

**OPEN**



TOOLS FOR LEARNING  
**HOOP BALL**  
GRADES (3-8)

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**US Games**



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**HOOP BALL**  
GRADES (3-8)

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## MODULE OVERVIEW

### ABOUT THIS MODULE:

If you are familiar with Harry Potter, you will have heard of the game Quidditch. This module introduces students to Hoop Ball, which was inspired by the game of Quidditch. It focuses on fundamental skills and teamwork, and activities combine skill development and communication skills through a dynamic and supportive environment where all students can thrive.

Development of specific skills and strategies that include throwing and catching, chasing and fleeing, as well as flag pulling are targeted learning outcomes. This module provides lead-up activities and small-sided games aimed at developing movement concepts and movement patterns that can carry over into a variety of other physical activities.

In addition, the activities within this module develop and reinforce responsible behaviors, while introducing strategies and skills that require communication, 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.

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## GRADES 3-5 PRIORITY OUTCOMES:

### Etiquette:

- Recognizes the role of rules and etiquette in teacher-designed physical activities.
- Identifies the rules and etiquette for physical activities/games and dance activities.

### Manipulative Skills:

- Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- Demonstrates manipulative skills using mature patterns for accuracy and control.

### Movement Concepts:

- Safely moves demonstrating a variety of relationships with people and objects.
- Recognizes open and closed spaces in a variety of movement contexts.

### Social Interaction:

- Describes the positive social interactions that come when engaged with others in physical activity.
- 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.

### Working with Others:

- Shares equipment and space with others.
- Works cooperatively with others.

## GRADES 3-5 SUGGESTED BLOCK PLAN

Lesson #	Activities	Suggested Academic Language
1	<b>Instant Activity:</b> R, P, S Victory Lap <b>Hoop Ball Focus:</b> Quaffle Throw	Quaffle, Pathway, Encourage, Cooperation
2	<b>Instant Activity:</b> Quaffle Throw <b>Hoop Ball Focus:</b> Group Catch	Catch, Communication, Consecutive, Teamwork
3	<b>Instant Activity:</b> Group Catch <b>Hoop Ball Focus:</b> Keeper Practice	Keeper, Defense, Strategy, Target
4	<b>Instant Activity:</b> Keeper Practice <b>Hoop Ball Focus:</b> Chasers vs Keepers	Create Space, Close Space, Offense, Defense
5	<b>Instant Activity:</b> Chasers vs Keepers <b>Hoop Ball Focus:</b> Beater Tag	Beater, Bludger, Etiquette





## GRADES 6-8 PRIORITY OUTCOMES:

### Etiquette:

- Recognizes the role of rules and etiquette in teacher-designed physical activities.
- Identifies the rules and etiquette for physical activities/games and dance activities.

### Manipulative Skills:

- Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- Demonstrates manipulative skills using mature patterns for accuracy and control.

### Movement Concepts:

- Safely moves demonstrating a variety of relationships with people and objects.
- Recognizes open and closed spaces in a variety of movement contexts.

### Social Interaction:

- Describes the positive social interactions that come when engaged with others in physical activity.
- 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.

### Working with Others:

- Shares equipment and space with others.
- Works cooperatively with others.

## GRADES 6-8 SUGGESTED BLOCK PLAN

Lesson #	Activities	Suggested Academic Language
1	<b>Instant Activity:</b> Group Catch <b>Hoop Ball Focus:</b> Quaffle Throw	Quaffle, Pathway, Encourage, Cooperation
2	<b>Instant Activity:</b> Quaffle Throw <b>Hoop Ball Focus:</b> Keeper Practice	Catch, Communication, Consecutive, Teamwork
3	<b>Instant Activity:</b> Keeper Practice <b>Hoop Ball Focus:</b> Chasers vs Keepers	Keeper, Defense, Strategy, Target
4	<b>Instant Activity:</b> Chasers vs Keepers <b>Hoop Ball Focus:</b> Beater Tag	Create Space, Close Space, Offense, Defense
5	<b>Instant Activity:</b> Beater Tag <b>Hoop Ball Focus:</b> Chasers, Keepers, & Beaters, Oh My!	Beater, Bludger, Etiquette
6	<b>Instant Activity:</b> Chasers, Keepers, & Beaters, Oh My! <b>Hoop Ball Focus:</b> Seekers vs Snitch Tag	Seeker, Kindness, Teamwork
7	<b>Hoop Ball Focus:</b> Hoop Ball	Snitch, Cooperation, Integrity, Enthusiasm





## HOOP BALL: RECOMMENDED MATERIALS LIST

The items and quantities listed below are recommended based on a class of 24 students for grades 3-5 and 36 students for grades 6-8. Please adjust the quantities up or down based on your class size and teaching space.

US Games offers many different options for the equipment listed below. You can click [here](#) to view all of the equipment options available from US Games.

OPEN has embraced the responsibility to share Universal Design for Learning considerations intended to serve as baseline recommendations for inclusive learning activities. This includes offering a variety of equipment options for students that are different sizes, weights, colors, and textures to help ensure success for all students.

QTY	NAME OF ITEM
6	Flag Belts
12	Disc Golf Targets
12	Hoops
24	Slot Cones
12	Volleyballs
18	Foam Balls
36	Spot Markers
36	Low Profile Cones
18	Cones (12" or 18")
1	Task Tents (set of 6)
36	Pool Noodles

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## QUAFFLE THROW

### STUDENT TARGETS

- **Skill:** I will throw overhand through the hoop target.
- **Cognitive:** I will identify how moving in different pathways leads to success with Hoop Ball.
- **Fitness:** I will be actively engaged during this activity.
- **Personal & Social Responsibility:** I will use positive and encouraging communication with my teammates.

