

THE ADVENTURE MILE

STUDENT TARGETS

- **Skill:** I will demonstrate correct running and pacing technique.
- **Cognitive:** I will complete each of the Adventure Mile challenges through the use of academic vocabulary.
- **Fitness:** I will stay actively engaged and maintain a heart rate in the heart healthy zone.
- **Personal & Social Responsibility:** I will use language that empowers my teammates and will adjust my pace to match my team while offering continuous encouragement.

TEACHING CUES

- Focus on Form
- Find a Pacing Rhythm
- Stick Together
- Stay Positive
- Empower Your Teammates

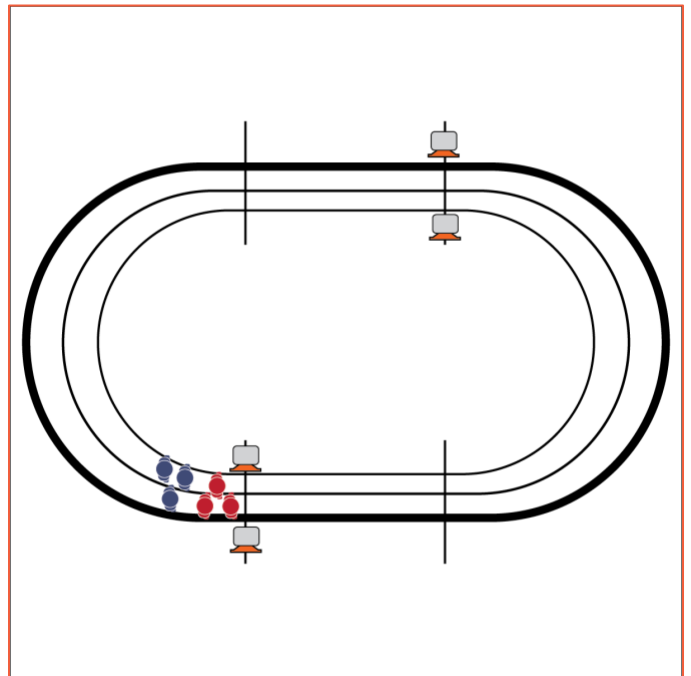
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 cones
- 4 task tents
- 4 Adventure Mile Challenge Cards
- Pens or pencils

Set-Up:

1. Space cones and task tents with Challenge Cards at the start line and 200M mark (cards 1 & 2 at the 200M mark; cards 3 & 4 at the start line).
2. Create teams of 3 to 6 students.
3. Teams begin together at the starting line.



Activity Procedures:

1. Today your team will work together to complete the Adventure Mile. 4 laps (1600M) is approximately 1 mile.
2. Your team will run together. Set a pace that everyone can keep. If someone on your team requires a walking interval, the entire team will walk together until running can resume.
3. All Challenge Cards are numbered. You'll complete them in order 1 through 4. Complete card 1 as soon as you run the first 200M, then finish your first lap and complete card 2 as you come back around. After each challenge is complete, complete another lap before completing the next challenge. Continue until you completed all 4 challenges and 4 complete laps.
4. When your team completes all 4 challenges, pick up a Final Challenge Scorecard and follow the directions given.
5. You have 20 minutes to complete the Adventure Mile. When done, walk and talk with your team.

Grade Level Progression:

6th & 7th: Perform the activity as written.

8th: Allow students to create their own Adventure Mile Challenge Cards based on the module's academic language cards.

THE ADVENTURE MILE

UNIVERSAL
DESIGN
ADAPTATIONS

- Shorten the distance of this challenge. This activity can be done in as little as 1 lap around a running loop.
- Use spot markers or arrow signs to help students stay on course.

ACADEMIC
LANGUAGE

Adjust, Benefit, Community, Empower, Encouragement, Pace, Team, Technique

STANDARDS
& OUTCOMES
ADDRESSED

- **Locomotor Skills** (6) Safely and purposefully uses mature locomotor skills in fitness, and sport environments. (7) Combines mature locomotor and manipulative skills fitness and sport environments. (8) Combines locomotor skills with movement concepts in dance, fitness, and sport environments.
- **Personal Challenge** (6) Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks. (7) Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge. (8) Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.
- **Personal Responsibility & Safety** (6) Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (7) Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (8) Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

DEBRIEF
QUESTIONS

- **DOK 1:** What does empowerment mean?
- **DOK 2:** What do you know about empowerment? Do you have any examples in your life (or in a family member’s life) when you experienced empowerment?
- **DOK 3:** How is physical activity related to empowerment?
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- **DOK 1:** What would you include on a list about the social benefits of fitness running?
- **DOK 2:** What opportunities for social interaction and fitness running exist in our community? Do you feel like you could participate? Why/why not?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: Shared experience and cooperative learning having the power to anchor content in students’ memories and, in this case, reinforce the social benefits of running with friends/peers. Encouraging students to use empowering language with their teammates in a single step in the process. It’s equally important to demonstrate, model, and emphasize the importance of this learning target.