

Delaware Model Unit Gallery Template: Physical Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jury process to ensure alignment to selected Delaware Content Standards.

Unit Title: Walking for Lifetime Fitness

Designed by: Sandy Kupchick
District: Brandywine

Grade Cluster: 9-12
Time Frame: 4 Lessons

Summary of Unit

This unit will introduce students to walking as a lifetime fitness activity. Students will be introduced to the health-related components of fitness that are associated with walking, learn how to use pedometers as well as Nordic Walking poles, and begin a unit in walking activities. Subject matter from Math and English will be incorporated in this unit via worksheet tasks and homework assignments. Tasks include reviewing and discussing benefits of walking throughout a lifetime, completing a step estimation worksheet, calculating how fast they walk, looking into how many calories do you burn by walking, completing a scavenger hunt, and designing a walking map for home use. Finally, we would like our students to be creative and design/make their own walking sticks from items already in their home, no purchase necessary. Also all steps will be recorded in class to show the students how far they have walked.

Stage 1 – Desired Results (What students will know, be able to do and understand)

Delaware Physical Education Standards

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

Big Idea: Fit For Life

Unit Enduring Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- Proper stretching for walking
- The health-related components of fitness specifically related to walking
- How to use a pedometer
- How many steps they need to take daily to maintain fitness levels
- The health and social benefits of walking

Students will be able to...

- Use a pedometer correctly including reading and recording data
- Explain why walking is an important lifetime activity
- Plan a walking route based on their personal environment and step needs
- Use the Nordic Walkerz correctly and demonstrate various techniques/grips

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Students will design a walking route for use outside of school use. This route will entail mile markers as well as time markers and directions. Students will discuss why they created this route, will this route become part of their weekly activity, and how do they see themselves staying active in the future.

Rubric(s)

Targeted	Acceptable	Unacceptable
Map contains all required parts of map including detailed distances, timing, and direction.	Map contains basic required parts.	Map is not turned in or is missing required parts.
Student explains appropriateness of map route including potential safety issues. Student also personalized how map will be used now and in the future to help establish a healthy lifestyle.	Student has logical reasons for creating the map route and can explain why someone would want to make using the map a part of their daily life.	Student cannot explain how map can affect overall health and cannot relate use of map to personal lifetime health.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).

Journal Prompts

- Guess Your Steps Worksheet
- Scavenger Hunt Worksheet
- Individual Walking Logs
- Teacher observation of proper pedometer usage

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)

- What activities do you do after school to keep yourself healthy?
- Can you see yourself staying active another 5 years, 10 years, and 15 years?
- Semester self-reflection on walking program (non-graded).

Stage 3– Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>

Unit Title: Walk for Lifetime Fitness

Lesson 1: Introduction to Walking and Pedometers

Grade Cluster: 9-12

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton, MO
- Walk4Life, (2003) A Walker’s Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics.
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics.
- Sweetgall, Robert, Dignam, John. (1986) The Walker’s Journal – Experiencing America on Foot. Creative Walking, Inc.
- Internet sites
 - www.thewalkingsite.com
 - www.walking.about.com

Vocabulary/Keywords: pedometer, target heart rate, calories, aerobic activity, exercise levels of intensity—light, moderate and vigorous

Delaware State Standards Addressed

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Enduring Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Transfer Task: Home Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student pedometer log sheets—see attachment page
- Measured mile either inside or outside

Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none">• Wear and read a pedometer correctly• Figure out their Target Heart Rate• Know the difference between light, moderate, and vigorous intensity	<p>Students will know:</p> <ul style="list-style-type: none">• How many steps they should take daily to maintain a healthy lifestyle• How fast they need to walk to increase their heart rate• That walking is a form of aerobic activity• That walking can be done throughout a lifetime
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log steps needed to walk a mile

Lesson Sequence

Warm-up

- Worksheet – How Fast Do You Walk? – Students will calculate their walking pace into miles per hour (mph). Their pace will be calculated for a normal walk (as I state “how you walk through the hallways”) and a power walk (keeping the same pace, as fast as you can walk) for a minute.
 - Students are in groups of 3, 4, or 5 depending on the size of your class and how many stopwatches you have.
 - Materials needed – 1 stopwatch, 1 calculator, 1 pencil, and 1 handout per group. See attachment page.
 - After completing handout, discuss with your students about light, moderate, and vigorous activity levels. A power walk would be considered a vigorous level of working out as long as you keep up the intensity.