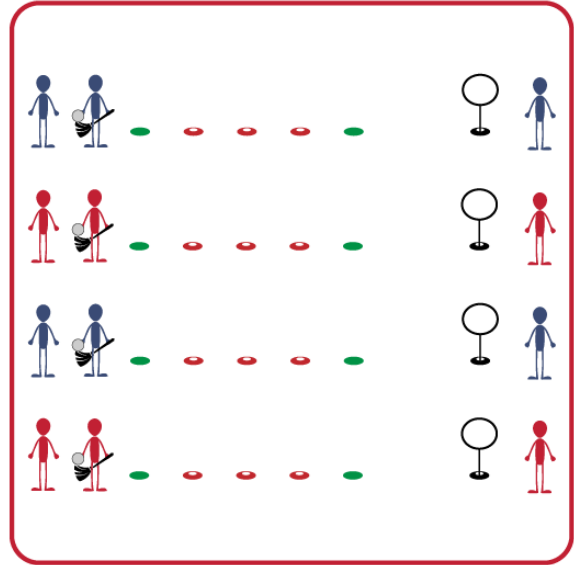
### EQUIPMENT & SET-UP

#### Equipment:

- 1 hoop target per group (hula hoop & slot cones, or a disc golf target)
- 1 broom per group (pool noodle or stick to ride)
- 1 quaffle per group (deflated volleyball)
- 3 dome cones per group
- 2 spot markers per group

#### Set-Up:

- Create teams of 3 players.
- Each team has a spot marker as the starting spot, a line of 3 dome cones, a second spot marker at the end of the cones to designate where to throw, and a hoop target 5-10 feet from the throwing spot marker.
- One teammate begins with the quaffle and a broom on the starting spot, second teammate is waiting behind the hoop target to retrieve the quaffle and broom, and the third teammate is waiting behind the thrower.



### ACTIVITY PROCEDURES

1. This activity is called Quaffle Throw! The object of the game is to see how many times your team can throw the quaffle through the hoop target.
2. Get ready with 1 teammate by the starting spot. The second teammate will stand behind the hoop target ready to retrieve the quaffle (ball) and the third teammate will wait in line behind the leader.
3. On the start signal, the first teammate will move in a zigzag pathway with the broom and the quaffle until they get to the throwing spot. They will then throw the quaffle overhand through the hoop target. The second teammate will retrieve the quaffle and broom and bring it back to the starting spot and hand it to their teammate who was waiting. Your team gets 1 point for each quaffle throw that goes through the hoop target. *Teacher Note: the quaffle does NOT need to be caught. A point is earned for the quaffle going through the hoop target.*
4. Teams will rotate positions and try again. The thrower becomes the retriever, the retriever will now wait in line, and the teammate who was waiting in line is now the thrower.

### GRADE LEVEL PROGRESSION

- **Grades 3-5:** Play the activity as described above.
- **Grades 6-8:** Increase the distance between the throwing spot and the hoop target.

### TEACHING CUES

- **Consistent:** Throwers must stay focused and apply the cues for throwing during each attempt.
- **Quickly Collect & Return:** Teammates quickly retrieve the quaffle and return to their teammates.





**QUAFFLE THROW** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Use different types of balls as the quaffle to increase success.
- **UDL 2:** Increase the size of the hoop target or remove the hoop target altogether if needed.
- **UDL 3:** Allow for peer partners to work together.
- **UDL 4:** Use brightly colored cones and equipment to mark the pathways and targets.

**ACADEMIC LANGUAGE**

Quaffle, Pathway, Encourage, Cooperation

**PRIORITY OUTCOMES**

**Working with Others:**

- Shares equipment and space with others.
- Works cooperatively with others.

**DEBRIEF QUESTIONS**

- **DOK 1:** Can you share what it means to encourage someone?
- **DOK 2:** How does cooperation impact the success of a team or group?
- **DOK 3:** How might you be able to inspire your teammates to try their best during an activity or game?







## GROUP CATCH

### STUDENT TARGETS

- **Skill:** I will throw and catch using only one hand.
- **Cognitive:** I will discuss the difference between one handed and two handed catches.
- **Fitness:** I will be actively engaged during this activity.
- **Personal & Social Responsibility:** I will use positive and encouraging communication with my teammates.

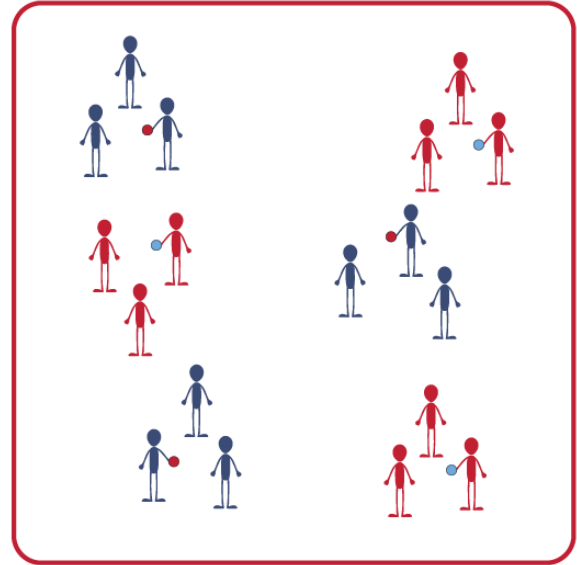
### EQUIPMENT & SET-UP

#### Equipment:

- 1 quaffle per group (deflated volleyball)

#### Set-Up:

- Create teams of 3-4 players.
- Team begins with students 5-10 feet apart and facing their teammates in a circle.
- One teammate begins with the quaffle.



### ACTIVITY PROCEDURES

1. This activity is called Group Catch! The object of the game is to see how many times your team can consecutively throw and catch the quaffle using only 1 hand.
2. During the game of Hoop Ball, you will only be able to use one hand to throw and catch the quaffle. So today we are going to practice catching with only one hand.
3. Get ready with your teammates by spreading out about 5-10 feet from each other. You will face all of your teammates in a circle.
4. On the start signal, the teammate with the quaffle will toss it to one of their partners who will attempt to catch it with only 1 hand. They will then throw the quaffle to the next teammate. Your team will continue throwing and catching until you hear the stop signal.
5. Your team is working together to get the highest number of consecutive of one handed catches. If a teammate isn't able to catch the quaffle, just start again and begin a new streak.
6. The team who gets the highest number of consecutive one handed catches in a row is the winner!

