

Yes I Can!

The How's and Whys of Physical Fitness

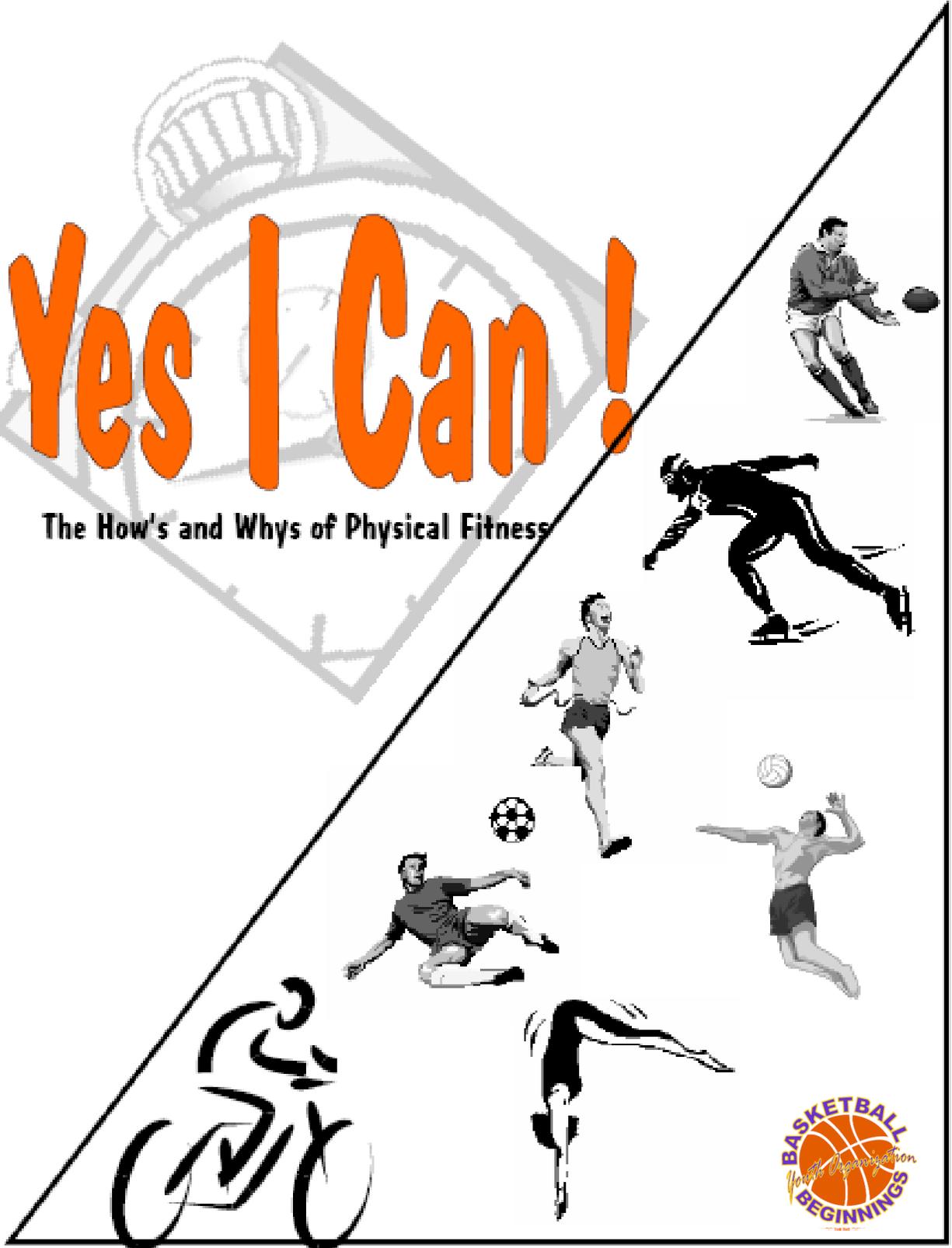


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Yes | Can !

Introduction



It has become necessary for educational institutes to recognize the importance of educating children and adolescence about physical activity as a way of life. Programs implemented should promote regular physical activity among young people and provide students with the knowledge, attitudes, motor skills, behavioral skills, and confidence to participate in physical activity.

Programs that promote regular physical activity among young people that may continue into and throughout their adult lives will become one of the most effective strategies for reducing chronic diseases associated with sedentary lifestyles.

Any program designed and or implemented must include physical activity policies, provide a physical as well as social environment that is safe and enjoyable, provide other services that encourage and support physical activity, offer or have access to extracurricular physical activities or information, provide personal training and regularly evaluate the instruction and the program.

It's no secret that children today are far less physical than children 15 years ago. Physical fitness must be encouraged among young people as chronic diseases associated with lack of fitness are occurring earlier in adults. Television, computers, video games, being driven to school and other neighborhood activities, as well as overall parental concern for their child's safety has reduced the incentive and initiative for children to participate in physical activities.

It is recommended that children be limited to not more than 2 hours of sedentary activities each day. Children and adults should engage in at least 20 minutes of moderate to vigorous physical activity 3 times per week.

A child's environment is significant to his/her development; it is important that parents and communities adapt healthy attitudes towards fitness.

The Phenomena of Movement



In the early stages of a child's life they begin to develop a sense of verticality (a state of uprightness). They go through the basic stages of turning, sitting, crawling, standing and walking. The final result is usually a balanced and vertical posture with smooth and fluid motions. By the age of six it is expected that a child should exhibit well-coordinated movement with a well-controlled vertical posture.

Studies have shown that optimally coordinated movement and vertical posture allow us to listen, communicate, act and interact independently; it is also recognized as the basis for developing age-appropriate speech, language and behavior. These skills are also fundamental and very important in developing attention, concentration, remaining focused for longer periods of time when learning and communicating. This level of performance is recognized as the foundation for later movement skills such as drawing or writing when we are in school and as adults when using complex and high-precision motor skills for positions like surgeons, aviators, violinists, synchronized swimmers etc.

To summarize, a child's ability to understand the world around him and communicate with other is based on early, adequate sensory and motor-skill development and integration, as well as stable emotional development. A child must however continue this pattern of development into adolescence to improve and further their gross motor skills and physical capabilities for over mental health, wellness, and fitness.

Physical Fitness and Adolescence



Sensory-motor intelligence development ends pretty much by school age and it is recommended that most children acquire and execute these skills within that time. It is perceived that children will achieve high-level academic performance with less effort if we train their motor skills starting in infancy, continuing in childhood.

Parents tend to invest a lot of time and resources during the early years of their children's life and place them in a variety of different activities and sports programs that whether consciously done or not develops gross motor skills, improve muscular strength, builds endurance, stimulates bone growth and density, protects the child against injury and produces positive psychological benefits. Unfortunately, only 50% of young people today participate in vigorous physical activities and it is a proven fact that children today are less fit than the children of ten years ago. What is even more alarming is that although young people are more physically active than adults, still only 32% of young people ages 6-17 meet the minimum standard for cardiovascular fitness, flexibility, and abdominal and upper body strength.

FACTORS INFLUENCING PHYSICAL ACTIVITY

It is advised that youths should be engaged in moderate or vigorous physical activity at least 3 days a week lasting 20 minutes or more at a time. Physical activity among girls and boys tends to decline steadily during adolescence. Demographic, individual, interpersonal and environmental factors are associated with physical activity among children and adolescence. Demographic factors include sex, age and race or ethnicity. For example, girls are less active than boys, older children are less active than younger children and among girls; blacks are less active than whites.

Individual factors associated with physical activities include confidence in one's ability to engage in exercise, perceptions of physical or sports competence, a positive attitude toward physical education and perceiving that there are positive benefits associated with exercise. These perceived benefits include excitement, fun, learning and improving skills, staying in shape, improving appearance; and increasing strength, endurance and flexibility.

Interpersonal and environmental factors associated with physical activity among young people include peer and parental support for participation in physical activities; also having access to convenient play spaces, sports equipment and transportation to sports or fitness programs are positively associated.

