STRATEGIES TO INCORPORATE THE CDE PHYSICAL ACTIVITY GUIDELINES

1) YOUTH DEVELOPMENT

**Avoid activity as punishment**
- No pushups or running laps for poor behavior
- Talk to youth to find the underlying issues leading to misconduct

**Develop meaningful relationships**
- Allow youth to ask questions
- “Check in” with youth throughout the week
- Empathize when youth talk about violence, racism, or problems at home

**Empower youth with activity**
- Say “great effort” to a missed catch
- Allow youth to set up and prepare for group activities (ex. placing cones, distributing water, putting balls away)

2) POLICY

**Ensure policies are understood/followed**
- Regularly distribute wellness policies to staff and ask for questions/feedback
- Make relevant policies visible to staff (ex. post daily inspection rules on gymnasium door)

**Participate in USDA wellness policies**
- Align after school physical activity policies with the local wellness policy
- Become involved in the committee that develops the local wellness policy

**Include youth and staff in the development of physical activity**
- Allow youth to vocalize their opinions
- Hold a monthly meeting to obtain and respond to physical activity feedback from staff

3) PLANNING AND EVALUATION

**Assess the quality of the program**
- Create an evaluation checklist for monthly or biannual use
- Continually search for areas of improvement (ex. planning activities that take less time to prepare or changing tone of voice to better communicate with youth)

**Strive to improve the fitness of all youth**
- Review the school’s California Physical Fitness Test results; try to strengthen areas of weakness
- Give personal attention to marginalized and low skill level youth

**Use tracking methods to inspect physical activity**
- Monitor participation from every youth
- Record planned and completed physical activity minutes
- Take brief notes (ex. “did not expect rain, need rainy day plan”)

4) INFRASTRUCTURE

**Ensure that facilities are accessible and safe to all youth**
- Use areas, such as fields or gymnasiums, that do not require difficult access
- Continuously check for safety hazards (ex. tables, sprinkler heads, rocks, light fixtures)

**Maintain equipment**
- Maximize storage space with shelves
- Store equipment close to where it’s used
- Label equipment with program’s name
- Prepare for physical activities that do not require equipment

**Use a variety of locations to provide physical activity**
- Rotate between indoor and outdoor facilities each week
- Plan for back up activities if sought after facility is in use

5) DIRECTOR AND STAFF INVOLVEMENT

**Become a role model for youth**
- Use positive language and no profanity
- Integrate self in youth activities (ex. become a player in a soccer game)
- Show enthusiasm for being healthy
- Wear proper clothing for physical activity
- Let youth see staff addressing their own challenges with physical activity

**Become a role model for staff**
- Organize a walking group before or after program starts
- Strive to get 30 minutes of moderate to vigorous physical activity every day
- Attain CPR and first aid certification

**Have all staff be visibly involved with the after school program**
- Organize special events (walkathon, fundraiser, etc) that bring all staff and youth together
- Discuss physical activity plans with youth and their parents
6) **QUALITY**

**Ensure emotionally safe activity**
- pick teams randomly (ex. number each students and have odds against evens)
- prevent bullying and teasing
- choose activities that encourage cooperation over competition (ex. dancing)
- create a "social contract" (understandings of respect and support) that can be posted

**Provide a variety of activity**
- accommodate for multiple group sizes (ex. individual activities like running, partner activities like passing, small and large group activities)
- vary the amount of structure for physical activity
- rotate different activities every week

**Meet the needs of all youth**
- especially for those with special needs
- if necessary, simplify activities (ex. using a larger ball for easier hand-eye coordination)
- provide multiple options of physical activity

7) **QUANTITY**

**Provide 30–60 minutes of MVPA**
- plan an extra 10 minutes for set up and explanation of rules
- multiple short periods can be used to achieve 30-60 total minutes of MVPA
- create a designated and well known time period for physical activity (ex. "power hour")

**Assure youth spend no more than 60 minutes of sitting at one time**
- incorporate physical activity in learning sessions (ex. showing the mechanics of jogging when learning biology)
- have youth take turns leading interactive breaks

**Provide multiple venues of activity**
- schedule physical activity at or near the beginning of the program
- allow youth to choose activities they prefer

8) **INCLUSION**

**Accommodate for special needs**
- be informed of youth with special needs to better prepare for emergencies (ex. administering medication or an inhaler)
- directly ask for appropriate adaptations and modifications of physical activity

**Increase girls’ participation**
- offer competitive and noncompetitive options
- help girls develop a healthy body image by focusing on physical activity for health, not weight

**Cultural competency**
- ask youth what they like to do when they are not in school
- include a multicultural dance
- be aware of cultural barriers (ex. girls who are not allowed to wear shorts)

9) **REGULAR SCHOOL DAY**

**Develop relationships with credentialed PE teachers**
- ask PE teachers to volunteer in the after school program or provide a staff training
- use PE teachers as a resource to create developmentally appropriate activities

**Collaborate with regular school day staff**
- get involved in school fundraisers and health fairs
- connect with student clubs (ex. lacrosse club) to expand after school opportunities

**Attend PTA meetings**
- learn of parent concerns
- highlight how the after school program can benefit the regular school day (ex. providing students a safe place while parents are still at work)

10) **COMMUNITY**

**Collaborate with community partners to secure space/resources**
- contact organizations that have experience in providing physical activity to the community (ex. YMCA, Boys & Girls Clubs, recreation centers)
- ask community partners to provide knowledgeable instructors

**Use community resources for staff training and development**
- search for trainings held by community based organizations in the area
- have after school staff observe effective community based physical activity programs

**Adopt joint-use agreements**
- contact organizations that have adequate facilities or are in need of facilities
- plan through a collaborative and participative process