

Lesson 4 of 6

Walking

EQUIPMENT

music » music player » 10 predetermined words of objects from your school yard » pedometers (one per student)

Warm It Up

FOLLOW ME

Instruct students to stand in a long line and copy your movements as you lead them around the activity area in time with the music. Students must stay in line and not pass anyone. Explain that when the leader claps hands above their head, everyone must stop and “freeze” on the spot – don’t move a muscle! Practice 2-3 times and then allow an opportunity for students to lead. Divide the long line of students into smaller groups of 4-5 to allow all students the opportunity to take on the role of leader and follower. Change the leader frequently by having the first person in line move to the back of the line. Encourage the leader to use a variety of locomotor movement such as running, hopping, jumping, skipping, galloping, leaping, sliding, or walking while varying the direction (forward, backwards, sideways) and level (high, medium, low). Provide each student with a pedometer while they are walking and help ensure it is positioned correctly and accurately counting steps.

ABCD's of Physical Education



RELATED RESOURCES

- Healthy Active School Communities – Summer/Winter Edition, Alberta Tourism Parks and Recreation et al., 2008, www.everactive.org



Safety First!

See Safety Guidelines pages 11-17.



Cooperation

Communication	
Fair Play	
Leadership	C(2-3)-4
Teamwork	

Clues that students are achieving the outcome...

“Students will accept responsibility for assigned roles while participating in physical activity” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can take turns being leader and follower
- Students can work with a partner to estimate number of steps and spell words



Whoop It Up

SPELLING BEE WALK

Identify 10 objects in the schoolyard that will serve as spelling bee words. Instruct each group of 4-5 students from the warm up activity to break into two smaller groups and stand shoulder to shoulder with their partner(s) in line with all other groups. Explain that groups will have the roles of estimating the number of steps it will take to walk to different parts of the school yard as well as spelling the names of various objects. Tell students the first object you will be walking to and ask the group at the back of the line to estimate the number of steps it will take to walk to it. Instruct students to set their pedometers to zero and lead students to the object. If the group at the back estimated within 10 steps, they move to the front of the line, if not, they have a chance to correctly spell the name of the object to move to the front. Should the group misspell the word, the next group gets a chance to spell their way to the front of the line. Ask students to spell whole words, partial words or beginning and ending sounds to match their grade level and ability. Continue the walk until all 10 objects have been discovered and spelled. Repeat the walking spelling bee, starting again at the first object.



Safety First!

See Safety Guidelines page 106.



Wrap It Up

LETTER SHAPES

Collect pedometers and lead students in a round of applause (clap while moving hands in a circle) to recognize their spelling and estimation abilities, as well as their ability to take turns leading and following. Spell a few of the spelling bee words together as a large group, using bodies to shape each letter. Students can work with a partner to make the shape of some letters if desired.