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Bringing Physical Education Home: A Handbook of Fitness Activities for Use Outside of School

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BRINGING PHYSICAL EDUCATION HOME:
A HANDBOOK OF FITNESS ACTIVITIES FOR USE OUTSIDE OF SCHOOL

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the Requirement for the Degree
Master of Education
Master Teacher

by
Nick Lombardo
June 2011

Nicholas Joseph Lombardo

Courses presented for the Master's degree

Please note: Text on this page was redacted due to FERPA Concerns.

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ABSTRACT

BRINGING PHYSICAL EDUCATION HOME:

A HANDBOOK OF FITNESS ACTIVITIES FOR USE OUTSIDE OF SCHOOL

By

Nicholas Joseph Lombardo

June, 2011

A handbook has been developed to aid in the integration of physical fitness and movement of elementary students beyond the school gymnasium. As more and more evidence points to the need and importance of physical activity being a daily part of children's lives, it is clear that the current requirements of physical education in today's schools are not enough. The handbook consists of six sections regarding the scope of where outside the school these activities can be done: at home indoors, your own back yard, within your neighborhood, surrounding cities, around the state, across the Nation. The targeted population for the handbook is families with elementary-aged children, living in the city of Issaquah, Washington. Current literature and research concerning the need for increased levels of physical activity and movement for today's youth were explored.

TABLE OF CONTENTS

Chapter	Page
I BACKGROUND OF THE PROJECT	1
Overview	1
Purpose of the Project	2
Significance of the Project	2
Limitations of the Project	3
Overview of the remainder of the Project	4
II REVIEW OF THE LITERATURE	5
Introduction	5
Importance of daily exercise for children.....	5
Positive academic performance.....	20
III PROCEDURES	26
IV THE PROJECT	29
V SUMMARY, CONCLUSIONS, AND RECCOMENDATIONS	109
Summary	109
Conclusions	110
Recommendations	111
REFERENCES	114

Chapter One

Introductions

Overview

Research surrounding the need for physical activity among elementary students has found that children need significant amounts of daily exercise. "Elementary school aged children should accumulate at least 30-60 minutes of age appropriate physical activity from a variety of physical activities on all, or most, days of the week." (Pate, Corbin & Pangrazi, 1998, p. 3) The Washington State Legislature mandates that all pupils in the common schools in the grade school program grades 1-8, receive an average of at least one hundred instructional minutes per week per year in physical education. In the Issaquah School District (ISD) of Washington State, elementary students receive 60 minutes of physical education, on average, per week, per year. "An accumulation of more than 60 minutes and up to several hours per day of age and developmentally appropriate activity is encouraged for elementary school aged children." (1998, p. 3). There is an obvious gap between what the research suggests students should receive in regards to daily activity/physical education and what is actually being provided by the state and the Issaquah School District. This project is intended to fill that gap. If we are to take their suggestions seriously, it is clear that there either needs to be a change of informed decision making within the Washington State Legislature, which could mandate a significant increase in physical education requirements, or we need to look at supplementing physical education at home. This project focuses on the latter, and strives to help parents own the responsibility of ensuring a healthy lifestyle for their children. This handbook serves as a guide and tool to help meet the identified research criteria for healthy daily activity in the most effective way possible.

Purpose

The purpose of this project was to create a handbook with a variety of physical education lesson plans and activities for elementary students to complete at home, with their families. The goal of the handbook is to serve as a link between the actual amount of physical education/activity performed at school with the suggested amount of daily physical activity provided by the literature review. The lessons included in the handbook were designed using the Washington State Essential Academic Learning Requirements (Commission on Student Learning, 2008) as a guide. The handbook includes lessons that may be used at home based upon the parent's discretion. The handbook is made up of six sections: At home indoors, Your own backyard, Within your neighborhood, Surrounding cities, Around the state, and Across the Nation. This project also reviewed past and current literature regarding physical activity for children, as well as the positive effects of daily exercise on student's academic performance. The lessons and activities created for the project can serve as models and ideas for parents and students to create their own at-home physical education program.

Significance

The intention of this handbook was to design a variety of physical education activities, which can be done in a variety of settings. The provided research will show that students need more daily physical education than is presently being provided at school. With the ongoing budget cuts in public education, it is apparent that an increase in physical education requirements is not realistic. This handbook will demonstrate the importance of physical fitness in our children. Physical fitness not only improves academic performance, but it increases self-confidence and teaches students how to live healthier lives. While the focus of the handbook is on the elementary-aged children of the household, all family members can benefit from

participation. While it is imperative that children move and exercise daily, we must not underestimate the importance of physical activity for teens and adults as well. "At no time in our history have we had so much information available on the benefits of physical activity to people of all ages, including youth." (Pate, Corbin & Pangrazi, 1998). The positive physical benefits from daily participation of this at-home P.E. program are evident, as stated by Pate, Corbin and Pangrazi, but another main benefit is the constructive impact of social interaction within the family unit as a result of exercising and playing together. This handbook was not designed to send children into their backyard alone to work a certain skill, but rather to encourage awareness and participation from the family as a whole in regard to physical fitness and daily activity. This will also be discussed in the literature review.

Limitations of the Project

The primary focus of this project is on or around the Issaquah School District in Washington State, however it has application to all school districts in the state and even through the Pacific Northwest. The activities included within this project were designed for a variety of environments ranging from small lessons done in single room of a house, and extending to activities requiring the use of some of the our Nation's great parks. The activities are meant for daily use around the home, however in the later sections of the project, the scope of where and how these activities are done increases exponentially. In each section of the handbook, the setting/environment required is explained, as well as any equipment needed. Some of the activities require a base knowledge and skill in order to participate safely, however that will be discussed within each lesson of the project. Depending on the array of living environments our families are in, geographical, financial, etc., certain activities may not be as feasible. Students with disabilities were also kept in mind throughout the construction of this handbook. While

some of the activities will be very challenging to realistically complete for all our families, the activities selected should give a full and complete experience to a wide range of families.

Overview of the remainder of the Project

Chapter Two is a review of the past and current literature available regarding the importance of daily exercise for children and the resulting health benefits, and the increase in positive academic performance resulting from daily exercise. It will provide essential research and theory that aided in the development of the project. Chapter Three discusses the procedures and specific steps utilized to create the project, and particularly how the actual project was organized. Chapter Four includes the project itself, how the actual handbook would appear for use by the public. The resources used to help create the project are also included. Chapter Five is a summary of the project, along with recommendations and conclusions made by the author.

Chapter Two

Review of Literature

Introduction

Over the years, research has continued to grow in regard to the importance of daily exercise for children, and adults alike. The purpose of this project was to create lesson plans and activities for elementary students and their families to participate in at home and their surrounding environment. The use of this handbook will promote the active lifestyle that is discussed within the literature. Not only will the elementary students engage in daily exercise that is critical for their physical and mental growth, they will also be building a foundation and habit of a healthy and active lifestyle.

Importance of daily exercise for children

Like adults, children can benefit from activity when it is offered in the appropriate amount. However, because children are inherently active, need activity for normal growth and development, and need time in activity to develop lifetime physical activity skills, they require more activity than adults. In addition children need to focus on building all parts of health-related physical fitness, and that takes time (Pate, Corbin & Pangrazi, 1998).

One of the primary goals of this project is to keep children active, and avoid prolonged periods of inactivity. Pate, Corbin and Pangrazi found that children become less active over time. This may be, in part, due to normal developmental changes. However, a considerable decrease may be the a result of learned behavior. Evidence suggests that youth inactivity tracks to adult inactivity (1998, p. 7). Inactive children typically become inactive adults. Avoiding long periods of inactivity promotes activity and may keep active patterns alive. For this reason,

frequent periods of activity during the day, including recess and physical education classes in schools, are recommended (Pate, Corbin & Pangrazi, 1998).

In a Guideline for promoting physical activity among youth, Pate, Corbin and Pangrazi listed 10 items as structure for their guideline. The top 3 are:

1. Policy: Schools and communities should establish policies that promote enjoyable, lifelong physical activity among young people.
2. Environment: Schools and communities should provide physical and social environments that encourage and enable safe and enjoyable physical activity.
3. Physical Education: Schools should implement physical education programs that emphasize enjoyable participation in physical activity and that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles (1998, p. 4).

Children in general are more active than adults, the trick is to harness that natural motivation to move and have it survive on into adulthood. At no time in our history have we had so much information available on the benefits of physical activity to people of all ages, including youth. The American Heart Association has made sedentary living a primary risk factor for heart disease, rather than a secondary factor. The Surgeon General's Report on Physical Activity and Health clearly establishes the health benefits of physical activity for people of all ages. Pate, Corbin and Pangrazi make it clear that children and adolescents are more active than adults in our society. But as children grow older they become less active (1998, p. 5).

The consequences of sedentary lifestyles lived by so many of our young people are grave. Our nation's young people are, in large measure, inactive, unfit, and increasingly overweight. In the long run, this physical inactivity threatens to reverse the decades-long progress we have

made in reducing death from cardiovascular diseases and to devastate our national health care budget. In the short run, physical inactivity has contributed to an unprecedented epidemic of childhood obesity that is currently plaguing the United States. The percentage of young people who are overweight has doubled since 1980 (Centers for Disease Control and Prevention , 2000, p. 5).

The Centers for Disease Control and Prevention listed the following items which children can benefit from in order to increase their levels of physical activity and fitness.

1. **Families** who model and support participation in enjoyable physical activity.
2. **School programs** - including quality, daily physical education; health education; recess; and extracurricular activities that help students develop the knowledge, attitudes, skills, behaviors, and confidence to adopt and maintain physically active lifestyles, while providing opportunities for enjoyable physical activity.
3. **After-school care programs** that provide regular opportunities for active, physical play.
4. **Youth sports and recreation programs** that offer a range of developmentally appropriate activities that are accessible and attractive to all young people.
5. **A community structural environment** that makes it easy and safe for young people to walk, ride bicycles, and use close-to-home physical activity facilities.
6. **Media campaigns** that help motivate young people to be physically active (2000, p. 13).

The Centers for Disease Control and Prevention discussed that the Surgeon General's report made clear that the health benefits of physical activity are not limited to adults. Regular participation in physical activity during childhood and adolescence:

- Helps build and maintain healthy bones, muscles, and joints.
- Helps control weight, build lean muscle, and reduce fat.

- Prevents or delays the development of high blood pressure and helps reduce blood pressure in some adolescents with hypertension.
- Reduces feelings of depression and anxiety (Centers for Disease Control and Prevention, 2000, p. 7).

Summerfield (1998) argued that there is no debate about the value of physical exertion-- regular physical activity has significant health benefits, and even modest increases in energy expenditure can have health-enhancing effects, including: Reduction in chronic disease risk-- hypertension, type 2 diabetes, high blood lipids, cardiovascular disease, and obesity. Even among children and adolescents, physical activity can prevent or delay the development of hypertension and can reduce blood pressure in those young people who already have hypertension.

- Lowered risk of colon cancer;
- Increase in bone density;
- Reduction of anxiety, improvement in body image and mood;
- Development of physical fitness;
- Promotion of weight control through caloric expenditure. This benefit is of particular importance to children, who are experiencing the same epidemic of overweight as adults (p. 2).

Current recommendations state that children and adults should strive for at least 30 minutes daily of moderate intensity physical activity. An alternate approach that may be equally beneficial would be to engage in 5 to 10 minute bouts of moderate intensity activity throughout the day, for a total accumulation of at least 30 minutes for adolescents and adults and 60 minutes

for children. Walking briskly or biking for pleasure or transportation, swimming, engaging in sports and games, participating in physical education, and doing tasks in the home and garden may all contribute to accumulated physical activity (p. 3).

In addition to being physically active, children need to learn fundamental motor skills and develop health related physical fitness (cardiovascular endurance, muscular strength and endurance, flexibility, and body composition). Physical education, provided at school, is an ideal way to encourage activity and develop fitness among children and, for many children, will be their only preparation for an active lifestyle. For this reason, according to Summerfield 1998, the Centers for Disease Control and Prevention (CDC), the National Association for Sport and Physical Education (NASPE), and the American Heart Association all recommend comprehensive daily physical education for children K-12 (p. 4).

