

# Evasion Exercise Pinnies™

Item #12447/11997

## What Are the Educational Applications?

While Evasion Pinnies have many uses in your yearly activities, the major applications are in the area of chase-and-flee games. These types of games promote the skills of dodging, feinting (faking), starting/stopping, changing direction, changing speed, spatial awareness, peripheral vision, and others. Skills like these are very important in team sports (i.e. soccer, football, basketball, field hockey, lacrosse, rugby, etc.) individual sports (wrestling, boxing, cross country, track, fencing, etc.) and lifetime activities (mall walking, hall walking in school, and movements in other crowded situations). Tag games are the most popular forms of chase-and-flee activities, but others such as Capture the Flag, Lemonade (from the "New Games" Book), Don't Touch Me, Quick Line-Up, etc. are also excellent. These activities are a great way to teach dodging without the use of human targets. Games such as dodge ball and bombardment, which use human targets, are not recommended by COPEC (Council on Physical Education for Children) in their Appropriate Practices documents, and should be taken out of the yearly curriculum. Games of cooperation and competition are both presented in the activities that follow. Modifications for your groups, class size, and playing area should be made for each game with safety as the key element. In most cases, these are highly active games and should be used in small "doses" with other skill-based activities interspersed throughout the lesson. Many teachers stop using these activities in the elementary/middle school, however tag games for success, fun, and skill development in high school, college, and even with adults can also be very appropriate (in other words, we should never get too old to play and benefit from chase-and-flee games!). These activities are a great "tool" for coaching sports when we use them for skill development, and are a fun break in the practice schedule. Evasion pinnies create a safe skillful avenue for these and other activities.

## Activities:

### Activity #1: One-on-One Tag

Players "face off" against a partner trying to take a flag from each other. When a flag is taken, it is put aside, and the 2 players "re-set" and play Round 2. The player losing all 5 of their flags first simply re-attaches their flags, raises their hand, and finds a new partner with their hand up also. The "winner" re-attaches their 5 flags, puts their hand on their head, and finds another "winner" to play. Variation—In this game, and the ones that follow, the teacher might call out colors and only those flags may be pulled.

### Activity #2: One-on-One-on-One Tag

Three players "face off" and try taking flags from either of the other 2. You may only take one at a time from either of the other 2. If one person runs out of flags (loses all 5), the group of 3 must help each other get all 5 flags back on, and then split up and re-form with 2 new people to continue playing a new game. \*Safety consideration—Have students play within a small grid area.

### Activity #3: Two-on-Two Tag

Two sets of partners face off in teams and try taking flags from the other 2. When a flag is taken, "re-set", "re-think", and "restart" the game giving time for strategy talk in between games. \*For safety reasons, teams should play in a small area (grids work great).

### Activity #4: Multi Rip Off Tag (Competitive Style)

In this game, everyone is on their own, trying to pull flags from others. When a player takes a flag, he/she kneels down on one knee and puts the flag back on their own pinnie. Once replaced, they stand up and continue play. You may not steal from someone kneeling. \*\*\*Safety consideration—Players should walk only while playing (speed walking is acceptable, just no running).

### Activity #5: Multi Rip Off Tag II (Cooperative Style)

Like the competitive game, players may take a flag from anyone. The cooperative game has you then replace the flag on someone else, who has lost one of their flags, while the game continues. This game quickly becomes a slower give-and-take game with students helping each other out. When the teacher says stop, no students should be without more than 1 flag. In other words, if a player in the class has 2 or more flags lost from their pinnie, the class lost! They must try again. Speed walking only! \*Variation—Try the game with no talking. Other forms of communication are acceptable, but don't tell the participants that. Let them discover it on their own.

### Activity #6: Partner Relay Tag

Sets of partners stand together around the outside of a circular playing area. When the game begins, partner #1 goes into the middle, trying to take a flag from anyone else inside the circle. When a flag is obtained, they return to their partner and "tag off", letting partner #2 into the game. The object of the game is to keep replenishing flags with your partner, and end the game with each of you filled up (all 5 flags). If you have extras, that is even better. At the conclusion of the game, partner #1 moves one spot clockwise to a new partner and play begins again.

### Activity #7: Team Color Tag

Put teams of like-colored pinnies together and begin the game with the groups taking flags only from other colors. Teams work together to replenish each other (when a student pulls a flag, they look for a teammate to put the flag back on). The object of the game is to keep everyone on your team with 5 flags. Time should be given at the end of each game for the teams to gather for strategy sessions.

### Activity #8: No Ball Tag

The set up for this game has everyone with an Evasion Pinnie on except for the taggers. There should be 1 ball for every other student. The taggers try to take flags from anyone without a ball in their hands. Therefore, the rest of the class must work together, passing the balls around to keep each other safe from the taggers. This can also be played the opposite way, having the

taggers take flags from those with a ball in their hands. Safety concern—Students must be taught to only throw a ball to someone who is: a) facing them, b) has their hands up to receive the ball, and c) has their “eyes” (they are looking at the thrower before a pass is made).

### Other Activities Using Evasion Pinnies

1. **Flags for Capture the Flag:** Divide the class into 2 teams, each team with their own colored Evasion Pinnies. All players begin with 1 flag only on their pinnie. Teams split up on a large playing field with a center line dividing the space in half. Each team is given 3 objects to place (hide) on their half. The “aim of the game” is to run into the opponent’s half of the field and take one of the “hidden” objects and return it to your side without being caught. While a player is on the opponent’s side of the field, they may be sent back to their own side by having a flag removed by anyone from the other team. They must return to their side without their flag and either: a) look for a teammate who can replace a flag back on their pinnie so that they may continue, or b) take a flag from an opponent who is on their side of the field, and replace it on their pinnie. Players may not venture into their opponent’s side without a flag on their back.
2. **Flag Football Flags:** Simply play football with students being able to stop the ball carrier by pulling one of their flags from the Evasion Pinnie.
3. **Basketball:** To teach students to pass and get rid of the ball quickly, allow defenders to steal a flag from someone holding the ball while playing the game of basketball. This counts as a turnover (the ball must be given to the other team), and a point for your team. If a player loses all of their flags, they must go to their sideline and “replenish” (re-attach 5 new flags) to re-enter the game. Use a bucket on either sideline for players to place stolen flags from opponents. If their team has not captured 5 flags yet, the player must wait and their team plays short until they take 5 flags from their opponents.
4. **Soccer:** Each team has a player without an Evasion Pinnie who runs anywhere on the field while the game is being played and tries to steal flags from opponents. Any combination of flags and goals adding up to 5 (or 10, 12, etc) wins the game. Good flag “stealers” will chase players out of position to allow their team to score easier.

### How Does this Product Relate to Current Educational Thinking?

The Council on Physical Education for Children (COPEC) developed the position statement “Developmentally Appropriate Physical Education Practices for Children”. Twenty-six components of a physical education program have been identified. Developmentally appropriate and inappropriate examples are provided as guidelines for recognizing the best practices (appropriate) and the most counterproductive practices (inappropriate). These guidelines are useful as a decision-making tool for developing quality physical education programs.

### Active Participation for Every Child—Appropriate Practices

- All children are involved in activities that allow them to remain continuously active. Classes are designed to meet a child’s need for active participation in all learning experiences.

### Competition—Appropriate Practices

- Activities emphasize self-improvement, participation, and cooperation instead of winning and losing.

### Gender Directed Activities—Appropriate Activities

- Girls and boys have equal access to individual, partner, small group, and team activities. Both girls and boys are equally encouraged, supported, and socialized towards successful achievement in all realms of physical activities.

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