

School Physical Activity Opportunities Report Card (SPARC) Audit and Reporting Tool

Developed by the UCLA Health Impact Assessment Project
UCLA School of Public Health

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Contents *(click titles to jump to sheet)*

- [1. Results: Summary Table and Graphs](#)
- [2. Activity Spaces Audit](#)
- [3. Activity Period Description](#)
- [4. Activity Audit](#)
- 5. Calculations (hidden)
- [6. Reference Standards and Guidelines](#)

Overview

The SPARC Audit and Reporting tool provides a means for systematically collecting, synthesizing and reporting information on opportunities for physical activity throughout the school day. School administrators, district officials, teachers and parents can use this information to identify strategies and track progress towards maximizing opportunities for physical activity during the school day. Observers can be trained in audit procedures in less than one hour; no special skills or previous experience is required. While the audit can be completed in one day, conducting the audit over several days may give a more representative picture of physical activity opportunities.

Outline of procedures *(see specific instructions for each audit sheet)*

1. **Pre-Audit:** Before scheduling the physical activity audit, complete the Spaces Audit and Activity Periods pages.
2. **Activity Audit:** During the audit observers conduct repeated "scans" of areas where students are potentially engaged in physical activity, noting the type of activity, counting the number of students present and categorizing their level of activity (sedentary, light-to-moderate, or very active). Observers will use paper copies of the audit form during their observations. Data will later be entered into the SPARC Audit and Reporting Tool.
3. **Data Entry:** Observers' data from paper forms will be transcribed into the SPARC Audit and Reporting tool. As the data is entered it will be automatically synthesized and results will be displayed on the Summary page.
4. **Review Results:** The results of the audits are displayed on the Results page in both graphs and tables. Observers should review results to identify any obvious errors and flag any results that do not seem consistent with their impressions. School stakeholders can compare results to standards and guidelines, then develop an action plan to make improvements.

School Physical Activity Opportunities Report Card – Summary

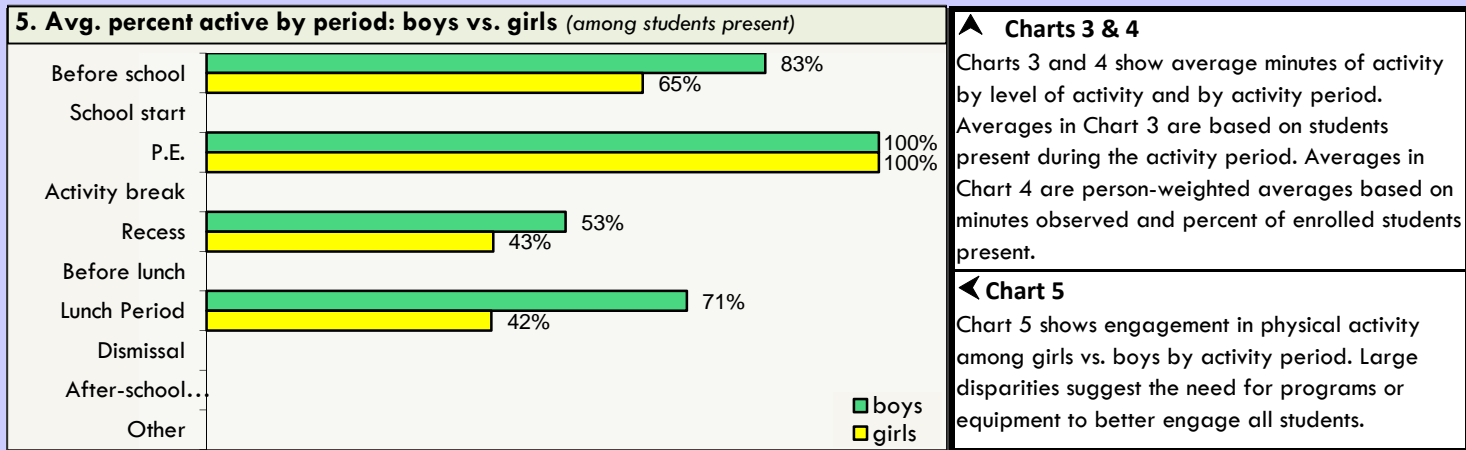
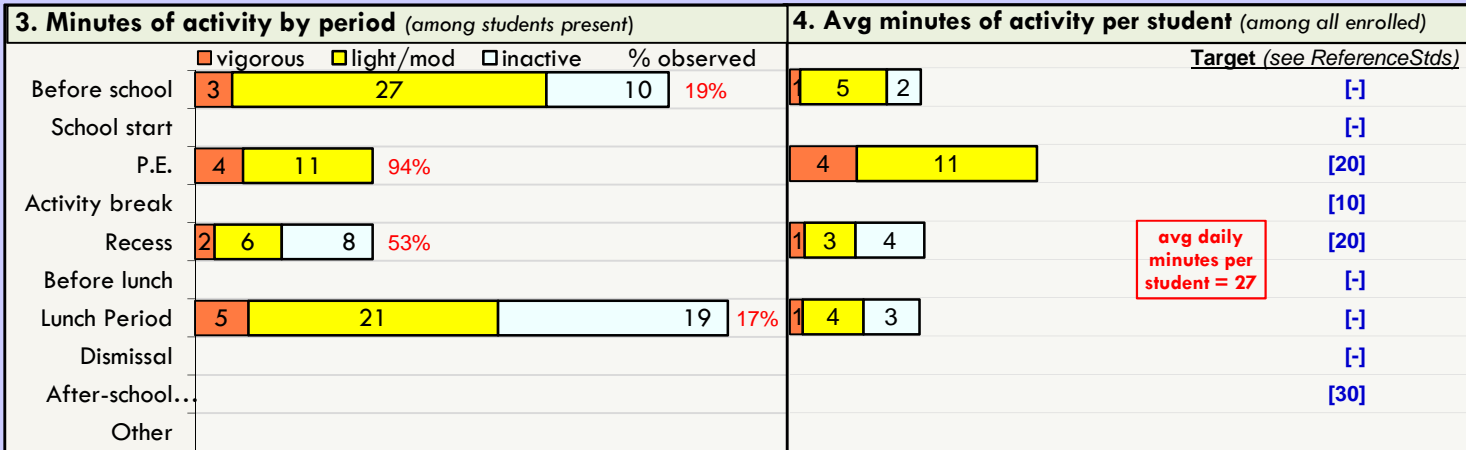
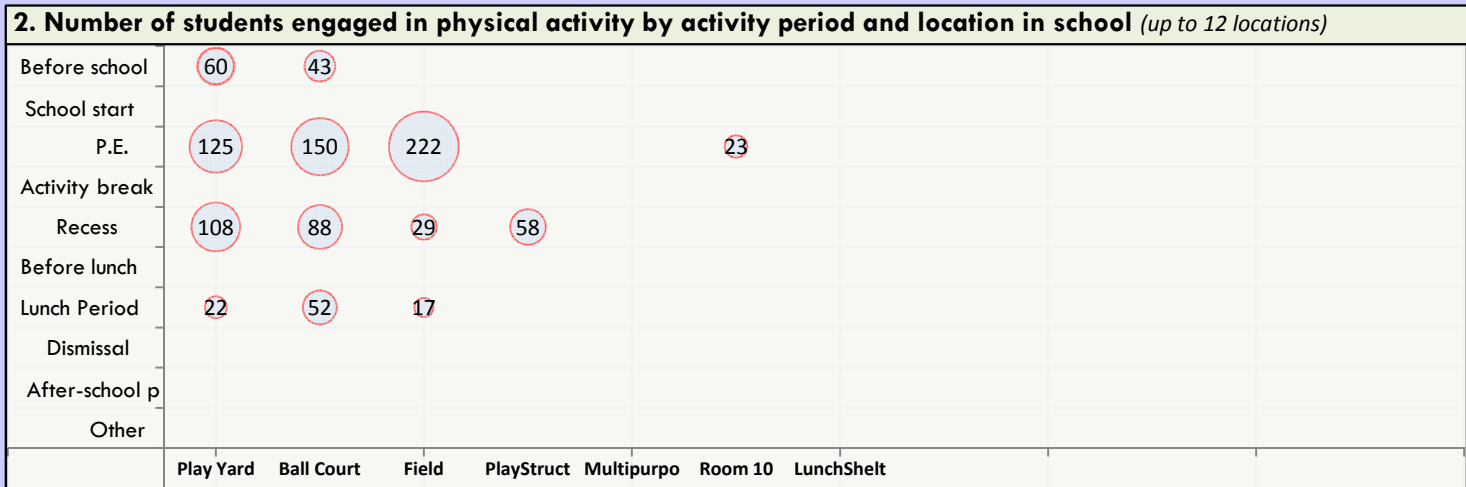
Generic Elementary, 3Rs Unified

Audit date: 8/31/2011

1. Types of activities observed during audit by activity period	
Period	Activities
Before school	calisthenics, basketball, tag/chasing, misc playground,
School start	
P.E.	calisthenics, softball, misc playground, run/jog,
Activity break	
Recess	non-specific, basketball, soccer, football, climbing, tag/chasing, misc playground,
Before lunch	
Lunch Period	non-specific, basketball, tag/chasing, misc playground,
Dismissal	
After-school	
Other	

Chart 1
To provide context for the charts that follow, Chart 1 lists the types of student activities observed on the day(s) during which the activity audits were conducted.

Chart 2
Chart 2 shows the number of students observed during the audit for each activity period and location. Circles are proportionate to the number of students.



School Physical Activity Opportunities Report Card – Spaces Audit *instructions below*

School District Grade level: primary secondary Date

1 Name of area *abbrv. to 15 characters* Dimensions yds X yds
 + yds X yds

mark "X" for all that apply

Used for... PE recess lunch sports afterschool other (specify)

Shade: If outdoor, % shaded by ... trees roof building other (specify)

Surface ← *mark "X" for the one that best typifies surface*
 blacktop grass earth wood other (specify)

PA Equipment and demarcations

Repair Status

2 Name of area *abbrv. to 15 characters* Dimensions yds X yds
 + yds X yds

mark "X" for all that apply

Used for... PE recess lunch sports afterschool other (specify)

Shade: If outdoor, % shaded by ... trees roof building other (specify)

Surface ← *mark "X" for the one that best typifies surface*
 blacktop grass earth wood other (specify)

PA Equipment and demarcations

Repair Status

3 Name of area *abbrv. to 15 characters* Dimensions yds X yds
 + yds X yds

mark "X" for all that apply

Used for... PE recess lunch sports afterschool other (specify)

Shade: If outdoor, % shaded by ... trees roof building other (specify)

Surface ← *mark "X" for the one that best typifies surface*
 blacktop grass earth wood other (specify)

PA Equipment and demarcations

Repair Status

4 Name of area *abbrv. to 15 characters* Dimensions yds X yds
 + yds X yds

mark "X" for all that apply

Used for... PE recess lunch sports afterschool other (specify)

Shade: If outdoor, % shaded by ... trees roof building other (specify)

Surface ← *mark "X" for the one that best typifies surface*
 blacktop grass earth wood other (specify)

PA Equipment and demarcations

Repair Status

5 Name of area *abbrv. to 15 characters* Dimensions yds X yds
 + yds X yds

mark "X" for all that apply

Used for... PE recess lunch sports afterschool other (specify)

Shade: If outdoor, % shaded by ... trees roof building other (specify)

Surface ← *mark "X" for the one that best typifies surface*
 blacktop grass earth wood other (specify)

PA Equipment and demarcations

Repair Status

6 Name of area *abbrv. to 15 characters* Dimensions yds X yds
 + yds X yds

mark "X" for all that apply

Used for... PE recess lunch sports afterschool other (specify)

Shade: If outdoor, % shaded by ... trees roof building other (specify)

Surface ← *mark "X" for the one that best typifies surface*
 blacktop grass earth wood other (specify)

PA Equipment and demarcations

Repair Status

7 Name of area *abbrv. to 15 characters* Dimensions
 LunchShelter yds X yds
 + yds X yds

mark "X" for all that apply

Used for...	Shade: If outdoor,	Surface ← <i>mark "X" for the one that best typifies surface</i>
<input type="checkbox"/> PE	<input type="text"/> 100% % shaded by ...	<input checked="" type="checkbox"/> blacktop
<input type="checkbox"/> recess	<input type="checkbox"/> trees	<input type="checkbox"/> grass
<input checked="" type="checkbox"/> lunch	<input checked="" type="checkbox"/> roof	<input type="checkbox"/> earth
<input type="checkbox"/> sports	<input type="checkbox"/> building	<input type="checkbox"/> wood
<input type="checkbox"/> afterschool	<input type="checkbox"/> other (specify)	<input type="checkbox"/> other (specify)
<input type="checkbox"/> other (specify)	↑ <input type="text"/>	↑ <input type="text"/>
↳ <input type="text"/>		

PA Equipment and demarcations

Repair Status

NA
<i>Comment</i>

8 Name of area *abbrv. to 15 characters* Dimensions
 yds X yds
 + yds X yds

mark "X" for all that apply

Used for...	Shade: If outdoor,	Surface ← <i>mark "X" for the one that best typifies surface</i>
<input type="checkbox"/> PE	<input type="text"/> % shaded by ...	<input type="checkbox"/> blacktop
<input type="checkbox"/> recess	<input type="checkbox"/> trees	<input type="checkbox"/> grass
<input type="checkbox"/> lunch	<input type="checkbox"/> roof	<input type="checkbox"/> earth
<input type="checkbox"/> sports	<input type="checkbox"/> building	<input type="checkbox"/> wood
<input type="checkbox"/> afterschool	<input type="checkbox"/> other (specify)	<input type="checkbox"/> other (specify)
<input type="checkbox"/> other (specify)	↑ <input type="text"/>	↑ <input type="text"/>
↳ <input type="text"/>		

