



ACTIVE BEHAVIOR INTERVENTION SYLLABUS IN SCHOOL EDUCATION

In this section, include the weekly schedule of the main learning activities to be developed throughout the semester.

April-July 2025

Week or weekly cycle	Date	Activity
Week 1	Week of April 14	INITIAL EVALUATION Manual dynamometry assessment, jump test, weight and height. Class Structure (Duration: 90 minutes) 1. Start (10 min) – Activation and Awareness Activity: “What do we know about our body?” Objective : Activate the body and initiate reflection on strength and physical condition. Description: Students form a circle. The teacher asks questions such as, What part of the body do we use most when jumping? What does it mean to have strength? What is the use of knowing our weight or height? What muscles do we use when squeezing a ball hard? This is followed by a warm-up with joint mobility and gentle games (e.g., “bouncing tag”). 2. Development (40 min) – Formative Assessment Stations. Four rotating stations are implemented. Students pass through each station in groups of 4-5, supported by self-registration cards. The teacher and/or assistants guide and observe.  Station 1: Manual Dynamometry Objective: To measure handgrip strength as an indicator of general muscle strength. Material: Adjustable hand dynamometer. Instructions: Adjust the dynamometer according to the size of the child's hand. Standing, arm along the body without touching the thigh. Squeeze as hard as possible for 3 seconds. Repeat with both hands. Record the best value in kg. Adaptation: If there is no dynamometer, a rubber ball can be used and the pressure subjectively rated (strong, moderate, weak) as an introduction to the tool.  Station 2: Horizontal Jump Test (Leg Power) Objective: To evaluate lower body power through horizontal jump without momentum. Material: Tape measure or measuring tape attached to the floor, chalk or marker.

		Instructions: Stand behind a line. Bend your knees and jump forward with both feet. Measure from the take-off line to where the heels fall. Two attempts are allowed, the best is recorded. Criteria: These are compared with age criteria or simply worked on as individual progress.  Station 3: Height Measurement Objective: To record height as part of growth and maturation. Material: Stadiometer or vertical measuring tape attached to the wall. Instructions: Barefoot, back straight, heels together, looking forward. Align head with Frankfurt plane. Record height in centimeters.  Station 4: Body Weight Measurement Objective: To measure weight as part of monitoring nutritional status. Material: Calibrated digital scale. Instructions: Barefoot, wearing light clothing, stand in the center of the scale. Wait for the number to stabilize. Record the value in kilograms. Ethical Care: It is emphasized that the goal is to understand the body, not to compare. It can be used only as a personal self-monitoring tool. 3. Reflective Closure (10 min) – “What I discovered about myself” Students complete a simple self-assessment sheet with questions such as: Which activity was the hardest for me? Where did I feel the most strength? What did I learn about my body today? A space to discuss feelings, concerns, and reinforce respect for body diversity.
Week 2	Week of April 21	 ACTIVITY: "ACTIVE MAP OF THE SCHOOL ENVIRONMENT" Type: Theoretical-practical class / group activity Duration: 40 minutes ◆ Aim: Identify safe and active routes to walk or cycle to school, developing orientation and spatial awareness skills. ◆ Development:

		In groups, students receive a map of the neighborhood or commune where the school is located. Google Maps can be used to search and print maps. They must mark: Your current route to school. Possible more active alternative routes (avoiding motorized transport). Risk points (dangerous intersections, streets without sidewalks, areas with traffic). Safe points (intersections with traffic lights, cycle paths, tree-lined paths). Teacher-led discussion on: How could we improve these routes? What barriers exist to using active media? Brief presentation of each group. ◆ Resources: Printed maps of the school environment. Colored pencils or markers. Whiteboard or flipchart for collective discussion.
Week 3	Week of April 28	 ACTIVITY: "GUIDED WALK WITH CHALLENGES" Type: Educational outing / physical education in the environment Duration: 45-60 minutes ◆ Aim: Practice active movement as a physical activity, promoting observation of the environment and teamwork. ◆ Development: The group takes a walk within a 1-2 km radius of the school. During the journey, challenges such as: Identify 3 native trees. Count how many sidewalks are in good condition. Find at least one pedestrian traffic signal. Reflection upon returning: How was the experience? Could we make this journey daily? ◆ Resources: Reflective vests (if any). Sheets with challenges or observation lists.
Week 4	Week of May 5th	 BIKEABILITY Type: Practical class in a courtyard or court Duration: 60 minutes

