



Comprehensive School Physical Activity Programs (CSPAP)

Creating a Culture Supportive of Physical Education and Physical Activity

Physical Education & Physical Activity

Active Students = Better Learners



National Guidelines for Youth Physical Activity:

Children and adolescents should do **60 minutes or more** of physical activity daily.

- ❑ **Aerobic Activities:** Most of the 60 or more minutes per day should be either moderate-vigorous-intensity aerobic physical activity. Vigorous-intensity physical activity should be included at least 3 days per week.
- ❑ **Muscle-strengthening Activities:** Include muscle-strengthening physical activity on at least 3 days of the week as part of the 60 or more minutes.
- ❑ **Bone-strengthening Activities:** Include bone-strengthening physical activity on at least 3 days of the week as part of the 60 or more minutes.



BENEFITS OF PHYSICAL ACTIVITY

Reduces Anxiety and
Depression

Improves Fitness

Improves
Academic
Outcomes

Builds Strong Bones
and Muscles

Reduces Chronic
Disease

Controls Weight

WHAT IS OUR REALITY...

Children now spend more than seven and a half hours a day in front of a screen (e.g., TV, videogames, computer).

Only about one in five homes have parks within a half-mile, and about the same number have a fitness or recreation center within that distance.

Only one in three children are physically active every day.

Only 6 states (Illinois, Hawaii, Massachusetts, Mississippi, New York and Vermont) require physical education in every grade, K-12.

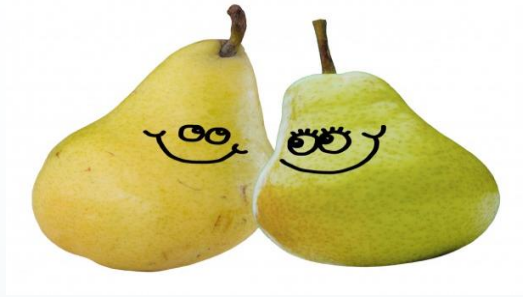
Nearly one-third of high school students play video or computer games for 3 or more hours on an average school day.

Today, about one in three children in the United States are overweight or obese.

The Goals of CSPAP

To provide a variety of school-based physical activities to enable all students to participate in 60 minutes of moderate-to-vigorous physical activity each day.

To provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education so that all students will be fully physically educated and well-equipped for a lifetime of physical activity.



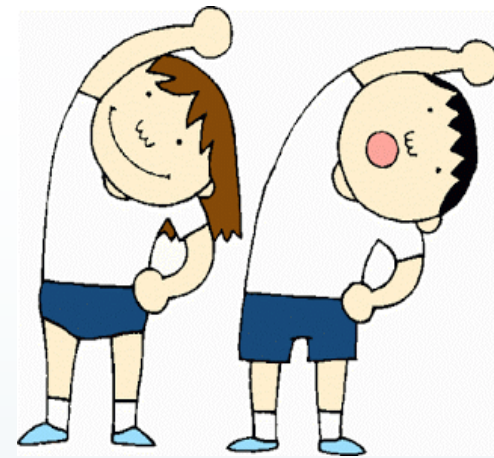
AGREE

**In your district and/or school,
most teachers and administrators
understand that physical
education and physical activity
enhances academic
achievement.**

DISAGREE

A black arrow points to the right from the left edge of the slide. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the page.

ice BREAKER



Workout Buddies

GALLERY WALK

Get a partner you don't know very well...let's walk and talk!

Acronym Shuffle

 PA

 PE

 CSPAP


 PAL

 AS

WSCC

SHI





When you were in school...at what times during the day did you get physical activity?

- ❖ Before school
- ❖ In the classroom
- ❖ During PE
- ❖ After school
- ❖ Recess
- ❖ None
- ❖ Other

Making it Happen!

Activity	Min/day offered	Min/day activity
Classroom breaks during school (3/day x 7 min ea.)	21	16
Physical Education Class (60 min/ week)	12	6
Recess (one 15 min/day)	15	12
Recess (15 min before lunch)	15	12
Before school program/morning activity	10	8
Total Physical Activity	73	54



Making it Happen!

