


California
After School
Resource Center

Physical Activity 1: Up and Running

California After School Resource Center
(CASRC)

Administered for the California Department of Education
(C.D.E.)

Hello. My name is Jeremy Lansing. Welcome to the Physical Activity 1: Up and Running training. This training will take approximately 30 minutes to complete. Let's get started!



Objectives

- 1) You will learn ways to implement/promote:
 - a) Physical activity that fosters youth development.
 - b) Staff involvement (individually and as part of a team) in physical activity.
 - c) A connection with the regular school day that supports physical activity.
 - Example: Physical Education (P.E.) teachers
- 2) You will learn how to perform physical activities that address:
 - Quality.
 - Safety.
 - Quantity.

The first part of this training will be learning about the objectives, and the second part will be about putting the objectives into action with physical activity. I'd like to start this training by reviewing the training objectives.

Objective one: You will learn ways to implement and/or promote:

- a) Physical activity that fosters youth development.
- b) Staff involvement (individually and as part of a team) in physical activity.
- c) A connection with the regular school day that supports physical activity.

Objective two: You will learn how to perform physical activities that address quality, safety, and quantity.

Objective number one deals with learning about you, your programs, and how you address physical activity. Feel free to start thinking about the following questions:

- Do you use youth development techniques to encourage physical activity?
- Do you use physical activity as a way to engage youth?
- Are all staff involved in physical activity with youth?
- Do you engage with P.E. teachers and/or connect with the regular school day around physical activity?

Objective number two deals with learning different activities that you can do with your youth that address these three components: quality, safety and quantity in physical activity.

Feel free to start thinking about the following questions:

- Is quality physical activity being taught?
- Are there a variety of activities that address the needs of youth?
- Are the activities and surroundings of your program safe?
- How much physical activity are youth involved in each day?




Physical Activity Matters After School

- 1/3 of U.S. youth are overweight.
- The number of youth who walk/bike to school has dropped 40% in recent decades.
- Less than half of youth meet physical activity recommendations (60 mins/day).
- Less than 8% of public schools offer daily physical education.
- After school programs have the power to reverse these trends.

Please take a minute to think about this question while I review some important statistics about physical activity and youth: Are youth getting enough physical activity to experience the benefits?

One third of U.S. youth are overweight. The number of youth who walk or bike to school has dropped 40 percent in recent decades. Less than half of youth meet physical activity recommendations, which is 60 minutes per day. Less than 8 percent of public schools offer daily physical education. The good news is that after school programs have the power to reverse these trends by providing our youth with more opportunities to engage in safe and meaningful physical activity.



Senate Bill 638

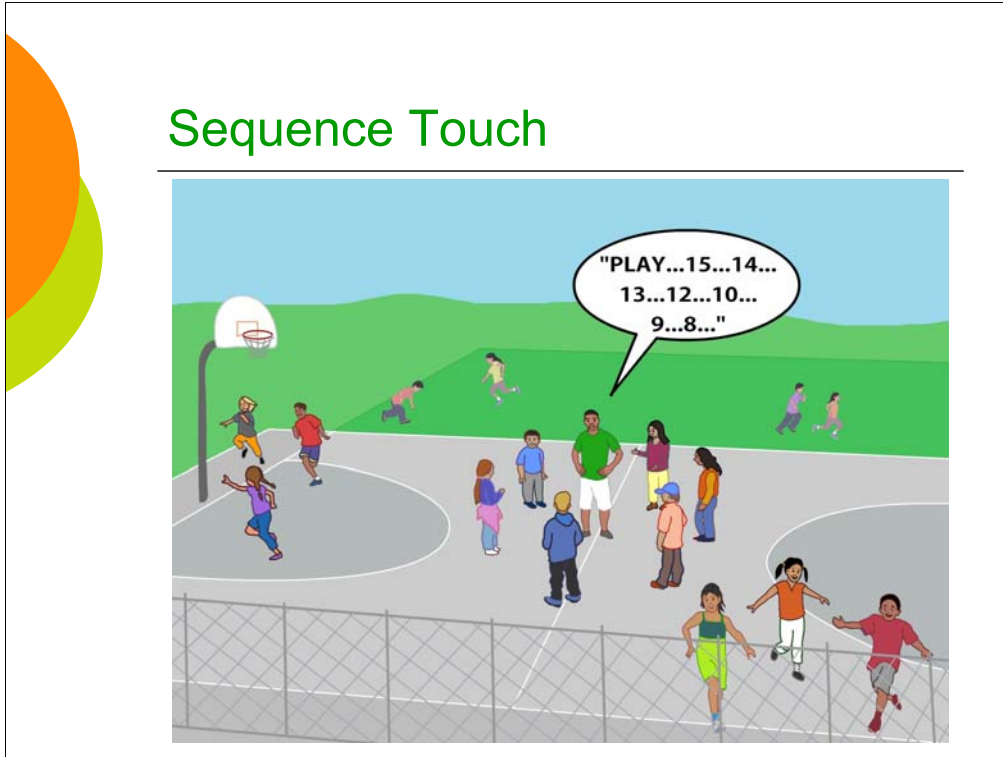
- S.B. 638 requires the California Department of Education (C.D.E.) to offer support and guidance for the after school enrichment component, including physical activity.
- The California After School Resource Center (CASRC), After School Programs Office (A.S.P.O.), and an Expert Panel developed ten strategies for implementing high-quality after school physical activity.
- CASRC, A.S.P.O., and a Steering Committee developed Web pages of tips, tools, and resources to help with implementation of the strategies.

