



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

HEALTHY HAPPY KIDS

YMCA Physical Education
Program Curriculum



YMCA OF ORANGE COUNTY
ymcaoc.org



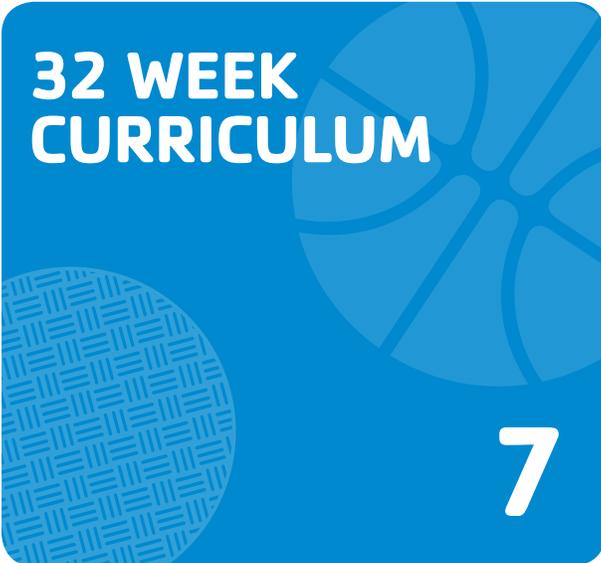
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Introduction and Overview

Program Purpose: To improve the quality of Physical Education in schools, promote healthy and active lifestyles, while instilling positive values through structured, cooperative, and fun activities.

The Need for Affordable, Quality Physical Education in Elementary Schools

In the last 30 years, the number of children and adolescents that are overweight has tripled due to inadequate physical activity and poor diet (CDC, School Health Guidelines, Executive Summary 2015). Childhood obesity rates are higher in California than the national average, and overweight children are more likely to become overweight adults at risk for a variety of health issues including cardiovascular disease, behavior problems, and diabetes. In 2012, over a third of children and adolescents were overweight or obese. More than a third of children born in the year 2000 will develop diabetes if current trends continue. (Ogden et al, 2014 cited in CDC School Health Guidelines, Executive Summary 2015).

The evidence is clear – youth need more outlets for physical activity and sports if we are to reduce the alarming trends regarding reduced activity levels and childhood obesity. Despite the alarming statistics, schools continue to decrease PE offerings and opportunities, or struggle to find resources for this important facet of childhood development. Only 26% percent of the state’s 5th grade students achieved the highest fitness standards in 2015 (California Department of Education, 2015). The YMCA PE Program provides an affordable model that fills this gap in services and focuses on keeping kids active. The YMCA PE Program also provides a number of cognitive and emotional benefits beyond physical well-being, including motor skill development, physical fitness, sports skills, healthy habits, and teamwork.

Program Goals:

- Provide students in grades K-5 with a 60 minute physical education program (2 or 3 days a week), supplementing the PE curriculum provided by classroom teachers.
- The YMCA PE Program is modeled after the Physical Educational Content Standards for California Public Schools (meeting the 200 minutes of physical education per the 10 day standard) and prepares them for the Physical Fitness Testing (PFT) starting in 5th grade.
- Provide opportunity for students to interact with each other allowing them to strengthen self-esteem, social skills, team work, and sportsmanship.
- Aid in the prevention of childhood obesity and diabetes by providing students with the opportunities to be physically active and learn how to live a healthy lifestyle.

Program Guidelines:

- Safety first – Modifications to sports may be implemented to reduce the risk of injury and make the experience more enjoyable.
- Everyone plays – P.E. is an inclusive program, meaning that children of all skill levels and abilities will be included.
- Fairness – Show respect for all that are involved in P.E. Promote good sportsmanship and develop the children’s character through sport rather than developing skilled athletes. Make sure that everyone has an equal opportunity to participate.
- Positive Competition – Teach the children that winning is not the goal, but learning to cooperate with each other to achieve a common goal is more important.
- Fun – Sports are meant to be fun and entertaining. Over-organization and rigidity is something that occurs when adults try too hard to make it perfect.

Program Standards and Staff Requirements:

- Program held at 60 minute sessions, 2 or 3 days a week.
- Program must have qualified YMCA staff that operates the program daily with at least one teacher on record.
- A designated lead staff on site during program operation.
- All staff must have:
 1. Cleared background check
 2. Be 18 years of age or older
 3. Current CPR and First Aid
 4. Attend required trainings within designated timeframe.

- Program activities are developmentally appropriate and customized based on age groups and student needs.
- 20:1 ratio of students to staff; supplemental school staff may be requested to assist with supervision of larger groups.
- Staff must only use agreed upon and designated space to operate the program. This is obtained through the school Principal.

Health and Safety:

- 20 to 1 Ratio must be adhered to at all times
- Staff is required to be in YMCA dress code as well as wear program appropriate footwear.
- An Emergency Action Plan is established for each off-site location in cooperation of the contracting organization (the school). Plan is reviewed with all staff. This includes:
 1. YMCA of OC Emergency Procedures
 2. Accident/Injury reporting
 3. Fire (follow school evacuation plan)
 4. Earthquake
 5. Lost participant
 6. Missing Child/Participant
- Youth participants are supervised by YMCA staff at all times and are not left unattended
- YMCA staff will keep stocked First Aid kits at all times and have access to basic first aid kits.
- Incident reporting procedures will be followed per YMCA requirements.

Administration Requirements:

- Each program must be under an approved contract authorized by the Supervisor/Director/Area Manager and COO of the YMCA of Orange County.
- Each program must have an approved budget to support the success of the program.
- Work with the school to document outcomes and results when possible to aid in obtaining future grant funding.

The following pages present a **32-week guide to PE** for elementary school age children for 2 days a week. Warm-ups, activities, group games, and group sports are delineated for each day and focus around 5 areas of sports skills: **Basketball, Soccer, Kickball, Dodgeball, & Track & Field**, which prepare students for a life of physical fitness and fitness testing. Weeks, activities, and sports can be adjusted depending on the age and skill level of the children. Appendices provide detailed information for each sport rules, group games, suggested equipment, staff training, and PE assessments that support state testing protocols.

CURRICULUM OVERVIEW

- Weeks 1-4: Soccer
- Weeks 5-8: Basketball
- Weeks 9-12: Track & Field
- Weeks 13-16: Dodgeball & Kickball
- Weeks 17-20: Soccer
- Weeks 21-24: Basketball
- Weeks 25-28: Track & Field
- Weeks 29-32: Dodgeball & Kickball



Developmental Opportunities & Outcomes: Organized Group Sports

Participation in youth sports such as soccer, basketball, dodgeball, and track brings many developmental opportunities and benefits to youth during critical periods in their physical, psychological and social development. Sports program participation improves physical health and activity, develops motor skills and coordination, and provides the setting for developing important life skills such as discipline, leadership, and teamwork. Attention to safety, age-appropriate developmental expectations, and the YMCA values of respect, caring, responsibility, and fairness ensure that injuries and aggression that can be associated with sports participation are minimized and prevented when possible.

Physical & Motor Benefits of participating in Youth Sports

- Improves cardiovascular fitness & flexibility
- Builds muscular strength & endurance
- Promotes healthy bone structure
- Creates life-long healthy interests and habits
- Improves lifetime health outcomes & weight control

Psychological & Social Benefits of participating in Youth Sports

- Creates positive peer relations
- Develops leadership skills & initiative
- Fosters teamwork and cooperation
- Improves self-discipline and self-image
- Builds appreciation for fitness and personal health
- Teaches humility, overcoming obstacles and community participation

Côté, J, & Fraser-Thomas, J. (2007). Youth involvement in sport. In P.R.E. Crocker (Ed.), Introduction to sport psychology: A Canadian perspective (pp. 266-294). Toronto: Pearson Prentice Hall.

Cited in Fraser-Thomas, J., & Côté, J. The Online Journal of Sports Psychology.
<http://www.athleticinsight.com/Vol8Iss3/YouthSports.htm>

CURRICULUM





SOCCER

Soccer builds healthy kids and offers one of the best ways for a child to get in shape through youth sports. Children will learn the fundamentals of the sport and engage in competition with other teams in a fun and supportive environment that emphasizes character development, teamwork, and good sportsmanship. Your child will also build self-confidence, improve their flexibility and increase their social skills, as well as their energy and stamina.

WEEK 1 • WEEK 17

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Sit and Reach
 - Hamstring Stretch
 - 5 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 400 meter jog
- **Soccer Relay races (15 mins)**
- **Red-light/Green-light (10 mins)**
- **Circle Mania (10 mins)**
- **Cool Down (10 mins)**
 - Sit and Reach
 - Hamstring Stretch
 - 400 meter jog

Day 2

- **Warm Up (15 mins)**
 - 400 meter jog
 - V-Sit
 - Dynamic Hamstring Stretch
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 400 meter jog
- **Soccer Relay races (10 mins)**
- **3 Team Soccer (25 mins)**
- **Cool Down (10mins)**
 - V-Sit
 - Dynamic Hamstring Stretch
 - 400 meter jog

WEEK 2 • WEEK 18

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Butterfly Stretch
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 400 meter jog
- **Soccer Relay races (15 mins)**
- **Quick Touch (10 mins)**
- **Breakaway (10 mins)**
- **Cool Down (10mins)**
 - Butterfly Stretch
 - Sit and Reach
 - 400 meter jog

Day 2

- **Warm Up (15 mins)**
 - 400 meter jog
 - Front Thigh Stretch
 - Sit and Reach
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 400 meter jog
- **Soccer Relay races (10 mins)**
- **Scrimmage Soccer Games (25 mins)**
- **Cool Down (10 mins)**
 - Front Thigh Stretch
 - Hamstring Stretch
 - 400 meter jog



WEEK 3 • WEEK 19

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Sit and Reach
 - Hamstring Stretch
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 400 meter jog
- **Soccer Relay races (15 mins)**
- **Red-light/Green-light (10 mins)**
- **Circle Mania (10 mins)**
- **Cool Down (10mins)**
 - Sit and Reach
 - Hamstring Stretch
 - 400 meter jog

Day 2

- **Warm Up (15 mins)**
 - 400 meter jog
 - V-Sit
 - Dynamic Hamstring Stretch
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 400 meter jog
- **Soccer Relay races (10 mins)**
- **3 Team Soccer (25 mins)**
- **Cool Down (10mins)**
 - V-Sit
 - Dynamic Hamstring Stretch
 - 400 meter jog

WEEK 4 • WEEK 20

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Butterfly Stretch
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 400 meter jog
- **Soccer Relay races (15 mins)**
- **Quick Touch (10 mins)**
- **Breakaway (10 mins)**
- **Cool Down (10 mins)**
 - Butterfly Stretch
 - Sit and Reach
 - 400 meter jog

Day 2

- **Warm Up (15 mins)**
 - 400 meter jog
 - Front Thigh Stretch
 - Sit and Reach
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 400 meter jog
- **Soccer Relay races (10 mins)**
- **Scrimmage Soccer Games (25 mins)**
- **Cool Down (10mins)**
 - Front Thigh Stretch
 - Hamstring Stretch
 - 400 meter jog

Rules & Supplements for Soccer

Rules for Soccer

- Divide children into 2 teams. Staff determines to see what team starts off with the ball.
- Staff calls the fouls (handball, tripping, pushing, etc.).
- After each goal the team that was scored against starts off with the ball.

Soccer Relays

- Start at one cone and dribble the soccer ball around the 2nd cone using your right foot only. When they near the starting cone, instruct them to pass the soccer ball to the next person. Repeat until all have participated and both feet have been used.
- Set up a series of cones in a zig-zag pattern. Have the children dribble the soccer ball around the cones and back to the starting point.
- Divide the children into two rows about 5 meters apart. Instruct the children to both run towards a designated end point while dribbling the soccer ball and passing it off to one another until they reach the end point. Repeat until all have participated.

Red Light, Green Light Directions

- Have the child lineup, side-by-side, at one end of the playing space facing the leader.
- The leader stands opposite the students, facing them.
- When the leader shouts "Green Light!" the children move toward the leader. Instruct them to dribble the soccer ball at a pace where they will not lose control of their ball.
- When the leader shouts "Red Light!" the children must stop where they are with the ball.
- The leader continues to shout "Red Light!" and "Green Light!" until the children reach the end.
- All the children go back to the starting line and the game begins again.

