

<b>STRATEGY</b> 7	<b>Intramurals</b>
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“Snapshot”				
<b>Description:</b>				
An organized full school year intramural program that offers a variety of options for students to be physically active, which includes more than team sports.				
<b>Resources Needed:</b>				
Funding	Staff Time	Prep Time/Materials	Training	
Many programs pay a teacher or adult to guide or supervise the intramural program.	Assigned time for the adult leader of the program.	Prep time is primarily administrative and organizational, utilizing student support for success.	Not needed.	
<b>Facilities and Equipment Needed:</b>				
Facilities	Equipment	Set up / take down time	Transportation	Custodial
Varies, some of the activities could take place in the gym, on the playground or on appropriate fields.	Physical education equipment can be utilized in an intramural activity. Additional equipment varies with activity.	Minimal depending on the activity chosen.	None	Varies depending on the sports involved.
<b>Evaluation:</b>				
Determine percentage of participants, as well as the average amount of time involved in the various activities described in the intramural program.				

### Description and Rational:

Effective intramural programs offer a variety of options for students to be physically active including, but not limited to, team sports throughout the school year. The term “intramural” simply means “within the walls,” implying that competition with other schools’ teams is not involved. The term intramurals has traditionally been used to describe a variety of clubs, leagues, tournaments, meets, and special events regarding sports within a specified institution, especially a school.

Intramural activities offer students basic instruction in motor skills, as well as sports and recreational activities. They are generally less competitive than extramural or cross-school events. A strong recreational program should include not only training in motor development and knowledge necessary to support an active, productive, and healthy quality of life, but also sport and recreational opportunities so that skills can be practiced and reinforced. Intramural programs as part of the school program ensure that all children are provided opportunity to participate regardless of athletic skills or abilities, to learn an energetic approach to life. Intramural experiences can contribute to their enjoyment of leisure and maintain a style of living that is health promoting.

Intramurals may offer a wider variety of sports than traditional extramural sports, and as a result attract more students. Lifetime sports such as bicycling, roller-blading, yoga, kayaking, and martial arts may be more easily included in intramurals than in physical education and extramural sports.

Intramurals help meet NASPE Standard 3: Participates regularly in physical activity.

### **Action Steps:**

To organize and administer an effective intramural program do the following:

1. Create the program as part of the overall school curriculum and connect it to the physical education program when appropriate.
2. Dedicate funds to provide appropriate management, facilities, equipment, and safety.
3. Designate a leader to plan and supervise the program.
4. Develop a student leadership program to help administer the program. Student buy-in is absolutely critical for policy, activity selection, and officiating.

### **Examples:**

#### **March Madness – Elementary or Middle School**

In this intramural activity students sign up for one of three activities during a session. Sessions last for one hour. Activities include: basketball, floor hockey, volleyball, and the moonwalk in the gymnasium; Dance, Dance Revolution in the cafeteria, and sport video games in a classroom. The students must be in the gym for at least one session. Prizes were donated from local businesses.

#### **A Middle School Intramural program**

One middle school intramural program consists of the following offerings based on student input: weight training, tennis, flag football, basketball, skiing, indoor soccer, indoor rock climbing, and bowling. The intramural program ends with a survivor challenge of ten activities over two meetings. The activities include a soccer goal challenge, basketball dribbling contest, a rock climbing challenge, a football throw challenge, and five others developed by the students. This could be adapted for elementary or high school as well.

### **Resources:**

#### **Liability**

[Liability in Before and After School Programs](#)

#### **Supervision and care:**

[Care in Before and After School Programs and the Responsibilities of the School Nurse](#)

An excellent set of lessons that address intramurals in Wisconsin is present at the following web site:  
<http://dhs.wisconsin.gov/health/physicalactivity/PEhome/>

For additional resources please refer to the section on before and after-school programs.

<b>STRATEGY</b> 8	<b>Before or After School Activities</b>
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“Snapshot”				
<b>Description:</b>				
This goal is to have organized and appealing activities for students, staff, and family members before and after school in addition to intramural sports to keep them physically active.				
<b>Resources Needed:</b>				
Funding	Staff Time	Prep Time/Materials	Training	
Supervision, if needed to meet district safety requirements	Required district supervision of facilities.	Varies with the activity	None	
<b>Facilities and Equipment Needed:</b>				
Facilities	Equipment	Set up / take down time	Transportation	Custodial
Varied with the activity.	Appropriate for provided activity.	Appropriate to get the facility back to before the activity.	None	None
<b>Evaluation:</b>				
Increase in the number of students participating in activities before and after school.				

