

Fuel Up to Play 60 Program Collaborative Learning Project Guide

By

Elizabeth Porior Schaefer

A Master's Paper

Submitted in Partial Fulfillment of
the Requirements for the Degree of

Master of Science in Agricultural Education

Advisor

Date

May 31, 2013

Abstract

In summer of 2012, I realized the need for the Wisconsin Milk Marketing Board to create a curriculum for the Fuel Up to Play 60 program – a youth wellness program created by Dairy Marketing Inc. in partnership with the National Football League. The Fuel Up to Play 60 program enrolls over 2000 Wisconsin elementary and middle schools into the online program each year with only 19% of schools utilizing any one part of the program.

I created a comprehensive curriculum for the Fuel Up to Play 60 program serve as a step-by-step guide for new and existing program advisors. This curriculum was designed to utilize the many resources of the Fuel Up to Play 60 website and break down the program into manageable, 45 minute lessons. The curriculum aligns to Wisconsin Grade 8 Common Core and Model Academic Standards in English Language, Agriculture Education, Health, Nutrition, Physical Education, Social Studies and Science Standards.

The curriculum breaks the Fuel Up to Play 60 program into 8 lessons that can be taught as a collaborative unit of study or used as a guide for facilitating the program in a school setting. Each lesson includes electronic links to organize the many resources located at www.fueluptoplay60.com into the appropriate lesson, so that teachers may have quick access to the right information and resources at the appropriate time. The curriculum also includes supporting power points, assessments, and grading rubrics for utilization as part of a classroom curriculum. The final curriculum is available in digital form free of charge to instructors through the Wisconsin Dairy Council/ Wisconsin Milk Marketing Board.

Acknowledgements

I would like to acknowledge the work of the Wisconsin Dairy Council Staff– Mary Andrae, Karen Doster, Angie Edge, Rita Houser, Jane Losee, and Sue Lytge. Each of these women helped to critique, test and facilitate parts of this curriculum within their respective territories of the state of Wisconsin. I would also like to thank Laura Wilford, Wisconsin Dairy Council Director, for supporting the development of this curriculum and for providing valuable feedback. A special thank you to the following Fuel Up to Play 60 Programs: Stratford, Wisconsin Rapids, and Merrill, for helping to pilot and refine this curriculum. A great big “thank you” is deserved by Amy Porior, the teacher, friend, and sister that challenged me to make Fuel Up to Play 60 meet academic standards and classroom learning objectives to ensure that standards would not deter, but rather support schools and teachers in helping their students achieve healthier habits. And a special thank you to the Dairy Farm Families of Wisconsin and the Wisconsin Milk Marketing Board for investing in the Fuel Up to Play 60 program to help empower our children to Eat Healthy, Get Active, and Make a Difference.

Table of Contents

Abstract	ii
Acknowledgements	iii
Introduction & Review of Literature	1
Methods	5
Results	7
Conclusion/Summary/Reflection	11
References	14
Appendix	15

Introduction & Literature Review

I was introduced to the Fuel Up to Play 60 (FUTP60) program in 2011 when I joined the staff of the Wisconsin Dairy Council. This program, Fuel Up to Play 60, is a collaborative effort between the National Football League and the National Dairy Council that encourages students to eat healthy, get active, and make a difference. The FUTP60 program is to be completed almost entirely online through the website www.fueluptoplay60.com. Students and their teachers, also called program advisors, can use the website to choose student driven activities to help promote healthy eating and physical activity. About 50% of my job as a Regional Program Manager for the Wisconsin Dairy Council/ Wisconsin Milk Marketing Board (WDC/WMMB) is to engage and assist schools in implementing the FUTP60 program. In my first week of employment with the WDC/WMMB, I was told to learn the program so that I could help recruit and train new program advisors in my region. My only advice in learning the FUTP60 program was to spend “some time” on the website and figure it out. As I began to surf the website, I was overwhelmed by the volume of information. I found the website very difficult to navigate and very cumbersome for troubleshooting questions for each step of the program. As I started recruiting new FUTP60 program advisors in my region, I heard the same concerns about the FUTP60 program website - the website was very confusing and the program was too time-consuming to implement. My toughest critic pointed out that she would love to be a FUTP60 program advisor and involve her students in the program, but she feared she would never receive approval to participate from her principal because the program did not specify which Wisconsin Model Academic Standards it meets.

The FUTP60 website was developed by Dairy Market Inc. (DMI) and is a website that is utilized by schools nation-wide. Making changes to this website was not an option as all changes had to go through the National Football League and the National Dairy Council. The next best option was to create a guide for teachers and students that would allow them to use the website, but in a more efficient and easier way.

When researching and writing curriculum guides, it is important to understand why a curriculum would enhance school participation and program success in a program such as Fuel Up to Play 60. It is also important to understand how a school-based nutrition and physical fitness curriculum can create the student-driven effort necessary to make lasting changes in improving student nutrition, physical activity levels, and overall health.

Recent estimates show that 31.7% of children aged 2-19 and 34.2% of adolescents are overweight or obese making childhood obesity one of the largest preventable causes of death in the United States. One of the most practical ways to reverse the effects of obesity is to increase levels of physical activity and modify nutrition in students (Amis, 2012). In the 2011 Center for Disease Control and Prevention Wisconsin Youth Risk Behavior Survey, 10% of high school students surveyed were obese (ie in the 95th percentile of Body Mass Index) (Center for Disease Control and Prevention, 2012). Wisconsin, as a state, has been in the 10-14% obesity range for the past 10 years (Center for Disease Control and Prevention, 2012). Scientific research has shown that well designed and well implemented school programs can help address the issue of childhood obesity and begin to change student habits to promote a life-long healthy lifestyle. (Wechsler, 2004)

Though schools are not the cause of childhood obesity, they do offer the best setting to create sustainable change in student nutrition and physical activity behavior (Casazza, 2006). To address the increase and potential damaging health effects of childhood obesity, school health and education professionals are being called upon to implement programming that will prevent and educate students on the benefits of choices that lead to healthy lifestyles. The design, implementation and adaption of such programs will play a pivotal role in prevention and hopefully, reversal of these trends in childhood health (Ward-Begnoche, 2008). Though there are many physical education guiding principles and new United States Department of Agriculture Lunch guidelines, research suggests that a curriculum designed to meet individual needs is crucial in creating sustainable lifestyle change (Contento, 2010). Creating and implementing a curriculum that addresses the nutritional, physical education, and student ownership needs should incorporate all subject areas, science, health, English language, and mathematics to develop a comprehensive approach to healthy lifestyle change (Casazza, 2006).

In 2008, the Fuel Up to Play 60 program, FUTP60, was developed as an internet-based child wellness program and was created through a partnership between the National Dairy Council and the National Football League in partnership with the United States Department of Agriculture (Hayes, 2012). The program's aim is to fight childhood obesity by providing steps and tools to *Eat Healthy. Get Active. Make a Difference.* The program is facilitated on a national level by Dairy Marketing Inc., DMI, through regional and state dairy councils (Dairy Marketing Inc., 2012).

Each state or region of local dairy councils determines which schools in their regions/state will receive FUTP60 Quick Start Kits at the start of each school year. These kits contain posters and promotional materials that invite schools to enroll in the FUTP60 program online. In Wisconsin, at the start of the 2011-2012 school year, two thousand public and private school building received a Quick Start Resource Kit to encourage school nutrition staff, physical education instructors, and school staff to activate their schools on-line at www.fueluptoplay60.com. Of the two thousand school buildings that received the Quick Start Resource Kit, 396 schools had students enroll on-line in the Fuel Up to Play 60 program – a 19.8% activation rate. Out of the 396 schools that activated in the program on-line, twenty-six completed the entire program, for a total of 6.5% completion rate (Laura Wilford, 2012).