		◆ Objective: Improve motor skills and coordination on a bicycle, promoting safe cycling as a way to get to school. ◆ Development: A circuit is organized with cones, obstacles, zigzag lines, stopping areas and signs. Students (who bring their own bicycles) must ride the circuit respecting “school traffic rules”: Signal before turning. Respect the “pedestrian crossing zone.” Stop at the “Stop” sign. The circuit can be timed as a friendly competition (not encouraging speed, but rather precision). Alternative version: use of scooters or skates if bicycles are not available. ◆ Resources: Non -electric bicycles or scooters . Cones, tapes, homemade signage.
Week 5	Week of May 12	🧠 ACTIVITY: ACTIVE MOBILITY DAY Type: Cross-cutting project / educational action Duration: 1 hour ◆ Objective: Raise awareness among the school community about the benefits of active travel. ◆ Development: Students create posters, videos, or school social media campaigns promoting: Walk or cycle to school. Benefits for health, the environment and coexistence. They can conduct surveys about how their classmates get to school. Organizing an “Active Transportation Day” where children can travel by active means with their parents or family, such as by bicycle, walking, or other non-motorized means. ◆ Resources: Cardboard, poster materials. Devices for recording videos or surveys. Reflective vests
Week 6	Week of May 19	ACTIVE RECREATION ◆ Possible modalities: Guided recesses: Led by physical education teachers, trained classroom assistants, or school counselors. Instructions are given for each activity. Teachers typically lead all activities.
Week 7	Week of May 26	
Week 8	Week of June 2	

		Intervened environmental breaks : dividing the playground or gym into zones (traditional games, dancing, sports with simple rules, circuits). This is done by teachers. Structured breaks: with accessible materials (balls, ropes, hoops) and game suggestions. ♦ Frequency and duration: Ideally daily or at least 3 times a week. Take advantage of long breaks (≥20 minutes) to implement. ♦ Necessary materials: Low cost: cones, balls, ropes, chalk, portable speakers, hoops. Signage to delimit spaces or suggest activities. Examples: " Modified Minisports " (duration: 15 minutes) ♦ Objective: To teach sports fundamentals in an adapted and inclusive way. ⚽ 3x3 football with small goals and no goalkeeper. 🏀 Basketball without dribbling: just passing and shooting. 🏐 Balloon volleyball for early childhood. 🏹 Ultimate adapted frisbee . ♦ Features: Provide materials (balls, cones, mini-goals) and post simplified rules on visible posters. Encourage groups to self-manage. Rotate activities weekly to maintain interest. Promote voluntary and positive participation. Include hydration moments. Train teachers in conducting short, motivating activities
Week 9	Week of June 9	PHYSICAL ACTIVITY WITH THE FAMILY a) Intergenerational Traditional Games ♦ Objective : To revalue traditional games, promote coexistence and low-impact physical activity. ♦ Duration: 30-45 minutes ♦ Materials: Ropes, handkerchiefs, balls, chalk. ♦ Possible games: Giant Hopscotch: Parents and children draw hopscotch together and take turns playing.

