“Let’s Get Moving and Walk Across America”

For further information contact...

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2010 - 2011 IDEA CATALOG OF EXCELLENCE

■ PROGRAM OVERVIEW

Using pedometers during physical education activities, our school will simulate a walk across America. It is a year long program designed to be a fun way to combine physical fitness activities with academic learning in areas such as history, geography and math. Since our school has students with varying physical and mental abilities, we have adapted the activities and academics to correspond with their abilities.

During physical education time, every student and para will wear a pedometer while doing the activity that was planned. After P.E. is over, with or without the use of a calculator, students will add up the number of steps they have taken as a class, and convert their steps into miles (math skills). Each class will then have a chart to graph their progress on a daily and weekly basis, and to help compare which activities required the most steps from a physical education standpoint. Adaptations are made to help students who need help with these tasks.

Every Friday, after each class has totaled all their steps for the week and converted them to miles, we will combine the total number of steps taken by the whole school to come up with a mileage distance, and pinpoint that distance on a large colorful map of the United States. We will then have a “Destination Celebration” where all the classes will come together for a short presentation to see how far we walked and to learn about the location where we ended up. We will point out any places of interest we passed along the way, and if available and appropriate, show a short video of landmarks passed, or the city we ended up in. This provides reinforcement of history and geography skills for students, and a new learning experience about our beautiful country for those who have never been farther away from home than Polk County.

Individual classroom teachers can incorporate this information into their own classroom later at the appropriate time for re-enforcement.

■ LESSON PLAN TITLES

- “Let’s Get Moving and Walk Across America”
  (Using pedometers to teach movement and math skills)
- “Let’s Get Moving and Walk Across America” Part Two
  (Using pedometers to help with geography and Social Studies skills)

■ MATERIALS

Materials for each lesson other than the pedometers are included with the lesson plans. Our school is small, and the budget allowed us to have one pedometer for every student and staff. In larger schools, you may need to set up a log out system for your pedometers to be shared between classes. The book “Pedometer Power” by Robert P. Pangrazi provides excellent resources for charts to keep track of pedometers, and charts for step counts.

■ ABOUT THE DEVELOPER

Robert Steele has a Bachelor of Arts in History from Salem State College, and is certified in History, ESE and Physical Education grades K-12.

He is currently the Athletic Director at Polk Life and Learning Center in Bartow, serving students ages 3 through 22. He is also the head coach for the Special Olympics program at the school.

★★★★
“Let’s Get Moving & Walk Across America” Robert Steele
Lesson Plan No 1 - All Classes K-12+

■ SUBJECTS COVERED
Movement and Math skills

■ GRADES
K-12+ (all classes)

■ BIG IDEAS
Pedometers are a fun way to help us stay healthy and active through walking.
Pedometers will help students utilize their math skills.

■ OBJECTIVES
Students will:
• Understand how a pedometer works to count steps while walking or running.
• Know the importance of how walking and staying active can make you feel better physically.
• Know that math skills or calculators can be used to convert steps to miles.
• Desire to learn more about our beautiful country.

■ MATERIALS
• Enough pedometers for each student participating
• Pencil, paper, and markers
• Graph paper and progress charts (step counting record)
• Large colorful map of the United States
• Increasing Activity levels Chart

■ SUNSHINE STATE STANDARDS
PE.C.2.3.3 - Understands how a commitment to a wellness plan enhances the quality of life (e.g. leads to positive coping skills, healthy eating habits, and regular physical activity.
PE.K.C.1.In.c: Recognize technology used during physical activity.
PE.K.C.1.Pa.a: Associate movement with a locomotor skill, such as walk, run, skip, leap, jump, or gallop.

MA.8.4.3.2 - Selects and uses appropriate instruments, technology and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.
MA.5.A.6.Pa.c: Solve simple problems involving small quantities using language, such as more, less, and same.

■ DIRECTIONS
(Introduction to Pedometers - Designed to be a weekly lesson plan)
1. Ask for a show of hands to find out how much students know about pedometers. Explain and show how to use a pedometer, attaching it properly to the belt over the side pocket. Do not shake the pedometer while holding it. (will cause inaccurate step count)
2. Explain the importance of walking to stay healthy, and that these pedometers will be a fun way to motivate us to get more active.
3. Tell students that all of our classes will be counting their steps while doing various P.E. activities, and together over the course of the year we will have enough steps accumulated to take a walk across America! Each week we will add up the total steps taken in all classes, and students who are capable will use either a formula or a calculator to convert our steps to miles. We will then plot on a large map of the USA a route leading to the destination we will have reached.
4. Have students attach their pedometer, and begin the activity assigned for the day. For students who are in wheelchairs or non ambulatory, the teacher or para will push them and their steps will be counted. After students have participated in the activity, have students look at the pedometer to see the total steps they have taken, and write it down on the chart provided. (Do this daily)
5. Show students who are capable, the formula for converting steps to miles, and practice doing it without a calculator. This will enhance their math skills. (For lesser functioning students, use the pedometer’s function that automatically converts steps to miles for them)
6. Ask for volunteers to add up the total miles taken by the entire class. Have someone record those numbers on the chart provided. Have different students do this each week.
7. Get students excited about our next lesson by telling them at the end of the week we will be having a destination celebration, and will be talking about where we ended up, and cool points of interest such as famous landmarks passed along the way, as well as population changes, climate changes, topography changes and favorite foods and sports teams in the different areas we visit during our walk across America. (We will be repeating these procedures on a weekly basis throughout the year)
8. Coordinate with classroom teachers the progress you have made each week so they can follow up on points of academic interest, and integrate it into their lessons.
9. If extra motivation is needed to maintain interest, have contests between students or other classrooms to promote healthy competition. See whose room took the most steps during the week, and award prizes to everyone regardless of who won.

■ EVALUATION/ASSESSMENT
Attached is a rubric for Evaluation and Assessment information

★★★★
“Let’s Get Moving & Walk Across America” Robert Steele
Lesson Plan No 2

■ SUBJECTS COVERED
Geography and Social Studies

■ GRADES
K-12+ (all classes)

■ BIG IDEAS
Pedometers are a healthy way to make learning about the people and geography of our country fun!
Opening up a whole new world of learning about our country through maps can be exciting and fun. Students can do this without ever having to leave Bartow!

■ OBJECTIVES
(To be obtained throughout, and by the end of the year)

• Students will want to accumulate lots of steps during P.E. activities in order to get to the destination of their choice where they can learn about interesting people and places outside of the confines of their home town.
• Students will become more familiar with how to recognize cities and states on a map.
• Students will be able to identify or describe at various levels, certain landmarks and obvious differences in climate and/or topography of various areas away from Bartow.
• Higher functioning students will have a better understanding of population changes in various cities.
• Students with an interest in professional sports teams will be able to identify various cities that are the home to these teams.

■ MATERIALS
• Large colorful map of the United States
• Charts and graphs for progress
• Videos of famous landmarks, or cities
• Atlases for visuals
• Picture books of famous historical sights, figures and Geographical wonders

■ SUNSHINE STATE STANDARDS
SS.B.1.3.1 – Uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
SS.K.A.2.Pa.b: Associate a celebration with an event, such as a birthday or holiday.
SS.K.G.1.In.b: Recognize a map as a drawing of a place.

■ DIRECTIONS
(designed to be an ongoing weekly lesson plan throughout the year, and to be used at the Destination Celebration on Fridays.)

1. After calculating total number of steps and converting it to miles for the first week of this program, Show the students some choices of the destination they could end up at (There are several different routes they could take) Ask if anyone knows anything about any famous places on the map they may pass. If no one knows or cares, pick the one you think has the most interesting thing to talk about, and go on to step 2.
2. Have students pinpoint the location on the large map of the destination chosen. Talk about the population of the city arrived at, any important topographical information that would easily identify the city, and any information of importance to that area, such as cash crops, or historical landmarks. Show a short video for visual effect if one is available. (ex.- If the first week you made it to Tallahassee, show a video of our state capital, and maybe Florida State University. You can also show the University of Florida if you passed it on the way to your destination. Talk about the Seminole Indians, or other cultures that were important to the area. Are there any mountains? What kind of crops do you think are grown here? Why is it different from Bartow?
3. Ask students to estimate how far they think they will get next week, and discuss options for the route they may want to take, again asking for input of any prior knowledge they may have of the area they want to go towards.
4. Discuss any locations we have passed that may have a professional sports team residing there.
5. Get students excited about their next destination so they will want to take lots of steps the following week. Point out places of interest you think they might want to know about. Anticipate their ending point, and have some pictures available of landmarks they may pass along the way. Visuals are very important to get them excited.
6. After each week, ask students for a recap of what they have learned so far, and what sights, landmarks, or cities they have liked the most, and why.
7. Toward the end of the program, when students are nearing their final destination, and have walked almost 3000 miles, get them excited about the final “destination celebration.” Talk about the pedometer prizes that will be given away in the drawings, and the videos we will be watching of all the places we have visited. This will help keep students motivated.
8. At the Destination Celebration Party, in addition to the prizes, give out participation certificates to everyone showing that they WALKED ACROSS AMERICA!
9. Recap the health benefits that all this walking has done for them, and encourage them to keep walking over the summer at home with their families.

