

Introduction



ACTIVE TRANSPORTATION
ALLIANCE

Overview of the Walk Across Illinois Physical Education Curriculum

Active Transportation Alliance is committed to teaching children how to safely and regularly use active transportation. To fulfill this commitment, we have created a curriculum that connects physical activity and skills with active transportation learning. This curriculum was designed to be flexible and easily adaptable for any number of settings and schedules.

Using the Walk Across Illinois Physical Education Curriculum

The 21 lessons of the curriculum may be easily broken down into units of 8, 9, and 15 lessons. Lessons provide participants with facts about Illinois and team-building skills to ensure that all students have a feeling of accomplishment and success. Lessons were designed for use with students in grades 3 and above, but adaptations for younger student are also very feasible. Many lessons provide options for younger or older students to account for varying needs and to provide variety in repeated use. Lessons were created to be self-explanatory and easy to read, and each lesson includes objectives, state learning standards, physical skills used and required materials. Teachers should use their judgment in adapting lessons based on material availability or student need.

“Active Transportation Alliance advocates for transportation that encourages and promotes safety, physical activity, health, recreation, social interaction, equity, environmental stewardship and resource conservation.”

Beyond the Lessons

Included in this introduction is additional information on making your school a beacon for safe and active modes of transportation, as well as a place where families can learn about developing a healthy and active lifestyle.

As an educator, you have the unique opportunity to have a positive impact on the children you teach and advocate for change in the communities you serve. Additional resources can be used to promote physical health and protect the environment through sustainable transportation.

The free or low-cost education programs from Active Transportation Alliance include advocacy tools and lesson plans that align with Illinois Learning Standards. Materials are available online at www.activetrans.org/education or upon request.

Walk and Roll to School Day

Energize your school by participating in this international event. Each year on the first Wednesday in October, millions of students and their families are reminded of the simple joys of walking or biking to school. This day serves as a great opportunity to focus on the benefits of physically active travel and the importance of safety, air quality and walkable communities.

If your school is celebrating Walk and Roll to School Day, register your event at www.walktoschool.org. When you register, you'll have access to free resources, and other schools can learn about the great activities happening at your school.



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Safe Routes to School

Safe Routes to School is focused on making walking and bicycling to and from school safe, convenient and fun. This international movement helps to improve the health and well-being of children, families and school employees as it forms livable, sustainable communities and reduces congestion.

Active Transportation Alliance is a regional expert that catalyzes and inspires more Safe Routes to School programs in local communities in Illinois. The organization also advocates for policy change at the state level to support and encourage walkable and bikeable schools.

Trainings and Workshops

Active Transportation Alliance offers workshops, trainings and presentations that empower you to be a supporter of active transportation. Learn how active transportation benefits physical health and academic performance, explore ways to advocate for transportation changes in your community, and learn strategies for enhancing bike and pedestrian skills and safety. Fees may apply.

Curriculum Development Team

This curriculum would not exist without the efforts and support of numerous individuals and organizations. Thank you to all of our partners.

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And a very special thank you to the children and teachers using these lessons!

Walk Across Illinois Physical Education Curriculum
is produced by:

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Suggested Lesson Sequences



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To accommodate a variety of needs, the Walk Across Illinois has been broken into three segments. Users may select any of the segments, or may use multiple segments together, as desired.

Segment 1 (8 Lessons)

1. Stepping Off: A Walk Across Illinois
2. Rock Island, IL
3. Geneseo, IL
4. Dixon, IL
5. Oregon, IL
6. Batavia, IL
7. Oak Park, IL
8. Chicago, IL

Segment 2 (9 Lessons)

1. Stepping Off: A Walk Across Illinois
8. Chicago, IL
9. The Palos Preserves, IL
10. Joliet, IL
11. Mazon Creek, IL
12. Saunemin, IL
13. Bloomington- Normal, IL
14. Lincoln, IL
15. Springfield, IL

Segment 3 (8 Lessons)

1. Stepping Off: A Walk Across Illinois
15. Springfield, IL
16. Pana, IL
17. Vandalia, IL
18. Centralia, IL
19. Mt. Vernon, IL
20. Ziegler, IL
21. Metropolis, IL

Segment 1 + Segment 2 = 15 Lessons

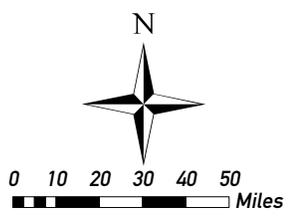
Segment 2 + Segment 3 = 15 Lessons

All Segments = 21 Lessons

Note: When using multiple segments, do not repeat Lesson 1 (Stepping Off) or the shared city.



