

STRATEGIES TO INCORPORATE THE CDE PHYSICAL ACTIVITY GUIDELINES

(ESSENTIAL → OPTIMAL)

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