### GRADE LEVEL PROGRESSION

- **Grades 3-5:** Play one round allowing students to catch with both hands, then begin playing with one handed catches.
- **Grades 6-8:** Play the activity as described above. Allow students to increase the distance between teammates if needed.

### TEACHING CUES

- **Consistent:** Make sure the teammate you are throwing to is looking at you and is ready to receive the ball.
- **Communication:** Use encouraging and positive language with your teammates.





**GROUP CATCH** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Use different types of balls as the quaffle to increase success.
- **UDL 2:** Decrease the space between teammates if needed.
- **UDL 3:** Allow for peer partners to work together.
- **UDL 4:** Provide both verbal and visual cues and directions.
- **UDL 5:** Allow students to participate seated versus standing if needed.

**ACADEMIC LANGUAGE**

Catch, Communication, Consecutive, Teamwork

**PRIORITY OUTCOMES**

**Social Interaction:**

- Describes the positive social interactions that come when engaged with others in physical activity.
- 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.

**DEBRIEF QUESTIONS**

- **DOK 1:** Can you share what teamwork looks like?
- **DOK 2:** Do you think being active is more fun when you get to participate with your friends or family?
- **DOK 3:** What are some ways that you can show respect for yourself and others during physical activities?





## KEEPER PRACTICE

### STUDENT TARGETS

- **Skill:** I will defend teammates from throwing through the hoop target.
- **Cognitive:** I will identify defensive strategies that can lead to success with Hoop Ball.
- **Fitness:** I will be actively engaged during this activity.
- **Personal & Social Responsibility:** I will use kind words and actions with teammates.

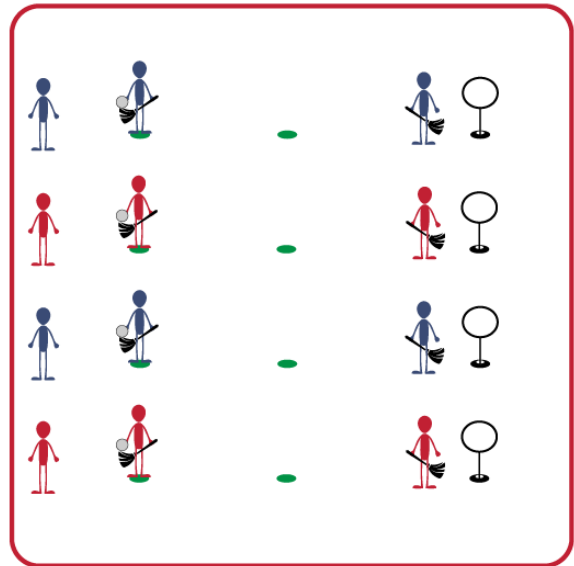
### EQUIPMENT & SET-UP

#### Equipment:

- 1 hoop target per group (hula hoop & slot cones, or a disc golf target)
- 2 brooms per group (pool noodle or slot cone stick)
- 1 quaffle per group (deflated volleyball)
- 2 spot markers per group

#### Set-Up:

- Create teams of 3 players.
- Each team has a spot marker as the starting spot, a second spot marker to designate where to throw, and a hoop target 5-10 feet from the throwing spot.
- One teammate begins with the quaffle and a broom on the starting spot, second teammate is in front of the hoop target as the defender (also has a broom) and the third teammate is waiting behind the starting spot.



### ACTIVITY PROCEDURES

1. This activity is called Keeper Practice! We are going to work on our defensive skills for Hoop Ball. The object of the game is to see how many times the defender can prevent the thrower from getting the quaffle through the hoop target.
2. Get ready with 1 teammate on the starting spot with a quaffle and broom. The second teammate will be the Keeper, and also have a broom. The Keeper will stand in front of the hoop target as the defender. The third teammate will wait in line behind the leader.
3. On the start signal, the first teammate will “fly” with the broom and the quaffle until they get to the throwing spot. They will then attempt to throw the quaffle through the hoop target. The Keeper will work as a defender to prevent the quaffle from making it through the hoop target. After each throw, the Keeper will bring the quaffle and broom back to the starting spot and hand it to their teammate who was waiting.
4. Teams will rotate positions and try again. The thrower becomes the Keeper, the Keeper will now wait in line, and the teammate who was waiting in line is now the thrower.

### GRADE LEVEL PROGRESSION

- **Grades 3-5:** Play the activity as described above. Increase or decrease the distance from the throwing spot to the hoop target as needed.
- **Grades 6-8:** Increase the number of hoop targets for the Keeper to defend.

### TEACHING CUES

- **Consistent:** Throwers must stay focused and apply the cues for throwing during each attempt.
- **Defense:** Keeper will be in “ready position” in order to move quickly to defend the hoop target.





**KEEPER PRACTICE** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Use different types of balls as the quaffle to increase success.
- **UDL 2:** Increase the size of the hoop target or remove the hoop target altogether if needed.
- **UDL 3:** Allow for peer partners to work together.
- **UDL 4:** Use brightly colored cones and equipment to mark the pathways and targets.

**ACADEMIC LANGUAGE**

Keeper, Defense, Strategy, Target

**PRIORITY OUTCOMES**

**Manipulative Skills:**

- Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- Demonstrates manipulative skills using mature patterns for accuracy and control.

**DEBRIEF QUESTIONS**

- **DOK 1:** Can you share what a strategy is?
- **DOK 2:** What is an example of a defensive strategy that the Keeper needed to use?





## CHASERS VS KEEPERS

### STUDENT TARGETS

- **Skill:** I will make quick transitions from offense to defense during the game.
- **Cognitive:** I will identify ways to create or close space.
- **Fitness:** I will be actively engaged during this activity.
- **Personal & Social Responsibility:** I will show respect for the rules and my teammates during the game.

