



Physical Activity 2: Maximize Potential

California After School Resource Center
(CASRC)

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

Hello. Welcome to the Physical Activity 2: Maximize Potential training. This training will take approximately 30 minutes to complete. Let's get started!


Objectives

You will learn to use effective goal setting to:

- 1) Plan 30 to 60 minutes of daily physical activity.
- 2) Provide students with a variety of physical activities.




First, let's review the training objectives. Today you will learn to use effective goal setting to maximize the potential of your after school program to: one, plan 30 to 60 minutes of daily physical activity, and two, provide students with a variety of physical activities.



Goal Setting

- Goal setting is a two-part process.
 - Select a program goal.
 - Determine what is needed to accomplish the goal.
- Goal setting is important to after school programs because it:
 - Helps to maximize existing resources.
 - Provides a foundation for implementing high-quality physical activity.
 - Unites staff toward a common purpose.

Before we discuss how to use goal setting for after school physical activity, let's talk about the general process of goal setting. Goal setting is a two-part process. First, select a program goal. Second, determine what is needed to accomplish the goal. Goal setting is especially important for after school programs because it helps to maximize existing resources by focusing on priority objectives, provides a foundation for implementing high-quality physical activity, and unites staff toward a common purpose.



Creating SMART Goals

Specific

- Who, what, where, when, and why?

Measurable

- How will you know when it's accomplished?

Agreed upon

- Is everyone who needs to be involved on board?

Realistic

- Can you achieve it given the current conditions in the program?

Timely

- What is the timeline for this goal?

The key to effective goal setting is SMART goal setting. SMART goals are specific, measurable, agreed upon, realistic, and timely. SMART goals spell out what is to be accomplished and the details needed to reach the goal.

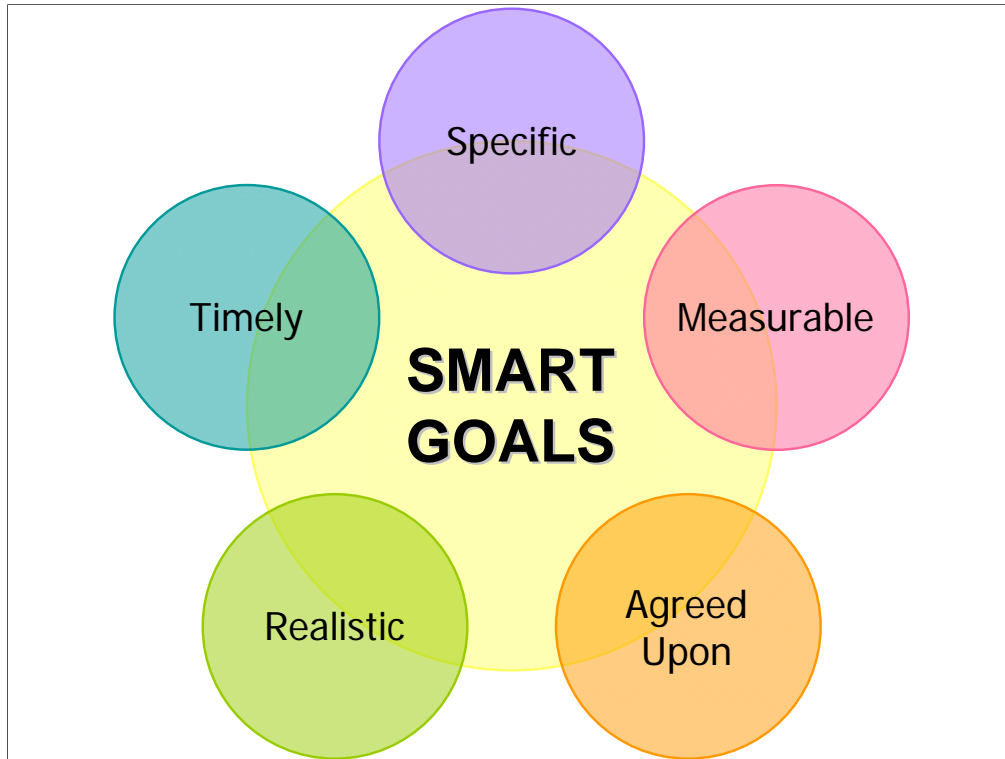
Make a goal specific by answering the five W questions: Who is involved? What does the goal entail? Where will it take place? When will the activities to achieve the goal occur? Why is this goal important?

Determine if a goal is measurable by asking how staff will know when the goal is accomplished. What do staff need to count, record, or track to assess whether the goal had been reached?

Make sure everyone who will be involved has agreed on the goal and what it will take to accomplish it. This might include staff, students, parents, and administrators.

Make sure your goal is realistic by asking if the current conditions in the program will enable staff and students to reach the goal. Does the program have everything it needs to accomplish the goal?

Finally, establish a timeline for your goal. When will you implement the action steps to achieve the goal? By what date do you want the goal to be achieved?



This picture represents the process of creating SMART goals. Think of all of the elements of SMART goals working together simultaneously instead of in a step-by-step process. This means that a goal may be considered realistic before it is considered measurable. It is like putting together a puzzle. In the end, you want the puzzle to be complete, but you can put the pieces together in any order. What is important is that your goal is specific, measurable, agreed upon, realistic, and timely.

Using Goal Setting for Physical Activity



You will learn to use effective goal setting to:

- 1) Plan 30 to 60 minutes of daily physical activity.
- 2) Provide students with a variety of physical activities.

Now that we have discussed creating SMART goals, let's review the objectives once again. You will now learn to use effective goal setting to:

- 1) Plan 30 to 60 minutes of daily physical activity.
- 2) Provide students with a variety of physical activities.

Recommended Physical Activity

Staff and students are physically active 30 to 60 minutes each day.

- Scheduling considerations:
 - Plan extra time for set-up, reviewing instructions, and clean-up.
 - If students can't be continuously active for 30 to 60 minutes, break active time into segments.
 - Make sure that the amount of physical activity planned is the same as the amount completed.



The Centers for Disease Control and Prevention recommend that all youths obtain 60 minutes of daily physical activity. After school programs can help youths achieve this recommendation by including 30 to 60 minutes of active time each day. Staff are role models for their students. They should be active with their students for the full time each day.


A number of scheduling considerations can affect whether or not a program is able to complete 30 to 60 minutes of physical activity. First, it is important to remember that not all of the scheduled time for physical activity will be time when the students are active. Plan extra time that is not included in 30 to 60 minutes of active time for setting up, reviewing instructions, and cleaning up. Second, due to attention spans and fitness levels, students may not be able to be continuously active for 30 to 60 minutes, and that's okay. You can break active time into segments to achieve the full 30 to 60 minutes per day. Third, make sure that the amount of physical activity planned is the same as the amount completed. For example, staff may have 60 minutes of soccer on the schedule, but if only 20 minutes are actually being completed, the schedule would need to change to achieve the number of planned minutes.

30 to 60 Minutes Each Day: General Scheduling Goal

Plan extra time for set-up, instructions,
and clean-up.



Let's see if we can create a goal for one of these scheduling considerations, which can help us work toward achieving 30 to 60 minutes of daily physical activity. We have the general scheduling goal of planning extra time for set-up, instructions, and clean-up. We know that including this extra time in physical activity sessions is important, but would staff know how to implement this goal as it is currently written? Let's work together to make this a SMART goal staff can implement.



Specific: Plan Extra Time

- Who: Staff with administrative support
- What: Ten minutes for set-up, instructions, and clean-up for each 55-minute physical activity session
- Where: Planning at staff meetings; implementation in multi-purpose room and on field
- When: Every after school session
- Why: To ensure students are active at least 45 minutes each day

First, we'll make the goal of planning extra time for set-up, instructions, and clean-up specific by answering the five W questions. Who will implement this goal? Staff will implement the goal, but they will need administrative support to do so. For example, administrators may need to assign additional staff to help with physical activity. What does this goal entail? Staff will plan ten minutes for set-up, instructions, and clean-up for each 55-minute physical activity session. Where will this take place? Planning where this extra time will fit in the schedule will take place at staff meetings, and implementation of the extra time will occur in the two primary physical activity areas: the multi-purpose room and the field. When will it occur? During every after school session. Why is planning this extra time important? Staff and students need extra time for set-up, instructions, and clean-up to achieve 45 minutes of active time.



Measurable: Plan Extra Time

- For each physical activity session, count the number of minutes devoted to:
 - Set-up, instructions, and clean-up.
 - Active time.
- Calculate the weekly average of:
 - Set-up, instructions, and clean-up minutes.
 - Active time minutes.
 - Hint: Add the minutes of the five days together, and divide the sums by five.



Now that we've made our goal specific, let's make sure it's measurable. Staff will count the number of minutes devoted to set-up, instructions, and clean-up, as well as active time, for each physical activity session. Then they will calculate weekly averages of set-up, instruction, and clean-up minutes and active-time minutes by adding the minutes from the five days that week together and dividing the sums by five.

Agreed Upon: Plan Extra Time

- January staff meeting
 - Agree how the schedule will shift to accommodate the extra time.
- February staff meeting
 - Make sure all staff agree to the role they will play in implementation.