Introduction

- Discuss idea that walking is an aerobic activity—which they are building up cardio-respiratory endurance through walking. They can feel their heart rate increase.
- Discuss that 2,000 steps usually equals one mile
- Explain that adults should walk 10,000 steps per day.
- Target Heart Rate (THR)—Discuss why students should know about THR as well as how to get your range and how to take your pulse.

Content

- Show students pedometers, how to put them on, how to read, rules for using pedometers—no shaking, jumping, etc., to increase step count—“You shake it, I take it”
- Once students have pedometers on, move to marked mile area. Have students clear pedometers and walk a mile. Allow students to walk with friends and talk but remind students that they should walk their normal stride at a medium pace (may play music during this if appropriate).

Closure

- Record each student’s steps for the mile as they return pedometer.
- Closure questions revolve around making connections to walking as exercise and how to incorporate it into their lives—examples:
 - How do you feel after walking today?
 - Is that the most you ever walked at one time? Could you have done more or walked faster?
 - Why do you think you should walk everyday?
 - How do you think you could get your 10,000 steps in each day?

Accommodations/Differentiation Ideas and Tips

- Label each pedometer with a number and assign each number to a particular student to help keep track of them.
- Students in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with a partner.

Unit Title: Walk for Lifetime Fitness
Lesson 2: Scavenger Hunt

Grade Cluster: 9–12

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton MO
- Walk4Life, (2003), A Walker’s Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics
- Sweetgall, Robert, Dignam, John. (1986) The Walker’s Journal – Experiencing America on Foot. Creative Walking, Inc.

Vocabulary/Keywords: review – target heart rate, aerobic, calories, exercise levels of intensity—light, moderate, and vigorous

Delaware State Standards

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Enduring Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets

Lesson Goals

Students will be able to: <ul style="list-style-type: none">• Wear and read a pedometer correctly• Discuss how participating in daily walking has helped their fitness level	Students will know: <ul style="list-style-type: none">• That walking can be a part of daily life• That daily walking is beneficial to a healthy life
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log of steps needed to walk a mile
3. Scavenger hunt answer sheets
4. Oral discussion at closure

Lesson Sequence

Warm-up

- Instant activity
 - Pedometers on
 - Students walk continuously for 6 minutes
 - Record steps and clear pedometer

Introduction

- Discuss your rules to follow during the scavenger hunt.
- You do not need to follow the numbers in order.
- Explain that you walk everywhere as a group, i.e., up to the top of the football bleacher, down to the far end of the tennis courts as well as all the way out to center field.
- You cannot share answers with other groups.
- At the end of the hunt, all of your group steps will be added up to find the winner.
- Depending on your school situation, you can create a scavenger hunt within the building too.

Content

- Clear pedometers.
- Complete scavenger hunt activity—see attachment page.

Closure

- Cool down—have student go through stretching series.
- Closure questions revolve around how walking is a part of our daily life and how we can make it even more so—examples:
 - Thinking about the number of steps you take to walk a mile, how far do you estimate you walked today?
 - What do you think would happen to your body if you walked every day?

Accommodations/Differentiation Ideas and Tips

- The scavenger hunt has students moving at different times to different places. Keep visible to all students. Make the hunt interesting to your students.
- Label each pedometer with a number and assign each number to a particular student to help keep track of them.
- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.

- Students in wheelchairs can partner with a walking student/aide who assists in pushing the student where needed—steps are recorded for both students.
- Visually impaired students may walk with a partner.

Unit Title: Walk for Lifetime Fitness
Lesson 3: How many calories do you burn walking

Grade Cluster: 9–12

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton MO
- Walk4Life Inc. (2003) A Walker’s Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics
- Sweetgall, Robert, Dignam. (1986) The Walker’s Journal – Experiencing America on Foot. Creative Walking Inc.

Vocabulary/Keywords: calorie, caloric intake, caloric expenditure, metabolism—**review** exercise levels of intensity—light, moderate, vigorous

Delaware State Standards

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#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Enduring Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- LCD projector
- Computer with internet access – if necessary schedule Media Center for students to have access

Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none">• Wear and read a pedometer correctly• Discuss how participating in daily walking has helped their fitness levels• Evaluate their Caloric Intake vs. Caloric Expenditure• Go on the internet and find various websites to find out their calories in and calories out	<p>Students will know:</p> <ul style="list-style-type: none">• Walking is an activity that helps develop lifetime fitness• Moderate to vigorous walking will burn calories• Calories In vs. Calories Out determines weight loss or gain
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Assessment Plan

1. Teacher observation for correct use of pedometers.
2. Oral discussion of why walking is a lifetime fitness activity.

Lesson Sequence

Warm-up

- Instant activity
 - Worksheet – How many calories do you burn by walking? See attachment page.
 - Materials needed: 1 worksheet per student, pencil.
 - In two groups, have students lined up across the gym. The second group lined up behind the first. On your command, have the first group walk at a normal pace for 10 seconds. Have each student count his or her steps. Repeat with the second group. See handout for mph.
 - Have students set up again and walk at a faster pace. See handout for mph.
 - Finally have students walk as fast as they can. See handout for mph.

Introduction

- Begin appropriate stretch routine as introduction of lesson is discussed.
- Discuss various walking sites on the web.
- Using an LCD projector, bring up the various sites and give details of each to students.
- Explain about homework of Walking Map and details wanted.
- Have students start looking around house, basement, or garage for designing Walking sticks.

Content

- Explain about calories in vs. calories out.
- Look into common foods and the amount of exercise needed to burn off those calories. Look at handout – Common Fast or Snack Foods, Calories and Activity Required
- Website to review with students:
 - **CALORIES OUT** – sites to calculate calories burned after exercising:
 - ♦ <http://calorielab.com/burned/>
 - ♦ www.walking.about.com/cs/howtoloseweight/a/howcalburn.htm
 - ♦ www.walking.about.com/od/calorie1/calorie_calculators.htm
 - ♦ www.everydayhealth.com/calories-burned-walking.htm
 - **CALORIES IN** – sites listing amount of calories in various foods:
 - ♦ <http://www.howmany-calories-in.com/>
 - ♦ http://www.freedieting.com/tools/calories_in_food.htm

- **Smart Mouth website** – share this site with students. Great inactive site for students to learn and play. Demonstrate a few areas for the students.
<http://www.cspinet.org/smartmouth/>

Wellness Center – Nutritionist

Have your Wellness Center Nutritionist come in and have an Eat This and Not That session. This session is created to show students examples of what 200 calories of different foods looks like. For example, have 200 calories of potato chips on one plate and 200 calories of rice cakes on another. Have a small bag of M&Ms, and for each piece you eat, you have to walk the length of one football field to burn off those calories. Use choices from the handout. Students can eat the healthy snack foods when activity is finished.

See handout Common Fast or Snack Food, Calories Consumed and Activity Required to burn off.

Closure

- Handout for homework: Food Labels—students are asked to examine a food item that they consumed. Attach label to handout. Answer questions relating to that label. Collect next day.
- Assign walking map project: Your project assignment will consist of you designing a walking map that you can walk around your house/neighborhood. With all maps, show markers such as $\frac{1}{4}$ mile, $\frac{1}{2}$ mile, $\frac{3}{4}$ mile; the direction to walk; and approximately how long one lap will take. Be creative.

Accommodations/Differentiation Ideas and Tips

- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with partner.
- If you are a CATCH school, this would be a good lesson for your nutritionist/cafeteria worker to introduce or reiterate the Go, Slow, Whoa foods.

Unit Title: Walk for Lifetime Fitness
Lesson 4: Nordic Walking

Grade Cluster: 9–12

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton MO
- Walk4Life, Inc. (2003) A Walker’s Daily Log. Walk4Life Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Cara. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Moncia. (2002) Walking Games and Activities. Human Kinetics
- Sweetgall, Robert, Dignam. (1986) The Walker’s Journal – Experiencing America on Foot. Creative Walking, Inc.
- www.anwa.com - American Nordic Walking Association

Vocabulary/Keywords: Nordic walking, trekking, 2-wheel drive vs. 4-wheel drive, double pole plant, unison

Delaware State Standards

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#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Enduring Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Nordic walking poles – store purchased or try making with wooden dowels and straps

Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none">• Wear and read a pedometer correctly• Use Nordic walking poles and perform proper technique and skills while walking• Reflect on how walking can be a lifetime fitness activity	<p>Students will know:</p> <ul style="list-style-type: none">• Correct procedure and technique when Nordic walking• Proper terminology used• Walking is an activity that helps develop lifetime fitness
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Homework questions

Lesson Sequence

Warm-up

- Instant activity
 - Pedometers on and continuous walk for 5 minutes
 - Record steps and clear pedometers

Introduction – History of Nordic Walking

- Nordic walking was designed to help winter Nordic skiers stay in shape in the off-season.
- 1997 Finland – Company Exel designed special fitness walking poles. The poles included specially designed wrist straps, which were key to the technique and are still used today.
- Tom Rutlin from USA, in 1988, created Exerstriding, which had similar poles without the wrist straps.

Nordic Walking vs. Trekking

- Nordic Walking – poles are engaged to the sides and behind the body while walking, tips of the poles are used to push off the ground to engage the whole body, poles are in two sections.
- Trekking – Poles are used in front of your body to absorb stress from joints, used for balance and stability on steeper slopes and poles are usually 3 sections.
 - Have students become familiar with the different types of Nordic walking poles—Leki, Nordic Walkerz
 - Benefits – Time efficient and less stress, total body workout, 40% more calories burned—over 400 calories per hour while normal walking 280 calories per hour.

Common Mistakes

- Staying in “2-wheel drive” – not involving upper-body with poles
- Planting the poles too far from body – lower effectiveness of Nordic walking
- Walking with closed hands – does not allow for proper blood circulation
- Walking with open hands – not getting power from push off

Content

- Depending on the amount of poles you have, team up the students in pairs. This will give them a true feeling of the difference between the two, that is power walking and Nordic walking. During the activity, one student is power walking; the other student will use the poles. Then repeat the activity and see/feel the difference.

- Activity - Students will walk a designated course. Make sure the course entails flat surfaces, i.e., walking path, parking lot, tennis courts, grassy area, and incline or hills. This will allow the students to really use their poles.
- Being on a block schedule, my students will walk a course that would be 20 minutes. Then get a drink and switch from power walking to Nordic walking or vice versa.

Closure

- Discussion – How does Nordic walking differ from power walking?
 - Did you work harder, go faster during your walk?
 - Is this an activity that you enjoyed and would continue?
 - Instead of buying a pair of Nordic walking poles, could you make a pair at home and with what materials would you need?
 - Could you use the Nordic walking poles on the home course your designing?

Accommodations/Differentiation Ideas and Tips

- Students in wheelchairs who have upper-body movement can record miles they wheel themselves. Adjust the poles for the students; they can use the poles to the sides of the wheelchairs.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with partner.

ATTACHMENT PAGE

**Walk for Fitness - Scavenger Hunt
Pedometer Activity**

The following is an example of what we use at Brandywine High School:

Design a course that will have your students walking all over your campus. Make sure they stay visible to you. Give them an adventure. If the identifiable area you are using does not have a sign or word, just place an index card with a number on it. Just do not make it 1–10.

Prior to handing out the worksheet to the students, walk the course yourself to get an idea of how long it should take as well as how many steps.

Do not forget to remind them that everyone needs to walk to the spot and that a total step count will be recorded for each member of the group as well as a group total.

Now have your students get into groups of 2 or 3. Hand them a Scavenger Hunt worksheet that you created of your campus with all of your questions on them. Have a spot for them to place their names as well as a spot to place their answers. This will hold them accountable. Now add a few extra minutes to the time it took you, and have the students complete the sheet in that time. Give bonus points for groups who get under that time and demerits for groups who go over the time. Give out prizes for students who completed the worksheet with all correct answers and steps. Make it fun and be creative.