### Description and Rationale:

School districts can implement a wide variety of before- and after-school programs, in addition to intramurals, that include physical activity for students and perhaps their families. These can include school-community recreation, community education, 21<sup>st</sup> Century Community Learning Centers and related education-focused programs. These may be run or supported by the school district alone or in partnership with a variety of community organizations. After-school programs also include programs run in the school building by independent community organizations, such as YMCAs, Boys and Girls Clubs, and others. Implementing these in the schools make access easier for many students. Use of school facilities and equipment for organized programs that include physical activity during the before- and after-school hours can help students meet the goal of 60 minutes of physical activity per day.

After-school programs help students meet NASPE Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health-enhancing level of physical fitness; and Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

### Action Steps:

1. Survey students to find what activities they would like to participate in outside of the school day.
2. Once activities have been identified, establish what facilities and equipment will be utilized and what outside organizations might also be involved.
3. Establish the district’s policy for supervision of the activities and facilities.

4. Develop or expand partnerships with community organizations to assist in planning and delivering before- and after-school programs that include physical activity.
5. Survey staff as to their willingness to assist with this supervision.
6. Establish a budget if funds are needed to reimburse staff or community organizations.
7. Set fees to meet budgetary needs.
8. Set any limitations to participants (students, adults, age limits).
9. Establish a schedule for activities and supervision.
10. Use district and community communication channels (websites, school newsletter, etc.) to promote the program to students and families.

## **Examples:**

### **Madison Metropolitan School District: School and Community Recreation**

Middle school programs: <http://www.msqr.org/contentPage.cfm?ID=388>

Program Guide: <http://www.madison.k12.wi.us/files/CurrentProgramGuide.pdf>

### **Sheboygan Area School District: K-12 recreation programming**

<http://www.sheboygan.k12.wi.us/recreation/activities.html>

## **Resources:**

SPARK PE Afterschool <http://www.sparkpe.org/after-school/>

California After School Physical Activity Guidelines and online resource center

<http://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf> <http://www.afterschoolpa.com/base.html>

National Football League “Play 60.” <http://www.nflrush.com/play60>

Green Bay Packers program: “Fit Kids.”

[http://www.packers.com/community/community\\_programs/fit\\_kids/](http://www.packers.com/community/community_programs/fit_kids/)

Liability in Before- and After-School Programs. <http://www.school-training.com/newsletter/articles/before-and-after-school-liability.shtml>

Nursing Care in Before- and After-School Programs and the Responsibilities of the School Nurse .

<http://www.nasn.org/Default.aspx?tabid=265>

Federal government guide on promoting physical activity and healthy eating in after-school programs.

[http://nccic.acf.hhs.gov/afterschool/fitness\\_nutrition.pdf](http://nccic.acf.hhs.gov/afterschool/fitness_nutrition.pdf)

Alliance for a Healthier Generation statement on adding physical activity before and after school.

<http://www.healthiergeneration.org/schools.aspx?id=3382>

State of Washington statement on policies for physical activity outside of physical education classes.

[http://depts.washington.edu/waaction/plan/pa2/rec\\_b.html](http://depts.washington.edu/waaction/plan/pa2/rec_b.html)

21<sup>st</sup> Century Community Learning Centers. <http://dpi.wi.gov/sspw/clc.html>

<b>STRATEGY</b>  <b>9</b>	<b>Homework or Extra Credit Activities for Physical Education Class</b>
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**“Snapshot”**

**Description:**

Assign homework, give extra credit assignments, or both, for physical activity outside of PE class.

**Resources Needed:**

<b>Funding</b>	<b>Staff Time</b>	<b>Prep Time/Materials</b>	<b>Training</b>
None	The number of students would dictate the time needed to reproduce forms, track points earned, and record totals.	Time needed would be to copy any forms that will be used to track activities outside of the physical education classroom. Time needed to prepare list of appropriate activities.	None

**Facilities and Equipment Needed:**

<b>Facilities</b>	<b>Equipment</b>	<b>Set up / take down time</b>	<b>Transportation</b>	<b>Custodial</b>
Only if the district will provide space for student/parent activities within the district’s facilities.	There is no specific equipment needed for this activity.	None	None	None

**Evaluation:**

Tracking of time/points earned by students to determine if they are increasing their overall physical activity levels to meet the 60 minutes per day.

**Description and Rationale:**

PE “homework” or “extra credit” encourages kids to develop activity patterns that go beyond the school setting, which encourages lifelong participation. It may be done at the school, or PE teacher level, and should not need any district or school board approval.

