



## **A Solution-Finding Report**

**Title:** *Incorporating physical fitness into the school environment*

**Date:** September 26, 2013

This solution-finding report provides information requested by the Pacific Regional Comprehensive Center, on behalf of a school in Micronesia, for resources related to “incorporating physical fitness into the school environment.”

*Solution-finding Reports* are intended to provide a quick response to the request for information; they are not intended to be a definitive literature survey or synthesis of the topic.

Active Academics, Inc. (2013). *Active Academics: Learning on the move!* Valley Stream, NY: Author.

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

This website states, “Active Academics is a resource for classroom teachers to provide practical physical activity ideas that can be integrated into regular classroom content areas. Get students “up and moving” while still engaged in the academic learning process. Our standards-based activity ideas utilize the Common Core Standards as well as national standards.” The site allows you to search for activities by grade (preK–Grade 5) and by content area (including math, reading/language arts, and science/social studies).

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). (2013). *Physical activity during school*. Reston, VA: Author.

<http://www.aahperd.org/letsmoveinschool/about/paclassroom.cfm>

This website states, “Physical activity during school provides opportunities for all students, including those with disabilities, to practice what they’ve learned in physical education, work towards the nationally-recommended 60+ minutes of daily moderate-vigorous physical activity, and prepare the brain for learning. Opportunities include: physical activity integrated into classroom lessons, physical activity breaks in the classroom, recess (elementary school), and drop-in physical activity (e.g., after eating lunch) (middle and high school).” It then has sections on Alignment with National Public Health Campaigns, Expert Organizations/Agencies/Websites, National Standards, Guidelines, and Reports, and Practical Resources.

Cuellar, M. (2013, Sept. 14). *Educators aim for more physical activity in schools*. Wisconsin Rapids, WI: Wisconsin Rapids Daily Tribune.

[http://www.wisconsinrapidstribune.com/article/20130915/WRT0101/309150225/Educators-aim-more-physical-activity-schools?gcheck=1&nclick\\_check=1](http://www.wisconsinrapidstribune.com/article/20130915/WRT0101/309150225/Educators-aim-more-physical-activity-schools?gcheck=1&nclick_check=1)

This article states that “kindergarten through sixth-grade students in three local school districts, each of which require 90 minutes of physical education per week, aren’t getting the weekly 150 minutes of gym class recommended by national health advocacy organizations, such as the American Cancer Society Cancer Action Network, or ACS CAN, and the National Association for Sport and Physical Education.” It then profiles several Wisconsin schools that are incorporating physical activities into the classroom.

Erwin, H. E. (2010). *Implementing classroom-based physical activity*. Ellensburg, WA: PELINKS4U.

<http://www.pelinks4u.org/articles/erwin0610.htm>

This article contains several strategies and specific examples for incorporating physical activities into the classroom.

Feldman, J. (2010). *Brain breaks*. Seabrook Island, SC: Author.

[http://www.drjean.org/html/monthly\\_act/act\\_2003/10\\_october/10\\_2003a.html](http://www.drjean.org/html/monthly_act/act_2003/10_october/10_2003a.html)

This is a list of classroom activities for pre-school and kindergarten children. The webpage says, “These activities can be used between reading groups, content areas, or other times children need a break. The good news is that they’ll be exercising their brains as they release stress and learn!”

Katz, D. L. (2013). *ABC for Fitness (Activity Bursts in the Classroom)*. Derby, CT: Yale Griffin Prevention Research Center.

<http://www.davidkatzmd.com/abcforfitness.aspx>

This website says, “Schools have reduced physical activity for children over recent years. This latter trend is largely due to the conversion of physical education time into time devoted to other subjects in preparation for standardized testing. The ABC for Fitness program shows schools how to restructure physical activity into multiple, brief episodes of activity into classrooms throughout the day without taking away valuable time for classroom instruction.”

Kohl, H. W. III, & Cook, H. D. (Eds.). (2013). *Educating the student body: Taking physical activity and physical education to school*. Washington, DC: The National Academies Press.

[http://www.nap.edu/catalog.php?record\\_id=18314&utm\\_medium=email&utm\\_source=The%20National%20Academies%20Press&utm\\_campaign=NAP+mail+new+11.05.13&utm\\_content=web%20updates&utm\\_term=](http://www.nap.edu/catalog.php?record_id=18314&utm_medium=email&utm_source=The%20National%20Academies%20Press&utm_campaign=NAP+mail+new+11.05.13&utm_content=web%20updates&utm_term=)

This downloadable book, prepared by the Committee on Physical Activity and Physical Education in the School Environment, Food and Nutrition Board, Institute of Medicine of the National Academies, makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. It lays out a set of guiding principles to guide work on these tasks, including recognizing: the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; and the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

National Association for Sport and Physical Education. (2008). *Comprehensive school physical activity programs*. Reston, VA: Author.

<http://www.aahperd.org/naspe/standards/upload/Comprehensive-School-Physical-Activity-Programs2-2008.pdf>

This report states, “Sedentary classroom activities should be interspersed with bouts of physical activity, and when possible have movement integrated into the academic content. Classroom physical activity helps to mediate often cited barriers to learning such as inattentiveness and misbehavior.” It includes a section on School-based Physical Activity Opportunities.

National Association for Sport and Physical Education. (2008). *Integrating physical activity into the complete school day*. Reston, VA: Author.

