



**WELLNESS**  
ADVISORY COUNCIL  
Peak to Peak Charter School

## Wellness Advisory Council Meeting

November 7, 2017

**Attendees:** Erin Manzanares, Christie French, Monika Bunting, Sasha Viers, Vicki Lundquist, Kimberly Gannett, Jessy Rozitis, Renee Cooke, Cheryl Sack, Sam Todd, and Kelly Reeser

Updates and ideas from around the school:

- Middle School is rolling out a mindfulness program in January. Christie will meet with them beforehand and is also meeting with Liz Tarbutton and Josh Benson to start talking about mindfulness in high school.
- Mo paired with Regan to have Meatless Monday tastings in the cafeteria; this week, meatless pasta was offered. Mo surveyed 90 students. 67 said they would definitely have it again, 16 said it was okay/average, and only 7 said they did not like it!
  - Feedback from the "Ok"- add more salt, more sauce, chickpeas were dry, not a fan of chick peas or tomatoes
  - Feedback from the "no"- not a fan of chickpeas or too dry
- Cafeteria will try this in pasta - without the whole chickpeas, trying this once every three months.
- This portion of a [podcast transcript](#) was an interesting take on work/life balance
  - "Ms. Langer: ...one of the things that I've recently spent some time with and have started to write about it now, with respect to business, is what I think is — started off as a good idea, where people would say, You must have work/life balance. And work/life balance is certainly better than work/life imbalance, [laughs] but I think that the concept is basically mindless. And the reason for that is that we have these categories — work, life, and we have brains, brawn, so on, all the different distinctions that we make. We make them mindfully, and then we start to use them mindlessly, forgetting that when we're at work, we're people. We have the same needs we had when we were on vacation; that when we're talking to people, the people we're talking to also have the same needs, and so on. And I can elaborate on this in a moment, but the idea, I think, to replace work/life balance, which treats these categories as independent, is work/life integration. And you should get to the point where you're treating yourself, whether you're at work or at play, in basically the same way.
  - Ms. Tippet: Have you studied how — this kind of change in the experience through just the language you're applying, whether it's work or play?
  - Ms. Langer: Yeah, we did a few studies where we had people do things where they were given the label, either work or play. And in this particular study, it was interesting, because what we had people do was to read and evaluate cartoons, jokes. So you would think that that content would have been fun. When they were doing it under the aegis of work, what happened is, their minds wandered. They didn't enjoy it. One of the ways we knew that was, when we asked them how

much they would need to be paid in order to do more of this, for example, they needed a lot more than the other group, who was just playing. In some environments it's difficult, because you don't want to be joking when you're talking to this person if they have a lot of power over you. But you want, yourself, never to take yourself too seriously, and to know that whatever you're doing can be done in many different ways."

## **Erin Manzanares Showcase Topic of the Meeting: Movement in schools**

[Slide show here.](#)

Today we will discuss why physical activity (PA) is good for kids; evaluate how schools are identifying and carrying out activities.

- **Why is PA important?** Research shows a direct correlation between PA and academic performance. Research shows PA is associated with lower dropout rates, higher achievement overall. Erin showed a national report card on PA in schools, along with supporting website. Schools receiving low scores, and most schools are not meeting the grade. TED Talk showed (former principal, Cyrus Weinberger, at Red Hawk Elementary in Erie): central message is that fit students do better in schools. Brain neurotransmitters enhanced with PA. Students at Red Hawk are showing positive achievement and growth as measured by PARCC, CMAS (using the state-issued School Performance Framework). Red Hawk movement program can be implemented for little to no cost. Education in America can be transformed through PA and healthy eating. Teachers: bring movement into the classroom. Have fun! Long-term impact of active schools: More civic engagement; students are more involved in and outside of school, and they are happier.
- **How has this school achieved success?** Red Hawk Walks...dance party with students and staff. Put math and LA right after recess or PE so kids have a boost right before intense academic sessions. Better attendance, attention, focus, better behavior. Multiple far-reaching effects beyond the K-12. CDC has negative stats on the effects of obesity.
- **Video:** designed to move: students are asked, "what would you do with an extra 5 years?" Factor these ideas into the discussion.
- **How do we increase PA in schools?** Shape America - Comprehensive School Physical Activity Plan (CSPAP). Most basic is quality PA program. Moderate activity for 50% of time. Before and after school programs. These programs have 2 goals: (1) 60 minutes of vigorous PA every day; and (2) encourage PA for life. Many programs have been started, some have fizzled out. Nationally, graph shows % of schools that have PA programs. Colorado only has 6% of schools reporting. See Erin's slides.
- **Recommendations:** Kids age 5-17 should do 60 min of moderate to vigorous activity every day (this is a minimum...more is better). International focus. Global flags are being

used in other countries. Erin showed examples of different programs/ countries' flags/distinctions. Best time to emphasize this is in school, especially in a K -12 environment.

- **Ideas:** Some schools open up gyms at night (open gyms); use equipment and gym space. Peak to Peak examples: kinesthetic classrooms, “Junk the junk” week; teachers have cardio club/workout clubs. Elem has morning energizers with announcements. Hallway signs encourage students to move bodies as they move down the hallway. BOKS, Bolder Boulder club, PA encouraged through modeling, dancing during transitions, Lead by example.
  
- **What's standing in the way?** Change is hard, time, ideas, don't know where to start. Bottom line is to try new things, use resources that we have.
  
- **What's next? Ideas for the Future - What CAN we implement?**
  - Active transport (walk, bike to school).
  - 100 mile club (after school club -- annual fee to participate, benchmark prizes available).
  - Community use of facilities (e.g. tennis courts, disc golf).
  - Just dance or video games.
  - Idea: Run for the Peak - amazing day of K-12 PA celebration. Can we bring this back? How did this work? Elementary has different times. Field day ideas. Incorporate these ideas into school day/calendar discussions. Transition between ES and MS is significant for kids (loss of movement). Movement incorporated into classrooms. Require movement each classroom.
  - Count your reps program (sit ups, push ups, burpees).
  - Get day passes to rec centers as prizes.
  - How can spirit weeks be more aligned K-12?
  - Run for the Peak - get more community involved.
  - After school activities
  - School-wide mindfulness and movement - can this be scheduled into calendar?
  - Use Early Release events to encourage activity; HS kids could run the events (this is already happening).
  - If you hear of people who are interested, send them to Erin and Christie.
  - Many free resources are available
  
- How do movement and mindfulness work together? They actually go together very well. PA allows energy to decrease and makes calmer atmosphere possible. Christie gives example. Right after morning energizers, someone will choose a mindful moment.