



TAKE 10![®] INFORMATION

*TAKE 10! is a program of the nonprofit ILSI Research Foundation
Physical Activity and Nutrition (PAN) Program*

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TAKE 10! is a curriculum tool for elementary school–aged children that is designed to integrate 10-minute periods of physical activity with core academic lessons in language arts, mathematics, science, and social studies. Its content also highlights health and nutrition learning standards and, in 2010, a subset of materials was translated into Spanish. First tested in 1999 in DeKalb County, Georgia, TAKE 10! (www.take10.net) was developed by teachers for teachers. Throughout its history, curriculum specialists and health experts have contributed to TAKE 10! as reviewers and subject matter experts on kinesiology and academic content. TAKE 10! has been distributed to more than 50,000 elementary classrooms in 47 states and four countries and has reached over 1,000,000 children.

The ILSI Research Foundation (ILSI RF), the coordinating organization of the TAKE 10! program, has continued to revise and add to the classroom materials kits. The latest version reflects suggestions from a teacher advisory board, a scientific advisory committee of leading health experts, and most importantly, ongoing evaluation data collected from teachers since the program's inception. Each grade-specific classroom kit includes:

- 39+ activity cards with academic content area noted on each card,
- 50+ paper-and-pencil worksheets designed to reinforce objectives addressed by the activity cards,
- 3 tracking posters with fall, winter, and spring themes
- 12 sheets of adhesive stickers used to track activities on the posters and to motivate and reward students,
- a variety of teacher resources, and
- student knowledge assessments and a teacher program evaluation.

TAKE 10! Outcomes and Benefits

The TAKE 10! program provides opportunities to improve health and fosters understanding of the need for exercise and good nutrition. Organized by curriculum content area, the program is easy for teachers to integrate with state-mandated academic standards. Among its strengths, TAKE 10! is:

- Flexible—teachers decide when and how to introduce an activity.
- Simple—leading a session requires little or no preparation by the teacher.
- Classroom based—teachers and students remain in the classroom.

- Cost-effective—the program kit costs \$82 per classroom.
- Academic—the program furthers state and national core curriculum objectives.

Over the past several years, the ILSI RF has evaluated the effectiveness of TAKE 10! in promoting physical activity, and the results have been very positive. During a TAKE 10! activity, children achieve moderate-to-vigorous levels of physical activity, in line with national health recommendations for intensity level.¹ The structure of TAKE 10! reflects research that demonstrates how multiple short periods of physical activity provide a level of benefit similar to that provided by a single extended exercise period.^{2,3} Recent scientific studies have found that expending energy to burn as few as 100 additional calories each day can bring into balance the energy imbalance that causes weight gain and its associated health problems in adults.⁴ If these data hold true for children, then only 2 TAKE 10! sessions per day, 5 days a week, would correct the energy imbalance fueling the obesity epidemic among children.

Several studies that illustrate the program’s effectiveness have been published. Some highlights are as follows.

- One session each day burns enough calories to prevent 1–3 pounds of excess weight gain during the school year.¹
- Teachers say it is “easy to use” once each day without disrupting their normal routines.⁵
- TAKE 10! increases attraction to physical activity among young children, particularly girls, and this helps promote activity across the lifespan.⁶
- Following TAKE 10! activities, off-task and inattentive behavior of students was reduced by over 20%, suggesting that the segment had a positive effect on students’ behavior, and perhaps on readiness to learn.⁷
- TAKE 10! students improved math scores when physical activity increased⁸ and both reading and math scores improved for poorly adapting students.⁹

Further evaluation suggests that student participation in TAKE 10! reduces fidgeting and improves time on task behaviors in the elementary classroom.⁷ In addition, preliminary results from a recently completed NIH study utilizing the TAKE 10! program suggest that students who participated in curriculum-linked physical activity are doing better in achieving weight maintenance and increasing scores on certain academic subjects.^{9,10}

To read more about publications related to TAKE 10!, please see the publications list on page 5 of this document.

