

Table of Contents

1. Syllabus
2. Block plan
3. Lesson Plans
4. Assessments
5. Task cards

Ellensburg Elementary School

Chasing, Fleeing, and Dodging Syllabus

Contact Information



Central Washington University
Chasing, Fleeing, and Dodging

Day 4

Avoiding
moving
obstacles

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

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



Refinements

Applications

Lesson 1 Assessment

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

MAF/Instructional technique	Extensions	Refinements	Applications
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Task One: Students will have

Hey everyone. Great job staying seastask! 4.

Lesson 2 Assessment:

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 difference 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 fleer.
 - b. Change from fleer to dodger.
 - c. Change from dodger to chaser.
 3. Students will also know the duties of a chaser, fleer, and dodger. (NASPE 2, EALR 1.3)

Teacher:

2. Equipment:

4 cones (to know)

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.

Lesson 3 Assessment:

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

- | | |
|----------------|----------------------|
| 1. Chaser ____ | A. Change directions |
| 2. Fleer ____ | B. Quick Fakes |

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)

Instant Activity: I would like everyone to go out in general space and begin walking making your own path. We will be traveling at slow,

Lesson 4 Assessment:

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

A.

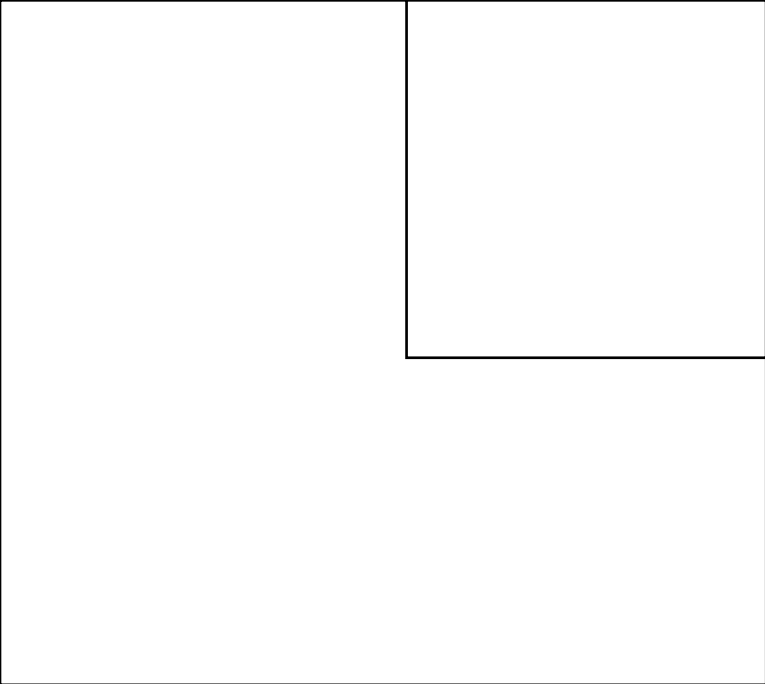
B.

C.

Lesson 4 assessment Answers:

1. **A** and **B**

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Physical Education Teacher Education Program



Lesson 5 Assessment Answers:

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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)

Make sure that students are using the two learned cues in fleeing and are changing paths constantly. You do not have to

Lesson 6 Assessment:

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

Lesson 6 Assessment Answers:

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

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Physical Education Teacher Education Program

Observe that students are avoiding the equipment using quick fakes and performing fakes correctly. If not stop and demonstrate what a fake looks like.

1. Everyone try to skip through the area avoiding others and equipment.
2. You all look like you want to run, go ahead and run.

1. A good way to work on dodging successfully is to use **quick fakes** by leaning or stepping one way and going the other.

1. How many objects and people can you avoid in the next 45 seconds?

Lesson 7 Assessment:

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

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

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?

	Refinements	Extensions	Applications
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Informing Task: 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

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)

Teacher will remind students

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

monstrats makeinga quickr

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.

Central Washington University

Physical Education Teacher Education Program
Dodging Obstacles, Obstacle Course: Lesson 11
Natalie Carlson

1. Objectives:

Student: 1. By the end of class students will be able to dodge stationary objects using the proper cues without falling

MAF/Instructional

Clos
som

Today has been a great class. Everyone did a great job of dodging the objects in our obstacle course. I want
w they were able to travel without hitting other stuu.TC21rle tbject: . claso t co?

Lesson 11 Assessment:

I want someone to show me how they were able to travel without hitting other T eb-rts are 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 spliwanecond movements?

