

## LESSON 5: DISTANCE CHALLENGE

### 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

**Health:** Describes how being physically active leads to a healthy body. (S5.M1.6)

### Lesson Objectives

The learner will:

- demonstrate recognition of the need for healthy activity and choose to complete the distance challenge.
- formulate a plan for accumulating the most steps or greatest distance during the distance challenge.
- set two or three fitness goals for increasing endurance while backpacking and hiking.

### Equipment and Materials

Pedometers or tool/app to track distances

### Introduction

Have students turn in their reflections from their homework. Invite students to share thoughts from their reflections.

*Today is distance day! Each of you will compete for the greatest distance traveled today!*

## Instructional Task: Distance Challenge

### ■ PRACTICE TASK

Use pedometers or counting of laps around the school campus, local park, or track to calculate 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 completed. Ensure that students are being honest in counting laps through either tallies or collecting an item on each lap to prevent cheating.

#### Extensions

- Students use baseline scores to set a goal for the end of the module.
- Students discuss and implement a plan to improve their steps or distance traveled.

#### Guiding questions for students:

Where do you think we could have traveled to if we added all of the class's distance together? Next town, rival school, state capital?

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**EMBEDDED OUTCOME: S5.M1.6.** Discuss with students how being physically active (hiking and backpacking) leads to a healthy body.

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#### Guiding questions for students:

- What type of fitness does this activity build?
- What are the major muscles you used during this lesson?
- If we were backpacking on a trail in the mountains, how would it change the muscles you use?

## Student Choices/Differentiation

Students can choose the pace in which they wish to travel, but pacing will be important to maintain their speed.

## What to Look For

- How far did students travel?
- Did students show strong work ethic and effort throughout the class period?
- Have students complete the rubric.

## Instructional Task: Setting Fitness Goals

### ■ PRACTICE TASK

Discuss with students proper goal setting for fitness goals related to hiking and backpacking.

### Guiding questions for students:

- Why is it important to set realistic fitness goals for hiking and backpacking?
- What can you do to set more realistic goals?
- What are ways to improve your fitness to achieve your goals and make new goals?
- How will you monitor these goals?

### Extension

Have students write two or three fitness goals related to hiking and backpacking.

### Refinement

Make sure goals are realistic and measureable.

## Student Choices/Differentiation

Have examples of realistic and measureable goals.

## What to Look For

Make sure goals

- can be reached in a reasonable amount of time,
- are measurable, and
- are related to hiking and backpacking.

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## Formal and Informal Assessments

Student participation rubric

## Closure

- Do you feel more prepared for hiking?
- Did the distance challenge encourage you to test yourself and put more effort into your workout?

*Tomorrow, we will discuss what you should take on a backpacking trip. Be prepared, and think about the things you can't live without.*

## Reflection

- Are students motivated by class competition?
- Are all students writing measurable goals?
- Do students understand the role of backpacking and hiking with regard to physical activity and being healthy?

## Homework

*Make a list of the items you think are critical for a weekend backpacking trip and bring it to the next class. Do not forget to log any physical activity outside of class.*

## Resources

The Walking Site: [www.thewalkingsite.com](http://www.thewalkingsite.com)

## STUDENT PARTICIPATION RUBRIC

Student name: \_\_\_\_\_

Number of laps/distance traveled: \_\_\_\_\_

Effort: \_\_\_\_\_

- 1: Student put forth little effort.
- 2: Student exerted some effort.
- 3: Student exerted considerable effort.

Cooperation and attitude: \_\_\_\_\_

- 1: Student exhibited poor cooperation and attitude during activity.
- 2: Student exhibited good cooperation and attitude during the activity.
- 3: Student exhibited excellent cooperation and attitude during the activity.