



**SKILL BUILDING
HIGH SCHOOL
OPENPHYSED.ORG**

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BSN SPORTS™

VARSITY
SPIRIT

HERFF JONES.



PE NOW Learning Targets

OPENPhysEd.org

Learning Module: **OPEN Soccer Nation**
Secondary Weeks 21-24



Healthy Body

I will participate in health-enhancing physical activity for at least 60-minutes each day.

Healthy Mind

I will reflect on the SEL concepts of self-care, mindfulness, grit, and gratitude.

Enjoyment & Challenge

I will participate in a variety of physical activities with family and friends.

Building Skills

I will participate in soccer skill-building and practice activities to improve dribbling and passing skills.

Why are we learning this?

Soccer is one of the most popular sports in the world. This module is designed to help students refine the basic skills of passing and dribbling. It is also an opportunity to explore important social and emotional learning concepts.

In this module you will:

- Learn and practice ball control activities and drills with a focus on improving your dribbling and passing skills.
- Reflect on the concepts of self-care, mindfulness, grit, and gratitude.

SOCCKER NATION

Checklist for Learning

Students and families:

During the next 4 weeks, we will be refining basic soccer skills. It's okay if you don't have a soccer ball at home. The team at OPENPhysEd.org has a [great video](#) showing us how to make a Hoodie-Ball using a hooded sweatshirt.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 4-week *Soccer Nation* experience! But, if there's ever a time when you need a copy of our learning materials, you can visit: [OPENPhysEd.org](#) to download activity pages, assignments, and watch video demonstrations of the learning activities that we'll be using in physical education class.

Secondary Students Physical Education Checklist for Soccer Nation

CHECK	WEEK 1 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the SEL Concept Square for Self-Care via this Google Slide .
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include soccer foot skill practice at least 3X per week.
WEEK 2 of 4	
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the SEL Concept Square for Mindfulness via this Google Slide .
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include soccer foot skill practice at least 3X per week.
WEEK 3 of 4	
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the SEL Concept Square for Grit via this Google Slide .
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include soccer foot skill practice at least 3X per week.
WEEK 4 of 4	
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the SEL Concept Square for Gratitude via this Google Slide .
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include soccer foot skill practice at least 3X per week.

[Watch the Hoodie-Ball Tutorial on YouTube.](#)

SOCCKER NATION

Weekly Learning Targets

WEEK 1 of 4 STUDENT LEARNING OBJECTIVES (9-12)

PHYSICAL EDUCATION OBJECTIVES:

- I use controlled taps to safely dribble my soccer ball with balance.
- I will focus on purposeful practice in an effort to build my skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on self-care as a practice and complete the Self-care SEL Concept Square.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: MOVEMENT CONCEPTS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(HS)** Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: HEALING

- **(Secondary)** Identifies and routinely applies strategies for stress management as a part of a social and emotional health practice and overall wellness-based lifestyle.

SOCCKER NATION

Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (9-12)

PHYSICAL EDUCATION OBJECTIVES:

- I will pass to a target by stepping to the target, using a controlled kick with the inside of my foot, and following through to the target.
- I will focus on safety and good form while I practice passing skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on mindfulness as a practice and complete the Mindfulness SEL Concept Square.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
-

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: MOVEMENT CONCEPTS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(HS)** Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: HEALING

- **(Secondary)** Identifies and routinely applies strategies for stress management as a part of a social and emotional health practice and overall wellness-based lifestyle.

SOCCKER NATION

Weekly Learning Targets

WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (9-12)

PHYSICAL EDUCATION OBJECTIVES:

- I will focus on improving my ball control skills through skill-building activities and practice.
- I will practice all soccer activities with a focus on control and balance.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on grit as a personal characteristic and complete the Grit SEL Concept Square.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: MOVEMENT CONCEPTS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(HS)** Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

Social and Emotional Learning Priority Outcomes:

RESPONSIBLE DECISION-MAKING: EMPOWERMENT

- **(Secondary)** Makes constructive choices about personal behavior and social interactions in the active pursuit of individual and collective goals.

SOCCKER NATION

Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (9-12)

PHYSICAL EDUCATION OBJECTIVES:

- I will enjoy soccer skill building activities and routines with a classmate, friend, or family member.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on gratitude as a practice and complete the Gratitude SEL Concept Square.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
-

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: MOVEMENT CONCEPTS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(HS)** Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: HEALING

- **(Secondary)** Establishes trusting relationships with adults and peers of diverse backgrounds and abilities. Seeks and offers help from an established social network that includes diverse individuals.

OPEN[®] HOME & SCHOOL MOVEMENT MENU



SOCER NUTRITION
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Purposeful Practice

WEEK 1 of 4

Dribble: Moving a ball under the control of a single player. Soccer requires foot dribbling.

Joshua's ball control skill helped him dribble around defenders.

Cone Flip: [\[YouTube\]](#)

Need: 6 cups, 1 six-sided die, 1 ball. The object is to flip 6 cups upside down. Start behind the die 10'-15' away. The cups are lined up on the floor numbered 1-6. Roll the die. Numbers on the die matches a cup – 1 is the first, 2 is next, and so on. After your roll, dribble down and flip the correct cup. Then, return to your team/die. Continue play. If you roll a number twice, flip it back up. Now, you must roll it again. Continue until all cups are upside down.

