



ONLINE LEARNING INSTITUTE

Supporting Young People Through Movement & Play Beyond the School Day

April 15, 2021



Technology Overview

The screenshot displays a Zoom meeting interface. At the top, a green status bar indicates "You are viewing Brittany Chen's screen". A "View Options" dropdown menu is open, showing options: "Zoom Ratio", "Fit to Window", "Request Remote Control", "Annotate" (highlighted with a red box), "Exit Full Screen", and "Side-by-side Mode" (checked). The main content area shows a presentation slide titled "Creating a Culture of Physical Activity in Your Context" with the subtitle "A CSPAP Working Session". The slide features the "Springboard to Active Schools" logo and the "Health Resources in Action" logo. The date "March 31, 2020" is visible. On the right side, there are two boxes: "Another participant" and "You" (highlighted with a yellow box). At the bottom, a toolbar contains icons for "Mute", "Stop Video", "Invite", "Participants", "Share", "Chat" (highlighted with a red box), and "Record". A "Leave Meeting" button is located in the bottom right corner.

Annotation Overview



Joining audio by phone? Enter your participant pin!

You are viewing Brittany Chen's screen View Options

SPRINGBOARD

Creating Active Schools Physical Activity Text

#pin#

Choose ONE of the audio conference options

Phone Call - Connected Computer Audio Call Me

Dial: +1 929 205 6099
+1 312 626 6799
+1 301 715 8592
+1 346 248 7799
+1 669 900 6833
+1 253 215 8782

Meeting ID: 927 317 891

Participant ID: 34

Done

March 31, 2020

Mute Stop Video

Invite Participants Share Chat Record

Leave Meeting

Springboard to Active Schools is an initiative of the National Network of Public Health Institutes (NNPHI) and Health Resources in Action (HRIA) through Cooperative Agreement CDC-RFA-DP16-1601 with the Centers

Special Thanks

*National Collaboration to Promote Health, Wellness, and
Academic Success of School-Age Children*

Cooperative Agreement CDC-RFA-DP16-1601 with the
Centers for Disease Control and Prevention (CDC).

Presenters



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Wellness
Boys & Girls Club of America

Group Introductions: Food Mood

Name

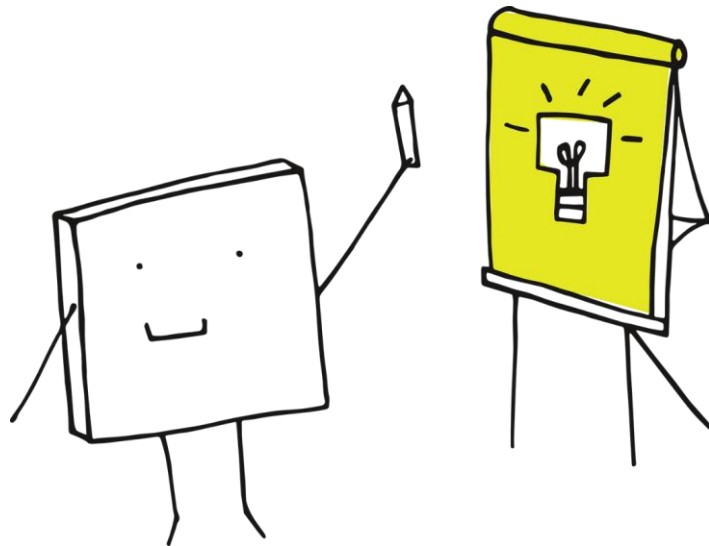
State

What food best describes
your mood today?



Group Agreements

- Be present and engaged
- Step up, step back
- Mute/unmute as necessary
- Take care of yourself
- Be flexible



Training Objectives



1. Define physical activity before and after school
1. Demonstrate benefits
1. Model physical activities and explore resources

Agenda

- Framing in Your Context
- Benefits

Break

- Stories from the Field
- Resources
- Reflection and Closing





Healthy Out-of-School Time

Provide programs with evidence-based professional development and the processes, tools, and resources needed to increase children's access to physical activity, healthier foods and social emotional skills.