Opportunities for Activity

Integrated into Classroom

Physical Education Class

Recess/ drop in activity

Transitions

Before and after school activity programs

Total Physical Activity Minutes Offered per day?

A photograph of a person sitting on asphalt, stretching a colorful sneaker. The person's hands are visible, pulling the shoe. The shoe has colorful laces and a white sole. The background is a dark asphalt surface. The text 'The critical components' is overlaid in white at the top.

The critical components

1. STAFF
INVOLVEMENT

2. PA
DURING
SCHOOL

3. QUALITY
PE

4. PA BEFORE
& AFTER
SCHOOL

5. FAMILY &
COMMUNITY
ENGAGEMENT

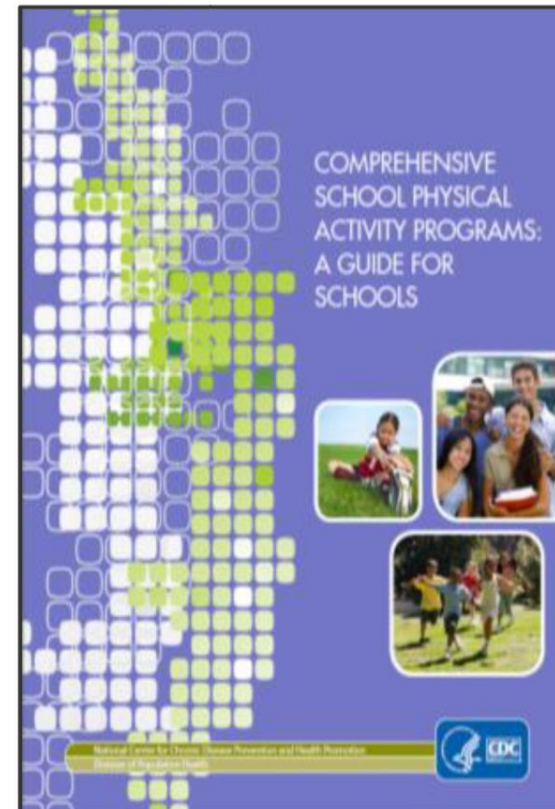
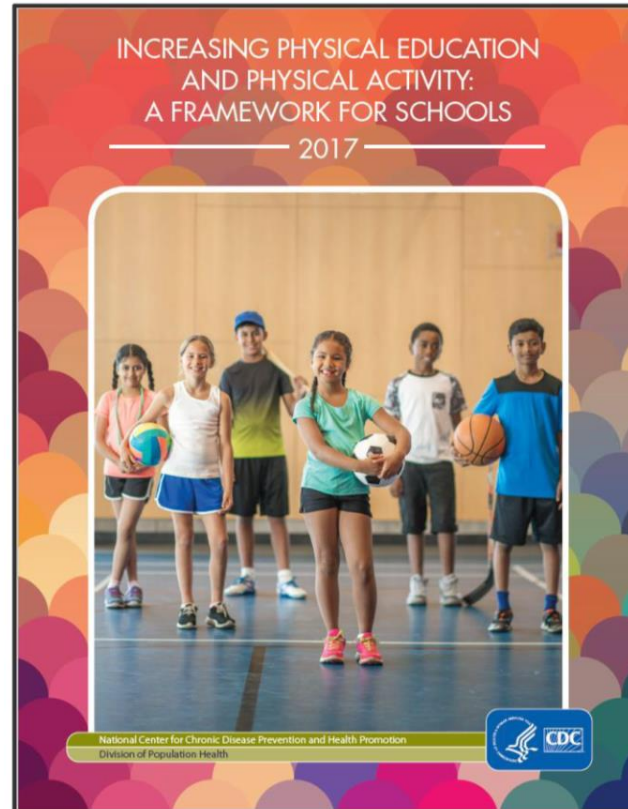
HOW IS MY SCHOOL DOING...

<https://www.cdc.gov/healthyschools/shi/index.htm>

<https://www.niost.org/pdf/host/HealthySchoolsProgramFramework.pdf>



Help Schools Develop, Implement, and Evaluate Comprehensive School Physical Activity Programs



Check out the
e-learning course
for CSPAP

<https://www.cdc.gov/healthyschools/tths/e-learning.htm>

National Center for Chronic Disease Prevention and Health Promotion

DIVISION OF POPULATION HEALTH, SCHOOL HEALTH BRANCH



LET'S EXPLORE

<http://www.cdc.gov/healthyschools/tths/e-learning.htm>

[CDC Healthy Schools](#)

[YRBS](#)



STAFF INVOLVEMENT...

