



Think Breakfast! Lesson Plan for grades K-2.

Trace Your Steps

With the average child taking anywhere from 10,000-13,000 steps a day, it is no wonder it seems like they never stay still. However, recent increase in the reliance on technology, both at home and school, has kept many of today's kids in a seat more than on their feet. Therefore, it is essential that we promote ways to keep kids on the move before this sedentary lifestyle affects their future health.

As part of the *Think Breakfast!* Campaign, we have developed a pedometer activity that can take place in your classroom. Trace Your Steps encourages additional walking into your students' daily routine as a physical activity that is both fun and challenging. With the use of a pedometer, students can see how many steps they take each day and challenge themselves to meet set goals for the next day. As incentive for attaining those goals, they also gain rewards for their effort!

I. LEARNING CONTEXT

Learning Objective: This lesson is designed to help students explore various ways of increasing their physical activity. Pedometers not only help students develop an understanding of numbers but also a lesson in safekeeping, as they are each responsible for their own. Also, by keeping a record of their increased daily steps (see Trace Your Steps chart, attached), students should begin to see the benefits of increased physical activity. The use and ease of their pedometers can become an incentive for students to incorporate more physical activity into their daily lives, both in school and at home.

Content Areas: Health/Nutrition
Introductory math/number skills

Grade Level: K-2

New York State Learning Standards:

- Health, Physical Education, and Family and Consumer Sciences
 - Standard 1: *Personal Health and Fitness*
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.
- Mathematics, Science and Technology
 - Standard 6: *Interconnectedness: Common Themes*
Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

II. PROCEDURE

PHASE 1

- A. Trace Your Steps should begin on a Monday and last through Thursday. This is to ensure that students have sufficient time to create a walking log with average daily steps obtained in a school day. Each day should begin and end at school, starting from when the kids enter the classroom and ending with the last period (for Kindergarten, steps may be for only half a day). At the end of each day, record how many steps each child took on the Trace Your Steps chart. At this point, we suggest reminding students to leave pedometers in their desk before going home. You may also want to consider daily reminders to put them on in the morning. This is to guarantee accuracy and efficiency throughout the classroom.
- B. For the first few days, the object of Phase I is to gain an idea of the average steps each child takes per day, prior to suggesting that they incorporate more physical activity into their schedule. Explain to students that they will be participating in an activity where they will be using a tool called a pedometer to show them how many steps they take during the school day. Show them how to use the pedometer and discuss with students that eating a balanced diet and incorporating more daily physical activity into their lives is important for overall health. Describe that both play a critical part in their performance in school, sports or other extra-curricular activities. Give some examples of these, such as doing better on schoolwork or having more energy for a soccer game, then let the class volunteer their own examples.

- C. Toward the middle of the week, emphasize to students that walking is one of the easiest forms of physical activity. It is neither painful nor inconvenient and it can be incorporated into daily activities with little effort. By now, the kids should have a good grasp on how easy and fun it can be to see how many steps they take each day. Purposely take longer routes to destinations in school as an example of how simple it can be to add to their final number of steps on the Trace Your Steps chart at the end of the day.
- D. On Friday of Phase I, take an average of how many steps each child took during the week. Explain to them that the following week they will be attempting to increase their steps in school *and* at home. If they succeed in increasing their steps, they will be rewarded for their efforts (see suggested rewards in section IV).

PHASE II

- A. Repeat the chart process and procedures given for Trace Your Steps in Phase I, A. Reiterate the positive effects that walking and other forms of physical activity have on students' minds, bodies and overall health. Explain to them that Phase II will last another week and the goal is for them to learn to incorporate more physical activity into their daily lives while at school *and* at home. **Example:** If each student can reach their individual goal of 5000 more steps in Phase II than in Phase I, the whole class will earn a reward for their efforts.
- B. The protocol for pedometers will be different in Phase II because students will be expected to start and end their days with pedometers at home. Therefore, we suggest involving parents in this phase as much as possible. Not only can they help tremendously with getting their child more active and adding to their daily steps but they can share in the responsibility of the pedometer. Obviously, it can be hard for kids of this age to remember putting it on in the morning and taking it off at night.
- C. Give students examples of how they can increase their walking activities both in school and at home (stairs instead of elevators, things you can do as a class, walks with the family, etc.) Have them volunteer their own examples and urge them to commit to additional walking where possible.
- D. For Friday, take the average increased steps since Monday for each student. Inform them of how many more steps they took this week, because of the activity, than they took last week. Finally, present a total number of increased steps for the entire class. Explain that their daily effort has earned them their big reward and that they should be proud of their accomplishment, both individually and as a class.

IV. REWARDS

We strongly suggest that you not use food for either daily or end of the week rewards. Due to the recent focus on increasing student wellness, it is important to stress physical activity as a reward itself. Emphasizing other rewards can help send the message that celebrating does not always have to involve eating. If you have to involve food, please make it healthy!

The following are alternative ideas for rewards:

- ✓ No assigned seating for the day
- ✓ Participating in a physical activity video
- ✓ Outdoor classes/games/walks
- ✓ Extra recess time
- ✓ Extra privileges specific to your class
- ✓ Plan a field trip with student input
- ✓ Walk with a teacher during lunch time

V. TIME REQUIRED

As a whole, the activity should last one week. While presenting the activity procedures, you should allot 15-20 minutes of class discussion on health and physical activity benefits and examples. A sufficient amount of time should be left to explain the activity and reward incentives in full. On Friday of Phase II, we suggest that you inform the class of their accomplishments/reward in the morning so that you can plan for the day.

VI. RESOURCES

Activity resources needed:

Pedometer

Trace Your Steps activity chart – One for each Phase.

Online referrals:

www.fns.usda.gov/eatsmartplayhard/

www.actionforhealthykids.org

www.kidshealth.org

VII. ASSESSMENT PLAN

What are some health/safety issues to consider when planning your physical activities?

V. REFLECTION

It is important to continue emphasizing healthy bodies and minds to children as they grow. As teachers, your encouragement for a specific physical activity, such as walking, and incorporating pedometer use can help students reach success in these areas. If children see what minimal effort it can take to increase their daily steps, they will be more inclined to continue such effort as well as attempt other physical activities.

