

walk it

NFCS

April 28-29, 2008

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and
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Walkfit

Overview

- Content standards
- Physical activity
- Goal setting
- Sample activity
- Marketing
- Pilot testing
- Field Testing
- Not compatible with ANR publication process

**inspired by Every Step Counts*

WalkFit

A physical activity & math curriculum for 6th graders

The **STEP COUNTER LOG**

My day starts at AM PM My day ends at AM PM

Example

STEPS 10,726 Date	STEPS 12,511 Date	STEPS 12,768 Date	STEPS 13,810 Date	STEPS 14,601 Date	TOTAL STEPS 63,915	TOTAL DAYS 5	=	baseline mean 12,783
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Week 1

STEPS Date	STEPS Date	STEPS Date	STEPS Date	STEPS Date	TOTAL STEPS	TOTAL DAYS	=	baseline mean
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Week 2

goal	STEPS Date	STEPS Date	STEPS Date	STEPS Date	STEPS Date	TOTAL STEPS	TOTAL DAYS	=	baseline mean
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Week 3

goal	STEPS Date	STEPS Date	STEPS Date	STEPS Date	STEPS Date	TOTAL STEPS	TOTAL DAYS	=	baseline mean
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Week 4

goal	STEPS Date	STEPS Date	STEPS Date	STEPS Date	STEPS Date	TOTAL STEPS	TOTAL DAYS	=	baseline mean
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Week 5

goal	STEPS Date	STEPS Date	STEPS Date	STEPS Date	STEPS Date	TOTAL STEPS	TOTAL DAYS	=	baseline mean
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Week 6

goal	STEPS Date	STEPS Date	STEPS Date	STEPS Date	STEPS Date	TOTAL STEPS	TOTAL DAYS	=	baseline mean
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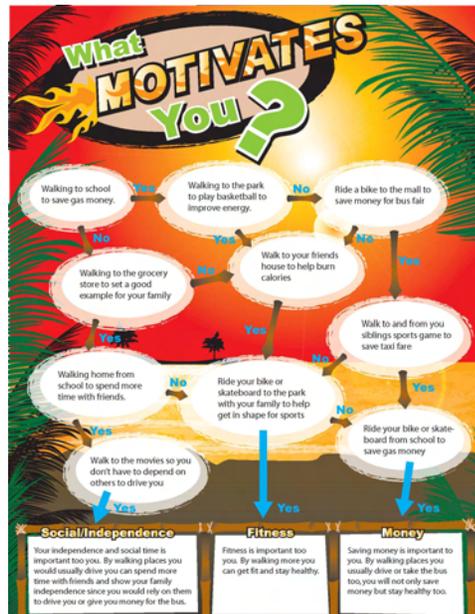


WalkFit

Curriculum Overview



- Step counters to track steps on a daily basis
- Goal setting theory throughout
- 6 lessons
- Lesson components:
 - Review goal from previous week
 - Teen magazine style quiz to introduce topic
 - Activities gets kids moving & meet math & P.E. content standards
 - Goal setting for following week



WalkFit

6 Lessons

Stepping Around Barriers
How to Jump, Leap, and Sprint Around Your Physical Activity Roadblocks

STANDARD
Statistics 2.2 PE 5.3 & 5.5

LESSON TOPIC / FOCUS
Barrier Counseling

GOAL OF THE WEEK
Participants should choose one difficult activity, identify the barriers, and aim to overcome the barriers this week. If steps have increased this week, increase next week's goal using the conversation table located on page 11 of the student workbook. If there has been no increase, keep the same goal you had this week.

PREPARATION
Time: 10 minutes
Supplies:
1 or 2 Sheets for student to write names on depending on class size (cut out)
1 Hat, jar, or bag

Stepping Around Barriers

How to Jump, Leap, and Sprint Around Your Physical Activity Roadblocks

1. TRACKING FEEDBACK

Has anyone reached 15,000 steps any day this week? Have the students write in the average daily steps on the number line located on the back of the student workbook.

2. DISCUSSION

Discuss what a barrier is. Have them think of something that may block a road they were driving on (i.e. tree, car accident, construction, etc.). Next explain the type of barrier as something that keeps them from moving more. As a class, have the students read the "Barrier Q & A" out loud as a class located on page 4 of the student workbook. Next have the students answer the question and come up with 2 solutions with their neighbor. As a class ask for students to volunteer reading barriers and solutions.

3. ACTIVITY: Barrier Tag

Round 1

- Choose 3 to 4 students, depending on class size, to be the "Barriers".
- Assign them a barrier based on some examples given on the quiz. All the other students will be the "Solutions".
- Have the "Solutions" write their name on a cut out and fold it in 4ths.
- Put all the names in a jar, hat, basket, etc.
- Have each "Barrier" draw an equal number of "Solutions". This will be the people they must tag.
- Explain to the students this is a random sample because each member of that population has an equal probability of being selected.
- Have the "Barrier" tag the "Solutions" they choose out of the hat while the solutions try to get away.
- Once a "Solution" is tagged they will have to freeze which gives them time to think of a solution to that particular "Barrier".
- After all "Solutions" are tagged, the students will then go to the "Barriers: What are Mine?" worksheet located on page 5 of the student workbook to answer questions for round 1.

The students will work as a team which includes, the "Barrier" and all the "Solutions" they tagged.

PAGE 1/2

Teacher Guide on CD

Stepping Around Barriers

How to Jump, Leap, and Sprint Around Your Physical Activity Roadblocks

Round 2
Choose 3 to 4 new "Barriers". Repeat the activity and assign new barriers to the quiz.
As time the "Barriers" can choose an equal number of any "Solutions" they would like.
Explain to the students this is a convenience sample because it is convenient for the person to choose who they want.
After all "Solutions" are tagged, the students will then go to the "Barriers: What are Mine?" worksheet located on page 5 of the student workbook to answer questions for round 2.

Round 3
Choose 3 to 4 new "Barriers". Repeat the activity and assign new barriers to the quiz.
Have all "Solutions" line up.
Have each "Barrier" select every 3rd or 4th "Solution" to tag.
Explain to the students this is a systematic sample because every Nth person is selected.

5. After all "Solutions" are tagged, the students will then go to the "Barriers: What are Mine?" worksheet located on page 5 of the student workbook to answer questions for round 3.

This game can be repeated as time allows.

4. Closing Discussion

Bring the class back together and review what a barrier is. Ask the students if they had a similar barrier to someone else and if they have new solutions to help overcome them. Ask them if they feel confident that they can be more active with these new solutions.

PAGE 2/2

Q & A
Questions & Answers

Q: I really want to start being more active but I can't afford a gym membership. What do 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 around!

Q: Do I have to buy exercise clothes and new tennis shoes to be active?
A: You can wear old clothes. Try to wear something that is comfortable to move in. Avoid pants or cotton shorts. You should also 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: Use an advantage of your time by missing it earlier. When doing chores keep moving. Take your dishes or laundry to the park or play bag with them. Don't forget to take study breaks. You can dance to music or walk around the house for 5 minutes.

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

1.
2.

Magazine style individual student workbook in print

What are mine?

Each of the 3 colors represents a round. There are 3 rounds. Go through the questions and fill out the boxes for each round.

1. What is the population?
example: 15

2. What is your sample size? (amount of people in your group)
example: 3

3. What kind of sample is this? Circle one.
a. convenience sample b. random sample c. systematic sample
d. convenience sample e. random sample f. systematic sample

4. What is your barrier?
example: I don't have a gym membership.

5. Write 3 solutions to your barrier.
example: Walk to and from school.
Get friends together and play games like basketball or soccer.
Turn on music and dance.

Content Standards

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

Math and P.E. content standards in WalkFit Curriculum

Math Standards	PE Standards
Number sense 1.1	Students asses and maintain a level of physical fitness to improve health and performance. 3.3, 3.4 & 3.5
Statistics, data analysis and probability 1.1, 2.2,3.4 & 3.5	Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. 5.3, 5.4 & 5.5
Algebra & functions 2.1	Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. 5.2 & 5.3
Measurement & geometry 2.1 & 2.2	Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. 4.2, 4.7
Algebra & Functions 1.0 & 1.1	

Guided Goal Setting

- When Goal setting* is a component of an intervention, positive behavior change in nutrition and physical activity are more likely to occur.
- Based on our research middle school audiences need assistance in goal setting**.
- Guided goal setting** is a process which leads the learner through the process of setting a goal.

* Shilts, MK, Horowitz, M, & Townsend, MS. (2004). Goal setting as a strategy for dietary and physical activity behavior change: a review of the literature. *American journal of health promotion*, 19(2), 81-93

** Shilts, MK, Horowitz, M, Townsend, MS, et al. (2004). An innovative approach to goal setting for adolescents: guided goal setting. *Journal of nutrition education and behavior*, 36(3), 155-

Guided Goal Setting

How it is used

2'

Practitioner Steps	Examples from the WalkFit Intervention
Choose main concept(s) to be improved.	Improve physical activity behaviors.
Research target audience motivators for desired behaviors to incorporate into goal construction using qualitative research methods.	Increase energy or improved appearance for the adolescent audience.
Develop predetermined major goals based on main concepts selected.	Increase daily steps to 15,000 per day.
Develop minor goal options for each major goal. Goals should be constructed with the following attributes: proximity, specificity, difficulty, and attainability.	Each week the daily mean for steps taken is increased by 10%. This new stepping goal is used as a daily goal for the following week.
Choose or develop a self-assessed tool.	The mean from week 1 is used to create a baseline number of daily steps. This baseline is used to set future goals.
Choose or develop a method for scoring the assessment tool and generating appropriate goals.	n/a
Develop a contract to include the selected major and minor goals for participants and a peer or practitioner to sign.	n/a
Develop a method for participants to track goal progress.	The daily step log allows the student to visually see if they have or have not reached their goal. The tracking number line allows the student to assess his or her own progress.
Develop a reward system for goal attainment.	n/a

WalkFit Pilot Testing

- **Marisa Neelon & Helle Anderson-** Contra Costa
 - Riverview Middle School, Bay Point
 - Portola Middle School, El Cerrito
- **Margaret Johns & Karen Bayne-** Kern
 - Alicante School, Lamont
 - Myrtle Ave School, Lamont
- **Marcel Horowitz & Angela Ash** –Yolo
 - Priare Elementary School, Woodland
- **Lucrecia Farfan-Ramirez & Nadine Beltran-** Alameda
 - Willard Middle School, Berkeley
- **Margie Alvarez & Lupe Cabrera-** Orange
 - Zeyen Elementary School, Garden Grove



WalkFit Pilot Testing



WalkFit

Next Steps

- Consecutive testing in one classroom in San Joaquin county
- Field testing in Kern & Alameda counties



WalkFit Marketing



- 6th grade math & PE content standards
- Has interactive component using step counters
- Individual magazine style student workbook
- Can be used with EatFit
- Can be used alone
- Can be used in classroom or after school setting
- Can be used as a review before standardized testing
- Can be used after standardized testing
- Curriculum is flexible
- Can be used in several different locations quad, blacktop, classroom, multipurpose room, library, or baseball field



Pilot testing

Questions

- What did you like about the lesson? What would other 6th graders like?
- What would you like to change? What would other 6th graders like to change?



Pilot testing Changes

What we learned:

- All worksheets need an example
- All math concepts need to be reviewed before starting worksheets
- Each question needs a box or line to write the answer
- The kids want to move as much as possible
- Groups need to be small so all kids can participate

What we changed

- Using calculators is optional
- Made groups smaller so everyone gets a turn
- Added more physical activity to each lesson
- Lessons are flexible to be done in various settings including outside



Cognitive Pilot testing

Visuals

- 3 components
 - Logos
 - Pictures of people
 - The workbook cover

Pilot Testing

Visual



LOGOS

- Do you like the colors on this logo? Why? What don't you like?
- What do you like about these logos? What don't you like? Why?



Answers:

- “like it better than top one”
- “I like the outlines, change it to all blue color instead of orange.
- Justwalkit” I like the eyes, like the guy dead but don't understand it as justwalkit.”

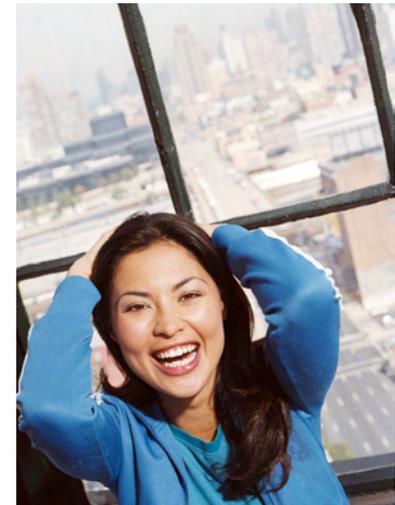
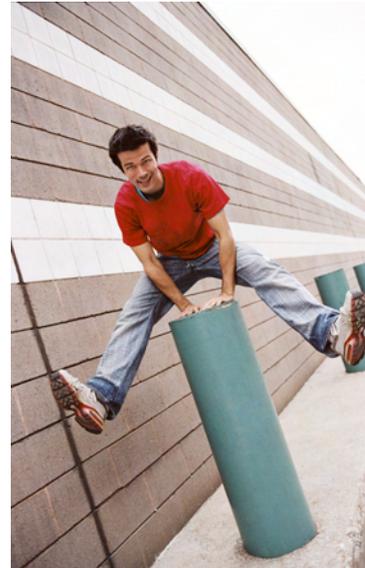
Pilot Testing

Visual



Pilot Testing

Visual



Pilot Testing

Visual



Questions:

- Would you be friends with this person?
- What do you think this person likes to do in his/her free time?



Answers:

Boy

- “no because he looks too old”
- “talks on the phone too much”

Girl

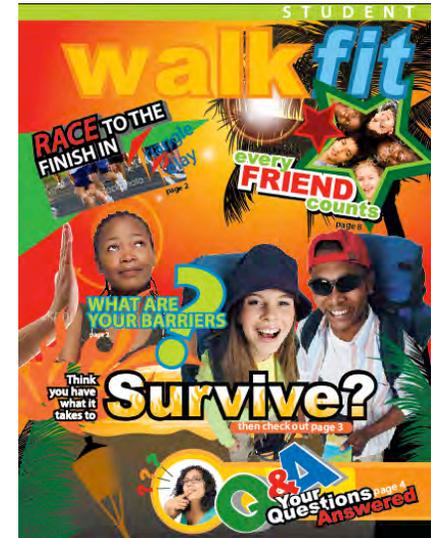
- “yes, swims, volleyball”
- “she looks like a drama queen”
- “yes, because I need help in sit-ups and she looks like she knows how to do them.”

Pilot Testing

Visual

COVER Questions:

- Which cover attracts your attention more?
- Does it make you want to open it and see what's inside? Why or why not?
- Is there anything other 6th graders might find confusing about each cover?
- Would other 6th graders want to be friends with these people? Are they too old? Too young?

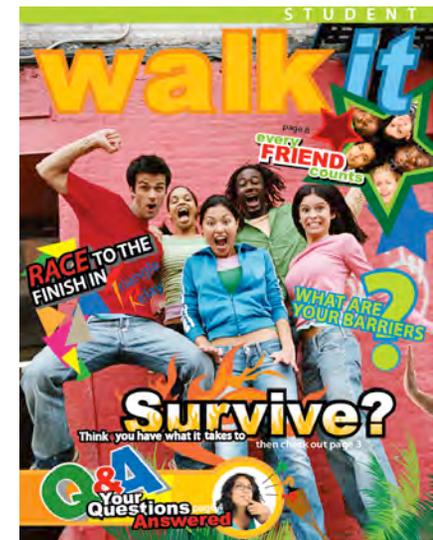


- ▶ “like the people
- “looks like a happy family”
- “more color and something that pops out”



- ▲ “like background, lots of things in the cover, not all smooshed”
- “like the flames”

Workbook Covers



ANR

walk it

A tropical beach scene with palm trees, a sunset, and flaming torches. The background is a light blue sky with a sun setting behind a palm tree. In the foreground, there are two flaming torches on a sandy beach with green grass. The overall theme is fitness and outdoor activity.

NFCS

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*** 'inspired by Every Step Counts'**