



**TAAG Physical Education  
Manual of Procedures  
July 18, 2003**

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## **TAAG Overview**

The Trial of Activity for Adolescent Girls (TAAG) is a collaborative, multi-center research study of adolescent girls in grades 6-8. The trial will test the effectiveness of a coordinated school and community based intervention to prevent the decline of physical activity in girls.

Six field centers are participating in TAAG: San Diego State University, San Diego; Tulane University, New Orleans; University of Arizona, Tucson; University of Maryland, College Park; University of Minnesota, Minneapolis; University of South Carolina, Columbia and one coordinating center at University of North Carolina at Chapel Hill. TAAG is supported by the National Heart, Lung, and Blood Institute.

### **TAAG Intervention Components**

TAAG fosters school and community environments that encourage and support the full involvement of girls in every aspect of physical activity including physical education (PE), recreation, and sport. The TAAG intervention involves the school, community and university in a partnership to increase opportunities and decrease barriers for girls to be active in and out of school. The main components of the TAAG intervention are:

TAAG Physical Education (TAAG PE)—Most students spend some time in physical education, but studies show that students, particularly girls, are often not very active during their physical education class. TAAG PE is designed to increase physical activity during physical education class, and to provide activities that will be particularly appealing and enjoyable for girls. The emphasis of TAAG PE is enjoyable activity, development of a variety of physical activity skills, and an active lifestyle now and for a lifetime.

TAAG Programs for Physical Activity (PPA)—While girls spend about one-third of their day in school, there are many opportunities for girls to increase activity levels outside the regular school day. The TAAG Programs for Physical Activity component will develop school, community and university partnerships to increase physical activity options for girls after school, on weekends, and during the summer. The TAAG Partners for Physical Activity will provide out-of-school physical activity opportunities and programs for girls at the school and in community settings based on girls' interests. Additionally, TAAG may assist with transporting girls or provide financial assistance to programs. TAAG Partners for Physical Activity is a collaborative effort of the TAAG university, TAAG school, and community agencies.

TAAG Promotions—Some girls choose not to attend structured activities at school and in the community. Some prefer to be active by walking, biking, or doing activities with family and friends. The TAAG intervention supports all activities: structured and unstructured, sports and non-sports based activities with friends, family or alone. The TAAG Promotions component is designed to promote interest and encourage girls to be more active in a multitude of settings and ways. TAAG promotion attempts to increase support for physical activity in family and community environments in a variety of ways through special events and supportive messages.

TAAG Health Education with Activity Challenges—The TAAG health education component provides the knowledge and skills students need to be more physically active during and after school. This component focuses on educating students on the benefits of physical activity and behavioral skills to become more active. Goal setting, overcoming barriers, and creating a support system are a few examples of concepts covered in the TAAG sessions. The TAAG Health Education component can be taught in PE or Health Education, or other classes as well.

## The Vision of TAAG PE

The vision of TAAG PE is to promote daily PE programs that provide girls with opportunities to participate in enjoyable moderate to vigorous physical activity (MVPA) and learn movement and behavioral skills. TAAG expects these behaviors to generalize to other times of the school day and away from school.

### TAAG PE Objectives

During TAAG physical education, girls are:

1. Engaged in moderate to vigorous physical activity (MVPA) at least 50% of class time
  2. Provided many opportunities to participate, practice skills, and be physically active
  3. Provided opportunities to be successful and enjoy physical activity
  4. Encouraged to participate in physical activity outside of class
- ◆ Because most PE classes are coeducational, the goals of TAAG apply to all students in class, not just girls.

### Physical Activity Outside of PE

Promoting activity outside of PE is one of the 4 key objectives of the TAAG PE intervention. TAAG PE specialists are encouraged to work closely with other staff and school administrators to encourage involvement in out-of-PE physical activities. Efforts within the TAAG PE intervention to promote activity outside of PE include:

1. Emphasizing the importance of out-of-PE activity during all workshops and boosters and highlighting strategies teachers can use to achieve this objective.
2. Prompting and reinforcing teachers during workshop debriefing sessions on how to specifically address increasing activity beyond PE class.
3. Providing teachers a 4-hour booster session, "Promoting Physical Activity Outside of PE" with suggestions on events and ideas to better promote activity throughout the school day.
4. Providing a chapter in the TAAG PE Teacher's Guidebook, "Beyond PE: Promoting Activity Outside of PE" that lists specific suggestions and ideas teachers can use to work towards promoting activity outside of class.
5. Encourage teachers and students active involvement with the other TAAG intervention components.

## **TAAG Physical Education Intervention Strategy**

The TAAG Physical Education intervention strategy includes:

- Providing annual staff development workshop and booster sessions for all PE providers
- Supplying girl-friendly materials and equipment
- Providing on-site support and consultations

## Staff Development Workshops and Boosters

The aim of all TAAG staff development sessions is to equip, encourage and support teachers to implement and adopt the 4 TAAG PE key objectives. During each year of the two-year intervention, a full-day and two half-day booster sessions will be provided for all PE providers with intervention schools.

### “Spring Thing” Meeting

During the spring 2003 semester (after randomization), a meeting between the TAAG university staff and intervention school physical education staff will occur. Objectives of the meeting include informing teachers of the randomization status, creating teacher buy-in for the upcoming intervention and discussing equipment needs and issues. See Appendix E for details on preparing and conducting the “Spring Thing” meeting.

