

Walk 'n Talk Cool-Down

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate a brisk walking pace during the cool-down activity.
- ✓ **Cognitive:** I will discuss the benefits of improving or maintaining good health during the Walk 'n Talk.
- ✓ **Fitness:** I will recall and document 1 full day of physical activity using my Fitness Portfolio.
- ✓ **Personal & Social Responsibility:** I will follow the rules and etiquette of class so that everyone in class can enjoy physical activity.

TEACHING CUES

- ✓ Identify a Topic
- ✓ Start Walking & Talking
- ✓ Keep Talks on Topic
- ✓ Find Your Portfolio and Express Thoughts in Writing

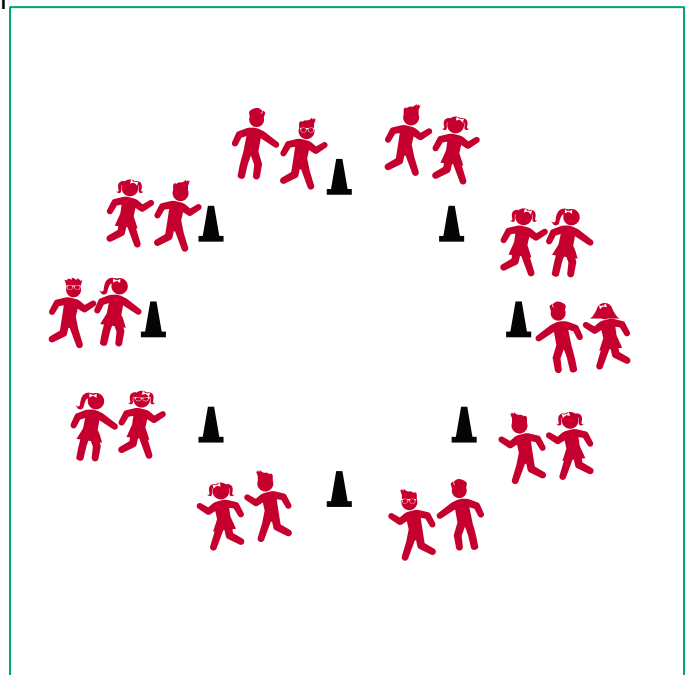
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 Fitness Portfolio Per Student

Set-Up:

1. Set-up a walk/run course around the perimeter of the activity area.
2. Split students into pairs or small groups to walk in.
3. Fitness Portfolios, organized for easy access by students.



Activity Procedures:

1. Today's cool-down activity is a Walk 'n Talk. On the start signal, walk along the perimeter of our activity area.
2. During the walk, use your Fitness Portfolio to guide your conversations. We'll get together after 2-minutes and review, and then you'll quickly write about what you discussed with your partner/group.

Grade Level Progression:

3rd & 4th: Provide specific discussion questions for all students to use during their Walk 'n Talk.

5th: Allow students to choose discussion topics from their Fitness Portfolios. Prompt students to choose topics from the pages/sections that have not yet been completed.

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CHALLENGE PROGRESSIONS

- ✔ Work with students to create a series of health-related fitness challenge questions that pairs can use as discussion starters.

MODIFICATIONS

- ✔ Guide discussion by asking students to brainstorm everything that they know about a health-related fitness term. Then use those brainstormed ideas to prompt large group dialog.

ACADEMIC LANGUAGE

Warm-Up, Cool-Down, Dynamic Stretching, Static Stretching, Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 2 [E3.3]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E1.3-5]** Charts participation in physical activities outside physical education class (3a); Identifies physical activity benefits as a way to become healthier. (3b); Analyzes opportunities for participating in physical activity outside physical education class. (4); Charts and analyzes physical activity outside physical education class for fitness benefits of activities (5).
- ✔ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3), Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- ✔ **Standard 5 [E3.3-5]** Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you recall physical activities that you participated in during your free time in the past week?
- ✔ **DOK 2:** Can you explain how one or more of those activities worked to improve your health-related fitness?
- ✔ **DOK 3:** How could you change your daily schedule in order to get more physical activity?
- ✔ **DOK 4:** Use the information that you've learned about physical activity and fitness to accurately complete the Tracking Physical Activity section of your Fitness Portfolio.

TEACHING STRATEGY FOCUS

Help students to process content: Use the Walk 'n Talk Cool-Down as an opportunity for students to discuss and elaborate on content with their peers in a student-centered environment. It's the teacher's role to get discussion started and monitor the class to ensure that students stay on task. Once discussions have been started, teachers should then take a step back and allow students to summarize, question, and build upon the ideas of their partners. Bring the group together at the end of the activity to validate, clarify, and extend the work that students have done.