Body Basics

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**Abstract**

*Body Basics* is a program that is combating one of our nation’s biggest issues right now – childhood obesity. But, instead of focusing on one aspect of this battle, we want to work with the whole child – his physical self, emotional self, social self, and cognitive self. We recognize that obesity is often the result of conflicting battles between these selves, and through a diverse staff and a developmental approach, we hope to give children the tools that will empower themselves to make better lifestyle choices. Our diverse staff includes a program director with an education and experience in child development and an understanding of how a child thinks and acts at each development stage, an education and experience in nutrition and an understanding of what foods make us the healthiest and happiest and why, and an education and experience in health sciences and an understanding of how to successfully develop and implement interventions in communities. Working under the director will be a full-time staff; each staff member has experience in pediatrics and working with children growing up in stressful situations. In addition to working with children, we will incorporate the other important adults in a child’s life – his parents (or primary caregivers). We want to give these caregivers the same tools so that they can act as role models at home reinforcing healthy choices with their children. Our overall mission is to help children and families be healthy and happy so that they all can truly enjoy life together.

**Problem Statement**

Our children are our future. But, “today’s [children] may, on average, live less healthy and ultimately shorter lives than their parents” due to what many in the media, the medical field, and the general public are calling an epidemic of obesity (Daniels, 2006, p. 48). Children are being exposed to diseases and medical conditions that children in previous generations never had to worry about; in addition, they “are more vulnerable to a unique set of obesity-related health problems because their bodies are growing and developing” (Daniels, 2006, p. 48). The increase of overweight and obese children was something that could not be predicted thirty years ago. “Researchers in 1971 trying to project what share of ten-year-olds that year would be obese by the time they turned forty in 2001 would have predicted the share to be between 10 and 15 percent. But in 1999–2002 the share was close to 30 percent” (Anderson & Butcher, 2006, p. 22). Obesity affects a child’s well-being and health later in life as “obese children…are more likely to become obese adults” (Daniels, 2006, p. 59). In addition to physical health, overweight and obesity can affect a child’s mental, socioemotional, and cognitive health. It is a disease that knows no boundaries and can cripple a child by preventing him from developing to his maximum potential.

Obesity often becomes a lifestyle and, almost 100% of the time, is due to poor lifestyle choices. Lifestyle and environmental changes over the past thirty years have been a contributing factor to the increase in childhood overweight and obesity. Crime and urbanization prevent children from playing freely outdoors; urbanization had also lead to the hustle and bustle of our everyday lives where most meals are ordered through a take-out window and are served in proportions two or three times the recommended serving size. Low-income and minority populations have fallen victim to this disease more than any other groups. Low-income families often live in areas where outdoor exercise is not plausible due to crime or lack of space, and they often lack the resources to buy nutritious foods. Minority families often have overweight or obese family members for cultural reasons. Families gather around large amounts of food – food that is often high in calories and fat – and partake in sedentary lifestyles (Ahmad, Bayona, Rivers, Singh, Urrutia-Rojas, 2008). Genetics also play a role as overweight and obese parents often raise overweight or obese children (Anderson & Butcher, 2006, p. 38).

“A study from the late 1990s shows that 52 percent of children who are obese between the ages of three and six are obese at age twenty-five as against only 12 percent of normal and underweight three- to six-year old children” (Anderson & Butcher, 2006, p 22). Because overweight and obese children often become overweight and obese adolescents and then overweight adults, it is imperative that children good lifestyle habits begin young and are reinforced by adults in the children’s lives. *Body Basics* will work to introduce and reinforce healthy lifestyles in children and, more importantly, families, because overcoming and preventing obesity must be an effort that involves entire families, not just one or two members.

