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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.

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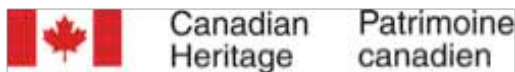
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PART A Introduction

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](https://www.sportscanada.ca/en/for-youth/long-term-athlete-development)
- Website: [PHE Canada Long Term Athlete Development Curriculum Links](https://www.phedocs.ca/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.



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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:

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 for five consecutive years (2005–2010)



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>
Maintaining possession	Pinball	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. For more information to support development of the movement skills needed to play soccer, refer to the resources listed on page 6.	Inside, Outside
Creating space, avoiding defense	Alleys and Gates		
Attacking the goal	In the Zone		
Defending space	Triple Pass		
Defending the goal	Triangle Trouble		
Transitioning between offense and defense	Protect the Wall		Stick Together



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 7-9*, 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 soccer make a difference in our world?

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 7–9.

Learning Experience

1

HOW CAN SOCCER MAKE A DIFFERENCE IN OUR WORLD?

Essential Question:

What is the impact of hosting a FIFA Women's World Cup™ of soccer?

Curricular Connections:

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

Setting the Context:

1. Show a picture of the [Official Emblem](#) of the FIFA Women's World Cup Canada 2015™ and explain that Canada will host the competition from June 6th to July 5th, 2015.



2. Show the [competition website](#) and begin a conversation about what is involved in hosting an international soccer competition by asking questions such as the following:

- What does it take to organize a FIFA Women's World Cup™?
- Who is involved?
- What happens when the competition ends?

3. Introduce the idea of a *legacy*: those things that occur prior to, during, or following the FIFA Women's World Cup Canada 2015™ competition that benefit the advancement of soccer and the broader Canadian society (e.g., economic, community, cultural, and social legacies).

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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:

- Part of the mission of the National Organizing Committee for the FIFA Women's World Cup Canada 2015™ is the competition's legacy. What does it mean to leave a legacy?
 - o Students can look for examples of legacies (e.g., economic, community, cultural, social, environmental) in the community in which they live.
 - o How can where you live in Canada (e.g., in a host city as compared to other locations throughout the country) influence your perception of the impact of hosting a FIFA World Cup™? Part of the desired legacy of the FIFA Women's World Cup Canada 2015™ is the advancement of women's soccer across the country, beyond the host cities, and world-wide. After reflecting on the opportunities people have to play soccer in their community, students can identify needs and submit a proposal to Canada Soccer detailing how the legacy revenues and/or facilities could be used to increase involvement in soccer and benefit their community.
- Hundreds of **volunteers** are needed to support the FIFA Women's World Cup Canada 2015™. How does Canada gain from the volunteerism of its citizens? What kind of legacy can volunteering at this international sporting event have?
 - o Students can investigate the roles (e.g., administrative and medical services,

marketing, ticketing, transportation, hospitality, assisting with youth programmes) of volunteers needed to support the event and explore the kinds of skills and qualities needed for each of the roles.

- o After reading the article [Football parents ready to lend a helping hand at Canada 2014](#), students can articulate the reasons why soccer parents are volunteering at the FIFA Women's World Cup Canada 2015™ and/or interview people in the community who volunteer to investigate what is gained from the experience. Students can represent (e.g., through visual art, text, dance) the legacies of volunteerism.
- Over 400 million viewers tuned in on television to watch the FIFA Women's World Cup 2011™ in Germany, and millions more viewers watched online. With a global eye on Canada, what could be the legacy of the media coverage of the competition? What will the international audience see and learn about Canada? What do you want the international audience to see? Students can analyze and critique the promotional videos on the [subsites of each host city](#) and/or create a marketing piece they would include in the media coverage of the FIFA Women's World Cup Canada 2015™ (e.g., video introduction to the television coverage, "about Canada" video segment, slam poetry about soccer in Canada or our multicultural society, photo montage of Canadian landscapes, etc.).

Extended Exploration:

- Engage students in activities described in PHE Canada's *Move Think Learn – Soccer in Focus Grades 7–9* to deepen their understanding of soccer.
- Students can write a story of the legacy they would like to leave and why that

legacy is important. In their story, students could describe the skills and talents needed to leave their desired legacy and design a plan to gain and/or further develop those abilities.

Learning Experience 2

HOW CAN SOCCER MAKE A DIFFERENCE IN OUR WORLD?

Essential Question:

How can soccer be empowering for individuals and communities?

Curricular Connections:

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

Setting the Context:

1. Place a soccer ball in a place visible to all students. Surround the ball with the word “soccer,” and other words from around the world that reference the game (e.g., football, futbol, Fußball, futebol, fussball, voetbal). Share with students that soccer is widely considered to be the most popular sport in the world. It is often referred to as a “universal language” we all speak “with our own accent” because “anyone can play.” Begin a discussion by asking:

- Do you agree or disagree with this description of soccer? Why?
- What does a soccer ball represent to you and/or your community?
- How can soccer be empowering for individuals and communities?



