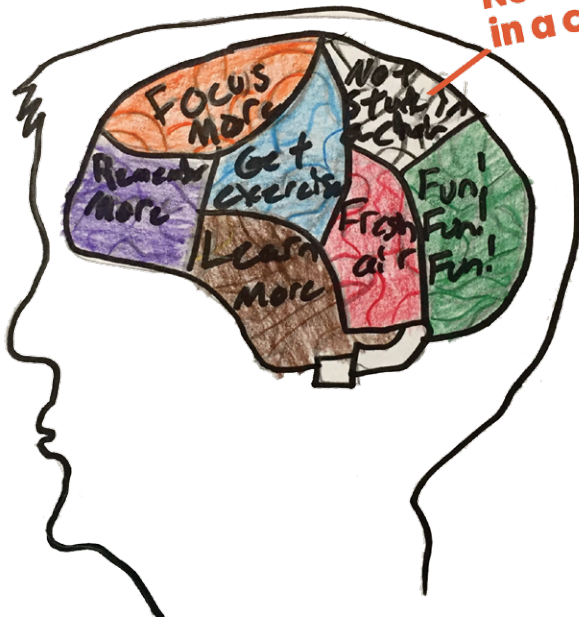




THE walking classroom

walk. listen. learn.

Benefits of The Walking Classroom



ANNUAL REPORT

2015

Take a walk with The Walking Classroom!



Letter from the Director

Dear Friends,

These letters always start the same way. I sit down at my computer and try to think of something clever, heartwarming, or funny, but all I can really think about is how grateful I am. I'm grateful for our talented and dedicated staff. I'm grateful for our generous donors whose support has allowed our program to grow as quickly as it has. And I'm most grateful for the inspiring teachers who work so incredibly hard to provide their students meaningful, engaging, and FUN learning opportunities like The Walking Classroom.

We hope you enjoy the next few pages that highlight some of these amazing teachers, their students, and their experiences with The Walking Classroom. This simple little program that started in my classroom on a shoestring (literally!) continues to strengthen the physical, mental, and academic health of students around the country as they walk, listen, and learn.

Thank you for helping make that happen!

Wishing you many happy trails,

Laura Fenn
Co-Founder and Executive Director

The end of 2015 marked

5 years

and over 25,000 students walking, listening, and learning with

The Walking Classroom!



We are serious about the shoestring! See the early WalkKits above that were carried in a baby sock attached to a shoestring.

The **mission** of

The Walking Classroom is to provide educators with tools to inspire students physically, mentally, and academically. Students establish and maintain healthy lifestyle habits while building their health literacy and core content knowledge as they **walk, listen, and learn.**

Come take a walk with The Walking Classroom!

This year's report shares what happens during a Walking Classroom lesson.

Follow along the meandering trail at the bottom of each page to see how students experience each podcast.

Happy Trails!



"Thank you so so so much for the WalkKits. I hardly even knew about calories. Now it's like I'm a doctor or just a pro, yeah just a pro." — Hunter, 5th grader, MO

How we've grown



Since 2011, over **600 teachers** have applied for donated Walking Classroom materials.

Approximately **72%** (over 500 sets) of all distributed materials have been provided free of charge since 2011. In 2015 alone, The Walking Classroom donated **157 classroom sets**.

We currently have **several hundred teachers and OST facilitators** from around the country on our waiting list, with more applying every day.

What happens during a Walking Classroom lesson?

1

Teacher: "It's time for The Walking Classroom!"

The classroom teacher or out-of-school time facilitator activates students' background knowledge by asking them what they already know about the day's topic. The teacher might show pictures or introduce new vocabulary.



What's new?

TWC for Out-of-School Time

Recognizing the need for extending learning opportunities and physical exercise during out-of-school time (OST), we made a concerted effort in 2015 to reach afterschool and summer learning programs.

