



TOOLS FOR LEARNING **FLAG TAG GAMES**

PRIMARY (K-2)

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TOOLS FOR LEARNING **FLAG TAG GAMES**

Creators:
Victor Spadaro
Aaron Hart

Designer:
Jennifer Truong

Special Contributions:
Deedi Brown

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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).

TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		5
Activity Plans		
Slow-Motion Tag	Standard 4	7
1v1 Tag	Standard 2	9
Scoreboard Tag	Standard 1 & 2	11
Football Freeze Tag	Standard 1 & 2	13
Island Tag	Standard 1 & 2	15
Handoff Helper Tag	Standard 1 & 4	17
Super Salad Bowl Tag	Standard 1 & 2	19
Offense/Defense Tag	Standard 1 & 4	21
Firework Tag	Standard 1 & 4	23
Sample First Lesson Plan		24
Academic Language Posters		34 pages
Universal Design Adaptations		
Student Assessment Tools		
Self-Assessment Worksheet		
Holistic Performance Rubric		
Teacher Self-Evaluation & Reflection Guide		

MODULE OVERVIEW

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.

MODULE OVERVIEW

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.

MODULE OVERVIEW

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

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
24	Flag Belts – 2 colors (can substitute w/juggling scarves)	1000214	Link to e-Store
6	Cones	1093452	Link to e-Store
12	Spot Markers	1388151	Link to e-Store
24	Footballs (trainer favorite USG EZ Grab Junior)	1205688	Link to e-Store
6	Bean Bags	1064179	Link to e-Store
4	Hoops	02170	Link to e-Store
			OPENPhysEd.org
34	Academic Language Cards		OPENPhysEd.org
2	Holistic Rubrics		OPENPhysEd.org
1	Self-Check Assessment		OPENPhysEd.org
1	Teacher Self-Reflection Guide		OPENPhysEd.org

SLOW-MOTION TAG

STUDENT TARGETS

- ✓ **Skill:** I will travel safely in general space at different speeds.
- ✓ **Cognitive:** I will discuss the difference between *fast* and *slow* during our class discussion.
- ✓ **Fitness:** I will actively engage in Slow-Motion Tag.
- ✓ **Personal & Social Responsibility:** I will be respectful of other students' personal space and follow the teacher's direction.

TEACHING CUES

- ✓ Reach for the Flag
- ✓ Pull Down
- ✓ Hand It Back

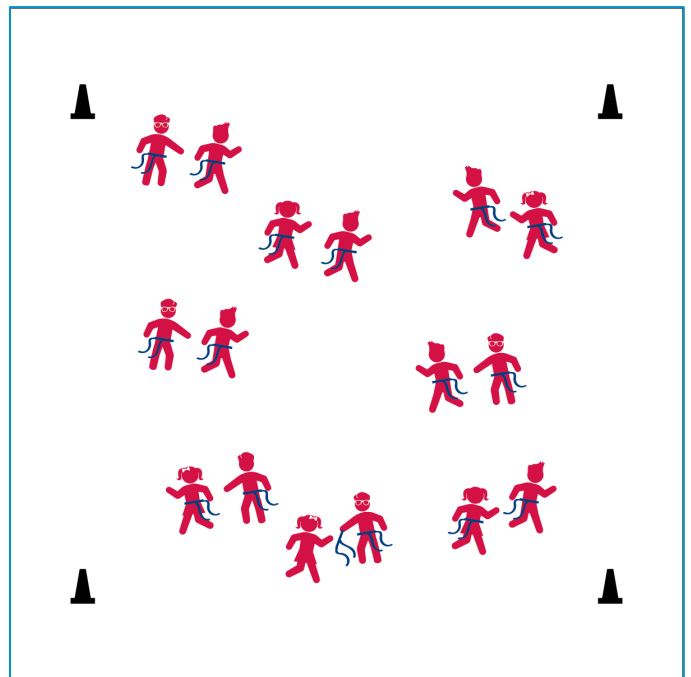
ACTIVITY SET-UP & PROCEDURE

Equipment:

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

Set-Up:

1. Use 4 cones to create a large activity area.
2. Scatter students in open space, each student wearing a flag belt (or substitute 2 scarves for belts).



Activity Procedures:

1. We're going to start learning Flag Tag Games with a fun activity called Slow-Motion Tag. Everyone is it! The object is to pull as many flags as you can without getting your flag pulled.
2. The game starts when I begin to count. Each time I say a number, you can take a step. You can only take a step when you hear me count, but it is okay to reach out and try to pull a flag in between numbers.
3. If you pull a flag, politely hand it back to the person you pulled it from. If your flag is pulled, take the flag back and say, "Thank You," and then put your flag back in place. You can return to the game as soon as your flag is ready.
4. When I say, "Freeze!" stop and listen for more directions.

Grade Level Progression:

K: Play the game as described above, but use the alphabet instead of counting numbers.

1st: Play the game as described above, skip-counting by 2's, 3's, 5's, and 10's.

2nd: Play the game as described above, calling out heart-healthy foods as a movement prompt.



SLOW-MOTION TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Add visual cues when counting.
- ✓ Increase or decrease the boundary of the 4 cones.
- ✓ Use longer scarves instead of flag belts.

ACADEMIC
LANGUAGE

Chase, Dodge, Etiquette, Fast, General Space, Nutrition, 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 4 (E1.K-2)** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What does *slow* mean? *Fast*?
- ✓ **DOK 1:** How would you describe your speed during this game?
- ✓ **DOK 2:** How did your speed affect the way that you were able to dodge other students?

TEACHING
STRATEGY
FOCUS

Identify Critical Content: Slow-Motion Tag provides both teacher and student with an opportunity to practice and observe safe flag pulls in a slower and more controlled game environment. Mastering this critical content will be essential for safe and active participation in the rest of the module’s activities.

