

**S: 5 H: 2 GLO: 9-12 How Far To Mount Katahdin (Part V)**  
**OKLAHOMA ACADEMIC STANDARDS: Physical Education**

Source: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=439#.V5uJvrgrLIV>

<u>Objectives/ Student Targets</u>		<u>Equipment &amp; Technology Needed:</u>
<u>Cognitive:</u> The students will understand the relationship between hiking/backpacking and caloric consumption.		<i>Mount Katahdin Worksheet, calculators per pair, stopwatches per pair, pens or pencils</i>
<u>Affective:</u> The students will develop an appreciation for nutrition planning skills.		
<u>Psychomotor:</u> The Students will work on cardiovascular fitness as they simulate hiking on a trail.		
<u>Academic Vocabulary:</u> Caloric Consumption, Nutrition Planning, Calories, Hiking Etiquette, Hiking Safety		
<u>Introduction / Anticipatory Set:</u>  Have short discussion about hiking and hiking etiquette: It is important to be prepared before hiking. A successful hiker will know where he/she is going, how long it will take, what equipment will be needed, the layout, the dangers and safety precautions to take. Practicing hiking etiquette shows respect for wildlife and other hikers, and it is essential to keeping trails natural and open. What are some hiking experiences you all have had? Discuss hiking etiquette and safe hiking tips including: <ul style="list-style-type: none"><li>• Tote your trash; keep it until you find a trash can.</li><li>• Keep it down; you will see wildlife if the animals don't hear you coming.</li><li>• Stay on the path; you could damage habitat or get into poison ivy.</li><li>• Take only memories (or photos), leave only footprints; please do not pick flowers or remove plants or animals from the trail.</li><li>• Give wild animals plenty of space; use binoculars.</li><li>• Drink plenty of water and use sunscreen.</li></ul>		<u>Classroom Layout:</u>  ¼ mile track or large space with distance marked.
<u>Instant Activity:</u>  Give each student the worksheet to determine how many calories they would burn during a specific hiking trip. They can work alone or in pairs and they will also need a calculator.		

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<p>Worksheet:  <a href="http://www.pecentral.org/lessonideas/middlehigh/katahdinworksheet5.html">http://www.pecentral.org/lessonideas/middlehigh/katahdinworksheet5.html</a></p>	
<p><b><u>Fitness Development:</u></b></p> <p>Improve muscular strength and muscular endurance through strength training exercises  Continue to develop cardiorespiratory endurance through activities that raise the increase the heart rate for a minimum of 30 minutes  Target improved body composition through strength training and cardio work  Improve flexibility through daily dynamic and static stretching routines</p>	
<p><b><u>Lesson Focus:</u></b></p> <p>There are 5 lesson within this hiking unit. The following lesson is lesson #1.  The link provided leads you to the rest of the unit.</p> <p>The Appalachian Trail stretches more than 2,000 miles through 14 states, from Maine's mighty Katahdin to Georgia's forested Springer Mountain. Nearly two-thirds of the US population lives within a day's drive of this continuously marked footpath. Each year, about 2,000 hikers attempt to thru-hike the trail, but <b>only 200 succeed!</b> What we are going to do today is figure out how many steps it would take to get to Maine's Katadhin!</p> <p>Have the students get with a partner and had each partner group the following worksheet:  <a href="http://www.pecentral.org/lessonideas/middlehigh/katahdinworksheet.html">http://www.pecentral.org/lessonideas/middlehigh/katahdinworksheet.html</a></p> <p>They will need to walk 1 lap around a ¼ mile track and count every left footstep. As well as keep track of time. Either with a stopwatch you give them or with their phone. They will then record their results on the worksheet and repeat three times.</p> <p>For each result they will add the 3 results and then divide by three to find the average.</p>	<p><b><u>Teaching Cues:</u></b></p> <ul style="list-style-type: none"> <li>• Load changes</li> <li>• Time increase/decrease</li> <li>• Food selection</li> <li>• Keep track</li> <li>• Find average</li> <li>• Etiquette</li> </ul> <p><b><u>Modifications:</u></b></p> <p>Partner/individual work  Shorten length of walk if needed  Have worksheet available in Spanish or other language</p>

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**Assessment:**

Collect both worksheets from today's lesson. The worksheet from the instant activity as well as from the main activity.  
Grade and hand back at a later date.

**Closure:**

Class Discussion:

How do your caloric needs change as your load and time changes?

What are some good options for nutrition while you are hiking/backpacking?

List at least five hiking etiquette practices.

What are some safety steps in hiking?

What are some of the "don'ts?"