



Ohio

Kids on the Move:
Physical Activity Guidelines for
Afterschool Programs

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PART ONE



Introduction

"We want our kids to be fit and healthy, but we also want them to learn to set their goals high and to work hard to accomplish anything."

*– Michael Fallis, Site Coordinator
Community Learning Center of Rossford*

Welcome Letter from the Ohio Department of Health



OHIO DEPARTMENT OF HEALTH

246 North High Street
Columbus, Ohio 43215

614/466-3543
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John R. Kasich/Governor

Theodore E. Wymyslo, M.D. /Director of Health

To Ohio's Afterschool Providers:

State health departments have long addressed public health concerns. Past epidemics such as polio and tuberculosis were treated through inoculation and antibiotics. Today, diseases caused by environmental and lifestyle influences are of growing concern. The prevalence of obesity in young children can have devastating and long-lasting effects on their quality of life. Implementing gradual change, however, can reverse the damage.

With funding provided by the American Recovery Act, the Ohio Department of Health reached out to the Ohio Afterschool Network to create ***Ohio Kids on the Move: Physical Activity Guidelines for Afterschool Programs***.

This document is the result of collaboration and contributions from stakeholders from across the state with a wide range of expertise – including physical educators, teachers, public health professionals, policymakers, and front-line afterschool personnel. We are pleased to present this well-researched and carefully considered tool for use with your staff and children.

Together, we can create healthy communities that give all Ohio children the chance to lead healthy lives.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Theodore E. Wymyslo', written in a cursive style.

Theodore E. Wymyslo, M.D.
Director of Health

Welcome Letter from the Ohio Afterschool Network



To Ohio's Afterschool Providers:

Rising obesity rates threaten the health and general well-being of our children. Mounting evidence proves that poor diet and lack of exercise also have negative effects on learning. Reversing those lifestyle choices, and promoting better health and academic achievement, has become a national challenge.

Afterschool is no stranger to taking on big challenges.

The afterschool environment is uniquely suited to incorporating physical activity. It is important for children to move their bodies after spending a number of continuous hours sitting, before returning home where they are likely to watch television, play video games, or work at a computer – all sedentary activities.

We were thrilled with the opportunity to partner with the Ohio Department of Health and are proud to present to you ***Ohio Kids on the Move: Physical Activity Guidelines for Afterschool Programs***. These guidelines were created to support anyone invested in the health and happiness of our children.

A handwritten signature in blue ink, appearing to read "Becky Ciminillo".

Becky Ciminillo, Chair
Ohio Afterschool Network
Standards & Quality Committee

The Ohio Afterschool Network supports children, youth, families, and communities by advocating with a unified voice for sustainable investments in safe, healthy, nurturing afterschool learning experiences.

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A Call to Action! Youth Need to Move Their Bodies

ONCE UPON A TIME...

Young people came home from school and went outside. They played in their backyard or roamed the neighborhood, unwinding from a day of sedentary learning. With shifts in parental careers, a heightened awareness of safety, and an increased dependence on technology, our children are becoming less active than ever.

Despite the continuous advances in medicine, an overwhelming number of students go to school everyday with a myriad of health problems that compromise their ability to learn.¹

OBESITY AND DIET-RELATED DISEASE HAVE BEEN A GROWING CONCERN FOR THE PAST DECADE

In 2003, the Surgeon General of the United States testified before the Subcommittee on Education Reform naming obesity as the fastest-growing cause of disease and death in the United States.² Eight years later, we are still faced with the complications of childhood obesity. Overweight children are more likely to develop high blood pressure and cholesterol, asthma, sleep disorders, depression and hormone imbalances.³

As First Lady Michelle Obama said when she launched her Let's Move! initiative to combat childhood obesity, "The physical and emotional health of an entire generation and the economic health and security of our nation is at stake."⁴

In Ohio, more than one-third of our 3rd graders are overweight or obese, falling short of the Healthy People 2010 national objective among children 6 to 11 years.⁵ Without intervention, this generation could become the first in history to live sicker and die younger than their parents.⁶

The good news is that obesity is preventable and reversible with lifestyle modifications, including physical activity. History has shown that education and motivation are powerful tools in creating lasting change. Consider how attitudes toward recycling, seat belts, bike helmets and smoking have evolved in the past generation.

AFTERSCHOOL HAS BECOME THE NEW NEIGHBORHOOD

Afterschool programs often provide the only opportunities for young people to be active. This is particularly true in low-income, urban communities where many children live in cramped housing quarters and being outdoors raises safety issues. It's also true for rural settings where access to appropriate space and equipment can prove challenging.

Afterschool programs provide the perfect environment for youth to learn by doing. The atmosphere is less formal than school and has the unique opportunity to go "beyond its walls" to collaborate with families and community organizations. The youth-to-staff ratios are smaller and often lead to strong bonds where staff develops a vested interest in the well-being of the youth in their care.

Even for programs steeped in academics, physical activity can have a positive impact on overall goals.

Student health is a strong predictor of academic performance. Healthy, happy, active and well-nourished youth are more likely to attend school, be engaged and ready to learn.⁷

The Link Between Physical Activity and Academic Success – Healthier Students Are Better Learners

“We’re not paying good money just to have my daughter jump around. Academics come first!”

“Thanks for introducing Juan to dance. He teaches his cousins every chance he gets.”

“Rachel is so restless when I pick her up from school. Please make sure she has time to run off some energy before settling down.”

“What’s my son doing playing soccer? He’s got an important test tomorrow.”

WE SHOULDN'T HAVE TO CHOOSE BETWEEN THE PHYSICAL WELL-BEING OR ACADEMIC SUCCESS OF OUR CHILDREN

It’s no wonder afterschool professionals are conflicted. Keeping kids focused and on-task is increasingly important in order to improve test scores and meet the requirements of afterschool program funders. At the same time, physical activity in schools has been reduced or eliminated while our children have become more sedentary than ever.

Regular physical activity has been proven to provide many positive outcomes for children in addition to improved fitness including³:

- | | |
|---------------------------|------------------------|
| • Higher test scores | • Improved self-esteem |
| • Increased concentration | • Better behavior |
| • Reduced anxiety | |

See page 24 for a sample letter for parents regarding physical activity and academics.





What Is Physical Activity?

Physical activity, broadly defined, is bodily movement that enhances or maintains physical fitness, overall health and wellness.

REGULAR PHYSICAL ACTIVITY IS IMPORTANT TO CHILDREN'S HEALTH AND DEVELOPMENT

Children and adolescents need 60 or more minutes of physical activity each day.⁹

Most of this time needs to be spent on moderate-to-vigorous-intensity aerobic physical activity, with vigorous-intensity physical activity at least three days a week. This will increase heart rate and breathing well-above normal which can result in a large number of physiological and psychological benefits.

Extended periods of inactivity are discouraged.

Children are not to be sedentary for more than two continuous hours, especially during the daytime hours.¹⁰



Afterschool programs can help children get their 60 minutes of recommended daily physical activity.

Examples of Physical Activities

SPORTS

- Baseball
- Basketball
- Cross-country
- Fencing
- Football
- Gymnastics
- Hockey
- Kick boxing
- Martial arts
- Soccer
- Softball
- Swimming
- Tennis
- Track
- Volleyball
- Wrestling

EXERCISE

- Aerobics
- Pilates
- Push-ups
- Resistance bands
- Sit-ups
- Weight lifting
- Yoga
- Zumba

RECREATIONAL ACTIVITIES

- Bowling
- Cup stacking
- Dance
- Frisbee
- Four square
- Hiking
- Hopping
- Hopscotch
- Hula hoop
- Jumping rope
- Playground games
- Pogo stick
- Riding bikes
- Roller skating
- Rowing
- Running and chasing
- Skateboarding
- Skipping
- Swinging on playground equipment
- Tetherball
- Tug-of-war

DAILY ACTIVITIES

- Dog walking
- Gardening
- Raking leaves
- Sweeping the house
- Taking the stairs
- Walking to school

“When I first started the program, I could only do 5 push-ups. Now I can do 15!”

— Jordan Myers, 3rd grader

“We created Healthy Students, Healthy Community to improve student performance through increased physical activity and better nutrition.”

*— Dr. David Estrop, Superintendent
Springfield City School District*



About the Physical Activity Guidelines

Ohio Kids on the Move: Physical Activity Guidelines for Afterschool Programs is a collaboration between the Ohio Afterschool Network (OAN) and the Ohio Department of Health (ODH). A diverse group of afterschool providers, health professionals and stakeholders were recruited to serve on writing teams, which met over the course of six months to research, discuss, craft and edit this document.

These guidelines are not requirements, but are rather recommendations designed to support afterschool programs as they address the critical issue of childhood obesity.

This document aims to identify and define the areas of physical activity in which staff and caregivers of children grades K-12 can strive to gain knowledge and skill.

It is important to note that these guidelines do not replace applicable licensing requirements. The writing team acknowledges the existing standards and regulations that apply to various systems within Ohio's afterschool field and suggests that *Ohio Kids on the Move* be used in conjunction with those standards and regulations.

USE OF THE GUIDELINES

This document was designed for multiple audiences and uses.

| Audience | Intended Use of Guidelines |
|---|--|
| Afterschool providers | Self-assess program quality and create a plan for improvement. |
| Parents | Provide a one-page take-home sheet on the link between academics and physical activity. |
| Funders | Justify the investment in, and support of, programs working to achieve quality. |
| Entities considering creating afterschool programs | Use as a blueprint for creating quality physical activity experiences afterschool. |
| Policy developers | Create and/or support policy that ensures opportunities for physical activity in out-of-school time. |
| Technical assistance and professional development providers | Inform the development and delivery of physical activity trainings and provide technical assistance to programs. |
| Child and youth advocates | Include afterschool in health and policy agendas. |

STRUCTURE

Part 1 – Introduction: This section contains foundational information about the document contents.

Part 2 – Physical Activity Guidelines: Each guideline includes a rationale, indicators and tips.

- **Guideline** – A recommended program practice
- **Rationale** – An evidence-based explanation for each practice
- **Indicators** – Observable practices that exemplify quality
- **Tips** – Practical applications to aid in the implementation of each guideline

Part 3 – Resources: This section is to be used as a quick reference. The list is not comprehensive. There are many excellent sources being continually created and we encourage programs to seek them out.

*** Words with an asterisk (*) are defined in the glossary on page 31.**

We sincerely hope these guidelines will produce positive outcomes for youth and help them grow and develop in healthy ways.

PART TWO



Physical Activity Guidelines

“When children combine physical activity and healthy choices, they are more likely to be successful in the classroom. Being active allows students to maintain focus and to be fully engaged in classroom activities.”

*– Donna Ball, Principal, Raymond Elementary
Marysville City Schools*



Guidelines at a Glance



TYPES OF ACTIVITIES*

Children of all ages and fitness levels are able to participate in physical activity and feel successful.



TIME AND INTENSITY

The afterschool program provides an amount and intensity of moderate-to-vigorous physical activity that contributes to the recommended 60 minutes or more daily.



CURRICULUM*

Physical activity is a planned part of the afterschool program and staff members are intentional about planning rich and meaningful experiences to enhance learning.

Program curriculum* is age-appropriate, child-centered, integrated, and individually and group goal oriented.



QUALIFIED STAFF

The afterschool program staff is competent in promoting physical activity and is supported by ongoing training and development.



RATIO

Program staff is able to adequately engage and supervise all children safely in physical activity with a ratio of at least 1:15.



PROGRAM POLICIES AND ADMINISTRATION

The afterschool program's administration and policies assure integration of physical activity in the program's infrastructure, culture and curriculum.



EVALUATION

Curriculum planning is informed by ongoing and appropriate assessment.



FACILITIES

The afterschool program provides safe, healthy, and appropriate indoor and outdoor facilities for program physical activities.



EQUIPMENT

The afterschool program maintains safe and age-appropriate equipment for children, and adequate storage space for equipment.



FAMILY, SCHOOL AND COMMUNITY

The afterschool program develops strong community connections, positive relationships with parents and guardians, and close associations with schools.



Types of Activity

GUIDELINE: Children of all ages and fitness levels are able to participate in physical activity and feel successful.

RATIONALE: A variety of age-appropriate physical activities help children develop skills, confidence and a healthy attitude toward being physically active for a lifetime.¹¹



Indicators

- ▶ A variety of physical activities are implemented.
- ▶ Physical activities emphasize success for both the children and staff to create a sense of mastery and enjoyment.
- ▶ When skill-building is the goal, physical activities are sequential, beginning with the basics and moving toward advanced practices to reach the desired outcome.
- ▶ Activities are adapted based on children's abilities, staff competency and available equipment.
- ▶ Academic concepts are integrated into physical activity wherever possible (see Resources on page 29).
- ▶ Team assignments are random as opposed to letting children pick teams.
- ▶ Physical activities where children are targets or singled out are avoided.
- ▶ Physical activities where children are eliminated and left sedentary are avoided or adapted to ensure all students continue movement during elimination period and are brought back into the game as quickly as possible.
- ▶ Physical activity is considered as part of special events and community service opportunities.



Tips

- Include physical activity with individual, as well as small and large group, challenges to ensure personal improvement and cooperation.
- Use "stations" where children move to a specific area for different types of physical activity.
- Participate in an online challenge (see Resources on page 30).
- Use technology (pedometers, boom boxes, DVDs, interactive video games, geocaching*, etc.) to enhance physical activity programming.
- Choose alternatives to dodgeball (see Resources on page 30 for National Association of Sports and Physical Education position paper).
- Modify traditional elimination games (like freeze tag) so that kids can re-enter the game after completing a type of activity like ten jumping jacks or five push-ups.
- Organize a walking club where children chart their progress.
- Include dancing (traditional, social, line, square, disco) in family nights.
- Invite a parent or community member with appropriate skills to lead the group in an organized physical activity.
- When planning community service projects, consider neighborhood gardens, shoveling snow for a senior center, or trash collection hikes.
- Invite community businesses such as fitness centers, martial arts or dance studios in to provide free demonstrations in exchange for publicity.

Time and Intensity

GUIDELINE: The afterschool program provides an amount and intensity of moderate-to-vigorous physical activity that contributes to the recommended 60 minutes or more daily.

Extended periods of inactivity (2 hours or more) are avoided.

RATIONALE: At least 60 minutes a day of moderate-to-vigorous physical activity increases muscle and bone strength, maintains healthy weight, enhances psychological well-being and provides numerous other health benefits, including reduced risk of chronic diseases such as heart disease, hypertension, type 2 diabetes and osteoporosis.¹²



Indicators

- ▶ Academic-centered, arts/science/computer-based, or youth development programs dedicate at least 20% of program time to physical activity. (See formula chart below).
- ▶ Physical activity focused programs dedicate at least 80% of program time to physical activity. (See formula chart below).
- ▶ Time and intensity is adapted to consider age, age-span of the group, ability and skill level.
- ▶ Physical activities with complex instructions or time-intensive set-ups are avoided.
- ▶ Screen-time* is limited to 10% of total program and no more than 20 minutes continuously.

Non-Physical Centered Program

| hrs | x mins by .20 | total time |
|-----|---------------|------------|
| 2 | 120 x .20 | 24 mins |
| 2.5 | 150 x .20 | 30 mins |
| 3 | 180 x .20 | 35 mins |
| 3.5 | 210 x .20 | 42 mins |
| 4 | 240 x .20 | 48 mins |

Physical Centered Program

| hrs | x mins by .80 | total time |
|-----|---------------|--------------|
| 2 | 120 x .80 | 1 hr 36 mins |
| 2.5 | 150 x .80 | 2 hrs |
| 3 | 180 x .80 | 2 hr 24 mins |
| 3.5 | 210 x .80 | 2 hr 48 mins |
| 4 | 240 x .80 | 3 hr 12 mins |



Tips

- If recommended amount of physical activity cannot be done at one time, break up into small amounts.
- Begin with a warm-up, increasing to moderate or vigorous intensity, and end with a light cool-down.
- Alternate non-physical and physical activities.

Moderate Physical Activity

| |
|---|
| Breathing and heart rate are heavier than normal. |
| Activity can be sustained for a relatively long period of time without fatigue. |
| On a scale of 0-10, moderate intensity is a 5-6. |

Vigorous Physical Activity

| |
|---|
| Breathing and heart rate are well above normal. |
| May require periods of resting between activities. |
| On a scale of 0-10, vigorous intensity is a 7 or 8. |

RPE Scale for Kids

RPE stands for **Relative Perceived Exertion**. Relative Perceived Exertion means, "How hard do I feel I am exercising?" It is a tool you use to tell others how your body is feeling when you exercise. Kids who exercise in numbers 4-7 are getting moderate to vigorous exercise. That means your body is getting the right amount to be healthy! You should get 60 minutes of exercise in this range every day.

| My Number... | My Face... | This what I may be thinking... | This is what my body may be doing... |
|--------------|---|--|---|
| 1 |  | This exercise is the same as resting. | I am getting ready to exercise, but I don't feel different yet. |
| 2 |  | This exercise isn't hard. | I am getting a little hot. I can still talk normally. |
| 3 |  | I am just beginning to feel like I am exercising. | I am feeling like my body is warming up. |
| 4 |  | I am starting to feel like I am exercising. I feel good! | I can almost talk in a regular voice, but it is getting harder! |
| 5 |  | This exercise is a good workout! I am really working hard. | My cheeks are getting pink. I am getting a little sweaty. |

| My Number... | My Face... | This what I may be thinking... | This is what my body may be doing... |
|--------------|---|--|---|
| 6 |  | I am exercising more than I thought. It is getting hard to do. | I feel like talking is getting harder – I have to stop sometimes for air. |
| 7 |  | This is pretty hard. I can exercise a little bit longer, then I'll stop. | I am getting really sweaty. My body is hot! |
| 8 |  | This exercise is really hard, but I'm not ready to quit. | I can talk a little, but not too much. |
| 9 |  | I need a break from this very, very hard exercise! | My face looks red. I feel like I need to stop. |
| 10 |  | I'm exercising too much! My body is making me stop now! | My heart is beating very fast and strong. I can't talk. |



Curriculum

GUIDELINE: Physical activity is a planned part of the afterschool program. Staff is intentional about planning rich and meaningful experiences to enhance learning.

RATIONALE: Purposeful planning of physical activity ensures greater alignment to overall goals, more accurate reflection of progress and nonduplicative use of funds.¹³



Indicators

- ▶ Physical activity is included in all aspects of program planning and implementation: play, recreational activities, sports, skill-development, academics and creative expression.
- ▶ Curriculum incorporates evidence-based* and recommended practices and strategies.
- ▶ Curriculum is tied to Ohio Academic Content Standards.*
- ▶ Staff adapts curriculum to accommodate the interests, abilities, gender of participants, and engagement and developmental levels of children.
- ▶ Activities are thoughtfully sequenced to enhance learning and are focused on defined objectives.
- ▶ Staff intentionally implements a flexible schedule that allows children and staff the security of predictability as well as the freedom to take advantage of unanticipated needs or opportunities.
- ▶ Staff plans strategies for smooth transitions that provide stability without rigidity.
- ▶ Staff seeks out community resources and partners to extend and enhance the curriculums.
- ▶ Staff is sensitive to cultural issues and differences in youth.
- ▶ Curriculum supports school day instruction to bolster student success and supports state and local physical and academic guidelines and benchmarks as appropriate.
- ▶ Staff members are given adequate planning time to prepare appropriate physical activity.



Tips

- Divide activities into specific age groups.
- Make it fun! Don't tell the children that games are evidence-based or tied to academic standards.
- Let the children help select activities. They will be more interested in trying new things if they have been part of the planning.
- Utilize a wide variety of resources (see Resources on page 26).
- Be creative and alter rules to popular games to keep them fresh.
- Look at the Ohio Department of Education (ODE) Academic Content Standards (see Resources on page 27) and identify ways to help children achieve them.
- Select activities with specific goals: stretching, skill-building, aerobic, strengthening, etc.
- Include physical activity in overall program goals. (Examples: teaching algebra using basketball statistics, measuring distances for a walking club, learning about other cultures through their games, counting jump rope by 3s or 10s, and including physical activity in parent events.)

Curriculum Continued

GUIDELINE: Program curriculum is age-appropriate, child-centered, integrated, and individually and group goal oriented.

RATIONALE: Appropriate physical activity decreases the occurrence of injury and contributes to the likelihood of greater success and satisfaction among children and staff.



Indicators

- ▶ Staff selects activities that correspond to programmatic, individual and group goals.
- ▶ Staff considers the ages, interests, needs, learning styles and abilities of children in planning the curriculum and designing the environment.
- ▶ Staff engages children in curriculum planning and decision making and provides children with regular opportunities for feedback.
- ▶ Staff and children work together to define and communicate program expectations and guidelines.
- ▶ Children are provided with opportunities to learn and practice skills in personal responsibility, independence, group process* and conflict management.
- ▶ Activities and experiences that promote positive youth development* and leadership are incorporated into program components.
- ▶ Curriculum emphasizes success for everyone by creating a sense of mastery and enjoyment, the learning of new skills, and the setting of personal goals.
- ▶ Children are encouraged to contribute to physical activity planning.
- ▶ Curriculum supports the development of the whole child/youth by addressing individual physical, cognitive*, social, emotional and language needs.
- ▶ Curriculum incorporates the diversity of all children, families and communities.
- ▶ Children do not fear being ridiculed, shamed or teased about their physical abilities.



Tips

- Encourage children to set personal goals and acknowledge them when they reach those goals.
- Enlist older children (with help from staff) to plan or lead some activities.
- Work with multiple stakeholders to develop curriculum and activities.
- Take cultural norms* into consideration when adapting to your target population (such as wardrobe items that are required for religious beliefs).
- Train staff on, or use, an anti-bullying curriculum in conjunction with other curricula to strengthen the program and create greater cooperation.
- Give children opportunities to lead demonstrations of new activities.

Qualified Staff

GUIDELINE: The afterschool program staff is competent in promoting physical activity and is supported by ongoing training and development.

RATIONALE: Competence and modeling behavior by staff contribute toward an organizational climate that supports physical activity.¹⁴



Indicators

- ▶ Staff models healthy behaviors and participates in physical activities.
- ▶ Staff has the physical ability to lead and supervise physical activity instruction in a safe manner for all participants.
- ▶ Staff offers words of encouragement, support, and praise for individual and group accomplishments to build confidence, a sense of mastery and enjoyment for physical activity.
- ▶ Staff receives annual training on implementing physical activity into the program.
- ▶ Staff is trained in CPR, first aid and additional topics such as asthma, heat stroke, dehydration, concussions, etc.
- ▶ Staff has the ability to adapt all activities for children with special needs if necessary.

Staff development is often cited as the most important strategy for improving school day physical education programs.¹⁵



Tips

- Offer ways/incentives to encourage staff to be physically active on their own (discounted YMCA or fitness club memberships, walking clubs, or activity vouchers).
- Support staff members who are uncomfortable with physical activity (due to health, weight or skill level) by finding ways everyone can participate (Examples: turning one end of a jump rope or timing children in running relays).
- Organize idea-swaps with other programs through conferences or blogs.
- Use local, inexpensive resources for staff trainings including: local health or parks and recreation departments, webinars, school physical education teachers, sports medicine facilities, and health and fitness centers.
- Participate in professional development that is active – not just sitting at a table listening to a lecture about physical activity.
- Partner with local colleges and universities with programs in physical education, sports management or other careers related to physical activity.

Ratio

GUIDELINE: Program staff adequately engages and supervises all children safely in physical activity with a maximum 1:15 ratio.

RATIONALE: An appropriate adult-to-youth ratio allows program staff to interact and supervise all children at the recommended intensity level.¹⁶



Indicators

- ▶ Staff is able to supervise children at all times during activities.
- ▶ Staff has the ability to supervise physical activities and accommodate different group compositions (age, skill level, etc.).
- ▶ Staff has the ability to choose curriculum that is appropriate to group size and age.
- ▶ Staff has the ability to choose space that safely accommodates chosen activity.
- ▶ Staff has the ability to choose and adapt activities that are appropriate for a given facility.
- ▶ Staff has a second adult available in case of emergencies.



Tips

- Break children into small groups.
- Use different areas for each group.
- Schedule physical activity for different age groups at different times.
- If additional staff is not an option, use older children to lead.
- Develop protocols to manage injuries and reduce chaos.



Program Policies and Administration

GUIDELINE: The afterschool program’s administration and policies assure integration of physical activity in the program’s infrastructure, culture and curriculum.

RATIONALE: Program policies and proactive leadership by the administration are critical in the successful implementation of physical activity programming.¹⁷



Indicators

- ▶ Afterschool program has a policy to include physical activity in daily programming.
- ▶ Physical activity and the restriction of physical activity are never used as punishment.
- ▶ Children have parental permission and medical clearance to participate, and individual medical concerns that affect participation are communicated to staff.
- ▶ Incident reporting and emergency protocol are in place and staff has been trained in them.
- ▶ Program policy limits screen time* to 10% of total program and no more than 20 minutes continuously.
- ▶ Program has a policy in place that staff is paid for their time at professional development opportunities.
- ▶ Physical activity is used as a strategy for achieving general program goals such as academics and positive youth development.
- ▶ Policy stipulates that physical activities are inclusive for diverse abilities, interests, and both boys and girls.
- ▶ Criteria are in place for outdoor play (temperature range, air quality, standing water, and what to do if children lack appropriate clothing or are otherwise unable to go outside).



Tips

- Familiarize staff with *Ohio Kids on the Move: Physical Activity Guidelines for Afterschool Programs*. Physical activity training is included in new employee orientation and staff meetings.
- Make arrangements for children who need to stay inside to have adequate supervision.
- Develop a file or handbook with suggestions for games and other physical activities with an evaluation form and suggestions for improvement to help with future planning.
- Have extra coats, mittens, etc. available for children who lack them during cold weather.



Evaluation

GUIDELINE: Curriculum planning is informed by ongoing and appropriate assessment.

RATIONALE: Regular systematic evaluation is essential to the development of appropriate goals and to determining the ongoing success of an afterschool program.¹⁸



Indicators

- ▶ Staff uses a variety of authentic strategies* and tools to gauge the effectiveness of activities in meeting the objectives and needs of children.
- ▶ Staff is trained in the selection and appropriate use of formal and informal tools for assessing individual children and youth, the learning environment, materials, and individual curricular activities.
- ▶ Staff routinely incorporates assessment information into curriculum planning and decision making to ensure that program activities reflect current knowledge about children.
- ▶ The gathering, storage, sharing and disposal of assessment documentation follows written procedures that ensure ethical standards of confidentiality.
- ▶ Children, staff, and parents should participate in evaluation.



Tips

- Provide periodic, individual assessment to identify a child's strengths and weaknesses and progress toward identified goals.
- Utilize program tools that are already developed and available (see Resources on page 29).
- Include surveys, observations, interviews and/or fitness tests in evaluation strategies.





Facilities

GUIDELINE: The afterschool program provides safe, healthy, and appropriate indoor and outdoor facilities/space for physical activity.

RATIONALE: The physical space and environment provided for recreational purposes influences children’s physical activity levels and skill development. Sufficient and appropriate space and equipment increase the likelihood that children will be physically active. ¹⁹



Indicators

- ▶ Children have access to a variety of indoor and outdoor spaces.
- ▶ The program has at least 35 square feet of indoor space for each program participant.
- ▶ The program’s outdoor space is large enough, appropriately equipped and safe to allow children to be active and independent.
- ▶ The program’s space arrangement allows for careful supervision of children.
- ▶ The program activities selected are easily facilitated within available space.
- ▶ The program’s space meets the planning and storage needs of children and staff.
- ▶ Facility provides a safe and hazard-free environment.
- ▶ Program has a Memorandum of Understanding (MOU)* or other agreement for use of shared space.



Tips

- If space is shared, consider having a Memorandum of Understanding (MOU)* or Joint-Use Policy added to the contract or agreement with the owner of the facility that spells out the details regarding use of shared space, equipment and proper storage space.
- Check fall zones to assure protective covering is adequate. (Refer to the Consumer Product Safety Commission (CPSC) guidelines). (See Resources on page 30).
- Provide protection from the sun with sunscreen and shade.
- Make arrangements with local parks and recreation departments, sports/community centers, public golf courses, physical fitness clubs, and swimming/aquatic centers (both indoor and outdoor) to use their facilities.
- Inspect all physical activity areas daily to assure they provide a comfortable temperature, allow access to clean restrooms and safe drinking water and are clean, free of broken equipment, sharp objects and uneven surfaces.
- Identify and repair any safety hazards. If the hazard cannot be immediately remedied, declare the affected area off limits until repairs are made.

Children are more physically active outside than inside.²⁰ Take advantage of the outdoors. GO OUTSIDE!

Equipment

GUIDELINE: The afterschool program maintains safe and age-appropriate equipment for children, and adequate storage space for equipment.

RATIONALE: Safe, well-maintained, and age-appropriate equipment supports the health, safety, physical well-being and enjoyment of children. ²¹



Indicators

- ▶ Children and staff wear proper footwear and appropriate clothing specific to the physical activity.
- ▶ Children have access to equipment that is appropriate for their age and abilities.
- ▶ There is adequate equipment for both indoor and outdoor physical activities.
- ▶ If space is shared, there is an adequate area set aside to store equipment.
- ▶ Adapted equipment is available to children with disabilities or special needs.
- ▶ Protective wear (such as helmets, knee/elbow pads) is available if applicable.
- ▶ Appropriate emergency supplies are present.



Tips

- Develop a policy regarding proper storage and use of equipment that includes what to do with worn-out or broken equipment.
- Request equipment donations from local fitness centers. Develop trainings on proper use.
- Keep in mind that equipment can be used to encourage creativity, which can increase physical activity – especially in younger children.



EQUIPMENT EXAMPLES INCLUDE:

- | | |
|--|--|
| <p>Younger Children</p> <ul style="list-style-type: none"> • Balls • Hula hoop • Jump ropes • Sidewalk chalk to create surface games like hopscotch | <p>Older Children</p> <ul style="list-style-type: none"> • Balls • Cones • Music for dancing • Pedometers • Weights • Youth-oriented activity videos such as dance or kick boxing |
|--|--|

Family, School and Community Connections

GUIDELINE: The afterschool program develops strong community connections, positive relationships with parents and guardians, and close associations with schools.

RATIONALE: Strong, positive involvement with families, schools and communities provides afterschool programs and children with critical resources, new ideas and ways of thinking, awareness of community opportunities and a sense of belonging.²²



Indicators

- ▶ Children know about programs and opportunities in their community.
- ▶ Parents and other adults are encouraged to be involved in program activities and share personal experiences that have influenced their healthy lifestyles.
- ▶ Staff is aware of the curricula and standards for physical education used during the school day and reinforces them with the afterschool activities.
- ▶ Staff develops close relationships with schools and links program goals and objectives to schools' improvement processes, family and civic engagement and wellness plans.
- ▶ Staff works with community partners to offer a wide range of opportunities and experiences for children and families.
- ▶ Program hosts community events that highlight or reinforce the importance of health, nutrition and physical activity.
- ▶ Program provides field trips and off-site learning experiences that promote physical activity and healthy lifestyle practices.



Tips

- Draft a letter to send home to parents to let them know you will be integrating physical activity into your program. (For a sample letter, see Resources, page 24.)
- Survey children about their knowledge of community organizations and resources.
- Invite family members to join in program activities and special events.
- Include healthy lifestyle education in parenting workshops and newsletters.
- Actively participate in school committees and organizations (such as Parent, Teacher and Student Organization (PTSO) or the school's Wellness and Policy Team) to ensure that their policies include afterschool.
- Contact professional, semi-pro and collegiate sports community relations offices to see what resources they may provide and consider a year-end celebration that includes a trip to a game.
- Host a community health fair.
- Support children if they identify a community need and help them organize and approach the appropriate local business or organization to address that need.
- Form a Parent Advisory Council to assist in fund-raising, solicitation of partners or grant-writing.

PART THREE



Resources

"The physical activity part of the program is why I keep my child enrolled. It keeps weight down and burns energy."

– Rachelle Burns, Parent

Sample Letter to Parents and Caregivers

Dear Parents/Caregivers,

Over the past decade, there has been growing concern about childhood obesity.

Children are less active than ever. Because of this lifestyle, more children are becoming overweight and obese leading to increases in diabetes, high blood pressure, asthma and attention disorders.

In an attempt to reverse this trend, we will be using recommendations from *Ohio Kids on the Move: Physical Activity Guidelines for Afterschool Programs* at [Add your program name].

According to the Centers for Disease Control and Prevention (CDC), children should get 60 minutes of daily exercise. Our program can help children meet this goal by offering _____ [see Time and Intensity section for percentage] of physical activity each day.

We trust that you will be pleased by the positive changes we are making on behalf of your children. Our goal is to model healthy behaviors in our afterschool program to encourage children to adopt positive attitudes toward being physically active for a lifetime.

Studies have shown that children who participate in regular physical activity are not only healthier, but have better concentration, improved test scores and fewer behavioral problems.

If you have any questions about *Ohio Kids on the Move: Physical Activity Guidelines for Afterschool Programs*, or would like to share your ideas, please feel free to contact us.

Sincerely,

Your Signature

Program Director

Sample Afterschool Program Policy

PHYSICAL ACTIVITY

Opportunities for physical activity in afterschool settings can play a key role in helping to combat childhood obesity, build the foundation for healthy lifestyles and contribute to academic success. [Program name] cares about the health of the children in our afterschool program. In an effort to improve the health of the students that we serve, [Program name] has a policy on including physical activity in our programming.



THE POLICY REQUIRES THE FOLLOWING:

- Children of all ages and fitness levels are able to participate in physical activity and feel successful.
- At least 30 minutes of physical activity time will be provided for the afterschool program. When children participate for a full day, such as during a school vacation, they will be provided with a minimum of 60 minutes of physical activity time.
- Physical activity is planned to provide meaningful experiences, enhance learning and utilize evidence-based curricula.
- Physical activities are age- and developmentally-appropriate.
- Program staff receives training on including physical activity in programming.
- Children are adequately supervised during physical activity with a ratio of 1:15.
- Screen time will be limited to 10% of program time and no more than 20 minutes continuously.
- Physical activity is not used or withheld as a punishment.
- We collaborate with families, schools and community organizations to provide regular, high-quality physical activity experiences to program participants.



Resources

NATIONAL

Afterschool Alliance

Works with the Administration, U.S. Congress, governors, mayors, and advocates across the country to raise awareness of the importance of afterschool programs.
www.afterschoolalliance.org

- **Opportunities for Advocacy**
<http://www.afterschoolalliance.org/policyActiveHoursObesity.cfm>

Alliance for a Healthier Generation

A joint venture between the American Heart Association and the Clinton Foundation with a mission to reduce the nationwide prevalence of obesity by 2015 and to empower kids nationwide to make healthy lifestyle choices.
www.healthiergeneration.org

- **Student Wellness Toolkit**
http://www.healthiergeneration.org/uploadedFiles/For_Schools/_New_Builder_Pages/Toolkits/BeforeAfterschoolToolkit.pdf

America on the Move

An evidence-based nonprofit organization striving to improve health and quality of life by promoting healthful eating and active living among individuals, families, communities and society.
<https://aom3.americaonthemove.org>

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

www.aahperd.org

- **National Association for Sport and Physical Education**
www.aahperd.org/naspe

American Council on Exercise

A nonprofit organization committed to enriching quality of life through safe and effective exercise and physical activity.
www.acefitness.org

Centers for Disease Control (CDC)

A federal agency under the Department of Health and Human Service. Aims to protect public health and safety by providing information to enhance health decisions and by partnering with state health departments and other organizations.
www.cdc.gov

- **BAM! Body and Mind**
A site for kids 9-13 created by the CDC focusing on healthy lifestyles choices.
<http://www.bam.gov>

- **Morbidity and Mortality Weekly Report (MMWR)**

School health guidelines to promote healthy eating and physical activity.
http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6005a1.htm?s_cid=rr6005a1_e&source=govdelivery

- **National Physical Activity Plan**

Provides recommendations for policy and best practices to inform change that will lead to more Americans being physically active.
www.physicalactivityplan.org

- **Physical Activity for Everyone!**

<http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>

Coordinated Approach to Child Health (CATCH)

An evidence-based, coordinated school health program designed to promote physical activity, healthy food choices and the prevention of tobacco use in children.
www.catchinformation.com/catch-after-school-info

Fuel Up to Play 60

A partnership between the National Dairy Council (NDC) and the National Football League (NFL) that empowers youth to take action to improve nutrition and physical activity.
www.fueluptoplay60.com

Robert Wood Johnson Foundation (RWJF)

The largest philanthropy devoted exclusively to health and healthcare. Child obesity is one of their major interest areas.
www.rwjf.org/childhoodobesity

- **Healthy Kids, Healthy Communities**

Funded by the RWJF, the goal of this initiative is to implement healthy eating and active living policy- and environmental-change initiatives that can support healthier communities for children and families across the United States.
www.healthykidshappycommunities.org

- **Robert Wood Johnson Foundation Center to Prevent Childhood Obesity**

In collaboration with researchers, advocates and other partners at the local, state and national level, the center identifies and promotes the most promising strategies to prevent childhood obesity through policy and environmental change.
www.reversechildhoodobesity.org

Resources Continued

National Afterschool Alliance (NAA) Healthy Eating and Physical Activity Standards (HEPA)

Evidence-based, practical values that foster the best possible nutrition and physical activity outcomes for children in grades K-12 attending OST programs.
<http://www.naaweb.org/default.asp?contentID=672>

National Policy & Legal Analysis Network (NPLAN) to Prevent Childhood Obesity

Develops model policies that you can download and use in your community.
www.nplanonline.org

National Program for Playground Safety

A nonprofit delivering training and services about outdoor play and safety.
<http://www.playgroundsafety.org/about/index.htm>

Office of the Surgeon General

Childhood overweight and obesity prevention initiative.
www.surgeongeneral.gov/obesityprevention

Physical Activity Guidelines for America

www.health.gov/PAGuidelines/pdf/paguide.pdf

PE Central

Includes resources on health, lesson ideas, ready-to-print assessments, adapted physical education information, classroom management techniques, equipment discounts and information about best practices.
www.pecentral.org

President's Council on Fitness, Sports and Nutrition

A committee of 25 volunteer citizens who advise the President.
www.fitness.gov

Safe Kids USA

A nationwide network of organizations working to prevent unintentional childhood injury. Many fact sheets and information pages.
<http://www.safekids.org/safety-basics/safety-resources-by-risk-area/playground>

United States Department of Agriculture (USDA)

Established to improve the nutrition and well-being of Americans. Free posters and handouts.
www.choosemyplate.gov

We Can!

Ways to Enhance Children's Activity & Nutrition – a national movement through the National Heart Lung and Blood Institute.
<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan>

YMCA

A cause-driven organization geared towards youth development, healthy living and social responsibility.
www.ymca.net

OHIO

Cleveland Clinic – Let's Move It!

<http://www.letsmoveit.org>

Ohio Action for Healthy Kids

A three-tiered structure of national, state and regional teams working together to advance nutrition and physical activity by facilitating positive change in schools.
www.ohioactionforhealthykids.org

Ohio Department of Education (ODE)

Physical Education Academic Content Standards.
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1793&Content=109934>

Ohio Department of Health (ODH)

www.odh.ohio.gov/features/odhfeatures/childhoodobesity.aspx

- **Healthy Ohio Program**
www.healthyohioprogram.org

Ohio Healthy Program

Offers child care programs the opportunity to earn recognition as an Ohio Healthy Program. Steps toward this distinction include: attending training, implementing a wellness policy, improving menus and engaging parents.
www.ocrra.org (under Services for Programs)

Ohio Leave No Child Inside Collaborative

<http://www.ohiolnci.org>

Pioneering Healthier Communities Ohio

A collaborative of diverse statewide partners promoting policy, systems and environmental change across Ohio to create fair opportunities for children to access healthy food and physical activity.
www.phcoho.org

YMCA of Central Ohio

<http://www.ymcacolumbus.org>

Resources Continued

STATEWIDE OR REGIONAL

California

- **CANFIT**
A nonprofit organization in California that focuses its policy and advocacy efforts in afterschool and community settings.
www.canfit.org
- **Eat Better Move More**
Sponsored by the Strategic Alliance for Healthy Food and Active Environments, a coalition of nutrition and physical activity advocates in California.
<http://preventioninstitute.org/strategic-alliance>
- **World of Fit for Kids**
An LA-based provider of healthy behaviors and personal empowerment programming aimed at obesity reduction.
www.worldfitforkids.org

Kentucky

- **Kentucky Out-of-School Alliance**
Health and wellness program resources.
<http://www.kyoutofschoolalliance.org/resources>

New York

- **Healthy Kids, Healthy New York: Afterschool Initiative Toolkit**
A collaboration funded through a grant from the National Governors Association Center for Best Practices, with matching funds from the New York State Department of Health.
http://www.health.state.ny.us/prevention/obesity/healthy_kids_healthy_ny/healthy_kids_healthy_ny_afterschool_toolkit.pdf

North Carolina

- **Eat Smart, Move More**
A statewide movement that promotes increased opportunities for healthy eating and physical activity wherever people live, learn, earn, play and pray.
<http://www.eatsmartmovemorenc.com>

Washington D.C.

- **The Maternal & Child Health Library at Georgetown University**
Rich in resources.
www.mchlibrary.info/knowledgepaths/kp_phys_activity.html

ARTICLES/BRIEFS

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“Students’ Fitness Linked to Higher Scores”

Brian Toporek, Education Week, November 21, 2011.
http://blogs.edweek.org/edweek/schooled_in_sports/2011/11/students_fitness_linked_to_higher_test_scores_in_lincoln_neb.html?utm_source=twitterfeed&utm_medium=twitter

EVALUATION/ASSESSMENT

Physical Education Curriculum Analysis Tool (PECAT)

Helps school districts conduct an analysis of written physical education curricula based upon national physical education standards. Is customizable to include local standards.
www.cdc.gov/healthyyouth/PECAT

Resources Continued

POLICY

Let's Move Toolkit for Local Officials

The U.S. Department of Health and Human Services released this toolkit to encourage mayors and elected officials to adopt a long-term, sustainable, and holistic approach to fight childhood obesity.

http://www.hhs.gov/intergovernmental/letsmove/lets_move_cities_and_towns_toolkit_for_local_officials.pdf

Model School Wellness Policies

www.schoolwellnesspolicies.org

OUTDOOR SPACE

Fast Line

Stencils for the playground.

<http://www.fastline.net/stencils.htm#pg>

Gym Geography

An interactive, "hands-on" assembly program combining physical education with geography.

www.gymgeography.com/playground/index.htm

Kaboom

A nonprofit organization that helps create play spaces through the participation and leadership of communities. Lots of resources.

www.kaboom.org

Peaceful Playgrounds

Provides low-cost solutions for K-8 to organize and manage their playgrounds.

www.peacefulplaygrounds.com

ACTIVITIES: EVIDENCE-BASED CURRICULUM AND PACKAGED PROGRAMS

Active Academics

Resource for elementary classroom teachers (that can be adapted to afterschool) designed to incorporate movement with grade-appropriate standards in reading, language arts, math, and health.

www.activeacademics.org

Brain Breaks

www.emc.cmich.edu/BrainBreaks/default.htm

Coordinated Approach to Child Health (CATCH)

CATCH Kids Club – Activity kits and equipment packages.

www.flaghouse.com/Catch.asp

CANFIT Active 8

An 8-step guide that engages youth by creating opportunities for physical activity that meets their needs and involves participation of children, staff, administrators, parents and community members.

http://canfit.org/our_work/programs/ACTIVE8

Eat Smart Move More

Sample games and activities.

For Elementary – www.eatsmartmovemorenc.com

For Middle School – www.eatsmartmovemorenc.com/Energizers/Middle.html

Energizers: Classroom-Based Physical Activities

The way teachers integrate physical activity with academic concepts.

<http://eatbettermovemore.org/sa/enact/school/documents/afterschool.pa.programs.K-5-Energizers.pdf>

Food and Fun After School

A collaboration between the YMCA and the Harvard School of Public Health. Free curriculum and activities.

<http://www.hsph.harvard.edu/research/prc/projects/food-fun>

Get Fit: Get Active and Stay Fit

Activity pack that includes over 100 activities designed for school-age children by Roberta Newman.

<http://www.newroads-consulting.com/store.html>

Resources Continued

Healthful Living – Middle-School Energizers

Classroom-based physical activities.

<http://www.eatsmartmovemorenc.com/Energizers/Texts/MS-Energizers-Healthful-Living.pdf>

Healthy Children, Healthy Futures

Developed by the Strang Cancer Prevention Center. Provides curriculum for educating children and parents on how to become advocates for healthy living.

www.healthychildrenhealthyfutures.org

Operation FitKids

Free curriculum by American Council on Exercise.

<http://www.acefitness.org/certifiednewsarticle/887/operation-fitkids-free-curriculum-for-trainers>

ReCharge Program of Play 60: NFL Movement for an Active Generation.

www.actionforhealthykids.org/recharge

SPARK

A research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. Provides a coordinated package of highly active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment.

<http://www.sparkpe.org/after-school>

Take 10!

Curriculum tool sponsored by the Healthy Weight Commitment Foundation.

Offers materials that integrate learning and movement. Energizers and toolkit.

<http://www.take10.net>

ONLINE AND GROUP CHALLENGES

Blue Jackets #61 Club

Good Health Challenge.

<http://www.bluejacketsfoundation.org/What-We-Do/Childrens-Health-and-Safety/61-Good-Health-Challenge.aspx>

Fitness Finders

Reward trinkets and other resources.

www.fitnessfinders.net

The President's Challenge

A tool to track physical activity and improve fitness.

<http://www.presidentschallenge.org>

OTHER

Consumer Product Safety Commission (SPCS)

Fall Zones.

<http://www.cpsc.gov/cpsc/pub/pubs/playfct.pdf>

Heads Up: Concussion in Youth Sports

Recognizing the signs of a concussion. From the Centers for Disease Control's "Head's Up" program.

http://www.cdc.gov/concussion/pdf/ys_toolkit_ppt.pdf

PE Central

Adapting physical activity for students with special needs.

www.pecentral.org/adapted/adaptedmenu.html

Dodgeball Debate

- **Position on Dodgeball in Physical Education**
National Association for Sport and Physical Education (NASPE).
<http://www.blaine.wednet.edu/bes/bespe/articles/Dodgeball%20Position.pdf>
- **Alternatives to Dodgeball**
Physical Education Update.
www.physicaleducationupdate.com/public/551.cfm

Glossary

ACADEMIC CONTENT STANDARDS

Expectations of student knowledge and skills as defined by a particular state's Department of Education.

<http://www.ode.state.oh.us>

ACTIVITIES

Planned experiences based on the curriculum that build participants' skills and knowledge.

AUTHENTIC STRATEGIES *(for assessment)*

A way to assess knowledge and skills by asking children and youth to perform real-world tasks.

COGNITIVE

Pertaining to the mental processes of perception, memory, judgment and reasoning.

CULTURAL NORMS

The rules that a group uses to determine appropriate and inappropriate values, beliefs, attitudes and behaviors. May be explicit or implicit.

CURRICULUM

The structure, organization, balance and presentation of expected or recommended study topics. A curriculum contains three primary elements:

- **Substance** – what should be taught
- **Purpose** – why a topic should be taught
- **Practice** – how a topic should be taught and learned

An afterschool curriculum should be tied to the program mission and goals and can be purchased or created.

EVIDENCE-BASED

The use of research and scientific studies as a base for determining the best practices in a field.

GEOCACHING

An outdoor sporting activity in which the participants use a Global Positioning System (GPS) receiver or other navigational techniques to hide and seek containers, called "geocaches" or "caches," anywhere in the world.

GROUP PROCESS

How a group works together to achieve common goals and develop and maintain effective working relationships.

MEMORANDUM OF UNDERSTANDING (MOU)

A formal, written agreement between two parties.

POSITIVE YOUTH DEVELOPMENT

A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models which focus solely on youth problems. (Approved by the executives of National Collaboration for Youth Members, March 1998).

SCREEN TIME

Time spent in front of television, computers, or sedentary video games.

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| Mary Ellen Kramer, MPH, CHES | Health Educator, Hamilton County Public Health | | |
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Regional Meetings of 21st Century Community Learning Center-Funded Providers in Central, Southeast and Northwest Ohio



“Physical activity plays a role in both academic and non-academic support. Higher test scores and the reduction of disruptive behaviors are just a few outcomes. By engaging students in physical activity opportunities, afterschool program professionals can facilitate positive effects on academic achievement, but also cultivate non-academic verbal and non-verbal skills (such as higher concentration rates and increased self-esteem). These are instrumental in equipping youth with the necessary tools for life-long success.”

*– Krista Allison, Executive Director
Office of Family and Community Support, Ohio Department of Education*



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