**Program Base**

*Body Basics* will mostly use the findings of Erik Erikson as the basis for this intervention. Because *Body Basics* will serve children across a broad spectrum of ages, several stages must be taken into account. The younger children served (pre-K and Kindergarten aged) will be in initiative vs. guilt stage. During this stage, a child is working to find his or her purpose in life as well as gain the ability to successful navigate the world outside of his or her parents’ eyes. Children will want to have belief in their own abilities, as well as have the support of the important adults in their lives. Being overweight or obese can cripple one’s physical development and, in turn, development as a whole; children may not have the physical capacity to complete certain tasks. Body Basicswill work with these children to not only help them achieve a sense of self-efficacy, but give them the tools to improve their health to be typically-developing children.

Children at the elementary school age will be in the stage industry vs. inferiority. It is at this age that children compare themselves most to other children and when being overweight and obese begins to have an effect on a child’s mental and socioemotional health. Children will need the reinforcement of those around them to achieve a sense of self-worth. At this age, and especially the later elementary school years, *Body Basics* will work with children to encourage group activities and playing and exercising with friends.

Children at the middle school age will be in the identity vs. identity confusion stage. Adolescents at this age will begin to question themselves and everything around and about them. They will begin to look in their pasts and also towards their futures. Adolescents will also look at the “what ifs” in life; they will begin to see themselves as different and/or an outcast and will question how life would be if they looked a different way. An important milestone at this stage is acceptance by others. True identity cannot be achieved if the adolescent is rejected by society.

Selman’s friendship theory as well as Sullivan’s intimacy theory will also form a base of the program for the late elementary and middle school students. Students at the pre-adolescence and middle-adolescence stage will value friendships differently, but will look to their friends for approval. Diana Baumrind’s parenting styles will also be used when working with families as a whole. Parents are a child’s first and most important teacher. If healthy lifestyles are not reinforced at home, the child’s likelihood of continuing the lifestyle will decrease. It will be easier for a child to succeed and follow the path of a healthy lifestyle with the support of his or her friends and family.

Bronfenbrenner’s ecological model plays a major role in *Body Basics*. A child is influenced by the different environments he or she is placed in, as well as the environments that important people in his or her life are placed in. As mentioned before, a child’s microsystem – his family, friends, and school – will most directly influence a child’s lifestyle. It will be easy for a child to want to exercise and eat healthy if his or her friends and family are not only supporting him, but participating as well. The mesosystem – which consists of relationships across a child’s microsystem – will also affect a child’s success. That is why we believe it is important that we communicate with parents about what we teach their children and talk to parents about what they are teaching and practicing at home. Both of these systems are affected by the exosystem – which will mostly incorporate the parents’ or caregivers’ environment. Lastly, the macrosystem will play another important role in our program. World events and happenings have played a huge role in the increase of childhood obesity. So, in addition to helping children and their families learn about and follow a new healthy lifestyle, it is important that we work to incorporate the standards of a healthy lifestyle in all aspects of our world so that the prevalence of this epidemic can decrease on a national level.

With the above theories taken into account, it is our mission to promote the creation of healthy children and families. We will incorporate services that will serve the whole child, not just physically, so that he can overcome any limitation he believes he has due to his obesity. Our focus will not be on looking at a number on a scale or losing weight, but on promoting healthy lifestyles and good lifestyle choices so that children can develop across all domains to their full potential and families will have the chance to truly enjoy each other for as long as possible.

**Objectives**

We know that anything that sets us up for a better life is best learned early; but, we also know that with assistance and true compassion, anyone can learn what it takes to overcome disability and improve life quality. Togetherness will be a key component of this program as we teach children, adolescents, and their parents. Following are listed the objectives of this program:

* To promote a healthy lifestyle
* To help our students successfully manage personal crises
* To teach parents how to maximize their child(ren)’s development

