



Get Active and Healthy

Facilitator Guide

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Overview

The Get Active and Healthy program is an extension of Frost Valley's Healthy Living Initiative, funded by the National Recreational Foundation grant. The program includes *Incredible Edibles*, a healthy eating program, and *Gardening at FV*, which immerses participants in hands-on gardening experiences. These programs undergird our belief that a camp setting provides a perfect opportunity to engage people of all ages in activities that can improve their health, from making better food choices to becoming more physically active.

Get Active and Healthy raises awareness of and supports people's efforts to make healthy lifestyle changes by underscoring the benefits of regular physical activity. *Get Active and Healthy* especially targets Frost Valley summer campers who have myriad opportunities to participate in daily physical activities. The program addresses the U.S. Department of Health and Human Services' recommendation that children and adolescents, ages 6-17, get at least 60 minutes of physical activity every day.

Thus, young campers in particular are a perfect audience for learning about the benefits of these activities, ranging from swimming to mountain boarding. The benefits of such physical activity for this age group are obvious. Active young people:

- Have stronger muscles and bones
- Have leaner bodies because exercise helps control body fat
- Are less likely to become overweight
- Sleep better
- Are better able to deal with physical and emotional challenges
- Develop the three most important fitness elements: endurance, strength, and flexibility
- Are more inclined to maintain an active and healthy lifestyle into adulthood.

Young people who participate in Frost Valley's programs, such as summer camp, are probably fulfilling their daily physical activity requirements. Through *Get Active and Healthy*, they become more aware of the impact this activity has on their overall health. They are encouraged to steer away from sedentary lifestyles, which can lead to a range of challenges, from being overweight to developing diseases, and to become and remain active in their lives beyond Frost Valley.

Goals and Objectives

Goal	Objectives
Heighten participant awareness of the importance of daily physical activity as part of a healthy lifestyle	<ul style="list-style-type: none"> • Reinforce the benefits of physical activity • Explain the recommended amount of physical activity that leads to better physical and emotional health
Focus participants on the positive physical and emotional impact of physical activity	<ul style="list-style-type: none"> • Describe physical activity categories and their effects on the body/health • Identify the physical and emotional benefits of 10 warm and cold weather physical activities.
Encourage continued participation in physical activity as a lifelong practice	<ul style="list-style-type: none"> • Outline the long-term positive impact of regular physical activity • Provide opportunities for participants to meet their recommended daily 60 minutes of physical activity • Discuss ways participants can bolster their physical activity routines at home

Framework

This program focuses on 10 warm- and cold-weather physical activities in which Frost Valley program participants, especially summer campers, are often engaged: archery, cross-country skiing, dancing, hiking, horseback riding, mountain boarding, paddle boarding and rowing, climbing wall and ropes course, soccer, and swimming.

These materials work in tandem with existing programming for each physical activity. Instructors select the module elements that are appropriate for their group participants, but should be sure to include the overall physical and emotional health benefits their respective activities provide.

The best approach is to incorporate these benefits into the instructional piece of the session. Each module offers suggestions on how to do that. But, the instructor who leads the class can apply methods that he or she feels work best for his or her participants, and within the context of the activity he or she leads. For example, a session leader might:

- Use the basic activity description to introduce its general health benefits
- Invite participants to explore what parts of the body the activity works the most
- Have participants explore the muscles that the activity builds (participants, for example, can point to the muscle locations on their bodies; the instructor can use a diagram or his or her body as the model or lead campers in a game of muscle "Simon Says," etc.)
- Explain what the different types of activities are, for example aerobic and anaerobic, muscle or strength building

Note that the modules do not focus on topics such as obesity, calories, heart rate, and related complex and more clinical concepts. The goal is to excite participants about physical activity. Although exercise has an impact on things such as weight control, the incentive is the fun of the activity, and that “fun” ultimately leads to more engagement, with the benefits naturally emerging.

