



GUIDELINE 5

Schools maximize their participation in student fitness and physical activity programs.

BEST PRACTICES

- ★ Huntsville Elementary, Indian Lake, Ohio
- ★ TASIS School in Dorado physical education program, Dorado, Puerto Rico
- ★ Conant School physical education curriculum, Acton, Massachusetts
- ★ Fitness Fun Forever, State of Florida
- ★ Charleston County Community Education Rural Recreation Programs, Charleston, South Carolina
- ★ Its Funner to Be a Runner, El Cajon, California
- ★ Take 10!, Atlanta, Georgia
- ★ Move Across America: A Patriotic Endeavor, Winfield, Kansas

“Physical activities can be what you make them – fun, social and uplifting. Teachers can be models for students while providing lifelong enjoyment and benefit of physical activity. In my class we make enjoyment of physical activity the number one priority!”

Dan Young, national board-certified physical education teacher,
Indian Lake Local Schools, Logan County



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Fitness activity programs can produce a number of positive benefits for students. They not only offer students opportunities to become more physically fit but also contribute to camaraderie and stress release. Furthermore, positive experiences and fun with fitness programs can instill an enjoyment of, and commitment to, lifelong fitness and wellness.

OBJECTIVE

Provide time and available resources for students to participate in noncompetitive physical fitness activities outside the physical education class.

Schools have found many creative ways to offer noncompetitive physical fitness opportunities in the classroom and on the playground. Movement can be an easy way to change the energy level in a classroom and get the mind more active along with the body. Though schools have less time to spend on nonacademic activities, discipline and behavioral issues often remain problems that take away from learning time. Physical activity can contribute to a more positive climate. Engaging students and teachers in fun activities together can reduce behavioral issues, allowing for increased learning time. Noncompetitive activities also encourage students who may not be inclined to participate in athletics, but who do have the capacity to participate in activities and have fun with their classmates.

BEST PRACTICES

★ 1.1. Huntsville Elementary CATCH physical education program, Indian Lake, Ohio

Background: The Coordinated Approach to Child Health (CATCH) has provided guiding principles for the Huntsville Elementary physical education program. CATCH PE is designed to promote children's enjoyment of and participation in moderate-to-vigorous physical activity during PE classes, recess and extracurricular activities, and recreation time with family and friends.

Duration: Beginning with the 2002-2003 school year until the present, Huntsville Elementary has worked toward these CATCH PE goals by:

- Scheduling student recess time before lunch;
- Providing time for students to walk or do aerobic exercise in the gym during indoor recess;
- Teaching students yoga, scarf-juggling and speed (cup) stacking;
- Measuring student fitness levels twice a year;
- Having students use pedometers in physical education class to keep track of their steps during activities;



- Organizing games for third- and fourth-grade students with a small number of students on each team to promote more activity, greater learning of sports skills and team-building;
- Teaching health-related fitness skills along with sports-related skills;
- Involving families in events such as Juggling Nights, Field Days and square dances;
- Holding a health fair for parents of kindergarten students that combined nutrition education with ideas for fitness activities at home.

Success: When activities are presented with students’ enjoyment in mind, they become more involved in physical education class and increase their activity level at recess time. Students are also more active during recess because they are not trying to run and play on a full stomach. Recess before lunch also has decreased the amount of food wasted and has drastically decreased the number of discipline referrals during recess. Many students have extended PE class activities by purchasing their own pedometers. Parents have reported fun family times exercising together. Overall, CATCH PE principles have energized the physical education of students at Hunstville Elementary and, more importantly, have helped improve their fitness levels, as can be seen from testing.

For more information:

<http://www.schoolhealthusa.org/>

★ 2. TESIS School in Dorado physical education program, Dorado, Puerto Rico

Background: This well-rounded physical education program exposes pre-kindergarten to sixth-grade students to a variety of activities as part of the curriculum, including elective classes or extracurricular activities. Options include team sports, sports clinics, clubs, individual and dual activities, outdoor recreational pursuits, rhythms, dance, games and popular events.

For more information:

http://www.tasisdorado.com/curriculum/physical_ed.shtml

<http://www.actionschoolsbc.ca/Content/Home.asp>

★ 3. Conant Elementary School physical education curriculum, Acton, Massachusetts

Background: Conant’s curriculum was designed to involve all students in continuous physical education and activities and encourage them to continue this lifestyle as they grow up. The gender-neutral program features age- and skill-appropriate individual, partner, small group and team activities that focus on participation, cooperation and self-improvement rather than competition resulting in “winners” and “losers.”

For more information:

<http://conant.ab.mec.edu/phys.ed/>



✦ 4. Fitness Fun Forever program, State of Florida

Background: The Fitness Fun Forever program aims to provide modified, fun games and activities that maximize each student's participation, avoid eliminating or singling out students and encourage students to become fit, healthy adults. By offering age, skill and ability-appropriate activities that maximize participation and minimize failure, the program increases the ability of students to:

- Focus on the positive;
- Listen to popular music during the activity;
- Encourage and reward sportsmanship;
- Provide equipment for every child; and
- Play games with smaller groups, allowing more focus on the individual.

For more information:

http://uwf.edu/sryan/start_here_.htm

✦ 5. Charleston County Community Education Rural Recreation Programs, Charleston, South Carolina

Background: The Charleston County Community Education Rural Recreation Programs provide youth and adults with recreational and physical activity programs for participants who do not have the luxury of participating in recreational or athletic events. It provides sports leagues such as football, basketball and baseball. It also provides cheerleading, golf programs for youth and gym activities.

Success: The program has been an outstanding success, since it has provided outlets for both youth and adults to participate in sports and recreational activities. It has allowed them to be more focused on their health and fitness.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=187

✦ 6. It's Funner to Be a Runner, El Cajon, California

Background: It's Funner to Be a Runner is a program that promotes running as a physical activity to improve a child's cardiovascular and respiratory health. It also promotes social, mental and emotional health. The children find enjoyment in running and accomplishing a goal such as finishing a race or crossing a finish line. Through this aerobic exercise program, students enjoy an improved sense of well-being that carries over into their classroom behavior. The program also is cost effective, since no special equipment is needed.



Duration: The program has been running for 22 years and involves children from kindergarten through fifth grade, their siblings and parents.

Success: The program improves students’ physical activity during the years they participate. Most students claim they continue running, biking and swimming after leaving the program.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=227

★ **7. Take 10!, Atlanta, Georgia**

Background: Take 10! is a program to increase student activity levels by promoting multiple 10-minute periods of physical activity. The program is designed for use in conjunction with other forms of exercise. Teachers determine the best time to add the 10-minute breaks. They are encouraged to create their own activities for students and to use worksheets for documentation. Take 10! can be used by teachers to promote cooperation among students and to help enhance motor skills and health knowledge.

Duration: The program began in 1999 and has grown each year thereafter.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=264

★ **8. Move Across America: A Patriotic Endeavor, Winfield, Kansas**

Background: The Move Across America: A Patriotic Endeavor program was implemented to educate students on the importance of physical activity and to fight physical inactivity and obesity. A quarter-mile track was outlined in red paint on the playground, and a red, white and blue border was made in one corner. A map also was wheeled onto the playground, displaying the number of miles from San Francisco to New York City. When students walked or ran a lap, they would receive a tongue depressor imprinted with a healthy tip. Students turned in their tongue depressors at the end of each week, so their number of laps could be recorded and their mileage noted on the map. The students also received a plastic shoe token each time they completed 10 laps.

Success: All of the students participated, and they were excited about having shoe tokens as well as increasing their distance covered on the map. Overall, the students learned about math, geography and fitness.

For more information:

http://www.actionforhealthykids.org/resources_profile.php?id=236



RESOURCES

Get Kids in Action

This site provides information and activities for children and parents designed for increasing health and wellness through physical activity and healthy eating.

<http://www.getkidsinaction.org/>

Eat Smart, Play Hard

This is a promotional program targeting children and offering resources to promote healthy eating and physical activity.

<http://www.fns.usda.gov/eatsmartplayhard>

VERB™

“VERB™ It’s What You Do” is a campaign set up for adolescents ages 9 to 13 (called “tweens”), encouraging them to be physically active every day. The Web site includes information and resources to help parents and school staff make exercise fun for “tweens.” It also has a list of inventive games, as well as advertising and marketing strategies that those working with “tweens” can use. The site also can be viewed in Spanish.

<http://www.cdc.gov/youthcampaign/>

Ohio Association for Health, Physical Education, Recreation & Dance

This organization promotes healthy, active lifestyles and lifelong learning.

<http://www.ohahperd.org/>

SPARK: Sports, Play and Active Recreation for Kids

This comprehensive program includes a lifelong learning curriculum, training for staff, and follow-up support to establish and maintain a wellness environment. SPARK is developed for elementary physical education specialists, classroom teachers, and after-school leaders to teach children and adolescents skills and techniques that will promote outdoor activities, thus enhancing lifelong wellness.

<http://www.sparkpe.org/programLifelongWellness.jsp>

The President’s Challenge: You’re it. Get Fit!

The President’s Challenge, a program that encourages all Americans to be active daily, offers programs just for educators, such as the physical fitness and health fitness programs. They work hand in hand with the Active Lifestyle and Presidential Champions programs, so schools can bring out the best in their students. The challenge also provides extras like Fitness File, a free, new online tool that makes fitness testing as simple as possible for schools. The Fitness File tracks all student fitness results in both programs.

<http://www.presidentschallenge.org>



Moving into the Future: National Standards for Physical Education, 2nd Edition

Developed by NASPE, in association with the American Alliance for Health, Physical Education, Recreation and Dance, the NASPE standards define student learning: what a student should know and be able to do as a result of a quality physical education program. The physical education standards outlined provide the framework for the development of realistic and achievable expectations for student performance in kindergarten through grade 12. The organization offers a variety of resource booklets on physical education.

<http://www.aahperd.org>

<http://www.aahperd.org/naspe/>

PE4life

A Web site that encourages healthy lifestyles and quality physical education programs for all students. The site includes resources on how to apply for grants, how to contact policymakers and tools for teachers.

<http://PE4life.org>

NASPE’s STARS Program

The National Association for Sport & Physical Education’s award program to recognize outstanding kindergarten through grade 12 schools is found here. This Web site offers information on the program and application process.

<http://www.aahperd.org/naspe/stars/>



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