

MODULE OVERVIEW

ABOUT THIS MODULE

Invasion sports involve an offensive team working to maintain possession of an object while attacking (or invading) a defensive team's goal or target area. Development of specific skills and skill combinations that involve passing, receiving, shooting, and defending are targeted learning outcomes. Classic invasion sports include soccer, basketball, football, hockey, ultimate, and rugby. This module provides lead-up activities aimed at developing the motor skills, movement patterns, and strategic knowledge commonly associated with invasion sports.

This module includes activities that use the GenMove MultiGoal. This piece of equipment is recommended because it is versatile and provides for developmental adaptations that enhance student learning. However, it's important to remember that any activity can be modified to work with equipment that you have on hand.

NATIONAL STANDARDS AND OUTCOMES FOCUS

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

- ✓ **Outcome [E1.4 & 5c]** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5c).
- ✓ **Outcome [E6.4]** Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✓ **Outcome [E13&14.3-5b]** Throws underhand to a partner or target with reasonable accuracy (3). Throws overarm to a partner or target with accuracy at a reasonable distance (4b); Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a). Throws (both underhand and overarm) to a large target with accuracy (5b).
- ✓ **Outcome [E15.4-5b]** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4). Throws with accuracy, both partners moving (5a). Throws with reasonable accuracy in dynamic, small-sided practice tasks.
- ✓ **Outcome [E16.4-5c]** Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✓ **Outcome [E20.4-5]** Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting) (4). Hand/foot-dribbles with mature patterns in a variety of small-sided game forms (5).

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NATIONAL STANDARDS AND OUTCOMES FOCUS

Standard 1 (cont...)

- ✓ **Outcome [E25.3-5]** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick) (3); Strikes an object with a long-handled implement (e.g., hockey stick) while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through) (4); Combines striking with a long implement with receiving and traveling skills in a small-sided game (5b).

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- ✓ **Outcome [E1.3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✓ **Outcome [E2.3-5c]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✓ **Outcome [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target (4b); Applies movement concepts to strategy in game situations (5a); Applies the concepts of direction and force to strike an object with a long-handled implement (5b); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- ✓ **Outcome [E5.3-5]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks (5b); Recognizes the type of throw, volley, or striking action needed for different games/sports situations (5c).

NOTE: Additional standards and outcomes addressed are specified on each activity plan.

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PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Instant Activity (not on block plan)	<i>5-10 minutes</i>
+ Skill Activity with Debrief	<i>10-15 minutes</i>
+ Skill Activity with Debrief	<i>10-15 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

Important: Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Three types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

SELF ASSESSMENT WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Over There. At the end of this activity, students would complete the Pre and Goal columns for Striking with a Long-Handled Implement (and possibly safety). Passing, Catching, Offense, & Defense would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the Module's Invasion Triathlon lesson.

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USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.


Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Invasion Triathlon Day, providing a final holistic evaluation of each student's performance.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Fitness Relay + Over There + The Grouch	Enhance, Fitness, Health-Related Fitness, Skill-Related Fitness, Safety Principles, Invasion Games, Strike, Long-Handled Implement, Skill Cues, Grip, Stance, Body Orientation, Swing Plane, Follow-Through
2	Fitness Relay + Over There + Golden Goalie	Accuracy, Target, Independent, Safe, Control, Enjoyment, Challenge, Goalie, Mature Pattern, Rule, Etiquette, Accumulate, Movement Concept, Positioning
3	Fitness Relay + Golden Goalie + Four Corners	Combine, Offense, Defense, Strategy, Health Benefits
4	The Grouch + Four Corners + Switch	Skill Cue, Pass, Shoot, Advantage, Accurately
5	Over There + Four Corners + Switch	Combine, Offense, Defense, Strategy, Health Benefits, Skill Cue, Pass, Shoot, Advantage, Accurately
6	The Grouch + Switch + Team Handball	Apply, Skill, Movement Concept, Combination, Open Space
7	Fitness Relay + Team Handball	Apply, Skill, Movement Concept, Combination, Open Space
8	Invasion Triathlon	Choose words from selected activities.

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
2	Pair of MultiGoals (with stacker cords)	1395166	Link to e-Store
36	Foam Balls	1179286	Link to e-Store
24	Spot Markers	1388151	Link to e-Store
24	Foam Noodles 2' to 4' lengths	1100500	Link to e-Store
24	Low Profile Cones	1255690	Link to e-Store
6	12" Game Cones	1093452	Link to e-Store
12	Colored Wrist Bands or Pinnies	1389876	Link to e-Store
24	Fleece Balls	215	Link to e-Store
4	GenMove Balls	1375141	Link to e-Store
			OPENPhysEd.org
	Fitness Relay Cards		OPENPhysEd.org
	Skill Cue & Movement Concept Cards		OPENPhysEd.org
	Academic Language Posters		OPENPhysEd.org
	Selected Assessments		OPENPhysEd.org

FITNESS RELAY

STUDENT TARGETS

- ✓ **Skill:** I will control my actions and movements in order to work safely.
- ✓ **Cognitive:** I will provide examples of activities that can enhance my fitness.
- ✓ **Fitness:** I will remain actively engaged in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will identify and discuss safety principles.

TEACHING CUES

- ✓ Cooperate
- ✓ Move Quickly
- ✓ Show Control

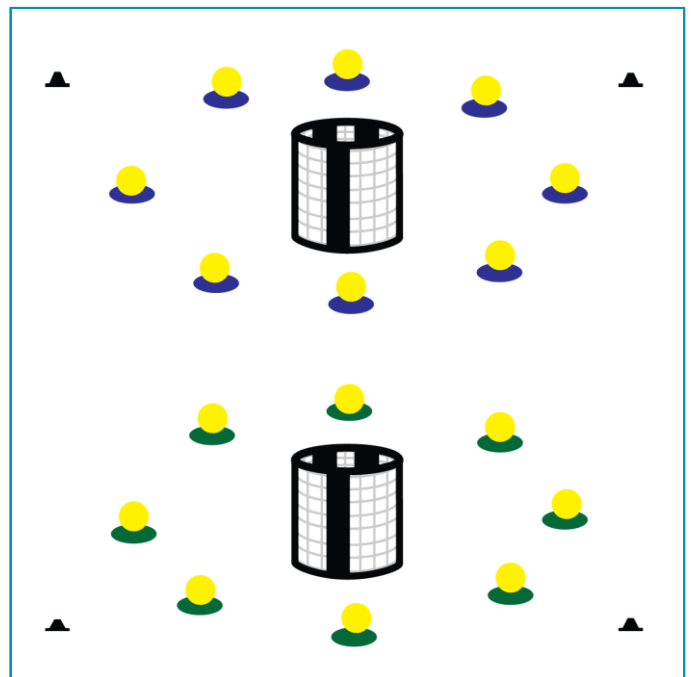
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 goals
- ✓ 1 foam ball per group of 4 students
- ✓ 1 spot marker per group of 4 students
- ✓ Fitness Relay Challenge Card

Set-Up:

1. Set the goals on opposite sides of the playing area.
2. Space spot markers in a circle evenly around each of the goals, approximately 10 to 15 yards from the center of the goal.
3. Set 1 foam ball on each spot marker.
4. Create groups of 4 students, each group at a spot marker. Students lay in a line on their back, head-to-toe with feet toward the spot marker.



Activity Procedures:

1. Today's activity is called Fitness Relay. Your team will complete a series of fitness challenges in order to get our muscles warmed up and ready to play.
2. The object of each relay is to move your team's ball from the spot marker to the goal, working cooperatively to follow the rules of each challenge.
3. When the player closest to the goal gets the ball, she/he will tap the ball into the goal and then quickly move to the spot marker. Everyone in your group will rotate 1 place toward the goal with the new line leader at the spot marker. How many times can you tap into the goal in 1 minute?
4. On the stop signal, freeze, return the ball to the spot marker, and listen for the next challenge.
5. Challenge: Pass the ball using only the feet. (For more challenges see Challenge Card.)