1 v 1 TAG

STUDENT TARGETS

- ✓ **Skill:** I will perform side-slides while safely avoiding other students in general space.
- ✓ **Cognitive:** I will discuss the difference between *offense* and *defense*.
- ✓ **Fitness:** I will stay actively engaged in the activity.
- ✓ **Personal & Social Responsibility:** I will keep a safe distance between myself and others playing near me.

TEACHING CUES

- ✓ Reach for the Flag
- ✓ Pull Down
- ✓ Hand it Back

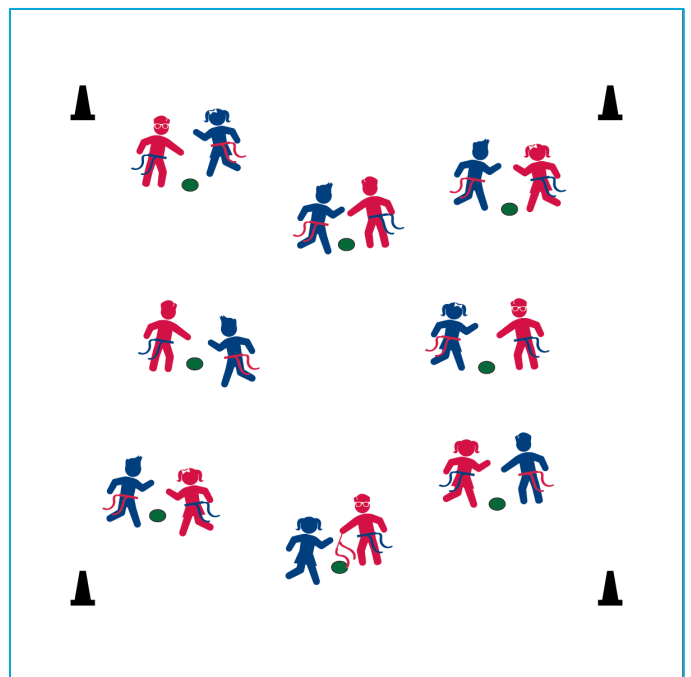
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 flag belt (or 2 scarves) per student
- ✓ 1 spot marker per 2 students

Set-Up:

1. Scatter spot markers in a large activity area with enough space for safe movement around each spot.
2. Pair students, each student wearing a flag belt (or substitute 2 scarves for belts).
3. Send each pair to a spot marker.



Activity Procedures:

1. This Flag Tag Game is called 1v1 Tag. We're going to start the game with 1 player on offense and 1 player on defense. The object of the game is for the player on offense to pull the belt of the player on defense.
2. When the game begins, the offense will begin side-sliding around the spot marker and reaching safely for the belt while the defense moves away to avoid being tagged. If the defense moves more than 3 steps away from the spot marker, she/he is automatically tagged.
3. When you're tagged, reset your belt, change roles (offense to defense), and then start a new game.

Grade Level Progression:

K-1st: Before starting the activity as described, have students practice safely sliding around their spots. Use a signal to prompt direction changes.

2nd: Give the offense a foam football (or other foam ball) to practice proper technique for holding and moving with a football.



1 v 1 TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Use a lightweight or different size ball that will be easier to hold.
- ✓ Use a variety of visual demonstrations before starting the activity.
- ✓ Change the distance players can move from their spot marker before becoming automatically tagged.

ACADEMIC
LANGUAGE

1v1, Chase, Defense, Direction, Dodge, Respect, Side-Slide

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **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).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** Can you remember the cues for side-sliding?
- ✓ **DOK 2:** How would you compare and contrast *offense* and *defense*?
- ✓ **DOK 2:** What did you notice about general space and being safe?
- ✓ **DOK 3:** How is side-sliding related to sports like flag football?

TEACHING
STRATEGY
FOCUS

Help students practice skills and strategies: 1v1 Tag is designed to provide additional flag pulling practice in a focused environment and with limited movement variables. Students perform the skill, teachers observe the performance, and then they provide feedback. Remember, errors and mistakes are teachable moments.

SCOREBOARD TAG

STUDENT TARGETS

- ✓ **Skill:** I will perform different locomotor skills.
- ✓ **Cognitive:** I will discuss the benefits of exercise for my heart.
- ✓ **Fitness:** I will actively engage in the activity and work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will safely perform locomotor skills while staying inside the playing area.

TEACHING CUES

- Carrying a Football:
- ✓ In Your Elbow
 - ✓ Fingers and Palm
 - ✓ Hug to Your Chest

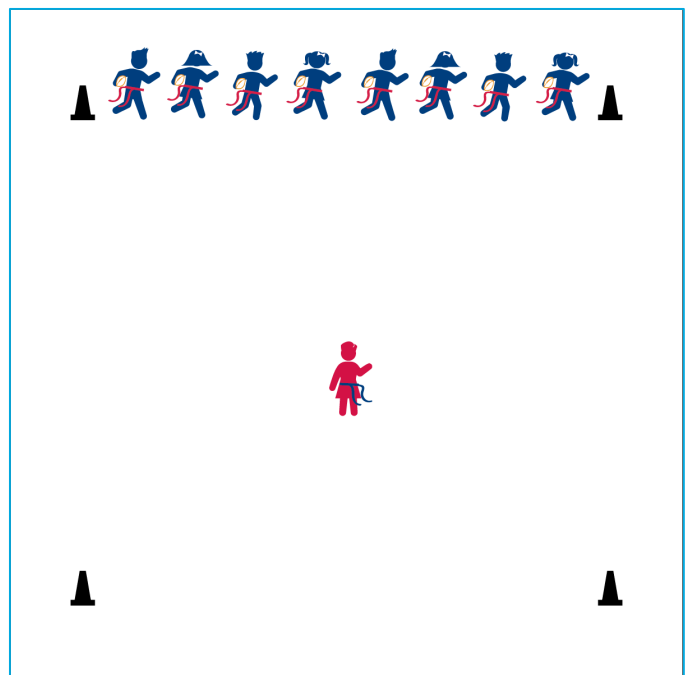
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 flag belt (or 2 scarves) per student
- ✓ 1 foam football per student
- ✓ 6 cones to mark activity area.

