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| Activity Name: Fox, Chickens & the Egg | Grade Level: 9-12 | Activity Length: 5-10 minutes |
| <p>Before beginning, teachers should offer accommodations specifically mentioned in a student’s IEP to support their ability to participate in the activity.</p> | | |
| Standard(s) and Grade-Level Outcome(s) or Indicator(s): <ul style="list-style-type: none"> Standard 4: Exhibits responsible personal and social behavior that respects self and others. S4H3: Working with Others - Uses communication skills and strategies that promote team/ group dynamics.50 (S4.H3.L1) Standard 4: Exhibits responsible personal and social behavior that respects self and others. S4H4: Working with Others - Solves problems and thinks critically in physical activity and/ or dance settings, both as an individual and in groups. (S4.H4.L1) | | Materials Needed: <ul style="list-style-type: none"> NONE |
| Objective(s): <i>By the end of the activity, students will be able to...</i> <ol style="list-style-type: none"> Work together cooperatively. Understand the importance of teamwork. | | |
| Activity Progression | | |
| <p><u>Fox, Chickens & the Egg:</u> I do this in small groups of 4-5 students. Once in groups, I ask each group to send me “the smartest person in the group.” This person will be the fox.</p> <ul style="list-style-type: none"> ~ send the fox away while everyone in the circle (chickens) decides who the ‘egg’ is ~ the egg is a secret, and the fox is trying to tag the egg ~ the egg cannot be pushed in the middle of the circle to protect, the circle must turn in order to protect the egg from the fox. <p>DEBRIEF:</p> <ul style="list-style-type: none"> ~ Which is harder – being the fox or a chicken? (It’s harder to be a fox.) ~ Raise your hand if you were a successful fox ~ Were you more effective working alone (fox) or in a group (chickens/egg)? <p><i>*Quite often even the fastest people will not be able to catch the slowest runners. Working together is much more productive than working alone. As we do our activities today, focus on working together as a team.</i></p> | | |

Modifications/Differentiations

- I repeat this activity until every person has had a chance to be the fox (small groups of 4-5, so we play 4-5 times)
- I also stop the game after 2-3 minutes or when one fox is successful. It's VERY tiring to be a fox!

Checks for Understanding/Assessment Strategies

- How did the chickens work together to protect the egg?
- How does the fox, egg, chicken analogy relate to teamwork?
 - Using the 'Fox' reference: as I continue the activities of the day, stressing teamwork, if I see someone trying to do it all I like to reference this game and say something like: "Whoa there fox! What is the rest of your team doing?"
- Why is it important to work as a team?