



PHE Canada
Physical & Health Education Canada

**SPECIAL
EDITION**



soccer

in focus

TERRITORY
NET + WALL
RACING
STRIKING
+ FIELDING
TARGET



PHYSICAL LITERACY THROUGH GAMES AND SPORT

ACKNOWLEDGEMENTS

Physical and Health Education Canada (PHE Canada), founded in 1933, is a national not-for-profit organization. PHE Canada's vision is for "all Canadian children and youth living physically active and healthy lives." PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to greater participation in physical activity.

PHE Canada wishes to acknowledge the contributions of the many individuals, groups and organizations that participated in the development of this resource. We would especially like to thank and recognize the following:

AUTHORS

Shelley Barthel, Physical and Health Education Consultant Writer, Saskatchewan
Beth Ritchie, Physical and Health Education Consultant Writer, Ontario
Dr. Mark Baxter, Physical Education Teacher, Upper Canada College, Ontario
Graham Birt, Physical Education Department Head, Pickering College, Ontario
Kathy Fowler, Physical and Health Education Consultant Writer, Saskatchewan
Ron Lopez, Physical Education Specialist, District School Board of Niagara, Ontario

REVIEW TEAM

Monty Aldous, Ringette Canada
Julie Beaulieu, CanoeKayak Canada
Sylvie Beliveau, Canada Soccer
Danny Da Costa, Squash Canada
Marc Daneault, Archery Canada
Kyle Hunter, Badminton Canada
Raquel Pedercini, Canadian Team Handball Federation
Donna Ringrose, Softball Canada
Andy Wilson, Cycling CANADA Cyclisme

COPY EDITOR

Kathleen Whitfield Fletcher, Words Write

PROJECT TEAM

Sasha Alexov, Program Coordinator, PHE Canada
Tricia Zakaria, Program Coordinator, PHE Canada
Stephanie Talsma, Program Manager, PHE Canada
Amber Muir, Program Manager, PHE Canada



PHE CANADA ALSO ACKNOWLEDGES THE FINANCIAL SUPPORT OF THE GOVERNMENT OF CANADA THROUGH THE DEPARTMENT OF CANADIAN HERITAGE (SPORT CANADA – SPORT SUPPORT PROGRAM).

EPS Canada
Éducation physique et santé Canada



PHE Canada
Physical & Health Education Canada

2197 RIVERSIDE DRIVE, SUITE 301, OTTAWA, ONTARIO K1H 7X3
TEL: (613) 523-1348 | FAX: (613) 523-1206
INFO@PHECANADA.CA | WWW.PHECANADA.CA

Move Think Learn: Physical Literacy through Games and Sport. Soccer in Focus.

ISBN: 978-1-927818-43-5

© 2013 Physical and Health Education Canada. All rights reserved. No part of this program may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic or mechanical, including photocopying, without the prior written permission of PHE Canada.

TABLE OF CONTENTS

PART A: INTRODUCTION3

Purpose	3
Physical Literacy	3
Resources to Learn More about Physical Literacy	3
Teaching Games for Understanding (TGfU)	4
Resources to Learn More about TGfU	4
Target Games	4
Net and Wall Games	4
Striking and Fielding Games	4
Invasion/Territorial Games	5
Racing Games	5
Sport as a Vehicle for Learning	5
Resources to Learn More about Canada's Long-Term Athlete Development Model	5

PART B: PLANNING FOR TEACHING AND LEARNING . . .6

Resource Overview	6
Move	6
Think	6
Resources to Learn More about Fundamental Movement Skills . . .	6
Learn	7
Pedagogical Considerations	8
Resources to Learn More about Effective Questioning	8
Example 1: Team Handball Unit	10
Example 2: Invasion/Territorial Games Unit	10
Safety	11
References	11

PART C: SETTING THE CONTEXT12

Sport in Focus	12
Summary of Activities	15

PART D: MOVE THINK LEARN ACTIVITIES16

Move 1: Pinball	17
Think	17
Move 2: Shark Attack	18
Think	18
Move 3: I Think I Can! Think; I Can!!	19
Think	19
Move 4: Hot Potato	20
Think	20
Move 5: Scrambled Eggs	21
Think	21
Move 6: Scatter Brain	22
Think	22
Learn 1: Corner Pocket	24
Learn 2: Scoring Frenzy	26

PART A Introduction

Purpose

The Move Think Learn resource series has been designed to support physical educators in their planning of game-play experiences for children and youth. The series targets educators working with children and youth approximately 9–15 years of age (grades 4–9); its goal is to increase students' knowledge, confidence, and competence so they become further engaged in physical activity and/or sport.

[Physical and Health Education Canada](#) (PHE Canada) advocates for [Quality Daily Physical Education](#) (QDPE) in all Canadian schools. Well-planned opportunities to improve game-play abilities are part of a QDPE program. The Move Think Learn resource series promotes these opportunities through a Teaching Games for Understanding (TGfU) approach, contributes to the development of physical literacy, and aligns with Canada's Long-Term Athlete Development (LTAD) model.

Physical Literacy

Individuals who continue to develop their ability to move with competence and confidence in a wide variety of physical activities in multiple environments to benefit the healthy development of their whole self are individuals who are developing their physical literacy (PHE Canada).

The concept of physical literacy refers to the ongoing development of our embodied dimension, our disposition, and our ability to move and interact in different environments (Whitehead, 2010). Fundamental to the concept is the interrelated and interdependent nature of the many dimensions of one's self. Developing physical literacy therefore can positively influence and be influenced by the development of other capabilities such as cognition, creativity, and self-confidence.

One of the many aspects of physical literacy is the development of game-play abilities, or the ability to read and respond to different situations. This aspect of physical literacy is supported by the Move Think Learn resource series. The game experiences described in the resources include all learners, are developmentally appropriate, and facilitate the refinement of movement skills. Positive, purposeful, and engaging game-play experiences in childhood can contribute to the individual's motivation and confidence to pursue physical activity opportunities for a lifetime. Provincial physical education curricula across Canada promote the development of physical literacy for children and youth.



Resources to learn more about physical literacy

- Website and videos: [Physical literacy educational strategies](#). PHE Canada (2014).
- Article: The concept of physical literacy. Whitehead, M. (Ed.) (2006). *European Journal of Physical Education* 6(2), 127–138.
- Book: *Physical literacy throughout the lifecourse*. Whitehead, M. (2010). London, UK: Routledge.



PART A

Teaching Games for Understanding (TGfU)

The Move Think Learn resource series embraces a Teaching Games for Understanding (TGfU) approach. Originally outlined by Bunker and Thorpe in the 1980s, TGfU is a student-centred instructional model designed to actively engage learners in problem solving and decision making while gaining an appreciation of game strategies, tactics, and skills.

Through participation in small-sided games, students learn how tactical solutions can be transferred from one game or sport to another. Students develop the ability to make decisions about “what to do,” “when to do it,” and “how to do it” in response to game situations (Griffin & Patton, 2005). Learning games this way, students develop game literacy and gain competence in a wide range of activities (Mandigo, Butler, & Hopper, 2007).

TGfU focuses on fostering tactical awareness before skill development. Tactics refer to “what to do” during specific game-play situations (Bunker & Thorpe, 1982). Tactical problems (e.g., how to maintain possession of an object) emerge during game play and force participants to make decisions about what to do (e.g., dribble or pass? what kind of pass? to whom?). Tactics differ from game strategies, which refer to the elements of the overall game plan discussed before play begins (Gréhaigne, Godbout, & Bouthier, 1999).

To facilitate learning, games are grouped into broad categories based on common structures, features, and goals (i.e., target games, net and wall games, striking and fielding games, and territorial games). For the purpose of the Move Think Learn resource series, a “racing games” category is added to include those games with the goal of moving efficiently to cover a pre-determined distance in the shortest amount of time. The games categories can be described as follows.

Target Games

The main goal of target games is to send away an object and make contact with a specific target (Mandigo et al., 2007). Examples of unopposed target games include archery, bowling, and golf. Opposed target games include curling and bocce.

Net and Wall Games

The main goal of net and wall games is to send an object to the opponents so they are unable to return it or are forced to make an error (Mandigo et al., 2007). Examples include badminton, jai-alai (played using a scoop-like implement), tennis, volleyball, sepak takraw (also known as kick volleyball), and squash.

Striking and Fielding Games

The main goal of striking and fielding games is to strike an object away from fielders in order to score points and limit the number of points scored by the opponent (Mandigo et al., 2007). Examples include baseball, cricket, kickball, softball, and rounders.



Resources to learn more about TGfU

- Book: ***Teaching games for understanding: Theory, research, and practice***. Griffin, L., Butler, J. (Eds.) (2005). Champaign, IL: Human Kinetics.
- Website: [Teaching Games for Understanding](#).
- Website: [Playsport](#).
- Video: [Teaching Games for Understanding – Lesson Demonstration](#). The Physical Educator (2012).
- Articles: [Physical and Health Education Journal](#). (2007). [TGfU feature issue](#).

PART A

Invasion/Territorial Games

The main goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo et al., 2007). Examples include basketball, team handball, soccer, goal ball, hockey, ringette, water polo, and rugby.

