



## 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.

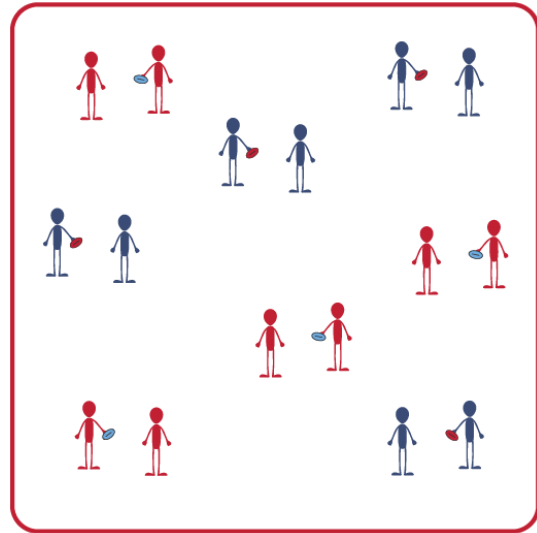
### EQUIPMENT & SET-UP

#### Equipment:

- 1 object per 2 students (e.g., football, foam ball, bean bag)
- 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 overhand 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 an overhand throw. Each pair will make 3 passes. The partner who now has the ball will travel and find a new partner who does not have a ball. The partner without the ball will travel and find a partner who does have a ball.
3. You continue to find a new partner after each set of 3 passes.
4. Make sure you are communicating with your classmates while moving to open space when you need a new partner.
5. 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.
- **Cue 3:** Try and pass with as many different partners as possible.



## TOSS 3 (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Use modified equipment as needed (e.g., foam ball, yarn ball, etc.).
- **UDL 2:** Use verbal cues and visual aids along with demonstrations.
- **UDL 3:** Use peer partners as appropriate.
- **UDL 4:** Modify the size of the activity area as needed.

### ACADEMIC LANGUAGE

Etiquette, Cooperation, Communication, Trust, Leadership

### PRIORITY OUTCOMES

#### **Etiquette:**

- Identifies the rules and etiquette for physical activities/games and dance activities.

#### **Working with Others:**

- Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

### 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?



## 4 DOWN FRENZY

### STUDENT TARGETS

- **Skill:** I will demonstrate defensive strategies and tactics for flag football.
- **Cognitive:** I will identify the importance of closing space when on defense.
- **Fitness:** I will stay actively engaged and show quick transitions from offense to defense.
- **Personal & Social Responsibility:** I will use positive language to encourage my teammates.

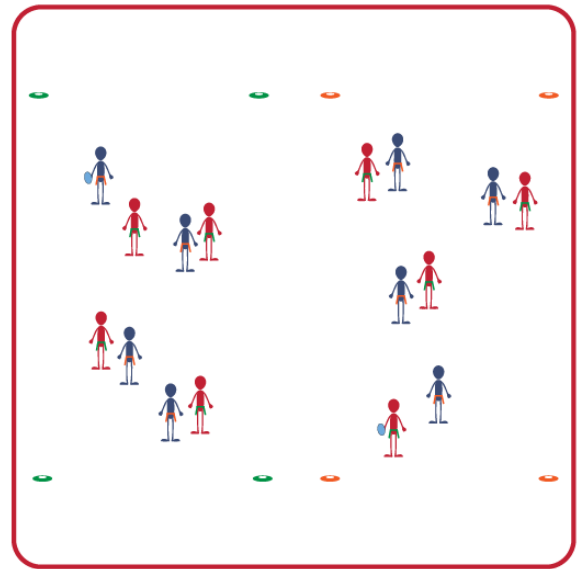
### EQUIPMENT & SET-UP

#### Equipment:

- 1 football per group of 8 (or other tossable object)
- 4 cones per group of 8
- 1 flag belt per student

#### Set-Up:

- Create teams of 4 students. Each student wears a flag belt.
- Assign two teams and a football (or tossable object of their choice) to each activity space.
- Each activity space should use 4 cones for corner boundaries in approximately a 10 yard field (40' x 20' rectangle).