Parents often tell their children they cannot “watch TV” until their homework is done. PE “homework” will likely have the secondary effect of substituting some activity time for “screen” time. It is a great way for the “non-athlete” to have a way to do well in physical education.

The National Association of Sport and Physical Education (NASPE) related recommendations include: Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health enhancing level of physical fitness.

### **Action Steps:**

1. PE teachers set up a grading policy to assign “homework” that the child must do to help meet the goal of a daily hour of physical activity that is recommended, and/or give “extra credit” for physical activity done outside PE class, and explain it to the students.
2. The school and PE teacher send a letter to parents explaining the new PE grading system. A template is provided below.
3. The outside physical activity time is tracked on a simple sheet signed off by the student and a parent. There are several examples of how the activity could be quantified, including a simple calendar log, Movin’ Miles log, exercise points based on caloric expenditure, etc. Samples are provided in this section.
4. Children participating in organized sports, intramurals, etc. use these to fulfill their “homework assignment.” Children not participating in organized sports would have to find other activities to meet the requirement. Provide information on sports and recreation opportunities.

### **Examples:**

**Example 1:** The teacher sets the number of minutes or points per quarter that constitutes an increase of one grade level. Since there are approximately nine weeks per quarter, a reasonable amount of activity to raise a grade one level would be 100 points per month or about 200 points per quarter. This would equate to about 25 hours per month or 50 hours per quarter of moderate activity. Parents would sign off on a monthly form that would be turned in prior to the end of the quarter. Students playing a sport for the majority of the quarter can either record those minutes or points on their sheet or they can be given a “credit” of half a grade level or a full grade level for participation depending on the teacher’s decision on the point value of the activity. A parent or coach would have to sign off on a form to verify participation. Teachers can “cap” the amount of credit that students can earn through extra credit to one or two grade levels.

**Example 2:** Janesville’s Edison Middle School has an initiative that requires activity outside of class at least twice a week for 30 minutes. They have a one-page sign-off form that they collect every couple of weeks and the options include: extra time in their fitness center (signed off by the supervisor), participation in sports (signed off by the coach), or the child’s activity on their own (signed off by a parent). Their program starts with the highest grade possible as a “B,” with an “A” requiring the PE homework. They cleared this with the principal prior to the school year and got feedback at parent conferences. The feedback was very positive.

**Resources:**

Sample A – Point tracking log (High School and Elementary Levels)

Sample B – Minute tracking log

Sample C – Parent letter

**Sample A**  
**PHYSICAL ACTIVITY TRACKING LOG (High School Level)**

**2 Points / 15 minutes**

Basketball – game  
 Bicycling >16 mph  
 Bicycling 12-15 mph  
 Bicycling stationary  
 Boxing/sparring  
 Calisthenics – vigorous  
 Carrying heavy loads  
 Circuit training  
 Football  
 Hockey  
 Martial arts  
 Racquetball  
 Rock climbing  
 Rope jumping  
 Rowing-vigorous  
 Running > 7 mph  
 Running, 5 mph  
 Running, 6 mph  
 Soccer –vigorous  
 Swimming – vigorous  
 Swimming–moderate  
 Tennis, singles  
 Volleyball, beach  
 Walking upstairs

**1.5 Points / 15 minutes**

Aerobic – general  
 Backpacking/hiking  
 Bicycling 10-12 mph  
 Canoeing - moderate  
 Dancing – aerobic, fast  
 Jet-skiing, water  
 Jogging < 5 mph  
 Moving boxes  
 Rowing – moderate  
 Skating – vigorous  
 Sledding  
 Soccer – moderate  
 Swimming – leisure  
 Tennis – doubles  
 Weight lifting-vigorous  
 Walking – brisk, 4 mph

Date	Activity	Length of Time	Points	Sub-total
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				

**1 Point/15 minutes**

Archery  
 Badminton  
 Basketball – shooting  
 Bicycling <10 mph  
 Bowling  
 Canoeing – light  
 Dancing  
 Golf – using motor cart  
 Golf – without cart  
 Health Club – general  
 Horseback riding  
 Housework – cleaning  
 Housework – vigorous  
 Hunting  
 Kayaking  
 Mowing lawn –walking  
 Music–vigorous, drums  
 Play w/kids – moderate  
 Play w/kids – vigorous  
 Recess – moderate  
 Sailing/sail board  
 Skate/Roller blade  
 Softball or Baseball  
 Stretching, Yoga  
 Table tennis  
 Volleyball – vigorous  
 Walk – moderate 3 mph  
 Water Aerobics  
 Weight Lift – moderate  
 Yard work, raking etc.



