

# BEATING BOARD-DOM!

## DAY FIVE!

### CAPTURE THE FLAG!

**Best for:** Big group of at least 10 players.

The game called Capture the Flag involves two opposing teams. Each team has a fort with a flag. The goal of the game is to capture the other team's flag and to bring it back to the fort.

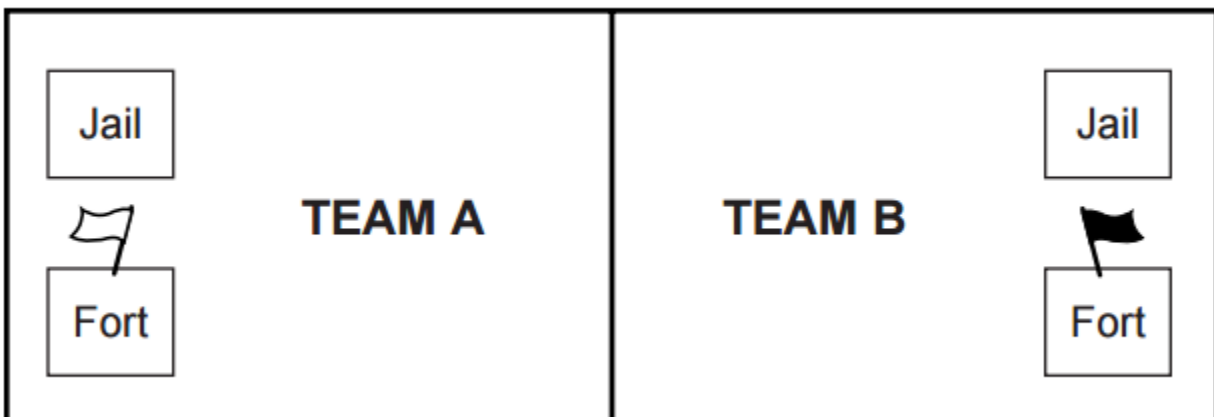
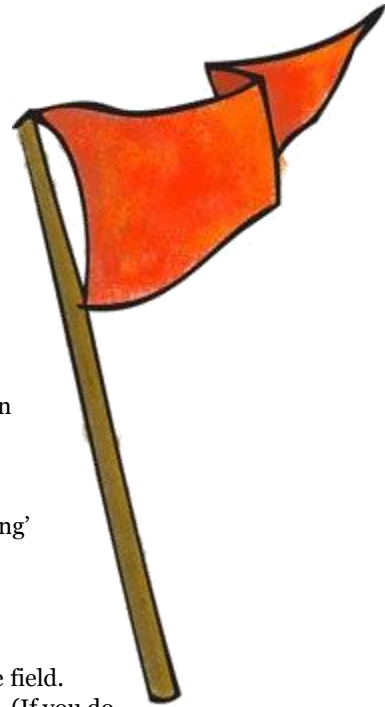
### MATERIALS:

- large playing field
- two flags (ex. Bandanas or other appropriate materials in two different colors. A printable has been included, just in case.)
- marking tape, cones, or chalk
- Optional: individual tag flags (ex. Easily made from strips of surveyor's tape, also known as 'flagging' tape—available at hardware stores.)

### SET UP:

Draw a line down the center of the playing field. Set a fort and a jail for each team at each end of the field. (To do this, mark off two 4' [1.2 m] square areas at each corner of the field.) Place a flag in each fort. (If you do not have many players, the fort and jail can be combined.)

Option: You could have a designated flag place picked out beforehand, so both team members know where the flags are (and this works well for a first round), but it's often considered more fun if teams get to hide their flags, so the opposing team doesn't know where the flag is. This can be done in additional rounds. (If you do choose to hide flags, you might want to set some rules, like the flag has to remain visible, or it can't be placed above players' shoulders, etc.)



### BASIC GAME PLAY:

You're ready to start the game. Your team's goal is to find and bring the opposing team's flag back to your side, while keeping your flag protected from the other team (because they're trying to do the same thing). Any players are free to move anywhere in the playing area (on their side or the opposing team's side) whenever they want, but here's the catch: when you're on the opposing team's side, anyone from their team can tag you and send you to jail.

Basic game play: players run onto the opposing team's side and try to find and bring back the flag without being tagged and sent to jail. If one of your teammates is caught in jail, you can free them by running onto the opposing team's side, making it to the jail untagged, and bringing back your teammate.

So while the basic game is simple, play can get very strategic and fun. One team could plan a specific attack, for instance, that involves all key players making a mass rush for the flag. Or, they could focus on defense, gather as many players of the opposing team in their jail as possible, and then make a move for the flag. They can have scouts that run and search for the flag, then come back safely and help plan. You can have decoys, trick plays, and kamikaze attacks. The possibilities are endless! It's a great game for strategy, adrenaline, and teamwork.

## PREVENTING PROBLEMS AND DIFFUSING DISPUTES

It's also a game that needs some well-defined rules beforehand, because disputes may often arise. Here are some things you might want to agree on with all players before the game starts:

- When a player rescues a teammate from jail, do the two players get a free walk back to their side? Or do they have to make a break for it and run the risk of getting tagged again?
- If you make a jailbreak, how many players can you bring back with you? One? Two? All?
- Is puppy guarding allowed? (Puppy guarding: noun. The act of defensively guarding the flag by standing right on top of or very close to it.) How far from the flag must defenders stand?
- What constitutes a tag? One-hand touch? Two-hand touch? Full tackle? (I've never played that way, but wouldn't that be awesome?)
- How will players in jail be penalized for breaking free illegally?
- If a player finds the opposing team's flag, grabs it, makes a run back to their side, and gets tagged in the process, what happens to the flag? Does it have to fall where it lands? Do the defenders get to take it back to its hiding spot?
- Are challenges allowed? This is how they work. Two players from opposing teams stand to face each other, right over the boundary line, both safe on their side. Then they declare a challenge, reach over the boundary line to grasp hands, and try to pull each other to their side. The player who gets pulled to the other side goes to jail.
- Any other rules anyone can think of?

## VARIATIONS:

**Play with a Frisbee or ball for your flag that you can pass to teammates.** This often makes the game much faster and more offensive minded. If you capture the flag you can throw it to a teammate to try and get it out of your territory. The tagging rules still apply, and you can add the rule stating that if the flag is dropped (by a bad pass or missed catch), the flag must be returned to the starting space.

- This is a great variation for Open-Field games, where it is impossible to hide a flag.

**Hide multiple flags per team.** This is a great way to extend the game longer, or make it more fun for larger groups (20+) in large areas. Give each team 3-5 flags to hide individually. The game is not over until all the flags are found by one team.

- You can also give each flag a point score, based on the difficulty of finding and returning it to your base. Set a time limit on the game, and the team with the most points at the end wins.

# QUICK REFERENCE GUIDE

## GENERAL RULES:

Divide the class into two teams. Assign team A to one end of the playing field and team B to the other. The field between team A's fort and the center line is considered safe for team A, and the space between team B's fort and the center line is safe for team B.

Depending on how many people are playing, you might want a way to distinguish teams. (If you're playing with a small group, that probably won't be a problem because everyone could remember who's on their team, but if you're playing with a huge group, different colored strips of surveyor's tape for each team to be 'flags' or tied around wrists might be a good idea, for instance.)

Once a member of team A crosses into team B's territory, he or she can be captured and taken to team B's jail and vice-versa. The goal is for each team to cross safely into enemy territory and capture the opposing team's flag. The team members must then attempt to bring it safely back to their own fort.

## CAPTURE:

To capture an opposing team member, he or she must be tagged. The prisoner must then be escorted to the jail where he or she will wait until there is a jailbreak. (If each person is wearing a team color-coded flag, to capture someone the flag must be pulled loose.)

## JAIL:

Once there are people trapped in the jail, the opposing team can attempt a jailbreak to free their team members. To do this, at least one/three team members have to arrive safely in the jail and yell, "Free! Free! Free!" The prisoners may then walk **safely** back to their own side and then resume play.

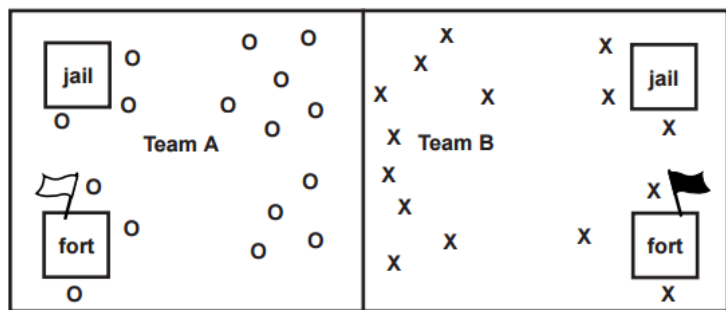
## SAFE TERRITORY:

Each member is safe on his or her team's side of the playing field. Each person is also safe once he or she enters either team's fort or jail. The exception is when a flag is removed from a fort. Once a flag is taken, the individual carrying the flag is not safe until he enters his or her own fort.