The following describes each section of the modules:

Section	Description
Description	Describes the physical activity, offering insight into its physical and emotional benefits
Type of Activity	Notes whether aerobic or anaerobic, muscle- and/or strength-building
Where It Fits in Recommended Physical Activity Amount	Points out how the activity addresses the suggested 60-plus minutes of physical activity per day and might indicate how many times a week this activity can be done
Parts of Body Used	Names parts of the body the physical activity uses
Muscles Affected	Names the muscles the physical activity largely uses
Healthy Benefits	Lists the various overall health effects
How It Makes You Feel	Lists the emotional/mental benefits of the physical activity; these are as important as the physical benefits and can also be an incentive to participate in certain activities
Suggestions for Ways to Incorporate	This section has two parts: Day 1: Offers various suggestions for incorporating basic health elements into the first day of the session Following Sessions: Offers ideas for developing skills and reinforcing health messaging during the remaining days of the weeklong activity session
Some Fun Ideas	Offers activities you can do with campers during the session and/or during the course of a camp day
Interesting Facts	Provides information about the physical activity to interest campers
Evaluation	Offers a modifiable questionnaire that campers can complete by writing their responses or by responding to questions as you read them aloud, with the instructor tallying responses

Resources	Provides websites, books, and other materials centered on the value, elements, and benefits of physical activity
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Top of Mind

Be sure to do the following in order to effectively implement *Get Active and Healthy*.

Read the Module	Before starting, read the module. Become familiar with the activity description, the parts of the body and the muscles that the activity relies on and that get the best workout, health benefits, and emotional/mental impact.
Gather Materials	Gather required materials before the session. For example, if participants are to measure their steps during hiking and then during the rest of their day at camp, make sure to have pedometers.
Incorporate	Reflect on how to incorporate explanations of the activity's health benefits the core activity.
Try Out and Modify	The modules support modification, especially per age groups, and leave room for the design of new tasks. Own the content! Be creative!
Encourage Physical Activity	One important goal of the program is to get participants more physically active post-Frost Valley. Emphasize that message wherever possible. Get people to think about and share how they will meet their goal of 60 minutes of daily physical activity once they are home.
Ensure Instruction is Participant Centered	Build on participant experience and knowledge as much as possible. For example, before explaining which parts of the body an activity relies on, ask participants to indicate what they are or to point them out as they try the activity. When exploring health benefits, ask the group what they might be.
Lead by Example	Instructors are probably going to model the physical activity to demonstrate proper technique. In doing this, be sure to focus on the parts of the body the activity uses and affects. Doing the activity with the campers helps demonstrate its impact even better!

ABOUT PHYSICAL ACTIVITY

The following sections provide physical activity concepts for instructors. Be sure to read and absorb this information to understand physical activity's value and impact.

Recommendations and Types of Activity

The Centers for Disease Control and Prevention (CDC) describes the amount and type of physical activity that benefit people's health, with specific recommendations for children and adolescents. As noted in the guide overview, children and adolescents should do 60 minutes or more of physical activity each day. The CDC describes three types of activities in which young people should be regularly engaged:

Aerobic Activity This is any activity that makes the heart beat faster and the breathing harder over a sustained period of time. Aerobic exercise increases breathing and heart rates and in turn increases the amount of oxygen in the blood. This leads to more endurance capacity. Aerobic activity should make up most of a child's or teen's 60 or more minutes of physical activity each day. This can include either moderate-intensity aerobic activity, such as brisk walking or vigorous-intensity activity, such as running. At least three days a week, young people should be involved in vigorous-intensity aerobic activity.

On a scale of zero to 10, where sitting is a zero and the highest level of activity is a 10, moderate-intensity activity is a five or six. When a young person does moderate-intensity activity, his or her heart will beat faster than normal and he or she will breathe harder than normal. Vigorous-intensity activity is a level seven or eight. When a young person does vigorous-intensity activity, his or her heart will beat much faster than normal and he or she will breathe much harder than normal. Here are ways to measure heart rate to determine levels of aerobic intensity:

The "talk test" When young people are working out, they should be able to say a few words comfortably, catch their breath and resume talking. If they are having trouble saying a few words, they should probably slow down. If they can talk easily without getting out of breath, they are probably not exercising hard enough. (NOTE: For children, it is better to measure perceived exertion rather than target heart rate. If a child can talk to someone while exercising, the activity level is appropriate. If the child is breathless or can say only a few words, the level of exertion is too high.)

