

California Physical
Activity Guidelines

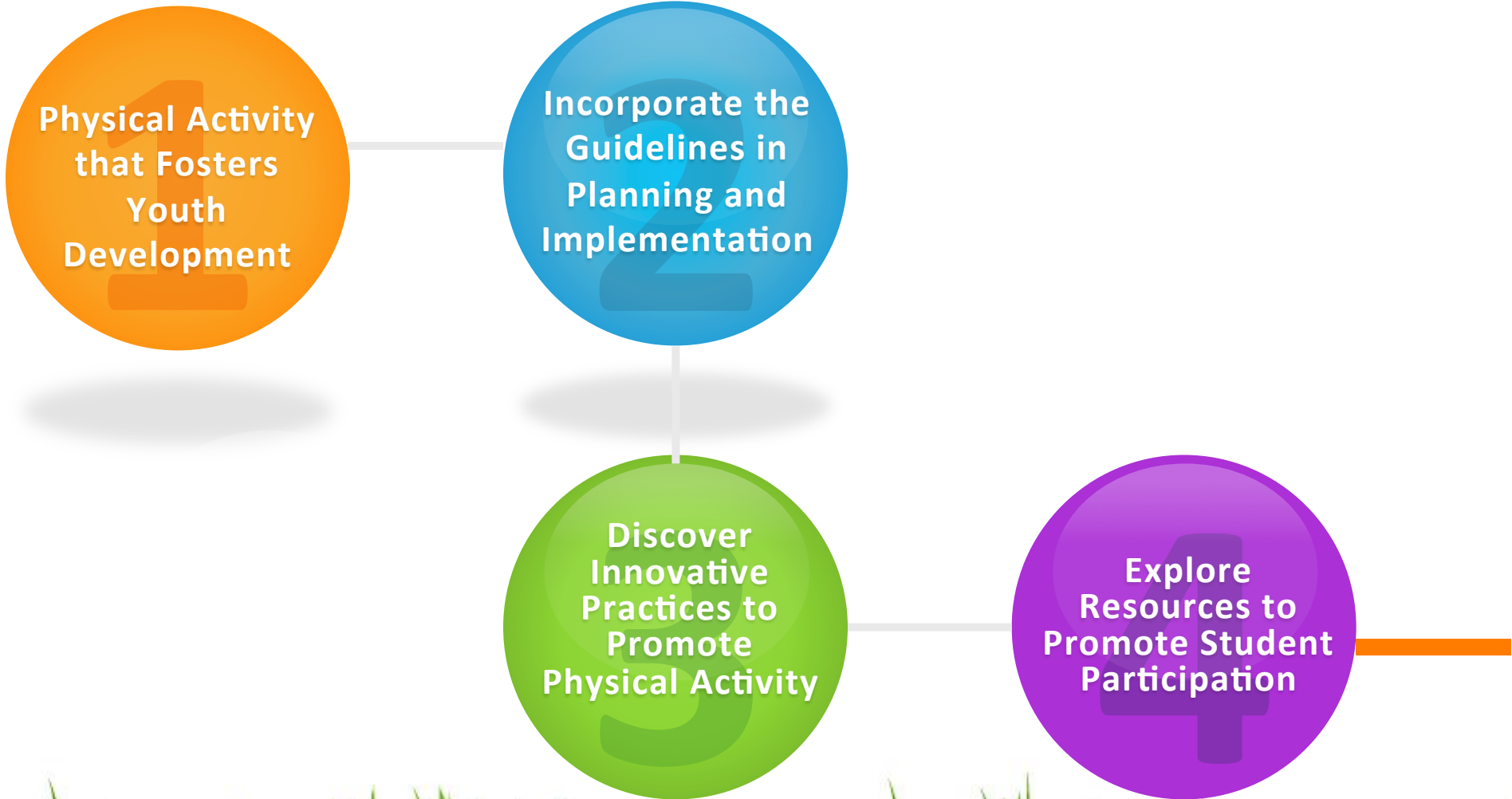
Putting the Guidelines into Practice



Presented by: Shené Onye, Ph.D.
Executive Director
California After School and Healthy Kids Resource Center

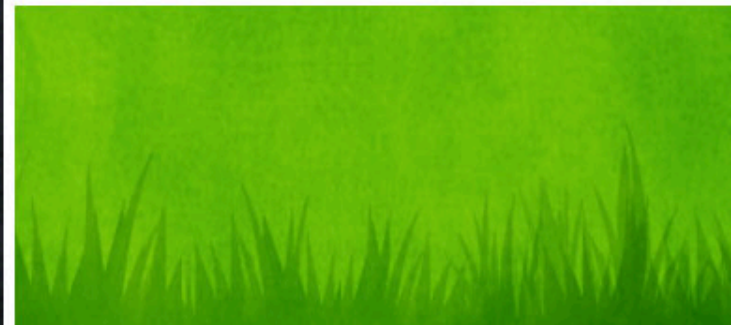
Objectives

You will learn ways to implement/promote:



Collaboration

- S.B. 638 requires the California Department of Education (CDE) to offer guidance for the after school enrichment component, including physical activity.
- The California After School Resource Center (CASRC), After School Division(ASD), and an expert panel developed 10 strategies for implementing high-quality after school physical activity.
- CASRC, ASD, and a steering committee developed Web pages of tips, tools, and resources to help with implementation of the strategies.





**Physical Activity that
promotes youth
development**



What are the Benefits of Physical Activity

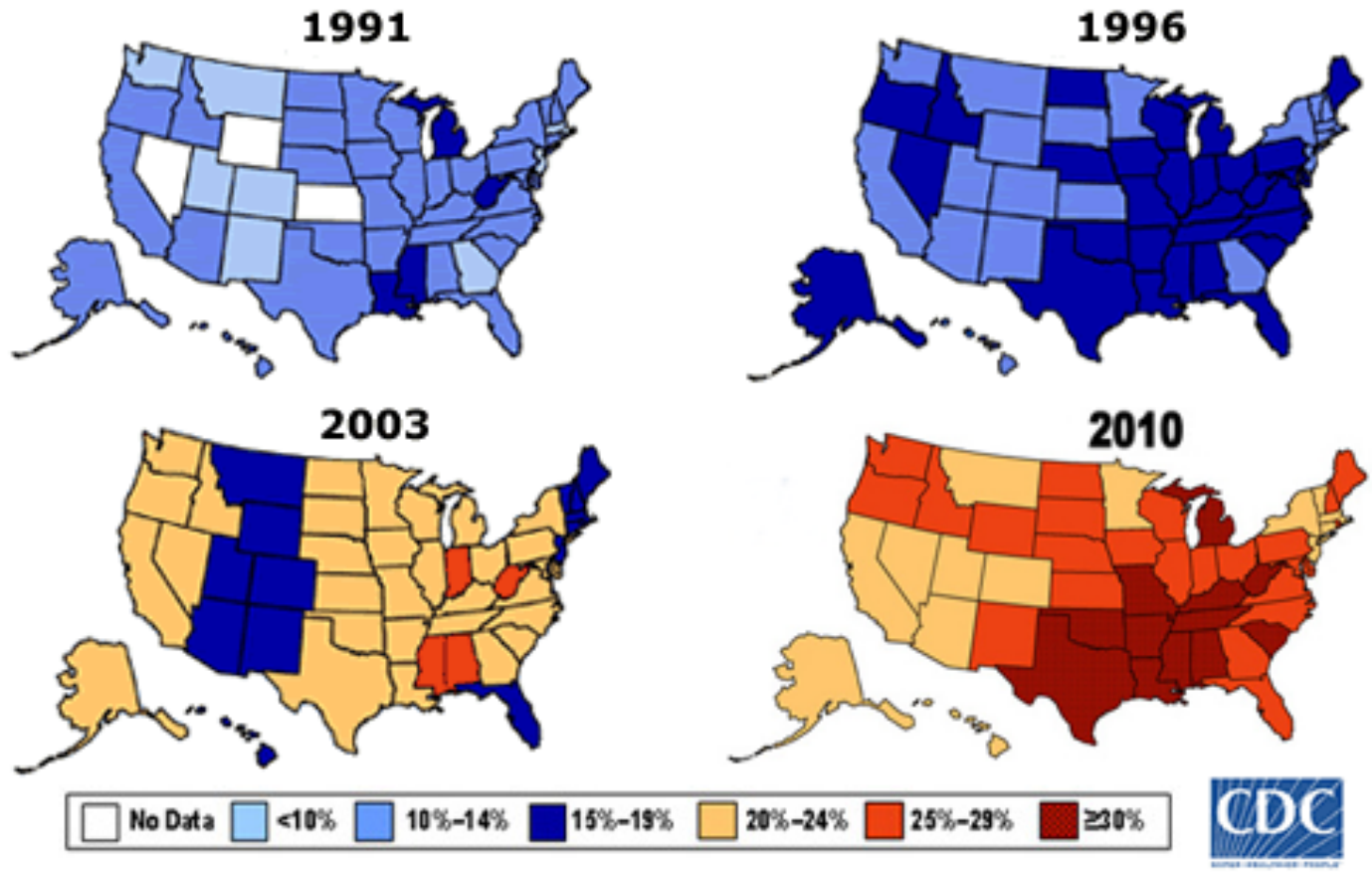
- Strengthens bone and muscle
- Promotes health and fitness
- Builds self-esteem, reduces anxiety and depression
- Reduces risk of obesity and developing other risk factors
- ***Positively affects concentration, memory and classroom behavior***