WALK ACROSS ILLINOIS



Stepping Off: Walk Across Illinois

30-40 minutes



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Lesson Objectives

By the end of this lesson, students will be able to:	understand the concept of “virtual walk.”
	follow basic pedestrian rules and safety procedures.
	run in a designated area with other children while demonstrating safety and spatial awareness in their movement.
	recognize that fitness includes aerobic capacity, muscular strength, muscular endurance, and flexibility.
	perform skills related to aerobic ability, muscular strength, muscular endurance and flexibility with proper form.
	set one physical activity and one nutrition goal.

Illinois Learning Standards

Content Area	Early Elementary Standards	Late Elementary Standards
PE/Health: Movement Skills	19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
	19.B.1 Understand spatial awareness and relationships to objects and people.	19.C.2a Identify and apply rules and safety procedures in physical activities.
	19.C.1 Demonstrate safe movement in physical activities.	
PE/Health: Physical Fitness	20.C.1 Identify a realistic health-related goal.	20.C.2a Set a personal health-related fitness goal.
PE/Health: Team-building	21.A.1a Follow directions and class procedures while participating in physical activities.	21.A.2a Accept responsibility for their own actions in group physical activities.
		21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PE/Health: Body systems, growth and development	23.B.1 Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).	23.B.2 Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).

Physical Skills Required For Lesson

Sit-Up	Ski Jump
Push-Up	Bicycle Arm Circles
Wall Push-Up	Stretches (hamstring, deltoid, triceps, etc.)
Line Push-Up	

Required Materials

Walk Across Illinois map	CD player, music (optional)
Posters	Goal sheet (1 per student)
Safety vest and whistle	

Introduction (2 minutes)

Display the Walk Across Illinois map (or a large Illinois map) to students and explain that, in the coming weeks, they will be taking a “virtual walk” across the state. This means they will learn about different places as if they were walking to visit each location in person. Throughout the journey, students will learn about many communities in Illinois as they get fit and learn about Illinois facts and symbols and active forms of transportation.

Active Transportation Is the Way to Go (10–15 minutes)

Tell students that, if they were to walk across Illinois in real life, they would need to do so safely. Ask students to tell someone sitting near them one safety rule they follow whenever they walk places. Have students share examples. Be sure to name all the following:

- Walk on the sidewalk whenever there is one available.
- If a street or roadway has no sidewalks, walk on the left side of the road, facing traffic, as far away from cars as possible.
- Before crossing a street, stop at the curb, look left, look right, look left again and listen to make sure it is safe to cross. Also, look over your shoulder for any cars turning into the crosswalk.
- Walk, don't run, across the street.
- Always cross the street in a crosswalk; it is best to cross where a crossing guard or traffic signal is present.
- Make eye contact with drivers when crossing a street.
- While walking, continue to look and listen for cars.
- Wear white or bright colors so drivers can see you.
- Wear reflectors or use a flashlight when walking at night, dawn or dusk on streets with limited or no lighting.
- Cross railroad tracks only when the gates are up.

