

**Physical Education  
Unit 4: Walking**

<p align="center"><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Students will learn the benefits of walking as a physical activity and lifetime recreational activity.</li> </ul>
<p align="center"><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How to choose a walking route?</li> <li>▪ What are the benefits of walking?</li> <li>▪ Why is monitoring your target heart rate important?</li> <li>▪ What is the FIT principal?</li> </ul>
<p align="center"><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Basic Rules</b> <ul style="list-style-type: none"> <li>○ Keep your heart rate in your target heart rate zone.</li> </ul> </li> <li>▪ <b>Choosing Equipment</b> <ul style="list-style-type: none"> <li>○ Shoes, socks, timing devices, water carriers.</li> <li>○ Optimal Equipment                             <ul style="list-style-type: none"> <li>▪ Heart rate monitor, pedometer, sun glasses.</li> </ul> </li> </ul> </li> <li>▪ <b>FIT Principal:</b> frequency, intensity, time</li> <li>▪ <b>Safety</b> <ul style="list-style-type: none"> <li>○ Following rules of walking activity.</li> <li>○ Walk on left of traffic.</li> <li>○ Slow your pace if you begin to feel dizzy.</li> <li>○ Walk with another person or group.</li> <li>○ Wear reflective clothing.</li> </ul> </li> </ul>
<p align="center"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ heart rate, frequency, intensity, time</li> </ul> </li> </ul>
<p align="center"><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrate the following:             <ol style="list-style-type: none"> <li>1. Make heel contact at 45 degrees to the ground.</li> <li>2. Point toes straight ahead.</li> <li>3. Carry weight on outside of foot</li> <li>4. Push off toes.</li> <li>5. Keep back straight.</li> <li>6. Stand tall.</li> <li>7. Align shoulders over hips.</li> <li>8. Hold stomach in.</li> <li>9. Swing arms in opposition to legs.</li> <li>10. Keep hands relaxed.</li> <li>11. Keep eyes focused approximately 15 feet ahead.</li> </ol> </li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u>  G. Movement/Motor Skills and Knowledge  G2.Movement Skills  Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.  H. Physical Fitness Activities and Knowledge  H4.Physical Activity Benefits  Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.  I. Personal and Social Skills and Knowledge  I1. Cooperative Skills  Students demonstrate collaborative skills while participating in skill activities.  a. Accept constructive feedback.  c. Include peers respectfully in activities.  I2.Responsible Behavior  Students demonstrate responsible and ethical personal behavior while participating in physical activities.  I3.Safety Rules and Rules of Play  Students predict how etiquette/rules improve games/activities.  a. Explain how etiquette/rules contribute to productive participation.</p>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Have students estimate their times for the half-mile, mile, mile-and-a-half, and two-mile distances and write them on a work sheet. Students will walk and record their actual times on the worksheet. Students may then add personal comments and thoughts to their worksheet.</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Time students at the beginning of the unit for their mile-and-a-half walk. Retest the students at the end of the unit and compare times.</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Pedometers</li> </ul> </li> </ul>

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