Comprehensive School Physical Activity Programs: A Framework to Get Active!

Darla M. Castelli, PhD  
University of Texas at Austin
Overview

- **Part 1**: What do effective comprehensive school physical activity programs (CSPAP), look like and why are they important?

- **Part 2**: If we implement a CSPAP, what are the probable benefits?

- **Part 3**: What evidence do we currently have that this is the right direction to go in?
## BOY

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>155.8 cm (5'1&quot;)*</td>
</tr>
<tr>
<td>Weight</td>
<td>48.0 kg (106 pounds)†</td>
</tr>
<tr>
<td>Body mass index</td>
<td>19.2 kg/m²‡</td>
</tr>
<tr>
<td>Waist circumference</td>
<td>66.2 cm (26.1&quot;)*</td>
</tr>
<tr>
<td>Hip circumference</td>
<td>84.0 cm (33.1&quot;)*</td>
</tr>
<tr>
<td>Waist-to-hip ratio</td>
<td>0.82*</td>
</tr>
</tbody>
</table>

### FITNESS TESTS

- Grip strength: 44 kg*  
- Sit-and-reach: 21.4 cm*  

## GIRL

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>155.9 cm (5'1&quot;)*</td>
</tr>
<tr>
<td>Weight</td>
<td>47.6 kg (105 pounds)†</td>
</tr>
<tr>
<td>Body mass index</td>
<td>19.5 kg/m²‡</td>
</tr>
<tr>
<td>Waist circumference</td>
<td>68.0 cm (26.8&quot;)*</td>
</tr>
<tr>
<td>Hip circumference</td>
<td>86.0 cm (33.9&quot;)*</td>
</tr>
<tr>
<td>Waist-to-hip ratio</td>
<td>0.79*</td>
</tr>
</tbody>
</table>

### FITNESS TESTS

- Grip strength: 40 kg*  
- Sit-and-reach: 28.2 cm*
Physical Activity Guidelines for Americans (2008)

- Children and adolescents should participate in 60 minutes or more of physical activity each day
  - Aerobic (MVPA)
  - Muscle-strengthening
  - Bone-strengthening
The School’s Role in Public Health

- **School Nutrition and Food Services**
  - Food and snacks available
- **Comprehensive School Health Education (K-12)**
- **Physical Education and Physical Activity**
  - Standards-based physical education
  - CSPAP
Recommendations from the IOM: Whole-of-School Approach

FIGURE 1-2 Integrated/coordinated approach to increasing physical activity among children and adolescents in the school environment before, during, and after school. NOTE: PA = physical activity; PE = physical education.
No Recess?

Many kids say good-bye to a favorite part of the school day.

Source of Data: NCES, Fast Response Survey System, 2005
Comprehensive School Physical Activity Program

- Physical Education
- Physical Activity Before and After School
- Physical Activity During School
- Staff Involvement
- Family & Community Engagement

60 minutes a day
Comprehensive School Physical Activity Program

Physical Education

Physical Activity Before and After School

Physical Activity During School

Staff Involvement

Family & Community Engagement

60 minutes a day
CSPAP is the Framework for Providing Physical Activity in Schools

Five key elements to achieve school-wide change:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Activity During School</td>
<td>Physical Activity Before &amp; After School</td>
<td>Staff Involvement</td>
<td>Family &amp; Community</td>
</tr>
</tbody>
</table>
### CSPAP Implementation Means

<table>
<thead>
<tr>
<th>Activity</th>
<th>Min/day offered</th>
<th>Min/day activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom breaks (3/day x 7 min ea.)</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Physical education (60 min/week)</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Recess (one 15 min/day)</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Recess (15 min before lunch)</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Before school program/morning activity</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Physical Activity</strong></td>
<td><strong>73</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>
What Constitutes an Effective CSPAP?

