



PROJECT LEAN
LEADERS ENCOURAGING
ACTIVITY AND NUTRITION



CENTER FOR
WELLNESS AND NUTRITION

Energizers for the School Day to Support Student Achievement

March 20, 2018





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Objectives

- ☐ Learn the current recommendations for physical activity for children and adults.
- ☐ Use culturally appropriate physical activity resources and messaging.
- ☐ Identify a variety of ways to incorporate physical activity throughout the day at home, work, and school.
- ☐ Explore environmental cues to increase physical activity opportunities.



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Agenda

- ☐ Welcome & Introductions
- ☐ Setting the Foundation
- ☐ ICE-BREAKER
- ☐ Facilitation: Steps to Success
- ☐ Physical Activity Resources
- ☐ LUNCH
- ☐ Let's Practice
- ☐ What Next: Action Planning & Share Out
- ☐ Reflection, Evaluation, & Closing



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Welcome





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Presenters

Jesse Tedrick



Katherine Hawksworth



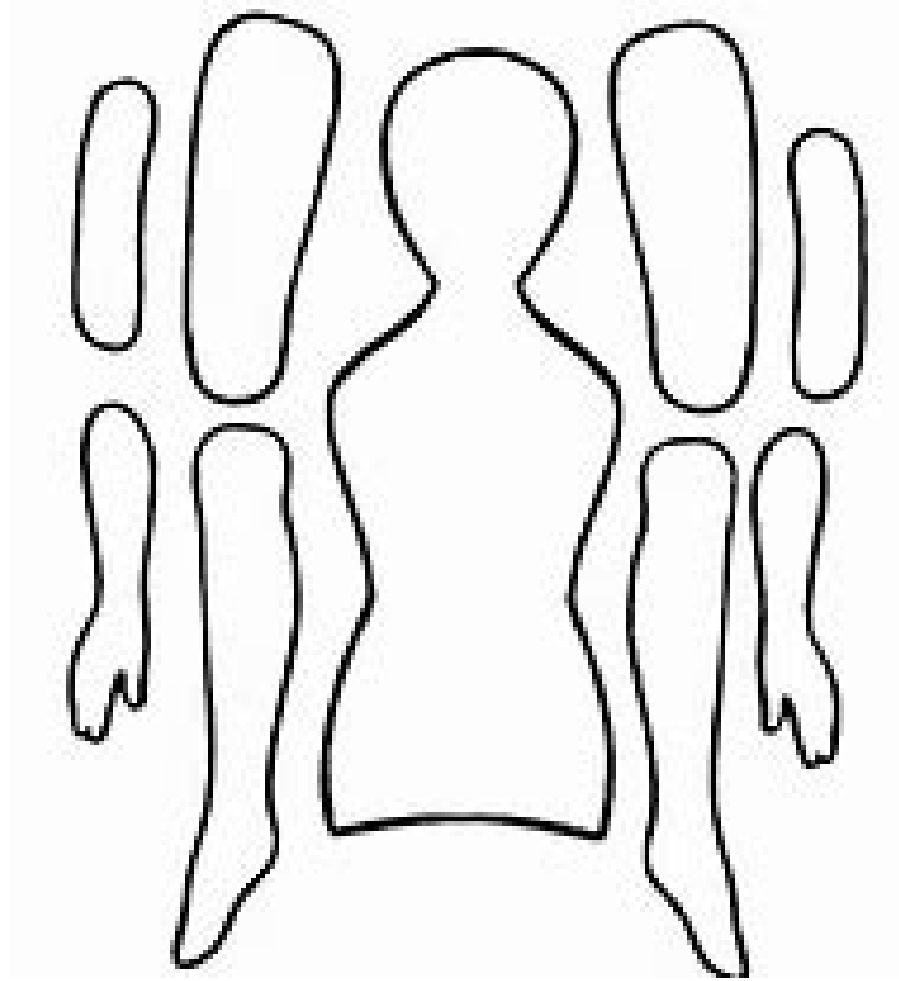


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Welcome & Introductions





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Group Agreements

Group Rules:

Get Along

Respect Privacy

Openly Communicate

Use Kind Words

Participate



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Setting the Foundation

- Physical Activity Guidelines for Americans
- California Physical Education
- Local School Wellness Policy
- Health and Academic Success



Physical Activity Guidelines for Americans



“Being physically active is one of the most important steps that Americans of all ages can take to improve their health.”



