

# AFH Fit Playbook

Athletes and teams often choose to engage in charitable opportunities that involve young people and physical fitness. This document serves as a resource guide to help athletes formulate an agenda and exercises for physical activity sessions with children.



## Giving Hope

**H** – Healthy Experiences; The leader focuses on both the physical and emotional health of the kids.

**O** – Opportunity; Everyone has the opportunity to participate and have fun.

**P** – Personal Connection; The leader sets a positive tone by personally connecting to the kids.

**E** – Engage; Through age appropriate activities, simple rules, and clear communication, the leader will engage all of the kids in fun physical fitness sessions.

## Goals

1. Improve students' perception of physical fitness and its benefits.
2. Improve students' level of fitness through personal and group fitness goals.

## Athletes' Role

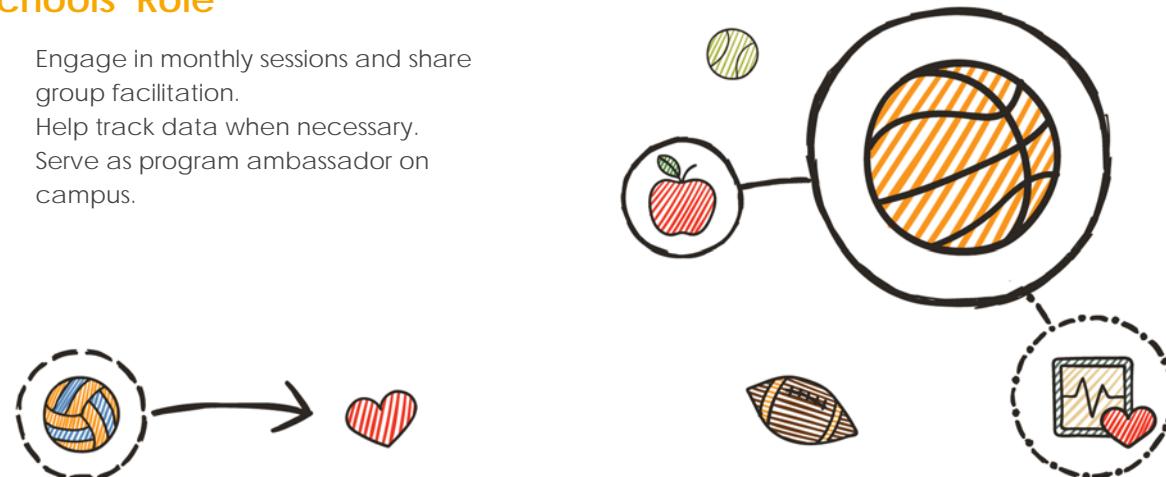
- Share personal accounts of why physical fitness has played a critical role in their lives.
- Acknowledge students' progress in their physical fitness goals by recognition and incentives for participation.
- Lead physical fitness activities with the kids and serve as healthy role models to underserved children.

## Schools' Role

- Engage in monthly sessions and share group facilitation.
- Help track data when necessary.
- Serve as program ambassador on campus.

## AFH Role

- Overall program design and data tracking.
- Provide training and content on physical fitness activities to athletes.
- Facilitate physical fitness sessions.
- Liaison with athletes and school partners.
- Coordinate monthly calls prior to visits
- Analyze date and report outcomes.
- Publicize program highlights.



## Session Overview

Kids need to hear, see and practice new skills. Tell them the instructions as a group, show them how to do the activity, then allow them to Do it as a practice.

## A Positive Physical Activity Session Includes

- **Dynamic Stretching:** Stretching while moving prepares kids for more vigorous activity and develops motor skills.
- **Warm Up Activity:** Simple tag games prepare kids for physical activity.
- **Active Games:** Games are fun, develop motor skills, and provide health related fitness.
- **Static Stretching:** Static stretching after playing sports or participating in physical activity improves flexibility and body awareness.
- **Debrief:** Review what kids experienced. Empower them by asking kids to recount what they learned.



