

LESSON 7: ASSESSMENT AND 4 V 4 GAME PLAY

Grade-Level Outcomes

Primary Outcome

Passing & receiving: Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)

Embedded Outcome

Social interaction: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)

Lesson Objectives

The learner will:

- demonstrate passing with correct form.
- demonstrate a legal throw-in, applying the critical elements.
- demonstrate how to collect the ball in a variety of ways.

Equipment and Materials

- 1 ball for every 3 students
- Marked fields for teams of 4
- 1 set of jerseys for each field

Introduction

Today, you will demonstrate your ability to pass, collect, and throw in using correct form.

Review the critical elements with students and explain the lesson.

When we are finished with this, we will continue playing 4 v 4.

Review with students what they did well and what they can work on to improve.

Instructional Task: Assessment of Collecting, Passing, and Throw-Ins

■ PRACTICE TASK

Students perform throw-ins, collecting, and passing in groups of three.

The assessments can be scored live or recorded to be scored at a later time.

Extension

To make the assessment more game-like, add a passive or semi-active defender to the passer and receiver.

Refinement

Before they begin, talk with students about helping one another by providing feedback to help other students improve their skills.

First: Partner A performs a correct throw-in to partner B. Partner B uses appropriate technique to collect the ball and once collected, pass the ball quickly to partner C.

Second: Partner C then traps the ball and starts the process over but can now perform a throw-in to either partner as students continue to demonstrate their ability to throw in, trap, and pass.

Student Choices/Differentiation

If a student is continually receiving a bad throw-in or pass, provide one for her so she may have a better opportunity to demonstrate how to collect.

What to Look For

Using the assessment checklist, identify which critical elements students are proficient in and which ones they need to continue to work on.

Instructional Task: 4 v 4

■ PRACTICE TASK

In teams of four, students play 4-minute modified soccer games using the skills and strategies that they have learned during the module. Students self-officiate.

Refinement

Stop the game and discuss any rules that need clarification.

Guiding questions for students:

- How are you working together to try to score?
- How are you working together to defend?

EMBEDDED OUTCOME: S5.M6.6. Talk with students about following the rules while encouraging fellow classmates to help make soccer fun and enjoyable.

Student Choices/Differentiation

- Students can choose to practice any of the practice tasks from previous lessons.
- Students may choose their playing partners.

What to Look For

- How are students implementing the skills that they have been learning?
 - On offense, are students creating open space through dribbling and applying different types of passes?
 - On defense, are students reducing open space and getting in passing lanes?
 - Are students working with and encouraging one another?
-

Formal and Informal Assessments

Formal skills assessment on trapping, passing, and throw-ins (teacher-created rubric or checklist)

Closure

- Discuss with students in general how the assessment went and what you observed. Model for students what they did well and what they still need to work on.
- Discuss how the 4 v 4 games went and skills or rules that need clarification. Remind students about evaluation of officiating skills in next class.

Reflection

- How did the skills assessment go?
- How are students doing at self-officiating their soccer games?
- What will you need to discuss again before students are evaluated on their ability to officiate their own games?

Homework

Review the rules of soccer, and practice at home or during recess time any individual skills that you need to work on.

Resources

Dougherty, N.J. (Ed.) (2010). *Physical activity & sport for the secondary school student*. 6th ed. Reston, VA: National Association for Sport and Physical Education.

McManama, J., Hicks, L., & Urtel, M. (2010). *Physical education activity handbook*. 12th ed. San Francisco: Benjamin Cummings.