To better fit the needs of OST facilitators, we created The Walking Classroom **OST Discussion Guide**. This guide is a streamlined version of the existing program Teacher's Guide and aligns with the National Afterschool Association Standards for **Healthy Eating and Physical Activity (HEPA)**.



Science Career Series

We partnered with **The North Carolina Museum of Natural Sciences** to produce podcasts focused on careers in science. We interviewed 16 scientists at the Museum and made those podcasts available free on our website and on iTunes (the podcasts are also included on all new WalkKits). Podcasts highlight the scientists' fields of study and connect the work they do now to their childhood passions.

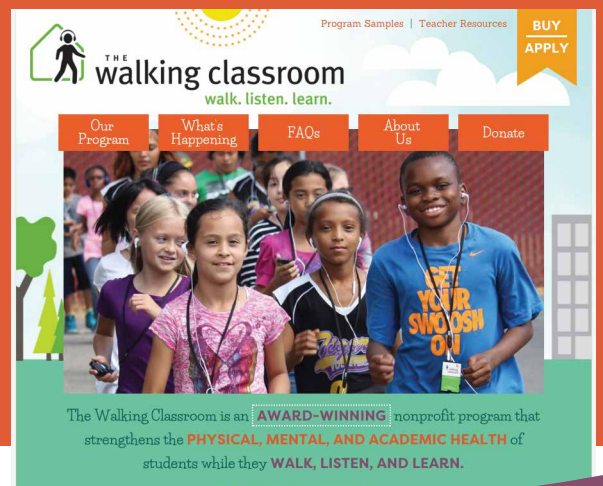
These podcasts are **designed to spark students' interest in science careers** and will become part of our new science, technology, engineering, and math (STEM) curriculum in 2016.



New Website, Branding, and Blog

A Web site redesign initiated a new look, feel, and color palette. We also created a **blog** where adopters can more easily communicate within The Walking Classroom community.

On our new blog, adopters and potential adopters can easily find **teacher resources, implementation tips, new product offerings**, news about **grants and funding**, and our favorite, the "**Submit Your Story**" feature where **teachers can share their Walking Classroom experiences**. See "**Stories from the Trail**" for some of the most inspiring stories.



The Walking Classroom is an **AWARD-WINNING** nonprofit program that strengthens the **PHYSICAL, MENTAL, AND ACADEMIC HEALTH** of students while they **WALK, LISTEN, AND LEARN**.

Cuing up the correct podcast

2

Students: "Yay!"

Students get their WalkKits and cue to the correct podcast. They will all press "play" at the same time and begin their walk.



"I think even the trouble-makers are learning more with The Walking Classroom and that is a miracle."
— Ashley, 4th grader, NC

Our shining stars!

2015 was a stellar year for Walking Classroom teachers and OST facilitators. We had so many dedicated, enthusiastic, and simply outstanding people participating in the program, and we're thrilled to recognize a few "Shining Stars."



In 2016, we will be implementing a **Walking Classroom Ambassador Program** to recognize and share the successes of our most enthusiastic and active adopters.

LAURA HENDERSON

—GRADE 5, SUGAR HILL ELEMENTARY, GA

Teacher of the Year

The Walking Classroom has improved my approach to teaching. I am more aware of the need to incorporate movement into the day and provide learning opportunities that appeal to all of the different learners in my classroom. **Even when I am not using podcasts, I think more about the ways in which I instruct my students. If I can find a way to include movement, I do.**



"They participate more in the lessons that are connected to the podcasts, because they comprehend more after walking and listening."

My students love that we use this program. The extra exercise and focus on health is life changing; it allows many of them to see how important it

is to make healthy choices. **For my students who need more frequent breaks and time out of their seats, it is beneficial for them to be active, it helps clear their minds and allows them to be more focused during the rest of the day.** Providing multi-media opportunities to my students allows them to explore their world, learn about things in ways that are fun, and it is engaging.