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

MAF/Instructional technique	Extension	Refinements	Applications
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Cones will be set-up from instant activity. Teacher will set up more cones inside the square they won't be parallel

Teacher will determine which three students to be “it “and will give them colored jerseys.

Extension

Refinements

Applications

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 ahr0-tms6Tnhassto d

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 you can to get to the

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)

I Echer:

2. Equipment:

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

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

Set Induction:

Lesson 14 A-.0gessment Answers:

1. Direction changes
2. Fakes

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.

1. Fake left: your circles should be smaller.

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.	1. Lets see how you do while skipping. 2. Speed this game up a bit by all of you jogging. 3. Here's the challenge. Run!	1. Use quick movements . 2. Keep your head up and watch for people around you. 3. Use fakes , stretches , and twists to trick your chasers.	1. How long can you go without being tagged? 2. How many taggers can you successfully dodge?

Closure/ Assessment:

Lesson 15 Assessment:

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

Fakes	Twists	Stretching
Up ⇒ ⇔ Down	Up ⇒ ⇔ Down	Up ⇒ ⇔ Down
Left ↑ ↓ Right Left ↑	↓ Right Left ↑	↓ Right

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.

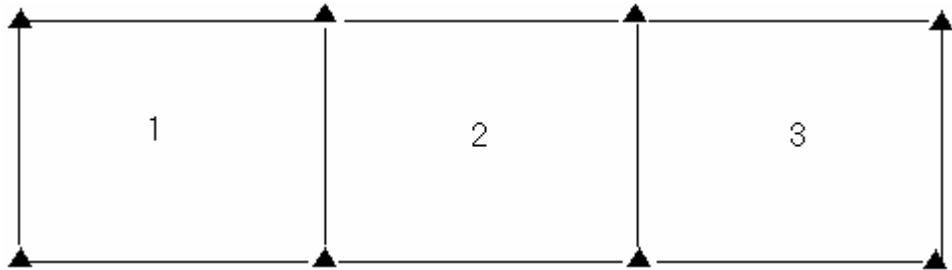
<p>Station 2: Fake around the cones: Have cones in t line pretty close. 6-8 cones Observe that students are moving quickly to change directions</p> <p>Station 3: People maneuver: (figure 2) 5-8 poly spots in t zigzag pattern tll but one student stand on poly spots arms straight out on sides. See that students</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Use quick direction changes. 2. Lean with whole body in each movement 3. Watch for people around you 	<ol style="list-style-type: none"> 1. How many people can you avoid while zigzagging through the cones? 2. How fast can you make it through zig-zagging the cones?
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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.

Figure 4: Three-Play Area Setup:



