

National Walking Month Project-Based Lesson Plan (7-12)

Objective: Students will explore the importance of walking and active transportation through a STREAMSS (Science, Technology, Reading-to-Research, Engineering, Arts, Mathematics, and SEL-to-Social Studies) approach. Students will investigate the physical, emotional, environmental, and social impacts of walking while developing research, analytical, creative, and community engagement skills. Through interdisciplinary projects, learners will examine how walking contributes to healthier lifestyles, sustainable communities, accessibility, civic engagement, and overall community well-being.

Round Table

- ❖ **Opening Discussion:**
 - How does walking impact physical health, mental wellness, and community engagement?
 - What barriers prevent people from walking regularly in some communities?
 - How can cities and neighborhoods become more walkable and accessible for everyone?
- ❖ **Purpose:** To encourage students to reflect on their own walking habits, community infrastructure, and the broader role of active transportation in public health and community development.

Reflection Point

- ❖ **Discussion Questions:**
 - How does walking influence emotional wellness and stress management?
 - What role does accessibility play in creating safe walking environments?
 - How can research and data influence public policies related to walking and transportation?
 - In what ways can communities encourage healthier lifestyles through walkable design?
- ❖ **Materials:**
 - Public health articles on walking and wellness
 - Maps of local neighborhoods and walking routes

- Fitness tracking examples
- Community planning case studies
- Student journals for reflections and observations

Knowledge Setting

<p>Science (S): Health Benefits of Walking</p>	<ul style="list-style-type: none"> ❖ Objective: Understand the physiological and psychological benefits of walking on common health related to walking. ❖ Activity: Study how walking impacts heart rate, blood pressure, stress levels, muscle endurance, and mental health.
<p>Technology (T): Technological Tools for Active Living</p>	<ul style="list-style-type: none"> ❖ Objective: Understand how technology supports walking, wellness tracking, and community engagement. ❖ Activity: Analyze how technology encourages physical activity and promotes healthier habits through data tracking, goal setting and other increasing measures that promote walking.
<p>Reading-to-Research (R): Literacy, Inquiry, and Evidence-Based Research on Walking</p>	<ul style="list-style-type: none"> ❖ Objective: Understand the role of reading, literacy, and research relative to the health, environmental, social, and community impacts of walking and active transportation. ❖ Activity: Practice identifying main ideas, supporting evidence, author perspectives, and research-based claims for health related articles pertaining to walking.

<p>Engineering (E): Designing Walkable Communities</p>	<ul style="list-style-type: none"> ❖ Objective: Understand engineering and community design principles that support safe and accessible walking environments. ❖ Activity: Analyze examples of walkable cities, pedestrian-friendly neighborhoods, greenways, sidewalks, crosswalk systems, lighting, and traffic calming designs. Evaluate how infrastructure influences safety, accessibility, and community mobility.
<p>Arts (A): Artistic Expression and Movement</p>	<ul style="list-style-type: none"> ❖ Objective: Understand how walking, movement, wellness, and community connection are represented through visual arts, literature, music, photography, and performance. ❖ Activity: Analyze how artists communicate themes of health, accessibility, environment, and emotional well-being through creative expression.
<p>Math (M): Walking Data and Statistical Analysis</p>	<ul style="list-style-type: none"> ❖ Objective: Understand and analyze walking-related data to understand patterns in health, transportation, and physical activity. ❖ Activity: Analyze how artists communicate themes of health, accessibility, environment, and emotional well-being through creative expression.

Social Studies (SS): Walking, Community Health, and Urban Planning

- ❖ **Objective:** Understand the social, emotional, historical, economic, and environmental impacts of walkable communities and active transportation systems.
- ❖ **Activity:** Study case studies of communities that prioritize walkability and public transportation. Explore how walking-friendly infrastructure influences equity, accessibility, environmental sustainability, social interaction, emotional wellness, and civic participation.

