

WALK / JOG SCAVENGER HUNT

STUDENT TARGETS

- **Skill:** I will demonstrate correct running and pacing technique.
- **Cognitive:** I will explore and discuss the positive mental and emotional aspects of fitness running.
- **Fitness:** I will work at a pace that increases my heart rate and will keep it in a heart healthy zone.
- **Personal & Social Responsibility:** I will cooperate with my teammates as we analyze the empowering value of being physically active.

TEACHING CUES

- Stay Together as a Team
- Walk/Talk Jog/Dialog
- Cooperate and Encourage

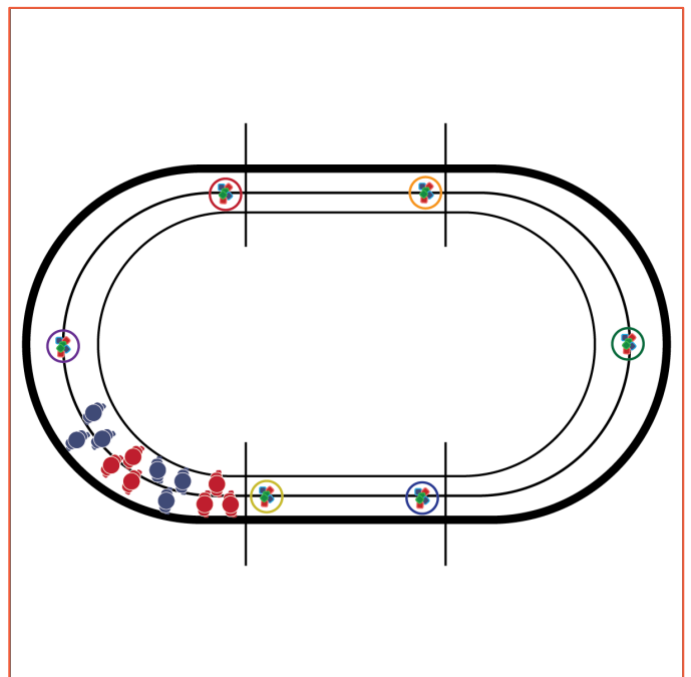
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 6 hoops (6 color set)
- 2 tossable items per student (beanbags, small foam balls, etc.)
- 1 Scavenger Hunt Sheet per group of 3
- 1 pencil or pen per group

Set-Up:

1. Evenly space hoops around the perimeter of the track or running loop.
2. Divide tossable items evenly and place them in the hoops.
3. Create groups of 3 students – each group with a Scavenger Hunt Sheet. All teams begin at the starting line.



Activity Procedures:

1. Today's activity is called Walk / Jog Scavenger Hunt. The object of the activity is to work in teams to complete all tasks on the Scavenger Hunt Sheet.
2. You must stay together and complete all tasks as a team. You must also complete all tasks in order.
3. Once all task are complete, come back to the starting line and discuss the empowerment questions at the bottom of the sheet.

Grade Level Progression:

- 6th: Encourage students to be socially interactive during the activity while finding a pace that elevates HR.
- 7th: Encourage students to use language that provides a positive emotional boost to their teammates.
- 8th: Debrief the meaning of empowerment and discuss the empowering effects of fitness running.



WALK / JOG SCAVENGER HUNT

UNIVERSAL
DESIGN
ADAPTATIONS

- Modify scavenger hunt cards to match the abilities of all members of the class.
- Decrease the distance of the running loop.
- Use spot markers or arrow signs to help students stay on course.

ACADEMIC
LANGUAGE

Cooperate, Emotional Health, Empower, Fitness Running, Heart Rate Zones, Mental Health, Pace, Positive, Value

STANDARDS
& OUTCOMES
ADDRESSED

- **Social Interaction** (6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity. (7) Demonstrates the importance of social interaction by helping and encouraging others and providing support to classmates. (8) Demonstrates respect for self by asking for help and helping others in various physical activities.
- **Personal Health** (6) Describes how physical activity positively impacts the body to promote good health. (7) Identifies and explains the relationship between the five components of health-related fitness and disease prevention. (8) Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.
- **Locomotor Skills** (6) Safely and purposefully uses mature locomotor skills in fitness, and sport environments. (8) Combines locomotor skills with movement concepts in fitness, and sport environments.

DEBRIEF
QUESTIONS

- **DOK 1:** What is mental health? What is emotional health?
- **DOK 2:** How would you summarize the positive effect that physical activity has on mental and emotional health?
- **DOK 3:** What facts or personal experiences would you use to help someone understand the positive benefits of fitness running?
- **DOK 1:** What words and phrases would you include on a list of encouraging language?
- **DOK 2:** How does encouraging language affect a person's emotions?
- **DOK 3:** How is a person's physical and mental performance related to their emotional health?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: Small group / team settings provide important shared experiences with critical content and offer cooperative learning opportunities that deepen student processing and enhance understanding. The walk/talk scavenger hunt format naturally facilitates beneficial collaboration with a focus on content knowledge and cognitive skills.