Research in the area of childhood obesity prevention and reversal indicate that a school-based program that focuses on nutrition education, physical education, and student ownership is one of the most effective methods in combating childhood obesity. The Fuel Up to Play 60 program incorporates all three of these practices and utilizes the brand recognition of the National Football League. Yet, of the two thousand schools, only 19.8% are actively using this free program with 1.3% completing the program. This curriculum was written as a way to make the Fuel Up to Play 60 program more user-friendly and to help increase the rate of active schools in Wisconsin.

Methods

In the summer and winter of 2012-2013 I developed a comprehensive curriculum for FUTP60 called, “Fuel Up to Play 60 – A Collaborative Learning Guide.” This guided curriculum breaks the Fuel Up to Play 60 program into eight lessons that utilize (and organize) the FUTP60 website resources. The curriculum also breaks each “step” of the Fuel Up to Play 60 program into lessons that are aligned to Wisconsin Common Core Standards in Language Arts and the Wisconsin Model Academic Standards for Social Studies, Science, Agriculture, Nutrition, Health, and Physical Education.

The creation of the curriculum was tedious in that the information provided by the Fuel Up to Play 60 website, www.fueluptoplay60.com, included an overwhelming amount of program information that ranged in topics from getting the program started, to online video tutorials and success stories to and extra challenge “plays” that schools and students could participate in that were above and beyond the basic Fuel Up to Play 60 program. After a lot of dialogue with teachers, students, and supporters of FUTP60, it was decided that the curriculum needed to focus on the basic program components and the absolute bare essentials of how to organize and guide students in creating their own Fuel Up to Play 60 program.

The outline of each lesson in the curriculum is based on the “Six Easy Steps” of Fuel Up to Play 60 as listed on the website, www.fueluptoplay60.com. These steps include: Step 1, “Join the League;” Step 2, “Build Your Team & Draft Players;” Step 3, “Survey the Field;” Step 4, “Kick Off;” Step 5, “Game Time;” Step 6, “Light Up the Scoreboard.” Each step of the program was reviewed and broken down into lesson formats that include: Lesson Objectives, Lesson Time

Frame, Connection to Wisconsin Academic Standards, Materials/Resources Needed, Suggested Procedures, Student Assessment, Extending the Lesson, and Additional Resources.

The first step in creating each lesson was to identify the desired outcome, or the objective of the lesson. The lesson objectives were then used to create guiding questions to engage students on the topic of the lesson. To complement the guiding questions, the web-based resources of FUTP60 were then added to each lesson sequence in which each resource would be of the most help in achieving the desired outcome of the lesson and FUTP60 step. This step in writing the curriculum was particularly challenging because the organization of the web-based resources was difficult to discern. Web-based FUTP60 resources include training videos, worksheets, and program success stories that were not easy to locate in regards to their usefulness in completing each step of the FUTP60 program. Each resource was identified according to its function in each step of the program and then included in each lesson with a description of the location of the resource on the website and a hyperlink that would take digital users of the curriculum directly to its location on the FUTP60 website. In addition to helping FUTP60 program advisors to better utilize the website resources it was essential to develop lesson resources that filled in the gap of content material not provided by FUTP60 which included Power Point lessons, assessments, and grading rubrics for each lesson.

It was also an important goal to incorporate resources that were created by the Wisconsin Dairy Council. Some of the resources include posters, Green Bay Packer player cardboard standees, FUTP60 Activity Ball, and Wisconsin-specific FUTP60 grant information. Each of these materials was included in specific lessons.

Results

The resulting curriculum, Fuel Up to Play 60 Collaborative Learning Guide, includes eight lessons that are designed to guide Program Advisors in implementing the FUTP60 program as part of a class curriculum or as part of an extra-curricular activity. Power Points, student assessments and digital resources are incorporated into each 45-minute lesson that complement the FUTP60 website and provide a guide to Program Advisors and their students in implementing the FUTP60 program.

The on-line resources provided by the FUTP60 website provided much of the material that was incorporated into each lesson. However, additional supporting materials needed to be developed for each lesson. These materials included PowerPoints, grading rubrics and student enrichment activities that were all developed to fill the “gaps” of information/instruction in each lesson. A complete listing of each lesson’s supporting materials and description can be found in Table A.

The development of many of these supporting materials happened in Fall 2011 when I began working with the Merrill High School Fuel Up to Play 60 team. I met with the team, which was composed primarily of Dairy Science students, on a weekly basis to help the team implement FUTP60 at their school. As I worked to explain the program, I found myself needing more tools than the FUTP60 website could provide. Such tools that were needed included a way to effectively introduce and explain the FUTP60 program while engaging students, a uniform and orderly way to help students learn the FUTP60 website, and evaluation pieces for each step that the students completed. As I began to develop the curriculum for FUTP60, I revised many of the

pieces that I used with Merrill High School to be utilized in the FUTP60 Collaborative Learning Project Curriculum.

As the curriculum began to take shape, I offered sections of the curriculum to some of my existing Program Advisors to evaluate and pilot. Some of the changes that occurred within the curriculum included the need to create alternative ways for students to enroll in the FUTP60 program. Many teachers shared that they did not have access to computer labs, and that students did not have access to the internet at home to enroll in FUTP60. To accommodate this request, I added a few options to lesson 2. The alternative enrollment options include a paper-copy of the FUTP60 Pledge and the development of a “Pledge Banner.” Each of these materials are now incorporated into the lesson so that a non-web-based enrollment option could be used to successfully enroll students in FUTP60.

Table A

Lesson	Supporting Materials Created	Material Description
1- Learning the Game	<ul style="list-style-type: none"> • “Learn the Game” PowerPoint 	Slides include instruction on the importance of balanced nutrition and physical fitness
2- Join the League & Suit Up	<ul style="list-style-type: none"> • Dashboard Dash Webquest 	Student webquest designed to introduce students to the different functions of the FUTP60 Student Dashboard
3- Survey the Field	<ul style="list-style-type: none"> • Group Presentation Grading Rubric • Group Participation Grading Rubric 	<ul style="list-style-type: none"> • Group presentation rubric is used to evaluate the group presentation of a section of the School Wellness Investigation • Group Participation Grading Rubric is used to evaluate an individual’s contribution to the completion of the School Wellness Investigation
4- Creating a Game Plan	<ul style="list-style-type: none"> • “Creating a Game Plan” Worksheet 	<ul style="list-style-type: none"> • Student worksheet guides in choosing three “plays” from the FUTP60 Playbook that

		could be potentially implemented in their school.
5- Game Time & Kick Off	<ul style="list-style-type: none"> • “Go for the Goal – Game Planning Strategies” PowerPoint • Fuel Up to Play 60 Playbook Wisconsin Academic Standards Matrix 	<ul style="list-style-type: none"> • Slides guide students through planning an event. Key questions are identified and clarified in this presentation. • Standards Matrix aligns each FUTP60 Playbook “play” to Wisconsin Model Academic Standards in Agriculture, Health, Nutrition, Physical Education, Science, Social Studies and Common Core English Language Standards
5b - Applying for Funding	<ul style="list-style-type: none"> • “Applying for Funds” PowerPoint • “Funds Use Form” Worksheet 	<ul style="list-style-type: none"> • Slides guide students in learning about the Wisconsin FUTP60 Grants and guides students in creating an outline for their grant application • Funds Use worksheet is a balance sheet for students to use when they receive funds
6- Game Time Evaluation	<ul style="list-style-type: none"> • Game Time Evaluation Worksheet • Game Time Peer Evaluation rubric Worksheet 	<ul style="list-style-type: none"> • Group Evaluation worksheet directs student group in evaluating their “play” • Peer evaluation rubric allows for each student to grade their individual contribution to the group work as well as grade their groups overall performance.
7- Light-Up the Scoreboard	<ul style="list-style-type: none"> • “Light-Up the Scoreboard” Writing Prompts 	<ul style="list-style-type: none"> • Student worksheet adapts the FUTP60 on-line success story guide to a worksheet format in which students answer sections of a success story in short segments that can be combined to submit to “Light-Up the Scoreboard”

