

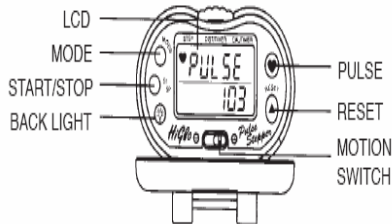
Exercise for Heart Health: Pulsemeter Method

Important Concepts for this station:

Cardiovascular : Pulse rate measures your heart beat which is an indicator of activity intensity.

Preactivity-Heart Rate : A measurement of heart rate **Before** you engage in Physical Activity

Pulsemeter Directions



Pulsemeter is an instrument of heart rate taken by counting your pulse



1. Sit down, with legs straight out
2. Glide the clip of the Pulsemeter from your knee to you waist
3. Clip the Pulsemeter to your waist band or belt
4. Open, by pressing and pulling away and downward
5. Place, don't push, your index finger into the finger slot
6. Press the heart button
7. The heart blinks when it is reading your pulse
8. It will display your pulse rate in beats per minute (bpm)

Directions for Experiment 1:

1. Use the pulsemeter to take your pulse before dribbling pinball or jump rope and enter below:

Preactivity - Heart Rate

Postactivity - Heart Rate



2. Participate in one of the activities, either dribbling pinball or jump rope.
3. Then take your post activity heart rate and enter it on the line above.

Dribbling Pinball	Dribble around the hoops in the pinball station Family members stand in hoops and try to tap the ball away. Family members must keep both feet inside their hoop.
Jump Rope	Single rope: Jump forward, backward, fast, slow, 1 foot, 2 feet, ski jumper, cross, two jumpers (single rope) Double Dutch (2 ropes): same as above

Why is the physical activity important?

- Increases your cardiovascular endurance.
- Can help reduce blood pressure in some people with hypertension.
- Helps people with chronic, disabling conditions improve their stamina and muscular strength.
- Reduces symptoms of anxiety and depression and fosters improvements in mood and feelings of well-being.

Exercise for Heart Health: Manual Method

At this station you will measure your heart rate before and after you exercise.

Cardiovascular : Pulse rate measures your heart beat which is an indicator of activity intensity.

Pre-activity-Heart Rate : A measurement of heart rate **BEFORE** you engage in Physical Activity

Post-activity Heart Rate: A measurement of heart rate **AFTER** you engage in Physical Activity.



Feel for your Carotid Pulse at your wrist.

Move your index finger and middle finger down from your ear down into the groove on the side of your neck for you carotid pulse.

Calculating your Heart Rate in beats per minute (bpm).

A family member will need to use a stopwatch or watch to time a 6 seconds interval, during which you will count the number of beats you feel.



Feel for your Carotid Pulse at your neck.

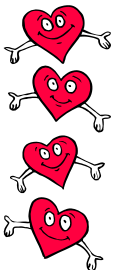
Move your index finger and middle finger down from your ear down into the groove on the side of your neck for you carotid pulse



Directions for this experiment.

1. At this station you will have the choice of two activities. Dribbling Pin Ball or Jumping Rope (instructions below). Write in the names of each family member
2. For each family member, using the instructions above, measure the **pre-activity** heart rate at the wrist (radial) or neck (carotid) **BEFORE** dribbling pinball or jump rope. Participate for about 5 minutes. Then measure the **post-activity** heart rate **AFTER** participating and complete the table below.

	Pre-activity Heart Rate	Post Activity Heart Rate
Name: _____		
Name: _____		
Name: _____		
Name: _____		
Name: _____		



Dribbling Pin Ball

Some family members must stand with both feet inside the hoops and try to knock away the ball being dribbled by the other family members who are moving around them.



Jump Rope Ideas.

Family members can jump individually or in groups using different combinations of single or double jump rope - Jump forward, backward, fast, slow, 1 foot, 2 feet, ski jumper, cross, two jumpers

Dr. Love's Healthy Heart Puzzle

This is a family word puzzle ! Together with your family try to discover the hidden words! Can you and your family try to find them ? Try to locate the words in the word bank below and then circle the words when you find them. Be on the look out, because the words can be spelled a straight line or in a diagonal orientation and can also be spelled backwards ! An example is done for you.



Dr. Love's
Healthy Heart

✓ **CARDIOVASULAR**

O	N	W	T	H	C	Y	H	H	K	I	M	H	C	H
H	I	P	R	L	I	D	P	A	F	D	L	A	W	N
E	C	D	H	E	C	B	L	U	A	D	R	L	Y	Y
A	G	N	M	E	T	N	E	J	L	D	C	Y	N	E
R	A	D	I	A	L	E	C	B	I	S	Z	A	C	C
T	X	U	P	Z	W	P	M	O	H	X	E	I	G	N
J	O	M	U	G	L	N	V	E	U	D	B	N	B	A
E	T	A	R	T	R	A	E	H	S	O	L	L	V	R
S	Y	U	E	T	S	X	Z	I	R	L	O	I	I	U
N	S	T	Q	C	D	R	L	E	W	O	U	Q	W	D
D	G	L	U	R	G	S	A	X	D	Y	S	P	U	N
M	B	L	X	T	K	H	T	A	K	C	H	V	W	E
T	A	E	B	B	I	C	G	W	K	M	K	O	Z	Y
R	R	B	X	G	U	W	C	W	I	F	G	D	F	N
A	J	J	W	S	H	M	X	T	Y	M	H	L	K	W

AEROBIC

BEAT

BLOOD

ENDURANCE

RADIAL

HEART

HEART-RATE

PULSE

PULSEMETER

Cardiovascular Center

Concepts to be learned: Cardiovascular: Having to do with your heart and lungs.

Pulse rate or Heart rate: The number of beats per minute. An indicator of activity intensity or how hard your heart is working.

Pulse

A place just under the skin where you can feel your blood moving through an artery. A pulse corresponds to the pump or beat of the heart.

Radial Pulse



*A place on your wrist where you can feel blood pulsing through your **radial** artery.*

1. Stand still and close your eyes.
2. Move your index and middle finger to your wrist
3. Move your fingers around the inside of your wrist, bit-by-bit, to find the beating of the radial pulse.

Carotid



*A place on the side of your neck where you can feel blood pulsing through your **carotid** artery.*

1. Stand still and close your eyes.
2. Move your index and middle finger to your ear.
3. Slide your fingers down from your ear to your neck.
4. Press gently into the groove on the side of your neck to find your pulse.

Directions for Students:

1. Teach your family members to take their radial or carotid pulse and time them for 6 seconds using the stop watch
2. Multiply the number of beats by 10. (Ex: If 6 sec. pulse = 8 beats; Multiple X 10; Pulse rate = 80.)
3. Write each family members **PRE-ACTIVITY** pulse rate in the spaces below.

Names _____, _____, _____, _____, _____,

Pre-Activity _____, _____, _____, _____, _____ beats per minute

Post -Activity _____, _____, _____, _____, _____ beats per minute

4. Play the Crazy Cones activity. When you finish the game, take your radial and carotid pulse rates again and write it in the space **above**. This is your **POST-ACTIVITY** pulse rate:

5. How many individual's pulse rates increased _____.
How many pulse rates decreased? _____

Increasing your heart rate makes your heart stronger. It's Good for your health!!

Benefits of moderate to vigorous physical activity for your health include:

- * Increases your cardiovascular endurance so you can climb steps easily
- * Can help reduce blood pressure in some people with hypertension.
- * Helps people with chronic, disabling conditions improve their stamina and muscle strength
- * Reduces feelings of anxiety and depression. Puts you in a better mood and increases feelings of well-being.

Crazy Cones Directions:

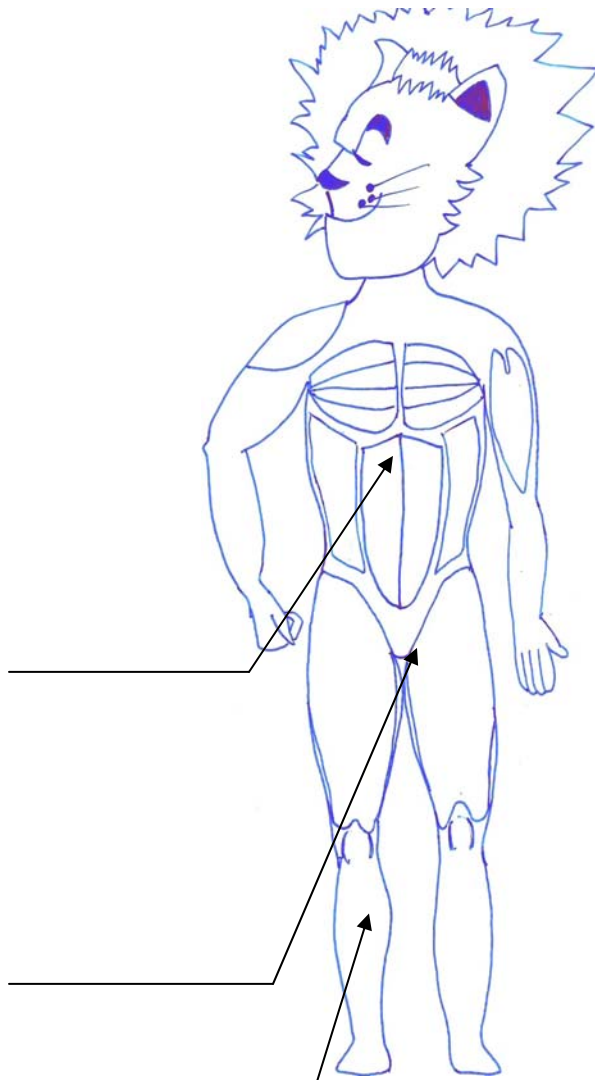
1. Half of your family members are the 'ups' players. Your goal is to place all cones in the upright position.
2. The other have are the 'down' players. Your goal is to knock all of the cones down using your hands.
3. Avoid touching other players.
4. After one minute, stop, check pulse, and count the results.
5. Switch up and down players, and then play again.

Name that Muscle (Part I: Front of Body)

Concept to be Learned: Muscular Strength: Scientists have identified specific exercises to strengthen specific muscles. The activities in this station involve performing muscle strengthening exercises which target 3 specific muscles on the front of your body: *Pectoralis*, *Abdominals*, and *Quadriceps*.

Why is Muscular Strength important? If you don't use your muscles regularly you can lose muscular strength and endurance. Being physically active and developing muscular strength and endurance are directly related to health and ability to perform daily tasks without difficulty.

Directions: As you and your family complete the activities within this experiment, help Mickey identify the muscles being strengthened on the front or **anterior** of the body. Using the word bank, below, label and shade the muscles.



Muscle Word Bank

Pectoralis

Abdominals

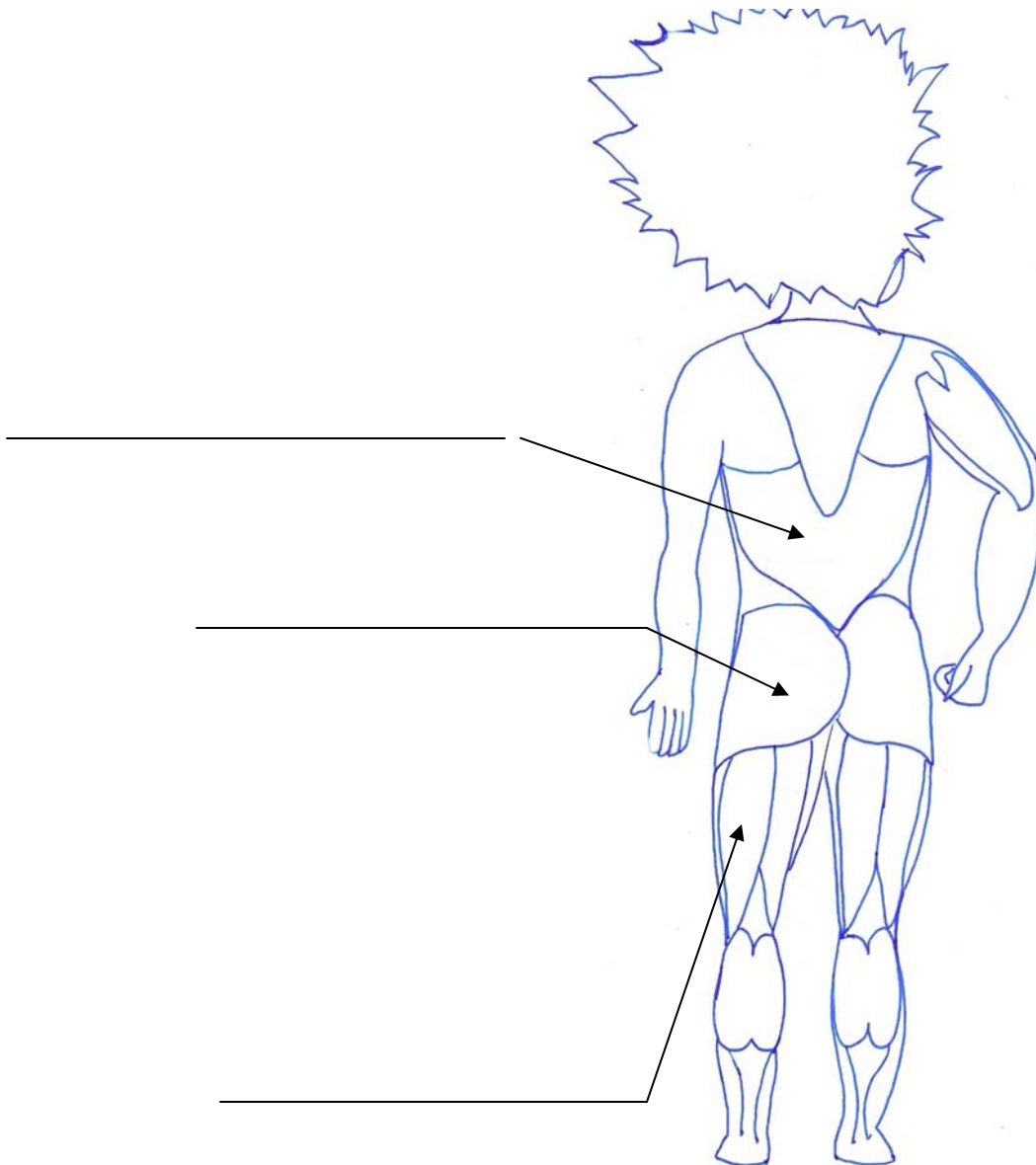
Quadriceps

Name that Muscle (Part II: Back of the Body)