Summerfield further persists that physical education offers many benefits: development of motor skills needed for enjoyable participation in physical activities; promotion of physical fitness; increased energy expenditure; and promotion of positive attitudes toward an active lifestyle. Evidence also exists that physical education may enhance academic performance, self-concept, and mental health. (p. 4).

Physical movement is essential for healthy growth and development. Recent surveys have discovered that 40% of our young children have significant cardiac risk factors including obesity, high blood pressure, high cholesterol, and an inactive lifestyle. Many children are not getting enough exercise to develop healthy hearts and lungs. Another cause for concern is obesity. In October, 1999, the Agriculture Department released a report that revealed a record 10 million American children – or one if five – are overweight, and that a record 8% of the children

are already overweight by preschool age (National Association of Early Childhood Specialists in State Departments of Education, 2001, p. 4).

Physical activity fuels the brain with a better supply of blood and provides brain cells with a healthier supply of natural substances; these substances enhance brain growth and help the brain make a greater number of connections between neurons. The connections make the brain better able to process a variety of information, thus leading to improved retention of facts, a greater understanding of concepts, and subsequently high achievement. There are volumes of recent research substantiating the link between play and cognitive gains. Children learn through play. Children develop intellectual constructs and cognitive understandings through the hands-on manipulative, exploratory behavior that occurs during play episodes and play opportunities. Play context provides the most appropriate support or scaffolding for children as they develop skills. Children can remember more, focus better, and regulate their own behavior better in play than in any other context. After children practice skills in play, they become ready to utilize these skills in other contexts (p. 4).

The Governor's Council on Physical Education and Health states that obesity is a costly public health concern that affects personal and family well being, state budgets, and economic productivity. This disease is often attributed to a sedentary lifestyle and affects children, adolescents, and adults. The rates of obesity among U.S. adults have risen drastically in the last two decades. Obesity rates among U.S. adults has grown to 15-19 percent; 29 states have rates of 20-24 percent, and one state reports a rate over 25 percent. Without significant changes in health habits the Surgeon General's Report (2001) and the Centers for Disease Control (CDC, 2000) predict that this trend will continue to escalate. Surgeon General, David Satcher (2001) stated that 300,000 deaths per year are associated with being overweight and obese. He further

projected that the annual public health cost of this disease at \$117 billion, due to the life-threatening complications of being overweight and obese such as diabetes, hypertension, heart disease, cancer, kidney failure, and other ailments. Obesity is also affecting our children's potential as students. The following is a quick reference to the status of the children's health in the U.S. (Governor's Council on Physical Education and Health , p. 1).

- At present, more than 10% of 2-to 5-year old children and 15% of 6-to 19-year-old children and adolescents are overweight. This is double and triple the rate, respectively, of just 20 years ago.
- Overweight youth have a 70% to 80% chance of remaining overweight or becoming obese as adults.
- As a result of excessive weight, Type 2 diabetes – rare among children as recently as ten years ago – has become a pediatric ailment of serious concern, now accounting for 8% to 45% of new pediatric diabetes cases depending on geographic location.
- One in three U.S. children born in 2000 will become diabetic unless many more people start eating less and exercising more.
- Annual obesity-associated hospital costs among youths between the ages of 6 and 17 have increased from \$35 million during 1979-81 to \$127 million during 1997-99.
- Almost half of young people aged 12 to 21 and more than a third of high school students do not participate in vigorous physical activity on a regular basis.
- Currently, only one state requires daily physical education at all grade levels.
- Student participation in physical education continues to decline. In 1991, 42% of high school students had physical education every day during at least one semester. By 1999, that figure had dropped to 29%, but by 2001 it had started to climb again to 32% .

In the summer of 1996, the U.S. Surgeon General published Physical Activity and Health, a landmark report designed to reverse the trends. In December 2001, the Surgeon General stated, "The obesity epidemic is the No.1 health threat in the United States. It has all the characteristics of a mass epidemic." In order to combat this growing trend among children and youth, a unified team of the families, community organizations, educators and governmental agencies need to

combine forces. Schools provide the environment where students learn the concepts and activity behaviors needed to develop better students. Providing quality, daily physical education (PE) instruction may be the agent in teaching children to make healthy choices (p. 1).

Daily quality physical education in the nation's schools is an important part of a student's comprehensive, well-rounded education program and a means of positively affecting life-long health and well-being. The optimal physical education program will foster a lifetime commitment to physical activity as part of a healthy lifestyle. Ultimately, improved coordinated school health programs, of which physical education is a central component, will augment other prevention efforts and help to reverse the growing epidemic of childhood obesity which threatens to undo decades of progress in the fight against cardiovascular and other diseases. Effective efforts made now will help children avoid a lifetime of chronic disease and disability.

Regular physical activity is associated with a healthier, longer life and with a lower risk of heart disease, high blood pressure, diabetes, obesity, and some cancers. Current recommendations are for children to engage in at least 60 minutes of physical activity each day. Children spend over half their day in school, so it is reasonable to require that they should get at least 30 minutes of that time in school. Physical education should be an important part of that requirement and does more than provide some minutes of moderate-vigorous activity. It also teaches students how to integrate exercise into their lives in order to establish a lifetime of healthy living. Unfortunately, only 3.8% of elementary, 7.9% of middle, and 2.1% of high schools provide daily physical education or its equivalent for the entire school year. Twenty-two percent of schools do not require students to take any physical education at all. Since childhood obesity rates continue to rise across the country, there is public support for more physical education in schools. The vast majority of parents of children under 18 (95%) think physical education should be part of a

school curriculum for all students in grades K-12.

The American Heart Association shares with us the growing body of evidence that demonstrates the benefits of physical education beyond fitness. Several large-scale studies found improvements in students' academic performance and cognitive ability with increased time spent in physical education. Recent studies have found a strong correlation between aerobic fitness and academic performance as measured by grades in core subjects and standardized test scores. Additionally, children who spent time in physical education in place of a classroom activity performed no worse academically than students not enrolled in physical education. Physical activity also has a positive impact on tobacco use, insomnia, depression, and anxiety. Normal-weight children have lower rates of school absenteeism than obese children. National organizations including the American Heart Association, the American Cancer Society, the American Diabetes Association, NASPE, the National Association of State Boards of Education (NASBE), the Centers for Disease Control and Prevention and the Institute of Medicine recommend 150 minutes of physical education each week for children in elementary school and 225 minutes per week for middle school and high school. At least 50 percent of physical education class time should be spent in moderate to vigorous physical activity. The American Cancer Society, the American Diabetes Association, and the American Heart Association will continue to support these recommendations as they are revised and updated with the evolving science. By addressing the quality, quantity and intensity of physical education across the country—the educational component as well as the amount of activity and time spent—policymakers, decision makers, and teachers will maximize children's potential for a lifetime of physical activity, health and wellness (The American Heart Association, p. 1).

Childhood obesity is epidemic throughout the United States. In 1980, 7% of children ages six to 11 years were considered obese. By 2006, this figure more than doubled to 17%.

Childhood obesity increases the likelihood of adult obesity, which is associated with heart disease and cancer. Both childhood and adult obesity are associated with diabetes, high blood pressure, and high cholesterol. Physical activity has many health benefits, including preventing obesity and losing weight. More than one in five public school children (kindergarten through eighth grade) are obese (21%), and a similar number of students are overweight (18%).

Academic test scores* increased with higher NYC FITNESSGRAM scores across all racial and ethnic groups (New York City Department of Health and Mental Hygiene, 2009, p. 1).

The Surgeon General's Report on Physical Activity and Health clearly outlines the health benefits of physical activity for all ages. These benefits as summarized in the July 1996 issue of the PCPFS Digest, are now widely known and many national efforts have been undertaken to promote physical activity among all segments of the population. Because youth are less susceptible than adults to the chronic disease states associated with physical inactivity, the SGR has less direct evidence of health benefits for youth than for adults. Still experts point to the need for the development of physical activity patterns early in life and the school is an obvious place for the development of these patterns. There is little doubt that children and youth can learn about and acquire beneficial lifestyle behaviors through quality physical education programs. Though national health goals call for daily physical education for all school children, many youth are not enrolled in any type of physical education program (Morrow, Jackson, & Payne, 1999).

The U.S. Department of Health and Human Services (1997) states that an increased awareness of the health benefits of physical activity has led to increased recognition of the need

for initiatives to reduce sedentary lifestyles. The International Consensus Conference on Physical Activity Guidelines for Adolescents recommends that “all adolescents...be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise, in the context of family, school, and community activities” and that “adolescents engage in three or more sessions per week of activities that last 20 minutes or more at a time and that require moderate to vigorous levels of exertion” (U.S. Department of Health and Human Services [DHHS], 1997).

The DHHS, 1997 further argues that although children and adolescents are more physically active than adults, many young people do not engage in moderate or vigorous physical activity at least 3 days a week. For example, among high school students, only 52% of girls and 74% of boys reported that they exercised vigorously on at least 3 of the previous 7 days. Physical activity among both girls and boys tends to decline steadily during adolescence. For example, 69% of young people 12–13 years of age but only 38% of those 18–21 years of age exercised vigorously on at least 3 of the preceding 7 days, and 72% of 9th-grade students but only 55% of 12th-grade students engaged in this level of physical activity (DHHS, 1997).

Schools and communities should promote physical activity among children and adolescents because many young people already have risk factors for chronic diseases associated with adult morbidity and mortality (1997, p. 6). For example, the prevalence of overweight is at an all time high among children and adolescents . In addition, physical activity has a beneficial effect on the physical and mental health of young people. People begin to acquire and establish patterns of health-related behaviors during childhood and adolescence; thus, young people should be encouraged to engage in physical activity. However, many children are less physically active than recommended. Physical activity declines during adolescence, and enrollment in daily

physical education has decreased. Schools and communities have the potential to improve the health of young people by providing instruction, programs, and services that promote enjoyable, lifelong physical activity. Schools are an efficient vehicle for providing physical activity instruction and programs because they reach most children and adolescents. Communities are essential because most physical activity among young people occurs outside the school setting. Schools and communities should coordinate their efforts to make the best use of their resources in promoting physical activity among young people. School personnel, students, families, community organizations, and businesses should collaborate to develop, implement, and evaluate physical activity instruction and programs for young people. One way to achieve this collaboration is to form a coalition. National, state, and local resources that might be useful in promoting physical activity among young people are available to schools and community groups. Within the school, efforts to promote physical activity among students should be part of a coordinated, comprehensive school health program, which is “an integrated set of planned, sequential, and school-affiliated strategies, activities, and services designed to promote the optimal physical, emotional, social, and educational development of students. The program involves and is supportive of families and is determined by the local community based on community needs, resources, standards, and requirements. It is coordinated by a multidisciplinary team and accountable to the community for program quality and effectiveness”. This coordinated program should include health education; physical education; health services; school counseling and social services; nutrition services; the psychosocial and biophysical environment; faculty and staff health promotion; and integrated efforts of schools, families, and communities. These programs have the potential to improve both the health and the educational prospects of students. Some school health programs have implemented educational and

environmental interventions to promote physical activity among students. These programs have been effective in enhancing students' physical activity-related knowledge, attitudes, and behavior and their physical fitness. Programs that seem to be most effective focus on social factors that influence physical activity (1997, p. 5).

Recommendation 1. Policy: Establish policies that promote enjoyable, lifelong physical activity among young people (1997, p. 6).

Policies provide formal and informal rules that guide schools and communities in planning, implementing, and evaluating physical activity programs for young people. School and community policies related to physical activity should comply with state and local laws and with recommendations and standards provided by national, state, and local agencies and organizations. These policies should be included in a written document that incorporates input from administrators, teachers, coaches, athletic trainers, parents, students, health-care providers, public health professionals, and other school and community personnel and should address the following requirements.

Require comprehensive, daily physical education for students in kindergarten through grade 12 (1997, p. 7).

Physical education instruction can increase students' knowledge, physical activity in physical education class, and physical fitness. Daily physical education from kindergarten through 12th grade is recommended by the American Heart Association and the National Association for Sport and Physical Education and is also a national health objective for the year 2000. The minimum amount of physical education required for students is usually set by state law. Although most states (94%) and school districts (95%) require some physical education, only one state requires it daily from kindergarten through 12th grade. Less than two thirds (60%) of

high school students are enrolled in physical education classes, and only 25% take physical education daily. Enrollment in both physical education (9th grade, 81%; 12th grade, 42%) and daily physical education (9th grade, 41%; 12th grade, 13%) declines at higher grades, and enrollment in daily physical education and active time in physical education classes decreased from 1991 to 1995 among high school students. Further, 30% of schools exempt students from physical education if the students participate in band, chorus, cheerleading, or interscholastic sports. Substitution of these programs for physical education reduces students' opportunities to develop knowledge, attitudes, motor skills, behavioral skills, and confidence related to physical activity.

