

# Teacher's Guide

For the



# CAN YOU WALK ACROSS CANADA?™

Program

A Lifestyle Journey™ resource



Founding Sponsor

Developed by:



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# CAN YOU WALK ACROSS CANADA?™



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Teacher's Guide

"Can You Walk Across Canada?"

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## INTRODUCTION

Daily physical activity is one of the foundations of optimum health. Walking is an excellent physical activity with a wide range of benefits, which include (for example): improved cardiovascular health, building bone mass/strength and aiding in maintaining a healthy body weight. For students, these benefits can be realized by including walking as part of everyday activities, such as walking to school, to and from classes, to friends' houses, to the store, etc. The use of pedometers has been shown to motivate users to increase their walking, thereby increasing the total amount of daily physical activity they complete.

The Walk Across Canada program provides an opportunity for participants to collectively track their mileage while working towards a goal of walking a set distance. Although the program is called 'Walk Across Canada,' there are a variety of routes available including a walk across America, China (north-south route OR east-west route), and Australia. You can also choose to walk a portion of any of these routes, (For example, walk across Alberta) depending on the size of your class/group and how long you want to take part in the program. A customized route can also be worked out for your class or group. See the section on Setting A Goal on pages 6-7 of this guide for further information.

## TRACKING PROGRESS

Once you have established the various implementation parameters (see pages 5-6) for the Walk Across Canada program at your school, there are two main ways in which to track your progress.

**1) Web Page** - Ideas for People will set up a customized web page for your class, group or school and update this page each time mileage is submitted. The web page can be set up to track any number of groups or classes. There are two categories of information displayed on the web page:

**Total Mileage Walked** - this category shows the total mileage walked to date by each class or group participating in the program, as well as the overall mileage of all of the groups combined. Mileage is cumulative from the point where your walk begins. For example, if your group is walking across Canada, mileage would be listed as the distance walked from Vancouver, BC, heading eastward to St. John's, NF. As you walk through various towns and cities along the route, websites for the various locations are also listed on the web page (e.g., [www.ottawa.ca](http://www.ottawa.ca)). You can link to these websites simply by clicking on the website address from your web page. In many schools using Smartboard technology, teachers will bring up the Walk Across Canada web page for their class or group and explore these cities and towns using the website links provided. These types of activities tie in potential learning outcomes or teaching points for history, geography, social studies, as well as discussions on current events, politics, economics and other topics relative to the various locations your group or class is 'visiting' along the route.

**Average Mileage Walked** - this category shows the average distance walked by each participant in each group. If there is more than one group participating from your school, this category 'levels the playing field' by showing the average distance walked per participant, which is useful if significantly different sized groups are taking part. In many cases, groups with fewer participants walk further on average than groups with a larger number of participants.

**2) Wall Map** - Ideas For People provides free, full-colour wall maps of either Canada or USA. If requested, the route of your walk can be clearly marked on the map. In this way, the progress of each class or group can be marked on the map using a push pin or other similar marker. These maps can be posted on a central bulletin board or other location that all participants can visit. Canada and USA wall maps are provided thanks to the support of the Government of Canada and Map Art Publishing Corporation. Wall maps of other countries or locations in the world can be easily purchased at most book stores or on-line from sites such as Chapters/Indigo or Amazon.



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## QUICK START GUIDE

Quick steps to successful program implementation

- a. Determine implementation parameters (length of program, how often participants will use pedometers, number of groups / classes taking part, etc.)
- b. Determine walking goal (walk across Canada, USA, China, or other region, etc.)
- c. Distribute pedometers
- d. Set pedometers to track in KMs
- e. Students begin walking and accumulating mileage
- f. Record mileage from students - use Data Collection Sheet on page 10
- g. Send mileage report to Ideas For People for tracking of progress - report Total Mileage & # of Participants for each group / class - send mileage by email to [steve.ifp@sympatico.ca](mailto:steve.ifp@sympatico.ca) or fax toll-free to 1-866-660-6659
  - i. Ensure that you clearly identify each group if more than one group is taking part. Use the Class Mileage Tracker on page 11 to keep track of mileage from multiple groups on one easy-to-use document.  
(Email [steve.ifp@sympatico.ca](mailto:steve.ifp@sympatico.ca) to request an electronic version of the Class Mileage Tracker.)
- h. Monitor your email. Notification will be emailed to you once your class / group / school web page is posted.