Racing Games

The main goal of racing games is to move efficiently to cover a pre-determined distance in the shortest amount of time. Racing games can also involve set tasks (e.g., going through a gate, staying in bounds). Examples include cycling, speed skating, canoe/kayak, rowing, swimming, and cross-country skiing.



Sport as a Vehicle for Learning

Canada's Long-Term Athlete Development (LTAD) model outlines a framework for athlete development. The seven stages of the model identify the role of play, physical education, school sport, recreational physical activity, and competitive sport in the development of athletes (Balyi, Cardinal, Higgs, Norris, & Way, n.d.). LTAD underlines the importance of opportunities for children and youth to participate in a wide variety of physical activities and sports. Many national sport organizations in Canada have designed a sport-specific LTAD model.

The sport focus of each resource in the Move Think Learn series provides a lens through which to facilitate purposeful game-play experiences. Although each resource focuses on a single sport, it emphasizes the transferability of tactical solutions from one sport to another. The small-sided games described in each resource align with the stages of LTAD by promoting participation in developmentally appropriate games as opposed to mature forms of the sport.



Resources to learn more about Canada's Long-Term Athlete Development Model

- Website: [Canadian Sport for Life](#)
- Website: [PHE Canada Long Term Athlete Development Curriculum Links](#)

PART B Planning for Teaching and Learning

Resource Overview

Each resource in the series is organized into three sections: Move, Think, and Learn. The resources support teacher planning, but do not provide complete or sequential lesson plans.

Move

The Move section describes six different games. Each game highlights a different tactical problem relevant to the games category of the sport in focus. These games can serve as an entry point to a lesson and are designed to help students understand “what to do” in the context of the game. The template used to describe each game is outlined below.

TITLE: title of the game

TACTICAL FOCUS: the tactical problem students will experience during game play

OBJECTIVE: what students will learn as a result of the game-play experience

SPORT RATIONALE: the relevance of the tactical problem to the sport in focus

PARTICIPANTS: the organization of students during game play (e.g., partners, 3 v. 3)

EQUIPMENT: a list of equipment needed to play

SET UP: how to organize the activity area for participation in the game, including diagrams

DESCRIPTION: the rules and details for playing the game

MODIFICATIONS: changes that can be made to the game to increase or decrease the level of challenge and complexity to better meet the needs of students

Think

The Think section includes tactical questions teachers can ask students. Each series of questions relates directly to the preceding Move game, and is intended to engage students in critical and creative thinking to identify the tactical problem, solutions to the tactical problem, and the movement skills required to carry out the tactical solutions. Building on student understanding of “what to do” in the context of the game, this section explores “how to do it.”

Student answers will inform the next steps in learning that should provide an opportunity to develop the skills needed to carry out tactical solutions. These next steps can include practising motor skills, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game. Students need both tactical awareness and skill proficiency to become skillful game players. Teachers will decide the best way to engage students in skill practice based on developmental level and readiness. Providing opportunities for students to develop skills in a game-like context is an effective way to facilitate the carryover of these skills to a game situation.

The following resources describe fundamental movement skills and, where possible, sport-specific movement skills in detail to support skill practice. The movement skills are identified in the description of each game in the Move section.



Resources to learn more about fundamental movement skills

- Book: [PHE Canada Fundamental Movement Skills Resource Series](#)
- Videos: [PHE Canada Fundamental Movement Skills Video Collections](#)
- Website: [Active for Life Lesson Plans and Resources](#)

PART B

Learn

Each Learn section describes two games. These games are more complex than those in the Move section, and are intended to move participants toward the mature form of the sport in focus. During game play, students apply solutions to tactical problems and decision-making abilities. These games can serve as a culminating game to a lesson or unit.

After the game description, to extend tactical awareness, the resource identifies questions to engage students in critical and creative thinking. It also identifies specific ways the tactical solutions can be transferred to other games or sports in the same category. Emphasizing the transferability of tactical solutions from one game to another in the same games category will deepen student understanding and competence, despite the fact that different movement skills are required to play different games.

BELOW IS A SUMMARY OF WHAT TEACHING AND LEARNING COULD LOOK LIKE IN EACH SECTION OF THE RESOURCE.

Action	What students will do	What teachers will do
MOVE Game to highlight a tactical problem.	Engage in small-sided, developmentally appropriate play with lots of opportunity for active involvement.	Facilitate game play in a safe environment. Observe student play.
THINK Questions to allow students to identify the tactical problem from the MOVE game and begin to identify solutions and required skills.	Consider and share answers to questions based on game-play experiences and ask new questions. Practise and refine movement skills and tactical solutions.	Ask questions to highlight the tactical problem and relevant solutions. Encourage multiple and varied answers, be open to new ideas, ask probing questions to refine student answers. Use answers to inform next steps in learning. Facilitate an opportunity to practise and refine movement skills needed to carry out tactical solutions.
LEARN More complex game emphasizing the use of tactical solutions during game play.	Engage in small-sided, developmentally appropriate play and make decisions to achieve the goal of the game.	Facilitate game play in a safe environment. Observe student play, pausing games periodically as appropriate to ask questions to support student decision making and use of tactical solutions.

PART B

Pedagogical Considerations

A number of pedagogical considerations are important to help ensure learning experiences are purposeful, engaging, and inclusive for all students. Structuring inclusive game-play opportunities that allow all students to participate in a positive and appropriately challenging way will contribute to student learning and increase confidence and competence.

The games in the Move Think Learn resource series are developmentally appropriate in that they are small-sided (e.g., 3 v. 3), allowing all students to be actively involved in the game experience. However, it is important to note that the games are merely samples. Teachers will need to ensure games are structured in a way that matches the needs and abilities of their students. The description of each game provides modifications to the equipment, space, and rules to give teachers ideas about how to increase or decrease the level of challenge or complexity to better match the abilities of students. In some cases (e.g., archery, squash, cycling, canoe/kayak), the games do not involve the use of sport-specific equipment or facilities. Teachers with the relevant training and/or access to equipment and facilities can choose to incorporate these elements as appropriate.

In a student-centred model such as Teaching Games for Understanding, it is critical that teachers be able to ask questions after a game in a way that facilitates learning and empowers students to make good tactical decisions. It is important to ask questions that help students understand what they need to do to solve a tactical problem and why, followed by questions that identify how to carry out the solution (Mitchell, Oslin, & Griffin, 2013). The type and number of questions asked by the teacher is based on the readiness of students.



Resources to learn more about effective questioning

- Book: **Instructional models for physical education** (3rd ed.). Metzler, M. W. (2011). Scottsdale, AZ: Holcomb Hathaway.
- Book: **Teaching sport concepts and skills: A tactical approach for ages 7–18**. Mitchell, S. J., Oslin, J. L., & Griffin, L. L. (2013). Champaign, IL: Human Kinetics.

PART B

The **Move Think Learn** resource series is intended to inform teacher planning, and is not a sequential or complete series of lessons. As a result, teachers will use the resource in different ways. Here are two examples of how teachers could use the Move Think Learn Team Handball resource to plan a unit using a TGfU approach.

Example 1: Team Handball Unit

Mr. Smith plans a two-week team handball unit. The single-sport focus will provide an in-depth experience with the tactical problems associated with team handball before highlighting the transferability of tactical solutions to other invasion/territorial games (Mitchell et al., 2013).

Mr. Smith uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for his unit and matches these to provincial/territorial learning outcomes. Curricular learning outcomes inform the assessment criteria and strategies. When designing the sequence of learning, Mr. Smith uses the games in the Move section and the modification ideas to identify a game that will start each of his lessons. Then he adjusts the Think questions to match the needs of the students in his class. He is unsure of the performance cues for the overhand throw, so refers to the [PHE Canada Fundamental Movement Skills Video Collection](#) before designing game-like opportunities for skill practice. Finally, Mr. Smith chooses a culminating Learn game for each lesson that will allow students to apply the tactical solutions and decision-making abilities. Sometimes, the Learn game is a modified version of the initial Move game. Mr. Smith is ready to begin and adjust his plan as necessary to support student learning.

1

Example

Invasion/Territorial Games Unit

Ms. Bahn plans a two-week invasion/territorial games unit. She adopts a game sampling focus to provide a variety of game-play experiences that help students transfer learning from one territorial game to another (Mitchell et al., 2013).

Ms. Bahn also uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for her unit, matches these to provincial/territorial learning outcomes, and articulates assessment criteria. When designing the sequence of learning, Ms. Bahn incorporates the transferability ideas from the games in the Learn section into each of her lessons. Sometimes she plans for games with the same tactical focus to be played at the beginning of two consecutive lessons, or within the same lesson with different movement skills. For example, students could play Boundary Ball, throwing and catching with hands (Team Handball), then play again, kicking and trapping with feet (Soccer). Ms. Bahn also adjusts the Think questions to match the needs of the students in her class and designs game-like opportunities for skill practice. Finally, Ms. Bahn chooses a culminating Learn game for each lesson that will allow students to apply their tactical solutions and decision-making abilities. Ms. Bahn is ready to begin and adjust her plan as necessary to support student learning.

In both examples, teachers plan to facilitate a sequence of learning that will encourage students to become more skillful game players, having developed both tactical awareness and movement skills. Students gain an understanding of what to do in game situations, when to do it, and how to do it to achieve the goal of the game.

