

LESSON 15: COMPARING STEP TOTALS

Grade-Level Outcomes

Primary Outcomes

Physical activity knowledge: Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)

Fitness knowledge: Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Embedded Outcome

Personal responsibility: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)

Lesson Objectives

The learner will:

- maintain a moderate to vigorous pace for the entire 30-minute walk.
- adjust the pace adequately depending on goals and heart rate.
- reflect on the benefits of daily physical activity for college and career productivity.

Equipment and Materials

- 1 pedometer per student
- Stop watches

Introduction

This is the last day you will need to log your class and daily step totals. What are the benefits of walking? Did your moderate to vigorous physical activity behavior change throughout this module? Did you meet your goals? Today, you will participate in a 30-minute timed walk. This walk will be used to compare your step totals from Lessons 6 and 11 to this lesson. You will then reflect on the module and your goals as a whole. Remember to check your heart rate to stay in your target heart rate zone. You may walk or run.

Instructional Task: Review and Warm-Up

■ PRACTICE TASK

Ask students to think about their goals and how their physical activity behavior may have changed during this unit. Have them think about the step totals they had in Lesson 6 and how many they hope they have today.

Then students put on a pedometer and participate in a dynamic warm-up.

EMBEDDED OUTCOME: S4.H1.L1. Prompt students to check their heart rates at one or more points during the warm-up to check if they are working at a moderate or vigorous pace (self-management).

- Light jog down and back
- 10 push-ups
- High knees down and butt kickers back
- 10 push-ups
- Carioca down and back (both sides)
- Light jog down and back
- 25 curl-ups

Guiding questions for students:

- Do you do any strength activities outside of class?
- What types of activities do you do?
- Any flexibility activities?

Student Choices/Differentiation

- A student volunteer can lead the warm-up.
- Students may change up the activities.
- Students may change the number of repetitions.

What to Look For

- Students are critically reflecting.
- Students are performing the warm-up with correct form.

Instructional Task: 30-Minute Walk

■ PRACTICE TASK

Students participate in a 30-minute walk to see how many steps they can accumulate. They should be checking their heart rates on their own throughout the activity to be sure they are working at a moderate rate. This is the final walk to address the students' goals. Students will be able to compare their 30-minute walk step totals and mileage from Lessons 6 and 11 to this lesson.

The timed walk could take place on the track, if need be, or create a large lap area on campus in field space to change it up. If a park is nearby, you can complete a community walk.

Be sure students log their final class and daily steps on the logs they created. They will hand them in with their reflection questions next class.

Guiding questions for students:

- In what other ways will you use your target heart rate zone to participate in moderate to vigorous physical activity?
- How can you continue to track your daily physical activity levels?
- What type of new goals will you set to maintain an active lifestyle?

Student Choices/Differentiation

- Students may walk or run.
- Students may choose to complete the walk on the track or another course.

What to Look For

- Students are using their THR zones to adjust their pace.
- Students can walk with a good pace for the entire 30 minutes.

Instructional Task: Cool-Down Stretches

■ PRACTICE TASK

Have students come in from the 30-minute walk and stretch out. Students hold each stretch for 15 to 20 seconds on both sides of the body.

- Quad stretch
- Calf stretch
- Achilles stretch
- Hamstring stretch
- Glute stretch

- Shoulder stretch
- Chest stretch
- Triceps stretch

Guiding questions for students:

- When creating physical activity goals, how can you include flexibility?
- What type of flexibility will benefit you most and why?

Student Choices/Differentiation

Students select the order of stretches.

What to Look For

- Students are performing the stretches with proper alignment.
- Students are holding the stretches.
- Students' range of motion has improved over the course of the module.

Formal and Informal Assessments

Step logs with reflections

Closure

- Today concludes our walking module. How many of you had higher step totals today compared with Lesson 6 or Lesson 11? Both?
- Why do you think that is?
- What are the health benefits of walking?
- Remember that as we age, many adults get their physical activity from walking.
- How can you participate in physical activity by walking in your community?
- What is available? (Answer: hiking, golfing, parks, and so on)
- You have homework questions to reflect on the module and your goals, daily steps, and physical activity. Your homework is due next class. We will also have a test on the knowledge you have learned during this module.

Reflection

- Did students know the benefits of walking?
- Did students know what activities are available in their communities?

Homework

For next class, review your walking unit and step logs to answer the following questions.

1. What day did you have the highest step counts in class? Why do you think that is?
2. What day did you have the lowest step counts in class? Why do you think that is?
3. What were your highest and lowest step-count days outside of class? Are these the same as the in-class days?
4. Add up your weekly step totals. Approximately how many miles or kilometers did you walk during this module?
5. Overall, were you able to increase your daily MVPA? Explain.
6. If we were to do this module again and set new goals, what would you change and why?
7. What technologies and strategies will you use to stay physically active in college and/or your career?