

The background of the page features a large, light blue watermark of the Butler University seal. The seal is circular and contains the text "BUTLER UNIVERSITY" at the top and "DIANAPOLIS 1855" at the bottom. In the center of the seal is a stylized torch with a flame.

Candidate Work Sample  
Sports Education Soccer Unit

Kyle Lees  
Spring 2013

## **Sections**

Section 1..... Contextual Factors

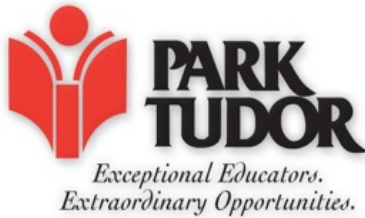
Section 2..... Unit Plan with Student Learning Outcomes

Section 3..... Assessment Plan

Section 4..... Designs for Instruction

Section 5..... Instructional Impact

Section 6..... Analysis of Learning and Reflection



Park Tudor School is a private K-12 college preparatory institution located in Indianapolis, Indiana. With a student population of 986, the school prides itself on creating well-rounded students who are confident and resourceful lifelong learners. Park Tudor offers a rigorous academic program complemented by a co-curricular program of organizations, clubs, fine arts and athletics.

### At a Glance

- Student-teacher ratio of 9 to 1
- Twenty-six percent of the school population comes from an ethnically diverse background
- Typically 100 percent of the school's graduates matriculate at four-year colleges and universities, well prepared to succeed
- On a six day class rotation schedule

### Athletics & Physical Education

- Eighty percent of students participate in one of the 17 sports offered
- The program instills in Park Tudor students an understanding that health is a state of total physical, mental and social well-being that is articulated through habitual healthy choices and attitudes
- High School students are required to complete one semester of physical education, one semester of health and either participate on a varsity sports team or one semester of an advanced physical education class in order to graduate
- Middle School physical education classes meet each semester, including one section of health per year
- Lower school physical education classes meet each semester

### My Experience

During my time at Park Tudor, I was able to receive a wide variety of experience teaching physical education and health to elementary, middle and high school students. My work sample will focus on what I implemented to my 6<sup>th</sup> grade students during a 4-week indoor soccer unit.



At Park Tudor, if a middle school student is on a school sports team, he or she does not have to participate in a physical education class. Because Park Tudor is a small K-12 institution, there are not enough facilities to allow for both middle school and varsity athletics to practice at the same time. Therefore, the middle school practices during their physical education period.

With the 54 students in my class, I decided that it would be best to implement a physical education model that was in the best interest of the students—the Sports Education Model.

By allowing my students to collaborate as a team and officiate games, my goal was for the unit to have a positive impact on them so that they will consider joining a team in an extra-curricular setting in the future. I also wanted my students to enjoy soccer and discover a sport that one can play throughout their lifetime to develop the skills necessary to stay active throughout one's life.



Since the students in my 6<sup>th</sup> grade physical education class do not participate in school sports, the big idea is to allow them the chance to experience the team aspect of soccer, while permitting the growth of their psychomotor, cognitive and affective skills. The goal is for the students to pursue lifelong physical activity or participate in an extra-curricular sport. Because soccer values the “team” aspect and can be played throughout one’s life, I believe it was the perfect choice of content

**Essential Questions**

- What is the purpose of dribbling a soccer ball in game play?
- Why is it important to keep your eyes up while dribbling in soccer?
- Why do we use the inside sole of our foot to dribble?
- What are the benefits of working well as a team?
- How can soccer help benefit one’s overall physical fitness?

**Student Learning Outcomes**

**TSWBAT:**

Gameplay: Display the skills learned in practice in a game using correct technique.

Knowledge: 1) Display their knowledge of soccer by officiating a game without any formal complaints from teams. 2) Display their knowledge of soccer rules and movement concepts on a written exam by receiving at least an 80%.

Social Behavior: Practice as a team throughout the unit without disrupting the team chemistry (Team/Peer Evaluations).

Skill Development: Dribble a soccer ball with proper form through obstacles in under one minute and thirty seconds.