2

Example

PART B

Safety

An inherent level of risk exists in all physical activities. A safe physical, emotional, mental, and spiritual learning environment is essential if students are to learn while participating in movement activities. Teachers must facilitate well-planned and developmentally appropriate game-play experiences to minimize the risk of accident and injury. In addition to knowing the developmental level of students and acting with common sense and foresight, teachers should have an in-depth understanding of up-to-date safety guidelines in their province/territory and jurisdiction.



References

Balyi, I., Cardinal, C., Higgs, C., Norris, S., & Way, R. (n.d.) [Canadian Sport for Life: Long-term athlete development resource paper v 2.](#)

Bunker, B., & Thorpe, R. (1986). The curriculum model. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 7–10). Loughborough, UK: University of Technology, Loughborough.

Gréhaigne, J. F., Godbout, P., & Bouthier, D. (1999). The foundations of tactics and strategy in team sports. *Journal of Teaching in Physical Education*, 18(2), 159–174.

Griffin, L., & Patton, K. (2005). Two decades of teaching games for understanding: Looking at the past, present, and future. In L. Griffin, & J. Butler (Eds.), *Teaching games for understanding: Theory, research, and practice* (pp.1–17). Champaign, IL: Human Kinetics.

Mandigo, J., Butler, J., & Hopper, T. (2007). What is teaching games for understanding? A Canadian perspective. *Physical & Health Education Journal*, 73(2), 14–20.

Metzler, M. W. (2011). *Instructional models for physical education* (3rd ed.). Scottsdale, AZ: Halcomb Hathaway.

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills: A tactical approach for ages 7–18* (3rd ed.). Champaign, IL: Human Kinetics.

Nosich, G. M. (2009). *Learning to think things through: A guide to critical thinking across the curriculum* (3rd ed.). New Jersey: Pearson Prentice Hall.

Physical and Health Education Canada. (2014). [What is physical literacy?](#)

Whitehead, M. (2010). *Physical literacy throughout the lifecourse*. London: Routledge.

PART C Setting the Context

Sport in Focus

The information below about the sport in focus can generate student interest and engagement prior to the first learning experience. For example, teachers can share information about soccer and

- have small groups complete a T-P-E chart (Nosich, 2009), identifying what they think (T) they know about soccer, what puzzles (P) them about soccer, and how they want to explore (E) the things that puzzle them;
- make connections with local, provincial, national, or international events.

Sport in Context

DID YOU KNOW?

- Soccer is one of the most popular sports worldwide.
- Soccer is considered the fastest growing sport in Canada and is the sport with the largest participation rate.
- Soccer players who play the midfield position run an average of almost 10 km during every game.
- Only Canada and the United States actually call the sport “soccer”; the rest of the world refers to the sport as “football.”
- Soccer balls are slightly oval in shape. But the checkerboard pattern creates an illusion of a perfect sphere.
- The sport can be played almost anywhere, from official soccer fields to gymnasiums, streets, school playgrounds, parks, or beaches.

HISTORY

- The earliest form of the game – a military exercise – dates back to circa 200 BCE in China.
 - o Tsu’ Chu, as it was called, consisted of players kicking a ball made of leather and filled with feathers and hair into a small net.
 - o Players were guarded by other players and could use only their feet, chest, back and shoulders to contact the ball.
- Other early recordings of soccer-type games date back to versions played in Ancient Greece and Rome.
 - o Ancient Greece – Episkyros was a ball game played between two teams of 12–14 players, using one ball. The players could use their hands.
 - o Ancient Rome – Harpastum, meaning “to seize or snatch,” was a ball game that required considerable speed, agility and physical exertion.
- The contemporary version of soccer began in 1863 in England, when the first governing body of the sport, the Football Association, formed.

RULES

- Soccer is a territorial/invasion game played by two teams using a ball, on a rectangular field with two opposing goal posts.
 - o A formal soccer game (match) consists of two 45-minute halves.
- The object of the game is for players, using any part of their bodies except their hands and arms, to try to manoeuvre the ball into the opposing team’s goal.

PART C

AN OVERVIEW OF SIMPLIFIED RULES FOR SOCCER

- The game consists of two teams of 11 players.
 - Positions are goalkeeper, defense, midfield, and forward (offense).
- Only the goalkeeper is permitted to handle the ball using his or her hands.
- A game begins with a coin toss and the winning team starts the game using a kick-off (starts at centre field with a kick forward to a teammate at the referee's signal).
 - A game or restarting play can also begin by a drop ball (when the referee drops the ball between two opposing players).
- If the ball goes out of bounds, the team that did not touch the ball last uses a throw-in to get the game back in play.
- A goal (1 point) is scored when the ball crosses the goal line between the two goal posts of the opposing team.
- The team that scores more goals wins.

For more information on rules, visit :

www.canadasoccer.com or www.fifa.com

EXAMPLES OF HOW TO MODIFY RULES FOR DIFFERENT TEACHING ENVIRONMENTS AND ABILITIES

- To maximize participation in the game, decrease the number of players on each team to five or six players; ensure appropriate dimensions for your students' development and skill level.
- For inclusion of all students, incorporate a three-pass rule before attempting to score (or even a pass to all teammates!).
- Modify the size of the goals to increase or decrease difficulty (a larger goal will increase student success in scoring).
- Consider the type of environment and ball used in the game.
 - Grass will allow the ball to roll slower because of its uneven surface.
 - A larger, heavier ball will roll slower because of its weight and size.
- For children with limited mobility in their legs or using a wheelchair, provide a hockey stick or racquet so they can hit the ball rather than use their feet.



CANADIAN ATHLETE HIGHLIGHTS *Christine Sinclair*

- Born: June 6, 1983
- Birthplace: Burnaby, BC
- Player Position: forward
- Started playing soccer at the age of 4
- Set a national record with 16 goals in the 2007 season
- Was named *Canadian Player of the Year* in 2001 and has since received this award eleven times



CANADIAN ATHLETE HIGHLIGHTS *Paul Stalteri*

- Born: October 18, 1977
- Birthplace: Etobicoke, ON
- Player Position: defender
- Started playing soccer at the age of 6
- Was named *Canadian Player of the Year* in 2001 and 2004
- Retired in March, 2013

PART C

CROSS-CURRICULAR CONNECTIONS

The resource is student-centred, providing students opportunities to MOVE, THINK, and LEARN and supporting the tactical understanding for territorial games. Adding cross-curricular connections is a great way to support student learning in other subject areas.

CONSIDER THE FOLLOWING CROSS-CURRICULAR CONNECTIONS FOR THE SPORT OF SOCCER:

- History: Examine the history of physical activity and education (e.g., activities and games from Ancient Greece and Rome).
- Math: Practise working with mean, median, and mode (e.g., look at statistics or profiles of a team – ages, goals scored, etc.).
- Math: Practise basic skills, like addition, subtraction, fraction use (e.g., look at stadium capacity for past and present FIFA World Cup Tournament venues or revenue generated from ticket sales).



Supplementary Reading

RESOURCES

- LTPD (Long-term Player Development) Resource – [Wellness to World Cup](#)

WEBSITES

- [Canada Soccer](#)
- [The Fédération Internationale de Football Association \(FIFA\)](#)
 - English: International Federation of Association Football

BIG EVENTS

- FIFA World Cup
- FIFA Women's World Cup
- Olympic and Paralympic Games



PART C

Summary of Activities

Soccer, a territorial game, is the sport through which this resource will explore the tactical problems related to territorial games. The goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo, Butler, & Hopper, 2007).

THE MOVE THINK LEARN ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SKILLFUL TERRITORIAL GAME PLAYERS ARE SUMMARIZED IN THE TABLE BELOW.

<i>Tactical Focus</i>	<i>Move</i>	<i>Think</i>	<i>Learn</i>
Finding and creating space	Hot Potato	<p>Student answers to the tactical questions after each game will inform the next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions.</p> <p>For more information to support development of the movement skills needed to play soccer, refer to the resources listed on page 6.</p>	Corner Pocket
Avoiding defenders	Shark Attack		
Regaining possession	I Think I Can! I Think; I Can!		
Defending space	Scrambled Eggs		
Maintaining possession	Pinball		Scoring Frenzy
Attacking the goal	Scatter Brain		



PHE Canada
Physical & Health Education Canada



FIFA WOMEN'S WORLD CUP CANADA 2015™

SUPPLEMENT OF | **SOCCER IN FOCUS**



Introduction

The FIFA Women's World Cup Canada 2015™ is coming June 6th to July 5th, 2015. Let's get ready Canada to welcome FIFA, the world and its game, Soccer!

Twenty-four nations from around the world will compete in the seventh edition of the FIFA Women's World Cup™ competition. The tournament will be hosted in six Canadian venues from coast to coast to coast: Edmonton, Alberta; Moncton, New Brunswick; Montreal, Quebec; Ottawa, Ontario; Vancouver, British Columbia; and Winnipeg, Manitoba with the Final Match held at BC Place in Vancouver on July 5th. The Canadian team will kick off the competition in the Opening Match to be played in Edmonton on June 6th.

