



TOSS 3

STUDENT TARGETS

- **Skill:** I will accurately toss and catch with a partner.
- **Cognitive:** I will identify ways to build trust with my teammates.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will demonstrate etiquette and respect in order to work cooperatively with teammates.

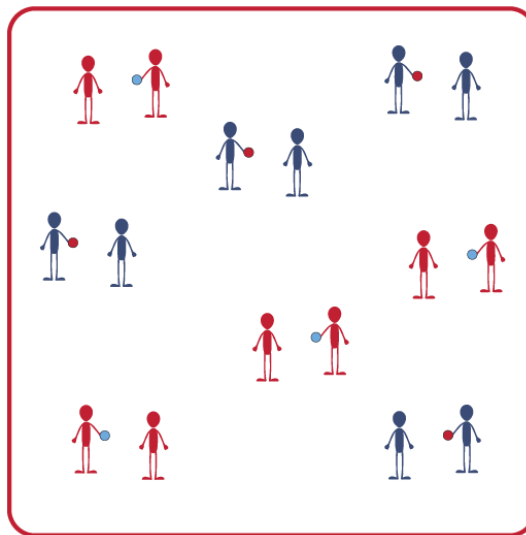
EQUIPMENT & SET-UP

Equipment:

- 1 ball per 2 students
- 4 cones
- Music and music player

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Create pairs of students.
- Scatter pairs of students throughout activity area. Each pair with a ball.



ACTIVITY PROCEDURES

1. Today we're going to focus on creating open space while tossing and catching with a partner.
2. The object of Toss 3 is to work with as many different classmates as you can while the music is playing. When the music starts, the partner with the ball will begin with a toss. Each pair will make 3 tosses. The partner who now has the ball will travel and find a new partner who does not have a ball.
3. You continue to find a new partner after each set of 3 passes.
4. We are now going to play Toss 3 using some other skills. For the next few rounds, instead of tossing and catching we will move the ball to our partner using other sport skills.
 - Use Soccer passes. Can be continuous passes or you can trap the ball before passing it back.
 - Use Volleyball forearm passes (bump). Can be continuous bumps or you can catch the ball before passing it back.
 - Use Roundnet spikes. The ball will bounce one time after being spiked and partner will catch it before spiking it back to partner.
5. You will continue to find a new partner after 3 passes, bumps, or spikes.
6. When the music stops be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

- **Level 1:** Focus on working with as many different teammates as possible.
- **Level 2:** Discuss using both verbal and non-verbal communication with teammates. Play a round using only non-verbal communication.

TEACHING CUES

- **Cue 1:** Look at your partner to ensure they are ready before making a toss/pass: their hands are up and their eyes are looking at you.
- **Cue 2:** Look for both verbal and non-verbal communication from potential partners.



TOSS 3 (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Use modified equipment as needed (e.g., foam ball, balloon or beach ball with bell attached).
- **UDL 2:** Use verbal cues and visual aids along with demonstrations.
- **UDL 3:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Etiquette, Cooperation, Communication, Trust

PRIORITY OUTCOMES

Etiquette:

- **(Grades 9-12)** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe proper etiquette in physical education class?
- **DOK 2:** How does demonstrating etiquette and respect impact trust amongst teammates?



SEE IT, DEFEND IT

STUDENT TARGETS

- **Skill:** I will move to create open space when I do not have an object in my hand.
- **Cognitive:** I will describe what it means to make a commitment to a team.
- **Fitness:** I will stay actively engaged throughout in order to increase my heart rate.
- **Personal & Social Responsibility:** I will discuss actions that show commitment to working toward a team goal.