Measuring heart rate (NOTE: This is somewhat complex and probably not easy for most young people to grasp, but adolescents might like the challenge . . . and this is also a great math activity!) During aerobic exercise, the heart rate is typically 60–90% (although it can vary from 50–80%) of the maximal heart rate. Here is a heart rate formula:

- Maximal heart rate (HR) = 220 – your age
- 60% maximal HR = 0.6 x (220 – your age)

- 90% maximal HR = $0.9 \times (220 - \text{your age})$

Example for a 15-year-old:

- Maximal HR: $220 - 15 = 205$
- 60% maximal HR: $0.6 \times 205 = 123$
- 90% maximal HR: $0.9 \times 205 = 184.5$
- Target HR range for aerobic activity is 123–184 beats per minute

According to the National Institute of Health, average resting heart rates for children 10 years and older and adults (including seniors) is 60 — 100 beats per minute. For well-trained athletes, the rate is 40–60 beats per minute. **IMPORTANT:** The goal is not to reach a high working heart rate; in this case, higher is not better. The training effect is seen when doing the same workload that was done previously, with the heart rate lower.

To measure heart rate, first one must find his or her pulse. There are a few ways to do this (the thumb should never be used because it has a separate pulse):

- Put three fingers of the left hand onto the Adam's apple (that's the bit on the neck that sticks out and goes up and down when swallowing). Gently move the fingers to the side of it to find the pulse beating; it goes up and down.
- Hold a hand in front of your body. Stick the thumb up in the air and turn the palm towards the body. With the first two fingers of the other hand, stroke from the top of the thumb down the side until the fingers reach the wrist. Let the fingers slide downwards onto the inside of the wrist. Gently feel for the pulse.
- Put two fingers by an eye and draw them down the face, like a teardrop, to right under the jawbone, down to the carotid artery (blood vessel) in the neck.

Once a steady pulse beat is found, use a watch or clock with a second hand to count how many beats there are in 15 seconds. Multiply the score by four, and that result indicates the pulse rate per minute. People can see how well they are exercising by:

- Taking their pulse before they start (starting pulse) exercising
- Taking their pulse after they have been doing high- level exercise (aiming for over 150 beats a minute, and to keep it at the higher rate for 15 minutes)
- Taking their pulse when they have finished their cooling down exercises (with the pulse being the same as or a bit lower than the starting pulse) **Source:** Exercise – check your pulse”www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=285&id=1467

Muscle-Strengthening Activity This type of activity overloads the muscles to increase their strength. A person can use his or her body weight, as in a push-up, or lift or move something weighted, like weights, bands, or even boxes! Young people should include muscle-strengthening activities, such as gymnastics or push-ups, at least three days per week as part of their 60 or more minutes of daily physical activity.

Bone-Strengthening Activity This type of activity involves doing anything that is weight-bearing while keeping at least one foot on the floor or overloading a muscle that puts stress on the bone. Young people should include bone-strengthening activities, such as jumping rope or running, at least three days per week as part of their 60 or more minutes of daily physical activity.

The following lists examples types of recommended physical activity. There are similar activities across some categories, reflecting how intensity levels change depending on how the sport/activity is carried out (recreational vs. competitive, quicker vs. slower pace/speed). Point out that physical activities that improve balance and build core stability (core muscles in the abdomen, lower back, and pelvis) are also an important part of a well-rounded fitness routine.

Physical Activity	Children	Adolescents
Moderate-intensity aerobic	<ul style="list-style-type: none"> • Active recreation such as hiking, skateboarding, rollerblading • Bicycle riding • Walking to school 	<ul style="list-style-type: none"> • Active recreation like canoeing, hiking, cross-country skiing, skateboarding, rollerblading • Bicycle riding (stationary or road bike) • Brisk walking • House and yard work such as sweeping, pushing a lawn mower • Playing games requiring catching and throwing like baseball, softball, basketball
Vigorous-intensity aerobic	<ul style="list-style-type: none"> • Active games involving running and chasing games, like tag • Bicycle riding • Jumping rope • Martial arts such as karate • Running • Sports like ice or field hockey, basketball, swimming, tennis, gymnastics 	<ul style="list-style-type: none"> • Active games involving running and chasing, like flag football, soccer • Bicycle riding • Jumping rope • Martial arts, such as karate • Running • Sports such as ice or field hockey, basketball, swimming, tennis • Vigorous dancing • Aerobics • Cheerleading • Gymnastics
Muscle-strengthening	<ul style="list-style-type: none"> • Games such as tug-of-war • Knees-on-floor push-ups • Resistance exercises using body weight or resistance bands • Rope or tree climbing • Sit-ups • Gymnastics • Swinging on playground equipment/bars 	<ul style="list-style-type: none"> • Games such as tug-of-war • Push-ups • Resistance exercises using exercise bands, weight machines, hand-held weights • Rock climbing • Sit-ups • Cheerleading, gymnastics

Bone-strengthening	<ul style="list-style-type: none"> • Hopping, skipping, jumping • Jumping rope • Running • Sports like gymnastics, basketball, volleyball, tennis • Games such as hopscotch 	<ul style="list-style-type: none"> • Hopping, skipping, jumping • Jumping rope • Running • Sports like gymnastics, basketball, volleyball, tennis
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Source: Aerobic, Muscle- and Bone-Strengthening: What Counts?
http://www.cdc.gov/physicalactivity/basics/children/what_counts.htm

There are other types of physical activity that benefit young people. These overlap with the activities noted above, but it is helpful to recognize their distinctions:

Stretching Most aerobic and strength-training activities cause muscles to contract and flex, so it is important to stretch. Stretching makes muscles more flexible, thus improving the range of motion in the joints and promotes better posture. Regular stretching can help to relieve stress. Before stretching, it is important to warm up by walking or doing a favorite activity at low intensity for five to ten minutes. One should also stretch after exercising. Yoga, martial arts, dance, and gymnastics are good for developing and reinforcing flexibility.

Anaerobic exercise This type of exercise involves short, intense bursts of physical activity. Anaerobic exercise uses energy stored in the muscles (unlike aerobic energy, which relies on oxygen), and usually involves strength-training activities that build muscle. Examples of anaerobic exercise include heavy weight training and all types of sprinting and jumping — basically, any exercise that consists of short-exertion, high-intensity movement. Other examples include interval training, baseball, tennis, jumping rope (of intense one-minute intervals, for example), push-ups, chin-ups, squats, climbing hills or steps, and tug-of-war. (Some activities are aerobic and anaerobic.) Anaerobic exercise builds and maintains lean muscle mass; protects the joints; boosts the metabolism to burn more calories; builds bone density; improves energy; and increases strength, speed, and power, which are great for athletic performance.

The *Kid Balance Program* of Labels for Education offers an easy way for people, especially children and teens to recognize the difference between anaerobic and aerobic activities:

- **Anaerobic:** In the 100-meter dash (a sprint), a runner uses lots of energy to run as fast as he or she can over a short period of time. The athlete may get tired faster and feel his or her heart beating faster. After a race, his or her breathing will usually be deeper and faster to make up for the oxygen used for energy during the sprint.
- **Aerobic:** A marathon athlete needs to burn energy over a longer period of time. He or she goes slower than a sprinting athlete. The energy used has to go a long way; oxygen provides the energy during this longer period of time.

To help participants better understand the difference, have them do the following:

- Sprint as fast as they can to a specific end point. When they reach the “finish line,” give them a few minutes to catch their breath. Have them describe what it felt like to run like that: Were their hearts beating fast? Were they out of breath?
- Then have them jog (not run) some easy laps across/around a space. Have them stop and walk one lap before they sit down. Ask how it felt to do this type of running: How did their hearts feel? Were they out of breath?
- Ask the group which activity is easier and which is harder and why. Would it be possible for them to keep up the very quick pace of the first activity when jogging several laps?

Taking Steps

During a regular day, people, by simply taking steps, as when walking or climbing stairs, may be doing more exercise than they realize. At Frost Valley, one way for people to meet their daily fitness requirements is by counting steps. This requires pedometers, so it is a good idea to have some available. Any activity can be an opportunity to count steps]. This is especially good news for Frost Valley campers, who do a lot of walking and other physical activities during the day.

There are guidelines for the number of steps that make up moderate to vigorous physical activity — and fulfill the recommended 60 minutes of daily activity. That step number for young people is about 11,500 (a pedometer can measure more precisely).

On average, there are 2,000 steps per mile during about 30 minutes of continuous activity. A pedometer counts steps for activities like walking, hiking and running. The following chart offers conversions for other activities that a pedometer cannot measure.

STEP CONVERSION CHART

Physical Activity	# of steps equivalent to # of minutes the listed				
	10 min	15 min	20 min	30 min	60 min
Archery	1,271	1,906	2,542	3,813	7,625
Baseball	1,661	2,492	3,323	4,984	9,969
Basketball	2,052	3,078	4,104	6,156	12,313
Bicycle riding	2,443	3,6/64	4,885	7,328	14,656
Bowling	1,141	1,711	2,281	3,422	6,844
Canoeing	2,182	3,273	4,365	6,547	13,094
Cheerleading	2,182	3,273	4,365	6,547	13,094
Cross-country skiing	2,443	3,664	4,885	7,328	14,656
Dance	1,661	2,492	3,323	4,984	9,969
Downhill skiing	1,922	2,883	3,844	5,766	11,531
Feeding small animals	1,401	2,102	2,802	4,203	8,406
Football	2,443	3,664	4,885	7,328	14,656
Gymnastics	1,401	2,102	2,802	4,203	8,406
Hockey	2,443	3,664	4,885	7,328	14,656
Horseback riding	1,401	2,102	2,802	4,203	8,406
Kayaking	1,661	2,492	3,323	4,984	9,969
Kickball	2,182	3,273	4,365	6,547	13,094
Martial arts	2,964	4,445	5,927	8,891	17,781
Motocross	1,401	2,102	2,802	4,203	8,406
Mowing the yard	1,792	2,688	3,583	5,375	10,750
Rock	3,224	4,836	6,448	9,672	19,344
Rock climbing (rappelling)	2,443	3,664	4,885	7,328	14,656
Rowing	2,833	4,250	5,667	8,500	17,000
Sailing	1,141	1,711	2,281	3,422	6,844
Skateboarding	1,661	2,492	3,323	4,984	9,969
Skating (roller/ice)	2,182	3,273	4,365	6,547	13,094
Ski machine	2,833	4,250	5,667	8,500	17,000
Sledding	2,182	3,273	4,365	6,547	13,094
Snorkeling	1,661	2,492	3,323	4,984	9,969
Snowboarding	2,182	3,273	4,365	6,547	13,094
Snowmobiling	1,271	1,906	2,542	3,813	7,625
Soccer	1,531	2,297	3,063	4,594	9,188
Surfing	1,141	1,711	2,281	3,422	6,844
Swimming	2,964	4,445	5,927	8,891	17,781
Tennis	2,182	3,273	4,365	6,547	13,094
Volleyball	1,401	2,102	2,802	4,203	8,406
Water aerobics	1,401	2,102	2,802	4,203	8,406
Water skiing	1,922	2,883	3,844	5,766	11,531
Water volleyball	1,141	1,711	2,281	3,422	6,844
Weight lifting	1,141	1,711	2,281	3,422	6,844
Yoga	1,401	2,102	2,802	4,203	8,406

Source: Eat, Move, Learn, "Step to It," <http://www.eatmovelearn.com/>

TIME EQUIVALENT of 1 MILE or 2000 STEPS FOR VARIOUS ACTIVITIES

The following chart is another activity/step equivalence chart, which also includes conversion to miles. Campers might want to calculate their daily mileage based on the physical activities they do.

