

Keeping Track of My Soccer Performance

Sixth-Grade Physical Education

River Ridge Middle School

Name _____

Date _____

Teacher _____

During the learning and practice activities for our soccer unit, you will be asked to track your progress as you master the soccer skills of dribbling, passing, trapping, shooting, tackling, and defending and apply these skills and basic offensive and defensive strategies in modified game situations. You will accomplish this task by completing each assessment task found in this booklet, either during or upon completion of each learning or practice task. Doing so will enable you to track your progress throughout the unit, which will help you identify skills that you need to work on, both in physical education class and outside of class. This booklet will go with you to seventh-grade physical education, so that you can continue to follow your progress in soccer skill and game play.

At the beginning of each class period, as you enter the gym, you will pick up your booklet and a pencil. Keep the booklet with you as you move around the gym, and always make sure that it is in a safe place so that no one will step on it or trip over it. The best place to keep it is probably close to a wall. At the end of class, you will leave the booklet and pencil in the box on the table by the door as you exit the gym, unless you have a homework assignment and need to take the booklet home with you.

To get better at any skill or sport, you must practice, practice, practice! We may not have enough time for you to practice skills as many times as you need to in order to get better. Therefore, it is important for you to remember ways of practicing skills that help you progress from one level of performance to the next. In the first section of your soccer portfolio, you will record the ways in which you practice skills, as well as the times when you practice at home, during lunch, and on the weekends.

Activity 1: My Practice Record

Skills	Practice Activity	Where	Date	Results
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Activity 2: Partner Assessment Form

Directions: As your partner dribbles the ball across the floor and back, make sure that you are in a good position to observe clearly and correctly evaluate his or her performance of the dribble.

Make sure that you record the results in your partner's booklet. In completing this assessment, use the following checklist. Place a check mark in the space in front of each performance element that you observed your partner consistently demonstrate.

Remember, this assessment will not be used as a grade for your partner. It is intended to help your partner improve his or her performance. You are the teacher or the coach.

Checklist: Dribbling the Ball for Speed

Date Completed _____ Name of Evaluator _____

Comments _____

_____ Maintains upright body position _____

_____ Keeps head up, looks downfield _____

_____ Looks at the ball _____

- _____ Taps ball with inside or top of foot to push it about 3 feet (1 meter) in front of self _____
- _____ Runs quickly to the ball _____
- _____ Maintains control of the ball _____

Activity 3: Peer and Self-Assessment Rubric

Directions: Observe your partner while he or she dribbles in a designated space on the field with other students dribbling at the same time. Use this rubric to rate your partner's performance. Make sure to mark your partner's booklet. Circle the term that you think best represents your partner's level of performance. Write feedback comments that you think might help your partner improve his or her performance as he or she continues to practice.

Changing Direction and Dribbling in Different Pathways

Date Completed _____ Name of Evaluator _____

Expert Level

- Was consistently able to change direction quickly to avoid bumping into other students
- Maintained control of the ball during the entire time
- Looked up frequently to watch for other students
- Dribbled in curved, zigzag, and straight pathways
- Changed speed when needed (slowed as approached another, changed direction and speeded up as moved away from another)

Intermediate Level

- Changed direction but not always quickly (bumped into other students a few times, but generally was able to avoid collisions)
- Maintained control of the ball most of the time (lost the ball only a few times and quickly ran to regain control)
- Looked up occasionally to watch for other students in path
- Dribbled in at least two different pathways
- Changed speed of dribble at appropriate times

Novice Level

- Was unable to consistently change direction when needed (frequently bumped into other students)
- Lost control of the ball frequently, was slow to regain control
- Consistently looked down at the ball, rarely up at others
- Dribbled in only one pathway
- Speed of dribble was consistently slow (little change in speed)

Activity 4: Dribbling Against an Opponent

Directions: Observe your partner as he or she dribbles against a defender and use the checklist below to evaluate your partner's performance. Determine whether your partner demonstrates the performance elements or cues that are necessary to dribble successfully against an opponent. For each performance cue, place a check mark in the space provided on the checklist if your partner demonstrates the cue consistently.

