

LESSON 7: DIRECTIONS CHALLENGE 1

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 Outcomes

Fitness knowledge: Adjusts pacing to keep heart rate in target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Lesson Objectives

The learner will:

- complete the challenge tasks in a group.
- monitor her or his heart rate and steps to adjust pace as needed.
- discuss and answer challenge trivia related to the benefits of a physically active lifestyle as it relates to college or career productivity.

Equipment and Materials

- 1 pedometer per student
- 6 challenge cards (1 per group of 5)
- 1 pencil per group
- 5 stopwatches
- Question cards and cones for stations (number depends on how many you set up)
- 5 tennis rackets and balls
- 10 soccer balls
- 5 basketballs

Introduction

Today, you will be walking in groups for a directions challenge. The goal is to accumulate steps and work at a moderate heart rate to help you accumulate more time in moderate to vigorous physical activity. The directions challenge walk will have clues, trivia, and activities to complete. Remember to walk at a good pace and to periodically check your heart rate for your log. You will also need to log your steps at the end of class.

Instructional Task: Dynamic Warm-Up

■ PRACTICE TASK

Students put on a pedometer and participate in a dynamic warm-up. All movements are to a specific cone or line.

EMBEDDED OUTCOME: S3.H10.L2 Prompt students to check their heart rates at one or more points during the warm-up to check if they are working at a moderate or vigorous pace (self-management).

- Light jog down and back (at least 24 yards)
- 10 push-ups
- 50-percent run to halfway down, sprint for second half, repeat on the way back
- 10 push-ups
- High knees down and butt kickers back
- 10 push-ups
- Carioca down and back (both sides)
- Light jog down and back

Extension

Repeat or change up the warm-up activities to include sumo squats, lunges, more sprints, and so on.

Refinement

Have students see if they can use their heart rates to track from very moderate to moderate to vigorous intensity.

Guiding questions for students:

What other ways can you warm up before physical activity?

Student Choices/Differentiation

Students may choose alternate exercises from a list.

What to Look For

Students are performing the warm-up with correct form.

Instructional Task: Directions Challenge

■ PRACTICE TASK

Place students into groups of five and give each group a directions challenge card (see example). The goal of the challenge is to follow the map and clues and accumulate as many steps as possible.

Everyone starts from the same place, but the cards are ordered differently so that each group goes to different first clues to prevent congestion.

Refinements

- Create the challenge to have shortcuts (fewer steps) and longer routes to see what choices students make (i.e., do they work on accumulating more steps or completing the tasks?). You could also add roadblocks—if students choose to do a shortcut more than once, they must complete a task before getting their next clue.
- Emphasize working as a team to complete the scavenger hunt. Add some teamwork challenges at each stop.

Extensions

- Set up the course like an orienteering race or a geocaching activity.
- Students create their own directions challenge.

EMBEDDED OUTCOME: S5.H1.L1. The directions challenge cards can prompt students to think about the health benefits of walking. Cards can include questions to answer.

Student Choices/Differentiation

Students may practice reading compasses and maps.

What to Look For

- Students are working together to complete the challenge.
- Students are monitoring their heart rates and steps and modifying their pace as needed.
- Students can answer questions about the importance of a physically active lifestyle.

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

Extensions

- Students lead the cool-down stretching.
- Have students come to class with a new cool-down stretch or activity to share during cool-down.

Student Choices/Differentiation

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

What to Look For

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

Formal and Informal Assessments

- Daily step logs
- Directions challenge cards

Closure

- Today, you worked as a group in the directions challenge walk. As an individual and group, you should have monitored your THR and step totals. Be sure to include those in your logs for today.
- What could you do outside of class to make your walks more interesting?
- What other types of activities are available in the community that include walking and could have you accumulate many steps?

Reflection

- Did students answer the questions correctly?
- Did students monitor and log their steps and check their heart rates on their own?

Homework

Complete the homework question assigned last class. It is due next lesson.

Resources

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

DIRECTIONS CHALLENGE CARD EXAMPLE

Create a directions challenge based on the space and equipment available. Order the activities differently for each group so students are spread out and areas do not get congested.

Start: Write down your warm-up steps and reset your pedometer.

1. Exit the gym and walk to the tennis courts; log your steps. At the tennis courts, use the equipment provided and rally with your group for 2 minutes. Log your steps and put the equipment back as you found it.
2. Leave the tennis courts and walk halfway around the track to the far goal post. Complete 25 jumping jacks and log your steps.
3. Now get back on the track and finish your lap at the next goal post. Log your steps and as a group answer the question posted on the pole.
4. From the goal post, walk to the 50-yard line and perform 25 mountain climbers; log your steps.
5. From the 50-yard line, jog or run to the end zone. Do your best touchdown dance and log your steps.
6. From the end zone, walk up the sideline back to the end zone where you started. At the cone, log your steps and answer the question posted on the cone.
7. Now walk to the soccer field. At the orange cones, grab a ball and dribble the ball alone or with a partner down the field and back. Log your steps.
8. Now walk to the far soccer goal on the field and see how many times in a row you can volley a soccer ball on your body. Try this three times and then log your steps. Be sure to write down your answer to the question posted on the goal.
9. Walk from the soccer goal to the outside basketball courts. At court one, grab a ball and dribble down and do a layup from the foul line. Get your rebound, dribble back to the foul line, and do another layup; log your steps.
10. Walk to court five and do six sprints (half court). Then take one walking lap around the outside of the court back to the basket. Log your steps and answer the question.
11. End: Meet on court three for a class cool-down. What were your individual total steps? What were your group total steps? Be sure to log your total class steps and time in MVPA in your personal log. Were you able to stay in your THR zone? Did you check? When? If you were not in your zone, what could you do next time?

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).