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### Promoting Health Across the Lifespan: Physical Health Topics

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**Title:** Live Food

**Author:** Reyna Pollak

**Time & Format:** 45 minutes / Lamson learning laboratory

**Audience/Learners:** Early career health care workers

**Topic Overview:**

Live food is a way to think about eating foods that will promote health. Live food is fresh, unprocessed and generally nutrient dense. This workshop will give learners ideas for ways to put live foods into their diets.

**Program Goal:** To improve the general health and quality of life for early health care workers (nurses, hospital staff, physicians).

**Healthy People 2020 objective(s):**

NWS-15.1 Increase the contribution of total vegetables to the diets of the population aged 2 years and older

**National Health Education Standards addressed:**

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Specific Learning Objectives:**

- At the end of this workshop, participants will be able to describe at least 3 forms of “live” foods.
- At the end of this workshop, participants will be able to describe types of processing for “live foods”
- At the end of this workshop, participants will be able to describe 3 ways to minimally process the foods for the best nutrient density.

**Key Concepts & Terminology:**

Live food - Live foods are foods that are consumed fresh, raw and/or in a condition as close as possible to their original, vibrant, living state - raw, unprocessed, and plant based. Live foods include greens, sprouts, fresh fruit, and some nuts and seeds. Live food retains the nutrients that helped it grow. Show chart of foods and the nutrients they each provide. Processing and even cooking can reduce or remove essential fiber, vitamins, minerals, enzymes, and antioxidants making the food less healthy as the amount of processing and cooking increases. Because live foods are consumed more or less as nature prepared them, their cellular structure is retained and so is more of their nutritional value.

Kombucha - fermented tea microbes balance bacteria living in your intestines. Intestinal health has strong impact on mental health, called the second brain.

Some health benefits of fermentation:

- Fermentation is the only type of preparation of foods that does not destroy certain nutrients, will create more nutrients and enhance others.
  - It removes toxins and harmful bacteria found in many foods.
  - It will improve your digestion, especially when consumed before your meal and also allows for your nutrients to be absorbed properly.
  - It aids in the preservation and creation of important enzymes.
  - Fermentation is a huge supporter to your immune function. It increases your B vitamins, omega-3 fatty acids, digestive enzymes, lactase and lactic acid that fight off harmful bacteria.
- The most popular foods you can easily find in your local, organic, natural food store or farmer's market include: raw sauerkraut, kimchi, kombucha, kefir (from cow, goat, or coconut milk), cheeses, pickles, olives, beer, wine, and raw cacao.

Nutrient density - few calories lots of nutrients

### **Teaching Steps:**

#### **Introduction** (3 minutes)

Explain what live food is. Differentiate from raw food. Discuss nutritional benefits of live food. Include fiber, vitamins, minerals, enzymes, and antioxidants. Discuss benefits of each of these to digestion, physical health and mental health. Discuss detrimental effects of cooking/processing. (Learning Objectives)

#### **Thinking Quiz;** see assessment (6 minutes)

1. What is live food?
2. What is the difference between raw food and live ?
3. List the benefits of eating live food.
4. What is the effect of heat on food nutrients. ?
5. How does live food aid digestion?
6. How does live food improve physical health?
7. How does live food improve mental health?
8. What are antioxidants?
9. What function does fiber perform in the body.
10. How much live food do you consume in a week?

(Learning Objectives)

#### **Power Point** (13-15 minutes).

Slide 1 - Title

Slide 2 - Overview

Slide 3 - Definition of Live Food?

Slide 4 - What differentiates raw food?

Slide 5 - Examples of live food.

Slide 6 - How cooking effects nutrients?

Slide 7 - Types of nutrients

Slide 8 - Physical Benefits of Live Food including digestion, building blocks, immune system

Slide 9 - Mental Benefits of Live Food

Slide 10 - Sources

(Learning Objectives)

## Demonstration in Teaching Kitchen

A. Example of how to make yogurt; the bacteria in yogurt is alive and is called Lactobacillus Acidophilus (10 minutes)

1. Heat the milk. Pour the milk into the Dutch oven and set over medium to medium-high heat.
2. Cool the milk.
3. Thin the yogurt with milk.
4. Whisk the thinned yogurt into the milk.
5. Transfer the pot to the (turned-off) oven.
6. Wait for the yogurt to set.
7. Cool the yogurt.
8. Your next batch of homemade yogurt.

