

Materials	Ball, two socks, rope or string
Learning Outcome	Practice preventing offense from advancing the ball and scoring a point in a territorial/invasion game.

## Description

Ensure there is enough space to do the activity away from any safety hazards. Set up two end zones on opposite sides of the playing area using rope, string or other flat markers. The activity requires two players with each player tucking a sock by their hip to act as a flag. One player begins with the ball on offense and stands on one of the end zone lines. The other player begins on defense and stands on the other end zone line.

The player with the ball moves through the playing area trying to successfully get past the defensive player and into the end zone to score a point. The defensive player tries to stop the play by taking the flag from the offensive player. The play also stops if the offensive player drops the ball or runs out of bounds. Players change roles after each play and play for a given time limit or until each player has had three turns on 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 activity. Consider asking the child the reflection questions below and discuss the answers together.

- What did you think about when deciding where to position yourself on defense?
- What can you do to force the ball carrier to go where you want?



## 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 so players only have room to walk or wheel, and dodge in the space.	The activity is played with the child moving to stop rolling objects from crossing a goal line.	Provide the offensive player with a sensory ball or auditory object (e.g., plastic bottle half-filled with rice, etc.), and have the child move to touch the object.	Add a second defensive player to support with angling the offensive player so the child can move to pull the sock from the waist of the offensive player.