ACTIVE
Schools
TOOLKIT

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

Active Schools Toolkit

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Acknowledgements

Foreword

The current health status of American youth has received a significant amount of attention. Of particular note are the data showing that more American youth are overweight and obese than ever before. In fact, the percentage of overweight youth has tripled in the last 30 years. To help reverse this trend, the Active Schools "Toolkit" provides teachers, administrators, and parents with strategies and activities to help students meet the goal of 60 minutes of physical activity per day. This toolkit is designed to assist with the development of health-enhancing physical education classes, active lunch periods and recess, classroom activity breaks, co-curricular programs, and activity programs for families.

Regular physical activity will help build and maintain healthy bones and muscles; reduce the risk of developing obesity, diabetes, and cardiovascular disease; and reduce feelings of depression and anxiety while promoting psychological well-being. Studies also indicate that students who are physically active 60 minutes per day perform better academically.

The need is clear. Schools can and should teach children and youth to live active and healthy lifestyles. I hope that the use of this toolkit and adoption of the strategies provided will contribute to students' health and fitness levels, and ultimately to greater success in the classroom.

Tony Evers, PhD
State Superintendent

Steps to an Active School

I

1: Committing to Active Schools

What Are Active Schools?

An Active School is a school, along with its surrounding community, where it is easy for school-aged youth of all abilities to be physically active, through planned exercise or routine daily activity. Active Schools provide time in school for physical education and planned physical activity times such as recess. They also provide opportunities to be active outside the school day in organized before or after school settings, walking or biking to and from school, school-linked recreation programs, and/or incentives for students for physical activity outside of school time.

Why Do Active Schools Matter?

Active Schools promote physical activity, which can help support student learning and good health. A recent report released by the Centers for Disease Control and Prevention (CDC), titled *The Association Between School-Based Physical Activity, Including Physical Education and Academic Performance*, looked at a broad array of contexts in which youth participate in school-based physical activities. These include recess, Physical Education (PE) class, classroom-based physical activity, and extracurricular activities. CDC found strong evidence to suggest physical activity helps improve academic achievement. In turn, the increase in opportunities to have physical activity during the school day did not adversely impact academic performance.

http://www.activelivingresearch.org/files/Active_Ed_Summer2009.pdf

Employers seek employees with good health, so establishing healthy habits such as regular physical activity early in life can help prepare young people to be successful in the workforce. A lack of physical activity has contributed to an increase in chronic disease and obesity rates. Wisconsin's rates for several key health indicators are not good, as made evident by Figure 1

Figure 1: Percent of High School Students with Lifestyle Health Risk Factors

Risk Factor	Wisconsin	U.S.
Obese: Body Mass Index (BMI) ≥30	9%	13%
Overweight and Obese (BMI ≥25)	14%	16%
Less than recommended physical activity *	51%	65%
Less than 5 servings of fruits or vegetables	81%	79%

Source: Youth Risk Behavior Surveillance System (YRBSS) 2009

*60 or more minutes of moderate daily physical activity on at least 5 days per week.

WISCONSIN DAILY TIMES

TODAY
PARTLY SUNNY, BREEZY
HIGH 46°
LOW 32°

51% of Wisconsin Teens Get an "F" in Physical Activity

Take a hard look at those statistics. Consider the fact that 51% of Wisconsin teens do not meet the recommended level for daily physical activity. What if you saw a headline like the one above for math or science?

In the U.S., physical inactivity makes a major contribution to the obesity epidemic. There is much evidence to connect higher physical activity levels and health status with key environmental factors such as the design of our cities, neighborhoods, and transportation systems. The absence of environmental factors such as parks, trails, recreational facilities, and fitness programs limit physical activity, especially for residents of low-income neighborhoods and for people of color. Figure 2 below shows many of the factors affecting weight gain and obesity.

Figure 2.   **A Multi-Faceted Problem…**

Food Trends

↑ 100% Eating out
↑ 400% Fast food
↑ 150% Soft drinks

Personal Trends

↓ Time for adults with kids
↑ Average TV/"screentime"
   = 7.5 hours/day

Genetics ↘ ↗   **Evolution** ↙ ↙

Level or ↓ **Physical Activity**
+   Increase in Food Consumption
=   ↑ Body Weight

Physical Activity Trends

↑ 50% trips by car
↓ 87% of kids walking
   to school
↓ Physical Education time
↓ Jobs are more sedentary

Environmental Trends

↑ Spread out communities,
   which ↓ trips by car
↓ Number of "connections"
   which discourages walk &
   bike trips
↓ Activity in WI winters

The U.S. Department of Health and Human Services recommends that children and adolescents get 60 minutes of moderate physical activity at least five times per week.

To reach that goal, most children and adolescents need help from their schools.

Schools play an important role in shaping lifelong attitudes and habits supporting physical activity. They are a center point for many communities. They bring together school, community, and parent resources to support lifelong physical activity.

Physical Fitness is the attainment and maintenance of a uniformly developed body with a sound mind fully capable of naturally, easily, and satisfactorily performing our many and varied daily tasks with spontaneous zest and pleasure.

—Joseph Pilates

Why Start an Active Schools Initiative?

To help meet the goal of 60 minutes of physical activity for every child, schools may implement many strategies. High quality physical education is a good start, but will not be enough to meet this goal because of cost and competing demands for classroom time. Schools can implement effective strategies to build activity into the daily routine to help students meet the 60 minutes-per-day goal and establish a good foundation for students to maintain lifetime physical activity and good health.

Take the fictitious example of Brandon Howard who is a fifth grader at West Elementary School. He is overweight and his parents want him to be more active. Let us take a look at a typical school day and see if the school and community environment could be changed to increase Brandon's opportunities to be more physically active.

Brandon lives three-quarters of a mile from school. He could walk to school most days, but his parents do not want him crossing a busy road along the route to school. His physical education class has 36 students in it and is sports-based, so he spends a lot of time standing around in class rather than being active. The school has eliminated morning recess to free up more time in the school's schedule. Brandon loves to play sports, but there are no after-school recreational activities at his school or in the nearby recreation facility. The neighborhood Brandon lives in does not have a park, trails, or even nearby destinations that he can walk or bike to on a regular basis. Given this, being active for 60 minutes a day is a challenge for Brandon. What can be done to change Brandon's school and community to help increase his physical activity level?

The Active Schools Toolkit provides a sequence of steps for planning and implementing strategies to increase opportunities for students like Brandon to be physically active on a regular basis. Step 1 provides the rationale for and the benefits of an active schools initiative. Step 2 will provide information on getting started and explain what can be done in a school setting. Step 3 will help a school-community team assess the current environment for physical activity. Step 4 provides an overview of key strategies, while Steps 5 and 6 help focus on and evaluate the impact of the physical activity strategies. The ideas and strategies in this toolkit, based on up-to-date evidence, will focus on the following important areas supporting physical activity:

• School physical education class time

• Physical activity as part of the school day

• School-related physical activity outside the school day

• Recreation programs

• School transportation related physical activity

• Walkable and bikeable neighborhoods

Step 1 →	Step 2 →	Step 3 →	Step 4 →	Step 5 →	Step 6
Committing	Starting	Assessing	Strategies	Focusing	Evaluating
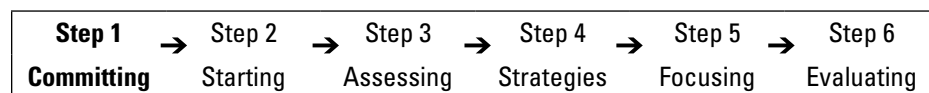
This toolkit offers strategies, options, and resources to build more physical activity into every child's daily routine, without the need for a large commitment of financial resources or staff time. The Strategies for Active Schools section of the toolkit describes the strategies in detail and offers suggested action steps, examples, and resources. Additional resources are provided in the appendices.

2: Getting Started

Once a school decides they want to focus on increasing opportunities for students to be physically active the first question often is: "What kinds of things should we do?" Before a school has that discussion, they need to lay the groundwork and collect information. Although a school may be the driving force behind an Active Schools initiative, other key community partners can help make many of the strategies more successful. Working on changing the school and community physical activity environment will likely require partnerships. As an example, local recreation programs provide great opportunities for children to be active, but they need to be coordinated with school programs so that they complement each other and fill gaps in the school programming.

Steps to Develop an Active Schools Initiative

Here are the steps involved to take a school from beginning to end of an Active Schools initiative. These steps are explained in detail in later sections, along with a list of the resources needed to complete them.

- Pull together a group of interested staff members at the school. This will make up your initial core group of planners and will serve, long-term, as the internal planning committee. Convene a meeting to identify possible school and community people and programs that could help implement the strategies.

- From the list of potential members create a committee with representatives of organizations who are willing to help develop, implement, monitor, and evaluate your Active Schools Initiative.

- Assess the needs of the school by completing a checklist about the school and community. This will identify the policies, environment, and programs supporting or deterring physical activity.

- Survey parents to gather information on the strategies that would be of most interest to parents and children in increasing physical activity levels.

- Review the strategies to increase physical activity in Part II, Strategies for Active Schools.

- Select the strategies the school will pursue, using the assessment, survey results, and other data to guide the decision.

- Develop goals and objectives to create an action plan to implement the selected strategies. The action plan will also include a timeline, a budget, and evaluation activities.

- Communicate and implement the action plan.

- Monitor progress and make necessary changes.

- Evaluate the outcomes.

- Continue to revise the action plan as needed to better promote physical activity for all students.

Gain Support from Key Leaders

Changes to the local physical activity environment requires buy-in and support from school and community leaders in order to be successful. To ensure the support of key leaders, inform them about the Active Schools Initiative early, and provide information on the need for and the benefits gained from this initiative. Communicate clearly, and often, the goals and strategies that will be used to accomplish these goals. Sufficient resources and staff time must be allocated to developing and implementing a successful initiative, therefore administrative support is crucial. Ongoing involvement of key leaders (e.g., community leaders, school administration) in all stages of the initiative is an essential element to successful outcomes.

Assembling Your Team—
Forming an Active Schools Committee

The Active Schools Committee is responsible for developing, implementing, and evaluating the Active Schools Initiative. Before forming a committee, find out first if there is a similar group in your school, at the district level, or in the community. If yes, consider merging efforts so you can benefit from their expertise, successes, and resources. The size and make-up of the committee will depend on the focus of your initiative, the scope of the initiative, and the proposed activities. The committee should include representation from the key partners you identified in your asset mapping survey and the Stakeholder Engagement Tool. The asset mapping activity (Appendix B) will lead you through a process of cataloging the resources in your community. Completing the Stakeholder Engagement Tool (Appendix B) as part of the asset mapping process will provide a better understanding on how each partner will be involved in the Active Schools Initiative. There is no minimum or maximum size; however, the committee should be large enough to represent all the key partners. Once the community resources have been identified and the key partners' roles outlined, then it is time to pull the Active Schools Committee together.

Designate a Coordinator or Leader

The committee should identify a coordinator or leader to manage the initiative. Although the Active Schools Committee and others should share some of the responsibilities, having the right person coordinating efforts increases the likelihood that the initiative will be well managed and successful. The level of success for the Active Schools Initiative is often linked to the coordinator's time and ability. It is essential that some of the coordinator's time be dedicated to the initiative. If this is not possible, then the school should consider sharing the lead with a community organization or agency to provide help with planning and implementation.

Committee Meetings

The Active Schools Committee should meet regularly, at a minimum on a quarterly basis. The committee may meet more often during peak times when planning or implementing activities or strategies. The frequency of meetings will depend on what the committee plans to accomplish.

A Final Thought on Start-up

After you have laid the groundwork to develop an Active Schools Committee, take the time to plan the components, which will result in a quality initiative. Many people want to jump into programming at this point, however, following all the steps identified in this kit will ultimately make your initiative more successful. By assuring that your programming is geared to your school's needs and interests, and that you are using proven strategies, you will greatly increase your likelihood for success.

Step 1 →	**Step 2** →	Step 3 →	Step 4 →	Step 5 →	Step 6
Committing	**Starting**	Assessing	Strategies	Focusing	Evaluating
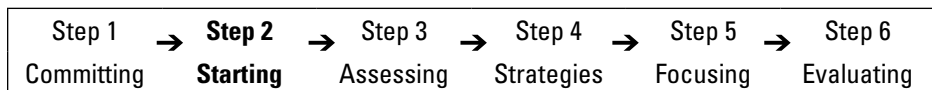
3: Assessing My School

Why Do an Assessment?

The purpose of completing an assessment is to identify your school's strengths and the areas in need of improvement. The assessment will lead an Active Schools Committee to recommend actions based on data, not assumptions, which will make it easier to demonstrate need and result in better outcomes. You may find some of the actions for supporting healthy behaviors are easy to do, while others may not be feasible or efficient for your school. The assessment results can also be used as a baseline measure for evaluation by comparing them to a follow-up assessment a year later to view progress.

Who Should Do the Assessment?

Identify a group of people who will be responsible for completing the assessment. This group should be made up of your Active Schools Committee members. Suggested assessment participants include: PE teacher, school nurse, principal, school facilities manager, city planners, public works and transportation staff, parks and recreation staff, public health staff, and other interested community members. Assessing all areas of your school and the nearby community is important for meaningful assessment and successful planning and implementation.

When Should the Assessment Be Completed?

Use the assessment as a starting point for your Active Schools Initiative to increase physical activity. Once you have completed the assessment, determine on which areas the committee will focus (e.g., in-school activities, walkable neighborhoods, etc.). Plan ahead and establish a process to monitor the progress and barriers. Determine a schedule for annual assessments so that the assessment can serve as a tool for continuous improvement and accountability.

I: Steps to an Active School

What Do I Need?

- An assessment workgroup
- The Physical Activity Assessment Checklist (Appendix A)
- Knowledge of and access to other data that might be helpful
  - Ask Active Schools Committee members if they have or know of good data sources.
  - Ask pupil services staff and school and district office or other health-related school staff, if they have or know of good data sources.
- Student fitness data (4th–12th grades)
- Dedicated time (one to two weeks to review and discuss data)
- Someone to collate and summarize the results
- A plan to present/share the results and an audience to receive it (e.g., Active Schools Committee, school board)
- A commitment to use the data in the development of your Active Schools Initiative
- A strategy to monitor progress during and after initiative (i.e. continue collecting data)

Assessment Tools

Part 1: Physical Activity Assessment Checklist

Complete the Physical Activity Assessment Checklist (Appendix A) to take a closer look at how your school and community support being physically active. This can be done with the full committee or you may want a few key members (e.g., the Active Schools coordinator, committee chair) to do a preliminary summary based on information they gather, and then let the full committee react to their findings. Completion of the checklist provides a reference point of the school's policies, environmental supports, and program activities that are currently in place to promote, support, and maintain student physical activity. A sample of the Assessment Checklist, Figure 3, is included at the top of the next page.

Figure 3:

#	STRATEGY ①	CURRENT STATUS ②			Potential Priority ③
	A) SCHOOL PE CLASS TIME	**Yes to a high degree**	**Yes, to some degree**	**No**	
1	**Minutes of physical education per day** Do students in your school participate in physical education for at least 90 minutes per week? *(Choose the best answer)* ❐ No, our students get less than 90 minutes of physical education per week ❐ Yes, 90–100 minutes per week ❐ Yes, 100–110 minutes per week ❐ Yes, 110–120 minutes per week ❐ Yes, 120–130 minutes per week ❐ Yes, 130–140 minutes per week ✔ Yes, 140–150 minutes per week ❐ Yes, more than 150 minutes per week	✔			

Checklist Components:

Instructions: Complete the assessment instrument to determine what physical activity components are currently in your school. It is recommended that a group of informed school staff and community members (e.g., PE teacher, recreation department manager) complete the assessment together.

Once completed, the assessment provides an indication of the school's policies, infrastructure, and programs existing to promote, support, and maintain student physical activity.

① **Strategy Response Options**—Select the best answer when you have only one choice and select all the answers that apply for questions allowing you to have more than one response.

② **Current Status Columns**—Schools have the choice of selecting one of three columns to indicate the current status of a physical activity strategy. The three options are "Yes to a high degree," "Yes, to some degree," or "No."

• Check "Yes to a high degree" if your school is in the upper half of the answer/response scale when only one answer can be selected or if the school selects more than half of the response options when more than one response can be selected.

• Check "Yes, to some degree" if your school is in the lower half of the answer/response scale when only one answer can be selected or if the school selects less than half of the response options when more than one response can be selected.

• Check "No" if you do not meet any of the criteria.

After completing the checklist on paper, you will need to total the number in each current status column to get an idea of where your school can focus its time and resources (a sample can be found on the next page). You can use this baseline measure as a benchmark for later evaluation on the impact of your efforts.

③ **Potential Priority**. As you are completing the assessment, you can use the "Potential Priority" column to indicate what components your school might want to focus on that are either currently in process to some degree or do not exist.

Part 2: Using Available Data

Take the opportunity to access other data that already exists for your school and community. The principal, pupil services director, and Alcohol and Other Drug Abuse coordinator can help determine if the school or district has collected other pertinent data, such as student behaviors or parent attitudes. Many schools have surveyed parents to determine what health issues are important to them and how they would like to see the school address these health issues. If your school has not surveyed parents in the last two years, then consider doing so prior to creating your goals and objectives for the Active Schools Initiative. Go to http://www.dpi.wi.gov/sspw/wischoolhealthaward.html to see examples of parent surveys used by Wisconsin schools. Health outcome and community assessment data is most likely available at your county health department. Examples of existing data might include:

Data Sources:

- Demographic data about your school
- Health data such as the online Youth Risk Behavior Survey (YRBS) http://dpi.wi.gov/sspw/oyrbsindex.html
- Fitnessgram Scores—Check with the physical education staff to see if fitness scores are being collected for all students

Audit Tools:

- Walkability checklist—A checklist to rate how friendly your school is for walking http://drusilla.hsrc.unc.edu/cms/downloads/walkabilitychecklist.pdf
- Bikeability checklist—A checklist to rate how friendly your school is for biking http://www.bicyclinginfo.org/library/details.cfm?id=3
- The Analytic and Checklist Audit Tools were developed to measure features of the street-scale environment related to recreational and transportation-based physical activity such as walking and biking http://www.activelivingresearch.org/node/10616

Identifying available school and community data will serve two purposes:

1. It will help you determine what are the key issues and barriers preventing physical activity among students. This knowledge will allow an Active Schools Committee to better focus local efforts on identified needs.

2. It will serve as "baseline" data to compare against later to see if your efforts have made a difference. Building in this evaluation measure at the beginning will help you prove the value of your Active Schools Initiative.

Needs and Assets[1]:

Once the data has been collected, it is time to use the data to describe the nature and magnitude of both the school's and the community's needs, as well as its resources or assets (e.g., organizational, human). One way to accomplish this is to complete the steps described in Steps 4 and 5. Identifying the needs and assets as you did in Step 3 is an important first step in the development of a work-plan, because it will point toward appropriate (relevant and realistic) goals and objectives for your work plan activities. It will provide baseline (pre-program) data that can be used to evaluate your program's progress later on. Figure 4 illustrates the connection between data collection and how that data is used to design related health programs and to document the impact those programs have on the target population.

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1   Card, J.J., Brindis, C., Peterson, J.L., & Niego, S. 2001. *Guidebook: Evaluating Teen Pregnancy Prevention Programs, 2nd ed.,* Chapter 4. Los Altos, CA: Sociometrics Corporation.

Figure 4: Decision Making Process[2]
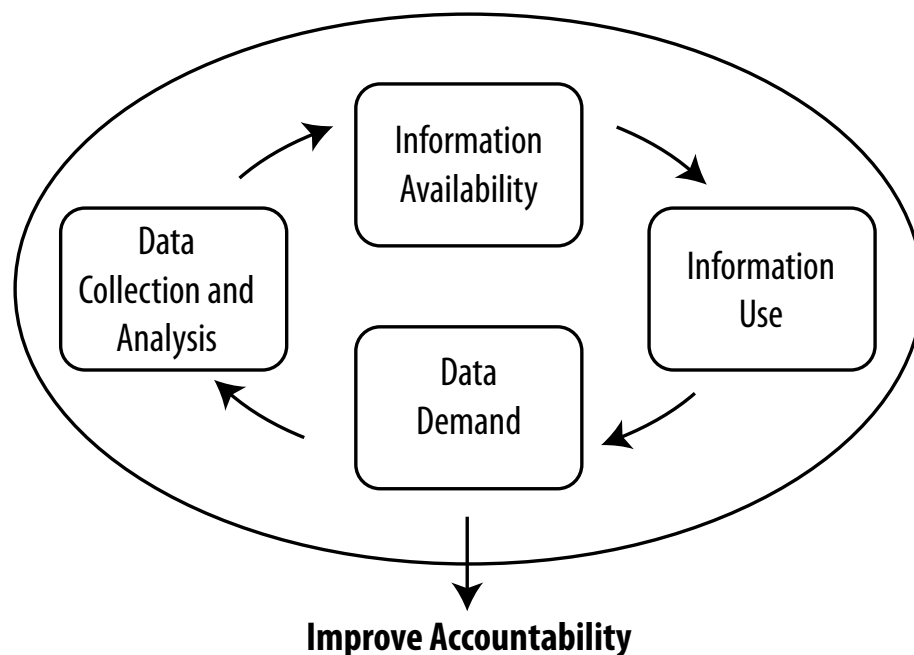
| Step 1 | → | Step 2 | → | **Step 3** | → | Step 4 | → | Step 5 | → | Step 6 |
| Committing | | Starting | | **Assessing** | | Strategies | | Focusing | | Evaluating |

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2   UNC Carolina Population Center, www.cpc.unc.edu/measure/approaches/data-demand-and-use (Accessed: March 2010)

4: Reviewing Strategies for Active Schools

Strategies

Now that you have completed the school assessment, reviewed available data, completed a school survey, and compiled the results, it is time to look at strategies proven to work or that have shown promise. This section lists a number of strategies to consider for your Active Schools Initiative.

Focus Areas

Active Schools Initiatives can include many components and activities. This toolkit focuses on program, practice, policy, and environmental changes to increase physical activity. The following areas are highlighted, using specific activities or strategies to address each area:

- School physical education class time
- Physical activity as part of the school day
- School-related physical activity outside the school day
- Recreation programs
- School transportation-related physical activity
- Walkable and bikeable neighborhoods

Each focus area above has its own distinct section that contains multiple strategies to increase physical activity. By looking at each focus area you will get an overview of the strategies that may be completed to increase the opportunities for school-aged youth to be physically active. Starting in Part II, Strategies for Active Schools, of the Active Schools Toolkit, each of the strategies to increase physical activity contains the following information:

- A quick overview of the strategy
- A summary description of the strategy
- A rationale for the strategy
- Suggested action steps to implement a strategy
- An example, or examples, of how the strategy has been used in other schools
- Any sample recording forms and/or accompanying materials
- Hyperlinks to additional resources

Strategies for Active Schools

A. School Physical Education Class Time Strategies

School physical education class time should be at the core of any efforts to increase physical activity time. Physical education classes not only contribute to the goal of 60 minutes of physical activity per day, they also provide knowledge and skills that can be used well beyond a person's school years. The key strategies to get the greatest benefit out of formal physical education class time are:

1. **Minutes of physical education per day**—The goal is to provide physical education at least 90 minutes per week at the elementary and middle school level, and at least 150 minutes per week at the high school level for students enrolled in physical education.

2. **Active minutes in class**—The goal is to have the majority of PE classes in a school where at least 50 percent of the class time students have an elevated heart rate.

3. **Fitness assessment**—The goal is to have the majority of PE classes for grades four and higher administer the PACER (Progressive Aerobic Cardiovascular Endurance Run) or mile run/walk to assess a student's fitness level and use those results to improve the PE class so fitness levels increase.

Rationale for these strategies—A core number of active minutes spent in physical education class should serve as the foundation for meeting the daily activity goal of 60 minutes. Frequent classes with a high percentage of the class time spent in at least moderate intensity activities ensures a good fitness base. It is also highly recommended that fitness assessments are completed annually to check individual and group progress, which can be used to determine individual progress and if the physical education program is having the desired impact.

B. Physical Activity as Part of the School Day Strategies

Physical activity as part of the school day is a great way to augment physical education class time and provides an outlet for students who sit for most of the day. By finding ways to incorporate physical activity into the school day, you guarantee additional minutes of activity and the related fitness benefits, with a likely side effect of increased student attentiveness. Key components or strategies to incorporate physical activity into the school day are:

4. **Active recess**—The goal is to have all students engaged in physical activity during the majority of recess time through age appropriate games and other organized activities.

5. **Active classrooms**—The goal is to have schools build into their daily schedule at least two ten-minute physical activity breaks, not including PE or recess, that are led by the classroom teacher.

6. **Open gym time**—The goal is to have the gym facilities available to students, staff, and family members to be physically active before and after school and during the lunch hour. The gym environment must be conducive to physical activity, which would include safe and adequate space, adequate time the gym is available, and equipment availability.

Rationale for these strategies—Daily physical education for 60 minutes per day is highly unlikely given time and resource constraints in schools. These strategies endeavor to find structured times during the school day to supplement the core activity minutes received in PE class.

C. School-related Physical Activity Outside the School Day Strategies

School-related physical activity outside of the school day is being provided in the majority of schools in Wisconsin. There are a number of examples of creative ways to use the school recreational facilities outside of the school day hours, or encouraging activities off the school grounds, which can be tracked relatively easily. The following are key strategies that have worked in schools:

7. **Intramurals**—The goal is to have an organized, full school year intramural program that offers a variety of options for students to be physically active that includes more than team sports.

8. **Before or after school activities**—The goal is to have organized and appealing activities for students, staff, and family members before and after school in addition to intramural sports to keep them physically active.

9. **Homework or extra credit activities for PE class**—The goal is to build in regular opportunities for students to be physically active outside of the PE class by assigning homework or offering extra credit activities.

10. **Tracking campaigns**—The goal is to organize a campaign to encourage students, staff, and family members to be physically active by offering incentives for the accumulation of minutes spent being physically active outside of the PE class.

Rationale for these strategies—School activities only account for a percentage of available time to be active in a day. On the weekend, the amount of unscheduled time may be even greater depending on family activities. As a result, filling some of this time outside of the school day with additional physical activity opportunities can play a big role in meeting the goal of 60 minutes of physical activity per day.

D. Recreation Program Strategies

Community recreation programs exist in many communities, and coordinating them with school efforts can help bridge the gap when school opportunities are low. Two key times in Wisconsin are winter, when having access to indoor facilities is crucial, and summer, when schools are closed and the daily structured school opportunities are no longer available. The following are key strategies that have worked in schools:

11. **Allow public access to multi-use facilities**—The goal is to establish a public access agreement so the public can have access to the school grounds and facilities to be physically active, such as walking the hallways, open gym or swim time, and/or using a weight/fitness room.

12. **Youth recreational sports**—The goal is to have a variety of youth sport opportunities available for all students. Special effort should be made to provide no-cut sports that provide equal opportunities to participate.

13. **Parks and playgrounds**—The goal is to have an organized program through parks and recreation to engage all students in year-round physical activity.

Rationale for these strategies—Coordinating school activities with community recreational programs can maximize opportunities throughout the year. When school and community programs are tightly connected, they can build off of one another's efforts, so that there is no lapse of activity across the year and messages of being physically active are reinforced.

Walking is the best possible exercise.

—Thomas Jefferson

E. Transportation-related Physical Activity Strategies

Transportation-related physical activity is an easy way to build activity into a daily routine. Getting to and from school by walking or biking can be completed in most communities if the right conditions are in place:

14. **Safe routes to school**—The goal is for a school and the community to develop or expand an existing Safe Routes to School Program that focuses on the five E's: Engineering, Education, Encouragement, Enforcement, and Evaluation, so students and parents perceive few or no barriers to walk or bike to school; and more students walk or bike to school.

15. **Active transportation to school**—The goal is to have an organized and sustained effort to provide adult supervision as children walk or bike to school, so parents perceive few or no barriers to allow their children to walk or bike to school.

Rationale for these strategies—The percentage of children living within a mile of school and walking or biking to school has dropped significantly over the past 40 years (90 percent to 31 percent). Incorporating walking or biking trips to school on an occasional or regular basis can be an easy way to increase the total number of daily physical activity minutes.

F. Walkable and Bikeable Neighborhood Strategies

Walkable and bikeable neighborhoods make it easy to be active in the community. By building pedestrian and bicycle neighborhoods and placing schools in locations that allow for alternative transportation options such as biking and walking, a community can ensure that physically active trips will increase.

16. **Community Master Plan and "Complete Streets"**—The goal is to have a school administrator and other school representatives as active members of the community's bike and pedestrian committee or planning advisory group to ensure that active transportation is part of a master plan for development in the community.

17. **School location and sidewalks and trails to school**—The goal is to have a school located in a community so that it is conducive to traveling by bike or foot, and if this cannot be accomplished, then actions are taken to reduce or eliminate barriers for students to walk or bike to school.

Rationale for these strategies—Multiple studies have shown that by creating walkable and bikeable neighborhoods, the number of active trips will go up. Being involved in the planning of a neighborhood development and/or in a "Complete Streets" plan will increase the odds that walking and bike trips to school will be considered and incorporated.

Step 1	→	Step 2	→	Step 3	→	**Step 4**	→	Step 5	→	Step 6
Committing		Starting		Assessing		**Strategies**		Focusing		Evaluating
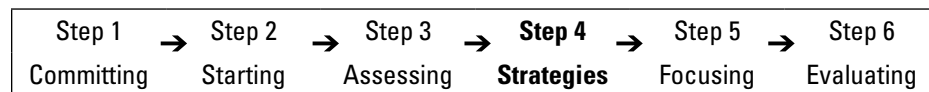
5: Focusing Your Efforts

Now that you have completed an assessment of your school's efforts and resources, collected additional related school and community data (Step 3), and looked at the array of strategies to be considered (Step 4), it is time to focus. This can be a very simple process or can be completed in a very detailed manner—it is up to you.

Listed in the previous section on the strategies for active schools, there were a number of changes that you could make. You should use the planning tools in this section to determine which changes you want to make first. Before you dive into prioritization, think seriously about addressing some of the easy changes first to get early success and demonstrate that your efforts are working. As your Active Schools Initiative further develops, you can tackle some of the more difficult issues.

Consider the Impact of Various Strategies

All the strategies in this toolkit will impact groups of students; however, some will affect more students than others. As you select strategies, try to include some that will affect most or all students, such as PE class. Also, try to include other strategies that may provide extra support for students who need it more, such as before or after-school programs.

Where to Start

Start with the Active Schools Assessment Checklist that you completed in Step 3. Do a "first cut" by looking at the strategies that you scored and determine ones that are potential priorities to improve or implement as new strategies. As you are doing this, make sure to consider the other data you have collected to see if there are some logical areas to focus on, based on how a strategy addresses an identified need/gap and ease of implementation based on current progress on a related issue, or on available resources (e.g., staff, partners). At this point, you might be able to decide where to focus your efforts.

To identify key strategies you will work on, an Active Schools Committee can complete the Physical Activity Strategy Rating Table in Appendix E. This table takes into account factors that include importance, cost, time, effort, and reach or number of students likely to be affected by a physical activity strategy. Completing the strategy table will put a definite point value on each strategy and compare the relative value of implementing each strategy. This will be helpful to develop a manageable number of strategies that will have the biggest potential for positive outcomes. More information on how to select priorities appears on the next page under the "Narrowing the Scope" heading.

One method to actively involve all stakeholders is to use a nominal group technique (Appendix D). Nominal (meaning in name only) group technique is a structured variation of a small group discussion to reach consensus.

An Active School Committee can consider "packaging" these physical activity strategies so that they build off of each other, rather than picking a set of unrelated strategies. By providing the right mix of strategies, you may see more impact than from the individual strategies alone. One easy way to think about this is to try to combine program, environmental, and policy strategies that could work together to enhance your chances of success. "Packaging" related strategies will lead to greater participation and long term success. For instance, having a policy that encourages safe routes to school coupled with buy-in and enforcement of the speed limit by police in school zones will lead to greater success. An example of this is shown in Figure 5.

Figure 5:
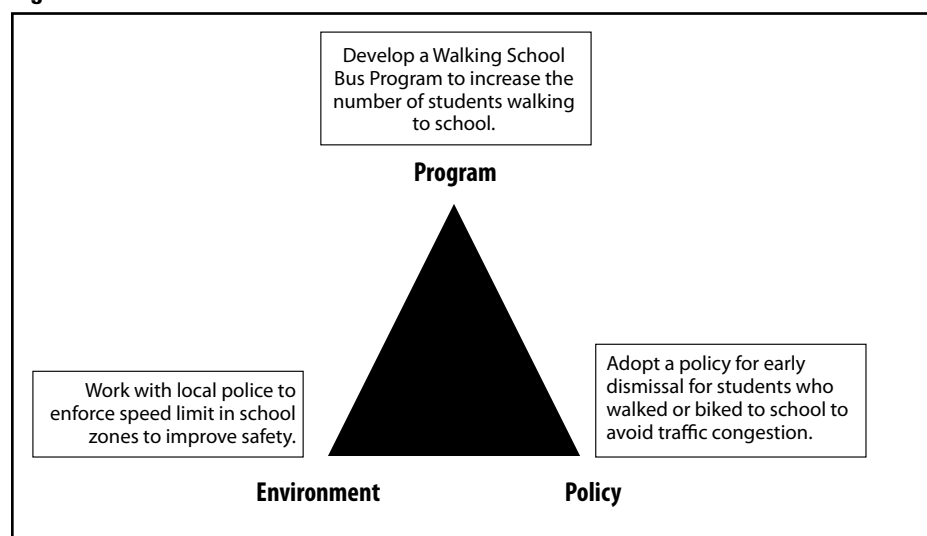
Narrowing the Scope

Recommendations

By looking at your current inventory of strategies in the Physical Activity Assessment Checklist you should be able to see the gaps in areas where there are additional strategies that could be implemented. By identifying those gaps and comparing them with the identified school and community needs, you should be able to match high priority gaps with high priority needs. Finally, by answering questions about the importance, cost, time, effort, and potential number of people who will be reached by your program strategies, you will be ready to select what will be included in your physical activity initiative. Do not forget to consider the input you received from parents on health priorities and the strategies to deal with these priorities. Use the Physical Activity Strategy Rating Table (Figure 6) to help throughout this process.

Physical Activity Strategy Rating Table—SAMPLE

Instructions: Rate each of the recommendations identified in the Active Schools Assessment Checklist on the following aspects: importance, cost, time, and commitment. Rate each on a scale of 1–5 using the chart below. Higher scores should indicate priority items to implement.	
Importance	How important is the recommendation (i.e., address need/gap, partners interested)? **1** = Not at all important **3** = Somewhat important **5** = Very important
Cost	How expensive would it be to plan and implement the recommendation? **1** = Very expensive **3** = Moderately expensive **5** = Not expensive
Time	How much time and effort would be needed to implement the recommendation? **1** = Extensive time & effort **3** = Moderate time & effort **5** = Low time & effort
Commitment	How enthusiastic would people be about implementing the recommendation? **1** = Not enthusiastic **3** = Moderately enthusiastic **5** = Very enthusiastic
Reach	How many students will likely be affected by this recommendation? **1** = Very few students **3** = Some students **5** = Most or all students

Recommendations	Impor-tance	Cost	Time	Commit-ment	Reach	Points / Ranking
Provide students physical education (PE) for at least 90 minutes/ week in grades K–8 or at least 175 minutes/ week in grades 9–12.	5	1	2	4	5	17
Provide open gym time where students can be active during the day when the gym is available.	4	2	3	4	4	17
Complete an inventory of physical activity facilities and/or opportunities in the community and make it available to the public.	3	5	4	4	3	19
Work with local law enforcement and planners to make sure traffic speeds and laws are enforced in school zones.	3	4	4	4	4	19

*A blank Physical Activity Strategy Rating Table can be found in Appendix E.

What can you do with this information?—Some examples.

If you have limited resources and cannot implement all of your recommended strategies, you should look at the total score and category scores to help select priorities. Completing the inventory and working with law enforcement have low cost and moderate reach so they might be the items to implement first. On the other end of the spectrum, increasing PE class time would be expensive to accomplish and require a significant amount of time. Be realistic!

Limit your initial set of activities so you can focus your efforts and have some early successes. You can expand your initiative as it matures; however, a realistic set of objectives to start with will require fewer resources and will keep you from being overwhelmed.

Action Plan

Action Plan Worksheet

Once you have decided on your priorities, you should develop a specific plan to implement the activities the Active Schools Committee selected. The plan would include:

- The overall goals and objectives of your Active Schools Initiative;
- Specific recommendations on strategies to implement. These need to be clearly stated and measurable, or your evaluation will not be meaningful;
- The chosen activities;
- The staff, resources, and materials needed to make it happen;
- The time frame for completion; and
- The evaluation plan to measure results.

The plan can also be used as part of a presentation to give to interested groups, potential funders, or local government to sell them on your Active Schools Initiative and get buy-in for the specific strategies and activities you plan to implement. A sample planning worksheet is shown in Figure 7 and a blank Action Planning Worksheet can be found in Appendix F.

The purpose of the planning worksheet is to keep the initiative on track and clearly assign responsibilities. Part of ongoing partner meetings should be a review of the steps in the plan to check their status and make any necessary modifications. The Active Schools Initiative will have a better chance for success if tasks and deadlines for completion are clearly assigned and monitored.

Figure 7:

Action Plan Worksheet (Example)

Strategy: Anytown Middle School physical education program will spend 60% of class time with students engaged in moderate to vigorous physical activity.			
Action Step: To host a meeting with physical education teachers and district curriculum coordinator to review current PE program.			

Specific Activity	By Who? By When?	Resources (needed/ available)	Progress Indicator (process or outcome)
Invite selected individuals to participate and convene meeting.	PE coordinator within two weeks	Principal's support for staff to meet during scheduled in-service days this semester	Roster of meeting participants and meeting notes
Gather ideas and strategies from DPI's Active Schools website.	Middle school PE staff	Time to complete, review, and organize information for meeting	Materials are assembled and ready for meeting

Step 1	→	Step 2	→	Step 3	→	Step 4	→	**Step 5**	→	Step 6
Committing		Starting		Assessing		Strategies		**Focusing**		Evaluating
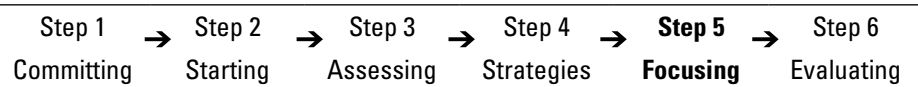
6: Evaluation

At the beginning of this toolkit, several reasons were listed for having an Active Schools Initiative. The list included better learning, better preparation for the workforce, higher physical activity levels, and better health. In setting up your Active Schools Initiative, consider how you are going to evaluate it. Evaluation will provide you with information to modify your initiative to better meet the needs of students, their families, and community partners, and to measure whether the initiative is increasing physical activity levels. Consider how you would measure results as you narrow your focus to specific physical activity strategies. Evaluation should tell you if the physical activity strategies are being implemented properly, if they are being used, and the impact the strategies are having on students' behavior and attitudes.

Types of Evaluation

You can measure process and outcome (or impact). Both are important and should be used. Process indicators will be easier to measure and will give you quicker feedback on how well your initiative is being adopted by school staff and community partners, and if the strategies are being used by students and their families. Examples of process measures are:

- School staff being trained
- Staff using programs to increase physical activity (e.g., active recess, active classroom)
- Number of homework assignments to increase physical activity
- Number of youth recreation programs, sport teams, and/or intramural programs
- Number of youth enrolled and participating (participation rates) in related community events or programs
- Website hits
- Observation or counts (e.g., track number walking or biking on a trail)
- Participant satisfaction (via survey, focus groups, interviews, stakeholder survey, etc.)
- Number of new housing developments with sidewalks, or existing neighborhoods that are retrofitted with sidewalks
- Number of miles of roads with bike lanes
- Creation of a walk-to-school or Safe Routes to school program
- Number of students participating in walk-to-school or Safe Routes to school program

Do you know what my favorite part of the game is? The opportunity to play.

—Mike Singeltary

Outcome evaluation can be more difficult and takes longer to show up in your data. Outcome measures, however, provide you with data on your ultimate goal: more physically active students. Examples of outcome measures are:

- Increase in number of daily minutes being physically active (students)
- Increase in the number of steps as measured by a pedometer
- Increase in positive attitudes and self-efficacy towards being physically active
- Increase in fitness levels as measured by an aerobic capacity test (e.g., FitnessGram, mile run/walk)
- Decrease in classroom disruptions, playground conflicts, referrals to principal, etc.
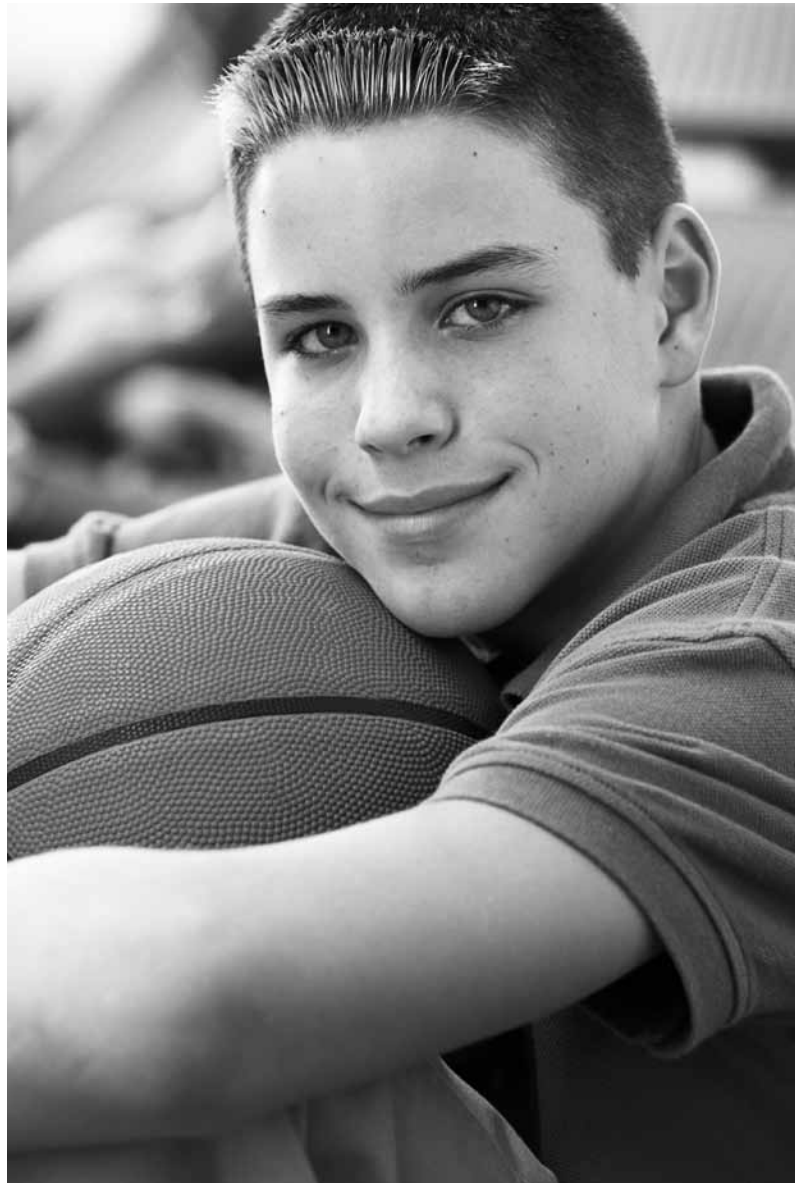
Outcome or impact evaluation needs to clearly identify the marker being addressed and have the baseline data for comparison to determine the impact or outcome. One example would be to compare self-reported physical activity levels before and after an Active Schools Initiative.

Below (Figure 8) is a sample evaluation scorecard to illustrate one way to quantify your results for both process and outcome measures.

Figure 8:

Evaluation Tool & Measures

Process Objectives	2010	2011	Change
Number of students enrolled and participating (participation rates)	200	220	10%
Active Schools website hits	10,620	22,000	107%
Observation or counts (e.g., track number using a trail)	60	75	25%
Participant satisfaction (via survey, focus groups, interviews, stakeholder survey, etc.)	72%	80%	11%
Policy or environmental changes/tracking (Use the Physical Activity Assessment Checklist and compare the list of policy or environmental changes from initial site assessment with later follow-up at one year, two years, etc.)	10 in place	15 in place	50%
Outcome Objectives	**2010**	**2011**	**Change**
Pre/Post test surveys—Can measure changes in attitude, knowledge, and current physical activity levels from an initial assessment to completion of a specified program or campaign	Average score = 65	Average score = 80	23%
Tracking physical activity levels—Measure the number of steps using a pedometer and logging daily moderate and vigorous physical activity	Average # of minutes = 30%	Average # of minutes = 45%	50%

No matter what you do or how you evaluate, you should have some type of "scorecard" to regularly evaluate results.

Step 1 →	Step 2 →	Step 3 →	Step 4 →	Step 5 →	**Step 6**
Committing	Starting	Assessing	Strategies	Focusing	**Evaluating**
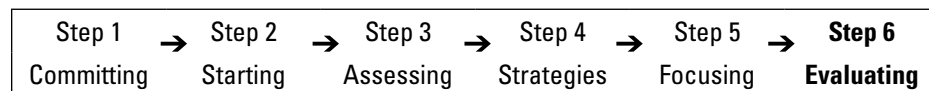
Strategies for Active Schools

A. School Physical Education Class Time Strategies

Strategy 1

Increasing Minutes of Physical Education "Snapshot"			
Description: The goal of this strategy is to provide physical education at least 90 minutes per week at the elementary and middle levels and at least 150 minutes per week at the high school level for students enrolled in physical education.			
Resources Needed:			
Funding	**Staff Time**	**Prep Time/ Materials**	**Training**
Additional PE teacher time may be a major expense. Funds for a curriculum team and additional equipment may be needed.	Extra PE teacher time and/or general elementary teacher time.	Resources to revise curriculum may be needed.	In-service training may be needed.

Facilities and Equipment Needed:				
Facilities	**Equipment**	**Set up / take down time**	**Transportation**	**Custodial**
Varies	Varies	Varies	None	Varies

Evaluation: Increase in the average number of minutes per week in Physical Education.

Description and Rationale

Increasing minutes of physical education time means increasing the average number of minutes per week that students take part in PE class. The goal is to provide physical education at least 90 minutes per week at the elementary and middle school levels and at least 150 minutes per week at the high school level for students enrolled in physical education. Increasing time in PE class ensures virtually all students will get increased physical activity. Increasing PE time will help students better meet all PE standards.

The following maximum class length for physical education instruction for elementary grade levels is recommended as appropriate: a maximum of 30 minutes per class in grades K–2 and a maximum of 45 minutes per class in grades three to five.

