



Physical Activity Lesson Plan-Pac Tag

By IAN on 01/06/2020

Organization:

Lesson Summary

Lesson Description:

This is a tag game which starts with several easy rounds to get students used to the proper way to move around the gym during this game. It ends with a Pac-Man-like tag game.

Group Size: 20-30

Location: Gym

Estimate Time for Lesson: 30 minutes

Estimated Time for Planning: 15 minutes

- Subject(s) Check all that apply:
 - Healthy Eating and Physical Activity (HEPA)

Other:

- Grade(s) Check all that apply:
 - Kindergarten
 - 1
 - 2
 - 3
 - 4
 - 5

Materials/Resources Needed:

Cones-for boundaries (optional)

Pinnies (optional)

Noodles

Playing area with lines

Lesson Objective #1:

Student will use different locomotor skills: hops, gallops, jogs, slides.

Lesson Objective #2:

Student will follow commands and remain safe while moving in open space.

Lesson Objective #3:

Lesson Procedure

Introduction/Attention Grabber:

Ask students if they have ever heard of Pac-Man and if they have ever played Pac-Man. Explain how Pac-Man moves side-to-side. Also, you could show them a video clip of a Pac-Man game.

Instructions:

RULES:

ROUND 1:

1. Students get into a scattered formation in the playing area while making sure that they are standing with both feet on a line. The teacher should demonstrate sliding, as that is how the students will move on the lines.
2. When the teacher says **!On The Lines!**, the students will begin to slide around the playing area while staying on the lines. If two students meet, they both change the direction of their sliding. If a student is in a position to do so, they may jump from one line to the next making sure to take off and land on both feet.

ROUND 2:

1. The teacher will invite all of the players to step off of the lines. The teacher will then demonstrate leaping.
2. When the teacher says **!Off The Lines!**, the students will begin to move around the playing area while leaping over any lines they may come across.

ROUND 3:

1. Students will begin in a scattered formation.
2. The teacher begins by calling **!Off The Lines!**. When they do so, the players begin to run around the playing area while leaping over lines just as they were in the previous round. However, without warning, the teacher can call **!On The Lines!**.
3. Students must quickly get on a line and begin to slide about, just as they did in round one. The teacher will continue to call **!On The Lines!** and **!Off The Lines!** and the students will have to react to each call as quickly as possible.

ROUND 4:

1. The teacher will select four students who will play the role of Ghosts. Each ghost will be given a noodle that they can use to tag others. The rest of the class will play the role of the PAC-Family. The PAC-Family's job is to avoid being tagged by the Ghosts.
2. When the teacher says **!On The Lines!**, the ghosts and PAC-family all begin sliding along the lines of the playing area. The Ghosts attempt to tag members of the Pac-Family by tagging them with their noodles. If a Pac-Family member is tagged by a ghost, that person jumps off of the line and runs out of bounds where they have to do a set number of an exercise before returning. (Ex. 10 jumping jacks, 10 squats, etc.)
3. Every now and then, the teacher can call **!Off The Lines!**. In that case, all players jump off their line and begin to run around the playing area while making sure to leap over any lines they may come across. During this time, the members of the Pac-Family attempt to tag ghosts! If a Pac-Family member tags a ghost, the two players exchange roles. When the teacher calls **!On The Lines!**, the ghosts and pac-family all get back on the lines and begin sliding around the playing area.
4. After a few rounds, select new ghosts if they haven't changed during the game.

Checking for Understanding:

Observe student play to ensure they understand a slide, a leap, the rules and are moving safely around the gym. If they are not moving safely, change the locomotor skill. (Ex. from running to walking)

Lesson Adaptations

Time Adaptations:

Adjust the amount of time for each round based on your time allotment.

Location Adaptations:

This needs to be played on a surface that has a lot of lines. Some paved playground areas will work.

Age Adaptations:

K-1: Focus on rounds 1 and 2 the most, before moving onto round 3.

2-5: Briefly do rounds 1 and 2; focus more on the upper rounds.

Learning Style Adaptations

Describe any adaptations for Visual Learners, Auditory Learners, Kinesthetic Learners, Advanced Learners, Special Needs Learners, ESL Students, At-Risk Students: