



Equipment	One soccer ball per group of 6 students, timer
Learning Outcome	Practice passing and receiving an object for speed and consistency.
COVID-19 Safety Precautions	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 the importance of sending and receiving for speed and consistency to maintain the overall flow of a game. Ask students to use a safe available space to practice passing and receiving a ball with speed and consistency. Students can practice with one or more people, or by kicking the ball against a wall and back to themselves. Students can set a timer for two minutes and count how many successful passes they can receive in that time.



Activity Description

Provide students with an overview of the importance of sending and receiving for speed and consistency to maintain the overall flow of a game. Discuss with students how they can be most successful when passing and receiving. Challenge students to not only consider what physical skills they must use but also what other skills such as communication and strategy. If utilizing a flipped classroom approach, ask students to recall what they practiced by passing and receiving before instructional time.

Divide students into groups of 6 and provide each group with a soccer ball. Remind students to only use their feet to pass the ball. Ask each group to find a space a safe distance from others. Groups stand in a circle with one student in the middle of the circle with the ball.

Round 1: Cooperative Play

Each group sets a group goal of the number of successful pass/receives they group will work towards. The student in the middle passes the ball to the first students in the circle. If that person successfully receives and traps the ball, the group scores 1 point. The receiver then passes the ball back to the student in the middle. The student in the middle repeats this action with the second student in the circle. Round 1 continues with the student in the middle passing and receiving the ball from each student in the circle. Round 1 can continue with subsequent rounds and new students in the middle.

Round 2: Competitive Play

In this round, set a timer for 2 minutes and signal groups to start. Groups are working to score as many points as possible within the game time. When the time is up, ask groups to share their point totals. Round 2 can continue with subsequent rounds and new students in the middle.



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.

- Which round did you find easier? Why?
- What did your group do that was successful?



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.	Students practice how many times they can successfully pass and receive a ball with a partner.	Students sit in a chair to participate in the activity or hold an implement to pass and receive the ball.	Reduce the number of students per group.



Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully demonstrate how to pass with their feet to another player for consistency?
- Is the student able to successfully demonstrate how to make a pass with their feet to another player for speed?
- Is the student able to successfully demonstrate how to receive and trap a pass with their feet?

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](#)