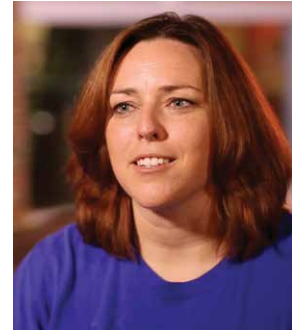
I also work with a **special education** teacher in an inclusion setting, and The Walking Classroom is PERFECT for our students. They are served through the program for a wide variety of reasons like ADHD, language impairments, and learning disabilities. **They participate more in the lessons that are connected to the podcasts, because they comprehend more after walking and listening.**

SUMMER FAIRCLOTH

—A.E. FINLEY YMCA, NC

Out-of-School Time Facilitator of the Year

A lot of afterschool programs are challenged with incorporating academic components into their programming. **The Walking Classroom gives us that academic component while still being a recreation-based program.** The children are super excited about it. They go home and they're talking to parents about it. They're talking to each other about it.



There's always a change in behavior for kids that just need to get that energy out, especially when they have been sitting all day at their desks. By the time they get to afterschool they are ready to release that energy. This program lets us bridge that gap between the school day and the afterschool program. The Walking Classroom provides the academic component at the same time that it provides the recreational component that they very much need—and that is going away in the classrooms.

"The children are super excited about it. They go home and they're talking to parents about it. They're talking to each other about it."

The Healthy Eating Physical Activity (HEPA) component is also a nice addition to the podcast content because it hits on those things that parents sometimes don't get around to discussing with their children or that students don't hear during the school day but that are important to being healthy. **The health messages really sit with them.**

The kids look forward to walking being on the schedule and getting out there and listening to a podcast. It's a nice piece for us to add to our afterschool program.

