



# Self-Guided Training Module



# Overview



## Come Out & Play:

- is an evidence-based physical activity program for schools and summer camp programs.
- for youth ages 6-12.



# Come Out & Play Goals



## Meet Physical Activity Guidelines by:

- Reaching daily physical activity recommendations measured by step counts.
- Showing improvement in fitness levels.



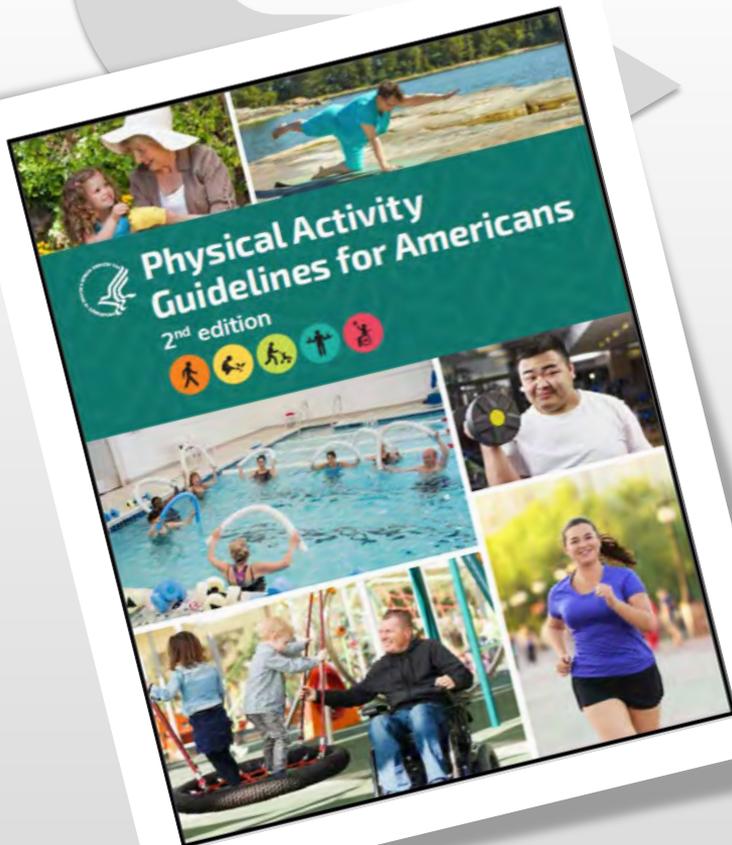
# Physical Activity Guidelines



Guidelines for School-Aged  
Children & Adolescents

Children and adolescents ages 6 through 17 years should do 60 minutes (1 hour) or more of moderate-to-vigorous physical activity daily:

- **Aerobic:** Most of the 60 minutes or more per day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity on at least 3 days a week.
- **Muscle-strengthening:** As part of their 60 minutes or more of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days a week.
- **Bone-strengthening:** As part of their 60 minutes or more of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days a week.



# Objective 1



Use the Implementation Calendar to implement Come Out & Play activities.



# Objective 2



Have youth record their daily steps and complete Activity Records.



# Objective 3



Conduct valid and reliable fitness assessments (if choosing to do them).



# Objective 4



Record step and assessment data in the Step Tracker Excel Workbook.



# Main Menu



Facilitator's Manual Components



Activity Records



Fitness Assessments



Step Tracker

A circular button with a black center and a grey border. The text "Review Objectives" is written in white, bold, sans-serif font.

Review  
Objectives

# Facilitator's Manual



This Manual contains easy-to-implement materials that:

- get children outside
- educate them about nature - using fun physical activities.



# Facilitator's Manual



Lessons

Quests

Make & Plays

Activities

Calendar

TABLE OF CONTENTS	
<b>Introduction</b>	3
COAP Goals	3
Evidence Base	3
<b>Components</b>	4
Overview	4
Lessons	4
Activity Records	5
Quests	6
Make and Plays	6
Activities	6
Step Tracker Excel Workbook	7
<b>Implementation Calendars</b>	7 - 10
<b>Lessons</b>	
Step It Up	11
Fit & Healthy Me	13
Strong Me	15
<b>Quests</b>	
Butterfly	17
Fitness	21
Parks & Trails	25
See, Smell & Hear	29
Big Foot	33
Cartography	37
Leaf & Needle	41
<b>Make and Plays</b>	
Creature Match	45
Build a Fitness Challenge	49
Balloon Anarchy	51
Animal Puzzles	53
Target Practice	63
Predators and Prey	65
Goin' Fishing	73
Alphabet Hike	75
<b>Activities</b>	
Animal Camouflage	77
Animal Moves	79
Beaver Dam	81
Beavers and Dozers	83
Bridges and Tunnels	85
Bubble Mania	87
Cannonball	89
Capture the Saucer	91
Catching Saturn	93
Chameleons	95
Cooperation Park	97
Creation Station	99
Crossing the Grand River	101
Deer Survival	103
Eagles and Mice	105
Engineers and Robots	107
Fox Hunt	109
Friendly Skeletons	111
Gathering Nuts for Winter	113
Hoopster Ball	115
Hula Hoop Mania 1	117
Hula Hoop Mania 2	119
Human Knot	121
Hungry Bats	123
Jump Rope Mania 1	125
Jump Rope Mania 2	127
Mackinac Bridge	129
Name Game	131
Nature's Obstacles	133
Nature's Scavenger Hunt	135
Noodle Mania 1	137
Noodle Mania 2	139
Noodle Mania 3	141
Picnic Rounds	143
Pong	145
Pop Goes the Weasel	147
Primate Tic-Tac-Toe	149
Relay Race Mania 1	151
Relay Race Mania 2	153
Tag Games 1	155
Tag Games 2	157
Tag Games 3	159
Tick Tock	161
Tic Tac Toe	163
Topple	165
Tree Frog Fling	167
Ultimate Frog Toss	169
Volley the Ball	171
Who's Running in the Woods	173
Zig Zag	175

COME OUT AND Play! Facilitator's Manual v4 | © 2020 Michigan Recreation and Park Association



Open your Manual to the Table of Contents

Review the Table of Contents and where to find the 5 components listed on the tabs above.



# Facilitator's Manual

COME OUT AND Play!



Click the navigation arrows below to learn more about each of these components.





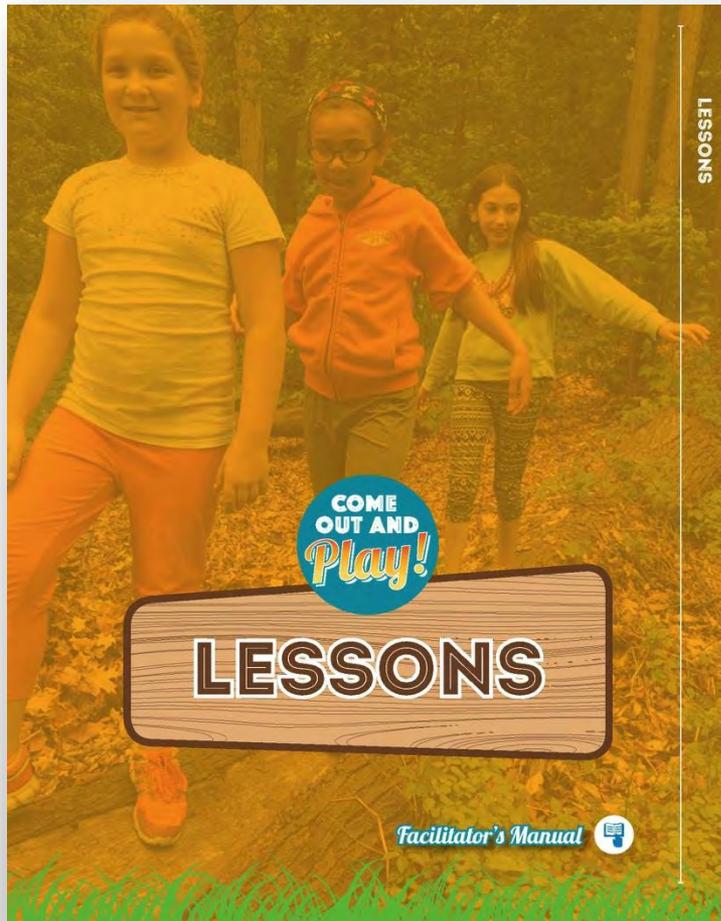
Lessons

Quests

Make & Plays

Activities

Calendar



Three lessons introduce children to ***Come Out and Play*** during the first week of the program.





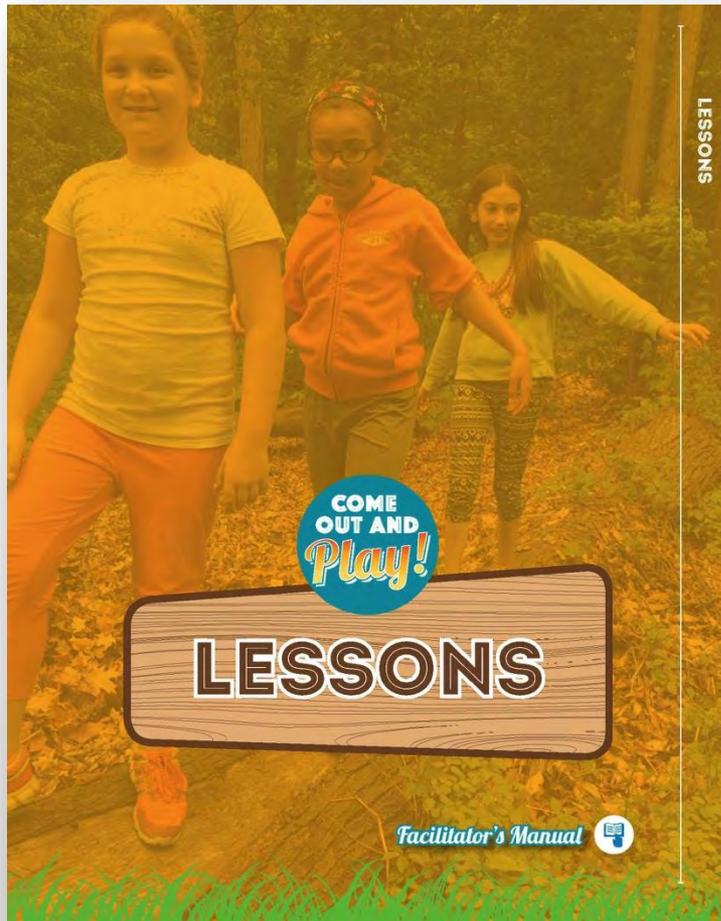
Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Emphasize the importance of getting 60 minutes of physical activity daily (9,000 steps/day).*

1



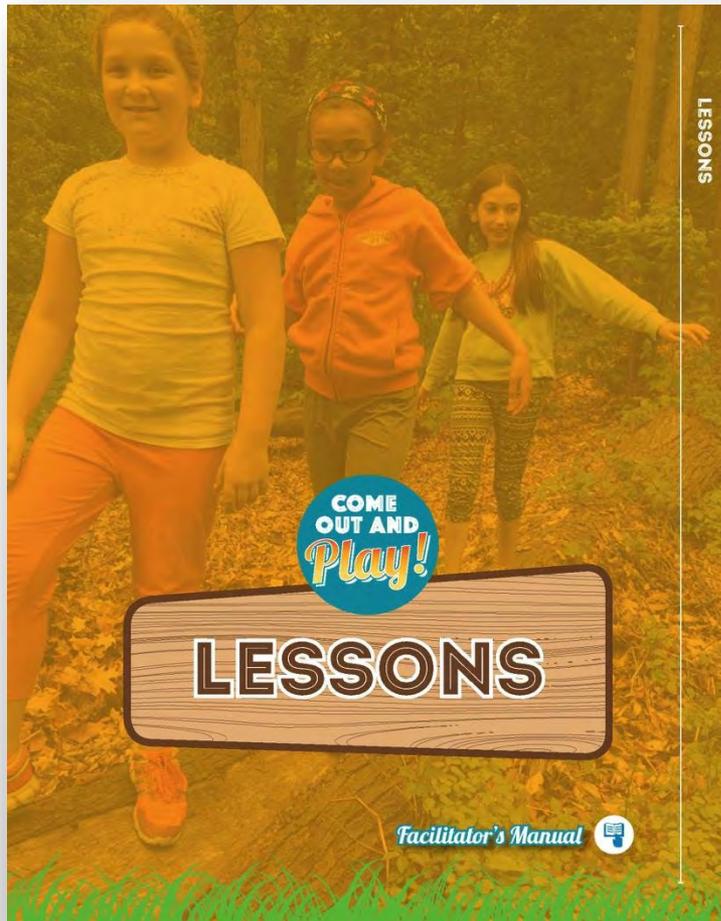
Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Orient children to the use of pedometers to track their physical activity.*