Canada Soccer and Physical and Health Education Canada (PHE Canada) want to share the excitement of the FIFA Women's World Cup Canada 2015™ and the game of

soccer with teachers and students from coast to coast to coast. The FIFA Women's World Cup Canada 2015™ - *Move Think Learn: Soccer in Focus* supplement was developed in partnership between Canada Soccer and PHE Canada. The vision for this resource is to inspire children and youth, their families and communities to engage in opportunities to participate in soccer at any level. PHE Canada promotes physical literacy for the healthy development of the whole person and sees the FIFA Women's World Cup Canada 2015™, as a valuable part of a holistic approach to achieving physical literacy.

The purpose of the FIFA Women's World Cup Canada 2015™ supplement is to support teachers in educating and engaging students in learning about the game of soccer. These learning experiences were designed as an extension to PHE Canada's *Move Think Learn* resource series, specifically *Soccer in Focus Grades 4–6*, which engages students in soccer-focused physical activities.



FIFA and Canada Soccer

Canada Soccer eagerly bid to host the FIFA Women's World Cup Canada 2015™ as part of a vision to sustain its legacy.

Canada Soccer is striving to engage and inspire all Canadians, from coast to coast to coast, to become game changers in the *world's game*, as soccer is the highest participation sport in Canada.

The first FIFA Women's World Cup™ was hosted in China PR in 1991. Since that time, the event has grown to be the largest women's sporting event in the world. Canada has competed in every FIFA Women's World Cup™ since 1995 and had its best performance in 2003, finishing in 4th Place. Canada is the fifth country to host the FIFA Women's World Cup™ with the previous events held in China PR, Sweden, U.S.A., and Germany.

FIFA (Fédération International Football Association) organizes the international World Cup soccer competitions. Canada Soccer is one of 209 FIFA members. FIFA's mission is to "develop the game, touch the world, build a better future." Visit their website to learn more about [FIFA's mission](#).

Specific details regarding the FIFA Women's World Cup Canada 2015™, including the competition schedule and links to information about all 24 finalists, can be found in the Appendix.



How to use this resource

This resource is designed with an inquiry-based approach to learning, an approach that invites students to wonder, question, and investigate through guided learning experiences.

In an effort to support the process of inquiry-based learning, the sample learning experiences included in the resource are organized around the following inquiry question:

How can the sport of soccer build bridges to bring the world together?

Teachers can introduce the inquiry question to students to generate curiosity prior to engaging in a learning experience.

For each grade level, two learning experiences focused on the inquiry question have been created. Within each learning experience, multiple interdisciplinary tasks and/or projects are proposed. Teachers can use these learning experiences directly or adapt them to align with specific provincial/territorial curriculum learning outcomes. Assessment ideas are embedded within the learning experiences.

Teachers can expand interdisciplinary learning experiences by engaging students in the physical learning activities in PHE Canada's *Move Think Learn – Soccer in Focus* Grades 4–6.

Learning Experience

1

HOW CAN THE SPORT OF SOCCER BUILD BRIDGES TO BRING THE WORLD TOGETHER?

Essential Question:

What can one country do to welcome the world to a sporting event?

Curricular Connections:

The learning experience can support student learning and interdisciplinary connections in subject areas such as social studies, mathematics, arts education, and English language arts.

Setting the Context:

1. Pose questions to students such as the following:

- Why do athletes from around the world come together to play sports?
- What can one country do to welcome the world to a sporting event in their nation? What could you do?

2. Watch the video: [Canada has a great soccer story! Help us write the next chapter! and engage students in a discussion about playing soccer in Canada.](#)

- Highlight that Canada will host two World Cup competitions in a 12-month period (FIFA Women's World Cup Canada 2015™ in June/July 2015 and recently hosted the FIFA U-20 Women's World Cup in August 2014).
- Focus students' attention on the FIFA Women's World Cup Canada 2015™, which will see for the first time, women from 24 countries (an increase from 16 teams) coming together in Canada to compete. Soccer matches will be hosted in Edmonton, Alberta; Moncton, New Brunswick; Montreal, Quebec; Ottawa, Ontario; Vancouver, British Columbia; and Winnipeg, Manitoba.

CONTINUED ON NEXT PAGE

Learning Experience Description:



Extended Exploration:

Engage students in one or more of the following learning experiences as a means to search for answers to the essential question:

- As a class or in small groups, students can create a visual representation of where in the world the 23 guest teams are situated and the distance the national teams will travel to get to the city in Canada where they will play their first match (e.g., Display a world map; students find and then pinpoint the location of a given participating country. Using string or yarn, they connect the country to the host city in Canada).
- Alone or in pairs, students can 'adopt a country, adopt a national team' to investigate using both human and material sources (e.g., interview community members, conduct research online). Questions to pose could include the following: How long would it take the national team to get to Canada?; What time of day is it in their home country when they first play in Canada?; What time zone is each country in?; How does the weather in that country compare to what the weather will be like when they play here in Canada?; What kind of food do they eat most often in that country and how will it be different from what they might be offered to eat when in Canada?
- Engage students in activities shown in PHE Canada's *Move Think Learn: Soccer in Focus Grades 4–6* to deepen their understanding of soccer.
- If living in or close to a host city, students can investigate what their community is doing to prepare for the guests who will be arriving in June to be a part of the FIFA Women's World Cup Canada 2015™. Students can share their stories of how what is happening reflects words such as *Grow, Inspire, Engage, and Execute*, which are the legacy values of Canada Soccer.

- o Students can share their discoveries with their classmates (e.g., 'Did You Know...' class bulletin board, individual/pair technology presentation), with the school and/or their families (e.g., class newsletter, Canada Welcomes the World and its Game – Multi-cultural Fair with visitation stations).
- Alone, in pairs, or in small groups, students can create a 'Welcome the World and its Game to Canada' message (e.g., video a cheer/song/dance routine; write a letter/email message) for one or all of the guest nations. Pursue sending the products to one or more of the guest nations (See contact links in the Appendix).
- As a class, students can view and discuss the design of the [Official Emblem for the FIFA Women's World Cup Canada 2015™](#) (seen on the left of this page). Alone or in pairs, students can investigate the representations (i.e., Canada coast to coast to coast, multicultural Canada) that appear in the Official Emblem, sharing their findings in a visual format, which could include their creation of a logo that represents their school and/or community. More information about the Official Emblem is included in the Appendix.

Learning Experience 2

HOW CAN THE SPORT OF SOCCER BUILD BRIDGES TO BRING THE WORLD TOGETHER?

Essential Question:

Who can play soccer?

Curricular Connections:

The learning experience can support student learning and interdisciplinary connections in subject areas such as health education, social studies, arts education, physical education, and English language arts.

Setting the Context:

1. Pose questions to students such as the following:

- Where in the world do you think you can play soccer?
- How can playing soccer benefit you and those around you?
- What do you need to be able to play soccer?

2. Watch one or more of the following videos:

- [*FIFA marks International Day of Sport for Development and Peace*](#) - FIFA promoting peace through soccer; shows soccer being played on the beach, in the street, and on soccer pitches.
- [*Live Your Goals*](#) - An invitation to girls to play soccer.
- [*Soccer in Real Life*](#) - Boys creatively playing soccer in the streets, and other play areas.
- [*GEN7 Activate North*](#) - Leadership program supporting children in northern Canada through playing soccer.
- [*I Can Play Soccer Tournament*](#) - Best Buddies elementary school having an inaugural soccer tournament for children with and without intellectual disabilities.

CONTINUED ON NEXT PAGE

Learning Experience Description:

Engage students in one or more of the following learning experiences as a means to search for answers to the essential question:

- Students can use Think/Pair/Share to discuss where in the world (i.e., where in their country, *where* in their community, where in their neighbourhood) they can play soccer and who in the world can play soccer.
- Students can investigate and share the story of where in their community or their neighbourhood, they could play soccer. They can organize the options using categories such as organized/unorganized, cost/free, inclusive/exclusive, and safe/risky. They can create visuals (e.g., community maps) of where in the community they could play soccer.
- Students can create their own version of a soccer game (e.g., rules, boundaries, how to score, how the ball can be played) using given criteria such as the following:
 - o You are playing with five of your friends on the school yard; the only equipment you have is a red playground ball that someone forgot to take in at recess!
 - o You are playing with three of your friends in the community park that has many small open spaces and a lot of trees; you have two foam soccer-size balls.
 - o You are alone; your caregiver said, "Stay close to home." You have one small round ball.
- Students can organize a FIFA World Cup™ soccer celebration for themselves and other classes in the school. Teams will play small-sided (4 v. 4, 5 v. 5) matches for short time periods (e.g., 10 minutes).
 - o Students can assign teams to play for a country (one of twenty-four competing in the FIFA Women's World Cup Canada 2015™). Teams can dress in the colours of their country.
 - o Students can arrange an activity that sees teams competing using different scenarios (e.g., in the gymnasium with gym mats as the goal target, live off the wall, no goalkeeper; outside on the paved basketball court; in the sand pit surrounding the playground equipment; play the versions of the games in PHE Canada's *Move Think Learn – Soccer in Focus Grades 4–6* resource).
 - o Students can plan and lead an opening and closing ceremony.

Extended Exploration:

- Engage students in activities in PHE Canada's *Move Think Learn – Soccer in Focus Grades 4–6* to deepen their understanding of soccer.
- Students can be introduced to soccer footwork tricks and can set goals and/or create challenges to improve and demonstrate their soccer skills. Two engaging videos to watch:
 - o [Bailey's Soccer Tricks](#) – A young girl demonstrates tricks
 - o [Soccer Training for Kids](#) (intermediate) – Two young boys demonstrate soccer tricks.

