



## 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.

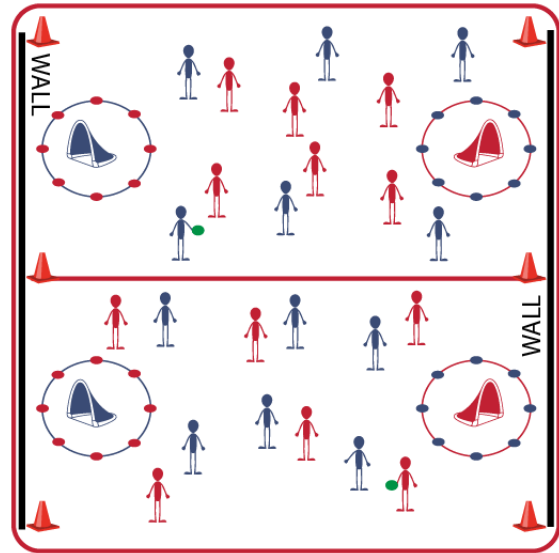
### EQUIPMENT & SET-UP

#### 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?