

Group Juggling

Physical Education



At School Activities



Cooperative Games

7-12

Grade Level

Equipment	Two soccer balls per group of 6 students
Learning Outcome	Practice maintaining possession, moving to open space, and communicating effectively within a group.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and other groups. Explain to students that they should touch the ball with their feet only. 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 introduction or review of cues for passing and receiving a ball with their feet as well as considerations for moving to open space to support the person with the ball. Encourage students to practice passing and receiving with a partner in a safe space that is available to them. Students can pass and receive using equipment of choice (e.g., ball, pair of socks, etc.). Students begin by passing and receiving in a stationary position and then transition to moving to open space to receive a pass and waiting for their partner to move to open space before passing.



Activity Description

Review with students the cues for passing and receiving a ball and considerations for moving to open space to receive a pass. If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed about trust from the video or instructions they considered before the activity.

Part 1: Divide students into groups of 6 and provide each group with a soccer ball. Ask each group to create a circle standing a safe distance from each other. One student starts with the ball and passes it to another group member. Groups develop a passing sequence from one player to another. Players remain stationary as they pass the ball. Once the group is comfortable with the passing sequence, add another ball. To challenge groups further, consider adding a third ball. If a player misses a pass, they collect the ball and continue the passing sequence.

Part 2: Groups go back to using only one ball and develop another passing sequence within the group. After a pass is made, the player moves to a new location in the circle. Consider challenging groups by saying REVERSE, then groups must implement their passing sequence in the opposite direction. Groups count how many times they successfully complete the pass sequence within a given time limit.

Part 3: Two groups share the same space (e.g. badminton court, area of field separated by cones, etc.). Groups pass the ball in the same sequence developed in part 2 of the activity. They perform this while moving within the same space as the other group. Groups count how many times they successfully complete the pass sequence within a given time limit.

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.

- How did the communication change within your group for each part of the activity? How did it stay the same?
- What different types of skills did your group have to use throughout the activity?



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.		Groups use only one ball for each step and keep the same passing sequence throughout the activity.		The group uses a sensory ball (e.g., bell ball, light-up ball, etc.) to dribble.		Complete the activity in smaller groups (e.g., groups of 3).

Group Juggling

Physical
Education



At School
Activities



Cooperative
Games

7-12

Grade
Level

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to successfully identify the passing sequences their group develops?
- Is the student able to successfully demonstrate how to move to open space in order to receive a pass?
- Is the student able to successfully demonstrate appropriate communication skills and support of group members throughout the activity?

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.

Pass Time