

**FIREWORK TAG**

STUDENT TARGETS

TEACHING CUES

- ✓ **Skill:** I will safely travel at different speeds.
- ✓ **Cognitive:** I will explain the difference between *fast* and *slow*.
- ✓ **Fitness:** I will work to stay actively engaged in the activity at different levels of intensity.
- ✓ **Personal & Social Responsibility:** I will be safe and responsible when using equipment.

- ✓ Count it Down
- ✓ Jump it Up
- ✓ Ball in the Hoop

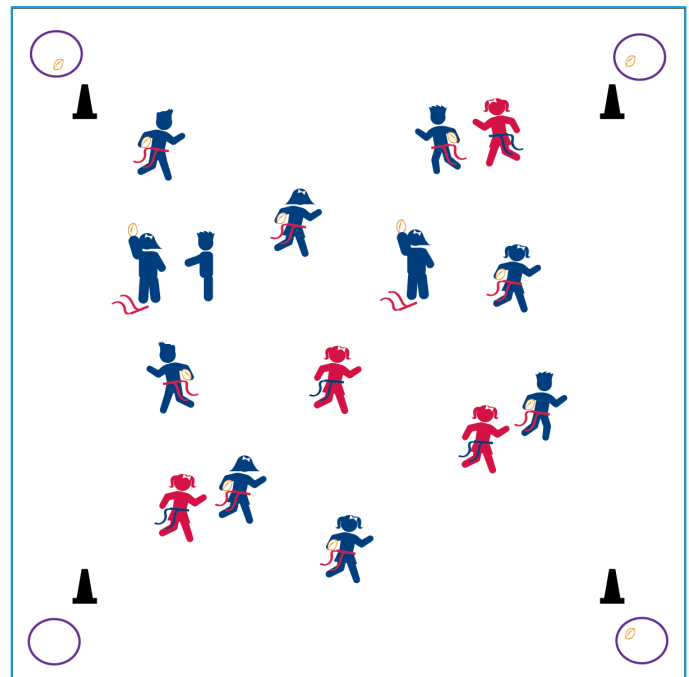
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 flag belt (or 2 scarves) per student
- ✓ 1 foam football per student
- ✓ 4 hoops
- ✓ 4 cones as boundaries

**Set-Up:**

1. Use 4 cones to create a large activity area.
2. Place 1 hoops near each cone outside of the activity area.
3. Scatter students in the activity area, each student wearing a flag belt (or substitute 2 scarves for belts) and carrying a football.
4. Designate 1 player as a defensive tagger. Taggers do not carry footballs.



**Activity Procedures:**

1. This activity is called Firework Tag. Many times, during half-time celebrations, professional football teams will have fireworks.
2. The object of this game is to avoid being tagged while also helping other players who have been tagged before they “explode” as a firework.
3. On the start signal, the defensive tagger will begin to chase and pull the flags of the offensive players. If your flag is pulled you will begin to “melt down” by raising your football high over your head and slowly lowering your body to the ground. Count down from 10-9-8-etc.
4. If another player comes and taps your shoulder before you reach 0, then you re-enter the game. If you count down to 0, then you must complete a firework jump, safely move to a hoop, place your football in the hoop, and then join the game as a new tagger.
5. Play continues until all players have become taggers.

**Grade Level Progression:**

**K:** Simplify by allowing students to re-enter the game after their countdown and firework jump. Change defensive taggers every so often.

**1<sup>st</sup>-2<sup>nd</sup>:** Perform the activity as described above.



**FIREWORKS TAG**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Give visual demonstrations.
- ✔ Provide visual or verbal cues to help students count down after being tagged.

ACADEMIC  
LANGUAGE

Defense, Fast, General Space, Intensity, Nutrition, Offense, Slow

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **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 5 (E1.K-2)** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of “good health balance” (2).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** How would you describe the speed of the activity?
- ✔ **DOK 2:** How did holding the football affect your speed in the activity?
- ✔ **DOK 2:** What did you notice about the activity area when there were more taggers?
- ✔ **DOK 2:** How can you apply what you learned to develop a strategy to not get tagged?

TEACHING  
STRATEGY  
FOCUS

**Review content:** Take an opportunity to review as many skills and concepts as you can as the module comes to a close. Check for understanding, highlight cumulative progress, and celebrate learning.