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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:

- Watch the GEN7 video [Activate North](#) to learn about the leadership of Lori Tagoona using soccer as a tool to create positive change in her community. What makes a soccer or sport experience empowering?
 - o Students can tell stories of experiences where soccer or sport empowered individuals and/or communities (e.g., inclusive and fun soccer intramural program; meeting new people at a soccer family-night community event; learning leadership skills being part of a soccer team; being inspired and motivated to practise after watching/meeting/playing with a soccer role model) and explain why each experience was empowering and for whom.
 - o In small groups or as a class, students can organize and facilitate an empowering event for others in the school and/or community using soccer as a tool (e.g., 3 v. 3 inclusive soccer games for younger students in the school, soccer game for those who may not have opportunities to play, family fun event with soccer challenge stations).
- Watch the promotional/impact videos for the [One World Futbol Project](#) and [Uncharted Play's sOcket ball](#) to learn about how these technologies are empowering individuals and communities around the world. Students can represent their response to the question "what could you do with one soccer/ sOcket /One World Futbol?" to empower self and/or others.
- Students can explore how soccer can provide challenges and opportunities to set goals (e.g., review player profiles of members of [Canada's National Team](#) and videos of professional players involved in the FIFA [Live Your Goals](#) campaign). Students can identify personal goals and what it will take for them to "score" their goal.
- Engage students in activities in PHE Canada's *Move Think Learn – Soccer in Focus Grades 7–9* to deepen their understanding of the "World's Game."
- Students can learn more about the [FIFA Football for Hope](#) or [Street Football World](#) initiatives and identify what is available in their community to empower children and youth who may not have opportunities to play.

For Further Exploration

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](#)
 - [Edmonton](#)
 - [Winnipeg](#)
 - [Ottawa](#)
 - [Montreal](#)
 - [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 the importance of passing the ball into open space and how to get into open space to receive a pass.

SPORT RATIONALE:

In the game of soccer, in order to score goals, teams must maintain possession of the ball. To do this and achieve success, teammates must work together.

PARTICIPANTS:

Groups of 4

EQUIPMENT PER GROUP:

- 2 balls – 1 per pair
- 6 pylons

DESCRIPTION:

- Divide each group of four into two pairs.
- Place pylons throughout the play area as obstacles that students must avoid as they try to maintain possession of the ball.
- Partners start outside the boundary at one end, with a ball. The pairs do not interact with one another, but provide "traffic" in the area.
- Partners pass the ball back and forth, each student moving into open space to receive a pass.
 - o Partners must make at least three passes between them before they can cross the opposite end line.
 - o Partners must pass the ball across the end line to score a point.
- o Partners cannot foot dribble between passes.
- When students score a point, they reverse direction and continue passing, moving to the opposite end line.
- Play for a time limit or until one pair scores a given number of points.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- Where did you look when you were trying to maintain possession of the ball and find your open partner to pass to?
- What did you do to help your partner maintain possession of the ball?
- What can you do to get open so your partner can pass the ball to you?
- What will you and your partner focus on to get open when you play again?

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 mark off a square play area and, within that square, place pylons randomly throughout as obstacles.

X OUTSIDE PLAYER **X** INSIDE PLAYER ● BALL

MODIFICATIONS:

- Students can pass and dribble.
- Add a defensive group that tries to intercept the ball. If successful, they switch places with the group whose ball they intercepted.
- To encourage passing, score a point for each pass a pair makes while moving through the play area (increase the number of points needed to win).

MOVE



2: Alleys and Gates

TACTICAL FOCUS:

Creating space, avoiding defense

OBJECTIVE:

The students will learn how to recognize and use opportunities to create space working as a group to attack the goal.

SPORT RATIONALE:

In the game of soccer, when on offense, knowing how to take advantage of a teammate who has moved into open space is important. Playing wide on offense is an effective way to create open space on the field. Teammates who play wide when on offense will create open space leading to more scoring opportunities.

PARTICIPANTS:

Groups of 8

EQUIPMENT PER GROUP:

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

DESCRIPTION:

- Divide each group of eight into three positions: three offense, three defense and two rovers.
- Each rover plays in an alley that runs the length of the play area and works with the offensive group.
 - o Only the rover can be in the alley.
- Play begins with the offensive students in possession of the ball at their end zone.
- The offensive group attempts to move the ball towards the opposite end zone by passing. All offensive students and both rovers must touch the ball at least once before they can attempt to score a point.
- The defensive students attempt to intercept the passes. If they successfully intercept a pass, the offensive students return to the end zone and restart play.
- The rover can receive and pass the ball but must remain in the alley and cannot score.
- A point is scored when one offensive student passes the ball over the end line.
- After three attempts, the students switch roles by rotating one position clockwise.
- Play for a time limit or until each student has played each position.