- Role model for students
- Support PA in classrooms and PA happening in the school
- Staff wellness programs



<https://www.cdc.gov/healthyschools/physicalactivity/staff-involvement.htm>



PHYSICAL ACTIVITY DURING SCHOOL...

<https://www.cdc.gov/healthyschools/physicalactivity/recess.htm>

<https://www.cdc.gov/healthyschools/physicalactivity/classroom-pa.htm>

NC Energizers
Go Noodle



It's Time For A Break



QUALITY PHYSICAL EDUCATION...

<https://www.cdc.gov/healthyschools/physicalactivity/physical-education.htm>

The foundation of CSPAP

Four essential components:

- Policies and environment
- Curriculum
- Appropriate Instruction
- Student Assessment



**What questions
do you have?**



OUT OF SCHOOL OPPORTUNITIES...

<https://www.cdc.gov/healthyschools/physicalactivity/pa-before-after.htm>

<https://www.cdc.gov/healthyschools/ost.htm>



School or community sponsored activities/clubs/programs

Active commuting to school

Walking and running clubs

Intramurals

Schools and OST Programs are essential partners



Family Relationships



Community Connections



Summer continuity



Youth Development

BIG REACH | SAME KIDS

Missouri Grant:

Out of School Time Activities (Integrated)

Provide technical assistance and professional development to support LEAs and schools to:

- Improve the school nutrition environment
- Improve, implement, and evaluate local wellness policies
- Improve physical education and physical activity through CSPAP
- Develop and maintain a system to manage chronic health conditions



Photo courtesy of the USDA

Missouri Grant:

Out of School Time Activities (Standalone)

Provide professional development and training on:

- The Healthy Eating and Physical Activity (HEPA) Standards and/or other evidence-based guidelines...for school administrators, out-of-school time administrators and frontline staff.
- Policies and practices to address the needs of students with chronic health conditions during out-of-school time activities.



When school ends, many youth are running 'on empty' and restless



33% of elementary schools start serving lunch before 11 AM

60+% of elementary schools start serving lunch between 11am-12pm

Data from 2014 School Health Policies and Practices Study

HEPA Standards Outline Vision for Healthy Eating & Physical Activity in OST



NAA HEPA Standards 2011

- Boys & Girls Club of America
- Alliance for a Healthier Generation
- The Y
- National Parks and Recreation

HEPA Standards 2.0

Content and Quality

Staff Training

Social Support

Program Support

Environmental Support

<https://naaweb.org/resources/naa-hepa-standards>

(HEPA) Standards - National AfterSchool Association

[https://naaweb.org/images/NAA HEPA Standards new look 2015.pdf](https://naaweb.org/images/NAA_HEPA_Standards_new_look_2015.pdf)



FAMILY AND COMMUNITY ENGAGEMENT...