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Physical Activity DEFINITION

Physical activity is any body movement that works your muscles and requires more energy than resting.



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Magic Word





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Physical Activity: US Adults

- Percent of adults aged 18 and over who met the Physical Activity Guidelines for aerobic physical activity: **51.7%**
- Percent of adults aged 18 and over who met the Physical Activity Guidelines for both aerobic and muscle-strengthening activity: **21.7%**

<https://www.cdc.gov/nchs/fastats/exercise.htm>



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Physical Activity in the US: High School

Were Not Physically Active At Least 60 Minutes Per Day On 5 Or More Days

(doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey)

High School Youth Risk Behavior Survey

Find out if there is a statistical difference between California and United States. Select each and activate 'Compare Two'.

COMPARE TWO »



⬆ **Totals**

California 2015

⬆ **United States 2015** ⬆

Total

51.9 (49.0-54.8)[†]

51.4 (48.8-54.0)



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Physical Activity in the US: High School

Were Not Physically Active At Least 60 Minutes Per Day On 5 Or More Days
(doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey)
Among Male Students
High School Youth Risk Behavior Survey

Find out if there is a statistical difference between California and United States. Select each and activate 'Compare Two'.

COMPARE TWO »



⬆ **Totals**

California 2015

⬆ **United States 2015** ⬆

Total

45.0 (40.8-49.3)[†]

42.2 (39.5-45.0)



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Physical Activity in the US: High School

Were Not Physically Active At Least 60 Minutes Per Day On 5 Or More Days
(doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey)

Among Female Students
High School Youth Risk Behavior Survey

Find out if there is a statistical difference between California and United States. Select each and activate 'Compare Two'.

COMPARE TWO »



⬆ **Totals**

California 2015

⬆ **United States 2015** ⬆

Total

58.6 (54.9-62.1)[†]

60.9 (57.2-64.5)



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Why Is Physical Activity (PA) Important?





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Why Is Physical Activity Important?

Among adults and older adults, physical activity can lower the risk of:

- Early death
- Coronary heart disease
- Stroke
- High blood pressure
- Type 2 diabetes
- Breast and colon cancer
- Falls
- Depression



Why Is Physical Activity Important?

Among children and adolescents, physical activity can:

- Improve bone health
- Improve cardiorespiratory and muscular fitness
- Decrease levels of body fat
- Reduce symptoms of depression
- Improve cognitive skills
- Improve ability to concentrate and pay attention





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Physical Activity (PA) BENEFITS

- Regular physical activity reduces the risk of adverse health outcomes.
- Some physical activity is better than none.
- Most health benefits occur with at least 150 minutes/week of moderate-intensity physical activity.
- Both aerobic and muscle-strengthening physical activity are beneficial.
- Health benefits occur for EVERYONE.



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Adults: Recommendations

Aerobics:

- At least 150 minutes/week of moderate-intensity
- 75 minutes/week of vigorous-intensity
- At least 10 minutes spread throughout the week

Muscle-strengthening: Moderate or high intensity 2 or more days/week





Children and Adolescents: Recommendations

60 minutes or more of physical activity daily

- ***Aerobic:*** 60 or more minute/day either moderate or vigorous-intensity and vigorous-intensity physical activity at least 3 days/week
- ***Muscle-Strengthening:*** at least 3 days/week
- ***Bone strengthening:*** at least 3 days/week





School Setting



School-based physical activity can improve grades, standardized test scores, cognitive skills, concentration, and attention.

https://www.cdc.gov/healthyschools/health_and_academics/pdf/pa-pe_paper.pdf



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We ALL have a role to help youth be active

Youth who grow up being physically active
are more likely to be active adults.