## NOTE:

A more detailed explanation of various Implementation Parameters and other Optional Activities are provided throughout this Teacher's Guide for your reference.

Optional Activities:

There are two optional activities that you can implement as part of the Walk Across Canada program. These activities are outlined on pages 14-16 of this guide.

These activities are not necessary to implement a program with your class / group / school, but some teachers may appreciate an optional activity with ties to additional math / science learning outcomes.

Activity 1: Setting Individual Stride Length

Activity 2: Setting Individual Body Weight



## IMPLEMENTATION PARAMETERS

There are a number of parameters to be considered for implementing the Walk Across Canada program at your school.

**Length of Program:** There is no time limit for the Walk Across Canada program. You can begin using the pedometers and tracking distances at any time during the school year. The program can also be stopped at any time as best fits into your school calendar or unit/class plans. It can also re-start or stop as often as needed. Mileage can be submitted to update your school's web page as often as you like. Typically, most schools submit mileage weekly or bi-weekly.

**Pedometer usage:** You will need to consider how frequently or consistently students will utilize their pedometers during the day. Usage could vary from 20-30 minutes during daily physical activity focus to a full day of usage to having students wear the pedometers to and from school and at home. One idea to consider is that the more frequently and longer that students wear their pedometers, the more possibility there is for pedometers to be lost or damaged. See the section on pedometer care for more details.

**Number of Participants:** Based on the number of pedometer units obtained, you may have already determined whether you will be doing the program with a single class or multiple classes or perhaps with your entire school. You can organize the program at your school with as many groups as you like. Having multiple classes or groups participating will foster some 'friendly' competition in your school. In this case, it is important that as many classes or groups as possible start their walking at approximately the same time or at least within a few days to no more than a week of each other.

Some typical examples of how groups are organized:

- By class
- By grade level
- By gender (girls 'versus' boys)
- Staff 'versus' students

### Number of Participants - Single Class to School-wide?

The Walk Across Canada program can be implemented for any sized class / group or school.

#### Single Class or Group -

Determine implementation parameters (length of program, how often students will wear pedometers, etc. - see above section))

Distribute pedometers to each participant

Use the Data Collection Sheet on page 10 to record mileage.

Report mileage data for tracking and web page updates.

#### Multiple Groups or School-Wide -

There are several advantages to implementing a school-wide Walk Across Canada program, which may include:

- Friendly competition may be fostered between various classes or groups (Grade 7's vs. 8's for example). A prize, reward or some other type of recognition could be provided to the group that walks the farthest or has the most consistent participation, etc.
- Progress can be faster - obviously, the more students there are taking part in the program, the faster your groups or school will accumulate mileage.
- Provides an easy way to engage your entire school in a quality physical activity program. The Walk Across Canada program could be your school's main focus for daily physical activity (DPA)



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There are a few important points to consider if you will be implementing the Walk Across Canada program school-wide or with multiple groups:

- 1) **Appoint a 'mileage coordinator'** - this individual (usually a teacher or administrator) will be responsible for ensuring that each class or group taking part knows how to record mileage using the Data Collection Sheet (page 10). The Mileage coordinator will also complete the Class Mileage Tracker (if desired) and correspond with Ideas For People to report mileage / steps. See the section on page 9 for more information about using the Class Mileage Tracker.
- 2) **Determine how many classes or groups will be taking part** - Organize as many classes or groups as you wish. Typically, multiple group or school-wide programs involve groups organized along class or grade lines. Assign a name or number. For example, Grade 4A, 4B, etc or use nicknames (for example, "Walking Wonders") to identify different groups.
- 3) **Determine a start date** - If possible, try to have each group or class begin using the pedometers and tracking mileage around the same time or at least within a few days of each other. In this way, all groups will begin progressing at the same time and one or two groups will not get too far ahead in accumulating mileage.

**NOTE:** Route modifications can be easily made at any point in the program. Please contact Ideas For People toll-free at 1-866-660-6659 to discuss.

