

LESSON 11: TIMED WALK

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)

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)

Embedded Outcomes

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

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

Lesson Objectives

The learner will:

- walk for 30 minutes and manage to track his or her heart rate on his or her own.
- modify his or her walking pace to meet his or her goals and maintain a moderate THR.
- discuss strategies for overcoming barriers to participating in physical activity outside of class.

Equipment and Materials

- 1 pedometer 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, we are checking in again on goals and step totals. You will complete a 30-minute timed walk on a course set up on campus. You will walk for 30 minutes at either a moderate or vigorous pace. Remember, you are working on your step goals and daily moderate to vigorous physical activity goals. Don't forget to check whether you are in your target heart rate zone. You can walk or run. Be sure your logs are up to date with your reflections. I will be collecting your homework.

Instructional Task: Review and Warm-Up

■ PRACTICE TASK

Have students sit with a partner and review their homework. Then bring everyone together to discuss the reflection questions as a class.

EMBEDDED OUTCOME: S4.H1.L1 Discuss common barriers to participating in physical activity and how to modify behavior to overcome barriers.

Guiding questions for students:

- What barriers did you and your partner both list?
- What barriers did your partner have that you did not think of?
- What suggestions did you come up with for how to eliminate or minimize barriers?
- Why is it important to understand the barriers we might face when living and participating in a healthy, physically active lifestyle?

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.

- Light jog down and back
- 15 push-ups
- 50-percent run to halfway down, sprint for second half, repeat on the way back
- High knees down and butt kickers back
- 20 curl-ups
- Carioca down and back (both sides)
- Light jog down and back

EMBEDDED OUTCOME: S3.H10.1.2 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).

Extension

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

Student Choices/Differentiation

Students can volunteer to lead the warm-up.

What to Look For

- Students completed their reflections.
- Students are completing activities properly.
- Students can evaluate their heart rates on their own during the warm-up.

Instructional Task: 30-Minute Timed 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 will be on a large lap area on campus to change it up.

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

Extension

If there is a local park nearby, have a walk at the park or a community walk.

Student Choices/Differentiation

Students may choose to complete the timed walk on the track.

What to Look For

- Students are walking at a moderate pace.
- Students are checking heart rate to stay in their THR zone.
- Students are working toward their goals.

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:

- What is the difference between the warm-up stretches we did and the cool-down stretches?
- What other activities are you doing at home to help you meet your physical activity goals?
- Do they include strength and flexibility?

Student Choices/Differentiation

- Students may stretch on their own.
- Students may change up the stretches.
- A student volunteer can lead the cool-down.

What to Look For

Students are stretching properly.

Formal and Informal Assessments

Logs and reflection questions

Closure

- Today, we discussed your reflections of your goals so far and some barriers to physical activity. You continued accumulating steps and MVPA during your 30-minute walk. How many steps did get today during class?
- How will this help with your goals?
- What are some things you have planned for your goals outside of PE class?
- What are some strategies for overcoming some of the barriers we discussed?
- What strategies might be effective if motivation is one of your barriers? (Depending where the discussion goes, you can also prompt about social support and different technologies that might enhance motivation.)
- I am handing out a homework question that is due Lesson 15. Be sure to answer the questions completely and thoughtfully.

Reflection

Are students making progress toward their goals? Review logs and reflections to assess student progress.

Homework

- Scaffold questions (due Lesson 15): Describe what career you plan to have in the future. How much physical activity do you think you will acquire during your work day (i.e., are you mostly sitting in a desk job or moving a lot on your feet)?
- What are the benefits of living a physically-active lifestyle for college or career productivity and for your overall well-being?
- Describe the benefits of walking and why many adults choose walking as their main form of physical activity.
- Discuss how you could use a pedometer and THR to plan for and accumulate the daily physical activity recommendations for adults. Are there other technologies that might help you with your walking or physical activity behavior?
- Decide on a walking plan or other mode of physical activity to maintain your health (describe). Explain how you will use walking or your choice exercise to meet the daily physical activity recommendations and how your plan will keep you healthy and productive for college or your career.

Resources

Internet keyword search: “fitness walking,” “step count,” “MVPA”