Listening to the health message

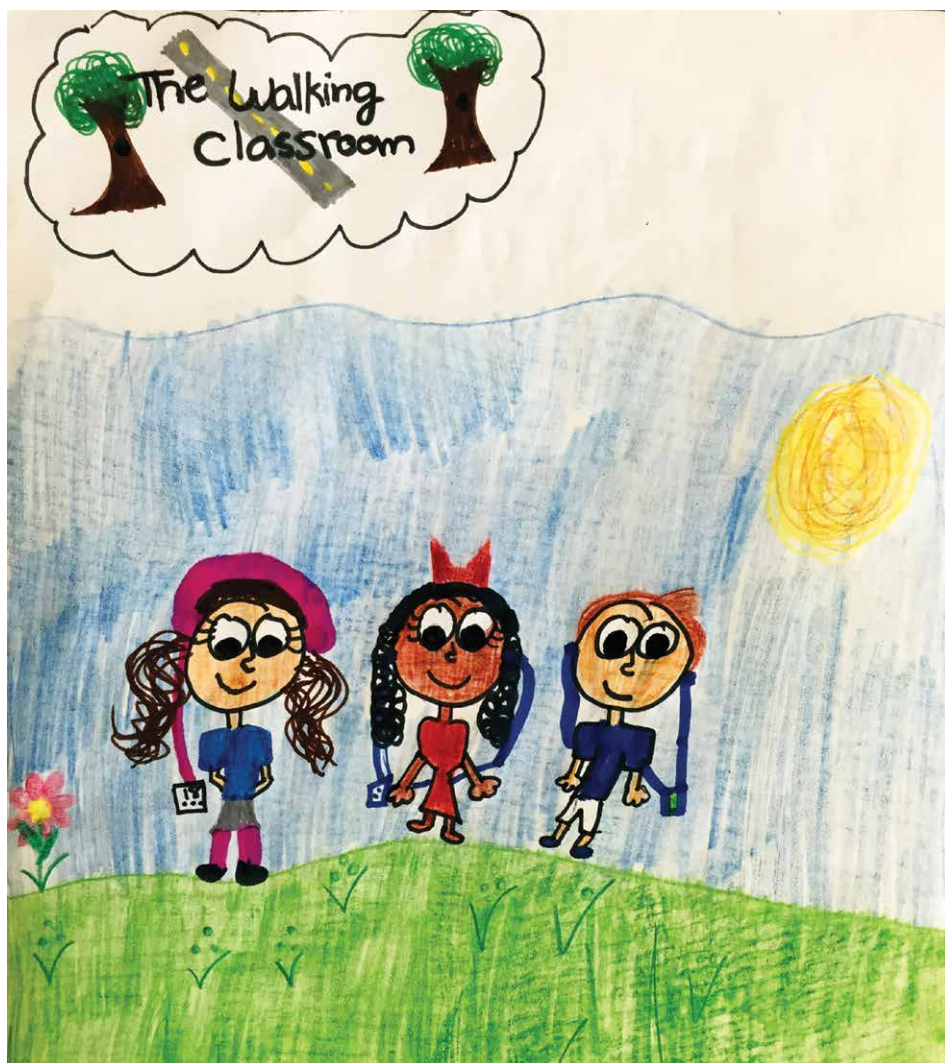


Podcast Health Message: "Did you know your body needs..."

The students walk quietly while listening to one of the 100+ kid-friendly, educational podcasts that are pre-loaded on the WalkKit. Each podcast begins with a different health message.



Through the eyes of students



One of our Illustration Contest winners.

"It is the most enjoyable learning!" – Ashia

"Walking is a lot more fun than just sitting in my plain old desk in a plain old classroom!" – Lilly

"When teacher says "It's time for The Walking Classroom," we jump in joy! I can tell the class loves it."
– Chloe

"I hope I can do this every year for the rest of my life." – Eric

"After walking I feel like my brain is working more and I can think better." – Tyler

"After doing The Walking Classroom I feel more energized and I feel like I can take on the day." – Iyana

"Out of all the things we have tried this was my teacher's best choice ever! My mom is a teacher and it is so good. When I told her about it she wanted to do it with her classroom!"
– Kendall

"Being a guy who likes humor, your podcasts are great for me! Walking seems to make the day short but it's basically extra recess. Thanks for donating the WalkKits because they open up a new world of education." – Steve

Getting to the heart of the podcast



Podcast: Today we're talking about...

Most podcasts feature two students and their teacher having a discussion about historical events, scientific phenomena, and language arts topics.



"My mind wanders in the classroom. When I walk and listen it makes me concentrate."

— Kenny, 4th grader, IL

Stories from the trail

Making connections

... **The Walking Classroom has changed how I teach.** I have always known that movement is good for the body, mind, and soul. Why is it that we lose focus of that basic idea and let tests take over what we know is best practice?

If I missed a day with The Walking Classroom, they would riot! ... The parents all think that my class is a breath of fresh air. The Walking Classroom has been a turning point for a majority of my kids. They can't miss out on a single thing.

We have taken part of the SBA (state test) and several of my kids smiled and said, "Hey, Mrs. Criste, this is one of those idioms from our WalkKit." **Those connections they made are not because we sat in the room and memorized idioms. We walked and listened and laughed right along with you in the podcasts.**

I want to say thank you for the opportunity to enrich my students with not only the lessons we learn on the podcasts but the way you have changed our lives. There aren't enough words to help me explain what I see and feel when I am out with my kids and they remember something from one of the podcasts.

Your face would light up if you saw some of my biggest strugglers start to feel like they are the smartest ones in the school. Walking and listening helps them remember the lessons, and one simple sound of a song reminds them of something so they can outwit the smartest ones! I am a believer!

—Tina Criste, 5th grade teacher

ESL learners

We are a class of 5th and 6th graders from all over the world. Students are at all levels of English, as well as varying abilities in core subjects.

We have only been using [The Walking Classroom] for a couple of weeks, but my students love it!

My students were able to talk about so much information they learned and remembered from the podcasts. It was amazing! This is truly a valuable resource for my second-language learners.

As a teacher, I have always felt it was **unreasonable to expect 10- and 11-year-olds to sit still all day long.** I have always tried to interject opportunities for movement during the day. That is another reason I am such a believer in the science behind The Walking Classroom. ...