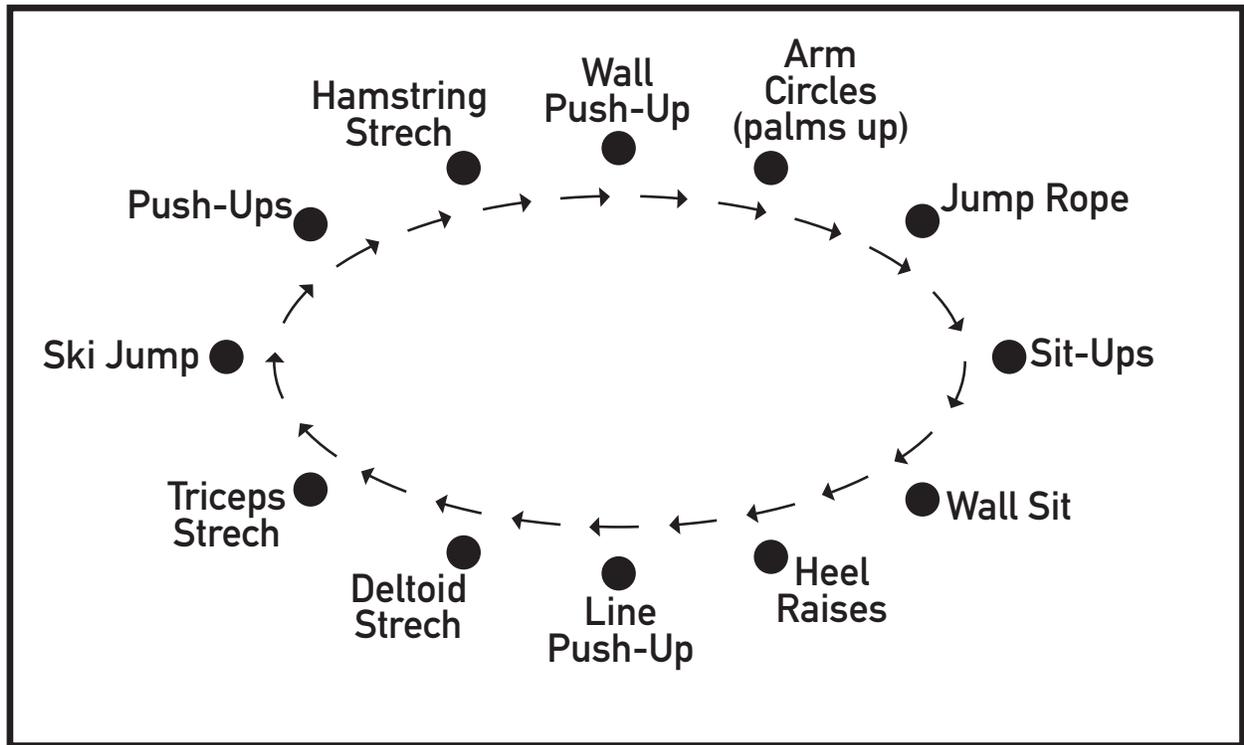
Make a copy or poster of Bicycle & Pedestrian Safety Guidelines to post for students to see on a regular basis. Makes copies for students as well, if desired.

Pedestrian Skills – Crossing Guard (10–15 minutes)

Divide students into four equal lines, each in a corner of the room. Direct the first student in each line to place a cone at the front of the line. Explain that the students are to wait for the signal (visual by pointing, auditory by blowing a whistle) from you, the crossing guard, to run diagonally across the room to the opposite corner. While waiting in lines, students are to jog in place. Stress the importance of moving when the crossing guard signals and criss-crossing safely, avoiding other running students. As the students come to understand the pattern, increase the pace and use only visual cues.

Focus on Fitness (15–20 minutes)

One focus of the trip will be fitness. Fitness includes aerobic fitness; muscular strength and endurance; and flexibility. To prepare for the journey, students will work with a partner to follow a fitness circuit around the room. One partner will jog a path in the inner part of the gym, while the other partner performs the task on the wall. After 30 seconds, partners switch jobs. At the end of the next 30 seconds, partners rotate to the next station. Students should have time to do each station once.



Reflection and Take Away (3 minutes)

As students sit and stretch, talk about some goals for the class's walk across Illinois. Ask students to name some nutrition and physical activity goals they might strive for, including eating whole grains, getting at least five servings of fruits and vegetables each day, and exercising 60 minutes each day. Suggest people in their lives who might support them.

Distribute a goal sheet to each student. If desired and class time allows, have students start to fill out their goal sheets before leaving. Provide suggestions to help students struggling with ideas. Collect sheets at that time or when they return to class next. Post their sheets somewhere students may regularly see them to track their goals throughout the program.

Adapting the Lesson

- Assign appropriate stretches and repetitions for students with limited range of motion, strength, agility, flexibility, power and speed.
- For jumping modifications, have students in wheelchairs use arms to push up and down on armrests and bounce in chairs.

Walk Across Illinois Goals

Physical Activity

1. _____

2. _____

Healthy Eating

1. _____

2. _____

People Who Can Help Me

1. _____

2. _____

Obstacles I May Encounter

1. _____

2. _____

Ways of Overcoming These Obstacles

1. _____

2. _____

Chicago

30-40 minutes



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Lesson Objectives

By the end of this lesson, students will be able to:	follow traffic light signals when using various forms of transportation.
	identify Chicago as the largest city in Illinois, home to many professional sports teams and host of a marathon and triathlon.
	understand that the Great Chicago Fire occurred in 1871.
	demonstrate spatial awareness when engaging in a physical activity.