QPE as the focus

- Quality instruction
- Quality curriculum
- 50% MVPA
- Prepare children for life long physical
- Make purposeful connections to the community
Implementing an Effective CSPAP

We (as AzAHPERD members) need to…

1. Champion physical activity
   - Train to become a Physical Activity Leader (PAL)

2. Understand why CSPAP is important
   - Quality of life
   - Health issues
   - Academic success

3. Have a vision of what programs could be

4. Integrate PA across the curriculum

5. Maximize PA during recess & drop ins
Implementing an Effective CSPAP

We (as AzAHPERD members) need to...

6. Increase MVPA during physical education
7. Build partnerships
8. Understand joint use and programs after/before hours
9. Develop advocacy and marketing skills
   • Promote events
   • Effectively communicate our message
   • Develop targeted approaches for working with partners
   • Garner support
   • Develop and share strategies for overcome barriers
10. Passionately provide PA opportunities
Concerns About CSPAP

Darla’s Activity: Shake out our concerns
Concerns Related to CSPAP

1. Physical education is not public health or physical activity

**Health**: The condition of being of sound mind and body

**Health Behavior**: The actions of individuals or groups & organizations, as well as determinants, correlates, and consequences that bring about social change, policy, and coping skills, that improve the quality of life

**Physical activity**: Physical activity is any body movement that works your muscles and requires more energy than resting
Counterpoint to PE vs. PA

NASPE Physical Education Content Standards

**Standard 1:** Demonstrates competency in motor 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.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness [as a result of physical activity participation]

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

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

- Standard 1: Motor competent
- Standard 2: Understands movement concepts and tactics
- Standard 3: Physically active
- Standard 4: Physically fit
- Standard 5: Socially responsible
- Future standard: Healthy eater
- Standard 6: Values physical activity
Concerns Related to CSPAP

1. *Physical education is not public health or physical activity*

- If we are not concerned about children’s health then who will be?
- Every child should be healthy & happy
Concerns Related to CSPAP

2. Physical education teachers are already overburdened

Hypothesized Predictors:
- Controlling for:
  - Gender
  - Age
  - Ethnicity
  - Free and Reduced Lunch
  - Fitness

- Previous PA
- Screentime
- Efficacy
- Intentions
- Attitudes
- Weekday PA

Actual Predictors:
- Controlling for:
  - Gender
  - Age
  - Ethnicity
  - Free and Reduced Lunch
  - Fitness

- Previous PA
- Beliefs (Attitude and Intentions)
- Screentime

Weekend PA

Centeio & Castelli, 2012
Culturally Relevant Pedagogy in Physical Education

Sanogo & Castelli, 2013

Hispanic Non-Hispanic

Fitness - MVPA
Sport - MVPA
Games - MVPA
3. Embracing CSPAP is political suicide

*If we let anyone be a Physical Activity Leader then we will lose our jobs

- Investing in the health of children is cost savings
- Cost-effective equalizer that closes the achievement gap

- Can we afford not to have this be our political agenda?
Part 2: If we implement a CSPAP, what are the probable benefits?

- There are a number of benefits to PA engagement
- There are a number of ways to provide PA opportunities
- There are a number of partnerships to build

Leslie’s Activity: Numbers game
Healthier Students Are Better Learners: High-Quality, Strategically Planned, and Effectively Coordinated School Health Programs Must Be a Fundamental Mission of Schools to Help Close the Achievement Gap

Charles E. Basch, PhD

OBJECTIVE: To discuss implications for educational policy and practice relevant to closing the achievement gap based on the literature review and synthesis presented in 7 articles of the October 2011 special issue of the Journal of School Health.

METHODS: Implications for closing the achievement gap are drawn from analyses of current literature.

