

# Walking for Lifelong Fitness

The students learned how to monitor their activity level in class, and they realized just how little they were moving before using the pedometers! Several students purchased their own pedometers as a result of this unit.

## Curriculum/State Standard

Health and Fitness Essential Academic Learning Requirements  
Essential Learning 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness and nutrition.

## Overview

Students learn about the importance of lifelong fitness and learn how to establish and monitor good fitness habits. The students preferred to walk instead of stand around in class.

## Objectives

- The student will understand the concepts of health-related physical fitness.
- The student will develop and monitor progress on personal fitness goals to promote lifelong fitness.

## Strategies/activities

Introduce the use of pedometers in class to the students. Explain what pedometers are and how they work. Have students sign the Pedometer Care Agreement.

Each student is assigned a pedometer number. The pedometers are stored in a case with numbered compartments for each numbered pedometer. As students enter the gym they take their pedometer from the case, put it on, and start walking. I take attendance from the storage container as the students begin their workout. This minimizes the "down" time for taking roll each period.

Students use rulers and the Determining Stride Length worksheet to figure out what their walking stride is. Each student completes the worksheet and places it in their Fitness Portfolio for future reference.

Discuss the proper form for walking and distinguish between "fitness" walking and "social" walking. Have students practice walking with a partner observing them for proper form. Fitness walking is always encouraged.

*Continued on the back...*

# 7

GRADE LEVEL



ARTS



LANGUAGE



MATH

# Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

## On-Going

MONTHS

# \$920

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Karla Toellner  
Stewart Middle School

5010 Pacific Ave., Tacoma, WA 98408

## *“Walking for Lifelong Fitness” project continued...*

Explain to the students how to find their pulse to take their heart rate, and then they practice taking their heart rates. Students learn what Target Heart Rate (THR) is and learn how to determine what their THR's should be. This information along with the number of steps walked/run in class each day help the students realize how much activity they are actually doing in class.

Each day the students enter class, put on their pedometers, and start walking to music. I write the "Step Goal" on the white board each day. The first few days the goal is 1,500 steps for the 30-minute activity period. This goal is increased to 2,500 steps by the second week. Most students do not have trouble meeting this goal if they stay active the entire period. However, some students come up short and have to stay and walk or run at the end of class to reach the goal to get the maximum points for that day. The "Step Goal" also encourages students to be on time to class and get moving immediately when they enter the gym. There is a five-minute warm-up walk each day before we start the scheduled activity. Students learn that to maintain a healthy fitness level you should walk 10,000 steps a day! Students take their heart rates at the end of the warm-up period and at the end of the class period. This information is recorded in their Fitness Portfolio on their Daily Activity Log.

Some of the activities used for this unit were: fitness circuits, walking games, jump rope challenges, orienteering challenges, mile run/walk.

I offer the pedometers for week-end checkout for students interested in taking the pedometers home to share with their parents. I have a permission form that must be signed before the student takes the pedometer home advising the parent of the

replacement policy if the pedometer is lost or damaged. Students sign up and take turns checking the pedometers out for the weekend. Each pedometer is checked out in a plastic soap dish-like container to the students after school on Friday. An activity worksheet accompanies the pedometer to help the student show parents how to use the pedometer. Students challenge themselves to walk the recommended 10,000 a day. The pedometer is due back before classes begin Monday morning so they are available for the students in class.

The pedometers' function is to show the students the distance they have walked. I developed a Washington Challenge worksheet that they have in their Fitness Portfolios. The worksheet has ten major cities in Washington and the distance to each city from our school. Students select a city to "walk to." On the worksheet there is a grid with each box equaling 1 mile. Students color in boxes each day according to the distance they walked in class. This is a fun way to have students keep track of their mileage!

### **Culminating activity**

Our school recently celebrated Health and Fitness Week by selecting staff to wear pedometers for the week and participate in our Pedometer Challenge. Students helped the participants determine their stride lengths and showed them how to use and read the pedometers. The pedometers were checked at the end of each day and the step results were announced during morning announcements and posted on a display in the front hallway. The students had fun watching the staff compete and cheering on their favorite teachers. Certificates were given to the Challenge participants. Several staff members purchased their own pedometers as a result of this activity.

### **Evaluation**

Students were evaluated each day and given points for reaching the daily "Step Goal." There was also a written test covering the material presented during class.