**Procedures**

To promote a healthy lifestyle

The children we will be serving are still growing. It is important that they recognize it may not be necessary, or safe, to lose weight at their age; we will instead focus on living healthily so that overweight and obesity will not be an issue as the children grow into adults. The children’s priority as students is to complete their homework and do well in school. The program will not be considered a place for tutoring, but the children will be given a short time period to complete homework so that that burden will be eased when they go home. The children will be fed one snack once they arrive; the snack will be something healthy and it will also always include water. A few days of the week, the children will participate in a cooking class. They will learn how to safely prepare healthy dishes and learn what foods are healthy and why (the detail and procedure in which this information is given will be based on the students’ age). On days when the children cook, their snack will be very small so that they can enjoy the dish that they created. Each class will also plant a garden. When the economy is down, it helps to be resourceful. Also, having the children plant a garden empowers them since they will have another means of making their own meals.

Along with nutrition, the students will take part in some type of physical activity. For the younger children (pre-k through Kindergarten), their play will be mostly unstructured. Children at this age benefit most from play where they use their imagination. Children at the elementary school age will participate in both structured and unstructured play. They, too, will benefit from the unstructured play to promote social development and imagination. The structured activity will vary; some days, the children will participate in a class directed by an instructor (such as dance or karate). Other days, the children will participate in games designed and implemented by their main teacher or a staff P.E. teacher. The older children will also participate in instructed class like dance or aerobics. They will also be taught by fitness instructors about strength training and how it can be done at home, as well as play games that incorporate a cognitive aspect (for example, a treasure hunt with clues at each location) to promote further social and cognitive development. The fitness instructors will also give and help the students think of things to do during times of boredom.

*Body Basics* will also operate during school holidays and half days of school. The program will also operate during the summer months.

To help students successfully manage personal crises

Obesity can often be the result of emotional eating, and children who are overweight and/or obese are more likely to be from low-income or minority families. They face additional stresses that a child from a middle- or upper-class or white family would not face; to solve their problems, these children often turn to eating to fill a void inside them. Through positive guidance and affection, children at the pre-K and kindergarten level learn appropriate strategies for any emotional outlet. Physical activity such as kicking a ball, swinging a bat, or hitting a punching bag can be an experience that acts as an emotional outlet. For children at the early primary age, strategies will vary. Some children will respond and enjoy physical activity, while others may prefer talking to someone.

Middle school students will have group sessions two times a week. The sessions will be split by gender and will be headed by a specialist in youth/adolescence development or, at times, a psychiatrist. Most sessions will be open topics, but special topics will be incorporated. They include, but are not limited to, body images, opposite-sex relationships, and consequences of obesity on later health (mostly for the older children). These sessions will give the students the opportunity to talk to others like them and feel as if others understand what they are going through. For students who wish to talk privately, arrangements will be made for short one-on-one sessions. Occasionally, the students will spend a week having one-on-one sessions instead of group sessions. The heads of the group sessions will also discuss problem-solving strategies and incorporate role-playing to get the students involved.

To teach parents how to maximize their child(ren)’s development

Parents often become parents with little, if any, knowledge about child development. Togetherness is a key component of this program, and at *Body Basics* we recognize that children will be most successful when they have the support and guidance of their parents. Because we will serve a diverse population (from low-income to high-income and whites, blacks, and Hispancis), parent orientations will be held four times a month. All four sessions will discuss the same topic, but the availability of options for parents to attend meetings will increase the likelihood that the parents will, in fact, attend. The meetings will be Tuesday and Thursday evenings one week and Monday and Wednesday two weeks later. The sessions will also be split by age group (for example, for each night, there will be one meeting for pre-K-kindergarten, one for first-third grade, one from fourth-fifth grade, and one for middle school parents). The topics will vary each month, but will follow a similar pattern. Requests will be taken for special topics at future meetings. Each meeting will begin with an overview of the month’s activities. Following the introduction and overview, the leader of the meeting will discuss a specific theory relating to child development. For example, one month, the leader may discuss Erikson’s psychosocial theory focusing on the stage that the children are in, most parents are in, and how they inter-relate. The session will also be open for questions to promote parent involvement. Due to the nature of the program being after-school, parent-teacher conferences will not be required, but only be scheduled at the request of the parent. Instead, teachers (and other staff members) will communicate with parents via portfolios. The main portfolio will be kept in the facility, but the parent will be given a copy of the previous month’s portfolio at the each meeting.

Because healthy lifestyles and lifestyle changes must be incorporated across all family members to be successful, the main content of the meeting will focus on being healthy. Leaders will talk about healthy meals that families can make together, activities that can be done as a family, and the ways parents’ attitudes and behaviors affect a child’s lifestyle decisions. Handouts will be given with recipes for healthy meals; when available, and through donations, passes will be given for food items and trials at gym.

The effort to promote a healthy lifestyle must be a community effort. *Body Basics* will organize and host a monthly “Get Active” day for the community. This day will include free healthy food and provide numerous activities for children and families to participate in by ages and together as a family. This day will also serve as way to get our name and mission statement out into the community. In addition to word-of-month, *Body Basics* will enroll children who have been referred by doctors, nutritionists, or other health specialists.

The children will be transported to the program facility by school district school buses. The buses will driven by the full-time bus drivers employed by the school systems. The drivers will pick the children up from school, check each child’s seat-belt and his or her own (if the bus has seat belts), and drive the children directly to the program. Before the children can be transported by the vans, each parent must sign a parental consent from.

**Classroom Breakdown:**

Age/Grade Group

Pre-K – Kindergarten

1st – 3rd Grade

4th – 5th grade

6th – 8th grade

Number of Students

15

20

20

30

**Uniqueness of *Body Basics***

Nutritious lunches and snacks and physical education are declining in public school systems. While new laws have been passed to promote the change in the quality of foods children are fed, many children will still go home after the school day and eat unhealthy foods in large amounts while watching T.V., playing on the computer, or other sedentary activities. *Body Basics* will give children, especially children who grow up in communities where outdoor and even indoor physical activity is not possible, the opportunity to engage in active play with their peers. In addition to group play and involvement of adults most important in the child’s life, each child will be recognized as an individual. The teachers will take the time to get to know each child as a person with feelings who deserves to have a say in his or her development. Most importantly, the children will be given the opportunity to take control of their own health through the physical activities, nutrition and cooking classes, and mental health and well-being sessions.

*Body Basics* recognizes the importance of parents on their child’s life as the child’s first and most influential teacher. For this reason, parents will be included in every aspect of this program. While the program is designed as an after-school program (while most parents are still at work), their involvement is welcomed during activities where children may need more help than what is available by the teachers. Their suggestions will be welcomed for activities for the children to do at school and at community fairs, as well as topics for parent meetings. Change cannot be made alone; parents must be their child’s biggest guide and supporter for healthy lifestyle changes to occur.

**Evaluation**

*Body Basics* will be a program that focuses more on the process than the final outcome. The program director will use informal evaluations to monitor the teachers, RDs, and P.E. teachers. He or she will take notes and will communicate with the staff through staff meetings held once a month. The staff members should take an active part in their own evaluations, and, upon talking to the director, make a plan for improvement.

The staff members will use working portfolios to track each of their student’s progress. The portfolios will include anecdotes of the child’s participation in and response to fitness and cooking activities and how the child progresses or regresses in all aspects of his or her development. Because each staff member will only be working with one or maximum two classes, the teacher, R.D., and P.E. teacher should include anecdotes in the child’s portfolio. The main copy of the portfolio will be kept at the program, but the parents or caregivers will be given a copy of the previous month’s portfolio at parent meetings.

The parents will participate in the program’s evaluation through questionnaires. The questionnaires will include statements for the parents to rate on a scale. The information will be collected monthly and will be used by all of the staff members to improve the program.

