

# OPEN



TOOLS FOR TEACHING  
**TEAM INVASION**  
MIDDLE SCHOOL (6-8)

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# TEAM INVASION

MIDDLE SCHOOL (GRADES 6 – 8)

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## MODULE OVERVIEW

### ABOUT THIS MODULE:

Invasion games and 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. This module builds on the Invasion Basics module for grades 3-5 and provides lead-up activities and small-sided games aimed at developing the movement concepts, movement patterns, and strategic knowledge commonly associated with invasion sports.

In addition, the activities within this module develop and reinforce responsible behaviors, while introducing strategies and skills that require teamwork and cooperation in order to be successful. All participants are given the opportunity to explore the movement concepts in a fun and engaging environment where everyone can feel successful. This allows students to build connections with their classmates that can extend beyond physical education.

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**PRIORITY OUTCOMES:**

**Etiquette:**

- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities or games.

**Manipulative Skills:**

- Refines manipulative skills to improve performance in dance, fitness, and sport activities.

**Movement Concepts:**

- Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.
- Closes space to create an advantage or with a specific purpose in dance, fitness, and sports activities.
- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

**Social Interaction:**

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

**Working with Others:**

- Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.

**SUGGESTED BLOCK PLAN**

Lesson #	Activities	Suggested Academic Language
1	<b>Instant Activity:</b> See It, Move It <b>Invasion Game Focus:</b> 4 to Score	Open Space, Close Space, Communication
2	<b>Instant Activity:</b> Switch <b>Invasion Game Focus:</b> Team Handball	Etiquette, Offense, Defense
3	<b>Instant Activity:</b> Swat <b>Invasion Game Focus:</b> Smash	Strategy, Movement Concepts
4	<b>Instant Activity:</b> See It, Move It <b>Invasion Game Focus:</b> Ultimate Aussie	Pass, Teamwork, Cooperation, Advantage
5	<b>Instant Activity:</b> Ricochet <b>Invasion Game Focus:</b> Crazy Cones	Target, Force, Health-related Fitness



## MATERIALS LIST

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QTY	NAME OF ITEM	USG ITEM #
6	360 Multi-Purpose Goals	<a href="#">1453533</a>
1	3" Foam Dice (set of 6)	<a href="#">1135589</a>
3	Adult Reversible Scrimmage Vests (3 different colors)	<a href="#">1262711</a>
3	Foam Balls (set of 6 Color My Class)	<a href="#">1181555</a>
3	Footballs (set of 6)	<a href="#">1384784</a>
3	Foam Footballs (set of 6 Color My Class)	<a href="#">1243925</a>
4	Spot Markers (set of 6 Color My Class)	<a href="#">1309973</a>
3	Low Profile Cones (set of 12 Color My Class)	<a href="#">1255690</a>
3	Cones (18" set of 6 Color My Class)	<a href="#">1245875</a>
1	Task Tents (set of 6)	<a href="#">1389878</a>
3	Voit Bouncee 6 1/4" (set of 6)	<a href="#">1395254</a>
1	All Sport Balls (set of 6 Color My Class)	<a href="#">1266832</a>
3	Foam Discs (set of 6)	<a href="#">1092455</a>
3	Pop-up Goals (set of 2)	<a href="#">1393445</a>
5	Swim Noodles (set of 9)	<a href="#">1457042</a>

### Additional Instructional Resources

The following materials can be downloaded and printed for free from this module's landing page on OPENPhysEd.org.

NAME OF RESOURCE
Activity Plans
Academic Language Cards
Universal Design Adaptations
Academic Language Quiz
Holistic Performance Rubric
Exit Slips



## SEE IT, MOVE IT

### STUDENT TARGETS

- **Skill:** I will move to create open space when I do not have an object in my hand.
- **Cognitive:** I will identify how to create and close space during an invasion game.
- **Fitness:** I will stay actively engaged throughout in order to increase my heart rate.
- **Personal & Social Responsibility:** I will support teammates by communicating with respectful and encouraging language.

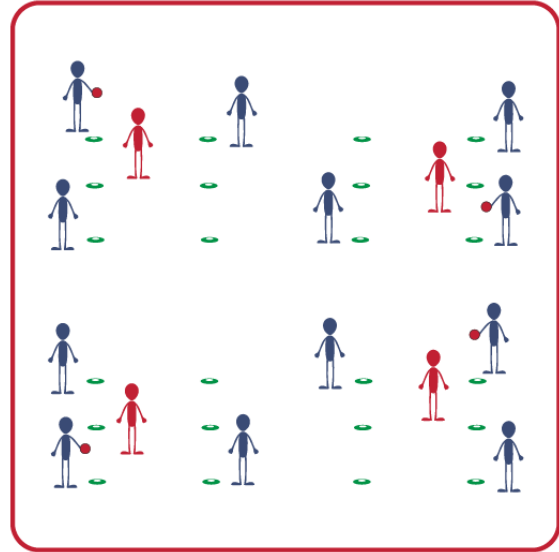
### EQUIPMENT & SET-UP

#### Equipment:

- 6 low profile cones per group
- 1 tossable object per group (offer a variety for students to choose from: foam ball, football, etc.)

#### Set-Up:

- Create activity areas that are approximately 15-20 feet.
- Place the low-profile cones on the ground so that they look like the number 6 on a die, with three on each side.
- Create groups of 3-4 students, with each group in their own activity area.
- Each group chooses one object to throw from the options provided.



### ACTIVITY PROCEDURES

1. This activity is called See It, Move It. The object of the game is to move and create open space so that teammates can throw you a pass.
2. Each person in your group will begin standing by one of the 6 cones, which will leave a few cones that are empty. One person will begin holding the object you have chosen to use.
3. On the start signal, the person with the object will throw it to someone else in the group. After throwing the object, the thrower will immediately move to another open cone. This will continue as you work to see how many successful throws your team can complete in a row.
4. We will now add in a defender who can try and disrupt the passes in a “keep away” style of game. One of your teammates will stay in the middle of the activity area (and not by a cone) until they can intercept or knock the ball away during a pass. But the defender cannot guard the person with the object. Once they are able to disrupt a pass, they will trade spots with the thrower. *Teachers: switch out the defender after about 1 minute if they were not able to successfully disrupt a pass.*
5. When you hear the stop signal, we will discuss our successes and challenges before we play again.

### GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above, with a focus on committing as a team to achieve the highest number of passes in a row as possible.
- **Level 2:** Allow defenders to guard the person with the object.

### TEACHING CUES

- **Cue 1:** Step in opposition when throwing a pass to a teammate.
- **Cue 2:** Communicate with respectful and encouraging language.
- **Cue 3:** Move to an open cone as quickly as possible after each throw and get back into an athletic stance that is ready to receive a pass.



**SEE IT, MOVE IT** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

**ACADEMIC LANGUAGE**

Open Space, Close Space, Cooperation, Communication, Teamwork

**PRIORITY OUTCOMES**

**Movement Concepts:**

- Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.

**Social Interaction:**

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

**DEBRIEF QUESTIONS**

- **DOK 1:** What does it mean to create or close space during an invasion game?
- **DOK 2:** What strategies did your team use that helped you cooperate successfully?
- **DOK 3:** Why are communication and cooperation important within a team when working to create space during an invasion game?



## 4 TO SCORE

### STUDENT TARGETS

- **Skill:** I will apply offensive and defensive strategies to assist my team to move the ball and score.
- **Cognitive:** I will discuss strategies that helped my team be successful.
- **Fitness:** I will stay actively engaged throughout the game in order to increase my heart rate.
- **Personal & Social Responsibility:** I will show integrity by playing fair and communicating using positive language.

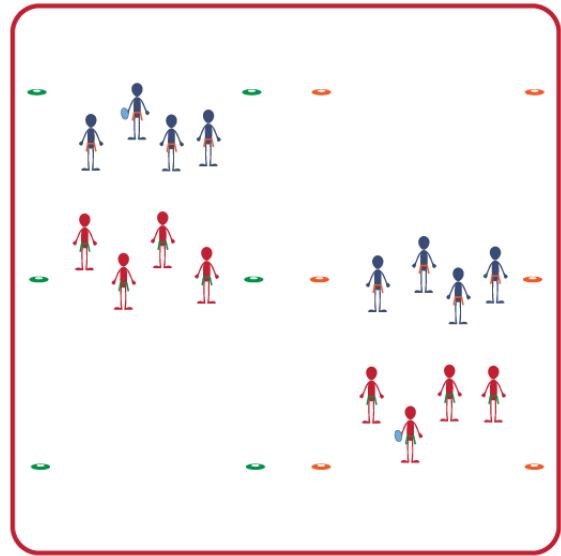
### EQUIPMENT & SET-UP

#### Equipment:

- Cones to create an activity space for each group
- 1 ball for each group (offer a variety of sizes and weights for students to choose from: foam ball, football, etc.)

#### Set-Up:

- Create activity areas that are approximately 20-30 feet using cones.
- Create teams of 4-5 students, with 2 even teams in each activity area.
- Each group chooses one object to throw from the options provided.



### ACTIVITY PROCEDURES

1. This activity is called 4 to Score! This is a modified game of football, where the object is to score a touchdown with a maximum of only 4 passes. (Teams cannot run the football – only pass.)
2. Teams play Rock, Paper, Scissors to determine which team will get the ball first. Play starts on the winning team's endline. Both teams line up like football teams set for a play. One person on offense is the quarterback, all other teammates are receivers. Change quarterbacks with each possession.
3. The quarterback says "Ready, set, hike!" to begin play. Receivers attempt to get open for a pass. Defenders cannot "rush" the quarterback but can stand and move their arms to try and block/deflect.
4. If a pass is completed, the receiver stops where they caught the ball. Repeat until the team scores or runs out of downs (more than 4 passes).
5. On an interception, the other team takes possession at the spot where it is caught.
6. If a team is on 4th down, they have the option of going for the score or "punting." Punting simply gives the other team the ball at their end to start.
7. If a team fails to score on 4<sup>th</sup> down, play begins at the spot of the last play. So, it may be an advantage to punt if the offensive team has failed to move the ball up field.

### GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above with a small foam ball.
- **Level 2:** Play as described above with a football. Defenders can now rush the quarterback after a "7 Mississippi" count.

### TEACHING CUES

- **Cue 1:** Communicate with your team using positive language.
- **Cue 2:** Evade defenders to create space.
- **Cue 3:** Shadow attackers to deny space.





**4 TO SCORE** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Allow student choice of equipment that is a variety of sizes, colors, and weights.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

**ACADEMIC LANGUAGE**

Pass, Incomplete, Boundary, Teamwork, Strategy

**PRIORITY OUTCOMES**

**Movement Concepts:**

- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

**DEBRIEF QUESTIONS**

- **DOK 1:** How would you define a strategy?
- **DOK 2:** What is a strategy or tactic you or your team used today during this activity?
- **DOK 3:** If your strategy was not successful, what changes did you make for your team? What was the outcome of those changes?



