

DEVELOPMENTALLY APPROPRIATE PHYSICAL ACTIVITY

Goal: District schools will strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Regular physical activity is linked to better health and reduced risk of chronic disease and contributes to maintenance of a healthy weight. According to www.MyPyramid.gov the benefits of physical activity include:

- Improved self-esteem and feelings of well-being
- Increased fitness level
- Helps to build and maintain bones, muscles, and joints
- Builds endurance and muscle strength
- Enhances flexibility and posture
- Helps manage weight
- Lowers risk of heart disease, colon cancer, and type 2 diabetes
- Helps control blood pressure
- Reduces feelings of depression and anxiety

The US Dietary Guidelines for Americans 2005 (<http://www.health.gov/dietaryguidelines/>) recommend that children and adolescents participate in at least 60 minutes of moderate intensity physical activity most days of the week, preferably daily. However, children and adolescents do not meet national requirements for physical activity (1, 2). Schools represent an appropriate venue for providing students with opportunities for developmentally appropriate physical activity. District schools will strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Plan Of Action: District

1. The district will incorporate or integrate developmentally appropriate physical activities into all areas of the students' education. A variety of types of activities will be included to meet the needs and interests of all students, with an emphasis on establishing physical activity habits that last a lifetime.
2. The district will encourage physical activity, beyond physical education classes, during the school day.
3. The district will ensure that physical activity opportunities will be appropriate to the age, skill levels, and abilities of all students.
4. Events and assemblies will incorporate physical activity.

5. Physical activities will encourage participation by all students.
6. Students will not be denied the opportunity to participate in physical activity (e.g., recess) nor will it be used or withheld as a punishment.
7. A list of appropriate activities will be made available to teachers to encourage student physical activity during the school day.
8. Relationships will be established with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs.

Role Of The Principal

1. The principal will create a supportive environment that encourages physical activity and health-enhancing habits.
2. The principals will oversee and ensure implementation of procedures to ensure physical activity is incorporated into every student's program.
3. Principals will encourage physical activity during student events and assemblies. Informative announcements to faculty, staff, and students will support building and classroom physical activity.
4. The principals will participate in school-wide physical activity events and will both encourage and support student and staff participation.
5. Resources and materials will be provided to teachers and support staff to facilitate inclusion of physical activity opportunities during the school day.
6. The principals will ensure that teachers receive appropriate training and professional development related to inclusion of developmentally appropriate physical activity during the school day.
7. The principals will assign and ensure adult supervision during physical activities.
8. The principals will evaluate the amount and quality of the physical activity opportunities provided in the schools.
9. The principals will ensure that physical activity opportunities are promoted to students, staff, parents/guardians, and the community.
10. The principals will promote collaboration between Health/Physical Education teachers and classroom teachers. Health/Physical Education teachers may be able to provide ideas for classroom physical activity breaks. Classroom teachers can coordinate physical activity breaks with lessons learned in Health/Physical Education classes.

Role Of Maintenance/Custodial Staff

1. Custodial and maintenance staff will provide safe, clean facilities for students and staff to use during physical activities.
2. School and/or district maintenance/custodial staff will assist in acquiring supplies needed for physical activities, as well as assembling and maintaining physical activity equipment.

Role Of Food Service Department

1. Food service staff will encourage physical activity by supporting and participating in building and district in-school activities.
2. The Food Service Director will utilize the menu to support and promote building physical activities and grade-specific activities. For example, menus may include advertisements of upcoming activities or physical activity tips and information.
3. Posters (student generated or professional) supporting and encouraging physical activity will be used to decorate the dining area.
4. The Food Service Director will share with teachers and curriculum coordinators resources related to physical activity provided by organizations such as Pennsylvania Action for Healthy Kids, Action for Healthy Kids, PANA (Pennsylvania Advocates for Nutrition and Activity), School Nutrition Association, School Nutrition Association of Pennsylvania, Project PA, and the Pennsylvania Department of Education.

Role Of Teacher

1. Teachers will cooperate with the principal to develop an effective list of developmentally, age and skill appropriate physical activities for *all* students.
2. Teachers will participate with students during physical activity periods.
3. Teachers will instruct students on correct procedures in learning new physical activities. If the class room teacher needs support for an activity, he/she will work cooperatively with the Physical Education teacher.
4. Health and Physical Education teachers will instruct teachers and students on the importance of physical activity.
5. Teachers will assess student interest in a variety of physical activities.
6. Teachers will provide recess for elementary students and encourage students to be physically active.

7. Teachers will incorporate physical activity breaks during the day (beyond recess in elementary school) focusing on activities of interest to students.
8. Teachers will ensure that students stay adequately hydrated during physical activities by providing access to drinking water before, during, and after activities.
9. Teachers will incorporate physical activity into instruction.

Examples:

- History of a state as you “walk across the state”
 - Identifying activities done by characters in stories and reenacting activity scenes
 - Measure the number of steps in a mile, calculate how long it will take to walk around the world based on walking 5, 10, 15 minutes in class per day.
 - Measure the halls in school to determine the number of miles walked to get to the library and back, to the gym, or to the cafeteria.
10. Special education teachers, classroom teachers, and Health/Physical Education teachers will work cooperatively to ensure that appropriate physical activity is provided for special education students.

Role Of The School Nurse

1. The school nurse will actively participate in classroom and school-wide events to increase physical activity during the school day.
2. As appropriate, the school nurse will monitor student health concerns related to physical activity and make teachers aware of these concerns.

Role Of The Student

1. Students will provide input regarding preferred types of physical activity.
2. With guidance provided by teachers, students will encourage and lead peers in physical activities. Students in upper grades can assist in teaching mini lessons or developing activity routines for younger students to encourage participation and increased physical activity. High school athletes can be role models for middle school and elementary age students.

Role Of Parents/Guardians/PTO

1. Parent volunteers, homeroom mothers, and parent/teacher organizations will support classroom physical activities by assisting with collection of any necessary supplies or construction of materials for classroom physical activities (i.e., posters, stretch bands, hand weights, etc.)

2. Parent/teacher organizations will support classroom physical activities by raising money to provide funds for purchase of physical activity materials such as jump ropes, pedometers, activity stretch bands, balls, etc.

Recommendations: The following serve as examples only. Schools should not consider this to be all inclusive nor should it limit a school's selection of activities or programs.

- **Aerobic activities** – speeds up or increases heart rate and breathing and improves heart and lung fitness. Examples are brisk walking, jogging, and swimming. All age groups and fitness levels, including handicapped students.
 - Walk across the United States 5,048 miles
 - Walk around the world: Circumference 24,900 miles
 - Walk to the moon: 238,900 miles
 - Walk around the moon: 2,160 miles
 - 5 minute exercise breaks during the day using safe and appropriate activities. Consult your physical education specialist for appropriate activities.
 - March in place to music
- **Resistance, strength building, and weight-bearing activities** – helps build and maintain bones and muscles by working them against gravity. Examples are lifting weights, certain exercises. They help to build and maintain muscles and bones.
 - Push-ups
 - Pull-ups
 - Tug-of-war
 - Rowing
 - Running
 - In-line skating
 - Bike riding
 - 1 lb. bean bag or rice bags or canned foods can be used for weight lifting.
 - Or weigh a classroom book and use for lifting weights.
- **Balance and stretching activities** – enhances physical stability and flexibility, which reduces risk of injuries.
 - Gentle stretching
 - Dancing
 - Yoga
 - Martial arts
 - Thai chi- stretches and smooth movements.
 - Paper ball Hacky Sack (Make a small ball out of newspaper or scrap paper. Have students try to bounce the ball off their hand, then elbow, then knee, then ankle without dropping it. Whenever it is dropped they have to start over. This can also be a group game where the ball is passed on to other classmates).

Resources

Action for Healthy Kids - <http://www.actionforhealthykids.org>

This website provides resources and information about nutrition and health-related activities in Pennsylvania and other states across the U.S.

Amateur Sports for Kids - <http://www.amateur-sports.com/kids.htm>

This site provides directions for exercises and jumping activities identifying the targeted body area or muscle group.

American Alliance for Health, Physical Education, Recreation and Dance -

<http://www.aahperd.org/index.cfm>

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is the largest organization of professionals supporting and assisting those involved in physical education, leisure, fitness, dance, health promotion, and education and all specialties related to achieving a healthy lifestyle.

Centers for Disease Control and Prevention, Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People -

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm>

These guidelines identify strategies most likely to be effective in helping young people adopt and maintain a physically active lifestyle. The guidelines were developed by CDC in collaboration with experts from other federal agencies, state agencies, universities, national organizations, and professional associations.

Centers for Disease Control and Prevention. Health Topics – Physical Activity

<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>

Parent, teacher, and principal brochures about providing physical activity for children.

Centers for Disease Control and Prevention. Physical Activity Evaluation Handbook -

<http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf>

This handbook outlines the six basic steps of program evaluation and illustrates each step with physical activity program examples.

Centers for Disease Control and Prevention, Promoting Better Health for Young People Through Physical Activity and Sports -

http://www.cdc.gov/HealthyYouth/physicalactivity/promoting_health/pdfs/ppar.pdf

This report outlines ten strategies to promote health and reduce obesity through lifelong participation in enjoyable and safe physical activity and sports.

Functional Fitness 4 Kids, Inc.- <http://www.ff4k.org/>

This non-profit organization was created to combat the current youth obesity epidemic, address the need for quality after-school activities, and teach strategies and skills necessary to live a healthy lifestyle.

International Life Sciences Institute, Take 10! - <http://www.take10.net>.

This is a classroom-based physical activity program for students in Kindergarten through 5th grade.

Kids Health- <http://www.kidshealth.org/index.html>

KidsHealth provides doctor-approved health information about children from before birth through adolescence. Created by The Nemours Foundation's Center for Children's Health Media, this site provides families with accurate, up-to-date, health information.

National Association for Sport and Physical Education - <http://www.aahperd.org/naspe/>

NASPE is a non-profit professional membership association that sets the standard for practice in physical education and sport. Its 16,000 members include K-12 physical education teachers, coaches, athletic directors, athletic trainers, sport management professionals, researchers, and college/university faculty who prepare physical activity professionals.

Pennsylvania Advocates for Nutrition and Activity, PANA - <http://www.panaonline.org>

PANA's website includes information about a variety of programs and special events that promote nutrition and physical activity.

Project PA, Promising Practices: Ideas, Advice, and Models for Successful Local Wellness Policy Implementation -

<http://nutrition.psu.edu/projectpa/promisingpractices/PDF/PromisingPractices.pdf>

This is a collection of "Promising Practices" related to local wellness policy implementation from Pennsylvania schools.

Web walking - <http://walking.about.com/cs/measure/a/webwalkingusa.htm>

Plan activities for lessons in geography, math, health, science and reading as you "travel" across the United States.

References

1. U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. The National Survey of Children's Health 2003. Rockville, Maryland: U.S. Department of Health and Human Services, 2005.
2. Centers for Disease Control and Prevention. Morbidity and Mortality Weekly Report. June 9, 2006. Vol. 55. No. SS-5. Youth Risk Behavior Surveillance – United States, 2005.