<https://health.gov/paguidelines/pdf/paguide.pdf>



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California: Physical Education

- Who?
- What?
- When?
- Where?
- Why?





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California: Physical Education

- Who?
- What?
- When?
- Where?
- Why?





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California: Physical Education

- Who?
- What?
- When?
- Where?
- Why?





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California: Physical Education

- Who?
- What?
- When?
- Where?
- Why?





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Physical Education in the US: High School

Did Not Attend Physical Education Classes On All 5 Days
(in an average week when they were in school)
High School Youth Risk Behavior Survey

*Find out if there is a statistical
difference between California and
United States. Select each and activate
'Compare Two'.*

COMPARE TWO »



⬆️ Totals

California 2015

United States 2015

Total

61.2 (52.0-69.6)[†]

70.2 (63.8-76.0)



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Physical Education in the US: High School

Did Not Attend Physical Education Classes On All 5 Days
(in an average week when they were in school)
Among Male Students
High School Youth Risk Behavior Survey

*Find out if there is a statistical
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United States. Select each and activate
'Compare Two'.*

COMPARE TWO »



⬆️ **Totals**

California 2015

⬆️ **United States 2015** ⬆️

Total

59.9 (49.9-69.2)[†]

66.2 (59.4-72.5)



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Physical Education in the US: High School

Did Not Attend Physical Education Classes On All 5 Days
(in an average week when they were in school)
Among Female Students
High School Youth Risk Behavior Survey

*Find out if there is a statistical
difference between California and
United States. Select each and activate
'Compare Two'.*

COMPARE TWO »



⬆️ **Totals**

California 2015

United States 2015

Total

63.1 (54.1-71.2)[†]

74.5 (67.4-80.4)



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California: Physical Education

- Who?
- What?
- When?
- Where?
- Why?





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<https://data1.cde.ca.gov/dataquest/PhysFitness>

2016-17 California
Physical Fitness Report

FitnessGram: % of Students NOT in the Healthy Fitness Zone

	5 th grade	7 th grade	9 th grade
California	40.7%	38.7%	37.2%
Santa Barbara County	42.3%	38.6%	38.6%
Buellton Union School District	37.3%	34.0%	n/a
College Elementary School District	40.9%	42.3%	n/a
Goleta Union Elementary School District	18.6%	n/a	n/a
Guadalupe Union Elementary School District	53.8%	47.4%	n/a
Lompoc Unified School District	44.5%	38.5%	39.1%
Notre Dame Catholic School	unavailable	unavailable	unavailable
Orcutt Union School District	37.1%	33%	30.3%
Santa Maria Bonita School District	54.0%	44.1%	n/a



The Challenges are REAL

- Minutes
- Class size
- Waivers and exemptions
- Facilities and equipment
- PE curriculum





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PA AND PE = Successful Students

- Students who are physically active tend to have better grades, school attendance, cognitive performance, and classroom behaviors.
- Higher physical activity and physical fitness levels are associated with improved cognitive performance.



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PA AND PE = Successful Students

- Time spent in recess has been shown to positively affect students' cognitive performance and classroom behaviors.
- Brief classroom physical activity breaks are associated with improved cognitive performance, classroom behavior, and educational outcomes.



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PA AND PE = Successful Students

- More participation in physical education class has been associated with better grades, standardized test scores, and classroom behavior.
- Increased time spent for physical education does not negatively affect students' academic achievement.
- Participation in extracurricular physical activities has been associated with higher grade point averages (GPAs), lower drop-out rates, and fewer disciplinary problems.



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Opportunities for Success

Local School Wellness Policy: Language and Implementation:

- Minutes
- PE and classroom teachers
- Ratio
- Facilities and equipment
- Active transport
- Recess
- In class PA opportunities

LCAP- identify, prioritize, and fund PE/PA efforts



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Local School Wellness Policy (LSWP)

Local school wellness policies are designed to promote student health and reduce childhood obesity.