B. Show example sprouted live foods and discuss (5 minutes)

1. Fill glass with water up to and barely touching bottom edge of carrot stump.
2. Set glass in a light, but not sunny window.
3. Add water to keep it touching the edge and watch the roots sprout.

C. Live Foods Food Groups Exercise

- a. Class splits into 4 groups
- b. Show chart with nutrients associated with different live foods.
- c. Provide students with bowls of different live foods and ask them to create a 'balanced' meal.
- d. Collect lists of what foods each group chose and their explanation for their choices

(Learning Objectives)

**Assessment Measures:** This is the pre assessment quiz before the lesson plan. It is supposed to make the participants somewhat confused because not many people have heard of "live food" before. You want them to think that living food is meat, you want them to be somewhat confused,

"Get the gears grinding" pre assessment quiz

- Students write down what they ate yesterday

- Exchange papers, have students call out food items, class votes whether each constitute Live Food. Teacher says whether correct or not. Student scribes write on board list of Live Foods and Not Live Foods

### **Appendix of Support Materials:**

Handouts

Recipes

Demonstration of sprouting plants for eating.

Demonstration of fermentation.

*(Add in PowerPoint here)*

### **Power point outline:**

Thinking

- Create list of all different foods you ate yesterday
- How many of those foods do you believe to be live, put a star next to it
- What is live food?

\*It should be noted that we can't forget about the target audience because nutrition is so important in the lives of early health care workers so I wanted to put in my notes that I made for early health care workers because there is a huge percentage today of overweight medical staff.

*Audience:*

*Imagine what a new worker would experience at their job. Bad eating habits are part and parcel of being new in a workplace. You don't know where the good places to eat are, you are in a hurry, you don't have time to cook at home, you work lots of hours to get up to speed. You are having to learn everything about the job which is stressful in itself. You drink coffee and/or diet soda all day. You don't have time to exercise. Your normal diet is full of carbs that you used to be able to work off in the gym.*

*Lesson Plan: help them see where they are now with exercises, surveys, eating and exercise logs. Suggest quick meals that emphasize fresh food and vegetables. Plenty of crunchy vegetables for oral satisfaction. Plenty of vegetables that help with gut health. B vitamins for nerve health. Low carbs because of change in exercise from before job when you had plenty of time and after job start when you don't. Foods for brain health. Reduce caffeine and sugar intake. Lots of fresh veggies for snacking. Drink plenty of water for hydration. Yogurt for probiotic foods. Inside a lot now so vitamin d rich foods. Maybe some crock pot recipes so you have a good meal ready when you get home and don't snack or eat processed foods.*

### **What is live food?**

- Edible substances whose cellular systems are still metabolically active
- Living foods contain a variety of nutritious elements
- Enzymes
- Vitamins
- Minerals
- Lots of nutrients and very few calories (nutrient dense)

- Raw, uncooked fruits and vegetables
- Sprouted grains, nuts and seed
- Contain all sorts of vitamins, minerals, enzymes and phyto-nutrients that cooking destroys or alters
- Anything that can sprout is still alive and considered live food

### **What are the benefits of live food?**

- More energy
- Feeling lighter
- Greater overall well-being
- An abundance of nutrients
- Weight normalization over time
- Avoidance of hunger and deprivation
- Alkalinity because raw and living foods help to maintain proper alkaline pH in bloodstream, which is beneficial to the body in a number of ways, such as supporting energy.
- Antioxidants because raw and living foods contain this which reduces the speed at which we age

### **My raw grocery list**

All items on this raw grocery list should be organic and raw where possible. It is not always feasible to buy everything organic, but aim for key words “where possible”.