The rough draft of the curriculum guide was shared in both hard copy and digital form with the WDC/WMMB Regional Program Managers (RPMs) in August of 2012. RPMs were asked to share the CD version of the curriculum guide with their new Program Advisors. Feedback was then given by these Program Advisors to WDC/WMMB RPMs over the course of the 2012-2013 School year. Feedback included making the curriculum available in hard copy, making the curriculum available on-line, and creating a lesson that would include the grant process. Adjustments were then made to individual lessons which resulted in the final version of the Fuel Up to Play 60 Collaborative Learning Project Curriculum, the product of this project, which can be found in the Appendix.

Discussion/Summary/Conclusion

The development of the FUTP60 Collaborative Learning Project Curriculum was a definite success. Many pieces of this curriculum are currently being used by several FUTP60 Program Advisors in Wisconsin, especially physical education instructors. The curriculum has been requested by two instructors in my region – two instructors who are going to utilize and implement the curriculum with their students. The creation of this curriculum was also a success in that it made me a more confident and competent advocate for FUTP60. Through this project I have learned more about the on-line resources available to teachers and I have begun to understand the size and scope of this program. As a testament to this success, I have increased the number of schools that are completing the 6 Steps of FUTP60 in my region from 3 in 2011-2013 to 8 in 2012-2013. Over the next year I expect to see an even larger increase in program completion in my region, especially by the schools that utilize part(s) or all, of the curriculum.

The background research for developing this curriculum has also afforded me a new insight on the use of dairy check-off dollars for the FUTP60 program. Prior to writing this curriculum, I was unsure that check-off dollars were being efficiently spent on the FUTP60 program.

However, after discovering the incredible amount of programs and curriculums available for schools to use (for free and at a cost) that mentioned NOTHING about importance of dairy foods in a balanced diet, I realized that FUTP60 allows the dairy industry to begin share the health benefits of dairy products with students all over the country by taking a holistic approach to diet and exercise. These students are learning about how to be healthy AND achieve it while consuming low-fat and fat-free dairy products. I now view the FUTP60 program as a proactive

campaign in which the dairy industry is sharing the health benefits of dairy products with consumers as well as building relationships with develop life-long consumers of dairy products.

There are many next steps for this curriculum and for the FUTP60 program. This curriculum will be used by Wisconsin Dairy Council staff to recruit, train and facilitate the FUTP60 program in Wisconsin primary, intermediate and secondary schools during the 2013-2014 school year. The Fuel Up to Play 60 Collaborative Learning Curriculum will also be made available for download online at www.wisconsin dairycouncil.com at no charge beginning the summer of 2013.

As the FUTP60 program evolves and state and national education standards change, the curriculum will too need to evolve. One of the first expected changes to the curriculum will be to realign each lesson to the Wisconsin Model Academic Standards for Agriculture Education which is expected to be released and adopted in June 2013. The next anticipated change to the curriculum will be the incorporation and alignment of the Next Generation Science Standards that, at this time, have been release, but are not yet adopted in Wisconsin.

The FUTP60 program is not perfect. This program is nationally run by DMI, and I have come to find that I do not have the “sway” to change a few of the things that I have found to be frustrating. If I had the ultimate say, I would change the FUTP60 website so that information regarding pertinent to each “step” would be located in one place. The website currently offers a lot of great resources; however, it can take a lot of time to find what you are looking for on the website.

The FUTP60 program is negotiated with the National Football League in five year contracts. The latest negotiations may lead to a higher cost for each state/region dairy council that participates in the FUTP60 program. If the costs increase to Wisconsin, we may not be able to afford the continuation of this program, which may make the development of the FUTP60 Collaborative Learning Project Curriculum null and void. The silver lining of this scenario is that the research for this curriculum has revealed that childhood obesity is truly a cause for concern and that school based health and wellness curriculums are proving to be a successful tool in changing student eating and fitness habits. The WDC and WMMB are planning for any changes, and have discussed the potential for creating our own healthy eating and physical fitness program. This potential in-state program would allow us to create new local marketing opportunities (ie Milwaukee Bucks, UW Badgers, etc.) The development of the FUTP60 curriculum would allow us to have a great starting point for creating our own in-state healthy eating and physical fitness program.

The FUTP60 Collaborative Learning Curriculum project was developed to help guide teachers and FUTP60 Program Advisors in implementing the 6 Steps of FUTP60. I hope this curriculum will aide in more Wisconsin schools and students in *Eating Healthy, Getting Active and Making a Difference*.

References

- Amis, W. D. (2012, July). Implementing Childhood Obesity Policy in a New Educational Environment: The Cases of Mississippi and Tennessee. *American Journal Of Public Health*, 102(7), 1406-1413. Retrieved July 19, 2012
- Casazza, C. (2006). Improving the Dietary Patterns of Adolescents Using a Computer-Based Approach. *Journal of School Health*, 76(2), 43-46.
- Center for Disease Control and Prevention. (2012, December 8). *The Obesity Epidemic and Wisconsin Students*. Retrieved from Center for Disease Control and Prevention: http://www.cdc.gov/HealthyYouth/yrbs/pdf/obesity/wi_obesity_combo.pdf
- Contento, K. L.-B. (2010, December). Adolescents Demonstrate Improvement in Obesity Risk Behaviors after Completion of Choice, Control & Change, a Curriculum Addressing Personal Agency and Autonomous Motivation. *Jouranl of the American Dietetic Association*, pp. 1830-1839.
- Dairy Marketing Inc. (2012, August 13). *Fuel Up to Play 60 FAQs*. Retrieved from Fuel Up to Play 60 - Educator Site: www.fueluptoplay60.com
- Hayes. (2012, June/July). Getting Into the Game (Fuel Up to Play 60). *School Nutrition*, pp. 30-36.
- Laura Wilford, R. (2012, August 22). Director, Wisconsin Dairy Council - Wisconsin Milk Marketing Board. (E. P. Schaefer, Interviewer)
- Ward-Begnoche, G.-C. H. (2008). Description of the Design and Implemntation of a School-Based Obesity Prevention Program Addressing needs of Middle School Students. *Journal of Applied School Psychology*, 247-263.
- Wechsler, M. L. (2004, December). The Role of Schools in Preventing Childhood Obesity. *National Association of State BOrds of Education - The State Education Standard*, pp. 4-12.

Appendix

Fuel Up To Play 60 Collaborative Learning Project

Overview

Fuel Up to Play 60 is a national program that is a collaborative effort between the National Dairy Council and the National Football League. The purpose of the program is to encourage students to "Fuel" their bodies with low fat dairy products, fruits and vegetables, whole grains and lean protein as well as "Play" for sixty minutes each day. This collaborative lesson plan is designed to be implemented into any classroom to guide both you and your students in creating sustainable changes through the Fuel Up to Play 60 program all while meeting Grade Eight Wisconsin academic standards in English Language, Science, Social Studies, Agriculture, Nutrition, Physical Education and Health.