Now let's go through the steps to ensure everyone agrees to add extra time for set-up, instructions, and clean-up. At the January staff meeting, administrators and staff will need to agree how to change the schedule to accommodate the extra time. This may involve shortening the time for other activities and/or thinking about ways to make other activities, such as taking attendance, more efficient. At the February staff meeting, all staff will need to agree to the roles they will play in implementing the extra time. Some staff may be responsible for organizing clean-up, while others may be responsible for providing students with instructions.

Realistic and Timely: Plan Extra Time

Realistic

- Administrators need to assign adequate staff to keep set-up, instructions, and clean-up under ten minutes.
- The schedule needs to be flexible.
- Staff need to feel confident that ten minutes is enough time to complete the tasks.


Timely

- Implement during March and April.
- Review the eight weeks of results and consider changes during May staff meeting.



What do we need to make this a realistic goal for the after school program? Administrators will need to assign adequate staff to keep set-up, instructions, and clean-up under ten minutes; the program schedule needs to be flexible enough for staff to shift activities around a bit; and staff need to feel confident that ten minutes is enough time for set-up, instructions, and clean-up.

Finally, what will the timeline for this goal be? Staff will implement the extra time during March and April. During the May staff meeting, staff will review the eight weeks of results and consider whether or not they need to change anything moving forward.



The SMART Goal: Plan Extra Time

General Scheduling Goal:

- Plan extra time for set-up, instructions, and clean-up.

SMART Extra-Time Goal:

- Staff will plan ten minutes for set-up, instructions, and clean-up for each 55-minute physical activity session during March and April to allow for 45 minutes of active time.

Now that we have determined the SMART components of our goal to plan extra time for set-up, instructions, and clean-up, let's create the SMART goal. Our SMART goal is: Staff will plan ten minutes for set-up, instructions, and clean-up for each 55-minute physical activity session during March and April to allow for 45 minutes of active time in each session. This is a goal staff can implement. We know we want to plan extra time for set-up, instructions, and clean-up, and now we know how to implement this extra time.

A Variety of Physical Activities



Providing a variety of physical activities:

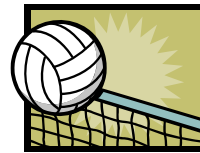
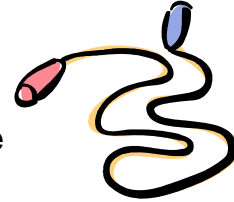
- Keeps students' interest.
- Builds students':
 - Social skills.
 - Fitness skills.
 - Motor skills.

We'll now move onto our second objective: Provide students with a variety of physical activities. One of the best attributes of physical activity is that it comes in many different forms. Providing students with many physical activity options helps keep their interest. Students may get bored doing the same activities all the time, but if they know they will try a new activity every few weeks, they are more likely to stay interested. In addition, including a variety of physical activities after school can help students build their social, fitness, and motor skills. For example, students can learn responsibility, teamwork, cooperation, and how to win and lose gracefully through group-based physical activity. Students can build fitness skills such as endurance by participating in individual activities like running, and muscle mass by strength training. Finally, students can learn motor skills, like hand-eye coordination and overhand throwing, through ball-based activities.

We'll now review how to vary physical activities after school.

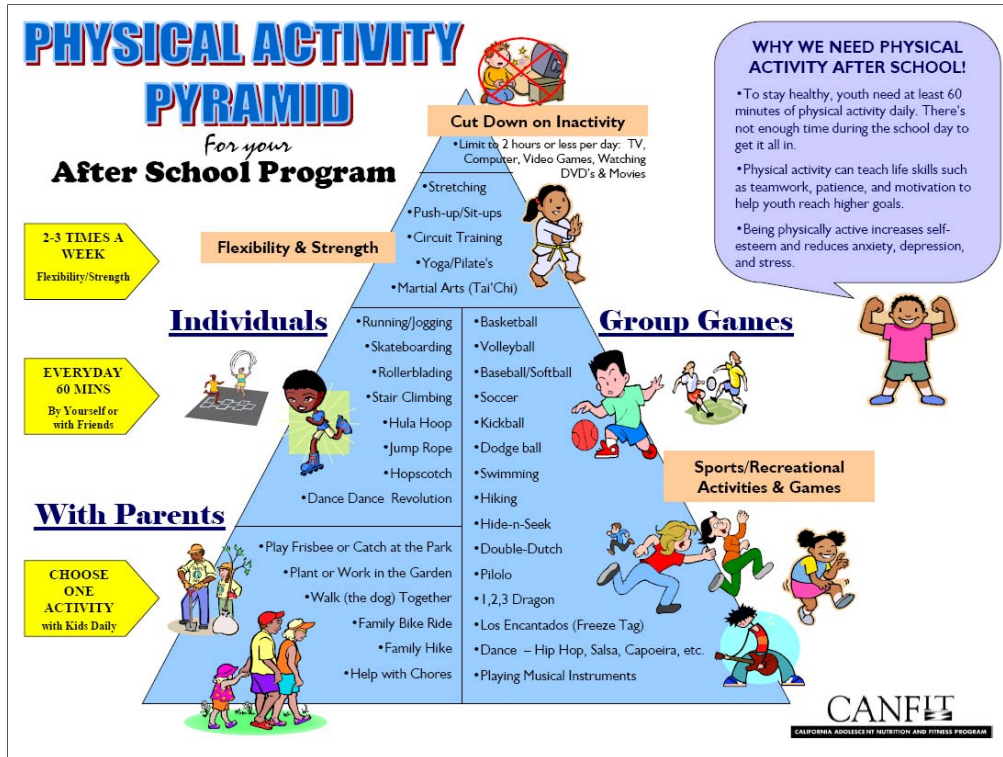
Variety is the Spice of Physical Activity