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# Materials Budget

<table>
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<tr>
<th>SUPPLIER</th>
<th>ITEM DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
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<tbody>
<tr>
<td>Pedometers USA</td>
<td>PE-318 Multi function pedometer</td>
<td>$8.00 each</td>
<td>85</td>
<td>$680.00</td>
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<td>Pedometer Safety Leash</td>
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<td>AG12/386A Alkaline Button Cell Batteries</td>
<td>12</td>
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<td>$41.70</td>
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Subtotal: $801.70

Teacher: **Robert Steele**

School: **Polk Life & Learning Center**

TOTAL BUDGET AMOUNT: $801.70
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<tr>
<th>Objective or Performance</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Movement (Physical Education)</strong></td>
<td>Participates by being wheeled to accumulate steps, teacher/para counts to record steps</td>
<td>Walks or participates in PE activities with or without assistance, wears pedometer and interprets data with prompts/cues</td>
<td>Runs, walks, or participates independently in PE activities, knows how to operate pedometer by himself</td>
<td>Runs or walks independently, gets maximum number of steps possible from activities, can interpret pedometer data</td>
<td>/4</td>
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<tr>
<td><strong>Mathematical Conversions, Estimation, Graphing (Mathematics)</strong></td>
<td>Recognizes number changes on the pedometer, points to his/her own data on graphs/progress charts</td>
<td>Adds number of steps with calculator to put on a graph, recognizes numbers on a graph, understands higher numbers are better</td>
<td>Converts steps to miles using calculator, estimates steps/distances within a range of accuracy, graphs information</td>
<td>Converts steps to miles without calculator, estimates steps and distances in various activities, graphs data changes independently</td>
<td>/4</td>
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<tr>
<td><strong>Geography (Social Studies)</strong></td>
<td>Identifies Florida on a map and the general area where we live</td>
<td>Identifies Bartow on a map (starting location), knows when we’ve changed locations</td>
<td>Plots general area on map where steps/distances end up, knows at least one difference in climate or topography from starting to ending point</td>
<td>Plots on map exactly where steps/distances ended up, can explain differences in topography and climate</td>
<td>/4</td>
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<td><strong>Culture/History (Social Studies)</strong></td>
<td>Identifies physical/human elements of the city he/she lives in with prompts (city bus, etc.)</td>
<td>Knows when we’ve left Florida, and can name new city/state and one difference between it and Bartow/Florida</td>
<td>Gives a brief description of new locations, identifying landmarks and approximate population differences</td>
<td>Identifies landmarks, sports teams, economic resources, historical figures, population, and common knowledge of areas reached</td>
<td>/4</td>
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<td><strong>Total Score</strong></td>
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<td>/16</td>
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## Increasing Activity Levels in Physical Education Classes

<table>
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<tr>
<th>Student</th>
<th>Mon.</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thurs.</th>
<th>Fri.</th>
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### Average per day


*Assessment tool to measure activity levels.*
Convert Steps to Mileage

Many students want to know how far they walk, but step counts don't give that information. Once students know how far they walk, they can easily convert steps to miles and calculate how long it will take to walk certain routes or hike trails.

Purpose
To calculate total distance covered in feet, yards, and miles (meters and kilometers)

Activity Description
1. Have the students determine the length of their stride (in feet or meters) as discussed in the earlier section.
2. Have the students multiply their number of accumulated steps by their stride lengths. For example, a student who has walked 1,200 steps multiplies that number by his or her stride length. Assume the stride length is 2.75 feet (.84 meter) multiplied by 1,200 steps. The distance walked is 3,300 feet (1,006 meters).
3. Convert feet to mileage by dividing 5,280 (the number of feet in a mile) into the number of feet walked (convert meters to kilometers by dividing 1,000 into the number of meters walked). In this example, 3,300 divided by 5,280 equals .625 mile (1,006 divided by 1,000 equals 1.006 kilometers).

Example of how this helps students with math skills while using pedometers
# Physical Education Class Step-Count Record

**Someter Number**

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<th>Teacher</th>
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Individual Physical Education
Step-Count Record

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<tr>
<th>Date</th>
<th>Steps</th>
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