

RUNNING • PLAYING BASKETBALL • SKIPPING • JUMPING ROPE • SWIMMING • PLAYING TENNIS • DANCING • BICYCLING • STRETCHING  
PLAYING ON PLAYGROUND EQUIPMENT • WORKING IN A GARDEN • HOPPING • LIFTING WEIGHTS • WORKING WITH RESISTANCE BANDS  
PLAYING SOCCER • TUMBLING • PLAYING TAG • WALKING • PRACTICING YOGA • PLAYING HOPSCOTCH • THROWING A FRISBEE



TIME/INTENSITY • QUALIFIED STAFF/TRAINING • CURRICULUM • PROGRAM SIZE • FACILITIES • EQUIPMENT • EVALUATION

**MOVE MORE NORTH CAROLINA**

**Recommended**   
**Standards**  
**for** **After-School**  
**Physical Activity**





The *Move More North Carolina: Recommended Standards for After-School Physical Activity* is one of the many tools that support Eat Smart, Move More North Carolina, a statewide movement that promotes increased opportunities for healthy eating and physical activity wherever people live, learn, earn, play and pray.

## Acknowledgments


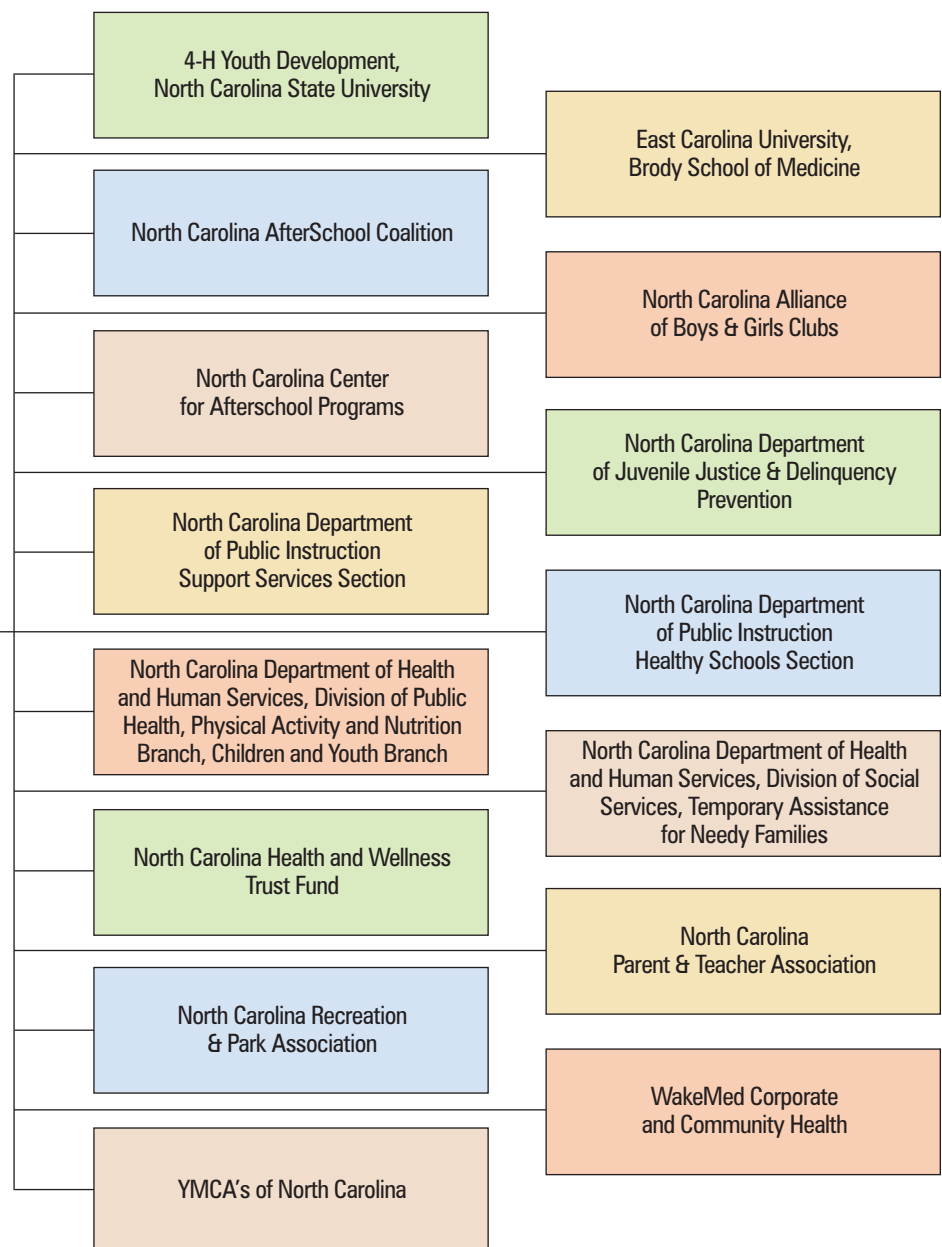
The *Move More North Carolina: Recommended Standards for After-School Physical Activity* represents the work of many after-school direct care staff, directors, administrators, funders, parents and community partners from across our state.

We are grateful to each person who was a part of developing the *Move More After-School Standards*. This includes each person who completed a survey, participated in a focus group, served on the Consensus Panel or reviewed the document. We are also grateful to each person who shared success stories, lessons learned and program examples. The time, talents and expertise of many individuals led to the development of the standards.

A list of the individuals and their contributions to the *Move More After-School Standards* can be found beginning on page 20.

**Move More After-School Collaborative**

The Move More After-School Collaborative is after-school providers, funders and community partners working together to promote more intentional physical activity opportunities for children and youth by advocating for and supporting best physical activity practices in North Carolina after-school programs.

Citation: Move More After-School Collaborative. (2009). *Move More North Carolina: Recommended Standards for After-School Physical Activity*. North Carolina Division of Public Health, Raleigh, North Carolina.

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**“Live a balanced life—  
learn some and think  
some and draw and  
paint and sing and dance  
and play and work every  
day some.”**

**—Robert Fulghum,  
Author, *All I Really Need to Know,  
I Learned in Kindergarten***

# Introduction

*Why do you like to play games where you get to run, jump around and be active?*

*“Somebody said it’s good for me, I just like to play.”*

–Sarah Grace, 5th grade

*“I like jumping, because when I am hot and sweaty and I jump I feel air on my face and it feels so good!”*

–Zoey, 1st grade

Children and adolescents need to play. More specifically, they need active play. They need to play games, play sports and play outdoors. Playing is not only fun, it helps young people learn rules, be creative and learn social skills. Play is not usually the first word that comes to mind when we think of physical activity, but active play is physical activity. And physical activity is important for the healthy growth and development of young people.

Children and adolescents need 60 minutes or more of physical activity daily.<sup>1</sup> Unfortunately, too few young people are getting this much activity. As a result, they are facing many negative health consequences.

Adults should provide and support opportunities for active play and structured physical activities.<sup>1</sup> In fact, major educational, health and after-school organizations recommend that after-school programs provide active, physical play.<sup>2,3</sup>

Promoting active play and structured physical activity complements after-school programs’ missions. It can take different forms and be provided in different ways; these include unstructured free time, organized sports, structured skill development, fitness enhancement or reinforcing academic concepts through activities such as *Energizers*. Regardless of how it is offered, it should be fun, safe, age and developmentally appropriate.

*Move More North Carolina: Recommended Standards for After-School Physical Activity* outlines recommendations for providing quality physical activity in North Carolina after-school programs. The standards are based on current research and expert opinion on how after-school programs can help young people move more.

It will take many people working together to put the standards into practice in after-school programs across the state.

*Energizers* are physical activities that integrate physical activity with academic concepts. They are aligned with the North Carolina Standard Course of Study for both elementary and middle school children. Examples of *Energizers* can be found in the appendix on page 12.

“After-school is a general term used to describe an array of safe, structured programs that provide children and youth with a range of supervised activities intentionally designed to encourage learning and development outside of the typical school day.”<sup>4</sup>

–*After-school Programs in the 21st Century: Their potential and what it takes to achieve it*

# Physical Activity

Physical activity is bodily movement of any type. It may include recreational activities such as jumping rope, playing soccer or lifting weights. It may also include daily activities, such as walking to the park, taking the stairs or raking leaves. Children and adolescents need 60 minutes or more of physical activity daily.<sup>1</sup> It should include aerobic activities, muscle-strengthening activities and bone-strengthening activities.<sup>1</sup> Additionally, young people should avoid prolonged periods (two hours or more) of physical inactivity.<sup>5</sup>

## AEROBIC ACTIVITIES

help strengthen heart and lungs. Aerobic activities increase breathing and heart rates. Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity, and should include vigorous-intensity physical activity at least three days a week.<sup>1</sup> This intensity of activity increases heart rate and breathing well-above normal.



**Examples:** running, hopping, skipping, jumping rope, swimming, dancing and bicycling.

## MUSCLE-STRENGTHENING ACTIVITIES

help strengthen and build healthy muscles. These activities make muscles work harder than normal and should be done at least three days of the week.<sup>1</sup>



**Examples:** playing on playground equipment, working in a garden, lifting weights or working with resistance bands.

## BONE-STRENGTHENING ACTIVITIES

help promote bone growth and strength. These activities involve a force produced against the bone, most often by impact with the ground, and should be done at least three days of the week.<sup>1</sup>



**Examples:** running, jumping rope, basketball, tennis and hopscotch.

*Why do you like that you get to run around and play in your after-school program?*

*“Because I’ve been sitting in school for a long time.”*

–Eric, 1st grade

**Physical activity** is bodily movement of any kind. It may include recreational activities such as jumping rope, playing soccer or lifting weights. It may also include daily activities, such as walking to the park, taking the stairs or raking leaves.

**Exercise** is a subset of physical activity that is planned or structured. It is done to improve or maintain one or more of the components of physical fitness—cardio-respiratory endurance (aerobic fitness), muscular strength, muscular endurance, flexibility and body composition. Examples of exercise include running, lifting weights and stretching.

**Physical fitness** is an outcome, generally considered an ideal subset or form of health and related to an individual’s ability to perform physical activities that require aerobic fitness, endurance, strength or flexibility.

## The Big Picture

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**P**hysical activity should be a normal part of the day. It should be as normal as eating, brushing teeth and sleeping. Everyone, including parents and guardians, are responsible for assuring young people have opportunities to move more throughout the day.

After-school programs should make physical activity an intentional part of their programs. It can be integrated into existing requirements. Physical activity can be planned as part of academic instruction, free play time or structured skill development.

There are many benefits to making physical activity a regular part of the day.

