

canfitpro GLOBAL

CONFERENCE & TRADE SHOW

KIDS FITNESS PROGRAM DESIGN

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CONFERENCE & TRADE SHOW

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ELITE

CORE
HEALTH & FITNESS



GoodLife
FITNESS.



LES MILLS
EXPERIENCE TORONTO

MATRIX
Strong • Smart • Beautiful



PRESTIGE



CLASSIC



FREEMOTION.



TRX



SUPPORTING



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TODAY'S SESSION

- 1. WHY KIDS FITNESS**
2. HOW KIDS GROW
3. SKILLS TO LEARN IN EACH PHASE
4. FRAMEWORK FOR PLANNING PROGRAMS
5. FITTERS FOR DIFF TYPES OF KIDS FITNESS ACTIVITIES
6. ACTIVITY IDEAS FOR YOUR KIDS FITNESS CLASSES

Physical Activity Guidelines

World Health Organization (WHO) and the Canadian Physical Activity Guidelines recommend that **children get 60 minutes of moderate to vigorous physical activity every day.**



The 2024 ParticipACTION Report Card on Physical Activity found that only 39% of kids in Canada (5-17 years) are meeting national physical activity guidelines.



Kids Need Qualified Instructors!



What is our Role as a Kids Fitness Leader?

- Creating **positive** early fitness experiences to encourage **lifelong participation**



PHYSICAL LITERACY
IS THE **COMPETENCE**



- **The ability to move with **COMPETENCE** in a wide variety of physical activities in multiple environments (land, water, air, snow, and ice)**
- **Feeling **CONFIDENT** about participating in physical activity and in performing fundamental movement skills**
- **Having the **MOTIVATION**, knowledge and value to engage in physical activity as part of your everyday life.**

canfitpro Recommendations for Optimal Health in Children

**Five Key
Areas**

1. Cardiorespiratory
2. Muscle Strengthening
3. Flexibility
4. Mindset
5. Nutrition*



canfitpro Recommendations

CARDIORESPIRATORY

- Activities that include large muscle movements that increase heart rate, such as:
 - Running
 - Jumping
 - Skipping



canfitpro Recommendations

MUSCLE STRENGTHENING

- Design opportunities to increase strength, motor coordination and bone strength using **body weighted exercises**
- Option to introduce foundational weight training in **structured and supervised** environments



canfitpro Recommendations

FLEXIBILITY

- While children are naturally more flexible, teach and practice the skills to maintain range of motion and proper posture to decrease future injury and maintain mobility



canfitpro Recommendations

MINDSET

- Provide opportunities to enhance self-esteem, self-efficacy, and confidence through positive fitness experiences



canfitpro Recommendations

NUTRITION

- Learning about and choosing fresh, whole foods daily.



TODAY'S SESSION

1. WHY KIDS FITNESS
- 2. HOW KIDS GROW (Physical, Cognitive, Social)**
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PHYSICAL

COGNITIVE

SOCIAL

Growth v. Development

Growth:

- **Size**
- **Structural**
- **Easily measured**
- **Height**
- **Weight**
- **Hormone Levels**

Development:

- **Complexity and process functional**
- **Difficult to measure**
 - **Neuromuscular control**
 - **Motor learning**
 - **Social behaviours**

Two Types of Motor Skills

Gross Motor Movement:

- **Movement controlled by the large muscles or muscle groups**
 - **Legs**
 - **Arms**
 - **Torso**

Fine Motor Movement:

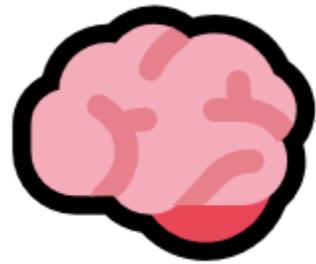
- **Movement controlled by the small muscles or muscle groups**
 - **Hands**
 - **Toes**

In general, motor skill development follows the same pattern as physical growth:

Gross Motor  Fine Motor



PHYSICAL



COGNITIVE

SOCIAL

Cognitive Development is the growth and expansion of a child's ability to think and reason.