Dribbling Against an Opponent (Peer Evaluation)

Preparation

- _____ Knees bent
- _____ Low center of gravity
- _____ Body over the ball

Execution

- _____ Focus on ball
- _____ Body fakes and deceptive foot movements
- _____ Control of ball with appropriate surface of foot
- _____ Body between ball and opponent
- _____ Change of speed, direction or both

Follow-through

- _____ Close ball control
- _____ Acceleration away from opponent
- _____ Looking up and looking downfield

Evaluator's Comments _____

Dribbling Against an Opponent (Self-Assessment)

8–10 = awesome, 5–7 = good, 0–4 = needs practice

1. In 10 possessions, I maintained possession when confronted by an opponent _____ times.
2. The tactic that worked best for me when dribbling and dodging an opponent was _____

_____.
3. The tactic that did not work well for me was _____

_____.

Activity 5: Passing the Ball to the Wall (Self-Assessment)

8–10 = awesome, 5–7 = good, 0–4 = needs practice

1. I was able to make quick passes from a stationary position so that the ball hit the target area on the wall from a variety of distances _____ out of 10 times.
2. I was able to make quick passes from a dribble from various distances so that the ball hit the target on the wall _____ out of 10 times.

Activity 6: Passing a Ball to a Stationary Partner

Self-Assessment

8–10 = awesome, 5–7 = good, 0–4 = needs practice

1. I was able to make quick, accurate passes to my stationary partner so that he or she could move forward and trap the ball _____ out of 10 times.
2. I was able to gain control of _____ passes kicked to me by my partner out of 10 tries.

Peer Assessment in the Inside of the Foot Pass Performance Cue Checklists

Directions: Place a check mark by each performance cue demonstrated by your partner.

Date _____ Evaluator's name _____

Preparation

- _____ Face target
- _____ Place nonkicking foot beside ball
- _____ Bend support foot slightly

- _____ Swing kicking leg back
- _____ Turn kicking foot outward
- _____ Hold arms out to side for balance
- _____ Focus on ball

Execution

- _____ Keep body over the ball
- _____ Swing kicking leg forward
- _____ Keep kicking ankle firm
- _____ Contact center of ball with inside surface of foot

Follow-through

- _____ Transfer weight forward
- _____ Swing through the ball
- _____ Follow through smoothly

Activity 7: Passing to a Moving Partner (Self-Assessment)

7–10 = awesome, 5–6 = good, 0–4 = needs practice

1. I was able to pass the ball slightly ahead of my partner, who was moving, so that he or she could move to the ball and easily gain control of it _____ times out of 10.
2. I was able to move to a pass from my partner and gain control of it _____ times out of 10.

Activity 8: Passing to a Moving Partner From a Dribble (Self-Assessment)

7–10 = awesome, 5–6 = good, 0–4 = needs practice

1. I was able to make _____ out of 10 passes from a dribble to my partner who was also moving.
2. While moving, I was able to receive _____ out of 10 passes from my partner and keep control of the ball until I passed again.

Activity 9: 2v1 Passing in a Small Area to a Partner Against an Opponent

Directions: After playing 2v1 keep-away for a couple of minutes, discuss the experience with your group and answer the following questions about strategies for passing and defending.

1. When you had possession of the ball, what did your teammate do to help you make a successful pass to him or her?
2. When another player had possession of the ball and you were on defense, what did you do that helped you intercept a pass and gain possession of the ball?

Activity 10: 2v2 Keep-Away—Assessing Your Passing and Intercepting Efficiency

Name _____ Evaluator's Name _____ Date _____

For this activity, try to use the passing and defending strategies that seemed to work well for you and other students in activity 9.

Directions: You will work in groups of eight students. Four students will play for 2 minutes while the other four keep track of successful passes and interceptions. Each observing student records one player's game statistics. Please give your form to the student who will be recording your performance.

When the player you are observing is on offense, place a slash mark through the number of the pass if it was not intercepted and was successfully received by the passer's partner. When your player is on defense, mark a line each time he or she intercepts a pass or takes the ball away from the player who has the ball.

Passes

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53

- Total number of passes attempted _____
- Total number of successful passes _____
- Passing percentage _____ (number of successful passes divided by number of attempts; for example, $10/20 = 50$ percent)

Intercepted Passes

Total number of intercepted passes _____

Successful Tackles

Total number of tackles _____

Activity 11: Shooting the Ball at a Goal Without a Defender

Directions: Using two cones set 8 feet (2.4 meters) apart as your target, place a hot spot—where students dribble up to it and shoot from the spot—15 feet (4.6 meters) from the goal and attempt five shots at the goal from a dribble. Move the hot spot back to 20 feet (6.1 meters) and take five shots at the goal from a dribble. Five shots should be taken with the instep, and five with the inside of the foot. Repeat from 25 feet (7.6 meters). Record your performance results.