### ACTIVITY PROCEDURES

1. Today's activity is called 4 Down Frenzy. The object of this game is to score more points than the other team.
2. Points are earned by completing 4 consecutive passes. In order to complete the pass, the person must catch and control the ball. Decide which team will start on offense. Each person on the defense will decide who they are guarding.
3. The offense will attempt to complete 4 passes while moving around the activity space. When the offense completes its first pass, they yell, "First down!" Then, "Second down!" on their second pass and so on. On their fourth completion, they yell, "Touchdown!" Teams score 7 points for each "Touchdown" they score.
4. The defense will attempt to knock down or intercept the passes. The defense can also pull the flag of the person with the ball.
5. Students who have the ball can move with it, but no more than 5 steps.
6. Teams will switch roles from offense to defense if:
  - A "Touchdown" is scored.
  - The ball hits the ground.
  - The offense takes the ball out of bounds.
  - The defense intercepts it.
  - The runner with the ball gets their flag pulled.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play without flag belts. Teams are identified with pinnies and tag instead of pulling flags.
- **Grades 7 & 8:** Play as described above.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Shadow offensive players to deny space and evade defenders to create space.



## 4 DOWN FRENZY (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use tossable objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Catch, Interception, Defend, Encourage, Advantage

### PRIORITY OUTCOMES

#### **Movement Concepts:**

- Closes space to create an advantage or with a specific purpose in dance, fitness, and sport activities.
- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

### DEBRIEF QUESTIONS

- **DOK 1:** What does it mean to close space when on defense?
- **DOK 2:** How could closing space give your team a strategic advantage?
- **DOK 3:** If the defense was successfully closing space and you were on offense, what are some strategies you would use to create open space for yourself or your teammates?



## CATCH AND SCORE

### STUDENT TARGETS

- **Skill:** I will apply movement concepts to safely chase or flee from my partner.
- **Cognitive:** I will identify ways to safely move when chasing or fleeing.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will demonstrate leadership skills and communicate in a respectful way with my teammates.

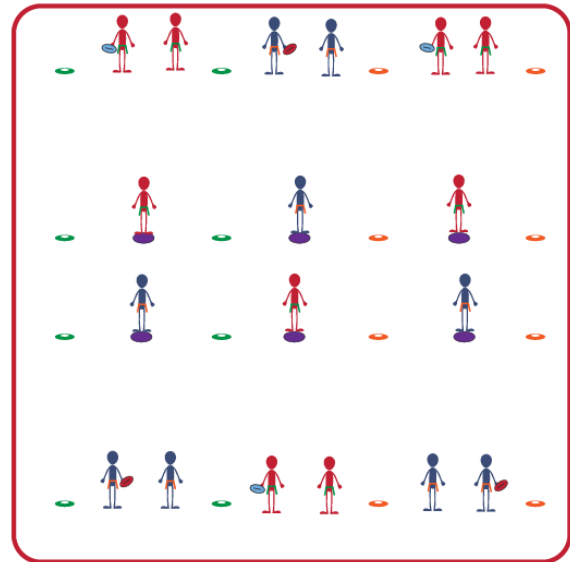
### EQUIPMENT & SET-UP

#### Equipment:

- 1 football (or any tossable object) per 3 students
- 1 flag belt per student
- Low profile cones for endlines; 4 boundary cones per 3 students
- 1 spot marker per 3 students

#### Set-Up:

- Create groups of 3 students. All students will be wearing a flag belt.
- Set up endlines with low profile cones on each side of the activity space. Place 4 boundary cones and a spot marker about 30 feet (10 yards) away to delineate where receivers begin.
- Each group will begin with 2 students standing on the endline (Quarterback and the Defender), and 1 student facing them on a spot marker (Receiver). Quarterback begins with a football (or other tossable object).



