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| **Teacher(s)** | **Mr. Oni** | **Subject group and discipline** | **Physical Education** | | |
| **Unit title** | **Coach Prepping** | **MYP year** | **3** | **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** | | |
| **Communicating our adaptations to drills will help beginning soccer players refine their skills at a developmentally fair level.** | | |
| **Inquiry questions** | | |
| **Factual—** What are the cues to passing, dribbling, and short-range accurate shooting in soccer?  **Conceptual—** What are some ways you can adapt/adjust your drill to make it developmentally fair for beginners?  **Debatable—** Do you need to adjust drills for individual skill levels? Why or why not? | | |
| **ATL Skills:** In order to instruct their beginning players in their drill the student must understand the cues of their specific soccer skill and how the drill can be adjusted to make it developmentally fair.  Students will need to communicate their drill to their group.  They will also need to communicate their understanding of the cues through a short answer exam.  During the instructing, students will have to check for understanding within their group of beginning players. Some questions they will have to ask: Did student A execute the skill properly? Why or why not? What should student A do in-order-to execute the skill properly? Who can tell me, in proper order, the cues for passing, dribbling, or shooting? | | |