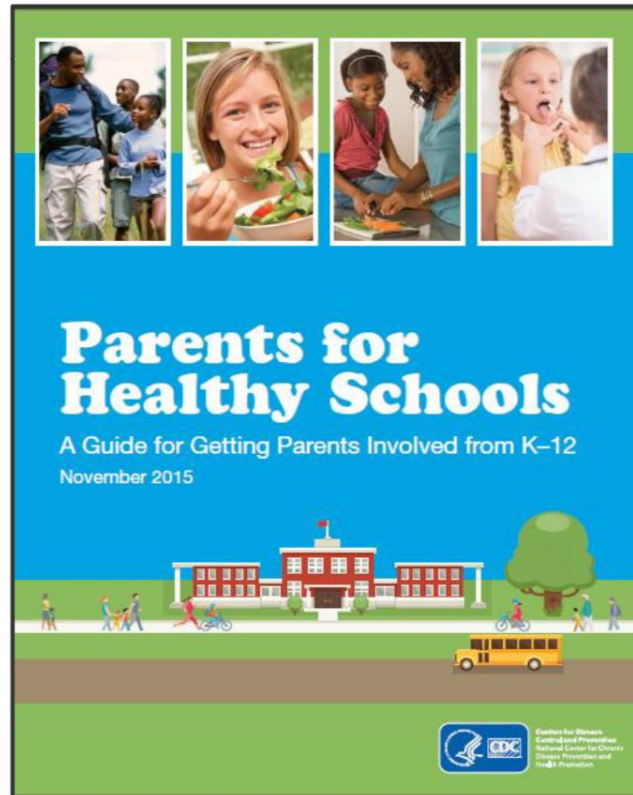


<https://www.cdc.gov/healthyschools/physicalactivity/family-community.htm>

- Engaging families and communities to be active beyond the school day
- Parent/guardian-led activities
- Family events
- Youth sports
- Joint use agreements with community centers/buildings



Involve Parents to Promote Physical Education & Physical Activity



The cover features four small photos at the top: a man walking with a child, a girl eating a salad, a woman and child at a table, and a girl talking to a teacher. Below the photos is the title 'Parents for Healthy Schools' in large white letters on a blue background, followed by the subtitle 'A Guide for Getting Parents Involved from K-12' and the date 'November 2015'. At the bottom, there is an illustration of a school building, a tree, and a yellow school bus. The CDC logo and the text 'Division for Chronic Disease Prevention and Health Promotion' are in the bottom right corner.

Parents for Healthy Schools

A Guide for Getting Parents Involved from K-12
November 2015

Division for Chronic Disease Prevention and Health Promotion



The cover features a photo of a man and a child playing soccer on a field. A red circle in the top right corner says 'IDEAS FOR PARENTS'. Below the photo is the title 'Physical Education How Can You Help?' in blue. A paragraph of text explains that physical education should be an enjoyable experience and that supporting schools can help improve students' academic achievement. A blue speech bubble on the right says 'What's Happening at School?'. Below this is a list of 11 questions to ask the school. At the bottom, there is an illustration of a school building and a yellow school bus. The CDC logo and the text 'Division for Chronic Disease Prevention and Health Promotion' are in the bottom left corner.

Physical Education How Can You Help?

Physical education should be an enjoyable experience for all students. Students should be active for most of the time (at least 50%) during their physical education classes.^{1,2} Supporting schools to establish daily physical education can provide students with appropriate knowledge, skills, behaviors, and confidence to be physically active for a lifetime. In addition, physical education can help improve students' academic achievement such as grades and test scores.^{3,4}

What's Happening at School?

1. Does the school or district have policies about providing daily physical education to all students K-12? If yes, what are they?
2. Does the school or district have policies about not allowing other classes or activities (e.g., sports, band) to replace physical education?
3. Does the school or district have policies about not having to take physical education for early graduation, health issues, or disabilities (e.g., waivers, exemptions)?
4. Is the curriculum for physical education based on national or state standards for physical education?
5. Is physical education taught by a certified or licensed physical education teacher?
6. Is there enough equipment and space for physical education?
7. Are students active most of the time they are in physical education class (at least 50%)?
8. Is the physical education teacher able to make adaptations for students with disabilities?
9. Are there opportunities for parents to help with and participate in physical education class?
10. Does the school participate in the **Presidential Youth Fitness Program**, which helps physical educators assess, track, and recognize youth fitness and physical activity?
11. Does the school participate in **Let's Move! Active Schools**, the national physical activity and physical education solution to ensuring that 60 minutes of physical activity is the new norm for schools?

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CSPAP PROCESS

1. ESTABLISH A TEAM AND DESIGNATE A PAL

2. CONDUCT A NEEDS ASSESSMENT

3. CREATE VISION, GOALS, AND OBJECTIVES

4. IDENTIFY INTENDED OUTCOMES

5. DEVELOP YOUR CSPAP PLAN

6. IMPLEMENT

7. EVALULATE



COORDINATION IS KEY

- **CSPAP is a holistic approach to school PA**
- **Synergy across all components is critical**
- **Determine how each component compliments the others**
- **Engage key stakeholders**
- **Communicate, communicate, communicate!**

<https://www.cdc.gov/healthyschools/vhs/index.html>

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD



