

Category / Standard	Best Practices	TWC Activities
<p>Healthy Eating Staff Training (HEST)</p> <p>Staff regularly participate in learning about healthy eating grounded in effective training models using content that is evidence-based.</p>	<p>HEST 1: ALL TRAINING ON HEALTHY EATING is comprehensive, evidence-based, does not support a particular industry or food sector agenda, and delivered by quality personnel.</p> <p>HEST 4: HEALTH PROMOTION AWARENESS TRAINING AND COACHING</p> <ul style="list-style-type: none"> a. All staff receive training on the role of healthy eating, physical activity, and social supports for healthy behaviors minimally once per year. b. New staff are quickly oriented to this information. 	<p>HEST 1 standard as met by TWC: The Walking Classroom program is supported by posters that are filled with health tips and are displayed year-round.</p> <p>HEST 4a standard as met by TWC: The Walking Classroom offers free comprehensive training that reviews the program’s theory of change as well as opportunities for free professional development throughout the year.</p> <p>HEST 4b standard as met by TWC: The Walking Classroom provides free online training to all new program adopters throughout the year as needed.</p>
<p>Healthy Eating Social Support (HESS)</p> <p>The program creates a social environment, including positive relationships, that encourages children to enjoy healthy foods. Research shows that children’s food choices are influenced not only by food appearance, taste and familiarity, but also by social factors including peers, role models, group dynamics, and having healthy options.</p>	<p>HESS 4: PARENTS ARE ENGAGED with the program’s emphasis on healthy eating.</p> <ul style="list-style-type: none"> a. Educational materials (that meet standards for curriculum above) are made available to parents/families through pamphlets, newsletters, email blasts or other means. 	<p>HESS 4a: standard as met by TWC: The Walking Classroom provides a customizable newsletter to program adopters every month. Newsletters feature information about The Walking Classroom and suggestions on how parents and caregivers can walk, listen, and learn with their children at home.</p>

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<p>Physical Activity Content and Quality (PACQ)</p> <p>The program’s physical activity offerings support the USDHHS 2008 guidelines recommending that all children and youth obtain at least 60 minutes of physical activity per day that includes a mixture of moderate and vigorous intensity activity as well as bone and muscle strengthening activities.</p>	<p>PACQ 1: DEDICATES AT LEAST 20% or at least 30 minutes of morning or afterschool program time to physical activity (60 minutes for a full day program).</p> <p>PACQ 2: PROVIDES PHYSICAL ACTIVITIES in which students are moderately to vigorously active for at least 50% of the physical activity time.</p> <p>PACQ 3: PLAY TAKES PLACE outdoors whenever possible.</p> <p>PACQ 4: ENSURES that daily physical activity time includes aerobic and age-appropriate muscle- and bone strengthening and cardio-respiratory fitness activities.</p> <p>PACQ 5: INCLUDES A VARIETY of physical activity options aimed at engaging students in fun, recreational, and life-long learning opportunities.</p> <p>PACQ 6: OFFERS UNSTRUCTURED free play or structured activities that involve all program attendees.</p> <p>PACQ 7: OFFERS NON-COMPETITIVE activities.</p> <p>PACQ 9: OFFERS ACTIVITIES that are adaptable, accessible and inclusive of children with all abilities, including physical, sensory and intellectual disabilities.</p> <p>PACQ 10: CONDUCTS PHYSICAL ACTIVITIES that are integrated with enrichment, academic, or recreation content; goal-driven, planned, sequentially designed and delivered, safe, inclusive, developmentally appropriate, and success-oriented.</p> <p>PACQ 11: PROVIDES SHORT PHYSICAL ACTIVITY BREAKS between and/or within learning activities to invigorate children and eliminate long periods of sitting; incorporates physical activity into transition time.</p> <p>PACQ 12: DOES NOT PERMIT ACCESS to television or movies, and limits digital device time to less than one hour per day to allow for other activities. Digital device use is limited to homework or devices/ programs that actively engage children in moderate to intense physical activity.</p>	<p>PACQ 1, PACQ 2, and PACQ 11 standards as met by TWC: The Walking Classroom ensures at least 20 minutes of brisk walking each time it is used.</p> <p>PACQ 3 standard as met by TWC: Facilitators are encouraged to walk outside with their students whenever possible. Vitamin N!</p> <p>PACQ 4 standard as met by TWC: Brisk walking is a moderately aerobic, age-appropriate, muscle- and bone-strengthening fitness activity.</p> <p>PACQ 5 standard as met by TWC: By walking, listening, and learning regularly, students develop an enjoyable habit with positive lifelong implications.</p> <p>PACQ 6 and PACQ 7 standards as met by TWC: Structured walking program is easy to implement and can be enjoyed by students in a non-competitive environment.</p> <p>PACQ 9 standard as met by TWC: Walking while learning is fun and engages different learning styles. WalkKits (pre-loaded audio devices) can play podcasts at slower speeds so English Language Learners or students with auditory processing delays can better understand content.</p> <p>PACQ 10 standard as met by TWC: The Walking Classroom is an award-winning educational program designed to supplement and enrich required academic content. Each thoroughly researched and standards-aligned podcast is supported by a lesson plan that helps facilitators synthesize content. Discussion questions encourage deeper examination of character values (honesty, respect, compassion, etc.).</p> <p>PACQ 12 standard as met by TWC: WalkKit audio device is pre-loaded and serves a single purpose of playing educational podcasts. Children are excited about the technology, but it is limited to providing kid-friendly audio content to be enjoyed while walking.</p>



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<p>Physical Activity Staff Training (PAST)</p> <p>Staff participates in learning about physical activity using effective training models and using content that is evidence-based.</p>	<p>All staff leading physical activities at the afterschool program:</p> <p>PAST 1: RECEIVE ANNUALLY a minimum of eight contact hours of professional development on effective practices and strategies for including physical activity that supports the USDHHS guidelines as an element of their programs.</p> <p>PAST 3: ARE TRAINED in adapting physical activity opportunities to include children and youth at all levels of athletic availability and those with physical, sensory or intellectual disability.</p> <p>PAST 4: ARE TRAINED NOT TO WITHHOLD opportunities for physical activity (e.g., not being permitted to play with the rest of the class or being kept from play-time), except when a child’s behavior is dangerous to himself or others. Staff members are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.</p> <p>PAST 5: ARE TRAINED AND FAMILIAR WITH curricular resources on integrating physical activity throughout the program.</p>	<p>PAST 1, PAST 3, and PAST 4 standards as met by TWC: The Walking Classroom offers site coordinators and program facilitators free online training and professional development opportunities throughout the school year and during the summer. This complimentary professional development provides adopters the opportunity to participate in a nationwide virtual Professional Learning Community where adopters can share best practices and strategies on how to adapt the program to include student participants of all levels and abilities, including students with physical, mental, and /or behavioral challenges.</p> <p>PAST 5 standard as met by TWC: The Walking Classroom reviews current research during its professional development offerings and regularly pushes out relevant research findings and suggestions about how to integrate physical activity throughout the school day in its monthly newsletter to program adopters.</p>
<p>Physical Activity Social Support (PASS)</p> <p>The program creates a social environment, including positive relationships, that encourages children to enjoy and participate in physical activity. Research shows that children’s physical activity choices are influenced not only by preference and familiarity, but also by social factors including peers, role models, group dynamics, and having multiple options.</p>	<p>PASS 1: STAFF LEADS AND PARTICIPATES in active play (e.g., games and activities).</p> <p>PASS 2: STAFF DOES NOT withhold or use physical activity as a punishment or reward.</p> <p>PASS 3: STUDENTS PARTICIPATE in activity selection, organization and leadership.</p> <p>PASS 4: PARENTS ARE ENGAGED with the program’s emphasis on healthy physical activity.</p> <ol style="list-style-type: none"> Educational materials are made available to parents/families through pamphlets, newsletters, email blasts or other means. Parent events incorporate physical activity Physical activity standards and practices are shared and discussed during parent advisory group meetings. Programs develop parent advisory groups to support physical activity at home. 	<p>PASS 1 standard as met by TWC: Staff members facilitating The Walking Classroom walk with students and lead the follow-up discussion.</p> <p>PASS 2 standard as met by TWC: The Walking Classroom offers suggestions to address student behavior and keep students actively engaged as alternatives to withholding The Walking Classroom as punishment.</p> <p>PASS 3 standard as met by TWC: Facilitators are encouraged to give students responsibilities in the preparation and facilitation of The Walking Classroom. The training helps facilitators see how to set up and establish these routines and responsibilities.</p> <p>PASS 4 standard as met by TWC: The Walking Classroom provides a customizable newsletter to program adopters every month. Newsletters feature information about The Walking Classroom and suggestions on how parents and caregivers can walk, listen, and learn with their children at home. Parents can easily join a walk and participate in the follow-up discussion.</p>



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<p>Physical Activity Program Support (PAPS)</p> <p>Infrastructure supports physical activity through management and budgeting practices.</p>	<p>PAPS 1: THE PROGRAM BUDGETS appropriately to provide high quality physical activity experiences.</p> <p>PAPS 2: PROGRAM MANAGERS AND EXECUTIVES support physical activity improvements through coaching, mentoring, and monitoring progress.</p> <p>PAPS 3: PROGRAM PARTICIPATES in ongoing self-evaluation and program improvement strategies.</p> <p>PAPS 5: THE ORGANIZATION promotes and encourages a physically active lifestyle among staff.</p>	<p>PAPS 1 standard as met by TWC: The Walking Classroom devices are sharable among large numbers of students and the upkeep is minimal, with devices only needing an occasional battery change.</p> <p>PAPS 2 standard as met by TWC: The Walking Classroom Program Facilitators provide site directors with continuous support through training, emails, newsletters, ongoing professional development opportunities, and sharing feedback collected from student participants.</p> <p>PAPS 3 standard as met by TWC: The Walking Classroom conducts mid-year facilitator surveys and end-of-year student and facilitator surveys and uses the feedback received to reflect on and improve the program. End of year survey results are shared with site directors.</p> <p>PAPS 5 standard as met by TWC: Site directors and facilitators are encouraged to participate in the program. Each time staff members participate in The Walking Classroom, they'll get at least 20 minutes of brisk walking and hopefully develop an enjoyable habit.</p>
<p>Physical Activity Environmental Support (PAES)</p> <p>The program's physical environment supports the physical activity standards.</p>	<p>PAES 1: EQUIPMENT for games, sports and activities is age and developmentally appropriate.</p> <p>PAES 2: EQUIPMENT IS SUFFICIENT to engage all participants and meets all required safety standards.</p> <p>PAES 3: EQUIPMENT SUPPORTS USDHHS physical activity goals by facilitating cardio-respiratory and musculoskeletal fitness.</p> <p>PAES 4: THE PROGRAM has adequate indoor facilities for physical activity.</p> <p>PAES 5: THE PROGRAM has adequate outdoor facilities for physical activity, including fields and playgrounds that meet safety standards for surfacing, equipment, and workmanship.</p> <p><i>(continued)</i></p>	<p>PAES 1 standard as met by TWC: The Walking Classroom audio device, the WalkKit, and a pair of earbuds is all that's required to use the program. The WalkKit is an easy-to-use, kid-friendly device and clear instructions are provided during the training.</p> <p>PAES 2 standard as met by TWC: The WalkKits contain podcasts that cover a wide range of engaging topics that interest students and adults alike.</p> <p>PAES 3 standard as met by TWC: Brisk walking is a moderately aerobic, age-appropriate, muscle- and bone strengthening fitness activity.</p> <p>PAES 4, PAES 5, and PAES 6 standards as met by TWC: The Walking Classroom can be implemented in a wide range of spaces, including indoor and outdoor facilities.</p> <p><i>(continued)</i></p>



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<p>Physical Activity Environmental Support (PAES) (continued)</p>	<p>PAES 6: THE PROGRAM has adequate access to indoor and outdoor facilities through formal or informal shared use agreements with host facilities.</p> <p>PAES 7: THE PROGRAM ENVIRONMENT provides positive messages about safe and developmentally appropriate physical activity through posters, pictures and books.</p>	<p>PAES 7 standard as met by TWC: The Walking Classroom program provides free downloadable posters that are filled with health tips and can be displayed year-round. Each podcast contains a health message and reminds students to be aware of their surroundings while participating.</p>
<p>Parent education</p> <p>Engage parents/caregivers using informational materials and/or activities focused on healthy eating and physical activity a minimum of four times per year.</p>		<ul style="list-style-type: none"> • TWC sends newsletters to program facilitators that can be downloaded, personalized and sent home to parents/caregivers. • Lending libraries encourage students to share the activity and knowledge with home.

