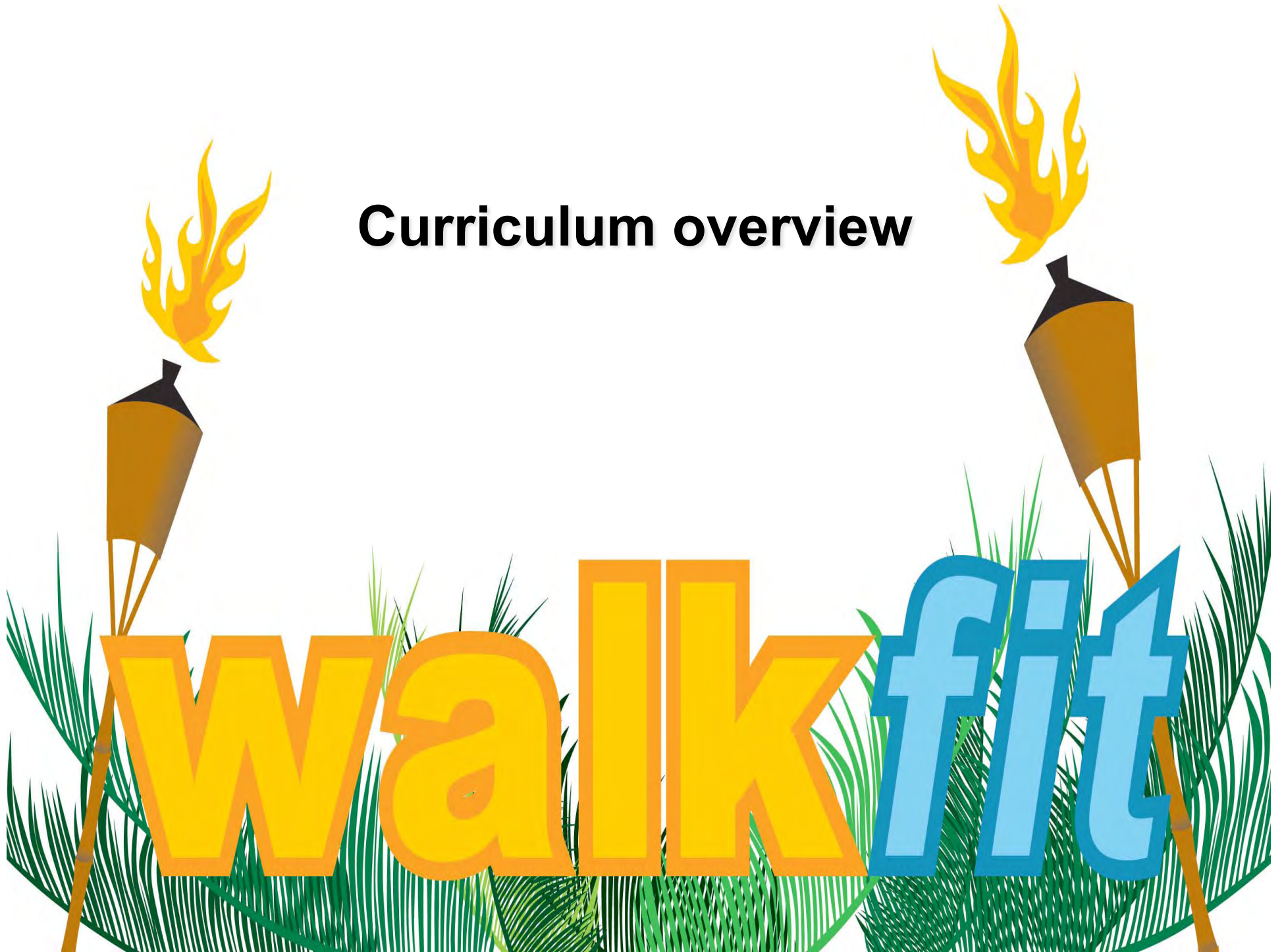


Curriculum overview



walkfitcurriculum overview

A physical activity promotion and nutrition curriculum using math, P.E. and health content standards for grade 6.