Cognitive Development

Ages 6-8

- Expand **vocabulary skills**, allowing for expression of interests, thoughts, and feelings—**typically in great detail**
- Use language skills as a means of socialization
- Begin to enjoy **dramatic play** and assume different roles
- Learn to **question things**
- Begin to understand **numerical concepts**
- Show a gradual **increase in attention span**
- Enjoy the **challenges of games** and puzzles

Cognitive Development

Ages 8-10

- Develop their **own games** with complicated rules
- Become skilled in reading, writing and use of oral language
- Begin to **express creative skills** through writing, acting, inventing and designing
- Ask many questions to **develop their own point of view**
- Begin to collect things and develop interest in projects
- **Care about fairness**; develop a sense of right and wrong
- **Develop competitiveness**
- Start to understand puns and riddles

Cognitive Development

**Ages
11-13**

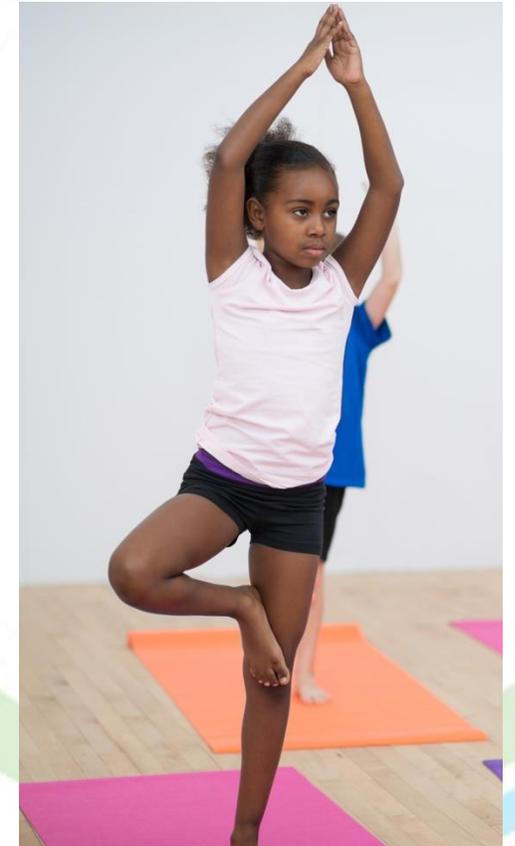
- Use **active listening** in both formal and informal settings
- Show **constructive ways** to express needs, wants, and feeling
- Use imagination to form and to express thought, feeling, and character
- Demonstrate respect for individuals
- **Developing skills for healthy relationships**
- Develop techniques to deal assertively with peer pressure

Social Emotional Learning Skills (SEL)



Self-Regulation

- **Being able to self-regulate when they're feeling stressed is one of the most important skills you can teach your child.**
- **It's the foundation for executive function, life-long learning, and health.**



PHYSICAL

COGNITIVE



SOCIAL

Social Development

Children in middle childhood are growing and learning to understand who they are.

They continue to explore answers to the question:

“Who am I?”



Children ages 6-12 still use social comparison to better understand themselves.



- **Self-confidence – Feelings of trust in one’s abilities, qualities, and competence**
- **Self-esteem – Overall subjective emotional evaluation of their own worth**



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Fundamental Movement Skills

Three Types:

1. LOCOMOTOR

- Running, skipping, hopping, leaping, horizontal jump, sliding

2. OBJECT CONTROL

- Overhand throw, kick, two-handed catch, strike, dribble, underhand roll

3. BALANCE

- Static and dynamic

FUNDAMENTAL MOVEMENT SKILLS

- **Skipping**
- **Crawling**
- **Balancing**
- **Rolling**
- **Accelerating**
- **Twisting**
- **Throwing**
- **Bending**
- **Walking**
- **Reaching**
- **Dodging**
- **Jumping**
- **Pivoting**
- **Running**
- **Leaping**
- **Catching**
- **Decelerating**
- **Hopping**



Fundamental Movement Skills

Fundamental Movement Skills are the foundation of active living.

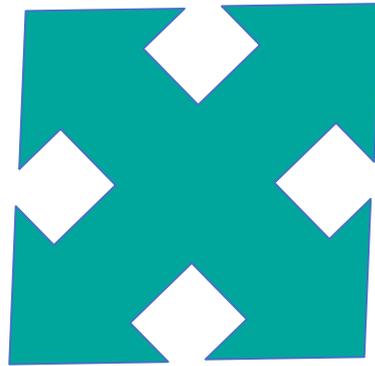
- **Once learned, they can be:**
 - **transferred to other types of activities**
 - **progressed to more complex forms of movement sequences**

Children learn at an accelerated rate between the ages of 0-7 years.