### ACTIVITY PROCEDURES

1. This activity is called Catch and Score. The object of the game is for the receiver to make it across the end line without getting their flag pulled.
2. You will begin with the Quarterback and Defender standing on the end line. The Quarterback will have a football. The Receiver will begin by a spot marker facing their teammates.
3. On the start signal, the Quarterback will throw the ball to the receiver. Once the ball is caught (or picked up if not caught), the receiver will try to score by getting across the endline without getting their flag pulled, going out of bounds, or falling to the ground. Both the Quarterback and the Defender will attempt to pull the Receiver's flag, but cannot move from the endline until the Receiver has the ball and is moving towards them.
4. 1 point is earned each time the person with the ball can successfully make it across the endline without getting their flag pulled.
5. You will continue to rotate positions after each attempt to pass and score. Quarterback moves to Receiver, the Defender moves to Quarterback, and the Receiver moves to Defender.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play without a Defender, and only the Quarterback can pull the flag of the Receiver.
- **Grades 7 & 8:** Play as described above. Shorten or lengthen the field as needed.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Pull down on the flag when trying to pull the flag belt from your partner.
- **Cue 3:** Be aware of your surroundings and keep your eyes up in order to move safely through the activity space.
- **Cue 4:** Remember to show respect and hand the flag back to your partner after you pull it.



## CATCH AND SCORE (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease or increase the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Quarterback, Defender, Receiver, Leadership, Communication

### PRIORITY OUTCOMES

#### **Locomotor Skills:**

- Combines locomotor skills with movement concepts in dance, fitness, and sport environments.

#### **Social Interaction:**

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you describe what leadership is?
- **DOK 2:** Did you or any of your teammates demonstrate leadership during the activity? Give an example and describe how it was leadership.
- **DOK 3:** If a group or team isn't finding success, how could one or more teammates stepping up as a leader potentially lead to the team being successful? What would communication from a leader sound like?



## 4 DOWN FOOTBALL

### STUDENT TARGETS

- **Skill:** I will demonstrate offensive strategies and tactics for flag football.
- **Cognitive:** I will identify the importance of creating space when on offense.
- **Fitness:** I will stay actively engaged and show quick transitions from offense to defense.
- **Personal & Social Responsibility:** I will use positive language to encourage my teammates.

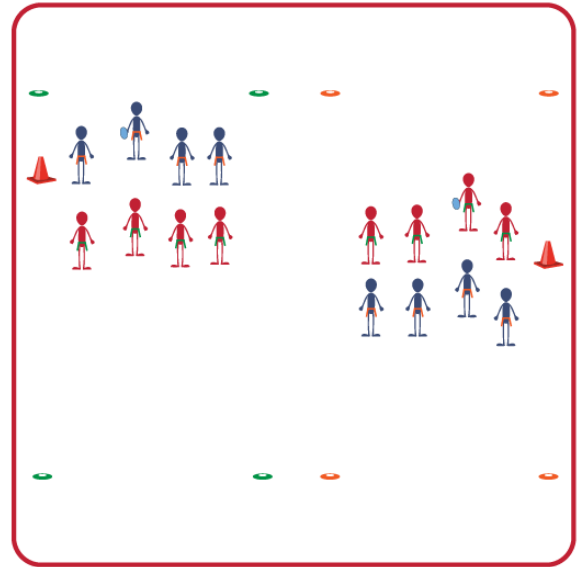
### EQUIPMENT & SET-UP

#### Equipment:

- 1 football per group of 8 (or other tossable object)
- 5 cones per group of 8
- 1 flag belt per student

#### Set-Up:

- Create teams of 4 students. Each student wears a flag belt.
- Assign two teams and a football (or tossable object of their choice) to each activity space.
- Each activity space should use cones for boundaries in approximately a 40' x 20' rectangle. This activity is played "half court style" with only one end of activity space identified as an end zone.



