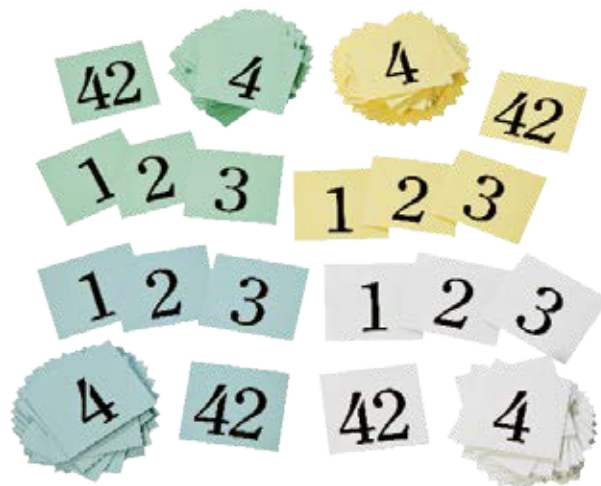


Activity Guide

4-Color Change Up Cards



Overview: FlagHouse and Project Adventure have partnered up to create this unique and exciting cooperative challenge activity. We're confident that your participants will have a blast with Four-Color Change Up Cards!

4-Color Change Up Cards is a great beginning tool that helps students and groups begin to understand the different creativity needed to solve problems quickly and correctly. It's a numbers game...and much more! This four-color set of cards, numbered 1 - 42, is the basis of games, problem-solving activities, and creative thinking challenges. Games can include lining up by numbers, colors, groupings of numbers, color patterns or mathematical facts; and activities based on number facts and secret numbers. Set of 120 cards total, plus instructions.

What Are the Educational Applications?

- A small group challenge that fosters teamwork, risk taking, creativity and problem-solving.
- To solve the 4-Color Change Up Cards tasks, the teams must combine their physical skills with group problem solving and cooperation skills.
- The post activity debriefing is an important part of the learning process.

How Can I Use This Product With My Students?

- **Where:** In a large, safe area, indoors or outdoors.
- **Age:** Grades 5 through 10
- **Group Size:** 24 or more
- **Basic Skills Needed:** Teamwork, cooperative skills, problem solving, trust, communication.

Set Up/Instructions:

- Before performing the activities, first talk about leadership and problem solving.
- Divide the group into four equal groups and have each group become one side of a square formation.
- Hand each line a set of cards with it unique color. Cards should be mixed up and not in order.
- Have each participant take one card, but do not look at the number on the card.
- Collect the extra cards.

The Games/Activities

Activity #1: Line Up in Numerical Order

- a. **NASPE Standards:** 1, 2, 3, 4, 5, 6
- b. **Set Up:** On the "Go" signal have all sides line up in numerical order on their respective side.
- c. **How to Play:**
 - Players may show cards and talk to one another.
 - Check to see which side was done first and second and how long it took the whole group to finish the square.
 - Repeat two or more times.

d. Extensions:

- Limit the time used in lining up.
- Have the players do the activities without talking.
- Do not allow the players to see their own card, but they must rely on others to tell them what number they have.
- Combine no talking with not being able to see your own number to double the challenge.
- Use the higher numbers in the deck of cards.

Activity #2: Card Exchange

a. NASPE Standards: 1, 2, 3, 4, 5, 6

b. Set Up: On the “Go” signal return your group to the correct numerical order.

c. How to Play:

- Have players, without looking at cards, exchange their cards with two or three others in their lines.
- On the signal, again get your team and the whole group back into numerical order on their side of the square.
- Repeat this two or three more times.

d. Extensions: Same as for Activity #1.

Activity #3: Card Line Exchanging

a. NASPE Standards: 1, 2, 3, 4, 5, 6

b. Set Up: Make a square using different color team cards to mix up the sequence.

c. How to Play:

- Have players, without looking at numbers, exchange their cards with three or four players from other teams (colors).
- On the signal have the players now line up with the new cards on the correct color side of the square. This will mix up the lines and teams.
- This will add working with new players of the other teams, while still trying to get the square together properly.
- Repeat two or three more times as a timed challenge.

d. Extensions: Same as for Activity #1.

Activity #4: Long Line Numbers

a. NASPE Standards: 1, 2, 3, 4, 5, 6

b. How to Play: On the signal the teams must line up in numerical order. There will be some doubles and they must stand side by side.

Activity #5: Odd Versus Even

a. NASPE Standards: 1, 2, 3, 4, 5, 6

b. How to Play: On the signal have groups line up in two separate lines of even and odd numbers in order from lowest to highest numbers.

Post-Activity Discussion Questions. Consider debriefing in four groups (ex: the last line or side of the square they were on).

- Was this a cooperative or competitive activity? Or both?
- What strategies did you use to get faster or obtain better results?
- What was the most creative idea?
- How does being creative in problem solving relate to being an effective leader?

Safety Issues & Concerns

- Students need to be aware of one another as to not bump into each other while playing the games.
- Avoid body contact to limit injuries.

Meets These NASPE Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



Used by permission, Project Adventure, Inc. *Adventure Curriculum for Physical Education: High School*, Jane Panicucci et al.