PA Equipment and demarcations

Repair Status

click to select
<i>Comment</i>

9 Name of area *abbrv. to 15 characters* Dimensions
 yds X yds
 + yds X yds

mark "X" for all that apply

Used for...	Shade: If outdoor,	Surface ← <i>mark "X" for the one that best typifies surface</i>
<input type="checkbox"/> PE	<input type="text"/> % shaded by ...	<input type="checkbox"/> blacktop
<input type="checkbox"/> recess	<input type="checkbox"/> trees	<input type="checkbox"/> grass
<input type="checkbox"/> lunch	<input type="checkbox"/> roof	<input type="checkbox"/> earth
<input type="checkbox"/> sports	<input type="checkbox"/> building	<input type="checkbox"/> wood
<input type="checkbox"/> afterschool	<input type="checkbox"/> other (specify)	<input type="checkbox"/> other (specify)
<input type="checkbox"/> other (specify)	↑ <input type="text"/>	↑ <input type="text"/>
↳ <input type="text"/>		

PA Equipment and demarcations

Repair Status

click to select
<i>Comment</i>

10 Name of area *abbrv. to 15 characters* Dimensions
 yds X yds
 + yds X yds

mark "X" for all that apply

Used for...	Shade: If outdoor,	Surface ← <i>mark "X" for the one that best typifies surface</i>
<input type="checkbox"/> PE	<input type="text"/> % shaded by ...	<input type="checkbox"/> blacktop
<input type="checkbox"/> recess	<input type="checkbox"/> trees	<input type="checkbox"/> grass
<input type="checkbox"/> lunch	<input type="checkbox"/> roof	<input type="checkbox"/> earth
<input type="checkbox"/> sports	<input type="checkbox"/> building	<input type="checkbox"/> wood
<input type="checkbox"/> afterschool	<input type="checkbox"/> other (specify)	<input type="checkbox"/> other (specify)
<input type="checkbox"/> other (specify)	↑ <input type="text"/>	↑ <input type="text"/>
↳ <input type="text"/>		

PA Equipment and demarcations

Repair Status

click to select
<i>Comment</i>

11 Name of area *abbrv. to 15 characters* Dimensions
 yds X yds
 + yds X yds

mark "X" for all that apply

Used for...	Shade: If outdoor,	Surface ← <i>mark "X" for the one that best typifies surface</i>
<input type="checkbox"/> PE	<input type="text"/> % shaded by ...	<input type="checkbox"/> blacktop
<input type="checkbox"/> recess	<input type="checkbox"/> trees	<input type="checkbox"/> grass
<input type="checkbox"/> lunch	<input type="checkbox"/> roof	<input type="checkbox"/> earth
<input type="checkbox"/> sports	<input type="checkbox"/> building	<input type="checkbox"/> wood
<input type="checkbox"/> afterschool	<input type="checkbox"/> other (specify)	<input type="checkbox"/> other (specify)
<input type="checkbox"/> other (specify)	↑ <input type="text"/>	↑ <input type="text"/>
↳ <input type="text"/>		

PA Equipment and demarcations

Repair Status

click to select
<i>Comment</i>

12 Name of area *abbrv. to 15 characters* Dimensions
 yds X yds
 + yds X yds

mark "X" for all that apply

Used for...	Shade: If outdoor,	Surface ← <i>mark "X" for the one that best typifies surface</i>
<input type="checkbox"/> PE	<input type="text"/> % shaded by ...	<input type="checkbox"/> blacktop
<input type="checkbox"/> recess	<input type="checkbox"/> trees	<input type="checkbox"/> grass
<input type="checkbox"/> lunch	<input type="checkbox"/> roof	<input type="checkbox"/> earth
<input type="checkbox"/> sports	<input type="checkbox"/> building	<input type="checkbox"/> wood
<input type="checkbox"/> afterschool	<input type="checkbox"/> other (specify)	<input type="checkbox"/> other (specify)
<input type="checkbox"/> other (specify)	↑ <input type="text"/>	↑ <input type="text"/>
↳ <input type="text"/>		

PA Equipment and demarcations

Repair Status

click to select
<i>Comment</i>

Instructions for filling in the Spaces Audit Form

The Spaces Audit is to be used to document quantity and quality of areas in the school where physical activity takes place. Up to 12 areas may be designated. Large areas with different types of facilities may be designated as separate areas. For instance, a playground could be split into several different areas, e.g. foursquare courts, climbing structure, basketball courts and multipurpose field, or grouped together as a single area. It is generally preferable to designate more smaller areas rather than fewer large areas, since these designations will also be used as the basis for observations of student activities and smaller areas are easier to observe.

