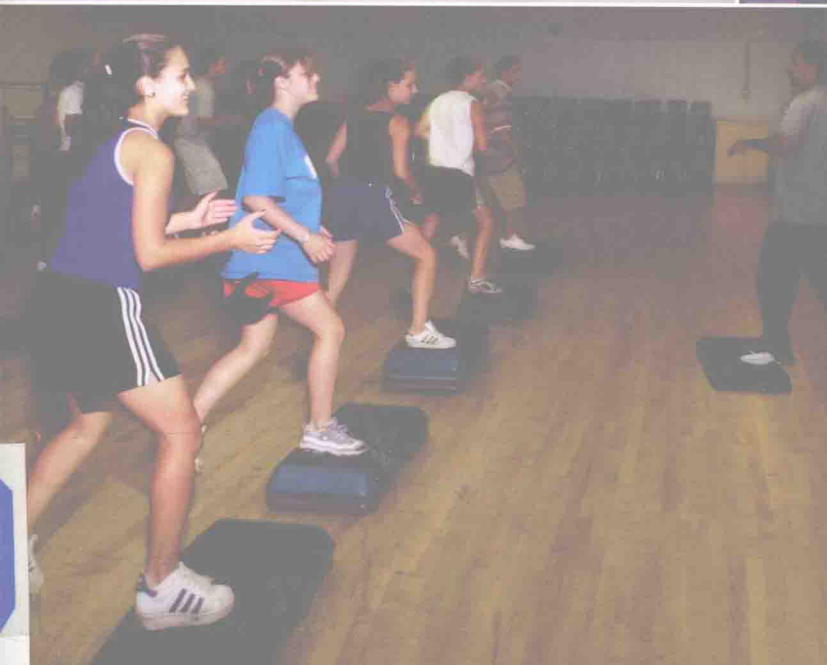
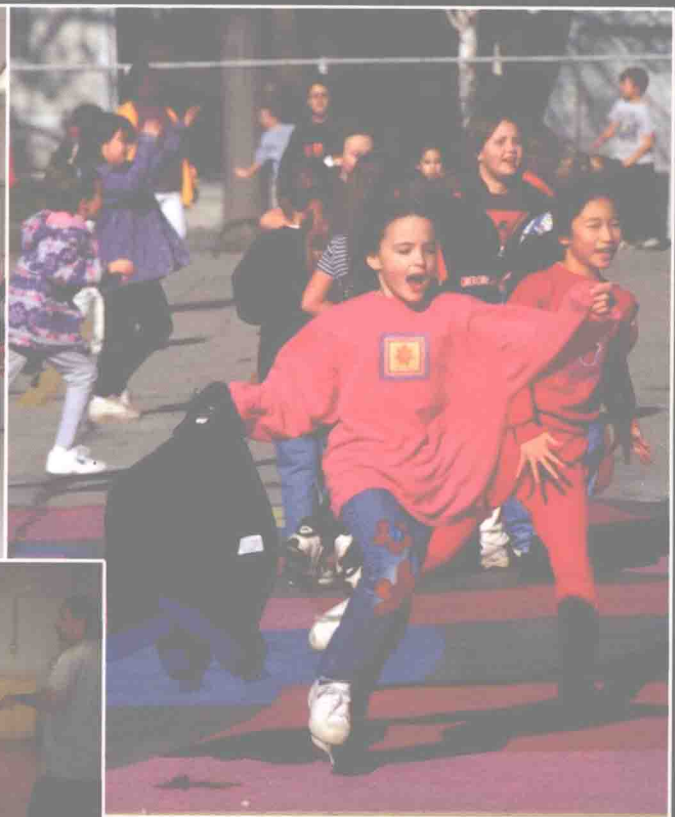


Schoolwide Physical Activity

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*A Comprehensive Guide to
Designing and Conducting Programs*



Judith E. Rink
Tina J. Hall
Lori H. Williams

Schoolwide Physical Activity

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DESIGNING AND CONDUCTING PROGRAMS*

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University of South Carolina

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The Citadel



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CD-ROM Contents

The accompanying CD-ROM contains printable figures, tables, sidebars, and text from the book. These elements are all marked with a CD-ROM icon in the book. 

In addition, the CD-ROM contains a wealth of activities and resources for the classroom teacher—over 200 games, dances, and integration activities, as described below.

Integrating Physical Activity Into Academics (Chapter 5)

- Language Arts
- Math
- Science
- Social Studies

Transitional Activities for the Classroom (Chapter 5)

Playground Activities for Recess (Chapter 6)

- Simple Activities for Young Children
- Playground Favorites
- Basketball Games
- Common Recreational Games
- Other Fun Playground Activities

Low Organization Outdoor Games (Chapter 7)

- Active Listening Games
- Tag Games
- Target and Net Games
- Territorial or Invasion Games

Classroom Games (Chapter 7)

Cooperative Games (Chapter 7)

Games From Other Countries (Chapter 7)

Dance and Rhythmic Activities in the Elementary School (Chapter 8)

- Folk Dances
- Rhythmic Activities, Novelty Dances, and Line Dances

Fitness Activities (Chapter 9)

- Flexibility
- Aerobic Capacity
- Aerobic Capacity, Muscular Strength and Endurance
- Muscular Strength and Endurance

Intramurals for the Elementary School (Chapter 11)

- Fielding Games
- Target and Net Games
- Territorial or Invasion Games

Preface

The problems attributed to poor diet and lack of physical activity have caught the nation's attention. Because schools house all children a large portion of the day, schools have been targeted for solutions, and many have responded by changing their nutrition policies as well as initiating programs to increase students' physical activity.


The Centers for Disease Control and Prevention (2008) recommends that children obtain at least 60 minutes of moderate to vigorous activity daily. The National Association for Sport and Physical Education recommends daily physical education for children. Some schools have the resources to provide daily physical education, but most do not. Schools that do not have daily physical education need to find alternatives for students under the auspices of a planned physical activity program.

Physical activity programs are not the same as physical education programs. Physical *education* programs are instructional; they teach students the skills they need in order to be physically active. Physical *activity* programs are not instructional; they engage students in moderate to vigorous physical activity for health and wellness.

Schoolwide Physical Activity will help classroom teachers, physical education teachers, and administrators at both the elementary and secondary levels design and conduct school physical activity programs. The perspective is that physical activity programs are the responsibility of the entire school (administrators, classroom teachers, and physical education teachers), not just physical education teachers.

Physical education teachers often conduct programs at the secondary level, but it is assumed that classroom teachers play a major role in physical activity programs at the elementary level. Teachers at the elementary level will learn how to conduct good recess programs, incorporate physical activity throughout the school day, integrate physical activ-

ity into academic work, and reinforce opportunities for physical activity outside of school. Physical education teachers and administrators at the elementary level will learn how to prepare and supervise both paraprofessionals and classroom teachers and work with the community. At the secondary level the focus is on creating a vision of a good physical activity program and how to achieve it so that every student in the school is regularly involved in physical activity. The introductory material is applicable to all school levels, and there are separate sections for elementary school and secondary school. The last chapter describes programs for adults.

Each chapter begins with an outline of the content and ends with a chapter summary, checks for understanding, and lists of suggested readings, references, and Web sites. A CD-ROM with activities and resources for the classroom teacher (over 200 games, dances, and integration activities) accompanies the book. All material marked with a CD-ROM icon  is available on the CD-ROM.

Various resources are available free of charge to instructors who adopt this book for their courses; these resources are available at www.HumanKinetics.com/SchoolwidePhysicalActivity. Following is a description of each ancillary:

- The **instructor guide** includes a course syllabus for a classroom teacher course and course syllabi for physical education teachers to use in a variety of curricula. All units in the syllabi are accompanied by suggested student learning experiences.
- The **test package**, created with Respondus 2.0, includes a bank of over 200 questions. With Respondus LE, a free version of the Respondus software, instructors can create printed versions of their own tests by selecting from the question pool; create, store, and retrieve their own questions; select their own test forms and save them for

later editing or printing; or export the tests into a word processing program. Instructors or institutions may purchase an upgrade to the free software from Respondus. With the upgrade, instructors can create and manage exams through a variety of course management systems, including Blackboard, eCollege, and WebCT.

- The **presentation package** includes a comprehensive series of PowerPoint slides for each chapter. The presentation package has 500 slides that can be used directly with PowerPoint and used in printing transparencies or slides or making copies for distribution to students. Instructors can easily add to, modify, or rearrange the order of the slides.

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PART I

Introduction

Physical Activity and the School Program

OVERVIEW

This chapter is designed to set the stage for the rest of the book by describing the need for physical activity programs in the school as part of a comprehensive effort to improve the physical activity levels of children, adolescents, and adults.

CHAPTER OUTCOMES

This chapter will help you

- understand the importance of a physical activity program in the school;
- explore the reasons for lack of physical activity with today's youth;
- identify the contributions of a school physical activity program to the total mission of schools;
- identify the factors related to participation in physical activity;
- identify the national recommendations for physical activity for children, adolescents, and adults;
- identify the efforts and responsibilities of the community, family, federal and state government, and schools in developing a physically active lifestyle; and
- identify the characteristics of a good physical education program and a good physical activity program and distinguish the purposes of the two.

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Intuitively, most people know that being physically active is good for you. Our growing understanding about how the body works and the physiological effects of physical activity on the body has provided us with a knowledge base to document those benefits, as well as the negative effects of the lack of physical activity. In 1996 the surgeon general published *Physical Activity and Health: A Report of the Surgeon General*. Like the report issued in 1964 on smoking, the surgeon general's report on physical activity was designed to call attention to a national crisis in health. The report documented the effects of a lack of physical activity on health, including premature death and increases in chronic disease (particularly diabetes). With little evidence of change, in 2001, Surgeon General David Satcher released *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity* (U.S. Department of Health and Human Services [USDHHS], 2001). Satcher addressed the health issues involved in the obesity epidemic and outlined strategies to increase physical education and provide healthier food options in the schools.

Major and continuous increases in the number of obese children and adults in this country over the past 50 years have been attributed not only to poor nutrition but also to lack of physical activity. The prevalence of overweight children among those aged 6 through 11 has more than doubled in the past 20 years, increasing from 7% in 1980 to 18.8% in 2004 (Council on Sports Medicine and Fitness and

Council on School Health, 2006). Inactive children and adolescents have a greater likelihood than others of becoming inactive adults.

Children and adolescents who are overweight are more likely to be overweight or obese as adults (USDHHS, 2004). Obesity is the second leading cause of premature death (next to smoking) and is responsible for well over 400,000 deaths each year (Mokdad et al., 2004). While lack of physical activity can be directly connected to premature death, perhaps more importantly it is connected to chronic diseases that are ongoing and *preventable*.

The lack of physical activity is a health problem not only in terms of premature death and the prevalence of chronic disease that affects our quality of life. Lack of physical activity and the increased health costs connected to taking care of large numbers of people with chronic diseases are a major burden on our economy. The percentage of our gross national product being spent on health care increases every year.

The Problem

The lack of physical activity is a multidimensional problem, associated with changes in our lifestyles, changes in school policies, and changes in the communities in which we live. All of these have contributed to a lack of physical activity of children and adults; and because there is no one cause, there is no one easy solution.

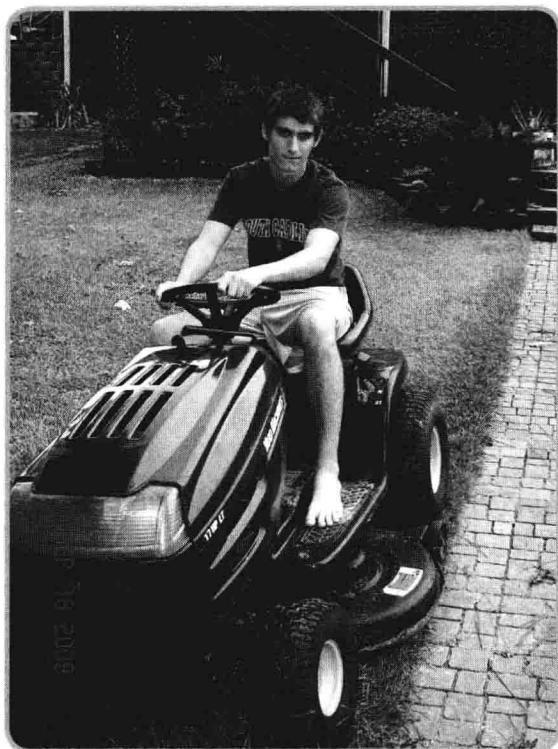
Lifestyle Issues

One of the major problems we have living in this century is that the technological advances of the past century were designed to remove physical activity from our lives, to make life easier for us. If we want to increase physical activity, we will need to find ways to put it back into our lives and find time in our schedules for it. How many of us are willing to give up our “remotes”? How many companies are willing to put the copy machine on a different floor so that employees will have to walk to get copies made? How many employees are willing to walk into the next office to talk with an office worker as opposed to e-mailing? How many of us spend 20 minutes looking for the closest parking space? How many of us allocate a very small portion of our day to physical activity?

Push mowers for lawns have been replaced with riding lawn mowers heretofore reserved for large acreages of land. All appliances are automatic and require little physical labor. Jobs that used to be done

around the house and outside are now considered too technical or too time-consuming for the home owner. So we hire professionals to do everything from washing our house to painting the inside. Many middle-class home owners use cleaning services.

Children who used to take off their going-to-school clothes and put on their going-outside-to-play clothes are relegated to the inside, either because their parents work or want to know where they are or because neighborhoods are considered too unsafe to allow children to be outside. The TV, video gaming systems, the Internet, and computers have replaced many active “play” activities and dominate unscheduled time for all ages. Children who watch the most TV and have the least physical activity are the most overweight (Anderson et al., 1998). Youth and adolescents have been captured by video games that occupy a great deal of their unscheduled time. It is not uncommon to find many teenagers at the controls of these games until wee hours of the morning.



We have spent a good part of our lives trying to figure out how to remove physical activity from our lives and now we need to think about how to put it back.

School Programs

School programs have likewise undergone major changes. While periodically school programs experience a back-to-basics movement, the more recent emphases on academics and the No Child Left Behind national legislation (U.S. Department of Education, 2002) have caused schools to look for ways to increase the time children spend in the academic portion of the curriculum. One of the ways schools have chosen to do this is to decrease time spent in physical education and other subject areas considered nonacademic. Although most states require physical education, few have mandates for how much time should be devoted to these programs or how they should be conducted (National Association for Sport and Physical Education [NASPE], 2006). Only Illinois has required daily physical education, and major loopholes and “waivers” have increased the number of children not being served by the mandate in that state.

Where schools do have physical education, the amount of time students actually spend in physical education varies a great deal from school to school even within a state. At the elementary school level, physical education time varies from 30 minutes per week to 150 minutes per week, and this time is not always with a specialist in physical education. At the middle school, the time varies from 80 minutes

per week to 225 minutes per week; at the high school level, the time also varies considerably. Most states require only one or two years of high school physical education, and a large number less than that or none. Even in states that require physical education, 58% allow substitutions, and many students at the elementary level are being pulled out of their physical education classes to receive remedial help in academics. The reduced participation in physical education has been partially blamed for the increase in obesity levels in students. As physical education time has decreased, obesity levels in students have increased.

Community Changes

In neighborhoods where children once walked to school, cars line up in the morning and afternoon waiting to drop children off and pick them up—some living only a few blocks from the school. Neighborhood schools have been replaced in many cases by larger, more cost-effective buildings, placing students farther away from their school. Few schools have sidewalks leading to their doors from the communities that surround them. Small community shopping areas within walking distance of many residents have been replaced with large mega shopping centers accessible only by car. Those who do at least plan on building exercise into their lives and can afford it, do so at “gyms” and fitness centers that they ride to. Most people who sign up to exercise at fitness centers inevitably abandon their efforts within a short time due to “busy schedules.” All of these changes have resulted in the need to find ways to build physical activity back into the lives of both children and adults.

The Contributions of Physical Activity

While awareness of the importance of physical activity to health has certainly increased, what most people do not understand is how important physical activity is to the well-being of children and youth in areas other than health. Although these contributions may not receive as much press, they are equally important.

Growth and Development

Children and adolescents are growing and developing as physical beings. Regular physical activity is essential to their growth and development. Regular

physical activity helps build strong bones and muscles, helps control weight, and may play a major role in improving blood pressure and cholesterol levels (NASPE, 2008). Strong bones develop as a result of weight-bearing activities and those that stress the bones. Active children have a higher bone mass and are less likely to have problems (osteoporosis) later in life. The development of all systems of the body is affected by the level of physical activity of children and adolescents.

Social and Emotional Well-Being

Play is an important human behavior. While the forms of play change throughout the life span, the need for playful activity does not. There is evidence that motor skills used in play and learned early in life enhance a child’s ability to participate in activities later in life (Malina, 1996). Physical play is a critical contributor to the development of children’s social skills and the well-being of adults. Elementary schools that have eliminated recess (see chapter 6), as well as home environments that do not provide children opportunities to go out and play, deprive students not only of the opportunity to be physically active but also of the opportunity to develop the social skills they will need as an adult.

Physical play is important to our emotional well-being. Studies show that regular physical activity in childhood and adolescence reduces stress and improves self-esteem. We are physical beings, and as such we need to move. Each culture has accepted forms of play. Children who do not learn to participate in the accepted forms of play of their culture are at a disadvantage socially as children and later as adults. Such learning not only takes care of our physical body but also facilitates emotional well-being.

Cognitive Functioning and Academic Performance

A common misperception of educators is that if they take time out to provide students with the physical activity they need, the students will not do well academically. Actually there is more and more evidence that physical activity enhances cognitive functioning (Castelli et al., 2007); time spent in increased physical activity during the school day does not decrease academic performance but instead actually increases it (Dwyer et al., 1983; Sallis et al., 1999; Shephard, 1997; Strong et al., 2005). Children need breaks from sedentary activity.