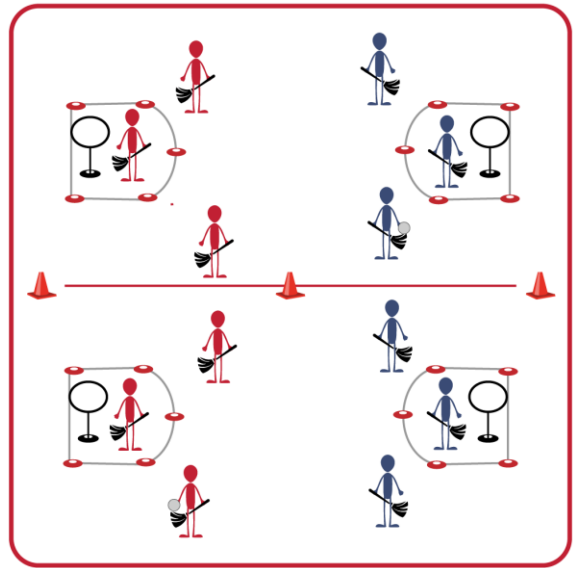
### EQUIPMENT & SET-UP

#### Equipment:

- 2 hoop targets per group (hula hoop & slot cones, or a disc golf target)
- 1 broom per student (pool noodle or slot cone stick)
- 1 quaffle per group (deflated volleyball)
- Spot markers or dome cones for 2 Keeper's Boxes per group

#### Set-Up:

- Create groups of 6-8 students, with 2 teams of 3-4 in each group.
- Create a large activity space with grids for each group. Add a hoop target on each end of the grids and use spot markers to create a Keeper's Box. Use cones to delineate the activity space for each group's grid.
- Each student begins with a broomstick, and each group begins with a quaffle.



### ACTIVITY PROCEDURES

1. This activity is called Chasers vs Keepers! We are going to work on our offensive and defensive skills that are needed for Hoop Ball. The object of the game is to try and score points by throwing the quaffle through the hoop target.
2. Teams will begin on opposite ends of their activity space facing their opponents. Each student will have a broomstick and teams will play Rock, Paper, Scissors to determine who will begin with the quaffle. One person from each team will begin as the Keeper (and stand in the Keeper's Box).
3. On the start signal, the team beginning on offense with the quaffle will begin moving the ball down the pitch by throwing and catching with teammates as they move towards the hoop target. Offensive players are allowed to pass or run when they have the quaffle.
4. Only the designated Keeper for each team is allowed in the Keeper's Box. Any attempt to throw the quaffle through the hoop target to score must occur from outside of the Keeper's Box.
5. If the ball hits the ground, either team can pick it up and begin moving toward the hoop target to score. Defensive players may attempt to knock the ball out of the hands of the offensive players, however you may not make contact with the player (only the ball).
6. After a score, the other team will receive the ball as both teams "reset" and begin in front of their Keeper's box.

### GRADE LEVEL PROGRESSION

- **Grades 3-5:** Play the activity as described above. Increase or decrease the size of the activity space or Keeper's Box as needed.
- **Grades 6-8:** Increase the number of hoop targets for each team.

### TEACHING CUES

- **Strategy:** Work with teammates to close space when on defense and create space when on offense.
- **Communication:** Make sure you are using verbal and non-verbal communication with your teammates.





**CHASERS VS KEEPERS** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Use different types of balls as the quaffle to increase success.
- **UDL 2:** Increase the size of the hoop target or remove the hoop target altogether if needed.
- **UDL 3:** Allow for peer partners to work together.
- **UDL 4:** Use brightly colored cones and equipment to mark the pathways and targets.

**ACADEMIC LANGUAGE**

Create space, Close space, Offense, Defense

**PRIORITY OUTCOMES**

**Movement Concepts:**

- Safely moves demonstrating a variety of relationships with people and objects.
- Recognizes open and closed spaces in a variety of movement contexts.

**DEBRIEF QUESTIONS**

- **DOK 1:** What does it mean to be on offense? Defense?
- **DOK 2:** What is an example of creating space when on offense?
- **DOK 2:** How could a defender close space when on defense?





## BEATER TAG

### STUDENT TARGETS

- **Skill:** I will safely chase and flee from my classmates.
- **Cognitive:** I will discuss ways to safely chase, flee, and dodge.
- **Fitness:** I will be actively engaged during this activity.
- **Personal & Social Responsibility:** I will follow and apply all safety rules for the game.

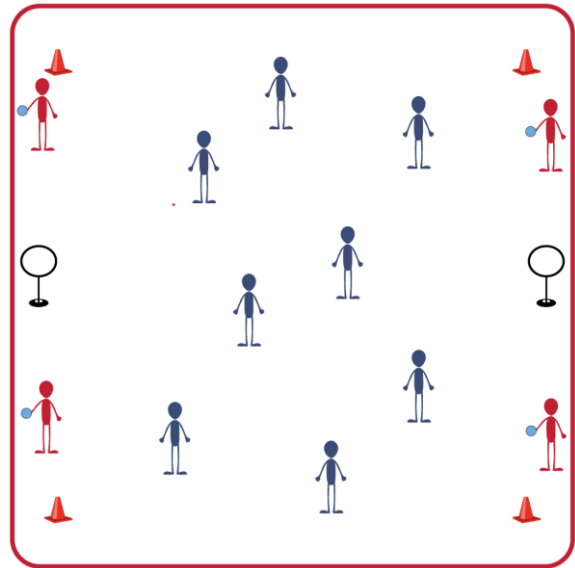
### EQUIPMENT & SET-UP

#### Equipment:

- 4 bludgers (foam balls)
- 4 large cones to identify boundaries
- 2 hoop targets (hula hoop & slot cones, or a disc golf target)

#### Set-Up:

- Use large cones to set up boundaries for the activity space.
- Identify 4 students as taggers and have them begin outside the boundaries with a bludger (foam ball).
- Set up a hoop target at each end of the activity space (just outside of the boundary cones).
- Remaining students will spread out in general space inside the cones.