Circle Mania

- Students will be divided in groups and form circles.
- One student will go into the middle of each circle.
- Students around the circle will try to pass the ball around to students in the circle without the person in the middle touching the ball.
- Once the person in the middle touches the ball, the person who passed the ball will switch into the middle of the circle.
- Staff can add variations for students in the circle and in the middle of the circle. (ex. using the right foot, left foot, switching feet, etc.)

3 Team Soccer

- Played like normal soccer but with 3 teams and 3 goals.
- Setup goals in a triangle fashion and establish boundaries.

Quick Touch

- Students will be split into two teams and form two straight lines.
- Teams will face each other and will pair up with the person in front of them.
- Cones will be placed at varying distances apart from each other (ex. 50m, 100m, 200m)
- The first pair will be signaled to start and will touch the ball back and forth between each other as they slide down the field and back.
- They will go to the end of the line and the next pair will begin.
- This will be repeated until each pair has gone.
- YMCA staff can add different variations each time. (ex. using the left foot, right foot, or both feet.)

Breakaway

- Students will be divided into two teams.
- Each team forms a straight line.
- One person on each team will dribble down the field.
- Once they reach a designated area (marked off by a cone), player must take a shot on goal from that area.
- The first person to convert a successful goal gets a point for their team.
- Team with the most points after everyone has had a turn will win the round.
- YMCA staff can add variations for each round (ex. Different distances, using right or left foot.)

Developmental Opportunities

- Youth develop knowledge about the rules, scoring/statistics, and positions of the game, and develop motor skills in kicking, dribbling, ball handling, passing, and scoring.
- Youth stay active and build strength, coordination and cardiovascular fitness.
- Youth develop friendships, cooperation, and character values.
- Youth participate in healthy, supervised, team competition providing a context for practicing humility, overcoming obstacles, strategic thinking, and being part of a community.
- Youth learn lifelong skills and healthy habits while having fun!





BASKETBALL

Students will learn the fundamentals of the sport in addition to learning how to play the game in a competitive manner. The program is designed to develop each participant's skill set in the following areas: ball-handling, passing, shooting, dribbling, as well as attaining a solid basketball foundation, while learning how to apply aggressive defensive skills in a manner that is basketball appropriate.

WEEK 5 • WEEK 21

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Sit and Reach
 - Hamstring Stretch
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 400 meter jog
- **Basketball Relays (15 mins)**
- **Dribble Knockout (10 mins)**
- **Layup and Jumper Shot Drills (10 mins)**
- **Cool Down (10 mins)**
 - Sit and Reach
 - Hamstring Stretch
 - 400 meter jog

Day 2

- **Dynamic Warm Up (15 mins)**
 - 400 meter jog
 - V-Sit
 - Dynamic Hamstring Stretch
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 400 meter jog
- **Basketball Relays (10 mins)**
- **Scrimmage Basketball Games (25 mins)**
- **Cool Down (10mins)**
 - V-Sit
 - Dynamic Hamstring Stretch
 - 400 meter jog

WEEK 6 • WEEK 22

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Butterfly Stretch
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 400 meter jog
- **Basketball Relays (15 mins)**
- **Dribble Knockout (10 mins)**
- **Layup and Jumper Shot Drills (10 mins)**
- **Cool Down (10mins)**
 - Butterfly Stretch
 - Sit and Reach
 - 400 meter jog

Day 2

- **Dynamic Warm Up (15 mins)**
 - 400 meter jog
 - Front Thigh Stretch
 - Sit and Reach
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 400 meter jog
- **Basketball Relays (10 mins)**
- **Scrimmage Basketball Games (25 mins)**
- **Cool Down (10mins)**
 - Front Thigh Stretch
 - Hamstring Stretch
 - 400 meter jog



WEEK 7 • WEEK 23

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Sit and Reach
 - Hamstring Stretch
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 400 meter jog
- **Basketball Relays (15 mins)**
- **Dribble Knockout (10 mins)**
- **Layup and Jumper Shot Drills (10 mins)**
- **Cool Down (10mins)**
 - Sit and Reach
 - Hamstring Stretch
 - 400 meter jog

Day 2

- **Dynamic Warm Up (15 mins)**
 - 400 meter jog
 - V-Sit
 - Dynamic Hamstring Stretch
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 400 meter jog
- **Basketball Relays (10 mins)**
- **Scrimmage Basketball Games (25 mins)**
- **Cool Down (10mins)**
 - V-Sit
 - Dynamic Hamstring Stretch
 - 400 meter jog

WEEK 8 • WEEK 24

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Butterfly Stretch
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 400 meter jog
- **Basketball Relays (15 mins)**
- **Dribble Knockout (10 mins)**
- **Layup and Jumper Shot Drills (10 mins)**
- **Cool Down (10mins)**
 - Butterfly Stretch
 - Sit and Reach
 - 400 meter jog

Day 2

- **Dynamic Warm Up (15 mins)**
 - 400 meter jog
 - Front Thigh Stretch
 - Sit and Reach
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 400 meter jog
- **Basketball Relays (10 mins)**
- **Scrimmage Basketball Games (25 mins)**
- **Cool Down (10mins)**
 - Front Thigh Stretch
 - Hamstring Stretch
 - 400 meter jog

Rules and Supplements for Basketball

- Staff does the tip off. Games can be played with no more than 5 on 5 at a time.
- Staff calls the fouls and, if needs to, makes substitutions.
- No full court press.

Basketball Relays and Lay-Up/Jump-Shot Drills

- Warm up by dribbling the ball to the end of the basketball court and back. Repeat until all have participated and both hands have been used.
- Have the children pair up and pass (bounce pass or chest pass) the ball back and forth to the end of the court and back.
- Set up two lines of children at half-court. Line 1 will dribble the ball towards the basketball hoop and perform a “lay-up.” Line 2 will move towards the basketball hoop to rebound the basketball and pass it back to the front of line 1. Repeat until all have participated and both hands have been used.
- Set up two lines of children at half-court. Line 1 will dribble the ball to the designated area marked with a cone and shoot a “jump-shot.” Line 2 will move towards the basketball hoop to rebound the basketball and pass it back to the front of line 1. Repeat this drill from various areas near the basketball key.
- Set up two lines of children, line 1 at half court and line 2 at the end-line next to the basketball hoop. Line 2 will run towards a designated area marked with a cone. Line 1 will make a chest pass to the child running towards the designated area from line 2. After performing the chest pass, that child will run to the end of line 2. The child catching the ball will then shoot a “jump-shot.” The child shooting the ball will follow-up their shot by rebounding the ball and making a chest pass to the child in line 1. Repeat this drill until all players have cycled through both lines.

Dribble Knockout

- Set up a big circle and have the children dribble their ball in the area. Each child will attempt to knock the other children’s ball out of the area while maintaining their dribble. If they lose control of their ball or it goes out of the area they are out.



Developmental Opportunities

- Youth develop knowledge about the rules, scoring/statistics, and positions of the game, and develop motor skills in dribbling, ball handling, passing, and shooting.
- Youth stay active and build strength, coordination and cardiovascular fitness.
- Youth develop friendships, cooperation, and character values.
- Youth learn lifelong skills and healthy habits while having fun!
- Youth participate in healthy, supervised, team competition providing a context for practicing humility, overcoming obstacles, strategic thinking, and being part of a community.



TRACK & FIELD

Students will learn the fundamentals of track and field including sprinting, relays, shotput, long jump, and javelin. The program is designed to develop each student's skill set in these activities and increase physical fitness, coordination, self-discipline, and teamwork.

WEEK 9 • WEEK 25

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Sit and Reach
 - Hamstring Stretch
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
- **400 meter jog**
- **Sprint Relays (15 mins)**
- **Softball Shotput (10 mins)**
- **Long Jump (10 mins)**
- **Cool Down (10 mins)**
 - Sit and Reach
 - Hamstring Stretch
 - 400 meter jog

Day 2

- **Dynamic Warm Up (15 mins)**
 - 400 meter jog
 - V-Sit
 - Dynamic Hamstring Stretch
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
- **400 meter jog**
- **Javelin Football Throw (10 mins)**
- **Capture the Flag (25 mins)**
- **Cool Down (10mins)**
 - V-Sit
 - Dynamic Hamstring Stretch
 - 400 meter jog

WEEK 10 • WEEK 26

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Butterfly Stretch
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
- **400 meter jog**
- **Sprint Relays (15 mins)**
- **Softball Shotput (10 mins)**
- **Long Jump (10 mins)**
- **Cool Down (10mins)**
 - Butterfly Stretch
 - Sit and Reach
 - 400 meter jog

Day 2

- **Dynamic Warm Up (15 mins)**
 - 400 meter jog
 - Front Thigh Stretch
 - Sit and Reach
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
- **400 meter jog**
- **Javelin Football Throw (10 mins)**
- **Sharks and Minnows (25 mins)**
- **Cool Down (10 mins)**
 - Front Thigh Stretch
 - Hamstring Stretch
 - 400 meter jog



WEEK 11 • WEEK 27

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Sit and Reach
 - Hamstring Stretch
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 400 meter jog
- **Sprint Relays (15 mins)**
- **Softball Shotput (10 mins)**
- **Long Jump (10 mins)**
- **Cool Down (10mins)**
 - Sit and Reach
 - Hamstring Stretch
 - 400 meter jog

Day 2

- **Dynamic Warm Up (15 mins)**
 - 400 meter jog
 - V-Sit
 - Dynamic Hamstring Stretch
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 400 meter jog
- **Javelin Football Throw (10 mins)**
- **Capture the Flag (25 mins)**
- **Cool Down (10mins)**
 - V-Sit
 - Dynamic Hamstring Stretch
 - 400 meter jog

WEEK 12 • WEEK 28

Day 1

- **Warm Up (15 mins)**
 - 400 meter jog
 - Butterfly Stretch
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 400 meter jog
- **Sprint Relays (15 mins)**
- **Softball Shotput (10 mins)**
- **Long Jump (10 mins)**
- **Cool Down (10mins)**
 - Butterfly Stretch
 - Sit and Reach
 - 400 meter jog

Day 2

- **Dynamic Warm Up (15 mins)**
 - 400 meter jog
 - Front Thigh Stretch
 - Sit and Reach
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 400 meter jog
- **Javelin Football Throw (10 mins)**
- **Sharks and Minnows (25 mins)**
- **Cool Down (10mins)**
 - Front Thigh Stretch
 - Hamstring Stretch
 - 400 meter jog

Rules & Supplements for Track and Field

Sprint Relays

- Divide a portion of the field into 5 lanes that are about 50 yards long. Divide children into the 5 lanes and have them sprint to the end line. Have the children focus on maintaining lane position and keeping their arms close to their bodies. Practice using different distances.
- Divide the children into groups of 4 and place them at each quarter of a lap. The starting child will sprint, with the baton, to the next child where they will hand off the baton. This process will repeat until the last child receives the baton and sprints to the end line.

Softball Shotput

- Divide students into groups.
- Staff will demonstrate proper throwing technique.
- Students in each line will throw to see who can throw the farthest.
- Once the student has thrown, he or she will sprint and retrieve the softball for the next student in line.
- Students in each line will take several turns at throwing.

Javelin Football Toss

- Divide students into groups.
- Staff will demonstrate proper throwing technique.
- Students in each line will throw to see who can throw the farthest.
- Once the student has thrown, he or she will sprint and retrieve the football for the next student in line.
- Students in each line will take several turns at throwing.

Capture the Flag

- Divide a rectangle playing field into two territories.
- Designate what areas will be jails.
- Each team has a flag that will be placed towards the end of each territory.
- To capture the flag a player must enter the opponents territory take the flag and bring it back to their territory without being captured (tagged).
- If a player is caught in their opponent's territory by being tagged they are brought to jail.
- They can only escape jail if one of their teammates is able to elude defenders and reach the jail safely.
- When this happens the player can choose to rescue one of his teammates and they have a free trip back to their territory.

Sharks and Minnows

- Set up a clearly designated rectangular play area with visible boundaries.
- Identify who will be the sharks. Everyone else will be minnows.
- The shark stands in the middle of the play area. The minnows must run to the opposite boundary line without being tagged by the sharks.
- If a minnow is tagged, they now become a shark.
- When there are only one or two minnows left; they become the sharks in the next round.

Developmental Opportunities

- Youth develop knowledge about the elements of Track & Field, and develop motor skills for sprinting, long jump, javelin, shotput, and relay races.
- Youth stay active and build bone strength, coordination and cardiovascular fitness.
- Youth develop friendships, teamwork, and character values.
- Youth learn lifelong skills and healthy habits while having fun!
- Youth participate in healthy, supervised, team competition providing a context for practicing humility, overcoming obstacles, strategic thinking, and being part of a community.



DODGEBALL & KICKBALL

Students will learn the fundamentals of Dodgeball and Kickball including throwing, kicking, running, and strategy. The program is designed to develop each students skill set in these activities and increase physical fitness, coordination, self-discipline, and teamwork.

WEEK 13 • WEEK 29

Day 1 (Dodgeball)

- **Warm Up (15 mins)**
 - 400 meter jog
 - Sit and Reach
 - Hamstring Stretch
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
- **400 meter jog**
- **Rounder's Drill (20 mins)**
- **Four Quadrants Dodgeball (25 mins)**
- **Cool Down (10 mins)**
 - Sit and Reach
 - Hamstring Stretch
 - 400 meter jog

Day 2 (Dodgeball)

- **Warm Up (15 mins)**
 - 400 meter jog
 - V-Sit
 - Dynamic Hamstring Stretch
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
- **400 meter jog**
- **Sprout Ball (20 mins)**
- **Pinball Dodgeball (25 mins)**
- **Cool Down (10mins)**
 - V-Sit
 - Dynamic Hamstring Stretch
 - 400 meter jog

WEEK 14 • WEEK 30

Day 1 (Kickball)

- **Warm Up (15 mins)**
 - 400 meter jog
 - Butterfly Stretch
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
- **400 meter jog**
- **Soccer Relays (15 mins)**
- **Kickball (20 mins)**
- **Cool Down (10mins)**
 - Butterfly Stretch
 - Sit and Reach
 - 400 meter jog

Day 2 (Kickball)

- **Warm Up (15 mins)**
 - 400 meter jog
 - Front Thigh Stretch
 - Sit and Reach
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
- **400 meter jog**
- **Soccer Relays (15 mins)**
- **Kickball-Basketball (20 mins)**
- **Cool Down (10mins)**
 - Front Thigh Stretch
 - Hamstring Stretch
 - 400 meter jog



WEEK 15 • WEEK 31

Day 1 (Dodgeball)

- **Warm Up (15 mins)**
 - 400 meter jog
 - Sit and Reach
 - Hamstring Stretch
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 15 Sit-ups
 - 15 Jumping Jacks
 - 15 Mountain Climbers
 - 400 meter jog
- **Rounder's Drill (20 mins)**
- **Four Quadrants Dodgeball (25 mins)**
- **Cool Down (10 mins)**
 - Sit and Reach
 - Hamstring Stretch
 - 400 meter jog

Day 2 (Dodgeball)

- **Warm Up (15 mins)**
 - 400 meter jog
 - V-Sit
 - Dynamic Hamstring Stretch
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 15 meters of High Knees
 - 15 Crunches
 - 15 Burpees
 - 400 meter jog
- **Sprout Ball (20 mins)**
- **Pinball Dodgeball (25 mins)**
- **Cool Down (10mins)**
 - V-Sit
 - Dynamic Hamstring Stretch
 - 400 meter jog

WEEK 16 • WEEK 32

Day 1 (Kickball)

- **Warm Up (15 mins)**
 - 400 meter jog
 - Butterfly Stretch
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 10 Lunges (5 on each leg)
 - 10 meters of Broad Jumps
 - 10 Leg Lifts
 - 10 Push-ups
 - 400 meter jog
- **Soccer Relays (15 mins)**
- **Kickball (20 mins)**
- **Cool Down (10mins)**
 - Butterfly Stretch
 - Sit and Reach
 - 400 meter jog

Day 2 (Kickball)

- **Warm Up (15 mins)**
 - 400 meter jog
 - Front Thigh Stretch
 - Sit and Reach
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 15 meter Bear Crawl
 - 15 Flutter Kicks
 - 15 Jumping Jacks
 - 400 meter jog
- **Soccer Relays (15 mins)**
- **Kickball-Basketball (20 mins)**
- **Cool Down (10mins)**
 - Front Thigh Stretch
 - Hamstring Stretch
 - 400 meter jog

Rules & Supplements for Dodgeball

- Set up a dodgeball court either on the field or on a basketball court and divide the children into 2 teams.
- The game begins by placing the balls along the center line. Players then take a position behind their end line. When instructed, players will rush towards the centerline to retrieve the balls. Once a ball is retrieved it can be legally thrown.
- A player is out when struck, below the shoulders, by a ball.
- A player is out when the opposing team catches a ball, before it touches the ground, thrown by an opponent. It should be noted that catching a ball does permit an "out player" to re-enter the contest.
- All players must remain within the boundary lines during the contest to avoid getting out.
- Game ends when all players from one team are out.

Four Quadrants Dodgeball

- This is where the large square playing area is divided into four smaller squares. Each area is home to a team (four teams are playing, obviously). Play is just like normal Dodgeball except that players must be watching three other teams instead of just one. This variation makes it hard to "hide".

Pinball Dodgeball

- Three pins (cones) are placed 10ft from the back line of each side. They are placed equal distance from each other on the line. The goal of the teams is to either get all the players out on the other team or to knock down all three of the opposing team's pins. Once a pin is knocked down it must stay down, even if it was knocked over by a player's foot accidentally. You can choose to let the players that got out return to play if their team knocked over one of the opposing team's pins.

Sprout Ball

- Set up a clearly designated rectangular play area with visible boundaries.
- The point of the game is to avoid being hit by a ball.
- Students will spread out inside the play area.
- The balls are thrown into the play area when students can then grab a ball.
- Once a student has a ball they may take no more than three steps with the ball before they throw or pass.
- If a student has been hit by a ball or tries to catch a thrown ball and drops it, they must sit down exactly where they were hit.
- If a student's throw is caught, the thrower must sit.
- If a student with the ball has taken their three steps and another student is sitting, the student with the ball may pass to the sitting student.
- After the student makes a pass they can move as many steps as they want, to a new location and wait to receive a pass back from the sitting student.
- When the student gets the ball back they make take three more steps and throw or pass.
- A student (A), who has been hit, may not stand up and continue playing until the student (B), who hit student (A), is hit.
- If student (B) has hit multiple students and then is hit, all the students hit by student (B) can stand up and play again.
- Play continues until there is only one student left standing.
- In the event that a ball goes out of bounds, one student will retrieve the ball and begin by taking three steps as soon as they step back in bounds with the ball

Rules and Supplements for Kickball

- Divide children into 2 teams. Staff determines who will kick first.
- Staff will be the pitcher for both teams.
- Outs can occur by the basemen catching the ball and tagging the base or when a player catches a “fly” ball. Throwing the ball or “pegging” a player does not count as an out.
- If the ball is over thrown the player may keep running and does not have to stop at one base.
- Teams switch positions after 3 outs or when 5 runs have been scored.

Kickball-Basketball

- The kicker kicks the ball and runs the bases or around his/her team. The fielders retrieve the ball and pass it to every teammate; the last person to get the ball shoots a basket before the runner makes it home.
- Cooperative Kickball
- Divide into 2 teams
- When the kicker kicks the ball they will run the bases, trying to get back to home plate.
- The fielder who gets the ball has the fielding team line up behind him/her. When everyone is in line, they pass the ball over/under until the last person who gets it yells “STOP”.
- A running score is kept until all of the kickers have had a turn, then the teams switch.

Rounder’s Drill

- Split the group into teams of 5.
- One team throws the ball around the posts. One team runs around the posts.
- The ball starts by the batting square and has to be thrown to post 1, then 2, then 3, then 4, and then back to the batting square.
- The running team has to run and tag each post.
- The first player in the batting square has to run and tag their teammate at post 1, this player then has to run and tag their teammate at post 2, this player then has to run and tag their teammate at post 3, this player then has to run and tag their teammate at post 4, when this player is tagged they run back to the batting square.
- The team who returns to the batting square first earns a point.
- Start again when ball and players are back in position again.
- Best of 5 runs.

Developmental Opportunities

- Youth develop knowledge about the rules and strategies of the game, and develop motor skills in throwing, kicking, running, and passing.
- Youth stay active and build bone strength, coordination and cardiovascular fitness.
- Youth develop friendships, teamwork, and character values.
- Youth learn lifelong skills and healthy habits while having fun!
- Youth participate in healthy, supervised, team competition providing a context for practicing humility, overcoming obstacles, strategic thinking, and being part of a community.

APPENDIX

Appendix A: Warm Ups & Stretches

Stretching and warm-ups are very important before any physical activity. This allows your body to prepare for the exercises that will soon follow. Failure to properly stretch and warm-up can lead to injury. You should spend 15 minutes stretching and warming-up.

Sit and Reach

- Position: Sit with your legs straight out in front of you, and your feet touching side by side.
- Action: With hands on top of each other, palms down, slowly reach forward as far as possible (trying to touch the tips of your shoes) and hold for 3 seconds.

V-Sit

- Sit with your legs straight out in front of you, spread apart in the shape of a “V.”
- Action: With hands on top of each other, palms down, slowly reach forward as far as possible and hold for 3 seconds.

Hamstring Stretch

- Position: Assume the position of attention.
- Action: Stand with your feet together, bend at the waist, and touch your toes. Make sure that you keep your legs and knees straight. Hold the position for a minimum of 30 seconds.

Dynamic Hamstring Stretch

- This involves gentle swings of the leg forwards and backwards gradually getting higher and higher each time. Complete 10 to 15 swings on each leg.

Butterfly Stretch

- Position: Sit with the bottom of your feet touching each other and your knees pointing out.
- Action: Pull your feet towards your body and bend forward as much as you can. Try keeping your knees as close to the ground as possible. Hold position for a minimum of 15 seconds.

Front Thigh Stretch

- Position: Assume the position of attention.
- Action: Pull one leg up behind your buttocks, making sure that you knee remains pointed down. Hold position for a minimum of 30 seconds. Switch legs and repeat action.
- Variation: Roll onto your right side and then bend your left knee so you can grasp your left foot with your left hand. Pull your foot towards your buttock on that side as you keep your knees as close together as possible. Hold position for a minimum of 30 seconds. Switch legs and repeat action.

Lunge Stretch

- Position: Stand with one leg in front of you and one leg behind you. Bend your front leg and place both your hands on your knee.
- Action: Lunge forward, keeping your back leg and knee straight. Make sure that when you are leaning forward that the bottom of your foot stays planted on the ground. Hold position for a minimum of 30 seconds. Switch legs and repeat action.

Jumping Jacks

- Position: Assume the position of attention.
- Action: (1) Jump slightly into the air while moving your legs more than shoulder-width apart, swinging your arms overhead, and clapping your hands together. (2) Jump slightly into the air while swinging your arms sideward and downward and returning to the position of attention. (3) Repeat actions. Use a moderate cadence.

Mountain Climbers

- Position: Start with your hands on the ground, shoulder-width apart. One leg should be bent underneath your chest, while the other leg is extended behind you.
- Action: Keeping your hands planted, alternate bringing your knees to your chest while extending your opposite leg. Use a fast cadence.

Bear Crawl

- Position: Start with your hands and feet on the ground (like a bear).
- Action: Using both your hands and feet, you will crawl to a designated point.

Burpees

- Position: Assume the position of attention.
- Action: (1) Fall into the prone position with your hands positioned and ready to get back up. (2) In one fluid

movement, push-up off the ground (bringing yourself back to your feet), and jump up off the ground clapping your hands above your head. Repeat actions. Use a fast, intense cadence.

Push-Ups

- Position: Start with your hands on the ground, shoulder-width apart. Your arms should be lifting your upper torso off the ground, while your bottom torso and legs lie flat on the ground.
- Action: With your arms, lower your upper torso to the ground and then push your upper torso back to starting position and repeat. Use a slow to moderate cadence.
- Variation: Assume a normal push-up position with only your hands and feet touching the ground. Make sure that your back is straight and level with your legs. Lower and raise your entire torso by bending and extending your elbows. It is recommended that you start with the Lizard Push-ups before advancing to a normal push-up.