Obesity Rates Among US Children

Where are we today?

Over 1/3 of U.S. youth are **overweight**



Recommended Physical Activity

Staff and students should be physically active 30 to 60 minutes each day.

- Scheduling considerations:
 - Plan extra time for set-up, reviewing instructions, and clean-up.
 - If students can't be continuously active for 30 to 60 minutes, break active time into segments.
 - Make sure that the amount of physical activity planned is the same as the amount completed.



Why does Physical Activity Matter in After School?

- 1/3 of U.S. youth are overweight.
- The number of youth who walk/bike to school has dropped by 50% in recent years.
- Less than half of youth meet physical activity recommendations (60 mins/day).
- Less than 8% of public schools offer daily physical education.
- After school programs have the power to reverse these trends.



Are You Moving?

- Is physical activity a part of your daily routine?
- Do you encourage youths in your program to be active on a daily basis?
- How important is physical activity in your program?



its PA time!

Pass It On-

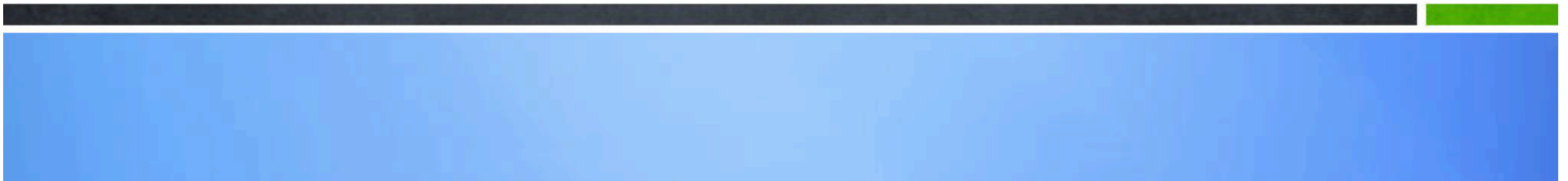
UNO Style

Directions:

Identify the color on the card and perform an activity that corresponds to that color for 15 seconds:

- **Blue:** jump to the sky
- **Red:** squats
- **Yellow:** twist
- **Green:** swim

When the instructor says “Pass it On”, you will pass the card to the person on the right side of you and complete the activity that corresponds to the new card.





Incorporate the Guidelines in Planning and Implementation



Guideline One



Create an after school physical activity culture that fosters youth development.

Physical activity fosters youth development by:

- Creating positive relationships with staff and peers.
- Empowering youth in the decision-making process.
- Developing life-long skills for a healthy lifestyle.



Guideline Two



Develop and implement after school physical activity policies

- Develop clear physical activity policies to implement the California After School Physical Activity Guidelines (CASPA Guidelines).
- Participate in the development and implementation of local school wellness policies
- Address liability, space and time for physical activity with program staff



Guideline Three



Plan and evaluate after school physical activity.

- Review California Physical Fitness Tests
- Review the PE education standards and evaluation results
- Track and monitor the number of physical activity program minutes that are planned and completed in the after school program.
- Track staff participation in physical activity training programs and continuing education.



Are Youth Moving?

- Are youths engaged in daily physical activity within your program?
- What types of activities do they enjoy?
- If youth are not engaged in the physical activity within your program, what is preventing them from participating?



Variety is the Spice of Physical Activity

- Vary the group size.
 - Individual: skateboarding, cycling
 - Small group: double-dutch, dance
 - Large group: soccer, freeze tag
- Vary the type.
 - Sports: basketball, volleyball
 - Recreation: hide-and-seek, dance
 - Flexibility: yoga, stretching
 - Strength: circuit training, Pilates



Guideline Four



Build and maintain a strong infrastructure for after school physical activity.

- Address:
 - Facilities
 - Equipment
 - Safety
 - Sustainability



Youth and Staff Moving Together



- What three practices are a part of your program that ensure the quality of physical activity?
- What three practices are a part of your program that ensure physical activities are safe?
- How many minutes are you and your youth active daily?



Guideline Five



Ensure that all directors and staff members support and promote the after school physical activity program.

- Provide administrative leadership for physical activity in after school programs.
- Provide all after school program staff with training in the implementation of physical activity.
- Provide staff with opportunities for continuing or advanced education in physical activity.
- Serve as a role model for students by being physically active yourself.



Staff Involvement: Individually and as Part of a Team

- Be an active role model.
- Be prepared and plan ahead.
- Know and use your resources.
- Facilities
- Youth leaders
- Create non-competitive opportunities for all youth to be active.
- Help youth develop a positive relationship with physical activity.
- Create an environment that fosters success.
- Do not use physical activity as punishment.



Guideline Six



Develop and maintain high-quality after school physical activity.

- Incorporate a wide variety of physical activities to achieve all-around fitness and to build multiple movement skills.
- Ensure that all physical activity is developmentally appropriate and that it meets the needs of all participants.
- Include youths in the design and selection of physical activity content.
- Use physical activity resources, curricula, and programs that are research-based or aligned with credible professional groups.
- Ensure that all physical activity choices are safe for every participant in the after school program.



What is Quality Physical Education?

