



NATURE SPIRIT VS BLACK MOLD





Physical Education Lesson Plan

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Grade: _____ Lesson/Unit: _____ Date: _____

Summary of Game:

This is a version of tag where the players are trees trying to get away from players who are the “black mold”. The players who are black mold are the “it” or “taggers” of the game. When a “sacred tree” is touched or tagged, they stop in their place as if they were a sick tree. In order to be free again and get better they must be saved by those who chosen to be “Nature Spirits” (the healers). The game essentially runs until everyone is tagged. A time limit can exist if needed. Because of the Aboriginal influence of this game, it is important to ensure the opening and closing thoughts address the Aboriginal influence by explaining the importance of black mold, sacred tree, and nature spirit with the students at those times. This makes these influences make more sense and concrete to the players/students.

 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Wellbeing	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
X	X			X	X	X		X	X	X		

Equipment	Safety Considerations
<ul style="list-style-type: none"> • Pinnies • For Upper Divisions: Can use dodgeballs 	<ol style="list-style-type: none"> 1. Head up when students are running, they should not be looking at the ground. This will prevent accidents. 2. DIV 1/ DIV 2 ONLY, when tagging another player do not push the player in any way to make them fall or run into someone or the wall. 3. Maintain spatial awareness of walls and such. DIV 3 / DIV 4 ONLY, when throwing Dodgeballs at players, the players throwing need to aim between the knees and the shoulders. This prevents head shots and tripping on balls.

Assessment / Evaluation

Assessment will be based on what skills the physical education teacher has been working-on beforehand with the students. For instance, reaching while running, walking, running, hopping, side stepping, rotating, throwing, catching, etc.

This game can be used to work on all Basic Fundamental Movement Skills for all ages. Therefor will not provide any summative or formal evaluation but will provide players and students with the opportunities to work on their skills instead.

Watch the players to see if they are thinking or working on any of the skills that have been taught to them beforehand. If they are not, the game can be stopped to re-address the teachings with the players. Game can then continue. REMEMBER, if it is a skill just being learned, progress of the players skill can take years to develop. If throwing skills are lacking in the upper divisions, addressing throwing skills again and working with the players doing other games such as Chicken Toss and Catch can help improve their skills; then this game can be re-used, and further evaluation can continue.

DIV 1 – GENERAL OUTCOME A – *Basic Skills* — **Locomotor**; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water – Assess running skills, balance while reaching to tag, and rotating.

DIV 2 – GENERAL OUTCOME – *Basic Skills* — **Non-locomotor**; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging.

DIV 3 – GENERAL OUTCOME – *Work to Refine and Improved Basic Skills* — **Locomotor**; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water. **Non-locomotor**; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging.

DIV 4 – GENERAL OUTCOME – *Apply Refined Basic Skills* — **Locomotor**; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water. **Non-locomotor**; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging. **Manipulative**: receiving; e.g., catching, collecting; retaining; e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking.

Learning Activities / Teaching Strategies

DIVISION 1

SET UP:

- Have two different colored pinnies (2-3 of each) for the people being the “black mold” and “nature spirits”.

SHARE CIRCLE:

- Have the kids sit in a circle in the middle of the gym to explain the key components of the game and their connection to the “sacred tree”.
- Teacher will go over with students the importance of personal space when in a space like the gym, also tagging needs to be gentle and not rough.
- Students will do a quick practice of what all the roles are, so they can visualize the process.
- Black Mold – It is something that infects the trees. Once black mold gets inside you it starts to make you sick. They infect the trees by touching them.
- Nature Spirits – Saviors and protectors of the trees. They will come and “heal you” by giving you “life” in the form of watering the tree.
- Once the tree has been healed you can continue to move around the gym.

RULES:

- 2 students will be chosen by the teacher to be “black mold” and 2 to be “nature spirits” and identified by the specific colored pinnies. (number of mold and spirits can be changed based on class size)
- All other students are the trees and will pick a spot in the gym to start the game. Once it is go time, the trees will move around the gym to escape from the “black mold”
- If the “black mold” touches you, you are “frozen” in your spot unable to move.
- To be “healed” you must have a “nature spirit” come and water you to give you back life so you can freely move around again.

TEACHER CONSIDERATIONS:

- If the students are not being “healed”, here are a few options the teacher can do to keep the kids moving:
 - If you notice that some have been frozen for a long time you can randomly call “YOU ARE HEALED!” and the students can return to moving.
 - Or you can call “HEAL YOURSELF” which has all sick trees go to the side of the gym and do 5 situps or pushups before they can return to the game. (activity can be based on class ability)

ADAPTATIONS FOR REMAINING DIVISIONS

DIVISION 2

- When “freeing trees” both students must first share something that represents who they are before the person “frozen” may become “unfrozen.”
- They cannot share the same thing to the same person and it must be something different about themselves for each person.
- When students are in a hi- five position this means that they are sharing something about themselves and at this time taggers are unable to tag them while they are in this position.
- Taggers are unable to “stall” by classmates who are sharing. They must continue to move and look for people who are already freed.
- Students are still focusing mainly on the tag aspect of the game but to free student’s they must share something about themselves
- Make sure students understand that they don’t have to feel obligated to share something extremely personal. It just needs to be something about themselves.
- The skills students are still mainly working on running, moving, and avoiding taggers.

DIVISION 3

Skills Focused On: Throwing needs to be accurate and proper throwing techniques (don't aim for head etc.)

- Instead of tagging each other, students now throw dodgeballs to infect the trees with black mold.
- For a tree to become uninfected, a spirit must come and both students must share something about their identity (a dislike, like, favourite food etc.).
- Students who are sharing should have their hands in a high five position. If they are in this position, they cannot be hit by a dodgeball.
- Alive trees are able to hide behind dying trees to avoid being hit by a dodgeball (can only be hiding for 5 seconds at a time).
- Students who are it (throwing dodgeballs) cannot hang around and students who are sharing.
- At the end, have students return to the circle and share something they have learnt about their classmates.

DIVISION 4

- Students will be working on their aiming skills and will only be aiming between shoulders and knees. They will also work on the dodging skill and be able to dodge without hurting themselves or hurting others.
- The students will continue to use dodgeballs to infect the trees with black mold.

- To save the dying tree the spirit and tree must share something that has shaped who they are instead of a like or dislike as well as something they have learnt from another during the game. The first time they become a dying tree and get saved it will just be their own.
- Can still share a like or dislike if not comfortable with sharing something that has shaped them.
- The taggers cannot hover around those that are sharing.
- Students who are sharing with their hands in a high five position still cannot be hit by a dodgeball.
- Students who are the alive trees can hide behind the dying trees to avoid being hit by the dodgeball (can only be hiding for 3 seconds at a time).
- Have the students come back to circle and share something they have learnt about their classmates and themselves.