THINK

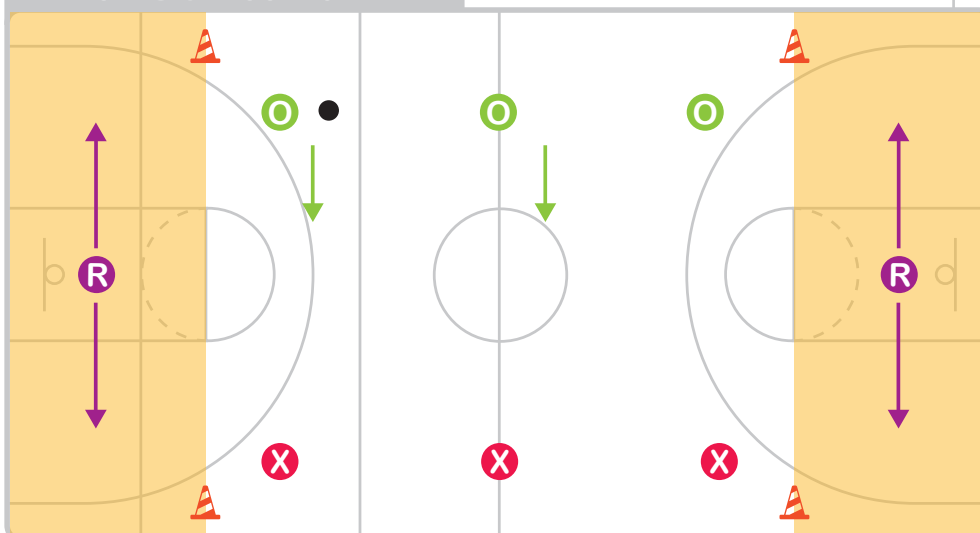


TACTICAL QUESTIONS FOR STUDENTS:

- How did passing to your rover in the alley help your group spread out and get open on offense?
- When you are in possession of the ball, what did you need to consider when deciding how to maintain possession?
- When a group member is in possession of the ball, how might you create space to support that member?

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.

ALLEYS AND GATES SET-UP



Designate a rectangular play area with an alley at each side.

O OFFENSIVE **X** DEFENSE **R** ROVER **●** BALL

MODIFICATIONS:

- Whenever a student passes to the rover in the alley, the passer moves to play in the alley and the rover, who was in the alley, dribbles out to play in the full play area.
- Add a goal target area so that students score when they successfully pass to a group member who is standing in the opponents' gate opening.

MOVE



3: Triple Pass

TACTICAL FOCUS:

Defending space

OBJECTIVE:

Students will learn how to defend an area and help their group as they defend adjacent and distant space.

SPORT RATIONALE:

In the game of soccer, each member of the team has a defensive role to play. Defenders can tackle the ball, cover the closest opponent to the ball, or mark an opponent that is a great distance from the ball. Successful teams are effective at defending space.

PARTICIPANTS:

Groups of 8

EQUIPMENT PER GROUP:

- 1 ball
- flat floor markers (e.g., carpet squares, poly spots) or lines to designate zones
- 8 pinnies (2 different colours, 4 of each colour)

DESCRIPTION:

- Divide each group of eight into two groups of four: offensive group and defensive group.
- Assign each defensive student a specific zone to play in. Defenders can move only within their zone.
- Assign two students of the offensive group to play inside the boundaries and two students to play outside.
- The two inside offensive students can move anywhere within the play area but only one of them can be in the same zone as the ball. The two students playing outside the boundaries can move anywhere along the sidelines.
- Play begins with an outside offensive student passing the ball into play.
- The two inside offensive students score a point each time they make three consecutive passes. They can pass to and receive a pass from the two outside offensive students but these passes do not count in the three consecutive passes.
- If the ball goes out of bounds, an outside offensive student restarts play by passing to an inside group member.
- When a defender gains possession of the ball, the two groups switch places and restart play.
- Students should rotate positions on offense each game (i.e., each time the group switches to offense, the inside and outside offensive students switch).

THINK

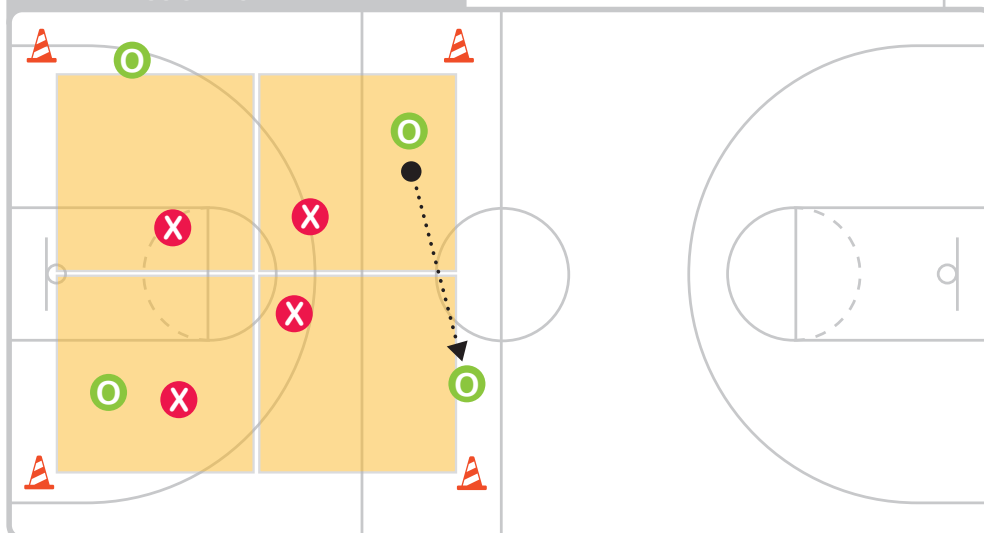


TACTICAL QUESTIONS FOR STUDENTS:

- Why is it important for the defenders to stay close together when defending space?
- How did you change your position on defense when the ball was in your zone?
- When playing defense, what will you do when there are two opponents in your zone?

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.

TRIPLE PASS SET-UP



Designate a play area and use the markers and/or lines to create four squares as in the diagram.

○ OFFENSIVE PLAYER X DEFENSIVE PLAYER ● BALL

MODIFICATIONS:

- Students must dribble before passing the ball.
- Increase or decrease the number of consecutive passes required to score a point.
- Move all group members inside the boundaries.

MOVE



4: In the Zone

TACTICAL FOCUS:

Attacking the goal

OBJECTIVE:

The students on offense who do not have possession of the ball will learn to overcome an opponent to move into open spaces to increase their chances of successfully attacking the goal.

SPORT RATIONALE:

In the game of soccer, the "scoring zone," which is directly in front of the goal, outside the goal area, is the area from which the majority of goals are scored. Players attack the goal by shooting from this area to improve their chances for success.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

- 1 ball
- 1 small goal (e.g., folded gym mat stood on its side; 6 pylons lined up side by side)
- flat floor markers (e.g., carpet squares, poly spots) to mark off goal crease and scoring zone.
- 6 pinnies (2 different colours, 4 of one and 2 of another)

DESCRIPTION:

- Divide each group of six into three pairs: Pair 1, Pair 2, Pair 3.
- During play, two pairs will be on offense and one pair will be on defense.
- The four offensive students try to score a goal, while the two defensive students try to intercept the ball.
- Only one member of the offensive group can be in the scoring zone at a time. This student can remain in this zone for up to five seconds. When the time is up, this student cannot enter the scoring zone again until at least one other group member has been there.
- Defensive students are not allowed in the scoring zone.
- Points are scored when
 - o an offensive member receives a pass while inside the scoring zone and successfully shoots on the goal (two points);
 - o an offensive member receives a pass while inside the scoring zone and successfully shoots on the goal (two points).
- After three minutes of play rotate groups (i.e., Pair 1 moves to defense and Pairs 2 and 3 are on offense). Continue play until all pairs have had the chance to play defense.

THINK

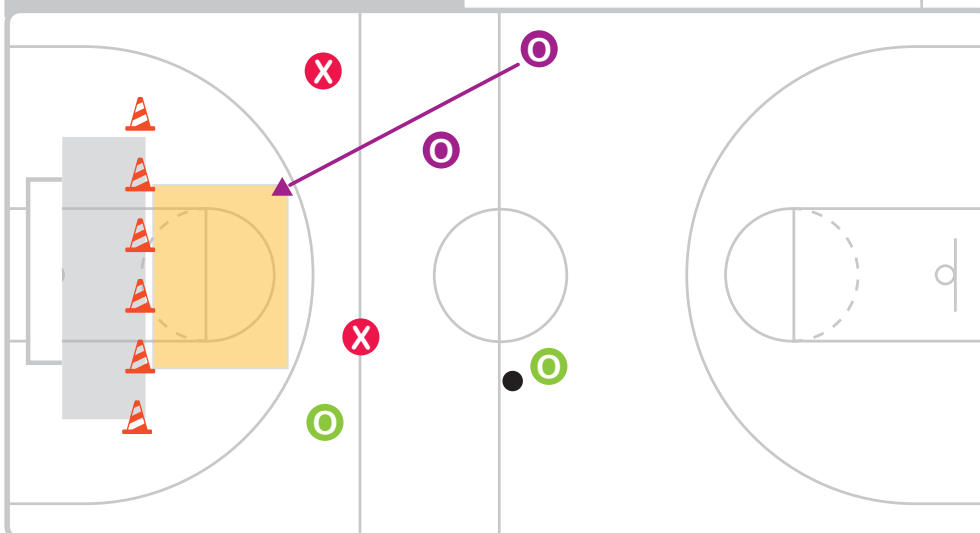


TACTICAL QUESTIONS FOR STUDENTS:

- What options do you have when you receive the ball when you are in open space?
- What should you do if you enter the scoring zone and do not receive a pass soon after?
- Why should your group spread out wide when working together to attack the goal?
- What will you do while on offense to support a group member in getting open to receive a pass or to shoot at 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 game.

IN THE ZONE SET-UP



Designate a wider-than-long play area. Place a goal at the centre of the end line and mark out a goal crease and a scoring zone as in the diagram.

○ OFFENSIVE GROUP 1 ○ OFFENSIVE GROUP 2 X DEFENSE ■ SCORING ZONE ● BALL

MODIFICATIONS:

- Decrease the amount of time that a student can remain in the scoring zone.
- Increase the size of the scoring zone.
- Allow one defender to enter the scoring zone but only after the student on offense receives a pass while in the zone.
- Play until one group scores a given number of points.
- Have pairs switch places each time a goal is scored.

MOVE



5: Triangle Trouble

TACTICAL FOCUS:

Defending the goal

OBJECTIVE:

Students will learn to work together to overcome an attack when there is one more attacker than there are available defenders.

SPORT RATIONALE:

In the game of soccer, often the defenders are momentarily outnumbered. Teammates need to figure out how to move in tandem in an effort to defend the goal.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

- 4 flat corner markers (e.g., carpet squares, poly spots)
- 2 mid-point markers (e.g., pylons)
- 1 goal target (e.g., open mat laid flat, 4 flat corner markers)
- 1 ball
- 6 pinnies (2 different colours, 3 of each colour)

DESCRIPTION:

- Divide each group of six into two groups: three in an offensive group and three in a defensive group.
- Two defenders remain inside the play area, trying to intercept the ball or knock it away. The third defender remains outside the goal-end boundary, retrieving passes.
- The offensive group remains outside the boundaries and attempts to pass the ball among them until one of them decides to shoot on the goal. Passes must enter (and cross) the playing space.
 - o The two students on the sidelines can move only from their corner marker to their mid-point marker.
 - o The third student, directly across from the goal, can move anywhere along that side.
- Students can dribble while in possession of the ball.
- If a defender intercepts a pass and gains possession of the ball, the defenders score two points.
- If the offensive group successfully shoot on the goal, they receive 1 point.
- Every time a point is scored, the group members rotate positions within their offensive or defensive group.
- After a time limit or a given number of points, the two groups switch positions.
- Play for a time limit or until one group scores a given number of points.

THINK

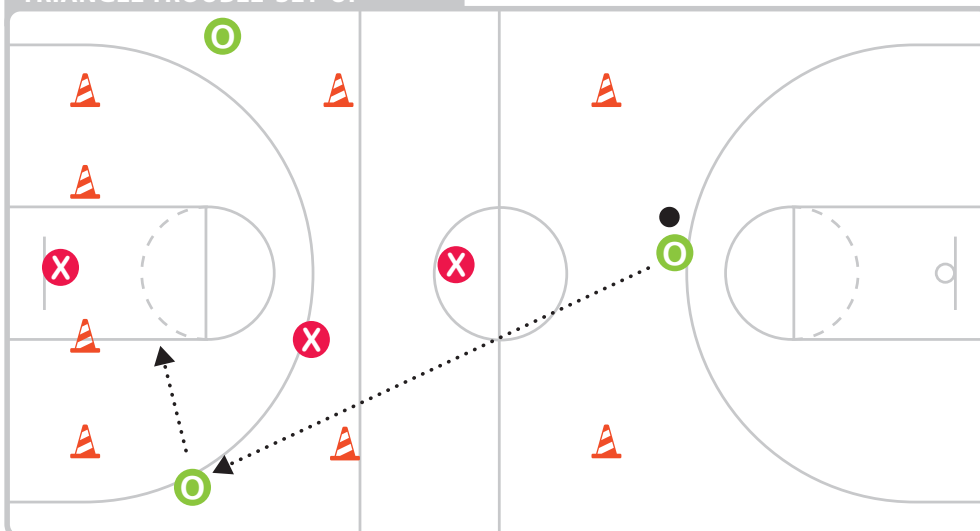


TACTICAL QUESTIONS FOR STUDENTS:

- What can you and your defensive partner do to support each other when you have fewer defenders than the opponents have attackers?
- Where did you position your body when you were on defense and the student with the ball was close to you? When the student with the ball was far away from you?
- What can you do to make sure you know where the opponent intends to shoot?

