

# Stretching Exercises

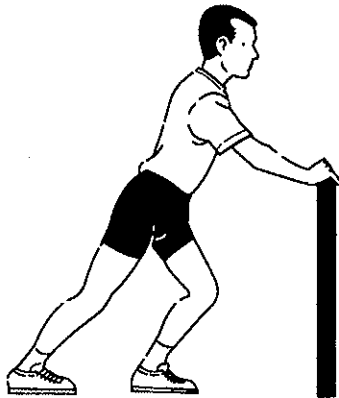


## The Stretches

The following are recommended stretches for beginner and novice runners.

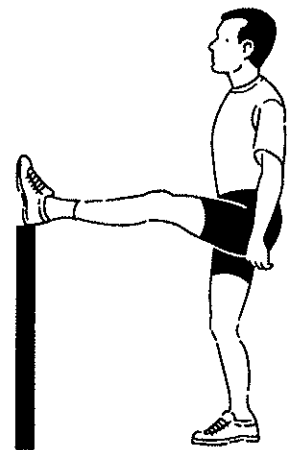
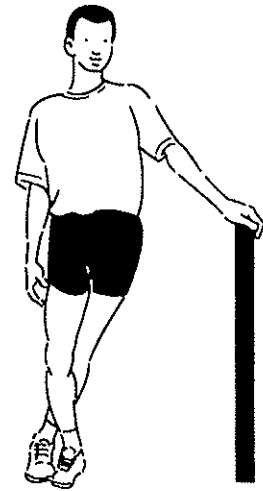
### Calf

Stand about 3 feet (1 metre) from a wall, railing or tree with your feet flat on the ground, toes slightly turned inwards, heel out, and back straight. The forward leg should be bent and the rear leg should be gradually straightened until there is tension in the calf. Finally, bend the straight leg at the knee to work closer to the Achilles tendon.



### Iliotibial Band Stretch

With one leg towards a railing, bench or wall and the other leg slightly bent, cross the leg to be stretched behind the bent leg. Shift your hip towards the wall to stretch the iliotibial band. You should feel the stretch over the hip area.



### Hamstring

Place one foot on a railing, wall or bench with your knee bent and back straight. Slowly straighten the leg. For an additional stretch, keep your back straight and bend forward. An alternate stretch is to sit with one leg straight out and the sole of the other foot opposite your knee. With the back straight, lean forward.

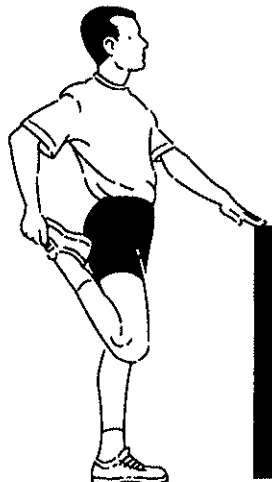
### Buttock Stretch



Sit up straight with one leg straight and the knee of your other leg bent, with the foot of the bent leg on the outside of the straightened leg. Slowly pull the bent leg towards the opposing shoulder. The buttock of the bent leg will be stretched.

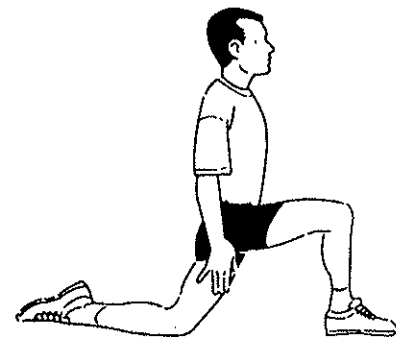
### Quadriceps

(also known as "quads")  
Place one arm on something handy to balance yourself and use the other hand to pull the foot back when one leg is bent at the knee. The bent knee should touch the other knee. Don't push it forward or pull it back. While this stretch is being executed, the belly button should be pulled up under the rib cage; this is called a pelvic tilt. The tilt protects the back.



### Hip Flexor Stretch

Kneel on one knee and place the other leg forward at a 90 degree stance. Keep the back straight and maintain the pelvic tilt while lunging forward. The rear knee is placed to stretch the hip in front.





# Kilometer Pedometer Walking Club

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## Examples of Activities

- |                   |             |               |             |                |
|-------------------|-------------|---------------|-------------|----------------|
| a. Play structure | d. soccer   | g. basketball | j. football | m. intramurals |
| b. Tag            | e. sand box | h. hopscotch  | k. play     |                |
| c. Swings         | f. skipping | i. 4-square   | l. walking  |                |

# Kilometer Pedometer Walking Club

## ACTIVITY RECORD

Name: \_\_\_\_\_

Day/date							
Steps							
Distance							

Day/date							
Steps							
Distance							

Day/date							
Steps							
Distance							

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**WALK 10,000 STEPS A DAY FOR BETTER HEALTH!**

## ACTIVITY RECORD

Name: \_\_\_\_\_

Day/date							
Steps							
Distance							

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**WALK 10,000 STEPS A DAY FOR BETTER HEALTH!**

# Kilometer Pedometer Walking Club

## News from the Gym

A new club is starting Monday, December 4<sup>th</sup>, at the school. It is called the "Kilometer Club". Students and teachers will be walking the halls 2 days a cycle from 12:05 – 12:40. They will be wearing pedometers and will record steps and distance at the end of each workout. Ten times around the halls equals 1 kilometer. After 5 kilometers a student may enter their name into a draw for prizes. It will be fun and this year's motivational question is, "How far can you go?"

There are very few rules to this club. Walk at your own speed, be respectful to others who are in the hall, and wear gym sneakers. The club will move outside during nice weather.

## 10 Quick Facts for Walkers

- 1 Researchers have concluded that people who burn at least 2,000 calories in conscious activity a week (climbing stairs, walking and formal exercise) show vastly better health profiles and longevity than sedentary people.
- 2 10,000 steps of walking burns roughly 300 to 450 calories each day. This means a person who averages 10,000 steps a day will, over the course of a week, end up burning 2,100 to 3,100 calories walking.
- 3 Most adults walk between 1,800 steps and 2,200 steps per mile (depending on stride length). Most children cover a mile in about 2,500 steps because their strides are shorter. So, 10,000 steps translates to about five miles a day for an adult, four miles a day for a child.
- 4 The average office worker takes about 3,000 to 5,000 steps in a typical workday. People who are sedentary may get only 1,000 steps in a day.
- 5 The average person needs to walk an additional 30 minutes daily in order to reach the 10,000-step level.
- 6 To get the most health benefit from walking, walk regularly. You should walk for at least 20 minutes three times a week to see any health benefit.
- 7 A person who wants to lose weight should walk at 3.5 to 4.5 miles per hour every day for a minimum of 30 minutes. Those who want cardiovascular fitness should aim for 4 to 5 miles per hour or faster.
- 8 Walking helps prevent heart disease and stroke by improving cholesterol levels, blood flow and heart function. It also helps reduce blood pressure and prevent adult-onset diabetes by reducing body fat.
- 9 Walking prevents bone loss and osteoporosis by promoting bone formation.
- 10 Need any other reasons to walk 10,000 steps daily? Log on to our website at [www.digiwalker.com](http://www.digiwalker.com) for more information on the DIGI-WALK 10,000 Steps Today™ program.

Walk 10,000 steps a day for better health! Every Step Counts!™

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**Name of Activity: Nature Scavenger Hunt with Pedometers****Academic content:** Science, Math**Purpose of Activity:** To integrate the classroom study of plants/soil/rocks within a physical education classroom.**Prerequisites:** Students have been studying plants/soil/rocks in their classroom. They are able to recognize various types of plants, rocks and soil, as well as the parts of plants. Students are also aware of the various locomotor skills that can be used for traveling.**Suggested Grade Level:** 2-5**Materials Needed:** scavenger hunt worksheet, clipboard and pencil for each group; pedometer for each student**Physical activity:** Locomotor Skills**Description of Idea**

1. Introduce/instruct the students on the value of pedometers.
2. Demonstrate how to use the pedometer and give the students some short practice time to experiment.
3. Divide the students into small groups (4-5) and give each group a scavenger hunt worksheet. Students will use their knowledge of plants/rocks/soil to find items listed on the scavenger hunt worksheet.
4. Review all of the items on the list that they are to find.
5. Students are to use a different type of locomotor skill as they travel to each site. Record the skill that was used on the scavenger hunt worksheet.
5. Discuss the boundaries for the hunt outside, if needed.
8. When the list is complete turn in the clipboard and wait for the other groups to finish.
9. Once everyone has finished move back inside and open up the pedometers. Ask students to write down the number of steps on

PEC: Lesson Plans for Physical Education *Pedometers*

the scavenger hunt worksheet.

10. Use this time to discuss:

\* place value;

\* estimation (Estimate how many steps that they think they might take during the activity and then have them subtract the actual steps and estimated steps to find out the difference. Have they over estimated or under estimated?);

\* addition, subtraction, multiplication, and division; and

\* the ability to categorize the objects found (How are they classified?).

11. Track or record steps taken (compare/contrast steps taken between/among activities). (Older students could compute total distance covered over the course of a unit [in miles] or even the average number of steps taken per activity.)

**Variations:**

This activity could be modified for any age group by creating a more difficult list of things to find as well as increasing the area used in the search of the items. It can also be modified by telling the students that they must run between each item.

Designate a certain locomotor skill to perform after finding the first object - second object and so on.

Infuse concepts of physical fitness [training heart rate] and technology [distance covered].

**Assessment Ideas:**

The assessment is on the scavenger hunt worksheet. Did they find all of the objects listed and did they move around to find them?

**Teaching Suggestions:**

Be sure to identify plants ahead of time that students should stay away from (ie. poison ivy!).

Name:

Grade:

Date:

**Pedometer Estimation Sheet**

1. Draw a straight, curved, and zig zag pathway and label them.

2. Choose a spot in the center of the activity area. Then, choose a location to walk to within the activity area. Put on you Digi-walker Pedometer. **Remember to reset it to ZERO!** Then, predict which pathway will take the most steps to get to that location. Write you answer here.

3. Now estimate how many steps it will take to get to that location. Include an estimate for each pathway:

Pathway	Estimated Steps
Straight	
Curved	
Zig Zag	

4. Now walk to the location you choose using one of the pathways. Remember to check your step total once you reach the location and record it on this sheet. (reset pedometer)(Do this three times)

Pathway	Actual Steps
Straight	
Curved	
Zig Zag	

5. Record the difference between the estimate and the actual steps for each pathway.

Pathway	Actual Steps	(minus) Estimated Steps	Difference
Straight			
Curved			
Zig Zag			

**Questions:**

6. Which pathway took the most steps? (Circle your answer)

7. Straight    Curved    Zigzag

8. Did you enjoy this activity? (Circle your answer) Yes    No

9. Was it an easy or hard activity for you?

10. What parts did you need help to complete?

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## *3-5 PE Lesson Ideas*



### **Name of Activity: Steps to Fitness (with pedometers)**

**Purpose of Activity:** This is a simple way to use pedometers to encourage movement in game/play/exercise situations. It also allows students (and teacher) to evaluate the fitness potential of different activities.

**Prerequisites:** Students have to have been taught in proper pedometer use. They need to know the rule - "If you shake it (the pedometer), I have to take it."

**Suggested Grade Level:** 3-5

**Materials Needed:** Pedometers for each student. Related game equipment.

### **Description of Idea**

This simple activity is just another way to use pedometers to motivate students to move, as well as promote the concept that movement is what's important for health, not the game score. As groups or teams participate in game situations, for example mini-soccer games (2 vs 2), they wear their pedometers. Allow the students to play for a set amount of time. When time is up, instead of counting goals scored, individuals write their number of steps on a personal chart.

Students will then be able to add their steps over several days or compare a set amount of time in soccer to the same amount of time in a tag game. Students can make judgements about the quality of different activities in promoting fitness.

### **Assessment Ideas:**

For individual assessment purposes, approximately 600 steps = 1/4 mile, 1200 steps = 1/2 mile, 1800 steps = 3/4, or 2400 steps = one mile.

 PE Central	<i>Instant Activity</i>	 PE Central
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**Name of Activity:** Super 6 Fitness Stations (with pedometers)

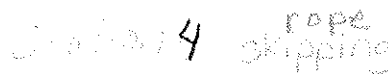
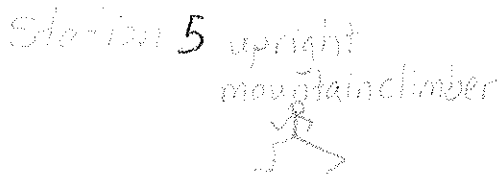
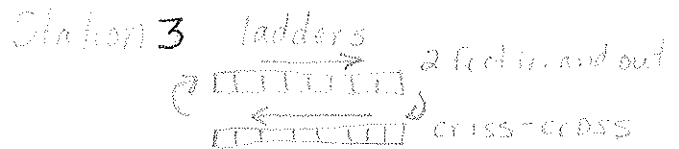
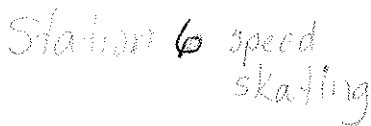
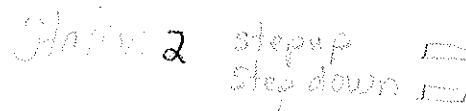
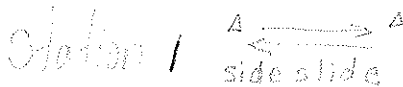
**Prerequisites:** Experience with the pedometers.

