





Physical Education Lesson Plan

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Grade: K-12 Lesson/Unit: Rock Tag

Date: _____

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|  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 | |

General Outcomes

GENERAL OUTCOME A

Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging

GENERAL OUTCOME C

Students will interact positively with others.

Specific Outcomes

Division 1

A1-3 perform nonlocomotor skills through a variety of activities

B2-1 recognize that “energy” is required for muscle movement

C develop and demonstrate respectful communication skills appropriate to context

D3-3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity

Division 2

A5-4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

A5-10 apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone

C5-1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity

D4-3 follow rules, routines and procedures for safety in a variety of activities

Division 3

A7-4 demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

B7-6 identify and explain the effects of exercise on the body systems before, during and after exercise

C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation

in physical activity
D7-2 identify and demonstrate strategies that encourage participation and continued motivation.

Division 4

A30-3 analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

C30-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C30-3 demonstrate etiquette and fair play

C30-6 identify and demonstrate positive behaviours that show respect for self and others

Learning Activities/Teaching Strategies

Rock Tag

Background:

Describe the unmoving patience of Grandfather Rocks. Participants will be like Grandfather Rocks because, to play Rock Tag, they cannot move their feet. They must show patience to look for an opening to tag their opponent. They must also develop their strategies by learning from the past. Winning is not the goal, how you win or lose helps define their own journey.

Grouping Participants:

Group participants into pairs. Pairs can be determined by picking rocks out of a bag. Rocks will be numbered 1-15 with each rock having a pair of the same number. For example, two rocks that have 1s on them, two rocks will have 2s on them, and so on. The students who pick the same number of rock will be pairs for this round to start off the games.

Rules:

Tell the participants the rules and indicate what the start signal and stop signals will be. This activity can be a timed activity where the game ends after an agreed upon amount of time or a point total activity where the game ends when an agreed upon number of points is reached by one of the opponents.

Rock Tag RULES:

1. No touches above or below the knee count.

Assessment/Evaluation

Division 1

The loser of the first game will become a cheerleader for the winner. The winner must go find another winner. The winner of that game will then have 3 cheerleaders. They will find another winner to challenge until there are only two students left in the game. The last two players will challenge each other with the rest of the class cheering them on.

Division 1 Assessment

At the end of the game students will be given a rock that has their initials or their name on it. There will three cans, each painted a different colour. One will be green, which will mean: I understand this activity, I enjoyed it and I could teach it to someone else. One will be yellow, which will state: I understand this activity but need more practice to teach it and I semi enjoyed it. One will be red, which will state: I did not understand this activity and did not enjoy it. Students will place this marked rock in the can of the colour that demonstrates how they feel about this activity using self assessment.

Division 2 Assessment

Once the pair has finished they must sit down and see who can sit still for the longest while taking long deep breathes, showcasing the patience that grandfather rocks have. Whoever sits the longest will be declared the winner for that round. They can then stand up and play another round of rock tag. This continues to repeat itself for the duration of the time allotted to play rock tag. This is a helpful modification as it gives students who do not have the best agility a chance to be successful in gym.

Division 2 Assessment

At the end of the game students will choose between a green, yellow or red card. The green card will mean: I understand this activity, I enjoyed it and I could teach it to someone else. The yellow card will state: I understand this activity but need more practice to teach it and I semi enjoyed it. The red card will state: I did not understand this activity and did not enjoy it. Students must write their name

2. Light touches only will count. Touches that make a noise (such as a slap) are disqualified.
3. Open hand touches will count, closed hand touches do not count.
4. If one player knocks the other player down both players are disqualified for the rest of the round. They will sit down until the rest of the pairs are finished and neither will be declared a winner for that round.

Emphasize the importance of good sportsmanship and caring conduct. Balance and self-regulation is key to success in all aspects of life; therefore, have the students continually reflect on how their actions affect other. Respect is the foundation of creating a strong classroom environment.

Game Play:

Facing each other one arm length apart, the pair will wait in the ready position for the call to start playing. Upon the starting signal, each person tries to tag their opponent's knee, either in the front or back of the knee, while keeping their own knees untouched and their feet planted. Players keep track of their own score, declaring their point total each time either player is tagged. If a player moves their feet to make a tag, their tag does not count. At the end of the round the opponents stand tall, facing each other, and put their hand over their hearts to signify respect for their opponent.