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Create fitness challenges for the different components of health-related fitness. Students must identify the component focus after each round of play.
- 5th: Allow students to create fitness challenges to enhance both health- and skill-related fitness.

FITNESS RELAY

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Use passable objects of various sizes, shapes, color, and texture.
- ✓ Use balls that provide auditory signals.
- ✓ Line students up on mats for support and protection.

ACADEMIC
LANGUAGE

Enhance, Fitness, Health-Related Fitness, Skill-Related Fitness, Safety Principles

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4[E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What activities can you name that enhance fitness?
- ✓ **DOK 2:** How would you compare and contrast activities that enhance aerobic strength with activities that enhance muscular strength?
- ✓ **DOK 3:** How is physical activity related to good personal health?

TEACHING
STRATEGY
FOCUS

Help students process content: Fitness Relay challenges provide an environment for students to work with and experience fitness-enhancing physical activity. Extending student processing and critical thought requires meaningful debrief discussions that focus on the relationship between physical activity, good health, and fitness development.

OVER THERE

STUDENT TARGETS

- ✓ **Skill:** I will use proper grip for striking with a long-handled implement.
- ✓ **Cognitive:** I will recite the cues for striking an object with a long-handled implement.
- ✓ **Fitness:** I will remain actively engaged in order to accumulate physical activity minutes.
- ✓ **Personal & Social Responsibility:** I will work safely while striking foam balls.

TEACHING CUES

- ✓ Grip: Dominant hand to the bottom, non-dominant on top.
- ✓ Non-dominant side/shoulder toward the target.
- ✓ Load back waist high. Swing square.
- ✓ Follow through waist high, point at target.

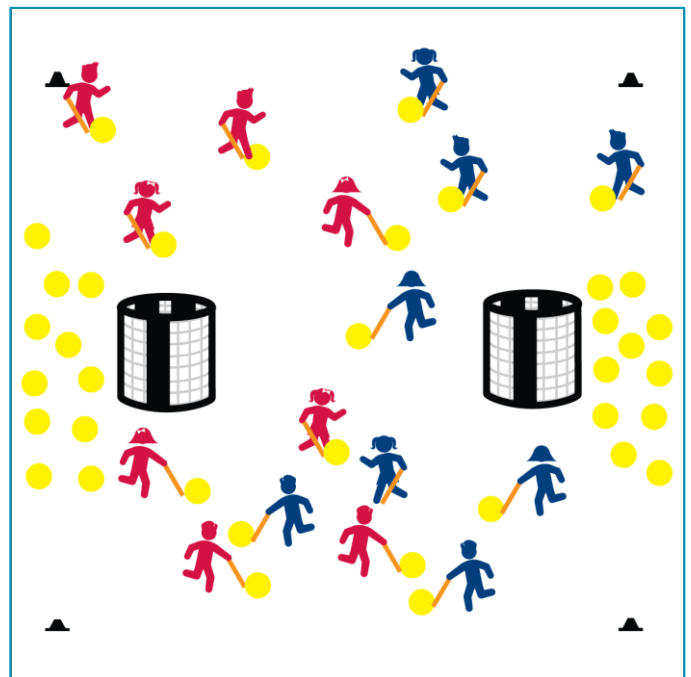
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 goals per group of 16 students
- ✓ 3 (or more) foam balls per student
- ✓ 1 long foam noodle per student
- ✓ 4 cones per group of 16 students
- ✓ Pinnies for half of all the students
- ✓ Long-Handled Striking Cue Chart

Set-Up:

1. Using cones, create 1 court (activity area) for each group of 16 students.
2. Set goals at the ends of each court, approximately 5 yards from the court's end line.
3. Scatter 24 foam balls at one end of each court and 24 at the other. (If you have more than 3 foam balls per student, adjust accordingly.)
4. Create teams of 8 students, each with a noodle.
5. Send 2 teams to each court, 1 team at each court wearing pinnies.



Activity Procedures:

1. Today's activity is called Over There. Your team's goal is to get all of your foam balls into the other team's goal as quickly as you can.
2. You'll use your foam noodle and safe striking rules to move the ball from your side of the area to the goal. After shooting your ball into the goal, hustle back to get another ball from inside your goal.
3. Freeze when you hear the stop signal and listen for instructions.
4. Extensions: Move the ball soccer-style with the feet. Move the ball by rolling it with the hands. Add goalies and/or defensive players.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Add scattered cones throughout the activity area as mock defenders.
- 5th: Add 1 or 2 roaming defenders attempting to knock the balls away from both teams.



OVER THERE

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Use long-handled implements of various lengths, weights, shapes, and colors.
- ✓ Allow students to roll foam balls with their hands.
- ✓ Provide an auditory cue at each goal.

ACADEMIC LANGUAGE

Invasion Games, Strike, Long-Handled Implement, Skill Cues, Grip, Stance, Body Orientation, Swing Plane, Follow-Through

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E25.3-5]** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey sticks) (3); Strikes an object with a long-handled implement (e.g., hockey sticks), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through) (4); Combines striking with a long-handled implement with receiving and traveling skills in a small-sided game (5b).
- ✓ **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies movement concepts to strategy in game situations (5a); Applies the concepts of direction and force to strike an object with a long-handled implement (5b); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

- ✓ **DOK1:** What are the skill cues for striking an object with a long-handled implement?
- ✓ **DOK 2:** How do the concepts of direction and force affect the result of your striking performance?
- ✓ **DOK 3:** How would you describe a strike intended to go a far distance? How would you describe a strike intended to accurately go to a teammate only a few feet away?

TEACHING STRATEGY FOCUS

Help students practice skills: Developing student competence and confidence with respect to long-handled striking will require a series of practice and experimentation sessions that celebrate progress while emphasizing proper technique. Allow students to practice for short periods of time, and then stop the activity to highlight student examples and skill cues. Restart the activity, allowing students to refocus and work toward greater skill fluency.

THE GROUCH

STUDENT TARGETS

- ✓ **Skill:** I will use all of the skill cues for throwing to a target.
- ✓ **Cognitive:** I will discuss the reasons why I enjoy different physical activities.
- ✓ **Fitness:** I will remain actively engaged in order to accumulate physical activity minutes.
- ✓ **Personal & Social Responsibility:** I will maintain control of my actions and throws in order to keep myself and my classmates safe.

TEACHING CUES

- ✓ Throwing: Shoulder to Target, Load Back, Opposite Foot to Target, Throw Across
- ✓ Catching: Eye/Hands Ready, Reach, Soft Hands

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 goals
- ✓ 1 (or more) yarn balls per student
- ✓ 16 spot markers
- ✓ 4 large cones
- ✓ Throwing and Catching Skill Cue Chart

Set-Up:

1. Create a large rectangular activity with the 4 large cones.
2. Set 2 goals up 5 to 10 paces from each end line.
3. Place 8 spot markers in a circle around each goal, approximately 5 paces from the goal.
4. Choose 2 students to be "Grouches," each standing inside one of the goals.
5. All other students scattered throughout the activity area with a yarn ball.

