



**INCREASING PHYSICAL
ACTIVITY IN THE
SCHOOL DAY:
30+20+10**

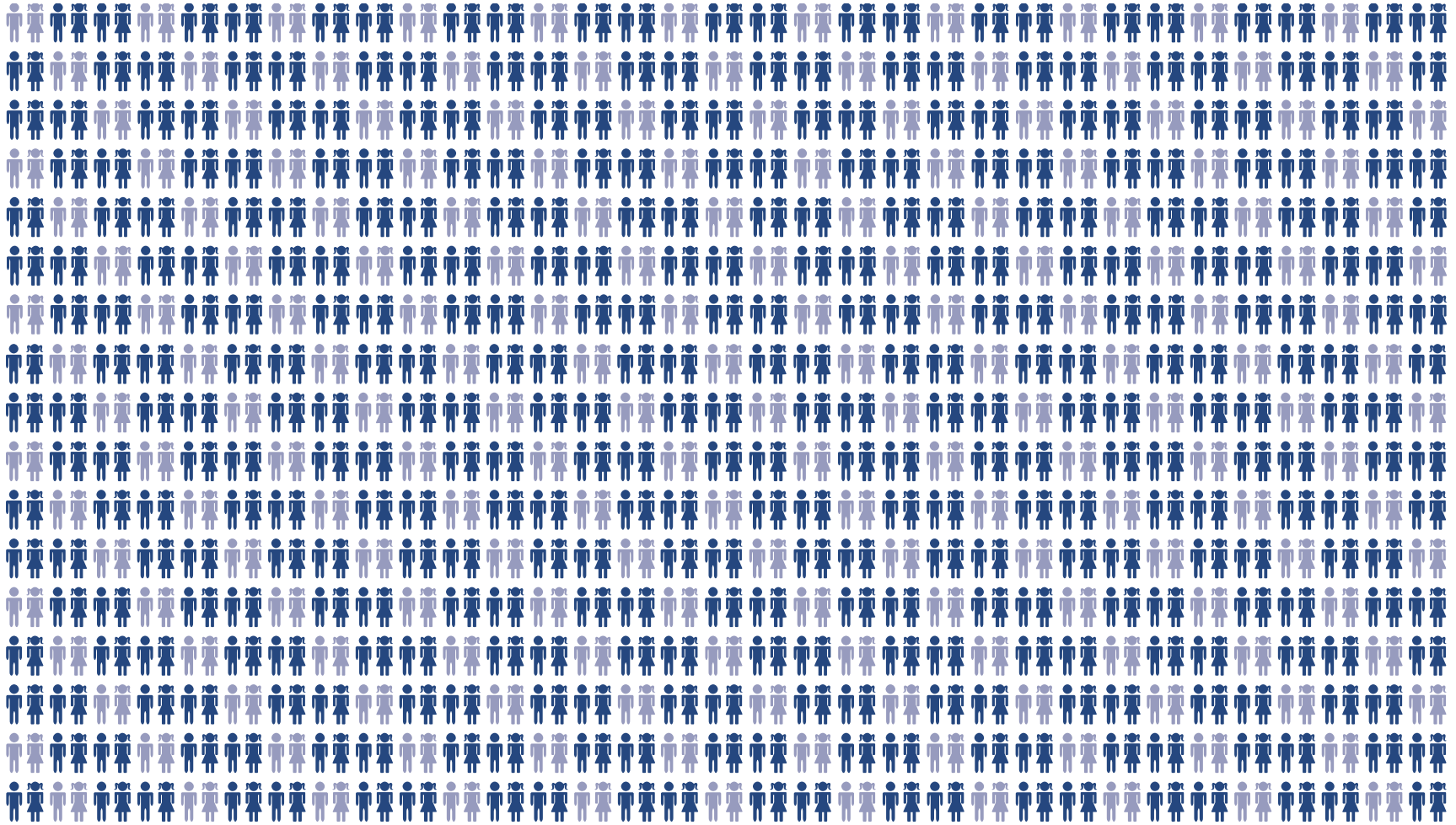


387,000 CHICAGO PUBLIC SCHOOLS STUDENTS





NEARLY HALF ARE OVERWEIGHT OR OBESE





CPS OFFICE OF STUDENT HEALTH AND WELLNESS

MISSION

To remove health-related barriers to learning such that students may succeed in college and life.

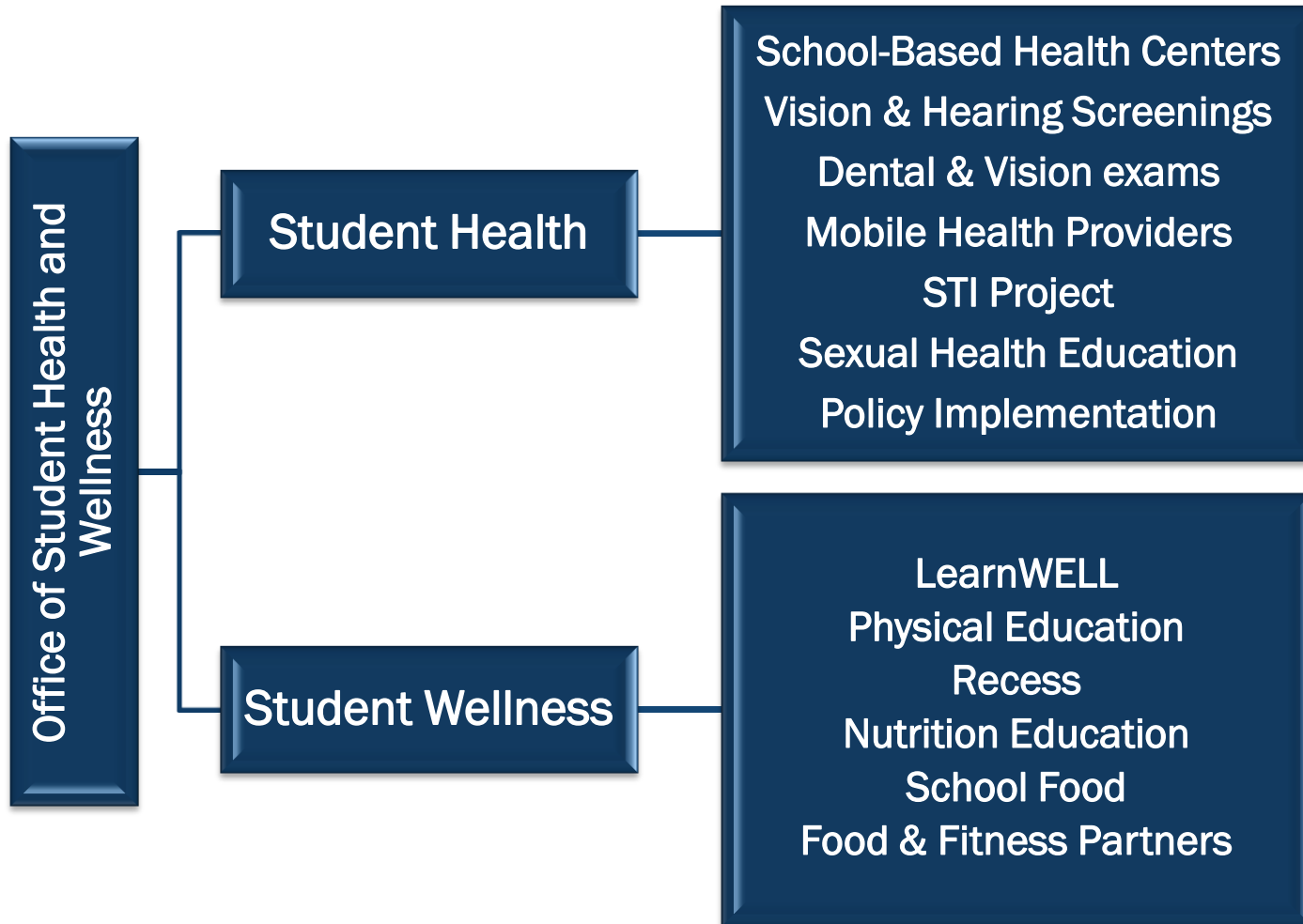
VISION

To create a Healthy CPS that serves as a national benchmark for student health and wellness.





OFFICE OF STUDENT HEALTH AND WELLNESS





**STUDENT
WELLNESS**



7+

Hours spent at school

1/2

*Amount of daily calories
consumed at school*

20%

*more likely to have better
grades in math and English
with daily physical activity*

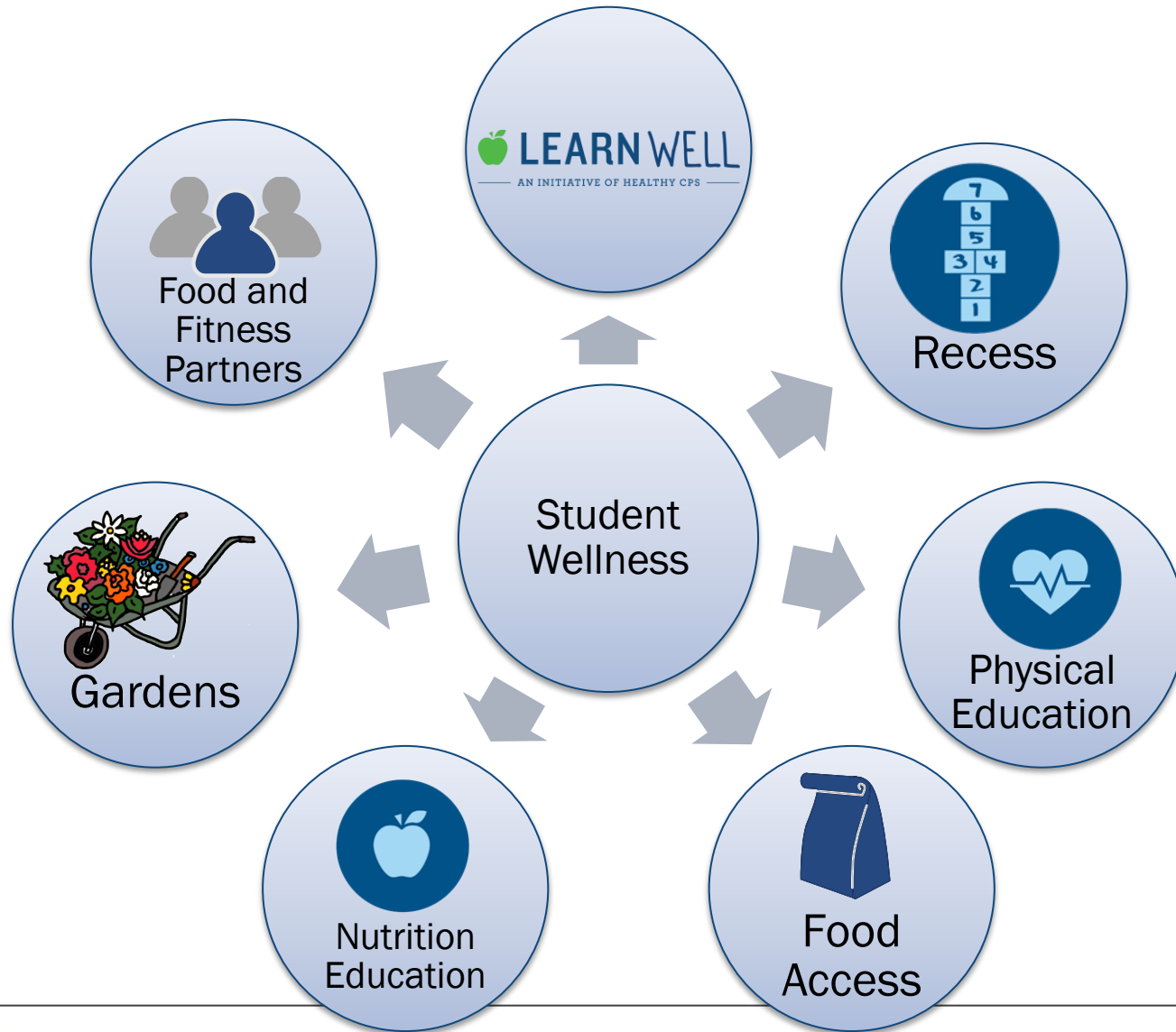
87%

*Percent of students eligible for
free and reduced-price meals*





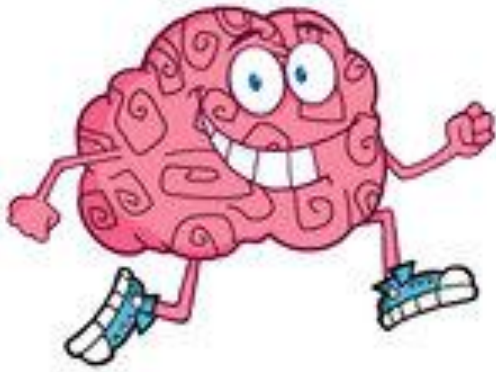
STUDENT WELLNESS





PHYSICAL ACTIVITY IMPROVES BRAIN FUNCTION

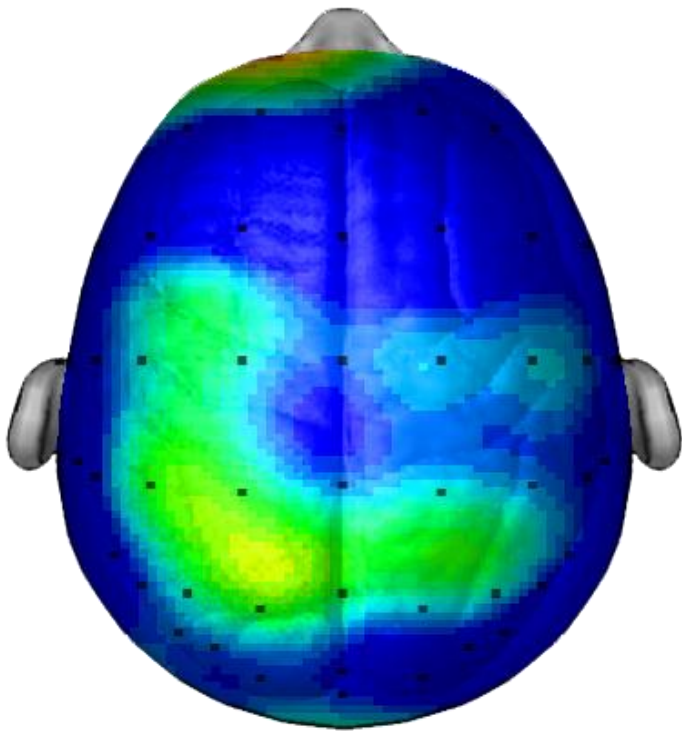
- Helps students meet recommended 60 minutes of physical activity per day
- Regular moderate-to-vigorous physical activity has been shown to:
 - » Improve children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance.
 - » Maintain healthy weight
 - » Reduce risk of cardiovascular disease
 - » Reduce risk for type 2 diabetes
 - » Reduce risk of cancer
 - » Improve mental health/reduce stress
 - » Increase chances of living longer



