

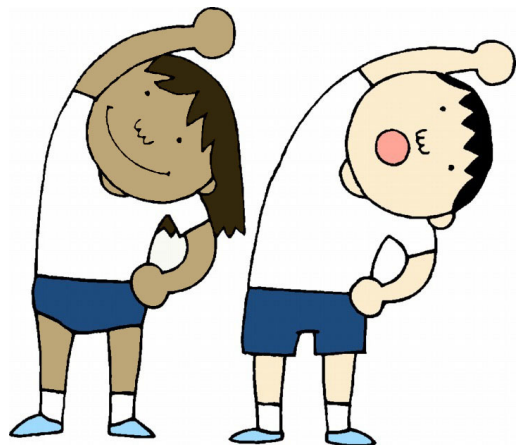
Healthy Choices Afterschool

Investigation of the Alignment of Physical Activity and Nutrition Programs/Curricula and the National Afterschool Association Program Standards

National Institute on Out-of-School Time

Georgia Hall

Diane Gruber



This publication was prepared with funding from the After School Project of the Robert Wood Johnson Foundation.

Suggested citation: Hall, G. & Gruber, D. (2006). *Healthy Choices Afterschool: Investigation of the Alignment of Physical Activity and Nutrition Programs/Curricula and the National Afterschool Association Program Standards*. New York: Robert Wood Johnson Foundation, The After School Project.

Healthy Choices Afterschool Investigation of the Alignment of Physical Activity and Nutrition Programs/Curricula and the National Afterschool Association Program Standards

This is a report by the National Institute on Out-of-School Time's (NIOST) Investigation on the Alignment of Physical Activity and Nutrition Programs/Curricula and the National Afterschool Association (NAA) Program Standards.

Rationale:

This project was stimulated by the national concern for child and youth obesity and the valuable role out-of-school time programs can fulfill in helping to address the crisis. The amount of time that children and youth spend participating in physical activities has decreased markedly over the past few decades (U.S. Department of Health and Human Services, 1996). Analysis by the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development (2003) shows that children and youth are not getting adequate physical activity time at school. It is recommended that children and youth participate in at least 30 to 60 minutes of moderate intensity exercise seven days a week (American Heart Association, n.d.; National Institutes of Health, 2003). Increased physical activity has been associated with increased life expectancy and decreased cardiovascular disease (American Heart Association, n.d.; Pender et al., 2002). Physical activity has also been shown to be associated with weight control, reducing blood pressure, raising HDL ("good") cholesterol, reducing the risk of cancer, and reducing the risk of diabetes (American Heart Association, n.d.).

Out-of-school time programs along with other youth development organizations and schools have been actively engaged in the conversation about childhood wellness. The out-of-school time hours provide a prime time opportunity for children and youth to participate in enjoyable, safe, unstructured, and structured forms of physical activity and nutrition education.

The National Afterschool Association Standards "are designed to describe the best practices in out-of-school time programs for children and youth between the ages of 5 and 14." The Standards are used by the National Afterschool Association and out-of-school time programs throughout the country as a basis for a self-study process and program accreditation. For many out-of-school time programs having a national set of standards is viewed as a way of nurturing program improvement and maintaining quality care. Program standards can be a very powerful accountability tool for all out-of-school time and youth development stakeholders.

Investigating the links between the national standards and available physical activity and nutrition programs/curriculum¹ is a worthwhile task as it provides guiding information to programs that seek to incorporate new program strategies and activities that align and reflect their program philosophy and commitment to the standards.

¹ In this report we use the term "program" and "curriculum" interchangeably to represent the materials that were reviewed. Sometimes the materials are intended to be understood as a "program," and other times as a stand-alone "curriculum."

Utilization:

The researchers envision that the information in this report will be helpful to afterschool program providers, staff, and funders as they consider implementation of physical activity and nutrition initiatives in their programs. For instance, depending on the afterschool program mission, goals, and structure program providers may consider a curriculum that emphasizes human relations, physical, or nutrition education activities. The profiles in this report will assist program leaders to choose curricula that are compatible to their program capacities, interests, and priorities.

Investigation Methods:

We began the investigation with a list of 52 programs/curricula compiled by the International Life Sciences Institute Center for Health Promotion. The ILSI Center for Health Promotion (ILSI CHP) is a non-profit research and education organization dedicated to the promotion of health. ILSI achieves its mission through targeted research and investigation, collaboration with community-based organizations, and partnership with public and private institutions. ILSI derived its list from published research, journal articles, abstract reviews, and direct contact with investigators. The list is available on the ILSI website at www.chp.ilsii.org.

Various federal agencies also have identified youth-related programs focusing on various health topics including physical activity and nutrition (see National Cancer Institute of the U.S. Department of Health and Human Services list of research-tested intervention programs, www.cancer.gov). Many of these lists are limited to programs/curricula that have shown research-based evidence in reducing youth behaviors. We chose the ILSI list as it offered a larger and broader sweep of curricula currently being used in schools and out-of-school time programs.

It is important to note that this investigation focused on curricula and materials that could be acquired for implementation in existing out-of-school time programs. We did not intend to include in this study whole program approaches that would require adaptation of an entirely new program mission, goals, practices, etc.

The programs referenced on the Center for Health Promotion list promote physical activity and nutrition intervention for children. Many of the 52 we programs didn't include in our investigation for the following reasons:

- Requirements to include intervention from licensed nutritionalists, registered nurses, or physicians which may limit implementation in out-of-school time programs.
- Psychological assessments and follow-up were integral to the successful implementation of the program which may limit implementation in out-of-school time programs.
- Targeted grade/age level was limited to Pre-K and Kindergarten children. Curriculum program intended to be implemented in particular geographic locations.
- Curriculum/program targeted to parents only.
- Resources were educational information materials and not activity-based.
- Resources were limited to assessment materials only.

Through web-based research and related publications we also identified two additional curricula for investigation. After these initial screening activities and additions 35 programs/curricula were targeted for investigation. We contacted curricula publishers by phone and/or email to request a copy of their materials for review. Twenty-four (24) program/curricula material packets were re-

ceived for review. After review four programs/curricula were excluded from additional investigation because of implementation challenges in afterschool programs. The following list represents the 20 programs that were reviewed and analyzed:

CATCH Kids Club Nutrition
CANFit
Eat Well & Keep Moving
Generation Fit
Get in the Game for Good Health
Go Girls
Hearts N' Parks
Just for Kids
KidShape
KidsWalk-to-School
Operation Fitkids
PATH
Pathways 3rd Grade, 4th Grade, 5th Grade
Planet Health
School Health Index (SHI)
Slimkids
S.M.A.R.T.
SPARK
Team Nutrition
We Can

The researchers analyzed all of the materials received and conducted some follow-up phone calls with program/curriculum designers to gather additional information. However, no programs were visited or observations conducted as part of this project.

First level of analysis: How does the program/curriculum materials address the National After-school Association six major standards?