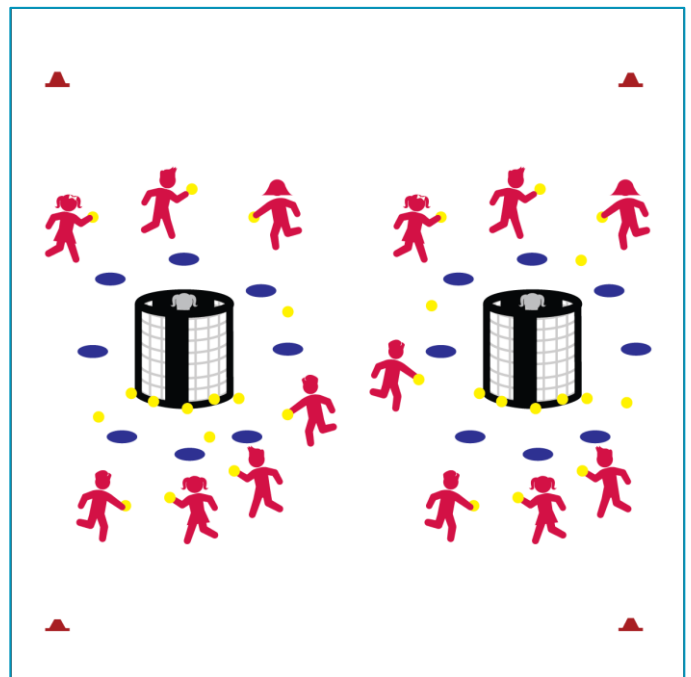
Activity Procedures:

1. Today's activity is called The Grouch. The object is for you to shoot the foam balls into the goal while the Grouch tosses them back out.
2. On the start signal, players with a yarn ball can shoot at either goal from behind the spot markers. If a ball goes inside the goal, it's the Grouch's job to toss it back out as quickly as she/he can. If the ball doesn't go inside the goal, players can move to pick up any ball that's on the floor.
3. On the stop signal, stop and listen for instructions.

Grade Level Progression:

3rd: Play the activity as described above.

4th & 5th: Divide the class into 2 teams. Each team will shoot on 1 goal only. The grouch will "defend" their team's goal by tossing yarn balls back out of the goal as quickly as they can. Grouches will work to toss the balls into open space, away from the opposing team.





THE GROUCH

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Pairs work together with one partner gathering the ball and the other shooting.
- ✓ Provide an auditory cue at each goal.
- ✓ Use safe passable objects of various sizes, shapes, colors, and textures.

ACADEMIC LANGUAGE

Accuracy, Target, Independent, Safe, Control, Enjoyment, Challenge

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E13&14.3-5b]** Throws underhand to a partner or target with reasonable accuracy (3). Throws overarm to a partner or at a target with accuracy at a reasonable distance (4b). Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a). Throws (both underhand and overarm) to a large target with accuracy (5b).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✓ **Standard 5 [E3.3-5]** Reflects on the reasons for enjoying selected physical activities (S5.E3.3); Ranks the enjoyment of participating in different physical activities (S5.E3.4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is an activity that you enjoy?
- ✓ **DOK 2:** Can you summarize the reasons why you enjoy a particular activity?
- ✓ **DOK 3:** Based on the answers you've heard in class, what are the top reasons why people choose different physical activities?

TEACHING STRATEGY FOCUS

Review content: The Grouch is a perfect activity for reviewing underhand and overarm throwing cues while also focusing on the connection between self-control and safety. Passing, catching, and shooting are all important skills required for successful participation in invasion games. Highlight proper form, the importance of skill cues, and the need for safe, controlled play.

GOLDEN GOALIE

STUDENT TARGETS

- ✓ **Skill:** I will move thoughtfully in order to position my body to gain an advantage as a goalie.
- ✓ **Cognitive:** I will identify movement concepts important to positioning as goalie.
- ✓ **Fitness:** I will remain actively engaged in order to accumulate physical activity minutes.
- ✓ **Personal & Social Responsibility:** I will recognize and follow all activity rules.

TEACHING CUES

- ✓ Relationship: Goal, Ball, Players
- ✓ Space Awareness: Open/Closed, Levels, Pathways
- ✓ Effort: Move Fast/Slow, Pressure Strong/Light

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 goals
- ✓ 11 spot markers
- ✓ 2 foam noodles
- ✓ 2 (or more) foam balls per student
- ✓ Defensive Movement Concept Chart

Set-Up:

1. Create 2 separate activity areas, each with a goal in the center.
2. Place 11 spot markers in a circle around each goal, approximately 5 paces from the goal.
3. Choose 2 students to be goalies. Give each goalie a foam noodle and send them to defend separate goals.
4. All other students on a spot marker with 2 foam balls. At each goal, number each student consecutively from 1 to 11.



Activity Procedures:

1. Today's activity is called Golden Goalie. We'll take turns practicing our goalie skills. The object of the game is for the goalie to block as many rolling shots as they can using the foam noodle.
2. On the start signal, player number 1 at each goal will roll 1 of their balls and attempt to make a goal. The goalie will attempt to strike it away with the noodle.
3. As soon as the ball is hit by the goalie (or goes into the net), the next player will roll a ball at the goal. We'll continue in order until everyone has rolled both of their foam balls.
4. Offensive players must keep at least 1 foot on their spot at all times. After both foam balls are rolled, get in plank position and hold until the round is over.
5. After each round, we'll choose a new goalie and reset the game.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Offensive players may bounce shots in addition to rolling.
- 5th: Stagger spot markers to create a variety of shooting distances.



GOLDEN GOALIE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Help the goalie hold the foam noodle using Velcro or other safe fastener.
- ✓ Provide 1-on-1 assistance to students needing hand-over-hand support.
- ✓ Use equipment that provides auditory cues/signals.

ACADEMIC
LANGUAGE

Goalie, Mature Pattern, Rule, Etiquette, Accumulate, Movement Concept, Positioning

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E25.3-4]** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick) (3); Strikes an object with a long-handled implement (e.g., hockey stick), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through) (4).
- ✓ **Standard 2 [E3.3&5b]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the concepts of direction and force to strike an object with a long-handled implement. (5b).
- ✓ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** Can you make a list of movement concepts that impact invasion games?
- ✓ **DOK 2:** Which concepts are important to positioning as a goalie?
- ✓ **DOK 3:** How does the concept of levels relate to defensive positioning as a goalie?

TEACHING
STRATEGY
FOCUS

Help students process content: While the application of movement concepts may seem instinctual for some students, others will struggle at a very basic level. Students working to defend a goal must also overcome natural apprehension. All of this requires a gentle and observant teacher who is constantly looking for teachable moments within the activity and provides feedback in a positive and meaningful way.

FOUR CORNERS

STUDENT TARGETS

- ✓ **Skill:** I will combine locomotor skills (walk/jog) with foot dribbling/passing.
- ✓ **Cognitive:** I will identify and apply basic offensive and defensive strategies.
- ✓ **Fitness:** I will discuss the health benefits of participating in today's activity.
- ✓ **Personal & Social Responsibility:** I will work safely with my partner and classmates.