Set-Up:

1. Create a large, rectangular activity area using 6 cones. (2 cones mark starting line, 2 cones mark mid-field, 2 cones mark end zone.)
2. Each student wearing a flag belt (or substitute 2 scarves for belts).
3. Line students up on the starting line, each holding a football with proper technique.
4. Choose 1 student to be the scoreboard. The scoreboard stands in the center and does not have a football.



Activity Procedures:

1. It's time for Scoreboard Tag! (*Much like What Time is it Mr. Fox*)
2. The player in the center of the activity area is the scoreboard. The object of the game is for the football players to run into the end zone (on the other side of the area) when time runs out without having their flag pulled by the scoreboard.
3. To start the game, all football players will yell, "How much time is on the clock?!" The scoreboard will reply, "6 minutes!" Each time the players ask, the scoreboard will take time off the clock.
4. When the scoreboard yells, "TIME'S UP!" All football players will gallop (skip, slide, run) to the other side of the area and into the end zone while the scoreboard attempts to pull a flag belt.
5. If a player's flag is pulled, he/she becomes the new scoreboard.

Grade Level Progression:

K: Play the game without footballs and with the teacher acting as the scoreboard.

1st: Allow students to act as the scoreboard. Add footballs after students have demonstrated safe play.

2nd: Play the game as described above.



SCOREBOARD TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Adjust the boundaries to make it easier to get to the end zone.
- ✓ Focus on a single locomotor skill for each round to avoid confusion.
- ✓ Designate 2 scoreboards to work cooperatively.

ACADEMIC
LANGUAGE

Cardiorespiratory Endurance, Gallop, Heart, Heartbeat, Heart Rate, Hop, Locomotor Skills, Muscle, Run, Skip

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **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 3 (E2.K-2)** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- ✓ **Standard 3 (E3.K-2)** Recognizes that when you move fast, your heart beats faster and you breathe faster (K); Identifies the heart as a muscle that grows stronger with exercise/play and physical activity (1); Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength (2a); Identifies physical activities that contribute to fitness (2b).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is a locomotor skill?
- ✓ **DOK 1:** What are the different locomotor skills that you've learned?
- ✓ **DOK 2:** What are all of the things that you know about your heart?
- ✓ **DOK 2:** What did you notice about your heart when you participated in this activity?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: The skill focus of this game is to combine the manipulative skill of properly holding a football with a variety of locomotor skills. With the tagger focused on pulling a single flag, the game takes on a fun and exciting tone while also promoting successful participation for all.

FOOTBALL FREEZE TAG

STUDENT TARGETS

- ✓ **Skill:** I will perform a variety of locomotor skills according to the teacher’s cues.
- ✓ **Cognitive:** I will discuss the ways that following directions keeps us safe.
- ✓ **Fitness:** I will safely perform locomotor skills in order to remain physically active.
- ✓ **Personal & Social Responsibility:** I will respect the rules and follow teacher instructions.

TEACHING CUES

- Carrying A Football:
- ✓ In Your Elbow
 - ✓ Fingers and Palm
 - ✓ Hug to Your Chest

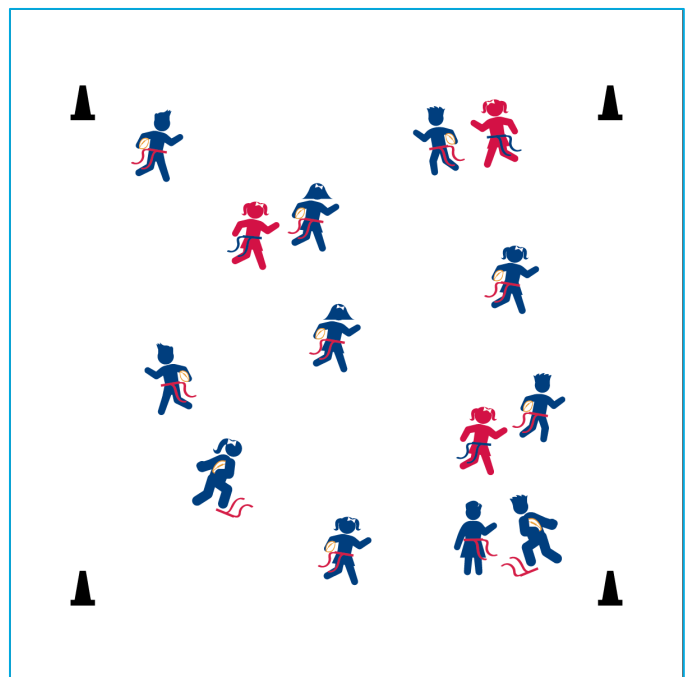
ACTIVITY SET-UP & PROCEDURE

Equipment:

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

Set-Up:

1. Use 4 cones to create a large activity area.
2. Scatter students in open space, each student wearing a flag belt (or substitute 2 scarves for belts) and carrying a football.
3. Designate 2–4 players as defensive taggers. Taggers do not carry footballs.



Activity Procedures:

1. It’s time for Football Freeze Tag. The object of the game is to avoid having your flag belt pulled by a defender. We’ll play at a galloping pace (or other locomotor skill).
2. If your flag is pulled, freeze with your flag at your feet and make a Heisman-Trophy pose (demonstrate). You become unfrozen when another player comes over, hands you your belt and says, “Amazing season, kid!” Then put your belt back on and get back in the game. Defenders cannot tag someone while they are helping a classmate become unfrozen.
3. The Heisman Trophy is awarded to the best player in college football who demonstrates a season of outstanding play along with a high level of integrity. Let’s all work hard to pursue excellence with integrity!

Grade Level Progression:

K: Start at a speed-walking pace without footballs.

1st: Use a variety of locomotor skills. Add footballs after students have demonstrated safe play.

2nd: Play the game as described above.

FOOTBALL FREEZE TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Focus on a single locomotor skill to avoid confusion.
- ✓ Increase the size of the playing area.
- ✓ Use a variety of balls, changing size, weight, and texture.

