

LESSON 8: OFFICIATING AND GAME PLAY

Grade-Level Outcomes

Primary Outcome

Rules & etiquette: Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)

Embedded Outcome

Working with others: Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)

Lesson Objectives

The learner will demonstrate sufficient knowledge of skills and rules to participate in and self-officiate soccer games.

Equipment and Materials

- Marked fields with 2 goals for every 8 students
- 1 soccer ball per field
- Jerseys for each field

Introduction

Today is our last day of soccer. During our games today, you will be assessed on your ability to self-officiate the soccer games while demonstrating your knowledge of the rules by applying them and holding others to them.

Instructional Task: Officiating

■ PRACTICE TASK

Review general soccer rules with students.

Show video clips of soccer officials.

Have students practice basic calls (offside, goal, hand ball, etc.).

Extension

Have groups of students watch video clips of game play and try to make the call. Discuss the call with the groups and the difficulty of making the call.

Student Choices/Differentiation

- Have examples of videos with calls to demonstrate for students who are struggling.
- Use Internet searches for examples.

What to Look For

Students have a basic understanding of officiating soccer.

Instructional Task: 4 vs 4

■ PRACTICE TASK

Students continue with their 4 v 4 games.

Games are 4 to 5 minutes long, with assessment occurring during game play.

After time is up, teams rotate to play teams with the same ability level.

Extension

During game play, assess students on their officiating skills by their ability to hold themselves and others to the rules of soccer.

EMBEDDED OUTCOME: S4.M3.8. While students are officiating, remind them to work with others by responding appropriately and following the rules of the game.

Student Choices/Differentiation

- Adjust teams, as needed, for appropriate skill level.
- Modify assessment on an individual basis for individual circumstances.

What to Look For

- Are students applying the rules of soccer correctly?
 - If someone does not follow the rules, are students holding the person accountable or letting it go?
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Formal and Informal Assessments

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

Closure

- Discuss with students what you saw today in their ability to self-officiate and demonstrate their knowledge of soccer.
- Describe the growth that you've observed over this unit in both knowledge and skill.
- Talk about how students interacted together and areas in which they can improve moving forward into the next unit.

Reflection

- How did the unit go?
- What did students pick up quickly, and why might that be?
- What might students need more time or practice on the next time this is taught?
- Did you have enough equipment or might you need something else or more next time?

Homework

Have students write a self-reflection on their officiating experience. Prompts:

What did you like about officiating?

What didn't you like?

Was it more difficult or easier than you thought it would be? Why?

Have students review the information from the school's physical education website before the next class about the upcoming module.

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.