#### **Raw grocery list - Fruits**

- Apples
- Oranges
- Bananas
- Grapefruits
- Lemons
- Limes
- Grapes
- Strawberries
- Raspberries
- Cantaloupe

#### **Raw grocery list - Vegetables**

- Onions
- Carrots
- Leafy greens (spinach, kale, romaine lettuce, etc.)
- Parsley
- Fresh mint
- Green bell pepper
- Red bell pepper
- Cucumber
- Garlic
- Celery
- Tomatoes

### **Raw grocery list - Nuts and Seeds**

- Almonds
- Walnuts
- Sunflower seeds
- Sesame seeds
- Chia seeds
- Cashews
- Macadamia nuts
- Hemp seeds

### **Raw grocery list - Oils and condiments**

- Extra virgin olive oil (EVOO)
- Apple cider vinegar
- Herbs and spices (thyme, basil, curry, cinnamon, cloves, allspice etc.)
- Sea salt (not regular table salt)
- Vanilla pods or pure vanilla extract
- Raisins
- Cacao

### **My raw appliances**

These appliances will break down the food in a way that will minimally reduce the nutrients live foods gives off.

- Blender
- Food processor

### **How do you eat the live food you have just prepared?**

Minimally processed as possible

### **Materials, Resources, Preparation:**

Many examples of sprouted foods such as carrots, bean, tomatoes etc...

Then I will show how to recreate the process using materials such as,

A carrot

Water

A bowl

Beans

No prep needed for audience

Our preparation is to grow all examples at least a week in advance of presentation

There is no needed knowledge before coming to this workshop. The point is to learn about it in case you knew nothing of what live food was before. The pre assessment quiz is not to test what attendees already know, but how the workshop can be furthered to best benefit the people learning about the topic.

### **Annotated Resource Bibliography:**

National Health Education Standards. (2016). Retrieved November 28, 2016, from <http://www.cdc.gov/healthyschools/sher/standards/index.htm> - I used this source to find the

health education and promotion Health Education skills to help frame the learning objectives for this workshop.

1. George, H. (n.d.). The Real Reasons Your Guts Need Fermented Foods. Retrieved November 29, 2016, from <https://breakingmuscle.com/fuel/the-real-reasons-your-guts-need-fermented-foods>

I was trying to explain how fermented foods are live foods and how they are incredibly beneficial to our diet. This website allowed me to accomplish that and was very helpful.

2. Lang, S., Kendrick, J., Bedosky, L., RDN, R. W., & Grunewald, J. (2001, August 01). Live Foods. Retrieved from <https://experiencelife.com/article/live-foods/> -

This site helped me go more in depth on the nutrients that live food allows us to obtain from eating it such as what are enzymes and vitamins and minerals.

3. S. (n.d.). The Living Centre - Eco-Spiritual Education Sanctuary. Retrieved November 22, 2016, from <http://www.thelivingcentre.com/cms/body/living-foods-%E2%80%93-natures-essential-nutrition-%E2%80%93>

This webpage helped me explore the benefits as well as how to eat live food and how to sprout certain items that I brought in for my examples.

4. Cohen, A. (n.d.). Raw Food Diet & Raw Food Classes - Alissa Cohen. Retrieved November 22, 2016, from <http://www.alissacohen.com/> -

This site allowed me to further my grocery list and helped me explain the damage of cooking your live foods. You want it to be minimally processed as possible.

5. (n.d.). Healthy People 2020. *Physical Activity* | *Healthy People 2020*. Retrieved November 26, 2016, from <http://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity/objectives>

Nutrition and physical activity objectives from healthy people 2020, this was a very helpful resource for the healthy people 2020 portion.

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**Title:** Walking for Health

**Author:** Jennifer Carten

**Time and format:** 45 minutes time frame and my format will be an active workshop setting.

**Audience/Learners:** Early health care workers in the health field between the ages of 24-30 years old.

**Topic Overview:** This lesson plan is for people between the ages of 24-30 years old that are early career health care workers. This lesson plan is to improve the health by incorporating physical activity into their everyday lives. This lesson teaches the workers how to use a pedometer to be able to use it throughout the day to know how much they walk during the workday.