TEACHING CUES

- ✓ **Offense:** Space, Movement, Pass, Shoot
- ✓ **Defense:** Ball/Opponent, Angles, Space, Force Outside

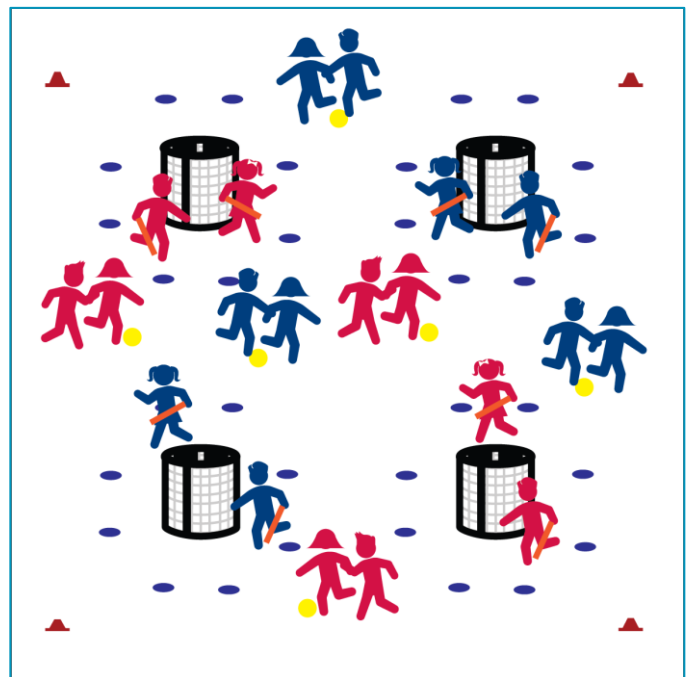
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 goals (for up to 24 players)
- ✓ 1 ball per pair
- ✓ 24 spot markers
- ✓ Offense/Defense Strategy Chart

Set-Up:

1. Create a large activity area and place a goal in each of the 4 corners of the area.
2. Place 8 spot markers in a circle around each goal, approximately 5 paces from the goal.
3. Pair students. Send 1 pair to each of the 4 goals as goalies. All other pairs scattered in area with locked elbows and a ball at their feet.



Activity Procedures:

1. It's time to play Four Corners. The object is for you and your partner to work cooperatively to score a goal at any of the 4 goals.
2. The first round of play will be soccer style. You'll dribble and pass the ball soccer style between you and your partner toward a goal, and then shoot the ball from behind the spot markers.
3. If you score a goal, switch places with the goalies. They'll lock arms and dribble your ball to a new goal while you and your partner defend the goal you just scored on. Goalies do not have to lock elbows.
4. If goalies block a shot, the shooting team must then go get their ball and dribble to a different goal before taking another shot.
5. We'll begin on the start signal. When you hear the stop signal, freeze and listen for instructions.

Grade Level Progression:

3rd & 4th: Play the activity as described above.

5th: Offensive players unlock elbows and travel together while staying approximately 6 to 10 feet apart.

FOUR CORNERS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Utilize brightly colored boundaries and equipment.
- ✓ Use auditory signals in goals.
- ✓ Play the game without goalies, focusing on traveling with the ball and shooting.

ACADEMIC
LANGUAGE

Combine, Offense, Defense, Strategy, Health Benefits

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E1.4 & 5c]** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5c).
- ✓ **Standard 1[E20.4-5]** Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting) (4). Hand/foot-dribbles with mature patterns in a variety of small-sided game forms (5).
- ✓ **Standard 2 [E5.4c-5a]** Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a).
- ✓ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What does offense mean? What does defense mean?
- ✓ **DOK 2:** What do you know about playing offense? About playing defense?
- ✓ **DOK 3:** How would you apply what you know in order to perform well during Four Corners?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: Four Corners organizes students as well as the activity environment to promote purposeful practice with a developmentally appropriate level of challenge for a wide range of skill and ability levels. Students combine locomotor and manipulative skills in an open offensive environment, with defensive pressure increasing as pairs work to execute directly toward a goal.

SWITCH

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate throwing and catching cues in order to pass and shoot accurately.
- ✓ **Cognitive:** I will identify and discuss basic skills and strategies need to gain an offensive advantage.
- ✓ **Fitness:** I will remain actively engaged in order to enhance my fitness.
- ✓ **Personal & Social Responsibility:** I will work safely while staying active.

TEACHING CUES

- ✓ Offense: Space, Movement, Pass, Shoot
- ✓ Defense: Ball/Opponent, Angles, Space, Force Outside

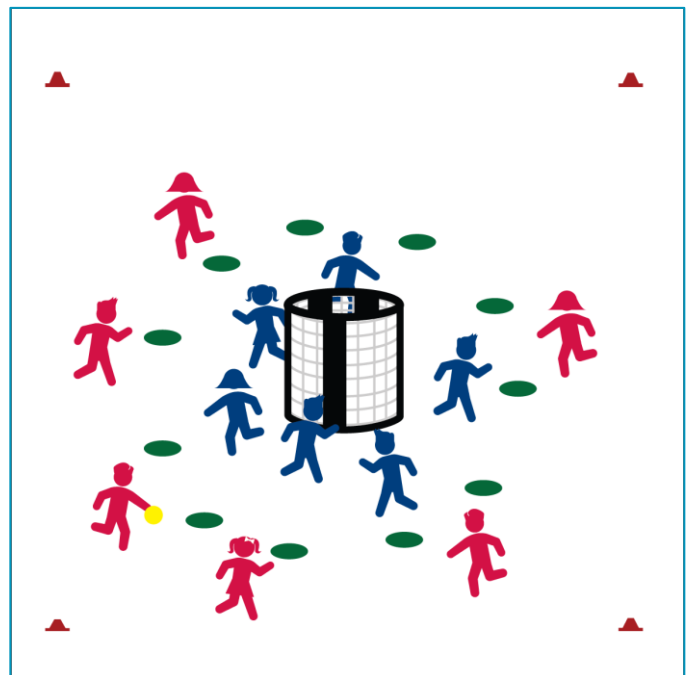
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 or 2 goals per 12 students
- ✓ 1 ball per 12 students
- ✓ 12 spot markers per group of 12 students
- ✓ 1 pinnie per 2 students.
- ✓ Offense/Defense Strategy Chart
- ✓ Throwing and Catching Skill Cue Chart

Set-Up:

1. Create 1 activity area per 12 students with 2 stacked goals in the center of each area.
2. Create a shooting circle 8 to 10 paces from the goal using 12 spot markers. This creates a defensive area inside the spots and an offensive area outside the spots.
3. Create teams of 6 students with 1 team inside the circle area (defense) and 1 team outside the circle area (offense). The team starting on offense wears pinnies.



Activity Procedures:

1. Today's activity is called Switch. The object of the game is for the offense to score a goal (teacher's choice: soccer, handball, or basketball style). Three passes must be made before a shot is taken.
2. When a goal is scored or an interception is made (defense gains possession), players yell, "SWITCH!" On this signal, teams switch; offense becomes defense and defense becomes offense.
3. The new offensive team must complete 10 jumping jacks before the next round begins.
4. Defensive teams must stay inside the cones but may move throughout the defensive area. Offense must stay outside cones but may move throughout the offensive area. If a player breaks this rule 3 times, she/he must sit out for 1 minute while the other team has a Power Play.
5. Continue play until you hear the stop signal.

Grade Level Progression:

3rd: Play the activity as described above.

4th & 5th: Add a second ball to the activity. This could be a different type of ball (e.g., a football).



SWITCH

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Allow teams to continue as offense/defense for a set time, followed by an auditory cue to switch roles.
- ✓ Teammates must hand the ball off to teammates rather than passing/tossing.
- ✓ Vary the number of players on offense and defense to give one an advantage.

ACADEMIC
LANGUAGE

Skill Cue, Pass, Shoot, Advantage, Accurately

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E13&14.3-5b]** Throws underhand to a partner or target with reasonable accuracy (3); Throws overarm to a partner or at a target with accuracy at a reasonable distance (4b); Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (both underhand and overarm) to a large target with accuracy (5b).
- ✓ **Standard 1 [E15.4-5b]** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4). Throws with accuracy, both partners moving (5a). Throws with reasonable accuracy in dynamic, small-sided practice tasks.
- ✓ **Standard 1 [E16.4-5c]** Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✓ **Standard 2 [E5.3-5]** Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks (5a); Recognizes the type of throw, volley or striking action needed for different games/sports situations (5c).
- ✓ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- ✓ **DOK1:** What does it mean to have an offensive advantage?
- ✓ **DOK 2:** What skills and strategies help you gain an offensive advantage?
- ✓ **DOK 3:** How is ball movement (passing) related to offensive advantage?

TEACHING
STRATEGY
FOCUS

Help students engage in cognitively complex tasks: Execution of locomotor and manipulative skill combinations within a dynamic activity environment is both physically and cognitively complex for intermediate school students. Further increasing the complexity of the task is the transition from offense to defense and vice versa. Switch is a perfect game for introducing this level of complexity: play remains focused on 1 goal, there are auditory and visual cues to announce the transitions, and possession changes can be buffered by adjusting the number of exercises the offense must complete before play resumes.

TEAM HANDBALL

STUDENT TARGETS

- ✓ **Skill:** I will use a combination of skills and movement concepts.
- ✓ **Cognitive:** I will apply my understanding of open space.
- ✓ **Fitness:** I will remain actively engaged in order to enhance my fitness.
- ✓ **Personal & Social Responsibility:** I will work safely while staying active.

TEACHING CUES

- ✓ **Offense:** Space, Movement, Pass, Shoot
- ✓ **Defense:** Ball/Opponent, Angles, Space, Force Outside

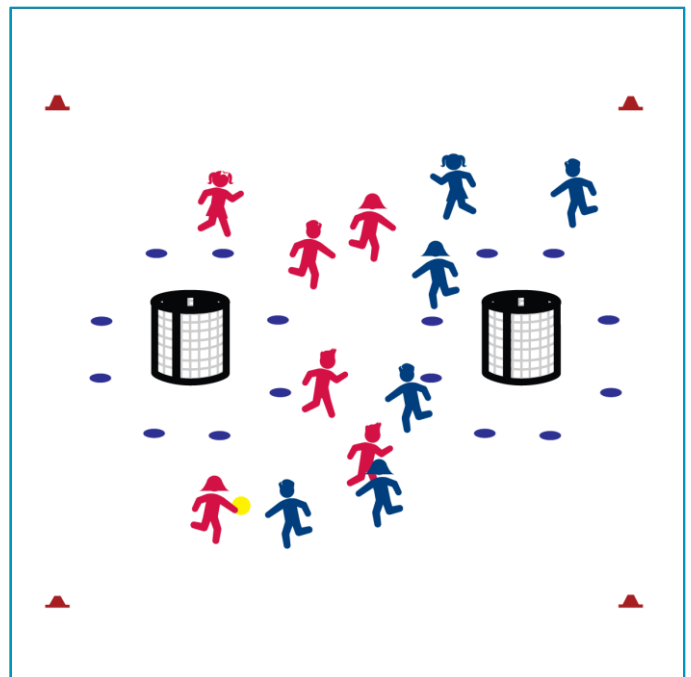
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 goals per 12 students
- ✓ 1 ball per 12 students
- ✓ 12 spot markers per goal
- ✓ 4 large cones per court/field
- ✓ Offense/Defense Strategy Chart

Set-Up:

1. Create a large activity area (the size of a basketball court) using large cones.
2. Set up goals 5 to 10 paces from each end line.
3. Create a shooting circle (i.e., crease) 6 paces from the goal using spot markers.
4. Create two teams per activity area (6 per team is ideal). One team per area wearing pinnies. Pinnies begin with the ball.



Activity Procedures:

1. Today we're going to play Team Handball. The object of the games is for your team to score more points than your opponent scores before the stop signal. You'll use the skills and strategies we've learned in previous activities to work as a team on both offense and defense.
2. There are a few important rules:
 - Play begins with a throw-off from midfield: the starting player stands at midfield and passes to a teammate. This starts the game and is the way players should restart play after each goal.
 - If the ball goes out of bounds, restart with a throw-in: a player standing on the side line or end line throws to a teammate who is in bounds.
 - Defense must be 5 paces away from the player performing every throw-off and throw-in.
 - No contact between players is allowed. Defense must stay an arms-length from the player with the ball.
 - Defense cannot touch the ball when an offensive player has control.
 - Passes and shots can be intercepted/knocked down with hands and arms.
 - Offense can take 3 steps with the ball and/or hold the ball for no more than 3 seconds.
 - Challenge: Change possession if the ball hits the ground after a pass. Shots are not considered passes. Offense may get a rebound from a shot.



TEAM HANDBALL

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Use larger, stacked goals to increase opportunities for shooting success.
- ✓ Play without goalies. Place auditory signals in goals.
- ✓ Use passable objects of various sizes, shapes, colors, and textures.
- ✓ Implement a 5-, or 3-second rule for players holding the ball.
- ✓ Require a minimum number of passes prior to shooting.

ACADEMIC
LANGUAGE

Apply, Skill, Movement Concept, Combination, Open Space

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E1.4 & 5c]** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball) (5c).
- ✓ **Standard 1 [E15.4-5b]** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4). Throws with accuracy, both partners moving (5a). Throws with reasonable accuracy in dynamic, small-sided practice tasks.
- ✓ **Standard 1 [E16.4-5c]** Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✓ **Standard 2 [E1.3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling, (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✓ **Standard 2 [E5.3-5]** Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks (5b); Recognizes the type of throw, volley or striking action needed for different games/sports situations (5c).

DEBRIEF
QUESTIONS

- ✓ **DOK1:** What is an open space?
- ✓ **DOK 2:** How does open space affect offense? How does it affect defense?
- ✓ **DOK 3:** What does the defense have to do to closed space?

TEACHING
STRATEGY
FOCUS

Help students examine similarities and differences: Students may not be familiar with Team Handball as a specific invasion sport. However, many students will recognize invasion strategies from prior experience in sports such as basketball, soccer, lacrosse, etc. Examine similarities as well as differences in order to help students connect with prior learning as well as extend learning into future participation in all invasion games. Skill and knowledge transfer will work to enhance both competence and confidence as we encourage students to try a variety of activity options.

INVASION TRIATHLON

STUDENT TARGETS

- ✓ **Skill:** I will use a combination of skills to execute offensive and defensive strategies and tactics.
- ✓ **Cognitive:** I will discuss the health benefits of participating in invasion games/sports.
- ✓ **Fitness:** I will compare the health benefits of invasion games with other activities that I enjoy.
- ✓ **Personal & Social Responsibility:** I will identify the reasons why I enjoy being physically active in a variety of activity choices.

TEACHING CUES

- ✓ **Offense:** Space, Movement, Pass, Shoot
- ✓ **Defense:** Ball/Opponent, Angles, Space, Force Outside

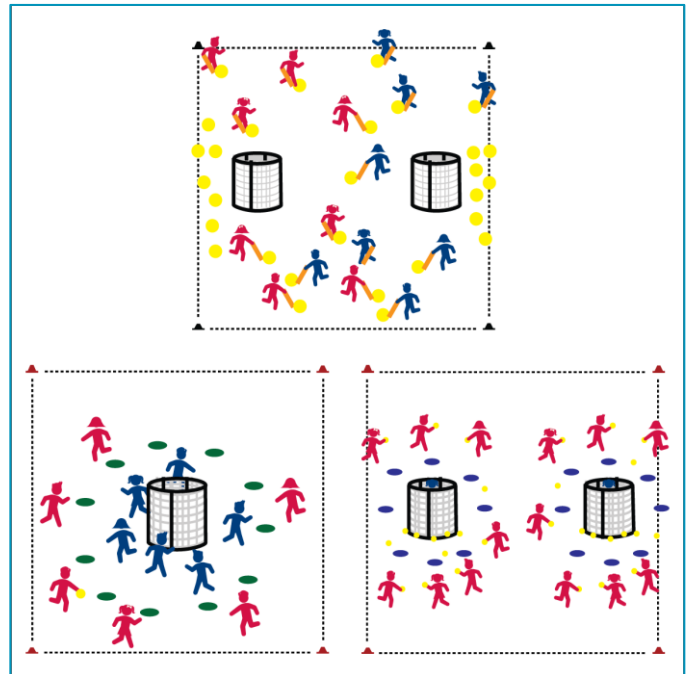
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ E See equipment needed for selected activities.