Students will be given 2 minutes to play rock tag. Ties will be decided by a fast game of Rock, Paper, Scissors to determine a winner. The teacher will run the timer and whistle when the round is over.

Modifications:

Adjust the time to suit your division ages. You may also choose to have students go to a certain

on the card and the reason why they chose this colour card. They will hand it in to the teacher before they leave.

Division 3 Assessment

Before the activity starts, have the students collect their Plicker number.

Each plicker will be labeled as follows

- Great / Yes
- Needs more effort
- Kinda
- I don't know / No

Around the gym have questions placed around the walls. One question per wall.

Three questions in total.

Question #1: How do you feel about your own personal health and exercise effort?

Question #2: Do you think you could describe how this exercise is affecting your body.

Question #3: Overall how well did you think you did in making a positive impact on your body today?

Label them beginning, middle, and end.

Before you start have the students answer the first question with their plicker before they begin.

At the midpoint have the students move their plicker to the second question.

For conclusion have the students move it to the third question.

Ask the students to reflect on how they approached rock tag.

- Did they come with an open mind?
- What does having a growth mindset have to do with Rock Tag?

Have them pair up and share their thoughts.

*You can tie this into a short self reflection journal that they can return to throughout the year. Use this activity as the starting point to creating personal exercise and attitude goals.

At the end of the game students will go back to class and write in their personal reflection journal answering these two questions.

- Did I come with an open mind?
- What does having a growth mindset have to do with Rock Tag?
- within this they can also explain their feeling on the game. This means the students will write 2 things they believed they did well and 1 thing they believed they could do better for next time.

They will hand this end of class as a self assessment.

Division 4

Pairs can be kept together for all four rounds or new pairs can be selected each round at the teacher's discretion.

After each round student pairs will conduct a walk and talk.

number of points or best out of instead of having a timed round.

General Modifications:

Improve accessibility: Limit playing time to 30 seconds.

Allow participants to relax for two minutes between rounds.

Take turns attempting to tag

Increase Difficulty: Add time to playing time

Shorten time between rounds

Use only one hand

Switch players at random, such as a one must find a two, and so on.

They will answer together the question written on the whiteboard. If no whiteboard is available, the teacher may read the question at the beginning of the walk and talk.
 Question after Round #1 What was my biggest challenge?
 Question after Round #2 Which strategy was most effective?

Question after Round #3 Is it harder to attack or defend and why?

Round #4 will be the championship speed round:
 Each pair will play for 1 minute. Ties will be broken by a fast game of Rock, Paper, Scissors. The loser of the first game will become the cheerleader for the winner. The winner must go find another winner. The winner of the second game will then have 3 cheerleaders and move on to challenge another winner until there are only two students left in the game. These two will play each other with the rest of the class cheering them on.

Division 4 Assessment

At the end of the activity students will use response cards to give short answers to four questions:

1. What was your biggest challenge?
2. What was your partner’s biggest challenge?
3. How did you adjust your strategy to improve?
4. How did your partner adjust their strategy to improve?

Questions can be written on the gym’s whiteboard with students responding on blank cards, or typed onto printed response cards.

Equipment

Whistle

Timer

Two sets of rocks numbered 1-15 to pick partners at the beginning

Assessment:

Division 1, 1 rock per student, and green, yellow, and red coloured cans

Division 2, Green, yellow, and red response cards, and pencils

Division 3, Numbered Plickers, personal response journal

Division 4, Whiteboard, whiteboard marker, response cards, and pencils

Safety Considerations

Verbal Instruction: Explain the rules before starting the game. Emphasize that sportsmanship and caring conduct and respect are expected of all participants.

Rules: Rules 2-4 are to keep the game from becoming violent. Attempts to disable an opponent will result in disqualification from the round for **both** players so that a player who taunts his opponent is **not** able to goad his opponent into disqualification leaving the taunting player the winner.

Environment: Make sure both the playing area and the space around the playing area are clear of obstacles. Ensure there is at least four feet between the pairs and any barriers or other pairs.