Appendix

FÉDÉRATION INTERNATIONALE DE FOOTBALL ASSOCIATION (FIFA)

The goal of FIFA, founded in 1904, is the constant improvement of football. FIFA's mission is to "develop the game, touch the world, build a better future."

Relevant resources on the FIFA website

- [Home page of the FIFA Women's World Cup Canada 2015™](#)
- [Match Schedule](#)
- [About the host country \(Canada\) and host cities](#)
- [Qualifying nations and rankings \(Finalists and groups will be determined by December 6, 2014\)](#)
- [Highlights and legacy of previous FIFA Women's World Cup™ Championships](#)
- [Live Your Goals](#) campaign features the best female players who are living their dreams by having competed in the FIFA Women's World Cup™. The campaign aims to inspire the next generation of female footballers all over the world.
- [Grassroots](#) supports and encourages the involvement of children in the game of soccer in a fun and developmentally appropriate way.

CANADA SOCCER

Canada Soccer is the official governing body for soccer in Canada and promotes the growth and development of soccer in Canada from grassroots to high performance. Its mission is to provide leadership in the pursuit of excellence in soccer, nationally and internationally, in cooperation with its members and partners.

RELEVANT RESOURCES ON THE CANADA SOCCER WEBSITE

- [Canadian Women's National Team Roster and player information](#)
- [Wellness to World Cup Long-Term Player Development](#)
- [Host City Subsites:](#)

Vancouver	Ottawa
Edmonton	Montreal
Winnipeg	Moncton

FIFA WOMEN'S WORLD CUP CANADA 2015™ OFFICIAL EMBLEM LOOK AND DESIGN

The inspiration for the design comes from Canada's national motto "A Mari Usque Ad Mare," which means "From coast to coast."

- The unmistakable iconic maple leaf forms the basis of the Official Emblem

design and in itself transports a strong sense of national pride and heritage. In a way, the maple leaf may be seen to represent the country outline.

- Three sections contain elements that are open to interpretation but present Canada as a multicultural nation, showcasing both national and urban environments – the ocean, mountains, cityscapes, and flora and fauna.
- There are eight elements which comprise the Official Look of a multifaceted Canada – Coast; Sky, Ice & Cityscape; Ambition & Mountains; Modernity & Urbanism; Pride & Honour; Water, Ocean & Inspiration; Celebration & Fans; and Passion & Innovation.
- At the heart of the maple leaf stands a figure, a victory pose. As the stem and vein of the leaf, it symbolizes not only the energy of the Canadian nation in hosting this prestigious competition, but also awakens a sense of hope, joy and friendship.
- The Official Emblem is designed within the FIFA brand architecture.

Source: FIFA Women's World Cup Canada 2015™ Brand Manual



PART D

Move Think Learn Activities



MOVE



1: Pinball

TACTICAL FOCUS:

Maintaining possession

OBJECTIVE:

Students will learn how to use fast footwork, multiple ball touches, body swerves and foot maneuvers to maintain possession of the ball and to beat an opponent.

SPORT RATIONALE:

In the sport of soccer, all players should be comfortable with and confident in maintaining possession of the ball. Younger players will benefit from multiple experiences that focus on maintaining possession of the ball individually.

PARTICIPANTS:

Groups of 8

EQUIPMENT PER GROUP:

- 8 balls
- 4 corner markers (e.g., pylons)
- 8 pinnies (2 different colours, 4 of each colour)

DESCRIPTION:

- Divide students into two groups of four.
- All students are in possession of a ball and must keep the ball moving, using their feet. They try to maintain possession of the ball for a time limit.
- Students work in groups to maintain possession of their own ball, while trying to cause the other group's students to lose possession of their balls.
- If in possession of a ball, students attempt to kick the opposing group's balls out of bounds, while maintaining possession of their own ball.
- If not in possession of a ball (i.e., ball has been kicked out of bounds), students attempt to steal a ball from an opposing group member.
- Play for a given time limit (e.g., three minutes), or until one group loses possession of all their balls. To start a new game, rotate groups so that they are playing a new group.

THINK

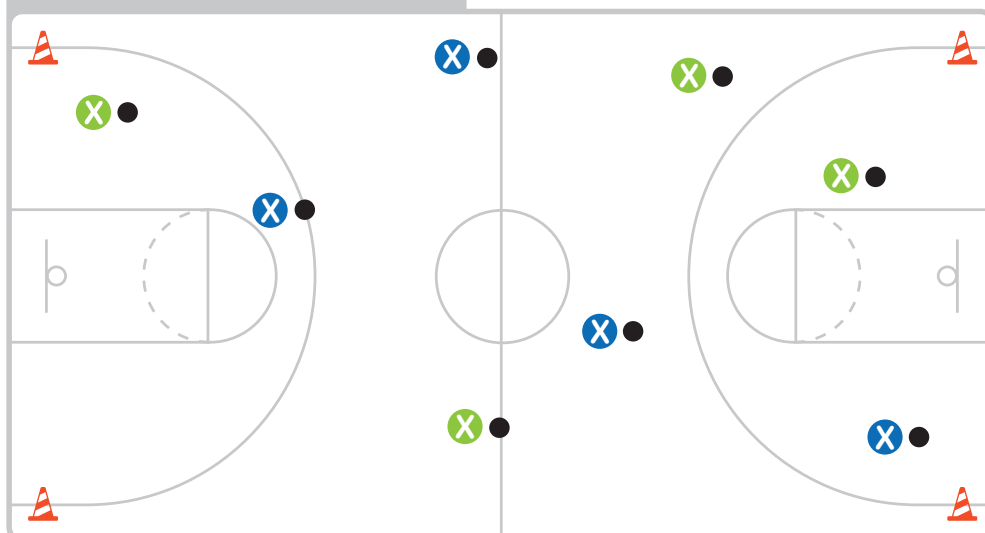


TACTICAL QUESTIONS FOR STUDENTS:

- Where did you look when you were trying to maintain possession of your ball?
- Was it better to stay close to an opponent who was in possession of the ball or to one who did not have the ball? Why?
- What could you do to try to help your group members maintain possession of the ball?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

PINBALL SET-UP



Use corner markers to designate a square play area.

X GROUP 1 X GROUP 2 ● BALL

MODIFICATIONS:

- One group of students on the outside of the play area attempts to knock the balls away from students on the inside of the playing area, using passes.
- Both groups start on opposite sides of the play area and attempt to dribble through to the opposite side. Each time a student makes it through without losing possession, the group scores a point.

MOVE



2: Shark Attack

TACTICAL FOCUS:

Avoiding defenders

OBJECTIVE:

Students will increase ability to independently maintain possession of the ball while making decisions as to how to best progress through space when being challenged by defender(s).

SPORT RATIONALE:

In Soccer, there are circumstances when passing or shooting the ball is not an option. In these situations, players need to maintain control of the ball and fake/deke to advance past defenders and attack the goal.

PARTICIPANTS:

Groups of 7

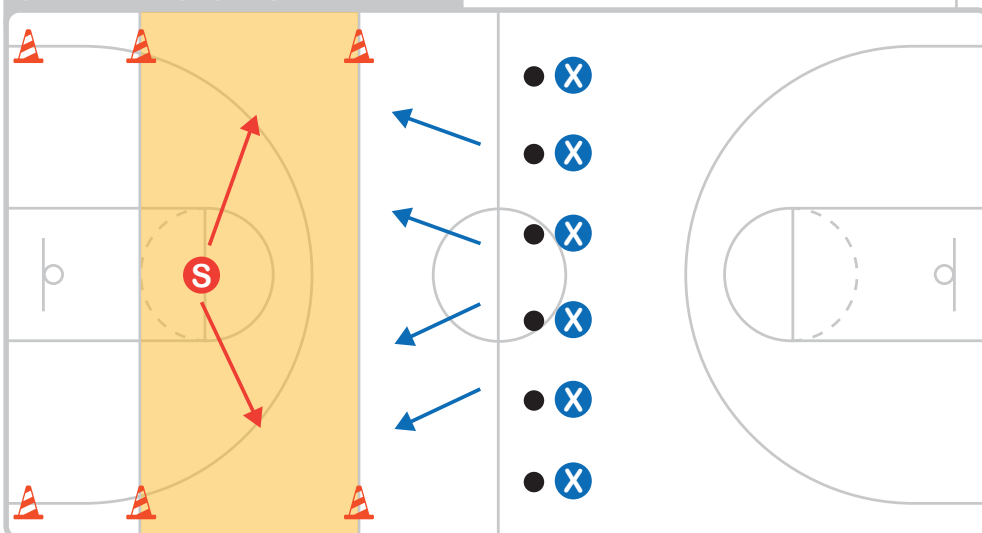
EQUIPMENT PER GROUP:

- 6 balls
- 4 corner markers (e.g., pylons) and/or floor lines to designate boundaries of play area
- 4 flat floor markers (e.g., carpet squares, poly spots) and/or lines to designate defensive zone
- 1 safety zone (e.g., box, bag)

DESCRIPTION:

- One student (the Shark) starts in and must remain in the designated defensive zone that covers the width of the play area (the Territorial Waters). The Shark faces the remaining students (the Invaders).
- Each Invader begins the game in possession of a ball. The Invaders line up at one end of the play area.
- The Shark initiates play by calling out, "Invade!" The Invaders try to reach the far end of the area, maintaining possession of the ball by foot dribbling.
- Any Invader who makes it through to the other end still maintaining possession of the ball waits for the Shark to signal the next invasion.
- Play continues until all Invaders have lost possession of the ball because of a Shark attack. The last Invader to lose the ball becomes the Shark and play begins again.
- The Shark tries to force one or more Invaders to lose possession of the ball by kicking it away.
- Invaders who lose possession of their ball because of the Shark's interference put their ball in the safety area and join the Shark for the next attack.