Overall, physical fitness and enhanced activity should become a family project especially for the first ten years of a child's life. People begin to form and establish patterns of health related behaviors during childhood. Today children are less physically active than recommended, enrollment in physical education has decreased and since many young people already have risk factors for chronic diseases associated with adult morbidity and mortality and change in attitude must be adapted and an aim to increase physical activity accepted.

Fitness as a Lifestyle



Recent studies have shown that obesity is on the rise and it is a proven fact that children today are less fit than the children of ten years ago. At the turn of the 21st century, hi-tech equipment, video games, computers, and television have become a regular part of a child routine; whether it be at school for computer lab, television time before bed, video games with friends or alone or a mp3 player to download hours of music, there is doubt that these activities definitely do not promote physical fitness or awareness.

Unlike adults, children do not exert themselves purely for the health benefits of exercise. Children must experience immediate gratification and very rarely with they increase their activity because it is the health approach; therefore the activity must have enjoyable elements. Activities such as a regimented aerobics program, calisthenics, jogging or yoga are much likely to fail because they must also focus on increasing the child's motivation to become and stay active. Long-term maintenance and benefits are likely to occur if physical activity is developed as part of their lifestyle as opposed to a regimented program implemented into a daily routine.

Although adults know the importance of physical fitness, time is a factor as well as the safety of their children. Parents tend to limit the areas and distance to where their children can travel without adult supervision or will arrange their time to drive them to scheduled activities. This greatly reduces the opportunity for children to have the recommended activity times as well as playing areas and the ability to use certain equipment.

Since children and adolescents spend about 15 years of their life in school one of the best places to encourage and develop a healthy lifestyle would be in their educational environment. Within the school, efforts to promote physical activity among students should be part of a coordinated, comprehensive school health program. A program that provides students with the knowledge, attitudes, motor skills, behavioral skills and confidence to participate in physical activity may establish active lifestyles among young people that continue into and throughout their adult lives.

Physical Education and the Student



To educate a student about physical activity he must learn skills necessary to perform a variety of physical activities; he must be physically fit, participate regularly in physical activity, and perceive physical education as a fun and enjoyable lifestyle. For children and young adults how to be physically active may be a more important influence than why to be physically active, and so activities must be enjoyable and have an immediate gratifying experience such as being fun and exciting.

The knowledge of physical activity is an essential component of physical education so that a child can easily interpret the physical, social and mental health benefits of fitness. Any health program needs to generate a positive attitude among youths and should help students gain confidence in motor and behavioral skills used in physical activities. This will allow children to be proficient in a few skills that will be able to be used in lifelong health activities.

Where health is concerned for young people the establishment of regular participation in physical activity, achievement of health-enhancing physical fitness, development of responsible personal and social behavior and awareness of the values and benefits of physical activity participation will help to generate positive and healthy attitudes toward fitness.

When play space is created for optimum enjoyment, access to a variety of sports equipment is made available and exposure to professional and competent instruction assists with learning skill it can become a systematic method that aid students in forming basic opinions of their strengths and weaknesses concerning physical activity. This may even permit the student to select activities that they can take interest in and pursue in to adulthood.

The Program

“Yes I can!” promotes physical activity by developing motor skills, shaping attitudes, and strengthening confidence. The program offers planned and sequential physical education and teaches children to take responsibility for their own health.

“Yes I can!” is a learning strategy that involves students in learning the concepts of physical activity while assisting them in developing important skills it involves brainstorming, cooperative groups and situation analysis and presents students with an enjoyable fitness program that meets their needs and interests. Motor skills developed help students to become competent in a variety of lifelong physical activity and promotes physical education as an ongoing lifestyle with the appropriate knowledge and information to do this.

“Yes I can!” helps students to understand basic health concepts; it provides health information and encourages the student to practice health enhancing behaviors. Directed goal-setting and prompted decision-making help guide the development of a healthy perception of physical activity as a lifestyle. As part of our learning strategy we have created material to allow students to evaluate their progress, students complete weekly tasks, test and evaluate their own performances and assess their motor skills. The information allows the student to create an ongoing portfolio from which they can monitor their progress, review their achievements and plan new approaches to their health.

