

Healthy Living Guidelines for Out-of-School Time Programs **TOOLKIT**



Healthy Living Guidelines for Out-of-School Time Programs TOOLKIT

THE HEALTHY LIVING GUIDELINES FOR OUT-OF-SCHOOL TIME (OST) PROGRAMS were developed to provide youth with the best opportunity to be healthy while attending OST programs in Philadelphia. These guidelines were developed through a process including local OST providers and health experts studying the OST system in Philadelphia. When imagining a setting that supports health and keeps youth at a healthy weight, our Healthy Kids, Healthy Communities (HKHC) Leadership Team envisioned healthy, attractive, and tasty foods; space to play; and peers and staff supporting fun, physical activity. This vision grounded the discussion about the best guidelines and strategies for OST programs. The goal of these guidelines and this toolkit is to improve the OST environment to support healthy behaviors, like eating healthy foods and ensuring time for enjoyable physical activity, and to reverse the incidence of overweight youth.

Many factors contribute to the statistics showing 30-50% of youth are overweight or obese, depending on where they live in Philadelphia. Many neighborhoods lack access to healthy foods and safe places to play. Sugary, fatty, and salty foods are common nourishment for many youth and few eat the recommended servings of fruits and vegetables. Unfortunately few youth meet the recommendation of 60 minutes a day for physical activity.

It is our hope that these Healthy Living Guidelines and this toolkit will help OST programs in Philadelphia offer physical activity and create an environment where healthy food behaviors are supported.

We thank the Robert Wood Johnson Foundation, the Centers for Disease Control and Prevention, and the Philadelphia Department of Public Health's *Get Healthy Philly* initiative for their support and funding of this program and toolkit. We also thank the Philadelphia Departments of Human Services, and Health and Opportunity; the OST management staff, Research and Evaluation Group, and Communications Department at Public Health Management Corporation (PHMC), The Food Trust, National Nursing Centers Consortium, The University of Pennsylvania, The HKHC OST Partnership and Leadership Teams, The Robert Wood Johnson Foundation Clinical Scholars, and the many OST staff, youth, parents, caregivers and other key informants who contributed to this process. A special thank you goes to the staff of Health Promotion Council for their time, effort and support for this initiative.



Healthy Living Guidelines for Out-of-School Time Programs **TOOLKIT**

FOR THE HEALTH OF CHILDREN IN PHILADELPHIA

The HKHC OST initiative wants all youth attending after school and summer programs to be healthy and live a healthy life.

Statistics show that over 40% of youth in Philadelphia are overweight or obese. Philadelphia OST Healthy Living Guidelines have been developed after careful consideration of how to improve the environment for OST youth so they get healthy food and a chance to be active every day.

Proven strategies to combat obesity and keep youth at a healthy weight

Increase physical activity

- ▶ 76% of Philadelphia youth do not attend physical education classes daily and many do not get recess in school.
- ▶ Less than one-third of our youth ages 6-17 nationally engage in vigorous physical activity for 20 minutes a day.

Reduce screen time activities

- ▶ Youth spend 5-7 hours watching TV or playing computer or video games a day.

Reduce the consumption of sugary drinks

- ▶ Youth are drinking at least two sugary drinks – about 500 calories a day.

Reduce exposure to foods marketed to children

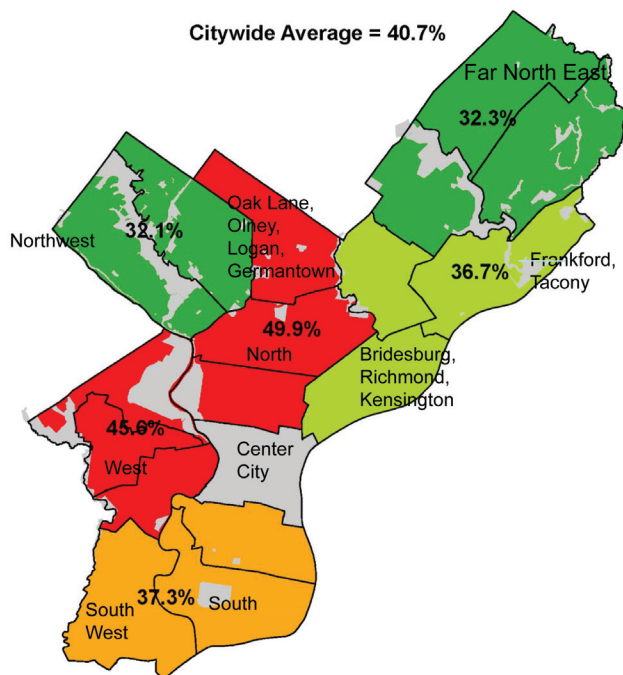
- ▶ Up to \$10 billion are spent advertising foods each year.

Eat more whole grains, fruits, and vegetables

- ▶ Many youth live in neighborhoods where they can't buy these foods.
- ▶ Families often can't afford to buy these foods.

Percentage of Children (6-17y) who are Overweight or Obese (BMI>=85th percentile for age and gender), 2010

Citywide Average = 40.7%



Legend

- Planning Districts
- Non-residential or No data available
- Child Obesity or Overweight**
 - 32.1% - 32.3%
 - 32.4% - 36.7%
 - 36.8% - 37.3%
 - 37.4% - 49.9%

Source: PHMC Household Health Survey, 2010

This map shows the percentage of children who were overweight and obese in Philadelphia in 2008. According to the information on this map, an average of 40.7% of children are overweight or obese. Look at your section of the city on this map to see the average of overweight and obesity rate in your neighborhood. There is a higher rate of overweight and obesity in lower-income areas of the city. Many studies have shown the rate of obesity and overweight is higher in populations who did not graduate high school. In Philadelphia, approximately 60% of African-American and Latino children are overweight or obese, compared to 50% of white children. The national goal for overweight and obesity is 5%, so all racial groups are well beyond the target.

Healthy Living Guidelines for Out-of-School Time Programs TOOLKIT

What is the problem with being overweight or obese?

Being overweight or obese does not guarantee health problems, but it does increase the risk of 20 major diseases, including high blood pressure, heart disease, and type 2 diabetes. In one population-based study, 60% of youth ages 5-10 that were obese had at least one cardiovascular risk factor, such as high blood pressure, high cholesterol, high triglycerides, and 25% had two or more risk factors. Medical costs to manage these diseases are sky-rocketing, and our workforce is less able to compete and be productive. In fact, nearly one-third of Americans ages 17-24 are too heavy to join the military.

How do we define overweight and obesity?

Obesity is defined as excessively high amount of body fat compared to lean muscle mass.

Overweight is an increased body weight in relation to height and compared to standard acceptable weight.

How is obesity or overweight measured?

A formula called body mass index (BMI) is used to determine weight to height.

$$\text{BMI} = \frac{(\text{weight in pounds})}{(\text{height in inches}) \times (\text{height in inches})} \times 703$$

A simple online calculator from the Centers for Disease Control and Prevention for youth and teens can be found at <http://apps.nccd.cdc.gov/dnpabmi/Calculator.aspx>

The BMI is charted on a BMI for age percentile growth chart. This compares the BMI of youth to others of similar age.

- A youth is considered underweight if they are less than the 5th percentile.
- A youth is at a healthy weight if they are at the 5th percentile to the 85th percentile.
- A youth is considered overweight if they are at the 85th to 95th percentile.
- A youth is considered obese if they are equal to or greater than the 95th percentile.

Please remember that family genetics can impact weight. Doctors look to see if the trend for the child's weight is constant. For example, a child who was born and measured at 85% BMI, and stays that way over their life is less concerning than a child who has been at 50% most of their life and shoots up to 85% at age 15. Also, a muscular person may weigh more and have a higher BMI than someone who is not as muscular. While BMI is a measure comparing weight and height, then compared by age, it isn't a perfect measurement of overweight and obesity.

Nurses in Philadelphia public schools take BMI measurements of all students to screen for overweight and obesity. If a child's BMI puts them in overweight or obese category, a letter is mailed home to the parents. Parents who receive this letter can talk to the school nurse or their family doctor.

See the Food Fit Philly Website for more information about overweight and obesity in Philadelphia:

<http://foodfitphilly.org/all-about-sugary-drinks/obesity/>

For more general information about obesity see the Centers for Disease Control and Prevention website:

<http://www.cdc.gov/obesity/>

Healthy Living Guidelines Pledge

The Healthy Living Guidelines are an important part of keeping children healthy, fit, and active in their OST programs. The Healthy Living Guidelines include:

FOOD AND NUTRITION

Guideline #1 OST programs do not serve or allow sugary drinks.¹

Guideline #2 Safe, fresh drinking water is available to youth at all times, indoor and outdoors, including field trips.

Guideline #3 Each OST provider adopts a comprehensive strategy to improve the food environment during OST, reflecting food service requirements, community perspectives, and good nutrition by eliminating outside food, OR allowing food in the program that reflects recommended health and nutrition principles, for example, the Dietary Guidelines for Americans 2010.

Guideline #4 A pleasant, social environment is provided during scheduled meals and snacks, encouraging social interaction, conversations, and positive eating behaviors.

Guideline #5 OST programs that offer nutrition education use credible nutrition materials from nonprofit, federal, state, or city agencies. Materials with food company logos or advertising are not to be used.

Guideline #6 The OST program serves meals and snacks in a clean and safe environment, at proper serving temperatures, in compliance with the Philadelphia Department of Public Health Office of Food Protection requirements.

PHYSICAL ACTIVITY

Guideline #1 School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity. Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous² activity. OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

Guideline #2 Non-work screen time³ is limited to 30 minutes per 3-hour block of OST time.

Guideline #3 OST programs provide a safe environment for play and physical activity.

Guideline #4 OST programs provide equitable opportunities for all youth to participate in quality sport and fitness programs.

¹Sugary drink: a non alcoholic beverage with added sugar, such as soda, non-100%-fruit drinks, sports drinks, flavored water, energy drinks, and ready-to-drink sweetened tea and coffee.

²Moderate intensity: exercise causing sweating but talk is possible. Vigorous intensity: exercise causing rapid breathing and unable to talk.

³Work can include homework, project-based learning, and enrichment work. Screen-time is defined as sitting in front of a television, video or computer screen, computer game, or gaming system.

Children need healthy food, nutrition, and physical activity to be able to learn, develop, and grow to their full potentials. As a staff member of the _____ OST program, I understand that modeling the Healthy Living Guidelines provides an environment in which the children may follow these guidelines as well. This allows for both staff and children to lead healthier, more enjoyable lifestyles while in the OST program. Furthermore, to make best use of the Healthy Living Guidelines, staff and youth can use these standards outside of the after school program to stay healthy, happy and fit.

Therefore, I, _____, pledge to follow the Healthy Living Guidelines, as stated above while I am present in the _____ Out-of-School Time program. I will also attempt to follow these guidelines to the best of my ability in my daily life as well so I may be a good role model for children and lead a healthier lifestyle.

Signature

Date



For copies of this pledge, and pledge pages for parents and youth, see the Nutrition Resources & Parent Handouts section.

Table of Contents

Healthy Living Guidelines

SECTION 1: FOOD & NUTRITION	7
Guideline #1 OST programs do not serve or allow sugary drinks. ¹	8
Guideline #2 Safe, fresh drinking water is available to youth at all times, indoors and outdoors, including field trips.	13
Guideline #3 Each OST provider adopts a comprehensive strategy to improve the food environment during OST, reflecting food service requirements, community perspectives, and good nutrition by eliminating outside food, OR allowing food in the program that reflects recommended health and nutrition principles, for example, the Dietary Guidelines for Americans 2010.	16
Guideline #4 A pleasant, social environment is provided during scheduled meals and snacks, encouraging social interaction, conversation, and positive eating behaviors.	25
Guideline #5 OST programs that offer nutrition education use credible nutrition materials from non-profit, federal, state or city agencies. Educational materials with food company logos or advertising are not to be used.	27
Guideline #6 The OST program serves meals and snacks in a clean and safe environment, at proper serving temperatures, in compliance with the Philadelphia Department of Public Health Office of Food Protection requirements.	31
Nutrition Resources & Parent Handouts	33
SECTION 2: PHYSICAL ACTIVITY	60
Guideline #1	
■ School-Year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity ² .	
■ Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.	
■ OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.	61
Guideline #2 Non-work screen time ³ is limited to 30 minutes per 3-hour block of OST time.	75
Guideline #3 OST programs provide a safe environment for play and physical activity.	79
Guideline #4 OST programs provide equitable opportunities for all youth to participate in quality sport and fitness programs.	93
Physical Activity Resources & Parent Handouts	97

¹Sugary drink: a non alcoholic beverage with added sugar, such as soda, non-100%-fruit drinks, sports drinks, flavored water, energy drinks, and ready-to-drink sweetened tea and coffee.

²Moderate intensity: exercise causing sweating but talk is possible. Vigorous intensity: exercise causing rapid breathing and unable to talk.

³Work can include homework, project-based learning, and enrichment work. Screen-time is defined as sitting in front of a television, video or computer screen, computer game, or gaming system.

Section

2

Physical Activity



Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

Moderate intensity: exercise causing sweating but talk is possible; **Vigorous intensity:** exercise causing rapid breathing and unable to talk.

How This Guideline Helps OST Youth

The U.S. Department of Health and Human Services' Physical Activity Guidelines for Children and Adolescents recommend that youth get 60 minutes of moderate to vigorous physical activity per day. Most children and adolescents are not getting enough exercise, and this has led to an increase in the number of overweight and obese youth.

Youth in OST programs should make time for physical activity. After-school and summer hours have traditionally been times when youth have participated in physical activity, whether it is playing in their communities or participating in after-school or summer sports programs. Parents of youth in OST programs want their youth to be active and they rarely are after OST. OST programs tend to be more flexible than schools and can incorporate daily time for physical activity in programming.

Studies show that as we are exposed to different activities and find the ones we enjoy, we increase our chances of being physically active throughout our lifetime. Endurance (aerobic), flexibility (stretching) and muscular strengthening activities are all essential for physical fitness. (See list on page 56.)

Youth love to be challenged. They will want to practice every day and improve their fitness levels at the same time.

What does 20% Mean?

Number of Hours	Number of Minutes
2 hours	20 minutes per day
3 hours	30 minutes per day
4 hours	40 minutes per day
5 hours	50 minutes per day
6 hours	1 hour per day

Each hour of OST = 10-12 minutes of Physical Activity
Remember: The goal is moderate to vigorous

Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

BENEFITS OF BEING FIT AND PHYSICALLY ACTIVE:

Physical Health Benefits

- Helps maintain a healthy weight
- Strengthens the heart, lungs, muscles, and bones
- Improves coordination and stamina
- Reduces the risk of getting heart disease, high blood pressure, diabetes, and certain types of cancer

Mental/Emotional Benefits

- Relieves stress
- Increases self-esteem and confidence
- Helps youth build social skills such as sharing, communication, and conflict resolution skills and teamwork

Academic Benefits

- Improves ability to learn and concentrate, and improves test scores
- Improves goal setting and decision making ability
- Reduces fidgeting
- Decreases fighting and violent behavior

This information can be shared with parents and caregivers who are concerned about homework completion.

Do not take physical activity from youth as a punishment or make youth do physical activity as a punishment. Both send the wrong message about the role and purpose of physical activity.



Section 2: Physical Activity



TIPS FOR OST PROGRAMS TO INCREASE PHYSICAL ACTIVITY

Tips to Incorporate Physical Activity into OST Program Hours

- ___ Incorporate time for physical activity into daily and weekly schedules.
- ___ Schedule time for physical activity before or directly after snack or mealtime, as a break from sitting all day in school. This gives youth a time to relax and recharge.
- ___ Use creative strategies to get children moving as they transition from one activity to another. (See waiting time and transition strategies on pages 58-59.)
- ___ Use physical activity *energizers* to get youth moving in OST. For every 1 hour of work, take a 5-10 minute break to do something active like stretching, walking, or dancing. Invigorating physical activity helps energize all day long. (See the list of energizers.)
- ___ Incorporate learning with physical activity, for example, have youth practice spelling words or math as part of a relay or dance.

Tips to Engage Youth in OST Programs

- ___ Offer active group activities like basketball, as well as activities based on individual action, performance, and interest, like walking, weight lifting, dancing, running, or yoga. It is best to offer a variety of physical activities.
- ___ Ask youth about the activities they would like to do in OST, and include these in your programming.
- ___ Turn on some music and let the youth dance.
- ___ Start a walking club.
- ___ Plan events that youth will get excited about and want to practice. For example, an end-of-the-season dance performance, jump rope competition, or games day.

- ___ Have youth track their progress, for example time running around the gym or playground.
- ___ Invite local high school and college athletes to visit for a play day with youth students to inspire them.
- ___ Consider gardening as a physical activity. It supports good nutrition and can be very physical. (See the Growing Healthy Habits resource on page 28.)
- ___ Praise youth for trying an activity instead of being “good” at something.
- ___ Ask youth to support and encourage each other.
- ___ Choose physical activity incentives that promote or reinforce positive health behaviors.
- ___ Make sure youth are having fun!

Tips for Staff Training and Resources in OST Programs

- ___ Partner with recreation and community sites that can provide space and training for physical activity. (See page 77.)
- ___ Use one of the evidence-based curriculums for creative lessons to use with your students.
- ___ Offer opportunities for staff to attend trainings or review curriculum and become skilled leaders in physical activity.
- ___ Encourage staff to be positive role models and participate in physical activity. The more enthusiastic and skilled they are, the more they will model and promote physical activity with youth.

Remind parents to dress children in the proper attire (i.e., sneakers and comfortable clothing).



Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

Types of Exercises for Children and Adolescents

Children and adolescents should get 60 minutes a day of moderate to vigorous physical activity, including a combination of aerobic, muscle strengthening, and bone strengthening exercise.

TYPES OF PHYSICAL ACTIVITY¹

Aerobic Exercises: Aerobic exercises cause you to rhythmically move your larger muscles as they strengthen your heart and lungs. Running, jumping, and dancing are all aerobic exercise. Most of the 60 minutes of physical activity a day should include some type of aerobic exercise. Aerobic exercise is categorized by moderate to vigorous heart rate intensity.

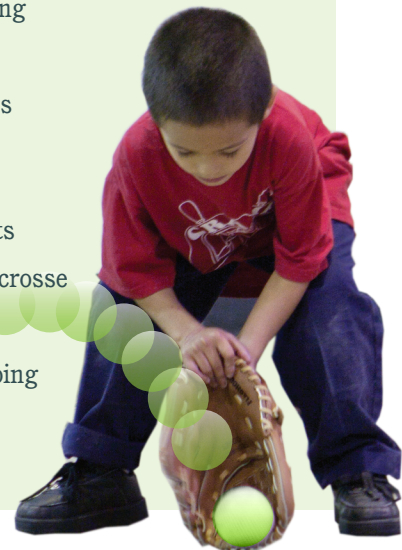
Moderate intensity aerobic (slightly out of breath)

- | | | |
|--|-------------|----------------|
| ■ Brisk walking | ■ Gardening | ■ Frisbee |
| ■ Games that require catching and throwing | ■ Hopscotch | ■ Line dancing |
| | ■ Dodgeball | ■ Baseball |
| | | ■ Relay races |

Vigorous intensity aerobic (breathing rapidly)

- | | | |
|----------------------------|-------------------|--------------------|
| ■ Hip hop and jazz dancing | ■ Basketball | ■ Martial arts |
| ■ Tag | ■ Track and field | ■ Hockey, lacrosse |
| ■ Jumping rope | ■ Soccer | ■ Tennis |
| ■ Football | ■ Calisthenics | ■ Stair climbing |

¹ Examples for types of exercises for children and youth were taken from the 2008 Physical Activity Guideline for Americans



Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

TYPES OF PHYSICAL ACTIVITY¹

Muscle strengthening

Muscle strengthening exercises improve the strength and endurance of your muscles. Climbing, lifting weights, and playing tug of war are muscle strengthening exercises. It is recommended that you do some type of muscle strengthening exercise at least three times a week.

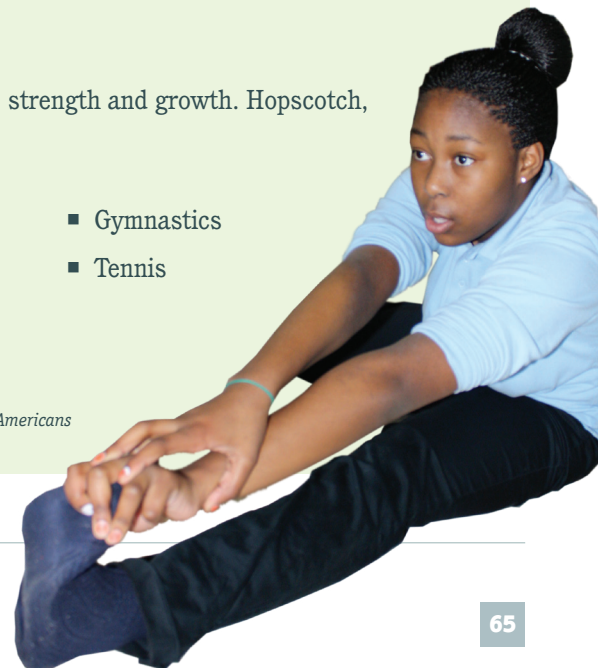
- Rope climbing or climbing walls
- Tug-of-war
- Swinging on playground equipment
- Martial arts
- Calisthenics
- Yoga
- Sit-ups, curl-ups, and push-ups
- Resistance bands

Bone strengthening

Bone strengthening exercises put a force on the bones that promotes bone strength and growth. Hopscotch, basketball, and tennis are examples of bone strengthening exercises.

- Hopscotch
- Hopping, skipping, galloping
- Jumping rope
- Running
- Volleyball
- Basketball
- Gymnastics
- Tennis

¹ Examples for types of exercises for children and youth were taken from the 2008 Physical Activity Guideline for Americans



Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

WAITING TIME

When working with a large group of youth, it is difficult to give each child individual attention. This creates waiting time. For example, when you are assisting a youth with their homework and another youth needs help, the other child has to wait until you are finished.

It is challenging to give every youth individual attention when working with large groups, whether working on homework or in physical activity. Often there isn't enough equipment or supplies, and youth are forced to wait. Youth become tired or bored when waiting for an extended period of time, and they lose valuable time that can be used to be physically active. For example, if youth have 20 minutes to be active, but half of this time is spent waiting, they lose 10 minutes of activity time. With planning, this waiting time can be used for physical activity.

Tips to reduce waiting times

- Use activities like soccer and dance that allow for participation by more than one student.
- While youth are waiting, have them walk or jog in place, or around your OST site.
- If equipment is in short supply, create centers. For example, there could be hula hoop, jump rope, and basketball centers. Have students spend a certain amount of time in each center and then allow them to switch to a different center.
- Instruct students on the proper usage of playground equipment and supervise their play.
- Be organized! Make sure you have all your equipment, supplies, and lesson plans ready in advance. Then you can begin an activity immediately.
- Visit the Playworks website for fun games to get everyone moving.
- If a student finishes eating their snack before their peers have them do some type of physical activity (e.g., walk around cafeteria, do jumping jacks at their seat).
- Instead of playing games that cause the students to be “out”, find games that have active periods of being “out”

For more ideas on activities to do during waiting times see the Energizers list on page 68.

Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

TRANSITION TIME STRATEGIES

We recommend that youth in OST sites are physically active daily. However, this is not always easy to accomplish due to other obligations that sites have to fulfill (e.g., project-based learning, homework time, and field trips). Sites can include physical activity when youth transition from one activity to another. This helps youth get physical activity and ease the transition time.

Physical activity ideas for transition time

- While taking attendance, have students do some type of exercise. For example, when the youth hear their name called they can get out of their seats and do five jumping jacks. To make it more interactive the students can pick a letter of the day and whenever a youth's name is called that begins with that letter everyone has to do jumping jacks.
- While walking down the hall have youth pretend that they are different forms of transportation. For example, they can wave their arms in the air like an airplane or pump their hands to mimic the horn on a train.
- Turn on the radio and let the students dance while cleaning the room.
- Do a form of exercise while reciting multiplication facts or vocabulary words.

*For more ideas on activities to do during transition periods see the **Energizers** list on page 68.*

Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

Physical Activity in OST

ENERGIZERS

Just a Minute (JAM)

www.jamschoolprogram.com

Just a Minute is a free resource guide that brings health and physical fitness into the classroom. JAM offers a weekly one-minute exercise routine and a monthly newsletter with more great exercise ideas for **all ages**. Check out the one-minute exercise of the week.

Eat Smart Move More North Carolina

www.eatsmartmovemorenc.com

Energizers and activity tools for **elementary and middle school students**.

*See examples of **Energizers** on pages 101-103.*

ONLINE RESOURCES

SPARK

www.sparkpe.org

The original SPARK Physical Education (PE) study was launched by the National Institutes of Health to create, implement, and evaluate new and innovative approaches to physical education content and instruction, then test them in “real world” settings. SPARK PE was designed to be more inclusive, active, and fun than traditional PE classes. Today, after lessons learned from more than 20 years of ongoing research and field testing nationwide, SPARK PE is the most researched and field-tested physical education program for **ages 5-14** in the world—a true solution to our growing problem of overweight and obese children. See free curriculum resources.

Alliance for a Healthier Generation

<http://www.healthiergeneration.org/schools.aspx?id=3386>

Ideas for sites to use for a healthier OST environment.

Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

PE Central

www.pecentral.org

PE Central contains a huge variety of physical education lesson plan ideas for **all age groups**.

VERB It's what you do

<http://www.cdc.gov/youthcampaign>

VERB It's what you do is a national campaign coordinated by the Centers for Disease Control and Prevention to encourage young people **ages 9-13** to be physically active every day. The campaign has shown a 34% increase in weekly free-time physical activity among 8.6 million children ages 9 and 10. After-school programs can download materials—including kits to help children create new games and explore games from around the world, a tool to help track daily physical activity, and ideas for rewarding completed physical activity goals.

San Diego County Office of Education Afterschool Physical Activity

<http://www.afterschoolpa.com/home.html>

The San Diego County Office of Education After school Physical Activity's website is designed to promote physical activity and good health by offering fun activities for students in **grades 4-8**. This website offers program staff a wide array of activities, including "Street Games," "Multicultural Activities," and "Sports with a Twist." These activities require relatively little "real" equipment and rely on creative use of household materials and limited space. Funding for this site was provided by CDC.

A World Fit for Kids!

<http://www.worldfitforkids.org/>

A World Fit for Kids! provides healthy behaviors and personal empowerment programming and training that result in a triple bottom line for participants: obesity reduction, increased graduation rates, work readiness/jobs. Since 1993, they have worked with over 170,000 elementary, middle, and high school students in communities with some of the highest diabetes rates and lowest high school graduation rates in Los Angeles. Through a wide range of strategically designed activities—from sport, dance, and cultural enrichment, to leadership training, mentoring, and academic support—they work to ensure that young people develop the physical, mental, and emotional fitness they need to succeed.

Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

SaJai Foundation Moving Kids' Minds, Hearts, and Bodies

<http://sajaifoundation.org/>

SaJai Foundation Moving Kids' Minds, Hearts, and Bodies focuses on teaching kids **ages 5-11** why to value and how to lead a healthy life. WISE Kids program provides a turnkey kit for wellness programs during and after-school hours and based on the premise that as kids learn how to incorporate healthy eating, physical activity, and outdoor exploration into their lives, they will become healthier, they will reach out to others, leading to healthier communities and a healthier world.

NFL Play 60

<http://www.nfl.com/play60>

Launched in 2007, NFL Play60 is a national health and fitness campaign focused on increasing the wellness of youth by encouraging them to be active for at least 60 minutes a day. The NFL Play 60 campaign has teamed with other organizations to tackle childhood obesity by getting kids active through school and after-school programs and online child-target outreach. On this website you can find tips on ways to get youth active and a student planner that helps them track how much physical activity they are getting daily. To date, the NFL has donated over \$200 million to youth health and wellness program through the NFL Play 60 campaign.

Let's Move!

<http://www.letsmove.gov/>

Let's Move is a national campaign started by Michelle Obama that is dedicated to solving the challenge of childhood obesity so that children will grow up healthier. The Let's Move! campaign does this by giving parents helpful information on how to make healthy choices, providing schools with healthier foods, and ensuring that families have access to healthy and affordable foods. On the Let's Move website you can find factsheets on nutrition, physical activity, and obesity, and tips on starting a community garden.

Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

GUIDES TO IMPLEMENTING BEST PRACTICES IN PHYSICAL ACTIVITY:

Changing Lives, Saving Lives: Healthy Behaviors Initiative

<http://www.ccscenter.org/afterschool/Step-By-Step%20Guide>

A step-by-step guide to developing exemplary practices in healthy eating, physical activity and food security in after-school programs

Promoting Physical Activity and Healthy Nutrition in Afterschool Settings

Strategies for program leaders and policy makers from the U.S. Department of Health and Human Services, Administration for Children and Families Child Care Bureau

Move More North Carolina

<http://www.eatsmartmovemorenc.com/AfterSchoolStandards/Texts/NCAfterSchoolStandardsFINAL.pdf>

Program recommendations for providing quality physical activity in North Carolina after-school programs. The standards are based on current research and expert opinion on how after-school programs can help young people move more.

California Project Lean

<http://www.californiaprojectlean.org/>

Learn how to strengthen physical education by ensuring that students engage in MVPA (moderate to vigorous physical activity). On this site you can watch a video clip that shows a California expert explaining why physical activity is important.

National Institute on Out-Of-School Time at the Wellesley Center for Woman

<http://www.niost.org/Host-program>

The National Institute on Out-of-School Time at the Wellesley Centers for Women at Wellesley College, together with the University of Massachusetts, Boston and the YMCA of the USA, collaborated and founded the Healthy Out-of-School Time Coalition.

The vision for this national coalition of leaders in the OST field is to foster health and best practices in after-school programs nationwide, using science-based standards for healthy eating, physical activity, screen time, and social supports for these behaviors including staff, family, and child engagement.

Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

HELPFUL INTERNET SITES FOR OST ON HEALTHY EATING AND PHYSICAL ACTIVITY

We Can!

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>

(Ways to Enhance Children's Activity and Nutrition) is a national public outreach program created by the National Institutes of Health to encourage healthy weight for children. In addition to community and youth outreach, We Can! provides resources to educate parents and caregivers about how they can support healthy choices and educate their children about the importance of good nutrition. We Can! encourages parents and primary caregivers to:

- ▶ Increase the availability and accessibility of healthy foods in the home;
- ▶ Limit the availability and accessibility in the home of sweetened beverages, high-fat foods, and energy-dense foods with low nutrient value;
- ▶ Enjoy small portions at home and at restaurants;
- ▶ Support and enable family physical activity;
- ▶ Support and enable reduced screen time.

We Can! produces *Families Finding the Balance*, a handbook for parents that provides background information on the obesity epidemic, and practical, useful tools to help families adopt healthier lifestyles.

Eat Smart. Play Hard

<http://www.fns.usda.gov/eatsmartplayhard/About/overview.html>

Eat Smart, Play Hard is a national nutritional education and promotion campaign designed by the USDA's Food and Nutrition Services to convey science-based, behavior-focused, and motivational messages about

healthy eating and physical activity. The campaign communicates four major themes to children and caregivers, including the importance of eating breakfast, balancing your day with food and activity, and taking family time to emphasize being active. An array of support materials is available to help caregivers implement activities, including posters, "Power Panther" costumes, and slogans.

Harvard School of Public Health Prevention Research Center

www.hsph.harvard.edu/research/prc/resources/community-tools/index.html

This website offers a variety of good lessons, teacher trainings, parent and family educational materials and PowerPoint presentations on nutrition and physical activity.

Flyers and information sheets

can be sent to parents at different intervals to remind them of the importance of physical activity and to give them practical suggestions for remaining positive about physical activity:

- ▶ www.cdc.gov/youthcampaign/marketing/adult/pdf/Time_for_Kids_Family.pdf
- ▶ www.cdc.gov/youthcampaign/marketing/adult/pdf/Active_Families_Brochure.pdf
- ▶ **In Spanish:** www.cdc.gov/youthcampaign/marketing/adult/pdf/Hispanic.pdf
- ▶ **In Chinese, Korean, Vietnamese, English:** www.cdc.gov/youthcampaign/marketing/adult/pdf/in_lang_Active_Families_Brochure.pdf

Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

Physical Activity and Managing Behaviors

Physical activity is important for a child's physical, mental, and cognitive development. Play and exercise allow children the opportunity to regroup, reduce their stress levels, and release their energy. Given the value of physical activity in a child's life, taking away the opportunity for a child to be active sends the wrong message and is a counterproductive discipline strategy. Many sites report that they withhold physical activity as a behavior management technique. Withholding a child's opportunity for being physically active may cause that child to misbehave more. Studies have shown that daily physical activity breaks improve children's on-task behavior, reduces stress and unwelcome behavior.

In addition, withholding physical activity from youth is an example of a negative reinforcement strategy. Negative reinforcement strategies such as the suspension of privileges and sentence writings have shown only to improve youth behavior temporarily and may even increase the likelihood of misbehavior.

Positive reinforcement strategies have been shown to help manage behavior and can improve the overall climate in OST sites. The idea behind this approach is by giving positive feedback for good behavior, the likelihood that this child maintains that behavior increases. Also, as other children see this child receive praise, they will mimic this behavior so they can be rewarded as well.

TIPS FOR OST PROGRAMS TO REINFORCE GOOD BEHAVIOR

- | | | |
|--|----------------------------------|---|
| ■ Teacher's helper | ■ Dance to favorite music | ■ Certificate, prize, trophy, or ribbon |
| ■ Get "free" choice at end of day | ■ Play a favorite game or puzzle | ■ Receive a movie pass |
| ■ Coupon for prizes or privileges | ■ Eat lunch with teacher | ■ Private lunch with a friend |
| ■ Extra music, art or time for physical activity | ■ Line leader | ■ Lead favorite game or activity |
| | ■ Get stars or stickers | |

Section 2: Physical Activity



Guideline #1

- School-year OST programs serving youth in grades K-5 provide a minimum of 30 minutes per day, 150 minutes per week of moderate to vigorous activity.
- Summer OST programs serving youth in grades K-5 provide a minimum of 60 minutes of daily OST time or a minimum of 300 minutes per week of moderate to vigorous activity.
- OST programs serving youth in grades 6-12 provide a minimum of 20% of daily or weekly OST time of moderate to vigorous activity.

Encourage staff to use positive reinforcement strategies to prevent, redirect, and manage inappropriate behaviors instead of withholding physical activity.

Keep in mind that even if you are using positive reinforcement strategies there may be incidences where a child may still misbehave.

ALTERNATIVE BEHAVIORAL MANAGEMENT STRATEGIES

- Have youth write an apology letter to the person that they offended.
- Have youth write a letter home to their parents describing their behavior and why it was inappropriate.
- Have a meeting with the youth's parents to discuss their behavior. Come up with solutions together on ways that the youth's behavior can be improved.
- Have students create and sign a student contract. This will hold them accountable when they demonstrate inappropriate behavior.
- Move youth away from the group to allow them to reflect on their behavior. Have them "earn" their way back into the group once they have calmed down.
- Instead of taking away recess or physical activity, take away computer or sedentary playtime.
- Create a behavior chart with the youth to monitor their behavior.
- Have a one-on-one talk with the youth who is continuously misbehaving. Often there are other problems that are causing that child to "act out" (e.g., problems at home, and being bullied by other children). Help the youth find the appropriate resources to deal with that problem.

Physical activity is a proven strategy for reducing stress.

Section 2: Physical Activity



Guideline #2

Nonwork screen time is limited to 30 minutes per 3-hour block of OST time.

Work can include homework, project-based learning, and enrichment work.

Screen-time is defined as sitting in front of a television, video or computer screen, computer game, or gaming system.

How This Guideline Helps OST Youth

Programs should minimize nonwork screen time activities and promote physical activity as a form of relaxation. Screen time activities include computer and gaming-based activities, television, movie watching, and smart and mobile phone use. Unfortunately, there are very few screen-based activities that incorporate physical activity. Studies show that six to seven hours of a youth's day are spent on screen time. When screen time replaces activity, a child loses the important benefits of playing, relaxing, and socializing.

Excessive screen contributes to:

- Obesity
- Poor grades
- Developmental delays
- Increased violent behaviors

Reduced screen time can:

- Help youth be active
- Help youth be healthy and maintain a healthy weight
- Improves social skills and family interaction

Tips for OST Programs to Keep Your Program Free of Screen-Based Activities

- Send a note home to parents letting them know about screen time limits, encourage them to reduce at home screen time and replace with daily activity for both parents and children.
- Call parents to follow-up on screen time limits and to discuss any issues you have observed around screen time in OST activities.
- Ensure that screens are only used for educational purposes.
- Lead a lesson about screen time in which you help children track their screen time over time and set goals to reduce screen time. (See page 91.)
- Alter free-time activities so that screen time-based activities are not an option.
- Ask students to keep phones off and in their school bag.
- Reduce screen time at your celebrations and OST events.
- Be a role model—avoid screen usage around children!

Section 2: Physical Activity



Guideline #2

Nonwork screen time is limited to 30 minutes per 3-hour block of OST time.

What is screen time?

Screen time is any time your child (or you!) spend with a screen, including computer, gaming, phone, iPod, television, or video screens. Most screen time is not active time.

DID YOU KNOW? The average youth spends six to seven hours of per day on screen time. That's more than 40 hours per week!

Why does screen time matter?

Because children spend such a large part of their day on screen time, it cuts down the amount of time that they are spending being physically active. This means that children aren't getting the necessary amount of active time.

Too much screen time contributes to:

- Childhood obesity
- Poor grades
- Developmental delays
- Increased violent behavior

DID YOU KNOW? All youth should get a full hour of moderate to vigorous physical activity each day!

DID YOU KNOW? The American Academy of Pediatrics, an organization of children's doctors, says that children should have no more than two hours of screen time each day!

¹ Adapted from Nemours "Stay Active" handout; "What Out-of-School Providers Can Do to Promote Healthy Screen Time Habits"; "Stay Active Physical Activity Tips - 6 years and older"



Section 2: Physical Activity



Guideline #2

Nonwork screen time is limited to 30 minutes per 3-hour block of OST time.

TIPS FOR PARENTS/GUARDIANS

How do I cut down on my child's screen time?

Here are some important tips to help your kids reduce their screen time and increase their physical activity:

- Have children ask before using screens and set a maximum amount of time per day that they can use a screen (a “screen allowance”). Use a log, such as the one attached, to chart the amount of screen time your child has per day and create a goal to reduce it.
- Use screens together and for educational purposes, that way you control what your child sees.
- Make non-screen activities part of each day—go for a walk after dinner, read a book together before bed, play a board game, or have your child do homework in the kitchen while you cook dinner.
- Make sure that TVs, phone, and other screens are off during dinner.
- Do not allow children to have computers or TVs in their rooms.
- Put on the radio or a CD instead of the TV for background noise.
- Be a good role model—enjoy non-screen activities with your children and, when possible, don’t use screens around them. Make physical activity challenges for the whole family and set goals for reducing screen time and increasing physical activity.

What can my child do instead of screen-time activities?

- Do homework while you cook.
- Read a book, comic book, newspaper, or magazine alone or with you.
- Play a board game with you or friends.
- Write a letter to a family member who lives far away.
- Go for a walk after dinner.
- Cook a healthy dinner with you.
- Do arts and crafts with items from the recycling bin.
- Sing songs, dance, or put on a “talent show” for the family.

Section 2: Physical Activity



Guideline #2

Nonwork screen time is limited to 30 minutes per 3-hour block of OST time.

HERE IS A LOG TO TRACK SCREEN TIME EACH DAY!

Goal: *Limit screen time to 2 hours per day*

Name: Jane D.

Week of: 5/23/2011

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday	2 hours	1 hour		1 hour	4 hours
Tuesday	3 hours	1 ½ hours		1 hour	5 ½ hours
Wednesday	1 ½ hours	1 hour	2 ½ hours	½ hour	5 ½ hours
Thursday	4 hours			1 hour	5 hours
Friday	4 hours	1 hour			5 hours
Saturday	3 hours	2 hours	2 hours	1 hour	8 hours
Sunday	2 hours	1 hour	2 hours	2 hours	7 hours
					TOTAL: 40 hours

Jane D. has some work to do—she needs to cut down her screen time to two hours a day, at most! Her parents and OST providers can help her to reduce screen time by providing alternatives to screen time and being good role models by limiting their own screen time.



Additional resources available: find blank copies of the log for you to fill out in the Physical Activity Resources & Parent Handouts section.

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

How This Guideline Helps OST Youth

One goal of OST programs is to provide a physically and emotionally safe environment for youth, both after the school day and in the summer. Space and facilities for physical activity vary greatly among Philadelphia OST sites. Often as a result of limited safe play areas on-site or in the neighborhood, youth do not participate in physical activity. Programs can assess alternative resources on-site, or in the neighborhood, to provide a safe environment for enjoyable physical activity.

It is important for children to be in a safe and secure environment to learn. Children's brains are constantly growing and need security to develop their full potential. Research has shown that children are more resilient, emotionally capable of handling situations and less violent when they grow up feeling safe and secure.

OST programs may be able to utilize community and private recreation centers, parks, faith-based centers, and community gardens for physical activity. These resources offer youth lifelong links in their communities. Programs like Safe Routes to Schools have strategies for promoting and supporting safe walks to and from the program.

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

EMOTIONAL SAFETY

Youth feel emotionally safe when they feel valued, respected, and accepted. OST programs can create a climate that's based on trust and supportive peer-to-peer and staff-to-student relationships. If students do not feel emotionally safe they may not want to participate, and may even withdraw from program activities in fear they will be bullied or teased.

In an emotionally safe environment:

- No child is left out regardless of weight, gender, height, or physical ability.
- Bullying is not allowed or tolerated.
- There is open communication between students and staff.
- Everyone is treated fairly.



Additional resources available: see the "Safe Space Checklist" in the Physical Activity Resources & Parent Handouts section.

PHYSICAL SAFETY

Physical activity is fun, engaging, and exciting. It can also be dangerous if the proper steps and precautions are not in place to ensure that youth are safe while being physically active. Good planning and organization are the first step to physical safety.

Some things to consider in creating a physically safe environment for youth are:

- Facilities are clean, and meet local health and safety requirements.
- Equipment for active play is safe.
- All play equipment is in good working order and is kept clean.
- Unsafe areas should be fenced off from youth.
- Is there a plan in place for emergency situations?
- Is there enough adult supervision? (See staff to youth ratios.)

Pennsylvania Department of Public Welfare Staff to Youth Ratios

Grade	Staff-to-Student Ratios
K-3	1:12
4-12	1:15
High risk activities, e.g., swimming, field trips	1:8

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

PROGRAM CHECKLIST TO ENSURE PHYSICAL AND EMOTIONAL SAFETY

- ___ Staff supervises unstructured play, games, and activities.
- ___ Staff selects the right equipment for the size of youth.
- ___ Program eliminates games where children are targets.
- ___ Program documents all injuries and potential risks.
- ___ Any allergies and medical limitations are documented and respected.
- ___ All medicines should be easily accessible (e.g., inhalers, EpiPens).
- ___ Staff is trained in CPR and first aid.
- ___ A first aid kit is located on the premises at all times and checked weekly to ensure that it is fully stocked.
- ___ Make sure that children and staff wear the proper attire (e.g., sneakers and comfortable clothing).
- ___ Program has an emergency plan in place.
- ___ Program ensures that water is easily accessible.
- ___ Parent and caregiver contact information is always kept up to date.
- ___ Programs institute a zero tolerance policy for staff behaviors that put students at risk.
- ___ Staff should not be talking with friends or texting during out-of-school time; instead they should be fully engaged with the youth.
- ___ Programs and staff value the individuality of a child and respect their capabilities.
- ___ Physical activities should be age appropriate and contribute to the development of a child.
- ___ Staff and youth should not tease for any reason, including the abilities, differences, challenges, or body size of others.
- ___ Develop a culture of caring and teach youth to look out for each other.
- ___ Program follow the Pennsylvania Department of Public Welfare's Staff to Youth Ratio (see previous page).

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

Recreation in Your OST Community

Many Philadelphia OST sites don't have a safe or large enough space for youth to play. However, some sites can build relationships and develop agreements to use facilities near their programs. In recent years many schools and OST programs have collaborated with other community and recreation sites for this purpose.

GEOGRAPHIC INFORMATION SYSTEMS MAPS (GIS) CAN IDENTIFY RECREATION SITES FOR PHYSICAL ACTIVITY

GIS maps can help sites identify resources in the community. For example, resources may include a potential playground or school, farmers' market or community garden. An example of a GIS map is in the back of this toolkit. This toolkit includes a GIS map for your OST program and surrounding community.

GIS stands for geographic information systems. It's the software behind familiar applications like Google Earth and Google Maps and works hand in hand with Global Positioning Systems (GPS). GIS allows us to make maps from data layers. What data you put in determines how the resulting maps can be useful.

GIS can be helpful for understanding public health by allowing us to see what healthful resources—like community gardens and recreation centers—and unhealthful influences—like fast food restaurants and outdoor advertising—are in our communities. Kids have to travel from home to school to OST programs through our communities. Using GIS mapping, we can look at the routes children take, the stores they pass, and the places where they spend time in order to understand how the environment might influence their behavior. Ultimately, we can also use GIS to make informed decisions about how to design more healthful communities for our kids.

GIS can map any data that has a geographic location. For example, a list of schools with street addresses can be mapped using a process called geocoding. Aggregate U.S. census data of household composition, race/ethnicity, and income can be mapped by census tracts and other administrative units with thematic maps. Once data are in a GIS, they can be analyzed visually or statistically to calculate distances and identify spatial patterns. Residents who live in a community are the best people to review a GIS map to see if it is complete since GIS generally relies on administrative data that is not always complete or up-to-date.

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

USING GEOGRAPHIC INFORMATION MAPS (GIS)

Each OST Pilot site will receive a special GIS map showing your site, and nearby resources to link to for healthy food or play. Included are:

- › Food stores,
- › Healthy corner stores
- › Farmers' markets
- › Gardens
- › Recreation centers
- › Playgrounds
- › Police Athletic Leagues
- › Public and private schools
- › Libraries
- › Swimming pools
- › Parks

Take time to look at your map and see if there is a place you'd like to link to for education, or play. For example:

Gardens and Master Gardeners

If there is a community garden in your neighborhood, take a walk over and meet the gardeners. Most gardeners would love to speak to youth about the garden and why they garden. There may even be space for your youth to create and maintain a garden. If master gardeners are in the community garden, they may have to do gardening community service, which could be a good resource for your program.

Healthy Corner Stores in Philadelphia

Healthy corner stores are improving access to healthy food in their communities. Every corner store in the Philadelphia Healthy Corner Store Network has introduced at least four healthy products, such as fresh produce, low-fat dairy, and whole grain products.

These corner stores also help customers make healthy choices with colorful signage inside the store that provides easy-to-use nutrition information. Look for the Healthy Corner Store Network logo in the window of your corner store for healthy-eating options. If your site allows healthy outside food, your OST site staff and youth can suggest healthy foods for them to sell that would be permitted in your program. If your local corner store has not signed up this would be a great way to get them involved.

For a list of over 500 corner stores that are part of the Healthy Corner Store Network go to FoodFitPhilly.org

<http://foodfitphilly.org/eat-healthy/healthy-corner-stores/>

Farmers' Markets

The farmers' market season runs from May or June through October or November. If there is a farmers' market in your neighborhood, bring your youth over to get to know the farmers who grow food in Pennsylvania. They can learn about fresh fruits and vegetables, and when foods are in season. Most of these farmers markets accept SNAP (food stamps). This is a great way for youth to share healthy eating resources with their families. If kids have some extra money that they would have spent on chips and sugary drinks in corner stores, have them buy something to eat at the local farmers' market.

Recreation Centers, Pools and Playgrounds

Most OST sites probably know about these resources in the neighborhood, but the next step could be having a discussion with these sights about accessing these spaces for safe play. A permit or joint use agreement could expand opportunities for OST programs and youth.

Have your OST staff and youth study these maps; this gives them a bird's-eye view of healthy resources in their community.

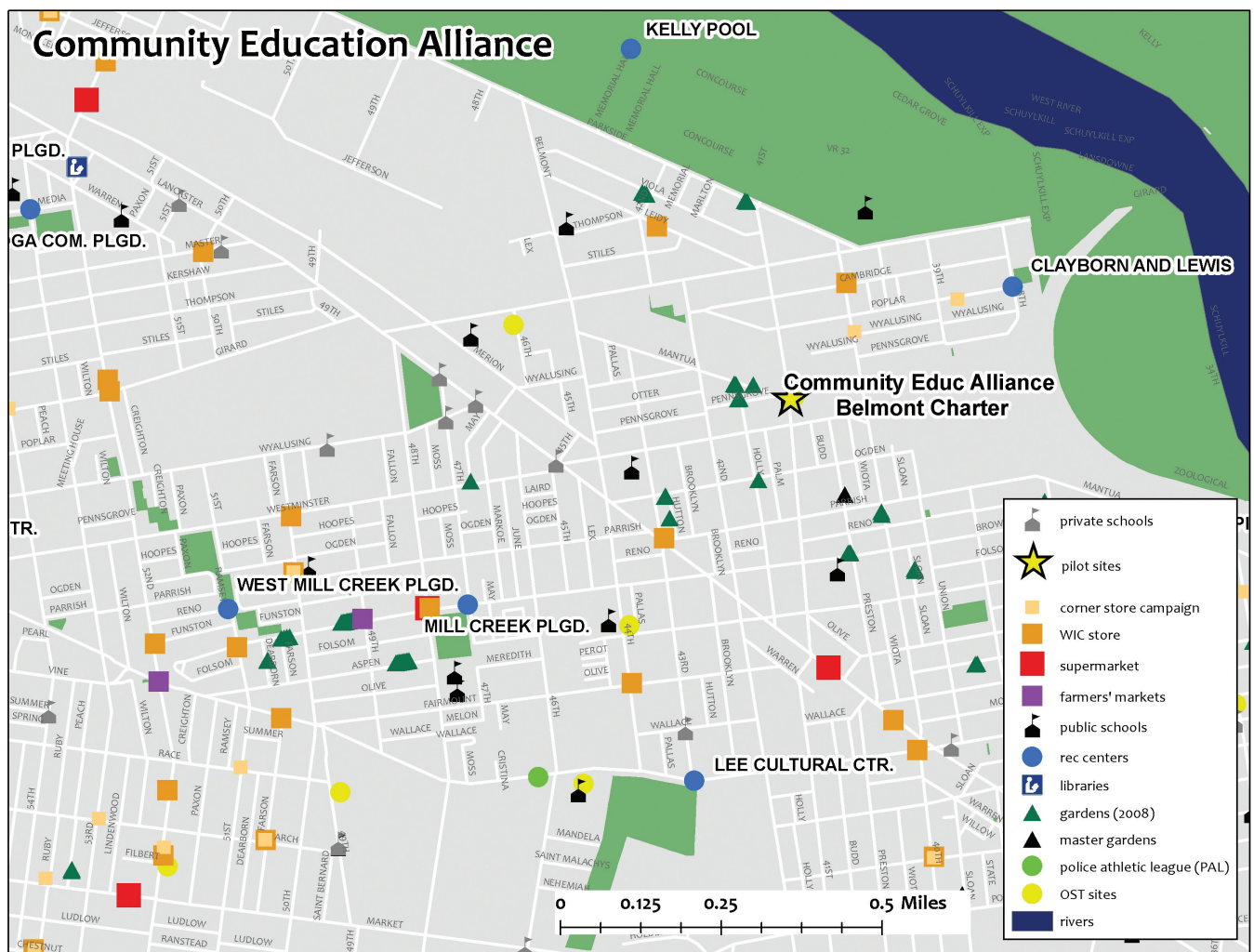
Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

EXAMPLE OF A GIS MAP



Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

JOINT USE AGREEMENTS

After identifying a site, you can approach the site director to negotiate for use of the site. Negotiations can include time for using the site, amount of space, liability, security, fees for regular use or to pay for security, equipment sharing, and maintenance. Joint use agreements are formal agreements that two separate entities can use to spell out shared use of a facility. A checklist and sample joint use agreement can be found in the back of this toolkit. This information is from National Policy and Legal Analysis Network to Prevent Childhood Obesity. Their website contains a lot of information on joint use agreements, including liability information particular to Pennsylvania. www.nplanonline.org

All OST sites must have liability insurance to cover any liability in case of injury. Sharing that document with neighborhood sites can alleviate a primary concern.

As the OST Healthy Living Guidelines are being piloted, we can try to assist your site in developing a relationship and joint use agreement with sites in your community. This helps us learn more about their use in Philadelphia and can help other sites use this strategy as the Healthy Living Guidelines are rolled out to all Department of Human Services sites.



Additional resources available: see handout in Physical Activity Resources & Parent Handouts section.

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

COLLABORATE WITH COMMUNITY PARTNERS THAT DELIVER HIGH-QUALITY PHYSICAL ACTIVITY PROGRAMS

Many Philadelphia programs offer instructors, training and resources for physical activity. Contact these programs to discuss ways your sites can use their services.

Philadelphia Youth Sports Collaborative

www.sp2.upenn.edu/ostrc/pysc/index.html

www.sp2.upenn.edu/ostrc/pysc/prog/index.html

The Philadelphia Youth Sports Collaborative (PYSC) is a pioneer in the country. It augments the impact of Philadelphia's extraordinary collection of independent, nonprofit organizations that use sports to benefit local children and youth, particularly those from under-resourced environments. Currently, PYSC is a collaborative of fourteen such groups that offer character-building and life skills training within the framework of healthful physical development. Collectively, these groups offer a full range of sports activities, including cycling, golf, ice hockey, lacrosse, martial arts, riding, running, soccer, squash, swimming and tennis.

By sharing ideas, combining resources, identifying common areas of need, and leveraging support, PYSC facilitates communication between these organizations and strengthens the positive impact they have on youth, families, and communities. The collaborative also provides resources to other agencies interested in promoting positive youth development through sports activities.

PYSC enjoys a partnership with the Wharton Sports Business Initiative (WSBI). Along with its extensive network of faculty, students, and facilities, WSBI brings a wealth of knowledge, research, and opportunity to PYSC. These resources help inform best practices and maximize overall impact.

Arthur Ashe Youth Tennis & Education

www.ashetennis.org

"The mission of Arthur Ashe Youth Tennis and Education is to create opportunities for a diverse cross-section of young people, especially those from low-income families and communities, to make positive choices in their lives, remain in and succeed in school, reject violence and other risky behaviors, and grow into active, responsible, and productive citizens. We work to achieve these goals through innovative tennis instruction, education, life skills, and leadership development programming in neighborhoods throughout the Philadelphia area and at the Arthur Ashe Youth Tennis and Education Center."

Black Women in Sport Foundation

www.blackwomeninsport.org

The Black Women in Sport Foundation is a nonprofit organization dedicated to increasing the involvement of black women and girls in all aspects of sport, including athletics, coaching, and administration. The foundation is resolute in facilitating the involvement of women of color in every aspect of sport in the United States and around the world, through the "hands-on" development and management of grassroots-level outreach programs.

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

Cadence Cycling Foundation

www.cadencefoundation.org

The Cadence Cycling Foundation helps Philadelphia youth **ages 9-18** discover all of the possibilities that the sport of cycling has to offer. CCF mentors and coaches help participants develop life skills, both on the road and in the classroom. Coaches and mentors provide the participants with the resources, guidance, and support to maintain these traits throughout their college preparation process.

Ed Snider Youth Hockey Foundation

www.esyhf.org

Snider Hockey is a cutting edge program that uses the sport of hockey coupled with a rigorous off-ice life skills curriculum and supplemental educational services to build character and academic skills for high-risk inner-city boys and girls from Philadelphia and Camden, New Jersey.

The foundation provides full equipment, ice time, and experienced coaching to more than 3,000 children, at no charge to them or their families.

International Student Athlete Academy

www.isaainc.com

The International Student Athlete Academy was founded in 1995 with the purpose of helping young athletes realize their true academic and athletic potential. The ISAA is based in Philadelphia and currently serves the Greater Delaware Valley community. They target services to junior high, high school, and junior college

athletes. The ISAA has grown significantly over the past ten years and now offers a full range of programs and services to benefit student athletes in our area.

LEAPS

www.leapslax.org

Fiscal Sponsor: Resources for Human Development

LEAPS' mission is to enrich the lives of youth through lacrosse and education, as well as instill the importance of a healthy and active lifestyle, all of which will, in turn, help them develop a positive worldview. LEAPS will show that with hard work on and off the field, anyone can be successful.

Philadelphia City Rowing

www.philadelphiacityrowing.org

Philadelphia City Rowing seeks to empower local public school students through the sport of rowing.

SquashSmarts

www.squashsmarts.org

SquashSmarts combines the sport of Squash with academic tutoring for underserved, urban youth in order to develop academic and athletic achievement. Founded in 2001, SquashSmarts is the third program nationwide to utilize squash as a vehicle for changing young people's lives.

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

Starfinder Foundation

www.starfinderfoundation.org

GOAL! Starfinder's soccer, educational, and personal development programs inspire young people from underserved communities to achieve success both on and off the field. Starfinder promotes youth leadership, a love of learning, the benefits of teamwork, and the rewards of commitment and responsibility.

Students Run Philly Style

www.studentsrunphilly.org

Students Run Philly Style is the only program in Philadelphia that offers marathon training to help youth succeed in life. They connect students with adult mentors who help them accomplish goals beyond their dreams, including the completion of a marathon. Since 2004, Students Run Philly Style has served over 2,500 students, **ages 12-18**, from neighborhoods across Philadelphia. Through the leadership of over 200 adult mentors, called Running Leaders, over 50 schools, recreation centers, and community leaders will host Students Run Philly Style teams this year. Students train side-by-side with their mentors three days a week from March to November. Along the way, they complete eight road races, and engage in leadership and character development.

The First Tee

John MacDonald, Executive Director

www.thefirstteephiladelphia.org

The First Tee's mission is to impact the lives of young people by providing learning facilities and educational programs that promote character development and life-enhancing values through the game of golf.

Work to Ride

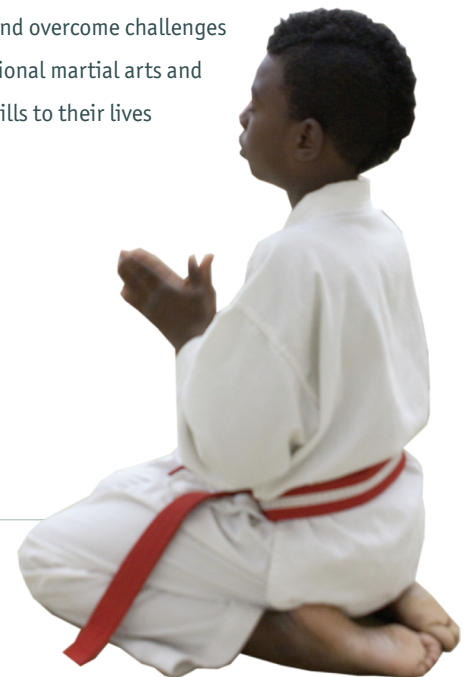
www.worktoride.net

Created in 1994 by Lezlie Hiner, Work to Ride is a nonprofit, providing disadvantaged urban youth from Philadelphia with constructive activities centered on horsemanship, equine sports, and education. Located in Fairmount Park, the setting provides a unique opportunity to bring youth **ages 7-19** in contact with animals and nature. While most participants are trained in several sports, polo has proven to be the perennial favorite of Work to Ride youth.

Zhang Sah Martial Arts

www.zhangsah.org

Zhang Sah is a nonprofit organization serving the Philadelphia County since 1998. They provide innovative programming that combines education, positive youth development, martial arts, and fitness to help individuals become both physically and mentally progressive and perfect their character. They deliver programs and classes that support and empower individuals as they develop skills to confront and overcome challenges through the study of traditional martial arts and learn to apply these new skills to their lives outside of Zhang Sah.



Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

After School Activities Partnerships

www.phillyasap.org

After School Activities Partnerships provides recreational opportunities for children in **grades K-12**, promoting skill-building, teamwork, and fun. ASAP recruits, screens, and trains volunteer activity leaders as well as OST staff to lead after-school enrichment activities (chess, Scrabble, debate, drama) at local schools, libraries, community and recreation centers, and other out-of-school time programs.

Playworks

www.playworks.org

Playworks hires and trains recess coaches. They serve low-income elementary schools by helping to organize their recess periods into safe, inclusive places where students can have fun and transition back to the classroom ready to learn. They also provide physical activity periods called class game time where we reinforce concepts we want to see on the playground like game rules, boundaries and conflict resolution skills.

Playworks' direct service model works specifically with elementary-aged students at schools where at least half of the total school population applies for free or reduced lunch. Our training model works with any organization looking to improve the skills of their youth developers or school support staff. In addition, we also do trainings as part of individual organization's team building requirements.

Playworks works in OST by providing both before-school and after-school programming, and extracurricular, developmental sports leagues.

Safe Routes Philly

www.saferoutesphilly.org

Safe Routes Philly promotes biking and walking as fun, healthy forms of transportation in Philadelphia elementary schools. We provide pedestrian and bicycle safety programming and support for elementary schools in Philadelphia. The Safe Routes Philly program introduces walking and cycling as fun, healthy, and environmentally friendly activities. In addition to walking and riding safely, students learn to view the bicycle and their feet as good means of recreation, exercise, and transportation. Encouraging students to bicycle and walk more addresses issues of active living, obesity, and diabetes, and environmental health.

A Safe Routes Philly youth educator teaches a 45-60 minute in-class lesson to any private, parochial, independent, or charter school, as well as various after-school and summer programs in Philadelphia County.

Creative Kids Club

www.creativekidsclub.net

Creative Kids Club's mission is to provide recreational and educational events, activities, and workshops that empower our families and youth, to strengthen and enhance personal growth, education, self-sufficiency, and leadership. One of the fun and exciting programs that Creative Kids has to offer is HoopStarz, a hula hoop dance troupe.

*There is a \$25 membership fee to participate in Creative Kids Club activities.

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

Urban Blazers

<http://www.urbanblazers.org/>

Founded in 2005, Urban Blazers' mission is to encourage youth to become responsible for their own development in education and leadership. Hands-on and outdoor activities such as rock climbing, hiking, camping, canoeing and skiing are used to engage youth and improve their social and leadership skills. Since its creation, Urban Blazers have served over 700 Philadelphia youths.

Urban Blazers offers a recommended approach as an alternative to traditional punitive discipline styles and conflict mediation strategy.

International Institute for Restorative Practices

<http://www.iirp.edu/whatisrp.php>

Restorative practices is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. Here are the three principles of fair process:

- › Engagement—involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- › Explanation—explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- › Expectation clarity—making sure that everyone clearly understands a decision and what is expected of them in the future

Adapted from Regional Traveling Services Directory 2011 Out-of-School Time Resource Center (OSTRC), <http://www.sp2.upenn.edu/ostrc/resources/documents/Spring2011TravelingServicesDirectory.pdf>

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

OTHER LOCAL COMMUNITY PARTNERS FOR PHYSICAL ACTIVITY

Sports Clubs and Fitness Centers

- **Philadelphia Kids Club**
www.kidson12th.com/
- **Philadelphia Sports Clubs**
www.mysportsclubs.com/clubsched/pscclubs.htm?WT.ac=PSC_Home_AllClubs_List
- **University City Swim Club**
www.ucswimc.org/
- **Fox Chase Swim Club**
www.foxchaseswimclub.com/
- **Lombard Swim Club**
www.lombardswimclub.com/
- **Aquatic and Fitness Center**
www.afcfitness.com/
- **Salvation Army Kroc Center of Philadelphia**
www.use.salvationarmy.org/use/www_use_PhiladelphiaKroc.nsf/vw-text-dynamic-arrays/8724C7533B07E7058525779A00635C26?openDocument
- **City of Philadelphia Pools**
www.phila.gov/recreation/sports/Pool_Locations.html
- **Attitude Tennis Training of Philadelphia**
www.attitudetennis.com/
- **United States Tennis Association**
www.usta.com/schools
www.10andunderTennis.com
Training, equipment assistance, grants, curriculum, staff support, no courts required
- **The Rock School for Dance Education**
www.therockschool.org/
- **Rennie Harris Puremovement**
www.rhpm.org/
- **Koresh Dance Company – Kids Dance**
www.koreshdance.org/outreach_kidsdance.php
- **Yoga Child**
www.yogachild.net/
- **The Yoga Garden**
www.yogagardennarberth.com/
- **Yoga Unites**
www.yogaunites.org
- **City of Philadelphia Recreation Centers (by district)**
www.phila.gov/recreation/facilities/Facilities_by_Distri.html
- **City of Philadelphia Parks-list of neighborhood parks**
www.phila.gov/recreation/parks/Neighborhood_Parks_.html

Section 2: Physical Activity



Guideline #3

OST program provides a safe environment for play and physical activity.

- **City of Philadelphia, Sports and Athletic Programs and Contacts**
www.phila.gov/recreation/sports/Sports_And_Athletics.html
- **City of Philadelphia Department of Recreation Permits**
<http://www.phila.gov/recreation/Permits.html>

College and university sports teams, college facilities

- Local public, private or charter school facilities

Professional Sports Teams

- **Philadelphia Eagles Equipment Program Donation**
<http://philadelphiaeagles.com/community/equipment-donation.html>
- **Eagles Book Mobile Youth Literacy Project**
<http://philadelphiaeagles.com/community/eagles-youth-partnership/literacy.html>
- **Eagles Playground Build**
<http://philadelphiaeagles.com/community/eagles-youth-partnership/playground-build.html>
- **Phillies Reading Program**
http://philadelphia.phillies.mlb.com/phi/community/phanatic_reading.jsp

- **Phillies baseball in community projects**
http://philadelphia.phillies.mlb.com/phi/community/baseball_softball.jsp
http://philadelphia.phillies.mlb.com/phi/community/jr_rbi_league.jsp
<http://philadelphia.phillies.mlb.com/phi/community/rbi.jsp>
- **Philadelphia 76ers: tickets – Community Assist programs**
www.nba.com/sixers/community/community_assists.html
- **Philadelphia 76ers Fit for Fun**
www.nba.com/sixers/fit/index.html

Police Athletic League of Philadelphia

www.phillypal.com/

YMCA of Philadelphia & Vicinity

www.philaymca.org/

Christian Street: www.philaymca.org/branches/christian-street

Columbia North: www.philaymca.org/branches/columbia-north

Northeast: www.philaymca.org/branches/northeast

Roxborough: www.philaymca.org/branches/roxborough

West Philadelphia: www.philaymca.org/branches/west-philadelphia

Section 2: Physical Activity



Guideline #4 OST program provides equitable opportunities for all youth to participate in quality sport and fitness programs.

How This Guideline Helps OST Youth

Program can support activities that promote physical activity and health for all children, including those with physical and mental impairment, to foster a lifelong enjoyment of activity. When children are encouraged and supported in their physical activity, they are more likely to enjoy those experiences and continue to engage effectively in physical activity. It is vital that children are given positive exposure to physical activity in order to ensure lifelong healthy habits. This means that denial of physical activity should never be used as a behavioral management strategy—in fact, physical activity can act as an outlet for emotional stress and has been shown to increase mental functioning and academic achievement. OST programs also have the opportunity to show children of all abilities that there are productive ways to stay physically active.

TIPS FOR OST PROGRAMS TO PROMOTE YOUTH ENJOYMENT OF PHYSICAL ACTIVITY

- Give positive feedback: “Nice job,” “great try,” or “good effort” *instead of* singling a child out for negative behavior.
- Encourage youth to understand their abilities and support and help each other *instead of* allowing staff or other children to tease children about weight or physical ability.
- Find other activities that youth will enjoy and encourage them to try even if they aren’t “good at it” *instead of* letting them sit on the sidelines.
- Help youth discover activities they enjoy, *when* they say they don’t want to participate.
- Reinforce positive behavior and achievement with physical activity *instead of* not letting youth participate as a punishment.
- Let youth choose activities as an incentive *instead of* choosing it for them.
- *Share these strategies with parents and caregivers to reinforce at home.*

Section 2: Physical Activity



Guideline #4 OST program provides equitable opportunities for all youth to participate in quality sport and fitness programs.

ADAPTIVE STRATEGIES AND EQUIPMENT¹

As an OST provider, it is important to remember that youth come from a variety of different backgrounds and physical abilities. Some differences that may impact participation include:

- Behavioral and emotional (e.g., ADHD, autism)
- Learning (e.g., auditory and visual processing disorders)
- Physical (e.g., cerebral palsy, visual impairments)
- Health (e.g., asthma, obesity)

Students often know what physical activities they can participate in and will enjoy. Therefore it is important to engage all students in determining what physical activity would be best for their abilities. Understanding students' abilities and their unique disabilities and cultures can be facilitated by working directly with parents.

It's important to remember that some students may need medications, such as an asthma inhaler, during or after physical activities. Check with parents!

Once you have determined the unique needs of the children that you work with, implement activities that meet their unique needs and are enjoyable. Here are some examples of strategies used to address each type of disability:

Behavioral and emotional

- Provide clear, additional instructional (spoken, written, and otherwise) reminders
- Shorten activity length to keep children's attention

Learning

- Provide written and spoken directions
- Demonstrate using visual cues

Physical

- Give students with visual impairment pre-orientation to the space
- Adjust space, length of activity, and physicality according to needs

Health

- Allow breaks
- Use smaller playing field

¹ Adapted from California After School Resource Center Physical Activity Guideline 8.

Section 2: Physical Activity



Guideline #4 OST program provides equitable opportunities for all youth to participate in quality sport and fitness programs.

Example	Potential Issues	Inclusion Ideas
Attention Deficit Hyperactivity Disorder (ADHD)	Hard time paying attention; fidgety; hard time staying on-task; trouble controlling impulses	<ul style="list-style-type: none"> Provide additional reminders about instructions for activities. Give praise for what the student has accomplished instead of focusing on what wasn't completed. Offer activities of shorter lengths, and change activities to match the student's attention span.
Autism	Limited communication skills; may react strongly to touch, noise, or lights; prefers to play alone	<ul style="list-style-type: none"> Give clear directions and ask the student to do one or two things at a time. Give directions in a format that the student can process. For example, a student may respond better to picture directions than verbal directions. Each student with autism is different. Learn about triggers that upset them, and try to avoid them or help the student prepare for them. Involve the child in group activities using a gradual process.
Auditory and visual processing disorders	Difficulty processing verbal instructions; difficulty processing where one object is in relation to another; difficulty interpreting visual cues, such as signs, colors, and boundaries	<ul style="list-style-type: none"> Provide directions in a form that the child can process, such as written directions for a child that has trouble processing auditory directions. Demonstrate how to understand and use visual cues, such as boundaries and hand symbols for games. Be patient and supportive if the student needs extra time to process directions. Ask other students to be patient as well.
Cerebral palsy	Difficulty walking; may require wheelchair or cane; difficulty talking; uncontrollable muscle contractions	<ul style="list-style-type: none"> Choose environments carefully, so that if a child falls there is the smallest risk of injury. Adjust intensity, distance, and duration to tolerance.

Section 2: Physical Activity



Guideline #4 OST program provides equitable opportunities for all youth to participate in quality sport and fitness programs.

Example

Potential Issues

Inclusion Ideas

Visual impairments

Trouble getting around; trouble understanding the physical environment; cannot process visual cues

- ▶ Give the child a pre-orientation to the activity and environment. For example, allow the student to walk the distance between the starting and stopping point of an activity.
- ▶ Provide tactile clues. For example, add cones to mark boundaries, and allow the child to feel the cones.
- ▶ For students with low-vision, provide bright cues, such as fluorescent tape.
- ▶ Use equipment that makes noise.
- ▶ Partner child with a sighted student. Ask all students to pick partners.

Asthma

Trouble breathing during physical activity; trouble breathing due to certain allergens, such as grass or pollen; possible need for inhaler before, during, or after physical activity

- ▶ If a student uses an inhaler, always keep it close by during physical activity.
- ▶ Offer indoor physical activity, if a child's asthma is worse outdoors due to allergens.
- ▶ Tell students it's ok to take a break, and encourage them to rejoin the group when their breathing improves.
- ▶ Use a smaller play area if a child cannot run long distances due to asthma.

Obesity

Trouble moving for longer periods of time; trouble doing certain physical movements, such as hopping or bending

- ▶ Offer lower-intensity options, such as walking briskly instead of running.
- ▶ Provide a smaller play area if a student has trouble covering a large area.
- ▶ Make it okay to take short breaks, and still encourage participation.
- ▶ Consider equipment modifications for the whole group. Use rope loops to make larger hoops.



Section

2

Physical Activity Resources & Parent Handouts



Why Is Physical Activity Important?

The U.S. Department of Health and Human Services' Physical Activity Guideline for Children and Adolescents recommends that youth get 60 minutes of moderate to vigorous physical activity per day.

WHY IS PHYSICAL ACTIVITY IMPORTANT FOR MY CHILD?

Physical activity has been shown to benefit children's health, growth, and development. Physical activity:

- Helps maintain a healthy weight
- Strengthens the heart, lungs, muscles, and bones
- Reduces the risk of heart disease, high blood pressure, diabetes, and types of cancer
- Relieves stress
- Increases self-esteem and confidence
- Helps youth build social skills such as sharing, communication, and conflict resolution skills
- Improves ability good setting and decision making

WHAT IS THE CONNECTION BETWEEN PHYSICAL ACTIVITY AND ACADEMICS?

Physical activity not only improves your child's health but it may improve their learning and test scores. Regular exercise breaks can stimulate their brain activity and help them stay alert, focused, and concentrate better in school.

Ways for children to be more physically active at home

- Turn on the radio and let them dance around the house.
- Let them help you clean the house. Not only will they learn some life skills but they will also be physically active.
- Take daily after dinner walks.
- Walk up and down the stairs in your house or apartment.
- Put on an exercise video and get a good workout.
- Plan family fun fitness days.
- Enroll them in a sport program. There are many free or low cost programs in the city. For more information visit <http://www.phila.gov/recreation/> or call 215-683-3600.



PALA+

activity+nutrition



www.presidentschallenge.org

Participant Name _____ Age _____ Date Started _____

Group ID (if applicable) _____ Date Completed _____

Week 1	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		
	Healthy Eating—Select a goal for this week. 		

Week 2	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		
	Healthy Eating—Circle and continue with last week's goal, and add a new goal. 		

Week 3	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		
	Healthy Eating—Circle and continue with previous goals, and add a new goal. 		

Week 4	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		
	Healthy Eating—Circle and continue with previous goals, and add a new goal. 		

Week 5	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		
	Healthy Eating—Circle and continue with previous goals, and add a new goal. 		

Week 6	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		
	Healthy Eating—Circle and continue with previous goals, and add a new goal. 		

Healthy Eating Goals

- I made half my plate fruits and vegetables
- At least half of the grains that I ate were whole grains
- I chose fat-free or low fat (1%) milk, yogurt, or cheese
- I drank water instead of sugary drinks
- I chose lean sources of protein
- I compared sodium in foods like soup and frozen meals and chose foods with less sodium
- I ate seafood
- I ate smaller portions

INSTRUCTIONS: **Online:** Create an online account at www.presidentschallenge.org. Participate as an individual or join a group (ID at the top of page if applicable). Once you achieve PALA, you're eligible to receive a certificate! **Paper:** Use this hard copy log to track your progress. Once completed, report your accomplishment and receive your certificate at www.presidentschallenge.org! Or, if part of a group, make sure to return it to your group administrator to get recognized.

Two by Two's Fitness Worksheet

Directions: Find a partner and complete one of the following tasks. Sign each other's sheet and find new partner to complete another task. Continue finding new partners and completing one task until the allocated time is completed. I will be watching proper form and cooperation.

Name: _____

Grade: _____

- 1) You and somebody do 5 push-ups:
- 2) You and somebody do 10 right arm curls:
- 3) You and somebody do 5 crunches:
- 4) You and somebody high ten each other:
- 5) You and somebody do 10 left arm curls:
- 6) You and somebody do a 30 second dance:
- 7) You and somebody do 5 neck rolls:
- 8) You and somebody touch your toes for 5 seconds:
- 9) You and somebody do 10 squats for 10 seconds:
- 10) You and somebody walk the perimeter of the room:

Activity: Wiggles

Grade Level: K-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Jog in place while doing the following activities.
2. On teacher's signal, the students begin to wiggle their fingers.
3. Then their fingers and wrists.
4. Then their fingers, wrists, and forearms.
5. Then their fingers, wrists, forearms, and elbows.
6. Then their fingers, wrists, forearms, elbows, and shoulders.
7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees, and head.

Variations:

1. Start from toes and work your way up (toes, knees, hips, etc.).
2. Repeat activity without jogging as cool down.

Activity: True or False

Grade Level: 6th - 8th

Subject Area: Health

North Carolina Standard Course of Study Objective Number(s):

6th grade: 8.04 Identify the critical aspects of a healthy lifestyle; 7th grade: 8.04 Demonstrate the importance and value of regular physical activity; 8th grade: 5.01 Provide examples of the role of the Dietary Guidelines for Americans in promoting health; 8.01 Monitor and evaluate the benefits of various physical activities.

Formation: Standing at desk

Equipment: None

Rules/Directions:

1. Teacher calls out a series of statements such as:
 - a. Your heart is a muscle. (True)
 - b. White bread is more nutritious than whole wheat bread. (False)
 - c. Exercise makes your heart stronger. (True)
 - d. The main function of the heart is to supply oxygen to your body. (True)
 - e. Milk really does not give you strong bones. (False)
 - f. You should be eating 5 cups of fruit and vegetables every day. (True)
 - g. Blood does not transport the oxygen from the heart to other parts of the body. (False)
 - h. The main sources of protein are meat, fish, and beans. (True)
 - i. You have muscles that move even when you don't think to tell them to. (True)
 - j. Beans are good for your heart. (Ha ha)
2. Students respond to each of these statements by sitting at their desk if the answer is false and standing and running in place if the answer is true for at least 15 seconds.
3. Teacher can have student make larger movements for true or false statements such as jog in place for true statements and squatting low for false statements.

Variations:

1. Can be adapted for all subject areas.
2. Teacher can choose different movements from the movement bank.
3. Have a brief discussion as to why each statement was true or false.

Activity: Shipwreck

Group Size: 6-60

Length of Activity: 5-45 minutes

Developmental Goal: To increase listening skills, endurance and awareness.

Skills Practiced: Running, balancing, physical awareness, memory, verbal and nonverbal communication, co-operation, evasion, and nautical terms

Equipment Needed: A large rectangle with a center line (a basketball court works).

Set-Up: Have the students line up on a marked line in the middle of the playing area.

Before You Start: Teach students the commands. Start with a few and increase the number of commands you use as students are able to remember them.

How to Play:

The leader explains that s/he is the captain of the boat/ship and is going to give commands to the students/crew to perform a specific movement or sound. Explain that the crew is sailing treacherous seas and need to work together and follow the captain's commands to survive. If crew members do not follow the commands correctly or is the last to follow the command they must go sit in the "brig" or break-room. Explain the playing area and designate which end is the "bow" of the ship and which end is the "stern." The goal is to be the last crew member standing.

Commands:

Roll call: The crew must line up at the mid-line of the playing area, feet together, toes on the line, salute and say "aye-aye captain!"
The crew may not lower their salute until the captain says "at ease."

Crow's nest: Crew acts as if they're climbing up a ladder to the crow's nest, the top of the main mast, an area at the highest point of the ship to lookout.

Swab the deck: Crew acts like they're mopping the deck.

Shark attack: The captain becomes a shark and tries to tag the crew. Those tagged go to the "brig".

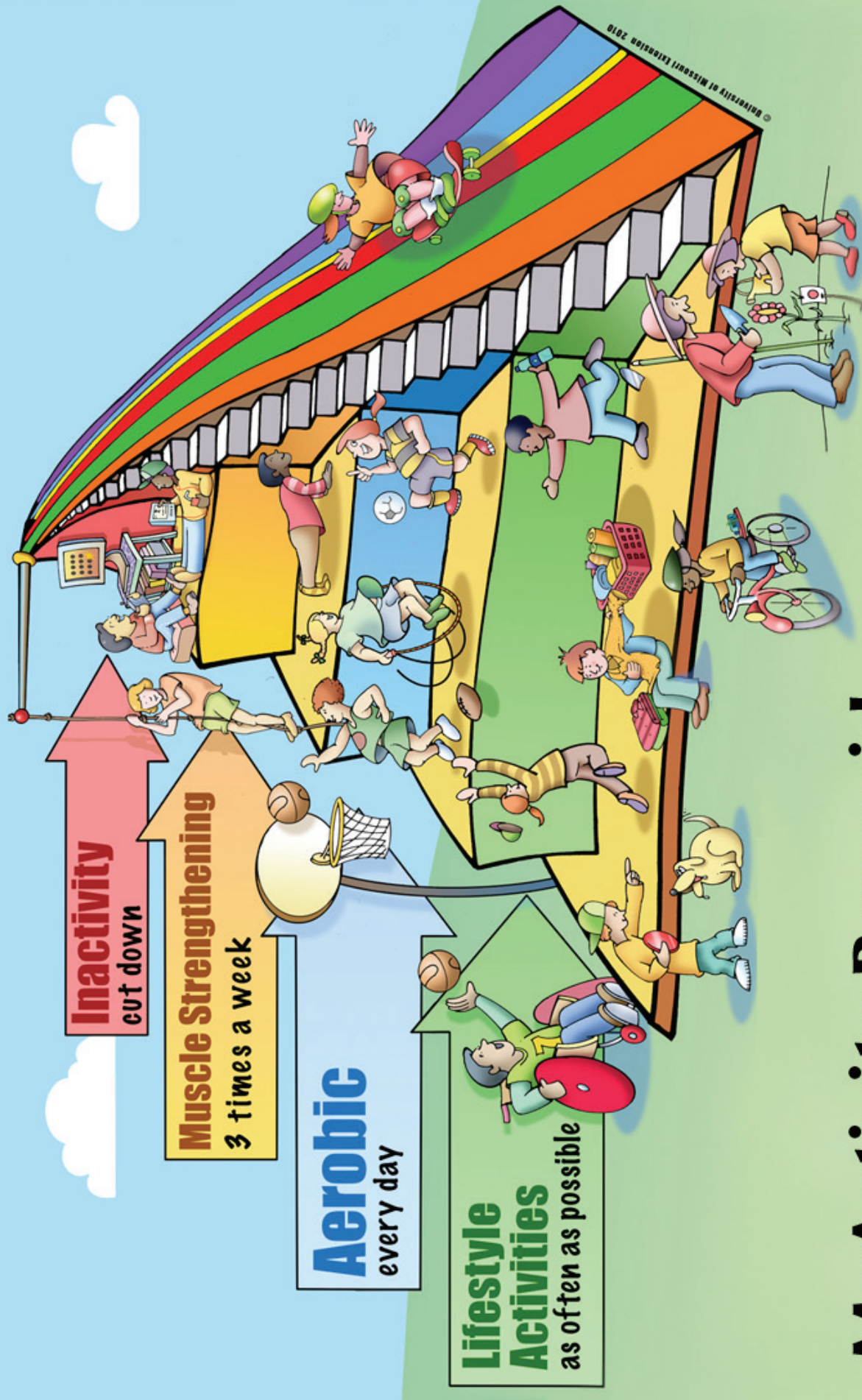
Break time: Active crew members can run to the "brig" and tag as many people as possible. Those that are tagged can come back in and play again. Make sure everyone gets let out of the "brig" during break time.

Sailor overboard: Crew pairs up and decides which one gets on their hands and knees and which one stands and places a foot gently on the other's back while acting like they're using a spyglass to find the sailor in the water.

Drop anchor: Crew lies on their backs with legs up and acts like an anchor. Pirates Crew closes one eye, puts up a hook finger, hobbles around like they have a peg-leg and say "Aaargh!"

Row to Shore: Crew gets in lines of 4; students act as if they are rowing to safety, while singing "Row, Row, Row Your Boat".

Light House: Crew gets into pairs and must hold right palms together. They start turning in a circle and make the sound of the light house. "boop, boop"

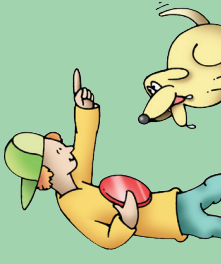





MyActivity Pyramid

Be physically active at least 60 minutes, up to several hours every day.

MyActivity Pyramid

Be physically active 60 minutes, up to several hours every day.
Use these suggestions to help meet your goal:

Lifestyle Activities	Aerobic	Muscle Strengthening	Inactivity
<p>As often as possible</p> <ul style="list-style-type: none"> • Play outside • Help with chores • Take the stairs • Pick up toys • Walk 	<p>Every day</p> <ul style="list-style-type: none"> • Dance • Skateboard • Tag • Ride your bike • Martial arts, like karate • Sports <ul style="list-style-type: none"> ◦ Ice or field hockey ◦ Basketball ◦ Swimming ◦ Tennis ◦ Soccer 	<p>3 times a week</p> <ul style="list-style-type: none"> • Tug-of-war • Rope climb • Pull-ups • Sit-ups • Push-ups <p>Muscle-strengthening exercises help your bones get stronger so you can run and play.</p> 	<p>Cut down</p> <ul style="list-style-type: none"> • Screen time (TV, computer, video games*) • Sitting longer than 60 minutes <p>Instead of watching sports on TV, go outside and play a sport!</p>  <p>* Video games that require physical activity may count toward your 60 minutes.</p>

Find your balance between food and fun:

- Move more. Aim for at least 60 minutes every day.
- Walk, dance, bike, rollerblade – it all counts. How great is that!

This publication is adapted from the USDA's MyPyramid and the 2008 Physical Activity Guidelines for Americans, chapter 3. Funded in part by USDA SNAP. Running out of money for food? Contact your local food stamp office or go online to dss.mo.gov/fds/istamp. For more information, call MU Extension's Show Me Nutrition line at 1-888-515-0016.

Screen Time

What is screen time?

Screen time is any time your child (or you!) spend with a screen, including computer, gaming, phone, iPod, television, or video screens. Most screen time is sedentary.

DID YOU KNOW? The average youth spends six to seven hours per day on screen time. That's more than 40 hours per week!

Why does screen time matter?

Because children spend such a large part of their day on screen time, it cuts down the amount of time that they are spending being physically active. This means that children aren't getting the necessary amount of active time. Too much screen time contributes to childhood obesity, poor grades, developmental delays, and increased violent behavior, whereas reducing screen time can help youth be active and healthy.

DID YOU KNOW? All youth should get a full hour of moderate to vigorous physical activity each day!

DID YOU KNOW? The American Academy of Pediatrics, an organization of children's doctors, says that children should have no more than two hours of screen time each day!

¹ Adapted from Nemours "Stay Active" handout; "What Out-of-School Providers Can Do to Promote Healthy Screen Time Habits"; "Stay Active Physical Activity Tips - 6 years and older"



HERE IS A LOG TO HELP YOU AND YOUR CHILD TRACK SCREEN TIME EACH DAY!

Name: _____ Week of: _____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Name: _____ Week of: _____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

SAFE SPACE CHECKLIST

Name of OST site: _____ Date of Review: _____

Location: _____ Reviewed by (initials): _____

Use this checklist *quarterly* to evaluate the safety in your OST site. If something in your site is not up to standard, use this checklist to develop an improvement plan to correct the issue.

Sport areas

Basketball Courts

Yes No

- 1) Does the court have the proper lighting?
- 2) Are safety rules/ regulations posted?
- 3) Is activity area free of hazards and debris?
- 4) Is the emergency exit of the facility clearly marked?
- 5) Is there a first aid kit on the premise?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Improvement Action Plan: _____

Tennis Courts

Yes No

- 1) Is there adequate lightening?
- 2) Is the surface clean, smooth and hazard free?
- 3) Has the court been well maintained?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Improvement Action Plan: _____

Soccer Field

Yes No

- 1) Are the yard and zone lines visible?
- 2) Is the playing field leveled and free of hazards/debris?
- 3) Has the playing surface been adequately maintained (i.e. watered, mowed and weeded)?
- 4) Is the field well lit?
- 5) Is there a first aid kit located near the field?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Improvement Action Plan: _____

Sport areas (continued)

Baseball/ Softball Field

Yes

No

- 1) Has the playing surface been adequately maintained (i.e., watered, mowed, and weeded)?
- 2) Is there a first aid kit located near the field?
- 3) Is the baseball diamond groomed, leveled, and free of hazards (i.e., holes, and rocks)?
- 4) Are bases secured?
- 5) Does the diamond have a backstop behind home plate?

☐☐☐☐☐☐☐☐☐☐

Comments: _____

Improvement Action Plan: _____

Hockey

Yes

No

- 1) Are safety rules/ regulations posted?
- 2) Is the ice area free from hazards and debris?
- 3) Are doors to ice area properly closed?
- 4) Is a first aid kit located on premise?
- 5) Is there proper lighting and ventilation?

☐☐☐☐☐☐☐☐☐☐

Comments: _____

Improvement Action Plan: _____

Football

Yes

No

- 1) Are goals post properly padded?
- 2) Is the field free from hazards/debris and does the surface provide adequate footing?
- 3) Are the out-of-bound areas properly marked?
- 4) Is there a first aid kit nearby?

☐☐☐☐☐☐☐☐

Comments: _____

Improvement Action Plan: _____

Gym

Indoor/Outdoor

Yes

No

1.) Is the floor surface smooth and free from cracks and holes?

☐☐

2.) Is the gym floor clean and free of hazards?

☐☐

3.) Is the gym well-lit?

☐☐

4.) Are safety signs posted?

☐☐

Comments: _____

Improvement Action Plan: _____

Swimming pool

Indoor/Outdoor

Yes

No

1.) Are there lifeguards present?

☐☐

2.) If not, are there other safety measures in place?

☐☐

3.) Are there pool rules posted?

☐☐

4.) Is safety and first aid equipment easily accessible?

☐☐

5.) Is there an accessible and visible phone for calling EMS?

☐☐

Comments: _____

Improvement Action Plan: _____

Classroom

Yes

No

1.) Is the floor free from debris?

☐☐

2.) Have chairs and desks been moved out the way?

☐☐

3.) Is there a first aid kit nearby?

☐☐

Comments: _____

Improvement Action Plan: _____

Outdoor recreation

Playground

Yes

No

- 1.) Is the playground are free of litter or dangerous debris?
- 2.) Is the equipment free of damage?
- 3.) Is equipment not missing any parts?
- 4.) Is the playground equipment free of any protruding bolts, screws, nails or fixtures?

☐☐☐☐☐☐☐☐

Comments: _____

Improvement Action Plan: _____

Parks

Yes

No

- 1.) Is the park clean and free of litter, debris, and graffiti?
- 2.) Does the park equipment (i.e., benches, grills, playgrounds) seemed to be well maintained?
- 3.) Are park rules and regulations posted?

☐☐☐☐☐☐

Comments: _____

Improvement Action Plan: _____

Track

Yes

No

- 1.) Are boundaries clearly marked?
- 2.) Is track free of hazards/debris and traffic?
- 3.) Is track surface leveled and does it provide adequate footing?
- 4.) If there an emergency action plan in place to handle accidents?

☐☐☐☐☐☐☐☐

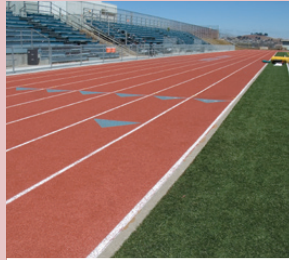
Comments: _____

Improvement Action Plan: _____

For more detail information about playground and recreation safety please visit the United States Department of Education's website

http://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/appendix_e.pdf or United States Consumer Product Safety Commission's

Public Playground Safety Handbook found at www.cpsc.gov/cpscpub/pubs/325.pdf



A joint use agreement is a formal agreement between two separate government entities—often a school district and a city or county—setting forth the terms and conditions for the shared use of public property or facilities.

What Is a Joint Use Agreement?

A Fact Sheet for Parents, Students, and Community Members

Many communities lack safe, adequate places for children and their families to exercise and play. Schools might have a variety of recreational facilities—gymnasiums, playgrounds, fields, courts, tracks—but many districts close their property to the public after school hours because of concerns about costs, vandalism, security, maintenance, and liability in the event of injury.

Most states currently have laws that encourage or even require schools to open their facilities to the community for recreation or other civic uses.¹ Nonetheless, school officials may be reluctant to do so, cautious about the expense in times of increasingly tight budgets.

The good news is that city, county, and town governments can partner with school districts through what are known as joint use agreements to address these concerns.

A joint use agreement is a formal agreement between two separate government entities—often a school district and a city or county—setting forth the terms and conditions for the shared use of public property.

In San Francisco, for instance, the city and school district used a joint use agreement to open school playgrounds to the community on weekends. In Seattle, the city and school district implemented a more complex joint use agreement to centralize the scheduling of all school and city recreation facilities, making them more accessible and easier to reserve. In some communities, schools and cities have partnered to build new recreational facilities for schools and neighborhoods.

Joint use agreements allow school districts to share with local government the costs and responsibilities incurred by opening their facilities. Subject to overriding state and local laws, the agreements can allocate to local government some or all of the responsibility for costs, security, supervision, maintenance, repairs, and potential liability.

With thoughtful planning, joint use agreements can play an important role in increasing recreational opportunities for children and their families. Parents and community members can get involved by urging school officials (including school board members) and city or county officials to pursue a joint use agreement that would make school facilities more widely accessible.



Photos by Lydia Daniller

Visit www.nplan.org to download other NPLAN products on joint use agreements.

Model agreements for four different types of joint use:

1. *Opening Outdoor School Facilities for Use During Non-School Hours*
2. *Opening Indoor and Outdoor School Facilities for Use During Non-School Hours*
3. *Opening School Facilities for Use During Non-School Hours and Authorizing Third Parties to Operate Programs*
4. *Joint Use of District and City Recreation Facilities*

- *Checklist for Developing a Joint Use Agreement*
- *A Fifty-State Scan of Laws Addressing Community Use of Schools*
- *Liability Risks for After-Hours Use of Public School Property: A Fifty-State Survey*

The National Policy & Legal Analysis Network to Prevent Childhood Obesity (NPLAN) is a project of Public Health Law & Policy (PHLP). PHLP is a nonprofit organization that provides legal information on matters relating to public health. The legal information provided in this document does not constitute legal advice or legal representation. For legal advice, readers should consult a lawyer in their state.

Support for this fact sheet was provided by a grant from the Robert Wood Johnson Foundation.

¹ See, e.g., California Education Code §§ 38131, 38133, 18134 [establishing a civic center at each public school facility for supervised recreation activities]; Indiana Code §§ 20-26-8-1, 2 [requiring the school board of trustees to provide recreation activities upon petition by a sufficient number of voters], Maryland Education Code § 7-108-110 [requiring county boards to provide school facilities for use for civic or other recreation purposes].

THANK YOU to Everyone Who Made the Healthy Living Toolkit Possible



**Healthy Kids,
Healthy Communities**
Supporting Community Action to
Prevent Childhood Obesity



This toolkit was developed by the Healthy Kids, Healthy Communities Out-of-School Time Initiative Partnership Team at Health Promotion Council, Philadelphia, Pa.

For more information on the Healthy Kids, Healthy Communities Out-of-School Time Toolkit please contact Health Promotion Council at 215-731-6150, or visit www.hpcpa.org.

Funding for this toolkit was provided by the Robert Wood Johnson Foundation www.rwjf.org and the Healthy Kids, Healthy Communities national program. www.healthykidshealthycommunities.org

Healthy Kids, Healthy Communities advances community based solutions that will help reverse the childhood obesity epidemic. It focuses on changing policies and environments to support active living and healthy eating among children and families, placing special emphasis on reaching children who are at highest risk based on race or ethnicity, income or geographic location.

Funding for this toolkit was made possible in part by Cooperative Agreement #1U58DP002626-01 from the Centers for Disease Control and Prevention, U.S. Department of Health and Human Services; and *Get Healthy Philly*, an initiative of the Philadelphia Department of Public Health. The views expressed in this manuscript do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.