

Lesson sample



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Each lesson is divided into 9 components:

- preparation
- standard
- lesson topic/focus
- tracking feedback
- discussion
- math review
- activity
- closing discussion
- goal of the week

Stepping Into an Active Mind

1. Tracking Feedback 10 minutes
 - Have students calculate their previous week's data on the step tracking log if it is student workload.
 - Have students calculate their previous week's data on the step tracking log if it is student workload.
 - Have students calculate their previous week's data on the step tracking log if it is student workload.

2. Discussion 10 minutes
 - Have students take the quiz "What Kind of Triangle is This?"
 - Have students take the quiz "What Kind of Triangle is This?"
 - Have students take the quiz "What Kind of Triangle is This?"

3. Math Review 10 minutes
 - Have students name different types of triangles.
 - Have students name different types of triangles.
 - Have students name different types of triangles.

4. Preparation 10 minutes
 - Have students prepare for the lesson.
 - Have students prepare for the lesson.
 - Have students prepare for the lesson.

5. Closing Discussion 5 minutes
 - Have students discuss the lesson.
 - Have students discuss the lesson.
 - Have students discuss the lesson.

6. Goal of the Week 10 minutes
 - Have students set a goal for the week.
 - Have students set a goal for the week.
 - Have students set a goal for the week.

7. Activity: Triangle Relay 10 minutes
 - Have students participate in a triangle relay activity.
 - Have students participate in a triangle relay activity.
 - Have students participate in a triangle relay activity.

8. Final Review 10 minutes
 - Have students review the lesson.
 - Have students review the lesson.
 - Have students review the lesson.

9. Reflection 10 minutes
 - Have students reflect on the lesson.
 - Have students reflect on the lesson.
 - Have students reflect on the lesson.

Callouts:

- All lessons have a master copy, and designed to engage students in the lesson topic. There are questions asked about the topic.
- Each lesson is aligned with at least one math, science, and one PE, or one standard for Cultures.
- Every lesson has a topic or focus. This is included in the discussion, activity and closing discussion. Students set a goal based on the lesson topic.
- The focus of each lesson is physical activity. Students are up and moving, learning a new physical activity concept and reviewing content standards. All activities are easily identified back to previous activity.
- After completion of the activity, students come together for a closing discussion. They will discuss the concepts that will impact the student's goals.
- After completion of each lesson, students will be asked to increase their step count by calculating a goal based on the previous week's total average. Students work toward achieving the stepping goal throughout the week. They also try to reach a second goal based on the lesson topic.

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Preparation

- This section provides a list of items you will need to prepare for the lesson and provides an estimated amount of time needed to do so.

Example: Calories Count

- *Time: 10 minutes*
- *Supplies:*
 - 1 coin (quarter, nickel, penny, dime)
 - 5 balls or as many as available (ie. basketball, soccer ball, volleyball, utility ball etc.)
 - “Calorie Quiz”, “Walking Off Calories”, and “Calorie Toss” answer sheets (see teacher CD)

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Standard

- Each lesson is aligned with at least one math and one P.E. content standard for California.

Example: Calories Count

- *Statistics 3.2 & 3.3*
- *PE 1.6, 3.3, 3.4, 3.5, & 5.4*

Lesson Topic/Focus

- Every lesson has a topic or focus. This will be included in the discussion, activity and closing discussion. Students will set a goal based on the lesson topic.

Example : Calories Count

- *Introduce the concept of walking off calories*

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Tracking Feedback

- At the beginning of each lesson students will calculate their daily stepping mean. At this time students will be able to see if they have achieved their goals for that period of time and move to the next station on the tracking log. Students will have the opportunity to share success stories and voice concerns.

Example: Calories Count

- 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 to the next station on the goal tracking map (P.16, student workbook).



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Discussion

- All lessons have a magazine-style quiz designed to engage students in the lesson topic. Teachers ask students questions about the topic, they may or may not know the answer.

Example: Calories Count

- *Have you heard of the term calorie?*
 - Ask for a volunteer to define “calorie.” Make sure the following concepts are covered.
 - A calorie is how we measure energy in food, just as a mile is how we can measure distance.



