

Olympic Rock, Paper, Scissors

Grades: 1-5

Objectives:

I will jump up and down with a partner.

I will show my partner rock, paper, or scissors with my feet.

I will play with anyone who asks me to play with them.

SOLs:

1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.

a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.

f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.

2.2 The student will apply the basic movement concepts to change performance of locomotor, nonlocomotor, and manipulative skills.

a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.

3.2 The student will apply movement principles in increasingly complex movement activities.

a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills.

4.2 The student will understand and apply movement concepts and principles in complex motor skills.

5.2 The student will understand and apply movement principles and concepts in complex movement activities.

Materials needed:

Cones, Music

Before the Lesson:

Using cones, divide play space into three equal sections – bronze, silver, and gold. Tell students that metals are awards that athletes receive for getting 1st, 2nd, or 3rd in the

Olympics. The 3rd place metal is bronze, the 2nd place metal is silver, and the 1st place metal is gold. Similar to the athletes, the students' should "Go for Gold."

Direct Instruction:

Playing Rock, Paper, Scissors: Rock, paper, scissors is played between two students. The students begin by facing one another. The students count 1-2-3, jumping up and down for each number (jump-jump-jump). On the fourth jump, the students must use their feet to show rock, paper, or scissors. Rock = both feet together. Paper = feet spread apart (similar to a jumping jack). Scissors = feet spread apart one in front of the other. Rock beats scissors. Paper beats rock. Scissors beat paper.

Show students the bronze, silver, and gold sections of the gym. All students start in the bronze section. If a student wins, he/she advances to the next level (bronze goes to silver, silver goes to gold). If a student wins in gold, he/she wins a gold metal. The student stays in gold until he/she loses (Optional: Have students count how many gold metals they get). If a student loses, he/she moves down a level (gold goes to silver, silver goes to bronze). If a student loses in bronze, he/she stays in bronze. Students should never stand still. There will always be new students moving to the different levels. Students should immediately find someone who is not playing and challenge them. Students are not allowed to turn down a challenge.

Guided Practice:

The teacher demonstrates how to perform rock, paper, and scissors. The teacher asks volunteers to come up and show how to rotate between the levels.

Independent Practice:

Students move to the bronze section of the play space and find someone to challenge. The Olympics begin on the music.

Closure:

Have students discuss how they feel after playing – did their hearts beat faster/slower, did they start to sweat, etc.