### ACTIVITY PROCEDURES

1. This activity is called Beater Tag! The object of the game is to safely chase or flee from your classmates.
2. You will begin by spreading out in general space within the boundary cones. The Beaters (students who were selected as taggers) will begin outside of the boundary cones with a bludger (foam ball).
3. On the start signal, the Beaters will do 5 jumping jacks and then begin to chase and tag as many classmates as they can with the bludger (foam ball).
4. If you are tagged by a Beater, you will move outside of the boundary cones and gently tap one of the hoop targets before re-entering the game.
5. Beaters (taggers) earn 1 point for each classmate they are able to tag!
6. When you hear the stop signal we will change taggers and reset to play again.

### GRADE LEVEL PROGRESSION

- **Grades 3-5:** Play as described above.
- **Grades 6-8:** Have students who are not Beaters (taggers) move with a broomstick (pool noodle). They must keep one hand on the broomstick at all times or it is considered getting tagged.

### TEACHING CUES

- **Safety:** Be mindful of your surroundings while moving inside the boundary to ensure everyone is staying safe while both chasing and fleeing.
- **Communication:** Use encouraging and positive language with your classmates.
- **Etiquette:** Be honest if you are tagged and go outside the boundary to touch one of the hoop targets before re-entering the game.





**BEATER TAG** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Use brightly colored cones and equipment to mark the activity space and directions.
- **UDL 2:** Adjust the size of the activity space if needed.
- **UDL 3:** Allow for peer partners to work together.
- **UDL 4:** Provide both verbal and visual cues and directions.

**ACADEMIC LANGUAGE**

Beater, Bludger, Etiquette

**PRIORITY OUTCOMES**

**Etiquette:**

- Recognizes the role of rules and etiquette in teacher-designed physical activities.
- Identifies the rules and etiquette for physical activities/games and dance activities.

**DEBRIEF QUESTIONS**

- **DOK 1:** What is etiquette?
- **DOK 2:** Why are rules important during physical activities?
- **DOK 3:** How do following rules and etiquette for physical activities help keep everyone safe?







## CHASERS, KEEPERS, & BEATERS, OH MY!

### STUDENT TARGETS

- **Skill:** I will make quick transitions from offense to defense during the game.
- **Cognitive:** I will identify ways to create or close space.
- **Fitness:** I will be actively engaged during this activity.
- **Personal & Social Responsibility:** I will be kind and use positive language with my classmates during the game.

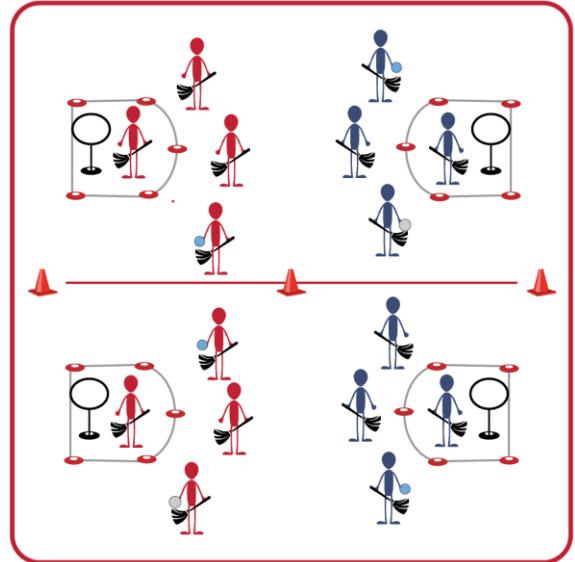
### EQUIPMENT & SET-UP

#### Equipment:

- 2 hoop targets per group (hula hoop & slot cones, or a disc golf target)
- 1 broom per student (pool noodle or slot cone stick)
- 1 quaffle per group (deflated volleyball)
- Dome cones for 2 Keeper Boxes per group
- Cones to create grids
- 2 Bludgers (foam balls) for each group

#### Set-Up:

- Create groups of 6-8 students, with 2 teams of 3-4 in each group.
- Create a large activity space with grids for each group. Add a hoop target on each end of the grids and use spot markers to create a Keeper's box. Use cones to delineate the activity space for each group's grid.
- Each student begins with a broomstick. Each group begins with 2 Bludgers and 1 quaffle.



### ACTIVITY PROCEDURES

1. This activity is called Chasers, Keepers, and Beaters, Oh My! We are going to work on our offensive and defensive skills that are needed for Hoop Ball. The object of the game is to try and score points by throwing the quaffle through the other team's hoop target.
2. Teams will begin on opposite ends of their activity space facing their opponents. Each student will have a broomstick and teams will play Rock, Paper, Scissors to determine who will begin with the quaffle. One person from each team will begin as the Keeper and the Beater (with a foam ball).
3. On the start signal, the team beginning on offense with the quaffle will begin moving the ball down the pitch by throwing and catching with teammates as they move towards the hoop target. Offensive players are allowed to pass or run when they have the quaffle.
4. Only the designated Keeper for each team is allowed in the Keeper's box. Any attempt to throw the quaffle through the hoop target to score must occur from outside of the Keeper box. The Beaters (taggers) will hold a Bludger (foam ball) but cannot throw it. Beaters can tag Chasers or Beaters, but not Keepers. If you are tagged by the Beater you must run to your hoop target and tag it before re-entering the game.
5. If a Chaser is tagged and they have the quaffle, they must place it on the ground, and are not able to throw or pass it to a teammate.
6. If the ball hits the ground, either team can pick it up and begin moving toward the hoop target to score.
7. After a score, the other team will receive the ball as both teams "reset" and begin in front of their Keeper box.





**CHASERS, KEEPERS, & BEATERS, OH MY!** (continued...)

**GRADE LEVEL PROGRESSION**

- **Grade 6:** Play the activity as described above.
- **Grades 7-8:** Increase the number of hoop targets for each team.