*Example:* Directions: Rate *Body Basics* on a scale of 1 to 5. 1 being the worst; 5 being the best.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I feel that *Body Basics* has had a positive impact on my child’s development. | 1 | 2 | 3 | 4 | 5 |
| My child feels comfortable and welcomed at *Body Basics*. | 1 | 2 | 3 | 4 | 5 |
| I feel that my child has learned healthy lifestyle habits at *Body Basics*. | 1 | 2 | 3 | 4 | 5 |
| I feel that I have learned healthy lifestyle habits at *Body Basics*. | 1 | 2 | 3 | 4 | 5 |
| My family incorporates things I have learned at *Body Basics* at home. | 1 | 2 | 3 | 4 | 5 |
| Overall, I am pleased with program’s missions, goals, and outcomes. | 1 | 2 | 3 | 4 | 5 |

**Facilities & Equipment**

*Body Basics* will mix elements of an after-school care program, a mental health program, and a physical health program. The facility will be located in a rented building that is part of the community’s parks and recreation department. The facility has been brought up to code and meets the needs and goals of *Body Basics*. The space will consist of four classrooms, a large gym for indoor play and fitness activities, two rooms set up with kitchen and cooking equipment, and two rooms for group sessions, a main office, two boys’ and two girls’ restrooms, and a staff restroom. Each classroom will contain three round tables and enough chairs to accommodate the children and their two teachers. In each classroom, there will be a CD/mp3 player as well as a computer. There will also be board games and books for the children to play with. The gym will be large enough so that it can be split down the middle to hold fitness activities and free play. In the gym, there will be basketball goals and removable soccer nets. In a storage closet, there will also be mats for the children to play on during rainy days and balls that can be used for indoor and outdoor play. There will be a large outdoor area with a playground. The playground will be equipped with a jungle gym set, three slides, and eight swings. There will be a basketball court and a large empty play space. Around the empty play area, there will be a track for the children to run or walk on.

Students and parents will enter through the front doors. Before the entrance, there will be gardens located around the front of the building. There will be four gardens (one for each classroom). After entering the front door, there will be a main office. There will be a glass pane so that visitors may see inside the main office; behind the pane will be the desks for the full-time RD, and P.E. teachers. The program director will have a private office inside the main office. Each desk will have a computer and phone. In the front office, there will be a shared printer/scanner/copier that will be used by all staff members.

**Daily Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PRE-K – 5TH GRADE** | Monday | Tuesday | Wednesday | Thursday | Friday |
| 2:30 – 3:00 | Children arrive   * teachers welcome children * children receive snack * attendance is taken | Children arrive | Children arrive | Children arrive | Children arrive |
| 3:00 – 4:00 | Fitness Activity | 3:00 – 3:30: Outside  Free Play  3:30 – 4:00 Cooking Activity | 3:00 – 3:30: Outside  Free Play  3:30 – 4:00 Cooking Activity | Fitness Activity | Outside  Free Play |
| 4:00 – 4:30 | Homework Break | Cooking Activity | Cooking Activity | Homework Break | Homework Break |
| 4:30 – 5:30 | Outside Free Play | 4:30 – 5:00  Check Garden  5:00-5:30  Outside  Free Play | Outside  Free Play | Outside  Free Play | 4:30-5:00:  Check Garden  5:00-5:30  Outside Free Play |
| 5:30 – 6:00 | Children Pick-Up | Children  Pick-Up | Children  Pick-Up | Children  Pick-Up | Children  Pick-Up |

Fitness Activity:

* + - * Once/week: Special fitness instructor; examples include:
        + Karate
        + Square-dancing
        + Hip-hop
      * Once/week: activity designed by P.E. staff member
    - Students will be split by class
      * pre-K – Kindergarten
      * 1st – 3rd
      * 4th – 5th

Free Play:

* + - * Children may choose from:
        + playground
        + different types of balls

Cooking Activity:

* + - students will be split by grades
      * pre-K – Kindergarten
      * 1st – 3rd
      * 4th – 5th
    - activity will vary depending on age group