Illinois Learning Standards

Content Area	Early Elementary Standards	Late Elementary Standards
PE/Health: Movement Skills	19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
	19.B.1 Understand spatial awareness and relationships to objects and people.	19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).
PE/Health: Physical Fitness	20.A.1a Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).	20.C.2b Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).
PE/Health: Team-building	21.A.1a Follow directions and class procedures while participating in physical activities.	21.A.2a Accept responsibility for their own actions in group physical activities.
	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
	21.B.1 Work cooperatively with another to accomplish an assigned task.	21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

Physical Skills Required For Lesson

Sit-ups	Soccer dribble
Push-ups	Soccer pass
Underhand slide	

Required Materials

CD player and music	Soccer balls
Beanbags or yarn balls	Scooters (optional)
5–8 bowling pins	

Enter and Warm-up – Red Light, Green Light (5–10 minutes)

Explain that traffic signals keep everyone on the road safe by letting different types of road users take turns crossing at the proper time. For this game, students start at one corner of the gym. Call out a number, and students are to form groups of that number, holding hands. When you call out “green light,” they will begin to run around the outside of the gym. After a little while, call out “red light,” and students walk back to the starting point. Give a different number and repeat. The numbers can correspond to different modes of transportation: 1 = Bicycle; 2 = Walking Buddy; 3 = Bus; 4 = Train. You may also choose to call “walk symbol” and “red hand” to indicate go and stop.

Introduction – Welcome to Chicago (2 minutes)

In 1871, there was a great fire in Chicago, and the only two buildings that remain from before the fire are the Water Tower and the Pumping Station. Chicago is now the largest city in Illinois, and it is home to many professional sports teams and sports events anyone can enter, such as a marathon and triathlon. Ask, “Does anyone know how many miles a marathon is?” (26.2 miles) “What are the events in the triathlon?” (swim, bike, run) Share that there are triathlons for children, too, with different lengths based on age: ages 7–10 have a 100 meter swim, 4k bike ride and 1k run; ages 11–14 have a 200 meter swim, 8k bike ride and 2k run. Athletes swim in Lake Michigan in shallow water, parallel to the beach. The bike and run are on closed roadways and running paths.

Focus on Fitness – Training Camp (8 minutes)

Remind students that fitness includes aerobic fitness; muscular strength and endurance; and flexibility. We must also think about frequency, intensity, time and type, just as athletes must do a variety of training for marathons and triathlons. Explain that students will split into three groups and train for the triathlon. One group will crab walk in a circle on the inside of the gym (on their back, like a swimming backstroke); one group will skip, gallop and/or high-step in a circle around the first (as if biking); the third group will jog around the perimeter of the gym. After two minutes, the groups will rotate.

Variation: The biking group may sit on scooters and ride around the area.

Skills and Games – Guard the Tower (12–17 minutes)

Direct students to scatter across the space to place five to eight hula hoops with a bowling pin (Water Tower) standing inside the hoop. One student is to stand outside the hoop and guard the pin. All others are to get a beanbag or soccer ball and, when the music starts, those with beanbags slide the bag at any pin, and those with soccer balls dribble and shoot at the pin. If a player knocks down the pin, he/she becomes the guard.

Reflection and Take Away (3 minutes)

As students stretch and cool down, remind them that today they visited Chicago. Ask, “What destroyed the city in 1871? (a fire) Ask students to describe the signals that help keep everyone safe and taking turns when using roads and sidewalks. (red/green lights, stop signs, red hands, walk symbols)

Adapting the Lesson

- Assign appropriate stretches and repetitions for students with limited range of motion, strength, agility, flexibility, power and speed.
- Assign a helper or partner for nonverbal or sight-impaired students.
- Adjust number of repetitions a student must complete tasks.
- Allow for walking instead of jogging, and modify time restrictions.
- Adjust height, distance and/or size or type of target used to aid in successful completion of the challenge.
- Modify distance and area to be defended during game.

Bloomington–Normal

30-40 minutes



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Lesson Objectives

By the end of this lesson, students will be able to:	recognize the importance of traffic signs.
	identify Bloomington, IL as the home of the Illinois Basketball Coaches Hall of Fame.
	demonstrate proper form while dribbling a basketball.
	demonstrate proper form while passing a basketball.
	demonstrate proper form while shooting a basketball.

Illinois Learning Standards

Content Area	Early Elementary Standards	Late Elementary Standards
PE/Health: Movement Skills	19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
	19.B.1 Understand spatial awareness and relationships to objects and people.	19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).
	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
PE/Health: Physical Fitness	20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.	20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
PE/Health: Team-building	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
	21.B.1 Work cooperatively with another to accomplish an assigned task.	21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

Physical Skills Required For Lesson

Cross-lateral movements	Basketball jump shot
Basketball dribbling	Basketball lay-up
Basketball passing (bounce and chest)	

Required Materials

Yellow signs made from construction paper or poly spots with “Bike Lane” on one side, and “Pedestrian Crossing” on the other side – one per student (use crayons to color signs)	CD player and music
	Basketballs
	Jump ropes
	Hula hoops

Enter and Warm-Up – Know Your Signs (5 minutes)

Divide students into two teams and give each student a two-sided paper with a traffic sign on each side. Explain that Team 1 will be pedestrians and Team 2 will be bicycles. Have the students scatter and place their paper on the floor with their teams’ picture facing up. When students return, explain that signs help everyone remain aware of others, so each team wants to have as many signs for their mode of travel as possible. At the signal or when the music begins, everyone runs around the room turning up the signs that correspond with their team. When the music stops, all freeze and count the pictures. Repeat if desired.

Introduction – Welcome to Bloomington-Normal (2 minutes)

Normal, IL is home to Illinois State University. The name “Normal” comes from what the French called their teaching schools. Bloomington, IL is home to the Illinois Basketball Coaches Hall of Fame.

Focus on Fitness – Follow the Teacher (7–12 minutes)

Explain that this fitness activity strengthens both our bodies and brains, by crossing our midline and using our memories. Explain that the teacher will perform the first movement, while the class watches. When the leader does Movement Number 2, the class does the first. The students will always be one movement behind the leader.

Movement suggestions:

Cross-lateral movements (cross crawl, lazy 8’s, double doodle, hook-ups, patty cake)

Skip/jump/jog in place

Push-ups

Sit-ups

Arm circles

Deltoid stretch (right and left)

Basketball Skills Stations and Circuit (13–18 minutes)

Basketball Stations (Grades 3 and up)

Divide students into groups or partners and explain stations.

- Dribble with right hand only
- Circle ball around waist, knees and feet
- Jump shot
- Dribble with left hand only
- Chest pass with partner
- Dribble alternating hands while kneeling
- Bounce pass with partner
- Lay-up shot
- Figure 8 ball movement between legs
- Hold ball between legs, one hand in front, one hand behind. Then drop the ball, switch hand positions and catch the ball before it hits the floor. Repeat. (Student may leave ball on floor if not quick enough to catch.)

Basketball Circuit (Grades 5 and up)

Explain circuit and have students travel with a partner.

- Lay-up shot
- Wall vertical jump
- Wall push-ups
- “Michigans”: Student dribbles to the first cone/line and back, then the second and back, then the third and back. Dribble down with right hand, back with left.
- Pass and Duck: The first person faces three in a line and chest passes using appropriate force to the second person facing, who then passes back and ducks down. The first person then passes to the third person, who passes back and ducks down. Repeat passing to fourth person, who passes back. The first person puts the ball down, and runs to the end of the line, the second person moves up to face the line. (Depending on the number of students per group, this may be multiple stations.)
- Pass and duck
- Jump shot
- Right hamstring stretch
- Bounce pass with partner
- Jump rope with partner
- Left hamstring stretch
- Wall chest pass

Reflection and Take Away (3 minutes)

As students stretch and cool down, ask students to recall the town they are visiting and some things for which it is famous. (Bloomington-Normal; Illinois State University and the Basketball Coaches Hall of Fame) Ask students to name the traffic signs they used and why it is important to understand and follow traffic signs.

Adapting the Lesson

- Allow for walking instead of running during activity.
- Assign student to a group of three during activities that require partners.
- Use balls of different size, texture, or weight to accommodate students with disabilities.
- Adjust the size or type of target used to aid in successful completion of the challenge – a hula hoop can be hung on the basket to adjust for height.