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.

TRIANGLE TROUBLE SET-UP



Mark out a wider-than-long play area using flat corner markers. Place a marker at the mid-point of each sideline. Place a target (goal) at the centre of the end line.

○ OFFENSIVE X DEFENSE ● BALL

MODIFICATIONS:

- Remove the mid-point markers so students move along the full length of the side lines.
- Require a given number of passes before students can attempt a shot on the target square.

MOVE



6: Protect the Wall

TACTICAL FOCUS:

Transitioning between offense and defense

OBJECTIVE:

Students will learn the importance of moving quickly to get into good defensive positioning and to work with their group to stop the other group from scoring.

SPORT RATIONALE:

In the game of soccer, the defensive team need to anticipate where the biggest threat for scoring is and quickly adjust to changes in play to defend the goal and regain possession of the ball. To be successful, all players need to transition quickly within play between offense and defense.

PARTICIPANTS:

Groups of 9

EQUIPMENT PER GROUP:

- 1 nerf/foam ball
- end walls for targets or 3 goal targets (e.g., gym mat opened up and stood on its side)
- 9 pinnies (3 different colours, 3 of each colour)

DESCRIPTION:

- Divide each group of nine into three groups of three: Group 1, Group 2, Group 3.
- Group 1 begins on offense, Group 2 begins on defense and Group 3 protects the goal.
- o Group 1 is trying to score and is not allowed in the goal crease.
- o Group 2 is defending the goal area and is not allowed in the goal crease.
- o Group 3 is defending the

goal (wall) using only their feet and body (no hands) and must remain behind its own end line.

- Play begins with groups on their own half of the play area and the ball in the middle on the centre line. A member from group 1 passes the ball laterally or backwards to initiate play.
- Students must pass the ball at least twice before they can score. Students can pass and dribble.

- If the ball goes out of bounds on the sideline, a member of the group that did not put it out of bounds passes it back into the play area.
- A goal is scored when the ball hits the end wall below shoulder height.
- When a goal is scored
 - o group 1 must quickly switch positions so that they become the goal keepers (group 3),
 - o group 2 must quickly switch positions so they

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- What can the goal keepers do to try to make sure that the entire wall (or every target) is protected?
- How can goal keepers help their group be more aware of what the opponent is doing?
- When you play goal keeper and stop the ball, what will you consider before passing the ball forward to a group member?

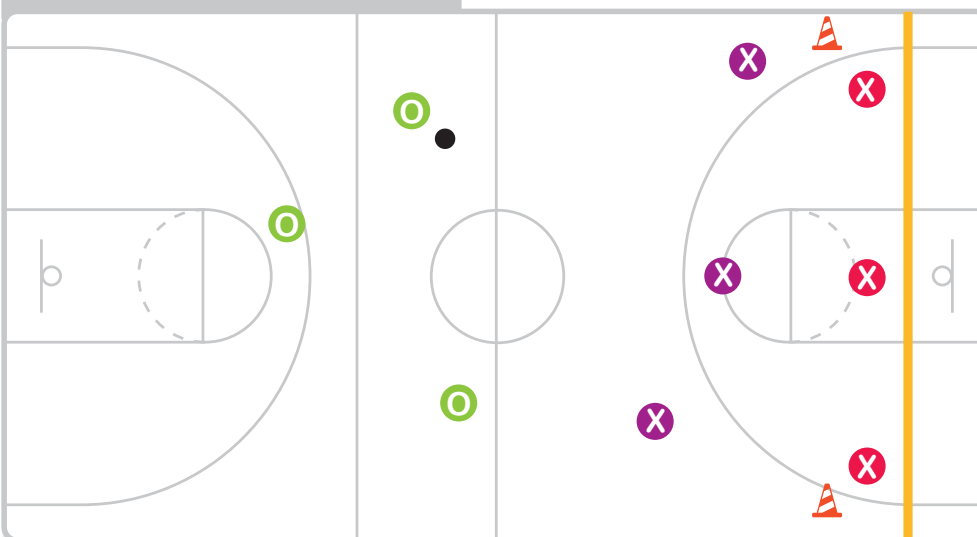
NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement,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

- o become on offense (group 1), and
- o group 3 must quickly switch positions so that they become the defenders (group 2).
- When a shot is taken and stopped
 - o group 2 must quickly switch positions so they become on the goal keepers (group 3) and
 - o group 3 must quickly switch positions so that they become the defenders (group 2).
- Play for a time limit or until one group reaches a given number of points.

MODIFICATIONS:

- Increase or decrease the number of students in each group (4 v. 4, 5 v. 5).
- Increase the amount of passes students must make before shooting.
- Allow students, when on defense, to play hot defense (tackle the ball and make slight body contact).