ACADEMIC
LANGUAGE

Chase, Dodge, Flee, Locomotor Skills, Safety

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **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 4 (E1.K-2)** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How can you tell that someone is following directions?
- ✓ **DOK 2:** How is following directions in Football Freeze Tag related to keeping us safe?
- ✓ **DOK 3:** In a football game, who are the people responsible for making sure that players follow the rules and directions?

TEACHING
STRATEGY
FOCUS

Help students practice skills: Football Freeze Tag provides a dynamic environment for students to practice traveling while properly holding a football. Again, the excitement of the activity keeps the practice session fun and motivating, while also creating ample opportunities for teachers to observe skill performance and provide corrective feedback.

ISLAND TAG

STUDENT TARGETS

- ✓ **Skill:** I will perform a variety of locomotor skills.
- ✓ **Cognitive:** I will discuss different ways to find and check my heart rate.
- ✓ **Fitness:** I will stay active and increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will respect other students' personal space and follow the rules of the activity.

TEACHING CUES

- ✓ Safe on a Spot
- ✓ 3 Mississippi's
- ✓ Off the Spot

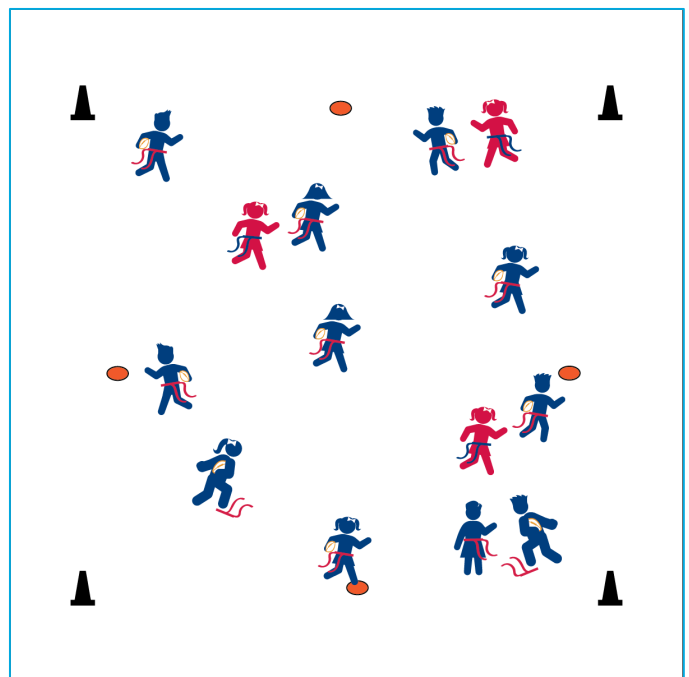
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 flag belt (or 2 scarves) per student
- ✓ 1 foam football per student
- ✓ 4 cones as boundaries
- ✓ 5 to 7 Spot markers

Set-Up:

1. Use 4 cones to create a large activity area. Scatter spot markers throughout the area.
2. Scatter students in open space, each student wearing a flag belt (or substitute 2 scarves for belts) and carrying a football.
3. Designate 2–4 players as defensive taggers. Taggers do not carry footballs.



Activity Procedures:

1. This game is called Island Tag. The rules are exactly the same as Football Freeze Tag, but with one big change: the spot markers scattered in the activity area are now safe zones! If you're standing on a safe zone, you can't be tagged.
2. You can only stand on a safe zone for a count of 3 Mississippi's. After that, you need to move off the spot and return to the game.
3. Taggers on defense may not stand and wait for a player to get off a safe zone. If they're chasing a player who steps on a safe zone, they must immediately leave to find a new player to chase.
4. Be safe and respectful when moving onto a safe zone. If someone is already on a spot, safely change directions and move to an open spot.

Grade Level Progression:

K: Start at a speed-walking pace without footballs.

1st: Use a variety of locomotor skills. Add footballs after students have demonstrated safe play.

2nd: Play the game as described above.



ISLAND TAG

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Increase the number of spot markers/safe zones.
- ✓ Increase the time students are allowed to stand on each spot marker.
- ✓ Provide ongoing verbal cues to remind students of the rules.

ACADEMIC LANGUAGE

Breathe, Direction, Heart, Heartbeat, Heart Rate, Locomotor Skills, Nutrition, Oxygen

STANDARDS & OUTCOMES ADDRESSED

- ✓ **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 3 (E3.K-2)** Recognizes that when you move fast, your heart beats faster and you breathe faster (K); Identifies the heart as a muscle that grows stronger with exercise/play and physical activity (1); Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength (2a); Identifies physical activities that contribute to fitness (2b).
- ✓ **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:** What does *heart rate* mean?
- ✓ **DOK 1:** How can you recognize how fast your heart is beating?
- ✓ **DOK 1:** How would you describe the way you’re feeling after the activity?
- ✓ **DOK 2:** What did you notice about your heart rate when you were on the spot marker?

TEACHING STRATEGY FOCUS

Organize students to interact with content: Island Tag is an instructional layer that extends Football Freeze Tag with one simple modification. This change creates additional complexity in the game, forcing students to perform essential skills in an increasingly intricate activity environment.

HANDOFF HELPER TAG

STUDENT TARGETS

- ✓ **Skill:** I will travel safely in general space, keeping my eyes up while changing speeds appropriately.
- ✓ **Cognitive:** I will discuss the cues for safe handoffs.
- ✓ **Fitness:** I will stay actively engaged in the activity.
- ✓ **Personal & Social Responsibility:** I will demonstrate respect for others and follow all of the rules of the activity.

TEACHING CUES

- ✓ Arms Ready,
Open the Window
- ✓ Move Through the Ball
- ✓ Ball to the Body,
Shut the Window

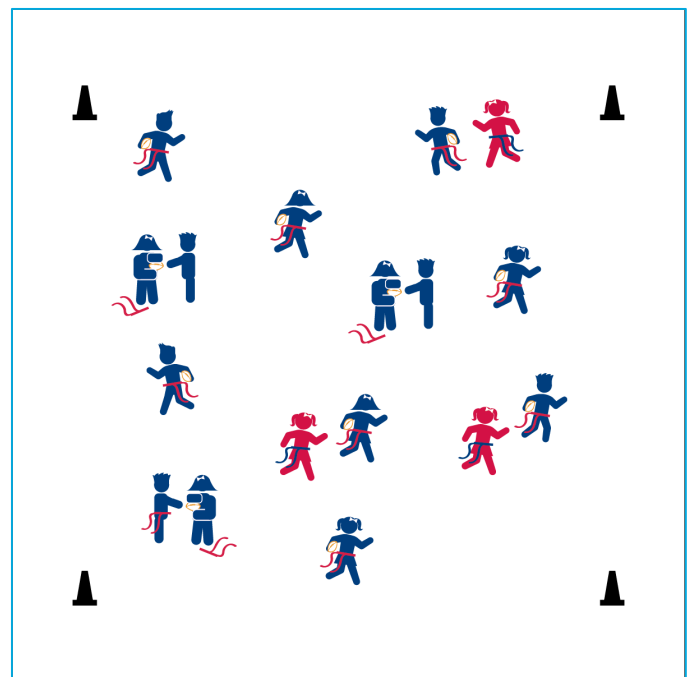
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 flag belt (or 2 scarves) per student
- ✓ 2-4 beanbags
- ✓ 3-5 foam footballs
- ✓ 4 cones as boundaries

Set-Up:

1. Use 4 cones to create a large activity area.
2. Scatter students in open space, each student wearing a flag belt (or substitute 2 scarves for belts).
3. Designate 2-4 players as defensive taggers. These players carry beanbags to identify them.
4. Designate 3-5 players as Handoff Helpers. These players carry foam footballs.



Activity Procedures:

1. Let's play Handoff Helper Tag! This is another freeze-tag game with a fun twist. We'll play at a galloping pace.
2. If you are frozen, make a handoff window with your arms. Handoff Helpers will find frozen players and unfreeze them by handing off their football. The unfrozen person becomes a new Handoff Helper, and the former helper joins the game and tries to avoid being tagged.
3. Handoff Helpers cannot be tagged.
4. Both frozen players and Handoff Helpers must focus on good handoff form, using the open side of the handoff window.

Grade Level Progression:

K: Play the game as described above without reinforcing handoff form. Focus on safe movement and following rules.

1st-2nd: Play the game as describe above with a focus on good handoff form.



HANDOFF HELPER TAG

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Use specific colors to make it easier to tell taggers apart from Handoff Helpers. For example, make sure all taggers have the same color bean bag, while handoff helpers have footballs that are a single different color.
- ✔ Change the size of the boundaries to benefit non-taggers.
- ✔ Give visual demonstrations of a proper handoff.

ACADEMIC LANGUAGE

Defense, Etiquette, Fast, Gallop, General Space, 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 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).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How would you describe a handoff?
- ✔ **DOK 2:** How would you use a handoff in a football game?
- ✔ **DOK 2:** What did you notice about your handoff when you gave it to the tagged student?
- ✔ **DOK 3:** How would you describe the sequence of a handoff?

TEACHING STRATEGY FOCUS

Help students process content: In this activity, a football handoff is used to introduce students to sport-specific skills in a lead-up game environment. Young students will have difficulty following skill cues in a dynamic environment. However, gentle reinforcement with a focus on safe behaviors provides challenge, interest, and fun to this early sport experience.

SUPER SALAD BOWL TAG

STUDENT TARGETS

- ✓ **Skill:** I will perform a variety of locomotor skills.
- ✓ **Cognitive:** I will recognize different types of healthy foods that provide energy.
- ✓ **Fitness:** I will stay actively engaged in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe and respectful behaviors.

TEACHING CUES

- ✓ Eyes Up and Alert
- ✓ Keep a Safe Speed
- ✓ Find Open Space

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 flag belt (or 2 scarves) per student
- ✓ 6 cones to mark the activity area.

Set-Up:

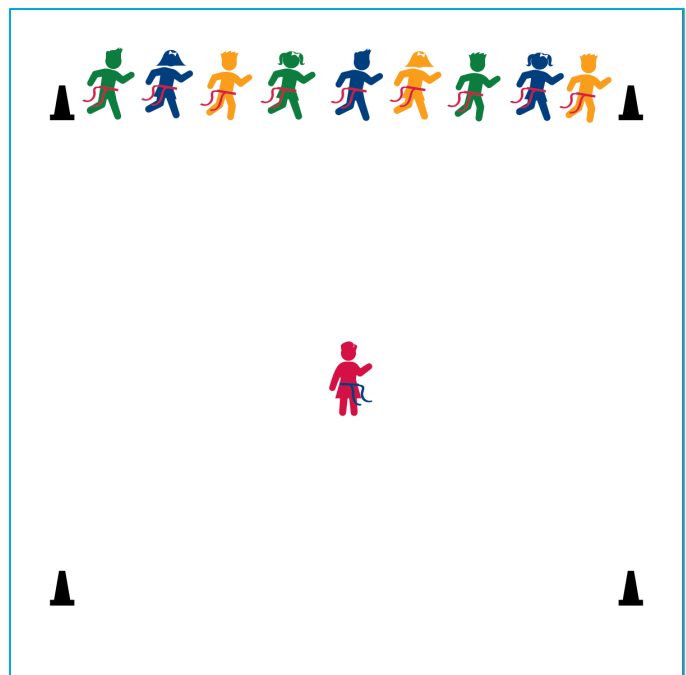
1. Create a large, rectangular activity area using 6 cones. (2 cones mark starting line, 2 cones mark mid-field, 2 cones mark end line.)
2. Each student wearing a flag belt (or substitute 2 scarves for belts).
3. Line students up on the starting line. Create 2 or 3 groups of veggies (e.g., lettuce, tomatoes, carrots).
4. Choose 1 student to be the salad chef.