Classroom \_\_\_\_\_

Student Name \_\_\_\_\_

Semester \_\_\_\_\_

***Approximate calories burned during activity***

- 1 point = 40 calories for a 105 pound person
- 1 point = 50 calories for a 130 pound person
- 1 point = 60 calories for a 155 pound person
- 1 point = 70 calories for a 180 pound person
- 1 point = 80 calories for a 210 pound person
- 1 point = 90 calories for a 235 pound person
- 1 point = 100 calories for a 260 pound person
- Resting Metabolic Rate = about 1 to 2 points/hr

Multiply by calories/point (see weight chart) x \_\_\_\_\_

Total calories burned this month

**Sample A**  
**Top 15 Elementary School Activity Chart**  
**Adapted from Movin' and Munchin' Schools**

<b>Activity</b>	<b>Points Earned per 15 Minutes of Activity</b>
Walk	1
Walk with family member	2
Bike	1
Play tennis	2
Swim	2
Rollerblade	1
Do yard work like mowing the lawn	1
Play soccer	1.5
Dance	1
Jump Rope	3
Play basketball	2
Night games like "Kick the Can"	1
One week without TV	10
Any activity that makes you breathe hard like running	2
Run slowly	1
Any other movement activity	1

	Activity	Minutes	Points/ minute	Points
<b>Monday</b>				
<b>Day 1 Total Points</b>				

**Pedometer number of steps for the day** \_\_\_\_\_



<b>Week 4</b>	10 min	20 min	30 min	40 min	50 min	60 min	Type of activities
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Total							Total time
<b>Monthly total</b>							

I certify that my child has completed the amount of activity listed above:

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

## Sample C

### *School Letterhead*

Dear Parents,

The Physical Education (PE) Department at [ ] school wants to do more to ensure that your child gets the recommended amount of physical activity per day, so we are instituting a new policy for physical education grades. The recent Physical Activity Guidelines for Americans developed by the US Department of Health and Human Services recommends that school-age children get at least 60 minutes of physical activity per day. Recent statistics from a survey of Wisconsin teens shows that only 38% are meeting this recommendation\*. In addition, recent trends show an increase in body weight in children with self-reported data indicating about ¼ of all children are overweight or obese\*.

Since the time spent in PE alone cannot meet this requirement, we are looking to other strategies to augment the time. One of those strategies is to provide extra credit / homework *[select one]* opportunities to increase activity time. Attached is a recording sheet that students will be asked to track their activity outside of PE class. Points / Minutes *[select one]* that students turn in monthly will be added to the student's PE grade. Students may earn credit to increase their PE grade by one / two *[select one]* grade level(s) by turning in the monthly sheets.

We are trying to meet the physical activity recommendations and at the same time instill in our students personal motivation to be active outside or class time, a skill that they can use for a lifetime. I hope you will support this effort and encourage your child to be active and complete the monthly logs.

Sincerely,

Teacher name

\*Source: CDC Youth Risk Behavior Surveillance Survey

MISC resources:

Effect of Physical Education and Activity  
Levels on Academic Achievement in Children  
[http://www.tahperd.org/HOME\\_PDFs/Activity\\_Achievemnt\\_Scores\\_article.pdf](http://www.tahperd.org/HOME_PDFs/Activity_Achievemnt_Scores_article.pdf)

<b>STRATEGY 10</b>	<b>Tracking Campaigns</b>
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“Snapshot”				
<b>Description:</b>				
The goal is to organize a campaign to encourage students, staff, and family members to be physically active by offering incentives for the accumulation of minutes spent or distance covered being physically active outside of the PE class.				
<b>Resources Needed:</b>				
Funding	Staff Time	Prep Time/Materials	Training	
Most are free.	Little or none. Can be primarily run by PTO or neighborhood parents.	Materials are available. Prep time is primarily administrative and organizational.	You can read the toolkit or online information to run these programs	
<b>Facilities and Equipment Needed:</b>				
Facilities	Equipment	Set up / take down time	Transportation	Custodial
None	Varies with activities. Bike with Me requires bikes.	None	None	None
<b>Evaluation:</b>				
Determine percentage of participants as well as the average amount of time involved in the various activities described in the tracking competitions.				

### **Description and rationale:**

Tracking campaigns are organized efforts to encourage physical activity in a variety of forms with students, and perhaps others, recording the amount of time they were active, distances covered, or other units of activity. Tracking campaigns can be simple or complicated and include individual challenges, class programs or competitions, grade level initiatives, or school wide experiences. In addition to school-based campaigns, they can be based in workplaces, fitness centers, or other recreational activity centers. Participants can self-report physical activity or use a pedometer to track steps. Additional measures include participation in physical education class, intramurals, clubs, open gym, or other after-school programs.

