

California  
After School  
Resource Center


# Physical Activity 3: Going the Distance

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California After School Resource Center  
(CASRC)

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

Hello. My name is Cyndi Dean. Welcome to the Physical Activity 3: Going the Distance training. This training will take approximately 30 minutes to complete. Let's get started!



## Objectives

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You will learn:

- Strategies to achieve and maintain a lifetime of fitness for yourself and your students:
  - Life stages
  - Fundamental motor skills
  - Quality activity selection
  - Maximizing physical activity minutes
- Strategies to increase physical activity opportunities through society connections:
  - Regular day
  - Family
  - Community

I'd like to start this training by reviewing the training objectives. Today you will learn strategies to achieve and maintain a lifetime of fitness for yourself and your students. They include: life stages, fundamental motor skills, quality activity selection, and maximizing physical activity minutes. You will also learn strategies on how to increase physical activity opportunities through society connections that include: regular day, family, and community.

## Objective One

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You will learn strategies to achieve and maintain a lifetime of fitness for yourself and your students:

- Fundamental motor skills
- Quality activity selection
- Maximizing physical activity minutes




Objective one deals with encouraging a lifetime of fitness for yourself, staff, and students served. It's important that staff serve as role models for students. Lifetime fitness means taking it beyond what is taught in school and making it a reality in all areas of their lives. It's about learning and implementing the right tools necessary to make healthy choices.



This page is broken down into four sections. They are:

- What the Body Does,
- With Whom and With What the Body Moves,
- Where the Body Moves, and
- How the Body Moves.

This slide offers many opportunities for physical activity. Let's take Pathways and Directions and expand. I'm going to ask you to use your imagination. Close your eyes and visualize yourself in a large open space, big enough to change directions in a heart beat. You begin your journey by walking forward quickly then slowing down only to turn around and walk backwards. You now find yourself stopping only to begin stepping side-to-side. Quickly you change direction and move straight ahead like an arrow. You then follow a zig-zag pattern that leads directly to a curved path and the end of your journey. You can take a breath now. As you have just experienced, imagining and role modeling open opportunities for all to engage in fun ways of exploring fundamental motor skills.



## Fundamental Motor Skills

Locomotor	Manipulative	Non-Manipulative
Running	Throwing	Balancing
Jumping	Catching	Standing
Walking	Kicking	Stretching
Hopping	Punting	Curling
Galloping	Striking	Transferring weight
Skipping	Dribbling	Jumping and landing
Chasing	Volleying	Twisting
Fleeing	Tossing	Turning
Dodging	Collecting	Pushing and pulling

This Fundamental Motor Skills slide is broken into three categories: Locomotor, Manipulative, and Non-Manipulative skills. One critical premise of motor skills is that children develop at different rates (some can skip, while others are not ready to skip). It's important to realize that age does not predict motor ability and children develop skills just by playing.

Locomotor skills are used to move the body from one place to another or to project the body upward.

Manipulative skills are developed through handling some type of object, while enhancing better hand-eye and foot-eye coordination.

Non-manipulative skills are performed in place, without much spatial movement.

I am going to ask you to select the Sample Expectations handout. This handout will also be available at the end of the training. Let's take a quick moment to review. As you can see, this sheet offers a breakdown of kindergarten through high school motor skill potentials. It also offers a realistic view of what school-aged children can possibly perform. This piece brings the reality of "age-appropriate" to the forefront.

## Interactive Fundamental Motor Skills

Example "As If"	Group size	Space	Direction	Force	Time	Pathways
Walk as if you're in a big bowl of wiggly gel squares.	Solo	Over/Under	All-forward/ Up/Down/ Right/Left	Strong/Firm	Slow/Long	Straight/ Zigzag/ Sideways
<b>Locomotor</b>						
Jump as if you're a popcorn kernel being popped.						
<b>Manipulative</b>						
Dribble down the court dodging players as if you are scoring the winning basket.						
<b>Non-Manipulative</b>						
Paint the side of a building as if your head is a paint brush.						

It's time to get-up and act out a few scenarios that include locomotor, manipulative, and non-manipulative skills. Please select the Interactive Fundamental Motor Skills handout. This handout will also be available at the end of the training. You'll see a table chart and underneath that chart a breakdown of six categories, their descriptions, the fundamental motor skills, and their descriptions. You'll be asked to select answers and place them in the correct boxes under the correct headers.

This exercise is centered on the physical activity "As If." Let's begin by reviewing the example. The example asks you to walk "As If" you were in a big bowl of wiggly gel squares. What type of movement are you engaged in? I'd like you to read and review the answers provided. Can you see how the answers listed fit the categories? Great! Now it's your turn, please continue and finish this activity. Remember you must act-out the following scenarios as indicated on the table. Once you've completed this activity, I'd like you to take a moment to reflect upon what you have just completed. I want you to think about how this activity encourages different types of movement in a fun energizing way. Wouldn't this be a great way to get students up and moving? It's an opportunity to understand how the body moves, the effort, and spatial awareness.

## Non-Traditional Games

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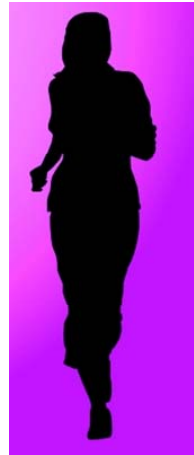
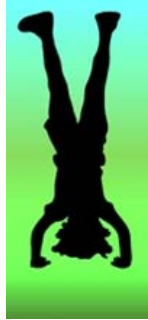
### Choose activities:

- That have minimal wait time.
- That are age-appropriate.
- Where skill level does not impact accessibility or enjoyment.
- That minimize role of competition.
- That focus on fun.



Non-traditional games, specifically ones that do not have existing stereotypes for participation, can provide a greater chance to create opportunities where all children will feel welcomed, are encouraged to play, and will be physically active. Inclusive physical activity offers your after school program many chances for all to be engaged.

## Age-Appropriate Physical Activity



Did you know that you are at a great place to implement age-appropriate physical activity practices designed to achieve optimal health, wellness, and fitness within your after school program? You are! And in addition to these practices, you can also influence the integration of sound nutrition and recommendations for promoting physical activity into your after school program.

Opportunities: Remember that Sample Expectations handout you used earlier? Get it out once more. This handout is a conversation starter between you and your after school staff. Keep in mind that we all learn differently and at different stages too when creating a program. This sheet also enables endless possibilities for getting students up and moving, while building a foundation that fosters a quality, fun-filled, safe, age-appropriate physical activity program.

## Maximizing Physical Activity Minutes

- Outside of scheduled physical activity time
- Use of technology
- Sending it home



All children should have the opportunity to learn how to develop a healthy, active lifestyle. Children who are more physically active are more likely as adults to participate in physical activity on a regular basis, and that's a great thing! Physical activity is exercise, sports, dance, and leisure activities. It is imperative that 60 minutes or more of age-appropriate physical activity is experienced daily!

Can you think of physical activity opportunities outside of enrichment time? Have you ever considered physical activity while in-line for snacks? Attention grabbers? What about during transitions from one activity to another? Lots of physical activity opportunities are here! Start thinking, "more movement and less inactivity."

Have you considered using technology, like pedometers, heart rate monitors, active, electronic gaming, or Internet Web sites to get school-agers up and moving? You should. These resources are what your students are engaged in – why not? Opportunities there to incorporate.

Begin thinking about ways your students can include physical activity with their own families. Have your staff and students create positive attitudes toward activity through personalized fitness activities. Offer a variety of fitness activities, be a role model, and encourage lifetime skills. Offer a variety of examples, such as dancing to upbeat tunes around the house and setting-up obstacle courses in the backyard with materials found in the home. See who can move around the most, the longest, and the best. These are all great ideas. Can you think of any more?

## Interactive Workout

### It's Time to Get Physical!

- Warm-up
  - Grass pullers
- It's time to get up!
  - Cardio
    - Jump rope
  - Strength
    - Alternating front leg kicks
  - Cardio
    - Jumping jacks
- Stretch it out
  - Alternating side stretch



It's time for a mini-workout. Please stand, push your chair in, and find a space next to your desk. We will start with a warm-up, jump into a cardio/strength segment, and finish with stretching. Okay, let's get started.

First up the warm-up and grass pullers.

Please stand tall with your feet parallel and shoulder-width apart. Reach both arms straight up above your head, and then bend at your hips, keeping your back straight. Bend knees only as necessary, reaching as close to the floor as possible. Reach or "pull grass" three times, 12 inches in front of your feet, between your feet, and about 12 inches behind your feet. Come back to your starting position. Repeat 15 times.

It's time to get physical! Cardio: Jump Rope

Imagine you are holding a jump rope with two hands ready to begin. Stand tall with your feet shoulder-width apart. Keep arms at the side of your body while turning. Turn the rope by making small circles with wrists. Step, jump over the rope with feet together as it passes under the feet. Then take a preparatory rebound while the rope is over the head. Jump on the balls of the feet. Bend the knees slightly to absorb the force of the jump. Jump continually for 20 repetitions.

Strength: Alternating Front Leg Kicks is next.


Start in basic fighting stance. Your feet are now shoulder-width apart with one foot a step ahead of the other. Your kicking leg is the one in the back. Turn feet 30 degrees and legs slightly bent. Your hands are raised in front of you to protect your head and upper body. The kick begins by bringing your knee up and forward. Rotate the hips forward and thrust the leg forward. Your kicking foot should be forward striking with the ball of your foot. Return to ready position and repeat ten times. Now let's switch legs and repeat the process with the other leg. Maintain perfect balance and do not wobble. Don't forget to breathe.

Now cardio: Jumping Jacks

Stand with your arms at your sides. Be sure your feet are straight and close together. Hold your head straight, but in a comfortable position to avoid strain. Bend your knees. Jump up while spreading your arms and legs at the same time. Lift your arms to your ears and open your feet to a little wider than shoulder width. This should all be done in a fast, fluid movement. Clap or touch your hands above your head. As you return from jumping up, bring your arms back down to your sides, and at the same time, bring your feet back together. Challenge time! Continue with as many jumping-jack repetitions as you can do.

Lastly, stretch it out.


While in a standing or seated position, take your right arm and extend it up and over your head (as if you are reaching for the stars). Crunch your waist as you bring the right arm to the left side. Hold for five counts, take back up and repeat five times. Remember to breathe. Never hold your breath. Inhale as you take your arm up and exhale out as you crunch to your side. Follow instructions for the opposite side.



## Objective Two

You will learn strategies to increase physical activity opportunities through society connections:

- Regular day
- Family
- Community



Nice work! You now have a lot of motor skill ideas to take back to your program. Another way to bring new ideas to your program is to create powerful partnerships. Learning about objective two can help you do just that. Objective two discusses strategies emphasizing ways to increase physical activity. One way is to include the regular classroom day, which embraces physical education teachers, food service staff, and administrators. Include these people when creating your physical activity program, and don't forget to assess the FitnessGram scores and the P.E. Content Standards.

Let's talk family as a means for physical activity opportunities. Members of the family play a vital role in a child's physical activity level. If parents and family members role model physical activity and opt for healthy choices, chances are favorable that their child will reap the benefits of those behaviors when they're grown. So what about the community? You know it takes a village, and this is exactly the type of mentality you'll need when making your after school program a successful physical activity program. Enlist the help of community organizations, like the *Network for a Healthy California* or the many local people in your own community. Many embrace a healthy, active lifestyle and may be eager to help with promoting physical activity in your program. Use and know these resources!

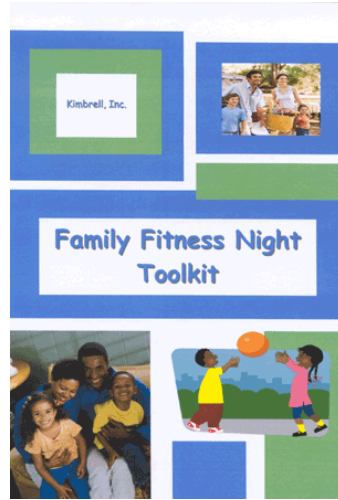
## What are Some Ways to Connect with the Regular Day?

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Have you considered talking with site staff and students? Or how about participating in school events, such as health fairs, walk-a-thons, P.T.S.A. meetings and celebrations? Or how about getting involved by participating in the School Wellness Policy Development? Physical activity-based clubs is another great example of a club to contact. School meetings offer opportunities to highlight your after school program challenges and successes with physical activity and suggest that you can help them achieve their own goals.

## Connecting with Families: Family Fitness Night



- Provide daily physical activity opportunities.
- Help children learn positive social skills.
- Be an active role model.
- Include schools and the community with families.

How can your family increase physical activity? What are some additional opportunities to connect with community partners? What about promoting a Family Fitness Night? There are many ways to increase or rejuvenate your family's energy output. A Family Fitness Night is designed to encourage family fitness, while having lots of fun as a family. The game plan is to instruct parents/families about quality physical activity and the importance of developing a healthy, active lifestyle. Parents are the driving force of the family. They set the stage for developing a healthy, active lifestyle. Parents need to role model so that their school-agers can live a life filled with fit attitudes and behaviors. With so much to do, the challenging part will be deciding what to do first. Remember to keep it simple and keep it fun.

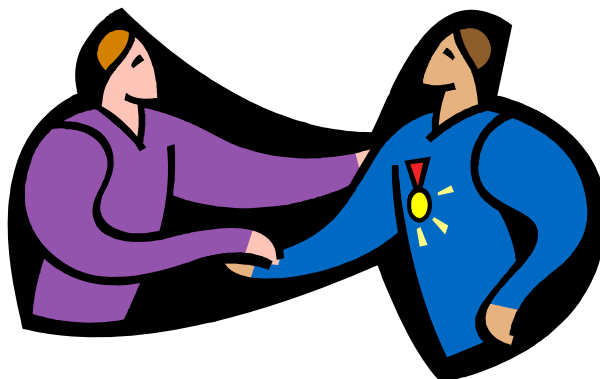
This Family Fitness Night Toolkit, which is available in the CASRC lending library, offers strategies and resources that will help you design a Family Fitness Night at your school site, while taking out all the guess work.

Here's one example. Let's showcase one part of the toolkit. Select the Family Goal Setting handout, and let's go over it together. This handout will also be available at the end of the training. In this activity you will be asked to think and write down ideas that can increase you and your family's physical activity time. You will need to come up with five different ways to increase physical activity and getting physical with your family. Once you have written your ideas, please post it on your refrigerator as a daily reminder.



## Congratulations!

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Congratulations! You have reached the end of this 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.