Middle and high schools are more flexible; however, PE class should reflect the schedule the school has developed in all content areas, whether the school has block scheduling or traditional class periods.[3]

School physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. Physical education should not be compared to or confused with other physical activity experiences such as recess, in-class activity, intramurals, school sports, or recreational endeavors. A quality physical education program will address all six National Association for Sport and Physical Education (NASPE) Content Standards by the end of the program.

Action Steps

1. Gather administrators and teachers to evaluate your current curriculum and schedule.

2. Complete NASPE "It's Time for Your School's Physical Education Checkup: How Are You Doing?"

3. Assess the current average number of minutes per week of physical education offered in the school or district at each level.

4. Assess the effectiveness of current physical education program in supporting all students to reach the district's learning goals or standards.

5. Seek administrative and/or school board approval to increase PE class time.

6. Develop additional curriculum if needed.

Example
Green Lake's Daily Physical Education 1–8

Green Lake School District is a 4K–12 school. Physical education is an integral part of each student's school day. In Kindergarten, students receive 30 minutes of physical education four days a week. In first through eighth grade, students receive 30 minutes of physical education five days a week. Students in high school have to meet the graduation requirement for physical education, but they may elect to take four years if they choose to. We also have a state-of-the-art fitness center used by students and Green Lake community members. For more information, contact Mary Allen, Principal.

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3   http://www.aahperd.org/naspe/publications/teachingTools/ (Accessed May, 2010)

Resources

NASPE "It's Time for Your School's Physical Education Checkup: How Are You Doing?" http://www.aahperd.org/naspe/publications/teachingTools/upload/School-PE-Program-Checklist-Web-9-14-09.pdf

The Physical Education Curriculum Analysis Tool (PECAT) will help pilot school districts conduct a clear, complete, and consistent analysis of written physical education curricula, based upon national physical education standards. The PECAT is customizable to include local standards. The results from the analysis can help school districts enhance existing curricula, develop their own curricula, or select a published curriculum for the delivery of a quality physical education program. http://www.cdc.gov/healthyyouth/PECAT/

Strategy 2

Active Minutes in Class "Snapshot"

Description: The goal is to have the majority of PE classes in a school where at least 50 percent of the class time students have an elevated heart rate. Specific strategies will reduce attendance time, add instant activity, establish immediate routines, and vary instructional strategies. They will also utilize technology such as heart rate monitors and pedometers, and assess for moderate to vigorous physical activity.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
Additional technology funding may be needed.	Training on some of the strategies.	Prep time administrative and organizational.	Could have a specialized training on this strategy with successful samples.

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
Gymnasium and/or outdoor fields.	Normal physical education materials plus technology.	10–15 minutes for both.	None	None

Evaluation: Timing sample classes to measure the amount of time most students are active.

Description and Rationale

Effective physical educators can teach skills while students spend a majority of their time being physically active; they employ a variety of strategies, all of which may be used to increase the amount of active time. These include management strategies such as active roll call and assigned roles, and instructional strategies such as student-selected activities during the beginning and end of class. Once an analysis of active time in class is completed, new strategies are used to increase active time. The goal is to have the majority of PE classes in a school where at least 50 percent of the class time students have an elevated heart rate. Studies show that students often spend more than 50 percent of their physical education class engaged in non-activity. If students are to achieve fitness and skill development goals designated by most programs, it is important that they be successfully motor-engaged for a high percentage of class time.

Active minutes in PE class relates to NASPE Standard 3: Participates Regularly in Physical Activity.

Action Steps

- Analyze time spent in moderate to vigorous physical activity. Using a video of a class and a stopwatch, check how much time is spent in activities such as management (attendance, selecting equipment, grouping, etc.), transition, listening to the teacher talk, and appropriate activity. If video equipment is not available, another teacher or helper can use a stopwatch either to time what the majority of the class is doing or target a selected group of students and track their activities during the class. See the tools in Resources below.

- Use one or more of the following strategies to increase the amount of time in moderate or vigorous physical activity.

  - Review Class Size: Studies show that class size directly affects management. The NASPE recommends that the size of physical education class be consistent with those of other subject areas (e.g., 1:25, 1:30, 1:35) for safe and effective instruction (NASPE 2006). (See Article attached Large Class Size). If schools have large class sizes, begin to work with effective routines, instructional strategies, and equipment needs.

  - Time Spent in Locker Room: Reduce time spent in locker room. Assess the need for changing into physical education attire for each unit. Change by choice has added a calming effect on many physical education programs. Avoiding participation is not an option. Students will participate, changing is the option.

  - Implement Instant Activity: Increase moderate and vigorous physical activity time by engaging the children and students in developmentally appropriate skill, activity, recreational and fitness choices at the beginning and even the end of class. Students will actively engage in choice activities with more enthusiasm than running laps or sitting and waiting for instruction. Consider taking attendance while students are active. See the examples below.

  - Assign Routines: Establish routines for all equipment, supplies, and technology. Assign students "jobs" to assist with the care and proper storage of all physical education teaching needs. Change student jobs weekly as a part of routines.

  - Utilize PE Technology: Integrate pedometers and heart rate monitors into physical education classes. Have students record steps and time spent in the Target Heart Rate Zone.

  - Reassess the time in moderate or vigorous physical activity and use the results to refine and improve practice.

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.

—Virgil

Examples
Elementary

Assess multiple grade levels and many classes for moderate or vigorous physical activity. Following a reflection, the teacher will increase moderate to vigorous activity time by:

- Providing an instant activity for all grade levels and removing the old concept of coming into the gym and quietly sitting in squad lines.

- Adding pedometers and pedometer charts for each class.

- Creating pedometer challenges and seeking on-line challenges for use of pedometers during physical education.

- Replacing all activities where students are sitting out or eliminated with developmentally appropriate activities (e.g., relay games, elimination games, and side-line games).

- Using small sided games and student designed activities to promote skill acquisition rather than competitive two-team games.

- Integrating a greater variety of instructional strategies including learning centers and child design to promote physical activity and choice during physical education.

Secondary

Teacher assesses multiple classes for moderate or vigorous physical activity. Following reflection, the teachers set goals to do the following:

- Reduce time in locker room to a maximum of five minutes.

- Take roll on the run and increase student responsibility during management. Take roll using alternate methods.

- Integrate some instant activity choices for students who enter the gym from the locker room. Change the instant activity choices with each unit.

- Assign student roles to help with all management duties during physical education units.

- Plan for alternative days. When the weather or unexpected circumstances remove a class from the planned teaching area, always have a back-up unit rather than a "free-day."

- Increase student choice in all activities. Provide novice to expert choices in all activities to keep all students challenged.

- Integrate more 3-on-3 tournaments rather than large regulation size competitions. This will mimic games played with friends and family in parks and backyards.

- Integrate the use of interactive heart rate monitors. Allow students to track their heart rate over the course of a unit.

- Provide activity choices to keep students moving until the bell rings. Plan for transition to reduce waiting time.

Resources
Use of Class Time: Analysis of Management, Activity, Instruction, and Waiting Time

Purpose of the Activity: Teachers will analyze times physical education students spend in Management, Activity, Instruction, and Waiting Time during physical education lessons.

Materials Needed:

- Videotape one or more physical education lessons
- Stop watch
- Time Analysis form
- Objective for the lesson observed

Directions:

- Familiarize yourself with the directions on the time code analysis.
- Prepare your observation area so you are able to see all the students in the class.
- Videotape one or more physical education lessons or have an observer complete the Time Analysis form on one or more physical education lessons.
- Begin the stop watch as soon as the physical education class begins.
- Observe the students in the class.
- Using the Time Analysis form, record management, activity, instruction, or waiting on the timeline. Your decision should be based on what most of the students in the class are doing. Use the following time codes.
  - **M = Management** is the time when most of the students (50 percent or more) are not receiving instruction or involved in lesson activity. Examples include: Changing clothes, getting out or putting away equipment, listening to behavior rules or reminders, grouping students, and moving between activities.
  - **A = Activity time** when most of the students (over 50 percent) are involved in activity that is directly related to your lesson objectives. Examples: Catching a ball, passing a puck, tossing a Frisbee.
  - **I = Instruction time** when most students (over 50 percent) are receiving instruction about how to perform skills listed in the lesson objectives. Examples include: How to toss the Frisbee to a target; how to receive a ball on a Lacrosse stick.

– **W = Waiting time** when most students (over 50 percent) are not involved in Management, Activity, or Instruction. Examples: Group activities when only one or two students are participating, waiting for a turn, off-task behavior, waiting for the teacher to give directions. Traditional relays are a good example.

• Mark the Time Analysis Form each time the focus of the lesson changes.

• Continue your analysis until the end of the physical education class period.

• After you have finished coding the students' activity, total the number of minutes spent in Management, Activity, Instruction, and Waiting, and record in the calculation area. Divide by the total number of minutes in the class. This will give you the total percentage of time the students spent in each category. The goal of a physical education class is to have 80 percent of the students active 80 percent of the time. NOTE: This is simply a goal. It is not realistic on the first day of the unit or a day when much instruction is needed for effective learning.

Toward the end of a unit, students should be physically active approximately 80 percent of the lesson. There are units with higher liability where the students will engage in more instruction early in the unit and more actively later in the unit. If there is, however, a pattern of great waiting time and great management time consistently in all units, the teacher has room for improvement. Students should average over 50 percent and up to 80 percent of time in moderate or vigorous physical activity in their physical education units. (Lacy, 1995, Graham 2010)

Time Analysis Example
Example of time tracking:

```
| M | M | M | M | M | I | I | I | I | A | A | A | A | A |   |   |   | I | I | A | A | A | W | W | W |
            5              10             15             20             25

| W | W | W | W | A | A | A | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M |
           30             35             40             45             50
                              Minutes
                                 or

| M |   |   |   | M | I |   |   |   | I | A |   |   |   |   |   |   | I | A |   | A | W |   | W |   |
            5              10             15             20             25

| W |   |   | W | A |   | A | M |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | M |   |
           30             35             40             45             50
                              Minutes
```

Initial assessment:

	Total # minutes	Percent of class time
Management	18	40 percent
Activity	13	29 percent
Instruction	7	16 percent
Waiting	7	16 percent

In this example, the breakout by category shows 40 percent in class Management, 29 percent in Activity, 16 percent in Instruction, and 16 percent in Waiting. With only 29 percent of class time spent in Activity, there is a lot of room for improvement.

Perhaps an example a few months later might look like this:

```
| M | M | M | I | I | I | A | A | A | A | A | A | A | A |   |   | A | A | A | A | A | W | I | I |
            5              10             15             20             25

| I | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | M | M | M | M |
           30             35             40             45             50
                              Minutes
```

Follow-up assessment:

	Total # minutes	Percent of class time
Management	7	16 percent
Activity	31	69 percent
Instruction	6	13 percent
Waiting	1	2 percent

In the follow-up example, the breakout by category now shows only 16 percent in class Management, 69 percent in Activity, 13 percent in Instruction, and 2 percent in Waiting. The increase from 29 percent of class time spent in an Activity to 69 percent of time being active is significant.

Time Analysis Form

Teacher Name _____ Class _____

Date _____Grade _____# of students in class _____

M = Management Time   **A** = Activity Time   **I** = Instruction Time   **W** = Waiting Time

Each box represents one minute of class time.

5	10	15	20	25

30	35	40	45	50

Minutes

	Total # minutes	Percent of class time
Management		
Activity		
Instruction		
Waiting		

Notes: _____

Teacher Name _____ Class _____

Date _____Grade _____# of students in class _____

M = Management Time   **A** = Activity Time   **I** = Instruction Time   **W** = Waiting Time

Each box represents one minute of class time.

5	10	15	20	25

30	35	40	45	50

Minutes

	Total # minutes	Percent of class time
Management		
Activity		
Instruction		
Waiting		

Notes: _____

Question Roll Call

Concept being taught: review, starting lessons quickly, and getting to know each other during roll call. The purpose of the activity is to quicken the process of taking roll call and providing a way to get to know others in the class. The materials needed are a bulletin board, chalkboard, or 5x8 cards.

Description of the Activity:

As the students enter the physical education class, have a "roll call question of the day" posted for them to read and develop a response. At the beginning of class, the teacher can verbally ask the students the question and for each of their responses as they simultaneously take role.

Examples of questions you can ask:

- True or false? Taking a brisk walk for 20 minutes, five times a week, is a good way to improve cardiovascular endurance.
- What are the three cues to striking a ball with a bat?
- Find a partner to walk or jog with around our space. What is your favorite activity and why should we participate in this activity during physical education class?

Tips for Success:

- Have the students form groups and walk around the room in different pathways or matching and mirroring movements as they discuss the topic.
- Invite the idea of diversity of opinion, knowledge, and experience in answers.
- Example: Who is your favorite role model? Which characteristics make him/her a good role model? Keep answers to one sentence (e.g., Dwight Howard is my favorite role model because….")
- Ask questions that require quick answers and explanation of reasoning. Use topics that review cues related to past skills learned in class and can assess student learning.

Taking Roll on the Run

Roll rules:

- Develop four or five methods of taking roll that are comfortable for you and keep the students active.
- Be creative.
- Have the students come up with creative ideas-give them the opportunity to succeed and even fix methods that fail. Hold students accountable for reporting their attendance.
- Remember to A.I.M. for 80 percent activity time over the course of a unit.

> **A** = Activity (80 percent)
>
> **I** = Instruction (10 percent)
>
> **M** = Management (10 percent)

Roll call is considered Management time: Other Management tasks in physical education include; 1) preparing the environment, 2) getting students' attention, 3) teaching and organizing class formations, 4) organizing groups or teams, and 5) adapting to interruptions.

A fast, effective roll call system gets class started on the right track. An effective roll call should take only one or two minutes at the most. Time spent in roll call reduces the learning time for students; therefore, efficient use of time is essential. When too much time is taken for roll call, students become bored and discipline problems may arise.

The major criteria for selection of a roll call technique are time and accuracy. Five traditional techniques are commonly used:

- **Numbers or Spots**— Students stand or sit on a number or spot. Advantage: very fast and accurate. Disadvantage: Impersonal and who wants to hurry out of the locker room to stand or sit on a number—no activity involved.
- **Squads**—A leader is selected and each day the leader reports who is absent. Advantage: This may be done while the students are warming up. Disadvantage: Squads need to be changed often.
- **Student Check-In**—Students check-in as they enter the gym by signing their name and time of entry or by checking in with the teacher or by handing in an assignment or by removing their name tags from a board or a box and placing them in a specified location OR wearing them until you learn their names (tags must be safe for activity). Those remaining are absent. Advantage: The students take responsibility for their attendance and little class time is taken. Disadvantage: The teacher must be very organized and use non-class time to prepare student check-in activity.

- **Silent Roll**—The teacher or teacher's aide takes roll silently while students are participating in activity. Advantage: The students remain active. Disadvantage: The teacher must know names and it is easy to miss a student.
- **Oral Roll**—The teacher calls out a student's name and listens for a response. Advantage: Helps with name recognition and acquaints the teacher with the student. Disadvantage: Only effective when used with very small classes, it is time consuming, and students are not actively involved with the objectives of the lesson.

Pedometer resource:

"Log-It" on PE Central http://www.peclogit.org/logit.asp

Strategy 3

Fitness Assessment "Snapshot"

Description: The goal is to have the majority of PE classes for grades four and higher administer an aerobic fitness assessment for all students and use those results to improve the PE class so fitness levels increase.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
A site license costs $349 for one product, FitnessGram.	Implementation time. One class period for the endurance run.	When you purchase the license you get a CD that describes the materials you will need to conduct the test.	Day long training for using one product, FitnessGram.

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
Computer lab, if students are entering results in some programs.	CD and cones for the progressive aerobic cardiovascular endurance run are needed.	A few minutes before to set up the room and few minutes to break it down.	None	None

Evaluation: Measure improvement on an aerobic fitness test such as PACER by comparing results at the beginning of a physical activity program to the results at the end of the time period. It could be done at the beginning of the school year and at the end of the school year.

Description and Rationale

Fitness assessment involves using carefully-designed tests for aerobic capacity, strength, flexibility, and endurance. The best tests allow the student and teacher to compare the results to set standards regarding what defines adequate fitness. These are referred to as criterion-referenced tests, in contrast to those that only compare results to those of other students, known as norm-referenced tests. The most important tests for long-term health measure aerobic capacity, also known as cardiovascular fitness or endurance tests. This can be accomplished with a timed distance run or similar tests. All aspects of fitness, however, are important for long-term health and ability to participate in varied physical activity.

Some fitness assessments also use measurement of height and weight, and calculate the Body Mass Index or BMI. While this may be valuable information for some families, it is not a fitness test.

Some fitness assessment programs also include reports for the teacher on individual, class, and school- or district-wide results, as well as reports to parents. Integrating systematic fitness assessment into physical education ensures accurate information for all students, teachers, and parents/guardians. Families can use the information to guide lifestyle choices and encourage more or different physical activity. It also provides a baseline measure of a student's fitness level and aggregate data for the school to use for measuring progress over time. This data can be used to modify curriculum and look at other options to increase physical activity level if individual or school data are low.

Fitness assessment relates to NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Action Steps

- Select a fitness assessment tool and the tests to be used.
  - NOTE: The DPI and UW–Madison School of Medicine and Public Health encourage the use of FitnessGram. Research conducted by the UW suggests that the aerobic fitness tests in this program have well-established standards or acceptable scores that align well with the best available laboratory measurements of aerobic fitness. These include the PACER (Progress Aerobic Cardiovascular Endurance Run) and the mile run/walk. The UW considers these to be the best tests of aerobic fitness available.
- Train staff in fitness assessment, if needed.
- Select grades or classrooms in which to implement the chosen fitness test.
- Schedule and conduct the tests.
- Give a report on the results to students and parents/guardians.
- Use the class or school-wide results to help improve the school's PE program.

  For example, if results show that many students are below the standard in aerobic fitness, devote more PE class time to building aerobic capacity. If results show that many students lack flexibility, incorporate more stretching in the cool-down after activity.

The Groundwork of all happiness is health.

—John F. Kennedy

The Milwaukee FitnessGram Story

Milwaukee Public Schools (MPS) teachers implemented the FitnessGram program tests in grades four, six, and ten in the 2009–10 school year. MPS staff are dedicated to the development of the whole child and understand that students' health and wellness are important indicators of future health and academic success. FitnessGram helps students understand how to improve or maintain a healthy lifestyle.

MPS purchased a version of the FitnessGram program that is server-based. This allows the individual teacher, the school, and the district to use the FitnessGram program to make data driven decisions. Individual teachers can see where their students are as a whole, and adjust their curricula to address weaknesses in particular classes or the school program as a whole. The district will be able to link the FitnessGram data to other data, such as attendance or academic achievement test scores.

In MPS, 131 teachers have been trained to use FitnessGram, including 25 staff trained as FitnessGram trainers. The goal is to have 80 percent of MPS physical education teachers completing FitnessGram test protocols by the end of the 2009–10 school year. All staff using FitnessGram do the BMI and PACER. Teachers who are full-time in their building are expected to complete all six fitness tests. For more information, contact: Brett Fuller, Curriculum Specialist, Milwaukee Public Schools, (414) 475-8057, fullerba@milwaukee.k12.wi.us.

Morgandale K–8 School, MPS

Over the last couple of years, the PE teacher, Scott Koss, used FitnessGram results to modify some of his instruction. Noting many students' PACER test scores needed improvement, he used interval training at the beginning of class for five minutes during warm-ups. As the year goes on, the times change with students jogging more minutes with shorter walking time in between, decreasing recovery time.

Koss tests twice a year, comparing spring results to fall, to see the impact of his instruction. While recognizing that other factors such as activity level outside of school could affect the student's results, he likes to help students see improvements in their scores. Also, to help students be active and improve scores, he set up a walking course around the playground that students use during recess or outside of school. Students track their distance walked, turn in the results, and earn an award. Koss is seeing good results, but he recognizes that it takes ongoing efforts to help improve his students' fitness and health. For more information, contact: Scott Koss, Morgandale K–8, Milwaukee Public Schools, kosssj@milwaukee.k12.wi.us.

Resources

FitnessGram http://www.fitnessgram.net

The FitnessGram uses standardized tests to provide the student, teacher, and parents with accurate information regarding the students' current level of fitness. The assessment items include the following:

Aerobic Capacity—may select one option

- PACER test
- One-mile run/walk
- Walk test (ages 13 or older)

Muscular Strength, Endurance, and Flexibility

- Abdominal strength and endurance (curl-up)
- Trunk extensor strength and endurance (trunk lift)
- Upper body strength and endurance (choose from push-up, modified pull-up, and flexed arm hang)
- Flexibility (choose from back-saver, sit-and-reach, and shoulder stretch)

Body Composition—may select one option

- Percent body fat (calculated from triceps and calf skin folds or entered from an alternative measuring device)
- Body Mass Index (calculated from height and weight)

Appropriate uses of FitnessGram include:

- Personal testing to help students evaluate their level of health-related fitness.
- Institutional testing to allow teachers to view group data (for curriculum development).
- "Personal best" testing to allow individual students to privately determine performance levels.
- Teaching students about criterion-referenced health standards and what types of activity are needed to reach them.
- Helping students track fitness results over time (e.g., portfolios).
- Documenting that FitnessGram is being administered in schools and that student self-assessments are being tracked over time.

ActivityGram is a separate module within the FitnessGram software that provides a detailed assessment of a student's level of physical activity. It is designed to help youth learn to self-monitor their personal physical activity patterns. Students complete a recall of their previous days' activities and may print out a personalized report. Appropriate uses of ActivityGram include:

- Personal testing to help students assess their current level of activity.
- Institutional testing to allow teachers to view group data (for curriculum development).
- Teaching students about different types and intensities of activity and the health benefits of being physically active.
- Helping students self-monitor physical activity over time (e.g., portfolios).
- Documenting that ActivityGram is being administered in schools and that student self-assessments are being tracked over time.

For more information: FITNESSGRAM/ACTIVITYGRAM Test Administration Manual, The Cooper Institute. Marilu D. Meredith, Gregory J. Welk, Editors.
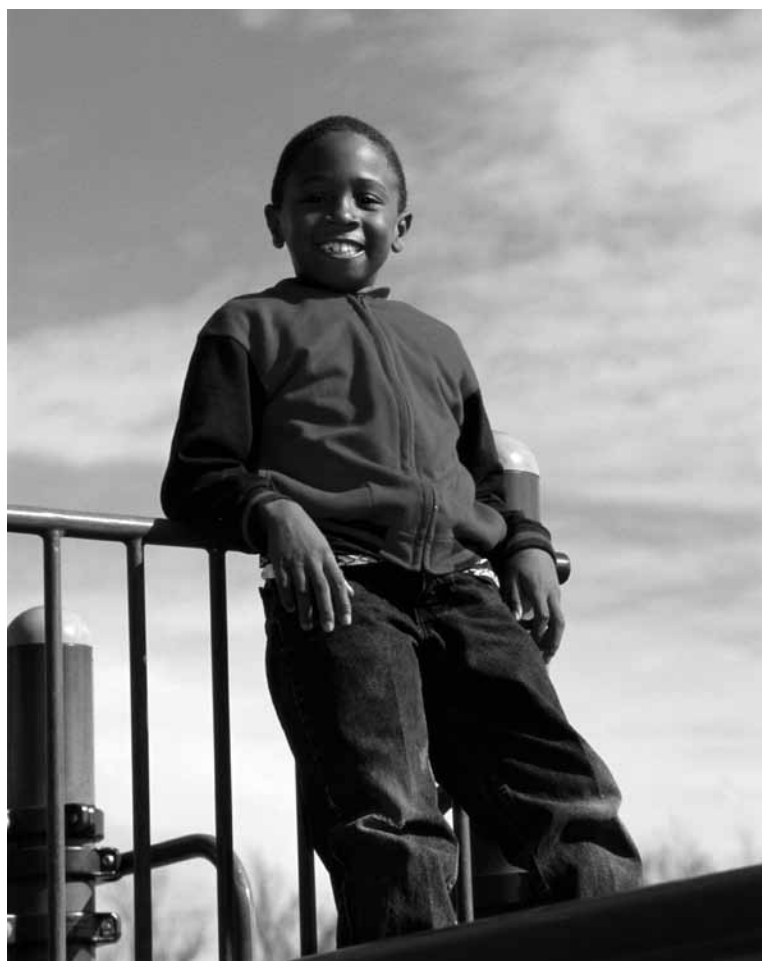
B. Physical Activity as Part of the School Day Strategies

Strategy 4

Active Recess "Snapshot"			
Description: The goal is to have all students engaged in physical activity during the majority of recess time through age appropriate games and other organized activities.			
Resources Needed:			
Funding	**Staff Time**	**Prep Time/ Materials**	**Training**
Varied according to current supplies and playground.	Variable depending on how recess has been managed in the past.	Summer break is the best time to prepare the playground. Community and staff working together will help with preparation time.	Staff training for playground aides and teachers for playground games/ activities/rules.