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### Benefits of Physical Activity

#### Academic Achievement

Physical activity is linked to many positive academic outcomes including:<sup>6,7</sup>

- higher grade-point average
- higher scores on standardized tests
- increased concentration
- better memory
- improved classroom behaviors
- reduced school dropout rate
- greater odds of attending college full-time

Even when physical activity replaces instruction time, physical activity still has a positive effect on learning.<sup>8</sup> A twelve-week research project conducted in eastern North Carolina elementary schools found that 10-minute physical activity breaks significantly increased on-task behavior. The least on-task students improved the most.<sup>9</sup>



## Good Health

Physical activity is important for good health. It helps reduce the risk of chronic diseases such as heart disease, type 2 diabetes, overweight and obesity. Diseases that were once considered “adult” diseases, such as type 2 diabetes, are becoming more common in children and adolescents.<sup>10</sup> Physical activity can prevent or delay the start of these diseases.

Physical activity is also important for healthy growth and development. Activities such as walking, running and jumping are essential for building strong bones. The greatest gains in peak bone mass occur just before and during puberty.<sup>1</sup> During this time, it is especially important that young people engage in bone-strengthening activities.

## Emotional and Social Development

Physical activity contributes to the healthy emotional and social development of young people. Physical activity reduces stress and anxiety, improves self-esteem and improves body image.<sup>11</sup> It has also been shown to have a positive effect on self-concept, or how a person perceives him or her self.<sup>6</sup>

Through sports, playing and recreation, young people can enhance social skills and learn to regulate positive and negative emotions.<sup>7,12</sup>

*Why do you like physical activity?*

*“Because I have more energy and it’s fun to have new things to do. I try to participate in new activities too, I like trying new things.”*

–Erica, 4th grade

*“It makes me feel happier.”*

–Austin, 3rd grade



# Move More North Carolina: Recommended Standards for After-School Physical Activity

**A**fter-school programs can help children and adolescents meet the recommended 60 minutes or more of daily physical activity. The *Move More North Carolina: Recommended Standards for After-School Physical Activity* represents best practices that have, through experience and research, been shown to increase physical activity. After-school programs should strive to go above and beyond these recommendations. Generally, more physical activity brings more benefits.<sup>1</sup>

The *Move More After-School Standards* are flexible. Programs can put them into practice one at a time or all at once. Start with the recommendations that can be done now and consider how others can be put into practice over time.

# RECOMMENDED STANDARDS FOR AFTER-SCHOOL PHYSICAL ACTIVITY

## Time/Intensity

After-school programs should provide an amount and intensity of physical activity that contributes to the recommended 60 minutes or more daily.



**Traditional/enrichment/academic-focused programs**—programs that focus on providing after-school supervision, youth development, or teach skills in arts, science, computers, academics or other type of enrichment activities.

In a traditional/enrichment/academic-focused program, provide

- 20% of daily program time for moderate-to-vigorous\* physical activity

**Sport/recreation/physical activity-focused programs**—programs that focus on promoting physical activity through sport, exercise, recreation or other movement activity.

In a sport/recreation/physical activity-focused program, provide

- 80% of daily program time for moderate-to-vigorous\* physical activity

\*“Moderate” and “vigorous” refer to intensity, or how hard the activity is performed.

**Moderate physical activity**—for children and adolescents, this intensity of activity makes them breathe heavier than normal and makes their heart beat faster than normal. Examples of moderate activity include riding a bike or brisk walking.

**Vigorous physical activity**—for children and adolescents, this intensity of activity makes their heart beat well above normal and makes them breathe harder than normal. Examples of vigorous activity include jumping rope or running.

## Qualified Staff/Training

Qualified staff are confident in their ability to promote physical activity and are supported by ongoing training and development.

After-school programs:

- have staff that are First Aid/CPR certified
- provide 16 hours of annual in-service training, including:
  - new staff orientation
  - training in health/activity
  - training in behavior management

## Curriculum

Physical activity is a planned and intentional component of the after-school program.

Physical activity is:

- integrated with enrichment/academic/recreation content
- goal-driven
- planned
- sequentially designed and delivered
- safe, inclusive and developmentally appropriate
- success-oriented

## Program Size

Staff should be able to engage all the participants in the activity.

- 1:15 staff/participant ratio for physical activity time

## Facilities

Indoor and outdoor environments are safe.

Safety considerations include:

- space for children and adolescents to safely move without bumping into each other
- appropriate temperature
- sufficient lighting
- activity space void of hazards
- access to drinking water

## Equipment

Equipment is safe, age- and developmentally appropriate.

Equipment is:

- sufficient to engage all participants
- meets all required safety standards
- age- and developmentally appropriate

## Evaluation

Results are measured.

Measure at least one aspect of the program. Measures can include:

- is physical activity offered as planned?
- do participants and staff transition easily from one activity to another?
- are staff comfortable leading, offering, encouraging physical activity?
- are participants more physically active during the time they are in the after-school program?



## Understanding the Recommended Standards

Remember, the *Move More After-School Standards* can be put into practice one at a time or all at once. Start with the recommendations that can be done now and consider how others can be put into practice over time. Success is doing what you can now and setting continual goals for improvement.

### Time/Intensity

After-school programs should provide an amount and intensity of physical activity that contributes to the recommended 60 minutes or more.

- When the program focus is on after-school supervision; youth development; or teaching skills in arts, science, computers, academics or other type of enrichment activities, at least 20% of the time should be spent on physical activity.
- When the program focus is on physical activity through sport, exercise, recreation or other movement, at least 80% of the time should be spent in physical activity.

