

FITstep Pro Pedometer Introduction Lesson

Grade(s):	F.I.T.T:	Academic Content:	Lesson Focus:
Any	F – 1x/semester I – Moderate T – 15 minutes T – General Intro	<ul style="list-style-type: none"> ▪ MVPA (Moderate to Vigorous Physical Activity) 	Introduce the FITstep Pro: How it works, routines, and personal placement points.

EQUIPMENT:	RESOURCES & REFERENCES:
<ul style="list-style-type: none"> <input type="checkbox"/> One pedometer per student. <input type="checkbox"/> Speaker, Music & Timer System <input type="checkbox"/> Voice Amplification System* <i>*Optional</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Gopher FITstep Pro Training Video Series <input type="checkbox"/> Gopher Achieve! Curriculum
ASSESSMENT:	
<ul style="list-style-type: none"> <input type="checkbox"/> Visual Observation <input type="checkbox"/> Performance Task 	<ul style="list-style-type: none"> <input type="checkbox"/> Skills Checklist <input type="checkbox"/> Self Assessment

ESSENTIAL QUESTIONS:
<ul style="list-style-type: none"> How can a pedometer help me in PE class and in my every day life? Why is it important to be able to monitor and track my daily physical activity?

DOMAINS OF LEARNING - STUDENT PERFORMANCE OBJECTIVES: The student will be able to... (SWBAT)	
Psychomotor: <i>*Skills</i>	<ul style="list-style-type: none"> Correctly place the pedometer on waistband in placement point. Perform a brisk walk – an “MVPA walk”.
Cognitive: <i>*Knowledge</i>	<ul style="list-style-type: none"> Understand how the FITstep Pro helps measure personal activity levels. Understand how their body feels at different activity levels (daily walk, brisk walk, jog/run).
Affective: <i>*Confidence</i>	<ul style="list-style-type: none"> Demonstrate awareness of moving in personal space. Demonstrate positive attitude while learning.

National Standards				
<u>National Standard 1:</u> Demonstrates competency in a variety of motor skills and movement patterns.	<u>National Standard 2:</u> Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	<u>National Standard 3:</u> Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	<u>National Standard 4:</u> Exhibits responsible personal and social behavior that respects self and others.	<u>National Standard 5:</u> Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Lesson Overview:
<ul style="list-style-type: none"> Become Familiar with the FITstep Pro Pedometer <ul style="list-style-type: none"> Share about how it works, etiquette, care, daily routine, and describe downloading process. Where to Place the FITstep Pro Pedometer How to Check for Accuracy – 30 step test placement point Explaining Basic Functions: Step Count vs. Activity Time vs. MVPA Finding an Accurate Setting for MVPA (older students – 6th grade & up) Review locomotor movements Learn, review and follow teacher’s stop & go signals.

LESSON INTRO – ENGAGE LEARNERS

Introduce today’s objectives and overview (above). Ask some of the following questions to begin a discussion:

- What is a pedometer? Who has used one before?
- How can a pedometer help you in your every day life?
- Why is it important to be able to monitor and track your daily physical activity?

WARMUP or INSTANT ACTIVITY

Time:	Description of Activity:	Notes, Cues, Diagram:
5 min.	<ul style="list-style-type: none"> • Show the pedometer to students. Explain: <ul style="list-style-type: none"> ○ How to find their pedometer number on posted class roster. ○ How to put on in position #1 (standard point over the knee). ○ Demo how the “Safety clip goes on the hip”. – Important rhyme! ○ Hold down yellow Reset button to clear the pedometer. • Review class Start/Stop Signals • Have students go to class pedometer list and find their number. • Students retrieve pedometer, place it in position #1 and begin walking. 	Signals: 1 whistle = go 2 whistles = stop 3 whistles = bring it in

LESSON & ACTIVITIES

Time:	Description of Activity:	Notes, Cues, Diagram:
	HOW TO USE THE BLUE MODE BUTTON	
	<ul style="list-style-type: none"> • After walking for 1 – 2 minutes, gather the students together. • Show students how to open pedometer on their waistband. • The Blue MODE button “scrolls” through your settings on the pedometer. No matter the setting you are in, the pedometer continues to track your data in all the settings. It is like a mini-computer. • Push the Blue MODE button until you see “Steps” on the bottom right. The step setting shows the number of steps you have taken. • Push the Blue MODE button once more and you will enter “MVPA” mode. MVPA stands for “Moderate to Vigorous Physical Activity” and is considered to be any activity that is at the intensity of a brisk walk or more. This is an important intensity to know because doing activities that are in the MVPA zone are those that provide the most health benefits to help us to stay fit. • Push the Blue MODE button once more and you will enter “Acttime” mode. This stands for “Activity Time” and accounts for the total amount of time you have been active. It’s the whole pie. And MVPA is only part of our total activity time, or a piece of the total activity pie. • You can scroll through the settings anytime. Remember it tracks everything no matter what setting you leave it on. 	2 whistle freeze, Bring it in. Circle up.

