

MODULE OVERVIEW

ABOUT THIS MODULE

Are your K–2 students ready for some football?! Actually, no, they’re probably not. The Flag Tag Games module is designed to prepare children for Flag Football participation in a safe, fun, and developmentally appropriate setting. Locomotor skills and movement in open space are emphasized, and sport-specific skills of flag-pulling, running with the football, and hand-offs are introduced.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **Standard 1 [E1.K-2]** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs, and slides using a mature pattern (1); Skips using a mature pattern (2).
- ✔ **Standard 2 [E3.K-1a]** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a).
- ✔ **Standard 3[E1.K-2]** Identifies active play opportunities outside physical education class (K); Discusses the benefits of being active and exercising/playing (1); Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family) (2).
- ✔ **Standard 4 [E6.K-2]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works independently and safely in physical education (2a); Works safely with physical education equipment (2b).

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PLANNING
COMPLETE
LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

- | | |
|--------------------------------------|---------------|
| Instant Activity (not on block plan) | 5-10 minutes |
| + Skill Activity with Debrief | 10-15 minutes |
| + Skill Activity with Debrief | 10-15 minutes |
| + Check for Understanding | 5 minutes |

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day skills are first introduced. For example, during the module's first lesson, students participate in the activity Slow-Motion Tag. At the end of this activity, students would complete the *Pre* and *Goal* columns for Flag Pulling. Other skills would not be completed until a future lesson introduces them. A post-assessment for all skills would then be completed during the final lessons of the module.

Introduce the self-assessment tool and process to K–1 students by completing the worksheet as a class, rating the entire group's performance. Next, set a group goal for improvement and complete the post-assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

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USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student’s performance in using the Self-Assessment Worksheet, the student’s score should be based on the process and quality of self-reflection, not the student’s ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete self-assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the holistic rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC RUBRIC FOR PERFORMANCE

The holistic rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric’s criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full during the final lessons of the activity, providing a holistic evaluation of each student’s performance.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Slow-Motion Tag & 1v1 Tag	Chase, Dodge, Etiquette, Fast, General Space, Nutrition, Slow
2	Slow-Motion Tag & Scoreboard Tag	Cardiorespiratory Endurance, Gallop, Heart, Heartbeat, Heart Rate, Hop, Locomotor Skills, Muscle, Run, Skip
3	1v1 Tag & Football Freeze Tag	1v1, Chase, Defense, Direction, Dodge, Respect, Side-Slide
4	Slow-Motion Tag, Football Freeze Tag & Island Tag	Breathe, Chase, Direction, Dodge, Flee, Heart, Heartbeat, Heart Rate, Locomotor Skills, Nutrition, Oxygen, Safety
5	Football Freeze Tag & Handoff Helper Tag	Defense, Etiquette, Fast, Gallop, General Space, Offense, Slow
6	Super Salad Bowl Tag & Handoff Helper Tag	Energy, Etiquette, Locomotor Skills, Nutrition, Respect, Responsibility
7	Offense/Defense Tag & Super Salad Bowl	1v1, Chase, Defense, Dodge, Flee, General Space, Locomotor Skills, Offense, Respect
8	Football Freeze Tag, Island Tag & Firework Tag	Fast, General Space, Intensity, Nutrition, Slow
9	Top 3 Fun Flag Tag Games (Students choose their favorites)	Academic Language Review