Kick With the Inside of the Foot

I made _____ goals out of five from 15 feet.

I made _____ goals out of five from 20 feet.

I made _____ goals out of five from 25 feet.

Kick With the Instep

I made _____ goals out of five from 15 feet.

I made _____ goals out of five from 20 feet.

I made _____ goals out of five from 25 feet.

My total shot percentage (number of goals divided by the number of attempts) is _____.

I was more accurate when I shot at the goal from _____ distance.

I was more successful when I did the following: _____

Activity 12: Shooting for a Goal From a Pass or Making an Assist

Directions: With a partner, dribble toward the goal and lead your partner with a pass so that he or she can take a quick shot at the goal from about 10 to 15 feet (about 3 to 4.6 meters) at a side angle. Do this 10 times, then switch roles.

1. I made _____ goals from my teammate's passes. My shooting percentage was _____.

2. My partner made _____ goals from my passes. I made _____ assists. My assist percentage was _____.

Activity 13: Shooting for Goals With a Partner and Against One Defender

Directions: Proceed as for activity 12, but this time you and your partner must shoot with a goalie guarding the goal. Keep track of the number of times that each of you passes and shoots.

1. I kicked _____ goals from passes from my partner. My shooting percentage is _____.

2. My partner scored _____ goals from my passes. My assist percentage is _____.

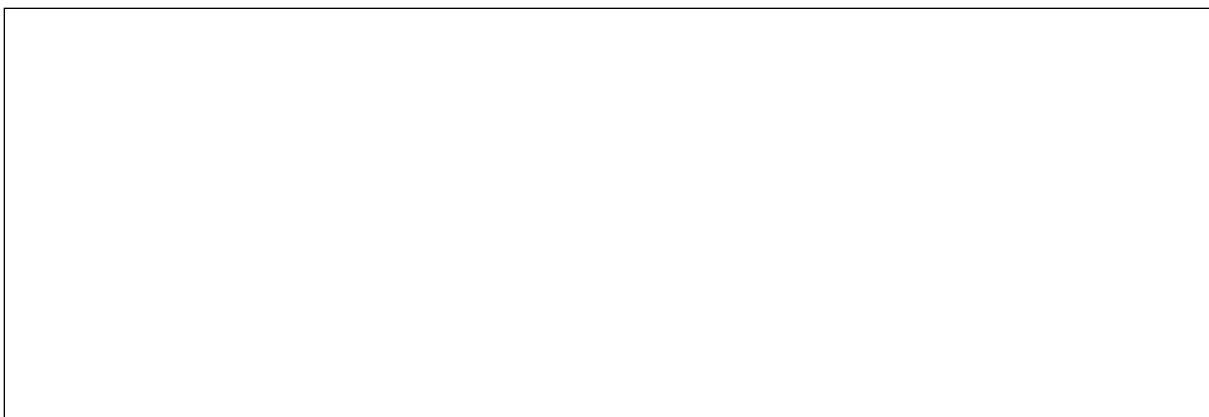
3. I used the following strategies to score a goal: _____

Activity 14: 3v3 Modified Soccer Game

Directions: After playing this modified game for 3 minutes, meet with your teammates and discuss the offensive and defensive strategies that worked well. What did you have difficulty with, and what different strategy might you use next time? Remember that when playing offense, your goal is to maintain possession of the ball and score goals. When playing defense, your goal is to gain possession of the ball and prevent the other team from scoring. Your strategies should help you accomplish these goals.

