

# Enhance P.E. Task Force

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# Enhanced Physical Education Resource Guide

Prepared by the Illinois Public Health Institute



This document is a product of the Enhance P.E. Task Force. Illinois Public Act 97-1102 created the task force, which is charged with promoting and recommending enhanced P.E. programs that can be integrated with a broader wellness strategy and health curriculum in K-12 schools in Illinois.

# Enhanced Physical Education Resource Guide

Enhanced physical education (P.E.), defined as a curriculum change that leads to students spending more time in moderate to vigorous physical activity (MVPA) in P.E. class, is recommended in the Center for Disease Control and Prevention's Guide to Community Preventive Services for increasing physical activity in children. Enhanced P.E. not only correlates directly to the life long health and well-being of students, it has cognitive benefits, too, making students more receptive to learning. There is a significant body of research showing that children who are more physically active perform better in class and on standardized tests. Improving opportunities for physical activity is an imperative for improving our children's academic achievement and their health.

Illinois has long been a leader in valuing children's health. Although many states require P.E., Illinois was the first state in the nation to require daily P.E. for all students. Many schools have designed or adopted model programs to meet this requirement and create opportunities for physical activity. Unfortunately, according to national research, the time children are actually physically active in P.E. class is consistently low. In a typical 30-minute (K-6 grade) class, students engage in only 11 minutes of physical activity. Thus, a traditional P.E. class contributes very little to ensuring students are meeting the 60 minutes per day of exercise recommended by the US Department of Health and Human Services in the Physical Activity Guidelines for Americans.

The Enhanced Physical Education Resource Guide is a product of the Illinois Enhance P.E. Task Force. Illinois Public Act 97-1102 created this task force, which is charged with promoting and recommending enhanced P.E. programs that can be integrated with a broader wellness strategy and health curriculum in K-12 schools in Illinois. It is doing this through educating and promoting leadership on enhanced physical education among school district and school district officials; developing and utilizing metrics to assess the impact of enhanced physical education; promoting training and professional development in enhanced physical education for teachers and other school and community stakeholders; identifying and seeking local, state, and national resources to support enhanced physical education; and other strategies.

For more information on enhanced P.E. in Illinois, please visit the Illinois State Board of Education's website on enhanced P.E.: [www.isbe.state.il.us/EPE/](http://www.isbe.state.il.us/EPE/)

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# Research: Making the Case

## Research Briefs



### Research Summary: Exploring the Link between Physical Activity, Fitness and Cognitive Function

([isbe.net/EPE/pdf/iphi-epetf-rpt0313.pdf](http://isbe.net/EPE/pdf/iphi-epetf-rpt0313.pdf))

A research summary, created by the Illinois Public Health Institute for the Illinois Enhance Physical Education (P.E.) Task Force, explains the neuroscience linking exercise and fitness with academic achievement and improved test scores. The document goes into detail about which brain functions are enhanced with regular moderate to vigorous physical activity (MVPA), and how these improvements link to Illinois' Learning Standards for Physical Development and Health's Goal 19: Movement Skills and Goal 20: Physical Fitness. (March 2013)

### The Learning Connection

([actionforhealthykids.org/storage/documents/pdfs/afhk\\_thelearningconnection\\_digitaledition.pdf](http://actionforhealthykids.org/storage/documents/pdfs/afhk_thelearningconnection_digitaledition.pdf))

This research brief, by Action for Healthy Kids, describes how healthy children are better learners. Yet, one-third of our kids are overweight or obese, putting them at risk for a variety of health complications and chronic diseases. Fortunately, solutions to this national epidemic, along with the keys to students' academic success, are within reach and they're documented in Action for Healthy Kids' new report. (April 2013)

### The Wellness Impact: Enhancing Academic Success Through Healthy School Environments

([genyouthfoundation.org/wp-content/uploads/2013/02/The\\_Wellness\\_Impact\\_Report.pdf](http://genyouthfoundation.org/wp-content/uploads/2013/02/The_Wellness_Impact_Report.pdf))

Released by GENYOUth, National Dairy Council (NDC), American College of Sports Medicine (ACSM) and the American School Health Association (ASHA), this research brief reinforces the crucial link between quality nutrition, physical activity and academic performance. (March 2013)

### The Community Guide: Enhanced School-Based Physical Education

([thecommunityguide.org/pa/behavioral-social/schoolbased-pe.html](http://thecommunityguide.org/pa/behavioral-social/schoolbased-pe.html))

In this section of the Guide to Community Preventive Services ("The Community Guide"), results from a systematic review of 14 studies demonstrate the effectiveness of enhancing school-based physical education curricula by making classes longer or having students be more active during class time. The studies suggest that an 8% increase in aerobic fitness among school-age children can be achieved through modifying P.E. curricula. (Review completed Oct. 2000)

# Research: Making the Case

## Shape of the Nation: Status of Physical Education in the USA

([heart.org/idc/groups/heart-public/@wcm/@adv/documents/downloadable/ucm\\_308261.pdf](http://heart.org/idc/groups/heart-public/@wcm/@adv/documents/downloadable/ucm_308261.pdf))

This report, compiled by NASPE (a non-profit member association that sets the standard for best practices in quality P.E. and sport), provides a current picture of P.E., finding areas of both improvement and decline since 2010. Thirty-eight states, 74.5%, mandate Physical Education in elementary, middle/high, and high school, but most do not require a specific amount of instructional time and more than half allow exemptions, waivers, and/or substitutions. (2012)

## Active Living Research

([activelivingresearch.org/](http://activelivingresearch.org/))

An organization dedicated to examining policies and conditions that impact people's ability to live active lives where they live, work and/or play.

