

<h2>Moving With Cards</h2>	<p>Time 20 minutes</p>	<p>Facility</p> <p><input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input type="checkbox"/> Outdoors</p>	
<p>Equipment Audio equipment (optional) and two or more decks of playing cards</p>		<p>Physical Activity Level</p> <p><input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous</p>	
<p>Safety</p> <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● If the activity is taking place in the classroom, ensure that there is adequate room for students to stretch and move safely. 			
<p>Warm-up</p> <ul style="list-style-type: none"> ● Have students start by walking on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth. ● Have students gradually increase speed every 30 seconds. Ask them to imagine that they are walking on a beach in deep sand, then walking home from school, then running a race. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Moving With Cards</p> <ul style="list-style-type: none"> ● Have students move around the activity area, using different locomotion patterns and passing playing cards to each other, while music is playing. ● Stop the music every 30 to 45 seconds. When the music stops, the students get into groups based on card numbers (e.g., all the 4s or all the jacks). ● Have each group get together in a safe area and do the activity identified by the suit of the card (see below). Groups perform the activity the same number of times as the number on the card (i.e., 3 times for a 3, 11 for a jack, 12 for a queen, 13 for a king, and 14 for an ace): <ul style="list-style-type: none"> ○ hearts – jumping jacks ○ diamonds – star jumps ○ spades – tuck jumps ○ clubs – knee lifts <p>Activity 2: Rounding Up the Cards</p> <ul style="list-style-type: none"> ● Scatter playing cards from two decks of cards around the middle of the activity area. ● Have students move around the outside of the activity area three times in a variety of ways. Before starting, outline to students the different ways of locomotion (e.g., first lap – jogging, second lap – speed walking, third lap – galloping). ● After students have completed three laps, have them go into the middle of the activity area and choose one card. Students then return to the outside of the activity area and do three more laps. ● Once the numbers on a student's cards total 30 (ace = 14), have the student move to a designated area. The student chooses an activity to do (e.g., jumping jacks). When a new student enters the designated area, he or she chooses a new activity for all the students in the designated area to do. ● Have students continue until all students are in the designated area and have chosen an activity. <p>Cool-down</p> <ul style="list-style-type: none"> ● Have students move slowly (e.g., slow jog, brisk walking) around the activity area. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<p>Variations</p> <ul style="list-style-type: none"> ● Have students do Moving With Cards individually instead of in groups. 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> ● Post a chart or list with a number of different fitness activities that could be used in Moving With Cards. 		<p>Planning Notes and Reflection</p>	