## SETTING A GOAL - HOW FAR CAN YOU WALK?

Each of the above parameters will play a role in how far your group(s) or school can walk in a given period of time. As with any goal, it is important that walking distances be measurable and attainable. The following examples are intended only to give some idea of walking progression.

The distance across Canada from Vancouver to St. John's is approximately 7200KMs.

For a group of 30 students, each participant would have to walk an average of 240KMs to accomplish this goal. If the program was started in mid-October and concluded in mid-May, this would involve approximately 26-28 weeks of participation in the program (given time for Christmas and spring holidays when students are not at school). In this example, each student would have to walk approximately 8.5KMs each week.

By comparison, for a group of 100 students, each participant would have to walk an average of only 72KMs to accomplish the goal of walking across Canada. If each student walked an average of only 5KMs per week (1KM per day if they were using the pedometers every day of the week), approximately 14-15 weeks of walking would be required. In this example, it may be possible for a group of 100 students to walk across Canada between the beginning of October and Christmas.

### Examples

In 2008-09, a group of approximately 280 K-4 students from a school in Medicine Hat, AB started the Walk Across Canada program in early October. By mid-May, they had walked over 12,000KMs in total, which is equivalent to walking all the way across Canada from Vancouver to St. John's AND all the way across USA from New York to San Francisco.

Another group of 45 junior high students from a school in Rosemary, AB, took part starting in early fall and by the end of May, they had walked all the way across Canada AND had also completed a walk from Beijing to Hong Kong (over 9300KMs in total).



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### SETTING A GOAL Cont'd.

In total, in 2008-09, 7 schools completed the entire distance of walking across Canada. Of all schools that reported mileage in 2008-09, total distances covered by individual schools ranged from just over 730KMs to over 12,000KMs. The average distance walked per school was approximately 4600KMs.

In addition to the parameters identified above, the distance walked by your class/group or school will also be impacted by certain 'non-measurable' factors such as the following:

- Student's age
- Motivation level
- Teacher interest and enthusiasm
- Weather (if walking outside)

**NOTE:** After reviewing these examples and parameters, if you are still uncertain as to a reasonable goal for your group or class, please contact us to discuss your ideas and needs. We are happy to help out and can even look at how to 'customize' a route or goal based on your class / group or school. Please call Ideas For People toll-free at 1-866-660-6659.

### DATA COLLECTION

Once you have determined a goal for the program for your class / group / school, it is important to establish parameters around collecting mileage data.

This step is essential if you wish to track your progress and have your web page consistently updated during implementation of the program.

To reiterate, there is no limit to the duration of the program. You can start and stop at any time and can also re-start and stop the program at several points over the school year if this is what best suits your class / group / school.

Mileage data can be reported as often as you wish; the majority of schools report mileage each week or bi-weekly as it is accumulated.

The following points need to be considered in terms of collecting mileage data.

- 1) **Counting KMs vs. Steps** - for the purposes of tracking the progress of your school or group, you can choose to report mileage in either KMs or Steps. There are advantages and disadvantages to each of these scenarios, which are briefly outlined as follows:
  - **Counting KMs** - this is the most widely preferred method of tracking progress and generally tends to be the most 'accurate.' Most individuals clearly understand distance information expressed in KMs, The progress of your class / group / school will be listed in KMs on your web page. All mapping information is reported in KMs as well. If you request maps from Ideas For People to help track your progress, map data is provided on each map in KMs only. Please see the section on 'Using the Pedometers' for information on setting up pedometers to track in KMs.
  - **Counting Steps** - the biggest advantage to tracking progress in Steps is that distance seems to accumulate much more quickly. For example, for a group of 30 students walking an average of 2KMs a week, this distance will translate into approximately 100,000 steps. Some groups, generally younger students, will be somewhat more 'motivated' to see their progress accumulating in Steps because of the potential for the total number of steps to add up quickly into hundreds of



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thousands and even millions of steps. There are two main disadvantages to counting Steps. These are:

- i. **Inaccuracy** - The pedometer units are pre-set to a stride length of 0.6m. When converting the number of Steps into KMs, this factor is 'assumed' to calculate distance in KMs. On pages 14-15 of the Teacher's Guide, Optional Activity # 1 explains how each participant can measure his/her individual stride length and then 'program' the pedometer unit with this information. This step greatly enhances accuracy, but is not necessary. The units will measure walking distance straight out of the box, without needing to program or set them.
- ii. **Tracking** - It is somewhat difficult to track walking distance measured in Steps on a map because all map data is shown in KMs.

