

LESSON 6: STEP COUNT

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

Embedded Outcomes

Physical activity knowledge: Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)

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)

Lesson Objectives

The learner will:

- evaluate SMART goals.
- walk for 30 minutes and track his or her heart rate on his or her own.
- modify his walking pace to meet his or her goals and maintain a moderate THR.

Equipment and Materials

- Pedometers (1 per student)
- Stopwatches (5) for students who do not have watches to take heart rate, or set up a station where students can check heart rate
- Students' log sheets

Introduction

Today, you will continue walking and review your step and physical activity goals. Please get out your homework to discuss. What are some of the common barriers high school students might face related to obtaining their daily moderate to vigorous physical activity? What are some ideas you have for overcoming those barriers? Do you think some of these barriers are the same for college students and career professionals? Now think about your goals and your plan for meeting your goals. You will share these with a partner so you can evaluate each other's goals and provide constructive feedback. Make sure your partner has SMART goals. What are SMART goals again?

Instructional Task: Review of Goals

■ PRACTICE TASK

Have students pair up or get into small groups. They should have their homework and their goals. Students switch goals with a partner for review; they discuss whether the goals are SMART, why they set the goals they did, how they plan to meet them, and some of the barriers they may face and how they hope to overcome them.

EMBEDDED OUTCOME: S3.H5.L2. Have students think about a variety of factors, such as financial, family commitments, and accessibility, when identifying barriers.

Guiding questions for students:

- What are the elements of SMART goals?
- Does your partner's plan match her goals? Are her goals realistic?

Student Choices/Differentiation

Put students with similar goals in the same group.

What to Look For

- Students can pick out the elements of SMART in their partners' goals.
- Students can evaluate goals critically.

Instructional Task: Warm-Up

■ PRACTICE TASK

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

EMBEDDED OUTCOME: S3.H10.L2. 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
- 50 percent run halfway, sprint for second half, repeat on the way back
- High knees down and butt kickers back
- Carioca down and back (both sides)
- Light jog down and back

Extension

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

Guiding questions for students:

- When should we do dynamic warm-ups in place of static stretching? Why?
- If you were working on increasing flexibility, what type of flexibility would be best to do daily?
- When should we perform flexibility tasks?

Student Choices/Differentiation

Students may choose dynamic warm-up exercises from a list.

What to Look For

- Students are performing the dynamic warm-up with correct form.
- Students can evaluate their heart rates on their own during the warm-up.

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. Students can work toward some of their goals by increasing steps or trying to do so many laps within the 30 minutes.

The timed walk can be on the track if need be, or a large lap area can be created on campus in field space to change it up.

Be sure students are logging all their daily steps in class and outside of class on the logs they created.

Extensions

- Ask students to count how many of certain types of trees, plants, birds, and so on they see during their walk. Or have them count cars, people, teachers, and friends.
- Create a walk bingo card.

Guiding questions for students:

- Are you better able to feel when you are in your target heart rate zone?
- What other activities can you do at home to help you meet your goals?

Student Choices/Differentiation

- Students may walk or run.
- Students may use walking poles or sticks.
- Students may choose to walk on a track or another course instead.

What to Look For

- Students can stay in their THR zones for the entire 30 minutes.
- Students can self-manage the time to work on goals.

Instructional Task: Strength Activities and Cool-Down

■ PRACTICE TASK

Students do the following for a specific time or a specific number:

- Planks (elbows or straight arm) or side planks
- Mountain climbers or burpees
- Body-weight squats or wall sits or lunges

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

Refinement

Have students set goals for strength exercises and flexibility to work toward.

Extension

Have students create their own cool-down with strength and flexibility criteria in small groups, and then each day students lead each other through the cool-downs they developed.

Guiding questions for students:

- What type of stretching are we doing?
- When is static stretching most beneficial?

Student Choices/Differentiation

- Students may modify the number of repetitions if needed.

What to Look For

Students are performing both strength activities and stretches with correct form and proper alignment.

Formal and Informal Assessments

- Daily step logs
- Goal sheets

Closure

- Today, you reviewed your SMART goals and also worked on accumulating steps and moderate to vigorous physical activity during your 30-minute walk.
- How many steps did you get today during class?
- How will this help with your daily goals?
- What are some things you have planned for your goals outside of PE class?
- What is the difference between the warm-up stretches we did and the cool-down stretches?

Reflection

- Were students able to evaluate SMART goals and plans?
- Could students manage taking and logging their heart rates on their own without being prompted?
- Could students recall the different types of stretching and when and why to use each?

Homework

- Physical activity decreases significantly as we get older. The first large decrease in physical activity occurs after high school. What are some of the reasons physical activity behavior decreases after high school and during college?
- Explain the benefits of walking at a moderate level (THR zone) and how as a college student you could use walking to accumulate the daily MVPA recommendations.
- What technologies and other resources might support or motivate you to be physically active in college? Explain. Due in lesson 8.

Resources

Internet keyword search: “fitness walking,” “MVPA,” “target heart rate”