Comprehensive School Physical Activity Programs: A Guide for Schools

Chapter 1: Introduction

Instructions

Video Summary

- You can access training materials in several ways.

- Select a specific chapter or chapter section by clicking on a title.

- Click the "play" button and then "next" or "back" to view the entire course.

- Access more information in the Go Further section.

Audio Script

Welcome to the *Comprehensive School Physical Activity Programs: A Guide for Schools* course of the Training Tools for Healthy Schools e-learning series. In this self-paced course, there are several ways to access the training material. You may select a specific chapter or chapter section by clicking on a title. You may view the course in its entirety by simply clicking on the "play" button in the video window and then clicking "next" to proceed to the next video. Click "back" to view the previous video.

An "Active Child" icon will appear on the screen periodically to alert you to a tip for more information. You may access more information by clicking on questions or resources in the Go Further section. A full-course download is also available.

At the end of the course, you will have the opportunity to evaluate it and download a certificate of completion.

Go Further

Questions

Q: *How can I go further?*

A: As you view the videos, an "Active Child" icon will periodically appear in the corner of your screen to let you know that more information is available in the Go Further section. You may access the information by clicking on questions or resource titles listed.

Q: *How can I download all of the questions and links provided in this course?*

A: All questions and links that appear in the Go Further section throughout this course can also be found in the "Full Course Content" document provided under Resources. A Complete Set of Go Further Questions and a Complete Resource List are located at the end of the document.

Resources

Comprehensive School Physical Activity Programs: A Guide for Schools
http://www.cdc.gov/healthyyouth/physicalactivity/pdf/13_242620-A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf

National Framework for Physical Activity and Physical Education
http://www.cdc.gov/healthyyouth/physicalactivity/pdf/National_Framework_Physical_Activity_and_Physical_Education_Resources_Support_CSPAP_508_tagged.pdf

What is a Comprehensive School Physical Activity Program?

Video Summary

- A multicomponent approach for schools and districts to use all opportunities for students to be physically active.

- Step-by-step guidance on how to develop, implement, and evaluate comprehensive physical activity programs.

- Process to ensure sustainability of all components of a Comprehensive School Physical Activity Program.

Audio Script

Physical education and physical activity is one of the components in the Whole School, Whole Community, Whole Child framework, which strives to promote lifelong healthy behaviors in young people through a coordinated effort.

This component can be addressed in schools through a Comprehensive School Physical Activity Program. A Comprehensive School Physical Activity Program is a multicomponent approach by which schools and districts use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime.

CDC, in collaboration with SHAPE America: the Society of Health and Physical Educators, developed the *Comprehensive School Physical Activity Programs: A Guide for Schools* to provide schools and districts with step-by-step guidance on how to develop, implement, and evaluate comprehensive physical activity programs. The purpose of going through the process of establishing a Comprehensive School Physical Activity Program is to ensure sustainability of all its components.

Go Further

Links

SHAPE America http://www.shapeamerica.org/

SHAPE America CSPAP http://www.shapeamerica.org/cspap/index.cfm

Whole School, Whole Community, Whole Child (WSCC) http://www.cdc.gov/healthyyouth/wscc/

Purpose and Course Objectives

Video Summary

- Understand the importance and benefits of youth physical activity.

- Recognize the components of a Comprehensive School Physical Activity Program.

- Learn the process for developing, implementing, and evaluating a Comprehensive School Physical Activity Program.

Audio Script

The purpose of this training is to familiarize you with the components of a Comprehensive School Physical Activity Program and the process for developing, implementing, and evaluating one. After this training, you should be able to take the next steps to begin the process of developing a Comprehensive School Physical Activity Program.

The course objectives are for you to:

- Understand the importance and benefits of youth physical activity.

- Recognize the components of a Comprehensive School Physical Activity Program.

- Learn the process for developing, implementing, and evaluating a Comprehensive School Physical Activity Program.

Go Further

Questions

Q: *Why should I take this course?*

A: You will find value in this course if you are interested in the health of students in our nation's schools. You will learn about the process of developing, implementing, and evaluating a Comprehensive School Physical Activity Program.

Chapter 2: Physical Activity for Youth

Benefits of Physical Activity for Youth

Video Summary

- When youth take part in regular physical activity, it produces multiple benefits.
- Young people should participate in at least 60 minutes of physical activity daily.

- Physical activities should include a mix of aerobic, muscle-strengthening, and bone-strengthening activities to achieve full health benefits.

Audio Script

When youth take part in regular physical activity, it produces multiple benefits, including:

- Building healthy bones and muscles.

- Decreasing the likelihood of obesity and disease risk factors, such as high blood pressure.

- Reducing anxiety and depression.

- Promoting positive mental health.

- Improving cognitive skills.

- Enhancing concentration.

- Encouraging better academic performance.

Based on guidelines issued by the U.S. Department of Health and Human Services, young people should participate in at least 60 minutes of physical activity daily. Each week, physical activities should include a mix of aerobic, muscle-strengthening, and bone-strengthening activities to achieve full health benefits.

Unfortunately, many young people are not physically active on a regular basis and fall short of these recommendations.

Go Further

Questions

Q: *How much time should be devoted to aerobic, muscle-strengthening, and bone-strengthening activities?*

A: Time should be devoted to aerobic, muscle-strengthening, and bone-strengthening activities as follows:

- **Aerobic**: Most of the 60 or more minutes per day should be either moderate- or vigorous-intensity aerobic physical activity. Vigorous-intensity physical activity should be included at least three days per week.
- **Muscle-strengthening**: Include muscle-strengthening physical activity on at least three days per week as part of the 60 or more minutes.
- **Bone-strengthening**: Include bone-strengthening physical activity on at least three days per week as part of the 60 or minutes.

Q: *What are examples of aerobic activities?*

A: Activities should be age-appropriate, enjoyable, and offer variety. Activities through which students increase their respiration or heart rates or become fatigued after engaging in the activity for several minutes are all aerobic activities. Examples include brisk walking, jogging, or jumping rope.

Q: *What are examples of muscle-strengthening activities?*

A: Examples of muscle-strengthening activities include lifting weights, working with resistance bands, heavy gardening, and yoga. Activities such as this should be done at least two days a week and should work all the major muscle groups of your body. To gain health benefits, muscle-strengthening activities need to be done to the point where it is hard to do another repetition without help. A repetition is one complete movement of an activity.

Q: *What are examples of bone-strengthening activities?*

A: Examples of bone-strengthening activities include games such as hop-scotch, jumping rope, running, or sports such as gymnastics, basketball, volleyball, or tennis.

Links

Health.gov Physical Activity Guidelines for Americans http://www.health.gov/paguidelines/

Physical Activity Facts http://www.cdc.gov/healthyschools/physicalactivity/facts.htm

Shape of the Nation http://www.shapeamerica.org/advocacy/son/

The Association Between School-Based PA, PE, & Academic Performance http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

Youth Risk Behavior Surveillance System (YRBSS) http://www.cdc.gov/healthyyouth/data/yrbs/index.htm

The Role of Schools

Video Summary

- After the family, schools are the primary institution responsible for the development of young people.

- Schools are well positioned to provide organized and free-time physical activity for youth.

- The multicomponent approach is referred to as a Comprehensive School Physical Activity Program.

Audio Script

Schools can play a major role in affecting the overall health of young people. About 95% of the nation's youth are enrolled in schools. They typically spend six hours per day, for up to 13 years of their lives, in school.

After the family, schools are the primary institution responsible for the development of young people in the United States.

Schools are well positioned to provide time for organized and free-time physical activity for youth through a multicomponent approach that includes:

- Physical education
- Physical activity during school
- Physical activity before and after school
- Staff involvement

- Family and community engagement

This approach is referred to as a Comprehensive School Physical Activity Program.

Go Further

Questions

Q: *How do schools help improve physical activity in students?*

A: Schools provide opportunities for students to learn about and practice physical activity behaviors so that students are well-equipped for a lifetime of physical activity.

Q: *What other factors influence student physical activity behaviors?*

A: Other factors that influence student physical activity behaviors include sectors of society such as families, community organizations, health care providers, faith-based institutions, government agencies, and the media, in addition to schools. The involvement of all sectors is needed to increase youth physical activity.

Q: *What opportunities can physical activity programs provide?*

A: Physical activity programs in schools can provide students with opportunities to:

- Learn the skills needed to become competent movers.
- View physical activity as important and enjoyable.
- Become confident when participating in physical activity.
- Discover physical activities that cultivate habits that lead to being active for a lifetime.

Links

CSPAP Policy Continuum http://www.shapeamerica.org/advocacy/upload/CSPAP-Policy-Continuum-2-10-12final.pdf

Educating the Student Body http://iom.nationalacademies.org/Reports/2013/Educating-the-Student-Body-Taking-Physical-Activity-and-Physical-Education-to-School.aspx

Guideline 4 of the School Health Guidelines http://www.cdc.gov/healthyschools/npao/physical.htm

Let's Move! Active Schools http://www.letsmove.gov/active-schools

Physical Activity Guidelines for Americans http://www.fitness.gov/be-active/physical-activity-guidelines-for-americans/

School Health Guidelines Course http://www.orau.gov/dph/shg/page01.html

School Health Policies and Practices Study http://www.cdc.gov/healthyyouth/shpps/index.htm

School Health Profiles http://www.cdc.gov/healthyyouth/profiles/index.htm

Strategies to Increase Physical Activity Among Youth
http://www.health.gov/paguidelines/midcourse/pag-mid-course-report-final.pdf

Chapter 3: Comprehensive School Physical Activity Programs

Goals of a Comprehensive School Physical Activity Program

Video Summary

- For school districts and schools to use all opportunities for students to be physically active.