—Petrecia Shales, 5/6 ESL

Getting stronger

I have a student who is **extremely overweight.** Initially, she would do anything to get out of walking and **could barely keep up with us.** Her quiz scores were also low. **Now she can walk and keep up with the class in the middle of our line and she averages 7/10 on her quizzes!**

—Andrea Mitchell, 5th grade teacher

Over 80% of our school's population are living in poverty, and over 70% are English learners. Sadly, we lack the resources to make enough of a difference for these kids, all of whom are below grade level in most everything. **Being able to take them out with our WalkKits gets them engaged in a way even my best in-class instruction cannot.**

It doesn't feel like school, and as their brains open up to new things, it has helped me engage them better when we are in class. The topics and questions presented via the podcasts have gotten them to think differently, to be more analytical and introspective. Not only are my kids moving and walking, but **we have finally found a catalyst to help them begin to catch up and narrow the gap between their education and that of the kids in the wealthier schools.**

I am absolutely in love with The Walking Classroom, and so are my students.

Every Wednesday and Friday they ask me as soon as I see them if we are walking, which we always are. It may only be a small start, but these are kids who need to be taught to be excited about school. And who knows, sometimes a small ember can become a raging inferno!

—Josh Montero, 5th grade teacher

Narrowing the gap

End of the podcast review time



Podcast: "Let's review what we've learned so far..."

{ Podcasts end with a review of important points, vocabulary, and some of the interesting details about the topic. }



Survey says...



96%
Listening to TWC podcasts while walking strengthens student understanding of curriculum content.

99%
I trust the educational content of TWC.

89%
My students' attitudes about walking and exercise improved after participating in TWC.

84%
After walking, my students are better behaved throughout the day.

81%
The Walking Classroom helps minimize disruptive behavior in the classroom.

At the end of the 2014/2015 school year, we surveyed almost 300 teachers and over 5,000 students who participated in the program. Here is a sampling of the results.

89%
The Walking Classroom helps me understand content.

82%
I know more about healthy habits since I've started participating in TWC.

73%
I enjoy walking more since starting TWC.

72%
After walking, I am better able to concentrate throughout the day.

80%
The Walking Classroom makes learning more fun.



Continuing to walk, think, and discuss

6

Students: "What did you think about the..."

After students finish the 15-16-minute podcast, they take out their earbuds and practice formulating and answering multi-layered questions with their partner about what they just learned—while still walking. (Total walk~1.25 miles)



"I don't like sitting down all day. So when we walk I am like, yes!" – Abigail, 4th grader, IN

Awards and Support

William J. Bennington Healthy Community Institute for Nonprofit Excellence Award



The Walking Classroom won this nonprofit excellence award from the BlueCross BlueShield Foundation of North Carolina in February 2015.

Finalist: Nonprofit of the Year Chapel Hill-Carrboro Chamber of Commerce Business Excellence Awards



In May 2015, The Walking Classroom was honored by the Chapel Hill-Carrboro Chamber of Commerce as a finalist in the Chamber's **Business Excellence Awards** in the **Nonprofit of the Year** category.

Previous Awards

2012 National Grand Prize:
Technology Innovation: Active
Schools Acceleration Project

2012 Winner: Health Innovation
Challenge: BlueCross BlueShield
of North Carolina

**2013-2014 Readers' Choice
Award:** eSchool Media

2014 Finalist: Innovations in
Rural Health Award: The Kate B.
Reynolds Charitable Trust

Thank you to our Supporters

Individuals

- ▶ Diane and Herb Althouse
- ▶ Susan Anthony
- ▶ Stephanie Aurentz
- ▶ Barbara Biscan in memory of Michael Biscan
- ▶ Ann and John Campbell
- ▶ Liselotte Charney
- ▶ Bryan Conner
- ▶ Katie and Hampton Corley
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- ▶ Courtney Wright
- ▶ Lynn Yanyo
- ▶ Kaivalya Young

