

NUMBER CARD TAG

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate safe tagging and controlled movement.
- ✓ **Cognitive:** I will discuss stress management strategies.
- ✓ **Fitness:** I will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe behaviors that enhance the class learning environment.

TEACHING CUES

- ✓ Safe Tagging
- ✓ Maintain Control
- ✓ Actively Engage

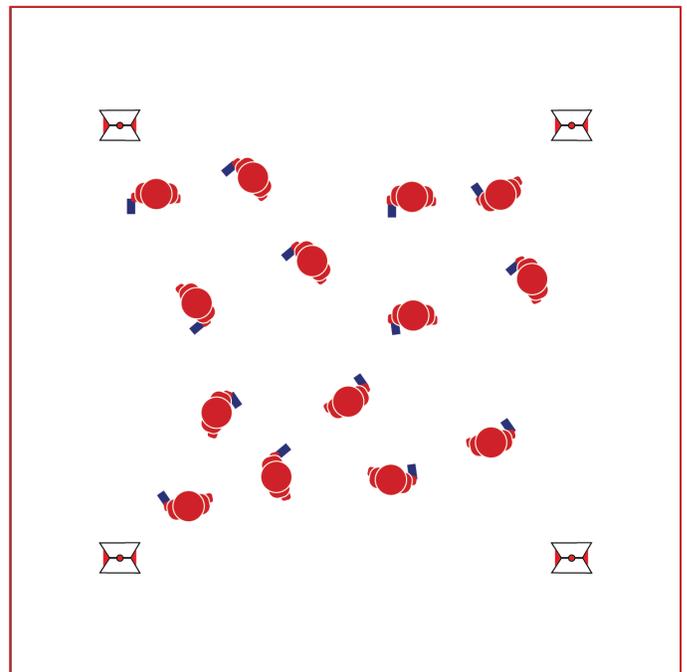
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 deck of playing cards
- ✓ 4 cones with task tents
- ✓ Lap Station Cards

Set-Up:

1. Create a large activity area using 4 cones as boundaries.
2. Place Lap Station Cards in task tents on cones.
3. Distribute 1 playing card per student. Be sure that 2 to 4 students have cards with matching numbers (but different suits).
4. Scatter students in activity area.



Activity Procedures:

1. This activity is called Number Card Tag. We'll start at a speed-walking pace. The object of the game is for the taggers to tag all students, and for those students fleeing to be the final student tagged.
2. I will call out a card number (e.g., 5, Ace, Queen). That call will be the signal for all players holding a card with that number to become taggers. They will work together to tag as many other students as possible.
3. When tagged, move to the perimeter and walk the circuit of Lap Station Cards. At each station card, read and compete the challenge. Then rate your perceived exertion before walking to the next Lap Station Card.
4. When all but 1 player remains in the tag game, we'll reset and I will call a new number.
5. *Note: This game can also be played with students returning to the tag game after completing 1 lap station circuit.*

Grade Level Progression:

- L1:** Increase the pace of the game when students demonstrate safe tagging and fleeing behaviors.
- L2:** Allow students to create new Lap Station Cards.



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UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Use more or fewer taggers to change the pace and dynamics of the activity.
- ✓ Increase or decrease the size of the playing area while also changing the speed at which students can move.

ACADEMIC
LANGUAGE

Actively Engage, Stress Management, Healthy Lifestyle, Perceived Exertion

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1. [H3.L1 & L2]** Demonstrates competency in one or more specialized skills in health-related fitness activities (L1); Demonstrates competency in two or more specialized skills in health-related fitness activities (L2).
- ✓ **Standard 3. [H2.L1 & L2]** Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle (L1); Analyzes and applies technology and social media as tools to support a healthy, active lifestyle (L2).
- ✓ **Standard 3 [H14.L2]** Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (L2).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is stress management?
- ✓ **DOK 2:** What do you know about different stress-management strategies?
- ✓ **DOK 3:** How would you adapt the Lap Station Circuit in order to help our class practice different stress-management strategies?
- ✓ **DOK 4:** Stress management is a skillset that takes practice. Let's develop a practice plan for you to follow at home to improve your stress management skills.

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes: The stress management strategies provided on the Lap Station Cards prompt students to think about and practice relaxation techniques within a dynamic social setting. This is done intentionally in an effort to simulate contexts in which students may find themselves in need of stress management. Although the activity itself should be enjoyable and stress-free, providing this type of practice allows students to develop content fluency in an environment that more closely matches the everyday world of a high school student.