Physical Activity	Minutes
Aerobics (low-impact)	16
Aerobics (moderate impact)	13
Aerobics (high impact)	11
Basketball	20
Bicycling (leisurely, 10-11.9mph)	20
Bicycling (moderate intensity, 12-13.9mph)	10
Bicycling (vigorous intensity, 14-15.9mph) Mountain Biking (hills)	8
Bowling, Golfing/Frisbee® Golfing/ Baseball/Softball	20
Dancing (all types)	15
Elliptical	10
Fencing	15
Football	15
Hiking (carrying a 20-42 lb. load)	9
Hiking	12
Jump rope (slow)	11
Jump rope (moderate/fast)	8
Kickboxing/Karate	7
Pilates (Sit-ups/Crunches/Push-ups)	20
Resistance Training (Push Mowing/Light Gardening/Raking/Pruning)	27
Rollerblading (Ice-skating)	10
Rowing (Kayaking/Painting) (light intensity)	27
Rowing (moderate)	13
Running, 7-minute mile (Trail-running hills)	7
Running, 6-minute mile	6
Running, 8-minute mile	8
Running, 9-minute mile	9
Skating	20

Skiing (cross-country)	10
Skiing (downhill) (Snowboarding)	15
Soccer	10
Stationary Bicycling (light)	16
Stationary Bicycling (moderate intensity)	11
Stationary Bicycling (vigorous intensity)	8
Swimming (leisure)	15
Swimming (moderate effort)	12
Swimming (treading water)	41
Swimming laps (vigorous effort)	9
Tennis (Handball/Racquetball)	10
Volleyball (full game)	9
Volleyball (leisurely)	23
Walking (Jogging)	20
Water Aerobics	20
Yoga	40

STEPS TO MINUTES TO MILES CONVERSION CHART

NOTE: These are standard conversions. However, physical activities will vary in terms of mileage depending on intensity of speed and other factors.

STEPS	MINUTES	MILES	STEPS	MINUTES	MILES
500	5	0.25	5,500	55	2.75
1,000	10	0.50	6,000	60	3.00
1,500	15	0.75	6,500	65	3.25
2,000	20	1.00	7,000	70	3.50
2,500	25	1.25	7,500	75	3.75
3,000	30	1.50	8,000	80	4.00
3,500	35	1.75	8,500	85	4.25
4,000	40	2.00	9,000	90	4.50
4,500	45	2.25	9,500	95	4.75
5,000	50	2.50	10,000	100	5.00

Source: Esse Health, Activity Conversion Chart
<http://www.essehealth.com/pdf/ActivityConversionChart.pdf>

TERMS TO KNOW

Abdominal Muscles (rectus abdominus, internal and external obliques, and transverse abdominus) in the front of the abdomen, below the chest, and above the belly button

Abductors Muscles that draw a body part, such as a finger, arm, leg, or toe away from the mid line of the body

Adductors Muscles that draw a body part, such as a finger, arm, leg, or toe, toward the mid line of the body

Aerobic Means "with air," so aerobic exercise is a kind of activity that requires oxygen (any physical activity that makes you sweat, causes you to breathe harder, and gets your heart beating faster than when at rest)

Anaerobic Describes an activity that requires a burst of energy short enough that the body doesn't have time to use oxygen as fuel

Anterior (thigh) A muscle that extends the leg and flexes the thigh

Biceps Muscles on the front of the upper arm

Cardiovascular system The heart and circulatory system make up the network that delivers blood to the body's tissues (with each heartbeat, blood is sent throughout the body, carrying oxygen and nutrients to all cells)

Cool down A period of time —between five and ten minutes — at the end of an exercise session when a lower-intensity version of the same or a similar exercise is done to gradually decrease the heart rate, breathing, and body temperature

Core (core muscles) Muscles that include the abdominals, those that run up the back and stretch down to the buttocks, and those on the front and inner thighs

Deltoid The large triangular muscle covering the shoulder joint that raises the arm away from the body and performs other functions

Gastrocnemius The chief calf muscle that flexes the knee and foot

Gluteals Buttocks muscles (gluteus maximus, medius, and minimus)