Promote participation in enjoyable physical activity in the school, community, and home (1997, p. 7) .

Physical education teachers should encourage students to be active before, during, and after the school day. Physical education teachers can also refer students to community physical sports and recreation programs available in their community and promote participation in physical activity at home by assigning homework that students can do on their own or with family members.

Recommendation 6. Parental involvement: Include parents and guardians in physical activity instruction and in extracurricular and community physical activity programs, and encourage them to support their children's participation in enjoyable physical activities (1997, p. 8).

Parental involvement in children's physical activity instruction and programs is key to the development of a psychosocial environment that promotes physical activity among young people. Involvement in these programs provides parents opportunities to be partners in

developing their children's physical activity-related knowledge, attitudes, motor skills, behavioral skills, confidence, and behavior. Thus, teachers, coaches, and other school and community personnel should encourage and enable parental involvement. For example, teachers can assign homework to students that must be done with their parents and can provide flyers designed for parents that contain information and strategies for promoting physical activity within the family. Parents can also join school health advisory councils, booster clubs, and parent-teacher organizations. Parents who have been trained by professionals can also serve as volunteer coaches for or leaders of extracurricular physical activity programs and community sports and recreation programs.

Encourage parents to be physically active role models and to plan and participate in family activities that include physical activity (1997, p. 8).

Parental support is a determinant of physical activity among children and adolescents, and parents' attitudes toward physical activity may influence children's involvement in physical activity. Parents and guardians should try to be role models for physical activity behavior and should plan and participate in family activities (e.g., going to the community swimming pool or using the community trails for bicycling or walking). Because peers and friends influence children's physical activity behavior, parents can encourage their children to be active with their friends. Children's participation in sedentary activities (e.g., watching television or playing video games) should be monitored and replaced with physical activity, and parents should encourage their children to play outside in safe places and in supervised playgrounds and parks.

In the article, *Skipping toward an Active Start: Promoting physical activity in preschoolers* (2006), Goodway and Robinson state that the United States is experiencing a dramatic increase in the number of children who are overweight and a significant decline in

children's overall physical activity. Some early childhood teachers may question these findings, pointing out that the children they teach are energetic and active. Of course, young children *are* active, but sometimes early childhood classrooms provide little outlet for their energy. There are many important things to consider in giving children an active start. As educators we must realize that physical activity patterns developed in childhood tend to last throughout adulthood. The early years are critical not only to the development of motor skills but also for the development of a disposition for regular physical activity throughout life. (Goodway & Robinson, 2006).

Positive academic performance

The Centers for Disease Control and Prevention explained that studies have found participation in physical activity increases adolescents' self-esteem and reduces anxiety and stress. Through its effects on mental health, physical activity may help increase students' capacity for learning. One study found that spending more time in physical education did not have harmful effects on the standardized academic achievement test scores of elementary school students; in fact, there was some evidence that participation in a 2-year health-related physical education program had several significant favorable effects on academic achievement (Centers for Disease Control and Prevention, 2000).

Children learn through a variety of modalities (e.g., visual, auditory, tactile, physical). Teaching academic concepts through the physical modality may nurture children's kinesthetic intelligence. Academic constructs have greater meaning for children when they are taught across the three realms of learning, including the cognitive, affective and psychomotor domains. Greater depth and relevance can be achieved when the subject matter constructs are related to each domain of learning. Research has demonstrated that children engaged in daily physical

education show superior motor fitness, academic performance, and attitude towards school versus their counterparts who did not participate in daily physical education. Physical education learning experiences also offer a unique opportunity for problem solving, self-expression, socialization, and conflict resolution. Research suggests that young children learn through active engagement with the “stuff” of their world. Children in elementary school acquire knowledge through physical exploration of their environment. Physical education may provide children with learning experiences essential to the formation of mental schemes (i.e., mental patterns or systems that describe the ways people think about the world; building blocks of thinking). Children form more effective schemes by physically interacting with their environment. Quality physical education programs facilitate exploration of movement in various contexts that enhance acquisition of knowledge (National Association for Sport and Physical Education, 2001).

The 2007 research brief published in *Active Education* states that in schools across the United States, physical education has been substantially reduced—and in some cases completely eliminated—in response to budget concerns and pressures to improve academic test scores. Yet the available evidence shows that children who are physically active and fit tend to perform better in the classroom, and that daily physical education does not adversely affect academic performance. Schools can provide outstanding learning environments while improving children’s health through physical education. The Impact of Schools on Physical Activity Today, obesity is one of the most pressing health concerns for our children. More than one-third of children and teens, approximately 25 million kids, are overweight or obese—and physical inactivity is a leading contributor to the epidemic. The Surgeon General recommends children should engage in 60 minutes of moderate activity most days of the week, yet estimates show that only 3.8 percent of elementary schools provide daily physical education (Active Education, 2007).

Schools serve as an excellent venue to provide students with the opportunity for daily physical activity, to teach the importance of regular physical activity for health, and to build skills that support active lifestyles. Unfortunately, most children get little to no regular physical activity while in school. Budgetary constraints and increasing pressure to improve standardized test scores have caused school officials to question the value of PE and other physical activity programs. This has led to a substantial reduction in the time available for PE, and in some cases, school-based physical activity programs have been completely eliminated. Yet advocates for school-based physical activity programs argue that allocating time for daily PE does not adversely impact academic performance and that regular exercise may improve students' concentration and cognitive functioning. Sacrificing physical education for classroom time does not improve academic performance (2007, p. 2).

Many school systems have downsized or eliminated PE under the assumption that more classroom instructional time will improve academic performance and increase standardized test scores. To date, five controlled experimental studies—in the United States, Canada and Australia—have evaluated the effects on academic performance of allocating additional instructional time for PE. All five studies clearly demonstrate that physical activity does not need to be sacrificed for academic excellence. A study conducted in 2006 with 214 sixth-grade students in Michigan found that students enrolled in PE had similar grades and standardized test scores as students who were not enrolled in PE, despite receiving 55 minutes less of daily classroom instruction time for academic subjects. In 1999, researchers analyzed data from 759 fourth- and fifth-graders in California and found that students' scores on standardized achievement tests were not adversely affected by an intensive PE program that doubled or tripled PE time (2007, p. 3).

Active Education, 2007 now points to several test scores in which students with enhanced PE performed better than students in control groups. In 2007, 287 fourth- and fifth-grade students from British Columbia were evaluated to determine if introducing daily classroom physical activity sessions affected their academic performance. Students in the intervention group participated in daily 10-minute classroom activity sessions in addition to their regularly scheduled 80-minute PE class. Despite increasing in-school physical activity time by approximately 50 minutes per week, students receiving the extra physical activity time had similar standardized test scores for mathematics, reading and language arts as did students in the control group. Kids who are more physically active tend to perform better academically. Fourteen published studies analyzing data from approximately 58,000 students between 1967 and 2006 have investigated the link between overall participation in physical activity and academic performance. Eleven of those studies found that regular participation in physical activity is associated with improved academic performance. Eight health surveys involving population-representative samples of children and adolescents from the United States, United Kingdom, Hong Kong and Australia observed statistically significant positive correlations between physical activity participation and academic performance. However, none of these studies assessed academic performance with standardized educational tests (2007, p. 3).

For example, a national study conducted in 2006 analyzed data collected from 11,957 adolescents across the U.S. to examine the relationship between physical activity and academic performance. Adolescents who reported either participating in school activities, such as PE and team sports, or playing sports with their parents, were 20 percent more likely than their sedentary peers to earn an "A" in math or English. Three other smaller studies conducted between 1970 and 2006 involving students from one or two schools also reported a positive correlation between

physical activity and academic performance. Two studies found no evidence of a relationship between physical activity and academic performance and one study conducted in Canada in the year 2000 reported a trivial negative association between physical activity and standardized test scores (2007, p. 5).

Evidence supporting the association between physical activity and enhanced academic performance is strengthened by related research that found higher levels of physical fitness to be linked with improved academic performance among children and teens. For example two large national studies in Australia and Korea, along with two smaller studies conducted in the U.S. found physical fitness scores to be significantly and positively related to academic performance. These studies included students from elementary through high school (Active Education, 2007).

According to NYC Vital Signs, students in the top third of NYC FITNESSGRAM scores had, on average, higher academic test scores than students in the bottom third of NYC FITNESSGRAM. Standardized test score performance increases consistently with increasing NYC FITNESSGRAM score across all weight groups. Underweight students follow a similar pattern. Overall, students in the top 5% in NYC FITNESSGRAM score 36 percentile points higher on standardized tests than students in the bottom 5% in NYC FITNESSGRAM (65th vs. 29th percentile) (New York City Department of Health and Mental Hygiene, 2009)..

Scheuer and Mitchell (2003) state that a positive relationship of physical activity and academic performance has been explored through several studies conducted in the USA by the California Department of Education; Dwyer, Sallis, Blizzard, Lazarus, & Dean (2001); Dwyer et al. (1983); Linder (1999); Linder (2002); Shephard (1997); Tremblay et al. (2000); and others. These studies support one another in suggesting that when a substantial amount of school time is dedicated to physical activity, academic performance meets and may even exceed that of

students not receiving additional physical activity. Enhanced brain function, energy levels, body builds/perceptions, self-esteem, and behavior have been attributed to physical activity and to improved academic performance. One cannot make direct correlations from the information offered. However it is obvious that many positive relationships have been suggested. Perhaps instead of decreasing physical activity, school officials should consider developing enhanced physical activity programs (Scheuer & Mitchell, 2003).

In their research, Field, Diego, and Sanders found that when eighty-nine high school seniors were administered a questionnaire that gathered information on their exercise habits (ranging from rarely to daily), relationships with parents and peers, depressive tendencies, sports involvement, drug use, and academic performance, students with a high level of exercise had better relationships with their parents (including greater intimacy and more frequent touching), were less depressed, spent more time involved in sports, used drugs less frequently, and had higher grade point averages than did students with a low level of exercise. Furthermore, students who are enrolled in physical education classes are spending more time performing physical activities, and they are engaging in strengthening and stretching activities at increasing rates. However, despite regular exercise by some, participation in daily school physical education has shown a decline, and the percentage of time spent in sedentary activities has not decreased (Field, Diego, & Sanders 2001).

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Chapter Three

Procedures

The purpose of this project was to create lesson plans and activities for elementary students and their families to participate at home and their surrounding environment. Following the literature review, three specific areas rose up as main themes for the project. The first area was the importance of physical activity for children. The second area was the correlation between athletic participation and the effects on students' academic performance. The last main area of interest was the social impact on families participating in daily physical activity together. In addition to these areas, research conducted by Pate, Corbin and Pangrazi supported the decision to create the handbook. Much of the backbone for the purpose of the project can be found within their findings regarding the imperativeness of movement and daily activity for children.

As the education budgets continue to tighten across the Nation, the fate of Physical Education programs in today's schools is uncertain. It is clear that some states in the U.S. hold daily physical education as a much higher priority than others. In Washington State, elementary schools are mandated to provide at least 100 minutes per week of physical education. That is still only a fraction of what researchers suggest as the necessary amount of P.E. that should be provided by our educational system. With all of this in mind, the author decided that the time the students were missing out on at school, could be done at home with the families participating together. That way not only are the actual elementary students getting the daily activity they need, but it also provides adults with more movement in their day as well. The increased movement is certainly the main reason this handbook was created, however the social benefits on

families that exercise together are extremely positive as well. It follows along with the thought of, families that play together, stay together.

The handbook was created first and foremost with the environment that the activities would be done at the highest priority. The main question the author decided to work with was: *Where are the families supposed to engage in this physical activity?* Starting at a very micro level, and then gradually broadening the scope, seemed the most logical place to begin. The equipment needed to participate was also a concern that was addressed throughout the creation of each lesson plan. The main focus being, less is more. Not all families will have access to specific pieces of equipment, so the intention was to create activities and use city landmarks that required little or no equipment. Certainly however, some of the activities require particular equipment, however when applicable, alternative common items are suggested as substitutes.

The handbook is comprised of six sections, they are as follows:

1. At home indoors
2. Your own backyard
3. Within your neighborhood
4. Surrounding cities
5. Around the state
6. Across the Nation.

**Suggestions for further lessons are also found at the end of each section.*

The author produced several lesson plans included within each section of the project. Each lesson plan contained a title allowing it to be quickly referenced by the users. Even though each section is designated by their varying scope of location, listing the space required and environment needed was also included in each lesson plan. The purpose or objective of each

activity was also provided in each lesson. Equipment needed was an essential part of each lesson as well. A description of each activity with a step by step account of how to participate, as well as potential safety concerns were also included. The descriptions needed to be clear, as the handbook should be a stand-alone guide that anyone, no matter their experience level with athletics, should be able to understand and participate fully in any activity held within the handbook. Each lesson plan contains each of the items listed above in the following order:

1. Title
2. Location / Space required
3. Purpose of Event
4. Equipment Needed
5. Description of activity
6. Safety considerations

The reviewed literature, research materials, and personal experiences as an elementary physical education teacher were all things that were utilized when creating the lesson plans for incorporating P.E. activities for at-home use. The lesson plans and activities created for the handbook can be found in Chapter Four, and recommendations for their implementation are located with the Summary and Conclusion sections in Chapter Five.

Chapter Four

The Project

Introduction

The author, using literature, lessons from personal teaching experiences in the traditional elementary P.E. setting, and also lessons and activities from other colleagues, created a handbook of physical fitness activities that are to be performed outside of the school environment. The target grade levels for this project are elementary, grades K-5. The lessons were put together in order to help elementary students stay active throughout their daily lives. These lessons were designed to encourage families to exercise and stay fit together. Each activity was designed to take anywhere from 10 minutes all the way up to several hours, depending on the scope of the activity. The students participating in these lessons will benefit from physical and mental challenges, and will be encouraged to set personal goals for themselves as well. The Washington Essential Academic Learning Requirements and academic standards were used as a guideline when creating the lessons. The activities were intended to help students learn and gain knowledge about their own body, as well as learn how to safely push themselves to challenge their physical capabilities on a daily basis. Learning and movement should be a fun and desirable process for the families in our community. Too often daily exercise is thought of as a chore, something that has to be done. The goal mentality of this handbook is to think of it as something you get to do, not something you have to do.

Explanation of Project

The lessons that were chosen to be included within chapter four were determined challenging and educational and could be adapted to meet the fitness level and capabilities of the

participants. This project was created not only for young children to practice healthy habits of daily exercise, but to really get the parents and siblings involved as well. The handbook is just the tip of the iceberg, there are literally thousands of activities that families that can participate in together. The idea is to get families moving, and keep them moving for a lifetime, to make fitness a part of their daily routine. A heart rate monitor is suggested for each member of the family to use during activity. There are many benefits that will be discussed with the handbook in relation to heart rate monitors. The lessons in the handbook may serve as a tool to get families going, and potentially motivate them to create their own activities that they enjoy. If students don't enjoy physical activity, they won't do it. The handbook will hopefully give families enough exposure to different fitness activities, that they will then take the main idea of the handbook and participate in daily family activities on their own volition.

Students with Disabilities

This handbook is designed for a wide range of students to be able to use successfully. Many of the activities in this handbook maybe adapted to fit the needs of students with disabilities. There is such a broad span of varying disabilities, so specific adaptations were not included for each lesson. However, if the participants (and their families) keep the general goal of movement in mind, adapting the lessons to fit the needs of students with disabilities can be done with minimal intervention. Depending on the situation, an increased number of adults may be a good idea, especially if there are safety concerns. In general though, simple tweaks to a lesson can really help keep these lesson within reach of a broad range of students with disabilities. Just think creatively, and keep in mind the needs of your student.

TABLE OF CONTENTS

At Home Indoors

Lesson 1: Stationary Fitness: Pushups, sit ups, mountain climbers, jumping jacks	34
Lesson 2: Stretching, crab walk, inch worm, bear crawl, tripod hold, seal walk	37
Lesson 3: Wall sits, lunges, squats, climb steps, calf raises	40
Lesson 4: Speed stacks	42
Lesson 5: Juggling - scarves, balls	43
Suggestions: Wii Fit	45

Your Own Backyard

Lesson 1: Tunnel Tag	50
Lesson 2: Around the World (Basketball shooting)	51
Lesson 3: Jump rope / Chinese jump rope	53
Lesson 4: Four square	58
Lesson 5: Kick the can	60
Lesson 6: Capture the flag	62
Lesson 7: Pickle	64
Lesson 8: Hide and seek	65
Suggestions: Soccer, Football, Ultimate Frisbee	66

Within Your Neighborhood

Lesson 1: Bike ride	68
Lesson 2: Walk, jog	69
Lesson 3: Scavenger hunt	70
Suggestions: Walk the neighbor's dog, yard work/odd jobs for a neighbor	71

Surrounding Cities

Lesson 1: REI rock wall	73
Lesson 2: Redmond Velodrome, Marymoor bike/walk trail	74
Lesson 3: Kidz Bounce	75
Lesson 4: Hike Mount Si	76

Lesson 5: Julius Boehm Swimming Pool	78
Lesson 6: Kayak/Canoe/Pedal boat around Montlake	79
Lesson 7: Woodland Park Zoo (pedometer goal)	81
Lesson 8: Swim at Coulon Beach Park	83
Lesson 9: Walk/bike around Green lake	85
Suggestions: Pine lake track, Issaquah Kid's Triathlon, Issaquah Community Center	87

Around the State

Lesson 1: Mount Rainier National Park	89
Lesson 2: Northwest Trek	91
Lesson 3: Nisqually bird watching	93
Lesson 4: Burk-Gilman trail	95
Lesson 5: Hike Manastash Ridge	97
Suggestions: Fly a kite at Ocean Shores, Horseback riding on Orcas Island	99

Across the Nation

Lesson 1: Raft the bitterroot river	101
Lesson 2: "M" Trail at University of Montana	103
Lesson 3: Yellow Stone National Park	105
Lesson 4: Climb the stairs of Empire State Building	107
Lesson 5: Smithsonian Museums in Washington D.C. (pedometer goal)	108
Suggestions: Boardwalk at Venice Beach, CA.	109

At Home Indoors

Please note: Images on pages 33-109 were redacted due to copyright concerns.

At Home Indoors

Lesson #1

Title:

- Stationary fitness

Location:

- A room in your house with enough space (approx. 6 feet square) to safely do the exercises.

Purpose of Event:

- Each activity is designed to increase muscular strength, stability, and coordination.

Equipment Needed:

- None

Description of activity:

- The following exercises can be done individually or with a partner. A rest period of approximately 1 minute should be given in between each set.

<u>Exercise</u>	<u>Sets</u>	<u>Reps</u>
Pushups	3	10-15

Sit ups 3 10-15

Mountain climbers 3 10-15

Up-downs 3 10-15

Jumping jacks

3

10-15

Safety Considerations:

Make sure the rest breaks are enough for your muscles to recover, at least 1 minute between sets. Feel free to increase or decrease the sets and reps depending on your fitness and comfort level (Note: Try to stay under 50 total reps for a given exercise to avoid overexertion or injury). Start each exercise slowly and make sure you are practicing proper form with each repetition. Moderate muscle soreness felt the day after exercise is normal, however if there is any abnormal or prolonged pain felt during or after any of the exercises, stop, and consult your family physician.

At Home Indoors

Lesson #2

Title:

- Stretching, crab walk, inch worm, bear crawl, tripod hold,

Location:

- A room in your house with enough space (approx. 10 feet in length) to safely do the exercises.

Purpose of Event:

- Each activity is designed to increase muscular strength, flexibility, and coordination.

Equipment Needed:

- None

Description of activity:

- The following exercises can be done individually or with a partner

Stretching: Hold each stretch for 30 seconds.

Muscle Stretched

Hamstrings	Standing, feet together, bend down and reach for your toes
Hamstrings	Standing, feet apart, bend down straight, reach for the floor
Hamstrings	Standing, feet apart, lean to the left (30 sec), lean to the right, (30 sec)
Groin	Sitting, put bottoms of feet together, knees pointed out,
Quadriceps	Sitting, bend one leg at the knee and place behind you, other leg in front (30 seconds, switch legs)
Triceps	Standing, place one arm across chest, and hold tight with opposite arm (30 seconds, switch arms)
Biceps/pectorals	Standing, hold hand on door jam, lean out and away from your door, twisting your torso. (30 seconds, switch arms)

Crab Walk: Walk 10 feet +, then turn and walk back.

Inch Worm: Walk 10 feet +, then turn and walk back.

Bear Crawl: Walk 10 feet+, then turn and walk back.

Tripod Hold: Attempt to hold the position for 20 seconds.

Safety Considerations:

When stretching, avoid bouncing, rather try to hold a steady stretch with even resistance. Do not over strain yourself, as you may do damage to your muscles. Just a nice stretch, you should not stretch until pain. It should feel good, not painful. Moderate muscle soreness felt the day after exercise is normal, however if there is any abnormal or prolonged pain felt during or after any of the exercises, stop, and consult your family physician.

At Home Indoors

Lesson #3

Title:

- Wall sits, lunges, squats, climb steps, calf raises

Location:

- A room in your house with enough space (approx. 6 feet square) to safely do the exercises.

Purpose of Event:

- Each activity is designed to increase muscular strength, stability, and coordination.

Equipment Needed:

- Staircase, or one step.

Description of activity:

- The following exercises can be done individually or with a partner. A rest period of approximately 1 minute should be given in between each set.

<u>Exercise</u>	<u>Sets</u>	<u>Reps</u>
Wall sit	3	45-60 seconds
Lunges	3	10 per leg

Squats 3 10-15

Climb Steps 3 Up to 20 stairs per set

(if you only have one step, just go up and down repeated)

Calf Raises 3 10-15

Safety Considerations:

Make sure the rest breaks are enough for your muscles to recover, at least 1 minute between sets. Feel free to increase or decrease the sets and reps depending on your fitness and comfort level (Note: Try to stay under 50 total reps for a given exercise to avoid overexertion or injury). Start each exercise slowly and make sure you are practicing proper form with each repetition. Moderate muscle soreness felt the day after exercise is normal, however if there is any abnormal or prolonged pain felt during or after any of the exercises, stop, and consult your family physician.

At Home Indoors

Lesson #4

Title:

- Speed stacks

Location:

- A table/floor in your house with enough space (approx. 1 foot x 3 feet)

Purpose of Event:

- To learn and memorize a different patterns, and to increase hand-eye coordination.

Equipment Needed:

- 12 Speed stacking cups (can be purchased at (www.speedstacks.com))

Description of activity:

- The overall goal of speed stacking is to master the "cycle" stack. On the next page are directions on how to put the cycle together. 3-6-3, 6-6, 1-10-1.

Safety Considerations:

- There aren't really any safety considerations when using speed stacks. Make sure you are practicing on a hard, smooth and level surface.

At Home Indoors

Lesson #5

Title:

- Juggling

Location:

- A room in your house with enough space (approx. 6 feet square) to safely juggle without knocking into anything.

Purpose of Event:

- Follow and create patterns, and also increase hand-eye coordination.

Equipment Needed:

- 3 + Scarves (cloth napkin can be used, 3+ balls, tennis ball size)

Description of activity:

- The scarves are far easier to use if you are just learning, so take your own skill level into account when beginning.

1 Scarf - Hold the scarf in one hand, pinching it with your pointer finger and your thumb. Start low, below your waist, and raise it high above your head and flick the scarf into the air. As it floats back down, snatch it from the top, grabbing it with your hand, making sure your hand is always above the scarf. Repeat this 20 times with each hand.

2 Scarves - Toss one directly straight up into the air, and then the other. The first one you throw, should be the first one you catch. The pattern is UP, UP, Catch, Catch. Repeat over and over until you feel comfortable.

Now crisscross the scarves in front of you, again, whichever one you throw first, that is the one you catch first. The scarves should make an "X" pattern in front of you.