Foundations and Organizations

- ▶ Blackbaud Corporate Philanthropy
- ▶ BlueCross BlueShield of NC Foundation
- ▶ ChildObesity 180
- ▶ Clark Construction Group LLC
- ▶ Coca-Cola Foundation
- ▶ LabCorp
- ▶ Merancas Foundation
- ▶ Merck Foundation
- ▶ Network for Good
- ▶ The Kate B. Reynolds Charitable Trust
- ▶ The Oak Foundation
- ▶ The William R. Kenan, Jr. Charitable Trust
- ▶ Triangle Community Foundation

Post-walk discussions

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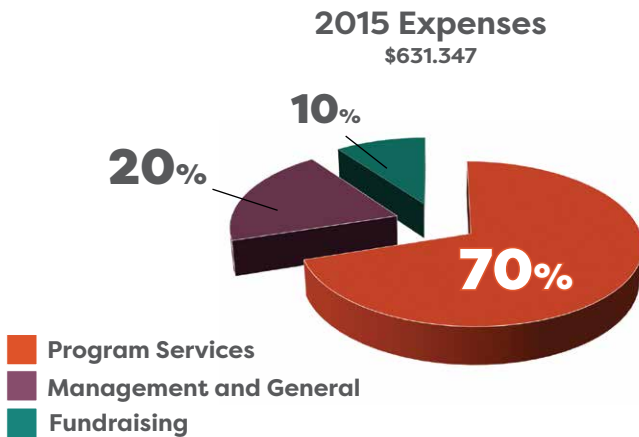
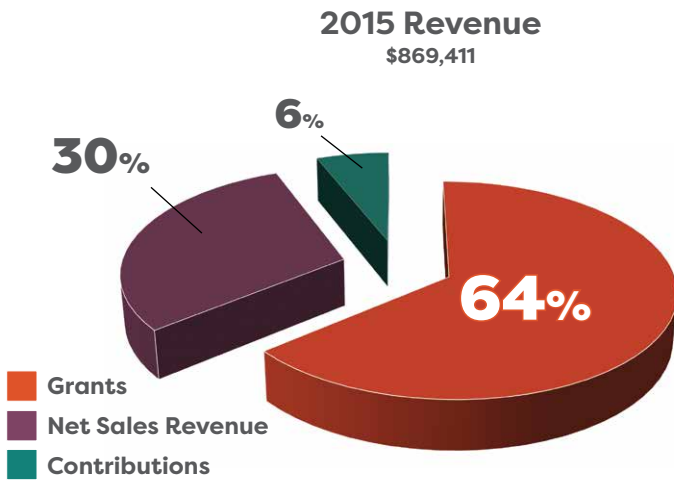
Teacher: "Who can tell me why...?"

The class may return to the classroom or have their discussion outside. The teacher uses the provided discussion questions to get things started.



Statement of Activities and Changes in Net Assets

The Walking Classroom Institute is committed to transparency and healthy financial stewardship. Detailed financial statements are available on our website. Statement for 2015 audited by Blackman & Sloop, CPAs.



Support and Revenue	2015	2014
Support:		
Grants	\$552,716	\$666,000
Contributions	\$57,338	\$31,258
Subtotal	\$610,054	697,258
Revenue:		
Direct sales	\$332,795	\$199,129
Cost of direct sales.....	(\$73,504)	(\$51,152)
Subtotal.....	\$259, 291	\$147,977
Other revenue	\$66	\$1,559
Total Support and Revenue.....	\$869,411	\$846,794

Expenses		
Program services	\$443,357	\$352,727
Management and general	\$124,392	\$46,324
Fundraising	\$63,598	\$86,612
Total Expenses.....	\$631,347	\$485,663

Change in Net Assets	\$238,064	\$361,131
Net assets - Beginning of year	\$416,863	\$55,732
Net assets - End of year	\$654,927	\$416,863
Cash - Beginning of year	\$270,389	\$45,960
Cash - End of year	\$145,173*	\$270,389

*11% of end-of-year cash under restricted use for specific grants

Testing their knowledge

8

Teacher: "Who's ready for a quiz?"

