

LESSON 1: INTRODUCTION TO FITNESS WALKING

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 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:

- demonstrate good walking technique.
- discuss the benefits of walking.
- estimate number of steps per mile.

Equipment and Materials

- Pedometers (1 per student)
- Task sheets (1 per student)
- Stopwatch

Introduction

Today, we begin our walking unit. You will learn about the benefits of walking and how to keep track of your steps and your daily moderate-to-vigorous physical activity through heart rate. We also will evaluate the local environment for walking and hiking access. The goal of this unit is for you not only to accumulate physical activity during class but also to use technology and heart rate to set goals and modify your daily step and physical activity totals.

Instructional Task: Discussion and Walking Technique

■ PRACTICE TASK

Prompt students with questions and trivia about the benefits of walking.

Describe correct walking technique and why it is important.

Preparation Phase

- Stand tall (head to ankle alignment).
- Pull shoulders back.
- Tighten abdominal muscles.

Execution

- Step forward.
- Heel strikes first (45 degrees).
- Toe pushes off.

Follow-Through

- Swing arms in opposition to legs.

Have students pair up and walk for 25 steps, analyzing each other's technique for two or three trials using the walking technique checklist.

Extensions

- Provide scenarios of various technique and gait issues, and have partners describe missing elements or those that need refinement.
- Have students walk at a slow pace, normal moderate pace, and fast pace to see if their technique changes

EMBEDDED OUTCOME: S4.H1.L1. Students use the partner analysis feedback to modify walking pattern as appropriate.

Guiding questions for students:

- What do many adults do for physical activity?
- Why do you think walking is a popular lifetime activity for adults?
- What are at least three health benefits of walking moderately 30 minutes a day?
- What are some possible barriers to walking for physical activity?
- How can you add walking activities to your day to increase your overall physical activity outside of PE class?

Student Choices/Differentiation

Students choose partners.

What to Look For

- Students are using proper technique.
- Students are aware of the benefits of walking as a physical activity:
 - Noncompetitive
 - Does not require a lot of skill
 - Good way to increase heart rate and maintain target heart rate
 - Does not cause much impact on joints
 - Reduces stress
 - Can help prevent injuries

Instructional Task: Introduction to Pedometers

Note: If pedometers are not available, you can tie walking directly to heart rate and design the module to work on keeping within a moderate target heart rate zone (50 to 70 percent).

■ PRACTICE TASK

Practice reading the pedometers and resetting them.

Students put their pedometers on and reset them. They perform the tasks on the guided discovery pedometer task sheet.

Refinements

- Students should position the pedometer between the hip and navel. They may need to adjust alignment and experiment with counting their steps to find the most accurate spot to clip and wear the pedometer.
- Remind students to walk at typical pace and stride.

Guiding questions for students:

- How does the pedometer register steps?
- Why might the pedometer register more or fewer steps than the number taken?

Student Choices/Differentiation

Students may walk 25, 50, or 100 steps and then check the pedometer.

What to Look For

- Students are checking the placement of their pedometers.
- Students are getting accurate step counts.

Instructional Task: Estimating Steps and Time

■ PRACTICE TASK

Have students guess how many steps and how many minutes it will take them to walk a mile (four laps). Students reset their pedometers to zero and walk four laps (roughly 1 mile) to get their actual step counts and times.

If you have no pedometers, have students take their heart rates at the end of each lap and estimate time and pace.

Extension

Students walk one lap and record steps and time, using results to estimate four-lap steps and time. Then, they reset pedometers and walk four laps, and compare the four-lap step count and time to their estimates. Students note how accurate their estimates were and discuss why the estimates were off, if they were.

Refinements

- Remind students that the pedometer must be placed properly and not tilted to get the most accurate count.
- Emphasize walking at a natural pace and stride.

Guiding questions for students:

- How many steps do you think you take in a day?
- How could you increase the number of steps you take daily?