## SWITCH

### STUDENT TARGETS

- **Skill:** I will demonstrate throwing and catching cues to pass and shoot accurately.
- **Cognitive:** I will identify and discuss basic skills and strategies needed to gain an offensive advantage.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will communicate with teammates using positive and encouraging language.

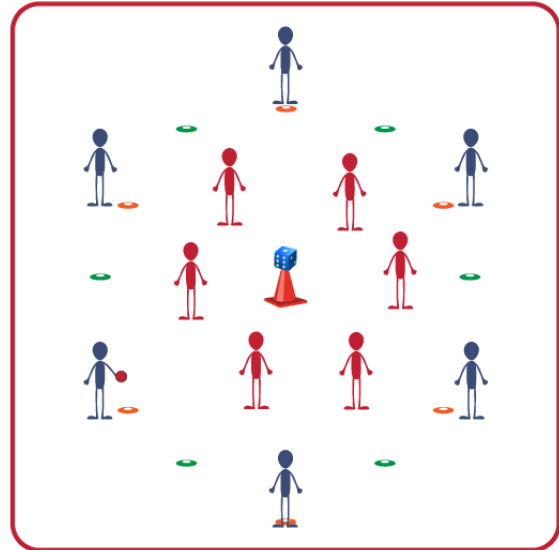
### EQUIPMENT & SET-UP

#### Equipment:

- 1 target per 12 students (cone with a ball or die on top)
- 1 ball per 12 students
- 8-12 spot markers per 12 students
- 6 pinnies or colored wristbands (same color) per 12 students

#### Set-Up:

1. Create 1 activity area per 12 students with a target in the center of each area.
2. Use spot markers to create a shooting circle 6-8 feet from target. This delineates the offensive area (outside of the spots) and the defensive area (inside the spots).
3. Create teams of 6 students. One team begins inside the spots on defense and one team begins outside the spots on offense.
4. One team will begin with pinnies or colored wristbands to identify their team.



### ACTIVITY PROCEDURES

1. This 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 at the target.
2. When a goal is scored or an interception is made (defense gains possession), players yell "SWITCH!" On this signal, teams switch positions; offense becomes defense and defense becomes offense. But remember, play doesn't stop while players rotate in/out so you will need to move quickly and be ready!
3. Defensive teams must stay inside the spot markers but may move throughout the defensive area. Offense must stay outside spot markers 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.
4. Continue play until you hear the stop signal.

### GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Add a second ball to the activity.

### TEACHING CUES

- **Cue 1:** Move quickly when switching between offense and defense to get into position.
- **Cue 2:** Use communication skills to help your team work together successfully.
- **Cue 3:** Use encouraging language with your teammates.



**SWITCH** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

**ACADEMIC LANGUAGE**

Pass, Shoot, Advantage, Accuracy

**PRIORITY OUTCOMES**

**Movement Concepts:**

- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

**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 gaining an offensive advantage?



## TEAM HANDBALL

### STUDENT TARGETS

- **Skill:** I will use a combination of skills and movement concepts.
- **Cognitive:** I will identify strategies to create open space.
- **Fitness:** I will remain actively engaged in order to enhance my fitness level.
- **Personal & Social Responsibility:** I will work safely and with consideration for others.

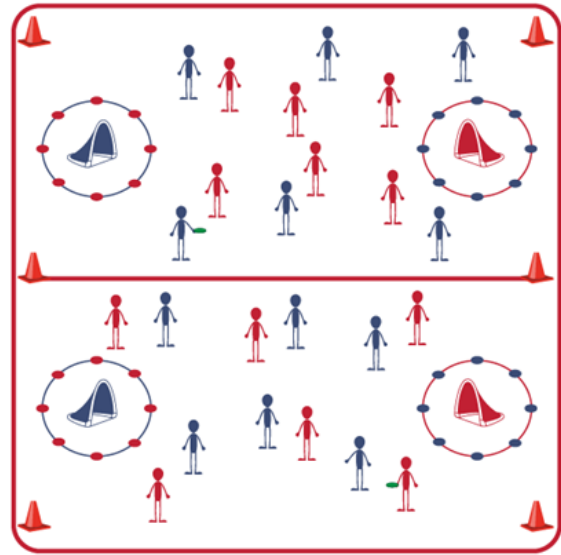
### EQUIPMENT & SET-UP

#### Equipment:

- 2 goals per 12 students
- 1 ball per 12 students
- 12 spot markers per goal
- 4 large cones per activity space
- 6 pinnies or colored wrist bands per 12 students

#### Set-Up:

- Create a large activity area using large cones.
- Set up goals 5-8 feet from each end line.
- Create a shooting circle around each goal using spot markers.
- Create teams of 6 students, with 2 teams beginning in each activity space.
- One team in each activity area will begin wearing pinnies or colored wrist bands.



### ACTIVITY PROCEDURES

1. This activity is called Team Handball. The object of the game 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:
  - A point is scored each time the ball goes in the other team's goal.
  - Play begins with a throw 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 sideline or end line throws the ball 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.

### GRADE LEVEL PROGRESSION

- **Level 1:** Complete activity as described above.
- **Level 2:** Change possession if the ball hits the ground after a pass (a shot at the goal is not considered a pass).

### TEACHING CUES

- **Cue 1:** Move quickly when switching between offense and defense to get into position.
- **Cue 2:** Use communication skills to help your team work together successfully.
- **Cue 3:** Use encouraging language with your teammates.



**TEAM HANDBALL** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

**ACADEMIC LANGUAGE**

Open Space, Movement Concepts, Strategy

**PRIORITY OUTCOMES**

**Movement Concepts:**

- Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.
- Closes space to create an advantage or with a specific purpose in dance, fitness, and sports activities.

**DEBRIEF QUESTIONS**

- **DOK1:** What does it mean to create open space during an invasion game?
- **DOK 2:** How does creating open space affect an offense? How does it affect a defense?
- **DOK 3:** What does the defense have to do to close space?



## SWAT

### STUDENT TARGETS

- **Skill:** I will demonstrate teamwork during this activity.
- **Cognitive:** I will identify communication strategies that promote teamwork and cooperation.
- **Fitness:** I will stay actively engaged throughout activity in order to increase my heart rate.
- **Personal & Social Responsibility:** I will cooperate with teammates and resolve conflicts using respectful communication.

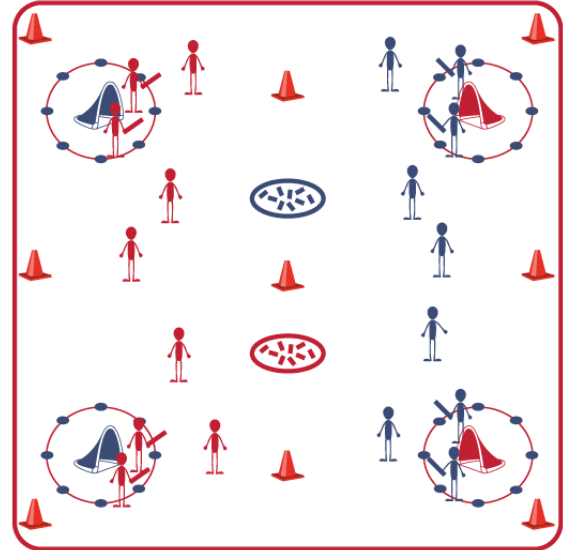
### EQUIPMENT & SET-UP

#### Equipment:

- 4 Multi-Purpose Goals or Pop-up Goals
- Pool noodles (cut to 2 feet long)
- Noodle slices
- Baskets or hoops to hold noodle slices
- Low profile cones

#### Set-Up:

- Create a large activity space and divide it in half.
- Place 2 goals on each side of the activity space. Set up a “restricted zone” with low profile cones around each goal.
- Have the noodle slices in a basket or hoop in the center of activity space. Ensure they are far enough apart so it is clear which slices belong to each team.
- Divide class into two even teams and have them start spread out on their side of activity space.
- Choose 2 goalies for each goal. Goalies will have a cut Pool Noodle in each hand.



### ACTIVITY PROCEDURES

1. This activity is called Swat. The object of the game is to work together to get as many noodle slices as possible into the other team’s goal. The goalies will use their pool noodles to defend the goal and “swat” the noodle slices out of the air.
2. On the start signal, each attacker (everyone that isn’t a goalie) will pick up 1 noodle slice from their team’s basket and move toward the other team’s goal. While staying outside of the restricted zone, students will attempt to throw their noodle slice into the goal. Once they throw the noodle slice, that slice cannot be picked up or used again during that round.
3. The attackers then run back to their basket and repeat, only picking up 1 noodle slice at a time.
4. Goalies must stay inside the restricted zone at all times and may only use their pool noodles to defend the goal.
5. We will count how many noodle slices went into each team’s goal when all of the noodle slices have been used. Once a winner has been crowned, we will clean up, choose new goalies, and restart a new game.

### GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Create a larger restricted zone. Attackers may enter the restricted zone to get closer for a throw. However, a goalie can tag them if they enter the restricted zone and they must drop their noodle slice and are not allowed an attempt to throw it.



**SWAT** (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, Cooperation, Communication

**PRIORITY OUTCOMES**

**Working with Others:**

- Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.

**DEBRIEF QUESTIONS**

- **DOK 1:** Was there a communication strategy that your team used during this activity?
- **DOK 2:** Sometimes we use a strategy during a game or activity, and it doesn't work well. Was there a communication strategy that you tried during this game that didn't work very well? What did you do differently if you realized a communication strategy wasn't working for your team?
- **DOK 3:** If a team doesn't communicate well, it can also lead to a lack of cooperation or even conflict. How would you recommend a team resolve any conflicts that may occur during this activity?