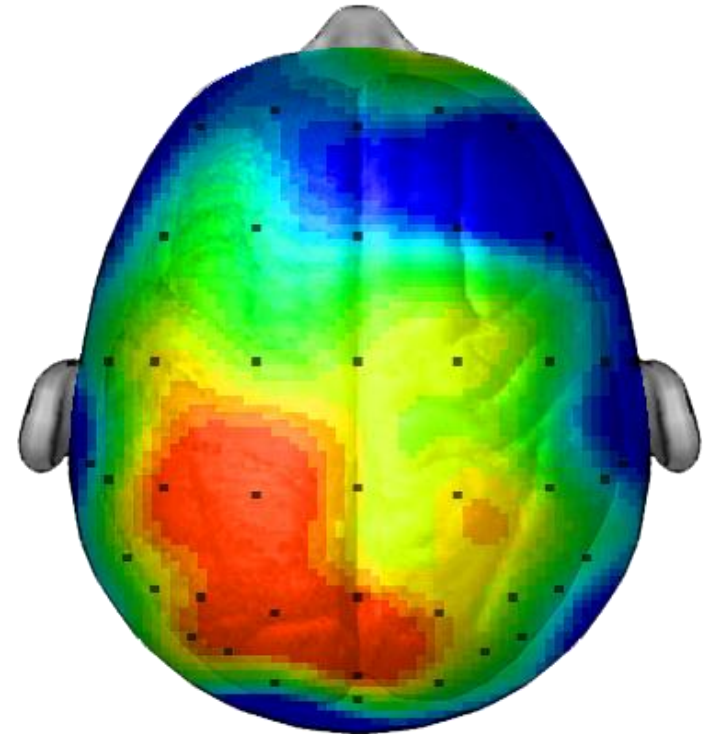


PHYSICAL ACTIVITY IMPROVES BRAIN FUNCTION

Brains after sitting quietly



Brains after 20 minute walk



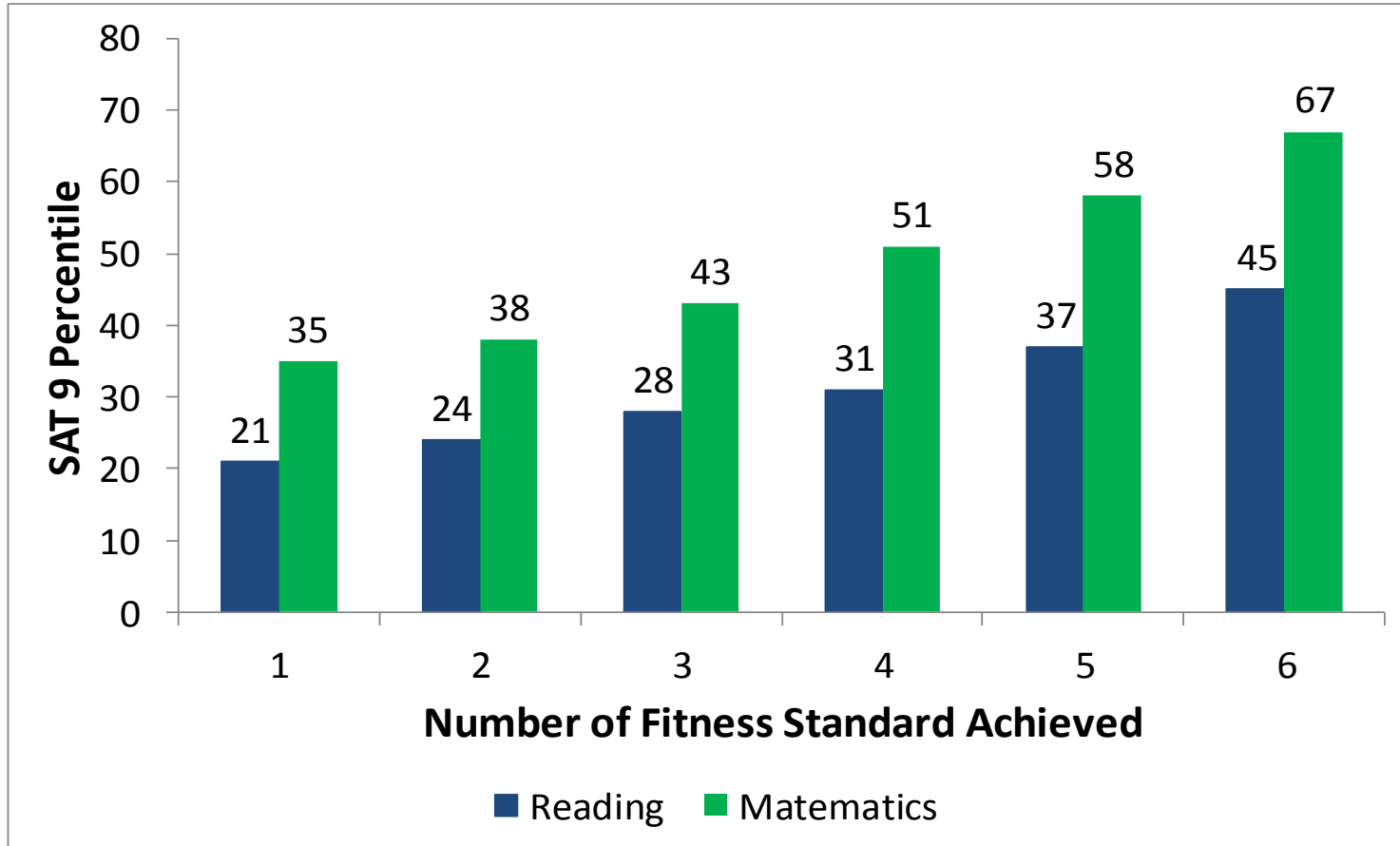
AVERAGE COMPOSITE OF 20 STUDENT BRAINS TAKING THE SAME TEST





PHYSICAL ACTIVITY IMPROVES TEST SCORES

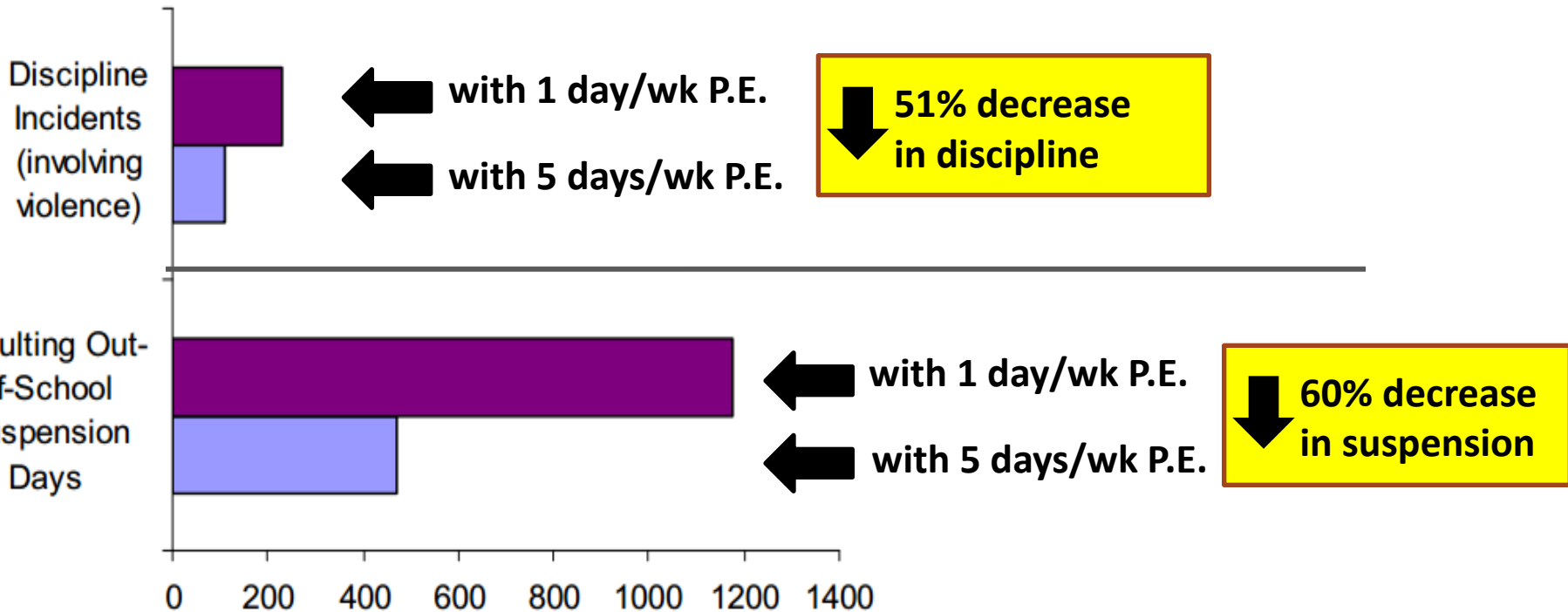
Students who are more fit have been shown to score better on the SAT