In order to ensure that our youth have full access to physical activity, Senators Torlakson and Ashburn introduced Senate Bill 638 in 2005/2006.

Senate Bill 638 requires the California Department of Education (C.D.E.) to offer support and guidance for the after school enrichment component, including physical activity.

The California After School Resource Center, After School Program Office, and an Expert Panel developed ten strategies for implementing high-quality after school physical activity. In order to support the implementation of high-quality after school physical activity, CASRC, A.S.P.O., and a Steering Committee developed Web pages of tips, tools, and resources to help with implementation of the strategies. If you are in a position that requires you to seek out grants and funding, this information can help you to secure your much needed funding for physical activity-related resources.

Sequence Touch




We are going to take a few seconds to do a transition activity that you can do with your youth.

The name of this activity is "Sequence Touch." When I say the word "Play," you will have 15 seconds to touch a wall, a window, a book, and then sit back in your seat.

A quick review: When I say "Play" you will have 15 seconds to touch a wall, a window, a book, and then sit back in your seat.

Play...15...14...13...12...11...10...9...8...7...6...5...4...3...2...1. How do you feel?

When could you use this activity with youth? This is a great activity to transition youth from one space to a new space and have them waiting for you and further directions.



Objective One: Staff Empowerment: Who You Are!

You will learn ways to implement/promote:

- Physical activity that fosters youth development.
- Staff involvement (individually and as part of a team) in physical activity.
- A connection with the regular school day that supports physical activity.

Before we continue, let's review our first objective: Staff Empowerment: Who You Are! Objective number one deals with learning about you and your program and how you address physical activity individually and as a staff.

Please think about these questions as I read through objective one:

Is quality physical activity being taught? (Is there a variety of activities? Do you have activities besides sports? Are you addressing youths' needs?)

- Are the activities and surroundings of your program safe?
- How much physical activity are youth involved in each day?

You will learn ways to implement and/or promote:

- Physical activity that fosters youth development.
- Staff involvement (individually and as part of a team) in physical activity.
- A connection with the regular school day that supports physical activity.



Youth Development


Physical activity fosters youth development by:

- Creating positive relationships with staff and peers.
- Empowering youth in the decision-making process.
- Developing life-long skills for a healthy lifestyle.



Physical activity fosters youth development by creating positive relationships with staff and peers, empowering youth in the decision-making process, developing life-long skills for a healthy lifestyle.

The tips, tools, and resources in the after school physical activity Web pages contain detailed information about the eight keys to quality youth development for physical activity. Please feel free to explore this free resource on your own to gain more knowledge and information about physical activity and youth development.




