

NORTH POLE VS SOUTH POLE

STUDENT TARGETS

- Skill:** I will regulate the speed and force of my movements.
- Personal & Social Responsibility:** I will regulate my emotions.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 9 large cones to create boundaries
- 4 foam balls
- Music and music player

Set-Up:

- Use 9 cones to create 2 large activity areas side by side, with 3 cones forming a center line and 3 cones on each end line.
- Scatter students evenly in each of the 2 activity areas.
- Use foam balls to designate 2 students in each area as taggers. 1 team of taggers is the North Pole elves, and the other is the South Pole elves.

Activity Procedures:

- It's time for the annual Seal Games. This is when North and South Pole elves compete in a tag competition. All students are seals except for the elves (taggers). The North Pole elves are trying to tag seals and send them to the South Pole. The South Pole elves are trying to tag seals and send them to the North Pole. The team with the fewest number of seals when the game ends is the winner.
- When the music starts the game begins. When seals are tagged by the elves they move to the centerline, complete 5 snowman jacks, and then re-enter the game on the other side. When the music stops, we'll see which pole (North or South) has the fewest seals.
- Every 3 minutes, reset the game with new elves and play again.

SEL Integration:

- KEYWORD:** REGULATE. Oftentimes, young students don't feel as if they control their own lives or their situations. However, everyone can exert some control over how they react to situations and events. This game is rich with opportunities for students to practice self-regulation. Whether they win or lose, are tagged or are tagging, students must regulate behaviors in order to maximize safe enjoyment. Enrich this learning experience with meaningful discussion and journaling.

Grade-Level Outcomes:

- Standard 4 [E5.K-8]** Recognizes the established protocol for class activities (K); Exhibits the established protocols for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5); Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).

