STEP UP FOR HEALTH: ELEMENTARY FITNESS PROGRAM

A CREATIVE PROJECT

SUBMITTED TO THE GRADUATE SCHOOL

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MASTER OF ARTS

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Introduction

This creative project describes a ten-week after school running program, Step Up for Health, designed for elementary students (3rd - 6th grade). The overall program design was based upon a series of progressive walking and jogging workouts as well as fitness centered games and activities. The program format included two one hour sessions per week at the school location. In addition, home workouts were developed to encourage students to engage in physical activity at home and to promote exercise as a family activity. Pedometer use during each (in-school) session enabled students to keep track of the number of steps per session. Personal journals were provided for students to record step totals and briefly evaluate their feelings about the activity session. Fitnessgram assessments were used as a pre- and post-test to determine baseline fitness as well as any fitness gains obtained as a result of participation in the program.

Goal of the Program

Physical activity is not an inherent part of the American lifestyles today (SPARK, 2012). Unfortunately, a majority of youth spend free time engaging in sedentary activities such as watching television, playing video games, or using a computer. Learning to be physically active requires guidance from health professionals/educators and effort on the part of the individuals and many schools cannot offer enough opportunities for physical activity due to budget and curriculum challenges. The development of effective after-school programs can help increase youth activity opportunities and engagement which may help fight the battle against obesity and chronic disease (CDC, 2006). The goal of this program was to enhance the physical activity attitudes and behaviors of elementary school-age participants. Through this program students engaged in 30 – 50 minutes of moderate to vigorous physical activity two to three times per week. In addition, opportunities were provided for participants
to learn specific tips to improve running technique as well as information concerning the benefits of proper nutrition and exercise. Fitnessgram assessments were used to evaluate the fitness gains and illustrate to participants and parents the benefits of regular physical activity.

**Overview of the Program**

The sessions, being approximately one hour in length, were split into two halves. During the first portion, participants completed a walking/jogging workout and during the second half, the children participated in a game or activity. The workouts were progressive in nature and encouraged the participants to move from their present level of fitness to an increased aerobic fitness level over the eight week program. The hope is that the participants were able to complete a continuous jog/run for 30 minutes by the end of the program. The workouts were based on the principle of progression which involves a gradual and safe increase in the level of exercise. This is accomplished by increasing the frequency, intensity, or time or a combination of all three components (Physical Best, 2005). In this program, the intensity and time were gradually increased over the period of eight weeks from jogging for only 60 seconds in the first week of workouts to sustained jogging of 30 minutes by the last week.

The activities used in this program included many games with a focus on fitness and fun. A majority of them were large-sided games with an emphasis on all of the children moving and being active for a majority of the time. Other games were intended to teach the participants different strength building and flexibility activities. Additional activities introduced health-related physical fitness information and nutrition principles.

Portions of the Fitnessgram assessment program were used to administer health-related fitness testing at the beginning and end of the ten-week program. The purpose of the assessments was to determine if health-related fitness components were improved as a result of the participation in the
program. Progressive Aerobic Cardiovascular Endurance Run (PACER) test was used to measure aerobic fitness, curl-ups to measure muscular endurance, push-ups to measure muscular strength, and back-saver sit and reach to measure flexibility.

Participants wore pedometers throughout each of the sessions. During the last five minutes of each session, participants gathered with established small groups and volunteer leaders to record each child’s step count totals in his/her personal journal (see Organizational Considerations for more information on group formation and volunteer recruitment). In addition to recording step counts in the journals, the participants drew a happy/sad face to represent how they felt about the day’s workout and activity. The volunteer leaders recorded the individual and group totals on the Step Count Group Sheets (See Appendix A). Finally, the group leaders facilitated discussion about the group and individual step totals, feelings about the workout and activity, and any other issues or celebrations that arose during the session.

Home workouts were utilized to encourage students to engage in physical activity at home and to promote exercise as a family activity. During the second week of the program, participants were given a list of home workouts to be completed on a day between the end of the Wednesday session and before the next Monday session (See Appendix A). This would promote the possibility of participants engaging in at least three 25+ minute workouts per week; two of which are during the after school program and the other at home.

Organizational Considerations

This section includes organizational considerations that helped the administration and implementation of this program run as smoothly as possible. Forming groups that work well together and encourage one another, taking attendance in an efficient manner that maximizes time on-task, and
smooth transitions from one activity to another are just a few of the considerations discussed at length in the following pages.

**Volunteers**

Volunteers can be recruited for this type of program by contacting local colleges and universities or even high schools. Many institutions require students to obtain a certain amount of volunteer or community service hours for each term or academic year. Another avenue for volunteer recruitment is through parent contact and teacher, principal, or other staff members of the cooperating school(s).

Undergraduate physical education students from Ball State University were recruited as volunteer leaders for the pilot program. Six of them were assigned to the small groups as leaders and role models. Two others were assigned duties such as gathering equipment, adding step counts for small groups and the entire group, supervising the hall before and after each session, as well as during drink breaks. Before the program began, all the volunteers and coordinators met to discuss the expectations and procedures that were developed for use with the pilot program. The agenda for this meeting can be found in Appendix A.

Communication with volunteers before, during, and after each of the sessions is critical. One area where specific and thorough training of volunteers is most important is the administration of Fitnessgram assessments and score recording. Be sure each volunteer knows how to administer the test that he or she is responsible for and how they are expected to record the participants’ scores. In addition, be sure to stress that volunteers are role models for the participants in the program and need to act accordingly. The kids look up to the volunteer leaders and will mimic the attitudes and behaviors especially with regards to exercise and physical activity.
Groups

The groups used in this program were not for team competitions, rather the purpose was to create a team environment that enabled the children to inspire and encourage one another. According to research conducted by Smith (1997), there is a high correlation between positive peer relationships and increased motivation in physical activity. These group members completed fitness assessments together, met to record step counts and discuss the session, took drink breaks together, and formed positive peer relationships as a result.

Groups were arranged for the pilot program with the assistance of the Physical Education Teacher at the school where the program took place. She knew which children would work well together and which ones would not. In this particular situation, gender specific groups were chosen since there were many more boys than girls. Each group had an undergraduate college student volunteer leader and was identified by a color. Colors were chosen to identify the groups rather than numbers or another type of identifier since colors are not susceptible to any order or ranking. This helped to ensure that no one group would feel superior or inferior in relation to another.

Attendance

As participants entered the gymnasium, music was playing and four cones marked a large square on the gym floor (the volleyball court was used in the pilot session) were set up to signify the area for walking/jogging around the gym. Children lined-up along one wall after entering, chose and put-on a pedometer, and the program coordinator or volunteer leader placed a check mark next to each name on a roster as they passed by the attendance check-in point. As soon as participants have checked in and put on the pedometer, they began the warm-up walk (5+ minutes of brisk walking) around the
cones and used the time to socialize with others in the program. The workout began after all participants checked in.

**Transitions**

The center circle of the basketball court was used as the meeting place for transitions. The coordinator turned off the music and yelled, “Center circle”. Then she used a verbal 10-second countdown while the participants ran to put their toes on the circle. This organization routine was explained early in the program so students would know the center circle is a place for directions where they should be quiet and listen. Children were able to listen better if they are sitting during directions.

Before beginning the workout, the participants and leaders gathered around the center circle to discuss running tips and/or other announcements for the day. After the cool down, everyone met again in the center to stretch and listen to directions for the activity or game that was to follow. At dismissal time, as groups finished with individual journal completion, the groups were dismissed by leaders and were allowed to line-up at the door. This was time for the coordinator to make last minute announcements, provide encouragement for home workouts, and praise for the group’s participation, attitude, and level of activity for the day. Also, feedback on how the kids liked/disliked the activity and possibly ideas for change were shared. Once all participants were in line, they were dismissed to be picked up by parents. The volunteers monitored hallway and parent pick-up areas.

**Music**

Music has been found to be an effective motivator for running workouts and can aid in maintaining intensity and interest (Hill, 2000). While exercising, music can be used as a distraction and to decrease an individual’s awareness of how hard he or she is working (Loucks, 2000). In addition, students are believed to find more satisfaction in exercising when music is played during the
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physical activity (Ha & Wong, 2002). Because the research so strongly suggests that the use of music during physical activity can motivate individuals to move and enjoy exercising, a variety of music was used in the pilot program and played during all activity time. Children’s music such as “The Hokey Pokey”, “The Limbo”, “YMCA”, “Electric Slide”, and “The Name Game” from DJ’s Choice (1998, 2000) were used. In addition, modern pop music (youth appropriate versions) with 130+ beats per minute (BPM) was used to keep the kids moving when the jogging workouts were getting more difficult. During circuits and games that stop and start at specific timing intervals, “Station to Station” CD’s were used that contain music with interval breaks (Hart, 2003).

Fitness Assessments

Fitnessgram

Fitnessgram was created by the Cooper Institute in 1982 in order to provide physical education teachers with a convenient, effective, and valid method to evaluate fitness and report fitness levels to students and parents. The assessments were designed to evaluate the five areas of health-related fitness: cardiovascular fitness (aerobic capacity), muscular strength, muscular endurance, flexibility, and body composition (Cooper Institute, 1999). Teachers can select from various options of assessments for each category (See Fitnessgram Assessment Options in Appendix B). Criterion-based standards called Healthy Fitness Zone (HFZ) scores are used to evaluate student scores. These HFZ scores indicate the level of fitness necessary to reach minimum health levels (See Healthy Fitness Zones in Appendix B). Scores falling below the HFZ are categorized as “Needs Improvement” to indicate that efforts are needed to bring the score into the HFZ.

Fitnessgram software can generate student and parent reports, which contain objective, personalized feedback and positive reinforcement. These reports provide an important communication
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link between teachers/coordinators, students/participants, and parents. In addition, the software can generate valuable graphs and charts displaying the statistics of achievement and improvement in the program or between several programs (Cooper Institute, 1999) (See Parent Report and Graphs, Charts, and Statistics in Appendix B).

The Fitnessgram assessment tool was selected for this project due to its strongly established validity and reliability. The Healthy Fitness Zone (HFZ) standards were developed by The Fitnessgram Scientific Advisory Board, a team of scientists and practitioners who are experts in the field of health and fitness, based on extensive research on the relationship between fitness, activity, and health (Human Kinetics, 2013). Over 50,000 students were used in the testing to develop the HFZs. These HFZ’s helped participants and parents to truly understand where child was with regards to health related physical fitness (See Instructions for Fitness Assessments in Appendix B)

**Daily Work-Outs and Activities**

The daily work-outs and activities are presented in this section. They are in the order in which the pilot program was conducted. The workouts should always remain in the same order when duplicating this program to preserve their progressive nature, but the games and activities can be adjusted as needed. The complete Program Workout and Activity Plan, a chronological outline of all activities, is located in Appendix C.

**Week 1 Day 1: Orientation and Fitness Testing (Captain Kangaroo, if time permits)**

Begin the session by gathering all the participants on the center circle or to discuss the following:

1. How the program works
   a. Fitness testing beginning and end
   b. Progressive walking/jogging workout program and fun games and activities
c. Pedometers to count steps and journals to keep track
d. Weekly “homework” workouts
e. We will be participating in an official 5K to finish the program

2. What do you get out of it?
   a. Fun with perhaps some new friends
   b. Fitness – get stronger and healthier
   c. Feel great for getting better throughout the program
d. A big accomplishment: running a 5K

3. Behavior and expectations
   a. Our staff is here to help you through the workouts, clear up any problems with the pedometers, and be role models to you… not to deal with behavior issues.
   b. There are kids of all different kinds and ages here, so be kind, caring, respectful, and helpful to everyone.
   c. Come in here each day with exercise clothes, gym shoes, and a GREAT attitude
d. You should never have gum, candy, or food here during this hour.
e. Water bottles are not allowed, but it’s ok to get a drink if needed. And drink breaks will be built in to each day.
f. Check-in procedure
   i. Line-up along the wall by the bleachers
   ii. Get a pedometer and check-in with coordinator
   iii. Begin walking (quick walk to get warmed up)
g. If you have asthma and need an inhaler, be sure to let your team leader know.
h. Illness and injuries should be reported RIGHT AWAY to team leaders or the coordinator as soon as possible.

i. Believe in yourself and give yourself a break. It might be hard sometimes, but you HAVE to remove the word CAN’T from your words and thoughts. BECAUSE YOU CAN!!

4. Set-up journal

a. Name on the front

b. On the first line of first page write a few words or a sentence on how you feel about your fitness right now.

c. Draw a line in the middle of the page

d. The top half will be for today’s fitness scores and the bottom will be where you’ll write your fitness scores at the end of the program.

i. You will be turning this journal in and we will keep them here for you throughout the program.

5. Today we start with fitness testing. Explain each test and give demonstrations (See Instructions for Fitness Assessments in Appendix B). Encourage participants to do their best on each test. These are important because they set the baseline for improvement in the program. Don’t discuss Healthy Fitness Zones until the pre-testing is complete. In the pilot program, the fitness tests were set up in a circuit. Two volunteers were positioned at each station to administer the test and help the participants with recording scores in the personal journals. In addition, the volunteer leaders rotated with each group keeping records on a clipboard as well (See Appendix B for Small Group Fitness Score Sheet).
**Equipment needed for fitness testing: Mats and curl-up strips (or 4 inch markings on mats) for Curl-ups, flex box for Sit & Reach, and mats for Push-ups if available.**

a. Push-ups test
   i. 90 degrees at elbows, straight body, go with cadence
   ii. Do as many as you can with proper form without stopping
   iii. Participants get one form-error-warning and are stopped with the second form error

b. Curl-ups test
   i. Keep heels on the floor, head touches mat every time, fingers slide completely over 4.5 inch strip & back every time
   ii. Do as many as you can with proper form without stopping
   iii. Participants get one form-error-warning and are stopped with the second form error

c. Sit-n-Reach test
   i. Shoes off, one leg straight, other with foot flat on the floor with knee up, reach with both arms as far as possible 2X and hold the 3rd for one second
   ii. Switch legs and reach again
   iii. There will be 2 scores (right and left)

6. Captain Kangaroo (if time permits)
   a. Equipment needed: no equipment, just the open space of the gym
   b. Objective: Increase aerobic fitness and practice locomotor skills.
   c. Procedures:
i. Have students get into groups of 4 or 5 and line-up

ii. The first person in the line is “Captain Kangaroo” (and the leader)

iii. This is a small game of follow the leader with a twist

iv. Leaders may choose to: run, jump, hop, leap, skip, slide, or gallop. NO walking is allowed. Leaders may take their line anywhere in the gym. Be creative with where you go, don’t go in circles around the outside of the basketball court. Arm movements are fun! Feel free to be SILLY.

v. Lines of participants MAY NOT cross one another. If the leader is headed toward another group, simply turn your line so the two don’t cross.

vi. When the music stops (or on a signal) all lines STOP. The person who is in the back of the line runs to the front and becomes the new leader. The former leader is now second in line.

vii. Change leaders every 30 seconds or so for a total of 5 minutes total. Students tend to move too fast with this activity and get tired and out of breath quickly.

7. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

Week 1 Day 2: PACER and Tag Games

1. PACER Test
   a. Have participants find a partner and choose who runs first
   b. Distribute counting sheets and pencils/pens
   c. Explain rules
      i. Pace yourself & get to the line before the next beep
ii. First time you don’t make it, circle number = warning

iii. Second time, finished

2. Have volunteer leaders check journals to be sure all participants have correct scores in journal
   a. Write PACER scores in journal (and on Small Group Fitness Score Sheet)
   b. Share healthy fitness zones for PU, SU, Flex, and PACER
   c. Draw a happy/sad face for how they feel about fitness test scores

3. Activity: Tag games (if there is time) with a new person “it” every 30 seconds (use Station to Station CD if it is available). Feel free to have two or more people “it” in order to make sure everyone is moving and active throughout the games.
   a. Band-Aid Tag – when a student is tagged, they must cover the “injury” where they were tagged with a “band-aid” which is their hand. They continue to run with the “band-aid” on until they are tagged again at which time they put on their other “band-aid” (hand). Now they must run with both “band-aids” on the injuries until they are tagged again (they will just move one of their “band-aids”) or until the game is stopped to choose another person to be “it”.
   b. Push-Up Freeze Tag – when a participant is tagged, they are “frozen” in the push-up position (enhances muscular strength). They remain frozen until another teammate crawls under them or the game is stopped to choose another person to be “it”.
   c. Jumping Jack Line-Tag – participants are only allowed to run on the lines painted on the gym floor. They may not jump from line to line, but must find an intersection in order to change lines. The individuals who are “it” also must run on the lines. Once a participants is tagged, they are “frozen” and must do jumping jacks (or you can choose
another aerobic activity or strength building exercise such as jogging in place, jumping rope without the rope, or abdominal crunches) until the game is stopped to choose another person to be “it”. The remaining participants are not permitted to pass those doing jumping jacks as they are considered “road blocks”.

4. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

**Week 2 Day 1: Groups, Pedometers, Workout #1, and Team-Building Activities**

1. **Assign groups and volunteer leaders.**
   a. Give 5 minutes for everyone to get to know one another.
   b. Have them share the following with groups:
      i. Full name and nickname
      ii. Grade
      iii. Favorite sport or physical activity
      iv. **Something unique** about themselves

2. **Explain Start-up procedure**
   a. 5-minute walking warm-up & attendance: From now on the students will line-up as soon as they arrive. There they will get, clear, and secure (with the tether) a pedometer, check-in for attendance, and then begin walking around the gym. While walking they will check in with their group leader announcements and to chat.
   b. This will begin next session and will be how we begin each day for the remainder of the program

3. **Introduce Pedometers**
a. Volunteer leaders will distribute pedometers to participants and help them put them on, clear, and secure them with tether.

b. Rules:
   i. “You shake it, I take it”
   ii. Abuse of any type to the equipment is unacceptable
   iii. Keep them closed during the workout or activity (just forget it’s there)
   iv. We will take them off and record total in journals at the end of the day

4. Work-out #1 (20 minutes)
   a. Walk 1 minute
   b. Jog 1 minute 30 seconds

5. Cool-down, get drinks, and stretch
   a. Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.
   b. Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

6. Activity: Team-building Activities
   a. Equipment needed: 6 hula-hoops, 6 balls (sharkskin or foam are best),
   b. Objective: To encourage cohesion, cooperation, and communication within the small groups.
   c. Procedures:
      i. Hula hoop race
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1. All get in a line
2. Must put hula hoop over head and then under feet of each person
3. First group to finish wins

ii. Ball over/under
   1. Participants line up
   2. First person reaches ball over head
   3. Second person reaches ball between legs

iii. Jumping Log Relay
   1. Participants lay face down next to each other (shoulders touching)
   2. First person gets up, does 5 jumping jacks, and lays down next to last person
   3. Repeat until reaching finish line

iv. Human knot
   1. Arrange group members in a circle, standing shoulder to shoulder.
   2. Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them.
   3. Everyone then puts their left hand up in the air and grabs the hand of a different person.
   4. Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them.
5. Tell group members to untangle themselves to make a circle without breaking the chain of hands.

6. If group members break the chain they need to start over.

7. Record step numbers in journal and a face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.
   a. Have leaders debrief the group and discuss the team activities. Here are a few possible discussion questions:
      i. Was our team cooperating and encouraging to one another?
      ii. How did it feel to be successful/ unsuccessful?
      iii. What strategy did your team end up using to complete the task?
      iv. Who were the leaders in this activity?
      v. How do you feel your team communicated during this activity?

8. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

9. Dismiss participants to line-up at the door.
   a. Before dismissing, handout the Home Workouts (Appendix A) and explain to the participants that they are to complete the home workouts each week between Thursday and Sunday. They are to try to encourage it as a family activity and/or get at least one parent to do it with them.

**Week 2 Day 2: Workout #1 and Healthy Behavior Activity**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.
2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle to introduce and discuss Running Tip #1: Control your breathing. Wall signs with all four Running Tips are available in Appendix C.

5. Workout #1: Alternate 1 minute of jogging and 1 minute and 30 seconds of walking for a total of 20 minutes.

6. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

7. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

8. Activity: Healthy Behaviors Activity
   a. Equipment needed: Station Signs (Appendix C), Healthy Behavior Statements (Appendix C), bench or bleachers, handout: Physical Activity Tips for Young People (Appendix C),
   b. Objective: Improve upper body muscular strength while learning and discussing healthy behaviors with regards to physical fitness and nutrition.
   c. Procedures:
i. Read statement and alternatives and then count from 10 down to one

ii. During the count-down, participants run to the corner of the gym containing the letter of the alternative they believe is most correct

iii. Perform the exercises described on the station sign; have a volunteer at each corner to encourage participants to do the exercises correctly

iv. Return to the center circle quickly when finished

v. Discuss the correct answer(s)

d. Hand-out Physical Activity Tips for Young People

9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

11. Dismiss participants to line-up at the door.

Week 3 Day 1: Workout #2 and Sharks and Minnows

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle to review Running Tip #1: Control your breathing
5. **Workout #2:** Alternate 1 minute and 30 seconds of jogging and 2 minutes of walking for a total of 25 minutes and 30 seconds.

6. **Cool-down and drink breaks:** Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

7. **Stretches:** Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

8. **Activity:** Sharks and Minnows

   a. **Equipment needed:** none

   b. **Objective:** To raise the heart rates of participants and have fun.

   c. **Procedures:**

      i. Use the baseline and mid court line of the basketball court. The boundaries are from sideline to sideline.

      ii. Have the group all stand on one of the lines (they will be the minnows).

      iii. Choose on participant to stand on the opposite line (they will be the shark).

      iv. On your signal, the minnows will try to run to the other sideline and avoid being tagged by the shark.

      v. The shark tries to tag as many minnows as they can. If a minnow is tagged, they turn into a shark for the next round.

      vi. No one gets out and has to sit on the sidelines. If there is one minnow left at the end, they become the shark for the next game.
9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

11. Dismiss participants to line-up at the door.

**Week 3 Day 2: Workout #2 and Not in My Backyard**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle to review Running Tip #1 and introduce and discuss Running Tip #2: Run with good form.

5. Workout #2: Alternate 1 minute and 30 seconds of jogging and 2 minutes of walking for a total of 25 minutes and 30 seconds.

6. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.
7. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

8. Activity: Not in My Backyard
   a. Equipment needed: A variety of soft sports items, such as foam balls, beanbags, or yarn balls.
   b. Objective: Raise heart rates and improve upper body muscular strength and endurance.
   c. Procedures:
      i. Divide the class into two teams and put them on opposite sides of the basketball court.
      ii. Place a variety of soft sports items in the center of the court.
      iii. When the children hear a whistle, the teams should run to the center of the court and throw as many objects as they can onto the opposite side of the court, trying to keep their “yard” clean.
      iv. When the whistle blows again, the students must cease throwing objects.
      v. Count how many objects are on each side of the court. The team with the fewest objects on their side wins.
      vi. Stress the importance of good sportsmanship by not throwing objects after the second whistle has been blown, or intentionally hitting other players with the objects.
      vii. At the end of the game, see which team can clean up their side the quickest.
viii. Variation: in order to keep the participants from hitting each other with the objects, offer an extra point if they make a basket at the opposite end of the court.

9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

11. Dismiss participants to line-up at the door.

Week 4 Day 1: Workout #3 and Jump Rope

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle to review Running Tip #1 and introduce and discuss Running Tip #2: Run with good form (Appendix C)

5. Workout #3: Three repetitions of the following (25 minutes and 30 seconds)
   • Jog 2 minutes
   • Walk 1 minute and 30 seconds
   • Jog 3 minutes
• Walk 2 minutes

6. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

7. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

8. Activity: Jump Rope (Single Rope Skills)
   a. Equipment needed: One rope for each participant
   b. Objective: Raise heart rate, improve muscular strength and endurance
   a. Procedures:
      i. Have students form a HUGE circle around the gym, each having a jump rope. When the music is off – they are to stop & listen to directions. When it is on – its jump time
      ii. Check rope length: with both feet on rope, handles should just reach to armpits
      iii. Explain: don’t “waste” energy on jumping too high or swinging arms too much

Single Rope Jump Skills

- Basic jump (sgl & dbl bounce)
- Skier
- Bell
- Side straddle
- Forward straddle
- Straddle cross
- Front cross
- Backward 180
- 360
- Twister
- Wounded Duck
- Toe-to-Toe
- Heel-to-Toe
- Side Toe Touch
- Jogging Step (Speed)
- Swing Kick
- Knee lifts, butt kicks
- Rocker
STEP UP FOR HEALTH

- Leg Swing
- Double under
- Continuous Toe Touch
- Switches
- Leg Over
- Rump Jump

9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

11. Dismiss participants to line-up at the door.

Week 4 Day 2: Workout #3 and Jump Rope

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle to review Running Tips #1 and 2. Introduce and discuss Running Tip #3: Run with good form (Appendix C).

5. Workout #3: Three repetitions of the following (25 minutes and 30 seconds)
   - Jog 2 minutes
   - Walk 1 minute and 30 seconds
   - Jog 3 minutes
STEP UP FOR HEALTH

• Walk 2 minutes

6. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

7. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

8. Activity: Jump Rope (Review single skills, introduce double and long ropes)
   a. Equipment needed: One rope for each participant, and 6 long ropes – one for each small group)
   b. Objective: To raise heart rate and increase muscular strength and endurance.
   c. Procedures:
      i. Review single rope skills from last session and /or finish introducing skills
      ii. Partner Jump Skills
         1. Two in One Rope – Face-to-Face (Basic Jump)
         2. Two in One Rope – Face-to-Face (Free Turns)
         3. Two in One Rope – Side-by-Side (Alternating Sides)
         4. Two in One Rope – Side-by-Side (Full Turn)
         5. Two in Two Ropes – Side-by-Side
         6. Two in Two Ropes – Side-by-Side
         7. Traveler
      iii. Long Rope Skills
1. Single rope, turn around/touch the ground
2. Egg beater
3. Double Dutch

9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

11. Dismiss participants to line-up at the door.

**Week 5 Day 1: Workout #4 and Royalty on the Court**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle to review Running Tips #1 and 2. Introduce and discuss Running Tip #3: Run with good form (Appendix C).

5. **Workout # 4 (26 minutes)**
   - Jog 3 minutes
   - Walk 1 minute and 30 seconds
   - Jog 3 minutes
• Walk 2 minutes and 30 seconds
• Jog 4 min.
• Walk 1 minute and 30 seconds
• Jog 4 minutes
• Walk 1 minute and 30 seconds
• Jog 5 minutes

6. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

7. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

8. Activity: Royalty on the Court
   a. Equipment needed: Colored signs or colored cones to signify 4 different colored corners
   b. Objective: Raise heart rates and increase upper body and abdominal strength and endurance.
   c. Procedures:
      1) Each corner of the gym is given a color name
      2) Students are divided equally and go to the four corners of the gym
      3) King or Queen stands in center of area
      4) They can only run back and forth on the mid-court line
5) The King or Queen (or the teacher) calls a color (blue, for example) and the participants in the blue corner have to move (any locomotor skill) across the gym without being tagged by the King or Queen who use a soft ball to tag with

6) The remaining groups (corners) have to perform 5 push-ups and 5 curl-ups while the action is taking place.

7) Once they cross the mid-court line, they may go to either corner on that end. They are now a different color.

8) The King or Queen (or teacher) then calls a color from the other end of the activity area.

9) When the participants are tagged, they join the King/Queen on the center line. The more students that are tagged, the more difficult it becomes to make it through, as the Kings/Queens line begins to stretch across the entire width of the gym.

9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

11. Dismiss participants to line-up at the door.

**Week 5 Day 2: Workout #4 and Luck Rock and Roll Fitness**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.
3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle to review Running Tips #1, 2, and 3. Introduce and discuss Running Tip #4: Maintain a positive attitude (Appendix C).

5. Workout #4 (26 minutes)
   - Jog 3 minutes
   - Walk 1 minute and 30 seconds
   - Jog 3 minutes
   - Walk 2 minutes and 30 seconds
   - Jog 4 minutes
   - Walk 1 minute and 30 seconds
   - Jog 4 minutes
   - Walk 1 minute and 30 seconds
   - Jog 5 minutes

6. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

7. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.
8. Activity: Lucky Rock and Roll Fitness
   a. Equipment needed: Two large foam (or home-made from a cardboard box) dice and 6 numbered poly spots, bases, or rugs, Lucky Rock And Roll Fitness Signs (Appendix C)
   b. Objective: To raise heart rate and increase muscular strength and endurance
   c. Procedures:
      i. The numbered poly spots are scattered around the gym. Put a sign near each one so that the students can read it.
      ii. The participants will jog around outside of the basketball court
      iii. When the music stops, they are to go to the closest poly spot
      iv. Two volunteer leaders are in the center circle with the dice. The first die rolled represents which exercise will be done and the second roll signifies which group doesn’t do the exercise. It ends up being a gamble as to which numbered spot they go to.
      v. The exercises are as follows:
         1 = 5 push-ups
         2 = 5 curl ups
         3 = 10 jumping jacks
         4 = 5 squat thrusts
         5 = 5 windmills
         6 = 5 lunges (on each side)

9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.
10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

11. Dismiss participants to line-up at the door.

**Week 6 Day 1: Workout #5 and Capture the Flag**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle to review Running Tips #1, 2, and 3. Introduce and discuss Running Tip #4: Maintain a positive attitude (Appendix C).

5. Workout #5 (27 minutes)
   - Jog 6 minutes
   - Walk 4 minutes
   - Jog 6 minutes
   - Walk 4 minutes
   - Jog 7 minutes

6. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.
7. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

8. Activity: Capture The Flag
   a. Equipment needed: Flag belts (two teams) one for each participant, 2 bowling pins, 16 cones (8 each of two colors) to mark the safe zones
   b. Objective: To raise heart rate increase abdominal muscular strength and endurance
   c. Procedures:
      i. Object of the game: to go to the other side of the field, capture the flag (bowling pin) and return to own side of the field without getting frozen (flags pulled).
      ii. Belts: flags must be on sides and back, may not tie or tuck in excess on belts, shirt must be tucked into belt
      iii. As soon as a player crosses the center line into the opponent’s territory, they are in danger of getting frozen
      iv. Frozen: If a player gets their flag pulled off, they are frozen. The flag must stay on the ground. They frozen player must do 10 curl-ups before being eligible to be unfrozen.
         1. They are unfrozen when a teammate picks up their flags and hands it to them
         2. They then get a “free pass” back to their side of the field to put the belt back on
      v. Safe Zone - defenders may not go into opponent’s “safe zone”
1. Once an offensive player has both feet inside the “safe zone” they are safe.

vi. Scoring: If a player makes it across the center line with the “flag” then they have scored one point.

1. They may NOT pass the bowling pin while running, only in the circle.

vii. The bowling pin is then returned to the circle, all players go back to their starting positions, and play begins again.

viii. Between points, give the teams some time to “huddle” to use team strategy.

9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

11. Dismiss participants to line-up at the door.

**Week 6 Day 2: Workout #5 and Fort Knox**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle and review all the running tips (Appendix C).
5. Workout #5 (27 minutes)
   - Jog 6 minutes
   - Walk 4 minutes
   - Jog 6 minutes
   - Walk 4 minutes
   - Jog 7 minutes

6. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

7. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

8. Activity: Fort Knox
   a. Equipment needed: Different colored jerseys for the two teams (or at least one team), 8 cones of 2 different colors to mark the safe zones, 8 foam rings or bean bags of two different colors.
   b. Objective: Raise heart rate and increase upper body strength
   c. Procedures:
      i. Object: to go to the other side of the playing area, capture the beanbags and return to own jail without getting tagged.
      ii. This game closely resembles Capture the Flag, but there are slight differences.
         1. Jerseys indicate teams instead of flag belts
2. There are 4 bean bags in each zone instead of one bowling pin
   iii. Have one team wear jerseys so they are distinguishable
   iv. As soon as a player crosses the center line into the opponent’s territory, they are in danger of getting tagged
   v. Frozen: If a player gets tagged in their opponent’s territory, they are frozen.
      1. They must hold the push up position or plank position.
      2. They are unfrozen when a teammate crawls under them.
      3. They then have a free pass back to their side of the playing area.
   vi. Safe Zone: Defenders may not go into opponent’s “safe zone” at any time
      1. Once an offensive player has both feet inside the “safe zone” they are safe
   vii. Scoring: If a player picks up a bean bag they have committed to it and may not put it down, pass it, or hand it off.
   viii. If a player gets tagged while carrying a bean bag, the opposing team’s player who tagged them simply takes it back to the safe zone.
   ix. If a player makes it across to their safe zone with a bean bag, it then stays there… can’t be “stolen” back by the other team
   x. Once all 4 bean bags are placed in a team’s hoop, they have won and the game starts over.
   xi. Give the teams some time to “huddle” between games to use team strategy

9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.
10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

11. Dismiss participants to line-up at the door.

**Week 7 Day 1: Workout #6 and Hoyle Fitness**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on the center circle and review all four running tips Appendix C).

5. **Workout # 6 (28 minutes)**
   - Jog 8 minutes
   - Walk 2 minutes
   - Jog 8 minutes
   - Walk 2 minutes
   - Jog 8 minutes

6. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.
7. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

8. Activity: Hoyle Fitness
   a. Equipment needed: a deck of cards,
   b. Objective: Raise heart rate, increase muscular strength and endurance
   c. Procedures:
      i. Participants are to jog 5 laps around the gym staying with their small group and leader. After 5 laps they choose a card, perform the exercises that correspond with that card, and return it to the bottom of the deck.
      ii. The exercises are as follows:
         - Ace – 15 lunges (on each leg)
         - King – 20 right and 20 left curl-ups
         - Queen – 40 regular curl-ups
         - Jack – 15 PERFECT push-ups
         - 10 – Mountain climbers
         - 9 – Squats
         - 8 – Mountain push-ups
         - 7 – Lucky Number 7 – Jog on!
         - 6 – Dips on the bench
         - 5 – Give next person 5 push-ups
         - 4 – Crab walk 20 yards
         - 3 – Bear walk 20 yards
         - 2 – 25 jumping jacks or dance for 30 seconds

9. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

10. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”
11. Dismiss participants to line-up at the door.