After-school programs can provide physical activity all at one time or broken up into smaller amounts. The intensity should be hard enough to increase the participants' breathing and heart rates. Examples of activities are listed on pages 12-15 in the appendix.

#### For example:

A three-hour traditional/enrichment/academic-focused program would provide 36 minutes of physical activity.

Determined by:

3 hours = 180 minutes

180 minutes x .20 (percent of time) = 36 minutes of physical activity

A one-hour sport/recreation/physical activity-focused program would provide 48 minutes of physical activity.

Determined by:

1 hour = 60 minutes

60 minutes x .80 (percent of time) = 48 minutes of physical activity

### Qualified Staff

Qualified after-school program staff are the key to putting the standards into practice. On-going training increases staff knowledge, ability and confidence to plan and lead age- and developmentally appropriate physical activity.

The recommended 16 hours of annual in-service training can include new staff orientations, routine staff trainings and trainings on topics related to after-school programming. Training on topics not directly related to physical activity, such as behavior management, can be applied to physical activity.

Physical activity trainings should be interactive. To reach the recommended 16 hours, after-school programs should increase yearly the amount of training they provide, including that on physical activity.

New staff should be oriented to physical activity and how it relates to the program goals, participant wellness and program safety. After-school programs should provide CPR and first aid training to staff. CPR-trained staff should be readily accessible to program participants.

### Curriculum

Physical activity should be a planned and intentional part of the after-school program through play, recreational activities, organized sports or skill development. There should be a defined rationale, which could be to get participants more active. It could also be to teach a skill or increase fitness levels.

**What advice would you give parents on why it is important for you to get physical activity?**

**“It makes you sleep better.”**

—Abigail, 9th grade

When the goal is to teach skills or games or to increase physical fitness, the physical activity should be sequential. Begin by teaching the basics and build upon the skills, lessons and activities to reach the desired outcome.

Focus the activity on inclusion and success for all participants. Emphasize success for everyone to create a sense of mastery and enjoyment. If there are children with special needs in the program, adapt activities accordingly. Suggestions for adapting activities are listed on page 16 in the appendix.

### **Program Size**

A staff-to-participant ratio of 1 staff to 15 participants allows staff to interact with and to encourage physical activity for all participants at the recommended intensity. Some programs may find that a higher ratio works for them. The key is that staff can adequately engage all participants in the activity.

### **Facilities**

After-school programs operate in a variety of physical settings. A large gym or a recreation center is not necessary for physical activity. Use a little creativity to make the most of the available indoor and outdoor space. Safety is the key. The following are some safety factors to consider:

- Do participants have the space to move around without bumping into each other?
- Is the temperature appropriate for physical activity?
- Is there sufficient lighting so that the participants can see the space around them?
- Is the activity space void of hazards, such as uneven surfaces or sharp objects?
- Do all participants have access to drinking water?

Children are more physically active outside than inside.<sup>11</sup> Consider available outdoor space for encouraging physical activity, when appropriate. For more information on safety considerations, go to [www. NASPE.org](http://www.NASPE.org).

Some examples of equipment include:

**Younger children**—balls, jump ropes, hula hoops, sidewalk chalk to create surface games like hop-scotch.

**Older children and adolescents**—balls, music for dancing, cones, weights, youth-oriented activity videos such as dance or kickboxing.

### **Equipment**

Equipment is not necessary for physical activity. However, if equipment is used, there should be enough to engage all participants. Equipment that encourages creativity can increase physical activity, especially in younger children. Adolescents may need more structured and planned activities to get them engaged.

Age-appropriate, adapted equipment should be available to young people with disabilities or special needs.

### **Evaluation**

Evaluation measures results. It’s useful in learning what works, what doesn’t and why. Programs can measure their results in a variety of ways including surveys, observations and fitness tests. Programs can decide which results they are interested in measuring based on intended outcomes. Programs can use the evaluation findings to make necessary changes to reach intended outcomes.

Examples of evaluation measures can be found in the appendix on page 17.

Many after-school programs across the state are already including physical activity in their programs. Listed below are some examples. For more examples, visit the Eat Smart, Move More North Carolina Web site at [www.EatSmartMoveMoreNC.com](http://www.EatSmartMoveMoreNC.com).

- The Brentwood Boys & Girls Club started the “15 Jogging Program.” From Monday through Friday at 5 p.m., all members stop everything and either run or walk fast for 15 minutes. The club reports an average of 40 members participating in this quick invigorator every day.
- The Western Youth Network (WYN), Support our Students (SOS), After-school Program for grades 6-8 uses the Project Venture curriculum to teach non-traditional, non-competitive physical activities such as hiking, biking, climbing and caving. This program teaches skills for life-long activities that allow rural youth to take advantage of their natural, mountain culture and surroundings.
- The YMCA of Western North Carolina provides 20-40 hours of annual staff training for their after-school program leaders. These interactive trainings allow staff to play the games and take part in the activities they will lead. The YMCA has found that when staff are well-trained, they are more confident and motivated in leading physically active games and activities. In turn, the children are more motivated, excited and engaged.
- Tutoring, Resources and Educational Consulting (TRAC) Enrichment Centers, a 21st Century Community Learning Center funded program, incorporates physical activity into their after-school programs. TRAC serves young people in kindergarten through fifth grade. Their curricula include Energizers, which integrate physical activity with academic concepts, line dancing and an assortment of play-and-learn activities, all academic-based. Staff have seen the positive effects of providing physical activity, including increased concentration and improved behavior.