Standards:

- Human Relationships
- Indoor Environment
- Outdoor Environment
- Activities
- Safety, Health, & Nutrition
- Administration

Second level of analysis: Does the program/curriculum materials demonstrate a particular strength in alignment to a standard and the “Keys of Quality” that relate to the standard? (Each standard has sub-items that relate to the standard. See Appendix A for the full set of standards and keys of quality and to better understand the content of each standard.) For example:

- Human Relationships
 1. Staff relate to all children and youth in positive ways.
 2. Staff respond appropriately to the individual needs of children and youth.
 3. Staff encourage children and youth to make choices and to become more responsible.

4. Staff interact with children and youth to help them learn.
5. Staff use positive techniques to guide the behavior of children and youth.
6. Children and youth generally interact with one another in positive ways.
7. Staff and families interact with each other in positive ways.
8. Staff work well together to meet the needs of children and youth.

We developed two methods of presentation for the information: (1) a matrix which includes all programs investigated and denotes results of first and second level of analysis; and (2) individual profiles of programs which include information from the matrix and highlights of alignment.

Findings:

A wide variety of program strategies are covered in this investigation from self-monitoring activities to facilitated weekly workshops. Program resources were diverse in physical size and presentation. Program materials vary in cost from \$40 - \$200. Some of the programs post part of their resources on a program website available for free download.

There were several similarities across programs. Many programs could be adapted to varying age groups. Programs serving elementary children often introduced a “character” that reappeared regularly in the activity sessions to attract the children’s interest. Use of the food pyramid as a unifying theme and tool for teaching basic nutritional information was a popular choice. Many programs also included youth using journals or charts to track their physical activities and food intake.

Almost all of the activities that programs presented could be modified to meet the needs of different sets of learners. However, not all of the programs actually provided specific modifications, so that task would be dependent on the skills and capacity of the activity facilitator.

Analysis Application

In applying the analysis rating we established tipping points that allowed us to distinguish between programs that addressed the standard versus those that demonstrated strong alignment. We did not expect any program to address every key of quality under a standard. When a program, based on the materials reviewed, reflected some of the keys of quality we considered this program to “address the standard.” Programs which matched many of the keys of quality and may have demonstrated multiple features that embodied the standard were considered “strongly aligned.”

The overwhelming majority of programs paid great attention to the relationship between staff (the instructor or facilitator) and the youth participants as expressed in the Human Relations standard. Almost all of the programs provided a facilitator booklet that guided interactions between staff and youth and promoted positive relationships. For example, we observed many of the curricula included facilitator materials that “set up” adults and youth to “interact in positive ways.” Facilitators were provided with information that would “help the youth to learn.” There were often materials included to share with families which would present opportunity for program “staff and families to interact with each other in positive ways.” A curriculum which included these components was noted as addressing the standard. There were other curricula which included features such as:

- Instructor guide includes reminders to reinforce positive behaviors.
- Encourages instructors to recognize a child’s individual ability.
- Instructor reminded to consult with families for physical limitations of the child.
- Includes facilitator information on “role of culture” and tips for working with parents and youth from different cultures.
- Reminds facilitators to encourage and praise often.

- Directs facilitators to implement policies that encourage acceptance of different body sizes and discourages weight discrimination.
- Facilitator guide provides ground rules that emphasize responsibility, diversity and caring for the welfare of the group.
- Use of an interactive lesson approach including facilitated projects and group discussion.

Inclusion of these types of components suggested that the curriculum more deeply embodied the intentions and purposes of the standard, resulting in these curricula being noted as having strong alignment with the standard. We rated half of the curricula as showing strong alignment to the Human Relations standard. We applied this method of analysis consistently across the different standards.

The majority of curricula did not specify prerequisites for the use or design of indoor and/or outdoor space and equipment which should not be interpreted as a weakness in the curricula. There is great variety in the types of spaces schools and out-of-school time programs have available which led us to consider the Indoor and Outdoor Environment standard difficult to address in curriculum design. Curriculum designers would be limiting implementation of their curricula should they include such specifications for space and equipment. In fact, most curricular activities reviewed could be implemented in a variety of spaces and were likely to suggest the use of outdoor space for physical activities.

The NAA standards for Indoor and Outdoor Environments concern the adequacy and flexibility of the space and equipment in meeting the needs of children and the opportunities that space allows for children to take initiative, be independent, and be creative in the space. Curricula that encouraged assessment of space and promoted the free use of space as part of the supervised activities were noted as addressing the standard. We considered the tipping point for this standard to be when curricula materials offered suggestions on how facilitators could design or use space (indoor or outdoor), regardless of space differences, in ways that promote youth choice, independence, and creativity. Using this distinction only one curriculum was rated as strongly aligned.

All of the programs addressed the Activities standard and we rated just over half of the programs as strongly aligned. Those programs that were rated as strongly aligned showed comparatively high flexibility, frequent opportunity for youth choice, large selection of activity choices, and consideration of the needs of all the children participating.

All of the programs addressed the Safety, Health, and Nutrition standard, however only seven programs were rated as strongly aligned. One of the distinctions for strong alignment was whether the program activities included serving healthy snacks. Almost all of the programs offered advice about nutritious food, but few programs actually included preparation and consumption of healthy snacks during supervised activity time. High level supervision or monitoring of youth by health professionals along with providing extensive detailed nutrition information were other distinctions used for strong alignment.

The Administration Standard includes the most keys of quality (16) and covers links to family and community, staff training, program policies, and staff/youth collaborations. Programs that were rated as strongly aligned included many of the following distinctions: (1) demonstrated high levels of family involvement; (2) included bilingual handouts/parent newsletters; (3) utilized or suggested community partnerships; (4) promoted small activity groups; (5) provided facilitator orientation materials/information; and (6) provided supporting materials such as DVDs, CD-ROMs, or detailed lesson plans.

Final Note From Authors:

This report does not intend to be an endorsement of any particular program/curricula. We chose to utilize the NAA program standards as a review framework because of its foundation role in supporting afterschool program quality. The curricula profiles are limited to the aspects we reviewed for this report.


Curriculum designers may or may not have considered the NAA standards when creating activities and materials. It is important to remember that each of the curriculums reviewed in this report has particular features that could match successfully to an appropriate afterschool or youth development program.

It is hoped that the information offered as alignment highlights will assist program providers to incorporate those curricula which best fit their program interests and priorities. The opinions expressed in this report are solely those of the authors.

CATCH Kids Club Nutrition

Resource: Instructor Guide and Activity Box

Target: K-8 School and Afterschool

National After School Standards	Curricular Approach	
Human Relations	√√	
Indoor Environment	√√	
Outdoor Environment	√√	
Activities	√√	
Safety, Health & Nutrition	√√	
Administration	√√	

√ = Addresses Standard √√ = Strong Alignment

Description

CATCH Kids Club is a physical activity and nutrition education program designed for elementary and middle school-aged children grades K-8 in afterschool/ summer programs. The kit contains an instructor guide, a box of activity cards, and colored posters as visual reminders to choose healthy foods. The activities are color coded for age appropriateness and offer suggested uses based on the program, space available, equipment, and length of time available at the program. Each activity card provides instructions for proper use and includes tips for safety. The nutrition portion is theme-based and each lesson contains detailed descriptions and examples of presentations that include a child-friendly script.

