

# Table of Contents

1. Syllabus
2. Block plan
3. Lesson Plans
4. Assessments
5. Task cards
6. Skills charts
7. Resources

# Ellensburg Elementary School

## Chasing, Fleeing, and Dodging Syllabus

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### The Purpose of the Course:

This physical education class will introduce you to various ways of traveling. You will learn movement skills to successfully chase, flee, and dodge. These skills are important for you to master to participate in most sports and lively activities. This course will also encourage students to use chasing, fleeing, and dodging activities in games and sports that will help you to maintain an active and healthy lifestyle.

### Student Learning Objectives Upon Completion of This Unit:

1. Students will be able to describe the differences between chasing, fleeing, and dodging.
2. Students will be able to demonstrate chasing, fleeing, and dodging in a general space.
3. Students will be able to explain the different cues for successfully chasing, fleeing, and dodging.

### Gym Rules:

- |                                 |   |
|---------------------------------|---|
| ➤ Respect for teacher and peers | 1 <sup>st</sup> time: verbal warning                              |
| ➤ Follow directions             |   |
| ➤ Use equipment properly        | 2 <sup>nd</sup> time: brief time out to think about one's actions |
| ➤ Be safe                       |   |
| ➤ Try your best                 | 3 <sup>rd</sup> time: teacher will phone parents at home          |

### Grading:

Student's grades will be based on the following:

- Attitude
- Participation
- Skill improvement
- Effort



**Central Washington University  
Chasing, Fleeing, and Dodging  
30-Day Block Plan**

Day 1 Syllabus and moving safely in general space  Lesson 1	Day 2 Moving in general space  Lesson 2	Day 3 Introduction to chasing, fleeing, and dodging  Lesson 3	Day 4 Avoiding moving obstacles  Lesson 4	Day 5 Traveling to chase  Lesson 5
Day 6 Traveling to flee  Lesson 6	Day 7 Traveling to dodge  Lesson 7	Day 8 Make believe chasing, fleeing, and dodging  Lesson 8	Day 9 Changing direction on a signal  Lesson 9	Day 10 Fleeing from a partner  Lesson 10
Day 11 Dodging obstacles: Obstacle course  Lesson 11	Day 12 Dodging with quick direction changes  Lesson 12	Day 13 Catching a fleeing person  Lesson 13	Day 14 Fleeing a chaser  Lesson 14	Day 15 Dodging while fleeing on a signal  Lesson 15
Day 16 Dodging moving but stationary obstacles  Lesson 16	Day 17 Faking moves and directions  Lesson 17	Day 18 Team dodging and chasing  Lesson 18	Day 19 Dodging and chasing one person in a mass  Lesson 19	Day 20 Dodging in dynamic situations  Lesson 20
Day 21 Team dodging in dynamic situations  Lesson 21	Day 22 Dodging with an object  Lesson 22	Day 23 Group chasing and fleeing  Lesson 23	Day 24 Dodging to maintain object possession  Lesson 24	Day 25 Chasing and fleeing games  Lesson 25
Day 26 Chasing and dodging at the same time  Lesson 26	Day 27 Dodging games  Lesson 27	Day 28 Team Strategizing  Lesson 28	Day 29 Dodging with an object in games  Lesson 29	Day 30 Strategizing & manipulating an object in games  Lesson 30

Central Washington University  
Physical Education Teacher Education Program  
Moving in General Space: Lesson 1  
Natalie Carlson

**1. Objectives:**

- Student:
1. By the end of class, the students will be able to explain what self-space and what general space is (NASPE 2 EALR 1.3)
  2. By the end of class, the students will be able to travel in general space safely for one minute, without bumping into other students or falling down within the boundaries provided by the teacher. (NASPE 1, 5 EARL 1.2)
  3. By the end of class, the students will be able to identify the cues for traveling safely in general space. (NASPE 5 EALR 4.1)
    - a. Start slowly
    - b. Keep your head up
    - c. Make eye contact
    - d. Arms slightly out in front
    - e. Stop Suddenly
    - f. Side-Step
- Teacher:
1. Teacher will briefly go over syllabus with students before the instant activity. Highlighting the gym rules and how student will be graded.
  2. Teacher will establish the boundaries, start and stop signals, and the use of equipment.

**2. Equipment: (for a class of 30 students)**

- Four cones
- 10 brightly colored noodles

### 3. Protocol:

Students will start on the signal “go” and freeze on the signal “stop”. Music will also be used as a start and stop signal. When the teacher says “stop” or the music stops, students will immediately stop what they are doing, set their equipment on the floor, and direct their attention toward the teacher for further instruction.

### 4. Class Rules:

Respect for teacher and peers  
Follow directions  
Use equipment properly  
Be safe  
Have fun

1<sup>st</sup> time: verbal warning

2<sup>nd</sup> time: brief time out to think about one’s actions

3<sup>rd</sup> time: teacher will phone parents at home

**Instant Activity:** Students will travel within the boundaries of four cones about 10X10 feet wide. Students will travel in the method that the teacher tells them. For example, walk within the cone without touching any other students. Teacher can choose from: zigzag, walk fast, walk backwards, march with high knees, or walk like you are in quick sand, big long steps and whatever else comes to mind. The teacher will also remind students not to touch other students. Music will be playing in the background.

**Set Induction:** Who likes to watch cartoons? Have you ever seen Tom and Jerry or the Roadrunner and Coyote? They are always running around trying to catch each other. These are the exact skills we are going to work on in our upcoming unit of chasing, fleeing, and dodging. First, we need to know what self-space is and what general space is. I want everyone to spread out and put their arms out and not be touching anyone else. This is your self-space, space that is just for you where no one else can be in. General space is space for everyone to be t

**Instant Activity:** Students will travel within the boundaries of four cones about 10X10 feet wide. Students will travel in the method that the teacher tells them. For example, walk within the cone without touching any other students. Teacher can choose from: zigzag, walk fast, walk backwards, march with high knees, or walk like you are in quick sand, big long steps and whatever else comes to mind. The teacher will also remind students not to touch other students. Music will be playing in the background.

**Set Induction:** Who likes to watch cartoons? Have you ever seen Tom and Jerry or the Roadrunner and Coyote? They are always running around trying to catch each other. These are the exact skills we are going to work on in our upcoming unit of chasing, fleeing, and dodging. First, we need to know what self-space is and what general space is. I want everyone to spread out and put their arms out and not be touching anyone else. This is your self-space, space that is just for you where no one else can be in. General space is space for everyone to be traveling in. We are going to be focusing primarily on general space for this unit.

MAF/Instructional technique	Extensions	Refinements	Applications
Cones will be already set up from the instant activity.			
<b>Informing Task:</b> We are going to pretend we are cars. Traveling inside the cones. When I say, “Go” I want you to be driving slowly inside the coned boundary. Ready, “Go”			
Young students have a tendency to move in the same direction.	1. Move in all directions inside the cones, not just in one big circle.	1. Start driving <b>slowly</b> and then we will work our way up moving faster.	1. Can you drive for 30 seconds without getting in an accident with another car?
	2. Now I want you to drive at a fast walk.	2. Keep your <b>head up</b> so you can see other drivers, not on your feet.	2. How many times can you drive around the square without bumping into another car?
	3. This time try driving backwards slowly without touching any other cars.	3. Make <b>eye contact</b> with other drivers this will help predict where their next move will be.	3. Let’s see if the entire class can drive without anyone touching another student’s car.
<b>Informing Task:</b> Everyone is doing a great job of traveling safely. Now we are going to practice what to do if you are about to crash with another car. I am going to make the square smaller and add noodles for you to drive over or around to make it harder for you to avoid hitting other cars. Ready, “drive”!			
Teacher will scatter noodles inside the cones. Teacher will explain that if there ever is a	4. Start your car out at an easy jog. Traveling anywhere inside the cones	4. Keep your <b>arms slightly out in front of you</b> as a bumper from possible accidents.	4. Count how many times you have to use your bumpers in 30 seconds?

collision, students should immediately report any injuries to the teacher.		Teacher can demonstrate with student.	
	5. Now I want you to drive your car in a zigzag within the cones.	<b>5. Stop suddenly</b> this will give the other car time to go around you. Teacher can demonstrate with student.	5. How many times did you stop and also avoid a collision?
	6. We are going to make this really hard. I want everyone's car to be traveling at a run.	6. Quickly <b>side-step</b> to the left or right or the person you are about to hit. Teacher can demonstrate with student.	6. Are you able to travel at different speeds and still continue to travel safely?
<b>Closure/Assessment:</b> Everyone worked really hard today. Give yourself a hand. Who can show me how they keep their head up? Who can show me how they keep their arms slightly out in front of them? Who can show me how to side step?			

## Lesson 1 Assessment

Everyone worked really hard today. Give yourself a hand. Who can show me how they keep their head up? Who can show me how they keep their arms slightly out in front of them? Who can show me how to side step?



Central Washington University  
Physical Education Teacher Education Program  
Moving in General Space: Lesson 2  
Natalie Carlson

**1. Objectives:**

- Student:
1. Students will be able to travel in general space safely, without colliding with other students. (NASPE 5 EALR 1.2)
  2. Students will be able to identify different ways to avoid other students while continuing to travel safely in general space. (NASPE 2 EALR 4.1)

Teacher:

**2. Equipment: (for a class of 30 students)**

- Four cones
- Jerseys

**Instant Activity:** We are going to warm-up with a short game of freeze tag. Three students will be “it” and will wear colored jerseys. I will rotate the taggers, as they get tired. Everyone has to stay inside the 50 X 50 square, marked off by four cones. Once you are tagged, they have to stay frozen until another student comes and unfreezes you by touching your shoulder. (Music will be playing in the background)

**Set Induction:** What does everyone like to do at recess? (Students answer: tetherball, jump rope, money bars, and swings) Does anyone like to play tag or chase with friends? Well, today we are going to continue practicing on safely traveling in general space. We are also going to throw in some locomotor skills that should be review for all of you. Skipping, hopping, galloping, and leaping. Teacher will demonstrate as she says each skill. The activities we are practicing on could be played at recess too!

MAF/Instructional technique	Extensions	Refinements	Applications
Task cards will be in set up before students enter gym.			

**Informing Task:** Okay everyone, today we are going to be trying something new. It’s called task cards. So I won’t be teaching you today. I want you to read the direction on the task card and then complete the task. Does everyone understand? I will walk you through each task...

Task One: Students will have to move within the coned area without touching any of the poly spots.	<ol style="list-style-type: none"> <li>1. Try galloping</li> <li>2. Try hopping on one foot</li> </ol>	<ol style="list-style-type: none"> <li>1. Remember to keep your head up</li> </ol>	<ol style="list-style-type: none"> <li>1. Did you step on any poly spots?</li> </ol>
Task Two: Students will have to move within the coned area without touching any of the foam balance beams.	<ol style="list-style-type: none"> <li>3. Try skipping</li> <li>4. Try jogging</li> </ol>	<ol style="list-style-type: none"> <li>2. Remember to try not to run into other students.</li> </ol>	<ol style="list-style-type: none"> <li>2. Can you go through without running into any other students?</li> </ol>
Task Three: Students will have to move within the coned area without knocking over any bowling pins.	<ol style="list-style-type: none"> <li>5. Try running</li> <li>6. Try holding hands with a partner</li> </ol>	<ol style="list-style-type: none"> <li>3. Remember to avoid touching any students too</li> </ol>	<ol style="list-style-type: none"> <li>3. How many bowling pins did you knock over?</li> </ol>
Task Four: Students will have to move within the coned area without touching any of the different sized cones.	<ol style="list-style-type: none"> <li>7. Try skipping</li> <li>8. Try playing tag with a partner</li> </ol>	<ol style="list-style-type: none"> <li>4. Remember to watch for other traveling students</li> </ol>	<ol style="list-style-type: none"> <li>4. Can you walk through and without knocking over any cones or running into any students?</li> </ol>

**Closure/Assessment:** Hey everyone. Great job staying on task!

1. Did you like the task cards?
2. Did you think the tasks were too easy or too hard?
3. Would you like to see more tasks cards in the future?

Lesson 2 Assessment:

Hey everyone. Great job staying on task!

4. Did you like the task cards?
5. Did you think the tasks were too easy or too hard?

Would you like to see more tasks cards in the future?

Central Washington University  
Physical Education Teacher Education Program  
Introduction to Chasing, Fleeing, and Dodging: Lesson 3  
Leslie Warren

**1. Objectives:**

- Student:
1. By the end of class, students will be able to know and explain the different between chasing, fleeing, and dodging without confusion. (NASPE 2, EALR 1.2)
  2. The students will be able to demonstrate that they understand the differences. (NASPE 2, EALR 1.3)
    - a. Change from chaser to flier.
    - b. Change from flier to dodger.
    - c. Change from dodger to chaser.
  3. Students will also know the duties of a chaser, flier, and dodger. (NASPE 2, EALR 1.3)

Teacher:

**2. Equipment:**

- 4 cones (if necessary, or outside)

**Instant Activity:** To start off today each of you will be moving around in general space performing the skill as I call them out. So be alert and listening for when to change. We will start out walking. Be sure to follow the moving in general space rules maintaining your space awareness. (Teacher calls out jogging, skipping, galloping, running, etc.)

**Set Induction:** How many of you like to play tag at recess or at home with your friends? How many of you would like to know the skills to make you the best that you can be at playing those games? Well, I am glad to see that most of you enjoy that because today I am going to introduce to you the three key components of playing tag games. We are going to practice the basics of chasing, fleeing, and dodging for you all to better understand those concepts and improve your skill at playing all tag games. The first component that we are going to practice is chasing. To chase means to follow a person to the best of your ability trying to keep up with the person you are trying to tag.

**Informing Task:** When I say go, everyone get with a partner and decide one to be the leader and the other the chaser. Begin by walking in any direction along any path, while chasers try to follow their exact trail. Go!

MAF Instructional Technique	Extensions	Refinements	Applications
Observe that students are using the chasing technique. To enhance skill performance state refinements. To modify task and provide and add a challenge, suggest extensions.	<ol style="list-style-type: none"> <li>1. Ok you are all looking very anxious, you can all run, let's see how you chasers will do to keep up.</li> <li>2. Leaders I would like you all to travel in curvy or circular paths.</li> </ol>	<ol style="list-style-type: none"> <li>1. A good way to be a good chaser is to <b>follow the hips</b> of the leader. Chasers, you need to watch their hips and try to move in the same directions as they do.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chasers, I would like to see if you can follow your leader's exact trail, the better you can follow the trail, the better success you will have at reaching them to tag them in games.</li> </ol>

Stop students to call out refinements to chasing so that all students hear them. Stop students to switch roles to ensure that all students can practice chasing.	1. Now let's have all partners switch roles. Leaders are chasers, and chasers are leaders. 2. This time the leaders need to travel along zigzagging paths.	1. The second way to be a good chaser is to <b>react quickly</b> , as fast as you all can, to direction changes.	1. Chasers, how close can you keep up with your leaders and their direction changes? Make sure to be following that exact path.
<b>Informing Task:</b> Stop! Everyone did really well at developing and practicing your skills as a chaser. We are now going to practice fleeing. When I say go, you and your partner decide one to be the chaser and one to be the flier. Fliers begin by walking in all directions as chasers follow. Go!			
Focus on tasks and skill levels of the fliers. Make sure traveling rules are being followed to prevent accidents. Demonstrate a flier's different paths of travel.	1. I would like all fliers to run making zigzag or circular paths trying to escape your chasers.	1. A helpful thing to keep in mind while fleeing a chaser is to <b>change directions quickly</b> , in a split second.	1. Fliers see how much distance you can get between you and your chaser. How long can you maintain that distance?
Stop students to explain refinements and switch roles as chasers and fliers. Demonstrate the newly mentioned paths of travel for the fliers.	1. Everyone switch roles. Chasers are fliers and fliers are chasers. 2. Fliers run along diagonal or turning paths to trick your chaser.	1. The next key thing to remember in fleeing is to <b>run at full speed</b> trying to get the most distance you can between you and your chaser.	1. Fliers, how long can you go without allowing your chaser to catch up with you?
<b>Informing Task:</b> Stop! Great job everybody; I can that you are performing well as chasers and fliers. The next skill I would like to introduce to you is dodging. Dodging includes many different body movements used to avoid from being tagged or caught as a flier. When I say go, everyone scatter in general space and pretend to dodge a bee that is trying to land on one of your shoulders. Go!			
Observe students' dodging techniques. Encourage them to exaggerate their movements. Suggest where they bee may be around them.	1. Oh look the bee is now trying to land on your back. 2. Watch out the bee is going for your stomach. 3. Oh no, it's after your arms. 4. Yikes, watch out for your hip.	1. Make sure to <b>twist your body</b> to avoid the bee. 2. Use <b>quick fakes</b> to detour him from your path. 3. <b>Stretch your body</b> out of the bee's way.	1. Are you dodging far enough and quick enough so that it cannot land on you? 2. How many times can you trick the bee with your quick and tricky dodges?
<b>Closure/Assessment:</b> Stop! Great job all of you. So far you have done really well at practicing the basics of chasing, fleeing, and dodging. Now let's review a few key things to remember in practicing these skills. <ol style="list-style-type: none"> <li>1. Who can tell me the difference between a chaser and flier? (Follower and leader)</li> <li>2. How about the difference between fleeing and dodging? (Leader and maneuvering)</li> <li>3. Which between the chaser and flier is also the dodger? (Flier)</li> </ol> Now we all practiced each of these skills. Demonstrate to me with the person next to you chasing someone. Now show me how you can flee someone. Lastly, show me how to dodge from them trying to tag you. Good job. You all did a great job chasing, fleeing, and dodging today to start off this unit. Just do one more thing for me, fill out this quick assessment so I can see just how well you understand today's lesson.			

Lesson 3 Assessment:

Match the duties of a chaser, flier, and dodger.

- |                 |                      |
|-----------------|----------------------|
| 1. Chaser _____ | A. Change directions |
| 2. Flier _____  | B. Quick Fakes       |
| 3. Dodger _____ | C. Follow the hips   |

Lesson 3 Assessment Answers:

1. Chaser **C Follow the hips**
2. Fleeer **A Change directions**
3. Dodger **B Quick fakes**

Central Washington University  
Physical Education Teacher Education Program  
Avoiding Moving Obstacles: Lesson 4  
Leslie Warren

**1. Objectives:**

- Student: 1. By the end of class, students will be able to travel in general space without colliding with others. (NASPE 1, EARLS 1.1, 1.2)
- a. By traveling at different speeds. (Walk-run)
  - b. Traveling with different body parts.
  - c. Traveling at different levels. (Low, medium, high)

Teacher:

**2. Equipment:**

- 4 cones (if necessary, or outside)

<b>Instant Activity:</b> I would like everyone to go out in general space and begin walking making your own path. We will be traveling at slow, medium, and fast speeds while performing at low, medium, and high levels, also on different body parts. So listen for me to say when to change through each. Let's start at a low level of walking as well. Go!			
<b>Set Induction:</b> How many of you have seen a demolition derby and noticed how the cars are moving constantly to avoid from colliding with other cars? Well the skills that are used to maneuver around and avoid a collision are what we are going to be working on today.			
<b>Informing Task:</b> When I say go, everyone begin traveling in general space by crab walking. Go!			
MAF/ Instructional Technique	Extensions	Refinements	Applications
Watch to ensure that students are trying to avoid colliding with others.	1. I would like everyone to begin moving faster, as fast as you can as you still crab walk.	1. Please try to <b>keep your head</b> up to avoid colliding with others, do not watch your feet.	1. Keep track of how many other people you can avoid.
<b>Informing Task:</b> Stop! This time ½ of the class will start on one end of the gym and the other ½ will start at the opposite end. When I say go, try to walk across to the opposite side of the gym without running into anyone. Go!			
Split the class into two halves, one half at each end of the gym. They will be moving towards the opposite end from where they started.	1. Now let's move just a little bit faster, everyone jog. 2. Can we put two things together? Of course we can. Skip as high and fast as you can.	1. Remember to <b>keep your head up</b> and watch where you're going. 2. <b>Move quickly</b> to avoid collisions with other students.	1. How many people can you clearly avoid? Can you avoid everyone? 2. How fast can you make it to the other end?
<b>Informing Task:</b> Stop! This time performing the same activity I want you to travel on different body parts. Change what body parts you are traveling on each time you turn around to go back the other way. GO!			



<p>Have students travel at different levels and speeds. Watch for safety as they travel on different body parts. Students should be stopping once reaching the other end.</p>	<ol style="list-style-type: none"> <li>1. Travel at medium speed at the lowest level that you can.</li> <li>2. Travel on and with three different body parts.</li> <li>3. Try a high level gallop.</li> <li>4. Here's what you all have wanted...Run!</li> </ol>	<ol style="list-style-type: none"> <li>1. Remember, <b>keep your heads up</b>, and do not watch your feet.</li> <li>2. <b>Move quickly</b> to avoid any possibilities of a collision.</li> <li>3. <b>Maintain your balance</b> as you move on different body parts.</li> </ol>	<ol style="list-style-type: none"> <li>1. How well can you stay at the lowest level?</li> <li>2. When traveling on different body parts how well are you maintaining your balance?</li> <li>3. Again, how fast can you make it to the other side?</li> </ol>
<p><b>Closure/Assessment:</b> Stop! Great job. You are all doing amazing at protecting yourselves from colliding with the other students. You all have done great today at avoiding the variety of moving obstacles that we performed. I will have you quickly just fill out these assessments to see just how well you all understood today's lesson. Great job.</p>			

Lesson 4 Assessment:

1. Which pictures below show a collision? (Circle the letter of each collision)

A.



B.



C.



2. Draw a path from start to finish that does not collide with any X'es.

S	X		X		X		X	F
T		X		X		X		I
A	X		X		X		X	N
R		X		X		X		I
T	X		X		X		X	S
		X		X		X		H

Lesson 4 Assessment Answers:

1. **A and B**

Central Washington University  
Physical Education Teacher Education Program  
Traveling to Chase: Lesson 5  
Leslie Warren

**1. Objectives:**

- Student: 1. By the end of class, students will be able to chase effectively. (NASPE 1, EALR 1.1, 1.2)
- a. By moving at different speeds.
  - b. Without colliding into others.

Teacher:

**Equipment:**

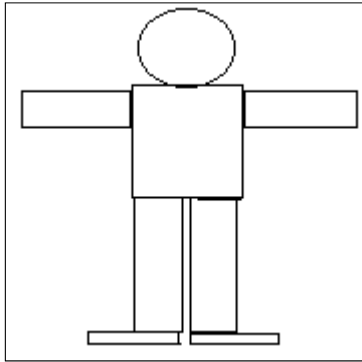
- 4 cones (if necessary, or outside)
- 3-5 jerseys

<b>Instant Activity:</b> When I say go, within general space, you and a partner decide one as the chaser and the other as the flier. Chasers follow the exact path of the flier as best as you can. We will switch duties about half way through. So listen for me to say when. Go!			
<b>Set Induction:</b> Who thinks that casing is involved in almost all games, including football, basketball, volleyball, tennis, and many others? Well if you say yes, you are correct. In almost all sports everyone at some point is chasing after something, whether it is a ball or a person with a ball. Well, today we are going to really focus on working on our chasing skills and a few cues that can help to improve your chasing skills.			
<b>MAF/ Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
Arranger students with partners by randomly pairing.			
<b>Informing Task:</b> When I say go, everyone with their partner begin walking in general space, one as the leader and the other as the chaser. Chasers follow the leaders' exact path. Go!			
Focus more on the skills of the chasers during this lesson. Make sure they are using quick direction changes, and other cues helping them chase. Stop class to change roles.	1. As anxious as all of you are to move a little quicker, begin jogging. 2. Switch roles. Leaders are chasers and chasers are leaders. 3. Lets now see how fast you all can move, everyone run.	1. Chasers <b>react</b> to direction changes <b>quickly</b> . 2. Chasers <b>follow their hips</b> to help guide you where they are going.	1. Count how many times they do a direction change and you follow it. 2. Chasers can you catch your leaders?
<b>Informing Task:</b> When I say go, everyone with their partner begin walking in general space, one as the leader and the other as the chaser. Chasers follow the leaders' exact path. Go!			

