

LESSON 8: DIRECTIONS CHALLENGE 2

Grade-Level Outcomes

Primary Outcomes

Physical activity knowledge: Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)

Fitness knowledge: Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Embedded Outcome

Social interaction: Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

Lesson Objectives

The learner will:

- complete the directions challenge hunt activities with correct form.
- self-monitor and adjust his or her physical activity level to stay in his or her THR zone.
- log and keep track of his or her daily step totals and identify his or her progress or what barriers he faces.

Equipment and Materials

- 1 pedometer per student
- 6 scavenger hunt cards (1 per group of 5 or 6)
- 3 cones
- 5 jump ropes
- 5 stopwatches
- 1 bench or use bleachers or have 5 steppers
- Optional: Music can be used if available outside

Introduction

Let's review your homework. What happens to physical activity levels as we age? Why? What are some strategies you came up with to get your steps while you're at college? Would they be different if you were working? How can you use technology to help you stay active? Today, you will do another directions challenge. I've planned a lot of physical activity and steps. Keep working toward your goals and with your groups. Be sure to monitor your heart rate to see if you are accumulating moderate to vigorous physical activity. Keep logging your daily step and physical activity totals inside and outside of class. We'll start with our usual dynamic warm-up.

Instructional Task: Directions Challenge 2

■ PRACTICE TASK

Students put on a pedometer and get into groups of five or six. Give each group a directions challenge card with a list of activities to complete. This directions challenge takes place on a track and football field (see example). Students work on accumulating steps and time in MVPA. They will log their class time total at the end of class in their personal logs.

Extensions

- Have students create their own directions challenge in small groups, bring them to class, and switch with different groups to complete each other's.
- Add trivia questions to each task related to walking technique, barriers to physical activity, benefits of physical activity, and so on.

Guiding questions for students:

- What other activities might you be able to do while out on a walk?
- When looking over your logs, how are you doing meeting your goals in class?
- What challenges are you facing outside of class?
- How might you overcome any challenges?

Student Choices/Differentiation

- Students can change the space, the activities, and so on.
- Students choose the challenge card.

What to Look For

- Students are working at a moderate to vigorous pace.
- Students are completing activities with correct form.
- Students are monitoring their steps and MVPA with heart rate.

Instructional Task: Cool-Down Stretches

■ PRACTICE TASK

Have students put their pedometers away and come together as a class for a flexibility cool-down routine. Students hold each stretch for 15 to 20 seconds on both sides of the body.

- Quad stretch
- Calf stretch
- Achilles stretch
- Hamstring stretch
- Glute stretch
- Shoulder stretch
- Chest stretch
- Triceps stretch

EMBEDDED OUTCOME: S5.H4.L1. Use the stretching time to lead a discussion about how walking provides opportunities for social interaction and support. Ask students to provide examples from the walking activities they have been doing.

Refinements

- Create partner stretch routines for students.
- Remind students to focus on breathing.

Student Choices/Differentiation

- Students may cool-down with partners or in small groups.
- Students can modify number of repetitions of the exercises as needed.

What to Look For

- Students are performing the flexibility exercises with correct form.
 - Students can discuss ways to include flexibility in their daily physical activity.
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Formal and Informal Assessments

- Daily step logs
- Exit slip: What difficulties did you face in following the route?

Closure

- Be sure to log your class total steps and your average heart rate for today's activities. How many of you think you were doing moderate to vigorous physical activity (MVPA) for the majority of class time?
- How many steps did you take?
- How could you include some of these activities in your day outside of school?
- Could you do something similar to this when out for a walk? Explain.
- Great work today and great effort. I hope you are logging both your daily class and total daily steps and your time in MVPA. Keep tracking your progress toward your goals. Next class, we will be doing a poker walk, and in two classes, a team challenge timed walk for steps.

Reflection

- How well were groups working together to complete the scavenger hunt?
- How engaging were the tasks?
- Would you change any tasks or add any in the future?
- Are students still logging their steps and heart rates both in class and outside of class?
- Review homework sheets to evaluate for any misconceptions.

Homework

Continue to complete step and time logs.

Resources

Darst, P.W. & Pangrazi, R.P. (2009). *Dynamic physical education for secondary school students*. 6th ed. San Francisco: Pearson Benjamin Cummings.

DIRECTIONS CHALLENGE 2

1. Walk two laps in the first two lanes of the track.
2. Go to the end zone and perform three sets of 10 push-ups or modified push-ups.
3. From the end zone, jog to the 50-yard line and perform 25 curl-ups or dead bugs.
4. Jog from the 50-yard line to the other end zone and perform three sets of 20- to 30-second planks, or challenge yourself for longer or with side planks.
5. From the end zone, go to the sideline and walk up the sideline, across the back of the end zone, down the other sideline, and across the second end zone (walk the perimeter of the field) at a moderate pace.
6. At the goal post, perform 30 to 50 step-ups on the step or bench provided, or do high knee marches in place.
7. Walk two laps around the track in the outside two lanes.
8. Walk to the second goal post and jump rope for 1 minute at your own pace, or do ski jumps for 1 minute.
9. End: Meet on the 20-yard line marked with three cones for a class cool-down.

Note: Again, change the order of activities on each card so the whole class is not doing the same activities at the same time.