**Student Activities**

- Dribble Obstacle Course
- Dribble Only Goal Game
- Three-Goal Soccer Game
- Shooters and Shaggers
- Traffic Jam Relay Race
- Four-Corners Passing Game
- Five-Pass Soccer Game
- Round-Robin Tournament

**Assessments**

Formal: Pre and Post Test (Dribble Obstacle Course)

Formal: Self and Peer Evaluation (Teamwork, Officials)

Formal: Written test over the rules and overview of the unit

Informal: Individual skill development during practice and game play

**Physical Education Standards**

6.1: Competency in movement skills and motor patterns

6.2: Understanding of movement concepts, principles, strategies and tactics

6.5: Exhibit positive social behavior to self and others

**Enduring Understandings**

Students will show their understanding of how to dribble a soccer ball by:

- Utilizing proper learning cues during all drills and games
- Showing improvement of individual times from the pre test to the post test while meeting the objective
- Giving 100% effort all the time to keep the ball in control

Students will show their understanding of the importance of good teamwork by continuously cooperating with teammates and showing respect to all.

Students will show their understanding of the rules of soccer by calling all fouls they see during game play.

Students will show their understanding of how soccer can be a healthful physical activity through self-evaluations.

# Assessment Plan

**Self and Peer Evaluation**—Students are required to fill out the self and peer evaluation to assess themselves and their teammates in relation to how well they worked together as a team. One of the goals of the unit is to develop the social behaviors required to participate in a team setting.

6<sup>th</sup> Grade Indoor Soccer: Self and Peer Evaluation

Name: \_\_\_\_\_  
 Team Name: \_\_\_\_\_

Please rate the following questions about **YOURSELF** honestly.

1) On a scale of 1-5, with 1 being the least and 5 being the most, how much effort did you put in towards this soccer unit?  
 1   2   3   4   5

2) On a scale of 1-5, with 1 being the least and 5 being the most, how much do you believe your soccer dribbling skills have improved through this unit?  
 1   2   3   4   5

3) On a scale of 1-5, with 1 being poor and 5 being the great, how well would you rate your involvement towards the team?  
 1   2   3   4   5

4) On a scale of 1-5, with 1 being very little and 5 being the most, how much physical activity was involved in a soccer game?  
 1   2   3   4   5

5) On a scale of 1-5, with 1 being very unlikely and 5 being very likely, what are the chances you pursue soccer in an extra curricular setting?  
 1   2   3   4   5

Please rate the following questions about **YOUR TEAM** honestly.

1) On a scale of 1-5, with 1 being poor and 5 being very likely, how well did your team cooperate together?  
 1   2   3   4   5

2) On a scale of 1-5, with 1 being poor and 5 being great, how much did you enjoy playing on your team?  
 1   2   3   4   5

List any concerns you had with your teammates:

6th Grade Indoor Soccer Teams--Pre/Post Test Times					
	Pre	Post		Pre	Post
<b>Lengends of Gold</b>			<b>Extreme Kiwis</b>		
Jack			Alexander		
Henry			Elijah		
William			John		
Maria			Paige		
Caroline			Rachel		
Tyler			Leo		
Evan			Ammar		
Neil			Peter		
Sophia			Deena		
Alex			Emily		
Kitty			Amara		
<b>Hardy Hippos</b>			<b>V8 Fusion!</b>		
Loqen			Jack		
Gavin			Alexandra		
Adam			Odle		
Davin			Alex		
Jillian			Vaquin		
Kevin			Cole		
Chris			Nicholas		
Cooper			Michael		
Arya			Alex		
Chloe			Julia		
Brooke			Shea		
<b>OBLPSS</b>					
Max					
Jacob					
Oliver					
Nikki					
<b>Margherita</b>					
Thomas					
Thaxter					
Aidan					
<b>Ayesha</b>					
Olivia					
Sarah					

**Pre and Post Skill Test**—To show development of students' soccer dribbling skills throughout the unit.



Name: \_\_\_\_\_

6<sup>th</sup> Grade Indoor Soccer Assessment

Please circle the best answer for each question:

1) What is the number of periods that will be played in regulation?  
 A) 1  
 B) 2  
 C) 3  
 D) 4

2) How many minutes is each period in regulation?  
 A) 5  
 B) 3  
 C) 10  
 D) 8

3) How many players on your team, including the goalie, are allowed on the court during game play?  
 A) 7  
 B) 11  
 C) 5  
 D) 3

