

MOVING

MATTERS!

A School Implementation Toolkit

Active Schools Minnesota is an initiative of the
Minnesota Department of Education and
Minnesota Department of Health



GREETINGS



We are excited to present the Moving Matters Toolkit to you, an overview of school-based strategies to increase physical activity for Minnesota's youth. This toolkit is part of a broader partnership between the Minnesota Department of Education and Minnesota Department of Health—the Active Schools Minnesota initiative—that affirms student health and academic achievement are inextricably linked.

Countless studies and reports have shown that when students are healthy, they learn better and miss fewer school days due to illness. Physical activity has also shown to decrease disruptive behavior in the classroom. With children spending the majority of their time in school, it makes sense to work with schools to ensure their policies and practices bolster student health.

We also know the responsibility of ensuring children's physical activity and health should not fall solely on our schools. Rather, these school strategies are part of a larger effort in Minnesota and across the nation to create healthier environments where children and adults live, learn, work, and play. Taken together, these endeavors are transforming our communities and making them better places for people to thrive.

Active Schools Minnesota has been made possible through the Community Transformation Grant and Minnesota's historic 2008 Statewide Health Improvement Program that was enacted by legislators to get children and adults to move more, eat better, and stop using tobacco. Through these and other prevention programs, we are beginning to see results as evidenced in the school success stories featured in this toolkit.

With your help, we know Minnesota schools can lead the way in providing children with healthier, more productive lives. Please join us to get our young people up and moving!

Best of health,

Brenda Cassellius, EdD
Commissioner of Education

Edward Ehlinger, MD, MSPH
Commissioner of Health

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MOVING MATTERS

A School
Implementation
Toolkit

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- Konopka Institute for Best Practices in Adolescent Health
- Minneapolis Public Schools
- Minnesota Association of Health, Physical Education, Recreation and Dance
- Minnesota Department of Education
- Minnesota Department of Health
- Minnesota Department of Transportation

This document is made possible from a Community Transformation Grant, Centers for Disease Control and Prevention, and the Minnesota Department of Health.



WHY MOVING MATTERS

WELCOME TO THE ACTIVE SCHOOLS MINNESOTA TOOLKIT

Schools have much to gain by providing students with quality physical education and activity. When children and adolescents are active, they are healthier and more disciplined and focused, which in turn has a positive impact on their academic success. This is why the Minnesota Departments of Education and Health have partnered to provide school leaders and staff with a toolkit on how to implement effective strategies to increase students' physical activity during and outside the school day. Ideas for engaging staff, families, and the community—all of which help generate a stronger school community—are also presented.

The Active Schools strategies outlined in this toolkit are:

- Quality Physical Education
- Physical Activity during the School Day
- Physical Activity for Out-of-School Time including Safe Routes to School
- Staff, Family, and Community Engagement

These strategies have been successfully implemented in many schools across Minnesota and the nation and are based on best practices from the American Alliance for Health, Physical Education, Recreation and Dance's Comprehensive School Physical Activity Program, along with First Lady Michelle Obama's Let's Move! Active Schools campaign.

Active Schools Minnesota also helps schools fulfill certain requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010, federal laws that outline expectations around healthy school policies and procedures for schools that participate in the federal school meals program; see box for more details.

“ PHYSICAL ACTIVITY ISN'T AN OPTION. IT'S A NECESSITY. ”

LET'S MOVE! ACTIVE SCHOOLS

<http://letsmoveschools.org>



ACTION PLAN: IMPLEMENTING ACTIVE SCHOOLS MINNESOTA

The following steps provide a roadmap on how to integrate the Active Schools Minnesota strategies in and outside the school day. In addition, from small towns to large cities, school success stories throughout Minnesota are highlighted in this toolkit to inspire and motivate schools as they embark on this process.

Implementing each of the Active Schools Minnesota strategies is optimal for students' health and learning. To make this manageable, schools need to first develop an action plan so that each strategy can be phased in as staff capacity allows. Building on the successful implementation of one strategy will create staff enthusiasm and ensure that these strategies will be embedded in school practices and culture.

Step 1: Build support by forming a committee to develop and oversee the Active Schools Minnesota Action Plan. The committee, perhaps a sub-committee of the School Wellness Policy Committee, should be comprised of, but not limited to, physical educators, health teachers, other teachers, administrators, parents, students, community members, and other stakeholders who can help facilitate the school's plan.

Step 2: Review school policies and plans to ensure they prioritize physical activity. To establish a shared vision and accountability, one of the first steps the Action Plan Committee should do is review and revise the school's wellness policy, improvement plan, and any other relevant documents to ensure physical activity is sanctioned at the highest level.

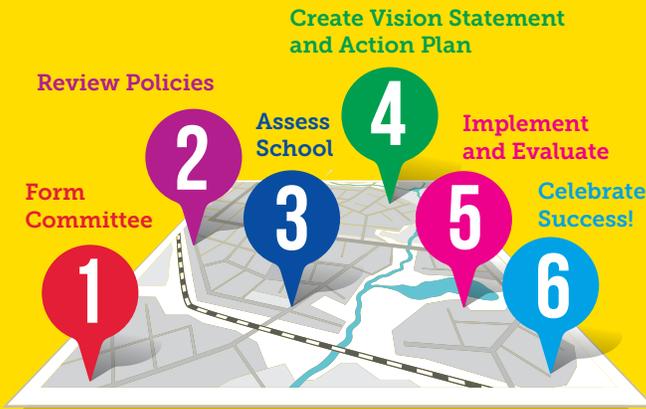
Step 3: Conduct a baseline assessment of the Active Schools Minnesota components as they currently exist in the school so that areas that need developing can be identified and progress measured. The assessment results will lay the groundwork for the action plan;

ACTIVE SCHOOLS MINNESOTA SUPPORTS FEDERAL WELLNESS POLICY MANDATES

The passage of the Child Nutrition and WIC Reauthorization Act (2004) and Healthy, Hunger-Free Kids Act (2010) mandates school districts to develop, implement and report on the progress of a student wellness policy if they participate in the school meals program. Requirements of the laws ask districts to do the following:

- Set goals for physical activity.
- Set goals for nutrition education.
- Set nutrition guidelines for all foods and beverages available on school campuses during the school day.
- Ensure that local guidelines for reimbursable school meals meet the program requirements and nutrition standards established in federal regulations.
- Set goals for other school-based activities to promote student wellness.
- Involve a broad group of members from the community.
- Develop a plan to measure the implementation of the policy; inform the public of progress.
- Designate one or more persons within a district or at each school charged with operational responsibility for ensuring that each school fulfills the district's local wellness policy.

MOVING MATTERS: ROADMAP FOR CHANGE



- Key findings from the baseline assessment.
- Objectives based on the assessment results.
- Activities to meet each objective.
- Anticipated outcomes of a successful implementation.
- Realistic timelines.
- Identification of individuals responsible for overseeing the implementation of each strategy.

Step 5: Implement and evaluate the Active Schools Minnesota Action Plan. Start small! Select an objective to implement that can have immediate, positive results to make it easier to get more buy in and support for other objectives. The committee should continue to meet regularly to monitor progress and adjust objectives as needed to ensure sustainability. Insights and “lessons learned” from this process should also inform the implementation of other objectives. Continue to engage students and staff throughout the process to ensure ongoing buy in.

Step 6: Celebrate your successes! Gathering your school community to acknowledge and applaud their hard work and accomplishments is an important part of Active Schools Minnesota. Celebrations reinforce that moving matters and can be as small as special school morning announcements or creating achievement awards for students, staff or community. Share these achievements through the school’s newsletter, website, and social media, along with community newspapers.

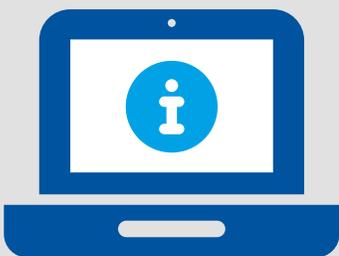
assessment tools are available online (see resources below) to guide schools in this process. Sample assessment questions include:

- Does the school improvement plan contain at least one goal about physical education and physical activity?
- Does the physical education program use state standards and identify expected student outcomes at every grade level?
- Does the school wellness policy require daily classroom physical activity breaks?

Step 4: Create a vision statement and action plan

appropriate to the school, addressing each of the Active Schools Minnesota strategies and these key implementation components:

RESOURCES



ASSESSMENT TOOLS

Comprehensive School Physical Activity Program Inventory – K-12; Minnesota Department of Health and Minnesota Department of Education
(<http://www.health.state.mn.us/healthreform/ship/Implementation.html>)

“School Health Index: A Self-Assessment and Planning Guide” for Elementary, Middle and High School; see the physical activity portion
(<http://www.cdc.gov/healthyouth/shi/>)

Let’s Move Active Schools (<http://www.letsmoveschools.org>)

POLICY DEVELOPMENT TOOL

Comprehensive School Physical Activity Program (CSPAP) Policy Continuum
(<http://www.aahperd.org/letsmoveinschool/tools/upload/CSPAP-Policy-Continuum-2-10-12final.pdf>)

LET'S GET OUR YOUTH MOVING!



Only 6 states require physical education in grades K-12

Only 9 states (18%) require elementary schools to provide students with recess



1 in 3 children and adolescents are overweight or obese

Obesity is linked to more than 60 chronic diseases



PHYSICAL ACTIVITY: IMPROVING STUDENT HEALTH AND LEARNING

The Issue: Children have Stopped Moving

Both at home and school, children have become increasingly sedentary over the past few decades: 41% of students walked or biked to school in 1969 compared to only 13% by 2001 (McDonald, 2007).

At home, active play has been replaced by the TV and computer games while at school, tight budgets and a focus on core academic subjects and high-stakes testing have resulted in a decline in physical education and activity.

According to a Centers for Disease Control and Prevention (CDC) national school survey, barely half (52%) of high school students attended physical education classes on 1 or more days in an average week and only 32% attended 5 days. Federal guidelines recommend that children aged 6-17 years get at least 60 minutes of physical activity every day; however, the CDC's 2011 school survey reports only 29% of high school students met that goal. Increased "screen time" is no doubt contributing to decreased physical activity: almost one third (31%) of students played video or computer games for unrelated school work for 3 or more hours a day on an average school day, while 32% watched television 3 or more hours a day.

Minnesota youth fare no better. The 2010 Minnesota Student Survey measures students' activity levels based on 30 minutes* a day at least 5 days per week. Only about half of youth met that goal with 6th graders coming in at about only 50%; 9th graders just above 55%; and 12th graders at just 43%. For screen time of 6 or more hours a week watching TV, DVDs or videos, 6th graders were at 36%; 9th graders at 44%; and 12th graders at 42%.

Regular physical activity is a key preventative measure in the development of chronic illnesses and diseases, including mental health problems—conditions that impact student attendance and being "on task." Clearly, there is a role for schools to play in turning the tide on this alarming reduction in children's physical activity. With youth spending a minimum of 30 to 40 hours at school each week (6 to 8 hours a day), there are multiple opportunities for schools to provide more physical activity to students.

* Beginning with the 2013 Minnesota Student Survey, physical activity has been aligned with the national standard of a minimum of 60 minutes a day; those survey results were not yet available at the time of publication.

60+ MINUTES OF ACTIVITY AND PLAY, EVERY DAY

Physical activities should be age-appropriate, fun, and varied to develop different physical skills and reduce the risk of overuse injuries.

JUMPING ROPE



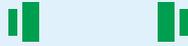
FRISBEE



DANCING



WEIGHT-LIFTING



SKATEBOARDING



WALKING



BOWLING



SWIMMING



RUNNING



CLIMBING



BICYCLING



BASKETBALL



TENNIS



HOPSCOTCH



The Benefits: Healthier, More Successful Students

Regular physical activity keeps young people healthy and strong while establishing a foundation for an active life as adults. It also improves children's mental health and academic performance. As the CDC outlines, regular physical activity provides children with multiple physical and mental health benefits:

- Builds strong bones and muscles.
- Decreases the likelihood of developing chronic diseases such as type 2 diabetes, heart disease, hypertension, and osteoporosis.
- Improves self-esteem.
- Reduces anxiety and depression.

The U.S. Department of Health and Human Services' 2008 Physical Activity Guidelines for Americans provides comprehensive physical activity recommendations for children 6 years and up, as well as adults. These science-based guidelines recommend that children and adolescents participate in at least 60 minutes or more of physical activity daily, with activity being accumulated throughout the day or all at once.

RESOURCES



2008 Physical Activity Guidelines – U.S. Health and Human Services
(<http://www.health.gov/paguidelines/guidelines/default.aspx>)

Youth Physical Activity Guidelines Toolkit – CDC
(<http://www.cdc.gov/healthyouth/physicalactivity/guidelines.htm>)



Physical Activity and Academic Achievement

Physically active students are better learners. Scientific evidence shows that when students are physically active for at least 60 minutes a day it:

- Increases concentration and focus.
- Improves classroom attendance.
- Improves behavior.
- Boosts academic performance, including grades and standardized test scores.

Physical activity turns on the brain

In one University of Illinois study, physical activity was shown to improve academic performance. The study with 9 and 10 year olds demonstrated the effects of 20 minutes of walking on students prior to taking a test then compared results to another group of children who simply sat for 20 minutes before the test. The walking group outperformed the sitting group by responding faster to questions and making fewer errors. As shown in the brain image on this page, researchers found that physical activity increases brain activity, which translates into better academic learning.

THE MORE THEY BURN THE BETTER THEY LEARN



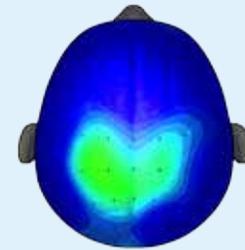
To learn more, visit [MakingHealthEasier.org](http://makinghealtheasier.org) (<http://makinghealtheasier.org/burntolearn>)

Source: Centers for Disease Control and Prevention

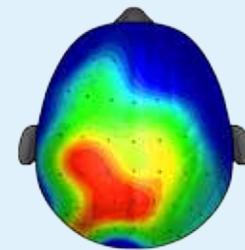
Physical activity promotes, rather than detracts from learning

In a review of 50 studies on the association of physical activity and student learning, the CDC dispelled the notion that providing adequate physical activity has to be made 'at the expense of academics.' Rather, the CDC's recommendation to school administrators and teachers is that physical education, recess, classroom-based physical activity, and extracurricular physical activities support rather than detract from student learning. As a new CDC campaign puts it: "The More They Burn, the Better They Learn."

STUDENT PHYSICAL ACTIVITY INCREASES NEUROELECTRIC (OR BRAIN) ACTIVITY



After 20 minutes of **SITTING QUIETLY**



After 20 minutes of **WALKING**

At bottom, the color red shows the active brain activity of the "walking group" of students while the predominance of the color blue at top shows little or no activity in the brain of the "sitting group."

Source: Hillman, Charles, et al. (2009) *Neuroscience*, 159, 1044-1054.

RESOURCES



The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance (CDC) (http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf)

Burn to Learn (CDC) (<http://makinghealtheasier.org/burntolearn>)

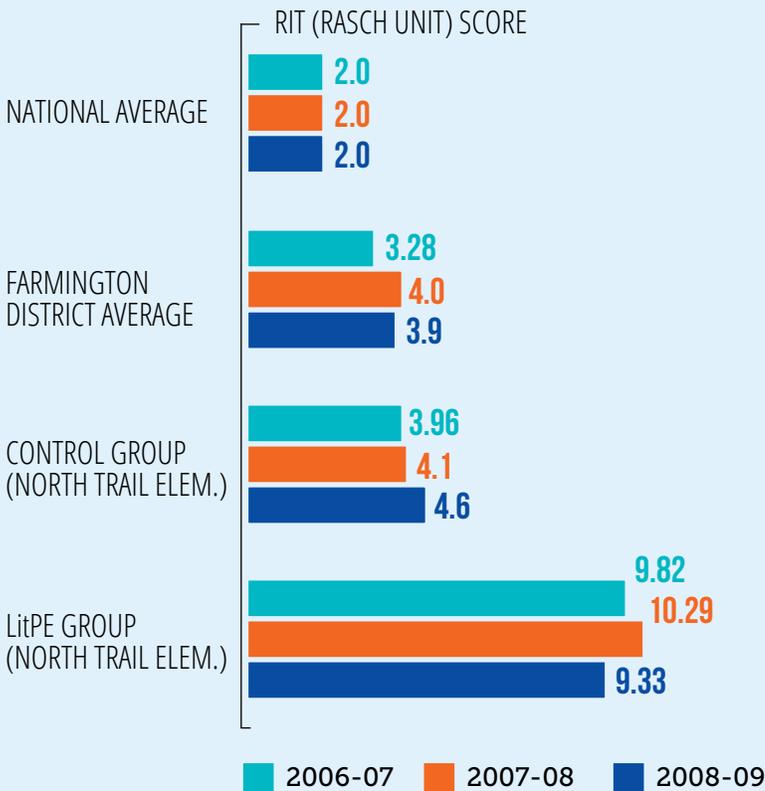


Farmington Area Public Schools

EMBEDDING LITERACY CURRICULUM IN PHYSICAL EDUCATION CLASSES

In Farmington, Minnesota, staff implemented a Literacy Physical Education (LitPE) curriculum that incorporates cognitive challenges into physical activities and games, which was modeled after a successful study in Illinois. Farmington’s three-year study at North Trail Elementary demonstrates significant academic results: students’ literacy scores consistently improved at 3 to 5 times the national average and 2 to 3 times of their school and district peers. Student academic progress was measured with the Northwest Evaluation Association (NWEA) MAP (Measures of Academic Progress) test in reading and language usage.

COMPARISON OF 5TH GRADE RESULTS BY SCHOOL YEAR NORTHWEST EVALUATION ASSOCIATION – MEASURES OF ACADEMIC PROGRESS



“ EVERY EFFORT SHOULD BE MADE TO ADD MEANINGFUL PHYSICAL ACTIVITY TO EACH STUDENT’S DAY. EXPERTS AGREE THAT SCHOOLS ARE AN EXCELLENT POINT OF INTERVENTION WHEN ADDRESSING NATIONAL HEALTH ISSUES. ”

JACK OLWELL, FARMINGTON PHYSICAL EDUCATION TEACHER





ACTIVE SCHOOLS MINNESOTA STRATEGIES

QUALITY PHYSICAL EDUCATION

As the foundational strategy of Active Schools Minnesota, physical education is part of the school curriculum that helps students become physically literate as a means of lifelong health and fitness.

Benefits to students:

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), the leading authority on physical education, defines a physically literate individual as someone who:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Components of a quality physical education program:

- Curriculum is taught by licensed physical education teachers.
- **Elementary School (K-5):** Focus is on fundamental motor skills as the foundation for movement competency; recommended participation: 30 minutes daily (150 minutes/week).

“ PHYSICAL EDUCATION IN SCHOOL IS THE ONLY SURE OPPORTUNITY FOR ALL SCHOOL-AGED CHILDREN TO ACCESS HEALTH-ENHANCING PHYSICAL ACTIVITY AND THE ONLY SCHOOL SUBJECT AREA THAT PROVIDES EDUCATION TO ENSURE THAT STUDENTS DEVELOP KNOWLEDGE, SKILL, AND MOTIVATION TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY FOR LIFE. ”

**EDUCATING THE STUDENT BODY:
TAKING PHYSICAL ACTIVITY AND
PHYSICAL EDUCATION TO SCHOOL,
INSTITUTE OF MEDICINE OF THE
NATIONAL ACADEMIES, 2013**

- **Middle school (grades 6-8):** Focus is on application of foundational skills and improving the balance of activities to retain interest of all students (dance, fitness activities, individual and team activities); recommended participation: 45 minutes daily (225 minutes/week).
- **High school (grades 9-12):** Focus is on fitness/wellness, lifetime activities and personal choice; instructional practice is developmentally appropriate to physical, cognitive, and social needs of all students; recommended participation: 45 minutes daily (225 minutes/week).

Physical education teachers can support Active Schools Minnesota strategies by:

- Including playground and recreational games as part of the curriculum.
- Assisting classroom teachers with classroom physical activities.
- Working with out-of-school programs to increase physical activity opportunities.

2013 PHYSICAL EDUCATION STANDARDS

Physical education is a required subject for Minnesota students. Minnesota state standards are based on national education standards and define the physically literate individual as someone who:

- Demonstrates competency in a variety of motor skills and movement patterns.
- Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibits responsible personal and social behavior that respects self and others.
- Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Learning Benchmarks

The Minnesota Department of Education (MDE) provides a model framework and learning benchmarks based on the standards listed above to guide school districts in their program development; the framework is available at the MDE website (http://education.state.mn.us/MDE/EdExc/StanCurri/K_12AcademicStandards).