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LSWP Final Rule



Required by 6/30/17

- LSWP Leadership
- Public Involvement and Notification
- Specific, Measurable Goals for Student Wellness
- Nutrition Standards for All Foods on Campus
- Policies for Food and Beverage Marketing
- Implementation, Assessment, and Updates



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ICE-BREAKER: FEEL THE BEAT

Knees (2x)

Clap (2x)

Right-Left Clap (1x)

When music stops: Be first to grab
object. Best 2 out of 3





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Facilitation: Steps to Success





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Let's start with the BASICS*

B

- BOUNDARIES AND ROUTINES

A

- ACTIVITY FROM THE GET-GO

S

- STOP AND START SIGNAL

I

- INVOLVEMENT BY ALL

C

- CONCISE INSTRUCTIONAL CUES

S

- SUPERVISION

*Adapted from CATCH



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Strategies and Techniques: Off-Task Behavior

P's:

- Perimeter
- Proximity
- Pace
- Praise
- Pre-Planning

*Adapted from CATCH



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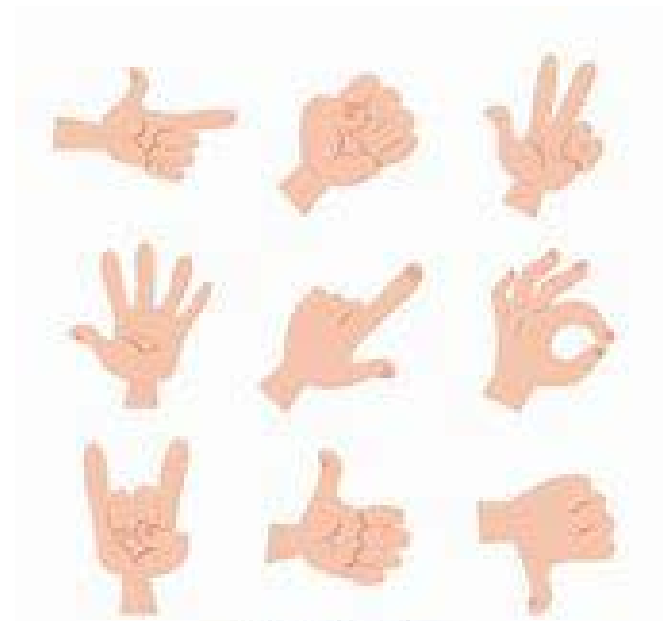


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Strategies and Techniques: Off-Task Behavior

Others:

- On-the-Ball
- Time-Out
- Verbal Reprimand
- Visual Reprimand (or Signal)
- Selective Ignoring



*Adapted from CATCH



Resources

- CATCH
- SPARK
- Playworks
- GoNoodle
- Power Up in 10
- Toolbox for Community Educators:
Champions for Change



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LUNCH





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Let's Practice









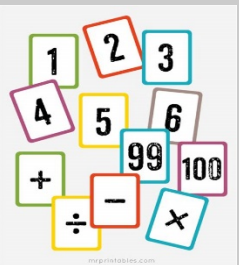

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Let's Practice

- Activity must last at least 5 minutes or less
- Must incorporate BASICS facilitation
- Everyone participates!

Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Cones 	Bean Bags 	Scarves 	Dice 	Flash Cards 	Jump Ropes 



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Let's start with the BASICS*

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*Adapted from CATCH







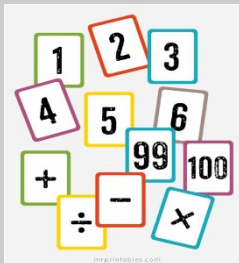

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Let's Practice: DEBRIEF

- Activity must last at least 5 minutes or less
- Must incorporate BASICS facilitation
- Everyone participates!

Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Cones 	Bean Bags 	Scarves 	Dice 	Flash Cards 	Jump Ropes 



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What Next: Action Planning





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What Next: Action Planning

- **Individual**
 - Set personal goal(s)
- **Classroom**
 - PA throughout the day (e.g., brain breaks)
- **School**
 - Complete School Health Index (at minimum the Physical Activity Module)
- **District**
 - Review LSWP language and Prioritize wellness components



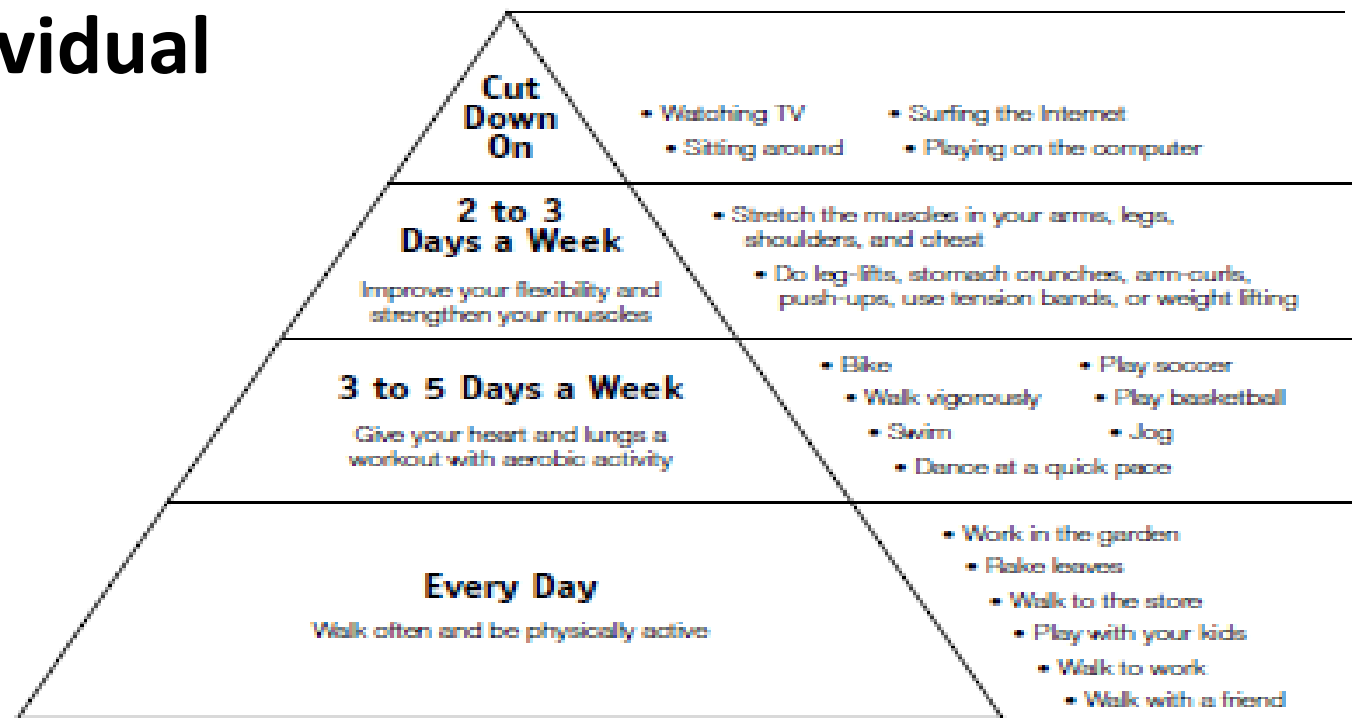
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What Next: Action Planning

• Individual



IF YOU RARELY DO PHYSICAL ACTIVITY

Begin with activities at the base of the pyramid

- Walk whenever you can
- Make physical activity a part of your leisure time
- Set realistic goals, and work your way up toward the middle of the pyramid

IF YOU DO PHYSICAL ACTIVITY SOMETIMES

Be more consistent with activities in the middle of the pyramid

- Plan physical activity in your day
- Set weekly and monthly goals
- Partner with a friend or family member to do physical activity together

IF YOU DO PHYSICAL ACTIVITY OFTEN

Choose a mix of aerobic, flexibility, and strengthening activities

- Mix up your routine to keep it fun
- Try new physical activities
- Challenge yourself with new goals



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What Next: Action Planning

- **Classroom**
 - PA throughout the day (e.g., brain breaks)





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What Next: Action Planning

- **School:** Complete School Health Index (at minimum the Physical Activity Module)

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 3: Physical Education and Physical Activity Programs

Score Card

(photocopy before using)

Instructions

1. Carefully read and discuss the Module 3 Discussion Questions (pages 6-17), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 18-19).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Students active at least 50% of class time	3	2	1	0
PA.6	Individualized physical activity and fitness plans	3	2	1	0
PA.7	Prohibit examinations or waiters for physical	2	2	1	0



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What Next: Action Planning

- **District:** Review LSWP language and Prioritize wellness components

Close Window or Esc Key

0 - Not mentioned

1

Vague and/or suggested: Suggests that physical education classes will have student/teacher ratios similar to those used in other classes.

Example:

- "Schools are encouraged to maintain student/teacher ratios for physical education classes, similar to those used in other classes."

2

Required. Clear that school district requires that physical education classes will have student/teacher ratios similar to those used in other classes.

Example:

- "Physical education classes will have the same student/teacher ratios used in other classes."

[Back to Assessment Tool](#)



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What Next: Action Planning

- **District:** Review LSWP language and Prioritize wellness components

Close Window or Esc Key

0 - Not mentioned

1

Vague and/or suggested

Example:

- "Students should have the opportunity to be physically active before and after school."

2

Required. Provision of physical activity classes, clubs, intramurals or interscholastic activities is required.

Example:

- "Schools shall provide physical activity opportunities for all students before and after school in all elementary, middle and high schools."
- "Physical activity clubs and intramurals shall be available to all students during before and after-school hours."

[Back to Assessment Tool](#)

Prioritization

POLICY COMPONENT					PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
					H	M	L	
1. Physical Education and Physical Activity Policy Elements								
<input type="checkbox"/>	PE							
	<input type="checkbox"/>	Minutes	Each school meets mandated PE minutes	✗	<input type="checkbox"/>	<input type="checkbox"/>		4/2018
	<input type="checkbox"/>	Staff training	Teachers trained in Spark or CATCH	✗	<input type="checkbox"/>	<input type="checkbox"/>		8/2018
	<input type="checkbox"/>	Curriculum		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	Fitness testing	Testing will be done in 5 th , 7 th , and 9 th grades	✗	<input type="checkbox"/>	<input type="checkbox"/>		annually
	<input type="checkbox"/>	Inclement weather	Plan developed to address PA during inclement weather	<input type="checkbox"/>	✗	<input type="checkbox"/>		9/2018
<input type="checkbox"/>	PA							
	<input type="checkbox"/>	Recess	Active recess daily to all elementary school students	✗	<input type="checkbox"/>	<input type="checkbox"/>		9/2018
	<input type="checkbox"/>	During school (classroom activity)	PA break for every 60 minutes of academic instruction daily	<input type="checkbox"/>	✗	<input type="checkbox"/>		9/2018
	<input type="checkbox"/>	Increase physical activity before or after school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	Joint/Shared Use	Joint-use agreements with community partners	<input type="checkbox"/>	✗	<input type="checkbox"/>		9/2019
	<input type="checkbox"/>	Bike Parking		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	Walking School Bus		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	Safe Routes to School		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	Teachers model PA	Teachers participate in physical activity during class	<input type="checkbox"/>	✗	<input type="checkbox"/>		9/2019



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Share Out & Reflection





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Evaluation & Closing





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Thank You!