What is “Out-of-School Time”?

Before/After School
Programs

Faith-based
Youth Groups

Tutorials
Enrichment
Extended Day

Summer Programs
Summer Camps

Rec Programs

Clubs
Youth Development

What is Physical Activity in OST?



Physical activity is defined as any movement of the body that requires energy expenditure.

Physical activity offerings are very broad in OST programming.

Flower Breath

- Breathe in through your nose, like you are smelling a flower.
- Breathe out through your mouth, like you are blowing on the petals.
- Repeat five times.



WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

A collaborative approach to learning and health



Integrating Out of School Time Across the WSCC Framework

Out of school time (OST) program leaders and staff are natural partners for extending the Whole School, Whole Community, Whole Child (WSCC) framework beyond the school day. Here are some evidence-based strategies and promising practices for using the WSCC approach to strengthen OST settings on school campuses and support student health and academic achievement.

- Physical Environment**
 - Provide access to safe drinking water across the school building or campus before and after school.
 - Set up agreements that allow schools and OST programs to share space—for example, shared access to classrooms, gyms, and playgrounds; space for food storage and prep; and use and maintenance of school gardens.
- Social and Emotional Climate**
 - Ensure food and physical activity are not used as rewards or punishments.
 - Foster social-emotional learning by integrating positive youth development principles during program planning—for example, focusing on strengths and positive outcomes.
- Counseling, Psychological, and Social Services**
 - Recognize the role that staff can play in connecting students and their families with services in the school or community.
- Health Services**
 - Promote communication between school staff and OST providers to help manage the needs of students with chronic health conditions, such as food allergies, diabetes, and asthma.
- Nutrition Environment and Services**
 - Use policies and practices that ensure that students have access to healthy foods and beverages in OST programs and during the summer.
 - Coordinate with school food services departments to sponsor programs to provide nutritionally balanced, low-cost or free meals and snacks throughout the calendar year.
- Physical Education and Physical Activity**
 - Provide opportunities for students to be physically active before- and after-school—for example, intramural sports, walking clubs, and active transportation to and from school.
 - Integrate physical activity into after-school and summer programs that operate on school grounds.
- Health Education**
 - Invite qualified personnel, such as Certified Health Education teachers, to provide nutrition education in after-school programs.
- Community Involvement**
 - Invite qualified members of the community, such as university extension staff, to provide training and professional development or OST programs, or lead specific activities.
 - Involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees.
- Family Engagement**
 - Provide opportunities for parents to learn about healthy eating or to practice being active with their children.
 - Design family event nights that include physical activity and healthy eating, such as brief "Stay and Play" activities.
- Employee Wellness**
 - Encourage OST staff to model healthy eating and physical activity behaviors.
 - Provide OST staff with professional development opportunities related to physical activity, nutrition, and healthy lifestyle behaviors.

Visit www.cdc.gov/healthyschools/wsccestimates.htm for more information and additional examples on how to integrate out of school time strategies using the WSCC framework.



Centers for Disease Control and Prevention
National Center for Chronic Disease Prevention and Health Promotion
Division of Population Health

Comprehensive School Physical Activity Program (CSPAP)

Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term.



