1. Area name: Assign a brief, descriptive name to each area. Only the first 15 characters of the name will be used in tables and graphs on the Report page.

2. Dimensions: Designate the length and width of each designated area in yards. Areas can be designated as consisting of up to two rectangles. A laser rangefinder is the most convenient and accurate way to make these measurements, but other methods (e.g. pacing) may be used.

3. Uses: Check the boxes that correspond to all the types of activity periods for which each area is used (e.g. recess, PE).

4. Shade: For each area indicate the approximate percentage of surface area that is shaded when the area is being used by students. If there are significant changes in the amount of shade during the day, try to estimate the average amount of shade. Check boxes corresponding to the source of the shade (multiple selections allowed).

5. Surface: Check one box corresponding to the main type of surface (e.g. grass) covering the area.

6. Equipment: List up to 10 types of equipment (e.g. basketball hoops, climbing structure, ball wall) present in each area

School Physical Activity Opportunities Report Card - Activity Periods *Instructions below*

School: Generic Elementary

District: 3Rs Unified

Enrollment

534

Date:

8/31/11

1. Before school		Time (ex. 13:08-13:45)	7:30-8:10	<i>(i.e. play time prior to start of school)</i> <i>very active (mostly light to moderate), highly participatory, at first no lines but some waiting</i>
Location (use area #)		Avg. duration (min.)	40	
Activity summary		max. no. students (default=total enrollment)	534	
2. School start		Time (ex. 13:08-13:45)		<i>(e.g. assembly after first bell prior to start of class)</i> <i>"Morning Fitness": entire school does different fitness activities: lift-off, calsthenics, fitnessgram practice, throw/catch</i>
Location (use area #)		Avg. duration (min.)		
Activity summary		max. no. students (default=total enrollment)		
3. P.E. <i>Is it PE? See Ref.Stds</i>		Time (ex. 13:08-13:45)	8:15-8:30	<i>(For help differentiating P.E. from other types of physical activity see ReferenceStds page)</i> <i>comments</i>
Location (use area #)	1,2	Avg. duration (min.)	15	
Activity summary		max. no. sessions	24	
		no. students/session	23	
4. Activity break		Time (ex. 13:08-13:45)		<i>(i.e. in-class activity breaks, such as "Instant Recess")</i> <i>comments</i>
Location (use area #)		Avg. duration (min.)	0	
Activity summary		max. no. sessions	0	
		no. students/session		
5. Recess		Time (ex. 13:08-13:45)	10:30-10:45	<i>One recess for the entire school: limited play space and equipment.</i>
Location (use area #)	1,2,3,4	Avg. duration (min.)	15	
Activity summary		max. no. sessions	1	
		no. students/session	534	
6. Before lunch		Time (ex. 13:08-13:45)		<i>(i.e. activity breaks immediately prior to lunch)</i> <i>comments</i>
Location (use area #)		Avg. duration (min.)	0	
Activity summary		max. no. sessions	0	
		no. students/session		
7. Lunch Period		Time (ex. 13:08-13:45)	11:30-1:15	<i>students are allowed to play after finishing their lunches</i>
Location (use area #)	7,1,2,3,4	Avg. duration (min.)	45	
Activity summary		max. no. sessions	3	
		no. students/session	178	
8. Dismissal		Time (ex. 13:08-13:45)		<i>(i.e. free playtime at dismissal)</i> <i>comments</i>
Location (use area #)		Avg. duration (min.)	0	
Activity summary		max. no. students (default=total enrollment)	534	
9. After-school programs		Time (ex. 13:08-13:45)		<i>(i.e. organized after-school programs)</i> <i>comments</i>
Location (use area #)		Avg. duration (min.)		
Activity summary		max. no. sessions		
		no. students/session		
10. Other		Time (ex. 13:08-13:45)		<i>comments</i>
Location (use area #)		Avg. duration (min.)	0	
Activity summary		max. no. sessions		
		no. students/session		

Instructions for filling in the Activity Periods Form

Use this sheet to designate times, areas and approximate numbers of students participating in different activity periods throughout a typical school day (e.g. recess, in-class activity breaks, PE, etc.). Using bell schedules and information provided by school administrators and teachers, complete this page before beginning observations. If needed, this information can be amended after conducting observations.

1. Location: List all the area where each activity period takes place. You write out the names or use the area numbers designated on the Area sheet.

2. Activity summary : Briefly list the types of activities that take place in this area.

3. Time: Indicate the time range (use 24-hour clock) for this activity period. This might be a specific time (e.g. 9:45-10:00 for recess) or anytime during the school day (e.g. 8:00-14:00 for P.E.).