- Opportunity to learn
 - Adequate time, equipment, and facilities
 - Qualified staff
- Appropriate instruction
 - Provide full inclusion of all students
 - Identify activities that facilitate learning
 - Provide multiple opportunities for students to practice ongoing physical activity
 - Assess students participation and development



Other Characteristics

- Provide enjoyable experiences for all students
- Meet the needs and interests of students
- Keep students active for the duration of the activity



Guideline Seven



- Ensure that all students achieve the appropriate amounts of physical activity after school.
 - Provide a minimum of 30 to 60 minutes of moderate to vigorous physical activity (MVPA)
 - Arrange the daily schedule to ensure that students do not sit for more than 60 minutes at a time.
 - Limit recreational “screen time” to 30 minutes and total “screen time” to 60 minutes per day.
 - Offer physical activity at or near the beginning of the after school program.
 - When possible, use physical activity to reinforce and extend other after school goals and activities.



PHYSICAL ACTIVITY PYRAMID

For your After School Program



Cut Down on Inactivity

- Limit to 2 hours or less per day: TV, Computer, Video Games, Watching DVD's & Movies

Flexibility & Strength

- Stretching
- Push-up/Sit-ups
- Circuit Training
- Yoga/Pilate's
- Martial Arts (Tai'Chi)



2-3 TIMES A WEEK

Flexibility/Strength

EVERYDAY 60 MINS

By Yourself or with Friends

Individuals

- Running/Jogging
- Skateboarding
- Rollerblading
- Stair Climbing
- Hula Hoop
- Jump Rope
- Hopscotch
- Dance Dance Revolution



Group Games

- Basketball
- Volleyball
- Baseball/Softball
- Soccer
- Kickball
- Dodge ball
- Swimming
- Hiking
- Hide-n-Seek
- Double-Dutch
- Pilolo
- 1,2,3 Dragon
- Los Encantados (Freeze Tag)
- Dance – Hip Hop, Salsa, Capoeira, etc.
- Playing Musical Instruments



Sports/Recreational Activities & Games

With Parents

- Play Frisbee or Catch at the Park
- Plant or Work in the Garden
- Walk (the dog) Together
- Family Bike Ride
- Family Hike
- Help with Chores



WHY WE NEED PHYSICAL ACTIVITY AFTER SCHOOL!

- To stay healthy, youth need at least 60 minutes of physical activity daily. There's not enough time during the school day to get it all in.
- Physical activity can teach life skills such as teamwork, patience, and motivation to help youth reach higher goals.
- Being physically active increases self-esteem and reduces anxiety, depression, and stress.

CANFIT

CALIFORNIA ADOLESCENT NUTRITION AND FITNESS PROGRAM

Realistic and Timely: Individual Activities

Realistic

- Staff training
- Equipment
- Flexible schedule
- Administrator and staff support

Timely

- Planning from September to December
- Implementation January and February
- Check-in at March staff meeting





Promoting Physical Activity



Guideline Eight



Ensure that all students are included in after school physical activity.

- Ensure that physical activity is appropriate for youths of different ages, gender, abilities, and cultures by including youths in the development of physical activity content.
- Select, adapt, and modify physical activity to meet the needs of all students, including those with special needs.
- Select and develop physical activity that is accessible and interesting to students of various cultures.



Guideline Nine



Connect after school physical activity with the regular school day.

- Develop after school physical activity that supports and reinforces physical education content of the regular school day.
- Consult with credentialed physical education teachers to create high-quality physical activity programs.
- Collaborate with staff, students, and parents who are involved in the regular school day to create physical activity content and goals that link with the regular school day.



Guideline Ten

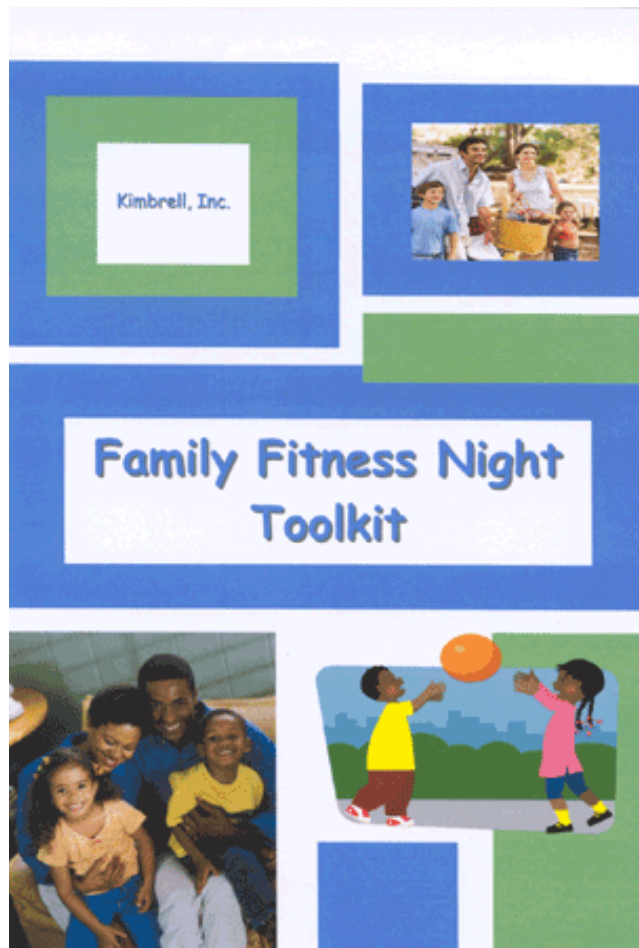


Build partnerships with the community to support after school physical activity.

- Collaborate with community partners that deliver high-quality physical activity in after school programs.
- Work with community-based agencies to provide training and staff development.
- Adopt and implement joint-use agreements so that after school programs have adequate space and resources for youths to engage in physical activity.
- Explore transportation resources and “active transport” options to ensure that youths have safe, affordable access to after school programs



Connecting with Families: Family Fitness Night



- Provide daily physical activity opportunities.
- Help students learn positive social skills.
- Be an active role model.
- Include schools and the community with families.



Exciting new transitions

1,2,3 Dragon

It's time to move.



Explore Resources to Promote Student Participation



Physical Activity Breaks

- Independent of identified time set aside for physical activity
- Enhances positive classroom behavior of students
- Incorporates activity in the classroom as part of planned lessons



Maximize Physical Activity Minutes

- Outside of scheduled physical activity time
- Use of technology
- Sending it home



Promoting Daily Physical Activity

- Create an environment that fosters participation by everyone
- Choose activity and enjoyment over competition
- Model a physically active lifestyle
- Provide opportunities for physical activity daily
- Partner with community partners and families



Meeting the Guidelines

- **Students who are introduced to the CASPA Guidelines**
 - Slowly increase activity in small steps
 - Participate in enjoyable activities
 - Continue being active on a daily basis
 - Work toward becoming more active
 - Encourage a more active lifestyle at home

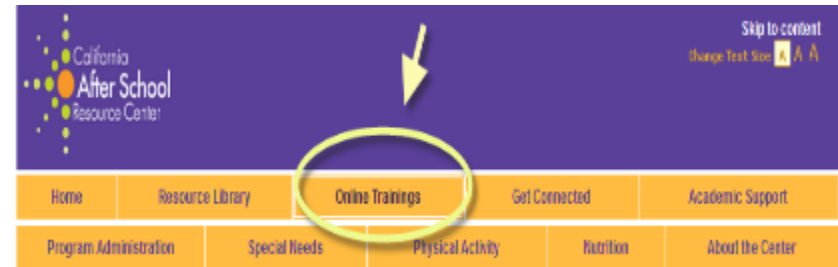


FREE Library Resources and Online Trainings

www.californiaafterschool.org



Access to reviewed materials with FREE delivery in California.



