GRANT APPLICATION GUIDE

POWER PLAY!

energizing today's youth through health, nutrition & fitness

A program of the Illinois Association of Park Districts 2022

POWER PLAY!

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POWERPLAY! Funding

PowerPlay! Beyond School Grant Program

The PowerPlay! Beyond School Grant is a program of the Illinois Association of Park Districts (IAPD). Funding and materials for this program are provided through the sale and subsequent renewal of each Illinois Park District Youth License Plate and through *Friends of Illinois Parks.*

Park District Youth License Plate

Park districts in Illinois have been providing vital youth programs for many years. Park and recreation agencies step in to fill the gap for children and working parents during beyond school hours. The sale and subsequent renewal of each plate generates $25 specifically for the PowerPlay! Beyond School Grant Program. **It is recommended that all agencies assist in the promotion of the Park District Youth License Plate.** Without the continued support of this grant program from our member agencies and their patrons, it will diminish. It is crucial that we invest in the young people of Illinois by supporting the Park District Youth License Plate program.

Friends of Illinois Parks

Friends of Illinois Parks are individuals, corporations and groups who share a common belief in the importance of open space for wholesome recreational activities and in the preservation of natural resources and wildlife habitats. *Friends of Illinois Parks:*

friends of Illinois Parks

- Helps find solutions for teenagers and preteens in at-risk environments by supporting the PowerPlay! Beyond School Grant Program.
- Advances the acquisition and beautification of parks, open spaces, greenways, trails and bike paths.
- Supports the preservation of natural resources and wildlife habitats.
- Supports family and individual recreation programs for all ages.
- Develops a network of advocates to work together to promote parks and open spaces.

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Grant Program

Description: The Illinois Association of Park Districts (IAPD has developed a grant program designed to initiate and support beyond school programs in park and recreation agencies throughout Illinois. The program is funded through the sale and subsequent renewal of each Illinois Park District Youth License Plate and through *Friends of Illinois Parks*. Agencies may receive up to $1,000 as seed money to conduct a new model beyond school program or to enhance an existing one. The PowerPlay! grant program does not fund food purchases. Beyond school programs can receive federal dollars to serve children snacks and meals from the Food Research & Action Center. Call 202-986-2200 or visit www.frac.org for more information.

The Model Program: The PowerPlay! Grant Program involves implementing a model program that focuses on health, nutrition and fitness for children ages 5-13. Each grant recipient must incorporate all core elements of the model program into its curriculum. Topics and materials in the model program were created to maximize the learning potential of participants in the program. The PowerPlay! grant program does not fund food purchases.

Eligibility: All IAPD member agencies are eligible for a PowerPlay! grant including park districts, forest preserves, conservation districts, recreation and special recreation agencies.

Application Deadline: For the current grant cycle, applications must be **submitted online** at **https://www.surveymonkey.com/r/BYVB7RQ** by **February 18, 2022.** Please email questions to iapd@ilparks.org or call 217-523-4554.

Who Is Eligible To Apply For The POWERPLAY! Grant?

The PowerPlay! Grant Program is open to all IAPD member agencies, including park districts, forest preserves, conservation districts, recreation and special recreation agencies. The grant can be used to implement a program in an agency not currently operating a beyond school program or to enhance an existing park and recreation beyond school program.

Those interested in receiving one of the available grants must submit a grant proposal and provide all required supporting materials.

Refer to "How to Apply for the PowerPlay! Grant" for further details on the application process.

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How to Apply for the POWERPLAY Grant

Proposals must be for beyond school programs developed in accordance with the PowerPlay! Grant Program guidelines.

Grant applications must be submitted **on line** at **https://www.surveymonkey.com/r/BYVB7RQ.** If you are unable to complete the application via this method, you must contact the IAPD to discuss alternative submission options.

Inquiries regarding the grant application process should also be directed to the IAPD at **iapd@ilparks.org** or 217/523-4554.