4. Avg. duration: Indicate the average daily duration (minutes) of the activity period or sessions. Averages should be based on a 5-day schoolweek. If for instance, P.E. is offered only three days per week in 70-minute blocks, then the average duration would be 42 minutes: $(70 \times 3)/5$.

5. No. sessions (does not apply to some activity periods): Some activity periods (e.g. recess) may have multiple sessions (e.g. three sessions of recess - kindergarten recess, grades 1-3 recess and grades 4-5 recess). Indicate the number of sessions. If there are 6 periods of PE and 3 PE classes offered during each period, there would be 18 sessions of PE.

6a. Max. no. students : This is the estimated maximum number of students taking part in a given activity period. If there are not multiple sessions, and the activity period is open to all students (e.g. schoolwide assemblies at the beginning of each school day), then this number will generally equal the total enrollment of the school. If there are multiple sessions (e.g. P.E. and recess), see 6b.

6b. No. students per session: If there are multiple sessions of a given activity period, estimate the average number of students present each session. The number of students per session times the number of sessions should equal the total number of students participating in that activity period. For instance, if there are 10 P.E. sessions (i.e. classes) in a school with an enrollment of 400 students, then the average number of students per session would be 40.

7. Comments : Use this space to enter notes about the activity period, such as when it occurs, who participates and the basis of grouping students into different sessions. Examples: "fitness drills during school-wide morning assembly," "3-day/week block schedule of 90-minutes PE classes," "three recesses: K, grades 1-3, grades 4-5."

School Physical Activity Opportunities Report Card – Activity Audit (form adapted from SOPLAY) Instructions below

School: **Generic Elementary** District: **3Rs Unified** Observer1 Name: Observer2 Name: Date: **8/31/11**

Activity Period		Start time of scan <i>24 hr, e.g. 14:20</i>	Area <i>enter code, desc. will autofill</i>		CONDITION OF AREA			BOYS					GIRLS					Audit Date(s)				
Desc. <i>Autofilled based on code entered to left.</i>	Session no. <i>default=1</i>																			Equip-ment <i>enter "X" if "yes"</i>	Organized Activity	Adult monitors (n)
								code	desc.													
Lunch Period	3	7:45	1	Play Yard	x			15	0	10	0	10	15	0	12	0	12	Activity Codes 0 non-specific 1 calisthenics 2 softball 3 basketball 4 gymnst/hulahoop 5 soccer 6 football 7 climbing 8 jumping 9 tennis/badmin 10 dance 11 swimming 12 volleyball 13 wt training 14 tag/chasing 15 misc playground 16 run/jog 17 misc track/field 18 sed. games 19 other				
Before school	1	7:48	2	Ball Court	x			3,15	0	14	0	14	3,15	0	12	0	12					
Before school	1	7:55	1	Play Yard	x			15	4	16	0	20	15	4	20	0	24					
Before school	1	8:00	1	Play Yard	x			15	10	30	2	42	15	20	11	4	35					
Before school	1	8:05	2	Ball Court	x			3,14,15	9	9	12	30	14,15	22	5	3	30					
Before school	1	8:13	1	Play Yard	x			1	0	30	0	30	1	0	30	0	30					
P.E.*	1	8:20	2	Ball Court	x			1,2	0	62	15	77	1	0	63	10	73					
P.E.*	1	8:25	3	Field				16	0	75	34	109	16	0	79	34	113					
P.E.*	1	8:27	1	Play Yard	x			15	0	50	15	65	15	0	50	10	60					
P.E.*	1	9:35	6	Room 10				1	0	0	12	12	1	0	0	11	11					
Recess	1	10:35	1	Play Yard	x			0,15	41	13	0	54	0,15	41	13	0	54					
Recess	1	10:40	3	Field				5,6,14	1	16	8	25	14	0	2	2	4					
Recess	1	10:42	4	PlayStructures	x		1	7,14	0	27	2	29	7,14	0	20	9	29					
Recess	1	10:44	2	Ball Court	x			3,15	33	10	10	53	3,15	29	6	0	35					
Lunch Period	1	12:55	2	Ball Court	x			0,3,15	11	12	9	32	0,15	15	4	1	20					
Lunch Period	1	13:00	3	Field				0	0	1	0	1	0,14	5	3	0	8					
Lunch Period	1	13:12	3	Field				0	3	3	0	6	0	14	5	0	19					
												0					0					
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												0					0					

** See "Reference Standards" page for hints on how to differentiate P.E. from other types of physical activity at school*

School Physical Activity Opportunities Report Card – Activity Audit *(form adapted from SOPLAY) Instructions below*

School: Generic Elementary

District:

3Rs Unified

Observer1 Name

Observer2 Name

Date: 8/31/11

Activity Period		Start time of scan	Area	CONDITION OF AREA			BOYS				GIRLS				Audit Date(s)		
Desc.	Session no. <i>default=1</i>			Equipment	Organized Activity	Adult monitors	Activity Codes	Sedentary	Lt/Mod. activity	Very active	Total	Activity Codes	Sedentary	Lt/Mod. activity		Very active	Total
<i>Autofilled based on code entered to left.</i>		<i>enter code, desc. will autofill</i>	<i>enter "X" if "yes"</i>												<i>(n)</i>		
		24 hr, e.g. 14:20	code	desc.												1	
																2	
																3	

Instructions for completing the Activity Audit

Overview: This is the main data collection sheet for recording students' physical activity. It is based on a modified version of the SOPLAY protocol developed by researchers at San Diego State University. Observers conduct multiple "scans" of activity areas when students are present, noting the types of activities students are engaged in, counting the numbers of boys and girls who are sedentary, engaged in light-to-moderate activity, or very active. Details about the SOPLAY protocol are available at

<http://www.activelivingresearch.org/node/10642>

Sampling: Observers should audit a reasonably representative sample of activities, periods, students and places. What constitutes a representative sample will vary. While more observations are generally better than fewer, not every session of every activity period needs to be observed. If multiple P.E. classes are offered throughout the day, observation of three (3) mid-day classes is usually sufficient. The number of scans necessary during a given session will depend on the duration and the heterogeneity of activities during that session. Five scans may be sufficient for a 50-minute PE class in which all students are engaged in a single activity over the duration of the class, whereas 10 scans may be necessary for a recess in which there are multiple types of activities taking place in multiple locations.

Preparation and Planning: One to two observers should be able to finish the audit in one day, arriving before school starts and conducting observations through the end of any after-school programs. Observations for an audit may be completed on different days but all observations for a given "Activity Period" must be conducted on the same day (e.g. all recess observations conducted on the same day). Observers will need a paper copy of the audit form, a clipboard and a watch.

NB: All results for a scan should be recorded on a single row. Scans from multiple observers and multiple days can all be entered into a single form in any order.

1. Period Code (on-screen only, not on print version of form): Filling in the code for the period will automatically fill in the corresponding name of the area in column B. These codes are the same as on the ActivityPeriods sheet. On the paper version of the form, observers write out the name of the activity period for each scan.

2. Activity Period Desc.: During the audit observers write in the name of the activity period during which a scan is being conducted (e.g. recess, P.E., lunch period, etc.). When data is being transcribed from paper to the electronic form, entering the corresponding code for each activity period in the left-most column will automatically fill in the name of the activity period.

3. Activity Period Session no.: For those activity periods that have multiple sessions (e.g. three different recess periods) indicate the session number (e.g. Recess #2, PE #15). These session numbers can be arbitrarily assigned but must be within the range specified on the ActivityPeriods sheet.3.

4. Start time of scan: Enter the start time of the scan in HH:mm format using a 24-hour clock

5. Area: Indicate the area where the scan is being conducted. Area names and codes must correspond to those specified on the Area sheets. Field observers may write in the name of the area only. During transcription of data from paper to the electronic form, entering the code number for the activity area will automatically fill in the name of the area in the adjacent column.

6. Condition of area: Use "X" to indicate whether special equipment is present and whether the observed activity is organized. A game that occurs every day during lunch with designated teams and auxiliary roles (set-up, referee, etc.) would count as "organized" but not an informal "pick-up" soccer game. Also, indicate how many adult are monitors present.

7. Activity codes (type of activity): Using the codes on the left edge of the sheet, designate the major types of activities taking place in the area being observed. If there are only a few students who are inactive or unengaged, it is not necessary to list the code for this. If multiple codes are entered, be sure to separate them with a comma.

8. Activity level (counts of boys/girls): Scanning from left-to-right indicate the number of boys who are sedentary, engaged in light/moderate activity, and very active. Repeat for girls. This task might be difficult at first, but with practice observers will develop their own mental "short-cuts" that will make these counts easier.

- * sedentary: standing, sitting, including time spent waiting to play a game
- * light-to-moderate: walking, foursquare, shooting baskets
- * very active: running, jumping, tag games, basketball game

* See "Reference Standards" page for hints on how to differentiate P.E. from other types of physical activity at school

UCLA School Physical Activity Opportunities Report Card – Audit and Reporting Tool