Facilities and Equipment Needed:				
Facilities	**Equipment**	**Set up / take down time**	**Transportation**	**Custodial**
Safe locked storage of all recess equipment.	Playground balls Basketballs Jump ropes Chinese jump ropes Soccer balls Hopscotch Striking equipment Tetherballs	Initial preparation of the playground is needed.	None	Blacktop and grassy play area must be kept clean of debris; large playground equipment must be checked for safety seasonally. Any fencing must be routinely checked for safety.

Evaluation: Observation and children being more active during recess.

Description and Rationale

Active recess involves purposefully designing the playground and recess activities to encourage physical activity for all students. It also involves including a minimum of 20 minutes of recess each day for students in elementary and middle school. Active recess incorporates activities on the grassy areas or fields, blacktop surfaces, and playground equipment. Active recess provides children with a guarantee of non-structured play each day, with equipment and supplies needed to be physically active on the playground. It provides some structure to recess and may include several activity stations scattered around the playground and green spaces.

For maximum impact, use active recess as a school-wide practice for all students. For greatest success, all school personnel must take an interest in the play and activity of children. The classroom teacher can help teach new rules of activities, while the physical education teacher can help teach new activities. The art teacher may help develop new rules posters. The school counselor and school nurse can help integrate safety and social rules.

Many playgrounds include three play areas: blacktop, grassy areas, and playground equipment. Following are ideas to increase activity in two of the three areas:

- **Blacktop:** Games and activities safe for the blacktop are generally bouncing and jumping games. Examples include: Four and Two Square, jump rope activities, hopscotch, basketball, net games, and all activities where markings have been painted on the blacktop. For safety reasons, most educators avoid kicking games or striking games on the blacktop.

- **Grassy areas:** Grassy areas are safe for kicking, running, striking, and fast-paced activities including, but not limited to: soccer activities, striking games or field games, tag games, and running-type challenges. Areas for kicking games must be separated from playground equipment.

Active recess provides standards-based and progressive instruction of movement skills. Recess provides children with much needed unstructured activity time. Recess is not a replacement for physical education. It should be considered an important activity supplement, and another opportunity for children to accumulate 60 minutes of physical activity a day. Recess also allows children to release energy and reduce stress, both of which help improve attention in the classroom and decrease disruptive behavior.

An active recess will include children participating in developmentally appropriate play where they may explore, stimulate their imagination, and develop critical thinking skills as they take a break from a structured classroom.

The benefits of active recess include the following:

- Unstructured play helps children manage stress and reduce anxiety.

- Recess creates a setting in which children learn and practice social skills and must be creative with how they choose to spend their free time.

- Children who take breaks between performing school tasks are more attentive and alert afterward.

- Recess allows children to explore, which stimulates their imaginations and fosters critical thinking skills.

- Breaks between rigorous studying or working improve brain function and memory.

- Children who receive more recess behave better and are likely to learn more.[4]

CDC Recommendation: Schools should incorporate at least 20 minutes of recess per day in addition to physical education classes.[5]

Active recess relates to NASPE Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health enhancing level of physical fitness; and Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

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4   *Huntington Learning Center Glendale Feb. 1, 2010—Global Press Release Distribution* citing a 2009 study at Yeshiva University's Albert Einstein College of Medicine

5   Burdette et al, 2007 Strong inverse association between physical fitness and overweight in adolescents: a large school-based survey. Int J Behav Nutr Phys Act. 2007 Jun 5;4:24.

Action Steps

- Commit to active recess as a school-wide practice.
- Review and improve, if needed, recess areas. If possible, establish safe grassy, blacktop, and playground equipment areas. Paint colorful markings on blacktop.
- Develop an active recess handbook for the school and orient all playground supervisors.
- Allow all children to participate in recess activities. Avoid withholding recess from students who misbehave in other academic classes. Recess should never be denied, withheld as punishment, or as a time to make up incomplete academic work.
- Allow different developmental levels private use of large equipment area (swings, climbing equipment, and slides). Avoid allowing fifth grade to play on the large apparatus at the same time as the first grade.
- Provide a consistent set of rules for each area of the playground. Post them where all can see.
- Select appropriate activities and obtain needed supplies and equipment.
- Teach children appropriate use of each area of the playground.
- Increase the use of games and equipment during recess. Provide equipment choices for each area of the playground.
- Teach appropriate children's games at each grade level. Both physical education and classroom teachers can integrate games into units.
- Examples of some popular games include: Four Square, Longball, Basketball, Around the World, Tetherball, Multi-Use Circle, Wallball, Alphabet Track, Running Track-Painted Line, Tricycle Track, Volleyball, Prisoner Court, Skipping Track, US Map, and Hopscotch.
- Consider pedometer play at recess.
- Integrate math and physical activity while challenging the children to more physical activity.
- Consider recess before lunch (students play and then eat).

Examples

Portland area schools integrated recess as a school project to make recess safe and give students ownership of their recess, while all school personnel helped in the transition from a chaotic recess to time well spent.

http://www.oregonlive.com/portland/index.ssf/2009/04/portland_schools_make_recess_f.html

Gibraltar's Active Recess

Activity time is actually an extension of PE. It is not recess time. It is a 30-minute structured time with many cooperative games, aerobic games, and skill-related games to encourage use of skills used in PE. Gibraltar has created all its lessons and used many sources. Gibraltar has taken time to teach some games that could transfer to the playground during recess.

Contact Chris Zvara
Physical Education Teacher, Gibraltar Elementary School

Resources

School playground design. Information on the planning and design of playgrounds for varying age levels, including resources on safety, accessibility, equipment, surfaces, and maintenance. http://www.edfacilities.org/rl/playgrounds.cfm

Games. Ultimate Playground and Resource Game Book offers a variety of activities for an active recess. http://www.gameskidsplay.net/

Peaceful Playgrounds http://www.peacefulplaygrounds.com

Pedometer resources

Lesson plan http://www.uen.org/Lessonplan/preview.cgi?LPid=16271

Log It Home, a pedometer recording program for 3rd grade and up. http://www.peclogit.org/logithikepreview.html and http://www.peclogit.org/logit.asp

WE Count Walking Program integrates walking programs and pedometers into recess. http://www.peacefulplaygrounds.com/pedometers.htm

Playground Passes: http://web.archive.org/web/20030802120604/ and http://www.prairie.ca/~roakden/playpass.htm

Lunch before recess
http://www.educationworld.com/a_admin/admin/admin389.shtml

Rules of play http://www.educationworld.com/a_admin/admin/admin519.shtml

SPARK After School http://www.sparkpe.org/after-school/

Strategy 5

Active Classrooms "Snapshot"

Description: The goal is to have schools build into their daily schedule at least two 10-minute physical activity breaks, not including PE or recess, that are led by the classroom teacher.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
Minimal for supplies.	Two 10-minute activity breaks integrated into the school day.	Resource books with appropriate activities.	Teacher in-service.

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
Classroom	Varied according to grade band and activity.	None	None	None

Evaluation: Wellness breaks, energy breaks, and academic integrated movement activities are present in the daily schedule.

Description and Rationale

Active classrooms means integrating movement breaks, also known as energizing breaks or brain breaks, outside of physical education and recess, into the school day. The goal is to have schools build into their daily schedule at least two 10-minute physical activity (energizing or brain) breaks, not including physical education or recess, that are led by the classroom teacher. Regular breaks improve learning because they give students time to make sense of information. In the classroom, children need breaks for learning to be effective.[6]

Active classrooms helps meet NASPE Standard 3: Participates regularly in physical activity.

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6   Lamprecht, Clinton. 2004. *Teaching Expertise*. Optimus Professional Publishing.

Action Steps

- Talk with school administration regarding what a movement (brain or energizing) break is and how to implement them in the classroom.
- Purchase or develop a document that has numerous movement break strategies and give it to every teacher.
- Train staff on when and how to do these breaks in a staff development session.
- Have staff implement one strategy per week until every staff member feels comfortable with the practice.
- At staff meetings, periodically share movement break ideas.
- Place movement break time slots in the school schedule as appropriate.
- Develop grade level movement break booklets to be used each year.

Examples

Physical Activity Breaks across the Nation:
http://www.healthiergeneration.org/schools.aspx?id=3459

Yoga as a School-Wide Intervention

Hawley Environmental School, a K–5 Milwaukee Public School serving about 330 children, provides mental health services, which are part of a larger health initiative. Survey results from staff, students, and parents about mental health concerns indicated that it would be a priority to provide a stress reduction intervention. After some research and discussion with staff, we decided to pursue yoga as a primary prevention strategy. A local program called YogaKids provided training to three school staff to teach yoga to school-aged children. Teachers provide yoga in grades K4–second, fourth, and fifth grades. Third grade will be added later. For more information, contact Patriq DuSaint, PhD.

Those who do not find time for exercise will have to find time for illness.

—Arabic Proverb

Resources

Promoting Physical Activity and Health in the Classroom. Pangrazi R., Beighle, A., Pangrazi, D. (2008). http://wps.aw.com/bc_pangrazi_classroom_1/97/24889/6371694.cw/index.html

This contains individual lesson activity cards for the classroom teacher.

- Implementing the Instructional Activities (11 cards)
- Classroom-Based Activities (68 cards)
- Large Area Activities (46 cards)
- Basic Skills (36 cards)
- Sports on the Playground (37 cards)
- Multicultural Activities (28 cards)
- Nutrition and Sun Safety Activities (18 cards)
- Health and Fitness Activities (24 cards)

Brain Breaks, A Physical Activity Idea Book for Classroom Teachers. http://www.emc.cmich.edu/brainbreaks/

Classroom Energizers for elementary and middle school classrooms helps teachers integrate physical activity with academic concepts. http://www.ncpe4me.com/energizers.html

JAMmin' Minutes: a free resource that is emailed to the teacher each week. The JAMmin' Minute is a series of five exercises that take only a minute to do. Teachers or students can lead these energizing breaks. http://healthetips.com/archive.php

You've Gotta Move: an activity-based program designed and delivered as an engaging combination of dance, activity, and music for kindergarten to second grade students. http://www.healthyschoolsms.org/ohs_main/youvegottamove.htm

Disarming the Playground: Violence Prevention Through Movement and Pro-Social Skills. http://www.hancockcenter.net/disarm.html

Strategy 6

Open Gym Time "Snapshot"
Description: The goal is to have the gym and perhaps other physical activity facilities available to students, staff, and family members to be physically active before and after school and during the lunch hour. The facilities must be conducive to physical activity, which would include adequate space, time, equipment, and appropriate supervision being available.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
For staff.	Supervision of facility.	To organize facilities and staff, to schedule and monitor.	Supervisor in-service may be needed.

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
Gym, field house, pool, and/ or strength center.	Varies according to grade band, activity, and facility.	Varies	None	Varies

Evaluation: Students actively participating in properly supervised open gym activities outside of school times. Gym, field house, pool, and strength center are open for all students, not only student athletes. Calendars of open facility times and activities are easily accessible and updated.

Description and Rationale

Open gym provides access to the gym and/or other athletic facilities of the school to all students, and perhaps staff and family members. The facilities are used for self-directed or minimally structured physical activity before and after school and during the lunch hour. The gym environment must be conducive to physical activity, which means that adequate space, time, equipment, and appropriate supervision are available.

Open gym provides another opportunity to promote general physical, mental, and emotional well-being for students and families, and helps form student and family attitudes toward leisure time activities.

Open gym helps meet NASPE Standard 3: Participates regularly in physical activity.

Action Steps

- Conduct a needs assessment to determine available time, available facilities in school, interest by students and families, school and community commitment support, including staffing, for open gym and other facilities.

- Determine which groups will be allowed to use the facilities. In addition to students, this may include staff and/or family members.

- Develop a schedule that includes the following: available facilities such as a field house, gym space, pool, or weight room, available time (both in school and out of school), and activities that could be completed during this period.

- Develop and obtain approval for a budget that includes the cost of supervision and equipment.

- Assign or hire and orient gym supervisors.

- Develop promotional pieces to make the community aware of open gym availability. Consider having the students develop promotional posters. Promote the availability and publish the schedule.

- Monitor open gym to help prevent and solve any problems.

- Count attendance for each open gym period to help promote continuation of this strategy.

Examples

Since open gym and access to school physical activity facilities are common practices, examples are not provided here.

Resources

Please refer to after school programs section for programming ideas, if desired.

C. School-related Physical Activity Outside the School Day Strategies

Strategy 7

Intramurals "Snapshot"			
Description: An organized full school year intramural program that offers a variety of options for students to be physically active, which includes more than team sports.			
Resources Needed:			
Funding	**Staff Time**	**Prep Time/ Materials**	**Training**
Many programs pay a teacher or adult to guide or supervise the intramural program.	Assigned time for the adult leader of the program.	Prep time is primarily administrative and organizational, utilizing student support for success.	Not needed.

Facilities and Equipment Needed:				
Facilities	**Equipment**	**Set up / take down time**	**Transportation**	**Custodial**
Varies, some of the activities could take place in the gym, on the playground, or on appropriate fields.	Physical education equipment can be utilized in an intramural activity. Additional equipment varies with activity.	Minimal depending on the activity chosen.	None	Varies depending on the sports involved.

Evaluation: Determine percentage of participants, as well as the average amount of time involved in the various activities described in the intramural program.				

Description and Rationale

Effective intramural programs offer a variety of options for students to be physically active including, but not limited to, team sports throughout the school year. The term "intramural" simply means "within the walls," implying that competition with other schools' teams is not involved.

The term intramurals has traditionally been used to describe a variety of clubs, leagues, tournaments, meets, and special events regarding sports within a specified institution, especially a school.

Intramural activities offer students basic instruction in motor skills, as well as sports and recreational activities. They are generally less competitive than extramural or cross-school events. A strong recreational program should include not only training in motor development and knowledge necessary to support an active, productive, and healthy quality of life, but also sport and recreational opportunities so skills can be practiced and reinforced. Intramural programs, as part of the school program, ensure that all children are provided opportunity to participate regardless of athletic skills or abilities, to learn an energetic approach to life. Intramural experiences can contribute to their enjoyment of leisure and maintain a style of living that is health promoting.

Intramurals may offer a wider variety of sports than traditional extramural sports, and as a result attract more students. Lifetime sports such as bicycling, roller-blading, yoga, kayaking, and martial arts may be more easily included in intramurals than in physical education and extramural sports.

Intramurals help meet NASPE Standard 3: Participates regularly in physical activity.

Action Steps

To organize and administer an effective intramural program do the following:

- Create the program as part of the overall school curriculum and connect it to the physical education program when appropriate.
- Dedicate funds to provide appropriate management, facilities, equipment, and safety.
- Designate a leader to plan and supervise the program.
- Develop a student leadership program to help administer the program. Student buy-in is absolutely critical for policy, activity selection, and officiating.

March Madness—Elementary or Middle School

In this intramural activity, students sign up for one of three activities during a session. Sessions last for one hour. Activities include: basketball, floor hockey, volleyball, and the moonwalk in the gymnasium; Dance, Dance Revolution in the cafeteria, and sport video games in a classroom. The students must be in the gym for at least one session. Prizes were donated from local businesses.

A Middle School Intramural Program

One middle school intramural program consists of the following offerings based on student input: weight training, tennis, flag football, basketball, skiing, indoor soccer, indoor rock climbing, and bowling. The intramural program ends with a survivor challenge of ten activities over two meetings. The activities include a soccer goal challenge, basketball dribbling contest, a rock climbing challenge, a football throw challenge, and five others developed by the students. This could be adapted for elementary or high school as well.

Resources
Liability

Liability in Before and After School Programs: http://www.school-training. com/newsletter/articles/before-and-after-school-liability.shtml

Supervision and care:

Care in Before and After School Programs and the Responsibilities of the School Nurse: http://www.nasn.org/Default.aspx?tabid=265

An excellent set of lessons that address intramurals in Wisconsin is present at the following web site: http://dhs.wisconsin.gov/health/physicalactivity/ PEhome/

For additional resources please refer to the section on before- and after-school programs.

Strategy 8

Before or After School Activities "Snapshot"

Description: This goal is to have organized and appealing activities for students, staff, and family members before and after school in addition to intramural sports to keep them physically active.

Resources Needed:

Funding	**Staff Time**	**Prep Time/ Materials**	**Training**
Supervision, if needed to meet district safety requirements.	Required district supervision of facilities.	Varies with the activity.	None

Facilities and Equipment Needed:

Facilities	**Equipment**	**Set up / take down time**	**Transportation**	**Custodial**
Varies with the activity.	Appropriate for provided activity.	Appropriate to get the facility back to before the activity.	None	None

Evaluation: Increase in the number of students participating in activities before and after school.

Description and Rationale

School districts can implement a wide variety of before- and after-school programs, in addition to intramurals, that include physical activity for students and perhaps their families. These can include school-community recreation, community education, 21st Century Community Learning Centers, and related education-focused programs. These may be run or supported by the school district alone or in partnership with a variety of community organizations. After-school programs also include programs run in the school building by independent community organizations, such as YMCAs, Boys and Girls Clubs, and others. Implementing these in the schools make access easier for many students. Use of school facilities and equipment for organized programs that include physical activity during the before- and after-school hours can help students meet the goal of 60 minutes of physical activity per day.

After-school programs help students meet NASPE Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health-enhancing level of physical fitness; and Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Action Steps

- Survey students to find what activities they would like to participate in outside of the school day.
- Once activities have been identified, establish what facilities and equipment will be utilized and what outside organizations might also be involved.
- Establish the district's policy for supervision of the activities and facilities.
- Develop or expand partnerships with community organizations to assist in planning and delivering before- and after-school programs that include physical activity.
- Survey staff as to their willingness to assist with this supervision.
- Establish a budget if funds are needed to reimburse staff or community organizations.
- Set fees to meet budgetary needs.
- Set any limitations to participants (students, adults, age limits).
- Establish a schedule for activities and supervision.
- Use district and community communication channels (websites, school newsletter, etc.) to promote the program to students and families.

Examples

Madison Metropolitan School District:
School and Community Recreation

- **Middle school programs**: http://www.mscr.org/contentPage.cfm?ID=388
- **Program Guide**: http://www.madison.k12.wi.us/files/CurrentProgramGuide.pdf

Sheboygan Area School District: K–12 recreation programming
http://www.sheboygan.k12.wi.us/recreation/activities.html

Resources

SPARK PE Afterschool. http://www.sparkpe.org/after-school/

California After School Physical Activity Guidelines and online resource center. http://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf and http://www.afterschoolpa.com/base.html

National Football League "Play 60." http://www.nflrush.com/play60

10 Ways to Exercise as a Family. http://www.parents.com/fun/sports/exercise/10-ways-to-exercise-as-a-family/?page=2

Liability in Before- and After-School Programs. http://www.school-training.com/newsletter/articles/before-and-after-school-liability.shtml

Nursing Care in Before- and After-School Programs and the Responsibilities of the School Nurse. http://www.nasn.org/Default.aspx?tabid=265

Federal government guide on promoting physical activity and healthy eating in after-school programs. http://nccic.acf.hhs.gov/afterschool/fitness_nutrition.pdf

Alliance for a Healthier Generation statement on adding physical activity before and after school. http://www.healthiergeneration.org/schools.aspx?id=3382

State of Washington statement on policies for physical activity outside of physical education classes. http://depts.washington.edu/waaction/plan/pa2/rec_b.html

21st Century Community Learning Centers. http://dpi.wi.gov/sspw/clc.html

Strategy 9

Homework or Extra Credit Activities for Physical Education Class "Snapshot"

Description: Assign homework, give extra credit assignments, or both, for physical activity outside of PE class.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
None	The number of students would dictate the time needed to reproduce forms, track points earned, and record totals.	Time needed would be to copy any forms that will be used to track activities outside of the physical education classroom. Time needed to prepare list of appropriate activities.	None

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
Only if the district will provide space for student/ parent activities within the district's facilities.	There is no specific equipment needed for this activity.	None	None	None

Evaluation: Tracking of time/points earned by students to determine if they are increasing their overall physical activity levels to meet the 60 minutes per day.

Description and Rationale

PE "homework" or "extra credit" encourages students to develop activity patterns that go beyond the school setting, which supports lifelong participation. It may be completed at the school, or PE teacher level, and should not need any district or school board approval.

Parents often tell their children they cannot "watch TV" until their homework is finished. PE "homework" will likely have the secondary effect of substituting some activity time for "screen" time. It is a great way for the "non-athlete" to have a way to do well in physical education.

The National Association of Sport and Physical Education (NASPE) related recommendations include: Standard 3: Participates regularly in physical activity, and Standard 4: Achieves and maintains a health enhancing level of physical fitness.

Action Steps

- PE teachers set up a grading policy to assign "homework" that the child must do to help meet the goal of a daily hour of physical activity that is recommended, and/or give "extra credit" for physical activity done outside PE class, and explain it to the students.

- The school and PE teacher send a letter to parents explaining the new PE grading system. A template is provided on the following pages.

- The outside physical activity time is tracked on a simple sheet signed off by the student and a parent. There are several examples of how the activity could be quantified, including a simple calendar log, Movin' Miles log, exercise points based on caloric expenditure, etc. Samples are provided in this section.

- Children participating in organized sports, intramurals, etc., can use these to fulfill their "homework assignment." Children not participating in organized sports would have to find other activities to meet the requirement. Provide information on sports and recreation opportunities.

Examples

Example 1: The teacher sets the number of minutes or points per quarter that constitutes an increase of one grade level. Since there are approximately nine weeks per quarter, a reasonable amount of activity to raise a grade one level would be 100 points per month or about 200 points per quarter. This would equate to about 25 hours per month or 50 hours per quarter of moderate activity. Parents would sign off on a monthly form that would be turned in prior to the end of the quarter. Students playing a sport for the majority of the quarter can either record those minutes or points on their sheet or be given a "credit" of half a grade level or a full grade level for participation depending on the teacher's decision on the point value of the activity. A parent or coach would have to sign off on a form to verify participation. Teachers can "cap" the amount of credit that students can earn through extra credit to one or two grade levels.

