

# Chapter 10



## Recreation

*Do you know what  
my favorite part of  
the game is?*

*The opportunity  
to play.*

~ Mike Singletary

50% of middle school students watched three or more hours of television everyday.

14% of middle school students are overweight and 27% describe themselves a slightly or very overweight.

~ *SFUSD Youth Risk Behavior Survey, 2003*

Over the years, research evidence has concluded that physical activity and nutrition significantly affect student achievement. School physical education programs have shown favorable effects on students' academic achievement through increased concentration and improved performance on mathematics, reading, and writing tests.

~ *"How Are Student Health Risks and Resilience Related to the Academic Progress of Schools?" WestEd*

Recreation is an integral part of a student's educational success and healthy development. It is also a **required component** of all after school programs in San Francisco Unified School District.

After school programs should incorporate **at least 40 minutes a week** of structured physical education. These 40 minutes can be broken down in several ways:

- At least twice a week for 20 minutes
- Once a week for 40 minutes
- 10-minute activities during transition times

### Structured physical activities promote exercise and develop healthy habits.

The Centers for Disease Control recommends that everyone participate in regular physical activity as it can help:

- Control weight
- Control high blood pressure
- Reduce risk for type 2 diabetes, heart attack, and colon cancer
- Reduce symptoms of depression and anxiety

We believe that after school programs can help young people develop lifelong physical activity habits. We recommend an activity **every day** during the last hour of the program. These activities can include team sports (soccer, basketball, volleyball) as well as individual movement activities (dance, yoga, martial arts). More advanced programs can incorporate research based physical activity curricula to further enhance the learning.

### LEVEL 1 The after school program's recreation activities provide an opportunity to release energy.

1. Students receive at least 40 minutes per week of structured physical activity (e.g. twice a week for 20 minutes, once a week for 40 minutes, 10 minute activities during transition times)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
2. The after school schedule designates a specific time for physical activity. The schedule is posted to ensure that staff, students, and families are aware that physical activity is a priority.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS

### LEVEL 2 After school recreation activities are designed for students to learn new activities and build skills.

3. Every student receives at least 60 minutes per week of structured physical activity (e.g. twice a week for 30 minutes, every day in the last hour of program).	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
4. The after school program offers a variety of physical activities several times per week. Contractors or community groups bring in specific, specialized activities (e.g. hip-hop dance, Capoeira, yoga)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
5. Activities are designed not only to keep students active, but also to teach social skills.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
6. Activities are appropriately modified for students with special needs.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS

### LEVEL 3 The after school program is teaching life-long health awareness skills.

7. The after school program engages youth in health leadership roles, such as peer coaches or trainers.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
8. Students perform and/or showcase new recreation skills for their community.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
9. The after school program encourages students to share their new ideas on health awareness with their friends and families.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS

### Level 1: The after school program's recreation activities provide an opportunity to release energy.

- ❑ Arrange your program schedule so that all students can participate in structured physical activities at least 40 minutes per week.
- ❑ Structure the activities to ensure students are moderately to vigorously active the majority of the time.
- ❑ Minimize instruction time and maximize movement by giving instructions while youth stretch, not giving all instructions at once, etc.

### Level 2: After school recreation activities are designed for students to learn new activities and build skills.

- ❑ Offer a variety of recreation activities throughout the week (e.g. dance, sports teams, martial arts) and allow students to choose which activities they would like to participate in.
- ❑ Modify activities for students with diabetes, asthma, and other common conditions.
- ❑ Design activities to teach social skills and team building in addition to keeping students active.
- ❑ Infuse math and literacy skills into recreation activities (e.g. keep track of basketball game statistics, learn new dance vocabulary, read about ancient martial arts).
- ❑ Encourage students to bring appropriate clothing and shoes for days when recreation is scheduled.

### Level 3: The after school program is teaching life-long health awareness skills.

- ❑ Encourage student leadership by setting up a system for students to rotate leading warm-ups and cool-downs, allowing them to choose which songs to choreograph, and using their input when selecting games.
- ❑ Arrange events where students can demonstrate their new skills (e.g. at a family fitness night, holiday party, or end-of-the-year celebration).
- ❑ Teach nutrition lessons that stress the importance of both physical activity and healthy eating as life-long healthy habits.

# How To Infuse Structured Physical Activities Into the After School Program

*Physical activity in the after school program is much more than just recess time. Follow these suggestions for setting up a safe, meaningful, and fun structured physical activities program and get students moving!*

## 1. Scheduling

- Survey students to find out which physical activities they would most like to participate in.
- Designate specific time slots in your program schedule for physical activity. Post the program schedule so staff, students, and families are aware that physical activity is a priority.

