

**Integrating Classroom Physical Activity: Putting Strategies Into Action**  
**December 4, 2018 | 3:00-4:00 PM EST**  
**Questions and Answers**

**Data Collection in Davis County School District, Utah**

***Answered by Tim Best***

**Q: What period of time passed after you implemented the new practices before remeasuring your indicators?**

We looked at quarterly data for attendance and office referrals; mid-year data for Math, Science, and ELA assessment; and end of level assessments for all of these indicators.

**Q: How did you select schools to pilot the new practices within the district?**

I specifically chose two schools that had very strong instructional leaders. These schools had principals that would ensure the program would be implemented and ran with fidelity. I also chose a school with a lower SES and a school with a higher SES. I then paired those schools with control schools with similar demographics.

**Classroom Physical Activity Approaches**

***Answered by Tim Best and Springboard to Active Schools***

**Q: What do teachers use the most for engaging students? (e.g., online videos, activity cards, etc.)**

Teachers I work with in Davis County use my activity calendars (an example linked [here](#)) and online videos such as [GoNoodle](#). I also have some dances that I performed with classrooms, and teachers can use this video to lead their own students in the dance moves. Overall, I find that more variety helps students stay engaged.

**What would be a specific example of classroom physical activity for 10<sup>th</sup> grade math or 8<sup>th</sup> grade health?**

8<sup>th</sup> Grade Health: A standard in 8<sup>th</sup> grade health is to identify and be able to read a food label. I would have the students walk to different stations that have foods and the labels either on a table or on the wall. Walking promotes blood flow while they're learning. In the meantime, I would have posted signs on the walls from 1 to 100 in increments of 10. Once they've reviewed the foods and labels, I would have the students arrange themselves from 1-100 based on their assessment of the label, with 1 being a label lacking quality ingredients and 100 would be an excellent label and ingredients. We would then discuss why they are standing where they are and give them a chance to move to another number if their viewpoint changes. The more labels they have to review the more movement is involved.

10<sup>th</sup> Grade Math: A few different ideas -

- I would have them stand-up and move to show a degree. So, for example, if an equation equals a 45 degree change the students would perform a  $\frac{1}{4}$  turn clockwise or counter clockwise.
- Any standard like circles, triangles, radii, etc. could be walked off with a pattern on the floor.
- They could use a ball toss method to learn. I'll provide a basic idea for clarity and simplicity (with the understanding that 10<sup>th</sup> grade math would involve more complicated

equations). Two students face each other. One is holding a ball. One student thinks of a question such as 2+2 or how many sides are on a cube. They give their partner time for cognitive processing then toss the ball to their partner. Their partner needs to solve the question or equation before they catch the ball.

*For more resources on integrating physical activity into academic instruction (including health and math), check out [Strategy 4](#) > Resources > Physical Activity Integrated Into Planned Academic Instruction.*

### **Have you been able to utilize Title IV-A funds to promote or increase physical activity in Davis County schools?**

Yes, we've tied some Title funds and Trust Land funding to enhance academic achievement. We can utilize funds from these accounts to hire a recess activities coordinator, purchase equipment, and/or pay a stipend for someone to lead activities before, during, or after school.

### **What are some ideas for managing transitions from classroom physical activity back to class work?**

It all boils down to a teacher's classroom protocols and procedures. If they have procedures in place for transitions, then this remains the same for the transition between classroom physical activity and class work. Practice returning from movement to learning if necessary.

*For more resources on classroom management and managing transitions, check out [Strategy 8](#) > Resources.*

### **How can classroom physical activity be used to meet physical education mandates?**

The national guidance for classroom physical activity states that classroom physical activity should not replace physical education and recess. Rather, classroom physical activity is meant to complement other components of a Comprehensive School Physical Activity Program, including physical education. Together the components of a CSPAP help students reach the nationally recommended 60 minutes of physical activity a day. Classroom physical activity should not contribute to a state's physical education mandate, although it should be used to reinforce skills in physical education.

Mr. Best summarizes it here: Physical activity is movement without the skill development. PE is movement and skill development. Physical activity can enhance the movement/aerobic activity for kids, because the focus is simply to get students moving. The skills are taught during a PE class. The simple answer is that physical activity in the classroom gets students moving so they can work towards meeting the recommended minutes for daily movement.

### **What other behavior consequences can be used outside of withholding physical activity?**

Check out the resources below that share alternatives to withholding physical activity:

- [Position Statement: Using Physical Activity as Punishment \(SHAPE America\)](#) – pg. 3
- [Alternatives to Withholding Physical Activity \(Action for Healthy Kids\)](#) – pg. 1
- [Alternative Options to Withholding Physical Activity \(Healthier Generation\)](#) – alternative discipline options, pg. 1; positive reinforcement, pg. 2

*Did we miss something? Email Kate Holmes at [kholmes@nnphi.org](mailto:kholmes@nnphi.org) to submit questions or technical assistance requests.*