### TAAG PE Workshop Objectives

- Inform participants of TAAG mission and goals
- Encourage teachers to examine their current physical education curricula, their own instructional skills, and the school environment relative to the TAAG mission
- Develop teachers' organizational, management, and instructional skills
- Help teachers implement and develop more active and girl-friendly physical education units and activities (Some sample activities are provided by TAAG).
- Develop teachers' commitment to promoting physical activity and the TAAG mission through PE, extracurricular activities, and out-of-school programs

### Concepts Emphasized During Workshops and Boosters

- ‡ *Maximizing MVPA:* TAAG will provide PE staff with key strategies for increasing students' activity levels (e.g., high activity roll taking, small sided games). A special emphasis will be placed on ways to reduce management time (e.g., choosing teams quickly, accessing and putting away equipment) in order to increase students' activity time.
- ‡ *Teaching Styles and Strategies:* TAAG in-services will encourage participants to use a variety of teaching methods to address the many ways adolescents learn. Attendees should be encouraged to consider using “thoughtful” (girl-friendly) language and visuals. In-service instructors will model these teaching strategies with attendees.

- ✦ *Skill Progressions:* In-service facilitators will share skill progression techniques that are generalizable to many sports and activity units. The goal will be to reduce teachers' instruction time and increase students' activity levels. Instruction will emphasize methods of conducting skill drills that engaged students in high levels of activity. Because more activity (and skill development) occurs during lessons when every learner has a piece of equipment, teachers will be encouraged to share resources and include more individual and partner vs. group student configurations.
- ✦ *New Activities/Modified Traditional Sports:* Traditional sports often provide low levels of activity due to waiting time (e.g., softball), or because of limited opportunities to touch the ball (football, 11 on 11 soccer). To increase student activity levels and provide more skill practice, in-service attendees will receive sample curricula and instructional techniques for teaching modified sports games. Activity units (7), particularly those that are girl-friendly and provide choices will be developed and offered to participants. When needed, PE staff will be encouraged to invite community volunteers with specialization in a specific activity area to assist in PE activities. TAAG cannot mandate that a specific activity unit (e.g., girl's football, Irish dancing) is included in all schools. Because of sustainability issues, TAAG staff will not teach classes themselves.
- ✦ *Action Planning:* In-service attendees will be encouraged to examine their own department's yearly plans in relation to recommendations from TAAG, the Surgeon General's Report on Physical Activity, and Health and Healthy People 2010 Goals. Participants will be prompted to include girl-friendly and lifetime physical activities. School staff will be encouraged to select two goals—one that would increase students' activity levels during PE class and one that would promote physical activity out-of-class. Progress on goals and barriers will be discussed at boosters.
- ✦ *Reaching Standards:* TAAG will support the engagement of teachers in reaching established district, state, and national PE objectives (e.g., NASPE) while maintaining a primary focus on reaching TAAG outcome measures.
- ✦ *Filtering of Resources:* During year two of the intervention, commercial products and resources will be provided to teachers to supplement the TAAG sample activities. Resources may include books, videos, and other materials helpful to implement a developmentally appropriate girl friendly environment. During workshops, teachers will be guided on how to review, filter and modify existing materials to align more closely with the TAAG key objectives.

## Planning, Scheduling and Facilitating Staff Development Sessions

The following provides suggestions regarding planning, scheduling and conducting TAAG PE workshop and booster sessions:

- ❖ Staff development will be coordinated and led by a TAAG Physical Education Interventionist. This person should be an experienced and credentialed physical educator with high status/believability in the local community. This PE Interventionist will be responsible for implementing session content, preparing educational materials, as well as facilitating the in-service curriculum.
- ❖ Staff development sessions will be provided to all physical education teachers in intervention schools. In addition to PE teachers and school administrators, community collaborators and volunteers will be invited to participate. Whenever possible, sessions will be conducted on a school site.
- ❖ Participant Compensation - If PE teachers attend in-services on their school/district staff development days, TAAG costs for substitute PE teachers will be reduced. In cases where teachers work beyond their contractual day to attend an in-service, they (or schools) will need to be compensated (District rates vary, but they are approximately \$125 per day.)
- ❖ Workshops will be designed to be active and interactive. A balance of didactic instruction and modeling/rehearsal (movement) sessions will be employed. At later in-services, participants may be asked to volunteer to present segments to show their successful TAAG class and school strategies. Approximately 50% of session time should be active time where teachers can be involved and moving.
- ❖ Efforts should be made to link schools within the same and neighboring districts to reduce the number of repeated TAAG in-services and to promote inter-school collaboration. One meeting per Study Center per time period would be ideal, but schedules/distances may demand more. Whenever possible in-services should be conducted on staff development days so teachers, but not students, will be at school. Whenever possible, staff development sessions should be held during regular school hours (and not on Saturdays). Wherever and whenever possible, within Study Centers, staff development sessions will include all three schools simultaneously. They will rotate from school to school if possible.

- ❖ TAAG Physical Education staff development will be conducted during six group in-services over the 2-year intervention period. An outline of the in-services is provided below.

## **Outline of Year One Workshop and Booster Sessions**

### **2003-2004 School Year**

#### **A. Fall 2003 (Full-day)**

- TAAG Key Objectives
- Action Plan strategies to reach Objectives #1 and #2
- Overview of TAAG Activities
- Demonstration of sample activities and lesson format

#### **B. Winter 2003-2004 (Half-day booster)**

- TAAG Key Objectives & review Fall workshop
- Action Plan strategies to reach Objective #3
- Cooperatives and motivating girls
- Demonstration of strategies
- Sharing of successes and challenges

#### **C. Spring 2004 (Half-day booster)**

- TAAG Key Objectives & review from Winter booster
- Action Plan strategies to reach Objective #4
- Promoting physical activity outside of PE class
- Demonstration of strategies
- Sharing of successes and challenges
- Plan for next year
- Choose NEW activities

## **Girl-Friendly Materials and Equipment**

TAAG intervention teachers and schools will be provided with a certain amount of standard and a variety of new and innovative physical education equipment to assist in reaching the TAAG PE Objectives. When Physical Education classes have a variety and plenty of equipment, more girls are able to participate, practice skills, and be physically active (PE Objective #2). With new and innovative physical education equipment to choose from, (i.e.; jump bands, step aerobics, dance videos) girls will be provided more opportunities to be successful and enjoy physical activity (PE Objective #3). It is also more likely girls will be engaged in moderate to vigorous physical activity (MVPA) at least 50% of the time (PE Objective #1) with a variety and ample amounts of equipment available.

Materials and equipment provided to teachers and schools as part of the TAAP PE intervention include:

### **TAAG Physical Education Teacher's Guidebook**

The TAAG PE Guidebook provides an overview of key components of TAAG physical education and effective teaching practices. Specific information such as TAAG objectives for physical education, methods of implementing TAAG PE and promoting physical activity outside the PE class are covered in addition to best practices of inclusion, student centered learning and cooperative learning.

### **TAAG Physical Education Sample Activity Box**

The TAAG sample activities provide teachers a collection of activities that reflect the TAAG PE philosophy and objectives. Formatted on 5 x 8 index cards, activities are organized into topical categories of Warm Ups, Health Related Fitness Activities, and Skill Builders and Mini-Games. While the sample activities do not denote a curriculum, it does provide a resource of possible activities that have been written to help the teacher in reaching the TAAG PE objectives.

#### **Sample Activities**

##### **Warm Ups**

##### **Health Related-Fitness**

##### **Skill builders and Mini-Games**

##### **Individual Activities**

- Jump Rope
- Pickleball (to be added Fall, Year 2)

### **Team Activities**

- Soccer
- Basketball (to be added Winter, Year 1)
- Volleyball (to be added Fall, Year 2)

### **Dance and Rhythmic Movements**

- Jump Bands

### **Stunts and Tumbling (to be added Spring, Year 1)**

### **Games and Cooperatives**

- Cooperatives
- Cultural Games (to be added Spring, Year 1)

### **Group Fitness**

- Kickboxing (to be added Spring, Year 1)
- Step Aerobics

## **TAAG Physical Education Task Card File**

The Task Card File contains handouts, task cards and a CD-diskette to assist with implementing the TAAG sample activities. Task cards are formatted on 8.5 x 11 color-coded card stock, and can be used for stations, instructions, jigsaws and more. The handouts are for selected activities and are provided on white card stock for easy copying. The CD is provided to teachers if they prefer to modify and print any of the task cards or handouts provided.

## **TAAG Tips**

During follow-up support visits, interventionists will provide teachers with supplemental and reinforcing information to help with TAAG implementation. These "tips" are colorful, brief, and limited to one page with easily read information. TIP Topics will be selected by teachers at training and delivered by interventionists when appropriate during on-site support visits. Sample topics from which teachers can select include promoting physical activity outside of PE, developing routines to promote physical activity, grids, appropriate progressions, giving feedback to students, along with many other issues.

## **Additional Activity Resources**

Throughout the intervention, additional physical education resources and materials will be provided to teachers and schools. Resources and equipment may include books, videos, and

other materials helpful to implement a developmentally appropriate girl friendly environment. Additional activity themes may include:

- **Dance:** Line Dances, Cultural Dances, and Hip-Hop
- **Group Fitness:** Aerobics Dance Routine, Yoga Fit, Body Pump, Pilates, Resistance Training, Power Walking/Pedometer, etc.
- **Individual Sports:** Pickleball, Rollerblading/Skating, and Tennis
- **Group Sports:** La Crosse, Volleyball, Flag Football, Softball, and Hockey
- **Games:** Scooter Games, Frisbee Games, and Outdoor Winter games
- **Other:** Teachers indicate selected topics of interest.

## TAAG PE Intervention Equipment List

The following is a list of equipment that will be provided as needed during the TAAG PE intervention. Additional equipment may be purchased throughout the duration of the intervention.

Equipment	Need for TAAG Activities	Your school has:	Need to purchase:
Aerobic Steps	1 per student		
Basketballs (Intermediate/Junior sizes)	1 per student		
Baseball/Softball Bats	1 per 8 students		
Cones	1 per 2 students		
Beanbags (fun shapes)	1 per student		
Exercise Mats/Carpet Squares	1 per student		
Flag Belts	1 per student		
Footballs (smaller sizes)	1 per 8 students		
Hoops	1 per student		
Jump Ropes (9'-10')	1 per student		
Jump Bands	1 per 4 students		
Jump Ropes (12'-15')	1 per 3 students		
Pickleball rackets	1 per student		
Pickleballs	1 per student		
Pinnies/Vests	1 per 2 students		
Polyspots	1 per student		
Ragballs	1 per 8 students		
Resistance Bands	1 per student		

<b>Equipment</b>	<b>Need for TAAG Activities</b>	<b>Your school has:</b>	<b>Need to purchase:</b>
Rubber Animals (fish, chickens, etc.)	1 per 4 students		
Soccer Balls (size 5)	1 per student		
Tennis balls	1 per 2 students		
Utility Balls (8 ½")	1 per student		
Volleyballs	1 per 2 students		

<b>Odds and Ends:</b>	<b>Need for TAAG Activities</b>	<b>Your school has:</b>	<b>Need to purchase:</b>
Badminton Birdies	1 per 3 students		
Beach Balls	1 per 2 students		
Juggling Scarves	1 per student		
Jump Rope – 36'	1 per class		
Medicine Balls	2 per class		
Panel Mats (tumbling)			
Parachutes (small)	1 per 6 students		
Pedometers	1 per 3 students		
Pool Noodles	1 per 6 students		
Rhythm Sticks	1 pair per student		

<b>A/V Needs:</b>	<b>Need for TAAG Activities</b>	<b>Your school has:</b>	<b>Need to purchase:</b>
Amplifier	1 per school		
Cordless Microphone	1 per school		
Boombox	1 per teacher		
TV/VCR	1 per school		
Write On Message Board	1 per teacher		
<b>Music:</b>			
Continuous Playing	>1 per teacher		
Interval Music	>1 per teacher		
<b>Videos:</b>			
Kickboxing	1 per school		
Jump Bands	1 per school		
Step Aerobics	1 per school		

## **On-Site Support**

A major role of the school visitations is to provide support for the adoption and institutionalization of TAAG PE and other TAAG components. This task goes far beyond visiting PE teachers, and includes working with school administrators on policy development and the integration of all TAAG intervention activities. Prior to the visit, interventionist should be aware of any TAAG sponsored activities that are being conducted with the partnership and encourage the teachers to talk about these opportunities with their students.

### **Schedule of Visits**

On-site visits will be made to schools by the TAAG Physical Education Interventionist throughout the two intervention years. During the first year, a minimum of one visit every two weeks will be made with each teacher (although every teacher may not be observed there will be some contact with every teacher every two weeks). During the final intervention year, visits will be made approximately every three weeks.

### **Procedures and Description of Services**

The following procedures are recommended in conducting site visits:

(a) The interventionist should contact the TAAG liaison, a member of the school staff who serves as the primary contact. This person could be the head of the PE Department, a committed PE teacher who is not coaching and has more availability to meet with you, or anybody else in the school who has an interest and a commitment to TAAG and its goals. Contact the liaison at school by telephone at least 48 hours in advance and inquire about any "special" school activities that might be scheduled—minimum days, field trips, assemblies—that would effect PE class. Site visits are scheduled so that a variety of teachers and students will be observed. The *School Visitation Form (Appendix A)*, completed by teachers during the TAAG workshop, can be used in planning school visitations.

(b) Prepare for the visit by assembling current educational materials, especially those requested by staff. Bring TAAG promotional items to thank teachers for participating in the program.

- (c) Begin site visits by reporting to the administration office to log in on the visitor sign-in sheet. If convenient, say hello to the principal and/or vice principal and at times leave information about the TAAG program with PTA or other parent groups.
- (d) At the PE area, check in with the TAAG liaison and visit PE instructional stations.
- (e) Attempt to contact each member of the PE staff on site that day to answer any questions regarding past in-services or materials and to inquire about future needs. Comment on positive observations from previous visits regarding students' activity levels.
- (f) Keep a log/notebook on each school that includes information on school schedules, a "to do" list, curriculum/materials requested by teachers, potential in-service dates, dates of upcoming in-services or meetings (PTA, staff meetings, etc.), and dates of upcoming games, tournaments, etc. where TAAG staff could assist, and extracurricular activity ideas.
- (g) The PE interventionists will use *the TAAG Intervention Visit Documentation Form* to document their visits to the schools (see Appendix D). This form serves as a record-keeping tool and can serve as guidance for interventionists when providing feedback to teachers in the classroom and to document the progress of the PE intervention.
- (h) PE class visitations may include:
- ◆ **Observation and Feedback:** TAAG physical education staff may observe full or partial lessons and provide written feedback regarding the lesson. After observing a PE class, interventionists can make positive comments and suggestions for improving the lesson and leave a TAAG Lesson Feedback Sheet with the teacher in his/her box while maintaining a copy for reference (See Appendix C *Providing Postive Feedback to Teachers* and Appendix D for the *PE Teacher Feedback Sheet* in).
  - ◆ **Technical Support:** TAAG physical education staff should be prepared to address TAAG PE related questions. Examples include questions about specific activities (logistics, rules, strategies); skill development, behavior management techniques; equipment use, purchase, storage and maintenance. TAAG Tip sheets are also designed to provide supportive written information regarding implementation.
  - ◆ **Modeling:** If requested, TAAG PE staff may teach full or partial lessons. The goal is to assist the teacher in understanding certain activities, transitions, management techniques, formations or other TAAG PE related skills.

NOTE: TAAG PE staff should be aware that some teachers may not like being observed while instructing and may interpret feedback from outside researchers as punitive rather than supportive. It is very important to establish a positive working relationship with the entire PE staff at the school before the intervention begins and to treat the teachers with a great deal of respect. See *Guide to Interactions with Teachers: Do's and Don'ts of Building an Effective Relationship* (Appendix B) and *Providing Positive Feedback to Teachers* (Appendix C) for more suggestions on how to establish positive working relationships with teachers. TAAG staff will meet frequently with PE teachers and other professionals who may be very sensitive about interacting with non-school personnel. Many of those asked to implement TAAG PE may be outstanding instructors who have been teaching quality physical education for years. Others may have little background or training in physical education or may be new teachers.

## Integration and Collaboration

Efforts to form a TAAG partnership should occur on three levels. First, TAAG team players within a TAAG school should be encouraged to work together to promote TAAG intervention goals. TAAG team players include physical education specialists, administrative staff, and other school personnel directly involved with the TAAG project. Second, a partnership between the TAAG team players and the TAAG project staff is essential for establishing a clear line of communication during the intervention phase. Finally, TAAG project staff must form a partnership and communication network among themselves to ensure that intervention efforts are effectively delivered as a cohesive package. The following are suggestions to promote these three levels of partnerships, and each site is encouraged to refine these in the context of their individual schools and teachers.