SHARK ATTACK SET-UP



Use corner markers to mark off a square play area and, within that square, identify a designated defensive zone. Locate a safety zone at one end of the play area.

S SHARK **X INVADER** **● BALL**

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- Where should you look when you are trying to maintain possession of the ball?
- What did you have to do to try to prevent the defender (Shark) from kicking away your ball?
- How can considering where your group members (other Invaders) are help you decide where you should go when you are in possession of the ball?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the same game.

MODIFICATIONS:

- Students play without using balls; the Shark tries to tag the Invaders or remove a tail flag (e.g., scarf or ribbon tucked in waistline).
- Limit the number of students who become Sharks before beginning a new round of play (e.g., in a game of five, when the Shark catches two Invaders, restart the game with a new Shark).
- Any time a student loses possession of the ball, regardless of whether a Shark caused it to happen, the Invader becomes a Shark.
- Add more defensive zones so each new Shark has a different area of the play space to cover.
- Add passing to the game with one ball between two Invaders and the Shark trying to intercept passes as well as kicking the ball away from the student in possession of the ball.

MOVE



3: I Think I Can! I Think; I Can!!

TACTICAL FOCUS:

Regaining Possession

OBJECTIVE:

Students will learn that when on defense they need to consider the positioning of the opponents when making decisions about where they should position themselves to defend space and regain possession of the ball.

SPORT RATIONALE:

In the sport of soccer, the first defender (player closest to opponent with the ball) should attack the ball while teammates consider the positioning of the opponent with the ball, the potential receivers, and the goal. When a defender is the "last chance" for a team to defend a shot on goal, the defender needs to decide the location of the

biggest scoring threat.

PARTICIPANTS:

Groups of 3

EQUIPMENT PER GROUP:

- 1 ball
- 4 corner markers (e.g., pylons)
- flat floor markers (e.g., carpet squares, poly spots) and/or floor lines to designate zones

DESCRIPTION:

- Divide students into an offensive pair and a defensive student.
- The two students on offense must remain outside the play area. One of them begins the play in possession of the ball.
- The offensive pair can move along the boundary line of the sides opposite each other. When in possession of the ball, the student can dribble.
- The offensive pair tries to pass the ball with control (i.e., ball travels along the ground) to one another across the rectangle; the defender tries to intercept the ball.
- The defender begins the game in Zone 1 and can move anywhere within that zone while attempting to intercept the ball or interfere with the pass.
 - o If the defender intercepts the ball, the defender scores a point and the ball goes to the intended receiver.
- o If the offensive pair makes a successful pass, they score a point.
- The defender must move to Zone 2 for the second passing attempt, Zone 3 for the third and then back to Zone 1 for the fourth. This pattern continues with the defender remaining on defense for six offensive passing attempts.
- Students rotate roles, and begin a new round. The defender with the most points wins the game.

THINK

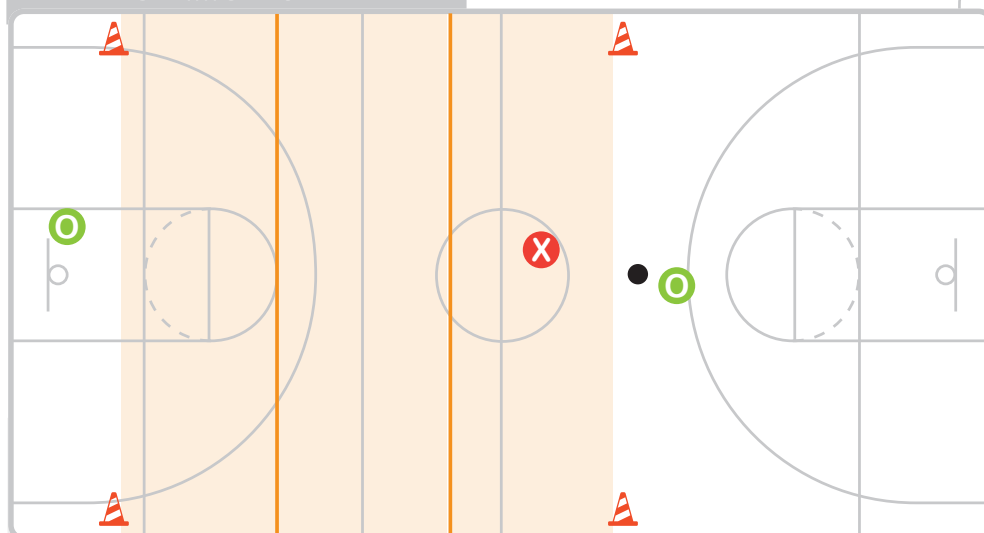


TACTICAL QUESTIONS FOR STUDENTS:

- How did the zone you were in while on defense affect your ability to interfere with the offensive students' success?
- When there are two students on offense and you are the only defender trying to get the ball from them, where is the best place for you to position yourself?
- Where should you be looking when you are playing defense in this type of situation?
- When on defense, what else will affect how close you play to the passer or a possible receiver?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

I THINK I CAN!... SET-UP



Mark off a rectangular play area using corner markers. Divide that area into three vertical zones.

O OFFENSIVE PLAYER **X** DEFENSIVE PLAYER **●** BALL **—** ZONE MARKERS

MODIFICATIONS:

- Allow the students on offense to carry the ball with their hands as they move along the side line if their ability to foot dribble interferes with their ability to play the game.
- If the offensive pair makes a successful pass, the receiver of the pass tells the defender which zone the defender must play in.
- The defender counts aloud for a given time limit (5 seconds – "1 soccer play, 2 soccer plays ...") and if a pass is not attempted during this time, the defender scores a point.
- Add a second defender to the game; the two defenders play in the same zone or in different zones.

MOVE



4: Hot Potato

TACTICAL FOCUS:

Finding and creating space

OBJECTIVE:

Students will learn how to work with group members to maintain possession of the ball by using and creating open space.

SPORT RATIONALE:

Soccer is a game of possession. Teams who are most successful maintain possession for the majority of a game, control the game play and score more goals.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

- 1 ball
- 4 corner markers (e.g., pylons)
- 1 flat floor marker (e.g., carpet square, poly spot, hula hoop)
- 6 pinnies (2 different colours, 3 of each colour)

DESCRIPTION:

- Divide students into two groups of three: offense and defense.
- The offensive group can move anywhere within the boundaries of the play area. One member begins the play in possession of the ball.
- In the defensive group, two students can move anywhere within the boundaries and the third student must keep one foot on the middle floor marker at all times.
- The offensive group looks for opportunities to pass the ball to an open group member. The offensive group scores a point when all its members have received a pass.
- The defensive group attempts to knock away or intercept the ball. Every time the defensive group is successful, the two groups quickly switch offensive and defensive roles and resume play.

THINK

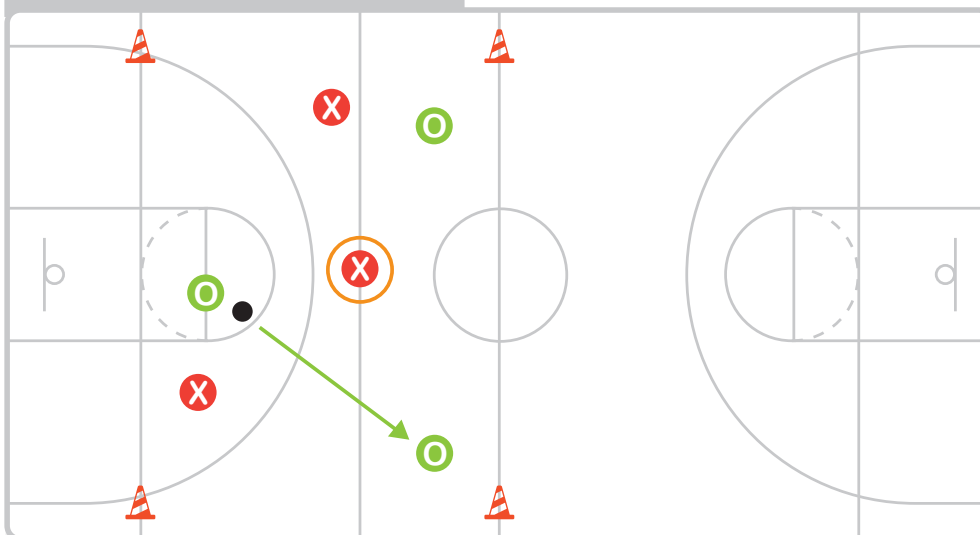


TACTICAL QUESTIONS FOR STUDENTS:

- What did you think about when you had possession of the ball?
- Where did you go to get open for a pass when your group member had possession of the ball?
- How can you create space between you and your group member who has possession of the ball so it is more difficult for the defenders to intercept a pass?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

HOT POTATO SET-UP



Mark off a square play area using corner markers. Place a flat floor marker in the middle of the play area.