## SMASH

### STUDENT TARGETS

- **Skill:** I will move into open space to get open for a pass from my teammate.
- **Cognitive:** I will discuss which offensive strategies and tactics were successful during game play.
- **Fitness:** I will increase my heart rate by actively engaging in activity.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

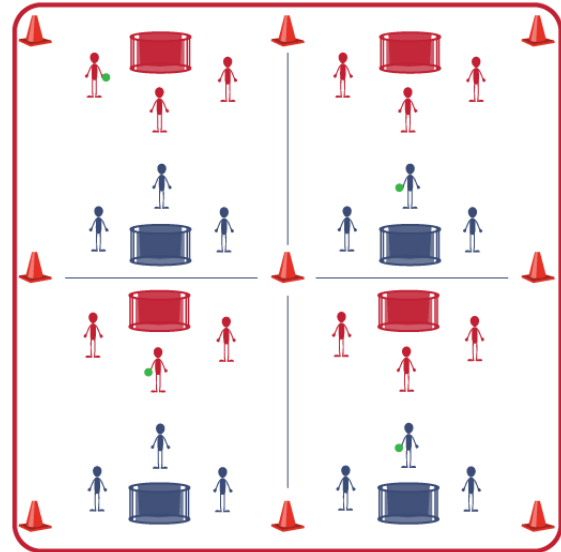
### EQUIPMENT & SET-UP

#### Equipment:

- 1 all-sport ball per 6 students
- Cones to create grids per 6 students
- 3 pinnies or colored wristbands per 6 students
- 2 multi-goals per grid

#### Set-Up:

- Create 1 large grid per 6 students.
- Position a multi-goal at each end of the grid.
- Create teams of 3 and have 2 teams start at each grid. One team of 3 with pinnies or colored wristbands.
- Teams at each grid will play Rock, Paper, Scissors to see who begins with the ball.



### ACTIVITY PROCEDURES

1. This activity is called Smash. The goal of this activity is to score more points than your opponent during each 5-minute game.
2. On the start signal, each team will begin the game near their goal and one team will start with the ball. The person with the ball will self-toss and strike to a teammate. That teammate will catch it, self-toss, and strike to another teammate as they advance the ball down the activity space. The other team will play defense and attempt to disrupt the attacking team. If the ball hits the ground it is a turnover.
3. To score, the ball must be hit into the goal. Throws, kicks, etc., do not count as a score.
4. You will play an opposing team for 5 minutes. A team must complete at least 3 passes before attempting to score. Teams must use "soft defense" when guarding the person with the ball and should be an arm's length away (approximately 3 feet).
5. The team with the most points at the end of each game will stay, and the opposing team will move and find a new team to play against. If the score is tied on any court when time expires, play Rock, Paper, Scissors to determine the winner.
6. We will continue to play until time runs out. The team who earned the most total points will be the winners!

### GRADE LEVEL PROGRESSION

- **Level 1:** Identify courts/grids that are higher intensity and lower intensity. Allow student choice of intensity level, with a focus on setting them up for challenge, success, and fun.
- **Level 2:** Play as described above, but without catching. Teams must continuously strike the ball.

### TEACHING CUES

- **Cue 1:** Communicate with teammates to assist with successfully moving the ball on offense.
- **Cue 2:** Focus on control and accuracy when striking the ball.





**SMASH** (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, Teamwork, Strategy, Communication, Accuracy

**PRIORITY OUTCOMES**

**Movement Concepts:**

- Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.
- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

**DEBRIEF QUESTIONS**

- **DOK 1:** What is a strategy?
- **DOK 2:** Share an offensive strategy your team used and if it was successful.
- **DOK 3:** How is teamwork related to successfully executing a strategy? Give specific examples.



## ULTIMATE AUSSIE

### STUDENT TARGETS

- **Skill:** I will apply offensive and defensive strategies to assist my team to move the ball and score.
- **Cognitive:** I will describe how to be accountable for my words and actions.
- **Fitness:** I will stay actively engaged throughout the game in order to increase my heart rate.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by showing accountability for my words and actions during the game.

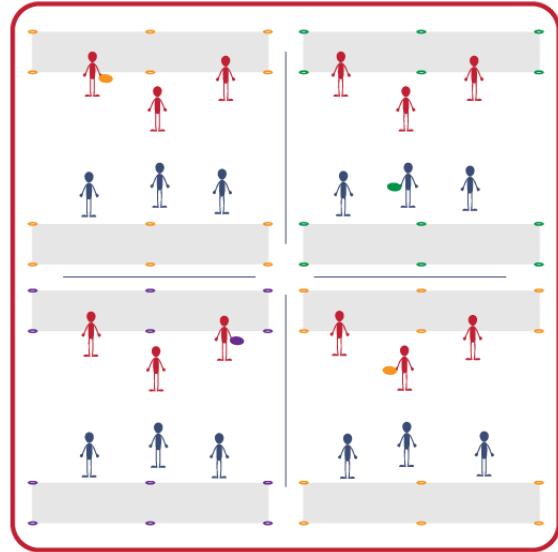
### EQUIPMENT & SET-UP

#### Equipment:

- 1 ball per 6 students (rugby type ball or foam football)
- Cones to create grids and end zones per 6 students
- 3 pinnies or colored wristbands per 6 students

#### Set-Up:

- Create 1 large grid per 6 students.
- Identify an end zone at each end of the grid.
- Create teams of 3 and have 2 teams start at each grid. One team of 3 with pinnies or colored wristbands.
- Teams at each grid will play Rock, Paper, Scissors to see who begins with the ball.



### ACTIVITY PROCEDURES

1. This activity is called Ultimate Aussie. It is a modified version of Ultimate Disc where the big difference is how you pass the ball to your teammates. Instead of throwing it, you will pass using Australian Rules Handballing. The goal of this activity is to advance the ball down the court and catch it in the end zone to score points.
2. *Teacher Note:* click [HERE](#) for some handballing examples, but it is similar to a small underhand volleyball serve.
3. On the start signal, each team will begin the game near their end zone and one team will start with the ball. The person with the ball will begin passing the ball to a teammate. That teammate will catch it and pass to another teammate as they advance the ball down the activity space. The other team will play defense and attempt to disrupt the attacking team. If the ball hits the ground, it is a turnover.
4. You will play an opposing team for 5 minutes. A team must complete at least 3 passes before attempting to score. Teams must use “soft defense” when guarding the person with the ball and should be an arm’s length away (approximately 3 feet).
5. The team with the most points at the end of each game wins. If the score is tied on any court when time expires, play Rock, Paper, Scissors to determine the winner.

### GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above, but with a foam football.
- **Level 2:** Allow students to take a maximum of 2 steps with the ball before passing it to a teammate.

### TEACHING CUES

- **Cue 1:** Communicate with teammates to assist with successfully moving the ball on offense.
- **Cue 2:** Focus on using short passes vs longer passes when striking the ball.
- **Cue 3:** Evade defenders to create space, and shadow attackers to deny space.



**ULTIMATE AUSSIE** (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**

Pass, Teamwork, Communication, Accountability

**PRIORITY OUTCOMES**

**Etiquette:**

- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities or games.

**Social Interaction:**

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

**DEBRIEF QUESTIONS**

- **DOK 1:** How would you describe being accountable for your words and actions?
- **DOK 2:** Why is it important to be accountable with your teammates?
- **DOK 3:** Describe how you could communicate in a positive and respectful way with a teammate who you feel isn't owning their responsibilities.



## RICOCHET

### STUDENT TARGETS

- **Skill:** I will combine locomotor skills with throwing and catching.
- **Cognitive:** I will identify and apply offensive and defensive strategies.
- **Fitness:** I will demonstrate a variety of skill-related fitness components.
- **Personal & Social Responsibility:** I will work safely with my partners and teammates.

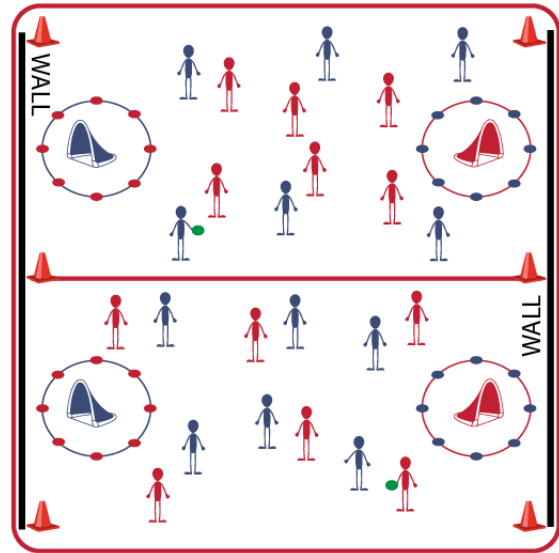
### EQUIPMENT & SET-UP

#### Equipment:

- 2 pop-up goals per 12 students
- 1 ball per 12 students
- 4 large cones per activity space
- 6 pinnies or colored wrist bands per 12 students

#### Set-Up:

- Create a large activity area for each team using large cones.
- Set up goals near a wall or other flat surface (goals occur only after a ball bounces off the wall).
- Create teams of 6 students, with 2 teams beginning in each activity space.
- One team in each activity area will begin wearing pinnies or colored wrist bands.



### ACTIVITY PROCEDURES

1. This activity is called Ricochet. The object of the game is for your team to score more points than your opponent scores before the stop signal. But you only score a point if the ball bounces off the wall and ricochets into the goal. So, you will need to calculate how to work together with your teammates to get the ball to come off the wall at the correct angle to go into the goal.
2. There are a few important rules:
  - A point is scored each time the ball goes in the other team's goal.
  - Play begins with a throw 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 sideline or end line throws the ball to a teammate who is in bounds.
  - 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 cannot hold the ball for longer than 3 seconds.

### GRADE LEVEL PROGRESSION

- **Level 1:** Complete activity as described above.
- **Level 2:** Play using different equipment and skills (e.g., soccer, lacrosse, etc.).

### TEACHING CUES

- **Cue 1:** Move quickly when switching between offense and defense to get into position.
- **Cue 2:** Use communication skills to help your team work together successfully.
- **Cue 3:** Use encouraging language with your teammates.



**RICOCHET** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

**ACADEMIC LANGUAGE**

Offense, Defense, Movement Concepts, Strategy, Trajectory

**PRIORITY OUTCOMES**

**Movement Concepts:**

- Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.
- Closes space to create an advantage or with a specific purpose in dance, fitness, and sports activities.

**DEBRIEF QUESTIONS**

- **DOK 1:** What is an example of a defensive strategy?
- **DOK 2:** Was there a defensive strategy that your team used that worked well? Why do you think it worked?
- **DOK 3:** Was there a defensive strategy that didn't work well for your group? How did you and your teammates communicate about what wasn't working well? And what was the impact of any changes you made?



**MOVEMENT CONCEPTS:  
RELATIONSHIPS**

<p><b>Relationship to the Goal</b></p>	<ul style="list-style-type: none"> <li>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. <b>Words to remember: Attack the goal.</b></li> <li>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. <b>Words to remember: Stay in between the offense and the goal.</b></li> </ul>
<p><b>Relationship to the Ball</b></p>	<ul style="list-style-type: none"> <li>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. <b>Words to remember: Spread out and move to open space.</b></li> <li>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. <b>Words to remember: Back to the goal. Force the ball outside.</b></li> </ul>
<p><b>Relationship with Other Players</b></p>	<ul style="list-style-type: none"> <li>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. If you're moving without the ball, try to use changes in speed and different pathways to create separation between you and the defense. <b>Words to remember: Spread out. Create space.</b></li> <li>On defense, the key to stopping the offense is closing passing and shooting lanes while forcing the ball away from the goal or target. 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. <b>Words to remember: Close lanes. Stay active. Maintain control.</b></li> </ul>



**MOVEMENT CONCEPTS:  
SPACE AWARENESS**

<p><b>Awareness of Open/Closed Space</b></p>	<ul style="list-style-type: none"> <li>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. <b>Words to remember: Move to open space.</b></li> <li>On defense, look to close space by positioning your body to block either the space itself or a lane to the space. <b>Words to remember: Close space.</b></li> </ul>
<p><b>Awareness of Levels</b></p>	<ul style="list-style-type: none"> <li>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? <b>Words to remember: Over, around, or under?</b></li> <li>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. <b>Words to remember: Take away the easy pass/shot.</b></li> </ul>
<p><b>Awareness of Pathways</b></p>	<ul style="list-style-type: none"> <li>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. <b>Words to remember: Create separation.</b></li> <li>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. <b>Words to remember: Cut angles, watch the waist, and recover quickly.</b></li> </ul>



## MOVEMENT CONCEPTS: 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, 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.**



# ACCOUNTABILITY

(noun)

The quality of being responsible for your actions and words.

Joseph held himself **accountable** to his team when he lost focus during the game.



# ACCURACY

(noun)

**The quality of being correct, precise, or on target.**

Harry knew his throws would be more successful if he practiced and improved his **accuracy**.



# 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.



# CHALLENGE

(noun)

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

Defensive strategies can be a **challenge** for people who have never played an invasion game before.



# CLOSE SPACE

(verb)

**Defensive play in which one or more defenders position their bodies to block movement or passing into open space.**

Kendra moved diagonally across the activity area to **close space** and get closer to the offensive players.



# COMMITMENT

(noun)

**Being dedicated to a cause  
or activity.**

---

Chance showed **commitment** to his team by showing up on time and prepared each day.



# COMMUNICATION

(noun)

**The exchange of information from one person or group to another.**

Coach Johnson gave the class helpful feedback about how they can improve their teamwork and **communication**.



# CONTROL

(verb)

**To manage or regulate the movement or actions of something.**

If you hit the ball too hard, it will bounce out of your **control**.





# COOPERATION

(noun)

The process of working together for a common goal or outcome.

Julius and Drew knew that **cooperation** was important if their team wanted to complete the Roundnet task.



# 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.



# ETIQUETTE

(noun)

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

Both teams displayed proper **etiquette** through their sportsmanship and adherence to the spirit of the game.



# FOCUS

(verb)

**To pay close attention to someone or something.**

---

Cammy was able to **focus** on dribbling with control while also watching the defensive players.



# FORCE

(noun)

**An influence of energy/strength that changes the motion of an object or produces movement of a stationary object.  
[Force = Mass X Acceleration].**

---

Bethany attempted to use more **force** when throwing the ball.



# GOALIE

(noun)

**A player who defends a goal or a target.**

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



# 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.

---

Invasion games are a great way to improve **health-related fitness** components.



# HONESTY

(noun)

The quality of being truthful, honest, and showing respect towards others.

Marcus made sure to be respectful but speak with **honesty** when talking to his teammates.





# INVASION GAMES

(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.



# MOVEMENT CONCEPTS

(noun)

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

Jayden was able to apply what he'd learned about **movement concepts** to his skill practice.



# 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 can move freely.

Karen knew that she could help her team score more easily if she moved to **open space**.



# 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 to her.



# RESPECT

(verb)

**To appreciate someone or something as a result of their abilities, qualities, or achievements.**

---

I **respect** my teammates because they come to class and work hard to improve.



# 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-RELATED FITNESS

(noun)

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.

---

The components of **skill-related fitness** are all important when playing invasion games.





# STRATEGY

(noun)

**A plan of action for achieving a goal.**

The team's **strategy** was working really well, and they were able to complete the challenge.



# 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.



# TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

Taylor and her partner displayed excellent **teamwork** during the activity.



# TRUST

(verb)

**To believe in the reliability of something or someone.**

---

Meg knew that she could **trust** Amara to get open for a pass during the game.





## Academic Language Quiz

Choose the vocabulary word that best matches the definition.

NAME:

DATE:

<b>1</b>	<b>A condition that puts an individual or group in a favorable or superior position.</b>	<b>2</b>	<b>To manage or regulate the movement or actions of something.</b>
	<ul style="list-style-type: none"> <li>a. Advantage</li> <li>b. Challenge</li> <li>c. Accuracy</li> <li>d. Cooperation</li> </ul>		<ul style="list-style-type: none"> <li>a. Compete</li> <li>b. Anticipate</li> <li>c. Control</li> <li>d. Bump</li> </ul>
<b>3</b>	<b>An area of general space with no obstacles where people or objects can move freely.</b>	<b>4</b>	<b>The player that defends a target.</b>
	<ul style="list-style-type: none"> <li>a. Goal</li> <li>b. Field</li> <li>c. Open Space</li> <li>d. Closed Space</li> </ul>		<ul style="list-style-type: none"> <li>a. Offense</li> <li>b. Goalie</li> <li>c. Server</li> <li>d. Captain</li> </ul>
<b>5</b>	<b>To move an object from one space to another.</b>	<b>6</b>	<b>The combined action and effort of a group of people working toward a goal or purpose.</b>
	<ul style="list-style-type: none"> <li>a. Pass</li> <li>b. Goal</li> <li>c. Control</li> <li>d. Force</li> </ul>		<ul style="list-style-type: none"> <li>a. Compete</li> <li>b. Teamwork</li> <li>c. Tracking</li> <li>d. Partner</li> </ul>
<b>7</b>	<b>A plan of action for achieving a goal.</b>	<b>8</b>	<b>An object selected as the aim of attention or attack.</b>
	<ul style="list-style-type: none"> <li>a. Etiquette</li> <li>b. Challenge</li> <li>c. Communication</li> <li>d. Strategy</li> </ul>		<ul style="list-style-type: none"> <li>a. Pass</li> <li>b. Target</li> <li>c. Offense</li> <li>d. Defense</li> </ul>





## Servant Leadership Exit Slip:



Servant leaders are loyal to a mission and pass that sense of purpose to their teammates. These leaders motivate others to demonstrate loyalty to the collective impact of teamwork. Servant leaders are motivated to lead on behalf of a cause much greater than themselves.

**Answer the questions below and then discuss your answers with your team.**

1. What is an example of something that a teammate could do to demonstrate loyalty?
2. What is something that motivates you to be a servant leader with your teammates?



### Progress Exit Slip:



Great teams are dedicated to the process of making progress. Growth-focused processes, behaviors, and habits will help you see the results of your work. That means teammates take responsibility for their effort and own their performance. Mistakes are teachers and setbacks are lessons. Owning success and failure ensures that progress will be meaningful.

**Answer the questions below and then discuss your answers with your team.**

1. What is something your team made progress with today?
2. Was there a time that you or one of your teammates took responsibility for a mistake or missed opportunity for your team during the activity? How did that person owning their performance impact your team?







### Courage Exit Slip:



Courage is bold confidence to do what's right in the face of fear, discomfort, and uncertainty. Learn how to embrace your courage. You can't be courageous if you're not afraid and uncomfortable. Muscles grow and become stronger when they're exercised beyond their comfort zone. It's okay to feel afraid or uncomfortable as you learn with your teammates and find your voice.

**Answer the questions below and then discuss your answers with your team.**

1. Was there a time when you were afraid or uncomfortable today? How did you react to these feelings?
2. How can teammates grow and become stronger together by overcoming fear and being courageous?



## UNIVERSAL DESIGN FOR LEARNING

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community 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 every need, 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 for Learning considerations intended to serve as baseline recommendations for inclusive 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 considerations to move us closer to the ideal of Universal Design for Learning.

**Universal Design for Learning Considerations for Invasion Games**

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Provide equipment of different sizes and weights (e.g., foam ball)</li> <li>• Remove target, or make size of target larger</li> <li>• Add a buzzer or bell on the goal/target</li> <li>• Provide assistive technology as needed to ensure activity is inclusive for all</li> <li>• Use bright and colorful floor markers or signs to help students identify task cards or directions</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize or eliminate scoring and focus on each individual success or learning opportunity</li> <li>• Allow for peer partner or group assistance if needed</li> <li>• Allow students to throw/shoot at a goal from a closer distance</li> <li>• Reduce the number of defenders or remove defenders altogether</li> </ul>	<ul style="list-style-type: none"> <li>• Create activity areas with plenty of space for student movement and that <u>do not</u> put students on “center stage” to perform in front of their peers</li> <li>• Allow area within activity space where students can participate seated vs. standing</li> <li>• Allow for use of noise cancelling headphones if students have difficulty with loud noises or environments</li> </ul>	<ul style="list-style-type: none"> <li>• Use visual demonstrations with verbal instruction</li> <li>• Display diagrams and visual instructions whenever possible</li> <li>• Provide hand-over-hand assistance when necessary</li> <li>• Use auditory and visual start/stop signals</li> <li>• Allow for peer partners to assist with visual instructions and activity participation if needed</li> </ul>

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



## TEACHER SELF-EVALUATION & REFLECTION GUIDE

Complete after each instructional module. Refer to responses before teaching the module in the future.

Teaching Dates of Module:

School Year:

General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> <li>• <b>Comment 1:</b></li> <li>• <b>Comment 2:</b></li> <li>• <b>Comment 3:</b></li> </ul>	
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
<ul style="list-style-type: none"> <li>• <b>Reflection 1:</b></li> <li>• <b>Reflection 2:</b></li> <li>• <b>Reflection 3:</b></li> </ul>	
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	
<ul style="list-style-type: none"> <li>• <b>Reflection 1:</b></li> <li>• <b>Reflection 2:</b></li> <li>• <b>Reflection 3:</b></li> </ul>	
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	
<ul style="list-style-type: none"> <li>• <b>Reflection 1:</b></li> <li>• <b>Reflection 2:</b></li> <li>• <b>Reflection 3:</b></li> </ul>	
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
<ul style="list-style-type: none"> <li>• <b>Reflection 1:</b></li> <li>• <b>Reflection 2:</b></li> <li>• <b>Reflection 3:</b></li> </ul>	
Self-Rating with Rationale	
<b>Choose One:</b> Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
<ul style="list-style-type: none"> <li>• <b>Evidence 1:</b></li> <li>• <b>Evidence 2:</b></li> <li>• <b>Evidence 3:</b></li> </ul>	