Activity Procedures:

1. To be a great football athlete, it's important to have a healthful diet with a lot of vegetables. One of the best ways to eat veggies is in a salad! This game is called Super Salad Bowl Tag! We're going to begin play at a speed-walking pace.
2. The object of the game is for the veggies to run through the salad bowl to the other side without having their flag pulled by the salad chef.
3. The game starts when the salad chef calls a veggie name. Only those veggies begin to move across the salad bowl. The salad chef tries to pull as many flags as she/he can.
4. If a veggie's flag is pulled, she/he must freeze in place and help the salad chef catch more veggies. Tagged veggies can use 1 foot to pivot and must hold her/his own flag in 1 hand while using the other to reach out to pull other veggies' flags.
5. After all veggie names are called, the chef and tagged veggies turn to face the opposite line, where the safe veggies are waiting to begin a new round. When most of the veggies have been tagged, reset the game with a new veggie chef.

Grade Level Progression:

- K:** Play with the teacher acting as the veggie chef.
1st – 2nd: Perform the activity as described above.





SUPER SALAD BOWL TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Provide visual demonstrations of what students must do when their veggie is called, as well as what to do when they get tagged.
- ✔ Use a variety of speeds and locomotor skills.

ACADEMIC
LANGUAGE

Energy, Etiquette, Locomotor Skills, Nutrition, Respect, Responsibility

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 3 (E2.K-2)** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- ✔ **Standard 3 (E6.K-2)** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the “good health balance” of good nutrition with physical activity (2).
- ✔ **Standard 4 (E1.K-2)** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What would you include on a list of information about vegetables?
- ✔ **DOK 1:** How would you describe the foods you eat?
- ✔ **DOK 2:** What do you know about vegetables?
- ✔ **DOK 2:** How can you use what you learned about healthy foods today?
- ✔ **DOK 2:** How would you summarize your eating habits?

TEACHING
STRATEGY
FOCUS

Identify critical content: Physical activities and games provide opportunities for teachers to introduce and integrate critical nutrition content in a fun environment. These activities can also help students embrace and retain the information presented.

OFFENSE / DEFENSE TAG

STUDENT TARGETS

- ✓ **Skill:** I will perform a variety of locomotor skills while moving safely in general space.
- ✓ **Cognitive:** I will discuss the difference between *offense* and *defense*.
- ✓ **Fitness:** I will stay actively engaged.
- ✓ **Personal & Social Responsibility:** I will demonstrate respect for the rules and procedures of the activity.

TEACHING CUES

- ✓ Reach for the Flag
- ✓ Pull Down
- ✓ Hand it Back

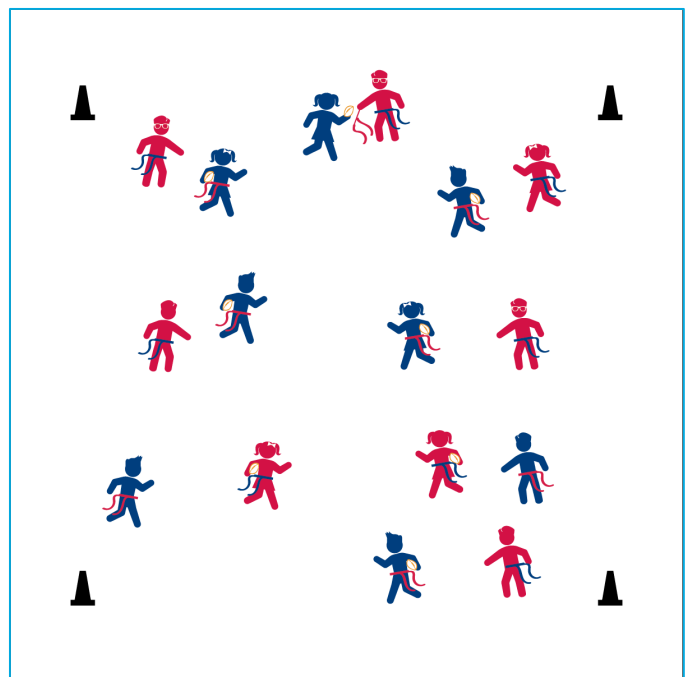
ACTIVITY SET-UP & PROCEDURE

Equipment:

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

Set-Up:

1. Use 4 cones to create a large activity area.
2. Pair students, each student wearing a flag belt (or substitute 2 scarves for belts).
3. Scatter pairs in the activity area.
4. Designate 1 player from each pair as the defensive player and 1 as the offensive player. Each offensive player with a football.



Activity Procedures:

1. Now it's time for Offense/Defense Tag. The object of the game is for the defensive player to catch and pull the flag of their offensive partner. This is a speed-walking game.
2. When I say "GO," the defensive player will do 3 jumping jacks while the offensive player moves quickly away. After 3 jumping jacks, the defense may begin to chase the offense.
3. When tagged, the offense will hand the ball to the defense and the players change roles. The new defense will replace the flag belt, do 3 jumping jacks, and then begin to chase the new offense.
4. Players who move outside of the boundaries are automatically tagged, and roles switch.
5. Freeze when you hear the stop signal.

Grade Level Progression:

K: Keep this game at a speed-walking pace for safety.

1st: Use a variety of locomotor activities, increasing the pace of the game as students demonstrate safe movement.

2nd: Increase the size of the activity area and, after students demonstrate safe movement, increase the pace to a run.



OFFENSE / DEFENSE TAG

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Add a 3rd person to a group to give the defensive player a chance to tag another person.
- ✓ Change the size of the activity area.
- ✓ Allow students to perform arm circles or twists if they have difficulty with jumping jacks.

ACADEMIC LANGUAGE

1v1, Chase, Defense, Dodge, Flee, General Space, Locomotor Skills, Offense, Respect

STANDARDS & OUTCOMES ADDRESSED

- ✓ **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 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).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How would you describe your role on defense? Offense?
- ✓ **DOK 1:** How would you describe your speed on defense? Offense?
- ✓ **DOK 2:** How would you use different speeds in a football game?
- ✓ **DOK 2:** What did you notice about your speed when you changed directions?

TEACHING STRATEGY FOCUS

Help students examine similarities and differences: The introduction of offense and defense as an important sport concept requires teachers to present information that may seem obvious within a coaching mindset, but will not be intuitive to young students. However, physical education provides many students with their first sport experiences. Take the time to address this new academic language while flushing out the similarities and differences between the concepts.

FIREWORK TAG

STUDENT TARGETS

- ✓ **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.

TEACHING CUES

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

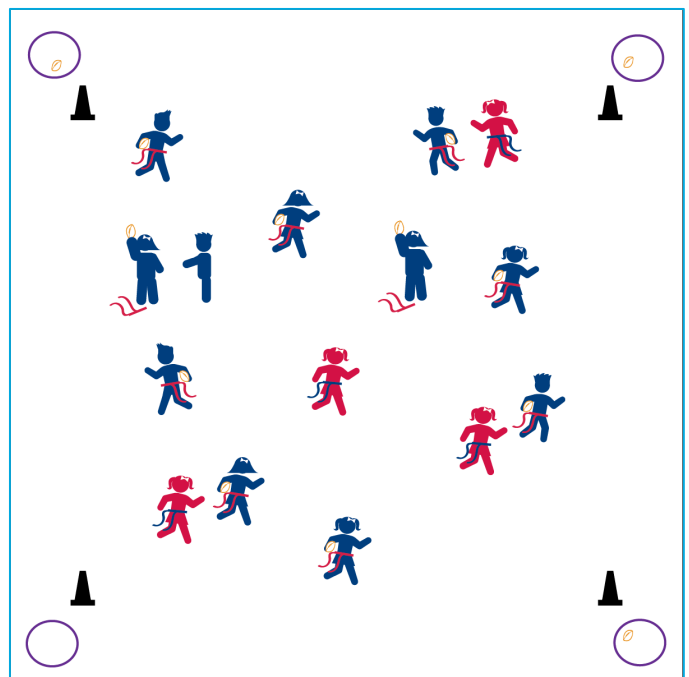
ACTIVITY SET-UP & PROCEDURE

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.

1st-2nd: 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.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✔ **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 4 (E1.K-2)** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

FOCUS TARGETS

- ✔ **Skill:** I will travel safely in general space at different speeds.
- ✔ **Cognitive:** I will discuss the difference between *fast* and *slow* during our class discussion.
- ✔ **Fitness:** I will stay actively engaged in the activity.
- ✔ **Personal & Social Responsibility:** I will be respectful of other students' personal space and follow the teacher's direction.

ACADEMIC LANGUAGE

- ✔ 1v1
- ✔ Chase
- ✔ Dodge
- ✔ Fast
- ✔ General Space
- ✔ Slow

SELECTED ASSESSMENT

- ✔ Student Self-Assessment

SAMPLE LESSON PLAN

1
INSTANT
ACTIVITY

TRANSITION NOTES

Students enter the activity area and prepare for the Tag of the Month. This game is played without flags to review previously taught tag rules and procedures. Flags are introduced after this 1st activity.

ACTIVITY

Tag of the Month from OPEN's Instant Activities Module

DEBRIEF

DOK 1: What is *chasing*? What is *fleeing*?
DOK 2: What safety rules do you know about that help keep us safe while we're chasing and fleeing in physical education class?

2
LEARNING
TASK

Introduce flag belts with instructions for wearing, pulling, and replacing. Pair students and allow them to practice safely pulling their partner's flag, handing it back to her/him, and then replacing it on their waist. When students can safely perform this skill, scatter in activity area and begin Slow-Motion Tag.

Slow-Motion Tag

DOK 1: What does *slow* mean? *Fast*?
DOK 1: How would you describe your speed during this game?
DOK 2: How did your speed affect the way you were able to dodge other students?

3
LEARNING
TASK

Pair students. Call 1 partner to the equipment area to collect 1 spot. When all pairs have a spot, demonstrate the activity with a pair of students who have shown good safety behaviors.

1v1 Tag

- ✓ **DOK 1:** What does *offense* mean? *Defense*?
- ✓ **DOK 2:** How would you compare and contrast *offense* and *defense*?
- ✓ **DOK 2:** What did you notice about general space and being safe?

4
EXIT
ASSESSMENT

Project the self-assessment onto the wall. As a class, discuss and complete the pre-assessment for safe movement and flag pulling.

1V1

(noun)

A sport/game situation in which one defensive player challenges one offensive player.

Alex and Micah played 1v1 soccer, with Alex trying to score on offense and Micah trying to steal the ball on defense.



BONE

(noun)

Hard, whitish tissue that makes up the skeleton in humans and other vertebrates.

We have to keep our muscles and our **bones** strong if we want to live long, healthy lives.



BRAIN

(noun)

An organ of soft nervous tissue contained in the skull of vertebrates, functioning as the coordinating center of sensation and intellectual and nervous activity.

Sydney loves the challenge of using her **brain** to solve all the questions the teacher asks.



BREATHING

(verb)

The process of taking air into and expelling it from the lungs.

Nick was **breathing** hard after running for a long time.



CARDIORESPIRATORY ENDURANCE

(noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Tristan improved his **cardiorespiratory endurance** by doing jumping jacks until he felt his heart rate and breathing get faster.



CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

It was a **challenge** to try and catch my partner before they got to the other side of the activity area because they were very fast.



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.



DIRECTION

(noun)

The course along which something moves.

Caleb decided to change **direction** by stopping, turning, and going back to where he started.



DODGE

(verb)

To avoid someone or something by quickly moving the body in a direction other than the original line of movement.

Ben tried to **dodge** Evan by jumping over the rope in front of him.



ENERGY

(noun)

The strength and vitality required for sustained physical or mental activity.

Josh used up all of his **energy** to get to the other side of the gym without getting tagged.



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

John followed class **etiquette** in P.E. by taking turns with equipment and listening respectfully to the ideas of others.



FAST

(adjective)

Able to move or act at a high speed.