3 Scarves -

One up, Two up: Hold two scarves in one hand, one in the other, toss one scarf up (from the two scarf hand). This scarf should go directly upward, in the middle, right in front of your face. Then toss the remaining two scarves up on the outside at the same time. They should be shoulder width. By this time, the first scarf should be coming back down, grab it, throw it back up, and then grab the outer two again, and throw them back up. Repeat this pattern over and over. One up, Two up.

Cascade:

Two scarves in one hand, one in the other. With the two scarf hand, throw one up and across to the other side of your body. Now, with the other hand (the original one scarf hand) toss across your body in the same manner. The scarves should have made an "X" pattern across your body.

Catch the first one you threw, with the opposite hand (not the hand that threw it), next move is to throw the final scarf, number three. Again, it is thrown across the body high and to the other side. Now catch the second scarf that went into the air, and repeat the same steps over and over.

Balls: You may try the same patterns as listed above, however this time with a ball. The ball will drop to the floor much quicker, so it will be more challenging. Instead of having your hands above the object, this time you will have your hands always below the balls when catching them.

Safety Considerations:

- Make sure you have enough room, and you will not fall into anything that is behind you. Your eyes will be up and locked onto objects, make sure you have enough space.

At Home Indoors

Suggestions:

At-home Fitness video game systems

Nintendo Wii video console

Microsoft Kinect video console



Playstation 3 video console

Xbox 360 video console

Example: Wii Game Overview

Step onto the Wii Balance Board and into a fun way to get fit.

Create a Profile:

Before you jump into doing exercises and activities, you'll start by creating your own profile. Choose a Mii, enter your height and age information, and do a few quick tests:

BMI Check: BMI, or Body Mass Index, is a measure of body fat based on height and weight that is the standard used by agencies such as the World Health Organization and the National Institute of Health. To check your BMI, you'll enter your height then stand on the Wii Balance Board and let it read your weight.

Wii Fit Age: After you've checked your BMI, you'll do a basic balance test and find out your current Wii Fit Age. This basic balance test measures how well you can control your left and right balance. Based on the results, you'll be assigned a Wii Fit Age.

Categories:

Wii Fit features four main categories to choose from: Strength Training, Aerobics, Yoga and Balance Games. As you spend time exercising, you'll earn Fit Credits that unlock additional exercises and activities within these categories. Wii Fit also tracks the activities you do the most and puts them into the Favorites category.

Strength Training: Put your strength to the test with muscle-toning exercises like Single Leg Extension, Sideways Leg Lift, Arm and Leg Lift, Single-Arm Stand, Torso Twists, Rowing Squat, Single Leg Twist, Lunge, Push-Up and Side Plank, Jackknife, Plank and Triceps Extension. Challenges include Push-Up Challenge, Plank Challenge and Jackknife Challenge.

Aerobics: Get your heart pumping with fun, interactive Aerobic exercises like Hula Hoop®, Basic Step, Basic Run, Super Hula Hoop, Advanced Step, 2-P Run, Rhythm Boxing, Free Step and Free Run.

Yoga: Work on your balance and flexibility with Yoga poses and activities like Deep Breathing, Half-Moon, Dance, Cobra, Bridge, Spinal Twist, Shoulder Stand, Warrior, Tree, Sun Salutation, Standing Knee, Palm Tree, Chair, Triangle and Downward-Facing Dog.

Balance Games: Get into the action with fun, balanced-based games like Soccer Heading, Ski Slalom, Ski Jump, Table Tilt, Tightrope Walk, Balance Bubble, Penguin Slide, Snowboard Slalom and Lotus Focus.

Tracking Results:

Keep tabs on your daily progress with easy-to-understand graphs and charts. Using your personal profile, you can set goals, view a graph of your BMI results over time, see how many Fit Credits you've earned, check your Wii Fit Age and even enter exercise time you've done outside of Wii Fit. It's all about coming back and exercising a little every day, and the personal profile makes tracking your daily progress simple and easy.

You can quickly check your Wii Fit Age and BMI without even putting the game in the console by going directly to the Wii Fit Channel.

Up to eight family members can create their own profiles in Wii Fit. On the profile-selection screen, everyone in the family can see each other's recent BMI progress and Fit Credit total. This will allow families to have a friendly competition to exercise and get fit.

* Control on-screen action with your movements on the balance board as you work your way through a variety of challenges aimed at getting you off the couch and into the action. Check

your Body Mass Index (BMI), see your Wii Fit Age and keep tabs on your daily progress towards a more fit for you.

* Get fit with more than 40 activities and exercises, including strength training, aerobics, yoga and balance games. Whether you're doing a yoga pose or snowboarding down a slalom course, there's an activity for everyone.

* Challenge your family and friends to get in shape! Create your own personal profile and set goals, test your balance, track your progress with daily workouts and unlock new exercises and activities.

Your Own Backyard

Your Own Backyard

Lesson #1

Title:

- Tunnel Tag

Location:

- An open area, grass preferred. The space should be approx 30 feet x 30 feet.

Purpose of Event:

- To increase heart rate
- Work on chasing and dodging skills
- Have fun!

Equipment Needed:

- None.

Description of activity:

Choose one or two kids to be "it." Have the adult choose these players from among those who indicate they would like to be "it" by raising their hand, or have them choose a number from between one and a hundred to decide. Ask the "its" to chase the other players after the go signal.

Stop running when you are tagged. Make your body into a tunnel shape, either by spreading your legs wide as you are in a standing position or make your body into an arch with your hands and feet on the floor. You must freeze and cannot move from this tunnel position once you are tagged. Unfreeze and get back into the game when an active member of the game goes through your tunnel. If the player going through the tunnel is tagged while doing so, he or she must also become frozen and make their body into a tunnel along with the player they tried to free.

Keep playing in this way until all players are frozen or after a certain set period of time

Safety Considerations:

- Ensure that all players are watching where they are running at all times. Each player must have a strong understanding of spatial awareness.

Your Own Backyard

Lesson #2

Title:

- Around the World

Location:

- Hard flat surface, pavement preferred. The area should be at least 10 feet by 15 feet.

Purpose of Event:

- Practice shooting while using proper form
- Learn about risk

Equipment Needed:

- Basketball
- Basketball hoop (garbage can may be substituted)
- 7 dots (markers, the size of a dinner plate)

Description of activity:

- Place 3 spots around the hoop as seen in diagram 1. The first player starts at the closest dot to the right of the hoop. They shoot one shot from that dot. If they make the shot, they move on to the next dot. If they make it, they may take a second shot. There is no risk on the second shot, because they are already at the start. Once they have made it off of the first dot, they again, have the opportunity to take two tries from each dot in order to make the shot. If they do not make the first shot however, they must chose whether or not they want to shoot the second shot. If they choose not to, they "save" their spot and go to the back of the line, when it's their turn again, they will begin at the dot they left off. If they choose to shoot the second shot, and make it, then they move to the next dot. If they choose to shoot the second shot and miss, that was the risk, now they go to the end of the line, and when it's their turn again, they must start over at the beginning. The first player to make it around to all seven spots, has gone around the world.

Safety Considerations:

- Make sure the players waiting in line are paying attention to the shooter, and are standing a safe distance from the hoop, so they may avoid being hit by a ball.

Your Own Backyard

Lesson #3

Title:

- Jump Rope / Chinese Jump Rope

Location:

- A flat, hard surface. 10 x 10 foot square would be ideal.

Purpose of Event:

- To increase coordination and physical fitness
- Develop leg strength, endurance.

Equipment Needed:

- Jump rope
- Chinese jump rope

Description of activity:

- You may begin with simply trying to jump rope, with a single bounce of your feet in between each rotation of the rope.

Jump Rope Skills:

Double Bounce-Most people start with this skill.

1. All you do is simply jump twice in one rotation of the rope.

Single Bounce-This is the next step up from the double bounce.

1. Just jump once over the rope instead of jumping twice.

Single Side-swing

1. Put your hands together, while holding the handles, and swing the rope from one side of your body to the other.
2. Keep repeating step 1.
3. When you are ready, open your hands. Swing the rope down and jump.

Skier-If you've ever gone downhill skiing this will be easy.

1. Jump side to side like you're skiing.

Heel Exchange

1. Jump and touch your heel to the ground in front of you.
2. Switch feet and touch the other heel to the ground in front of you.
3. Keep repeating steps 1 and 2.

Jogging Step

1. Turn the rope and step over the rope with one foot.

2. On the next turn of the rope step over the rope with the other foot.
3. It is just like jogging in place while jumping the rope.

Front cross

1. With the first turn of the rope jump a regular jump.
2. With the second turn of the rope cross your arms and jump through the loop that you made with the rope.

JUMP ROPE RHYMES

A SAILOR WENT TO SEA, sea, sea.

To see what he could see, see, see.

But all that he could see, see, see.

Was the bottom of the deep blue sea, sea, sea.

COCA-COLA went to town

Pepsi cola shot him down

Dr. Pepper fixed him up and

changed him into Bubble up!

DOWN BY THE RIVER, down by the sea,

Johnny broke a bottle and blamed it on me.

I told ma, ma told pa,

Johnny got a spanking so ha ha ha.

How many spankings did Johnny get?

1, 2, 3.... (Keep counting until the jumper messes up).

ICE CREAM SODA, cherry on the top,

who's your boyfriend/girlfriend I forgot?

A,B,C,D,E,F,G,H (and so on until the person stops jumping) You take the letter he/she lands on and think of a name of someone you know that begins with the letter.

TEDDY BEAR, Teddy Bear, turn around, Teddy Bear, Teddy Bear, touch the ground-- Teddy Bear, Teddy Bear, show your shoe--Teddy Bear, Teddy Bear, that will do!--Teddy Bear, Teddy Bear, go upstairs--Teddy Bear, Teddy Bear, say your prayers--Teddy Bear, Teddy Bear, turn out the lights--Teddy Bear, Teddy Bear, say good-night!

The children jump rope while they sing this rhyme, they act out the actions as the words come up in the rhyme. An example: when they say go upstairs, the child pretends to climb the stairs.

CINDERELLA (#1)

Cinderella went upstairs to kiss a 'fella --made a mistake and kissed a snake--how many doctors did it take? (count until someone messes up)

CINDERELLA (#2)

Cinderella, dressed in yella
 went downtown to meet a fella
 on the way her girdle busted,
 How many people were disgusted?
 10, 20, 30, 40, 50...
 Until someone misses.

#1 I Like Coffee--With a partner...

I LIKE COFFEE, I like tea, I like (name of next person in line) to jump in with me." Then the two jump together, the second person saying the rhyme. When the rhyme is done, the first person runs out, and the new person comes in and jumps with the second person. OR...

2 I Like Coffee--Jump Alone...

I LIKE COFFEE, I like tea--I like the boys--And the boys like me--
 Yes—No-- Maybe so—Yes—No-- Maybe so ...etc.. (the answer is revealed when the child misses.)

I HAD A LITTLE PUPPY

His name was Tiny Tim
 I put him in the bathtub, to see if he could swim
 He drank all the water, he ate a bar of soap
 The next thing you know he had a bubble in his throat.
 In came the doctor, (person jumps in)
 In came the nurse,(person jumps in)
 In came the lady with the alligator purse (person jumps in)
 Out went the doctor (person jumps out)
 Out went the nurse (person jumps out)
 Out went the lady with the alligator purse (person jumps out)

PEEL A BANANA:

Verse: The two holding the rope chant:

"Peel a banana upside down; see if you can touch the ground." (the jumper tries to touch the ground without being tripped by the rope)," If you spell your name correct, you will get another

chance . . ." The jumper then spells her name, including saying "capital" for uppercase letters of her name. If the jumper trips or messes up the spelling, it's another jumper's turn.

STRAWBERRY SHORTCAKE--Huckleberry pie--who's gonna be your lucky guy?
a, b, c, d, e, f, g etc.. Until the jumper misses.

DOWN IN THE VALLEY where the green grass grows,
There sat (jumper) pretty as a rose.
Up came (a boy in the class, particularly one the jumper likes) and kissed her on the cheek,
How many kisses did she get this week? Count until jumper misses.

MISS MARY MACK, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back
She asked her mother, mother, mother
For fifty cents, cents, cents
To see the elephant, elephant, elephant
Jump the fence, fence, fence.
They jumped so high, high, high
They touched the sky, sky, sky
And didn't come back, back, back
Till the fourth of July, July, July

Resource: http://www.gameskidsplay.net/jump_rope_rhmes/

Chinese Jump Rope:

The holders on either side step into the elastic band (rope) and stretched it relatively taught between them, with the rope going around all 4 ankles of the 2 holders. The holders should spread their feet to shoulder-width. The jumper starts by straddling the elastic.

