

Fitness Education Project--Grades 1-2

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Name of project: The New HD: Healthy Habits for Defeating Disease

Educational purpose:

1. Students will think critically about how to enhance physical activity and healthy habits of themselves and family members.
 2. Students will understand the benefits of making healthy choices throughout their life.
- Enhance safety techniques
 - Increase knowledge of benefits of physical activity, training principles, and factors that influence physical activity choices
 - Increase physical activity participation and self-monitor physical activity outside of school
 - Increase knowledge of basic nutritional recommendations and assess personal eating habits
 - Work to improve fitness
 - Demonstrate positive social interaction skills and respect differences
 - Advocate for healthy behaviors with a family member

Skill practice desired:

- Participation in physical activity
- Helping others
- Keeping records
- Analyzing records
- Verbal Presentation

Resources needed:

- Area for physical activity instruction and associated materials
- Parent letters
- Student tracking logs
- Presentation materials

Project evaluation: Students will complete the student response logs and will present, in their chosen format "We used to... Now we...".

Element	Ideas for this Project
1. Create the need to know (anticipatory set)	<ul style="list-style-type: none"> • Video describing individuals with diabetes (or other health-related diseases) and their habits • Class discussion
2. Possible driving questions <ol style="list-style-type: none"> a. Captures heart of project b. Sense of challenge c. Linked to Purpose d. Answers for students what is the point of this 	<p>How would you feel if a friend or family member was diagnosed with diabetes? What can you do to help this person AND others that you care about?</p> <p>Guiding/Lesson Questions</p> <ul style="list-style-type: none"> • What types of physical activities do you like to do with your family? • What are your family's favorite foods? • What can you do to make your family healthier? • What are the guidelines for living healthy? • Why should you and your family make healthy choices?
3. Student voice and choice <ol style="list-style-type: none"> a. What can students choose b. What is required 	<p>Requirements</p> <ul style="list-style-type: none"> • Physical Activity Analysis <ul style="list-style-type: none"> ○ Log 1 week of PA for self and a family member ○ Identify deficiencies in PA habits and tell what changes they want to make ○ Log 1 week of PA for self and a family member ○ Identify if they made their changes and tell why • Nutrition Analysis <ul style="list-style-type: none"> ○ Complete a food log for 1 week for self and a family member ○ Identify deficiencies in eating habits and tell what changes they want to make ○ Complete another food log for 1 week for self and a family member ○ Identify if they accomplished their changes and tell why • 3rd Habit Analysis (Personal Choice) • Verbal Presentation <p>Choices</p> <ul style="list-style-type: none"> • Family member • Paper v. Online Tracking • Type of Presentation <ul style="list-style-type: none"> ○ Poster, Booklet, Video • 3rd Healthy Habit

<p>4. 21st Century Skills</p> <ul style="list-style-type: none"> a. Needed b. Explicitly taught 	<p>Requires Instruction</p> <ul style="list-style-type: none"> • CDC guidelines for MVPA • Recommendations for healthy eating • General health guidelines • Vocabulary <ul style="list-style-type: none"> ○ Facilitator ○ Barrier ○ Intensity ○ Safety ○ Monitor
<p>5. Inquiry and Innovation</p> <ul style="list-style-type: none"> a. Possibilities for own research b. Ways to create culture of hypothesizing 	<p>Students are able to explore their own personal choice for monitoring a habit that will influence their health and the health of a family member</p> <p>Project Extension</p> <ul style="list-style-type: none"> • Students can do extended research with a family member to better understand a healthy habit in which they are interested.
<p>6. Feedback & Revision</p> <ul style="list-style-type: none"> a. Formalized feedback process b. Rubrics needed c. Self/Peer assessment opportunities (coach how to use rubrics) d. Teacher checks e. Feedback from others 	<p>Feedback</p> <ul style="list-style-type: none"> • Teacher feedback after each analysis of weekly logs • Peer reviews after weekly logs to help in determining/accomplishing changes <p>Assessment</p> <ul style="list-style-type: none"> • Do students make changes that increase health and fitness? • Can students explain why they make the choices they do? • Rubrics
<p>7. Publicly presented product</p>	<p>Verbal presentation to the class</p> <ul style="list-style-type: none"> • My family used to..., Now we... <ul style="list-style-type: none"> ○ Poster with pictures ○ Booklets with pages for each healthy behavior ○ Videos of before/after • Family Healthy Fun Night <ul style="list-style-type: none"> ○ Family members and students demonstrate in small groups their favorite PA changes, healthy recipes, etc.