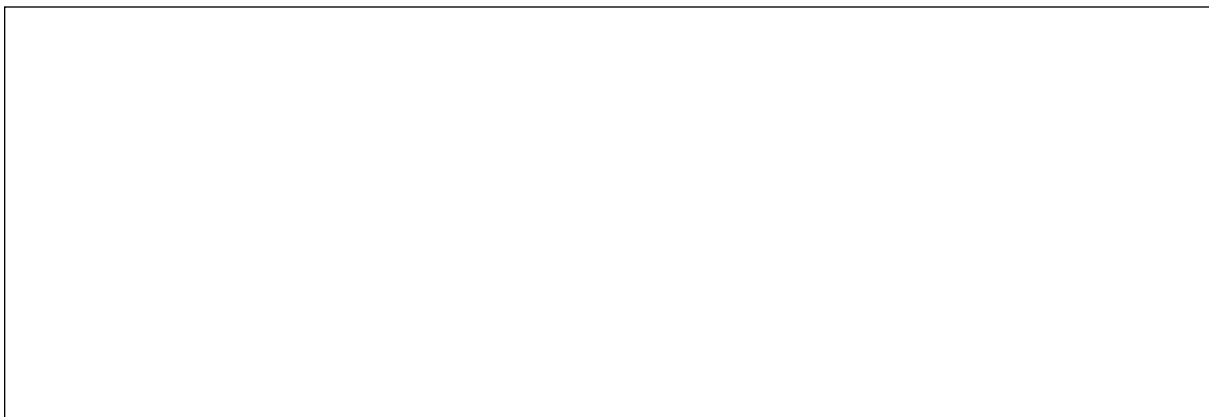
1. What offensive strategies did your team use successfully to keep the ball away from your opponents and move the ball toward the goal? _____

It may be helpful to draw a picture with Xs to represent your team and Os to represent your opponent; to demonstrate your strategies, use arrows to show how members of your team moved. Also draw the lines of your playing field. Use the space below.



2. What defensive strategies did your team use successfully to get the ball away from your opponents and prevent them from scoring? Describe what you did that worked well, what did not work, and what you will try to do differently next time. _____

Use the space below to make drawings showing what you did. Use X's and O's as you did in depicting your offensive strategies.



Plan a Team Practice Session

Based on your team's performance and on your discussion of offensive and defensive strategies, plan a 20-minute practice session for your team. Concentrate your efforts on skills or strategies that did not work very well—or ones that you need to develop. Use the space below to write out your practice plan. You may either use activities or drills that we have already covered in class or create your own.

Activity 15: How Does Soccer Help Me Improve My Physical Fitness?

What fitness components can I improve by playing soccer?

How can I tell if playing soccer improves my cardiorespiratory endurance? (While playing a 3v3 game of soccer in class, the teacher will ask you to stop and take your pulse rate to see if you are in your target heart rate zone.)

- My pulse rate was _____ (count pulse for 10 seconds).
- My heart rate per minute was _____ (multiply pulse rate by 6).
- My maximum heart rate is _____ ($220 - \text{your age}$).
- My target heart rate zone is _____ (maximum heart rate multiplied by 0.60 = lower limit; maximum heart rate multiplied by 0.85 = upper limit).
- Was my heart rate within my target heart rate zone? _____
- What does this mean? _____
- In order to improve my cardiorespiratory endurance by playing soccer, I must _____

Activity 16: 5v5 Modified Soccer Tournament

For the next 5 days, all teams will participate in a round robin tournament. You will complete a number of learning activities centered on the tournament. Every student will sign up for a tournament committee (no more than five students on any given committee), and each committee will have a specific assignment to prepare for the tournament.

Activity 16a: Conducting a Tournament

Tournament Committee

In a round robin tournament, every team plays every other team the same number of times. The teams with the best records play for the championship at the end. If there are eight teams in our class tournament, how would you set up the tournament? You may need to collaborate with your teammates, go to the library to find a book about conducting tournaments, or search the Web for information. Most tournament directors develop entry forms for teams to fill out in order to enter a tournament. Please use a separate page to develop the entry form. You may also want to make a tournament poster that includes the schedule and standings so that all the teams can keep track of tournament results.

Members of the Committee

1. _____
2. _____
3. _____
4. _____
5. _____

Rules Committee

The rules committee establishes or selects the version of the rules that will be used for the tournament. Since we are playing a modified game, the rules committee must make up the rules for the tournament. Think about rules that will make the game fun, fair, and safe for everyone. Here are some questions for the committee to ask:

1. What area is the game played on? What are the boundaries? How big are the goals?
2. What do players do when the ball goes over the sideline? The end line?
3. How does the game begin?
4. What constitutes a foul or illegal play? What is the consequence for each?
5. What privileges does the goalie have?
6. How does a team score? How many points are awarded for a score? Is there more than one way to score?
7. How long does a game last?

Please write the rules below. Once the rules are established, the committee must conduct a rules meeting for the coaches and teams.

Members of the Committee

1. _____
2. _____
3. _____
4. _____
5. _____

Awards and Souvenirs Committee

This committee decides what each participant will receive as a souvenir for participating in the tournament; the committee also makes the souvenirs. In addition, the committee makes awards for the champion and runner-up. At the end of the tournament, the committee conducts the awards ceremony and presents the awards. You may also decide to give individual awards, such as outstanding boy player, outstanding girl player, most improved boy and girl, and best sporting behavior. Please write a report in which you indicate what you will do, then gather materials and make the souvenirs and awards.

Members of the Committee

1. _____
2. _____
3. _____
4. _____
5. _____

Media, News, and Sports Information Committee

This committee reports the news and tournament results through various news media forms: newspaper, radio, school Web-site, and television. Here are the committee's assignments:

1. Sports reporter for the *River Ridge Gazette* (a laptop computer will be provided).
2. Sports photographer for the *River Ridge Gazette* (a camera will be provided).
3. Sports announcer for local radio station that will broadcast selected games and provide an audio recording.
4. Camera person for local news television crew (video camera will be provided).

5. TV play-by-play announcer that provides a recording of the game.
6. River Ridge sports information director who provides information about teams and players to the news media and prepares a media guide or program.

Each news media person must gather necessary equipment and supplies and make sure they are set up and ready to go at game time. You will provide a product that will be shared with the class. In the following space, explain what your job will be and what you will do to prepare for it. Describe the product that you will produce for this project.

Members of the Committee

1. _____
2. _____
3. _____
4. _____

Officials' Committee

The scorekeeper or statisticians will work a game and keep game statistics. To prepare for this job, you will develop a score sheet and a statistics form that can easily be used to collect game statistics for each team and player. You will then use these forms to record game stats and tally the results for the teams. Please use the following space to develop the layout of your forms. Some items you might want to include are assists, scores, accurate passes, turnovers, steals, tackles, and minutes played. Once you have developed your forms, prepare them neatly via computer.

Members of the Committee

1. _____
2. _____
3. _____
4. _____

Activity 16b: My Tournament Participation Evaluation

My team name _____ Members of my team _____

My team record Wins _____ Losses _____ Place _____

Individual awards received _____

• My tournament stats

• # of goals _____ Goal percentage _____ Goal average per game _____

• # of assists _____ Assist percentage _____ Assist average per game _____

• # of turnovers _____ Turnover percentage _____ Turnover average per game _____

• # of steals _____ Steal percentage _____ Steal average per game _____

• # of saves _____ Save percentage _____ Save average per game _____

• The best part of the class soccer tournament was _____

• What I liked least about participating in the tournament was _____

- The special contributions of each of my team members were _____
- Consider this statement: "I would like to participate in another class tournament." Why or why not?

Activity 17: Group Soccer Skills Teaching Project

Group members:

1. Your group of three will decide on a soccer skill that you would like to teach to a third-grade physical education class. List here the soccer skill that your group chose: _____
2. Someone in your group will demonstrate the skill to the third-grade students. Your group will identify no more than five performance learning cues that you will give the students to help them remember how to perform the skill correctly when they practice it. Your group will create a poster that lists each learning cue and includes either a drawing or a picture of someone performing each cue. Make the poster large enough that the third graders will be able to look at it while they practice if they need to be reminded of the cues. Turn your poster in with this assessment form. Be sure that you write your names on the bottom left corner of the poster. Write your learning cues in the following space:
3. Write down and explain three practice activities (in order from easy to harder) that a third-grade student who is just learning the skill should do in order to improve his or her skill performance.

Activity 18: Soccer: A Choice to Be Physically Active

1. Consider this statement: "Soccer is my choice of physical activity to pursue for a lifetime." Why or why not?

2. In my community, what resources are available that could enable me to continue practicing and playing soccer, both as a youth and as an adult? (I have completed some research to answer this question.) _____

Activity 19: My Final Evaluation of My Soccer Performance and Progress

1. My skills or strategies that I perform well are _____

2. The skills or strategies that I need to improve on are _____

3. New soccer skills and strategies that I would like to learn are _____

From J.L. Lund and M.F. Kirk, *Performance-Based Assessment for Middle and High School Physical Education*, 3rd ed. (Champaign, IL: Human Kinetics, 2020).