

LESSON 8: DISTANCE CHALLENGE WRAP-UP

Grade-Level Outcomes

Primary Outcomes

Outdoor pursuits: Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)

Fitness knowledge: Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)

Embedded Outcome

Assessment & program planning: Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)

Lesson Objectives

The learner will:

- revisit the distance challenge from previous classes.
- demonstrate knowledge of backpacking and hiking with an end-of-module assessment.

Equipment and Materials

- Pencils and paper
- Physical activity tracking devices

Introduction

For homework, you were supposed to share what you included and what you did not include in your backpacking plan. Did anyone have something they wanted to share from their talks with a relative? Today we are going to finish the module by revisiting the distance challenge we previously completed. Let's see if the fitness activities and goals that we created helped!

Instructional Task: Revisiting the Distance Challenge

■ PRACTICE TASK

In previous lessons students completed a distance challenge and developed realistic fitness goals. Review the scores and goals.

Guiding questions for students:

- Do you think your scores will improve? Why or why not?
- Do you think the goals helped? Why or why not?

Have the class set a class goal for their distance based on their previous data.

Use pedometers or counting of laps around the school campus, a local park, or a track to calculate ultimate distance traveled in one class period. Students total their lap counts and reflect on how far they walked.

Classes can compete for the total number of laps done. Ensure students are being honest in counting laps through either tallies or collecting an item on each lap to prevent cheating.

Extension

Discuss the results with students.

Guiding questions for students:

- Are you happy with the results?
- What are ways to improve your scores?

- How would you modify your goals?
- Do you think you can endure the backpacking trip that you planned in the previous class with your current fitness levels?

Student Choices/Differentiation

Have class totals (not individual) scores posted on schools website.

What to Look For

- Do students understand the importance of attainable goals?
- Are students working to their full potentials?

Instructional Task: Module Test and Reflection Assignment

■ PRACTICE TASK

Have students take the module test.

Extension

Students turn in their activity logs.

EMBEDDED OUTCOME: S3.M16.6. Have students reflect on the activity logs that they have kept throughout the module.

Guiding questions for students:

- Are you surprised by your activity over the module?
- What were barriers to participating in physical activity?
- What are strategies to overcome the barriers?

Student Choices/Differentiation

Have a list of strategies to provide if needed.

What to Look For

- Students participated in the assessments.
 - Students included aerobic activities that will improve endurance.
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Formal and Informal Assessments

- Module test
- Reflection assignment

Closure

Throughout this module you learned about hiking and backpacking. I encourage you to continue your activity logs and strive to achieve your goals to improve endurance and stamina. Remember, backpacking and hiking are great family activities. Hopefully you and your family can participate in them soon!

Reflection

- What was your favorite part of this module?
- Do you believe students are prepared for a hiking trip?

Homework

Review material for the next module.

Resources

Internet keyword search: “goal setting,” “activity logs,” “backpacking,” “hiking”

MODULE TEST

Be sure to read all questions carefully and answer to the best of your ability.

1. Walking helps to improve the physiological function of the
 - a. heart
 - b. lungs
 - c. nervous system
 - d. all of the above
2. If you are exercising less than 60 minutes, then the best option for hydration is
 - a. water
 - b. Kool-Aid
 - c. Gatorade
 - d. juice
3. When walking you should
 - a. walk alone
 - b. wear headphones
 - c. wear dark colors
 - d. walk with traffic flow
 - e. none of the above
4. On an average day, your body loses approximately how many liters of water?
 - a. 2
 - b. 2.5
 - c. 4
 - d. 3
5. Your brain is made up of what percentage of water?
 - a. 50%
 - b. 60%
 - c. 75%
 - d. 85%
6. The Surgeon General says you should exercise
 - a. once a week for 90 minutes
 - b. three times a week for 20 minutes
 - c. seven times a week for 10 minutes
 - d. all day every day
7. Dehydration can occur in
 - a. extreme heat
 - b. extreme cold
 - c. on any average day
 - d. all of the above
8. Can you overhydrate yourself?
 - a. yes
 - b. no
9. Which is not a good walking surface?
 - a. grass
 - b. pavement
 - c. gravel
 - d. extremely uneven rocky surface
10. Who is at the greatest risk of dehydration?
 - a. young children
 - b. older adults
 - c. average people
 - d. everyone
11. List two of the walking safety steps we covered in class.
 - a. _____
 - b. _____
12. Do you think you lead a more active life-style now than you did at the beginning of the unit? Have you seen any benefits of the walking program?

