

Pedometer Activity - Choices Count

Learning Objectives

- Students will analyze and compare a variety of activities using a pedometer.
- Students will use proper technique and safety procedures to perform exercises.
- Students will work cooperatively with a group to collect data.

Learning Targets

- I can compare the aerobic capacity benefits of different activities.
- I can show proper form while performing different activities.
- I can work cooperatively and safely with others to record steps at various fitness stations.

Teaching Cues

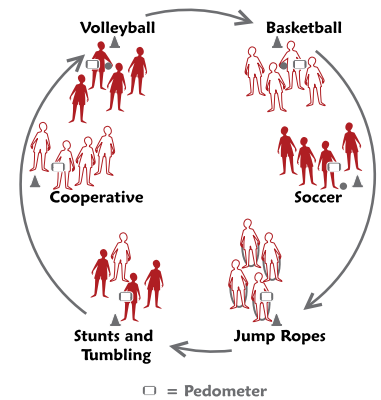
- Move to stations quickly.
- Using body cues (breathing, heart rate, heat of body, etc.), try to make an educated guess at what stations make your wearer take the most steps.

PREP

- 1 [volleyball](#)
- 1 [basketball](#)
- 1 [soccer ball](#)
- 1 mat (or 2-3 carpet squares)
- 6 [cones](#) for stations, plus 4 more for lines for *Stick with Me!*
- *SPARK lesson plans (optional- see Set section)*
- 5 [jump ropes](#)
- 1 pedometer per group of 3-5

SET

- Create a circuit with 6 stations of various activities around the perimeter. Use the sample activities below. If students are unfamiliar with any of these, provide a substitute activity they know.
- Volleyball (Forearm 21)
- Basketball (Pass and Follow)
- Soccer (Corner to Corner Give and Go)
- Jump Ropes (Partner Tricks)
- Stunts and Tumbling (Partner Switcheroo Stunt Hunt)
- Cooperative (Stick with Me!)
- Distribute students evenly to all stations; 1 pedometer wearer/station.



TEACH

1. Lesson Objective

- The object of **Choices Count** is to try different activities to see which provides the greatest number of steps.

2. Instructions

- (*Explain and demonstrate the various stations chosen for the circuit.*)
- On music, begin playing the activity at your station. On the stop signal check pedometer step count, then move to the next station.
- Change pedometer wearer and clear it to zero when you begin the new activity at each station.

REFLECTION QUESTIONS

- How do the heart and lungs work together during physical activity?
- How does your heart rate change before, during, and after physical activity?
- Why is a strong heart able to return quickly to its resting rate after vigorous exercise?



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Standards Alignment

Standard 1: Outcome 1

Uses locomotor skills in a variety of tasks.

Standard 1: Outcome 27

Performs intermediate jump-rope skills.

Standard 2: Outcome 3

Combines movement concepts with skills.

Standard 3: Outcome 2

Engages in the activities of physical education class without teacher prompting.

Standard 3: Outcome 5

Demonstrates health-related fitness components.

Standard 4: Outcome 2

Participates with responsible personal behavior in a variety of physical activity contexts.

Standard 4: Outcome 4

Works cooperatively with others.

Standard 5: Outcome 5

Works safely with peers in physical education settings.

SEL Competencies

Self-Awareness

Peer interaction

Self-Management

Self-discipline

Relationship Skills

Cooperation, teamwork

Responsible Decision-Making

Evaluating

Vocabulary

- circumference
- cues
- distance

SPARK It Up!

1. Partner Choice

- *(Students in pairs.)*
- *(Change all station activities from group to partner (e.g., 1-on-1 basketball; flying disc toss and catch, aerobic golf, Partner Walk and Talk and jump rope challenges) activities.*

Teaching Suggestions

- Allow for equal time at each station for fair step comparisons.
- Use an interval music with 2 minutes of music and 15 seconds of silence for rotation.

Integration

Between birth and old age, the average person will walk approximately 70,000 miles. The distance around the equator (circumference) is about 24,900 miles. That means by the time you are old and gray you will have walked around the earth almost 3 times! Keep on truckin'!

Teacher Reflection

