100 Citizens: California State University Expansion

A thesis submitted in partial fulfillment of the requirements

For the degree of Master of Science in Kinesiology

By

Marisol Diaz

August 2016
The thesis of Marisol Diaz is approved:

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Sloane Burke                                                               Date

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Steven Loy, Chair              Date

California State University, Northridge
### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature Page</td>
<td>ii</td>
</tr>
<tr>
<td>List of Tables</td>
<td>v</td>
</tr>
<tr>
<td>Abstract</td>
<td>vi</td>
</tr>
<tr>
<td>Chapter 1: Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Project</td>
<td>1</td>
</tr>
<tr>
<td>Significance of Study</td>
<td>4</td>
</tr>
<tr>
<td>Chapter 2: Literature Review</td>
<td>5</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>5</td>
</tr>
<tr>
<td>Public Parks</td>
<td>5</td>
</tr>
<tr>
<td>Sustainability</td>
<td>9</td>
</tr>
<tr>
<td>Benefits of Program</td>
<td>11</td>
</tr>
<tr>
<td>Summary</td>
<td>12</td>
</tr>
<tr>
<td>Conclusion</td>
<td>12</td>
</tr>
<tr>
<td>Chapter 3: Methodology</td>
<td>14</td>
</tr>
<tr>
<td>Participants</td>
<td>15</td>
</tr>
<tr>
<td>Recruitment Plan</td>
<td>15</td>
</tr>
<tr>
<td>100 Citizens Program Operations Manual</td>
<td>17</td>
</tr>
<tr>
<td>Program Expansion Training</td>
<td>18</td>
</tr>
<tr>
<td>Procedures</td>
<td>19</td>
</tr>
<tr>
<td>Chapter 4: Results</td>
<td>21</td>
</tr>
<tr>
<td>Program Expansion Training</td>
<td>21</td>
</tr>
<tr>
<td>Recruitment Plan</td>
<td>23</td>
</tr>
</tbody>
</table>
List of Tables

Table 1: 100 Citizens Expansion Timeline .......................................................... 16
Table 2: Program Expansion Training #1 Attendance .............................................. 20
Table 3: Program Expansion Training #2 Attendance .............................................. 23
Table 4: Program Expansion Training #1 ............................................................... 23
Table 5: Program Expansion Training #2 ............................................................... 24
Abstract

100 Citizens: California State University Expansion

By

Marisol Diaz

Master of Science in Kinesiology

Strategies to improve the rate of physical inactivity in America have not provided affordable and accessible exercise programs for everyone. Meanwhile, public parks are at close proximity to many community residents but are not utilized maximally to increase physical activity among communities. The purpose of this project was to create a Program Operations Manual for Kinesiology students within the southwest region of the United States to use as a guide to implement a community based exercise program. Through the implementation of two Program Expansion Training sessions, Kinesiology undergraduate students learned the basic sustainable structure of the program. In a span of 1.5 years, four schools established independent 100 Citizens programs.
Chapter 1

Introduction

Public parks are open areas for the general public to use for recreational and physical activity purposes. Unfortunately, parks are sometimes underutilized for these purposes (Han, Cohen, Derose, Marsh, Williamson, & Raaen, 2014). This is despite the fact that research demonstrates that affordable park programming and outreach can positively influence members of the surrounding community to engage in physical activity (Han et al., 2014). But, research also shows that developing and maintaining such park-based community programs is hindered by a lack of funding (Cohen, Golinelli, Williamson, Sehgal, Marsh, & McKenzie, 2009; Truncali, Dumanovsky, Stollman, & Angell, 2010).

Meanwhile, very few sustainable and replicable programs have been developed to allow Kinesiology college students to acquire work related experience. Without an established internship program to assist students in developing themselves professionally, students are at risk of not obtaining a job related to their field (Thomas, 2014). Both of these issues can be diminished if Kinesiology students complete internships in park-based, community physical fitness programs with the additional benefit of an improvement in the health status for community participants.

Purpose of the Project

The purpose of this project is create a detailed 100 Citizens Program Operations Manual, evaluate its effectiveness, and implement Program Expansion Training for Kinesiology students in the California State Universities to establish free, park-based,
community exercise programs in their respective communities as well as increase the number of internship opportunities for Kinesiology students throughout California.

The 100 Citizens Program is a community-based, free exercise program led by student interns from the California State University, Northridge (CSUN) Kinesiology Department. It is offered at public parks that are located primarily in under-served communities. The program’s objective is to increase the physical activity of the residents in the surrounding neighborhood in addition to influencing them to establish healthy lifestyle changes. 100 Citizens also provides internship opportunities for Kinesiology undergraduates so that the students can deliver a service to their community while also gaining work experience (National Association of Colleges and Employers, 2011). In this way, multiple goals can be accomplished: students have a chance to motivate community residents to meet or exceed the national guidelines for physical activity, students have a chance to gain personal and professional development and communities have an opportunity to provide a sustainable program with minimal funding required.

This program was established in 2011 by CSUN students. A 100 Citizens Program Operations Manual has been developed since that time. This manual provides information about the steps necessary to establish and maintain the program. For example, it provides a list of park personnel that need to be contacted and information regarding program structure, student volunteer expectations, student volunteer and participant learning outcomes, marketing strategies, and the method of program implementation.

Efforts are now underway to expand this program. In order to lead this expansion, a 100 Citizens Program Coordinator has been identified. This student will oversee all 100
Citizens sites that are run by CSUN students and will assist Kinesiology students from other universities in beginning their own programs. The level of this expansion will depend upon the number of schools that participate as well as the undergraduate students’ engagement and skill in providing physical activity and instructions. It also will depend upon the leisure time availability and interest among the community members.

Providing the 100 Citizens Program Operations Manual and Program Expansion Training will increase the ease of engagement of other universities in the 100 Citizens program and allow for the expansion of park-based physical activity programs that meet the CDC’s minimum recommendation for physical activity. Undergraduate Kinesiology students receive sufficient education regarding exercise but are scarce with experience to implement exercise routines. Offering undergraduate students with a handbook and training will educate Kinesiology students with the 100 Citizens principles, such as exercise safety and student expectations. As a result of the Program Expansion Training, undergraduate students will be equipped to instruct and to influence participants in the park-based programs to make changes towards a healthier lifestyle. In addition, the designated 100 Citizens Program Coordinator will assist to ensure program quality control.

Expansion of the 100 Citizens program will be limited by department chairs and faculty from various schools because faculty will be the primary method of communication for reaching Kinesiology students. The level of encouragement the students receive for joining 100 Citizens from department chairs and faculty also will be a limiting factor. At CSUN, this has not been the case. With only one faculty providing support, students have empowered themselves to take on the expansion as a
demonstration of what is possible with a student driven initiative. The possibilities of having limited faculty involvement during an expansion will be explored during this thesis project.

The 100 Citizens Program Operations Manual and Program Expansion Training created as part of this thesis is targeted for Kinesiology undergraduates from other universities. The program expansion efforts will target public parks near partnering universities as the partner for a 100 Citizens expansion.

Significance of the Project

Most research studies have demonstrated the health benefits of exercise completed in a controlled laboratory or clinical setting. There are challenges applying those findings in a community-based setting in which the environment and participants are not easily controlled. One of the challenges faced is the ability to establish a healthier, physically active lifestyle in an individual’s everyday routine. The 100 Citizens’ model addresses the country’s problems with physical inactivity by promoting the national guidelines for physical activity while also providing an affordable, sustainable, replicable, and accessible park-based, community program. The potential for expanding the program to other universities throughout the state has significant implications for the publics’ health particularly in underserved communities for it will provide community members accessibility to structured exercise programs, which can result to higher levels of physical activity in communities.
Chapter 2

Literature Review

*Physical Activity*

One-third of American adults are obese (Centers for Disease Control and Prevention, 2015) and obesity correlates with physical inactivity. Only 1 out of 5 American adults are meeting the 2008 Physical Activity Guidelines that call for 150 minutes of moderate-intensity aerobic activity and 2 or more days of resistance training per week (Centers for Disease Control and Prevention, 2015). Engaging in physical activity can lower the risk of developing chronic diseases such as diabetes and heart disease so individuals are being encouraged by primary care physicians to exercise. Despite the widespread knowledge that exercise is necessary, the “how to” question regarding exercise can prevent people from participation in physical activity (Tierney, Elwers, Sange, Mamas, Rutter, Gibson, Neyses, & Deaton, 2011). This means that the efforts to educate citizens about the importance to be physically active is lacking in a key component - affordable and accessible exercise programs for everyone. Members of low socio-economic communities are particularly in need of easy access to a physical activity program that can fit their budget (Han et al., 2014). Cities can help stimulate physical activity by providing open space and affordable physical activity programs.

*Public parks*

Public parks are an ideal location for offering programs to encourage people of all ages and fitness levels - from children to older adults, from novice to advanced - to participate in physical activity. Establishing a program within half a mile to a mile radius
of the target community can reach a wide population because of close proximity (Batik, Phelan, Walwick, Wang, & LoGerfo, 2015; Han et al., 2014).

The effectiveness of such park-based, community programs has been evaluated in several studies. One study evaluated the impact of improvements of public parks on physical activity. A System for Observing Play and Recreation in Communities (SOPARC) was used to classify the intensity of physical activity for each park user that was observed (Cohen et al., 2009). This occurred in ten parks: five intervention parks (parks that received funding for remodeling) and five comparison parks (parks similar to the intervention parks that did not receive additional funding). A baseline evaluation was conducted before construction and a follow-up was conducted 3 months after the construction was completed (Cohen et al., 2009). Results demonstrated that park improvements were not the main factor in encouraging neighborhood residents to engage in regular physical activity. Instead, it was found that the availability of organized activities made the difference. In fact, during the follow-up evaluation in this study, a decrease in park users was identified in the intervention parks (Cohen et al., 2009). The researchers found that, due to the recreation department’s limited budget, staff hours had to be reduced. This resulted in eliminating park programs, such as sports leagues and exercise classes in the remodeled parks. The change in the number of organized programs accounted for a 39% drop in the number of park users (Cohen et al., 2009).

It is very important to create a sustainable structure that requires very little or no funding. This is especially important because other research has shown that a community-based program that is offered at no cost but that requires staffed professionals
does not last long (Truncali et al, 2010). Funds will eventually run out and will result in the program being canceled.

A similar study was conducted using SOPARC to assess park users in 30 parks (Cohen, Marsh, Williamson, Derose, Martinez, Setodji, & McKenzie, 2010). Parks were assessed four times a day for a whole week and park users’ gender, race, age group, and level of activity was recorded. The observed physical activity was high during the summer and low during the fall-winter season (Cohen et al, 2010). In addition to these observations, park directors were surveyed to collect data on the parks’ current programming (Cohen et al, 2010). Many of the programs at the parks targeted children and offered very little organized activities for adults. The programming that did exist for adults encouraged them to participate in approximately 15 minutes a day, five days a week of moderate-to-vigorous physical activity which falls below the CDC physical activity recommendations. Also as part of this study, park users and local neighborhood residents who lived within a 1-mile radius of the park were interviewed in person and asked how frequently they visited the park, how safe they felt the park was, and where they exercise (Cohen et al, 2010). No correlation was found between perception of park safety and park usage.

Another study compared fifty parks from different socio-economic neighborhoods to identify what factors affect park use and park-based physical activity (Cohen et al, 2012). SOPARC was used to observe parks usage and surveys were distributed to 75 park users and to 75 local residents living within a 1 mile radius of the parks. Data showed that parks located in neighborhoods with high poverty levels had fewer part time staff and offered few programs and also revealed that community members in high poverty
neighborhoods were unlikely to exercise and less likely to engage in structured physical activity at a gym or private facility (Cohen et al, 2012). These results show that there is a great need to provide access to quality physical activity programs for under-served communities in a participant appropriate environment. Park-based exercise programs can be the solution to this problem when they offer low cost, or free, structured physical activity programs to the community.

Unfortunately, park staff are already limited at parks located in low socio-economic neighborhoods and current staff may not be trained or educated to offer appropriate programming. Cost may also be a factor. Parks spend about 28% of their annual budget on work to increase group activities. According to an economic analysis, a twenty week intervention costs about $5,000 per park. This entails spending $1,000 for staff training and assessment of park practices and $4,000 for equipment purchases (Cohen, Han, Derose, Williamson, Marsh, & McKenzie, 2013).

