



CATAPULT

STUDENT TARGETS

- **Skill:** I will demonstrate communication and teamwork during this activity.
- **Cognitive:** I will describe ways for myself and my classmates to be accountable for our actions.
- **Fitness:** I will discuss the health-related fitness component addressed by each role.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by showing accountability during the game and encouraging others.

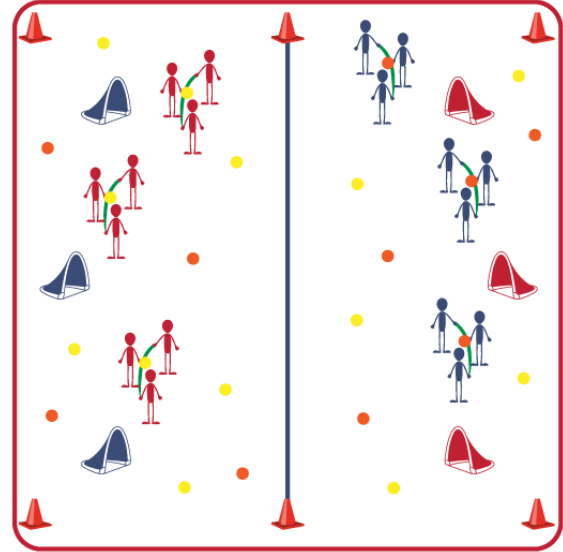
EQUIPMENT & SET-UP

Equipment:

- 4-6 each of Multi-Purpose Goals, Pop-up Goals, or Hockey Goals
- 20-30 Foam Balls (offer a variety of sizes for students to choose from)
- Elastic Bands (to use as launchers)

Set-Up:

- Create a large activity space and divide it in half.
- Scatter the goals evenly on both halves of the activity space (with an even number of each type of goal on both sides).
- Have a variety of balls spread out on the perimeter of the activity space.
- Divide the class into two even teams. Each student begins as a Launcher, Holder, or Retriever for their team.



ACTIVITY PROCEDURES

1. This activity is called Catapult. The object of the game is to work together to use your band like a slingshot to launch a ball into the other team's goal.
2. Everyone has a role for their team: a Launcher, a Holder, or a Retriever. The Holders will work with a partner to hold each end of the band. The Launchers will sit on the ground between the two Holders, lean back when they have a ball and release it to launch the ball towards the other side while aiming for one of the goals. The Retrievers are responsible for getting balls to the Launchers as quickly as possible during the game. You will switch roles every minute or so with your teammates.
3. On the start signal, each Retriever will go and get a ball to bring back to a Launcher. They will continue to move as quickly as they can to bring back a ball and ensure the Launchers get as many chances to score a "goal" as possible until you hear the signal to switch roles within your team.
4. After a 5-minute game, we will determine how many goals each team made to see which team earned the most points. We will then switch sides and play a second round.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above. Focus on students leading by example and being accountable for their responsibilities during each role.
- **Level 2:** Play as described above but allow one student from each team to have a noodle and act as a defender. Focus on student accountability for performing each role safely.

TEACHING CUES

- **Cue 1:** Communicate with your team so that everyone is ready and working together to release the ball safely.
- **Cue 2:** If you are a Launcher, keep a light grip on the ball for a clean release.



CATAPULT (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed (e.g., different weights, colors, and sizes).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Target, Control, Force, Accountability, Cooperation, Health-related Fitness

PRIORITY OUTCOMES

Communication:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

Manipulative Skills:

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

DEBRIEF QUESTIONS

- **DOK 1:** What is accountability? Can you describe an example of accountability?
- **DOK 2:** What does it look like and sound like when a person owns their responsibilities?
- **DOK 3:** What does it mean when a person leads by example? How is that related to accountability?