Use the Pedometer Mini-Lesson Series from Dr. Pangrazi for more on using the pedometers in the classroom or physical education setting. This can be found at www.PEchamps.com

LESSON & ACTIVITIES

Time:	Description of Activity: THE 30-STEP TEST: FINDING YOUR PERSONAL PLACEMENT POINT	Notes, Cues, Diagram:
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The FITstep Pro Pedometers are highly accurate. They are tested at the factory using a shake test and show an accuracy of over 99 percent. Most problems occur because of how you are wearing it on your body. Let's learn how to wear the pedometers correctly. Everyone's body is different so we all need to test out different locations to find the one that works best for each of us.

Push the **Blue MODE** button to go to **Step** mode. Follow the steps below:

1. Begin by placing the pedometer on your waistband directly above your knee.
2. Put your pedometer in the Step mode
3. Reset and close your pedometer. Walk and count 30 steps. Open and see if your step count is between 27 and 33 steps.
4. If the count is not between 27 and 33 steps, it is not counting accurately and you must try another spot. Go to #5.
5. Move the pedometer so it is over your hip bone. Walk and count 30 steps. Recheck. If not accurate, go to #6
6. Move the pedometer to your back near your spine. Walk and count 30 steps.
7. Use the most accurate placement spot. Recheck your spot on a weekly basis.

You should do the 30-step test once a week just to be sure your pedometer is counting accurately. If you ever feel your pedometer is not reading accurately you should see teacher to look into it further.

30-STEP TEST:			
Walk and Count 30 Steps	Position #1: Over the Knee	Position #2: On the Hip	Position #3: Near the Spine
Actual # of steps on your pedometer:			

- Typically for Grades 3+
- Have all students stand on sideline, shoulder to shoulder, so they can do the 30-step test.
- They can walk across the gym. Stop. Check pedometer. Turn around and do it again.
- They can go back and forth and can try all 3 placement points.
- This is a good way to integrate compare and contrast.
- After finding a placement point have students go around gym using locomotor movements at slow and fast speeds (1 min. ON/1 min. OFF). Then have them look at overall step/time results.

Next Page: Mini-Lesson on MPVA Setting

LESSON & ACTIVITIES

Time:	Description of Activity: MVPA: IDENTIFYING YOUR MVPA THRESHOLD	Notes, Cues, Diagram:
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MVPA is an acronym for Moderate to Vigorous Physical Activity. It is considered to be any activity that is at the intensity of a brisk walk or more. This is an important intensity to know because doing activities that are in the MVPA zone are those that provide the most health benefits to help us to stay fit.

Here’s how to help your students identify their MVPA threshold. This can then be entered into the settings of their pedometer each time they wear it so it is even more tailored to their gait. *Note: most students still fall in the factory default setting mode of 110 steps per minute. However, teaching students (especially the older ones) how to customize their MVPA setting allows them to KNOW the pedometer is the most accurate it can be. This is especially helpful for the outlier students who may be taller or shorter than average or have a different walking pattern. The more accurate the pedometer is placed and set, the better the results.

1. Put your pedometer in the **Step** mode.
2. Clear your pedometer; close it and **briskly walk** for exactly one minute.
3. Stop, open the pedometer and check your step count. Round it down to the nearest multiple of 10. For example, if 94 steps, round down to 90 steps. That is your MVPA Threshold. Record it in the box below.
4. Put your pedometer in the MVPA mode and hold down the Set button for 10 seconds. When the MVPA threshold screen pops up, keep pressing the Set button until you reach Your MVPA Threshold value.
5. Push the Mode button. Your MVPA Threshold value will remain set until you re-enter a new value. It does not reset.

- *Typically for Grades 5/6+
- *DO NOT PLAY MUSIC during this time. They need to walk on their own at their own Brisk Walk. I tell my students a brisk walk is pumping their arms and walking with a purpose, like they need to get somewhere.
- Try to repeat the process 3 times to be sure the student gets an average – similar number and is the correct threshold for them.

MVPA Threshold:	
My Steps per Minute (SPM) (walk for 1 minute & record)	
My MVPA Threshold (rounded down to the nearest multiple of 10)	

DOWNLOADING PEDOMETERS

Time:	Description of Activity:	Notes, Cues, Diagram:
	<ul style="list-style-type: none"> Find a timeframe that works best for you. I recommend allowing 2-3 minutes for a class of 35 students using 2-3 downloading docks. I recommend having at least two. You can have up to 10. After lesson closure, dismiss students to the specific download area (teacher cart). Students make single file line and fill in to the open download docks OR assign students to a certain dock. Example: No. 1 – 10 use dock #1, No. 11-20 use dock #2, and so on. After downloading, students wrap the safety clip around pedometer so they don't hang out and place back in storage system. Pedometers are not allowed in the locker room. Teacher checks all pedometers are returned. The hanging system allows for an easy visual check so you know you can dismiss class. <p>*NOTE: After, check the data from this class and see how it aligns you're your lesson goals. Then get program ready for next class.</p>	

COOL DOWN & LESSON CLOSURE

Time:	Description of Activity:	Notes, Cues, Diagram:
	<p>Some questions to ask to engage discussion:</p> <ul style="list-style-type: none"> What does MVPA stand for? What does it mean? How can a pedometer help me in my every day life? Why is it important to be able to monitor and track my daily physical activity? How can I measure my activity outside of PE? How can I tell when my body is going at an MVPA Walk vs. a Regular Walk? What are some activities I enjoy that I can do outside of school that will help me achieve 60 minutes per day of MVPA? 	