

## FIDDLESTICKS

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### STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will demonstrate responsibility and demonstrate self-control while chasing and fleeing.

### TEACHING CUES

- ✔ Watch Where You Go
- ✔ Control Your Speed
- ✔ Tag Safely

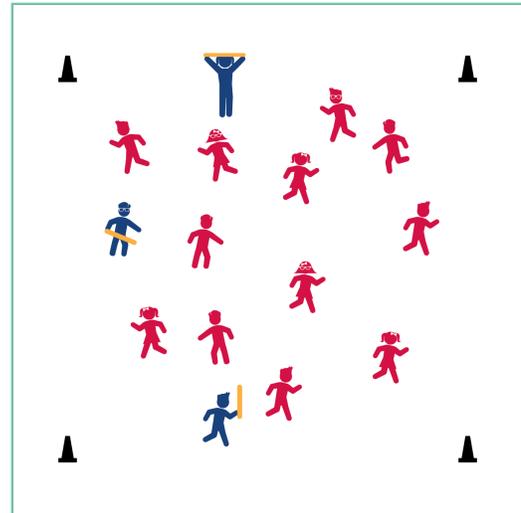
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✔ 3 to 5 foam noodles
- ✔ Cones to create boundaries
- ✔ Music and music player

**Set-Up:**

- Using 4 cones, create a large playing area.
- Scatter students in general space.
- Give 3 to 5 noodles (depending on size of the group) to students designated as taggers.
- Use music as a start/stop signal.



**Activity Procedures:**

- It's time to play a tag game called Fiddlesticks! The object of the game is to flee from taggers so you don't have a noodle when the music stops. This is a skipping and galloping game – choose one of those locomotor skills.
- When the music starts, taggers will begin to skip or gallop - working to tag other players with a noodle. When tagged with a noodle, the player tagged takes the noodle, complete 3 high-lows (or other exercise), and then becomes a new tagger. Taggers cannot throw or toss the noodle for any reason.
- When the music stops, players with a noodle say, "FIDDLESTICKS!" Players without a noodle say, "CHA-CHING!"
- Replay as many times as you want.

**Grade Level Progression:**

- K – 2<sup>nd</sup>:** Play the game as written. Change locomotor skills to meet learning objectives.  
**3<sup>rd</sup> – 5<sup>th</sup>:** Students fleeing are dribbling basketballs. Taggers are "defenders" working to tag the basketball with the noodle. When tagged, players swap the ball for the noodle and change roles.

STANDARDS & OUTCOMES ADDRESSED

**Standard 4 (E1.K-2)** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2). Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is self-control?
- ✔ **DOK 2:** How do you demonstrate self-control in the game Fiddlesticks?
- ✔ **DOK 3:** How is self-control related to learning in class? How is it related to safety?