<p>Focus more on the skills of the chasers during this lesson. Make sure they are using quick direction changes, and other cues helping them chase. Stop class to change roles.</p>	<ol style="list-style-type: none"> <li>1. As anxious as all of you are to move a little quicker, begin jogging.</li> <li>2. Switch roles. Leaders are chasers and chasers are leaders.</li> <li>3. Lets now see how fast you all can move, everyone run.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chasers <b>react</b> to direction changes <b>quickly</b>.</li> <li>2. Chasers <b>follow their hips</b> to help guide you where they are going.</li> </ol>	<ol style="list-style-type: none"> <li>1. Count how many times they do a direction change and you follow it.</li> <li>2. Chasers can you catch your leaders?</li> </ol>
<p><b>Informing Task:</b> Stop. Now we are going to practice tagging as we chase. A tag is a light tap, not push. The only area that you can tag anyone is between his or her shoulders and hips, which include their arms. When I say go, everyone with your partner begin walking. Chasers you are trying to tag your partner. Partners, once you are tagged you are now the chaser. Remember, no pushing. Go!</p>			
<p>Have the students repeat the correct areas to tag as a group to check for understanding. "Shoulders to hips and arms." Observe students are switching from chaser to fleer on every tag.</p>	<ol style="list-style-type: none"> <li>1. You all look like you have the idea; let's begin jogging now.</li> <li>2. You are all getting really good at this. Go ahead and start running.</li> </ol>	<ol style="list-style-type: none"> <li>1. As a chaser, be sure to <b>follow the hips</b> of your fleer.</li> <li>2. <b>Keep your heads up</b> to watch where you are going.</li> <li>3. <b>React quickly</b> to direction changes.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many times can each of you tag your partner and switch roles?</li> <li>2. Are you tagging your partner in the appropriate area?</li> </ol>
<p><b>Informing Task:</b> Stop! We are going to end today with a game of freeze tag where you will all be able to practice your chasing and tagging skills. Taggers will try to tag as many people as you can. Once you are tagged freeze and say..."shoulders to hips and arms" then you become a tagger as well. Game ends when everyone has become a tagger. If It goes too quick we will start the game over for more practice. When I say go, everyone go into the general area and we will begin the game. Go!</p>			
<p>Choose three to five students to be taggers to start, depending on class size. Have them put on pinnies.</p>			
<p><b>Closure/Assessment:</b> Stop! Way to go everyone. That worked out very well. You all did a great job at tagging in the appropriate places, as you became chasers. Try to remember the key things from today for the next lessons through out this unit, we will be using them continuously. I have a couple of assessments so that I can check your understanding from today's topic, so lets see how you did.</p>			

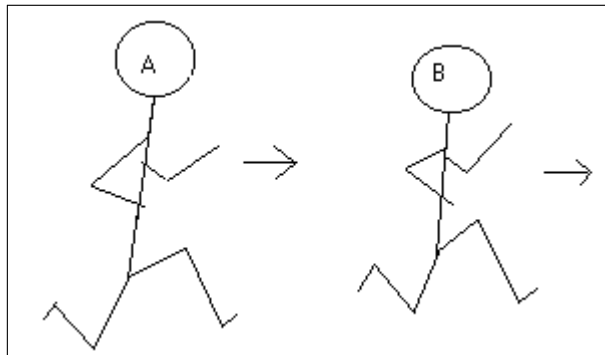
Lesson 5 Assessment:

1. Shade the correct area to tag someone in the figure below.

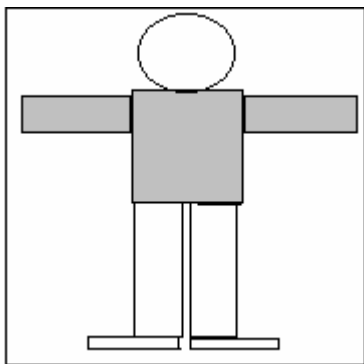


2. Who is the **Chaser** below? (Place an **X** by A or B)

**A.** \_\_\_\_\_ **B.** \_\_\_\_\_



Lesson 5 Assessment Answers:



1.

2. **A**

Central Washington University  
Physical Education Teacher Education Program  
Traveling to Flee: Lesson 6  
Leslie Warren

**1. Objectives:**

- Student:
1. By the end of class, students will be able to travel by correctly fleeing along different paths. (NASPE 1, EALR 1.1)
    - a. Walking and running
    - b. Along zigzag paths, diagonal, curvy, etc.
    - c. Travel from an imaginary chaser

Teacher:

**2. Equipment:**

- 4 cones
- 5 jerseys

**Instant Activity:** (Teacher uses 4 cones to set general area and choose 3-5 taggers) We are going to start off today playing a game called freeze tag. I am sure most of you know how to play this game, but this one is a little different. In this game, once you are frozen count to 5 (by one, one thousand, two one thousand, and so on) and then you are back in the game. So let's see how well you can keep yourself from becoming frozen. Go!

**Set Induction:** Who know what you should do if you saw a stranger coming towards you? You should run away trying to escape them right? Correct. Well today we are going to work on the fleeing techniques that you would use in that situation throughout different tagging games.

MAF/ Instructional Technique	Extensions	Refinements	Applications
<b>Informing Task:</b> When I say go, everyone begin walking in general space, trying not to run into anyone. Pretend you are walking away from a chaser. Go!			
Observe that students are actively trying to flee and keeping their heads up. See that they are using different and constant changing paths.	<ol style="list-style-type: none"> <li>1. Everyone can now begin running.</li> <li>2. Run along a diagonal path.</li> <li>3. Trying fleeing by using zigzag and diagonal paths.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be sure to <b>keep your head up</b> so that you do not collide into anyone else.</li> </ol>	<ol style="list-style-type: none"> <li>1. While you move around, can you avoid at least six different people?</li> </ol>
<b>Informing Task:</b> Stop! Next we are going to work on the next technique on traveling to flee. Along with keeping your head up, you need to change directions quickly. When I say go, everyone go into general space and begin walking. Go!			



<p>Make sure that students are using the two learned cues in fleeing and are changing paths constantly. You do not have to stop students to restate the first refinement, stop them to teach them the new refinement.</p>	<ol style="list-style-type: none"> <li>1. You all look very anxious you can all run.</li> <li>2. Run while making zigzag paths.</li> <li>3. Lets see how you move with and imaginary chaser behind you.</li> </ol>	<ol style="list-style-type: none"> <li>1. Remember to <b>keep your head up</b>.</li> <li>2. Along with keeping your head up, you become an even better fleer if you make <b>quick direction changes, as fast as lightning</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Each of you need to try and make at least eight quick direction changes without colliding into anyone?</li> <li>2. How many direction changes can you keep track of until I say stop?</li> </ol>
<p><b>Informing Task:</b> Stop! Great job everyone. We have now working on two of the fleeing techniques; let's now work on the last. You are all going to enjoy this one. We are going to move at full speed. When I say go everyone go into general space and start running. Go!</p>			
<p>Observe that students are moving as fast as they can, utilizing all three learned cues, by putting them all together and not just focusing on one. You do not have to stop students to restate the first to refinements, just the new one.</p>	<ol style="list-style-type: none"> <li>1. This time, what I am sure you have all been waiting for, run as fast as you can.</li> <li>2. Keep running and pretend that you have an imaginary chaser.</li> </ol>	<ol style="list-style-type: none"> <li>1. Everyone remember to <b>keep your head up</b>.</li> <li>2. Be sure to use those <b>quick direction changes to be as fast as lightning</b>.</li> <li>3. To be an even better fleer you need to <b>run as fast as you can</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you make eight successful quick direction changes, as fast as you can, without colliding into anyone until I say stop?</li> <li>2. How many direction changes in all can you make?</li> </ol>
<p><b>Informing Task:</b> Stop! You are all doing really well at fleeing now. We will end today with a tagging game. Be sure you use your fleeing skills to avoid your taggers successfully. The game we are going to play is called Challenge Tag. Here will be 3-5 students as taggers and 2-4 un-freezers. If you get tagged freeze where you are and wait for an un-freezer to unfreeze you. Un-freezers watch out because you to can be tagged and frozen. When I say go, everyone go into general space and begin running. Go!</p>			
<p>Choose 3-5 taggers and 2-4 un-freezers to start the game. Taggers should wear jerseys.</p>			
<p>Observe that students are using all three fleeing cues that were taught today. Change taggers and un-freezers throughout the game. Call out refinements if students are not actively using all three cues to fleeing successfully.</p>	<ol style="list-style-type: none"> <li>1. Lets now add one or two more un-freezers and taggers.</li> <li>2. There is going to be an equal amount of taggers and un-freezers, let's see what happens.</li> <li>3. Now the game is going to get a little more difficult, there will only be three taggers and two un-freezers.</li> </ol>	<ol style="list-style-type: none"> <li>1. You all want to be sure to <b>keep your head up</b>.</li> <li>2. Along with the first cue make sure you are using <b>quick direction changes, being as fast as lightning</b>.</li> <li>3. Everyone try to <b>run as fast as you can</b> to be a great fleer.</li> </ol>	<ol style="list-style-type: none"> <li>1. How long can you keep from becoming frozen?</li> <li>2. Taggers, how many un-freezers can you tag to keep from students becoming unfrozen?</li> <li>3. Un-freezers, how many students can you unfreeze without becoming frozen yourself?</li> </ol>
<p><b>Closure/ Assessment:</b> Great job everyone. You are all traveling to flee very well and on your way to becoming excellent fleers; it will be hard for any tagger to tag you in any games of tag that you all play. I have a quick assessment to see just how well you all understand the concepts from today.</p>			

Lesson 6 Assessment:

1. Circle the 3 cues below that are helpful in fleeing...

HEADS DOWN

RUN AS FAST AS YOU CAN

SLOW MOVING

TURN YOUR HEAD

**FOLLOW THE HIPS**

**QUICK DIRECTION CHANGES**

Lesson 6 Assessment Answers:

1. Run as fast as you can
2. Keep your head up
3. Quick direction changes

Central Washington University  
Physical Education Teacher Education Program  
Traveling to Dodge: Lesson 7  
Leslie Warren

**1. Objectives:**

- Student: 1. By the end of class, students will be able to travel to dodge successfully. (NASPE 1, EALR 1.1)
- a. Dodging others in general space.
  - b. Dodging objects on the floor.
  - c. Traveling fast.

Teacher:

**2. Equipment:**

- 10 cones (4 cones setup up general area)
- 10 poly spots
- 5 hula-hoops
- 5 jump ropes
- Stop watch/ watch
- 5-10 jerseys

**Instant Activity:** (Teacher mark area with 4 cones) Today we are going to start out with a game called 30 second tag. We will start out with two taggers. They have 30 seconds to try and tag six people together. After those first 30 seconds I will add another tagger and they together will have to tag eight people and so on. Every 30 seconds I will add another tagger, and two more people must be tagged as a total. Go!

**Set Induction:** How many people have seen movies where two cars are playing chicken where they are facing each other while driving towards one another? What does one car usually do to avoid the collision? It dodges the oncoming car. Today we are going to work on traveling to dodge.

MAF/ Instructional Technique	Extensions	Refinements	Applications
Spread all equipment randomly through out general space using the cones, poly spots, ropes, and hoops, with the area marked out by 4 cones.			

**Informing Task:** When I say go, everyone begin walking in general space, avoid touching anyone else and the equipment to avoid collisions. Go

Observe that students are avoiding the equipment using quick fakes and performing fakes correctly. If not stop and demonstrate what a fake looks like.	<ol style="list-style-type: none"> <li>1. Everyone try to skip through the area avoiding others and equipment.</li> <li>2. You all look like you want to run, go ahead and run.</li> </ol>	<ol style="list-style-type: none"> <li>1. A good way to work on dodging successfully is to use <b>quick fakes</b> by leaning or stepping one way and going the other.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many objects and people can you avoid in the next 45 seconds?</li> <li>2. How many until I say stop?</li> </ol>
<b>Informing Task:</b> Stop! I would like you all to travel through out the same space by walking; trying to see how many different paths you can find to avoid the obstacles and your peers. Go!			
Make sure that students are finding different paths to travel along to avoid all the equipment and their peers. Demonstrate a twist if the students are not understanding how to move.	<ol style="list-style-type: none"> <li>1. Lets see how you all can gallop through the course.</li> <li>2. You can all run.</li> <li>3. Make a path where you have to dodge at least four people and six objects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Remember to be using <b>quick fakes</b> to change directions quickly.</li> <li>2. A second cue to help you in dodging is to <b>twist</b> your body left or right to make it through.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you create six different paths to travel along dodging eight people and ten objects without getting into a collision?</li> </ol>
<b>Informing Task:</b> Stop! This time while traveling through the same area, we are going to play a tag game. We will start with three taggers. If you are tagged, freeze and wait for another peer to unfreeze you. When I say go everyone go out in general space and begin walking through avoiding the taggers. Go!			
Choose three taggers to wear pinnies.			
Make sure students are performing the cues to be successful dodgers while avoiding being tagged. Add taggers through out and have them put on a jersey.	<ol style="list-style-type: none"> <li>1. You can all run as fast as you can.</li> <li>2. We are now going to add another tagger.</li> <li>3. Ok time for two more taggers.</li> <li>4. It's getting a little more difficult this time, two more taggers.</li> <li>5. Two more tagger, 10 in all.</li> </ol>	<ol style="list-style-type: none"> <li>1. You all know to use <b>quick fakes</b> while dodging.</li> <li>2. While dodging, you also know how to perform those <b>twists</b>.</li> <li>3. The last cue to help you in becoming successful dodgers is to <b>stretch</b> to avoid from being tagged.</li> </ol>	<ol style="list-style-type: none"> <li>1. How long can you keep going with out a collision or touching an object?</li> <li>2. Can you dodge all taggers, even as more and more taggers are added? How many of them can you keep dodging?</li> </ol>
<b>Closure/ Assessment:</b> Stop! Great job everyone. Your dodging while traveling skills look really great. I bet if any of you were in a game of chicken, you would dodge out of it really well to avoid a collision. Now, if you could all just do this quick assessment, I would like to see that you all understand the cues from today's topic in traveling to dodge.			

Lesson 7 Assessment:

1. Circle the 3 cues below that are helpful in traveling to dodge...

QUICK FAKES

**TWISTS**

HEAD UP

W-1-E-H-I-20PPO

MOVE SLOWLY

**STRETCHING**

Lesson 7 Assessment Answers:

1. Quick fakes
2. Twists
3. Stretching

Central Washington University  
Physical Education Teacher Education Program  
Imaginary Chase: Lesson 8  
Dan Berthiaume

**1. Objectives:**

- Student: 1. By the end of today's lesson the students will be able to chase imaginary monsters in a variety of direction (NASPE 1 EALR 1.2)
- a. in straight lines
  - b. in zigzag motions

Teacher:

**2. Equipment:**

- Imagination
- Radio with scary Halloween music

**Instant Activity:** Today class, we are going to get warmed-up by playing a version of Mr. B says. When I say walk, you will walk within our designated general space (the whole gym), when I say run you will begin running. When I say walk again you will begin walking. We will do this for a few minutes. Ready? Go

**Set Induction:** When it is dark outside our imaginations go wild, some of us may imagine there is something spooky that will jump out of the bushes and chase us. Of course, there is not anything there, but we can not help imagining things any way. That would be an example of a natural instinct for survival. How many of you have been afraid when it is dark outside?

MAF/Instructional technique	Extensions	Refinements	Applications
The lights in the gym will be dimmed so that the students will be able to pretend that it is dark, not so dark that the students can not see Halloween music will further set the mood.			



**Informing Task:** When I say, “go” I would like you to begin walking around the gym. We are going to pretend that it is Halloween and you have a big bag of candy that you do not want to have taken away. You must try you hardest to protect that bad of candy. Make sure that you do not walk into anyone. When the music is off you can only walk. When the music begins, you may run. Ready, “Go”.

<p>Observe students walking in that gym making sure they are not walking in to other students</p>	<p>When I began the Halloween music the goblins have taken your bad of candy and you must chase it to get your candy back. (begin music)</p>	<p>The goblin is very fast so you must <b>run as fast as you can</b> to catch it. Watch out for your classmates so you do not run into them.</p>	<p>See if you can catch the goblin before the music stops. When the music stops the goblin will disappear with your bag of candy.</p>
<p>Make sure that when the students begin running that they are not running into anything. If it is too dark, then brighten the room and use just the music</p>	<p>The goblin is running in zigzag directions across the gym so you must chase it in zigzag directions as well. Pretend that the other side of them gym is the end of your street and your parents said you could not go off the street.</p>	<p>Pretend that you can see the goblin right in front of you and it is running in zigzag directions. Watch the goblins as it changes directions, change direction as it changes directions. <b>Keep you eyes on it.</b></p>	<p>This time when I start the music and you begin chasing the goblin see if you can catch him before he gets to the end of the street. Yell I have gotten your goblin when you catch it. Make sure you are polite and also say thank you for my candy goblin. When the music stops share the candy with your fellow classmates by giving a piece to everyone.</p>

**Closure/Assessment:** Everyone did a great job today. Before you leave class I want to show me how you personally would chase an imaginary monster?

## Lesson 8 Assessment

Everyone did a great job today. Before you leave class I want to show me how you personally would chase an imaginary monster?

Central Washington University  
Physical Education Teacher Education Program  
Changing Directions on a Signal: Lesson 9  
Dan Berthiaume

**1. Objectives:**

- Student: 1. By the end of class the students will learn how to change directions in response to a signal. (NASPE1 EALR 1.2)
- a. in response to a steady signal
  - b. in response to a surprise signal

Teacher:

**2. Equipment:**

- Stereo with a CD that has a beep that is steady and spontaneous

**Instant Activity:** Today class, we are going to get started by traveling along the lines on the gym floor. When I say, “go”, I would like you to find a line of your choice and freeze there until the music starts. When the music starts, begin walking along the line. If you meet a classmate on the same line, turn around and change directions. Ready, “Go”.

**Set Induction:** When you are riding with your parents in a car and come to an intersection there are light signals that tell you what to do. Green means go and red means stop. Today we are going to learn how to change directions in response to a signal that will be provided by the stereo. The signal will be a beep.

MAF/Instructional technique	Refinements	Extensions	Applications
<p><b>Informing Task:</b> When I say, “go” I would like you to begin walking around the gym in any direction you choose. When you hear a beep, you must change directions. Ready, “go”!</p>			
<p>Observe the students to see if they can change directions immediately following the beep. The beep is a steady 15 seconds apart</p>	<p>This time I would like you to see if you can react immediately to the beep</p>	<p>You must use split second actions. <b>Reflexes like a cat</b></p>	

	Refinements	Extensions	Applications
<p><b>Informing Task:</b> When I say, “go” I would like you to begin skipping around the gym being careful not to run into any of your classmates. We are still changing the direction of travel to the beep. Ready, “go”!</p>			
<p>Beep is still 15 seconds. Observe the students so they do not run into each other. Stop the class, explain the application, and give a demonstration. If the students can not combine, skipping and walking give them the option to do one or both.</p>	<p>This time I would like you to skip as high as you can. When you hear the beep you must use your cat like reflexes to change directions</p>	<p>You must have <b>quick feet</b> to change directions quickly</p>	<p>I would like you to see if you can use your cat like reflexes and quick feet to change directions by using a combination of walking and skipping</p>

**Closure/Assessment:** Good job everyone! You did a great job practicing changing directions on a signal. Before you leave the gym I want everyone to show me a dodge after the signal. The signal will be when I clap my hands.

Lesson 9 Assessment:

Before you leave the gym I want everyone to show me a dodge after the signal. The signal will be when I clap my hands.

Central Washington University  
Physical Education Teacher Education Program  
Fleeing From a Partner: Lesson 10  
Natalie Carlson

**1. Objectives:**

- Student: 1. By the end of class students will be able to successfully flee a partner using the proper cues without falling down or running into other students. (NASPE 1 EALR 1.2)
- a. quick feet
  - b. split second (quick moves)

Teacher:

**2. Equipment: (for a class of 30 students)**

- 4 orange cones

**Instant Activity:** Today to warm-up we are going to play a short game of Blob-tag. Everyone needs to listen carefully to the rules. Two people are going to start off being “it”. Okay, Susie and Bobby are “it” and they will wear the colored jerseys. The cones are the boundaries you have to stay in. If you get tagged by Bobby or Susie then you have to hold hands with the person who tagged you and you are now helping them tag other people. You have to be holding hands for the rest of the game, you are forming a chain of people who are “it”. Let’s do a little demonstration so everyone will understand. Then I want everyone else to spread out within this 50 x 50 square.

**Set Induction:** Who has an older brother or sister that likes to chase you around the house? (Everyone raises their hands). Well today we are going to practice our fleeing skills to help you avoid being caught by someone who is chasing you. Who knows what reaction time is? (No one has the correct answer). Okay, let me explain what the reaction time is. It is the amount of time that it takes you to respond to an action, in our case someone chasing you.

MAF/Instructional technique	Extensions	Refinements	Applications
Cones will be set up from the instant activity.			

**Informing Task:** I want everyone to find a partner. Then I want one partner on this line (teacher points out line) and one partner on this line facing your partner. When I say “go” I want you to walk toward your partner until you are as close as you can be without touching. Then, quickly jump back and walk back to the starting line. I will do a demonstration so everyone understands... Ready “go”!

Teacher will remind students that they are not to touch their partner at any time.	<ol style="list-style-type: none"> <li>1. Skip back to the starting line and wait for further instructions.</li> <li>2. Gallop back to the starting line and wait for further instructions.</li> </ol>	<ol style="list-style-type: none"> <li>1. I want you to react in a <b>split second</b>. Make your moves faster than light. Jump back as quickly as you can without falling over.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you jump back faster than your partner?</li> </ol>
	<ol style="list-style-type: none"> <li>2. Now I want you to jog back to the line after you jump back from your partner.</li> </ol>	<ol style="list-style-type: none"> <li>2. Use your <b>quick feet</b> to make fast little steps to get away from your partner</li> </ol>	<ol style="list-style-type: none"> <li>2. Can you jump back and use your quick feet three times in a row?</li> </ol>

	Extensions	Refinements	Applications
<p><b>Informing Task:</b> This time, when you walk up to your partner I want you to play rock, paper, and scissors. Does everyone know how to play? If your partner beats your hand, then they will be chasing you to the black line. If you beat your partner's hand then you will be chasing them to the black line on your side. If you are the fleers then you are trying to get to your line without getting tagged by your partner. We will all play at the same time. I will shout out what to do. Ready, let's do one practice. Everyone walk towards your partner, walk, walk, walk, now, one hit, two hit, show your choice. (Everyone runs to the appropriate lines). Now, everyone return to their lines and I'll tell you when to begin walking toward your partner. Ready, "start walking"!</p>			
Teacher will demonstrate with a student. Teacher's rock beats Johnny's scissors, so the teacher chases			<ol style="list-style-type: none"> <li>1. Are you able to flee your partner without getting tagged 2 out of 3 times?</li> </ol>
<p>Teacher will tell the students when to begin after returning to the center line after being chased.</p> <p>Teacher will remind students of cues from previous classes. Such as, changing speed and direction.</p>	<p>This time students will play rock, paper, and scissors within the 50 X 50 square. Starting facing their partner at the middle of the square. After the hand, fleers can choose to run to either cone on their left or right and their partner has to chase them to try and tag them before they get there.</p>		<ol style="list-style-type: none"> <li>2. How many times are you able to get to the cone without your partner tagging you?</li> <li>3. How many times are you able to tag your partner before the reach the cone?</li> </ol>

**Closure/Assessment:** Okay, everyone bring it in. Everyone did a great job fleeing from a partner today. I want to see if you remember the cues we practiced today to improve our fleeing skills. I will demonstrate the cue and I want you to shout out the answer as a group.

Teacher demonstrates moving her feet fast to change speeds and directions (students shout out “quick feet”)

Teacher demonstrates making a quick movement to get around a student (students should out “split second”)



Lesson 10 Assessment:

Everyone did a great job fleeing from a partner today. I want to see if you remember the cues we practiced today to improve our fleeing skills. I will demonstrate the cue and I want you to shout out the answer as a group.

Teacher demonstrates moving her feet fast to change speeds and directions (students shout out “quick feet”)

Teacher demonstrates making a quick movement to get around a student (students should out “split second”)

### 1. Objectives:

Student: 1. By the end of class students will be able to dodge stationary objects using the proper cues without falling down or running into other students. (NASPE 1 EALR 1.2)

- a. split second
- b. head up
- c. change direction
- d. change speed

Teacher:

### 2. Equipment: (for a class of 30 students)

- 12 cones
- 3 jerseys
- 10 noodles
- 5 hula hoop
- 4 jump ropes raise on cones
- 15 colored poly spots
- 1 foam balance beam

**Instant Activity:** Today to warm-up we are going to play a short game of sharks and fish. I need two students to be sharks, "it". Okay, Katie and Taylor are sharks and they will be wearing the colored jerseys. They will start in the middle of our 50 X 50 square. I want everyone else to line up on this line. When I say, "swim" I want the students on the line to try to get to the other side of the square without getting tagged by the sharks. If you are tagged by the sharks, then you become a shark and will help them tag other fish. I will give the signal when to start after getting to each side of the square.

**Set Induction:** Who here has dropped something on the ground before and it broke into lots of little sharp pieces? And then our mom tells us to be very careful not to step on any of those pieces. Yeah, I think we all have. Well today, we are going to practice our chasing, fleeing, and dodging skills and you will have to avoid all the objects on the ground, just like when you break something. You will also have to be fleeing and chasing a partner

MAF/Instructional technique	Extensions	Refinements	Applications
The obstacle course will be set-up before students enter the gym.			
<b>Informing Task:</b> When I say, “go” I want you to begin walking through the obstacle course without stepping on any of the items and without colliding with any other students. You don’t have to all go in a big circle, you can travel any way you want to. Ready, “Go”!			
Teacher will remind students the cues for skipping. Step, hop, step, hop.	1. Now I want you to skip through the obstacle course. Teacher will give students a review by demonstrating skipping	1. Use your <b>split second</b> technique to keep from touching objects and other students	
Teacher will remind students the cues for galloping. The same leg in front, step, hop.	2. I want you to try to gallop through the obstacle course. Teacher will give students a review by demonstrating galloping.	2. Keep your <b>head up</b> so you can see where other students are	1. Can you travel for one minute without touching any object or other students?
Teacher will remind students that a jog is not a run, it is a much slower run.	3. Let’s try to jog through the obstacle course		
When students are tagged they have to stop and do 10 jumping jacks before continuing in the game of tag	4. Now we will play a game of tag within the obstacle course. Three students will put on jersey and be “it”.	3. You can <b>change speeds</b> to avoid student taggers and objects  4. You can <b>change directions</b> to avoid objects and taggers	2. Can you travel through the obstacle course while playing tag and touch less than three objects?
Teacher will pick three different students to be “it”		5. Remember the cues from early today keep your <b>head up</b> and make <b>split second</b> decisions to avoid both objects and taggers	3. Can you go the entire time without having to do any jumping jacks?

**Closure/Assessment:** Today has been a great class. Everyone did a great job of dodging the objects in our obstacle course. I want someone to show me how they were able to travel without hitting other students or the objects:

Who can demonstrate for the class traveling with your head up?

Who can demonstrate changing speed?

Who can demonstrate changing directions?

Who can demonstrate split second movements?

Lesson 11 Assessment:

I want someone to show me how they were able to travel without hitting other students or the objects:

Who can demonstrate for the class traveling with your head up?

Who can demonstrate changing speed?

Who can demonstrate changing directions?

Who can demonstrate split second movements?

Central Washington University  
Physical Education Teacher Education Program  
Dodging with Quick Direction Changes: Lesson 12  
Natalie Carlson

**1. Objectives:**

Student: 1. By the end of class students will be able to dodge other students with the proper form using direction changes. (NASPE 1 EALR 1.2)

- a. split second
- b. fake
- c. accelerating into space

Teacher:

**2. Equipment: (for a class of 30 students)**

- 50 cones
- 3 colored jerseys

**Instant Activity:** Today to warm up we are going to play a short game of cartoon tag. I will need three people to be it. Okay, Nate, Val, and Ebony are going to be "it". They will be wearing colored jerseys. Everyone else will be running inside this 50 X 50 square. If you are about to get tagged then you can sit down and say a cartoon character and then you will be safe. But if you sit down and can't think of a cartoon character then you will be frozen until someone comes and un-tags you. And you can not keep using the same character. Now, let's do a demonstration so we all know what to do.

**Set Induction:** Today we are going to continue in our chasing, fleeing, and dodging unit. Have you ever been running and then have to immediately move to one side to avoid hitting something. Well today we are going to practice moving quickly in different directions to dodge other students and avoid being caught by our partners.

MAF/Instructional technique	Extension	Refinements	Applications
<p>Cones will be set-up from instant activity. Teacher will set up more cones inside the square they won't be parallel they will be at an angle so students will be able to practice making directional changes.</p>			
<p><b>Informing Task:</b> When I say, "go" I want everyone to begin walking from cone to cone without touching or bumping into other students within our coned off boundaries (50 X 50). There should only be one student at a cone at a time. If someone is on the cone you want you will have to wait on your cone until they leave or you can choose to go to a different cone. Remember you should only be walking. I'll do a little demonstration so everyone understand. Ready, "Go".</p>			
<p>Teacher can pinpoint a student to demonstrate how to fake.</p>	<ol style="list-style-type: none"> <li>1. I want to try skipping from cone to cone</li> <li>2. Try galloping from cone to cone.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice your <b>Fake</b> before moving on to the next cone. Remember you pretend to go one way, but then travel in a different direction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you do 3 fakes in a row without stopping?</li> </ol>
<p>Teacher will demonstrate how to move in a split second. Teacher will also remind students to keep their <b>heads up</b> so students can see where other students are traveling.</p>	<ol style="list-style-type: none"> <li>3. Now I want everyone to try jogging from cone to cone.</li> </ol>	<ol style="list-style-type: none"> <li>2. Make your moves in a <b>split second</b>. Meaning as fast as you can</li> </ol>	<ol style="list-style-type: none"> <li>2. Can you make your split second moves without bumping or running into other students?</li> </ol>

Teacher will determine which three students to be “it “and will give them colored jerseys.	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> I want everyone to help me pick up the cones inside the square and set them next to me. Now we are going to play a game of tag. The cones are gone but I still want you to remember to use your faking and split second skills to make quick direction changes so you won't be tagged. I will do a quick demonstration. Okay, if you get tagged then you have to do 15 jumping jacks. Ready, “Go”!</p>			
<p>Teacher will demonstrate accelerating into space.</p> <p>Teacher will determine when to switch the taggers.</p>		<p>1. After you do your fake and choose which direction you will be traveling in, <b>accelerate</b> into that open space to get away from other students and the taggers.</p>	<p>1. Can you accelerate into space two times in a row without getting tagged?</p> <p>2. Can you go for one minute without getting tagged or bumping into other students?</p>

**Closure/Assessment:** Everyone has done a wonderful job today. Let's see who can remember what cues we practiced today. Everyone get a partner, one partner has to define fake, and the other partner has to demonstrate the skill. This time the partner who demonstrated has to define split second and the other partner has to demonstrate the skill. Lastly, one partner define accelerate into space and have your partner demonstrate the skill.



## Lesson 12 Assessment:

Let's see who can remember what cues we practiced today. Everyone get a partner, one partner has to define fake, and the other partner has to demonstrate the skill. This time the partner who demonstrated has to define split second and the other partner has to demonstrate the skill. Lastly, one partner define accelerate into space and have your partner demonstrate the skill.

Physical Education Teacher Education Program  
 Catching a Fleeing Person: Lesson 13  
 Natalie Carlson

**1. Objectives:**

Student: 1. By the end of class students will be able to successfully catch-up to a fleeing person using the proper cues. (NASPE 1 EALR1.2)

- a. split second
- b. watch the hips of fleer

Teacher:

**2. Equipment: (for a class of 30 students)**

- 4 cones
- 3 jerseys

**Instant Activity:** Today to warm-up, we are going to play Pac-man tag. I need three people to be “it” and put on jerseys. Okay, Annie, Mark, and Miles will be “it”. Here’s how you play. You have to stay on a line on the gym floor as your travel. You can travel any way your like; run, walk, or skip but you have to be on a line and so do the taggers. If you get tagged then the “tagger” will throw you their jersey, you are now “it”, and you have to put it completely on before you can tag someone else. You can not tag the person that just tagged you. Let me do a little demonstrate so everyone understands how to play.

**Set Induction:** Does anyone have a cat or dog? (Everyone raises their hands). Isn’t it hard when you have to get them to take a bath or go to bed and you are stuck chasing them around the house? Today we are going to practice how to catch a fleeing person. We will also still be practicing our fleeing skills.

MAF/Instructional technique	Extensions	Refinements	Applications
Cones will be set-up prior to class beginning.			
<b>Informing Task:</b> I want everyone to find partner. You will stand back to back with your partner on the center line of the gym. One line/group will start running to the far black line and the other line/group will have to count to three, as a group before turning around and trying to tag their partner before they reach the black line. (The teacher will decide which group will run and which group will count). Let’s do a demonstration so everyone knows what they are doing.			
The teacher will tell students	1. Now you have to skip instead of running	1. <b>Split second.</b> Fleers: You have to move as	1. Can you catch your partner 2 times in a row?

when to start counting.  Remind students what it means to be traveling safely, not touching other students.	2. Now you have to gallop instead of skipping  3. Let's try jogging backwards	fast as your can to get to the black line before your partner catches you.  Chasers: You have to move quickly to catch your partner after counting.	
Everyone has to find a new partner.	1. Now we are going to only count to two before allowing the fleer to take off. Now you will have to make your moves even faster	2. Remember to use your <b>quick feet</b> to catch up with your partner. The faster you move your feet the faster you will be traveling.	
Students will start back to back anywhere within the 50 X 50 square	2. This time after counting to two your partner can run anywhere in the square and you will have 15 seconds to try to tag them. Then you will start back to back again.	3. <b>Watch the hips</b> of your partner to try and see where they are going to go next.	2. Can you catch your partner 2 out of 3 times?  3. How many times can you successfully flee your partner?
Teacher should remind fleers to change direction/speed to prevent from being caught			

**Closure/Assessment:** Okay class, everyone bring it in; let's talk about what we learned today about catching up to a fleeing partner.

Should you move as quickly as you can or move slow?

Should you watch your partner's feet or the hips if you are the chaser?

Should you take small fast steps or large slow ones?

Lesson 13 Assessment:

Okay class, everyone bring it in; let's talk about what we learned today about catching up to a fleeing partner.

Should you move as quickly as you can or move slow?

Should you watch your partner's feet or the hips if you are the chaser?

Should you take small fast steps or large slow ones?

Lesson 13 Assessment Answers:

1. You should move as quickly as you can
2. War your partners hips if you are the chaser
3. You should take small fast steps

Central Washington University  
Physical Education Teacher Education Program  
Fleeing a Chaser: Lesson 14  
Leslie Warren

**1. Objectives:**

Student:

1. By the end of class students will be able to successfully flee a chaser while traveling using different speeds, directions, and skills. (NASPE 1, EALR 1.1, 1.2)
  - a. Skipping/Galloping
  - b. Walking/Running
  - c. Clockwise/Counterclockwise
2. By the end of class students will be able to understand and practice the cues that help in fleeing a person. (NASPE 2, EALR 1.2)

Teacher:

**2. Equipment:**

- 8 cones
- 5 jerseys
- Jump ropes/tape (to make circles for Frogs and Flies)

**Instant Activity:** In general space you will practice fleeing by changing your ways of traveling without stopping. Listen for me to call out when to change your ways of traveling. Let's start with walking...everyone now run. (Teacher call out...Skip-walk-turn right-fake left-run-go backwards-gallop-fake right-run-zigzag)

**Set Induction:** Imagine you are walking through the forest and suddenly you step on a bees nest making bees swarm all around you. What do you do? You run right? You try your best to out run and maneuver them by fleeing using a variety of maneuvers, fakes, quick direction changes, and anything to keep the bees from stinging you. The fleeing skills that you would use to get away from a swarm of bees are the same skills that we are going to use when fleeing a partner. We are going to play a game called frogs and flies. Flies will travel along the circle, while frogs are squatted down telling the flies how to travel. Once the frog gets to his or her feet flies try to flee away trying not to get tagged by staying within the cones. If you get tagged you are now helping the frog tag the other flies. The last fly left is the new frog.

MAF/ Instructional Technique	Extensions	Refinements	Applications
(See figure 1 for 8 cone and rope/tape set up) Count the class off by threes for three groups. Each group goes to one circle. Choose one person to be "it" within each group to be a frog.			

<p><b>Informing Task:</b> When I say go, flies spread out along your group's circle and frogs squat down in the center, everyone start with walking listening for how to travel from the frogs. Go!</p>			
<p>Make sure frogs are calling out a variety of different ways for the flies to travel. Call out the cues for fleeing; observe that students are using the cues while fleeing.</p>	<p>Frogs be sure to call out these different forms of movement.</p> <ol style="list-style-type: none"> <li>1. Skip</li> <li>2. Run</li> <li>3. (Counter) Clockwise</li> <li>4. Backwards</li> <li>5. Forwards</li> </ol>	<p>1. Fleers <b>quick movements</b> to keep the frogs from getting close to tagging you.</p>	<p>1. How long can the flies survive by not getting tagged by the frog? 2. How many flies can you frogs get?</p>
<p>Set up for next game: 4 cones marking out a big square. Choose one student to start as Mr. Wolf.</p>			
<p><b>Informing Task:</b> Stop. Now we are going to practice fleeing as a group. We are going to play a game called Mr. Wolf. Mr. Wolf will start at one end of the play area and everyone else will start at the other. Mr. Wolf has his/her back to everyone else as you all ask him/her "What time is it Mr. Wolf?" Mr. Wolf will then answer a time between 1 and 12 and that is how many steps toward Mr. Wolf everyone will take. We keep asking Mr. Wolf what time it is and taking those steps until he/she says that "its dinner time". When Mr. Wolf says "its dinner time" he/she takes off trying to tag as many people as he/she can while everyone else runs back to where we started. If you get tagged you are now starting with Mr. Wolf with your back towards the rest of the class, helping him/her tag others. When I say go, Mr. Wolf start on your end and everyone else line up between the cones on the other and to start the game together ask, "What time is it Mr. Wolf?" Go.</p>			
<p>Remind students of fleeing cues while running. The game may need to be repeated several times, pick a different Mr. Wolf to start for each.</p>	<p>1. Lets start a new game with more than one Mr. Wolf this time. 2. Mr. Wolf says dinnertime when students are right behind you, to make it more challenging to flee.</p>	<p>1. Fleers the next thing to help you get away from your chaser is to use <b>quick fakes</b> by stepping one way and going the other.</p>	<p>How long can you keep from having to help Mr. Wolf? How many people can Mr. Wolf tag to help him?</p>
<p><b>Informing Task:</b> Stop. The next game that we are going to play is Star Freeze Tag. There will be a few taggers, if you get tagged you must freeze where you are and stand with your legs apart and arms up, standing like a star. You become unfrozen once someone crawls under you between your legs. Taggers try to freeze everyone. When I say go everyone begin skipping in the general area fleeing the taggers. Go.</p>			
<p>Have taggers put on pinnies. Change taggers through out the game to give them a chance to practice fleeing. Change forms of movements to make game more difficult.</p>	<p>1. You can all run, keep away from your taggers. 2. Lets see how you can all gallop while avoiding the taggers. 3. 2 students must go through your legs for you to become unfrozen.</p>	<p>1. The last cue that can help you to evade your chaser is to <b>change directions repeatedly</b>, keep on changing them, and try to get them off your path.</p>	<p>How long can you keep from becoming a star? How many people can you unfreeze without becoming frozen yourself?</p>
<p><b>Closure/Assessment:</b> Stop! Good job everyone. Your fleeing skills are improving tremendously. Let's just check just how well your understanding is on fleeing a chaser.</p>			

Lesson 14 Assessment:

1. Circle the cues below that help you in fleeing a chaser...

Quick Jumps

Follow hips

Fakes

**Direction changes**

**Crawling**



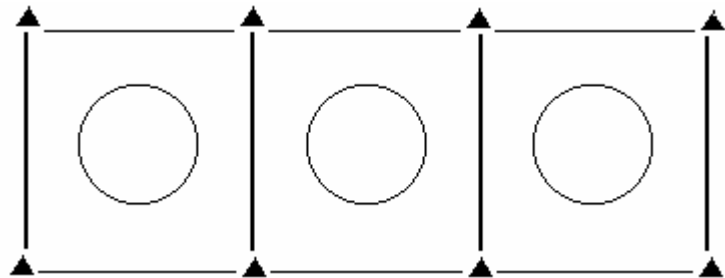
Lesson 14 Assessment Answers:

1. Direction changes
2. Fakes

Lesson 14 Figure 1:

$\sigma$ -Cones

○- Circles made with jump ropes or tape



Central Washington University  
Physical Education Teacher Education Program  
Dodging While Fleeing on a Signal: Lesson 15  
Leslie Warren

**1. Objectives:**

Student:

1. By the end of class students will be able to dodge while fleeing on a given signal to quickly avoid from being tagged. (NASPE 1, EALR 1.1, 1.2)
  - a. Through imaginary situations
  - b. Avoiding being tagged by a partner
  - c. In tagging games

Teacher:

**2. Equipment:**

- 4 cones
- 3-6 jerseys
- Whistle

**Instant Activity:** Students in general space be sure to get in and maintain your personal space. We are going to practice some dodging techniques while we are stationary. Perform a quick fake to the left, then the right, twist your body to the left, then right, and stretch your body forward, backward, left, and right. (Once you have gone through each different one, mix them up a bit to enable students to practice moving in many different ways continuously).

**Set Induction:** Pretend you are all playing paintball. Suddenly you see someone aiming right at you, then they shoot, what do you do? You quickly dodge the paintball to avoid from getting hit. This is what we are going to work on today by reacting or dodging on given signals and reacting quickly.

<b>MAF/ Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
Count students out by ones and twos to divide the class into halves.			

**Informing Task:** When I say go you will form two big circles, arms length apart from the people next to you. Ones you will go on the right end of the gym and twos you will go to the left end. Begin walking counter clockwise, keeping the circle. When I blow the whistle everyone to a quick fake to the right. Go.

Make sure everyone moves the same direction on the whistle to avoid any accidents. Stop students to add an extension, so they know what to do on whistle.	<ol style="list-style-type: none"> <li>1. Fake left: your circles should be smaller.</li> <li>2. Your can jog or run now while twisting right and left.</li> <li>3. Now stretch forward/backward.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use <b>quick movements</b></li> <li>2. <b>Move your feet</b> with your body.</li> <li>3. Keep your body <b>balanced</b>.</li> </ol>	1. Can you keep going without mixing up your directions?
Watch for students to be performing the dodging techniques, while also watching out for other students.	<ol style="list-style-type: none"> <li>1. Stretch left/right</li> <li>2. Fake right your circles should be larger. Do you all see that?</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Keep your head up.</b></li> <li>2. <b>Watch the people</b> in front of and behind you, we do not want to run into each other.</li> </ol>	1. Are you maintaining an arms length apart from the people around you?
<b>Informing Task:</b> Stop! Now we are going to be dodging everyone in general space. We will start with walking and wait for me to say what dodging technique to use. When I call it out, dodge the people around you, or an imaginary person, making sure not to collide with anyone. Go!			
Be sure to call out different dodging techniques and directions. Observe students to be sure they are using dodging cues.	<ol style="list-style-type: none"> <li>1. Everyone stretch front/back and left/right while jogging.</li> <li>2. Let try to fake left and right while running.</li> <li>3. All of you twist left then right.</li> </ol>	<ol style="list-style-type: none"> <li>1. Remember to <b>keep your head up</b> to watch for people around you.</li> <li>2. Try to use <b>quick dodges</b> on each dodge change.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many people can you dodge from?</li> <li>2. Can you successfully dodge each time without even almost colliding with someone?</li> </ol>
<b>Informing Task:</b> Stop! Now instead of me calling out how to dodge. When I blow the whistle you all dodge in any direction with any movement. You decide. Begin by walking. Go!			
Watch for students using the same dodging technique; make sure they try to use a variety. Blow the whistle for them to dodge on your signal.	<ol style="list-style-type: none"> <li>1. You all look like you want to move faster, you can all jog.</li> <li>2. Lets try skipping this time.</li> <li>3. Here's what you all have been waiting for...RUN!</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Quick movements.</b></li> <li>2. <b>Change directions quickly</b> on the signal.</li> <li>3. Use <b>fakes, twists,</b> and <b>stretches</b> while dodging.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many of the dodging techniques can you use?</li> <li>2. How many people can you avoid, can you avoid all of them?</li> </ol>
<b>Informing Task:</b> Stop! Next we are going to practice dodging a partner on a signal. One partner will lead and the other will follow. When I blow the whistle, the partner in front will quickly try to dodge their partner's tag. If you get tagged, you and your partner switch roles, and listen for my whistle to try to dodge and tag your partner again. Start with walking. Go!			
Arrange students in partners. Blow the whistle to have students attempt to dodge while their partner tries to tag them.	<ol style="list-style-type: none"> <li>1. We are not going to move fast quite yet everyone speed walk.</li> <li>2. Now all of you gallop.</li> <li>3. Ok, I give in you can run.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use those <b>quick movements</b> to dodge your partner.</li> <li>2. <b>Change directions quickly</b> while dodging.</li> </ol>	<ol style="list-style-type: none"> <li>1. How long can you go without being tagged?</li> <li>2. How many times can you dodge your partner?</li> </ol>
<b>Informing Task:</b> Stop! Good job everyone. We will end today with a game. You will all be moving in general space, within the cones. The people who are chosen to be it will only try to tag on my signal. That means everyone else will be dodging on my signal. So listen for the whistle and dodge from any of the taggers, you do not want to be it. If you are tagged you come tell me one dodging technique that you can use to escape a tagger. Remember they are fakes, twists, and stretches. Once you tell me one of those you are back in the game. We will start with you walking. Go!			

Choose 3-5 students to be it, and put on pinnies.			
Blow whistle for the taggers to tag and the other students to dodge. Choose different taggers through out the game, to give the taggers a chance to dodge.	<ol style="list-style-type: none"> <li>1. Lets see how you do while skipping.</li> <li>2. Speed this game up a bit by all of you jogging.</li> <li>3. Here's the challenge. Run!</li> </ol>	<ol style="list-style-type: none"> <li>1. Use <b>quick movements</b>.</li> <li>2. <b>Keep your head up</b> and watch for people around you.</li> <li>3. Use <b>fakes, stretches</b>, and <b>twists</b> to trick your chasers.</li> </ol>	<ol style="list-style-type: none"> <li>1. How long can you go without being tagged?</li> <li>2. How many taggers can you successfully dodge?</li> </ol>
<p><b>Closure/ Assessment:</b> Stop! Wow great job everyone; you are all becoming professional dodgers. Real quick lets review the three ways to dodge. Who can name one? Who can name another? Lastly, who can name the last one? Good. Now just fill out this quick assessment so that I can make sure you all understand what dodging skills are.</p>			



Lesson 15 Assessment Answers:

1. Fakes: Left/Right and Up/Down

2. Twists: Left/Right

3. Stretching: Left/Right

Central Washington University  
Physical Education Teacher Education Program  
Dodging Moving but Stationary Objects: Lesson 16  
Leslie Warren

**1. Objectives:**

Student:

1. By the end of class students will be able to successfully dodge stationary peers and obstacles. (NASPE 1, EALR 1.2)
  - a. Dodging stationary but moving students
  - b. In games

Teacher:

**2. Equipment:**

- 4 cones
- 12 Poly spots

**Instant Activity:** (Game setup see **figure 1**) Sharks and Minnows. Two students will start out as “it,” they are the sharks, everyone else are minnows. Sharks must stay anywhere along the centerline. Sharks feet cannot leave that centerline as they try to tag everyone else. Minnows you are trying to get to the other side without being tagged by a shark. If you get tagged you have to now help the sharks and must also stay along the centerline trying to tag others. If you make it to the other end without being tagged, wait for everyone to make it as well, and I will tell you when to try to make it back. When I say go minnows line up on the end line and sharks on the center line, and be sure to stay in the coned area. Go.