Alignment Highlights

Human Relations:

- Instructor guide includes reminders to reinforce positive behaviors
- Encourages instructors to recognize a child's individual ability
- Instructor reminded to consult with families for physical limitations of the child
- Interactive curriculum approach

Indoor/Outdoor Environment:

- Activity cards provide for restricted space supporting safety
- Activity cards give instruction to modify activities
- Activity cards include suggestions for limited space activities

Activities:

- Program offers over 300 activities
- Each session encourages proper stretching, warm ups and cool down periods
- Activity cards offer adaptations to fit the physical needs of the group
- Curriculum de-emphasizes competition and games that have winners and losers

Safety, Health and Nutrition:

- Children are taught about healthy foods with the use of a food pyramid
- Offers a variety of recipes that include child participation in creating snacks

Administration:

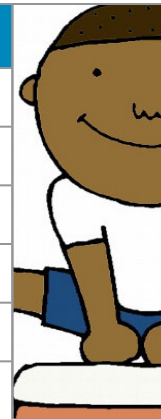
- Family participation is encouraged
- Parent handouts are presented in English and Spanish
- Program evaluation conducted in 16 Texas afterschool programs
- Provides tips and samples of newsletters to encourage and support community change and awareness in nutrition and physical activity

CANFit (California Adolescent Nutrition and Fitness Program)

Resource: Facilitator Manual

Target: Ages 10-14

National After School Standards	Curricular Approach
Human Relations	√√
Indoor Environment	
Outdoor Environment	
Activities	√√
Safety, Health & Nutrition	√√
Administration	√√



√ = Addresses Standard √√ = Strong Alignment

Description

The CANFit manual is designed to enable youth service providers to incorporate nutrition and physical activity into their everyday programming. The manual offers guidelines and recommendations for engaging youth in implementing a nutrition and physical activity promotion project and includes a variety of interactive nutrition lessons and physical activity games.

Alignment Highlights

Human Relations:

- Includes facilitator information on “role of culture” and tips for working with parents and youth from different cultures
- Reminds facilitators to encourage and praise often
- Directs facilitators to implement policies that encourage acceptance of different body sizes and discourages weight discrimination
- Uses an interactive curriculum approach

Indoor/Outdoor Environment:

Activities:

- Emphasizes activity and enjoyment over competition
- Curriculum sessions include hands-on activities, worksheets, and discussion groups
- Includes 25 activities

Safety, Health and Nutrition:

- Snack preparation and taste-testing activities
- Includes healthy snack ideas and recipes
- Curriculum offers extensive information on food groups, fast food, food labels, fitness, and body image

Administration:

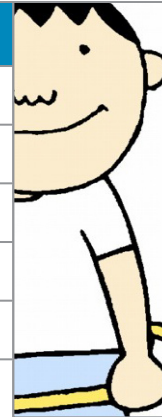
- Manual provides extensive background information on physical activity and nutrition for program facilitators
- Recommends agency policies to promote healthy eating and activity
- Manual provides information on assessment, planning, and advocacy methods
- Includes a step-to-step guide for working with youth to help them implement a nutrition and physical activity project
- Describes alignment with the Educational Content Standards developed by the California Department of Education
- Partnered with Project SPARK

Eat Well & Keep Moving

Resource: Instructor Guide

Target: Grades 4-5

National After School Standards	Curricular Approach
Human Relations	√
Indoor Environment	
Outdoor Environment	√
Activities	√√
Safety, Health & Nutrition	√
Administration	√√



√ = Addresses Standard √√ = Strong Alignment

Description

Eat Well and Keep Moving is a nutrition and physical activity program that equips children with the knowledge, skills, and supportive environment they need to lead more healthful lives by choosing nutritious diets and being physically active. Program also addresses television viewing and computer game playing. Program components include interdisciplinary lessons, promotional activities, and physical education lessons.

Alignment Highlights

Human Relations:

- Detailed instruction procedures and discussion points in guide book
- Program promotes frequent and positive interaction between instructor and youth

Indoor/Outdoor Environment:

- Includes walking club and walking logs
- Self-pacing and creativity part of physical activities

Activities:

- Lessons designed to be integrated into various core subjects and disciplines
- Physical activities include warm-up, stretch, fitness activity, cool-down, and cool-down stretch
- Materials include Eat Well and Keep Moving cards used for promotion, motivation, quizzing, and discussion
- Curriculum includes 44 lessons
- Lessons include youth handouts and worksheets
- Several lessons include a FitCheck Journal

Safety, Health and Nutrition:

- Curriculum provides charts and guidelines about healthy eating
- Curriculum includes extensive information on diet, food labels, healthy snacks, and fitness

Administration:

- Materials include posters in English and Spanish
- Program encompasses multiple environments: classroom, cafeteria, gymnasium, home, and community center
- Materials include CD-ROM
- Guide includes implementation grid (planner)
- Lessons include background information for instructor

Generation Fit

Resource: Facilitator Guide (Action Packet)

Target: Ages 11-18

National After School Standards	Curricular Approach
Human Relations	√√
Indoor Environment	
Outdoor Environment	
Activities	√√
Safety, Health & Nutrition	√
Administration	√√



√ = Addresses Standard √√ = Strong Alignment

Description

Generation Fit was developed by the American Cancer Society to address the National Education Standards and The National Standards for Physical Education on health and nutrition. The program contains five health-related community action/service learning projects with instructional materials to support the project. The goal of the program is to provide opportunities for youth to learn by taking action on real health concerns in their communities. The program incorporates social studies, language arts, and math into the curriculum. The packet includes projects that focus on community action skills, setting action plans, advocacy, and communication. Materials include information about nutrition and physical activity, tips on how to choose healthy recipes, and preparing healthy meals using the food pyramid as a guide.

Alignment Highlights

Human Relations:

- Facilitator resources include leadership tips and reminders to encourage youth to take responsibility for their projects
- Reminds the facilitators to provide recognition or other incentives to keep participants motivated
- Encourages facilitators to allow youth to make choices or develop creative alternatives to existing projects

Indoor/Outdoor Environment:

Activities:

- Project-based activity curriculum
- Provides journaling, planning, and self-evaluation activities
- Describes links to academic curriculum

Safety, Health and Nutrition:

- Youth are taught how to make healthy food choices and choose healthy recipes
- Offers suggestions on menu planning

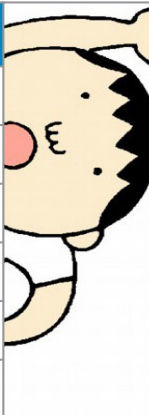
Administration:

- Includes family and community involvement through use of partnership agreements
- Provides tips and samples of newsletters to encourage and support community change and awareness in nutrition and activities
- Provides list of national organization with resources on nutrition and physical activity
- Facilitator guide includes “Powerful Points and Key Messages” sections that outline the benefits of youth nutrition and activity

Get In the Game for Good Health

Resource: Teacher's Guide (online)

Target: Grades 4-6

National After School Standards	Curricular Approach	
Human Relations	√	
Indoor Environment		
Outdoor Environment		
Activities	√	
Safety, Health & Nutrition	√	
Administration	√	

√ = Addresses Standard √√ = Strong Alignment

Description

Get in the Game for Health provides lesson plans for teachers to help encourage students to assess their lifestyles, learn about healthy eating habits, and create ways to increase activity levels. The program includes a teacher's guide, student worksheets, posters, letters to parents to include them in what their child is learning and a certificate of completion for each student. The program provides and encourages daily use of food charts to record food intake. The activities and discussions are designed to help children change old habits and replace them with new healthier options and activities.

Alignment Highlights

Human Relations:

- Teachers work directly with children through use of worksheets and discussions to help them make healthier food choices
- Lessons provide ways for teachers to engage in positive interactions with students through use of games and activities

Indoor/Outdoor Environment:

Activities:

- The program includes worksheet activities to engage children
- Includes promotion of physical activities through tracking sheets and posters
- Includes a team contest, word search puzzles, and certificates of completion
- Provides an online site for children to calculate fat/calories burned during activities

Safety, Health and Nutrition:

- Teaches children how to read food labels
- Provides healthy snack recipes

Administration:

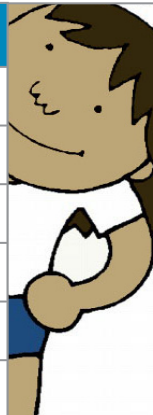
- Includes letters to parents
- Follow-up activities included

Go Girls

Resource: Facilitator Guide

Target: Girls Grades 9-12

National After School Standards	Curricular Approach
Human Relations	√√
Indoor Environment	
Outdoor Environment	
Activities	√√
Safety, Health & Nutrition	√
Administration	√



√ = Addresses Standard √√ = Strong Alignment

Description

The focus of the Go Girls program is to help high school girls improve their self-esteem by helping them to define, recognize and analyze positive and negative body images. The program contains a facilitator guide and instructions to increase awareness and help adolescent girls understand the relationship between self-esteem, body image and eating disorders. The curriculum includes weekly assignments and the girls investigate their own and others' beliefs and reactions to media images.

Alignment Highlights

Human Relations:

- Facilitator guide provides ground rules that emphasize responsibility, diversity and caring for the welfare of the group
- Provides background and preparation for program leaders that includes exploration of multiple group leadership roles: facilitator, listener, educator, and mentor

Indoor/Outdoor Environment:

Activities:

- Program provides journal keeping girls can do at home with family and friends
- Includes group projects
- Peer leadership opportunities for girls
- Activities are based on the principles of activism, advocacy, and access
- Empowers girls with tools to avoid unhealthy behaviors and societal pressures
- Promotes abilities based on strengths, skills and experiences regardless of shape or size
- Girls gain positive reinforcements and hands-on knowledge on how to develop their own voice

Safety, Health and Nutrition:

- Establishes rules of confidentiality, responsibility, and concern for the community
- Curriculum includes facts sheets on eating disorders and media images

Administration:

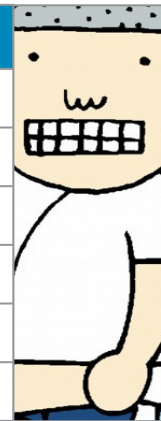
- Each assignment provides leaders with a purpose statement, objectives, and activities

Hearts N' Parks

Resource: Community Mobilization Guide

Target: Ages 6-Senior Citizen

National After School Standards	Curricular Approach
Human Relations	√
Indoor Environment	
Outdoor Environment	
Activities	√√
Safety, Health & Nutrition	√
Administration	√√



√ = Addresses Standard √√ = Strong Alignment

Description

The Hearts N' Parks guide offers a variety of programs to fit the specific needs of children, adolescents, and adults. The objective of the program is to increase heart healthy behaviors through community park and recreation programs. The program was designed to help changes occur in attitude and behavior to include healthy eating and physical activities that can lead to active lifestyles. The guide is easily integrated into existing programs therefore does not require a separate start-up initiative. A food pyramid is used as a guide to heart-healthy eating plans and the guide provides education about choices, reading food labels, and portion size as well as other fat-reducing options. The activity tips provide simple to rigorous activities depending on the physical ability of the target group.

Alignment Highlights

Human Relations:

- Encourages facilitator to celebrate participation and be an active role model
- Encourages staff to provide activities that are inclusive of all participants

Indoor/Outdoor Environment:

Activities:

- Guide offers tracking sheets and pre- and post-questionnaires
- Activities can be adapted for any age group
- Offers a wide range of competitive and noncompetitive activities
- Provides a variety of sample menus, shopping tips, portion size information, and healthy food tips
- "Get moving fast" provides aerobic conditioning, strength building, and flexibility exercises

Safety, Health and Nutrition:

- Food pyramid used as a guide to healthy eating

Administration:

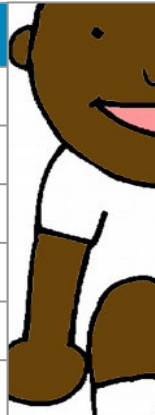
- Provides list of national organization with resources on nutrition and physical activity
- Provides methods to make the most from community resources
- Community intervention program includes all ages
- Can be incorporated into nutrition, fitness, stress reduction or family life programs
- Program training provided by Nation Heart, Lung and Blood Institute (NHLBI) and the National Recreation and Park Association (NRPA)
- Guide provides an outline for staff training
- Guide provides partnership and event planning information

Just for Kids

Resource: Instructor Guide and Child Workbook

Target: Ages 6-10

National After School Standards	Curricular Approach
Human Relations	√√
Indoor Environment	
Outdoor Environment	
Activities	√
Safety, Health & Nutrition	√
Administration	√



√ = Addresses Standard √√ = Strong Alignment

Description

Just for Kids is a ten-week behavior modification and skills development training program for school-based classrooms, group programs or individual use. The program comes with an instructor's guide and a child workbook. The program is designed to teach children about obesity prevention by modifying their eating and physical activity behaviors. Children are taught about food groups, reading labels and activities. This program places an emphasis on self-esteem, and uses a variety of techniques to help children accomplish behavioral changes. Physical activities are promoted but not incorporated into the lessons.

Alignment Highlights

Human Relations:

- Instructor guide includes reminders to reinforce positive behaviors
- Interactive curriculum approach
- Instructor guide includes welcoming and closing activities for each session

Indoor/Outdoor Environment:

Activities:

- Program provides a list of activities children can do at home with family and friends
- Includes a child workbook
- Provides certificate of program completion for child participants
- Children learn through reading stories and are expected to document food intake and activities as homework assignments
- Curriculum promotes self-esteem building
- Program emphasizes changing behaviors and teaches goal setting

Safety, Health and Nutrition:

- Children are taught about healthy foods with the use of stories and food pyramid
- Self-monitoring is promoted through use of score sheets
- Workbook teaches children to make healthy lunches and snacks

Administration:

- Encourages parent involvement
- Program encourages work in small groups of 5-6 students
- Program addresses a variety of strategies that help children resolve conflicts, use communication techniques effectively to care for their emotional health

KidShape

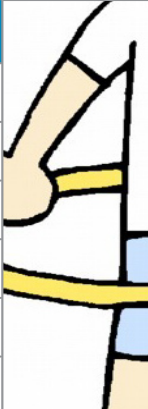
Resource: Web-based Program Leadership Resources

Target: Three curriculums:

KidShape – Ages 6-14

KinderShape – Ages 3-5

TeenShape – Ages 13-18

National After School Standards	Curricular Approach	
Human Relations	✓	
Indoor Environment		
Outdoor Environment		
Activities	✓	
Safety, Health & Nutrition	✓	
Administration	✓✓	

✓ = Addresses Standard ✓✓ = Strong Alignment

Description

KidShape Foundation offers three weight management programs for youth and their families. The programs are designed to assist the entire family in developing healthier eating and lifestyle habits. The program emphasizes healthy eating habits, positive health behavior changes, positive body image, and improved physical activity. Program implementation requires team of health professionals and weekly classes/workshops for youth and family member.

Alignment Highlights

Human Relations:

- Adults and youth interact in positive ways

Indoor/Outdoor Environment:

Activities:

- Includes weekly activity logs and journal entries
- Youth can choose from a variety of physical activities

Safety, Health and Nutrition:

- Careful supervision by health professionals

Administration:

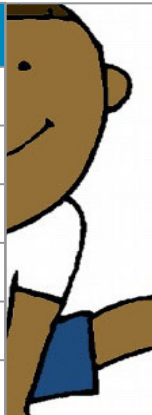
- Focus on youth and family working together
- Full implementation includes qualified medical personnel
- Includes participant contract (respect, confidentiality, participation requirements)
- On-site training by KidShape Instructor
- Program available in Spanish

KidsWalk-to-School

Resource: Guide

Target: Grades 4-5

National After School Standards	Curricular Approach
Human Relations	
Indoor Environment	
Outdoor Environment	√
Activities	√
Safety, Health & Nutrition	√
Administration	√√



√ = Addresses Standard √√ = Strong Alignment

Description

The KidsWalk-to-School Program was developed to get children to either walk or bicycle to school in groups accompanied by adults. The program encourages children to be more physically active, practice safe pedestrian skills, learn about their environment, and work towards positive change in their neighborhoods. The program offers ways to incorporate various academic subjects by including journal writing, civic engagement activities, mapping, and math.

Alignment Highlights

Human Relations:

Indoor/Outdoor Environment:

- Includes creative walking ideas such as walking inventories, identification games, walking mentors, and environmental clean-up

Activities:

- Provides suggestions for essay writing and journal keeping

Safety, Health and Nutrition:

- Guide provides safety tips for all weather conditions
- Provides alternative tips to ensure children's safety
- Encourages increased physical activity for life-long learning

Administration:

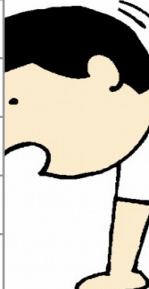
- Encourages family and community support and participation
- Enlists the commitment of parents, neighbors, and community to help children become more physically active and engaged in their community
- Guide includes organizing checklist, parent/youth surveys, and permission forms

Operation FitKids

Resource: Online Curriculum

Target: Grades 3-5

National After School Standards	Curricular Approach
Human Relations	√√
Indoor Environment	
Outdoor Environment	
Activities	√√
Safety, Health & Nutrition	√
Administration	√



√ = Addresses Standard √√ = Strong Alignment

Description

Operation FitKids provides seven lessons that are broken down into two parts. Each part is designed to last 30-45 minutes. The lessons follow the same format and use a theme to help educate children about the dangers of being overweight. The program provides ways to engage in daily fitness-based activities while learning the importance of healthy eating. The design of the lessons was intended to be flexible and can be either used as written or incorporated into a school curriculum. Each lesson focuses on a specific area of health, food, or nutrition. The lessons come with a variety of materials such as word search puzzles, work scrambles, or journals to engage the youth.

Alignment Highlights

Human Relations:

- Instructor can modify the program based on the needs and abilities of the youth
- Lessons and activities focus and encourage group participation
- Lessons encourage instructors to interact with the children through questions and answers, charts, and written activities

Indoor/Outdoor Environment:

Activities:

- Promotes personal responsibility for lifelong health and fitness
- Lessons include proper stretching, and provide warm-up and cool-down activities
- Suggests activities and ways lessons can be adapted to fit the needs of the group
- Unifying/theme phrases are introduced at the beginning of each lesson

Safety, Health and Nutrition:

- Children are taught about food classifications and nutrients in foods
- Lessons are taught about healthy eating using food pyramid and portion size


Administration:

- Offers interactive fitness activities for classroom use and monitoring
- Correlated to the State of California Department of Education Health Framework
- Instructor lesson plan includes “Expectations, Goals, and Objectives”

PATH

Resource: Teacher's Manual and Youth Workbook

Target: Grades 9-12 and Grades 6-8

National After School Standards	Curricular Approach	
Human Relations	√	
Indoor Environment	√	
Outdoor Environment		
Activities	√	
Safety, Health & Nutrition	√	
Administration	√	

√ = Addresses Standard √√ = Strong Alignment

Description

The PATH program promotes health and personal wellness by integrating education, physical activity, and behavior modification lessons. The program helps define the body mass index, explains the functions of the heart, the importance of aerobic exercise, good nutrition and also addresses stressors that can have negative effects on health. The PATH program contains an instructor's guide and a youth workbook and is divided into chapters that address the various aspects of health. There is a Teacher's Manual and Youth Workbook for high school and middle school.

Alignment Highlights

Human Relations:

- Teacher manual includes goals and objectives, information on tests and measurements, and workbook summary

Indoor/Outdoor Environment:

- Offers alternative methods of exercise when equipment is limited

Activities:

- Workbook activities include a mix of intellectual and physical activities
- Youth participants engage in regular monitored exercise sessions
- Workbook includes a health knowledge assessment
- Workbook activities include many independent written exercises
- Teaches youth to become responsible for their food intake

Safety, Health and Nutrition:

- Workbook provides extensive information on cardiovascular health
- Self-monitoring is promoted through use of worksheets
- Teaches youth about nutrition through various workbook activities
- Teaches relaxation and stress reducing activities
- Includes physical tests to measure/monitor body fat


Administration:

- Workbook can be taken home to include family
- Youth are supervised during activities and offered assistance in completing workbook assignments
- Program evaluation conducted between 1994-1996
- Materials include a program video

Pathways 3rd Grade

Resource: Curriculum and Procedures Manual

Target: Native American Third Grade Children

National After School Standards	Curricular Approach	
Human Relations	√√	
Indoor Environment	√	
Outdoor Environment		
Activities	√	
Safety, Health & Nutrition	√√	
Administration	√√	

√ = Addresses Standard √√ = Strong Alignment

Description

The Pathways third grade curriculum promotes behavioral changes through a holistic view of health practices. The curriculum uses a thematic approach that uses characters culturally familiar to Native American children to model behaviors relating to eating and exercise. The program links traditional lifestyles with contemporary practices that reinforce cultural pride. The program introduces children to healthy living choices. The program supports self-esteem building and incorporates social learning theory. Teachers are taught how to help support the program through lesson plans. The curriculum is divided into 24 lessons that span over a 12-week period and includes nutrition study, food preparation, exercise, and goal-setting.