Dylan was **fast** as he ran through the cones so that no one could catch him.



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 caught.



FLEXIBILITY

(noun)

The ability to bend and move the joints through the full range of motion.

Zoe's **flexibility** was the best in the class because she always followed her P.E. teacher's advice to properly warm up and cool down when exercising.



GALLOP

(verb)

To perform a sliding movement in a forward direction.

During P.E. class, students were asked to move like a horse, so they **galloped**.



GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

In P.E. class, we share **general space** so that everyone can move safely within the activity area.



HEART

(noun)

The muscular organ that pumps blood through the body.

When Joshua plays tag in P.E. class, his **heart** beats faster.



HEARTBEAT

(noun)

A single pulsation of the heart.

If you place your hand on your chest, you can feel your **heartbeats**.



HEART RATE

(noun)

The speed at which the heart is beating, measured in beats per minute.

Nancy checks her **heart rate** before and after exercise and knows that when she moves faster, her **heart rate** increases.



HOP

(verb)

A locomotor movement in which the performer takes off on one foot and lands on the same foot.

During a game of hopscotch, Sarah **hopped** three times before picking up the beanbag.



HYDRATION

(noun)

The process of drinking the correct amount water needed to keep your body working right.

Bruce drinks water before, during, and after exercise because proper **hydration** helps him perform his best.



INTENSITY

(noun)

The amount of exertion used when performing an exercise or activity.

Don't make your exercise **intensity** higher than your body can handle, or you could become injured.



LOCOMOTOR SKILLS

(noun)

**The basic ways to move
your body through space.**

Dane's favorite **locomotor skill** is a skip, but
Betsy likes to run.



LUNGS

(noun)

Either of two saclike respiratory organs in the chest of vertebrates; serves to remove carbon dioxide and provide oxygen to the blood.

Tom shouted at the top of his **lungs** so that Mary could hear him over the sound of the music.



MUSCLE

(noun)

A bundle of fibrous tissue inside the body of a person or animal that can tighten and contract in order to move or maintain the position of body parts.

Strengthening our **muscles** helps us to do everyday things, like climbing on the playground and lifting gigantic invisible dumbbells.



NUTRITION

(noun)

The process of providing or obtaining the food necessary for health.

Julie chooses healthy foods because she knows that **nutrition** is important if she wants to grow and be healthy.



OXYGEN

(noun)

A colorless, odorless chemical element that is the life-supporting component of the air.

When you are in good physical shape, your body uses **oxygen** more efficiently, so your heart doesn't have to work as hard during exercise.



PERSONAL SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

It's important to respect everyone's **personal space** during activities so that we can all learn and safely move in the activity area.



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

I respect my classmates because they come to class and work hard to improve.



RESPONSIBILITY

(noun)

The state of having a duty or obligation.

Completing the self-assessment was a **responsibility** that Jackson took very seriously.



RUN

(verb)

A transfer of weight from one foot to the other that involves momentary loss of contact with the floor or ground by both feet; similar to walking but with a longer stride.

During the game of tag, Michael needed to **run** quickly in order to avoid being tagged.



SIDE-SLIDE

(verb)

To perform a step sideways with one foot, then a pull or drag of the other foot beside it (step-close, step-close).

While playing goalie, Cameron **side-slides** to quickly get into position and make a save.



SKIP

(verb)

To perform a step-hop combination.

Lillie liked to **skip** along the sidewalk on her way to school each morning.



SLOW

(adjective)

Moving or acting a low speed.

Tony moved through the exercises at a **slow** pace because he wanted to take his time and make sure he used proper form.



UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order 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 the needs of every single child, 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 Adaptations that serve to act as baseline recommendations for modifying 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.

All OPEN Flag Tag activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Flag Tag

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✔ Use long scarves instead of flag belts ✔ Use footballs of different sizes, weights, and textures 	<ul style="list-style-type: none"> ✔ Provide additional and/or larger “safe” zones ✔ Allow students to perform locomotor and fitness skills of their choice 	<ul style="list-style-type: none"> ✔ Increase/decrease the size of activity areas ✔ Use brightly colored boundary markers to mark the activity area ✔ Use color-coded equipment to help with management 	<ul style="list-style-type: none"> ✔ Provide visual cues during the activity ✔ Provide visual demonstrations of activities and skills ✔ Focus instruction on 1 or 2 locomotor activities ✔ Provide ongoing verbal cues during the activity

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Draw faces in the circles to show how you feel about your Flag Tag Skills. If this is your pre-assessment, draw another face in the “goal” column to show how you think you could feel about your skills after some practice and hard work.











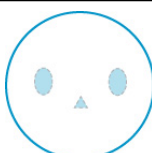
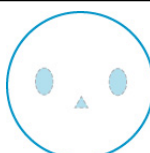



Look at these faces to help you decide what to draw.



This is new. I wish I could do better, and so I will keep trying my best to improve.

I’m getting better. Practice is helping and I will keep trying my best to improve.

I can do this well. Practice worked and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Safe Movement			
Flag Pulling			
Finding Open Space			
Holding the Football when Traveling			
Handoffs			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs safe and controlled locomotor skills, flag pulling, and handoffs. Holds the football correctly while traveling in open space. Looks for, locates, and moves into open space during game play. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to move safely with acceptable control. Pulls and returns flags safely and appropriately. Performs handoffs with control. Protects the football when traveling in space. Moves safely without colliding with others. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has difficulty maintaining possession of the football while traveling. Has difficulty performing successful handoffs. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
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HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs safe and controlled locomotor skills, flag pulling, and handoffs. Holds the football correctly while traveling in open space. Looks for, locates, and moves into open space during game play.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to move safely with acceptable control. Pulls and returns flags safely and appropriately. Performs handoffs with control. Protects the football when traveling in space. Moves safely without colliding with others.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has difficulty maintaining possession of the football while traveling. Has difficulty performing successful handoffs.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
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Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
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	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
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			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
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			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
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	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Self-Rating with Rationale			
Choose One:			
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			