Student Choices/Differentiation

Students may choose to walk one, two, or three laps (or change to yards on a football field) and then multiply as necessary for steps and time to estimate approximately 1 mile (four laps).

What to Look For

Students can estimate step and time counts for 1 mile fairly accurately.

Formal and Informal Assessments

- Informal walking technique checklists
- Pedometer task sheets

Closure

- What are the health benefits of walking for physical activity?
- Describe the phases of good walking technique.
- How can pedometers help promote walking or change physical activity behavior?
- How many miles or kilometers would you need to walk to complete 10,000 steps a day?
- How can you increase your walking activity outside of school?
- Nice work today. We will continue to work on walking and add in heart rate to measure physical activity levels.

Reflection

- Did students know the benefits of moderate walking?
- Did students understand how pedometers work?
- Did students know how to estimate steps, mileage, and time?
- Review pedometer task sheets and walking checklists.

Homework

- Look up and describe the information about taking 10,000 steps a day.
- Is this different depending on your age? Gender? How so? Explain.
- Due next class period.

Resources

Pangrazi, R.P., Beighle, A., & Sidman, C.L. (2007). *Pedometer power: Using pedometers in school and community*. 2nd ed. Champaign, IL: Human Kinetics.

Walking Connection: walkingconnection.com/fitness-walking-technique-and-form/

SparkPeople: www.sparkpeople.com/resource/fitness_articles.asp?id=1220

Health and Style: healthandstyle.com/fitness/how-to-walk-with-good-posture/

Internet keyword search: “pedometers,” “step count,” “proper walking technique”

WALKING TECHNIQUE CHECKLIST

Name: _____ Partner: _____

Technique	Trial 1		Trial 2		Trial 3	
	Y	N	Y	N	Y	N
Preparation phase:						
Stand tall (head-to-ankle alignment)	—	—	—	—	—	—
Shoulders back	—	—	—	—	—	—
Abdominals tight	—	—	—	—	—	—
Execution:						
Step forward	—	—	—	—	—	—
Heel strikes first (45 degree)	—	—	—	—	—	—
Toe pushes off	—	—	—	—	—	—
Follow-through:						
Arms swing in opposition to legs	—	—	—	—	—	—

Feedback for partner: _____

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics). Based on Pangrazi, Beighle, and Sidman 2007.

PEDOMETER TASK SHEET

Put your pedometer on, and be sure to reset it to zero. Check to see that you have placed the pedometer correctly and closed it securely.

1. Walk (be sure to count to yourself) 50 steps at your normal pace in a straight line. Try not to let your counting change your normal gait or pace. After the 50 steps, open the pedometer carefully and record how many steps it registered on the line below. Repeat two more times.

2. Number of steps recorded: 1) _____ 2) _____ 3) _____

3. Did your pedometer record more, fewer, or the exact number of steps across the trials? Explain: _____

4. Why might the pedometer have registered a different number of steps than you counted (50)? _____

5. Now think about walking a mile on the track. Estimate how many steps and how long you think it will take you to walk four laps (roughly 1 mile) at a moderate pace.

a. 1-mile step-count estimate: _____

b. 1-mile walk-time estimate: _____

6. Be sure that your pedometer is reset at zero and close it securely. Now, walk four laps for time and for actual step count. Once you finish your mile, step off the track and record your final step count and walk time.

a. Actual 1-mile step count: _____

b. Actual 1-mile walk time: _____

7. Did you overestimate or underestimate your step count? _____
Your time? _____

8. What was your step-count difference? _____ Time difference? _____

9. Please reflect on this activity. Were you surprised by how close or how far off your estimates were? What factors might have played a role in your actual step count or mile time? What did you learn from this activity?

10. Add up all the steps you took in class today. How many total steps did you record? _____
11. Now estimate how many miles you would walk if you completed 10,000 steps. _____
12. Homework: Look up information about taking 10,000 steps a day. Does it differ depending on your age? Gender? Explain.