If you are uncertain about whether to track distance in KMs or Steps, please contact Ideas For People toll-free at 1-866-660-6659 to discuss the needs of your class / group / school. We'll be happy to help.

Once you have determined how you will record your walking distance (KMs are preferred), use the Data Collection Sheet on page 10 of the Teacher's Guide to collect mileage data from each class or group involved in the program at your school. The Data Collection Sheet is essentially a class list on which students names can be reported with space to then record their walking distance for each day of the week they are taking part in the program. The task of recording mileage from each student's pedometer unit can be the responsibility of the teacher or a student leader(s) in the class / group. **TIP:** Photocopy enough blank Data Collection Sheets for each week that the program will be running at your school. If you are involving multiple groups or doing a school-wide project, ensure each class / teacher has enough blank copies of the Data Collection Sheet for each week that the program will run.

## Reporting Mileage Data - Data Collection Sheet & Class Mileage Tracker

### Data Collection Sheet

Complete the Data Collection Sheet by recording the mileage from each student's pedometer unit each day or time period according to the parameters you have determined.

This could be done as a class activity in which the teacher asks each student to report their mileage to be entered on the Data Collection Sheet beside their name. Alternatively, the Data Collection Sheet could be posted in the classroom and students fill in their mileage each day.

Once students have reported their mileage, it is imperative that they reset their pedometer back to ZERO before beginning to record mileage again. Use the RESET button on the pedometer unit and hold for 2-3 seconds to reset back to ZERO.

Once all students have reported their mileage, add up mileage for each day and enter this information at the bottom of the Data Collection Sheet under the appropriate day of the week. At the end of the week or reporting period, add up the mileage from each day and record the total weekly mileage in the box in the lower right hand corner of the Data Collection Sheet.

### TO REPORT MILEAGE:

To update your class / group / school web page:

Email the Total Weekly Mileage to [steve.ifp@sympatico.ca](mailto:steve.ifp@sympatico.ca)

Include the total # of participants

OR

Fax your completed Data Collection Sheet to 1-866-660-6659



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### **Class Mileage Tracker**

If you are implementing a school-wide Walk Across Canada program or involving multiple classes or groups at your school, you may find this tool helpful.

A copy of the Class Mileage Tracker is found on page 11 of this guide. It is also available electronically as a Microsoft Excel document that allows one individual (teacher or administrator) to track and record mileage totals from multiple groups.

Please email Ideas For People at [steve.ifp@sympatico.ca](mailto:steve.ifp@sympatico.ca) to request an electronic copy of the Class Mileage Tracker be sent to you.







## USING THE PEDOMETERS

5-button multi-function pedometers are provided for the Walk Across Canada program.

The section below will provide some basic instructions - "what you need to know" for using the units with your class / group / school (We suggest photocopying this page to share with other teachers at your school who will be implementing the program)

Pedometers are shipped individually wrapped in small white boxes. Additional detailed instructions, provided by the manufacturer, are enclosed in each box, but these instructions are not necessary

### Opening the Pedometer

To open the pedometer, hold the clip between your thumb and forefinger. Hold the opposite edge of the pedometer between your other thumb and forefinger and gently pull in the direction of the arrow to open it. The unit is very easy to open once it is clipped to your belt, pants or shorts - see 'Attaching The Pedometer' below.

**Attaching the Pedometer** (Pedometers will not record properly if they are not attached as follows)

- Clip the pedometer to the waistband of your pants or shorts or to your belt as close to your hipbone as possible. On most pants, this is about 2 inches (5cm) in front of your side pocket. When attached, the pedometer must be horizontal for accuracy of measurement. Make sure the pedometer is not tilted to one side, but level.
- The lid or door of the pedometer should be closed while walking/running in order to work properly. If necessary, occasionally open the lid to monitor readings, then re-close it. The unit will not record new data while the lid is open.