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. ROWKGOTTEHER

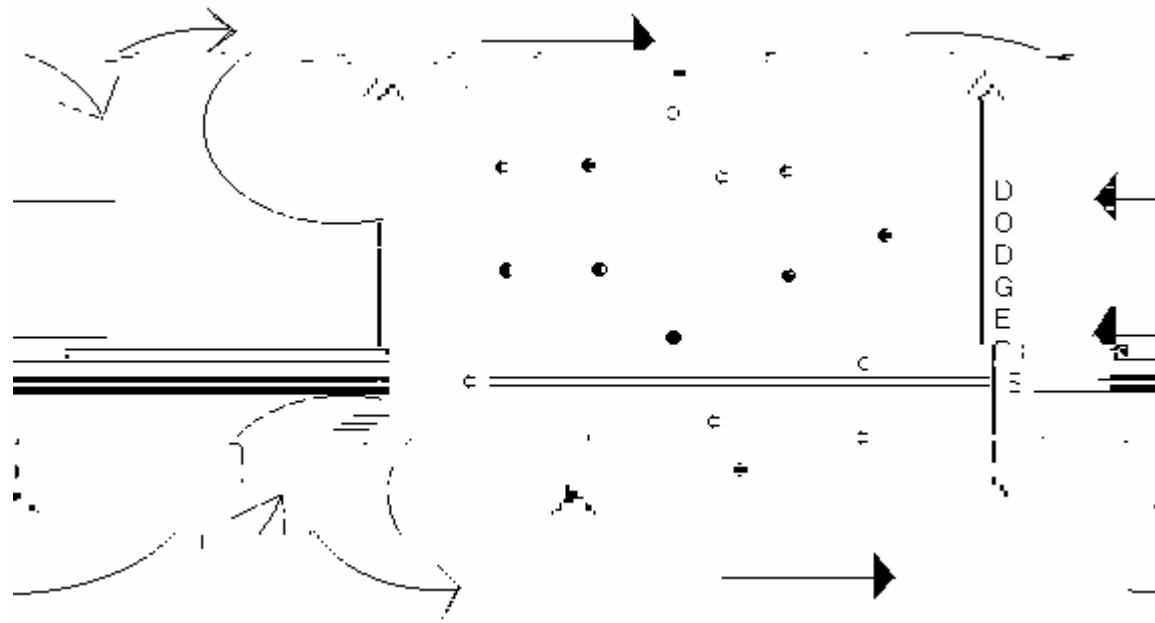
as a _____

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

ζ - Poly Spots

ω - Cones

\otimes Directions of movement



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)

Make sure cones are spread back out from previous game to have the original sized play area. Observe that students are always holding hands together in the partners,			
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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.

1. Dodgers you can run, taggers

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

1. Objectives:

Make sure that tagger pairs are communicating in tagging the same person twice to add them to their team.

5. At least two taggers in each group must tag the same dodger before they become part of your team as a tagger.

4. Dodgers **work together**. Dodgers can you avoid two different taggers, and keep your **fakes** and **change directions**.

5. Taggers **react quickly** to that.

Lesson 21 Assessment:

1. Circle the 6 key things to perform when working with a group.

Informing Task:

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?

Informing Task:

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

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

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. Y

			bags from other students for the entire time?
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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?

activity.			
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Central Washington University
Physical Education Teacher Education Program

Informing Task: 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!

Lesson 26 Assessment Answers:

1. **YES**

Lesson 26: Figure 1: “Free your People” Setup:

ω - Cones

Λ - Hula-Hoops

Informing Task: 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

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...

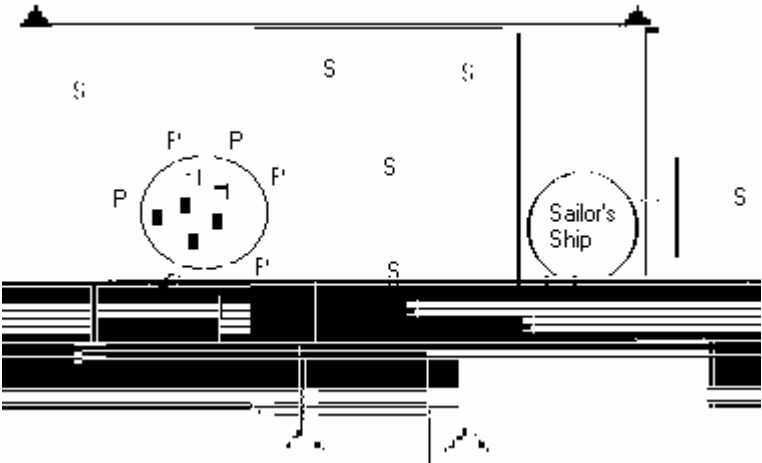
Pirates

Sailors

Dodgers

Chasers

Figure 3: Pirate's Treasure: One group:



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

Informing Task: When I say go, six taggers put on a jersey and go to your assigned lava areas. Everyone else with your group and map

Lesson 28 Assessment:

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)

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, “Gsruncs Ready, “

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

Centrau Washington University
Physicau 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 wilu be able to manipulate an object while chasing, fleeing, and dodging in a game \$tuation while uct w the propraucues. (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

Lesson 30 Assessment:

Chasing Fleeing and Dodging

Answers the following questions in complete sentences. What have you learned about chasing, fleeing, and dodging?

Lesson 30 Assessment:

Chasing Fleeing and Dodging

By Natalie Carlson and Leslie Warren

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, fleer, and dodger.

1. Chaser ____

A. Change directions

Lesson 3 Assessment Answers:

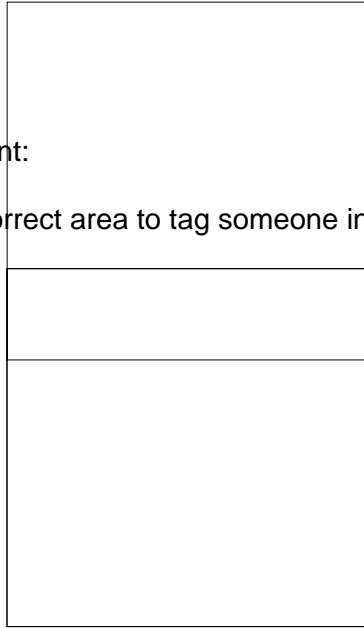
1. Chaser **C Follow the hips**
2. Fleeer **A Change directions**
3. Dodger **B Quick fakes**