- Access to 40+ FREE online training modules in:
- Academics
 - Health & Safety
 - Physical Activity
 - Nutrition



For Assistance in building a Quality Physical Activity Program or for more information, contact:
The California After School Resource Center
www.californiaafterschoolresourcecenter.org
(888) 318-8188

Thank You

PHYSICAL ACTIVITY PYRAMID

For your After School Program



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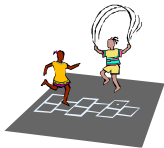
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CHOOSE ONE ACTIVITY with Kids Daily

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CANFIT

CALIFORNIA ADOLESCENT NUTRITION AND FITNESS PROGRAM

Are You(th) Moving?

The questions below are designed to help you think about essential components for high-quality after school physical activity. For help with any of these topics, check out CASRC's after school physical activity tips, tools, and resources: <http://www.californiaafterschool.org>

PART 1: ARE YOU MOVING?

- Is physical activity a part of your daily routine? _____
 - Why or why not? _____
- Do you encourage youths in your program to be active on a daily basis? _____
 - Why or why not? _____
- On a scale of 1 to 5, how important is physical activity to you?

1	2	3	4	5
Not important				Very important
- On a scale of 1 to 5, how much do you enjoy physical activity?

1	2	3	4	5
Not at all				Very much

PART 2: ARE YOUTH MOVING?

- Are youths engaged in daily physical activity?
 - If yes, write down three things that are working in your program
 - _____
 - _____
 - _____
 - If no, write down three things that are preventing your program from achieving this:
 - _____
 - _____
 - _____
- Do youths help select which physical activities are a part of your program? _____

PART 3: YOUTH AND STAFF MOVING TOGETHER!

- What three practices are a part of your program to ensure the quality of physical activities?
 - _____
 - _____
 - _____
- What three practices are a part of your program to ensure physical activities are safe?
 - _____
 - _____
 - _____
- How many minutes are you and your youths active daily? _____

THINGS I WANT TO REMEMBER

Why is physical activity important?

Physical Activity that Fosters Youth Development

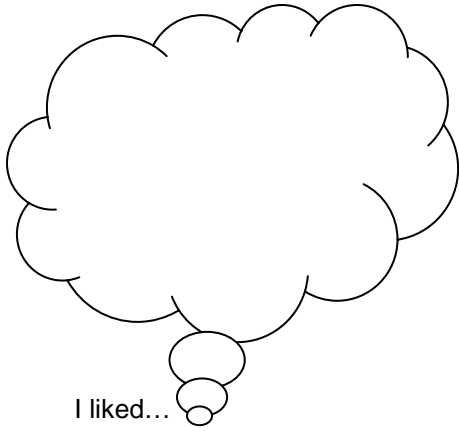
Incorporate the Guidelines in Planning and Implementation

Explore Resources to Promote Student Participation

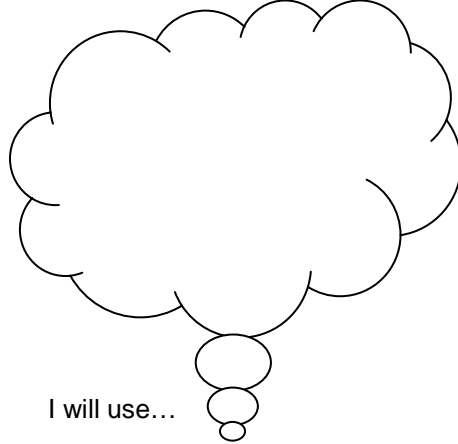
CALIFORNIA PHYSICAL ACTIVITY GUIDELINES: PUTTING THE GUIDELINES INTO PRACTICE
WORKSHOP EVALUATION

1. Overall rating of today's workshop: Poor-1 Fair-2 Good-3 Excellent-4

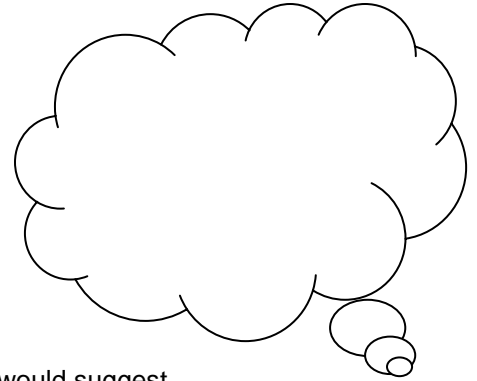
2. Please tell us what you thought about the workshop:



I liked...



I will use...



I would suggest ...

3. How would you rate the following workshop objectives?

PA that promotes youth development	<i>Poor</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<i>Excellent</i>
Incorporating the Guidelines in Planning	<i>Poor</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<i>Excellent</i>
Promoting Physical Activity	<i>Poor</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<i>Excellent</i>
Exploring Resources to Promote Student Participation	<i>Poor</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<i>Excellent</i>

Please answer and comment on the following:

4. The workshop material was well-organized and presented clearly.

Yes No Somewhat

Please comment:

5. Participant discussions and interactions were encouraged and facilitated effectively.

Yes No Somewhat

Please comment:

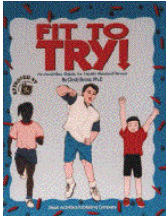


6. The presenters demonstrated an expert and practical knowledge of the topic.

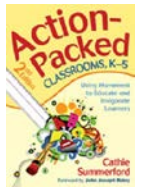
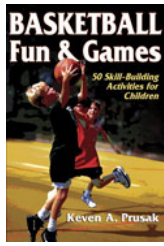

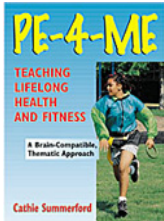
Yes No Somewhat


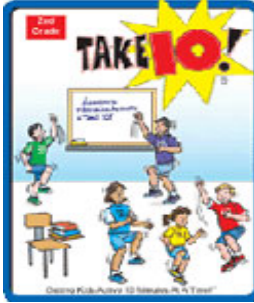
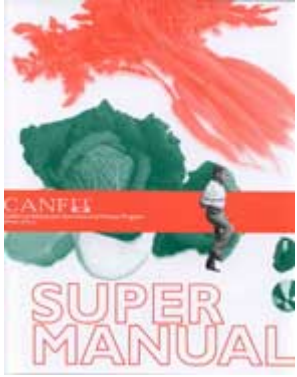
Please comment:






7. What additions, changes or deletions would you recommend for this workshop?





Thank you for your feedback!





TITLE, LIBRARY NUMBER	DESCRIPTION / <u>PROFESSIONAL DEVELOPMENT</u>
<p>Fit to Try</p> <p>#8032</p> <p>Material Type: Books and Reference</p> 	<p>This resource presents the foundation for helping students develop fitness skills. A number of health-related fitness concepts are included, such as cardiorespiratory endurance, muscular strength, and flexibility. This resource has nine chapters to promote fitness: Seeing the Total Picture; Health-Related Fitness Components; Your Human Body Machine; Your Exercise: Safe or Contraindicated?; Cardiorespiratory Endurance; Muscular Strength and Endurance; All About Flexibility; The Fat Factor: Body Composition; and Health-Related Fitness Games and Activities. Each chapter includes definitions of fitness terms, a research base and references, learning strategies, and sample handouts and activities.</p>
 <p>Fitness Education for Children: A Team Approach</p> <p>#1091</p> <p>Material Type: Books and Reference</p>	<p>This resource emphasizes involving students, teachers, parents, and community members in a comprehensive model for school-based fitness education. It includes a sample yearly plan, 17 learning activities, 100 developmentally appropriate exercises, fitness games, and rhythmic activities for integrating fitness concepts into classes. The first chapters cover the components of health-related fitness, using the team approach, bringing about behavioral change, motivating students, and incorporating strategies for students with physical disabilities. The next set of chapters offer guidance for planning, teaching, and collaborating in physical activity lessons. The program concludes with directions for exercises, games, dances, and school-wide events. Authentic assessment instruments, contracts, sample letters, task cards, and reproducible forms and work sheets are provided.</p>
 <p>Project HEART Toolkit</p> <p>#8033</p> <p>Material Type: Books and Reference DVD/CD ROMs</p>	<p>This toolkit is the product of student-led project that aimed to help students make healthy decisions and healthy changes in their schools and communities. The toolkit is designed to help staff, teachers, and community members lead similar projects in their schools and communities. It contains four sections: Social Marketing, Advocacy, Education, and Putting It Together. Each section includes strategies, sample products (banners and recipe books), lessons learned, and recommended activities. The last part of the toolkit consists of a DVD (40 min.) and two CD-ROMs. The DVD has two sample video projects, as well as three hip-hop songs that focus on health messages. The CD-ROMs include posters, discussion guides, advocacy and training materials, evaluations, and other tools.</p>



