

Take Time!

Physical Activity in Schools Initiative

Pilot

Evaluation Report



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September 2005

Take Time! Physical Activity in Schools Initiative Pilot Project Evaluation

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**Take Time! Physical Activity in Schools Initiative
Pilot Project Evaluation
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Background

In December 2003, the Maine-Harvard Prevention Research Center (MHPRC) held a statewide conference that focused on the importance of physical activity for youth in schools. Following that conference, the MHPRC and the USM Muskie School, through their Bureau of Health funded physical activity and nutrition project, partnered to lead an effort to increase opportunities for physical activity in schools. A work group was formed that included more than 20 individuals from schools, community and state level organizations, state government agencies, and other interested individuals. The work group developed the concept of Take Time! recognizing that the cost of requiring daily physical education for all students K-12 was not a realistic goal at this time. Take Time! requires schools to engage all students in 10 minutes or more of physical activity every day outside of physical education or unstructured recess. See appendix 4 for list of schools and contacts.

The Take Time! Pilot Program

Take Time! is a pilot program aimed at increasing opportunities for physical activity within elementary and junior high school settings in Maine outside of regular physical education. Schools self-selected for this pilot based on interest and their knowledge of the program and its goals. School Coordinators from the Healthy Maine Partnerships helped to identify and recruit schools. Twelve elementary schools and one middle school participated in the program. The program ran for the 2004-2005 school year.

Each school adopted Take Time! in a unique way. At the beginning of the year, the program provided schools with fact sheets, a guiding document for policy development and examples of how teachers could engage students in daily physical activity as part of the curriculum or other times during the school day. Contacts varied but the majority of contacts were school health coordinators employed through the Healthy Maine Partnerships, who were voluntarily participating in our Take Time! Pilot workgroup. Implementation was left up to individuals schools.

Evaluation process and framework

The pilot evaluation was designed and implemented with the technical assistance of the Maine-Harvard Prevention Research Center in partnership with the Take Time! Pilot workgroup. See Appendix 3 for list of workgroup members. The evaluation process was participatory. Evaluation questions came from the workgroup, and all final decisions were made with its input and approval.

Surveys were mailed out to each of the school contacts in April 2005. School contacts then distributed and collected all surveys and returned them to the Maine Center for Public Health.

We used the Centers for Disease Control and Prevention's *Framework for Program Evaluation in Public Health*. *MMWR* 1999;48 (No. RR-11) as the guiding framework for our evaluation efforts.

Evaluation Design

The following table describes the evaluation questions developed by the workgroup and which surveys were going to answer them. See appendix 2 for the individual survey results.

	Process of creating opportunities in the schools	Short-Term Outcomes: school environmental changes (policies, activities, and resources used)	Intermediate Outcomes: students' and teachers' physical activity (behavior)	Long-Term Goals: benefits of physical activity (health, well-being)
Evaluation Questions	<ol style="list-style-type: none"> 1. What was the administrative process? 2. Was this discussed at staff meetings? 3. Was this discussed at parent/teacher conferences? 4. Were parents informed? 5. How were teachers supported? 6. Challenges? 	<ol style="list-style-type: none"> 1. What policies were adopted 2. What activities were conducted, how often, and when? 3. What resources were used? 4. Challenges? 	<ol style="list-style-type: none"> 1. How much and what kind of physical activity was achieved? 2. Challenges? 	<ol style="list-style-type: none"> 1. Were there any positive benefits of the physical activity such as in discipline, stress, ability to focus, absenteeism/illness, academic performance, and school satisfaction?
Possible Indicators and population	<ol style="list-style-type: none"> 1. Administrators' reports of the process 2. Evidence of discussions at staff meetings 3. Teachers' reports of possible parent/teacher discussions 4. Evidence of parental notification and/or education 5. Teachers reports of how they were supported, and administrators reports of support given 6. Teachers' and administrators' reports of challenges 	<ol style="list-style-type: none"> 1. Inventory of policies adopted, from administrators, teachers, and other staff 2. Inventory of activities conducted by administrators, teachers, and other staff 3. Administrators', teachers', and other staff's reports of resources used 4. Challenges reported by administrators, teachers, and other staff 	<ol style="list-style-type: none"> 1. How often and at what intensity were physical activity goals met by administrators, teachers, and other staff. 2. What challenges were encountered by administrators, teachers and other staff in meeting physical activity goals 	<ol style="list-style-type: none"> 1. Teachers' perceived need for discipline; stress level of administrators, teachers, and other staff; students' and teachers' perceived ability to focus; students', teachers' and staff absenteeism; nurses' perceived student illness; perceived academic performance-teachers, students' perspective; teachers' and students' satisfaction with school; social workers perceived benefits
Data Sources	<ol style="list-style-type: none"> 1. Mandatory administrator survey 2. Mandatory teacher survey 3. <i>Optional</i> nurse survey 4. <i>Optional</i> social worker survey 5. <i>Optional</i> student survey 6. <i>Optional</i> parent survey 6. <i>Optional</i> objective measures: Illness and discipline 			

Evaluation Results

Summary of findings

In general, teachers had very positive experiences implementing Take Time! even though they mentioned barriers such as finding enough time, having enough resources, and having the space—especially in the winter—to engage students in physical activity. Many teachers found creative solutions to deal with these time, resource and space constraints. Teachers perceived positive benefits of the added physical activity including students’:

- increased ability to focus (33 of 96 or 34% of responses);
- decreased stress levels (26%);
- improved academic performance (10%); and,
- a decreased need for discipline (7%).

Students reported liking opportunities for physical activity during the school day (244 of 274). They cited barriers such as inadequate space, inadequate time for recess, and social issues such as Teachers taking away recess and bullying. Students reported benefits such as:

- improved ability to think (161);
- being happier with school (115);
- feeling less stress (72); getting better grades (35);
- getting in trouble less (32).