- For students to meet the nationally-recommended 60 minutes of physical activity each day.

- For students to develop the knowledge, skills, and confidence to be physically active for a lifetime.

Audio Script

The goals of a Comprehensive School Physical Activity Program are:

- For school districts and schools to use all opportunities for students to be physically active.

- For students to meet the nationally-recommended 60 minutes of physical activity each day.

- For students to develop the knowledge, skills, and confidence to be physically active for a lifetime.

Students can accumulate the recommended 60 minutes of physical activity through the components of a Comprehensive School Physical Activity Program.

Go Further

Links

Physical Activity Guidelines for Americans http://www.fitness.gov/be-active/physical-activity-guidelines-for-americans/

Position Statement on Comprehensive School Physical Activity Programs http://www.shapeamerica.org/advocacy/positionstatements/pa/loader.cfm?csModule=security/getfile&pageid=4726

Component 1: Physical Education

Video Summary

- The Policy and Environment component ensures students take daily physical education in grades K-12.

- The Curriculum component ensures a written physical education curriculum for grades K-12.

- The Appropriate Instruction component ensures physical education teachers use instructional practices that support the physical education curriculum.
- The Student Assessment component ensures assessment is aligned with national and/or state physical education standards and established grade-level outcomes.

Audio Script

Physical education is an academic subject and serves as the foundation of a Comprehensive School Physical Activity Program.

As defined by SHAPE America, the essential components of a physical education include:

- Policy and Environment
- Curriculum
- Appropriate Instruction
- Student Assessment

The **Policy and Environment** component of physical education refers to aspects such as:

- Every student is required to take daily physical education in grades K-12, with instruction periods totaling 150 minutes per week in elementary and 225 minutes per week in middle and high school.
- Schools and districts do not allow exemptions from physical education class time and prohibit students from substituting other activities for class.
- Physical education class size is consistent with that of other subject areas and aligns with a teacher/student ratio policy.
- Physical activity is not assigned or withheld as punishment.
- Physical education is taught by a qualified and licensed physical education teacher.

Curriculum refers to aspects such as:

- Schools and districts should have a written physical education curriculum for grades K-12 that is sequential and comprehensive.
- The physical education curriculum is based on national and/or state standards and grade-level outcomes for physical education.
- The physical education curriculum mirrors other schools and district curricula in its design and schedule for periodic review.

Appropriate instruction means the physical education teacher:

- Uses instructional practices and deliberate practice tasks that support the goals and objectives defined in the physical education curriculum.
- Evaluates student learning continually to document teacher effectiveness.

- Employs instruction practices that engage students in moderate to vigorous physical activity for at least 50 percent of class time.

- Ensures the inclusion of all students and makes the necessary adaptations for students with special needs or disabilities.

The **Student Assessment** component refers to aspects such as:

- Student assessment is aligned with national and/or state physical education standards and established grade-level outcomes and is included in the written physical education curriculum.

- Student assessment includes evidence-based practices that measure student achievement in all areas of instruction, including physical fitness.

- Grading is related directly to the student learning objectives identified in the written physical education curriculum.

- The physical education teacher follows school and district protocols for reporting and communicating student progress to students and parents.

Go Further

Questions

Q: *How is physical education defined, and why is it the foundation of CSPAP?*

A: Physical education is an academic subject that demands the same rigor as other core subjects and provides a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for healthy, active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence. It provides youth with the fundamental education and skills needed to make decisions regarding physical activity.

Daily physical education in school equips adolescents with the appropriate knowledge, skills, and confidence to be physically active for a lifetime and helps them meet the nationally recommended 60 minutes of daily physical activity.

Q: *What is the difference between a waiver, exemption, and substitution?*

A: A **waiver** means that a school district or school is not required to provide students with state-mandated physical education.

An **exemption** means that students do not need to fulfill a physical education requirement for certain reasons.

A **substitution** means that students can participate in other activities in place of physical education. School districts and schools should prohibit students from substituting other activities such as interscholastic sports, ROTC, or marching band for physical education class time or credit requirements.

Q: *What should grade-level outcomes be by the end of Grade 5? By the end of high school?*

A: By the end of Grade 5, students should be able to demonstrate competence in fundamental motor skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of a physically active lifestyle.

By the end of high school, students should be able to demonstrate the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment.

See the "Grade Level Outcomes for K-12 Physical Education" document located in the Links section.

Q: *What is meant by differentiated instruction and deliberate instructional practice?*

A: Differentiated instructional practices are specific teaching methods such as differentiated instruction through modified activities, active engagement, self-assessment, and self-monitoring. Examples include differentiated instruction, active engagement, and modified activities.

Deliberate instructional practice involves activities that are designed to lead to knowledge acquisition and improved performance. Examples include self-assessment and self-monitoring.

Q: *What does a well-designed PE program do, and what is the purpose of a PE curriculum?*

A: A well-designed program:

- Meets the needs of all students

- Keeps students active for most of physical education class time

- Teaches self-management

- Emphasizes knowledge and skills for a lifetime of physical activity

- Is an enjoyable experience for all students

A physical education curriculum standardizes the curriculum in a school district across schools and ensures equitable education for all students. It also results in improved teacher quality and increased consistency in instruction. The curriculum should identify the content to be taught at all grade levels and includes learning objectives for students to meet and units and lessons for teachers to implement.

Q: *What are the National Standards for K-12 Physical Education, and is there a national program to help increase student fitness?*

A: The standards are:

- Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The national program to help with increasing student fitness is the Presidential Youth Fitness Program. This program helps students achieve Standard 3.

Q: *What three domains of learning are addressed by physical education?*

A: The three domains of learning addressed are:

- Cognitive or mental skills related to the knowledge of movement

- Affective, which addresses growth in feelings or attitudes

- Psychomotor, which relates to the physical or manual skills related to physical literacy

Q: *How can inclusion of students with special needs or disabilities be ensured?*

A: The physical education teacher should include strategies for differentiation and modification of lessons for students with an individualized education program (IEP) to participate in physical education.

Q: *What physical education policies should be included in a local school wellness policy?*

A: Physical education policies that should be included are:

- Every student is required to take daily physical education in grades K-12, with instruction periods totaling 150 minutes/week in elementary and 225 minutes/week in middle and high school.

- School districts and schools require full inclusion of all students in physical education.

- School districts and schools do not allow waivers from physical education class time or credit requirements.

- School districts and schools do not allow student exemptions from physical education class time or credit requirements.

- School districts and schools prohibit students from substituting other activities (e.g., JROTC, interscholastic sports) for physical education class time or credit requirements.

- Physical education class size is consistent with that of other subject areas and aligns with school district and school teacher/student ratio policy.

- Physical activity is not assigned or withheld as punishment.

- Physical education is taught by a state licensed or state-certified teacher who is endorsed to teach physical education.

- Physical education teachers engage students in moderate to vigorous physical activity for 50% of class time.

Q: *Why is student assessment in physical education important, and what does it include?*

A: Assessments provide concrete evidence of whether students have achieved grade-level outcomes, allow teachers to reflect on effectiveness of instruction, and provide evidence of program success. Student assessment includes:

- Conducting pre-assessments to learn where students are in the beginning of a learning sequence

- Formative assessments that are ongoing during instruction to check for understanding

- Summative assessments at the close of a unit or instructional sequence to provide a comprehensive summary of each student's progress

Links

Educating the Student Body http://iom.nationalacademies.org/Reports/2013/Educating-the-Student-Body-Taking-Physical-Activity-and-Physical-Education-to-School.aspx

Essential Components of PE http://www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf

Grade-Level Outcomes for K-12 Physical Education http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf

Guidelines for Elementary, Middle & High School PE http://www.shapeamerica.org/standards/guidelines/loader.cfm?csModule=security/getfile&pageid=5264

Instructional Framework for Fitness Education http://www.shapeamerica.org/standards/guidelines/upload/Instructional-Framework-for-Fitness-Education-in-PE-2012-2.pdf

National PE Standards http://www.shapeamerica.org/standards/pe/

PE Program Checklist http://www.shapeamerica.org/standards/guidelines/upload/Physical-Education-Program-Checklist.pdf

State PE Standards Database http://www.shapeamerica.org/standards/pe/statestandards.cfm

Component 2: Physical Activity During School

Video Summary

- Schools can offer physical activity in a variety of settings during the school day.
- Students can participate in physical activity by active recess and integration into classroom lessons.
- Physical activity breaks, physical activity clubs, and intramural programs can also incorporate physical education into the school day.

Audio Script

In addition to physical education, schools can offer physical activity in a variety of settings during the school day.

The main ways students can participate in physical activity *during* the school day are:

- Active recess
- Physical activity integrated into classroom lessons
- Physical activity breaks in and outside the classroom

- Lunchtime physical activity clubs or intramural programs

Go Further

Questions

Q: *Can recess replace PE class?*

A: No, recess should not replace physical education classes or be used to meet time requirements set forth in physical education policies.