SCATTER BRAIN SET-UP



Create a play area that is longer than wide and, ideally, has a wall within a couple of metres at the end of the play area. If walls are not available, set three larger goal targets past the end line. Use visuals (e.g., lines, flat floor markers) to designate a centre line and the two "goal crease" lines.

● GROUP 1 ● GROUP 2 ● GROUP 3 | SCORING LINE ● BALL

LEARN



1: Inside, Outside

TACTICAL FOCUS:

Maintaining possession, creating space, avoiding defense, attacking the goal

OBJECTIVE:

Students will learn to work as a group to use the full space and play wide as an offensive group tactic to create space and attack the goal.

DESCRIPTION:

- Divide each group of ten into two groups of five.
 - Each group of five contains
 - o one defensive student who must stay in the group's own half,
 - o one rover student in the left alley,
 - o one rover student in the right alley,
 - o one offensive student who must stay in the opposing group's half, and
 - o one floating student who can go anywhere in the playing space, except the goal crease.
 - Play begins with the ball in possession of a rover student who passes it to a group member.
 - Students pass the ball with their feet in an attempt to score a goal on opponents.
- Groups must complete five passes before they can shoot on the goal.
 - Rovers may receive and make passes, but must remain in the alleys. They can move the full length of the alley.
 - A point is scored when an offensive student shoots the ball between the two goal markers, from outside the goal crease.
 - To restart play
 - o if the ball crosses an end line and was last touched by a defender, the closer rover opponent gathers the ball and restarts play with a kick;
 - o if a goal is scored or if the ball crosses an end line and was last touched by the offense, play restarts by a defender gathering the ball, standing on the end line, and passing the ball into play;

SPORT RATIONALE:

In the game of soccer, an offensive team tactic sees players trying to play wide, moving the ball from the outside of the play area to the inside and back to spread out the defense and create space for attacking the goal.

PARTICIPANTS:

Groups of 10

EQUIPMENT PER GROUP:

- 1 ball
- floor markers (e.g., low pylons, carpet squares, poly spots, gym mat) to create 2 alleys and 2 goal crease lines
- 2 small goals (e.g., floor hockey net, gym mat stood on its side)
- 10 pinnies (2 different colours, 5 of each colour)

- o if the ball goes out of bounds on a sideline, regardless of who last touched it, the closer rover gathers the ball and restarts play with a pass.
- Students should switch positions after every goal or on signal from teacher.
- Play for a time limit or until one group scores a given number of points.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- Where should a student move after passing the ball to a group member who is playing wide (in the alley)?
- How can two offensive group members help each other get by one defender?
- Where will you try to position yourself when your group member is making a kick from the corner?
- What will you try to do if you receive a pass when you are right in front of the opponents' goal?

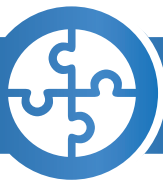
TRANSFERABILITY:

You could play this game again with a focus on:

- basketball – passing and dribbling with hands, shooting at a basket; corner squares can be moved to mid-point of each half of sideline; no goal keeper.
- floor hockey – passing and carrying soft puck with stick; corner square can be moved out of the corner so there is space to stick handle around all four sides of the square without going out of bounds.

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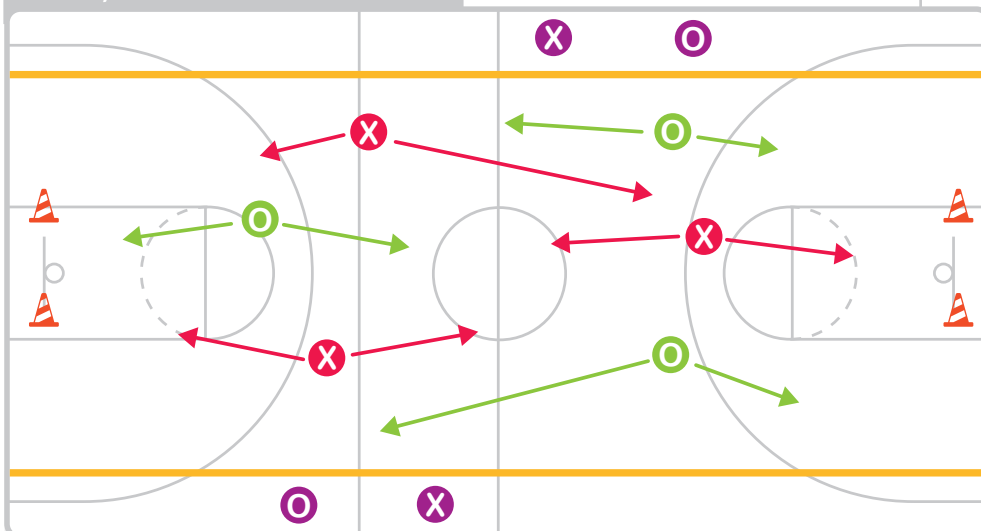
LEARN



1: Inside, Outside (continued)

CONTINUED FROM PREVIOUS PAGE

INSIDE, OUTSIDE SET-UP



Designate two alleys—one along each side of the play area. Place a small goal on each end line; establish a centre line to divide the two halves of the play area.