### ACTIVITY PROCEDURES

1. Today's activity is called 4 Down Football. The object of this game is to score more points than the other team.
2. Points are earned by moving the ball from the starting line to the end zone. Teams will only have 4 plays (downs) to score.
3. Decide which team will start on offense. The line of scrimmage will be marked by the cones. The teams will line up on the line of scrimmage and the quarterback will yell, "Hut!" to start the game.
4. Once the play starts, everyone will move towards the end zone to try to get open for a pass. There are no handoffs or blocking. The defense will attempt to knock down or intercept their passes. The defense can also pull the flag of the person with the ball.
5. Once a catch is made, students may run towards the end zone until their flag gets pulled (or falls off), until they fumble, or run out of bounds with the ball. The next play will happen from that spot.
6. If there is an incomplete pass, then return to the previous line of scrimmage spot.
7. There is no blitzing. The defense may rush the quarterback after a "7 Mississippi" count. Once the quarterback gets rushed by the defense, then the quarterback can run with the ball.
8. Teams switch roles if a touchdown is scored, have utilized all 4 downs, or if the defense intercepts the ball. Go back to the starting line with each possession change.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play without flag belts. Teams are identified with pinnies and the play stops once a student catches the ball.
- **Grades 7 & 8:** Play as described above.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Shadow offensive players to deny space and evade defenders to create space.



## 4 DOWN FOOTBALL (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use tossable objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Blitz, Create Space, Communication, Strategy

### PRIORITY OUTCOMES

#### **Movement Concepts:**

- Creates open space to create an advantage or with a specific purpose in dance, fitness, and sport activities.
- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

### DEBRIEF QUESTIONS

- **DOK 1:** What does it mean to create space when on offense?
- **DOK 2:** How could creating space give your team a strategic advantage?
- **DOK 3:** If the offense was successfully creating space and you were on defense, what are some strategies you would use to close space?





## TOUCHDOWN RUN

### STUDENT TARGETS

- **Skill:** I will apply movement concepts to safely chase or flee from my partner.
- **Cognitive:** I will identify ways to safely move when chasing or fleeing.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will demonstrate ways to support and encourage my teammates.

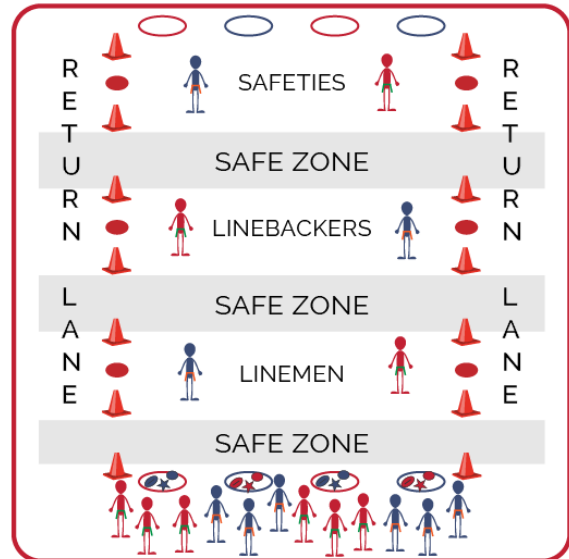
### EQUIPMENT & SET-UP

#### Equipment:

- Variety of objects (e.g., bean bag, foam ball, football, etc.)
- 1 flag belt per student
- Red spots or dome cones to mark "Tag Zones"
- Medium sized cones for returning lanes
- 2 hoops per team of 3

#### Set-Up:

- Create teams of 3 students. All students will be wearing a flag belt. 2 of the teams will begin in middle as defenders (total of 6 students). 2 defenders will be in each tagging zone: 1<sup>st</sup> zone are Linemen; 2<sup>nd</sup> zone are Linebackers; 3<sup>rd</sup> zone are Safeties.
- Set up starting line with a hoop for each team of 3. Each hoop should have several different items in it. Teams line up behind their hoop.
- On opposite end, place a matching empty hoop for each team.
- Use medium sized cones to delineate the return lanes and low-profile cones to delineate the 3 tagging zones on both sides of activity space.