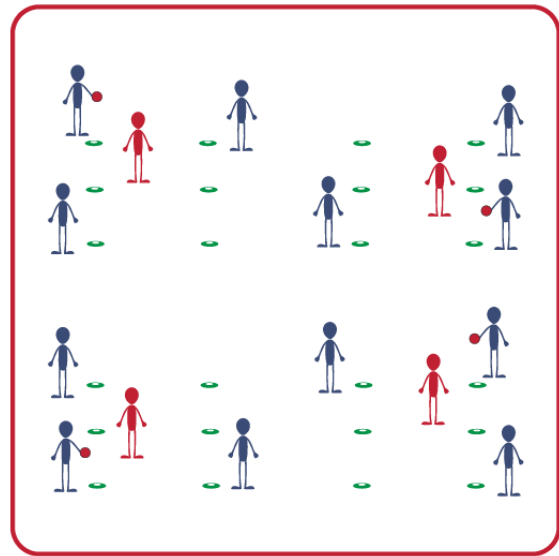
EQUIPMENT & SET-UP

Equipment:

- 6 low profile cones per group
- 1 tossable object per group (offer a variety for students to choose from: foam ball, football, etc.)

Set-Up:

- Create activity areas that are approximately 15-20 feet.
- Place the low-profile cones on the ground so that they look like the number 6 on a die, with three on each side.
- Create groups of 3-4 students, with each group in their own activity area.
- Each group chooses one object to throw from the options provided.



ACTIVITY PROCEDURES

1. This activity is called See It, Defend It. The object of the game is to move and create open space so that teammates can throw you a pass.
2. Each person in your group will begin standing by one of the 6 cones, which will leave a few cones that are empty. One person will begin holding the object you have chosen to use.
3. On the start signal, the person with the object will throw it to someone else in the group. After throwing the object, the thrower will immediately move to another open cone. This will continue as you work to see how many successful throws your team can complete in a row.
4. We will now add in a defender who can try and disrupt the passes in a “keep away” style of game. One of your teammates will stay in the middle of the activity area (and not by a cone) until they can intercept or knock the ball away during a pass. But the defender cannot guard the person with the ball. Once they are able to disrupt a pass, they will trade spots with the thrower. *Teachers: switch out the defender after about 1 minute if they were not able to successfully disrupt a pass.*
5. When you hear the stop signal, we will discuss our successes and challenges before we play again.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above, with a focus on committing as a team to achieve the highest number of passes in a row as possible.
- **Level 2:** Allow defenders to guard the person with the object, with a focus on teammates taking leadership roles that help improve the team.

TEACHING CUES

- **Cue 1:** Step in opposition when throwing a pass to a teammate.
- **Cue 2:** Communicate with respectful and encouraging language.
- **Cue 3:** Move to an open cone as quickly as possible after each throw and get back into an athletic stance that is ready to receive a pass.



SEE IT, DEFEND IT (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Open Space, Close Space, Commitment, Communication, Teamwork

PRIORITY OUTCOMES

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

- **DOK 1:** Can you describe what it means to make a commitment to a team?
- **DOK 2:** What does it look like and sound like to commit to creating positive team culture? How many actions can you list that show commitment to working toward a team goal?
- **DOK 3:** Why are communication and commitment important within a team when working to create space during an invasion game? What strategies did your team use that were successful?



CATAPULT

STUDENT TARGETS

- **Skill:** I will demonstrate communication and teamwork during this activity.
- **Cognitive:** I will describe ways for myself and my classmates to be accountable for our actions.
- **Fitness:** I will discuss the health-related fitness component addressed by each role.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by showing accountability during the game and encouraging others.

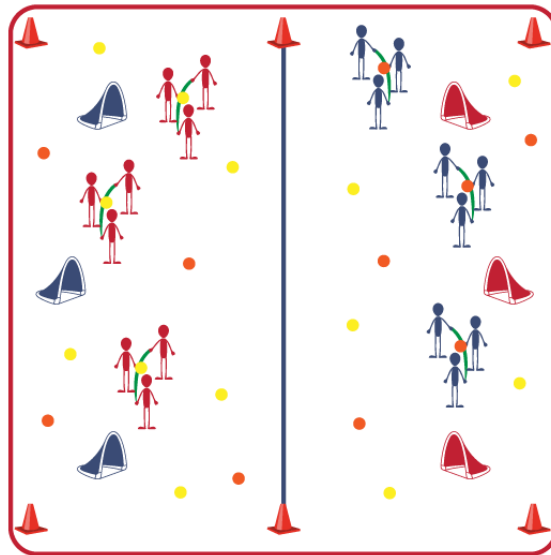
EQUIPMENT & SET-UP

Equipment:

- 4-6 each of Multi-Purpose Goals, Pop-up Goals, or Hockey Goals
- 20-30 Foam Balls (offer a variety of sizes for students to choose from)
- Elastic Bands (to use as launchers)

Set-Up:

- Create a large activity space and divide it in half.
- Scatter the goals evenly on both halves of the activity space (with an even number of each type of goal on both sides).
- Have a variety of balls spread out on the perimeter of the activity space.
- Divide the class into two even teams. Each student begins as a Launcher, Holder, or Retriever for their team.