More than half of the students surveyed reported it being easier to be physically active at school this past year.

Administrators were supportive of Take Time! and more than half reported actively participating in Take Time! activities. Administrators supported teachers by encouraging them, providing resources and equipment, and setting physical activity goals for the school. Administrators also reported decreased stress and increased ability to focus as a result of personal participation in the program. Most (9 out of 12) administrators reported support for the idea of a school wide policy requiring daily physical activity for students.

Other ideas for improving the program include motivational training (at the school) for school teachers and administrators, possible grade appropriate activities, seasonal handouts, calendars with stickers for teachers, a Take Time! website for easy access to resources, a Take Time! leader in each school, and administrator implementation recommendations to include tapping into any existing wellness teams at the school.

We learned that increasing opportunities for physical activity, among participating sites, was doable and beneficial. We suggest program improvements and improvements to the evaluation design, for future efforts.

Recommendations

Teacher Survey

Programmatic Recommendations

- Create a document describing a Take Time! implementation process, including when and how to inform teachers, parents, administrators, other staff, and students about the program. Include when and to whom program resources are given.
- Recommend discussion with parents at parent/teacher conferences, provide some

talking points for teachers for these conferences.

- Include some general recommendations about how teachers and administrators can inform parents
- Include recommendations to school administration on how to support teachers by encouraging them, discussion at meetings, mentioning and providing resources such as pedometers or boom boxes, checking-in to see how things are going, setting aside time for physical activity school-wide, etc.
- Compile a list of creative ways to incorporate physical activity into the school day including in the winter. Provide this list to teachers and administrators as a resource.
- Recommend how to distribute all new and old resources to teachers directly. Make sure the resources are user-friendly.
- Compile a list of quotes and results from questions 9 and 10 to help sell the program and/or similar programs to administrators, teachers, and others.
- Use comments from question #11 to help with the resource list and overcoming barriers. Include tips on how to deal with overweight kids/kids with Asthma.

Survey Recommendations

- Question 1 can get more at improving the process of implementation in the future by asking something like “how would you improve this program’s implementation in your school?”
- Collapse questions 5 and 6 for future surveys
- Restructure question #9: in the following way:
 - Yes, I saw benefits as a result of providing opportunities for PA in the classroom
If so, tell us what you saw (include a list to check and an *other* category)
 - No, I did not see any benefits
Take out the “please describe them briefly.” This was redundant.
The changes will allow us to know what percent of teachers perceived benefits versus the percent that didn’t.
- Restructure question #10 so we can get a more quantitative idea on the percent of teachers whose satisfaction improved because of Take Time! For example, we could ask: “Please check the answer that best describes your experience with Take Time!. My satisfaction improved because of Take Time! activities I engaged in, My level of satisfaction did not change, my satisfaction decreased. Add space for comments.”
- Include the “new and improved” resource list here and ask them to rate how useful each was.

From the Student Survey

Program Recommendations

- Consider marketing Take Time! to the students—not just staff/teachers—as a discrete program

Survey Recommendations

- Question #1: Ask whether they took part in Take Time!, then ask what they liked best/least about Take Time!.
- Delete question #3-redundant to #2.
- Change question #5 to have categories to check—such as more regular PE class, more recess time, more quick breaks during the day, special events such as “field day,” etc.
- Change question #6 to categories (to check). Categories could include: recess is taken

away for punishment (kids who act out), bullying, not enough equipment, not enough space, weather, not enough time, etc. Include “other” category.

Administrator Survey

Program Recommendations

- Create a document describing a Take Time! implementation process, including when and how to inform teachers, parents, administrators, other staff and students about the program. Include when and to whom program resources are given. Include items from questions 4 and 5 to this document.
- Include ideas for administrator participation in the Take Time! implementation document described above.

Survey Recommendations

- Include the “new and improved” resource list here and ask them to rate how useful each was.
- Question #2: Ask instead, “How closely did your school follow the recommended Take Time! Implementation?” 1-5 Likert-type answers. Please describe any important deviations from the recommended implementation.
- Collapse questions 4 and 5.

Conclusions

We have learned that improving opportunities for physical activity during the school day in a group of self selected pilot sites was possible and beneficial to students, teachers and administrators. We have made recommendations on improving the program for a future cycle. These recommendations include:

1. Improving resources for teachers (new lists of activities, creative ways to overcome space, time and weather issues)
2. Improving recommendations (being more prescriptive) on how to implement the program, for administrators and teachers.
3. Marketing Take Time! to students, as well as teachers and administrators.
4. Improving the three key surveys—as described above.
5. Consider deleting school nurse and social worker surveys.
6. Gathering objective data, if possible, such as sick days, disciplinary visits, and academic performance scores.

Appendix 1
Summary of Survey Findings

	Process of Creating Opportunities in the School	Short Term Outcomes: School environment changes (policies, activities and resources used)	Intermediate Outcomes: Students' and teachers' physical activity	Long Term Goals: Benefits of physical activity (health and well being)
Teachers N=72	<ul style="list-style-type: none"> 41 (57%) reported that Take Time! was brought up once or occasionally at staff meetings 8 (11%) said it was frequently discussed at staff meetings 8 reported that a separate task force was developed to implement Take Time! 13 said that decisions were made by one or a few individuals Teachers reported that decisions about how to implement were generally left up to individual teachers The process for implementing Take Time! was not always clear 13 (18%) teachers said that Take Time! was discussed at parent conferences 32 (44%) said parents were notified about Take Time! 60 (85%) of teachers said that the school administration supported their participation in Take Time! Only 3 (4%) said administration did not support them and 8 (11%) didn't know 	<ul style="list-style-type: none"> 42 (62%) of teachers said they adopted classroom or other policies, procedures or practices as part of the program Teachers used a variety of activities including walking, stretch breaks, yoga, calisthenics, runs around a field, jump rope Tapes/CDs with songs for dancing were used including the program called Brain Gym Pedometers were used in some schools with miles logged Some schools did snowshoeing and skiing Calendars in the classroom were used by some to log progress Of the materials provided to schools the most often used (by 7 teachers) was the Menu of Ways to Take Time! The majority of teachers (35) reported that they would like to see a policy requiring physical activity for all students at schools every day 	<ul style="list-style-type: none"> 54 (75%) of teachers set goals for physical activity in their classroom 10 minutes per day was most often cited by teachers as the goal set Of the 31 teachers who set a goal of 10 minutes per day, 22 (71%) said they were able to meet that goal 	<p>The majority of teachers reported that they noticed the following changes in students as a result of Take Time! (the number of times this change was cited by teachers is in parentheses):</p> <ul style="list-style-type: none"> Decreased need for discipline (7) Increased ability to focus (33) Improved academic performance (10) Decreased stress level (25) Decreased absenteeism (2) 20 teachers (28%) did not notice any change 52% of teachers said they experienced a change in their own satisfaction with their work as a result of the Take Time! program.
Students N=274	<ul style="list-style-type: none"> 130 of the students surveyed said that it was easier to be more physically active in school this year (36 cited walking as the reason) 125 students said that they have the right amount of time for physical activity 94 students they don't have enough time 244 students said they like having time to be physically active in school 			<p>Students were asked if anything changed because they have been more active and had the following responses:</p> <ul style="list-style-type: none"> Get in trouble less (32) Easier to think (161) Better grades (35) Less stress (75) Happier with school (115)
Administrators	<ul style="list-style-type: none"> 6 reported that Take Time! was brought up once or occasionally at 	<ul style="list-style-type: none"> 7 Administrators reported school-wide policies, practices or 	<ul style="list-style-type: none"> 7 Administrators said they participated in Take Time! activities 	<p>As a result of increased physical activity in school, administrators noticed the</p>

<p>N=12</p>	<p>staff meetings</p> <ul style="list-style-type: none"> • 2 stated that it was frequently discussed at staff meetings • 5 said decisions about Take Time! were left to a few individuals • 2 said a separate task force was convened to address Take Time! • 10 Administrator said their school took steps to inform parents about Take Time! • 10 Administrators said that steps were taken to support teachers' fulfillment of the Take Time! requirements 	<p>procedures that were adopted to support the Take Time! program -- these included adding 5 minutes to recess and a walking program</p> <ul style="list-style-type: none"> • 9 Administrators said physical activity goals were set for the school • 10 Administrators said they would like to see a policy requiring physical activity for all students every day 		<p>following changes in themselves:</p> <ul style="list-style-type: none"> • Decreased stress (3) • Increased ability to focus (3) • Increased satisfaction with work (1) <p>3 did not notice any change</p>
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Appendix 2
Detailed findings

Teacher Survey

Schools: Alexander, Bowdoinham, Calais, M.L. Day, Harpswell Islands, Robbinston, T.C. Hamlin, West Harpswell, RVCS, L.E. Richards, Willams/Cone
N=72

1. Please describe the process that was used to implement the Take Time! physical activity program by checking one or more of the following boxes.

- 41 Take Time! was brought up once or occasionally, at regular staff/teachers' meetings
8 Take Time! was frequently discussed at regular staff/teachers' meetings
8 A separate task force or group was convened to work on Take Time!
18 Decision-making about Take Time! was made by one or a few individuals, rather than a task force
4 Other (Please tell us)

- I don't really know.
- Huh?
- The whole Union 106 staff. (4)
- Wellness team.
- We have a very small school; only seven teachers.
- Staff wellness newsletter to encourage teachers to continue.
- I'm not sure who made the decision to Take Time!.
- Went home in newsletter.
- Brought up once by principal at a staff meeting and teachers volunteered to participate.
- Once mentioned, teachers who decided to do program, did it on their OWN.
- Those on wellness mentioned it several times at meetings and in emails.
- Teachers chose to do Take Time! activities independently.
- Because I started at WHS in March, I am not sure what the process was.
- We had lots of administrative support.
- I don't know about Take Time!, we did our own exercise program.

Please let us know if there is anything else about Take Time! implementation in your school that you think we should know:

- Not implemented school-wide, left up to individual teacher choices, decision-making, arranging schedule.
- Great idea.
- Great support for this program.
- It was difficult to find and take the time to implement this program everyday.
- We need space and or places for the middle school children to get active daily other than walking in parking lots and drive ways.
- There was resistance from higher grade teachers (5-8).
- We have a CR Hospital newsletter. Staff wellness newsletter. (2)
- We need to re-energize mid year – I just faded.
- I never knew it was called Take Time!.
- Information in writing sent directly to teachers (not principal) would have been helpful.
- Not sure if anyone really followed through on program at all.
- Should be at discretion of school and staff.
- We decided as a school staff to increase student/classroom activity level 10 min/day (up to the discretion of the teacher).

Recommendations:

- Recommend a clear process for Take Time! implementation, including when and how to inform teachers, parents, administrators, other staff and students about the program. Include when and to whom program resources are given.
- Question 1 can get more at improving the process of implementation in the future by

asking something like “how would you improve this program’s implementation in your school?”

2. *Did you have any opportunities to discuss the Take Time! physical activity program at any parent/teacher conferences?*

13 YES **58** NO

If YES, please describe the kinds of things that were discussed.

- **Physical activity importance.**
- **We demonstrated two of our activities at our Open House.**
- **I explained the program and discussed activities we used.**
- **But we did talk about the need for recess.**
- **What the program was about.**
- **At parent conference time (Nov.), I mentioned that we will be doing some form of exercise everyday for minimum of 10 minutes – especially on “no recess” days.**
- **Just basically that we took 10 minutes daily to walk around the building.**
- **I stated that on most days, mid-morning we tried to find 5-10 minutes to stretch or following music class stop by gym to do four laps.**
- **What the program was, what time of day we usually do it, my expectations while walking/exercising.**
- **It wasn’t that there wasn’t the opportunity. I never thought to discuss it with parents.**
- **Not really, just included all motor skill info.**
- **We talked about sedentary vs. active lifestyle for kids these days.**

Recommendations:

- Recommend discussion with parents at conference, provide some talking points for teachers

3. *Did you notify your students’ parents about the Take Time! physical activity program?*

32 YES **40** NO

If YES, How did you do this?

- **Through students.**
- **At our Open House and in a school-wide note that went home.**
- **I sent home a weekly schedule showing time slot for daily walking.**
- **Newsletter. (13)**
- **A parent newsletter. (2)**
- **Newspaper and school newsletter.**
- **We publish a monthly newsletter called “The Robbinston Reader.” (2)**
- **Open House. Parent night. (3)**
- **Quarterly parent newsletters promoting program; Calais Regional Hospital newsletter.**
- **Not formally.**
- **We did the pedometer program.**
- **Personally, no, but I recall an article sent home from the school early in the year.**
- **Informed them of the daily walk.**
- **Just through conferences.**
- **I, personally, did not. But, I think it was in one school-wide newsletter.**
- **As a grade-level, we had a ¼ mile exercise challenge program which families helped their students log and send into school.**

Recommendation:

- Make some general recommendations about how parents could be informed for teachers and administrators

4. *Did the school administration support your participation in the Take Time! physical activity program?*

60 YES **3** NO **8** I Don’t Know

If so, in what way? (or, if not—how might they have?)

- **We were encouraged to participate. CDs and CD players were made available. A video-**

- cast of exercise benefits and lesson ideas was available.*
- *Provided time.*
- *Wrote/distributed a letter to parents. Encouraged us to do activities during the day.*
- *Through discussion at staff meetings.*
- *Talk about it, family night.*
- *Huh?*
- *Talking about available times to implement and ideas of things to add.*
- *Encouraged. (2)*
- *Let us take them out whenever we want.*
- *They gave their support by letting us do the physical activity outside.*
- *He thought it was a great idea. (Not much was needed in the way of active support.)*
- *By participating with us. Providing opportunities to exercise with students, staff.*
- *Info, reminders, do activities with students and staff. (2)*
- *Opportunities to exercise (students and staff).*
- *Time to discuss it at staff meetings; principals' encouragement of physical activity to help learning.*
- *My children got pedometers to use at recess.*
- *Give permission to Take Time!.*
- *Routine checking in to see how it was going.*
- *Freedom to decide how to implement.*
- *Help support with implementing walking program.*
- *Administrator at our school has set aside a time for students to walk before school begins on Thursdays.*
- *I saw other teachers doing activities.*
- *We were verbally encouraged to do it. That's all.*
- *It was encouraged for those teachers that felt it was beneficial.*
- *We were told we had to do it.*
- *Reinforcing that it's important. Students really enjoyed when Anthony came to walk with us. A few times we had other staff in the building walk with us.*
- *Rainy/snowy days, Diane walked the kids in the gym. After lunch, during assemblies, we watched aerobics for kids videos found by Diane and/or Heather (parent volunteer coordinator).*
- *Checking in with teachers during staff meetings or passing on info – we felt like we were floundering a bit.*
- *He encouraged participation and joined in occasionally.*
- *Thought program was a good way to get in short, but effective motor breaks.*
- *Otis is usually supportive of anything we want to do.*
- *Money to purchase reward/celebration necklaces and "charms" to add as miles added up.*
- *We received some money for snow shoes – through a grant. Mary Booth was instrumental in that process.*
- *Set time aside for discussion. Encouraged any teacher to join in with their class. Did not mandate it.*
- *She provided extra recess time and purchased videos for the cafeteria on rainy days – snow shoes were purchased for snow time.*
- *Providing five extra minutes on each recess. Purchasing exercise videos to use during inside recess.*

Recommendations:

- Make recommendations to school administration on how to support teachers by encouraging them, discussion at meetings, providing resources such as pedometers or boom boxes, checking-in to see how things are going, setting aside time for physical activity school-wide, etc.

5. *Did you adopt any classroom or other policies, procedures or practices as part of the Take Time! physical activity program?*
- 42** YES **26** NO
- If YES, what were they?*

- *Practice – generally, I added more movement activities between academic tasks. Two-five minutes each for transition times. Also, I incorporated movement into math/language practice activities.*
- *Extended recesses.*
- *We did a physical activity before lunch each day.*
- *Walking 20 laps 4 days a week in the cafeteria at the end of the day.*
- *Incorporating activities.*
- *In room exercise – stretching. (3)*
- *Ten-twenty minutes dance time about 2-3 times a week.*
- *Walking and dancing. (4)*
- *I talk to the students about the importance of physical activity.*
- *We take a 10-20 minute walk on nice days and if it is not nice, we move musically.*
- *Getting kids moving everyday is a priority.*
- *In progress.*
- *Continents of World Song. (2)*
- *Regular times (first thing).*
- *Increased emphasis on physical action in classroom.*
- *We take mid-morning activity breaks – recess in good weather, dancing in the winter. Spring comes and the jump rope club begins. The children keep track of their steps during recess with pedometers.*
- *Not formally.*
- *Agreed to 10 minutes of daily PA.*
- *As a school, took this on.*
- *Daily, we do stretches and movement activities.*
- *Not consistently, but we would Take Time! each afternoon to do stretches and movement activities.*
- *Walking after recess and keeping track of miles walked.*
- *Basic stretches/some running/jogging.*
- *We put it on the schedule most days and did it as an integrated activity or separate activity.*
- *We exercised 10 minutes a day for the fall.*
- *I've gotten my kids cranked up about skim milk as opposed to chocolate.*
- *Take kids outside to play for earned “free choice” time.*
- *Discussions of heart rate, keep moving, arm movement, cool down.*
- *I have always taken time for movement, exercise, etc. when I felt that students needed a physical break.*
- *We play Twister, Hop Scotch, etc. for indoor recess. We have some new exercise CDs.*
- *Safety 1st – anyone not being safe sat it out. Used lots of music, mostly in afternoon (helped to revive the children).*
- *Every child needed to do a gross motor station daily.*
- *Lots of calisthenics every 30 minutes or so. One minute bursts of exercising.*
- *We ran laps around our field at recess time. We called it “Second Grade Treks Along the Maine Coast.”*
- *I began using yoga techniques, Brain Gym, and more physical activities in my room.*
- *Exercise before snack. When the class gets antsy, we head outside for ten minute jog.*

6. *What activities did you conduct as part of the Take Time! physical activity program?*

- *I tried the CDs – Physical Ed. The students did not like them (not my favorite either!). They did enjoy our counting activities – practicing 2s, 5s, and 10s – accompanied with specific arm movements. Also rhyming and spelling with movement.*
- *Basketball, kick ball.*
- *CDs that encouraged physical activity to learn colors, numbers, ABCs, parts of body – moving.*
- *Physical Ed/CD, Fit for Kids/Video, Rock N Roll Songs that Teach/CD, Kids in Action/CD, Rhythms on Parade/CD. Making Connections Across Curriculum.*
- *Activity CDs, especially enjoyed “Tony Chestnut” and the swimming one.*
- *Walking/dancing. (21)*
- *In winter we did snowshoeing and skiing.*

- *Walking for 20 minutes on the playground. Skiing, snowshoeing, the Learning Station's "Songs that Teach."*
- *Morning action song – daily. Rhythm activities in conjunction with songs for December music program. Brain Gym. Action songs whenever possible for weekly music class.*
- *The walking club – 1st graders wear pedometers at recess to keep track of their steps. They record them and add them up at the end of the month.*
- *Everyday my class sings several songs and students learn hand and body movements to do with them.*
- *Our Friday activity period includes several physical activity choices.*
- *Fridays – 40 minute walking program. M-Th 10 minutes of teacher/student-led aerobic exercises and stretches.*
- *Organized games. If poor weather, walk in school.*
- *Periodic stretching, laps in field, "marathon."*
- *The whole school developed a routine of a few laps around the field before recess and increased recess by 5 minutes. If poor weather = exercise video in the gym.*
- *Including more physical movement into class activities – math and science.*
- *Walking program, enrichment activities, games outside and in the gym, recess organized games.*
- *No time to do more than one recess daily.*
- *Follow leader on playground, tag games, hide the thimble, walk around the school (in halls or outside), etc.*
- *Walking around the building, running around gym during bad weather, dancing.*
- *Yoga, dancing, running, walking, stretches, aerobics.*
- *I sometimes directed the students in certain movements, but often let different students lead others. We sometimes used active group games or correlated academics with physical movement.*
- *As a station activity daily. I put out gross motor activity. Children would do for about seven minutes. Gross motor whole group three times per week.*
- *Calisthenics, Simon Says, Follow the Leader (teacher being the leader), Marching/exercising around room as teacher gave directions.*
- *Jogging/Walking.*
- *We logged their laps daily. After reaching 1,000 miles, everyone in grade 2 got a chain with a High-5 hand on it. So far grade 2 has run 1,142 ¼ miles.*
- *We discussed the importance of physical activity on a weekly basis. We stretched and moved for 10 minutes/day.*

Recommendations:

- Compile a list of creative ways to incorporate physical activity into the school day including in the winter. Provide this list to teachers and administrators as a resource.
 - Collapse questions 5 and 6 for future surveys
7. *Did you use any resources, provided by the project, or otherwise available, to support the Take Time! physical activity program?*

Please check all that apply.

1 Daily Physical Activity for All Students Guiding Document for Policy Development

7 Menu of Ways to Take Time! for Physical Activity in Maine Schools

3 Physical Activity Programs for Schools

3 Fact Sheets

Others (Please tell us: _____)

- *Jean Blaydes – Video and Resource Guide (I wanted more time to research these.) (4)*
- *Used own.*
- *CDs, especially Hap Palmer.*
- *CDs and Making Connections Across Curriculum.*
- *CDs, recorder.*
- *CDs.*
- *CD player.*

- the afternoon.*
- *Children were easier to manage and teach.*
 - *It's wonderful to see kids becoming more physically fit.*
 - *Closer relationship with students during activities and exercise.*
 - *Satisfied that it is a fun way for students to learn.*
 - *Fun. I enjoy anything that helps children learn.*
 - *More relaxed.*
 - *I am encouraged by the children's progress in handwriting which I think is due to various kinds of increased physical activity.*
 - *It allowed me to be more focused as well as the children.*
 - *I love to share my joy for dancing and music with my students.*
 - *Increased energy. (3)*
 - *Nice break.*
 - *Beneficial to everyone = fresh air.*
 - *Ongoing exercise has always helped me to think clearly.*
 - *Decreased stress and more energy to get through the day.*
 - *I enjoyed walking/getting a breath of fresh air.*
 - *It was a break from the routine. I could walk and talk with the students. It improved my attitude for the afternoon.*
 - *We had fun together as a class/community group.*
 - *I felt less stress knowing that the children felt better listening to lessons and getting their energy out.*
 - *This activity, as sanctioned by our administrator, makes me feel more comfortable taking a break from academics to exercise and refresh ourselves (something I've always believed in).*
 - *Instructional time lost – one hour per week.*

Recommendations:

- Compile a list of positive comments/quotes from the teachers.
 - Restructure this question so we can get a more quantitative idea on the percent of teachers whose satisfaction improved because of Take Time!. For example, we could ask: "Please check the answer that best describes your experience with Take Time!. My satisfaction improved because of Take Time! activities I engaged in, My level of satisfaction did not change, my satisfaction decreased. Add space for comments.
11. *Please describe any challenges or barriers you may have encountered implementing the Take Time! physical activity program:*
- *More planning/research time would always enhance implementation in my view. I didn't have the time I wanted to read and study ideas in order to implement them.*
 - *It was easy to implement with kindergarten children.*
 - *Teaching academic academics rather than physical academics. Also we are trying to meet all of the NCLB requirements including LAD assessments.*
 - *Appropriate space to really implement is at a premium.*
 - *As previously mentioned – area for students – especially a place for them outside. Restricted on places within the building.*
 - *Weather – no place inside with enough room to walk. Difficult to do inside because of space.*
 - *Time to fit activities in is always a challenge. (20)*
 - *None.*
 - *Time and space. (3)*
 - *TIME! Keeping a consistent schedule – who is in charge?*
 - *It was challenging finding time in day to participate and keep it consistent. It also appeared to be a challenge at first with implementing and making the walking routine part of everyday.*
 - *Curriculum demands.*
 - *Snow, sleet, freezing rain, cold, mud, rain, etc. (2)*
 - *Pressure of academic requirements to meet Maine Learning Results was always evident*

- and at times demanding schedule changes to accommodate everything.*
- *After completing “Take Time!” for the first two months of school, I didn’t feel I could continue to give up 50 minutes of instructional time every week.*
 - *School schedule, other classroom schedules, weather.*
 - *If it’s not scheduled at a certain time of day in my schedule, it gets forgotten or rather we get too busy and forget it.*
 - *Sometimes, teachers feel so pressed to teach certain lessons, it’s difficult to fit in the extra exercise.*
 - *One student has asthma and needed to check in with nurse before and after. Ten minutes turned into three minutes for her. Sometimes we would get so busy or need every minute for academics, that the ten minute jog was forgotten. It needs to be posted daily as part of our schedule.*
 - *The biggest challenge has come from the loss of instructional time. We have lost ten minutes per day; nearly an hour per week. It’s a great idea, but the academic demands on teachers and students make every minute of instructional time precious. Maybe parent education and/or a physical activity log through PE teachers for kids to track their activity. Much like Move & Improve.*
 - *Most kids were not interested in running laps.*
 - *The physical activity program went well and happed daily. It was totally consistent. There were no problems at all.*
 - *Difficult to monitor six classes exercising at once.*

Recommendations:

- Use these comments to help design the next phase of implementation. Improved list of ideas on how to implement in the classroom, how to deal with the time/space issues, tips on how to deal with overweight kids/kids with Asthma.

12. *Would you like to see a policy requiring physical activity for all students at school every day?*

35 YES

27 NO

- *Required = Greater Participation. Can we fit it in? Can we expand and improve our current physical ed. program?*
- *If I can fit it in.*
- *Due to the fact grade teachers are pressed for time doing LAD tests and classroom work, it would be beneficial to have more gym time or another aide/teacher to do extended physical activity – whenever time permits.*
- *As a part of daily gym class NOT in expecting the classroom teacher to implement yet another program!*
- *Aren’t there already enough policies in the world of education?*
- *We do it because we know it’s good for them, helps them learn, but we need to stay flexible. We have enough requirements.*
- *There is already is one – see state standards (grade 1 = 150 min/week).*
- *I think we are doing fairly well keeping the children active daily.*
- *If reasonable and with proper support.*
- *Need the support to make it happen.*
- *If it were required, it would happen.*
- *Don’t want to “require”; would rather motivate them to want it.*
- *I think it is a good idea, and helpful when time is planned into the day to participate. (There are always so many demands to fulfill in one day!)*
- *Just let the children run and play. They do that well.*
- *Up to individual teachers. They have to determine the needs (physical, educational, social) of their class. After weighing all the needs, they can best determine how physical activity will fit in.*
- *We don’t need another thing to assess. We do want kids to move more and eat healthier. The calendars and stickers helped.*
- *No, unless something else is taken away.*
- *Yes, but not coming out of my instructional time.*
- *Yes, but this may be unrealistic given the standards and requirements already in place.*

- *Having gym all day. (2)*
- *Walking, bike trip. (2)*
- *More gym, more walks.*
- *Longer recess and recess at high school.*
- *Bigger monkey bars and more basketballs.*
- *Art.*
- *Playing with friends.*

Recommendations:

- Change this question to have categories to check—such as more regular PE class, more recess time, more quick breaks during the day, special events such as “field day,” etc.

6. *Are there things that make it hard to be active at school?*
 70 YES 156 NO 48 I Don't Know

If YES, what are they?

- *The fighting and bullying.*
- *Less recess.*
- *People act up.*
- *Not enough time. (4)*
- *Fighting, other kids.*
- *Less time outside.*
- *Homework.*
- *No space, and all we can do is walk which is dangerous as there are cars and whatnot.*
- *All the rules.*
- *Having to walk and not run when we go outside. Easy gym exercises. Such little time to exercise in school.*
- *Yes, because we are hardly ever outside – we are always in the classroom.*
- *Work. (8)*
- *Rainy days. (5)*
- *Teachers. (3)*
- *Not able to go to the weight room.*
- *When you have to watch movies in gym class.*
- *My asthma.*
- *Sometimes you're not as good at doing something like everyone else.*
- *Kickball.*
- *Rainy days and if it's too hot.*
- *Sometimes I don't want to stop.*
- *Math.*
- *Too much time.*
- *There are not enough things outside, so some kids get left out.*
- *There are not enough kick balls.*
- *The gym teacher is really mean.*
- *If you have too much homework and are very busy that night.*
- *Too much noise in the halls.*
- *Kids who act out.*
- *Trying to get between desks.*

Recommendations:

- Change this question to categories (to check). Categories could include: recess is taken away for punishment (kids who act out), bullying, not enough equipment, not enough space, weather, not enough time, etc. Include “other” category.

Administrator Survey Results

N=12

1. *Please describe any school-wide physical activity initiatives your school was engaged in before "Take Time!" this year.*
 - ***Skiing, snowshoeing and kayaking during appropriate seasons. (2)***
 - ***Primary classes have implemented "Take Time!" activities into PE classes.***
 - ***ACES and Fit for Life. (2)***
 - ***Ten minutes of exercising added to recess (usually five lunch recess/5 other (am/pm)) usually a walk/jog/run – if weather prevents, aerobics or walk in school.***
 - ***PE and recess – after school activities.***
 - ***Every student receives physical education instruction, 1st grade had a jump rope program.***
 - ***We had done a walking program ten min/day sporadically.***
 - ***Hit or miss.***

Recommendations:

- None

2. *Please describe the process you used to implement the Take Time! physical activity program by checking one or more of the following boxes.*

- 6** *Take Time! was brought up once or occasionally, at regular staff meetings*
 - 2** *Take Time! was frequently discussed at regular staff meetings*
 - 2** *A separate task force or group was convened to work on Take Time!*
 - 5** *Decision-making about Take Time! was made by one or a few individuals, rather than a task force*
- Other (Please tell us) _____*

- ***Published to whole staff on e-mail and in newsletter, invited input on use of funds. PE teacher ordered equipment for each class.***
- ***Kids loved snowshoes (\$200).***
- ***School Health Coordinator, Union 106 Wellness Team, School Health Advisory Council.***
- ***Our district health coordinator came to our school to discuss potential ways to encourage movement.***

Please let us know if there is anything else about Take Time! implementation in your school that you think we should know:

- ***Majority of teachers participated – close to 90%. They were asked to incorporate into their curriculum as much as possible and were all provided with the resources to do this.***
- ***Follow up and new ideas or idea sharing.***
- ***We need to have materials for possible programs by end of September and any funds or grants.***
- ***The staff went along with the original plan, but did not really take ownership of it and follow through.***

Recommendations:

- Ask instead: How closely did your school follow the recommended Take Time! Implementation. 1-5 Likert-type answers. Please describe any important deviations from the recommended implementation.

3. *Did your school take any steps to inform parents about the Take Time! physical activity program?*

10 YES **2** NO I Don't Know

If YES, what were they?

- ***It was written about in an article in our monthly newsletter. (4)***
- ***School and classroom newsletter.***
- ***Mentioned at Open House.***
- ***Quarterly parent newsletters, Calais Regional Hospital newsletter (10,000 distribution), two local newspapers ran frequent articles and a family fun fitness/nutrition night was held and pilot program as thee focus. More than 200 parents attended.***
- ***Union newsletters, newspaper, hospital newsletter.***
- ***Newsletter article.***

- *Letter went home.*

Recommendations:

- None

4. *Were there any steps taken to support teachers' fulfillment of the Take Time! physical activity program requirements?*

10 YES 2 NO I Don't Know

If YES, what were they?

- *Encouragement.*
- *Staff development time and equipment, written materials.*
- *Communication and creation of room available for physical activities other than PE space.*
- *Teachers were encouraged to implement daily PA.*
- *Staff were continually encouraged to participate through a quarterly wellness newsletter. Support and encouragement from all administrators. I scheduled mid-fall staff meetings to determine obstacles, needs, and then worked to overcome them.*
- *Activities all supported.*
- *They were offered guidance from physical education teacher, some teachers received pedometers, some received a small amount of money.*
- *Provided them with calendars, suggestions, school-wide program started.*
- *Time to participate.*

5. *Are you aware of any school-wide policies, practices or procedures that were adopted to support the Take Time! physical activity program?*

7 YES 5 NO

If YES, what were they?

- *We all agreed to implement, built into schedules. Included several activities that involve PA in our current four week mini course program.*
- *No, we just recommended that teachers take their students for a daily walk.*
- *Staff is encouraged to do daily activities we, as a staff, agreed to participate this year.*
- *We added 5 minutes to each recess – Grades 3-5 walked before recess and Grades K-2 at the end of recess.*
- *We all agreed to participate.*
- *The health committee (student and adult) set a goal of encouraging more physical activity for all students K-8.*
- *Walking program.*

Recommendations:

- Compile a list of ways to support teachers for “implementation recommendations” for administrators
- Collapse questions 4 and 5

6. *As an administrator, did you participate in any of the Take Time! physical activity programs? (for example: did you take regular walks with students during recess?)*

7 YES 5 NO I Don't Know

If YES, please describe these activities you participated in.

