

GUIDELINE 10

Schools provide and promote social, noncompetitive fitness and activity opportunities.

BEST PRACTICES

- Springfield Elementary Health Team, New Middletown, Ohio, Mahoning County
- ❖ KEEP 57, Stevenson Elementary School, Ransomville, New York
- Operation FitKids (OFK), San Diego, California
- Running and Reading One Bay at a Time, Fairhope, Alabama
- ❖ Kids on the Move, Atlanta, Georgia
- Run to Read and Write, Fiskdale, Massachusetts
- Healthy Choices, Boston, Massachusetts
- ♦ Fine Arts Interdisciplinary Resources (FAIR) School, Crystal, Minnesota
- Physical Activity Bright Idea, San Jose, California
- Superintendent Challenge Winner, Palo Cedro, California

"Being active has always been a part of my life. When I wasn't in school, I would be outside shooting hoops with my friends until it would be too dark to play. Kids need to know how important it is to stay active.

Just look at where it got me!"

LeBron James, Cleveland Cavaliers







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Incorporating more physical activity opportunities for students at school will provide them with a chance to develop and learn new fitness and physical activity skills. In addition, the school will offer students an organized time to expend their physical energy. This in turn could contribute to greater classroom management and discipline, as students' physical exertion needs are met and they are more able to concentrate when it is time to learn.

OBJECTIVE

Schools will provide and promote social, noncompetitive fitness and activity opportunities.

With schools providing opportunities to be involved and participate in fitness and physical activity, all students will have opportunities to be active, not solely those who participate in school athletics. Students will learn that every person, athletic or not, needs to devote time to physical activity in order to stay healthy.

BEST PRACTICES

1. Springfield Elementary Health Team, New Middletown, Mahoning County, Ohio

Background: The goals of the Springfield Elementary Health Team included improving the health and wellness of both staff and students by developing healthy lifestyles consisting of exercise and nutrition. In order to achieve these goals, the Health Team developed both exercise and breakfast opportunities for staff and all students, in conjunction with health screenings.

Every morning, for about 10 to 15 minutes, staff members led students through a series of activities, including aerobics, walking, running and calisthenics. After this light exercise routine, students were then offered a breakfast to reinforce the need to start each day with a healthy meal.

Success: The school experienced a 100 percent participation rate among students and staff. During the past two years, the nurses' office has noted an 8 percent decrease in visits, and the school has observed a 1.2 percent increase in student attendance. The teachers altogether lost 597 pounds.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=262



2. KEEP 57, Stevenson Elementary School, Ransomville, New York

Background: The program for students at Stevenson Elementary School includes a 40-minute exercise session, either before or after school; incorporating a warm-up; moderate to intense exercise; and a cool-down period. This program's success has led to developing a "time-in," or an exercise lab on the school campus. The exercise lab is equipped with a bike called Cyclefx which is hooked to a video monitor and PlayStation. To play the game, a child must pedal the bike. The faster he or she pedals, the quicker the game moves against one's PlayStation opponent.

Success: Behavior among the participating students has improved. Concurrently, these students have also experienced weight reduction and improved academic performance.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=228

3. Operation FitKids (OFK), American Council on Exercise, San Diego, California

Background: The purpose of OFK is to improve the health and fitness of America's youth through enhancing education about healthy lifestyles and increasing opportunities for physical activity. The program provides schools with services for building a fitness program utilizing commercial fitness equipment, educational materials, staff training and community partnering.

Duration: The OFK Program had its inception in 1990 and is ongoing.

Success: OFK has provided more than \$6 million in fitness equipment to more than 100 schools and youth facilities nationwide, positively impacting tens of thousands of students in grades six through 12.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=245

♦ 4. Running and Reading One Bay at a Time, Fairhope Elementary School, Fairhope, Alabama

Background: The Running and Reading One Bay at a Time program integrates physical activity and school reading programs. During physical education class, students run, jog or walk around a quarter-mile track. Running times are calculated, and the library supplies informative books about a particular bay or geographical area of the United States that was previously selected for students as a reading topic. Students also receive foot stickers. The students can add them up with their classmates to track their journeys on a large map of the U.S. in the school lobby.

Success: Students progressed from struggling in their quarter-mile run around the track to comfortably running a mile or more. Rewards gave them an immeasurable feeling of self-confidence.



Students began begging for "running days" in physical education class to try and log as many miles as possible. Many students took home this message of physical activity and began inspiring their parents to become active with their children outside the school environment.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=255

5. Kids on the Move, Children's Healthcare of Atlanta, Atlanta, Georgia

Background: The Kids on the Move program takes place during after-school programs at schools and includes three sessions of physical activity per week for eight weeks. Each session lasts for one hour and includes 15 minutes of education and 45 minutes of physical activity.