How to Use This Curriculum

This purpose of this curriculum is to breakdown the 6 steps of the Fuel Up to Play 60 program into a series of easy-to-follow lessons. It can be implemented as a class collaborative learning project or used as a guide to the Fuel Up to Play 60 program with a small group or team of students. Each lesson is written to build off of the previous lesson to help you and your students benefit from all the tools, opportunities and resources that are part of Fuel Up to Play 60.

The Fuel Up to Play 60 Collaborative Unit is written to be used in conjunction with www.fueluptoplay60.com. The use of this website is weaved through each lesson and is an integral resource for developing a successful Fuel Up to Play 60 program. Each lesson includes helpful links to website tools and resources that will help you at each specific step of implementing Fuel Up to Play 60.

Fuel Up to Play 60 is designed to be a **student driven** program. This curriculum is written to help teach and develop the skills that students will need to evaluate data, plan events and collaborate with their peers to create an authentic learning experience that will produce sustainable change.

Learning Objectives

In this unit of study students will be assessing their school's nutrition, physical activity and community partnerships. Based on the evaluations, students will then plan and conduct "Plays" (activities and programs) that will support and develop targeted areas of nutrition, physical activity and community development.

At the end of this unit of study students will be able to:

- Identify and choose healthy food for their bodies.
- Identify physical activities and commit to being active for sixty minutes each day.
- Assess and evaluate their school's nutrition, physical activity, and community partnerships.
- Develop and implement an action plan to implement a healthy eating, physical activity or kick-off event/play.
- Create and implement a budget proposal and write a Fuel Up to Play 60 grant to support their action plan.
- Evaluate the success of a program and create a report on the successes and areas of improvement for the program/activity.

Time Frame

Each lesson has a suggested time frame for instruction, application and evaluation of the lesson. The time frame should be adapted based your and your students' needs. Fuel Up to Play 60 can be implemented as a year-round program or adapted to fit your school's needs. Consideration should be given to school calendars for optimal timing.

Before you Begin...Tips for Success

- Before you begin the Fuel Up to Play 60 Collaborative Unit, you must create a user name and register at www.fueluptoplay60.com.
- Test www.fueluptoplay60.com on your school's computers to ensure that the website is accessible to students.
- Meet with your school's Food Service Director, Physical Education instructors and principal to inform them of the goals of Fuel Up to Play 60 program. Discuss how you would like them to be involved in supporting student efforts and enlist their support of the program. An excellent resource to use is [Who Can Help and How](#)
- Read your school's Wellness Policy. If your school has a Wellness Committee meet with them to identify ways to collaborate and share resources.

And most importantly, contact your local [Wisconsin Dairy Council Regional Program Manager](#) with questions. We are here to help you and your students become successful in implementing the Fuel Up to Play 60 program.

Eat Healthy. Get Active. And Make a Difference!

Unit Title:	Fuel Up To Play 60 Collaborative Learning Project
Lesson Title:	Lesson 1 - Learning the Game
Objectives:	<ul style="list-style-type: none"> Describe the two major components of Fuel Up to Play 60 Describe the six steps of completing Fuel Up to Play 60 Describe the benefits provided to the body by each of the five major food groups.
Lesson Time Frame	1, 45 minute class period
Connection to Wisconsin Academic Standards	<p>English Language Standards</p> <ul style="list-style-type: none"> SL.8.6; L.8.6 <p>Science Standards</p> <ul style="list-style-type: none"> H.8.3 <p>Agriculture Standards</p> <ul style="list-style-type: none"> D.8.1 <p>Nutrition Standards</p> <ul style="list-style-type: none"> A.8.2; D.8.3; D.8.5; F.8.1 <p>Physical Education Standards</p> <ul style="list-style-type: none"> 4:3:A8; 5:3:B6 <p>Health Standards</p> <ul style="list-style-type: none"> 8:3:A3
Materials/Resources Needed:	<ul style="list-style-type: none"> Fuel Up to Play 60 Lesson 1 - Learn the Game Power Point Presentation Projector, Computer and Speakers Computers with internet connection for each student 1 copy per student "What Foods Can Do For You" worksheet FUTP60 Pass Around Ball Game Jordy Nelson Cardboard Stand-Up
Suggested Procedure	
Anticipatory Set	<ul style="list-style-type: none"> Have Jordy Nelson Poster or Stand Up displayed in front of room. Ask students: <ul style="list-style-type: none"> "What sport does this person play?" (<i>Football</i>) "What team does he play for?" (<i>Green Bay Packers</i>) "What is he holding?" (<i>Books, Milk, Football</i>) "How do these three items fit together?" (<i>Eating balanced diet and physical activity helps you retain more of what you learn in school</i>) <p>Today we are going to begin learning how we can help each other eat healthy, get active and make a difference.</p>
Development	<ul style="list-style-type: none"> Present PPT "Learning the Game" <ul style="list-style-type: none"> Emphasize the 6 steps of the Fuel Up to Play 60
Modeling	<ul style="list-style-type: none"> Review Key components of FUTP60 program by playing the FUTP60 Pass Around Ball Game

Closing	<ul style="list-style-type: none"> ▪ Orally Review the 6 Steps of FUTP60 ▪ Assign “What Foods Can Do For You” Worksheet <ul style="list-style-type: none"> ○ Have students complete each section of the worksheet by visiting www.myplate.gov
Student Assessment	<ul style="list-style-type: none"> ▪ Monitor student participation in Pass Around Ball Game ▪ Complete “What Foods Can Do For You” worksheet
Extending the Lesson	<ul style="list-style-type: none"> ▪ View the clip http://school.fueluptoplay60.com/welcome/
Additional Resources	<ul style="list-style-type: none"> ▪ Fuel Up to Play 60 Advisor Resource Kit (Check your dashboard to see who received the kit at your school) ▪ What Foods Can Do For You – Fuel Up to Play 60 Tools & Resources: Promotion Tools ▪ Why Fuel Up to Play 60 – Fuel Up to Play 60 Welcome ▪ USDA’s Healthier Middle Schools – Everyone Can Help – Fuel Up to Play 60 Tools & Resources: Engagement Tools ▪ Tips and Tools for Engaging Students – Fuel Up to Play 60 Tools & Resources: Engagement Tools ▪ Quick Start Resources – Fuel Up to Play 60 Welcome ▪ Fuel Up to Play 60 FAQs – Fuel Up to Play 60 Welcome ▪ Take Fuel Up to Play 60 Offline – Fuel Up to Play 60 Tools & Resources: Engagement Tools