Alignment Highlights

Human Relations:

- Program emphasizes behavioral changes through positive reinforcement
- Uses an interactive approach
- Uses Social Learning Theory to modify behavior
- Promotes positive interactions with staff and children
- Staff instructed to offer positive reinforcement when accomplishing goals and encouragement when goals are not met

Indoor/Outdoor Environment:

- Students have 20 minutes of free time activities and can choose what to do

Activities:

- Program provides activities children can do at home with family and friends
- Teaches the importance of exercise through demonstrations and traditional music
- Lessons are taught through storytelling, letter writing, and educational games

Safety, Health and Nutrition:

- Promotes individual self-worth
- Teaches goal-setting and modifying lifestyles to prevent the onset of risk factors
- Teaches about everyday foods, reducing fat intake, taste-testing activities
- Self-reporting is promoted through use of goal directed worksheets
- Teaches children about nutrition through various workbook activities

Administration:

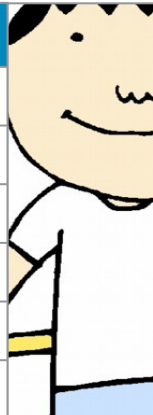
- Work-book can be taken home to include family
- Provides a “Train the Trainer” model
- Staff complete frequent staff-evaluations

Pathways 4th Grade

Resource: Curriculum and Procedures Manual

Target: Native American Fourth Grade Children

National After School Standards	Curricular Approach
Human Relations	√√
Indoor Environment	√
Outdoor Environment	
Activities	√
Safety, Health & Nutrition	√√
Administration	√√



√ = Addresses Standard √√ = Strong Alignment

Description

The Pathways fourth grade curriculum promotes behavioral changes through a holistic view of health practices. The curriculum uses a thematic approach that uses characters culturally familiar to Native American children to model behaviors relating to eating and exercise. The program links traditional lifestyles with contemporary practices that reinforce cultural pride. This program works to increase activities, promote positive attitudes toward physical activity, and develop motor skills. The program focuses on environmental factors that influence behavioral changes.

Alignment Highlights

Human Relations:

- Uses social learning theory to modify behavior
- Uses an interactive approach that encourages participation and peer support
- Promotes positive interactions with staff and children
- Staff instructed to offer positive reinforcement when accomplishing goals and encouragement when goals are not met

Indoor/Outdoor Environment:

- Students have 20 minutes of free time activities and can choose what to do

Activities:

- Program provides activities children can do at home with family and friends
- Teaches the importance of exercise through demonstrations and traditional music
- Lessons are taught through storytelling, letter writing, and educational games

Safety, Health and Nutrition:

- Teaches about everyday foods, reducing fat intake, taste-testing activities
- Self-reporting is promoted through use of goal directed worksheets
- Teaches children about nutrition through various workbook activities
- Teaches goal setting, modifying lifestyles to prevent the onset of risk factors
- Promotes individual self-worth


Administration:

- Program has family day and parents are encouraged to participate at home and in school
- Culture based themes specific to Native American children
- Provides a “Train the Trainer” model

Pathways 5th Grade

Resource: Curriculum and Procedures Manual

Target: Native American Fifth Grade Children

National After School Standards	Curricular Approach	
Human Relations	√√	
Indoor Environment	√	
Outdoor Environment		
Activities	√	
Safety, Health & Nutrition	√√	
Administration	√√	

√ = Addresses Standard √√ = Strong Alignment

Description

The Pathways fifth grade program is a continuation of the third and fourth grade curriculums. The curriculum contains leader training, activity objectives, and sample agendas that include Native American traditions. The program attempts to strengthen youth pride in their heritage through story telling, educational games, and discussions. The curriculum is divided into 16 lessons that provide learning strategies and detailed descriptions to accomplish the goals and outcomes.

Alignment Highlights

Human Relations:

- Uses social learning theory to modify behavior
- Staff engages with youth in activities and serves as role models
- Provides youth with social reinforcements for participation and change
- Reminds leaders to observe youth participation and maintain appropriate space
- Children receive positive reinforcements for accomplishing goals and encouragement when goals are not met

Indoor/Outdoor Environment:

- Students have 20 minutes per day of free time for activities of their choosing.

Activities:

- Teaches skills to select and prepare foods
- Includes changes to school lunch programs
- Activities are designed to include healthy eating options
- Uses culture and role models to encourage awareness and participation

Safety, Health and Nutrition:

- Teaches about everyday foods
- Provides recipes and taste-testing activities

Administration:

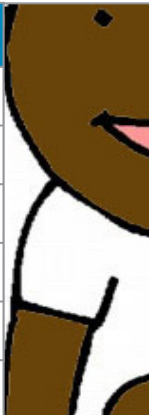
- Culturally appropriate school and family-based interventions that include community involvement
- Includes a family challenge activity to reinforce the concepts taught in project activities
- Provides a “Train the Trainer” model

Planet Health

Resource: Teacher Guide

Target: Grades 6-8

National After School Standards	Curricular Approach
Human Relations	√√
Indoor Environment	
Outdoor Environment	
Activities	√√
Safety, Health & Nutrition	√
Administration	√



√ = Addresses Standard √√ = Strong Alignment

Description

Planet Health promotes healthy living options by assessing what students know and builds upon their existing knowledge. This multidisciplinary approach to health education encourages students to reflect upon their current behaviors and helps them plan healthier lifestyle changes. The philosophy of the curriculum is to use both social cognitive and behavior theories to support healthy behavior changes across disciplines and foster support for healthy behaviors from other students, families and teachers. The curriculum offers 63 lessons that promote nutrition and physical fitness by engaging students in reading, writing, speaking, listening, and fosters critical thinking about health and nutrition. Each lesson plan includes a summary, behavioral and learning objective, list of materials needed, as well as student activity sheets.