Q: *What works for active recess in elementary schools?*

A: Strategies to implement active recess should include:

- Providing age-appropriate equipment.

- Having adult supervision for recess.

- Providing semi-structured activity that involves activity stations (e.g., jump rope, four square, hopscotch stations).

Q: *How much time for recess is adequate?*

A: Recess in elementary schools should be scheduled for at least 20 minutes per day.

Q: *When can PA be included in middle and high schools?*

A: Physical activity can be integrated during advisory periods, during any classes, home room periods, and during exploratory, enrichment, or elective classes. Middle and high schools can also provide physical activity breaks, in addition to integration of activity during class time.

Q: *Can moving between classes be considered a PA break?*

A: No, breaks are considered recess, classroom-based physical activity, or drop-in recess.

Q: *How can PA be integrated into the classroom?*

A: Teachers can include physical activity into their planned academic lessons. They can also provide short breaks in class.

Q: *How long should classroom PA breaks be?*

A: Classroom physical activities can last from 5–15 minutes and can be done all at once or several times during the school day.

Links

Increasing PA Through Recess http://activelivingresearch.org/files/ALR_Brief_Recess.pdf

NYC Dept. of Education Move-to-Improve
http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm

Position Statement on Recess
http://www.shapeamerica.org/advocacy/positionstatements/pa/loader.cfm?csModule=security/getfile&pageid=4630

Public Schools of NC Classroom Energizers http://hlnces.ncdpi.wikispaces.net/Classroom+Energizers

Take 10! www.take10.net/

Take A Break! Teacher Toolbox: PA Breaks in the Secondary Classroom
http://www.coloradoedinitiative.org/wp-content/uploads/2014/08/CEI-Take-a-Break-Teacher-Toolbox.pdf

Component 3: Physical Activity Before and After School

Video Summary

- Before- and after-school physical activity programs offer students an opportunity to be physically active.
- Opportunities for before- and after-school physical activity include walking and biking to school, intramural sports, and interscholastic sports.

Audio Script

Before- and after-school physical activity programs offer students an opportunity to be physically active instead of waiting in a sedentary setting for the school day to begin or end. This includes opportunities such as walking and biking to school, intramural sports, or interscholastic sports.

Physical activity before and after school provides opportunities for all students to:

- Practice what they have learned in physical education.
- Work toward the nationally recommended 60 minutes of daily physical activity.
- Become more adequately prepared for learning.
- Engage in safe, social, and supervised activities.
- Identify activities they enjoy and might engage in long-term.

Go Further

Questions

Q: What physical activities can schools offer before and after school?

A: Offerings might include:

- Walk and bike to school programs, such as *Safe Routes to School.*
- Physical activity clubs and intramural programs that offer a variety of activities.
- Informal recreation or play on school grounds.
- Physical activity in school-based, after-school child care programs.
- Interscholastic sports.

Q: *What are intramural sports?*

A: Intramural sports are recreational sports, organized and played within educational institutions or set geographic areas.

Q: *What are interscholastic sports?*

A: Interscholastic sports are competitive sports that occur between schools.

Q: *Can programs be coordinated with community-based organizations?*

A: Of course! Organizations such as YMCAs and community parks and recreation departments can provide adult-supervised, organized activities in which students can participate beyond the traditional school day.

Links

Guidelines for After School PA and Intramural Sport Programs
http://www.shapeamerica.org/advocacy/positionstatements/sports/loader.cfm?csModule=security/getfile&pageid=4606

National Institute on Out-of-School-Time
http://www.niost.org/pdf/host/Healthy_Eating_and_Physical_Activity_Standards.pdf

Recommended Standards for After School PA
http://www.eatsmartmovemorenc.com/AfterSchoolStandards/Texts/NCAfterSchoolStandardsFINAL.pdf

Component 4: Staff Involvement

Video Summary

- Staff involvement reinforces the importance of student health.
- When school staff commit to good health practices, they can be positive role models for students.

Audio Script

Staff involvement in a Comprehensive School Physical Activity Program reinforces the importance of student health.

When school staff commit to good health practices, such as in an Employee Wellness Program, they can be positive role models for students and may show increased support for student participation in physical activity.

Go Further

Questions

Q: *How can schools involve staff in physical activity?*

A: Schools can involve staff in physical activity programs by:

- Tailoring programs to staff requests.

- Including physical activity breaks during meetings
- Developing employee wellness programs that include:
  - Medical screenings
  - Brown bag lunch discussions
  - Walking programs
  - Group fitness

Q: *How can staff get involved in the school's CSPAP?*
A: Staff can lead recess activity, provide or monitor a before- or after-school activity, or lead physical activity breaks. These activities show staff engagement in creating a culture of physical activity at a school.

Q: *What are the benefits of employee wellness programs?*

A: Employee wellness programs can:

- Improve staff productivity.
- Increase teacher morale.
- Improve teachers' general well-being and ability to handle job stress.
- Decrease employee absenteeism.
- Decrease employee health care costs.

Links

Directors of Health Promotion and Education (DHPE) http://www.dhpe.org

Fuel Up to Play 60 https://school.fueluptoplay60.com/funds/funds_for_futp60.php

Investing in School Staff Health http://www.cdc.gov/healthyyouth/stories/pdf/2007/success_ngo.pdf

National Healthy Worksite Program http://www.cdc.gov/nationalhealthyworksite/index.html

Steps to Wellness
http://www.cdc.gov/nccdphp/dnpao/hwi/downloads/Steps2Wellness_BROCH14_508_Tag508.pdf

Workplace Health Promotion http://www.cdc.gov/workplacehealthpromotion/

Component 5: Family and Community Engagement

Video Summary

- A fully comprehensive physical activity program engages families and the community.
- Youth participation in physical activity is influenced by participation and support of parents and siblings.
- Community involvement allows maximum use of school and community resources.

Audio Script

A fully comprehensive physical activity program goes beyond the school's walls to engage families and the community to be active during the school day and beyond.

Research shows that youth participation in physical activity is influenced by participation and support of parents and siblings.

In addition, community involvement allows maximum use of school and community resources and creates a connection between school and community-based physical activity opportunities.

Now that we have developed an understanding of the components for a *Comprehensive School Physical Activity Program*, let's review.

Go Further

Questions

Q: *How can schools involve families?*

A: Schools can organize family-friendly special events or physical activity seminars; infuse movement into PTA meetings; encourage physical activity at home by creating informative newsletters; and provide physical activity information through e-mail or social media.

Q: *How can family members get involved?*

A: Family members can participate in evening or weekend special events. They can also serve as physical education or physical activity volunteers during the school day or in after school programs.

Q: *What kinds of community activities can schools promote?*

A: Schools can promote community programs that focus on physical fitness, such as recreation leagues, fitness-based classes, and walking trails. Events such as health fairs and recreation nights can also be promoted.

Q: *How can community organizations get involved?*

A: Community organizations can provide programs before or after school or establish joint-use or shared-use agreements with schools.

Links

Parent Engagement in Schools http://www.cdc.gov/healthyyouth/protective/parent_engagement.htm

Shared Use http://changelabsolutions.org/shared-use

Knowledge Check

Scenario

You are a physical education teacher and a member of the School Health Team at Jefferson Middle School. You are interested in pitching the idea of developing a Comprehensive School Physical Activity Program to the school principal, but first you need to learn more about the components.

Read the following statements to select the most appropriate response.

Quiz

1. Schools can offer physical activity breaks in a variety of settings. Indicate the activity that does not meet the standard of what is considered a physical activity break.

    A. Active recess

    B. Physical activity integrated into classroom lessons

    C. Walking between classes throughout the day

    A. Taking a 5-minute stretch break during class

2. Select the component that is not included as an essential component of physical education.

    A. Policy and environment

    B. Appropriate instruction

    C. Curriculum

    D. Staff assessment

    E. Student assessment

3. Before- and after-school physical activity programs offer students an opportunity to be physically active instead of being in a _____ setting before and after school.

    A. confined

    B. sedentary

    C. crowded

    D. noisy

4. The cost to participate in local community events creates a barrier between school- and community-based physical activity opportunities.

    A. True

    B. False

5. School staff who commit to good health practices can be _____ for students and may show increased support for student participation in physical activity.

    A. negative role models

    B. accountability partners

    C. assigned exercise buddies

    D. positive role models

6. What is the national recommendation for students to be physically active each day, according to guidelines issued by the U.S. Department of Health and Human Services?

    A. 15 minutes

    B. 30 minutes

C. 45 minutes

D. 60 minutes

7. An exemption from participating in physical education classes can be allowed if students substitute other activities such as playing for a school's sports team because they are still being physically active although not in class.

A. True

B. False

Answer Key

1. **C:** This activity is not considered a physical activity break.

2. **D:** Staff assessment is not an essential component of physical education. SHAPE America defines the essential components of physical education as policy and environment; curriculum; appropriate instruction; and student assessment.

3. **B:** A Comprehensive School Physical Activity Program should provide opportunities for students to be physically active instead of sedentary before and after school.

4. **B:** Community involvement in activities allows maximum use of school and community resources and creates a connection between the school and community.

5. **C:** Being positive role models can help school staff commit to good health practices and increase support for student participation.

