

ICE FISHING

STUDENT TARGETS

- **Skill:** I will move safely, with consideration for my classmates.
- **Personal & Social Responsibility:** I will write a sentence describing how my class works together to ensure a safe and positive learning environment.

TEACHING CUES

- Move Safely
- Look Where You're Going
- Consider the Safety of your Classmates

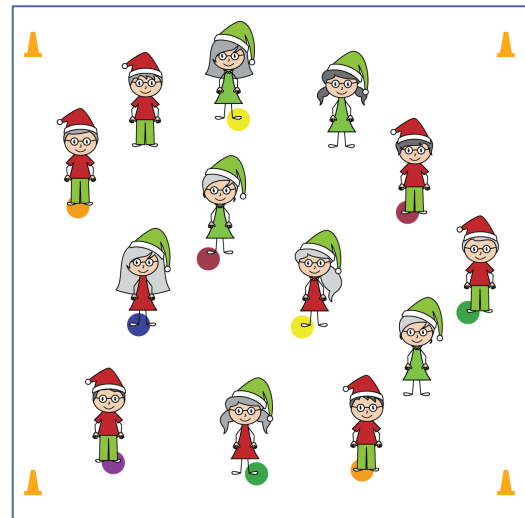
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 6-color sets of spot markers (1 spot per student)
- Music and music player

Set-Up:

1. Scatter colored spot markers throughout a large activity area. There should be 3 fewer spots than there are students so that 3 students do not have spots.
2. Send all but 3 students to a spot.



Activity Procedures:

1. Ice fishing requires a small hole to be cut into the ice, often inside a temporary shelter that keeps the people who are fishing out of the harsh elements of winter. Hopefully there's fish in the hole.
2. In this game, there are 3 fisher-people who don't have a fishing hole. They want to steal your fishing hole. When the music is playing, the fisher-people will "ice skate" around all of the fishing holes, and the people fishing will perform a stationary sitting squat as they fish.
3. When the music stops, 1 of the 3 people without a place to fish will call a color. If your spot's color is called, quickly move to another open fishing hole before someone else does. What all spots are taken, the 3 players without spots become the new skating fisher-people looking for a fishing hole.

SEL Integration:

- **KEYWORD:** TEAMWORK. The combined actions of all students in a class contributes toward the common goal of a safe and positive learning environment. That is the definition of teamwork! Use this illustration to help students connect their personal behaviors to that of their teammates (i.e. classmates).

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 (7); Applies rules and etiquette by acting as an official for modified physical activities/games within a given set of parameters (8).