Option: **Set up a neutral zone where no one can be tagged.** Having a neutral zone prevents impossible-to-judge situations where two players tag each other near or on the line. To do so, simply make the center line 3-5 yards wide. If you're in this area, no one can be tagged and sent to jail.

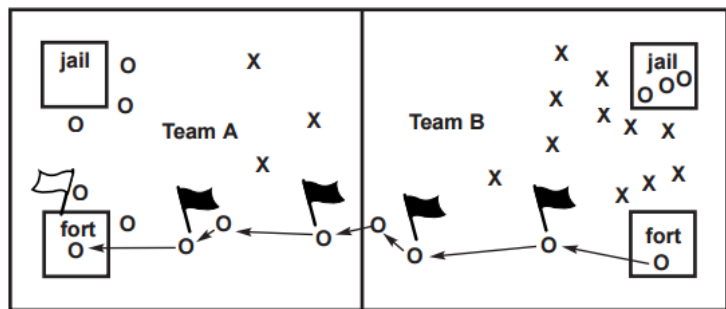
## STRATEGY:

It is often helpful to set a team strategy. Guards are usually set at both the forts and the jails, and team members plan together to free one another and to move the flag down the field.



O=Team A X=Team B

INITIAL PLAY SET



O=Team A X=Team B

MOVING THE FLAG & JAIL BREAKS

## IDEAS FOR THINKING STRATEGICALLY:

**Break your team up into "guards" and "attackers."** One of the possible best ways to play as a team is to have set roles. This way you know that a certain number of people will be defending your flag, no matter what. You may want one more guard than attacker, someone who focuses on getting your team out of jail if anything goes wrong.

- **Guards:** Patrol the center line and the rest of your field, ready to tag anyone who crosses or tries to find your flag. Often calls out to the rest of the team when they've found someone hiding or sneaking on their side. They also try and prevent jailbreaks.
- **Attackers:** Try and sneak away or outrun the guards, looking for the flag. They will go to jail often while searching, so other attackers need to take turns saving them so that all the attackers don't end up in jail at once. Once they find the flag, they tell the rest of their team and try to capture it.
- **Scouts/Rangers/Recon (Optional):** If you have a big team, you'll want a few fast players who can switch between offensive and defense, depending on the team's needs. These players usually save others from jail, help search for the flag near the border, defend when the guards are outnumbered, or slowly sneak into enemy territory while the attackers distract the guards.

**Plan your modes of attack.** The fun of capture the flag comes from the strategy involved. Do you want to play defensively, picking off the other team's attackers and then rushing them with superior numbers? Or do you want to try and sneak into their side, hiding and moving slowly to spend as much time looking for the flag as possible? Talk with your team to work out a gameplan for the best results. Some strategies include:

- **The Mad Rush:** A desperate move, or one used if you know where the flag is, this involves sending almost everyone in at once in the hopes that one person gets the flag back safely.
- **The Decoy:** Risky but rewarding, this involves sending some of your fastest players all to one side of the field. Their goal is simply not to get tagged, drawing as many guards to chase them as possible, while another player on the other side of the field quietly sneaks around to look for the flag.
- **Blockers:** If you have the flag or know where to find it, group up with 3-4 other teammates. Run together towards the flag with your fastest person in the middle and the rest of the team 4-5 feet away on either side, taking tags as "blockers." Note, however, that once a player is tagged they must stop playing and go to jail. They cannot keep blocking after they've been tagged.

## DON'T FORGET!

A critical and crucial step. Work with students after the game has finished, to identify and discuss situations that we've encountered on the sports field, which could be similar to other situations that they have or might encounter: their families, their immediate living or social communities such as school or youth groups that they might attend. Discuss how strategic thinking might be effectively translated and used in these situations.

**TEAM © ONE!**

**TEAM TWO!**

# DAY 5 K-8 STANDARD ALIGNMENT

K

- 7.T/E.2 Apply creative thinking to solve problems.
- SL.K.1. Participate in collaborative conversations with diverse partners with peers and adults in small and larger groups.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students participate in playing Capture the Flag. Team members will have to work together, plan their strategies (e.g., offensive or defensive techniques? Specific roles or a mad rush? Etc.), and test/implement their ideas in order to be successful and win the game.*

1

- 7.T/E.2 Apply creative thinking to solve problems.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.1.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students participate in playing Capture the Flag. Team members will have to work together, plan their strategies (e.g., offensive or defensive techniques? Specific roles or a mad rush? Etc.), and test/implement their ideas in order to be successful and win the game.*

2

- 7.T/E.2 Apply creative thinking to solve problems.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.2.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students participate in playing Capture the Flag. Team members will have to work together, plan their strategies (e.g., offensive or defensive techniques? Specific roles or a mad rush? Etc.), and test/implement their ideas in order to be successful and win the game.*

3

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.3.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.1.2 Execute prescribed strategies in a variety of games.

- 2.3.1 Identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students participate in playing Capture the Flag. Team members will have to work together, plan their strategies (e.g., offensive or defensive techniques? Specific roles or a mad rush? Etc.), and test/implement their ideas in order to be successful and win the game.*

4

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.4.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.1.2 Execute prescribed strategies in a variety of games.
- 2.3.1 Identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students participate in playing Capture the Flag. Team members will have to work together, plan their strategies (e.g., offensive or defensive techniques? Specific roles or a mad rush? Etc.), and test/implement their ideas in order to be successful and win the game.*

5

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.5.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.1.2 Execute prescribed strategies in a variety of games.
- 2.3.1 Identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students participate in playing Capture the Flag. Team members will have to work together, plan their strategies (e.g., offensive or defensive techniques? Specific roles or a mad rush? Etc.), and test/implement their ideas in order to be successful and win the game.*

6

- 2.2 Demonstrate critical thinking skills in addressing assignments and performing tasks.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.6.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.2.1 Demonstrate offensive and defensive strategies in individual/dual and team sports.
- 1.3.3 Exhibit advanced offensive, defensive and transition strategies in a variety of physical and mental games and activities.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students participate in playing Capture the Flag. Team members will have to work together and think creatively and critically as they plan their strategies (e.g., offensive or defensive techniques? Specific roles or a mad rush? Etc.) , and test/implement their ideas in order to be successful and win the game.*

7

- 2.2 Demonstrate critical thinking skills in addressing assignments and performing tasks.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.7.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.2.1 Demonstrate offensive and defensive strategies in individual/dual and team sports.
- 1.3.3 Exhibit advanced offensive, defensive and transition strategies in a variety of physical and mental games and activities.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students participate in playing Capture the Flag. Team members will have to work together and think creatively and critically as they plan their strategies (e.g., offensive or defensive techniques? Specific roles or a mad rush? Etc.) , and test/implement their ideas in order to be successful and win the game.*

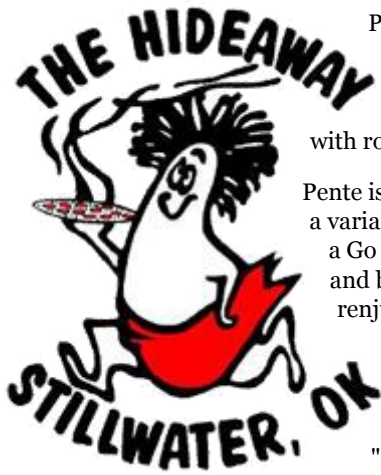
8

- 2.2 Demonstrate critical thinking skills in addressing assignments and performing tasks.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.8.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.2.1 Demonstrate offensive and defensive strategies in individual/dual and team sports.
- 1.3.3 Exhibit advanced offensive, defensive and transition strategies in a variety of physical and mental games and activities.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students participate in playing Capture the Flag. Team members will have to work together and think creatively and critically as they plan their strategies (e.g., offensive or defensive techniques? Specific roles or a mad rush? Etc.) , and test/implement their ideas in order to be successful and win the game.*



# DAYS SIX AND SEVEN: HURRAY FOR PENTE!



Pente is a strategy board game for two or more players, created in 1977 by Gary Gabrel, a dishwasher at Hideaway Pizza, in Stillwater, Oklahoma. Customers played Pente at Hideaway Pizza on checkerboard tablecloths while waiting for their orders to arrive. Thirty years later, patrons are still playing Pente at Hideaway Pizza, although now with roll-up Pente boards.