		Rope: Group jump rope with rhythm; adults help spin or participate by jumping. He carries her in pairs: A boy and his father hold hands and must avoid whoever is "carrying her." Tug-of-war: Parents vs. children or in mixed groups, to build strength in a fun way. Pedagogical approach: Recovering values such as respect, cooperation, and local playful history. b) Family Dance Workshop ◆ Objective : Promote cardiovascular activity and coordination through rhythm and body expression. ◆ Duration: 45 minutes ◆ Materials: Speakers, varied music (zumba, cumbia, cueca, children's pop), scarves for dances. ◆ Description: The teacher guides a simple and inclusive choreography. Routines are organized in 5-minute blocks, with active breaks between songs. Finally, parents and children are invited to improvise steps together, encouraging spontaneity. Inclusion: Ideal for diverse groups, regardless of dance experience. c) “Exploration Walk” with Physical Challenges ◆ Objective: To develop aerobic endurance, curiosity about the environment, and interaction between generations. ◆ Duration: 60 minutes ◆ Materials: Observation list, pencils, natural elements from the environment. ◆ Description: A walk around the school or nearby park is proposed. During the tour, they must: Identify certain objects or natural elements (trees, flowers, insects). Overcome small challenges: walk on a line, climb up and down a mound, perform jumps. It can be concluded with a group game of stretching and relaxation. Curricular link: It can be integrated with subjects such as natural sciences or language (description of the environment).
Week 10	Week of June 16	ACTIVITY OF CHOICE Activity chosen by teachers who are free to innovate, create new activities or repeat a previous one.
Week 11	Week of June 23	

Week 12	Week of June 30	FINAL EVALUATION Manual dynamometry assessment, jump test, weight and height. Class Structure (Duration: 90 minutes) 1. Start (10 min) – Activation and Awareness Activity: “What do we know about our body?” Objective : Activate the body and initiate reflection on strength and physical condition. Description: Students form a circle. The teacher asks questions such as, What part of the body do we use most when jumping? What does it mean to have strength? What is the use of knowing our weight or height? What muscles do we use when squeezing a ball hard? This is followed by a warm-up with joint mobility and gentle games (e.g., “bouncing tag”). 2. Development (40 min) – Formative Assessment Stations. Four rotating stations are implemented. Students pass through each station in groups of 4-5, supported by self-registration cards. The teacher and/or assistants guide and observe.  Station 1: Manual Dynamometry Objective: To measure handgrip strength as an indicator of general muscle strength. Material: Adjustable hand dynamometer. Instructions: Adjust the dynamometer according to the size of the child's hand. Standing, arm along the body without touching the thigh. Squeeze as hard as possible for 3 seconds. Repeat with both hands. Record the best value in kg. Adaptation: If there is no dynamometer, a rubber ball can be used and the pressure subjectively rated (strong, moderate, weak) as an introduction to the tool.  Station 2: Horizontal Jump Test (Leg Power) Objective: To evaluate lower body power through horizontal jump without momentum. Material: Tape measure or measuring tape attached to the floor, chalk or marker. Instructions: Stand behind a line. Bend your knees and jump forward with both feet. Measure from the take-off line to where the heels fall. Two attempts are allowed, the best is recorded. Criteria: These are compared with age criteria or simply worked on as individual progress.
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 Station 3: Height Measurement

Objective: To record height as part of growth and maturation.

Material: Stadiometer or vertical measuring tape attached to the wall.

Instructions: Barefoot, back straight, heels together, looking forward.

Align head with Frankfurt plane.

Record height in centimeters.

 Station 4: Body Weight Measurement

Objective: To measure weight as part of monitoring nutritional status.

Material: Calibrated digital scale.

Instructions: Barefoot, wearing light clothing, stand in the center of the scale.

Wait for the number to stabilize.

Record the value in kilograms.

Ethical Care: It is emphasized that the goal is to understand the body, not to compare. It can be used only as a personal self-monitoring tool

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3. Reflective Closure (10 min) – “What I discovered about myself”

Students complete a simple self-assessment sheet with questions such as:

Which activity was the hardest for me?

Where did I feel the most strength?

What did I learn about my body today?

A space to discuss feelings, concerns, and reinforce respect for body diversity.