Staff Involvement: Individually and as Part of Team

- Be an active role model.
- Be prepared and plan ahead.
- Know and use your resources.
 - Facilities
 - Student leaders
- Create non-competitive opportunities for all youth to be active.
- Help youth develop a positive relationship with physical activity.
 - Create an environment that fosters success.
 - Do not use physical activity as punishment.

How can you get staff to promote or participate in daily physical activity? Here are some tips to create more staff involvement around physical activity:

- Be a physically active role model for youth.
- Be prepared to lead physical activity, and plan ahead.
- Be aware of the available resources and facilities that the after school program has to use for physical activity.
- Use student leaders to create and implement physical activity to ensure student interests and needs are met.
- Ensure that all students have an equal opportunity to participate in physical activity regardless of ability and are encouraged to participate.
- Emphasize activity and enjoyment over competition.
- Create an environment that fosters success for all youth.
- Keep everybody moving and active.
- Be creative and enthusiastic.
- Help students develop a positive relationship with physical activity.
- Play activities that they enjoy.
- Don't use physical activity as a punishment, for example "drop down and give me 20 push-ups."



Regular School Day

- Physical activity and physical education
- What's happening during the regular day?
- How does this affect after school?
- Connect with:
 - 1) P.E. teachers
 - 2) Events happening at school
 - 3) If there are no P.E. teachers at your local school, call school district, county office, or state department for P.E. specialist.

Connecting with the regular school day is a great way to enhance your physical activity program and ensure that there is a smooth transition for the youth from the school day to after school time.

Credentialed physical education teachers are a major resource for linking after school physical activity with regular day physical education. They can provide guidance for incorporating the standards and developing, implementing, and evaluating engaging physical activity. In addition, they can help form connections with local schools.

Knowing this information helps define your role to:

- 1) Give opportunity or
- 2) Enhance existing physical activity in your program.

Here are three ways to connect with the regular school day:

- 1) Connect with your school P.E. teacher.

- Bring information about your after school program to give them a sense of what it offers.
- Materials might include schedules, student demo graphics, or curricula that are currently being used.

- 2) Participate in school events, fairs, fundraisers, P.T.A.s, etcetera.

- Make it a point to chat with physical education teachers. Personal connections can go a long way.

- 3) If there is no P.E. teacher at your local school, call the school district, county office, or state department for the physical education specialist who can assist after school programs.

Are You Moving?



- Is physical activity a part of your daily routine? Why or why not?
- Do you encourage youth in your program to be active on a daily basis? Why or why not?



- On a scale of 1 to 5, how important is physical activity to you?
- On a scale of 1 to 5, how much do you enjoy physical activity?

Are you moving? Is physical activity a part of your daily routine? Why or why not? Do you encourage youth in your program to be active on a daily basis? Why or why not? On a scale of one to five, how important is physical activity to you? On a scale of one to five, how much do you enjoy physical activity?

Remember, you don't need to make large sweeping life changes. Start small and be supportive of youth and fellow staff when they want to self-improve. For example, take stairs instead of the elevator. Instead of having youth stand in line waiting for the bathroom or for water have them play "simon says," or a similar game. If a youth or fellow co-worker wants to improve their health, go for a walk with them, and don't buy them a candy bar.

Are You Moving Handout

California After School Education & Youth Center

Are You(th) Moving?

The questions below are designed to help you think about essential components for high-quality after school physical activity. For help with any of these topics, check out CASDEC's after school physical activity tips, tools, and resources! <http://www.californiaafterschool.org>

PART 1: ARE YOU MOVING?

- Is physical activity a part of your daily routine? _____
 - Why or why not? _____
- Do you encourage youths in your program to be active on a daily basis? _____
 - Why or why not? _____
- On a scale of 1 to 5, how important is physical activity to you?
1 2 3 4 5
Not important Very important
- On a scale of 1 to 5, how much do you enjoy physical activity?
1 2 3 4 5
Not at all Very much

PART 2: ARE YOUTH MOVING?

- Are youths engaged in daily physical activity?
 - If yes, write down three things that are working in your program:
 - _____
 - _____
 - _____
 - If no, write down three things that are preventing your program from achieving this:
 - _____
 - _____
 - _____
- Do youths help select which physical activities are a part of your program? _____

PART 3: YOUTH AND STAFF MOVING TOGETHER!