**The New HD: Healthy Habits for Defeating Disease
Grades 1-2: Block Plan**

Timeline	Activity
Week 1	Content <ul style="list-style-type: none"> • Health-Related Diseases • Benefits of physical activity/Dangers of inactivity • Physical activity safety Introduce and Explore Driving Question
Week 2	Content <ul style="list-style-type: none"> • Physical Activity recommendations • Types of physical activity and safety requirements Student work <ul style="list-style-type: none"> • Log 7 days of PA for self and family member
Week 3	Content <ul style="list-style-type: none"> • Types of physical activity and safety requirements • Facilitators and barriers of physical activity Student work <ul style="list-style-type: none"> • Analyze PA log • Identify PA deficiencies
Week 4	Content <ul style="list-style-type: none"> • Physical activity levels and intensities • Physical activity safety Student work <ul style="list-style-type: none"> • Implement PA changes • Log 7 days of PA for self and family member
Week 5	Content <ul style="list-style-type: none"> • Nutrition/Healthy Eating • Benefits of good food choices/Dangers of malnutrition Student Work <ul style="list-style-type: none"> • Construct first part of presentation • Summarize PA changes for self and family member
Week 6	Content <ul style="list-style-type: none"> • Go, Slow, Whoa Foods Student Work <ul style="list-style-type: none"> • Log 7 days of eating habits
Week 7	Content <ul style="list-style-type: none"> • Go, Slow, Whoa Foods Student Work <ul style="list-style-type: none"> • Analyze eating log • Identify potential deficiencies in nutrition log
Week 8	Content <ul style="list-style-type: none"> • Go, Slow, Whoa Foods • Water is a food group Student Work <ul style="list-style-type: none"> • Implement nutrition changes

	<ul style="list-style-type: none"> • Log 7 days of eating habits
Week 9	<p>Content</p> <ul style="list-style-type: none"> • General Health (Sleep, Hygiene, Hydration, Skin care [in sun], posture, etc.) <p>Student Work</p> <ul style="list-style-type: none"> • Construct second part of presentation • Summarize nutrition changes for self and family member
Week 10	<p>Content</p> <ul style="list-style-type: none"> • General Health <p>Student Work</p> <ul style="list-style-type: none"> • Log 7 days of chosen healthy habit
Week 11	<p>Content</p> <ul style="list-style-type: none"> • General Health <p>Student Work</p> <ul style="list-style-type: none"> • Analyze general health habit log • Identify deficiencies in healthy habit
Week 12	<p>Content</p> <ul style="list-style-type: none"> • General Health <p>Student Work</p> <ul style="list-style-type: none"> • Implement habit change • Log 7 days of chosen healthy habit with changes
Week 13	<p>Content</p> <ul style="list-style-type: none"> • Planning for health and fitness <p>Student Work</p> <ul style="list-style-type: none"> • Construct third part of presentation • Summarize habit changes for self and family member
Week 14	Public Presentations

**The New HD: Healthy Habits for Defeating Disease
Grades 1-2: Rubric**

Project Components	Excellent (4)	Meets Expectations (3)	Needs Improvement (2)	Unacceptable
Analysis/Content Knowledge (10%)	Important deficiencies in logs are identified and appropriately adjusted according to classroom content	Deficiencies in logs are identified and the student makes plans to change habits	Student incorrectly identifies changes that need to be made in their habits	No effort is given to use classroom knowledge to make changes to habits
Physical Activity Log (20%)	Student accurately completes log and makes changes to meet CDC guidelines of 60 minutes MVPA per day	Student completes the log and makes changes to meet CDC guidelines at least 4 days a week	Students logs are incomplete and do not show that they meet CDC guidelines for MVPA	Information is not included
Nutrition Log (20%)	Student accurately completes log and makes changes to meet nutritional guidelines	Student completes the log and makes changes to meet nutritional guidelines most of the time	Student logs are incomplete and do not show that they meet nutritional guidelines	Information is not included
Choice Habit Log (20%)	Student accurately completes log and makes changes to meet recommended guidelines for chosen health habit	Student completes the log and makes changes to meet recommended guidelines for chosen health habit most of the time	Student logs are incomplete and do not show that they meet recommended guidelines for chosen health habit	Information is not included
Family Participation (10%)	Student consistently shows how family members are involved in the project	Student chooses a family member to help and completes activity with them	Student chooses a family member but it is evident that the person is not involved in the project	Little to no family participation is evident
Presentation (20%)	Student clearly explains the habits of him/herself and their family member and gives reasons for the changes they made	Student provides healthy habit information and the changes they made	Student tells the habits the activities that they participated in but no information about how or why they changed their habits	Student does not provide any useful information about their habits or changes they made
Total				