## TRACKING DISTANCE

### TRACKING DISTANCE in KMs (RECOMMENDED)

- Press the **MODE** button until the UPPER display on the unit shows **KM** - you will see the letters **KM** in the lower left corner of the upper display.  
(THERE ARE TWO DISPLAYS - ONE UPPER AND ONE LOWER - ON THE PEDOMETER SCREEN.)
- **IMPORTANT:** If your pedometer displays Miles, press the **RESET** button and hold down for 6 seconds to change to **KM**

### TRACKING DISTANCE IN STEPS

- Press the **MODE** button until the UPPER display on the unit displays **STEP** in the upper left corner of the upper display.  
(THERE ARE TWO DISPLAYS - ONE UPPER AND ONE LOWER - ON THE PEDOMETER SCREEN.)
- The pedometers come from the manufacturer pre-set with a stride length of 0.6m - you can 'customize' the pedometer for each individual unit by setting Individual Stride Length as outlined in Optional Activity # 1 on pages 14-15 of the Teacher's Guide



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## RESET

Pedometers must be reset to zero KM after each time KM / Steps are recorded.

To reset your pedometer to zero, press the **RESET** button for about 2-3 seconds until the upper display (KM) returns to zero.



## IMPORTANT GENERAL REMINDERS:

- These pedometers do not have an ON or OFF switch or button. They will work when running or walking if attached properly (see above). When not being used, they switch off automatically.
- These pedometers have a 'random movement filter' and will not record distance unless 5 or more continuous steps are taken.
- Due to individual differences in stride length, foot strike and other factors, there may be some inaccuracies in measuring distances.
- These pedometer units have a variety of other functions and displays (timer, calorie expenditure, speed, total accumulation). For the purposes of the Walk Across Canada program, these additional features are NOT required.

## PEDOMETER CARE:

- Please remind participants to 'take it easy' with the pedometers as they are not 'indestructible.' Do not drop, get wet, etc.
- Do not shake
- Consider collecting pedometers after each day or period of usage so they may be stored safely and damage, loss, etc. can be minimized or avoided.

**NOTE:** If you are experiencing problems with your pedometers, a limited number of replacement units may be available.

Contact Ideas For People toll-free at 1-866-660-6659 or email [steve.ifp@sympatico.ca](mailto:steve.ifp@sympatico.ca)



## OPTIONAL ACTIVITIES

### **Introduction:**

This activity will allow each student to enter personal stride length and body weight information to the pedometer unit for increased accuracy of measurement of distance walked and energy expenditure.

### **Learning Outcomes:**

- This activity involves a variety of mathematical concepts, including measurement, graphing and division calculations. A number of science-based concepts can also be introduced as an extension of this activity, including, for example: energy metabolism, cardiovascular physiology and biomechanics, among others.

### **Before the Activity:**

- Photocopy adequate copies of Student Handouts 1 for this activity. Read over the Handout to familiarize yourself with the pedometer functions and what students will be doing.
- Distribute a pedometer to each student along with Handout 1.
- NOTE: Within each pedometer box, there is a page of instructions from the manufacturer which explains how to input data to the pedometer and utilize the various displays and functions. Students may refer to this information, however, the following activity provides all of the information students will need to begin using their pedometers.
- Decide if students will work individually, in pairs or small groups - group students accordingly.
- Ensure there is enough space available, along with measurement tools such as a long ruler, tape measure, body weight scale, etc.
- Each student should wear comfortable clothing and shoes suitable for walking
- Make sure to instruct students to measure distance in KM only (not MILES) - see the Basic Instructions on Handout 1 for setting KM as the distance units.

### **Activity Outline - PART 1 - Determining Stride Length:**

- This activity will allow students to measure stride length when walking. If students will be using their pedometer for running activities, stride length settings will need to be changed to record distance data more accurately - stride length while running is generally longer than when walking. Students can complete the same activity below to determine their stride length when running.
- Have students measure and mark out a linear 10m distance - use pylons or tape on the floor or another marker to show the start and end-points of the 10m distance.
- Students will begin walking at a normal pace about 2m before the starting point of the 10m distance.
- Once they pass the starting point, students count each stride or foot-strike they take to walk the 10m distance. Record the # of strides on Handout 1. Repeat this process 3 times; recording in the appropriate spaces on Handout 1.
- Once students have completed 3 "passes" (trials) of the 10m distance, calculate the average number of strides taken and record this number on Handout 1 ("Average strides taken").
- To calculate stride length, each student will then divide the distance (10m) by the number of strides taken. For example, if Nick completed 10 strides on his first pass, 10.5 on his second and 11 on his third, his average number of strides is 10.5. His stride length would then be 10m divided by 10.5 (distance divided by strides taken) = 0.95m. Nick would then input this number into the pedometer as follows:
  - Press the MODE button until KM/spd is displayed.