TAKE 10! Recognition

In recognition of its excellence, TAKE 10! has been a finalist in 2 award programs: 1) 2002 finalist in *Learning* magazine’s curriculum innovation awards; and 2) one of three finalists for the 2003 Leadership, Innovation, and Nutrition Collaboration (LINC) Excellence in Practice awards presented by USDA Food Nutrition Service. Other awards were given to collaborative projects in which TAKE 10! was a key component, including:

- *Delta H.O.P.E. Tri-state Initiative:* a) The initiative was honored in the Schools K–12 Category with a 2006 DHHS Innovation in Prevention Award, which was part of President Bush's Healthier U.S. initiative and the U.S. Department of Health and Human Services focus on preventing chronic diseases. b) The initiative also received the 2006 Cooper Institute Gold Award for programs that are involved in the prevention and/or treatment of obesity for children ages preschool to 18 years.
- *Smart Bodies:* This project, coordinated by Louisiana Tech University, received the 4-H National Program of Distinction; Society for Nutrition Education “Best Practices” award; and the 2008 BlueWorks Award. By promoting evidence-based solutions to relevant challenges, the BlueWorks Awards are designed to benefit the entire Blue Cross Blue Shield System and the overall healthcare system. In 2008, 43 programs were submitted for recognition and Smart Bodies was one of four winners—the only winner for “programs that promote health and wellness.”

For More Information

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References

1. Stewart JA, Dennison DA, Kohl HW, Doyle JA. Exercise level and energy expenditure in the TAKE 10![®] in-class physical activity program. *J School Health*. 2004;74:397–400.
2. Woolf-May K, Kearney EM, Owen A, Jones DW, Davison RC, Bird SR. The efficacy of accumulated short bouts versus single daily bouts of brisk walking in improving aerobic fitness and blood lipid profiles. *Health Educ Res*. 1999;14:803–815.
3. Miller NH. Physical activity: one approach to the primary prevention of hypertension. *AAOHN J*. 1995;43:319–326.
4. Rodearmel SJ, Wyatt HR, Stroebele N, Smith SM, Ogden LG, Hill JO. Small changes in dietary sugar and physical activity as an approach to preventing excessive weight gain: the America on the Move family study. *Pediatrics*. 2007;120:e869-e879.
5. Lloyd LK, Cook CL, Kohl HW. A pilot study of teachers' acceptance of a classroom-based physical activity curriculum tool: TAKE 10![®]. *TAHPERD J*. 2005;8–11.
6. Kohl WH 3rd, Moore BM, Sutton AL, Kibbe DL, Schneider DC. A curriculum-integrated classroom physical activity promotion tool for elementary schools: teacher evaluation of TAKE 10![™] [Abstract]. *Med Sci Sports Exerc*. 2001;33(Suppl 5):S179.

7. Metzler MW, Williams, SL. A classroom-based physical activity and academic content program: more than a pause that refreshes? *J Classroom Interaction*. In press.
8. Murray N, et al. PASS & CATCH—Classroom physical activity and Stanford 10 scores among third and fourth grade students in Texas with adaptive skills problems. Presentation: American Public Health Association Annual Meeting; October 29, 2008; San Diego, California.
9. Murray N, et al. PASS & CATCH—Fitness and academic achievement among third and fourth grade students in Texas.” Presentation: American College of Sports Medicine Annual Meeting; May 30, 2008; Indianapolis, Indiana [through the Prevention Research Center Program of Centers for Disease Control and Prevention].
10. DuBose KD, Mayo MS, Gibson CA, et al. Physical activity across the curriculum (PAAC): rationale and design. *Contemp Clin Trials*. 2008;29:83–93.



TAKE 10!® PUBLICATIONS

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A variety of research studies show the effectiveness of TAKE 10! Links to relevant TAKE 10!-related research articles, abstracts, and presentations are available below.