**Set Induction:** How many of you have been in a strong windstorm where branches of bushes and trees are going everywhere? Do you walk right into them and let them hit you or do you try to avoid them smacking you? You dodge to keep them from hitting you. Today we are going to play a variety of games that are similar to that situation. The first game we are going to play is seaweed tag. Those of you who were chosen to be “it” you are the seaweed and you must keep both of your feet at all times on the poly spots while you constantly move just your arms and hands around trying to tag others. Everyone else will be traveling from on side to the other trying not to be tagged by the seaweed. If you get tagged you freeze where you are and you are now seaweed and cannot move your feet while you also try to tag the others.

<b>MAF/ Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
Mark boundaries for game area with cones ( <b>figure 2</b> ). Choose 3-6 students to be “it” whom are the seaweed.			

**Informing Task:** When I say go, those chosen to be seaweed first, go stand on a poly spot and everyone else line up on the start line. Go!



Have students stop once they make it to one end, and tell them when to go back. If the game goes too quick repeat a few times changing starting taggers.	<ol style="list-style-type: none"> <li>1. Lets start this game with walking.</li> <li>2. Crawl avoiding that seaweed.</li> <li>3. Skip through it all.</li> <li>4. Run as fast as you can.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use <b>quick fakes</b> by stepping or leaning one way and going the other. Trick the seaweed in which direction you will go.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you make it without getting caught in the seaweed?</li> <li>2. How long can you go without becoming seaweed?</li> </ol>
Setup for next game ( <b>figure 3</b> ). Use 12 poly spots. Choose two taggers to be "it" and start on first two poly spots.			
<b>Informing Task:</b> Stop! The next game is zigzag tag. Two people have been chosen to be taggers. They again cannot move their feet, just their hands and arms to tag. Those of you who are not taggers are going to zigzag through the poly spots trying not to get tagged. If you get tagged as you zigzag through, find an empty poly spot and keep both feet on it while you to now try to tag others. When I say go everyone line up at the start and taggers pick a poly spot to stay on. Everyone must stay inside the cones. Go!			
Observe that students are zigzagging in and out of students on poly spots. Once all poly spots are filled start again with new starting taggers.	<ol style="list-style-type: none"> <li>1. Begin walking zigzagging in and out of the poly spots.</li> <li>2. Gallop through the poly spots.</li> <li>3. Skip through keep zigzagging.</li> <li>4. Run as fast as you can.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Twist your body left and right</b> to avoid from being tagged. Remember to use <b>quick fakes</b> as well.</li> </ol>	<ol style="list-style-type: none"> <li>1.Can you make it all the way through zigzagging all the poly spots?</li> <li>1.How many times can you make it through without getting tagged?</li> </ol>
For next game have the same area marked with 4 cones and 5 poly spots. Students will line up around the square play area. ( <b>figure 4</b> )			
<b>Informing Task:</b> Stop! We are now going to end with a game called fishnet. The five students that are chosen to be it are part of the fishnet and will start and stay on the poly spots within the play area as they try to tag others. Everyone else, you are fish trying to swim through the fishnet are coming from any direction around the play area trying to avoid from getting caught in the net. If you get tagged, stop where you are, you are now part of the fishnet and are trying to catch other fish. When I say go fish walk through the net to one of the three other sides from the one you start at. Go!			
Have students stop once they reach a different side. Tell them when to try again for a different and new side.	<ol style="list-style-type: none"> <li>1. Make your way by running.</li> <li>2. Reach 2 different sides before stopping.</li> <li>3. Try for 3 different sides.</li> <li>4. Make it all the way around using diagonal paths.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Stretch your body forward, backwards, left, and right</b> to dodge a tagger and keep from being tagged.</li> <li>2. Be sure to <b>keep your head up</b> to avoid any collisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many times can you make it through the net?</li> <li>2. How long can you go without getting caught?</li> </ol>
<b>Closure/ Assessment:</b> Stop! Great job. Did everyone enjoy practicing dodging through these games today? Which one did you all enjoy the most? Ok, so on your way out today, I would like each of you to show me just one of the dodging techniques that you can use.			

## Lesson 16 Assessment Answers: Verbal assessment

Did everyone enjoy practicing dodging through these games today? Which one did you all enjoy the most? Ok, so on your way out today, I would like each of you to show me just one of the dodging techniques that you can use.

Lesson 16 Figure 1: Sharks and Minnows Setup

$\lambda$  - Poly Spots  
 $\sigma$  - Cones

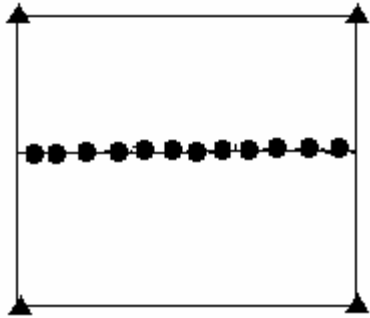


Figure 3: Zigzag Tag

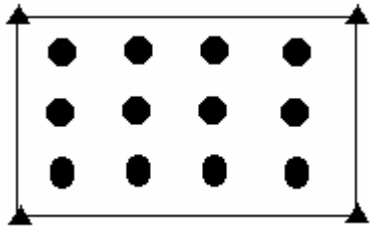


Figure 2: Seaweed Tag Setup

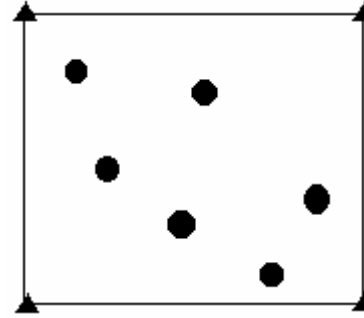
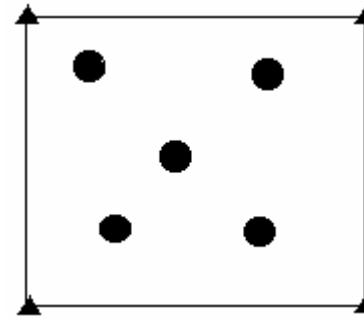


Figure 4: Fishnet Tag



Central Washington University  
Physical Education Teacher Education Program  
Faking Moves and Directions: Lesson 17  
Leslie Warren

**1. Objectives:**

Student:

1. By the end of class the students will know how to fake moves and directions and be able to successfully fake moves and directions to avoid a tagger. (NASPE 1 and 2, EALR 1.1)
  - a. Faking moves around obstacles
  - b. Peers
  - c. In games

Teacher:

**2. Equipment:**

- 14 cones
- 6-10 jerseys
- 20 poly spots
- 4 jump ropes

**Instant Activity:** Partner Fake: You will each have a partner and stand face to face about five steps apart. One partner will be the mirror and the other will be the person deciding the movements. Try to mirror your partner as they step side to side in different directions maintaining face to face as they try to fake you out and catch you not mirroring them exactly. They may make you think they are going to move their body one way and then go the other so watch carefully. About half way through we will switch partner roles.

**Set Induction:** How many of you like watching car races like in NASCAR? Have you ever seen a race where the second place car on the final lap of the race tries to make moves to pass the first place car and win the race? What does that car do to pass? It fakes which way it wants to go to make the car in front think its going to go that way and then quickly moves a different direction faking the first place car, and passes to win. Faking moves and directions that are used in that situation are similar to faking moves and directions when fleeing a chaser.

MAF/ Instructional Technique	Extensions	Refinements	Applications
Set up 5 stations with equipment and task cards. Break class into five groups.			
<b>Informing Task:</b> When I say go, each group will start at the station that corresponds with your group number. Perform the task that is stated on the task cards. Each station is designed to focus on faking and changing direction techniques. When I say switch move to the next station, people at station five move to station one. Go!			
Station 1: Poly spot fake: 12 poly spots laid out ( <b>figure 1</b> )	1. Try it as fast as you can. 2. This time try it backwards.	1. Make sure to step one-way to <b>fake</b> with one foot then land both.	1. How many times can you go through it without missing a spot?

Station 2: Fake around the cones: Have cones in a line pretty close. 6-8 cones Observe that students are moving quickly to change directions	1. Run through zigzagging 2. One-person start at one end and another at the other end. Zig-zag through avoiding the oncoming person. 3. Have two people on each side coming toward each other.	1. Use <b>quick direction changes</b> . 2. <b>Lean</b> with whole body in each movement 3. Watch for people around you	1. How many people can you avoid while zigzagging through the cones? 2. How fast can you make it through zig-zagging the cones?
Station 3: People maneuver: <b>(figure 2)</b> 5-8 poly spots in a zigzag pattern all but one student stand on poly spots arms straight out on sides. See that students are maneuvering their bodies through the peer obstacle.	1. First try to walk through. 2. Next run through it. 3. Two people at a time walk through. 4. This time two people at a time walk through but towards each other, start at opposite ends.	1. <b>Lean</b> your body through, try not to touch standing students. 2. <b>Stretch</b> your body through still not touching anyone. 3. Try to <b>move quickly</b> , once you have it down.	1. Can you make it through all the way without touching anyone? 2. Can you make it through and avoid from colliding or touching an oncoming person?
Station 4: Lava Monster: 4 jump ropes, 2 cones <b>(figure 3)</b> . Safe zone is in the middle with the cones. Two people stand in between ropes within the lava zones trying to tag others.	1. First step is to try walking through without being tagged. 2. Run through with a partner. 3. Go through it running or walking backwards.	1. <b>Quick direction changes</b> . 2. <b>Quick fakes</b> by stepping or leaning one way and going the other. 3. <b>Watch where you are going</b> when attempting it backwards.	1. How many times can you make it by both lava monsters? 2. How many times can you make it through with only one fake?
Station 5: Tag: use 4 cones to outline play area or out of bounds. Students just play tag, new tagger once they are all tagged.	1. Try the task of running. 2. Split group into 2 and with one tagger try to get all the opposite team before they get all your peers	1. <b>Change directions repeatedly</b> . 2. Use <b>quick direction changes</b> to avoid your taggers.	1. How many times can you go without being tagged? 2. Can your group tag the other entire group before your group is all tagged?
Divide class into groups of six or three groups. Mark out different play areas with cones <b>(figure 4)</b> In each group of 6 designate 2 taggers (pinnies)			
<b>Informing Task:</b> Stop! We are now going to play freeze and count tag. In groups of six, two people are taggers, and they try to tag the other 4 before even 1 of them becomes unfrozen. If tagged, freeze and count to ten by counting 1 one thousand...2 one thousand...and so on. Once all four are frozen, pick 2 new taggers and play again. When I say go, go to your play area and begin playing. Go!			
If three or more groups of six combine all groups after all extensions with two taggers every four people.	1. Change two new taggers. 2. Combine 2 groups of 6, with four taggers 3. Combine 3 groups of 6, with six taggers	1. Use <b>fakes</b> by either stepping one way and going the other or leaning one way and going the other. 2. Use <b>quick direction changes</b> .	1. How many times can you fake someone? 2. Can you fake out four different taggers?

**Closure/ Assessment:** Great job everyone. You all did great at going through all the different stations and performing each task. Your faking moves and direction skills are looking much better with great improvement. Before we take off for today lets just do a quick review. If I step one way and go the other am I faking a direction? (Perform tasks) If I step back and then forward am I faking a direction? How about if I lean to my right and then go to my left? Lastly what if I step right, lean left and then go right? Great job everybody.

## Lesson 17 Assessment Answers: Verbal assessment

Before we take off for today lets just do a quick review. (Perform tasks) If I step one way and go the other am I faking a direction? (Answer: **Yes**) If I step back and then forward am I faking a direction? (Answer: **Yes**) How about if I lean to my right and then go to my left? (Answer: **Yes**) Lastly what if I step right, lean left and then go right? (Answer: **Yes**) Great job everybody.

Lesson 17 Figure 1: Poly Spot Fake:

$\lambda$  - Poly Spots      ●—● - Jump Ropes

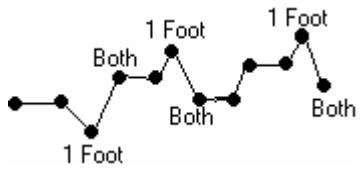


Figure 2: People Maneuver:

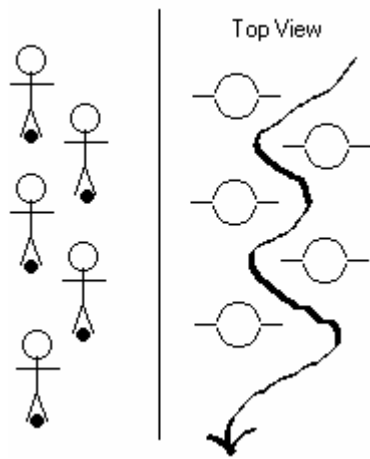


Figure 3: Lava Monster:

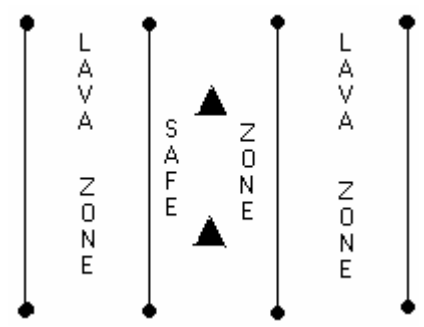
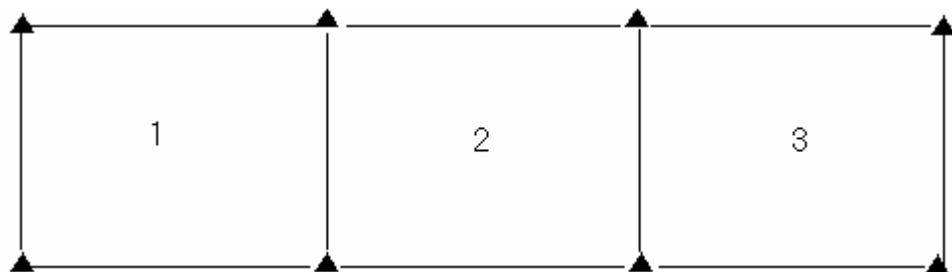




Figure 4: Three-Play Area Setup:



Central Washington University  
Physical Education Teacher Education Program  
Dodging and Chasing as Part of a Team: Lesson 18  
Leslie Warren

**1. Objectives:**

Student: 1. By the end of class, students will be able to work effectively together at attaining the same goal. (NASPE 1,2,5, EALR 1.2)  
a. By working as a team through out dodging and chasing.

Teacher:

**2. Equipment:**

- 4 cones
- 15 poly spots
- Tape

**Instant Activity:** We are going to form one big circle in the center of the gym and everyone hold hands with the people on both sides of you. I will say which direction we will all lean. It will be right, left, forward, or backwards, without moving our feet. So everyone come together and form the circle, hold hands, and let's begin. Go!

**Set Induction:** How many of you would work together as a group rather than have to work all by your lonesome to achieve a goal? Well great. Today all of our tasks will require you all to work together in groups achieving common goals. The first game we are going to play will include half the class being taggers who must stand and stay on the poly spots spread out, you cannot move your feet, as the other half of the class are dodgers. Dodgers will try to travel through the general area trying not to be tagged; you want to work together in trying to get no one from your team to be tagged. Once you make it to the other end run around the outside of the coned area and come back to where you started to try again.

MAF/ Instructional Technique	Extensions	Refinements	Applications
Spread the 15 poly spots throughout the general area within the four cones. Split the class into two halves. <b>(figure 1)</b>			
<b>Informing Task:</b> When I say go, the half of the class that are taggers go find a poly spot to stand on, and dodgers start all together from one end of the play area and begin by walking. Go!			
Observe that students are encouraging group mates to make it through.	1. Everyone can now run. 2. Taggers you can only tag using your right hand. 3. Taggers tag with your left hand only.	1. Dodgers you need to have <b>split second movements</b> . 2. Taggers use <b>teamwork</b> to catch people. 3. Dodgers use <b>quick fakes</b> .	1. How many taggers can you avoid in one run through? 2. Can your entire group make it through without being tagged?
Stop the class to switch roles to have all taggers be dodgers and	4. Taggers you can take only one step with your left foot to tag.	4. Dodgers <b>change directions quickly</b> as you <b>move at full</b>	3. How many dodgers can taggers tag total?

dodger be taggers.	5. Now only one step with either foot.	<b>speed.</b> 5. Taggers <b>react quickly</b> , while watching for dodgers around you.	4. How many times can you all work as a team from both sides?
<b>Prior to class:</b> Set up for game two ( <b>figure 2</b> ). Within four-coned area, apply tape on both sides of the center area/line. Tape out another pair of lines outside of those. After game one, remove poly spots from general area, and choose two taggers.			
<b>Informing Task:</b> Stop! We are going to end today with an exciting group game. It will start with two taggers who have to hold hands and have to move as one unit to tag others. Dodgers you will start at one end of the play area and try to avoid from being tagged. Once tagged you join the taggers by holder their hands. When I say go, taggers stay with in the taped lines marked #1 and dodgers start by walking from the end line trying not to get tagged. Wait for everyone that is going to make it to the other side to try again. Go!			
Make sure tagged students are joining the tagging team and holding hands. Observe that taggers are working together to be able to tag the dodgers. When dodgers are moving as one unit make sure that they are working together to make it to the other side. Stop students if they seem not to be working together and encourage them the benefits of the game working better if they are.	<ol style="list-style-type: none"> <li>1. Everyone can run now.</li> <li>2. Dodgers, try to make it through going backwards.</li> <li>3. Taggers you can now move anywhere between the lines numbered 2. Dodgers try to run through the line of taggers rather than around them. (Going under held hands).</li> <li>4. Dodger you have to move holding hands with the other dodgers and move as one unit as well.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dodgers you need to use <b>split second movements</b> as you move individually.</li> <li>2. Taggers <b>move as a team</b>.</li> <li>3. Dodgers use <b>quick fakes</b> to trick the line of taggers.</li> <li>4. Taggers <b>work together</b> in trapping the dodgers.</li> <li>5. Dodgers you need to <b>change directions</b> to avoid the taggers.</li> <li>6. Taggers on the ends, with your free hands, you need to <b>reach</b> for the dodgers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Taggers, how many people can you add to your tag line?</li> <li>2. Dodgers how many times can you make it through with out having to become a tagger?</li> <li>3. Taggers can you try to trap some dodgers by working together and moving as a whole in the same direction? If so, can you tag at least four dodgers using this method?</li> </ol>
<b>Closure/Assessment:</b> Stop! Everyone gather around me. I saw a lot of great things today. You all worked really well together as a team to accomplish the tasks. Complete this assessment so that I can check your understanding of Today's lesson.			

Lesson 18 Assessment:

1. When working as a group what are the two key things to remember when tagging and dodging? (Unscramble the answers below)

a. **ROWK GOTTEHER**      \_\_\_\_\_

b. **VOME AS A AMET**      \_\_\_\_\_ as a \_\_\_\_\_

Lesson 18 Assessment Answers:

- a. Work Together
- b. Move as a Team

Lesson 18: Figure 1: Game 1 Setup and Movement:

$\lambda$  - Poly Spots

$\sigma$  - Cones

$\tau$  - Directions of movement

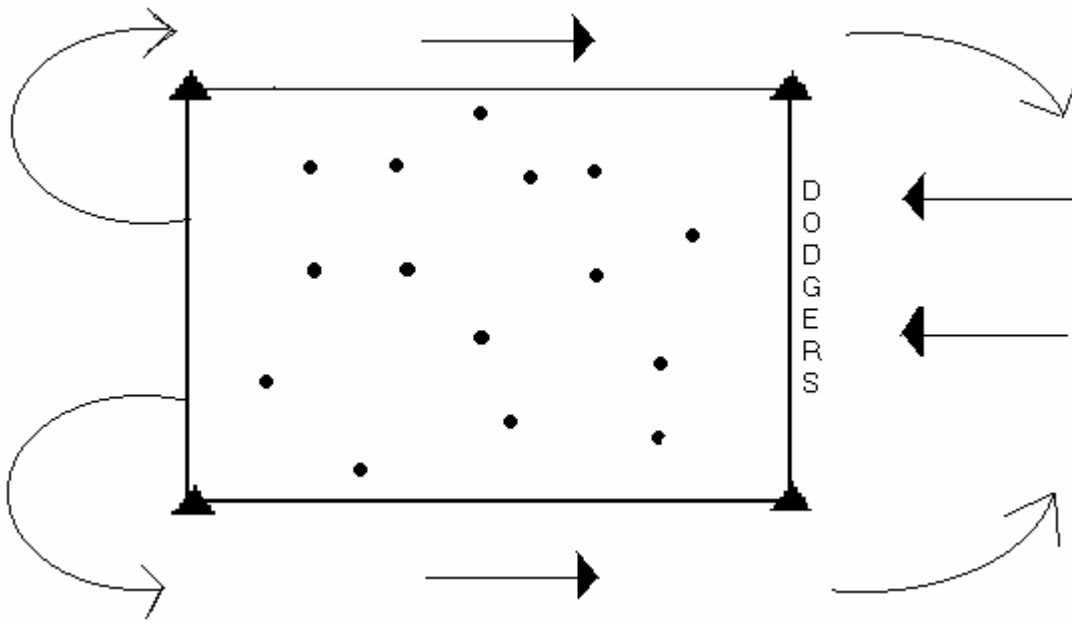
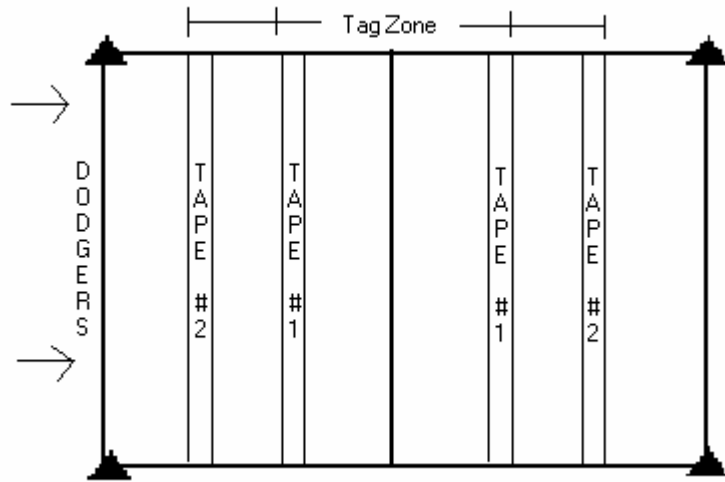


Figure 2: Game 2 Setup:



Central Washington University  
Physical Education Teacher Education Program  
Dodging and Chasing One Person in a Mass: Lesson 19  
Leslie Warren

**1. Objectives:**

Student: 1. By the end of class students will be able to dodge and chase a partner while continually moving through out a mass.  
(NASPE 1, EALR 1.2)

Teacher:

**2. Equipment:**

- 4 cones

**Instant Activity:** Partner Dodge: Everyone get paired with a partner, different from any partner you have had before. Within the coned area, one partner is a tagger and the other is a dodger. Taggers you are only trying to tag the person you are partnered with. Once tagged you switch roles. Dodgers become taggers, and taggers become dodgers. Go!

**Set Induction:** How many of you have played hide-n-seek? I am sure most of you have, especially when you are hiding from your parents' right? Well, today we are going to work on something similar to that. We are going to work on dodging and chasing a partner among a mass, the mass being your entire class. So chasers you will be looking for your partners among the other students.

