



Equipment	One soccer ball per group of 5 students, 1 pylon per group of 5 students
Learning Outcome	Demonstrate inclusion of all group members and work together to knock over the pin using the movement skill of kicking.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and only touch the ball with their feet. Inform students that the same group member must be the only one throughout the activity to pick up the pylon each time it is knocked over. 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 to share with students providing an overview and movement skills cues for kicking. Refer to the [Movement Skills Cues](#) document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the [Movement Skills Cues](#) document to practice the skill with an adult. Encourage students to practice kicking in a safe space that is available to them. If space is not available to students, they can use a foam ball or even practice the proper kicking technique using a pair of socks in the space available to them.



## Activity Description

Divide students into groups of 5 and provide each group with a soccer ball. Ask groups to create a circle a safe distance away from each other. As a large group, review how to perform the movement skill of kicking or refer to the [Movement Skills Cues](#) document to support you. If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or document. Provide students time to practice kicking the ball to their group members and focusing on the movement skill cues.

Place a pylon on the ground for each group and ask the group to form a circle around the pylon, each student approximately 2 meters apart from each other and away from the pylon. One student starts with the ball and calls out another group member's name and then passes the ball to them. This student stops the pass, calls out a different group member's name, and passes the ball to them. This continues until each group member has received a pass. This means that the last person to receive the ball must pass it back to the group member who made the first pass. When this person receives the pass, they can kick the ball toward the pylon, attempting to strike it or knock it over. If they are not able to hit or knock over the pylon, they collect the ball, and pass it to another group member. That group member can now attempt to hit or knock over the pylon. This pattern continues until the pylon is hit or knocked over. This is one point for the group.

Assign one student in each group to be the person who puts the pylon back when it is knocked over. Each time the pylon is hit or knocked over, the group starts again with making a pass to each group member, and calling out their name, before attempting to hit or knock over the pylon. Explain to students that they each group member should have a turn starting with the ball each new round. Groups continue this process to see how many points they can get in the allotted time.

## 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 decide which group member to pass the ball to?
- How did your group know when everyone had received 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 distance the groups stand from the pylon.		Students pass the ball among their group counting how many times each group member receives the ball within the allotted time period.		Students use a chair for support either sitting or standing.		Students complete the activity in groups of three.



### Observing Learning Outcomes

Use the kicking cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Is the student able to successfully include all group members throughout the activity?
- Is the student able to demonstrate teamwork skills when working to hit or knock over the pin with their group?

### 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.

[Pin in the Middle](#)