

# FITNESS WALKING MODULE



Lessons in this module were contributed by **Rebecca Bryan**, an assistant professor in the department of physical education at the State University of New York College at Cortland, where she teaches undergraduate- and graduate-level courses in fitness education, curriculum, instruction and assessment, adapted physical education, and physical education leadership.

Grade-Level Outcomes Addressed, by Lesson	Lessons															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>																
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
<b>Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>																
Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance for a self-selected skill. (S2.H2.L1)				E												
<b>Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>																
Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)	P						P	P								P
Identifies issues associated with heat, humidity and cold. (S3.H3.L1)												E			P	P
Evaluates – according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)														E		P
Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)													E			P
Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career setting. (S3.H5.L2)					E	E					P					P
Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)		E														
Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)			P	P	P	P	P	P	P	P	P	P	P	P	P	
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)			P	P		E			E							
<b>Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>																
Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)	E							E	E	E	E				E	P
Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)																E
<b>Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>																
Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)							E									P
Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)									E	E						P

P = Primary; E = Embedded