Even though this analysis shows that only about 1/5th of a park’s group activity expense is spent on staff and the remainder is spent on equipment, if the program is to be sustained, the equipment may be re-useable whereas the staff expense will be on-going and there will be a need to pass on the cost to the participant. With this in mind, a volunteer-run program can have a favorable impact on a park’s activities budget. Volunteers can help eliminate the cost of scheduling additional staff and this may create more of a sustainable program. With a sustainable program, there may be greater participant adherence. So, in a program in which volunteers lead adults in exercise classes, members of the community may be able to meet the physical activity guidelines. Sustainability also may motivate adult community members to stay active year-round.
rather than just when the weather permits. Volunteers, therefore, can be the answer to providing community-based programs under a limited budget.

Sustainability

Models do exist for such volunteer-oriented, cost-controlled, health-related community programs that have proven their ability to be sustainable. The Keep on Track (KOT) program, an intervention to help lower hypertension in older adults through accountability, was created from the beginning to be a volunteer-run program (Truncali et al., 2010). All volunteers attend a twelve-hour, hands-on training that also includes observation time and feedback. In addition to the training, all volunteers receive a manual. KOT’s model also keeps costs reasonable by: only requiring the purchase of two blood pressure monitors with two large cuffs and tape measures, only paying a professional for 12 hours of training the volunteers and only paying a senior center director for 6 hours of quality assurance visits and, approximately, 5 hours of assistance with emergency situations (Truncali et al., 2010).

In this program, volunteers are trained to create a card for each participant for recording the weekly blood pressure measurements, demographics, and healthcare provider information. Volunteers also are required to ask the participants questions regarding their behaviors such as medication consumption. In addition, volunteers provide the participants with basic education regarding hypertension. After 4 months, the volunteer-run program was shown to help reduce blood pressure by approximately 3.9 mmHg in older adults with systolic blood pressure and by an average of 20-mmHg reduction in individuals with stage II hypertension (Truncali et al., 2010). This study
proves that, with proper training, volunteers can contribute tremendously to the public’s health at a low cost.

Taking Steps Together (TST) is another community-based program that serves as a model for successful sustainability. This program targets parents with children between 7-17 years of age. The goal in this program is for volunteers from the program to work together with the parents to improve their families’ health by building self-efficacy. The program location was selected near families’ homes and with accessibility to both a kitchen and exercise facility. The program met for sixteen weeks, for one 2-hour session. During this time, topics regarding cooking, interactive education activities, and physical activity were discussed. As a result of the program, the parents developed into community leaders. These parent leaders were empowered to share the information that they learned through TST program (Anderson, Newby, Kehm, Barland, & Hearst, 2015). Program participants also achieved a sense of empowerment in the program and in their lives, and they began to lead their families to a healthy lifestyle (Anderson et al., 2015). In addition, parents who became interested in leading the program received a ten week training to lead other individuals through the sixteen week program. Above all, though, a program, such as this in which parents become healthy-living role-models for their children, has indescribable future benefits. This is because research shows that the more active the parent is, the more active the child will be and the less active the parent is, the less active the child will be (Physical Activity: Moving Toward Obesity Solutions: Workshop in Brief, 2015). In these various ways, TST shows that quality, volunteer-based, low-cost community programs can be highly sustainable and highly beneficial.
Looking at these model programs, it is clear that volunteers are a key factor for sustainability of low-cost, or free, exercise programs. However, it’s clear there is the need to maintain a sustainable pool of available and qualified volunteers. For 100 Citizens, the solution is a partnership between public parks and a local university that encourages and trains its Kinesiology students to serve as interns in the program.

Benefits of program

The core classes that Kinesiology undergraduates take, such as exercise physiology and functional anatomy, provide students with the knowledge necessary to implement an exercise program. This, of course, benefits the parks’ programs and the participants in those programs. But the Kinesiology students benefit as well and this may help to sustain the pool of volunteers for the program. Many studies have interviewed and surveyed employers and employees to gain their perspectives on internships or volunteer opportunities. According to the National Association of Colleges and Employers (NACE), leadership, work ethic, and teamwork are the top qualities that employers are seeking in candidates (National Association of Colleges and Employers, Job Outlook 2014, 2013). Employers also are looking for candidates that have the capacity to plan, organize, and manage their time well (National Association of Colleges and Employers, Job Outlook 2014, 2013). In addition, NACE found that 74.1% of employers prefer relevant work experience (National Association of Colleges and Employers, Job Outlook 2014, 2013). Interning with 100 Citizens can provide Kinesiology students with all of these qualities and skills as the program grows in size and complexity, greater skills are required and learned by students at every level of the program’s hierarchy.
Summary

Community-based programs can bring people together to work toward one common goal; in this case, a healthy lifestyle. As research has shown, volunteers in community-based programs who have been properly training and who have an instructional manual can take responsibility for leading a program with minimal staff supervision and time. A physical activity specialist or an individual with proper certification is required to teach exercise classes in order to lower the risk of participants becoming injured. However, for programs with minimal budgets, Kinesiology undergraduate students with the proper training and tools can also be the people who implement a free exercise program for the community. In most cases, the student has the same capacity as the certified person but has not taken the course or is unable to afford the certification fee yet possesses the knowledge and skills.

Conclusion

Through the implementation of 100 Citizens, both communities and students will gain a benefit. 100 Citizens gives students the chance to work in a team setting, to work with diverse communities, and to develop the ability to adapt to situations that arise. Furthermore, students will be given the opportunity to learn from park staff about park protocols and management. Also, the students who are program leaders will learn to train incoming students, to provide quality control, and to identify areas in the program that may need improvement. Giving students a chance to motivate community residents to meet or exceed the national guidelines for physical activity can lead to personal and professional development for the students and to the establishment of sustainable park-based community exercise programs that require very little to no funding. On a larger
scale, a Kinesiology department can view themselves as a solution to the public health problem of physical inactivity and provide programming through student delivery for a varied population in a variety of settings. This will require departments to view themselves differently, not simply as faculty teaching students skills but rather as faculty who can provide a viable public health solution for the present and the future.
Chapter 3

Methodology

Since its establishment in San Fernando, California in 2011, 100 Citizens has proven to be sustainable with the utilization of student volunteers from the CSUN Kinesiology Department. Furthermore, it has proven to be replicable by taking the program model from San Fernando to three additional sites in a span of four years. Before initiating a 100 Citizens Exercise Program from another university, personnel at those universities need to become well acquainted with each aspect of the program. To better present the entire process, the 100 Citizens Program Coordinator expanded 100 Citizens to the fourth location in the San Fernando Valley with the intention to document every step taken. At the completion of the expansion, the coordinator developed a curriculum for other schools to follow in order to have a successful expansion.

The 100 Citizens Program Coordinator created a 100 Citizens Programs Operation Manual and Program Expansion Training to provide information on how to expand 100 Citizens so other schools would be able to follow the current program model and modify it according to their specific site. Learning each aspect of the 100 Citizens Program is important in order for each school to minimize time spent in creating a plan of execution and structuring a program that already has an existing foundation. All participating universities circulated information regarding the 100 Citizens Program Expansion Training to current students via school email through their Kinesiology Department Chairs and Department Faculty.
Participants

This project aimed to introduce the 100 Citizens program structure to Kinesiology students from other universities through the implementation of a Program Expansion Training using a 100 Citizens Program Operations Manual. Current Kinesiology undergraduates from other universities within the southwest region of the United States were recruited.

Recruitment Plan

The expansion efforts were advertised starting in September of 2014 by the creation of a promotional video (https://youtu.be/r3opkZ8yyRw). The video introduced the 100 Citizens program to Kinesiology departments and highlighted success stories of students and participants within the existing 100 Citizens Program. A letter and the promotional video were delivered to Kinesiology Department Chairs with the request and expectation they would disseminate the information to faculty who would then communicate to their undergraduates. The promotional video also extended the invitation for schools to participate in Southwest American College of Sports Medicine (SWACSM) Annual Meeting in October 2014. The SWACSM meeting provided students the opportunity to attend a special 100 Citizens presentation, which also allowed for them to ask particular questions or express any concerns. The next step taken after SWACSM was to begin promoting the first 100 Citizens Program Expansion Training at CSU Northridge via department emails, social media such as Facebook, and through department clubs, such as Kinesiology Majors Clubs. Aside from recruiting schools, supervisors and directors from Los Angeles Department of Parks and Recreation were also invited with the purpose of helping them understand the program structure and to
learn how such a program can be implemented at their site. The following table lists the timeline in which tasks were implemented.

Table 1 – 100 Citizens Expansion Timeline

<table>
<thead>
<tr>
<th>Dates of Tasks Completed</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>September 2014 – October 2014</td>
<td>Invitation to SWACSM Annual meeting</td>
</tr>
<tr>
<td></td>
<td>• Email and video sent to Kinesiology department chairs and faculty</td>
</tr>
<tr>
<td></td>
<td>in the southwest region</td>
</tr>
<tr>
<td>October 17, 2014</td>
<td>100 Citizens presentation at SWACSM</td>
</tr>
<tr>
<td></td>
<td>• Announced Program Expansion Training in February 2015</td>
</tr>
<tr>
<td>October 2014- February 2015</td>
<td>Promotion and registration of Program Expansion Training</td>
</tr>
<tr>
<td>February 19, 2015 – February 20, 2015</td>
<td>Program Expansion Training #1</td>
</tr>
<tr>
<td>March 2015 – September 2015</td>
<td>Follow-up and assistance to universities implementing the 100 Citizens Program</td>
</tr>
<tr>
<td>August 2015 – October 2015</td>
<td>• Promotion of 100 Citizens through a presentation at SWACSM 2015</td>
</tr>
<tr>
<td></td>
<td>• Announcement in SWACSM Newsletter</td>
</tr>
<tr>
<td></td>
<td>• Communication via emails and phone</td>
</tr>
<tr>
<td></td>
<td>• Promotion of 2016 Program Expansion Training</td>
</tr>
<tr>
<td>November 2015 – February 2016</td>
<td>Program Expansion Training promotion and registration</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>February 20, 2016</td>
<td>Program Expansion Training #2</td>
</tr>
<tr>
<td>March 2016 – May 2016</td>
<td>Follow-up and assistance to universities for program implementing the 100 Citizens Program</td>
</tr>
</tbody>
</table>

100 Citizens Program Operations Manual

The 100 Citizens Program Coordinator, who is also the author of this thesis, expanded the 100 Citizens Program to Canoga Park and documented each step, from initial contact with park personnel to program implementation, to the development of a step-by-step guide for other schools to follow. A faculty advisor can be recruited to work in conjunction with the initial steps of the program, but it is not an absolute requirement. The following are the main steps for initiating the 100 Citizens Program:

1. Recruit Students. Establish student responsibilities prior to beginning a program.
   
   See Appendix D: Chapter V, Student Volunteer Levels Overview and Responsibilities.
   
   a. Assistant Instructor
   
   b. Lead Instructor
   
   c. Assistant Director
   
   d. Program Director
   
   e. Exercise Director

2. Park Location Identified and Appropriate Individuals to Contact. Selecting a location is a critical step, particularly if the focus is on under-served communities.
Following this identification, the next step is to identify appropriate park personnel to begin communications with regarding the program. See Appendix D: Chapter II, Establishing a 100 Citizens Program

3. Team Meeting. Prior to meeting with the team, Program Director must ensure the team is familiar and aware of park’s requirements and procedures.

4. Launch Day. The program will only offer an introductory level: Let’s Get Moving. The introductory level focuses on modified, low intensity and low impact exercises for individuals who have never exercised, or who have not exercised for an extended period.

To provide additional information on managing a program, the 100 Citizens Program Coordinator managed the Canoga Park program for a year and oversaw the remaining three sites: San Fernando, Sylmar, and La Crescenta. The coordinator organized monthly meetings with student leaders, including the Program and Exercise Directors, to maintain quality control at all four programs. Leadership meetings helped to address issues that leaders encountered at their site such as student misbehavior and low participant attendance. The meetings assisted in attaining a uniform program at all four sites: similar structure, expectations, and administration.

**Program Expansion Training**

The Program Expansion Training provided participants with the 100 Citizens Program Operations Manual and appropriate information to start 100 Citizens at a public park near their campus. The Program Expansion Training was held at San Fernando Recreation Park. The training was arranged to familiarize other universities with the 100 Citizens Program in an interactive matter. The training consisted of a tour of the San
Fernando 100 Citizens Program which was being executed by CSUN Kinesiology students. The tour was led by trained CSUN students who were familiar with the program’s protocol and structure. After the tour, attendees heard current students and participants share their positive experience with the program. The following informational sessions were presented:

- 100 Citizens history
- Program objectives
- Infrastructure
- Administration
- Student and participant expectations
- Emergency preparedness
- How to create an exercise agenda
- Exercise implementation and modifications
- How to implement a senior fitness class
- Marketing strategies for program growth

**Procedures**

All schools received a registration packet, which included an event flyer, a tentative itinerary, and a registration form. The students interested in attending the Program Expansion Training were required to register via email or in person, prior to the start of the training. See Appendix A for details. Upon arrival at the training, all students and faculty went through the following steps:
• Check-in. Entailed completing registration form, photo release form, and a copy of the 100 Citizens Program Operations Manual. See Appendix D for details.

• Program tour and informational sessions.

• Questions and answers session.

• Check-out. A survey was distributed to evaluate students’ experience during the program. See Appendix C.

Following the training, an email was sent to all attendees to offer assistance in the expansion and implementation process. To ensure thorough customer service was provided, one or two CSUN students were assigned to each school to be the main contact. The main contact was responsible for providing assistance, answering questions, and being informed of the school’s progress.
Chapter 4

Results

Program Expansion Training

In a span of two years, two program expansion trainings were held. The first training was held on February 20-21, 2015 and 36 students from 12 universities registered and 24 attended. CSU Los Angeles was the only school aside from CSUN that had previously managed a 100 Citizens Program site. Table 2 provides a summary of students that registered and the total that actually attended.

Table 2 – Program Expansion Training #1 Attendance

<table>
<thead>
<tr>
<th>University</th>
<th># of Students Registered</th>
<th># of Faculty</th>
<th>Total # of Students at the Training</th>
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<td>0</td>
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<td>CSU Stanislaus</td>
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<td>4</td>
</tr>
<tr>
<td>CSU Dominguez Hills</td>
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<td>San Diego SU</td>
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</tr>
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<td>San Francisco</td>
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<td>0</td>
<td>2</td>
</tr>
<tr>
<td>CSU Poly</td>
<td>3</td>
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<td>0</td>
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<td>CSU Bakersfield</td>
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<td>CSU Monterey Bay</td>
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<td>CSU San Bernardino</td>
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</tbody>
</table>
During the six-month period following the training, very few schools replied to the 100 Citizens Program Coordinator’s follow-up emails and sought out further assistance to expand the program. The following is an overview of the schools that communicated with CSUN representatives:

1. CSU Stanislaus sought out help regarding proposal plan for parks, liability clarification, and PAR-Q.
2. CSU Dominguez Hills maintained communication with CSUN representative for three months. School was unable to assemble a team to lead expansion.
3. San Diego SU students and faculty identified a park but were unable to overcome liability problems.
4. San Francisco completed the initial steps of program by summer 2015. Program was implemented in August 2015.
5. CSU Monterey Bay students were unable to assemble a team to lead expansion.
6. CSU Los Angeles re-started 100 Citizens program in April 2015. CSUN representative assisted CSU Los Angeles students to establish structure and provided help with student recruitment.
7. San Jose SU student was unable to assemble a team to lead expansion.
8. Cal Poly SLO students were able to complete initial steps and were scheduled to begin January 2016 but did not initiate.

Training #2 was held on February 20, 2016 and 16 attendees, which included 2 faculty. CSU Stanislaus and San Francisco State were the only schools presently managing a 100 Citizens Program. Table 3 provides a summary of students that registered and actually attended.
Table 3 – Program Expansion Training #2 Attendance

<table>
<thead>
<tr>
<th>University</th>
<th># of Students Registered</th>
<th># of Faculty</th>
<th># of Students at the Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Stanislaus</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>San Francisco SU</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>CSU Monterey Bay</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Biola University</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>La Sierra University</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Recruitment Plan

To learn which method of communication was most effective to promote the Expansion Training, the registration form asked students if they were informed of the training through faculty, a classmate, or through the 100 Citizens website. Table 4 provides a review of training #1 and Table 5 of training #2. If any of the selections did not apply, they selected “other” and inserted their own response.

Table 4 - Program Expansion Training #1

<table>
<thead>
<tr>
<th>Method of Communication</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Faculty</td>
<td>23</td>
</tr>
<tr>
<td><a href="http://www.100Citizens.org">www.100Citizens.org</a></td>
<td>1</td>
</tr>
<tr>
<td>Classmate or Friend</td>
<td>6</td>
</tr>
<tr>
<td>Other: Both friends and faculty</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>5</td>
</tr>
</tbody>
</table>

During the 100 Citizens meeting at SWACSM, an undergraduate student from CSU Monterey Bay was recruited and is now a graduate student working in the next steps of the expansion.
Table 5 - Program Expansion Training #2

<table>
<thead>
<tr>
<th>Method of Communication</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Faculty</td>
<td>8</td>
</tr>
<tr>
<td><a href="http://www.100Citizens.org">www.100Citizens.org</a></td>
<td>0</td>
</tr>
<tr>
<td>Classmate or Friend</td>
<td>4</td>
</tr>
<tr>
<td>Other: SWACSM</td>
<td>2</td>
</tr>
<tr>
<td>Other: CSUN Representative</td>
<td>2</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
</tr>
</tbody>
</table>

100 Citizens Program Operations Manual

After training #1 and #2, students contacted the 100 Citizens Program Coordinator with the following questions and requests:

1. How did existing programs handle liability with recreation departments and the city?
2. Is there an existing proposal plan?
3. How do program and recreation department address equipment expenses?
4. How can our program recruit participants?
5. Further information on 100 Citizens’ history.
6. Accessibility of flyer template.
Chapter 5
Discussion

Strengths of Current Project

The 100 Citizens expansion served to establish the curriculum for future expansion trainings. After the first training in 2015, areas in need of improvement were identified. The decision to provide the itinerary the week of the event could have prevented more schools and students from attending the training since it did not allow interested students and registered students to be aware of what the training would entail. This suggests the importance of providing organizational materials well in advance.

After the first training, it was discovered that the training was too long and tiresome for many students. There were not adequate breaks for students to socialize and ask questions. Lastly, the initiation of the personal follow-up period after the training was delayed in order to allow students adequate time to start the initial steps and to identify questions regarding program expansion. The delay could have been a reason as to why students did not pursue the initial steps. Momentum may have been lost and more timely encouragement and motivation may have increased participation in the actual initiation of the 100 Citizens Program.

The second training session was reduced to one day, primarily because students traveled great distances to attend the training and their school schedule limited their availability to be present more than one day. The itinerary was provided in advance through email and the 100 Citizens website (100Citizens.org) and more breaks were incorporated into the agenda which allowed CSUN students to meet and greet all attendees. Although marketing began five months in advance, the second training was not
as successful as was expected with a lower number of schools and students registered. Given reasonably high attendance in the first training session and modifications based on lessons learned, it was anticipated that there would be a reasonably high attendance.

**Conclusion**

It is hypothesized that, given the low response to communications, many of the department chairs and faculty from the various universities did not distribute the information to their Kinesiology students. The department chairs in some departments had changed over the course of the last two years and therefore some were not familiar with the program, and there was no inquiry from those individuals.

The insufficient support from faculty resulted in a limited method of communication and resulted in the reliance on student organizations, such as the majors clubs, which was very ineffective. In some institutions, there was no majors club, and therefore without department chair assistance, there was no means of reaching the students.

Recognizing the challenge of reaching students, the supporting faculty from CSUN hosted a presentation at the 2015 Southwest ACSM meeting that included an article in the fall newsletter which was sent out to all attendees of the fall 2015 meeting. Despite this, attendance at the session was low which suggests a challenge that falls outside the scope of this thesis. The challenge recognized is that it is very possible that the majority of Kinesiology departments do not view the public’s health as a direct responsibility of the faculty or the students and therefore are not educating their students on the specific contributions students can make to increase physical activity in their community. In other words, students are being taught what to do but not necessarily
encouraged to create programs to apply their education. Faculty have an extreme
influence on their students. Although the program is student-run, the support of a faculty
sponsor will encourage students to partake in the training and would be very beneficial
for students during the initial steps.

As a result of the 100 Citizens Expansion Training sessions, two CSUs and a
private university accomplished all four steps and founded 100 Citizens Programs for
their university: SF State, CSU Stanislaus, and Biola. The low attendance rate may reflect
the cost of travel to San Fernando/CSUN and suggest that the next step for the expansion
is to take the trainings directly to the universities rather than having the students travel to
CSUN. This of course requires funding to support the traveling cost of the training team.
This option will eliminate any travel conflicts, allow students to learn in their own
environment, and increase the number of students recruited for the training. In addition,
it is anticipated that by bringing training to the distant universities, this will eliminate the
required follow up after a team visits CSUN by being there to take them through the same
steps the 100 Citizens Program Coordinator went through in starting the fourth park for
CSUN. 1) Identify the students to deliver the program, 2) Identify the park location and
create a collaboration between the university and the park, 3) Train the students and
establish the leadership infrastructure, 4) Assist in the initiation of the program and install
a testing program to permit research and documentation of outcomes.

This thesis project establishes that undergraduates have the ability to start a 100
Citizens Program after undergoing the Program Expansion Training and utilizing the 100
Citizens Program Operations Manual (Truncali et al., 2010). Kinesiology students are
capable of developing, coordinating, and implementing a training program to train other
students to create their own program. Evidence is provided by the university programs that were successful in fully implementing the 100 Citizens Program. Completed implementation was lower than expected, suggesting that it may take very motivated students to bring information home and do the work over 6-12 months to bring the program to a realization. Based on the low number of attendance from the second training, it is suggested that a higher return rate will occur by reversing the process and bringing the training to the university since it will allow CSUN students to have better control of student recruitment for various schools.
References


100 Citizens is a FREE exercise community program implemented in public parks. Kinesiology students lead group exercise and develop exercise programs targeting all components of fitness. The purpose of 100 Citizens is to meet or exceed the Centers for Disease Control and Prevention’s (CDC) minimum recommendations for physical activity. The 100 Citizens Expansion Workshop will be led by California State University, Northridge students and will highlight the steps necessary to implement this unique affordable, replicable, and sustainable program. Develop communication and leadership skills, work with a team, and be challenged to think on your feet!

Saturday, February 20, 2016
8am – 5pm
San Fernando Recreation Park
208 Park Ave. San Fernando, CA 91340

Join CSU Northridge, San Francisco State University, and CSU Stanislaus in the efforts to promote physical activity through 100 Citizens

Pre-Day Event: February 19, 2016
Friday Morning Matadors (FMM) – 6:30am-7:30am
Workout with CSUN students, staff, and faculty and KIN students
Meets at CSUN.
100 Citizens: Helen Keller Park – 12:30pm – 2:00pm
Visit the newly added program in South Los Angeles.

Meet & Greet
Friday, February 19th
7pm 9pm
Details will be provided upon registration

Register by February 15, 2016 with Marisol Diaz at msdiaz4123@gmail.com
Expansion Workshop
Registration

To register for this workshop, submit the following registration form to msdiaz4123@gmail.com. Priority deadline is February 12th.

STUDENT AND/OR FACULTY INFORMATION

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Last Name:</th>
<th>Class Standing:</th>
</tr>
</thead>
</table>

☐ Male ☐ Female

School:

Contact Number: Address:

Email:

EMERGENCY CONTACT PERSON

<table>
<thead>
<tr>
<th>Name:</th>
<th>Relation:</th>
</tr>
</thead>
</table>

1st Phone Number: 2nd Phone Number:

Any medical condition or allergies that we should be aware of?

Please check ALL applicable boxes:

☐ Pre-Day Event: February 19, 2016 ☐ Saturday, February 20, 2016
☐ Friday Morning Matadors (FMM) – 6:30am-7:30am ☐ Workshop – 8am-5pm
☐ 100 Citizens: Helen Keller Park – 12:30pm – 2:00pm.
☐ Meet & Greet Friday – 7pm-9pm

To help students with travel costs, California State University, Northridge (CSUN) students are willing to provide workshop attendees room and bed, free of charge on Friday, February 19th or/and Saturday, February 20th. Are you interested in staying overnight with a CSUN student?

☐ Yes ☐ No

Please select which day(s) you will be interested in:

☐ Friday ☐ Saturday

*Keep in mind that space is limited and will be offered on a first come, first serve basis.

How did you hear about this event?

☐ Faculty ☐ 100Citizens.org ☐ Friend/classmate ☐ Other: _______________________

Why are you interested in attending the workshop?

Please contact Marisol Diaz at msdiaz4123@gmail.com or Jazmyn Jasso at jazmyn.jasso.645@my.csun.edu for further information.
Appendix B: Program Expansion Training Itinerary

Saturday, February 20, 2016

We will meet at San Fernando Recreation Park where 100 Citizens originated from.