**Healthy people 2020 objectives:**

**PA-1**

Reduce the proportion of adults who engage in no leisure-time physical activity

**PA-2**

Increase the proportion of adults who meet current Federal physical activity guidelines for aerobic physical activity and for muscle-strengthening activity

**PA-2.1**

Increase the proportion of adults who engage in aerobic physical activity of at least moderate intensity for at least 150 minutes/week, or 75 minutes/week of vigorous intensity, or an equivalent combination

**PA-2.2**

Increase the proportion of adults who engage in aerobic physical activity of at least moderate intensity for more than 300 minutes/week, or more than 150 minutes/week of vigorous intensity, or an equivalent combination

**PA-2.3**

Increase the proportion of adults who perform muscle-strengthening activities on 2 or more days of the week

**PA-2.4**

Increase the proportion of adults who meet the objectives for aerobic physical activity and for muscle-strengthening activity

**Workshop goals:** To increase the number of health care workers who engage in adequate physical activity each week.

**National health education standards addressed:**

[Standard 1](#) Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[Standard 6](#) Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Specific learning objectives:** After this workshop the participants will be able to

1. Identify at least 3 benefits of walking
2. Name at least 2 physical activity requirements for health benefits
3. Accurately use a pedometer for at least 2000 steps

**Key concepts and terminology:**

The handout is a fact sheet that explains what a pedometer is and how to use it in the most effective way. It gives tips on how to set a goal and how to achieve that goal and strive for more. This is just another piece of information for the people attending the class to have, so they can use it when they are at home. The fact sheet also contains a chart that has goals, how many steps and how to add steps and allows the participants to write them out and be able to see the results to motivate them to keep going and to keep improving on their steps.

**Health:** Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

**Physical activity Guidelines:** Adults should do at least 150 minutes a week of moderate-intensity a total of 2 hours and 30 minutes. 30 minutes a day for 5 days a week would complete the requirements. Or 75 minutes 1 hour and 15 minutes of vigorous-intensity aerobic activity. You should do this type of activity about 2 days a week.

**Physical activity:** Defined as any bodily movement produced by skeletal muscles that require energy expenditure. Physical inactivity has been identified as the fourth leading risk factor for global mortality causing an estimated 3.2 million deaths globally.

**Pedometer:** A small device that counts the number of steps you take. It is also called a step counter. Some pedometer also tell you how far you've walked in miles or how many calories you've burned. But mile and calorie readings are estimated and may not be accurate.

**Walking:** To advance or travel on foot at a moderate speed or pace: proceeded by steps; move by the feet advancing alternately so that there is always one foot on the ground in bipedal and two or more feet on the ground in quadruped locomotion.

The big concepts that are going to be taught throughout this lesson are walking and how important it is. The physical activity requirements and how to achieve them. How to use a pedometer effectively and on a daily basis. Talk about how easy it is to incorporate physical activity in the work place. By going on a walk during your lunch break, taking the stairs and parking further away from work to walk a little more. All three of those things will help increase the daily steps. Talk about how

important physical activity is and the benefits of it. How they will feel better, more energized and be able to sleep better.

### **Teaching steps**

#### **Introduction (2minutes)**

Talk about why the participants are here and the purpose of this lesson. Talk to them about physical activity and why it is so important. Talk about how easy it would be to incorporate into their workday. Talk about learning objectives and tell the class what you hope they will be able to achieve by the end of this class period.

#### **PowerPoint (10-12 minutes)**

The power point has each definition and has the physical activity requirements for adults. Then there is a picture of a pedometer that shows what each button means and how to use it. Then the next slide is how to use that pedometer step by step, Once explaining how to use it, there is an introductory video to make sure they know what to use it and can watch someone demonstrate it. Talk about the benefits of physical activity and how it improves the quality of life. How being more physically active will make them feel better overall. Talk to them about why they should do it.

**Hand out fact sheet about a pedometer.** After seeing the fact sheet have the participants fill out their goals for the week and have each person in the class say what their goal is and how they each hope to achieve their goal. (Discuss the sheet 8 minutes)

**Activity with pedometer walking around the track with the pedometer practicing how to use it and making sure to use it correctly (10 minutes)** This is an activity to teach everyone how to use the pedometer. Make sure they know how to use it correctly to make sure they can use it on their own. Just walk around the room/area that you are in to help whoever needs help and guidance.

