

**OPEN**<sup>®</sup>

Online Physical Education Network



**SQUARE**  
**COURT GAMES**  
MIDDLE & HIGH SCHOOL  
**OPENPHYSED.ORG**

**VARSIITY**  **BRANDS**

  
BSNSPORTS™

  
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SPIRIT

  
HERFF JONES.



Learning Module: **Square Court Games**

### **Healthy Body**

I will participate in health-enhancing physical activity for at least 60-minutes each day.

### **Healthy Mind**

I will use constructive language to stay optimistic and encourage others.

### **Enjoyment & Challenge**

I will teach a friend or family member how to play a square court game.

### **Building Skills**

I will participate in Volley Tabata routines in an effort to build my square court game skills.



## **Why are we learning this?**

**Square court games are a tradition that you can help carry on.** Paint or draw courts, grab a healthy playground ball, and socialize with friends while you get a dose of physical activity.

In this module you will:

- Learn the rules and basic skills for two square court games.
- Practice respect and kindness through encouraging and constructive language.

# SQUARE COURT

## Weekly Learning Targets

### WEEK 1 of 4 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will encourage my partner and classmates during Tabata skill practice and during game play.
- I will focus on purposeful practice in an effort to build my skills.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will use constructive language in my self-talk to stay focused on skill improvement.

#### WELLNESS OBJECTIVES:

- I will teach 1 friend or family member how to play Slam Ball outside of class.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### VALUES PHYSICAL ACTIVITY: SOCIAL INTERACTION

Students recognize the value of physical activity for physical, emotional, and mental health.

- (6) 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.
- (7) Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- (8) Demonstrates respect for self by asking for help and helping others in various physical activities.
- (HS) Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.

#### Social and Emotional Learning Priority Outcomes:

##### RELATIONSHIP SKILLS: EMPOWERMENT

- **(Secondary)** Applies constructive language to encourage self and others in the active pursuit of personal and collective goals.

# SQUARE COURT

## Weekly Learning Targets

### WEEK 2 of 4 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will demonstrate respect for my classmates by playing 2-Square with the spirit of the game.
- I will work to improve my skill and fitness during Volley Tabata practice.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will discuss my action plan for reaching personal goals using constructive and encouraging language.

#### WELLNESS OBJECTIVES:

- I will teach 1 friend or family member how to 2-Square outside of class.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### VALUES PHYSICAL ACTIVITY: SOCIAL INTERACTION

Students recognize the value of physical activity for physical, emotional, and mental health.

- (6) 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.
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#### Social and Emotional Learning Priority Outcomes:

##### RELATIONSHIP SKILLS: EMPOWERMENT

- **(Secondary)** Applies constructive language to encourage self and others in the active pursuit of personal and collective goals.

# SQUARE COURT

## Weekly Learning Targets

### WEEK 3 of 4 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will select a square court game that I can enjoy with my classmates.
- I will use language that motivates others to be active and to enjoy being physical activity with others.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will discuss what it means to be an encouraging friend.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### VALUES PHYSICAL ACTIVITY: SOCIAL INTERACTION

Students recognize the value of physical activity for physical, emotional, and mental health.

- (6) 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.
- (7) Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- (8) Demonstrates respect for self by asking for help and helping others in various physical activities.
- (HS) Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.

#### Social and Emotional Learning Priority Outcomes:

##### RELATIONSHIP SKILLS: EMPOWERMENT

- **(Secondary)** Applies constructive language to encourage self and others in the active pursuit of personal and collective goals.

# SQUARE COURT

## Weekly Learning Targets

### WEEK 4 of 4 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will use physical activity opportunities as a way to spend time with friends and family.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will discuss ways that my personal language reflects kindness.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### VALUES PHYSICAL ACTIVITY: SOCIAL INTERACTION

Students recognize the value of physical activity for physical, emotional, and mental health.

- (6) 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.
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##### RELATIONSHIP SKILLS: EMPOWERMENT

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## Brain & Body Warm-Ups

WEEK 1 of 4

**Volley:** To hit a ball or object up into the air repeatedly without catching it.

*Jackson and Jill were able to volley the ball for a total of 23 consecutively hits.*

**Volley Tabata:** [\[YouTube\]](#)

Perform this Tabata routine with a partner or against a wall. When volleying the ball, keep your fingers pointed toward the ground, play the ball to your partner, or hit it against a wall, and allow 1 bounce before each hit.