Brain & Body Warm-Ups

WEEK 1 of 4

Control: To manage or regulate the movement or actions of something.

*Sammi worked to **control** her body and the ball as she dribbled through the cones.*

200 Touches: [\[YouTube\]](#)

Every student has a soccer ball. Follow along to the 200 Touches YouTube Video to complete your 200 ball-control touches.

Don't have access to the video?
Complete this routine instead.

50 Toe Touches (top of ball)
50 Foundations (inside-to-inside feet)
50 Toe Touches
50 Foundation
= 200 Touches

Just for Fun (and health)

WEEK 1 of 4

Self-Care: Restorative activities that are done with the purpose of rejuvenation, wellbeing, and relaxation.

*Jacob practices mindfulness every morning as a part of his **self-care** routine.*

Ted Talk: Self Care: What It Really Is [\[Video Link\]](#)

Take a few minutes to watch this Ted Talk on what self-care is and how you can build it in to your lifestyle.

Complete the SEL Concept Square for Self-Care after you watch the Ted Talk.
[\[Google Slide Link\]](#)

OPEN[®] HOME & SCHOOL MOVEMENT MENU



SOCER NUTRITION
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Purposeful Practice

WEEK 2 of 4

Pass: To move an object from one space to another.

The team moved the ball quickly down the field with each accurate pass.

Soccer Bocce: [\[YouTube\]](#)

Every player has a soccer ball. The group needs 1 bean bag, or sock ball.

The youngest player in the group starts the game by tossing this bean bag or sock ball (this is the “jack”). The object is for each player to use a push pass to get their ball closest to the jack. Points are awarded for distance to the jack: within 1 step = 3 points; within 2 steps = 1 point. How quickly can you score 10 points?

Brain & Body Warm-Ups

WEEK 2 of 4

Target: An object selected as the aim of attention, a pass, or an attack.

*Obi was the **target** of Sandi's pass.*

Soccer Tabata: [\[YouTube\]](#)

Follow along to complete the 4-Minute Soccer Tabata YouTube Video.

Tabata routines include 8 rounds of activity with 20 seconds of work and 10 seconds of rest. Use that format with these drills:

- Exercise: Step Jacks, Rest
- Footwork: Toe Touches, Rest
- Exercise: Plank Arm Raises, Rest
- Skill Practice: Juggle Practice, Rest
- Exercise: Squat Step-Ups, Rest
- Footwork: Foundations, Rest
- Exercise Jumping Jacks
- Skill Practice: Juggle Practice

Just for Fun (and health)

WEEK 2 of 4

Mindfulness: An activity that relaxes the mind and purposefully brings awareness to the present moment.

*Andy walks in the park and watches the movement of the wind in the trees as a part of his **mindfulness** practice.*

Ted Talk: All it takes is 10 mindful minutes [\[Video Link\]](#)

Take a few minutes to watch this Ted Talk on starting a mindfulness routine and how it can help your emotional wellbeing.

Complete the SEL Concept Square for Mindfulness after watching the Ted Talk. [\[Google Slide Link\]](#)

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SOCER NUTRITION
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Purposeful Practice

WEEK 3 of 4

Skill: The ability to do something well.

*Eliana improved her soccer **skills** each time that she practiced.*

PELE: [[YouTube](#)]

Pele, a Brazilian soccer player, is thought to be one of the greatest players. This game is similar to “PIG” but you perform soccer juggle sequences (3 to 5 touches) that a player must match. For example, you would announce: *Thigh, Thigh, Foot, Foot, Catch*. Then, you must perform that sequence and end by catching the ball. If you fail, the next player gets a chance to create a new sequence. If you succeed, your opponent must match it exactly and end with a catch. If it is not matched, that player gets a letter. Play continues until a player gets 4 letters P-E-L-E.

Brain & Body Warm-Ups

WEEK 3 of 4

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

*The students enjoyed the **challenge** of the soccer drills they practiced in class.*

200 Touches: [[YouTube](#)]

Every student has a soccer ball. Follow along to the 200 Touches YouTube Video to complete your 200 ball-control touches.

Don't have access to the video? Complete this routine instead.

50 Toe Touches (top of ball)
50 Foundations (inside-to-inside feet)
50 Toe Touches
50 Foundation

Just for Fun (and health)

WEEK 3 of 4

Grit: Passion and perseverance for long-term goals.

*Akinyi's **grit** helped push her to practice and improve her dribbling skills in order to become an outstanding soccer player.*

Ted Talk: Grit: The power of passion and perseverance [[Video Link](#)]

Take a few minutes to watch this Ted Talk on Grit and how passion and perseverance can help you achieve your goals.

Complete the SEL Concept Square for Grit after you watch the Ted Talk.
[[Google Slide Link](#)]

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SOCER NUTRITION
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Purposeful Practice

WEEK 4 of 4

Enjoy: Having positive feelings caused by doing or experiencing something you like.

*The class knew that they would **enjoy** the soccer activities that Ms. Williams had planned.*

Soccer Golf: [[YouTube](#)]

Played with Disc Golf rules. The youngest player starts by placing a cone in the area as the golf hole, at least 2 kicks away from the starting spot. No cones? You can use large objects like trees, fence posts, brick walls, and other objects that can be safely hit with a ball. Players take turns trying to hit the target in the fewest number of kicks. Player with the fewest gets to choose the next hole and begins by kicking first.

Brain & Body Warm-Ups

WEEK 4 of 4

Routine: A set sequence of steps. A task repeated at a consistent interval.

*Tabata is an exercise **routine** format.*

Soccer Tabata: [[YouTube](#)]

Follow along to complete the 4-Minute Soccer Tabata YouTube Video.

Tabata routines include 8 rounds of activity with 20 seconds of work and 10 seconds of rest. Use that format with these drills:

- Exercise: Step Jacks, Rest
- Footwork: Toe Touches, Rest
- Exercise: Plank Arm Raises, Rest
- Skill Practice: Juggle Practice, Rest
- Exercise: Squat Step-Ups, Rest
- Footwork: Foundations, Rest
- Exercise Jumping Jacks
- Skill Practice: Juggling Practice

Just for Fun (and health)

WEEK 4 of 4

Gratitude: The quality of being thankful with the readiness and desire to show appreciation.

*Sophie decided to show her **gratitude** by writing a thank you note to her coach.*

Ted Talk: Want to be happy? Be grateful. [[Video Link](#)]

Take a few minutes to watch this Ted Talk on the importance of gratitude and how it leads to more happiness.

Complete the SEL Concept Square for Gratitude after you watch the Ted Talk.
[[Google Slide Link](#)]

SOCCKER NATION

Teacher Talk

[Soccer Nation Week 1 Sample Script]

Brain & Body Warm-Ups

Today is the first lesson in our OPEN Soccer Nation physical education module. In this unit, we will be working on improving our basic ball control skills. Let's start by completing a basic ball control routine called 200 Touches.

During this routine, we'll complete 2 sets of 50 Toe Touches and 2 sets of 50 Foundation Taps (back and forth with the inside of our feet). These 4 sets add up to 200 touches. Start this routine with very slow and controlled taps and touches. As you feel more and more comfortable, increase the speed of your movements. Practice this routine as often as you can.

Purposeful Practice

During our Purposeful Practice time, we will practice our dribbling skills. Dribbling is one way that we move the ball up and down the field in a game of soccer. It's important to use controlled and purposeful taps to control the ball.

Let's play a game of Cone Flip while we work to improve our dribbling skills. The object of this game is to flip 6 cups upside down before your opponent. We'll start behind the dice. The cups are lined up on the floor numbered 1-6 (from left to right). Roll your die. Numbers on the die match a cup – 1 is the first, 2 is next, and so on. After your roll, dribble down and flip the correct cup. Then, return to your team/die. Continue play. If you roll a number twice, flip it back up. Now, you must roll it again. Continue until all cups are upside down.

Just for Fun (and health)

During the Just for Fun and Health section of the OPEN Soccer Nation module, we'll focus on social and emotional concepts that can improve our overall wellbeing. This week we'll focus on Self-Care.

Let's watch this short Ted Talk about self-care. Then, we'll complete the concept square using a Google Slide. After you fill out your Google Slide, we'll discuss our ideas and thoughts on this important social and emotional learning concept.

SOCCKER NATION

Menu Activity Cards

BRAIN & BODY WARM-UP

CONTROL: To manage or regulate the movement or actions of something.

*Sammi worked to **control** her body and the ball as she dribbled through the cones.*

200 Touches: [[YouTube](#)]

Every student has a soccer ball. Follow along to the 200 Touches YouTube Video to complete your 200 ball-control touches.

Don't have access to the video? Complete this routine instead.

- 50 Toe Touches (top of ball)
 - 50 Foundations (inside-to-inside feet)
 - 50 Toe Touches
 - 50 Foundation
- = 200 Touches

SOCCKER NATION

Menu Activity Cards

BRAIN & BODY WARM-UP

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

*The students enjoyed the **challenge** of the soccer drills they practiced in class.*

Soccer Tabata: [[YouTube](#)]

Follow along to complete the 4-Minute Soccer Tabata YouTube Video.

Tabata routines include 8 rounds of activity with 20 seconds of work and 10 seconds of rest. Use that format with these drills:

- Exercise: Step Jacks, Rest
- Footwork: Toe Touches, Rest
- Exercise: Plank Arm Raises, Rest
- Skill Practice: Juggle Practice, Rest
- Exercise: Squat Step-Ups, Rest
- Footwork: Foundations, Rest
- Exercise Jumping Jacks
- Skill Practice: Juggle Practice

SOCCKER NATION

Menu Activity Cards

PURPOSEFUL PRACTICE

DRIBBLE: Moving a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling.

*Joshua's ball control skill helped him **dribble** around defenders.*

Cone Flip: [[YouTube](#)]

Need: 6 cups, 1 six-sided die, 1 ball.

The object is to flip 6 cups upside down. Start behind the die 10'-15' away. The cups are lined up on the floor numbered 1-6. Roll the die. Numbers on the die matches a cup – 1 is the first, 2 is next, and so on. After roll, dribble down and flip the correct cup. Then, return to your team/die. Continue play.

If you roll a number twice, flip it back up. Now, you must roll it again. Continue until all cups are upside down.

SOCCKER NATION

Menu Activity Cards

PURPOSEFUL PRACTICE

PASS: To move an object from one space to another.

The team moved the ball quickly down the field with each accurate pass.

Soccer Bocce: [\[YouTube\]](#)

Every player has a soccer ball. The group needs 1 bean bag, or sock ball.

The youngest player in the group starts the game by tossing this bean bag or sock ball (this is the “jack”). The object is for each player to use a push pass to get their ball closest to the jack.

Points are awarded for distance to the jack:
within 1 step = 3 points; within 2 steps = 1 point.
How quickly can you score 10 points?

SOCCKER NATION

Menu Activity Cards

PURPOSEFUL PRACTICE

SKILL: The ability to do something well.

*Eliana improved her soccer **skills** each time that she practiced.*

PELE: [[YouTube](#)]

Pele, a Brazilian soccer player, is thought to be one of the greatest players. This game is similar to “PIG” but you perform soccer juggle sequences (3 to 5 touches) that a player must match.

For example, you would announce: *Thigh, Thigh, Foot, Foot, Catch*. Then, you must perform that sequence and end by catching the ball. If you fail, the next player gets a chance to create a new sequence. If you succeed, your opponent must match it exactly and end with a catch. If it is not matched, that player gets a letter. Play continues until a player gets 4 letters P-E-L-E.

SOCCKER NATION

Menu Activity Cards

PURPOSEFUL PRACTICE

ENJOY: Having positive feelings caused by doing or experiencing something you like.

*The class knew that they would **enjoy** the soccer activities that Ms. Williams had planned.*

Soccer Golf: [[YouTube](#)]

Played with Disc Golf rules. The youngest player starts by placing a cone in the area as the golf hole, at least 2 kicks away from the starting spot.

No cones? You can use large objects like trees, fence posts, brick walls, and other objects that can be safely hit with a ball. Players take turns trying to hit the target in the fewest number of kicks.

Player with the fewest gets to choose the next hole and begins by kicking first.

SOCCKER NATION

At Home Choice Board

Hang this choice board near your safe physical activity space.
Choose an activity, get active, and have fun!

Brain & Body Warm-Ups	Purposeful Practice	Just for Fun (and health)
<p>200 Touches: [YouTube]</p> <p>Every student has a soccer ball. Follow along to the 200 Touches YouTube Video to complete your 200 ball-control touches.</p>	<p>Cone Flip: [YouTube] The object is to flip 6 cups upside down. Roll, dribble, flip, repeat.</p> <p>Soccer Bocce: [YouTube] Points are awarded for distance to the jack: within 1 step = 3 points; within 2 steps = 1 point. How quickly can you score 10 points?</p>	<p>Ted Talk: Self Care: What It Really Is [Video Link]</p> <p>Ted Talk: All it takes is 10 mindful minutes [Video Link]</p>
<p>Soccer Tabata: [YouTube]</p> <p>Follow along to complete the 4-Minute Soccer Tabata YouTube Video. Tabata routines include 8 rounds of activity with 20 seconds of work and 10 seconds of rest.</p>	<p>PELE: [YouTube] This game is similar to "PIG" but you perform soccer juggle sequences (3 to 5 touches) that a player must match.</p> <p>Soccer Golf: [YouTube] Played with Disc Golf rules. The youngest player starts by placing a cone in the area as the golf hole, at least 2 kicks away from the starting spot.</p>	<p>Ted Talk: Grit: The power of passion and perseverance [Video Link]</p> <p>Ted Talk: Want to be happy? Be grateful. [Video Link]</p>

[Learn how to fold a Hoodie-Ball
on the OPEN YouTube Channel.](#)

SOCCKER NATION

Physical Education Vocab

Important words for us to understand and use.

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

*The students enjoyed the **challenge** of the soccer drills they practiced in class.*

Control: To manage or regulate the movement or actions of something.

*Sammi worked to **control** her body and the ball as she dribbled through the cones.*

Determination: A strong feeling about the purpose of a goal that gives motivation for accomplishing that goal.

*Akinyi's **determination** helped push her to practice and improve her dribbling skills.*

Dribble: Moving a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling.

*Joshua's ball control skill helped him **dribble** around defenders.*

Enjoy: Having positive feelings caused by doing or experiencing something you like.

*The class knew that they would **enjoy** the soccer activities that Ms. Williams had planned.*

SOCCKER NATION

Physical Education Vocab

Focus: To pay close attention to someone or something.

*It's important to **focus** on good form when you're practicing soccer skills.*

Gratitude: The quality of being thankful with the readiness and desire to show appreciation.

*Sophie decided to show her **gratitude** by writing a thank you note to her coach.*

Grit: Passion and perseverance for long-term goals.

*Akinyi's **grit** helped push her to practice and improve her dribbling skills in order to become an outstanding soccer player.*

Mindfulness: An activity that relaxes the mind and purposefully brings awareness to the present moment.

*Andy walks in the park and watches the movement of the wind in the trees as a part of his **mindfulness** practice.*

Pass: To move an object from one space to another.

*The team moved the ball quickly down the field with each accurate **pass**.*

Physical Activity: Any physical movement that uses the body's energy.

*It's important to make **physical activity** a part of your daily routine.*

SOCCKER NATION

Physical Education Vocab

Practice: To perform an activity or exercise repeatedly and/or regularly to improve or maintain skill.