RESULTS: During the past several decades, school reform efforts to close the achievement gap have focused on various strategies, yielding very limited progress. Educationally relevant health disparities influence students’ motivation and ability to learn, but reducing these disparities has been largely overlooked as an element of an overall strategy for closing the achievement gap. If these health problems are not addressed, the educational benefits of other school reform efforts will be jeopardized.
Benefits of Physical Activity and Physical Education

Physical Health
Mental Health
Psychosocial Health
Brain Health

Academic Performance
Physical Activity & Academic Performance

If we get K-12 students to meet the NASPE physical education standards,

Then Now we can claim that participation in physical education and physical activity opportunities facilitate learning and enhance brain health.
Cognitive & Brain Health

• Measurement of cognition varies by age:
  - Standardized tests, grades, attendance, memory
  - Observation: Attention, EEG, fMRI, Stroop
  - Self-report: Ability to carry out daily living tasks
  - Survey/interview: Having a sense of purpose

• Executive control (measured in the lab)
  - A subset of cognitive processes related to sequencing, discrimination, and inhibition
  - Inhibition, working memory, and cognitive flexibility
Brain Event Related Potentials

Stimulus  Response

X  X  X  X
Measurement of Executive Control

- Stimulus-response (i.e., Odd ball paradigm)
  - Press the button when you see the cat

- Discrimination tasks (i.e., Flanker’s task)

- Congruent/non-congruent (i.e., Stroop, Go/NoGo)
Acute Exercise in Preadolescent Children

### Acute Dose - Response: Kinetic Kidz

#### Teacher-Led Fitness Activities vs. Active Gaming

<table>
<thead>
<tr>
<th>Type of Physical Activity</th>
<th>Steps Taken Per Minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Led Fitness Activities</td>
<td>1.43 ± 1.11 cals/kg/min</td>
</tr>
<tr>
<td>Active Gaming</td>
<td>0.89 ± 1.00 cals/kg/min^a</td>
</tr>
</tbody>
</table>

Note: ^a = p < .01

*Centeio et al., 2011*
## Summary of Acute Effects of PA

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Effects</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5-mins</td>
<td>Attentional Reset, On/off task behavior</td>
<td>Howie &amp; Pate, under review</td>
</tr>
<tr>
<td>5-10 mins</td>
<td>Attention</td>
<td>Hillman et al., 2009</td>
</tr>
<tr>
<td>20-mins</td>
<td>Memory, Inhibitory control, Task flexibility</td>
<td>Phillips et al., under review, Tomporowski et al., 2003</td>
</tr>
<tr>
<td>30-mins</td>
<td>Lasting effects</td>
<td></td>
</tr>
<tr>
<td>60-mins</td>
<td>Need another PA break</td>
<td></td>
</tr>
</tbody>
</table>
What are the effects of physical activity over time?
# Physical Fitness & Unexcused Absences

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized</th>
<th>Standardized</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACER time</td>
<td>-0.029</td>
<td>-0.092</td>
<td>0.034</td>
</tr>
<tr>
<td>One-mile run time</td>
<td>0.351</td>
<td>0.142</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Grade</td>
<td>0.950</td>
<td>0.143</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>BMI</td>
<td>-0.153</td>
<td>-0.126</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Male Gender</td>
<td>0.566</td>
<td>0.041</td>
<td>0.238</td>
</tr>
<tr>
<td>White Race</td>
<td>-0.391</td>
<td>-0.022</td>
<td>0.457</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>0.372</td>
<td>0.024</td>
<td>0.419</td>
</tr>
<tr>
<td>Attitudes towards PA</td>
<td>-0.015</td>
<td>-0.028</td>
<td>0.353</td>
</tr>
</tbody>
</table>
Texas Fitness Study

Observations = 38,992; Districts = 1,263; Schools = 6,365
(83% of Texas students grades 3-12)

(Welk, Jackson, Morrow, Haskell, Meredith, & Cooper, 2010)
FITKids: Inhibition Task

Pre-test 9 Months Later

FITKids Intervention

Waitlist Control
FITKids Findings

- Aerobically fit children have faster response time, better accuracy, & allocate more working memory toward a given task (Kamijo et al., 2011)