**Assessment measures:** See if participants can set up their pedometer and walk one lap around the track getting accurate numbers and steps.

#### **Materials, Resources, Preparation:**

Pedometer (Omron)

Pedometer fact sheet

Track or a facility of walking if available. If not could walk around building, up and down stairs and around the halls.

#### **Appendix:**

Fact sheet that is seen below:

## **Exercise: How to Use a Pedometer**

### **What is a pedometer?**

A pedometer is a small device that counts the number of steps you take. It is also called a step counter. Some pedometers also tell you how far you've walked in miles or how many calories you've burned. But mile and calorie readings are estimates and may not be accurate.

Pedometers may be less accurate for running or walking uphill, because your stride changes. But over the course of a day, a pedometer gives you a good idea of how active you are.

## How can a pedometer help you?

A pedometer can help you in at least three ways:

- A pedometer tells you how many steps you take. This can help motivate you to walk.
- A pedometer can help you set specific goals for walking. For example, you can set goals for walking a certain number of steps during an activity or throughout the day. You can easily track your goals and adjust them.
- a pedometer can remind you to walk more. A quick check may show that you need more steps to meet your goal for the day. You may even find it fun to add more steps to such things as grocery shopping or returning a book to the library.

## How can you best use a pedometer?

Make wearing your pedometer a habit. Put it on first thing in the morning as you are getting dressed. Leave it on until you go to bed.

A pedometer may be most accurate if you wear it on your side above your hip or directly above your knee. Make sure that it is secure on your belt or waistband and that it is upright. If the pedometer is tilted, or if it does not fit snugly on your body, the results may not be accurate.

Test your pedometer by walking 50 steps. If it is off by more than a few steps, put it at a different place on your waist and try again.

Follow these steps to get the best use out of your pedometer:

### Find your activity level

- For the first week, follow your usual routine. Don't change how active you are.
- Write down your steps each day in a step diary. This will give you a starting record of how active you are.
- Look at this record for the first week to see where you can add steps to your daily routine.

### Set and track your first goal

- set a goal for the second week, for example, try to add 300 to 500 steps each day or every other day. Or add 10% to how many steps you walked the first week. Do what works best for you.

- Write down in your step diary how many steps you take every day.

**Keep moving**

- Check how well you do from week to week.
- Set a new goal each week. One way to set a new goal is to take the highest number of steps you have walked on any day. Use that number of steps as your daily goal for the next week.

Each time you add 2,000 steps, you add about 1 mile, or 20 minutes of walking, to your routine.

A good long-term goal is to walk at least 10,000 steps each day.

**Add more steps**

- Park farther than usual from your workplace or a store (or get off the bus or subway before your stop), and walk the extra distance.
- Take the stairs rather than the elevator.
- Walk a lap inside the grocery store before

you start shopping.

- Walk instead of driving for short trips. Walk to school, work, the grocery store, a friend's house, or a restaurant for lunch.

Track your steps			
Day	Your goals	Your steps	How you'll add steps
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

## **Annotated bibliography:**

(n.d.). Dictionary.com | Meanings and Definitions of Words at Dictionary.com. *Walk / Define Walk at Dictionary.com*. Retrieved November 27, 2016, from <http://www.dictionary.com/browse/walk>

I used this source to define the term walking

(n.d.). Healthy People 2020. *Physical Activity | Healthy People 2020*. Retrieved November 26, 2016, from <http://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity/objectives>

Physical activity objectives from healthy people 2020, this was a good and helpful resources.

(n.d.). Home of the Office of Health Promotion and Disease Prevention - health.gov. *Appendix 1. Physical Activity Guidelines for Americans - 2015-2020 Dietary Guidelines - health.gov*. Retrieved from

<http://health.gov/dietaryguidelines/2015/guidelines/appendix-1/>

I used this source to get the physical activity guidelines for adults. It was a useful source and had all the requirements listed, it also had the guidelines listed for children.