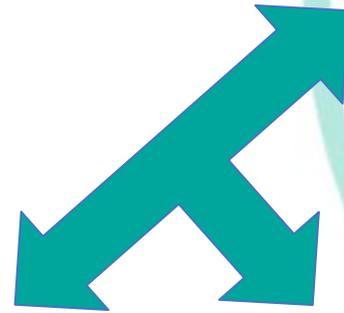
- **If they do not develop these skills, they can still be learned later in life, typically at a slower pace.**

Fundamental Movement Skill:

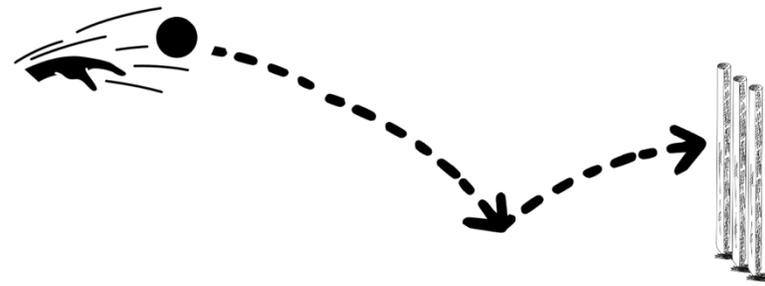
Running



Transferable Skill: Sending An Object Underhand



Sport Specific Skill: **Cricket Bowl**



SKILLS PROGRESSION

Age 3-5
Age 6-9
Age 9-12

PLAY

- 1. Freedom of choice**
- 2. Personal enjoyment**
- 3. Focus on the activity itself rather than its outcomes**



Characteristics of Play

- **Self-directed**
- **Self-selected**
- **Open-ended**
- **Voluntary**
- **Enjoyable**
- **Flexible**
- **Motivating**
- **Individual or group**



Facilitating unstructured play often means getting out of the way of children creating, trying, exploring on their own.



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PROGRAM

The **TYPE of Classes You Offer**

- **A session of classes organized by a specific modality or fitness focus**

SESSION

A **SERIES of Lessons**

- **Number of classes in a specific time period**
- **Typically, over a set number of weeks**
- **Can be progressive or drop-in**
- **Also called “Season” or “Series”**

LESSON

A Single **CLASS**

- **A single class or lesson that is part of a block**
- **Includes a series of learning, free play, practice activities that are delivered in a routine manner in each class**

PROGRAM PLAN

"What modality do I want to lead?"

"What is the overall goal for this program?"

"What skills do I want the children to learn?"

SESSION PLAN

"What progression of movements or skills do children need to learn? How will I balance different types of activities week over week?"

LESSON PLAN

"What is the focus of today's lesson? What will I do instruct, integrate games, offer practice time and coach for confidence?"

- **PROGRAM:** “My business offers two different types of program.
- A Children's Strength Training program and a Family Fitness program.”
- **SESSION:** “During the spring session of Children's Strength Training, children will learn various ways to use body weight to develop core, leg, and upper body strength. This session will also include an introduction to dumbbells, safety, etiquette, and technique.”
- **LESSON:** “In today’s Family Fitness class, we are going to focus on learning and practicing jumps, leaps and hops. You’ll also get to work in partners during a relay that will challenge your speed, agility and teamwork skills!”

Programs F.I.T.T. for KIDS!

- **Frequency:** is the number of sessions during a specific time block (e.g., once per week)
- **Intensity:** is the type of energy expenditure e.g., low moderate or vigorous physical activity
- **Time:** is the length of time for each lesson
- **Type:** is the choice of exercise, or activity, used for a given component of the lesson



In addition to the F.I.T.T. Principles, add in E.R.S. to make **F.I.T.T.E.R.S.**

- **Equipment:** is the type of equipment used
- **Ratios:** is the number of children one instructor can safely manage, teach and supervise based on the activity type
- **Space:** is the type of space (location) best suited for the kid's fitness program



(F)requency

Children's exercise in addition to their active lives!

- **Example: Strength Training**
 - 2x/week for an athlete who plays their sport
 - 3-5x/week
 - 3x/week for a youth whose main focus is strength training
- **Example: Fitness Classes for Children**
 - Weekly class at a community centre
 - 2x/week classes after-school program