**TEACHING CUES**

- **Strategy:** Work with teammates to close space when on defense and create space when on offense.
- **Communication:** Make sure you are using verbal and non-verbal communication with your teammates.

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Use different types of balls as the quaffle that will increase success.
- **UDL 2:** Increase the size of the hoop target or remove the hoop target all together if needed.
- **UDL 3:** Allow for peer partners to work together.
- **UDL 4:** Use brightly colored cones and equipment to mark the pathways and targets.

**ACADEMIC LANGUAGE**

Create space, Close space, Teamwork, Kindness

**PRIORITY OUTCOMES**

**Movement Concepts:**

- Safely moves demonstrating a variety of relationships with people and objects.
- Recognizes open and closed spaces in a variety of movement contexts.

**DEBRIEF QUESTIONS**

- **DOK 1:** What does it mean to be kind to someone?
- **DOK 2:** Did you see any examples of someone being kind during the activity?
- **DOK 3:** How do you think using positive language and being kind impacts the success of a team?





## SEEKER VS SNITCH TAG

### STUDENT TARGETS

- **Skill:** I will safely chase and flee from my classmates.
- **Cognitive:** I will discuss ways to safely chase, flee, and dodge.
- **Fitness:** I will be actively engaged during this activity.
- **Personal & Social Responsibility:** I will follow and apply all safety rules for the game.

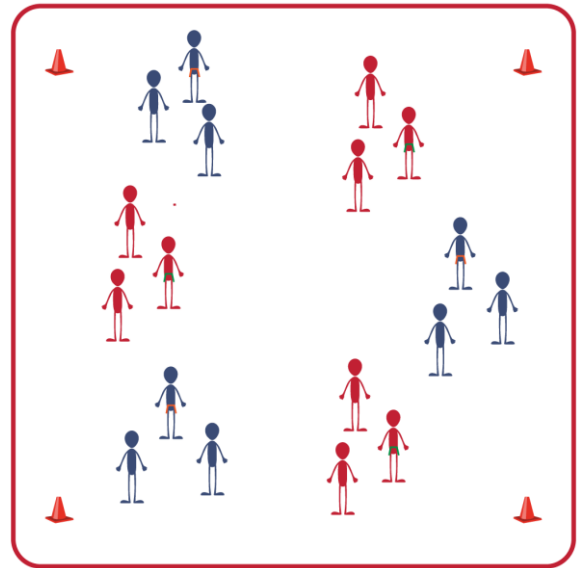
### EQUIPMENT & SET-UP

#### Equipment:

- 1 flag belt or scarf per group
- 4 large cones to identify boundaries

#### Set-Up:

- Use large cones to set up boundaries for the activity space.
- Create groups of 3-4 students. Each group begins in general space spread out from the other groups.
- Identify the Snitch for each group with a flag belt or scarf.



### ACTIVITY PROCEDURES

1. This activity is called Seekers vs Snitch Tag! The object of the game is to safely chase or flee from your groupmates.
2. You will begin by spreading out with your group in general space within the boundary cones. The Snitches are wearing a flag belt, and the Seekers will be trying to chase and catch the Snitch in their group so they can be the first teammate to pull the flag from the Snitch.
3. On the start signal, Seekers will do 5 jumping jacks and then begin to chase the Snitch from their group. Each seeker wants to be the one to pull the flag of the Snitch before the other Seeker.
4. If you are able to pull the flag of the Snitch from your group, the Seeker who pulled it now becomes the Snitch and you will play again.
5. Seekers earn 1 point for each successful flag pull of a Snitch.
6. When you hear the stop signal, we will change roles and reset to play again.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7-8:** Have students who are Seekers move with a broomstick (pool noodle). They must keep one hand on the broomstick at all times.

### TEACHING CUES

- **Safety:** Be mindful of your surroundings while moving inside the boundary to ensure everyone is staying safe while both chasing and fleeing.
- **Communication:** Use encouraging and positive language with your classmates.
- **Etiquette:** Be honest if your flag is pulled and quickly become the Snitch so your group can re-start the game.





**SEEKER VS SNITCH TAG** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Use brightly colored cones and equipment to mark the activity space and identify directions.
- **UDL 2:** Adjust the size of the activity space if needed.
- **UDL 3:** Allow for peer partners to work together.
- **UDL 4:** Provide both verbal and visual cues and directions.

**ACADEMIC LANGUAGE**

Seeker, Snitch, Honesty, Etiquette

**PRIORITY OUTCOMES**

**Etiquette:**

- Recognizes the role of rules and etiquette in teacher-designed physical activities.
- Identifies the rules and etiquette for physical activities/games and dance activities.

**DEBRIEF QUESTIONS**

- **DOK 1:** What is honesty?
- **DOK 2:** How does being honest with teammates about being tagged impact everyone's enjoyment during the activity?
- **DOK 3:** How do following rules and etiquette for physical activities help keep everyone safe?





## HOOP BALL

### STUDENT TARGETS

- **Skill:** I will demonstrate a variety of Hoop Ball skills during small-sided games.
- **Cognitive:** I will identify offensive and defensive strategies needed for team success.
- **Fitness:** I will be actively engaged during each Hoop Ball game.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

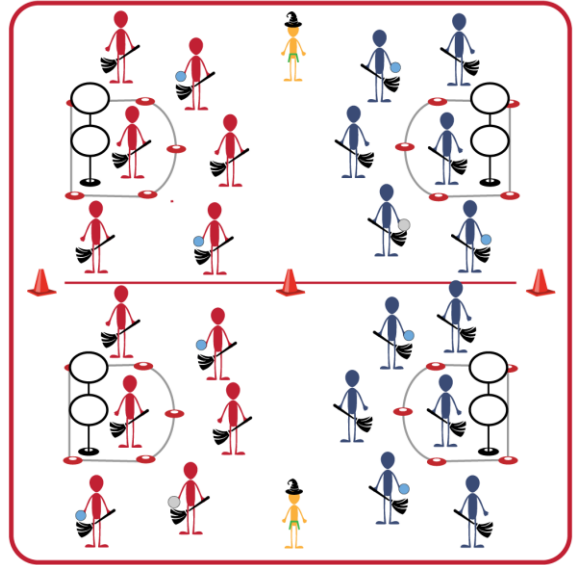
### EQUIPMENT & SET-UP

#### Equipment:

- 2 hoop targets per team (hula hoop & slot cones, or a disc golf target)
- 1 broomstick per student (pool noodle or stick)
- 1 quaffle per 2 teams (deflated volleyball)
- Spot markers for Keeper Boxes for each game
- Cones to create grids
- 2 Bludgers (foam balls) for each team
- 1 flag belt (or scarf) for each game
- Hoop Ball positions and rules posters