Deer River



“ IN AN EVER-CHANGING DIGITAL AGE, IT HAS BECOME INCREASINGLY IMPORTANT TO PROVIDE AN ACTIVE OUTLET FOR OUR STUDENTS. OUR HOPE IS THAT OUR STUDENTS VALUE PHYSICAL FITNESS LONG AFTER THE LAST SCHOOL BELL RINGS AND MAKE IT A LIFELONG PRIORITY. ”

**LISA COONEY, DEER RIVER
MIDDLE AND HIGH SCHOOL
PRINCIPAL**



Deer River Independent School District

IMPLEMENTING QUALITY PHYSICAL EDUCATION

Recognizing the importance of a quality physical education program to student health and academics, the Deer River school district charged their Wellness Team to conduct a School Health Index assessment. As a result, the following physical education curriculum changes were made:

- Increased physical education time in grade 6 from 30 minutes to 50 minutes, daily.
- Increased physical education from one semester to all year for grades 7 and 8.
- Initiated curriculum mapping in both physical education and health to ensure alignment to state benchmarks.

RESOURCES



State of Minnesota Physical Education Standards and Model Benchmarks – Minnesota Department of Education

(<http://www.education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>)

Minnesota Association for Health, Physical Education, Recreation and Dance (<http://www.mnahperd.org>)

American Alliance for Health, Physical Education, Recreation and Dance (<http://www.aahperd.org>)

PHYSICAL ACTIVITY DURING THE SCHOOL DAY

Active Classrooms

Classroom teachers incorporate short fitness activities into their lessons while students either stand or sit in their chairs. Active Classrooms can be used as an opportunity to move or can link lesson content to the movement. The classroom layout can also be altered to add equipment that promotes physical activity while students learn, such as using stability balls instead of chairs or treadmills for “walk and talk” school assignments.

Examples:

- **Hopping:** With feet together, hop from side to side; 10 reps
Source: Jammin Minute (<http://www.healthetips.com/jam-program.php>)
- **Math Activity:** Students swing an imaginary hula hoop around their waist 15 turns
Links to lesson content: Cubes and cubed roots
Source: North Carolina Department of Public Instruction (<http://www.eatsmartmovemorenc.com/Energizers/Texts/MS-Energizers-Math.pdf>)
- **Boogie Days:** Play an age-appropriate song and let students “bust-a-move”; teachers have students follow their moves such as the Twist or just jumping around
Source: Fuel Up to Play 60 (<http://school.fueluptoplay60.com/tools/view.php?id=15749467>)
- **Expedition Egypt:** Watching an online video students follow along to find a stolen “mind-controlling medallion” and cycle through moving their legs and arms while sitting on the floor, running in place, and jumping from one foot to the other; video length: 3:15 minutes
Source: Adventures to Fitness (<http://adventuretofitness.com>)

Benefits to students:

- Invigorates students who have been sitting for long periods in a classroom by providing an “attentional reset” that refreshes their concentration and on-task behaviors.
- Helps activate the brain, improves on-task behavior during academic instruction time, and increases daily in-school physical activity levels among children.
- Reinforces students’ healthy behaviors and an enduring healthy lifestyle.
- Provides students with the opportunity to accumulate the 60+ minutes of daily physical activity they need.



ACTIVE CLASSROOMS CAN BE USED AS AN OPPORTUNITY TO MOVE OR CAN LINK LESSON CONTENT TO THE MOVEMENT.



Kelliher Public School

ACTIVITY IN THE CLASSROOM

Kelliher teachers incorporate “Energizers” into the curriculum to get students’ blood flowing and wake up the brain connections.

RESOURCES



Brain Breaks – Michigan Department of Education
(<http://www.emc.cmich.edu/BrainBreaks/TOC.htm>)

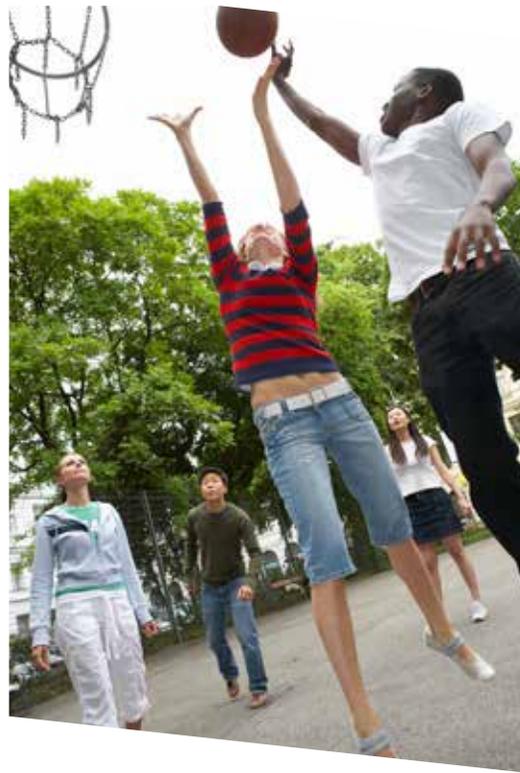
North Carolina Department of Public Instruction:
Energizers for Middle School
(<http://www.eatsmartmovemorenc.com/Energizers/Middle.html>)

Energizers for Elementary School
(<http://www.eatsmartmovemorenc.com/Energizers/Elementary.html>)



“ I BELIEVE EVERY TEACHER WOULD AGREE THAT THE ADDITIONAL PHYSICAL ACTIVITY HAS LED TO BETTER BEHAVIOR, IMPROVED TRANSITIONING, AND GREATER LEARNING ON THE PART OF ALL STUDENTS. ”

TIM LUTZ, KELLIHER PUBLIC SCHOOL SUPERINTENDENT



Active Recess

Engaging students in physical activity during recess provides them with fun, safe, and active play. While Active Recess should not replace physical education, it is a time when students can practice or use skills learned in physical education.

Key elements of a quality recess program:

- Provides at least 20 minutes of recess every day for all students, preferably before lunch and outdoors.
- Teaches positive playground expectations.
- Creates universal participation by offering multiple activities at recess.
- Maps the playground to designate different areas of play for playground structures, large group games, and small group activities.
- Provides play equipment to increase participation and decrease congestion on play structures.
- Provides group games led and supervised by adults to actively engage students and help build social skills.
- Provides adequate staff training for overseeing active recess.
- Viewed as a necessary educational component.

Examples of designated play zones and games:

- Open fields for large group games such as kickball, soccer, and capture the flag.
- Marked pavement zone areas for games such as 4 square, hop scotch, tetherball, and basketball.
- Zones for playground structures.
- Zones for rotating games with portable equipment such as jump ropes, Frisbees, and hula hoops.

Benefits to students:

- Provides the single biggest opportunity to raise physical activity levels: 40% of students' total daily physical activity is accumulated during recess.
- Decreases behavior problems on the playground and maintains a smoother transition into the cafeteria or classroom setting.
- Decreases injuries on the playground.
- Students return to the classroom ready to learn and on-task.

Drop-In Time

Drop-in Time provides middle and high school students with physical activity equipment and the room to take part in either individual or group activities during the school day (homeroom or study hall time) and/or during out-of-school time.

Examples:

- Locations: gym, fitness facilities, track fields, open spaces in or around school
- Equipment: weights and weight machines, basketballs, footballs, soccer balls, broomball brooms and balls/pucks, etc.



“OUR TEACHERS LOVE THAT STUDENTS NOW HAVE ORGANIZED PLAY TIME SO THEY CAN BURN OFF ENERGY DURING RECESS. WHEN STUDENTS RETURN TO THEIR CLASSES, TEACHERS HAVE NOTICED THEY'RE CALMER AND MORE FOCUSED ON LEARNING. ACTIVE RECESS ALSO CUTS DOWN ON NEGATIVE BEHAVIORS THAT SPILL INTO THE CLASSROOM FROM PLAYGROUND CONFLICTS.”

RYAN GIBBS, MINNEAPOLIS PUBLIC SCHOOLS PRINCIPAL



Minneapolis Public Schools

BENEFITS OF ACTIVE RECESS BEFORE LUNCH

Minneapolis Public Schools has found that there are added benefits to providing recess before lunch, which is also supported by national research:

- Students are more relaxed and focused on eating rather than the playground.
- Improved cafeteria atmosphere. -
- Less supervision needed in the cafeteria due to improved student behavior.
- Increased consumption of healthier food items such as fruits, vegetables, and milk.

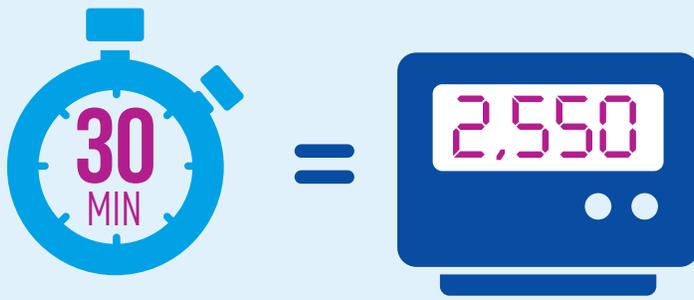
RESOURCES



Active Recess Guidelines – Minnesota Department of Education
(<http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html>)

Play to Learn: Active Recess through Systematic Supervision: A guide to promote active, safe and fun recess – Minneapolis Public Schools (http://sss.mpls.k12.mn.us/uploads/ar_toolkit_-_revised_fall_2012_2.pdf)

Increasing Physical Activity through Recess – Active Living Research (<http://activelivingresearch.org/increasing-physical-activity-through-recess>)



A QUALITY PHYSICAL ACTIVITY OUT-OF-SCHOOL TIME PROGRAM PROVIDES AT LEAST 30 MINUTES OF PHYSICAL ACTIVITY (2,550 Pedometer Steps).

PHYSICAL ACTIVITY FOR OUT-OF-SCHOOL TIME INCLUDING SAFE ROUTES TO SCHOOL

Out-of-School Time (OST)

OST programs enrich the lives of children by providing essential learning opportunities that reinforce or complement what they learn in school.

OST programs also play a vital role in helping children fulfill the 60+ minutes of recommended daily physical activity. To ensure students receive quality physical activity programs and opportunities, the National Afterschool Association has developed standards for OST programs that are based on the 2008 Physical Activity Guidelines for Americans.

Key elements of a quality physical activity

OST program:

- Objectively measures, monitors, and tracks students' activity levels.
- Measures physical activity levels by using pedometers that count the number of steps students complete while being active; pedometers are an inexpensive and simple tool to use.
- Provides at least 30 minutes of physical activity (2,550 pedometer steps); full-day programs should strive for 60 minutes of physical activity (5,100 pedometer steps).
- Provides activities that are fun, adaptable, and accessible to students of all abilities.
- Integrates physical activity into enrichment, academic, and recreation program content.

- Provides short physical activity breaks between or during learning activities.
- Supports staff development on best practices that are evidence-based and built on the national physical activity guidelines.
- Provides a supportive environment that encourages children to enjoy and participate in physical activity.