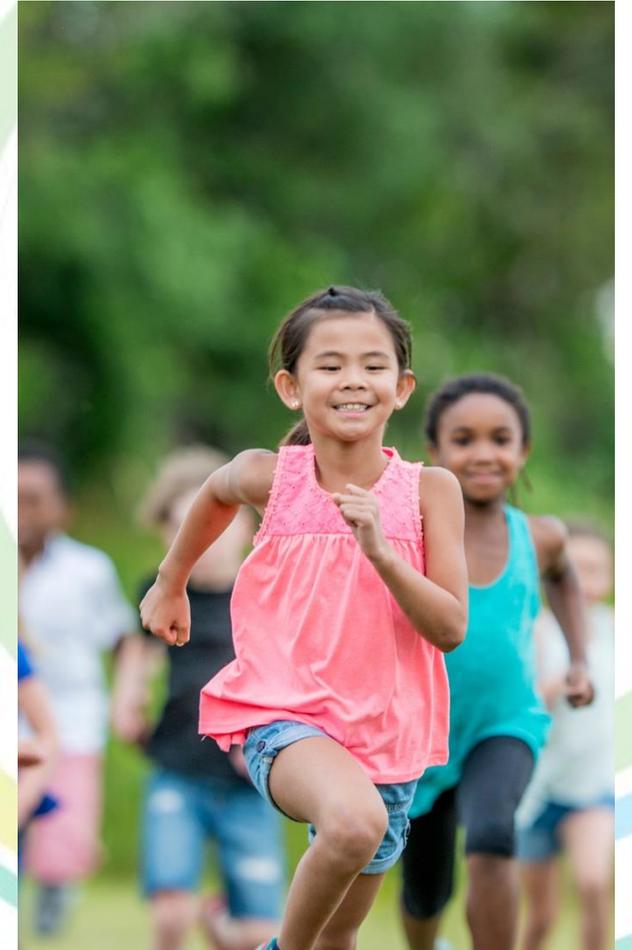
(I)ntensity

MVPA

- **Moderate Physical Activity (MPA)** is intense enough to cause breathing and heart rate to increase. During MPA a child can hear themselves breathe and talk but won't be able to sing
- **Example: brisk walking or bicycling**
- **Vigorous Physical Activity (VPA)** causes a large increase in breathing and heart rate, to a level where it would be difficult to talk
- **Example: jogging, aerobic dance, or bicycling uphill**



- **ParticipACTION recommends that children get:**
 - **An accumulation of at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic activities**
 - **Vigorous physical activities and muscle and bone strengthening activities should each be incorporated at least 3 days per week**
 - **In designing your classes:**
 - **Ensure that you have at least 20 mins of MVPA**
 - **No less than 10 minute blocks of MPA**



(T)ime

- For overall program design, children's fitness classes should range between 45-60 minutes.
- Some activities, such as Strength Training in children, should be shorter in length

Within the class itself, allocating general time blocks for certain activities is a good way to be prepared for a class.



(T)ype

Knowing 'why' you are choosing an activity will help you determine how you set-it up, introduce, instruct, and coach children through it.

There are different types of awareness you can address:

- BODY AWARENESS
- SPACE AWARENESS
- QUALITY OF MOVEMENT
- SOCIAL AWARENESS
- PERSONAL AWARENESS



(E)quipment

- Scaled down equipment for children
- Smaller, lighter, 'right-sized'
- Colourful, inviting, exciting
- Objects that can be manipulated easily
- Non-traditional items:
 - Rubber chickens
 - Balloons



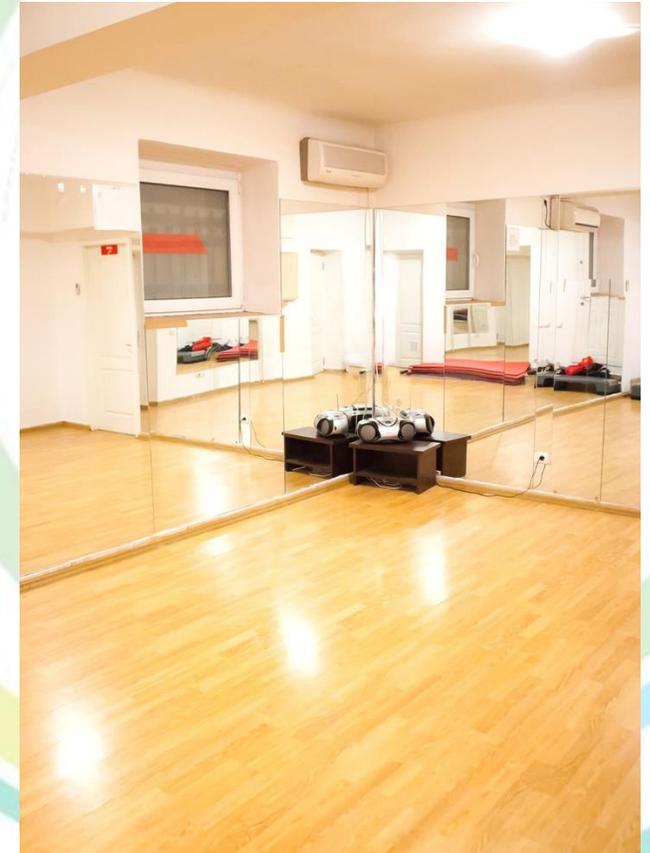
(R)atios

- **Instructor:Child ratios are based on the number of children that can be safely supervised, taught and managed by one individual**
 - Example: 1:4, 1:6, 1:12
- **Ratios will vary depending on the**
 - modality you are teaching
 - instructor's experience
 - size and type of space
 - age and maturity of participants