Directions:
1. Each day you wear the step counter write the total number of steps taken.
2. Add each day's steps to find the total steps taken for that week.
3. Divide the total number of steps taken by the total days that week you recorded your steps.
This is your daily mean for that week. Repeat steps 1-3 for each lesson.

The STEP COUNTER LOG

Example

DAY 1	10,726	DAY 2	12,718	DAY 3	11,601	TOTAL STEPS	63,945	TOTAL DAYS	5	Baseline Mean	12,789
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Lesson 1

DAY 1		DAY 2		DAY 3		TOTAL STEPS		TOTAL DAYS		baseline mean	
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Lesson 2

goal	DAY 1	DAY 2	DAY 3	TOTAL STEPS	TOTAL DAYS	Lesson 2 mean
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Lesson 3

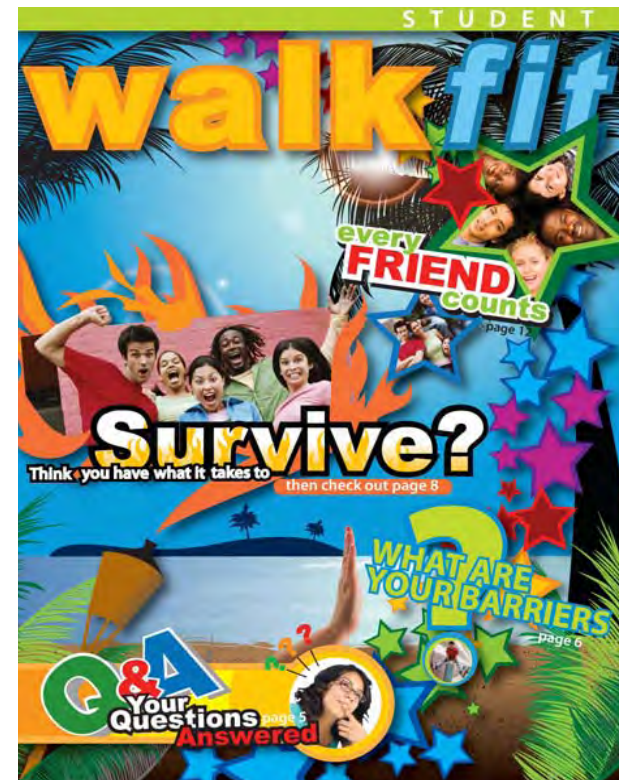
goal	DAY 1	DAY 2	DAY 3	TOTAL STEPS	TOTAL DAYS	Lesson 3 mean
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Lesson 4

goal	DAY 1	DAY 2	DAY 3	TOTAL STEPS	TOTAL DAYS	Lesson 4 mean
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Lesson 5

goal	DAY 1	DAY 2	DAY 3	TOTAL STEPS	TOTAL DAYS	Lesson 5 mean
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- Magazine-style workbook pages
- Formative interviews: EFNEP staff and teachers requested this format.

walkfit.....curriculum overview



- Step counters to track steps on a daily basis
- Goal setting theory throughout
- CA content standards for math, P.E., and health
- 6 lessons

walkfitcurriculum overview

CD-rom files contain

- Full teacher guide
 - Main teacher guide
 - Student answer sheets
 - Supplemental page

- Main teacher guide
- Student answer sheets
- Supplemental pages



walkfitcurriculum overview

3 components & 6 Lessons

1. Teacher guide on CD

2. Magazine-style student workbook in print

3. Step counters

Stepping Around Barriers

1. Tracking Feedback 10 minutes
Who reached his goal at least one day this week?
• Have students calculate their previous week's daily mean in the step tracking log (P. 14, student workbook).
• If the student has reached his goal this week have him shade the map to the next station on the goal tracking sheet (P. 16, student workbook).

2. Discussion 10 minutes
• Discuss the term "barrier."
Can you give an example of something that may block a road?
• Types: car accident, construction, etc.
• Explain that a physical activity barrier is something that keeps them from being active.
• As a class, have students read the "Barrier Q & A" aloud (P. 5, student workbook).
• Have students identify their own barriers.
• Next have students write the barrier in question format on the work sheet.
• Ask students to switch papers with a neighbor.
• Each neighbor will provide 2 solutions to the barrier.
• Ask for volunteers to read their barriers and solutions to the class.