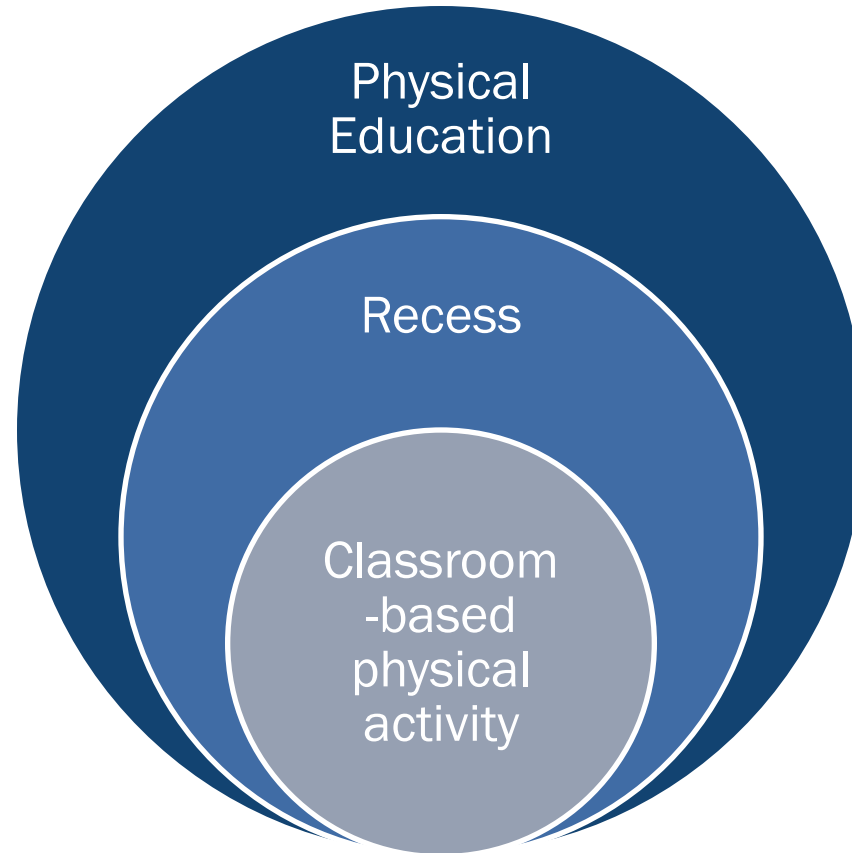
PHYSICAL ACTIVITY IMPROVES BEHAVIOR

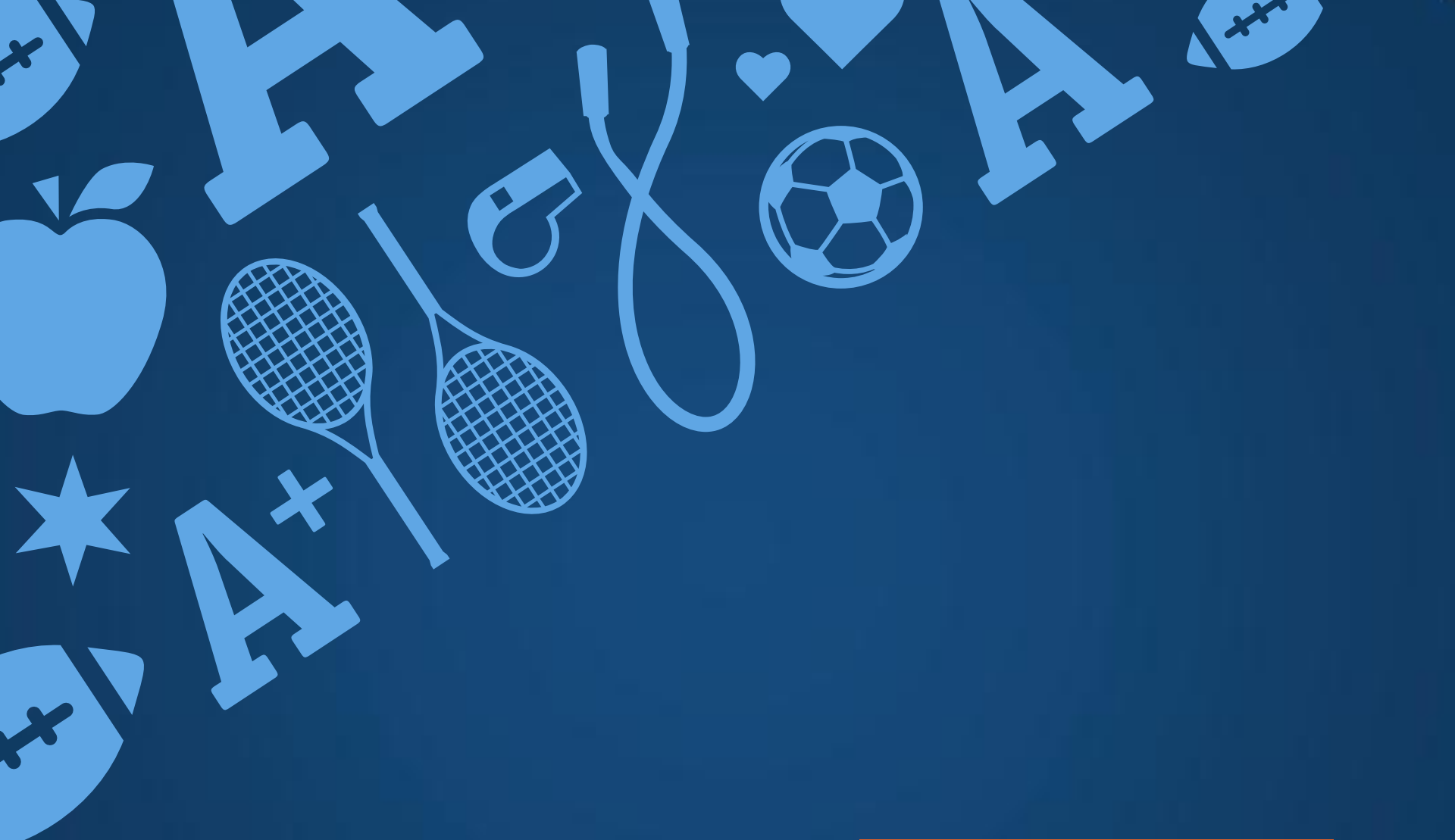
Decreased Discipline Incidents (Yearly Averages)