(S)pace

- Consider factors such as: room size, flooring, mirrors, permanent equipment, location
- Examples of spaces for children's programs
 - Fitness Studios
 - Martial Arts Studios
 - Yoga Studios
 - Outdoor (Green Spaces)
 - Multi-Purpose Rooms (MPR)
 - Community Centres
 - School Gyms
 - Gymnastics Studio
 - Rented Spaces (Church Basements)
 - Home Studio



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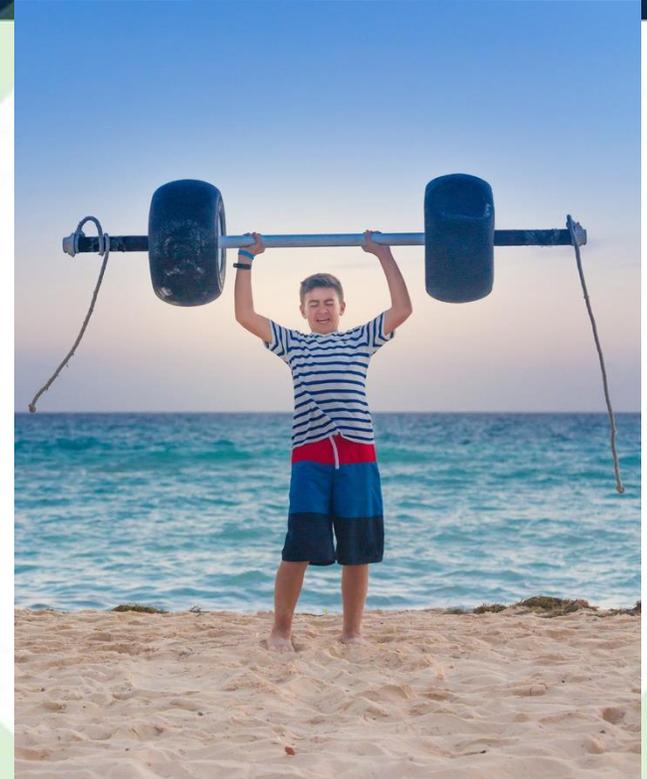
GROUP FITNESS

- **Frequency:** 1-2x/week
- **Intensity:** Moderate to Vigorous
- **Time:** 45-60 min classes
- **Type:** Fitness for FUN
- **Equipment:** Exposure to a variety
- **Ratios:** 1:4 to 1:12
- **Space:** Studios, MPRs, School Gyms, Outdoors



STRENGTH TRAINING

- **Frequency:** 1-2x/week
- **Intensity:** Low to Moderate
- **Time:** 10-30 min* classes
- **Type:** Fundamentals, Learn to Train
- **Equipment:** Introduce only when technique is consistent
- **Ratios:** 1:1 to 1:4
- **Space:** Weight Room, Fitness Studio with fitness equipment and weights



Strength Training for Kids

- **IS IT SAFE?**

- **When delivered in a **STRUCTURE** and **SUPERVISED** environment, evidence suggests that weightlifting is safe for children.**
- ***“The study findings indicate that children have lower risk of resistance training-related joint sprains and muscle strains than adults. The majority of youth resistance training injuries are the result of accidents that are potentially preventable with increased supervision and stricter safety guidelines.” (Myer et. al, 2009)***

Structured

Program provides progressions:

- **Routine and Safety**
- **Gym Etiquette**
- **Body-Weight**
- **Technique**
- **Low Weight**
- **Low Weight + Repetition**
- **Increase Weight**

Supervised

Children ages 6-12 are always supervised:

- **Initial training can be 1:1 - 1:4 without weights**
- **Once weights are introduced, a lowered ratio (1:1 or 1:2) is recommended**
- **Children at NOT provided with 'at home' programs with weights**
- **All weight training is completed under the direct and dedicated supervision of a qualified adult**