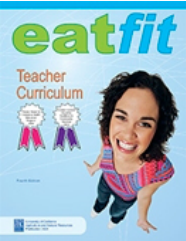

TITLE, LIBRARY NUMBER	DESCRIPTION / ELEMENTARY SCHOOL
 <p>Action-Packed Classroom #9656 <i>Material Type:</i> Book Reference</p>	<p>This resource contains guidance and ideas for integrating movement to engage learners. Suggested, standards-based activities connect to mathematics, social studies, science, language arts, health, and physical education. The activities may be used as warm-ups, energizers, attention grabbers, transition markers, or closing games. Assessment tools and up-to-date brain research synopses are included.</p>
 <p>Basketball Fun & Games #7825 <i>Material Type:</i> Book Reference</p>	<p>This resource includes 50 basketball skill-building activities that are designed to build fitness and engage students. The focus is on maximizing student participation rather than competitiveness. Each activity includes objectives, suggested time, grade level, required equipment, teaching tips, and alignment to the National Association for Sport and Physical Education (NASPE) standards. Many activities also include variations to accommodate students of varying levels.</p>
 <p>CATCH: Coordinated Approach to Child Health, Kids Club Activity Set #7858 <i>Material Type:</i> Activity Sets</p>	<p>This set promotes healthy physical activity behaviors and is designed for after school, summer, or community recreation settings. It accompanies the Kids Club Nutrition program and supplies 300 physical activities organized into 12 categories, including aerobic games, basketball, beanbag, fast games, flying disc, parachute, rhythm, soccer, and others. Each activity category includes introductory cards with objectives, safety tips, and teaching cues; activity cards with grade level, skills emphasized, equipment needed, and level of difficulty; and task cards with diagrams and brief descriptions about the movements. These activities provide at least 30 minutes of daily physical activity time, give students opportunities to participate and practice skills, and involve all students in moderate-to-vigorous activity</p>
 <p>PE - 4 - Me: Teaching Lifelong Health and Fitness #1063 <i>Material Type:</i> Activity Sets</p>	<p>This set uses a brain-based, integrated approach to teach physical education. Activities are organized into weekly themes that provide 26 weeks of physical education, six weeks of nutrition, and four weeks of substance and safety awareness. Each section incorporates movement examples and skill development. Cardiovascular endurance, body composition, muscular strength, flexibility, and many other components of fitness are covered. Detailed instructions are given to create a learning environment where all students experience success. Masters for student activity sheets are provided.</p>


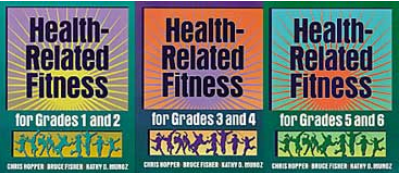


TITLE, LIBRARY NUMBER	DESCRIPTION/ ELEMENTARY SCHOOL
 <p>Fitty Cap Hip-Hop Dance Exercise for Kids (DVD) #7820</p> <p>Material Type: Audio/Visual Media</p>	<p>This DVD presents hip-hop as a way for elementary school youth to be physically active. The DVD starts with exercise guidelines provided by the children in the DVD. These guidelines include instructions for going at your own pace, drinking water, and watching moves before trying them. The hip-hop exercise routine includes a warm-up, a dance workout, and a cool down. Children of varying ages, genders, abilities, and body types are represented in the DVD. (21 min.)</p>
 <p>Take 10 # 7230-7234</p> <p>Material Type: Activity Sets</p>	<p>This classroom-based activity tool integrates nutrition and physical activity with active learning that reinforces other academic content areas. Activity cards are organized by subject area and cover Language Arts, Math, Science, Social Studies, and Health content. During this time students practice reading, oral and written communication, measurement and many other concepts while playing games, jumping, moving, stretching, or dancing. These activities can be performed in the morning, to review content, during transitions, or at the end of the day. Appropriate for Grades 1-5.</p>
 <p>CANFit Super Manual #5290</p> <p>Material Type: Activity Sets</p>	<p>This manual offers 25 physical and nutrition activities, as well as background information focused on health issues of low-income, African American, Latino, Asian, and Native American students aged ten to fourteen years. It introduces heart disease, diabetes, fat, cholesterol, sodium, physical activity, and body image and the role of culture in risk and appropriate instruction. Strategies for program planning, developing an organizational philosophy and policy, identifying and applying for funding, working with parents and the community, and evaluating programs are included. Later chapters describe interactive lessons and games, as well as additional resources to promote physical activity, nutrition, snacks, and positive body image. A lesson matrix identifies California Department of Education English-Language Arts, Math, Physical Education, Health, and Science content standards aligned with each activity. The manual also supplies reproducible student activity sheets.</p>



