

Take Time!

Physical Activity in Schools Initiative

Year 2 (2005-2006)

Evaluation Report



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To learn more about *Take Time!* go to: www.maine-nutrition.org

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Take Time! Physical Activity in Schools Initiative **Project Evaluation, October 2006**

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!* was pilot tested in 10 schools during the 2004-2005 school year. Because of its initial success and continued interest among schools, *Take Time!* was continued for a second year. *Take Time!* requires schools to engage all students in 10 minutes or more of physical activity every day, outside of physical education classes or unstructured recess.

The Take Time! Pilot Program

Take Time! is a pilot program aimed at increasing opportunities for physical activity within elementary and middle school settings in Maine outside of regular physical education curriculum. Schools self-selected to participate in *Take Time!* based on interest and their knowledge of the program and its goals. School Health Coordinators from the Healthy Maine Partnerships helped to identify and recruit schools. Nineteen schools participated in the second year of this program during the 2005-2006 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 individual schools.

Evaluation process and framework

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

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

252 teacher surveys, 28 administrator surveys, and 457 student surveys were requested by and mailed to the school contacts in April 2006. School contacts then distributed and collected all surveys and returned them to the Maine Center for Public Health. 85 teacher surveys, 11 administrator surveys, 212 student surveys, and 7 coordinator surveys were completed and returned. (minor point--Numbers are suppose to be spelled out when they begin a sentence)

Evaluation Design

The following table describes the evaluation questions developed by the workgroup and which surveys were going to answer them. The individual surveys follow the evaluation design table.

	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. How did coordinators do their job? What worked? 7. 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, satisfaction with school and/or other school-level changes?
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 and teachers 3. Administrators and teachers reports of resources used 4. Challenges reported by administrators and teachers 	<ol style="list-style-type: none"> 1. How often and at what intensity were physical activity goals met by administrators and teachers? 2. What challenges were encountered by administrators and teachers in meeting physical activity goals? 	<ol style="list-style-type: none"> 1. Teachers' perceived need for discipline; stress level of administrators, teachers and students' perceived ability to focus; students' and teachers' absenteeism; perceived academic performance-teachers, students perspective; teachers' and students' satisfaction with school
Data Sources	<ol style="list-style-type: none"> 1. Administrator survey 2. Teacher survey 3. Student survey 4. Coordinator survey 			

Evaluation Results

Teacher Survey (N=85)

The vast majority of teachers who responded to the survey felt supported to participate in *Take Time!* by their respective school administration. 68% of survey respondents adopted special policies, procedures or activities as part of *Take Time!*. These included taking regular walks around the school with students, jumping jacks before math, movement with lessons, slap spelling, line dancing, use of stretch bands, and fruit and vegetable juggling. A complete list of policies, procedures and activities can be found in the raw data in Appendix 2 Teachers' favorite *Take Time!* resources included the boom box and CD's; stickers used in conjunction with calendars to document time spent being active; and samples for physical activity breaks. Teachers mentioned many other resources they used for *Take Time!* activities. These, too, can be found in Appendix 2. 73% of respondents reported setting physical activity goals for their classroom. 70% of those who set goals set a 10 minute goal; 10% set a 20 minute goal; and 10% set a 15 minute goal. Approximately 10% set "other" goals. Teachers reported their goals as having been "almost always met". Most teachers did not discuss *Take Time!* with parents.

82% (56 of 68) of teachers responding to the survey question about *Take Time!* impacts on students reported seeing benefits. Of these respondents, 77% (43 of 56) reported increased ability to focus; 48% (27 of 56) decreased stress level; 30% (17 of 56) decreased need for discipline; 20% (11 of 56) improved academic performance. One teacher reported decreased absenteeism. Teachers noticed other positive changes as a result of *Take Time!*. These included kids enjoyment and having more fun; improved motor skills; kids' improved endurance; and better relationship with the teacher. Approximately 18% of teachers reported seeing no benefits of *Take Time!*. Very few teachers (4 of 68, or 6%) reported negative changes as a result of *Take Time!*. These included not being able to fit in with all the academic expectations; hard to get the class calmed down after exercise; kids with discomfort around physical activity may become object of bullying; and students trying to sneak away during exercise.

Teachers reported almost always participating in physical activity with their students and about half noticed personal positive changes. These included decreased stress levels; increased ability to focus; and increased satisfaction with work. About one-half of teacher respondents noticed no positive personal benefits of *Take Time!* participation.

In general, teachers had very positive experiences implementing *Take Time!* even though they mentioned barriers such as finding enough time and all the academic expectations. Also mentioned quite often as a barrier was space, especially in the winter; and the experience that some students may be hard to get motivated.

55% of respondents said they would like to see a policy requiring physical activity for all students every day while 18% said they would not; and 26% said they didn't know whether they supported such a policy or not.

Teacher Survey Highlights

- The vast majority of teachers felt supported to do *Take Time!* by administration
- 68% of respondents reported adopting new classroom policies, procedures or activities to implement *Take Time!*
- 73% of respondents reported setting goals and almost always meeting them
- 82% of respondents reported *Take Time!* benefits as follow:
 - 77% reported an increase in their students ability to focus (34% in year 1)
 - 48% reported a decrease in their students' stress levels (26% in year 1)
 - 30% reported a decreased need for discipline in the classroom (10% in year 1)
 - 20% reported increased academic performance (7% in year 1)
- The vast majority of teachers reported positive experiences implementing *Take Time!*
- 55% of respondents wanted to see a policy requiring daily PE

Teacher Survey recommendations:

- Change survey methodology so that ALL teachers in participating schools are surveyed (teachers are tracked as to whether they returned a survey or not and teachers who don't fill out a survey may be follow-up with).
- Change survey analysis/reporting so that numbers reflect the non-respondents to each question.
- Add a question asking teachers what additional things *Take Time!* could do to help them get their kids more physically active.

Programmatic recommendations for *Take Time!* based on Teacher Survey data:

Support teachers by improving on and increasing availability of teachers favorite resources and activities such as boom boxes, CD's, stickers, calendars and samples for physical activity breaks.

Student Survey (N=212, K-7)

86% of student respondents reported taking part in *Take Time!* this school year. Students overwhelmingly reported liking *Take Time!* activities. Some students reported not liking the fact that they didn't get to do it everyday or for long enough and some reported being bored by too much repetition with the activities. 68% (128 of 187) reported it was "really fun" to be more active while 25% 946 of 187) reported that it was "a little bit fun" and 7% (13 of 187) reported that "it wasn't fun at all". 47 % (102 of 215) reported having the right amount of time for physical activity while 38% (81 of 215) reported not having enough time to be active during the school day. Mostly, students reported wanting more and longer recess and other opportunities like games for physical activity.

Students reported mostly positive changes because of their increased activity. 52% of respondents reported no changes. 55% of respondents reported finding it easier to think; 30% get in trouble less; 30% have less stress; 7% happier with school; and 5% get better grades. Students also reported some negative consequences to being more physically active. 38% reported getting in trouble more; 15% harder to think; 5% have more stress; 3% less happy with school; and 2% get worse grades.

94% (102 of 205) of respondents reported feeling good about the possibility of having more PE; 90% (180/200) about more recess; 83% (165/198) about more physical activity breaks; and 93% (186 of 201) about more active special events like "field day". When asked about things that make it harder to be active at school, 57% (121) reported the weather makes it hard; 53% (113) not enough time; 47% (99) recess taken away for punishment; 26% (56) don't have enough equipment; 17% (36) not enough space; and 11 (24) didn't know of anything.