6. **D:** Students should be physically active each day for a minimum of 60 minutes. Activity should include moderate- or vigorous-intensity aerobic physical activity as well as muscle- and bone-strengthening activities.

7. **B:** An essential component of physical education includes class time. Schools and districts should not allow exemptions from physical education classes and should prohibit students from substituting other activities for class.

Chapter 4: Establishing a Comprehensive School Physical Activity Program

Comprehensive School Physical Activity Programs: A Guide for Schools

Video Summary

- The *Comprehensive School Physical Activity Programs: A Guide for Schools* outlines a step-by-step process.

- It also provides many tools and templates.

Audio Script

The *Comprehensive School Physical Activity Programs: A Guide for Schools* outlines a step-by-step process for establishing, implementing, and evaluating a Comprehensive School Physical Activity Program and also provides many tools and templates that you can use.

Let's go through each step so that you will be prepared to begin working on your own Comprehensive School Physical Activity Program.

Go Further

Questions

Q: *What are key factors to developing, implementing, and evaluating a CSPAP?*

A: Successful schools have identified several key factors that contributed to their success, including:

- Take ownership by developing a sense of belonging.
- Conduct a needs assessment.
- Use a calendar to give notice of events.
- Make use of available programs and resources.
- Show enthusiasm.
- Provide professional development for all school staff, family, and community members involved.
- Engage students, teachers, parents, and other school staff in coordinating and leading the CSPAP to ensure implementation is successful.
- Evaluate the program annually to identify areas in which the school is doing well and target areas that need improvement.

Step 1: Establish a Team

Video Summary

- The physical activity team should represent a diverse group of education and health professionals.
- The physical activity team serves in an advisory and decision-making capacity.
- A physical education teacher is recommended to serve as the Physical Activity Leader.

Audio Script

You can create a Physical Activity Team from members of an existing School Health Council. The team should represent a diverse group of education and health professionals and serve in an advisory and decision-making capacity to establish, implement, and evaluate a Comprehensive School Physical Activity Program.

From this team, a Physical Activity Leader should be selected. A physical education teacher is recommended for this role.

The Physical Activity Leader is responsible for:

- Coordinating functions of the committee.
- Working with the school health coordinator and other school staff.
- Facilitating linkages between the program and the community.
- Organizing and facilitating all meetings.
- Managing funds.
- Sustaining the program.

Go Further

Questions

Q: *Who are potential members of the team?*

A: The number of members on your team will vary, based on staffing, resources, and roles. However, a group effort is very important to capture a diversity of opinions and experience. Potential members include:

- Physical education coordinators and teachers
- Classroom teachers
- School administrators
- Recess supervisors
- Before- and after-school program supervisors
- Parents, parent groups, or parent-teacher organizations
- Students
- Community members

Q: *Why should implementation be a team effort?*

A: Strong support from school administration and staff involvement are important to the success of a Comprehensive School Physical Activity Program. A team effort creates a culture of physical activity that is integrated throughout the school environment. Classroom teachers and school staff can serve as positive role models while supporting student participation in physical activity.

Q: *What are characteristics of good Physical Activity Leaders*?

A: The Physical Activity Leader (PAL) should have knowledge related to:

- Behavior change, goal setting, and motivation
- Physical activity, health, and youth

- The role of CSPAP and public health

PALs should also have the ability to:

- Plan and implement efficient lessons.

- Coordinate, organize, and plan physical activity events.

- Social market, politick, and promote the program.

- Evaluate programmatic progress.

Q: *Why should a physical education teacher be the PAL?*

A: The physical education teacher is ideally suited to lead the development and implementation of the program because this educator understands the school environment, parents, and the community and can address issues of physical inactivity during the school day.

Links

Let's Move! Active Schools Resources & Grants http://www.letsmoveschools.org/resources-grants/

Physical Activity Leader Learning System & Training
http://www.shapeamerica.org/prodev/workshops/lmas/

Step 2: Conduct an Assessment

Video Summary

- The team conducts an assessment of existing physical activity policies, programs, and practices.

- The School Health Index, an assessment and planning tool, can be used to identify strengths and weaknesses of the current school environment.

- An assessment can help develop goals, objectivities, and activities.

Audio Script

Next, as a team, conduct an assessment of existing physical activity policies, programs, and practices in your school.

CDC's *School Health Index* is an evidence-based assessment and planning tool that can be used to identify strengths and weaknesses in your current school environment. This will help develop goals, objectives, and activities for your physical activity program.

You may find that the school has a number of physical activity opportunities in place, but efforts aren't coordinated to maximize physical activity opportunities and staff time to plan evaluation. In this situation, the opportunity to coordinate existing efforts may be the first priority for the team.

Go Further

Questions

Q: *How is the SHI used as an assessment tool?*

A: The SHI can be used to assess policies for physical education, recess, and other school-based physical activities.

Links

CDC's School Health Index http://www.cdc.gov/healthyschools/shi/index.htm

School Health Index (Alliance for a Healthier Generation Healthy School Program) https://schools.healthiergeneration.org/dashboard/about_assessment/

School Health Index Course http://www.orau.gov/dph/shi/page01.html

Step 3: Create a Vision Statement, Goals, and Objectives

Video Summary

- A Vision Statement is a declaration of a shared sense of purpose.

- Goals help establish the overall direction and focus.

- Objectives are statements that describe program results to be achieved.

Audio Script

After reviewing the strengths and weaknesses of existing physical activity program policies, practices, and activities in your school, the next steps are to create a vision and set goals and objectives for the development, implementation, and evaluation of a Comprehensive School Physical Activity Program.

First, develop a Vision Statement. The Vision Statement is a declaration of a shared sense of purpose and provides a framework for establishing goals, objectives, and activities. Essentially, describe in brief terms what you hope to achieve by having a Comprehensive School Physical Activity Program for your school.

Goals and objectives provide a solid foundation to help plan and guide your Comprehensive School Physical Activity Program. Without well written goals and objectives, it is difficult to measure your progress in implementing your program and the impact it is having on students.

Goals help to establish the overall direction for and focus of a program, define the scope of what the program should achieve, and serve as the foundation for developing program objectives. Goals should be simple and concise and should include two basic components:

- Who will be affected?

- What will change as a result of a Comprehensive School Physical Activity Program?

Objectives are statements that describe program results to be achieved and how they will be achieved. Objectives are more precise and specific than goals, should have specific timelines for accomplishment (e.g., one school year), and must clearly align with your goals.

Go Further

Questions

Q: *What makes a good vision statement?*

A: A vision statement conjures up a picture of the destination of the group's work. For example, CDC's vision statement "Safer, Healthier People" focuses on safety and health of all people. An example of a CSPAP vision statement could be "Active Students. Active School."

Q: *What is the purpose of a CSPAP?*

A: The purpose of a Comprehensive School Physical Activity Program is to provide a variety of physical activity opportunities to students before, during, and after the school day to increase their level of physical activity. The hope is for schools to create a sustainable process to support physical activity in schools that addresses all five components of CSPAP.

Q: *What are examples of potential CSPAP goals?*

A: Some examples of goal statements are:

- Increase opportunities during the school day to increase moderate to vigorous physical activities for students, staff, and community.

- Improve the school physical activity environment.

- Increase the number of students who participate in at least 60 minutes of physical activity daily.

Q: *How can specific objectives be written?*

A: Specific objectives help set priorities and targets for progress. Using the acronym SMART helps ensure objectives are thorough:

- **S**pecific: Who (e.g., student population) and what (e.g., action or activity)?

- **M**easureable: How much change is expected as a result of your CSPAP?

- **A**chievable: Can this be realistically accomplished, given current resources and constraints?

- **R**ealistic: Is it possible to achieve this objective?

- **T**ime-phased: When will it be accomplished?

Q: *What is an example of a CSPAP objective?*

A: An example of a CSPAP objective is: "By the end of year one, 90% of students in grades K-5 will use a daily log to record their moderate to vigorous physical activity." This statement shows the results to be achieved (students will record physical activity), how (by using a daily log to record activity), and when (by the end of year one).

Links

Fundamentals of Leadership http://www.writingassist.com/resources/articles/creating-vision/

Writing SMART Objectives
http://www.cdc.gov/dhdsp/programs/spha/evaluation_guides/smart_objectives.htm

Step 4: Identify Intended Outcomes

Video Summary

- Outcomes can include changes in knowledge, attitudes, skills, behaviors, status, or level of functioning.

- Begin by examining the goals and objectives identified earlier.

- Establish a benchmark for improving school-level outcomes.

Audio Script

As a result of a Comprehensive School Physical Activity Program, what outcomes or changes do you hope to see? Outcomes can include changes in: knowledge, attitudes, skills, behaviors, status, or level of functioning.

When selecting outcomes, begin by examining the goals and objectives you identified for your program. The assessment you completed in Step Two should also be used to help you establish a benchmark for improving school-level outcomes such as increasing physical activity opportunities throughout the school day and youth outcomes such as increasing the number of students who participate in 60 minutes of physical activity every day of the week. Your program may choose to focus on one or more outcomes over a period of time.

Go Further

Questions

Q: *What are acceptable time blocks to achieve intended outcomes?*

A: Outcomes should be identified as attainable in the short-term, intermediate, or long-term.