Community Project

Progress Map for Project Delivery

- ❖ **Week 1: Project Proposal**
 - Students create a written proposal outlining the focus of their project and community benefit.
- ❖ **Week 2: Project Approval and Community Engagement Plan**
 - Students submit their proposals and outline how their work will positively impact the community, ensuring alignment with the project's learning objectives and addressing real-world needs.
- ❖ **Week 3: Research Progress Update**
 - Students conduct research and gather data related to their chosen focus area.
- ❖ **Week 4: Draft of Final Project**
 - Students compile their findings into a draft report or presentation.
- ❖ **Week 5: Final Project Refinement and Approval for Implementation**
 - Final feedback is provided, and the projects are presented at a community event involving local leaders and stakeholders.

Science (S): Health and Wellness Observation Study

- ❖ **Project Example:** Partner with a local healthcare organization, wellness center, community clinic, physical education program, or walking advocacy group to create a local metric tool that measures how walking influences heart rate, stress levels, mood, energy, or overall physical activity.

<p>Technology (T): Walking Awareness Campaign</p>	<ul style="list-style-type: none"> ❖ Project Example: Collaborate with a local nonprofit organization, wellness initiative, school district, parks department, or community recreation center to develop a prototype that promotes healthy walking, which is accessible and equitable.
<p>Research (R): Community Research Portfolio</p>	<ul style="list-style-type: none"> ❖ Project Example: Survey career interests related to community advocacy, public safety, civic engagement, social justice, or law enforcement. Discuss how the skills developed throughout this project, such as communication, mediation, research, collaboration, community engagement, and event planning, can be applied across various career pathways and real-world community settings.
<p>Engineering (E): Safe Spaces for Interaction</p>	<ul style="list-style-type: none"> ❖ Project Example: Partner with local city planners or community wellness group to design a mock blueprint of a walkable community space that encourages movement, accessibility, wellness, and social connection.
<p>Arts (A): Movement and Wellness Creative Motivator</p>	<ul style="list-style-type: none"> ❖ Project Example: Partner with a community arts organization, recreation center, local library, wellness nonprofit, school music department, or public health campaign to create an original wellness jingle that encourages physical activity, walking, movement, and healthy living during National Walking Month.

<p>Mathematics (M): Walking Data Visualization Project</p>	<ul style="list-style-type: none"> ❖ Project Example: Partner with a local health organization or city agency to create an interactive chart that shows the relationship between walking, health, and quality of life.
<p>Social Studies (SS): Walk More Day</p>	<ul style="list-style-type: none"> ❖ Project Example: Partner with community advocacy groups, local government agencies, environmental organizations or transportation departments to create a mock-up “Walk More Day” community awareness campaign that explores what life could look like if everyone chose to walk instead of drive one day out of the week.

Community Involvement

- ❖ **Objective:** Collaborate with the community to promote active living, accessibility, environmental awareness, and healthier communities during National Walking Month.
- ❖ **Activity:** Organize a community wellness showcase or “Walk More Day” awareness event where students present their STREAMSS projects to community partners, families, and local stakeholders.

Assessment

- ❖ **Objective:** Evaluate student understanding of walking, active transportation, wellness, accessibility, sustainability, and community engagement through interdisciplinary STREAMSS learning experiences.
- ❖ **Methods:** Students should demonstrate the ability to connect walking and active transportation to broader community health, sustainability, accessibility, and wellness goals.

Feedback Loop

- ❖ **Activity:** Gather feedback from students, community partners, families, and event participants regarding the effectiveness of the projects and community wellness initiatives.
- ❖ **Journal Prompt:**
 - “How might communities change if more people chose walking and active transportation more often, and what steps can communities take to create safer, healthier, and more accessible environments for everyone?”

Resume Integration

Students may explore career interests connected to:

- Public health and wellness
- Urban and community planning
- Environmental sustainability
- Community advocacy
- Recreation and wellness programming
- Data analysis and research
- Public policy and civic engagement
- Graphic design and public awareness campaigns
- Arts and communications

For more 8-Step Project-Based Lesson Plans check out our website at www.steamscentral.org

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