Active Students = Better Learners

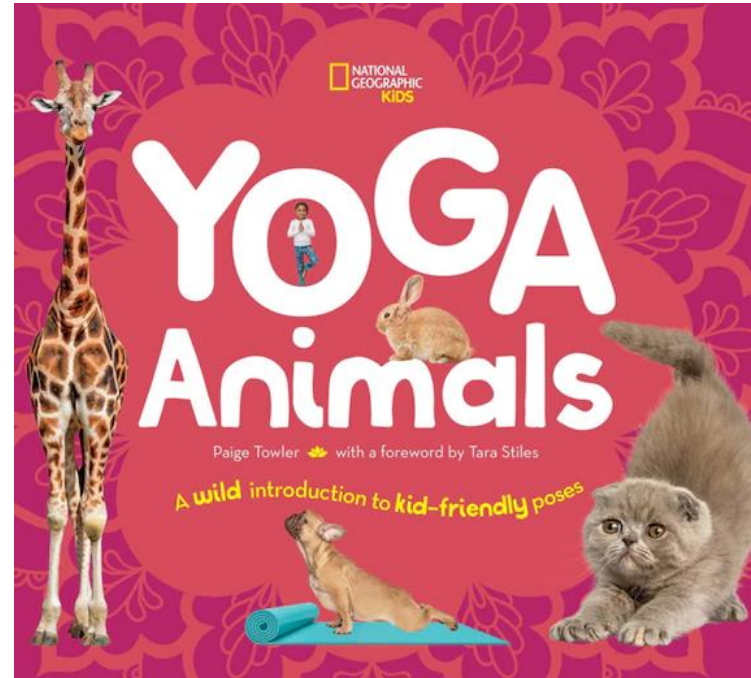
www.cdc.gov/healthyschools/PEandPA

Taking PA Outside



Nature-Based Bingo

E	A	R	T	H
 Count how many shapes you see in the clouds	 Dance to your favorite Earth Day song or playlist	 Make a do-it-yourself birdfeeder	 Listen to the wind or thunder outside; share how you feel as a family	 Write a poem about the Earth and share with an elder over the phone
 Go on a virtual national park tour	 Use modeling clay (or make your own) and sculpt an imaginary animal	 Write 3 reasons you are grateful for nature	 Read a book in your backyard or next to your window	 Practice some yoga poses in your favorite outdoor spot
 Create a sidewalk chalk obstacle course	 Share a picture of you and your family in nature on social media (tag @HealthierGen)	FREE	 Walk barefoot in the grass with a family member	 Find 3 different types of birds or insects
 Plant an indoor herb to use in the kitchen	 Play a game of wildlife charades	 Smell a flower, breathe deep and practice mindfulness	 Design a nature journal	 Draw or paint a picture of something near you outside
 Mail a "Happy Earth Day" postcard to a family member	 Find natural objects in each color of the rainbow	 Pick up 3 pieces of litter in your environment	 Count the number of star constellations you can identify in the night sky	 Create a family plan to reduce, reuse and recycle





OST Programs are NOT One Size Fits All

**Intramural
programs**

**Interscholastic
sports**

**Quick PA
breaks**

**Walking
or biking**

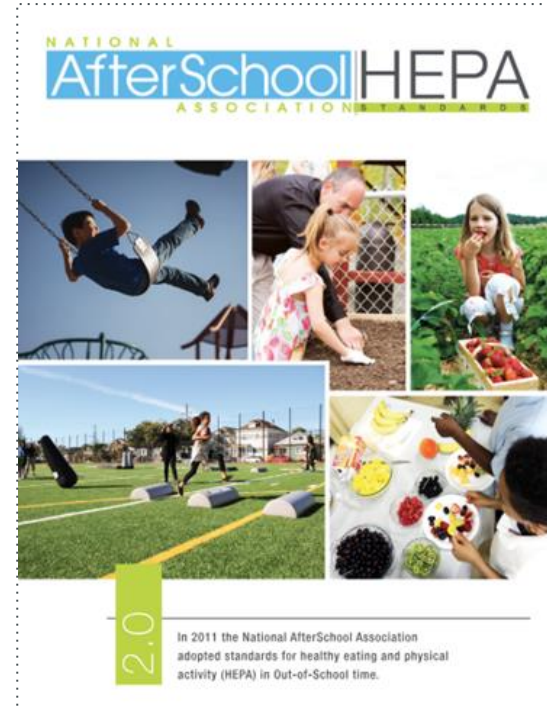
**Physical
activity
clubs**

HEPA Recommendations: Amount of Time PA is Offered

FROM CQ11:

Plan and provide time for physical activity:

- 1-hr program, 10 mins
- 2-hr program, 20 mins
- 3-hr program, 30 mins
- 4-hr program, 40 mins
- 5 hrs or more, 60 mins



Breakout Groups

What obstacles are you facing when trying to increase physical activity in your OST program(s)?