## Putting It Together

Physical activity is important for academic achievement, good health, and emotional and social development. After-school programs play an important part in helping young people move more, but they cannot do it alone. They need support from parents and guardians, community organizations, funding agencies, and state and federal organizations. Putting the standards into practice is a process; it will take time. It will require training, resources and funding. However, this investment will ensure the future of our children and the future of our state.





### Families

- Support after-school programs in providing quality physical activity.
- Role-model positive physical activity behaviors for their children.
- Volunteer to help meet the 1:15 staff-to-participant ratio for physical activity time.
- Assist after-school programs with evaluation measures, including surveys and fitness tests.
- Be physically active with children—take family walks, play at the park or go for a hike.

### After-School Program Leaders and Staff

- Provide quality physical activity daily through active play and structured physical activities.
- Provide unstructured free time outdoors, where young people are likely to be more active.
- Model healthy behaviors—be physically active with young people.
- Be creative with use of space and equipment in planning physical activity.
- Provide inclusive physical activities.
- Engage young people, as appropriate, in planning physical activity.

### After-School Program Administrators

- Collaborate with other community-based organizations, such as local colleges and universities, recreation facilities and volunteer agencies, to put the standards into practice.
- Include physical activity training as part of staff meetings, annual meetings and conferences.
- Assist staff with making physical activity a part of lesson objectives.
- Include meeting the standards on staff performance reviews.
- Ensure quality physical activity is a part of the after-school experience through active play or structured physical activities.

### Licensure Agencies

- Encourage licensed programs to put the standards into practice.
- Offer training and professional development on physical activity.



### State Agencies

- Gather feedback from local after-school sites about successes and challenges with putting the standards into practice.
- Incorporate the standards into existing programs and data collection efforts.
- Offer trainings on physical activity for young people with special needs on-line, at conferences and during annual meetings.
- Develop resources such as brochures, newsletter articles and media campaigns to educate parents and guardians on the importance of physical activity in after-school programs.
- Increase awareness of the standards among after-school programs, parents and guardians, community leaders and after-school advocates.
- Create Web-based physical activity resources for after-school programs.

### Community-based Organizations

- Donate equipment that after-school programs can use to provide physical activity.
- Donate facility space that after-school programs can use to provide physical activity.
- Provide volunteers who can train after-school staff to lead physical activity and/or provide volunteers who can lead physical activity.

### Funding Agencies

- Make adopting the standards a requirement for funded programs.
- Provide reporting tools, such as surveys or Web-based monitoring forms, to measure the implementation of the standards.
- Gather feedback from after-school providers who have adopted the standards, and use this information to guide the development of trainings and resources.

### Colleges and Universities

- Create on-line or distance learning courses to help after-school programs meet the training recommendations in the standards.
- Identify, develop and make available evaluation tools that after-school programs can use to measure the standards.
- Provide technical assistance through student internships and community service to help after-school programs provide enjoyable, safe, age- and developmentally appropriate physical activity.

## Examples of Physical Activities from the 2008 Physical Activity Guidelines for Americans

The following are examples of moderate- and vigorous-intensity aerobic physical activities and muscle- and bone-strengthening activities for children and adolescents from the 2008 Physical Activity Guidelines for Americans.<sup>1</sup>

Type of Physical Activity	
<b>Moderate-intensity aerobic</b>	<ul style="list-style-type: none"> <li>• Active recreation, such as hiking, skateboarding, rollerblading</li> <li>• Brisk walking</li> </ul>
<b>Vigorous-intensity aerobic</b>	<ul style="list-style-type: none"> <li>• Active games involving running and chasing, such as tag</li> <li>• Jumping rope</li> <li>• Martial arts, such as karate</li> <li>• Running</li> <li>• Sports such as soccer, ice or field hockey, basketball, swimming, tennis</li> </ul>
<b>Muscle-strengthening</b>	<ul style="list-style-type: none"> <li>• Games such as tug-of-war</li> <li>• Swinging on playground equipment/bars</li> <li>• Modified push-ups (with knees on the floor)</li> <li>• Resistance exercises using body weight or resistance bands</li> <li>• Sit-ups (curl-ups or crunches)</li> <li>• Rope or tree climbing</li> </ul>
<b>Bone-strengthening</b>	<ul style="list-style-type: none"> <li>• Games such as hopscotch</li> <li>• Hopping, skipping, jumping</li> <li>• Jumping rope</li> <li>• Running</li> <li>• Sports such as gymnastics, basketball, volleyball, tennis</li> </ul>

U.S. Department of Health and Human Services. (2008). 2008 Physical Activity Guidelines for Americans. Retrieved December 10, 2008 from [www.health.gov/PAGuidelines/pdf/paguide.pdf](http://www.health.gov/PAGuidelines/pdf/paguide.pdf).

# Move More Activities

The following are some examples of activities that can be used to meet the recommended amount of physical activity in the standards. The activities can be provided in varying amounts of time. These are just some examples of physical activities that can be used.

## Energizers

Energizers integrate physical activity into academic content. Two Energizer activities are listed below; many more are available for free download at [www.EatSmartMoveMoreNC.com](http://www.EatSmartMoveMoreNC.com).