Week 7 Day 2: Workout #6 and Colorful Fitness

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Workout #6 (28 minutes)
   - Jog 8 minutes
   - Walk 2 minutes
   - Jog 8 minutes
   - Walk 2 minutes
   - Jog 8 minutes

5. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

6. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

7. Activity: Colorful Fitness
a. Equipment needed: 6 hula hoops of different colors, Colorful Fitness Sign (Appendix C)

b. Objective: To raise heart rates and increase muscular strength and endurance

c. Procedures:
   i. Place the hula hoops randomly around the gym
   ii. Have participants jog around the outside of the basketball court
   iii. When the music stops, they are to go to the hoop that is nearest them
   iv. At each hoop, there is a sign telling them what exercise they are to do at each hoop of a particular color
   v. They must go to a different hoop each time

8. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

9. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

10. Dismiss participants to line-up at the door.

**Week 8 Day 1: Workout #7 and Four Corners**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.
4. **Workout # 7 (28 minutes)**
   - Jog 12 minutes
   - Walk 3 minutes
   - Jog 13 minutes

5. **Cool-down and drink breaks:** Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

6. **Stretches:** Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

7. **Activity: Four Corners**
   a. **Equipment needed:** Eight hula hoops, four foam balls, jerseys for four different teams, cones.
   b. **Objective:** To raise heart rates and to have fun
   c. **Procedures:**
      i. Set up cones so that the playing area is divided into four different areas.
      ii. Divide students into four different groups.
      iii. Give each team a foam ball to place in a hula hoop in one of the four corners of the gym. Each team also has a hula hoop placed nearby on the sidelines as a place for tagged players.
      iv. On the "go" signal students try to steal the other three team's balls and bring them back to their own hula hoop.
v. When a student is in another team’s territory (quarter of the playing area), they can be tagged by any member of that team and sent to that team’s side hula hoop for tagged players. Students are safe inside the hula hoop.

vi. Students can get free again by having another member of their own team go to the hula hoop and, taking their hand, move back to their territory. Once holding hands, they are safe from being tagged. They must go back to their territory first before returning to the game.

vii. Challenge teams to get all four balls in their hula hoop.

8. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

9. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

10. Dismiss participants to line-up at the door.

**Week 8 Day 2: Workout #7 and Leap Frog Fitness Circuit**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Workout # 7 (28 minutes)
• Jog 12 minutes
• Walk 3 minutes
• Jog 13 minutes

5. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

6. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

7. Activity: Leap Frog Fitness Circuit
   a. Equipment needed: mat (for leap frog), 6 jump ropes, 10 hula hoops, Leap Frog Circuit Station Signs (Appendix C)
   b. Objective: To raise heart rates and increase muscular strength and endurance
   c. Procedures:
      i. Participants will travel with small groups to each of the stations going clockwise and spending 2 to 3 minutes at each station depending on how much time remains in the session.
      ii. The stations are as follows:
         1. Leap Frog – participants and leaders play leap frog
         2. Wall Jumps and Sits – 20 seconds sit and 20 jumps
         3. Jumping Jacks – without stopping
4. Agility Hoops and Push-ups – run, jump, and then hop through the hoops with 5 push-ups between each turn

5. Jump Rope – without stopping

6. Sprint Down and Walk Back – run fast to the far wall (even race if you want) and walk back

8. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

9. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

10. Dismiss participants to line-up at the door.

**Week 9 Day 1: Workout #8 and Uno Fitness**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Workout # 8: Jog 30 minutes

5. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.
6. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

7. Activity: "UNO" Fitness
   a. Equipment needed: Deck of "UNO" cards, UNO Fitness Sign (Appendix C), UNO Fitness Station Signs (Appendix C) taped to the gym walls
   b. Objective: To raise heart rate and increase muscular strength and endurance
   c. Procedures: Each small group is dealt an UNO card. They are to perform an activity by the following criteria:
      i. Skip Card -- skip two laps around the gym
      ii. Reverse Card -- jog/walk 1 lap backward around gym
      iii. Draw 2 Card -- draw 2 cards from regular UNO cards and perform the activity which corresponds to the card color using the number of repetitions indicated by the number on the card
      iv. Wild Draw 4 Card -- draw 4 cards from the UNO deck and do all 4 activities
      v. Wild Card -- draw from the wild draw pile (made up separate and placed in center away from other action) and do the activity listed.
      vi. Number Cards -- the group goes to the color station corresponding to the card and does that number of repetitions (indicated on the card) of the exercise indicated on the sign. Example: A student draws a card that is 5 red. Go to the red sign with the exercise listed and do 5 push-ups or whatever that sign has listed.
d. After completing an activity the group gives the card back to the coordinator and they are dealt another card.

8. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

9. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

10. Dismiss participants to line-up at the door.

**Week 9 Day 2: Workout #8 and Hula-Hoop and Blob Tag**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Workout #8: Jog 30 minutes

5. Cool-down and drink breaks: Continue to walk while dismissing participants by groups (one group at a time) to get drinks. This allows them to cool-down while waiting for the other groups to get drinks.

6. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.
7. Activity: Hula-Hoop and Blob Tag
   a. Equipment needed: 6 to 8 hula hoops
   b. Objective: To raise heart rate and to have fun
   c. Procedures:
      d. Hula-Hoop Tag
         i. The hoops are placed randomly around the gym
         ii. One (or more) participants are “it” and the game is stopped every 30 seconds to 1
             minute to change who is “it”. This keeps the game fresh and fun.
         iii. Students are safe if they have at least one foot in a hoop, but there may only be
             one person in a hoop at a time and may only stay for 5 seconds.
         iv. Place volunteer leaders at each hoop to count the 5 seconds.
      e. Blob Tag
         i. Begin with one or two people who are “it”
         ii. When they tag another player, they hold hands or latch elbows to form the
             “blob”
         iii. When they tag another player, they also become part of the blob until there is
             only one player left besides the blob. That player gets to be “it” for the next
             round.

8. Record step numbers in journal and a happy/sad face indicating how the participants feel about
   the workout and activity. Small group leaders record step totals on Step Count Group Sheet.
9. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF
   IT!!”
10. Dismiss participants to line-up at the door.
   
   a. Before dismissing, have participants vote for which was their favorite activity from the program because they will be participating in it the next time.

**Week 10 Day 1: Fitness Testing and Repeat Favorite Activity**

1. Before you start, you’ll need to get the CD player, pedometers, and journals from the storage room.

2. Participants check-in for attendance, put on, clear, and secure the pedometers with the tether.

3. Walking warm-up - participants begin walking briskly around the gym after getting and clearing pedometer. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. Meet on center circle and discuss the healthy fitness zones for each of the Fitnessgram tests. Help participants understand that the goal is to see improvement from their beginning scores, but being in the HFZ is optimal.

**Equipment needed for fitness testing:** Mats and curl-up strips (or 4 inch markings on mats) for Curl-ups, flex box for Sit & Reach, and mats for Push-ups if available.

   a. Push-ups test
      
      i. 90 degrees at elbows, straight body, go with cadence
      
      ii. Do as many as you can with proper form without stopping
      
      iii. Participants get one form-error-warning and are stopped with the second form error

   b. Curl-ups test
i. Keep heels on the floor, head touches mat every time, fingers slide completely over 4.5 inch strip & back every time

ii. Do as many as you can with proper form without stopping

iii. Participants get one form-error-warning and are stopped with the second form error

c. Sit-n-Reach test

i. Shoes off, one leg straight, other with foot flat on the floor with knee up, reach with both arms as far as possible 2X and hold the 3rd for one second

ii. Switch legs and reach again

iii. There will be 2 scores (right and left)

5. Activity: Repeat the participant’s favorite activity

6. Record step numbers in journal and a happy/sad face indicating how the participants feel about the workout and activity. Small group leaders record step totals on Step Count Group Sheet.

7. Create a “team” atmosphere by putting hands together in a circle, “RUN FOR THE FUN OF IT!!”

8. Dismiss participants to line-up at the door.

**Week 10 Day 2: PACER and Present Certificates and Awards**

1. Before you start, you’ll need to get the CD player and journals from the storage room.

2. Participants check-in for attendance, but will not be using pedometers on this day.

3. Walking warm-up - participants begin walking briskly around the gym. Volunteer leaders are also walking and participants are to check-in with small group leader. This time is used for
small talk and to resolve any attendance, behavior, or participation issues with individual students or volunteers.

4. PACER Test
   a. Have participants find a partner and choose who runs first
   b. Distribute counting sheets and pencils/pens
   c. Explain rules
      i. Pace yourself & get to the line before the next beep
      ii. First time you don’t make it, circle number = warning
      iii. Second time, finished

5. Have volunteer leaders check journals to be sure all participants have correct scores in journal
   a. Write PACER scores in journal (and on Small Group Fitness Score Sheet)
   b. Draw a happy/sad face for how they feel about fitness test scores

6. Stretches: Meet on center circle for stretches. Use an age appropriate stretching routine holding each stretch for 20 to 30 seconds. Stretching hamstrings, quadriceps, calves, shoulders, and triceps (at a minimum) is recommended.

7. Activity: Hand-out Awards and Certificates
   a. Have a certificate for each participant with the number of steps taken and miles completed during the program (Appendix C)
   b. Optional: give awards for most miles, perfect attendance, best attitude, most motivated…

8. Dismiss participants to line-up at the door.
Discussion

Pilot outcomes of this project revealed that students’ fitness levels can be improved through a program such as Step Up for Health. In this program, the aerobic capacity of the students was improved along with the muscular endurance. More attention to abdominal and core strength as well as upper body strength may be necessary in the presentation and preparation of activities and work-outs throughout the Step Up for Health program to increase the Curl-ups and Push-ups test results thus positively impacting muscular strength and endurance.