An important aspect of the program includes the fitness assessments that take place both before the students begin the program and at the end of the eight weeks. This allows for comparing and observing physical changes and behaviors that may have resulted from the exercise.

Success: During the eight-week program, positive changes in flexibility were achieved as shown in the results of a study done by some of the participants. Also, according to post-program phone interviews, 38 percent of parents noticed their children drinking more water, 29 percent noticed an increase in activity level and 78 percent noticed that their child was more aware of the harmful effects of tobacco use.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=229

♦ 6. Run to Read and Write, Fiskdale, Massachusetts

Background: Run to Read and Write started as a small classroom project by Carol Goodrow, an elementary school teacher. Using traditional methods, reading and writing is taught four days a week, and the fifth day is spent writing in journals on topics such as running, health and fitness. On the writing day, students go for a run and immediately return and write about their day.

Success: The program has received positive feedback from hundreds of parents and schools, who have noted increased activity and excitement for learning among students and almost a 100 percent participation rate in classrooms participating in this program.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=256



♥ 7. Healthy Choices, Massachusetts Department of Public Health, Boston, Massachusetts

Background: Healthy Choices is a school-based nutrition and physical activity program designed to increase student fruit and vegetable consumption and physical activity while reducing the time they spend in front of the television. The program's success results from the collaboration of staff, students and community members for development, implementation and evaluation.

Success: Students who participated in this intervention have reported they watch less television, are more active, and are less likely to play computer or video games. More specifically, girls involved with the program had a statistical increase in nutrition knowledge as well as a positive effect on body mass index (i.e., lower than among girls in control schools).

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=213

3 8. Fine Arts Interdisciplinary Resource (FAIR) School, Crystal, Minnesota

Background: The FAIR School, a fourth- through eighth-grade facility in Minnesota, has implemented physical activity and nutrition policies that focus on making healthy food selections and physical activity integral parts of the day in order to foster healthful nutrition and physical activity. Included among the school's food environment policy changes, no vending machines are available for school use, two fruits and vegetables are offered daily, food sales have been brought into the classroom and all foods offered at school functions must contain seven or fewer grams of fat per serving.

In the physical activity environment, the school ensures that every student will have opportunities to participate in daily physical education classes. The physical activity curriculum is designed to encourage all students to be active for at least 50 percent of the period. Hopefully, students will develop skills and habits for a lifetime of physical activity.

Success: Participation in school breakfast and lunch has consistently increased, and so have attendance rates, which are at 96 percent.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=200

3 9. Physical Activity Bright Idea, San Jose Unified School District, San Jose, California

Background: Physical Activity Bright Idea was developed to increase student opportunities for physical activity through a pedometer challenge. The participants, ages 8 and 9, wore pedometers to track the number of steps they took each day walking to and from class. They kept a log of their steps, and competed with classmates to see who could go the farthest.



The Student Nutrition Services group assisted by providing fruit or vegetable samples once a month on campus during lunchtime. This allowed children opportunities to learn about and try new foods.

Success: Both students and parents learned important information through the program. The students were encouraged to integrate the information they learned into forming lifelong habits.

For more information:

http://www.californiaprojectlean.org/brightideas/genBrightIdeasList.asp

♦ 10. Superintendent Challenge Winner—Improving Physical Education, North Cow Creek Elementary School District, Palo Cedro, California

Background: The North Cow Creek Elementary School District adopted a five-year plan to overhaul its physical education system after reviewing its students' results on the California Physical Fitness Test. In addition to the current policy, the district implemented the President's Challenge Program, which recognizes excellence in physical fitness. Through a board policy related to health, fitness and nutrition, the district was able to involve the community and its staff in developing fitness programs.

Success: The school board approved the policy and will continue to utilize the California Physical Fitness Test results to track the plan's progress and to continue making revisions as the need arises.

For more information:

http://www.californiaprojectlean.org/brightideas/genBrightIdeasList.asp



RESOURCES

Kidnetic

This site from the International Food Information Council provides games for children, along with facts on healthy eating and physical activity for parents and educators. http://www.kidnetic.com

Healthy UniversityTM

This eight-week education program teaches teens what they need to know to create and sustain healthy behavior habits.

http://www.opraonline.org/pdf/healthyuniversitytg.pdf

The Walking Site

This site provides all the tips needed to start walking programs, walking competitions and more. http://www.thewalkingsite.com/

Kids Walk-to-School: Centers for Disease Control (CDC)

This page supports physical activity through walking and biking to school. http://www.cdc.gov/nccdphp/dnpa/kidswalk/