

LESSON 10: TEAM CHALLENGE WALK

Grade-Level Outcomes

Primary Outcomes

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:

- evaluate his or her goals and adjust as needed.
- manage his or her own steps and heart rate during the team challenge while also supporting teammates.
- strategize how to overcome barriers he or she may face in meeting physical activity goals.

Equipment and Materials

- 1 pedometer per student
- 12 hoops
- 12 poly spots
- 4 hurdles
- 20 small cones
- 6 tires (if available)
- Stopwatch
- 1 index card per team to record and add up steps

Introduction

Today, we will see how you are all doing in meeting your class and daily goals. How many of you are meeting your goals? If you are struggling meeting your goals, why might that be? After you reflect and warm up, you will be walking in a team challenge. You will want to accumulate your own personal steps and moderate to vigorous physical activity, but your totals will count as a team.

Instructional Task: Review of Goals

■ PRACTICE TASK

Students take out their logs and discuss with a partner how they are doing in meeting their goals.

Student Choices/Differentiation

Students may choose to write a reflection on the questions during class in place of discussion.

What to Look For

Students are critically reflecting on their goals and progress to date.

Guiding questions for students:

- Are you meeting your goals? If not, why?
- What barriers have you faced?

- How have you overcome some barriers?
- If you were to set new goals, what would you change and why?
- How might setting goals help you stay physically active in college or your career?

Refinement

Remind students to go beyond reviewing their goals to critically reflecting on them.

Instructional Task: Warm-Up

■ PRACTICE TASK

Students put on pedometers. Place students into their teams for the team challenge walk and do a dynamic warm-up to a pre-determined cone or line. Students take heart rate prior to starting the warm-up.

- Light jog down and back
- High knees down and butt kickers back (repeat)
- Carioca down and back (both sides)
- Light jog down and back

Student Choices/Differentiation

Students may select warm-up exercises from a list.

What to Look For

- Students are performing the warm-up properly.
- Students are working hard enough to get their heart rates up.

Instructional Task: Team Challenge Walk

■ PRACTICE TASK

Place students into teams of four. In their teams, they will complete a 25-minute timed walk on the course, which includes some simple obstacles. The goal of the team challenge is to finish as many laps as possible and accumulate steps. Students log their own steps and MVPA and add up their team's steps to see how they did as a team. They do not have to walk as a team, just score as a team.

Possible obstacles:

- Step through tires or hoops.
- Go through cones.
- Jump over low hurdles.
- Play hopscotch (poly spots).
- Go through set-up hoops.

Extensions

- Extend the length (time) of the walk.
- Vary the obstacles based on equipment available.

EMBEDDED OUTCOME: S5.I4.I.1. Use the guiding questions to discuss and reinforce the opportunities for social support in walking.

Refinements

- Set up the activity as a team race. Time all groups for a specified number of laps or steps.
- Create a team challenge. Groups must stay together to meet goals and complete the course.

Guiding questions for students:

- How can you work toward your goals while also supporting your teammates?
- How might working with others support physical activity behavior?
- Do you prefer to work out with friends or alone?
- How do you know if you are working at a moderate pace?

Student Choices/Differentiation

- Students choose their groups.
- Students may choose to work within their moderate or vigorous target heart rate zones for the lesson. Or they may vary between the two by checking heart rate if wanting to create an interval effect.

What to Look For

- Students are moving at a moderate pace.
- Students are working toward their goals individually and as a team.
- Students can check their heart rates on their own.

Instructional Task: Cool-Down Stretches

■ PRACTICE TASK

As each team completes the timed walk, students add up their team steps and log their individual steps. They then perform a flexibility cool-down routine as a team. 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

Extensions

- Team leaders lead the group through the cool-down.
- Teams select from a list the cool-down activities they will do together as a team.

Guiding questions for students:

- Why is it important to include flexibility work in your daily physical activity?
- How does flexibility help us as we age?
- How does it help with injury prevention?

Student Choices/Differentiation

- Students may stretch on their own.
- Students may stretch as a class.

What to Look For

Students are using correct form in their stretches.

Formal and Informal Assessments

Daily step logs

Closure

- Today, you continued to work on your goals and support team goals. How might working with others support physical activity behavior?
- Do you prefer to work out with friends or alone?
- How could social support help you stay physically active in college or your career?

Reflection

- Were students working toward their goals?
- Could students work on their individual goals and also support classmates (team) in their goals?
- Review step log to check student progress and return.

Homework

- Review your logs and write a short reflection. Are you meeting or working toward your goals?
- Have you faced any barriers toward meeting your goals? Explain.
- What are some strategies you can use to overcome these barriers?
- How might you modify your behavior to meet your physical activity goals?
- Have you exceeded your goals? If so, what might that tell you about the goals you made?
- Discuss how setting goals might help you stay physically active in college or in your career.