In the future, careful attention must be paid to the training of the individuals who administer the Fitnessgram assessments. Coordinators and/or volunteers must be clear on testing procedures and accurate score reporting prior to assessment day, perhaps via a Fitnessgram tutorial during orientation sessions. In addition, a one-mile run test could be added as an alternate aerobic capacity test. Since the students are walking and jogging long distances during the program, a test that closely resembles the work-outs (more authentic) may be more appropriate to show fitness gains.

Additional limitations to this program may include the limited access that coordinators have to gym space and/or equipment and lack of quality volunteer leaders. The activities and workouts were designed to use minimal equipment, and could possibly be adjusted to use less equipment if access to specific types of equipment were limited. If necessary, a majority of this program could be conducted outside on a parking lot, playing field, or track, weather permitting. Finally, recruiting volunteers can be accomplished through the use of parents, other teachers, high school students, or college students. Training these volunteers on the importance of being a good role model for physical activity and encouragement is vital to the program’s success.
This type of programming has potential to positively impact the participants’ attitudes toward fitness and related activities improved over the ten weeks, specifically, running. Observational reports from program administrators supported that the participants went from jogging one or two minutes in the first weeks with little enjoyment (whining and complaining) to a consistent 30 minute run with cheers and encouragement for one another during the effort. Three students and their parents even joined the coordinators at a community 5K (3.1 miles) running event. These types of programs can be successful with effective planning and implementation. Amidst the push for education reform and funding cuts for programs outside of the core subjects, there has been a reduction in school-based physical education programs across the country (NASPE, 2010). According to the CDC, the vast majority of students do not receive the nationally recommended amount of physical education, yet unfortunately in 2013, education faces $3 billion in cuts. That means teachers will lose jobs and programs will be cut. Historically, the first of which have been the arts and physical education (SPARK, 2012). During this time of reductions in programs and funding cuts, after-school programs such as Step Up for Health can be critical in improving the physical fitness attitudes and behaviors of the participants and encouraging families to exercise together.
References


## Appendix A

### Home Workouts

| Workout # 1 (20 min.) | 5 min warm-up walk  
|                       | alternate 1 min. of jogging & 1.5 min. of walking for 20 min. |
| Workout # 2 (25.5 min.) | 5 min. warm-up walk  
|                       | alternate 1.5 min. of jogging & 2 min. of walking for a total of 25.5 min |
| Week 3 (25.5 min.) | 5 min. warm-up walk  
|                       | three repetitions of the following:  
|                       | • Jog 2 min.  
|                       | • Walk 1 min. 30 sec.  
|                       | • Jog 3 min.  
|                       | • Walk 2 min.  |
| Workout # 4 (26 min.) | 5 min. warm-up walk  
|                       | • Jog 3 min.  
|                       | • Walk 1 min. 30 sec.  
|                       | • Jog 3 min.  
|                       | • Walk 2 min. 30 sec.  
|                       | • Jog 4 min.  
|                       | • Walk 1 min. 30 sec.  
|                       | • Jog 4 min.  
|                       | • Walk 1 min. 30 sec.  
|                       | • Jog 5 min.  |
| Workout # 5 (27 min.) | 5 min. warm-up walk  
|                       | • Jog 6 min.  
|                       | • Walk 4 min.  
|                       | • Jog 6 min.  
|                       | • Walk 4 min.  
|                       | • Jog 7 min.  |
| Workout # 6 (28 min.) | 5 min. warm-up walk  
|                       | • Jog 8 min.  
|                       | • Walk 2 min.  
|                       | • Jog 8 min.  
|                       | • Walk 2 min.  
|                       | • Jog 8 min.  |
| Workout # 7 (28 min.) | 5 min. warm-up walk  
|                       | • Jog 12 min.  
|                       | • Walk 3 min.  
|                       | • Jog 13 min.  |
| Workout # 8 (30 min.) | 5 min. warm-up walk  
|                       | Jog 30 min.  |
Step Count Group Sheet

**Step Up for Health**

**Steps Count!**

**Group Leader’s Name – RED**

Record the participant’s total number of steps each day.

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Staff and Volunteer Orientation Meeting

Included here is the agenda for items to discuss with staff and/or volunteers prior implementing the program.

**Meeting Agenda**

1. **Introductions:** have everyone introduce themselves, why they are involved with the program, and something unique about their life.
2. **The ‘Step Up for Health’ program & how it works**
   a. Fitness testing
   b. Progressive walking/jogging workouts
   c. Large-sided games and activities
   d. Pedometers
   e. Journals
3. **During the program:**
   - You will be in charge of:
     o Overseeing and ensuring the pedometers work for the students
     o Guiding the students through the workouts
     o Motivating them to stay active
     o Keeping an eye on any symptoms of illness, overexertion, or injuries
   - The program coordinator will write work-outs and activities. He/she will communicate with staff/volunteers in advance of each session so you have a general idea of what will be happening.
4. **At the end of each session:**
   - The kids will journal about their steps, recording their number of steps and a face (smiley or frowny) that represents their feelings about the workout
   - You will distribute the journals and pens and collect them each time
   - Make sure they accurately record how many steps they have taken
   - You will be in charge of collecting pedometers after the daily workout is over
     o Please make me aware of any malfunctioning devices
5. **Fitness Testing:**
   - During the first and last week of the program, the students’ health-related physical fitness will be tested to mark their progress – using Fitnessgram-type testing
     o Push-ups
     o Curl-ups
     o PACER test
o Back-saver Sit-N-Reach
   o We are excluding anything related to assessing BMI
   • You will be in charge of recording the results of their fitness tests

6. Getting there:
   • What time should staff/volunteers arrive?
   • How far the school is...
   • Directions:
   • Car pools?

**XXXXX is a very secure school with locked entry. You may have to ring their doorbell to gain access. Upon entry through the main door, the principal’s office is to the left. Ask for directions: “Hi, my name is _____ from __________. I am here for the afterschool running program; could you please direct me to the gym?”

REMEMBER: You are representing __________. Dress in professional PE attire.

Program Coordinator’s phone: 555-555-5555 & e-mail: progcoord@gmail.com
Appendix B

Fitnessgram Assessment Options

**Aerobic Capacity**

- PACER test
- One-mile run
- Walk test (ages 13 or greater)

**Body Composition**

- Percent body fat (calculated from skinfold measurements or bioelectrical impedance analyzer)
- Body mass index (calculated from height and weight)

**Abdominal Strength and Endurance**

- Curl-ups

**Trunk Extensor Strength and Flexibility**

- Trunk lift

**Upper Body Strength and Endurance**

- Choose from push-up, modified pull-up, and flexed arm hang

**Flexibility**

- Choose from back-saver sit & reach and shoulder stretch
Instructions for Assessments

For the purposes of the pilot program, Step Up for Health, only four tests were utilized to establish baseline data and to evaluate fitness gains as a result of the program. The body composition assessment was eliminated. In the following paragraphs are the instructions for each assessment (Appendix B contains the assessment tools to be used with these tests).

**PACER.** The PACER test will be administered to measure aerobic capacity. The students will jog/run 20 meters each time a signal sounds using the Fitnessgram Testing Administration CD. The interval time between audio signals gets one half second shorter at the completion of each minute, encouraging the students to increase their running speed and pace themselves with the length of time allowed. Students are to continue the PACER assessment until they are no longer able to reach the full 20 meters before the next audio signal. The student’s score is recorded as the total number of laps completed (See Appendix B for Pacer Counting Sheet).

**Curl-ups.** The curl-ups test will be administered to measure abdominal strength and endurance. Students will perform curl-ups with their arms straight along the sides of their bodies and hands on the mat. Their fingertips must pass over a 4.5 inch strip each time they perform the curl-up maintaining pace with an audio cadence using the Fitnessgram Testing Administration CD. The students must keep feet in contact with the floor (without assistance) and their head must return to starting position on the mat after each curl-up. If there is a form error, the students will receive a warning. At the second form error, the test is completed. The score is recorded as total number of curl-ups completed correctly.

**Push-ups.** The push-ups test will be administered to measure upper body strength and endurance. Students will perform push-ups with a straight body, 90 degree bend at the elbows, and along with the cadence using the Fitnessgram Testing Administration CD. Students are to do as many
as they can without form errors. If there is a form error, the students will receive one warning. At the second form error, the test is complete. The score is recorded as total number of push-ups completed correctly.

**Back-saver Sit-and-Reach.** The back-saver sit-and-reach test will be administered to measure flexibility. Students will sit with one leg straight, sock or bare foot against the flex box and the other leg bent with the foot flat on the floor. The student will reach forward with arms and hands extended as far as he/she can without bending the straight leg and hold it for one second. This procedure is repeated with the other leg straight, foot flat against the flex box. The scores are recorded separately for each leg and reflect the number of inches reached with the tips of the fingers for left and right leg, respectively.
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For each test, use the fitnessgram performance standards. The performance goal for each age and sex group is to achieve an HR Zone of 20-85, which indicates that the individual is working in the optimal zone for improving cardiovascular fitness and body composition.
### Shoulder Strengthening

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#### Upper Body Strength

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<th>Reps per Set (x3)</th>
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<th>Sets</th>
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#### Total Arm Exercises

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<th>Sets</th>
<th>Age</th>
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#### Endurance and Strength

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<th>Total Reps</th>
<th>Sets</th>
<th>Age</th>
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#### Females

- **Shoulder Strengthening**: Age 40-60 +
- **Flexibility**: Age 40-60 +
- **Upper Body Strength**: Age 40-60 +
- **Total Arm Exercises**: Age 40-60 +
- **Endurance and Strength**: Age 40-60 +
## Fitnessgram Healthy Fitness Zones (Male)

<table>
<thead>
<tr>
<th>Percentile</th>
<th>17+</th>
<th>16</th>
<th>15</th>
<th>14</th>
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<td>68.3</td>
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<td>25.5</td>
<td>24.7</td>
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### Notes:

- **Body Mass Index (BMI)**: Students aged 10 and above.
- **Height (in cm)**: Students aged 6 through 12 and 13 through 18 years.
- **Age and Gender**: Students aged 6 through 12 and 13 through 18 years.

### References:

- **Fitnessgram Performance Standards**: 2011-12 Physical Fitness Tests (PFT)
<table>
<thead>
<tr>
<th>Age</th>
<th>Flexibility</th>
<th>Balance and Endurance</th>
<th>Upper Body Strength</th>
<th>下体力量</th>
<th>Strength and Endurance</th>
<th>Trunk Extension</th>
<th>Standing and Sit-to-Stand</th>
<th>Older Adults</th>
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Parent Report

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<th>Past</th>
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<th>Needs Improvement</th>
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<td>Past</td>
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<td>VO2max</td>
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<tr>
<td>Past</td>
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<tr>
<td>(Abdominal) Curl-Up</td>
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<td>Current</td>
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<tr>
<td>Past</td>
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<td>(Trunk Extension) Trunk Lift</td>
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<td>Current</td>
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<tr>
<td>Past</td>
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<td>(Upper Body) Push-Up</td>
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<td>Current</td>
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<td>Past</td>
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**Body Composition**

The body composition measure refers to the relative proportion of fat and lean tissue in the body. Body fat percentage can be estimated by skinfold calipers or other measuring devices. The Body mass index (BMI) is another indicator that determines if a person is at a healthy weight for his or her height. Overweight youth are at high risk for being overweight adults. Adult obesity is associated with a number of chronic health problems. Many of these health problems can begin early in life. It is important to begin healthy eating and regular activity early.

Healthy Fitness Zone for 14 year-old boys is 15.60 - 24.50

**INTERPRETING THE FITNESSGRAM REPORT**

Health-related fitness includes a variety of factors. With regular physical activity most children will be able to score in the Healthy Fitness Zone for most of the tests. It is important for all children to be physically active every day (a total of 60 minutes is recommended) even if they are already fit. If your child is in the Needs Improvement area on a particular test, it is important to provide additional opportunities to be active so they can improve their levels of fitness.

Please refer to the back page of the parent report for a description of the Healthy Fitness Zone and for tips on promoting physical activity in your family.
# Graphs, Charts, and Statistics

![Fitnessgram Logo](image)

## Test Overview

### 11-12T3P1

All Grades

<table>
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<th>Test</th>
<th>Mean</th>
<th>Tested In NFL</th>
<th>NFL%</th>
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<td><strong>Aerobic Capacity</strong></td>
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<td>3/1/2012 to 3/28/2012</td>
<td>41</td>
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<tr>
<td>Total</td>
<td>46</td>
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</tr>
<tr>
<td>Girls</td>
<td>38</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Boys</td>
<td>46</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td><strong>Curl Up</strong></td>
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<tr>
<td>3/1/2012 to 3/28/2012</td>
<td>30</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
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<td>13</td>
</tr>
<tr>
<td>Girls</td>
<td>34</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Boys</td>
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<td>13</td>
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<td><strong>Percent Body Fat</strong></td>
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<td>26</td>
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<td>12</td>
</tr>
<tr>
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<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Girls</td>
<td>31</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Boys</td>
<td>37</td>
<td>14</td>
<td>13</td>
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<tr>
<td><strong>Push Up</strong></td>
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<td>3/1/2012 to 3/28/2012</td>
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<tr>
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<tr>
<td>Boys</td>
<td>16</td>
<td>14</td>
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<tr>
<td><strong>Sit and Reach</strong></td>
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<tr>
<td>3/1/2012 to 3/28/2012</td>
<td>32</td>
<td>27</td>
<td>22</td>
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<tr>
<td>Total</td>
<td>32</td>
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<tr>
<td>Girls</td>
<td>18</td>
<td>16</td>
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<tr>
<td>Boys</td>
<td>14</td>
<td>11</td>
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</tbody>
</table>

- NFL: National Fitness Level
- NFL%: Percentage of NFL
PACER Counting Sheet

Pacer Test

Name___________________________

Per.___________ Date_____________

Directions: Cross off each number as the runner finishes the lap. Circle the number of his or her LAST lap.

L1 - 1 2 3 4 5 6 7
L2 - 8 9 10 11 12 13 14 15
L3 - 16 17 18 19 20 21 22 23
L4 - 24 25 26 27 28 29 30 31 32
L5 - 33 34 35 36 37 38 39 40 41
L6 - 42 43 44* 45 46 47 48 49 50 51
L7 - 52 53 54 55 56 57 58 59 60 61
L8 - 62 63 64 65 66 67 68 69 70 71 72
L9 - 73 74 75 76 77 78 79 80 81 82 83
L10 - 84 85 86 87 88** 89 90 91 92 93 94
L11 - 95 96 97 98 99 100

*=1/2 mile  **=1 mile

Counter Name____________________________
**Personal Fitness Record Sheet**

**FITNESSGRAM**

<table>
<thead>
<tr>
<th>FITNESS TEST</th>
<th>BEGINNING</th>
<th>MIDDLE</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILE RUN/PACER</td>
<td>SCORE</td>
<td>HFZ?</td>
<td>SCORE</td>
</tr>
<tr>
<td>CURL-UPS</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>PUSH-UPS</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>SIT-N-REACH</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>BODY FAT %</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>BMI</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
</tbody>
</table>

**I understand that my fitness record is personal. I do not have to share my results. My fitness record is important since it allows me to check my fitness level. If it is low, I will need to do more activity. If it is acceptable, I need to continue my current activity level. I know that I can ask my teacher for ideas for improving my fitness level.**
PACER Counting Sheet

Pacer Test

Name___________________________
Per.___________ Date_____________

Directions: Cross off each number as the runner finishes the lap. Circle the number of his or her LAST lap.

L1 - 1 2 3 4 5 6 7
L2 - 8 9 10 11 12 13 14 15
L3 - 16 17 18 19 20 21 22 23
L4 - 24 25 26 27 28 29 30 31 32
L5 - 33 34 35 36 37 38 39 40 41
L6 - 42 43 44* 45 46 47 48 49 50 51
L7 - 52 53 54 55 56 57 58 59 60 61
L8 - 62 63 64 65 66 67 68 69 70 71 72
L9 - 73 74 75 76 77 78 79 80 81 82 83
L10 - 84 85 86 87 88** 89 90 91 92 93 94
L11 - 95 96 97 98 99 100

*=1/2 mile    **=1 mile

Counter Name______________________________
Small Group Fitness Score Sheet

Volunteer Leader Name – BROWN Group

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Appendix C

Program Workout and Activity Plan

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Workouts/Activities</th>
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<tbody>
<tr>
<td>W1D1</td>
<td>Orientation and fitness testing</td>
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</table>
| W1D2     | PACER  
Tag games |
| W2D1     | Assign groups  
Introduction to Pedometers  
Workout #1  
Team-building Activities |
| W2D2     | Workout #1  
Healthy Behaviors |
| W3D1     | Workout #2  
Sharks and Minnows |
| W3D2     | Workout #2  
Not in My Back Yard |
| W4D1     | Workout #3  
Jump Rope (single) |
| W4D2     | Workout #3  
Jump Rope (double & group) |
| W5D1     | Workout #4  
Royalty on the Court |
| W5D2     | Workout #4  
Lucky Rock and Roll Fitness |
| W6D1     | Workout #5  
Capture the Flag |
| W6D2     | Workout #5  
Fort Knox |
| W7D1     | Workout #6  
Hoyle Fitness |
| W7D2     | Workout #6  
Colorful Fitness |
| W8D1     | Workout #7  
Four corners |
| W8D2     | Workout #7  
Leap Frog Fitness Circuit |
| W9D1     | Workout #8  
Uno Fitness |
| W9D2     | Workout #8  
Hula-hoop and Blob Tag |
| W10D1    | Fitness Testing  
Repeat Favorite Activity |
| W10D2    | PACER  
Present certificates and awards |
Healthy Behavior Statements and Alternatives

