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| **Teacher(s)** | **Mr. Oni** | **Subject group and discipline** | **Physical Education** | | |
| **Unit title** | **Becoming a Soccer Coach** | **MYP year** | **2** | **Unit duration (hrs)** | **6** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| Communication | **Adaptation**  **Refinement** | **Fairness and Development**  **Exploration:**  **Difference and Inclusion** |
| **Statement of inquiry** | | |
| Efficient communication as a player or coach, with fair and appropriate adaptations allows for the proper refinement needed to improve as either one. | | |
| **Inquiry questions** | | |
| **Factual—** What are the cues to passing, dribbling, and short-range accurate shooting in soccer?  **Conceptual—** What are the skills one needs to improve in order to successfully dribble a soccer ball?  Are the skills needed to be successful in soccer only physical?  **Debatable—** Can you be good soccer player and not be a successful instructor?  If you struggle with soccer skills can you still be a successful coach? Why? | | |
| **ATL Skills:**  In order to instruct their beginning players in their drill the student must understand the physical and mental skills needed to be successful and understand how to teach to each. | | |