Concept to be learned: Muscular Strength: Scientists have identified specific exercises to strengthen specific muscles. The activities in this station involve performing muscle strengthening exercises which target 3 specific muscles on the front of your body: *Latissimus Dorsi*, *Gluteus Maximus*, and *Hamstrings*.

Why is Muscular Strength important? If you don't use your muscles regularly you can lose muscular strength and endurance. Being physically active and developing muscular strength and endurance are directly related to health and ability to perform daily tasks without difficulty.

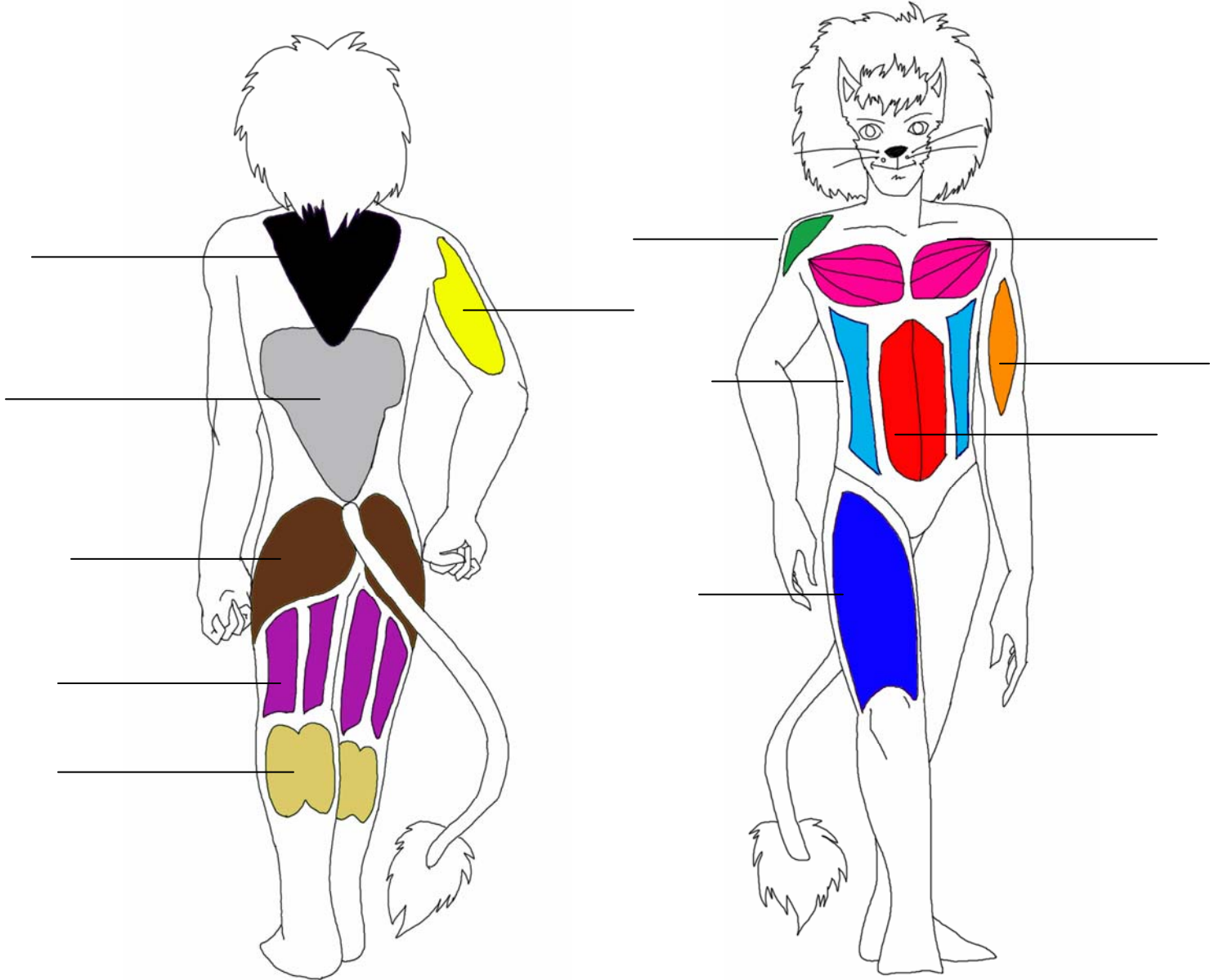
Directions: As you and your family complete the activities in this experiment, help Mickey identify the muscles on the back or **posterior** of the body being strengthened. Using the muscle back, below, label and shade the muscles you used.



Muscle Bank		
Hamstrings	Latisimus Dorsi	Gluteus Maximus

Label Mickey's Mighty Muscles !

Help ! Mickey needs help to learn about the muscles in his body! Together with your family, use the word bank below to label all the muscles in the picture below.



Hamstrings
Gastrocnemius
Abdominals
Pectoralis

Latisimus Dorsi
Triceps
Biceps
Trapezius

Gluteus Maximus
Quadriceps
Obliques
Deltoid

Mickey's Toner Band Workout

Concepts to be Learned at this station:

Muscular Strength: The amount of work your muscles can perform; the amount of weight you can move.

Analyze: To examine information by separating it into parts and studying the relationships between the parts.

Sets and repetitions (reps): A measurement of muscular endurance using the duration or amount of time that you can continue to exercise. A **repetition is equal to** one fully-performed movement; **sets** are made up of a number of repetitions.

Principle of Overload: You strengthen muscles and achieve fitness and health benefits when you require your body to do *more work than you normally do*.

Directions for this station:

1. Students, explain to parents how to **safely** use the toner band.
2. Choose one toner band. If you find the toner band is too easy or too difficult to use, change to using a different toner band. **Record the color of the band** you use for each exercise in the chart below.
3. From the picture chart, choose two (2) exercises to perform using the toner band. Perform **3 sets of 5 repetitions** for each exercise, if possible.
4. Record the number of sets and reps you actually complete, below.
5. Using the muscle chart, **analyze** which muscle group each exercise worked.

Exercise You Chose	How many sets Did you perform?	Color of toner band you used	What muscle group did this exercise work?
1. _____ _____	___ set(s) of ___ repetitions	_____	_____ _____
2. _____ _____	___ set(s) of ___ repetitions	_____	_____ _____

Did you **Overload** your muscles? **Yes** **No** How did you know?

What physiological changes did you feel in your muscles as you exercised?

Did they feel tired? Yes No Warm? Yes No Did they shake? Yes No

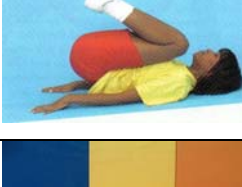
These changes are indications that you performed more work with these muscles than you normally do. Congratulations!! you have *overloaded and enhanced the muscular endurance of these muscles!* And you have increased your fitness and health. Do these exercises every other day to increase your muscular endurance and strength. Well done!!

Muscular Strength and Muscular Endurance

Concepts to be learned:

Muscular strength is the amount of force your muscles can produce

Muscular endurance is the ability to use your muscles continuously without becoming tired.

Reaching Curl up		On back, bend knees 140 degrees, feet flat on floor slightly apart, arms straight down by sides. Place balled up piece of paper under performer's head. Place strip under knees, on the floor, so that the fingers of both hands just touch the front edge of the strip. Keep heels on the floor and curl shoulders upward so that fingers move across the cardboard strip. Curl up until fingertips reach the opposite end of the strip. Lower back down slowly until the head touches the paper. Repeat.
Reach to knees		On back, bend knees at 90 degrees, feet flat on floor slightly apart, hands on thighs. Keep heels on floor and curl shoulders upward so that fingers move up the legs to the top of the knee. Lower back down slowly, until head touches the paper. Repeat.
Arms crossed		On back, bend knees at 45 degrees, feet flat on floor slightly apart, arms crossed in front with hands on shoulders. Keep heels on floor and curl shoulders upward so that elbows touch the knee. Lower back down slowly, until head touches the paper. Repeat.
Legs up		On back, bend knees slightly, slightly apart. Lift feet and legs off floor so that hips and knees are bent at a 45 degree angle. (Do not perform with straight legs!). Lower legs back down slowly, but do not let the heels touch the floor, repeat.
Bicycles		On back, bend knees at 45 degrees, arms crossed in front with hands on shoulders. Lift feet and legs off floor so that hips and knees are bent at a 45 degree angle. Alternate so right elbow touches the left knee followed by left elbow curling up to touch right knee. Legs and arms "pump" as if you are riding a bicycle. At conclusion of exercise, lower back down slowly, until head touches the floor. Repeat.

Instructions: Enter answers in table below.

- Read the descriptions of each curl-up above as your child demonstrates for you
- Adults and Children perform 5 curl-ups of each type.
- Using the stop watch, allow 10 sec. between each exercise.
- Place each family member's initials on top row of table
- Enter Number of curl ups completed for each type and circle the level of difficulty you felt for each curl-up.

National Standards for Reaching Curl Up

Grade	Healthy Zone for Girls	Healthy Zone for Boys
3 rd	9 – 22	9 – 24
4 th	12 – 26	12 – 24
5 th	15 – 29	15 – 28

Initials										
Type						Easy	Intensity			Difficult
Reaching						1	2	3	4	5
Reach to knees						1	2	3	4	5
Arms crossed						1	2	3	4	5
Legs up						1	2	3	4	5
Bicycles						1	2	3	4	5

Maintaining Caloric Balance

Science concept: Physical activity helps you to maintain caloric balance and maintain a healthy weight.

A calorie is a unit of energy stored in food. To maintain a healthy weight, we want to be in caloric balance, meaning we burn as many calories as we take in. Physical activity helps us burn those calories to stay in proper caloric balance and maintain our weight.



The Centers for Disease Control and Prevention (CDC) suggests that adults engage in moderate-intensity activities for at least 30 minutes on five or more days per week. Be sure to pick physical activities you enjoy doing, and encourage physical activity for the whole family. Why not take a family walk together?

Directions:

1. Select the first family member to try this experiment and write her/his name in column #1 of the "Data" table, below.
2. Set the pedometer to zero and place the hip, directly above the knee.
3. Choose one of the snack items to eat and record the calories of that snack in column #2.
4. Predict how far (how many cones you will have to walk around) to burn the amount of calories in that snack. Write this prediction in column #3
5. Now walk around the cones 4 times
6. Record the distance you walked (in steps; how many steps) in column #4
7. Flip the card to find the actual distance you needed to walk to burn off your snack.
8. and achieve caloric balance. Write this distance in column #5
9. Repeat now with each of your family members

Caloric Balance Data Table

Column #1	#2	#3	#4	#5
Family Member's Name	Calories of the snack each person selected	Each person's prediction of distance	Distance each person actually walked (number of cones passed)	<u>Actual</u> distance each person needs to walk to achieve caloric balance

Body Statistics Experiment

Did you know that people come in all different shapes and sizes ? Do you know how tall you are or how much you weigh ? In this activity, together with your family members you will need to measure your height and weight and log it in the space below.



Name					
Height 					
Weight 					
BMI					

Did you know you can compute your BODY MASS INDEX if you know your height and weight ? The Body Mass Index (BMI) is a useful tool to measure the weight status of the individual.

At the computer, go to : <http://www.cdc.gov/nccdphp/dnpa/bmi/calc-bmi.htm>

Next, using the information from the above table, compute the BMI for all adults, children or teens in your family and log the information in the last row of the above table.

Finally, check compare your results with the different categories indicated online.

Create your own Pyramid Plan

Online Activity

& My Pyramid For Kids.

All family members are encouraged to work together on this internet based activity. There are two activities which you can do together.



1. Create your own Pyramid Plan Online Activity.

Go to <http://www.mypyramid.gov/mypyramid/index.aspx>

This is an activity for all the members of the family. Did you know that in 2005, the **United States Department of Agriculture** (USDA) released the new food and activity pyramid on its website? At this site you can find out what types of food you should be eating. Go to the above link and type in your age, gender and the duration of physical activity. Once you submit this information you will be presented with the food recommendations that will enable you to eat a healthy diet. You can view and print out results. Do this for each member of your family.

You can also print out a PDF file of a helpful Meal Tracking Worksheet which you can take home and use to monitor your eating behaviors.

2. My Pyramid for Kids.

Go to <http://www.mypyramid.gov/kids/index.html>

This is an online activity which parents and children can do together. Go to the above link. You will then have access to the following activities

1. My Pyramid Blast Off Computer Game
2. Tips for Families
3. My Pyramid for kids coloring page.

Body Composition

Concepts to be Learned:

- **Body Composition:** the percentage of fat, muscle, bone and tissue that makes up your body
- **Body Mass Index (BMI):** A method of assessing body composition using height and weight
- Useful Websites to calculate your Body Mass Index National Center for Chronic Disease Prevention and Health Promotion (Nutrition & Physical Activity)
<http://www.cdc.gov/nccdphp/dnpa/bmi/calc-bmi.htm>
 - National Institutes of Health (National Heart, Lung, and Blood Institute)
<http://www.nhlbisupport.com/bmi/bmicalc.htm>