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Math Review

- The math review is an important part of each lesson. Students should already know the content of the math standard but may need a refresher. The concept reviewed will be part of the activity.

Example: Calories Count

- Can you define the term “probability”?
- *Probability: the likelihood or chance an event will occur.*
- Ask a volunteer to demonstrate the example using a coin.
- *Toss a coin. How many sides are there? 2*
- *What is the probability you will toss a tail?*
 - *Fraction: 1/2*
 - *Decimal: .50*
 - *Percent: 50%*

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Activity

- The core of each lesson is the activity where students are out of their desks, moving, learning a new physical activity and nutrition concept and reviewing content standards. All activities tie the math standard with physical activity.

Example: Calories Count

- *“Calories Toss”*
- *This activity can be done outside on a basketball court or inside a larger room such as a gym or cafeteria.*
- *1. Divide students into teams of 2. If the number of students is odd, one student can go twice.*
- *2. Have students line up facing their partners. This can be done by standing on either side of the center line on the basketball court or in the middle of the gym, cafeteria, etc.*

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Closing Discussion

- The closing discussion follows the lesson activity. This provides an opportunity to reinforce the concepts presented that may impact the students' lives and goals.

Example: Calories Count

- *How do we burn more energy?*
- *What are some healthier choices when eating?*
- *If you eat something high in calories, what is a better option to burn off those calories?*

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Goals of the Week

- After the closing discussion, students will be asked to increase steps by calculating a stepping goal based on the previous week's average steps taken. They will track their progress until the next lesson. Students will also be given a topic goal for each lesson.

Example: Calories Count

- *Stepping Goal*
 - Have students go to “Set Your Goal” (P. 15, 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).
- *Topic Goal*
 - Try replacing a high calorie food or beverage you would usually eat with a lower calorie food or beverage.

Your turn to practice

The image features two lit torches, one on the left and one on the right. Each torch has a brown, conical body and a black top, with bright yellow and orange flames rising from the top. The torches are positioned behind the text 'walk fit'. The word 'walk' is rendered in a bold, yellow, sans-serif font with a thick orange outline. The word 'fit' is rendered in a bold, blue, sans-serif font with a thick blue outline. The text is set against a background of green grass blades.