Reference Standards and Guidelines for School-based Physical Activity

Standards/Guidelines/Best Practices	Recommended daily minutes	Reference
Total daily physical activity		
<ul style="list-style-type: none"> At least 30 minutes of moderate-to-vigorous physical activity during the school day At least 60 minutes of physical activity each day for children and youth 	30	Preventing Childhood Obesity (Nat'l Academy of Sciences, Instit. of Medicine) Physical Activity Guidelines for Americans (USDHHS) Integrating Physical Activity into the Complete School Day (NASPE)
Facilities		
<ul style="list-style-type: none"> According to the California Public School "Facility Inspection Tool" developed to assure compliance with Williams Settlement, playgrounds should be: <ul style="list-style-type: none"> * Free of holes, cracks and other trip hazards; * Free of sharp objects, hooks or projecting materials that could cause harm; * Maintained in a way that does not interfere with student performance. Equipment, including play equipment, sports equipment and outdoor tables and seats, should not be broken, cracked or displaying damaged corners or surfaces. 	N/A	CDE Facility Inspection Tool Facility Inspection Tool Guidebook
1. Before School		
<ul style="list-style-type: none"> No official recommendation, however 10-30 minutes prior to class can help make students more ready to learn. Good practices include: <ul style="list-style-type: none"> *Policies allow student access to play areas before start of school; *Classrooms closed prior to first bell; *Supervision of play area before start of school; *Balls and other equipments available to encourage physical activity. 	-	
2. School start		
<p>No official recommendation</p> <p><i>Comment: Teachers report improved student behavior and learning during subsequent academic lesson time when the school day begins with a physical activity session as short as 10 minutes.</i></p>	-	
3. P.E.		
<ul style="list-style-type: none"> 200 minutes of P.E. instruction per 10 days for elementary (avg. 20 min./day) 400 minutes of P.E. instruction per 10 days for secondary (avg. 40 min./day) Taught by a qualified instructor Daily P.E. At least 50% of P.E. instructional time engaged in moderate-to-vigorous physical activity <p>See "What is P.E.?" (below)</p>	20 40	Cal. Ed. Code - Sec. 51210 Cal. Ed. Code - Sec. 51222/3 P.E. Checklist (NASPE) Model Wellness Policies (NANA) Model Physical Ed. Policy (CSBA) Cal. State Framework for Physical Ed.
4. In-Class Activity Breaks		
<ul style="list-style-type: none"> Provide activity breaks (in addition to recess) when seat time exceeds one hour. 	10	Team California Healthy Kids Maximizing Opportunities for Physical Activity... (CSBA) Resources for Physical Activity Breaks
5. Recess		
<ul style="list-style-type: none"> Provide 20 minutes of supervised recess per day for elementary Provide activity breaks (in addition to recess) when seat time exceeds one hour. Encourage moderate-to-vigorous physical activity during recess 	20	Recess in Elementary Schools (NASPE) Team California Healthy Kids Model Wellness Policies (NANA)

UCLA School Physical Activity Opportunities Report Card – Audit and Reporting Tool

Reference Standards and Guidelines for School-based Physical Activity

6. Before lunch

- Schedule physical activity immediately prior to lunch. Physical activity immediately prior to a meal tends to increase preferences for healthier food choices. - [School Nutrition by Design \(CDE\)](#)
[Game On! Recess before lunch](#)
[Peaceful Playgrounds: Recess before](#)

7. Lunch

- No recommendation for physical activity time during lunch, but a minimum of 20 minutes should be provided to allow students time to eat. - [School Nutrition by Design \(CDE\)](#)

8. Dismissal

No recommendation or standard.

9. After-school program

- Provide a minimum of 30-60 minutes of moderate-to-vigorous physical activity during the after-school program with no more than one hour of sitting at a time. 30 [California After School Physical Activity Guidelines](#)

What is physical education?

related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The discipline provides learning experiences that meet the developmental needs of students. A standards-based physical education program also provides an excellent opportunity to ensure that students develop positive social skills, learn to cooperate with others, and learn to accept responsibility for their own actions.”

From <http://www.cde.ca.gov/pd/ca/pe/physeducfaqs.asp>

See also: "Is It physical education or physical activity?"

<http://www.aahperd.org/naspe/publications/teachingTools/PAvsPE.cfm>

Clues to help differentiate PE from other types of physical activity at school

1. Teacher has a lesson plan that includes student learning objectives.
2. Student learning objectives are age-/grade-appropriate and are based on standards listed in the California's
 - [“Model Content Standards” \(2005\)](#)
 - [“Physical Education Framework for California Public Schools” \(2009\)](#)
3. Teacher is actively engaged in instructing students, not just monitoring.
4. Class includes instruction in knowledge and skills, not simply being active or playing games.

Physical Education Standards for California Students

(from Physical Education Model Content Standards. California Department of Education. January 2005) <http://www.cde.ca.gov/be/st/ss/index.asp>

Overarching content standards for elementary and middle school students:

1. Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
3. Assess and maintain a level of physical fitness to improve health and performance.
4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Overarching content standards for high school students:

1. Demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
3. Demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.