



ELF ON THE SHELF TAG

STUDENT TARGETS

- **Skill:** I will move safely with consideration for my classmates.
- **Cognitive:** I will describe what it means to be considerate of others.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my classmates using positive language.

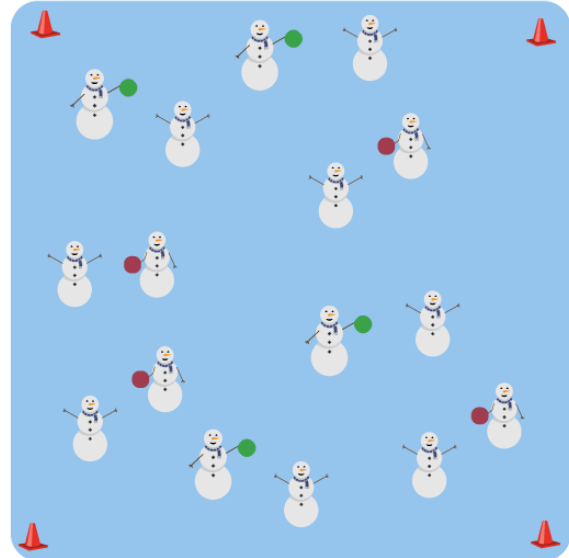
EQUIPMENT & SET-UP

Equipment:

- 4 large cones to create boundaries
- 1 foam ball per pair of students
- Music and music player

Set-Up:

- Use 4 cones to mark boundaries of a large activity area.
- Pair students. Scatter pairs in the activity area, each pair with a foam ball.



ACTIVITY PROCEDURES

1. In some homes during the holidays, families play a fun game called Elf on the Shelf. Every night when people are sleeping, the elf moves all around the house and tries not to get caught.
2. On the start signal, toss the ball back and forth with your partner. When you hear the music begin, the partner with the ball becomes the elf. They will move at a speed-walking pace through the activity area, trying not to get tagged by their partner without the ball. If tagged, hand the ball off and switch roles. The new tagger will do 3 snowman jacks before trying to tag the new elf.
3. When the music stops, find a new partner to play catch with. This will be your new tag partner when the music starts again.

GRADE LEVEL PROGRESSION

- **Grades K-2:** Play as described above.
- **Grades 3-5:** Use different locomotor movements such as skipping or jogging when the music begins. Announce a different locomotor movement each time the music starts again.

TEACHING CUES

- **Cue 1:** Communicate with your partners using positive language.
- **Cue 2:** Move with control while chasing or fleeing from your partner.
- **Cue 3:** Be aware of your surroundings to help keep everyone safe while moving. This includes looking where you are going in order to not bump into your classmates.



ELF ON THE SHELF TAG (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Decrease the size of the activity space if needed.
- **UDL 2:** Use peer partners as needed.
- **UDL 3:** Provide verbal cues and visual demonstrations.

ACADEMIC LANGUAGE

Considerate, Safety, Chase, Flee

PRIORITY OUTCOMES

Personal Responsibility & Safety:

- Follows directions for safe participation and proper use of equipment without reminders.
- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

DEBRIEF QUESTIONS

- **DOK 1:** Describe what it means to be considerate of others.
- **DOK 2:** Did you see an example of a classmate showing consideration for others during the game?
- **DOK 3:** How does being considerate of others impact our ability to stay safe during physical activities?