- The intensity of physical activity matters (Castelli et al., 2011)

- Adiposity inhibits cognitive performance (Kamijo et al., 2012)

- The amount of PA (+60 mins) *impacts* brain & cognitive health (Hillman et al. under review)

Funded by NICHD R01 NICHD (2012-2017)
Other Randomized Controlled Trials

- Classroom PA academic lessons improved academic performance (Donnelly et al., 2010 & 2011)
- Better spatial, reading & math performance after a 10-wk PA program (Fredricks et al., 2006)
- Academic performance was not different between intervention groups (Ahamed et al., 2007)
Part 3: What evidence do we currently have that CSPAP is the right direction to go in?

Leslie’s Activity: Vocab game

1. Facilitate
2. Collaboration
3. Policy
4. Feasible
5. Efficacy
Evidence that CSPAP Works

1. Current practice
2. Teacher’s perceptions of CSPAP
   - Self-efficacy
3. Professional development & CSPAP
4. Student physical activity levels
1. Current Practice & CSPAP

Current Practice Among Teachers

1. Develop lists of equipment & activities that promote PA
2. Create a PA plan
3. Generate strategies for communicating with parents
4. Points of decision prompts
5. Develop strategies for hosting community events
6. Create PA videos
7. Offer family PA nights

Beighle et al., 2009

Current Practice in PETE

- 53% complete CSPAP related assignments
- 33% apply CSPAP during a field experience
- 29% introduce CSPAP as differentiated learning
- More than 60% of the programs: Teach recess games; promote PA in the home; classroom PA breaks; PA homework; family nights

Castelli, Carson, & Beighle, 2011
2. CSPAP and Professional Development

- Physical education teachers (n = 330) from 9 different states
- Comparison of control, non-implementers, partial, & full implementers of CSPAP
- The more professional development hours, the more likely the teachers were to be full implementers of CSPAP

Centeio, Barcelona, Beighle, Carson, & Castelli (submitted for review)
Preparing Educators to Promote and Provide Physical Activity in Schools

Abstract: Today, children are at risk for disease stemming from the prevalence of sedentary behaviors. Schools are largely obesogenic environments but have the potential to promote and provide opportunities to meet the recommended daily minutes of physical activity. Yet educators must be prepared to do so. The objective of this review was to examine the strength of evidence from studies on professional development effectiveness in order to make recommendations on how to structure such experiences to prepare teachers to promote and provide physical activity in schools. Effective strategies for professional development that were confirmed in the literature focused on knowledge of subject matter, collective and collaborative participation, continual and long in duration, coherence with student learning, active learning, and the building of a community of practice. Further, research to examine the effectiveness of professional development on student physical activity participation within the school environment is warranted.

Keywords: professional development; physical activity; teachers; multicomponent approach; learning

Schools are an ideal place for children to be physically active as a means of disease prevention and treatment. Previously identified in multiple publications, such as the National Physical Activity Plan, the importance of physical activity in schools is unequivocal. The Accelerating Progress in Obesity Prevention. Solving the Weight of Nations proposed that all children engage in 60 minutes of moderate to vigorous physical activity per day, with most happening as suggested by the Physical Activity Guidelines for Americans Mid-course Report: Strategies to Increase Physical Activity among Youth. Specifically, it is recommended that a quality physical education curriculum be the foundation of comprehensive opportunities for students to be physically active throughout the school day and that federal, state, and local policies require schools to provide these comprehensive programs. Yet although schools can provide the

... it is recommended that a quality physical education curriculum be the foundation of comprehensive opportunities for students to be physically active throughout the school day...
# Professional Development Recommendations

Table 1.

<table>
<thead>
<tr>
<th>Element of Professional Development (Strength of Evidence)</th>
<th>Effective Professional Development: Strategies to Promote and Provide Physical Activity</th>
<th>Future Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of subject matter (highly supported)</td>
<td>• Involve both physical education and generalist teachers</td>
<td>• Objectively track student physical activity post training</td>
</tr>
<tr>
<td></td>
<td>• Align facilitators with teacher needs and context</td>
<td>• Evaluate dissemination strategies</td>
</tr>
<tr>
<td></td>
<td>• Knowledge should be applicable and transferable to the context</td>
<td>• Record intervention fidelity and efficacy in relation to teacher emotions and self-efficacy</td>
</tr>
<tr>
<td></td>
<td>• Facilitators focus on the heuristics for generating knowledge</td>
<td>• Conduct intervention studies with long-term follow-up</td>
</tr>
<tr>
<td></td>
<td>a. Develop school–university partnership</td>
<td>• Compare the intervention effects across teacher subject matter and grade level</td>
</tr>
<tr>
<td></td>
<td>b. Use local expertise (e.g., American College of Sports Medicine certification trainer to demonstrate how to teach spin class)</td>
<td>• Examine the effectiveness of curriculum materials as professional development</td>
</tr>
<tr>
<td>Collective and collaborative participation (highly supported)</td>
<td>• Leadership mandate that all teachers Especially valuable for physical education teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• be involved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Allow teachers to implement the new ideas in their own teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Target early adopters as mentors</td>
<td></td>
</tr>
<tr>
<td>Continual, long duration (moderately supported)</td>
<td>• Allow teachers to witness the outcome of their efforts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop feedback loop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Train teachers to make data-driven decision</td>
<td></td>
</tr>
<tr>
<td>Coherent with student learning (somewhat supported)</td>
<td>• Record and track teacher goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Focus on student achievement</td>
<td></td>
</tr>
<tr>
<td>Active learning (somewhat supported)</td>
<td>• Provide opportunities for engagement, inquiry, and recording of teacher behaviors</td>
<td></td>
</tr>
<tr>
<td>Builds community of practice (CoP) (highly supported for within a school district/limited support for beyond a school district/no evidence supporting virtual CoP)</td>
<td>• Provide teachers with release time to engage in the discourse of their discipline (e.g., PEP-Talk)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Promoting sharing among trusted grade-level and subject-matter teams</td>
<td></td>
</tr>
</tbody>
</table>

*Elements derived based on Desimone (2009, 2011).*

- Knowledge of subject matter
- Collective & collaborative
- Continual, long duration
- Builds community of practice (evidence only at the local level)
The students in this class just completed a Pickleball lesson. The graph on the right displays the average heart rates for the lesson.

<table>
<thead>
<tr>
<th>Average Heart Rate</th>
<th>Below</th>
<th>In</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td></td>
<td><img src="image" alt="108" /></td>
<td><img src="image" alt="108" /></td>
</tr>
<tr>
<td>137</td>
<td><img src="image" alt="137" /></td>
<td><img src="image" alt="137" /></td>
<td><img src="image" alt="137" /></td>
</tr>
<tr>
<td>117</td>
<td><img src="image" alt="117" /></td>
<td><img src="image" alt="117" /></td>
<td><img src="image" alt="117" /></td>
</tr>
<tr>
<td>119</td>
<td><img src="image" alt="119" /></td>
<td><img src="image" alt="119" /></td>
<td><img src="image" alt="119" /></td>
</tr>
<tr>
<td>137</td>
<td><img src="image" alt="137" /></td>
<td><img src="image" alt="137" /></td>
<td><img src="image" alt="137" /></td>
</tr>
<tr>
<td>142</td>
<td><img src="image" alt="142" /></td>
<td><img src="image" alt="142" /></td>
<td><img src="image" alt="142" /></td>
</tr>
<tr>
<td>128</td>
<td><img src="image" alt="128" /></td>
<td><img src="image" alt="128" /></td>
<td><img src="image" alt="128" /></td>
</tr>
<tr>
<td>129</td>
<td><img src="image" alt="129" /></td>
<td><img src="image" alt="129" /></td>
<td><img src="image" alt="129" /></td>
</tr>
<tr>
<td>73</td>
<td><img src="image" alt="73" /></td>
<td><img src="image" alt="73" /></td>
<td><img src="image" alt="73" /></td>
</tr>
<tr>
<td>120</td>
<td><img src="image" alt="120" /></td>
<td><img src="image" alt="120" /></td>
<td><img src="image" alt="120" /></td>
</tr>
<tr>
<td>147</td>
<td><img src="image" alt="147" /></td>
<td><img src="image" alt="147" /></td>
<td><img src="image" alt="147" /></td>
</tr>
<tr>
<td>149</td>
<td><img src="image" alt="149" /></td>
<td><img src="image" alt="149" /></td>
<td><img src="image" alt="149" /></td>
</tr>
<tr>
<td>112</td>
<td><img src="image" alt="112" /></td>
<td><img src="image" alt="112" /></td>
<td><img src="image" alt="112" /></td>
</tr>
<tr>
<td>115</td>
<td><img src="image" alt="115" /></td>
<td><img src="image" alt="115" /></td>
<td><img src="image" alt="115" /></td>
</tr>
</tbody>
</table>

Did the lesson improve cardiorespiratory endurance for most of the students? Why or why not?

Should the lesson be modified? If so, how?
Methodology: Data Sources

Mixed-methodological collective case study design

- CSPAP Index (Pre/Post)
  - Modified from S-PAPA (Lounsbery & McKenzie, 2010)
  - Control/treatment groups
- Teacher interviews
- Action plan & artifact collection
- E-learning
- Site visits & observations
- Researcher journal
3. Teachers’ Perceptions of CSPAP

1. What were teacher perceptions of and efficacy toward providing physical activity opportunities for children?

2. What were teacher perceptions, attitudes, and feelings toward the implementation of CSPAP?

Centeio & Castelli, 2012
To me the CSPAP is important because a lot of our parent’s don’t give the kids what they need at home… so me, I like to do everything that I can to help the kids […] My enthusiasm, excitement, my desire for them to be fit, my encouragement, you know. I don’t do it because I want to be recognized but it is because I consider those kids my babies… I want to make them strong and healthy (Laura, post teacher interview, May 2012).
Keys to CSPAP Implementation

Three Keys to Successful Implementation

✓ Action plan
  • Forced teachers to plan ahead
  • Reminded them to collect artifacts & to celebrate their success
✓ Supportive administration
✓ Passionate champion
✓ Self-efficacy
4. Student Physical Activity

<table>
<thead>
<tr>
<th></th>
<th>Sedentary-pre</th>
<th>Sedentary-post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>73.7</td>
<td>79.83</td>
</tr>
<tr>
<td>Treatment</td>
<td>78.84</td>
<td>76.54</td>
</tr>
</tbody>
</table>

Note: Significant reduction in sedentary time for treatment group $F(1, 297) = 28.00, p < .001$,
Odds Ratio for CSPAP Success

- CSPAP implementation significantly increases PA opportunities in schools

- Increasing weekday PA reduces the likelihood of unhealthy BMI

- Increasing PA and physical fitness improves the odds that children will succeed in school

The bottom line…
“If we implement CSPAP the odds will be forever in our favor!”
Recommendations

- Champion physical activity across the curriculum
- Become a Physical Activity Leader (PAL)
- Implement CSPAP in your school
  - No more than 60-mins of sedentary time
  - At least 10-mins of physical activity after sedentary time
- Start small, by improving one key element (e.g. during school PA)
  - Work toward having 60-mins of physical activity in the school curriculum
Marana Middle School, Let's Move!

Marana Middle School was selected as one of the September 11 scheduled stops in the Tucson area by the U.S. Department of Education’s ”Strong Start, Bright Future” back-to-school bus tour. The School hosted a First Lady’s Let's Move! Active Schools event to bring physical activity back to America’s schools.