### ACTIVITY PROCEDURES

1. This activity is called Touchdown Run. The object is to earn points by moving the items in your team's hoop to the other side by making it through all 3 tag zones without getting your flag pulled.
2. Each team will line up behind a hoop. On the start signal, one person from each team will attempt to make a "Touchdown Run" across all 3 tag zones to the other side of the activity area carrying one of the items from your hoop. Only one person from each team can attempt to go through at a time.
3. Defenders cannot leave their assigned zone. Linemen must stay in zone 1, Linebackers must stay in zone 2, and Safeties must stay in zone 3.
4. If your flag is pulled in any tag zone, you will retrieve your belt and move to the outside return lanes to go back to your team's hoop. There are safety zones between each tag zone as you move through.
5. If you make it through without your flag being pulled, place the item you were carrying in your team's hoop on the other side and use the return lanes to come back. (*Teacher Note: assign points for each item moved successfully: football = 7 points; foam ball = 5 points; bean bag = 3 points, etc.*)
6. You will continue to send one teammate at a time through the tag zones to make as many Touchdown Runs as you can. The 2 teams with the most items moved will be our defenders for the next round.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7 & 8:** Students can enter immediately if a teammate is tagged/makes it all the way across.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Be aware of your surroundings and keep your eyes up in order to move safely through the activity space.



## TOUCHDOWN RUN (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease or increase the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

End Zone, Agility, Support, Encourage

### PRIORITY OUTCOMES

#### Locomotor Skills:

- Combines locomotor skills with movement concepts in dance, fitness, and sport environments.

#### Social Interaction:

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you describe encouraging a teammate?
- **DOK 2:** If one of your classmates was not feeling successful during the activity, what are some ways you could encourage or support them?
- **DOK 3:** How does encouraging your teammates impact your team as a whole?



## 1v1 FLAG TAG

### STUDENT TARGETS

- **Skill:** I will analyze offensive and defensive movements and make adjustments to create a strategic advantage.
- **Cognitive:** I will identify the different strategies needed when on offense vs. defense.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will communicate with my partner using positive language.

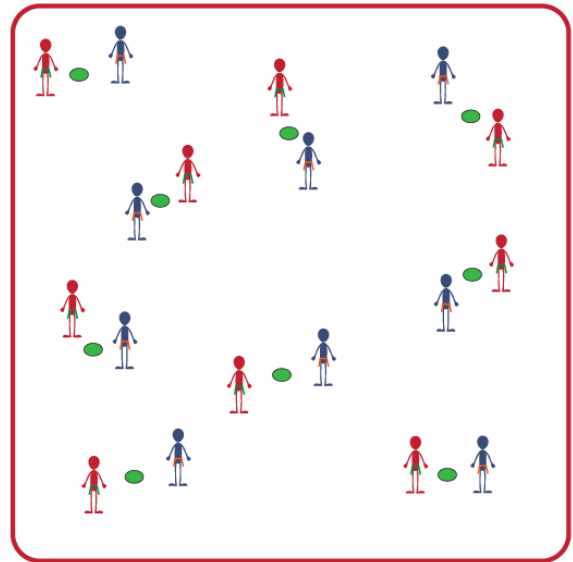
### EQUIPMENT & SET-UP

#### Equipment:

- 1 spot marker per group of 2 students
- 1 flag belt per student

#### Set-Up:

- Scatter spot markers in the activity area with enough space to safely move around each spot.
- Create pairs of 2 students. All students will be wearing a flag belt.
- Each pair begins by a spot marker.



### ACTIVITY PROCEDURES

1. This activity is called 1v1 Flag Tag. The object of the game is for the person on offense to pull the flag of the person on defense.
2. 1 point is earned each time you are able to successfully pull the flag belt of the defender.
3. Decide which person will start on offense by playing Rock, Paper, Scissors.
4. You will begin facing your partner with the spot marker in between you. The person on offense will begin side sliding around the spot marker to try and pull the defender's flag belt. The defender will move away to avoid having their flag pulled.
5. Both players must stay within 3 feet of the spot marker, or it is an automatic flag pull.
6. If a flag belt is pulled, you will change roles (offense to defense) and play again.
7. Once you hear the stop signal, the player with the most points will stay and their partner will find a new student to challenge before we play again. You will determine who starts on offense by playing Rock, Paper, Scissors each time you have a new partner.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7 & 8:** Have the student on defense hold a football to practice moving with the ball.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Pull down on the flag when trying to pull the flag belt from your partner.
- **Cue 3:** Anticipate the movements of your partner when on offense.
- **Cue 4:** Remember to show respect and hand the flag back to your partner after you pull it.



