

**Take Time!**  
**Physical Activity in Schools Initiative**  
Year 3 (2006-2007)

Evaluation Report



Compiled by  
Robert H. Ross, Ph.D.  
Maine – Harvard Prevention Research Center  
Maine Center for Public Health  
October 2007, January 2008

**March 2008**

**Program Coordinators:**

**Karen O'Rourke, MPH, Maine Center for Public Health**

**Amy Root, MPH, USM Muskie School, Maine Nutrition Network**

## Table of Contents

<b>Background</b> .....	3
<b>A. School/Districts and Coordinators</b> .....	5
<b>B. Highlights and Recommendations</b> .....	6
<b>C. Survey Results</b> .....	8
1. <b>Teacher Survey</b> .....	8
2. <b>Principal Survey</b> .....	12
3. <b>Coordinator Survey</b> .....	16
4. <b>Student Survey</b> .....	19
<b>Appendix 1 Summary of Results</b> .....	23
<b>Appendix 2 Comment Tables</b> .....	25
1. <b>Teacher Tables</b> .....	25
2. <b>Principal Tables</b> .....	34
3. <b>Coordinator Tables</b> .....	35
4. <b>Student Tables</b> .....	35

## ***Take Time!* Physical Activity in Schools Initiative Project Evaluation 2006-2007 School Year**

### ***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 Maine Nutrition Network 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. *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! Program***

*Take Time!* is a 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. Twenty four (24) schools participated in the third year of this program during the 2006-2007 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. Implementation was left up to individuals 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.

191 teacher surveys, 29 administrator surveys, 12 coordinator surveys and over 1,000 student surveys were requested by and mailed to the school contacts in April 2007. School contacts then distributed and collected all surveys and returned them to the Maine Center for Public Health. 121 teacher surveys, 16 administrator surveys, 614 student surveys, and 11 coordinator surveys were completed and returned.

### ***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.

	<b>Process of creating opportunities in the schools</b>	<b>Short-Term Outcomes:</b> school environmental changes (policies, activities, and resources used)	<b>Intermediate Outcomes:</b> students' and teachers' physical activity (behavior)	<b>Long-Term Goals:</b> benefits of physical activity (health, well-being)
<b>Evaluation Questions</b>	<ol style="list-style-type: none"> <li>1. What was the administrative process?</li> <li>2. Was this discussed at staff meetings?</li> <li>3. Was this discussed at parent/teacher conferences?</li> <li>4. Were parents informed?</li> <li>5. How were teachers supported?</li> <li>6. How did coordinators do their job? What worked?</li> <li>7. Challenges?</li> </ol>	<ol style="list-style-type: none"> <li>1. What policies were adopted</li> <li>2. What activities were conducted, how often, and when?</li> <li>3. What resources were used?</li> <li>4. Challenges?</li> </ol>	<ol style="list-style-type: none"> <li>1. How much and what kind of physical activity was achieved?</li> <li>2. Challenges?</li> </ol>	<ol style="list-style-type: none"> <li>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?</li> </ol>
<b>Possible Indicators and population</b>	<ol style="list-style-type: none"> <li>1. Administrators' reports of the process</li> <li>2. Evidence of discussions at staff meetings</li> <li>3. Teachers' reports of possible parent/teacher discussions</li> <li>4. Evidence of parental notification and/or education</li> <li>5. Teachers reports of how they were supported, and administrators reports of support given</li> <li>6. Teachers' and administrators' reports of challenges</li> </ol>	<ol style="list-style-type: none"> <li>1. Inventory of policies adopted, from administrators, teachers, and other staff</li> <li>2. Inventory of activities conducted by administrators and teachers</li> <li>3. Administrators and teachers reports of resources used</li> <li>4. Challenges reported by administrators and teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. How often and at what intensity were physical activity goals met by administrators and teachers</li> <li>2. What challenges were encountered by administrators and teachers in meeting physical activity goals</li> </ol>	<ol style="list-style-type: none"> <li>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</li> </ol>
<b>Data Sources</b>	<ol style="list-style-type: none"> <li>1. Administrator survey</li> <li>2. Teacher survey</li> <li>3. Student survey</li> <li>4. Coordinator survey</li> </ol>			

## **A. School and District Participation**

Take Time! included twenty-three (24) schools in twelve (n=12) school districts—

- George J. Mitchell School (Waterville)
- MacDougal School (MSAD5)
- Gilford Butler School (MSAD5)
- Owls Head Central School (MSAD5)
- South School (MSAD5)
- Riverview Elementary School (MSAD11)
- Laura Richards School (MSAD11)
- Helen Thompson School (MSAD11)
- Pittston Elementary School (MSAD11)
- TC Hamlin School (MSAD11)
- Kermit Nickerson School (MSAD34)
- Earl C. McGraw School (MSAD22)
- Newburgh Elementary School (MSAD22)
- Hartland Consolidated School (MSAD48)
- Noble VI/BerwickV (MSAD60)
- Cornville School (MSAD54)
- Margaret Chase Smith School (MSAD54)
- Athens Elementary (MSAD 59)
- Solon School (MSDA 59)
- Central School (MSDA 59)
- Mt. View Elementary School (MSAD3)
- Walker Memorial School (MSAD3)
- Trenton Elementary School
- Stratton School

Of these districts, eleven (11) participated in the Take Time! evaluation.

The following Take Time! Coordinators worked with each of their schools, teachers and administrators to implement the program and coordinate the evaluation: Kristen Gilbert, Woody Moore, Anthony Anderson, Linda Hartkopf, Courtney Lehnhard, Penny Townsend, Erin Dickson, Fawn Haynie, Angela Norton, Raya Kouletsis, Barbara Keene and Katie Lee.

## **B. Highlights and Recommendations**

### **1. Teachers (n=121)**

#### **Teachers reported the following:**

- The majority had the support of administrators;
- Most set physical activity goals with their students and most participated with their students in those activities;
- They did not link well to parents;
- The usefulness of Take Time! resources were rated positively;
- The vast majority of teachers did see benefits to BOTH students and to themselves;
- Barriers and challenges were encountered by many in implementing Take Time! programming;
- They did favor school policy change to require physical activity.

#### **Recommendations:**

- Continue to recommend and encourage administrator support that is visible to teachers
- Encourage greater use of parent involvement materials available in Take Time! resources
- Encourage teachers to participate with students in Take Time! activities and to set goals for their classrooms
- Teachers should engage in problem solving dialogue with principals and students to address specific challenges and barriers
- Encourage teachers to champion efforts to change school policy to require daily physical activity
- Develop possible strategies and engage teachers direction in program evaluations findings to address issues

### **2. Principals (n=16)**

#### **Principals reported the following:**

- Most were active in Take Time! programming;
- They felt that they did link well to parents;
- Most did not link school wellness policy to the Take Time! concepts;
- The majority felt they followed Take Time! recommendations;
- Take Time! resources were rated positively;
- They did see benefits to their schools and to themselves;
- Challenges or barriers were encountered when implementing Take Time! programming;
- The majority did favor school policy change to require physical activity.

#### **Recommendations:**

- Encourage principals and other administrators to role model being physically active by participating in Take Time! activities with students
- Provide examples of newsletter articles and encourage their use by administrators as a way to link Take Time! to parents

- Principals should engage in problem solving dialogue with teachers and students to address specific challenges and barriers
- Encourage principals to champion efforts to change school policy to require daily physical activity
- Encourage superintendents to incorporate Take Time! or Take Time! concepts into school wellness policies

### **3. Take Time! Coordinators (n=11)**

#### **The Take Time! Coordinators reported the following:**

- They were very active implementing a range of Take Time! programming;
- Some did, but only in part, see that Take Time! or concepts had been included in their districts' Wellness Policy.
- They are aware of barriers implementing Take Time! programming;
- Most rated the usefulness of Take Time! resources positively;
- They do have suggestions for other coordinators that could help make Take Time! a success

#### **Recommendations**

- Encourage attendance at trainings and promote use of resource materials
- Encourage coordinators to champion Take Time! or Take Time! concepts as part of district wellness policies
- Coordinators should take the lead in engaging teachers, administrators and students in a dialogue to overcome program barriers and challenges
- Refine resources available to only those coordinators/teachers feel are most useful
- Facilitate peer networking opportunities among coordinators to assist in overcoming barriers and challenges and to share successful activities

### **4. Students (n=614)**

#### **Students in Take Time! schools reported the following:**

- Most were aware that they participated in Take Time!
- Many did change positively as a result of that participation and in many ways;
- They were able to identify what made it hard to be active at school.
- Most felt that the amount of physical activity in schools was either the right amount or too little;
- Most favored augmenting Take Time! to provide more opportunities for physical activity.

#### **Recommendations**

- Augment Take Time! with additional activity

## C. Survey Results

**School districts** (n=12) grouping twenty-three (23) schools—Athens, Gilford Butler, Central, Cornville, T. C. Hamlin, Hartland, MacDougal, Earl C. McGraw, George J. Mitchell, Mt. View, Newburgh, Kermit Nickerson, Noble VI, Owl’s Head, Pittston, Laura E. Richards, Riverview, Solon, South, Stratton, Helen Thompson, Trenton, Walker—participated in the Take Time! Physical Activity and Nutrition program. Of these districts, eleven (11) participated in the Take Time! evaluation.

### 1. Teacher Survey

**K-8 teachers** (n=121) representing all subjects taught across eleven (11) districts’ twenty (20) schools—Gilford Butler, Cornville, T. C. Hamlin, Hartland, MacDougal, Earl C. McGraw, George J. Mitchell, Mt. View, Newburgh, Kermit Nickerson, Noble VI, Owl’s Head, Pittston, Laura E. Richards, Riverview, South, Stratton, Helen Thompson, Trenton, Walker—were surveyed in order to gauge how they had experienced Take Time! programming.

Of these 121 teachers, ninety-four (94) were first year, eighteen (18) were second year, and nine (9) were third year Take Time! participants. These 121 teachers represented 63.4% of the 191 teachers to whom surveys were sent. These 191 teachers in turn represented 93.2% of the total 205 teachers that these twenty (20) schools reported having

#### 1.1. Teacher Practice

**Highlights.** Teachers reportedly did:

- enjoy their administrators’ support.
- embrace the Take Time! programming.
- set physical activity goals for and did participate in physical activity with their students.
- not link well to parents.

**Administrator Support.** Teachers enjoyed their administrators’ support. Nineteen in twenty teachers (95.9% n=116) reported that the school administration had supported their participation in Take Time! programming. Ways in which this support had, or might have, been received were recorded. (**Table 1.1.**)

<i>Did your school administration support your participation in the Take Time! Physical activity program?</i>	<b>Number</b>	<b>Percent</b>
Yes *	116	95.9%
No *	2	1.6%
Don’t know	3	2.4%
<b>Total</b>	121	100%

\* See **Table 1.1. Addendum** for responses to the follow-up, “If so, in what way? If not, how might they have?”

**Program Adoption.** Teachers embraced Take Time! programming. Four in five teachers (78.9% n=90) reported that they had adopted classroom or other policies, procedures, or practices/activities as part of the program. Examples of these were recorded as adopted. (**Table 1.2.**)

<b>Table 1.2. Teachers' Practice: Program Adoption</b>		
<i>Did you adopt any classroom or other policies, procedures or practices/activities as part of the Take Time! physical activity program?</i>	<b>Number</b>	<b>Percent</b>
Yes *	90	78.9%
No	24	21.1%
<b>Total</b>	114	100%

\* See **Table 1.2. Addendum** for responses to the follow-up, "If YES, please tell us what they were."

**Goal Setting/Achievement, Teacher Participation.** Teachers set physical activity goals for, and did participate in physical activity with, their students. Three in four teachers (75.0% n=90) reported that they had set physical activity goals for their classrooms. Of these, one in two (50% n=46) set the goal at ten (10) minutes a day, one in four (27.2% n=25) at fifteen (15) minutes a day, the remainder at twenty minutes (16.3% n=15) or at some other level (6.5% n=6) of activity. The same teachers reported that physical activity goals were nearly always met (4.14 on 5-point almost never/almost always scale). Teachers (n=119) reported nearly always having participated in physical activity with their students (4.28 on 5-point almost never/almost always scale). (**Table 1.3.**)

<b>Table 1.3. Teachers' Practice: Goal Setting/Achievement, Teacher Participation</b>		
<i>Did you set any physical activity goals for your classroom?</i>	<b>Number</b>	<b>Percent</b>
Yes *	90	75.0%
No	30	25.0%
<b>Total</b>	120	100%
<i>If yes, how many minutes per day?</i>		
10 minutes	46	50.0%
15 minutes	25	27.2%
20 minutes	15	16.3%
Other (specify) **	6	6.5%
<b>Total *</b>	92	100%
<i>Please rate how often the goal above is being met on a scale from 1 – 5. **</i>		<b>1=Almost never</b> <b>5=Almost always</b> 4.14 (mean, n=92)
* Two (2) more respondents than the ninety (90) who affirmatively answered the question "Did you set any physical activity goals for your classroom?" went on to answer the follow-up question "If yes, how many minutes per day?" nevertheless.		
** <b>Other (specify):</b>		
<ul style="list-style-type: none"> <li>To walk a mile each day from Feb-April.</li> <li>Yes, until the first week of April 2007 when receiving negative feedback from administrator.</li> <li>Fifteen minutes every other day, at least.</li> </ul>		
<i>Please indicate how often you participated in the physical activity with your students (circle appropriate response 1-5)</i>		<b>1=Almost never</b> <b>5=Almost always</b> 4.28 (mean, n=119)

**Parental Involvement.** The link to parents by teachers was weak. Only three in ten teachers (29.7% n=35) reported that they had notified their students' parents about the program or discussed it with the parents. Types of notification were recorded. (**Table 1.4**)

<b>Table 1.4. Teachers' Practice: Parental Involvement</b>		
<i>Did you notify your students' parents about the Take Time! physical activity program or discuss this with parents?</i>	<b>Number</b>	<b>Percent</b>
Yes *	35	29.7%
No	83	70.3%
<b>Total</b>	118	100%

\* See **Table 1.4. Addendum** for responses to the follow-up, "If YES, how did you do this?"

## 1.2. Teacher Evaluation

**Highlights.** Teachers reportedly did:

- rate positively the usefulness of Take Time! resources.
- see benefits to students.
- see benefits to themselves.
- encounter challenges or barriers implementing Take Time! programming.
- favor school policy change to require physical activity.

**Program Resources.** Teachers rated the usefulness of Take Time! resources positively. Of twelve (12) listed program resources, the teachers who reported receiving/using them rated each (1: not useful 5: very useful) as follows: Boom box (4.47 n=86), Hands-on demonstration from coordinator or a trainer (4.46 n=98), Other music CDs (4.15 n=81), Sample activities for classrooms from Jean Blaydes (3.95 n=85), List of suggestions for physical activity breaks (3.89 n=110), *Fitting In Fitness*—ideas for activities by grade level (3.80 n=77), Fit Strips (3.78 n=76), Dole 5-A-Day music CD (3.77 n=73), Fruit and Vegetable toss toys (3.68 n=85), Calendars and stickers to document time (3.62 n=113), Jean Blaydes *Thinking on Your Feet* Curriculum (3.46 n=40) and her DVDs *Making Learning a Moving Experience* (3.29 n=32). Other resources were recorded as used. (Table 1.5.)

Table 1.5. Teachers' Evaluation: Program Resources received/used, Usefulness		
	Received Yes/No	Means 1=Not Useful 5=Very Useful
<i>Please indicate which resources, if any, you received/used to help you implement the Take Time! in your classroom. Please check all that apply and rate how useful they were. *</i>		
Boom box	86/18	4.47
Hands-on demonstration from coordinator or a trainer	98/12	4.46
Other music CDs	81/24	4.15
Sample activities for classrooms from Jean Blaydes	85/8	3.95
List of suggestions for physical activity breaks	110/3	3.89
<i>Fitting In Fitness</i> – ideas for activities by grade level	77/13	3.80
Fit Strips	76/24	3.78
Dole 5-A-Day music CD	73/23	3.77
Fruit and Vegetable toss toys	85/19	3.68
Calendars and stickers to document time	113/2	3.62
Jean Blaydes <i>Thinking on Your Feet</i> Curriculum	40-25	3.46
Jean Blaydes DVDs <i>Making Learning a Moving Experience</i>	32/30	3.29
Other resources you used (Please tell us) *	14/7	3.63
* See Table 1.5. Addendum for responses to the follow-up, "Other resources you used (Please tell us)."		

**Benefits to Students.** Teachers saw benefits to students. More than four in five teachers (83.8% n=98) reported having noticed differences in their students as a result of Take Time! programming. Of seven (7) benefits listed, the teachers who noticed differences indicated that the program had increased students' ability to focus (68.4% n=67); that students had become more active on their own (44.9% n=44); that students' stress level had decreased (42.9% n=42) and fitness level had increased (32.7% n=32); that there had been a decreased need for discipline (29.6% n=29); and that the program had improved academic performance (13.3%) and decreased absenteeism (2.0%). Other benefits were recorded as were, from teachers who had not noticed any differences in their students, negative changes as a result of Take Time! programming. (Table 1.6.)

<b>Table 1.6. Teachers' Evaluation: Benefits to Students</b>		
<i>Did you notice any difference, in any of the following, among your students as a result of the Take Time! physical activity program?</i>	<b>Number</b>	<b>Percent</b>
Yes *	98	83.8%
No	19	16.2%
<b>Total</b>	117	100%
<i>If you saw benefits, please check any of the following:</i>	<b>Number</b>	<b>Percent (of n=98)</b>
Increased ability to focus	67	68.4%
Students became more active on their own	44	44.9%
Decreased stress level	42	42.9%
Improved fitness level	32	32.7%
Decreased need for discipline	29	29.6%
Improved academic performance	13	13.3%
Decreased absenteeism	2	2.0%
* See <b>Table 1.6. Addendum</b> for responses to the follow-ups, "Did you notice any other positive changes?" and "Did you notice any negative changes as a result of <i>Take Time!</i> ?"		

**Benefits to Teachers.** Teachers saw benefits to themselves. More than three in four teachers (76.7% n=89) reported having noticing positive changes in themselves as a result of Take Time! programming. Of six (6) benefits listed, the teachers who did notice positive changes indicated that their stress level had decreased (57.3% n=50); that they had had more energy throughout the day (56.2% n=50) and that the program had increased their ability to focus (39.3% n=35), their fitness level (36.0% n=32), and their satisfaction with work (30.3% n=27), and decreased their absenteeism (5.6% n=5). Other positive changes were recorded as were, from teachers who had not noticed positive changes in themselves, negative changes as a result of Take Time! programming. (**Table 1.7.**)

<b>Table 1.7. Teachers' Evaluation: Benefits to Teachers</b>		
<i>Did you notice any positive changes in yourself as a result of any increased physical activity due to Take Time! during the school day?</i>	<b>Number</b>	<b>Percent</b>
Yes *	89	76.7%
No **	27	23.3%
<b>Total</b>	116	100%
<i>If yes, please check all that apply:</i>	<b>Number</b>	<b>Percent (of n=89)</b>
Decreased stress level	51	57.3%
More energy throughout the day	50	56.2%
Increased ability to focus	35	39.3%
Improved fitness level	32	36.0%
Increased satisfaction with work	27	30.3%
Decreased absenteeism	5	5.6%
Other (please tell us) *		
* See <b>Table 1.7. Addendum</b> for responses to the follow-up, "Other (please tell us)."		
** See <b>Table 1.7. Addendum</b> for responses to the follow-up, "If you noticed any negative changes in yourself as a result of Take Time!, would you mind describing them?"		

**Challenges, Barriers, What more?** Challenges or barriers that teachers had encountered implementing the Take Time! were reported (**Table 1.8.**) as were suggestions of what more the program organizers and school-based coordinators could have done to help teachers implement the program successfully. (**Table 1.9.**)

<b>Table 1.8. Teachers' Evaluations: Challenges, Barriers</b>
<i>Please describe any challenges or barriers you may have encountered implementing the Take Time! physical activity program.</i>
See <b>Table 1.8. Addendum</b> for responses.

<b>Table 1.9. Teachers' Evaluations: What more?</b>
<i>What more could the organizers of Take Time! and/or the Take Time! coordinator in your school do to help you successfully implement Take Time!?</i>
See <b>Table 1.9. Addendum</b> for responses.

**Policy.** Teachers favored policy change to require physical activity. Nearly three in five teachers (57% n=64) reported that they would, nearly one in five (17.9% n=21) that they would not, like to see a policy requiring physical activity for all students at school every day. One in four (27.4% n=32) reportedly did not know. Explanations in each case were recorded. (**Table 1.10.**)

<b>Table 1.10. Teachers' Evaluation: Policy</b>		
<i>Would you like to see a policy requiring physical activity for all students at school every day?</i>	<b>Number</b>	<b>Percent</b>
Yes	64	54.7%
No	21	17.9%
Don't know	32	27.4%
<b>Total</b>	117	100%
See <b>Table 1.10. Addendum</b> for responses.		

## 2. Principal Survey

**K-8 Principals** (n=16) representing sixteen (16)—Gilford Butler, Cornville, T. C. Hamlin, Hartland, MacDougal, Earl C. McGraw, George J. Mitchell, Mt. View, Newburgh, Kermit Nickerson, Noble VI, Pittston, Riverview, Stratton, Helen Thompson, and Trenton—of the same eleven (11) districts' twenty (20) schools were surveyed in order to gauge how they had experienced the Take Time! and all responded. Of these sixteen (16) principals, nine (9) reported that it was their school's first year, five (5) that it was their school's second year, and one (1) that it was their school's third year participating in Take Time! programming. One (1) principal reported not knowing which year it was.

### 2.1. Principal Practice

**Highlights.** Principals reportedly did:

- participate actively in Take Time! programming.
- link well to parents.
- not link school policy to the Take Time! well.

**Goal Setting/Achievement, Principal Participation.** Principals were active in Take Time! programming. Four in five principals (80.0% n=12) reported that they had set physical activity goals for their schools. Of these, three in four (75% n=9) set the goal at ten (10) minutes a day, one in six (16.7% n=2) at twenty (20) minutes a day, the remaining one at some other level (8.3% n=1) of activity. The same principals reported that physical activity goals were nearly always met (4.23 on 5-point almost never/almost always scale). Three in four principals (73.3% n=11) reported having participated in physical activity with their students (4.28 on 5-point never/always scale). (**Table 2.1.**)

<b>Table 2.1. Principals' Practice: Goal Setting/Achievement, Principal Participation</b>		
<i>Were any physical activity goals set for the school?</i>	<b>Number</b>	<b>Percent</b>
Yes	12	80.0%
No	3	20.0%
<b>Total</b>	15	100%
<i>If YES, please check the appropriate boxes</i>	<b>Number</b>	<b>Percent</b>
10 minutes	9	75%
15 minutes	0	0.0%
20 minutes	2	16.7%
Other *	1	8.3%
<b>Total</b>	12	100%
<i>Please rate how often the goal above is being met on a scale from 1 – 5.</i>	<b>1=Almost never 5=Almost always</b>	
	4.23 (mean, n=12)	
* <b>Other:</b>		
<ul style="list-style-type: none"> <li>• Individual classroom participate.</li> <li>• We “walked to Hawaii.”</li> </ul>		
<i>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?)</i>	<b>Number</b>	<b>Percent</b>
Yes *	11	73.3%
No	4	26.7%
<b>Total</b>	15	100%
* See <b>Table 2.1. Addendum</b> for responses to follow-up, “If YES, please describe these activities you participated in.”		

**Parental Involvement.** The link to parents by principals was strong. Nearly nine in ten (87.5% n=11) reported that they had taken steps to inform parents about Take Time! programming. Types of steps taken were recorded. (**Table 2.2.**)

<b>Table 2.2. Principals' Practice: Parental Involvement</b>		
<i>Did your school take any steps to inform parents about the Take Time! physical activity program? If YES, what were they?</i>	<b>Number</b>	<b>Percent</b>
Yes*	14	87.5%
No	1	6.25%
Don't know	1	6.25%
<b>Total</b>	16	100%
* See <b>Table 2.2. Addendum</b> for responses to follow-up, “If YES, what were they?”		

**Policy.** Principals' practice linking school policy to the Take Time! was weak. Only just over one in two (56.3% n=9) reported implementing a school-wide policy or procedure to support the Take Time! such that every student had at least 10 minutes of physical activity every day. No more (53.8% n=7) reported using Take Time! (or the like) as the physical activity component of their Wellness Policy. (**Table 2.3.**)

<b>Table 2.3. Principals' Practice: Policy</b>		
<i>Did you implement a school-wide policy or procedure to support the Take Time! physical activity program so every student had at least 10 minutes of physical activity every day?</i>	<b>Number</b>	<b>Percent</b>
Yes *	9	56.3%
No	7	43.7%
<b>Total</b>	16	100%
* See <b>Table 2.3. Addendum</b> for responses to follow-up, “If yes, please describe.”		
<i>Did you use Take Time! as the physical activity component of your Wellness Policy (i.e. require physical activity for all students at school every day?)</i>	<b>Number</b>	<b>Percent</b>
Yes	5	38.5%
No	6	46.2%
We already have such a policy	2	15.4%
<b>Total</b>	13	100%

## 2.2. Principal Evaluation

**Highlights.** Principals reportedly did:

- rate positively how well their schools had followed Take Time! recommendations.
- rate positively the usefulness of Take Time! resources.
- see benefits to their schools.
- see benefits to themselves.
- encounter challenges or barriers implementing Take Time! programming;
- favor school policy change to require physical activity.

**Program Recommendations.** Principals rated how well their schools followed Take Time! recommendations positively. Of seven (7) recommendations listed, the principals rated each (1: not done, 5: well done) as follows: Provide teachers with resource packets (4.75), Encourage teachers to incorporate physical activity in the classroom (4.75), Inform students about *Take Time!* (4.63), Inform teachers about *Take Time!* (4.56), Encourage teachers to take regular physical activity breaks with their students (4.56), Inform parents about *Take Time!* (3.94), Document time students spent being active (3.94). (**Table 2.4.**)

<b>Table 2.4. Principals' Evaluation: Program Recommendations followed, How well?</b>	
<i>On a scale from 1-5, please rate how well you believe your school followed the recommendations the Take Time! made about implementing Take Time! in your school. Please circle most appropriate response.</i>	<b>Mean: 1=Not done 5=Well done</b>
Provided teachers with resource packets	4.75
Encouraged teachers to incorporate physical activity in the classroom	4.75
Informed students about <i>Take Time!</i>	4.63
Informed teachers about <i>Take Time!</i>	4.56
Encouraged teachers to take regular physical activity breaks with their students	4.56
Informed parents about <i>Take Time!</i>	3.94
Documented time students spent being active	3.94

**Program Resources.** Principals rated the usefulness of Take Time! resources positively. Of three (3) program resources listed, the principals who checked each resource rated them (1: not useful to 5: very useful) as follows: Teacher Resource Packet (4.42), Fact Sheets (3.92), and Sample *Take Time!* Policy (3.67). Other Resources garnered a perfect rating (5.00) and were recorded. (**Table 2.5.**)

<b>Table 2.5. Principals' Evaluation: Program Resources provided/used, Usefulness</b>		
<i>Please indicate which, if any, of the provided resources were used by the administration to support Take Time! programming? Please check all that apply and rate how useful they were.</i>	<b>Number of checks (n=14 principals)</b>	<b>Means 1=Not Useful to 5=Very Useful</b>
Teacher Resource Packet (including calendars and stickers, ample classroom activities, tips for parental involvement, sample ideas for physical activity breaks)	14	4.42
Fact Sheets	13	3.92
Sample <i>Take Time!</i> Policy	12	3.67
Other Resources (Please tell us) *	6	5.00
<p><b>* Other Resources (Please tell us):</b></p> <ul style="list-style-type: none"> <li>• Having Anthony here.</li> <li>• CD player and stretch bands and music. (3 such responses)</li> <li>• Fit strips, classroom equipment (balls, jump ropes, disks), availability of district health coordinator.</li> </ul>		

**Benefits to Schools.** Principals saw benefits to their schools. More than nine in ten principals (92.9% n=13) reported having noticed school-wide benefits as a result of Take Time! programming. Of seven (7) benefits listed, these principals reported noticing fewer discipline problems (76.9% n=10), more fit kids (61.5% n=8),

increased staff morale (46.2% n=6), healthier staff (23.1% n=3), and increased test scores (15.4% n=2). None noticed decreased staff or student absenteeism. (Table 2.6.)

<b>Table 2.6. Principals' Evaluation: Benefits to Schools</b>		
<i>Did you notice any school-wide benefits as a result of the school's participation in Take Time!?</i>	<b>Number</b>	<b>Percent</b>
Yes	13	92.9%
No	1	7.1%
<b>Total</b>	14	100%
<i>If yes, please check all that apply:</i>	<b>Number of checks "Yes" (n=13 principals)</b>	<b>Percent (of n=13)</b>
Fewer discipline problems	10	76.9%
More fit kids	8	61.5%
Increased staff morale	6	46.2%
Healthier staff	3	23.1%
Increased test scores	2	15.4%
decreased staff absenteeism	0	0.0%
decrease student absenteeism	0	0.0%

**Benefits to Principals.** Principals saw benefits to themselves. Four in five principals (80.0% n=12) reported having noticed positive changes in themselves as a result of Take Time! programming. Of five (5) benefits listed, the principals who did notice positive changes indicated that their stress level had decreased (57.3% n=8); that their fitness level (41.7% n=5), ability to focus (25% n=3), and satisfaction with work (16.7% n=2) had increased; and that their absenteeism had decreased (8.3% n=1). Other positive changes were recorded as were negative changes as a result of the program. (Table 2.7.)

<b>Table 2.7. Principals' Evaluation: Benefits to Principals</b>		
<i>Did you notice any positive changes in yourself as a result of any increased physical activity during the school day?</i>	<b>Number</b>	<b>Percent</b>
Yes	12	80.0%
No	3	20.0%
<b>Total</b>	15	100%
<i>If yes, please check all that apply:</i>	<b>Number (n=12 principals)</b>	<b>Percent (of n=12)</b>
Decreased stress level	8	66.7%
Increased fitness level	5	41.7%
Increased ability to focus	3	25.0%
Increased satisfaction with work	2	16.7%
Decreased absenteeism	1	8.3%
Other (please tell us)*		
<i>If you noticed any negative changes in yourself as a result of Take Time!, would you mind describing them? **</i>		
* <b>Other (please tell us):</b>		
• Increased satisfaction with work because of interaction with the kids.		
** <b>If you noticed any negative changes in yourself as a result of Take Time!?:</b>		
• Didn't take part on a regular basis so changes would not be expected.		

**Challenges, Barriers.** Challenges or barriers that principals had encountered implementing the Take Time! were reported (Table 2.8.).

<b>Table 2.8. Principals' Evaluations: Challenges, Barriers</b>
<i>Please describe any challenges or barriers you may have encountered implementing Take Time!</i>
<ul style="list-style-type: none"> <li>• None.</li> <li>• Teacher concerns about meeting increased academic requirements.</li> <li>• Fitting everything in (curriculum, assessments, exercise initiatives).</li> <li>• Being mindful of incorporating activities when schedules change or are busy.</li> <li>• Some teacher planning barriers; very little, however.</li> <li>• Staff is open to the need for physical activity and does as much of it as they can. The paperwork is a drag for them and they could have used more interaction with Woody.</li> <li>• Time!</li> <li>• Remembering to document on a daily basis.</li> <li>• Fit strips need to be non-latex.</li> </ul>

**Policy.** Principals favored policy change to require physical activity. More than six in ten principals (62.5% n=10) reported that they would, fewer than four in ten (37.5% n=6) that they would not, like to see a state mandated physical activity policy like Take Time! required for all students at school every day. (**Table 2.9.**)

<b>Table 2.9. Principals' Evaluation: Policy</b>		
<i>Would you like to see a state mandated physical activity policy like Take Time! required for all students at school every day?</i>	<b>Number</b>	<b>Percent</b>
Yes	10	62.5%
No *	6	37.5%
* No:		
<ul style="list-style-type: none"> <li>• No, I'd like to see it encouraged strongly by every district and continued resources available for support.</li> </ul>		

### 3. Coordinator Survey

**School Coordinators** (n=11) representing the eleven (11) districts participating in the Take Time! evaluation were likewise surveyed and all responded. Of these eleven (11), nine (9) reported that it was their school's first year and two (2) that it was their school's third year participating in Take Time! programming. The eleven (11) Coordinators described their school positions, respectively, as Kindergarten Teacher (1), Library Education Technician, (1), Math Teacher (1), PE Teacher (1), School Health Coordinator (6), and Teacher (1).

#### 3.1. Coordinator Practice

**Highlights.** Coordinators reportedly did:

- remain active implementing a range of Take Time! programming.
- see, but only in part, that Take Time! concepts had been included in their districts' Wellness Policy.

**Program Activities.** Coordinators (n=11) were active implementing a range of Take Time! programming. Of twelve (12) listed activities, the coordinators checked each as follows: Attended at least one Take Time! training (100% n=11), Presented the Take Time! to teachers at a staff meeting (100% n=11), Distributed ideas for physical activity breaks to teachers (90.9% n=10), Distributed and collected calendars (90.9% n=10), Met with the Principal(s) to review packet/materials (81.% n=9), Made available the Jean Blaydes materials for teachers and others (81.% n=9), Distributed and collected evaluations (81.% n=9), Gave a Take Time! demonstration in some or all classrooms (72.7% n=8), Gave Take Time! demonstration at an workshop/in-service session (72.7% n=8), Discussed Take Time! in the development of the Wellness Policy (72.7% n=8), Discussed Take Time! at more than one staff meeting (72.7% n=8), Talked to parents about Take Time! (27.3% N=3). Take Time! materials distribution modes were likewise recorded. (**Table 3.1.**)

<b>Table 3.1. Coordinators' Practice: Program Implementation</b>		
<i>As the Take Time! champion/coordinator, please indicate what activities, if any, you engage in to implement Take Time! in your school. Check all that apply</i>	<b>Number (n=11 coordinators)</b>	<b>Percent (of n=11)</b>
Attended at least one Take Time! training	11	100%
Presented the Take Time! to teachers at a staff meeting	11	100%
Distributed ideas for physical activity breaks to teachers	10	90.9%
Distributed and collected calendars	10	90.9%
Met with the Principal(s) to review packet/materials	9	81.8%
Made available the Jean Blaydes materials for teachers and others	9	81.8%
Distributed and collected evaluations	9	81.8%
Gave a Take Time! demonstration in some or all classrooms	8	72.7%
Gave Take Time! demonstration at an workshop/in-service session	8	72.7%
Discussed Take Time! in the development of the Wellness Policy	8	72.7%
Discussed Take Time! at more than one staff meeting	8	72.7%
Talked to parents about Take Time!	3	27.3%
Other (please describe) *		
* <b>Other (please describe):</b>		
<ul style="list-style-type: none"> <li>Included info in newsletters. Dressed as Superman to promote Take Time!</li> </ul>		
<i>How did you distribute Take Time! materials to schools and to teachers?</i>		
<ul style="list-style-type: none"> <li>Hand-delivered. (4 such responses)</li> <li>Staff meeting. (4 such responses)</li> <li>I attended a teacher meeting after school.</li> <li>I met with teachers by team. I put a binder together with instructions and activities.</li> <li>Hand-delivered materials to each teacher and I conducted an in-service for teachers.</li> <li>All materials were delivered to each classroom when I presented.</li> </ul>		

**Policy.** Three in five coordinators (57.1% n=4) reported that Take Time! or concepts had been included in their districts' Wellness Policy. (**Table 3.2.**)

<b>Table 3.2. Coordinators' Practice: Policy</b>		
<i>Was the Take Time! program or concepts included in your district's Wellness Policy?</i>	<b>Number</b>	<b>Percent</b>
Yes *	4	57.1%
No *	2	28.6%
Don't know	1	14.3%
<b>Total</b>	<b>7</b>	<b>100%</b>
* <b>No:</b>		
<ul style="list-style-type: none"> <li>Not Take Time!, but increased PA, yes.</li> <li>The principal and I discussed the school wellness policy in relation to Take Time!</li> </ul>		

### 3.2. Coordinator Evaluation

**Highlights.** Coordinators reportedly did:

- split on whether or not they had encountered barriers implementing Take Time! programming.
- see factors that had made for program success and identify most and least helpful forms of technical assistance that they had received from Take Time! staff.
- rate positively the usefulness of Take Time! resources.
- make suggestions for other coordinators that could help make Take Time! a success.

**Barriers.** One in two coordinators (54.5% n=6) reported having encountered barriers implementing Take Time! programming. Ways they had overcome barriers were recorded. (**Table 3.3.**)

<b>Table 3.3. Coordinators' Evaluation: Barriers</b>		
<i>Did you encounter any barriers implementing the project?</i>	<b>Number</b>	<b>Percent</b>
Yes *	6	54.5%
No *	5	45.5%
<b>Total</b>	11	100%
<p><b>* Yes:</b></p> <ul style="list-style-type: none"> <li>• Some teachers indicated they were “overloaded.”</li> <li>• Equity. Not having supplies, resources, and incentive presented equity issues and challenges.</li> <li>• Time to motivate others.</li> <li>• Time!</li> <li>• Teachers, principals, and students were VERY receptive.</li> <li>• More time to come up with ways to integrate PA in the classroom.</li> </ul>		
<i>How did you overcome barriers?</i>		
<ul style="list-style-type: none"> <li>• Described how Take Time! can make them LESS overloaded.</li> <li>• Better communication of what schools could expect and more individual attention for schools not qualifying for additional resources.</li> <li>• We did “Brain Break” whole school.</li> <li>• Time is always a factor.</li> </ul>		

**Success Factors, Technical Assistance.** Factors making for program success as well as the most and least helpful forms of technical assistance that the Coordinators had received from Take Time! staff were recorded. (Table 3.4.)

<b>Table 3.4. Coordinators' Evaluation: Success Factors, Technical Assistance</b>
<i>If you felt Take Time! was successful, what factors were important in making Take Time! successful?*</i>
* See Table 3.4. Addendum for responses.
<i>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)?</i>
<ul style="list-style-type: none"> <li>• Observing others' successes.</li> <li>• Training and binder. (3 such responses)</li> <li>• Take Time! trainings with resources. E-mails. Binder and evaluation. Take Time! training was wonderful. Jean Blaydes presentation and Amy Root's wonderful leadership ☺!</li> </ul>
<i>What was the least helpful?</i>
How to address the Olweus Bully Prevention rubric of taking physical activity/recess away as punishment.

**Program Resources.** Coordinators rated the usefulness of Take Time! resources positively. Of twelve (12) program resources listed, the Coordinators who reported receiving/using them rated each (1: not useful 5: very useful) as follows: Other music CDs (5.00 n=7), Sample activities for classrooms from Jean Blaydes (4.86 n=8), Hands-on demonstration from coordinator or a trainer (4.83 n=7), Jean Blaydes DVDs *Making Learning a Moving Experience* (4.80 n=6) and *Thinking on Your Feet* Curriculum (4.80 n=6), Boom box (4.75 n=6), Dole 5-A-Day music CD (4.60 n=7), Fit Strips (4.57 n=8, *Fitting In Fitness*—ideas for activities by grade level (4.40 n=6), Calendars and stickers to document time (4.30 n=9), List of suggestions for physical activity breaks (4.29 n=8), Fruit and Vegetable toss toys (4.25 n=6). Other resources used were recorded. (Table 3.5.)

<b>Table 3.5. Coordinators' Evaluation: Program Resources received/used, Usefulness</b>		
	<b>Received Yes/No</b>	<b>Mean : 1=Not Useful 5=Very Useful</b>
<i>Please indicate which resources, if any, you received/used to help you implement the Take Time! in your classroom. Please check all that apply and rate how useful they were.</i>		
Other music CDs	7/0	5.00
Sample activities for classrooms from Jean Blaydes	8/0	4.86
Hands-on demonstration from coordinator or a trainer	7/0	4.83
Jean Blaydes DVDs <i>Making Learning a Moving Experience</i>	6/0	4.80
Jean Blaydes <i>Thinking on Your Feet</i> Curriculum	6/0	4.80
Boom box	6/1	4.75
Dole 5-A-Day music CD	7/1	4.60
Fit Strips	8/0	4.57
<i>Fitting In Fitness</i> – ideas for activities by grade level	6/0	4.40
Calendars and stickers to document time	9/0	4.30
List of suggestions for physical activity breaks	8/0	4.29
Fruit and Vegetable toss toys	6/1	4.25
Others resources you used (Please tell us) *	1/1	5.00
<p>* <b>Others resources you used:</b></p> <ul style="list-style-type: none"> <li>• RE: above answers – depended on teacher “buy-in.” “1” for resistant teachers; “5” if teacher liked it.</li> <li>• Tony Chestnut, Braingym, purchased playground equipment for every classroom.</li> <li>• Dyno Bands were a big hit.</li> </ul>		

**Suggestions.** Coordinators made suggestions for other coordinators that could help make Take Time! a success. (Table 3.6.)

<b>Table 3.6. Coordinators' Evaluation: Suggestions</b>
<i>Do you have any suggestions for other coordinators that could help make Take Time! a success?</i>
<ul style="list-style-type: none"> <li>• Keep constant contact and communicate often with each teacher.</li> <li>• Make sure the principal understands the commitment 100%. Recruit multiple champions.</li> <li>• Be sure to provide demonstration. Follow up with teachers and offer reminders and incentives.</li> <li>• Be supportive, train teachers, offer demos, schedule activities with classrooms.</li> <li>• Do whatever it takes to get the principals on board with your work.</li> </ul>
<i>Other comments/suggestions about Take Time!</i>
<ul style="list-style-type: none"> <li>• Thanks for letting us participate!</li> <li>• Ideas for middle school and high school. High school students in class for 80 minutes without movement is ineffective.</li> <li>• Could we get the calendars for 07-08 in July?</li> </ul>

#### 4. Student Survey

**Students** (n=614) representing 34.5% of the total 1,782 students enrolled in twelve (12)—Gilford Butler, T. C. Hamlin, MacDougal, Newburgh, Kermit Nickerson, Noble VI, Owl's Head, Pittston, Riverview, Helen Thompson, South, Trenton—of the same twenty (20) schools responded to the student survey.

##### 4.1. Student Practice

**Students** reportedly did:

- take part widely in Take Time! programming.
- change positively as a result of that participation and in many ways.
- register what made it hard to be active at school.

**Program Participation.** Of these 614 students, seventeen in twenty (84.9% n=521) reported having taken part in Take Time! programming during the year. The remainder reported having not done (6.8% n=42) or having not known or heard about the program (8.3% n=51). Of the 521 students who reported having taken part in Take Time! programming, seven in ten (70.3% n=374) reported that it had been “really fun,” one in four (25.6% n=136) that it had been “a little bit fun,” and one in twenty (4.1% n=22) that it had not been “fun at all.” What the same 521 students had liked best and least about the Take Time! was recorded. (**Table 4.1.**)

<b>Table 4.1. Students' Practice: Program Participation</b>		
<i>Did you take part in Take Time! this year? Take Time is a program that adds time for physical activity during the school day.</i>	<b>Number</b>	<b>Percent</b>
Yes *	521	84.9%
No	42	6.8%
Don't know	19	3.1%
I've never heard of "Take Time"	32	5.2%
<b>Total</b>	614	100%
<i>If YES, was it fun to be more active during the day? **</i>		
It wasn't fun at all	22	4.1%
It was a little bit fun	136	25.6%
It was really fun	374	70.3%
<b>Total **</b>	532	100%
* See <b>Table 4.1. Addendum</b> for responses to the follow-ups, “If YES, what did you like best about <i>Take Time!</i> ?” and “If YES, what did you like least about <i>Take Time!</i> ?”		
** Eleven (11) more respondents than the five hundred twenty-one (521) who affirmatively answered the question “Did you take part in Take Time! this year?” went on to answer the follow-up question “If YES, was it fun to be more active during the day?” nevertheless.		

**Change due to Activity.** The 601 students who reported what had changed as a result of their having been more active as a result of the Take Time! were predominantly positive. More than one in two (53.7% n=323) checked that they had found it easier to think, just under one in two (45.1% n=271) that they had been happier with school, two in five (40.1% n=241) that they had had less stress, one in three (32.4% n=195) that they had gotten better grades, and three in ten (31.3% n=188) that they had gotten into trouble less. One in five (19.3% n=116) checked that nothing had changed. On the negative side, just one in twelve (7.8% n=47) checked that they had found it harder to think, one in sixteen (6.0% n=36) that they had gotten into trouble more, fewer than one in twenty that they had had more stress (3.8% n=23) and that they had been less happy with school (3.7% n=22). Fewer than one in a hundred (0.8% n=5) checked that they had gotten worse grades. Other changes were recorded. (**Table 4.2.**)

<b>Table 4.2. Students' Practice: Change due to Activity</b>		
<i>Has anything changed because you have been more active (check all that apply)?</i>	<b>Number</b>	<b>Percent</b>
I find it easier to think	323	53.7
I am happier with school	271	45.1
I have less stress	241	40.1
I get better grades	195	32.4
I get in trouble less	188	31.3
Nothing has changed	116	19.3
I find it harder to think	47	7.8
I get in trouble more	36	6.0
I have more stress	23	3.8
I am less happy with school	22	3.7
I get worse grades	5	0.8
<b>Total</b>	601	
* See <b>Table 4.2. Addendum</b> for responses to the follow-up, “Were there any other changes?”		

**Inhibitors of Activity.** Of the 596 students who reported what made it hard to be active at school, three in five (61.7% n=368) explained that recess was taken away for punishment and (61.5% n=366) that they did not have time in school to be active, two in five (39.1% n=233) that they did not have enough equipment like balls

and jump ropes, fewer than one in five (18.1 n= 109) that there was not enough space and (17% n=102) that the weather made it hard. One in ten (10.5% n=63) could not think of anything that made it hard to be active even though they had reported that it had been hard so. Other explanations were registered. (Table 4.3.)

<b>Table 4.3. Students' Practice: Inhibitors of Activity</b>		
<i>Are there things that make it hard for students to be active at school (check as many as you want)?</i>	<b>Number</b>	<b>Percent</b>
Sometimes recess gets taken away for punishment	368	61.7
We don't have enough time	366	61.5
We don't have enough equipment, like balls or jump ropes	233	39.1
There's not enough space	109	18.1
The weather makes it hard	102	17.0
I don't know of anything	63	10.5
<b>Total</b>	596	
* See Table 4.3. Addendum for responses to the follow-up, "Is there anything else that makes it hard to be active at school?"		

#### 4.2. Student Evaluation

Students reportedly did:

- split on whether or not they had liked how much time they could be active during the school day (between those for whom it was the right amount of time and those for whom it was too little time).
- favor augmenting Take Time! to provide more opportunities for physical activity.

**Time to be active.** Of the 608 students who reported whether they liked how much time they could be active during the school day, just over two in five (44.6% n=271) registered that they had the right amount of time, just under two in five (36.7% n=223) that they hadn't enough time. A negligible number (2.2% n=13) registered that they had too much time, one in six (16.6% n=101) that they were not sure. The reasons of those who were not happy with the amount of time they could be active during the school day were recorded. (Table 4.4.)

<b>Table 4.4. Students' Evaluation: Time to be active</b>		
<i>Do you like how much time you can be active during the school day?</i>	<b>Number</b>	<b>Percent</b>
Yes, it is the right amount	271	44.6%
NO, we have <i>too much</i> time *	13	2.2%
NO, we do <i>not have enough</i> time	223	36.7%
I'm not sure	101	16.6%
<b>Total</b>	608	100%
See Table 4.4. Addendum for responses to the follow-up, "If you are <i>not</i> happy with the amount of time, please tell us what would make it better."		

**Program Augmentation.** Fully nineteen in twenty students (94.6% n=565) favored more active special events, nine in ten (90.9 n=539) more recess, nearly nine in ten (87.9% n=522) more physical education (gym class), and four in five (80.0% n=467) more quick physical activity breaks during the day. Suggestions for other forms of getting moving were recorded. (Table 4.5.)

<b>Table 4.5. Students' Evaluation: Program Augmentation</b>		
<i>How would you feel about the following?</i>	<b>Number</b>	<b>Percent</b>
<i>More active special events like "Field Day"</i>		
Good	565	94.6
Bad	7	0.01
Don't care	25	4.2
<b>Total</b>	597	
<i>More recess</i>		
Good	539	90.9
Bad	16	2.7
Don't care	38	6.4
<b>Total</b>	593	
<i>More PE (gym class)</i>		
Good	522	87.9
Bad	21	3.5
Don't care	51	8.6
<b>Total</b>	594	
<i>More quick physical activity breaks during the day</i>		
Good	467	80.0
Bad	37	6.3
Don't care	80	13.7
<b>Total</b>	584	
<i>Is there anything else that might get you moving more?*</i>		
See <b>Table 4.5. Addendum</b> for responses to the follow-up, "Is there anything else that might get you moving more?"		

## Appendix 1 Summary of Results 2006-2007

	<b>Process of Creating Opportunities in the School</b>	<b>Short Term Outcomes: School environment changes (policies, activities and resources used)</b>	<b>Intermediate Outcomes: Students' and teachers' physical activity</b>	<b>Long Term Goals: Benefits of physical activity (health and well being)</b>
<b>Teachers</b> N=121	<ul style="list-style-type: none"> <li>Teachers felt supported to participate in <i>Take Time!</i></li> <li>Teachers' favorite <i>Take Time!</i> resources included the boom box and CD's; , hands on demonstrations from coordinators or trainers and sample activities</li> <li>Most teachers did not discuss <i>Take Time!</i> with parents.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Almost 79% adopted policies, procedures or activities as part of <i>Take Time!</i>.</li> <li>75% of respondents reported setting physical activity goals for their classroom.</li> <li>50% of those who set goals set a 10 minute goal; 27% set a goal of 15 minutes; 16% set a goal of 20 minutes</li> <li>55% of respondents said they would like to see a policy requiring physical activity for all students every day while</li> </ul>	<ul style="list-style-type: none"> <li>Teachers reported almost always participating in physical activity with their students</li> <li>Teachers reported their physical activity goals as having been "almost always met".</li> </ul>	<p>84% (98 of 121) reported seeing <i>Take Time!</i> benefits for students:</p> <ul style="list-style-type: none"> <li>68% (67 of 121) reported increased ability to focus;</li> <li>45% (44 of 121) reported that students became more active on their own</li> <li>43% (42 of 121) decreased stress level;</li> <li>33% (32 of 121) improved fitness level;</li> <li>30% (29 of 121) decreased need for discipline;</li> <li>13% (13 of 121) improved academic performance.</li> <li>Two teachers reported decreased absenteeism.</li> </ul> <p>Teachers noticed other positive changes:</p> <ul style="list-style-type: none"> <li>Happier, cheerful students</li> <li>More smiling'</li> <li>Enjoyment of movement</li> </ul> <p>Very few teachers reported negative changes as a result of <i>Take Time!</i>:</p> <ul style="list-style-type: none"> <li>Hard to get the class calmed down after exercise</li> <li>Viewed as an interruption by some</li> </ul>
<b>Students</b> N=614	<ul style="list-style-type: none"> <li>Students overwhelmingly reported liking <i>Take Time!</i> activities</li> <li>70% (374 of 614) reported it was "really fun" to be more active</li> </ul>	<ul style="list-style-type: none"> <li>88% (522 of 614) of respondents reported feeling good about the possibility of having more PE;</li> <li>91% (539/614) about more recess; 80% (467/614) about more physical activity breaks;</li> <li>95% (565 of 614) about more active special events like "field day".</li> </ul>	<ul style="list-style-type: none"> <li>85% of student respondents reported taking part in <i>Take Time!</i> this school year..</li> <li>17% (102) reported the weather makes it hard to be active;</li> <li>61% (366) not enough time;</li> <li>61% (368) recess taken away for punishment;</li> <li>39% (233) don't have</li> </ul>	<ul style="list-style-type: none"> <li>19% (116) of respondents reported no changes.</li> <li>54% of respondents reported finding it easier to think;</li> <li>31% get in trouble less;</li> <li>40% have less stress;</li> <li>45% happier with school; and</li> <li>32% get better grades</li> <li>Students also reported some negative consequences to being more physically active. 6% reported getting in trouble more; 8% harder to think; 4% have more</li> </ul>

			<p>enough equipment;</p> <ul style="list-style-type: none"> <li>18% (109) not enough space;</li> </ul>	<p>stress; 4% less happy with school; and five students reported worse grades.</p>
<p><b>Administrators</b> N=16</p>	<ul style="list-style-type: none"> <li>Nine administrators reported first-year participation in <i>Take Time!</i> while 5 reported second year of participation. One reported being involved for three years and one administrator didn't know.</li> <li>Generally, administrators reported following <i>Take Time!</i> recommendations for program implementation. The weakest implementation area (score of 3.9 out of 5) was documenting time students spent being active and informing parents.</li> <li>All administrators except one reported informing parents about <i>Take Time!</i>.</li> <li>Time was the barrier most often mentioned by administrators</li> </ul>	<ul style="list-style-type: none"> <li>56% (9 of 16) reported adopting school-wide policies to support <i>Take Time!</i></li> <li>Ten administrators (62%) reported wanting to see a policy requiring physical activity for all students at school every day.</li> <li>Five administrators (38%) reported using <i>Take Time!</i> concepts as part of their school wellness policy.</li> </ul>	<ul style="list-style-type: none"> <li>Eleven administrators (73%) reported participating in <i>Take Time!</i> activities</li> </ul>	<p>93% (13) reported school-wide benefits as a result of <i>Take Time!</i>:</p> <ul style="list-style-type: none"> <li>77% (10) saw fewer discipline problems</li> <li>61% (8) saw more fit kids</li> <li>46% (6) saw increase staff morale</li> </ul> <p>80% (12) saw benefits in themselves:</p> <ul style="list-style-type: none"> <li>8 (67%) reported decreased stress levels</li> <li>5 (42%) increased fitness level</li> <li>2 (17%) reported increased satisfaction with work</li> <li>One reported decreased absenteeism</li> </ul>
<p><b>Coordinators</b> N=11</p>	<ul style="list-style-type: none"> <li>Coordinators reported the music CDs as being most useful followed by sample activities and hands on demonstrations</li> <li>100% of coordinators attended at least 1 <i>Take Time!</i> training</li> <li>100% of coordinators presented <i>Take Time!</i> at staff meetings</li> <li>91% (10) distributed ideas for physical activity breaks to teachers</li> <li>Only 3 (27%) talked to parents about <i>Take Time!</i></li> <li>54% (6) coordinators reported encountering barriers to project implementation. These included time and teachers feeling overloaded.</li> <li>Most coordinators reported distributing materials at staff meetings and through presentations.</li> </ul> <p>Coordinators mentioned these factors for success: keep in constant contact with teachers, recruit multiple champions, provide demonstrations, get administrator support, be supportive, train teachers, offer demonstrations.</p>	<ul style="list-style-type: none"> <li>57% (4) of coordinators reported <i>Take Time!</i> concepts being included in the district's wellness policy</li> </ul>		

## Appendix 2 Comment Tables

### C.1. Teacher Tables

<b>Table 1.1. Teachers' Practice: Administrator Support (Addendum)</b>
<i>Did your school administration support your participation in the Take Time! Physical activity program?</i>
<p><b>If so, in what way? If not, how might they have?</b></p> <ul style="list-style-type: none"> <li>• In letting us fit in the Take Time! when we could in our schedule. It might be helpful another year to have more school-wide activities so we all enjoy it together.</li> <li>• Encouraged us to do this program.</li> <li>• Reminded us. Encouraged us. Showed us the book with activities.</li> <li>• The whole school walked/ran together for the 15 minute period. She enthusiastically supports all that is good for kids; all of our efforts.</li> <li>• Went to Hawaii walking a mile a day.</li> <li>• She signed us up...bought new materials and supported our whole school.</li> <li>• Encouraged teachers/students to spend time "moving" throughout the day/week.</li> <li>• They join in to walk with the students.</li> <li>• Encouraged taking time to walk ten minutes together before school started.</li> <li>• Before ten minutes walking time was added, ten minutes of recess was taken from students.</li> <li>• Time to walk all together.</li> <li>• She would hold school assemblies where everyone would exercise.</li> <li>• Totally. She encouraged us to fully integrate activity into our routines.</li> <li>• Walking on Monday, Wednesday, and Fridays. Giving us reminders to take time.</li> <li>• Encouraged all staff and students to walk three mornings a week.</li> <li>• Assemblies, exercising, walking as a school.</li> <li>• Introduces program in school-wide assembly. Plans and encourages walking around school, integrates an activity into monthly assembly, plans walking field trips, Walking School Bus.</li> <li>• She encouraged us by having exercise day, encouraging daily walks in good weather, helping to plan trips where exercise was involved.</li> <li>• In-service time; joined in when we were doing it.</li> <li>• Materials and reminders.</li> <li>• School-wide goal.</li> <li>• Setting up time for you to come visit our school. In-service time as well.</li> <li>• Allow time. (3 such responses)</li> <li>• Time in meetings/in-services to discuss. Encouragement for increasing activity for all.</li> <li>• In-services. (4 such responses)</li> <li>• Permission to "Take Time" from regular day to exercise, structured 2<sup>nd</sup> recess.</li> <li>• Backing participation.</li> <li>• Encouraged. (2 such responses)</li> <li>• Allowed freedom to "Take Time" for movement. Gave staff meeting time for modeling. (6)</li> <li>• Move whole time.</li> <li>• They told us to exercise with our kids at a staff meeting.</li> <li>• Activity time.</li> <li>• Provided with binders and CD players.</li> <li>• Encouraged us to have extra recesses and to get moving.</li> <li>• Staff time.</li> <li>• Training as well as support in theory.</li> <li>• Encouragement.</li> <li>• Reminders at meetings.</li> <li>• Equipment, assemblies.</li> <li>• Encouraging via e-mail, etc.</li> <li>• Positive morning announcements about activity level.</li> <li>• I provided monthly "tips" for appropriate exercise, nutrition to principal for morning announcements. Principal supportive.</li> <li>• Organized an extra time in morning for students to use equipment outside before school.</li> <li>• Walking and exercising with us when she was in the building.</li> <li>• She facilitated meetings and encouraged us to participate as a school-wide community. In fact, she walked with us! ☺</li> <li>• We walked at a regular time three days a week.</li> </ul>

- Provided opportunity to use the gym in the morning, kept walking outside safe and provided encouragement.
- She actually participated when she came in one day.
- No one ever questions whether you go out or not.
- She comments and notes the Take 5 time in my daily schedule.
- Letting us take ten.
- Encouraging.
- Encouragement and ideas.
- Flexibility to allow time and space in our schedules and in our school to participate in physical activities. Howie is very supportive of physical activity and school.
- Never had a problem with me taking time for this.
- She allowed me to go to a Take Time! training and ran a school-wide monthly morning walk for students who wanted to participate.
- Allowed us to go to conferences, made time at staff meeting for presentation, school-wide walk.
- Arranged for faculty meeting presentations.
- Training materials and time.
- She encouraged us at the onset of the year to try fitting this program into our day.
- The principal was not supportive. I felt I was constantly on guard regarding the time element. I was criticized for not having two adults on walks and when I found an ed tech to assist during her break, she was called on.
- Gave two staff meetings for presentations.
- Devoted staff meeting time to training; supplied material.
- Activities from the book 4-5 times a week for 10-15 minutes.
- We did group things at a number of adult meetings. We also did activities with the whole school K-8.
- Our staff participated in physical activity at professional development meetings.
- Bought music.
- Presented at staff meetings. Introduced at district meeting. Encouraged staff.
- Gave release time for training. Provided funds for music CDs.
- Our principal encourages physical activity during class time whether it be going for a walk or doing some other type of activity to get students to move.
- Whatever I have asked for; equipment, music, etc.
- Love to see us taking walks and doing brain gym.
- Allowed us the time to attend workshop on movement and nutrition.
- Provided all necessary materials; encouragement to use.
- Allowing us time at staff meetings to share what we are doing in classrooms.

**Table 1.2. Teachers' Practice: Program Adoption (Addendum)**

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

**If YES, please tell us what they were.**

- More time spent on physical activity per week.
- Policy – I guess I did try to be more aware of the need for children to move.
- A lot of very active dance and “scootch” ... lively movement/dance around room – squat quickly when music stops, Irish step dancing, marching with rhythm instruments to music, outdoor active play, walking/running.
- Continued support of movement throughout the day.
- The helper of the day got to choose a song in the morning and a movement (stretchy bands, yoga, exercise, chicken dance, Cotton Eye Joe, etc.) in the PM after read-a-loud. They never let me skip.
- Worked a movement activity time into the daily schedule.
- Movement exercises in the classroom.
- Ten minute walk.
- Time in the afternoon to exercise. Cut back on snack.
- Fit strips. School-wide walking three days a week for 15 minutes. (2 such responses)
- Try to do something each day in our classroom.
- Calendar of events. Punch cards for laps walked. Calendar on display showing days exercised.
- CD movement activities, a few of the games.
- I do brain gym and have always done “exercises” as a break.
- Snacks (food regulations). Scheduled activity.
- Walking.
- Walks and movements activities with CD.
- Daily movement. 100% participation in outdoor activity.

- We walked daily for 15 minutes.
- Walking around the school facility as a class.
- Tried more in-class movement.
- Integrated into math, etc. Spirit song.
- More aware of movement in the classroom.
- Used ideas to jump start lessons.
- Boom box for sing along/movement. Vegetable toss toys.
- We walked around our building every day. We listened to the music.
- Songs, calendars, record keeping.
- I got the kids moving a lot more this year! I really thought about it.
- Second recess in place. Stretching throughout the day.
- Recess includes ALL students moving!
- Active math facts practice. Picking apples.
- Spelling with Move It/Shake It.
- We made it part of our weekly routine.
- Every afternoon we walked the track. My students built their stamina and it showed at Special Olympics!
- Physical activity 5-20 minutes additional daily.
- More movement, more conversation with class about health.
- I tried out some of the activities on the informational sheets provided, and had the PE teacher teach us all how to use the bands. Also focused on healthy choices. Also used Frisbees, balls in the gym on rainy days.
- Ten minutes per day of activity. Sometimes practicing skills (math facts, spelling words) or as a morning meeting game. Other times as an afternoon break.
- Brain gym in PM. Ten minute Fantastic Fun earned in PM. Gym activities with Take Time \$ materials (hopscotch balls, jump ropes, spats, Frisbees). School-wide AM playground time.
- Routine five-minute activity times in and out of class.
- Fit strips. CD songs for movement.
- We integrated the exercises and music into a daily routine, whenever possible. Linda joined us on several occasions and led my second graders in games, activities, and a fruit tasting celebration.
- We did some stretching and games from time to time.
- Walking Club.
- Our team walked outside (weather permitting) or in the gym for at least 20 minutes each morning. Many students got 30 minutes in each morning.
- Started the Mileage Club walking program at recess. Some inside exercising during winter, but not much. Changed 3:00 recess from inside sitting in cafeteria to outside playing, walked outside together.
- Other than doing Take 10 activities each day, no.
- I used responsive classroom ideas for games etc. that were physically active. I did not call this "Take Time!" so students may be unaware that what they were doing related to this.
- Morning activity – during morning meeting there is activity time. Sometimes with movement, sometimes without.
- Daily as a transition activity.
- Using stretch bands for spelling, etc. number facts.
- Special time during the day.
- Ten minutes physical activity each day.
- Fit strips, list of suggested physical activity breaks, calendars and stickers to document time.
- Mostly in winter.
- We have purchased lots of music and have it available for music and movement in the classroom.
- Incorporated many lessons around physical activities.
- Ten minutes/day, 4 days/week of exercise.
- Stretching first thing in the morning, rotating pre-lunch walk, Tony Chestnut, or tag pertaining to subject matter, and stretching and breathing exercises before test.
- I have used Responsive Classroom as a social curriculum which has a physical activity component. I use 99 Greetings and Activities from Responsive Classroom.
- Activities to songs on CDs.
- Consistent brain breaks.
- Daily, afternoon "game break."
- All students must participate. I also established an at-home mileage club to get students walking with their families outside of school.
- Movement during multiplication songs on CD. Rubber band stretch exercises.
- I utilized activities from Jean Blaydes CD, Tony Chestnut's CD, stretching exercises, brain breaks.
- We tried to take the breaks, but the 5<sup>th</sup> grade schedule is full and it was too easy to let them slide. Also, my class was not

easy to get back on task.

- We danced to songs from the Jean Blaydes Madigan CDs.
- Integrated PA in the classroom 3-5 days a week.
- Integrated into daily lessons.
- We moved a lot! Lots of great ideas for movement on all subjects.
- Some movement learning.
- Daily exercise.
- Walking in good weather.
- We walk ¼ mile a day and keep a pie chart up for the number of miles we walked.
- Adopt all, but have had difficulty finding as much time as I would like.
- We do Brain Gym every day as part of Take Time!
- Workout with bands and movements.
- We used resistance bands for morning workout and some songs during morning meeting.
- We exercised everyday.
- Movement is a very essential part of our “K” day. Healthy snacks are encouraged, “thinking on your feet” allows the children to have fun while they move and learn! A great program!
- Made sure we moved, Brian Gym.
- In my class we do PACE and Brain Gym activities daily.

**Table 1.4. Teachers’ Practice: Parental Involvement (Addendum)**

*Did you notify your students’ parents about the Take Time! physical activity program or discuss this with parents?*

**If YES, how did you do this?**

- We did as a school.
- No, although a general letter went home to all students in our school.
- School Newsletter. (2 such responses)
- Through our Walking to Hawaii program.
- Newsletter, take home “Move It” weekly sheet.
- We did a walking program for three months this winter/spring.
- School newsletter.
- I don’t think so, but something may have gone home in the newsletter.
- I did tell about daily walks.
- Newsletter.
- Letter went home.
- Could via newsletter next year.
- Parent newsletter. (3 such responses)
- Calendar.
- Parent letter. (2 such responses)
- Newsletter. (4 such responses)
- As a school, a notice went home.
- Newsletter. (2 such responses)
- In our weekly newsletter.
- Discussion during parent/teacher conferences. Classroom letters to parents.
- But I did let them know about morning meeting which contains an activity component.
- Newsletter, Mileage Club letter, casual conversation.
- Newsletter.
- A parent letter explaining the feet/bracelets and necklaces as a motivating factor. They loved earning the feet. Could we have them again in 2007-2008?
- Sent home parent letter.
- Newsletter.
- Volunteers joined in activities.
- No, but I believe our coordinator did.
- Newsletter.
- Just casual mentions in our notes that go home weekly.
- Yes, but not in-depth. Will cover this area better this coming year. I will mention this in my classroom newsletters, send home the “Take Time!” letter to parents, and talk with parents during our “Open House.”
- Gave info through parent letters.

<b>Table 1.5. Teachers' Evaluation: Program Resources received/used, Usefulness )Addendum)</b>
<i>Please indicate which resources, if any, you received/used to help you implement the Take Time! in your classroom. Please check all that apply and rate how useful they were.</i>
<p><b>Other resources you used (Please tell us).</b></p> <ul style="list-style-type: none"> <li>• Material from a grant written by a K teacher three years ago.</li> <li>• Movement activities to music (supplied by Mr. Walton), CDs from students – popular songs – they love these things.</li> <li>• 2 CDs Jump In and Move It.</li> <li>• Fruit and Veggie Toss – I don't know what to do with these.</li> <li>• Hap Palmer Vol I would be nice. Mrs. Moody could tape it for me, please.</li> <li>• I used my own exercise and movement tapes and CDs and lots of walking.</li> <li>• Brain gym.</li> <li>• Thera bands.</li> <li>• Latex free school; could not use the Fit Strips. (17)</li> <li>• Other movement CDs and videos.</li> <li>• CDs – “Get Funky” which I bought at Jean Blaydes workshop and “Cool Aerobics for Kids” from my PE teacher.</li> <li>• I'm sure many are useful, but I didn't have time to study the binder and check out the resources on my own. It would be useful to explore it on a staff development day.</li> <li>• I received a booklet of ideas for how to use the dyno-band.</li> <li>• Music CDs and vegetable toss toys would be helpful.</li> <li>• I like the calendar and the binder. Fantastic resource. The bulk of the binder prohibits it being handy.</li> <li>• My own knowledge of physical games and activities for inside. The materials are great. I hope to use them more next year. Start off in September!</li> <li>• Due to when we received these items, I was unable to utilize them all. The ones I did were somewhat in the “3” range. Because the materials were not given to us until mid-point, it was difficult to establish this program to be effective.</li> <li>• Jean Feldman CDs.</li> <li>• Resistance bands broke after several weeks of use. (2 such responses)</li> <li>• Boom Box -- Music wasn't loud enough (volume too low on highest setting).</li> </ul>

<b>Table 1.6. Teachers' Evaluation: Benefits to Students (Addendum)</b>
<i>Did you notice any difference, in any of the following, among your students as a result of the Take Time! physical activity program?</i>
<p><b>Did you notice any other positive changes?</b></p> <ul style="list-style-type: none"> <li>• Although I always have incorporated movement into the day, and to start the day, I called it “Brain Breaks.” I have made it more regular this year. There is more interest/awareness/focus in regard to movement and its benefits.</li> </ul> <p><b>CORNVILLE</b></p> <ul style="list-style-type: none"> <li>• Lots of enjoyment – singing and moving together.</li> <li>• Exercising/walking with students – sometimes gave students an opportunity to talk about important things – build the student-teacher relationship.</li> <li>• Students had a better attitude after.</li> <li>• Awareness that activity is healthy. Positive attitude during transition times.</li> <li>• Students would always ask for it.</li> <li>• Calms their bodies down.</li> <li>• Had better snacks.</li> <li>• Enjoyed walks/inside movement.</li> <li>• They were quieter.</li> <li>• Motivation for learning.</li> <li>• Presidential Fitness Award winners.</li> <li>• Enthusiasm for learning.</li> <li>• My students asked to do something (walk track, snowshoe) if I didn't schedule it in.</li> <li>• Enthusiasm in students.</li> <li>• More smiling ☺.</li> <li>• Some 5<sup>th</sup> graders walked at home with a parent using pedometers!</li> <li>• We established a larger awareness of how physical activity helps our overall fitness.</li> <li>• Cheerfulness due to walking.</li> <li>• Students seemed more awake in the morning and ready to start classes.</li> <li>• A few students who were usually inactive at recess really got into the Mileage Club program because it wasn't a</li> </ul>

<p>competitive sport.</p> <ul style="list-style-type: none"> <li>• The students loved it. The pick up time before was so much easier and quicker because they like the Take 10.</li> <li>• Just calmer. Happier to be at school.</li> <li>• The ability to work together.</li> <li>• Happier students in general.</li> <li>• They really miss it when we don't do it.</li> <li>• I have always used an activity component to my day, so I can't compare before and after.</li> <li>• The afternoon break was just enough to perk them up to perform positively the rest of the day.</li> <li>• My students looked forward to it Monday, Wednesday, and Friday.</li> <li>• Once students settled down, they were more focused for a short time.</li> <li>• Children loved the songs and movement.</li> <li>• They watch what they have for snack.</li> <li>• Healthy interactions among students.</li> <li>• Eager to do.</li> <li>• We had lots of fun.</li> </ul>
<p><b>** Did you notice any negative changes as a result of <i>Take Time!</i>?</b></p> <ul style="list-style-type: none"> <li>• When the school added ten minute walk the district reduced recess by ten minutes.</li> <li>• No.</li> <li>• No. (4 such responses)</li> <li>• We didn't get things to use for long enough. (3 such responses)</li> <li>• I was not sure which teachers were participating or when.</li> <li>• There was a bit of conflict among some staff members as a result of viewing this as an interruption.</li> <li>• Sometimes it was hard for the class to settle down. During the walking, there were some behavior issues.</li> <li>• They want to do it all the time! ☺</li> <li>• Transitions are hard.</li> <li>• Took some time for them to settle back down. (2 such responses)</li> <li>• Yes. From the administrative level.</li> <li>• In the beginning, especially it took students several minutes to settle down after.</li> </ul>

<p><b>Table 1.7. Teachers' Evaluation: Benefits to Teachers (Addendum)</b></p>
<p><i>Did you notice any positive changes in yourself as a result of any increased physical activity due to <i>Take Time!</i> during the school day?</i></p>
<p><b>Other (please tell us).</b></p> <ul style="list-style-type: none"> <li>• Just lack of time in a day to provide the extra activity session.</li> <li>• Increased energy and enjoyment with the children.</li> <li>• It's just enjoyable to move with kids.</li> <li>• Moment of fun.</li> <li>• Enjoy children more.</li> <li>• I run every morning before school and walk or bike afterwards, so I know what a difference exercise makes!</li> <li>• The walking we did augmented my usual fitness activity of walking after work about two miles and because I was exercising more I developed better eating habits.</li> <li>• Enjoyed the walking outside, felt happy.</li> <li>• Easy going attitude and a great way to bond with students.</li> <li>• Having a break away from mental activities is always a positive factor. I am a physical and active person, so I know I benefit in many areas by being so.</li> <li>• It was all positive until I was chastised more than once and my ed tech was questioned regarding the time element (reminder, she used her break time to assist).</li> <li>• Improved attitude.</li> <li>• The children enjoyed having the adults join in – physical activity is for all and they observe the adult models.</li> </ul>
<p><b>If you noticed any negative changes in yourself as a result of <i>Take Time!</i>, would you mind describing them?</b></p> <ul style="list-style-type: none"> <li>• More to do on my plate. Increased planning time.</li> <li>• Negative attitude. Trying to fit in with everything else.</li> <li>• Increased stress due to extra planning and prep time for "lessons," dealing with discipline problems during and after "breaks."</li> </ul>

**Table 1.8. Teachers' Evaluations: Challenges, Barriers (Addendum)**

*Please describe any challenges or barriers you may have encountered implementing the Take Time! physical activity program.*

- Felt we were just plunked into program – swim or sink. Also didn't have enough background in ideas for activities to be diversified in activities.
- Record keeping.
- None except for the paperwork.
- Sometimes not enough time in the school day with specials (art, music, etc.).
- None other than making time each day, but I found after calendar AM and read-a-loud PM worked best.
- Forgetting to document time and "sticker" the calendar. Goal for next year is to put a student in charge!
- Limited room in classroom for some of movement songs.
- Time/schedule change. It used to be part of daily plan, but the district's decision to shorten our school day made it harder to sacrifice an additional 10-15 minutes. I personally try to incorporate movement throughout the day vs. specific "Take Time!" time.
- I would have appreciated more information and ideas for grade level.
- Mandated walk was resisted by children. They wanted to play games.
- My personal CD player broke, but another was provided through the grant package.
- Believe it or not, it was sometimes difficult to find the "time." Sometimes it was not possible.
- Even though it's 5-10 minutes per day, it is hard to squeeze it in sometimes.
- Space in classroom. Kids not being independent about "self-space." Kids associating free movement at any time of the day within classroom; the children survey is difficult. Not first-grade friendly. Thirty-five minutes to do with class.
- Finding the time to come up with new activities.
- I did not have time to really preview the resources. I will this summer and will be ready next school year.
- Time.
- Sometimes the activities increased student "excitedness."
- Keeping track of daily activities.
- Getting used to adding another piece, however important, into schedule (already crowded).
- Time to implement. (9)
- The only barrier is that less recess is the only loss of privilege that holds currency to encourage better behaviors. Lack of time to fit in schedule.
- Learned about it late in year.
- Negative attitude. Trying to fit in with everything else.
- Inclement weather. (3 such responses)
- Loss of instruction time – one more thing added to our plate.
- The kids argued and had a hard time keeping up at first.
- Twenty is too many children!
- Remembering to do it at optimal time.
- Fitting it into our day was our only obstacle.
- Fitting the Take Time! program into a challenging academic day.
- Finding extra time.
- Just needed to come up with another plan if we had inclement weather.
- Keeping a record of the time.
- Just fitting it in with all the curriculum requirements.
- Running out of time.
- Record keeping.
- Keeping an accurate record of what and when.
- It was tough to get the whole school agreeing on the time the walking should take place.
- Sometimes at a staff meeting when complaints were made, I had to take a greater initiative to advocate for students' physical welfare.
- We have short academic time and are required to teach a lot of content. It was increasingly challenging to fit it all in by the end of the year.
- Time barriers.
- Time, space, and weather.
- Finding time in the day. Also, the kids didn't enjoy exercising in the classroom as much as they liked all the outside, less structured stuff.
- Knowing how to weave physical activities into the present curriculum.
- Remembering to record it!
- There is so much to accomplish during the day. There is not enough time to do everything and everything is important.

- Space in classroom. Maybe I will Take 5 outdoors more next year.
- Finding time to do it. (2 such responses)
- As always, time.
- Time – some days it seemed too busy to stop and move.
- It is sometimes hard to bring them back to focus.
- Scheduling the 15 minutes was difficult in an already jam packed day.
- TIME! (Difficult to fit it in with all of the other curriculum demands. Would have to let another subject go.)
- Time factor – having enough. The elementary curriculum is full. We’ve had to add in time for laptop use as well as Take Time! It’s hard to know what we can take time from.
- None really; time if anything, however, I’ve found that making time is worth it.
- There is not enough time to teach the curriculum in all subject areas as it is. It was difficult to fit this in to our daily schedule.
- Lack of support from my superiors.
- The schedule.
- We have a lot on our plate – a lot to teach and only so much time in the school day.
- Students tended to be wild and noisy; some refused to participate.
- Just remembering to do it.
- Lack of enthusiasm.
- I do large K-4 group at end of lunch. Group too large to manage. Finding/making time (instruction time not long enough in my world).
- Making time for exercise takes a concentrated effort. Some days were more difficult than others.
- Weather! Gym not always available for walks on inclement days.
- Time, time, time!
- I need a new CD player. Mine doesn’t work anymore.  
I was not in attendance during the one meeting this was introduced and there was not follow-up to check for understanding or help in implementing. I was not aware of what was expected.
- Remembering to do.
- I didn’t Take Time.
- Making it a new habit – keeping it a daily event.

**Table 1.9. Teachers’ Evaluations: What more? (Addendum)**

*What more could the organizers of Take Time! and/or the Take Time! coordinator in your school do to help you successfully implement Take Time!?*

- Provide in-service for us to increase our knowledge of activities to pull from at the spur of a moment. I just can’t find the time to read through the Take Time! notebook. I forget about it also since it is out of sight in the teachers’ room. Hands on support; provide help in classroom or school-wide to get the kids sparked up and knowledgeable about nutrition and exercise. School-wide kickoff of Take Time! and a few times a year reinforcement.
- Come talk to the students about it.
- I feel this program, or just making sure the students had a physical break, was a TOTAL effort of the classroom teacher. I have always done these types of activities at the K level and this “program” was a reminder, but I did not feel I was given any real help or support. I think a lot more could have been done to help promote the program. I feel we were given a notebook of ideas (which were okay) and encouraged to keep the marks on the calendar, but other than that there was no other help, support, or ideas given. As a K teacher, I have always given my students exercise and stretch breaks. We did not call it Take Time! I think it has been helpful to be encouraged, but I guess I felt the record-keeping was not worth my time. I hope to see more of Mr. Moore in a helpful way. Maybe monthly demonstrations of ideas, encouragements (other than collecting calendars). Maybe ideas for students on better snacks, things they could do at recess, etc.
- Come and give a “pep talk” now and then and to launch the year. Kids need a sense that they are part of a bigger movement. They’d be impressed by accounts of older kids participating. Have RDMS/RDHS kids come and talk about they program and fitness in general.
- We do need a new incentive each year – new equipment with a list of ideas...hula hoops with movement or rubber band circles with ideas, etc.
- Perhaps come quarterly (or more often) to do activity(ies) with students.
- Keep training us! We learn best from watching the ways you use to keep ideas fresh and for motivating the students!
- Increased PE time.
- Maybe more 5-10 minute activities for very young students to do in the classroom.
- More examples of activities.
- Scout for and purchase puppet presentations or “readers theater” plays for kids to engage in.
- Visit monthly to do a new Take Time! activity with students.
- None.

- Just more practice time.
- Great program!
- No. Not unless we give up something else!
- Provide supervision of playground before school.
- Not sure at this time.
- Time to share.
- More modeling activities.
- Nothing, you're doing well.
- Nothing.
- Fine a better tool/way to record data.
- Keep us up to date on new fun activities and allow us to participate doing them as a training so that we know how they work.
- More and different music CDs with songs which give movement directions.
- The calendar design was set up Monday-Sunday. It was confusing for "little ones" learning Sunday-Saturday design. Plus, it seems we never got around to putting stickers on time, recording, though we did lots!!
- Perhaps some organized school-wide activity time on a regular basis. Like the ACES walk only with a variety of activities.
- Have time to discuss the options.
- Perhaps a greater involvement by more staff members earlier in the year (i.e., Take Time! training session), would yield better results. Do you ever offer site-based training sessions?
- Model/Run/Lead short fitness routines in classrooms a few times a week.
- Do a ½ day or 1 day workshop with activities so that we can see how to use them.
- More CDs or copies of action songs. I have Tony Chestnut. PE.
- Make it mandatory at a certain time if you really want it done each day.
- Nothing more, just continued encouragement.
- Nothing. He's doing an amazing job.
- It would be great to incorporate a monthly Take Time! activity into an all school assembly like our super kids assembly.
- Encourage us, but do away with the calendars. (I felt more stressed if I couldn't meet my goal). Provide us with the incentives for pupils that the other elementary schools received.
- The students need more structured PE time and team building skills.
- Mr. Moore was supportive, encouraging, and available when needed.
- Encourage administration to hire additional PE teachers so that elementary students have PE more often (everyday would be good).
- Get us the info for the Jean Blaydes activity. Maybe PTA would purchase them?
- More PR for the kids who are doing things on their own with exercise.
- Some reward program for kids. Not sure what.
- Follow-up.
- Poster chart to hang in classroom to help remember?
- Designate a time in the schedule to do it.
- Visit our school or have a Union-wide workshop.
- Keep coming up with creative active ways to teach.

**Table 1.10. Teachers' Evaluation: Policy**

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

- Don't know. I like the activities/CDs that provide academic learning with the exercise. I do have a variety of CDs that provide this and use them often. It is hard to keep trying to find 10-15 minutes here for this and that during the day. We have these demands from other areas also.
- No. I need to see what it would say before I can say I can agree. Is there a need? Certainly.
- No. Sorry, we have enough policies! Incentives work!
- Through Take Time!, No. Through extra phys. ed. time, Yes. But aren't we on a clock for academic instruction?
- No. We should allow it to be individual.
- No. Only because I've taught 3<sup>rd</sup> grade, where curriculum requirements and testing take up more classroom time. It should be up to teacher discretion.
- Don't know. I don't know that a policy is necessary, just lots more encouragement. But I do it lots anyway because I teach "little ones." I don't know about others.
- Don't know. Depending upon whose responsibility to implement.
- Yes. Second recess should be in place.
- Don't Know – I think it's a good idea and I enjoy doing it, but I don't think I would make it compulsory.

- Yes. Increased physical education time.
- No. I feel it is better to build it in than to force it.
- Yes, but we would need to lengthen the school day to have enough time to teach everything.
- It depends on who would be responsible for planning it and implementing it. Elementary teachers are already responsible for planning and implementing six subjects. Our plates are full.
- Yes. Especially as a parent!
- More lesson plans and activities.
- Don't know. Difficult to find enough time although I enjoy the physical activity.
- Don't know. It was unfortunate that we were not able to begin this program in September. I will now add it on my agenda to the beginning of the school year, to see how beneficial all this can be. Since this program was not officially part of my class, I do not feel that my students can realistically fill in the survey.
- Yes. What about parent responsibility. Why couldn't parents sign an exercise log and have their child exercise for 20 minutes outside rather than taking time away from instruction?
- No. Only if it's a PE class taught by a qualified teacher. I like the concept of having activity breaks during the day. This year I had a very difficult class and they tended to get overly excited during our activity breaks. In the beginning, it took as much time to settle them back down as we spent on the activity break. They are better now, although we still have problems with some students being too aggressive or others refusing to participate. Next year, I plan to incorporate the breaks starting on the first day with clear instructions and expectations on participation and behavior. This will require me to familiarize myself with the J. B-Madigan curriculum during the summer, so that I will have a repertoire of activities.
- Not required, but strongly encouraged and supported.

**C.2. Principal Tables**

<b>Table 2.1. Principals' Practice: Goal Setting/Achievement, Principal Participation (Addendum)</b>
<i>As an administrator, did you participate in any of the Take Time! physical activity activities?</i>
<b>If YES, please describe these activities you participated in.</b>
<ul style="list-style-type: none"> <li>• Walking School Bus.</li> <li>• No, unfortunately.</li> <li>• Took part in some classroom activities.</li> <li>• I walked "as often as I could."</li> <li>• Walk everyday before going to school.</li> <li>• Recess walks, nature trail walks.</li> <li>• I'm a part-time principal, so my involvement was not on a regular basis. It was great when I joined in!</li> <li>• Walking School Bus, Healthy Living assemblies with song/dance, ACES.</li> <li>• Walking, stretching.</li> <li>• I am a teaching principal, so I participate with my class plus I sponsored a Move &amp; Groove after school activity one month.</li> <li>• Spent time doing third grade activities.</li> </ul>

<b>Table 2.2. Principals' Practice: Parental Involvement (Addendum)</b>
<i>Did your school take any steps to inform parents about the Take Time! physical activity program?</i>
<b>If YES, what were they?</b>
<ul style="list-style-type: none"> <li>• Notice to parents.</li> <li>• Publicly, each parent was informed of a media event highlighting the Walking School Bus and effort to increase physical activity in and out of the classroom.</li> <li>• Newsletter; classroom newsletters.</li> <li>• Newsletters. (5 such responses)</li> <li>• Newsletters – Tips for "parental involvement" in Teacher Resource Packet.</li> <li>• Website info. (2 such responses)</li> <li>• Newsletters weekly from each classroom. Newsletters twice monthly from school.</li> <li>• An article in the district newspaper and word of mouth.</li> <li>• Newsletter, district newspaper.</li> <li>• Sent home sheets each week during part of the year where parents could document the exercise students were getting.</li> </ul>

<b>Table 2.3. Principals' Practice: Policy (Addendum)</b>
<i>Did you implement a school-wide policy or procedure to support the Take Time! physical activity program so every student had at least 10 minutes of physical activity every day?</i>
<b>If yes, please describe.</b>
<ul style="list-style-type: none"> <li>• Each teacher planned a ten-minute activity in addition to recess/gym.</li> <li>• Verbal encouragement, not written policy.</li> <li>• Added a morning activity time of 20 minutes prior to the beginning of the day.</li> <li>• Took ten minutes/daily and "whole" school walked. Then the mileage was calculated.</li> <li>• Fits into our Wellness Policy. This is a school-board-adopted policy.</li> <li>• Physical Education, recess, school-wide walking.</li> <li>• E-mail and teachers' meeting.</li> </ul>

### C.3. Coordinator Tables

<b>Table 3.4. Coordinators' Evaluation: Success Factors, Technical Assistance (Addendum)</b>
<i>If you felt Take Time! was successful, what factors were important in making Take Time! successful?</i>
<ul style="list-style-type: none"> <li>• Consistent follow-up.</li> <li>• Presenting at staff meetings.</li> <li>• Full teacher participation.</li> <li>• Continual contact and availability to the teachers.</li> <li>• My principal is behind the program 100%! (2 such responses)</li> <li>• At least one champion driving the program in each school.</li> <li>• Someone (if it hasn't already happened) needs to make Take Time! a policy to establish a precedent (in our goals for next year).</li> <li>• Some teachers were already integrating movement into their day. They encouraged others.</li> <li>• Teacher buy-in.</li> <li>• Yes! Whole school.</li> <li>• Resources. I wish I had more, but teachers appreciated tools to facilitate. Wish I had more money for CDs.</li> <li>• USDA grants, administrative support, and being able to take time from my schedule to demonstrate.</li> </ul>

### C.4. Student Tables

<b>Table 4.1. Students' Practice: Program Participation (Addendum)</b>
<i>Did you take part in Take Time! this year? Take Time is a program that adds time for physical activity during the school day.</i>
<b>If YES, what did you like best about Take Time!?</b>
<ul style="list-style-type: none"> <li>• Playing soccer.</li> <li>• I like that you get to go outside and to have fun.</li> <li>• I like it because I get to be with my friends.</li> <li>• Running outside. (2 such responses)</li> <li>• It gets your blood flowing.</li> <li>• That we got to run around. (3 such responses)</li> <li>• We get to play.</li> <li>• Swing on the playground.</li> <li>• I liked when we did skoch.</li> <li>• Playing and getting to go outside!</li> <li>• That you get a good exercise.</li> <li>• I like the playing at Take Time!</li> <li>• Talking to friends. (6)</li> <li>• Getting exercise. (2 such responses)</li> <li>• Having fun outside.</li> <li>• Talking and walking with friends. (10)</li> <li>• We get to play and exercise.</li> <li>• Walking. (4 such responses)</li> <li>• I liked missing a little bit of class.</li> <li>• Running.</li> </ul>

- Playing tag. (2 such responses)
- Recess. (5 such responses)
- Playing with my friends. (2 such responses)
- Monkey bars.
- Walking. (2 such responses)
- Using the record player to play songs and do exercise.
- Play on playground. (2 such responses)
- The stretchy green things we did with Mrs. Conover.
- Running around the school. (4 such responses)
- Playing Four Corners.
- Duck Duck Goose.
- SPUD. (4 such responses)
- Dodge ball.
- A park.
- I could learn more stuff.
- Jump rope and recess.
- That it is great for me.
- I love after lunch recess. It is a lot of fun.
- It was good exercise. (3 such responses)
- Going in the gym and playing with the jump ropes and games. (5 such responses)
- I like it all.
- I like morning recess the best. (5 such responses)
- Having more time to play.
- That I got to have activity.
- Stretching.
- I liked nothing.
- The fact that we stop what we're doing.
- The apple picking thing.
- Frisbee.
- I liked jogging in place for a minute.
- It's awesome. (2 such responses)
- It's fun and wonderful. (2 such responses)
- It's fun getting active.
- I like the time away from school work.
- Because it was exercise.
- That we got to take a break.
- Going outside.
- Walking outside and getting fresh air and the fiesta.
- Walking around the field and school.
- Walking and having a good ten-minute exercise.
- We got more active time. (2 such responses)
- We would get physically fit.
- Walking is really fun. (3 such responses)
- It is just a way to relax before the school day.
- How we can exercise and chill out. (2 such responses)
- I like it because I could hang out with my friends. (11)
- Walking Club, gym.
- That it was making me exercise more and stretch.
- That we were getting physical activity while having fun!
- We got to get exercise and get to talk to our friends on our team. (4 such responses)
- Because it's more fun to be outside than in the cafeteria.
- That we get to walk with friends on the White Team.
- Chasing my friend LT!!!
- It is just fun to do.
- You get more active.
- I liked the Mileage Club. (17)
- Extra recess at bus time. (17)
- The fun.

- Not much because we need more time.
- Less math in school.
- The running.
- Fresh air.
- I liked going outside at 3:00.
- I liked Take Time! because the whole school did it with me.
- Getting more exercise. (2 such responses)
- I liked getting out of the classroom. (2 such responses)
- I like the walk out front.
- I liked it sometimes because we got to walk around.
- Running around.
- The active games.
- The dyno bands. (6)
- When you got up to get up and move.
- We got to get a lot of energy out. (2 such responses)
- Elbow tag.
- That we got to move around.
- That every game is fun.
- When we played with Miss Row.
- The games at recess.
- That we can have an extra time to clear your mind from work.
- We got to go outside. (3 such responses)
- Playing kickball.
- Sun program.
- Dyno bands, Tony Chestnut, and sun safety.
- Songs.
- Five Little Monkeys. (2 such responses)
- Tony Chestnut. (11)
- Dancing. (7)
- Going outside and doing activities. (2 such responses)
- Stretching. (2 such responses)
- Exercise. (3 such responses)
- That we don't have to do work. (3 such responses)
- Standing up and getting physically energized.
- It was fun to move around.
- Zoom.
- It makes you energized. (2 such responses)
- You get fresh air. (5 such responses)
- It wakes me up.
- You get to talk and walk and have fun.
- That you get out of work for fifteen minutes.
- I get to be free from work. (2 such responses)
- Walking. (14)
- When you walk you get feet. (2 such responses)
- Walking around the middle of the track. (2 such responses)
- When we had a game break.
- Game breaks. (6)
- Using the stretchy bands. (8)
- Playing "Razzel Dazzel."
- I like we at least take a little time for something that could help us get more healthy!
- Playing with my friends.
- I like that it's fun and helps you get fit.
- Heads, shoulders, knees, and toes.
- You can just get up and stretch. (2 such responses)
- I like the dance.
- It got you ready for running.
- The music. (9)
- It got us active and out of work. (2 such responses)

- I liked how it got people active and I like being active.
- Just getting exercise. (13)
- Going up and down on the chairs and we miss class.
- We got to run ahead and wait.
- I like gym better.
- Lunges. (3 such responses)
- Morning meeting games.
- That you eat healthy.
- Because you can talk to your friends while you walk. (6)
- Being with my class and talking with friends and getting fresh air.
- Stretchy bands. (3 such responses)
- Walking. (3 such responses)
- Ball toss. (2 such responses)
- It was good for your health.
- I liked using the bands.
- I enjoyed the running the best.
- Bands.
- The time it took from class. (3 such responses)
- I liked all the different exercise parts of this program.
- The exercise and the action.
- Probably the running and time with friends.
- We got to get stronger and we were able to think more clearly.
- Walking, in shape.
- Power walking and yoga – that was fun.

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

- No comment.
- On hot days my head hurts.
- I got cramps.  
I think it's too long.
- Being chased. (2)
- You had to do work.
- It is cold in the morning.
- The bags outside.
- Walking. (3)
- People bullying each other.
- We have to walk when it's really cold in the winter.
- We didn't have much time.
- It was too early in the morning.
- Not running.
- We had to walk instead of kickball.
- Not being able to hold a ball.
- When the bell rings and we have to go inside.
- Going around in circles.  
Running.
- Music and dry snack.
- The playground.
- Walking around the building.
- Dancing. (2)
- Yelling and screaming.
- Fighting. (4)
- SPUD. (3)
- The one minute of not talking.  
Doing a lot of math on Fridays. Math is long.
- I am afraid I will get whacked with a jump rope.
- I didn't like the balls.
- Walk around the building and to the sign.
- Sometimes I might not have anything to do.
- Playing outside on the playground.

- Playing follow-the-leader.
- I disliked everything.
- I don't like some of the exercises. (2)
- I didn't like the way kids didn't participate.
- The seat push ups.
- I didn't like the sit down/stand ups.
- The apple picking.  
It got me tired.
- I did not like all the people.
- The walking at recess.
- Twisting my ankle a few times and being so sweaty on hot days.
- Having to walk because I like to run.
- We had to walk in circles eight times.
- Sometimes it interrupted interesting activities in class.  
That kids who are trouble makers get to participate.
- We don't get to run. (3)
- The weather.
- My legs hurt after.
- I was very painful when you stretched.
- The attitudes of the kids who don't want to walk.
- Sometimes it's freezing cold outside. (5)
- I didn't like walking right after we got here.
- Not being able to talk to all of my friends.
- Walking.
- Walking fast.
- Being with Anthony.
- Sometimes it is really boring.  
I did not like the Mileage Club. (5)
- Feeling the burn.
- Fifteen minute walk at recess time.
- Didn't have enough time.
- My legs hurt.
- I liked the exercise inside the least. (2)
- It takes time away from learning.  
I was really tired after.
- That you had to play certain games.
- Barely any free games.
- The games at morning meeting.
- That we only had ten minutes. (2)
- When the teacher picks someone, but at the end, not everyone was picked.
- Brain gym. (3)
- We didn't have time everyday. (2)  
Tony Chestnut. (4)
- Stretchy bands. (3)
- Some of the music.
- When we have to stop.
- Not doing it long enough. (3)
- Walking. (2)
- Dancing. (4)
- It gets boring.
- Having to get up from your school work.
- Spelling with your hips.
- Brain gym. (4)
- I get tired and get cramps.
- That we couldn't play on the playground. (2)
- We couldn't go past the teacher.
- Side stitches. (9)
- Rubber band exercises. (6)

- The music. (4)
- When we play the same game.
- Probably “Doggy Doggy Your Bone Is Gone.” (That’s a game.) (2)
- Walking around the track. (2)
- Sometimes you stop in the middle of work.
- I did not like the stretch.
- Saying for us to do silly stuff.
- Sometimes people yell at each other or fight with each other.
- Running out of breath.
- Staying inside.
- Going only two times around.
- Stretches.
- Bean bag toss.
- Walking around the room.
- Hitting. (3)
- No partner. (2)
- People bother you.  
Hills you have to go up.
- My legs hurt.
- We can’t run. (2)
- Not enough time. (2)
- Walking without the bands.
- It sometimes hurt.
- Curl ups.
- It was tiring. (3)
- Most of it. I didn’t feel good after the exercises.
- I didn’t like the time it took out of class, but it was fine.
- Push-ups were the worst. (2)
- Running.
- All the pain.
- How sometimes I worked myself too hard or didn’t achieve some goals.
- After the exercises, my lungs hurt.
- My back couldn’t take sit-ups, so sit-ups!
- Knee hops.
- That I have asthma and hard to do with it.

**Table 4.2. Students’ Practice: Change due to Activity (Addendum)**

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

**Were there any other changes?**

- My attitude.
- Better appetite.
- Nothing has happened to me. The teacher doesn’t do anything.
- I am happy with school, but I get in trouble more with teacher.
- I am calmer.
- I lost weight.
- I feel energized.
- I feel a lot healthier.
- I feel refreshed.
- I don’t fall asleep.
- I am losing weight. (2)
- I am more focused.
- It wakes me up in the morning.
- You get more exercise.
- I can run without stress.
- I can run faster. (2)
- I have better running skills.
- At first I was not good at tether ball, but now I am.

- I've gotten better endurance and speed.
- I'm happy all the time.
- I'm stronger.
- I get my energy out.
- I have a little stress after school and in the morning.
- I feel happier.
- I feel relaxed.
- Fewer names on boards.
- I make more friends.
- I like my school and my teachers a lot more.
- Everybody gets louder.
- It helps me get energy out.
- They got me ready to learn.
- I'm better in the sports that I do.
- More physical activity.
- Stronger Leg muscles.
- I was a little more awake.
- Felt better.

**Table 4.3. Students' Practice: Inhibitors of Activity Addendum)**

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

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

- No way!!!
- Yes. But only if I was still tired from the last time.
- In our walking time they want us to run.
- Only 30 minutes of being active out of six hours.
- We need more equipment.
- Instead of snack we have recess.
- If you don't have gym class.
- Too much learning.
- There are not enough school activities during the year.
- I get bullied and fighting in games.
- There is one like we need more Frisbees for kids to play with.
- Just get punishment sometimes.
- Well, there is not that much of recess left for us.
- Learning.
- Very hot days or weeks. (2)
- Not really, besides, the fact we have to work after recess I'm tired then we have a ton of work.
- Yes, everything.
- Not enough gym time. (2)
- I love Take Time, please keep it!
- Kids don't take physical activity seriously here.
- Sometimes friends get in fights.
- Not getting work done.
- People hogging equipment, like monkey bars.
- Less gym classes. We need longer time in gym.
- We should do more activities at recess.
- Sometimes I need to work, but other than that I love walking.
- No. I think the school does a good job of helping us get plenty of exercise. But, we could (or should) have a longer recess.
- We don't get to swing on the bars because there are no monkey bars.
- Yes. Classes.
- We don't want to.
- If you are not allowed to go outside because of a broken leg or something else.
- Not all of my friends are at my recess, so we can't play football.
- People saying you can't do something.

- Inside too much.
- When you forget things at home you stay in at recess and not be able to go outside.
- We should not sit at our desks as much.
- The light goes off and we can't talk. If we even gesture to someone, we can't go outside, so that makes it hard.
- Yes. There is learning!
- It is hard at the beginning of the class when we have to run it takes my breath and I am not looking forward to it!
- At recess it's hard to be active because of all the outside toys.
- It is hard to be active when you have to stay in for recess because you have to do work. (2)
- People steal balls.
- We don't have enough equipment...jump ropes.
- Rules are too protective. It's hard to have fun without getting in trouble. I think if we had more fun while we exercise, it will help us in school.
- There are so many kids it could be hard to get active.
- There are too many rules and we don't get much time in PE and recess.
- Sometimes the teachers on duty don't let us play football, soccer, kickball.
- All the time we sit at our desks.
- No. Except for the amount of learning because I get board.
- Yes. You can make toy go down slide.
- For some people, recess gets taken away for punishments.
- At inside recess.
- Kids' bullying. (2)
- People tease me and call me ugly and fat.
- My arm because I was born with my right arm shorter than the left one and I use my right one more so it is hard for me to do the dyno bands.
- The rules.
- We could use some more swings because we only have four (one is broken and one got taken down).
- Art, inside, library. (3)
- If you have to sit on the ground in the hall because some people are loud and some aren't.
- That we only get a half hour for recess and gym.
- We need more equipment.
- Too much work. (2)
- School. School is not fun.
- Being very hot.
- Being bad in class.
- The kids don't play fair. We need a ref.
- If we have to work on something during recess, we can't see our friends in the other classes.
- Not enough space.
- Sitting on the bench at recess.
- Too many rules.
- People running around because you can get hurt.
- People are fighting at recess. (8)
- People yelling and chasing.
- There are only limited things we can do. (6)
- Too much Math. We have it two times a day. More big long slides. Higher monkey bars. Running track.
- Going outside when it's really cold.
- Higher and more monkey bars. (2)
- The equipment isn't really big enough for older students.
- There is not enough equipment. (4)
- Too many safety rules. If you get a bruise, so what?
- Work. (3)
- Recess is too short and Math and stuff is too long.
- It makes it hard because everyone can't swing at the same time.
- When people bully you it is hard to have active time.
- Sometimes we miss recess (the whole class) because some people mess it up for the whole class and now we don't go outside very often for Fun Friday any more.
- Doing Math. (3)
- When the other kids come and stand in an active game.
- Not enough recess time and some food is unhealthy.

- Cut off space at recess.
- When we have assemblies it takes away our recess.
- That the giant space behind the swings can't be used.
- Because we sometimes have to stay in because of other people's actions.
- Other people mess up our kickball games and won't take turns on the blue spinning pole.
- We need to get walks, go outside, and walk around our middle school and our school twice every week.
- Our teachers keep talking even though the recess bell rang.
- Some people may not have friends.
- Nothing, except recess shouldn't be taken away and it would be better if we had better hoops because basketball rocks.
- Kids do not share.
- Sitting all day at a desk.
- The weather makes it hard.
- More room for kickball.
- The teachers outside.
- We get tired of the same old equipment. Healthier food.
- It's really hard for me because I get in trouble a lot and school is hard because of that.
- No swimming pool and it is boring.
- Wet playground. (2)
- Getting suspended. (2)
- Too many kids on the playground. More equipment for 5<sup>th</sup> graders. (7)
- All the fighting.
- That we had special assigned places in the school yard where each grade could go and that made it harder to play the games you wanted to play.
- No recess next year. Walking school.
- We get recess taken away a lot.
- There is only one game at recess time.
- If there are a lot of people getting in trouble, we can't have physical fun.
- Some teachers don't do this program.
- School work.

**Table 4.4. Students' Evaluation: Time to be active**

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

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

- More recess. (4)
  - Recess all day!!
  - Twenty minutes, not ten minutes.
- I think it should be five minutes.
- Another half hour.
  - More gym classes. (2)
  - More field days.
  - More recess. (4)
  - I would like more time, but I don't want to just walk.
  - More time. (7)
  - We should have 20 minutes for walking.
  - More time. (6)
  - More moving around.
  - Shorter.
  - A real gym.
  - Play more games.
  - Less work. (2)
  - More time.
  - It would make it better if we had a longer inside recess.
  - It would be better to get outside more. (2)
  - If we stayed with the same amount.
  - More recess. (2)
  - To play in the gym more.

- Make recess 30 minutes.
- More morning recess time.
- PE one time a week.
- We should jump rope two times a week, like Double Dutch.
- It would be better if we had an extra gym class.
- Three days of PE a week. (2)
- I think the time could be 15 minutes instead of ten minutes.
- Little bit longer recess.
- We should go out twice a day.
- Longer gym, recess.
- Longer gym classes. (2)
- If we could go outside a little more in the spring and summer.
- More walking. PE everyday. More recess.
- One hour of outside walking.
- Forty-five minutes of walking instead of 30.
- If we had this as a block it would be cool.
- Walking longer.
- I think we should have more gym time. (20)
- Longer time at recess. (14)
- Exercise between class and longer recess.
- I would like more time because we are inside too much and not outside enough.
- Thirty minutes at recess.
- Like have more games and more equipment and five minutes longer of recess and more gym.
- Going outside and maybe walking or running.
- It would be better if we could get a little more exercise per day.
- I would make the walking around the parking lot in the front yard longer.
- More time. (7)
- If we could get outside more to play whatever you want.
- If we could stretch more.
- More exercise and fun.
- If we can go outside because it's good to be active.
- I think it would be better if we did more lessons outside.
- More time. (15)
- More games.
- More time in gym.
- We want more recess. (21)
- More time. (28)
- Having time to walk.
- To stretch during or after every class.
- More PE. (7)
- I would want more time between lessons.
- If we could move lunch time.
- More game breaks.
- More time with Mr. Sprague. (4)
- More Math and flash cards.
- Have field day every day.
- We need more time. (7)
- More PE. (3)
- If we did it a little better if we had more exercise than study hall.
- More gym.
- If we had more exercises and time.
- More gym time and longer recesses so we can play games more often.

**Table 4.5. Students' Evaluation: Program Augmentation (Addendum)**

*Is there anything else that might get you moving more?*

**Is there anything else that might get you moving more?**

- Jump Jim Joe AKA Dance. (5)
- Irish dancing and Jump Jim Joe. (3)
- A jumping contest.
- Schooch! (3)
- To bring our bikes.
- More stuff in gym.
- More activities on the playground.
- Longer lunch time with a lot of recess.
- Walking at the end of the day.
- Prizes.
- Sport events.
- More kids should walk to school.
- Running.
- Scooter boards. (2)
- Some soda and more sleeping.
- More kick ball.
- Walking School Bus.
- Going to Loosha Beach.
- More hula hoops.
- Wooden playgrounds are much more cool.
- Exercise every day.
- Like in PE, Miss Dowier could always have us play more baseball.
- Exercise at home; more walks at school.
- Jump rope.
- Every night after school at least a one hour run.
- Less learning.
- Biking. (2)
- Let children climb trees or let them ride bikes.
- Sports like basketball, swimming, etc.
- An all-school roller skate day.
- A bike-riding day, like a school marathon.
- We ride scooters or bikes at school. (2)
- Go outside and you can tell us what to do.
- Double Dutch (jump rope) class for at least 30 minutes.
- Ride bikes around the school.
- Baseball and jump rope.
- New recess/playground equipment. (2)
- More basketballs. (2)
- More stuff for recess.
- Football and basketball.
- More equipment outside (tire swing, maybe).
- More extra recess.
- I could walk to see horses or a Mexican fiesta (again).
- School sports.
- Longer PE classes.
- If we get snacks in the morning and drinks to go with it. Have more gym class.
- More classes outside.
- School dances in earlier grades.
- Playing football.
- If some of the sports were in Lebanon, not Berwick.
- More outdoor activities.
- More Walking Club.
- Doing cart wheels and hand stands.

- If the school made a track team. (2)
- Jump roping and running.
- To take a break outside after every subject.
- More PE.
- Doing more classroom activities outside.
- Walk around the world.
- More art.
- More capture the flag.
- Programs like the mileage club. (2)
- Playing sports.
- I get along better with friends.
- Going on a Cony trip.
- Walking is my favorite active choice.
- Being allowed to ride our bikes to school everyday.
- After school sports.
- Longer school days to learn more challenging things.
- Organized jump rope.
- Toys make me play outside.
- Having more equipment.
- More PE and more recess.
- Dancing like move your feet.
- Football. (2)
- I would have more field days.
- An outing club.
- Races. (2)
- School dances.
- Doing more running.
- Less work.
- Take a walk on the playground during all of Math time.
- Play with different classes on free time.
- Advanced gym class.
- If we had Olympics like at LER.
- We could have a quick jogging class.
- Field day.
- Riding my bike and eating fruit.
- Less teaching and more outside time.
- Less work.
- Jump roping and kickball.
- To take time to go outside for a class.
- Like once a week a class can walk around the school.
- Every subject we should have yoga.
- A walk around the school on Fridays.
- Riding a bike. (2)
- Less recess and more exercising.
- Maybe some sprint races.
- A stand up and stretch break.
- Too much school time.
- An exercise routine.
- I don't know because I think I am doing a lot of healthy things.
- Have more computer.
- Play more games.
- I would like to run more.
- Have a competition to see how many hours they can do of being active.
- Basketball. (2)
- A slightly bigger playground and a baseball diamond behind the swings.
- If we don't just play sports in gym class.
- Football.
- Go for walks every morning. (2)

- More walks around the school and having a game with the whole school once a week.
- Swimming pool at school. (7)
- More equipment. (3)
- More moving around games. (2)
- More field days.
- More gym classes.
- During winter we could use snow shoes.
- School teams at recess like volleyball and basketball.
- Obstacle courses.
- Doing this more often.
- Classes outside.
- PE.