

RENEGADE OUTLAWS

STUDENT TARGETS

- **Skill:** I will demonstrate proper running technique.
- **Cognitive:** I will use breathing strategies for mindfully decreasing my heart rate during rest intervals.
- **Fitness:** I will discuss heart rate recovery as it relates to my personal fitness.
- **Personal & Social Responsibility:** I will use positive language and communication to encourage my teammates.

TEACHING CUES

- Form
- Pace
- Teamwork

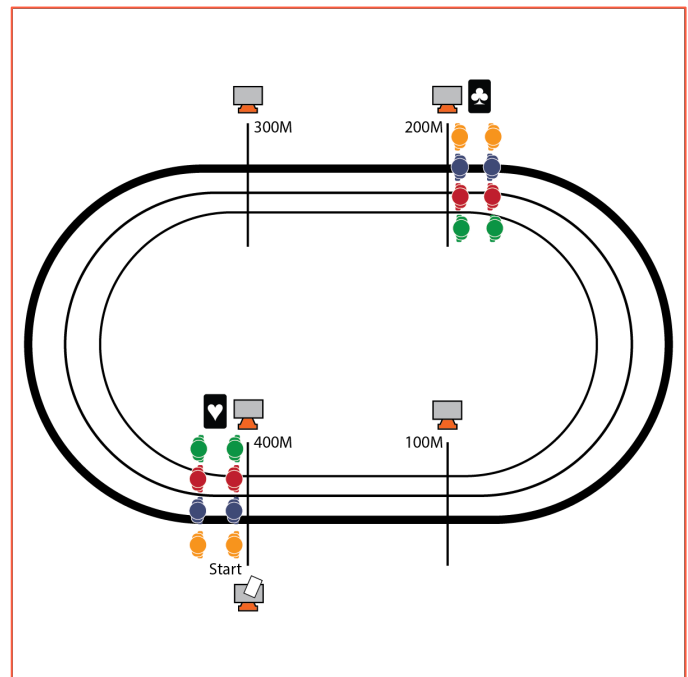
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 2–4 decks of playing cards
- 1 Fitness Running Portfolio for each student

Set-Up:

1. Split the class into teams of 3. Give each teammate a number from 1 to 3.
2. Send teammates 1 and 3 to the starting line. Send teammate 2 to the 200M mark.
3. Place 1 stack of cards at the 200M mark and 1 at the starting line.



Activity Procedures:

1. Today's activity is called Renegade Outlaws. The object of the activity is to score points by collecting as many playing cards as possible from each interval mark. Your team receives points based on the card you draw (3s are worth 3 pts, 10s worth 10 pts, Queens worth 12 pts, etc.).
2. When you hear the start signal, runner 1 will take off from the starting line and run to the 200M mark. S/he will stop there to collect a card and rest.
3. As soon as runner 1 reaches the 200M mark, runner 2 will run from the 200M mark to the starting line, collect a card, and rest. At this point, runner 3 will run to the 200M mark where runner 1 is waiting.
4. Continue running and collecting cards in this pattern until you hear the stop signal. At that time your team will add up the points from all of your cards.

Grade Level Progression:

L1: Run at a moderate pace, focusing on form rather than speed.

L2: Run at a more vigorous pace and add an additional member per team. During each round, designate 1 teammate as the form coach, analyzing form and providing feedback to teammates.



RENEGADE OUTLAWS

UNIVERSAL
DESIGN
ADAPTATIONS

- Split students into groups of 5. 2 students will start at the starting line, 1 at the 100M mark, 1 at the 200M mark, and 1 at the 300M mark. Students will run shorter distances with similar amounts of rest.

ACADEMIC
LANGUAGE

Encourage, Heart Rate Recovery, Mindfulness, Personal Fitness, Positive Language, Technique

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [H1.L1-2]** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L1); Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L2).
- **Standard 3 [H8.L1-2]** Relates physiological responses to individual levels of fitness and nutritional balance (L1).
- **Standard 4 [H3.L1-2]** Uses communication skills and strategies that promote team/group dynamics (L1); Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting (L2).

DEBRIEF
QUESTIONS

- **DOK 1:** What do you know about heart rate recovery? How is it calculated?
- **DOK 2:** How did your breathing affect your heart rate recovery?
- **DOK 3:** Can you formulate a theory for why controlled breathing can affect heart rate recovery? How would you test this theory?
- **DOK 4:** Let's design and conduct an experiment to help examine our theories about breathing's effect on heart rate recovery.

TEACHING
STRATEGY
FOCUS

Help students record and represent knowledge. Take one lesson to allow students to complete DOK 4 above. Begin the process with only a blank sheet of paper, pencil, and ideas. Push students to design the entire experiment, including data collection and reporting design. This process will give students an opportunity to focus on their own personal physiological response to exercise while analyzing the feedback that their body is providing.