- *But, I did lead 4th graders in yoga exercises prior to MEA.*
- *But, I did go snowshoeing with 6th graders.*
- *Class exercises, walking around playground.*
- *Worked out occasionally with middle school students.*
- *A few times on playground.*
- *Went walking with students, did callisthenic exercises.*
- *Walking with kids at recess.*
- *With 5th grade class and with 2nd graders in AM.*

Recommendations:

- Include ideas for administrator participation in “implementation recommendations.”

7. *Were any physical activity goals set for the school?*
9 YES **3** NO I Don't Know

If YES, please check the appropriate boxes:

School Goal:	Is the goal being met?		
<input type="checkbox"/> 10 minutes per day-----7	Yes	1 No	<input type="checkbox"/> don't know
<input type="checkbox"/> 15 minutes per day-----	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> don't know
<input type="checkbox"/> 20 minutes per day-----4	Yes	<input type="checkbox"/> No	<input type="checkbox"/> don't know
<input type="checkbox"/> (other _____)-----	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> don't know

Recommendations:

- None

8. *Did you notice any changes in yourself as a result of any increased physical activity during the school day?*
3 Decreased stress level **3** Increased ability to focus
 Decreased absenteeism **1** Increased satisfaction with work
1 Other (please tell us : _____) **3** I didn't notice any changes

If you did notice changes in yourself, would you mind describing them?:

- **My year has been the most stressful ever.**
- **Many teachers said students' fitness levels increased and students were more focused.**
- **Felt better when have had time to exercise.**
- **Happier.**

Recommendations:

- None

9. *Were there any resources, provided by the project, or otherwise available, that were used by the administration to support the Take Time! program?*

Please check all that apply.

- 2** Daily Physical Activity for All Students Guiding Document for Policy Development
- 7** Menu of Ways to Take Time! for Physical Activity in Maine Schools
- 3** Physical Activity Programs for Schools
- 2** Fact Sheets
- Others (Please tell us: _____)

- **The Learning Station songs.**
- **Jean Blaydes, Action Learning. (2)**
- **\$200.**
- **CDs and CD players for all teachers.**
- **Small amount of grant money.**
- **List was helpful.**

Recommendations:

- Include the “new and improved” resource list here and ask them to rate how useful each was.

10. *Please describe any challenges or barriers you may have encountered implementing the School Pilot:*

- **Time!**
- **Loss of instructional time.**
- **Teachers said time was an issue. Most overcame this challenge.**
- **Many extra requirements this year on local assessment takes time away from normal day.**
- **We weren't aware early enough in the year, and more policy formation info in advance.**
- **Too much snow to keep walking track walking track open in winter, rain in spring. Getting teachers to take 2-3 minute movement breaks throughout the day in class.**
- **Assessment work took time.**

Recommendations:

- Make sure these barriers are addressed in the new resource lists.

11. *Would you like to see a policy requiring physical activity for all students at school every day?*

10 *YES*

1 *NO*

- *I'd like to see a policy for PA at home daily.*
- *A policy goes before the policy committee/visions committee on May 6th.*
- *Excellent job this year. Much fun. Must continue and increase time.*
- *Would need to be state mandated.*

Recommendations:

- None

Appendix 3***Take Time! Work Group Participants***

Contacts:

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Karen O'Rourke, Maine Center for Public Health, 629-9272, korourke@mcph.org

Name	Affiliation
Anthony Anderson	MSAD 11
Rose Angell	Maine Association of Health, Physical Education, Recreation and Dance (MAHPERD)
Mary Ann Bennett	USM Muskie School
Mary Booth	MSAD 75
Michelle Caliandro	American Lung Association of Maine
Jo Dill	MAHPERD
Jaki Ellis	Maine Bureau of Health Coordinated School Health Program
Jen Fitts	MSAD 17
Jenny Gott	Union 98
Heather Henry	Union 106
Saskia Janes	Governor's Council on Physical Fitness, Sports, Health and Wellness
Joanne Joy	Getting Healthy, a Healthy Maine Partnership
Janet Leiter	Maine Bureau of Health
Amy Magill	USM Muskie
Susanne McNamara	MSAD 55
Nate Morse	Healthy Community Coalition, Franklin Co.
Joan Orr	Maine Center for Public Health
Michele Polacsek	Maine-Harvard Prevention Research Center
Carol Raymond	Portland Public Schools
Stephanie Swan	Maine Dept. of Education
Ted Trainer	Medical Care Development, Maine Cardiovascular Health Program
Richard Veilleux	Portland HHS, Public Health Division
Dennise Whitley	American Heart Association
Melissa Yeaton	MSAD 9

Appendix 4

**Take Time! Schools
Pilot Sites
2004- 2004 School Year**

Contact	Pilot Schools
Mary Booth MSAD 75 50 Republic Ave Topsham, ME 04086 729-9961 x 254 boothm@link75.org	Williams/Cone Elementary School (360 students)
	Bowdoinham Community School (240 students)
	West Harpswell School (80 students)
	Harpswell Island School (240 students)
Edward (Ted) Trainer 19 Riverrun Lyman, ME 04002 622-7566 etrainer@mcd.org	M L Day School, Arundel Maine (K-8) (450 students)
Heather Henry Union 106 24 Pine Tree Shore Alexander, ME 04694 454-7787 pokylake@localnet.com	Calais Elementary School Calais Middle School Robbinston Grade School Alexander Elementary Schools
Jen Cash MSAD 17 5 Madison Ave. Oxford, ME 04270 744-0318 jen_fitts@sad17.k12.me.us	Agnes Gray Elementary , West Paris (140 students)
Anthony Anderson Gardiner Area High School 40 West Gardiner, ME 04345 582-0936 aanderson@sad11.k12.me.us	Laura E. Richards Elementary School, Gardiner (329 students) Riverview Community School, South Gardiner (103 students)
Carol White cawhite@smemaine.com	Chebogue Island School (K-5) 25 students