
HEALTHY POKES: AFTERSCHOOL PROGRAM

Sponsors & Partners:

XXXXX

XXXXXXX

XXXXXXX

XXXXXXX

University of Wyoming, Division of
Kinesiology & Health

Fall 2022 – Spring 2023

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Program Partnership & Contacts

Laramie Country School District #1:

- REMOVED

University of Wyoming, Kinesiology & Health:

- REMOVED

Program Leaders in LCSD#1 Elementary Schools:

- REMOVED
- REMOVED

Additional supporters:

- REMOVED

About Healthy Pokes...

OVERVIEW

The Healthy Pokes program is a multi-component initiative that utilizes a comprehensive approach to understanding and improving physical activity and interpersonal behaviors in Wyoming youth. Program coordinators are housed in the Division of Kinesiology and Health (DKH) at the University of Wyoming (UW). The Healthy Pokes program includes several branches related to youth and physical activity engagement including: (a) physical education; (b) physical activity/fitness; (c) youth and community; and (d) afterschool.

In general, Healthy Pokes is a university supported community-based program with initiatives that include the collaboration between multiple partners to design, research, and implement programs that connect physical activity, physical education, and personal/social wellness for youth. To this end, the Healthy Pokes program is also focused on implementing physical activity-related programs to promote personal and social responsibility.

The Healthy Pokes Afterschool branch specifically assists in planning, implementing, and evaluating opportunities for students to engage in positive physical and social activities with peers before and after school. Overall, the mission of Healthy Pokes Afterschool is to partner with communities to provide physical activity-based programming in support of the development and application of personal and social responsibility skills of youth in the state of Wyoming.

Importance of Afterschool Programming: Integrating Physical Activity with Personal and Social Learning

Importance of Afterschool Time

Schools can provide access to structured free time that focus on the strengths and interests of youth involved. It has been found that this free time has the potential to support identity beliefs and moral development more than the formal school day hours (Weisman & Gottfredson, 2001). The hours immediately following the release of school are critical, as irresponsible behaviors (drinking, smoking, peer pressure, bullying, etc.) are more common due to a lack of youth supervision.

Physical Activity & Sport-Based Youth Development

One approach towards enhancing afterschool time is through sport and physical activity. The Centers for Disease Control and Prevention state that children and adolescents need 60 minutes of moderate to vigorous physical activity every day of the week (CDC, 2021). If time is not allotted for children and adolescents to move throughout the day, it is unlikely they will meet these guidelines, which can result in a number of negative health circumstances such as lack of interest in or ability to move or a number of health-related challenges (e.g. obesity, diabetes, heart disease).

Sport-based youth development is a specific approach that provides the benefit of movement combined with teaching life skills such as role-modeling, goal setting, team building, etc. (Holt, et al., 2017). The process focuses on two components. First, it highlights youth knowledge enhancement related to their skill performance and competencies and how they influence their overall health and well-being. Second, the process provides children and adolescents the opportunity to discuss and practice the concept of transfer of these skills to settings outside of afterschool time such as at home, during the school day, and in the community (Gordon & Doyle, 2015).

Personal, Social Responsibility Skills and Emotional Health

The Healthy Pokes program is guided by the CASEL framework five core competencies (Collaborative for Academic, Social, and Emotional Health, 2018): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies cover a wide range of skills such as understanding emotions, setting goals, managing stress, being self-motivated, appreciating and respecting diversity, clear communication, conflict resolution, avoiding peer pressure, and being considerate of others.

Each of these skills can be developed through the TPSR model. Physical activity and sports can provide both guided and impromptu opportunities to discuss and practice personal and social competencies. Without explicitly concentrating on these skills, we cannot be sure children and adolescents are developing them.

The Teaching Personal and Social Responsibility (TPSR) Model

The goal of TPSR is to teach kids personal and social responsibility through movement. Physical activity is used as a vehicle to teach life skills that can be practiced in the gym and transferred to other settings such as at school, at home, and in the community.