High Knees

- Position: Assume the position of attention.
- Action: Jog a designated distance, making sure that your knees are coming up to your chest (or as high as possible). The strides will be much shorter as you are focusing on bringing your knees high and keeping them close to the chest.

Broad Jumps

- Position: Assume the position of attention with your feet shoulder width apart.
- Action: (1) Swing arms back while bending at the knees. (2) As your arms swing forward push off with both feet, (3) jumping forward as far as possible. (4) You must land on both feet, focusing on landing in a similar position as you started.

Sit-Ups

- Position: Assume the supine (on back) position with your knees slightly bent and feet on the ground (about 12 inches from buttocks). Arms are crossed, with hands placed on opposite shoulders, and elbows held close to your chest.
- Action: (1) Raise your upper body, curling up to touch your arms to your thighs. (2) Lower your upper body so that your back touches the floor. (3) Repeat action.

Crunches

- Position: Assume the supine (on back) position with your knees slightly bent and feet on the ground. Place your hands behind your head and interlace your fingers.
- Action: Slowly raise your knees upward while curling the trunk upward, and touch your elbows to your knees. Use a slow cadence, ensuring that you are not using your arms to pull your upper body off the ground. Focus on using your core to raise and lower your knees and upper body.

Leg Lifts

- Position: Assume the supine position with your legs lying flat on the ground. Place your hands behind your head and interlace your fingers.
- Action: Keeping your legs together and straight; slowly raise them up, then slowly lower them. Use a slow cadence.
- Variation: While lowering your legs, pause and hold your legs slightly above the ground for several seconds then continue and repeat.

Flutter Kicks

- Position: Assume the supine position with your legs lying flat on the ground. Place your hands behind your head and interlace your fingers.
- Action: Alternately raise and lower the legs, keeping the knees slightly bent and the feet elevated 6 inches or more above the ground. Use a moderate cadence.

Long Distance Runs and Dashes

- Long Distance Runs: This requires you to run long distances at a pace that will allow you to complete the exercise without walking.
- Dash: This requires you to run a shorter distance as fast as you can.

Appendix B: Program Equipment List

The following list of equipment is the initial order to support the PE programs for approximately 1 year for 400 students. Use approved vendors only when purchasing equipment.

- 25 Soccer balls
- 25 Basketballs
- 15 Footballs
- 15 Softballs
- 25 Gatorballs
- 25 Handballs
- 6 sets of Rubber Bases
- 10 sets of Hurdles
- Cones
- Whistles
- 6 sets of Batons
- Storage bags/containers
- 60 Pinnies/Jerseys
- 4 Portable Soccer Goals



Appendix D: School Proposal Sample

YMCA P.E. Proposal for Concordia Elementary School 2016-2017 (Example)

Program Objectives:

- Provide students in grades K-5 with a bi-weekly, 60 minute physical education program that supplements the PE curriculum provided by classroom teachers.
- The YMCA PE Program is modeled after the Physical Educational Content Standards for California Public Schools.
- Provide opportunity for students to interact with each other allowing them to strengthen self-esteem, social skills, team work, and sportsmanship.
- Aid in the prevention of childhood obesity and diabetes by providing students with the opportunities to be physically active and learn how to live a healthy lifestyle.

Program Structure:

- Wednesdays and Fridays starting in September 2016 ending in May 2017
- 4 YMCA staff
- 1 to 20 ratio
- 1 school staff on record per class must be present during P.E. programming and are required to provide supervision/assistance.

| Wed | Fri | Time | Grade | # of Students | # of Y Staff | Teacher on Record |
|-----|-----|-------------|----------------------------------|---------------|--------------|-------------------|
| | | 9:15-10:15 | Kindergarten (3 classes) | 90 | 4 | 3 |
| | | 10:15-11:15 | 1 st (3 classes) | 91 | 4 | 3 |
| | | 11:15-12:15 | 2 nd (3 classes) | 93 | 4 | 3 |
| | | TBD | Late Kinders | TBD | | |
| | | 9:15-10:15 | 3 rd (4 classes) | 105 | 4 | 4 |
| | | 10:15-11:15 | 4 th (3.5 classes) | 110 | 4 | 4 |
| | | 11:15-12:15 | 5 th (3.5 classes) | 118 | 4 | 4 |
| | | TBD | Late Kinders | TBD | | |

| Month | Sport/Activity Learned |
|-----------|------------------------|
| September | Soccer |
| October | Basketball |
| November | Track and Field |
| December | Dodgeball/Kickball |
| January | Soccer |
| February | Basketball |
| March | Track and Field |
| April | Dodgeball/Kickball |
| May | Year in Review |

Appendix E: Program FAQ for Staff

PROGRAM FAQ for YMCA Staff

Everything you need to know about the YMCA PE Program

| | | | | |
|--|--|------------------------------|---------------------------|-------------------------|
| Program Name: YMCA PE Program | Registration: Through Area Manager/COO- Contract Submittal | | | |
| Program Ages Served/Target: Children Grades K-5 | Session/Season School Year | Reg. Deadline None | Start Date Sept | End Date June |
| Talking Points: -Provide students in grades K-5 with a weekly structured 60 minute physical fitness program that supplements the PE curriculum provided by classroom teachers. -YMCA PE Program is modeled after the Physical Educational Content Standards for California Public Schools -Provide opportunity for students to interact with each other allowing them to strengthen self-esteem, social skills, team work, and sportsmanship -Aid in the prevention of childhood obesity and diabetes by providing students with the opportunities to be physically active and learn how to live a healthy lifestyle -YMCA's goal is to provide a Physical Educational program that is fun, engaging, and challenging; and at the same time provide students with a foundation for fitness, nutrition, and healthy living | Promotion Dates: None Special Offers: None Promotion Audiences: -Directly promote to District (meets CA. state standards) -Promote to teachers, principals, and PTA Cross Marketing Outlets: -Promote at district/community/Y events -Promote at schools/open houses/PTA meetings | | | |
| Benefits/Selling Points: -Program held 2 days a week depending on number of students (approximately 4 hours per day and can be slightly customized) -Set schedule to be established between YMCA and School Principal before the start of the program -20:1 ratio of students to YMCA staff (typically 4 YMCA staff); school staff on record must be present during class and requested to assist with supervision of larger groups (ratio must be adhered to do to insurance/district union requirements) -Program activities are developmentally appropriate and customized based on age groups, abilities, and students needs -Program curriculum will expose students to different sports/games, rules, movements, traditions, vocabulary, and strategies resulting in the basic understanding of the fundamentals of the sport/game -Character Counts is modeled and implemented in curriculum | Specific Promotion/Marketing Dates: -Info distributed to schools/Principals- through district contact Promotion Materials Available: -Program Guide/Brochure emailed 3/2016 to District contact | | | |
| Quote/Testimony: -Any program modifications must be approved by COO | Program Cost: \$75 per hour/\$300 daily rate, extra staff can be added at \$75 per staff per day, based off 2 days per week at 4 hours per day, 1x per session \$2000 admin/program fee Registration: -Must complete District and YMCA program/contract guidelines- Submit to COO for approval | | | |

