

**LESSON FOCUS****Walking Activities****SHAPE Standards:**

3, 4, 5

**DPE Outcomes:**

- I can discuss the health benefits of lifelong physical activities such as walking.
- I am responsible for my own behavior during physical education.
- I can describe positive feelings about physical activity.

**Equipment:**

- Beanbag or baton
- Cones for walking activities

**Instructions**

This should be a relaxed lesson with emphasis on developing activity patterns that can be used outside of the school environment. An educational approach to this lesson teaches students that walking is done without equipment and offers excellent health benefits. Walking can be done throughout the lifespan. The following are suggestions for implementing this unit of instruction:

1. Youngsters should be allowed to find a friend with whom they want to walk. The result is usually a friend of similar ability level. A way to judge correct pace is to be able to talk with a friend without undue stress. If students are too winded to talk, they are probably moving too fast. A selected friend will encourage talking and help assure that the experience is positive and within the student's aerobic capacity.

2. Walking should be done in individual directions rather than doing laps on a track. Doing laps on a track is one of the surest ways to discourage less-mobile youngsters. They always finish last and are open to chiding by the rest of the class.

3. Walking should be done for a specified time rather than a specified distance. All youngsters should not have to move the same distance. This goes against the philosophy of accompanying individual differences and varying aerobic capacities. Walking for a set amount of time will allow the less-able child to move without fear of ridicule. For health benefits, it is best to move for a longer time at a slower speed than to run at top speed for a shorter distance.