## 1v1 FLAG TAG (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Offense, Defense, Communication, Respect

### PRIORITY OUTCOMES

#### **Movement Concepts:**

- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you define a strategy?
- **DOK 2:** What was a strategy you used or saw your partner use on offense? What was a strategy you used or saw your partner use on defense?
- **DOK 3:** If the strategy was not successful, what changes did you or your partner make to adjust? What was the outcome of those changes?



## PASS AND CHASE

### STUDENT TARGETS

- **Skill:** I will apply movement concepts to safely chase or flee from my partner.
- **Cognitive:** I will identify ways to safely move when chasing or fleeing.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will work with my teammates in a respectful way.

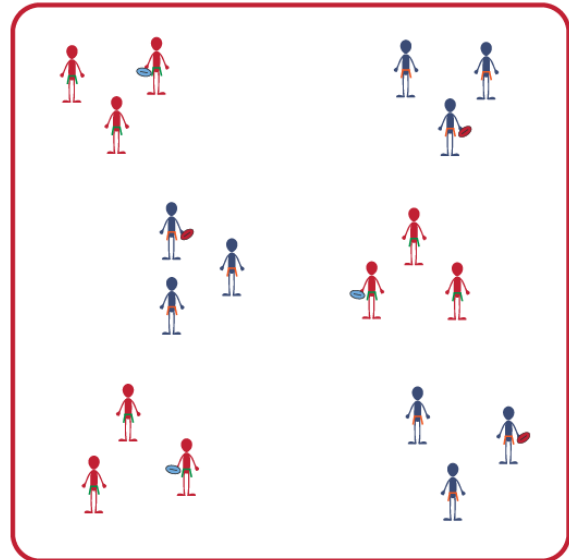
### EQUIPMENT & SET-UP

#### Equipment:

- 1 football (or any tossable object) per 3 students
- 1 flag belt per student
- 4 cones for boundaries
- Music and music player

#### Set-Up:

- Create groups of 3 students. All students will be wearing a flag belt.
- Each group spreads out in the activity space with 1 football (or tossable object).
- Each group will begin in a triangle formation approximately 15 feet (5 yards) apart.
- Set up boundaries with the 4 cones.



### ACTIVITY PROCEDURES

1. This activity is called Pass and Chase. The object of the game is for the person with the ball to flee and avoid getting their flag pulled when the music stops.
2. You will begin facing your partners in a triangle formation. When the music starts, you begin overhand passing the football with your group.
3. When the music stops, the person with the ball must immediately (and safely) move away from their 2 partners who are trying to pull their flag. The defenders will have 10 seconds (counted by the teacher) to catch and pull the flag.
4. 1 point is earned each time the person with the ball is able to successfully flee from their partners and not get their flag pulled. 1 point is earned by the defender if they are able to successfully catch and pull a flag within the 10 seconds.
5. Once you hear the stop signal, the partner currently holding the ball will move and find a new group before we reset and play another round.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7 & 8:** Allow anyone without a ball to pull the flag of anyone who does have a ball when the music stops.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Pull down on the flag when trying to pull the flag belt from your partner.
- **Cue 3:** Be aware of your surroundings and keep your eyes up in order to move safely through the activity space.
- **Cue 4:** Remember to show respect and hand the flag back to your partner after you pull it.



## PASS AND CHASE (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Pass, Agility, Safety, Chase, Flee, Teamwork

### PRIORITY OUTCOMES

#### **Locomotor Skills:**

- Combines locomotor skills with movement concepts in dance, fitness, and sport environments.

#### **Social Interaction:**

- 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.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you describe what teamwork looks like?
- **DOK 2:** What were some ways you worked with your teammate when trying to chase and pull the flag of your partner?
- **DOK 3:** If someone wasn't having a positive experience with a teammate, what is an example of a way they could communicate with that teammate in a respectful way?