Pente is based on the Japanese game ninuki-renju, a variant of renju or gomoku that is played on a Go board of 19x19 intersections with white and black stones. Like renju and ninuki-renju, Pente allow captures, but Pente added a new opening rule. In the nineteenth century, gomoku was introduced to Britain where it was known as "Go Bang." (Borrowed from Japanese "goban" 碁盤 meaning "go board") This is a

great game that is very quick to learn. The goal – get 5 in a row, or capture 10 of your opponent's pieces. This is an example of a multiple entry, multiple exit activity. After playing against a student or observing students at play, you can easily tell what logical thought processes are happening.

## Did You Know?

Pente is a cousin to several other games which are related to Go in about the same way Checkers is related to Chess. Pente is actually played on a stylized Go board, a grid of 19 X 19 lines. Pente stones, like Go pieces, are placed on the intersections of the lines rather than in the squares the lines create.

## RULES

The rules for the games and variations of Pente are actually incredibly simple, yet the games themselves and the strategy behind the games takes a long time (possibly even a life-time) to master.

Ready for the rules? They don't take long, promise!

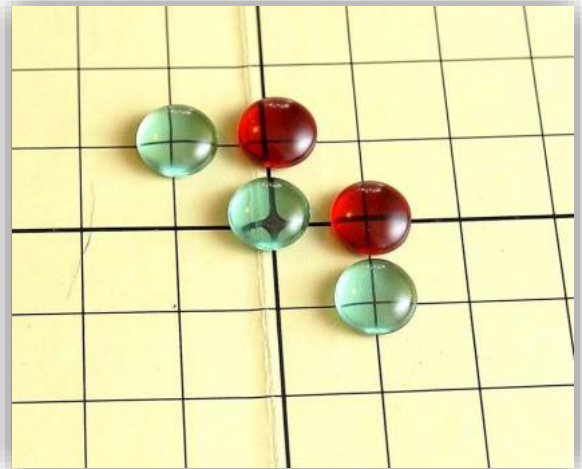
Each turn, players alternate placing one stone on the board. The goal is to get five stones in an unbroken line...like an extended Tic-Tac-Toe. An alternative victory route is to capture ten of the opponent's stones. Stones can be captured only two at a time, by placing one of your stones at each end of the two side-by-side stones (which can be next to each other vertically, horizontally, or diagonally).

That's pretty much it. Simple rules that can be taught in about two minutes.

Unlike Tic-Tac-Toe, Pente is not a trivial game. Two good players can sprawl all over the board, or build a tight, complicated, knotty mass in the center of the board that will not allow the critical number of aligned pieces. The more pieces on the board, the more difficult it is to defend against multiple areas of threat. It really can end up being a knuckle-biting game as it grows past the usual size for a game.



And in case you want an alternate explanation with a bit more detail (which still won't take long): The players alternate in placing stones of their color on free intersections, with loser of the last game always assuming the opening move. The players aim to align five stones of the same color suite in vertical, horizontal or diagonal lines. Captures are obtained by flanking pairs of an opponent's stones in any same direction. (Captures must consist of pairs; flanking a single stone does not result in a capture, nor does flanking three in a row) A player cannot lead their own stones into capture by moving into a flank after the fact. A player wins by scoring five stones in a row, or capturing five pairs of opponent stones. Pente can also be played by four people, with pairs of two acting as partners.



**Tip: Say, What's That You're Playing?** Often, when people watch it being played, and quickly realize how easy it is, they can't help but want to get their fingers on the glass "stones," because they are sure they can do a better job than the one who's already playing.

Tournament rule: In this common variation, the first player's second move is restricted — it must be at least three intersections away from the center of the board. The tournament rule was created by Tom Braunlich to subvert the advantage held by the first player.

## Common Rules

All games are played on a 19x19 board of intersecting lines. Each player places stones on the intersecting lines (not in between the lines). Once a stone is played it can't be moved again (except if captured in certain games). All games start with player 1's first move in the middle of the board. Play then continues by alternating turns until one player wins.



## VARIATIONS:

### POINTS PENTE®

For Two Players

This variation introduces a certain element of "risk" into the game and provides a new way of keeping score, which more accurately determines the relative strengths of the players. The rules and strategy of POINTS are the same for basic PENTE®.

Although each game is still won by getting five-in-a-row or five captures, an additional objective is to win by as many points as possible. The first player to score a designated number of points (usually 21 to 50), over a series of games, wins the match.

Scoring Points: When the game is over, points are counted and scored as follows.

- The player, if any, who got five-in-a-row receives 5 points as a bonus.

- Each player receives 1 point for each capture he or she made.

- Each player receives 1 point for each four-in-a-row he or she has still remaining on the board. Four-in-a-row is 4 stones, consecutively and in a straight line. Any that were wiped out during the game do not count.

Playing with points introduces new strategies into the game by challenging both players to take calculated risks in order to gain as many points as possible.

For instance, if one player accumulates an overwhelming advantage, such as an unblocked four, he or she may prefer to delay making the winning move for a while in an attempt to gain even more points.

Handicaps: Playing Points allows for an easy handicapping. For example, in a match to 21, a veteran player may give an intermediate player an edge of 5 or 10 points—thus evening the contest.

## GO MOKU

Gomoku is the simplest of the games. To win, place 5 of your stones in a straight continuous line (either horizontally, vertically or diagonally). Whoever does this first wins the game. One note, you must get exactly 5 in a row to win. 6 or more of your stones in a row is called an "overline" and does not count as a win, play continues.

## KERYO-PENTE

Keryo-Pente is a variation of Pente proposed in 1983 by World Pente Champion Rollie Tesh. Again you can win by placing 5 in a row. The variation has to do with the captures, you can still capture 2 stones as in Pente, but you can also capture 3 stones in the same manner. In order to win by capturing you must now capture 15 or more stones. Although technically only a variation of Pente, games turn out to be very different.

## CONNECT6

([Chinese](#): 六子棋; [Pinyin](#): liùzǐqí; [Japanese](#): 六目並べ; [Korean](#): 육목)

introduced in 2003 by Professor [I-Chen Wu](#) at Department of Computer Science and Information Engineering, [National Chiao Tung University](#), Connect 6 is a two-player [strategy game](#) similar to [Gomoku](#) & Pente

Two players, Black and White, alternately place two stones of their own color, black and white respectively, on empty intersections of a Pente like board, except that Black (the first player) places one stone only for the first move, at the center of the board. After that each player gets to place **two** stones on the board at a time.

The one who gets six or more stones in a row (horizontally, vertically or diagonally) first wins the game.

The rules of Connect6 are very simple and similar to the traditional game of Gomoku or Pente:

Players and stones: There are two players. Black plays first, and White second. Each player plays with an appropriate color of stones, as in Pente.



Game board: Connect6 is played on a square board made up of intersecting lines (aka a Pente board), with each intersection capable of holding one stone. In theory, the game board can be any finite size from 1×1 up (integers only), or it could be of infinite size. However, boards that are too small may lack strategy (boards smaller than 6×6 are automatic draws), and extremely large or infinite boards are of little practical use. 19×19 boards might be the most convenient. For a longer and more challenging game, another suggested size is 59×59, or nine boards tiled in a larger square (using the join lines between the boards as additional grid lines).

Game moves: Black plays first, putting one black stone on one intersection. Subsequently, White and Black take turns, placing two stones on two different unoccupied spaces each turn.



Winner: The player who is the first to get six or more stones in a row (horizontally, vertically, or diagonally) wins. (This is a departure from Gomoku & Pente, where it must be exactly five in a row.)

According to Professor Wu, the handicap of black's only being able to play one stone on the first turn means that the game is comparatively fair; unlike similar games such as Gomoku and Connect Four, which have been proven to give the first player a large advantage, possibly no additional compensation is necessary to make the game fair.

**TIP:** Pente is very easy to do with paper and pencil, though captures mean erasing. You could also easily print up some grids or use large graph paper and use glass stones like you can get at craft stores for in flower vases. They could play Connect6 with the same equipment.

**RESOURCES:** For an official printable pdf booklet of the

Pente Rules go [here](#) or [here](#) for the Deluxe version.