1. How much physical activity should children get each day?
   a. 30 min  
   b. 40 min  
   c. 10 min  
   d. ✓60 min  
   *Children should get 60 minutes or more of moderate to vigorous physical activity daily.*

2. Can physical activity improve your thinking and concentration?
   a. ✓Yes  
   b. No  
   c. Only if you do it right before a test  
   d. Only if you do it every day  
   *Physical activity enhances focus, memory, thinking, and learning.*

3. What counts as physical activity?
   a. ✓Walking the dog  
   b. ✓Playing soccer or volleyball  
   c. ✓Raking Leaves  
   d. ✓Swimming with friends  
   *Physical activity includes many daily activities, like raking leaves or walking the dog, as well as sports, recreational activities, and exercises.*

4. How much sleep should children get each day?
   a. 6  
   b. 8  
   c. ✓10  
   d. 12  
   *Children should get 10 or more hours of sleep each night. This is when your brain grows!*

5. How much screen time (per day) is too much?
   a. 1  
   b. 2  
   c. ✓4  
   d. ✓6  
   *Children should limit screen time to 2 hours or fewer per day.*

6. Which foods should you eat more often?
   a. ✓Fruits  
   b. ✓Vegetables  
   c. Dairy products like milk & cheese  
   d. Meats like sausage and bacon  
   *We should half of our plate fruits and vegetables at each meal. It is best to focus on low-fat or non-fat dairy and to eat more lean meats like chicken and fish.*

7. How many glasses of water per day are recommended?
   a. 2  
   b. 4  
   c. ✓8  
   d. 12  
   *Drink more water and less sugary drinks like cool-aid and pop.*

8. Which foods should you eat less often?
   a. ✓Ice cream  
   b. ✓Pizza  
   c. ✓Hot dogs  
   d. ✓Chicken nuggets  
   *Although these are some very popular foods that children like to eat, they are not the best for our bodies.*

9. Which tip would NOT help you eat better?
   a. Switch to 1% or skim milk  
   b. ✓Get larger portions (servings)  
   c. Make half of your plate fruits & veggies  
   d. Choose whole grain foods  
   *Many of us eat portions that are too large and need to cut back on the amount of food we eat at each meal.*
A

5, 10, or 15 regular push-ups
B

5, 10, or 15 mountain push-ups
5, 10, or 15 tricep push-ups (elbows in)
D

5, 10, or 15 bleacher push-ups
(also called “dips”)
Appendix C
Physical Activity Tips for Young People

YOUNG PEOPLE SHOULD GET AT LEAST
60 MINUTES OF PHYSICAL ACTIVITY EACH DAY!

BEING PHYSICALLY ACTIVE IS IMPORTANT FOR LOTS OF REASONS:

- It helps you look and feel your best.
- Can give you more energy
- Helps shape your muscles
- Helps you maintain a healthy weight
- Can improve your posture
- Helps you have a healthy heart and body, now and later

Sixty minutes of daily physical activity helps build long-term health. By becoming more active now, you’re building healthy habits that can keep you healthy when YOU might be a grandparent.

- It is a great way to make friends and stay on the right path
- It may help you learn
- Manage stress
- Improve self-esteem and self-image
- Improves cognitive function (thinking, concentration, and memory)
- Better test scores

HOW DO I MAKE IT HAPPEN?

Being active for 60 minutes a day isn’t as hard as it might seem

– After all, a day is made up of 1,440 minutes!

It doesn’t have to be done all at once.

There are LOTS of ways to do it.

There’s almost no limit to the ways you can get and stay active.

Join a team, play with a friend, take a walk, ride your bike.

The best activity to do is the one (or the ones) you WILL do.

Find the time to fit it in. Break up your activity into smaller time periods.

Limit screen time to 2 hours a day or less
Get 9-10 hours of sleep every night
choose MyPlate

10 tips to a great plate

Making food choices for a healthy lifestyle can be as simple as using these 10 Tips.

Use the ideas in this list to balance your calories, to choose foods to eat more often, and to cut back on foods to eat less often.

1. balance calories
   - Find out how many calories YOU need for a day as a first step in managing your weight. Go to www.ChooseMyPlate.gov to find your calorie level. Being physically active also helps you balance calories.

2. enjoy your food, but eat less
   - Take the time to really enjoy your food as you eat it. Eating too fast or at a television or computer terminal may lead to eating too many calories. Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you've had enough.

3. avoid oversized portions
   - Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

4. foods to eat more often
   - Eat more vegetables, fruit, whole grains, and fat-free or low-fat (1%) milk and dairy products. These foods have the vitamins you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.

5. make half your plate fruits and vegetables
   - Choose red, orange, and dark green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main course dishes, or as dessert.

6. switch to fat-free or low-fat (1%) milk
   - They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.

7. make half your grains whole grains
   - To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

8. foods to eat less often
   - Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and salty meat like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.

9. compare sodium in foods
   - Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled “low sodium,” “reduced sodium,” or “no salt added.”

10. drink water instead of sugary drinks
    - Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories, in American diets.

Go to www.ChooseMyPlate.gov for more information.
Running Tips Wall Signs

RUNNING TIP #1: CONTROL YOUR BREATHING

1. Breathe in through your nose and out through your mouth.

2. Pace your breaths: Inhale for a certain number of steps and exhale for the same number.
RUNNING TIP #2:

RUN WITH GOOD FORM


2. Relax your shoulders and hands – no tight fists.
RUNNING TIP #3:
RUN WITH GOOD FORM

1. Each step should roll from heel to toe.

2. Look at your target – not down at the ground.
RUNNING TIP #4:
MAINTAIN A POSITIVE ATTITUDE

1. When you begin to feel tired say to yourself, “I can do this!!!”
Lucky Rock and Roll Fitness Sign

Lucky Rock ‘n Roll Fitness

1\textsuperscript{st} roll = which exercise

2\textsuperscript{nd} roll = which group doesn’t do exercise

1 = 5 push-ups
2 = 5 curl ups
3 = 10 jumping jacks
4 = 5 squat thrusts
5 = 5 windmills
6 = 5 lunges (on each side)
Hoyle Fitness Sign

“Hoyle” Fitness

Ace – 15 lunges (on each leg)

King – 20 right and 20 left curl-ups

Queen – 40 regular curl-ups

Jack – 15 PERFECT push-ups

10 – Mountain climbers

9 – Squats

8 – Mountain push-ups

7 – Lucky Number 7 – Jog on!

6 – Dips on the bench

5 – Give next person 5 push-ups

4 – Crab walk 20 yards

3 – Bear walk 20 yards

2 – 25 jumping jacks or dance for 30 seconds
Colorful Fitness Sign

**Colorful Fitness**

Purple = 5 mountain push-ups and 5 tri-cep push-ups

Blue = 25 jumping jacks or star jumps

Green = 25 alternating heel taps in a curl-up position (head off floor)

Yellow = Sprint to opposite wall and walk back 2 times

Orange = Full sit-up and high 5 with a partner 10 times

Red = Pass the med ball around the circle 3 times
Leap Frog Circuit Station Signs

1
Leap Frog
Participants and leaders play leap frog
2 Wall Jumps and Sits
20 seconds sit and 20 jumps
3
Jumping Jacks
without stopping
4

Agility Hoops and Push-ups

Run, jump, and then hop through the hoops with 5 push-ups between each turn
5

Jump

Rope

Without stopping
6
Sprint
Down and
Walk Back

Run fast to the far wall (even race if you want) and walk back
Uno Fitness Sign

UNO FITNESS

- **Skip Card** -- skip one lap around the gym
- **Reverse Card** -- jog/walk 1 lap backward around gym
- **Draw 2 Card** -- draw 2 cards from regular UNO cards and perform the activity which corresponds to the card color using the number of repetitions indicated by the number on the card
- **Wild Draw 4 Card** -- draw 4 cards from the UNO deck and do all 4 activities
- **Wild Card** -- draw from the wild draw pile (made up separate and placed in center away from other action) and do the activity listed.
- **Number Cards** -- the group does the number of repetitions indicated at the activity station corresponding to the color.

Example: A student draws a card that is 5 red. Go to the red sign with the exercise listed and do 5 push-ups or whatever that sign has listed.
Red Push-ups
Yellow Mountain climbers
Blue Curl-ups
Green
Long
jumps
28.2 Miles

which equals about

56,324 Steps

During our 8 weeks, your accomplishments:

This certificate is awarded for extraordinary effort in our after-school running program.

TY BOWLING
STEP UP FOR HEALTH