

# LESSON 9: FITNESS WALKING

## Grade-Level Outcomes

### Primary Outcomes

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

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

### Embedded Outcomes

**Fitness knowledge:** Adjusts pacing to keep heart rate in target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

**Self-expression & enjoyment:** Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

## Lesson Objectives

The learner will:

- walk at a moderate pace during the poker walk.
- monitor and log her or his daily step totals.
- follow the rules of the poker walk.

## Equipment and Materials

- 1 pedometer per student
- 1 envelope per pair
- 6 to 10 decks of cards
- Poker score sheets
- 5 cones

## Introduction

*After the warm-up today, you will be doing a poker walk with a partner. The goal is to walk at a moderate rate and accumulate steps. As you walk, you will draw cards at different stations, trying to draw the best hand. We will play a few rounds of poker walk with different poker goals, such as low score and high score.*

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

Students put on a pedometer and participate in a dynamic warm-up. All movements are to a specified cone or line.

**EMBEDDED OUTCOME: S3.H10.L2.** Prompt students to check their heart rates at one or more times 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
- 50 percent run to halfway down, sprint for second half, repeat on the way back
- 10 burpees
- High knees down and butt kickers back
- 10 curl-ups
- Carioca down and back (both sides)
- 10 curl-ups
- Light jog down and back
- 10 lunges

## Extension

Repeat or change up the warm-up activities to include sumo squats, lunges, more sprints, and so on.

## Student Choices/Differentiation

Students may choose to do push-ups or curl-ups at the end.

## What to Look For

Students are performing the warm-up activities properly.

## Instructional Task: Poker Walk

### ■ PRACTICE TASK

Students walk in a designated area (a track or create a large walking area for students). Set out cones throughout the walking area where students pick up a card without looking at it and put it in their envelope for their poker hand. Students pick up only one card at each stop.

Round 1: Look for the high poker hand.

*Note:* Have different decks at each stop so you know students picked up cards at each area and not just one, or mark the cards to distinguish which stop they came from. If you are worried about students looking for cards they want, wait until all cards are drawn to state what the goal is for the round (e.g., high poker hand).

## Extensions

- Round 2: Look for the low poker hand.
- Round 3: Add a wild card.
- Round 4: Add a draw at the end (students can look at their hand and choose whether to discard and draw one card).

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**EMBEDDED OUTCOME: S5.H3.1.1.** Have students discuss whether they found walking more enjoyable when they added the poker game to it. Ask them to think of other things that make walking enjoyable.

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## Student Choices/Differentiation

Students may complete this activity in small groups, as a team, or individually.

## What to Look For

- Students are walking at a moderate pace between poker stops.
- Students are choosing just one card.

## Instructional Task: Cool-Down

### ■ PRACTICE TASK

As students come in with their poker hands, prompt them to stretch on their own. Remind them to stretch the major muscle groups and to breathe and hold stretches for 15 to 20 seconds.

## Extensions

- From a list of muscular strength and endurance and flexibility activities, allow students to choose two of each to do.
  - Provide a list and allow students to work independently (or with a partner) on the list.
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## Formal and Informal Assessments

Daily step logs

## Closure

- Today, you continued accumulating steps and moderate to vigorous physical activity in our walking module. Be sure your logs are complete and up to date.
- Bring your logs to class next time for a check-in on your progress toward your goals. Be sure your logs include class physical activity and overall daily physical activity.

## Reflection

- Did students walk at a moderate pace during the poker walk?
- Were students able to manage not looking at their cards?
- Were students logging their daily steps and MVPA?

## Homework

Make sure your daily logs are up to date and bring them with you next class.

## Resources

Darst, P.W. & Pangrazi, R.P. (2009). *Lesson plans: Dynamic physical education for secondary school students*. 6th ed. San Francisco: Pearson Benjamin Cummings.