Hamstring Three muscles in the back of the upper leg

High-impact Describes a workout in which both feet leave the ground at the same time (e.g., running, hopping, jumping rope, skipping, and some step aerobics)

Hip flexors Muscles that allow the body to bend toward the hips and the hips to be pulled toward the torso, for example, as in a sit-up

Isometric exercise A muscular contraction in which the muscle maintains a constant length and the joints do not move (exercises are usually performed against a wall or other immovable object)

Latissimus dorsi The large, flat muscles in the back that move the arms downward, backward, and in internal rotation

Low-impact Describes a workout in which at least one foot remains in contact with the ground at all times (e.g., walking, hiking, rollerblading)

Pectorals Chest muscles

Pelvic muscles The muscular area in the lower part of the abdomen, attached to the pelvis

Plank A physical exercise in which one holds a push-up position for a measured length of time

Posterior (thigh) A muscle that flexes the leg and extends the thigh

Quadriceps The four muscles of the front thigh

Rhomboid Upper-back muscles that help move the shoulder blades

Rotator cuff A supporting structure of the shoulder consisting of the muscles and tendons that attach the arm to the shoulder joint and enable the arm to move

Spatial awareness A sense of one's body in relation to his or her physical surroundings

Sternocleidomastoid A neck muscle that rotates the head to the side, obliquely rotates the head, and flexes the neck (when both sides of the muscle act together, it flexes the neck and extends the head)

Teres major A back muscle that starts just below the armpit and stops at the top of the humerus, the large bone of the upper arm

Tibialis anterior Muscle just above the ankle that extends across the medial side of the ankle and into the foot

Trapezius One of the major back muscles responsible for moving, rotating, and stabilizing the shoulder blade and extending the head at the neck

Triceps Muscles of the upper arm

Warm-up A period of time—between five and ten minutes—at the beginning of an exercise session when a lower-intensity version of the same *or a* similar exercise is done to gradually increase the heart rate, breathing, and body temperature, preparing the body for the main, more intensive exercise (for example, if brisk walking is the planned workout, a warm-up might be walking at a slow pace)

RESOURCES

Websites

General Physical Activity

Adolescent and School Health: Physical Activity Facts

<http://www.cdc.gov/healthyyouth/physicalactivity/facts.htm>

Aerobic, Muscle- and Bone-Strengthening: What Counts?

http://www.cdc.gov/physicalactivity/basics/children/what_counts.htm

Bam! Body and Mind: Physical Activity

<http://www.cdc.gov/bam/activity/index.html>

Best Bones Forever: Get Active

http://www.bestbonesforever.org/physical_activity/activities.html

How Exercise Benefits Your Whole Body

<http://fit.webmd.com/kids/move/article/exercise-helps-body>

How Much Physical Activity Do Children Need?

<http://www.cdc.gov/physicalactivity/basics/children/index.htm>

Kid Exercises: The 4 Types You Need

<http://fit.webmd.com/kids/move/article/exercise-types>

Kids.gov: Exercise, Fitness, and Nutrition

<https://kids.usa.gov/teens/exercise-fitness-nutrition/index.shtml>

Kids Health

<http://kidshealth.org/>

Log it! Encouraging Kids to be Physically Healthy, Step by Step

<http://www.peclogit.org/logit.asp>

PBS Learning Media: Kids in Motion

http://ny.pbslearningmedia.org/collection/kids-in-motion/?topic_id=1144

PHIT America

http://www.phitamerica.org/News_Archive/Top_10.htm

Archery

Archery Games

<http://www.qproductsarchery.com/Games.pdf>

Learn Archery

<http://www.learnarchery.com/archerywarmupexercises.html>

National Archery in Schools Program

<http://naspschools.org/>

Teaching Archery

http://www.visionrealization.com/Resources/Camp_Activities/Archery.pdf

Climbing and Ropes Course

Climbing Fun Games

<http://www.kidsclimbing.co.uk/media/fungames.php>

Climbing Games

http://www.indoorclimbing.com/climbing_games.html

Climbing Wall Activities

<http://everlastclimbing.com/learn/climbing-wall-activities/>

Injury Prevention: Climbing Warm-Up

<http://www.dpmclimbing.com/articles/view/injury-prevention-climbing-warm>

Kid Crushers-Training for Youth Climbers

<http://www.dpmclimbing.com//articles/view/kid-crushers-training-youth-climbers>

Cross-Country Skiing

Cross Country Ski Fun

<http://www.crosscountryskifun.com/blog.php>

Cross Country Skiing Health & Fitness

<http://www.wintertrails.org/winterfeelsgood/snowsportsinfo/crosscountryskiing/crosscountryskifacts.aspx>