7:30am-8:00 – Check-In

- All attendees will obtain their name-tag, sign release forms, and obtain workshop packet.
- Light breakfast: granola bars and bagels, coffee, and water will be provided.
- Street parking will be accessible along Park Ave. and First St. For additional parking, a parking lot is located on the corner of Park Ave. and Fourth St., which is right next to the pool facility.

8:00am-9:00am – San Fernando Program

- 8:00-8:10am - Attendees will meet in the Multi-Purpose Room to split into 2 groups to receive a tour of the program. Led by Hector and Carmen.

9:00am- 9:15am – Break

- Meet current students. “Ask it basket” will be available for attendees to ask questions for participant and students.
- Meet in the Multi-Purpose Room.

9:15am – 9:50am – Session 1: Structure of Program and its Purpose

- Learn the history and purpose of 100 Citizens and the importance of partnerships with public parks.
- Listen to park directors’ positive experience with 100 Citizens.
- Jansel will speak on behalf of San Fernando and Natalie will represent L.A. County.
- Meet in the Multi-Purpose Room.

9:50am –10:10am – Session 2: Administration

- Overview of 100 Citizens administrative work will be discussed, such as participant registration process, liability forms and data collection.
- Meet in the Multi-Purpose Room.

10:10am – 10:50am – Session 3: Leadership and Student Expectations

- Learn the program’s structure that will ensure program growth and student development.
- Meet in the Multi-Purpose Room.

10:50am - 11:20am – Panel Led by Esteban

- Hear from students of different universities who expanded 100 Citizens in the last year.
- “Ask it Basket” questions will be asked.

11:20am – 11:30am – Morning Wrap-Up

- Hear from students of different universities who expanded 100 Citizens in the last year and who part of 100 Citizens are currently.
- “Ask it Basket”
- Meet in the Multi-Purpose Room.

11:30am – 12:30pm – Lunch Break

- Attendees will provide their own lunch. See attachment for a list of restaurants in San Fernando.

12:30pm – 1:45pm – Introduction to Break Out Sessions

Description of the break-out sessions.

Break-out Sessions

12:45pm-1:25pm: Break Out Session 1:  1 - 40 minute sessions

1. How to work with Seniors Led by Emily
   - Learn how to address fitness needs of older adults and how a purposeful exercise plan can improve the quality of life of older adults. Meet in the Gym.

2. Making it Safe for All Led by Alexia and Emily
   - Learn about exercise modifications and what is required to make exercise program safe. Meet in the Multi-purpose Room.

1:30pm – 2:10pm: Break Out Session 2: 2 - 40 minute sessions

1. How to create an exercise plan for your program Led by Steven
Appendix C: Program Expansion Training Survey

CSU Expansion Training Survey

Please select one answer for questions 1 - 4.

1. Gender:
   - Male
   - Female

2. Class standing:
   - Sophomore
   - Senior
   - Other

3. Race/Ethnicity:
   - American Indian
   - Hispanic or Latino
   - Asian/Pacific Islander
   - White
   - Black
   - Other

4. What is your current Kinesiology option?

5. How confident are you that you will be able to acquire a job related to Kinesiology?

6. What career setting do you currently plan to pursue?

7. What experiences do you have with internships or volunteer programs related to Kinesiology?

8. Does your school provide students an internship where students can apply the knowledge they have gain in class? If so, what kind of program?

How satisfied are you...

9. With the 100 Chinese Program guided tour?
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - Unsatisfied
   - Extremely Satisfied

10. With Session 1: Structure of Program and its Purpose?
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7
    - 8
    - 9
    - 10
    - Unsatisfied
    - Extremely Satisfied

11. With Session 2: Administration?
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7
    - 8
    - 9
    - 10
    - Unsatisfied
    - Extremely Satisfied

12. With Session 3: Leadership and Student Expectations?
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7
    - 8
    - 9
    - 10
    - Unsatisfied
    - Extremely Satisfied

13. With the Panel 1 presentation by Jerry and Diana?
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7
    - 8
    - 9
    - 10
    - Unsatisfied
    - Extremely Satisfied

14. With the Panel 2 presentation by San Francisco and Jessica?
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7
    - 8
    - 9
    - 10
    - Unsatisfied
    - Extremely Satisfied

15. List 3 things you enjoyed most about the workshop:
    - *
    - *
    - *

16. List 2 things you least enjoy about the workshop:
    - *
    - *

17. Was it easy to follow the training with the program manual at hand?
    - Yes
    - No

18. Which 2 breakout sessions did you attend?

19. Which 2 breakout sessions did you most enjoy?
    - *
    - *

20. How confident do you feel in expanding 100 Chinese program to your school?
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7
    - 8
    - 9
    - 10
    - Unsatisfied
    - Extremely Satisfied

Additional Comments: 

---

35
Appendix D: 100 Citizens Program Operations Manual

MISSION AND VISION STATEMENT

Our purpose is to provide the community with a structured free exercise program intended to meet or exceed the Centers for Disease Control and Prevention’s (CDC) minimum recommendations for physical activity and to provide the community with knowledge of proper nutrition and health to achieve a healthy lifestyle and to reduce the risk for development of chronic diseases, such as diabetes.

100 Citizens is designed to be affordable, replicable, and sustainable with the delivery of the program by university Kinesiology students. The goal is also to provide students with a hands-on experience to apply their education while improving the health and well-being of their surrounding communities. As this community work is relevant to their education, students will gain valuable skills in terms of exercise instruction, communication skills, and obtaining a better understanding of the importance of exercise and a healthy lifestyle. Furthermore, students will gain leadership and organizational skills not offered in the classroom. By being successful, this program displays the need to create permanent and sustainable fitness programs for the public and assist in replicating student-lead fitness programs to more parks throughout California, with the goal of creating healthy communities in each city where the program is established.

As a result of the 100 Citizens Program, participants will become more physically active and educated in nutrition and exercise, and will serve as role models to their families, friends, co-workers, and others in their community. Associated with the program delivery is the intention to introduce to both the Parks and Public Health field the exercise expertise of the academic discipline of the Kinesiology professional with the
intention to encourage job creation in both institutions with Kinesiology as a requirement in the job description.

I. 100 CITIZENS PROGRAM OVERVIEW

Through the implementation of the 100 Citizens Fitness Program, student volunteers raise awareness of the risk of chronic diseases, such as diabetes and obesity, among the community, as well as provide ways to decrease the risk of these given illnesses.

Each group in the 100 Citizens Fitness Program engage in 60 minutes of exercise and focus on the five components of physical fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition (along with agility and balance).

Adult Group (18+)

- “Let’s Get Moving” (Introductory Group): The Introductory Group focuses on modified, low intensity and low impact exercises. This group is geared towards individuals who have never exercised, or who have not exercised for an extended period. These individuals focus on learning the basics and correct form of various exercises.
- “Active Lifestyle” (Intermediate Group): The Intermediate Group focuses on moderate, intensity and moderate impact exercises. The individuals in this group focus on perfecting exercise form, and working at a higher intensity level than the Introductory Adult Group.
- “Performance” (Advanced Group): The Advanced Group focuses on high intensity and higher impact exercises. The individuals exercise at
a higher skill level than both the Introductory and Advanced Adult Groups, focusing on more advanced exercises.

*60 minutes of exercise for the Adult Group consist of a 7-minute warm up, four 12-minute stations (upper body, lower body, core, and cardio), and a 5-minute cool down. *See Appendix B, for a more detailed description of fitness level along with an introduction to exercise programming

**Senior Group (18+)**

- The Senior Group focuses on exercises ranging from very modified, low intensity, and low impact to moderate, mild intensity, and mild impact. These individuals work on fall prevention, training to improve activities of daily living, and promoting overall physical activity.

**II. Establishing a 100 Citizens Program**

Since its establishment in San Fernando, California in 2011, 100 Citizens has proven to be sustainable with the utilization of student intern/volunteers from CSUN Kinesiology Department. Furthermore, it has also proven to be replicable by taking the program model from San Fernando to expand to three sites over a span of four years. Being well acquainted with each aspect of the program is important in order to minimize time spent in creating a plan of execution and creating an infrastructure that permits expansion. The following four steps were documented during the expansion to a new location within Los Angeles City. Presently, the park operates in three park organizations; San Fernando, Los Angeles City, and Los Angeles County.
1. **Recruit Students**

   Before starting 100 Citizens, a team of students need to be assembled. This program is a student run program, therefore the recruitment of students is very crucial for the program to have the capacity to start and implement. To recruit students, student leaders will contact faculty to make announces in Kinesiology classes, hold informational meetings about the program, etc. During the recruitment phase, two students will be identified as the Program Director and Exercise Director. Information on responsibilities are found under Chapter V: Student Volunteer Levels Overview and responsibilities.

2. **Location and Appropriate Individuals to Contact**

   The Directors and the team will research and locate potential local public parks in conjunction with the park organization the program will be collaborating with. The park that is identified should have an existing office on-site. An office on-site will ensure access to park personnel, which will be convenient for determining equipment storage, assistance during emergency situations, and daily operations. Program Director can communicate with Dr. Steven Loy for assistance in the contacting phase. The Program Director will be designated as the main contact to represent the program.

   a. The Program Director will contact the public park district supervisor and/or park director and schedule a meeting to present a program proposal, which entails the program history, description, and program structure. Refer to Appendix B for Program Proposal. The team and faculty sponsor will discuss the following with park personnel:
● Program infrastructure, such as how the program is solely run by students

● Procedures to become volunteers within the park system and the understanding that the program will be effectively run as a park program with the park responsible for the volunteer’s actions. Ideally, the park should hire one of our students as an employee to oversee the program.

● Explore the idea of providing students with the opportunity to earn internship credit.

● Weekly days and times available to implement program

● Park required documents for participants to enroll into the program, such as a registration form or questionnaire

● The purchase of equipment for the program (See Appendix J for Equipment List)

After program has been approved, establish the following with the park:

● Area for program implementation

● Area to hold program during inclement weather

● Storage of equipment and legal documents

● Access to printer and/or computer

● Method of marketing the program

● Park staff assisting with program and their contact information

b. Most universities provide students with the opportunity to earn academic credit through off-campus internships. Each school varies with policy,
therefore if interested in offering internship credit at your site, contact your University Internship Coordinator for the Kinesiology Department to inquire internship requirements.

- Most internship sites must establish a memorandum of understanding (MOU) between the university and the agency, which in this case is the park. MOU defines the joint agreement and purposes between two or more parties.
- If the university requires a site internship supervisor, the park supervisor or park director will need to provide a designated park staff to oversee internship students or oversee the Program Director.

* Although faculty can provide additional assistance and guidance for students during the initial steps, such as attending meetings with park personnel, students are capable to establish the 100 Citizens without a faculty sponsor. A faculty sponsor is not absolutely necessary.

3. Meet With Your 100 Citizens Team

After establishing a start date, the Program Director and Exercise Director must coordinate and implement a mandatory Student Training (workshop) and Orientation to introduce the following information to the team:

- Paperwork required to become volunteers.
- Introduction of the program registration process (Completion of park form and Physical Activity Readiness Questionnaire) and instruction on how to complete the forms.
• Introduce the 100 Citizens structure, student expectations, student responsibilities and role/position, process of registering the participants, and methods of communication.

• Overview of basic body weight exercises and exercises for the equipment. It is very important to emphasize the importance of demonstrating exercises correctly in order to have participants exercise in a safely manner.

4. Launch Day

In the beginning of 100 Citizens, the program begins with one group: Let’s Get Moving. As the program continues to grow, reaching 20-25 regular participants, and participants have mastered the basic body weight exercises, then a Healthy Lifestyle Group will be added. Once the number of participants in Let’s Get Moving and Healthy Lifestyle maintain an attendance of 20-25 participants each, then Performance will be offered. In the process of adding new groups, the current participants will advanced through the groups based on the ability to perform exercises correctly and level of intensity.

In order to guarantee quality control, for every 10 participants, there should be a minimum of one Lead Instructor and one Assistant Instructor in addition to the Program and Exercise Director. For a program that has 30 participants, a minimum of three Lead Instructors and three Assistant Instructors will be required.
Student Recruitment

A key aspect of the program is being able to recruit enough quality volunteers/interns to deliver the program for each semester (spring, summer, and fall). Various recruitment strategies are used in this process:

- Information table at special events on school campus at the beginning and end of the fall and spring semesters.
Mass emails sent out through the Kinesiology Majors Club and through faculty email list.

Flyer distribution of informational meetings.

Informational meetings (advertised using flyers placed throughout department)

Open house sessions, in which students are invited to attend and observe the program.

Previous and current student volunteers are asked to recruit other responsible students who may be interested.

Class visitations by current leaders and motivated interns for the current semester has proven to be very effective.

