



Equipment	One soccer ball for each group of 5 students, four corner markers (e.g., cones) for each group of 5 students, one flat floor marker (e.g., poly spot, hula hoop) for each group of 5 students
Learning Outcome	Perform passing, trapping, and foot dribbling to demonstrate how to create open space to maintain possession and avoid defenders.
COVID-19 Safety Precautions	Ensure students touch the ball only with their feet and do not touch the corner markers or floor markers. 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 or written instructions to share with students providing an overview of how to use and create space to maintain possession of a ball and avoid defenders. Share why it is important to use and create space in order to score a point in certain games. Encourage students to set up floor markers in a safe space and practice moving to open space to accept a pass from a partner. If students do not have access to adequate space, they can practice passing a pair of socks, or similar object, with their hands within the space that is available to them and moving to open space to accept a pass.



Activity Description

Use a safe space to create square playing areas for groups of five students using four corner markers to represent the playing area for each group. Place one flat floor marker in the centre of each playing area.

As a large group, review how and why to use and create space to maintain possession and avoid defenders. If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed in advance of the activity.

Divide students into groups of five and assign each group a playing area. Groups of five break up into an offensive group with three players and a defensive group with two players. The offensive group stands around the perimeter of the playing space each at one corner marker (with one corner marker open). One player in the defensive group can stand anywhere within the playing area and one must stand with one foot touching the floor marker in the centre of the playing area. The offensive group starts with the ball and attempts to successfully pass the ball through the playing area to another offensive group member. Offensive group members can move to an open corner marker to receive the ball. The defensive group members try to intercept the passes ensuring that one player always has one foot in contact with the centre floor marker. After successfully completing a pass to each offensive group member or after an allotted amount of time, the group rotates positions with each player having multiple opportunities on offense and defense.

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 think about when you had possession of the ball on offense?
- What did you do when you did not have possession of the ball on offense?



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
Reduce the size of the playing area.	Remove the defensive players and students work in groups of three to move to open corner markers and pass and receive the ball.	Students use a jingle ball or other auditory ball.	Add a fourth offensive player and players cannot move from their corner marker.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to transition offensive and defensive roles successfully?
- Is the student on offense able to successfully send the ball to another open offensive player?
- Is the student on offense able to move to an open space (if needed) to successfully receive a pass from another offensive player?
- Is the student on defense able to position themselves within the playing space for the most success in blocking a pass?

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.

[Force Field](#)