Lesson 4 Assessment Answers:

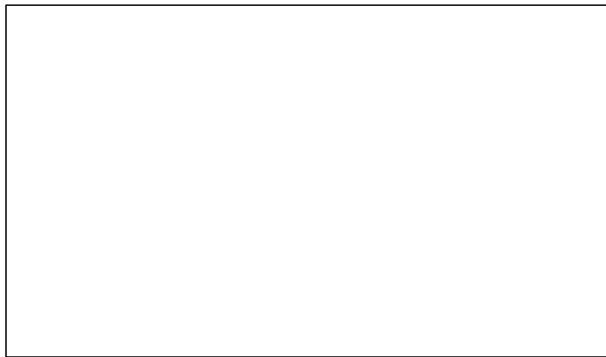
1. **A** and **B**

Lesson 5 Assessment:

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



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



Lesson 5 Assessment Answers:

Lesson 6 Assessment:

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

F

Lesson 6 Assessment Answers:

1. Run as fast as you can

Lesson 7 Assessment:

1. Circle the 3 cues below the

1

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 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?

Lesson 14 Assessment:

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

Lesson 14 Assessment Answers:

Lesson 16 Assessment Answers: Verbal assessment

Did everyone enjoy practicing dodging through theshro059 0iday? Which one did you all enjoy the most? Ok, so on your way out

Lesson 17 Assessment Answers: Verbal assessment

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 _____

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

1. When dodging to keep your elbow from being tagged you run with your arms out. _____

Lesson 21 Assessment:

1. Circle the 30 key things to perform when working with a group.

Lesson 21 Assessment Answers:

1. Teamwork
2. Communicate
3. Cooperate

Lesson 22 Assessment:

Lesson 23 Assessment Answers

Split seconn: move as fast as you can

Lesson 24 Assessment:

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

Lesson 26 Assessment Answers:

Lesson 27 Assessment Answers:

1. Sailors/Dodgers
2. Pirates/Chasers

Lesson 29 Assessment:

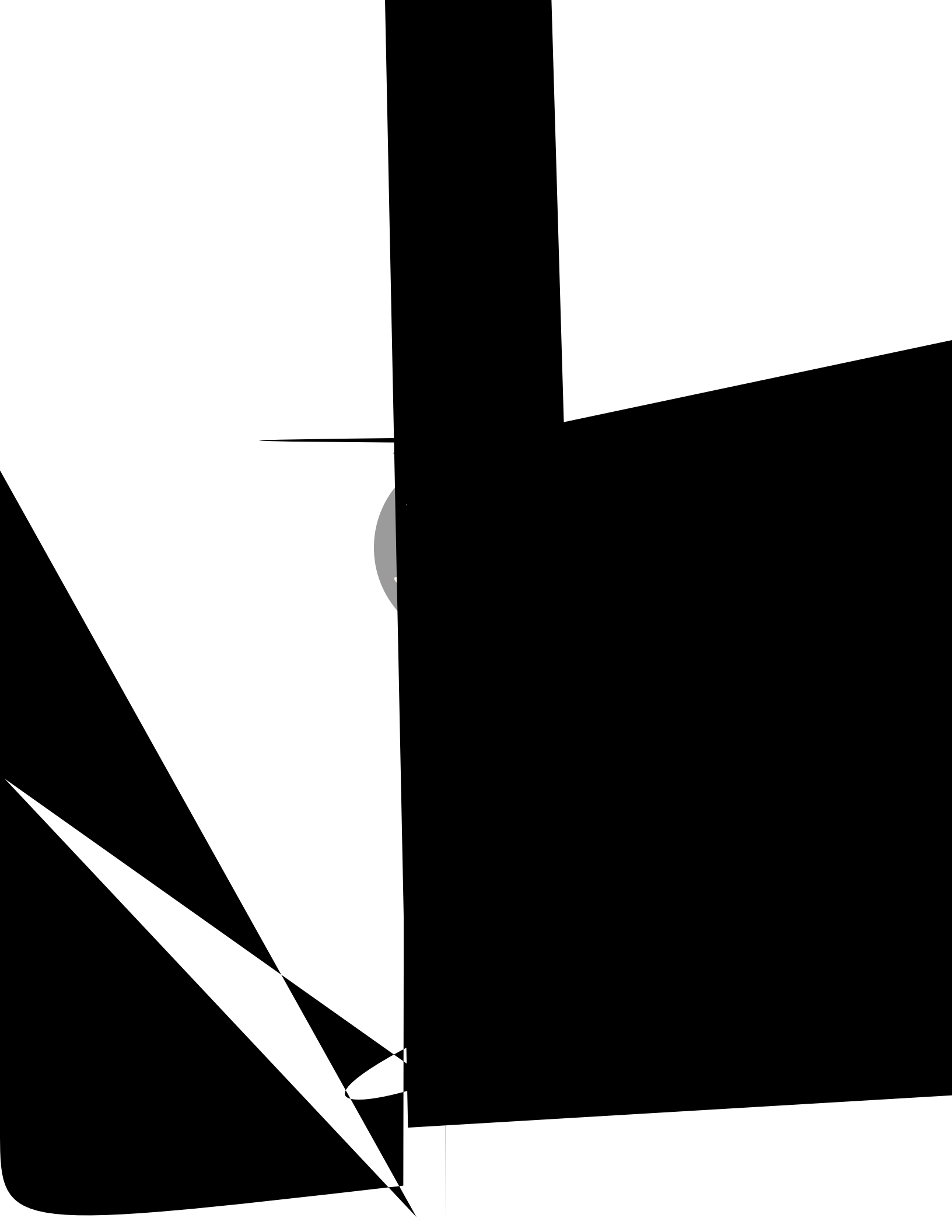
Who can tell me it means to:

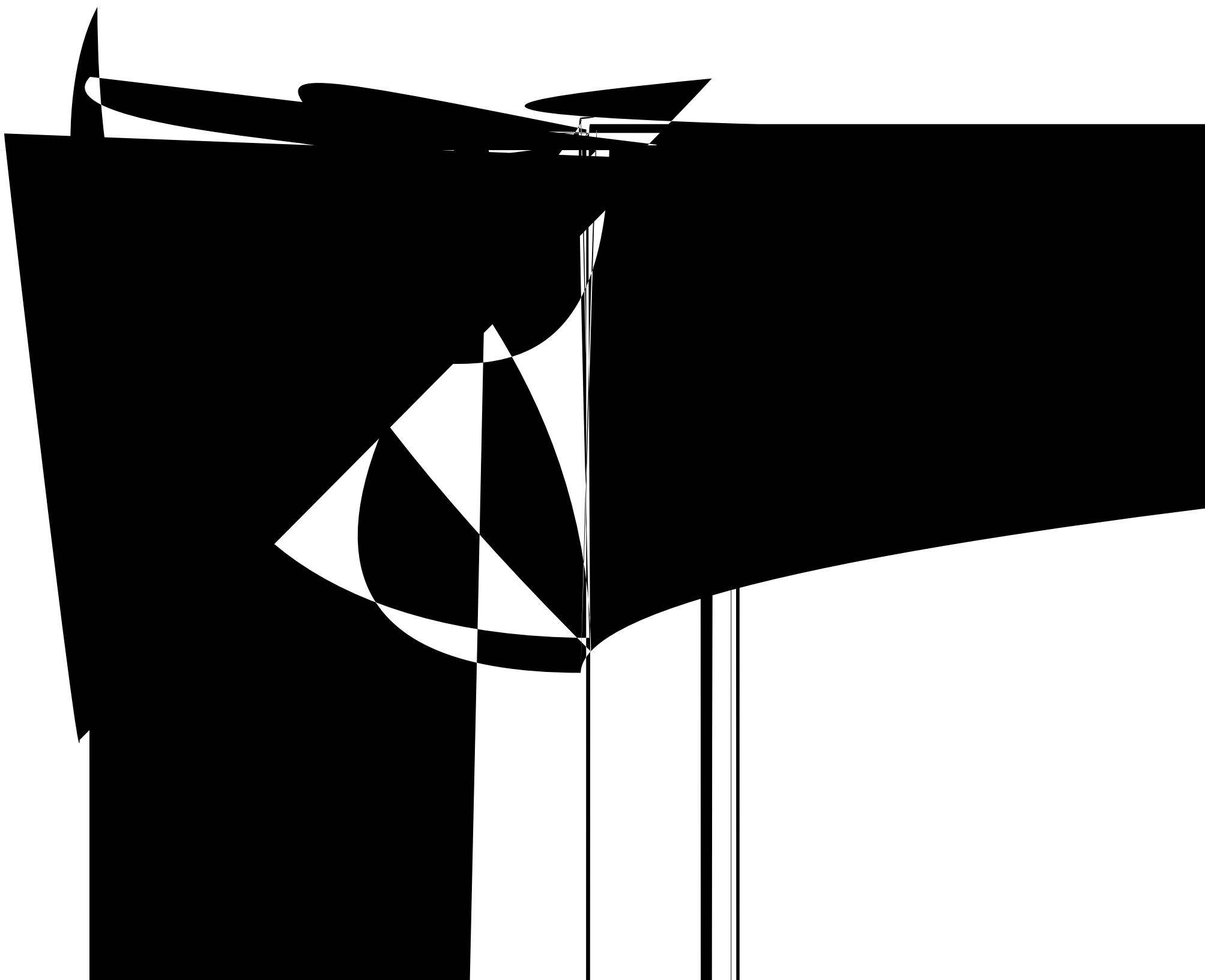
Lesson 29 Assessment Answers

