

Walking for Health for the Elementary School Level

Section 1: Benefits of Walking
Section 2: Proper Walking Technique
Section 3: Walking Activities



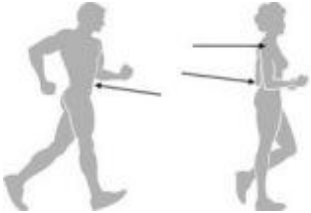
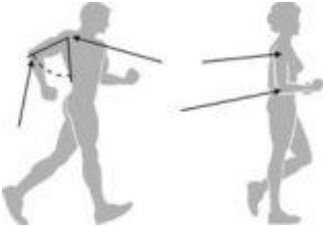
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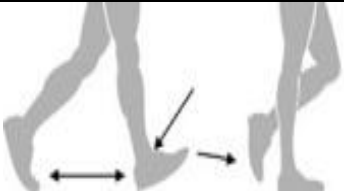
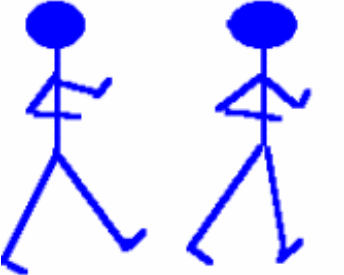
Benefits of Walking

- ❖ Low risk of injury
- ❖ Helps build and maintain healthy bones, joints and muscles
- ❖ Weight Control
- ❖ Helps to build lean muscle and reduce fat
- ❖ Reduces stress
- ❖ Increase flexibility and stamina
- ❖ Helps concentration and memory
- ❖ Helps improve self-image
- ❖ Helps improve sleep habits
- ❖ Increases positive mental health
- ❖ Promotes social and emotional development
- ❖ Boost metabolism
- ❖ Strengthens the immune system
- ❖ Lowers blood pressure
- ❖ Prevents and controls Diabetes
- ❖ Improves circulation
- ❖ Environmentally friendly
- ❖ It can be done anywhere!
- ❖ It's Free!



Walking Technique

Component	Description	
Posture	<ul style="list-style-type: none"> ▪ Stand up straight. ▪ Think of being a tall and straight, do not arch your back. ▪ Do not lean forward or lean back. ▪ Eyes forward, not looking down but rather 20 feet ahead. ▪ Chin up ▪ Shrug once and let your shoulders fall and relax, your shoulders slightly back ▪ Suck in your stomach ▪ Tuck in your behind - rotate your hip forward slightly. 	
Arms	<ul style="list-style-type: none"> ▪ Bend your elbow 90 degrees ▪ Hands should be loose in a partially closed curl, never clenched ▪ With each step, the arm opposite your forward foot comes straight forward, not diagonally. ▪ As the foot goes back, the opposite arm comes straight back. ▪ Keep your elbows close to your body - don't "chicken wing." ▪ Your forward hand should not cross the center point of your body. ▪ Your hand when coming forward should be kept low, not higher than your breastbone. 	

<p>Step</p>	<ul style="list-style-type: none">▪ Strike the ground first with your heel.▪ Roll through the step from heel to toe.▪ Push off with your toe.▪ Bring the back leg forward to strike again with the heel▪ Rolling motion	 <p>A diagram showing the lower legs and feet of a person walking. The left foot is on the ground, and an arrow points from the heel to the toe, indicating the rolling motion. The right foot is in the air, moving forward.</p>
<p>Stride</p>	<ul style="list-style-type: none">▪ Avoid over-striding▪ Take more, smaller steps▪ Stride should be longer behind your body, where your toe is pushing off▪ Getting the full power out of the push from the back leg as it rolls from heel to toe is the key to powerful, efficient walking.	 <p>Left: overstriding. Right: correct.</p> <p>Two blue stick figures are shown walking. The figure on the left is overstriding, with its back leg extended far behind its body. The figure on the right is walking correctly, with its back leg positioned under its body. Below the figures is the text: "Left: overstriding. Right: correct."</p>

Activities

NAME OF ACTIVITY: **Daytona 500**

DETAILED DESCRIPTION: Make an oval track in the gym using cones, on the front stretch of the track and leave 2 openings, one for entering "pit row" and one for exiting "pit row". Place poly spots marking the spots for the "pit crew". Divide the class into groups of 3. One waits on the spot, while one on the scooter, the last person is the "fanatic fan" that is jumping up and down cheering around the perimeter of the space. All students are wearing a pedometer.

Start all scooters (2 abreast) down "pit row". Quickly go over the rules, must be seated on your scooter, pit crew needs to step in place while car is out on track; fans are jumping up and down around the perimeter. Talk about basic scooter safety rules. Teacher uses the flags.

Flags:

Yellow (caution) - slow down

Red - stops race for weather or bad crash

White - one lap left

Green - go fast and under control

Checkered - ends race

Each racer goes two laps. After two laps, rotations occur in the "pit row". The rotation is: driver to fanatic fan to pit crew to driver. Team sets a goal for the number of steps they will accumulate in one six-lap race. Add all three teammate's steps together.

(*Incorporates math - adding up teams steps).

STUDENTS WILL LEARN:

- How to use a pedometer to count steps
- Goal setting techniques and checking how accurate their team goal was
- Facts about the Daytona 500
- Reinforces basic math skills when adding up total team laps

DURATION OF ACTIVITY: One to five class periods. Teachers can simulate a different NASCAR race each class and create an overall points standing.

Site: Christi Anderson posted on PE Central on 3/10/03. Retrieved 9/22/08.

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4279>

NAME OF ACTIVITY: **The Amazing PE Race**

DETAILED DESCRIPTION: Students are first introduced to the activity by asking if they have seen the Amazing Race on TV. There will be a few that have seen the show. Explain to students that as part of the Amazing Race they must travel from "port to port" collecting clues and that they will have their own Amazing PE Race today.

Students are partnered up, each has their own pedometer and they will share a clipboard. Taped to the back of their clipboard is a map of the school grounds. On the map are drawn 15 triangles with numbers listed inside of the triangle. This represents the 15 "ports" the students will need to visit to collect clues. Each pair of students receives a locomotor sheet and a clue sheet.

The locomotor sheet tells the student which numbered cone they must locate first, second, third, etc. Each locomotor sheet is different so that when the students move to their first cone, every pair is going some place different. This helps prevent back up. The locomotor sheet also tells the group how they must travel to get to their designated cone, for example, one sheet might say "skip to #5", for the student's first clue. When they find cone 5 on their map, they must skip there. When they locate cone 5, the students must perform the task that is clothes pinned to the cone, for example, 15 push-ups. When they have completed the task, the students write down the clue letter that is in Red Marker on the back of the task card, onto their clue sheet. After writing down the clue, students will check to see which port they visit next and which locomotor skill to use. They continue in this fashion until they have visited each port.

After collecting all of their clues, the students must report back to the teacher. If they are early, students must unscramble their clues to find a PE phrase. I use "Fitness Can Be Fun". With 15 "ports" this activity is perfect for a 45-minute class period for the majority of students.

STUDENTS WILL LEARN:

- Locomotor skills
- Various fitness & sport skills
- How to use a pedometer
- Basic map reading skills

DURATION OF ACTIVITY: One class period.

Site: Lisa Cies posted on PE Central on 10/1/06. Retrieved 9/22/08.
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6692>

NAME OF ACTIVITY: Estimating with Pedometers

DETAILED DESCRIPTION: This activity gives students the opportunity to practice — and test — their estimating skills. The teacher gives the students a set of distances to estimate, such as the following:

How far is it across the gym from one basketball goal to the other? How far is it from the free-throw line to the nearest bathroom? How far is it from one end of the playground to the other?

Feel free to adapt this list for your school building.

Students estimate how many steps it will take to walk each distance and write their estimates on their worksheet. Then, students walk the distances and record the exact number of steps their pedometer registered.

Once students have both numbers, challenge them to figure out how close their estimates were by comparing the estimate to the actual steps they took. For example, if a student guessed it would take 100 steps to walk across the gym and the distance was actually only 85, the difference would be 15 steps. Have students record the differences on their worksheet.

Lastly, have students add up the differences for all scenarios. If you want to turn this into a game, have students compare their scores to see who had the lowest score. The student with the smallest number is the best estimator!

STUDENTS WILL LEARN:

- Estimating skills
- How to use a pedometer
- Reinforces basic math skills

DURATION OF ACTIVITY: One to two class periods depending on how estimations teacher chooses to use.

Site: Posted on PE Central by Anonymous on 7/6/05. Retrieved 9/22/08.

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3756>

NAME OF ACTIVITY: **Pedometer Calorie Counter Game**

DETAILED DESCRIPTION: Start the lesson by reviewing a food label with the kids so that they remember how to find the serving size and the calories per serving. Next, explain that they are going to have the opportunity to pick a food label out of a food that they would like to eat or one that they have eaten or plan to eat that day. Show them how to put their weight into their pedometers. Have a scale out if they would like to weigh to see what their exact weight is, but they can estimate if they don't want to weigh. This can also be done with pedometers that don't have the weight option and we just skip that part and set the pedometer on the calorie count mode. The kids still get the general concept of the lesson.

Once they have entered their weight and set their pedometers on the calorie count mode, they are then free to pick out their label. Once they have their label and have found the information about serving sizes and calories per serving, they are free to pick the activities of their choice and get to work on burning those calories. The challenge is to try to burn the number of calories in one serving of the food that they chose before class is over. This activity is really eye opening for some students who didn't realize how hard it is to burn calories and the number of calories that some of their favorite foods contain. At the end of the lesson discuss whether or not their choice was a healthy one, and if not, we discuss what foods may have been a better choice. Also, talk about the fact that if we choose to put those extra calories in our bodies, we are going to have to work hard to burn them.

STUDENTS WILL LEARN:

- How to read a food label
- Using a pedometer in calorie counter mode
- Serving size & calories per portion
- How much work the body needs to do to burn off calories

DURATION OF ACTIVITY: One class period.

Site: Angie Hickman posted on PE Central on 10/25/04. Retrieved 9/22/08.
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5204>

NAME OF ACTIVITY: Pedometer Partner Fitness Fun

DETAILED DESCRIPTION: As the students come into the gym number them off and tell them to go to that number cone (I have my cones numbered 1-15 because I have one class of 29). When they are ready, explain that one person from each group will start with the pedometer set at zero. On signal, they do the locomotor movement tasks around the perimeter of the room, changing skills as they pass their cone until they have completed all of the tasks. The other partner will stay inside the cone area performing the exercises listed on the task sheet changing as their partner passes the cone and recording the number of each one done. When the traveling partner is finished, he or she records the total number of steps. Then the other partner puts on the pedometer and resets it to zero and begins the locomotor tasks. After both partners have completed both tasks, have them total their number of steps and total the number of exercises together. They will have a total step number and a total exercise number.

STUDENTS WILL LEARN: To enhance fitness through the use of stations, working with another, and technology

DURATION OF ACTIVITY: One Class Period

Posted by Sharon Welch Posted on PEC: 7/6/2005

Accessed 10/2/08

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1708>

NAME OF ACTIVITY: Nature Scavenger Hunt with Pedometers

DETAILED DESCRIPTION: Divide the students into small groups (4-5) and give each group a scavenger hunt worksheet. Students will use their knowledge of plants/rocks/soil to find items listed on the scavenger hunt worksheet.

Students are to use a different type of locomotor skill as they travel to each site. Record the skill that was used on the scavenger hunt worksheet. Discuss the boundaries for the hunt outside, if needed. When the list is complete turn in the clipboards and wait for the other groups to finish. Once everyone has finished move back inside and open up the pedometers. Ask students to write down the number of steps on the scavenger hunt worksheet. Use this time to discuss: place value; estimation (Estimate how many steps that they think they might take during the activity and then have them subtract the actual steps and estimated steps to find out the difference. Have they over estimated or under estimated?); addition, subtraction, multiplication and division; and the ability to categorize the objects found. Track or record steps taken (compare/contrast steps taken between/among activities).

STUDENTS WILL LEARN: To integrate the classroom study of plants/soil/rocks and mathematics within a physical education classroom.

DURATION OF ACTIVITY: One class Period

Posted by Jodi Palmer Posted on PEC: 6/25/2003.

Accessed 10/2/08

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4511>

NAME OF ACTIVITY: Jog & Jump Partner Activity (with Pedometers)

DETAILED DESCRIPTION: Assign the students to a numbered cone as they enter the gym. The cones should be set up in numerical order on the perimeter of the boundaries of a large rectangle. The students need room to jog clockwise around the outside of the cones. Have the equipment at each cone or have the students get the equipment on the way to the cone. On signal, one partner will jog clockwise around the perimeter of the area while the other partner practices their jump rope skills. The jumpers need to stay within the rectangle while their partners jog around the outside of the area. After three minutes, have the joggers stop and open the Digi-Walker, check their step number, and go back to their cone. The jogger records his/her steps while the other partner puts the Digi-Walker on and resets it to zero. On signal the new jogger jogs and the other partner jumps rope. After both partners complete the warm-up, have them add their scores together for their team score.

STUDENTS WILL LEARN: How to properly use a pedometer and it will promote endurance and team work.

DURATION OF ACTIVITY: One class period

Posted by Sharon Welch Posted on PEC: 7/6/2005

Accessed 10/2/08

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1711>

NAME OF ACTIVITY: Soccer Passing Challenge

DETAILED DESCRIPTION: Set up targets using the foam rods and hoops by placing one end of the hoop in the top of a cone and the other end in another cone. Scatter the targets throughout the playing area.

Each pair of students are given one soccer ball and one pedometer. The dribbler puts on the pedometer and resets it to zero. On signal, the dribbler starts and the partner jogs throughout the challenge course. To earn a point they must pass the ball through a target to their partner and their partner must return the pass through the same target. If the ball hits the target no points are earned. If either partner knocks over a target they have to take away one point from their total score and set it back up. The dribbling partner stays the same for each round. After two minutes, signal the students to stop. Have the student with the pedometer record his/her steps. Then the jogging partner becomes the dribbler. Alternate every round.

STUDENTS WILL LEARN: How to properly use a pedometer. Concentrate on passing and dribbling skills as well as accuracy.

DURATION OF ACTIVITY: Can be used as a warm up or cool down. 15 Minutes.

Posted by Sharon Welch Posted on PEC: 7/6/2005

Accessed 10/2/08

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1710>

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