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **6th- 8th GRADE** | Monday | Tuesday | Wednesday | Thursday | Friday |
| 2:30 – 3:00 | Children arrive   * teachers welcome children * children receive snack * attendance is taken | Children arrive | Children arrive | Children arrive | Children arrive |
| 3:00 – 3:30 | Outside Free Play | Outside  Free Play | Outside  Free Play | Outside Free Play | Outside Free Play |
| 3:30 – 4:00 | Group Sessions | Homework Break | Outside  Free Play | Group Sessions | Homework Break |
| 4:00 – 5:00 | Fitness Activity | 4:00-4:30  Check Garden  4:30-5:00  Cooking Activity | 4:00-4:30  Homework Break  4:30-5:00  Cooking Activity | Fitness Activity | 4:00-4:30  Check Garden  4:30-5:00  Outside Free Play |
| 5:00 – 6:00 | 5:00-5:30  Homework Break  5:30-6:00  Outside Free Play | 5:00-5:30  Cooking Activity  5:30-6:00  Outside  Free Play | 5:00-5:30  Cooking Activity  5:30-6:00  Outside  Free Play | 5:00-5:30  Homework Break  5:30-6:00  Outside Free Play | Outside  Free Play |
| 5:30 – 6:00 | Pick-Up | Pick-Up | Pick-Up | Pick-Up | Pick-Up |

Free Play:

* + - * If students decide not to play on the playground, they may choose from:
        + balls (ex: soccer balls, basketball)
        + a continuous walk/run around the track

Group Sessions:

* + - sessions will be split by gender
    - session topics will vary (some will be open/free topics)

Fitness Activity:

* + - * Once/week: Special fitness instructor; examples include:
        + Karate
        + Square-dancing
        + Hip-hop
      * Once/week: activity designed by P.E. staff member
    - Students will be split by class and gender

COOKING ACTIVITY:

* Students will be split in two classes

\*\*\*In the case of bad weather, children will be taken into the gym on days/times where there is no fitness activity. Planned movement activities will also take place for the elementary school children in their classrooms or in an empty gym.

|  |  |  |
| --- | --- | --- |
| **FULL DAY PROGRAM** | PRE-K – 5TH GRADE | 6TH-8TH GRADE |
| 8:00 – 9:00 | Children arrive   * each child will have the option to receive breakfast | Children arrive   * each child will have the option to receive breakfast |
| 9:00 – 10:00 | Outdoor Free Play | Fitness Activity   * with staff PE teacher |
| 10:00 – 11:00 | 10:00 – 10:30:  Outdoor Free Play  10:30 – 11:15:  Lunch | 10:00 – 10:30:  Group Sessions  10:30 – 11:15:  Outdoor Free Play |
| 11:00 – 12:00 | 11:00 – 11:15:  Lunch  11:15 – 12:00:  Relaxing time in classroom   * time for children to take a break * option of playing games or reading books in their classroom | 11:15 – 12:00:  Lunch |
| 12:00 – 1:00 | Fitness Activity   * with special instructor (once/week) | 12:00 – 12:45:  Relaxing time in classroom   * time for children to take a break * option of playing games or reading books in their classroom |
| 1:00 – 2:00 | Cooking Activity | Outdoor Free Play |
| 2:00 – 3:00 | 2:00-2:15:  Cooking Activity  2:15-3:00:  Afternoon Snack   * children will enjoy their dish from the cooking activity | 2:15-3:00:  Cooking Activity |
| 3:00 – 4:00 | Outdoor Free Play | 3:00 – 3:30  Afternoon Snack  3:00 – 4:00:  Activity with Classroom Teacher |
| 4:00 – 5:00 | 4:00 – 4:45:  Fitness Activity   * with staff PE teacher | 4:45 – 5:00:  Fitness Activity   * with special instructor (once/week) |
| 5:00 – 6:00 | 5:00 – 5:30:  Activity with Classroom Teacher  5:30 – 6:00:  Free play until pick-up | 5:00 – 5:30:  Fitness Activity   * with special instructor   5:30 – 6:00:  Free play until pick-up |

**Staff**

Program Director (1 at $29,000)

The program director should have a background and experience in child development, nutrition, and health sciences. He or she will be responsible for proposing the program’s mission statement and goals and making sure they are implemented. In addition, she will hire staff members, promote the program, and recruit students. After the program is up and running, she will be responsible for making sure the daily activities run smoothly and each activity is developmentally appropriate. It will be very important that the director takes the time to get to know each student as well as the student’s individual teachers. With the required background, she will receive questions from parents that are related to the overall program, the program’s goals and if they are being met, and good lifestyle choices. Each staff member must pass a background check before being hired.

Early Childhood Teachers (4 at $17,000)

The early childhood teachers should have a background in childhood education (pre-K – 3rd grade). There will be two co-teachers in each of the classes (pre-K – kindergarten & 1st-3rd). They should have experience working with children growing up in stressful situations or under unusual circumstances. They will be responsible for encouraging the children to play and stay active during the free play periods. They will assist during cooking activities, fitness activities, and homework breaks (academic experience is not required). On days when the program runs full-day, the teachers should plan activities and experiences for the children to do that encompass all areas of development. They should be at the program between the hours of 1:30 – 6:30. The extra hour before the program should be used to work on children’s portfolios. On days when the children are out of school and will be at the program all day, the teachers will stagger their work schedule. One will be at the program from 8:00 – 5:00, while the other will be at the program from 9:00-6:00. On these days, the teachers will receive a one-hour lunch break. They will be required to attend the parent information meetings, and co-teachers will take turns leading a section of the meeting. If either the teacher or parent feel that a student is having an issue, both should work to schedule an individual conference. Each staff member must pass a background check before being hired.

Adolescent & Youth Teachers (4 at $17,000)

These teachers should have a background in child development, particularly pre-pubescent and pubescent students. There will be two co-teachers in each of the classes (4th-5th grade & 6th-8th grade); in the middle school classroom, one teacher must be male and one must be female. They should have experience working with children growing up in stressful situations or under unusual circumstances. They are to encourage the students to stay active during the free play periods. They will assist during the fitness activities, cooking activities, and homework breaks (academic experience is not required). On days when the program runs full-day, the teachers should plan activities and experiences for the children to do that encompass all areas of development. The co-teachers of the middle school classroom will lead the group sessions (the male teacher will lead the male students; the female teacher will lead the female students). They should be at the program between the hours of 1:30 – 6:30. The extra hour before the program should be used to work on children’s portfolios. On days when the children are out of school and will be at the program all day, the teachers will stagger their work schedule. One will be at the program from 8:00 – 5:00, while the other will be at the program from 9:00-6:00. On these days, the teachers will receive a one-hour lunch break. They will be required to attend the parent information meetings, and co-teachers will take turns leading a section of the meeting. If either the teacher or parent feel that a student is having an issue, both should work to schedule an individual conference. Each staff member must pass a background check before being hired.

Registered Dietician (RD) (1 full time @ $24,000; 3 part time @ $3,000)

The full-time dietician should have a background in pediatric nutrition. He or she should have experience working with children growing up in stressful situations or under unusual circumstances. She will be responsible for ordering food for the students’ snacks and cooking activities. She will talk to each classroom about nutrition and help them set up their classroom gardens. She will create and organize the cooking activities and be responsible for the part-time RDs. She should be at the program from 1:30 – 6:30. The extra hour should be used for administrative responsibilities. On days when the children are out of school and will be at the program all day, the RD should be at the program from 7:30 – 4:00. On these days, the teachers will receive a one-hour lunch break. She will also be required to attend the parent meetings and, occasionally, lead special topics at the meetings. She should also have copies of healthy recipes for the parents to take home.

The part-time dieticians should have a background in pediatric nutrition. They should have experience working with children. They will be responsible for implementing the cooking activities for a class. They should be at the program from 2:00 – 6:00 on days when a cooking activity is being implemented. On days when the children are out of school and will be at the program all day, the part-time RDs should be at the program from 1:00 – 5:00.

Each staff member must pass a background check before being hired.

Physical Ed Teacher (4 at $20,000)

These teachers should have a background in P.E. for children, especially children who are not use to working out on a regular basis. Each teacher will be responsible for a classroom (one will work with an elementary school class and a middle school class). They will work with the students’ regular teachers to keep the students active during free play. In addition, they will plan a fitness activity once a week for the students. They will also be responsible for the equipment that is used on the playground or in the gyms. They should be at the program between the hours of 1:30-6:30. The extra hours should be used to work with the students’ teachers on each child’s portfolio. On days when the children are out of school and will be at the program all day, the P.E. teachers will stagger their work schedules. Two should be at the program from 8:00 – 5:00, while the other two will be at the program from 9:00-6:00. On these days, the teachers will receive a one-hour lunch break. All P.E. teachers will be required to attend the parent meetings and, occasionally, lead a topic at the meeting. They should have copies of activities for families to do together at home. Each staff member must pass a background check before being hired.

Fitness Instructors (3 five times/month; salary varies)

The fitness instructors will not be considered part of the staff of *Body Basics*, but they will visit the program about once a month and plan an activity for the children. Each group of fitness instructor will teach the same class but to a different age group (or in the case of the middle school students, a different gender). The instructors will teach class such as karate or Hip-Hop. Some will become regulars and visit once a month, while others may only visit once a semester. On the days there is a fitness activity, the instructors should arrive by 2:30 and stay until 5:30. The thirty minutes prior should be used to set up the activity, and the last thirty minutes should be used to talk to the children and show them any other steps they are interested in learning. Each staff member must pass a background check before working with the children.

Pediatrician

Pediatricians will not be a part of the staff, but we will use them to get referrals for new students. They will also be used as resources for teaching the children and the parents about healthy lifestyles.

Psychiatrist

Psychiatrists will not be a part of the staff, but we will use them to get referrals for new students. They will also be used as resources for teaching the children and the parents about healthy lifestyles.

Volunteers

Volunteers will be used for helping hands in all of the classrooms. They will be especially helpful during homework breaks and cooking activities to provide an extra pair of eyes and knowledge in the classroom.

**Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| INCOME |  |  |  |
|  | NUMBER | MONTH | ANNUAL |
| *Tuition ($300/month)*  *[includes supply fees & full-day*  *program (holidays & summer months) tuition]* | 85 | $25,500 | $306,000 |
| *Initial Enrollment Fee ($80)* | 85 |  | $6,800 |
| *Grants and Foundation Donations* |  |  | $49,000 |
| *Fundraising Activities* |  |  | $3,000 |
| **TOTAL INCOME** |  |  | **$364,800** |

|  |  |  |
| --- | --- | --- |
| EXPENSES |  |  |
| SALARIES | NUMBER |  |
| *Director* | 1 | $29,000 |
| *Teachers ($17,000)* | 8 | $152,000 |
| *Full-time Registered Dietician (RD)* | 1 | $24,000 |
| *Part-time RDs ($3,000)* | 3 | $9,000 |
| *P.E. Teachers ($20,000)* | 4 | $80,000 |
| *Fitness Instructors* | 4/month | $5,000 |
|  |  |  |
| OTHER |  |  |
| *Rent* |  | $40,000 |
| *Utilities* |  | $8,000 |
| *Equipment & Supplies* |  | $10,000 |
| *Insurance* |  | $3,000 |
| *Custodial Services* |  | $2,000 |
|  |  |  |
| **TOTAL EXPENSES** |  | **$362,000** |

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