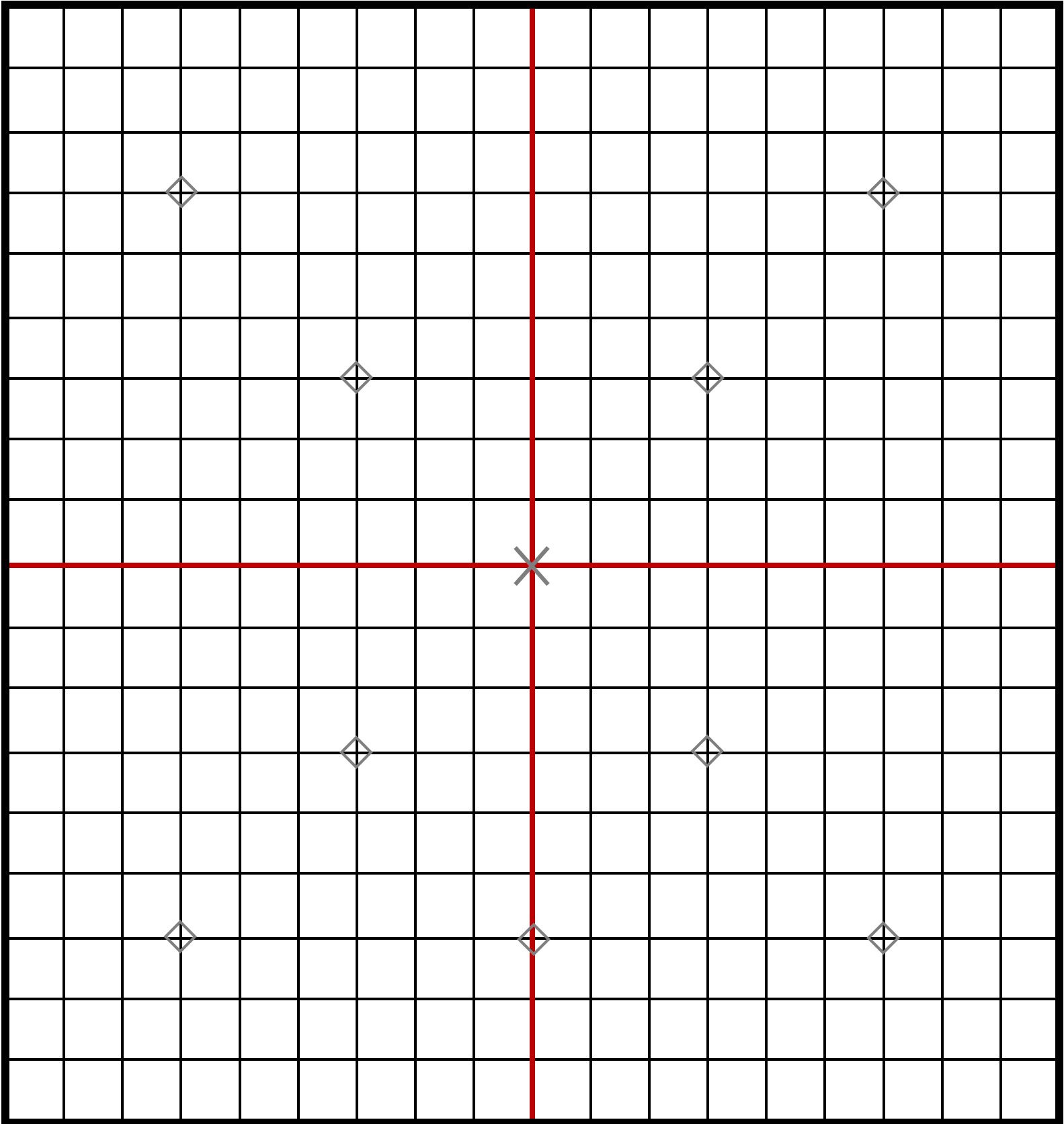
## EXTENSION: TOURNAMENT TIME!

Hold a PENTE tournament the same way you did for checkers. An example of how the points system could work for PENTE is: 1 point per pair captured, 5 points for a 5 in a row, 1 point for each 4 in a row **still on the board**.

Have students keep track of wins and points using the included 'Hurray for Pente!' worksheet.

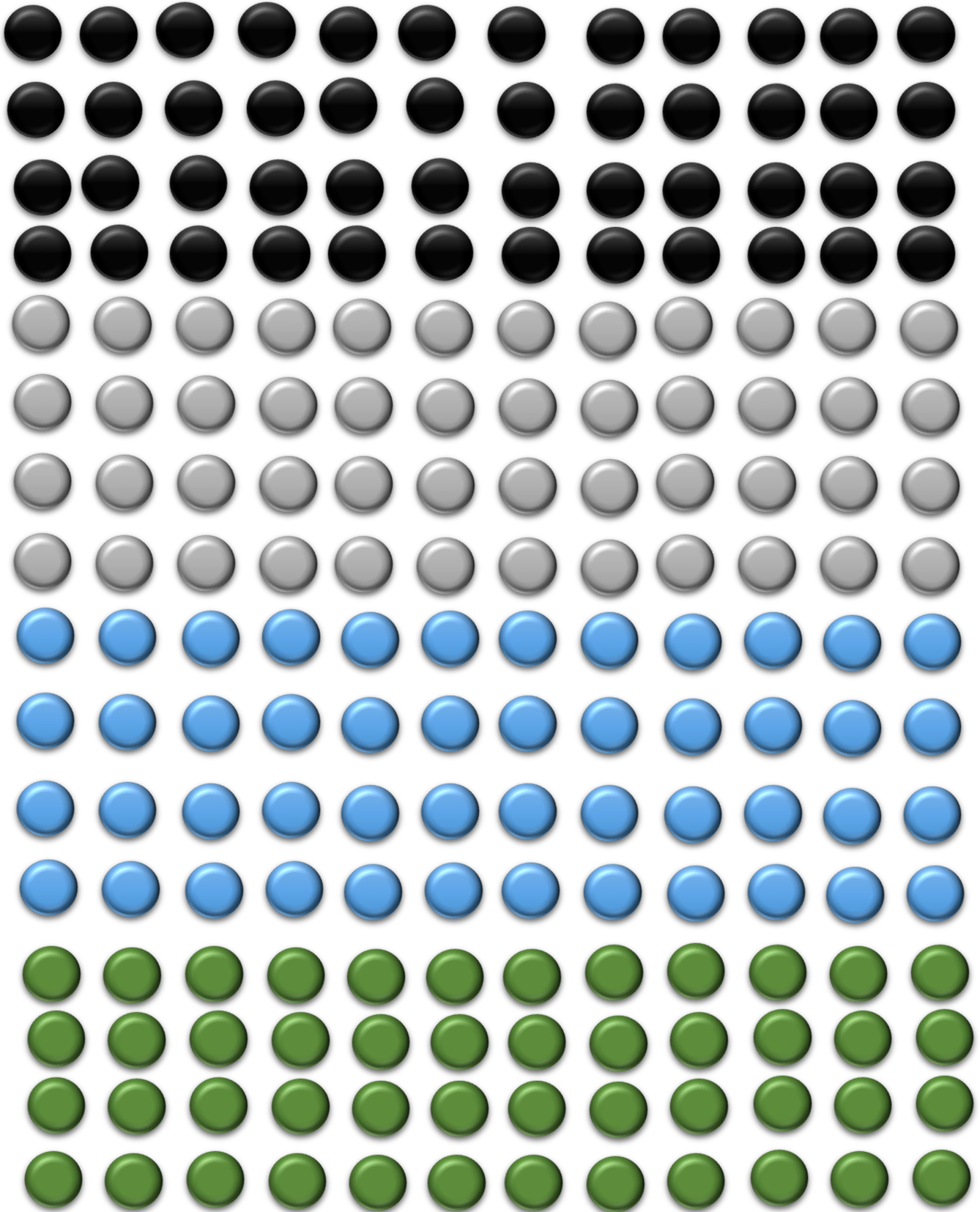
This type of tournament works very well when you are not sure how much time you will have, and you want all of the students playing all of the time.

# MINI PENTE BOARD



# MINI PENTE STONES

Note: Using glass 'stones,' beans, or other small objects, ex. buttons, of two or more colors will be easier than cutting out the following, but these are provided as back-up for additional games, etc.









