

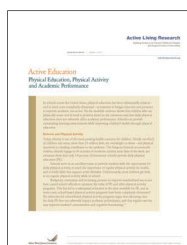
# Moving more at school — Increasing physical activity before, during and after school

Schools play a critical role in helping children lead active, healthy lives. Physical education (PE) classes, recess, after-school programs, and walking or biking to school all have the potential to get kids moving. Research shows that kids who move more aren't just healthier, they also tend to do better academically, behave better in class and miss fewer days of school. Unfortunately, our nation's schools do not offer enough opportunities for children to be active—and many are even cutting back on existing programs.

The resources below present the best evidence available about a variety of school-based strategies for promoting physical activity. They highlight health and policy implications to make changes that will help children be active before, during and after school.



**Infographic** illustrating the role of schools in promoting physical activity.



## Active Education: Physical Education, Physical Activity and Academic Performance

Research that shows children who are physically active and fit tend to perform better in the classroom and that daily PE does not hurt academic performance. An abbreviated **fact sheet** is also available that highlights the research brief's main findings.

[www.activelivingresearch.org/activeeducation](http://www.activelivingresearch.org/activeeducation)



## School Policies on Physical Education and Physical Activity

This synthesis summarizes the wealth of peer-reviewed literature on physical activity in and out of school. Policy implications and areas where additional research is needed are also included. Two abbreviated fact sheets are available that highlight the research focused on **outside of school time** and **during the school day**.

[www.activelivingresearch.org/schoolpolicy](http://www.activelivingresearch.org/schoolpolicy)



## Increasing Physical Activity Through Recess

Research brief summarizing the growing body of research that shows providing recess during the school day is an effective and efficient way to increase physical activity and improve academic performance among children.

[www.activelivingresearch.org/recess](http://www.activelivingresearch.org/recess)



## Policies and Standards for Promoting Physical Activity in After-School Programs

Research on how school policies can help after-school programs more effectively promote physical activity and prevent obesity among children. An abbreviated **fact sheet** is also available that highlights the research brief's main findings.

[www.activelivingresearch.org/afterschool](http://www.activelivingresearch.org/afterschool)

Active Living Research can help you create more active schools and communities.

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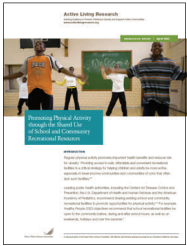
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## Promoting Physical Activity through the Shared Use of School and Community Recreational Resources

This research brief summarizes research on community access to school sport and recreation facilities outside of school hours, as well as studies that examine the joint use of school facilities and programs with other community groups or agencies. It describes challenges commonly associated with the shared use of recreational facilities and opportunities for policy-makers at the state and local level.

[www.activelivingresearch.org/shareduse](http://www.activelivingresearch.org/shareduse)



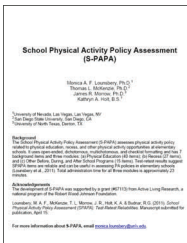
## The Potential of Safe, Secure and Accessible Playgrounds to Increase Children's Physical Activity

Safe and accessible playgrounds can support more physical activity, better health and greater social involvement for children, families and the community. This research brief provides recommendations on locating and designing playgrounds so that they can better support children's physical activity.

[www.activelivingresearch.org/playgrounds](http://www.activelivingresearch.org/playgrounds)

## ADDITIONAL RESOURCES

The following resources are designed to assess school and PE policies and how those policies influence physical activity levels.



### School Physical Activity Policy Assessment (S-PAPA)

This open-ended measurement tool assesses physical activity policies related to PE, recess, and other physical activity opportunities before, during, and after school at elementary schools.

[www.activelivingresearch.org/node/12503](http://www.activelivingresearch.org/node/12503)



### System for Observing Fitness Instruction Time (SOFIT)

This observation measurement tool assesses PE classes by simultaneously collecting data on student activity levels, the lesson context and teacher behavior. The system enables users to make judgments about PE lessons, particularly as they relate to program goals.

[www.activelivingresearch.org/node/11944](http://www.activelivingresearch.org/node/11944)



### Making the Most of Physical Education

A video designed for school officials, teachers, parents and others interested in quality PE. Abbreviated research findings inform viewers about characteristics of quality PE and barriers to its delivery and the relationship between PE and academic achievement. Available in English and Spanish.

[www.activelivingresearch.org/node/12649](http://www.activelivingresearch.org/node/12649)

Visit the Active Living Research website for these resources and more information about physical activity in schools: [www.activelivingresearch.org/taxonomy/schools](http://www.activelivingresearch.org/taxonomy/schools).

Active Living Research, a national program of the Robert Wood Johnson Foundation, contributes to the prevention of childhood obesity, especially in communities where resources are few and rates of obesity are high. We support and share research on environmental and policy strategies that can promote daily activity for children and families across the United States.



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