Student Survey Highlights

- Students overwhelmingly liked *Take Time!* activities
- 68% reported it was "really fun" to be more active
- 38% reported not having enough time for physical activity during school
- Students reported:
 - 55% reported it was easier to think
 - 52% reported nothing changed
 - 38% reported getting in trouble more
 - 30% reported getting in trouble less
 - 30% reported less stress
- Over 90% felt good about the possibility of more opportunities for daily Physical activity
- 57% reported weather as a barrier to physical activity
- 53% reported not enough time as a barrier to physical activity
- 47% reported recess being taken away as punishment—as a barrier to physical activity

Student Survey recommendations:

It is unclear if students recognize “Take Time” and therefore may not be answering survey questions related to “Take Time”. Because of the students ages and the variation in their ability to answer survey questions and that fact that these surveys have not been validated with this population, the program may want to consider dropping the student survey in future evaluation efforts. If the survey is kept,

- Attempt some type of systematic sample of students.
- Survey only a specific, older age group of students and make sure the survey is written for that particular age group.
- Change survey analysis/reporting so that numbers reflect the non-respondents to each question.
- Also, keep track of the total number of student surveys so a response rate may be calculated.

Programmatic recommendations for *Take Time!* based on Student Survey data:

Some teachers may be taking away recess or physical activity as punishment for undesirable behavior. *Take Time!* may want to stress the importance of not doing this with school administrator and teachers as well as have some written materials available for teachers which include alternatives to taking physical activity away.

Because students overwhelmingly support the idea of more physical activity and cite lack of space, weather, and equipment as primary barriers, whatever *Take Time!* can do to support teachers will help improve physical activity for students.

Both teachers and kids noted “some kids fooling around” as downsides to physical activity breaks. Giving teachers tips and information on how to control behavior during physical activity breaks might be a good idea.

Given how much students supported the idea, more recess and more special events like “field days” may be recommendations for school administrators as school-wide policy changes.

Administrator Survey (N=11; 9 principals; 1 vice principal)

Five administrators reported first-year participation in *Take Time!* while 5 reported continuing participation. One administrator didn't know if they were a first-time participant. Generally, administrators reported following *Take Time!* recommendations for program implementation. The weakest implementation area (score of 3.4 out of 5) was documenting time students spent being active. All administrators except one reported informing parents about *Take Time!*. 40% reported adopting school-wide policies to support *Take Time!* such as staff development on Brain Gym. Ten (91%) reported setting physical activity goals for the school. Eight administrators reported their goals were 10 minutes per day and three reported 15 minutes per day. Time was the barrier most often mentioned by administrators. Six administrators (55%) reported participating in *Take Time!* activities and 4 (67%) reported decreased stress levels while 3 (50%) reported increased satisfaction with work as a result. One administrator reported having a policy requiring physical activity for all students at school every day. Six administrators (55%) reported wanting to see a policy requiring physical activity for all students at school every day. Eight administrators (73%) reported planning to use *Take Time!* concepts as part of their school wellness policy.

Administrator Survey Highlights

- 40% reported school-wide policies adopted to implement *Take Time!*
- 91% reported setting school-wide physical activity goals
- 55% reported participating in *Take Time!* personally
- Majority of those who participated reported personal *Take Time!* benefits
 - 67% reported decreased stress
 - 50% reported increased satisfaction with work
 - 50% reported not noticing any changes
 - 9% reported an increased ability to focus
- 73% plan to use *Take Time!* concepts as part their school wellness policy.

Administrator Survey recommendations:

- Change survey methodology so that ALL administrators in participating schools are surveyed (administrators are tracked as to whether they returned a survey or not and administrators who don't fill out a survey may be follow-up with)
- Change survey analysis/reporting so that numbers reflect the non-respondents to each question.
- Add a question about any school-wide benefits of *Take Time!* observed.

Programmatic recommendations for *Take Time!* based on Administrator Survey data:

The weakest area of implementation, as reported by the administrators was documenting the time students spent being physically active. Therefore, supporting administrators' ability to document school-wide changes and students time participating in physical activity may help document changes over time and also encourage school-wide policy changes.

Coordinator Survey (N=7)

Coordinators were asked about their role implementing *Take Time!*. Coordinators reported a variety of roles including garnering buy-in from the school administration; familiarizing administrators and staff with the program, providing assistance when needed, modeling *Take Time!* and providing examples and ideas for teacher. 43% (3 of 7) of coordinators reported encountering barriers to project implementation. These included teacher willingness to participate; the perception that physical activity does not belong in the classroom; and daily demands on teachers. Most coordinators reported distributing materials at staff meetings and through presentations. One forwarded the materials to the school's administration to distribute. Coordinators also mentioned the importance of administrator buy-in and the ultimate importance of teacher support in making the program successful. Finding champions; frequent contact with the school; ideas to help motivate teachers; and modeling the program at staff meetings were deemed key factors in success. 86% (6 of 7) of coordinators reported *Take Time!* concepts being included in the district's wellness policy.

Coordinator Survey Highlights

- Coordinator roles included:
 - Garnering administrative buy-in
 - Familiarizing staff with *Take Time!*
 - Providing assistance when needed
 - Modeling *Take Time!* for teachers
- Staff meeting presentations used most often to fulfill role
- Most successful strategies included:
 - Finding champions
 - Frequent contact with the school
 - Ideas to help motivate teachers
 - Model program at staff meetings
- 86% reported using *Take Time!* concepts in district wellness policies

Coordinator Survey recommendations:

- Change survey methodology so that ALL coordinators in participating schools are surveyed (coordinators are tracked as to whether they returned a survey or not and coordinators who don't fill out a survey may be followed-up with)
- Change survey analysis/reporting so that numbers reflect the non-respondents to each question.

Programmatic recommendations for *Take Time!* based on Teacher Survey data:

Support coordinators in finding champions, frequently contacting schools and making school presentations, and modeling behavior for teachers

Summary of Recommendations (for current level of resources)

Summary of recommendations around evaluation methodology and design

Overall

- Track survey response rates and follow-up with some non-responders
- Consider shortening the teacher and administrator surveys and keep only the most important questions
- Link all surveys by a unique school variable for each school so that analyses can be performed that links students, teachers and administrators and coordinators at each school
- Change survey analysis/reporting so that numbers reflect the non-respondents to each question.
- Create a logic model for *Take Time!* that links activities and outcomes and defines key indicators and measures for each level

Teacher survey

- Change survey methodology so that ALL teachers in participating schools are surveyed (teachers are tracked as to whether they returned a survey or not and teachers who don't fill out a survey may be follow-up with)
- Add a question asking teachers what additional things *Take Time!* could do to help them get their kids more physically active

Student Survey

- Consider dropping the student survey in future evaluation efforts. If the survey is kept,
 - Attempt some type of systematic sample of students
 - Survey only a specific, older age group of students and make sure the survey is written to that particular age group

Administrator Survey

- Change survey methodology so that ALL administrators in participating schools are surveyed (administrators are tracked as to whether they returned a survey or not and those who don't fill out a survey may be follow-up with)
- On the administrator survey, consider adding a question about any school-wide benefits of *Take Time!* observed

Coordinator Survey

- Change survey methodology so that ALL coordinators in participating schools are surveyed (coordinators are tracked as to whether they returned a survey or not and coordinators who don't fill out a survey may be follow-up with)

Summary of programmatic recommendations based on evaluation results

- Support teachers by improving on and increasing availability of teachers' favorite resources and activities
- Stress the importance of not taking away physical activity for punishment
- Provide teachers tips and information on how to control behavior during physical activity breaks
- Recommend more recess and more special events like "field days" for school administrators as school-wide policy changes.
- Support administrators' ability to document school-wide changes and students time participating in physical activity
- Recommend coordinators find champions, frequently contact schools, and make school presentations, and model behavior and activities for teachers, attempt having a designated time at staff meetings for evaluation and modeling purposes.

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=85	<ul style="list-style-type: none"> Teachers felt supported to participate in <i>Take Time!</i> Teachers' favorite <i>Take Time!</i> resources included the boom box and CD's; stickers used in conjunction with calendars; and samples for physical activity breaks. Teachers mentioned other resources they used for <i>Take Time!</i> activities Most teachers did not discuss <i>Take Time!</i> with parents. In general, teachers had very positive experiences implementing <i>Take Time!</i> even though they mentioned barriers such as finding enough time and all the academic expectations. Also mentioned quite often was space-especially in the winter; and the experience that some students may be hard to get motivated 	<ul style="list-style-type: none"> 68% adopted policies, procedures or activities as part of <i>Take Time!</i>. 73% of respondents reported setting physical activity goals for their classroom. 70% of those who set goals set a 10 minute goal; 55% of respondents said they would like to see a policy requiring physical activity for all students every day while 	<ul style="list-style-type: none"> Teachers reported almost always participating in physical activity with their students Teachers reported their physical activity goals as having been "almost always met". 	<ul style="list-style-type: none"> 82% (56 of 68) reported seeing <i>Take Time!</i> benefits for students: 77% (43 of 56) reported increased ability to focus; 48% (27 of 56) decreased stress level; 30% (17 of 56) decreased need for discipline; 20% (11 of 56) improved academic performance. One teacher reported decreased absenteeism. <p>Teachers noticed other positive changes:</p> <ul style="list-style-type: none"> Kids' enjoyment and having more fun improved motor skills improved endurance better relationship with the teacher. <p>Very few teachers (4 of 68, or 6%) reported negative changes as a result of <i>Take Time!</i>:</p> <ul style="list-style-type: none"> Not being able to fit in with all the academic expectations Hard to get the class calmed down after exercise kids with discomfort around physical activity may become object of bullying students trying to sneak away during exercise.

Students N=212	<p>Process of Creating Opportunities in the School</p>	<p>Short Term Outcomes: School environment changes (policies, activities and resources used)</p>	<p>Intermediate Outcomes: Students’ and teachers’ physical activity</p>	<p>Long Term Goals: Benefits of physical activity (health and well being)</p>
	<ul style="list-style-type: none"> • Students overwhelmingly reported liking <i>Take Time!</i> activities. • 68% (128 of 187) reported it was “really fun” to be more active 	<ul style="list-style-type: none"> • 94% (102 of 205) of respondents reported feeling good about the possibility of having more PE; • 90% (180/200) about more recess; 83% (165/198) about more physical activity breaks; • 93% (186 of 201) about more active special events like “field day”. 	<ul style="list-style-type: none"> • 86% of student respondents reported taking part in <i>Take Time!</i> this school year. • 38% (81 of 215) reported not having enough time to be active during the school day. • 57% (121) reported the weather makes it hard to be active; • 53% (113) not enough time; 47% (99) recess taken away for punishment; • 26% (56) don’t have enough equipment; 17% (36) not enough space 	<ul style="list-style-type: none"> • 52% of respondents reported no changes. • 55% of respondents reported finding it easier to think; • 30% get in trouble less; • 30% have less stress; • 7% happier with school; and • 5% get better grades <p>Students also reported some negative consequences to being more physically active. 38% reported getting in trouble more; 15% harder to think; 5% have more stress; 3% less happy with school; and 2% get worse grades.</p>

Administrators N=11	<p>Process of Creating Opportunities in the School</p>	<p>Short Term Outcomes: School environment changes (policies, activities and resources used)</p>	<p>Intermediate Outcomes: Students' and teachers' physical activity</p>	<p>Long Term Goals: Benefits of physical activity (health and well being)</p>
	<ul style="list-style-type: none"> • Five administrators reported first-year participation in <i>Take Time!</i> while 5 reported continuing participation. One administrator didn't know if they were a first-time participant. • Generally, administrators reported following <i>Take Time!</i> recommendations for program implementation. The weakest implementation area (score of 3.4 out of 5) was documenting time students spent being active. • All administrators except one reported informing parents about <i>Take Time!</i>. • Time was the barrier most often mentioned by administrators 	<ul style="list-style-type: none"> • 40% reported adopting school-wide policies to support <i>Take Time!</i> • Ten (91%) reported setting physical activity goals for the school. • Eight administrators reported their goals were 10 minutes per day and three reported 15 minutes per day. • One administrator reported having a policy requiring physical activity for all students at school every day. • Six administrators (55%) reported wanting to see a policy requiring physical activity for all students at school every day. • Eight administrators (73%) reported planning to use <i>Take Time!</i> concepts as part of their school wellness policy. 	<ul style="list-style-type: none"> • Six administrators (55%) reported participating in <i>Take Time!</i> activities 	<ul style="list-style-type: none"> • 4 (67%) reported decreased stress levels • 3 (50%) reported increased satisfaction with work

	Process of Creating Opportunities in the School	<u>Short Term Outcomes:</u> School environment changes (policies, activities and resources used)	<u>Intermediate Outcomes:</u> Students' and teachers' physical activity	<u>Long Term Goals:</u> Benefits of physical activity (health and well being)
Coordinators N=7	<ul style="list-style-type: none"> • Coordinators reported a variety of roles including garnering buy-in from the school administration; familiarizing administrators and staff with the program, providing assistance when needed, modeling <i>Take Time!</i> and providing examples and ideas for teachers. • 43% (3 of 7) coordinators reported encountering barriers to project implementation. These included teacher willingness to participate; the perception that physical activity does not belong in the classroom; and daily demands on teachers. • Most coordinators reported distributing materials at staff meetings and through presentations. • Coordinators mentioned the ultimate importance of teacher support in making the program successful • Finding champions; frequent contact with the school; ideas to help motivate teachers; and modeling the program at staff meetings were deemed key factors in success. 	<ul style="list-style-type: none"> • 86% (6 of 7) of coordinators reported <i>Take Time!</i> concepts being included in the district's wellness policy 		

Detailed findings/Appendix 2**Teacher Survey 2006****(RESULTS OF ALL SCHOOLS / N=85)**Today's Date: May/June 2006Name of your school: Athens, Bowdoin, Bowdoinham, Carrier Ricker, Central, Cornville, Harpswell, Helen Thompson, Laura E. Richards, Libby Tozier, Madison, Mt. Ararat MS, Pittston, Riverview, Shirley, TC Hamlin, West Harpswell, Williams-ConeWhat grade(s) do you teach? PreK-8 What subject(s) do you teach?

How many years have you participated in Take Time!:

first year 44 second year 24 other/don't know 10

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

78 YES1 NO4 I Don't Know

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

- Encouraged us to walk around the building whenever we wanted to with our class.
- Walking around the building – ¼ mile.
- Encouragement.
- Never said we couldn't do it. Always supported us.
- Mentioned it – said it was optional.
- It was available.
- Encouragement and visits from Anthony.
- Time for doing it.
- Anthony Anderson was invited to speak at one of our staff meetings and he also visited our classrooms and demonstrated with the students some kid-friendly Take Time! activities.
- Got the information to all teachers and encouraged discussion.
- Time to exercise, materials, ideas.
- My administrator brought the program to our attention and required it of all grades.
- Encouragement to include walking in our daily schedule.
- Allows us to utilize classroom instruction time for physical activities.
- Encouragement.
- Allowed Fawn and Amy to make presentations. Encouraged teachers to participate with classrooms.
- That's me (Principal/Teaching Principal).
- Allowed or encourage to Take Time! during the day to move with the students.
- The whole school was encouraged to participate.
- Asked who wanted to participate; I said "Yes." I never saw the curriculum or followed through with the program.