For more details, see the National Institute on Out-of-School Time's "Healthy Eating and Physical Activity Standards" (http://www.niost.org/pdf/host/Healthy_Eating_and_Physical_Activity_Standards.pdf)

RESOURCES



Healthy Out-of-School Time – Alliance for a Healthier Generation

(https://www.healthiergeneration.org/take_action/out-of-school_time)

Increasing Physical Activity Before and After School – American Alliance for Health, Physical Education, Recreation and Dance

(<http://www.aahperd.org/letsmoveinschool/about/beforeandafter.cfm>)

Safe Routes to School (SRTS)

SRTS encourages students to walk or bike to school by providing safe pathways and a community of participants and volunteers to share in the experience.

As part of the SRTS program, the conditions around school grounds are assessed and adjusted to mitigate safety concerns and map out the best routes to avoid heavy traffic areas and other concerns. SRTS also provides schools with an opportunity to engage families and the community in a positive school activity that can fortify the school community.

The benefits to students and school community:

- A 15-minute route helps students meet the 60+ daily recommended minutes of physical activity.
- Students arrive at school ready to learn.
- Instills a healthy, active lifestyle in children at an early age.
- Reduces traffic and air pollution in the school area.
- Provides families with school involvement opportunity and increased physical activity.
- Safety and environmental improvements benefit the wider community.
- Heightens school's community profile as a leader in student health.

THE 5 E'S OF SRTS

Engineering: Conduct and audit to assess, plan, and implement improvements to the physical environment such as adding crosswalks, bicycle lanes, or bike racks at school.

Education: Ensure participation and support by informing students, parents, staff, and community members about SRTS. Share information on the benefits of walking and biking, safe route maps, safety improvements, and providing bike safety skills workshops (Bike Rodeos).

Encouragement: Generate interest and enthusiasm for SRTS by providing celebratory events and activities to get people walking and bicycling to school like a "Walking School Bus" or "Walk and Bike to School Day" event.

Enforcement: Increase safe behaviors of drivers, pedestrians, and bicyclists by engaging local law enforcement in efforts to ensure traffic laws are followed along key SRTS routes, installing digital vehicle speed signs, crossing guard programs or student safety patrols.

Evaluation: Monitor and track program implementation through quantitative data like participation rates and qualitative data such as anecdotal information from families regarding their children's and own increased activity.

Sources:

Safe Routes to School National Partnership

(<http://www.saferoutespartnership.org/local/getting-started-locally/5es>)

Minnesota Department of Health Safe Routes to School Handbook

(<http://www.health.state.mn.us/divs/oshii/docs/SRTShandbook.pdf>)





Fairmont Area Schools

COMMUNITY BENEFITS OF SAFE ROUTES TO SCHOOL

Through broad community collaboration, Fairmont's SRTS program resulted in wider crosswalks, more curb cuts, extra cross-walking guards, pedestrian and bike safety education, and a Walking Tuesday program for local schools.

“COMRADESHIP HAS DEVELOPED BETWEEN THESE GROUPS...THEY CHAT TOGETHER AND LAUGH. YOU CAN'T BELIEVE HOW MANY TIMES SHOES BECOME UNTIED IN A HALF-MILE WALK.”