Learn the Benefits of Cross-Country Skiing

<http://www.humankinetics.com/excerpts/excerpts/learn-the-benefits-of-cross-country-skiing>

Strength and Power for Cross-Country Skiing

<http://www.nordicskiracer.com/news.asp?NewsID=2896#.VcQWOrf42b5>

Dance

Dance Lesson Plans: Arts Toolkit

<https://www.ket.org/artstoolkit/dance/lessonplan/>

Dance Lesson Plans

<http://www.pecentral.org/lessonideas/searchresults.asp?category=56>

National Dance Education Organization

<http://www.ndeo.org/>

Hiking

Health Benefits of Hiking

<http://www.americanhiking.org/wp-content/uploads/2013/04/Heath-Benefits-of-Hiking-fact-sheet.pdf>

National Trails Day

<http://www.nationaltrailsday.org/>

Horseback Riding

Teach Games! Have Fun!

<http://theridinginstructor.net/139/teach-games-have-fun/>

The United States Equestrian Federation

<https://www.usef.org/>

Warm-Up Exercises for Equestrians

<http://practicalhorsemanmag.com/article/warm-up-exercises-for-equestrians-11600>

Mountain Boarding

How Mountain Boarding Works

<http://adventure.howstuffworks.com/outdoor-activities/urban-sports/mountain-boarding3.htm>

Mountain Boarding/All-Terrain Boarding

http://www.benjamin-toni.com/divers/mountainboard/mountainboard_def.html

Mountain boarding: Any Hill Will Do

<http://www.howtobefit.com/mountainboarding.htm>

No Snow Needed

<http://mwells.cmswiki.wikispaces.net/file/view/No+Snow+Required+Aug.56.pdf>

Why You Should Be Mountain Boarding

<http://www.munroboards.com/blog/why-you-should-be-mountain-boarding-all-summer-if-you-love-snowboarding/>

Paddle and Rowing Sports

Children's Canoe Games

<http://www.myccr.com/phpbbforum/viewtopic.php?f=16&t=9538>

Endurance Exercises for Kayaking and Canoeing

<http://www.pptandfitness.com/endurance-exercises-for-kayaking-and-canoeing/>

Games to Play on a Canoe Trip

https://www.trails.com/list_30713_games-play-canoe-trip.html

Kayak Games and Tasks from Outdoor Adventures Ireland's Instructor

<http://www.outdooradventureireland.ie/kayak-games-tasks-outdoor-adventure-irelands-kayak-instructors/>

Soccer

Fun Games that Teach Skills

<http://www.ucs.mun.ca/~dgraham/manual/Pages/Resources/games.html>

Latest Fun Soccer Drills

<http://www.soccerxpert.com/fun-soccer-drills.aspx>

US Youth Soccer Training Activities

http://www.usyouthsoccer.org/coaches/coachconnect_lessonplans/

Youth Soccer Games and Drills

http://www.footy4kids.co.uk/soccer_games_and_drills_by_age_goup.htm

Swimming

Kids Health: Swimming

<http://kidshealth.org/kid/watch/out/swim.html>

PBS Kids: It's My Life: Solo Sports: Swimming

<http://pbskids.org/itsmylife/body/solosports/article4.html>

Swim 4 Life: Family Games

<http://www.nhs.uk/Change4Life/supporter-resources/downloads/swim4lifegamesheets.pdf>

The World's Largest Swimming Lesson

<http://www.worldslargestswimminglesson.org/learn/>

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- Ruis, Steve. Archery 4 Kids. Chicago, IL: Watching Arrows Fly, 2010.

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