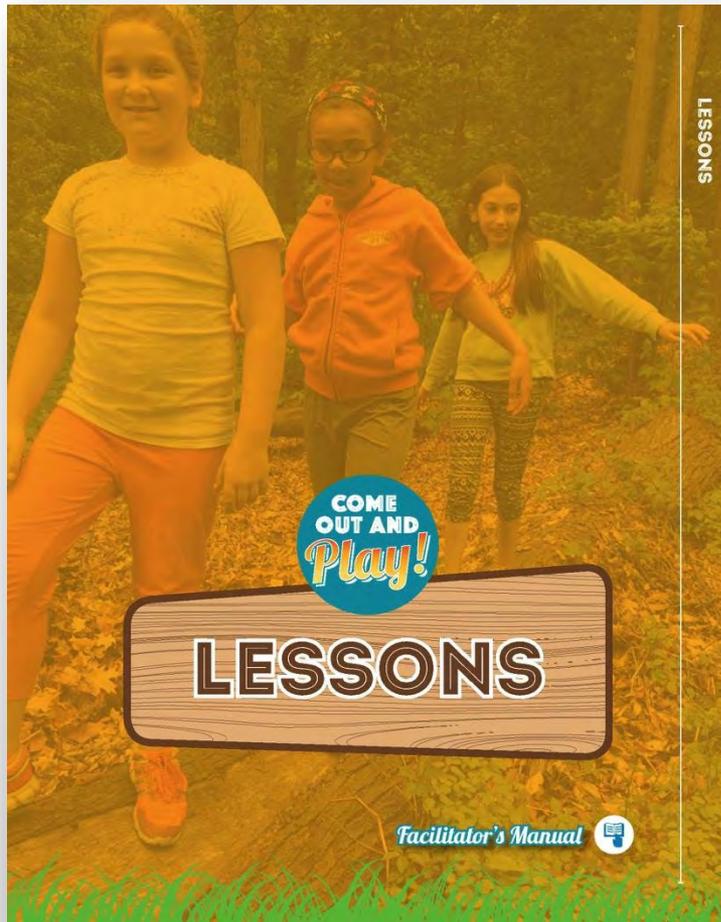
Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Introduce Activity Records to the children.*



**LESSON 1**

**STEP IT UP**

**Gear**

- pedometers (1 per child)
- jump ropes
- crayons or pencils
- activity record and sticker (1 per child)

**Prep**

Mark a start line that is about 30 feet wide with a jump rope.

Mark 2 lines parallel to the start line - 1 that is 50 feet and 1 that is 100 feet, from the start.

**Play**

1. Overview Come Out and Play.
  - Every weekday for the next 8 weeks, we're inviting you to Come Out and Play with us.
  - We have a lot of fun activities planned.
  - What would make Come Out and Play fun for you?
  - Repeat and reinforce the following answers, adding those that aren't offered.

Be with friends.	Be active.	Gain fitness.
Be outside.	Set and achieve goals.	Make heart strong.
Play games.	Improve skills.	Build strength.
Learn new things.	Cooperate and/or compete.	Make bones strong.
Keep busy.	Win prizes.	Be/get healthy.
2. Explain doing aerobic activity to build strong hearts.
  - We will be moving our bodies in many fun ways using many different games and activities.
  - These activities will make you breathe hard and sweat.
  - They are called aerobic activities because they also make our hearts beat faster, making our hearts strong.
3. Emphasize need to get 60 minutes of aerobic activity per day.
  - To make your hearts strong, you need to move for 60 minutes every day.
  - I promise we will play at least 60 minutes of games every day to get our aerobic activity!
4. Introduce the use of pedometers to track aerobic activity.
  - It's hard to keep track of the total number of minutes you move your bodies each day.
  - An easier way to keep track of your aerobic activity is to use a pedometer to get each day.
  - You don't have to count yourself - you can use a pedometer.
  - How many of you have used pedometers before?
  - Every day you are here, you will get a pedometer to wear.
  - You will turn it back in at the end of every day.

Instructions to the facilitator are illustrated by black, regular text.

Information to be given to children is illustrated in *blue, italics text*.

**LESSON 1**

**STEP IT UP**

**Gear**

- pedometers (1 per child)
- jump ropes
- crayons or pencils
- activity record and sticker (1 per child)

**Prep**

Mark a start line that is about 30 feet wide with a jump rope.  
Mark 2 lines parallel to the start line - 1 that is 50 feet and 1 that is 100 feet from the start.

**Family Quest**

Be with friends.	Be active.	Gain fitness.
Be outside.	Set and achieve goals.	Make heart strong.
Play games.	Improve skills.	Build strength.
Learn new things.	Cooperate and/or compete.	Make bones strong.
Keep busy.	Win prizes.	Be/get healthy.

1. Overview Come Out and Play.

- Every weekday for the next 8 weeks, we're inviting you to Come Out and Play with us.
- We have a lot of fun activities planned.
- What would make Come Out and Play fun for you?
- Repeat and reinforce the following answers, adding those that aren't offered.

2. Explain doing aerobic activity to build strong hearts.

- We will be moving our bodies in many fun ways using many different games and activities.
- These activities will make you breathe hard and sweat.
- They are called aerobic activities because they also make our hearts beat faster, making our hearts strong.

3. Emphasize need to get 60 minutes of aerobic activity per day.

- To make your hearts strong, you need to move for 60 minutes every day.
- I promise we will play at least 60 minutes of games every day to get our aerobic activity!

4. Introduce the use of pedometers to track aerobic activity.

- It's hard to keep track of the total number of minutes you move your bodies each day.
- An easier way to keep track of your aerobic activity is to count the number of steps you get each day.
- You don't have to count yourself - you can use a pedometer to do this.
- How many of you have used pedometers before?
- Every day you are here, you will get a pedometer to wear.
- You will turn it back in at the end of every day.



Open your Manual to the Lessons Section

Take a few minutes to briefly review all three lessons.

**COMPONENTS**

**Overview**

The *Come Out and Play Youth Program* was designed to be easy and fun to implement. The sections of this manual contain various program components for different purposes, with the goal of getting children physically active, fit and healthy. The *COAP Step Tracker Excel Workbook* is available to track daily step counts; to calculate running daily, weekly, and program averages and cumulative step counts; and to guide and record fitness assessment.

Icons are used in this manual to illustrate which fitness area is being strengthened in the games or activities: heart, muscles and/or bones. All are aerobic activities that strengthen the heart and should be done every day. Muscle-strengthening and bone-strengthening activities should each be done at least three times per week.

**STRONG HEART**    **STRONG MUSCLES**    **STRONG BONES**

Font style and color are used to differentiate between instructions to the facilitator (illustrated by black, regular text) and information and directions to be used to communicate with children (illustrated by *blue, italics text*).

**Lessons**

There are three lessons that introduce children to the *Come Out and Play* during the first week of the program.

Specific purposes of the Lessons are to:

- Emphasize the importance of getting 60 minutes of physical activity daily (10,000 steps).
- Orient children to use of pedometers to track their physical activity.
- Explain how physical activity builds strong hearts, muscles and bones.
- Describe the relationship among physical activity, fitness and health.
- Introduce the *Activity Record*.

**Turn Up the FUN Factor**

- Be a positive role model – if you’re excited, they’re excited.
- Kids love competition – keep it friendly and cooperative.
- Kids love challenges with camp counselors.
- Kids love to have input and to make choices.
- The 3 lessons are instructional and longer than the activities. They’re proven to be valuable in motivating kids to be active and get their steps.

*Example: seeing who can get the most steps or taking opposite sides in games.*

*Example: allow them to pick and play their favorite activities.*

Come Out and Play / Facilitator's Manual v.3 / © 2017 Michigan Recreation and Park Association



Open your Manual to Page 4

Review the hints in the yellow box titled “Turn Up the FUN Factor”.

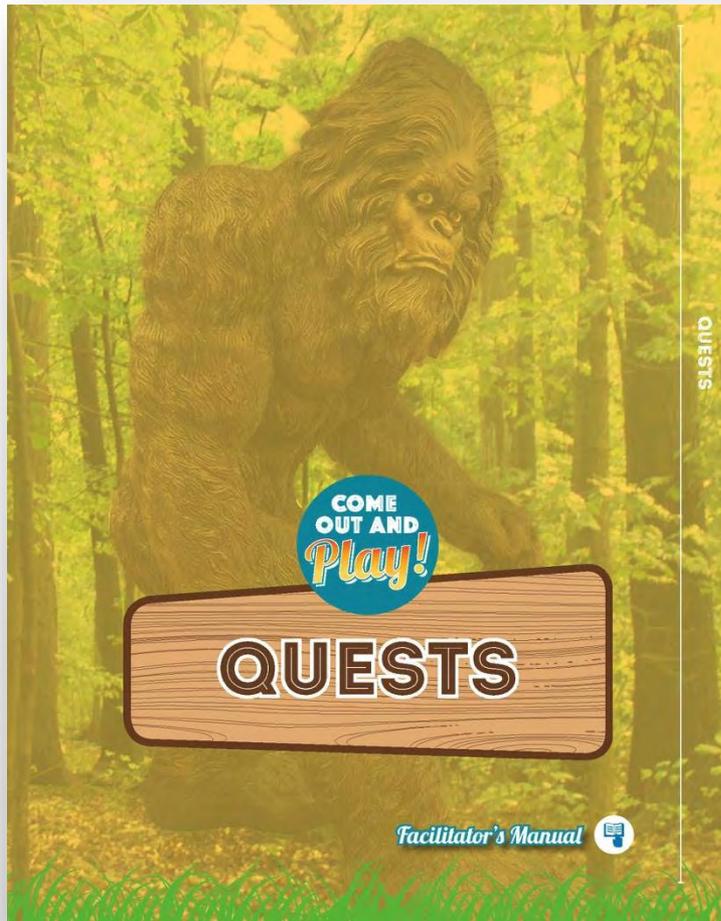
Lessons

Quests

Make & Plays

Activities

Calendar



Quests are challenges for families to visit local schoolyards, parks and trails and to complete these fun activities together while enjoying nature.

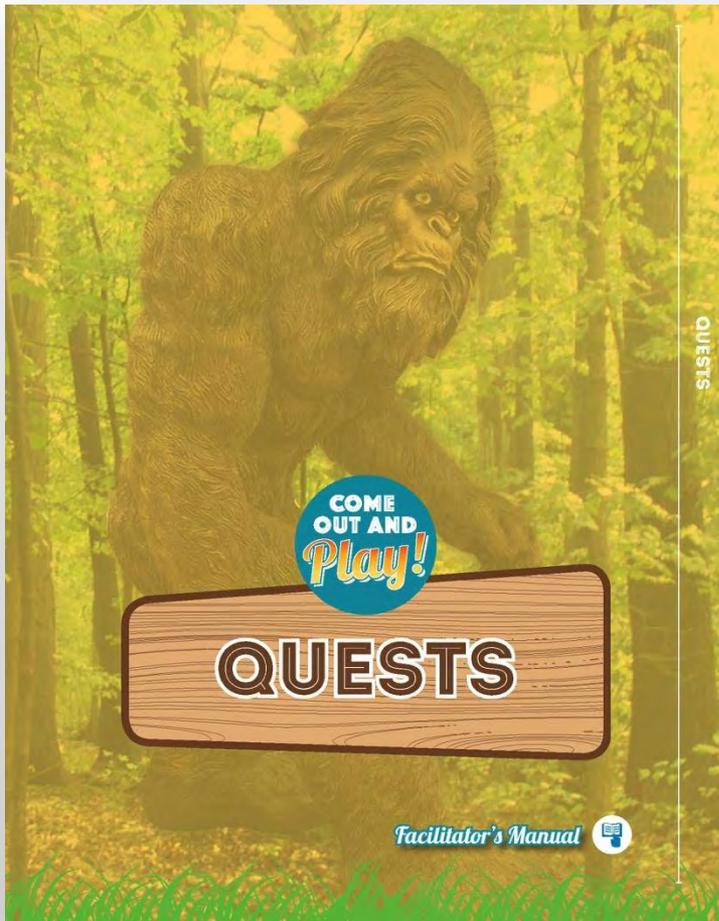
Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

Announce the **Come Out and Play** program to families.

1

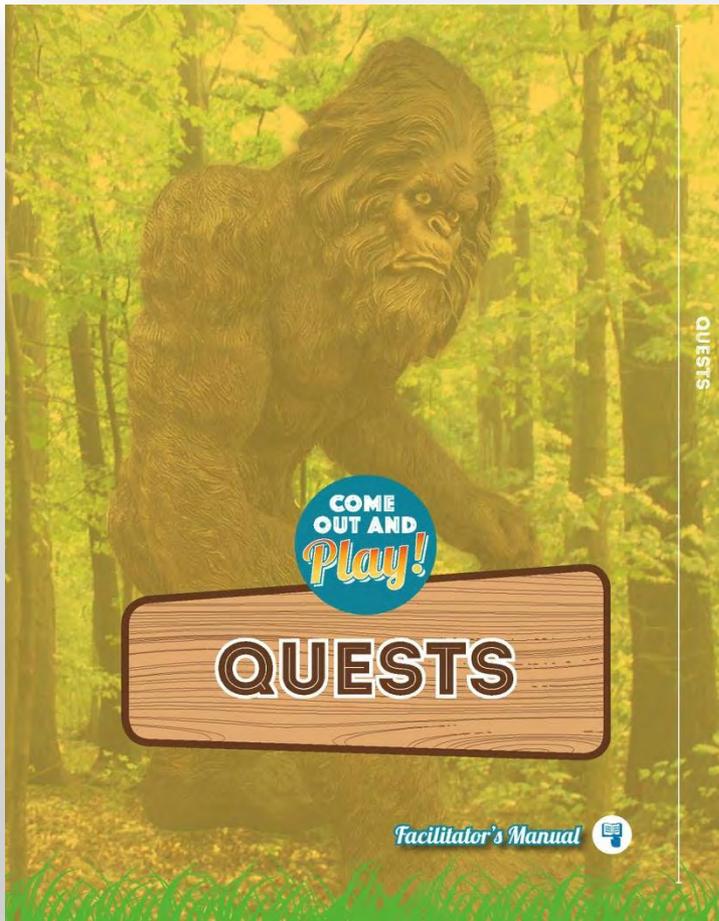
Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Challenge families to be physically active together while having fun.*



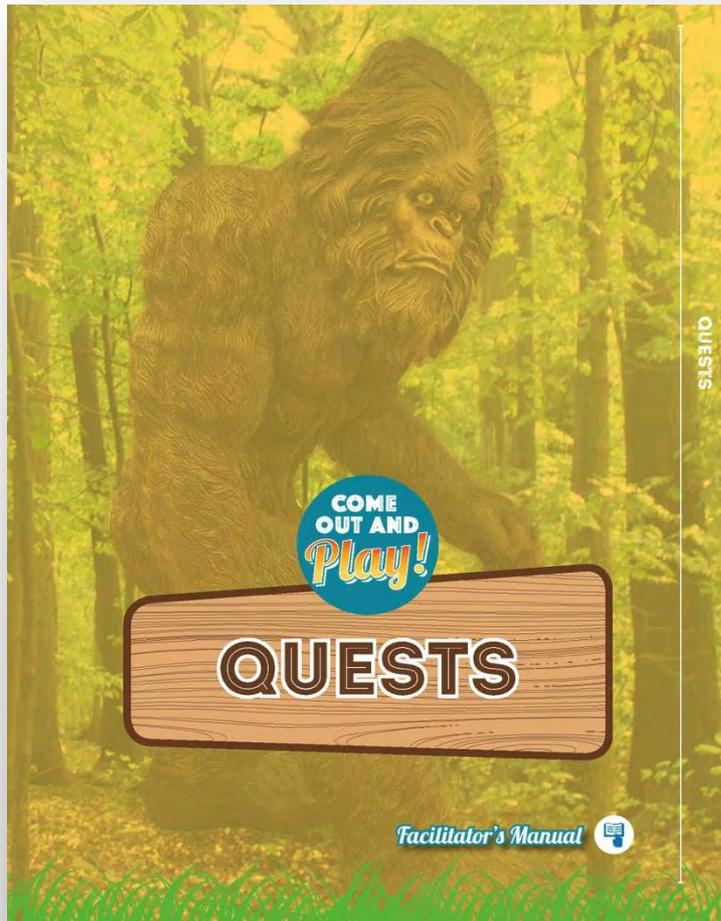
Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Promote schoolyards,  
parks and trails as places  
to be active and get fit.*



Lessons

Quests

Make & Plays

Activities

Calendar

**QUEST**

**LEAF & NEEDLE QUEST**

**Gear**

- Leaf & Needle Quest chart (1 per child)
- a collection of various leaves and needles that you found on the ground (no plucking them from trees)
- string or twine to tie around chart
- crayons or pencils

**Prep**

Cut the string into 8 inch pieces.

**Play**

1. For your quest this week, you'll be taking your family on a search for different types of leaves and needles from the beautiful trees in our park and along our trails.
2. Give each child a Leaf & Needle Quest chart and crayon.
3. Review this information about deciduous trees on the Quest chart.
  - You will search for leaves from deciduous trees.
  - Deciduous trees have broad and flat leaves that change color and fall off before winter.
  - What kind of trees do you know that do this? [maple, oak, birch, etc.]
  - Review the 4 types of simple leaves and the 4 types of compound leaves, asking the children to describe the characteristics of each by looking at the drawings.
  - Show them examples you were able to collect.
4. Review this information about coniferous trees on the Quest chart.
  - You will also search for needles from coniferous trees.
  - Coniferous trees have needle shaped leaves that remain green all year around.
  - What kind of trees do you know that have needles? [pine, spruce, juniper, cedar, etc.]
  - Review the 4 types of needles, asking the children to describe the characteristics of each by looking at the drawings.
  - Show them examples you were able to collect.
5. Have children prepare their Leaf & Needle Quest charts to take home.
  - Have each child write his/her name on the other side of the chart in the space provided.
  - Have them work with each other to rule up the charts and tie them using the string.
6. Ask the children to invite their families to complete the Leaf & Needle Quest.
  - Take your Quest chart home and share it with your family.
  - Challenge your family to complete the Leaf & Needle Quest before next Monday.
  - You will use collect these leaves and needles, please only check them off on your Quest chart as you find them.
  - Be sure to share with your families the differences between deciduous and coniferous trees.
7. Have staff take children out in small groups to find some items on the Quest chart during camp time as a preview to what they will be doing with their families later.

Quests are introduced to children while they are at your program.

Lessons

Quests

Make & Plays

Activities

Calendar

**QUEST**

**LEAF & NEEDLE QUEST**

**Gear**

- Leaf & Needle Quest chart (1 per child)
- a collection of various leaves and needles that you found on the ground (no plucking them from trees)
- string or twine to tie around chart
- crayons or pencils

**Prep**

Cut the string into 8 inch pieces.

**Play**

1. For your quest this week, you'll be taking your family on a search for different types of leaves and needles from the beautiful trees in our parks and along our trails.
2. Give each child a Leaf & Needle Quest chart and crayon.
3. Review this information about deciduous trees on the Quest chart.
  - You will search for leaves from deciduous trees.
  - Deciduous trees have broad and flat leaves that change color and fall off before winter.
  - What kind of trees do you know that do this? [maple, oak, birch, etc.]
  - Review the 4 types of simple leaves and the 4 types of compound leaves, asking the children to describe the characteristics of each by looking at the drawings.
  - Show them examples you were able to collect.
4. Review this information about coniferous trees on the Quest chart.
  - You will also search for needles from coniferous trees.
  - Coniferous trees have needle-shaped leaves that are
  - What kind of trees do you know that have needles?
  - Review the 4 types of needles, asking the children each by looking at the drawings.
  - Show them examples you were able to collect.
5. Have children prepare their Leaf & Needle Quest this
  - Have each child write his/her name on the other's
  - Have them work with each other to rule up the ch
6. Ask the children to invite their families to complete!
  - Take your Quest chart home and share it with your
  - Challenge your family to complete the Leaf & Needle
  - You will use collect these leaves and needles, please share us you find them.
  - Be sure to share with your families the differences!
7. Have staff take children out in small groups to find a during camp time as a preview to what they will be c

**LEAF & NEEDLE QUEST**

Your local parks staff invites you to play where skies are blue, trees are green and water runs cool. This Family Quest has you searching for leaves and needles from a variety of trees. The specimens you find may not match the drawings exactly. Please check them off below as you find them; remember not to pluck them from the trees. Venture out and search a different park, trail, and neighborhood for these items. Enjoy the maples, oaks, pines and other trees while having fun and getting fit as a family. For added fun, go to <http://www.aftoday.org/tree/> to identify trees by their leaves or needles.

Deciduous Trees Have broad and flat leaves that change color and fall off before winter.		Coniferous Trees Have needle-shaped leaves that remain green all year.
simple leaves	compound leaves	needles
 <input type="checkbox"/> smooth	 <input type="checkbox"/> cluster	 <input type="checkbox"/> 2 needles
 <input type="checkbox"/> sawtooth	 <input type="checkbox"/> opposite	 <input type="checkbox"/> 5 or more needles
 <input type="checkbox"/> lobed	 <input type="checkbox"/> alternate	 <input type="checkbox"/> attached individually to branch
 <input type="checkbox"/> palmate	 <input type="checkbox"/> branched	 <input type="checkbox"/> scale-like

Quests are introduced to children while they are at your program.

Quest charts, are discussed and personalized, then sent home with children.

Lessons

Quests

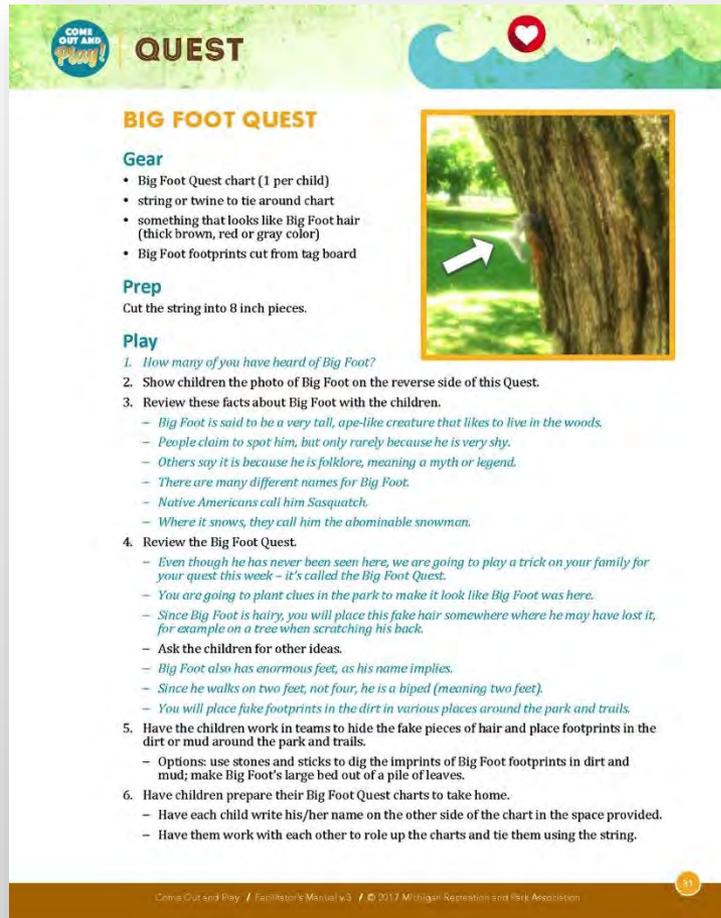
Make & Plays

Activities

Calendar



Have the children roll up and tie the Quest charts with string to look like real adventures.



