



# Soccer Slow-Mo

To help students think about what steps and skills are required to achieve any of the Millennium Development Goals you can carry out a close study of a soccer game. And just to make it more interesting, the students can make their own ball. In doing so they will be joining the millions of children in developing communities around the world who create soccer balls from almost nothing.

## You Will Need:

- A recycling bin full of clean paper and plastic waste
- Copies of Handout 2 'Soccer Slow-Mo'
- Copies of the Millennium Development Goals
- String and sticky tape
- A whistle
- Pencils
- Video Camera (optional)

## Step 1

Construct some 'street balls'. Soccer is often called the 'world game' and with good reason. Children all over the world love to play soccer and even if they don't have a ball it doesn't stop them. Millions of children who cannot afford a fancy ball will make one out of recycled materials. Here's how to do it:

- Scrunch a piece of paper to be the core of your ball
- Add layers of plastic and paper to evenly increase the size of the ball (like pass the parcel but backwards!). Be sure to keep the ball as round as possible
- Tie string or stick tape around the ball every couple of layers
- Make your last few layers out of plastic for durability.
- Finish with a goodly reinforcement of string or tape
- Your finished ball should be round, pretty light and slightly bouncy

## Step 2

To 'test-drive' the balls and to move on to the MDGs you can play a simple modified game of soccer:

- Find an open space and set up some soccer goals
- Divide your group into two teams
- Give every player a number
- Have the teams line up on the sidelines
- To start play call three numbers and the numbered players can run onto

the pitch and begin playing soccer with basic rules

- A goalie is optional!
- New players can be called on after a goal or when the referee feels it would be good to swap

### **Step 3**

When everyone has had some time on the pitch inform students that the next goal will be a golden one! They should observe the game as closely as they can so that they can recall it later and talk about how the goal was scored. Alternatively you could use a video camera to capture the 'golden goal' and watch the footage later. Resume play until the 'golden goal' is scored and then head back inside.

### **Step 4**

Invite a student to tell the story of how the last goal was scored. Brainstorm the skills and steps that led to the goal. Invite students to work in pairs on 'Soccer Slow-Mo'. There is an example handout filled in for you below. When students have completed the handout have a class discussion about the findings.

### **Step 5**

Invite students to have a look at the Millennium Development Goals. Allow students to discuss the goals with a partner. Some starting questions may include:

- Is there a goal that you think is more important than the others? Why?
- Who would need to be involved to meet one of these goals?
- What would be needed to meet these goals?

Return to the whole group and ask the students:

"Which of the skills from 'Soccer Slow-Mo' would be essential for achieving an MDG?"

If you get blank stares you might give the example such as:

"Teamwork is essential for meeting the first MDG because both poor countries and rich countries need to offer their skills to tackle hunger".

You could work with one of the goals to simplify the discussion.

### **Step 6**

If your class has access to the internet you could check out the UN's student site:

[www.un.org/Pubs/CyberSchoolBus/mdgs/index.asp](http://www.un.org/Pubs/CyberSchoolBus/mdgs/index.asp)

Try clicking on the "How are we doing so far?" section for each goal.

# Soccer Slow-Mo

What is needed to score a goal? Normally a goal is the end-point of a lot of skill, strategy and risk-taking. Try to recall the goal you just watched and slow it down in your mind. Choose **three** things that led to the goal from the list below and give evidence of what you saw. For example, if you choose **'skill'** you could write something like: "I saw Harriet snap a bicycle kick over the head of Charlie to set up the goal".

<b>Towards The Goal</b>	<b>Evidence</b>
Teamwork – Making use of the strengths of all of the team members.	
Skill – Learned and natural abilities used to direct the ball to its destiny!	
Strategy – A planned pattern to thwart the opposition.	
Mini-Games – The goal is usually the end result of a series of mini-games where one team gains control over the other.	
Risk-Taking – A calculated risk can create an opportunity to score.	
Communication – An effective team constantly talks (or shouts) to each other about what to do.	
Giving Effort – A goal is far more likely if everyone is 'having a go'.	

## Example of Student Handout

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What is needed to score a goal? Normally a goal is the end-point of a lot of skill, strategy and risk-taking. Try to recall the goal you just watched and slow it down in your mind. Choose **three** things that led to the goal from the list below and give evidence of what you saw. For example, if you choose 'skill' you could write something like: "I saw Harriet snap a bicycle kick over the head of Charlie to set up the goal".

<b>Towards The Goal</b>	<b>Evidence</b>
Teamwork – Making use of the strengths of all of the team members.	<i>Harriet passed the ball to Chris to run up the pitch because he is the fastest runner in the class.</i>
Skill – Learned and natural abilities used to direct the ball to its destiny!	
Strategy – A planned pattern to thwart the opposition.	
Mini-Games – The goal is usually the end result of a series of mini-games where one team gains control over the other.	
Risk-Taking – A calculated risk can create an opportunity to score.	
Communication – An effective team constantly talks (or shouts) to each other about what to do.	<i>Harriet called for the ball when she had a clear shot at goal. It worked.</i>
Giving Effort – A goal is far more likely if everyone is 'having a go'.	<i>Harriet slid in the grass to pass the ball to Chris. She got dirty but the pass helped them.</i>