# HURRAY FOR PENTE!

## TOURNAMENT LEADERBOARD TAGS

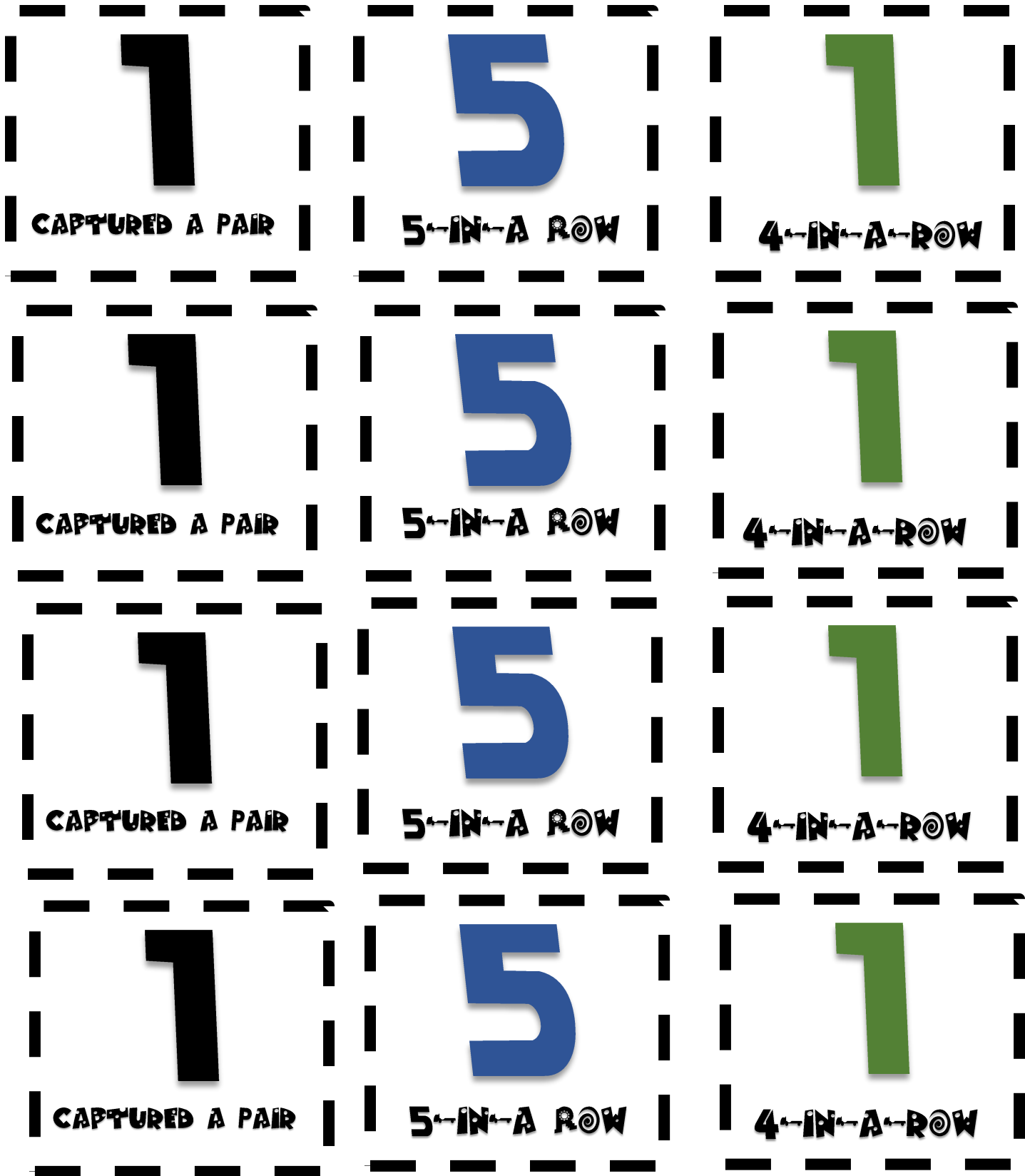
PLAYER'S NAME:

PLAYER'S NAME:

PLAYER'S NAME:

**Option: Leader boards are a great way to encourage students and to build excitement with some groups of competitive students.** Cut out the tags, write students' names on them, put tape or magnet strips on the back, and use them to track students' progress/points throughout the tournament. To add even more fun, have students choose team names or nick names. Finally, having a small prize for the winner is always fun.

Option: Leader boards are a great way to encourage students and to build excitement with some groups of competitive students. Cut out point cards, put tape on the back, and use them to help you and the students keep track of who is ahead and by how much.



# DAYS 6 AND 7 K-8 STANDARD ALIGNMENT

K

- 7.T/E.2 Apply creative thinking to solve problems.
- SL.K.1. Participate in collaborative conversations with diverse partners with peers and adults in small and larger groups.

*These standards will be met and reinforced as students discuss, learn, and practice PENTE and the strategies of the game. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win, capture stones, and how to block their opponent's moves, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game (and some of the variations—as time allows) and participate in the competition.*

1

- 7.T/E.2 Apply creative thinking to solve problems.
- SL.1.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*These standards will be met and reinforced as students discuss, learn, and practice PENTE and the strategies of the game. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win, capture stones, and how to block their opponent's moves, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game (and some of the variations—as time allows) and participate in the competition.*

2

- 7.T/E.2 Apply creative thinking to solve problems.
- SL.2.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

*These standards will be met and reinforced as students discuss, learn, and practice PENTE and the strategies of the game. They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win, capture stones, and how to block their opponent's moves, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game (and some of the variations—as time allows) and participate in the competition.*

3

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- SL.3.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2.1.2 Identify concepts of offensive and defensive strategies in a game-like environment
- 2.2.2 Identify and implement the concepts of offensive and defensive strategies.

*These standards will be met and reinforced as students discuss, learn, and practice PENTE and the strategies of the game. They will discuss moves, strategies, and aspects of the game as a group (ex.*

*solving the problem = figuring out how to win, capture stones, and how to block their opponent's moves, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game (and some of the variations—as time allows) and participate in the competition.*

4

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- SL.4.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2.1.2 Identify concepts of offensive and defensive strategies in a game-like environment
- 2.2.2 Identify and implement the concepts of offensive and defensive strategies.

*These standards will be met and reinforced as students discuss, learn, and practice PENTE and the strategies of the game (and some of its variations—as time allows). They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win, capture stones, (offensive strategies) and how to block their opponent's moves (defensive strategies) using creative thought and observation, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game, its variations, and participate in the competition.*

5

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- SL.5.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2.1.2 Identify concepts of offensive and defensive strategies in a game-like environment
- 2.2.2 Identify and implement the concepts of offensive and defensive strategies.

*These standards will be met and reinforced as students discuss, learn, and practice PENTE and the strategies of the game (and some of its variations—as time allows). They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win, capture stones, (offensive strategies) and how to block their opponent's moves (defensive strategies) using creative thought and observation, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game, its variations, and participate in the competition.*

6

- RST.6-8.3. Follow precisely a multistep procedure when performing tasks.
- SL.6.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6.1.5 Identify strategies used to solve problems, e.g., in a strategy based game.
- 2.2.3 Practice offensive, defensive and transition strategies.
- 6.3.5 Reflect and discuss various strategies used in problem solving, decision making, and risk-taking.

*These standards will be met and reinforced as students discuss, learn, and practice PENTE and the strategies of the game (and some of its variations—as time allows). They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win,*



*capture stones, (offensive strategies) and how to block their opponent's moves (defensive strategies) using creative thought and observation, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game, its variations, and participate in the competition. They will analyze how each game went (post-game analysis) and what they could have/might have done to make the outcome different.*

7

- RST.6-8.3. Follow precisely a multistep procedure when performing tasks.
- SL.7.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6.1.5 Identify strategies used to solve problems, e.g., in a strategy based game.
- 2.2.3 Practice offensive, defensive and transition strategies.
- 6.3.5 Reflect and discuss various strategies used in problem solving, decision making, and risk-taking.

*These standards will be met and reinforced as students discuss, learn, and practice PENTE and the strategies of the game (and some of its variations-as time allows). They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win, capture stones, (offensive strategies) and how to block their opponent's moves (defensive strategies) using creative thought and observation, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game, its variations, and participate in the competition. They will analyze how each game went (post-game analysis) and what they could have/might have done to make the outcome different.8*

- RST.6-8.3. Follow precisely a multistep procedure when performing tasks.
- SL.8.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6.1.5 Identify strategies used to solve problems, e.g., in a strategy based game.
- 2.2.3 Practice offensive, defensive and transition strategies.
- 6.3.5 Reflect and discuss various strategies used in problem solving, decision making, and risk-taking.

*These standards will be met and reinforced as students discuss, learn, and practice PENTE and the strategies of the game (and some of its variations-as time allows). They will discuss moves, strategies, and aspects of the game as a group (ex. solving the problem = figuring out how to win, capture stones, (offensive strategies) and how to block their opponent's moves (defensive strategies) using creative thought and observation, etc.) and then apply them and discuss them with several different partners as they conduct practice bouts to learn the game, its variations, and participate in the competition. They will analyze how each game went (post-game analysis) and what they could have/might have done to make the outcome different.*

# DAY EIGHT

## 'ULTIMATE!'

You're running through a big field of grass, trying to catch a flying disc that a whole bunch of people are trying to keep away from you.