○ OFFENSE X DEFENSE ○ HULA HOOP ● BALL

MODIFICATIONS:

- If there is an odd number of students, remove the middle floor marker and play a 3 v. 2 game, with the offense having one more player.
- When in possession of the ball, students can dribble to move away from defenders.
- Place multiple floor markers throughout the play area. All defensive group members must keep one foot on a floor marker.
- The student in possession of the ball must remain in one spot.
- After completing a pass, a student must make contact with a corner marker before receiving a pass.

MOVE



5: Scrambled Eggs

TACTICAL FOCUS:

Defending space

OBJECTIVE:

Students will learn how to challenge an opponent who is in possession of the ball and how to work with group members to close space when on defense.

SPORT RATIONALE:

In the sport of soccer, speed of ball movement is the offensive team's friend. When on defense, players need to be able to delay the movement of the ball by marking (challenging opponent one-on-one) and by working as a team to close dangerous space.

PARTICIPANTS:

Groups of 12

EQUIPMENT PER GROUP:

- 2 balls
- 4 corner markers (e.g., pylons)
- 4 flat floor markers (e.g., carpet squares, poly spots) and/or lines to designate defensive zone
- 12 pinnies (3 different colours, 4 of each colour)

DESCRIPTION:

- Divide students into three groups of four: two offensive groups and one defensive group.
- Each offensive group has an end zone and must remain within that zone. Each offensive group starts with a ball.
- The defensive team has one student in each end zone and two students in the defensive zone.
- The offensive group members try to pass the ball four times and then send the ball across the defensive zone to the other offensive group.
- o The offensive group can only pass and cannot foot dribble.
- o If the ball is intercepted by any one of the defenders, the defensive group switches places with the team that lost possession.
- When a group in an end zone completes four consecutive passes and successfully sends the ball to the other side, this group earns a point.
- When a ball is successfully sent across the defensive zone, the group receiving the ball quickly sends it back to the group in the opposite end zone and play restarts as

THINK



TACTICAL QUESTIONS FOR STUDENTS:

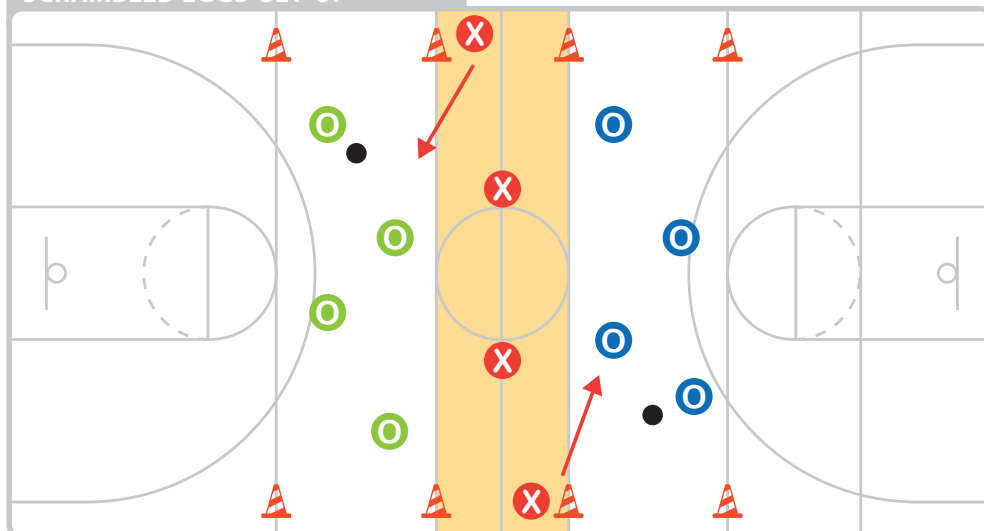
- What did you do as a defender to try to intercept or to gain possession of the ball?
- What affected where you played when you were in the defensive zone?
- When on defense, how can you and your group members work together to take away space?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

in the beginning of the game.

- Play for a time limit or until one group scores a given number of points.

SCRAMBLED EGGS SET-UP



Mark off a rectangular play area, using corner markers. Designate a defensive zone running through the middle of the rectangular play area, using flat floor markers and/or lines on the floor.

○ OFFENSIVE 1 ○ OFFENSIVE 2 ✕ DEFENSE ● BALL

MODIFICATIONS:

- Place all four defenders in the defensive zone to try to tackle (gain possession) the ball.
- Allow students to foot dribble when in possession of the ball.
- Decrease the size of the end zones and increase the size of the defensive zone.
- Increase or decrease the number of successful passes that students must make before sending the ball across the defensive zone.

MOVE



6: Scatter Brain

TACTICAL FOCUS:

Attacking the goal

OBJECTIVE:

Students will learn how to work with a group member to maintain possession of the ball when travelling through traffic so as to effectively attack the goal.

SPORT RATIONALE:

In the sport of soccer, players often find themselves in heavy traffic in their pursuit of scoring on the goal.

PARTICIPANTS:

Groups of 4

EQUIPMENT PER PAIR:

- (at least) 1 ball, (appropriate size for dribbling/passing)

- 1 goal target (e.g., 2 or more pylons placed close together; gym mat stood on side)
- flat floor markers (e.g., carpet squares, poly spots) and/or floor lines to designate shooting zone

DESCRIPTION:

- Divide each group of four students into two pairs: pair 1 and pair 2.
- In this activity, pair 1 and pair 2 compete against each other to hit the goal target first.
- One student from each pair (the lead student) stands on the designated start line; the student's partner (the supporter) stands behind the start line.
- On the signal, the lead student runs to the balls scattered throughout the play area.
- Once the lead student secures a ball, the supporter enters the activity.
- o Each pair advances on the specified goal, dribbling and passing the ball between them until one of them reaches the shooting zone.
- o Pairs must make a minimum of three passes before shooting at the specified goal target.
- Each pair tries to hit a designated goal target before the other pair does.
- When a pair successfully hits the goal target, the pair scores a point and the two competing pairs return to the start line.
- o After each successful round, partners switch roles.
- When a shot misses the goal, a member of the pair gathers the ball and they continue play.
- Play for a time limit. After a few rounds, have pairs play against new opponents.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- What did you consider when deciding which ball you would go after?
- When you were the supporter, what affected where you decided to go?
- How did you decide when it was a good time to shoot?
- What can you (individually) and you and your partner (together) do to increase your chances of successfully attacking the goal?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the same game.

CONTINUED ON NEXT PAGE

MOVE



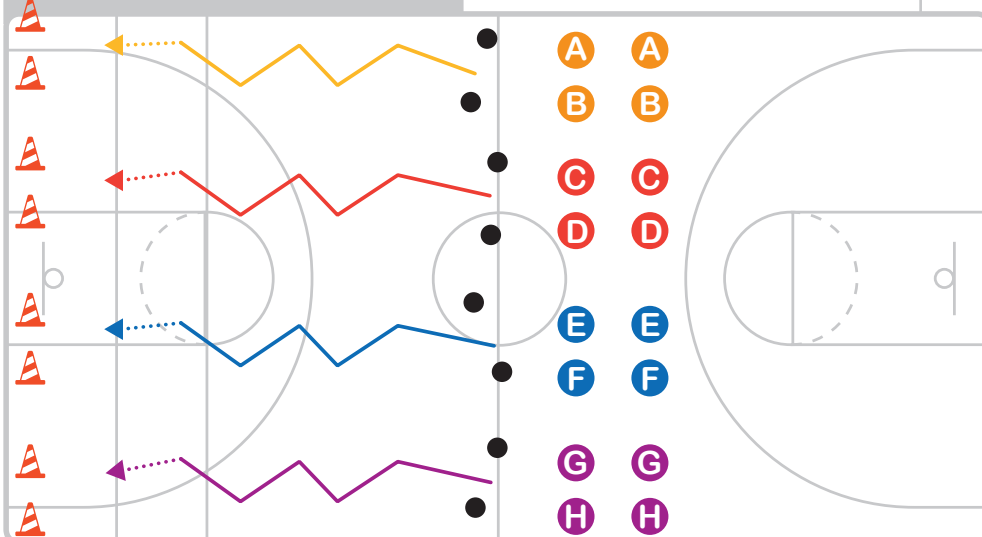
6: Scatter Brain (continued)

CONTINUED FROM PREVIOUS PAGE

MODIFICATIONS:

- Allow only supporters to score.
- Change the location of the designated goal targets so groups are travelling in different pathways.
- Allow pairs to score on whichever goal target they choose, but once a target has been hit, no other pair can score on that target.
- Change the shooting zone to a single goal line that the shooter must stay behind.
- Allow pairs a given number of unsuccessful shots on the goal target before they must return to the start line and try again.
- Use fewer balls than the total number of pairs. If a lead student does not get a ball, the pair attempts to "steal" or to intercept a ball from the opponent pair.
- o If a pair successfully intercepts a ball, it continues to advance and attack the goal target.