**QUEST**

**BIG FOOT QUEST**

**Gear**

- Big Foot Quest chart (1 per child)
- string or twine to tie around chart
- something that looks like Big Foot hair (thick brown, red or gray color)
- Big Foot footprints cut from tag board

**Prep**

Cut the string into 8 inch pieces.

**Play**

1. How many of you have heard of Big Foot?
2. Show children the photo of Big Foot on the reverse side of this Quest.
3. Review these facts about Big Foot with the children.
  - Big Foot is said to be a very tall, ape-like creature that likes to live in the woods.
  - People claim to spot him, but only rarely because he is very shy.
  - Others say it is because he is folklore, meaning a myth or legend.
  - There are many different names for Big Foot.
  - Native Americans call him Sasquatch.
  - Where it snows, they call him the abominable snowman.
4. Review the Big Foot Quest
  - Even though he has never been seen here, we are going to play a trick on your family for your quest this week - it's called the Big Foot Quest.
  - You are going to plant clues in the park to make it look like Big Foot was here.
  - Since Big Foot is hairy, you will place this fake hair somewhere where he may have lost it, for example on a tree when scratching his back.
  - Ask the children for other ideas.
  - Big Foot also has enormous feet, as his name implies.
  - Since he walks on two feet, not four, he is a biped (meaning two feet).
  - You will place fake footprints in the dirt in various places around the park and trails.

5. Have the children work in teams to hide the fake pieces of hair and place footprints in the dirt or mud around the park and trails.
 

- Options: use stones and sticks to dig the imprints of Big Foot footprints in dirt and mud; make Big Foot's large bed out of a pile of leaves.

6. Have children prepare their Big Foot Quest charts to take home.
 

- Have each child write his/her name on the other side of the chart in the space provided.
- Have them work with each other to role up the charts and tie them using the string.



Open your  
Manual to the  
Quests  
Section

Take a few minutes to  
briefly review all seven  
Quests.



Lessons

Quests

Make & Plays

Activities

Calendar



In Make and Plays, children create materials used to play fun activities.





Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Add a fun arts and crafts component to the **Come Out and Play** program.*

1





Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Provide an opportunity for children to be creative and to exercise their minds and their bodies.*





Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Show children they can construct their own fun physical activities to play with others.*



**COME OUT AND Play!** MAKE AND PLAYS

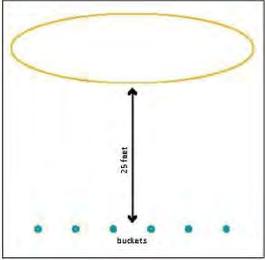
### GOIN' FISHING

**Gear**

- crayons
- tag board (9" x 12")
- Items to use as 'canoes' (test items first to be sure they can be easily pulled on your ground surface at your site, e.g., tarps, plastic, meal trays, cardboard)
- stacking buckets
- jump ropes
- noodles (2 per team)

**Prep**

Cut tag board into 9 pieces (3" x 4" each).  
Divide children into 4-6 teams.  
Using the jump ropes, outline a pretend pond ~36 feet wide, 25 feet away from the buckets on a grassy field.



**Make**

1. Give each child a 3" x 4" tag board piece and several crayons.
2. *Today we're making, then playing a fishing game.*
3. *Using the crayons, draw a brightly colored fish on your tag board.*
4. When done, have them run down and place their fish in the pretend pond, having no 2 fish closer than 2 feet apart.
5. Assign a team to each bucket.

**Play**

6. *As teams, we'll do relay races to see who can 'catch' the most fish.*
7. **Give these instructions before beginning:**
  - Start with a fisher (team member) in the canoe.
  - Have the fisher grab one end of the noodle and 2 teammates grab the other end of the noodle.
  - When I say 'go', pull your fisher along a pretend river to the pond and grab a fish.
  - Pull the fisher back and drop the fish into your team's bucket.
  - Repeat the above steps with new teammates, until all the fish are caught.
  - As teammates are pulling fishers, others are jumping up and down and cheering.
  - Remind them this is a way to get steps on their pedometers.
8. **Extension 1:** Repeat the race with 2 fishers in each canoe. Use 2 noodles to pull.
9. **Extension 2:** Repeat with children being boats (i.e., fisher walks on hands while 2 teammates hold one leg each like a wheelbarrow).



11

Come Out and Play / Facilitator's Manual v3 / © 2017 Michigan Recreation and Park Association



Take a few minutes to briefly review all eight Make and Plays.



Lessons

Quests

Make & Plays

Activities

Calendar



There are 50, one-page, activities that get children moving.





Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Provide fun ways to get children physically active at least 60 minutes per day.*

1





Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Build strong hearts,  
muscles and bones.*



Lessons

Quests

Make & Plays

Activities

Calendar



## Purposes:

*Show children that schoolyards, parks and trails are a fun place to be active and get fit.*



Lessons

Quests

Make & Plays

Activities

Calendar



Activities are designed for an average of 20 minutes or more of play.

Evaluation data shows that activities are played for an average of 27 minutes each.

**ACTIVITIES**

### GATHERING NUTS FOR WINTER

**Gear**

- 20 hoops
- 28 bean bags (can also use rubber frogs to get to 28 items if necessary)

**Prep**

Set up 4 identical games as shown.

Place hoops far enough apart so they need to run, not walk when playing game.

Place 7 items (bean bags/rubber frogs) in center hoop of each game.

**Play**

1. *In the fall, squirrels collect and store nuts so they will have enough food to last them through winter.*
2. *Squirrels don't hibernate, but they do build nests where they take shelter from the snow, cold and harsh winds.*
3. *You will be squirrels in this game, trying to be the first to collect 3 nuts in your own nest.*
4. **Give these instructions:**
  - There are 4 games set up so more of you can play at once.
  - Each game has 4 players, 1 player standing in each of the 4 corner hoops.
  - Your 'nuts' are the bean bags in the center hoop.
  - Since we didn't have enough bean bags, we also had to use some rubber frogs.
  - When I say GO, run and collect a nut, then take it back to your nest, which is your hoop.
  - Continue to gather nuts, 1 at a time only and bring them back to your nest.
  - When the nuts are gone from the center, you can steal nuts from other squirrels' nests.
  - You cannot guard your nest or touch another squirrel in any manner.
  - The first squirrel to get 3 nuts in his/her nest yells out "I'm ready for winter!" and wins.
  - Remember, this is a race so run, don't walk when gathering the nuts.
  - When waiting your turn to play, jump up and down on the sidelines and cheer the squirrels that are playing, to get steps on your pedometers.
5. **Between rounds, have all children jog in a circle around the entire playing area and return to their individual games.**
6. **Extension 1:** Allow children to steal nuts from adjacent games too.
7. **Extension 2:** Increase to 4 the number of nuts needed to win.
8. **Extension 3:** Have children gather acorns from the woods and replay the game, substituting the acorns for the bean bags.

Come Out and Play! / Facilitator's Manual v3.1 / © 2017 Michigan Recreation and Park Association

Extensions provide for variations on the activities to add extra time, challenge and variety.

**ACTIVITIES**

**ANIMAL MOVES**

**Gear**

- jump ropes

**Prep**

Use jump ropes to form a 30 - 40 foot pattern (zig-zag, curving, etc.) on the ground that they will follow when moving like animals.

**Play**

1. Different animals move in different ways.
2. We walk on 2 feet while some others walk on 4 feet.
3. What are some examples? [horse, deer, cougar, wolf]
4. Bear sometimes walk on 2 feet, but mostly walk on 4 feet.
5. Other animals hop instead of walk.
6. What are some examples? [frog, rabbit, kangaroo]
7. Today we're going to move like animals.
8. Demonstrate each of the following animal movements, one at a time, each time leading the students through the jump rope pattern using the movement.
 

	<p><b>Crab crawl.</b> Sit on ground looking up. Place hands on ground near hips. Lift and keep bottom off the ground. Can move forward or backward.</p>	<p><b>Inchworm scuttle.</b> Bend over and touch ground with hands close to feet. Walk hands away from feet as far as possible. Walk feet back to hands. Repeat.</p>
	<p><b>Bear walk.</b> Walk on hands and feet. Lift right foot and right hand at the same time, then left foot and left hand at the same time.</p>	<p><b>Alligator slither.</b> Lay on belly, then push-up into a plank position. Walk with hands and push with toes while keeping body straight.</p>
	<p><b>Coyote run.</b> Start out in a push-up position, arms fully extended. Propel both feet up toward the hands. When feet land, propel both hands 2 -3 feet forward. Repeat.</p>	<p><b>Bat flight.</b> Bend over 90° at hips. Flap arms while running, touching fingers overhead and at waist when flapping.</p>
	<p><b>Bunny hop.</b> Crouch down, then hop into the air while propelling body forward.</p>	<p><b>Gorilla gait.</b> Walk while in a squat position. Swing shoulders and arms back and forth.</p>
9. Extension 1: Play relay races having the children use the animal movements.
10. Extension 2: Play tag games having the children use these animal movements.
11. Extension 3: Ask children to make up other animal movements.

17

Come Out and Play / Facilitator's Manual v.3 / © 2017 Midwest Recreation and Leisure Association



Open your Manual to the Activities Section

Take a few minutes to briefly thumb through all fifty activities.

Lessons

Quests

Make & Plays

Activities

Calendar



Open your Manual to Pages 6 & 7

Review the hints in the yellow boxes titled “No Standing Around” and “Prepare for Success”.

**Extension activities provide for variations on the activities to add extra time, challenge or variety. The goal is for children to be physically active at least 60 minutes (0:00) every day.**

**Prepare for Success**

- Read the activity ahead of time, not on the fly with kids.
- Have daily 5-minute staff meetings at the end of the day to read and discuss the next day's activities.
- Gather the gadgetry equipment and have it ready to go at stations.

*Note: using the wrong equipment can cause injury such as Game balls instead of beach balls where listed.*

- Assign staff different roles.

*Example roles: step count recorder, equipment lead, activity leader.*

- Be creative if you must be outdoors.

*Example: in Nature's Obstacles use dice/coins instead of precise socks, walk instead of tires, etc.*

- Use extension activities to boost activity time and create increasing challenges.

**Specific purposes of the Activities are:**

- Provide fun ways to get children physically active at least 60 minutes per day.
- Build strong hearts, muscles and bones.
- Teach children that parks and trails are a fun place to be active and get fit.
- Introduce children to a variety of concepts regarding flora and fauna in nature.
- Instruct children to respect animals and their natural habitats.

**Step Tracker Excel Workbook**

**Data Proves Worth**

- Use the step-count data and fitness test results from your workbook to advocate for your programs.

The COAP Step Tracker Excel automatically calculates averages for the group by the day, the entire program. Staff can edit steps by printing and using weekly step recording form Workbook.

Make a habit of entering jet counts every day to see daily and weekly step averages, plot your weekly monitor progress toward meeting average daily step goals.

**Implementation Calendar**

A sample Implementation Calendar is found on the next page. It provides an example of how the Come Out and Play Program can be implemented in an eight-week summer program. All activities are played at least once in the first four weeks and are repeated at least once in the last four weeks. The sample Implementation Calendar provides open slots for the staff, in consultation with the children, to choose their favorite activities to play.

Use the schedule as a guide or create your own schedule from the COAP components (i.e., Lessons, Quests, Make and Plays, and Activities). Be sure to include aerobic activities every day, include muscle- and bone-strengthening activities on at least three days each week.

**No Standing Around**

- Have students work in small groups rather than stand in lines for a time.
- In activities where turns are necessary, have staff keep kids moving and entertained while waiting.
- Instructors with kids, use activities to do while waiting for their turn.

**Make & Plays**

The Make & Play activities add an arts and crafts component to the G Program. There are eight weekly Make & Play activities beginning in Implementation Calendar, they come on Wednesdays, but use them! The children use the materials provided to make/create the basis of the physical activities to be played later in the day. Tag board and cravens are used in many activities for the children to draw or recreate pictures or make up their own games with goals and rules. Other activities have them constructing stations for target practice or fitness challenges with the camp equipment.

**Specific purposes of the Make & Plays are:**

- Add a fun arts and crafts component to the Come Out and Play Program.
- Provide an opportunity for children to be creative and to exercise their minds and their bodies.
- Show children they can construct their own fun physical activities to play with others.

**Activities**

Activities are played on a daily basis to get children moving and to build strong hearts, muscles and bones. There are a total of 50 fun activities.

Activities are designed for an average of 20 minutes or more of play, but can be played for any length of time as long as the children are having fun. Evaluation data shows that the activities were played for an average of 27 minutes each.



Lessons

Quests

Make & Plays

Activities

Calendar



Sample Implementation Calendars are provided as planning tools for staff.

For Summer Camp – Divided into 8 weeks.

For After-School – Divided into 4 quarters.

For PE class – Insert components where they best fit in your curriculum.





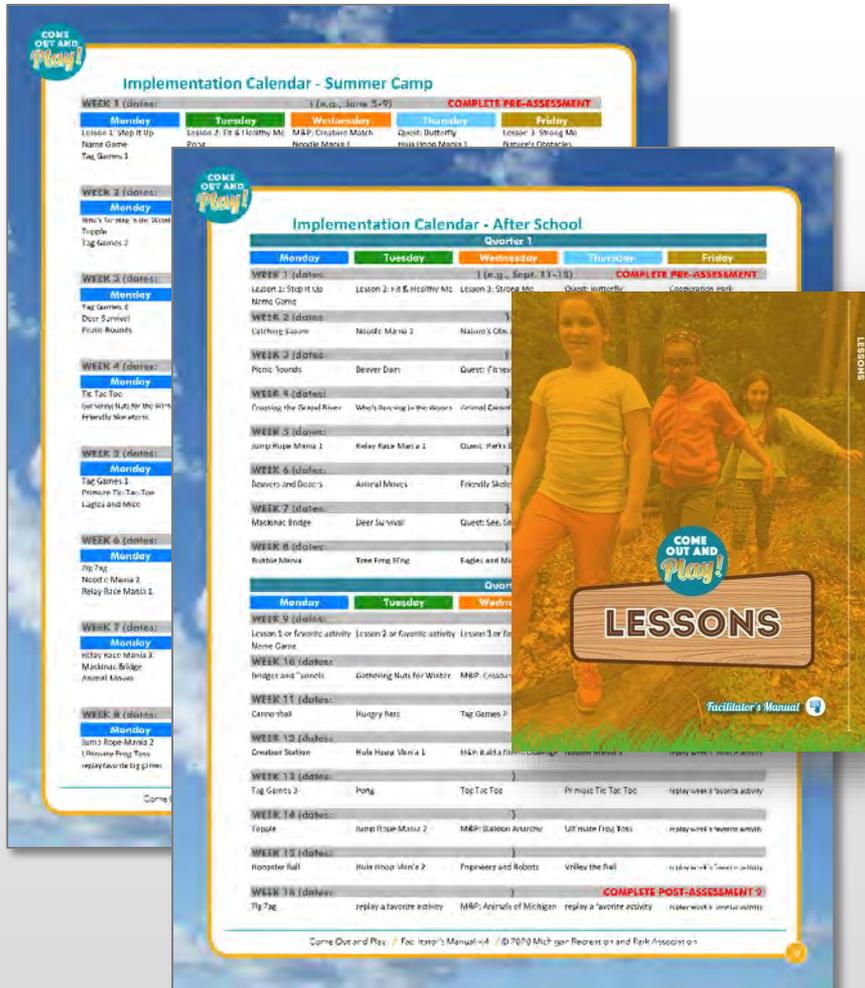
Lessons

Quests

Make & Plays

Activities

Calendar



The three lessons are taught in the first week of each term.

For After-School –  
Re-teach the lessons in terms 2, 3 and 4 only if students need a review or you have new students.

Take a minute to find them in your calendar.

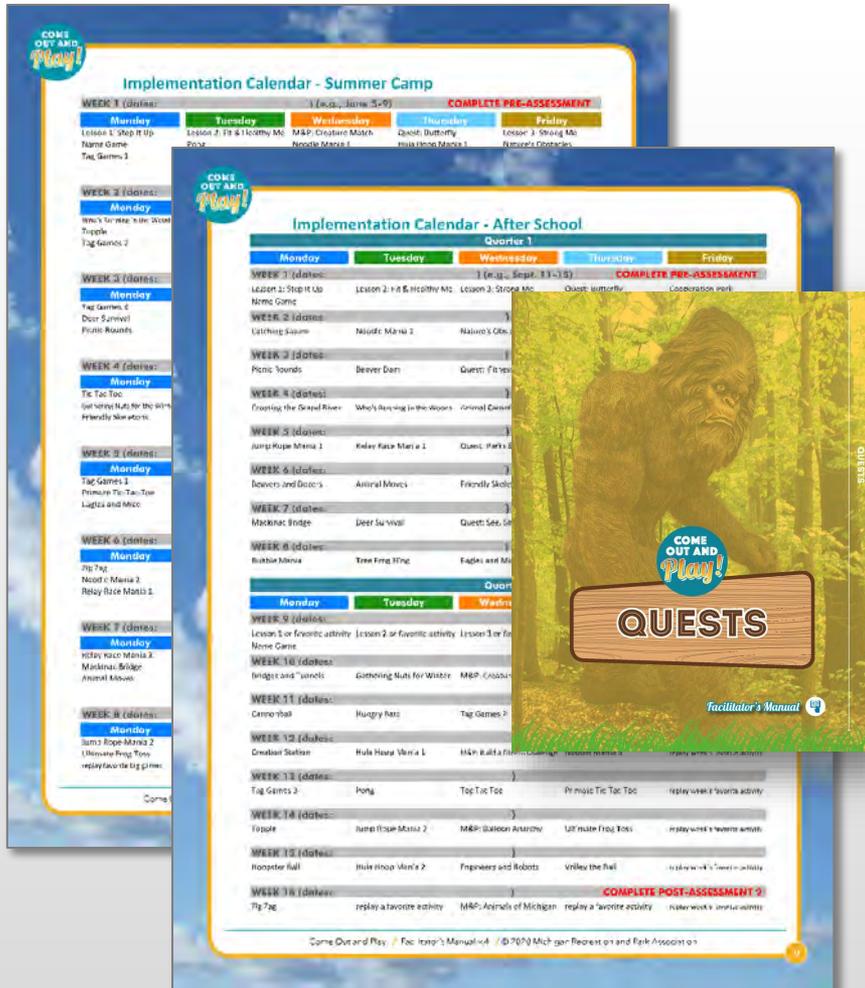
Lessons

Quests

Make & Plays

Activities

Calendar



For Summer Camp –  
Quests are introduced on  
Thursdays in weeks 1-7.

For After-School -  
Quests are placed in terms  
1 and 4 – the months when  
families are most likely to  
visit parks and trails.

Take a minute to find them in  
the calendar.

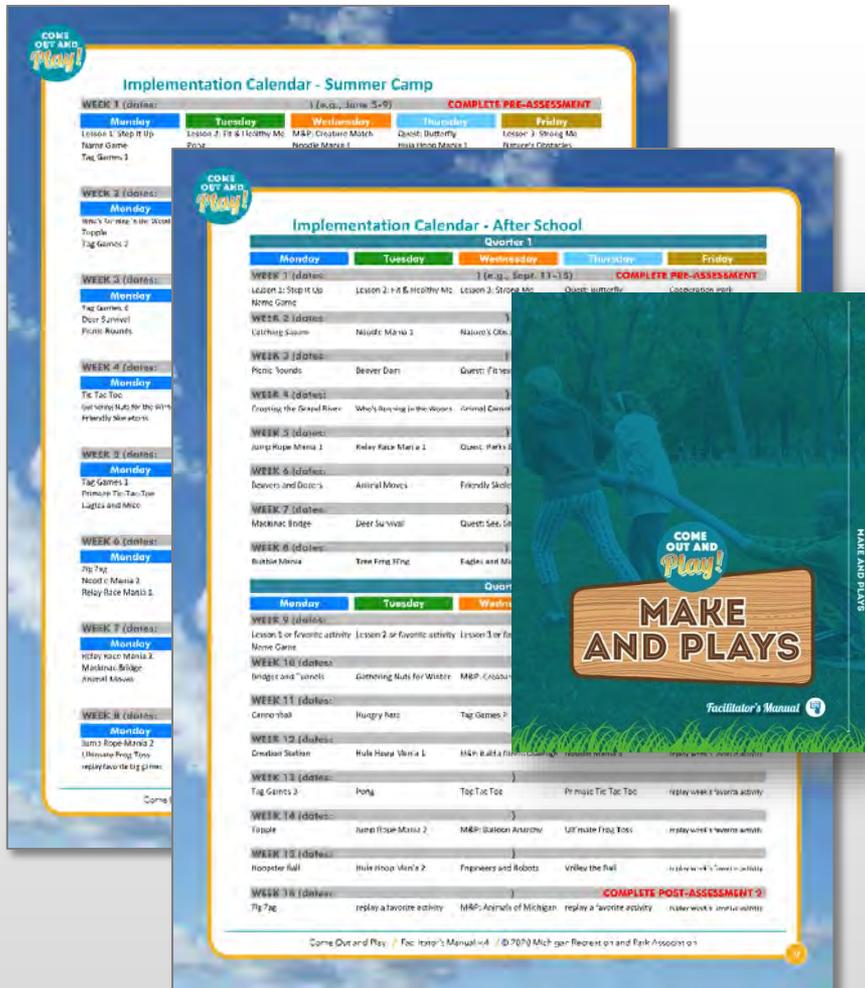
Lessons

Quests

Make & Plays

Activities

Calendar



For Summer Camp –  
 Make and Plays occur on  
 Wednesdays in each of the  
 eight weeks.

For After-School -  
 Make and Plays are placed  
 in terms 2 and 3 – the  
 months when you most  
 likely need to be indoors.

Take a minute to find them in  
 the calendar.

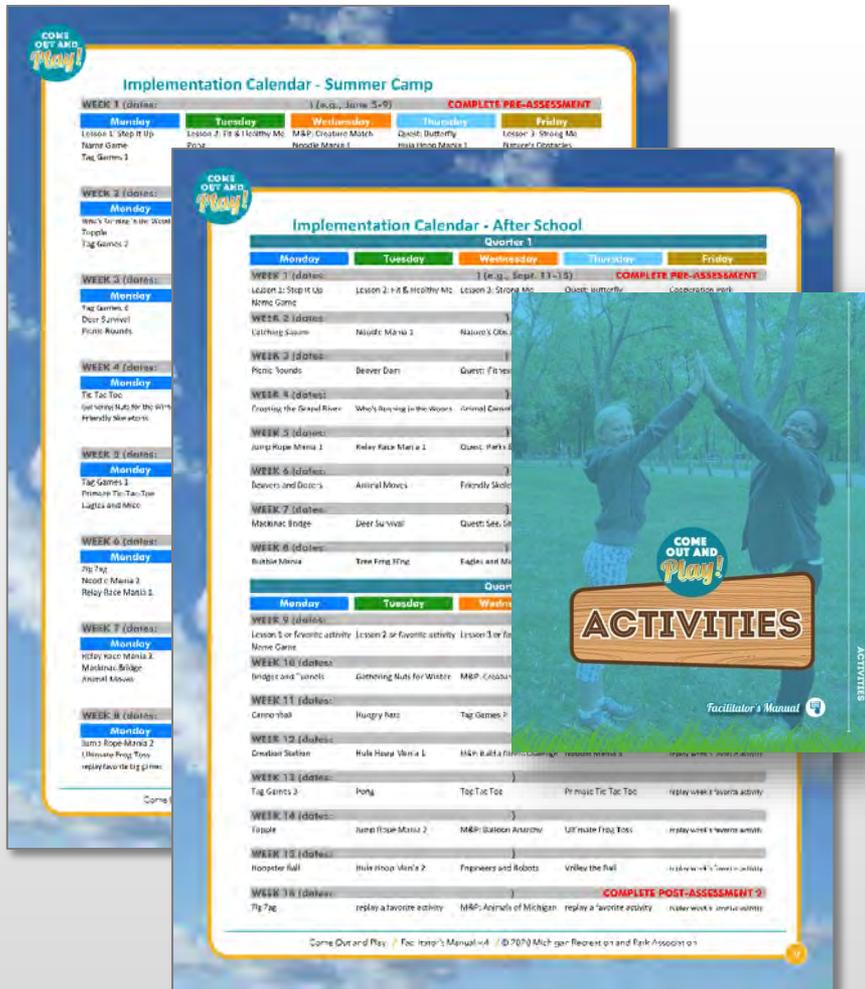
Lessons

Quests

Make & Plays

Activities

Calendar



For Summer Camp –  
All 50 activities are played at least once.

For After-School -  
All 50 activities are played at least once in terms 1 & 2.

They are repeated at least once in terms 3 & 4.

Take a minute to find them in the calendar.

Lessons

Quests

Make & Plays

Activities

Calendar

The image shows two overlapping implementation calendars. The top one is for 'Implementation Calendar - Summer Camp' and the bottom one is for 'Implementation Calendar - After School'. Both calendars are organized by week and day, with a color-coded header for each day of the week. The 'After School' calendar includes a 'Facilitator's Manual' cover image showing two children high-fiving. A large 'ACTIVITIES' label is overlaid on the bottom calendar. The bottom calendar also features a 'COMPLETE POST-ASSESSMENT 2' section at the end.

Children love to have input and to make choices.

Fridays are reserved as days to replay their favorite activities from the week.

# Activity Records



**My ACTIVITY RECORD** COME OUT AND PLAY!

PHYSICAL ACTIVITY → 60 minutes everyday BUILDS → FITNESS → LEADS TO → HEALTH

NAME: \_\_\_\_\_

WEEK: 1 2 3 4 5 6 7 8

MY STEPS NEEDS DAILY 9,000+ COUNTING STEPS... GETTING FIT... HAVING FUN!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
My step goal: 9,000	My step goal: _____			
PLACE STICKER HERE				
<input type="checkbox"/> I met my goal!				

**FAMILIES - BE ACTIVE TOGETHER!**  
Family Challenge! (Record individual family member steps in the clouds below.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

**CIRCLE ACTIVITIES YOU WILL DO THIS WEEK AS A FAMILY.**

Aerobic Activities for Strong Hearts (EVERY DAY)	Activities for Strong Muscles (3 TIMES A WEEK)
Basketball Bike Dance Hike/Seek Soccer Swim Tag Game	Climb Up Bike Lift Body Sports
Hike Hockey Hoop/Scotch Hula Hoop Roller Skate Baseball/Softball Badminton	<b>Activities for Strong Bones (4 TIMES A WEEK)</b> Jump Rope Hurdles Sports Dance

Add other physical activities here: \_\_\_\_\_

This week we were active together.

Watch for this week's **FAMILY QUEST** COME OUTSIDE... ENJOY NATURE... AT YOUR LOCAL PARK OR TRAIL

This week's Quest is: \_\_\_\_\_

We had FUN on this Quest!

Parks | Michigan Department of Natural Resources | Michigan State University | Michigan State Extension | Michigan State University Extension | Michigan State University Extension | Michigan State University Extension

Activity Records are a fun way for children to track their participation in the **Come Out and Play** program.

Their use is explained to children in the lessons.



# Activity Records



**My ACTIVITY RECORD** Count out and Play!

60 minutes everyday **BUILDS** **FITNESS** LEADS TO **HEALTH**

PHYSICAL ACTIVITY

NAME: \_\_\_\_\_

WEEK: 1 2 3 4 5 6 7 8

**MY STEPS** NEEDS DAILY 9,000+

COUNTING STEPS... GETTING FIT... HAVING FUN!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
My step goal: 9,000	My step goal: _____			
PLACE STICKER HERE				
<input type="checkbox"/> I met my goal!				

**FAMILIES - BE ACTIVE TOGETHER!**

Family Challenge! (Record individual family member steps in the clouds below.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
☁	☁	☁	☁	☁

**CIRCLE ACTIVITIES YOU WILL DO THIS WEEK AS A FAMILY.**

**Aerobic Activities for Strong Hearts (EVERY DAY)**

- Basketball
- Bike
- Dance
- Hide'n-Seek
- Soccer
- Swim
- Tag Game
- Hike
- Hockey
- Hopscotch
- Hula Hoop
- Roller Skate
- Basketball/Softball
- Badminton
- Jump Rope
- Kayak/Canoe
- Kickball
- Skateboard
- Tennis
- Frisbee
- Yoga

**Activities for Strong Muscles (3 TIMES A WEEK)**

- Climb Up
- Bike
- Lift Weights
- Sports

**Activities for Strong Bones (4 TIMES A WEEK)**

- Jump Rope
- Hurdles
- Sports
- Dance

Add other physical activities here: \_\_\_\_\_

This week we were active together.

Watch for this week's **FAMILY QUEST**

COME OUTSIDE... ENJOY NATURE... AT YOUR LOCAL PARK OR TRAIL

This week's Quest is: \_\_\_\_\_

We had FUN on this Quest!

Parks | Michigan State Parks | Michigan State Parks Association | Michigan State Parks Association

**Purposes:**

*Provide a fun way for children to record their daily step counts.*



# Activity Records



**My ACTIVITY RECORD** COME OUT AND Play!

60 minutes everyday BUILDS FITNESS LEADS TO HEALTH

NAME: \_\_\_\_\_

WEEK: 1 2 3 4 5 6 7 8

**MY STEPS** NEEDS DAILY 9,000+

COUNTING STEPS... GETTING FIT... HAVING FUN!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
My step goal: 9,000	My step goal: _____			
PLACE STICKER HERE				
<input type="checkbox"/> I met my goal!				

**FAMILIES - BE ACTIVE TOGETHER!**

Family Challenge! (Record individual family member steps in the clouds below.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

**CIRCLE ACTIVITIES YOU WILL DO THIS WEEK AS A FAMILY.**

**Aerobic Activities for Strong Hearts (EVERY DAY)**

- Basketball
- Bike
- Dance
- Hide'n-Seek
- Soccer
- Swim
- Tag Game
- Hike
- Hockey
- Hopscotch
- Hula Hoop
- Roller Skate
- Basketball/Softball
- Badminton
- Jump Rope
- Kayak/Canoe
- Kickball
- Skateboard
- Tennis
- Frisbee
- Yoga

**Activities for Strong Muscles (3 TIMES A WEEK)**

- Climb Up
- Bike
- Lift Weights
- Sports

**Activities for Strong Bones (4 TIMES A WEEK)**

- Jump Rope
- Hurdles
- Sports
- Dance

Add other physical activities here: \_\_\_\_\_

This week we were active together.

Watch for this week's **FAMILY QUEST** COME OUTSIDE... ENJOY NATURE... AT YOUR LOCAL PARK OR TRAIL

This week's Quest is: \_\_\_\_\_

We had FUN on this Quest!

Parks | Active Routes & Trails | Come Out and Play! | Anybody Can! | © 2013 Michigan Recreation and Park Association | michiganparks.com

## Purposes:

*Involve parents in monitoring their child's steps, setting goals, and being active as a family.*



# Activity Records



**My ACTIVITY RECORD** COME OUT AND Play!

60 minutes everyday BUILDS FITNESS LEADS TO HEALTH

PHYSICAL ACTIVITY → FITNESS → HEALTH

NAME: \_\_\_\_\_

WEEK: 1 2 3 4 5 6 7 8

**MY STEPS** NEEDS DAILY 9,000+

COUNTING STEPS... GETTING FIT... HAVING FUN!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
My step goal: 9,000	My step goal: _____			
PLACE STICKER HERE				
<input type="checkbox"/> I met my goal!				

**FAMILIES - BE ACTIVE TOGETHER!**

Family Challenge! (Record individual family member steps in the clouds below.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

**CIRCLE ACTIVITIES YOU WILL DO THIS WEEK AS A FAMILY.**

**Aerobic Activities for Strong Hearts (EVERY DAY)**

- Basketball
- Bike
- Dance
- Hide'n-Seek
- Soccer
- Swim
- Tag Game
- Hike
- Hockey
- Hopscotch
- Hula Hoop
- Roller Skate
- Basketball/Softball
- Badminton
- Jump Rope
- Kayak/Canoe
- Kickball
- Skateboard
- Tennis
- Frisbee
- Yoga

Add other physical activities here: \_\_\_\_\_

This week we were active together.

**Activities for Strong Muscles (3 TIMES A WEEK)**

- Climb Up
- Bike
- Lift Body
- Sports

**Activities for Strong Bones (4 TIMES A WEEK)**

- Jump Rope
- Hurdles
- Sports
- Dance

Watch for this week's **FAMILY QUEST** COME OUTSIDE... ENJOY NATURE... AT YOUR LOCAL PARK OR TRAIL

This week's Quest is: \_\_\_\_\_

We had FUN on this Quest!

Parks | Michigan Recreation & Park Association | © 2013 Michigan Recreation & Park Association | michiganparks.com

At the beginning of each week, children are given a new Activity Record to take home.



# Activity Records



**My ACTIVITY RECORD** COME OUT AND Play!

60 minutes everyday BUILDS FITNESS LEADS TO HEALTH

NAME: \_\_\_\_\_

WEEK: 1 2 3 4 5 6 7 8

**MY STEPS** NEED DAILY 9,000+

COUNTING STEPS... GETTING FIT... HAVING FUN!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
My step goal: 9,000	My step goal:	My step goal:	My step goal:	My step goal:
PLACE STICKER HERE				
<input type="checkbox"/> I met my goal!				

**FAMILIES - BE ACTIVE TOGETHER!**

Family Challenge! (Record individual family member steps in the clouds below.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

**CIRCLE ACTIVITIES YOU WILL DO THIS WEEK AS A FAMILY.**

**Aerobic Activities for Strong Hearts (EVERY DAY)**

- Basketball, Bike, Dance, Hide-n-Seek, Soccer, Swim, Tag Game
- Hike, Hockey, Hopscotch, Hula Hoop, Roller Skate, Baseball/Softball, Badminton
- Jump Rope, Kayak/Canoe, Kickball, Skateboard, Tennis, Frisbee, Yoga

**Activities for Strong Muscles (3 TIMES A WEEK)**

- Climb Up, Bike, Lift Body, Sports

**Activities for Strong Bones (4 TIMES A WEEK)**

- Jump Rope, Hurdles, Sports, Dance

Add other physical activities here: \_\_\_\_\_

This week we were active together.

Watch for this week's **FAMILY QUEST**

COME OUTSIDE... ENJOY NATURE... AT YOUR LOCAL PARK OR TRAIL

This week's Quest is: \_\_\_\_\_

We had FUN on this Quest!

Parks | Michigan Department of Natural Resources | Come Out and Play! | Activity Record | © 2013 Michigan Recreation and Park Association | michiganparks.com

Each day, children record the number of steps taken that day on a pedometer sticker.

The sticker is placed on the back of the child's hand to take home and place on the Activity Record.





# Fitness Assessment



Aerobic Endurance Run/Walk

90° Push-up

Tree/Wall Sit



As seen in the introductory video, the ***Come Out and Play*** program has been shown to increase aerobic fitness and muscular strength.



# Fitness Assessment



Aerobic Endurance Run/Walk

90° Push-up

Tree/Wall Sit



The fitness assessments are optional.

However, pre- and post-testing may prove your effectiveness in improving the fitness levels of your students and provide data to further advocate for your programs.



# Fitness Assessment



## Aerobic Endurance Run/Walk

## 90° Push-up

## Tree/Wall Sit



### COME OUT AND PLAY 2016 REVISED ASSESSMENT PROTOCOLS

#### When to Test

- Summer camp: Pre-test during first week and post-test during last week of the program.
- After-school: Pre-test during the first week and post-test every eight weeks of the program.

#### Aerobic Endurance Run/Walk Test

This test measures cardiovascular/aerobic endurance, an important component of fitness. The goal is for children to run a specified distance, depending on age, in the shortest time possible. A decrease in the time to finish this test (i.e., a faster finish) on the post- vs. pre-test indicates an increase in cardiovascular/aerobic endurance over the course of your program.

Children should run at a pace they believe they can maintain for the entire length of the test. If they get tired, they should be encouraged to maintain at least a slow jog throughout the test, but are allowed to walk if necessary to complete the specified distance.

Age	Test Distance	Distance Equivalents
6-7	1/4 mile	440 yards or 402 meters
8-9	1/2 mile	880 yards or 805 meters
10-12	1 mile	1,760 yards or 1,609 meters

#### Equipment

- Stopwatch or phone app to record total time for each child
- Data recording form
- Flat and measured running course per distance above
- Note: be sure to accurately measure the course, keeping the distance exactly the same for the pre- and post-tests
- Note: a cross country wheel is recommended to measure out the course or, if available, use a track in your community – on a 400 meter track, 4 laps plus 9 yards is one mile.

#### Directions

1. Divide children into age groups according to the table above. If you have lots of children in an age group, you can divide them into smaller sub-groups to run this test.
2. Perform the aerobic endurance run/walk test on age-divided groups while the other children participate in Come Out and Play activities.
3. Give these instructions:
  - *Deer like to run. They can run [insert test distance] effortlessly.*
  - *Today you are deer, doing what you love! You will run [insert test distance] and I will time you to see how fast you are.*
  - Point out the start and end lines so they have an idea of the distance they need to cover.
  - *Your goal is to finish the distance in the shortest possible time. Pace yourself so you don't get too tired. Try to run or jog the entire distance, however. If that is not possible, you can walk until you can jog again.*
  - *I will count down – 3, 2, 1, GO; you will all start on GO. Any questions?*
4. Line children up at start line and start test and timer.
5. Encourage children until they finish.
6. Record each child's age, test distance, and time to nearest minute:second (e.g., 15:12).

The aerobic endurance run/walk test measures cardiovascular/aerobic endurance.

The goal is for children to run a specified distance, depending on age, in the shortest time possible.



# Fitness Assessment



## Aerobic Endurance Run/Walk

## 90° Push-up

## Tree/Wall Sit



### COME OUT AND PLAY 2016 REVISED ASSESSMENT PROTOCOLS

#### When to Test

- Summer camp: Pre-test during first week and post-test during last week of the program.
- After-school: Pre-test during the first week and post-test every eight weeks of the program.

#### Aerobic Endurance Run/Walk Test

This test measures cardiovascular/aerobic endurance, an important component of fitness. The goal is for children to run a specified distance, depending on age, in the shortest time possible. A decrease in the time to finish this test (i.e., a faster finish on the post- vs. pre-test) indicates an increase in cardiovascular/aerobic endurance over the course of your program.

Children should run at a pace they believe they can maintain for the entire length of the test. If they get tired, they should be encouraged to maintain at least a slow jog throughout the test, but are allowed to walk if necessary to complete the specified distance.

Age	Test Distance	Distance Equivalents
6-7	$\frac{1}{4}$ mile	440 yards or 402 meters
8-9	$\frac{1}{2}$ mile	880 yards or 805 meters
10-12	1 mile	1,760 yards or 1,609 meters

#### Equipment

- Stopwatch or phone app to record total time for each child
- Data recording form
- Flat and measured running course per distance above
- Note: be sure to accurately measure the course, keeping the distance exactly the same for the pre- and post-tests
- Note: a cross country wheel is recommended to measure out the course or, if available, use a track in your community – on a 400 meter track, 4 laps plus 9 yards is one mile.

#### Directions

1. Divide children into age groups according to the table above. If you have lots of children in an age group, you can divide them into smaller sub-groups to run this test.
2. Perform the aerobic endurance run/walk test on age-divided groups while the other children participate in Come Out and Play activities.
3. Give these instructions:
  - *Deer like to run. They can run [insert test distance] effortlessly.*
  - *Today you are deer, doing what you love! You will run [insert test distance] and I will time you to see how fast you are.*
  - *Point out the star and cones so they have an idea of the distance they need to cover.*
  - *Your goal is to finish the distance in the shortest possible time. Pace yourself so you don't get too tired. Try to run or jog the entire distance, however. If that is not possible, you can walk until you can jog again.*
  - *I will count down – 3, 2, 1, GO; you will all start on GO. Any questions?*
4. Line children up at start line and start test and timer.
5. Encourage children until they finish.
6. Record each child's age, test distance, and time to nearest minute:second (e.g., 15:12).

For more information, watch the Run/Walk Assessment video (mp4) on the USB drive when done with this training.

Print the Aerobic Endurance Run/Walk test protocol from the USB drive and store in the front cover of your Facilitator's Manual for future reference.



# Fitness Assessment



Aerobic Endurance Run/Walk

90° Push-up

Tree/Wall Sit

## 90° Push-up Test



This test measures upper body strength and endurance. The goal is for children to complete as many proper-form push-ups as possible at a rhythmic pace of one repetition every three seconds. An increase in the number of proper-form push-ups on this test (i.e., more push-ups on the post- vs. pre-test) indicates an increase in upper body strength/endurance over the course of your program.

In the days preceding the test, describe and demonstrate proper form, then allow children to practice. Give them feedback on proper form so they know and feel what a 90° elbow bend is.

### Equipment

- Metronome or phone app to use for cadence timing
- Data recording form

### Proper Form

#### Start Position

- Place hands on ground, slightly wider than shoulders, with fingers spread.
- Place feet 2-4 inches apart and balance on toes.
- Start with arms straight (i.e., elbows extended) and body in a straight line from head to feet.



#### Push-up Action

- Lower the body by bending the elbows until the upper arms are parallel to the ground (i.e., the elbows form a 90° angle).
- Raise body back to starting position by extending elbows until arms are again straight.
- Maintain a straight line from head to feet throughout push-up.



#### Cadence

- Maintain cadence of 20 repetitions per minute (= 1 every 3 secs).

### Directions

1. Divide children into groups of about six children each based on age/size.
2. Perform the 90° push-up test on age-divided groups while the other children participate in Come Out and Play activities.
3. Give these instructions:
  - We have been practicing proper form for the push-up.
  - Describe and demonstrate proper form again and say "Down - Up" at a cadence of 20 repetitions per minute (i.e., an "Up" is completed every 3 seconds).
  - Today your goal is to complete as many push-ups as you can while maintaining proper form and cadence.
4. Line children up and on "Ready" have them get into the start position.
5. Repeat "Down-Up" at a cadence of 20 per minute or 1 every 3 seconds.
6. Record the number of proper-form push-ups completed by each child; count repetitions until a child:
  - Cannot keep up with cadence of 20 repetitions per minute.
  - Does not reach a 90° angle at elbow (i.e., upper arm parallel to ground).
  - Does not extend elbows (i.e., have straight arms) when returning to start position.
  - Does not maintain a straight line from head to feet throughout push-up motion.
  - Exhibits extreme discomfort or pain.

The 90° Push-up test measures upper body strength and endurance.

The goal is for children to complete as many proper-form push-ups as possible at a rhythmic pace of one repetition every three seconds.



# Fitness Assessment



Aerobic Endurance Run/Walk

90° Push-up

Tree/Wall Sit

## 90° Push-up Test



This test measures upper body strength and endurance. The goal is for children to complete as many proper-form push-ups as possible at a rhythmic pace of one repetition every three seconds. An increase in the number of proper-form push-ups on this test (i.e., more push-ups on the post-vs. pre-test) indicates an increase in upper body strength/endurance over the course of your program. In the days preceding the test, describe and demonstrate proper form, then allow children to practice. Give them feedback on proper form so they know and feel what a 90° elbow bend is.

### Equipment

- Metronome or phone app to use for cadence timing
- Data recording form

### Proper Form

#### Start Position

- Place hands on ground, slightly wider than shoulders, with fingers spread.
- Place feet 2-4 inches apart and balance on toes.
- Start with arms straight (i.e., elbows extended) and body in a straight line from head to feet.



#### Push-up Action

- Lower the body by bending the elbows until the upper arms are parallel to the ground (i.e., the elbows form a 90° angle).
- Raise body back to starting position by extending elbows until arms are again straight.
- Maintain a straight line from head to feet throughout push-up.



#### Cadence

- Maintain cadence of 20 repetitions per minute (= 1 every 3 secs).

### Directions

1. Divide children into groups of about six children each based on age/size.
2. Perform the 90° push-up test on age-divided groups while the other children participate in Come Out and Play activities.
3. Give these instructions:
  - *We have been practicing proper form for the push-up.*
  - Describe and demonstrate proper form again and say "Down - Up" at a cadence of 20 repetitions per minute (i.e., an "Up" is completed every 3 seconds).
  - *Today your goal is to complete as many push-ups as you can while maintaining proper form and cadence.*
4. Line children up and on "Ready" have them get into the start position.
5. Repeat "Down-Up" at a cadence of 20 per minute or 1 every 3 seconds.
6. Record the number of proper-form push-ups completed by each child; count repetitions until a child:
  - Cannot keep up with cadence of 20 repetitions per minute.
  - Does not reach a 90° angle at elbow (i.e., upper arm parallel to ground).
  - Does not extend elbows (i.e., have straight arms) when returning to start position.
  - Does not maintain a straight line from head to feet throughout push-up motion.
  - Exhibits extreme discomfort or pain.

For more information, watch the Push-up Assessment video (mp4) on the USB drive when done with this training.

Print the 90° Push-up test protocol from the USB drive and store in the front cover of your Facilitator's Manual for future reference.



# Fitness Assessment



Aerobic Endurance Run/Walk

90° Push-up

Tree/Wall Sit

## Tree/Wall Sit Test



This test measures leg strength and endurance. The goal is for children to hold the wall sit position with proper form as long as possible. An increase in the time to finish this test (i.e., a longer time on the post- vs. pre-test) indicates an increase in leg strength/endurance over the course of your program.

In the days preceding the test, describe and demonstrate proper form, then allow children to practice. Give them feedback on proper form so they know and focus a proper-form wall sit position. On practice days, they only need to hold the wall sit position for a few seconds.

### Equipment

- Stopwatch or phone app to record total time for each child
- Data recording form
- Flat wall such as the side of a building or an inside wall

### Proper Form

#### Start Position

- Place back flat against wall.
- Place feet shoulder width apart with heels about 14-18 inches from wall and toes pointing straight out.

#### Wall Sit Position

- Slide back down wall until the hips and knees are both bent at 90° angles.
- Note: Knees should be directly above the feet while in wall sit position. During practice sessions, give children feedback on where to place their feet so they are positioned correctly in start position on day of testing.
- Hang arms at sides, not touching wall or body.
- Keep feet flat on ground and toes pointing straight out.



### Directions

1. Divide children into groups based on age/size.
2. Perform wall sit test on age divided groups while other children participate in Come Out and Play activities.
3. Give these instructions:
  - *We have been practicing proper form for the wall sit.*
  - Describe and demonstrate proper form again and remind children to place their feet at the proper distance from the wall as practiced (i.e., so that during the wall sit action their knees are directly above their feet).
  - *Today your goal is to hold the wall sit position as long as possible while maintaining proper form.*
4. Have students get in start position against wall, soaced so they are not touching.
5. On "Start" have them quickly slide down into wall sit position.
6. Start timer when they are in proper position.
7. Record each child's time that s/he is able to maintain proper form to nearest minute:second (e.g., 2:19).
8. Stop timer when a child:
  - Cannot maintain proper form.
  - Exhibits extreme discomfort or pain.

The Tree/Wall Sit test measures upper body strength and endurance.

The goal is for children to hold the sit position with proper form as long as possible.



# Fitness Assessment



Aerobic Endurance Run/Walk

90° Push-up

Tree/Wall Sit

## Tree/Wall Sit Test



This test measures leg strength and endurance. The goal is for children to hold the wall sit position with proper form as long as possible. An increase in the time to finish this test (i.e., a longer time on the post- vs. pre-test) indicates an increase in leg strength/endurance over the course of your program.

In the days preceding the test, describe and demonstrate proper form, then allow children to practice. Give them feedback on proper form so they know and focus a proper-form wall sit position. On practice days, they only need to hold the wall sit position for a few seconds.

### Equipment

- Stopwatch or phone app to record total time for each child
- Data recording form
- Flat wall such as the side of a building or an inside wall

### Proper Form

#### Start Position

- Place back flat against wall.
- Place feet shoulder width apart with heels about 14-18 inches from wall and toes pointing straight out.



#### Wall Sit Position

- Slide back down wall until the hips and knees are both bent at 90° angles.
- Note: Knees should be directly above the feet while in wall sit position. During practice sessions, give children feedback on where to place their feet so they are positioned correctly in start position on day of testing.
- Hang arms at sides, not touching wall or body.
- Keep feet flat on ground and toes pointing straight out.



### Directions

1. Divide children into groups based on age/size.
2. Perform wall sit test on age divided groups while other children participate in Come Out and Play activities.
3. Give these instructions:
  - *We have been practicing proper form for the wall sit.*
  - Describe and demonstrate proper form again and remind children to place their feet at the proper distance from the wall as practiced (i.e., so that during the wall sit action their knees are directly above their feet).
  - *Today your goal is to hold the wall sit position as long as possible while maintaining proper form.*
4. Have students get in start position against wall, soaced so they are not touching.
5. On "Start" have them quickly slide down into wall sit position.
6. Start timer when they are in proper position.
7. Record each child's time that s/he is able to maintain proper form to nearest minute:second (e.g., 2:19).
8. Stop timer when a child:
  - Cannot maintain proper form.
  - Exhibits extreme discomfort or pain.

For more information, watch the Tree/Wall Sit Assessment video (mp4) on the USB drive when done with this training.

Print the Tree/Wall Sit test protocol from the USB drive and store in the front cover of your Facilitator's Manual for future reference.



# Step Tracker



**Come Out and Play! Data Collection Instructions**

**Step 1: Rename file**

- Choose 'FILE' → 'SAVE AS' (retain .xlsx format)
- Rename file with this format: 'agency name.site name.group#.year'  
example: Bridgeport.Davis.group1.2020
- Note: each Excel file handles data for 25 children; save as many files as needed to accommodate the number of children in your program.

**Step 2: Enter program data**

- Enter data into blue cells.
- District/Agency name: example: Bridgeport
- School/Site name: example: Davis
- Enter the date for the Sunday of the week your COAP program begins. example: 6/7/2020
- Sunday week begins:
- week 1:
- week 2:
- week 3:
- week 4:
- week 5:
- week 6:
- week 7:
- week 8:

**Step 3: Enter IDs (No names) of children & birthdates**

ID (no names)	birthdate
1	example: 2/18/2012
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

**Step 4: Click buttons on right & on other sheets to enter data and navigate around workbook.**

**Step 5: Print blank step recording sheet to use in field.**

- Click here to print a weekly step recording form.
- Click here to print a daily attendance/step recording form.

COAP Data Recorder © 2020 Michigan Recreation and Park Association

Tracking children's daily steps is a valuable part of proving the worth of your program.

The Step Tracker Excel Workbook is used for this purpose.



# Step Tracker



**Come Out and Play! Data Collection Instructions**

**Step 1: Rename**

- Click on the file name (in .xlsx format)
- Rename the file to: 'agency name, group#, year' example: Davis.group1.2020
- Note: each spreadsheet allows data for 25 children; save as many spreadsheets as needed to accommodate the number of children in your program.

**Step 2: Enter program data**

- Enter data in the blue cells.
- District/Community: example: Bridgeport
- School/Site: example: Davis
- Enter the day of the week your COOP program runs. example: 6/7/2020
- Sunday week begins:
- week 1:
- week 2:
- week 3:
- week 4:
- week 5:
- week 6:
- week 7:
- week 8:

**Step 3: Enter IDs (No names) of children & birthdates**

ID (no names)	birthdate
	example: 2/18/2012
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

**Step 4: Click buttons on right & on other sheets to enter data and navigate around workbook.**

**Step 5: Print blank step recording sheet to use in field.**

- [Click here](#) to print a weekly step recording form.
- [Click here](#) to print a daily attendance/step recording form.

COAP Data Recorder © 2020 Michigan Recreation and Park Association

Follow steps 1-3 on the first sheet to begin a new file.

For After-School –

Begin a new file for every 8-week quarter.



# Step Tracker



Follow step 4 to navigate around the workbook and enter data.

**Come Out and Play! Data Collection Instructions**

**Step 1: Rename file**

- Choose 'FILE' → 'SAVE AS' (retain .xlsx format)
- Rename file with this format: 'agency name.site name.group#.year'  
example: Bridgeport.Davis.group1.2020
- Note: each Excel file handles data for 25 children; save as many files as needed to accommodate the number of children in your program.

**Step 2: Enter program data**

- Enter data into blue cells.
- District/Agency name: example: Bridgeport
- School/Site name: example: Davis
- Enter the date for the Sunday of the week your COAP program begins. example: 6/7/2020
- Sunday week begins:
- week 1:
- week 2:
- week 3:
- week 4:
- week 5:
- week 6:
- week 7:
- week 8:

**Step 3: Enter IDs (No names) of children & birthdates**

ID (no names)	birthdate
1	example: 2/18/2012
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

**Step 4: Click buttons on right & on other sheets to enter data and navigate around workbook.**

**Step 5: Print blank step recording sheet to use in field.**

- Click here to print a weekly step recording form.
- Click here to print a daily attendance/step recording form.

COAP Data Recorder © 2020 Michigan Recreation and Park Association



# Step Tracker



Follow step 5 to print both the weekly and daily step recording forms to use in the field.

Come Out and Play! Data Collection Instructions		
<b>Step 1: Rename file</b>	<b>Step 3: Enter IDs (No names) of children &amp; birthdates</b>	
<ul style="list-style-type: none"> <li>Choose 'FILE' → 'SAVE AS' (retain .xlsx format)</li> <li>Rename file with this format: 'agency name.site name.group#.year' example: Bridgeport.Davis.group1.2020</li> <li>Note: each Excel file handles data for 25 children; save as many files as needed to accommodate the number of children in your program.</li> </ul>	ID (no names)	birthdate example: 2/18/2012
<b>Step 2: Enter program data</b>	1	
<ul style="list-style-type: none"> <li>Enter data into blue cells.</li> <li>District/Agency name: example: Bridgeport</li> <li>School/Site name: example: Davis</li> <li>Enter the date for the Sunday of the week your COAP program begins. example: 6/7/2020</li> <li>Sunday week begins:</li> <li>week 1:</li> <li>week 2:</li> <li>week 3:</li> <li>week 4:</li> <li>week 5:</li> <li>week 6:</li> <li>week 7:</li> <li>week 8:</li> </ul>	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
	13	
	14	
	15	
	16	
	17	
	18	
	19	
	20	
	21	
	22	
	23	
	24	
	25	
	<b>Step 4: Click buttons on right &amp; on other sheets to enter data and navigate around workbook.</b>	
	<b>Step 5: Print blank step recording sheet to use in field.</b>	
	<ul style="list-style-type: none"> <li>Click here to print a weekly step recording form.</li> <li>Click here to print a daily attendance/step recording form.</li> </ul>	

Enter week 1 data

Enter week 2 data

Enter week 3 data

Enter week 4 data

Enter week 5 data

Enter week 6 data

Enter week 7 data

Enter week 8 data

Enter assessment data

View step data summary

COAP Data Recorder © 2020 Michigan Recreation and Park Association

# Step Tracker



If you are collecting fitness assessment data, click on the orange button to enter it.

**Come Out and Play! Data Collection Instructions**

**Step 1: Rename file**

- Choose 'FILE' → 'SAVE AS' (retain .xlsx format)
- Rename file with this format: 'agency name.site name.group#.year'  
example: Bridgeport.Davis.group1.2020
- Note: each Excel file handles data for 25 children; save as many files as needed to accommodate the number of children in your program.

**Step 2: Enter program data**

- Enter data into blue cells.
- District/Agency name: example: Bridgeport
- School/Site name: example: Davis
- Enter the date for the Sunday of the week your COAP program begins. example: 6/7/2020
- Sunday week begins:
- week 1:
- week 2:
- week 3:
- week 4:
- week 5:
- week 6:
- week 7:
- week 8:

**Step 3: Enter IDs (No names) of children & birthdates**

ID (no names)	birthdate
1	example: 2/18/2012
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

**Step 4: Click buttons on right & on other sheets to enter data and navigate around workbook.**

**Step 5: Print blank step recording sheet to use in field.**

- Click here to print a weekly step recording form.
- Click here to print a daily attendance/step recording form.

COAP Data Recorder © 2020 Michigan Recreation and Park Association

# Step Tracker



Be sure to “Enable Macros” when opening the file so that it is fully functional.

When done with this training (one more slide), open the Step Tracker Excel file on the USB drive and create a ‘practice’ file.

**Come Out and Play! Data Collection Instructions**

**Step 1: Rename file**

- Choose 'FILE' → 'SAVE AS' (retain .xlsx format)
- Rename file with this format:  
'agency name.site name.group#.year'  
example: Bridgeport.Davis.group1.2020
- Note: each Excel file handles data for 25 children; save as many files as needed to accommodate the number of children in your program.

**Step 2: Enter program data**

- Enter data into blue cells.
- District/Agency name: example: Bridgeport
- School/Site name: example: Davis
- Enter the date for the Sunday of the week your COAP program begins. example: 6/7/2020
- Sunday week begins:
- week 1:
- week 2:
- week 3:
- week 4:
- week 5:
- week 6:
- week 7:
- week 8:

**Step 3: Enter IDs (No names) of children & birthdates**

ID (no names)	birthdate
	example: 2/18/2012
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

**Step 4: Click buttons on right & on other sheets to enter data and navigate around workbook.**

**Step 5: Print blank step recording sheet to use in field.**

- Click here to print a weekly step recording form.
- Click here to print a daily attendance/step recording form.

COAP Data Recorder © 2020 Michigan Recreation and Park Association

Take a few minutes to complete steps 1-5.



# Main Menu



 Facilitator's Manual Components

 Activity Records

 Fitness Assessments

 Step Tracker

If you have completed all four sections on the left, congratulations you are done!

If not, please click on the sections you missed or would like review.