**Student Qualifications**

Before being considered to be a part of the Program, students must complete the following no later than 2 weeks after the first day of the semester (spring, summer, or fall):

1. Application
   - Current Degree Progress Report
   - Professional resume to Program Director and/or Exercise Director.
   - Copy of a current CPR/AED and First Aid certification
   - Complete Live Scan and student volunteer agreement forms per park regulations
     (See Appendix C)
   - Completion of 3-12 units of Upper Division coursework is preferred which may include the following courses: Applied Anatomy, Motor Learning, Biomechanics,
Exercise Physiology, Research in Exercise Physiology, and Motor Development. Exercise experience is very helpful though the quality should be evaluated.

- Completed a pre-evaluation with Program Director and Exercise Director (See Appendix A)
- Engage in 2-3 sessions and commit to at least 2 (two) a week

2. Commitment

- Attend mandatory orientation meeting and training(s)
- Availability of a minimum of 2 days a week for a full semester.

3. Skills

- Possess a positive attitude and leadership ability.
- Ability to clearly describe, demonstrate, and lead participants through exercise routines.
- Ability to demonstrate variation and modify exercises to the needs and capabilities of different program participants.
- Hold a group fitness and/or personal training certification from a nationally recognized certifying organization would be preferred (i.e., ACSM, AFAA, NASM, or NSCA). (MAY NEED TO KEEP ONLY IN RESPONSIBILITIES SECTION)

After completing the requirements, students will be placed to work with the Let’s Get Moving, Active Lifestyle, or Performance group based on experience, ability to instruct and modify exercises, Spanish or foreign language-speaking ability, and availability.
*All student information* (email, availability, group placement, strikes, check-list of requirements, etc.) is tracked on a spreadsheet on Excel. (see Appendix H for sample)

*All student paperwork* (application, copy of CPR/AED-First Aid Certificate, Volunteer Application, etc.) is held in a 3-ring binder, and stored in the front desk of 100 Citizens site or available space with easy accessibility.

**Participant Recruitment**

- Invite people to observe the program during their visit at the park
- Distribute flyers at local schools, churches and small businesses (See Appendix D)
- Provide a demonstration and information of the benefits of exercise program at special events, such as health expos
- Encourage current participants and student volunteer/interns to invite friends, families, and others
- Online website: [www.100Citizens.org](http://www.100Citizens.org)
- Promote the program through social media, such as Facebook, Instagram and Twitter
- Monthly flyers in city’s water bill (not applicable in certain cities) or local newspaper, or in free “newsletters” that are distributed in many locations
- Flyers displayed at park facilities

**Participant Requirements**

Before enrolling in the 100 Citizens Program, participants must complete the following on the day of registration. Participant registration will be facilitated by a student
volunteer at the Information Table (See Appendix G for Information Table Instructions) during program hours.

- **Registration Forms**
  
  a. Physical Activity Readiness Questionnaire (PAR-Q) (See Appendix E)
     
     - If a participant answers “yes” to one or more questions, a physician’s clearance with signed approval to exercise is required before engaging in the program
  
  b. Park Form (see Appendix F)

- **Blood Pressure**
  
  a. Equipment: Omron 10 Plus Series Upper Arm Blood Pressure Monitor or similar. If staff is skilled, stethoscope and sphygmomanometer can be used.
  
  b. After successfully completing registration forms, a student will take blood pressure with the following steps:
     
     1. Ask participant if they have consumed caffeine or have performed any physical activity prior to measuring blood pressure
     2. Instruct the participant to sit still on a stable chair with back supported and feet flat on the floor for 5 minutes
     3. Follow instruction on blood pressure monitor and take participant through protocol
     4. Record measurement on participants’ PAR-Q (blood pressure, heart rate, date, and time)
c. If blood pressure is less than 140/90 (both variables), and answered “no” to all PAR-Q questions, participants are cleared to exercise.

- If blood pressure is greater than or equal to 140/90 (either variable), have the participant sit in a relaxed position for 5 minutes and re-test
- If blood pressure is still greater than or equal to 140/90 (either variable), instruct the participant to obtain a physician’s clearance with signed approval to exercise in order to engage in the program

*All participant paperwork (registration forms, PAR-Q, contact information, etc.) is held in a 3-ring binder, and stored in the front desk of program site or available space with easy accessibility.

**Participant Placement**

Once registration is complete and cleared, participants will be placed in the Let’s Get Moving or Senior Group.

- If a participant excels during high and low intensity in the Let’s Get Moving Group and demonstrates to possess a basic understanding of exercise, it will be under the Exercise Director’s discretion on whether to advance the participant to the Active Lifestyle Group.
- Once a participant has been with the Active lifestyle, holds a basic understanding of exercise knowledge, and displays proper form of basic exercises at moderate, mild intensity, they are eligible to move onto the Performance Group.
• Alternatively, as groups are established, a “qualifying test” may be administered to ensure participant can perform exercises considered minimal capacity for the group.

*It is under the Program Director and Exercise Director’s decision to determine the placement of the participant. All decisions should be based on the participants’ performance.

Participant Responsibilities

Participants’ attendance will manually be checked-in upon their arrival to the program each day by a Director or Assistant Director onto a sign-in sheet.

• Sign-in sheet will be divided by fitness groups (Let’s Get Moving, Active Lifestyle, Performance, and/or Senior) and will be organized in alphabetical order by participants’ last names.
  a. New registrants will be added to the sign-in sheet on the same day as registration. If participant is required to provide a Physician’s clearance, it shall be noted on the sign-in sheet next to the participant’s name.

• Sign-in sheet will cover four weeks’ worth of attendance and will only have the current participants who have attended the program within three months

• Attendance Tracker (Excel Spreadsheet)
  a. The electronic tracker is divided into three sections representing each fitness group and the participants within each (Let’s Get Moving, Active Lifestyle, Performance, Senior)
b. Once the sign-in sheet is full, attendance is recorded onto spreadsheet per participant, per day, denoted by inserting “1” into each respective day
   o Attendance is uploaded electronically every four weeks by a reliable student chosen by Program Director
   o A new excel spreadsheet is created each semester (Spring, Summer, Fall)

VI. STUDENT VOLUNTEER POLICIES AND EXPECTATIONS

Meetings and Trainings

Directors and Lead/Assistant Instructors are required to attend the initial orientation and Student Training sessions (workshops) that are scheduled at the beginning and throughout the term/semester. If a student is unable to attend a training session they must notify the Program Director and Exercise Director ahead of time.

- Student Trainings are coordinated by Exercise Directors and Program Directors.
- Trainings involve a review on proper form and techniques of basic body weight exercises, and exercises using various equipment, such as resistance bands. All volunteers must come prepared and dressed to exercise, as most of the meeting will entail practical training.
- The initial park orientation is led by Program and Exercise Director and lasts approximately 30-minutes.
  o Provides an overview of roles, punctuality, communication, equipment storage, participant registration, day-to-day duties, exercise instruction, emergency procedures, etc.
**Appropriate Attire**

Program Directors, Assistant Directors, Lead Instructors, and Assistant Instructors will be required to wear appropriate attire and nametag for each class. All instructors should arrive properly dressed for class with clothes that allow participants to clearly see form and alignment.

The student’s appearance will reflect the program’s level of professionalism, therefore clothes that are worn must have a neat appearance and instructors must wear appropriate workout attire for the type of class they are teaching. Inappropriate workout attire are open toe shoes, tank tops, cut-off shirts, or skin-tight/revealing shorts.

**V. Student Volunteer Levels Overview and Responsibilities**

![Diagram showing levels of responsibility]

- **Level 4:** Program and Exercise Director
- **Level 3:** Assistant Director
- **Level 2:** Lead Instructor
- **Level 1:** Assistant Instructor
100 Citizens provides students an opportunity to grow professionally by establishing roles and responsibilities for every student. Assigning positions will give students an understanding of what is expected from them as volunteers.

**Level 1: Assistant Instructors**

The responsibilities of an Assistant Instructor involves:

- Arriving on time
- Observing participants exercising
- Giving cues for certain body movements
- Motivating participants
- Maintaining professionalism
- Assisting with set-up and tear-down
- Assisting with instruction
- Working under the Lead Instructor
- Maintaining a CPR certification

**Level 2: Lead Instructor**

The Lead Instructor’s role involves being able to complete the roles and responsibilities of an Assistant Instructor, along with the following responsibilities:

- Being familiar with Program expectations and procedures
- Giving advice to assistant instructors during instruction
- Leading groups or stations in exercise sessions
- Ensuring all participants use correct form
- Modifying exercises
• Handling an emergency situation
• Being aware of participant injuries caused within or outside of program
• Explaining which muscles are being used during exercises
• Being a role model for the Assistant Instructors

Level 3: Assistant Director

The Assistant Director’s role involves being able to complete the roles and responsibilities of an Assistant Instructor and Lead Instructor, along with the following responsibilities:

• Managing a group of student volunteers/interns and participants in a professional manner
• Working under the supervision of the Program and/or Exercise Director
• Assisting in writing and implementing daily exercise agendas
• Checking-in participants
• Documenting all incidents on incident report forms, being able to delegate Lead and Assistant Instructors
• Assisting with assigning participants to appropriate fitness level
• Having the ability to modify exercises
• Testing volunteers/interns to make certain they are familiar with what they are instructing
• Responding and assisting in handling emergency situations
• Modifying exercise agenda when needed
• Consulting with Program Director of any changes or issues at hand
• Ability to substitute for Program or Exercise Director when needed
- Having experience with exercises and understanding of human physiology/anatomy and filling in as a Lead Instructor if needed.

**Level 4: Program Director (Adult and Senior Group)**

The Program Director’s role involves being able to complete the roles and responsibilities of an Assistant Instructor, Lead Instructor, and Assistant Director, along with the following responsibilities:

- Being the liaison between park personnel and 100 Citizens
- Responsible for the daily support for implementation of the program,
- Working side-by-side with Exercise Director and Senior Program Director
- Ensuring volunteers/interns are professional during hours of operation
- Motivating participants to maintain attendance
- Keeping record of participant and student volunteer/intern attendance and completed paperwork required by park/university which may include student assignments designated by university.
- Updating rosters (monthly)
- Ensuring all students are following procedure of operations
- Evaluating Assistant and Lead Instructors’ performance
- Providing feedback to Assistant and Lead Instructors
- Maintaining communication with Assistant Director(s) and/or Exercise Director
- Communicating with participants during or after sessions to gain feedback
- Screening grounds for safety hazards
- Taking active measures during emergency situations
- Ensuring participants are safe at all time, such as clear from any moving vehicle
• De-escalating situations
• Providing basic health-related advice to participants and answering questions
• Training all volunteers to be effective, efficient instructors
• Ability to delegate
• Overseeing participant registration
• Assuring participants respect volunteer/interns at all times
• Maintain record of all volunteers and ensure required paperwork has been completed (If applicable)
  • Provide permission numbers for Kin 494 Interns
• Working in conjunction with Exercise Director to coordinate student training
• Communicate with faculty responsible if existing and appropriate

**Level 4: Exercise Director (Adult and Senior Group)**

The Exercise Director’s role involves being able to complete the roles and responsibilities of an Assistant Instructor, Lead Instructor, and Assistant Director, along with the following responsibilities:

• Creating daily exercise agendas for students to follow
• Working side-by-side with Program Director
• Motivating participants to maintain attendance
• Ensuring participants are signed in at the beginning of the program
• Evaluating Assistant and Lead Instructors’ performance
• Providing feedback to Assistant and Lead Instructors
• Communicating with Assistant Director(s)
• Communicating with participants during or after sessions to gain feedback
• Screen grounds for safety hazards
• Taking active measures during emergency situations
• Ensuring all participants are safe at all time, such as clearance from any moving vehicle
• De-escalating situations
• Training all volunteers to be effective, efficient instructors
• Ability to delegate
• Assigning new participants to appropriate exercise level
• Assuring participants respect volunteers/interns at all times
• Coordinating student trainings

*Program and Exercise Directors work together to implement the program. Both individuals need to be familiar with each other’s responsibilities.

**RESPONSIBILITIES**

1. **Daily**
   a. **Punctuality**
      • Arrival time no later than 8:00am (3 tardies results in 1 strike, 3 strikes are grounds for termination from the program)
      • All students sign-in with the Program Manager
      • All students required to attend until 9:45am-10:00am to debrief and assist with cleanup
   b. **Attire**
      • Must be properly dressed in exercise clothing and shoes
• The following is not allowed: tank tops/cut-off shirts, jeans, short-shorts, midriff showing, hats worn backwards or sideways

c. Exercise Instruction

• Students are held responsible to read and understand all information in emails and exercise agendas (sent by 12:00pm on the day prior)

d. Info Booth

• One student is assigned to register participants

• Includes three registration forms and taking blood pressure

• Once registration concludes, program flyers are distributed to park-goers for the remainder of time

2. Marketing

a. All students must complete 5 marketing hours throughout the semester which is included as part of their internship hours

b. May include visiting local community businesses or special events to promote the program

c. Marketing opportunities announced throughout the semester via email from the Program Manager

3. End of Semester

a. Post-Evaluation

• All students will engage in a 15-minute post-evaluation with the Program Director, Exercise Director, and Program Manager to discuss semester performance
b. Reflection—1-2 page reflection on the student's semester experience, answering the following questions:

- What did you learn from working with the community?
- How are you going to apply this experience in future endeavors?
  1. Have you discovered different routes that you can possibly take with being a Kinesiology major?
  2. Have you discovered different skills that you felt you did not have prior to this semester/joining 100 Citizens?
- What did you like/dislike about the program?
- Do you feel that your prior Kinesiology courses prepared you to instruct group exercise?
- Do you feel that you were trained enough to succeed in this program? Why or why not?
- Other paperwork as required by university.

V. PROGRAM PROCEDURES

The following is a set-up procedure for a class with an **8:30am start time**. Program hours may vary per park.

Set-Up Procedures

- **7:45am**: Directors arrive and open all storage areas to have equipment readily available, and have student volunteer/intern sign-in sheets and agendas prepared (See Appendix K for Adult and Senior Group agenda sample).
- **8:00am**: Lead and Assistant Instructors arrive to discuss the day’s agenda and tasks with the Directors. Exercise station set-up immediately follows. All students receive exercise agendas by 12:00pm on the day prior to review.

- **8:30am**: Participants arrive and the Fitness Program begins with a 7-minute dynamic warm-up led by a Lead or Assistant Instructor. Participant check-in process is provided by the Directors or Assistant Director(s).

- **8:37am – 9:25am**: Four 12-minute exercise stations to target different muscle groups while maintaining an elevated heart rate and exercise intensity incorporating aerobic and strength training. Aerobic exercise will be performed at variable intensities, depending on group level. Strength training may include the use of resistance bands and body weight exercises focusing on each major muscle group (including upper body, lower body, and core). Stations will be led by Directors, Lead Instructor, and Assistant Instructors.

- **9:25am – 9:30am**: Fitness Program ends with a 5-minute cool-down led by a Lead or Assistant Instructor, incorporating stretching and breathing techniques.

- **9:30am – 9:45am**: Program Directors provide feedback to Lead and Assistant Instructors on their performance during the Fitness Program. Equipment is returned to storage areas.

- **9:45am – 10:00am**: Directors will review new participant applications, update rosters, gather attendance numbers, lock storage areas, and discuss any issues with the Park Staff.
Fitness Program Locations

Park supervisor will designated space for fitness program and for an alternative location in case weather does not permit outdoor exercise.

If it is known ahead of time that the Fitness Program will need to be conducted indoors, the Park Staff will be responsible for opening the facility for the Directors, Lead Instructors, Assistant Instructors, and participants. A back-up plan needs to be establish in case unforeseen circumstances arise and the Park Staff is unable to open the facility.

Upon arrival, the Directors must carefully check the location for any problems or unsafe conditions. Any facility problems must be reported to the Park Staff.

Quality Control

- Program, Exercise, and Assistant Directors observe the Lead and Assistant Instructors throughout the semester in order to provide constructive criticism on the students’ performance. Feedback will teach the student how to effectively instruct exercises with the proper form. Lead and Assistant instructors are held accountable for all the feedback that is given to them.

- In addition to the daily feedback, a mid-semester evaluation will be completed for all students by the Program and Exercise Director. The evaluation will permit the director to identify areas that the students must improve on for the remainder of the semester. (see Appendix A)

Necessary Documents for Fitness Program Administration

- Sign-in sheets, accident/incident report forms, equipment maintenance sheets, class schedules, flyers, safety checklist and contact lists will be kept in a designated area.
• If any documents are running low, the Park Staff must be notified as soon as possible so that more copies may be made.

Fitness Program Cancellation

In the event that the Adult and Senior Fitness Program need to be cancelled due to weather or unforeseen reasons, Park Staff must be contacted immediately.
Appendix A: 100 Citizens Pre- and Mid- Semester Evaluations

Pre-Evaluations (Interview)

Purpose of the pre-evaluation is to give the potential volunteer/intern a glimpse of how serious our program is.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. Tell me a little about yourself.</td>
<td>Allows the director to get to know the student and if they themselves engage in regular exercise.</td>
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<tr>
<td>a) What are your hobbies?</td>
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<tr>
<td>b) What physical activity (exercise) plans/workouts do you participate in?</td>
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<tr>
<td>2. What is work and school/schedule like?</td>
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<tr>
<td>3. What’s your availability?</td>
<td>Will raise a red flag to see if student can commit.</td>
</tr>
<tr>
<td>a) What is your availability outside of the program?</td>
<td>For question 3a, please elaborate that the program does require time outside of the program for additional training, meetings, marketing, etc.</td>
</tr>
<tr>
<td>4. What are your career goals?</td>
<td>Provides you with an idea of the area of interest they have and can help you see what additional task you can delegate to them.</td>
</tr>
<tr>
<td>5. What experience do you have with group exercise?</td>
<td>Provides you an idea of what experience they have instructing.</td>
</tr>
</tbody>
</table>
### Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td><strong>a)</strong> How comfortable do you feel in front of a group of 20+ participants?</td>
<td></td>
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<tr>
<td><strong>6.</strong> How would you instruct the participants to perform the _____________ exercise (director selects exercise)?</td>
<td>Have them instruct the exercise you select for them. Having them provide a modification gives you an idea on how familiar they are with the exercises.</td>
</tr>
<tr>
<td>a) If a participant was having difficulty performing the exercise, how would modify it to make it easier (regression)?</td>
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<td>b) How would you modify the exercise to make it more challenging (progression)?</td>
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<tr>
<td><strong>7.</strong> Imagine you are leading a station with 10-15 participants and you notice that the participants are bored and not engaged in the exercise routine, what action will you take to increase the energy within the group?</td>
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<tr>
<td><strong>8.</strong> What would you say are three strong qualities that you have?</td>
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<tr>
<td><strong>9.</strong> What would you say are 3 areas/qualities that need improvement?</td>
<td>Question 9a. is an alternate way to ask about weaknesses.</td>
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<tr>
<td>Question</td>
<td>Description</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>a) If I were to call your boss right now and asked him/her what are three areas that you could improve on is, what would he/she say?</td>
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<tr>
<td>10. Have you been on our website?</td>
<td>Gives an idea if they have done their research on 100 Citizens. This question also serves as professional development.</td>
</tr>
<tr>
<td>a) What is our mission?</td>
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<tr>
<td>b) What makes you uncomfortable?</td>
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<tr>
<td>11. What do you want to gain from 100 Citizens program?</td>
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<tr>
<td>12. What can you contribute to the program?</td>
<td>Gives the interviewee an opportunity to highlight a special talent or skill that they can have and can benefit the program as a whole.</td>
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<tr>
<td>13. Why do you want to be part of this program?</td>
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<tr>
<td>14. Do you have questions for me?</td>
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</table>

At the end of the interview (pre-evaluation) take the time to mention to the interviewee any concerns that you may have, such as availability, and to remind them of their weaknesses that you expect for them to work on and how you will hold them accountable throughout the semester.
### Mid-Semester Evaluations

<table>
<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>1. What has been your experience this semester in the program?</td>
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<td>2. What do you think you have learned or gained so far?</td>
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<td>3. What would you say are three strong qualities that you have?</td>
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<tr>
<td>4. What would you say are 3 areas/qualities that need improvement?</td>
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<td>5. In your opinion, in what ways do you think the program can improve?</td>
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<td>6. Are they trying to advance within 100 Citizens?</td>
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<td>7. When they anticipate their grad date is, and if they plan on being involved that entire time?</td>
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<td>8. Availability during the upcoming semester? (Spring, winter, summer, fall)</td>
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<td>9. Provide students with a review of how they are doing in the program and identity areas to improve on for the remainder of the semester.</td>
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Appendix B: Program Proposal

100 Citizens Exercise Program
Program Proposal

100 Citizens is a free exercise program that educate adults and seniors on how to become healthier through a more active lifestyle. This program focuses on all fitness components, such as strength, endurance, cardio, and flexibility.

Overview:
In 2011, 100 Citizens was establish in the City of San Fernando, California as part of the graduate work of a student from California State University Northridge. The study aimed to provide a solution to physical inactivity and obesity with their associated diseases, which was and still is, deteriorating the health of America. Since then, the program has grown to facilitate 100 participants at San Fernando Recreation Park, has expanded to 3 additional parks in the San Fernando Valley and to 2 parks in South Los Angeles. In addition, Cal State LA, Cal State Stanislaus and San Francisco State University have adopted the program at a local park, near their university.

Cost:
The program has demonstrated to be affordable, replicable, and sustainable through the partnership between universities and public park systems. 100 Citizens is affordable and accessible since it is mainly run by volunteers, who have or are in the process of completing a Kinesiology degree. Based on the required coursework, such as functionally anatomy, exercise physiology, and motor development classes, Kinesiology students are capable to implement such program in the community. The program allows students professional development and an opportunity to practice what is learned in their Kinesiology courses, while providing a service to community members.

Structure:
Program is implemented for 1 hour, two or three times a week. The program participants will be required to complete a registration process which entails completion of a registration form (provided by program or park), completion of health questionnaire (PAR-Q) and blood pressure measurement. Blood pressure measurement will help ensure that potential participants are under 144/90 in order to prevent any contraindications before beginning the exercise program.

Proposal:
- In order to meet the recommended physical activity guidelines, 100 Citizens is requesting to use your outdoor or indoor facility, 2 or 3 times a week in the morning or evening, for a minimum of one-hour a day.
- Kinesiology students become agents of the park, by becoming volunteers
- Purchase of equipment for exercise program
- Free of cost for community members

Name of Person/Company/Gov’t Agency:
California State University, Northridge Kinesiology Department

Contact information for PERMITTEE:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Steven Loy</th>
<th>Title:</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>18111 Nordhoff St., Northridge, CA 91355</td>
<td>Phone:</td>
<td>818-677-3220</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:Steven.loy@csun.edu">Steven.loy@csun.edu</a></td>
<td>Fax:</td>
<td>818-677-3207</td>
</tr>
</tbody>
</table>

Location (park name - area within the park – plot plan): Lanark Park, Canoga Park, CA

Purpose: Conduct a Free community-based exercise, and health program

Term - (starting & finishing date): August 25, 2014 - ongoing (Fall, Spring, and Summer)
Appendix C: Student Agreement Sample

100 Citizens
Intern and Volunteer Agreement

Expectations

- Perform exercises properly
- Able to identify improper techniques
- Know stretches for major muscle groups
- Provide great customer service to the participants
- Maintain professionalism through speech and attire
- Maintain CPR/AED and First Aid certification

**A 3 strike rule is implemented. 3 strikes are grounds for termination.**

Communication

- It is your responsibility to communicate via email, text, or phone call, with the Exercise Director about anything that can prevent you from giving your full commitment to the program.
- If you have questions, concerns or need something, you are expected to ask.

Punctuality & Being Prepared

- 1.5 hours are given each time you are at the park.
  - 2 hours for DRP students
- You are expected to follow the agenda and to arrive on time. Time is set by Exercise Director
- It is your responsibility to read and understand everything in the emails and agendas. This also includes being familiar with the Information Table guidelines.
- Arriving unprepared can result in a strike.

Guidelines for being absent

- Absent: notification needs to be done at least 2 days to 1 week in advance
  - If interning, it will be your responsibility to find a way to make up for hours that you lost.
  - Once agendas are sent, it is your responsibility to be at the park.
- Out sick: notification on the night before or by 7am on the day of the program please.

Tardiness:

Arriving late or calling out at the last minute may result in a strike.

Attire

You are expected to arrive at the park, with proper shoes and clothing, ready to exercise.

The following is not allowed:

- Tank tops or cut off shirts/sleeves. All shirts need to have sleeves.
- Jeans
- Short shorts
- Midriff showing

- Sunglasses (depends)

Marketing

As a student intern/volunteer, you are required to complete 5 hours of marketing throughout the Spring semester. This may include visiting local community businesses or special events to promote the free program.

Marketing opportunities will be announced through email.