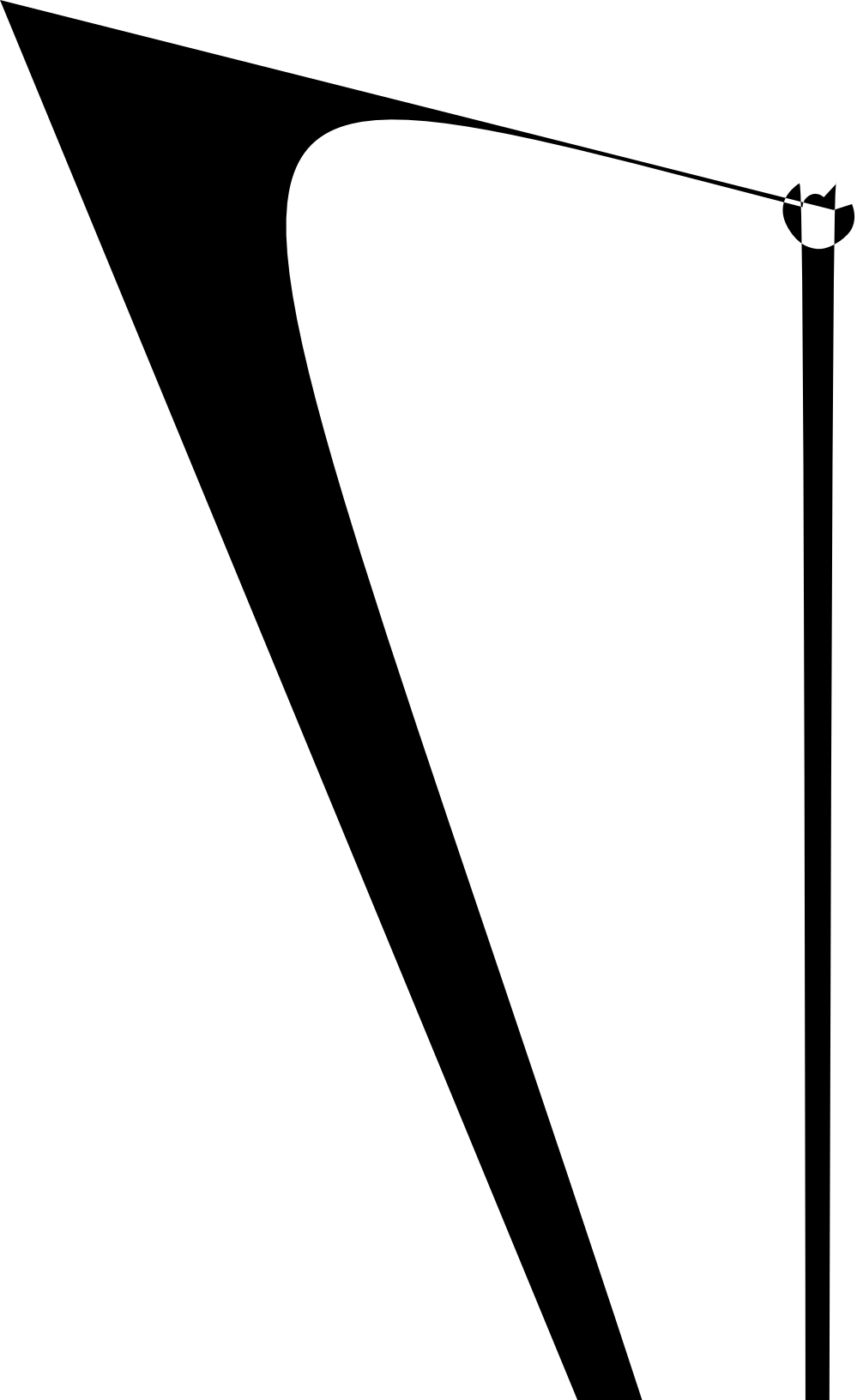
Lesson 30 Assessment:

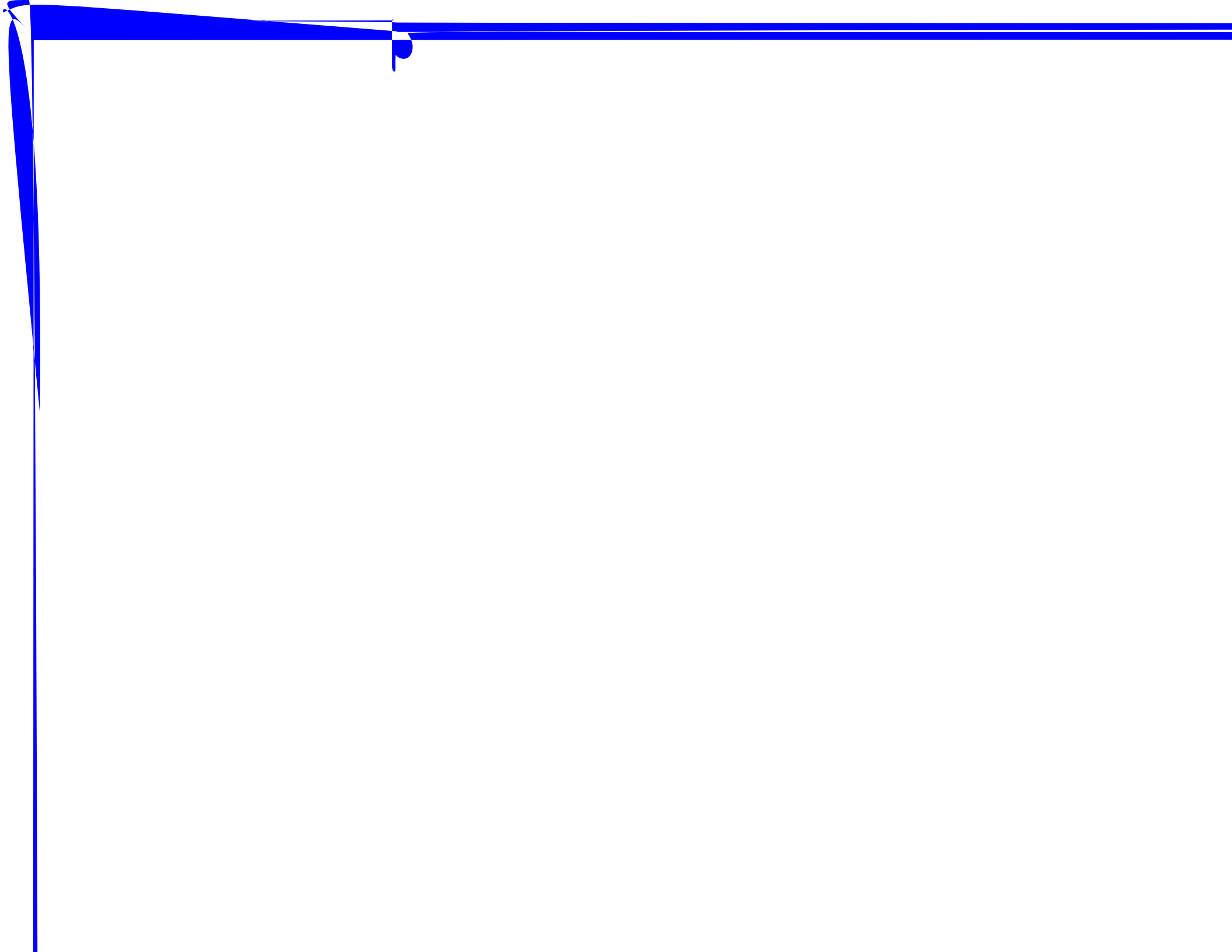
Lesson 30 Assessment:

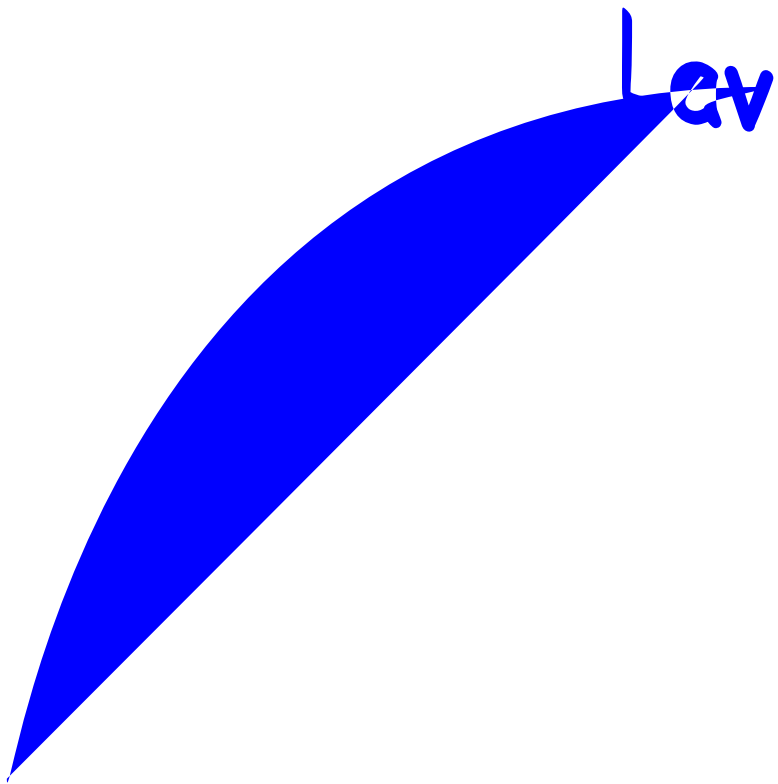
Chasing Fleeing and Dodging











Lev



CHAOS THEORY

Task: While performing, observe the cues.

Chasing

Skill Charts

Reaching for a Fleer

Cues:

Reach your arm out

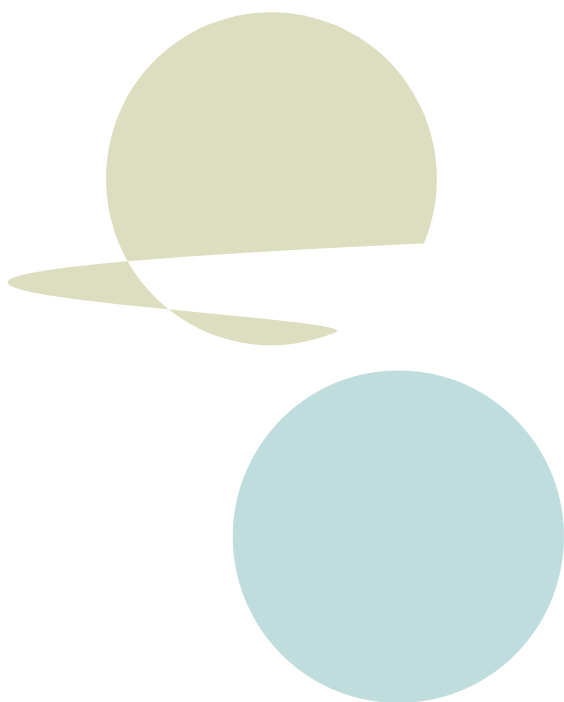
Lean forward with your upper body

Make tag between shoulders and hips on the back

Accelerate Into Space



Resources



Resources

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

Equipment

Four cones
10 poly spots

Lesson 2:
Four cones

5 jun5 35d2s
Stopwatch/watch
5-10 jerseys

Lesson 8:

Tape player with Halloween music

Lesson 9:

Stereo with a steady beep

Lesson 10:

Four con2s

Lesson 11:

12 con2s

3 jerseys

10 form noodl2s

5 hula hoops

4 jun5 35d2s raised on con2s

15 poly spots

1 foam balance beam

Lesson 12:

50 con2s

3 jerseys

Lesson 13:

4 con2s

3 jerseys

Lesson 14:

8 con2s

5 jerseys

10 jun5 35d2s/tape

Lesson 15:

4 con2s

3-6 jerseys

Whistles

Lesson 16:

4 cones

12 poly spots

Lesson 17:

14 cones

6-10 jerseys

20 poly spots

4 jump ropes

Lesson 18:

4 cones

4 jump ropes

Tape

Lesson 19:

4 cones

Lesson 20:

6 jerseys

Lesson 21:

4 cones

4 jerseys

Lesson 22:

30 bouncy balls

Lesson 30:

4 cones

6 jerseys

30 bouncy balls

3 foam balls