What partnerships have you established to help your OST program(s) implement or increase physical activity offerings?

How has Covid-19 presented unique barriers for your OST program(s) to offer physical activity?

Partnering to Increase Physical Activity

→ Consider a variety of partner organizations that align with health equity needs in your community, including local hospitals, food banks, universities, fire departments, non-profits, faith-based institutions and businesses.

“Community organizations sponsor events to provide immunizations, dental and health screenings, nutrition information, exercise demonstrations, dance, parenting strategies, autism awareness, car seat safety and pedestrian safety. These events are free and many are offered in Spanish and English. They allow our families to come together and receive services and education in an environment they are comfortable with.”

Sargent Shriver Elementary – Silver Spring, MD





Back at 2:32 PM



Physical Activity Break!

Classroom Physical Activity Ideas and Tips

Movement Dice

On the board, write a movement for each number of a dice. For example:

- | | |
|-----------------|-------------------|
| 1 - Squat | 4 - Jumping jacks |
| 2 - Jump | 5 - Butt kicks |
| 3 - Toe touches | 6 - Wall push ups |

Roll the dice and have students do the movement corresponding to the number rolled. For example, if a 4 is rolled, have students do 4 jumping jacks.

TIP: Add another dice or roll the same dice twice to add, subtract, divide, or multiply the number of repetitions. For example, 2 is rolled for jumping and 4 is rolled on another dice. Ask the class, "How many jumps are we going to do? What is 2 plus 4?"

If virtual, use a free online dice roller like the one at www.rolladie.net.

ES

MS



Benefits of Physical Activity

- Improved physical health
- Improved academic performance
- Improved mental and emotional well being
- Identify enjoyable activities

Benefits of School-Based Physical Activity

Regular physical activity in childhood and adolescence is important for promoting lifelong health and well-being and preventing a variety of health conditions. Schools are in a unique position, regardless of learning mode, to help students attain the recommended 60 minutes of moderate-to-vigorous physical activity daily.

A Comprehensive School Physical Activity Program (CSPAP) can increase physical activity opportunities before, during, and after school.



Increasing youth physical activity:

Before and After School

- Walking or biking to and from school
- Intramural sports and clubs
- Extended day programs

In Physical Education

- Standards-based curricula
- Motor skills development
- Physical fitness

During School

- Classroom physical activity breaks
- Active lessons
- Daily recess

Through Staff Involvement

- Role models for wellness
- Classroom participation
- Professional development programs

With Community Engagement

- Shared use of recreational facilities
- Opportunities for physical activity when school is out of session
- Environments for safe travel to and from school

Benefits everyone:

The Students

- Improved attention*
- Better mood and memory*
- Improved bone health
- Healthier weight
- Better heart health
- Lower risk of depression
- Better grades

The Teachers

- More students on task*
- Improved classroom behaviors*
- Students getting better grades
- Fewer absences

The Community

- Lower health care costs
- Expanded school partnerships
- More access to activity-friendly spaces



*Immediate benefit from a single physical activity session

To learn more, visit: <https://www.cdc.gov/healthyschools/physicalactivity>



Physical Activity and Academics

A group of children in a classroom are stacking their hands in a circle, with their heads bowed down. In the background, a green chalkboard is visible with some papers pinned to it. The scene is brightly lit, and the children are wearing casual clothing.