20 seconds: Volley back and forth.

10 seconds: Rest

20 seconds: Jumping jacks

10 seconds: Rest

Repeat intervals for 4 minutes.

[Tabata Music on Spotify](#)

## Purposeful Practice

WEEK 1 of 4

**Leader:** A person who guides or influences others.

*Mary demonstrated that she was a good leader by sticking up for a classmate who was bullied.*

**Slam Ball:** [\[YouTube\]](#)

The object is to throw and catch a ball using a hoop or drawn square as a target. First player throws the ball into the hoop and the opponent must catch it. Scoring: 1) Ball does not hit inside the hoop (point for receiver). 2) Ball is not caught by receiving player (point for server). When sharing a hoop with 4 players and the two balls collide, this is a 'slam' and the players that threw each ball switch places and opponents.

## Just for Fun (and health)

WEEK 1 of 4

**Self-Confidence:** a feeling of trust in one's abilities, qualities, and judgment.

*Despite only having one hand, Kevin had self-confidence allowing him to accomplish his goals.*

**Believe In You Video:**

"Step up. If Not You, Who? [\[YouTube\]](#)

Take a few minutes to watch this Believe in You video with Kevin Atlas and reflect on how you can build self-confidence it into your lifestyle.

**Reflection Questions:**

1. What is one challenge you have had to overcome in your life?
2. Who believes in you? How has that person helped you overcome challenges?



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## Brain & Body Warm-Ups

WEEK 2 of 4

**Practice:** To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*Trinity knew that she could improve her skill if she continued to **practice**.*

**Volley Tabata:** [\[YouTube\]](#)

Perform this Tabata routine with a partner or against a wall. When volleying the ball, keep fingers pointed toward the ground, play the ball to your partner, or hit it against a wall.

20 seconds: Volley, 1 Hand Hits Only

10 seconds: Rest

20 seconds: Invisible Jump Rope

10 seconds: Rest

Repeat intervals for 4 minutes.

[Tabata Music on Spotify](#)

## Purposeful Practice

WEEK 2 of 4

**Spirit of the Game:** An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

*Players will need to demonstrate proper etiquette and respect in order to uphold the **spirit of the game**.*

**2-Square:** [\[YouTube\]](#)

Score points by hitting the ball fairly in play, and forcing your opponent to fault (i.e., miss the return, or hit the ball out of bounds). Serves must bounce 1X in the receiving square. Outside lines are in-bounds; the centerline is out-of-bounds. Games can be played to a set point or for a set amount of time.

## Just for Fun (and health)

WEEK 2 of 4

**Action Plan:** A proposed strategy or course of action.

*Our family has an action plan in the event of a fire or natural disaster.*

**Believe In You Video:**

“Aspire to Excellence” [\[YouTube\]](#)

Take a few minutes to watch this video where Kevin Atlas interviews Mark Henry and reflect on his message.

**Reflection Questions:**

1. What goals do you have this year?  
In 5 years? In 10 years?
2. What is your action plan if you encounter obstacles along the way?



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## Brain & Body Warm-Ups

WEEK 3 of 4

**Encouragement:** To support, display confidence, or offer hope to someone.

*Jessie provided **encouragement** to TJ to finish the game strong, even though they were both feeling exhausted.*

**Volley Tabata:** [\[YouTube\]](#)

Perform this Tabata routine with a partner or against a wall. When volleying the ball, keep fingers pointed toward the ground, play the ball to your partner, or hit it against a wall.

20 seconds: Volley, Left Hand Only

10 seconds: 1 Burpee

20 seconds: Volley, Right Hand Only

10 seconds: 1 Burpee

Repeat intervals for 4 minutes.

[Tabata Music on Spotify](#)

## Purposeful Practice

WEEK 3 of 4

**Perseverance:** Determination in doing something despite difficulty.

*Perseverance allowed Jacob to keep trying even when others began to quit.*

**Student Choice:**

Today you can choose which square court game you want to play!

Choose from:

- Slam Ball [\[YouTube\]](#)
- 2-Square [\[YouTube\]](#)

## Just for Fun (and health)

WEEK 3 of 4

**Perspective:** a particular attitude toward or way of regarding something.

*Tina's perspective was to see an opportunity in the challenge she faced.*

**Believe In You Video:**

“Stronger Together” [\[YouTube\]](#)

Take a few minutes to watch this video where Kevin Atlas interviews students and teachers from Paradise High School and reflect on the message.

**Reflection Questions:**

1. What 3 characteristics would describe a “perfect friend”?
2. What can you do this week to encourage or motivate others?



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## Brain & Body Warm-Ups

WEEK 4 of 4

**Relationship:** The way in which two or more people or things are connected.

*Sherri developed strong **relationships** because she respected her friends.*

**Volley Tabata:** [\[YouTube\]](#)

Perform this Tabata routine with a partner or against a wall. When volleying the ball, keep your fingers pointed toward the ground, play the ball to your partner, or hit it against a wall, and allow 1 bounce before each hit.

20 seconds: Volley, 1 Hand Only

10 seconds: 2 Perfect Push-Ups

20 seconds: Volley, 2 Hands Only

10 seconds: 2 Perfect Push-Ups

Repeat intervals for 4 minutes.

[Tabata Music on Spotify](#)

## Purposeful Practice

WEEK 4 of 4

**Etiquette:** A set of customary or acceptable behaviors among members of a group or in a specific setting.

*Bree demonstrated proper **etiquette** while playing 4-square by following the rules of play.*

**Student Choice:**

Today you can choose which square court game you want to play!

Choose from:

- Slam Ball [\[YouTube\]](#)
- 2-Square [\[YouTube\]](#)

## Just for Fun (and health)

WEEK 4 of 4

**Kindness:** The quality of being generous, respectful, and affectionate while demonstrating a genuine concern for the well-being of others.

*People will remember how you make them feel and the **kindness** you give.*

**Believe In You Reflection:**

“Making Kindness a Habit” [\[YouTube\]](#)

Take a few minutes to watch this video where Kevin Atlas interviews Houston Kraft and discusses kindness.

**Reflection Questions:**

1. How can you apply what you learned to your own kindness practice?
2. What are barriers or excuses that prevent someone from being kind?

# SLAM BALL

Square-court games 4 all playgrounds!



## OFFICIAL RULES: SLAM BALL

**What you need:** 1 playground ball per court, 1 square or circular target marked with paint, chalk, cones, floor tape, or a hula hoop

**The object of Slam Ball is to avoid throwing a fault by throwing the ball into the target without hitting a line or hitting outside of the target. A point is scored by your opponent when you throw a fault or drop a ball.**

*Play Rock, Paper, Scissor to see who throws first.*

Start with a throw into the target.

The receiver must catch the throw or a fault is committed and a point is scored by the thrower.

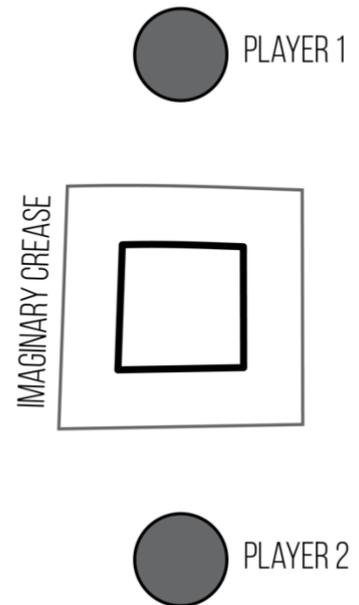
Each throw must travel outside of an imaginary crease 1-giant step outside of the target. Throws cannot bounce over the receiver's head. The focus on the game is accurate throwing and alert catching.

Games can be played to a set point (e.g., 11 points), or for a set amount of time (e.g., 5 minutes).

### **Modify this game for beginners by:**

- Allowing students to catch after 2 bounces
- Creating a larger target

### BASIC SLAM BALL COURT (TARGET THE SIZE OF A HULA HOOP)



# 2-SQUARE

Square-court games 4 all playgrounds!