National Health Education Standards. (2016). Retrieved November 28, 2016, from <http://www.cdc.gov/healthyschools/sher/standards/index.htm>

This was a good source I found a lot of useful information on this site. I used this source to find the health education and promotion standards.

Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948.

This is a reliable source; I used this to get the definition for the term health

(n.d.). Welcome to CardioSmart. *American college of Cardiology*. Retrieved November 27, 2016, from <http://www.cardiosmart.org/~media/Documents/Fact%20Sheets/en/abk5253.ashx>

I found this source very helpful and useful, this is a fact sheet about pedometers it provides a good amount of detail explaining how to use a pedometer and gives good tips for how to increase steps and walk a little further.

WHO | Physical activity. (n.d.). Retrieved November 28, 2016, from [http://www.who.int/topics/physical\\_activity/en/](http://www.who.int/topics/physical_activity/en/)

I used this source to define the term physical activity.



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# Walking for health

Jen Carten

# + What is health?



- Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

# + Physical activity standards

- 150 minutes a week: 30 minutes a day for 5 days a week. Can do in 10 minute increments for moderate to vigorous intensity
- 75 minutes a week of vigorous intensity you should do this 2 days a week, this requires more intense training that requires a lot of physical activity



# + What is a pedometer?

- A small device that counts the number of steps you take. It is also called a step counter. Some pedometer also tell you how far you've walked in miles or how many calories you've burned. But mile and calorie readings are estimated and may not be accurate.



# + What it looks like

## Names and Functions of the Parts

### Main Unit

#### Display

Displays the number of steps, number of aerobic steps, calorie, and distance.  
Displays the time and the duration of aerobic walk.

#### RESET Button

Press this Button for more than 1.5 seconds to reset the data of today to 0.  
Use this Button to reset time, weight, and stride distance to the initial values when setting the unit.

#### MODE Button

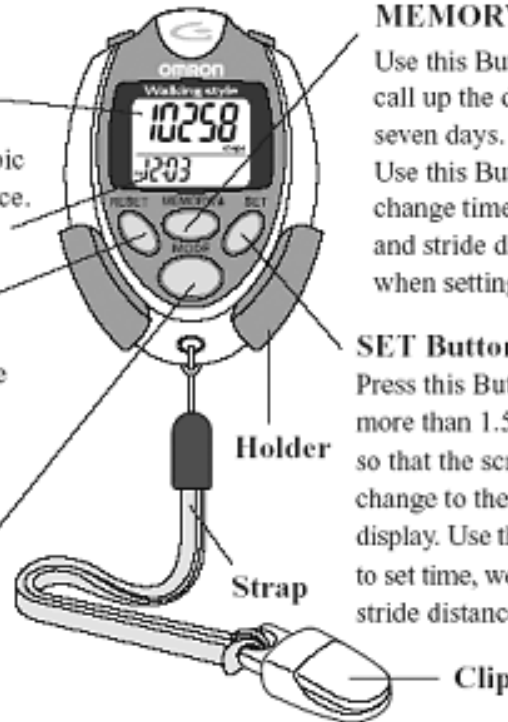
Use this Button to repeat the display in the order of number of steps, number of aerobic steps, calorie, and distance.

#### MEMORY/▲

Use this Button to call up the data of seven days.  
Use this Button to change time, weight, and stride distance when setting the unit.

#### SET Button

Press this Button for more than 1.5 seconds so that the screen will change to the setting display. Use this Button to set time, weight, and stride distance.





# How to use a pedometer



- First you want to set the time ( depending on the pedometer) steps may vary.
- Then you need to figure out your stride length
- Add in weight
- Set the correct stride length
- Then just attach the pedometer to your pants/ shirt and begin walking

# + Video



- Shows how to use a pedomoter
- <https://www.youtube.com/watch?v=2Zgh9uDeA4w>





# References



- <https://health.gov/dietaryguidelines/2015/guidelines/appendix-1/>
- <http://www.who.int/about/definition/en/print.html>
- <http://www.livestrong.com/article/93695-set-up-omron-pedometer/>
- <http://www.bodytronics.com/Merchant2/graphics/0000001/Pedometer-Image.gif>