



Participants learn about and practise keeping possession of and intercepting a ball while wearing eyeshades.

Facility

- Gymnasium
- Multipurpose room
- Outdoors

Materials and Equipment

- Eyeshades for each participant
- 1 bell ball (or beach ball covered in a plastic bag to create a sound) per group

Safety

Inspect the activity area and eliminate potential hazards. Check that the activity area provides safe traction. Set boundaries for activities at a safe distance from walls and obstacles. Provide a safe distance between activities. Students are to wear their eyeshades only when instructed to do so (e.g., while participating in the activity). Remind participants to be cautious when moving.

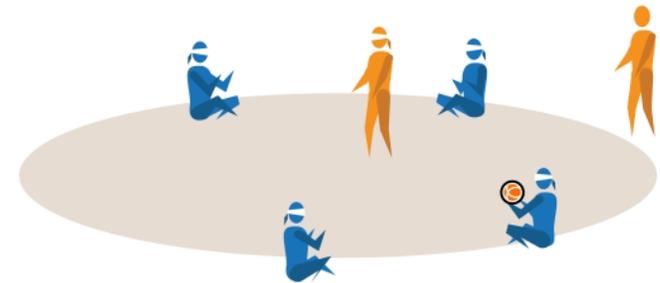
Activity Information

Activity Set-up

- Divide participants into small groups (e.g., five to six).
- Have each group sit in a circle while wearing their eyeshades.
- Select one participant from each group to stand in the middle of each circle, while also wearing an eyeshade.
- Select one participant who will not wear an eyeshade to be “guide.” The guide’s role is to retrieve any balls that go outside the circle and to inform the participant in the middle of the circle if he or she is moving to intercept a ball or is getting close to a sitting participant and/or a wall/obstacle.

Activity Instructions

- The participants sitting in the circle roll the ball to other participants in the circle, working together to try to send the ball without it being intercepted. Participants can signal their location to others in the circle by making sounds (e.g., snapping fingers, slapping the floor, clapping hands).
- The participant in the middle tries to intercept a pass. If a pass is intercepted, the participant in the middle switches places with the participant who rolled the ball. Participants remove their eyeshades to move to their new positions.
- Switch the participant in the middle frequently to give all participants that experience.
- The leader asks open-ended questions to help participants refine their movement strategies and tactical solutions during the activity. Examples include: What are some ways that you can communicate with other participants on your group? How does communication help your group be successful in this game?





Adaptations

To maximize the challenge and the fun, participants could identify their own ways to increase or decrease the challenge.

To decrease the challenge, participants could:

- Decrease the size of the circle.
- Have more than one participant in the middle of the circle.

To increase the challenge, participants could:

- Increase the number of balls.
- Identify a given number of passes (e.g., three) for the participant in the middle to intercept before switching positions.
- Send the ball in a different way (e.g., throwing, kicking, using a hockey stick).
- Increase the size of the circle.

Pause for Learning

Throughout the activity, consider highlighting the following skills, concepts, and strategies for the defender and the participants playing against the defender. Note that this is not an exhaustive list, and further learning opportunities may arise during the task.

Movement Skills and Concepts

- Manipulation: Applying sending/receiving skills while avoiding the participant in the middle (e.g., applying the appropriate force for the ball to roll to a group member)
- Body and spatial awareness: Positioning and moving the body and body parts to successfully intercept the passing of the ball (e.g., anticipating where the offensive participants will send the ball in order to intercept a pass)

Movement Strategies

- Applying skills and strategies to keep possession of the ball (e.g., communicating with the group to maintain possession and retain the ball, and to maintain possession by making short, quick passes)

Living Skills

Interpersonal Skills

- Working collaboratively with other participants to keep possession of the ball (e.g., applying different ways of communication, such as snapping, tapping)

Sport Connections

Contains aspects of:



Canadian Physical Activity Guidelines