"IN!": You jump in the air and land with your feet inside the parallel lines of elastic, not touching the elastic or making it touch the ground.

"OUT!": You jump in the air and land with your feet outside the jump rope, just like your starting position.

"SIDE!": You jump in the air and land straddling one side of the elastic: one of your feet is in the "out" position, the other is "in".

"SIDE!": You jump to the other side of the jump rope with your feet straddling.

"ON!": Then you jump in the air and land with both of your feet on the elastic, having them under your feet.

"IN!"

"OUT!"

If you accomplish the pattern at ankle height, then you move up to shins, then up to knees, then thighs, then waist, then chest, then armpits. If someone accomplishes all levels, they become a holder, and someone else tries. If you miss during a pattern, you become a holder.

Safety Considerations:

- If you are unaccustomed to jumping, overdoing it on the first day may result in muscle soreness, so be careful to not jump for too long when you are just beginning. Make sure you have an open, flat surface to jump on. Be mindful of where you are spinning your rope, and that you are clear of any other people in the area.

Your Own Backyard

Lesson #4

Title:

- Four Square

Location:

- A flat, hard surface. 10 x 10 foot square is needed for game play.

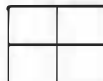
Purpose of Event:

- To increase hand-eye coordination
- Have fun!

Equipment Needed:

- 10" playground ball.
- Chalk (to mark of game court)

Description of activity:

- Using chalk, create a 10 x 10 foot square, and then make a vertical line running from top to bottom and a horizontal line running from side to side. Ex. 
- Players attempt to tap the ball around to each other's square, and try to stay in the game as long as possible. *See Rules below.*

Rules:

1. The Judge is the 1st person waiting in line.
2. No arguing, Judge has final decision.
3. If Judge is unsure about a decision, they may call for a "Redo".
4. New player enters the game in Square #1, other players move up one square.
5. Server must bounce the ball once before serve.
6. Serve must be underhand.
7. Ball must bounce once in players square before it can be hit.
8. Inside lines are **OUT**, outside lines are **IN**.

Eliminated if:

- Ball bounces twice in player's square.
- Player touches the ball without letting it bounce.
- Player hits the ball twice in a row (double hit).
- Player hits the ball out of bounds.

Players may not:

- ▶ Catch the ball.

- ▶ Carry the ball.
- ▶ Slam the ball.

Safety Considerations:

- 3 feet of clearance around the area is needed to keep players from running into objects. Do not slam the ball at another player, as it may bounce and hit player causing harm.

Your Own Backyard

Lesson #5

Title:

- Kick the Can

Location:

- An open area, with a grass/sand field. Around the grass field, ideally there would be places to hide, behind trees, shrubs, a shed, etc.

Purpose of Event:

- To have fun while practicing game-play strategy.
- Increase heart rate, get cardiovascular exercise.

Equipment Needed:

- A can.

Description of activity:

1. The designated kicker kicks the can, covers her eyes and counts to a hundred -- assuming your child can count that high; otherwise, the kicker can recite a favorite song or poem. The idea is to give the others a chance to hide.
2. At the end of the count, the kicker puts the can or bucket upright, then says, "Ready or Not, Here I Come."
3. When the kicker finds someone, he or she says the hider's name, races the hider back to the can, and tries to be the first to kick it again. If the kicker fails and the hider kicks it, the game starts again. If the kicker succeeds, then that hider must stand near the can while the kicker seeks other children.
4. While this is happening, other hidiers can risk their own capture to free a fellow hider by running up to the can and kicking it -- before being spotted by the kicker. The captured players then go and hide again. And the game goes on.

Safety Considerations:

- Make sure you are playing in a safe place, free from passing cars/roads. The children need to have a wide open area, preferably fenced, in which to play the game safely.

Your Own Backyard

Lesson #6

Title:

- Capture the Flag

Location:

- An open area, with a grass/sand field.

Purpose of Event:

- To have fun while practicing game-play strategy.
- Increase heart rate, get cardiovascular exercise.
- Practice dodging, chasing skills.

Equipment Needed:

- 2 flags
- 10+ cones (to mark off the midline between teams)
- two different color jerseys (optional)

Description of activity:

- Players are divided into two teams. Each team has its own territory with a boundary designated between the two. Each team must also designate a spot to serve as a jail. This need not be anything more than a particular rock or tree that a prisoner has to touch. Another decision that must be made is how large the designated safety zone around the flag should be. When the game begins, each team must decide where to place its flag. Once placed, it cannot be moved, although it can be guarded. Those guarding their own flag may not enter the safety zone around the flag unless in pursuit of an opposing team member.

Once the flag is placed, team members are assigned to guard their own flag or to enter enemy territory to try to capture the other team's flag. Any player in the other team's territory can be caught and put in jail. A player is caught when they are tagged by someone on the other team. Prisoners can be released by being tagged by a teammate, but only one prisoner can be rescued at a time.

A team wins the game by capturing the other team's flag and bearing it back to their home territory. If a flag is seized but is recaptured before reaching the opponents' territory, the flag is set up where it was recaptured. If a game must be ended before a flag is captured, the team with the most prisoners wins

Safety Considerations:

- Make sure you are playing in a safe place, free from passing cars/roads. The children need to have a wide open area, preferably fenced, in which to play the game safely.

Your Own Backyard

Lesson #7

Title:

- Pickle

Location:

- A grass area about 30-40 feet long by 10-15 feet wide.

Purpose of Event:

- To practice avoiding/dodging along with catching and throwing.
- Using team strategy to catch the opponent.
- To increase heart rate

Equipment Needed:

- A ball (tennis ball, wiffle ball - something not too hard)
- Two bases (a towel/shirt can be used for a base)

Description of activity:

- Two players are to be the taggers. They start out with one person at each base. There are two bases, which are set approximately 25-30 feet apart. The runners begin in between the bases. One of the taggers starts with the ball. The runners try to make it an open base without getting tagged. The taggers can throw the ball back and forth to each other, in order to use team work to try and tag the runners with the ball. Once a runner is on a base, they are safe from being tagged. Runners may only remain on the base for 10 seconds before they need to leave and try to make it across to the other base. If a runner gets tagged, they now switch places with the person who tagged them.

Safety Considerations:

- Make sure the ball being used is a soft enough ball, that if someone gets hit, it will not cause injury.

Your Own Backyard

Lesson #8

Title:

- Hide and Seek

Location:

- A grass area about 30-40 feet long by 10-15 feet wide.

Purpose of Event:

- To practice avoiding/dodging along with catching and throwing.
- Using team strategy to catch the opponent.
- To increase heart rate

Equipment Needed:

- A ball (tennis ball, wiffle ball - something not too hard)
- Two bases (a towel/shirt can be used for a base)

Description of activity:

- The object of Hide and Seek is for the person who is "it" to find the other players who are hiding. Choose who will be "it". **Play:** "It" closes or covers their eyes and counts to 50. While "it" is counting the other players scatter and find places to hide. "It" then goes looking for the other players. When he finds one they are out. The last player to be found becomes the new "it".

Safety Considerations:

- A safe playing area is the main concern. Reinforce to the players that they must find SAFE hiding spots. High in a tree, or under a car are examples of dangerous hiding spots. Behind a bush is great hiding spot.

Your Own Backyard

Suggestions:

A link is provided for each suggestion to find out more ideas of how play at home.

Soccer

http://www.soccerhelp.com/Soccer_Drills.shtml

Football

<http://www.sportspracticedrills.com/>

Ultimate Frisbee

<http://www.usultimate.org/index.html>

Within Your Neighborhood

Within Your Neighborhood

Lesson #1

Title:

- Bike Ride

Location:

- The goal of this lesson is to use the immediate area around your house, however depending on where you live, they may or may not be a place suitable for a family ride. You may consider taking your bikes to a trail or park if your neighborhood is not an ideal location.

Purpose of Event:

- The get your heart rate up into your target heart rate zone (see Target Heart Rate Zone on page ## to see how to calculate) and hold it there for 20-30 min.

Equipment Needed:

- Bicycle
- Helmet
- Proper riding location

Description of activity:

- Pedal your bike at a consistent pace for 20-30 min. You may adjust duration of the ride depending on your fitness and comfort level.

Safety Considerations:

- All riders should be familiar with the rules of the road, and adhere to them at all times. A helmet should always be worn when riding. Use crosswalks when necessary; ride on the proper side of the road (flowing WITH traffic). Maintain a safe distance between riders. Be sure to leave enough time to get back to your starting location before the sun goes down, as riding in the dark can be very dangerous.

Within Your Neighborhood

Lesson #2

Title:

- Walk, Jog

Location:

- If you have a neighborhood that is conducive to a family walk, that is terrific.

Purpose of Event:

- To get out of the house and get some fresh air, and socialize with your family.
- Increase heart rate and get cardiovascular exercise.

Equipment Needed:

- Proper shoes and clothing for exercising (loose fitting shorts/sweatpants, athletic shoes)

Description of activity:

- The main purpose is to get out and move as a family. With younger walkers/joggers, they may need a slower pace in order to keep up and have fun. Try to walk for at least 30 minutes.

Safety Considerations:

- Some neighborhoods are bit more safe to walk or jog around, as they may have proper sidewalks, or wide streets. If your neighborhood is not quite set up well for walking or jogging (for example, many hills), you may want to find a nearby trail that will work for a family walk. Make sure you are not pushing yourself too far, as you may have trouble returning back to your house with enough energy. Make sure to leave enough time to get back before it gets too dark as well. A cell phone is always good idea too, in case you need to get a hold of someone in an emergency situation.

Within Your Neighborhood

Lesson #3

Title:

- Scavenger Hunt

Location:

- The goal is to use the space within your neighborhood, but you may spread your search beyond your neighborhood if you choose.

Purpose of Event:

- To get out of the house and get some fresh air, and socialize with your family.
- Increase heart rate and get cardiovascular exercise.
- To be creative and find ways to work as a team to accomplish the goals of the hunt.

Equipment Needed:

- Proper shoes and clothing for moving freely, walking moderate distances (loose fitting shorts/sweatpants, athletic shoes)

Description of activity:

- As a family, develop a list of items that you are going to try to find/gather. They may range from very simple, to more difficult and challenging. Some may require just looking and seeing something (ex. a maple tree), or you may choose to require something to be gathered and brought home (ex. a wild flower). You may even make some of the items interactive with your neighbors (ex. ask a neighbor their favorite color). The list may be as long or as short as you want. The goal would be to make the hunt last at least 30 minutes.

Safety Considerations:

- The main thing to keep in mind is to only put items on the list that are safe and respectful to complete. For example, an improper item would be to require someone to tease and outrun the angry neighborhood dog. As long as you pick items that are safe and respectful to the community, you should be just fine.

Within Your Neighborhood

Suggestions:

Walk the neighbor's dog.

Yard work/odd jobs for a neighbor.

Parents, you get out there and help too!! Set a good example, your kids are watching.

Surrounding Cities

Surrounding Cities

Lesson #1

Title:

- REI Rockwall

Location:

- Redmond Town Center REI Store
7500 166th Ave NE
Redmond, WA 98052 - (425) 882-1158
www.rei.com/

Purpose of Event:

- To challenge yourself in something that most likely is pretty new to you. Rock climbing is not amazingly accessible, so using REI's facility takes this fun and unique activity at puts it at your fingertips in a safe and structured environment with professionals there to help at anytime.

Equipment Needed:

- Proper shoes and clothing for moving freely. They will provide the actual equipment for climbing. You just need to be dressed for exercise.

Description of activity:

- Challenge yourself and set a goal. Make sure it's realistic, as you may ask the professionals at the store what is a good goal for you, considering your experience level.

Safety Considerations:

- The staff at REI will brief you on all safety concerns. They have sent thousands of people up and down their walls, they are very good at keeping people safe during climbing.

Surrounding Cities

Lesson #2

Title:

- Marymoor Velodrome / Bike, walking trail

Location:

- 6046 W Lake Sammamish Parkway NE
Redmond, Washington - (360) 733-2682
www.kingcounty.gov/recreation/parks/.../marymoor.aspx

Purpose of Event:

- The velodrome is a wonderful place to ride around. It's banked turns offer a different kind of riding experience than you are probably used to.