- He encouraged us to do so at the beginning of the year.
- Diane was instrumental in setting it up and making sure it was carried through.
- A daily five minute walk around the playground after recess at noontime.
- It was added into the schedule.
- Provided the extra five minutes to exercise during recess each day
- Yes, we have five minutes of walking every day after recess.
- List of sample activities.
- Each classroom teacher provided at least ten minutes of structured physical activity.
- Encourages motor breaks.
- My team teacher and I give our students motor breaks because we believe it's beneficial, physically and academically.
- Reminders in staff bulletins.
- Yes, gave me free reign to take kids out, extra recess, play music in classroom for dance breaks. No, no information given to me.
- Brief discussion at an early staff meeting. We also have some whole-school exercise events – largely the work of Anne Martin, PE instructor.
- I am sure he did, but never heard much about it. Wish we knew more about it.
- Introduced at staff meeting by nurse.
- Explained at a staff meeting.
- Allowed students to take part in program.
- Allowed it to be integrated at various times during the day – early morning, break walks, lunch recess, and after school. Sleds purchased for winter fun activities, cross country skiing, swimming monthly, walking.
- Gave us time to do the activities.
- Open to all ideas and suggestions.
- Changing announcements to accommodate morning walk.
- Encouraged participation also included in some activities.
- Talked with us about the program.
- The administration supported the program by allowing us to take ten minutes out of academic time for PA.
- Supported workshop attendance. Discussions at staff meetings, check-in each month, etc.
- Materials.
- Said okay to go outside if structured Take Time! activity. Wanted us to do the program to get the kids moving more.
- Supplied materials, tapes, and idea packets.
- Encouraged all classes to find a way to add the extra movement.
- Allowing us the freedom to develop the program.
- Yes, we exercised regularly. No, difficulty getting healthier student lunches.
- We walked every morning; weather permitting.
- We walked every day; also our administration was supportive of me using the gym to integrate movement into lessons.
- Arranged and attended meetings with group and with Nutrition Network representative, Angela.

2. Did you adopt any classroom or other policies, procedures or practices/activities as part of the *Take Time!* physical activity program?

52 YES

24 NO

If YES, please tell us what they were

- We walk the building every day we can and put up ¼ for each walk. When we get one mile, we put up a link. So far, 34 miles have been logged!
- I do Brain Gym with my students every day. Occasionally we walk around the building for a PM walk or do jumping in classroom or line dancing.
- Walking around the building in the fall and the spring.
- We either exercise before snack or walk around the school.
- Music – dance and movement.
- Movement CDs.
- We play a lot of music and move and dance around.
- Take five is a transition activity for my children. We do it daily and the children love it.
- Occasional activities. Slap spelling we did often.
- Movement CDs.
- Before assessments, we do a series of Brain Gym activities.
- Line dancing as an option. Class basketball games.
- We began weekly/daily walks.
- Walking every day ten minutes required; students may jog or run if they so desire.
- I took the students to the gymnasium to exercise to dancing video, etc.
- Classroom activities – regularly do activities; often story time in the afternoon.
- Not sure what you mean by policies, procedures, practices...Do you mean like a regular routine for Take Time!? Then, NO!
- Tried to keep treats/snacks healthy.
- Morning dance to warm up for the day. Stretch bands for room to use for physical activity.
- The helper of the day got to choose what type of activity; songs, roll dice, stretchy bands, or yoga stretches.
- Hourly motor breaks, yoga. One hundred jumping jacks before math each day.
- I've been consistent in giving my class 30 minutes extra gym time weekly. It's intense action, plus I often do mini-lessons on stretching, warm-up, etc.
- Activities added to my morning meeting. Extra recesses.
- Twice a week we had a physical activity as part of our morning meeting routine. Three times a week we dance at the end of the day. We did Brain Gym exercises twice daily.
- We stretch right before lunch.
- At the end of recess daily the children had to walk for five more minutes. On indoor recess days, at lunch the kids did movement of some sort. Aerobic dance (Cotton Eyed Joe) or other movements.
- Setting timer/activity when it goes off, Friday activity period, walks in the hall.
- Movement time – ten minutes per day.

- We specifically built in a ten-minute break for each day to coincide with a more difficult academic subject realizing a break before energizes students.
- Yoga, tooth brushing.
- Added even more gross motor breaks and an extra motor lab during afternoon KinderStart program.
- More as a result of nutrition unit; goal-setting. In preparation for nutrition goal, we set whole-class exercise goal and included it in (most) days.
- “Healthy snack” emphasized. Exercise goals set as part of nutrition unit.
- Morning meeting games to get up and move. Walk one mile per day in nice weather (walk across Maine then to NY...)
- Walked every morning for 15 minutes.
- Morning walk. (3)
- Spelling B-ball. Multiplication tag.
- Everyone participates.
- I try to do ten minutes of activity daily.
- Healthy food choices at parties. Healthy snacks.
- More emphasis on nutrition – healthier snacks, including party treats/exercise breaks during school day.
- Walking outside, movement Toe Knee Chestnut, stretches.
- The helper of the day could choose the music and lead exercise or choose someone to do it.
- Short breaks to move and get rejuvenated.
- We turned our circle time into moving to music and math daily.
- Using CDs and ideas – need to use them more frequently.
- We do a school-wide, 20-minute exercise program each day. (Walk outside when weather permits or dance/stretch/yoga/exercise tapes in the gym.)
- Walking every morning.
- I have done stretching/yoga and Brain Gym during short breaks. These things work wonders!
- The CDs are great. Group juggles with fruits and vegetables. I hope to read the text and create some breaks and routines now.

3. Please indicate which, if any, of the provided resources you used to support the *Take Time!* program? *Please check all that apply and rate how useful they were.*

	Not useful			very useful	
	1	2	3	4	5
27 Sample <i>Take Time!</i> guiding document 3.53					
36 Samples for physical activity breaks 3.82					
35 Sample activities for the classroom 3.74					
22 Fact Sheets 3.59					

37 Stickers	1	2	3	4	5
4.06					
41 Calendars to document time	1	2	3	4	5
3.91					
24 Dole 5-A-Day music CD	1	2	3	4	5
3.90					
43 Boom box and other music CD's	1	2	3	4	5
4.37					
28 Fruit and Vegetable toss toys	1	2	3	4	5
3.63					
16 Others resources you used	1	2	3	4	5
4.33					

(Please tell us: _____)

- I use yoga for movement.
- Stretchy bands.
- Brain Gym publications.
- Anthony Anderson's visits.
- Jump-Start Action songs, with Ronno, Get Funky – Laurie, Don, Jan
- Therabands.
- Flex strips.
- Stretch bands. (2)
- Dice.
- Not aware of these resources.
- Responsive classroom. I didn't receive resources.
- Kids in Motion CD. Brain Gym.
- Diane used CDs and videos at indoor recess times.
- I wasn't given any printed materials.
- Resources? Did I miss something?
- I'm not aware of (or didn't receive) most of these being available.
- Didn't have any of these.
- Having been a PE teacher, I had a variety of activities on days that were cold/rainy.
- PE supplies, walking stones, jump rope, hoola hoops.
- Didn't see this material.
- We do not have these resources.
- Never knew about these or I might have used them.
- When/how were these provided?
- Did not know any of these were available – could have used some. (2)
- Did not use.
- Posters/books/videos about yoga for young people.
- Green stretch bands. (3)
- Other CDs with music that's fun to move to.
- Various CDs – Kids in Motion, Kids in Action.
- Dance CDs.

- Fit strips.
- The fruits and veggies didn't last long.
- Yoga books, dance videos, basic Tybo.

4. Did you set any physical activity goals for your classroom?

61 YES 22 NO

- No, but we will measure the distance we've walked, radiating out from our school to see where we've reached on the Maine state map.
- I only work half time in AM Wednesday is late start and two mornings a week. Kids have specials. Limited time. Three days a week we did extra activity over and above recess time; especially on rainy days.
- Do a brisk circuit of the field every afternoon. Some students did 1½-3 times.
- Improve upper body strength.
- Fine motor group.
- KinderStart teacher, Vickie Stanley, set up marathon program for the year, charting the laps children ran.
- One mile per day or 20 minutes.
- Five minutes per day (I teach ½ day kindergarten).

If YES, please check the appropriate boxes:

Goal: _____

42 10 minutes per day

6 15 minutes per day

6 20 minutes per day

6 Other (specify) _____

- Five minutes a day.
- Every possible minute they were with me.

Please rate how often the goal above is being met on a scale from 1 – 5
(circle appropriate response)

Almost never met

Sometimes met

Almost always met

1

2

3

4

5

4.30

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

13 YES 68 NO

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

- Explained what our fraction chart is about.
- But we sent home info for the Take Time! at home portion. We did three months of tallying and creating graphs.
- I didn't even think to do that.

- Newsletter beginning of year.
- That kids need to move and parents agree!
- We did notify parents that we would conduct these motor breaks.
- No, although some parents commented positively about yoga/marathon activities that children talked about at home.
- Our “Walk Across Maine” goal and benefit of doing something active every day.
- This is something I will do another year if we are allowed to continue.
- Walking with teachers each day as one of our physical activities. PA is so important to help oneself stay healthy.
- Informing parents that the children would be taking one mile walks as often as possible daily.
- Sending healthy snacks; limiting TV time.
- I never even thought to bring it up.
- Healthy eating and movement helped students concentrate.
- Discussed the exercise program.
- Simply talked about the things we do K-5 in the gym (most of winter and rainy days). We walk every day we can. It is incredible to see K-5 all doing yoga or Cotton Eye Joe or aerobics.

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

20 YES

58 NO

If YES, how did you do this?

- We engaged in a walking program from December-February called Walk for Help and Health. We raised \$400 for homeless children in Africa while benefiting ourselves by walking ½ mile daily.
- I didn’t personally do this. It may have been explained in our school newsletter.
- Via principal newsletter. (3)
- Letters home and requests for supporting volunteers.
- No, referred to it as our class exercise goal, not Take Time! Yes, through school web page – classroom homework/notes spot in newsletter from classroom.
- Newsletter and bulletin board charting marathon activity throughout the year.
- Through the ITG program.
- I will inform parents if we do this program again next year.
- We talked with the parents. We also invited them to join us in our activities. Exercise daily is so important in staying healthy.
- Being a small K-5 school with eight students, I was able to discuss ongoing PA needed by students on a daily basis. Parents very supportive of any activity for students. We do not have a PE teacher.
- Letter.
- I told them about it in a newsletter. (2)
- At our end of the year musical and through notices about good foods for snacks.
- Parents know we walk every morning.
- Each teacher sends home weekly newsletters where what we do is often mentioned.

7. Did you notice any difference, in any of the following, among your students as a result of the *Take Time!* physical activity program?

56 Yes, I saw benefits

If you saw benefits, please check any of the following:

17 Decreased need for discipline 27 Decreased stress level
43 Increased ability to focus 1 Decreased absenteeism
11 Improved academic performance

Did you notice any other positive changes?

- Fraction awareness.
- Kids better able to continue with work.
- Kids enjoy it.
- The children seemed to enjoy the activity together.
- Students learned to self-assess and some began to independently use some of the activities when they needed it for themselves personally.
- Anytime they (K-1) students move is positive.
- Students looked forward to it each day.
- Students enjoyed the early morning routine of walking and exercising together.
- Loved the activities and they were getting regular physical activity. Also a different forum to interact with students – walking, volleyball.
- Following activity time they were focused and quiet.
- Classroom community was positive.
- Enthusiasm and empathy for others also tolerance for everyone's differences.
- No, but I know I need to do more next year!
- Kids had fun learning to dance.
- Great routine! They seem to look forward to it.
- Increased stamina for physical activity – pride in this by students.
- More relaxed.
- Greater student engagement after motor breaks.
- Most students enjoyed the activity.
- Improved motor skills.
- Happy faces, good relationship with teacher.
- They were eager – reminded me. Gave us all a break/fresh start in the long afternoons.
- Increased awareness of benefits of PA.
- Excitement about exercise and walking for fun.
- The children asked to do movement activities.
- Students who were hesitant about exercising at first eventually joined in the exercise and appeared to enjoy the various activities.
- I've done these types of activities for years. Helps to reawaken the brain.
- Kids looked forward to Take Time! which meant they looked forward to exercise.
- Students enjoyed it.

12 No, I did NOT see any benefits

Did you notice any negative changes as a result of *Take Time*?

- Yes, students trying to “sneak” out of exercise and then lying about participation.
- I couldn’t fit it in with all the academic expectations and assessments.
- At times, it was hard to get the class calmed down after the activity.
- An individual with social-physical uncomfortableness (if not beneficial) can become a difficult harassment, bullying problem.

8. Please indicate how often you participated in the physical activity with your students (circle appropriate response)

Never		Sometimes		Always	
1	2	3	4	5	<u>4.30</u>

9. Did you notice any positive changes in yourself as a result of any increased physical activity due to *Take Time!* during the school day:

28 Decreased stress level

14 Increased satisfaction with work

0 Decreased absenteeism

15 Increased ability to focus

29 I didn’t notice any changes

10 Other

(please tell us _____)

- More energy.
- Looked forward to having fun with kids.

If you noticed any negative changes in yourself as a result of *Take Time!*, would you mind describing them?:

- This is my first year of teaching and it seemed that I used Take 10 as a reward for behavior, as well as something we did as long as their work was finished. I know, I know, wrong idea. I would like to use it more for the right reasons next year and view the tapes in the library. This year has been very overwhelming, but I do view physical education as very important and a benefit for kids.
- With so many tests and assessments and standards to prepare for it is hard to fit it all in. If something didn’t get done, it was often this.
- My activity choices were dictated by my bad knee.
- Mostly outside – loved sunshine and fresh air.
- Better relationship with students – kind of a socializing time while walking.
- Just love the physical movement.
- Increased stress to fit all academic subjects into the school day.
- I always did whatever I asked the kids to do. Feel happy; closer to my students.
- Helps me focus on my own diet goals. Occasional back pain.
- The kids who don’t, won’t, can’t? Trying to encourage make comfortable or dealing with the behaviors is hard, wearing at times.

10. Please describe any challenges or barriers you may have encountered implementing the *Take Time!* physical activity program:
- Time, as always.
 - Finding time – planning another thing – it just had to happen or not.
 - If we wish, as a district, to implement ten (min. or more) for Take Time! – we need to eliminate something from our curriculum or lengthen the school day. We are in overload already!
 - My room area sometimes seemed too cramped.
 - Being a new teacher, it was hard to fit it in. I'd like more ideas for in class activities. I do think it is important and I want to try to make it a priority next year.
 - Just finding the ten minutes.
 - Remembering to take class time. Finding the time.
 - Finding a consistent time. I would have loved to have used snack break time as a physical activity and water break.
 - Finding time to Take 10.
 - TIME. I don't have enough time to get through all my curriculum subjects and units as it is.
 - Academic schedule, but not huge barrier.
 - Time!
 - Time. Expectations for academics.
 - Remembering to Take Time! or having so much curriculum to cover, no time for Take Time!
 - Sometime, space. If weather was bad and gym in use, we would walk the halls or use tape in room. A bit crowded with 21 students at 5/6 grade ages and sizes.
 - Sometimes there just wasn't time to fit the full ten minutes into the class time.
 - I had a knee replacement in March. Hopefully next year I can expand our exercise ideas.
 - I have a student in a wheelchair so it was difficult at times.
 - There is never enough time for all that I want to do! I would like more suggestions for ways to mix learning and activity.
 - Finding the time.
 - I should do it the same time each day, but I don't. Schedule gets crazy!
 - Not enough time. I was not aware of items in #3.
 - Weather on rainy days hampered it. We did physical activities in the classroom to substitute – but some students didn't handle that as well, and some didn't put in the effort.
 - I was not aware of the Take Time! program.
 - Time – although easier in K to build in motor breaks throughout the class time.
 - Fitting exercise into the school day.
 - The balance of academic time and physical time – making students realize they can have the best of both worlds!
 - Taking the time to do the PA knowing that it was taking away from academics.
 - Time constraints.
 - Time. Motivating some students to get active.
 - Time is always an issue.

- Kids liked large area activities – gym not always available.
- Finding time (remembering and recording) to fit in during a ½ day program.
- Remembering to Take Time! with a very busy schedule.
- Sometimes difficult to give up even a few minutes when demands on time increase.
- Scheduling.
- There isn't time to fit ten minutes especially days that we have specials. We can always fit in some stretches however; keeping track and writing it down takes time.
- Another thing to remember. This is not a complaint. It's a statement. This program has good intentions, though, and I believe in it.
- Some student attitudes of not participating.
- Finding time – some days are too filled already!
- We do the program in the AM. I am not an AM person and would prefer to do it in the afternoon.
- Weather.
- Students who did not want to participate. I would also recommend, if doing school-wide, daily movement, that staves create a schedule for being responsible for planning the movement.
- Occasional “time” re-evals among staff. It was always worked out never compromising moving.

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

42 YES

14 NO

20 Don't know

- No, I would like to see more, but I don't think we need another policy.
- Only with decreased expectations in another area and more recess or PE time.
- Not requiring, strongly recommended. How about more structure gym time. The last school I worked in the primary students had gym twice a week for 30 minutes each time.
- I think I could have done a better job of fitting activities in every day if I tied it with my snack.
- Recommended is okay; require is not.
- They have recess twice a day and PE once a week. Time is the issue.
- Encouragement, shared ideas – Yes. Policy – No.
- No, only because I don't have the time I need now to get everything in.
- Yes, but where will we find the time/or what do we give up?
- No, workshops during staff development days with motor break suggestions/techniques taught. Sick of policies. Would like to see PE in middle and high school all year long.
- Yes, that was our goal!
- We have enough mandates!
- I really feel it's got to be wanted, supported by staff doing it. Otherwise it would probably have to be a paid policy position.

Thank You!!

Student Survey 2006

(RESULTS OF ALL SCHOOLS / N =212)

Name of your school: ALL Grade you are in: K-7

1. Did you take part in *Take Time!* this year? Take Time is a program that adds time for physical activity during the school day.

183 YES

2 NO

8 I don't know

18 I've never heard of "Take Time".

If YES, what did you like best about *Take Time!*?

- The Tony Chestnut song. (4)
- Nothing.
- I liked the dancing.
- The songs. (2)
- The end.
- I liked hook up. (4)
- Dyno bands. (10)
- Having fun.
- I like moving around with my friends. (4)
- Walking. (4)
- Because you get to exercise. (2)
- We could socialize and listen to music.
- I liked moving around. (2)
- Playing volleyball.
- To be out of class.
- Nothing.
- I liked walking to music.
- We could talk.
- I like the stretch bands. (3)
- Body Boogie. (3)
- I liked when we used the fit strips and the upper body work.
- Going outside. Playing capture the flag. (7)
- The walks and capture the flag.
- Taking a walk every day. (4)
- We can take a break from school. (6)
- I got to go outside and move. (5)
- We got to get some exercise and a break.
- Going in the woods.
- We got to hang with friends. (7)
- We can take a break from school. (3)

- Fresh air. (7)
- I like walking around. (2)
- Being athletic.
- Going for walks around school.
- Getting up once in a while.
- Koosh wars. (2)
- The cool air.
- Having walks and fun games.
- We played games outside.
- Get to waste class time.
- Time to refresh from school or get rid of stored up energy.
- It's a break that you can get energy.
- Seeing the frogs.
- We get five extra minutes.
- Getting the exercise.
- Dance. (4)
- You get to run, that's why it's fun.
- I like the fresh air.
- I like to go outside to jog and walk.
- Walking. (5)
- We did Dance Around the World and we got to walk down the road.
- Sledding down the hill.
- I liked the music. (7)
- You could get active and it was fun.
- You could use all your energy.
- Stretching. (4)
- The music, dancing, and "follow the leader." (2)
- Dancing. (5)
- "Follow the leader."
- Jumping jacks, walking, everything.
- Recess was fun.
- It's healthier. (2)
- I liked the jumping jacks.
- Getting to walk.
- You get stronger.
- Because you get exercise.
- Walk time. (2)
- It took time away from school work. (2)
- You have to get your body moving.
- Getting to move with friends.
- Running.
- Dancing. (4)
- Having time to socialize and exercise at the same time.
- The fact our school walks in the morning.
- I got to move and wake up in the morning.
- That we got to be in the gym and exercise.

- Using the big rubber bands.
- That we learned to be active.
- To have fun and exercise. (2)
- No work for that time and I moved in the morning.

If YES, what did you like least about *Take Time!*?

- The calming/settling exercises.
- The salted stuff.
- We didn't get to do it every day. (4)
- Everything. (2)
- I don't like some of the exercises.
- Tony Chestnut. (3)
- When you have to stop.
- Boring.
- When kids fooled around.
- We only have ten minutes. (2)
- When people don't pick a physical activity.
- I had to.
- I easily was bored.
- I didn't like as much the smell of the bands.
- I did not like some of the stretches.
- The stretch strips. (2)
- The running.
- I didn't like when it ended.
- You lying to us about your stomach.
- Playing kickball.
- We do the same thing every time. (4)
- Weeding. (3)
- We didn't get to do it for long. (13)
- Taking out plants.
- Walking on the sidewalk.
- When we had to be inside.
- The bees when they were outside.
- Teachers reading to us outside.
- The rules. We should have played games and done more.
- Walks. (2)
- The heat.
- Koosh wars.
- You don't go as far as I want.
- It makes me tired.
- I didn't like anything about it.
- Going around twice.
- Exercise videos. (2)
- Exercise.
- Walking after recess.

- Hard to run when you get cramps. (2)
- Dancing, moving, and stretching.
- I did not like the dancing.
- Dancing and “follow the leader.”
- “Follow the leader.” (3)
- We left off at the good part.
- I didn’t like because I didn’t use my music.
- It was too short.
- The stretch bands.
- Dancing.
- That you don’t get the moves right.
- Standing on one foot.
- You sweat and you get hot.
- Move in the gym.
- It was boring.
- Doing it with a movie.
- Mostly it was cold.
- Rain. (2)
- Moving in the gym.
- Having to be flat tired.
- Doing yoga.
- Stretches.
- There were some not fun songs or stretches.
- That some people would not listen.
- Not doing the Electric Slide.
- It was in the morning.

If YES, was it fun to be more active during the day?

13 It wasn’t fun at all

46 It was a little bit fun

128 It was really fun

2. Do you like how much time you can be active during the school day?

102 YES, it is the right amount.

9 NO, we have *too much* time.

81 NO, we do *not have enough* time

23 I’m not sure.

If you are *not* happy with the amount of time, please tell us what would make it better.

- I don’t know.
- We need more time.
- Thirty seconds.
- Stretching, settling music.
- To have more recess time. (2)

- It would make me happier if we had 30 minutes of recess.
- I would add longer recess.
- More time outdoors for more exercise.
- Longer recess. (7)
- If we can have 30 or 45 minutes to be active. (3)
- If we could have a little more time. (3)
- I would like 15 to 20 minutes.
- To do it for an hour and a half.
- Outside school or longer recess.
- More time to play and not as many walks.
- If the teachers did less work and more outside stuff.
- A bit more time (20-25 more minutes). (6)
- Walking.
- We should have a specific time each day and go outside.
- Like bring us outside every other class.
- Play more games. (2)
- We should have a day for activities for at least 30-45 minutes. Why? Kids need more exercise.
- More PE. At least more walking, recess.
- More PE. (4)
- Recess. (5)
- Twenty minute recess everyday.
- Less core classes and longer PE and recess.
- We have a choice of what to do outside.
- More free time.
- If we could go outside three times a day.
- That we have it every week or everyday.
- Go outside every adviser.
- Having a daily activity.
- Game like capture the flag.
- One hour of play.
- I want 20 more minutes.
- I want more time. (3)
- If they could make more time to do it.
- Time flies when you're having fun.
- Get more time for the mad minutes.
- Five more minutes of exercising.
- More time. (2)
- Get to school earlier and move for three hours.
- Play dodge ball. (2)
- Make it not in the morning.
- Thirty minutes of Take Time!
- How many people there were.
- Being allowed to socialize more.
- One hour would be nice.
- Have longer time for gym, recess, and walk.

4. Has anything changed because you have been more active (check all that apply)?

64 I get in trouble less. 80 I get in trouble more.
116 I find it easier to think. 32 I find it harder to think.
10 I get better grades. 5 I get worse grades.
16 I am happier with school. 7 I am less happy with school.
64 I have less stress. 10 I have more stress.
110 Nothing has changed.

Were there any other changes?

- I have fewer friends.
- I get to be with my friends more.
- I exercise more.
- I make more friends.
- I'm less hyper when we're done.
- I feel less jumpy.
- School is more fun.
- More friends.
- It made me stronger.
- I feel more helpful.
- Made muscles, put me back in shape.
- I don't overheat as much.
- I started fighting with my friends more.
- Helping more.

5. How would you feel about the following?

More PE (gym class) 192 good 5 bad 8 I don't care
 More recess 180 good 7 bad 13 I don't care
 More quick physical activity breaks during the day
 165 good 11 bad 23 I don't care
 More active special events like "Field Day"
 186 good 1 bad 14 I don't care

Is there anything else that might get you moving more?

- A punching bag.
- More and different exercises.
- Doing gymnastics.
- Punch a pillow.
- Exercising, running around. (3)
- Quack Diddly Oso. (2)
- More art.
- Racing, longer gym, longer recess.
- Playing tennis, volleyball, soccer.

- Playing a sport.
- At home moving suggestions.
- School sports.
- Riding Bike
- Taking the TV away. (2)
- I think we should take more field trips.
- Recess.
- If we could have more time in PE and Take Time periods.
- Bike ride.
- Tour the building.
- More activities.
- Mandatory sports.
- Race other students outside. (2)
- Play tennis.
- Spirit week.
- Soccer.
- Bring bike to school and ride on tar.
- After school cheerleading.
- Soccer teams after school.
- Ride our bike at school and have a bike day. (2)
- I would like to run a mile instead of walk a mile.
- Playing games outside.
- Class outside on sunny days.
- Floor hockey.
- Sports.
- Dancing to the music.
- Cheerleading class.
- Riding on my four wheeler.
- Going on a mile walk.
- Step aerobics.
- More recesses.
- Gymnastics.
- Going outside at the end of the day.
- More cook outs.
- Yes, more likely, moving with the beat of song.
- Having field day all day.
- Gym twice a week.
- Having field day more often.
- Dancing.
- Dodge ball games.
- Riding a bike.
- Having more sports, having more fun, but healthy things going on.

6. Are there things that make it hard for students to be active at school (check as many as you want)?

- 99 Sometimes recess gets taken away for punishment
- 56 We don't have enough equipment, like balls or jump ropes
- 36 There's not enough space
- 121 The weather makes it hard
- 113 We don't have enough time
- 24 I don't know of anything

Is there anything else that makes it hard to be active at school?

- Too much work. (9)
- A crazy teacher. (2)
- Pushing, hitting, calling people names like butt mugit.
- You can't be in class with the people you want.
- No one to play with.
- Rules.
- There's no wooden equipment.
- Getting time taken away.
- Writing rules.
- We don't have any sports teams.
- My teacher and other teachers that don't let us have extra.
- I have to stay in if my work isn't done.
- No recess. (9)
- If we have work to make up.
- Not much time to do these things.
- That we are nearly constantly sitting.
- Working too long.
- We don't get outside enough.
- Everyone is boring.
- Kids wreck it for others.
- Not a specific time for it like some people have to go to Math Olympics.
- Too much work.
- Have inside recess in the gym.
- Not enough swings.
- Going to Mrs. Kenin.
- We only have twenty minutes of recess.
- Yes, because you have work on one hand, and you have friends to worry about, and some recess to worry about, because you don't think we have enough recess.
- We don't have enough time.
- From getting crap from my friends or just other kids.
- People getting you in trouble.
- That we are always sitting in chairs.
- If all the teachers were not as strict we would probably have more active students.
- Work.

Thank You

Administrator Survey 2006

(RESULTS / N=11)

Today's Date: May/June 2006

Name of your school? _____

What is your position at your school? Principal (9), Vice Principal (1)

1. How many years has your school participated in *Take Time!*:
First year 5 2nd year 5 Other/don't know 1
2. On a scale from 1-5, please rate how well you believe your school followed the recommendations the *Take Time!* program made about implementing *Take Time!* in your school:

Please circle most appropriate response:

	Not done	Somewhat			Well done
a. Informed teachers about <i>Take Time!</i> 5 <u>4.64</u>	1	2	3	4	
b. Provided teachers with resource packets 5 <u>4.55</u>	1	2	3	4	
c. Encouraged teachers to incorporate physical activity in the classroom 5 <u>4.45</u>	1	2	3	4	
d. Encouraged teachers to take regular physical activity breaks with their students 5 <u>4.20</u>	1	2	3	4	
e. Informed parents about <i>Take Time!</i> 5 <u>3.82</u>	1	2	3	4	
f. Informed students about the <i>Take Time!</i> 5 <u>4.18</u>	1	2	3	4	
t. Documented time students spent being active 5 <u>3.40</u>	1	2	3	4	

Please describe any important deviations from the *Take Time!* program implementation recommendations:

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

4.

10 YES 0 NO 1 I Don't Know

If YES, what were they?

- Newsletter. (4)
- Sent home informational letter.
- Information from classroom teacher.
- Handouts, flyers, school newsletter.
- PTO.
- Newsletter articles on project and to encourage activity outside of school. Mentioned during meetings.
- Parent/Teacher conference/classroom and school newsletters.
- Send home letter you had in folder and had a write-up with pictures in district newspaper.
- Different at each grade level.

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

4 YES 6 NO

If YES, what were they?

- MSAD Health Curriculum.
- Many teachers began and continue to practice physical activities with their students because of this initiative.
- Staff development on Brain Gym. Regular motor breaks. Individualized plans for students who need more frequent breaks.
- Healthier snacks and treats school-wide.

5. Were any physical activity goals set for the school?

10 YES 1 NO 0 I Don't Know

If YES, please check the appropriate boxes:

School Goal: _____

8 10 minutes per day 3 15 minutes per day

0 20 minutes per day 0 (other _____)

Please rate how often the goal above is being met on a scale from 1 – 5 (circle appropriate response)

Almost never met	Sometimes met	Almost always met
1 2	3 4	5 <u>3.91</u>

6. Please indicate which, if any, of the provided resources were used by the administration to support the *Take Time!* program? *Please check all that apply and rate how useful they were.*

	Not useful					very useful	
<u>6</u> Sample <i>Take Time!</i> Policy	1	2	3	4	5	<u>3.50</u>	
<u>10</u> Fact Sheets	1	2	3	4	5	<u>3.56</u>	
<u>9</u> Teacher Resource Binder (including calendars and stickers, sample classroom activities, tips for parental involvement, sample ideas for physical activity breaks)							
	1	2	3	4	5	<u>4.22</u>	
<u>2</u> Other resources	1	2	3	4	5	<u>4.50</u>	

Please tell us:

- My health aide put out many ideas on e-mail.
- Playground activities: jump ropes, hoola hoops, balls.

7. Please describe any challenges or barriers you may have encountered implementing *Take Time!*:

- Some teachers say they don't have the time.
- Some staff found it a challenge to do on a daily basis.
- With a large and varied school population, it was important to incorporate flexibility into the activity. Claire did this very well.
- Time.
- Time in the day with curricula demands.
- Time is always an issue. I worry that sometimes teachers were so enthusiastic there may have been too much time out of school work. We need to work on the incorporating into class time in some instances.
- Time. Keeping students interested.

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

6 YES 5 NO 0 I Don't Know

If YES, please describe these activities you participated in.

- Walks around the school.
- Walking, classroom activities, dancing, games.
- Conflicts prevented – would like to.
- Walking. (2)
- I did lead exercises (yoga breath work) before each MEA testing session.
- Walking with lower elementary and grade 8.

9. Did you notice any positive changes in yourself as a result of any increased physical activity during the school day?

4 Decreased stress level 3 Increased satisfaction with work
0 Decreased absenteeism 1 Increased ability to focus
3 I didn't notice any changes 0 Other (please tell us : _____)

If you noticed any negative changes in yourself as a result of *Take Time!*, would you mind describing them?

- Somewhat.
- I work out regularly at home, but did not really do the Take Time.

10. Does your school currently have a policy requiring physical activity for all students at school every day?

1 YES 10 NO
 • No policy, but we do provide AM break and noon recess and lots of playground equipment including manmade hill and sleds in winter.

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

6 YES 1 NO 0 We already have one
 • Not sure what it would look like. If a child was feeling lethargic or refused. Not sure it needs to be a policy.

If you already have one, has it been effective? 0 YES 0 NO

12. If you don't already have such a policy, do you intend to recommend the *Take Time!* concepts as a part of your Wellness Policy (i.e. require physical activity for all students at school every day?)

8 YES 8 NO 1 We already have such a policy

Thank You!!

School Coordinator Survey – 2006

(RESULTS / N=7)

Number of years participating in Take Time! first year 3 second year 2

Number of schools involved in Take Time!: 5, 1, 2, 5, 1

Your position in the school: School Health Coordinator (6), School Nurse/Health Teacher

1. What was your role in implementing the *Take Time!* Project?

- Each school is site-based managed by the principal so my role was to garner buy-in from district administrative team.
- To bring the program to the school and familiarize staff and students with the program. To provide assistance when needed.
- Piloted the program, coordinated, cheerleader, resource for information, and guidance.
- Presented to all staff in the building. I also model some of the ways we can integrate physical activity in the classroom.
- I introduced Take Time to my Shirley School teacher who was all for it and passed along information and came and did some activities with the students at school.
- Central Elementary School was already participating in 20 minutes of physical activity each morning, but was not recognized as a Take Time! school. I introduced the idea for participating in the Take Time! program grant to the school for additional resources and ideas for different PA other than walking.
- Introduced concept to grant opportunity to district.

2. Did you encounter any barriers implementing the project?

3 Yes 4 No

-If so, what were they?

- Teacher willingness to participate.
- Perception that physical activity does not belong in the classroom.'
- In large elementary school with "seasoned teachers" that may not have been comfortable moving themselves – it was a challenge to have all the teachers buy-in and participate on the level Take Time! recommends. Daily demands on teachers has been a barrier! With junior high students, switching teachers was a challenge in making sure students were active each day. A challenge to get the surveys back at the end of year. I shouldn't have waited so long.

3. How did you distribute *Take Time!* materials to schools and to teachers?

- Via the principals. (2)
- Everything was distributed at staff meetings and school gatherings.
- At a staff meeting with presentation and opportunities for questions and experiencing activities.
- Presentations at staff meetings.

- I brought the materials to the school and reviewed everything with the teachers.
 - I forwarded materials to the principal and secretary to distribute to teachers.
4. If you felt *Take Time!* was successful, what factors were important in making *Take Time!* successful?
- Administrative “buy-in.”
 - All teachers had to support the program. Teachers had to be the leaders and encourage student participation.
 - Teacher Attitude. Making it a priority and understanding benefits.
 - SHC having a role in/on the administrative team.
 - The commitment of the teacher is a key factor in making it successful.
 - The teachers were already supportive of dedicating time in the day for *Take Time!*
 - Overall, a huge success. By the end, most teachers and students active for the goal time. For elementary school – checking calendars on a monthly basis as an accountability piece and talking one-on-one with teachers that weren’t meeting the goal.
5. What *Take Time!* materials did you find most useful?
- They were all nice – no favorites.
 - The teachers loved the CD players and Jean Blaydes supporting materials.
 - Sample activities. Website.
 - Packet of activities – we need more.
 - The “quick” activities to show teachers how they can integrate movement into learning at all subject areas.
 - Grant materials – bands, CDs, CD player, etc. Examples of how to incorporate PA in classroom.
 - Calendars/small stickers, CDs, stretch bands.
6. Do you have any suggestions for other coordinators that could help make *Take Time!* a success?
- Find “champions” to help move the idea forward.
 - Keep in contact with the school often. Keep checking in with them to hold them accountable.
 - Ideas to motivate teachers. Statewide support of the program (Dept. of Ed.).
 - Build capacity and educate about activity and academics.
 - If you can have a few minutes or a whole staff meeting, walk the teachers through some exercises showing them how fun and easy it is.
7. What was the most helpful technical assistance (e.g. group meetings, phone calls, evaluation results, trainings, binders) you received from the *Take Time!* Workgroup staff (i.e. Muskie and MCPH)?
- Promoting the idea in general.
 - We really enjoyed the first introductory meeting and the training of the dyno bands with the students.
 - Workgroup staff and website. Talking to other coordinators.

- Presentation about Jean Blaydes.
- Trainings and binders.
- Hands on training from staff!!

What was the least helpful?

- Nothing, it was all useful!
- Newness of the project.
- Phone calls.
- For this school, where they participated in PA as large group, the calendars.

8. Was the *Take Time!* program or concepts included in your district's Wellness Policy?

6 Yes 1 No 0 Don't know

- I am still working on this; hope it passes!
- We are also implementing Generation Fit in 7th grade and the health office.

9. Other comments/suggestions about *Take Time!*

- Thanks, it is awesome!
- Thank you for coming to our school. It will be continued next year!
- Love it – think it's a great program and all schools should be doing it!

Thank You!!

Contacts/Appendix 3

Amy Root, USM Muskie School, 626-5032, amy.root@maine.gov

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
Dawn Blackstone	Union 60
Mary Booth	MSAD 75
Michelle Caliandro	American Lung Association of Maine
Jo Dill	MAHPERD
Jaki Ellis	Maine Bureau of Health Coordinated School Health Program
Fawn Haynie	MSAD 54
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
Nate Morse	Healthy Community Coalition, Franklin Co.
Joan Orr	Maine Center for Public Health
Angela Norton	MSAD 59
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
Claire Welch	Union 44
Dennise Whitley	American Heart Association

Appendix 4

**Take Time Schools
Sites
2005- 2006 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)
	Bowdoin Central School
	Harpwell Island School (240 students)
	West Harpswell School (80 students)
Claire Welch Union 44 573 Richmond Rd Litchfield, ME 04350 268-4136 Claire.welch@schoolunion44.org	Claire Ricker Middle School
	Libby-Tozier School
Fawn Haynie MSAD 54 61 Academy Circle Skowhegan, ME 04976 474-5511 x 5205 filbert@msad54.org	Cornville
Angela Norton MSAD 59 55 Weston Ave. Madison, ME 04950 696-3323 x 8 anorton@msln.net	North New Portland
	Athens Elementary
	Madison Elementary
Anthony Anderson MSAD 11 Gardiner Area High School 40 West Gardiner, ME 04345 582-0936 aanderson@sad11.k12.me.us	Riverview Community School, South Gardiner (103 students)
Dawn Blackstone Union 60 695-2666 dblackstone@ghlakers.org	ML Day School, Arundel Maine