*Becoming a skilled soccer player requires **practice** and determination.*

Routine: A set sequence of steps. A task that is repeated daily, weekly, or at some consistent interval.

*Iman practiced the same warm-up **routine** before every practice.*

Self-Care: Restorative activities that are done with the purpose of rejuvenation, wellbeing, and relaxation.

*Jacob practices mindfulness every morning as a part of his **self-care** routine.*

Skill: The ability to do something well.

*Eliana improved her **skills** each time that she practiced.*

Target: An object selected as the aim of attention, a pass, or an attack.

*Obi was the **target** of Sandi's pass.*

SOCCKER NATION

Class Discussion Questions

Physical Activity & Personal Health

Question Set 1

- 1) What does control mean?
- 2) What do you know about controlling a soccer ball?
- 3) How is your body control related to ball control in soccer?

Question Set 2

- 1) What is a target?
- 2) What do you know about passing to a target in soccer?
- 3) What are some of the different types of passes used in soccer and how are they used to gain an advantage for the offence?

Question Set 3

- 1) What is a challenge?
- 2) What have you learned that was a challenge for you?
- 3) How is grit related to personal challenges?

Question Set 4

- 1) What is a routine?
- 2) What routines do you have that help to enhance your personal wellbeing?

Social & Emotional Health

Question Set 1

- 1) What is self-care?
- 2) Why is self-care important?

Question Set 2

- 1) What is mindfulness?
- 2) When can you practice mindfulness?

Question Set 3

- 1) What is grit?
- 2) What does grit look like in your life?

Question Set 4

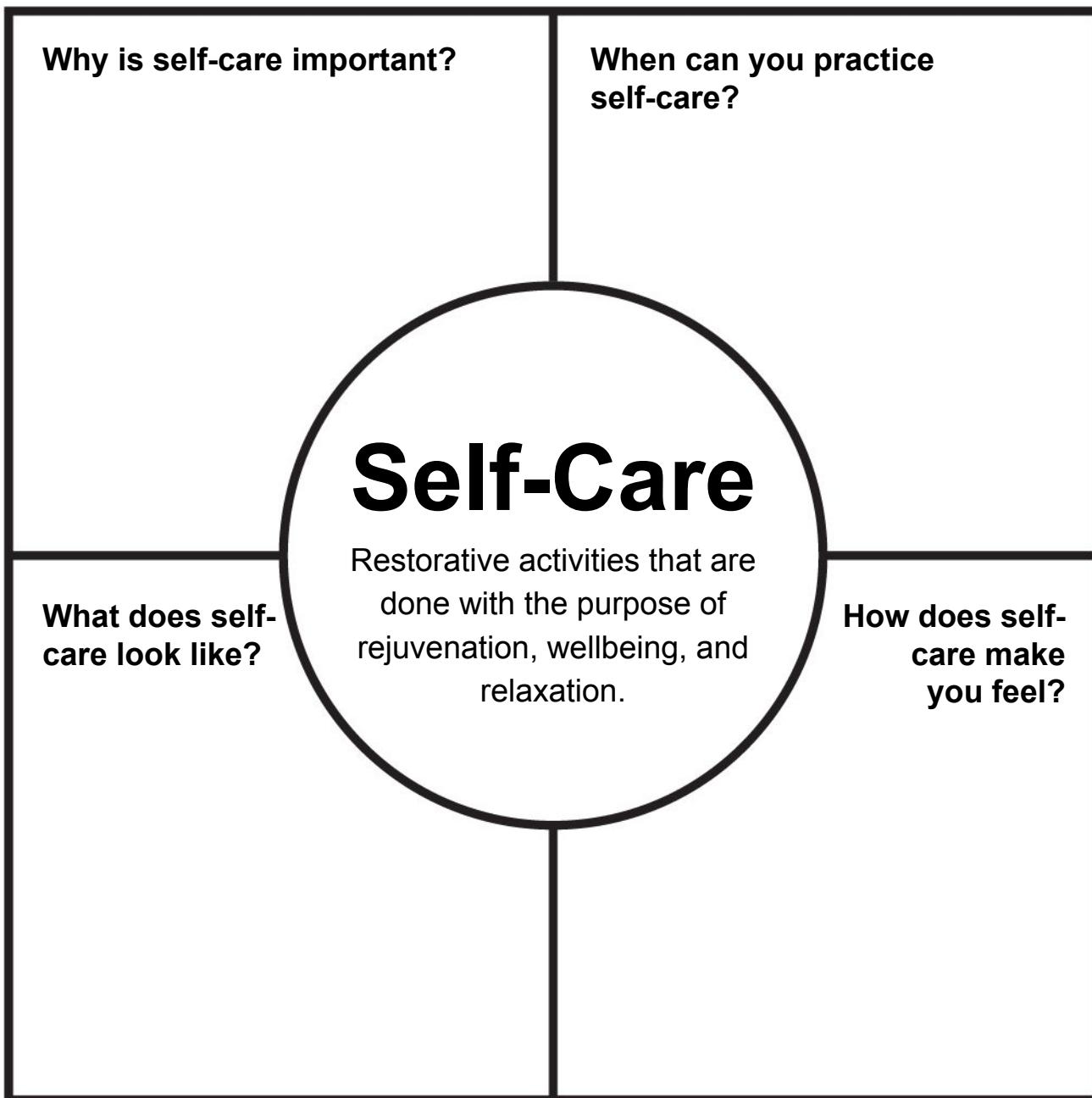
- 1) What is gratitude?
- 2) How does gratitude feel?

BELIEVE IN YOU

VARSITY // BRANDS



Use the boxes below to explore what self-care means to you. Think about the why, when, what, and how of self-care in your life.



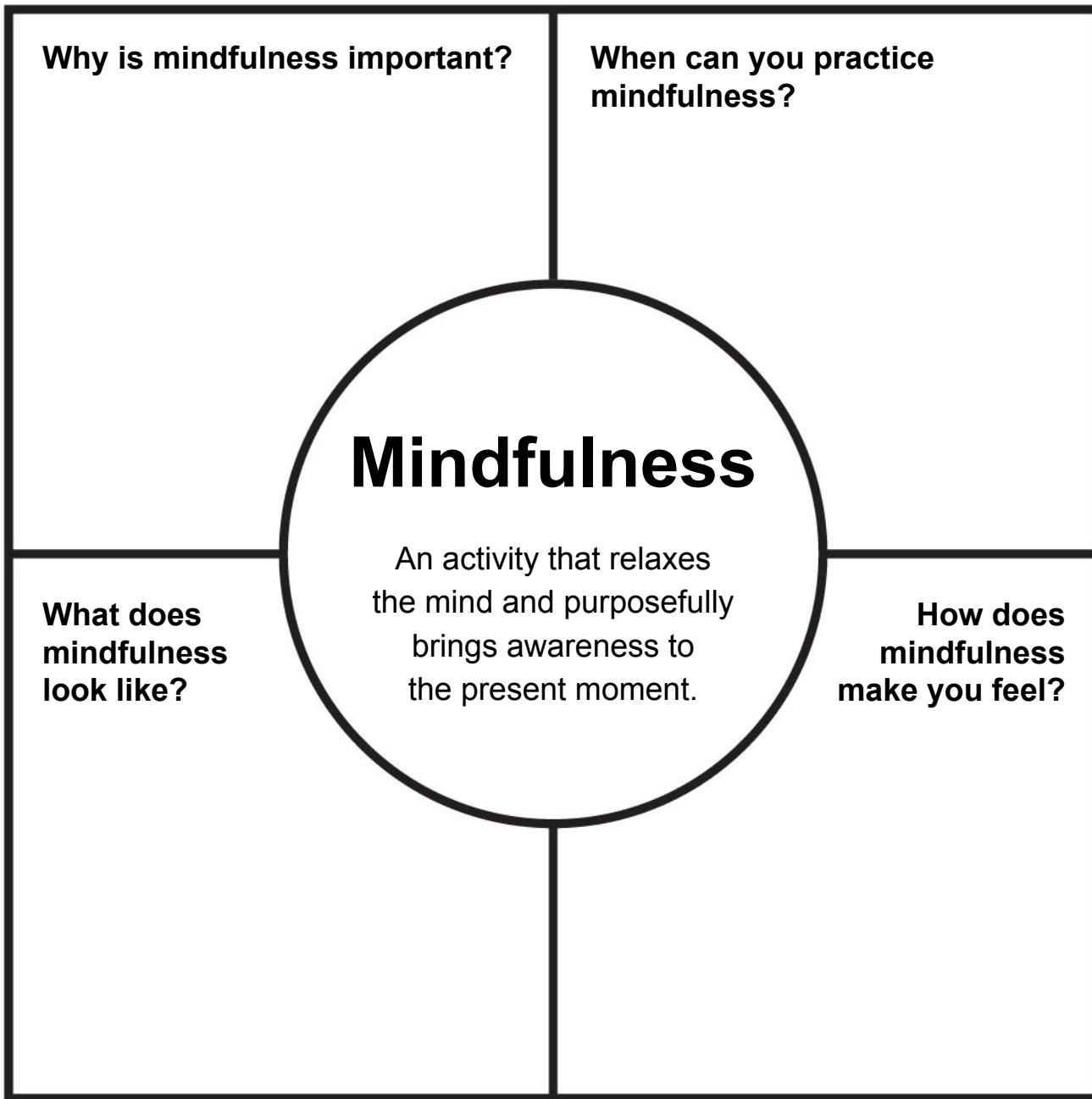
Watch the Ted Talk, *Self Care: What It Really Is* to learn more. [[Video Link](#)]

BELIEVE IN YOU

VARSITY // BRANDS



Use the boxes below to explore what mindfulness means to you. Think about the why, when, what, and how of mindfulness in your life.



Watch the Ted Talk, *All it takes is 10 mindful minutes* to learn more.

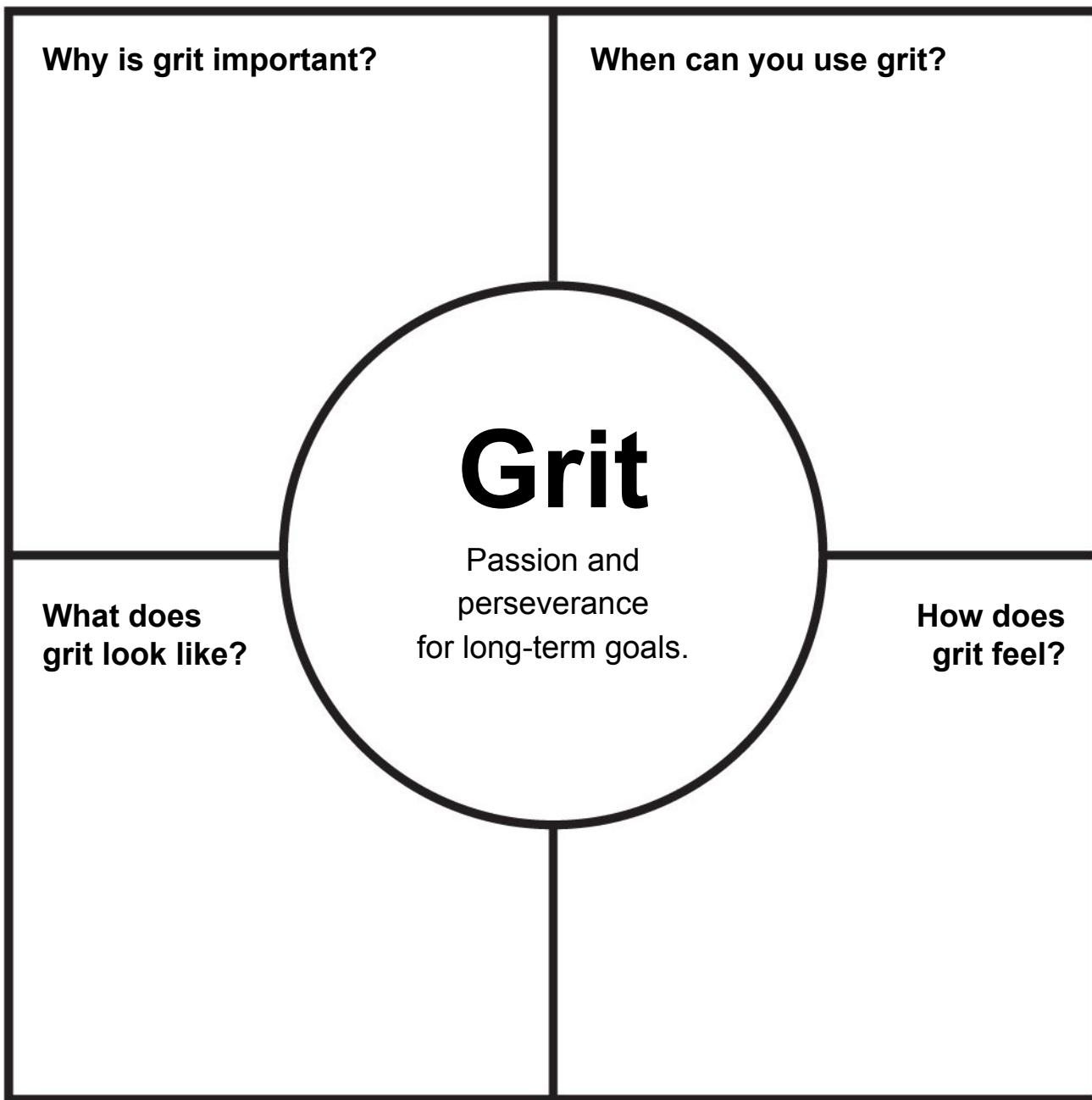
[[Video Link](#)]

BELIEVE IN YOU

VARSITY // BRANDS



Use the boxes below to explore what grit means to you. Think about the why, when, what, and how of grit in your life.



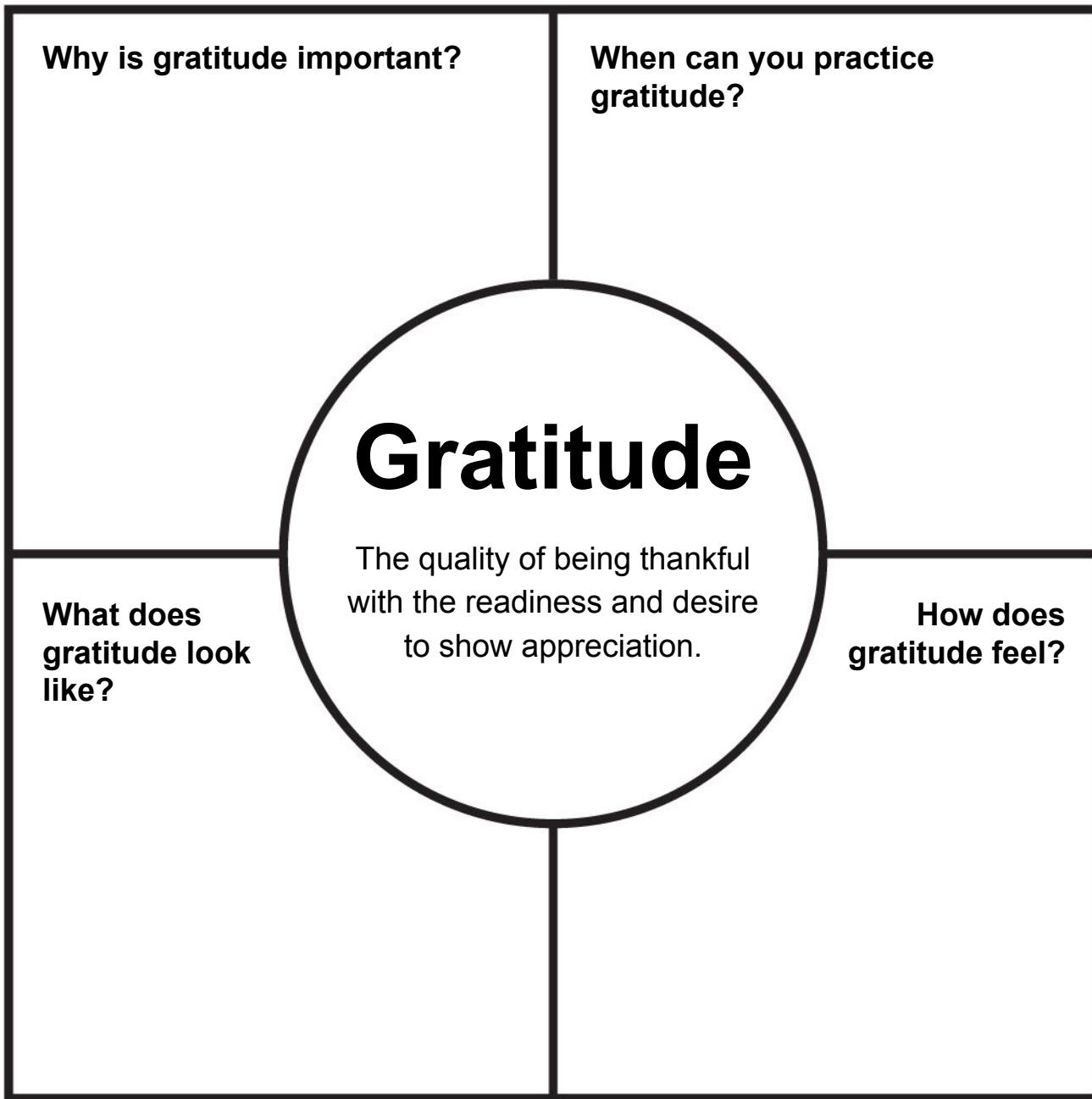
Watch the Ted Talk, *Grit: The power of passion and perseverance* to learn more. [[Video Link](#)]

BELIEVE IN YOU

VARSITY // BRANDS



Use the boxes below to explore what gratitude means to you. Think about the why, when, what, and how of gratitude in your life.



Watch the Ted Talk, *Want to be happy? Be grateful!* to learn more.

[\[Video Link\]](#)

SOCCKER NATION

Activity Log

Name:

Class:

Date:

WEEK 1: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

- > What was the biggest benefit of your physical activity choices this week?

SOCER NATION

Activity Log

Name:

Class:

Date:

WEEK 2: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT

Circle if you had
AVERAGE ENJOYMENT

Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

- > Think about the food that you ate this week. What was your favorite nutritious whole food and how did your body benefit from you eating that food?

SOCCKER NATION

Activity Log

Name: _____ Class: _____ Date: _____

WEEK 3: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

- > What barrier to being physically active did you overcome over the past 3 weeks? How did you overcome it?

SOCCKER NATION

Activity Log

Name:

Class:

Date:

WEEK 4: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]
> There are many reasons to be physically active. Can you make a list of your reasons for being active?

SOCER NATION

Soccer Skill Cues

DRIBBLING

- Eyes Up with Quick Looks at the Ball
- Push the ball forward with Controlled and Purposeful Taps
- Move to the ball
- Tap again with Controlled and Purposeful Taps

PASSING

- Step to the Target (non-kicking foot)
- Use a Firm and Controlled Kick
- Strike the Center of the Ball with the inside of your foot (like a putter)
- Follow Through to the Target

SOCCKER NATION

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.

The table below offers UDL adaptations and suggestions.

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none">• Use a variety of different soccer balls (size, material, weight, colors, etc.). Allow students to explore and choose from the options.• Use large, brightly colored organizational markers to help students maintain safe distances from their peers.• Use different colored cones or spots to identify activity and lap areas.• Use spot markers to create travel routes.	<ul style="list-style-type: none">• Change directions and expectations to reflect equity of skill acquisition, mobility, and fitness level.• Vary movement expectations to increase equity. For example, allow different dribbling and passing alternatives.• Adapt body positioning to student needs. For example, modify the activity to move while sitting, lying, or prone.	<ul style="list-style-type: none">• Visually mark/define space in the activity area with visual markers like cones, spot markers, visual signs/cues.• Adjust lighting (e.g., brighter or lighter).• Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues.	<ul style="list-style-type: none">• Be flexible. Adjust as needed. One size doesn't fit all.• Establish consistent, predictable routines.• Be concise. Speak slowly & clearly with a well-defined beginning & end.• Give 1-step vs multiple-step directions.• Provide time for students to process instruction.• Give choice to motivate students.• Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.

When UDL adaptations are not enough for accessing and developing equitable learning activities and assessments, and you feel that you need to do more for individual students, reach out to providers on the students' IEP Teams. You can also reach out to your school's curriculum resource department in order to see how else you can modify instructional delivery to meet students' needs. Students who have an IEP or a 504 will oftentimes have specific modifications and accommodations in their IEP based on individual needs.