- Press the SET button - the display will show the previous stride length in feet or meters (The pedometer has a default stride length of 0.6m as explained in Handout 1: Basic Instructions)
- Press the SET button repeatedly to adjust the stride length by 0.01m per each press.
- NOTE: By pressing the RESET button shortly after pressing the SET button, the default stride length will appear.
- Once stride length has been correctly set, pause 3 seconds. The display will then automatically return to the DIS/spd mode

### **Activity Outline - PART 2 - Determining Body Weight**

*NOTE to Teacher: This activity is optional. Inputting a body weight (BW) value to the pedometer will provide a more accurate estimate of the energy (calories) that are expended while walking/running. However, body weight can be a sensitive issue for some students. The focus of this activity is NOT to have students focus on their body weight and physical appearance or on counting calories "in" or calories "out." You may opt to skip this activity. The pedometer is set to a default BW setting of 45kg (100 lbs.), which will provide an estimate of energy expenditure. You could also opt to have students record their BW at home, rather than in-class and then input their BW as a class activity.*

- Using a scale, have each student record their BW in kg on Handout 1 - This information will then be input to the pedometer as follows:
- Press the MODE button until KM/kcal is displayed.
- Press the SET button - the lower display will show the previously (or default) BW in kg (or pounds - L).
- Press the SET button repeatedly to increase BW in 1kg increments.
- Once BW has been correctly adjusted, pause 3 seconds. The display will then automatically return to the DIS/clk mode.

### **Further Additional Activities:**

Once students have collected their stride length data, record each student's result on a separate sheet. Students can then graph their stride length relative to a number of other anthropometric variables, such as:

- Height
- Limb length [Students will measure the length in cm of their thigh (measured from the greater trochanter to mid-patella) and lower leg (measured from mid-patella to lateral malleolus of the ankle). If required, please contact Ideas For People (1-866-660-6659) for more information on measuring limb length.]
- Body weight
- Students could also graph variables such as age or gender.

Students will be able to determine whether there is a linear or non-linear relationship between variables, within their class population.

**Next Page...Student Handout 1**



**Student Handout 1 – Determining Stride Length & Body Weight**

**Part 1: Determining Stride Length**

**Instructions:**

- Mark a 10m distance on the floor – measure in a straight line. Use tape, pylons or other objects to mark the start and end points of the 10m distance.
- Starting about 2m before the starting point of the 10m distance, begin walking at a normal pace.
- Once your foot passes the starting point of the 10m distance, begin counting the number of steps (or foot-strikes, each time your foot hits the ground) it takes to cover the 10m distance. Record the # of strides below under Trial 1. Repeat this process 2 more times; record the number of strides in Trial 2 & 3 below.
- Calculate your average number of strides over the 3 trials
- Use the instructions below to figure out your stride length. This is the data you will then input to the pedometer as instructed by your teacher.

TRIAL #	# of Steps taken in 10m Distance
1	
2	
3	

**Total # of Steps taken = \_\_\_\_\_** (Add Trials 1,2 & 3)

**Calculate Average # of Steps taken = \_\_\_\_\_** (using the Total # of steps taken, divided by 3)

**Stride Length Calculation:**

Distance (10m) divided by Average # of Steps taken

Write your Stride Length here >>>> \_\_\_\_\_

[This number will then be input to the pedometer. Use the instructions on page 14-15 or those provided by your teacher.]

**Part 2: Determining Body Weight (BW) – (optional)**

Record your BW in the space below:

**BW = \_\_\_\_\_ kg** (\*\*Make sure you record your BW in kilograms\*\*)

[This number will then be input to the pedometer. Use the instructions on page 15 or those provided by your teacher.]