Notify your Program Director when you will be completing your hours so that your hours can be recorded.
Appendix D: Sample Letter for Business

To whom it may concern,

The students of California State University, Northridge are proud to present 100 Citizens, a FREE group exercise program at the Lanark Park Recreation Center in Canoga Park, CA. We invite you and your business/organization to partner with us, in order to spread the word about this community project. This partnership will serve to demonstrate your commitment to your community, as well!

There are a number of ways to partner with 100 Citizens:

- Post a flyer in your business or office-for your customers, guests, AND/OR employees
- Leave flyers for customers and visitors to take - in a lounge, dining area, or counters and display boards
- Allow CSUN students to distribute flyers in and/or around your business/office
- Donate In-kind contributions such as coupons, goods and services to further promote your business, service, or organization at a 100 Citizens exercise class!!
- Come to a 100 Citizens exercise class and meet the students and other residents who may be interested in your business, service, or organization

There are so many ways in which you and your business/organization can stay involved in the community. Here are the basics of 100 Citizens:

- Classes are open meet every Tuesday and Thursday at 8:30 a.m. to 9:30 a.m.
- Lanark Park address: 21816 Lanark St., Canoga Park, CA 91304
- Classes are FREE
- Workout at YOUR own pace!

For more information, visit our website at www.100citizens.org. Additionally, contact marketing lead Ruther Agonoy at: (818)434-0700 or email: rutherorland.agonoy.578@my.csun.edu.

A representative from 100 Citizens will be in touch to discuss how 100 Citizens can work for you!

Thank you for your time.

Sincerely,

Marisol Diaz
100 Citizens Program Director
805-415-5555
msdiaz4123@gmail.com

Lanark Park Recreation Center
City of Los Angeles, Department of Parks and Recreation
(818) 883-1503
LANARK_RECREATIONCENTER@LACITY.ORG

*A basic health check by CSUN students is required. 100 Citizens is intended for participants 18 years of age and older.
Appendix E: PAR-Q

PAR-Q & YOU
(A Questionnaire for People Aged 15 to 69)

Regular physical activity is fun and healthy, and increasingly more people are starting to become more active every day. Being more active is very safe for most people. However, some people should check with their doctor before they start becoming much more physically active.

If you are planning to become much more physically active than you are now, start by answering the seven questions in the box below. If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor.

Common sense is your best guide when you answer these questions. Please read the questions carefully and answer each one honestly: check YES or NO.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<td>☐</td>
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If you answered YES to one or more questions
Talk with your doctor by phone or in person before you start becoming much more physically active or before you have a fitness appraisal. Tell your doctor about the PAR-Q and which questions you answered YES.
• You may be able to do any activity you want — as long as you start slowly and build up gradually. Or, you may need to restrict your activities to those which are safe for you. Talk with your doctor about the kinds of activities you wish to participate in and follow his/her advice.
• Find out which community programs are safe and helpful for you.

NO to all questions
If you answered NO honestly to all PAR-Q questions, you can be reasonably sure that you can:
• start becoming much more physically active — begin slowly and build up gradually. This is the safest and easiest way to go.
• take part in a fitness appraisal — this is an excellent way to determine your basic fitness so that you can plan the best way for you to live actively. It is also highly recommended that you have your blood pressure evaluated. If your reading is over 144/94, talk with your doctor before you start becoming much more physically active.

DELAY BECOMING MUCH MORE ACTIVE:
• If you are not feeling well because of a temporary illness such as a cold or a fever — wait until you feel better; or
• If you are or may be pregnant — talk with your doctor before you start becoming more active.

PLEASE NOTE: If your health changes so that you then answer YES to any of the above questions, tell your fitness or health professional. Ask whether you should change your physical activity plan.

No changes permitted. You are encouraged to photocopy the PAR-Q but only if you use the entire form.

NOTE: If the PAR-Q is being given to a person before he or she participates in a physical activity program or a fitness appraisal, this section may be used for legal or administrative purposes.

"I have read, understood and completed this questionnaire. Any questions I had were answered to my full satisfaction."

Signature ___________________________ Date ___________________________

Signature of patient or guardian (for participants under the age of majority) ___________________________ Witness ___________________________

Note: This physical activity clearance is valid for a maximum of 12 months from the date it is completed and becomes invalid if your condition changes so that you would answer YES to any of the seven questions.
Appendix F: Registration Form Sample

CITY OF LOS ANGELES DEPARTMENT OF RECREATION AND PARKS
FITNESS CLASS REGISTRATION FORM

FITNESS CLASS 100Citizens

General Information

Last Name: __________________________ First Name: __________________________  □ Male □ Female
Birthday: ________ Age: ______ Height: ______ Weight: ________
Address: __________________________ City: __________________________ Zip Code: __________
Work Phone: __________________________ Cell Phone: __________________________ Home Phone: __________
E-mail Address: __________________________
Emergency Contact Name: __________________________ Cell Phone: __________________________
Home Phone: __________________________ Work Phone: __________________________

Medical information (Please list any conditions, allergies, medications, etc. If none, please note):

________________________________________________

The following disabilities should be noted (If none, please note):

________________________________________________

How did you hear about this program: □ Mail □ Newspaper □ Friend/Relative □ School □ Phone Inquiry □ Other

Participant CONSENT FORM

I understand the nature of the activities and of my experience and capabilities and believe to be qualified, in good health, and in proper physical condition to participate in such activity. I agree to relieve the City of Los Angeles Department of Recreation and Parks, its officer agents and employees from any liability in connection with any injury I may have in connection with 100 Citizens. I understand that the Recreation Facility CARRIES NO INSURANCE.

I, __________________________, hereby authorize LANARK R.C. as agents for the undersigned to consent to X-ray examination, anesthetic, medical or surgical diagnosis or treatment and hospital care which is deemed advisable by, and is to be rendered under the general or specialized supervision of any physician licensed under the provisions of the Medical Practice Act on the staff of a licensed hospital, whether such diagnosis or treatment is rendered at the office of said physician or a said hospital. It is understood that this authorization is given in advance of any such diagnosis, treatment or hospital care which the aforementioned physician in the exercise of his best judgment may deem advisable. This authorization shall remain effective for the duration of the program, unless revoked sooner in writing and delivered to said agent.

Signature: __________________________ Date: __________________________
Appendix G: Information Table Instructions

How to register participants

1st day: Observation and registration

1. Student intern/volunteer register interested individuals at the information table.

2. Registration form and Par-Q are filled out. Seniors over the age of 69 are required to fill out the Health/Fitness Facility Preparation Screening Questionnaire instead of the Par-Q.

3. A tour of the areas where all the programs are commenced will be provided to participants.

4. A series of questions concerning the participant’s health are asked in order to verify if a doctor’s clearance will be needed.
   - When asking the following questions, it is important that new participants be observed while being asked. Watch for body language and shifting eyes (people tend to lie on the Par-Q).

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have <strong>High</strong> blood pressure?</td>
<td>Are you on mediation? If yes to taking mediation, need a Doctor’s clearance.</td>
</tr>
<tr>
<td></td>
<td><strong>If no on meds</strong>, they need a Dr. clearance.</td>
</tr>
<tr>
<td>Do you have <strong>Heart</strong> problems?</td>
<td><strong>If yes</strong>, what condition? Must obtain a Dr. clearance.</td>
</tr>
<tr>
<td>Do you have <strong>Diabetes</strong>? Pre or post?</td>
<td>If yes, must provide Dr. clearance.</td>
</tr>
<tr>
<td>Have you had any recent surgeries?</td>
<td><strong>If yes,</strong> where?</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Do you have Asthma?</strong></td>
<td><strong>IF yes,</strong> is it caused from allergies or from exercise? How long have you had asthma? Do you have an inhaler and is it with you at all times and not expired?</td>
</tr>
<tr>
<td><strong>For women:</strong></td>
<td><strong>If yes, how long?</strong> If longer than 1 month they must seek Doctors clearance</td>
</tr>
<tr>
<td><strong>Are they Pregnant?</strong></td>
<td><strong>If yes, what and how did it occur?</strong></td>
</tr>
<tr>
<td><strong>Do you have any problems with your neck, shoulders, elbows, wrists, hips, knees, ankles and lower back?</strong></td>
<td><strong>Indicate</strong> that every time before showing up to exercise to eat something light: Ex: cereal with banana, oatmeal with toast, yogurt and fruit, shake and fruit, etc. something that they can digest. If someone mentions they have not done exercise in a long time or never, they automatically are placed in the introductory group.</td>
</tr>
</tbody>
</table>

- Reassure them that our goal is to transition them throughout the groups.
- Explain the effects of the first time working out symptoms: soreness, fatigue, and that this is normal.

5. Blood pressure is measured and recorded on the PAR-Q form

6. Fitness assigned to is written under on the Registration Form.

7. Observer is informed of other fitness programs that park offers. Such as:
- Zumba
- Cycling
- Pilates
- Walking Club

1. After participant is cleared, participant goes directly to the Exercise Director to check-in.
   
   - Participants are instructed to eat a light breakfast and to wear appropriate attire to exercise

**PHYSICIAN CLEARANCE IS REQUIRED** If the participant is diabetic or marked “yes” on one of the Par-Q questions. Park provides physician clearance form if needed. Participant will not be allowed to participate until cleared by physician.
Appendix I: Orientation Sample Agenda

100 Citizens Program
NEW INSTRUCTOR ORIENTATION MEETING
AGENDA
Summer 2016

I. INTRODUCTION
A. Welcome!
B. What is 100 Citizens?

II. 100 CITIZENS PROGRAM – S.O.P.
A. Program Administration
   1. Setup & Cleanup
   2. “Information Table”
      a. Waiver
      b. PAR-Q
      c. Questions
   3. Use and Storing of Equipment
   4. Safety Procedures & Incident Report
B. Lead Instructor Roles & Responsibilities
   1. Intern/Volunteer Agreement
      a. Punctuality
      b. Communication
      c. Attire
      d. Professionalism
      e. Guidelines for “termination”
      f. Purpose of interning/volunteering
C. Important Paperwork for Volunteers
   1. Intern/Volunteer Fitness Program Assistant Position
   2. Emergency Information Card

III. PROMOTION OF THE 100 CITIZENS PROGRAM
A. Different opportunities to expand knowledge and skills

IV. QUESTIONS, CONCERNS...

V. THANK YOU! 😊
Appendix J: Equipment List

LANARK PARK EQUIPMENT

<table>
<thead>
<tr>
<th>PRIORITY ITEMS</th>
<th>SKU</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resistance Band- Yellow</td>
<td>SKU# 1300260</td>
<td>50</td>
</tr>
<tr>
<td>Resistance Band - Red</td>
<td>SKU# 1301489</td>
<td>30</td>
</tr>
<tr>
<td>Resistance Band - Blue</td>
<td>SKU# 1301496</td>
<td>15</td>
</tr>
<tr>
<td>Resistance Loop Bands - Yellow</td>
<td>SKU# 1369503</td>
<td>15</td>
</tr>
<tr>
<td>Resistance Loop Bands - Green</td>
<td>SKU# 1369504</td>
<td>30</td>
</tr>
<tr>
<td>Resistance Loop Bands - Red</td>
<td>SKU# 1369505</td>
<td>30</td>
</tr>
<tr>
<td>Resistance Loop Bands - Blue</td>
<td>SKU# 1369506</td>
<td>10</td>
</tr>
<tr>
<td>9” Flex Cones Set of 6</td>
<td>SKU# 1237771</td>
<td>9</td>
</tr>
<tr>
<td>Fitness Power Ropes</td>
<td>SKU# 1386626</td>
<td>5</td>
</tr>
<tr>
<td>Multi-Height Flex Hurdle</td>
<td>SKU# 1202076</td>
<td>6</td>
</tr>
<tr>
<td>Fixed Rung Agility Ladder</td>
<td>SKU# 1248548</td>
<td>5</td>
</tr>
<tr>
<td>Yoga Mat</td>
<td>SKU# 1240146</td>
<td>15</td>
</tr>
<tr>
<td>Smash Balls- 10lb</td>
<td>SKU# 1375503</td>
<td>10</td>
</tr>
<tr>
<td>Smash Balls- 15lb</td>
<td>SKU# 1375504</td>
<td>10</td>
</tr>
<tr>
<td>Smash Balls- 20lb</td>
<td>SKU# 1375505</td>
<td>10</td>
</tr>
<tr>
<td>Double-Sided Ball Locker</td>
<td>SKU# 1237627</td>
<td>1</td>
</tr>
<tr>
<td>Heavy-Duty Mesh Equipment Bag</td>
<td>SKU# SNBCNETW</td>
<td>6</td>
</tr>
<tr>
<td>Foam Rollers- White</td>
<td>SKU# 1377211</td>
<td>10</td>
</tr>
<tr>
<td>Foam Rollers- Black</td>
<td>SKU# 1377212</td>
<td>5</td>
</tr>
<tr>
<td>Core Stability Balls- 45cm</td>
<td>SKU# 1335873</td>
<td>8</td>
</tr>
<tr>
<td>Core Stability Balls- 55cm</td>
<td>SKU# 1335880</td>
<td>8</td>
</tr>
<tr>
<td>Champion Weighted Jump Rope</td>
<td>SKU# 1024135</td>
<td>15</td>
</tr>
<tr>
<td>Omron® Automatic Blood Pressure Monitor</td>
<td>SKU# 1255812</td>
<td>1</td>
</tr>
<tr>
<td>Clipboard</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>3-Ring Binder (2 in.)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Pens</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Name tags</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

| ITEMS WE WOULD LIKE                    | SKU       | QUANTITY |
| SKLZ Recoil 360                        | SKU# 1364670 | 10       |
| Fitness Anywhere Inc TRX Suspension Training | SKU# 1377204 | 10       |
| SKLZ Super Sand Bag                    | SKU# 1364674 | 15       |

*Equipment is listed in order by priority
Appendix K: Adult and Senior Group Agenda Sample

### 100 Cities Lamcki Agenda
**Group:** Active Lifestyle

**ALL INTERNS:** Keenan, Domenique, Miguel, Ina, Marc, Lucia, Giovanni, Stefanie

**Information Table:** Lucia

**Responsibilities:**
- Greeting new participants
- Administering New Participant Forms
- Blood Pressure

**8:00am:** Agenda Read

**8:30am - 8:27am Warm Up:** Marc

For the dynamic warm-up, we will first focus on slow continuous movements such as jogging coupled with movements that are relevant to what will be done that day, and increase intensity as we get closer to the end of the 7 mins.