Set-Up:

1. Set up 3 activity areas according to the set-up instructions for selected activities.
2. Create even teams and number teams as Team 1, Team 2, Team 3, Team 4, etc.
3. Rotate teams through each of the selected activities.
4. Even teams rotate clockwise, odd teams rotate counter-clockwise.



Activity Procedures:

1. It's time for the Invasion Triathlon. Today you'll work independently with your team, rotate through each activity area, and participate in 3 different invasion activities.
2. While you're participating in each activity, I'll be using a rubric to assess your skill level. We'll review your assessment together when you complete the Invasion Basics Self-Assessment.
3. Teachers, choose 3 activities from this module in order to assess student performance.
4. Suggested Activities:
 - Over There
 - The Grouch
 - Switch (Team Handball for highly skilled groups)

Grade Level Progression:

3rd – 5th: See grade level progressions for selected activities.

INVASION TRIATHLON

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Choose UDA's from selected activities.

ACADEMIC
LANGUAGE

Choose words from selected activities.

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 & 2 [Multiple Outcomes]:** Select outcomes from the activities chosen for this event.
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).
- ✓ **Standard 5 [E3.3-5]** Reflects on the reasons for enjoying selected physical activities (S5.E3.3); Ranks the enjoyment of participating in different physical activities (S5.E3.4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5).

DEBRIEF
QUESTIONS

- ✓ **DOK1:** How can you recognize an invasion game?
- ✓ **DOK 2:** How do invasion games affect personal health?
- ✓ **DOK 2:** How would you compare the health benefits of invasion games with other activities that you enjoy?

TEACHING
STRATEGY
FOCUS

Review content: Take an opportunity to review critical skill cues and movement concepts from earlier lessons and activities in order to highlight the cumulative nature of skill and knowledge acquisition. Highlight progress made from the start of the module through the final lessons. This helps to underscore the importance of purposeful practice.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [E25.3-5]** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey sticks) (3); Strikes an object with a long-handled implement (e.g., hockey sticks), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through) (4); Combines striking with a long-handled implement with receiving and traveling skills in a small-sided game (5b).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

FOCUS TARGETS

- ✓ **Skill:** I will use proper grip for striking with a long-handled implement.
- ✓ **Cognitive:** I will provide examples of activities that can enhance my fitness.
- ✓ **Fitness:** I will remain actively engaged in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will identify and discuss safety principles.

ACADEMIC LANGUAGE

- ✓ Invasion Games
- ✓ Strike
- ✓ Health-Related Fitness
- ✓ Skill-Related Fitness
- ✓ Safety Principles

SELECTED ASSESSMENT

- ✓ Self-Assessment for Striking

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

1
INSTANT
ACTIVITY

Set goals in place for easy transition between the 3 activities. Introduce the activity and the module using a YouTube video of a variety of invasion sports (basketball, lacrosse, team handball, etc.). Group and send students to goal for Fitness Relays.



Fitness
Relay



DOK 1: What activities can you name that enhance fitness?
DOK 2: How would you compare and contrast activities that enhance aerobic strength with activities that enhance muscular strength?
DOK 3: How is physical activity related to good personal health?

2
LEARNING
TASK

Pair students. Number partners 1 and 2. Partner 1 moves to one goal, Partner 2 to the other goal. Pick up a foam noodle and line-up on goal line. Foam balls are scattered behind each goal. Display Long-Handled Striking Cue Chart on the wall. Teaching Striking.



Over There



DOK1: What are the skill cues for striking with a long-handled implement?
DOK 2: How do the concepts of direction and force affect your strikes?
DOK 3: How would you describe a strike intended to go far? A strike intended to go to a teammate a few feet away?

3
LEARNING
TASK

Freeze students, prompt them to return noodles and foam balls to sideline storage stations. Keep Teams 1 and 2, use these groups to set up for the next activity. Yarn balls are waiting inside each goal. Each student walks to pick up 1 yarn ball each.



The Grouch



DOK 1: What is an activity that you enjoy?
DOK 2: Can you summarize the reasons why you enjoy a particular activity?
DOK 3: How does safety impact how well or how little you enjoy an activity?

4
EXIT
ASSESSMENT

Complete the self assessment as an entire group. Review the process of self evaluation and ask students to reflect on how they would rate their striking performance during the activity "Over There." As students to share their rating, along with the rationale for their response.

ACCUMULATE

(noun)

To gather, build up, or acquire.

*Franklin works hard and moves a lot in physical education class in order to **accumulate** as many minutes of physical activity as he can.*



ACCURATE

(adjective)

Successful in reaching the intended target.

*Beth's shot was so **accurate** that it flew past the defenders and in to the goal.*



ADVANTAGE

(noun)

A condition that puts an individual or group in a favorable or superior position.

*Danny moved quickly into open space and gained an offensive **advantage** for his team.*



APPLY

(verb)

To put to use or bring to action.

*When I saw Deedi move into the passing lane and intercept a pass, I knew that she could **apply** defensive strategies.*



BODY ORIENTATION

(noun)

The alignment of a person's body within space or in relation to an object.

*Rashid showed great **body orientation** when he took a shot with his side to the target and his shoulders square to the ball.*



CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

*Catching the ball while running to the goal is a difficult **challenge** that takes practice to master.*



COMBINATION

(noun)

The result of bringing two or more things together to create a sequence or a set.

*Catching a pass on the run is a skill **combination** that gives offensive players a big advantage.*



CONTROL

(verb)

To manage or regulate the movement or actions of something.

*Russell will **control** his body when he takes his turn running and shooting at the goal.*



DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

*The **defense** made it difficult for the offense to score a goal.*



ENHANCE

(verb)

To raise to a higher degree. To improve.

*Playing Team Handball helps me **enhance** my cardiovascular endurance.*



ENJOYMENT

(noun)

A positive feeling caused by doing or experiencing something you like.

*Kecia felt **enjoyment** in physical education because she was able to play active games with her friends.*



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

*Kurt practiced good **etiquette** in physical education and helped his classmates learn by not hitting the ball out of his opponent's hands.*



FITNESS

(noun)

The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

*Getting 60 minutes of physical activity everyday will help me maintain good **fitness**.*



FOLLOW THROUGH

(verb)

To continue moving after an object has been kicked, struck, or thrown.

*At the end of each accurate throw, Missy works to **follow through** toward the goal.*



GOALIE

(noun)

A player who defends a goal or target.

*Sam played **goalie** for the defense and stopped every shot but one.*



GRIP

(verb)

To hold something.

*My shots are more accurate when I **grip** the foam noodle using all of the cues we learned in physical education.*



HEALTH BENEFIT

(noun)

An improvement to a person's overall wellbeing resulting from a physical activity or food choice.

*Drinking water before I play Team Handball is a **health benefit** that helps keep my body at its best.*



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

*I do a variety of activities to work on my **health-related fitness.***



INDEPENDENT

(adjective)

Free from outside control or lead.

*Vera's team was **independent** during the group activity and played appropriately without any teacher reminders.*



INVASION

(noun)

A competition between two teams in which an offensive team attacks a goal or target area while a defensive team works to stop the attack.

*Jessica loves the challenge of **invasion** games. She works hard on both offense and defense.*



LONG-HANDED IMPLEMENT

(verb)

**An long, narrow object used
in sport to strike or push
another object.**

*It's fun using a foam noodle as a **long-handed implement** for striking a ball.*



MATURE SKILL PATTERN

(noun)

The accurate performance of any skill during which all critical components are present.

*Gayle's accurate passes were a perfect example of a **mature skill pattern** for throwing.*



MOVEMENT CONCEPTS

(verb)

The elements important in the study of human movement: body awareness, space, and qualities of movement (force, balance, time, and flow).

*Kent applied **movement concepts** in floor hockey as he dribbled close to the goal and tapped the ball into the net.*



OFFENSE

(noun)

The team or players in a game or sport who are attempting to score or move the ball forward.

*The **offense** scored 6 goals in first 5 minutes of the game, and the defense held the other team to only 1 goal.*



OPEN SPACE

(noun)

An area of general space with no obstacles where people or objects can move freely.

*Phillip was free to catch the ball because he moved into **open space** and there were no defenders to stop him.*



PASS

(verb)

To move an object from one space to another.

*Every time Henry looks to **pass** the ball to Kendra, Caitlin moves into the passing lane to prevent Henry from passing.*



PLANE

(noun)

A two dimensional pathway through which an object travels from one point to another.

*Following a good swing **plane** from back to front helps James hit the ball with control and strength.*



POSITIONING

(noun)

The location and bodily arrangement of an athlete in anticipation of a strategic move.

*Everett did a good job of anticipating his opponent's move, his **positioning** was excellent, and he was able to intercept the pass.*



RULES

(noun)

A set of understood laws or commands that keep a space or activity under control.

*The **rules** of team handball are important to follow so that the game can continue without injuries or arguments.*



SAFE

(adjective)

Protected against physical, social, and emotional harm.

*Serena felt **safe** because her classmates all respected the rules of the game.*



SHOOT

(verb)

To send a ball or object toward a goal or target in order to score a point.

*Michael likes to **shoot** the ball over the defense and into the goal.*



SKILL

(noun)

The ability to do something well.

*Han was able to learn a new **skill** because he worked hard and learned from his mistakes.*



SKILL CUE

(noun)

An individual action that makes up one essential part of a larger physical performance.

*Proper grip is one **skill cue** that will help Liam make accurate passes and shots with a hockey stick.*



SKILL-RELATED FITNESS

(verb)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

*Reaction time is just one component of **skill-related fitness** that is used during invasion games.*



STANCE

(noun)

A deliberate way to stand.

*Adam got in a balanced athletic **stance** as the defense approached the goal.*



STRATEGY

(noun)

A plan of action for achieving a goal.

*Closing open space is an important defensive **strategy** to remember when playing an invasion game like Team Handball.*



STRIKE

(verb)

Hit forcibly and deliberately.

*Foam noodles are fun and safe to
strike a ball with.*



TARGET

(noun)

An object selected as the aim of attention or attack.

*The inside of the goal is the **target** that the offense is shooting for.*



MOVEMENT CONCEPTS**RELATIONSHIPS**

When playing an invasion game, it's important to be able to perform skills such as throwing and catching. Understanding movement concepts will help you perform such skills effectively within the action of a game. During class activities, focus on 3 main movement concepts: relationships, space awareness, and effort.

Relationship to the Goal:

On offense, work to attack the goal. Passing the ball to an open teammate across the goal will force defenders to move, often giving the offense an advantage and leading to a shot opportunity.

Words to remember: Attack the goal.

On defense, work to force the offense to move and pass to the sidelines, away from the goal. Know where the goal is at all times and stay between the offense and the goal. Don't follow the offense; instead, position your body in between the person you're covering and the goal.

Words to remember: Stay in between the offense and the goal.

MOVEMENT CONCEPTS**RELATIONSHIPS**

When playing an invasion game, it's important to be able to perform skills such as throwing and catching. Understanding movement concepts will help you perform such skills effectively within the action of a game. During class activities, focus on 3 main movement concepts: relationships, space awareness, and effort.

Relationship to the Ball:

On offense, take care of the ball. If you have possession of the ball, your first priority is to keep it safe. Once it's safe, look for open space that creates either a shooting or passing lane.

Words to remember: Take care of the ball. Look for open lanes.

If you're moving without the ball, look for open space that would allow your team to advance (or move) the ball toward the goal. Don't rush to a teammate who is holding the ball. Doing this would allow your defender to help the defender playing the ball, giving the defense a big advantage.

Words to remember: Spread out and move to open space.

On defense, know where the ball is. If you're defending the player with the ball, stay in between the ball and the goal, forcing the player to the outside of the activity area and away from the goal. Keep your hands active, blocking and distracting the offensive player's line of vision to open spaces.

Words to remember: Back to the goal. Force the ball outside.

If you're defending a player without the ball, form a triangle between your body, the ball, and the goal. Keep your back to the goal and position your body so you can see the ball and the player you're covering. If possible, keep your hands up and in the passing lane between the ball and your offensive player.

Words to remember: Back to the goal. See the ball and your player. Hand in the passing lane.

MOVEMENT CONCEPTS**RELATIONSHIPS**

When playing an invasion game, it's important to be able to perform skills such as throwing and catching. Understanding movement concepts will help you perform such skills effectively within the action of a game. During class activities, focus on 3 main movement concepts: relationships, space awareness, and effort.

Relationship with Other Players:

On offense, the key to passing and shooting is spreading out. Know where your teammates are and find open space away from other players. Knowing where the defense is will also help you move to open space and/or use open passing lanes—passing to a teammate who is well-defended isn't the best option. If you're moving without the ball, try to use changes in speed and different pathways to create separation between you and the defense.

Words to remember: Spread out. Create space.

On defense, the key to stopping the offense is closing passing and shooting lanes while forcing the ball away from the goal or target area. Know where offensive players are and keep your hands and feet active. Maintaining control of your body is also important. Don't charge into offensive players or slap at the ball. Keep a distance between you and offensive players that allows you to move quickly without committing a foul or violation.

Words to remember: Close lanes. Stay active. Maintain control.

MOVEMENT CONCEPTS

SPACE AWARENESS

When playing an invasion game, it's important to be able to perform skills such as throwing and catching. Understanding movement concepts will help you perform such skills effectively within the action of a game. During class activities, focus on 3 main movement concepts: relationships, space awareness, and effort.

Awareness of Open/Closed Space:

On offense, look for open space into which you can move in order to become open and create an advantage. Keeping the defense spread out is always a priority.

Words to remember: Move to open space.

On defense, look to close space by positioning your body to block either the space itself or a lane to the space.

Words to remember: Close space.

MOVEMENT CONCEPTS**SPACE AWARENESS**

When playing an invasion game, it's important to be able to perform skills such as throwing and catching. Understanding movement concepts will help you perform such skills effectively within the action of a game. During class activities, focus on 3 main movement concepts: relationships, space awareness, and effort.

Awareness of Levels:

On offense, passing and shooting lanes can become open over, around, and/or under the defense. Do you need to shoot over the defense, pass around a defender, or bounce the ball under an arm or hand?

Words to remember: Over, around, or under?

On defense, positioning your body to take away an advantage is the most important part of defensive movement. Which type of pass or shot is the easiest for the offense? Which is the most difficult? Many times, passing over or under you (the defense) can be difficult. Take away the type of pass or shot that can be easily thrown and caught.

Words to remember: Take away the easy pass/shot.

MOVEMENT CONCEPTS**SPACE AWARENESS**

When playing an invasion game, it's important to be able to perform skills such as throwing and catching. Understanding movement concepts will help you perform such skills effectively within the action of a game. During class activities, focus on 3 main movement concepts: relationships, space awareness, and effort.

Awareness of Pathways:

On offense, the key to getting open shots and passes is creating space between yourself and the defense. Straight lines to the goal or open space can be fast if they're open. If not, zigzag pathways can confuse and slow the defense, allowing you to separate. Fake one direction, then quickly change direction toward open space. You may need to move around a crowd or defender in order to find or create an open lane.

Words to remember: Create separation.

On defense, having active eyes, feet, and hands will help you stay with the offense, close space, and not fall for a fake. Stay low (in defensive position) and be alert. If the player you're defending has the ball, watch his/her hips/belly button. Don't fall for head fakes or jab steps; no one can move their bodies without taking their hips with them. Keep your body/hands in position to close easy passing/shooting angles and pathways to the goal or target and force the ball to the sidelines. If you get beat and have to recover, always take an angle that will allow you to get back in between the offense and the goal. Following and running right behind the offense is usually not the best angle to take.

Words to remember: Cut angles, watch the waist, and recover quickly.

MOVEMENT CONCEPTS**EFFORT**

When playing an invasion game, it's important to be able to perform skills such as throwing and catching. Understanding movement concepts will help you perform such skills effectively within the action of a game. During class activities, focus on 3 main movement concepts: relationships, space awareness, and effort.

Control your Effort:

On offense, understand the pace of the game. Sometimes you have a big advantage and it's good to push the ball quickly ahead. You want to be fast and pressure the defense by attacking the goal or target. Sometimes, though, you need to use a slower pace to find open space or to give your teammates time to create open space. You also need to consider the score and how much time is left in a game.

Words to remember: Control the pace.

On defense, it's almost always an advantage when you can slow the offense down. However, depending on the game situation, you may want to apply stronger or lighter defensive pressure. The amount of pressure you apply will change the way the offense must react. It will also change the flow of the game for you and your teammates, forcing you to move faster or slower in order to close passing and shooting lanes.

Words to remember: Control defensive pressure.

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**.
I wish I could do this better.
And so I will keep trying my
best to improve.



Level 2:

I'm in the **Major Leagues**.
Practice is helping and I will
keep trying my best to
improve.



Level 3:

I'm an **All Star**.
I can do this well. Practice
worked, and now I want to
keep learning more!

SKILL	PRE	GOAL	POST
Throwing			
Catching			
Striking			
Offense			
Defense			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs throwing and catching skills with control and in combination with locomotor skills. Demonstrates an understanding of movement concepts within the context of game play. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and catch in non-dynamic activities. Has demonstrated understanding of movement concepts. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Does not demonstrate an understanding of movement concepts. Cannot perform skill combinations. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
1.		
2.		
3.		
4.		
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24.		

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs throwing and catching skills with control and in combination with locomotor skills. Demonstrates an understanding of movement concepts within the context of game play.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and catch in non-dynamic activities. Has demonstrated understanding of movement concepts.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Does not demonstrate an understanding of movement concepts. Cannot perform skill combinations.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
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Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
✓ Comment 1: ✓ Comment 2: ✓ Comment 3:	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
✓ Reflection 1: ✓ Reflection 2: ✓ Reflection 3:	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
✓ Reflection 1: ✓ Reflection 2: ✓ Reflection 3:	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
✓ Reflection 1: ✓ Reflection 2: ✓ Reflection 3:	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
✓ Reflection 1: ✓ Reflection 2: ✓ Reflection 3:	
Self-Rating with Rationale	
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale: ✓ Evidence 1: ✓ Evidence 2: ✓ Evidence 3:	

ACADEMIC LANGUAGE QUIZ

Moving into open space can give the offense an _____.

1

- a. arrangement
- b. arm length
- c. advantage
- d. air ball

Jack's throws are not accurate because he stops his arm above his shoulder and doesn't _____.

2

- a. try hard enough
- b. follow through
- c. show hands
- d. keep thumbs together

The player that defends a target is called the _____.

3

- a. striker
- b. full back
- c. star
- d. goalie

Relationship to the goal and ball, awareness of open/closed space, and effort are all important _____.

4

- a. movement concepts
- b. skills
- c. theories
- d. rules

An area of general space with no obstacles is called _____.

5

- e. traffic zone
- f. open space
- g. shooting space
- h. passing zone

Defensive _____ involves knowing where to be in relation to the ball, the offense, and the goal.

6

- a. hustle
- b. targeting
- c. positioning
- d. help

When a player shoots the ball, she/he sends it toward the _____.

7

- a. sideline
- b. backfield
- c. centerline
- d. goal/target

Staying spread out and moving to open space is a part of the offense's _____.

8

- a. rule book
- b. strategy
- c. etiquette
- d. team promise

FITNESS RELAY CHALLENGE CARD**Challenge 1**

Feet Only. Hold the ball between your feet and pass the ball from player to player.

Challenge 2

Sit Up and Over. Get in sit-up position (head-to-toe). Pass the ball up and over your head with the player behind you reaching forward to receive the ball.

Challenge 3

Push, Pivot, and Pass. Get in push-up/plank position parallel to and 3 paces from the players to your sides. Use your hands and arms to pivot on your feet, rotating the ball from one player to the next.

Challenge 4

Fast Feet Frenzy. Each player does 10 fast-feet sprints (in place), then tosses the ball to the next player.

Challenge 5

Star Bursts. Each player does 3 star jumps, then tosses the ball to the next player.

STRIKING CUE CHART

Critical Elements & Cues For Long-Handled Striking

1. Prepare
 - Grip with hands apart. (Non-dominant on top, dominant a foot below.)
 - Non-dominant side to target.
2. Load the Strike
 - Stick (or other implement) swings back on a vertical plane.
 - Waist high.
3. Step and Swing
 - Step with opposite foot toward target.
 - Swing through on the same vertical plane.
 - Contact the ball (or other object) square.
4. Follow through
 - Waist high.
 - Point at target.

THROWING AND CATCHING CUE CHART

Critical Elements & Cues For...

Throwing

1. Prepare
 - Side to target.
 - Non-throwing arm to target.
2. Load the Throw
 - Arm way back at shoulder height.
3. Step and Throw
 - Step with opposite foot.
 - Elbow brings throwing arm forward.
 - Rotate with hips.
4. Follow Through
 - Throwing hand extends to target across the body.

Catching

1. Show Hands
 - Hands out and reaching.
 - Thumbs together above the waist.
 - Pinkies together below the waist.
2. Eye on the Ball
 - Watch the ball all the way to the hands.
3. Soft Hands
 - Catch with hands and fingers.
 - Give with the ball into the body.

UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Invasion Basics

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✓ Use a variety of different ball types including auditory balls, different textures, sizes, and weight ✓ Place a buzzer on the goal or target ✓ Use a bigger goal ✓ Use a variety of different striking implements including large/foam hockey sticks, short handled sticks, etc. ✓ Use bright colored pinnies to distinguish teams 	<ul style="list-style-type: none"> ✓ Increase/decrease the size of the shooting crease ✓ Vary the number of defenders playing (i.e., defense plays down a player) ✓ Expand or remove boundaries ✓ Rotate positions frequently 	<ul style="list-style-type: none"> ✓ Use mats to mark and protect boundaries ✓ Use brightly colored equipment and boundary markers ✓ Use raised/tactile lines ✓ Clap behind goals/targets 	<ul style="list-style-type: none"> ✓ Provide ongoing verbal cues ✓ Provide physical assistance ✓ Provide a peer tutor/mentor ✓ Use videos, graphics, and pictures as visual examples ✓ Provide individualized (one-to-one) instruction ✓ Use proximity strategies

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.