#### Set-Up:

- Create teams of 6-8 students. Pair up 2 even teams in each grid (e.g., 6v6, 7v7). Assign one student to be the Snitch (wearing a flag belt and not playing for either team) in each grid.
- Create a large activity space with grids. Add 2 hoop targets on each end of the grids and use spot markers to create a Keeper's box. Use cones to delineate the activity space for each group's grid.
- Each student begins with a broomstick. Each team begins with 2 Bludgers and 1 quaffle.



### ACTIVITY PROCEDURES

1. This activity is called Hoop Ball! If you are familiar with Harry Potter, you will see this activity resembles Quidditch. The object of Hoop Ball is to try and score points by throwing the quaffle through one of the other team's hoop target or pulling the flag of the Snitch.
2. Teams will begin on opposite ends of their activity space facing their opponents. Each student will have a broomstick and teams will play Rock, Paper, Scissors to determine who will begin with the quaffle. One person from each team will begin as the Keeper and stay in the Keeper's Box.
3. Each team will identify the following team roles: 2 Beaters; 1 Seeker; all other team members are Chasers. **Teacher Note: use the Hoop Ball Positions & Rules posters to review the positions and the rules before the game begins.**
4. The teacher will select one student to be the Snitch, and they are identified with a flag belt. If a Seeker pulls the flag belt of the Snitch it ends the game.
5. On the start signal, the team beginning on offense with the quaffle will begin moving the ball down the pitch by throwing and catching with teammates as they move towards the hoop target. Offensive players are allowed to pass or run when they have the quaffle.





**HOOP BALL** (continued...)

6. Only the designated Keeper for each team is allowed in the Keeper's box. Any attempt to throw the quaffle through the hoop target to score must occur from outside of the Keeper box. The Beaters (taggers) will hold a Bludger (foam ball) but cannot throw it. Beaters can tag Chasers or Beaters, but not Keepers. If you are tagged by the Beater you must run to your hoop target and tag it before re-entering the game.
7. If a Chaser is tagged and they have the quaffle, they must place it on the ground, and are not able to throw or pass it to a teammate.
8. If the ball hits the ground, either team can pick it up and begin moving toward the hoop target to score.
9. After a score, the other team will begin with the ball as both teams "reset" and begin in their Keeper box.

**GRADE LEVEL PROGRESSION**

- **Grade 6:** Play the activity as described above. Each grid can be increased or decreased in size as needed.
- **Grades 7-8:** Increase the number of hoop targets to three for each team.

**TEACHING CUES**

- **Strategy:** Apply the skills and strategies we have practiced.
- **Communication:** Use verbal and non-verbal communication with your teammates as needed.
- **Encouragement:** Help and encourage others by demonstrating kindness and using supportive language.

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Use different types of balls as the quaffle that will increase success.
- **UDL 2:** Increase the size of the hoop target or remove the hoop target all together if needed.
- **UDL 3:** Allow for peer partners to work together.
- **UDL 4:** Use brightly colored cones and equipment to mark the pathways and targets.
- **UDL 5:** Use both verbal and visual instructions (e.g., task cards, demonstrations).

**ACADEMIC LANGUAGE**

Integrity, Cooperation, Enthusiasm

**PRIORITY OUTCOMES**

**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.

**Etiquette:**

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

**DEBRIEF QUESTIONS**

- **DOK 1:** What is integrity?
- **DOK 2:** Why is integrity important in physical activity or competitive settings?
- **DOK 3:** How is integrity related to the enjoyment of everyone playing Hoop Ball?







## SAMPLE LESSON PLAN

<b>FOCUS OUTCOMES</b>	<p><b>Etiquette:</b></p> <ul style="list-style-type: none"> <li>Exhibits etiquette and adherence to rules in a variety of physical activities.</li> </ul> <p><b>Working with Others:</b></p> <ul style="list-style-type: none"> <li>Shares equipment and space with others.</li> <li>Works cooperatively with others.</li> </ul>
<b>LESSON TARGETS</b>	<ul style="list-style-type: none"> <li><b>Skill:</b> I will throw overhand through the hoop target.</li> <li><b>Cognitive:</b> I will identify how moving in different pathways leads to success with Hoop Ball.</li> <li><b>Fitness:</b> I will be actively engaged during this activity.</li> <li><b>Personal &amp; Social Responsibility:</b> I will use positive and encouraging communication with my teammates.</li> </ul>
<b>ACADEMIC LANGUAGE</b>	<ul style="list-style-type: none"> <li>Quaffle, Etiquette, Cooperation, Encourage, Teamwork</li> </ul>
<b>SELECTED ASSESSMENT</b>	<ul style="list-style-type: none"> <li>DOK Questions</li> <li>Academic Language Review</li> </ul>