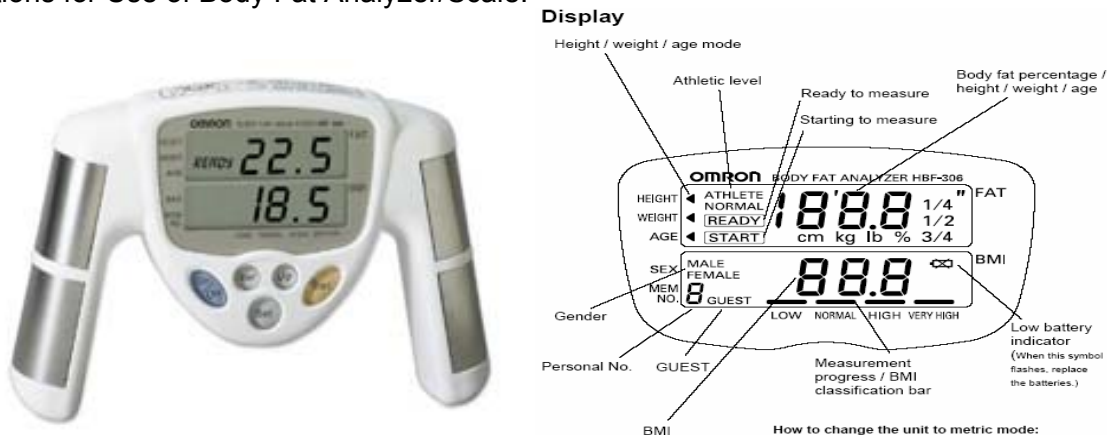
BMI Record for Family Members

Name	Height	Weight	Score (BMI)	Categories
1.				
2.				
3.				

BMI Assessment Categories:

Adults		Children	
Categories	Score (BMI)	Categories	Score (BMI)
Underweight (Under the normal, desired weight)	Less than 18.5	Underweight	BMI-for-age < 5th percentile
Normal weight	18.5 – 24.9	At risk of overweight	BMI-for-age 85th percentile to < 95th percentile
Overweight: (Above the normal, desired weight)	25.0 – 29.9	Overweight	BMI-for-age ≥ 95th percentile
Obese: (The condition of being overfat or having a very high percentage of body fat)	30.0 or higher		

Directions for Use of Body Fat Analyzer/Scale:



- It provides measurements in just 7 seconds.
 - Start out by standing up straight with your feet slightly apart.
 - Select your personal data number from the analyzer's 4 person memory storage and press START.
- Body fat percentage and Body Mass Index measurements are displayed on the large digital panel.

- **Body Mass Index Formula:** If you are unable to use the BMI calculator, or if you are interested in how BMI is calculated, you can the mathematical formula using feet, inches, and pounds with this equation.

$$\text{BMI} = \left(\frac{\text{Weight in Pounds}}{(\text{Height in inches}) \times (\text{Height in inches})} \right) \times 703$$

Experiment 9 (continued)

- A general **Direct** way to assess body composition using height, weight, age, and sex
- Directions for Use of Body Fat Analyzer



- Press **On/Off**.
- Select your personal data number (**height, weight, age, sex**) by using **Set and Up & Down**.
- Start out by standing up straight with your feet slightly apart.
 - Press **START**.
 - Wait for **7 - 10 seconds** until the process is finished.
 - **Body fat percentage** and **Body Mass Index** measurements are displayed on the large digital panel.

• Percent (%) Body Fat Record for Family Members

No.	Name	Height (feet & inches)	Weight (lb)	Age	Sex	Score (% Fat/ Fat Mass)	Categories
1						/	
2						/	
3						/	
4						/	

- Body Composition Classification According to Percent (%) Body Fat

- Male (Men/ Boys)

Age	Underweight	Excellent	Good	Moderate	Overweight	Significantly Overweight
≤ 19	< 3	12.0	12.1 – 17.0	17.1 – 22.0	22.1 – 27.0	≥ 27.1
20 – 29	< 3	13.0	13.1 – 18.0	18.1 – 23.0	23.1 – 28.0	≥ 28.1
30 – 39	< 3	14.0	14.1 – 19.0	19.1 – 24.0	24.1 – 29.0	≥ 29.1
40 – 49	< 3	15.0	15.1 – 20.0	20.1 – 25.0	25.1 – 30.0	≥ 30.1
≥ 50	< 3	16.0	16.1 – 21.0	21.1 – 26.0	26.1 – 31.0	≥ 31.1

- Female (Women/ Girls)

Age	Underweight	Excellent	Good	Moderate	Overweight	Significantly Overweight
≤ 19	< 12	17.0	17.1 – 22.0	22.1 – 27.0	27.1 – 32.0	≥ 32.1
20 – 29	< 12	18.0	18.1 – 23.0	23.1 – 28.0	28.1 – 33.0	≥ 33.1
30 – 39	< 12	19.0	19.1 – 24.0	24.1 – 29.0	29.1 – 34.0	≥ 34.1
40 – 49	< 12	20.0	20.1 – 25.0	25.1 – 30.0	30.1 – 35.0	≥ 35.1
≥ 50	< 12	21.0	21.1 – 26.0	26.1 – 31.0	31.1 – 36.0	≥ 36.1

WWW Resources for Parents and Children

Focused on Activity, Health, Fitness, and Fun!

