Our class Goal:

To have fun being more physically active by walking!

Booklet developed by: Emily Clark, Oakwood Elementary School, Preston, Idaho

WIN the Rockies is supported by award 0004499 through IFAFS (Initiative for Future Agriculture & Food Systems) Competitive Grants Program/USDA.

1111
WIN (Wellness IN the Rockies) is a community-based research, education and outreach project to improve health in Idaho, Montana and Wyoming.

www.uwyo.edu/wintherockies

You may reproduce My Pedometer Handbook for educational purposes but not for sale purposes. Please credit as follows:

My Pedometer Handbook
Developed by Emily Clark, Preston, Idaho
Adapted and distributed by Wellness IN the Rockies
www.uwyo.edu/wintherockies
Graph your progress

# of steps

14,000
13,000
12,000
11,000
10,000
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000

1 2 3 4 5 6 7 8 9 10 11 12 13 14

Days
For more great ideas, check out these sites...

www.letsmove.gov

www.kidnetic.com

www.americaonthemove.org

www.creativewalking.com

www.pecentral.org/pedometry/index.html

MY NOTES:
Pedometer Estimation Sheet 1

Date________________

1. Estimate how many steps you will take today in Physical Education Class. [ ] Steps

2. Record the actual number of steps you took. [ ] Steps

3. Is the actual number of steps less than (<), greater than (>), or equal to (=) your estimate? [ ]

4. Record the difference between your estimate and the actual steps. [ ] Steps

5. What was today’s activity in PE? ____________________

6. Name an activity that might have taken more steps? ____________________

7. Was this assignment hard for you? Why or why not?

8. Did you like this assignment? Why or why not?

9. How can you increase your steps in the next PE class?

10. What is the number of steps you hope to reach next time?

   GOAL: [ ]
Pedometer Estimation Sheet 2

Date________________

1. Estimate how many steps you will take today in Physical Education Class.

2. Record the actual number of steps you took.

3. Is the actual number of steps less than (<), greater than (>), or equal to (=) your estimate?

4. Record the difference between your estimate and the actual steps.

5. What was today’s activity in PE? ______________________________

6. Name an activity that might have taken more steps?
　____________________________

7. Was this assignment hard for you? Why or why not?

8. Did you like this assignment? Why or why not?

9. How can you increase your steps in the next PE class?

10. What is the number of steps you hope to reach next time?

GOAL: ______________________________
ACTIVITY #5

Challenge

Directions: Using a state map, pick a town. Figure out how many miles it is from our town to that town. Figure out how many steps it would take to get there.

1. Town picked ______________

2. How many miles is it from our town?

3. How many steps?
   (Use the conversion chart from your teacher.)

4. If you were to walk 3 miles per hour, how long would it take you to WALK there?

5. What would you see along the way?

6. Would it be worth it to WALK there?
   Why or Why not?
ACTIVITY #4

Top Ten ways to get more STEPS!

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
1. Estimate how many steps you will take today in Physical Education Class.  
   
2. Record the actual number of steps you took.  
   
3. Is the actual number of steps less than (<), greater than (>), or equal to (=) your estimate?  
   
4. Record the difference between your estimate and the actual steps.  
   
5. What was today’s activity in PE?  
   
6. Name an activity that might have taken more steps?  
   
7. Was this assignment hard for you? Why or why not?  
   
8. Did you like this assignment? Why or why not?  
   
9. How can you increase your steps in the next PE class?  
   
10. What is the number of steps you hope to reach next time?  
    
    GOAL:  
    4
1. Estimate how many steps you will take today in Physical Education Class.  ____________ Steps

2. Record the actual number of steps you took.  ____________ Steps

3. Is the actual number of steps less than (<), greater than (>), or equal to (=) your estimate?  

4. Record the difference between your estimate and the actual steps.  ____________ Steps

5. What was today’s activity in PE?  __________________

6. Name an activity that might have taken more steps?  __________________

7. Was this assignment hard for you? Why or why not?

8. Did you like this assignment? Why or why not?

9. How can you increase your steps in the next PE class?

10. What is the number of steps you hope to reach next time?  

    GOAL: ____________
ACTIVITY #3

Step Counter Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Worn</th>
<th>Number of Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY #2**

Directions: Fill in the chart below. First estimate the number of steps. Then walk to find out actual steps. Record all your results. You decide the last four questions and find out the steps. Good luck!

**Reset your step counter to ZERO after each try!**

<table>
<thead>
<tr>
<th>Question</th>
<th>Estimated # of steps</th>
<th>Actual # of steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>How far is it from the doorway to the drinking fountain?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How far is it from the girl’s bathroom to the boy’s bathroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How far is it from the outside door to the edge of the playground?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How far is it to walk around the outside of the school building?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How far is it from the far end of the playground to the opposite corner?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How far is it to walk around the entire border of the playground?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How far is it . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How far is it . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How far is it . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How far is it . . .</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Overall Estimation Sheet

Directions: Look at your four *Pedometer Estimation Sheets*. Rank your steps in order from the least to the greatest, include the dates and the type of activity.

<table>
<thead>
<tr>
<th>Number of Steps</th>
<th>Type of Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examine your data:

1. On which date did you take the most steps?
   Why?

2. Which TWO days had step totals that were the closest?
   1.
   2.

3. Record the difference between these two days.  

4. Make a graph BELOW to show your data from all four classes. Label all of the parts of the graph. Summarize your results in one or two sentences.
ACTIVITY #1

1. **Draw** each of the following types of pathways:
   - straight
   - curved
   - zigzag

2. **Choose** a starting and ending point in the activity area. Then, choose a location to walk within the activity area. Put on your step counter. Remember to reset it to zero!

3. **Predict** which pathway will take you the most steps. Write your answer in the box.

4. **Estimate** how many steps you think it will take you to go from starting to ending point using each pathway.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Estimated Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>straight</td>
<td></td>
</tr>
<tr>
<td>curved</td>
<td></td>
</tr>
<tr>
<td>zigzag</td>
<td></td>
</tr>
</tbody>
</table>

5. From your starting point, **walk** to the location you chose using one of the pathways. Check your step total once you reach the location and record it on this sheet. Return to your starting point and reset your pedometer. Repeat for the remaining two pathways.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Actual Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>straight</td>
<td></td>
</tr>
<tr>
<td>curved</td>
<td></td>
</tr>
<tr>
<td>zigzag</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY #1 continued

6. **Record** the difference between your estimate and the actual steps for each pathway.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Actual Steps</th>
<th>(minus) Estimated Steps</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>straight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>curved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>zigzag</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions:

1. Which pathway took the most steps?

2. Did you enjoy this activity? Why or why not?

3. Was it easy or hard for you?

4. What parts did you need help to complete?

5. Were your estimates close to your actual steps? Why or why not?