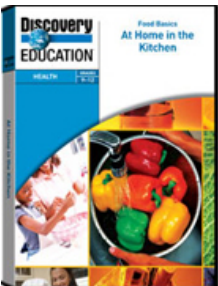


TITLE, LIBRARY NUMBER	DESCRIPTION / <u>MIDDLE SCHOOL BEGINNING</u>
 <p>Essential Physical Fitness: What Every Teen Needs to Know (DVD) #9755</p>	<p>This DVD focuses on the benefits of physical fitness—including better overall health, protection from illness, improved mental health and a longer lifespan. Teens are introduced to the core elements of fitness: cardiorespiratory endurance, muscle strength and endurance, flexibility, and body composition. Viewers follow two real teens as they embark on personalized get-in-shape plans, learn how to develop an individualized routine that’s right for them. Expert trainers provide detailed plans that every teen can use to boost each of these elements of fitness, plus tips for fitting an exercise plan into their busy lifestyles. Includes a teacher’s guide and student activities and handouts. (18 min.)</p>
 <p>Food, Health, and Exercise (DVD) #7295</p>	<p>This video provides a comprehensive overview of the impact of eating, activity, and body image on student health. The program begins with a discussion of why nutrition and activity are critical to obesity and chronic disease prevention. United States Department of Agriculture’s (USDA) MyPyramid, food labels, fast food, hydration, and activity are covered through visuals, animation, student examples, and interviews with health professionals. The program ends with a story from a student who has changed negative habits through self-evaluation and goal setting to experience positive outcomes. The accompanying reproducible work sheets provide writing, food and activity substitution, goal-setting, menu planning, and self-evaluation activities. (23 min.)</p>
<p>In the Mix - Fit for Life: Eat Smart and Exercise (DVD) #7325</p> 	<p>An estimated 15% of American teens are considered obese, with the numbers growing. In this DVD, four diverse teens report on the dangers of an unhealthy lifestyle, such as low energy, difficulty concentrating, heart disease, cancer, osteoporosis, and diabetes. They visit a school where nutrition and fitness are part of the curriculum, and share personal stories about gaining energy and self-esteem through a healthy lifestyle. In addition, easy-to-use information is presented on reading labels, exercising at home, eating at fast-food restaurants, and changing family habits. (30 min.)</p>
 <p>Maintaining a Healthy Heart: An Owner's Guide (DVD) #9757</p>	<p>This program covers the physiology and functioning of the heart and how to keep it healthy. Animations clarify how the heart works to provide oxygen and nutrients to all the tissues and organs of the body and what can go wrong. The program stresses that even teenagers can show early signs of heart problems. Two cardiologists and a dietitian then pinpoint the main risk factors for an unhealthy heart, including: smoking, abnormal levels of cholesterol, high blood pressure, obesity, diabetes, and physical inactivity. The experts and a variety of teens describe how to achieve the benefits of a healthy heart and the long-term benefits. Includes a teacher’s guide and student activities and handouts. (21 min.)</p>
<p>What Up Warm Up (DVD) #7987</p> 	<p>This DVD presents an engaging, interactive way to warm-up before doing moderate-to high-intensity exercise. The DVD starts with the importance of warming up and stretching, as well as the importance of going at your own pace when doing any exercise. All the exercises are set to hip-hop music that explains the different warm-up moves in the lyrics. The DVD also includes a number of special features, including a nutrition lesson about making a healthy smoothie and interviews with healthy, active youth role models. (30 min.)</p>






TITLE, LIBRARY NUMBER	DESCRIPTION / <u>MIDDLE SCHOOL INTERMEDIATE</u>
 <p>Best New Games Activity Sets #8001</p>	<p>This resource contains games and trust activities aimed at conflict resolution and team-building for students of all ages. The book starts by explaining how physical activity can help opposing groups find common ground. There are 77 games, which are divided by intensity level: Low, Low/Moderate, Moderate, and High, and seven trust activities. All the games and activities have clear descriptions, photos, suggested age ranges, and suggested uses for that activity. There is an activity finder at the start of the book to help readers choose the right activities for their students.</p>
<p>Media-Smart Youth: Eat, Think, and Be Active!</p>  <p>Activity Sets #7393</p>	<p>This interactive after school program includes ten lessons that address media awareness, nutrition, physical activity, and media production. Youth learn to think critically about how media can affect their nutrition and physical activity choices; build skills to make good decisions about being physically active and eating nutritiously; and establish lifelong healthy habits. Each lesson incorporates a related video module, three activities, snack and action breaks, mini-production and take-home ideas, and student work sheets. The set includes a Facilitator's Guide, poster, DVD, and video with segments to supplement the lessons and provide an overview for adult facilitators and youth participants.</p>
 <p>Mind-Body Resources for Working with At-Risk Youth</p> <p>Activity Sets #7990</p>	<p>This resource provides yoga activities to help youths who are at-risk due to socio-economic status, environment, friends and family issues, behavioral problems, or poor physical or mental health. The overview at the start of the manual provides an introduction to yoga, understanding and recognizing traumatic symptoms, and understanding the mind-body connection. The seven chapters focus on developing youths' coping skills, social skills, and self-esteem through yoga poses, journaling, group discussion, and meditation. The chapters include yoga poses, breathing exercises, affirmations, journaling exercises, peer-relationship exercises, and meditation exercises.</p>
<p>Playing the Policy Game #6885</p> <p>Activity Sets Integrated Instruction</p> 	<p>This resource includes work sheets and activities that teach students leadership skills for promoting student health through nutrition and physical activity. Teens select a problem, find a solution, identify the policy players, build an action plan, and evaluate their project.</p>

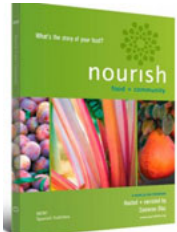


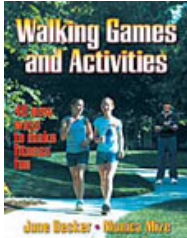
TITLE, LIBRARY NUMBER	DESCRIPTION / <u>MIDDLE SCHOOL INTERMEDIATE (CONT'D)</u>
 <p>Portion Control: Seeing the Healthy Way to Eat (DVD) #1212</p>	<p>Hosted by two teens, this program primes youth to watch their intake by showing how extra large servings, typical of many restaurants, harbor high levels of fat, salt, and sugar. They illustrate how these eating patterns and inactivity are linked to rising rates of childhood obesity, as well as increases in diabetes, high blood pressure, and other chronic diseases. Tips for portion control are presented using familiar objects as measures, applying "plate fractions," and making healthy substitutions. Classroom activities and reproducible student work sheets are included. (23 min.)</p>
	<p>This set includes a video, music CD, and guidebook for improving food and activity choices through hip-hop. Using interviews with youths, a hip-hop disc jockey, and a registered dietitian, the video emphasizes the need for students to</p>
 <p>ReCharge! Activity Sets #7557</p>	<p>Available from the library as a partial version for review purposes (sampler kit). This nutrition and physical activity program is designed for after school settings and focuses on four concepts: energy in, energy out, team work, and goal setting. It promotes national standards for health education, physical activity and family involvement, as well as MyPyramid and the 2005 Dietary Guidelines for Americans. Youths learn about the food groups, recommended amounts from each group, balanced meals, the importance of proper warm-up, and how to set realistic nutrition and activity goals. The full kit includes an instructor's notebook, 29 hands-on lesson plans, equipment to implement the lessons, a training DVD, poster, healthy snack guide, football player cards, and newsletters for families.</p>
<p>SPARK Series Activity Sets #S119</p> 	<p>This series consists of three physical education class binders and an active recreation manual. The program is designed to provide physical education activities during class time, develop skills to promote ongoing regular physical activity, and involve students in physical activity after school and at recreational facilities. The kindergarten through grade eight binders include an introductory section with class organization and management hints, warm-up and cool-down activities, strength and conditioning tips, as well as student inclusion and personal assessment strategies. Each grade-level binder organizes over 100 activities or games into at least ten themes such as cooperation, dance, hula hoops, parachutes, aerobic capacity, flexibility, as well as sports-related skills in the higher grades including volleyball, hockey,</p>