<http://www.aahperd.org/naspe/publications/teachingTools/upload/PA-During-School-Day.pdf>

This report says, “Schools can integrate physical activity throughout the school day by scheduling physical activity breaks and including physical activities during academic classes, creating opportunities for students to be active between classes, and providing physical activity before, during, and after school and through organized programs such as intramurals and recess.”

North Carolina Department of Public Instruction. (2006). *Energizers: Classroom-based physical activities*. Raleigh, NC: Author.

<http://eatbettermovemore.org/sa/enact/school/documents/afterschool.pa.programs.K-5-Energizers.pdf>

The directions in this 58-page document are: “Teachers should align the Energizer activities with the curriculum content they will teach for the year. To gain a health benefit, we suggest using these ‘Energizers’ two to three times per day, when possible. Most activities are easily adapted for special needs students, rainy days and other areas of study, by changing the focus (i.e., California Dreamin’ could be altered with any other state that you may be studying with little change to the activity). Activities should be used as a model for teachers to create active lesson plans.”

North Carolina Health and Wellness Trust Fund. (2013). *Fit Kids activities on video*. Raleigh, NC: Author.

<http://www.fitkidsnc.com/SeeLearnDo.aspx>

This page of links to videos states, “You’ll find great activities for kids here—all on video, all easy to understand and all easy to implement. Be sure to check back often, we’ll be adding more!” The videos, with names like “Capture Three” and “Circle of Nerves,” also list subjects (mathematics, science, English language arts, etc.) and grades (from kindergarten through Grade 8). The page for teachers (<http://www.fitkidsnc.com/AtSchool.aspx>), entitled “Addition. Spelling. Physical Activity. Three classroom activities your students will hold onto for a lifetime,” has a link at the bottom explaining the difference between physical activity and physical education.

Pate, R. R., & O’Neill, J. R. (2012). Physical activity guidelines for young children: An emerging consensus. *Archives of Pediatrics & Adolescent Medicine*, 166(12), 1095–1096.

<http://archpedi.jamanetwork.com/article.aspx?articleid=1378180>

This article begins, “In 2008, the first federally approved *Physical Activity Guidelines for Americans* were released, and this action clearly demonstrated that promotion of physical activity is becoming a public health priority in the United States. The guidelines provide well-documented recommendations regarding the types and amounts of physical activity needed for health benefits. Separate sets of recommendations were provided for adults, older adults, and children and adolescents.” It discusses the guidelines, and includes “the 3 new physical activity guidelines for young children.”

Ryan, S., & Ordway, G. (2002). *Fitness Fun Forever: Activities*. Tallahassee, FL: Florida Department of State.

<http://uwf.edu/sryan/resources/activitychart.htm>

The directions for the activities on this page are: “Click the [video symbol] to see a video description or demonstration of an activity. Click the [text symbol] to read a text description of the activity, including teaching tips and standards information.” The site Introduction page (<http://uwf.edu/sryan/resources/introduction.htm>) begins, “As teachers, most of us have at least one thing in common: a genuine concern for students. Physical activity is a vital part of a student’s life that cannot be left solely to the physical education teacher.”

Schulte, S. (2013, Sept. 5). *CPS’ new physical education policy aims to get kids moving*. Chicago, IL: WLS-TV/ABC News 7.

<http://abclocal.go.com/wls/story?section=news/local&id=9237838>

This article, with embedded news clip, begins, “Putting Chicago Public School students in motion is the goal of a new pilot program aimed at improving the fitness of the city’s young people. Thirty minutes of physical education, 20 minutes of recess and yes, 10 minutes of exercise in the classroom.”

Stross, R. (2012, June 23). ‘Exergames’ don’t cure young couch potatoes. New York: *The New York Times*.

[http://www.nytimes.com/2012/06/24/business/active-video-games-dont-make-youths-more-active.html?\\_r=0](http://www.nytimes.com/2012/06/24/business/active-video-games-dont-make-youths-more-active.html?_r=0)

This article claims, “Getting our sedentary, overweight children off the couch is a challenge. That’s why the Nintendo Wii game console, which arrived in the United States six years ago, was such an exciting prospect. It offered the chance for children to get exercise without even leaving the house. But exergames turn out to be much digital ado about nothing, at least as far as measurable health benefits for children.”

U.S. Department of Health and Human Services. (2012). *Physical activity guidelines for Americans midcourse report: Strategies to increase physical activity among youth*. Washington, DC: Author.

<http://www.health.gov/paguidelines/midcourse/pag-mid-course-report-final.pdf>

This report discusses the importance of each of five settings – schools, preschool and childcare centers, community, family and home, and primary care – and its relation to youth physical activity. It presents a review of and conclusions about the strength of evidence supporting interventions to increase physical activity, and describes research needs. It also discusses several notable precedents for policy involvement in youth physical activity, describes the potential for policy and programs to further encourage increased physical activity among youth, and discusses other approaches to consider in developing strategies to increase physical activity among youth.

Your Therapy Source, Inc. (2007). *10 simple activities to encourage physical activity in the classroom*. Schaghticoke, NY: Author.

[http://www.yourtherapysource.com/files/10\\_simple\\_activities\\_classroom.pdf](http://www.yourtherapysource.com/files/10_simple_activities_classroom.pdf)

This activity sheet includes such activities as: “Walking Worksheets: Tape worksheets on wall, easel and chalkboard. Students move from worksheet to worksheet and answer the different questions.”