

SWITCH

STUDENT TARGETS

- **Skill:** I will demonstrate throwing and catching cues to pass and shoot accurately.
- **Cognitive:** I will identify how focus is related to team success.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will demonstrate the concept of Team > (greater than) Self by focusing on team successes instead of individual successes during the activity.

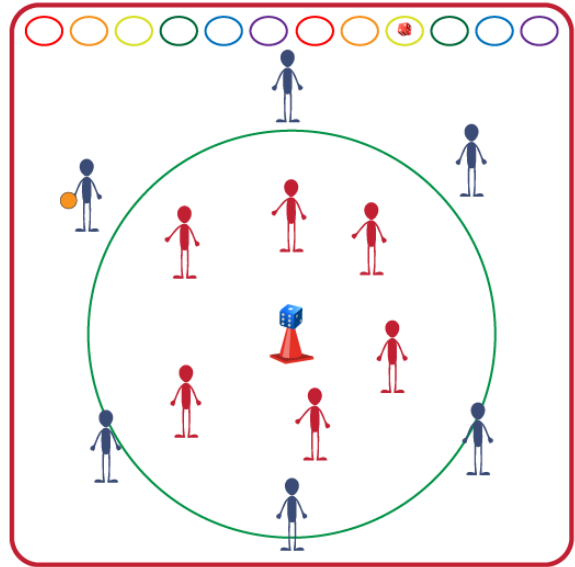
EQUIPMENT & SET-UP

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:

- Create 1 activity area per 12 students with a target in the center of each area.
- 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).
- Create teams of 6 students. One team begins inside the spots on offense and one team begins outside the spots on defense.
- One team will begin with pinnies or colored wristbands to identify their team.



ACTIVITY PROCEDURES

1. This Physical Health activity is called Switch. The object of the game is for the offense to score a goal. 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

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Add a second ball to the activity. Teams will need to be extra focused to ensure safety and success with the second ball in play.

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:** Stay focused in order to anticipate offensive/defensive positioning and scoring opportunities.

SWITCH (continued...)

UNIVERSAL DESIGN CONSIDERATIONS

- **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, Focus

PRIORITY OUTCOMES

Manipulative Skills:

- **(Grade 3)** Demonstrates manipulative skills using mature patterns for accuracy and control.
- **(Grade 4)** Combines locomotor and manipulative skills using mature patterns for accuracy and control in static and dynamic environments.
- **(Grade 5)** Executes a variety of manipulative skills with control and accuracy in small-sided games.

DEBRIEF QUESTIONS

- **DOK1:** What is focus and how is it related to success?
- **DOK 2:** What does it look like when a person is focused on team results? What team focused strategies could help you gain an offensive advantage?
- **DOK 3:** What does Team > (greater than) Self mean? How can you demonstrate that concept during the game of Switch?