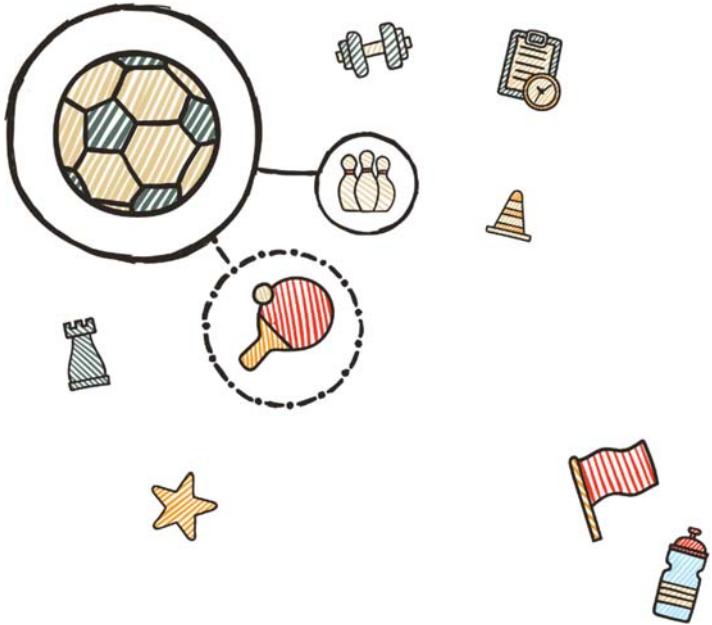
## Sample Power Up! Agenda

- **SKILLS** this session are Sit-Ups and Jumping Jacks.
- **10 Minutes:** Welcome and Introductions
  - School Ambassador welcomes the athletes and guests to the program.
  - Review agenda with kids and review visual calendar of sessions. Review goal setting and discuss personal outside goals as well as class goals (Sit ups and Jumping Jacks). Reinforce progress as a group and incentivize those working outside of class time to meet goals.
  - Ask for questions from group, then have kids line up in equal lines at one end of the gym for warm up.
- **10 Minutes:** Dynamic stretching: Bear Crawls, Sit ups, Bottom Kicks, High Knees
- **5 Minutes:** Grouping Games-
  - Have fun with a variety of Grouping Games with ultimate goal to get kids into groups of 8-10 for the next event. Have 1-2 athletes per group to help monitor skills and give feedback.
- **20 Minutes:** Skill Zone and testing for 2 skills (Sit ups and Jumping Jacks).
- Skill 1: **Plank Challenge.** Tell students about how to do a plank, then show them and students practice. Them what muscles it is working and why it's important to get a stronger core. Set a timer and see who can hold the plank for the longest. Record individual scores.

### REST/Water Break

- Skill 2: **The Sprint Challenge.** Describe to the students proper running form. Tell the students that they will have 30 seconds to run from one cone to another. Record you can run the farthest distance in a set period of time. Record individual scores.
- **20 Minutes:** Group game-Steal the Cones
- **10 minutes:** Cool Down/Debrief





## Grouping Games

- Name Size:** Students must count the number of letters in their first name and then find a partner who has the same number of letters. Once students have found their partner, the student whose name begins with a letter closest to A stands and the other sits, which creates teams similar to Partner Sit/Stand.
- Same Shoe Size:** All students find a partner who has the same shoe size as them. You can also use eye color, hair color, hand size, etc. Once students have found a partner, refer to Partner Sit/Stand.
- Rock Band:** Use "Mingle, Mingle!" to get the students into groups of four. Have the group decide on a rock band name and have each student select one of the four roles in the band: lead singer, drummer, guitarist, or keyboardist. Instruct each Rock Band role to form its own group: all drummers together, all lead singers, together, etc.

## Tag Games

### Amoeba Tag

- Set Up: large open area. Set boundaries using existing markers such as lines on a basketball court or cones.
- Rules and Directions
  - One person is "IT" while others scatter
  - If touched, students join hands or link elbows and continue to chase each other, thus becoming an "amoeba."
  - Only the "amoeba" reaches four people. It splits into two.
  - Each piece of the amoeba continues to split when it reaches four people until everyone is caught.

### Blob Tag

- Set Up: large open area. Set boundaries using existing markers such as lines on a basketball court or cones.
- Rules and Directions
  - One person is "IT" while others scatter
  - If touched, students join hands or link elbows to become a blob and continue to chase each other.
  - The blob continues to grow until all are caught.

### Paparazzi Tag

- Set Up: Large open area for the groups
- Rules and Directions
  - Have the students get in groups of four
  - In each group, there should be 1 celebrity, 2 body guards, and 1 paparazzi
  - The bodyguards and celebrity lock arms at the elbow and are not allowed to break that connection.
  - The paparazzi tries to tag the celebrity and the bodyguards shuffle their feet to keep the paparazzi away from the celebrity.
  - This competition continues for 30 seconds and then someone else is designated the tagger and the game continues until the target is caught.

## Games

### Over, Under, Around, and Through

- Rules and Directions

- Formation: students line up around the perimeter of the room.
- Facilitator decides on a pattern where students go over, under, around and through imaginary or real objects.
- Lead the line of students around the room, following this pattern for at least 30 seconds each.
  - Example 1 – Over a sea of sticky peanut butter, under a cherry tree, around an ice cream cone and through a sea of Jell-O
  - Example 2 – Over a turtle, under a big dog, around the elephant and through a giraffe's legs.

### Sports Galore

- Rules and Directions

- Leader calls out the following sport skills to mimic for at least 10-15 seconds.
  - Shooting a jump shot
  - Running through tires
  - Batting a baseball
  - Serving a tennis ball
  - Downhill skiing
  - Spiking a volleyball
- Variations
  - Leader can also integrate skills into word problems and have students repeat the number he or she calls out
  - Ex. If Juan made 5 jump shots and 2 went in the basket, how many did he miss?