JOE BURN, RETIRED FAIRMONT TEACHER AND SRTS LEADER



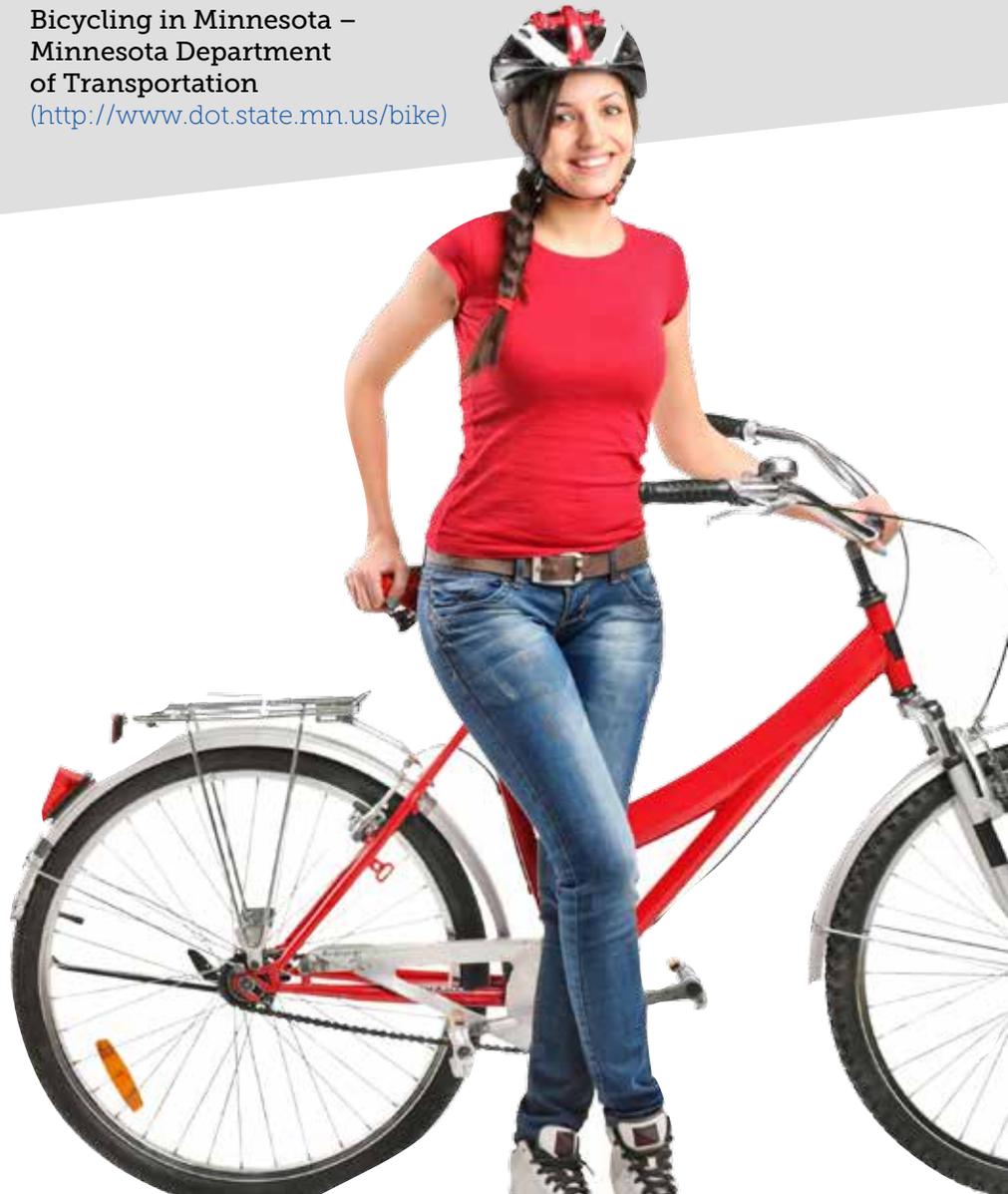
RESOURCES



Safe Routes to School – Minnesota Department of Health
(<http://www.health.state.mn.us/srts>)

Minnesota Safe Routes to School – Minnesota Department of Transportation (<http://www.dot.state.mn.us/saferoutes>)

Bicycling in Minnesota – Minnesota Department of Transportation
(<http://www.dot.state.mn.us/bike>)





STAFF, FAMILY, AND COMMUNITY ENGAGEMENT

A comprehensive Active Schools Minnesota model involves staff, families, and the community throughout the planning and carrying out of the Action Plan.

Staff involvement and leadership

Staff and volunteers are needed to fulfill various roles such as joining the Active Schools Committee; implementing class-based physical activities; leading recess activities and fitness-based student clubs; coordinating family and community events and activities; and role modeling healthy behaviors for students to emulate.

Reinforcing family fitness

Encouraging families to be active together is one of the most effective ways to nurture children's lifelong physical activity. Research shows that children are more likely to be physically active if their parents are active. Schools can reinforce these healthy habits by providing families with regular opportunities to get involved in physical activities and events during and outside school.

Communicating with families as to why their children's physical activity is important and how to encourage their children to be more active reinforces

the Active Schools Minnesota strategies. Promoting these messages along with related activities, events, and resources to families through school communication channels is strongly recommended; see resources on the next page for ideas.

Schools are the hub of the community

By forging partnerships with community organizations focused on physical activity and opening up schools to the public, mutual benefits arise. Community organizations can supplement school physical activity programs and strengthen a school's public profile. Connecting families to these community programs provides additional venues for being active year round, while familiarizing students with the resources within their community empowers them to keep active outside and beyond school. The terms and conditions for sharing and using facilities, grounds, and equipment should be formalized through a joint use agreement between the school district and partner organization.



FUN FAMILY FITNESS IDEAS

School Family Events:

- Freeze Dance
- Balloon Basketball
- Five Pin Soccer
- Hula-Hoop Roll
- Gym Scooter Bobsledding
- Winter evening walking hours
- Physical activity fundraisers

Community Family Activities:

- Fitness classes
- Dance classes
- Skating and skiing clubs
- Recreation leagues
- Community fun runs

RESOURCES



How PTOs Can Get Students Moving

(<http://www.ptotoday.com/pto-today-articles/article/1084-how-ptos-can-get-students-moving>)

Parent Tips and Handbook (<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/tools-resources/physical-activity.htm#tips>)

Unlocking the Playground: Achieving Equity in Physical Activity Spaces (<http://www.cpehn.org/pdfs/Joint%20Use%20Brief.pdf>)

Opening School Grounds to the Community After Hours: A toolkit for increasing physical activity through joint use agreement (http://changelabsolutions.org/sites/default/files/CA_Joint_Use_Toolkit_FINAL_%28CLS_20120530%29_2010.01.28.pdf)



ACTIVE SCHOOLS GRANT

OPPORTUNITIES



**American Alliance for Health, Physical Education,
Recreation and Dance**
(<http://www.aahperd.org/naspe/grants/grants>)

Active Schools Acceleration Grants
(<http://www.activeschoolsasap.org/acceleration-grants/about-acceleration-grants>)

Fuel Up to Play 60
(<http://school.fueluptoplay60.com/funds/introduction.php>)

Presidential Youth Fitness Program
(<http://www.presidentialyouthfitnessprogram.org/funding/index.shtml>)





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Minnesota Department of Education
(<http://education.state.mn.us>)



Minnesota Department of Health
(<http://www.health.state.mn.us>)