**8:37am - 8:49am Cardio:** Domenique, Giovanni

**Equipment:**

<table>
<thead>
<tr>
<th>Circuit 1</th>
<th>Circuit 2</th>
<th>Circuit 3</th>
</tr>
</thead>
</table>
| Hurdle: Lateral Step Over
  - 2 hurdles will be used per participant
  - 30 Sec | 1. Ladder: Quick Feet
  2. Run to Cone
  3. Side Shuffle to Hurdle
  4. Hurdle: 2 Feet Jump Over
  5. Side Shuffle to Cone
  6. Sprint to Cone: Jog Back
  7. Repeat 2x | Hurdle: Lateral Step Over
  - 2 hurdles will be used per participant
  - 30 Sec
  1. 5 Burpees
  2. Sprint to Half Field
  3. 10 Jumping Jacks at Half Field
  4. Sprint Back
  5. Repeat 2x |
| Cone: Sprint
  - 10 Jumping Jacks @ Cone
  - Back paddle | |
| Boxing Burpees
  - 30 Sec | |

**8:49 am - 9:01 am Upper Body:** Miguel, Marc

**Equipment:** Long Resistance Bands, Jump Balls

<table>
<thead>
<tr>
<th>Circuit 1</th>
<th>Circuit 2</th>
<th>Circuit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Plank</td>
<td>Chest Press</td>
<td>Bent Over Row w/ball</td>
</tr>
<tr>
<td>Ecc. Push Up (3 sec)</td>
<td>Wide Grip Row</td>
<td>Shoulder Press</td>
</tr>
<tr>
<td>Wide Grip Row</td>
<td>Mod. Push Up</td>
<td>Arm Circles</td>
</tr>
</tbody>
</table>

**9:01am - 9:13am Lower Body:** Keenan, Lucia

**Equipment:** Jump Balls

<table>
<thead>
<tr>
<th>Circuit 1</th>
<th>Circuit 2</th>
<th>Circuit 3</th>
</tr>
</thead>
</table>
| Standard Squat w/Ball | Squat Jumps
  - Without Jamball | SL Hinge (L)
  - Without Jamball |
| Alt. Lunge to High Knee
  - Level 1: Calf Raise
  - Level 2: With Jamball | Hinge w/Ball | Toe Taps On Ball |
| Hinge w/Ball | SL Hinge (R)
  - Without Jamball | Quick Feet w/Direction |

**9:13am - 9:25am Core:** Ina, Stefanie

**Equipment:** Mats

<table>
<thead>
<tr>
<th>Circuit 1</th>
<th>Circuit 2</th>
<th>Circuit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain Climbers</td>
<td>1min Plank</td>
<td>Russian Twist</td>
</tr>
<tr>
<td>Spider-Man Plank</td>
<td>Butterflies</td>
<td>Scissors</td>
</tr>
<tr>
<td>Leg Raises</td>
<td>Bear Crawl Hold</td>
<td>Mountain Climbers</td>
</tr>
</tbody>
</table>

**9:25am - 9:30am Cool Down:** Stefanie
Appendix L: Exercise Programming

1. Group Philosophies

   a. Let’s Get Moving (LGM): Focus is on movement comprehension and general physical training. The movements will be easy to understand/instruct and be less complex in nature. Movements are primarily stationary in nature versus dynamic (stationary vs. walking lunges) due to lack of coordination and balance of lower fit individuals. Will incorporate power into some movements, such as squatting at a faster rate during the concentric phase, but not jumping for height. This is to reduce impact because most participants in this group are considerably overweight or lack the range of motion and muscular strength to complete such activities with ease. There is also a higher proportion of older individuals in this group. Will provide multiple levels for exercises, including what is intended for this group as well as what is intended for Active Lifestyle to challenge themselves (Let’s Get Moving: stationary single leg lunge, Active Lifestyle: alternating lunges). Sequencing of exercises will target antagonistic muscles followed by agonist as much as possible, which will be defined as supersets. Localized muscular fatigue will likely be an issue if compound work is incorporated. Compound work will be defined as consecutive exercises targeting the same muscle group. Exercises will be primarily body weight to emphasize fundamental movements, but will use equipment to supplement routine to increase or decrease intensity.
b. Active Lifestyle (AL): Focus is on general physical training. Movements will increase in complexity from Let’s Get Moving, but will be relatively easy to comprehend for a beginner. Movements will be a combination of stationary and dynamic movements (stationary & walking lunges) to challenge all participants in this group appropriately. This group will incorporate power movements, such as jump squats and hopping. Power movements will be quantified by the number of times the feet contact the ground. The number of contacts per session will be limited to well below the NSCA’s guidelines for beginners, 80-100 contacts. Multiple levels for exercises will be provided at the level intended for this group, as well as what is intended for LGM and Performance so there is the option for challenge as well as regression when fatigue sets in. (Level 1: stationary single leg lunge, Level 2: alternating lunges, Level 3: Switch jumps). Sequencing of exercises will incorporate both supersets and compound work. Body weight exercises as well as additional external resistance will be used in this group.

c. Performance (P): Focus is on mastery of basic movements and advancement into more challenging patterns. Additionally, there will be a higher demand on the physical capacity in this group. Movements will be more complex in nature and will require more exercise experience that would have been developed in the Let’s Get Moving and Active Lifestyle groups. Simple movements will also be incorporated, but to a lesser extent. Movements are primarily dynamic, require multiple movements
and challenges for balance. Stationary exercises will be used when appropriate. Power is incorporated into movements when appropriate, such as jump squats and power push-ups. Multiple levels for exercises will be provided. The levels provide what is intended for Performance, Active Lifestyle and Let’s Get Moving so the option of regression is there when fatigue sets in (Level 3: push-up jacks, Level 2: standard push-ups, Level 1: modified push-ups). Sequencing of exercises will contain a mix of supersets and compound work, with an emphasis on compound. Body weight will be used when performing power movements and external resistance will be used to increase the difficulty of stationary and dynamic non-power movements.

2. **Group Goals**

   a. Prior to each semester and program, goals should be set based on the criteria to progress into the next fitness level. Goals can include movement comprehension, physical capacity goals, attendance for increased stimulus, etc. These goals should be specific to each group, and relayed to the participants in order to provide a greater sense of purpose. The Exercise Director will coordinate with the Assistant Exercise Director(s) to determine an appropriate goal for each group.

3. **Exercise Agenda Breakdown**

   a. 7-Minute Warm-Up: a 100 Citizens warm-up is brief due to the limited amount of time per session, thus needing to be as effective as possible. To have an effective warm-up, the following principles must be followed:
i. Low intensity → High intensity: The warm-up must allow participants to do exactly that, warm-up. Begin with movements such as light jogging to begin to raise the body temperature and heart rate. Couple this with low-demand movements such as walking knee hugs, carioca, skips etc. There should be constant movement.

ii. Simple → Complex: All movement should be implemented in this manner. Simply put, start with the basic movements such as lunging before moving on to a lunge twist coupled with a skip. Assure that the most basic pattern is instructed first.

1. A modified pattern may be the base for LGM.

iii. Movement Selection: Before the warm-up is designed, the entire agenda must first be read. Only then will you be able to program the warm-up according to the movements to be performed that day (ex: if reverse lunges with a bag swing is an exercise in the lower body station, you will want to go over lunges in the warm-up with some type of rotational movement coupled with it).

b. 12-Minute Cardiovascular Station: Our target in this station is to maintain an elevated heart rate for the duration of the 12-minute period. There are many ways to accomplish this, such as obstacle courses, continuous running or even circuits containing movements that do not heavily fatigue any compound movement pattern. An example of a cardio circuit is as follows:
1. **Jumping Jacks**
   - Quick Feet
   - Suicides

c. 12-Minute Lower Body Station: Emphasis on hinging and squatting

d. 12-Minute Core Station: Emphasis on carrying, plank, crawling and rotating/anti-rotating

e. 12-Minute Upper Body Station: Emphasis on pushing and pulling.

f. 5-Minute Cool-Down: Similar to the warm-up, the 100 Citizens cool-down is short. Gains in flexibility will likely not occur due to our cool-down, however, we use this time to return to levels of pre-exercise flexibility by stretching all major muscle groups used in that session.

4. Station Breakdown
   
a. Three circuits per station

   i. | Circuit 1 | Circuit 2 | Circuit 3 |

   ii. If all three circuits are completed before the 12-minute period is over, cycle through the stations in order until time is called

b. 3 exercises per circuit
Circuit 1

<table>
<thead>
<tr>
<th>Exercise 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 2</td>
</tr>
<tr>
<td>Exercise 3</td>
</tr>
</tbody>
</table>

- Duration: Varied depending on the volume determined by the Exercise Director for that specific session.
  
  i. LGM: Exercises will be instructed one at a time for greatest understanding. When appropriate, more than one exercise can be instructed in a row when not much comprehension needed (ex: quick feet, butt kickers, light jogging)
  
  ii. AL: Exercises may be instructed one at a time or in multiples depending on the complexity of the movement and possibility of overwhelming the participant with too many cues. Familiar movements can likely be explained in couples, and new movements one at a time.
  
  iii. P: Exercises will be instructed all at once with no rest in between movements for most circuits. As movement comprehension has been developed in the previous two groups, less initial explanation will be required. Occasionally when new movements are being introduced, or when the group struggles with a particular movement, exercises can be explained one at a time.
d. Breaks: 30-second breaks are to be provided to the participants at the end of each circuit. This can take place while the Lead Instructor begins explaining the next circuit in order to most effectively use time.

*encourage participants to keep water bottles next to them*

5. Student Distribution

a. To have the program operating as envisioned, the ideal number of student volunteers/interns on a daily basis is 28. However, this is an ideal situation and it is likely that there will be considerably less students. If the amount of students and volunteers is less than this number, there must be an equal distribution to each group. This would provide each station a Lead Instructor with an Assistant Instructor across all three fitness group. This number also includes a Program Director, Exercise Director, and a volunteer/intern to register new participants.

6. Essential Movements

a. The movements that we have determined as essential are listed below.

These essential movements should be addressed in each workout via multi-joint exercises to get the most amount of work done in the shortest amount of time

i. Pushing

ii. Pulling

iii. Squatting

iv. Hinging

v. Carrying
vi. Crawling/Planking

vii. Rotating/Anti-Rotating

7. Exercise Environment

a. The workout environment varies amongst 100 Citizens program locations (from park-to-park). Some groups are led indoors while others are led outdoors. The outdoor programs/groups are led on a variety of surfaces such as grass, turf, asphalt and concrete. All areas are inspected for safety each day of operation.

Due to 100 Citizens being primarily an outdoor program, weather and time of day are considered. If applicable, the program will be moved indoors or cancelled due to extreme weather (heat, wind, rain, cold, etc.) at the discretion of the Program Director and Exercise Director.