Yes | Can !

Program Outline

“**Yes I can!**” provides structured curricula with professional instruction that is a fundamental part of our comprehensive physical activity program. Attached you will find a sample of the material that will be given to students and used in classes.

COURSE OBJECTIVES

- The goal of this program is to build a portfolio of personal performance, teach students how to be physically active
- teach students how to evaluate their performance
- 20 minutes of moderate to vigorous physical activity
- help student develop a healthy attitude towards health and exercise
- help students develop interest in activities relative to their body structure size, height etc...
- teach students a variety of different approaches to fitness
- team participation
- game activities and fundamental instruction

PROGRAM MATERIAL

- Students are provided with a **folder**; they are responsible to design the outside of the folder and keep their course material inside
- A **Height Measure** that students are required to color and place somewhere in their home for reference.
- A **Duo-tang** that contains assignments, course materials and reference material
- **Canada Food Guide**
- **Sports Equipment**



TOPICS COVERED INCLUDE

- **Why and How to Stretch**

- large and small muscles
- injury prevention
- flexibility measures

- **Cardiovascular Activities**

- jogging
- running
- vigorous exercise
- simple team obstacles

- **Basic Strength Training**

- push ups
- sit ups
- planks
- muscle development

- **How's and Whys**

- Lactic Acid
- Muscle Strains
- Body Fat Percentage
- Water
- Nutrition
- Body Building Food
- Basic Game Instruction

- ***6 – 8 week game sessions with organized teams
(sport may vary according to size and available equipment)**

- Soccer
- Floor hockey
- Volley ball
- Badminton
- Dodge ball
- Basketball
- Etc..

- **HOME ASSIGNMENTS INCLUDE**

- Design Your Own Portfolio
- Design Your Own Height Measure
- Create Your Own personal Food Guide
- Be Your Own Personal Trainer
- Make Your Own Ice Pack
- Make Your Own Basic First Aid Kit
- Personal Best Charts
- Eating Right
- Invent Your Physical Activity Game

Proposal

Basketball Beginnings Youth Organization proposes to run a comprehensive sports program to be conducted after school to children between the ages of 7 -12 throughout the school year. This program will offer professional instruction and guidance by qualified and competent individuals. This curriculum will include the many components needed promote physical activity as a way of life and teach students how to adapt a sensible approach. "Yes I can!" will present the student with many options and ideas to establish and maintain a responsible approach to fitness.

This ongoing course will be a fun and memorable experience and will teach useful and pertinent information that will encourage students to continue evaluating their capabilities and assessing their personal progress. It will also give children lasting knowledge of starting points to improving overall health. Many of the materials supplied and activities assigned show students how to take care of their own physical health by using basic materials that are often found right in their home.

The course content and materials used will be modified according the class age and maturity however; all of the basic information taught will be the same. Each year students will be able to use the same information as a way of evaluating their progress in the previous years and have opportunities to improve, update, and increase knowledge while noticing the overall benefits of participating in regular physical activity.

PROPOSED COST

The cost of this type of program is pre-determined by these factors:

- Course content and instruction
- Administration
- Regular instructor fees

Pre-determined costs are affected by these factors:

- Level of course content and instruction
- Coaching level of the instructor
- Proposed time and length of program
- Materials used

Final cost is adjusted to reflect theses factors:

- Facilities and equipment provided
- Number of classes each per day/week

The proposed cost to run a program which includes material, instruction and basic additional equipment is \$75.00 per class.

CONCLUSION



Basketball Beginnings is a diversified sports organization, we are affiliated with many professionals in different areas of sports and physical education. The content taught and information given is a collaborated effort of individuals skilled in different areas of physical fitness, health and wellness.

“Yes I can!” has been designed to ensure that children recognize their own levels of personal success in the area of physical fitness. It is our hope that it will be a fun and enjoyable experience that helps children to perceive being physically active as a part of everyday life. There is no guarantee that a child will continue this way of thinking into adulthood, but once the seed has been planted there is an indication that something may happen!