### Promoting a Partnership among team players within each TAAG School

1. Identify the roles and responsibilities of each TAAG team player:
  - ❑ Administrators
  - ❑ Physical education specialist(s)
  - ❑ TAAG school liaison(s)
  - ❑ School nurse
  - ❑ Custodial staff
  - ❑ Other school staff involved with TAAG
  
2. Identify a communication network among the TAAG team players:
  - ❑ Establish a communication system for the TAAG liaison to follow.
  - ❑ Keep principals informed of TAAG activities and invite them to observe TAAG in action.
  - ❑ Encourage TAAG team players to meet regularly to discuss intervention issues.
  
3. Identify strategies to reinforce the key overlapping concepts among the four TAAG components:
  - Programs for Physical Activity (PPA):
    - ❑ Suggest that physical education specialist and classroom teachers promote community after school activity program.
    - ❑ Ask teachers to send parent letters home regarding the community after school program.

- ❑ Other activities during lunch break, before or after school that are run by PE staff.

#### Health Education with Activity Challenges:

- ❑ Encourage physical education specialists to incorporate Health Education Challenges into their curriculum.

#### TAAG Physical Education:

- ❑ Encourage physical education specialist and classroom teachers to promoting physical activity outside PE classes (before school and at lunch).

### **Promoting a Partnership between Teachers and TAAG Project Staff**

1. Establish a clear line of communication between each TAAG school and TAAG project staff:
  - ❑ Designate a TAAG project staff person to receive and filter contacts from TAAG schools and to coordinate contacts to the schools.
  - ❑ Find out the best way to communicate with teachers (email, phone, fax, etc.).
  - ❑ Distribute a directory of the TAAG project intervention staff or any other TAAG project staff with whom school personnel may come into contact.
  - ❑ Place a TAAG mailbox in a central location at each TAAG school for paperwork drop-off purposes and institute a system for regular pick-up.
  - ❑ Develop a "friendly message/reminder" card that can be dropped off in teachers' mailboxes to avoid interrupting teachers during class.
2. Be direct and clear with TAAG team players about intervention goals.
3. Understand the particular context of each school to facilitate their relationships with TAAG team players.
4. Inform TAAG team players of any visit or observation (via the TAAG school liaison).
5. Arrive on time for any scheduled visit or observation.
6. Respond to TAAG team players' requests/questions as quickly as possible.
7. Focus the initial observation of a TAAG teacher on providing support and positive feedback rather than corrective feedback.
8. Welcome feedback from TAAG trained players regarding intervention materials.
9. Be respectful of TAAG team players' time and other priorities.
10. Treat TAAG team players as "participants in" rather than "subjects of" a research study.

## **Promoting a Partnership among TAAG Project Staff**

1. Coordinate in advance any contact with TAAG schools/teachers, especially on-site visits and observations.
2. Meet on a weekly basis to plan upcoming visits or observations.
3. Utilize the TAAG school coordinator to relay messages (when appropriate).
4. Avoid inundating TAAG team players with TAAG visits, observations, or contacts.
5. Maintain a daily log of contacts with each TAAG school.
6. Brainstorm a list of overlap areas among the four TAAG components and communicate these with TAAG team players.

## APPENDICES

- Appendix A: School Visitation Form
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Outline and Dialogue- separate file



**APPENDIX A: School Visitation Form**

**TAAG School Visitation Form**

**SCHOOL:** \_\_\_\_\_

**TEACHER:** \_\_\_\_\_

**1. Please provide information regarding your teaching schedule. In each cell, indicate the start and end time of the period and the grade level(s) taught.**

Period	1	2	3	4	5	6	7	8
Time								
Grade								

**2. Please indicate which days and times you are available for meetings or dialogue.**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Time to Meet					
Time to Meet					

**3. How can we best assist you in implementing the TAAG PE?**

- Lesson Feedback \_\_\_\_\_
- Technical Support \_\_\_\_\_
- Modeling \_\_\_\_\_
- Team Teach \_\_\_\_\_
- Other \_\_\_\_\_

**4. Indicate which is the best way to contact you:**

- Email \_\_\_\_\_
- Dept. Phone: \_\_\_\_\_
- School Phone: \_\_\_\_\_
- Cell Phone: \_\_\_\_\_
- Other: \_\_\_\_\_

## APPENDIX B: Guide to Interactions with Teachers

### Guide to Interactions with Teachers

#### Do's and Don'ts of Building an Effective Relationship

##### Basic Do's:

- ✓ Identify the key players in every school (e.g., principal, assistant principal, custodian, head secretary, etc.) and make yourself known.
- ✓ Expect schools and teachers to be different and define success accordingly.
- ✓ Familiarize yourself with the contextual realities of every school.
- ✓ Arrive for scheduled visits or observations early.
- ✓ Park in a space designated for visitors.
- ✓ Follow the school's policy for visitors (e.g., sign-in/out).
- ✓ Dress appropriately.
- ✓ Be professional. You are an "ambassador" of TAAG.
- ✓ Notify teachers in advance when you will be visiting or observing.
- ✓ Visit schools soon after training.
- ✓ Know when and how teachers want to be contacted and contact them at a time that is convenient. Respect their time.
- ✓ If visiting or observing, arrange a time that is convenient for the teacher(s).
- ✓ Do whatever you can to make the adoption of new behaviors easier for the teacher.
- ✓ Make your expectations clear and be direct.
- ✓ Treat every teacher as the expert of his/her class.
- ✓ LISTEN with an empathetic ear.
- ✓ Find something positive about every class observed.
- ✓ Give a lot of positive feedback.
- ✓ Focus constructive feedback on only one or two areas at a time.
- ✓ Ask for feedback about TAAG PE.
- ✓ Be flexible

## APPENDIX B: Guide to Interactions with Teachers

### Basic Don'ts:

- Don't expect teachers to have much time to talk between classes.
- Don't assume you're the expert.
- Don't expect every teacher to welcome you or TAAG PE with open arms.
- Don't talk about other teachers or other schools (Confidentiality and Contamination).
- Don't cause conflict or exhibit defensiveness.
- Don't expect change to happen overnight. Don't underestimate your influence.
- Don't take anything for granted.