Sample resources from Active Living Research:

### Moving More at School

([lmaternal.org/icshc/docs/ALRresourcesSummarySchools090412.pdf](http://lmaternal.org/icshc/docs/ALRresourcesSummarySchools090412.pdf))

This document contains links to Research Briefs and Facts Sheets that outline the importance of increasing physical activity and physical education, as well as the link between increased physical activity and improved academic performance. (Updated 9/4/12)

### Do Short Physical Activity Breaks in Classrooms Work?

([activelivingresearch.org/activitybreaks](http://activelivingresearch.org/activitybreaks))

A research brief on how programs that provide classroom physical activity breaks can increase physical activity and improve on-task behavior as well as some measures of health (Feb. 2013)

### Understanding Local Governments' School-related Policies and Plans That May Affect Active Living Among School Students and Community Members

([activelivingresearch.org/node/12897](http://activelivingresearch.org/node/12897))

This PDF presentation is about the prevalence of local government's school-related, and community policies and plans for a more active life. (Feb. 2013)

### Active Education: Physical Education, Physical Activity and Academic Performance

([activelivingresearch.org/files/ALR\\_Brief\\_ActiveEducation\\_Summer2009.pdf](http://activelivingresearch.org/files/ALR_Brief_ActiveEducation_Summer2009.pdf))

This research brief shows that children who are physically active and fit tend to perform better in the classroom and that daily physical education does not hurt academic performance. (Summer 2009)

## Research: Making the Case

### School Policies on Physical Education and Physical Activity ([activelivingresearch.org/schoolpolicy](http://activelivingresearch.org/schoolpolicy))

This research brief summarizes the evidence-based ways to promote children's physical activity in schools. (Oct. 2011)

### Fact Sheets

#### Enhanced School-Based Physical Education

([iphionline.org/pdf/IPHI\\_Enhanced\\_PE\\_Fact\\_Sheet\\_September\\_2011.pdf](http://iphionline.org/pdf/IPHI_Enhanced_PE_Fact_Sheet_September_2011.pdf))

Illinois Public Health Institute's fact sheet defines evidence-based, Enhanced P.E. and details how expanding the quantity and quality of P.E. classes in schools can reduce Illinois' obesity epidemic in children. The document explains the health benefits of increasing physical activity and highlights the fundamental differences between traditional P.E. and enhanced P.E. (Sept. 2011)

#### Physically Active and Fit Children Perform Better in School

([alrstaging.commonmediainc.com/files/Brief\\_ActiveEducation\\_Factsheet\\_July2012.pdf](http://alrstaging.commonmediainc.com/files/Brief_ActiveEducation_Factsheet_July2012.pdf))

This fact sheet by Active Living Research, shows that children who are physically active and fit tend to perform better in the classroom and that daily physical education does not hurt academic performance. (July 2012)

#### Supporting Physical Activity in School

([activelivingresearch.com/files/Synthesis\\_InSchoolPolicies\\_Factsheet\\_Nov2011\\_0.pdf](http://activelivingresearch.com/files/Synthesis_InSchoolPolicies_Factsheet_Nov2011_0.pdf))

This fact sheet summarizes the substantial and growing body of evidence about different ways to promote children's physical activity in schools. (Nov. 2011)

### Infographics

#### NASPE's Infographic Series

([aahperd.org/naspe/publications/shape-of-the-nation-infographic.cfm](http://aahperd.org/naspe/publications/shape-of-the-nation-infographic.cfm))

This Series is on physical activity in US schools, based on the Shape of the Nation Report:

- Loopholes Stalling Progress in Physical Education Across the US
- States Skip Major Steps that Would Foster Physically Active Students

#### Burn to Learn

([makinghealthasier.org/burntolearn](http://makinghealthasier.org/burntolearn))

The Centers for Disease Control and Prevention's infographic connecting physical activity with academic achievement.

# Research: Making the Case

## *Webinars*

### **Enhanced P.E.: Making the Connection Between Physical Activity, Learning, Behavior & Health**

[wp.me/P2qqPj-xv](http://wp.me/P2qqPj-xv)

Illinois has long been a leader in valuing children's health by requiring daily physical education for grades K-12. With the instatement of the Enhance Physical Education (P.E.) Task Force, set forth in Public Act 97-1102, Illinois school leaders, teachers, and parents are becoming even more aware of the link between quality physical education and learning, behavior, social emotional wellness and health. We invite you to join this webinar to learn more about this connection and practical steps you can take to enhance P.E. and physical activity in your school or district.

(Originally recorded July 2013)

### **Exercise Your Mind: Collaborating to Enhance Physical Education in Illinois Schools**

[wp.me/P2qqPj-5p](http://wp.me/P2qqPj-5p)

The Illinois Public Health Institute's webinar about the link between P.E. and academic performance explains how P.E. has been redefined in recent years and practical ways in which this "new" P.E. can be implemented. The webinar shares information about the goals of Illinois' Enhanced P.E. Strategic Plan, published in June 2012, and identifies resources and tools for working with schools and communities to support improvements to P.E. (Originally recorded August 2012)

### **Improving School Policies and Settings to Increase Physical Activity**

[activelivingresearch.org/node/12611](http://activelivingresearch.org/node/12611)

This web-forum, presented by Active Living Research, showcases national leaders who summarize the science behind the role that schools play in supporting physical activity. IT provides examples of school policies and school-based interventions designed to get students more active.