Assumptions of the Model:

- Physical education and physical activity programs offer unique personal and social development opportunities, but it takes more than rhetorical claims to turn these opportunities into realities. Personal and social development is not automatic: progress requires responsibility-based goals, strategies, and teacher qualities.
- If physical education and physical activity programs are to be truly developmental and holistic, they need to be focused as well. FollowingSizer's (1992) less-is-more guideline, a program with a few goals will have more effect on kids than one with many goals.
- If physical activities are central to our program, we must be competent at teaching them, even if we are also teaching TPSR. That is, we must embed TPSR ideas and strategies in the physical activity content knowledge, pedagogical skills, and activities we teach.

Program Leader Responsibilities:

- Gradual empowerment & self-reflection
- Embedding TPSR in the physical activities
- Transfer
- Being relational with kids

Levels of Responsibility (Awareness):

Levels	Definitions	Examples
I: Respecting the rights and feelings of others	Self-control	*Controlling temper, impulses, etc.
	Right to peaceful conflict	*Conflict box, rock-paper-scissors, coin flip
	Right to be included and to have cooperative peers	*Including others willingly in tasks, willing to work with others who need a partner
II: Effort and cooperation (self-motivation)	Self-motivation	*Persisting in difficult tasks
	Exploration of effort and new tasks	*Putting forth effort
	Getting along with others	*Participating in all activities with classmates
III: Self-direction	On-task independence	*Works independently and stays engaged
	Goal-setting progression	*Sets goals and works to achieve them
	Courage to resist peer pressure	*Makes good choices
IV: Helping others and leadership	Caring and compassion	*Helps others
	Sensitivity and responsiveness	*Leading or teaching others
	Inner strength	*Considering the welfare of others
V: Transfer outside the gym	Trying these ideas in other areas of life	*Understands the value and relevance of skills taught beyond the classroom
	Being a positive role model for others, especially younger kids	*Applies skills taught outside of the classroom

(Hellison, 2011)

Session Structure:

Relational time (5 minutes)	“This refers to the informal one on one interactions the teacher has with students that help to create a welcoming environment and establish personal relationships with students. It is an opportunity to chat, ask students how their day is going, and discuss things that may be coming up or going on in their lives.” Healthy Pokes Relational Time: This will be consistent for five minutes to start the session. Leaders at each site have the autonomy to arrange this as desired. It could be sitting in a circle, walking around the gym, general use of equipment that is out, etc. During this time, participants and adults should be encouraged to interact with one another informally – get to know one another’s personalities and interests. Utilize a system to remember which participants you as the leader have not interacted with yet to ensure each one gets attention throughout the program.
Awareness talk (3 minutes)	“This is a brief structured meeting that officially begins the lesson. During this talk, usually just a few minutes, the teacher can go over the plan for the day, invite input from students, and most importantly, remind them of the goals and objectives of the program. Depending on the stage of the program, a teacher might be focusing on a particular aspect of responsibility” Healthy Pokes Awareness Talk: All students and adult leaders will be seated in a circle. Questions will be asked regarding the focus of the day.
Physical activity plan (25 minutes)	“This constitutes the majority of the lesson and could involve any age-appropriate physical activity, exercise, or sport content. The key difference is that the teaching strategies employed during this activity time shift power to the students and put them in responsible roles. The key here is to integrate the teaching of responsibility with the teaching of the physical activity.”
Group meeting (6 minutes)	“After most of the time has passed in the lesson and the physical activity is completed, the teacher provides students an opportunity to share their opinion about the lesson, make suggestions, as well as comment on the group’s performance and cohesion. If the day’s activities had involved student leadership, this Group Meeting could provide a safe and structured opportunity for students to provide feedback to their peer-leaders and vice versa.”
Self-reflection time (6 minutes)	“For the last few minutes of the lesson, students are asked to reflect on their OWN attitudes and behaviors during the lesson. Using the responsibility levels as reference points, the teacher prompts the students to think about their performance that day relative to each. The teacher may have students share their self-reflections at this time verbally, with a hand signal or writing in a journal.” Healthy Pokes Self-Reflection Time Allow participants to share their reasoning if they want to, encourage honesty and avoid criticism of those with thumbs to the side and down. Feedback should be based on their reasoning and encouraging them to set goals for improvement as needed.