Alignment Highlights

Human Relations:

- Uses an interactive approach
- Utilizes a constructivist approach to teaching and learning that integrates health and nutrition into a variety of subjects
- Teacher guide includes behavioral objectives, learning objectives, background information and resources

Indoor/Outdoor Environment:

Activities:

- Offers activity options to reduce sedentary activities such as TV/computer
- Provides charts for students to record their physical activities and TV/computer screen time
- Encourages youth to engage in discussions, debates, group projects, and presentations
- Lessons are flexible and can be taught in any order
- Curriculum includes physical education microunits that are designed to be taught during warm-up or cool-down period of physical education class
- Youth learn from hands-on approach that integrates health and nutrition into core subjects: language arts, math, science, and social studies

Safety, Health and Nutrition:

- Students are taught about healthy foods and encouraged to make healthy choices
- Program includes comparisons of fast and healthy food options

Administration:


- Guide includes planning tools
- Curriculum meets the Massachusetts Department of Education learning standards in health, English language arts, math, science and technology, and history and social science

SHI Index (School Health Index)

Resource: Self-Assessment and Planning Guide

Target: Middle/High Schools (Programs)

National After School Standards	Curricular Approach
Human Relations	✓
Indoor Environment	✓
Outdoor Environment	✓
Activities	✓
Safety, Health & Nutrition	✓
Administration	✓



✓ = Addresses Standard ✓✓ = Strong Alignment

Description

The School Health Index is a self-assessment and planning guide that will enable schools or programs to: (1) identify the strengths and weaknesses of a school’s policies and program for promoting health and safety; (2) develop an action plan for improving student health and safety; and (3) involve teachers, parents, students, and the community in improving school policies, programs, and services. The index follows the Center for Disease Control and Prevention (CDC) model of a coordinated school health and safety program that focuses on how schools can address physical activity, education, nutrition and other safety issues. The SHI has eight different modules corresponding to the eight components of a coordinated school health program.

Alignment Highlights

Human Relations:

- Program emphasizes the importance of broad and diverse participation on assessment team
- Assessment of interactive teaching methods
- Assessment of counseling, psychological, and social services

Indoor/Outdoor Environment:

- Assessment of facilities and physical environment

Activities:

- Assessment of physical education and other physical activity programs
- Assessment of health education

Safety, Health and Nutrition:

- Assessment health and nutrition services
- Assessment of safety policies

Administration:

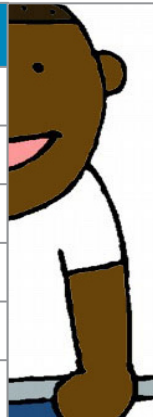
- Assessment of family and community involvement
- Assessment of professional development in health education

Slimkids

Resource: Guidebook (Individual weight control program)

Target: Children and Teens

National After School Standards	Curricular Approach
Human Relations	
Indoor Environment	
Outdoor Environment	
Activities	√√
Safety, Health & Nutrition	√
Administration	



√ = Addresses Standard √√ = Strong Alignment

Description

Slimkids is an educational program designed to promote healthy eating and physical activity. This program is written specifically for children and teens to follow on their own. The program is broken down into twelve chapters each designed to promote a healthy life style. The program includes a chart for goal-setting, a weight journal, and a daily food journal. The program is written in youth-friendly language, and provides education about various foods, metabolism, vitamins, and encourages improved self-image.

Alignment Highlights

Human Relations:

Indoor/Outdoor Environment:

Activities:

- Encourages youth to include a least 30 minutes of activities a day
- Provides charts to track food intake, weight, and activities
- Program can be adapted and used in a group setting
- Sample menus and recipes

Safety, Health and Nutrition:

- Youth are taught about healthy foods by breaking down the various food groups
- Offers a variety of recipes and a week long sample menu
- Provides a list of activities with the caloric break down


Administration:

S.M.A.R.T. (Student Media Awareness to Reduce Television)

Resource: Curriculum Guide

Target: Ages 8-19

National After School Standards	Curricular Approach
Human Relations	√√
Indoor Environment	
Outdoor Environment	
Activities	√√
Safety, Health & Nutrition	√
Administration	√√



√ = Addresses Standard √√ = Strong Alignment

Description

The primary goal of the curriculum is to reduce the amount of time children watch television/movies and play video/computer games. The curriculum is intended to be followed over the course of a school year. The program includes a parent component to complement the classroom curriculum. The guide provides ideas for alternative activities as well as activity cards that the children and youth bring to class to indicate the activities they did to replace television watching.

Alignment Highlights

Human Relations:

- Uses an interactive approach
- Promotes positive interactions with staff and children

Indoor/Outdoor Environment:

Activities:

- Program provides activity cards children and youth can do at home with family and friends
- Curriculum is rooted in Social Cognitive Theory
- Lessons feature written exercises and group discussion
- Activities have a cross-curriculum approach
- Program includes special group events and certificates of participation
- Lessons build upon previous activities
- Teaches goal-setting and modifying lifestyles to reduce TV watching
- Curriculum includes 16 lessons
- Curriculum includes opportunities for “pair-sharing”

Safety, Health and Nutrition:

- Program encourages less sedentary activities and promotes physical alternatives


Administration:

- Family participation is encouraged and needed for support of the program
- Includes seven parent newsletters
- Each lesson provides an objective, overview and list of materials needed
- Curriculum evaluated in randomized controlled trials
- Materials include CD-ROM

SPARK

Resource: After School Active Recreation Manual

Target: Ages 5-14

National After School Standards	Curricular Approach	
Human Relations	√√	
Indoor Environment	√	
Outdoor Environment	√	
Activities	√√	
Safety, Health & Nutrition	√√	
Administration	√√	

√ = Addresses Standard √√ = Strong Alignment

Description

SPARK is a recreation program for ages 5-14 and is designed to be a practical aide to recreation leaders, camp counselors, and afterschool programs. The program offers a wide variety of age-appropriate activities and adaptations to maximize participation for every child to achieve success regardless of physical ability. Each instruction sheet provides objectives, a list of equipment needed, teaching cues, variations to the activity and an optional academic integration portion. The program provides detailed instructions of games, dances, and modified sports activities to promote cooperation above competition and offers an equal opportunity for play regardless of ability. There is an emphasis on safety, inclusion, and positive interactions.

Alignment Highlights

Human Relations:

- Manual includes reminders for staff to reinforce positive behaviors
- Reminds staff to review activities prior to initiating to ensure appropriateness for group
- Manual includes section on modifying curricula and instruction to respond to youth needs
- Uses an interactive approach

Indoor/Outdoor Environment:

- Acknowledges and creatively addresses space issues
- Provides descriptions of safe play areas for activities

Activities:

- Teaches dance moves, cooperative and aerobic games, sports activities, and physical exercise
- Includes activities that provide cooperative behavior and develop social skills
- Provides activities that support individual, partner, and group activities
- Teaches social and personal skills
- Includes opportunities for children to participate in leadership roles

Safety, Health and Nutrition:

- Promotes warm-up and cool-down activities to minimize injury
- Safety tips for hot and cold weather days
- Provides specific lists of indoor and outdoor activities for safety purposes
- Provides leaders with demonstration techniques to prevent injury during activities
- Reminds leaders to discuss safety prior to beginning any activity
- Manual provides tools to maintain appropriate behavior for the safety of the group

Administration:

- Provides instructions to promote positive interactions
- Manual includes extensive orientation information
- Provides resource lists of national organizations and publications on nutrition, physical activity, and disabilities
- Provides list of physical activity websites

Team Nutrition

Resource: Multiple Guidebooks and Resource Set

Target: School and Child Care settings, Infant-12

National After School Standards	Curricular Approach
Human Relations	√
Indoor Environment	
Outdoor Environment	
Activities	√√
Safety, Health & Nutrition	√√
Administration	√√

√ = Addresses Standard √√ = Strong Alignment

Description

The goal of Team Nutrition is to improve children's lifelong eating and physical activity habits through nutrition education based on the principles of the Dietary Guidelines for Americans and the Food Guide Pyramid. Team Nutrition uses three strategies to change behavior: (1) Training and Technical Assistance; (2) Nutrition Education; and (3) School and Community Support. Team Nutrition curriculum/activities are delivered through:

- Food Service Initiatives
- Classroom Activities
- School-wide Events
- Home Activities
- Community Programs and Events
- Media Events and Coverage

Alignment Highlights

Human Relations:

- Staff, youth, and families interact with each other

Indoor/Outdoor Environment:

Activities:

- Hands-on experience with food
- Youth can choose from a variety of physical activities
- Video and audiocassette resources included (Child Care Kit)
- Recipes and meal preparation
- Promotes children and youth making healthy choices and taking responsibility for physical fitness and nutrition

Safety, Health and Nutrition:

- Reinforces nutrition messages through the classroom, cafeteria, home, community and media
- Handbook for Child Care Providers (Infant to Five Years) which includes menu planner, menus, and nutrition education activities
- Food tasting activities

Administration:

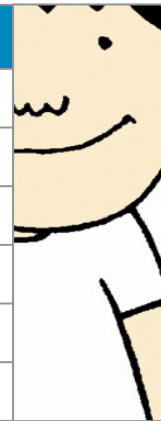
- Program involves community and family
- Guidebook for overall program leadership
- Extensive set (41) of Parent Newsletters about healthful eating and active living (including snack suggestions and preparation)
- Electronic PDF copies of handouts included in materials (Parent Newsletters)
- Nutrition theme posters
- Child Care Provider guide includes child development information
- Additional resources and partnership suggestions (Child Care Kit)
- Media Guide for community messaging
- Food Buying Guide for Child Nutrition Programs
- Guide for Purchasing Food Service Equipment
- Highlights partnership and coordination between school, family, and community

We Can (Ways to Enhance Children’s Activity & Nutrition)

Resource: Curriculum and Toolkit

Target: Parents and caregivers of youth ages 8-13

National After School Standards	Curricular Approach
Human Relations	√
Indoor Environment	
Outdoor Environment	
Activities	√
Safety, Health & Nutrition	√
Administration	√√



√ = Addresses Standard √√ = Strong Alignment

Description

We Can is a public education program designed to reduce obesity and physical inactivity among young people ages 8-13 and their families. The program focuses attention on the parents and primary caregivers because families are critical change agents for issues around food, physical activity, and weight control. We Can has three major components: (1) Community outreach; (2) National media and messages; and (3) Partnership development. Includes Energize Our Families – a six-lesson curriculum that covers the basics of maintaining a healthy weight.

Alignment Highlights

Human Relations:

- Uses interactive curriculum approach

Indoor/Outdoor Environment:

Activities:

- Curriculum lessons include worksheets, charts, and handouts
- Lessons include activities to do at home
- Curriculum includes information and planning tips on community events and projects
- Lessons include stretch breaks
- Lessons include strategies, tools, and tips that can be used to help children maintain a healthy weight

Safety, Health and Nutrition:

- Curriculum provides charts and guidelines about portion control, sample menus, and instruction on how to read nutrition labels
- Toolkit encourages integration of established nutrition programs

Administration:

- Community-based effort
- Family participation is an integral part of the program
- Includes extensive information on partnership building
- Collaboration between the National Heart, Lung, and Blood Institute; National Institute of Diabetes and Digestive and Kidney Diseases; National Institute of Child Health and Human Development; and National Cancer Institute
- Toolkit includes planning and assessment checklists
- Curriculum includes downloadable slides
- Curriculum manual includes lesson overviews and objectives

Appendix A

National Afterschool Association Program Standards and Keys of Quality

Human Relationships

1. Staff relate to all children and youth in positive ways.
2. Staff respond appropriately to the individual needs of children and youth.
3. Staff encourage children and youth to make choices and to become more responsible.
4. Staff interact with children and youth to help them learn.
5. Staff use positive techniques to guide the behavior of children and youth.
6. Children and youth generally interact with one another in positive ways.
7. Staff and families interact with each other in positive ways.
8. Staff work well together to meet the needs of children and youth.

Indoor Environment

9. The program's indoor space meets the needs of children and youth.
10. The indoor space allows children and youth to take initiative and explore their interests.

Outdoor Environment

11. The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.

Activities

12. The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children and youth.
13. Children and youth can choose from a wide variety of activities.
14. Activities reflect the mission of the program and promote the development of all the children and youth in the program.
15. There are sufficient materials to support program activities.

Safety, Health, & Nutrition

16. The safety and security of children and youth are protected.
17. The program provides an environment that protects and enhances the health of children and youth.
18. The program staff try to protect and enhance the health of children and youth.
19. Children and youth are carefully supervised to maintain safety.
20. The program serves food and drinks that meet the needs of children and youth.

Administration

21. Staff/child ratios and group sizes permit the staff to meet the needs of children and youth.
22. Children and youth are supervised at all times.
23. Staff support families' involvement in the program.
24. Staff, families, and schools share important information to support the well-being of children and youth.
25. The program builds links to the community.
26. The program's indoor space meets the needs of staff.
27. The outdoor space is large enough to meet the needs of children, youth, and staff.
28. Staff, children, and youth work together to plan and implement suitable activities, which are consistent with the program's philosophy.
29. Program policies and procedures are in place to protect the safety of the children and youth.
30. Program policies exist to protect and enhance the health of all children and youth.
31. All staff are professionally qualified to work with children and youth.

32. Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children and youth.
33. The training needs of the staff are assessed, and training is relevant to the responsibilities of each job.
34. Staff receive appropriate support to make their work experience positive.
35. The administration provides sound management of the program.
36. Program policies and procedures are responsive to the needs of children, youth, and families in the community.

Appendix B

References

American Heart Association. (n.d.). *Exercise (physical activity) and children*. Retrieved January 25, 2004, from <http://www.americanheart.org/presenter.jhtml?identifier=4596>

National Institutes of Health. (2003). *Study suggests schools lacking in exercise programs for children*. Retrieved January 25, 2004, from <http://www.nih.gov/news/pr/feb2003/nichd-10.htm>

Pender, N. J., Bar-Or, O., Wilk, B., & Mitchell, S. (2002). Self-efficacy and perceived exertion of girls during exercise. *Nursing Research*, 51(2), 86-91.

U.S. Department of Health and Human Services. (1996). *Physical activity and health: A report of the Surgeon General*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion.