



Equipment	Two soccer balls for every group of 6 students, 10 goal targets (e.g., pylons, bowling pins, water bottles filled with sand) for every group of 6 students, 4 cones for every group of 6 students
Learning Outcome	Demonstrate how to work with team members to avoid defenders and attack the goal.
COVID-19 Safety Precautions	Ensure students only touch the ball with their feet. Ask students to have the teacher reset their goal targets when needed. 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 attack the goal in different games. Share why it is important to send the object at the target or goal immediately upon receiving it. Encourage students to practice sending and receiving an object (e.g., basketball, soccer ball, puck, ring, etc.) with a partner a certain number of times and then sending the object at the target or goal immediately upon receiving it. If students do not have access to adequate equipment or space, they can practice throwing a soft object (e.g., foam ball, socks, stuffed animal, etc.) at a target on the wall or floor using a space that is safe and available to them.

Activity Description

Use cones to set up rectangular playing areas big enough for groups of six students to run safely within. Choose two ends of the playing area to be end zones. Place two cones approximately 1 metre in front of each end zone to designate a shooting line. Set up five goal targets behind each end zone line.

Break students into groups of three and provide each group with a soccer ball. Assign two groups of three to each playing area. Review and practice sending and receiving an object. Invite groups to choose a target goal (e.g., spot on a wall, specific line, etc.) and send and receive the ball back and forth amongst each other before sending it to the target goal.

Activity Description

Discuss why it is important, when choosing to send the ball to the target, to do so immediately upon receiving it in order to increase the chances of striking the target or scoring a goal. If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed in advance of the activity.

Assign each group of three to an end zone. Each group starts by standing on the shooting line in their own end zone. One member from each group starts in possession of the ball. On a signal, both groups move towards the other group's five target objects, passing the ball amongst their three group members. While in possession of the ball, a group member must remain stationary. Each group must make at least six successful passes before sending the ball at one of the target objects. The ball must be sent from behind the shooting line. If the ball does not move or knock over a goal target, one group member retrieves the ball and the entire group must go back to the shooting line in their end zone to restart play. If a group loses control of their ball, the group member who last touched the ball retrieves it and play continues but the next successful pass requires the group to start their pass count over again. Both groups play at the same time using opposite ends trying to move or knock over goal targets faster than the other group. Groups must be aware where the other group is for safety reasons but are not permitted to play defense. Play for a time limit or until one group has knocked over all of the goal targets of the other group.

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 strategies did your group use to send and receive the ball six times?
- When sending the ball, how did your group decide which target object to aim for?



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 and place one group per playing area.	Students can move when in possession of the ball.	Students use a jingle ball or other auditory ball.	Group members provide verbal cues to each other for sending and receiving the ball.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to show positive teamwork skills when working with group members?
- Is the student able to pass the ball with success to another group member while the group is in movement?
- Is the student able to receive the ball from a group member using the inside of their foot?

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.

Focus Focus