- What three practices are a part of your program to ensure the quality of physical activities?
 - _____
 - _____
 - _____
- What three practices are a part of your program to ensure physical activities are safe?
 - _____
 - _____
 - _____
- How many minutes are you and your youths active daily? _____

Now it is time to do a brief activity. You can download the handout by selecting the handout “Are You Moving?” This handout will also be available after the training. Please complete the first section of the handout, “Are you moving?”

Think about how your feelings and attitudes towards physical activity, as well as your habits, affect physical activity in your program. What are you doing well and where can you see room for improvement?

You can complete the remainder of the handout on your own time or as you move through this training. There is also additional space to take notes if you want to remember important information.

Objective Two: Activities: What You Do!



Examples:

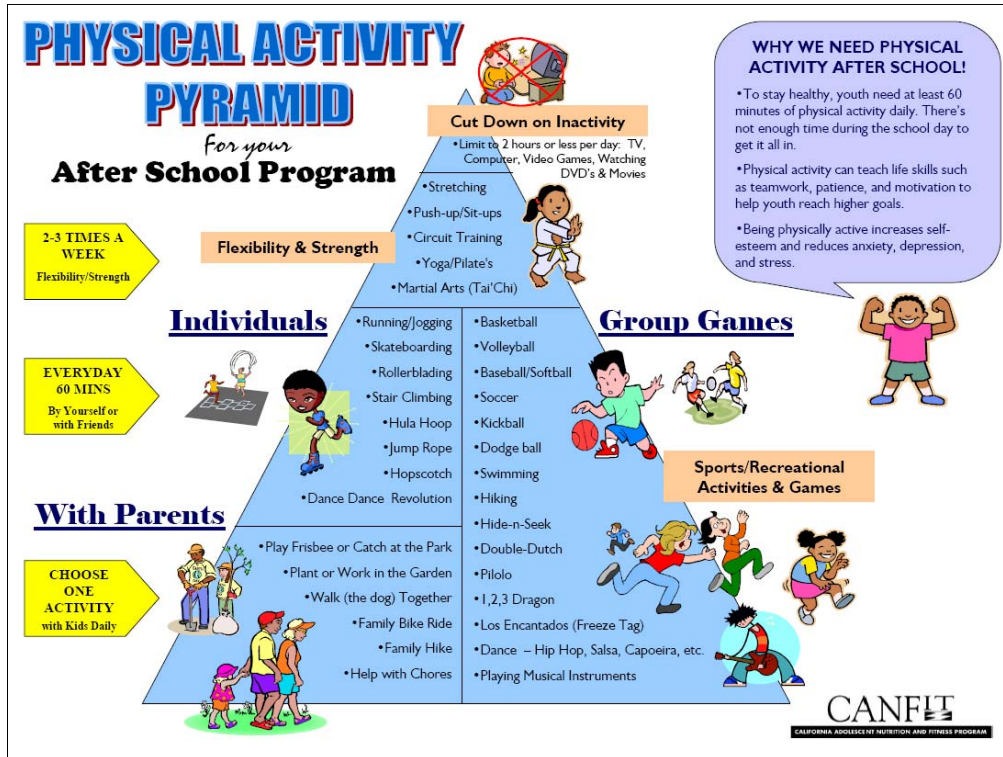
- Fillers
- Non-Equipment
- Equipment

You will learn how to perform physical activities that address:

- Quality.
- Safety.
- Quantity.


Welcome to objective number two. Objective number two deals with improving or enhancing your ability to learn new activities that address quality, safety, and quantity. Think about these questions as we move forward through objective number two.

- Do you use youth development techniques to encourage physical activity? Or use physical activity as a way to engage youth?
- Are all staff involved in physical activity with youth?
- Do you engage with P.E. teachers to ensure a connection with the regular school day?



The Physical Activity Pyramid is an example of how to incorporate physical activity in your after school program. There are several activities to choose from for individual youth, groups of youth, and with parents or guardians. The Physical Activity Pyramid is also included as a resource in the after school physical activity Web pages. The pyramid shows how to provide strategies for determining the quantity and quality of after school physical activity.