<b>MAF/ Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
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Have the general area marked out by the 4 cones.			
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**Informing Task:** When I say go, everyone with your partner designate one of you as the chaser and the other as the dodger. Chasers spread out in the coned area and dodgers start on an end and try to make it to the other end without being tagged by your partner. Go!

Make sure students are remaining within the cones. Stop students to call out the switch. Bring two cones closer to the other two to make area smaller (third extension).	1. Dodgers, once you make it to the other end continually try to make it back and forth. 2. Switch roles. 3. The area is smaller. Watch your boundaries.	1. Dodgers use <b>split second movements</b> . 2. Taggers <b>watch the hips</b> . 3. Everyone use <b>fakes</b> as a trick. 4. Dodgers <b>change direction</b> and taggers <b>react quickly</b> to that.	1. Can you remain untagged until we switch roles? 2. Taggers how many times can you tag your partner? 3. How long can you dodgers keep from being tagged?
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**Informing Task:** Stop! Now we are still going to be working with a partner but this time by holding hands with him/her while trying to tag other pairs. When I say go everyone with your partner form groups of four with another pair. Designate one pair as the taggers and one pair as the dodgers. Begin trying to tag the other pair by working with your partner by walking. Never let go of each other's hands to tag. Go!



<p>Make sure cones are spread back out from previous game to have the original sized play area.</p>			
<p>Observe that students are always holding hands with their partners, and working together to move as one unit. Stop the game to have them switch roles and partners, may take a minute to get into new groups of four.</p>	<ol style="list-style-type: none"> <li>1. You all can run with your partners.</li> <li>2. Partner pairs switch roles.</li> <li>3. Now its time to switch partners all together, everyone get with someone new.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dodging pairs use <b>split second movements together.</b></li> <li>2. <b>Taggers watch</b> the hips.</li> <li>3. Every pair needs to be <b>communicating.</b></li> <li>4. Everyone <b>work together.</b></li> <li>5. Dodgers <b>change directions.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Dodging pairs can you avoid from being tagged three times in a row?</li> <li>2. Chasers can you tag the other pair at least twice?</li> <li>3. How many times can you dodge or tag your new partners?</li> </ol>
<p><b>Closure/ Assessment:</b> Stop! Everyone come gather around me. How well do you think you all did at chasing and dodging a partner? How about chasing and dodging as a pair with another pair? You all looked like you were trying really hard to work together in the end there. So great job! I just have a quick assessment for you all and then you are good to go.</p>			

Lesson 19 Assessment:

With your original partner from today's lesson, fill out the observation checklist by making smiley faces near that tasks completed.

Name \_\_\_\_\_

Name \_\_\_\_\_

Dodging

1. Split Second Movements

1. Split Second Movements

2. Direction Changes

2. Direction Changes

Chasing

3. Watch the Hips

3. Watch the Hips

4. Nicely Tagging

4. Nicely Tagging

Dodging and Chasing

5. Teamwork

5. Teamwork

Central Washington University  
Physical Education Teacher Education Program  
Dodging in Dynamic Situations: Lesson 20  
Leslie Warren

**1. Objectives:**

Student: 1. By the end of class, students will be able to dodge in dynamic situations and escape a chaser successfully. (NASPE 1,2 EALR 1.1)

A. Able to dodge or protect certain body parts from being tagged.

Teacher:

**2. Equipment:**

- 8 cones
- 6 jerseys

**Instant Activity:** ABC Tag: Within the general area, marked out by four cones, we are going to play a game called ABC Tag. There will be two to five taggers (teacher choose or add taggers as game progresses). If you are tagged you must make any letter of the alphabet with your entire body. You are back in the game once someone else recognized what letter you are making and states it out loud to you. So be sure to make the letter really well, so that others are able to tell what you are making. Go!

**Set Induction:** How many of you have ever played laser tag? Well in laser tag you are hiding behind objects but mostly quickly maneuvering your body to keep the target on your chest from being targeted by the laser. Today we are going to work on concepts sort of close to that idea. You will be protecting certain body parts from being tagged.

MAF/ Instructional Technique	Extensions	Refinements	Applications
Arrange students in groups of ten. Each group will have eight fleers or dodgers and two taggers. Set up 8 cones forming three play areas. (figure 1) Assign each group as number 1, 2, or 3, and taggers need jerseys.			

**Informing Task:** We are going to play body part tag. If you get tagged, tell someone where you got tagged and they have to unfreeze you by touching that spot as well. When I say go, each of you in your groups go to your assigned play area 1, 2, or 3 and taggers put on your pinnies. We will start with walking while taggers can only tag the elbows. Go!

<p>Call out different body parts for taggers to focus on tagging. Observe that dodgers are maneuvering their bodies to protect the body parts stated. Stop students to choose new taggers.</p>	<ol style="list-style-type: none"> <li>1. Dodgers you can run, taggers you can only tag their shoulders.</li> <li>2. Switch taggers. Tag only the left arm.</li> <li>3. Tag only the right arm.</li> <li>4. Taggers you can only tag with your left hand.</li> <li>5. Lets have new taggers again. They can only tag with their right hands on the backs of dodgers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dodgers use <b>split second movements</b> to dodge the particular body parts.</li> <li>2. Taggers <b>fake</b> going after one body part and tag the other.</li> <li>3. Taggers <b>watch the hips</b> of your dodgers to have an idea of where they are going.</li> <li>4. Dodgers <b>change directions repeatedly</b>, taggers react to them.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many of the body parts can you tag, as a tagger?</li> <li>2. Dodgers can you protect each body part that the taggers are after five times in a row?</li> <li>3. Taggers can you tag at least two people on each body part mentioned to go after?</li> </ol>
<p>Set up play area for next game with 4 cones marking the boundaries. Choose 3-5 taggers.</p>			
<p><b>Informing Task:</b> Stop! The next activity we are going to do is called T-tag. Dodgers will move around maintaining the letter T (Teacher demonstrate the T-stance (figure 2) with your arms straight out from your sides. Taggers will try to only tag the hands of the dodgers. Once tagged T's you must freeze until someone tags on of your hands. We will begin with walking. Dodgers remember to keep your hands out to form a T. Go!</p>			
<p>Make sure dodgers are maintaining the T-stance to enable taggers to tag their hands. Switch taggers through out.</p>	<ol style="list-style-type: none"> <li>1. Taggers and dodgers, you can all run.</li> <li>2. Taggers can only tag the right hand of dodgers.</li> <li>3. Dodgers become unfrozen by getting their left hand touched.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dodgers, <b>maneuver your bodies</b> to protect your hands.</li> <li>2. Use <b>split second movements, fakes, and change directions</b>.</li> <li>3. Taggers you need to <b>watch the hips</b> of the dodgers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dodgers, how many people can you unfreeze while dodging the taggers and remaining in the T-stance?</li> <li>2. Taggers, can you freeze five different T's?</li> </ol>
<p><b>Closure/Assessment:</b> Stop! Great job everyone bring it in and come gather around me. Now that I have seen how well you all can dodge in dynamic situations by protecting specific body parts at a time, let's just see how well you understanding of today's lesson is.</p>			

Lesson 20 Assessment:

Answer **YES** or **NO** to the following questions.

1. When dodging to keep your elbow from being tagged you run with your arms out. \_\_\_\_\_
2. When taggers are told to tag the shoulders of the dodgers that means they can only tag the right shoulder. \_\_\_\_\_
3. Dodging in dynamic situations was fun and exciting. \_\_\_\_\_

Lesson 20 Assessment Answers:

1. **NO**
2. **NO**
3. **YES/NO**

Lesson 20: Figure 1: 3 play areas:

$\sigma$  - Cones

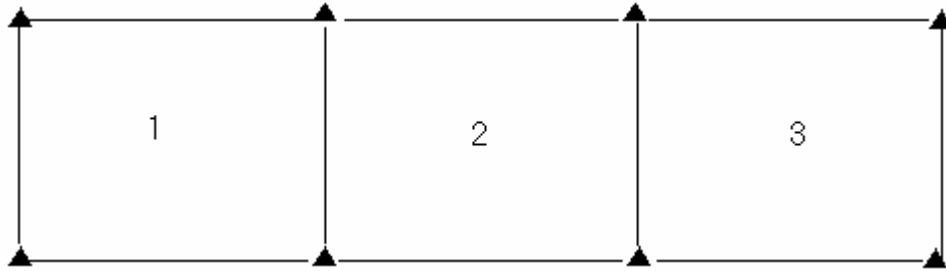
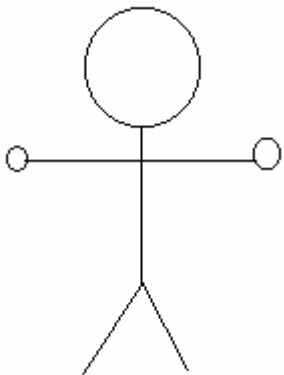


Figure 2: T-Stance:



Central Washington University  
Physical Education Teacher Education Program  
Team Dodging in Dynamic Situations: Lesson 21  
Leslie Warren

**1. Objectives:**

Student: 1. By the end of class, students will be able to successfully dodge in dynamic situations as a team to escape taggers. (NASPE 1, 2 EALR 1.1)

a. By dodging and protecting some body parts as a team.

Teacher:

**2. Equipment:**

- 4 cones
- 4 jerseys

<b>Instant Activity:</b> Everyone arranged in partners and holding hands with two pairs chosen as taggers, who will have the pinnies on, are only able to tag other pairs on one of their shoulders. (Teacher will call out different body parts to tag and switch taggers throughout). Go!			
<b>Set Induction:</b> How many of you have watched survivor and seen any of the competitions that involve teamwork and cooperation? Well those skills that are used there are going to be our goal to perform today by team dodging in dynamic situations.			
MAF/ Instructional Technique	Extensions	Refinements	Applications
Game setting: Play with 4 cones marking boundaries. Choose four students to be taggers to be tagging in pairs. Split the rest of the class into five groups/teams. Jerseys for taggers.			
<b>Informing Task:</b> When I say go, tagger pairs, while holding hands, will try to tag any elbow of the five groups of dodgers as they maintain holding hands as well. If someone is tagged from your group, they join the tagger pair that tagged them. Begin by walking. Go!			
Switch taggers through out the game. Call out the different body part for all groups to focus on. Observe that students are cooperating in their groups by communicating.	1. Everyone you can run, taggers go after the arms. 2. Tag the backs of dodgers. 3. Taggers tag the right shoulder. 4. Tag the left arm with your right hand only.	1. Dodger and tagger teams need to <b>communicate</b> to cooperate as a team. 2. Dodgers <b>work together</b> to have split second movements. 3. Taggers <b>watch the hips</b> .	1. Taggers how many dodgers can you tag and add to your group? 2. Can each tagger pair tag enough people to make a 5 person tagging team?



<p>Make sure that tagger pairs are communicating in tagging the same person twice to add them to their team.</p>	<p>5. At least two taggers in each group must tag the same dodger before they become part of your team as a tagger.</p>	<p>4. Dodgers <b>work together</b> to perform <b>fakes</b> and <b>change directions</b>. 5. Taggers <b>react quickly</b> to that.</p>	<p>3. Dodgers can you avoid two different taggers, and keep your group? See how long you can keep your original group number.</p>
<p><b>Informing Task:</b> Stop! The game we are going to end with today is a bit competitive. The two groups will be holding hands as both groups try to tag people from the opposite group. The object of the game is to get as many people from the opposite team as you can to have the longer and bigger team of more people. When I say go, each group start at opposite ends of the play area, make sure everyone is holding hands, and maintains holding hands, and begin by walking towards the other group, trying to protect members of your team and tag members of theirs at the same time. You can only tag someone on the shoulder. Go!</p>			
<p>Split the class into two halves.</p>			
<p>Observe that both groups are working together. Groups should always be holding hands; the only people with a free hand are on the ends.</p>	<p>1. Both groups can run to tag. 2. Everyone tag any arm only. 3. Two people must be tagged in a row before one joins your team.</p>	<p>1. Both teams need to be <b>communicating</b> to try and control the amount of people they are tagging and losing. 2. <b>Work together</b> in moving.</p>	<p>1. How many people from the other team can you tag to join yours? 2. Which team in the end will end up with more people?</p>
<p><b>Closure/ Assessment:</b> Stop! As you can see it is pretty difficult to maintain everyone in your group as the other team is tagging them as you tag members of your own. There were some key things to remember as you are working in a group or as a team. Please fill out the assessment so that I can see that you understand those key things.</p>			

Lesson 21 Assessment:

1. Circle the 3 key things to perform when working with a group.

Communicate

Change Directions

Fakes

Watch the HIPS

Cooperate

Teamwork

Keep head up

React quickly

Lesson 21 Assessment Answers:

1. Teamwork
2. Communicate
3. Cooperate

Central Washington University  
Physical Education Teacher Education Program  
Dodging with an Object: Lesson 22  
Natalie Carlson

**1. Objectives:**

- Student: 1. By the end of class, students will be able to successfully flee and dodge other students while manipulating an object while using the correct cues. (NASPE 1 EALR1.2)
- a. Protect the ball
  - b. Fake
  - c. Change directions
  - d. Change speeds
  - e. Taggers; watch the hips

Teacher:

**2. Equipment: (for a class of 30 students)**

- Cones
- Jerseys
- 2 Frisbees
- 30 basketballs

**Instant Activity:** Today we are going to warm up with a short game of ultimate Frisbee and we will use two Frisbees to keep everyone active. Does everyone remember the rules from when we did our Frisbee unit? Okay, I will divide the class into two teams. One, two, one, two, one, two, etc. Team one will be wearing jerseys. We will use the entire gym there are two cones on either side of the gym that represent the goal lines for each team. Let's get started.

**Set Induction:** I hope everyone is nice and warmed-up. Now, has anyone taken something from a brother, sister, or friend as a joke, and then tried to get away from them with it while they chased you trying to get it back. Today we are going to practice our chasing and dodging skills and we will also be reviewing our basketball skills. There are so many sports that involve chasing and fleeing with an object. Can anyone name one? Billy says, football. Kate says, soccer. Mark says, hockey. Okay great. Let's get started.

MAF/Instructional technique	Extensions	Refinements	Applications
Teacher will quickly set up four cones to create a 50 X 50 square.			

<b>Informing Task:</b> When I say, “go” I want you to pick up a basketball and begin dribbling inside the square. Be careful not to bump into other students. Ready, “Go”!			
Teacher will remind students of proper cues from previous basketball unit. For example, use your finger tips.	1. Now I want you to skip while you dribble your basketball	1. <b>Keep your head up</b> so you can see other students and where they are going to go	
Teacher will ask if any students want to demonstrate how to shield people from your ball, if they are unsure the teacher will do the demonstration.	2. Let’s try galloping while you continue to dribbling your basketball	2. <b>Protect the ball</b> by using your body to shield any other person from your ball	
Teacher will pinpoint two students that are correctly faking	3. Okay, now everyone can jog while still dribbling the basketball	3. <b>Fake</b> , pretend to go one way, but then quickly go the other way	Can you fake our two students in a row?
		4. <b>Change your speed</b> to get away from people who potentially want to steal your ball. You can go faster or slower	Can you change speed three times in a row without losing control of you ball or bumping into other students?
		5. <b>Change your direction</b> to get away from people who may want your ball	Can you change directions four times in one minute without losing your ball or bumping into other students?

	Extensions	Refinements	Applications
<b>Informing Task:</b> Now that we have learned the skills to keep people away from your ball, we are going to put these skills into a game situation. As you are dribbling your ball, I want you to try and knock other people’s balls out of the square. You still have to protect your own ball. If your ball is knocked out of the square then you will pick up your ball and walk to the square next to the one we are playing in and do the same thing and try and knock other people’s balls out of this square. Does everyone understand? Ready, begin!			
Two 50 X 50 squares will be set up with cones, almost side by side. Leave a little space for the teacher to walk through to be able to watch			1. Are you able to knock at least one person’s ball out before losing you own ball?

both games.			
If a student has their ball knocked out of the second square then they will return to the other square. So both games will be continuously full.	1. This time we are going to have two people wearing jerseys designated to knock people's balls out. They won't have to be dribbling a ball so you will need to remember the cues to keep your ball protected.	1. Chasers: <b>Watch the hips,</b> of the person you are trying to catch this will help you decide which way they might go next.	2. Can you go one minutes without getting your ball knocked out?

**Closure/Assessment:** Wonderful job everyone! Before anyone can leave the gym, I want everyone to show me how they will dodge with an object in their hands?

Lesson 22 Assessment:

Before anyone can leave the gym, I want everyone to show me how they will dodge with an object in their hands?

**1. Objectives:**

- Student: 1. By the end of class, students will be able to successfully chase and flee in a large group situation while using the proper cues. (NASPE 1 EALR 1.2)
- a. split second
  - b. fake
  - c. change direction
  - d. change speed
  - e. chasers: watch the hips
  - f. chasers: teamwork

Teacher:

**2. Equipment: (for a class of 30 students)**

- cones
- jerseys

**Instant Activity:** Hi everyone. Today we are going to warm up with a short game of “pick up, knock over”. I want everyone to line up on this black line and count off by ones and twos. The ones will be the team to knock over the cones and the twos will be the ones to pick up the cones. You can only use your hands to knock down or pick up the cones. As you can see, I have a 25 X25 coned off square with many colored cones set up. When I say, “Go” I want you to begin knocking down cones or putting the cones back up. .After about a minute I will have you switch roles. Ready, “Go”!

**Set Induction:** Who likes to play tag at recess? Who likes to play outdoor sports? Both these require, chasing and fleeing in a group. Today we are going to practice the cues for group chasing and fleeing and that will help you improve you tag game at recess and most sports. Chasing and fleeing provides the basis for just about any sport and running is one of the best ways to stay healthy.

<b>MAF/Instructional technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
Teacher will set up a 50 X 50 cones off square			



**Informing Task:** I want you to form groups of three. I need two groups to be taggers and wear colored jerseys. Everyone, including the taggers will be holding hands with their group for the entire time. The groups that are the taggers, have only the outside two people to be using their free hand to tag people because the middle person will have both their hands held. If your group gets tagged then they will join hands with the group that tagged them and now they will form a group of six. Let's start with a short demo... Does everyone understand? I want everyone to start by walking when I say, go. Ready, "Go"!

<p>Teacher will observe students to make sure everyone is following the rules and not letting go of their two partner's hands to flee or tag other students.</p> <p>Teacher will re-start game with two new groups of taggers after roughly 5 minutes or when everyone has been caught.</p>	<ol style="list-style-type: none"> <li>1. Everyone, including the taggers, have to skip, while still holding hands</li> <li>2. Everyone has to gallop, while still holding hands</li> <li>3. Now everyone can run, while still holding hands</li> </ol>	<ol style="list-style-type: none"> <li>1. Make your moves in a <b>split second</b>, as fast as you can</li> <li>2. <b>Fake out</b> the taggers by pretending to go one way, but then going the opposite way</li> <li>3. As a group, quickly <b>change directions</b> so the taggers won't be able to follow you</li> <li>4. As a group, <b>change your speed</b>, by accelerating into space away from the taggers</li> <li>5. Chasers: <b>Watch the hips</b> of the people you are chasing so see where they are going next</li> <li>6. <b>Teamwork</b>, taggers and fleers should be working together</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you change direction three times in a row to avoid being tagged?</li> <li>2. Can you change your speed to tag a group?</li> <li>3. Can your group go the entire time without running into or colliding with other teams?</li> <li>4. Can your group go 3 minutes without getting tagged?</li> </ol>
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**Closure/Assessment:** Everyone bring it in. You did a great job of chasing in groups. Who can give me the definitions of the following:

- Split second
- Fake
- Change direction
- Change speed
- Watch the hips
- Teamwork

Lesson 23 Assessment:

Who can give me the definitions of the following?

Split second

Fake

Change direction

Change speed

Watch the hips

Teamwork

## Lesson 23 Assessment Answers

Split second: move as fast as you can

Fake: pretend to go one way and then go the other

Change direction: go the opposite way you were traveling

Change speed: speed up or slow down

Watch the hips: watch the hips of the fliers

Teamwork: work together

Central Washington University  
Physical Education Teacher Education Program  
Dodging to Maintain Object Possession: Lesson 24  
Natalie Carlson

**1. Objectives:**

Student: 1. By the end of class, students will be able to successfully flee and dodge other students while using the proper cues:

- a. Dodgers: split second
- b. Dodgers: fake
- c. Dodgers: Change direction and speed
- d. Chasers: watch the hips
- e. Chasers: stretch to tag the dodgers

**2. Equipment: (for a class of 30 students)**

- Cones
- Jerseys
- Two foam balls
- 30 cut milk cartons
- 30 jump ropes
- 60 blue bean bags
- 60 red bean bags

**Instant Activity:** Today we are going to warm up with a short game of ultimate foam ball. I want everyone to count off by fours. Ones and threes will wear yellow jerseys and twos and fours will wear blue jerseys. I have set-up two 25 X 25 rectangles. One team in each rectangle will start with a ball. You have to throw the ball to get it to the other side of the rectangle, to score a point. Every time someone catches the ball they have to touch the ball to the ground before throwing it to another teammate. You can't run with the ball. The other team is going to try and intercept the ball. If one team drops the ball then the other team will get the ball from that spot. We will watch this group to make sure everyone understands.

**Set Induction:** Rugby, football, lacrosse, and basketball. What do all these sports have in common? Yes, they all have to do with dodging to maintain possession of an object, or in their case a ball. This is a very important skill to have not only for sports but for real life situations too. Today we are really going to focus on our fleeing skills and the cues that will help you maintain an object while you flee.

MAF/Instructional technique	Extensions	Refinements	Applications
Cones will be set-up by teacher in a 50 X 50 square.			

**Informing Task:** I want everyone to find a partner and stand behind the equipment I have set up in piles along the blue line. As you can see, in each pile there are two jump ropes, two cut open milk cartons and 8 bean bags. You will each loop the jump rope through the milk carton handle and then tie it around your partner, so it will sit on their back. Then fill the open milk carton with 4 bean bags for each of you. Let me demonstrate how to tie it on your partner with Nate. Okay, does everyone understand? Now we are all ready to begin. You and your partner need to decide who will be the chaser first. When I say, “Go” the chaser will be trying to get as many of your bean bags as they can. Ready, “Go”.

<p>Teacher will help students to re-tie their jump ropes if they come undone.</p> <p>Teacher will decide when students should switch roles.</p>	<p>1. Try to grab the bean bags with your non-dominant hand</p>	<p>1. Chasers: <b>stretch</b> your dominant hand out to reach for your dodger’s bean bags</p> <p>2. Chasers: <b>watch the hips</b> of your partner to guess where they will be going next.</p>	<p>1. Are you able to keep your partner from getting any of your bean bags?</p> <p>2. How many of your partner’s bean bags are you able to get?</p>
<p>Teacher will either pinpoint students to demonstrate proper cues or demonstrate them.</p>	<p>2. Try having both partners skip</p> <p>3. Try having both partner gallop</p>	<p>3. Dodgers: remember how to make quick <b>directional changes</b>.</p> <p>4. Dodgers: <b>accelerate into an open space</b>, away from your partner.</p> <p>5. Dodgers: you can also try to <b>fake</b> your partner out, by pretending to go one direction and then changing and going a completely different way.</p>	<p>3. Can you do 3 directional changes in a row without stopping?</p> <p>4. Are you able to fake out your partner so they can’t get any of your bean bags?</p>

	Extension	Refinements	Applications
<p><b>Informing Task:</b> Now we are going to have a free for all with no partners. Anyone can take anyone’s bean bags. You have to stay inside our 50 X 50 coned off square. You want to get as many bean bags from other people as possible and put them into your own milk carton. Ready, “Go”!</p>			
<p>Teacher will remind students to travel safely and not to run into other students.</p>			<p>1. How many bean bags can you get in your milk carton in 2 minutes?</p> <p>2. Can you protect all of you original bean</p>

			bags from other students for the entire time?
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**Closure/Assessment:** Great job today class! Let's see what you remember about what we learned today. I want everyone to find a partner and demonstrate for their partner the following cues. Be sure to let your partner know if they are not doing the cue correctly. Then the partner will switch roles:

Watch the hips

Stretch

Directional changes

Accelerating into space

Fake

## Lesson 24 Assessment:

I want everyone to find a partner and demonstrate for their partner the following cues. Be sure to let your partner know if they are not doing the cue correctly. Then the partner will switch roles:

Watch the hips

Stretch

Directional changes

Accelerating into space

Fake

Central Washington University  
Physical Education Teacher Education Program  
Chasing and Fleeing Games: Lesson 25  
Natalie Carlson

**2. Objectives:**

Student: 1. By the end of class, students will be able to successfully flee and dodge other students while using the proper cues. (NASPE 1 EALR 1.2)

- a. Fake
- b. Change direction
- c. Change speed
- d. Defense: watch the hips
- e. Defense: teamwork

Teacher:

**2. Equipment: (for a class of 30 students)**

- Cones
- Jerseys
- 6 cloth flags
- 30 Velcro flags with belts

**Instant Activity:** We are going to warm-up with a short game of capture the flag. You should all remember this game because we have played a longer version of it before. Does everyone remember? We have three flags set-up on both sides of the gym and there is no jail. If you are tagged then you have to do 10 jumping jacks and then walk back to your team's side before trying to catch the other team's flag again. The goal is to capture all three of the other team's flags. Line up on this black line so I can put you into teams. One, two, one, two, one, two, etc. Team two will be wearing the colored jerseys.

**Set Induction:** What are some of your favorite things to do on the weekends? Yes, those are all great things to do on the weekends. My favorite thing to do is play games. All kinds of games that will keep me healthy and feeling good about myself. Today we are going to play different chasing and fleeing games to practice our chaser and tagged skills. And hopefully you will like them and want to play them at recess and at home with friends and family.

MAF/Instructional technique	Extensions	Refinements	Applications
Cones will be set-up in a 50 X 50 square from the instant			



activity.			
<p><b>Informing Task:</b> I want everyone to put on a Velcro belt around their waist and attach a flag to the back of the belt. Now I want every to get a partner. One partner will start out being the chaser and try to rip off the flag of their partner the other partner will be the flier and try to prevent your partner from grabbing their flag. If your partner is able to take off your flag then you may switch roles, otherwise I will tell you when to switch. You must stay inside the 50 X 50 square. Ready, "Go"!</p>			
<p>Flags and belts will be laid out along the wall</p> <p>Teacher will tell students to switch roles in roughly four minutes</p>	<ol style="list-style-type: none"> <li>1. Give your partner a five second lead before you try and get their flag</li> <li>2. You can only remove your partner's flag with your non-dominant hand.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Fake out</b> your partner by pretending to go one direction and then quickly go the other direction</li> <li>2. Quickly <b>change directions</b> so your partner won't be able to grab your flag</li> <li>3. <b>Change speed</b> by accelerating into space away from your partner</li> </ol>	<ol style="list-style-type: none"> <li>1. Are you able to fake out your partner to prevent them from getting your flag?</li> <li>2. Can you go one minute without your partner getting your flag?</li> </ol>

	Extension	Refinements	Applications
<p><b>Informing Task:</b> I need two people to be "it" and they will put on jerseys and stand in the middle of the gym. Everyone else will start at one side of the gym and when I say, "Go" you will try to run past the taggers to the other side without getting your flag torn off. If your tag is torn off then you will now also be "it" and will need to grab a jersey from me. If you make it to the other side then you will wait until I give the signal for you to start running again. Ready, "Go"!</p>			
<p>Teacher will set the speed of the game. Giving some wait time for taggers to get situated in the center of the square and put on jerseys if they are new taggers before saying, "Go" for the next round.</p>	<ol style="list-style-type: none"> <li>1. Start off with 5 taggers instead of two</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Watch the hips</b> of your partner so predict which direction your partner will be going next</li> <li>2. <b>Teamwork</b>, everyone should be working together</li> </ol>	<ol style="list-style-type: none"> <li>1. How many times can you back and forth without having your flag torn off?</li> <li>2. If you are the chaser, how many people's flags can you tear off in one round?</li> </ol>

**Closure/Assessment:** Everyone did a wonderful job today. Raise your hand if you want to demonstrate the cues that I say:

Fake, change direction, change speed, and watch the hips

Lesson 25 Assessment:

Raise your hand if you want to demonstrate the cues that I say:

Fake, change direction, change speed, and watch the hips

Central Washington University  
Physical Education Teacher Education Program  
Chasing and Dodging at the Same Time: Lesson 26  
Leslie Warren

**1. Objectives:**

- Student: 1. By the end of class, students will be able to chase and dodge simultaneously in game like situations at constant but changing dynamics. (NASPE 1, EALR 1.1)
- a. Chasing while dodging.

Teacher:

**2. Equipment:**

- 4 cones
- Whistle
- 4 Hula Hoops
- Tape (if needed to make a middle line)
- 15 jerseys (enough for ½ a class)
- 30 scarves (one for each student or any substitute, i.e. flags)

**Instant Activity:** (Teacher split the class into two halves) To start off today we are going to have one half the class, as taggers and the other half are all dodgers. Chasers will try to tag as many as the dodgers as they can before I blow the whistle. On the whistle sound, switch roles and dodgers become chasers and chaser become dodgers. Once tagged, freeze and wait for the whistle to switch roles. Go!

**Set Induction:** Have any of you played capture the flag before? Well the focus of today is situations very similar to that. You are all going to be chasing and dodging at the same time. The next game we are going to play is called, "Free your People." In this game, both teams are trying to tag members of the opposite team. When you tag someone they have to go into one of your team's hoops and wait for someone of their own team to come and tag them, enabling them to be free. Everyone is constantly trying to tag members of the opposite team while dodging them as well.

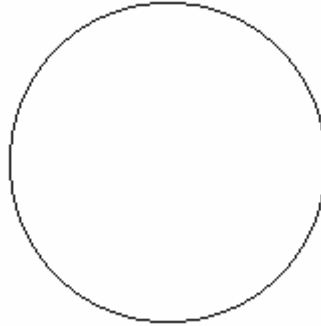
MAF/ Instructional Technique	Extensions	Refinements	Applications
Make a line in the center of play area with tape if needed in an area marked by four cones. Set one hula-hoop at each corner of the area. <b>(figure 1)</b> Divide class into two halves. (Team A and team B)			

<p><b>Informing Task:</b> When I say go, team A start at the right end and team B start at the left end. You are in the safe zone if you are on your team's side of the play area, but remember the goal is to get as many people from the other team as you can to be in your hoops. Begin chasing and dodging by walking. Go!</p>			
<p>Observe that tagged students are going into one of the opposite teams hoops. Encourage students to leave their safe zone. If needed allow so many seconds to stay in safe zone prior to having no safe zone.</p>	<ol style="list-style-type: none"> <li>1. Everyone can run.</li> <li>2. Two people of your own team must tag you before you can leave a hoop.</li> <li>3. No safe zone. You can be tagged anywhere, stay in the boundaries.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Cooperate</b> with your team in freeing your people.</li> <li>2. Use <b>teamwork</b> in tagging others and saving your own members.</li> <li>3. Use <b>fakes</b> while dodging.</li> <li>4. While tagging <b>react quickly</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many people from the opposite team can you get into your team's hoops?</li> <li>2. How many team members can you free from the other side?</li> <li>3. Which team ending will have more people from the other?</li> </ol>
<p><b>Informing Task:</b> Stop! Excellent job. Our final game of the day is going to be "snatch the scarf." Every one will be wearing a scarf. The object of the game is to try and pull as many scarves off other people as you can while dodging to keep your scarf on you. When I say go everyone get a scarf, and a piece of tape to tape the scarf to your back. Once you pull someone's scarf drop it where they are. That person must wait for someone to pick up their scarf and put it back on their back to be back in the game. Begin by walking. Go!</p>			
<p>Remove hula-hoops and leave cones. Make sure each student has a scarf taped to his or her back.</p>			
<p>Observe that students are freezing and waiting for someone to put their scarf back on. See that students are using dodging techniques to protect their scarf while pulling others.</p>	<ol style="list-style-type: none"> <li>1. You all look like you have the hang of it; you can all run.</li> <li>2. Try to pull at least 2 scarves in 15 seconds.</li> <li>3. Pull 3 different scarves in 10 seconds without losing yours.</li> </ol>	<ol style="list-style-type: none"> <li>1. As dodgers you need to be using <b>split second movements</b> while always changing directions.</li> <li>2. Performing as taggers, you need to be <b>following the hips</b> or your target person, to get a scarf.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many scarves can each of you pull off? Can you get 4 different ones?</li> <li>2. How many scarves can you get in a minute?</li> <li>3. How many scarves total?</li> </ol>
<p><b>Closure/ Assessment:</b> Stop! Well I think that we accomplished our goal of chasing while dodging at the same time very well. It takes constant awareness of what is going on around you at all times and you each practiced that successfully. I would like you to answer this one question so that I am able to assess your understanding.</p>			

Lesson 26 Assessment:

Answer only yes or no to the following question by drawing a **smiley face for yes** and a **sad face for no**.

1. When chasing and dodging at the same time, are you also fleeing?

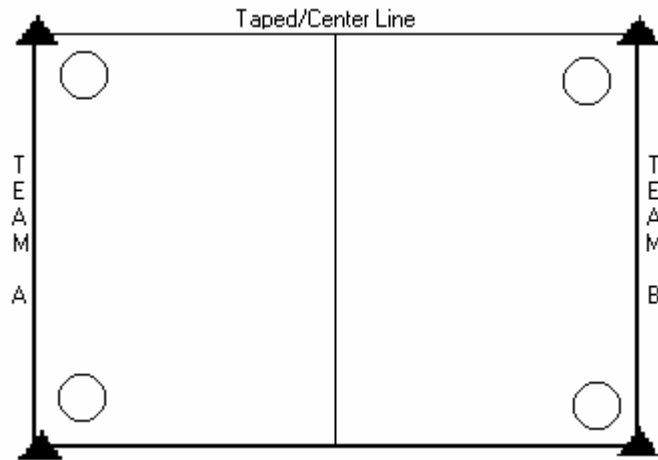


Lesson 26 Assessment Answers:

1. **YES** (smiley face)

Lesson 26: Figure 1: "Free your People" Setup:

- σ - Cones
- O - Hula-Hoops



Central Washington University  
Physical Education Teacher Education Program  
Dodging Games: Lesson 27  
Leslie Warren

**1. Objectives:**

- Student: 1. By the end of class, students will be able to accurately demonstrate their chasing, fleeing, and dodging skills. (NASPE 1,2, EALR 1.1, 1.2)
- a. Through out dodging games.
  - b. Understand the difference between offense and defense.

Teacher:

**2. Equipment:**

- 8 cones
- 9 hula-hoops
- 6 beanbags
- 3 foam arrows
- 6 jerseys
- Watch or stopwatch

**Instant Activity:** Mosquito Tag: (Choose three taggers to use three foam arrows) We are going to start today with a game called Mosquito Tag. There will be three taggers, each with a foam arrow to tag with, not hit people with, but to tap nicely when tagging. Everyone else if you are tagged crouch down like you are in pain and wait for someone to unfreeze you and heal you. You are healed when someone touches the top of your head and says, "you are now healed." So try not to get bit by any mosquitoes. Go!

**Set Induction:** Would all of you like to put your chasing, fleeing, and dodging skills that you have learned to use in dodging games? Great because that is exactly what we are doing today. The first game you will play is called Safety Bases. You will all be divided into three groups of two teams. Team 1 of each group will start out as the taggers, team 2 you are the dodgers. The object of the game is to make it across the field opposite the side your team started from, without getting tagged. The hula hoops are spread throughout the area, they are the safety bases or safe zones that you can step into as a dodger and avoid a tagger, but you can only remain in there for five seconds. Dodgers if you are tagged you must come tell and show me at least one cue for dodging or chasing.

MAF/ Instructional Techniques	Extensions	Refinements	Applications
Divide class into 3 groups of 2 teams each, numbering teams ones and twos. Use 8 cones to setup 3 play areas, 3 hoops spread through each. (figure 1)			



<b>Informing Task:</b> When I say go, all team ones start on the right end and team twos start on the left end. Begin dodging and tagging by walking. Go!			
Once students make it to the opposite end from where they started, have them turn around and try to make it back. When switching roles, chasers as dodgers and dodgers as chasers, stop class and start a new game.	1. Dodgers and taggers, you can all run. 2. Dodgers only one person at a time can be on a safety base. 3. Switch roles. 4. Dodgers can only remain in safety base for three seconds.	Dodgers: 1. Have <b>split second movements</b> . 2. Use <b>fakes</b> to change directions. Chasers: 1. <b>Watch their hips and react quickly</b> while using teamwork.	1. Chasers use teamwork to tag dodgers at least twice. 2. Dodgers can you make it to the other side without being tagged twice? 3. Can you make it without having to use a safety base?
<b>Informing Task:</b> Stop! With in your same groups you are going to play a game called Pirate's Treasure. There will be two taggers in each group who are the pirates on the defensive team, guarding the hoop in the center with the beanbags, the treasure. The rest of you are sailors, on the offensive team, trying to steal the pirate's treasure and bring it back to your ship, the hoop just outside the play area. If you are tagged, the pirate takes the treasure back to the center hoop. Sailors you have three minutes to get all the treasure to your ship, and can only take one piece of treasure at a time. When I say go, pirates go stand guard around your treasure and sailors begin by walking trying to steal the treasure. Go!			
Setup game for Pirates Treasure with six hula-hoops and six beanbags. <b>(figure 2)</b> Have the pirates wear jerseys.			
Watch the time with a watch or stopwatch. Stop class if needed to call out cues for defense and offense teams. Change to new pirates through out. If groups steal treasure before time, switch taggers at that point.	1. I see that you have the hang of the game you can all run. 2. Sailors you have only two minutes to steal the treasure. 3. Assign two new pirates. 4. Sailors you now have one minute to steal the treasure.	Offense: 1. Use <b>split second movements</b> . 2. <b>Work as a team</b> to steal the treasure by working together. Defense: 1. <b>Protect</b> that treasure by tagging the sailors.	1. Pirates, can you protect your treasure from being stolen two times I a row? 2. Sailors, how many times can you get all the treasure to your ship before a pirate tags you?
<b>Informing Task:</b> Stop! This time we are going to play this game as a class. When I say go Pirates from each group stand guard as the defensive team around the treasure. Sailors spread out as the offensive team and begin going after that treasure. You have three minutes to get all of the treasure to your ship. Remember sailors can only carry one piece at a time. Go!			
Setup one big game area with one center hoop with six beanbags and one hoop for the ship for the game Pirate's Treasure. <b>(figure 3)</b>			
Use a watch or stopwatch to keep track of time. Choose six new pirates through out at least	1. Time for some new pirates. 2. Sailors you have two minutes to steal all the treasure.	Offense: 1. <b>Work together</b> to obtain that treasure.	1. How much of the treasure can you get before the time is up? 2. Pirates, how many times can

twice. If all treasure is stolen switch to new taggers then.	3. Sailors try a little bit harder, you have one minute to get it all.	Defense: 1. <b>Work together to protect.</b>	you defend the treasure in a row?
<b>Closure/ Assessment:</b> Stop! Great job pirates and sailors on working on you defense and offense skills. Are you all confident in your understanding on the difference between defense and offense? Well, I would like to know for sure, so could each of you please fill out this assessment. Thank you.			

Lesson 27 Assessment:

Circle all the answers that apply to each question.

1. In the chasing, fleeing, and dodging game of Pirate's Treasure, the people on **offense** are...

Pirates

Sailors

Dodgers

Chasers

2. In the chasing, fleeing, and dodging game of Pirate's Treasure, the people on **defense** are...

Pirates

Sailors

Dodgers

Chasers

Lesson 27 Assessment Answers:

1. Sailors/Dodgers
2. Pirates/Chasers

Lesson 27: Figure 1: Safety Bases Setup:

- - Hula-hoops
- σ - Cones
- v - Beanbags

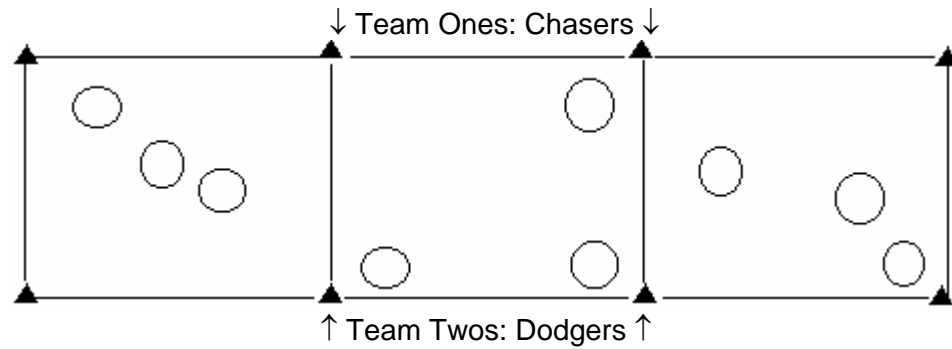


Figure 2: Pirate's Treasure Setup:

- P-Pirates
- S-Sailors

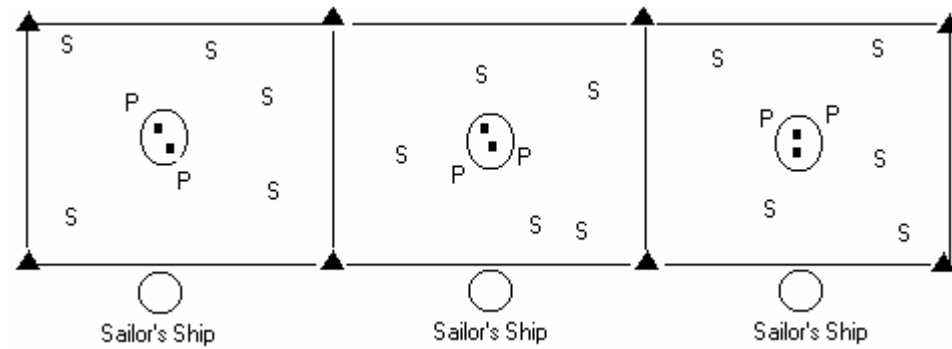
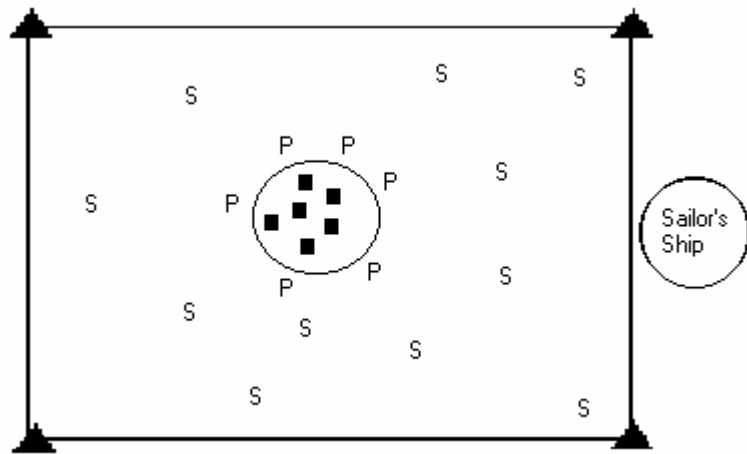


Figure 3: Pirate's Treasure: One group:



Central Washington University  
Physical Education Teacher Education Program  
Team Strategizing: Lesson 28  
Leslie Warren

**1. Objectives:**

- Student: 1. By the end of class, students will be able to strategize as a team to achieve a common goal. (NASPE 1, 2, EALR 1.1, 1.2)
- a. By planning effective routes to evade chasers.
  - b. Working as a team to strategize and perform.

Teacher:

**2. Equipment:**

- 10 jump ropes
- 30 poly spots
- 6 jerseys
- 6 cones
- 12 hula-hoops

**Instant Activity:** (Divide class into six groups) Today we are going to start out a little different. I am going to hand each group a map of today's activity setup (Hand out maps, one to each group) **figure 2**. As a group you are going to come up with a way to make it through the game like I have here (show example strategy drawn on map) **figure 3**. So everyone with your group strategize how as a team, you will make it through the play area together.

**Set Induction:** How many of you have watched football? Well then you know that prior to playing their games they have strategies and plays that they will perform already in mind. This is what you and your team have done so far today. You have made a plan of action to make it through the game area. You are going to follow the plan exactly as a team in the game of lava monster. There will be six taggers who are the lava monsters who can only tag throughout the poly spot areas, as the dodgers will try to make it through without being tagged.

MAF/ Instructional Technique	Extensions	Refinements	Applications
Choose six taggers, one from each group to put on jerseys. Assign 2 taggers to lava zone 5 and 1 tagger for lava zones 1-4. Use 6 cones numbered 1-6 marking each safe zone. Use 10 ropes to mark safe zones ( <b>figure 1</b> )			

<p><b>Informing Task:</b> When I say go, six taggers put on a jersey and go to your assigned lava areas. Everyone else with your group and map start at safe zone 1 and begin making it through following your map. Go!</p>			
<p>Observe that students are working as a team. Switch taggers by picking one tagger from each group, old taggers go back with their original group. Make sure students are following the rules laid out and are always strategizing a plan of action if they end up stuck somewhere through out the game. Encourage them to change their drawn out plan on their map if it is necessary to enable them to successfully make it through.</p>	<ol style="list-style-type: none"> <li>1. Only one person can be on a poly spot at a time.</li> <li>2. No one from your team can leave any safe zone until all teammates have made it across the previous lava zone.</li> <li>2. Switch to new lava monsters.</li> <li>4. Lava monsters must stay off the poly spots.</li> <li>5. If you are tagged you entire team must start back at the beginning.</li> <li>6. Switch to new lava monsters</li> <li>7. Teammates hold hands and try to make it through without letting go, work as one unit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dodgers and taggers need to be using <b>teamwork</b>.</li> <li>2. <b>Strategize</b> to make your way through the game as an entire team.</li> <li>3. <b>Work together</b> in order to accomplish your goal or plan of action successfully.</li> <li>4. <b>Communicate</b> with each other, encouraging others when to successfully make it across.</li> <li>5. <b>Cooperate</b> with each individually on your team, especially when trying to make it through while holding hands, everyone needs focus on that.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teams can you make it through the area in under a minute without getting tagged by a lava monster?</li> <li>2. Lava monsters, how many people can you prevent from making it through your lava zone?</li> <li>3. Dodgers, can you at least make it to safe zone three without being tagged and starting over?</li> <li>4. While your team is holding hands can you all make it through without letting go?</li> <li>5. How about making it through twice while holding hands?</li> </ol>
<p><b>Informing Task:</b> Stop! We are ending today with another strategic game. There will be three taggers and four teams that are trying to reach each safe zone as a team before moving onto the next safe zone. Taggers it is your goal to prevent anyone from any team from making it. If you are tagged your team must return to the previous safe zone that you were all successfully at and try again. When I say go, taggers put on pinnies and teams one and two start at the right end and three and four start at the left end. Remember teams that you must wait for your entire team to make it to a safe zone before moving onto the next and taggers you cannot tag people within the safe zones. Go!</p>			
<p>Choose three taggers and divide the rest of the class into four teams. Use 30 poly spots and 12 hula-hoops to form 6 safe zones. Game setup (<b>figure 4</b>).</p>			
<p>Observe that students are waiting for their entire team before going on to a new safe zone. Change taggers through out, have old taggers replace their spots on their teams.</p>	<ol style="list-style-type: none"> <li>1. Your team cannot go to a safe zone that you have already been on until you have reached every safe zone.</li> <li>2. Your entire team must hold hands as you move from safe zone to safe zone.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teams need to be <b>communicating</b> so that everyone on your team knows which direction you are all going.</li> <li>2. Dodgers use <b>split second movements</b> when faking.</li> <li>3. <b>Follow hips and react quickly</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teams how many safe zones can you reach by working together to arrive at each one?</li> <li>2. Taggers can you make at least two teams have to go back to a previous safe zone and try again to make it to a new one?</li> </ol>
<p><b>Closure/ Assessment:</b> Stop! Wow, I have never seen such great communication skills and teamwork as I have today from all teams and taggers. Great job each of you. Now I would like to know how each of you feels about your own chasing, fleeing, and dodging skills.</p>			



Lesson 28 Assessment:

Fill in the smiley faces by how well you think you perform each of the following skills.