Unit Title:	Fuel Up To Play 60 Collaborative Learning Project
Lesson Title:	Lesson 2 - Join the League and Suit Up
Objectives:	<ul style="list-style-type: none"> ▪ Enroll in Fuel Up to Play 60 on-line at www.fueluptoplay60.com ▪ Take the Fuel Up to Play 60 Pledge ▪ Navigate Student Dashboard and www.fueluptoplay60.com
Lesson Time Frame	1, 45 minute class period
Connection to Wisconsin Academic Standards	<p>English Language Standards</p> <ul style="list-style-type: none"> ▪ SL.8.1c; L.8.3a <p>Science Standards</p> <ul style="list-style-type: none"> ▪ H.8.3 <p>Social Studies Standards</p> <ul style="list-style-type: none"> ▪ E.8.8 <p>Agriculture Standards</p> <ul style="list-style-type: none"> ▪ A.8.4 <p>Nutrition Standards</p> <ul style="list-style-type: none"> ▪ A.8.2 ; C.8.3; D.8.1 <p>Physical Education Standards</p> <ul style="list-style-type: none"> ▪ 4:3:A8; 3:3:A2; 3:3:B2 <p>Health Standards</p> <ul style="list-style-type: none"> ▪ 7:3:A1; 6:3:A2; 6:3:B2
Materials/Resources Needed:	<ul style="list-style-type: none"> ▪ Fuel Up to Play 60 Student Site Snapshot ▪ Computers with internet connection for each student ▪ FUTP60 Membership cards (1 per student) ▪ Dashboard Dash Web Quest (1 per student) ▪ FUTP60 Pledge Banner ▪ Overhead Projector connected to computer
Suggested Procedure	
Anticipatory Set	<ul style="list-style-type: none"> ▪ Display www.fueluptoplay60.com website with a projector for your class. Ask your students: <ul style="list-style-type: none"> ○ “Think back to yesterday’s lesson, what are the two goals of Fuel Up to Play 60?” (<i>Eat Healthy & Get Active</i>) ▪ Pair & Share Activity- have students partner with one student to share their answer. Allow 30 seconds to 1 minute for students to share their answers with their partner. After allotted time, ask a few groups to share their responses. ▪ Pair & Share Questions: <ul style="list-style-type: none"> ○ “What choices do you make to eat healthy every day?” ○ “Share two ways that you are active every day.” ○ Why do you think it is important to keep track of our healthy decisions? ▪ Thank the students for sharing their responses.

Development	<p><i>Today we are going to learn how to use the Fuel Up to Play 60 website that will help us track our healthy decisions and learn more ways to Eat Healthy, Get Active and Make a Difference. Together we are going to pledge to Eat Healthy, Get Active and Make a Difference by signing our Fuel Up to Play 60 Pledge Banner.</i></p> <ul style="list-style-type: none"> ▪ Read the pledge together ▪ Have each student sign their name to the pledge banner ▪ Congratulate students on taking the pledge. <p><i>Now we are going to create our own pledge by logging into the Fuel Up to Play 60 website.</i></p>
Modeling	<ul style="list-style-type: none"> ▪ Display the www.fueluptoplay60.com on overhead screen ▪ Review parts of the dashboard with the students; display the FUTP60 Student Site Snapshot ▪ Create an “Example” student and enroll your “Example” student as a student in your class on the FUTP60 Website with the help of your class.
Closing	<ul style="list-style-type: none"> ▪ Hand out FUTP60 student cards to each student ▪ Have students transition to computers to create their own log in and begin work on the Fuel Up to Play 60 Web Quest Activity
Student Assessment	<ul style="list-style-type: none"> ▪ Fuel Up to Play 60 Student Web Quest Activity ▪ Formative Assessment: Collect web quests and check for each student’s screen name and that it appears on your list of students. (Check this in <i>Your Dashboard</i>)
Extending the Lesson	<ul style="list-style-type: none"> ▪ Challenge students to find a school near them that is also working on FUTP60 ▪ View the Training Camp video clip “Join the League and Suit Up”
Additional Resources	<ul style="list-style-type: none"> ▪ Fuel Up to Play 60 Advisor Resource Kit <ul style="list-style-type: none"> ➤ <i>Tip : View your school’s recipient in your Dashboard</i> ▪ Tracker 101 – Fuel Up to Play 60 Tools & Resources ▪ Teambuilding Tips – Fuel Up to Play 60 Tools & Resources

Unit Title:	Fuel Up To Play 60 Collaborative Learning Project
Lesson Title:	Lesson 3 – Survey the Field
Objectives:	<ul style="list-style-type: none"> Investigate and evaluate the nutrition of school lunch and breakfast menus Investigate and evaluate school physical education class offerings and courses Investigate and evaluate community involvement at school Complete the Wellness Investigation to determine school's status of nutrition, physical education and community involvement
Lesson Time Frame	2, 45 minute class periods
Connection to Wisconsin Academic Standards	<p>English Language Standards</p> <ul style="list-style-type: none"> SL.8.1c; SL.8.1d; SL.8.4; SL.8.6; <p>Science Standards</p> <ul style="list-style-type: none"> C.8.2; C.8.10; C.8.11 <p>Social Studies Standards</p> <ul style="list-style-type: none"> E.8.5 <p>Agriculture Standards</p> <ul style="list-style-type: none"> B.8.1 <p>Nutrition Standards</p> <ul style="list-style-type: none"> C.8.8 <p>Physical Education Standards</p> <ul style="list-style-type: none"> 4:3:A8; 5:3:B6 <p>Health</p> <p>3:3:A2; 8:3:A3</p>
Materials/Resources Needed:	<ul style="list-style-type: none"> 3 copies of the Fuel Up to Play 60 Wellness Investigation 3 Clipboards 3 pens/pencils 3 calculators Access to school nutrition staff Access to school physical education offerings or staff Access to school principal or staff that work with community White Board or Flip Chart & Markers Group Participation Rubric (1 per student) Group Work & Presentation Rubric (1 per group) Projector connected to computer with internet access (Optional)
Suggested Procedure	
Anticipatory Set	<ul style="list-style-type: none"> Ask Students: <ul style="list-style-type: none"> What are the two components of FUTP60? (Physical Activity & Healthy Eating) How/Where do we do these things at school? (Lunch, Phy Ed, open gym, sports) What people are involved in these two areas at our school? (food service director & PE teachers) <p><i>Today we are going to work with these key people to figure out how our school is doing in physical activity, healthy eating and</i></p>

	community involvement by completing a survey of our school.
Development	<p><i>We will split up into 3 groups, and complete 1 of 3 parts of the Health and Wellness Survey. You will work as a team to answer the survey questions. This survey is not a "score" for our school; rather it is a check point to see how well we are meeting the needs of our students in nutrition, physical education and community support.</i></p> <p><i>Each group will orally present results in front of class. We will use each group's results to:</i></p> <ul style="list-style-type: none"> ○ Gauge how the school is accomplishing its district wellness goals related to nutrition and physical activity ○ Define goals that will really suit your school's needs ○ Document starting points in order to show progress over time
Modeling	<ul style="list-style-type: none"> ▪ Post Wellness Investigation via projector or write the question on a flip chart or white board. ▪ Answer the first question of the survey together; encourage students to explain their rationale for their answer. ▪ Divide students into three groups; assign each group one section of the Health & Wellness Investigation; Nutrition Services; Phy Ed or Community ▪ Allow each group to discuss and answer questions in their section of the survey. Groups should answer any questions they can after discussing together and agreeing on the appropriate answer. <p>➤ <i>Tip- Some questions will require more information. Students should reach out to the School Nutrition Manager, P.E. Department Chair or other school administrators and staff members for help in completing the questions.</i></p> <ul style="list-style-type: none"> ▪ After each group has completed their section of the survey, have students record their findings on a white board or flip chart or poster. ▪ Each group should then present their findings of their survey section to their entire class. (See Group Survey Rubric) ▪ Enter responses for each group in the online School Wellness Investigation through the Advisor Dashboards at www.fueluptoplay60.com. The on-line tool will automatically calculate the Module Score at the end of

	each module as well as the Overall Score Card results.
<i>Closing</i>	<ul style="list-style-type: none"> ▪ After each group has presented ask the group to reflect on the survey results, example questions include: <ul style="list-style-type: none"> ○ What areas is our school doing well in? (ie. What area(s) did we score high in?) ○ What areas can we improve on? ○ Do these results surprise you? (Did you realize school lunches are balanced, there are more P.E. class opportunities..etc.)
Student Assessment	<ul style="list-style-type: none"> ▪ Survey Section Group Presentation
Extending the Lesson	<ul style="list-style-type: none"> ▪ Challenge students to visit their Fuel Up to Play 60 dashboard and find 2-3 plays that could be effective in meeting the needs of the school as identified by the Health and Wellness Survey ▪ View FUTP60 Training Camp Video 4, Survey the Field
Additional Resources	<ul style="list-style-type: none"> ▪ Fuel Up to Play 60 Advisor Resource Kit ▪ School Wellness Investigation – Fuel Up to Play 60 Six Steps ▪ How to Use the School Wellness Investigation – Fuel Up to Play 60 Tools & Resources: Planning Tools