Tracking campaigns assist in motivating participants through group effort, peer support, goals, friendly competition, and incentives. These factors help support the regular habit of physical activity and achievement of new levels. Studies have shown that people who track their activity are more active and more likely to meet their goals and stick with a physical activity program. Incentives can vary from recognition to tangible reminders such as t-shirts or water bottles with the campaign slogan. Encouraging students to take part, especially with their families, helps them see the value of such supports, which may prove valuable in maintaining lifelong habits of physical activity. Campaigns that involve families

encourage activity with parents, guardians, and siblings, which may be easier to maintain than if the student alone is active.

Tracking campaigns help student meet NASPE Standard 3: Participates regularly in physical activity; and Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

### **Action Steps:**

1. Determine school leaders to research which tracking activities are going to be promoted or conducted with the students. This could be done as part of your wellness committee activities.
2. For any class or school-based activity that involves parents, the school leaders should describe the activity in a letter to parents or guardians.
3. Decide who the target audience is going to be (e.g. class, grade level, or school wide).
4. Provide the appropriate tracking materials and the criteria the strategy is going to focus on.
5. Conduct the program over a set period of time.
6. Celebrate the success of the program through media coverage, a school celebration, and other incentives.
7. For individual tracking, the same promotion might take place but it is up to the student to register for programs.

### **Example:**

#### **Whitewater Unified School District Jumps Aboard the Movin' and Munchin' Program**

In a time when childhood obesity is rising at an alarming rate, Washington Elementary School in Whitewater enthusiastically implemented the Movin' and Munchin' Schools activity and eating tracking program to make a positive difference. The principal and staff knew that the better a person feels, the more productive he or she is. In applying that concept to education, they firmly believe that improving levels of nutrition and fitness will in turn boost academic achievement.

Washington Elementary set a goal to track the activity and eating and convert it to miles to reach our American soldiers in Afghanistan. Students and staff established the route and posted a map on the wall entering our cafeteria. Using different colored cutouts of footprints, apples, and hearts illustrated the goal of choosing to consume a healthier diet, as well as engaging in physical activity. Many Washington staff and students helped implement the program. Teachers and students calculated the miles accumulated weekly. The visuals presented shorter goals within reach along the route. An important key in developing lifelong healthy habits includes making the right choices not only at school, but also outside of the school day. The Movin' and Munchin' Schools program made a strong connection to families. Positive feedback became contagious, and it was evident that the program was becoming a huge success. People within the community were talking about the Movin' and Munchin' Schools program everywhere, from the grocery store to the post office and the gym. Once the students reached their destination, they decided to pair up different grade levels to race the staff back to Wisconsin. The competition element added an increase in staff participation, but also peer encouragement to earning points. Staff integrated the school goals on character education and technology into the program. A few visits from Whitewater soldiers on leave from Iraq made a strong impression. Several classes incorporated their technology skills through creating holiday greeting cards to send to our American soldiers. The Movin' and Munchin' Schools program was a tremendous success. Even though the program was completed for the year, parents and students

continue to share stories about their healthier decision. Students and staff look forward to choosing a new destination next year as they implement the program again. For more information contact Judy Harms, Whitewater School District, Washington Elementary, [jharms@wwusd.org](mailto:jharms@wwusd.org).

### **Resources:**

**Movin' and Munchin' Schools** is a school based program in which schools, grades, or classes track their physical activity and healthy eating over time. First staff and students select a destination goal from the places they are studying. Then they engage in physical activity and healthy eating that are converted to "miles" towards their destination goal. Activities include biking, walking, rollerblading, and many more. Students receive double the miles if they do this activity with their parents. When the event is completed the school leader turns in the results of the competition and will receive a small award from DPI and WEA Trust for completing the event. Information on this program is available at [www.movinandmunchin.com](http://www.movinandmunchin.com).

**Play 60** contains contests, games, and more for individuals, parents, and teachers. It is sponsored by the National Football League. [www.NFLRUSH.com](http://www.NFLRUSH.com).

**BikeWithMe** Active Lifestyle Challenge contest is a cross-curricula online application in which the data of the contest is used in teaching math graphing concepts. The integrated Family Plan is designed to reinforce the activities at home. The contests target grades 5 to 7. For more information contact Craig Breed at [CraigBreed@bikewithme.com](mailto:CraigBreed@bikewithme.com).