ACTIVITY PROCEDURES

1. This activity is called Catapult. The object of the game is to work together to use your band like a slingshot to launch a ball into the other team's goal.
2. Everyone has a role for their team: a Launcher, a Holder, or a Retriever. The Holders will work with a partner to hold each end of the band. The Launchers will sit on the ground between the two Holders, lean back when they have a ball and release it to launch the ball towards the other side while aiming for one of the goals. The Retrievers are responsible for getting balls to the Launchers as quickly as possible during the game. You will switch roles every minute or so with your teammates.
3. On the start signal, each Retriever will go and get a ball to bring back to a Launcher. They will continue to move as quickly as they can to bring back a ball and ensure the Launchers get as many chances to score a "goal" as possible until you hear the signal to switch roles within your team.
4. After a 5-minute game, we will determine how many goals each team made to see which team earned the most points. We will then switch sides and play a second round.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above. Focus on students leading by example and being accountable for their responsibilities during each role.
- **Level 2:** Play as described above but allow one student from each team to have a noodle and act as a defender. Focus on student accountability for performing each role safely.

TEACHING CUES

- **Cue 1:** Communicate with your team so that everyone is ready and working together to release the ball safely.
- **Cue 2:** If you are a Launcher, keep a light grip on the ball for a clean release.



CATAPULT (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed (e.g., different weights, colors, and sizes).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Target, Control, Force, Accountability, Cooperation, Health-related Fitness

PRIORITY OUTCOMES

Communication:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

Manipulative Skills:

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

DEBRIEF QUESTIONS

- **DOK 1:** What is accountability? Can you describe an example of accountability?
- **DOK 2:** What does it look like and sound like when a person owns their responsibilities?
- **DOK 3:** What does it mean when a person leads by example? How is that related to accountability?



4 CORNERS

STUDENT TARGETS

- **Skill:** I will combine locomotor skills with throwing and catching.
- **Cognitive:** I will identify how a team can communicate in an honest and respectful way.
- **Fitness:** I will demonstrate a variety of skill-related fitness components.
- **Personal & Social Responsibility:** I will communicate with teammates using respectful language.

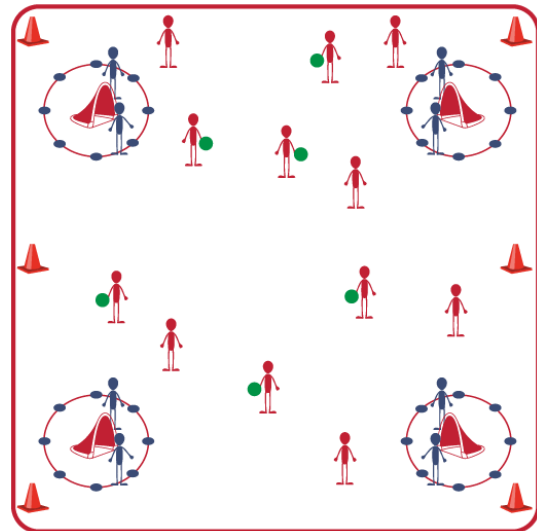
EQUIPMENT & SET-UP

Equipment:

- 4 goals (for up to 24 players)
- 1 ball or disc per pair
- 32 spot markers

Set-Up:

- Create a large activity area and place a goal in each of the 4 corners of the area.
- Place 8 spot markers in a circle around each goal, approximately 5 paces from the goal.
- Create pairs of 2 students. Send 1 pair to each of the 4 goals to begin as goalies. All other pairs begin scattered in area with a ball or disc.