Prepare the brain for learning

Teach a concept

Refocus and re-energize

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week 4
grade level:
elementary

ACTIVE STUDENTS, ACTIVE MINDS

Here are this week's activities to get your students up and out of their seats. Research shows active kids perform better in school. What are you waiting for? Let's get moving!

Simon Says Geometry-Style

Description:

1. Ask the class stand and participate in a game of Simon Says.
2. For your commands, pair specific body movements with geometric terms such as a line, line segment, ray, parallel lines, intersecting lines, right angle, obtuse angle, acute angle (see examples of movements below).
3. If Simon doesn't say to do something, have the children who perform the action sit down while play continues.
4. As the students get better, pick up the speed of the game to get them moving.

Examples of movements:

- Line: extend arms on each side with palms opened, indicating that a line goes on in both directions
- Line segment: extend arms on each side with fists closed, indicating that a line segment has two definite end points
- Parallel lines: show arms next to each other, looking like train tracks
- Right angle: extend left arm over your head (close to your left ear) and extend your right arm out to the right side of you

Source:
[Active Academics](#)

Catch and Move



EQUIPMENT: One or more balls

Description:

1. Write 5-10 equations that total 20 or less (this will be the number of repetitions) on the ball.
2. Write 5 or 10 actions that students can perform in the classroom on the ball.
3. Begin the game with students in a circle. The student holding the ball tosses it to another student circle when you say, "Go."
4. Students continue to toss and catch the ball until you say, "Stop."
5. The student holding the ball leads the group in the movement closest to his/her left thumb. The number of repetitions is determined by the answer to the equation closest to the right thumb.
6. When the number of repetitions is completed, the student resumes tossing the ball.

Source:
[New York City Department of Education](#)

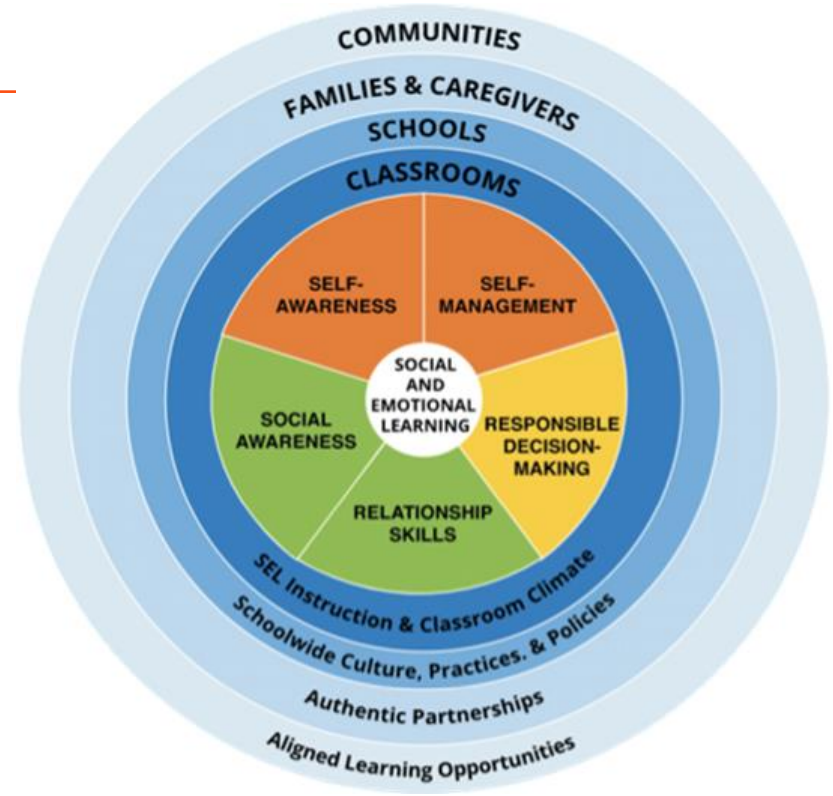
Variations:

- Use action words that tie to a theme, such as the name of an animal or making animal sounds.
- This can be done in one large group or with several smaller groups (one ball per group).

Emotional Wellbeing

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*

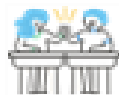


BENEFITS OF SEL...

Decades of research studies demonstrate the following benefits of SEL:



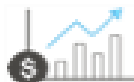
Improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate



Decline in students' anxiety, behavior problems, and substance use



Long-term improvements in students' skills, attitudes, prosocial behavior, and academic performance



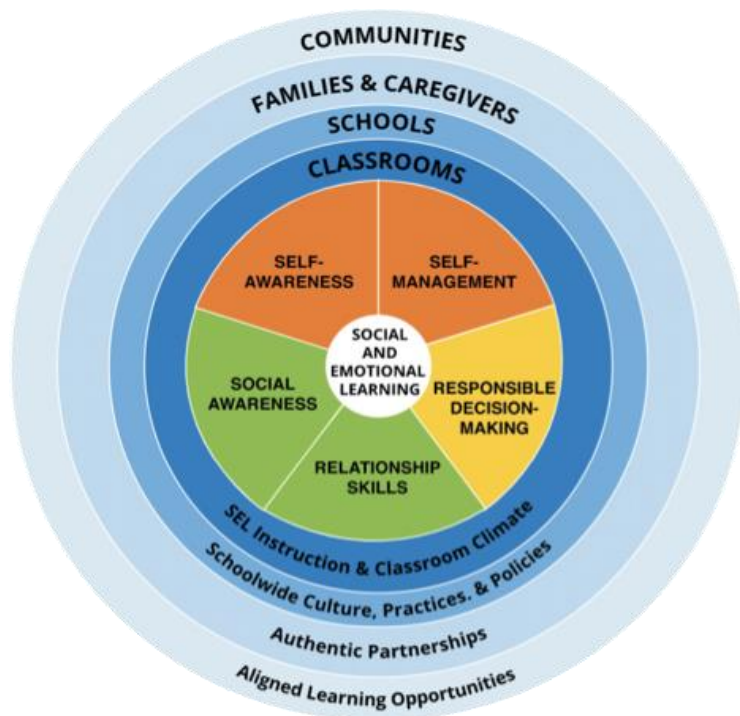
Wise financial investment according to cost-benefit research

Strengthening SEL with PA Opportunities



Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA



Yes, No

Call out topics (e.g., orange juice, skydiving, little dogs, etc.) and ask participants to crisscross their arms for "no" if they don't like the topic or stretch their arms up for "yes" if they do.

VARIATION: Instead of topics and yes or no, read statements and answer true or false. Students jump in place for 10 seconds for "true" and reach for their toes if "no". This is a good activity for reviewing and checking content understanding.



Yes, No

Topic: Getting to know you

Youth Centered Learning



Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA

Consider:

Achievement Outcomes

Prevention Outcomes

Developmental Outcomes

Youth Engagement is...

- *“The process through which young people engage in and influence the issues and institutions that impact their lives.”*
- *“When adults ask kids what they think or what they need and when we get to help decide stuff.”*
- *“When power and credibility are given to students in making decisions and acting on needs without age discrimination.”*

From Society for Public Health Education (SOPHE)’s Engaging Youth Resources

Youth Engagement is... power

- *“The process through which **young people engage in and influence** the issues and institutions that impact their lives.”*
- *“When adults ask kids what they think or what they need and when **we get to help decide stuff.**”*
- *“When **power** and credibility are given to students in making decisions and acting on needs without age discrimination.”*

From Society for Public Health Education (SOPHE)’s Engaging Youth Resources

Youth Engagement is... believing in youth

- *“The process through which young people engage in and influence the issues and institutions that impact their lives.”*
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Youth Engagement is... meaningful