Example 2: Janesville's Edison Middle School has an initiative that requires activity outside of class at least twice a week for 30 minutes. They have a one-page sign-off form that they collect every couple of weeks and the options include: extra time in their fitness center (signed off by the supervisor), participation in sports (signed off by the coach), or the child's activity on their own (signed off by a parent). Their program starts with the highest grade possible as a "B," with an "A" requiring the PE homework. They cleared this with the principal prior to the school year and got feedback at parent conferences. The feedback was very positive.

Resources

Sample A—Point tracking log (High School and Elementary Levels)

Sample B—Minute tracking log

Sample C—Parent letter

The greatest wealth is health.

—Jill Johnson

Sample A
Physical Activity Tracking Log (High School Level)

**2 Points /
15 minutes**

Basketball—game
Bicycling >16 mph
Bicycling 12–15 mph
Bicycling stationary
Boxing/sparring
Calisthenics—vigorous
Carrying heavy loads
Circuit training
Football
Hockey
Martial arts
Racquetball
Rock climbing
Rope jumping
Rowing-vigorous
Running > 7 mph
Running, 5 mph
Running, 6 mph
Soccer—vigorous
Swimming—vigorous
Swimming—moderate
Tennis, singles
Volleyball, beach
Walking upstairs

**1.6 Points /
16 minutes**

Aerobic—general
Backpacking/hiking
Bicycling 10–12 mph
Canoeing—moderate
Dancing—aerobic, fast
Jet-skiing, water
Jogging < 5 mph
Moving boxes
Rowing—moderate
Skating—vigorous
Sledding
Soccer—moderate
Swimming—leisure
Tennis—doubles
Weight lifting-vigorous
Walking—brisk, 4 mph

Date	Activity	Length of Time	Points	Sub-total
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				

**1 Point /
15 minutes**

Archery
Badminton
Basketball—shooting
Bicycling <10 mph
Bowling
Canoeing—light
Dancing
Golf—using motor cart
Golf—without cart
Health Club—general
Horseback riding
Housework—cleaning
Housework—vigorous
Hunting
Kayaking
Mowing lawn—walking
Music—vigorous, drums
Play w/kids—moderate
Play w/kids—vigorous
Recess—moderate
Sailing/sail board
Skate/Roller blade
Softball or Baseball
Stretching, Yoga
Table tennis
Volleyball—vigorous
Walk—moderate 3 mph
Water Aerobics
Weight Lift—moderate
Yard work, raking, etc.

Minute tracking log

Classroom _____ Student Name _____ Semester _____

1 point = 40 calories for a 105 pound person

1 point = 50 calories for a 130 pound person

1 point = 60 calories for a 155 pound person

1 point = 70 calories for a 180 pound person

1 point = 80 calories for a 210 pound person

1 point = 90 calories for a 235 pound person

1 point = 100 calories for a 260 pound person

*Resting Metabolic Rate =
about 1 to 2 points/hr*

Multiply by calories/point (see weight chart) x _____

Total calories burned this month _____

Sample A:
Top 15 Elementary School Activity Chart

Adapted from Movin' and Munchin' Schools

Activity	Points Earned per 15 Minutes of Activity
Walk	1
Walk with family member	2
Bike	1
Play tennis	2
Swim	2
Rollerblade	1
Do yard work, such as mowing the lawn	1
Play soccer	1.5
Dance	1
Jump rope	3
Play basketball	2
Night games, such as "Kick the Can"	1
One week without TV	10
Any activity that makes you breathe hard like running	2
Run slowly	1
Any other movement activity	1

Weight Chart:
Approximate calories burned
during activity

Monday	Activity	Minutes	Points/ Minute	Points
Day 1 Total Points				

Pedometer number of steps for the day _____

Sample B: Monthly Physical Activity Log   Month of _____

It is recommended that every school-age child and teenager get at least 60 minutes of physical activity per day, on at least five days per week. In an effort to meet this recommendation, [ ] School is allowing students to earn extra credit/assigning homework for activities outside of physical education class time. Use this log to track your child's activity, get school credit and to see if the activity totals are meeting or exceeding the daily 60 minute goal. Have your child track their activity by placing a checkmark in the box for each 10 minutes of activity completed each day.

Week 1	10 min	20 min	30 min	40 min	50 min	60 min	Type of activities (walking, etc.)
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Total							Total time

Week 2	10 min	20 min	30 min	40 min	50 min	60 min	Type of activities
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Total							Total time

Week 3	10 min	20 min	30 min	40 min	50 min	60 min	Type of activities
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Total							Total time

Week 4	10 min	20 min	30 min	40 min	50 min	60 min	Type of activities
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Total							Total time
Monthly total							

I certify that my child has completed the amount of activity listed above:

Parent's Name _____Date _____

Sample C:
School Letterhead

Dear Parents/Guardians,

The Physical Education (PE) Department at [ ] School wants to do more to ensure that your child gets the recommended amount of physical activity per day, so we are instituting a new policy for physical education grades. The recent Physical Activity Guidelines for Americans developed by the U.S. Department of Health and Human Services recommends that school-age children get at least 60 minutes of physical activity per day. Recent statistics from a survey of Wisconsin teens shows that only 38 percent are meeting this recommendation*. In addition, recent trends show an increase in body weight in children with self-reported data indicating about one-quarter of all children are overweight or obese*.

Since the time spent in PE alone cannot meet this requirement, we are looking to other strategies to augment the time. One of those strategies is to provide extra credit/homework *[select one]* opportunities to increase activity time. Attached is a recording sheet that students will be asked to use to track their activity outside of PE class. Points/Minutes *[select one]* that students turn in monthly will be added to the student's PE grade. Students may earn credit to increase their PE grade by one/two *[select one]* grade level(s) by turning in the monthly sheets.

We are trying to meet the physical activity recommendations and at the same time instill in our students personal motivation to be active outside of class time, a skill that they can use for a lifetime. I hope you will support this effort and encourage your child to be active and complete the monthly logs.

Sincerely,

Teacher name
Contact information if they have questions.

*Source: CDC Youth Risk Behavior Surveillance Survey

Miscellaneous resources:

Effect of Physical Education and Activity
Levels on Academic Achievement in Children
http://www.tahperd.org/HOME_PDFs/Activity_Achievemnt_Scores_article.pdf

Strategy 10

Tracking Campaigns "Snapshot"

Description: The goal is to organize a campaign to encourage students, staff, and family members to be physically active by offering incentives for the accumulation of minutes spent or distance covered being physically active outside of the PE class.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
Most are free.	Little or none. Can be primarily run by PTO or neighborhood parents.	Materials are available. Prep time is primarily administrative and organizational.	You can read the toolkit or online information to run these programs.

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
None	Varies with activities. Bike with Me requires bikes.	None	None	None

Evaluation: Determine percentage of participants as well as the average amount of time involved in the various activities described in the tracking competitions.

Description and Rationale

Tracking campaigns are organized efforts to encourage physical activity in a variety of forms with students, and perhaps others; recording the amount of time they were active, distances covered, or other units of activity. Tracking campaigns can be simple or complicated and include individual challenges, class programs or competitions, grade level initiatives, or school-wide experiences. In addition to school-based campaigns, they can be based in workplaces, fitness centers, or other recreational activity centers. Participants can self-report physical activity or use a pedometer to track steps. Additional measures include participation in physical education class, intramurals, clubs, open gym, or other after-school programs.

Tracking campaigns assist in motivating participants through group effort, peer support, goals, friendly competition, and incentives. These factors help support the regular habit of physical activity and achievement of new levels. Studies have shown that people who track

their activity are more active and more likely to meet their goals and stick with a physical activity program. Incentives can vary from recognition to tangible reminders such as t-shirts or water bottles with the campaign slogan. Encouraging students to take part, especially with their families, helps them see the value of such supports, which may prove valuable in maintaining lifelong habits of physical activity. Campaigns that involve families encourage activity with parents, guardians, and siblings, which may be easier to maintain than if the student alone is active.

Tracking campaigns help students meet NASPE Standard 3: Participates regularly in physical activity; and Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Action Steps

- Determine school leaders to research which tracking activities are going to be promoted or conducted with the students. This could be done as part of your wellness committee activities.

- For any class or school-based activity that involves parents, the school leaders should describe the activity in a letter to parents or guardians.

- Decide who the target audience is going to be (e.g., class, grade level, or school-wide).

- Provide the appropriate tracking materials and the criteria the strategy is going to focus on.

- Conduct the program over a set period of time.

- Celebrate the success of the program through media coverage, a school celebration, and other incentives.

- For individual tracking, the same promotion might take place; however, it is up to the student to register for programs.

Example

Whitewater Unified School District Jumps Aboard the Movin' and Munchin' Program

In a time when childhood obesity is rising at an alarming rate, Washington Elementary School in Whitewater enthusiastically implemented the Movin' and Munchin' Schools activity and eating tracking program to make a positive difference. The principal and staff knew that the better a person feels, the more productive he or she is. In applying that concept to education, they firmly believe that improving levels of nutrition and fitness will, in turn, boost academic achievement.

Washington Elementary set a goal to track the activity and eating, and convert it to miles to reach our American soldiers in Afghanistan. Students and staff established the route and posted a map on the wall entering our cafeteria. Using different colored cutouts of footprints, apples, and hearts illustrated the goal of choosing to consume a healthier diet, as well as engaging in physical activity. Many Washington staff and students helped implement the program. Teachers and students calculated the miles accumulated weekly. The visuals presented shorter goals within reach along the route. An important key in developing lifelong healthy habits includes making the right choices not only at school, but also outside of the school day. The Movin' and Munchin' Schools program made a strong connection to families. Positive feedback became contagious, and it was evident that the program was becoming a huge success. People within the community were talking about the Movin' and Munchin' Schools program everywhere, from the grocery store to the post office to the gym. Once the students reached their destination, they decided to pair up different grade levels to race the staff back to Wisconsin. The competition element added an increase in staff participation, but also peer encouragement to earn points. Staff integrated the school goals on character education and technology into the program. A few visits from Whitewater soldiers on leave from Iraq made a strong impression. Several classes incorporated their technology skills through creating holiday greeting cards to send to our American soldiers. The Movin' and Munchin' Schools program was a tremendous success. Even though the program was completed for the year, parents and students continue to share stories about their healthier decision. Students and staff look forward to choosing a new destination next year as they implement the program again. For more information, contact Judy Harms, Whitewater School District, Washington Elementary, jharms@wwusd.org.

Living a healthy lifestyle will only deprive you of poor health, lethargy, and fat.

—Wayne Dyer

Resources

Movin' and Munchin' Schools is a school-based program in which schools, grades, or classes track their physical activity and healthy eating over time. First, staff and students select a destination goal from the places they are studying. Then they engage in physical activity and healthy eating that are converted to "miles" towards their destination goal. Activities include biking, walking, rollerblading, and many more. Students receive double the miles if they do this activity with their parents. When the event is completed, the school leader turns in the results of the competition and will receive a small award from DPI and WEA Trust for completing the event. Information on this program is available at: www.movinandmunchin.com.

Play 60 contains contests, games, and more for individuals, parents, and teachers. It is sponsored by the National Football League. www.NFLRUSH.com.

BikeWithMe Active Lifestyle Challenge contest is a cross-curricular online application in which the data of the contest is used in teaching math graphing concepts. The integrated Family Plan is designed to reinforce the activities at home. The contests target grades five to seven. For more information, contact Craig Breed, President of BikeWithMe at CraigBreed@bikewithme.com.

D. Recreation Program Strategies

Strategy 11

Allow Public Access to Multi-Use Facilities "Snapshot"

Description: The goal is to establish a public access agreement so the public has access to the school grounds and facilities to be physically active, such as walking the hallways, open gym or swim time, and/or using a weight/fitness room.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
Varies with program design.	Little or none if informal program. Formal programs and space rental may require significant staff time.	Varies with the activities identified in the program.	None

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
Gym, fields, hallways, pool, weight room or others.	Defined by the designated activity.	As per need of program activity.	None	May be needed due to extra use of facilities.

Evaluation: Evaluation includes number of participants, number of activities, participant feedback, and suggestions for additional activities.

Description and Rationale

Providing public access to school district facilities for physical activity includes informal and formal arrangements for community members to use these school community resources. It includes use of gym, fields, hallways, pool, weight room, cardiovascular equipment, and other facilities. Schools may offer this on an informal basis, with residents, students, and parents walking the halls before schools are in session, or using the cardiovascular and weight training equipment outside of school hours. Schools may allow free use of facilities for community groups, including sport and recreation programs, or rent the space. Some schools create formal fitness centers, charging membership fees

and providing instruction from weight training and cardio-fitness to nutrition education.

Joint use agreements facilitate a partnership between two or more entities, often school districts and local government agencies (e.g., parks and recreation or nonprofit organizations) to open up spaces such as playgrounds, athletic fields, pools, and gymnasiums to the community outside of school hours or to open up community facilities to schools at a reduced cost or for free.

Joint use partnerships can be formal, such as those based on a contract or other document, or informal, such as those based on verbal agreements. Formal agreements offer increased protections for both the facility and the community group using the facility. Since school staffing can change over time, personal relationships are not the most secure way to guarantee access to facilities into the future. A formal agreement can also help prevent problems related to maintenance, operations, liability, ownership, or cost from arising. The following are some key issues to consider in developing such agreements.

- **Maintenance**—How can we keep the space in good condition? Joint use agreements can detail each partner's responsibilities to help ensure that school properties are respected and maintained. When school resources are being shared, it is important to have joint use agreements that specify who needs to make repairs and who will address wear and tear to the property. Some school officials have noticed a decrease in vandalism since implementing a joint use agreement. They have noted that when the community shares school resources, they take pride and ownership in the space, which can help deter vandalism.

- **Operations** — Who will unlock the gate? Who will run the programs? These questions can be answered with joint use agreements so that partners know what they are responsible for.

- **Liability**—What if someone gets hurt? Experts say most schools' existing liability insurance is sufficient to cover any liability issues associated with joint use. Joint use agreements can identify liability concerns and make sure they are accounted for.

- **Ownership**—How does joint use affect how decisions are made about the property? Joint use agreements should outline a process for resolving any conflicts that may surface. They should also highlight how the partnership will benefit each party.

- **Cost**—How expensive will the partnership be? Joint use agreements can be used to define how much each partner contributes. Partnerships do not need to cost a lot to be successful. Agreements can help partners anticipate costs.

To be successful, formal partnerships involving joint use agreements should have:

- Commonly understood goals
- Detailed planning that includes sources of funding and division of responsibilities
- A recognition of the individual benefits to each partner
- A long-term commitment from everyone involved
- Ongoing communication among partners and with the community
- A process for resolving any conflicts that may arise
- Support from policy makers and community members

Providing public access to school facilities helps meet NASPE Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health-enhancing level of physical fitness; and Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Use of school facilities by the public increases the options for physical activity in the community. It may improve the public perception of the school, and make parents and other community members feel a stronger connection to the school, which in turn has multiple benefits.

Action Steps

- Establish a committee to assist with the action steps, to research needs, and bring forward proposals. Determine the steps needed to be taken to bring a proposal to the Board of Education.
- Review current facilities to determine the potential for use by the public.
- Survey students, parents, and community members to determine the needs and desires of the community for use of exercise facilities and perhaps a formal fitness center or program.
- Visit other school districts that have programs in place to determine if any fall within the direction of your program needs.
- Create a proposal for facility use, possible program offerings, and a budget.
- Solicit area businesses and health care providers for anyone who might like to partner in this venture.
- Bring proposal to the Board of Education for their approval.

Examples
School District of Tomahawk

Tomahawk schools open their doors at 5:30 am, providing students, parents, and other community residents access to the halls for walking until a designated time before schools starts. There are no structured formal agreements. This is not available during the school day. Facilities are again available after school hours with the understanding that formal school activities take precedence over residents. Residents may also check out equipment such as bikes, canoes, snow shoes, and cross-country skis for overnight or weekend use. For more information, contact John Larsen at 715-453-2103, ext. 209.

School District of South Milwaukee

South Milwaukee School District operates a fitness center for community and area residents. The center charges graduated fees for district residents and non-residents. The district fitness website offers information on strength training, body fat reduction, as well as personal training. A certified instructor manages the facility and provides instruction on a variety of requested topics. For more information: www.smfitness.org.

Seymour Aquatic and Fitness Center

Seymour Aquatic and Fitness Center offers cardiovascular and strength equipment and aquatics facility use more than 20 hours per week to community members. Residents must pay a daily use fee or annual or semi-annual membership fee. Fitness instruction is also provided on a regular basis for a modest fee. For more information: http://www.seymour.k12.wi.us/fitness_center.cfm.

School District of Maple

School District of Maple offers strength and cardiovascular equipment use for the public more than 25 hours per week. For more information: http://www.maple.k12.wi.us/district/tiger_fitness_center/index.html
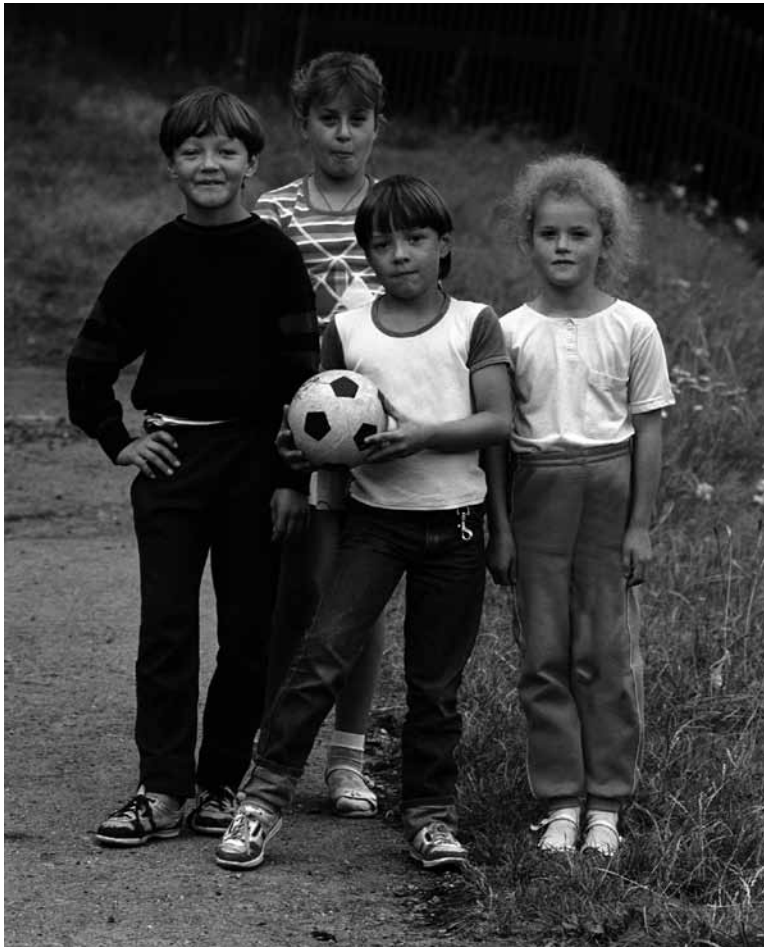
Resources

Checklist for Developing a Joint Use Agreement outlines key operational and management issues. http://www.nplanonline.org/nplan/products/checklist-developing-joint-use-agreements

Model Joint Use Agreement. http://www.nplanonline.org/childhood-obesity/products/nplan-joint-use-agreements

Community Use of Schools resource list from the National Clearinghouse for Educational Facilities. http://www.edfacilities.org/rl/community_use.cfm

Opening School Grounds to the Community After Hours. A new toolkit provides guidance on increasing physical activity in communities through "joint use agreements." Developed by Planning for Healthy Places at Public Health Law & Policy (PHLP) in California, the PHLP's toolkit helps communities and school districts work together to develop these joint use agreements. You can review or download the entire toolkit or choose a specific chapter or appendix of interest.

Note: The four California model joint use agreements within this toolkit are available in editable versions on the PHLP website: http://www.phlpnet.org/healthy-planning/products/joint_use_toolkit

Strategy 12

Youth Recreational Sports "Snapshot"

Description: The goal is for the community to offer a variety of youth sport opportunities for all students. Special effort should be made to provide no-cut sports that provide equal opportunities to participate.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
Equipment, materials.	Varies	Varies with season and activity.	Coaching training.

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
School and community recreation facilities.	Varies with activity.	Varies	Varies	Varies

Evaluation: Youth sports are offered through community organizations in cooperation with school districts. Programs include activities inclusive to all students AND include all community resources.

Description and Rationale

A wide-range of free or affordable recreation programs sponsored by community-based organizations, other private organizations, and parks and recreation departments can help support youth physical activity outside of school hours. In some cases, such organizations serve adults and families, helping to encourage families to be active together. Many programs offer different levels of competition to include youth with various levels of physical ability in physical activity outside of school hours.

Schools can play important roles in supporting community-based organizations in their efforts to promote physical activity. They can help promote the programs, provide space or facilities (as in the use agreements described previously), work together to plan and conduct the programs, and coordinate schedules to avoid duplication or competition. School-community partnerships can help the community to maximize resources and make more opportunities for physical activity available than would be the case if each group worked independently.

Providing youth recreation opportunities by community organizations in partnership with schools can help students meet NASPE Standard 1: Demonstrates competency in movement skills and movement patterns needed to perform a variety of physical activities; Standard

2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; Standard 3: Participates regularly in physical activity; and Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Action Steps

To expand the youth sports opportunities in your community, start by identifying all the current youth sports providers in:

- Private organizations
- Community public sector (e.g., city recreation, county parks)
- School-community
- Identify gaps in the types of sports, or for youth with limited physical ability. See a partial list in the resource section.
- If the community has opportunities in many sports for students of various abilities, better promotion of existing programs may be the answer.
- Meet with community leaders to gain support for expanding options.
- Establish leaders and funding for expanded options.

Examples

The following chart with links to specific programs indicates the wide variety of sports that can be included. Communities may offer each sport during different seasons. Many other sports may be offered depending upon facilities and community resources.

Summer Sports				
Individual/Lifetime Sports	**Net Games/Sports**	**Target Games/ Activities**	**Invasion Sports**	**Field Sports**
Swimming	Tennis	Disc Golf	Basketball (3 on 3 or 5 on 5)	Tee Ball
Gymnastics	Volleyball (Court and Beach)	Golf	Flag Football	Baseball
Track			Lacrosse	Wiffleball
Hershey Track				Softball
				Fastpitch

Fall Sports				
Individual/Lifetime Sports	**Net Games/Sports**	**Target Games/ Activities**	**Invasion Sports**	**Field Sports**
	Tennis		Basketball	
	Volleyball (Court)	Bowling	Football (Pop Warner)	
	Badminton		Youth Football	
			Flag Football	
			Soccer	

Winter Sports				
Individual/Lifetime Sports	**Net Games/Sports**	**Target Games/ Activities**	**Invasion Sports**	**Field Sports**
Wrestling		Archery	Basketball	
			Hockey	

Spring Sports				
Individual/Lifetime Sports	**Net Games/Sports**	**Target Games/ Activities**	**Invasion Sports**	**Field Sports**
Track				
Hershey Track				

YEAR ROUND SPORTS				
Individual/Lifetime Sports	**Net Games/Sports**	**Target Games/ Activities**	**Invasion Sports**	**Field Sports**
Cheerleading				
Cheerleading (Marshfield)				

Additional examples of local or state organizations include the following:

Wisconsin Youth Soccer Association: http://www.wiyouthsoccer.com/

West Madison Little League: http://www.wmll.org/

Portage County Youth on Ice: http://www.pcyoi.net/hockey/Development/ IntroductiontoHockey/tabid/77/Default.aspx

Resources

Training:

ASEP Coaches Education

Example Code of Ethics: Ashwaubenon Youth Soccer Association

Strategy 13

Parks and Recreational Facilities "Snapshot"

Description: The goal is to have a variety of community parks and public recreation facilities to engage all students in year round physical activity.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
Minimal to inventory and promote. Significant costs to run programming in parks and recreational facilities. Expansion of parks or facilities is costly.	Varies with size of community.	None	None

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
None	None	Varies with activity and setting.	None	None

Evaluation: Count participation by all students in various recreation programs offered through parks and recreation in cooperation with school districts.