(Originally recorded March 2012)

## *Books*

### **Spark, by John Ratey (2008)**

This book provides an explanation of the revolutionary connection between exercise and the brain's performance. Dr. Ratey emphasizes how even moderate exercise can "spark" mental circuits to combat stress, improve mood and thinking, and enhance memory. He explains the

# National Initiatives to Improve Physical Education and Wellness

*There are many national initiatives and programs that schools can participate in to increase the quality and quantity of physical education and improve overall wellness. Schools can participate in one or more of these programs, and should choose the ones that best fit their needs and interests.*

## Let's Move! Active Schools ([letsmoveschools.org/](http://letsmoveschools.org/))

Let's Move! Active Schools is a comprehensive program that empowers school champions (P.E. teachers, classroom teachers, principals, administrators, and parents) to create active environments that enable all students to get moving and reach their full potential. Let's Move! Active Schools provides individual champions with a clear roadmap to create and active school environment. After signing up at the link above, champions will be guided through a simple, 6-step process currently being used by 15,000 schools as part of the Healthy Schools Program. Participating schools will have access to: activation grants, professional development, technical assistance, free resources and communication tools.

## Presidential Youth Fitness Program ([presidentialyouthfitnessprogram.org/](http://presidentialyouthfitnessprogram.org/))

The President's Council on Fitness, Sports and Nutrition (PCFSN) engages, educates, and empowers all Americans to adopt a healthy lifestyle that includes regular physical activity and good nutrition. The Council's Presidential Youth Fitness Program partners with Fitnessgram® to provide fitness testing protocols, professional development, and recognition. This program is inclusive of students with disabilities.

The President's Council is made up of athletes, chefs, physicians, fitness professionals, and educators who are appointed by the President and serve in an advisory capacity through the Secretary of Health and Human Services. The **PCFSN** features Co-Chair Drew Brees of the New Orleans Saints, and Co-Chair Dominique Dawes, 3-Time Olympic gymnast. Their **public service announcements** elaborate on how children can get on the path to active and healthy lives.

## Healthier US Schools Challenge ([fns.usda.gov/hussc](http://fns.usda.gov/hussc))

A voluntary certification initiative to recognize schools that have created healthier school environments through nutrition and physical activity. Schools that participate in the National School Lunch Program are eligible.



# National Initiatives to Improve Physical Education and Wellness

## Alliance for a Healthier Generation’s Healthy Schools Program National Recognition Award

([Schools.healthiergeneration.org/\\_asset/I062yk/Healthy-Schools-Program-Framework.pdf](https://schools.healthiergeneration.org/_asset/I062yk/Healthy-Schools-Program-Framework.pdf))

This award is given to acknowledge schools that have implemented changes that create healthier school environments. There are three levels of recognition: Bronze, Silver and Gold. Awards are given based on meeting benchmarks from the Healthy School’s Framework for school wellness.

## Fuel Up to Play 60

([fueluptoplay60.com/](http://fueluptoplay60.com/))

A program created with support from the NFL that empowers students to take charge in making nutritious food choices and get active for at least 60 minutes every day. By being involved and making healthy choices, students can win extraordinary prizes (e.g., Super Bowl tickets). However, resources are also included for supporters and educators to get involved and help students get active and healthy with activities such as the **Scavenger Hunt Challenge** and Plays of the Month.

## Students Taking Charge

([studentstakingcharge.org/](http://studentstakingcharge.org/))

A program that empowers students to make changes in nutrition and physical activity. Powered by Action for Healthy Kids, this program allows students to investigate their schools on the subject of school wellness through **surveys**, learn information while becoming an advocate for Students Taking Charge, and act on nutrition and/or physical activity projects with helpful **action plans**.

## ACES (All Children Exercise Simultaneously)

([lensaunders.com/aces/](http://lensaunders.com/aces/))

A signature program of the Youth Fitness Coalition, Inc., Project ACES takes place on the first Wednesday in May as part of National Physical Fitness and Sports Month along with National Physical Education Week. “The world’s largest exercise class” since 1989, with millions of children from all over the world exercise together to promote proper health and fitness habits.

# Curricula: Physical Education

*Evidence-based curricula and other promising practices are critical tools for designing a quality P.E. curriculum. A selection of research-tested programs and other resources for designing a quality program are listed below.*

## **Get Fit & Flourish: Enhanced Physical Activity Manual** ([iphionline.org/pdf/Enhanced\\_Physical\\_Activity\\_Manual.pdf](http://iphionline.org/pdf/Enhanced_Physical_Activity_Manual.pdf))

Developed by Golden Apple awardee Sandy Noel in collaboration with the Illinois Public Health Institute, this manual provides a variety of lesson plans, with activities that help students develop the skills needed for life-long physical activity. Each lesson also focuses on the importance of team-building and cooperative learning. Handouts include tips for families, and resources for getting students moving more in physical education class, after-school programs, and at home.

## **SPARK Physical Education Programs** ([sparkpe.org/physical-education/](http://sparkpe.org/physical-education/))

Four evidence-based physical education programs that promote new and innovative approaches to P.E. content and instruction for grades K-2, 3-6, middle, and high school. Each SPARK Program provides staff development, follow-up support, and content-matched equipment.

## **Coordinated Approach to Child Health (CATCH) for P.E.** ([catchusa.org/](http://catchusa.org/))

A coordinated school health program designed to promote physical activity, healthy food choices, and the prevention of tobacco use in children. It is the most well known health promotion and childhood obesity prevention program available. It covers students from preschool through 8th grade. The central approach is to teach students that eating healthy and being physically active every day can be fun. It has proven that creating healthy habits leads to lasting behavior changes.