3. Math Review 10 minutes
• Ask students to define a "population."
Population: all of the people living in a specific area.
Example: If there are 6,000 students enrolled in a school, what is the population of the school? 6,000
• Ask students to define a "sample."
Sample: a portion of the whole population.
Example: There are 6,000 students in a school. There are 200 chosen to test a new nutrition curriculum. What is the sample size? 200.
• Ask students to define the following sampling methods.
Convenience sample: members of the population are chosen because they are easy to access.
Systematic sample: selecting a sample from evenly spaced periods, such as every 5th person.
Random sample: selecting a sample so that each member of the population has an equal probability of being selected.
• As a class, read the example problem on the barrier worksheet (P. 6, student workbook).

Preparation
Time: 10 minutes
Supplies:
1 or 2 "Your Name Here" sheets for students to write names depending on class size cut-out. (see teacher CD)
1 hat, jar, or bag
"Q & A" and "Barriers: What are Mine?" answer sheets (see teacher CD)

Standard
grades 2-5
PE.3.1.4.3.5.3 & 5.5

Lesson/Topic Focus
Barrier counseling

4. Barrier Tag 20 minutes
What kind of sample this is? Random, convenience or systematic?
Random:
Individuals have an equal chance of being selected.
4 new "Barriers": The remaining students will be the "Solutions" assign the "Barriers" a new reason for not being active from the examples he found.
• "Barriers" can choose an equal number of any "Solutions" they want. They not have to choose "Solutions" from a hat.
When "Barriers" is tagged, she will sit down until all "Solutions" are tagged. "Solutions" are tagged the "Barriers" works with his team to answer questions on "What are Mine?" worksheet (P. 6, student workbook) for Round 1.
What kind of sample this is? Random, convenience or systematic?
Convenience:
Individuals are chosen that are easiest to reach or are nearby.

5. Discussion 5 minutes
• Review the term "barrier."
Did anyone have a similar barrier as another student?
Do you have new solutions to help overcome those barriers?
Do you feel confident that they can be more active with these new solutions?

6. Goal of the Week 10 minutes
• This week students choose one difficult activity outside of school, identify the barriers, and aim to overcome the barriers. This can be the barrier chosen from the worksheet.
• Have students go to "Set Your Goal" (P. 13, student workbook) to set next week's stepping goal.
• Students may choose to increase the previous week's mean by 8%, 10% or 12%.
• Have students continue to track their daily steps (P. 14, student workbook).

Q&A Questions & Answers

Q: I really want to start being more active but I can't get a gym membership. What can I do?
A: You don't need a gym membership to be active. Here are some things you can do that have no cost:
1. Walk to and from school.
2. Get a few friends together and play games like basketball or soccer.
3. Turn on some music and dance.

Q: Do I have to buy exercise clothes and new tennis shoes to be active?
A: No! You can wear old clothes. Try to wear something that is comfortable to move in like sweat pants or cotton shorts. Wear comfortable shoes. Most tennis shoes are fine.

Q: How can I be active when I am busy after school with homework, chores and watching my younger brothers or sisters?
A: Take advantage of your time by making it active. When doing chores try to keep moving. Take your brothers and sisters to the park and play tag. Don't forget to take study breaks. You can dance to music or walk around the house for 5 minutes.

Q: HMM? Directions: Write down a barrier that may keep you from being active and ask 2 people to suggest solutions.

1. _____
2. _____

Barriers: What are mine?

Directions: Each of the 3 colors represents a round. There are 3 rounds. Go through the questions and fill in rounds.

every nth person in a class. You choose every 3rd person to play tag.

_____ (number of people in your group)

_____ (write one convenience sample)

_____ (write one systematic sample)

_____ (write one random sample)

_____ (write one thematic sample)

_____ (write one systematic sample)

_____ (write one barrier for your sample?)

_____ (write one gym membership)

5. Write 3 solutions to your barrier.

1. Walk to and from school.
2. Get a few friends together and play games like basketball or soccer.
3. Turn on music and dance.

1. _____
2. _____
3. _____

