

**CASINO ROYALE**

STUDENT TARGETS

- **Skill:** I will adjust my pacing to maintain a target heart rate.
- **Cognitive:** I will calculate, track, and adjust my heart rate using a heart rate monitor.
- **Fitness:** I will improve my aerobic capacity by maintaining my target heart rate.
- **Personal & Social Responsibility:** I will discuss the health benefits of fitness running.

TEACHING CUES

- Focus on Form
- Adjust Speed and Effort
- Stay Controlled and Consistent

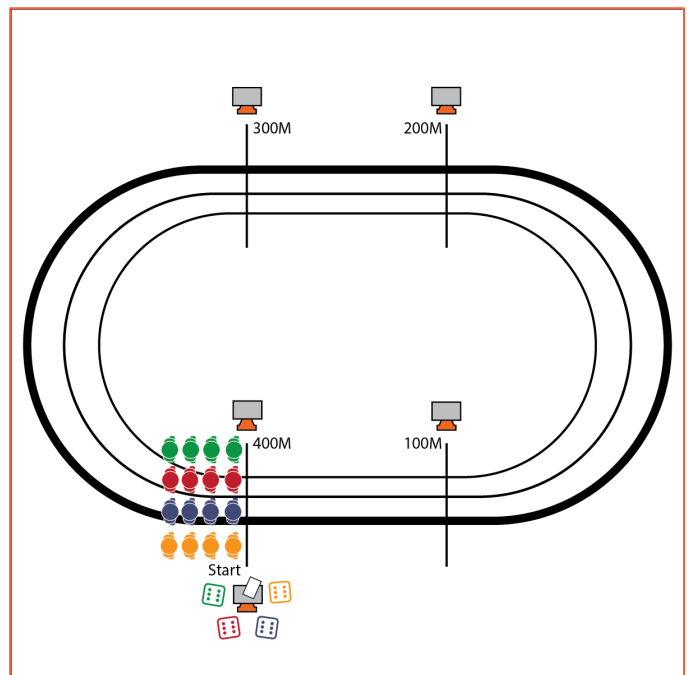
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 die per team
- 7 cones with task tents
- Track Meter Interval Signs
- 1 Casino Royale Scorecard per team
- 1 Fitness Running Portfolio for each student

**Set-Up:**

1. Place cones/task tents and meter-marker signs at each 100M interval.
2. Create teams of 3–6 students.
3. Give each team a die and a scorecard.



**Activity Procedures:**

1. Today’s activity is called Casino Royal.
2. The object of the activity is to collect the greatest number of points as a group. Every 100M interval your group runs is worth 100 points.
3. When you hear the start signal, 1 person from your group will roll the die and then run that number multiplied by 100M. For example, if you roll a 4, run 400M. This will earn your group 400 points.
4. As soon as that group member begins running, the next person in your group will roll the die and take a turn. Continue rotating group members, 1 after the other, until you hear the stop signal. When you’ve finished your running interval, jog at a slow pace back to the starting line, record your score, and then roll again.
5. Continue rolling the die quickly so that all group members are running at the same time.

**Grade Level Progression:**

**L1:** Each teammate will earn 1,000 heart rate points for working in their target zones for more than 50% of the activity time (Heart Health Zone 120–180 BPM).

**L2:** Adjust pace to work at the low end of the target zone for 300M–600M intervals, and at the high end of the zone for 100M–200M intervals.



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UNIVERSAL DESIGN ADAPTATIONS

- Roll odds/evens, with odd numbers representing a 100M run and the even numbers representing a 200M run. As students progress, make these distances longer.

ACADEMIC LANGUAGE

Fitness Plan, Heart Rate, Heart Rate Monitor, Intensity, Pace, Target Heart Rate Zone

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [H10.L1-2]** 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 5 [H1.L1]** Analyzes the health benefits of a self-selected physical activity (L1).

DEBRIEF QUESTIONS

- **DOK 1:** What would you include on a list about pace?
- **DOK 2:** How does pace affect heart rate?
- **DOK 3:** What facts would you select to support the importance of pacing when participating in a 5K fitness running event?
- **DOK 1:** Can you remember the cues for running?
- **DOK 2:** How does running form affect exercise intensity?
- **DOK 3:** How is form related to maintaining running pace?

TEACHING STRATEGY FOCUS

**Help students elaborate on content.** Simply defining pace, form, and intensity should be easy for students. Guide them through the process of elaborating on how these concepts are related and how they impact their running performance. This knowledge can help students understand and work toward improving their form and using a more mindful approach to pacing.