**Suggested Grade Level:** 3-5

**Materials Needed:** Cones, Station identifiers, pedometers.

### Description of Idea

Set the **Super 6 Stations** (see diagram sheet below) up prior to the students arriving. Split your class into 6 equal groups of about 3-5 students each. Since I have a limited number of digiwalkers I can give only two digi-walkers to each group. Those two wear the pedometer for the entire circuit. The next time class meets and this warm up is done (or if you go around the station circuit more than once in the same day) another two students in the group wear the digiwalker. After completion of the stations record the digiwalker steps for the group.



This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Jog & Jump Partner Activity (with Pedometers)

**Suggested Grade Level:** 4-5

**Materials Needed:** 1 Pedometer, 1 jump rope, 1 score sheet, jump rope skill sheet (optional), 1 pencil per partner group, 1 set of numbered cones.

### Description of Idea

Assign the students to a numbered cone as they enter the gym. The cones should be set up in numerical order on the perimeter of the boundaries of a large rectangle. The students need room to jog clockwise around the outside of the cones. Have the equipment at each cone or have the students get the equipment on the way to the cone.

On signal, one partner will jog clockwise around the perimeter of the area while the other partner practices their jump rope skills (I have a skills sheet with the jump rope skills I want them to practice on it). The jumpers need to stay within the rectangle while their partners jog around the outside of the area. After three minutes, have the joggers stop and open the Digi-Walker, check their step number, and go back to their cone. The jogger records his/her steps while the other partner puts the Digi-Walker on and resets it to zero. On signal the new jogger jogs and the other partner jumps rope.

After both partners complete the warm-up, have them add their scores together for their team score.

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title: Pedometer Partner Fitness Fun**

**Purpose of Event:** To enhance fitness through the use of stations, working with another, and technology (e.g., pedometers).

**Suggested Grade Level:** 3-5

**Materials Needed:** Numbered cones, worksheets, task sheets, pencils, mats, pedometers.

### **Description of Idea**

#### **Preparation:**

Have the cones on the perimeter of the area. Use clothespins to attach the task sheets (see below) to the cones. Have the exercise task sheet (see below) attached to the inside of the cone. Have the locomotor task sheet attached to the outside of the cone so the traveling partner can read it. Place several mats inside this area for the students to use for curl-ups.

#### **Description:**

As the students come into the gym number them off and tell them to go to that number cone (I have my cones numbered 1-15 because I have one class of 29). When they are ready, explain that one person from each group will start with the **pedometer** set at zero. On signal, they do the locomotor movement tasks (see sheet below for these and to print this sheet out) around the perimeter of the room, changing skills as they pass their cone until they have completed all of the tasks. The other partner will stay inside the cone area performing the exercises listed on the task sheet (see sheet below) changing as their partner passes the cone and recording the number of each one done. When the traveling partner is finished, he or she records the total number of steps using the Digiwalker Partner Fitness Record Sheet located below. Then the other partner puts on the pedometer and resets it to zero and begins the locomotor tasks. After both partners have completed both tasks, have them total their number of steps and total the number of exercises together. They will have a total step number and a total exercise number.

Name:

Grade:

Date:

**Pedometer Estimation Sheet**

**Directions:** Look at your worksheets from the last four Physical Education classes. Rank your steps in order from the least to the most, include the dates and activity.

Ranking Steps in PE Classes		
Steps	Activity	Date
1.		
2.		
3.		
4.		

**Examine your data:**

Which day were you the most active? \_\_\_\_\_

Which two days had step totals that were the closest?

\_\_\_\_\_

Record the difference between these totals? \_\_\_\_\_

Make a graph to show your data collected from all four Physical Education classes. Be sure to label all of the parts of the graph. Next, summarize the information in one or two sentences.