ACTIVITY PROCEDURES

1. This activity is called Four Corners. The object is for you and your partner to work cooperatively to score at any of the 4 goals.
2. The first round of play will be team handball style. We'll begin on the start signal. You'll pass and move the ball between you and your partner toward a goal, and then shoot the ball from behind the spot markers.
3. If you score a goal, switch places with the goalies. They'll begin to pass and move your ball to a new goal while you and your partner defend the goal you just scored on.
4. If goalies block a shot, the shooting team must get their ball and move to a different goal before taking another shot.
5. *Teacher Note: Have goalies rotate out with another team every few minutes to ensure that one team isn't working as goalies for the entire game.*
6. When you hear the stop signal get ready for new instructions.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above. Focus on using respectful communication with teammates while moving the object towards a goal.
- **Level 2:** Play using a disc instead of a ball. Each team must respectfully communicate one offensive or defensive strategy that worked well, or that they could improve upon, with each other before moving towards another goal.

TEACHING CUES

- **Cue 1:** Apply "ultimate" rules during this activity: 1) at least 3 passes before scoring; 2) "soft defense" when guarding someone with the object; 3) no moving through space if you have the object, but pivoting is allowed.
- **Cue 2:** Communicate with teammates in a positive and respectful way.



4 CORNERS (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of activity space/court.
- **UDL 2:** Provide a variety of equipment for students to choose from (e.g., different sizes, colors, and weights).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Play the game without goalies, focusing on traveling with the ball and shooting.
- **UDL 6:** Utilize brightly colored boundaries when possible.

ACADEMIC LANGUAGE

Offense, Defense, Communication, Respect, Goalie

PRIORITY OUTCOMES

Manipulative Skills:

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

- **DOK 1:** What are different ways that a team can communicate?
- **DOK 2:** Why is communication important for a team to be successful?
- **DOK 3:** What does it mean to be respectfully honest? Why is it important to allow others to speak in a respectfully honest way?



FLAG 4 TO SCORE

STUDENT TARGETS

- **Skill:** I will apply offensive and defensive strategies to assist my team to move the ball and score.
- **Cognitive:** I will describe how to be accountable for my words and actions.
- **Fitness:** I will stay actively engaged throughout the game in order to increase my heart rate.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by showing accountability for my words and actions during the game.

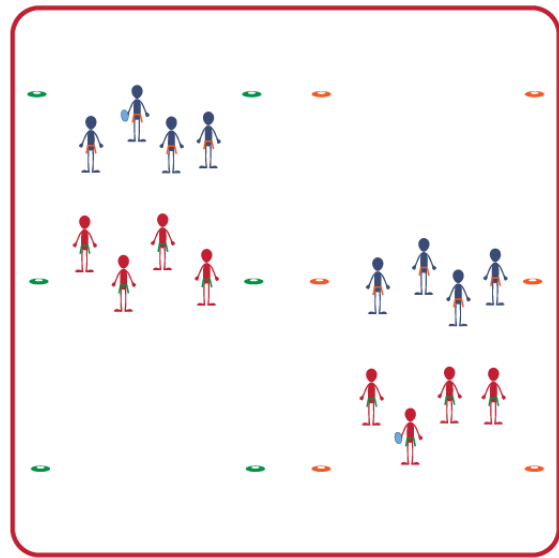
EQUIPMENT & SET-UP

Equipment:

- Cones to create an activity space for each group
- 1 flag belt per student
- 1 ball for each group (offer a variety of sizes and weights for students to choose from: foam ball, football, etc.)

Set-Up:

- Create activity areas that are approximately 20-30 feet using cones.
- Create teams of 4-5 students, with 2 even teams in each activity area.
- All students begin wearing a flag belt, and each group chooses one object to throw from the options provided.



ACTIVITY PROCEDURES

1. This activity is called Flag 4 to Score! This is a modified game of flag football, where the object is to score a touchdown with a maximum of only 4 passes. (Teams cannot run the football – only pass.)
2. Teams play Rock, Paper, Scissors to determine which team will get the ball first. Play starts on the winning team's endline. Both teams line up like football teams set for a play. One person on offense is the quarterback, all other teammates are receivers. Change quarterbacks with each possession.
3. The quarterback says "Ready, set, hike!" to begin play. Receivers attempt to get open for a pass. Defenders cannot "rush" the quarterback, but can stand and move their arms to try and block/deflect.
4. If a pass is completed, the receiver is allowed to take 4 steps maximum with the ball. If their flag is pulled, they stop immediately and teams then line up for another play from that spot. Repeat until the team scores or runs out of downs (more than 4 passes).
5. On an interception, the other team takes possession at the spot where it is caught.
6. If a team is on 4th down, they have the option of going for the score or "punting." Punting simply gives the other team the ball at their end to start.
7. If a team fails to score on 4th down, play begins at the spot of the last play. So, it may be an advantage to punt if the offensive team has failed to move the ball up field.

GRADE LEVEL PROGRESSION

- **Level 1:** Focus on teams communicating in a positive way to hold each other accountable for their words and actions.
- **Level 2:** Defenders can now rush the quarterback after a "7 Mississippi" count. Challenge teams to lead by example and demonstrate respect to not rush the quarterback early.

TEACHING CUES

- **Cue 1:** Communicate with your team using positive language.
- **Cue 2:** Evade defenders to create space, and shadow attackers to deny space.



FLAG 4 TO SCORE (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Allow student choice of equipment that is a variety of sizes, colors, and weights.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Pass, Incomplete, Boundary, Teamwork, Accountability

PRIORITY OUTCOMES

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

Social Interaction:

- **(Grades 9-12)** Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe being accountable for your words and actions?
- **DOK 2:** Why is it important to be accountable with your teammates?
- **DOK 3:** Describe how you could communicate in a positive and respectful way with a teammate who you feel isn't owning their responsibilities.



SWITCH

STUDENT TARGETS

- **Skill:** I will demonstrate throwing and catching cues to pass and shoot accurately.
- **Cognitive:** I will identify how focus is related to team success.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will demonstrate the concept of Team > (greater than) Self by focusing on team successes instead of individual successes during the activity.

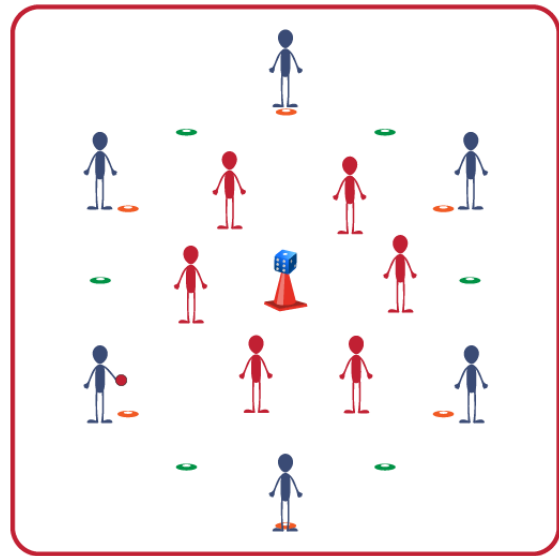
EQUIPMENT & SET-UP

Equipment:

- 1 target per 12 students (cone with a ball or die on top)
- 1 ball per 12 students
- 8-12 spot markers per 12 students
- 6 pinnies or colored wristbands (same color) per 12 students

Set-Up:

1. Create 1 activity area per 12 students with a target in the center of each area.
2. Use spot markers to create a shooting circle 6-8 feet from target. This delineates the offensive area (outside of the spots) and the defensive area (inside the spots).
3. Create teams of 6 students. One team begins inside the spots on offense and one team begins outside the spots on defense.
4. One team will begin with pinnies or colored wristbands to identify their team.



ACTIVITY PROCEDURES

1. This activity is called Switch. The object of the game is for the offense to score a goal (teacher's choice: soccer, handball, or basketball style). Three passes must be made before a shot is taken at the target.
2. When a goal is scored or an interception is made (defense gains possession), players yell "SWITCH!" On this signal, teams switch positions; offense becomes defense and defense becomes offense. But remember, play doesn't stop while players rotate in/out so you will need to move quickly and be ready!
3. Defensive teams must stay inside the spot markers but may move throughout the defensive area. Offense must stay outside spot markers but may move throughout the offensive area. If a player breaks this rule 3 times, she/he must sit out for 1 minute while the other team has a Power Play.
4. Continue play until you hear the stop signal.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Add a second ball to the activity. Teams will need to be extra focused to ensure safety and success with the second ball in play.

TEACHING CUES

- **Cue 1:** Move quickly when switching between offense and defense to get into position.
- **Cue 2:** Use communication skills to help your team work together successfully.
- **Cue 3:** Stay focused in order to anticipate offensive/defensive positioning and scoring opportunities.



SWITCH (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

ACADEMIC LANGUAGE

Pass, Shoot, Advantage, Accuracy, Focus

PRIORITY OUTCOMES

Manipulative Skills:

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

- **DOK1:** What is focus and how is it related to success?
- **DOK 2:** What does it look like when a person is focused on team results? What team focused strategies could help you gain an offensive advantage?
- **DOK 3:** What does Team > (greater than) Self mean? How can you demonstrate that concept during the game of Switch?



ULTIMATE FROLF

STUDENT TARGETS

- **Skill:** I will use a combination of skills and movement concepts to create open space.
- **Cognitive:** I will describe how trust between teammates can lead to team success.
- **Fitness:** I will remain actively engaged in order to enhance my fitness level.
- **Personal & Social Responsibility:** I will work to earn the trust of my teammates during this activity.

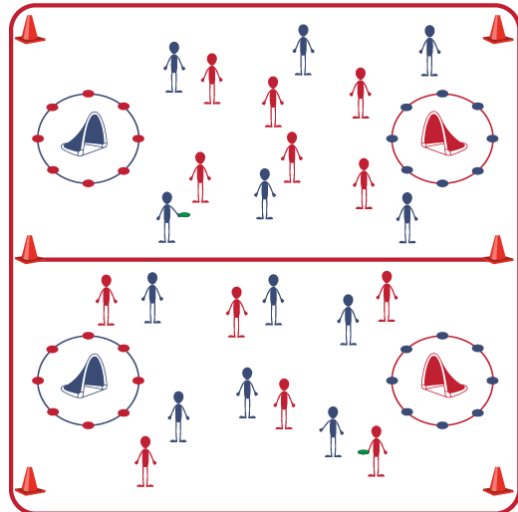
EQUIPMENT & SET-UP

Equipment:

- 2 goals per 12 students
- 1 foam disc per 12 students
- 12 spot markers per goal
- 4 large cones per activity space
- 6 pinnies or colored wrist bands per 12 students

Set-Up:

1. Create a large activity area using large cones.
2. Set up goals 5-8 feet from each end line.
3. Create a shooting circle around each goal using spot markers.
4. Create teams of 6 students, with 2 teams beginning in each activity space.
5. One team in each activity area will begin wearing pinnies or colored wrist bands.



ACTIVITY PROCEDURES

1. This activity is called Ultimate Frolf, which is played similarly to Team Handball but with a foam disc. The object of the game is for your team to score more points than your opponent scores before the stop signal. You'll use the skills and strategies we've learned in previous activities to work as a team on both offense and defense.
2. There are a few important rules:
 - A point is scored each time the disc goes in the other team's goal.
 - Play begins with a throw from midfield: the starting player stands at midfield and passes to a teammate. This starts the game and is the way players should restart play after each goal.
 - If the disc goes out of bounds, restart with a throw-in: a player standing on the sideline or end line throws the foam disc to a teammate who is in bounds.
 - Defense must be 5 paces away from the player performing every throw-off and throw-in.
 - No contact between players is allowed. Defense must stay an arms-length from the player with the disc.
 - Defense cannot touch the disc when an offensive player has control.
 - Passes and shots can be intercepted/knocked down with hands and arms.
 - Offense can take 3 steps with the disc and/or hold the disc for no more than 3 seconds.

GRADE LEVEL PROGRESSION

- **Level 1:** Complete activity as described above. Challenge teams to work on building trust by communicating with respect during the game.
- **Level 2:** Change possession if the ball hits the ground after a pass (a shot at the goal is not considered a pass).

TEACHING CUES

- **Cue 1:** Move quickly when switching between offense and defense to get into position.
- **Cue 2:** Use positive communication to encourage teammates and help your team work together.



