

Walking/Jogging Skills

SHAPE Standards:

1, 2, 5

DPE Outcomes:

- I can change locomotor speeds when prompted by the teacher.
- I can list three activities I can do outside of school.

Equipment:

- Drum or Tambourine
- Music for Walk, Trot and Jog

Instructions

The walking and jogging lesson offers emphasis on developing activity patterns that can be used outside of the school environment. An educational approach to this lesson teaches students that walking and jogging is a personal activity that offers excellent health benefits. It is an activity that can literally be done for a lifetime. The following are suggestions for implementing this unit of instruction:

1. Youngsters should be allowed to find a friend with whom they want to jog or 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 running too fast. A selected friend will encourage talking and help assure that the experience is positive and within the student's aerobic capacity. Pace, not race is the motto.
2. Jogging and walking should be done in any direction so people are unable to keep track of the distance covered. Doing laps on a track can be discouraging for less able youngsters. They usually finish last and are open to chiding by the rest of the class.
3. Jogging and walking should be done for a specified time rather than a specified distance. All youngsters should not have to run the same distance. This goes against the philosophy of accompanying individual differences and varying aerobic capacities. Running or walking for a set amount of time will allow less able students to do the best they can without fear of ridicule.
4. Teachers should not be concerned about foot action, since the child selects naturally the means that is most comfortable. Arm movement should be easy and natural, with elbows bent. The head and upper body should be held up and back. The eyes look ahead. The general body position in walking and jogging should be erect but relaxed. Jogging on the toes should be avoided.
5. Jogging and walking should not be a competitive, timed activity. Each youngster should move at a self-determined pace. Racing belongs in the track program. Another reason to avoid speed is that racing keeps youngsters from learning to pace their running. For developing endurance and gaining health benefits, teach moving for a longer time at a slower speed rather than run at top speed for a shorter distance.

6. It can be motivating for youngsters if they run with a piece of equipment, i.e., beanbag or jump rope. They can play catch with a beanbag or roll a hoop while walking or jogging.

Teaching Hints

Use alternating segments (20 seconds in length) of silence and music to signal duration of exercise. Music segments indicate walk, trot, and jog activity. Intervals of silence signal performance of the strength and flexibility exercises.

Encourage students to move around the area in the same direction.

See Dynamic Physical Education, Chapter 13 for a description of how to perform the exercises. Any exercises can be substituted. Try to exercise all body parts.