



Equipment	Ground marker for each student (e.g., poly spot, cone, etc.), 1 soccer ball per group of 4-5 students, 1 target per group of 4-5 students (e.g., boxes, hula hoops, etc.)
Learning Outcome	Demonstrate how to work together with team members, dribble with the feet, and kick for accuracy.
COVID-19 Safety Precautions	Ensure students only use their feet to make contact with the ball at any time. Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video to share with students providing an overview and movement skills cues for trapping, dribbling, and shooting. Refer to the [Movement Skills Cues](#) document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the [Movement Skills Cues](#) document to practice the skills.

Encourage students to practice trapping, dribbling, and shooting if they have the equipment and space. If students do not have access to equipment or space to practice, invite them to practice the mechanics of the movements using a safe object (e.g., pair of socks, plastic bags made into a ball, etc.) and a safe space that is available to them.

Activity Description

Set up a playing area in a safe outdoor space by creating vertical lines using 4-5 ground markers with at least 2 metres between each ground marker in the line. Different vertical lines should be at least 4 metres apart. Place a target at least 2 metres away from the last ground marker in each line.

As a large group, review how to perform the kicking movement skill or refer to the [Movement Skills Cues](#) document to support you. Provide each line with a ball and encourage groups to practice passing and trapping using the appropriate movements and cues. If utilizing a flipped classroom strategy, remind students to apply the cues they learned or reviewed in the video or document.

Ask students to stand on a ground marker. Provide a soccer ball to the first person in each line. When play begins, teams pass the soccer ball, using their foot only, down the line from player to player. Each player must trap and control the ball before passing it to the next player. If a player loses control of the ball, they must collect the ball with their feet and move back to their ground marker before passing it to the next person in line. When the ball reaches the last player in line, this player turns and kicks the ball toward the target attempting to hit the target for a point. After the ball is kicked, the player collects the ball with their feet, and dribbles it to the front of the line and all players rotate down the line to the next floor marker. Play continues like this with players each having a turn kicking at the target for a given time limit. Teams count the amount of times they are successful at hitting the target.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- What did you have to think about as you trapped and then passed the ball?
- What did you have to consider when it was your turn to try to hit the target with the ball?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	Encourage students to send a ball, which is only touched by them, to the target using the method of sending with which they are most successful.	Students use a jingle ball or other auditory ball to dribble with their feet.	Reduce the amount of people in each line.

Observing Learning Outcomes

Use the dribbling and kicking cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Is the student able to pass (send) the soccer ball towards another player (target)?
- Is the student able to control the ball while dribbling?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Can Curling](#)