ULTIMATE FROLF (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

ACADEMIC LANGUAGE

Movement Concepts, Trust, Communication, Strategy

PRIORITY OUTCOMES

Movement Concepts:

- **(Grades 9-12)** Uses movement concepts and principles to analyze and improve performance of self and others in a selected skill.

DEBRIEF QUESTIONS

- **DOK1:** What is trust and why is trust an important part of being a team?
- **DOK 2:** What does it look like to be open to trusting others on your team?
- **DOK 3:** Describe a scenario when you felt like you or a teammate were being trustworthy during the game. How did it impact the overall success of your team?



3V3 BOUNCE BALL

STUDENT TARGETS

- **Skill:** I will move into open space to get open for a pass from my teammate.
- **Cognitive:** I will discuss how honest communication can impact the success of strategies and tactics during game play.
- **Fitness:** I will increase my heart rate by actively engaging in activity.
- **Personal & Social Responsibility:** I will communicate with teammates using respectful language.

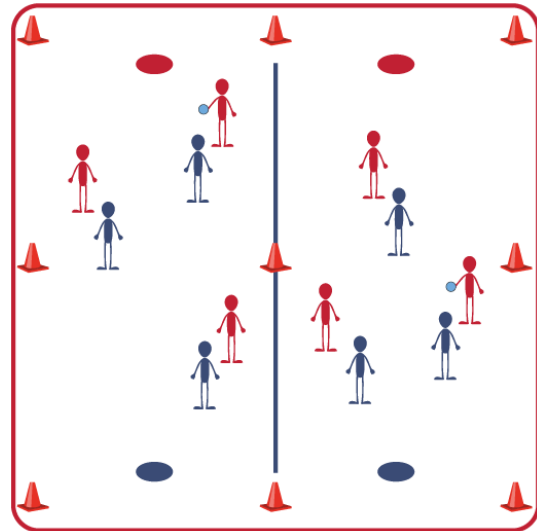
EQUIPMENT & SET-UP

Equipment:

- 1 basketball per 6 students
- Cones to create grids per 6 students
- 3 pinnies or colored wristbands per 6 students
- 2 spot markers per grid

Set-Up:

- Create 1 large grid per 6 students.
- Position a spot marker at each end of the grid as “baskets”.
- Create teams of 3 and have 2 teams start at each grid. One team of 3 with pinnies or colored wristbands.
- Teams at each grid will play Rock, Paper, Scissors to see who begins with the ball.



ACTIVITY PROCEDURES

1. This activity is called 3v3 Bounce Ball. It is a modified basketball game where each team will score a point by bouncing the ball on their team's spot marker.
2. The goal of this activity is to score more points than your opponent during each 5-minute game.
3. On the start signal, you will play an opposing team for 5 minutes. A team must complete at least 3 passes before attempting to score. Teams must use “soft defense” when guarding the person with the ball and should be an arm's length away (approximately 3 feet).
4. The team with the most points at the end of each game will stay, and the opposing team will move and find a new team to play against. If the score is tied on any court when time expires, play Rock, Paper, Scissors to determine the winner.
5. We will continue to play until time runs out. The team who earned the most total points will be the winners!

GRADE LEVEL PROGRESSION

- **Level 1:** Identify courts/grids that are higher intensity and lower intensity. Allow students to communicate their choice of intensity level, setting them up for challenge, success, and fun.
- **Level 2:** Have each team identify a communication strategy they used and discuss why it was (or was not) successful during the game.

TEACHING CUES

- **Cue 1:** Communicate with teammates to assist with successfully moving the ball on offense.
- **Cue 2:** Help and encourage others by demonstrating sportsmanship.
- **Cue 3:** Play with purpose but have fun!



3V3 BOUNCE BALL (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of activity space/court.
- **UDL 2:** Use modified equipment as needed (e.g., foam ball, playground ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Target, Teamwork, Strategy, Communication, Honesty

PRIORITY OUTCOMES

Manipulative Skills:

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Working with Others:

- **(Grades 9-12)** Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

- **DOK 1:** What is honest communication?
- **DOK 2:** How can honest communication impact the success of strategies and tactics during game play for your team?