

Seated Circle Soccer

Physical
Education



At School
Activities



Small Space
Activities

7-12

Grade
Level

Equipment	One chair per student, one soccer ball for group of 5-6 students
Learning Outcome	Identify inclusion considerations for a physical activity and demonstrate how to kick a ball for accuracy from a seated position.
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 about the importance of being able to modify physical activities. Share with students that all participants should feel included and challenged in activities. Invite students to consider how they could ensure the inclusion of individuals for the sport of soccer. For ideas, they can research Para Soccer. Ask students to try some of the inclusion considerations they brainstormed using a ball in a safe space available to them.



Activity Description

If utilizing a flipped classroom approach, ask students to demonstrate inclusion considerations they came up with before class time. If not utilizing a flipped classroom approach, share with students the importance of being able to modify physical activities. Explain that all participants should feel included and challenged in activities. Invite students to consider how they could ensure the inclusion of individuals for the sport of soccer and share their ideas in small groups or with the class.

Explain to students that they will participate in an activity that promotes inclusion of individuals that may use a wheelchair or require mobility support. Divide the class into groups of 5-6 students. Each student uses a chair and each group set up their chairs in a circle. Students sit in the chair and one student starts with the ball. While they remain seated, students try to kick the ball between two chairs and out of the circle. When a student kicks the ball out of the circle, that student gets a point. This student then retrieves the ball using only their feet and sits down in their chair again. They pass the ball to another student who tries to kick the ball between two chairs. The activity continues with students attempting to score points by kicking the ball through two chairs. If a student misses and another student receives the rebound from that kick, they may attempt to kick the ball. To challenge students further, consider adding an additional ball for each 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.

- How did you have to modify the movement of kicking when sitting in the chair?
- What is one thing you learned about inclusion considerations?



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
Increase the distance between the chairs.	Students each have an object that they try to underhand throw through the chairs.	Students use an implement to strike the ball.	Reduce the amount of students in each group.

Observing Learning Outcomes

Consider the following when observing student learning.

- Does the student demonstrate an awareness of why inclusion considerations are important?
- Does the student contribute inclusion considerations to the group discussion?
- Is the student able to successfully demonstrate how to kick the ball for accuracy from a seated position?

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.

[Sitting Volleyball](#)