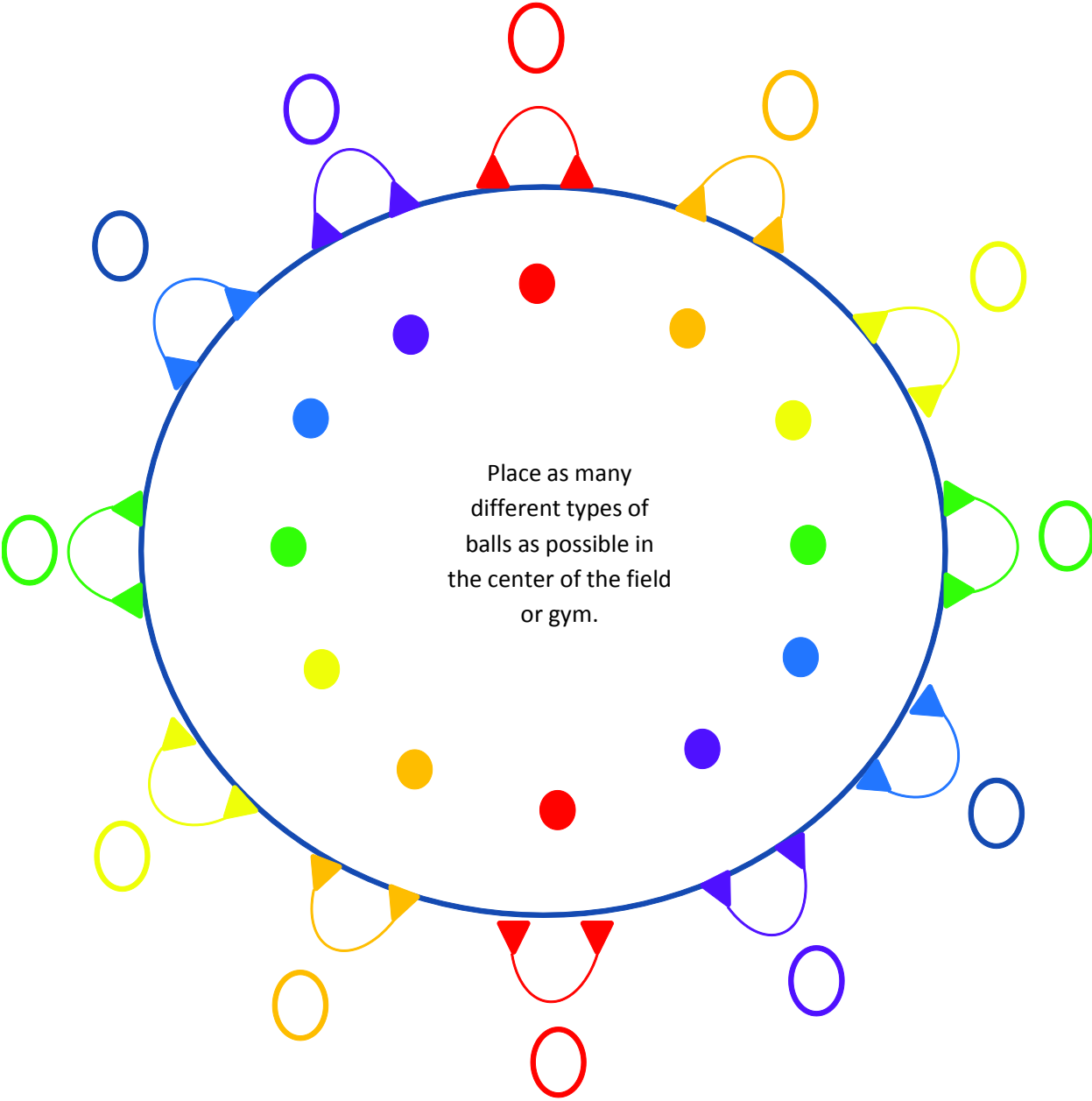
- Have students count their own points.
- Assign different point values for different types of balls. The point value can be assigned randomly or according to the dribbling difficulty of the ball.
- At the end of each round, have the students count their balls and then give them a magic multiplier. For example, “If your team collected 15 balls and the magic multiplier is 2, how many points does your team have?”
- Have students keep a running score of their points from round to round.