Are you:

- Stealing pizza from an outdoor Italian banquet?
- Breaking up a day of skeet shooting?
- Trying to smuggle a UFO out of Area 51?

NO! You're playing Ultimate Frisbee!

The game is simple and straightforward: a field, two teams (usually of seven players each) and one disc. The object is to keep passing the Frisbee forward to your teammates and ultimately get it to a player who's in the end zone. This is a team sport in the purest sense—you literally cannot advance the disc without someone else to throw to!

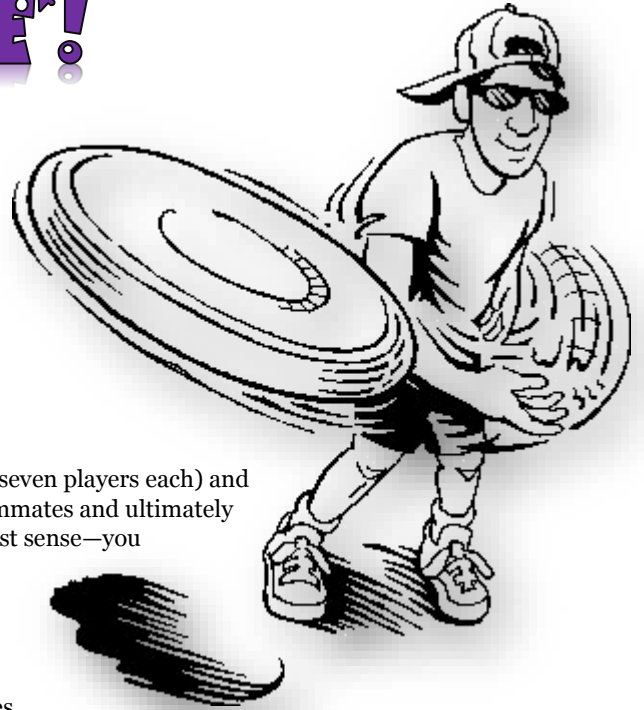
Ultimate Frisbee combines many of the skills and strategic thinking of basketball, American football, and soccer. But players do not move a ball down the field. Instead, they throw and catch a Frisbee -- that disc-shaped object that floats through the air. Ultimate Frisbee requires players to work for the benefit of the whole team by using strategy, setting up passes and plays, and coordinating an effort to move the disc downfield. Quickness, stamina, a good eye, and accurate aim are also key.

Physically, and in terms of teamwork, the sport is a lot like football, soccer, hockey, or basketball. One thing that makes it truly unique is that you're throwing a Frisbee (or flying disc) instead of kicking, hitting, or throwing a ball.

### ULTIMATE FRISBEE BASICS:

- Play begins with the teams lining up facing each other. The defense throws the disc to the offense, and the game is on.
- Unlike many similar sports, players in Ultimate Frisbee can't move the disc forward by running with it. As soon as a player catches the disc, he or she **must** stop running, and pass the disc to a teammate. The disc can be passed forward, backwards, or sideways.
- This means that the disc is constantly moving from player to player, rather than having one good player hog it all the time. In this way, Ultimate is the ultimate team sport!
- When a pass is incomplete (meaning it's dropped, hits the ground, or flies out of bounds) or the defense blocks or intercepts a pass, possession changes, and the team on defense is now suddenly the offense.
- The aim of the game is to get a teammate to catch the Frisbee in the other team's goal area. Each goal is one point. The first team to get twenty-one points wins. Or fifteen points. Or whatever number of points the teams agree to.

### OPTIONAL WARM-UP ACTIVITY:



### Did You Know?

The first Frisbee, called "the Pluto Platter," had a message written on the back when it came out in the late 50s, it said 'Play Catch, Invent Games.' And people have.

Throw and Go (Ultimate lead-up)- Partners throw and catch down the field while "leapfrogging" past one another with each successful catch. If dropped the disc must return to the thrower.

## STARTING PLAY

### PULL

A regulation game has 2 teams with 7 players on each team.

To start the game, both teams line up in their respective end zones, and the defensive team throws the frisbee to the other end like a "kick-off" in football.

This throw is known as a "pull."

A coin toss (or a flip of the disc) is used to determine who will receive the disc first. The players on the throwing team can move anywhere in their end zone, but they may not cross the goal line until the disc is thrown.

The players on the receiving team must stand with one foot on their goal line. As soon as the disc is released, all players are free to move wherever they want.

No player on the team throwing off is allowed to touch the disc before a member of the receiving team has touched it.

The objective of the pull is to send the Frisbee as far down the field as possible to give the offensive team poor field position.

### MOVEMENT OF THE DISC

The disc can be moved around the field in any direction by passing it to a teammate.

After catching a pass, the receiver must come to a stop as quickly as possible and then can only move by pivoting off of an established pivot foot.

A player may throw the disc before coming to a complete stop and establishing a pivot foot, but it must be thrown before the third step after catching the disc.

If the disc is caught by an offensive and defensive player at the same time, the disc goes to the offense.



### STALL

Once a player catches the disc, she only has 10 seconds to pass it. This period is called the "stall." Each second is counted out loud by a defender (called a "marker") who must be standing within 10 feet of the thrower.

A player may hold the disc for longer than 10 seconds if no marker is within 10 feet or if the marker isn't counting out loud. If a new marker comes, the new defender has to restart the stall count from zero.

Only one defender may guard the thrower at a time, and there must be at least a disc's diameter distance between the marker and the thrower. The marker can't restrict the thrower from pivoting.

### ULTIMATE PLAY (ALSO KNOWN AS "CREATEST")

When a player jumps from inbounds to catch a disc that has passed out-of-bounds the disc must be thrown back inbounds before the player's feet or any other part of her body touches the ground. The thrower may only catch her own throw if another player touches it in the air first.

## CHECK

When play stops, the player who was in possession keeps the disc. All players on the field must come to a stop as quickly as possible until play resumes. The marker restarts play by touching the disc in her opponent's hands. If the thrower passes the disc before the marker touches it, the pass doesn't count, and it's replayed.

## SCORING

A point is scored when a player catches the disc in the end zone his team is attacking.

If a defender intercepts the pass in the end zone they are defending, they get a point.

A player **cannot** score by running into the end zone with the disc.

After a point is scored, the teams exchange ends. The team that just scored remains in the end zone while their opponent lines up in the opposite end zone. Play resumes with a pull by the scoring team.

Games are often played to 21, but they don't have to be. However, the winning team must be ahead by 2 goals. If the score is tied at 20-20, the game goes into overtime and play continues until one team gains a 2-point lead or one team reaches 25.

## CHANGE OF POSSESSION

An incomplete pass results in a change of possession. When this happens, the defense immediately gets control of the disc wherever it landed. If it remains inbounds, they pick it up at that spot. If it went out-of-bounds, they take it from the place where it went out of play. Play doesn't stop when there's a turnover; it continues.

Reasons for turnovers:

- **Throw-away** – the thrower makes a bad pass, and the disc lands on the ground.
- **Drop** – the receiver fails to catch the disc.
- **Block** – a defender makes contact with the disc while it's in the air and knocks it to the ground.
- **Interception** – a defender catches a pass thrown by the offensive team.
- **Out of bounds** – the disc lands out of bounds or is caught by a player who is out of bounds or leaps from out of bounds.
- **Stall** – the player holding the disc doesn't throw it before the marker has counted 10 seconds.
- **Hand-off** – players can't hand the disc off to one another.

A player may not catch his own throw until it is touched by another player.

## LENGTH OF GAME

The game is made up of two 24-minute halves. The clock stops:

- after a goal
- at the end of each period
- for time-outs
- for injuries
- for fouls and violations



- when the disc goes out of bounds

Each overtime period lasts for 5 minutes.

## STOPPING PLAY

Play stops for the following reasons:

**Fouls** – Contact between opposing players that disrupts possession of the disc. (Incidental contact is not a foul.) Play immediately resumes as if the possession were retained. If the player called for the foul disagrees with the call, the disc goes back to the last thrower and play resumes. No physical contact is allowed.

**Violations** – Any play that breaks the rules and doesn't involve physical contact. Violations include traveling with the disc, double teaming, and picking (obstructing the movement of a defensive player.) Also, defensive players may not strip the disc from an offensive player.

## HALF-TIME

A half-time break takes place when one team reaches the half-way marker in the score. If teams are playing up to an odd number, the number for half-time is rounded up. For example, if the game is being played to 21, half-time would occur after the first team scores 11 points. Half-time lasts for 10 minutes.

## SUBSTITUTIONS

Teams may substitute players after a point is scored or if a player is injured.

## OFFICIALS

Typically, there are no officials. Players are responsible for playing fair, calling their own fouls, and making their own out-of-bounds calls.

## MODIFICATIONS

Depending on the number of players, skill level, available equipment, or the size of your playing area, you can modify the Ultimate Frisbee rules to fit your needs. Here are some modifications you can make to get a game going:

- Reduce the size of the field.
- Use a soft nerf-type frisbee or a giant flying disk.
- Use some type of ball instead of a frisbee.
- If you use a ball that bounces, allow 1 bounce before the receiver has to catch it.
- Play with few or more players on each team.
- Don't let anyone defend the thrower. Allow the player with the disc to throw freely.
- Play shorter games to fewer points.
- Play for a certain period of time, and see who has the most points when time expires.
- Do away with the 10-second counting rule or decrease the time to speed the game up.

## COOL ULTIMATE FRISBEE FACTS:

- The origins of the Frisbee flying disc are in New Haven Connecticut, where long ago, people began tossing and catching the pie tins from the Frisbie Pie Company.
- The game of Ultimate Frisbee was invented in 1968 at Columbia High School in Maplewood, New Jersey, by students who adapted the rules of a game called Frisbee Football.
- Ultimate is a completely non-contact sport, so any contact between players can be considered a foul.
- Most games of Ultimate are self-refereed, meaning that it's up to the players to make decisions about rules and fouls, and to settle disagreements. **In fact, playing fair -- more than playing to win -- is really the only rule in ultimate that cannot be changed. Players call the trust between players to do what is right, the “Spirit of the Game.”**
- Most Ultimate players value fair play, sportsmanship, and having a good time over competitive or aggressive play.

The game of ultimate may not be as popular as American football. But ultimate teams can now be found in many high schools and almost all colleges in the United States. And the game is played around the world.



## DON'T FORGET!

A critical and crucial step. Work with students after the game has finished, to identify and discuss situations that we've encountered on the sports field, which could be similar to other situations that they have or might encounter: their families, their immediate living or social communities such as school or youth groups that they might attend. Discuss how strategic thinking might be effectively translated and used in these situations.

## FRISBEE'S 101

### THE DISCS

Discs come in many shapes and sizes, each with different uses. Discs are rated by weight (grams) and in general the heavier the better. Lower elementary grades do well with lighter/smaller Frisbees (120 grams and below), however they will be affected by the wind in a big way! Frisbees from 120 – 165 g are good for upper elementary grades and the 175g and above are best for middle school ages and older. The 175g Frisbee is used for Ultimate, and is the best overall “flyer” for golf and tricks in the school setting. Nerf Frisbees/Flippy Flyers are recommended for indoor use and the game of Guts.

### THE THROWS

In general, the following tips are important with all throws:

1. The smoother the motion = the better the throw
2. The arm gives distance, the wrist gives spin (which will give the float)
3. If the Frisbee wobbles, the problem is not enough spin (wrist snap)
4. The Frisbee must be released flat, any tilt or turn = curved throw
5. Do not over throw...smooth, relaxed, and easy!

## THE BASIC (BACKHAND) THROW

Grip- The hand should be in the shape of a gun, with the thumb on top of the disc, the index finger along the edge, and the remaining fingers spread out underneath (this is called the control grip = most recommended). The power grip is simply thumb on top, fingers underneath (less control).

The Throw- Facing sideways to the target with the throwing side towards the receiver, the step and throw are with the same body side (right handed throw...step with the right foot). Frisbee in to the wrist (cock the wrist), and reach the Frisbee across the body to the opposite elbow. The throw should be a long, flat smooth motion, ending with the index finger pointing towards the target.

## THE FOREHAND AND THUMBER THROWS-- (SIDEARM)

**GRIP 1 (THUMBER)**-- Put the Frisbee in the non-throwing hand with the bottom facing up. Place the thumb of the throwing (with palm down) inside the disc along the edge. Flip the Frisbee over with the thumb now underneath, and the fingers on top (holding the edge).

**GRIP 2 (FOREHAND)**-- Put the Frisbee in the non-throwing hand with the bottom facing up (as above). Take the throwing hand and point the thumb down (the back of the hand will be facing the Frisbee). Place 2 fingers along the inside edge of the disc with the thumb underneath gripping. Flip the disc over so that the thumb is on the top and the fingers are underneath.

**THE THROW**-- This is a sidearm throw, with the opposite side shoulder (nonthrowing hand side) facing the target. Limit the arm motion, and stress the wrist action (the wrist must start in a cocked back set-up). The importance of keeping the Frisbee flat is imperative, with the release beginning at waist level or below, and the outside edge of the Frisbee DOWN! The tendency is to pick the Frisbee up and throw it like a ball...it's more like skimming a stone on the lake.

**THE DISCUS THROW GRIP**-- The grip is the same as the thumber, except that instead of flipping the Frisbee over the top, you turn it under and back behind, so that it rests on the forearm (arm straight).

**THE THROW**-- With the arm back, and the opposite shoulder facing the target, the release is with a straight arm around at shoulder height. The disc must stay flat, and the throw should be relaxed and smooth. The back of the forearm/wrist will be facing the target during the set-up (discus motion).

## THE SPIN

Teaching the spin...have students work on spinning the Frisbee. Spin it on one finger, spin it with two hands and catch it on one finger, spin it and tap it with one (or 2) fingers, spin it on the floor, one hand spin/catch The idea is to get students to use the wrist to create the snap/spin.

## THE CATCH

There are 2 basic types, the claw catch (one or two hands catching the edge of the disc), or the clap (2 hands clap top and bottom).



**TEACH STUDENTS TO USE THE CLAP METHOD FOR ULTIMATE...THEY'LL HAVE MORE SUCCESS!**

**REMEMBER!**

One of the most important goals of kids' sports is to promote a sense of good sportsmanship. Inform students that teams can and will lose points for unsportsmanlike conduct by any member of their teams (from the coaches on down) to any member of any team, including their own. Encourage students to play fair, to have fun, and to concentrate on helping the team while polishing their own skills.

**Option:** Give penalties for Unnecessary Roughness (pushing), Interference (giving an answer when not your turn), Unsportsmanlike Conduct (rude to a teammate, teacher, or member of another team), Excessive Celebrating (that is not what it is called in professional sports, but it's basically when the player brags and showboats about beating someone)...

## WHAT IS GOOD SPORTSMANSHIP?

Good sportsmanship is when teammates, opponents, coaches, and officials treat each other with respect. Kids learn the basics of sportsmanship from the adults in their lives, especially their parents, teachers, and their coaches. Kids who see adults behaving in a sportsmanlike way come to understand that **the real winners in sports are those who know how to persevere and to behave with dignity – whether they win or lose a game.**

**the real winners in sports are those who know how to persevere and to behave with dignity – whether they win or lose a game.**

Help students understand (and demonstrate) that good sportsmanship includes both small gestures and heroic efforts. It starts with something as simple as shaking hands with opponents before a game and includes acknowledging good plays made by others and accepting bad calls gracefully.



As they get older and more competitive, kids often become more focused on winning and forget to have fun. Without constant reminders and good examples, they may also forget what behavior is appropriate before, during, and after a sporting event.

Displaying good sportsmanship isn't always easy: It can be tough to congratulate the opposing team after losing a close or important game. But the kids who learn how to do it will benefit in many ways.

Kids who bully or taunt others on the playing field aren't likely to change their behavior when in the classroom or in social situations. In the same way, a child who practices good sportsmanship is likely to carry the respect and appreciation of other people into every other aspect of life.

## ULTIMATE MATCH SCORE CARD

**TEAM NAME:**

**TEAM NAME:**

Score (1<sup>st</sup> Half):

Score (1<sup>st</sup> Half):

Score (2<sup>nd</sup> Half):

Score (2<sup>nd</sup> Half):

Final Score:

Final Score:

**WINNER?**

## ULTIMATE MATCH SCORE CARD

**TEAM NAME:**

**TEAM NAME:**

Score (1<sup>st</sup> Half):

Score (1<sup>st</sup> Half):

Score (2<sup>nd</sup> Half):

Score (2<sup>nd</sup> Half):

Final Score:

Final Score:

**WINNER?**

## ULTIMATE MATCH SCORE CARD

**TEAM NAME:**

**TEAM NAME:**

Score (1<sup>st</sup> Half):

Score (1<sup>st</sup> Half):

Score (2<sup>nd</sup> Half):

Score (2<sup>nd</sup> Half):

Final Score:

Final Score:

**WINNER?**

## DAY 8 K-8 STANDARD ALIGNMENT

K

- 7.T/E.2 Apply creative thinking to solve problems.
- SL.K.1. Participate in collaborative conversations with diverse partners with peers and adults in small and larger groups.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students practice with Frisbees and participate in playing Ultimate Frisbee. Team members will have to work together, communicate clearly and effectively with each other throughout the game, plan and discuss their strategies (e.g., offensive and defensive techniques, will players have specific roles or areas to cover or will it just be a mad rush? Etc.), allow every team member to participate effectively, and test/implement their ideas in order to be successful, score points, and win the game(s).*

1

- 7.T/E.2 Apply creative thinking to solve problems.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.1.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students practice with Frisbees and participate in playing Ultimate Frisbee. Team members will have to work together, communicate clearly and effectively with each other throughout the game, plan and discuss their strategies and tactics (e.g., what are their offensive and defensive techniques, will players have specific roles or areas to cover or will it just be a mad rush up and down the field? Etc.), allow every team member to participate effectively, and test/implement their ideas in order to be successful, score points, and win the game(s).*

2

- 7.T/E.2 Apply creative thinking to solve problems.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.2.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students practice with Frisbees and participate in playing Ultimate Frisbee. Team members will have to work together, communicate clearly and effectively with each other throughout the game, plan and discuss their strategies and tactics (e.g., what are their offensive and defensive techniques, will players have specific roles or areas to cover or will it just be a mad rush up and down the field? Etc.), allow every team member to participate effectively, and test/implement their ideas in order to be successful, score points, and win the game(s).*

3

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.3.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.1.2 Execute prescribed strategies in a variety of games.
- 2.3.1 Identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students practice with Frisbees and participate in playing Ultimate Frisbee. Team members will have to work together, communicate clearly and effectively with each other throughout the game, plan and discuss their strategies and tactics (e.g., what are their offensive and defensive techniques, will players have specific roles or areas to cover or will it just be a mad rush up and down the field? Etc.), allow every team member to participate effectively, and test/implement their ideas in order to be successful, score points, and win the game(s).*

4

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.4.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.1.2 Execute prescribed strategies in a variety of games.
- 2.3.1 Identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students practice with Frisbees and participate in playing Ultimate Frisbee. Team members will have to work together, communicate clearly and effectively with each other throughout the game, plan and discuss their strategies and tactics (e.g., what are their offensive and defensive techniques, will players have specific roles or areas to cover or will it just be a mad rush up and down the field? Etc.), allow every team member to participate effectively, and test/implement their ideas in order to be successful, score points, and win the game(s).*

5

- 7.T/E.5 Apply a creative strategy to solve a particular problem.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.5.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.1.2 Execute prescribed strategies in a variety of games.
- 2.3.1 Identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students practice with Frisbees and participate in playing Ultimate Frisbee. Team members will have to work together, communicate clearly and effectively with each other throughout the game, plan and discuss their strategies and tactics (e.g., what are their offensive and defensive techniques, will players have specific roles or areas to cover or will it just be a mad rush up and down the field? Etc.), allow every team member to participate effectively, and test/implement their ideas in order to be successful, score points, and win the game(s).*

6

- 2.2 Demonstrate critical thinking skills in addressing assignments and performing tasks.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.6.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.2.1 Demonstrate offensive and defensive strategies in individual/dual and team sports.
- 1.3.3 Exhibit advanced offensive, defensive and transition strategies in a variety of physical and mental games and activities.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students practice with Frisbees and participate in playing Ultimate Frisbee. Team members will have to work together, communicate clearly and effectively with each other throughout the game, plan and discuss their strategies and tactics (e.g., what are their offensive and defensive techniques, will players have specific roles or areas to cover or will it just be a mad rush up and down the field? Etc.), allow every team member to participate effectively, and test/implement their ideas in order to be successful, score points, and win the game(s).*

7

- 2.2 Demonstrate critical thinking skills in addressing assignments and performing tasks.
- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.7.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.2.1 Demonstrate offensive and defensive strategies in individual/dual and team sports.
- 1.3.3 Exhibit advanced offensive, defensive and transition strategies in a variety of physical and mental games and activities.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students practice with Frisbees and participate in playing Ultimate Frisbee. Team members will have to work together, communicate clearly and effectively with each other throughout the game, plan and discuss their strategies and tactics (e.g., what are their offensive and defensive techniques, will players have specific roles or areas to cover or will it just be a mad rush up and down the field? Etc.), allow every team member to participate effectively, and test/implement their ideas in order to be successful, score points, and win the game(s).*

8

- 2.2 Demonstrate critical thinking skills in addressing assignments and performing tasks.



- 2.1.1 Demonstrate understanding of concepts, principles, strategies and tactics as they apply to the learning and performance of games and physical activities.
- SL.8.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.2.1 Demonstrate offensive and defensive strategies in individual/dual and team sports.
- 1.3.3 Exhibit advanced offensive, defensive and transition strategies in a variety of physical and mental games and activities.

*These standards will be met and reinforced and used as a guide for expectations of student outputs and performance as students practice with Frisbees and participate in playing Ultimate Frisbee. Team members will have to work together, communicate clearly and effectively with each other throughout the game, plan and discuss their strategies and tactics (e.g., what are their offensive and defensive techniques, will players have specific roles or areas to cover or will it just be a mad rush up and down the field? Etc.), allow every team member to participate effectively, and test/implement their ideas in order to be successful, score points, and win the game(s).*

## **SAMPLE WEEK 2 ACADEMIC VOCABULARY TO REINFORCE**

K

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Order</li> <li>• Pattern</li> <li>• Beginning</li> </ul> | <ul style="list-style-type: none"> <li>• Ending</li> <li>• Location</li> <li>• Difference</li> </ul> | <ul style="list-style-type: none"> <li>• Position</li> </ul> |
|---|--|--|

1

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Predict</li> <li>• Location</li> </ul> | <ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> <li>• History</li> </ul> | <ul style="list-style-type: none"> <li>• Data</li> <li>• Solve</li> <li>• Total</li> </ul> |
|---|--|--|

2

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• History</li> <li>• Custom</li> <li>• Decision</li> </ul> | <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Observe</li> <li>• Depend</li> </ul> | <ul style="list-style-type: none"> <li>• Outcome</li> <li>• Discussion</li> </ul> |
|---|---|---|

3

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Tools</li> <li>• Import</li> <li>• Distribution</li> </ul> | <ul style="list-style-type: none"> <li>• Factor</li> <li>• Reasonable</li> <li>• Cause</li> </ul> | <ul style="list-style-type: none"> <li>• Effect</li> <li>• Conclusion</li> <li>• Threatened</li> </ul> |
|---|---|--|

4

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Ancient civilizations</li> <li>• Adapt</li> <li>• Chance</li> </ul> | <ul style="list-style-type: none"> <li>• Relationship</li> <li>• Remainder</li> <li>• Pattern</li> </ul> | <ul style="list-style-type: none"> <li>• Rules</li> <li>• Compare</li> <li>• Contrast</li> </ul> |
|--|--|--|

5

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Prompt</li> <li>• Justify</li> </ul> | <ul style="list-style-type: none"> <li>• Rational</li> <li>• Variable</li> <li>• View</li> </ul> | <ul style="list-style-type: none"> <li>• Model</li> <li>• Irregular</li> </ul> |
|--|--|--|

6

- Cause and effect
- Employ
- Relevant
- Power

7

- Impact
- Speed
- Property

8

- Variation
- Debate
- Alternate

- Random
- Simulation
- Similarity
- Control

- Relationships
- Repetition
- Juncture

- Tension
- Order

- Variable
- Ancient

- Function
- Intercept

- Exchange
- Adjacent

# WEEK 2 SAMPLE SUPPLY LIST

## DAY 5

- large playing field
- two flags (ex. Bandanas or other appropriate materials in two different colors. A printable has been included, just in case.)
- marking tape, cones, or chalk
- Optional: individual tag flags (ex. Easily made from strips of surveyor's tape, also known as 'flagging' tape—available at hardware stores.)

## DAYS 6 AND 7

- PENTE boards
- Stones
- Printouts
- Tape
- Pencils
- Optional: Small prizes

## DAY 8

- Large playing field
- Frisbee(s)
- Cones (to mark boundaries and goals)
- Printouts
- Pencils
- Optional: Strips of surveyor's tape or 'flagging' (to mark players as part of one team or another with a wristband)