4) What type of kick occurs after a penalty is called outside of the goalie box?  
 A) Penalty Kick  
 B) Free Kick  
 C) Goal Kick  
 D) Corner Kick

5) In order for a goal to be rewarded, the soccer ball must:  
 A) Land on the black goal line  
 B) Cross the black goal line  
 C) Both A and B  
 D) None of the above

6) How does an official, in this indoor soccer unit, signal a foul?  
 A) Blows his/her whistle  
 B) Raises a yellow card  
 C) Raises his/her hand to signal to the scorekeeper to sound the horn  
 D) Officials do not call fouls

7) If a student were to be ejected from the game, he/she could have:  
 A) Showed great sportsmanship towards others  
 B) Scored a goal  
 C) Complaining about an officials call  
 D) None of the above

8) The responsibilities of the scorekeeper is to:  
 A) Set the time for each period  
 B) Setting the correct score on the scoreboard  
 C) Keep an eye on the officials  
 D) All of the above

9) How many officials will be on the court at one time?  
 A) 1  
 B) 2  
 C) 3  
 D) 4

10) If a tie occurs during regulation in a playoff game, the winner is determined by:  
 A) Golden goal in overtime  
 B) Team's overall record in the regular season  
 C) The game will remain a tie  
 D) None of the above

True or False. Please Circle the correct letter: T for true or F for false

11) T / F The clock will run throughout the entire game without stopping

12) T / F After every goal, the goalie is rewarded with a goal kick to resume play

13) T / F All students will be an official at least one time throughout the unit

14) T / F Players can call their own foul if they believe the official missed the call

15) T / F The only time the ball can go out-of-bounds is if it gets stuck in the bleachers

**Bonus Question**  
 List three types of fouls that can be called that will result in a free kick (Do not list the fouls that result in an ejection): 1 point awarded for each correct answer.

**Written Test over the Rules**—To test the students' knowledge of the rules of indoor soccer in a formal way.

**Informal Assessment of Skill Development and Officiating**—the educator assessed and corrected the students' skills and knowledge of the game through the use of observation.



### Lesson Plan #1

Teacher(s): Coach Lees/Rogers    Date: 2/19/13    # Students: 52    Grade Level: 6th    # Class Minutes: 50  
 Unit: Indoor Soccer Lesson    Focus: Ball control/dribbling    Instructional Strategies: Co-Teach  
 Equipment: Soccer balls, cones, pennies

What happened in the last lesson? Dribbling obstacle course

**Learning Objectives:**

1) Psychomotor: TSWBAT: Dribble a soccer ball with correct form in between cones

Standard 6.1.1

2) Cognitive: TSWBAT: Understand the importance of keeping the soccer ball in control during a soccer game

Standard 6.2.2

3) Affective: TSWBAT: Respect your classmates and work as a team to accomplish all tasks in today's lesson

Standard 6.5.1

**Teacher Objectives: What are your goals for the lesson?**

Instructional: TTWBAT: Use full and accurate demonstrations

Management: TTWBAT: Make sure all teams are in the correct gymnasium

Safety Considerations: Running into the wall. Tripping over balls, shows untied.

**Special Needs Modifications:** No students with special needs in this class

**Alternative Activities:**

**Resources (2+):**

Coach Rogers

<http://www.soccerxpert.com/soccer-dribbling-drills.aspx>

This is the first lesson of my indoor soccer unit. Students are practicing dribbling with their teams.

By students a demonstration of what is expected of them in terms of dribbling, I was able to informally assess the students' form.

I was able to refine students' skills in a one-on-one situation or as a whole class

All drills are designed to work on keeping the ball in control and keeping your eyes up

The Instructional Plan

Planned Progression of Tasks built from DA, Unit Plan & Block Plan	Time in minutes	Communication: How will you communicate the task to the learners?	Organization Diagram for people, space, time, and equipment	Goal Orientation: the Purpose of each task
<b>Instant Activity:</b> Walk/run laps around the upper track	5	Direct Instruction	Students will be on the upper track	To get the students warmed up.
<b>Set Induction:</b> Tell the students that today will be day one of practice and we will be working on dribbling/ball control  Team 1 and 2 will be in the upper gym for practice  Team 3,4 and 5 will be in the track gym for practice	1	Direct Instruction	Students will be huddled in front of me on the fitness deck	To organize the class and let them know where each their team will be practicing today
<b>Content Development</b> 1) Bring all the teams in my gym in to describe and demonstrate the learning cues of dribbling a soccer ball. (keep it close to your body, use both feet, hips should be squared towards your target direction, eyes need to be up scanning the field, use inside and outside of your foot while dribbling)	5	Direct Instruction Demonstration Student participation Guided Practice	Students will be with their teams in their designated practice area.	To have the students better understand the importance of dribbling a soccer ball.  To improve their dribbling skills  Help them improve their pre-test times
2) Dribble down and back. Red line to red line. Stay in control	5			
3) Team relay race weaving in and out of cones (5 on 5 or 6 on 5 depending on number of students)	8			
4) Traffic jam relay race. Two teams will be playing each other. Goal is to get through the jam of cones in the middle to get to your teammate in the other corner. See attached document.	8			
5) Dribble soccer game—You can only score by dribbling through the cones. Cannot shoot into goal. No goalies	8			
<b>Assessment:</b> Informal assessment- I will be correcting students form throughout the lesson.  I will be asking students throughout the class why it is important to have good ball control during game play				To make sure the students are using correct form  To make sure the students know WHY it is important to have good ball control in soccer
<b>Closure:</b> Why is it important to have good ball control during game play?	2	Direct Instruction	Students will be huddled in front of me.	To make sure the students know WHY it is important to have good ball control in soccer

All relay races were designed to help students not only better their skills, but to increase their post skill test time.

Students worked as a team to complete or win the drills.

Dribble soccer game was designed to mimic a modified, controlled game focusing on staying in control

### Lesson Plan #2

Teacher(s): Coach Lees    Date: 2/20/13    # Students: 52    Grade Level: 6th    # Class Minutes: 50  
Unit: Indoor Soccer    Lesson Focus: Shooting    Instructional Strategies: Co-teach  
Equipment: Soccer balls, cones, pennies.

What happened in the last lesson? Soccer Dribbling

**Learning Objectives:**

1) Psychomotor: TSWBAT: Dribble and shoot a soccer ball with correct form into the goal from 20 feet away

Standard: 6.1.1

2) Cognitive: TSWBAT: State the proper dribbling and shooting technique during an oral assessment at the end of the class period

Standard: 6.2.2

3) Affective: TSWBAT: Respect your classmates and work as a team to accomplish all tasks in today's lesson

Standard: 6.5.1

**Teacher Objectives: What are your goals for the lesson?**

Instructional: (1) TTWBAT: Use full and accurate demonstrations

Management: (1) TTWBAT: Make sure all teams and individuals are in the correct gymnasium

**Safety Considerations:** Running into the wall. Tripping over soccer balls, shoes untied.

**Special Needs Modifications:** No students with special needs in this class

**Alternative Activities:**

**Resources (2+):**

Coach Rogers

Tammy (3-person soccer)

<http://www.soccerexpert.com/soccerdrills/id1262.aspx>

This lesson plan focuses not only on shooting a soccer ball with proper form, but all drills require students to remain focused on their dribbling form.

I am informally assessing students' shooting ability, and dribbling form (learning cues).

By adding in shooting drills, students should be seeing the importance of dribbling in the grand scheme of soccer.

### The Instructional Plan

Planned Progression of Tasks built from DA, Unit Plan & Block Plan	Time in minutes	Communication: How will you communicate the task to the learners?	Organization Diagram for people, space, time, and equipment	Goal Orientation: the Purpose of each task
<b>Instant Activity:</b> Walk/run laps around the upper track	5	Direct Instruction	Students will be on the upper track	To get the students warmed up.
<b>Set Induction:</b> 1) Tell the students that today will be day one of practice and we will be working on dribbling/ball control  Team 1 and 2 will be in the upper gym for practice  Team 3,4 and 5 will be in the track gym for practice	1	Direct Instruction	Students will be huddled in front of me on the fitness deck	To organize the class to make sure students understand where their team is practicing
<b>Content Development</b> 1) Bring all the teams in my gym in to describe and demonstrate the learning cues of dribbling a shooting a soccer ball. (Use the inside of your foot. Opposite foot should aim towards target. Hips should aim towards target. Plant opposite foot even with ball. Follow through) 2) Shoot against the wall. 2 steps back on whistle. Aim for a block on the wall. 3) "Shooters and Shaggers" 4) 3-team soccer game-focus on proper shooting technique.	5  5  10 10	Direct Instruction Demonstration Student participation Guided Practice	Students will be with their teams in their designated practice area.	To have the students better understand the importance of dribbling a soccer ball.  To improve their dribbling skills  Help them improve their pre-test times
<b>Assessment:</b> informal assessment- I will be correcting students form throughout the lesson. I will be asking students throughout the class the cues for shooting and dribbling a soccer ball. Oral assessment of learning cues				To make sure the students are using correct form  To make sure the students know WHY it is important to have good ball control in soccer
<b>Closure:</b> Oral assessment of learning cues.	4	Direct Instruction	Students will be huddled in front of me.	To make sure the students know WHY it is important to have good ball control in soccer WHY is it important to have good shooting form?