Happiness lies, first of all, in health.

—Josh Billings

Description and Rationale

A wide-range of community parks and recreational playgrounds should be available to all community members. A strong parks and recreation facilities system provides opportunities for youth and family to engage in many physical activity experiences. This is particularly true in the summer when there are no formal school opportunities for physical activity.

School personnel can collaborate with other community members to promote the parks and recreational facilities system, including any programming. They can help create a list or inventory of existing parks and public recreational facilities, if one does not already exist. School personnel can also work with other community members to help advocate for programming and additional facilities.

A community parks and recreational facilities system helps students meet NASPE Standard 3: Participates regularly in physical activity.

Action Steps

To expand student and family use of parks and recreational facilities, consider the following.

- Determine who in the county and community is responsible for local parks and public recreational facilities.
- Determine if a current complete list or inventory of public parks and recreational facilities is available. If not, ask those responsible to create one. If desired, also include a list of private facilities, perhaps in partnership with the local chamber of commerce.
- Determine what types of community recreational programming is available. This could include public and private.
- If there is a local physical activity coalition, make sure that schools, parks and recreation, private organizations such as YMCAs, etc., are all represented so there is ongoing coordination of programming for youth.
- Develop and implement strategies to better promote parks and recreational facilities and related programming to students and their families.

Examples

City of Appleton—description of parks and recreation youth programming: Appleton, Wisconsin

Dane County Parks system: http://www.countyofdane.com/lwrd/parks/default. aspx

The following includes examples of programming ideas by the season. It includes non-competitive and competitive community recreation programs.

Summer Activities and Sports				
Individual/Lifetime Sports	**Net Games/Sports**	**Target Games/ Activities**	**Invation Sports**	**Field Sports**
Playground program: Appleton, Manitowoc, Verona	Table Tennis	Disc Golf Appleton: Disc Golf Instruction	Soccer Rec Soccer	Tee Ball/ Wiffleball/ Softball/Fast-pitch/
Swimming (Wading Pools) (Milwaukee wading pools, playgrounds and cool spots)	Volleyball	Trap Shooting	Basketball	Kickball
Swimming Stevens Point Scuba lessons Swimming lessons Free swim	Tennis Appleton		NFL Flag football	
Bicycling (Appleton: Kids on Bikes, Basics of Bicycling)				
ATVing				
Fishing Fishing, fly fishing				
Hiking				
Horse Programs: Village of Holmen, Wisconsin				
Skateboard park				
Inline Skate				
Canoe, Kayak Rafting, Tubing				
Camp Invention Camping				
Tri-training				
Yoga				

Fall Activities and Sports				
Individual/Lifetime Sports	**Net Games/Sports**	**Target Games/ Activities**	**Invation Sports**	**Field Sports**
Bicycling (Appleton: Kids on Bikes, Basics of Bicycling)	Volleyball	Wisconsin Disc Golf	Rec Soccer	
Hiking trails	Tennis		Flag Football	
Kite Flying				
Skateboard park				
Winter Activities and Sports				
Individual/Lifetime Sports	**Net Games/Sports**	**Target Games/ Activities**	**Invation Sports**	**Field Sports**
Figure Skating		Curling	Ice Activities Hockey Broomball	
Sledding				
Cross Country Skiing Snow Shoeing				
Ice Fishing				
Downhill skiing				
Spring Activities and Sports				
Individual/Lifetime Sports	**Net Games/Sports**	**Target Games/ Activities**	**Invation Sports**	**Field Sports**
Milwaukee Spring Activities		Wisconsin Disc Golf, Lacrosse Disc Golf Course	Soccer (spring kickers program)	

Brochure Example

**Spring and Summer Parks and Playground Recreation
Brochure**: Portage, Wisconsin: http://portage.govoffice2.com/
index.asp?Type=B_BASIC&SEC=%7B981A5C1B-F459-45DA-854A-
5E8CDC4ED8FF%7D&DE=%7B22C00501-9A34-4B2D-A97B-82EF1B9BB5CC%7D

Calendar examples

Madison, Wisconsin: http://www.cityofmadison.com/parks/calendar/

Village of Holmen, Wisconsin: http://www.holmenwi.com/holmenpr/girls_
softball.htm

E. Transportation-Related Physical Activity Strategies

Strategy 14

Safe Routes to School "Snapshot"

Description: The goal is for a school and the community to develop or expand an existing Safe Routes to School program that focuses on the 5 E's: Engineering, Education, Encouragement, Enforcement and Evaluation. As a result, students and parents will perceive few to no barriers to walk or bike to school, and there will be an increase in the percentage of students walking/biking to school.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
Varies widely. Reengineered roads are very expensive. A professional assessment of walkability and rideability with recommendations may cost five thousand dollars. Encouragement and educational activities can be done at a low cost.	Varies	Varies with season and promotion.	Train staff on the route.

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
Well defined, safe routes for students and the rest of the community.	None	Not applicable.	None	None

Evaluation: Count participation by students before finalization and promotion of the route and then again after a period of time of implementation.

Description and Rationale

A Safe Routes to School program encourages children grades K to eight to walk and bike to school by creating safer walking and biking routes. The result is the incorporation of a daily dose of physical activity into a child's routine. This is important because the number of children walking to school has dropped dramatically in the past 40 years. In 1969, 42 percent of children either walked or biked to school; by 2001, only 16 percent did, according to data from the National Household Travel Survey.

The benefits of walking and biking to school are important to the entire community for many reasons. Perhaps the top three reasons are:

• Safer routes

• Healthier children

• Cleaner environment

Other desired outcomes of Safe Routes to School would include:

• Reduced fuel consumption

• Increased community security

• Enhanced community accessibility

• Increased community involvement

• Improved partnerships among schools, local municipalities, parents, and other community groups

A Safe Routes to School program can help students meet NASPE Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health enhancing level of physical fitness; and Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Action Steps

• Establish a Safe Routes to School steering committee and a Safe Routes program.

• Assess current routes for safety of children to walk and bike to school.

• Work with local authorities to make sure traffic laws are enforced in school zones and surrounding neighborhoods.

• Establish crossing guards, if appropriate, at key intersections.

• Identify and correct any hazards impeding walking and biking.

• Create a campaign to encourage walking and biking.

• Create and distribute maps of walking and biking routes.

Examples

Example 1

In Madison, on Walk Our Children to School Day, school mascots, stilt walkers, bagpipers, police officers, fire fighters, parents and even the city mayor walked with children to school. The Madison schools also hold classroom competitions where the class with the most students walking or biking to school on a certain day receives a giant shoe as a reward.

Example 2

Milwaukee implemented a number of programs to educate drivers and students on safety. In 2004, Milwaukee employed a billboard campaign to raise awareness of safe driving around pedestrians and bikers. They also surveyed parents to determine the barriers preventing walking and biking to school. With the information obtained through the surveys, Milwaukee developed a comprehensive and effective bicycle and pedestrian education program that was taught at six pilot schools, affecting more than 1,400 students. The results of the education program demonstrated a 37 percent average increase in bike safety knowledge, as well as an increase in bike travel to school.

Example 3

In 2006, the DC Everest Junior High in Weston, Wisconsin, began working on creating a Safe Routes to School plan in cooperation between the school district and the municipality. As a result of studying the conditions for bicycling and walking, and getting input from parents and students, the school and community decided to undertake some changes that would allow them to make it safer for kids to walk and bike to school. This would then allow the school to begin promoting walking and biking and helping increase students' physical activity.

After being awarded Safe Routes to School funds by the Wisconsin Department of Transportation, the school was able to install a sidewalk on the street in front of the school, add a sidewalk from the school entrance to the new sidewalk at the front of the school, and change the traffic flow into the front of the school to one-way. Prior to these improvements, the area in front was a safety concern as missing sidewalks and poor layout of the street and parking lot in front of the school led to cars, buses, and pedestrians all mixed together without organization.

Now that these infrastructure improvements have been made, the school is implementing pedestrian safety lessons in physical education classes, promoting bike safety, and promoting safety to the community. With help from the Marathon County Health Department, over 400 students

received pedestrian safety lessons. In addition, a Walk to School event was held for all the junior high students. Students walked a mile from Kennedy Park to the school during "Walktober" event week. Three walk to school dates were organized and each time a student participated they received a ticket for prizes. Although two of the days were rainy, 43 students participated each day along with teachers and administrators.

To further support students bicycling to school, two new bike racks were added at DC Everest Junior High. A count in October showed over 50 students rode their bikes to school and used the bike racks provided. The school intends to continue to add more racks as needed.

Contact:

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D.C. Everest Administration Building
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Weston, WI 54476
ANelson@dce.k12.wi.us

Example 4

In 2007, the City of Appleton was awarded a Safe Routes To School (SRTS) Planning Grant from the Wisconsin Department of Transportation. Due to the larger size of the Appleton Area School District (AASD), the planning process focused on three "pilot" elementary schools—Franklin, Lincoln, and Richmond—that would serve as a template for development of SRTS Plans for other schools within the district. Representatives from these three schools, the AASD, and the City of Appleton worked together to create a plan that best reflected SRTS interests community-wide. The final plan included both improvements to existing infrastructure and encouragement programming at each of the three schools, along with citywide outreach/education.

Next, the SRTS Plan recommendations were used to apply for a 2008 SRTS Implementation Grant. The successful application included funding for both infrastructure improvements and non-infrastructure programming. For the infrastructure component, funding was awarded for sidewalk installations, improvements at two of the schools, striping of 47 ladder-style crosswalks throughout the three school zones, purchase and installation of one solar-powered driver feedback, and school zone signs at each school. For the non-infrastructure component, funding was awarded for encouragement programs at the three schools, as well as creation of a part-time SRTS Coordinator position to facilitate citywide outreach.

The Department of Public Works took on sidewalk improvements, including striping of the crosswalks, and installation of driver feedback signs, both of which have been extremely well-received. Many other schools are currently exploring opportunities to place similar signs within their school zones. Concurrently, pilot school principals took the lead on implementing various SRTS incentive programming at their schools. All three schools utilized a walking/biking punch card program where students could earn prizes for their non-motorized trips to and from school. Two of the more unique program ideas included:

At Lincoln, a parent incentive program was also implemented to encourage parents to walk/bike to school with their child and/or other children from the neighborhood. Parents also had a punch card and could enter their filled card for prizes, such as coffee shop gift certificates.

At Richmond, students could win an opportunity to walk to school with a local celebrity on "Walk to School Day." Celebrities included the local minor league baseball team mascot, high school cheerleaders/football players, the superintendent of schools, and the Richmond School principal.

Lastly, the citywide outreach component involved the creation of an Appleton SRTS logo, poster, two public service announcements (PSA's), and an Open House event. The logo, poster, and PSA's— one video and one audio—were created by high school students at Appleton's Renaissance School for the Arts. These students were central in the outreach process, as they utilized their superb artistic abilities in order to communicate an important social message. The next outreach strategy involved an SRTS Open House. Each of the three pilot schools, in addition to the Appleton Department of Public Works, East Central WI Regional Planning Commission, and the Renaissance School, hosted a table at the event. Furthermore, the event included a children's area where students could enjoy popcorn, receive an Appleton SRTS temporary tattoo, and color their journey to school with crayons. Finally, the Appleton SRTS Team held a poster contest in conjunction with the open house; about 25 award-winning posters were displayed, providing a nice splash of color at the event.

Now that the SRTS mission has been well-dispersed in Appleton, the city and school district are looking at unique ways to assist in implementing programs at many interested schools. Currently, a second open house event is being planned to help gauge willingness of parents, teachers, and staff to participate in SRTS.

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Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.

—Plato

Other examples can be found in the Wisconsin Safe Routes to School Toolkit (WI Kit).

Resources

Most of the resources you will need for a Safe Routes program can be found in the Wisconsin Safe Routes to School Toolkit: http://www.dot.wisconsin.gov/localgov/aid/saferoutes-toolkit.htm. The toolkit contains everything your community needs to move forward with a Safe Routes to School (SRTS) program, increase the number of children walking and biking to school and find solutions to traffic problems near your schools.

Section 1: Introduction to SRTS—This section gives an overview of SRTS including what it is, why it is important, and a general discussion of how to implement a program in your community.

Section 2: SRTS Planning—Developing a SRTS plan helps communities identify problems, recommend solutions, and plan for a comprehensive SRTS program.

Section 3: Engineering, Enforcement, Education, and Encouragement—Successful Safe Routes to School programs address each of these elements to make it safer for children to walk and bike to school, and to increase the number of children doing so. Each school is unique, so the activities undertaken will differ for each school depending on the issues identified during the SRTS planning process.

Section 4: Walk to School Day—Walk to School Day can be a first step to creating a comprehensive encouragement program and can build interest for SRTS programs.

Section 5: Evaluation—After a SRTS plan is created, communities must be aware of how important collecting data before and after the program is to ensure continuous improvement and sustainability.

Section 6: Additional Funding and Related Programs—As soon as communities have created a timeline for implementing their SRTS plan, they will want to look at the many funding options. This section outlines numerous funding options available to communities for SRTS projects as well as a list of related programs that can work concurrently with SRTS.

Supplemental CD: This CD includes customizable templates as well as other information to assist communities with outreach, promotion, and networking. These templates are intended to make implementing SRTS in your community easier.

Walking and Biking Audit Checklist (see page 15 of the WI Kit)

Sample parent survey about walking and biking to school (see pages 42–44 WI Kit)

Sample safe routes to school student arrival and departure tally sheet (see page 45 WI Kit)

The Wisconsin Safe Routes to School Toolkit also has a supplementary CD (or downloads) with all the materials you might need for your program. Included are:

- How to get press and promote SRTS in your community
- SRTS Plan Development Materials
  - Surveys
    - ▌ Brief instructions for surveys
    - ▌ Parent survey
    - ▌ Student survey
  - Walking and bicycling audit materials
    - ▌ Bike and walk audit sample letter
    - ▌ Bike and walk audit sample press release
    - ▌ Volunteer checklist
  - Kick off meeting sample letter
  - Sample presentation for SRTS
  - Talking points
- Walk to School Day Materials
  - Poster contest materials
    - ▌ Poster contest rules
    - ▌ Poster contest template
  - Walk to School Day poster
  - Walk to School Day proclamation
  - Walk to School Day sample invitation
  - Walk to School Day sample news release
  - Walking school bus and bike train information

Wisconsin Safe Routes website: http://www.dot.wisconsin.gov/localgov/aid/saferoutes-information.htm. Included are:

- Local Safe Routes programs from several Wisconsin cities
- Web site links to national sites
- A Safe Routes to School brochure
- Safe Routes newsletters
- PowerPoint presentations

Information on funding is available at:
http://www.dot.wisconsin.gov/localgov/aid/saferoutes.htm

Strategy 15

Active Transportation To School "Snapshot"			
Description: The goal is to have an organized and sustained effort to provide adult supervision as children walk or bike to school so parents perceive few to no barriers to allow their child to do so.			
Resources Needed:			
Funding	**Staff Time**	**Prep Time/ Materials**	**Training**
None	None	Varies with season and activity.	Train staff and community on the concept of active transportation to and from school.

Facilities and Equipment Needed:				
Facilities	**Equipment**	**Set up / take down time**	**Transportation**	**Custodial**
Bike racks.	None	None	None	None

Evaluation: Count participation of students in the strategy and survey impact on parents and students.

Description and Rationale

Active transportation to and from school involves organized efforts for students to walk or bike to school with adult supervision. This includes a walking school bus, with a group of children walking to or from school with one or more adults, and similar efforts on bikes. If that sounds simple, it is, and that is part of the beauty of active transportation. It can be as informal as two families taking turns walking or biking their children to school, to as structured as a route with meeting points, a timetable, and a regularly rotated schedule of trained volunteers. The flexibility of active transportation to school makes it appealing to communities of all sizes with varying needs.

Parents often cite safety issues as one of the primary reasons they are reluctant to allow their children to walk to school. Providing adult supervision may help reduce those worries for families who live within walking or bicycling distance to school.

Active transportation to school will help students meet NASPE Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health enhancing level of physical fitness; and

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

If the thought of setting up a Safe Routes to School program (Strategy 14) seems a little overwhelming, starting with a simpler walking school bus program might be a good alternative. Studies show that fewer children are walking and biking to school. Changing behaviors of children and parents requires creative solutions that are safe and fun. Implementing a walking school bus or group bike effort can be both.

Action Steps

When beginning a walking school bus or bike effort, remember that it can always grow. It often makes sense to start with a small group and see how it works. Pick a single neighborhood that has a group of parents and children who are interested. It is like a carpool—without the car—with the added benefits of exercise and visits with friends and neighbors. For an informal bus:

• Invite families who live nearby to walk.

• Pick a route and take a test walk.

• Decide how often the group will walk together.

• Have fun!

How Do I Start A More Formal Walking School Bus Program?

Here is how:

1. **Form a Walking School Bus Working Group.** These are the people who will get the bus rolling. Members might include parents, students, the school principal, teachers, and local block club members. Recruit walking school bus drivers. Get the word out among your friends and neighbors, particularly those with school-aged children, that you are forming a walking school bus and need their help escorting groups of children to and from school.

2. **Place Maps.** Neighborhood maps will be placed at the school or other neighborhood place. Interested adults place a dot and sign their names next to where they live on street maps. Clusters of households are then identified and linked with one another.

3. **Designate Walking School Bus Routes.** Identify routes. Appropriate and enjoyable routes are mapped out. Many parents already know how best to get around their neighborhood on foot, but in some instances routes may need to be mapped out.

4. **Organize the Walking School Bus Drivers.** Work out a schedule among the drivers; determine who can walk with the students and when, both in the morning and afternoon.

5. **Promote the Walking School Bus Locally.** Once you have drivers and routes available, let everyone in the neighborhood know what you are doing. The more participation, the better.

Example

Indiana Area School District, Pennsylvania.
http://www.iasd.cc/Walking%20School%20Bus.htm

Resources

Walking School Bus—Guidelines for Organizers. http://www. walkingschoolbus.org/organizers.pdf

Walking School Bus: Guidelines for talking to children about pedestrian safety. http://www.walkingschoolbus.org/safety.pdf

KidsWalk-to-School Tools from the DHHS/CDC Kids Walk to School Guide. http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk.pdf

KidsWalk-to-School Introduction Letter (page 53)

Walk-to-School Survey (page 54)

Walkable Routes to School Survey (page 57)

Parental Consent Form (page 59)

Press Release (page 60)

KidsWalk-to-School Participant Evaluation (page 61)

Safe Routes to School Guide—Resources Section. http://www.saferoutesinfo.org/guide/walking_school_bus/index.cfm

Google Bike Maps (Google it!)

E. Walkable and Bikable Neighborhood Strategies

Strategy 16

Community Master Plan & "Complete Streets" "Snapshot"

Description: The goal is to have a school administrator and other school representatives as active members of the community's bike and pedestrian committee or planning advisory group to ensure that active transportation is part of a master plan for development in the community.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
None for staff or personal involvement.	Attendance at meetings. Committee members will have a greater time commitment.	Some background reading.	None required. Interest and knowledge of community planning is helpful.

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
None	None	None	None	None

Evaluation: Inclusion of physical activity options is neighborhood and community development. A Complete Streets ordinance is an example.

Description and Rationale

Neighborhood design affects physical activity and can play a significant role in people being physically active. One way to ensure children get enough activity is to develop neighborhoods where it is easy to walk and bike.

Many studies have now shown a correlation between neighborhood development and physical activity. An example of this is a study that looked at measures of land-use mix, residential density, and intersection density, and showed a positive relationship with the number of minutes of moderate physical activity per day. The neighborhoods that scored higher on a "walkability" index were the most active. Thirty-seven percent of individuals in the highest walkability index quartile met the adult recommendation to be physically active >30 minutes per day,

compared to only 18 percent of individuals in the lowest walkability quartile.

Here are the definitions of a Community Master Plan, Complete Streets, and Active Transportation as background for this strategy:

Community Master Plan is a document that describes, in narrative and with maps, an overall development concept. The master plan is used to coordinate the preparation of more detailed plans or may be a collection of detailed plans.

Complete Streets are designed and operated to enable safe access for all users. Pedestrians, bicyclists, motorists, and transit riders of all ages and abilities must be able to safely move along and across a complete street.

Active Transportation refers to the transport of person(s) by walking, biking, or other means using human muscle power for trips.

Having a Community Master Plan that includes Complete Streets guidelines or regulations will make for more active neighborhoods. What does an active neighborhood look like? Here are some key characteristics:

- Mixed-use development brings housing, commercial, retail, civic, and office development into closer proximity, placing more destinations, such as restaurants and retail stores, within reach of a short walk, bike ride, or transit trip.

- Residential density means more efficient use of land and brings destinations closer together.

- Walking/cycling facilities such as sidewalks and pedestrian/bike trails increase alternative means of transportation. Street connectivity is key for increasing short trips by foot or bike.

- Interconnected and traffic-calmed streets ensure safe, convenient pedestrian and bicycle circulation without impeding vehicle circulation.

- Good aesthetics with pedestrian-scale design balances automobile circulation and focuses on making environments that are comfortable, pleasant, and pedestrian-oriented.

- Recreational opportunities including parks, recreational facilities, and green space.

- Transit-oriented and transit-adjacent development places higher density development within close proximity to transit stops.

- Safety from violent crime is vital in promoting outdoor activities in the neighborhood.

A community master plan for complete streets will help students meet NASPE Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health enhancing level of physical fitness; and Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Action Steps

There are a number of ways parents, school staff, and community partners can be involved in community planning to make sure neighborhoods have active transportation and recreational options available. Here are some options on where and how to get involved:

- Being involved with a municipalities master development plan will help when it is time to make decisions on neighborhood features. Where in the community new development takes place and whether that development has sidewalks, trails, parks, and recreational facilities are all factors that are part of a master plan. By creating a good master plan that requires the features above, you can ensure that any future development will meet the development requirements.

- Park and recreation boards provide opportunities to influence the provision of park space and recreational programming within a community.

- If membership on the local planning groups in not an option, providing organized input to a board is an alternative that can be a critical step in creating a plan that includes physical activity opportunities.

Along with actively participating on key policy groups, there are a number of strategies that will increase your chance of successfully creating physical activity policy. Here are some factors to consider:

- Get involved with existing local coalitions you can partner with to advance your efforts. If there is no local coalition, gather key partners and start your own. Make your coalition as diverse as possible without compromising the focus of what you want to achieve. Although your priorities may change over time, a diverse coalition can help sustain ongoing efforts.

- Coalitions benefit from the support of a respected champion. Having a high visibility local person leading your efforts will increase the likelihood of success.

- Successful policy and environmental change efforts require time to create, including feedback from residents that will help support or oppose your efforts. Make sure you build a constituency to support the policies you want implemented.

- Efforts to change or create policy will include advocacy, relationship building with policy makers, presentations to policy boards, and influencing employer or school policies. Educating policy makers— as well as citizens, professionals, and advocates—about the need for local environments that support active living is an essential component of this strategy.