Q: *What differentiates outcomes from objectives?*

A: Outcomes and objectives are often confused. Outcomes focus on **achieved** results, and objectives focus on **intended** results.

Q: *What are some examples of program outcomes?*

A: Some examples of program outcomes are:

- Increased physical activity opportunities throughout the school day.

- Adopted and implemented a policy requiring 150 minutes per week of physical education.

- Increased percentage of students using a daily log to document their physical activity.

- Increased the number of students who participate in 60 minutes of physical activity at least 5 days per week.

Step 5: Identify and Plan Activities

Video Summary

- Identifying activities involves identifying resources and selecting activities.

- Identifying activities also involves identifying times to schedule activities, Identifying spaces and facilities, and identifying activity leaders.

- Planning includes developing a budget, sustainability strategies, and communication and marketing strategies.

Audio Script

Once the Physical Activity Leader and committee have completed and interpreted the assessment results, developed a vision of what your program will look like, identified goals and objectives, and determined the desired outcomes, it is time to identify and plan the activities for your Comprehensive School Physical Activity Program.

Identifying and planning activities involves:

- Identifying resources.

- Selecting activities.

- Identifying specific times to schedule physical activities.

- Identifying activity spaces and facilities.

- Identifying activity leaders.

- Developing your budget.

- Developing sustainability strategies.

- Developing communication and marketing strategies.

Go Further

Questions

Q: *Where can I find resources to develop a CSPAP* plan*?*

A: CDC's *Comprehensive School Physical Activity Programs: A Guide for Schools* provides all the resources you need to establish your CSPAP plan. Schools can also enroll in "Let's Move! Active Schools" to get additional support on establishing a CSPAP plan. When schools sign up to be a school champion, they have access to many support materials.

Q: *Are templates available to help me identify and plan activities?*

A: Yes! Templates are located in Section Three of CDC's *Comprehensive School Physical Activity Programs: A Guide for Schools:*

- Table Three, *Questions to Identify School Resources,* helps you identify your available resources and types of resources you might need.
- Table Four, *Planning Chart for CSPAP Program*, helps you identify specific activities you plan to offer, target grade levels, scheduled time, location, cost, sources of funding, and a timeline for implementing each activity.
- Table Five, *Template for CSPAP Budget*, helps determine costs for instructors and equipment.
- Table Six, *Template for CSPAP Implementation Plan*, outlines the plans for each goal and corresponding objectives.

Examples of completed templates can be found in Appendix C of the *Comprehensive School Physical Activity Programs: A Guide for Schools.*

Q: *What are the components of a marketing strategy?*

A: A marketing strategy includes four primary components:

- Component 1 – Product: The defined behavior to adopt.

- Component 2 – Price: A value exchange (e.g., What is the cost to adopt? What will be gained?).

- Component 3 – Place: Where and when the "product" (behavior) will be available.

- Component 4 – Promotion: How to get the message out about the "product."

Links

Let's Move! Active Schools Join the Movement www.letsmoveschools.org

Presidential Youth Fitness Program http://www.pyfp.org/

SHAPE America: Where Do I Start? http://www.shapeamerica.org/cspap/steps.cfm

Step 6: Implement

Video Summary

Recommended approaches for implementation include:

- Pilot: a small scale test or trial.

- Phased: a strategy that implements change at different times and with varying intensity levels.

- Full-Scale: a strategy that employs all resources for each strategy.

Audio Script

Next, create an implementation plan to outline what will be done, by whom, when, and how in order to meet the established priorities.

There are three recommended approaches for implementation.

- **Pilot:** a small scale implementation planned as a test or trial.

- **Phased:** a strategy to initiate a new program or process so that different parts of the organization implement the change at different times and with varying intensity levels.

- **Full-Scale:** a strategy that employs all resources to implement each strategy.

The *Comprehensive School Physical Activity Programs: A Guide for Schools* provides an implementation plan template that your committee can fill out. Once the implementation plan is developed, it is important to meet again with the stakeholders, such as the principal, school health council, or PTA, who will approve the plan.

Go Further

Questions

Q: *How should the CSPAP plan be tracked?*

A: It is important to keep all the CSPAP planning documents together, keep the plan visible, and revisit the plan regularly (bi-weekly or monthly) to review, determine if what was in the written plan is actually being completed or implemented, and update the plan as activities are accomplished.

Step 7: Evaluate

Video Summary

- The evaluation plan should be based on defined goals, objectives, and outcomes.

- Evaluation tools, methods, and processes vary, depending on how the goals, objectives, and outcomes are measured.

- Using evaluation data is an effective strategy to build support from stakeholders, modify the program, and ensure sustainability.

Audio Script

Just as critical as developing and implementing a Comprehensive School Physical Activity Program, your team must spend time to evaluate it to:

- Describe, understand, and plan future programs.

- Document what has happened in the past or current programs.

- Improve current programs.

When designing the evaluation plan, it should clearly be based on goals, objectives, and outcomes. The types of evaluation tools, methods, and processes will depend on how the goals, objectives, and outcomes will be measured.

Evaluation data can be collected to measure how well or poorly programs have met your program's goals, objectives, and outcomes. Using the evaluation data is an effective strategy for building support from stakeholders, modifying the program, and ensuring sustainability for years to come.

Now, let's take a moment to check your knowledge on the process of a Comprehensive School Physical Activity Program by answering a few questions.

Go Further

Questions

Q: *What is program evaluation?*

A: Program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and inform decisions about future program development. Evaluation can be a straightforward way to tell the story about the program, share successes, and identify ways to improve.

Q: *What is the difference between process and outcome evaluation?*

A: Process and outcome evaluation each answers different questions about the program and relies on different types of data.

- **Process evaluation:** the collection of information that allows staff to determine how well the program is being implemented.

- **Outcome evaluation:** the collection of information that helps staff assess what happens as a result of program activities.

Q: *What data collection methods are used for evaluation?*

A: Common data collection methods include questionnaires, interviews, focus groups, document reviews, and observations.

Links

Data Collection and Analysis http://www.cdc.gov/healthyyouth/evaluation/data.htm

Framework for Program Evaluation in Public Health http://www.cdc.gov/eval/framework/

Knowledge Check

Scenario

You are a physical education teacher and a member of the School Health Team at Jefferson Middle School. You now have a better understanding of the components of a Comprehensive School Physical Activity Program. Working with the School Health Team, you have gained approval to establish a Comprehensive School Physical Activity Program at Jefferson Middle School and are ready to begin the process.

Read the following statements to select the most appropriate response.

Quiz

1. In order to establish the ideal Comprehensive School Physical Activity Program, you know your program must include these components:

A. Physical education classes, student involvement, and staff involvement

B. Student involvement

C. Physical education; physical activity during school; physical activity before school and physical activity after school; staff involvement; and family and community engagement

B. Teacher, family, and community engagement

2. You know there is a seven-step process to establish, implement, and evaluate a Comprehensive School Physical Activity Program. The following list describes the correct sequence:

STEP 1: Establish a team/committee and designate an individual to be the Physical Activity Leader.

STEP 2: Conduct a needs assessment.

STEP 3: Create a vision, goals, and objectives.

STEP 4: Identify intended outcomes.

STEP 5: Develop your CSPAP plan to identify and plan activities.

STEP 6: Implement.

STEP 7: Evaluate.

A. True

B. False

3. Your team is ready to work on a vision statement, goals, and objectives for the Comprehensive School Physical Activity Program. Select the appropriate **vision** statement.

A. By the end of year one, 90% of the students in grades K-5 will use a daily log to record their moderate to vigorous physical activity.

B. To make Jefferson Middle School a place where all students have the opportunity to be physically active.

C. To increase the number of students that participate in at least 60 minutes of physical activity daily.

4. Your team is ready to work on a vision statement, goals, and objectives for the Comprehensive School Physical Activity Program. Select the appropriate **goal** statement.

A. By the end of year one, 90% of the students in grades K-5 will use a daily log to record their moderate to vigorous physical activity.

B. To make Jefferson Middle School a place where all students have the opportunity to be physically active.

C. To increase the number of students that participate in at least 60 minutes of physical activity daily.

5. Your team is ready to work on a vision statement, goals, and objectives for the Comprehensive School Physical Activity Program. Select the appropriate **objective** statement.

A. By the end of year one, 90% of the students in grades K-5 will use a daily log to record their moderate to vigorous physical activity.

B. To make Jefferson Middle School a place where all students have the opportunity to be physically active.

C. To increase the number of students that participate in at least 60 minutes of physical activity daily.

6. Your team is ready to identify activities for the implementation plan for Jefferson Middle School's Comprehensive School Physical Activity Program. Select one activity that will **not** likely produce the intended outcome of increased physical activity opportunities throughout the school day.

A. Classroom physical activity breaks

B. Rock climbing wall at the community center

C. After school dance club in the gym

D. Before school jump rope club in the cafeteria

7. The School Health Team has identified communication and marketing strategies to let students and parents know about available opportunities for physical activity. Indicate the priority information that needs to be communicated.

A. Results of past programs

B. When and where the activity is provided and any costs associated with the activity

C. Survey information to provide opinions about the available programs

D. Demographic information about survey respondents

Answer Key

1. **C:** An ideal Comprehensive School Physical Activity Program includes physical education; physical activity during school; physical activity before school and physical activity after school; staff involvement; and family and community engagement.

2. **A:** This is the appropriate sequence to establish, implement, and evaluate a Comprehensive School Physical Activity Program.

3. **B:** A vision statement is a declaration of a shared sense of purpose and provides a framework for establishing goals, objectives, and activities.

4. **C:** Goals help establish the overall direction for and focus of the program, define the scope of what the program should achieve, and serve as the foundation for developing objectives.

5. **A:** Objectives are statements that describe program results to be achieved and how they will be achieved.

6. **B:** While a rock climbing wall is a good opportunity for physical activity, it cannot be done during the school day because it is located at the community center.

7. **B:** Students and parents need this information to know about available opportunities and to make budget decisions whether or not to participate.

Congratulations! You have successfully participated in the initial steps to develop a Comprehensive School Physical Activity Program as a member of the School Health Team. Other goals and objectives would be identified in the same way to determine activities, necessary resources, and communication

strategies to outline what will be done, by whom, when, and how to chart a course for increasing daily physical activity behaviors of students.

Chapter 5: Conclusion

Next Steps

Video Summary

- CDC offers resources to help you develop, implement, and evaluate a Comprehensive School Physical Activity Program.
- Developing a successful Comprehensive School Physical Activity Program requires a coordinated, synergistic approach to school physical activity by all stakeholders.

Audio Script

CDC has a host of free tools and resources to support development, implementation, and evaluation of a Comprehensive School Physical Activity Program that can be found at www.cdc.gov/healthyschools, including the guide that will take you through the components and steps.

Developing a successful Comprehensive School Physical Activity Program must be a coordinated, synergistic approach to school physical activity by a team of stakeholders. This team has the ability to make a true impact on the well-being of students and set them on the right path for making healthy decisions in the future.

Go Further

Links

CDC Resources and Tools http://www.cdc.gov/healthyschools/

Wrap-Up

Video Summary

- Course Evaluation
- Certificate of Completion

Audio Script

Thank you for participating in the *Comprehensive School Physical Activity Programs: A Guide for Schools* course.

Please take a few moments to let us know about your experience by clicking on the evaluation link in the video summary. Your feedback is very important, and we value your opinion!

Finally, you can print a Certificate of Completion by clicking on the certificate link in the video summary.

We hope you've enjoyed participating in the *Comprehensive School Physical Activity Programs: A Guide for Schools* course in the Training Tools for Healthy Schools e-learning series.

Go Further

Questions

Q: How can I complete the Course Evaluation?

A: You can complete the Course Evaluation by clicking on the link in the Video Summary section.

Q: How can I print the Certificate of Completion for this course?

A: You can print a Certificate of Completion by clicking on the link in the Video Summary section.

Q: How can I download all of the questions and links provided in this course?

A: All questions and links that appear in the Go Further section throughout this course can also be found in the "Full Course Content" document provided under Resources. A Complete Set of Go Further Questions and a Complete Resource List are located at the end of the document.

Q: *How can other courses in the "Training Tools for Health Schools e-Learning series" help me?*

A: Other courses in the series include:

- *School Health Guidelines to Promote Healthy Eating and Physical Activity* course (http://www.orau.gov/dph/shg/page01.html), which can serve as a reference guide for you to identify evidence-based practices that can be implemented in schools and also includes extensive information on practices to achieve the guidelines.

- *School Health Index: A Self-Assessment and Planning Guide* course (http://www.orau.gov/dph/shi/page01.html), which can help you understand how to assess your school's current status on its health and safety policies and programs.

Complete Set of Go Further Questions

Q: *How can I go further?*

A: As you view the videos, an "Active Child" icon will periodically appear in the corner of your screen to let you know that more information is available in the Go Further section. You may access the information by clicking on questions or resource titles listed.

Q: *How can I download all of the questions and links provided in this course?*

A: All questions and links that appear in the Go Further section throughout this course can also be found in the "Full Course Content" document provided under Resources. A Complete Set of Go Further Questions and a Complete Resource List are located at the end of the document.

Q: *Why should I take this course?*

A: You will find value in this course if you are interested in the health of students in our nation's schools. You will learn about the process of developing, implementing, and evaluating a Comprehensive School Physical Activity Program.

Q: *How much time should be devoted to aerobic, muscle-strengthening, and bone-strengthening activities?*

A: Time should be devoted to aerobic, muscle-strengthening, and bone-strengthening activities as follows:

- **Aerobic**: Most of the 60 or more minutes per day should be either moderate- or vigorous-intensity aerobic physical activity. Vigorous-intensity physical activity should be included at least three days per week.
- **Muscle-strengthening**: Include muscle-strengthening physical activity on at least three days per week as part of the 60 or more minutes.
- **Bone-strengthening**: Include bone-strengthening physical activity on at least three days per week as part of the 60 or minutes.

Q: *What are examples of aerobic activities?*

A: Activities should be age-appropriate, enjoyable, and offer variety. Activities through which students increase their respiration or heart rates or become fatigued after engaging in the activity for several minutes are all aerobic activities. Examples include brisk walking, jogging, or jumping rope.

Q: *What are examples of muscle-strengthening activities?*

A: Examples of muscle-strengthening activities include lifting weights, working with resistance bands, heavy gardening, and yoga. Activities such as this should be done at least two days a week and should work all the major muscle groups of your body. To gain health benefits, muscle-strengthening activities need to be done to the point where it is hard to do another repetition without help. A repetition is one complete movement of an activity.

Q: *What are examples of bone-strengthening activities?*

A: Examples of bone-strengthening activities include games such as hop-scotch, jumping rope, running, or sports such as gymnastics, basketball, volleyball, or tennis.

Q: *How do schools help improve physical activity in students?*

A: Schools provide opportunities for students to learn about and practice physical activity behaviors so that students are well-equipped for a lifetime of physical activity.

Q: *What other factors influence student physical activity behaviors?*

A: Other factors that influence student physical activity behaviors include sectors of society such as families, community organizations, health care providers, faith-based institutions, government agencies, and the media, in addition to schools. The involvement of all sectors is needed to increase youth physical activity.

Q: *What opportunities can physical activity programs provide?*

A: Physical activity programs in schools can provide students with opportunities to:

- Learn the skills needed to become competent movers.

- View physical activity as important and enjoyable.

- Become confident when participating in physical activity.

- Discover physical activities that cultivate habits that lead to being active for a lifetime.

Q: *How is physical education defined, and why is it the foundation of CSPAP?*

A: Physical education is an academic subject that demands the same rigor as other core subjects and provides a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for healthy, active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence. It provides youth with the fundamental education and skills needed to make decisions regarding physical activity.

Daily physical education in school equips adolescents with the appropriate knowledge, skills, and confidence to be physically active for a lifetime and helps them meet the nationally recommended 60 minutes of daily physical activity.

Q: *What is the difference between a waiver, exemption, and substitution?*

A: A **waiver** means that a school district or school is not required to provide students with state-mandated physical education.

An **exemption** means that students do not need to fulfill a physical education requirement for certain reasons.

A **substitution** means that students can participate in other activities in place of physical education. School districts and schools should prohibit students from substituting other activities such as interscholastic sports, ROTC, or marching band for physical education class time or credit requirements.

Q: *What should grade-level outcomes be by the end of Grade 5? By the end of high school?*

A: By the end of Grade 5, students should be able to demonstrate competence in fundamental motor skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of a physically active lifestyle.

By the end of high school, students should be able to demonstrate the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible

behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment.

See the "Grade Level Outcomes for K-12 Physical Education" document located in the Links section.

Q: *What is meant by differentiated instruction and deliberate instructional practice?*

A: Differentiated instructional practices are specific teaching methods such as differentiated instruction through modified activities, active engagement, self-assessment, and self-monitoring. Examples include differentiated instruction, active engagement, and modified activities.

Deliberate instructional practice involves activities that are designed to lead to knowledge acquisition and improved performance. Examples include self-assessment and self-monitoring.

Q: *What does a well-designed PE program do, and what is the purpose of a PE curriculum?*

A: A well-designed program:

- Meets the needs of all students

- Keeps students active for most of physical education class time

- Teaches self-management

- Emphasizes knowledge and skills for a lifetime of physical activity

- Is an enjoyable experience for all students

A physical education curriculum standardizes the curriculum in a school district across schools and ensures equitable education for all students. It also results in improved teacher quality and increased consistency in instruction. The curriculum should identify the content to be taught at all grade levels and includes learning objectives for students to meet and units and lessons for teachers to implement.

Q: *What are the National Standards for K-12 Physical Education, and is there a national program to help increase student fitness?*

A: The standards are:

- **Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- **Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- **Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- **Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The national program to help with increasing student fitness is the Presidential Youth Fitness Program. This program helps students achieve Standard 3.

Q: *What three domains of learning are addressed by physical education?*

A: The three domains of learning addressed are:

- Cognitive or mental skills related to the knowledge of movement

- Affective, which addresses growth in feelings or attitudes

- Psychomotor, which relates to the physical or manual skills related to physical literacy

Q: *How can inclusion of students with special needs or disabilities be ensured?*

A: The physical education teacher should include strategies for differentiation and modification of lessons for students with an individualized education program (IEP) to participate in physical education.

Q: *What physical education policies should be included in a local school wellness policy?*

A: Physical education policies that should be included are:

- Every student is required to take daily physical education in grades K-12, with instruction periods totaling 150 minutes/week in elementary and 225 minutes/week in middle and high school.

- School districts and schools require full inclusion of all students in physical education.

- School districts and schools do not allow waivers from physical education class time or credit requirements.

- School districts and schools do not allow student exemptions from physical education class time or credit requirements.

- School districts and schools prohibit students from substituting other activities (e.g., JROTC, interscholastic sports) for physical education class time or credit requirements.

- Physical education class size is consistent with that of other subject areas and aligns with school district and school teacher/student ratio policy.

- Physical activity is not assigned or withheld as punishment.

- Physical education is taught by a state licensed or state-certified teacher who is endorsed to teach physical education.

- Physical education teachers engage students in moderate to vigorous physical activity for 50% of class time.

Q: *Why is student assessment in physical education important, and what does it include?*

A: Assessments provide concrete evidence of whether students have achieved grade-level outcomes, allow teachers to reflect on effectiveness of instruction, and provide evidence of program success. Student assessment includes:

- Conducting pre-assessments to learn where students are in the beginning of a learning sequence

- Formative assessments that are ongoing during instruction to check for understanding

Summative assessments at the close of a unit or instructional sequence to provide a comprehensive summary of each student's progress

Q: *Can recess replace PE class?*

A: No, recess should not replace physical education classes or be used to meet time requirements set forth in physical education policies.

Q: *What works for active recess in elementary schools?*

A: Strategies to implement active recess should include:

- Providing age-appropriate equipment.

- Having adult supervision for recess.

- Providing semi-structured activity that involves activity stations (e.g., jump rope, four square, hopscotch stations).

Q: *How much time for recess is adequate?*

A: Recess in elementary schools should be scheduled for at least 20 minutes per day.

Q: *When can PA be included in middle and high schools?*

A: Physical activity can be integrated during advisory periods, during any classes, home room periods, and during exploratory, enrichment, or elective classes. Middle and high schools can also provide physical activity breaks, in addition to integration of activity during class time.

Q: *Can moving between classes be considered a PA break?*

A: No, breaks are considered recess, classroom-based physical activity, or drop-in recess.

Q: *How can PA be integrated into the classroom?*

A: Teachers can include physical activity into their planned academic lessons. They can also provide short breaks in class.

Q: *How long should classroom PA breaks be?*

A: Classroom physical activities can last from 5–15 minutes and can be done all at one time or several times during the school day.

Q: What physical activities can schools offer before and after school?

A: Offerings might include:

- Walk and bike to school programs, such as *Safe Routes to School.*

- Physical activity clubs and intramural programs that offer a variety of activities.

- Informal recreation or play on school grounds.

- Physical activity in school-based, after-school child care programs.

- Interscholastic sports.

Q: *What are intramural sports?*

A: Intramural sports are recreational sports, organized and played within educational institutions or set geographic areas.

Q: *What are interscholastic sports?*

A: Interscholastic sports are competitive sports that occur between schools.

Q: *Can programs be coordinated with community-based organizations?*

A: Of course! Organizations such as YMCAs and community parks and recreation departments can provide adult-supervised, organized activities in which students can participate beyond the traditional school day.

Q: *How can schools involve staff in physical activity?*

A: Schools can involve staff in physical activity programs by:

- Tailoring programs to staff requests.

- Including physical activity breaks during meetings

- Developing employee wellness programs that include:

    o Medical screenings

    o Brown bag lunch discussions

    o Walking programs

    o Group fitness

Q: *How can staff get involved in the school's CSPAP?*
A: Staff can lead recess activity, provide or monitor a before- or after-school activity, or lead physical activity breaks. These activities show staff engagement in creating a culture of physical activity at a school.

Q: *What are the benefits of employee wellness programs?*

A: Employee wellness programs can:

- Improve staff productivity.

- Increase teacher morale.

- Improve teachers' general well-being and ability to handle job stress.

- Decrease employee absenteeism.

- Decrease employee health care costs.

Q: *How can schools involve families?*

A: Schools can organize family-friendly special events or physical activity seminars; infuse movement into PTA meetings; encourage physical activity at home by creating informative newsletters; and provide physical activity information through e-mail or social media.

Q: *How can family members get involved?*

A: Family members can participate in evening or weekend special events. They can also serve as physical education or physical activity volunteers during the school day or in after school programs.

Q: *What kinds of community activities can schools promote?*

A: Schools can promote community programs that focus on physical fitness, such as recreation leagues, fitness-based classes, and walking trails. Events such as health fairs and recreation nights can also be promoted.

Q: *How can community organizations get involved?*

A: Community organizations can provide programs before or after school or establish joint-use or shared-use agreements with schools.

Q: *What are key factors to developing, implementing, and evaluating a CSPAP?*

A: Successful schools have identified several key factors that contributed to their success, including:

- Take ownership by developing a sense of belonging.

- Conduct a needs assessment.

- Use a calendar to give notice of events.

- Make use of available programs and resources.

- Show enthusiasm.

- Provide professional development for all school staff, family, and community members involved.

- Engage students, teachers, parents, and other school staff in coordinating and leading the CSPAP to ensure implementation is successful.

- Evaluate the program annually to identify areas in which the school is doing well and target areas that need improvement.

Q: *Who are potential members of the team?*

A: The number of members on your team will vary, based on staffing, resources, and roles. However, a group effort is very important to capture a diversity of opinions and experience. Potential members include:

- Physical education coordinators and teachers

- Classroom teachers

- School administrators

- Recess supervisors

- Before- and after-school program supervisors

- Parents, parent groups, or parent-teacher organizations

- Students

- Community members

Q: *Why should implementation be a team effort?*

A: Strong support from school administration and staff involvement are important to the success of a Comprehensive School Physical Activity Program. A team effort creates a culture of physical activity that is integrated throughout the school environment. Classroom teachers and school staff can serve as positive role models while supporting student participation in physical activity.

Q: *What are characteristics of a good Physical Activity Leaders*?

A: The Physical Activity Leader (PAL) should have knowledge related to:

- Behavior change, goal setting, and motivation

- Physical activity, health, and youth

- The role of CSPAP and public health

PALs should also have the ability to:

- Plan and implement efficient lessons.

- Coordinate, organize, and plan physical activity events.

- Social market, politick, and promote the program.

- Evaluate programmatic progress.

Q: *Why should a physical education teacher be the PAL?*

A: The physical education teacher is ideally suited to lead the development and implementation of the program because this educator understands the school environment, parents, and the community and can address issues of physical inactivity during the school day.

Q: *How is the SHI used as an assessment tool?*

A: The SHI can be used to assess policies for physical education, recess, and other school-based physical activities.

Q: *What makes a good vision statement?*

A: A vision statement conjures up a picture of the destination of the group's work. For example, CDC's vision statement "Safer, Healthier People" focuses on safety and health of all people. An example of a CSPAP vision statement could be "Active Students. Active School."

Q: *What is the purpose of a CSPAP?*

A: The purpose of a Comprehensive School Physical Activity Program is to provide a variety of physical activity opportunities to students before, during, and after the school day to increase their level of physical activity. The hope is for schools to create a sustainable process to support physical activity in schools that addresses all five components of CSPAP.

Q: *What are examples of potential CSPAP goals?*

A: Some examples of goal statements are:

- Increase opportunities during the school day to increase moderate to vigorous physical activities for students, staff, and community.

- Improve the school physical activity environment.

- Increase the number of students who participate in at least 60 minutes of physical activity daily.

Q: *How can specific objectives be written?*

A: Specific objectives help set priorities and targets for progress. Using the acronym SMART helps ensure objectives are thorough:

- **S**pecific: Who (e.g., student population) and what (e.g., action or activity)?

- **M**easureable: How much change is expected as a result of your CSPAP?

- **A**chievable: Can this be realistically accomplished, given current resources and constraints?

- **R**ealistic: Is it possible to achieve this objective?

- **T**ime-phased: When will it be accomplished?

Q: *What is an example of a CSPAP objective?*

A: An example of a CSPAP objective is: "By the end of year one, 90% of students in grades K-5 will use a daily log to record their moderate to vigorous physical activity." This statement shows the results to be achieved (students will record physical activity), how (by using a daily log to record activity), and when (by the end of year one).

Q: *What are acceptable time blocks to achieve intended outcomes?*

A: Outcomes should be identified as attainable in the short-term, intermediate, or long-term.

Q: *What differentiates outcomes from objectives?*

A: Outcomes and objectives are often confused. Outcomes focus on **achieved** results, and objectives focus on **intended** results.

Q: *What are some examples of program outcomes?*

A: Some examples of program outcomes are:

- Increased physical activity opportunities throughout the school day.

- Adopted and implemented a policy requiring 150 minutes per week of physical education.

- Increased percentage of students using a daily log to document their physical activity.

- Increased the number of students who participate in 60 minutes of physical activity at least 5 days per week.

Q: *Where can I find resources to develop a CSPAP* plan*?*

A: CDC's *Comprehensive School Physical Activity Programs: A Guide for Schools* provides all the resources you need to establish your CSPAP plan. Schools can also enroll in "Let's Move! Active Schools" to get additional support on establishing a CSPAP plan. When schools sign up to be a school champion, they have access to many support materials.

Q: *Are templates available to help me identify and plan activities?*

A: Yes! Templates are located in Section Three of CDC's *Comprehensive School Physical Activity Programs: A Guide for Schools:*

- Table Three, *Questions to Identify School Resources,* helps you identify your available resources and types of resources you might need.
- Table Four, *Planning Chart for CSPAP Program*, helps you identify specific activities you plan to offer, target grade levels, scheduled time, location, cost, sources of funding, and a timeline for implementing each activity.
- Table Five, *Template for CSPAP Budget*, helps determine costs for instructors and equipment.
- Table Six, *Template for CSPAP Implementation Plan*, outlines the plans for each goal and corresponding objectives.

Examples of completed templates can be found in Appendix C of the *Comprehensive School Physical Activity Programs: A Guide for Schools.*

Q: *What are the components of a marketing strategy?*

A: A marketing strategy includes four primary components:

- Component 1 – Product: The defined behavior to adopt.

- Component 2 – Price: A value exchange (e.g., What is the cost to adopt? What will be gained?).

- Component 3 – Place: Where and when the "product" (behavior) will be available.

- Component 4 – Promotion: How to get the message out about the "product."

Q: *How should the CSPAP plan be tracked?*

A: It is important to keep all the CSPAP planning documents together, keep the plan visible, and revisit the plan regularly (bi-weekly or monthly) to review, determine if what was in the written plan is actually being completed or implemented, and update the plan as activities are accomplished.

Q: *What is program evaluation?*

A: Program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and inform decisions about future program development. Evaluation can be a straightforward way to tell the story about the program, share successes, and identify ways to improve.

Q: *What is the difference between process and outcome evaluation?*

A: Process and outcome evaluation each answers different questions about the program and relies on different types of data.

- **Process evaluation:** the collection of information that allows staff to determine how well the program is being implemented.

- **Outcome evaluation:** the collection of information that helps staff assess what happens as a result of program activities.

Q: *What data collection methods are used for evaluation?*

A: Common data collection methods include questionnaires, interviews, focus groups, document reviews, and observations.

Q: How can I complete the Course Evaluation?

A: You can complete the Course Evaluation by clicking on the link in the Video Summary section.

Q: How can I print the Certificate of Completion for this course?

A: You can print a Certificate of Completion by clicking on the link in the Video Summary section.

Q: How can I download all of the questions in this course?

A: All questions and links that appear in the Go Further section throughout this course can also be found in the "Full Course Content" document provided under Resources. A Complete Set of Go Further Questions and a Complete Resource List are located at the end of the document.

Q: *How can other courses in the "Training Tools for Health Schools e-Learning series" help me?*

A: Other courses in the series include:

- *School Health Guidelines to Promote Healthy Eating and Physical Activity* course (http://www.orau.gov/dph/shg/page01.html), which can serve as a reference guide for you to

identify evidence-based practices that can be implemented in schools and also includes extensive information on practices to achieve the guidelines.

- *School Health Index: A Self-Assessment and Planning Guide* course (http://www.orau.gov/dph/shi/page01.html), which can help you understand how to assess your school's current status on its health and safety policies and programs.

Complete Resource List

CDC Resources and Tools http://www.cdc.gov/healthyschools/

CDC's School Health Index http://www.cdc.gov/healthyschools/shi/index.htm

Comprehensive School Physical Activity Programs: A Guide for Schools
http://www.cdc.gov/healthyyouth/physicalactivity/pdf/13_242620-
A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf

CSPAP Policy Continuum http://www.shapeamerica.org/advocacy/resources/upload/CSPAP-Policy-
Continuum-2-10-12final.pdf

Data Collection and Analysis http://www.cdc.gov/healthyyouth/evaluation/data.htm

Directors of Health Promotion and Education (DHPE) http://www.dhpe.org

Educating the Student Body http://iom.nationalacademies.org/Reports/2013/Educating-the-Student-
Body-Taking-Physical-Activity-and-Physical-Education-to-School.aspx

Framework for Program Evaluation in Public Health http://www.cdc.gov/eval/framework/

Fuel Up to Play 60 https://school.fueluptoplay60.com/funds/funds_for_futp60.php

Fundamentals of Leadership http://www.writingassist.com/resources/articles/creating-vision/

Grade-Level Outcomes for K-12 Physical Education
http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-
Education.pdf

Guideline 4 of the School Health Guidelines http://www.cdc.gov/healthyschools/npao/physical.htm

Guidelines for After School PA and Intramural Sport Programs
http://www.shapeamerica.org/advocacy/positionstatements/sports/loader.cfm?csModule=security/get
file&pageid=4606

Guidelines for Elementary, Middle & High School PE
http://www.shapeamerica.org/standards/guidelines/loader.cfm?csModule=security/getfile&pageid=52
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Health.gov Physical Activity Guidelines for Americans http://www.health.gov/paguidelines/

Increasing PA Through Recess http://activelivingresearch.org/files/ALR_Brief_Recess.pdf

Instructional Framework for Fitness Education
http://www.shapeamerica.org/standards/guidelines/upload/Instructional-Framework-for-Fitness-
Education-in-PE-2012-2.pdf

Investing in School Staff Health http://www.cdc.gov/healthyyouth/stories/pdf/2007/success_ngo.pdf

Let's Move! Active Schools http://www.letsmove.gov/active-schools

Let's Move! Active Schools Join the Movement www.letsmoveschools.org

Let's Move! Active Schools Resources & Grants http://www.letsmoveschools.org/resources-grants/

National Framework for Physical Activity and Physical Education
http://www.cdc.gov/healthyyouth/physicalactivity/pdf/National_Framework_Physical_Activity_and_Physical_Education_Resources_Support_CSPAP_508_tagged.pdf

National Healthy Worksite Program http://www.cdc.gov/nationalhealthyworksite/index.html

National Institute on Out-of-School-Time
http://www.niost.org/pdf/host/Healthy_Eating_and_Physical_Activity_Standards.pdf

National PE Standards http://www.shapeamerica.org/standards/pe/

NYC Dept. of Education Move-to-Improve
http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm

Parent Engagement in Schools http://www.cdc.gov/healthyyouth/protective/parent_engagement.htm

PE Program Checklist http://www.shapeamerica.org/standards/guidelines/upload/Physical-Education-Program-Checklist.pdf

Physical Activity Facts http://www.cdc.gov/healthyschools/physicalactivity/facts.htm

Physical Activity Guidelines for Americans http://www.fitness.gov/be-active/physical-activity-guidelines-for-americans/

Physical Activity Leader Learning System & Training
http://www.shapeamerica.org/prodev/workshops/lmas/

Position Statement on Comprehensive School Physical Activity Programs
http://www.shapeamerica.org/advocacy/positionstatements/pa/loader.cfm?csModule=security/getfile&pageid=4726

Position Statement on Recess
http://www.shapeamerica.org/advocacy/positionstatements/pa/loader.cfm?csModule=security/getfile&pageid=4630

Presidential Youth Fitness Program http://www.pyfp.org/

Public Schools of NC Classroom Energizers http://hlnces.ncdpi.wikispaces.net/Classroom+Energizers

Recommended Standards for After School PA
http://www.eatsmartmovemorenc.com/AfterSchoolStandards/Texts/NCAfterSchoolStandardsFINAL.pdf

School Health Guidelines Course http://www.orau.gov/dph/shg/page01.html

School Health Index (Alliance for a Healthier Generation Healthy School Program)
https://schools.healthiergeneration.org/dashboard/about_assessment/

School Health Index Course http://www.orau.gov/dph/shi/page01.html

School Health Policies and Practices Study http://www.cdc.gov/healthyyouth/shpps/index.htm

School Health Profiles http://www.cdc.gov/healthyyouth/profiles/index.htm

SHAPE America http://www.shapeamerica.org/

SHAPE America CSPAP http://www.shapeamerica.org/cspap/index.cfm

SHAPE America: Where Do I Start? http://www.shapeamerica.org/cspap/steps.cfm

Shape of the Nation http://www.shapeamerica.org/advocacy/son/

Shared Use http://changelabsolutions.org/shared-use

State PE Standards Database http://www.shapeamerica.org/standards/pe/statestandards.cfm

Steps to Wellness
http://www.cdc.gov/nccdphp/dnpao/hwi/downloads/Steps2Wellness_BROCH14_508_Tag508.pdf

Strategies to Increase Physical Activity Among Youth
http://www.health.gov/paguidelines/midcourse/pag-mid-course-report-final.pdf

Take 10! www.take10.net/

Take A Break! Teacher Toolbox: PA Breaks in the Secondary Classroom
http://www.coloradoedinitiative.org/wp-content/uploads/2014/08/CEI-Take-a-Break-Teacher-Toolbox.pdf

The Association Between School-Based PA, PE, & Academic Performance
http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

The Essential Components of PE
http://www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf

Whole School, Whole Community, Whole Child (WSCC) http://www.cdc.gov/healthyyouth/wscc/

Workplace Health Promotion http://www.cdc.gov/workplacehealthpromotion/

Writing SMART Objectives
http://www.cdc.gov/dhdsp/programs/spha/evaluation_guides/smart_objectives.htm

Youth Risk Behavior Surveillance System (YRBSS)
http://www.cdc.gov/healthyyouth/data/yrbs/index.htm