walk fit

walkfit ...your turn to practice

- What kind of thinker are you?
- Track you steps
- Set your goal

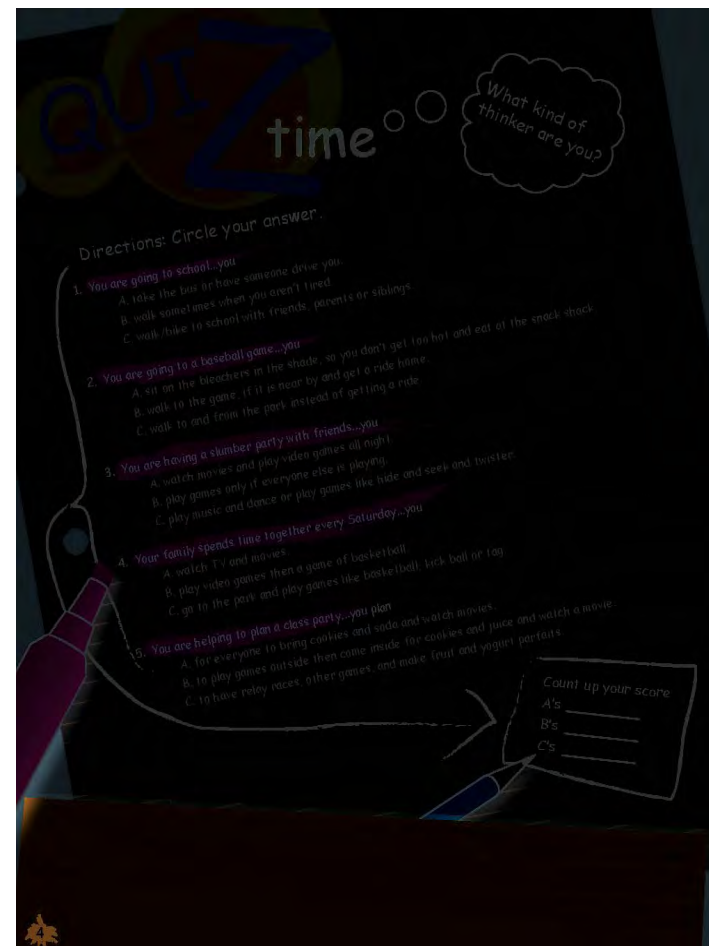


walkfit...your turn to practice

Stepping into an active mind

- Take the quiz

“What kind of thinker are you?”



walkfit ...your turn to practice

Stepping into an active mind

QUIZ time
Don't worry, this one isn't graded!

TEACHER EXAMPLE SHEET

What kind of thinker are you?

Directions: Circle your answer.

- You are going to school...you
 - A. take the bus or have someone drive you.
 - B. walk sometimes when you aren't tired.
 - C. walk/bike to school with friends, parents or siblings.
- You are going to a baseball game...you
 - A. sit on the bleachers in the shade, so you don't get too hot and eat at the snack shack.
 - B. walk to the game, if it is near by and get a ride home.
 - C. walk to and from the park instead of getting a ride.
- You are having a slumber party with friends...you
 - A. watch movies and play video games all night.
 - B. play games only if everyone else is playing.
 - C. play music and dance or play games like hide and seek and twister.
- Your family spends time together every Saturday...you
 - A. watch TV and movies.
 - B. play video games then a game of basketball.
 - C. go to the park and play games like basketball, kick ball or tag.
- You are helping to plan a class party...you plan
 - A. for everyone to bring cookies and soda and watch movies.
 - B. to play games outside then come inside for cookies and juice and watch a movie.
 - C. to have relay races, other games, and make fruit and yogurt parfaits.

Count up your score

A's	1
B's	1
C's	3

Mostly As You are a sedentary thinker. You enjoy watching TV and staying in one spot.
Tip Try thinking actively by playing games instead of watching TV or watching in one spot.
Mostly Bs You are between both sedentary and active thinkers. You enjoy moving, but usually need others to do it with you.
Tip Try thinking actively by playing games instead of watching TV or watching in one spot.
Mostly Cs You are an active thinker. You enjoy moving and take every opportunity you can to do so.
Tip Continue looking for opportunities to move and get your friends and family to do activities with you.

“What kind of thinker are you?”

walkfit...your turn to practice

Track your steps

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	12,768	DAY 3	14,601	TOTAL STEPS	63,913	TOTAL DAYS	5	=	12,783	baseline mean
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Lesson 1

DAY 1		DAY 2		DAY 3		DAY 4		DAY 5		Total Steps	÷	Total Days	=	baseline mean
-------	--	-------	--	-------	--	-------	--	-------	--	-------------	---	------------	---	---------------

Lesson 2

goal	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	Total Steps	÷	Total Days	=	Lesson 2 mean
------	-------	-------	-------	-------	-------	-------------	---	------------	---	---------------

Lesson 3

goal	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	Total Steps	÷	Total Days	=	Lesson 3 mean
------	-------	-------	-------	-------	-------	-------------	---	------------	---	---------------

Lesson 4

goal	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	Total Steps	÷	Total Days	=	Lesson 4 mean
------	-------	-------	-------	-------	-------	-------------	---	------------	---	---------------

Lesson 5

goal	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	Total Steps	÷	Total Days	=	Lesson 5 mean
------	-------	-------	-------	-------	-------	-------------	---	------------	---	---------------

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Track your steps

Fill out the step tracking sheet for lesson 1

- You took:
 - 11,316 steps on day 1
 - 10,691 steps on day 2
 - 11,811 steps on day 3
 - 13,254 steps on day 4
 - 13,678 steps on day 5

What was your daily stepping mean?



...your turn to practice Track your steps

TEACHER EXAMPLE SHEET

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.

