

<b>Materials</b>	Four floor markers (e.g., cones, plastic cups), ball
<b>Learning Outcome</b>	Practice passing, catching, faking, and cutting in a territory game and applying game play tactics of creating space and avoiding defense.

## Description

This activity requires three players. Ensure there is enough space to do the activity away from any safety hazards. Create a square or rectangle with the floor markers approximately 2-3 metres apart if possible. Two players are on offense and one is on defense.

The two players on offense start with one foot in contact with a different floor marker. The defensive player begins standing in the middle of the playing area. Before play begins each group can determine, based on their level of skill, if the defenders will play warm or hot defense. *Warm defense* means being an arm's length from the offense and intercepting passes if possible. *Hot defense* means being as close to the offense as you would like without causing a foul.

The offensive pair attempts to pass the ball as many consecutive times as possible in two minutes. The defensive player tries to intercept the passes. In order for a pass to be successful, offensive players must be in contact with a floor marker when they receive the ball. Play begins with one offensive player in possession of the ball. The offensive player not in possession of the ball must cut to an open floor marker after each pass and can cut through the middle or around the outside of the square or rectangle. Only one player is allowed at each floor marker at a time.

The offensive pair receives a point for every successful pass. If the defensive player intercepts or knocks down a pass, or if an offensive player does not catch a pass, the offensive group's score returns to zero. Play for a two-minute time limit and then switch roles so each player has a turn on defense.

Individually, players add up their total number of points scored after the three rounds.

## 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 youth the reflection questions below and discuss the answers together.

- *How did you and your partner communicate to know where to cut and pass on offense?*
- *How did the position of the defense inform your decision about where to move to receive a pass?*



## 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 square or rectangular or remove one floor marker and create a triangular playing area.		The youth performs the activity with a partner and breaks the skills and tactics down by practicing one at a time. Begin with the youth passing, then catching, then faking, and then cutting.		The youth follows different tactical lines (e.g., rope or string taped to the ground) to move to open space for a pass.		Reduce the amount of players to two and have the youth practice passing, catching, faking, and cutting with a partner.