COMPREHENSIVE PHYSICAL ACTIVITY PROGRAM





**PHYSICAL
EDUCATION**



PE MILESTONES

October 2011
Convened PE Leadership Team

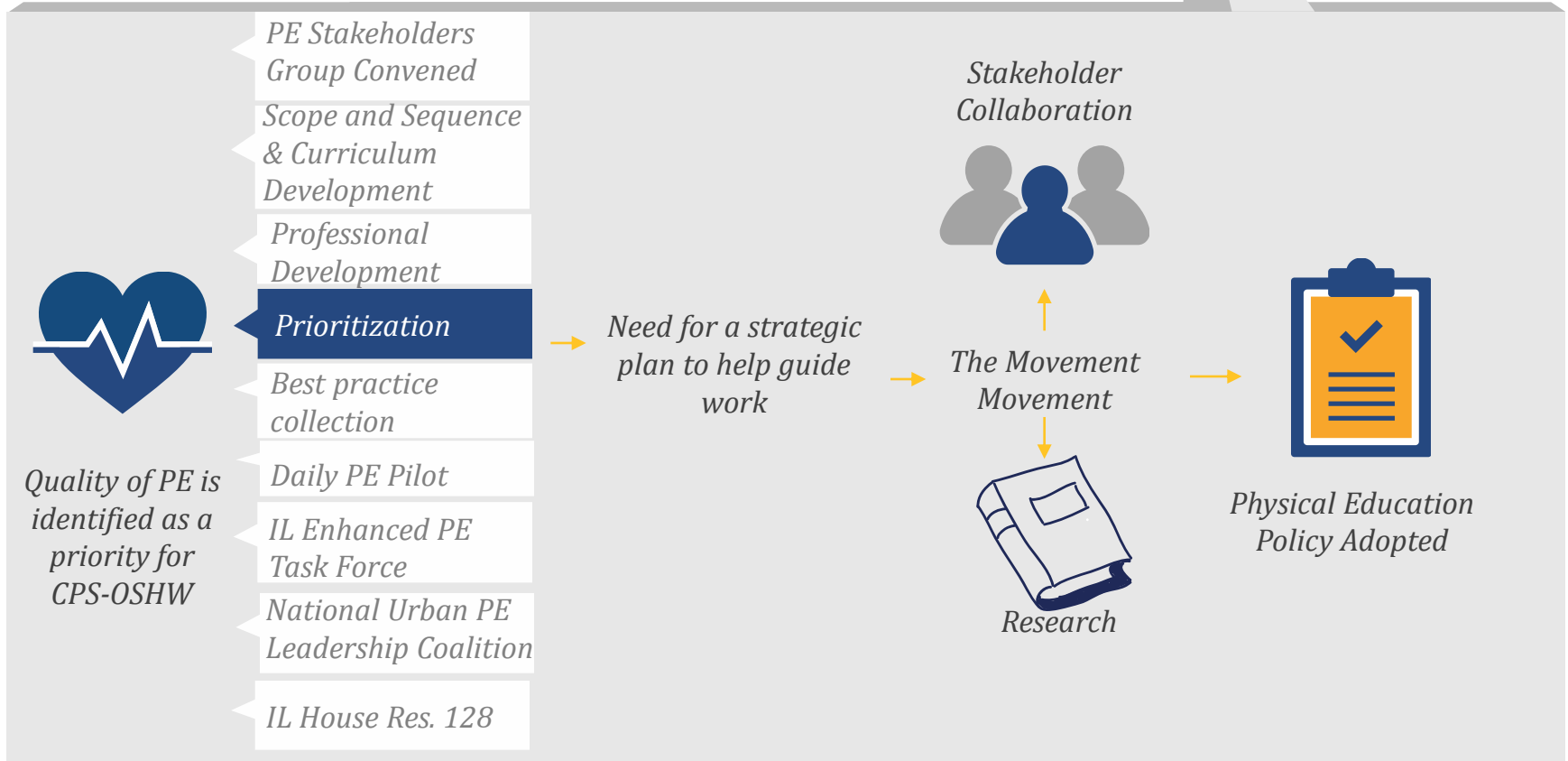
July 2012
OSHW assumes leadership role for PE

September 2012
Conducted 1st annual PE Teacher Survey

January 2013
Hired PE Specialist

February 2013

January 2014





PHYSICAL EDUCATION PROGRAM SUPPORTS

- » Scope and Sequence
- » Curriculum Maps
- » PExchange
- » PE Leadership Team
- » Professional Development
 - District-wide
 - Network based



PHYSICAL EDUCATION POLICY AT-A-GLANCE

- » Meets requirement of Illinois School Code 105 ILCS 5/27-6, that students receive daily physical education (PE) class in grades Kindergarten-12
- » Transitions the district after the current 11th and 12th grade PE waiver expires at the end of SY13-14
- » Informed by two pilot programs:
 - 30+20+10 at 25 elementary schools
 - 9th – 12th grade daily PE pilot at six high schools
- » Developed from *The Movement Movement*, an initiative aligned with *Next Generation Chicago's Children* to strengthen PE for students in collaboration with 500+ stakeholders
- » Provides foundation for the development of physically literate individuals who have the knowledge, skills, and confidence for academic success and lifelong health





POLICY OVERVIEW

CPS physical education shall:

- » Set standards for high-quality instruction
- » Be provided daily to all students
- » Be scheduled daily for at least 30 minutes for ES students (or 150 minutes/week)
- » Be scheduled daily for all HS students (grades 9-12) in the same time increments as other core courses
- » Count health education toward the PE requirement in grades 5 and beyond; limited to 60 minutes/week in grades 5th-8th
- » Be inclusive of all diverse learners, abilities, fitness levels, ethnicities, and genders
- » Provide supports for PE teachers and designated space, equipment, and instructional tools for PE classes



RECESS



RECESS IN CHICAGO PUBLIC SCHOOLS

- » The 2012-2013 school year marks first time all elementary schools have had daily recess since 1978
- » Daily recess had not been a standard part of the school day in over 30 years
- » CPS Full School Day provided the opportunity for recess during the day





CODIFYING RECESS REQUIREMENTS

CPS *Local School Wellness Policy* adopted October 2012 stipulates that recess shall:

- » Consist of activities that promote physical activity and social skill development
- » Be held on a daily basis for at least 20 minutes in length
- » Occur during non-instructional time
- » Be held before lunch (District recommendation)
- » Not be withheld as punishment
- » Engage all students
- » Be included in students' IEP or 504 plan, when necessary





RECESS GOALS

VISION

Recess is a valued and seamless part of the school day that engages all students and inspires commitment from all staff.

MISSION

Provide students with the opportunity to engage in physical activity and develop and practice skills learned in physical education with an emphasis on positive social-emotional behaviors.





SCHOOL SUPPORT

- » Offer high quality training and support for recess supervisors
- » Provide guidance and technical assistance for school leaders in structuring and planning recess
- » Provide professional development for classroom teachers to encourage school wide support for recess
- » Engage and train school stakeholders, including parents and partner organizations, in supporting recess

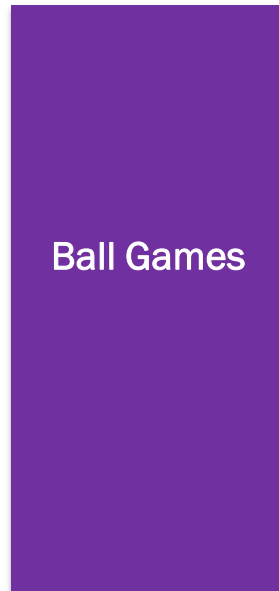
FREE TIME WITH A PURPOSE





STRATEGIES FOR INCREASING PHYSICAL ACTIVITY DURING RECESS

- » Organization
- » Expectations
- » Transitions
- » Playground boundaries
- » Clear activity zones
- » Activity choice
- » Age-appropriate equipment
- » Consistency and change
- » Trained supervisors
- » Engaged adults






**CLASSROOM BASED
PHYSICAL ACTIVITY**





CLASSROOM PHYSICAL ACTIVITY “MOVING MINUTES”


- » Physical activities designed to get students moving in the classroom and re-energize them for instruction
- » 25 low-organization limited space activities
- » Each activity takes approximately 10 minutes.
- » Five yoga activities
- » Guide available on learnwellcps.org

LEARN WELL
AN INITIATIVE OF HEALTHY CPS
MOVING MINUTES
PARTNER TO PARTNER

READY
 **Objective:** Students will increase social comfort and develop listening skills.
Space: Any
Equipment: None
Preparation: None

SET

1. Gather students into a circle.
2. Review rules and boundaries.
3. Review different body parts, depending on age level. For example - elbow, knees, toes, pinky, thumb, etc.
4. As a facilitator, model how to find a partner and follow directions.

GO

Students are in a circle, and directed to stand next to a partner quickly.
The facilitator calls out commands such as 'elbow to elbow,' 'knee to knee,' 'side to side,' and the students match the directions accordingly.
When the facilitator calls 'partner to partner' again, students need to find another partner in 5 seconds or less.

EXTEND

To increase student leadership, have students facilitate the commands.
To build rapport among the group, ask an icebreaker question for each student to share with their partner. For example, what's your favorite game at recess? Favorite fruit? Something you're excited for this weekend?
Use a varying number of claps to get students into groups. 3 claps = students, 5 claps = 5 students, etc.

PLAYWORKS
Courtesy of Playworks
For more information about Playworks, please contact Colleen Slattery, Program Director
cslattery@playworks.org, 312.462.5210

CHEAGO PUBLIC SCHOOLS CPS

HEALTHY CPS • HEALTHY SCHOOLS • HEALTHY STUDENTS • HEALTHY CHICAGO





PHYSICAL ACTIVITY LEADER (PAL) PROGRAM

PURPOSE

- » Build capacity at the school level to create and implement a Comprehensive School Physical Activity Program (CSPAP) emphasizing PA during the school day
- » Create a peer-to-peer advocate and expert at the school to support other classroom teachers incorporating PA into their practices

