

Idita-Warm-up Activity

Developed by: Terrie Hanke 2006 Teacher on the Trail™

Discipline: Physical Education

Topic: Fitness

Grade Level: Elementary thru High School

Resources / References / Materials Teacher Needs:

Iditarod Trail map; Names of checkpoints; Distances between checkpoints; Trail information; Weather Information. [Iditarod's Guide to the Last Great Race](#) by Iditarod Trail Committee

Lesson Summary: Cover the distance to Nome by counting laps jogged for warm-up as miles. Students decide how many days it will take the class to finish the race. They create a strategy to reach their goal much that same as the mushers do for the race. The class keeps track of their progress on a large wall map. Students give a report each day on the trail conditions, terrain and weather for the portion of the trail that will be covered.

Standard's Addressed: National Physical Education Standards

Standard 3 – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge self-expression and/or social interaction.

Learning objectives: Students will

- 1) warm-up before participating in physical education activities.
- 2) understand the purpose and importance of warm-up activities.
- 3) create the habit of warming up through a fun and enriching experience.

Assessment:

- Whole-hearted participation in warm-up activities.
- Written assessment

Procedural Activities: Prior to Iditarod, students will be assigned preliminary research including 1) winning time of previous Iditarod races using the northern route; 2) time of the last place finisher; 3) the Widows Lamp and 4) the Red Lantern Award. With this information, the class as a whole will set a goal and create a strategy for finishing the race. One lap of the gym equals one mile in the 1049-mile journey to Nome. Divide the actual number of miles by the number of students in the class. That is the number of laps each student will have to do each day for the class to arrive in Nome. Divide the number of laps per student by the number of days it takes to do the Iditarod. The winner will reach Nome in about 9 days. The final musher will reach Nome in about 14 days. Figuring the number of laps each student will have to do each day, consider the following questions. Can we win the Iditarod? Can we finish in the top half? Can we finish before the Red Lantern? Set a goal based on what the students think is realistic. Create a strategy (laps/day/student) to accomplish your goal. This strategy parallels the strategy or plan the mushers create for the race. Of course, there are unforeseen circumstances – students might be absent or unable to participate – which might call for modifying the plan and creating a new strategy. Track the progress of the class on a trail map. Ideally, math classes could create a scaled version of the Iditarod trail on a wall in the gym or a nearby hallway. Students can compare their progress to that of the mushers. Comparing progress to the mushers is easiest if Physical Education meets 5 days/week. With 2 or 3 days of PE per week, your race will be run over a longer period of time but still can be compared to the time of the winning musher. If a large scale Iditarod trail isn't feasible, then a smaller wall map will do. **EXAMPLE:** 22 students in class (1059 miles / 22 students = 48.13 laps) If the class decides to finish in 10 days, divide the number of laps for each student by 10 to come up with the number of laps each student must do each day. (48/10=4.8) Round this up to 5 laps of the gym for a warm-up. Setting a goal of 8 days would require 6 laps. With 22 kids doing 5 laps each day, the class moves 110 miles.

Materials Students Need: Proper clothing and shoes for activity, Internet access weather information, access to [Iditarod's Guide to Last Great Race](#) or other source for trail information.

Technology Utilized to Enhance Learning: Interactive weather tab at Iditarod.com; prior internet research

Other Information: The distance of the race is always over 1,000 miles and 49 is added to signify Alaska, the 49th state. 1,049 miles is a symbolic figure. Miles from Anchorage to the actual restart should not be considered as part of the distance of the race. The northern route is 1059 miles from Wasilla to Nome.

Modifications for special learners/ Enrichment Opportunities: Students might volunteer to jog the laps of physically challenged students who are unable to cover the specified distance. Heart rates and recovery heart rates could be charted during “the race.”

Notes: Time spent each day should be appropriate for warm-up and should not take away from instructional time.