

Rubber Chickens, Fish & Fabulous Fin and Fowl Fun

Item #791, 8905, 9529, 10645, 10790

What Are the Educational Applications?

FlagHouse Rubber Chickens and Fish are a great way to teach hand/eye coordination, cooperative skills, and creativity through many different patterns of movement. Both objects provide a high tactile feel when they are being manipulated. When using the Chickens or Fish, children are encouraged to be creative within the play format by the stimulation and fun of the different shapes presented to them. Children will attend and stay on task when their imaginations are stimulated through creative play. The use of the Rubber Chickens and Fish in game and toss/catch activities certainly encourage high levels of participation and concentration, plus a whole lot of fun!

The use of high-tactile feeling, visually stimulating objects to teach hand/eye coordination is consistent with current educational principles. Children are experiencing an ever-increasing visually interactive world with the use of evolving technology. Learning experiences must keep pace with the changing environment that children live in or become less effective than they are intended to be. The Rubber Chickens and Fish will enhance tactile-oriented hand/eye coordination skills by providing visual stimulation, high tactile feel for throwing and catching, and will lend themselves to a myriad of creative thematic learning experiences.

How Can I Use Rubber Chickens and Fish With My Students?

The following are some activities that have proven themselves to be successful with elementary students in grades one through five. Some of these activities are adaptable to the middle school student in grades six through eight with the use of more complex tasks or higher-skilled performance objectives.

1. Super Chicken Tag

Equipment needed:

- Four to six foam balls
- Four to six Rubber Chickens
- An open space appropriate for the class size

Designate four to six students as taggers called "Wolves", four to six students as "Super Chickens", and the rest as "Barnyard Chicks". Give the Wolves a foam ball to tag with, and Super Chickens a Rubber Chicken to rescue with which also makes them immune from a wolf's tag.

Barnyard Chicks that are tagged must assume a "rescue me" position (i.e., down on one knee) until a Super Chicken comes by and gives them the Rubber Chicken. The rescued Barnyard Chick will then pop up and yell "I'm Super Chicken" and look to rescue another Barnyard Chick who has been tagged.

Use music such as the "Chicken Dance" or other barnyard-type music to signal GO when the music starts, and STOP when the music is off. The object of the tag game is for the Wolves to tag as many Barnyard Chicks in the allotted time as possible. Teachers should emphasize that in order for the game to continue for the allotted time, the Super Chickens have the responsibility of rescuing all tagged Barnyard Chicks. This is a great way to not only give students hand/eye skills and aerobic conditioning, but to teach that when we give of ourselves, others benefit.

As safety concerns, students should look where they are running (spatial awareness), tag softly, and not throw the Rubber Chicken at anyone. The suggested time for any one set of Wolves to be taggers is two to three minutes.

This game can be used as a warm-up or a stand-alone activity depending upon the grade level and previous experiences with chase-and-flee activities.

2. Cluckers

Equipment needed:

- Six to eight Rubber Chickens
- Appropriate space for chase-and-flee activity for the number of students in the class

This is a classic tag-and-go/chase-and-flee activity. Designate four to six taggers within the class. Give each tagger a Rubber Chicken. On the command GO (or the music starting), the taggers must chase and try to tag another student with the hand not holding the Rubber Chicken. When they tag a student, they must cluck three times (pronounced ba-gurk!), then run away. The person tagged must also cluck three times, then try to find some other student to tag. There are no "tag backs", so the newly tagged student must find someone new to tag. Emphasize tagging with the "open" hand that is NOT holding the Chicken. This activity is a great for a warm up, or as a transition to another part of the lesson.

3. Capture Three Fish and Fowl

Equipment needed:

- A Bucket of Chickens, one Rubber Chicken or Fish for each group
- One plastic hoop per group
- Four small cones
- One large cone per group
- A space appropriate for the number of students

The object of this game is to capture three Rubber Chickens or Fish in your group's hoop. Divide the class into equally sized mixed groups of boys and girls. Place the four small cones in a large square in the center of the room. One Rubber Chicken and/or Fish per group should be placed inside this square. Place a large cone and a plastic hoop in front of each group. Groups are equally spaced around the center square, with about 20' to 30' feet to the center. On the command GO, the first person from each group runs out to the center and picks up ONE Rubber Chicken or Fish and returns it to the group's hoop. The first person then tags the next person (relay style) who then can take a Chicken or Fish from any other hoop without being prevented from doing so. The first group to get three Rubber Chickens or Fish in their hoop at one time wins the game.