## As If

**Grade Level:** K-3

**Formation:** Standing at desks

**Rules/Directions:**

1. Teacher reads sentence to class:
  - Jog in place **as if** a big scary bear is chasing you
  - Walk forward **as if** you're walking through chocolate pudding
  - Jump in place **as if** you are popcorn popping
  - Reach up **as if** grabbing balloons out of the air
  - March in place and play the drums **as if** you are in a marching band
  - Paint **as if** the paint brush is attached to your head
  - Swim **as if** you are in a giant pool of Jell-O
  - Move your feet on the floor **as if** you are ice skating
  - Shake your body **as if** you are a wet dog
2. Students act out each sentence for 20–30 seconds.
3. Students may create their own sentences for additional activities.

## Shake, Bake, Twist and Mist

**Grade Level:** 6th

**Subject Area:** Science

**North Carolina Standard Course of Study Objective Number(s):** 3.01

Evaluate the forces that shape the lithosphere

**Formation:** Beside desks

**Rules/Directions:**

1. The teacher writes the following 4 phenomena and corresponding physical activities on the board:
  - earthquake (“shake”)—shake or wiggle
  - volcano (“bake”)—squat down and jump toward the ceiling
  - tornado (“twist”)—twist
  - hurricane (“mist”)—imitate jogging through a strong wind
2. The teacher reads a statement from below that describes one of the four phenomena.
3. The students must allow the teacher to finish reading each statement. They then determine which phenomenon the teacher is describing and perform the corresponding activity for 30 seconds.





**PHENOMENA DESCRIPTORS:**

- One of these is felt approximately every 30 seconds (earthquake).
- Its ultimate source of energy is heat and moisture from warm water (hurricane).
- Ocean water must be warmer than 81 degrees F for this to occur (hurricane).
- This is called a “funnel” until it comes in contact with the ground (tornado).
- This generates vibrations called seismic waves (earthquake).
- This phenomenon occurs when rock from the earth’s mantle melts and moves up to the surface (volcano).
- These weaken when traveling over land or cool ocean waters (hurricane).
- The Saffir-Simpson scale categorizes these on a scale from 1 to 5 (hurricane).
- These send fiery bits and ash into the air. The bits that cool and return to the Earth are called “tephra” (volcano).
- Winds must be at least 74 mph (hurricane).
- The molten rock from the Earth’s mantle, or “magma” that escapes during one of these, is called “lava” once it reaches the earth’s surface (volcano).
- A “hotbed” for these in the U.S. extends from Texas up through Oklahoma, Kansas, Nebraska and the Dakotas (tornado).
- Over 1 million of these occur annually, with some too small to be felt by humans (earthquake).
- Hazards associated with this phenomenon are storm surge, high winds, flooding and tornados (hurricane).
- These occur along faults, or fractures, in the Earth’s crust (earthquake).
- These cause a storm tide, which can increase the mean water level by 15 feet or more (hurricane).
- In the mid-western U.S., these often form when warm, moist air from the Gulf of Mexico collides with cold air from the north (tornado).

**Amoeba Tag****Grade level:** 1st–5th

**How to Play:** Pick one person to be IT. The IT person is to tag as many people as possible. Those who are tagged now have to hold hands with the IT person. Then they have to work together to tag everyone else. As the chain gets bigger, they can be split into smaller chains.\*

**Cat and Mouse****Grade level:** 1st–5th

**How to Play:** All players should stand in a circle with their feet about shoulder width apart. One player in the group starts with the “mouse” ball and another player at the opposite side of the circle starts with the “cat” ball. When the instructor says “go” the players turn their torso from side-to-side to get the ball, then pass it to the next player in the circle. The goal is to move the balls around the circle as fast as they can so the “mouse” ball isn’t caught by the “cat” ball. Remind players that the ball must be passed (not thrown) and that the idea is to twist their upper body from side-to-side when moving the balls.\*

**Games—  
no equipment  
necessary**

The following physically active games can be played without equipment.



## Blob Tag

**Grade level:** 1st–5th

**How to Play:** Two players hold hands and become the “blob,” which runs around trying to tag the other players. As players are tagged, they become part of the “blob” by holding hands. Instructors should encourage the “blob” to work as a team. Other players are not allowed to break the chain of the “blob.”\*\*

## Buffalo Bill

**Grade Level:** 5th

**How to Play:** One person is “IT” and stands in the middle of the gym (or playing field). All other participants are on one end of the gym. The participant that is “IT” says “Hi, my name is Buffalo Bill.” The other participants respond with “Hey, Buffalo Bill,” and “IT” responds “Why don’t you come over my hill?” On this cue all participants run to the opposite end of the gym. “IT” tries to tag as many as he/she can. Play is then repeated with the above dialog until everyone has been tagged. If a player is tagged they must stand in that place and not move their feet, but can reach to try and tag other players as they run by. Last person tagged is the new “IT.”\*\*\*

## Games— some equipment required

The following activities require some small pieces of equipment.

## Dealer’s Choice

**Grade Level:** 3rd

**Objective:** To work together in a cooperative way with a partner and to increase cardio-respiratory endurance.

**Equipment:** Track or other designated area, two or three decks of playing cards, score sheets and pencils.

**How to Play:** The participants walk around the track. Each time participants pass the program leader, they are each handed a card. After the participants have completed a specific number of laps or a designated time period, have them add up the numbers on their cards.

**Value of Cards:** Aces and face cards equal 10 points; all other cards equal the number that appears on the cards.

Have the participants add up the value of their cards and the laps around (actual number of cards that they have).

**Variations:**

- Give extra points for pairs and four of a kind.
- Participants with the lowest points win.
- Team with the most cards wins.
- Add sum of all cards and subtract number of cards; lowest or highest score wins.\*\*

(Adapted from *Walking Games and Activities*, Decker and Mize)

## Walking Spelling Bee

**Grade Level:** 3rd

**Objective:** Increase cardio-respiratory fitness level and help the participants work on their spelling words.

**Equipment:** Track or designated area. Spelling words from the classroom teacher. Have spelling words written in syllables, each on an index card. For example, the word government should be on 3 index cards: gov, ern, ment.

**How to Play:** Have one to four stations where participants stop and pick up a syllable card each time they pass. The syllable cards can be spread out on the ground. Each participant stops by and picks up the syllable card that he/she needs to complete a word. At the end, participants can put syllable cards together and see who has the most completed words.\*\*

## Recipe Dance

**Grade level:** 4th

**Equipment:** Music, cards with steps written on them (have the participants help write them and make steps up). You can come up with an endless number of steps.

**How to Play:** Divide the participants into groups of 4 to 6 students. Have them select 4 to 6 dance recipe cards and as a group put them into a sequence. Then participants will perform their “recipe” for the group and have everyone learn it.

**Variations:**

- Have the participants break into new groups and repeat.
- Instead of having the participants select their cards, have them draw blindly in a random fashion.
- Have the participants teach the class their routine.\*\*

### Examples include:

- A town shuffle
- Grapevine
- Chicken head
- Knee up
- Harlem shuffle
- Tap to the side
- Thunder clap
- Tap back
- Jumping jack
- Walk up 4 steps
- Walk back 4 steps
- Walk in a circle 8 steps
- Hop up, back, up, up (bunny hop)
- Balance 4 counts
- Clap 4
- Rock away
- Heel/toe

\* Activities from the YMCA of North Carolina

\*\* Activities from the Medical College of Georgia FitKid Project Intervention Manual. Yin, Z., Hanes, J., Jr., Moore, J.B., Humbles, P., Barbeau, P. & Gutin, B. (2005). An After-School Physical Activity Program for Obesity Prevention in Children: The Medical College of Georgia FitKid Project. *Eval Health Prof.* 28(1), 67-89.



# Suggestions for Adapting Physical Activities for Young People with Special Needs

The *Move More After-School Standards* are for all participants. After-school programs should focus on inclusive activity and opportunity as much as possible. The guidelines and suggestions below provide principles to follow and adaptations that can be made to involve young people of all abilities.

## Principles of Adapting Physical Activity

- Adapt only when necessary: don't make adaptations unless necessary (e.g., it's not always necessary to have activities on hard, paved surfaces just because a participant uses a wheelchair).
- Adapt for congruence: adaptations should not make a person stand out.
- Adapt for the individual: address the individual's needs and strengths.
- View adaptations as temporary: as their skill increases, the same type or degree of adaptation may not be necessary.

### Suggestions for Adapting Physical Activities<sup>13</sup>

#### Rules, Prompts, & Clues

- Demonstrate / modify activity
- Use peers as partners
- Modify time limits
- Oral prompt
- Provide more / different space between students
- Eliminate outs / strike-outs
- Allow ball to remain stationary
- Allow batter to sit in a chair
- Place student with disability near teacher

#### Equipment

- Larger / lighter bat
- Scoops for catching
- Use of Velcro
- Lower goal / target
- Larger goal / target
- Mark positions on playing field
- Varying balls or equipment (different sizes, weights, colors, & textures)

#### Boundary / Playing Field

- Decrease distances
- Use well-defined boundaries
- Adapt play area (smaller; obstacles removed)
- Simplify patterns

#### Actions

- Change locomotor patterns
- Modify body positions
- Modify grasps
- Reduce number of actions
- Provide frequent rest periods

#### Time

- Vary the tempo
- Lengthen or shorten the time
- Slow the activity pace
- Provide frequent rest periods

Suggestions for adaptation are from *Teaching, Responding, Communicating Quality Physical Education*. North Carolina Office on Disability and Health. Retrieved January 5, 2009 from [www.fpg.unc.edu/~ncodh/](http://www.fpg.unc.edu/~ncodh/)

### For more information on adapted physical activity:

- The North Carolina Office on Disability and Health at [www.fpg.unc.edu/~ncodh](http://www.fpg.unc.edu/~ncodh)
- The North Carolina Division of Public Health, Children & Youth Branch at <http://wch.dhhs.state.nc.us/cay.htm>
- National Center on Physical Activity and Disability (NCPAD) at [www.ncpad.org](http://www.ncpad.org).

# Evaluation

Examples of Evaluation Measures	How to Measure
How often are participants attending and receiving physical activity?	Attendance
Are all participants offered the opportunity to be physically active?	Teaching observation
Is physical activity offered as planned?	
Do participants and staff easily transition from one activity to another?	
Are the participants active at the recommended level of moderate to vigorous intensity?	Heart rate monitoring
Is the staff comfortable with leading, offering, encouraging physical activity?	Staff feedback surveys
Are the participants getting the correct amount of physical activity?	Pedometers
Are participants engaged in moderate-to-vigorous physical activity during the physical activity times in the after-school program?	Observation Review activity plans
Do participants enjoy being physically active?	Participant survey
Has the fitness level of participants increased?	The President's Challenge FITNESSGRAM

## Examples of Evaluation Measures for the Move More After-School Standards

### The President's Challenge

The President's Challenge provides activities, activity logs and health and fitness tests that can be used in after-school programs. The Web site contains on-line fitness assessments and fitness files to track fitness outcomes of participants. More information on the President's Challenge can be found at: [www.presidentschallenge.org/index.aspx](http://www.presidentschallenge.org/index.aspx).

### FITNESSGRAM

FITNESSGRAM is a computerized fitness assessment tool developed by the Cooper Institute. It measures three components of health-related physical fitness that have been identified as important to overall health and function:

- aerobic capacity;
- body composition; and
- muscular strength, endurance and flexibility.

More information about the FITNESSGRAM can be found at [www.fitnessgram.net/home](http://www.fitnessgram.net/home).



# Glossary

**aerobic activities**—activities in which young people rhythmically move their large muscles. These activities strengthen heart and lungs. Examples include running, hopping, skipping, jumping rope, swimming, dancing and bicycling.<sup>1</sup>

**after-school program**—a general term used to describe an array of safe, structured programs that provide children and youth ages kindergarten through high school with a range of supervised activities intentionally designed to encourage learning and development outside of the typical school day.<sup>4</sup>

**best practice**—a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

**bone-strengthening activities**—activities that promote bone growth and strength. These activities create a force on the bones, most often by impact with the ground. Examples include running, jumping rope, basketball, tennis and hopscotch.<sup>1</sup>

**chronic disease**—an illness that is prolonged, does not resolve spontaneously and is rarely cured completely. Chronic diseases such as heart disease, cancer and diabetes account for seven of every 10 deaths and affect the quality of life of 90 million Americans. Although chronic diseases are among the most common and costly health problems, they are also among the most preventable. Adopting healthy behaviors, such as eating nutritious foods, being physically and avoiding tobacco use, can prevent or control the devastating effects of these diseases.

**Energizers**—physical activities that integrate physical activity with academic concepts. They are aligned with the North Carolina Standard Course of Study for both elementary and middle school children. They can be downloaded from [www.EatSmartMoveMoreNC.com](http://www.EatSmartMoveMoreNC.com).

**evaluation**—the systematic collection, analysis and reporting of information about a program to assist in decision-making.<sup>14</sup>

**process evaluation**—assesses whether a program was put into practice as it was planned. It helps determine what worked, what didn't and why.<sup>14, 15</sup>

**outcome evaluation**—assesses whether a program achieves the intended outcomes. Examples of outcomes include changes in attitudes, knowledge, skills or behaviors.<sup>15</sup>

**exercise**—a subset of physical activity that is planned or structured. It is done to improve or maintain one or more of the components of physical fitness: cardio-

respiratory endurance (aerobic fitness), muscular strength, muscular endurance, flexibility and body composition. Examples of exercise include running, lifting weights and stretching.

**moderate intensity physical activity**—for children and adolescents, this intensity of activity makes them breathe heavier than normal and makes their heart beat faster than normal. Examples of moderate activity include riding a bike or brisk walking.

**muscle-strengthening activities**—make muscles do more work than usual during activities of daily life. Muscle-strengthening activities can be unstructured and part of play, such as playing on playground equipment and playing tug-of-war. Or these activities can be structured, such as lifting weights or working with resistance bands.<sup>1</sup>

**overweight**—Body mass index at 85th to less than the 95th percentile<sup>16</sup>

**obese**—Body mass index equal to or greater than the 95th percentile<sup>16</sup>

**body mass index (BMI)**—is a number calculated from a child's weight and height. BMI is a reliable indicator of body fatness for most children and teens.<sup>16</sup>

**percentile**—indicates the relative position of the young person's BMI number among young people of the same gender and age.<sup>16</sup>

**pedometer**—a device that measures the number of steps an individual takes.

**physical activity**—bodily movement of any type. It may include recreational activities such as jumping ropes, playing soccer or lifting weights. It may also include daily activities, such as walking to the store, taking the stairs or raking leaves.

**physical fitness**—an outcome, generally considered an ideal subset or form of health and related to an individual's ability to perform physical activities that require aerobic fitness, endurance, strength or flexibility.

**standard**—something established by authority, custom or general consent as a model or example.

**vigorous intensity physical activity**—for children and adolescents, this intensity of activity makes their heart beat well above normal and makes them breathe harder than normal. Examples of vigorous activity include jumping rope or running.



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## MOVE MORE AFTER-SCHOOL COLLABORATIVE

The Move More After-School Collaborative met for the first time in July of 2007. Their purpose was to promote more physical activity opportunities for children and youth by advocating for and supporting best physical activity practices in North Carolina after-school programs. Their first project was to develop the *Move More North Carolina: Recommended Standards for After-School Physical Activity*.

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On September 10, 2008 a Consensus Panel was held to discuss how after-school programs could help young people meet physical activity recommendations. During the panel, a set of proposed standards were shared for feedback and discussion. The panel also discussed what supports would be needed to put the standards into practice.

The standards were adjusted based on panel members' feedback and were then sent back to the panel for review. During this review, panel members were requested to ask two additional after-school program staff to review the standards. This feedback was incorporated into the complete document. All panel members were then asked to review and provide feedback on the complete document. The feedback from this review was incorporated into the final document.

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Professionals, external to the process of developing the standards, were asked to review and provide feedback on a draft of the document. They were asked to review based on their expertise, professional opinion and organizational knowledge to determine if the standards were appropriate, feasible and achievable. The feedback from this review was incorporated into the final document.

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Focus groups were held in February and March of 2008. The purpose of these groups was to learn more about the barriers to offering physical activity in after-school programs. These focus groups provided formative information that was used to develop the standards and will guide the development of resources to support the standards.

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