Equipment Needed:

- Bike
- Helmet
- Gloves (optional)

Description of activity:

- Challenge yourself and set a goal. Try to get your heart rate up and hold it at an exercising level for as many laps as you can comfortably. After riding around the velodrome, you can take a ride down the biking/walking trail, as it runs right through the park.

Safety Considerations:

- The banked turns of the velodrome take a bit of getting used to, so start low on the track, and build your way up as you get comfortable. Be sure to read the track rules before riding. Watch out for others on the trail, on sunny days it can become a bit crowded.

Surrounding Cities

Lesson #3

Title:

- Kidz Bounce

Location:

- 8178 304th Avenue Southeast
Issaquah, WA 98027-8889 - (425) 222-5439
<http://kidzbounce.com/>

Purpose of Event:

- To bounce and bounce until you can't bounce anymore.
- Increase heart rate
- Work to build leg strength and stamina

Equipment Needed:

- None.

Description of activity:

- This one is just purely for fun. Actually with the amount of jumping and bouncing that goes on during a trip to kidz bounce, you can really get in a great work out and burn a lot of calories. A great cardiovascular experience.

Safety Considerations:

- The staff at Kidz Bounce will review all the safety concerns. Mainly, participants want to make sure they are jumping safely and following the rules. It's easy to really get excited and start jumping wildly, however that may result in injury, so be careful.

Surrounding Cities

Lesson #4

Title:

- Hike Mount Si

Location:

- North Bend, WA.
<http://www.mountsi.com/>

Purpose of Event:

- To get a great workout while also experiencing nature and spectacular view
- Increase heart rate
- Work to build leg strength and stamina

Equipment Needed:

- Proper hiking shoes
- Backpack
- Water bottle
- Food (meal and a snack)
- Flashlight
- Cell phone
- Sun block
- Sun glasses
- Hat
- Coat
- Map

Description of activity:

- This activity is meant to be one that you can adjust depending on your fitness and comfort level. If you are in good physical condition, than reaching the top of the mountain may be your goal. However if you are beginner, pick a certain time allowance that when you reach it, that is when you turn back around and come back down the mountain.

Safety Considerations:

- Hiking is an activity that can be very dangerous, even deadly if proper procedures are not taken. You must be comfortable with where you are going, stay on the trail and only hike during daylight hours. Make sure you are not hiking alone. People get lost every year in the mountains, even experienced hikers get into trouble, so make sure you research the route you're going to take and also let others know where you are going before you leave for your hike.

Surrounding Cities

Lesson #5

Title:

- Julius Boehm Swimming Pool

Location:

- 50 Southeast Clark Street
Issaquah, WA 98027-3838
(425) 837-3350
<http://www.ci.issaquah.wa.us/Page.asp?NavID=2324>

Purpose of Event:

- Increase heart rate and lung capacity
- Improve cardiovascular functioning, and stamina

Equipment Needed:

- Goggles
- Swimsuit/towel
- Swimming cap (optional)
- Ear plugs (optional)

Description of activity:

- The goal is to swim consistently for 30 min. Stronger swimmers may swim longer, as they will be in better physical condition. Swimming laps consistently is the goal, however intermediate breaks every so often can certainly be taken. If swimming laps are new to you, then building up your condition level will be necessary.

Safety Considerations:

- Follow the pool rules, and always make sure a lifeguard is on duty. Don't overdo it, as injury and potential harm may occur. Start slow, and build up your endurance. 30 minutes should be an end goal, not a starting point for beginners. Lessons are available at the pool.

Surrounding Cities

Lesson #6

Title:

- Kayak/Canoe/pedal boat around Montlake

Location:

- Waterfront Activities Center
3900 Montlake Blvd. NE
Seattle, WA 98195
http://depts.washington.edu/ima/IMA_wac.php

Located in Husky Football stadium parking lot; SE side of stadium, right on the water. I-5 to 520 to Montlake Blvd.

Parking is free after 12:00pm (noon) on Saturdays, Sundays, and Holidays.

Purpose of Event:

- This event is mainly for the experience and views
- Increase heart rate
- Improve cardiovascular fitness and stamina

Equipment Needed:

- Sun block
- Hat
- Snacks
- Water bottle
- Life jacket (provided by Activities Center)

Description of activity:

- Kayaking around the montlake area of the University of Washington may be one of the most beautiful experiences you can have in the northwest. In order to keep the physical fitness part of the activity high, try to paddle around for at least an hour or so. Your arms, back and legs will be tired, so go easy, but the views and experience of that boat ride will be a memory you hold with you for many years.

Safety Considerations:

- Make sure you follow the set guidelines given from the Activities Center. Watch out for bigger boats, and stay in the designated area for the size vessel you are commanding. Take care to ensure that anyone who goes on the boat ride is not scared of being on a small boat, as they can be bumpy and difficult to manage for beginners.

Surrounding Cities

Lesson #7

Title:

- Woodland Park Zoo (pedometer goal)

Location:

- 601 N. 59th Street
Seattle, WA 98103
(206) 548-2500
<http://www.zoo.org/>

Purpose of Event:

- To walk around the zoo and hit the pre-set goal of number of steps/distance.

Equipment Needed:

- Pedometer (and knowledge of their function)
<http://walking.about.com/cs/measure/bb/bybpedometer.htm>
- Good walking shoes
- Lunch/snacks
- Water bottle
- Hat
- Sun block
- Map of park

Description of activity:

- The average person's stride length is approximately 2.5 feet long. That means it takes just over 2,000 steps to walk one mile, and 10,000 steps is close to 5 miles. For this activity, set a goal for yourself, and see if you are able to hit that goal during your visit to the zoo. This activity is not only great for your physical fitness, but can be a very fun and educational trip as well. People of all ages can enjoy the zoo and seeing all the wonderful animals, why not set an exercise goal while you're at it?

Safety Considerations:

- Depending on the age range of the people in your group, you may want to lessen the overall goal of the steps/distance. Remember young people have smaller strides than adults, and walking great distances is much harder on their smaller bodies. Make sure you eat plenty of food and drink plenty of water during your trip, as you will need that fuel to continue walking for any sustained period of time.

Surrounding Cities

Lesson #8

Title:

- Swimming at Coulon Beach Park

Location:

- 1201 Lake Washington Boulevard North,
Renton, WA
(425) 430-6600
<http://rentonwa.gov/living/default.aspx?id=74>

Purpose of Event:

- To swim in a different environment than a pool
- Sustain 15-20 minutes of swimming in the lake
- More advanced swimmers only

Equipment Needed:

- Sun block
- Bathing suit
- Goggles
- Towel

Description of activity:

- Swimming laps in a pool is challenging, however swimming in the open water is a whole other story. Pick a section between the buoys, and swim laps just as you would do in a pool. Goal would be to swim for 15-20 minutes.

Safety Considerations:

- Swimming in open water is much more dangerous than swimming in a pool. Only swim when a lifeguard is on duty. Tell the lifeguard that you will be doing a sustained swim for 20 minutes, and have them keep an eye on you. Only swim in the designated area, do not go

outside the marked area, as boats travel in those waters. If possible, try to swim along the shoreline, so you can put your feet down if you get tired. Swim with a partner when you can, for if you get tired, you have someone right there to help you. Be careful in the open water.

Surrounding Cities

Lesson #9

Title:

- Walk/Bike around Green Lake Park

Location:

- 7201 E Green Lake Dr. N
Seattle, WA
(206) 684-4075
http://www.seattle.gov/parks/park_detail.asp?ID=307

Purpose of Event:

- Can set a pedometer goal for walking
- Can set a mile goal for biking

Equipment Needed:

- Sun block
- Good walking shoes
- Helmet (if biking)

Description of activity:

- Either while walking or biking, exercising around green lake is a Seattle tradition. The distance around green lake is approximately 3.3 miles, so keep that in mind when choosing your exercise routine for this activity. Goal would be to move for 30+ minutes.

Safety Considerations:

- This is a very safe activity, however if you do not follow the normal protocol for direction that users of the path are supposed to go, accidents may occur. Be careful to attend to proper signage when using the path. Make sure you have enough energy to get yourself all the way back around, as the path is in a big circle around the lake, you don't want to get all the way on the other side of the lake and not have enough energy to make it all the way around.

Surrounding Cities

Suggestions:

Pine Lake middle school track -

Issaquah Kids Triathlon -

Issaquah Community Center -

Around the State

Around the State

Lesson #1

Title:

- Mount Rainier National Park

Location:

- 55210 238th Ave E
Ashford, WA 98304
(360) 569-0526
<http://www.nps.gov/mora/index.htm>

Purpose of Event:

- Prepare and challenge yourself for a hike around the trails of a Washington Monument
- Increase lung capacity
- Improve leg strength
- Increase cardiovascular condition
- See AMAZING views

Equipment Needed:

- Sun block
- Good walking shoes
- Backpack with necessities (check website above)
- Cell phone
- Jacket
- Sunglasses
- Food/water
- First aid kit

Description of activity:

- You can take this adventure as far as you want. If you just want to keep it low key, there are many trails for just the beginner. If you are looking for a bigger challenge, Mount Rainier can certainly accommodate. It is highly recommended that you visit the website above, as there is a lot of great information regarding planning a safe trip up the mountain.

Safety Considerations:

- Consult the website provided in order to understand the various safety concerns of participating in such a hike. Some safety issues of note:

Geohazards

Mount Rainier is an active volcano. Learn more about the geologic hazards of this unusual environment.

Wildlife

The park is home to a diversity of animals, including potentially dangerous large mammals like black bears and mountain lions.

Hiking

With over 260 miles of maintained trails, hiking is a great way to experience the park. Whether going on a day hike or a longer excursion, being aware of risks can help make your hiking experience safe and enjoyable. Also includes information on safely hiking the Muir Snowfield.

Winter

Experiencing Mount Rainier during winter can show you a different side of the park, but it also involves extra safety considerations, such as the risk of avalanches and hypothermia.

Weather

The weather can change instantaneously at Mount Rainier. Learn more to ensure a safe visit.

Around the State

Lesson #2

Title:

- Northwest Trek

Location:

- 11610 Trek Drive East
Eatonville, WA 98328-9502
(360) 832-6117
www.nwtrek.org/

Purpose of Event:

- To set a pedometer goal
- Increase heart rate
- See beautiful wildlife

Equipment Needed:

- Sun block
- Good walking shoes
- Backpack with necessities
- Jacket
- Sunglasses
- Food/water

Description of activity:

- The average person's stride length is approximately 2.5 feet long. That means it takes just over 2,000 steps to walk one mile, and 10,000 steps is close to 5 miles. For this activity, set a goal for yourself, and see if you are able to hit that goal during your visit to the park. This activity is not only great for your physical fitness, but can be a very fun and educational trip as well. People of all ages can enjoy Northwest Trek and seeing all the wonderful animals, why not set an exercise goal while you're at it?

Safety Considerations:

- On the park website, these safety considerations can be found:

Protect everyone's safety. Please:

- Follow the instructions on all signs.
- Walk at all times.
- Do not touch any animals.
- Do not bring skates, skateboards, wheelie-type shoes, scooters or bicycles into the park.
- Check in all service animals at the admission gate. Only registered service animals are allowed on park grounds.
- Ensure that all minor youths are accompanied by an adult. Chaperones of minor youth groups must stay with their assigned youths at all times (minimum ratio of 1 chaperone for every 7 youths). Chaperones must be at least 18 years old.

Around the State

Lesson #3

Title:

- Nisqually Bid Watching

Location:

- Nisqually, WA.
The website below has directions to the various parks
<http://blackhills-audubon.org/bestplaces/peep.best.nisqually.htm>

Purpose of Event:

- To increase awareness of the native species of birds in our area, while also getting great exercise walking through the parks.
- Scope the mudflats and saltwater for ducks, geese, Bald Eagle, shorebirds, and gulls. Red-throated Loon are sometimes in the McAllister Creek river mouth. The McAllister Creek mudflats can be a good place for Greater Yellowlegs.

Equipment Needed:

- Binoculars
- Camera
- Sun block
- Good walking shoes
- Backpack with necessities
- Jacket
- Sunglasses
- Food/water

Description of activity:

- While you are in the neighborhood, you may want to stop by at the Nisqually Reach Nature Center, located off the refuge at nearby Luhr Beach (near the upper left corner of the map below). Birding at the Center can be great with the right tide, weather, and season. Spring, fall, and winter are all good for observing birds, with winter providing the greatest number of species.

