

Learning Objectives

- Students will be able to listen and follow prompts from the teacher.
- Students will be able to move safely in personal and general space.
- Students will be able to differentiate between verbal commands.

Learning Targets

- I can listen and follow prompts from the teacher.
- I can move safely in personal and general space.
- I can decide when to follow the prompt or do the opposite.

Teaching Cues

- Listen carefully to each prompt for what to say and do.
- Be careful of other students as you jump to avoid bumping into them.
- It is ok if you make a mistake, we will keep trying!

PREP

- None

SET

- Students stand in a circle with a few feet of space between them.

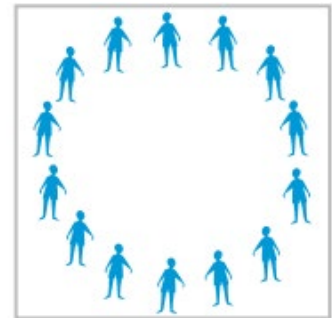
TEACH

1. Lesson Objective

- The object of *As I Say* is to work on listening and following directions by completing the tasks given by the teacher.

2. Instructions

- We will all stand in a circle with a few feet between each other.
- With each round I will share with you what I want you to say and what action you should physically do.
- Be careful of other students jumping too close to you in case they are not able to complete the task correctly.
- *(Repeat each round as several times if desired before moving on to the next round.)*
- **1st Round**
 - I would like all of you to say what I say and then do that same action.
 - *(Say to students, "jump forward".)*
 - *(Students should say, "jump forward" then physically jump forward.)*
- **2nd Round**
 - I would like you to say the opposite of what I say and then physically do the opposite of what I say.
 - *(Say to students, "Jump left".)*
 - *(Students should say, "jump right" then physically jump right.)*
- **3rd Round**
 - I would like you to say what I say and do the opposite of what I say,
 - *(Say to students, "jump right".)*
 - *(Students should say, "jump right" then physically jump left.)*
- **4th round**
 - I would like you to say the opposite of what I say and do what I say.
 - *(Say to students, "jump backward".)*
 - *(Students should say, "jump forward" then physically jump backward.)*



Standards Alignment

Standard 1: Outcome 4

Jumps and lands in the vertical plane using a mature pattern.

Standard 1: Outcome 10

Demonstrates movement with twisting and stretching actions.

Standard 3: Outcome 5

Demonstrates the health-related fitness components.

Standard 4: Outcome 1

Exhibits personal responsibility in group situations.

Standard 4: Outcome 4

Works cooperatively with others.

Standard 5: Outcome 4

Describes positive social interactions with others.

SEL Competencies

Self-Awareness

Self-efficacy

Self-Management

Self-regulation

Relationship Skills

Communication

Reflection Questions

- Were you successful in following the prompts? How did that make you feel?
- What this a challenging activity? Why?
- How does this relate to life and doing the opposite of what you say you will do?

SPARK It Up!

1. Student Choice

- *(Let students come up with different movements to use instead of jumping.)*
- *(Allow different students to be the leader and give prompts to the class.)*

Teaching Suggestions

- Give the instructions several times before the action to make sure students hear and understand the prompt.
- To help students feel successful, repeat the round several times before moving on to the next one.
- Discuss why the activity was challenging and relate it back to how hard it is to be something that you're not or to do something different than what you say.

Integration

As I Say is like another game you have probably played called Simon Says when you have to decide which prompt to follow from the leader. This game is said to date back many centuries and was originally called "Cicero dicit fac hoc" –Latin for "Cicero says do this." Back in Roman times, when the popular statesman Marcus Tullius Cicero said to do something, you did it.

Teacher Reflections