## APPENDIX C: Providing Positive Feedback to Teachers

### Providing Positive Feedback to Teachers

When providing feedback to teachers, interventionist should implement a 4:1 ratio of positive to corrective feedback with teachers. Listed below are potential topics upon which interventionists can provide feedback to teachers.

#### Effort

Trying something new.

Demonstrating enthusiasm for TAAG \_\_\_\_\_.

Praising students.

Following an established plan.

#### Planning

Preparing before class.

Thinking ahead.

Having materials prepared ahead of time.

Provided students with choices within the curriculum

Planning activities that allow students to work with both same and other gender partners.

#### Management

Managing the class efficiently.

Starting class on time.

Quick transitions.

Setting up before the class starts.

Having lots of equipment available.

Being safe with students

Using appropriate groupings.

Dispensing and collecting equipment efficiently.

Keeping students' backs to the sun.

Providing active supervision.

Grouping students by skill level, interest, and need (rather than gender).

#### Instruction

Using music to accompany class activities.

Giving concise explanations.

Making accurate activity modifications during class.

Having students breathe hard and sweat during class.

Monitoring from the perimeter.

## APPENDIX C: Providing Positive Feedback to Teachers

### Providing Positive Feedback to Teachers (continued)

Providing accurate instructional cues.

Giving lots of feedback.

Giving ample positive and specific feedback.

Providing an appropriate warm up and cool down.

Using developmental appropriate progressions.

Providing females' equitable opportunities to be group leaders, demonstrators and helpers.

Emphasizing student personal progress, achievement, and participation.

#### Other

Taking care of common equipment.

Coordinating equipment use with other teachers.

Coordinating instructional space with other teachers.

Assisting in a leadership role.

Staying on schedule.

Getting students to enjoy being active.

Being an excellent activity role model.

Getting students to be cooperative.

Helping organize school site.

Marking and repairing equipment.

Completing and turning in forms promptly.

Exercising and participating actively.

Showing activities from the community.

Being on time for meetings.

Demonstrating gender/race/skill equity (e.g., having both boys and girls demonstrate).

Encouraging students to be active after school and on weekends.

Pointing out specific activities that can be done outside of school.

Providing intramural activities

Promoting TAAG Health Ed and After School intervention activities.

(Adapted from McKenzie & Rosengard, Project SPARK, San Diego, 1991.)

## APPENDIX D: Intervention Visit Documentation Form



To be completed by TAAG staff:			
<b>School ID:</b> _____			
<b>Form Code:</b> PVD	<b>Version:</b> B	<b>Series #:</b> ____	<b>Seq. #:</b> ____

### Intervention Visit Documentation Form

Date: \_\_\_\_/\_\_\_\_/200\_\_\_\_  
(mm dd y)

Visit (check all that apply):

- |                               |                                     |
|-------------------------------|-------------------------------------|
| <input type="checkbox"/> HEAC | <input type="checkbox"/> PE         |
| <input type="checkbox"/> PPA  | <input type="checkbox"/> Promotions |

School Name: \_\_\_\_\_ Interventionist Initials: \_\_\_\_ \_

Time Arrived: \_\_\_\_:\_\_\_\_ Time Departed: \_\_\_\_:\_\_\_\_

	With Who?	Purpose?	Action Item
Admin.			
HEAC			
PPA			
PE			
Promotions			
Other			

General comments regarding the visit:

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## APPENDIX D: Intervention Visit Documentation Form

1. Was a PE lesson observed? Yes      No
2. Were any activities from the TAAG activity box? Yes      No
3. Did the lesson include...?

	YES	50%MVPA?
a. Warm Up		
b. Health-Related Fitness		
c. Skill Builder		
d. Skill Application		
e. Closure/Cool-down		

4. Did teacher promote out of class physical activity? Yes      No
5. Were students offered choices? Yes      No
6. Did girls appear to enjoy the activities? Yes      No
7. Did girls have many opportunities to participate, be practice skills and be physically active? Yes      No
8. Left a feedback sheet? Yes      No

General comments and notes from the teacher

APPENDIX D: Intervention Visit Documentation Form

**PE Teacher Feedback Sheet**

Teacher Name: \_\_\_\_\_

Period: \_\_\_\_\_

Thanks for letting me visit your class today!

## APPENDIX E: Spring Thing Meeting Materials

### Spring Thing Meeting Materials

(Year 1)

#### During Meeting with Principal:

- Check with principal regarding scheduling Fall PE and HEAC Workshops during 'Staff Development' days (before the school year begins)

#### During Teacher Orientation:

- Schedule Spring Thing with all HEALTH & PE providers at each school (1 - 1 1/2 hours)
- Ask them to bring their 2002-'03 Yearly Plan and their calendar (day planner)
- Give them your contact information (business cards)
- Provide PE Department Head a copy of the *TAAG PE and HEAC Equipment Inventory* form.
  - Ask that they fill it out to the best of their abilities.
  - Ask that it be completed and put in the TAAG box a few days before the Spring Thing.

#### Before Spring Thing:

- Review FA information for each school (PE Department Head Interview, Health Education Interview, Principal/Liaison Interview)
- Get a copy of the school calendar ('03-'04)
- Make copies of *Welcome to TAAG PE*
- Make copies of *Welcome to TAAG HEAC*
- Make copy of *Summer Contact Information* sheet
- Get completed *TAAG PE and HEAC Equipment Inventory* from TAAG box and make copies (1/teacher attending Spring Thing)

## APPENDIX E: Spring Thing Meeting Materials

- Send out a reminder flyer to all invited to Spring Thing to include date, time, location, and reminder to bring calendar and Yearly Plan (if applicable).

### During Spring Thing:

- Brief Overview of TAAG**
  - Intervention Components
    - Integration of all 4 components
    - Programs for Physical Activity
    - Promotions
  
- Review: Welcome to TAAG HEAC**
  - Overview of HEAC
  - Objectives
  - Strategies
  - Lesson Themes
  - What to expect next year
  
- Review: Welcome to TAAG PE**
  - Overview of PE
  - Objectives
  - Strategies
  - TAAG PE Sample Activities*
  - How does this selection compare to Yearly Plan?*
  - What to expect next year
  
- Go through *TAAG PE and HEAC Equipment Inventory***
  - Where are the gaps in equipment?
  - Looking at *TAAG PE Sample Activities*, decide what needs to be purchased for those they would like to try.
  - What else would be useful to reaching TAAG objectives
  - Prioritize a “To Purchase” list according to Department requests
  
- Complete *Summer Contact Information* sheet**

## **APPENDIX E: Spring Thing Meeting Materials**

- Discuss possible dates for training workshops (Principal has OK'd these prior to Spring Thing). Try to set dates for both PE and HEAC Workshops if possible.**
- Let them know that they will be informed of TAAG Workshop details as soon as we know them.**

### **After Spring Thing:**

- Coordinate with involved faculty and administration to finalize HEAC & PE Workshop dates.**
- Order equipment for school. Coordinate with PE Dept. Head regarding shipment information.**
- Send HEAC and PE Workshop informational flyers to all faculty/staff attending HEAC and PE Workshops at least 1 month prior to dates.**

**APPENDIX E: Spring Thing Meeting Materials**

**TAAG SUMMER CONTACT INFORMATION**

**SCHOOL NAME:** \_\_\_\_\_

**TEACHER RETURN DATE:** \_\_\_\_\_

**STUDENTS' START DATE:** \_\_\_\_\_

\*Please highlight the best way to contact you over the summer

<b>NAME</b>	<b>E-MAIL</b>	<b>PHONE/FAX</b>	<b>ADDRESS</b>

## APPENDIX E: Spring Thing Meeting Materials

NAME	E-MAIL	PHONE/FAX	ADDRESS

## **APPENDIX E: Spring thing Meeting Materials**

### **WELCOME TO TAAG PE**





#### **The Vision:**

To promote daily PE that provides girls with opportunities to participate in enjoyable, moderate to vigorous physical activity (MVPA) and to learn movement and behavioral skills. TAAG expects these behaviors to generalize to other times of the school day and away from school.

- As students move from elementary through middle school, participation in PE becomes an increasingly important source of students' total daily physical activity.
- Our goal is to increase the opportunities that students have to become physically active both in and out of PE class.

## TAAG PE Objectives

During TAAG PE, girls\* are:

-  1. Engaged in moderate to vigorous physical activity (MVPA) at least 50% of class time
-  2. Provided many opportunities to participate, practice skills, and be physically active
-  3. Provided opportunities to be successful and enjoy physical activity
-  4. Encouraged to participate in physical activity outside of class

\*Because most PE classes are co-educational, these objectives apply not just to girls, but to all students in class.

## APPENDIX E: Spring thing Meeting Materials

### TAAG PE Strategy:

#### We provide:

##### TAAG PE Workshops throughout the next 2 years

- Fall Full-Day
- Winter Half-Day
- Spring Half-Day

##### Materials to help reach TAAG PE Objectives

- TAAG PE Guidebook
- TAAG PE Sample Activity Box
- TAAG PE Task Card File
- Videos and Music CDs

##### Girl-Friendly PE Equipment

- For units found in TAAG PE Sample Activity Box
- Purchased with PE Department input
- Variety of sizes, shapes, weights, colors

##### On-Site Support

- Twice-monthly visits
- Serve as a TAAG resource
- Technical assistance
- Provide feedback
- Help with problem solving

#### You Provide:

##### Attendance at all Workshops

##### Willingness to try new things

- Teaching units new to you
- Using a variety of management and instructional strategies
- Providing choices in a variety of ways

##### Sharing your experiences with others

- Teachers at your school site
- Teachers at other TAAG Schools

##### Promotion of physical activity outside of PE class

## APPENDIX E: Spring thing Meeting Materials

### TAAG PE Sample Activities

#### WARM-UP

#### HEALTH-RELATED FITNESS

- To include Circuits, Interval and Resistance Training, Activity Hunts, etc.
- Pedometer (to be added Winter, Year 1)

#### SKILL BUILDERS AND MINI-GAMES

##### **Individual Activities**

- Jump Rope
- Pickleball (to be added Fall, Year 2)

##### **Team Activities**

- Soccer
- Basketball (to be added Winter, Year 1)
- Volleyball (to be added Fall, Year 2)

##### **Dance and Rhythmic Movements**

- Jump Bands

##### **Stunts and Tumbling** (to be added Spring, Year 1)

##### **Games and Cooperatives**

- Cooperatives
- Cultural Games (to be added Spring, Year 1)

##### **Group Fitness**

- Kickboxing
- Step Aerobics

Teachers will also choose other activity units (not included here) throughout the 2 years. We will use other resources for these units, and adapt them (if necessary) to reach TAAG objectives during TAAG PE Workshops.