Example

DAY 1	10,726	DAY 2	12,768	DAY 3	14,601	TOTAL STEPS	63,993	TOTAL DAYS	5	=	12,783	baseline mean
DAY 4	12,511	DAY 5	13,310									

Lesson 1

DAY 1	11,316	DAY 2	11,811	DAY 3	13,678	Total Steps	60,750	Total Days	5	=	12,150	baseline mean
DAY 4	10,691	DAY 5	13,254									

Lesson 2

goal	13,365	DAY 1	13,346	DAY 2	13,122	DAY 3	14,617	Total Steps	69,160	Total Days	5	=	13,832	Lesson 2 mean
		DAY 4	13,861	DAY 5	14,214									

Lesson 3

goal	15,215	DAY 1	14,981	DAY 2	14,137	DAY 3	15,118	Total Steps	75,420	Total Days	5	=	15,084	Lesson 3 mean
		DAY 4	15,563	DAY 5	15,621									

Lesson 4

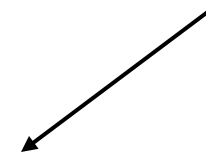
goal	16,894	DAY 1	13,425	DAY 2	11,103	DAY 3	10,599	Total Steps	61,013	Total Days	5	=	12,203	Lesson 4 mean
		DAY 4	12,924	DAY 5	12,962									

Lesson 5

goal	13,179	DAY 1	13,572	DAY 2	12,247	DAY 3	12,816	Total Steps	67,051	Total Days	5	=	13,410	Lesson 5 mean
		DAY 4	13,721	DAY 5	14,695									

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Daily stepping mean = 12,150



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...your turn to practice Set your goal

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SET your GOAL

Directions:
 1. Using information from your step counter log, fill in your daily mean from the previous lesson.
 2. Circle the percent you want to increase your steps.
 3. Multiply your daily mean by your chosen percentage. This number is how many more steps you need to take each day.
 4. Add this number to your daily mean. This is your new daily stepping goal.
 Repeat steps 1-4 for each lesson. If you reach your goal, fill in the path to the next checkpoint on the Race to Escape worksheet. Try your best to reach the finish line!

	daily mean	X	circle one	=	stepping increase	+	baseline mean	=	GOAL
Lesson 2	<input type="text"/>	X	8% 10% 12%	=	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/> Lesson 2
Lesson 3	<input type="text"/>	X	8% 10% 12%	=	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/> Lesson 3
Lesson 4	<input type="text"/>	X	8% 10% 12%	=	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/> Lesson 4
Lesson 5	<input type="text"/>	X	8% 10% 12%	=	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/> Lesson 5

Need scratch paper?
Use this space!

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Set your goal

- Using your goal tracking sheet, set your goal for lesson 2.
- Increase your steps by 10%.

What is your goal for the next week?

walkfit...your turn to practice

Set your goal

TEACHER EXAMPLE SHEET

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SET your GOAL

Directions:

- Using information from your step counter log, fill in your daily mean from the previous lesson.
- Circle the percent you want to increase your steps.
- Multiply your daily mean by your chosen percentage. This number is how many more steps you need to take each day.
- Add this number to your daily mean. This is your new daily stepping goal.

Repeat steps 1-4 for each lesson. If you reach your goal, fill in the path to the next checkpoint on the Race to Escape worksheet. Try your best to reach the finish line!

	daily mean	X	circle one	=	stepping increase	+	baseline mean	=	GOAL
Lesson 2	12,150	X	8% 10% 12%	=	1,215	+	12,150	=	13,365 <small>Lesson 2</small>
Lesson 3	13,832	X	8% 10% 12%	=	1,383	+	13,832	=	15,215 <small>Lesson 3</small>
Lesson 4	15,084	X	8% 10% 12%	=	1,810	+	15,084	=	16,894 <small>Lesson 4</small>
Lesson 5	12,203	X	8% 10% 12%	=	976	+	12,203	=	13,179 <small>Lesson 5</small>

Need scratch paper?
Use this space!

Goal = 13,365

walkfit ...your turn to practice

Race to escape