What are the primary quantity and quality messages you see in the pyramid? Don't forget to incorporate flexibility into the equation and to cut down on screen time to less than two hours per day! CANFit is a resource you can access through the CASRC lending library if you would like more information about each activity.



Teach The BASICS

- B** Boundaries
- A** Attention
- S** Start and stop signals
- I** Involvement by all
- C** Concise instructional cues
- S** Supervision

Young people need 60 minutes of physical activity each day. They should be exposed to physical activity that is fun, allows them to be moving and active, is comfortable, non-threatening, and promotes success and enjoyment.

To make the most of your physical activity also keep these things in mind when planning and managing activities:

Use the acronym BASICS (Boundaries, Attention, Signals, Involvement, Concise Instructions, and Supervision) to help you remember the key components to leading safe and fun activities.

- **Boundaries:** It is important to set and mark physical boundaries before starting an activity.
- **Attention:** Get everyone's attention before explaining the details and rules of the activity.
- **Stop and start signals:** Music, whistle, clap hands. Always say the "when" before the "what." For example, "When I say play, I want everybody to grab a ball."
- **Involvement by all:** Avoid playing games that eliminate participants, or games that have youth standing in line watching others or waiting for a turn. Make sure that everyone is moving and active.
- **Concise instructional cues:** Be brief and to the point. Get the activity started on time!
- **Supervision:** Play in the game in order to model appropriate behavior. Also be available to clarify game instructions and provide feedback for those who need it during the activity.

How do you think the "BASICS" can help create physically and emotionally safe physical activity?

What is PHAT?

- A multi-media educational kit that uses hip-hop culture to encourage youth to make life-long behavior changes in nutrition and physical activity that will:
 - Increase water consumption and physical activity.
 - Decrease soda/fast food consumption.
- What does the kit include?
 - D.V.D. with intro and dance routines
 - 55 min. V.H.S. video
 - C.D. of “clean” hip-hop music
 - Leader Guidebook



Not all youth are into sports, and it is important to offer some activities that are not sports-related. Here's a non-traditional program called PHAT that was developed by CANFit. California Adolescent Nutrition and Fitness (CANFit) launched the Promoting Healthy Activities Together (PHAT) Campaign to improve the nutrition and physical activity knowledge, attitudes, skills and behaviors of 10 to 14 year olds participating in after school programs.

Using a community-based approach, the PHAT campaign embraced music, dance, emceeing, and other elements of hip-hop culture to deliver important messages about healthy eating and physical activity.

Why do you think it is important to know about hip-hop when working with youth? Some say that hip-hop is the greatest form of expression for youth today. Incorporating hip-hop dance is a great way to promote activity and reach out to them effectively.

Picking Teams Painlessly

Step One: Forming small groups

- Play a grouping game.
- Grouping ideas
- Use “incorporations.”

Step Two: Forming teams from small groups

Why does this work?




Allowing youth to choose teams can be seen as a direct barrier to having youth participate in physical activity. They often choose their friends, their peers with the highest skill level, and tend to segregate by gender.

Have you ever experienced being the last one picked? How did that make you feel about yourself and your ability to participate in physical activity? Do you think that a child that is picked last will want to play in your game the next day?

For some students, the mere act of picking teams is so difficult they simply choose not to participate. The emotional safety of our students is as essential as the physical safety.

Picking Teams Painlessly Handout



Picking Teams Painlessly

 By Dr. Gale K. Gorke

Being the last one picked is just no fun. What if the last words you heard before you became a team member were: "Alright, I guess we have to take you?" The first play hasn't been made and already, you feel like a failure. For some students, the mere act of picking teams is so difficult they simply choose not to participate in physical activity, thus avoiding the stress. The emotional safety of our students is as essential as the physical safety, and it can begin with the act of picking teams painlessly. I recommend the use of a two-step approach: 1) Form small groups, and then 2) break them into teams.

Step One: Forming Small Groups

1. **Play a grouping game.** One game that is very effective is "The Captain is Coming."

