

## Lesson 3 of 6

# Walking

### EQUIPMENT

4-5 sponge balls » straws cut in half or paper clips (~ 6 per student ) » 10 cones » stopwatch » whistle » pencil » class score sheet

## Warm It Up

### OOGEDY BOOGEDY TAG

Explain to students what an “oogedy boogedy” is; when you shake your entire body and say “oogedy boogedy”. Practice as a large group. Choose 4-5 students to be taggers and provide each with a sponge ball. On the signal to begin, taggers try to tag all other students by touching them with a sponge ball (throwing is optional). Should a student be tagged, they move to a designated corner of the activity area and do three “oogedy boogedies” before returning to play. Stop the game frequently and ask taggers to give their ball to another student who will take on the role of tagger when the game resumes.

### ABCD's of Physical Education



### RELATED RESOURCES

- Walking Games and Activities (LRC# 470477), J. Decker & M. Mize, 2002, [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)
- Active and Safe Routes to School, International Walk to School Week, [www.saferoutestoschool.ca/iwalk.asp](http://www.saferoutestoschool.ca/iwalk.asp)



### Safety First!

See Safety Guidelines pages 11-17.



### Benefits of Health

Functional Fitness	
Body Image	B(K-1)-4
Well-Being	

### Clues that students are achieving the outcome...

“Students will recognize personal abilities while participating in physical activity”  
*K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can walk at a pace that increases their heart rate and allows them to carry on a conversation
- Students can describe factors that affect walking speed



## Whoop It Up

### SCAVENGER HUNT

Prior to the walk, create a “track” outdoors, placing cones 15 metres apart in a creative but somewhat circular shape. Explain that students will be participating in a 15-minute walk to challenge their personal abilities. Students will walk as quickly as possible around the track collecting a straw at the completion of each lap. Challenge students to use proper technique (refer to lesson 1) and to walk at a pace that allows them to carry on a conversation with a friend with an occasional gasp for air – this is called the “talk test”. The talk test will help students ensure they are walking at a pace that challenges their abilities and allows their body to benefit from the activity. Ask students to place their hand over their heart and notice the speed at which it is beating. An increase in heart rate is a sign that students are challenging their personal abilities. Explain that different bodies will be able to walk at different speeds because of body shape, stride length, and fitness level among other things. It is important that students pay attention to the changes in their body and challenge their own abilities. On the signal to begin, students start walking from a designated place on the track and collect a straw at the completion of each lap. Stop students halfway through the walk and at the end and draw attention to their increased heart rate. Consider grouping students into teams; e.g., teams of 5 alphabetically on the class list, and adding the number of laps completed by each team member to determine a team score. Introduce and promote International Walk to School Week (first week in October) and consider organizing a school event.



### Safety First!

See Safety Guidelines page 106.



## Wrap It Up

### FIVE MINUTES FOR MUSCLES

Before students hand in straws, record their count on the class scoresheet. Lead students through the following exercises and stretches to help their muscles cool down after the walk. Hold each stretch for 20 seconds or more. **STRAIGHT-LEG CROSSES** x10 – sit with legs extended in front and cross ankles alternately; **INNER THIGH STRETCH** – stand with feet wide apart and bend one knee at a time, lower buttocks to ensure knee is in line with the foot; **QUADRICEPS STRETCH** – hold pant leg or ankle of left foot with left hand, knees together; **HAMSTRING STRETCH** – sit on floor with legs straight and together, toes pointing up and try to touch belly button to thighs; **CALF RAISES** x10 – while standing, slowly raise and lower heels off ground; **CALF STRETCH** – stand with one leg extended in front, heel on the ground and slowly lower buttocks.