A variation of this game more appropriate for the middle school student, would be to have groups of Chickens, Fish, beanbags etc. that are a multiple of three with the matching number of groups.

The object of the game would then be to collect three of a kind in their hoop. This would necessitate the number of groups also being a multiple of three.

4. Jugglin' Chickens

Equipment needed:

- One Rubber Chicken per student
- Space appropriate to toss objects in the air for the number of students in the class

Rubber Chickens make great linear juggling objects. Start with one Chicken in the dominant hand. Grasp the Chicken by the head and toss it so that it does one flip in the air; now try to catch it by the head. Repeat this several times until the student becomes consistently successful. Now repeat the same procedure with the non-dominant hand.

Try a figure-eight toss. Grasp the Chicken by the head with the dominant hand. Begin with the Chicken in the student's dominant hand; toss across the body making the Chicken flip in the center of the toss, and catch the Chicken's head with the non-dominant hand. Repeat the same procedure, but begin with the non-dominant hand. Challenge the students by asking them to count how many successful trips the Chicken makes from the dominant hand back to start. A successful trip is one that does not

include a drop. Adding a second Rubber Chicken to the routine can challenge middle school students. They must follow the same pattern, but the toss must be coordinated between the dominant hand (first toss) and the non-dominant hand (second toss). The pattern sequence is: toss one (dominant), toss two (non-dominant), catch one (with the non-dominant hand), and catch two (with the dominant hand). This will lead the student to the proper sequencing for juggling three objects. It is important that the student learns to look at the center of the figure-eight and not at the ends. Encourage the students to be aware of their peripheral vision, as this will help them to anticipate the path of the Rubber Chicken.

5. Chicken Exchange

Equipment needed:

- One to two Rubber Chickens per student
- A space appropriate for tossing objects in the air for the number of students in the class

Pair students, give them two Rubber Chickens each, and have them find a space where it is safe to toss the Chickens to each other. With the students facing each other, about 3' to 4' apart, have them toss the Chicken from their dominant hand to their partner's dominant hand.

By increasing/decreasing the length of the game play you can meet the fitness needs of the students in the class.

Capture Three Fish and Fowl is a shuttle-type running game. Increasing/decreasing the number of items the students must retrieve allows the teacher to adapt the game to the developmental level of the students.

Jugglin' Chickens, Chicken Exchange, and Flippin' Chickens require students to use the skills of tossing and catching. These three activities allow students to explore self-tossing and catching and partner tossing and catching. Changing the distance that the toss must travel prior to the catch allows for various developmental levels.

Rubber Chicken Balance Challenge offers students an opportunity to explore the concepts of static and dynamic balance. Each activity lists a variety of balance challenges which can become more complex by adding more chickens to balance at the same time or by performing partner balances in addition to balancing chickens.

How Do These Activities Relate to Current Educational Thinking?

The Council on Physical Education for Children (COPEC) developed the position statement "Appropriate Practices for Elementary School Physical Education". Twenty-three components of a physical education program have been identified, and developmentally appropriate and inappropriate examples are provided as guidelines for recognizing best-known practices (appropriate) and counterproductive practices (inappropriate). These

guidelines serve as a useful decision-making tool for developing quality physical education programs. When working with the activities in this Activity Guide, the following document guidelines are supported.

Curricula Decisions—Appropriate Practices

The curriculum includes a balance of skills and concepts in the areas of games, educational gymnastics, and rhythmical activities and dance.

Facilitating Maximum Participation—Appropriate Practices

Teachers organize small games, e.g., 2-3 per team, that allow numerous practice opportunities for children while also allowing them to learn the various aspects of the game being taught.

Equipment is provided to permit active participation and practice for every child. A variety of equipment is selected to accommodate the size, confidence, and skill levels of the children.

Safety

Children should be instructed in the basic safety procedures for throwing and catching various objects. They should never throw an object to someone who is not looking directly at them. Children preparing to catch the object should indicate to the thrower their readiness to receive it by making eye contact, having their hands in a ready position, and giving a verbal cue to the thrower.

At all times, the instructor should be cognizant of appropriate spacing between students, and distances to walls and other obstructions.

All activities comply with the NASPE National Standards and Appropriate Practices Document.



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