## OFFICIAL RULES: 2-SQUARE

**What you need:** 1 playground ball per court, 2-Square courts marked with paint, chalk, cones, or floor tape

**The object of 2-Square is to score points by hitting the ball fairly in play, forcing your opponent to fault (i.e., miss the return or hit the ball out of bounds).**

*Play Rock, Paper, Scissor to see who serves first.*

Points are scored on each volley. The player who forces the fault and wins the point also wins the right to serve.

The server drops the ball and serves off a single bounce. Serves must bounce 1 time in the receiving square before being returned over the centerline.

The server gets 1 fault to put the ball fairly into play. On the second fault, the receiver gets a point and the right to serve.

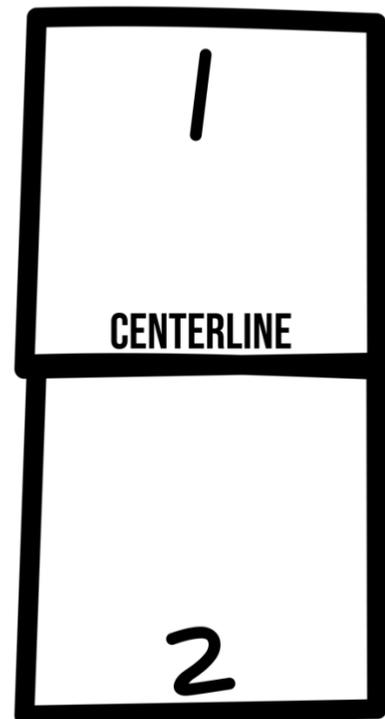
Outside (perimeter) lines are in-bounds; the centerline is out of bounds. If a player hits the centerline, the point is lost.

Games can be played to a set point (e.g., 11 points), or for a set amount of time (e.g., 5 minutes).

### **Modify this game for beginners by:**

- Allowing students to catch and toss the ball into play.
- Allowing the ball to bounce twice before being returned over the centerline.

## BASIC 2-SQUARE COURT [~ 8'X16']



# SQUARE COURT

## Physical Education Vocab

Important words for us to understand and use.

**Action Plan:** A proposed strategy or course of action.

*Our family has an **action plan** in the event of a fire or natural disaster.*

**Encouragement:** To support, display confidence, or offer hope to someone.

*Jessie provided **encouragement** to TJ to finish the game strong, even though they were both feeling exhausted.*

**Etiquette:** A set of customary or acceptable behaviors among members of a group or in a specific setting.

*Bree demonstrated proper **etiquette** while playing 4-square by following the rules of play.*

**Kindness:** The quality of being generous, respectful, and affectionate while demonstrating a genuine concern for the well-being of others.

*People will remember how you make them feel and the **kindness** you display.*

**Leader:** A person who guides or influences others.

*Mary demonstrated that she was a good **leader** by sticking up for a classmate who was bullied.*

**Perseverance:** Determination in doing something despite difficulty.

***Perseverance** allowed Jacob to keep trying even when others began to quit.*

# SQUARE COURT

## Physical Education Vocab

**Perspective:** a particular attitude toward or way of regarding something.

*Tina's **perspective** was to see an opportunity in the challenge she faced.*

**Practice:** To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*Trinity knew that she could improve her skill if she continued to **practice**.*

**Relationship:** The way in which two or more people or things are connected.

*Sherri developed strong **relationships** because she respected her friends.*

**Self-Confidence:** a feeling of trust in one's abilities, qualities, and judgment.

*Despite only having one hand, Kevin had **self-confidence** allowing him to accomplish his goals.*

**Spirit of the Game:** An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

*Players will need to demonstrate proper etiquette and respect in order to uphold the **spirit of the game**.*

**Volley:** To hit a ball or object up into the air repeatedly without catching it.

*Jackson and Jill were able to **volley** the ball for a total of 23 consecutively hits.*

# SQUARE COURT

## Class Discussion Questions

### Physical Activity & Personal Health

#### Question Set 1

- 1) What is purposeful practice?
- 2) How can I use Volley Tabata drills to focus on purposeful practice?

#### Question Set 2

- 1) What is an action plan?
- 2) What would be include in an action plan for improve Square Court Game skills?