Proposals are due by **February 18, 2022.**

Please note that the conditions for submittal of applications, including the deadline, may not be waived or extended.

Progress Reports

The measure of your program's success is critical to your agency receiving a grant. Please indicate on your application, the staff person's name and email address that will be responsible for submitting all reports. Final reports are mandatory and due before you can be awarded another grant.

Review and Selection Procedures

Grant proposals will be reviewed on a competitive basis. Based on the review, applicants will be selected to receive the grant award, which will be announced by the end of March, 2022.

Quality of the Proposal

The Illinois Association of Park Districts will examine the overall quality of the beyond school program developed by each agency. In making this judgment, IAPD will consider the following factors:

1. PowerPlay! guidelines incorporated in the beyond school program: We will look at the range, quality and volume of educational elements regarding health, nutrition and fitness provided to the youth involved in each beyond school program.
2. Park District Youth License Plate Promotion: We will review the methods of your agency's promotion of the Park District Youth License Plate. Current promotion of the license plate is a requirement to receive a grant. It is very important to assist IAPD with the promotion of the license plate. Without the continued support of the Park District Youth License Plate program from our member agencies and their patrons, the PowerPlay! grant program will diminish.
3. Program Accessibility: We will look at the overall accessibility of the program to the citizen base served in terms of the physical location and the hours of the program.
4. Implementation Plan: We will examine the proposed implementation plan to determine if the applicant has thought through the steps needed to implement the program as proposed.

Target Participants

The PowerPlay! Grant Program is designed to provide positive beyond school programs for youth ages 5-13. Beyond school programs keep youth safe and give them supervised and structured activities. Even though beyond school programs strongly benefit youth, and the nation is highly focused on children's needs, only 30 percent of U.S. schools offer beyond school opportunities. Many community organizations, such as park districts, the YMCA and the Boy's Club are increasing the number of opportunities through school partnerships. However, the demand still exceeds the supply.

Our youth deserve better. The Illinois Association of Park Districts created the PowerPlay! Grant program to provide financial assistance to communities in Illinois for the development of beyond school programs. These programs include educational components that focus on health, nutrition and fitness issues.

Why beyond school programs are critical

For every student enrolled in an afterschool program, 2 more would participate if the funding was available. Currently in Illinois, there are **741,400** waiting to get into an afterschool program and there are currently **433,390*** unsupervised and alone after school. After school hours are a peak time for juvenile crime and risky behaviors such as drug use, under age drinking and smoking cigarettes, as well as sexual activity.

However, studies show that children in beyond school programs:

- Are two times less likely to use drugs and one-third less likely to become teen parents.
- Have better academic performance, behavior, school attendance and greater expectations for the future.
- Learn to respect the diversity among people and develop better conflict resolution and social skills.
- Develop better lifestyle choices regarding health and fitness.

*Statistics provided by the After School Alliance - afterschoolalliance.org

Program Guidelines

The purpose of the PowerPlay! Beyond School Grant Program developed by the Illinois Association of Park Districts is to provide beyond school alternatives for today's youth that focus on health, nutrition and fitness. Grant recipients must include the key elements of the PowerPlay! model program as seen below. The PowerPlay! grant program does not fund food purchases. This information can be incorporated in a variety of activities and educational materials. A pre- and post-program test must be administered to each participant. These tests will help determine the success of the program and ensure that each grant recipient covers the required key elements. These Pre and Post tests should be summarized and sent to IAPD with the agency's progress report. Please do not send the actual pre- and post tests.

The Illinois Association of Park Districts' PowerPlay! Beyond School Grant Program will provide resources for grant recipients and information on how to obtain additional materials related to health, nutrition and fitness. However, as each agency's situation is different, IAPD allows flexibility in the manner in which materials are incorporated into each beyond school program. The PowerPlay! grant program does not fund food purchases.

Key Elements:

Health:

- Personal Hygiene
- Aim for a Healthy Weight
- High Blood Pressure in Teens
- High Cholesterol in Teens
- Smoking
- Alcohol
- Drugs

Nutrition:

- Understanding the Food Guide Pyramid
- Making Healthy Food Choices
- Menu Planning
- Fast Food Myths
- Vitamins and Minerals - Why the Body Needs Them
- Cutting Down on Salt and Sodium
- Healthy Snacking

Fitness:

- What is Metabolism and How Does it Work?
- Benefits of Regular Exercise
- How to Fit Exercise into Busy Schedules
- Fitness Tips for Everyone
- How to Make Exercising Fun
- Building Strong Bones

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Organizational Guidelines

1. Staff Training and Development

All staff involved with the program must receive training that supports their ability to carry out the program activities and elements to established standards.

Training should include such issues as child development, positive youth development, cultural issues, children with special needs and training for specific program activities, such as health, nutrition and fitness.

2. Safe and Adequate Facility

The facility used for the PowerPlay! Grant Program must be safe and meet all relevant codes and provide adequate space to carry out programs and activities. An adequate staff to participant ratio needs to be in place to ensure safety.

Staff will need to have current emergency contact information for participants and know which participants are in attendance.

3. Consistent & Defined Program Management

All programs, regardless of their size, must have in place a strong program plan, an adequate organizational structure, effective management and a plan for sustaining the program. Staff should have the opportunity to evaluate their own practice, provide feedback to management and plan their activities. Written job descriptions and documentation of program activities will need to be provided, including:

a. A systematic evaluation of the program and staff.

b. Written policies and procedures, personnel manuals, a fiscal management plan and a training schedule.

c. Documented clear lines of responsibility.

4. Sustainability

The four key elements of sustaining an beyond school program are adequate funding, evaluation, successful outcomes and leadership. Agencies should develop a marketing strategy and utilize volunteers.

5. Transportation

Plans (if any) for providing transportation to and from the program activities must be included in the application. Transportation needs vary for each community in terms of the location of the program; the age of program participants; community safety concerns; and the hours of the beyond school program. Agencies should survey the community to identify transportation needs.

6. Program Monitoring/Evaluation

Program evaluation, quality assurance and continuous improvement strategies should be in place to ensure that program goals and targeted outcomes are met. Programs should have data collection strategies and information systems in place to facilitate the evaluation.

Each program participant must file an annual evaluation report to IAPD, following the guidelines in the Grant Implementation manual, including a copy of all materials used in the program.

7. Parent/Caregiver Involvement

The organization should consider family input as an integral component to the success of the program. Parents should be allowed to have an active role in the program and volunteer if desired. Creating a parent advisory board regarding youth issues should be considered by participating agencies.

8. Fitness and Health Literacy Components

Fitness and health literacy are vital core elements of the grant program. Each program must support a healthy lifestyle and build awareness about nutrition and other health-related issues. Each program must also focus on recreation, fitness and healthy behaviors.

9. Liability Waivers and Photo Release Forms

Parents must sign a waiver in order for their children to participate in the PowerPlay! Beyond School Program. Agencies must also have parents sign a Photo Release Form for their children that participate in the program. The Photo Release Form should include the authority for IAPD to use the photograph.

Sample Programs

In order to give you a better idea of how to organize and implement your own beyond school program, IAPD has compiled summaries from agencies that have developed or improved their own beyond-school programs. These summaries can give you ideas for activities, guest speakers, and other things that are involved in setting up your own program.

Barrington Park District

The Barrington Park District offered many fun activities. Some of the activities included: a rock climbing field trip, use of the gymnasium for athletics, cooking and nutrition classes, participation at the Barrington Park District's Teams Challenge Course, anti-smoking/alcohol/drug education by an officer from the Barrington Police Department, and multiple fitness classes taught by professionals such as yoga and Pilates.

The park district had multiple professionals cover topics such as fitness, health, nutrition, and drug/ alcohol/ smoking education. A personal trainer, who taught three fitness/ nutrition classes said, "I have seen a lot of improvement in these teens over the 8-week period. Many of them were living unhealthy lifestyles and have made significant changes to become healthier."

Barrington Park District had a nutritional and cooking expert come in and cook with the children for three of the program sessions. The children were all given recipes to take home. Two mothers called in to tell them that their children were eating healthier and had learned how to prepare healthy snacks for themselves.

The park district also took a field trip to a local rock climbing facility. While on this trip the children learned how to challenge themselves mentally and physically and it introduced a new, fun type of physical activity.

Batavia Park District

Daily fitness included activities such as open gym time, obstacle courses, special events like karate instruction with special teachers, outdoor play and field games, and individual/ team challenge activities. The children were also taught interactive songs that incorporated health for memorization technique.

Daily nutritious snacks were served, with verbal and written reinforcement about positive choices. Snack preparation skills were taught to foster both positive choices and independent action.

Guest speakers such as professional nutritionists, physical therapists, a lung specialist, an orthopedic surgeon, substance abuse counselors, addiction counselors, karate instructors, physical education instructors, respiratory specialist, and an ER nurse were brought in to further educate the children on subjects relating to the professional's field.

Bolingbrook Park District

Each day the program met the participants covered one or more areas/issues provided in the PowerPlay curriculum. The park districted integrated a health, nutrition or fitness lesson with their current character education lessons in a way that reinforced respect of their bodies; responsibility and preparing healthy meals or maintaining a fitness plan; and trustworthiness and remaining drug free. Participants wanted to be healthy and wanted to take care of themselves. Many participants were influenced by race, customs, tradition, etc. Many were influenced by peers. Although most participants received some degree of health education in school, many did not seem to know how to apply the information to their own lives. Participants seemed to appreciate more detailed information and how they could apply the information to their own decisions (food label, fitness, muscle vs. fat, etc.). The following areas were covered in the PowerPlay program: nutrition (food pyramid, eating habits, menu planning, vitamins and minerals) and health (personal hygiene, weight control, high blood pressure, cholesterol, smoking, alcohol and drugs).

Champaign Park District

During the course of the year, the Champaign Park District established a workout area for the teens to use at their discretion. The area included: a trampoline, jump ropes, weights, and an exercise bike. The program also promoted fitness by establishing a walking club. Twice a month the program would go into the community or have a guest speaker who would cover topics regarding fitness. Some of the activities included tennis, swimming, bowling, billiards, aerobics, and a dance class. The park district had a guest speaker from the University of Illinois Police Department come to teach self-defense and discuss safety issues. Guest speakers from area fitness clubs came to discuss healthy lifestyles with the participants. They taught the participants easy exercises and ways to increase their metabolism to promote healthy living and weight loss.

On Wednesdays, the program held healthy cooking days. The Tuesday before, the participants would discuss the ingredients for the cooking project for the following day. During the discussion, they would talk about how to substitute lower calorie items for the items higher in calories. Also, during this time, they would discuss how to read the recipe and who would help with the food preparation. Some recipes included baked items, instead of fried foods, and low calorie desserts. They also learned how to prepare easy, quick, low calorie snacks. During the course of the week, the staff would discuss with the participants what they are doing at home to help themselves live a healthier lifestyle.

Channahon Park District

Lunch discussions went over well with the participants. They would "dissect" their lunches. They would analyze how many different food groups were included in their lunch. Staff led discussion with information pages from www.kidnetic.com, www.kidsheath.com and www.bam.gov. Staff also incorporated materials from PowerPlay, past experiences, college school books, games, activities and competitions to help the youth understand the purpose of the discussions. Speakers were also brought in to speak to the youth. The local police department spoke on the hazards of alcohol and drugs. A local health service provider explained the importance of blood pressure, pulse rate and frequency of respirations and showed the youth how to check all three.

Collinsville Area Recreation District

The Collinsville Area Recreation District's After School Recreation (ASR) program provided students with an opportunity to participate in a variety of individual, team and group activities. The intramural sports component of the after-school program added a new dimension to the child's education by improving self-esteem, stimulating new interests, developing a sense of sportsmanship and fair play, and providing students the opportunity to achieve individual, group, and team goals. The fitness and wellness component of the after-school program assisted individuals in making healthy lifestyle choices by providing educational seminars and aerobics classes that focus on the basic principles of fitness and wellness.

The after-school program provided programming opportunities in the following areas: 5-on-5 basketball, 6-on-6 volleyball, NFL punt, pass and kick, 6-on-6 dodgeball, and heart smart aerobics.

Decatur Park District

Decatur Park District's version of the Power Play program included a focus primarily on lifetime sports, particularly for a population that has not had the opportunity to experience typical examples. The entire group of participants affirmed the census tracts, where up to 89% of the youths living there have been deemed living at the poverty level or below. Frequently for the participants, the dollars have not been available for them to take tennis lessons, own a racquet, use a members only tennis club, receive training for usage of a climbing wall, take youth aerobics, use a members only sports and fitness center, go bowling, dine in a "real" restaurant to consume something other than fast food or sandwiches, have a ride to anything except for the school bus for school, and have actual coaches and mentors for their sports or hear from older peers why they shouldn't smoke.

The participants had two basic reactions to the program, which included elation at having something (anything) to do as the weather drove everyone inside for winter, and eventually a visibly enhanced view of their abilities, particularly as tennis players. One was invited by the tennis club to join another class to play tennis at a higher level, which has had a lasting affect on the participant. Tennis was tedious at first, because one does not always experience instant results; rather there is lots of missing and placing the ball out of bounds. However, numerous encouraging words, combined with prizes and healthy snacks, kept the players on track.

Typical tennis instruction included warm-ups, hand/arm drills, and footwork drills, target drills, serving games, lots of doubles play and learning to keep score.

Fox Valley Park District

The curriculum each week focused on a different aspect of the Power Play model program. The curriculum included a combination of large motor activities, group activities, individual worksheets, and take-home handouts. The first week involved an introduction to the program. The second week introduced students to the benefits of fitness and sought to provide positive experiences with physical activities. Students learned the importance of maintaining good fitness habits throughout their lives. The curriculum also focused on allowing students to participate in cooperative group activities during the beginning of camp to aid group unity. The third week

focused on health, with the curriculum centered on teaching students about the heart. A guest speaker, who was a registered nurse, taught the students about their heart and provided an opportunity for students to have their blood pressures read. The curriculum also included activities about nutrition as it related to maintaining a healthy heart.

Glendale Heights Park District

Upon registration, the participants were given a booklet and nutrition guide. In the booklet they were to track their daily food intake and monitor the amount of steps they took. Daily steps were tracked by using a pedometer. After 75 miles (2,000 steps equaled a mile) the child received a lanyard, 150 miles earned them a water bottle, and 300 miles earned them a CD case. For the grand total of 600 miles, the child received a t-shirt. Twice a month, each participant checked in at the Sports Hub to get weighed and have their Body Mass Index tested. If the staff did not see a decrease in their BMI, they reviewed the participant's nutritional booklets and showed them the areas that could use some work (with the assistance of the food pyramid). Worksheets given to the park district upon receipt of the grant were incorporated in the participants' goals, to keep them motivated.

Hoffman Estates Park District

To adapt some of the teachings for younger children, the park district presented many lessons through hands-on activities. For fitness they offered weekly classes that focused on exercise through a variety of activities that challenged the participants' strength, coordination, endurance, and flexibility. Some of these activities included wall climbing, gymnastics lessons, racquetball lessons, skateboarding, archery, ice skating, and swimming. These classes provided the children with a fun opportunity to learn about keeping their bodies in shape. Healthy eating habits were incorporated through interactive snacks such as pizza bagels, fruit salad, and veggies. They also had the opportunity to learn about hygiene through some of our science experiments. The rooms were decorated with posters to encourage living a healthy lifestyle.

The park district also encouraged children by offering a variety of activities and materials. These included sports and recreation, arts and crafts, card and board games, and occasional field trips. The Hoffman Estates Park District designed the program to incorporate nutrition through snacks, guest speakers, and educational materials. Hoffman Estates also provided daily gym and outdoor activities which included a variety of sports and relay games. Health and fitness were also involved in many of the field trips, these included a visit to the Health World Museum, swimming, ice skating, bowling, and rollerblading. General health was incorporated in daily enrichment by way of snacks, educational materials, and games.

Lombard Park District

Teen counselors created and implemented lesson plans that focused on exercise while making it exciting for the teens. The exercise routines that they learned at camp were ones that they could easily apply at home. Teens were encouraged to implement these daily exercise routines even if they were not at camp. The park district also incorporated field trips that emphasized the importance of living healthy. The Teens on the Go summer camp program went on a biking trip, walked at a national park, and swam weekly to name a few. The goal was to teach each teen that living healthy and exercising could be a rewarding experience.

Each week they had a speaker come to the facility and talk to the teens about subjects like healthy weight, personal hygiene, fast food myths, and more. The speaker came about two times a week and spoke for about an hour. The park district also prepared a personal hygiene kit for each teen that included deodorant, soap and shampoo samples, and a personal hygiene pamphlet. This seemed to be the most successful and helpful portion of the program for the teens because they used the information everyday and it was a great way to introduce personal hygiene to an age group that can be uncomfortable talking about the changes in their body.

Maywood Park District

By using their life course, health, nutrition and fitness information, the park district put together a workable program. The program gave each participant information and an opportunity to express their feelings about health, nutrition and fitness. With social games, visual aides and group interaction, the park district was successful in developing valuable lesson plans for the Power Play program.

New Lenox Community Park District

Physical activities were monitored weekly. During the months of November through January the children walked a total of 1.25 hours, utilized gymnastics/ tumbling equipment for a total of 13 hours, performed dances as well as played sport games for a total of 5 hours, and utilized the outside playground apparatus and played outside games a total of 2.5 hours.

Aiming for a healthy weight was covered by educating the children about the food pyramid and the importance of maintaining a healthy weight and lifestyle by eating a balanced diet. The children were educated on how to make healthier food choices when dining out. In covering high blood pressure in teens, a hand out of tips for heart-healthy dining out was distributed from www.bpsuccesszone.com which also covered the DASH eating plan for high blood pressure.

A local DARE officer covered smoking, alcohol, and drugs. The children were taught to make good choices and were amazed to see before and after use photos of children who had taken the drug methamphetamine and how quickly it affected the physical appearance of the body.

One of New Lenox Park District's top priorities was to keep the children very active and promote a healthy lifestyle and also to show them that the more active they were, the less bored they would become- preventing them from having time to get into trouble. This was done in a variety of ways. One was by renting fitness videos to help the children learn different exercises to work different parts of the body. Another was by tracking their physical activities which showed them the amount of time per month they spent becoming physically fit.

Specific activities included a school nurse from the New Lenox School District #122 to conduct a presentation on sun safety. The participants watched a video entitled "Sun Sense", and basic safety tips were covered including choosing the best SPF, avoiding midday sun, the importance of wearing a hat and sunglasses, etc.

Fast food myths were covered extensively. The majority of program participants eat out at fast food restaurants on a regular basis. The discussion began with the handouts provided, and also utilized "Fast Food Facts" from www.olen.com. It provided a brief comparison between typical

meals that are ordered at fast food restaurants and better choices that could be made at the same restaurant. This activity was taken a step further and the park district printed the "McDonald's USA Nutrition Facts for Popular Menu Items" from www.mcdonalds.com. This was the fast food restaurant of choice for the majority of the program participants. Each participant then "ordered" their meal as they would normally at the restaurant and we figured the amount of calories, fat, cholesterol, and sodium for each meal. The participants then compared it to the daily recommended intake of each category. It was quite an eye opener for the students to learn how one meal at a fast food restaurant can affect their diet.

During the program, the students monitored their physical exercise using a pedometer for walking and bike rides, and monitoring the length of time for other activities. A daily log was kept and placed on the bulletin board for everyone to monitor the progress.

Oak Lawn Park District

Participants began the session with an educational component dealing with issues such as blood pressure and cholesterol, tobacco, alcohol and drug use, and nutritional information. The educational segment was followed by an exercise session. These activities varied from walking, jump roping, aerobics, step aerobics, group games (baseball, dodgeball, etc.), circuit training and completion of an obstacle course. Participants were exposed to a variety of physical activities where they were educated on the benefits of the exercise while having fun and developing and improving physical skills. Water or juice and a healthy snack were provided with a discussion on the importance of making healthy food choices, what to look for on food labels and the importance of drinking water. The program was supplemented with handouts and activities provided by the PowerPlay manual.

Oakbrook Terrace Park District

The Oakbrook Terrace Park District's After School Action Program (A.S.A.P.) provided its participants opportunities to grow socially, emotionally and recreationally through daily homework assistance and unstructured and structured play in a safe environment. Unstructured activities included the use of the park district's outside playground and play of arcade-like games such as billiards, X-box, air hockey and ping pong. Structured activities included arts and crafts, sports, group games, movies, nutrition health and fitness activities associated with the Power Play Grant Program.

Pekin Park District

Their Power Play! Beyond School Program ran for one hour twice a week for 6 weeks. The age of the participants ranged from 5 to 8 years old. Each session included an educational component, fitness component and nutrition component. Topics included fire safety, personal hygiene, healthy snacking, food preparation and the benefits of exercise. Each session ended with a fun and healthy snack. The participants learned how to prepare healthy snacks and how to make healthy choices. The children also learned about washing their hands before and after food preparation.

A wide range of volunteers from the community assisted with teaching the kids how to live a fun, safe and healthy lifestyle. Pekin Hospital's Dietetics Department taught the children about healthy choices and food preparation. The Pekin Fire Department gave the participants a tour of their truck and talked about fire safety. The Tazewell County Sheriff's Department taught the kids

about prescription drug safety. Papa Murphy's brought pizza ingredients and taught the kids how to make a healthy pizza. An Illinois State University student taught the kids about the importance of fruits and vegetables and making their plate colorful. The participants also had the opportunity to participate in a yoga class and other fitness activities.

Peoria Park District

Some of the activities that the participants were involved in consisted of tasting healthy foods from the food pyramid, having a question and answer period, and enjoying the food crossword puzzles. The participants also talked about snack food and which ones were good for them and which ones were not good for them. The fitness instructor showed them different exercises to do, and she also challenged them to a pre-test of strength and a post strength test at the end of the program. The group viewed film clips about health issues which involved smoking, cholesterol, and of course alcohol and drugs. The instructor also had a health specialist come to talk to the group.

The speaker works for the health department and spoke to the group about smoking and how it is not cool to get lip or lung cancer and have to live with a respirator. The speaker then showed pictures of lung cancer.

Prospect Heights Park District

The campers learned about healthy lifestyles during lunch when the park district offered a nutritious snack. Campers tried a variety of fruits and vegetables. They also encouraged campers to wash their hands before eating. Before going to the pool the campers applied sun screen and were taught about the effects of sun damage. The park district had a speaker from a local high school speak to the campers about the new food pyramid. Since many of their campers were young this was a good opportunity for them to learn about the different food groups. The campers played food pyramid bingo, and the winner chose a healthy snack from one of the food groups as his or her prize. The speaker also helped the campers prepare a lunch that included something from each food group.

A speaker from JFK Health World also spoke to the campers. She presented information and provided activities about the digestive, circulatory and respiratory systems.

Schaumburg Park District

Speakers from Health World talked to the children about keeping their bodies healthy and clean. The presentations were very interactive, fun, and positive. The park district also had a police officer talk to the kids about alcohol, smoking, and the dangers of using drugs. The children were also given toothbrushes, toothpaste, and dental floss to reiterate the importance of oral hygiene.

A nutritionist from Energy Institution met with the kids weekly to teach them the food pyramid, good eating habits, healthy snacking, portions, and vitamins. She also conducted a two-day presentation on fast food. The children helped plan healthy snacks each week and are made journals to keep track of what they ate on a daily basis.

St. Charles Park District

The St. Charles Park district had hip-hop dance classes that were offered two times a week for 60 minutes each. The classes were taught by local college students who had dance scholarships.

Another option for students who were not as interested in "conventional" fitness programming consisted of the Dodgeball Days Outdoor National Championship Tournament. Two teams of eight participants enrolled. The teams trained three days a week for three weeks before participating in the tournament. A beginning fencing class was also offered once a week for six weeks. The program also consisted of a session called Honest Answers, where a monthly lecture series featured local speakers who spoke about drug awareness, healthy eating and cooking, exercising for the body, and what one should know about tobacco and alcohol awareness.

South Elgin Parks and Recreation Department

The South Elgin Fire Protection District visited the youth throughout the year to perform blood pressure tests on all of them. They also talked about a healthy heart and why they, as firemen, have to exercise regularly. A South Elgin Police D.A.R.E. officer smoked to the children about smoking, alcohol and drugs. South Elgin Parks and Recreation staff members taught the nutrition portion of the program. Participants learned what a portion is, how the food pyramid can be a great tool in helping them eat healthier, how to snack healthy, and why to avoid a lot of fast food. Staff gave demonstrations on how to read labels and how to help mom and dad make a healthy meal at home.

Wauconda Park District

The curriculum was complied through PowerPlay, FitKids from the American Council on Exercise, and Go Girl Go from the Women's Sports Foundation. All curriculum emphasized health, wellness, nutrition, self-image and assertiveness for preteen girls. Topics covered included the food pyramid, activity pyramid, heat illness, liquid nutrition, food labels, major muscles, isometric and isotonic exercise, alcohol and tobacco, snacks, FITT (Frequency, Intensity, Time, Type) principle of Exercise, Kids RPE Scale (Rating of Perceived Exertion), major systems of the body (cardio, respiratory, circulatory) and anaerobic and aerobic exercises. Prior to the educational component the district offered 30 to 45 minutes of cardiovascular fitness which included warm-up, cool down and strength conditioning. Team building skills were emphasized during the cardio sessions.

Waukegan Park District

Several guest speakers helped enhance the program. Amy Swift-Johnson, a Rosalind Franklin University Medical Student, shared information on physical fitness and its positive impact on the body. She also covered how the body grows and functions as a result of proper nutrition and exercise. Thessie Armstrong, from University of Illinois – Cooperative Extension (4-H), shared information on the new Food Guide Pyramid and how we can use it appropriately. Ms. Armstrong also prepared various snack recipes, using fruits and vegetables, which the members could prepare at home. Sharon Sanders-Funnye, a trained food scientist and university instructor, shared information on fruits and vegetables and ways young people can get 5-a-day. The members shared a healthy snack at the end of the discussion and talked about "why it was good for them".

Unique activities included proper nutrition and exercise, and how each impacts the body's functions. Members enjoyed a tray of fresh fruit and vegetables and discussed how each helped the body to function well. 5 – A - Day Bingo was an activity where members had to not only get "Bingo" to win, but also had to talk about the various types of fruit, what they had eaten and had not eaten, and whether they enjoyed the taste. Physical Activities included volleyball, basketball, soccer, floor hockey, double-dutch jump rope, Tae-Bo, and other activities that increased the heart rate. Members were taught how to 'warm-up and cool-down'.

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