



## PROGRAM :

# After School Enrichment Program

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College of Education  
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### **Program Objectives**

- to develop and maintain a functional level of health related physical fitness
- to acquire competence in selected fundamental motor patterns, motor skills or sports skills
- to acquire competence in age-appropriate play skills

### **Materials/Equipment Needed**

- usual materials associated with elementary/middle school physical education instruction

### **Procedures and Teaching Strategies**

- creative movement
- circuit and station activities
- movement exploration
- relaxation activities
- games of low organization
- self-testing activities
- lead-up games to specific sports
- parachute play

### **Program Description**

The After School Enrichment Program is offered to the general public during the fall and spring semesters of the academic school year. The purpose is to enhance the motor development and physical fitness of elementary school children.

The program is open to children ages 5-12. Most of the children are in elementary grades K-3; ages 6-9. Although any child is accepted, the program is particularly sensitive to the needs of children with disabilities or children who lag in motor development or demonstrate low levels of health-related physical fitness.

Participants receive instruction in physical fitness, fundamental motor patterns, and age-appropriate games. Instruction is delivered by program staff, college faculty, graduate students and undergraduate students. The instructional format includes both small group and one-to-one instruction. Periodic evaluations are performed and parents are provided with a written progress report.

The program is conducted two afternoons a week.

### Program Tips

- **Create** a direct mail flyer explaining the program. Tell who may participate, the times, dates and location of the program, the purpose and structure of the program, who will teach it, expected benefits, and how to get the child enrolled.
- **Communicate** in writing with parents twice during each 12-week session. At the beginning of the third week share the findings of the measurements of physical and motor fitness conducted during the first four class sessions. This document should include specific instructional objectives that will be addressed in the remaining ten weeks of the session. At the conclusion of the 12 week session, report the extent to which the objectives have been achieved and add a narrative of strengths, weaknesses and recommendations.
- **Circuit Training** works well to address health-related physical fitness objectives. Specific stations are set up to acquire arm and shoulder girdle strength, lower extremity power, abdominal strength and leg and trunk flexibility. Activities at each station are individualized. For example at the “curl-up station” some students perform sit-ups by grasping onto an inner tube held by a teacher in order to curl up while others do a regular curl-up like reported in the Physical Best manual.
- **Developmentally appropriate** low organized games are used to address cardiovascular-cardiorespiratory efficiency. Older students have engaged in distance running to address aerobic endurance. The distance between Kearney and Lincoln, two cities in Nebraska, was calculated. The distance for one lap around their gymnasium was also measured and the total number of laps needed to reach Lincoln was calculated. During each session the number of laps run by each student was recorded and the distance covered was plotted on a map. When weather permitted, participants ran out-of-doors and estimated the distance run in relation to laps. It was necessary to assign weekend “homework” to accrue the distance needed to reach Lincoln before the end of the semester.
- **Tailor the program** to meet the varied needs of a community’s population.

### Resources Used

American Alliance for Health, Physical Education, Recreation and Dance. (1989). Physical Best Instructor’s Guide. Reston, VA.

Ulrich, D.A. (1985). Test of Gross Motor Development. Austin, TX: Pro-ED.

## SAMPLE

University of Nebraska at Kearney  
Department of Physical Education  
**AFTER SCHOOL ENRICHMENT PROGRAM**  
**Information To Parents**

### **Philosophy**

The philosophy governing the operation of the AFTER SCHOOL ENRICHMENT PROGRAM is to provide meaningful motor experiences for preschool and elementary grade children. The Enrichment Program is particularly sensitive to the needs of children who exhibit delays in motor development.

### **Facilities, Equipment and Personnel**

An instructional gymnasium in the recently renovated Health, Physical Education and Recreation Building (HPR) is the facility that will be utilized for delivery of the AFTER SCHOOL ENRICHMENT PROGRAM. Several equipment items specifically intended for young children have been constructed or procured. Instruction is provided by UNK faculty, graduate students and undergraduate students.

### **Drop Off and Pick Up**

Participants should be dropped off and picked up at the northeast entrance to the HPR building. This entrance is marked "Swimming Pool." UNK personnel will meet children at the entrance and escort them to the instructional gymnasium. UNK personnel will wait with children until picked up. Promptness is essential. Sessions are scheduled to begin at 3:35 PM and dismiss at 4:20 PM.

### **Cancellation**

If weather conditions warrant, cancellation notice will be aired on KGFW and KRNK radio.

### **Health Insurance**

Children who participate in the AFTER SCHOOL ENRICHMENT PROGRAM are provided safe and meaningful motor experiences. However, accidental injury may occur. UNK does not carry accidental injury insurance. Parents should check to ensure that children are covered by family health insurance plans prior to enrollment in the AFTER SCHOOL ENRICHMENT PROGRAM.

### **Post Session Evaluation**

Following each 12 week session, parents are provided an evaluation report. The evaluation report includes information regarding the progress of each child and recommendation for future motor experiences.

S A M P L E

**SAMPLE EVALUATION REPORT  
AFTER SCHOOL ENRICHMENT PROGRAM**

Student Name: \_\_\_\_\_ Session: \_\_\_\_\_  
 Chronological Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Address: \_\_\_\_\_

**GOALS**

1. Acquire competence in selected fundamental motor patterns.
2. Develop and maintain a functional level of health-related fitness.
3. Acquire competence in selected team sports skills.

**OBJECTIVES: Goal 1**

Given the conditions of the Test of Gross Motor Development \_\_\_\_ (child's name) \_\_\_\_\_ will demonstrate evidence of all mechanical components of the following locomotor patterns:

**1. Run**

Status: \_\_\_\_\_  
 Exit Score: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**2. Leap**

Status: \_\_\_\_\_  
 Exit Score: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**3. Skip**

Status: \_\_\_\_\_  
 Exit Score: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**4. Slide**

Status: \_\_\_\_\_  
 Exit Score: \_\_\_\_\_  
 Comments: \_\_\_\_\_

Given the conditions of the Test of Gross Motor Development \_\_\_\_ (child's name) \_\_\_\_\_ will demonstrate evidence of all mechanical components of the following object control patterns:

Initial Status: Based on observation, \_\_\_\_ (child's name) \_\_\_\_\_ demonstrated:

**1. Two-hand strike**

Status: \_\_\_\_\_  
 Exit Score: \_\_\_\_\_  
 Comments: \_\_\_\_\_

PHYSICAL BEST  
CONTINUED

**2. Stationary bounce**

Status: \_\_\_\_\_  
Exit Score: \_\_\_\_\_  
Comments: \_\_\_\_\_

**3. Overhand throw**

Status: \_\_\_\_\_  
Exit Score: \_\_\_\_\_  
Comments: \_\_\_\_\_

**OBJECTIVES: Goal 2**

Given the conditions of PHYSICAL BEST, \_\_\_\_\_ (child's name) \_\_\_\_\_ will demonstrate evidence of the criterion level for \_\_\_\_\_ (age/sex) \_\_\_\_\_ on each of the following test items:

**1. Given a verbal cue, perform \_\_\_\_\_ pull-up(s).**

Status: \_\_\_\_\_  
Exit Score: \_\_\_\_\_  
Comments: \_\_\_\_\_

**2. Given a verbal cue, perform \_\_\_\_\_ sit-up(s) in 60 seconds.**

Status: \_\_\_\_\_  
Exit Score: \_\_\_\_\_  
Comments: \_\_\_\_\_

**3. Given a verbal cue, will sit and reach a distance of \_\_\_\_\_ cm.**

Status: \_\_\_\_\_  
Exit Score: \_\_\_\_\_  
Comments: \_\_\_\_\_

**OBJECTIVES: Goal 3**

Given a verbal command and a junior sized basketball, \_\_\_\_\_ (child's name) \_\_\_\_\_ will demonstrate a dribble in the following manner: (a) maintaining control with the fingertips and wrist; (b) keeping the ball close to the body; (c) keeping the ball in front of him/her, slightly to the dribbling hand side; (d) controlling the ball at waist level with eyes focused on the court.

**SUMMARY COMMENTS** (Summarize here the strengths and weaknesses of the child. Finish with a positive comment.)

Sincerely,

(staff member)  
After School Enrichment Program