The Captain is Coming
(Modified and used with permission from Teambuilding Odysseys—Odyssey Teams, Chico, CA)

Purpose: This is a great game to get team members working together in order to accomplish a specific series of tasks. They will need to get out of their regular group of friends to stay in the game. This will really help get students mixing and laughing.

Set Up: You are the captain of a pirate ship. Teach all your team members the series of motions. Show them one motion and then have everyone model it back to you. You are the captain. Alright! The captain calls any of the commands, and the team members scramble into groups and act out the motion called.

Command	Motion	Number of people
Swab the deck	Pretend to mop the floor	1
All hands on deck	Connect hands above their heads	2
Person over board	Two people link arms like a life preserver and one person stands in the middle	3
Man the lifeboats	Form a life boat, two in front and two in back, get ready to row	4
Crowd time	Four sit on or over one standing from a plate around and position on the table	5
The captain is coming	Freeze and stand at attention *Can be used at any time to get the groups to stand quietly and listen	All participants

2. **Grouping Ideas.** There must be several hundred ways to group students. Here are just a few:

- Number of letters in their first or last name.
- Flipping Cards: Each student gets a card and then groups by suit or value.
- Whistle Blows: Students move around, honoring personal space. Whistle blows indicate the number in each group.

We are going to do another quick activity. You can download the Picking Teams Painlessly Handout by selecting the handout. All handouts will also be available at the end of the training.

Take a look at the handout and try to solve this common issue on the playground. Eight of your students are playing basketball while two of your other students are on the side watching the game. Which Picking Teams Painlessly activity could you do to incorporate everyone? Why does this method work? These methods eliminate “partner picking” and “cliques.”

Students are grouped and ungrouped so often, they begin to worry less about who is in their group and more on completing the task. No one is the last one picked and everyone gets an equal chance to participate. Students come to know and work better with other members of the group that they would not ordinarily interact with.

Remember, every minute a student feels success in participating in physical activities helps to build a positive, lifetime attitude towards fitness. Every minute they spend in your program is a “teachable moment” and that includes the time spent picking teams.

Youth and Staff Moving Together



- What three practices are a part of your program that ensure the quality of physical activity?

- What three practices are a part of your program that ensure physical activities are safe?




- How many minutes are you and your youth active daily?

Take a minute to think about the answers to the following questions and how it relates to you, your staff, the youth, and your after school program.

- What three practices are a part of your program that ensure the quality of physical activities?
- What three practices are a part of your program to ensure physical activities are safe?
- How many minutes are you and your youth active daily?

Is it often observed that youth and adults forget most of what we say, but remember everything we do. One of the greatest tools for teaching is the tool of “role modeling.” Always remember to model the behaviors and actions you would like to see in your youth and staff.



Questions

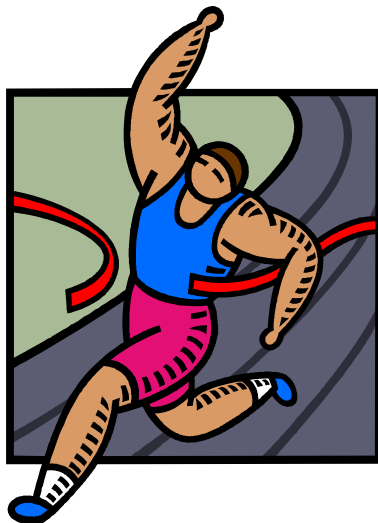
- How can you get your physical activity program up and running?
- What lessons learned will you take with you today?
- Interested in more trainings and resources about after school physical activity?

As this online training comes to a close think about these following questions:

- How can you get your physical activity program up and running?
- What lessons learned will you take with you today?
- Are you interested in more trainings and resources about after school physical activity?



Congratulations!



Congratulations! You have reached the end of Physical Activity 1: Up and Running training. You will now have the opportunity to take a quiz to test the knowledge you have acquired in this training. If you receive a passing score, a completion certificate will be e-mailed to you at the e-mail address you provided. If you don't receive a passing score, you will have the opportunity to take the test again at any time. Following the quiz, you will be asked to complete a brief feedback survey. After you complete the survey, you will be able to access sample CASRC library resources and additional information about physical activity. You may take the quiz by selecting the link. Thank you for participating in this training.