Students are able to showcase their shooting form in all drills, but will meet my objectives in "shooters vs. shaggers."

Three-team soccer game is a modified, controlled soccer game in which proper dribbling must set up their shot on goal

Throughout class, I asked individual students who needed refinement to state the learning cues. At the end of the class I asked the class as a whole to state the learning cues (informal assessment).

## Instructional Impact

Great Job!! 15/15

6<sup>th</sup> Grade Indoor Soccer Assessment

Please circle the best answer for each question:

+1) 1) What is the number of periods that will be played in regulation?  
 A) 1  
 B) 2  
 C) 3  
 D) 4

+1) 2) How many minutes is each period in regulation?  
 A) 5  
 B) 3  
 C) 10  
 D) 8

+1) 3) How many players on your team, including the goalie, are allowed on the court during game play?  
 A) 7  
 B) 11  
 C) 5  
 D) 3

+1) 4) What type of kick occurs after a penalty is called outside of the goalie box?  
 A) Penalty Kick  
 B) Free Kick  
 C) Goal Kick  
 D) Corner Kick

5) In order for a goal to be rewarded, the soccer ball must:

**Written Test of the Rules of Indoor Soccer**—This student received a 100% on the exam and showed an understanding of the rules of indoor soccer. He met the objective of receiving at least an 80% on the exam.



**Skill development**— An informal assessment of students dribbling form was used. Based off this picture, the student who is dribbling the ball has his eyes up and is using the inside/outside of his foot to dribble the ball.

Please rate the following questions about **YOURSELF** honestly.

1) On a scale of 1-5, with 1 being the least and 5 being the most, how much effort did you put in towards this soccer unit?  
 1 2 3 4 5

2) On a scale of 1-5, with 1 being not at all and 5 being very high, how much do you believe your soccer dribbling skills have improved throughout this unit?  
 1 2 3 4 5

3) On a scale of 1-5, with 1 being poor and 5 being great, how well would you rate your involvement towards the team?  
 1 2 3 4 5

4) On a scale of 1-5, with 1 being very little and 5 being very high, how much physical activity was involved in a soccer game?  
 1 2 3 4 5

5) On a scale of 1-5, with 1 being very unlikely and 5 being very likely, what are the chances you pursue soccer in an extra curricular setting?  
 1 2 3 4 5

Please rate the following questions about **YOUR TEAM** honestly.

1) On a scale of 1-5, with 1 being poor and 5 being great, how well did your team cooperate together?  
 1 2 3 4 5

2) On a scale of 1-5, with 1 being poor and 5 being great, how much did you enjoy playing on your team?  
 1 2 3 4 5

List any concerns you had with your teammates:  
 . Not any

	Pre	Post		Pre	Post
<b>Lengends of Gold</b>			<b>Extreme Kiwis</b>		
Jack	1:53	1:40	Alexander	:55	:51
Henry	1:19	1:10	Elijah	1:02	:59
William	1:42	1:30	John	1:25	1:20
Maria	1:35	1:37	Paige	1:20	1:18
Caroline	1:40	1:30	Rachel	1:50	1:42
Tyler	1:38	1:35	Leo	1:08	:55
Evan	1:17	1:20	Ammar	1:12	1:15
Neil	1:31	1:25	Peter	2:02	1:55
Sophia	1:28	1:31	Deena	1:52	1:55
Alex	1:42	1:43	Emily	1:25	1:20
Kitty	1:37	1:40	Amara	1:48	1:38
<b>Hardy Hippos</b>			<b>V8 Fusion!</b>		
Logan	1:02	1:00	Jack	:59	1:03
Gavin	1:54	1:55	Alexandra	1:06	1:00
Adam	1:54	1:48	Odle	1:15	1:13
Davin	2:02	1:50	Alex	1:40	1:37
Jillian	2:14	2:08	Vaqin	1:34	1:25
Kevin	1:15	1:03	Cole	1:22	1:20
Chris	1:28	1:25	Nicholas	1:50	1:40
Cooper	1:30	1:23	Michael	1:15	1:08
Arya	1:41	1:25	Alex	:53	1:00
Chloe	1:26	1:25	Julia	1:25	1:22
Brooke	1:36	1:30	Shea	1:42	1:30
<b>OBLPSS</b>					
Max	1:10	1:00			
Jacob	1:40	1:32			
Oliver	1:22	1:25			
Nikki	1:45	1:52			
Margherita	1:17	1:15			
Thomas	1:11	1:05			
Thaxter	1:47	1:29			
Aidan	1:03	:58			
Ayesha	1:18	1:10			
Olivia	1:40	1:29			
Sarah	1:30	1:24			
<b>KEY</b>			<b>Post</b>		
Pre	<1:30	26	<1:30	7	
	>1:30	29	>1:30	31	
			IMPROVE	12	
			NO IMPROVE	5	

**Skill Development**—A pre and post dribbling obstacle course was used. Forty-three students showed improvement in their post-test.

**Self and Peer Evaluation**—This student rated her dribbling skills as a “4” and a “6” out of 5 for her likelihood to participate in soccer in an extra-curricular setting.

	1	2	3	4	5
Q 1	0 %	0 %	8 %	62 %	30 %
Q 2	0 %	21 %	30 %	30 %	19 %
Q 3	0 %	1%	1 %	53 %	45 %
Q 4	0 %	0 %	17 %	47 %	36 %
Q 5	26 %	28 %	19 %	1 %	26 %
Q 6	2 %	3 %	21 %	38 %	36 %
Q 7	0 %	0 %	23 %	34 %	43 %

This chart shows the overall percentages of student results for their self and peer evaluation.



## Analysis of Learning and Reflection



Players: Logan, Gavin, Adam, Owen, William, Kevin, Chris, Cooper, <del>Anna</del> Arya, Brooke, Chbe
Team Name: Hardy Hippos
Captain: Kevin Wu
Co-Captain: Gavin Gershman

### Knowledge

- The use of student officials is a great way for students to showcase their knowledge of the game rules.
- The written assessment over the rules not only made sure students understood the game, but allowed me to check if anything needed to be review before games began.

### Skill Development

- When students are trying to learn a new skill, it is vital that a full and accurate demonstration is in place.
- Lessons need to be set up in a way that allows ALL students to improve.
- The lessons I designed in this unit made sure students were always working on improving their dribbling skills, which would help improve their gameplay and their post-skills test score.

### Assessments

- Physical Educators should always utilize informal assessments to help students improve their skills.
- Refinements should always be made by physical educators to help students maximize their potential.
- The use of pre- and post-tests are a great way for students to set goals for improvement.
- Self and peer assessments help the educator understand how students believe their skills have improved and how they can improve future units.

### Social Behavior

- It is important to have clear rules and expectations with a clear management plan in place in order to ensure the success of a student-run lesson.
- Getting to know the students' physical, emotional and social behaviors is important to deciding how to split the class up into teams.
- Set up class in a way that will challenge students to work well together and succeed as a team.

### Student Performance

- 43 out of 55 students showed improvement from their pre-test to their post-test
- 79% of the students indicated that they believe their dribbling skills have improved throughout the unit by circling at least a "3" out of "5" on the self assessment.
- I was able to informally assess and help refine all students' skills throughout the unit
- 100% of the students enjoyed playing on their team by circling at least a "3" out of "5" on the self assessment.

### My Performance & Future Practice

- Organization is key!
- Get equipment set up and make sure its working properly before the class begins.
- Re-use equipment during transitions to maximize class participation time.
- Have students help pick up equipment as long as it is safe to do so.
- The use of visuals, including handouts and poster boards, are a great way to organize a class.