- Vary the group size.
 - Individual: rollerblading, cycling
 - Small group: double-dutch, dance
 - Large group: soccer, freeze tag
- Vary the type.
 - Sports: basketball, volleyball
 - Recreation: hide-and-seek, dance
 - Flexibility: yoga, stretching
 - Strength: circuit training, Pilates



Two ways to add variety to physical activity are varying the group size and/or type of activity. First, let's discuss group size. Individual activities can teach students to be physically active individuals, a skill that increases the chance that they will continue to be active as they get older. Examples of individual physical activities include rollerblading and cycling. Small-group activities can give students leadership practice by organizing themselves for small games. They can also learn interpersonal relationship skills. Examples of small-group activities include double-dutch and dance. Large group activities, such as soccer and freeze tag, can teach students social skills. This may include taking turns, following rules, and working as a team. For example, many students want to be the one to score the goal, and through soccer, they may learn that working together to score a team goal is more important than who makes the final kick.

Second, let's discuss how to vary activities after school. Sports, such as basketball and volleyball, are usually large-group activities, and share many of the benefits of large-group activities we've already discussed. In addition, sports can help students build confidence and teach them how to win and lose, which are life-long skills. Recreation activities, such as hide-and-see and dance, may be individual, small-, or large-group activities. These activities can give students an opportunity to relieve stress and anxiety. Moreover, because recreational activities can be done in school and non-school settings, students can share these activities with family and friends. Flexibility activities are usually individual activities. Examples include yoga and stretching. These may be done with multiple people in the room, but the activity is individual. Flexibility activities help prevent injuries and improve posture and range of motion. Finally, strength activities, which also tend to be individual activities, can help students build muscle mass. Having a larger amount of muscle helps students burn more calories and maintain stronger bones.




This Physical Activity Pyramid, which is also available as a handout via the link, is a tool for staff and students to add variety to the physical activity program. It contains ideas for different types of activities, as well as ideas for group games and individual activities. Some of the activities in the pyramid, such as jump rope, may be familiar to staff and students, and others, such as 1, 2, 3, Dragon, may not be as familiar. To find instructions for doing the activities in the pyramid and many more, access resources in the California After School Resource Center library at the end of the training.

Adding Variety to Physical Activity: General Variety Goal

Add individual activities to the physical activity program.



Let's work together to create a goal that addresses one aspect of adding variety to after school physical activity. Imagine an after school program that offers many large-group sports, such as softball and soccer, has the general variety goal of adding more individual activities. How could we make this general goal a SMART goal the program could implement?



Specific: Individual Activities

- Who: Staff with administrative support
- What: Two new individual physical activities
- Where: Planning at staff meetings; implementation in gym and on field
- When: One new activity a month to be implemented one day a week
- Why: To teach students to be physically active individually

First, we'll make the goal of adding individual activities specific by answering the five W questions. Who will implement this goal? Staff will implement the goal, but they will need administrative support to do so. For example, staff may not be trained to lead individual activities, so administrators may need to provide staff development. Administrators may also need to help staff rearrange the schedule to fit in more individual activities. What does this goal entail? Staff will add two new individual physical activities to the after school program. Where will this take place? Planning when and how to add these activities will take place at staff meetings, and implementation of the activities will occur in the two primary physical activity areas: the gym and the field. When will it occur? Staff will add a new individual physical activity once a month to be implemented one day a week during that month. Why is adding these individual activities important? If students learn to be physically active individually, they will have a greater chance of developing life-long physical activity habits.