## **Eat Well and Keep Moving** ([eatwellandkeepmoving.org/programOverview.cfm](http://eatwellandkeepmoving.org/programOverview.cfm))

A comprehensive approach to motivating upper-elementary students to eat better and stay active. It is a six component program that encompasses the classroom, the cafeteria, and the gymnasium and includes tools to involve the family and the community. This resource allows users to teach about nutrition and fitness, and launch a school-wide program.

# Curricula: Physical Education

## Planet Health

([planet-health.org/](http://planet-health.org/))

Complete curriculum that helps physical education teachers guide middle school student in choosing healthy foods, increasing physical activity, and limiting TV and other screen time. This resource contains a CD-ROM, worksheets, parent information and other teacher resource materials in addition to ready-to-use lesson plans and materials, and FitCheck, a self-assessment tool to track student activity levels.

## Five for Life

([focusedfitness.org/index.php?id=19&](http://focusedfitness.org/index.php?id=19&))

A K-12 fitness and health program that uses age appropriate academic tools in an activity-based setting that also allows students to measure their own fitness levels. There are basic, intermediate, and advanced programs available. Students will be able to develop the 5 components of fitness, have a better understanding of nutrition and body systems, perform fitness measurements, and manage their personal health.

## Walk Across Illinois Physical Education Curriculum

([activetrans.org/sites/default/files/edu/WAI-PE-excerpts.pdf](http://activetrans.org/sites/default/files/edu/WAI-PE-excerpts.pdf))

Energize students with a curriculum, developed by the Active Transportation Alliance, that connects physical activity and skill development with biking, walking and public transportation. The curriculum is divided into sections focusing on fall, winter and spring sports skills, with lessons designed to fit class periods as short as 30 minutes while keeping students actively moving over 75 percent of the class time. Teachers may use some or all of the lessons. Endorsed and promoted by Illinois Governor Quinn's Council on Fitness and Health.

## Research-Tested Intervention Programs

([rtips.cancer.gov/rtips/reference/fact\\_sheet.pdf](http://rtips.cancer.gov/rtips/reference/fact_sheet.pdf))

A fact sheet on enhanced school-based physical education interventions, based on the Guide to Community Preventative Services systematic review and recommendations by the National Cancer Institute.

# Brain Breaks: Integrating Physical Activity into the School Day

*Short bouts of physical activity throughout the school day, often called “brain breaks,” have been proven to help students focus and stay on task. An extensive list of brain breaks is available through NASPE’s Integrating Physical Activity into the Complete School Day, which explains the importance of physical activity breaks throughout the school day and provides plenty of outside resources for physical activity breaks. A selection of other resources for implementing brain breaks during the school day is available below.*

## Brain Breaks

([emc.cmich.edu/BrainBreaks/](http://emc.cmich.edu/BrainBreaks/))

This book for elementary school teachers contains hundreds of “brain breaks” for young students in virtually every subject. The “breaks” provide for physical activity the classroom and address four domains: cognition, psychomotor skills, fitness, and psychosocial abilities.



## 10 Simple Activities to Encourage Physical Activity in the Classroom

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

A list of 10 games that can be done in the classroom to get students moving.

## ABC for Fitness

([davidkatzmd.com/abcforfitness.aspx](http://davidkatzmd.com/abcforfitness.aspx))

This program shows schools how to integrate brief episodes of physical activity into the classroom throughout the school day without losing instruction time. A video and study that took place in Missouri are available.

## Energizers: Classroom-Based Physical Activities STET

([eatsmartmovemorenc.com/Energizers/Texts/K-5-Energizers.pdf](http://eatsmartmovemorenc.com/Energizers/Texts/K-5-Energizers.pdf))

This handbook provides teachers with specific instructions on how to do “energizers” for students K-5 that integrate physical activity with academic concepts. It includes 22 energizers for students in grades K-2 and 25 energizers for students in grades 3-5.

## Playworks: Education Energized

([playworks.org/files/Playbook\\_10-11\\_final.pdf](http://playworks.org/files/Playbook_10-11_final.pdf))

Playworks is a non-profit organization that aims to increase physical activity opportunities for children. Their 2010-11 Playbook contains a series of activities varying by level that are inclusive, kindergarten friendly, require no equipment, are rotational, and that are good for transitions to other games. Games range from “Ice Breakers” to the “Five Fingers of Safety.”

# Brain Breaks: Integrating Physical Activity into the School Day

## Instant Recess®

([journeyworks.com/Instant-Recess-Building-a-Fit-Nation-10-Minutes-at-a-Time-Book/productinfo/4010/](http://journeyworks.com/Instant-Recess-Building-a-Fit-Nation-10-Minutes-at-a-Time-Book/productinfo/4010/))

Specializing in creating health promotion materials, Journeyworks created Instant Recess®, resources which use culturally salient music and moves to encourage physical activity in 10-minute bouts throughout the school day.

## Take 10!

([take10.net/](http://take10.net/))

This program incorporates grade-specific physical activities linked to core curriculum objectives for mathematics, science, language arts, social studies, and character education in 10-minute segments.

## Active Academics

([activeacademics.org/](http://activeacademics.org/))

Based on Take 10!, this program is a way to integrate physical activity into lessons, by grade and subject matter. Grade levels include K-5, and content areas cover classroom energizers, health, math, P.E., reading/language arts, recess/lunch break, and science/social studies. The lesson ideas are designed with activities lasting 10 minutes or less. They address content standards while keeping kids active.