Sport- or Activity-Specific Programs

- **Frequency:** 1-2x/week
- **Intensity:** Various based on activity
- **Time:** 45-90 mins classes
- **Type:** Active Start, Fundamentals, Learn to Train
- **Equipment:** Various, based on activity or sport
- **Ratios:** 1:6 to Max 1:12
- **Space:** Various, based on activity or sport



Family Fitness

- **Frequency:** 1x/week
- **Intensity:** Moderate to Vigorous
- **Time:** 45-60 mins classes
- **Type:** Fitness for Connection
- **Equipment:** Traditional and Non-Traditional equipment
- **Ratios:** N/A because parent/grown-up supervision
- **Space:** Studios, MPRs, School Gyms, Outdoors



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Circuits

- A circuit of 'stations' around the perimeter or throughout the space, each station has its own unique activity to complete
- Participants are divided into small groups and are assigned one station
- Participants complete the activity at that station for a set duration of time (e.g., 1-2 minutes)
- Participants rotate at the direction of the Children's Fitness Coach to the next station to complete the new activity



Relays

COACH TIP: Keep relays **ACTIVE** by having the group members who are waiting do an activity (e.g., jumping jacks or planks).

- A high-energy and engaging way to get children active
- Participants are put into groups. One at a time, a person from each group completes a task (e.g., run to touch a pylon in the middle of the space) and returns to their group. At that point, the next person goes to complete the task
- Offer different types of relays:
 - **Perpetual relays** (e.g., "how many times can your team touch the pylon in 2 minutes?")
 - **Defined** (e.g., "this activity ends once everyone in the group has touched the pylon 3 times.")
 - **Self-Competing Relays** (e.g., "how fast can YOU go through this relay? Next time can you beat your score?")

Music Driven

- Music is an excellent tool to enhance the learning environment
- Using music with age-appropriate lyrics, a good beat, and a well-paced tempo can motivate participants and provide an atmosphere that invites participation
- Teaching on a tempo (versus just having music playing in the background) helps students integrate multisensory skills that are necessary to accomplish all physical activities. It also activates all areas of their brain!



**Instructor
Led**

- **Activities where the instructor leads the group of children in an activity**
- **Participants follow-along with the instructor**
- **Can be used as demonstration when teaching a new skill or technique, or as a general fitness instructing method to get the whole group moving**



**Movement
Exploration
for Body
Awareness**

- **Encourage participants to move in different ways as they explore how their body moves:**
 - **Making various shapes with their body**
 - **Balancing in different ways (one leg, on hand/one leg, wide base/narrow base)**
 - **Transferring body weight from feet to hands**
 - **Jumping and landing on two feet v. one foot**
 - **Moving using different locomotor skills: crawling, walking, tip toe**
 - **Incorporating different movement patterns – turning, twisting, reaching, squatting**

Movement Exploration for Space Awareness

- Encourage participants to move in different ways as they explore the space around them:
 - Walking in multiple directions, following lines, moving in a circle, zig zag
 - Moving through different levels – high, middle, low
 - Contrasting big movements, versus small movements
 - Moving the body in relation to objects - skipping rope, exercise balls, nets



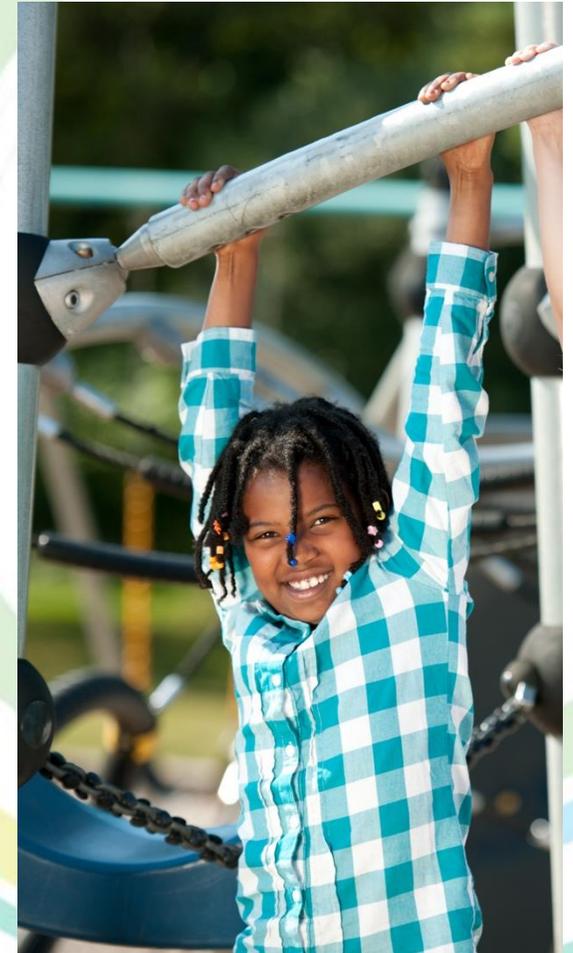
Movement Exploration for Quality

- Encourage participants to explore different ways of moving their body as they explore qualities of movement:
 - Fast Race v. Slow Race
 - Executing a Fundamental Movement Skill using explosive energy v. smooth energy
 - Learning a movement sequence and executing it in segments versus a non-stop flow



Individual Practice

- These activities allow each child to try, practice, refine, and progress their skills
- Introduce the activity and demonstrate the skill in the larger group, then allow children to work independently as they practice/refine the skill
 - Children Ages 6-8 can work independently on physical skills for approximately 2-5 minutes
 - Children Ages 9-12 can work independently on physical skills for approximately 5-10 minutes



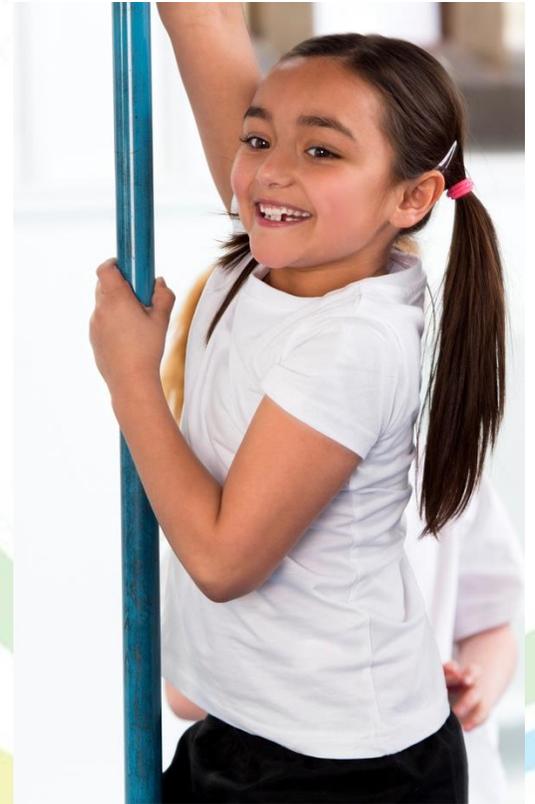
Group Challenge

- These activities allow children to work together to solve a problem or face a challenge
- In these group setting children will get to practice a range of applied skills:
 - Physical competency
 - Listening
 - Negotiation
 - Verbal communication
 - Problem solving
 - Patience
 - Resilience
 - Inclusion
 - Positive encouragement skills



Performance

- These activities allow children to 'show what they know'
- Depending on the type of program modality you choose, 'performance' can look like:
 - **Playing a game applying a new skill**
 - **Performing a movement (chin up)**
 - **Remembering a sequence (dance/yoga)**
 - **Completing an Obstacle Course**
 - **Playing a sport (soccer, t-ball game)**



KIDS AND COMPETITION

- **THE GOAL OF CHILDREN'S FITNESS PROGRAMS IS TO BE PARTICIPATORY, NOT COMPETITIVE**
 - **Developmentally, children ages 6-12 compare themselves to others naturally**
 - **As a Kids Fitness Leader, you can use this natural element to motivate children to move as part of a group, and for themselves**
 - **Self-Improvement should be the main focus of coaching cues and goal-setting**
 - **Competition is acceptable, in limited amounts and when facilitated using inclusive and supportive methods**



- **“HEALTHY COMPETITION”**

- **How often you should use each type of competition, IF any:**
 - **Most Frequently: Compete with self to improve a fitness goal**
 - **Frequently: Compete against timer for an activity**
 - **Less Frequently: Compete as a team, against another team**
 - **Rarely/Never: Compete as an individual, against another individual**

“Healthy” Competition in Children’s Fitness Programs

- **AS THE LEADER, YOU MUST**

- **Create a Culture of Support: teach group to cheers on the other participants if they complete the task faster**
- **Set the Expectations for Language: there are no ‘losers’ or ‘winners’.**
 - **Instead: “the team who completes this the fastest”, or “the team who won the challenge”, or “the last team to finish the task**
- **Use a Team-Based Approach: if groups are created, all children play a role and must participate in the relay**
- **A quality children's fitness program is social and must remain non-competitive**

Do Not Use Fitness as Punishment or Link to Loss

When we associate 'losing' or 'punishments' with physical activity, we are teaching children that movement is NOT a source of joy, choice, or excitement.

Instead Of This	Try This

CREATE YOUR OWN PROGRAMS

FITNESS EDUCATION
Children's Fitness Coach

Learn how to lead children aged 7-12 through engaging fitness programs while coaching them to be active for life.

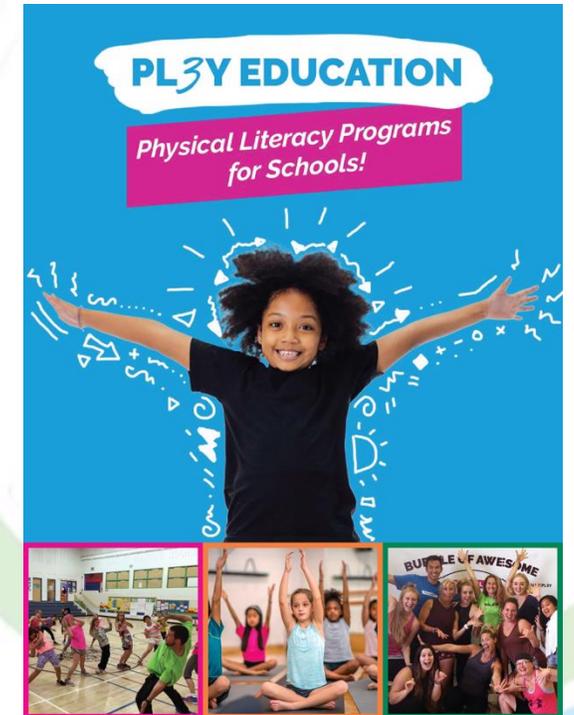
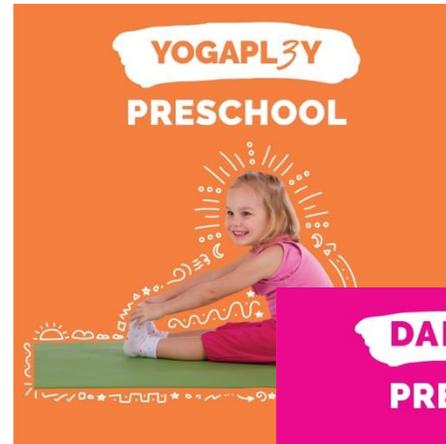
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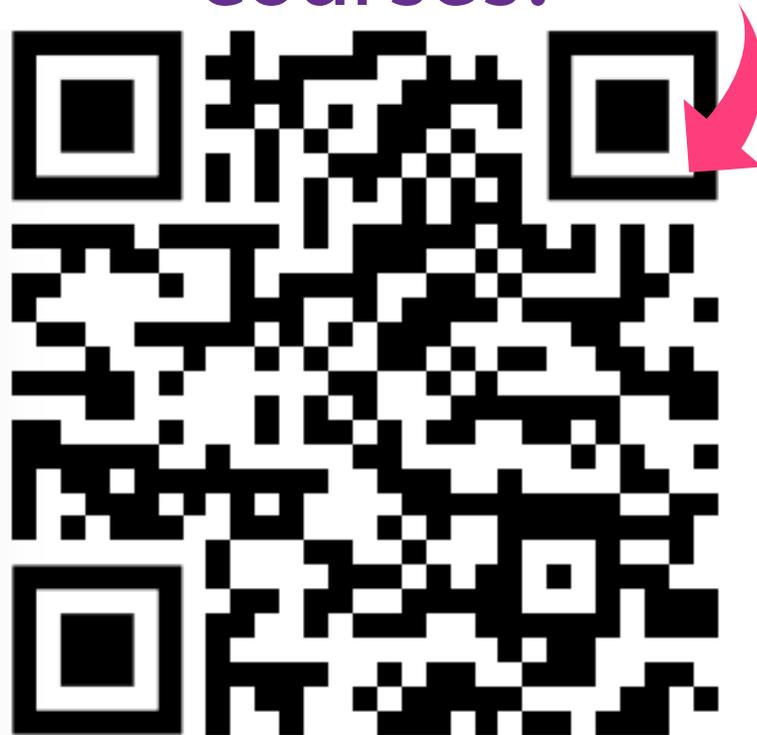
Kids Ages 6-12

Kids Ages 3-5

Schools



50% off kids fitness
courses!



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session feedback



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