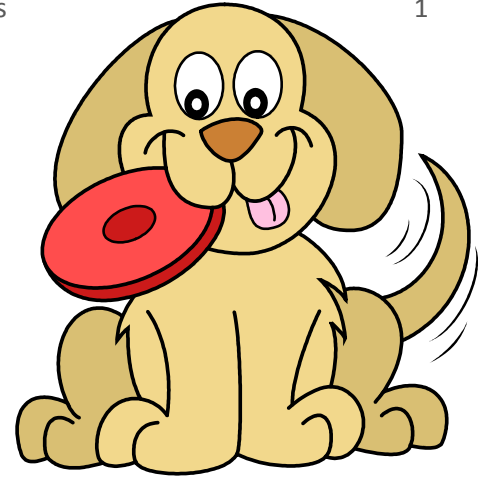


GRADES 3-5 COOPERATIVE GAMES & FLYING DISKS



Student expectations, performance outcomes, standards, and benchmarks by the end of grade five.

Overarching Standards

(all Tandalay Focus Standards follow this format):

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
4. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
5. Participates regularly in physical activity and achieves and maintains a health-enhancing level of physical fitness (a.), and demonstrates understanding of fitness principles and concepts (b).

General Rubric Scoring: *(see each standard for more specific criteria)*

- 0 = Student refuses to participate (blank score = student absence).
- 1 = Student is unable to perform/complete the standard.
- 2 = Practice time is recommended.
- 3 = Student is progressing.
- 4 = Student has mastered the standard.
- 5 = Student is performing beyond mastery of stated standard.

FOCUS STANDARDS FOR COOPERATIVE GAMES & FLYING DISKS Grades 3-5 "Unpacked" Focus Standards with Activities

1. Motor skills and movement patterns:

STANDARD 1a: Throw a flying disc for distance, using the backhand movement pattern (CA 4-1.8). Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern (CA 5-1.5).

1. Unpack:
 - What is the verb: Throw
 - What is the skill or content: Backhand movement pattern

2. Evidence of learning:
 - The student can throw a flying disc for distance and accuracy, using the backhand movement pattern.
3. Assessment tool/task:
 - Structured observation: The student will throw a flying disc for distance and accuracy, using the backhand movement pattern.
4. Criteria for competence:
 - Backhand movement pattern:
 - Stand with feet about shoulder-width apart and weight evenly distributed over both feet.
 - The right foot points toward the target.
 - The disc is held with the thumb on top, index finger on the rim, and the remaining fingers curved under the rim.
 - Shift the weight to the rear foot, then simultaneously twist the trunk toward the target and pull the right arm forward.
 - Continue forward and release the disc with a snap of the wrist when the disc is parallel to the ground.

Recommended Activity: Frisbee Frenzy

- Partner up! Each pair gets a Frisbee. Find a lot of open space.
- Partners stand about 10 feet apart from each other.
- **Throw the Frisbee/flying disc to your partner using the backhand movement pattern.**
- Practice on accuracy.
- Have the students spread out even more and have them practice **throwing for distance.**

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STANDARD 1a: Throw a flying disc for distance, using the backhand movement pattern (CA 4-1.8).

Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern (CA 5-1.5).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to throw a flying disc for distance and accuracy using the backhand movement pattern.
2 points	Student demonstrates the initial stage to throw a flying disc for distance and accuracy using the backhand movement pattern. He/she uses 2-3 of the 5 criteria.
3 points	Student demonstrates the elementary stage to throw a flying disc for distance and accuracy using the backhand movement pattern. He/she uses 3-4 of the 5 criteria for the backhand movement pattern.
4 points	Student demonstrates the mature stage to throw a flying disc for distance and accuracy using the backhand movement pattern.
5 points	Student demonstrates the mature stage to throw a flying disc for distance and accuracy using the backhand movement pattern in an open setting.

STANDARD 1b: Throw and catch an object underhand and overhand while avoiding an opponent (NASPE Standard 1; CA 5-1.6).

1. Unpack:
 - What is the verb: Throw and catch
 - What is the skill or content: Underhand and overhand catching
2. Evidence of learning:
 - The student can throw and catch an object underhand and overhand while avoiding an opponent.
3. Assessment tool/task:
 - Structured observation: The student will throw and catch an object underhand and overhand while avoiding an opponent.
4. Criteria for competence:
 - Throwing underhand:
 - Stand facing the target with legs slightly apart and weight evenly distributed on both feet.
 - Hold the ball in front of the body with both hands slightly under the ball.
 - The right hand swings down and back as the body twists to the right and the weight shifts to the right foot.
 - As the right arm swings forward, step forward onto the left foot and release the ball off the fingertips.
 - Throwing overhand:
 - Begin with left foot forward and body weight evenly distributed over both feet.
 - Hold the ball with both hands in front of the body.
 - In the first part of the backswing, raise the upper arm, and flex the wrist so the hand points backward.
 - At this point, the left side faces the direction of the throw; the left arm extends forward; the weight is on the rear foot.
 - In a simultaneous movement, the upper arm lifts up and forward and the left arm moves down and back as the weight shifts to the front foot.
 - The ball is released off the fingertips.
 - The follow-through should be in the downward direction.
 - Catch underhand:
 - Stand with feet about shoulder-width apart, elbows bent, and fingers pointing down.
 - As the ball approaches, step forward, extend arms, and bring hands close together.
 - The ball is caught with the tips of the fingers and thumbs.
 - The pinkies should be close together when the ball is caught.
 - As the ball is caught, the hands recoil toward the body to soften the force.
 - Catch overhand:
 - Elbows are bent and held high, and the fingers and thumbs are spread.
 - As the ball approaches, the arms extend forward and up.
 - The ball should be caught with the tips of the fingers and thumbs; the thumbs are close together.
 - As the ball is caught, the hands recoil toward the body to absorb the force of the oncoming ball.

Recommended Activity: Floop Ball (a Kool Kidz creation)

- Set up basketball or soccer fields with hoops as goals; 1 hoop at opposite ends (Set up extra playing areas according to class size).
- Form groups of 3 players; (no goalie).
- Play 3 on 3 (There will several games going on at once depending on class size and field set-up).
- Students pass the Fluffilos to score. No running with the ball.
- To determine which teams gets the Fluffilo first, flip a coin, or do a Fluffilo toss (like basketball).
- Each team member must **catch and pass** the Fluffilo **while avoiding an opponent** for a Floop Ball score to count. Use overhand and underhand throws.
- Emphasize no contact - defenders must be 3 feet away from the person trying to pass the ball.
- Interceptions result in the other team getting the ball.
- Out of bounds results in a turnover.
- Pushing, unnecessary roughness, and guarding too close results in a free pass, goal tending results in a free shot at the hoop from where the goal tending occurred.
- Team with most points when time is called, wins.

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STANDARD 1b: Throw and catch an object underhand and overhand while avoiding an opponent (NASPE Standard 1; CA 5-1.6).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to throw or catch an object underhand or overhand while avoiding an opponent.
2 points	Student demonstrates the initial stage to throw and catch an object underhand and overhand while avoiding an opponent. He/she may only be able to successfully complete one combination (Ex: He/she can throw and catch underhand, but cannot throw and catch overhand).
3 points	Student demonstrates the elementary stage to throw and catch an object underhand and overhand while avoiding an opponent. He/she is better at one skill over the other.
4 points	Student demonstrates the mature stage to throw and catch an object underhand and overhand while avoiding an opponent.
5 points	Student demonstrates the mature stage to throw and catch an object underhand and overhand while avoiding an opponent in an open setting.

STANDARD 1c: Change direction quickly to maintain spacing [defense] between two players (CA 4-1.2).

1. Unpack:
 - What is the verb: Change
 - What is the skill or content: Direction and spacing
2. Evidence of learning:
 - The student can change direction quickly to maintain spacing between two players.
3. Assessment tool/task:
 - Structured observation: The student will change direction quickly to maintain spacing between two players.

4. Criteria for competence:

- When you are playing defense you want to be as close to your opponent as possible in order to block a shot or make traveling difficult.
- Watch their movements and try to move in the same directions at the same speed.
- Whether it's offense or defense, a good player is always one step ahead of their opponent.

Recommended Activity: Maintain Your Space

- Explain: When you are playing defense you want to be as close to your opponent as possible in order to block a shot or make traveling difficult. Watch their movements and try to move in the same directions at the same speed.
- Groups of three. Each group gets one Frisbee.
- Two players will be playing catch while one player is on defense.
- All players should be moving at all times in order to practice maintaining space.
- Switch positions after 2-3 minutes.
- All players will have a chance being the defender.

STANDARD 1c: Change direction quickly to maintain spacing [defense] between two players (CA 4-1.2).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to change direction quickly to maintain spacing [defense] between two players.
2 points	Student demonstrates the initial stage to change direction quickly to maintain spacing [defense] between two players. The opponent is too fast.
3 points	Student demonstrates the elementary stage to change direction quickly to maintain spacing [defense] between two players.
4 points	Student demonstrates the mature stage to change direction quickly to maintain spacing [defense] between two players.
5 points	Student demonstrates the mature stage to change direction quickly to maintain spacing [defense] between two players in an open setting.

STANDARD 1d: Change direction quickly to increase the spacing [offense] between two players (CA 4-1.3).

1. Unpack:
 - What is the verb: Change
 - What is the skill or content: Direction and spacing
2. Evidence of learning:
 - The student can change direction quickly to increase the spacing between two players.
3. Assessment tool/task:
 - Structured observation: The student will change direction quickly to increase the spacing between two players.
4. Criteria for competence:
 - Changing your direction will keep your opponent on their toes and wondering where you will go next.
 - Keep as much distance as you can from your opponent and keep the Frisbee/object as close to your body as possible.

Recommended Activity: Maintain Your Space

- Explain: Changing your direction will keep your opponent on his/her toes and wondering where you will go next. Keep as much distance as you can from your opponent and keep the Frisbee as close to your body as possible.
- Groups of three. Each group gets one Frisbee.
- Two players will be playing catch while one player is on defense. This time focus on the offense!
- All players should be moving at all times in order to practice maintaining space.
- Switch positions after 2-3 minutes.
- All players will have a chance being the offense trying to get away from a defender.

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STANDARD 1d: Change direction quickly to increase the spacing [offense] between two players (CA 4-1.3).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to change direction quickly to maintain spacing [offense] between two players.
2 points	Student demonstrates the initial stage to change direction quickly to maintain spacing [offense] between two players.
3 points	Student demonstrates the elementary stage to change direction quickly to maintain spacing [offense] between two players.
4 points	Student demonstrates the mature stage to change direction quickly to maintain spacing [offense] between two players.
5 points	Student demonstrates the mature stage to change direction quickly to maintain spacing [offense] between two players in an open setting.

STANDARD 2: Design a new game incorporating at least two motor skills, rules, and strategies (NASPE Standard 2).

1. Unpack:
 - What is the verb: Design
 - What is the skill or content: Games
2. Evidence of learning:
 - The student can design a new game incorporating at least two motor skills, rules, and strategies.
3. Assessment tool/task:
 - Structured observation: The student will design a new game incorporating at least two motor skills, rules, and strategies.
4. Criteria for competence:
 - Motor skills: Walking, running, leaping, jumping, hopping, skipping, sliding, stopping, dodging, swinging, bending, stretching, twisting, turning, pushing, and pulling.
 - Rules: The expected actions from the players of the game.
 - Strategies: plans, methods, or a series of maneuvers or stratagems for obtaining a specific goal or result.

Recommended Activity: Create Your Own Game!

- Put on those thinking caps and come up with a fun, new game!
- Requirements:
- It must contain at least two **motor skills** (Walking, running, leaping, jumping, hopping, skipping, sliding, stopping, dodging, swinging, bending, stretching, twisting, turning, pushing, or pulling).
- It needs to have **rules** (for safety and to keep it fair).
- It needs to be a game where having a **strategy** will help you succeed!
- It can be a large group game (where the class is divided into two) or a small group game.
- Decide whether you want the players to use balls, Fluffilos, jump ropes, etc.
- If it's a passing game, can they move as they pass or catch?
- Will the players change motor skills at certain check points or on a random signal?
- Have fun creating your game!

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STANDARD 2: Design a new game incorporating at least two motor skills, rules, and strategies (NASPE Standard 2).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to design a game incorporating motor skills, rules, or strategies.
2 points	Student designs a game that incorporates motor skills, only one rule, and no strategies.
3 points	Student designs a new game incorporating one motor skill, rule, and strategy.
4 points	Student designs a new game incorporating two motor skills, rules, and strategies.
5 points	Student designs a new game incorporating more than two motor skills, rules, and strategies. It is fun and energetic.

STANDARD 3: Design a game that is personally interesting or based on another culture or heritage, while appreciating others' games and/or cultures (NASPE Benchmarks for fourth grade); Appreciate physical games and activities reflecting diverse heritages (CA 5-5.8).

1. Unpack:
 - What is the verb: Design
 - What is the skill or content: Games
2. Evidence of learning:
 - The student can design a game that is personally interesting or based on another culture or heritage, while appreciating others' games and/or cultures.
3. Assessment tool/task:
 - Structured observation: The student will design a game that is personally interesting or based on another culture or heritage, while appreciating others' games and/or cultures.
4. Criteria for competence:
 - Give the students time to research games and activities played by other cultures. Encourage them to research a culture they know little about.

- Learning about different cultures can show us how different and sometimes how similar we are to one another. We may learn something new that will make us appreciate our friends and neighbors for the things they can do. Not only will we find out about new games and activities, we may learn about unique customs that are special to the people living around us.

Recommended Activity: Create Your Own Game II

- **Design a game that is personally interesting or based on another culture or heritage.**
- Requirements:
- You must keep an open mind and **appreciate the games** that everyone else comes up with. We all have wonderful, unique ideas that we want to share and teach to others. Be respectful and have fun learning new games.
- Be creative and have fun teaching the class your game!
- Need some help? Ask Mom, Dad, Grandma, Grandpa, etc. if they can teach you a game that goes along with your culture!

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STANDARD 3: Design a game that is personally interesting or based on another culture or heritage, while appreciating others' games and/or cultures (NASPE Benchmarks for fourth grade); Appreciate physical games and activities reflecting diverse heritages (CA 5-5.8).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to design a game. He/she does not show appreciation for others' games.
2 points	Student is moderately successful designing a game he/she thinks is interesting or based on another culture or heritage. He/she shows little appreciation for others' games and/or cultures.
3 points	Student designs a game he/she thinks is interesting or based on another culture or heritage. He/she appreciates others' games and/or cultures most of the time.
4 points	Student puts a lot of effort into designing a game he/she thinks is interesting or based on another culture or heritage. He/she appreciates others' games and/or cultures.
5 points	Student designs an awesome game that is both interesting and based on another culture or heritage. He/she always shows compassion for all students and the time put into his/her games.

STANDARD 4: Contribute ideas and listens to the ideas of others in cooperative problem-solving activities (CA 5-5.5).

1. Unpack:
 - What is the verb: Contribute
 - What is the skill or content: Ideas
2. Evidence of learning:
 - The student can contribute ideas and listens to the ideas of others in cooperative problem-solving activities.
3. Assessment tool/task:
 - Structured observation: The student will contribute ideas and listens to the ideas of others in cooperative problem-solving activities.

4. Criteria for competence:

- When you talk you would like others to be listening right? (Yes). So should we be good listeners when our classmates are talking? (Yes). We need to share the time to talk and always be active listeners if we want to hear the great ideas our classmates have. If we're not paying attention we might miss something that could have made a game really fun and interesting. So, be sure to raise your hand and tell us all about your great idea and listen closely to the others.

Recommended Activity: Knots

- Groups of 6-8.
- Facing each other, have each group create a knot by crossing arms and grasping hands with 2 different people across the circle. Mix those arms up good!
- After all the students have joined hands within their groups, have them try to undo the knot without letting go.
- They will need to work together to accomplish this by crawling over, under, and through the arm chain.
- Have each group try it a couple of times, then combine groups to create larger knots for them to try to untangle.
- The students need to **contribute ideas** and **listen to others** in order to accomplish this task.
- Talk about how teamwork was necessary for this activity.

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STANDARD 4: Contribute ideas and listens to the ideas of others in cooperative problem-solving activities (CA 5-5.5).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to contribute ideas or listen to the ideas of others in cooperative problem-solving activities.
2 points	Student listens to the ideas of others, but does not contribute his/her ideas in cooperative problem-solving activities.
3 points	Student contributes ideas, but does not listen very well to the ideas of others in cooperative problem-solving activities.
4 points	Student contributes ideas and listens to the ideas of others in cooperative problem-solving activities.
5 points	Student always does a great job contributing ideas and listening to others. He/she gives his/her all in every problem-solving activity.