# Evaluation Tools: P.E. Teacher and P.E. Program

*The following resources provide guidance on how to evaluate the quality of P.E. instruction and a P.E. program, as well as tools for measuring the amount of moderate to vigorous physical activity that students engage in during P.E. class and throughout the school day.*

## **Evaluating your P.E. Teacher**

### **Tools for Observing Quality Physical Education**

([aahperd.org/naspe/publications/teachingTools/observepe.cfm](http://aahperd.org/naspe/publications/teachingTools/observepe.cfm))

NASPE provides information on components of a quality P.E. program, guidance on hiring, evaluating, and supporting PE teachers, as well as National Standards, guidelines and position statements.

### **P.E. Teacher Evaluation Tool**

([michigan.gov/documents/mde/NASPETool\\_212381\\_7.pdf](http://michigan.gov/documents/mde/NASPETool_212381_7.pdf))

A tool for K-12 administrators and school district curriculum specialists to identify knowledge, skills, and behaviors necessary to provide well-rounded PE instruction to K-12 students. It can also be used to identify areas of professional growth for PE teachers, as well as an instructional tool in physical education teacher education programs. Specific examples for use are available.

## **Evaluating P.E. Curriculum**

### **Physical Education Curriculum Analysis Tool (PECAT)**

([cdc.gov/healthyyouth/pecat/index.htm](http://cdc.gov/healthyyouth/pecat/index.htm))

Schools and districts can use this tool to conduct a complete and consistent analysis of a physical education curriculum based on national P.E. standards. The PECAT can help schools and districts revise, select, or develop a quality physical education curriculum.

### **Health Education Curriculum Analysis Tool (HECAT)**

([cdc.gov/healthyyouth/HECAT/index.htm](http://cdc.gov/healthyyouth/HECAT/index.htm))

Schools and districts can use this tool to conduct a complete and consistent analysis of a health education curriculum based on National Health Education Standards. The HECAT can help schools and districts revise, select, or develop a quality health education curriculum.

# Evaluation Tools: P.E. Teacher and P.E. Program

## *Measuring Moderate to Vigorous Physical Activity*

### **System for Observing Fitness Instruction Time (SOFIT)**

([activelivingresearch.org/node/11944](http://activelivingresearch.org/node/11944))

This tool allows researchers, teachers and supervisors to collect and analyze data about different physical education lessons and assess the success of those lessons as they relate to program goals. An observer training DVD and other materials are available.

### **System for Observing Play and Leisure Activity in Young (SOPLAY)**

([activelivingresearch.org/node/10642](http://activelivingresearch.org/node/10642))

SOPLAY is a validated tool for directly observing physical activity and associated environmental characteristics in free play settings (e.g., recess and lunch at school). SOPLAY provides objective data on the number of participants and their physical activity levels during play and leisure opportunities in targeted areas.

# Wellness Policies: Requirements, Model Policies, and Guidance

*Schools and districts can establish requirements related to the quantity and quality of physical education and physical activity during the school day by incorporating it into their local wellness policy. The resources below help assess opportunities for improved policies and practices related to wellness and provide a framework and model policies that can be used to develop a locally relevant wellness policy.*

## School Health Index (SHI): A Self-Assessment and Planning Guide

([cdc.gov/healthyyouth/shi/index.htm](http://cdc.gov/healthyyouth/shi/index.htm))

An online self-assessment and planning tool to develop an action plan for improving student health based on the Coordinated School Health approach. The SHI can help schools assess the strengths and weaknesses of their health policies and programs and develop an action plan to improve them. The latest version includes a focus on sexual health, modules for family and community involvement, and updated nutrition content.

## The Wellness Policy Tool

([actionforhealthykids.org/resources/wellness-policy-tool](http://actionforhealthykids.org/resources/wellness-policy-tool))

Action for Healthy Kids created this tool that consists of eight steps to help develop, implement, and evaluate wellness policies. Each step is explained in detail, and was designed to help school district's meet their unique wellness goals.

## Healthy, Hunger-Free Kids Act 2010

([fns.usda.gov/cnd/governance/legislation/cnr\\_2010.htm](http://fns.usda.gov/cnd/governance/legislation/cnr_2010.htm))

The legislation authorizes funding and sets policy for USDA's core child nutrition programs. **Section 204 of this Act**, Public Law 111-296, expands the scope of wellness policies; brings in additional stakeholders in its development, implementation and review; and requires public updates on the content and implementation of the wellness policies.

## Illinois State Board of Education resources for developing wellness policies (ISBE)

([isbe.state.il.us/nutrition/htmls/wellness\\_policy.htm](http://isbe.state.il.us/nutrition/htmls/wellness_policy.htm))

These resources include sample local wellness policies, child nutrition programs and regulations, legislation regulations policy and monitoring and program requirements, and links to other wellness policies and nutrition-related organizations.

## ISBE Model Wellness Policy

([kidseatwell.org/flyers/School%20District%20Model%20Local%20Wellness%20Policy%202006.pdf](http://kidseatwell.org/flyers/School%20District%20Model%20Local%20Wellness%20Policy%202006.pdf))

ISBE recommends the use of the Local Model Wellness Policy as a framework to create a local policy that addresses the specific health needs of the school district.



# Wellness Policies: Requirements, Model Policies, and Guidance

## Model School Wellness Policies ([schoolwellnesspolicies.org/](http://schoolwellnesspolicies.org/))

These are also available from the National Alliance for Nutrition and Activity.

## School Wellness Council Toolkit

([schools.healthiergeneration.org/\\_asset/wwj4dq/SchoolWellnessCouncilToolkit.pdf](http://schools.healthiergeneration.org/_asset/wwj4dq/SchoolWellnessCouncilToolkit.pdf))

This toolkit, designed for schools in Alliance for a Healthier Generation's Healthy Schools Program, provides guidance for working with school wellness councils to convene, plan and implement action plans for school improvements.

## School Boards: Opportunities to Improve Wellness

### What School Boards Can Do To Enhance Student Learning by Supporting a Coordinated Approach to Health

([nsba.org/Board-Leadership/SchoolHealth/Board-Support.pdf](http://nsba.org/Board-Leadership/SchoolHealth/Board-Support.pdf))

This National School Boards Association fact sheet describes the role of schools in addressing physical, mental, social, and environmental factors related to health, wellbeing and learning. It describes NSBA's Key Work of School Boards framework and support resources. (Oct. 2010)

### Moderate to Vigorous Physical Activity in P.E. to Improve Health and Academic Outcomes

([csba.org/EducationIssues/EducationIssues/Wellness/~/\\_media/Files/EducationIssues/Wellness/200911\\_MVPA\\_FactSheet.ashx](http://csba.org/EducationIssues/EducationIssues/Wellness/~/_media/Files/EducationIssues/Wellness/200911_MVPA_FactSheet.ashx))

This fact sheet, developed by the California School Boards Association and Project Lean, explains that schools play a central role in providing opportunities for students to engage in moderate to vigorous physical activity (MVPA). It defines MVPA and its benefits, as well as current trends pertaining to it. In terms of policy, it points out cost-effective strategies, and actions that Boards can take to increase MVPA within P.E. curricula. (Nov. 2009)

### Active Bodies, Active Minds: Physical Activity and Academic Achievement

([californiaprojectlean.org/docuserfiles/AcademicAchievement\\_FactSheet\\_WEB\\_final.pdf](http://californiaprojectlean.org/docuserfiles/AcademicAchievement_FactSheet_WEB_final.pdf))

This fact sheet, developed by the California School Boards Association and Project Lean, points out that even with smaller budgets and greater pressure to improve academic achievement, there are cost effective strategies to maximize opportunities for physical activity in schools. Information is provided showing studies of how much and which kind of physical activity increases academic performance, and it describes the role of school boards in establishing policies and support for these activities.

### School Board Engagement

([californiaprojectlean.org/doc.asp?id=171&parentid=20](http://californiaprojectlean.org/doc.asp?id=171&parentid=20))

Additional guides, fact sheets, research and policy briefs, and sample policies are available from California Project Lean.

# Standards & Recommendations: National and Illinois

## *National standards and recommendations for P.E. and physical activity*

### **National Association for Sport and Physical Education-National Standards for Physical Education**

([aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm](http://aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm))

These standards are recognized as the national model for K-12 physical education standards. They reflect what students should know and be able to do as a result of a quality P.E. program.

### **Physical Activity Guidelines for Americans (PAG)**

([health.gov/paguidelines/guidelines/default.aspx](http://health.gov/paguidelines/guidelines/default.aspx))

The Federal government's first ever issued description of the types and amounts of physical activity that offer substantial health benefits to Americans. The guidelines can help schools become knowledgeable about the health benefits of physical activity, understand how to participate in activity to meet the guidelines, and assist others in participating.

### **Healthy People 2020: Physical Activity Goals**

([healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=33](http://healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=33))

National goals for physical activity for Americans that reflect the scientific evidence of the health benefits of regular physical activity for youth and adults alike. Healthy People 2020 stresses a multidisciplinary approach to promoting physical activity. Objectives highlight how physical activity levels are affected by environments and policies. Policy is also addressed in regard to younger children in childcare settings, TV and gaming, and recess and P.E. in schools.

### **Accelerating Progress in Obesity Prevention: Solving the Weight of the Nation**

([iom.edu/Reports/2012/Accelerating-Progress-in-Obesity-Prevention.aspx](http://iom.edu/Reports/2012/Accelerating-Progress-in-Obesity-Prevention.aspx))

The Institute of Medicine evaluated hundreds of prior strategies for their promise in accelerating obesity prevention over the next decade. It mapped how the most promising interacted with, reinforced, or slowed each other's progress. This "systems approach" way of thinking allowed the committee to identify recommendations and understand how they would be important individually and, when implemented collectively, would further strengthen efforts to prevent obesity. One of the key recommendations was to make schools a national focal point. The committee identified related recommendations, strategies, and potential implementation actions organized around five critical environments, including schools, that urgently need reform in order to accelerate progress. (May 2012)



# Standards & Recommendations: National and Illinois

## School Health Guidelines to Promote Healthy Eating and Physical Activity ([cdc.gov/healthyyouth/npao/strategies.htm](http://cdc.gov/healthyyouth/npao/strategies.htm))

The CDC's School Health Guidelines to Promote Healthy Eating and Physical Activity can help schools develop, implement, and evaluate healthy eating and physical activity policies and practices for students. Workshops are available upon request.

## The Role of School Nurses via the National Association of School Nurses ([nasn.org/portals/0/positions/2011psrole.pdf](http://nasn.org/portals/0/positions/2011psrole.pdf))

This position statement discusses how school nurses should have a role in encouraging and advocating for quality physical education and physical activity in schools, walk to school programs, and good nutrition.

## *State standards and recommendations for P.E. and physical activity*

### Illinois Learning Standards for Physical Development and Health ([Isbe.net/ils/pdh/standards.htm](http://Isbe.net/ils/pdh/standards.htm))

Based on the National Standards for P.E. and the National Health Standards, the Illinois standards include Goals 19-24, addressing movement skills, physical fitness, team-building, health promotion, prevention and treatment, human body systems, and communications and decision making. The enhanced P.E. Task Force, which produced this resource guide, is also reviewing and making recommendations to the ISBE on updating the standards.

# Supporting Students with Disabilities

*Students with disabilities deserve the many benefits of regular physical activity as much as any other student. Many resources exist to increase opportunities for physical activity and level of fitness among students with disabilities.*

## Creating Equal Opportunities for Children and Youth with Disabilities to Participate in Physical Education and Extracurricular Athletics

([www2.ed.gov/policy/spced/guid/idea/equal-pe.pdf](http://www2.ed.gov/policy/spced/guid/idea/equal-pe.pdf))

This document includes an overview of the problem, suggestions to increase opportunities for children and youth to access P.E. and athletics, and three appendices. Appendix A includes references from the field, Appendix B includes an example of a state law that addresses equal opportunity to access P.E. and athletics, and Appendix C lists projects and collaborative efforts that address physical activity among people with disabilities and includes links to projects preparing adapted physical education personnel. (August 2011)

## The Brockport Physical Fitness Test

([topendsports.com/testing/brockport.htm](http://topendsports.com/testing/brockport.htm))

The Presidential Youth Fitness Program (PYFP) acknowledges the Brockport Physical Fitness Test as a useful resource when assessing students with disabilities. When it comes to conducting fitness assessments on students with disabilities, there is no “one size fits all” approach. Rather, the unique needs of each student must be considered. The **Guidance for Using the Brockport Physical Fitness Test** will help you get started on finding the right assessment tools for students with disabilities.

## AAROW, Family Matters, & Family Resource Center on Disabilities

([fmptic.org/](http://fmptic.org/))

These Parent Training and Information Centers, funded by the US Department of Education, serve families of children and young adults from birth to age 22 with all disabilities including physical, cognitive, emotional and learning.

## *Resources from the National Center on Health, Physical Activity, and Disability (NCHPAD)*

### Inclusive Physical Education

([ncpad.org/248/1627/Inclusive~Physical~Education](http://ncpad.org/248/1627/Inclusive~Physical~Education))

An article can be used to learn about consideration of factors that may affect students’ ability to participate in P.E. activities, adaptation of the activities to suit the needs of each child, and finding more resources about the topic.

# Supporting Students with Disabilities

## Assessing Children’s Health-Related Physical Fitness

([ncpad.org/89/669/Assessing~Your~Child~s~Health-Related~Physical~Fitness](http://ncpad.org/89/669/Assessing~Your~Child~s~Health-Related~Physical~Fitness))

An informative article about the history of health-related fitness tests for children with disabilities, which led to the Brockport Physical Fitness Test. A fitness test designed specifically to test the fitness of youth ages 10-17 that have disabilities.

## Maintaining or Improving Fitness in Childhood Disorders:

([ncpad.org/326/1960/Maintaining~or~Improving~Fitness~in~Childhood~Disorders](http://ncpad.org/326/1960/Maintaining~or~Improving~Fitness~in~Childhood~Disorders))

This article explains how the disability rights movement eventually led to the Individuals with Disabilities Education Act (**IDEA**), which has given children with disabilities more chances to learn in “mainstream” environments, yet still leaves gaps for equal opportunities in P.E. This gave way to the **2008 Physical Activity Guidelines for Americans**. It also addresses the issue of creating community and school-based fitness programs that are more inclusive.



# Awards and Recognition

*Recognizing programs, teachers, and administrators that have positively impacted physical education and wellness reinforces the value of a school's hard work and provides an opportunity to share successes and lessons learned. Various awards and recognitions are available at the state and national level.*



## Blue Ribbon Award

([lahperd.org/textpages/offerings/programs/blue\\_ribbon/](http://lahperd.org/textpages/offerings/programs/blue_ribbon/))

A voluntary Illinois program to recognize excellent physical education and health programs, administered by the Illinois Association for Health, Physical Education, Recreation, and Dance (IAH-PERD). All Illinois public, parochial and alternative schools are eligible. Physical education recognition is available for grades K-12; health education recognition is available for grades 5-8 and 9-12.

## Illinois Interagency Nutrition Council Community Partnership Award

([inc.aces.illinois.edu/](http://inc.aces.illinois.edu/))

This award recognizes programs that promote healthy lifestyles in schools only.

## American Alliance for Health Physical Education, Recreation & Dance

(AAPERD) Recognition Awards: Access all here: ([aahperd.org/whatwedo/awards/](http://aahperd.org/whatwedo/awards/))

### Margie R. Hanson Elementary P.E. Distinguished Service Award

An award given to recognize senior professionals who have made outstanding contributions to the field of physical education for children.

### NASPE Teacher of the Year Award

An award that honors exemplary elementary, middle, and high school P.E. teachers across the country.

### NASPE Outstanding Mentor of the Year Award

An award given to an outstanding role model who encourages student involvement in professional opportunities and provides exemplary academic preparation.

### NFL P.E. Teacher of the Year Award

The National Football League Network awards \$10,000 one-year stipend and a \$10,000 school companion grant to a P.E. teacher committed to the fight against childhood obesity. The chosen teacher also acts as a spokesperson for the NFL program Keep Gym in School.

# Awards and Recognition

**AAPERD Recognition Awards contined:** ([aahperd.org/whatwedo/awards/](http://aahperd.org/whatwedo/awards/))

## **Channing Mann K-12 P.E. Administrator of the Year Award**

An award given to administrators and supervisors dedicated to the mission of NASPE and school leadership.

## **NASPE Athletic Director of the Year Award**

An award that recognizes secondary school athletic directors who exemplify the highest professional standards and who have made significant contributions to the community and school.

## **P.E. Teacher Education Honor Award**

This award honors exemplary work for a service, product, or collaboration that benefits physical education teacher education. Eligible nominees include individuals, programs, associations, or government entities.

# Training and Professional Development

*On-going professional development and training for teachers and administrators is critical for keeping your P.E. and other wellness programs up-to-date with best practices.*

## **Resources and Tools**

### **ISBE Training Resources and Workshops**

[Isbe.state.il.us/nutrition/htmls/workshops.htm](http://Isbe.state.il.us/nutrition/htmls/workshops.htm)

This site directs users to eTrainings, Workshops and other training resources on the topics of nutrition and wellness. Examples include Child and Adult Care Food Program-Child Care Institution Training, National School Lunch Program, and the Summer Food Service Program as well as other miscellaneous trainings.

### **Training Tools for Healthy Schools: Promoting Health and Academic Success**

[cdc.gov/healthyyouth/TTHS/](http://cdc.gov/healthyyouth/TTHS/)

The Centers for Disease Control and Prevention (CDC) has created training tools, formerly known as the DASH Training Network, or “D-Train,” a national unit of master trainers to provide workshops on using and implementing CDC’s school health tools. The workshops offer ways to modify and improve school health policies and programs via information about the national standards for health or P.E., and assistance in revising health-related education curricula by aligning schools with the CDC’s guidelines to promote healthy eating and physical activity.

### **Action for Healthy Kids Resource Clearinghouse**

[actionforhealthykids.org/resources/resource-clearing-house/search/summary](http://actionforhealthykids.org/resources/resource-clearing-house/search/summary)

AFHK’s Resource Clearinghouse highlights nationally recognized, evidence-based tools, programs, and best practices for infusing nutrition and physical activity into the school day. Filter easily through hundreds of resources by audience, age, type, and topic. Topics include classroom education, nutrition education, food at school, physical activity, physical education and more.

### **NASPE E-Learning Center**

[aahperd.org/naspe/professionaldevelopment/elearningcenter.cfm](http://aahperd.org/naspe/professionaldevelopment/elearningcenter.cfm)

These free, hour long webinars and sessions created by NASPE bring the latest standards-based professional development concerning P.E. issues to your computer and include take-home materials and contact hours for participation.



# Training and Professional Development

## Physical Best Workshops (NASPE)

([aahperd.org/naspe/professionaldevelopment/physicalbest/](http://aahperd.org/naspe/professionaldevelopment/physicalbest/))

Developed by physical educators for physical educators, this education program focuses on educating all children regardless of talent, abilities or disabilities, moving students toward independence of their own fitness and health, and promoting regular, enjoyable physical activity. The site includes an overview and fact sheet of the program, as well as information on how to become certified as a **Physical Best Health-Fitness Specialist**.

## Project Adventure (PA)

([pa.org/programs/physical-education-fitness/about-our-pe-program/](http://pa.org/programs/physical-education-fitness/about-our-pe-program/))

PA is an international, nonprofit, education organization whose mission is to provide leadership in the expansion of adventure-based experiential programming. The curriculum for grades K-12 P.E. attracts students, engages teachers, makes a positive impact on school climate, and relates P.E. as a tool for academic success.

## *Conferences and Events*

### Regional and State Conventions in Illinois

([lahperd.org/textpages/conventions/IAHPERD/](http://lahperd.org/textpages/conventions/IAHPERD/))

For more information, visit IAHPERD's [website](#).

### Action For Healthy Kids Events

([actionforhealthykids.org/events/event/7](http://actionforhealthykids.org/events/event/7))

Action for Healthy Kids hosts webinars, local trainings, and conferences to help you start making healthy differences in your schools.

### PIPEline Workshops

([aahperd.org/naspe/professionaldevelopment/pipeline/](http://aahperd.org/naspe/professionaldevelopment/pipeline/))

The Program Improvement in Physical Education workshops provide in-service training for K-12 P.E. teachers. Information is also provided regarding **what** workshops are available as well as the **cost**.

### ProLink Workshops and Consultation

([aahperd.org/naspe/professionaldevelopment/proLink/](http://aahperd.org/naspe/professionaldevelopment/proLink/))

Together, NASPE and ProLink provide educators with resources including curriculum reviews, advocacy presentations, tailored workshops and in-services, and accreditation preparation for coaching education or sport management programs in addition to the consulting services ProLink has to offer.

# Training and Professional Development

## National P.E. Institute ([nationalpeinstitute.com/](http://nationalpeinstitute.com/))

This annual conference (July 29- August 2, 2013, in Asheville, N.C.), will provide educators with tools, strategies, and information on how to develop a K-12 curriculum aligned with student assessment. Participants will also have the chance to learn from others who have already implemented and linked these data-driven assessments to K-12 curricula.

## P.E. Tech Camp

([polar.com/us-en/b2b\\_products/physical\\_education/training/specialist\\_workshop](http://polar.com/us-en/b2b_products/physical_education/training/specialist_workshop))

This conference features Polar heart rate monitors, Polar Active, and the Polar Cardio GX- some of the latest technology used in P.E. today. Attendees will also learn about software for your PC and to manage data, and Polar TriFIT Assessment Systems (July 10-12, 2013, at Illinois State University).