 For Great

 For Good

 For Ok

1. Your skills in chasing?

2. Your skills in fleeing?

3. Your skills in dodging?

4. Your skills in chasing, fleeing, and dodging at the same time?

5. Your skills at working as a team and strategizing in chasing, fleeing, and dodging games?

Lesson 28:

Figure 1: Game Setup:

$\sigma$  - Cones  
 $\lambda$  - Poly Spots  
 - Lava Monsters

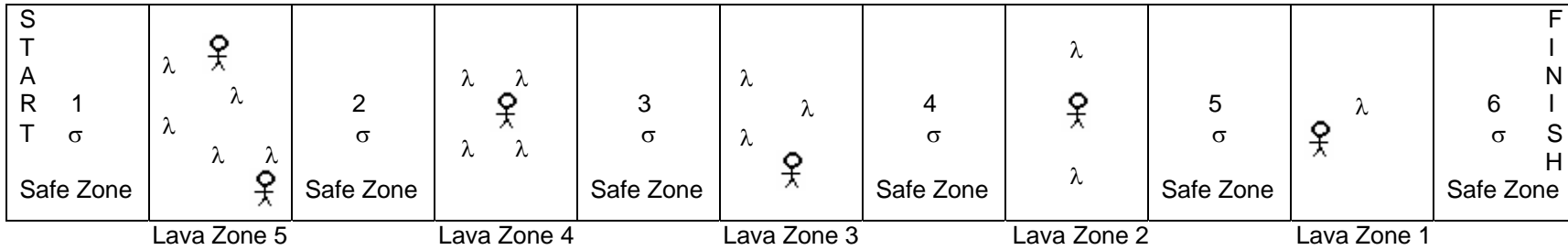


Figure 2: Strategy Game Handout:

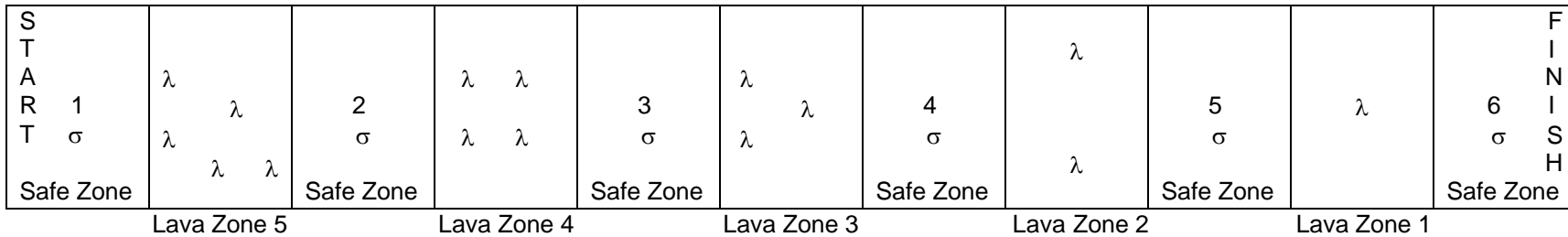


Figure 3: Example of Mapped Out Strategy: Draw a line of a pathway from start to finish. Provide for example.

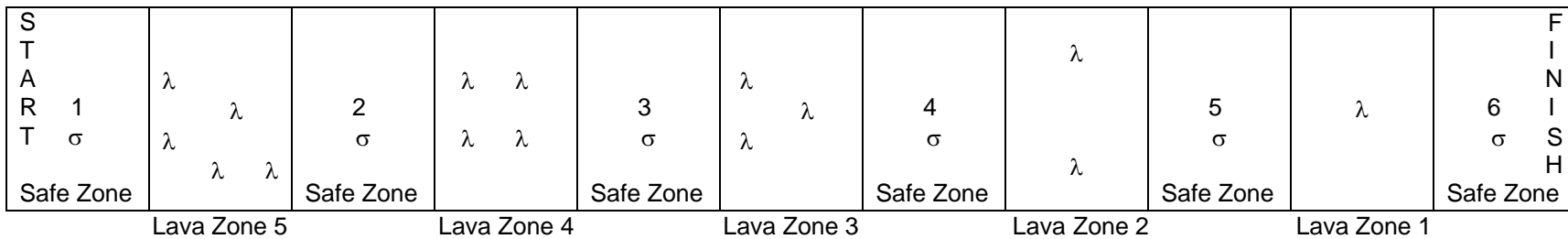
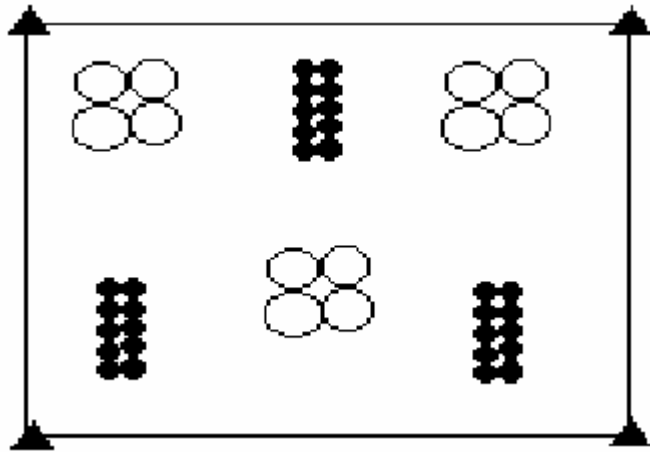




Figure 4: Strategy Game Two:

○ - Hula-Hoops  
●●●●● - 10 Poly spots



Central Washington University  
Physical Education Teacher Education Program  
Dodging with and Object in Games: Lesson 29  
Natalie Carlson

**1. Objectives:**

Students: 1. By the end of class, students will be able to successfully dodge other students while maintaining control of an object using the proper cues. (NASPE 1 EALR 1.2)

- f. split second
- g. fake
- h. change speed
- i. change direction
- j. taggers: watch the hips

Teacher:

**2. Equipment: (for a class of 30 students)**

- Cones
- Jerseys
- 30 bouncy balls

**Instant Activity:** Today we are going to do a short warm-up with the bouncy balls that will also provide us with a refresher for our lesson. When I say, go I want you to pick a bouncy ball from the rack and begin dribbling the ball inside our 50 X 50 square. Ready, “Go”. Teacher will switch from different movement patterns: skipping and galloping while dribbling. Then have students do a figure eight between there legs, bounce the ball under each leg and then catch, throw the ball up in the air and then catch it. Then have students get partner, stand back to back and only use one ball. Have them move the ball from between their legs to over their heads and then side to side. Teacher will determine when students are fully warmed-up and ready for the lesson.

**Set Induction:** Who likes to play football? Soccer? Basketball? What does these sports have in common? They all involved chasing, fleeing, and dodging while also having an object. Lots of sports involve objects, so today we are going to practice our chasing, fleeing, and dodging skill while holding on to a bouncy ball.

<b>MAF/Instructional technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
Cones will be set-up in a 50 X 50 square from the instant activity.			

<p><b>Informing Task:</b> Okay, I want everyone to find a partner and keep one of the balls and put the other back on the rack. You need to decide which partner will start with the ball. The partner with the ball will be the flier and the other partner will be the chaser. When I say, “go” I want the partner without the ball to try and catch the partner with the ball and try and take control of the ball. For example, knock the ball out of your partners hand and then get control of the ball. I will do a quick demonstration so everyone understands. Let’s start off by just walking. Ready, “Go”!</p>			
<p>The teacher will determine when students need to switch roles.</p>	<p>1. I want the flier to run with the ball and the chaser to skip</p> <p>2. Now I want the chaser to gallop, while the flier runs</p>	<p>1. Make your moves with your basketball as fast as your can in a <b>split second</b></p> <p>2. <b>Fake out</b> the tagger by making them think you are going one way and then quickly go the other way</p>	<p>1. Can you fake out the chasers three times in a row?</p> <p>2. Can you change your speed two times in a row to prevent from having your ball stolen?</p>
<p>I want everyone to find a new partner.</p> <p>Teacher will remind students how to travel safely in a large group.</p>	<p>3. Now everyone can jog</p>	<p>3. <b>Change your speed</b> by accelerating into space away from the people that are “it”. Don’t go so fast that you lose control of your bouncy ball.</p> <p>4. Zigzag and <b>change direction</b> to flee your partner</p> <p>5. Chasers: <b>Watch the hips</b> of the fliers then you will know what direction they will be heading next</p>	<p>3. Can you knock out your partner’s balls within one minute?</p> <p>4. Can you prevent your partner from knocking your ball out for one minute?</p>

	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> Now we are going to play a game. I need three people to be “it” and wear jerseys, they won’t have balls. Everyone else will keep their balls. You want to protect your ball from being knocked out by the people that are “it”. If your ball is knocked out of the square then you need to retrieve it and do ten jumping jacks before returning to the game.</p>			
<p>The teacher will determine when to switch who is “it”.</p> <p>Teacher will remind chasers to gently knock the balls out of bounds. There is no need</p>			<p>1. Can you go 2 minutes without getting your ball knocked out?</p> <p>2. If you are a tagger, how many balls can you knock out in one minute?</p>

to hit them as hard as they can.			
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**Closure/Assessment:** Everyone has done a great job today. Who can tell me it means to:

Move in a split second  
Fake out a partner  
Change speeds  
Change direction  
Watch the hips of a flier

Lesson 29 Assessment:

Who can tell me it means to:

- Move in a split second
- Fake out a partner
- Change speeds
- Change direction
- Watch the hips of a flier



## Lesson 29 Assessment Answers

Move in a split second: move as fast as you can

Fake out a partner: pretend to go one way and then do the other way

Change speeds: speed up or slow down

Change direction: go the opposite direction

Watch the hips of a flier: watch the hips

Central Washington University  
Physical Education Teacher Education Program  
Strategizing and Manipulating an Object in Games: Lesson 30  
Natalie Carlson

**1. Objectives:**

Students: 1. By the end of class, students will be able to manipulate an object while chasing, fleeing, and dodging in a game situation while using the proper cues. (NASPE 1 EALR 1.2)

- a. Offense: Split second
- b. Offense: Fake
- c. Offense: Change direction/speed
- d. Defense: Watch the hips
- e. Both: Teamwork

Teacher:

**2. Equipment: (for a class of 30 students)**

- Cones
- Jerseys
- 30 bouncy balls
- 3 foam balls

**Instant Activity:** We are going to warm-up with a short game of Copy Cat. I want everyone to stand next to a partner. You need to decide which partner will be the leader. The leader will have a ball and will have to make a movement pattern that their partner will have to copy. I will do a demonstration. (I dribble the bouncy ball while skipping in a circle. My partner will follow me copying my actions.) Does everyone understand? When I say, “Go” you may pick up a ball and begin within this 50 X 50 square. Ready, “Go”.

**Set Induction:** Who likes to play different kinds of games that involved an object like a ball or Frisbee? Yeah, I thought you might. Today we are going to play a game that involving chasing, fleeing, and dodging while holding an object, in our case, a ball. We are going to put together all the cues we have learned to play different games.

MAF/Instructional technique	Extensions	Refinements	Applications
Cones will be set-up in 3, 25 X 25 squares by the teacher			

<p><b>Informing Task:</b> Everyone, listen up. This activity is like keep away. There will be five players on a team. You want to try and keep the ball away from the other team. A ball can be stolen only on a pass and you can't hold the ball longer than five seconds. If the ball is dropped or goes out of bounds (the cones) then it goes to the other team. I want you to count off by fives. Each team will wear a different colored jersey. Does everyone understand the rules? The teacher will determine which team is in what square. Teams may play rock, paper, scissors to decide who will start with the ball. Ready, "Go".</p>			
<p>The teacher will walk around each game making sure everyone is getting a chance to touch the ball.</p> <p>Teacher can count aloud "one, two, three, four, five", at each game to give students an idea of how long they can hold the ball for.</p>	<ol style="list-style-type: none"> <li>1. Try skipping while still keeping the ball away from the other team</li> <li>2. Now can you gallop while still keeping the ball away from the other team</li> <li>3. Try catching the ball with one hand</li> </ol>	<ol style="list-style-type: none"> <li>1. Make your moves and passes in a <b>split second</b> action. That means as fast as you can.</li> <li>2. <b>Fake out</b> the defense by pretending to go or throw the ball one way, but then go the other way.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many times are you able to fake out the other team to pass the ball?</li> <li>2. Can you keep the ball away from the other team for one minute?</li> <li>3. Can all five players touch the ball before the other team is able to intercept?</li> </ol>

	Extension	Refinements	Applications
<p><b>Informing Task:</b> Now we are going to change the rules a bit. You will stay on the teams you are on, but each team will be trying to score by getting the ball across a goal line. All you have to do is get the ball across the line. So each team will be traveling in different directions to score. Does everyone understand? I want the teams on the right to all move over one, so you will be playing a different team. When I say, "Go" we will begin with the goal lines. Ready, "Go"!</p>			
<p>Teacher will remind students to continue using their split second moves and fake outs to score points.</p> <p>Teacher will remind students about good sportsmanship and playing fair</p>	<ol style="list-style-type: none"> <li>1. Try only throwing the ball with your non-dominant hand, but you can still catch the ball with both hands</li> <li>2. Every player must touch the ball before you can score a goal, otherwise it doesn't count for your final score</li> </ol>	<ol style="list-style-type: none"> <li>1. Offense: <b>Change your direction or speed</b> to keep the ball away from the other team.</li> <li>2. Defense: <b>Watch the hips</b> of the other team to predict which way they will be going next.</li> <li>3. Everyone should use <b>teamwork</b>. Everyone should be working together and involved in the game play.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many times can your team score in 2 minutes?</li> <li>2. Can you prevent the other team from scoring for an entire game?</li> </ol>

**Closure/Assessment:** Okay has done a great job today. I've have seen great improvement from when we started at the beginning of our chasing, fleeing, and dodging unit. Who can tell me or demonstrate some of the cues we practice in this lesson?

Split second

Fake

Change direction/speed

Watch the hips

Teamwork

Lesson 30 Assessment:

## Chasing Fleeing and Dodging

Answers the following questions in complete sentences:

1. What have you learned about chasing?
2. What have you learned about fleeing?
3. What have you learned about dodging?
4. What was your favorite activity for this unit?

Lesson 30 Assessment:

## Chasing Fleeing and Dodging

Answers the following questions in complete sentences:

1. What have you learned about chasing?

Answers may vary.

2. What have you learned about fleeing?

Answers may vary.

3. What have you learned about dodging?

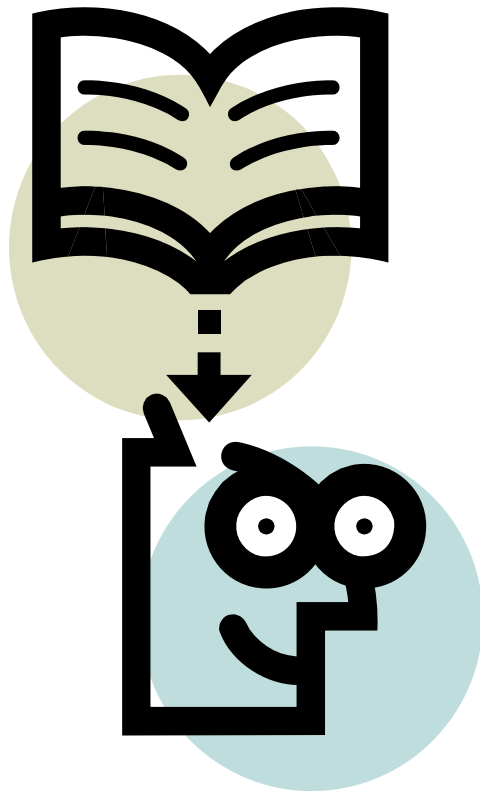
Answers may vary.

4. What was your favorite activity for this unit?

Answers may vary.

# Chasing, Fleeing, and Dodging

## Lesson Assessments



## **By Natalie Carlson and Leslie Warren**

### **Chasing, Fleeing, and Dodging Assessments: Purpose:**

Assessments that are provided for each lesson are used to reinforce the objectives of each lesson. They are used to check the understanding for each of the lesson's topic of movement activities to ensure the educator that the students understood the information they provided their students. Each lesson is provided with verbal assessments. Other select lessons are provided with written assessments of formal assessments that can be handed out to students as worksheets and end of class assessments or reviews. These assessments are in the form of circling the right answers, matching, unscrambling, finishing sentences, filling in diagrams, peer evaluation, and self-evaluations. Each assessment is based on the information provided throughout the lesson it corresponds with. Ideally, they are to be used at the end of each lesson, allowing the teacher to be able to understand where his or her overall student understanding is, and to enable the teacher to know what to review for the next lesson and what to review with the students.





## Lesson 1 Assessment

Everyone worked really hard today. Give yourself a hand. Who can show me how they keep their head up? Who can show me how they keep their arms slightly out in front of them? Who can show me how to side step?

Lesson 2 Assessment:

Hey everyone. Great job staying on task!

1. Did you like the task cards?
2. Did you think the tasks were too easy or too hard?

Would you like to see more tasks cards in the future?

Lesson 3 Assessment:

Match the duties of a chaser, flier, and dodger.

- |                |                      |
|----------------|----------------------|
| 1. Chaser ____ | A. Change directions |
| 2. Flier ____  | B. Quick Fakes       |
| 3. Dodger ____ | C. Follow the hips   |

Lesson 3 Assessment Answers:

1. Chaser **C Follow the hips**
2. Fleeer **A Change directions**
3. Dodger **B Quick fakes**

Lesson 4 Assessment:

1. Which pictures below show a collision? (Circle the letter of each collision)

A.



B.



C.



2. Draw a path from start to finish that does not collide with any X'es.

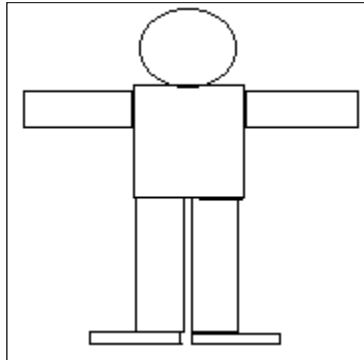
S	X		X		X		X	F
T		X		X		X		I
A	X		X		X		X	N
R		X		X		X		I
T	X		X		X		X	S
		X		X		X		H

Lesson 4 Assessment Answers:

1. **A and B**

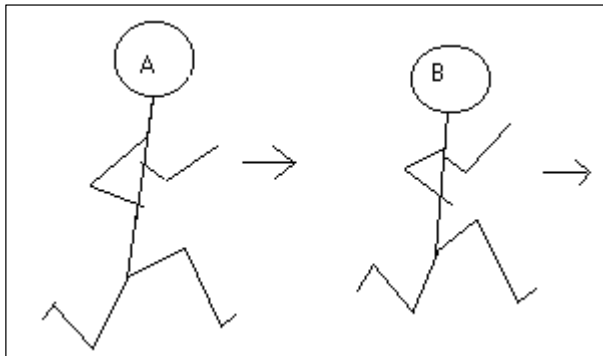
Lesson 5 Assessment:

1. Shade the correct area to tag someone in the figure below.



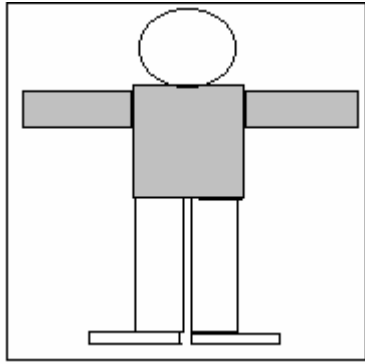
2. Who is the **Chaser** below? (Place an **X** by A or B)

A. \_\_\_\_\_ B. \_\_\_\_\_





Lesson 5 Assessment Answers:



1.

2. **A**

Lesson 6 Assessment:

1. Circle the 3 cues below that are helpful in fleeing...

HEADS DOWN

RUN AS FAST AS YOU CAN

SLOW MOVING

TC DAPI TCOY TMMX

**FOLLOW THE HIPS**

**QUICK DIRECTION CHANGES**

Lesson 6 Assessment Answers:

1. Run as fast as you can
2. Keep your head up
3. Quick direction changes

Lesson 7 Assessment:

1. Circle the 3 cues below that are helpful in traveling to dodge...

QUICK FAKES

**TWISTS**

HEAD UP

W-I-M-H-S-O-P-P-O-N

MOVE SLOWLY

**STRETCHING**

Lesson 7 Assessment Answers:

1. Quick fakes
2. Twists
3. Stretching

## Lesson 8 Assessment

Everyone did a great job today. Before you leave class I want to show me how you personally would chase an imaginary monster?

Lesson 9 Assessment:

Before you leave the gym I want everyone to show me a dodge after the signal. The signal will be when I clap my hands.

Lesson 10 Assessment:

Everyone did a great job fleeing from a partner today. I want to see if you remember the cues we practiced today to improve our fleeing skills. I will demonstrate the cue and I want you to shout out the answer as a group.

Teacher demonstrates moving her feet fast to change speeds and directions (students shout out “quick feet”)

Teacher demonstrates making a quick movement to get around a student (students should out “split second”)



Lesson 11 Assessment:

I want someone to show me how they were able to travel without hitting other students or the objects:

Who can demonstrate for the class traveling with your head up?

Who can demonstrate changing speed?

Who can demonstrate changing directions?

Who can demonstrate split second movements?

## Lesson 12 Assessment:

Let's see who can remember what cues we practiced today. Everyone get a partner, one partner has to define fake, and the other partner has to demonstrate the skill. This time the partner who demonstrated has to define split second and the other partner has to demonstrate the skill. Lastly, one partner define accelerate into space and have your partner demonstrate the skill.

Lesson 13 Assessment:

Okay class, everyone bring it in; let's talk about what we learned today about catching up to a fleeing partner.

Should you move as quickly as you can or move slow?

Should you watch your partner's feet or the hips if you are the chaser?

Should you take small fast steps or large slow ones?

Lesson 13 Assessment Answers:

1. You should move as quickly as you can
2. War your partners hips if you are the chaser
3. You should take small fast steps

Lesson 14 Assessment:

1. Circle the cues below that help you in fleeing a chaser...

Quick Jumps

Follow hips

Fakes

**Direction changes**

**Crawling**

Lesson 14 Assessment Answers:

1. Direction changes
2. Fakes

Lesson 15 Assessment:

1. Directions of Dodging: Circle the directions you can use to perform each of the following below...

<b>Fakes</b> Up ↑ Left ← Right Down ↓	<b>Twists</b> Up ↑ Left ← Right Down ↓	<b>Stretching</b> Up ↑ Left ← Right Down ↓

Lesson 15 Assessment Answers:

1. Fakes: Left/Right and Up/Down

2. Twists: Left/Right

3. Stretching: Left/Right



## Lesson 16 Assessment Answers: Verbal assessment

Did everyone enjoy practicing dodging through these games today? Which one did you all enjoy the most? Ok, so on your way out today, I would like each of you to show me just one of the dodging techniques that you can use.

## Lesson 17 Assessment Answers: Verbal assessment

Before we take off for today lets just do a quick review. (Perform tasks) If I step one way and go the other am I faking a direction? (Answer: **Yes**) If I step back and then forward am I faking a direction? (Answer: **Yes**) How about if I lean to my right and then go to my left? (Answer: **Yes**) Lastly what if I step right, lean left and then go right? (Answer: **Yes**) Great job everybody.

Lesson 18 Assessment:

1. When working as a group what are the two key things to remember when tagging and dodging? (Unscramble the answers below)

a. **ROWK GOTTEHER**      \_\_\_\_\_

b. **VOME AS A AMET**      \_\_\_\_\_ as a \_\_\_\_\_

Lesson 18 Assessment Answers:

- a. Work Together
- b. Move as a Team

Lesson 19 Assessment:

With your original partner from today's lesson, fill out the observation checklist by making smiley faces near that tasks completed.

Name\_\_\_\_\_

Name\_\_\_\_\_

Dodging

1. Split Second Movements

1. Split Second Movements

2. Direction Changes

2. Direction Changes

Chasing

3. Watch the Hips

3. Watch the Hips

4. Nicely Tagging

4. Nicely Tagging

Dodging and Chasing

5. Teamwork

5. Teamwork

Lesson 20 Assessment:

Answer **YES** or **NO** to the following questions.

1. When dodging to keep your elbow from being tagged you run with your arms out. \_\_\_\_\_
2. When taggers are told to tag the shoulders of the dodgers that means they can only tag the right shoulder. \_\_\_\_\_
3. Dodging in dynamic situations was fun and exciting. \_\_\_\_\_

Lesson 20 Assessment Answers:

1. **NO**
2. **NO**
3. **YES/NO**

Lesson 21 Assessment:

1. Circle the 3 key things to perform when working with a group.

Communicate

Change Directions

Fakes

Watch the Hips

Cooperate

Teamwork

Keep head up

React quickly



Lesson 21 Assessment Answers:

1. Teamwork
2. Communicate
3. Cooperate

Lesson 22 Assessment:

Before anyone can leave the gym, I want everyone to show me how they will dodge with an object in their hands?

Lesson 23 Assessment:

Who can give me the definitions of the following?

Split second

Fake

Change direction

Change speed

Watch the hips

Teamwork

## Lesson 23 Assessment Answers

Split second: move as fast as you can

Fake: pretend to go one way and then go the other

Change direction: go the opposite way you were traveling

Change speed: speed up or slow down

Watch the hips: watch the hips of the fliers

Teamwork: work together

Lesson 24 Assessment:

I want everyone to find a partner and demonstrate for their partner the following cues. Be sure to let your partner know if they are not doing the cue correctly. Then the partner will switch roles:

Watch the hips

Stretch

Directional changes

Accelerating into space

Fake

Lesson 25 Assessment:

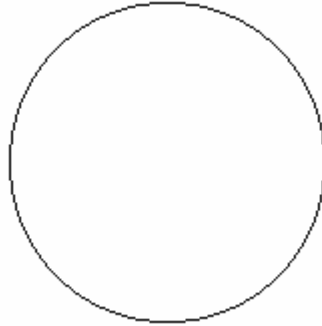
Raise your hand if you want to demonstrate the cues that I say:

Fake, change direction, change speed, and watch the hips

Lesson 26 Assessment:

Answer only yes or no to the following question by drawing a **smiley face for yes** and a **sad face for no**.

1. When chasing and dodging at the same time, are you also fleeing?



Lesson 26 Assessment Answers:

1. **YES** (smiley face)



Lesson 27 Assessment:

Circle all the answers that apply to each question.

1. In the chasing, fleeing, and dodging game of Pirate's Treasure, the people on **offense** are...

Pirates

Sailors

Dodgers

Chasers

2. In the chasing, fleeing, and dodging game of Pirate's Treasure, the people on **defense** are...

Pirates

Sailors

Dodgers

Chasers

Lesson 27 Assessment Answers:

1. Sailors/Dodgers
2. Pirates/Chasers

Lesson 28 Assessment:

Fill in the smiley faces by how well you think you perform each of the following skills.

 For Great

 For Good

 For Ok

1. Your skills in chasing?

2. Your skills in fleeing?

3. Your skills in dodging?

4. Your skills in chasing, fleeing, and dodging at the same time?

5. Your skills at working as a team and strategizing in chasing, fleeing, and dodging games?

Lesson 29 Assessment:

Who can tell me it means to:

Move in a split second

Fake out a partner

Change speeds

Change direction

Watch the hips of a flier

## Lesson 29 Assessment Answers

Move in a split second: move as fast as you can

Fake out a partner: pretend to go one way and then do the other way

Change speeds: speed up or slow down

Change direction: go the opposite direction

Watch the hips of a flier: watch the hips

Lesson 30 Assessment:

## Chasing Fleeing and Dodging

Answers the following questions in complete sentences:

1. What have you learned about chasing?
2. What have you learned about fleeing?
3. What have you learned about dodging?
4. What was your favorite activity for this unit?

Lesson 30 Assessment:

## Chasing Fleeing and Dodging

Answers the following questions in complete sentences:

1. What have you learned about chasing?

Answers may vary.

2. What have you learned about fleeing?

Answers may vary.

3. What have you learned about dodging?

Answers may vary.

4. What was your favorite activity for this unit?

Answers may vary.





# Task Cards



Leslie Warren and Natalie Carlson

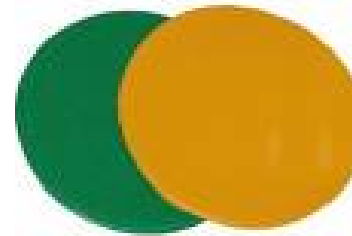
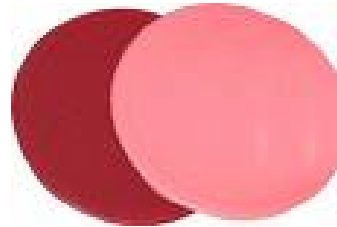
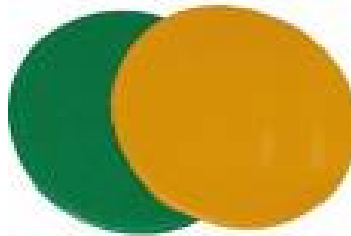
## **Task Cards**

Task cards are important to use for two different reasons. One, it allows the teacher to get away from direct instruction and see if their students are actually learning the skills they are teaching. For the students, task cards allow them to be in control of their progression through the tasks and they don't have to listen to the teacher. They can simply read the task, perform it and then move on to the next task. We used task cards for lesson two and lesson seventeen.

# poly Spots

For this task, you will have to move within the coned area without touching any of the poly spots. Begin by walking...

- Try galloping
- Try hopping on one foot

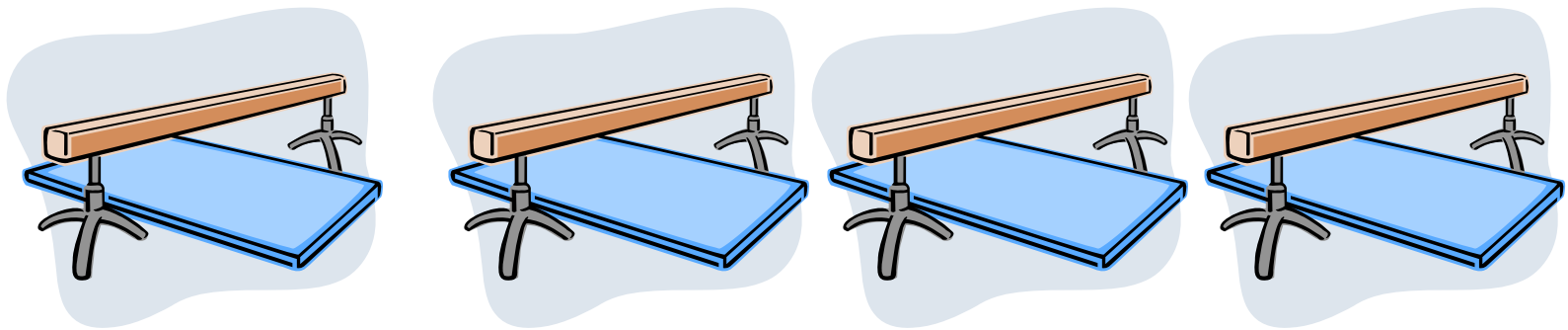


Remember to keep you head up

# Balance Beams

For this task, you will have to move within the coned area without touching any of the foam balance beams...

- Try skipping
- Try jogging

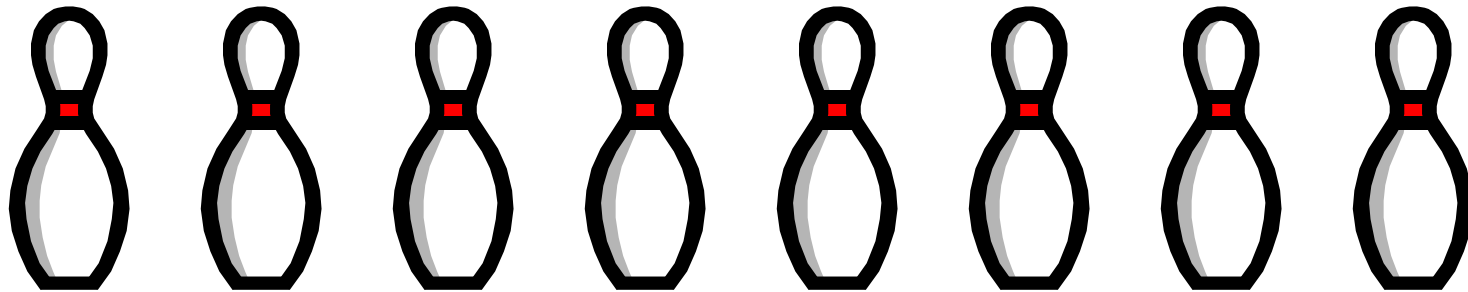


Remember to try not to run into other students

# Bowling Pins

For this task you will have to move within the coned area without knocking over any bowling pins...

- Try jogging
- Can you and a partner play tag without knocking over any pins?

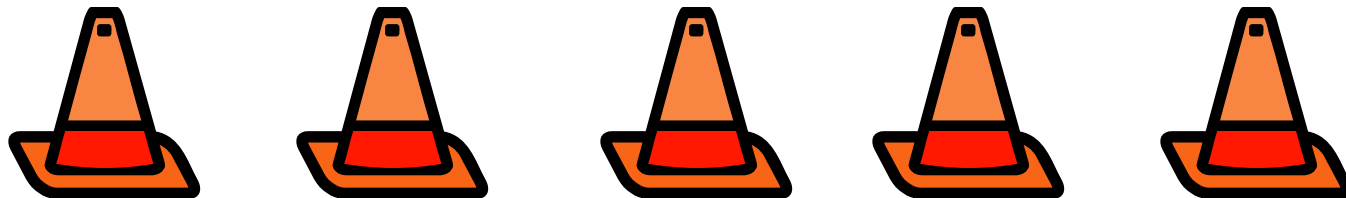


Remember to avoid colliding with other students

# Cones

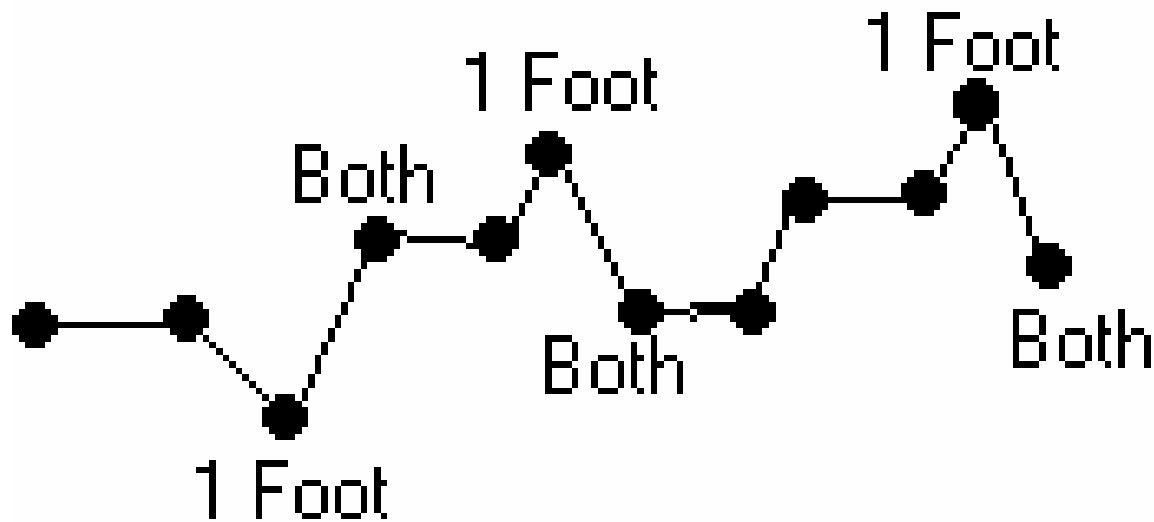
For this task, you will have to move within the coned area without touching any of the different sized cones. Start by walking...

- Try skipping
- Can you hold hands with a partner and still avoid cones?



Remember to watch for other traveling students

# Poly Spot Fake



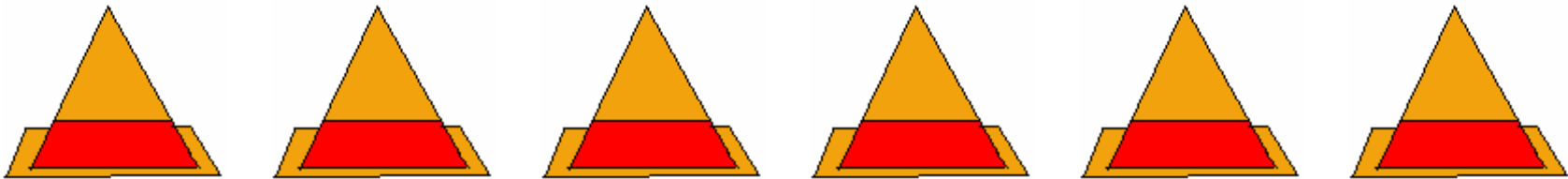
## Tasks:

- 1) Practice faking following the poly spots and the diagram above.
- 2) Following which feet to use, shown above, make it through the poly spot fake as fast as you can.
- 3) Try to go through it backwards.

## Cues:

- 1) Step or lean one way with one foot going in one direction.
- 2) Land the opposite way rejoining both feet going the other direction.

# Fake Around the Cones



## Tasks:

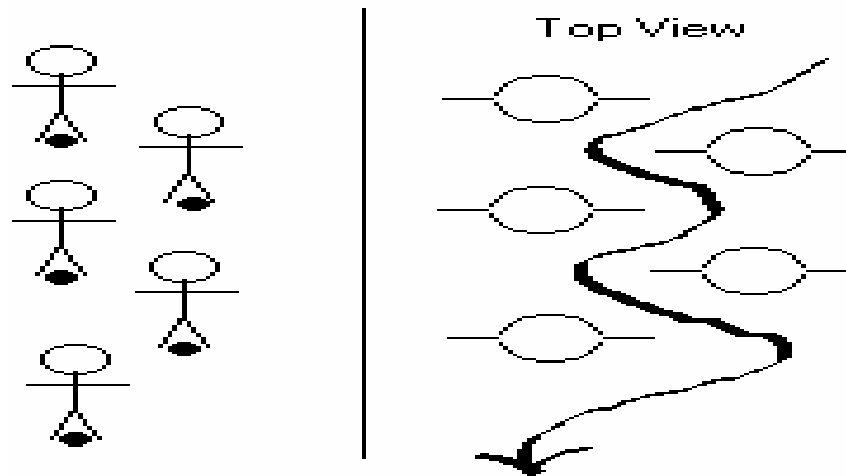
- 1) Walk through zigzagging in and out of the cones that are two to three feet apart.
- 2) Run through the cones zigzagging and faking.
- 3) One-person start at one end and another at the other end. Zigzag through avoiding the oncoming person.
- 4) Have two people start at each end and go toward each other.

## Cues:

- 1) Use quick direction changes.
- 2) Lean your whole body with each movement.
- 3) Watch for people around you.



# People Maneuver



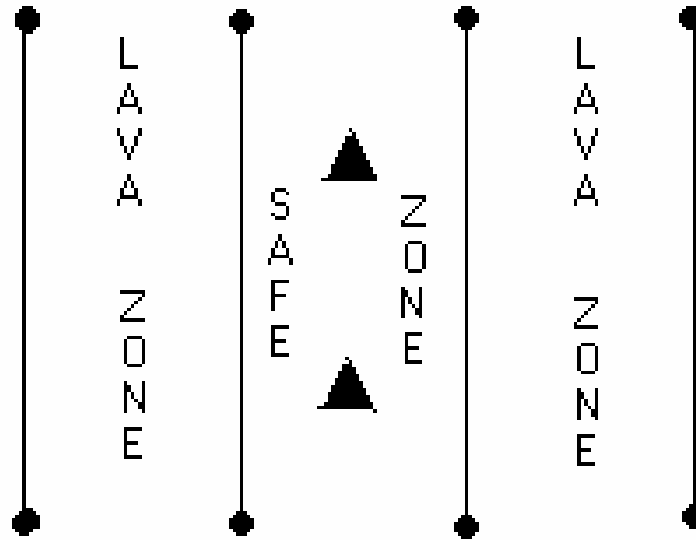
## Tasks:

- 1) Try walking through without touching anyone.
- 2) Run through without touching anyone.
- 3) Two people at a time run through without touching anyone.
- 4) Two people going through, one starts at each end.

## Cues:

- 1) Lean your body through each movement.
- 2) Stretch your body to avoid touching others.
- 3) Move quickly to avoid from becoming off balance.

# Lava Monster



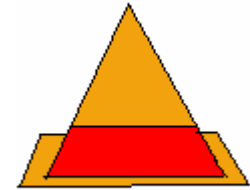
## Tasks:

- 1) Try walking through without being tagged.
- 2) Run through first alone, then with a partner holding hands.
- 3) Try to make it through running backwards.

## Cues:

- 1) Use quick direction changes.
- 2) Use quick fakes to avoid from becoming tagged.
- 3) Keep your head up to watch where you are going and to avoid collisions with others.

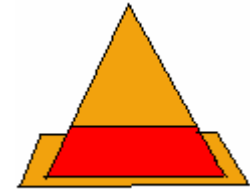
# TAG GAME



Flee

Dodge

Chase



## Tasks:

- 1) Choose one tagger, play within the cones.
- 2) Choose two taggers.
- 3) Divide into two teams and try to tag all the others from the opposite team before they get your own team.

## Cues:

- 1) Change directions repeatedly.
- 2) Use quick direction changes to avoid all taggers.



# CHASING-FLEEING-DODGING

**Task:** While performing each of the following be sure to use the cues.

## Chasing

**Cues:**

1) RUN AT FULL SPEED

2) REACT QUICKLY TO  
DIRECTION CHANGES

3) FOLLOW THE HIPS

## Fleeing

1) DODGES

2) CHANGES  
DIRECTIONS  
QUICKLY

3) RUN AT FULL  
SPEED

## Dodging

1) QUICK FAKES

2) TWISTS

3) STRETCHES



# Skill Charts



**By: Leslie Warren and Natalie Carlson**

## **Skill Charts**

Skill charts are very important for students to actually see how a skill is to be performed. We can put these up around the gym by taping them to the wall, and/or laminating them so that they are easily re-usable, so that students can use them to make sure that they are performing the skill correctly. Skill charts can also be used so students make sure their partners are practicing correctly. Our skill charts may also be used for quizzes and as instructional aides when first introducing a new skill.

### **Unit Skill Charts**

Reach for the Fleeer

React Quickly

Accelerate into Space

Change Direction

Protect

Watch the Fleeer's Hips

Keep Your Head Up

Quick Feet

Change Speed

# Reaching for a Fleer



## Cues:

Reach your arm out

Lean forward with your upper body

Make tag between shoulders and hips on the back



# React Quickly



## **Cues:**

Use Fakes

Dodge

Change Directions

Move with your entire body

# Accelerate Into Space



## Cues:

Run into wide open space

Run as fast as you can

Keep up the speed to get away

# Change Direction



## Cues:

Dodge with entire body

Fake: Lean one way and go the other

Accelerate

# Protect



## Cues:

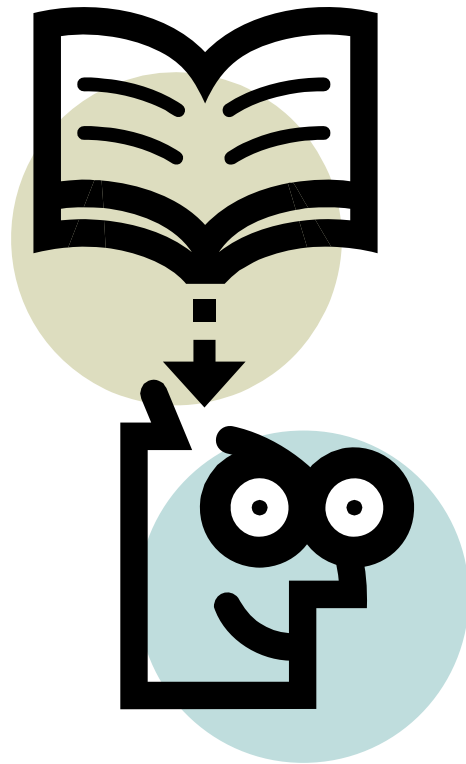
Body twists

Dodges

Fakes

Change Directions Quickly  
Maneuver specific body parts

# Resources



By: Leslie Warren and Natalie Carlson

## Resources

1. Graham, George. Children Moving. Chapter 27: Chasing, Fleeing, and Dodging.
2. [www.pelinks4u.org](http://www.pelinks4u.org)
3. [www.pecentral.com](http://www.pecentral.com)
4. [www.k12.wa.us](http://www.k12.wa.us)
5. [www.aahperd.org](http://www.aahperd.org)

## Equipment

### Lesson 1:

Four cones  
10 poly spots

### Lesson 2:

Four cones  
Jerseys

### Lesson 3:

Four cones (if necessary, or outside)

### Lesson 4:

Four cones (if necessary, or outside)

### Lesson 5:

Four cones (if necessary, or outside)  
3-5 jerseys

### Lesson 6:

Four cones  
5 jerseys

### Lesson 7:

10 cones  
10 poly spots  
5 hula hoops

5 jump ropes  
Stopwatch/watch  
5-10 jerseys

Lesson 8:

Tape player with Halloween music

Lesson 9:

Stereo with a steady beep

Lesson 10:

Four cones

Lesson 11:

12 cones  
3 jerseys  
10 form noodles  
5 hula hoops  
4 jump ropes raised on cones  
15 poly spots  
1 foam balance beam

Lesson 12:

50 cones  
3 jerseys

Lesson 13:

4 cones  
3 jerseys

Lesson 14:

8 cones  
5 jerseys  
10 jump ropes/tape

Lesson 15:

4 cones  
3-6 jerseys

Whistle

Lesson 16:

4 cones

12 poly spots

Lesson 17:

14 cones

6-10 jerseys

20 poly spots

4 jump ropes

Lesson 18:

4 cones

15 poly spots

Tape

Lesson 19:

4 cones

Lesson 20:

8 cones

6 jerseys

Lesson 21:

4 cones

4 jerseys

Lesson 22:

4 cones

6 jerseys

30 jump ropes

30 cut milk cartons

120 bean bags

Lesson 23

4 cones

6 jerseys



Lesson 24:

- 4 cones
- 15 jerseys
- 2 Frisbees
- 30 basketballs

Lesson 25:

- 4 cones
- 15 jerseys
- 6 cloth flags
- 30 Velcro flags with belts

Lesson 26:

- 4 cones
- Whistle
- 4 hula hoops
- Tape
- 15 jerseys
- 30 scarves/flags

Lesson 27:

- 8 cones
- 9 hula hoops
- 6 bean bags
- 3 foam arrows
- 6 jerseys
- Stopwatch/watch

Lesson 28:

- 10 jump ropes
- 30 poly spots
- 6 jerseys
- 6 cones
- 12 hula hoops

Lesson 29:

- 4 cones
- 6 jerseys

30 bouncy balls

Lesson 30:

4 cones

6 jerseys

30 bouncy balls

3 foam balls