## LESSON MAP

	TRANSITION NOTES	ACTIVITY NAME	DEBRIEF
<b>1</b> Instant Activity	Before students arrive, use cones to create a large activity space and have a variety of tossable objects available. For Group Catch, create groups of 3 students, with partners facing each other with a quaffle (deflated volleyball) to throw and catch.	Group Catch	<ul style="list-style-type: none"> <li><b>DOK 1:</b> Can you share what teamwork looks like?</li> <li><b>DOK 2:</b> Do you think being active is more fun when you get to participate with your friends or family?</li> <li><b>DOK 3:</b> What are some ways that you can show respect for yourself and others during physical activities?</li> </ul>
<b>2</b> Learning Task	You will continue with teams of 3 students, but while debriefing Group Catch you will need to set up the equipment needed for the Quaffle Throw activity.	Quaffle Throw	<ul style="list-style-type: none"> <li><b>DOK 1:</b> Can you share what it means to encourage someone?</li> <li><b>DOK 2:</b> How does cooperation impact the success of a team or group?</li> <li><b>DOK 3:</b> How might you be able to inspire your teammates to try their best during an activity or game?</li> </ul>
<b>3</b> Assessment	Bring closure to the lesson by reviewing or expanding on the DOK questions from both activities. Review all academic language that was used during both activities.	<ul style="list-style-type: none"> <li>DOK Questions</li> <li>Academic Language Review</li> </ul>	





## Hoop Ball Positions

- **Keepers** are the goalies defending the hoop targets from the quaffle (deflated volleyball).
- **Chasers** are offensive players trying to score by throwing the quaffle through the hoop targets.
- **Beaters** are defensive players attempting to tag Chasers, Keepers, or Seekers on the opposing team.
- **Seekers** are looking for the
- Snitch. If a Seeker pulls the flag of the Snitch it ends the game.
- **Snitch** (identified with a flag belt) is not playing on either team and stays hidden until directed by the teacher to begin running around the pitch.







## Hoop Ball Rules

- Only a Keeper is allowed in the Keeper's Box.
- Offensive players are allowed to pass or run when they have the quaffle.
- If a Chaser throws the quaffle through one of the other team's hoop targets it is worth 10 points.
- If a Seeker pulls the flag belt of the Snitch it is worth 40 points and it ends the game.
- If a Beater tags someone with the bludger (foam ball) they have to run to their hoop target, tap it, and then they can re-enter the game.
- After a score, the other team will start from their Keeper Box with the quaffle.
- If the ball hits the ground, either team can pick it up. Interceptions are allowed.
- You may not hit the quaffle or take it out of someone's hands.



# 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**.



# BEATER

(noun)

**A defensive player who attempts to tag Chasers, Keepers, or Seekers from the opposing team.**

---

The **Beater** moved quickly to close the space when attempting to tag the Seeker.



# BLUDGER

(noun)

The foam ball carried by the Beaters and used to tag other players during the game of Hoop Ball.

---

Because Mason has great agility, he was able to easily tag other players with the **bludger**.



# CHASE

(verb)

**To pursue an individual, group, or object in an effort to catch it.**

Keep an eye on a person's hips when you are **chasing** them in order to see where they will go next.



# 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.



# 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**.



# 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 Hoop Ball 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.



# ENCOURAGE

(verb)

**To offer support, confidence,  
or hope to someone else.**

---

Bobby **encouraged** Lisa to keep practicing  
her flag pulling skills.



# ENTHUSIASM

(noun)

**An energized feeling of enjoyment and interest.**

---

Bethany demonstrated a lot of **enthusiasm** for her team during the activity.



# 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.



# FLEE

(verb)

**To run away from a place or situation in order to escape a consequence.**

---

Alex needed to start **fleeing** if he wanted to avoid getting his flag pulled.



# HONESTY

(noun)

**The quality of being truthful.**

---

The team captain led his teammates with **honesty** and integrity during the Hoop Ball game.



# INTEGRITY

(noun)

**The quality of being honest with strong moral principles.**

---

The best teammates are those who have a positive attitude and always play with **integrity**.



# KEEPER

(noun)

**The goalie during Hoop Ball that defends the hoop targets from the Quaffle.**

---

Jessica showed leadership as the **Keeper** to help her team defend the hoop targets during the game.





# 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 points in first 5 minutes of the game and the defense held the other team to only 1 point.



# 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**.



# QUAFFLE

(noun)

**A deflated volleyball that is used as the game ball in Hoop Ball.**

---

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



# SEEKER

(noun)

**A player whose role is to try and catch the Snitch and pull their flag in Hoop Ball.**

---

The **Seeker** was able to move fast and quickly caught the Snitch and pulled their flag to end the game.



# STRATEGY

(noun)

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

---

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



# SUPPORT

(verb)

**To give help. To be actively interested in the success of a person, group, or community.**

---

The team leaders showed **support** for their teammates during the activity.



# 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>To run away from a place or situation in order to escape a consequence.</b>	<b>2</b>	<b>The quality of being honest with strong moral principles.</b>
	<ul style="list-style-type: none"> <li>a. Chase</li> <li>b. Flee</li> <li>c. Dodge</li> <li>d. Control</li> </ul>		<ul style="list-style-type: none"> <li>a. Cooperate</li> <li>b. Captain</li> <li>c. Control</li> <li>d. Integrity</li> </ul>
<b>3</b>	<b>Defensive play in which one or more defenders position their bodies to block movement or passing into open space.</b>	<b>4</b>	<b>The exchange of information from one person or group to another.</b>
	<ul style="list-style-type: none"> <li>a. Score</li> <li>b. Field</li> <li>c. Open Space</li> <li>d. Close Space</li> </ul>		<ul style="list-style-type: none"> <li>a. Offense</li> <li>b. Communication</li> <li>c. Teamwork</li> <li>d. Defense</li> </ul>
<b>5</b>	<b>A defensive player who attempts to tag Chasers, Keepers, or Seekers from the opposing team.</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. Keeper</li> <li>b. Bludger</li> <li>c. Beater</li> <li>d. Chaser</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>The process of working together for a common goal or outcome.</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. Leader</li> <li>b. Offense</li> <li>c. Cooperation</li> <li>d. Defense</li> </ul>





## 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 Hoop Ball**

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Provide equipment of different sizes, weights, colors and textures (e.g., bean bag, foam ball)</li> <li>• Add a buzzer or bell on the hoop target and/or on the ball</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 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 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>	