#### Question Set 3

- 1) How could you participate in Square Court Games outside of physical education class?
- 2) What could you say to a friend or family member that might convince them to try playing a Square Court Game with you?

#### Question Set 4

- 1) What other physical activities do you do (or could you do) when spending time with family and friends?
- 2) How does being physically active with others make you feel?

### Social & Emotional Health

#### Question Set 1

- 1) What does encouragement sound like?
- 2) Why is it important to encourage others?

#### Question Set 2

- 1) What are 3 ways that you can demonstrate respect?
- 2) Why is it important to respect others?

#### Question Set 3

- 1) What are some words or phrases that help motivate you?
- 2) What is an example of something you might say to help motivate a friend?

#### Question Set 4

- 1) What does kindness sound like?
- 2) Talk about a time when someone showed you kindness and give details about how it made you feel?

# SQUARE COURT

## Activity Log

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 1:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Go Be Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**GIANT ENJOYMENT**



Circle if you had  
**AVERAGE ENJOYMENT**



Circle if you had  
**SO-SO ENJOYMENT**

### Check-In Chat

*[Respond to the question below with 2 or 3 sentences.]*

> What was the biggest benefit of your physical activity choices this week?

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# SQUARE COURT

## Activity Log

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 2:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Go Be Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**GIANT ENJOYMENT**



Circle if you had  
**AVERAGE ENJOYMENT**



Circle if you had  
**SO-SO ENJOYMENT**

### Check-In Chat

*[Respond to the question below with 2 or 3 sentences.]*

> Think about the food that you ate this week. What was your favorite nutritious whole food and how did your body benefit from you eating that food?

# SQUARE COURT

## Activity Log

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 3:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Go Be Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**GIANT ENJOYMENT**



Circle if you had  
**AVERAGE ENJOYMENT**



Circle if you had  
**SO-SO ENJOYMENT**

### Check-In Chat

*[Respond to the question below with 2 or 3 sentences.]*

> What barrier to being physically active did you overcome over the past 3 weeks? How did you overcome it?

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# SQUARE COURT

## Activity Log

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 4:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Go Be Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**GIANT ENJOYMENT**



Circle if you had  
**AVERAGE ENJOYMENT**



Circle if you had  
**SO-SO ENJOYMENT**

### Check-In Chat

*[Think – think some more – and then express yourself through writing, art, or with a selfie video.]*  
> There are many reasons to be physically active. Can you make a list of your reasons for being active?

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# SQUARE COURT

## 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.

*The table below offers UDL adaptations and suggestions.*

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Use a variety of different playground balls (size, material, weight, colors, etc.). Allow students to explore and choose from the options.</li> <li>• Use large, brightly colored organizational markers and lines to help clearly define courts.</li> <li>• Use different colored cones or spots to desired student placement and positioning.</li> <li>• Use spot markers to create travel routes.</li> </ul>	<ul style="list-style-type: none"> <li>• Change directions and expectations to reflect equity of skill acquisition, mobility, and fitness level.</li> <li>• Vary movement expectations to increase equity. For example, allow different volleying alternatives.</li> <li>• Adapt body positioning to student needs. For example, modify the activity to move while sitting, lying, or prone.</li> </ul>	<ul style="list-style-type: none"> <li>• Visually mark/define space in the activity area with visual markers like cones, spot markers, visual signs/cues.</li> <li>• If indoors, adjust lighting (e.g., brighter or lighter).</li> <li>• Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Be flexible. Adjust as needed. One size doesn't fit all.</li> <li>• Establish consistent, predictable routines.</li> <li>• Be concise. Speak slowly &amp; clearly with a well-defined beginning &amp; end.</li> <li>• Give 1-step vs multiple-step directions.</li> <li>• Provide time for students to process instruction.</li> <li>• Give choice to motivate students.</li> <li>• Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.</li> </ul>

*When UDL adaptations are not enough for accessing and developing equitable learning activities and assessments, and you feel that you need to do more for individual students, reach out to providers on the students' IEP Teams. You can also reach out to your school's curriculum resource department in order to see how else you can modify instructional delivery to meet students' needs. Students who have an IEP or a 504 will oftentimes have specific modifications and accommodations in their IEP based on individual needs.*