Safety Considerations:

- This activity is very calm and quiet, so there aren't a lot of safety factors. Make sure your group stays together, and kids don't wander off. Mainly, we want to make sure we keep the environment clean and safe for the wildlife, so be sure to leave it as good or better as you found it.

Around the State

Lesson #4

Title:

- Burke-Gilman Trail

Location:

- Wrapping around the NW side of Lake Washington



<http://www.cityofseattle.net/parks/burkegilman/bgtrail.htm>

Purpose of Event:

- To walk, run, bike, rollerblade, skate along the Burke-Gilman trail.
- To elevate your heart rate to an exercising level for 30+ minutes
- See many miles of the city landscape

Equipment Needed:

- Sun block
- Proper footwear
- Backpack with necessities
- Jacket
- Sunglasses
- Food/water

Description of activity:

- You can set a pedometer goal, a time goal, a distance goal, or just go for fun. The Burke-Gilman trail has many miles of smooth trail in which we can use for site seeing and exercise at the same time.

Safety Considerations:

- Be sure to abide by the rules of the trail. Make sure that all people in your party are comfortable and confident in their knowledge of what to do in certain situations on the trail (i.e. an oncoming bike rider or a roller-blader coming from behind). Take a map with you to make sure you know your way back. Mark out your route before you go, and have an idea of the distance you are trying to reach within your trip.

Around the State

Lesson #5

Title:

- Hike Manastash Ridge

Location:

- Ellensburg, WA
<http://www.wta.org/go-hiking/hikes/manastash-ridge>

Purpose of Event:

- A moderate hike in climb and difficulty
- Strengthen legs, increase lung capacity
- See great views of Kittitas Valley

Equipment Needed:

- Binoculars
- Camera
- Sun block
- Good walking shoes
- Backpack with necessities
- Jacket
- Sunglasses
- Food/water

Description of activity:

- This activity is meant to be one that you can adjust depending on your fitness and comfort level. If you are in good physical condition, than reaching the top of the mountain may be your goal. However if you are beginner, pick a certain time allowance that when you reach it, that is when you turn back around and come back down the mountain.

Safety Considerations:

- Hiking is an activity that can be very dangerous, even deadly if proper procedures are not taken. You must be comfortable with where you are going, stay on the trail and only hike during daylight hours. Make sure you are not hiking alone. People get lost every year in the mountains, even experienced hikers get into trouble, so make sure you research the route you're going to take and also let others know where you are going before you leave for your hike.

Suggestions:

Fly a Kite at Ocean Shores, WA.-

http://www.oceanshores.com/stuff_to_do_2.htm

Horseback riding on Orcas Island, WA -

<http://www.orcastrailrides.com/>

Across the Nation

Across the Nation

Lesson #1

Title:

- Raft the Bitter root river

Location:

- Hamilton, MT 59840
- 888.257.1277
- <http://www.bitterrootraftingadventures.com/>

Purpose of Event:

- River rafting can be a great workout.
- Build upper body strength
- Have fun rafting one of the Nations great rivers.

Equipment Needed:

- Consult with the website listed above. They have professional tours that will guide you through your experience.

Description of activity:

- There are various sections of the river, and some are far more tame than others. It depends on what kind of activity you are looking for, and what the age and experience level is of your group. The trip should last up to 2 hours, so be ready for a great workout, with breathtaking views.

Safety Considerations:

- It is highly recommended that you use a guide service, like the one listed above. They will ensure a safe and fun adventure. Life jackets for each person should be worn at all times. You should have a map, and be familiar with the route you are going to take. Cell phone wrapped in a plastic bag is good idea. Make sure people know where you are going to go and when to expect you to return.

Across the Nation

Lesson #2

Title:

- Climb the "M" trail

Location:

- Missoula, MT

Purpose of Event:

- Increase heart rate and challenge yourself in a beautiful small town University setting.

Equipment Needed:

- Good walking shoes
- Water bottle

Description of activity:

- To get from the bottom to the top will take about 30 minutes, depending of hiking speed. This climb is pretty beginner level, as my 4 year old son made it halfway up with relative ease. It certainly does have a steep enough grade and a length that if you wanted to challenge yourself and set a time goal, you can definitely create a great test for yourself. Either way, you'll get a great workout with a very gratifying view at the top.

Safety Considerations:

- The normal precautions should be taken, however with the close proximity to campus, it's a relatively safe climb. Stay on the path, pace yourself, take a bottle of water and you should be in for a great experience.

Across the Nation

Lesson #3

Title:

- Yellowstone National Park

Location:

- 200 Old Yellowstone Trl
Gardiner, MT 59030
(307) 344-7381
<http://www.nps.gov/yell/index.htm>

Purpose of Event:

- In our Nation's largest park, cover as much ground as you can while taking in the vast views of mother nature's finest.
- Many hours of walking/hiking.

Equipment Needed:

- Good walking shoes
- Water bottle
- Backpack with necessities (website to provide specifics)
- Visit the website above for more information

Description of activity:

- The park is so large, that you will really have to plan your activities and how you want to accomplish them. I would dedicate several days to the various activities you can do while in the park. This is great place to set a pedometer goal, as you can travel many miles on foot.

Safety Considerations:

- The park is home to thousands of wildlife animals, so be sure to take a guided tour, or follow the rules and restrictions of where to go when visiting the park. The website above has great information on planning a safe and enjoyable trip.

Across the Nation

Lesson #4

Title:

- Climb the stairs of the Empire State Building

Location:

- 350 5th Avenue
Manhattan, NY 10001
(212) 736-3100
<http://www.esbnyc.com/>

Purpose of Event:

- To climb one of the tallest buildings in the United States.
- Increase aerobic capacity

Equipment Needed:

- Good walking shoes
- Water bottle
- Shorts
- T-shirt

Description of activity:

- One by one, climb the stairs of the empire state building. You can do this on your own, or you can even participate in the annual "Run Up". The Empire State Run-Up has been an annual tradition since 1978. Every year, runners race up the 1,576 stairs to the 86th floor. The record time of 9 minutes and 33 seconds was set in 2003.

Safety Considerations:

- 86 floors of steps is not an easy task, so if this is a goal of yours, you need to do the proper training first. Make sure you are in good physical condition first. Go slow, if you something hurts during the climb, you should rest and take the elevator back down.

Across the Nation

Lesson #5

Title:

- Smithsonian Museums

Location:

- 1000 Constitution Avenue Northwest,
- Washington D.C. - (202) 633-1000
<http://www.si.edu/Museums>

Purpose of Event:

- There are so many wonderful museums and exhibits to see, that goal would be plan out a multi-day set of activities with a detailed plan of which museums you will visit each day. Setting a pedometer goal is a great idea, as you may be surprised just how far you'll walk when touring the Smithsonian's.

Equipment Needed:

- Good walking shoes
- Water bottle
- Loose pants, shorts
- Backpack with snacks

Description of activity:

- Set a pedometer goal, and calculate it to how many miles you wish to achieve. One way to do this is to not use the trams that they have available. In order to maximize the cardiovascular benefit of this activity, walk as much as possible. In a few days of visiting the museums, your steps will add up to many miles of walking.

Safety Considerations:

- With so many museums to see, and so much walking to be done, make sure you have a really good pair of shoes. Be aware of how your joints are feeling as well. Keep an eye on the younger participants, as with so much walking, their little steps will have a tougher time keeping up, and they could get over-fatigued

Across the Nation

Suggestions:

Boardwalk trail at Venice Beach, CA.- Rollerblade/bike/Walk/Jog/Skateboard

Grand Canyon tours -
<http://www.nps.gov/grca/index.htm>

Chapter Five

Summary, Conclusions, and Recommendations

Summary

Physical movement is an absolute must for our children. Young bodies need movement and lots of it, on a consistent basis. It has shown to have so many positive benefits. This project was designed to demonstrate those positive gains while also highlighting the importance of bringing physical education home. Study after study has shows us the significant impact on young student's lives of having a quality physical education program. With ever-tightening educational budgets, P.E. programs are rapidly minimizing and even disappearing from our school systems across the Nation. While we are fighting the good fight if not to increase, but just maintain the existence of Physical Education in our schools, we also must deal in reality. If the trend persists, and P.E. continues to be pushed aside, we must find ways to keep kids moving. This handbook is designed to do just that. The main idea behind this project is to give families ideas of things they can do to keep active in and around their own home. This handbook simply scratches the surface in regards to the physical movement possibilities for families. We explored ideas contained inside a single room in a home. We then stepped into the backyard and then out into the neighborhood. Stretching further, we explored our surrounding cities and eventually extended our movement explorations around the entire state of Washington. Finally we ended our journey with fitness ideas that took us all around the United States. Hopefully, this handbook will inspire families to look at movement and fitness in terms of something they are in control of, and will use the lessons learned as inspiration for more family fitness ventures of their own design and volition. If we rely on state funded P.E. programs, I'm afraid we won't be providing the best chance for our youth to incorporate physical activity into their daily lives.

The goal is to encourage a physically active lifestyle. With P.E. only being provided for an hour each week to our students in the Issaquah School District, we are only spending a very small fraction of time encouraging something that is of dire importance.

Conclusions

This project will only be as good as the intentions of the user. All the greatest ideas in the world will not reach fruition if they are not put to good use. This handbook is meant to inspire new ideas and creation, not just follow it's every word. If families only follow the lessons and do not create on their own, eventually the lessons will be over and the users will be on their own again. The intention is to teach. There are so many thousands of ways to keep moving on a day-to-day basis. One of the strengths of this project is that the user may modify and adapt any lesson to fit their own skill level. Users of the handbook will come in all shapes and sizes, with varying ages. The handbook has a wide range of lessons and activities which can be easily enjoyed by beginners and experts alike.

The truly important message to be received from this project is that movement opportunities are all around us, if we are just inspired enough to make use of them. Miracles are not expected to come from the use of this project. However, if people can take the general principles of what is trying to be conveyed, and actually apply pieces of them in their own lives, it will be considered a great success. One of the great limitations to this project is that it is geared towards the pacific northwest, and more specifically the city of Issaquah. Though it is tailored to this geographical region, I believe people in other parts of the country and even the world could relate to these concepts and use their landscape and surroundings to stretch the principles of this project across any boundary. Fitness and good health are such universal concepts, that even though much of what is discussed within the handbook relies on specific

the program. Setting a weekly goal is a great way to encourage daily participation. As the skill level of the students grow, as should the difficulty level of the activities and challenges. With each passing year, the students will grow older and stronger and will be able to set goals that are more in line with their new capabilities.

It would be wise to take things slow as far as completing all of the lessons within the handbook. It is recommended that students take their time to master some of the basic concepts before moving on to more advanced challenges. Students and families may get overwhelmed if they try an activity right off the bat that is too difficult for them. This will discourage further use of the handbook. It is much better to take things slow and build self-confidence with each activity. Families will be much more apt to participate if they feel they are successful with each lesson. Positivity and success are the keys to encouraging prolonged participation in physical activity. If families are not having fun, and the activities are found to be too challenging, they may get discouraged and discontinue the program.

The final recommendation is to understand the community and surrounding cities that this handbook was created for, as there are certain landmarks and available attractions that may not be feasible in all areas. It should be noted that each neighborhood and surrounding cities come with their own unique characteristics. There may be certain communities where use of the free-of-charge, public parks and trails will be more highly utilized, as it may not be a viable option to get to the REI rock wall in Redmond, Washington. Cultural and societal norms may also influence and affect how this handbook is used. For each varying situation and community, it is recommended that this handbook be a guide and inspiration for bringing physical education home.

In conclusion, this project is intended for elementary students to use at home with their families in addition to a traditional public school physical education program. However every lesson in the handbook can be adapted to meet the varying needs of students in other grade levels. The goal of project was to create a wide range of activities that students can do in or around their home and community as a supplement their pre-existing physical education curriculum. This handbook includes an array of lessons that vary in challenge level as well as scale and scope. If students participate daily, they should gain self-confidence, cooperation skills, an increased state of physical fitness and an overall healthier lifestyle. Finally, this project can be used by any family who is interested in participating in physical education outside the school environment.

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