- Changing rules or policies can be time consuming, but the payoff is very high and worth the effort.

For people unfamiliar with working on policy initiatives, keep in mind that an overarching policy for neighborhood development that includes physical activity is a way to reach a large percent of the population. Although it may seem less tangible than participating in a one-day event like a local run, it actually has a much greater impact on both the number of people and the duration of the impact. Once in place, a key policy has long-term sustainability and does not require a large ongoing commitment of time to keep it in place.

Examples

Active Living Principles—A list of key principles to guide master plan efforts to increase active living opportunities.
http://www.activelivingbydesign.org/sites/default/files/ActiveLivingPrinciples.doc

Active Living and City Planning: Why Schools, Public Health, Local Officials & Other Healthy Living Advocates Should Get to Know Their MPO—An issue brief on how to work with Municipal Planning Organizations to incorporate opportunities for alternative means of transportation in city planning.
http://dhs.wisconsin.gov/health/physicalactivity/pdf_files/mpo.pdf

Resources

Complete Streets model legislative language—National suggestions:
http://www.completestreets.org/changing-policy/model-policy/model-state-legislation-options/

Current Wisconsin law, Wis. Stat. sec. 84.01 (35)

(a) In this subsection:

1. "Bikeway" has the meaning given in s. 84.60 (1) (a).

2. "Pedestrian way" has the meaning given in s. 346.02 (8) (a).

(b)   Except as provided in par. (c), and notwithstanding any other provision of this chapter or ch. 82, 83, or 85, the department of transportation shall ensure that bikeways and pedestrian ways are established in all new highway construction and reconstruction projects funded in whole or in part from state funds or federal funds appropriated under s. 20.395 or 20.866.

(c)   The department shall promulgate rules identifying exceptions to the requirement under par. (b), but these rules may provide for an exception only if any of the following apply:

1. Bicyclists or pedestrians are prohibited by law from using the highway that is the subject of the project.

2. The cost of establishing bikeways or pedestrian ways would be excessively disproportionate to the need or probable use of the bikeways or pedestrian ways. For purposes of this subdivision, cost is excessively disproportionate if it exceeds 20 percent of the total project cost. The rules may not allow an exception under this subdivision to be applied unless the secretary of transportation, or a designee of the secretary who has knowledge of the purpose and value of bicycle and pedestrian accommodations, reviews the applicability of the exception under this subdivision to the particular project at issue.

3. Establishing bikeways or pedestrian ways would have excessive negative impacts in a constrained environment.

4. There is an absence of need for the bikeways or pedestrian ways, as indicated by sparsity of population, traffic volume, or other factors.

5. The community where pedestrian ways are to be located refuses to accept an agreement to maintain them.

National Complete Streets Coalition. http://www.completestreets.org/

Strategy 17

School Site and Sidewalks and Trails to School "Snapshot"

Description: The goal is to have a school located in a community so that it is conducive to traveling by bike or foot and, if this cannot be accomplished, then actions are taken to eliminate barriers for students to bike and/or walk to school.

Resources Needed:

Funding	Staff Time	Prep Time/ Materials	Training
Locating new schools more centrally is generally much more costly than in outlying areas. Development of sidewalks, trails, and overpasses is costly.	Attendance at meetings. Committee members will have a greater time commitment.	Some background reading.	Knowledge of community planning, zoning, and transportation laws is helpful.

Facilities and Equipment Needed:

Facilities	Equipment	Set up / take down time	Transportation	Custodial
None	None	None	None	None

Evaluation: School location decisions support walking and biking. A high percentage of children walk or bike to school or use the school recreational facilities outside of school hours.

Description and Rationale

Schools which are easy to walk or bike to can help promote physical activity. The school may be located close to residential areas. It may be easy for children to walk and bike to school. Local or neighborhood walking and biking maps can assist children and parents in finding safer routes to school.

Changes in school size and location have affected children's ability to walk or bicycle to school.

Over the past several decades schools have been moving out to the edges of towns where land is less expensive and more available. School consolidation and more distant school locations tend to go hand in hand—bigger schools require more land. Additionally, minimum school acreage policies may also require schools to acquire larger tracts of land. In 1969, about 45 percent of students lived less than a mile from school. By 2001, only 25 percent of students did. In 2001, students aged 6–12 lived an average of 3.6 miles from school.

Distance to school can have a significant impact on how children travel to school. In 2001, 80 percent of children living less than a quarter mile from school walked or bicycled to school. Just under half of students living between a quarter mile and a mile from school traveled to school by foot or bicycle. Parents cite distance as one of the primary barriers to walking and bicycling to school.

In addition to creating more conducive conditions for walking and biking to school, smaller neighborhood schools have other documented benefits for students and the community. Neighborhood schools encourage civic engagement and help strengthen sense of place in communities. Students at these schools perform better academically and have higher graduation rates.[7]

School districts have a lot to consider when deciding on whether to build new schools and where to locate those schools. Rising (or falling) populations and development of new neighborhoods in a community are a factor, as is available land and costs to build new schools or renovate existing ones. One of the considerations in making the decision should be how students will transport themselves or be transported to the school location. A variety of standpoints (safety, physical activity, environment, air quality, and costs) all need to be considered when deciding on school placement. These factors need to be considered for both an initial and a long term perspective, since initial costs to buy land outside of town might be lower, however, transportation costs and infrastructure costs to support the site might be more costly in the long term.

Appropriate school sites, sidewalks, and trails conducive to physical activity help students meet NASPE Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health enhancing level of physical fitness; Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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7   *Why Walk or Bike to School Talking Points,* walktoschool.org (Accessed: 2009)

Action Steps

There are several ways parents, school staff, and community partners can be involved in making the decision on whether to remodel or construct a new school and, if a new school is to be built, where that school is located.

- Being involved with a municipalities master development plan will help when it comes time to make decisions on school buildings. If development happens in isolated areas outside of town, it will be more difficult to provide active transportation (walking and biking) as an option to get to school.

- Membership on the local school board or providing input to the board is a critical step in school location.

- A school wellness committee or school transportation committee will likely have input on school location. Become involved with these committees where they exist or help form such a committee if there is not one currently.

- Once the school location is set, staff and community members can work with local authorities to enforce traffic laws, mark pedestrian crossing and bike lanes, and other strategies identified in the Safe Routes to School resources.

Examples

Build a new school in the existing community

There are many school districts for which renovating or expanding an existing facility is simply not a viable option—perhaps the student population is growing very rapidly, or the cost of renovation far exceeds the cost of a new school. But this does not have to result in a sprawl school. In Manitowoc, Wisconsin, the school board had land available on the edge of town, but followed community wishes to build a new school in town on the site of a much beloved but outdated elementary school. The new Jefferson Elementary School uses classic architecture and incorporates murals and a fireplace saved from the old school while providing state-of-the-art facilities. The community has developed a tremendous sense of ownership and pride in the school and in their neighborhood.

Build a new school on the outskirts of town, but provide active transportation options.
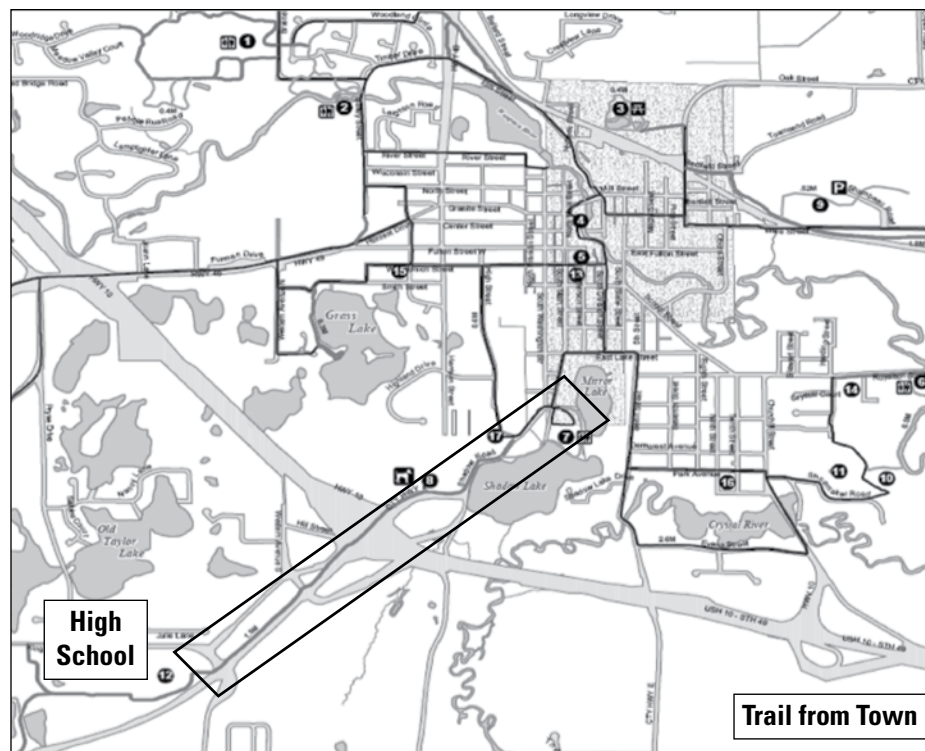
Although renovating or building a school site in town is best for walking and biking, locating a school site on the outskirts of town with safe routes available for students is a second option when space does not allow for an in town building. The City of Waupaca selected that option for their new high school. A description and map of the project can be found below.

Waupaca High School Trail 2 mi.

This is a paved path that parallels Shadow Road to the high school and then connects to the WAU-KING Trail and to Hwy QQ and King. The trail allows safe walking and biking to the high school and a mile long wood chipped nature trail.

That trail also ties into the River Ridge Trail and is part of a plan to preserve urban natural areas or "greenspace" in a non-motorized trail system that winds throughout the Waupaca area. The first trail segment, a scenic loop of 1.6 miles, opened in fall of 1996. Since then, over 22 miles of trails have been designated. Bikes are allowed only on limestone or blacktopped surfaces.

City of Waupaca and trail from the city to Waupaca High School at the city limits:

High School

Trail from Town

Resources

Why walk or Bike to School Talking Points. http://www.walktoschool.org/downloads/WTS-talking-points-2009.pdf

State of Oregon school siting handbook. http://www.oregon.gov/LCD/TGM/docs/schoolsitinghandbook.pdf

Pennsylvania resource on renovating versus replacing schools. http://www.saveourlandsaveourtowns.org/neighborhoodschools.html

Smart Growth America and Smart Growth Schools presentation. www.smartgrowthamerica.org

See also Safe Routes to School resources.

City of Waupaca and trail from the city to Waupaca High School at the city limits:

Appendixes

III

Appendix A

Active School Environments (ASE) Toolkit—Assessment Checklist

PHYSICAL ACTIVITY ASSESSMENT CHECKLIST

Instructions: Answer the following program assessment questions based on your school's and community's activities and programs that are currently in place. It is recommended that completion of this assessment involve school staff and other partners who are knowledgeable of school and community efforts related to physical activity. Completion of the assessment provides an indication of what policies, infrastructure, and programs exist to promote, support, and maintain student physical activity.

(1) **Strategy Response Options—**Select the best answer when you have only one choice and select all the answers that apply for questions that allow you to have more than one response.

(2) **Current Status Columns—**The results section has three columns to indicate the current status of the strategy. The three options are "Yes to a high degree," "Yes, to some degree," and "No." When you do your assessment, you will place a ✓ in the box that best represents the status of the component for your school and then count your check marks for each section. At the end of each category, subtotal the number in each column and then total all of the categories at the end of the checklist to get an overview of where your school environment currently rates. You should also use this baseline measure as a benchmark for later evaluation. By evaluating where your school is on each component, you will be able to get a general idea of your school's status across each category and where to focus your efforts.

After completing the checklist on paper, you will need to do two things:
1. **Enter the answers to the strategy response into the *online school physical activity survey* and submit.**
2. **Total the number in each current status column to get an idea of where your school can focus its time and resources (a sample is located on the next page). You can use this baseline measure as a benchmark for later evaluation on the impact of your efforts.**

(3) *Potential Priority.* As you are completing the assessment, you can use the *"Potential Priority"* column to indicate what components your school might want to focus on that are either currently in process to some degree or that do not exist.

SAMPLE 1: **(1)**

| | | **(2)** CURRENT STATUS | | | **(3)** |
		Yes to a high degree	Yes, to some degree	No	Potential Priority
#	**STRATEGY TO INCREASE PHYSICAL ACTIVITY**				
	A) SCHOOL PE CLASS TIME				
1	Minutes of physical education per day				

		Yes to a high degree	Yes, to some degree	No	
Do students in your school participate in physical education (PE) for at least 90 minutes per week? *(Choose the best answer)* ☐ No, our students get less than 90 minutes of PE per week ☐ Yes, 100 -110 minutes per week etc., etc., etc.,		✓			✓

The answers to these questions should reflect what is happening across all grade levels in your school.

Here are two samples on how a school might answer these questions. This school provides 140-150 minutes of PE per week so their best selection is: "Yes, 121-150 minutes per week." The school checked the "Yes to a high degree" for their current status because their response was on the higher end of the response scale.

SAMPLE 2:

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	**Yes, to some degree**	**No**	
	A) SCHOOL PE CLASS TIME				
1	**Minutes of physical education per day** *(Strategy 1)* Do students in your school participate in physical education for at least 90 minutes of physical education per week Do students in your school participate in physical education for at least 90 minutes per week? *(Choose the best answer)* ☐ No, our students get < 90 minutes of physical education per week ☐ Yes, 90-120 minutes per week ☒ Yes, 121-150 minutes per week ☐ Yes, >150 minutes per week [Answer is in the top half of the answer scale, so select "Yes to a high degree."]	✓			

SAMPLE 3:

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	Yes, to some degree	No	
12	Check all of the facilities available in your community. *(Strategy 13)* ☐ Recreation fields or parks ☐ Indoor gymnasium ☐ Weight training/Aerobic Facility ☑ Local YMCA/YWCA ☐ Trails/Greenways ☐ Skateboard park ☐ Roller skating/In-line skating rink ☐ Community ice-skating rink ☑ Tennis courts ☐ Public Swimming Pool ☐ Other *List:* _____ [Answer is in the bottom half of the answer scale, so select "Yes to some degree".]		✓		✓ [This school also identified this strategy as a potential priority]

SAMPLE 4: Summary Totals for Status Check

ASSESSMENT TOTALS	Yes to a high degree	Yes, to some degree	No	Potential Priority
A – School PE Class Time				
1. Physical Education class time	✓			
2. Physical Education – % of time students are active			✓	✓
3. Physical fitness assessment		✓		
B – Physical activity as part of the school day				
4. Active recess		✓		
5. Active classrooms			✓	✓
6. Open gym time			✓	
C – School-related physical activity outside the school day				
7. Intramurals		✓		
8. Before or after school activities (Play 60)			✓	
9. Extra credit activities for PE class	✓			
10. Tracking campaigns (Movin' and Munchin' Schools)		✓		
D – Community recreation programs				
11. Allow public access to multi-use facilities (multi-use agreements)		✓		
12. Youth sports (Park & Recreation programming)		✓		
13. Parks and playgrounds		✓		✓
E – Transportation related-physical activity				
14. Safe Routes	✓			
15. Walking school bus			✓	
F – Walkable and Bikeable Neighborhoods				
16. Community Master Plan and "Complete Streets"		✓		
17. School location and sidewalks & trails to school		✓		
17 Question Totals:	**3**	**9**	**4**	**3**

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	Yes, to some degree	No	
	A) SCHOOL PE CLASS TIME				
1	**Minutes of physical education per day** (*Strategy 1*) Do students in your school participate in physical education for at least 90 minutes per week? (*Choose the best answer*) ❑ No, our students get < 90 minutes of physical education per week ❑ Yes, 90-120 minutes per week ❑ Yes, 121-150 minutes per week ❑ Yes, >150 minutes per week				
2	**Active PE class minutes.** (*Strategy 2*) On average what percent of PE class minutes are students physically active? (*Choose the best answer*) ❑ Do not know / not measured ❑ < 30% of class time ❑ 30-50% ❑ 51-69% ❑ 70% or more				
3	Does your school conduct **fitness assessments** of students? (*Strategy 3*) (*choose the best answer*) ❑ No ❑ Yes, once a year ❑ Yes, twice a year				
4	If yes to question #3, what does the school do with the results? (*Strategy 3*) (*check all that apply*) ❑ The results are shared with parents ❑ The curriculum or class content is modified based on the fitness test results ❑ Trends in students' test results are analyzed ❑ Students are counseled, if needed ❑ Other				

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	Yes, to some degree	No	
	B) PHYSICAL ACTIVITY AS PART OF THE SCHOOL DAY				
5	If you are an elementary or middle school, do you have structured **active recess** time(s)? (*Strategy 4*) (*Choose the best answer*) (Definition: active recess provides some structure to recess periods and may include several physical activity stations scattered around the playground and green spaces.) ☐ No ☐ Yes, for an average of 10-19 minutes per day ☐ Yes, for an average of 20-29 minutes per day ☐ Yes, for an average of 30 minutes or more per day				
6	If you are an elementary or middle school, do you have **active classrooms** where students are taking physical activity breaks in classes other than the physical education class? (*Strategy 5*) (*Choose the best answer*) ☐ No ☐ Yes, for an average of <10 minutes per day ☐ Yes, for an average of 10-19 minutes per day ☐ Yes, for an average of 20-29 minutes per day ☐ Yes, for an average of 30 minutes or more per day				
7	Do you have **open gym time** where students can use the gym for physical activity during the school day when the gym is not being used? (*Strategy 6*) (*Choose the best answer*) ☐ No ☐ 10 – 29 minutes per day ☐ 30 – 49 minutes per day ☐ > 50 minutes per day				
	C) SCHOOL-RELATED PHYSICAL ACTIVITY OUTSIDE THE SCHOOL DAY				
8	Does your school have **team sports or an intramural or club program** where students are able to participate in athletic activities? (*Strategy 7*) ☐ No ☐ Yes				

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	Yes, to some degree	No	
9	If yes to Question #8, what activities do you provide? (*Strategy 7*) (*Check all that apply*) ☐ We have school sports teams ☐ We have a school intramural program				
10	Does your school and/or community have organized **before or after school activities** that include opportunities for students to be physically active (e.g., Play 60)? (*Strategy 8*) ☐ No ☐ Yes, with formal physical activity programs such as Play 60				
11	Does your school have an **extra credit or homework program** for recording physical activity outside the school PE class time that can be applied to the PE grade? (*Strategy 9*) ☐ No ☐ Yes				
12	If yes to Question #11, how does the school track extra credit or PE homework? (*Strategy 9*) ☐ Using tracking of minutes or points with a written activity log ☐ Tracking of activity with pedometers or some other measuring device (i.e., 1000 steps = 10 minutes) ☐ Using PE class time plus signed sheets verified and recorded by PE teacher or a parent ☐ Using participation records for sports, intramurals, clubs, open gym and other before and after school activities ☐ Other *Specify:* ___				
13	Does your school have regular **tracking campaigns to measure physical activity** (e.g., Movin' and Munchin' Schools)? (*Strategy 10*) ☐ No ☐ Yes				

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	Yes, to some degree	No	
14	If yes to Question #13, how do you track activity for the campaign? *(Strategy 10)* ❑ Using tracking of minutes or points with a written activity log ❑ Tracking of activity with pedometers or some other measuring device (i.e., 1000 steps = 10 minutes) ❑ Using PE class time plus signed sheets verified and recorded by PE teacher or a parent ❑ Using participation records for sports, intramurals, clubs, open gym and other before and after school activities ❑ Other, *Specify*				
D) RECREATION PROGRAMS					
15	Does your school and community allow public access to multi-use facilities through **multi-use agreements** or some other agreement? *(Strategy 11)* ❑ No ❑ Yes				
16	If yes to Question #15, check all that apply to your multi-use agreement. *(Strategy 11)* ❑ We have an informal agreement for multi-use facilities (facilities are open, but there is no formal written agreement) **OR** ❑ We have a formal agreement for multi-use facilities (facilities are open and a written agreement is in place or membership fees are charged for use of the facilities) ❑ Facilities are available before the school day begins ❑ Facilities are available during the school day ❑ Facilities are available after the school day ends				
17	Does your school have **school partnerships with community partners** that provide youth recreation programs to promote physical activity outside of school hours? *(Strategy 12) (Check all that apply)* ❑ No ❑ Yes				

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	Yes, to some degree	No	
18	If yes to Question #16, what outside organizations do you partner with? *(Strategy 12) (Check all that apply)* ❑ Boys and Girls Clubs ❑ YMCA/YWCA ❑ Park and Recreation department ❑ After-school programs ❑ Bicycling association ❑ Club sports organizations ❑ Boy and Girl Scouts ❑ Local coalition/community group ❑ PTA or PTO ❑ Other				
19	Has an inventory of **physical activity facilities** and/or opportunities been compiled for the community and is it available to the public? *(Strategy 13)* ❑ No, an inventory has not been completed ❑ Yes, an inventory has been completed				
20	What facilities are available in your community? *(Check all that apply.) (Strategy 13)* ❑ Recreation fields or parks ❑ Indoor gymnasium ❑ Weight training/aerobic facility ❑ Local YMCA/YWCA ❑ Trails/Greenways ❑ Skateboard park ❑ Roller skating/In-line skating rink ❑ Community ice-skating rink ❑ Tennis courts ❑ Public swimming pool ❑ Other *List:*				

E) TRANSPORTATION RELATED PHYSICAL ACTIVITY

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	Yes, to some degree	No	
21	Does your school have a **Safe Routes to School** Program or similar program in place? *(Strategy 14)* ☐ No ☐ Yes, we have a Safe Routes Program or similar program				
22	*If yes to Question #20, which of the following has your school done? (Strategy 14) (Check all that apply)* ☐ Our school encourages students to walk or bike to school ☐ Our school has conducted studies to determine if children are able to walk or bike safely to school ☐ Our school has plotted maps for safe routes by doing an inventory or using a tool such as Google Bicycling/Walking Maps ☐ Our school works with local enforcement and planners to make sure traffic speeds and laws are enforced in school zones ☐ Steps are being taken to correct hazards so students who live within walking or biking distance can safely walk or bike to school. ☐ We have crossing guards at key intersections leading to school ☐ Our crosswalks in school areas and other major pedestrian routes are well-marked on the pavement (i.e., with zebra stripes and stop bars) and are they supported by clear signage and lighting				
23	Does your school provide supports to increase the number of students using **active transportation** to get to school? *(Strategy 15) (check all that apply)* ☐ We have a Walking School Bus program. ☐ We have a Bike with Me Program. ☐ We have a Freiker/Boltage program that tracks bikers to school ☐ Our school buildings are required to have bike racks or bike storage facilities. ☐ We do not provide any supports for active transportation ☐ Other _____				

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	Yes, to some degree	No	
F) WALKABLE AND BIKEABLE NEIGHBORHOODS					
24	Which of the following Complete Streets components are in place in your community? *(Strategy 16) (Check all that apply)* *Complete streets is a regulatory strategy to ensure that all roads provide routine accommodation for all users, including bicyclists, transit users, and pedestrians of all ages and abilities, by including or enhancing pedestrian and bicycle infrastructure during routine road maintenance and repair, new construction, and redesign. Comprehensive complete streets solutions include traffic-calming measures, such as:* ❑ Our community has a "complete streets" policy to provide for the safe and convenient travel of all users of the roadway, including pedestrians, bicyclists, public transit users, motorists, children, seniors, and people with disabilities. ❑ Our governing body has adopted an official plan for improving non-motorized transportation, including a timetable and a budget or a multimodal transportation plan. ❑ Our transportation plan is being followed and some elements of the plan have been implemented or are being implemented. ❑ A representative from the schools is a member of a local group that works on bike and pedestrian plans for the community. ❑ We have a "smart growth" policy in place that encourages compact community design with a higher population density and a tighter mixture of activities. ❑ Our community has completed "bikeability" and "walkability" audits for any community neighborhoods. ❑ We have a comprehensive system of routes connecting residential areas with shopping, dining, parks, entertainment areas, and other "destinations."				