(TPSR Alliance, n.d.)

Additional Teaching Strategies:

<i>Strategy Name</i>	<i>Explanation</i>
Modeling Respect	Teacher models respectful behavior and communication in all interactions
Setting Expectations	Teacher organizes tasks with clear expectations and clearly communicates directions and behavioral expectations to students
Providing Opportunities for Success	All activities are designed by the teacher so that no students are excluded or unable to successfully participate due to individual differences
Fostering Social Interaction	Activities and structures are designed by the teacher to allow students to have interactions with one another that are not directly controlled by the teacher
Assigning Management Tasks	Students to contribute to the management and organization of the lesson by taking on specific tasks or jobs assigned by the teacher
Promoting Leadership	Students are given the opportunity to lead or instruct peers
Giving Choices and Voices	Teacher plans for and provides opportunities for students to voice their opinions, offer suggestions, and make program decisions
Involving Students in Assessment	Students engage in self- and or peer-assessment within the lesson
Addressing Transfer of Life Skills	Teacher directly addresses the life skills taught in the program and their application outside the program

(Wright & Craig, 2011)

Program Overview

Spring: Weeks 9-16

Healthy Pokes Afterschool

	Personal and Social Responsibility Goal	Personal and Social Responsibility Focus	Activity
Week Nine	Self-awareness	Integrating personal and social identities	Activity One Ball Toss – name challenge Activity Two Common Traits
Week Ten	Relationship skills	Developing positive relationships	Activity One High-five Buddies Activity Two Pass the Frog
Week Eleven		Communicating effectively	Activity One Trust walk (Mine Field) Activity Two Activity Charades
Week Twelve	Social awareness	Recognizing strengths in others	Activity One Strengths Now and Then Activity Two Sharing our Strengths
Week Thirteen		Understanding and expressing gratitude	Activity One Quad Ball Activity Two Gratitude Jar
Week Fourteen	Self-management	Setting personal and collective goals	Activity One Fitness Goals
Week Fifteen		Exhibiting self-discipline/self-motivation	Activity One Self Guided Jump Rope
Week Sixteen	Responsible decision-making	Identifying solutions for personal and social problems	Activity One Toss to a Target Activity Two End Ball

Healthy Pokes Sessions

Spring 2023

Sessions 9-16

Multiple Sessions

Session 11

Relationship skills: Communicating effectively

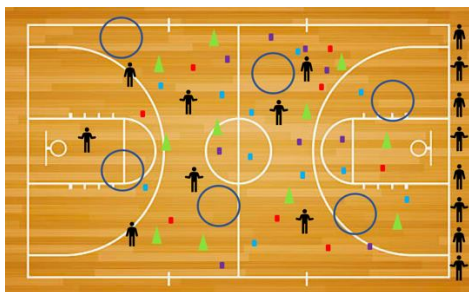
Awareness Talk

A big part of our lives is being able to communicate with others! When we communicate, we want to be able to speak well and listen well. What can we do to make sure we are listening well? *Allow participants to answer; be sure to cover nodding, eye contact if comfortable, body language, not thinking about something else while listening, giving verbal statements like “I understand”.* What can we do to make sure we speak to others well? *Allow participants to answer; be sure to cover positive language, sharing ideas and allowing others to share.*

Activity 1: Trust Walk (Mine Field) Credit to the Physical Education Association of Ireland

(<https://www.peai.org/wp-content/uploads/2014/04/Handbook-of-Ideas.pdf>)

Place equipment around the gymnasium randomly to serve as obstacles (mines) – items such as hula hoops, bean bags, cones, etc.

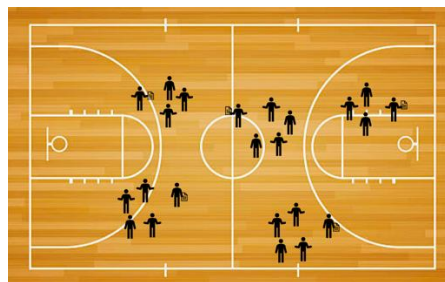


Each participant has a partner. Partners stand on opposite sides of the gymnasium from each other. One partner keeps their eyes closed (use blind folds if possible) and is trying to make it to the other side without touching any of the “mines”. Once the partner arrives, they will discuss the challenges with their partner and come up with strategies to improve the next time. Then the next partner goes.

Activity 2: Activity Charades Credit to UNESCO

(<https://en.unesco.org/themes/sport-and-anti-doping/sports-values-education>)

Prior to the task, provide a writing utensil and paper/notecards to all of the participants. Select a category or have the students select a category (e.g. feelings, animals, etc.) that can be acted out. Have each participant write down a word associated with the category and collect their responses and shuffle the papers to randomize the return of the papers.



Split the students into small groups of 4 or 5. Provide each participant with a card. They will act out their card for their group to allow them to guess. If time allows, complete the process with a new category.

Encourage them to discuss what works well and what doesn't when trying to guess the cards.

Group Meeting

Everyone is seated in a circle and you are audio-recording. Allow as many students to share as time allows.

Prompts:

- (1) Describe what communicating effectively looks like.
 - (1a) How should you speak to others?
 - (1b) How should you listen to others?
- (2) How is communicating online similar or different to communicating in person?
- (3) Do you find it easier or more challenging to communicate in person? Why?

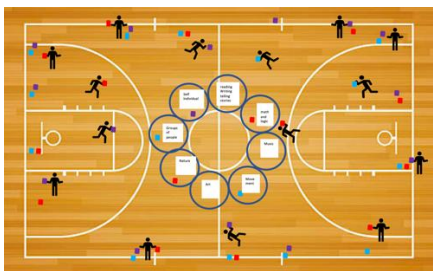
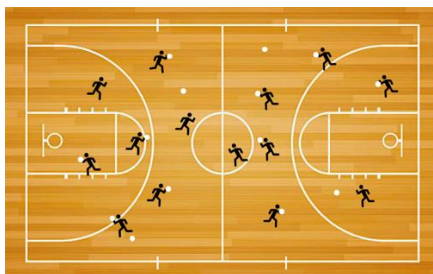
Self-Reflection

Prompt:

Consider your own behaviors today. Show a thumbs up, thumbs to the middle, or thumbs down depending on how well you feel you communicated. Now take a few minutes to draw yourself communicating well outside of the program! This could be at home, in the classroom, in the community, anywhere!

Multiple Sessions

Session 12

Social Awareness Recognizing strengths in others	
Awareness Talk We all have things that we are good at, and we all have things that we could do better! <i>Leader shares an example of themselves doing well in one thing but not in another.</i> Can anyone share a strength? <i>Allow students to share.</i> Can anyone share a weakness? <i>Allow students to share.</i> Today we are going to focus on finding our own strengths and areas to improve, as well as sharing what we think the strengths of our fellow program participants are!	
Activity 1: Strengths Now and Then Arrange 8 hula hoops in a circle in the center of the gym. Within each hula hoop, have papers with one of the following words: reading/writing/telling stories, math and logic, movement, music, art, nature, groups of people, self/individual. Each participant is given 3 bean bags.  Participants will begin with three bean bags. Each strengths category will be introduced and briefly discussed with examples provided (e.g. groups of people means you are good at working with others, teamwork, building others up, etc.). Participants will run from the perimeter with one bean bag at a time, they should drop the bean bag in the strengths category they feel best fits them, then do it again two more times so each person's top three strengths are identified. Make note of the number of bean bags in each at the end. Repeat the task but instead have them place the three into categories they want to improve. Try to beat the previous round's time. <i>Discuss and explain that we all have strengths that we can share with others and help each other grow.</i>	Activity 2: Sharing our Strengths Each student will have a gator ball, additional gator balls can be rolled out after game play begins by the teacher to keep game play constant. The class is split, half on one side of the gym and half on the other.  Participants will each have their ball. Participants will roll their ball to the other side and continue to do so for a set amount of time (~2 minutes). The goal is to try to be the side with the least amount of gator balls at the end of the time. SAFETY: <i>Focus on not tripping on incoming gator balls, as well as not hitting other participants during the activity.</i> Once stopped, have the participants count the gator balls on each side – announce the winner. Each student from one side will have 5 seconds to go toe-to-toe with one student on the other side. Once there, give them 1 minute to share one of the strengths that they thought of during the first activity. The partner from the winning side will share first. This will continue as time allows – a new partner selected each time for the sharing portion.
Group Meeting <i>Everyone is seated in a circle and you are audio-recording. Allow as many students to share as time allows.</i> Prompts: (1) What are some of the strengths you noticed in your peers? (2) How do we notice other people's strengths? (3) How can we communicate that we have noticed someone's strengths with them? (4) What strengths do you feel your peers may have had or developed during the COVID online/at-home experience? Describe. (4a) How did you notice that they had these strengths? (4b) Were you able to tell them you noticed? (5) What are some strengths that you have seen from your peers that work well virtually but not in person? (5a) How about in person but not virtually?	
Self-Reflection Prompt: Consider your own behaviors today. Show a thumbs up, thumbs to the middle, or thumbs down depending on how well you feel you were about to learn about others' strengths today. Now take a few minutes to draw a strength that you have or want to have someday!	

Self-Reflection Prompt *(optional)*

Circle One and then write your thoughts below:



Drawing of the day:

A large, empty rectangular box with a thin black border, intended for a drawing.

Describe your drawing:

Session 9 Handout

Hear

Smell

See

Family

Touch

Friend

Taste

Fitness Stations Team and Collective Goals	
Speed Walk – bean bags moved from one hula hoop to the other, each move is 1 rep	
Team Goal Total:	Individual contribution Name: Total: Name: Total: Name: Total: Name: Total: Name: Total:
Jog or Run – bean bags moved from one hula hoop to the other, each move is 1 rep	
Team Goal Total:	Individual contribution Name: Total: Name: Total: Name: Total: Name: Total: Name: Total:
Hula Hoop for time – count out loud	
Team Goal Total:	Individual contribution Name: Total: Name: Total: Name: Total: Name: Total: Name: Total:
Line Jumps (jump over a line) or Jump Rope for reps	
Team Goal Total:	Individual contribution Name: Total: Name: Total: Name: Total: Name: Total: Name: Total:

Underhand Toss – toss a bean bag from the polyspot to a hula hoop – making one in counts as 1 point	
Team Goal Total:	Individual contribution Name: Total: Name: Total: Name: Total: Name: Total: Name: Total:
Inch Worms – moving from line to line counts as 1 rep	
Team Goal Total:	Individual contribution Name: Total: Name: Total: Name: Total: Name: Total: Name: Total:
Hopscotch – one pass through is 1 rep	
Team Goal Total:	Individual contribution Name: Total: Name: Total: Name: Total: Name: Total: Name: Total:
Bear Crawl – one pass through is 1 rep	
Team Goal Total:	Individual contribution Name: Total: Name: Total: Name: Total: Name: Total: Name: Total:

Session 15 Handout

No Jump Rope Needed

Using a Jump Rope

Jump Rope Goal Setting		
Number	Skill	Goal
1	Hop in Place (one foot to the same)	
2	Jump for Height (2 feet to 2 feet)	
3	Leap for Distance (one foot to the other)	
4	Jump for Distance (2 feet to 2 feet)	
5	Hops over a Line	
6	Jumps over a Line	
7	Side Turns	
8	Side Turn Jump	
9	Basic Jump (2 feet)	
10	Bell Jump (front/back)	
11	Forward Straddle Jump	
12	Side Straddle	
13	Heel to Heel	
14	Toe to Toe	
15	Heel Toe Bounce	
16	Kick Bounce	
17	Ski Jump Side to Side	
18	Double Under	