PHED 1854: Skills for Life: Soccer

A. COURSE DESCRIPTION

Credits: 1
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

An activity course that examines and applies the fundamentals and skills of soccer. The history of the game, rules and regulations and entry level drill and game strategies will be examined. [BSU Focus: Performance and Participation]

B. COURSE EFFECTIVE DATES: 01/08/2010 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. 5 vs 5 short field play
2. 6 vs 6 play
3. Basic Rules
4. Calle Volley
5. Different ball sizes
6. Dribbling and shooting techniques and strategies
7. Goalkeeping techniques and strategies
8. Heading/volleying techniques
9. Passing techniques and strategies
10. Receiving with chest/thigh techniques
11. The application of techniques and strategies for shooting vs. the goalkeeping
D. LEARNING OUTCOMES (General)

1. demonstrate the ability to perform critical analysis by critiquing then making changes in their execution of the soccer skills of dribbling, shooting, and passing.
2. examine how participation in soccer can help them to meet national physical activity guidelines.
3. examine the value of soccer as a means for meeting national physical activity guidelines.
4. demonstrate knowledge of basic soccer techniques and systems.
5. demonstrate knowledge of basic soccer rules and strategies.
6. understand the history and evolution of the sport of soccer.
7. demonstrate the ability to dribble, pass, and shoot a soccer ball using the correct technique.
8. develop soccer skills that will contribute to their physical, social and emotional wellness.
9. demonstrate the ability to write an analysis of their own physical activity behavior patterns.
10. demonstrate safe behavior in the skill target setting and the elements of effective skill execution.
11. demonstrate knowledge and experience the benefits of course's "Skill for Life" as a lifetime skill/physical activity.
12. use their newly acquired knowledge to work collaboratively with an assigned class partner and/or to give quality of performance feedback.
13. demonstrate higher order thinking by demonstrating knowledge of strategies for small group and full team soccer play.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted