

BECOME A PHYSICAL  
ACTIVITY ADVOCATE

## IN THIS SECTION, YOU WILL:

- ▶ Learn what it means to be an advocate
- ▶ Practice advocating within and outside of your program
- ▶ Discover how to use standards and guidelines for advocacy

## WHAT IT MEANS TO BE AN ADVOCATE

So far, you've:

- Increased your knowledge of physical activity
- Learned about CANIT's Soul Principles
- Gotten to know your physical activity environment

After doing the two activities in Step 2, your youth will have a good foundation in becoming strong physical activity advocates. But what does it mean to be an advocate?

An **ADVOCATE** is someone who supports, promotes and encourages positive change. We advocate for things in our everyday life, whether it's wanting certain things or convincing others that one TV show or sports player or cell phone is better than another. For the purpose of this guide, CANFIT encourages you to teach youth how to advocate for positive changes to improve physical activity in their school, neighborhood and/or community. We also encourage YOU to promote, develop and maintain the CANFIT Soul Principles in your physical activity program.

ADVOCATING WITHIN  
YOUR PROGRAM

Improving your after school program may involve promoting physical activity for staff or encouraging positive interactions among youth. This is a great place to start becoming an advocate. For example, maybe you've noticed

that youth make fun of other youth who have trouble running very fast. You could advocate for a program culture in which all youth are welcomed and appreciated when active.

Think back to steps 1 and 2. Would you like to make one of the Soul Principles a bigger part of your program? Did the second activity in Step 2 make you realize that many youth are shying away from activities because they feel they're not good enough? Complete the statements below to commit to simple steps to use within your program:

I will become an advocate for \_\_\_\_\_

Example: making sure all students are welcomed and appreciated when active.

I will talk to \_\_\_\_\_

Example: staff and students and encourage them to support this positive change.

I will promote this message by :

- Hanging posters, flyers, and signs.
- Holding meeting(s) with youth and staff to discuss the issue.
- Praising positive behavior and intervening to stop negative behavior.

Try the activities in this section with youth, too. They can be great advocates! Plus, being an advocate can help youth:

1. Develop leadership skills.
2. Increase their confidence.
3. Create healthier communities.

## ADVOCATING OUTSIDE OF YOUR PROGRAM

After getting to know your physical activity environment, you may have identified resources that would need to come from the community. For example, maybe there’s not enough space for all youth to be active at once, or maybe there’s no facility where youth can be active on a rainy day. These types of issues require you to advocate outside your program. Here’s some basic information to get you started in that direction:

### JOINT-USE AGREEMENT

A joint-use agreement is a “cooperative agreement” between two or more organizations that agree to share space, resources, and/or facilities. Advocating for joint-use agreements can help secure access to a variety of facilities typically used by school districts, recreation centers, and other community-based organizations. Joint-use agreements can be a bit complex and often include components such as conditions of use, procedures for gaining access, and liability protection. Remember, your role is not necessarily to work out all the fine details of a joint-use agreement (program administrators typically perform this task). Your role is to advocate for the existence of one. To do this you need to identify what type of facility or resources your program needs and who might be able to provide them. To start thinking about

potential partners for a joint-use agreement, try to identify three facilities/resources and who might be able to provide them (please see box below). Remember, just doing this small task means you’re advocating for your students and their right to be active.

### STANDARDS AND GUIDELINES: TOOLS FOR ADVOCACY

As with the Soul Principles, aligning to physical education standards and physical activity guidelines can help you create high-quality physical activity for youth. The next two pages contain the California Model Content Standards for Physical Education and the California After School Physical Activity Guidelines in this section. If your program follows the eight steps in ACTIVE8, and makes the Soul Principles the heart of physical activity, you will be addressing physical education standards and guidelines too!

Here’s something you may not know about standards and guidelines—they can be powerful tools for advocacy! A big part of advocating for something you believe in is getting others to buy into the idea, and showing that a new component is tied to already established standards and guidelines can help get that buy in. Here are some examples of using the Standards and Guidelines to support changes in your program:

FACILITY/RESOURCE	WHO HAS IT?
INDOOR GYM	YMCA

**EXAMPLE 1:** I want my program to incorporate more variety in physical activity.

**ACTION:** Use CDE Physical Education Standard 1 to strengthen your argument for more activities than just sports.

**EXAMPLE 2:** I want my program to gain access to do activities with youth at the park across the street.

**ACTION:** Use AS PA Guideline 4 to strengthen your argument to create a joint-use agreement with the Parks and Rec department.

Take time to review the Standards and Guidelines as they will significantly help support your advocacy efforts in improving physical activity for youth!



## CDE PHYSICAL EDUCATION STANDARDS & CANFIT'S ACTIVE8 GUIDELINES

ACTIVE8 follows the Physical Education Model Content Standards developed by the California Department of Education (adopted January 2005). For more info about the standards, go to: <http://www.cde.ca.gov/be/st/ss/>. Although the Phys Ed Standards differ by grade level, the after school environment often has a mix of youth of all ages and can't realistically teach physical activity by grade level. Instead, we have come up with simple techniques to show how after school programs can teach activity while aligning with the CDE standards.

CALIFORNIA DEPARTMENT OF EDUCATION CONTENT STANDARDS — GRADES 5-8	CANFIT'S ACTIVE8 GUIDE
<b>Standard 1</b> - Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	Variety is important! After school programs often will have sports and not much else. Look at the many activities, games and workouts that are presented in this guide and refer to Step 8 for additional resources.
<b>Standard 2</b> - Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.	Try the Activities listed in Step 5 which all fit within these standards and will help youth develop leadership skills in physical activity. Also refer to CANFIT's Super Manual for more activities: <a href="http://www.canfit.org">www.canfit.org</a> .
<b>Standard 3</b> - Students assess and maintain a level of physical fitness to improve health and performance.	Follow Step 4 on how to lead fun and appropriate physical activity by using the 3 recommended daily activities.
<b>Standard 4</b> - Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	Follow Step 4 to teach youth how to improve their health and how to do heart rate monitoring; discuss the Exercise Do's and Don'ts and have youth create their own activities as well.
<b>Standard 5</b> - Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	Teach the Soul Principles of physical activity, which include body image, inclusion and participation for all. These concepts will help youth become leaders in engaging in appropriate physical activity.

## CDE'S 10 AFTER SCHOOL PHYSICAL ACTIVITY GUIDELINES

The California Department of Education released the ten California After School Physical Activity (CASPA) Guidelines to enable every after school program to provide its students with the highest quality physical activity possible (2009). For detailed information about the guidelines, please visit: <http://www.californiaafterschool.org> and click on the “Physical Activity” tab.

- 1. YOUTH DEVELOPMENT:** Create an after school physical activity culture that fosters youth development.
- 2. POLICY:** Develop and implement after school physical activity policies.
- 3. PLANNING AND EVALUATION:** Plan and evaluate after school physical activity.
- 4. INFRASTRUCTURE:** Build and maintain a strong infrastructure for after school physical activity.
  - Facilities and Equipment
  - Safety and Sustainability
  - Tools and Resources and Self-Assessment Questions
- 5. DIRECTOR AND STAFF INVOLVEMENT:** Ensure all directors and staff support and promote physical activity after school.
- 6. QUALITY:** Develop and maintain high-quality after school physical activity.
- 7. QUANTITY:** Ensure all students achieve the appropriate amounts of physical activity after school.
- 8. INCLUSION:** Ensure all students are included in after school physical activity.
- 9. REGULAR-SCHOOL DAY:** Connect after school physical activity with the regular school day.
- 10. COMMUNITY:** Build partnerships with the community to support after school physical activity.