## **APPENDIX E: Spring thing Meeting Materials**

### **TAAG HEAC**

TAAG HEAC (health education and activity challenges) is designed to provide youth with the knowledge and skills needed to be more active inside and outside of school. TAAG HEAC addresses themes in a series of lessons that have been identified in research as important for increased physical activity among youth. All the themes include 6 nationally piloted lessons in 2 formats, accompanying AC (Activity Challenge) to do outside of class and 'To Go PACs'. The Activity Challenges are designed to increase the students' physical activity during the challenge, as well as giving them skills to continue to be active in the future. Each Challenge is followed up with a brief discussion in class a week later.

## TAAG HEAC Objectives

- ③ **Developing behavioral skills to increase physical activity and decrease sedentary behavior**
- ③ **Developing communication skills**
- ③ **Helping girls and boys value a strong and fit body for girls**
- ③ **Increasing access to physical activity**
- ③ **Increasing enjoyment of physical activity**

## **APPENDIX E: Spring thing Meeting Materials**

### **TAAG HEAC Strategy**

#### **We provide:**

**TAAG HEAC Workshops throughout the next 2 years**

- **Fall Full-Day**

**Materials to help reach TAAG HEAC Objectives**

- **TAAG HEAC Curriculum including 6 lessons with activity challenges**
  - **Teacher's Manual which includes Lessons in 2 versions: Classroom and Physically Active**
  - **Student "To Go PACs"**
  - **Integrated with National Health Education Standards**

**Girl-Friendly PE Equipment**

- **Needed for HEAC physically active version of lessons**

**On-Site Support**

- **Consultation for teachers**

#### **You provide:**

**Attendance at all Workshops**

**Teaching all 6 TAAG HEAC lessons and 6 Activity Challenges**

**Sharing your experiences with others**

- **Teachers at your school site**
- **Teachers at other TAAG Schools**

**Promotion of physical activity outside of PE class**

## **APPENDIX E: Spring thing Meeting Materials**

### **TAAG HEAC Lesson Themes include:**

- **Benefits of Physical Activity**
- **Intensity (Low/Moderate/Vigorous)**
- **Self-Monitoring**
- **Enlisting Support**
- **Goal Setting**
- **Putting it All Together**

## APPENDIX F: Year One Fall Full Day Workshop Overview

### Year One Fall Full Day Workshop Overview

<u>Time</u>	<u>Topic/Activity</u>
8:30	Welcome/Thank-you
8:35	<b>Workshop Overview</b> <ul style="list-style-type: none"><li>■ Agenda</li><li>■ Objectives</li></ul>
8:40	<b>Icebreaker Activity</b> <ul style="list-style-type: none"><li>■ Fitness BINGO</li></ul> <b>Qualifiers and Barriers</b> <b>Team Building</b>
9:05	<b>TAAG Overview</b> <ul style="list-style-type: none"><li>■ Why Girls?</li><li>■ Intervention Objectives</li><li>■ TAAG Components</li></ul>
9:15	<b>TAAG PE</b> <ul style="list-style-type: none"><li>■ Vision</li><li>■ Objectives</li><li>■ TAAG Tools</li><li>■ TAAG lesson Format</li></ul>
10:00	<b>BREAK</b>
10:05	<b>Activity Demonstrations and Debriefing</b>
11:15	<b>Strategies to Help Reach TAAG Objectives 1 and 2</b>
11:50	<b>LUNCH</b>
12:35	<b>More Activity Demonstrations and Debriefing</b>

## **APPENDIX F: Year One Fall Full Day Workshop Overview**

<b>2:05</b>	<b>BREAK</b>
<b>2:15</b>	<b>Action Planning</b>
<b>2:45</b>	<b>Planning for the Future Questions and Comments</b>
<b>3:05</b>	<b>Process Evaluation</b>
<b>3:15</b>	<b>Closure, Raffle, Graduation</b>
<b>3:25</b>	<b>Collect Evaluations</b>

**\*\*See separate file for full outline and dialogue**

## **APPENDIX G: Year One Fall Booster Overview**

### **Year One Fall Booster Overview**

### **Success and Enjoyment (Objective 3)**

<b>8:00-8:15</b>	<b>Welcome and Icebreaker, New Units</b>
<b>8:15-8:45</b>	<b>Objectives, Motivation, Success, and Enjoyment</b>
<b>8:45-10:00</b>	<b>Strategies and TAAG Activities</b>
<b>10:00-10:15</b>	<b>Break</b>
<b>10:15- 10:30</b>	<b>Cooperative Learning</b>
<b>10:30-11:30</b>	<b>Cooperative Learning TAAG Activities</b>
<b>11:30-11:55</b>	<b>Success Sharing and Action Planning- Individual and Department</b>
<b>11:55-12:00</b>	<b>Certificates</b>

**\*\*See separate file for full outline and dialogue**

## **APPENDIX H: Year One Spring Booster Overview**

### **Year One Spring Booster Overview**

#### **Promoting PA Outside of PE (Objective 4)**

<b>8:30</b>	<b>Welcome and Icebreaker</b>
<b>8:45</b>	<b>Opening Remarks</b>
<b>8:55</b>	<b>Brainstorming Session</b>
<b>9:05</b>	<b>TAAG PA Promoting Components &amp; Booster Activity</b>
<b>9:35</b>	<b>Events &amp; Booster Activity</b>
<b>10:00</b>	<b>Promotions &amp; Booster Activity</b>
<b>10:20</b>	<b>NGWSD &amp; Booster Activity</b>
<b>10:50</b>	<b>Break</b>
<b>11:00</b>	<b>Clubs and Involvement of Older Girls</b>
<b>11:25</b>	<b>Physical Activity Promotional Materials</b>
<b>11:35</b>	<b>BREAK</b>
<b>11:40</b>	<b>Activity Demonstrations from Winter Booster</b>
<b>12:30</b>	<b>Closure &amp; Thank You For Attending Booster!</b>

**\*\*See separate file for full outline and dialogue**