STANDARD 5: Newsletter topic/written assessment: Aerobic Capacity Determine the intensity of personal physical activity using the concept of perceived exertion (CA 4-4.11 and CA 5-4.9) Compare target heart rate and perceived exertion during physical activity (CA 5-4.10). *See unit newsletter.*

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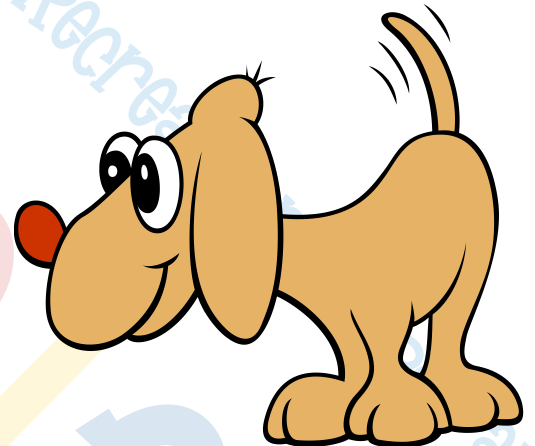
STANDARD 5: Newsletter topic/written assessment: Aerobic Capacity Determine the intensity of personal physical activity using the concept of perceived exertion (CA 4-4.11 and CA 5-4.9) Compare target heart rate and perceived exertion during physical activity (CA 5-4.10). *See unit newsletter.*

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to determine the intensity of personal physical activity using the concept of perceived exertion and is unable to compare target heart rate and perceived exertion during physical activity.
2 points	Student needs assistance determining the intensity of personal physical activity using the concept of perceived exertion. He/she briefly compares target heart rate and perceived exertion during physical activity.
3 points	Student determines the intensity of personal physical activity using the concept of perceived exertion (his/her answer may be inaccurate). He/she compares target heart rate and perceived exertion during physical activity with assistance.
4 points	Student determines the intensity of personal physical activity using the concept of perceived exertion and compares target heart rate and perceived exertion during physical activity.
5 points	Student determines and demonstrates the intensity of personal physical activity using the concept of perceived exertion and compares target heart rate and perceived exertion during physical activity.

Additional Cooperative and Group Games Unit Standards (CA)

STANDARD 3-2.1: Describe how changing speed and changing direction can allow one person to move away from another.

1. Unpack:
 - What is the verb: Describe
 - What is the skill or content: Speed and direction
2. Evidence of learning:
 - The student can describe how changing speed and changing direction can allow one person to move away from another.
3. Assessment tool/task:
 - Written assignment: "Describe how changing speed and changing direction can allow one person to move away from another."
4. Criteria for competence:
 - Changing speed: If you are running head to head with another person you can move away by running faster or slowing down.
 - Changing direction: If you are running with, or towards, an opponent you can change your direction to the right or left to move away. Pivot on your feet and throw your weight forward to get your momentum going again.
 - Whether you are changing your speed or direction you must do it quickly to surprise your opponent before they can make the same changes.



Recommended Activity: Move Away

- The students will answer the following prompt: "Describe how changing speed and changing direction can allow one person to move away from another."
- When finished, practice moving away from one another by playing Floop Ball!
- **Floop Ball (a Kool Kidz creation):**
 - Set fields as basketball or soccer field with hoops as goals; 1 hoop in each opposite end (Set up extra playing areas according to class size).
 - Form groups of 3 players; (no goalie)
 - Play 3 on 3 (There will several games going on at once depending on class size and field set-up)
 - Students pass the Fluffilos to score. No running with the ball.
 - To determine which teams gets the Fluffilo first, flip a coin, or do a Fluffilo toss (like basketball).
 - Each team member must catch and pass the Fluffilo while avoiding an opponent for a Floop Ball score to count.
 - Emphasize no contact - defenders must be 3 feet away from person trying to pass the ball.
 - Interceptions result in the other team getting the ball.
 - Out of bounds results in a turnover.
 - Pushing, unnecessary roughness, and guarding too close results in a free pass, goal tending results in a free shot at the hoop from where the goal tending occurred.
 - Team with most points when time is called, wins.
 - Variation: Allow running with the ball in order to assess direction change and spacing between offensive and defensive players.