Measurable: Individual Activities

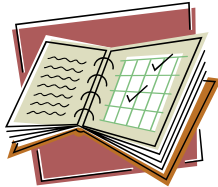
- Count the number of individual physical activities added to the program for that month.
- Track of the number of days a week staff implemented an individual activity during that month.



Second, how will we measure whether or not the program succeeds in adding individual physical activities? First, staff will count the number of individual activities added to the program for that month. Second, staff will track the number of days a week they implemented an individual activity during that month.

Agreed Upon: Individual Activities

- Administrators and staff may need to agree:
 - Which activities to add.
 - To staff training.
 - To purchase new equipment.
 - How to rearrange the schedule.
- Planning may need to start months in advance.



Third, what needs to happen to ensure administrators and staff agree to adding individual physical activities? Administrators and staff need to agree which individual activities to add. Then, based on those activities, they need to agree to any staff training and/or new equipment purchases, as well as how to rearrange the schedule. Since achieving this goal may require staff training and new equipment, planning may need to start months in advance. For example, if the program decided to add yoga as individual activity, administrators would need to provide staff training to lead yoga and purchase equipment, such as yoga mats and straps.

Realistic and Timely: Individual Activities

Realistic

- Staff training
- Equipment
- Flexible schedule
- Administrator and staff support

Timely

- Planning from September to December
- Implementation January and February
- Check-in at March staff meeting



Fourth, what does this program need to make adding individual activities realistic? As we've already mentioned, this program will likely need staff training, equipment, a flexible schedule, and support from administrators and staff to make it realistic.

Finally, what is the timeline for this goal? Planning, training, and equipment purchases will happen from September to December, and implementation will take place during January and February. Then, at the March staff meeting, the administrators and staff can check in about how adding individual activities went and think of any suggestions for improvement.



The SMART Goal: Individual Activities


- General Variety Goal
 - Add individual activities to the physical activity program.
- SMART Individual Activity Goal
 - During January and February, staff will add one individual physical activity each month, and will implement that activity one day a week during that month.

Now that we've determined the SMART components of the goal to add individual physical activities, let's create the SMART goal. The SMART goal is: During January and February, staff will add one individual physical activity each month, and will implement that activity one day a week during that month. We thought through what the program would need to achieve this goal, and now it is a goal staff can implement.

What's Your SMART Goal?



Now that we've practiced creating a SMART goal for adding extra time for set-up, instructions, and clean-up to allow for 30 to 60 minutes of physical activity, as well as one for adding individual physical activities, it is time to create a SMART goal for your program. Remember, our SMART goals addressed specific aspects of planning 30 to 60 minutes of physical activity and providing a variety of physical activities. Think about other aspects of these topics for which you could create SMART goals. The total physical activity time could be split into segments, small-group activities could be added, strength activities could become part of the schedule—there are many options to consider. Select the handout. Think about your program, and create a SMART goal that you can share with other staff. Remember to make it specific, measurable, agreed upon, realistic, and timely.



Today We Learned

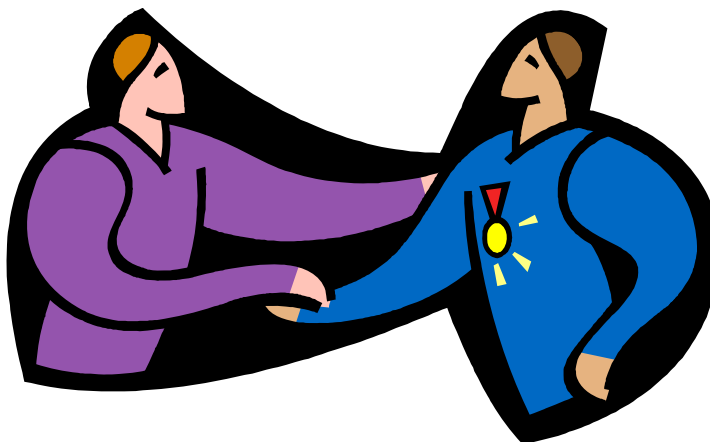
How to use SMART goal setting to:

- 1) Plan 30 to 60 minutes of daily physical activity.
- 2) Provide students with a variety of physical activities.

Today we learned how to use SMART goals to: one, plan 30 to 60 minutes of daily physical activity, and two, provide students with a variety of physical activities.



Congratulations!



Congratulations! You have reached the end of the 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 California After School Resource Center library resources and additional information about physical activity. You may take the quiz by selecting the link. Thank you again for participating in this training.