## 2. Staffing

- Plan ahead - schedule staff professional development days that are focused on how to implement structured physical activities.
- Prioritize hiring staff with recreation experience. Maximize their skills and have them lead the recreation component of the program.
- Encourage staff to state the goal and outcome of their physical activity and organize the space/equipment needed to successfully teach the activity.
- Network with colleagues to get referrals for consultants that provide structured physical activity in after school settings.
- Set aside money in the budget to purchase equipment and/or pay for consultants who provide physical activity.

## 3. Students

- Create group agreements with students about behavior expectations during structured physical activities.

### TOOL BOX

#### What Should I Have In My Tool Box?

- Physically safe environment (appropriate space, clear of debris and obstacles).
- Equipment for a variety of sports and games, or partnerships with community groups or recreation centers with these materials.
- Research-validated physical activity curriculum (e.g. SPARK).

### BUDGET

#### I Have A Tight Budget, What's This Going To Cost Me?

- Outside consultants leading special activities: free (volunteers) or low-cost (stipends).
- Equipment for sports and games.

# How To Infuse Skill Building In Your Structured Physical Activity

*Recreation time is a great time to build skills. For bodily-kinesthetic learners, it is a perfect opportunity to reinforce literacy or math concepts. For students who struggle socially, it can help bring out their teamwork or problem-solving skills. Take the time to view your recreation program with an eye towards “teachable moments.”*

**Promote positive sportsmanship** and social skills in competitive and noncompetitive environments:

- Designate student referees to mediate disputes during games.
- Play games in which there are no winners or losers.
- Introduce activities that require full team participation.
- Use team cheers.

**Select specific social skills** (kindness, cooperation, encouragement) to teach. De-brief with students after the activity to reflect on these specific skills.

**Provide a variety** of traditional and non-traditional activities. Some activities to consider include:

- Yoga, pilates, circuit training
- Martial arts (Capoeira, tai chi, karate)
- Circus arts (juggling, tight rope, stiling)
- Biking, hiking, or running clubs
- Dance, aerobics, cheerleading, step

**Enhance the physical development** of every student by teaching specific sports techniques. (e.g. hold a basketball “clinic” that focuses on developing specific skills such as passing, dribbling, shooting)

**Build math and literacy** development opportunities into the program.

- Have students write articles about tournaments for the newsletter.
- Post game rules for students to read out loud.
- List statistics for games and tournaments.
- Encourage vocabulary building.

**Give clear directions**, check for understanding, and provide time for reflection about the activity.

## TOOL BOX

### What Should I Have In My Tool Box?

- Books or curricula focusing on non-competitive or team-building physical activities (e.g. SPARK)
- A selection of team cheers (see Tools)
- Age appropriate activities
- Options and modifications for varied skill levels

## BUDGET

### I Have A Tight Budget, What's This Going To Cost Me?

- Staff time to plan activities and participate in training.

# Cheers!

Use these cheers as motivators during physical activities

N-I-C-E-T-R-Y

That's the way we spell "Nice Try."  
Nice Try!

That's alright, that's OK,  
We're having fun anyway!

Pride, (clap)

Spirit, (clap)

Come on, crowd,  
Let's hear it! (clap)

Good Job! Good Job!

Good Job! Good Job!

G-O-O-D J-O-B

Good Job! Good Job!

# How To Create Student-Led Recreation Activities

## Here are some suggestions for increasing youth leadership in your recreation activities.

- Survey students to determine what recreation activities they are interested in learning as well as which activities they have experience in and would like to share with others. Schedule activities accordingly.
- Allow youth to choose and lead activities.
- Ask students to demonstrate the activity and model appropriate behavior.
- Host an end-of-the year celebration, holiday party, and/or family fitness night for students to showcase new skills.
- Train students to set up equipment before the activity and put it away when the activity is done.
- Train students to be “referees” for games, and how to mediate their own disputes over plays.
- Allow youth to make up and teach new rules for games.
- Allow students to pick the music for dances and to choreograph their own pieces.

Also see Chapter 3: *Asset Building and Youth Development* for ideas.

### TOOL BOX

#### What Should I Have In My Tool Box?

- Youth survey or focus group (see Tools).
- Meaningful roles/jobs for students.
- Incentive system such as “Youth Leader of the Month.”

### BUDGET

#### I Have A Tight Budget, What’s This Going To Cost Me?

- Incentive system: free or low-cost (see Chapter 4: *Behavior Guidance* for ideas).

## Sample Youth Recreation Survey

Youth Survey (Please check all boxes that are true for you.)				
		Activities I have done	Activities I would like to do	Activities I would be willing to learn
1	Aerobics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Circuit Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Obstacle Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Weight Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Kick Boxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Boot Camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Bicycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Skateboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Snorkeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Hiking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Boogie Boarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Running or Jogging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Karate or Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Backpacking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Hockey Sack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Mountain Biking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Physical Activity with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Circus Stunts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	BMX Biking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	High Ropes Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Rock Climbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Air Guitar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Ballet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Modern Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Tap Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Hip Hop Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Club Dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Team Games like Capture the Flag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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31	Frisbee Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	H-O-R-S-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Tetherball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Four Square	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Jump Rope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Running Relays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Rollerblade Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Tumbling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Track and Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	Boxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Cheerleading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	Badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	Flag Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	Surfing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	Baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	Cross Country Runs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Physical Activity</b> means any activity in which you tend to breathe faster and can feel your heart beating faster than when you are resting.				
58	What other physical activities would you like to do after school that were not listed above?			
59	Do you usually breathe hard or sweat during physical activities after school? <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never			
60	Do you enjoy the physical activities after school? <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never			

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<b>61</b>	I would be more active during physical activities if... (Check all that apply)	
	<input type="checkbox"/> I could bring my own equipment <input type="checkbox"/> There was more time for physical activities <input type="checkbox"/> There weren't so many physical activities <input type="checkbox"/> There were more choices of activities <input type="checkbox"/> There was better equipment <input type="checkbox"/> There was more space for the activities	<input type="checkbox"/> There weren't so many rules <input type="checkbox"/> There were contests, tournaments, or prizes <input type="checkbox"/> More staff participated <input type="checkbox"/> We could choose the activities we want to do <input type="checkbox"/> More people participated <input type="checkbox"/> Other _____
<b>62</b>	The areas where we can participate in physical activities after school are: (Check all that apply)	
	<input type="checkbox"/> Just right <b>OR</b> <input type="checkbox"/> Too small <input type="checkbox"/> Too run down <input type="checkbox"/> Too big <input type="checkbox"/> Too old	<input type="checkbox"/> Too difficult to participate in many physical activities <input type="checkbox"/> Always being used by others <input type="checkbox"/> Too crowded <input type="checkbox"/> Too boring <input type="checkbox"/> Other _____
<b>63</b>	The equipment for physical activities after school is: (Check all that apply)	
	<input type="checkbox"/> Just right <b>OR</b> <input type="checkbox"/> Too old <input type="checkbox"/> Always broken <input type="checkbox"/> Always lost <input type="checkbox"/> Not enough	<input type="checkbox"/> Not the right size <input type="checkbox"/> Poor quality <input type="checkbox"/> Don't really know what equipment is available <input type="checkbox"/> For activities I am not interested in <input type="checkbox"/> Other _____
<b>LEADERS</b>		
<b>1</b>	Do you prefer to participate in physical activity if the leader/staff participates? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Doesn't Matter	
<b>2</b>	Do you prefer to participate in physical activities that have both boys and girls? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Doesn't Matter	
<b>3</b>	What do you like best about the way staff or leaders run the physical activities?	
	The leaders: (Check all that apply) <input type="checkbox"/> Provide great activities <input type="checkbox"/> Treat everyone fairly <input type="checkbox"/> Let us pick the activities we want to do <input type="checkbox"/> Participate with us <input type="checkbox"/> Are fun	<input type="checkbox"/> Don't force us to participate if we don't want to <input type="checkbox"/> Let us make our own rules <input type="checkbox"/> Make sure everyone gets to participate <input type="checkbox"/> Know a lot about activities <input type="checkbox"/> Other _____

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4	What do you not like about the way staff or leaders run the physical activities?	
	<p>The leaders: (Check all that apply)</p> <input type="checkbox"/> Always pick the best people to participate <input type="checkbox"/> Always decide what activities we will do <input type="checkbox"/> Don't participate <input type="checkbox"/> Are not fun <input type="checkbox"/> Make us participate even if we don't want to <input type="checkbox"/> Have too many rules	<input type="checkbox"/> Don't pick fair teams <input type="checkbox"/> Pick the good players first <input type="checkbox"/> Have rules that are not fair <input type="checkbox"/> Don't include everyone <input type="checkbox"/> Take too long to start the activities <input type="checkbox"/> Aren't interested in physical activities or us <input type="checkbox"/> Other _____
<b>SNACKS</b>		
1	Are snacks provided after school? <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	
2	If snacks are provided, what are your <b>favorite</b> snacks? a.) _____ b.) _____	
3	If snacks are provided, what are your <b>least favorite</b> snacks? a.) _____ b.) _____	
<i>Thank You for your time!</i>		