

## **Name/Title:** Obstacle Soccer

**Purpose of Event:** To improve students soccer dribbling, passing, and trapping skills. Secondly it enhances students self reliance, trust and independence.

**Prerequisites:** Practice with soccer dribbling, passing, and trapping.

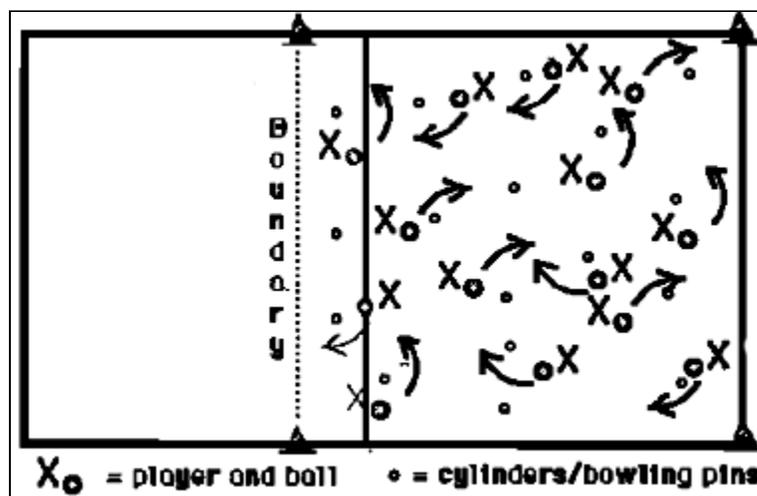
**Suggested Grade Level:** 4-5

**Materials Needed:** 1 partially deflated soccer type ball; 1 cardboard cylinder or plastic bowling pin for each student; 4 cones; best played on a basketball court area.

### Description of Idea

Give each student a soccer ball and one cylinder. Use partially deflated soccer balls because they are easier to control and manipulate on an indoor surface. Each student finds a space within the boundaries of the court; adjust as needed with the four traffic cones. If the students aren't dispersed evenly throughout the playing area, move some to a less congested part of the court.

The soccer ball and the cylinder are placed at the feet of each student with the cylinder standing on its end. The upright cylinders act as a maze and become the objects around which the students will maneuver their soccer balls. Over the course of the activity, challenge the students with a variety of soccer ball-handling skills, becoming progressively more difficult and limited only by the teacher's imagination. Each variation can last about 2 minutes and, depending on the desired tasks, students may work alone or with partners.



#### **The Rules:**

1. Students dribble or pass their soccer balls within the marked boundaries of the court, trying to avoid knocking over any of the cylinders as they maneuver through the maze.
2. If the students knock over a cylinder, they must set it back up without using their hands before continuing with the activity. Any other body parts may be used and more than one person may attempt the

task, as long as no hands are used.

3. The "interference rule" is in effect: students may not interfere with the other students or their equipment.
4. If a soccer ball goes out of the court boundaries, the student may retrieve it and return to the activity.

**For individuals, possible 2-minute tasks are:**

- Dribble with both feet.
- Dribble using only the inside of both feet.
- Dribble only with the dominant foot.
- Dribble only with the outside of the dominant foot.
- Dribble only with the non-dominant foot.

Once the students have been successful with individual challenges, group the class into partners. For partners, use only one ball and make the boundaries smaller for more challenge. This is done by moving the cones closer.

**Possible 2-minute tasks are:**

1. Partners A and B link arms or hands and dribble the ball between themselves as they move through the maze. They must remain linked throughout the task. If they knock over a cylinder, they work together to reset it.
2. Partners A and B position themselves somewhere in the court about 15 feet apart and about 5 feet from a cylinder. Partner A passes the ball to Partner B who traps it. Partner B kicks the ball back to Partner A who traps it and passes it back to Partner B as they continue the sequence.
3. Partner A and Partner B remain in the above positions, but they:
  - kick and trap only with the dominant foot
  - kick and trap only with the non-dominant foot
  - kick the ball continuously back and forth without trapping ("one touch").

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Submitted by **Neil Williams** who teaches at Eastern Connecticut University in Willimantic, CT. Thanks for contributing to PE Central! **Posted on PEC: 9/20/2001.**

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