## FLAG FOOTBALL: ROYAL FIELD

### STUDENT TARGETS

- **Skill:** I will demonstrate a variety of Flag Football skills during small-sided games.
- **Cognitive:** I will identify offensive and defensive strategies needed for team success.
- **Fitness:** I will remain focused and actively engaged before, during, and after each game.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

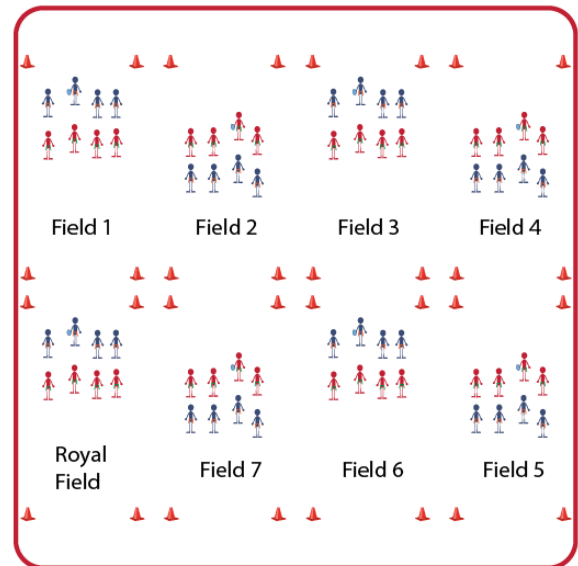
### EQUIPMENT & SET-UP

#### Equipment:

- 1 field per 8 students
- 1 football per 8 students (or any tossable object that can be used)
- 1 flag per student
- Boundary cones for each field/end zone

#### Set-Up:

- Create enough fields so entire class can play.
- Number each field, with field 1 as the starting field and the highest number field as the “Royal Field.”
- Pair students in groups of 4 and send 2 groups to each field space. If you have more teams than fields, you can have a team waiting to rotate into field 1. They can use that time to plan and prepare as a team.



### ACTIVITY PROCEDURES

1. This activity is called Flag Football Royal Field. This tournament will be a way to practice our skills and have fun with our friends.
2. The goal of today’s tournament is to compete with a positive attitude and to work your way to the Royal Field, while your team accumulates as many points as possible. We’ll play 5-minute games that use the rules from 4 Down Football. (*Teacher Note: See 4 Down Football Activity Plan for game rules*).
3. The winner of each game will earn 1 point for their team and move up one field. The losing team will move down one field and will not earn any points for that round. Each group needs to keep track of their points after each game. Before we begin, each team will have 5 minutes to strategize together.
4. On the start signal, you will play an opposing team for 5 minutes. The winner will move up 1 field toward the Royal Field. The winner on the Royal Field will stay and defend their position. The team that loses the game will move 1 field away from the Royal Field. The team that loses on field 1 will stay and try again. If the score is tied on any field when the 5-minute 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 points and ended on the Royal Field will be the overall winners!

### GRADE LEVEL PROGRESSION

- **Grade 6:** Pair students of similar skill levels and skip the royal field rotation. Instead, rotate students with a focus on setting them up for challenge, success, and fun.
- **Grades 7 & 8:** Play as described above.

### TEACHING CUES

- **Cue 1:** Apply the Flag Football skills and strategies we have practiced.
- **Cue 2:** Help and encourage others by demonstrating kindness and using supportive language.
- **Cue 3:** Play with purpose but have fun!





## FLAG FOOTBALL: ROYAL FIELD (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use tossable objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Purpose, Rotation, Integrity, Cooperation, Enthusiasm

### PRIORITY OUTCOMES

#### **Social Interaction:**

- 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.

#### **Etiquette:**

- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games.

### DEBRIEF QUESTIONS

- **DOK 1:** What is integrity?
- **DOK 2:** Why is integrity important in physical activity or competitive settings?
- **DOK 3:** How is integrity related to the enjoyment of everyone playing a game of Flag Football?