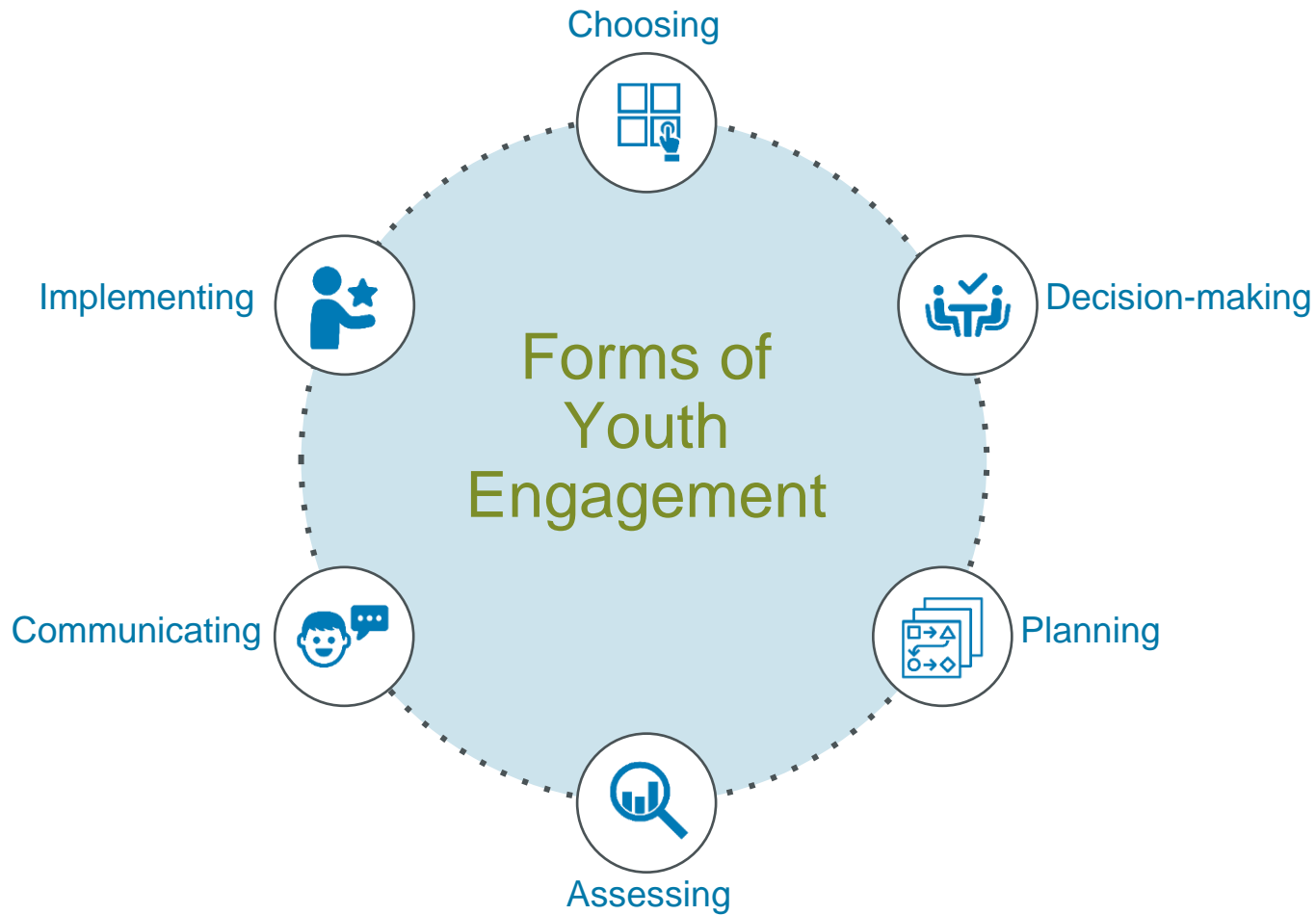
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From Society for Public Health Education (SOPHE)’s Engaging Youth Resources

Why Youth Engagement?