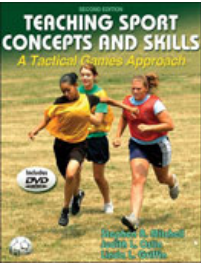

TITLE, LIBRARY NUMBER	DESCRIPTION / <u>MIDDLE SCHOOL ADVANCED</u>
<p>Athletes Targeting Healthy Exercise and Nutrition Alternatives (ATHENA) #4279 Curricula/Sequential Lessons</p> 	<p>This eight-session substance use prevention and nutrition education program for middle and high school female athletes is based on the Athletes Training & Learning to Avoid Steroids (ATLAS) program for male athletes. This curriculum, delivered by peer team leaders and coaches, fosters students' self-confidence while building their strength, endurance, and power to perform. The program is goal-oriented and provides opportunities for students to participate in skill-building activities, including analyzing media messages, setting healthy physical activity and nutrition goals, and valuing the benefits of a healthy lifestyle. Materials include peer leader training guides, a curriculum guide, overhead and handout masters, student workbooks, and pocket-sized athlete nutrition and training guides.</p>
<p>Do More, Watch Less #1219 Curricula/Sequential Lessons</p> 	<p>This four-lesson booklet about reducing screen time is designed for use with after school programs. Students track their time in front of the screen (television, video games, and computer), are challenged to go screen-free for three to seven days, and then limit their screen time to no more than two hours/day. Students learn the importance of limiting screen time, and explore alternate activities in which to participate instead of watching television or playing video games.</p>
<p>EatFit #1506 Curricula/Sequential Lessons Integrated Instruction</p> 	<p>This program contains nine lesson plans and a 20-page student workbook that can be used in conjunction with the EatFit Web site. Self-assessment and goal tracking are the primary strategies used to promote student behavior change. An online analysis program identifies areas of weakness in student eating records. Students then choose one area of weakness and set fitness and eating goals for improvement during the remainder of the program. The analysis is also available in a paper version for students without computer access. Lessons include background for the teacher, lesson overview, timeline, objectives, links to California Department of Education Content Standards, lesson enhancements, recipes, questions, closing discussions, and take-home activities. Fitness, food labels, breakfast, media literacy, and fast food are some of the topics addressed in the lesson plans. In addition, a variety of investigative and experiential activities, role-plays, and games are provided for small group and independent practice to encourage students to apply the lessons to real-life situations.</p>
<p>EXERCISE YOUR OPTIONS #5331 Curricula/Sequential Lessons</p> 	<p>This eight-lesson curriculum is aligned with the 2005 Dietary Guidelines and United States Department of Agriculture's (USDA) MyPyramid. It teaches students to make healthier food and activity choices. Students record what they eat, how much they exercise, and how they can improve nutrition and physical activity choices. Lessons can be infused into health, science, social science, language arts, and math lessons.</p>

TITLE, LIBRARY NUMBER	DESCRIPTION / <u>MIDDLE SCHOOL ADVANCED (CONT'D)</u>
<p>Game Day All Stars</p> <p>#7628</p> <p>Curricula/Sequential Lessons and DVD</p> 	<p>This curriculum includes over 100 activities for game-based after school physical activity. Three sets of instructor manuals, instructional DVDs, and activity sets are included. The instructor manuals and DVDs can be used together to have both written and visual instruction for the activities. Activity topics include, soccer, rhythm and dance, track and field, and Olympics. Activities can take place in variety of environments, including gyms, fields, playgrounds, and other indoor and outdoor facilities. Activity are based on the Physical Education Model Content Standards for California Public Schools. The full Game Day All Stars program includes equipment and onsite training.</p>
 <p>Health-Related Fitness Series</p> <p>#S102</p> <p>Curricula/Sequential Lessons</p>	<p>Each grade-level curriculum provides nine weeks of daily lessons on cardiovascular health. Each week begins with a fitness-concept lesson, followed by three physical education/physical activity lessons and one nutrition-concept lesson. Family involvement activities, personal goals and planning, student investigation, cooperative learning, decision-making, and student portfolios are among the teaching and assessment strategies incorporated throughout the curriculum. Home-activity handouts, work sheets, and warm-up and cool-down activities are provided.</p>
 <p>Hooper-Size Me, KidTribe</p> <p>#7831</p> <p>Audiovisual Media Curricula/Sequential Lessons</p>	<p>This resource introduces hooping as an innovative, non-competitive way to do physical activity. It comes with a CD full of musical instructions for hooping, a DVD demonstrating the hooping skills, and a teacher guidebook that describes the different techniques. The CD and DVD can be purchased separately, and the guidebook is part of a training that can be purchased. Positive messages about staying active and healthy are included throughout the CD, DVD, and guidebook, and the activity leader, or "Pied Piper," in the DVD has an enthusiastic attitude about physical activity. Different levels of hooping are included, so that students can hoop at their own level and set goals for acquiring new skills.</p>
 <p>California Assessment Skill Posters for the Classroom</p> <p>#8776</p> <p>Audiovisual Media</p>	<p style="text-align: center;">DESCRIPTION / <u>HIGH SCHOOL BEGINNING</u></p> <p>This set of eight, laminated student-centered posters are designed for classroom display. Each poster addresses one of the California overarching health education content standards: Essential Health Concepts, Analyzing Health Influences, Accessing Valid Health Information, Interpersonal Communication, Decision Making, Goal Setting, Practicing Health-Enhancing Behaviors, and Health Promotion. Students gain tips for mastering the specific health education skill and rubric cards are provided to assess progress.</p>

TITLE, LIBRARY NUMBER	DESCRIPTION / <u>HIGH SCHOOL BEGINNING</u>
<p>Diabetes: Why Many Teens are at Risk (DVD)</p> <p>#8535</p> 	<p>This DVD presents youths and health care professionals describing the signs and symptoms of type 1 and type 2 diabetes and ways to reduce the risk of type 2 diabetes. They tell about normal blood sugar levels, the importance of regular checkups, and the risk factors associated with prediabetes and types 1 and type 2 diabetes. Teens describe their tips to successfully control blood sugar and prevent type 2 diabetes, such as exercising, losing weight, drinking water, and using the Nutrition Facts label to choose foods wisely. Pre and posttests, student activities, and fact sheets are included with the teacher's guide.</p>
 <p>Essential Physical Fitness: What Every Teen Needs to Know (DVD) #9755</p>	<p>This DVD focuses on the benefits of physical fitness—including better overall health, protection from illness, improved mental health and a longer lifespan. Teens are introduced to the core elements of fitness: cardiorespiratory endurance, muscle strength and endurance, flexibility, and body composition. Viewers follow two real teens as they embark on personalized get-in-shape plans, learn how to develop an individualized routine that's right for them. Expert trainers provide detailed plans that every teen can use to boost each of these elements of fitness, plus tips for fitting an exercise plan into their busy lifestyles. Includes a teacher's guide and student activities and handouts. (18 min.)</p>
<p>Food Basics: At Home in the Kitchen (DVD)</p> <p>#8526</p> 	<p>As more youths are cooking for themselves and their families, this DVD takes the intimidation out of the kitchen. Basic kitchen tools and ingredients are described and illustrated to make cooking simple, convenient, and less expensive than many fast-food options. Preparation tips and a simple recipe are demonstrated. The program is in English and Spanish and can be used for after school teen cooking classes or parent nights to encourage families to prepare and enjoy meals together.</p>
 <p>Food, Health, and Exercise (DVD)</p> <p>#7295</p>	<p>This video provides a comprehensive overview of the impact of eating, activity, and body image on student health. The program begins with a discussion of why nutrition and activity are critical to obesity and chronic disease prevention. United States Department of Agriculture's (USDA) MyPyramid, food labels, fast food, hydration, and activity are covered through visuals, animation, student examples, and interviews with health professionals. The program ends with a story from a student who has changed negative habits through self-evaluation and goal setting to experience positive outcomes. The accompanying reproducible work sheets provide writing, food and activity substitution, goal-setting, menu planning, and self-evaluation activities. (23 min.)</p>
<p>In the Mix - Fit for Life: Eat Smart and Exercise (DVD) #7325</p> 	<p>An estimated 15% of American teens are considered obese, with the numbers growing. In this DVD, four diverse teens report on the dangers of an unhealthy lifestyle, such as low energy, difficulty concentrating, heart disease, cancer, osteoporosis, and diabetes. They visit a school where nutrition and fitness are part of the curriculum, and share personal stories about gaining energy and self-esteem through a healthy lifestyle. In addition, easy-to-use information is presented on reading labels, exercising at home, eating at fast-food restaurants, and changing family habits. (30 min.)</p>

TITLE, LIBRARY NUMBER	DESCRIPTION / <u>HIGH SCHOOL INTERMEDIATE</u>
 <p>Best New Games</p> <p>Activity Sets #8001</p>	<p>This resource contains games and trust activities aimed at conflict resolution and team-building for students of all ages. The book starts by explaining how physical activity can help opposing groups find common ground. There are 77 games, which are divided by intensity level: Low, Low/Moderate, Moderate, and High, and seven trust activities. All the games and activities have clear descriptions, photos, suggested age ranges, and suggested uses for that activity. There is an activity finder at the start of the book to help readers choose the right activities for their students.</p>
<p>Fun and Games: 100 Sport-Related Activities for Ages 5-16</p> <p>#7995</p> <p>Activity Sets</p> 	<p>This resource contains 100 sports-related activities that focus on student engagement and fun rather than competition. Some activities focus on developing skills for multiple sports, while others focus on the skills needed for one sport. Highlighted sports include soccer, tennis, rugby, cricket, and hockey. Each activity specifies the target age group and necessary equipment. Written instructions, safety tips, variations, and illustrations are also included.</p>
 <p>High School Yoga Tools for Teachers Manual</p> <p>#7991</p> <p>Activity Sets</p>	<p>This resource presents a variety of yoga activities for teachers and staff to use to improve high school students' physical and emotional health. The first part of this resource provides an introduction to yoga, a guide for using the manual, and a list of safety tips. Each of the seven chapters includes illustrations of yoga poses, teaching strategies, and activities to improve mental health, such as journaling and meditation. The manual includes a reproducible teacher's journal, which can be used for planning yoga activities.</p>
<p>Jump Start Teens</p> <p>#7045</p> <p>Activity Sets Integrated Instruction</p> 	<p>This set of eight activities involves students in surveying, analyzing media, and researching healthier fast food choices. Additional lessons build knowledge and skills in reading food labels, setting goals, and making healthier activity and food choices. Students also learn about advocating for change in their community, sports nutrition, and writing news stories. Some student handouts are provided in Spanish and English.</p>
 <p>Mind-Body Resources for Working with At-Risk Youth</p> <p>Activity Sets #7990</p>	<p>This resource provides yoga activities to help youths who are at-risk due to socio-economic status, environment, friends and family issues, behavioral problems, or poor physical or mental health. The overview at the start of the manual provides an introduction to yoga, understanding and recognizing traumatic symptoms, and understanding the mind-body connection. The seven chapters focus on developing youths' coping skills, social skills, and self-esteem through yoga poses, journaling, group discussion, and meditation. The chapters include yoga poses, breathing exercises, affirmations, journaling exercises, peer-relationship exercises, and meditation exercises.</p>

TITLE, LIBRARY NUMBER	DESCRIPTION / <u>HIGH SCHOOL INTERMEDIATE (CONT'D)</u>
 <p>Nourish #8959 Activity Sets</p>	<p>This resource is designed to help students understand where our food comes from and how it reaches us. Through hands-on activities and 11 video clips featuring interviews with celebrities and leaders in food systems, classes will start a meaningful conversation about food and sustainability. Students learn about internal and external influences on food choices, reading food labels, and how food connects to our environment, our health, and our communities. Lessons are coupled with action projects that include specific steps for student groups and individuals to take to create a sustainable food future.</p>
<p>Pedometer Power #7219 Activity Sets</p> 	<p>This book contains activities to teach, promote, and assess physical activity among elementary and secondary students. It covers the need for physical activity, basic use of pedometers to measure activity and set goals, and provides guidelines for selecting pedometers for school use. Basic pedometer activities are introduced, such as setting step-count baselines, calculating stride length, converting steps to mileage, together with creating individual and class goals. Once the program is started, this book offers 67 lessons, as well as tips for minimizing breakage and loss, recording and storing data, fundraising, and involving classroom teachers and parents. The final chapter includes pedometer activities for families.</p>
 <p>Playing the Policy Game #6885 Activity Sets Integrated Instruction</p>	<p>This resource includes work sheets and activities that teach students leadership skills for promoting student health through nutrition and physical activity. Teens select a problem, find a solution, identify the policy players, build an action plan, and evaluate their project.</p>
<p>Walking Games and Activities: 40 New Ways to Make Fitness Fun #7216 Activity Sets</p> 	<p>This book is designed to generate and renew student interest in walking. The contents are divided into three sections. The first provides teaching guidelines with safety tips for teachers, suggestions for inclusion, and sample instructional units. The mini-lecture section includes talking points and brief work sheets to highlight topics such as the benefits of walking, calorie expenditure, choosing walking equipment, managing stress, nutrition, race walking, maintaining a walking program, training principles, walking warm-up and cool-down exercises, and others that complement the activities. Aerobic, interval, and classroom games and activities make up the final section. The appendixes include training programs, walking logs, and additional resources.</p>

TITLE, LIBRARY NUMBER	DESCRIPTION / <u>HIGH SCHOOL ADVANCED</u>
 <p>Athletes Targeting Healthy Exercise and Nutrition Alternatives (ATHENA) #4279 Curricula/Sequential Lessons</p>	<p>This eight-session substance use prevention and nutrition education program for middle and high school female athletes is based on the Athletes Training & Learning to Avoid Steroids (ATLAS) program for male athletes. This curriculum, delivered by peer team leaders and coaches, fosters students' self-confidence while building their strength, endurance, and power to perform. The program is goal-oriented and provides opportunities for students to participate in skill-building activities, including analyzing media messages, setting healthy physical activity and nutrition goals, and valuing the benefits of a healthy lifestyle. Materials include peer leader training guides, a curriculum guide, overhead and handout masters, student workbooks, and pocket-sized athlete nutrition and training guides.</p>
<p>Athletes Training and Learning to Avoid Steroids (ATLAS) #1301 Curricula/Sequential Lessons</p> 	<p>This ten-lesson, team-centered, peer-delivered, coach-facilitated program is designed to reduce steroid, alcohol, and other drug use among male high school athletes. Lessons highlight the dangers of drug use, the benefits of good nutrition, and the importance of endurance, strength and power for peak performance. This Research-Validated curriculum contains a peer-leader guide, facilitator guide, team workbooks, overheads, and supplementary nutrition and training guides.</p>
 <p>Teaching Sport Concepts and Skills: A Tactical Games Approach #7993 Curricula/Sequential Lessons</p>	<p>This resource uses a tactical approach to teach students sport-specific skills and concepts. The first part of the resource explains the purpose of teaching tactical games, including creating student interest and excitement and improving students' execution of specific skills. The second part includes lessons for specific sports: soccer, basketball, lacrosse, volleyball, badminton, tennis, softball, cricket, golf, and bowling. Each lesson contains a specific skill, focus, and objective, and is divided into multiple games and practice tasks that include written instructions and diagrams. The questions at the end of each game help students debrief the activity and review the skill or concept. The final part of the resource includes assessment methods and a conceptual framework for tactical games teaching. A 25-minute DVD with 14 demonstration lessons is included with the resource.</p>
<p>True Sport Series #S343 Curricula/Sequential Lessons</p> 	<p>These curricula for elementary, middle, and high school empower students with the knowledge and decision-making skills to help them understand proper nutrition and healthy methods for engaging in sports without the use of steroids, dietary supplements, and energy drinks. The facilitator's guide provides detailed information about presenting the lessons and activities. The student workbook contains the content presented and worksheets to complete in and out of class.</p>

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