#	STRATEGY: to increase PA	CURRENT STATUS			Potential Priority
		Yes to a high degree	Yes, to some degree	No	
25	**School Site. Is your school easy to access by walking or biking? Answer the following questions related to school location and sidewalks and trails to school.** (*Strategy 17*) (*Check all that apply*) ❑ Our school is located in an area within the community that is close to residential areas. ❑ Our school is located in areas where children are able to walk or bike safely to school. ❑ We have local or neighborhood walking maps available. ❑ We have local or neighborhood biking maps available. ❑ We are located in a very difficult area for safe walking or biking.				
	TOTALS FOR STATUS CHECK AND PRIORITY COLUMNS				

Appendix B

Asset Mapping

THE PROCESS OF CATALOGING THE RESOURCES OF A COMMUNITY[1]

Asset mapping is the process of cataloging the resources of a community. Asset mapping can serve a number of purposes:
1. Identify possible resources
2. Provide a foundation for strategic planning and implementation
3. Deepen understanding of key regional systems and linkages
4. Become a catalyst for new partnerships
5. Be an organizational and motivational tool for implementation

PROCESS STEPS

1. Meet with a core group to do a preliminary scan of possible school and community assets that could help further your mission.
   - Use tables 1 and 2 as an initial inventory of the types of groups you might want to consider. Add any additional groups that you find are missing.
2. Identify the list of groups that you want to approach to help with your initiative. Make a list of contact information for those groups and decide who will make an initial contact.
3. Call contacts and make a preliminary inquiry about their interest and ask if you can send them a quick survey to fill out or interview them in person. The purpose of the call is to provide them some background information on why you want to engage their organization and gauge their initial interest.
4. Send out the survey or interview the groups and collect all the responses from those who agreed to participate. A survey can be found at the end of this document.
5. Meet with the core group to discuss the results and determine what and who you want to involve further.
6. Invite those group representatives to a meeting to discuss what you are thinking and allow them to give input to help shape the initiative.

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[1] Some sections adapted from the Community Tool Box: http://ctb.ku.edu (Accessed May 2010)

Table 1—Possible Collaborative Associations

Here is a preliminary inventory of community capacities as described by local yellow pages, city/county planning departments, the chamber of commerce, and volunteer placement agencies. In the tables below, assets are organized by sector. List the name, address, and phone number of a contact person who can give you more information on who and what you find. Use your core group to identify which of the following associations, organizations, or agencies you want to solicit more information from.

Yes/No	Associations	If yes, contact person, phone no., email
	Business Groups: local chamber, local co-ops	
	Chamber of Commerce	
	Charitable Groups, Drives	
	Church Groups, Parish Nurses	
	Civic Event Groups: fair, festivals	
	Elderly Groups	
	Ethnic Associations	
	Environment/Conservation Groups	
	Health & Fitness Groups: jogging, diet	
	Local Media: newspaper, radio, cable TV	
	Men's Groups: cultural, political, social, civic, educational, vocational	
	Neighborhood: neighborhood associations, crime watch, block clubs	
	Organization Support Groups: "friends" of	
	Outdoor Groups: garden, nature watching	
	Political/Citizenship Parties: Democrats, Republicans, League of Women Voters, Junior League	
	School Groups: PTA, playground	
	Senior citizen / retired groups	
	Service Clubs: Kiwanis, Rotary, Lions	
	Support/Self-Help Groups: Weight Watchers, La Leche League	
	Women's Groups: cultural, political, social, civic, educational, vocational	
	Youth Groups: 4H clubs, Scouts	
	Other:	

Table 2—Possible Collaborative Organizations and Agencies

Yes/No	Organizations / Agencies	If yes, contact person, phone #, email
	Agricultural Agencies	
	Banks	
	Businesses	
	Corporations	
	Community Centers	
	Community Development Corporations	
	Conservation Agencies	
	Cooperative Extension	
	Elected Governmental Bodies	
	Energy Utilities	
	Fire Departments	
	Food kitchens and emergency housing shelters	
	Foundations	
	Health Departments, Clinics	
	Hospitals	
	Libraries	
	Museums	
	Newspapers	
	Parks/recreation areas	
	Police	
	Public, Private Schools	
	Radio/TV	
	Recreation Agencies	
	Social Service Agencies	
	Trade Schools	
	Transportation Agency	
	UW Centers, Universities	
	Vocational-Technical Schools	
	YMCAs, Boys & Girls Clubs, etc.	
	Other:	

Table 3—Existing Community Physical Assets

Yes/No	Physical Assets	If yes, contact person, phone #, email
	Parks	
	Recreation facilities	
	Schools with gyms or tracks	
	Walking trails	
	Biking trails	
	Farmers' Markets	
	Community Gardens	
	Other:	

Questions to Ask of Partners While Asset Mapping

Conducting interviews or surveys during the community asset mapping process will help you collect information about the different associations, organizations, and relationships that exist in the community. What follows are questions you can use to find out more about community assets.

Assessment of Existing Community Health Resources and Initiatives

Introduction: Because of rising rates of obesity, _____ [*fill in school name]* wants to conduct a physical activity initiative in our school and nearby neighborhoods. For our initiative to be successful we need to utilize all existing resources and create new partnerships. Please complete the following questionnaire to document your organization's or agency's current efforts to increase physical activity and to determine if there are areas where we could collaborate or pool our resources.

1. **Name of Group or Organization _____**

2. **Key Contact Name and Information:**
    Name   _____
    Address   _____
    Phone   _____
    Email   _____

3. **Briefly Describe Your Organization and Its Main Purposes:**
    _____
    _____
    _____

4. **Initiative Sites.** Mark the following sites where you have completed current or recent physical activity initiatives and check the type(s) of change you worked on in each setting:

Sites	* Programming for Individual change	* Environmental Change	* Policy Change
❑ Childcare	❑	❑	❑
❑ Community	❑	❑	❑
❑ Healthcare	❑	❑	❑
❑ Individual / family	❑	❑	❑
❑ Schools	❑	❑	❑
❑ Worksites	❑	❑	❑
❑ Other _____	❑	❑	❑
❑ Not Applicable			

   *Examples: Programming – improved physical education, after-school programs, etc.
                 Environment – improved facilities, walking path, etc.
                 Policy – flex time at work, meeting snack or food options

5. Key strategies for impacting physical activity levels among children and youth have been identified by DPI, DHS, and national experts. In the past year, which of the following key strategies did your group or organization address *or* would you be interested in addressing? Definitions are included in attachment 1. (*Check all that apply*)
   - ❑ None of the focus areas
   - ❑ Minutes per day and times per week
   - ❑ Active minutes in class
   - ❑ Fitness assessment
   - ❑ Active Recess
   - ❑ Active Classrooms
   - ❑ Open gym time
   - ❑ Intramurals
   - ❑ Before or after school activities
   - ❑ Homework or extra credit activities for PE class
   - ❑ Tracking campaigns (to record healthy behavior)
   - ❑ Allow public access to multi-use facilities (multi-use agreements)
   - ❑ School team sports or youth recreational sports
   - ❑ Parks and playgrounds
   - ❑ Safe Routes to School
   - ❑ Walking school bus
   - ❑ Community Master Plan and "Complete Streets"

6. Has your group or organization been involved in any of the following functions related to improving physical activity in the community?

Function / Activity	Description
❑ Conducted a community needs assessment or reviewed existing data	
❑ Developed and disseminated materials (i.e., brochures, fact sheets, community guides, etc.)	
❑ Developed written media materials / newsletters	
❑ Developed and disseminated a resource guide of physical activity opportunities in the community	
❑ Coordinated programs and services	
❑ Provided direct technical assistance (i.e., to schools, worksites, etc.)	
❑ Worked on specific short term projects	
❑ Conducted campaigns or events	
❑ Provided training for professionals (i.e., teachers, health care, etc.)	
❑ Worked with other groups to institute environmental changes	
❑ Worked with other groups to institute policy changes	
❑ Conducted an evaluation on intervention goals and objectives	

7. Would your organization be interested in collaborating on a physical activity initiative?
- ❏ Yes
- ❏ No
- ❏ Maybe

If yes, which of the following would you consider as a possible contribution to a combined initiative? Please explain each item you check (e.g., number of people, specific physical facility for use, amount of financial backing, etc.)?

Resource	Explanation
❏ People with time, interests, skills, etc.	
❏ Expertise	
❏ Networks	
❏ Communication channels or media time	
❏ Space	
❏ Facilities	
❏ Materials	
❏ Equipment	
❏ Programs	
❏ Services	
❏ Financial resources	
❏ Purchasing power	

8. Do you know of any other local organizations, agencies, or groups that are doing related work? If yes, please list the name of the group and contact information.

Organizations / Agencies	Contact Person / Info

Thank You

The Stakeholder Engagement Tool[2]

What does the tool include?
Stakeholder Analysis Matrix and Stakeholder Engagement Plan

This section presents a blank version of the two-part Stakeholder Engagement Tool. The next section describes the type of content to be included in each category and field. There are two parts to the tool:

- ❑ Part 1: Stakeholder Analysis Matrix—For project planning phases.
- ❑ Part 2: Stakeholder Engagement Plan—For project implementation and follow-up phases.

Practical considerations for using the tool
The Stakeholder Engagement Tool represents a guide to asking the right questions, but there is no one way or specific protocol for gathering the necessary information. Useful information to add to the matrix and plan can surface in any encounter, not just in meetings specifically designed for this tool.

The process tends to be repetitive.
The process begins by asking key informants to identify the key stakeholders. During discussions with those individuals, they will likely identify other stakeholders. Ultimately the matrix will capture the contributions, roles, and engagement strategies of stakeholders and groups at different levels and with different vested interests.

Supplementary stakeholder profiles may be helpful.
The matrix is designed to allow the user to quickly and visually see that information is complete for each stakeholder group. Including additional supporting detail in a separate document can also be helpful in building a complete profile for each stakeholder group.

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[2] Source: University of North Carolina, Carolina Population Center. MEASURE Evaluation.
http://www.cpc.unc.edu/measure/tools/monitoring-evaluation-systems/ddiu-tools/ddiu-strategies-and-tools/
(Accessed: April 1, 2010).

Stakeholder Analysis Matrix[3]

Program issue _____

Proposed activity _____

Date _____

Name of stakeholder organization, group, or individual National, regional, or local?	Stakeholder description Primary purpose, affiliation, funding	Potential role in the issue or activity Vested interest in the activity	Level of knowledge of the issue Specific areas of expertise	Level of commitment Support or oppose the activity, to what extent, and why?	Available resources Staff, volunteers, money, technology, information, influence	Constraints Limitations: need funds to participate, lack of personnel, political or other barriers
School Staff						
Local Government						
City Planners						
Park and Recreation Staff						

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[3] Adapted from Brinkerhoff, D., & Crosby, B. 1999. *Managing Policy Reform: Concepts and Tools for Decision-makers in Developing and Transitioning Countries.* Kumarian Press, CT, 2002 and POLICY.

Name of stakeholder organization, group, or individual National, regional, or local?	Stakeholder description Primary purpose, affiliation, funding	Potential role in the issue or activity Vested interest in the activity	Level of knowledge of the issue Specific areas of expertise	Level of commitment Support or oppose the activity, to what extent, and why?	Available resources Staff, volunteers, money, technology, information, influence	Constraints Limitations: need funds to participate, lack of personnel, political or other barriers
Health Care						
Business Leaders						
Public Health						
Community Leaders						
Parents						
Students						

Stakeholder Engagement Plan[4]

Program issue   _____

Proposed activity   _____

Date   _____

Stakeholder organization, group, or individual	Potential role in the activity	Engagement strategy How will you engage this stakeholder in the activity?	Follow-up strategy Plans for feedback or continued involvement
School Staff			
Local Government			
City Planners			
Park and Recreation Staff			
Health Care			
Business Leaders			

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[4] Ibid.

Stakeholder organization, group, or individual	Potential role in the activity	Engagement strategy How will you engage this stakeholder in the activity?	Follow-up strategy Plans for feedback or continued involvement
Public Health			
Community Leaders			
Parents			
Students			

Appendix C
Action Planning

The purpose of the action plan worksheet is to help a school take the priorities and physical activity strategies they have identified and develop a plan to implement them.

Instructions: Complete each of the six steps in the *Action Plan: Elements of Change* worksheet. This will then provide your school with a roadmap to move from Condition A, the current situation, to Condition B, the desired situation. It will be helpful to refer back to your Physical Activity Strategy Rating Table, nominal group process, student health behavior and outcome data, and stakeholder matrix as you complete this worksheet.

Guidance to complete the *Elements of Change* worksheet:

1. **Focus:** A clear, brief statement articulating what your school's vision is for a successful school health program.
   Example: To create an environment in the school and community that provides daily opportunities for children and youth to be physically active.

2. **Condition A: What is happening now?**
   - What is happening in your school health program? What opportunities do students have to be physically active? What physical activity programs and strategies are being used in your school? What policies are in place?
   - Are parents and community members involved in the school health program? What is the school community climate toward health (e.g., community norms and values, supportive or antagonistic)?
   - What student data is available on health behaviors, knowledge, and attitudes? What are the current student physical activity and fitness levels? Do parents and students have opportunities to provide input?

3. **Condition B: What results do you want to achieve?**
   - What are your goals? What objectives do you want to accomplish? Make sure they are S.M.A.R.T. goals and objective—Specific, Measurable, Achievable, Relevant, and Time-related.
   - Goals should relate to increasing student physical activity levels.
   - Objectives should focus on one of the 17 identified strategies for your school or community to increase physical activity levels among school-aged youth.
   Example: **Goal 1**: By February 2012, Anytown Middle School will increase physical activity levels of all students to 60 minutes per day.
   Example: **Objective 1**: By March 2011, Anytown Middle School's physical education program will spend 60 percent of class time with students engaged in moderate to vigorous physical activity.

4. **Action Steps: Specific steps to get from A to B**
   - Measurable and achievable activities

   Action steps for Objective 1:
   — Meet with physical education teachers and district curriculum coordinator to review the current PE program.
   — Go to DPI's Physical Activity website and review recommended physical activity and PE strategies and other related resources. (http://dpi.wi.gov/sspw/physicaled.html)
   — Review and select several strategies to increase the percent of time students are physically active.

- Update PE curriculum with new teaching and time management strategies that will optimize the amount of class time students are physically active.
- Present for approval the updated PE curriculum to the school board.
- Purchase equipment for PE classrooms.
- Seek out training, technical assistance, and/or professional consultation to help adopt and implement the selected strategies.

5. **Indicators: How will you gauge your progress?**
   - What indicators will you use to gauge your progress reaching your goals and objectives?

   Indicators of completion for Objective 1 action steps:
   - Meeting held among PE teachers and curriculum staff
   - Strategies selected to increase physical activity levels
   - School health advisory council and school board approval of prevention program
   - PE equipment purchased
   - Staff development training held

6. **Action Step Details: Engaging Key People/Resources**
   - Buy-in and support (e.g., PE coordinator, students, school board)
   - Collaboration (e.g., building principal, district curriculum coordinator)
   - Instructional resources (e.g., funding, DPI Strategies for Active Schools grants)

Example: Action Step Detail Worksheet:
Action step: To host a meeting with physical education teachers and district curriculum coordinator to review current PE program.

Activity #1:	Invite selected individuals to participate and convene meeting
By whom and by when:	PE coordinator within two weeks
Resources:	Principal's support for staff to meet during scheduled in-service days this semester
Progress Indicators:	Roster of meeting participants and meeting notes

Action Plan: Elements of Change[5]

Action Steps

A ————————————————————→ B
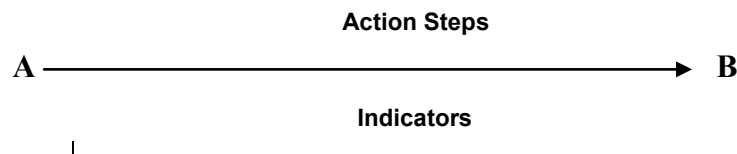
Indicators

1. Focus: Clear Statement of Vision

2. Condition A: What is happening now?	4. Action Steps: To Get From A to B (list main activities)	5. Indicators: How will you gauge your progress?	3. Condition B: Desired Results (goals and objectives)

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[5] Adapted from W.A. Lofquist, the Technology of Prevention Workbook.

6. Action Step Details (see example on page __)

Action Step:			
Specific Activity	**By Whom? By When?**	**Resources (needed/available)**	**Progress Indicator (process or outcome)**

Action Step:			
Specific Activity	**By Whom? By When?**	**Resources (needed/available)**	**Progress Indicator**

Appendix D
Gaining Consensus Among Stakeholders
Through the Nominal Group Technique[6]

This brief discusses the definition of nominal group technique, how to prepare for it, the four-step process to conduct it, when to use it, and the advantages and disadvantages of its use.

Defining the Nominal Group Technique

Nominal (meaning in name only) group technique (NGT) is a structured variation of a small-group discussion to reach consensus. NGT gathers information by asking individuals to respond to questions posed by a moderator, and then asking participants to prioritize the ideas or suggestions of all group members. The process prevents the domination of the discussion by a single person, encourages all group members to participate, and results in a set of prioritized solutions or recommendations that represent the group's preferences.

How to Prepare for NGT

The Meeting Room
Prepare a room large enough to accommodate five to nine participants. Organize the tables in a U-shape, with a flip chart at the open end of the U.

Supplies
Each U-shaped table set up will need a flip chart; a large felt-tip pen; masking tape; and paper, pencil, and 3" x 5" index cards for each participant.

Opening Statement
This statement clarifies member roles and group objectives, and should include: a warm welcome, a statement of the importance of the task, a mention of the importance of each member's contribution, and an indication of how the group's output will be used.

The Four Step Process to Conduct NGT

1. Generating Ideas: The moderator presents the question or problem to the group in written form and reads the question to the group. The moderator directs everyone to write ideas in brief phrases or statements and to work silently and independently. Each person silently generates ideas and writes them down.

2. Recording Ideas: Group members engage in a round-robin feedback session to concisely record each idea (without debate at this point). The moderator writes an idea from a group member on a flip chart that is visible to the entire group, and proceeds to ask for another idea from the next group member, and so on. There is no need to repeat ideas; however, if group members believe that an idea provides a different emphasis or variation, feel free to include it. Proceed until all members' ideas have been documented.

3. Discussing Ideas: Each recorded idea is then discussed to determine clarity and importance. For each idea, the moderator asks, "Are there any questions or comments group members would like to make about the item?" This step provides an opportunity for members to express their understanding of the logic and the relative importance of the item. The creator of the idea need not feel obliged to clarify or explain the item; any member of the group can play that role.

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[6] Centers for Disease Control and Prevention. *Program Evaluation Resources.* Brief 7. www.cdc.gov/HeathyYouth/evaluation/resources.htm. (Accessed May 2010).

4. Voting on Ideas: Individuals vote privately to prioritize the ideas. The votes are tallied to identify the ideas that are rated highest by the group as a whole. The moderator establishes what criteria are used to prioritize the ideas. To start, each group member selects the five most important items from the group list and writes one idea on each index card.

Next, each member ranks the five ideas selected, with the most important receiving a rank of 5, and the least important receiving a rank of 1.

After members rank their responses in order of priority, the moderator creates a tally sheet on the flip chart with numbers down the left-hand side of the chart, which correspond to the ideas from the round-robin. The moderator collects all the cards from the participants and asks one group member to read the idea number and number of points allocated to each one, while the moderator records and then adds the scores on the tally sheet. The ideas that are the most highly rated by the group are the most favored group actions or ideas in response to the question posed by the moderator. (For an example of a ranking sheet and final tally table of an NGT session, see: http://www.siliconfareast.com/ngt.htm).

When to Use NGT

NGT is a good method to use to gain group consensus, for example; when various people (program staff, stakeholders, community residents, etc.) are involved in constructing a logic model and the list of outputs for a specific component is too long and, therefore, has to be prioritized. In this case, the questions to consider would be: "Which of the outputs listed are most important to achieving our goal and are easier to measure? Which of our outputs are less important to achieving our goal and are more difficult for us to measure?"

Disadvantages of NGT
- Requires preparation.
- Is regimented and lends itself only to a single-purpose, single-topic meeting.
- Minimizes discussion, and thus does not allow for the full development of ideas, and, therefore, can be a less stimulating group process than other techniques.

Advantages of NGT
- Generates a greater number of ideas than traditional group discussions.
- Balances the influence of individuals by limiting the power of opinion makers (particularly advantageous for use with teenagers, where peer leaders may have an exaggerated effect over group decisions, or in meetings of collaborators, where established leaders tend to dominate the discussion).
- Diminishes competition and pressure to conform, based on status within the group.
- Encourages participants to confront issues through constructive problem solving.
- Allows the group to prioritize ideas democratically.
- Typically provides a greater sense of closure than can be obtained through group discussion.

Resources

Silicon Fareast. *Nominal Group Technique*. http://www.siliconfareast.com/ngt.htm.

Sample, John. Journal of Extension. *Nominal Group Technique: An Alternative to Brainstorming*. http://www.joe.org/joe/1984march/iw2.html.

Center for Rural Studies. *Guidelines for Using the Nominal Group Technique*. http://crs.uvm.edu/gopher/nerl/group/a/meet/Exercise7/b.html.

Appendix E
Physical Activity Strategy Rating Table—SAMPLE

Instructions: Rate each of the recommendations identified in the Physical Activity Assessment Checklist on the following aspects: importance, cost, time, and commitment. Rate each on a scale of 1-5 using the chart below. Higher scores should indicate priority items to implement.

Importance	How important is the recommendation (i.e. address need/gap, partners interested)? 1 = Not at all important 3 = Somewhat important 5 = Very important
Cost	How expensive would it be to plan and implement the recommendation? 1 = Very expensive 3 = Moderately expensive 5 = Not expensive
Time	How much time and effort would be needed to implement the recommendation? 1 = Extensive time & effort 3 = Moderate time & effort 5 = Low time & effort
Commitment	How enthusiastic would people be about implementing the recommendation? 1 = Not enthusiastic 3 = Moderately enthusiastic 5 = Very enthusiastic
Reach	How many students will likely be affected by this recommendation? 1 = Very few students 3 = Some students 5 = Most or all students

Item No.	Recommendations	Importance	Cost	Time	Commitment	Reach	Points / Ranking

Appendix F
Planning Worksheet

Action Plan Worksheet

Strategy:

Action Step:

Specific Activity	By Whom? By When?	Resources (needed/available)	Progress Indicator (process or outcome)

Action Plan Worksheet

Strategy:

Action Step:

Specific Activity	By Whom? By When?	Resources (needed/available)	Progress Indicator (process or outcome)

Action Plan Worksheet

Strategy:

Action Step:

Specific Activity	By Whom? By When?	Resources (needed/available)	Progress Indicator (process or outcome)

Action Plan Worksheet

Strategy:

Action Step:

Specific Activity	By Whom? By When?	Resources (needed/available)	Progress Indicator (process or outcome)