SCATTER BRAIN SET-UP



The diagram below illustrates the set-up for 16 students (4 groups). Spread out a goal target for each group along one end line of a large play area. Designate a shooting zone in front of the goal target.

● BALL

LEARN



1: Corner Pocket

TACTICAL FOCUS:

Creating space, avoiding defenders

OBJECTIVE:

Students will learn the importance of creating space in order to attack the goal by using the full width of the field.

SPORT RATIONALE:

Frequently in soccer, when finding space, players attack the goal from the deep, far

corners to create space for teammates running at the goal. Offensive teammates need to draw defenders across the field in an effort to create gaps for attackers to penetrate.

PARTICIPANTS:

Groups of 8

EQUIPMENT PER GROUP:

- 1 ball

- 4 corner squares (e.g., gym mat laid flat)
- 2 flat floor markers (e.g., carpet squares, poly spots, hula hoop) and/or floor line to designate centre line of the play area
- 2 small goals (e.g., three pylons placed side-by-side; gym mat stood on its side)
- 8 pinnies (2 different colours, 4 of each colour)

DESCRIPTION:

- Divide students into two groups: four offense and four defense.
- The game starts with both groups standing on their own end line; one group is in possession of the ball.
- On signal, the offensive group attempts to score and the defensive group attempts to stop the offensive group from scoring.
- To score a point, a player from the offensive group must receive a pass while in a corner zone and then send the ball to a group member.
 - o Once the ball leaves the corner zone, it must be shot on the goal target after a maximum of two passes.
- Defenders cannot enter a corner zone on their half of the play area.
- The ball is turned over if
 - o a shot misses the goal,
 - o there is no shot after two passes, or
 - o a goal is scored.
- The play is restarted as in the beginning of the game, with the groups switching roles (offense group is now on defense).
- Play for a time limit or until one group scores a given number of points.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- How did passing the ball out wide to group members in the corner zones help the offensive group create space?
- What made it easier for the student in the corner zone to pass more successfully?
- How does spreading out on offense and taking advantage of the corners help the offensive group avoid defense?

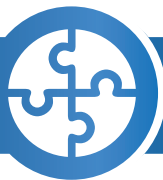
TRANSFERABILITY:

You could play this game again with a focus on:

- basketball – passing and dribbling with hands and shooting the ball at the backboard to score;
- ultimate Frisbee – passing a flying disc and adding a goal target student who must catch the disc to score.

CONTINUED ON NEXT PAGE

LEARN



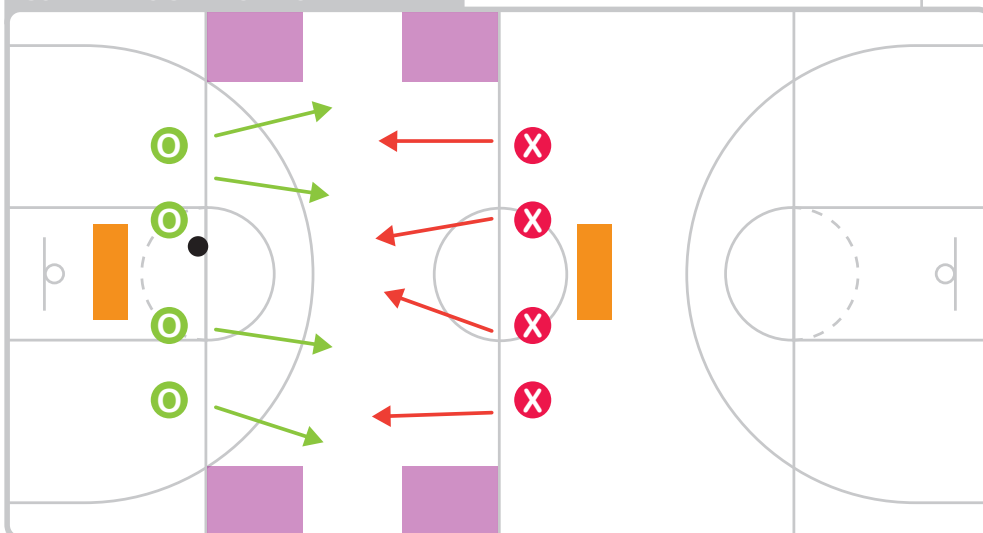
1: Corner Pocket (continued)

CONTINUED FROM PREVIOUS PAGE

MODIFICATIONS:

- Assign two students from each group to remain in the opposite group's corner zones, receiving and passing the ball to their two group members who can move anywhere in the play area. These students stay in the corner zone until their group scores and then switch places with their group members.
- When a student has been in the corner zone for three seconds and has not received the ball, the student must leave the zone and cannot re-enter it until at least one group member has been in that corner zone.
- Allow students in the corner zone to foot dribble out of the zone.

CORNER POCKET SET-UP



Designate a rectangular play area, marked at the corners by gym mats laid flat to be the corner zones. Centre a small goal about a metre past each end line. Designate a centre line to divide the two halves of the play area.

○ OFFENSE X DEFENSE ● BALL ■ CORNER ZONE ■ GOAL

LEARN



2: Scoring Frenzy

TACTICAL FOCUS:

Maintaining possession, attacking the goal

OBJECTIVE:

Students will learn that they should spread out across the field when avoiding defense to draw the defenders apart, creating more space to move in order to maintain possession. They will also learn to focus on getting the ball to a group member who is in a better position to score (target player).

SPORT RATIONALE:

In the sport of soccer, there are a large number of players on the field. If offensive players attack from only one area on the field, the defenders can adjust to close this space quickly. Effective spacing between the player carrying the ball and the teammates is an important aspect of the game for all players to understand. Additionally, players need to recognize which teammate is in the best position to score. This player is often referred to as the "target player."

PARTICIPANTS:

Groups of 7

EQUIPMENT PER GROUP:

- 1 ball
- 4 corner markers (e.g., pylons)
- flat floor markers (e.g., carpet squares, poly spots) and/or floor lines to designate zones and goal line
- 1 goal target (e.g., gym mat laid flat) that can be stood on
- 7 pinnies (2 different colours)

DESCRIPTION:

- Divide students into two groups; offense and defense.
- Four students are on offense. One student is the rover and can move across/within all three zones. The remaining three players are assigned a zone and must remain in that zone.
- The rover student supports the other three offensive group teammates.
- Three students are on defense and can move through all three zones.
- The offensive group attempts to score a point by passing the ball through the target area.
- To score a point each offensive student must touch the ball.
- When a point is scored, the two groups switch places, with one student who was on offense moving to the rover position.
- If a defender intercepts the

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- How did the location of the three defenders affect where the fourth offensive group member moved when trying to get open?
- Where is the best area to shoot from when trying to score?
- When is it a good decision for you to shoot at the target?

TRANSFERABILITY:

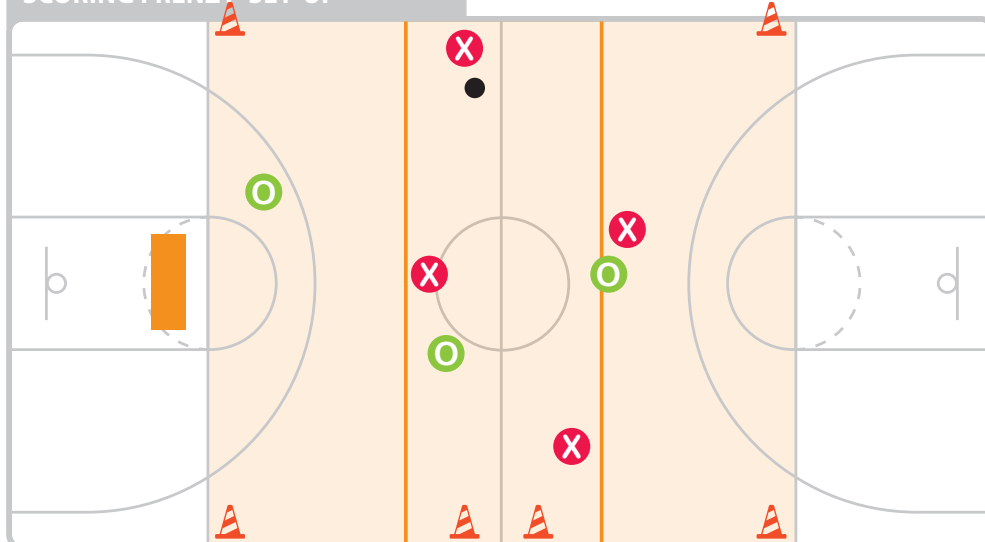
You could play this game again with a focus on:

- team handball – passing with hands and throwing the ball at the goal target;
- floor hockey – passing and stick handling with a floor hockey stick and soft puck.

ball or the ball is kicked out of play, the two teams switch places and play is restarted as in the beginning of the game.

- Games can be played for a time limit or until one group scores a given number of points.

SCORING FRENZY SET-UP



Mark off a square play area using corner markers. Divide the play area into three zones. Designate a goal line from one end line and centre a goal target area on the end line.

○ OFFENSE X DEFENSE ● BALL ■ GOAL

MODIFICATIONS:

- Require the defender to remain in one of the zones.
- Allow an offensive member to score a point by passing the ball to a group member across the end line.
- Add a target student so that students can try to score by passing the ball to the target player.