Field or Gym Set Up

Hula Hoop- ○

Mouse Hole Set-up (2 cones and a broken hula hoop) 

Poly Spots - ●



Lesson 5

Grades 2-3

Cereal Soccer with Cat

Student Objectives

Students will be able to:

- Change directions and control the ball while avoiding a defender in a game situation.
- Demonstrate and understanding of offense and defense.
- Follow the rules of a competitive game.
- Demonstrate good sportsmanship.

Equipment and Field Set Up

- Same as Lesson 4

Outline

- Set the students up the same as in Lesson 4.
- Assign a number of students to be the cats.
- The game is played just like Lesson 4 but with the cats playing defense.
- The cats try to take the ball away from the mice.
- If a mouse's ball is touched by a cat, the mouse returns to their hole and the next player goes out to get a ball.
- Play continues until all the balls are in the hoops. Assign new cats for the next round.
- Keep score the same as in Lesson 4.

Common Core Activities for Writing

Contests - Draw a picture of mice playing a sport with your favorite food. Write a paragraph describing how this game will look. Be sure to use appropriate sport terminology.

Assessment

Soccer Dribbling Rubric

Intervention	Pre-Control	Control	Proficient
Student is unable to contact the ball in a dribbling motion.	The ball controls the student. Student has to adjust to the ball.	Student is in control of the ball but movements are slow and deliberate.	Student moves the ball fluently and in control.
1	2	3	4

Soccer Passing Rubric

Intervention	Pre-Control	Control	Proficient
Student is unable to contact the ball with the inside of the sneaker.	Student passes the ball with the inside of foot but without accuracy or force.	Student passes accurately and with force but movements are not fluent.	Student passes fluently and accurately with appropriate force.
1	2	3	4

Bulletin Board

- Make color copies of the Cereal Soccer illustrations that depict soccer skills.
- Take pictures of your students performing the skills.
- Place all the pictures on a bulletin board with the vocabulary word and definition below them.

Soccer Vocabulary Words

- Defense - The job of the defense is to stop the other team from scoring.
- Dribble - Dribbling a soccer ball means to move the ball under control with your body parts.
- Give and Go - The “give and go” is a soccer strategy where one player passes the ball and then goes to a new spot and receives the ball back.
- Goalie - The goalie is the defensive player that stands in front of the goal and tries to keep the ball from going in the net.
- Heading - Heading is a soccer skill in which a player uses his/her forehead to propel the ball.
- Leading the Pass - Leading the pass means to pass the ball ahead of a running teammate so that the player does not have to slow down to receive it.
- Offense - The job of the offense is to try to score goals.
- Pass - A pass is a controlled kick to another player.
- Pull Back - The pull back is a soccer skill in which the player touches the bottom of his/her foot on the ball and rolls the ball backward to change direction.
- Throw-In - A throw-in is a soccer skill used to put the ball in play when it has gone out of bounds over the sideline. The player must use both hands and throw the ball overhead while keeping both feet on the ground.
- Trap - The trap is a soccer skill used to stop the ball from moving.

About the Author



Lynn Hefe is a physical education teacher and volleyball coach in the Huntington Union Free School District in Huntington, New York. She is the Vice President Elect of the AHPERD Suffolk Zone. A graduate of Springfield College in Springfield, Massachusetts, Lynn holds a Bachelor of Science in Physical Education and a Master of Science in Movement Science with a concentration in Biomechanics. She lives in Greenlawn, New York with her husband, Steve and sons Harrison and TJ.

Lynn is the founder and president of Literature Enhanced Physical Education (LEPE, Inc.). She published “Clean Up Your Backyard” in 2009 and “Ziny’s Driving School” in 2011.

Other Literature Enhanced Physical Education Books

“Clean Up Your Backyard”

Throwing and throwing for accuracy

“Ziny’s Driving School”

Spatial awareness, locomotor skills, and safety

Coming Soon

“Bugs and Bubbles”

Hand-eye coordination and volleying

“Widget’s Batting Lesson”

Striking with a bat

“PE Under the Sea”

Yoga and underhand rolling motion

“Capture the Flag”

Chasing and fleeing

“The Rock”

Basketball skills

“Heart Healthy Adventure”

Cardiovascular System