

TAG TEAM SCRAMBLE

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate safe cuts and direction changes in order to flee from the tagger.
- ✓ **Cognitive:** I will apply my knowledge of fitness-related academic language in order to solve the scramble puzzles.
- ✓ **Fitness:** I will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will work hard with a focus on safety.

TEACHING CUES

- ✓ Safe Tagging
- ✓ Stay Alert
- ✓ Rotate Quickly

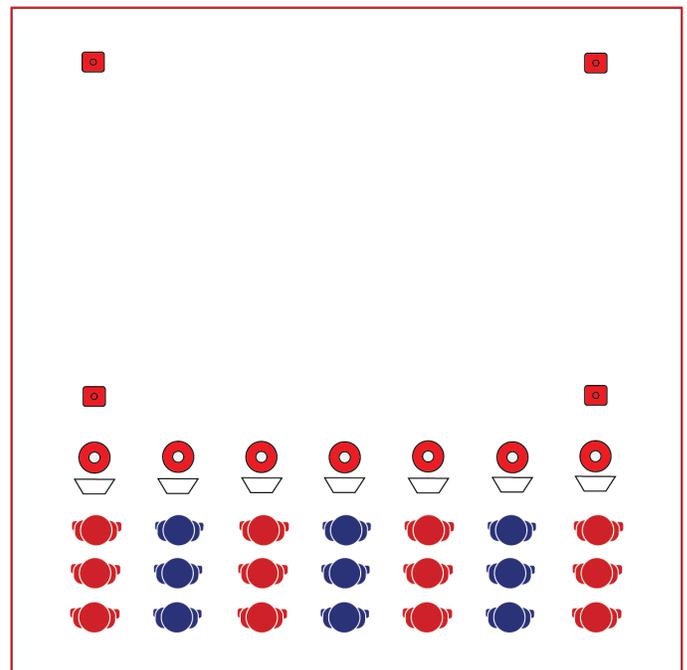
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 low profile cone per team
- ✓ 1 Fitness Scramble Puzzle per team

Set-Up:

1. Create a large activity area with 4 cones.
2. Place low profile cones on the perimeter of the area to create line-markers for each team.
3. Create teams of 3. Each team behind a low profile cone with a Fitness Scramble Puzzle and a pencil.



Activity Procedures:

1. It's time to test our academic language knowledge with a game of Tag Team Scramble. The object of the game is for the fleeing player to avoid being tagged by the tagger. The player waiting to become a tagger will work to complete the puzzle.
2. On the start signal the first player in line will speed-walk into the open space while the second player does 5 jumping jacks. The 3rd player will begin working on the puzzle.
3. When jumping jacks are done, the tagger will speed-walk into the area and try to tag the 1st player. When tagged, the 1st player comes back to the cone and switches with the 3rd player, who then becomes the new tagger. This rotation continues until you hear the stop signal.
4. If a player completes 3 puzzle words before a tag is made, she/he will call out the name of the other players and the team will rotate.
5. If your team completes the puzzle before the game is over, continue playing with the player at the cone doing jumping jacks while waiting.

Grade Level Progression:

L1: Use a blank Heart Rate Information Guide to help the students practice heart rate computations based on their personal information.



TAG TEAM SCRAMBLE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Remove the tagging element. Students move into the area to touch as many spot markers or low profile cones as possible, while their teammate completes 3 puzzle words.

ACADEMIC
LANGUAGE

Exercise Science, Personal Fitness Plan, Active Lifestyle

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 2 [H1.L1]** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (L1).
- ✓ **Standard 3. [H10.L1 & L2]** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity (L2).
- ✓ **Standard 4. [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, use of equipment, implementation of rules) (L1).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is academic language?
- ✓ **DOK 2:** How can you use the academic language of fitness to help you become healthy and active for a lifetime?
- ✓ **DOK 3:** What facts would you select to support the argument that the academic language of fitness and health is important? Why would you choose those facts?
- ✓ **DOK 4:** Using the information learned in physical education class, write a letter to your school board advocating for more quality physical activity opportunities.

TEACHING
STRATEGY
FOCUS

Review content: This exercise is designed to highlight the cumulative nature of the content learned in this module as well as students' expanded physical education experience. The importance of a strong vocabulary in all areas of health literacy cannot be overstated. Taking time to review academic language words can help students see the range and depth of what they've learned over time.