“When adults do think of students, they think of them as the potential beneficiaries of change...they rarely think of students as participants in a process of school change and organizational life.”

- Michael Fullan, *The New Meaning of Educational Change*



Levels of PA in Clubs



Examples from the Field

Union League BGC partners with the NBA, RISE (Ross Initiative for Sports in Equality) and Under Armour to build bridges by using sports to improve race relations. 60 young people engage in weekly 2.5-hour sessions featuring a combination of on-court basketball programming and hands-on learning developed by RISE focused on leadership, conflict resolution, identity and diversity.





Staff and members from BGC of Milwaukee participate in a "Club Walk" together



BGC Watertown have their own Staff Triple Play Challenge where members watch and cheer them on.

Basketball Dribbling Basics

Join Boys & Girls Clubs of Benton and Franklin Counties and learn the basics of how to dribble a basketball!

Sponsored by:



19 3

175 members did this activity

What you'll need



Basketball

Video activity



Module Completed?

Notify your staff that you've completed this activity and earn points and badges:



Jr NBA Level 1

0/4

+15

Points

I'M DONE

Are you ready to take the quiz?

Earn extra points by completing the quiz based on this video activity.

+10 Points



ANSWER QUIZ

Ready to share your project?

Let others see your project and earn extra points as well:

+25 Points



UPLOAD

MyFuture.net

Virtual Skill-Building Activity

Quiz to test knowledge

Organized Sports



Building Health Collaboratives



Overview of Playbreaks



Partner or
Small Group
Activities



Reflections



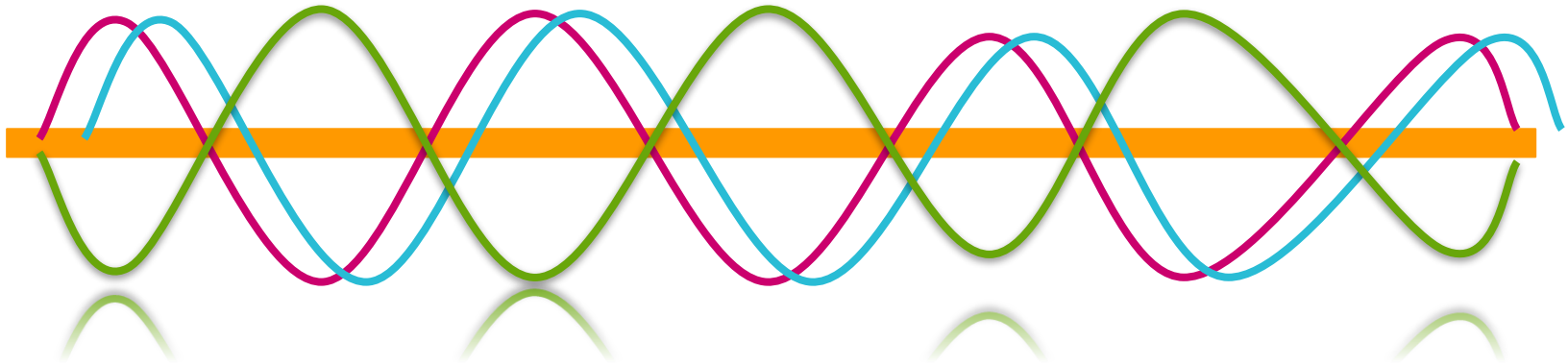
Full Group
Activities



Emotional
Check-ins

Energy Wave – Emotional Check-in

Instruct youth to demonstrate their current mood by mimicking a wave with their hand to represent their level of energy. Little, slow waves represent low energy and big, fast waves represent high energy. They can choose to explain and elaborate on their feelings, or not.



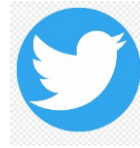
Thank you!

Connect with us!

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