



COLLEGE OF
EDUCATION

SPORT EDUCATION MODEL

Soccer Unit Plan to Finnish P.E teachers using Sport Education Model

UNIVERSITY OF MARYLAND
Fulbright Distinguished
Awards in Teaching –program
Capstone Project
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1 OVERVIEW

Although there are differences in physical education between the U.S and Finland, there are also important similarities. Both the Finnish Core Curriculum of Physical Education and the NASPE Standards that guide the outcomes for Physical Education in the United States share the goal of having students leave their school Physical Education experiences with the knowledge, skills and dispositions to adopt physically active lifestyle. In both countries we also want students to be able to take personal and social responsibility for their behavior and actions in P.E classes and also in their daily lives.

Unfortunately, both countries also share issues that arise from disengaged inactive students, students with behavior problems and students with negative attitudes in their P.E classes. When we face these kinds of challenges we ask questions of ourselves as teachers: How can we engage disengaged, amotivated students in physical education classes? How can we achieve social goals in P.E classes? How can we change students' attitudes towards physical education and this way encourage them to adopt physically active lifestyle? In my capstone I will introduce the "Sport Education Model" (SE) (Siedentop, 1998), a curriculum model developed to move away from teaching isolated, decontextualized skills in sport that can contribute to disengagement.

The SE model is a good way to give more responsibility for the students, to set cooperative and social goals in P.E classes and to give more authentic educationally rich sport experiences for the students. In the SE model students are given more responsibility than in the traditional way of teaching P.E. Students have different non-player roles, for example, captain, coach, trainer, manager and scorekeeper. It is a very student-centered model where students are supposed to be learning from the teacher and also from each other. The idea is that once students are given more responsibility they also engage better and if they engage better they learn more. This way they will more likely have more enjoyable sport experiences. Studies using the SE model show very good outcomes related to increasing engagement by amotivated students (Perlman 2010, 2012). The SE model is also a good way to set cooperative and social goals in P.E classes with teamwork and fair play highlighted in the model. In my capstone I will introduce the SE Model, some benefits of the SE Model and I also include a soccer unit plan using SE model for Finnish P.E teachers.

I want to thank all the University teachers who have helped and supported me with this capstone project. I am greatly thankful to my Partner School Teacher Greg Guisewite and to

my University Mentor Dr. Dena Deglau who has a lot of experience of the model. It wouldn't have been possible to do the project without my mentor's support. She has guided me with resources to my final project and she has also given me lot of useful feedback during the project.

2 SPORT EDUCATION MODEL

Siedentop (1998, 1), the creator of the model defines it this way: "Sport education is a curriculum and instruction model designed to provide authentic, educationally rich sport experiences for girls and boys in the context of school physical education". The long-term goal of the sport education model is "to educate students to be players in the fullest sense and to help them develop as competent, literate and enthusiastic sportspeople". Competent sportspeople have sufficient skill, understanding and tactical knowledge to participate successfully in the game. Literate sportspeople understand and value the unique rules, rituals, and traditions surrounding sport and have learned to distinguish between good and bad sport practices. Enthusiastic sportspeople act in ways that serve to preserve, protect, and enhance the sport culture in order to make sport more accessible and pursue continued opportunities to participate in sport outside of school. (Siedentop 1994; 1998; Hastie & Curtner-Smith 2006.)

The SE Model has six key features that give sport meaning and make it an authentic experience in a physical education context. These include: seasons, affiliation, formal competition, culminating events, record keeping and festivity.

Seasons. The unit in sport education is often two to three times longer than typical physical education units. Seasons are long enough to provide time for both practices and competitions that underlie sport and allow for a significant experience that includes learning to perform specific roles beyond being a player. Each Season ends with a culminating event.

Affiliation. At the start of the season students become members of teams and retain their team affiliation throughout the season. Unlike traditional sport, teams in physical education are very small in number in order to increase every student's opportunity to participate. As students work to collectively fulfill their non-player roles while helping each other during practices and competitions, they build a sense of affiliation. These are enhanced as teams choose a name and perhaps colors, cheers, mascots and logos.

Formal competition. Each unit or 'season' includes a series of scheduled formal competitions. This provides the opportunity for planning and goal setting that create the context for pursuing important outcomes that have real meaning for students.

Culminating events. These events create the opportunity for festivity and celebration of accomplishments; a significant characteristic of play and sport. Culminating events can include tournaments but can also include non-related events that serve to create a sense of excitement in the class.

Record keeping. Records provide feedback for individuals and teams. They also help to define standards for performance and are fundamental to defining goals.

Festivity. Teachers and students work together to create a continual festival that celebrates improvement, trying hard, and playing fairly. (Siedentop, 1994, 1998.)

There are several different roles for the students in the SE model. The types of roles vary by the sport/activity, the number and age of students, their' previous experience in sport (and with Sport Education), and the creativity of the teacher. These roles are assumed in addition to the student role as a player and are considered non-player roles that contribute to the success of each team. These non-player roles fall within three categories:

- 1) Daily Team roles: Students have different roles for example captain, coach, trainer, manager, scorekeeper, statistician, publicity officer, referee and journalist/photographer. Commonly teachers select small teams ahead of time based on their knowledge of student's skills, attitudes and attendance records. They select and create a variety of roles that will be meaningful within the unit. I introduce some assignments that are common for the roles. The team trainer might lead the warm-ups and cool-downs. The captain might make on-court decisions for the team, represent the team by refereeing during competition and lead team in congratulations and post competition rituals. The team coach might direct the team practice sessions and oversee team performance on a daily basis as well as during competition. The manager might be charged with ensuring the team space is set up and all equipment is available and in a good working condition and that all players know who, where, and when they are playing. The scorekeeper might record scoring performance, compile the scores and turn over the final records to the appropriate person (teacher, manager). A sport journalist or photographer role can add additional element of festivity and reality to the season.
- 2) Duty teams: You can use a duty team in the formal competition. For example if you have three teams in competition, then one team can rotate in to duty team role. The duty team fills the roles of referee, scorekeeper, statistician, lines person, etc.
- 3) Specialist roles: These roles relate to the activity or sport that is guiding the season for example you might have a choreographer in dance, place judge in track and field or a lane judge in swimming. (Lund & Tannehill 2010, 310-312; Siedentop 1994, 25, 87.)

When teachers start to implement the SE model it is also good to be aware of limitations and cautions in the model. Lund and Tannehill (2010) have listed some limitations and cautions in SE model including the extensive planning and forethought required because of the new roles and responsibilities for both teachers and students. Successful implementation will not occur unless teachers employ the class management skills and have enough content knowledge. Teachers are also encouraged to start small and build on the previous seasons (the roles can be added little by little). (Lund and Tannehill 2010, 328-329.)

3 BENEFITS OF THE SPORT EDUCATION MODEL

There are lots of studies from all over the world about Sport Education model. The model has been used and researched for example in United States, in Spain, in Korea, in New Zealand and in Australia. In this chapter I will shortly overview some benefits of the SE model.

1) Benefits for Students

Hastie (1998) summarized evidence from a body of research related to the SE model and found that the benefits of sport education participation for the students include an increased investment in physical education, an increased level of learning in game units, and increased opportunities for potentially marginalized students. (Hastie 1998.)

When students become more skillful, they are given more responsibility and are placed in an environment that reinforces specific interpersonal behaviors through formal accountability systems. Students seem to enjoy sport education because it provides them with chances to socialize and have fun. Sport education seasons are settings that can accommodate the students' social agendas and in a way that encourages **high levels of student investment**. (Hastie 1998.)

The student learning in sport education tends to depend on the skill level of the students, their age, and their experience with an activity. For lower-skilled students learning occurs in the more familiar aspects of game play and these students also report increased understanding of team strategies and tactics, as well as increased knowledge of the rules. For higher-skilled students there are different type of learning depends on the level of schooling. For example secondary school students learn to develop leadership skills, to develop and promote cooperation and teamwork, and to teach other students and the middle school

students learning gains relate more to increases in both execution of skills in game situations and in the selection of more appropriate tactics. (Hastie 1998.)

Hastie (1998) presents three keys to **accommodate marginalized students**: 1) Team size is a small, so all students are important to the team's success. 2) Teams remain as a continuous unit through out the entire season, building the feeling of cohesiveness. 3) The season's length enables teams to take the time to help lower-skilled players improve.

Perlman (2012) has examined amotivated students within the Sport Education Model. After four consecutive SE Model seasons the amotivated students perceived change within themselves as a result as a being involved in the SE Model. A common theme by the end of the semester was the willingness to try and be involved within the class. The focus on team and infusion of a holistic assessment of game play was linked to improved class engagement by amotivated students due to the feeling of a) decreased fear of failure b) increased level of enjoyment to play and c) improvement of ability. (Perlman, 2012.) There are some similar findings from previous studies (Perlman 2010).

Wallhead, Garn and Vidoni (2013) have examined social goals using sport education model in high school physical education. This study shows evidence that the SE model develops students' social bonds by configuring the physical education environment to promote peer social approval for participatory behaviors within the model. And these social bonds strongly predicted students' perceived relatedness to peers and their enjoyment of the Sport Education experience. The interesting result of the study was that these social connections to peers and social standing also influenced their decision to participate in extra-curricular exercise behaviors.

2) Benefits Teachers

Hastie (1998, 25) writes: "For teachers the model provides opportunities for increased freedom from direct instruction. When teachers are no longer the ringmaster they are able to attend to specific student needs, assess student work, or emphasize other curricular objects (such as promoting positive social behaviors through the reduction of poor competitive attitudes during game play)". Sport education therefore changes the daily life for both teacher and students.

The SE model is more student-centered model where students become increasingly more invested in the experience by helping and learning from each other. Teachers will have more opportunity to actively instruct students as the season progresses because many managerial tasks will be handled by the students. (Lund & Tannehill 2010, 312-313.) Teachers will be free to assist with individual students or team leadership for example providing specialized skill clinics, work with the referees or help captains design practice plans (Hastie 1998, 25).

The SE model will also give opportunities to focus on student behavior. According to Siedentop (1994, 15) values and fair play are central to sport education. Teacher should design an educational environment where fair play and sporting values are taught, practiced, and reinforced consistently. Hastie and Sharpe (1997, 25) have examined effects of SE model on the positive social behavior of adolescent boys. In this study of an eight-grade class of at-risk boys has shown that a specific fair play intervention produced increases in the frequency of positive social behaviors among these students. Many of these boys were making numerous negative interpersonal comments and few positive comments and by the end of the season these same students were producing more than 20 positive comments per lesson.

Based on my review of literature and new understanding of the SE model, I will make a few recommendations that will be helpful to teachers who might similarly choose to try this model.

4 SOCCER UNIT PLAN TO FINNISH P.E TEACHERS USING SPORT EDUCATION MODEL

4.1 How Should You Prepare Yourself as a Teacher?

Read about the model. Before you start to implement the model you should read about that. There is a lot of literature available about the model.

Planning. Implementing the model demands a lot of planning and forethought. I have planned a soccer unit plan for Finnish P.E teachers to use. Every P.E teacher should use the model in a way that is appropriate in their classes. Teachers can take the whole model or some parts of the model and modify it for their classes.

High content knowledge. Teacher must have high content knowledge when she/he starts to implement the SE model. You shouldn't try the model with the new content area. It's recommended to try the model within a sport which content teacher handles well.

Be ready to change the roles. Sport education changes daily life for both teacher and students.

Organize practical matters. Select teams before first class from your knowledge of students' skills and attitudes. You can use for example 4-6 players on team. In this particular unit I have decided to use five-player teams. Provide the folders and print the role contracts and roles every day responsibilities. Make sure you have the equipment needed. Provide a camera if you want to use photographer role for the students who can't move (sickness) and provide an Ipad if you want scorekeepers to video players performing skills.

Introduce the SE Model for the students. Teacher starts the first class by making teams. You should think beforehand how you react if there isn't equal division of the teams. If, for example, you've planned to use five-player teams but there are six players in one team instead. One solution would be that students share the role in that particular team. Give the folders to the captains and students select a name for the team and write it down to the folder. Introduce the roles and their responsibilities and decide the roles together with students. Remind the students that all the roles are equally important and all students play equally. After they've decided the roles they sign the contracts and put the contracts back to the team's folder.

4.2 Unit Plan

General goals:

1) Cognitive

- a) Students will know and follow the rules of soccer.
- b) Students will learn basic tactics and strategies that are used in soccer.
- c) Students will show knowledge of critical elements of basic skills need in soccer.

2) Psychomotor

- a) Students gain enough skills, strategies and tactics to successfully participate in soccer classes.
- b) Students improve their cardiovascular strength.

3) Affective

- a) Students adopt responsible personal and social behavior that respects self and others during soccer classes. Students work together successfully (decision making, cooperative team member, fair play, leadership role, self-expression...)
- b) Students fulfill the role they've been given.
- c) Student enjoy of physical activity.
- d) Give the students positive sport culture experiences.

Unit Plan:

The class	The title	The content	The roles
End of the last unit.	Introducing the model	Introducing the SE model in the classroom in the end of the last unit.	The equipment manager, the trainer, the scorekeeper, the captain and the coach.
1	Passing and receiving	<ol style="list-style-type: none"> 1. Warm up 2. Home fields 3. Passing Drills 4. Small sided games 5. Cool down 6. Team meeting 7. Closure 	
2	Dribbling and shooting	<ol style="list-style-type: none"> 1. Warm-up 2. Review of passing 3. Dribbling drill 4. Shooting drill 5. Passing, receiving and shooting 6. Small sided games 7. Cool down 8. Team meeting 9. Closure 	
3	Throw in and defensive and offense strategies	<ol style="list-style-type: none"> 1. Warm-up 2. Review of passing and moving 3. Throw-in drill 4. 1v1 and 2v2 small size game 5. Tournament starts 6. Cool down 7. Team meeting 8. Closure 	
4	Culminating Event	<ol style="list-style-type: none"> 1. Warm-up 2. Tournament 3. Cool down 4. Award ceremony 5. Self-assessment and feedback 	

Lesson plans:

Class	Plan	Roles' responsibilities
1	<p>THE GOAL:</p> <p><u>Cognitive:</u></p> <ul style="list-style-type: none"> -Students will show knowledge of proper passing techniques and importance of move quickly after passing. Students will also show knowledge of basic defensive strategies. <p><u>Psychomotor:</u></p> <ul style="list-style-type: none"> -Students will demonstrate proper passing techniques of passing with a partner and they also move quickly after passing. -Students will demonstrate basic defensive strategies in a game. <p><u>Affective:</u></p> <ul style="list-style-type: none"> -Students will give positive feedback for their teammates during/after the game. -Students adopt responsible personal and social behavior that respects self and others during the class. Students work together successfully. -Students fulfill the role they have been given. -Student enjoy of physical activity. <p>THE CONTENT:</p> <p>1. Warm-up</p> <p>Trainer leads the warm-up. Trainer can plan the warm-up by herself/himself or use the warm-up that is described below.</p> <p>You need two cones. Start to play 2v2 game to one goal. Teams are trying to score against each other. If you use goalkeeper, you have to rotate. After game lead short stretching: at least back and front thighs, buttocks and calves.</p> <p>2. Home fields</p> <p>Teacher shows the teams their home fields where they will practice on every class.</p>	<p>The Equipment Manager should ensure that his/her team has the necessary equipment to perform the tasks for the day and he/she return the equipment to its proper location after class.</p> <p>The trainer leads the warm-up.</p> <p>The scorekeeper keeps score of small-sized games and mark the scores to the team folder after class.</p> <p>Captain retrieves their team's folder after class and takes attendance for their team. The captain also leads the team when starting the game "Rock-Paper-Scissors" "and shaking the hands after game. The</p>

1	2	3
4	Demo Field	5

captain leads the cool down and the team meeting.

The coach leads the drill.

3. Passing Drills

Practice 1

Level1:

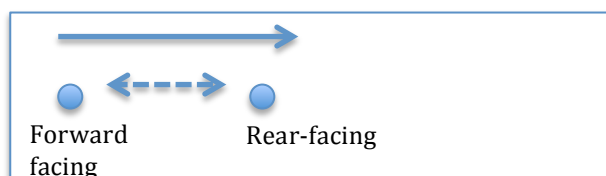
Teacher demonstrates the critical elements of the passing and receiving the ball and explains the first drill. Teams go to their home field. Students take pairs and start to pass with the pair. Students start to pass using right and left inside of foot at three different distances (5steps, 10 steps and 15 steps). Every player will pass twenty times from each distance.

Level2:

Students continue passing at three different distances (5steps, 10 steps and 15 steps), but receiving the ball with left foot making a short pass forward to right foot and then pass back to the pair. Everyone will pass from each distance ten times with left and ten times with right foot.

Level3:

Students start to pass with the pair. The other runs rear-facing and other forward facing and the ball moves between the pair and at the same time the pair moves from endline to endline. Switch the roles.

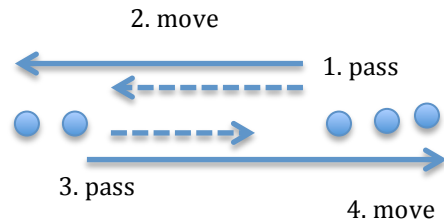


While others are practicing teacher teach the second level of the passing for the coaches on the demo field. Teacher reminds coaches importance of quick movement after passing.

Practice 2:

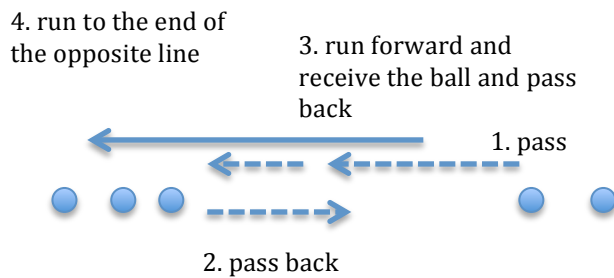
Level 1:

Coach leads the drill. Students make two opposite lines. Student 1 passes the ball and then runs in the end of the opposite line. Student 2 in opposite line receives the ball and then passes and runs to the end of the opposite line and so on.



Level 2:

Teacher goes around the field and teaches the third level of the passing drill. Student 1 passes the ball and student 2 receives the ball and passes back while student 1 runs forward and receives the ball and passes back to student 2 and then student 1 continue running to the end of the opposite line.



4. Small sided games 5v5

Before the game teacher demonstrates the basic critical elements of defensive game in soccer on the demo field. Scorekeeper keeps score of small-sided games and marks the scores to the team folder after class.

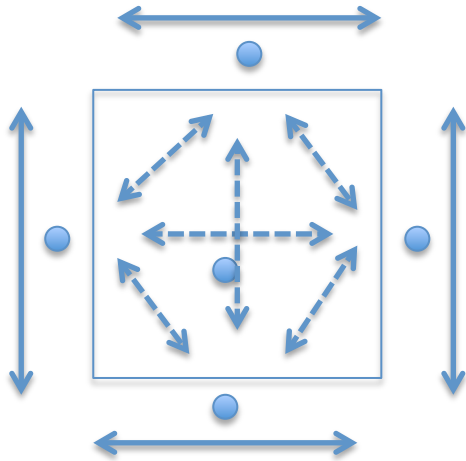
Alternative ways to play small sided games (more playful):

- 1) Use four little goals, no goalkeepers needed.
- 2) Use two goals and two balls, no goalkeepers needed.
- 3) Use cones as goals, players score by touching the cone with the ball.
No goalkeepers needed.
- 4) Players take pairs and they have to move hand in hand.
- 5) Moving goals: Two players form the goal by holding a stick between

	<p>them. The goal is allowed to move, so the goal tries to run away when the other team is offensing.</p> <p>5. Cool down Captain leads the cool down. Captain leads the cool down and he/she will use the same cool down in the end of the each class. It should include running/jogging with or without the ball and also short stretching: at least back and front thighs, buttocks and calves.</p> <p>6. Team meeting Captain leads the team meeting where the students give one positive and one corrective feedback for their teammates.</p> <p>7.Closure</p>	
2	<p>THE GOALS:</p> <p><u>Cognitive:</u> -Students will show knowledge of proper dribbling and shooting techniques and basic strategies in offense game.</p> <p><u>Psychomotor:</u> -Students will demonstrate proper passing, dribbling and shooting techniques -Students will demonstrate basic offense strategies in a game.</p> <p><u>Affective:</u> -Teams self-evaluates their performing in the game using checklist. -Students adopt responsible personal and social behavior that respects self and others during the class. Students work together successfully. -Students fulfill the role they have been given. -Student enjoy of physical activity.</p> <p>THE CONTENT:</p> <p>1. Warm-up Trainer leads the warm-up. Trainer can use the same warm-up in the beginning of every class.</p>	<p>The Equipment Manager should ensure that his/her team has all necessary equipment to perform the tasks for the day and he/she return all equipment to its proper location after class.</p> <p>The trainer leads the warm-up.</p> <p>The scorekeeper keeps score of small-sized games and mark the scores to the team folder after class. The scorekeeper video</p>

2. Review the passing

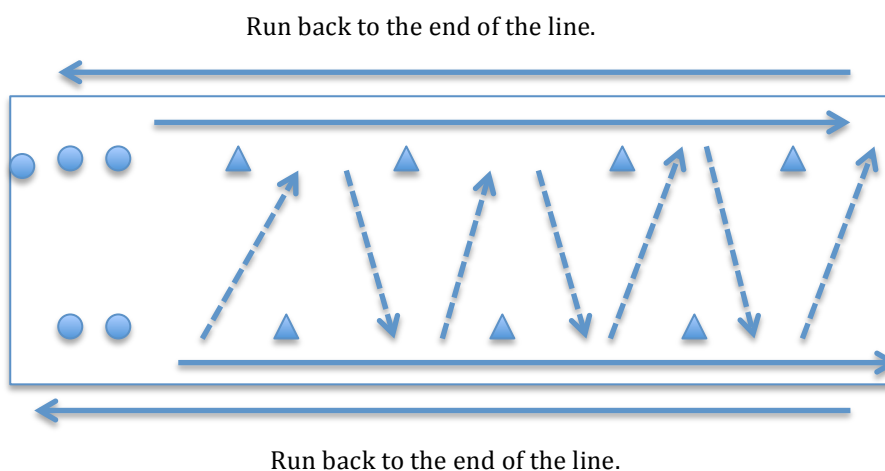
Practice 1:



Teacher demonstrates the drill on the demo field. You need four cones and one ball. Create a square. One of the students stay inside the square and the others stay on one side of the square. The player who is inside the square tries to get the ball while the others are passing to each other. If he/she manages to get the ball, he/she will switch the role with the player whose pass he/she managed to cut.

Practice 2:

Coach leads the drill (he/she reads the description of the drill from the sheet). Students make two lines and start to pass with the pair between the cones. They are moving from end line to end line and then runs back in the line.



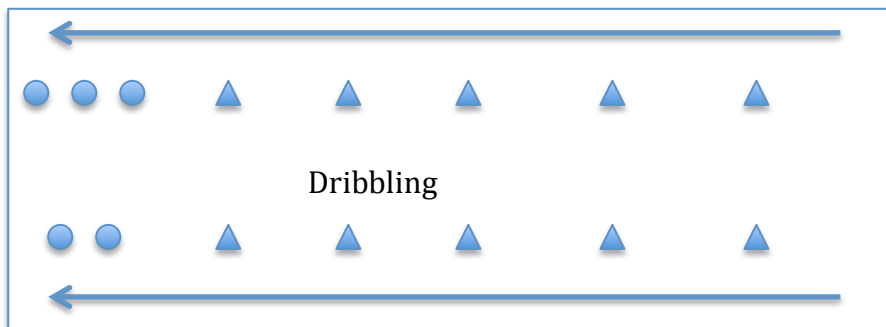
3. Dribbling drill

players performing.

Captain retrieves their team's folder after class and takes attendance for their team. The captain also leads the team when starting the game "Rock-Paper-Scissors" "and shaking the hands after game. The captain leads the cool down and the team meeting.

The coach leads the drills.

Teacher demonstrates the critical elements of the dribbling and the next drill on the demo field. Students make two lines and start to dribble around the cones and then run back in the end of the line.



(Dribbling competition)

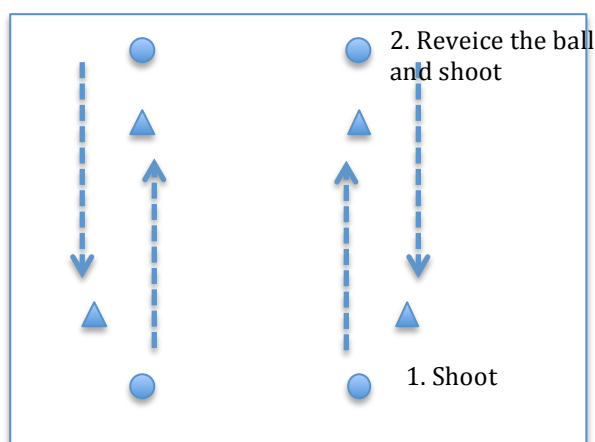
Right line dribble around the right cones and left line dribble around the left cones. The team who dribble four times all the cones in the shortest time is the winner.

4. Shooting

Teacher demonstrates the critical elements of the shooting on the demo field and demonstrates the next drill.

Students take pairs and start to shoot towards the cone. The other student stands behind the cone and receives the ball after shooting.

Use same cones than in the last drill.

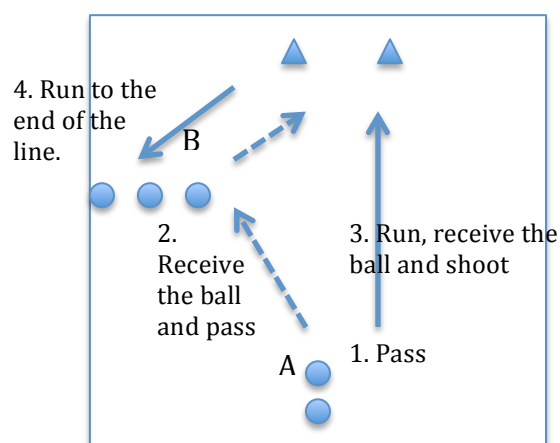


Scorekeeper video students performing. Teacher goes around the field and watches the video with the students and gives feedback of performance. (If

the scorekeeper video, then team practices the shooting with three students or take pairs from other team. Teacher should make sure that the scorekeeper has also time to practice.)

5. Passing, receiving and shooting

Teacher demonstrates next drill on the demo field. First player A in the line pass the ball to the player B in the opposite line and player B receives the ball and pass it back to the player A who receives the ball and shoots to the goal.



6. Small sided games.

Teacher demonstrates the basic critical elements of the offense game in soccer. (You can use cones to widen the game. Right wings are allowed to run only between cones and sidelines. In this way players understand the meaning of the wider play.)

7. Cool down

Captain leads the cool down.

8. Team meeting

Captain leads the team meeting using the checklist (attached). If the scorekeeper video the shooting drill, team can watch and analyze the video tape.

9. Closure

Cognitive:

-Students will show knowledge of the proper throw-in and first touch techniques and the basic defensive and offense strategies.

Psychomotor:

-Students will demonstrate proper throw-in technique and basic defensive and offense strategies in small sized games.

-Students use the skills and strategies they have been practicing during the soccer unit.

Affective:

-Students adopt responsible personal and social behavior that respects self and others during the class. Students work together successfully.

-Students fulfill the role they have been given.

-Student enjoy of physical activity.

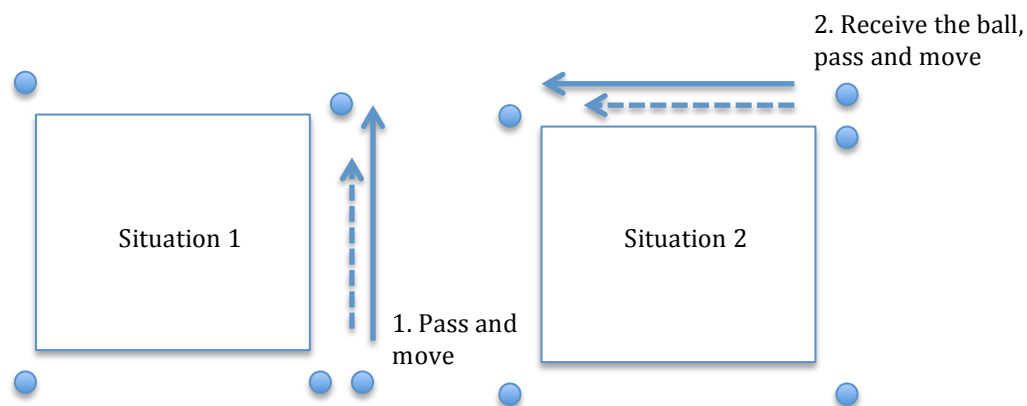
1. Warm-up

Trainer leads the warm-up.

2. Review passing and moving.

Teacher demonstrates the drill on the demo field. Coach leads the drill.

Team makes a square and each player choose one corner where to start except in one corner there are two players (the other with the ball). The player with the ball passes toward the player in next corner and then runs to the next corner. Then the player who received the ball passes to the player in next corner and runs to the next corner and so on....



The Equipment Manager should ensure that his/her team has all necessary equipment to perform the tasks for the day and he/she return all equipment to its proper location after class.

The trainer leads the warm-up.

The scorekeeper keeps score of small-sized games and mark the scores to the team folder after class. The scorekeeper video players performing.

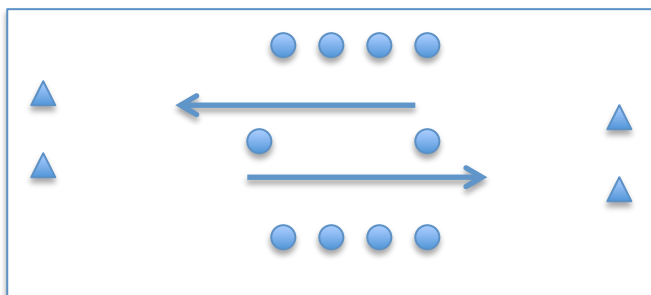
Captain retrieves their team's folder after class and takes attendance for their team. The captain also leads the team when starting the game "Rock-Paper-Scissors" "and shaking the hands after game. The captain leads the

3. Throw-in drill and good first touch

Teacher demonstrates proper throw-in and first touch techniques on the demo field and the next drill. Students start to throw with the pair at three different distances (5 steps, 10 steps and 15 steps), the other throws the ball using proper throw-in technique and the other receives the ball using proper first touch technique. Every player will throw ten times from each distance.

4. 1v1 and 2v2 games

Teams compete with each other. Teams make two opposite lines. Each player gets number from 1 to 5. Teacher shouts one number between one and five and players with that number start to play 1v1 game. After every player has played two games the drill continues using 2v2 game. Teacher shouts two numbers between one and five and the players with those numbers start to play 2v2 game. The team that scores the most wins. Teacher can shout same numbers for two different fields.



(Idea from the Burleigh Manor Middle School, Howard County)

Scorekeeper can video while he/she is not playing.

5. Tournament starts

- 5v5 games
- Scorekeeper keeps scores

6. Cool down

Captain leads the cool down.

7. Team meeting

-Captain leads the team meeting. In team meeting they will discuss about the goal they set in the last team meeting. Did they reach the goal?

cool down and the team meeting.

The coach leads the drill.

	<p>- If the scorekeeper video in 2v2 games, the team can watch and analyze the video.</p> <p>8. Closure</p>	
4	<p><u>Cognitive</u></p> <p>-Students will know and follow the rules of soccer. Students know the basic tactics and strategies that are used in soccer.</p> <p><u>Psychomotor</u></p> <p>- Students have enough skills, strategies and tactics to successfully participate in small sized games.</p> <p>- Students improve their cardiovascular strength.</p> <p><u>Affective</u></p> <p>-Students adopt responsible personal and social behavior that respects self and others. Students work together successfully (decision making, cooperative team member, fair play, leadership role, self-expression...)</p> <p>-Students fulfill the role they have been given.</p> <p>-Student enjoy of physical activity.</p> <p>-Give the students positive sport culture experiences.</p> <p>The Culminating event</p> <p>1. Warm-up Trainer leads the warm-up.</p> <p>2. The Tournament</p> <p>- 5v5 games</p> <p>- Scorekeeper keeps scores.</p> <p>3. The Cool down</p> <p>-Captain leads the cool down.</p> <p>4. The Awards</p> <p>- The winner team</p> <p>- The fair player/team</p> <p>- The best defender/offender/goalkeeper</p>	<p>The Equipment Manager should ensure that his/her team has the necessary equipment to perform the tasks for the day and he/she return all equipment to its proper location after class.</p> <p>The trainer leads the warm-up.</p> <p>The scorekeeper keeps score of games and gives the scores for the teacher after tournament.</p> <p>Captain retrieves their team’s folder after class and takes attendance for their team. The captain also leads the team when starting the game “Rock-Paper-Scissors” “and shaking the hands after game. The</p>

	<ul style="list-style-type: none"> - The player/team who put most effort - Everyone gets diplomas <p>5. The self-assessment and feedback about the unit (attached).</p>	<p>captain leads the cool down.</p>
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Assessment in Soccer Unit

In Finland P.E teachers have a lot of freedom in assessment. In national core curriculum you can find final-assessment criteria for the grade 8, but it is not said how you should assess your students. About ball games it is said “know the fundamentals of the most common ball games and play them according to agreed-upon rules” and “act responsibility, take others into consideration, and adhere to agreements, rules, and the principles of fair play”. So the P.E teachers can decide how they assess their students and that’s why it is difficult to write how this unit should be assessed. I will suggest some assessing ideas that could be useful in this unit.

There are two ways to assess: formative and summative assessment. Intent of formative assessment is to increase student learning. In formative assessment the teacher for example gives feedback about students` performance during the class (psychomotor), ask questions why students are doing something (cognitive) or observe the students do they treat each others fairly in game (affective). In formative assessment student self and peer-assessment is also very useful. In peer-assessment you can give checklist that includes for example critical elements of proper passing techniques.

In summative assessment teacher gives the conclusion of the student learning. In practice it means that teacher gives a grade for the student. The grade can consist of three parts in this unit:

Psychomotor:

Observing students` skills and play strategies. Lund and Tannehill (2010, 93) suggest that if teacher use observation in assessment, it must produce some type of written record of the performance and teachers should have a list of descriptors to use. For example teacher observation might include the teacher checking the components of a strategy is introduced.

Cognitive:

In Finland we don't use written exams in P.E so the cognitive part of assessment is based on teacher's observation and the questions she/he has been asking during the classes. For example if you teach offense strategies, you observe the students how they move on the field and this way you will know if they've understood the content they've been taught. In the end of the class teacher can ask questions about the content of the class.

Affective:

In affective assessment teacher observes students' behavior, do they respect others during soccer classes, do they work together successfully (decision making, cooperative team member, fair play, leadership role, self-expression...) and do the students fulfill the role they have been given.

4.3 Role Contracts

THE CAPTAIN

RESPONSIBILITIES:

- ❖ Retrieves their team's folder after class and takes attendance for their team.
- ❖ Designs a ritual that is used when starting the game.
- ❖ Leads the team when starting the game "Rock-Paper-Scissors" "and shaking the hands after game.
- ❖ Leads the cool down.
- ❖ Leads the team meeting in the end of the every class.
- ❖ Make on-court decisions for the team.
- ❖ Represent the team to referee during competition.
- ❖ Encourage teammates to try hard and not to be afraid to mess up.
- ❖ Be fair to all players in a team.

CONTRACT:

I will fulfill my role the best of my ability in each class.

Signature_____Date_____

THE COACH

RESPONSIBILITIES:

- ❖ Leads the team practice in every class.
- ❖ Involve all players in practice and in games.
- ❖ Encourage teammates to try hard and not to be afraid to mess up.
- ❖ Be fair to all players in a team.

CONTRACT:

I will fulfill my role the best of my ability in each class.

Signature _____ Date _____

THE EQUIPMENT MANAGER

RESPONSIBILITIES:

- ❖ The Equipment Manager should ensure that his/her team has all necessary equipment to perform the tasks for the day and he/she return all equipment to its proper location after class.
- ❖ Return peer and team assessment checklists to the team's folder after the class.
- ❖ Help the coach organize the team when it is practicing.
- ❖ Encourage teammates to try hard and not to be afraid to mess up.
- ❖ Be fair to all players in a team.

CONTRACT:

I will fulfill my role the best of my ability in each class.

Signature_____Date_____

THE TRAINER

RESPONSIBILITIES:

- ❖ Plan the warm-up and leads the warm-up in the beginning of the every class.
- ❖ Support the coach and the captain.
- ❖ Encourage teammates to try hard and not to be afraid to mess up.
- ❖ Be fair to all players in a team.

CONTRACT:

I will fulfill my role the best of my ability in each class.

Signature_____Date_____

THE SCOREKEEPER

RESPONSIBILITIES:

- ❖ Keeps score of small-sized games and mark the scores to the team folder after class.
- ❖ Video players performing.
- ❖ Show the video for the team in a team meeting.
- ❖ Encourage teammates to try hard and not to be afraid to mess up.
- ❖ Be fair to all players in a team.

CONTRACT:

I will fulfill my role the best of my ability in each class.

Signature _____ Date _____

ROLES IN SOCCER UNIT/DAY 1

The Equipment Manager

- The equipment manager should ensure that his/her team has all necessary equipment (3 soccer balls, 4 cones and 5 jerseys) to perform the tasks for the day and he/she return all equipment to its proper location after class.

The trainer

-The trainer leads the warm-up. The trainer can plan the warm-up individually or use the warm-up that is described below.

You need two cones. Start to play 2v2 game to one goal. The teams are trying to score against each other (5minutes). If you use goalkeeper, you have to rotate. After game lead short stretching session: back and front thighs, buttocks and calves (3minutes).

The scorekeeper

- The scorekeeper keeps score of small-sized games and mark the scores to the team folder after class.

Captain

-The captain retrieves their team's folder after class and takes attendance for their team.

-The captain also leads the team when starting the game "Rock-Paper-Scissors" "and shaking the hands after game.

-The captain leads the cool down and leads the team meeting. The captain plans the cool down and he/she will use the same cool down in the end of the each class. It should include running/jogging with or

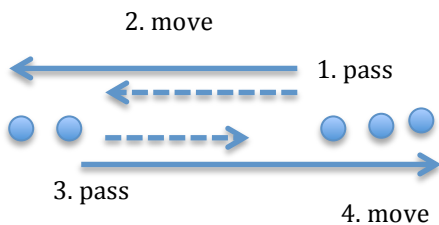
without the ball (5minutes) and also short stretching session (5minutes).

-The captain leads the team meeting where the students give one positive and one corrective feedback for their teammates.

The coach

-While others are practicing teacher teach the passing drill for the coaches on the demo field.

-The coach leads the drill. Students make two opposite lines. Student 1 passes the ball and then runs in the end of the opposite line. The student 2 in opposite line receives the ball and then passes the ball and runs to the end of the opposite line and so on.



ROLES IN SOCCER UNIT/DAY 2

The Equipment Manager

- The equipment manager should ensure that team has the necessary equipment (4 soccer balls, 10 cones and 5 jerseys) to perform the tasks for the day and he/she return the equipment to the proper location after class.

The trainer

-The trainer leads the warm-up. You can use the same warm-up in the beginning of every class.

The scorekeeper

-The scorekeeper keeps score of small-sized games and mark the scores to the team folder after class.

- The scorekeeper also video players performing skills.

Captain

-The captain retrieves team's folder after class and takes attendance for the team.

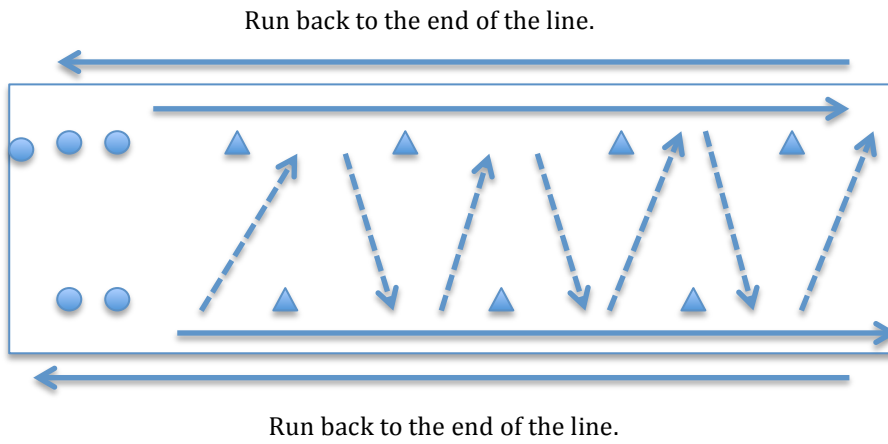
-The captain also leads the team when starting the game "Rock-Paper-Scissors" "and shaking the hands after game.

-The captain leads the cool down and the team meeting. You can use the same cool down in every class. It should include running/jogging with or without the ball (5minutes) and also short stretching session (5minutes).

- The captain leads the team meeting using the checklist (attached). If the scorekeeper video the shooting drill, team can watch and analyze the video tape.

The coach

-The coach leads the drill. Students make two lines and start to pass with the pair between the cones. You are moving from end line to end line and then run back in the line.



ROLES IN SOCCER UNIT/DAY 3

The Equipment Manager

- The equipment manager should ensure that the team has the necessary equipment (3 soccer balls, 4 cones and 5 jerseys) to perform the tasks for the day and he/she return the equipment to its proper location after class.

The trainer

-The trainer leads the warm-up. You can use the same warm-up in the beginning of every class.

The scorekeeper

- The scorekeeper keeps score of small-sized games and mark the scores to the team folder after class. You can video players performance during 2v2 games.

Captain

-Captain retrieves their team's folder after class and takes attendance for their team.

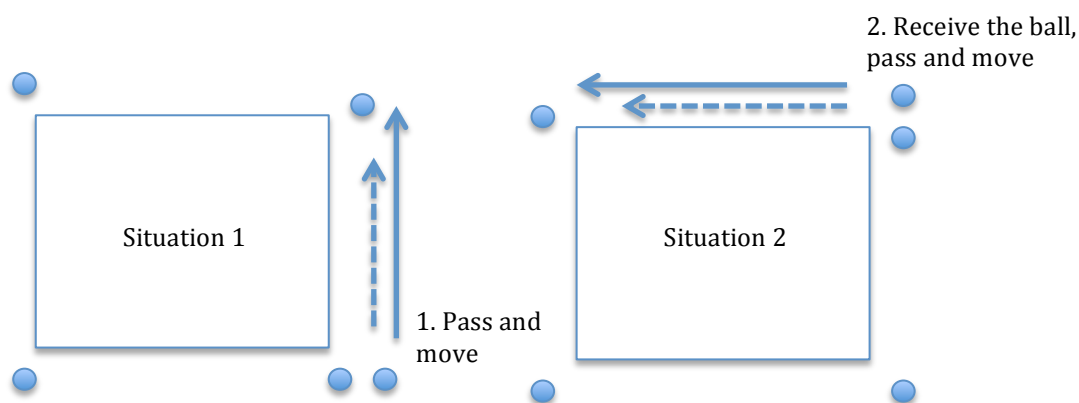
-The captain also leads the team when starting the game "Rock-Paper-Scissors" "and shaking the hands after game.

-The captain leads the cool down and the team meeting. You can use the same cool down in every class. It should include running/jogging with or without the ball (5minutes) and also short stretching session (5minutes).

-Captain leads the team meeting. In team meeting you will discuss about the goal you set in class team meeting. Did you reach the goal? If the scorekeeper video in 2v2 games, you can watch and analyze the video tape.

The coach

- Teacher demonstrates the drill on the demo field. Coach leads the drill. Team makes a square and each player choose one corner where to start except in one corner there are two players (the other with the ball). The player with the ball passes toward to player in next corner and then he/she runs to the next corner. Then the player who received the ball passes to the player in next corner and runs to the next corner and so on....



ROLES IN SOCCER UNIT/DAY 4 (tournament)

The Equipment Manager

-The equipment manager should ensure that his/her team has the necessary equipment (1 soccer ball, 4 cones and 5 jerseys) to perform the tasks for the day and return the equipment to its proper location after class.

The trainer

-The trainer leads the warm-up.

The scorekeeper

- The scorekeeper keeps score of small-sized games and mark the scores to the team folder after class.

Captain

-The captain retrieves their team's folder after class and takes attendance for their team.

-The captain also leads the team when starting the game "Rock-Paper-Scissors" "and shaking the hands after game.

- The captain represents the team when meeting with referees and makes on-court decisions for the team.

-The captain leads the cool down.

The coach

-The coach asks from the teacher at the beginning of class what teams you will play and on what field. Report this back to your team.

-The coach oversees teams performance.

5 COGITATION

It has been really interesting to write the capstone project and learn about the sport education model. Two months ago my University Mentor introduced the model in the Kinesiology class and I got really interested in it. The capstone project should demonstrate relevance and applicability in the grantee's home country and because I strongly believe that Finnish P.E teachers could benefit of using the SE model in their sport units, I decided to write my capstone about the SE model.

I have adapted the model to use in Finnish P.E classes, so the soccer unit plan for the Finnish P.E teachers may not include all the features of the original SE model. Every P.E teacher should use the model in a way that is appropriate in his/her classes. For example in original SE model it is suggested that the sport unit should consist of 15-20 lessons. But in Finland we have shorter units than in U.S, normally 2-3 lessons long, so I have included 4 soccer lesson plans in this particular unit. It is also suggested that you should not use all the roles when you start to implement the model first time. In this soccer unit plan there are five non-player roles for the student, but I encourage teachers to start small and add the roles little by little. If the teacher decides to use all the roles, she/he can first give smaller tasks for the students and increase students' daily responsibilities towards the end.

What makes sport education so interesting curriculum model? My main concern as a P.E teacher is the amotivated students. How to engage them better in P.E classes and in this way to offer them better sport experiences? The aim of physical education instruction is to involve all students not only the gifted and most motivated ones. It's been very interesting and hopeful to read about such a good outcomes of increasing engagement with amotivated students when using this model. The best you can ever hope as a P.E teacher is to see amotivated, inactive students to start to engage and enjoy of physical activity.

The SE model is also a good way to set cooperative and social goals in P.E classes for example the teamwork and fair play are highlighted in the model. These are the life skills that students will need in further life. We are not educated to teach only different sport contents but also to raise the students to be people with empathy and respect toward each other. In Finland we have lot of behavior problems in our schools, so it's self-evident that we need more instruction that concentrate also on social goals.

The SE model was designed to provide authentic, educationally rich sport experience in the context of school physical education. Why is it important for normal non-athletic students to

give authentic, educationally rich sport experiences? Most of the student haven't ever have an experience of being a member of a team. In a sport team they learn to be happy for other players' success, they get new friends, they feel community spirit and they learn how to work as a team encouraging all the team members to do their best. It would be great, if we could offer something like this for the students in Finnish P.E classes.

I really encourage Finnish P.E teachers to try Sport Education model in their units. Teachers can take the whole model or some parts of the model and modify it for their classes. I look forward to start to implement the model in my home school back in Finland. I believe that when the SE model is used successfully it's possible to chance student attitudes toward physical education and this way encourage them to adopt physically active lifestyle.

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Interaction with teachers:

Dr. Dena Deglau, My mentor

Greg Guisewite, My partner school P.E teacher

Rob Slopek, Physical Education teacher in Burleigh Manor Middle School (school visit)

Mikko Rahikka (Math teacher from Finland, Football coach)

Attachments:

Attachment 1. Score table

GAME	RESULT	SCORER	
_____ VS. _____			
_____ VS. _____			
_____ VS. _____			
_____ VS. _____			

Attachment 2. Checklist of the offence and defense game for the teams

The question:	Need improve- ment	Partly	Yes
Did you mark successfully your player in defense game?			
Did you remember move right away after passing?			
Did you try to find open space where you could receive the pass from your teammate?			
Did your team use the whole field? Wide game?			
Think one thing that you will try to improve in next game as a team? Right it down here.			

Attachment 3. Survey

Name and class: _____

1. What was your role? Did you like it? Why/why not?

2. Did you like being in the same team every class?

3. What do you think about the coach-directed practice sessions?
How does it feel to have a fellow student as a team leader (coach)?

4. Did you engage better during the P.E. class than in normal P.E. class?
Why/why not?

5. Would you like to do Sport Education in some other units also?
Why/why not?

THANK YOU!