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3-2.1: Describe how changing speed and changing direction can allow one person to move away from another.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to provide a paper describing how changing speed and direction can allow one person to move away from another or his/her answer is incorrect.
2 points	Student begins to explain how changing speed and direction can allow one person to move away from another, but does not give a complete answer.
3 points	Student briefly describes how changing speed and direction can allow one person to move away from another.
4 points	Student describes how changing speed and direction can allow one person to move away from another.
5 points	Student provides a well-written paper describing how changing speed and direction can allow one person to move away from another. He/she uses illustrations and detail and any personal experiences.

STANDARD 4-1.4: Determine the spacing between offensive and defensive players based on the speed of the players.

1. Unpack:

- What is the verb: Determine
- What is the skill or content: Offensive and defensive spacing

2. Evidence of learning:
 - The student can determine the spacing between offensive and defensive players based on the speed of the players.
3. Assessment tool/task:
 - Structured observation: The student will determine the spacing between offensive and defensive players based on the speed of the players.
4. Criteria for competence:
 - Watch the players closely. Point out the faster players and the slower players.
 - You do not want to get close to a player that is significantly faster than you. If they approach you, try to get away with quick changes in direction.
 - You also do not want to pair up your teammates with an opponent that is significantly faster.
 - Try to keep as much distance as you can from players that are challenging or have the ability to steal the ball.

Recommended Activity: Space Yourself!

- To stay away from an opponent you have to know how fast they are. If they are super fast, you better keep a lot of space between the two of you. If you are faster, you can allow less space before running away.
- Tag is a great game to play to practice your spacing skills. If you don't want to be tagged you need to space yourself away from the other players.
 - **Fluffilo Tag:**
 - Every student should have one Fluffilo.
 - Everyone is "it".
 - When the time begins students should try and tag each other by touching one another with the Fluffilo.
 - When tagged students must do 5 jumping jacks before rejoining the game.
 - CHALLENGE- Replay: This time students can throw the Fluffilo at each other, aiming below the waist.
 - Vary the activity that the students do when tagged. Try 3 push-ups, crunches, squat-jumps, spin around in place 3 times... etc.

4-1.4: Determine the spacing between offensive and defensive players based on the speed of the players.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to determine the spacing between offensive and defensive players based on the speed of the players.
2 points	Student provides an incomplete determination of the spacing between offensive and defensive players based on the speed of the players. He/she is not observant enough to recognize these characteristics.
3 points	Student determines the spacing between offensive and defensive players based on the speed of the players. He/she is correct most of the time.
4 points	Student determines the spacing between offensive and defensive players based on the speed of the players.
5 points	Student easily determines the spacing between offensive and defensive players based on the speed of the players. He/she is very observant and always aware of his/her surroundings.

STANDARD 4-1.9: Catch an object above the head, below the waist, and away from the body (CA 4-1.9).

1. Unpack:
 - What is the verb: Catch
 - What is the skill or content: Catching
2. Evidence of learning:
 - The student can catch an object above the head, below the waist, and away from the body.
3. Assessment tool/task:
 - Structured observation: The student will catch an object above the head, below the waist, and away from the body.
4. Criteria for competence:
 - Catching above the head:
 - Elbows are bent and held high, and the fingers and thumbs are spread.
 - As the object approaches, the arms extend forward and up above the head.
 - The object should be caught with the tips of the fingers and thumbs; the thumbs are close together.
 - As the object is caught, the hands recoil toward the body to cradle the object.
 - Catching below the waist:
 - Stand with feet about shoulder-width apart, elbows bent, and fingers pointing down.
 - As the object approaches, step forward, extend arms, and bring hands close together.
 - The object is caught with the tips of the fingers and thumbs.
 - The pinkies should be close together when the object is caught.
 - As the object is caught, the hands recoil toward the body to soften the force.
 - Catching away from the body:
 - Keep your eyes on the object at all times.
 - Knees are bent and ready to move to either side.
 - Arms are out to the sides waiting to snap to the right or left.
 - When you see that the object is traveling away from you (the target), move to meet it.
 - Reach with the closest hand to the object, fingers spread, and snap it back into the holding/cradling position.

Recommended Activity: Mix-It-Up Partner Catching

- Partner up! Each pair has a Frisbee.
- Demonstrate the correct way to catch **above the head, below the waist, and away from the body**.
- Allow the students to begin playing catch at any distance comfortable for them.
- On your signal the students will begin throwing the Frisbee so that his/her partner must catch it in a variety of ways.
- Shout out "above the head!" The students should begin throwing so that his/her partner must catch the ball above his/her head.
- Signal the students to practice each position for catching the ball.

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4-1.9: Catch an object above the head, below the waist, and away from the body (CA 4-1.9).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to catch an object above the head, below the waist, and away from the body.
2 points	Student demonstrates the initial stage to catch an object above the head, below the waist, and away from the body.
3 points	Student demonstrates the elementary stage to catch an object above the head, below the waist, and away from the body.
4 points	Student demonstrates the mature stage to catch an object above the head, below the waist, and away from the body.
5 points	Student demonstrates the mature stage to catch an object above the head, below the waist, and away from the body in an open setting.

STANDARD 4-2.1: Explain the difference between offense and defense.

1. Unpack:
 - What is the verb: Explain
 - What is the skill or content: Offense and defense
2. Evidence of learning:
 - The student can explain the difference between offense and defense.
3. Assessment tool/task:
 - Written assignment: "Explain the difference between offense and defense."
4. Criteria for competence:
 - Offense: the means or method of attacking or of attempting to score.
 - Defense: the means or method of defending or protecting oneself, one's team, or another individual. Trying to keep the other team from scoring.

Recommended Activity: Offense vs. Defense

- Students will respond to the following prompt: "Explain the difference between offense and defense."
- When finished, play a great offense vs. defense game!
- **Ultimate Fluffilo:**
 - Teams of 4-6 players. Set up fields as needed.
 - Identify a line to be designated "end zone" for each team.
 - One team throws the Fluffilo off to the other team.
 - The person with the Fluffilo cannot walk, only pivot as s/he tries to pass it to a teammate moving toward their "end zone."
 - Opposing team must stay 2 feet away from Fluffilo handler.
 - As the Fluffilo is passed down the field, the goal is to successfully catch the Fluffilo behind the goal line. Players may not run it in for a score.
 - If interception occurs, play continues with the Fluffilo traveling the opposite way on the field - the other team has possession.

- If the Fluffilo is dropped, missed between catches, or thrown out of bounds, that team leaves it on the ground, and the opposing team picks it up and resumes play from that spot.
- One point is awarded for each time a team makes a successful catch behind the goal line.

Scoring Rubric – enter scores @ www.myPEscore.com

4-2.1: Explain the difference between offense and defense.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to explain the difference between offense and defense.
2 points	Student begins to explain the difference between offense and defense, but does not provide a complete answer.
3 points	Student is moderately successful explaining the difference between offense and defense.
4 points	Student explains the difference between offense and defense.
5 points	Student fully explains the difference between offense and defense. He/she gives examples of benefits and drawbacks for playing on each side.

STANDARD 5-5.6: Acknowledge orally the contributions and strengths of others.

1. Unpack:
 - What is the verb: Acknowledge
 - What is the skill or content: Contributions and strengths
2. Evidence of learning:
 - The student can orally acknowledge the contributions and strengths of others.
3. Assessment tool/task:
 - Structured observation: The student will orally acknowledge the contributions and strengths of others.
4. Criteria for competence:
 - Remember to always congratulate your team and the other team! Make sure that you mention all the great things your teammates did. What are some of the things you could say to your friends and teammates? (Wow! You did a great job out there!, Your jump shot was amazing!, What a kick!, Thanks for being such a great defender!, etc.).

Recommended Activity: Acknowledge Others

- Be a good sport and acknowledge the hard work and efforts of your teammates and even your opponents!
- It feels good when someone compliments you, so make others feel good too! It will motivate everyone to play their best.
- Choose an activity or allow the students to vote on their favorites. Explain that you will be looking for students that acknowledge others!

Scoring Rubric – enter scores @ www.myPEscore.com

5-5.6: Acknowledge orally the contributions and strengths of others.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to acknowledge the contributions and strengths of others.
2 points	Student rarely acknowledges the contributions and strengths of others.
3 points	Student will acknowledge the contributions and strengths of others most of the time.
4 points	Student willingly acknowledges the contributions and strengths of others.
5 points	Student is very positive and always goes out of his/her way to acknowledge others.