- [PE Central's Get Active Stay Active Log Web Site](http://www.getactivestayactive.com/) (http://www.getactivestayactive.com/)

PE Central and PepsiCo, in collaboration with the President's Council on Physical Fitness and Sports, have partnered to bring you an exciting Web site designed to encourage middle school students to increase their physical activity participation. The site features cool graphics and cutting edge tools that allow students to record their physical activity minutes and/or pedometer steps.

- [PE Central's LOG IT Program](http://www.peclogit.org) (http://www.peclogit.org)

Log It invites students, teachers, schools, classes, and parents to record their physical activity steps, miles, or kilometers online!

- [Kidnetic](http://www.kidnetic.com) (http://www.kidnetic.com)

Kidnetic.com is a web site that communicates healthy eating and active living information in meaningful and relevant ways to kids aged 9-12 and their families. Kidnetic.com is intended to encourage kids and their families to begin the process of behavior change toward healthy lifestyles. Kidnetic.com is the first component of ACTIVATE, a healthy eating and active living initiative. ACTIVATE is committed to promoting healthy family lifestyles to help prevent kids from becoming significantly overweight and to reduce their risk of suffering from obesity-related chronic diseases as adults.

- [PE Central's Kids Quiz](http://www.pecentral.org) (http://www.pecentral.org); go to "Kids Quiz"

The Kids Quiz is a daily online quiz which challenges kids under the age of 18 and tests their knowledge about nutrition, fitness, health, physical education, sports, and a host of other topics and trivia. Features include answering a question each day with the chance for both the students and the teacher at the school to win weekly prizes in a drawing.

- [Kid's Running Online](http://www.kidsrunning.com/) (http://www.kidsrunning.com/)

The Kid's Running site for kids is an excellent page for kids (and parents/teachers) who are interested in running.

- [BAM!](http://www.bam.gov/) (http://www.bam.gov/)

Aimed at youth ages 9 - 13, BAM! was created to answer kids' questions on health issues and recommend ways to make their bodies and minds healthier, stronger, and safer.

- [Sports Illustrated for Kids](http://www.sikids.com/) (http://www.sikids.com/)

Sports Illustrated has designed this site for intermediate/middle school age children interested in the latest information on the hottest sports. The site includes news clips, puzzles, sports games, and comics.

- [Exploratorium: Sport Science](http://www.exploratorium.edu/sport/) (http://www.exploratorium.edu/sport/)

Learn how different sports really work from the scientific point of view. Included are baseball, surfing, skateboarding, etc.

Web Resources Page 2:

- [KidsHealth](http://www.kidshealth.org/) (<http://www.kidshealth.org/>)

This site helps parents, children, and professionals find answers to commonly asked health questions. Topics include the benefits of different types of vitamins, the food pyramid, healthy children's recipes, how to read food labels, and keeping fit. Children can also submit their own questions. Check out the "Childhood Infections" section under "Parents" for information about appendicitis, meningitis, mumps, and more. For a good laugh, be sure to read the entry for that most common of all childhood afflictions, cooties. A great site but be patient this site may take a little longer to download.

- [Dole 5 a day](http://www.dole5aday.com/) (<http://www.dole5aday.com/>)

Based on the popular Dole 5 a Day CD Rom, this Web site, appropriate for elementary age children, uses fruit and vegetable characters to help children learn about the importance of eating at least 5 fruits and vegetables a day.

- [Kellogg's™ Nutrition Camp](http://www.nutritioncamp.com/index.html) (<http://www.nutritioncamp.com/index.html>)

At this site you can learn all about nutrition with the help of neat games and activities they provide. In the Professors Lab students learn about nutrition, reading labels, and there is an activity calculator which helps you understand how many calories you are burning during activities.

- [Get Kids in Action](http://www.getkidsinaction.org/kids) (<http://www.getkidsinaction.org/kids>)

Kids will have fun exploring the site's "Actionland" with games designed to motivate them to spend more time on-the-move and introduce them to more ways to be active.

FAMILY SCIENCE ACTIVITY NIGHT FAMILY SURVEY



of Family members attending Activity Night _____

(Please circle) My child is a girl or boy.

My child is in 3rd, 4th, or 5th grade.

	Strongly Agree			Disagree	Strongly Disagree
1. We were able to find all 9 of the stations	5	4	3	2	1
2. We had enough time at each station to complete the activities	5	4	3	2	1
3. The Lab Notebook Station sheets were easy to understand	5	4	3	2	1
4. The science information at each station was interesting	5	4	3	2	1
5. The science and physical activity information is important to my family	5	4	3	2	1
6. Learning science in physical education is important for my child	5	4	3	2	1
7. The knowledge my student learns in physical education can help in science	5	4	3	2	1
8. My child talks with me about information learned in physical education	5	4	3	2	1
9. Physical activity is important to the health of my family	5	4	3	2	1
10. This program helped me think about physical education in a new way	5	4	3	2	1