Please adapt to your school.

1. When walking into the gym lobby, what is the name of the wrestling coach who is on a plaque by the Fitness Room?
2. On the Fitness Trail, there is a tree dedicated to a former lacrosse/soccer player. What was that player's name?
3. On the back softball field there is a yellow equipment box. What word is on that box?
4. On the football field there is an announcer's box at the top of the bleachers. What number is on the door?
5. On the tennis courts one of the courts has a number on the net. What is that number?
6. At the pitcher's mound of the baseball field, what number is on the rubber?
7. On the football field, visitor's side bleachers, what number is at the top?
8. On the football/lacrosse practice field, what number is on the snow fence?
9. On the field hockey field, what is the number on the player's side?
10. If you would walk to the varsity softball field, there is a large rock behind home plate. Can you find the number and record it?

Scavenger Hunt Answers

- | | |
|-----------------|-------|
| 1. Helmbreck | 8.0 |
| 2. Jay Spelecie | 9.58 |
| 3. 52 | 10.27 |
| 4. 91 | |
| 5. 4 | |
| 6. 36 | |
| 7. 41 | |

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, MO
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton, MO
- Sweetgall, Robert, Dignam, John. (1986) The Walker's Journal – Experiencing America on Foot. Creative Walking, Inc.
- NASPE (2005) Physical Best Activity Guide: Elementary Level. Human Kinetics Champaign, IL
- Walk4Life Inc., (2003) A Walker's Daily Log. Walk4Life, Inc.
- Pangrazi, Robert, Beighle, Aaron, Sidman, Care. (2003) Pedometer Power. Human Kinetics
- Decker, June, Mize, Monica. (2002) Walking Games and Activities. Human Kinetics
- www.creativewalking.com
- www.aahperd.org/naspe
- <http://walking.about.com/cs/measure/a/webwalkingusa.htm>
- www.webwalking.com
- www.discoverytrail.org
- www.anwa.us

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
1. When teaching this unit, you may want to see if you can get a volunteer to help on the days you introduce pedometers to cut down time.
 2. Note that this unit has two introductory lessons and then two more that should be spaced throughout the rest of the semester. Lessons 3 and 4 are used at two different places during the rest of the semester to revisit walking with the students and to reinvigorate the school-wide program. These two lessons use Walker Olympics as the base, and all steps are added to school-wide campaign to give a mileage boost to the project.
 3. Work with social studies and math teachers to incorporate developmentally appropriate math and social studies/geography skills and information.
 4. Be sure you have introduced the health-related components of fitness to your students prior to this unit. This will simplify making the connections to aerobic fitness and flexibility.
 5. If you are a CATCH school, integrate information with other areas within the school, i.e., using cafeteria personal to help with calorie in-calorie out lesson.

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Visually impaired students walk with partner.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Multiple learning strategies are incorporated in this unit that address varied learning styles.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Students will utilize charts, maps, computers, pedometers, and calculators to solve problems and chart progress in this unit.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

- Mathematics
- Social studies
- Family and consumer sciences
- Could connect to local parks, recreation areas, and other community partners

ATTACHMENT PAGE

Lesson 1



"HOW FAST DO YOU WALK.doc"



"Pedometer Numbers.xls"



"How Fast do you walk - class summary"

Lesson 2 - *Scavenger Hunt directions on page 15



"DID YOU KNOW.doc"

Lesson 3



"Common foods and Energy Balance1.xls"



"Common Foods,Calories consu"



"Food Label worksheet.xls"



"calories sites.doc"

Lesson 4



"Walking Energy Expenditure.xls"



"Copy of HOW MANY CALORIES DO YOU B"

EXTRA – Handouts for Target Heart Rate if you want to use with Walking Unit.



"6 sec pulse count.doc"



"TARGET HEART RATE.doc"



"Target Heart Rate weekend worksheet"



"TARGET HEART RATE worksheet.doc"



"MEASURING YOUR HEART RATE.doc"



"PULSE CHECK.doc"