○ GROUP 1 X GROUP 2 ○ GROUP 1 ROVER X GROUP 2 ROVER

MODIFICATIONS:

- Award groups a point for every successful pass to their rover in the alley.
- Whenever a student passes to the group's rover in the alley, the two switch roles (i.e., the passer moves to play in the alley and the student who was in the alley dribbles out).



LEARN



2: Stick Together

TACTICAL FOCUS:

Defending space, defending the goal, transitioning between offense and defense

OBJECTIVE:

Students will learn how to respond to the movement of the opponents and to make good decisions in an effort to close space, defend the goal, and regain possession of the ball.

SPORT RATIONALE:

In soccer, the defending team needs to learn how to close space and work with teammates to defend the goal and to challenge opponents in an effort to regain possession of the ball.

PARTICIPANTS:

Groups of 12

EQUIPMENT PER GROUP:

- flat floor markers (e.g., carpet squares, poly spots) and/or lines to designate boundaries/zones
- 2 small goals (e.g., floor hockey net, gym mat opened up and standing on its side)
- 1 ball
- 12 pinnies (2 different colours, 6 of each colour)

DESCRIPTION:

- Divide each group of twelve into two groups of six.
- Each group of six contains
 - o one rover student who can move between the two zones,
 - o two students who must remain in their defensive zone,
 - o two students who must remain in their offensive zone, and
- o one student who must remain in the group's own end zone.
- Play begins with the student in the end zone rolling the ball to a group member.
- o Students on offense try to score goals by advancing the ball up the playing field by passing.
- o Students on defense try to intercept the ball and stop goals.
- Any time the ball goes out of bounds, the nearest student places the ball on the sideline and passes it back into play.
- After a goal is scored, restart play as in beginning of the game.
- Students switch positions after each goal or based on time limit (e.g., every three minutes).
- Play for a time limit or until one group scores a given number of points.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

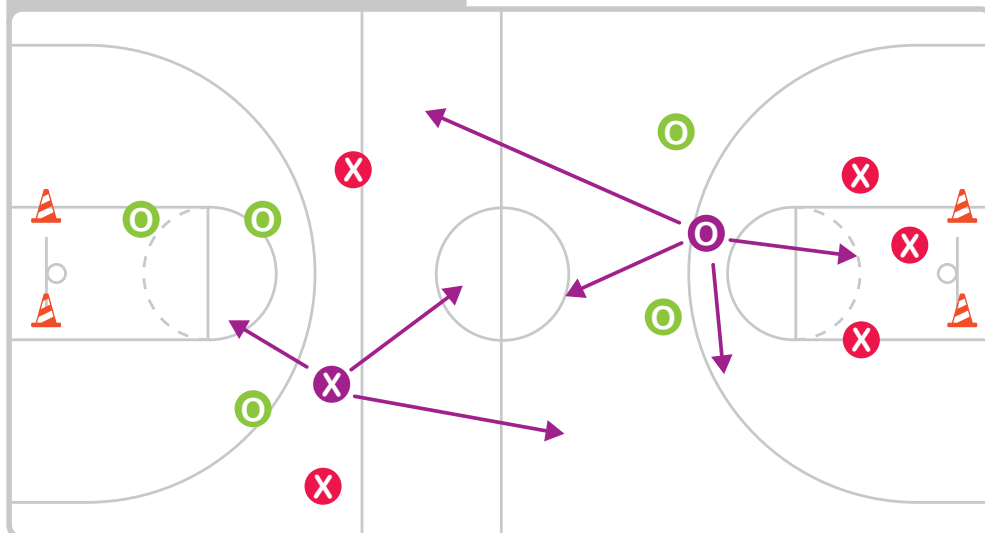
- When your group does not have the ball, why should you stay close to the other group members?
- How does it affect what you do defensively when the rover student enters your area?
- What affects where you position yourself within your area of responsibility when the opponents have the ball?

TRANSFERABILITY:

You could play this game again with a focus on:

- team handball – passing and dribbling with hands;
- lacrosse – passing and carrying the ball with stick.

STICK TOGETHER SET-UP



Establish a play area that is longer than wide. Designate two end zones and two central zones as indicated in the diagram. Place a small goal on each end line.

○ GROUP 1 X GROUP 2 ○ GROUP 1 ROVER X GROUP 2 ROVER

MODIFICATIONS:

- Allow the rovers to dribble the ball into the opponents' end zone.
- Play the game with two goal targets on each end line, positioned towards each corner.