

Space Ball

Physical Education



At School Activities



Game-Centred Activities

7-12

Grade Level

Equipment	One soccer ball per group of 4 students, five cones per group of 5 students
Learning Outcome	Demonstrate how to create open space to avoid defenders and maintain possession.
COVID-19 Safety Precautions	Ensure students touch the ball only with their feet and do not touch the cones. 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 use and create space to avoid defenders and maintain possession of a ball. Share why it is important to avoid defenders and use and create space in order to score a point in certain games. Encourage students to set up floor markers in a safe space and practice moving to open space to accept a pass from a partner. If students do not have access to adequate equipment or space, they can practice passing a pair of socks, or similar object, with their hands within the space that is available to them.

Activity Description

Place five cones in a safe playing area so that each group of four has an area with five cones. Create a square with the cones and place one cone in the middle of the square.

As a large group, review how and why to use and create space to avoid defenders and maintain possession. If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed in advance of the activity.

Divide students into groups of four and assign each group a playing area. Each group member stands with one foot touching one of the cones in the playing area. Provide a soccer ball to one group member in each group. On a signal, the group member with the ball makes a pass to another group member. When the pass is received, each group member must move to a different cone before another pass can be completed. The group member with the ball is permitted to dribble the ball to a new cone before making a pass. Each group works to be the first group to successfully complete two rounds of passes to each group member.

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 your group communicate to decide which cones to move to before each pass?*
- *How is this activity similar to the tactics used in certain sports and physical activities?*



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.	Place three cones on the ground and divide students into pairs. Students work with a partner to move to the open cone to pass and retrieve the ball on their own time.	Students use a scooter to move from cone to cone.	Reduce the group size to three students.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to read the play consistently and move to an open cone to receive a pass?
- Is the student able to dribble the ball from one cone to the next without losing control of the ball?
- Is the student able to work collaboratively with other group members to achieve the goal of 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