Back in the classroom, students sit down to write about the podcast in their listening journals or take the comprehension quiz.



"The Walking Classroom is the best thing since field day!"
— Ben, 4th grader, GA

Our Board of Directors

We would like to extend a huge thank you to our Board of Directors for their leadership and continued support.

Mr. Jonathan Charney is a lifelong educator dedicated to promoting innovative teaching and learning practices at the K-12 level. He has taught on four continents, led state and national literacy initiatives and is now in charge of partnership development for Achieve3000 in North Carolina. Jonathan credits his daughter Elisabeth for introducing him to the wonders of The Walking Classroom.

Ms. Rani Dasi has spent many years in education, mentoring and tutoring students and as a parent of four children. As a member of the Chapel Hill-Carrboro City Schools Board of Education, she works with fellow board members to set policy and direction for the school district. She holds a Bachelor's degree in Industrial Engineering and Management Science from Northwestern University and an MBA in Finance and Accounting from the University of Chicago.

Mr. Dustin Gross is currently working on multiple investment opportunities including real estate and franchise businesses. He and his wife are partners for multiple Orange Theory Fitness franchises across eastern North Carolina. Prior to this Dustin worked in Mergers and Acquisitions at Quintiles. He holds an MBA from UNC Kenan-Flagler Business School which he completed after teaching middle school math in the Missouri Public School system for six years. He was also a football and basketball coach during his teaching tenure. His wife and three children currently reside in Wrightsville Beach, NC.

Mr. Chris Harris currently serves as Customer Success Manager for Higher Education and Hospitals at Blackbaud, Inc. Immediately prior to joining Blackbaud in March 2007, he served as Director of Major Gifts for the University of North Carolina's Kenan-Flagler Business School for over three years. He has a BA from UNC-Chapel Hill, an M.Ed. from the University of Virginia, and an MBA from UNC Kenan-Flagler Business School.

Ms. Rachel Mandell is currently Director, Legal at Lord Corporation. She has over twenty years of experience in private practice and as in-house counsel. She holds a bachelors degree in economics and political science from Duke University and a juris doctor from the University of Maryland.

Mr. Andy Mink was named the Vice President of Education at the National Humanities Center in 2016. Previously he served as the Executive Director of LEARN NC at the University of North Carolina at Chapel Hill in 2012 after working for 11 years as the Director of Outreach and Education for the Virginia Center for Digital History and then the Curry School of Education (CISE) at the University of Virginia. With all organizations, he designs and leads professional development programs for K-12 and university educators that focus on hands-on instructional models. He is currently registered as a Master Teacher with the National Council of History Education in their Distinguished Speaker Program. He also sits on the Executive Board of the National Council for Social Studies and the National Council for History Education as well as the North Carolina Outward Bound School.

Ms. Erin Nilon works as a consultant for international non-profits and serves as part of the Business Communication faculty at UNC's Kenan-Flagler Business School. She has devoted most of her career to improving public health around the world, working in over 15 countries, and also enjoys both teaching and learning every day as a mother of three. Erin earned her MBA at UNC's Kenan-Flagler Business School and her BS in Nutrition and Health Education from the University of Florida.

Ms. Sara Price is the Managing Director of Alumni and Community Engagement at Teach for America. She worked several years as a 1st, 3rd and 4th grade teacher and also served as a community liaison for the NC STEM Community Collaborative. As a native of Eastern North Carolina, she is particularly passionate about all students having access to high-quality educational opportunities in rural communities. Sara holds an M.A. in Developmental Psychology from Columbia University.

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Teacher: "What do you think about The Walking Classroom!?"

{ Is there really any question? }



"Whoever is happy will
make others happy too."
—Anne Frank

Contact Us

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Heading back to class healthier and happier after an energizing, educational walk.



www.TheWalkingClassroom.org

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