Unit Title:	Fuel Up To Play 60 Collaborative Learning Project
Lesson Title:	Lesson 4 - Creating a Game Plan
Objectives:	<ul style="list-style-type: none"> Analyze results from Wellness Assessment to identify areas of nutrition, physical activity and community that need improvement. Introduce students to the FUTP60 Playbook. Utilize the Playbook to choose “plays” that will target areas that can help improve the school’s overall wellness.
Lesson Time Frame	1, 45 minute class period
Connection to Wisconsin Academic Standards	<p>English Language Standards</p> <ul style="list-style-type: none"> SL.8.1c; SL.8.1d <p>Science Standards</p> <ul style="list-style-type: none"> C.8.6; H.8.3 <p>Social Studies Standards</p> <ul style="list-style-type: none"> E.8.4 <p>Agriculture Standards</p> <ul style="list-style-type: none"> B.8.1; C.6-.1 <p>Nutrition Standards</p> <ul style="list-style-type: none"> D.8.4; D.8.6; <p>Physical Education Standards</p> <ul style="list-style-type: none"> 4:3:A8; 5:3:B6; 6:3:A1; 6:3:A3; 6:3:A11; <p>Health Standards</p> <ul style="list-style-type: none"> 8:3:A2; 8.3:A4; 8.3:B1; 8:3:B4;
Materials/Resources Needed:	<ul style="list-style-type: none"> Student internet access to explore FUTP60 Playbook or Playbook Index printouts. (1 per student) Printed copies of the Wellness Investigation results (1 per student) Copy of district wellness plan (if your district has one) FUTP60 Creating a Game Plan Worksheet (1 per student)
Suggested Procedure	
<i>Anticipatory Set</i>	<ul style="list-style-type: none"> Post Wellness Investigation Results on a white board or projector or hand out a copy of your completed online assessment results to share with all students. Have students review questions and responses. Pose the following questions for discussion: <ul style="list-style-type: none"> What’s happening with nutrition and physical activity in our school now? Where do we see the greatest opportunities for making things even better?
<i>Development</i>	<ul style="list-style-type: none"> Post the FUTP60 Playbook via projector or handout hard copies of the Playbook Index to each student. Introduce the Playbook as a starting point to generate ideas to create events or opportunities to improve nutrition and physical education – It’s “Game Time”. <p><i>Game Time is the time to focus on Healthy Eating and Physical</i></p>

	<p><i>Activity Plays that can help make long-term change in your school's environment and your students' habits. Remember, the goal is to take action to get students (and adults) eating healthier and adding more physical activity into their daily routines.</i></p> <ul style="list-style-type: none"> Show students where to find the playbook on www.fueluptoplay60.com
Modeling	<ul style="list-style-type: none"> Hand out "Creating a Game Plan" worksheet. Assign/Split students to search 1 of the 3 categories; Kick Off, Healthy Eating or Physical Activity. Explain that each student will need to search the playbook and pick 3 plays that they think will work to improve the school's physical activity, healthy eating or spread the word about FUTP60. Set an amount of time for students to search playbook. Have students record their favorite 3 plays from their respective category using the "Creating a Game Plan" worksheet. <ul style="list-style-type: none"> <i>Tip: Have students print their plays or save them to their FUTP60 Dashboard.</i>
Closing	<ul style="list-style-type: none"> Have students meet with their respective category groups to share their 3 plays. Questions for groups to discuss while sharing plays: <ul style="list-style-type: none"> Which Healthy Eating Play do we think will best enhance the promotion and availability of nutritious foods offered in school? Which Physical Activity Play do we think has the best chance of improving access to, and participation in, physical activity opportunities? Why do we, as Fuel Up to Play 60 supporters, want to work on these programs? How will this play improve our Wellness Investigation score? How will this play meet our school district's wellness plan/goals? Have each group select their top play from their discussion for their respective category (Kick Off, Healthy Eating or Physical Activity).
Student Assessment	<ul style="list-style-type: none"> "Creating a Game Plan" Worksheet
Extending the Lesson	<ul style="list-style-type: none"> Have students view "Who Can Help and How" to gain ideas of who can help make a Kick Off, Healthy Eating Play and Physical Activity Play happen in school. View FUTP60 Training Camp Step 5, Game Time
Additional Resources	<ul style="list-style-type: none"> How to Use the School Wellness Investigation – Fuel Up to Play 60 Tools & Resources: Planning Tools

- | | |
|--|---|
| | <ul style="list-style-type: none">▪ Fuel Up to Play Success Stories – Fuel Up to Play 60 Community▪ Nutrition Education Resources – Fuel Up to Play 60 Tools & Resources: Nutrition Education▪ Physical Activity Resources – Fuel Up to Play 60 Tools & Resources: Physical Education Resources |
|--|---|

Unit Title:	Fuel Up To Play 60 Collaborative Learning Project
Lesson Title:	Lesson 5 – Game Time & Kick Off
Objectives:	<ul style="list-style-type: none"> ▪ Create and Implement a student lead play to Kick-Off Fuel Up to Play 60 school-wide. ▪ Create and Implement a student lead play to increase and promote school wide healthy eating. ▪ Create and Implement a student lead play to increase and promote school wide physical activity.
Lesson Time Frame	<p>Introduction Lesson 1, 45 minute class period Planning sessions 2, 45 minute class period</p> <ul style="list-style-type: none"> ▪ <i>Actual length of planning and implementation of Kick Off, Healthy Eat and Physical Activity Plays will vary from situation to situation. PLAN ACCORDINGLY!</i>
Connection to Wisconsin Academic Standards	<ul style="list-style-type: none"> ▪ See Fuel Up to Play 60 Play Book Alignment to Wisconsin Academic Standards Matrix ▪
Materials/Resources Needed:	<ul style="list-style-type: none"> ▪ Student internet access to FUTP60 Playbook or printed copies of each group's chosen Kick-Off, Physical Activity or Healthy Eating Play. ▪ Play Planning Checklist Worksheet (3 copies; 1 per group) ▪ Go for the Goal – Game Planning Strategies PowerPoint
Suggested Procedure	
Anticipatory Set	<p><i>Think about the best event/party/program that you have ever been too? What made that event/party/program the best?</i></p> <ul style="list-style-type: none"> ▪ Take a few student answers...try to get to answers of everyone was involved, activities for everyone, <u>Good Planning</u>
Development	<p><i>Good Planning is a key ingredient to any successful event. We are going to work together to be good planners for our Kick Off, Healthy Eating Play and Physical Activity Plays.</i></p> <ul style="list-style-type: none"> ▪ Present “Go for the Goal – Game Planning Strategies” PowerPoint. <ul style="list-style-type: none"> ➤ Tip: Read the speaking notes for “Go for the Goal – Game Planning Strategies PowerPoint” before you present. <p><i>Remember, our goal is to take action to get students (and adults) eating healthier and adding more physical activity into their daily routines.</i></p> <ul style="list-style-type: none"> ▪ Remind students where to find the playbook on

	www.fueluptoplay60.com
Modeling	<ul style="list-style-type: none"> ▪ Dismiss students to their respective groups; Kick Off, Healthy Eating or Physical Activity. ▪ Give each group a copy of the Play Planning Checklist worksheet. <ul style="list-style-type: none"> ○ <i>Tip: Print off a copy of each group's chosen Play.</i> ○ <i>Tip: Have each group member take on a role (recorder, leader, etc.) to encourage participation from all students.</i> ▪ Allow students time to plan their Play using the Play Planning Checklist.
Closing	<ul style="list-style-type: none"> ▪ At the end of class, have students take a piece of scrap paper/ slip of paper and write down the hardest part about planning write down questions that they still have. ▪ Pull questions anonymously and answer as a group
Student Assessment	<ul style="list-style-type: none"> ▪ Play Planning Checklist Worksheet (1 per group)
Extending the Lesson	<ul style="list-style-type: none"> ▪ Have students present their Play plans and check lists to Food Service, Phy Ed Teachers and Administration to seek feedback and permissions. ▪ Have students write SMART goals for their Play; include participation, attitude and behavior change goals. ▪ View FUTP60 Training Camp Step 5, Game Time ▪ Encourage students to use the Fuel Up to Play 60 Tracker through their Dashboard
Additional Resources	<ul style="list-style-type: none"> ▪ Who Can Help and How – Fuel Up to Play 60 Tools & Resources: Engagement Tools ▪ Go for the Goal Game Planning Tips – Fuel Up to Play 60 Tools & Resources: Planning Tools ▪ Playbook Bonus – Fuel Up to Play 60 Tools & Resources: Playbook Bonus ▪ Play Planning Checklist – Fuel Up to Play 60 Tools & Resources: Planning Tools

Unit Title:	Fuel Up To Play 60 Collaborative Learning Project
Lesson Title:	Lesson 5 Bonus – Applying for Funding
Objectives:	<ul style="list-style-type: none"> ▪ Write a comprehensive grant for up to \$1000 in Fuel Up to Play 60 funding from the Wisconsin Milk Marketing Board. ▪ Create a complete budget for a Fuel Up to Play 60 Play ▪ Evaluate a Play's potential for success in changing student attitudes and behaviors towards healthy eating and physical activity
Lesson Time Frame	2, 45 minute class periods ➤ <i>Tip: Before starting lesson, check www.fueluptoplay60.com for funding application deadlines</i>
Connection to Wisconsin Academic Standards	English Language Standards <ul style="list-style-type: none"> ▪ W.8.4; W.8.5; W.8.6; L.8.2a-c; L.8.3a Science Standards <ul style="list-style-type: none"> ▪ H.8.3 Social Studies Standards <ul style="list-style-type: none"> ▪ C.8.7; Agriculture Standards <ul style="list-style-type: none"> ▪ C.6-8.1 Nutrition Standards <ul style="list-style-type: none"> ▪ D.8.4; D.8.6; Physical Education Standards <ul style="list-style-type: none"> ▪ 4:3:B1; 5:3:B6; 6:3:A11 Health Standards <ul style="list-style-type: none"> ▪ 8:3:A2; 8:3:A3; 8:3:A4; 8:3:B1; 8:3:B2; 7:3:B1;
Materials/Resources Needed:	<ul style="list-style-type: none"> ▪ Copy (digital or hard) of Grant Worksheet (1 per group) <ul style="list-style-type: none"> ▪ <i>Tip: Wisconsin Applicants are eligible for up to \$1000 in funding per school year.</i> ▪ Copies of Completed Play Planning Checklist (1 from each group) ▪ Funds for Fuel Up to Play 60 Application; 1 set of copies of pages 7-9; 10-11; and 12-13; 3 copies of pages 14-17. ▪ “Applying for Funds” PowerPoint Presentation
Suggested Procedure	
Anticipatory Set	<ul style="list-style-type: none"> ▪ Write the words <i>Grant</i> and <i>Loan</i> on a whiteboard or flip chart at the front of the room. <p><i>What do these words have in common?</i></p> <ul style="list-style-type: none"> ○ Answers should revolve around money <p><i>How do the definitions of these words differ?</i></p> <ul style="list-style-type: none"> ○ A loan is money that you borrow that you pay back with interest. ○ A grant is money that you receive that you do not have to pay back. Money is usually for some type of special project, education or other need.
Development	<i>Today we are going to be applying for a grant to fund our Fuel Up</i>

	<p><i>to Play 60 projects. We are going to use our Play Planning Checklists that we have already completed.</i></p> <ul style="list-style-type: none"> ▪ Present “Lesson 5 Bonus – Applying for Funds” PowerPoint <ul style="list-style-type: none"> ➤ <i>Tip – Read PowerPoint slide notes before presenting.</i>
Modeling	<ul style="list-style-type: none"> ▪ Dismiss students to their respective groups; Kick Off, Healthy Eating or Physical Activity to answer the questions posed in the PowerPoint. ▪ Give each group their copy of the Funds for Fuel Up to Play Application <ul style="list-style-type: none"> ○ <i>Tip: Print off a copy of each group’s chosen Play.</i> ○ <i>Tip: Have each group member be responsible for answering one question on the application, encourage students to peer edit each other’s responses. Visit Read Write Think (International Reading Association) for ideas on how to teach and grade peer reviews.</i>
Closing	<ul style="list-style-type: none"> ▪ Have each group exchange their funding questions. Allow them to peer edit and review. ▪ Thank students for their hard work.
Student Assessment	<ul style="list-style-type: none"> ▪ Funds for Fuel Up to Play 60 Application Forms
Extending the Lesson	<ul style="list-style-type: none"> ▪ Challenge students to find other sources of funding- check local foundations and other service grant opportunities. ▪ View FUTP60 Training Camp Applying for Funds
Additional Resources	<ul style="list-style-type: none"> ▪ Funds for Fuel Up to Play 60 – Fuel Up to Play 60 Welcome ▪ Funds for Fuel Up to Play 60: Eligibility for Funds – Fuel Up to Play 60 Tools & Resources: Funds ▪ Fuel Up to Play 60: Funds in Action – Fuel Up to Play 60 ▪ Fuel Up to Play 60: How Do We Apply for Funds? – Fuel Up to Play 60 Welcome ▪ If you receive funding from the WMMB, use the “Fuel Up to Play 60 Fund Use Form” worksheet to help students keep track of their funding and budgets.

Unit Title:	Fuel Up To Play 60 Collaborative Learning Project
Lesson Title:	Lesson 6 – Game Time Evaluation
Objectives:	<ul style="list-style-type: none"> ▪ Evaluate success of implemented Fuel Up to Play 60 Play (Kick-Off, Healthy Eating, or Physical Activity) ▪ Conduct Peer and Self Evaluations of group participation, planning and Play implementation
Lesson Time Frame	2, 45 minute class periods
Connection to Wisconsin Academic Standards	<p>English Language Standards</p> <ul style="list-style-type: none"> ▪ SL.8.1c-d; SL8.6 <p>Science Standards</p> <ul style="list-style-type: none"> ▪ C.8.6; C.8.10; C.8.11; H.8.3 <p>Social Studies Standards</p> <ul style="list-style-type: none"> ▪ E.8.4 <p>Agriculture Standards</p> <ul style="list-style-type: none"> ▪ B.8.1; C.6-8.1 <p>Nutrition Standards</p> <ul style="list-style-type: none"> ▪ D.8.4; D.8.6; <p>Physical Education Standards</p> <ul style="list-style-type: none"> ▪ 4:3:A8; 4:3:B1; 5:3:B6; 6:3:A11 <p>Health Standards</p> <ul style="list-style-type: none"> ▪ 6:3:A2; 7:3:B1
Materials/Resources Needed:	<ul style="list-style-type: none"> ▪ NEW Wellness Investigation (1 section per group) ▪ Game Time Evaluation Worksheet (1 per group) ▪ Game Time Peer Evaluation Rubric Worksheet (1 per student) ▪ Groups will need their completed Play Planning Checklist Worksheet ▪ Access to adults and students who participated in FUTP60 Plays
Suggested Procedure	
Anticipatory Set	<ul style="list-style-type: none"> ▪ Remind students about the Wellness Investigation that was conducted before Plays were implemented. ▪ Have students break into their groups (Kick Off, Healthy Eating, Physical Activity) ▪ Hand out a section of a NEW Wellness Investigation and have students work together to complete. ▪ Have students post their New Results on a White Board or Flip Chart ▪ Post Original Wellness Investigation Results. ▪ Ask Students: <ul style="list-style-type: none"> ○ Did we improve? If so, in what category? ○ Are you surprised at the results? <p><i>Evaluating the successes/short falls of a program is important in changing anything. We have to stop and see what is working and what is not working and we need to be willing to make changes to obtain the results that we want.</i></p>
Development	<i>Today we are going to be evaluating our work as individuals, as groups and as a Fuel Up to Play 60 team. We will also be</i>

	<p><i>completing a new Wellness Investigation. We are going to use Play Planning Checklists that we have already completed.</i></p>
Modeling	<ul style="list-style-type: none"> ▪ Dismiss students to their respective groups; Kick Off, Healthy Eating or Physical Activity. Remind them to bring their Play Planning Checklist Worksheet. ▪ Give each group their copy of the Game Time Evaluation Worksheet. ○ Read the directions and ask for clarification or questions. <ul style="list-style-type: none"> ➤ <i>Tip: Set an amount of time for groups to work; some groups may need more time to seek input from supporting adults and student participants.</i>
Closing	<ul style="list-style-type: none"> ▪ Thank students for their hard work. ▪ Have students move to a location where they can work individually. ▪ Handout the Game Time Peer Evaluation Worksheet to each student. ▪ Read directions and ask for clarification. ▪ Tell them it is their “ticket” to finish class. Collect evaluations from students.
Student Assessment	<ul style="list-style-type: none"> ▪ Group Game Time Evaluation Worksheet ▪ Individual Game Time Evaluation Peer Evaluation Worksheet
Extending the Lesson	<ul style="list-style-type: none"> ▪ Introduce students to Student Ambassador Program and Challenges – these can be found on their student dashboards.
Additional Resources	<ul style="list-style-type: none"> ▪ FUTP60 Training Camp Video: Step 4 – Survey the Field ▪ School Wellness Investigation ▪ Survey Tools – Fuel Up to Play 60 Tools & Resources: Survey Tools

Unit Title:	Fuel Up To Play 60 Collaborative Learning Project
Lesson Title:	Lesson 7 – Light Up the Scoreboard
Objectives:	<ul style="list-style-type: none"> Analyze collected data from implemented Fuel Up to Play 60 Plays (Kick Off, Physical Activity or Healthy Eating) to summarize results and highlight successes. Post student narratives to www.fueluptoplay60.com to complete Step 6 – Light-Up the Scoreboard.
Lesson Time Frame	2, 45 minute class periods
Connection to Wisconsin Academic Standards	<p>English Language Standards</p> <ul style="list-style-type: none"> W.8.4; W8.5; W.8.6 <p>Science Standards</p> <ul style="list-style-type: none"> H.8.3 <p>Social Studies Standards</p> <ul style="list-style-type: none"> E.8.5 <p>Agriculture Standards</p> <ul style="list-style-type: none"> C.6-8.1 <p>Nutrition Standards</p> <ul style="list-style-type: none"> D.8.4; D.8.6 <p>Physical Education Standards</p> <ul style="list-style-type: none"> 4:3:A8; 4:3:B1; 6:3:A11; <p>Health Standards</p> <ul style="list-style-type: none"> 8:3:B2; 7:3:B1; 2:3:A2
Materials/Resources Needed:	<ul style="list-style-type: none"> Copies of Light Up the Scoreboard Writing Prompts Worksheet (1 per student) <ul style="list-style-type: none"> <i>Tip: Modify by splitting writing prompt questions among group members</i> Students will need their Game Time Evaluations and their Play Planning Checklists.
Suggested Procedure	
Anticipatory Set	<p><i>Do you think your Plays made a difference in our schools' attitudes about healthy eating and physical activity? Why?</i></p> <ul style="list-style-type: none"> Take a few student answers; challenge them to explain their response by using evidence from the Wellness Investigation and student surveys. <p><i>Sharing results, both good and bad, is a way to share, learn and improve our planning, collaboration and efforts for future projects.</i></p>
Development	<p><i>Today we are going to be sharing our results and successes from our Fuel Up to Play 60 Plays and program by writing a story. We are going to use our Play Planning Checklists and Game Time Evaluations that we have already completed to help us write a story about our program.</i></p> <ul style="list-style-type: none"> Hand out FUTP60 Writing Prompts worksheet to students <ul style="list-style-type: none"> <i>Tip: Students will need to share Play Planning Checklists and Game Time Evaluations with their groups; allow them to work near each other.</i> Read the directions to the students; ask for any questions

	<ul style="list-style-type: none"> ▪ Review concept of a complete sentence, punctuation and grammar. <ul style="list-style-type: none"> ➤ <i>Tip: Print off a copy of each group's chosen Play.</i> ➤ <i>Tip: Encourage students to peer edit each other's responses. Visit Read Write Think (International Reading Association) for ideas on how to teach and grade peer reviews.</i>
Modeling	<ul style="list-style-type: none"> ○ Allow students time to answer writing prompts to complete their "story." ○ Let them know that they have written stories that could be posted to www.fueluptoplay60.com where other students can read about their experiences and learn about the program....so do a good job!
Closing	<ul style="list-style-type: none"> ▪ Thank students for their hard work. ▪ Have students read each other's stories. Have students vote on one story from each category to be submitted to www.fueluptoplay60.com through the Advisor's Dashboard.
Student Assessment	<ul style="list-style-type: none"> ▪ Fuel Up to Play 60 Writing Prompts
Extending the Lesson	<ul style="list-style-type: none"> ▪ Have students compile their prompts to create one story to submit to the school newspaper or local media. ▪ View FUTP60 Training Camp Video "Step 6 – Light Up the Scoreboard"
Additional Resources	<ul style="list-style-type: none"> ▪ Spread the Word, Publicize Your Results - Fuel Up to Play 60 Tools & Resources: Promotion Tools ▪ Fuel Up to Play Success Stories – Fuel Up to Play 60 Community ▪ Highlight Your Success – Fuel Up to Play 60 Tools & Resources: Promotion Tools ▪ Fuel Up to Play 60 6 Steps – Light Up the Scoreboard!