Research Articles

- **2011.** Kibbe DL, Hackett J, Hurley M, et al. Ten years of TAKE 10!®: Integrating physical activity with academic concepts in elementary school classrooms. *Prev Med*. [Epub 2011 Jan 31]
- **2010.** Chang DI, Gertel-Rosenberg A, Drayton VL, et al. A statewide strategy to battle child obesity in Delaware. *Health Aff (Milwood)*. 2010;29(3):481-490.
- **2010.** Li Y, Hu X, Zhang Q, Liu A, Fang H, Hao L, Duan Y, Xu H, Shang X, Ma J, Xu G, Du L, Li Y, Guo H, Li T, Ma G. The nutrition-based comprehensive intervention study on childhood obesity in China (NISCOC): a randomised cluster controlled trial. *BMC Public Health*. 2010;10:229.
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- **2009.** Tsai PY, Boonpleng W, McElmurry BJ, Park CG, McCreary L. Lessons learned in using TAKE 10! with Hispanic children. *J Sch Nurs*. 2009;25(2):163-172.
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- **2008.** Honas JJ, Washburn RA, Smith BK, et al. Energy expenditure of the physical activity across the curriculum intervention. *Med Sci Sports Exerc*. 2008;40(8):1501-1505.
- **2008.** Liu A, Hu X, Ma G, et al. Evaluation of a classroom-based physical activity promoting programme. *Obes Rev*. 2008;9(Suppl 1):130-134.
- **2007.** Liu AL, Hu XQ, Ma GS, et al. Report on childhood obesity in China (6) evaluation of a classroom-based physical activity promotion program. *Biomed Environ Sci*. 2007;20(1):19-23.

- **2005.** Little DM, Howell BR, Williams S. Mississippi Extension gets kids moving. *J Family Consumer Sci.* 2005;97(2):60-61.
- **2005.** Lloyd LK, Cook CL, Kohl HW. A pilot study of teachers' acceptance of a classroom-based physical activity curriculum tool: TAKE 10!®. *TAHPERD J.* 2005;8–11.
- **2004.** Stewart JA, Dennison DA, Kohl HW, Doyle JA. Exercise level and energy expenditure in the TAKE 10!® in-class physical activity program. *J School Health.* 2004;74:397-400.

Presentations and Published Abstracts

- **2008.** Murray NG, Garza JC, Diamond PM, Hoelscher DM, Kelder S, Ward JL. Fitness and academic achievement among 3rd and 4th grade students in Texas. *Med Sci Sports Exerc.* 2008;40(5):S96.
- **2008.** Murray N, et al. PASS & CATCH—Classroom physical activity and Stanford 10 scores among third and fourth grade students in Texas with adaptive skills problems. Presentation: American Public Health Association Annual Meeting; October 29, 2008; San Diego, California.
- **2007.** Moore DS, Solmon M, Tuuri G, et al. A comparison of children’s physical activity levels during school and out-of-school activities. American College of Sports Medicine Annual Meeting. *Med Sci Sports Exerc.* 2007;39(5):S490.
- **2003.** Mahar MT, Rowe DA, Kenny RK, Fesperman DN. Evaluation of the Take 10 classroom-based physical activity program. *Med Sci Sports Exerc.* 2003;35(5):S135.
- **2002.** Stewart JA, Kohl HW, Doyle JA, et al. Evaluation of exercise levels and energy expenditures achieved during participation in the TAKE 10! in-class physical activity program. *Med Sci Sports Exerc.* 2002;34(5):S300.
- **2002.** Barry MJ, Moore BM, Webb T, et al. Elementary school children’s attraction to physical activity in a classroom-based program: TAKE 10! *Med Sci Sports Exerc.* 2002;34(5):S300.
- **2001.** Kohl WH 3rd, Moore BM, Sutton AL, Kibbe DL, Schneider DC. A curriculum-integrated classroom physical activity promotion tool for elementary schools: teacher evaluation of TAKE 10!™ [Abstract]. *Med Sci Sports Exerc.* 2001;33(Suppl 5):S179.