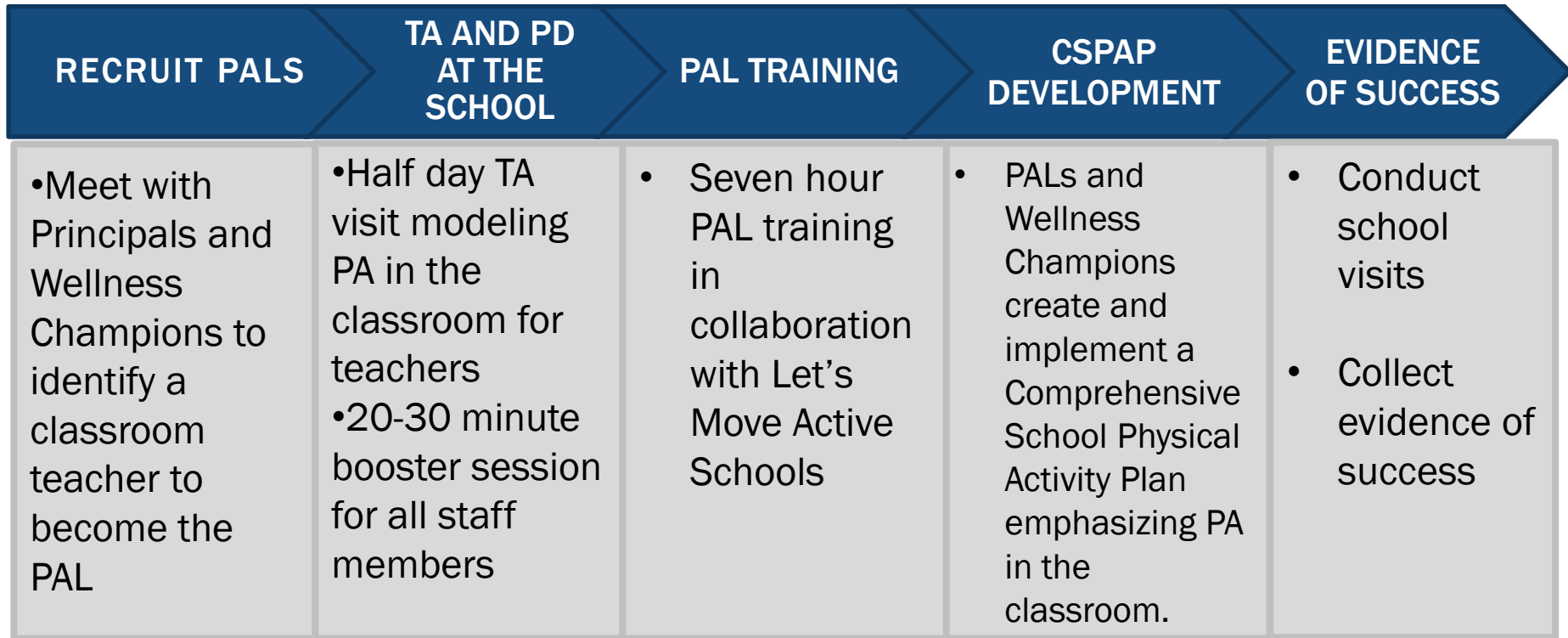


WHO ARE THE PALS?

- » 20 classroom teachers (2 middle school)
- » 2 PE teachers
- » 1 Special Education teacher
- » 1 paraprofessional
- » 1 Technology teacher



PHYSICAL ACTIVITY LEADER PROCESS



OCT 2013

NOV-DEC 2013

JAN 2014

FEB-MAR 2014

APR-JUN 2014



PHYSICAL ACTIVITY LEADER IN ACTION

Insert video here



30+20+10



LET'S MOVE ACTIVE SCHOOLS





WHAT IS 30+20+10?

30 minutes of daily physical education
+
20 minutes of daily recess
+
10 minutes of daily classroom physical activity
=
60 minutes/day of in-school physical activity





30+20+10 RECRUITMENT

- » Identified principal allies
- » Requested recommendations from Network Chiefs
- » Provided participation incentives, including:
 - » Stipend
 - » Equipment
 - » Promotional programming (i.e., sports team visits)
 - » Media
- » 36 elementary schools recruited for participation; 25 participated with fidelity





30+20+10 PILOT

- » All schools were asked to schedule at least 30 minutes of daily PE
- » Schools created their own schedules
- » Creative thinking and problem solving was encouraged
- » Schools encouraged to have teachers incorporate classroom movement interventions at their own discretion





30+20+10 CHALLENGES

- » Physical Education
 - » 30 minutes of daily PE is a scheduling challenge for many schools
- » Recess
 - » Active recess
 - » Indoor recess
 - » Weather
- » Classroom-based physical activity
 - » Teacher buy-in
 - » Simple activities
 - » Implementation accountability





30+20+10 SOLUTIONS

- » School buy-in
 - » Identify and train building-level champions
 - » Develop “proof of concept” to scale pilot
 - » Provide ongoing support for classroom teachers
 - » Encourage administrators to include PA in staff meetings to “walk the walk”
- » Scheduling/space
 - » Prioritize physical education in scheduling
 - » Prioritize certain grade levels to offer more frequent physical education
 - » Modify activities for smaller spaces and use of non-traditional gym spaces (cafeterias, hallways, outdoors) to effectively add additional physical education time for students





PILOT RESULTS

| School | Minutes of PE per Week SY 12-13 | Minutes of PE per Week SY 13-14 | Increase in PE Time | Percent Increase |
|----------------|---------------------------------|---------------------------------|---------------------|------------------|
| Hamilton | 60 | 150 | 90 | 150% |
| Beidler | 60 | 150 | 90 | 150% |
| Belmont-Cragin | 60 | 150 | 90 | 150% |
| Edison Park | 68 | 150 | 82 | 121% |
| Brighton Park | 180 | 250 | 70 | 39% |
| Suder | 60 | 120 | 60 | 100% |
| Perez | 60 | 120 | 60 | 100% |
| Gunsaulus | 90 | 150 | 60 | 67% |
| Jungman | 90 | 150 | 60 | 67% |
| Tonti | 80 | 132 | 52 | 65% |
| Henry | 45 | 90 | 45 | 100% |
| McCormick | 45 | 90 | 45 | 100% |
| Agassiz | 60 | 90 | 30 | 50% |
| Ashburn | 60 | 90 | 30 | 50% |
| Talcott | 60 | 90 | 30 | 50% |
| Lozano | 120 | 150 | 30 | 25% |
| Mason | 40 | 60 | 20 | 50% |
| Hefferan | 60 | 80 | 20 | 33% |
| Gregory | 45 | 60 | 15 | 33% |
| Hitch | 135 | 150 | 15 | 11% |
| Prieto | 60 | 60 | 0* | N/A |
| Moos | 60 | 60 | 0* | N/A |
| Langford | 60 | 60 | 0* | N/A |
| Taylor | 60 | 60 | 0* | N/A |
| Irving | 120 | 120 | 0* | N/A |
| Prescott | 150 | 150 | 0* | N/A |
| Armour | 150 | 150 | 0* | N/A |





30+20+10 LESSONS LEARNED

- » Involve senior leadership in school recruitment
- » Use carrots, not sticks
- » Classroom physical activity is biggest challenge
- » Codify requirements in policy
- » Allow flexibility in implementation
- » Kids love it!





TESTIMONIALS

Insert video here



DISCUSSION



THANK YOU!!!