Additional Information (important dates, event calendar, game & practice times, other info as needed)

Bottom part can be customized by program for additional relevant information

| Site names | Phone | | | | | |
|------------|-------|--|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Appendix F: Managing Elementary Physical Education Classes

Managing Elementary Physical Education Classes

With larger classes it can be difficult to maintain order if you have not established the proper guidelines. While it is different from that of an ordinary classroom, classroom management in physical education relies on many of the same principles: setting reasonable expectations, sticking to them consistently, modifying the rules for students who require help and maintaining order.

The information presented will assist you in managing your PE classes so both you and the participants get the most out of each and every class. As your experience grows, you will see what works for you and what you can improve upon.

Establish the Perfect Protocol

Because children are so mobile in P.E. when compared to other classes, you need to hone your protocol before the school year even starts, and you need to teach it to the kids so that they have guidelines by which to operate. Create routines for entering the gym or outside play area, sitting while roll is called, getting out equipment, beginning games, putting equipment away and exiting class. Once students know what to expect, they will be able to channel their excitement and energy into meaningful action.

Utilize Rewards and Punishments Effectively

Sometimes teachers slip up by offering the wrong rewards and punishments for different behaviors. Water, for instance, should never be withheld following an infraction, nor should it act as a reward for good behavior. Focus on using praise to reinforce good behavior, and ask students to sit out of the game for short periods of time as a response to poor behavior. Try taking kids out of the game and leaving them there until they ask you to reenter. Knowing that they've made a choice on their own often ups the chances that students will follow through with the correct behavior.

Be Mindful of Modifications

Some kids can't handle the rigors of P.E. in the same way that others can. Perhaps they have trouble keeping their hands to themselves, or they get tired more easily. Be mindful of which students need more time on the sidelines, and ask them to participate in planning when they will receive their downtime. Perhaps they can give you an agreed-upon signal, or they can just come up to you and let you know when they need to take a break. You may also give them permission ahead of time to take a trip to the water fountain whenever they need it, as long as they are not abusing the privilege. Agreeing ahead of time on how they will disengage removes the chance of it feeling like a punishment.

Don't Stand Still

The best way to stay on top of classroom management is to stay in motion. Standing still creates blind spots, where you can't see some areas of activity very well, and this encourages slip-ups. If you are constantly circling the play area, as opposed to standing in one place, then you are bound to see a lot more action. Not only that, but you will also create the impression of being in multiple places at once, which will encourage students to watch their behavior.

Teaching Tips for Beginning PE Instructors

The following tips may be helpful to new physical education teachers who are trying to establish and create a positive and orderly learning environment in their classes. This certainly isn't an all-inclusive list but we hope it is helpful.

- Dress professionally and follow YMCA uniform protocol.
- Review classroom rules and consequences clearly posted in all places you teach.
- Be consistent in applying the consequences and in dealing with students.
- Greet students at the gym, locker room entrance, or a location outside predesignated.
- Have students practice and perfect the protocols and procedures you set for such management tasks as entering and leaving the classroom, lining up putting away and getting out equipment, getting drinks, using the bathroom,

forming teams or groups and what to do on the stop and start signal.

- Look students in the eye when speaking to them.
- Get to know students names as soon as possible. After learning names use them often when giving praise, feedback or to get their attention.
- When instructing keep in full view of students as much as possible.
- When helping individual students position yourself so you have the whole class in front of you.
- Keep your eyes up and look across the whole gym or playing field so you can monitor all students, not only those immediately in front of you. Think of it as a good defensive driver of a car. You don't look at the hood of your car... you look at the car that is in front of you so you can anticipate and avoid potential problems.
- Give feedback across the gym or playing field now and then. For example, using a projected voice, comment on student work in areas of the gym that are not directly in front of you.
- When students are not behaving...determine if the task is too easy or too hard for them. If the task appears to be too easy, make the task harder (smaller ball, smaller target, longer distance or try the task while moving). If the task appears to hard, make it easier (larger ball, softer ball, closer distance, larger target). This is commonly referred to as progressions and regressions. This will help students to stay engaged.

Stop/Start Signal Guidelines

Using stop/start signals is an effective classroom management technique that quickly draws the students' attention to the teacher. Here are some guidelines:

- Interactive: Both the teacher and students should have a role.
- Clear: It should be clear that you have all of the students' attention.
- Equipment Free: Equipment is placed on the floor to minimize distraction.
- Repetitive: Repeat the signal until you have all of the students' attention.
- Fun: Make them fun so that the students enjoy doing them (ie. use pop culture references). No one likes to be told to "listen up" or to "be quiet."

Techniques for Forming Groups

Use the following techniques to form groups. Don't forget to establish a "Lost and Found" for students who can't find a group. This will speed up the grouping process and eliminate potential embarrassment. Inappropriate practices for grouping students include: having student captains pick teams in front of the class, grouping students by gender, and counting students off (this is often time consuming and problematic with students).

Ways to Improve Your Instruction

Positive reinforcement!

One of the best ways to engage your kids, and keep them engaged, is to encourage them! Of course those who excel should be celebrated, but those who don't excel should be encouraged even more. No matter how small of an achievement they make, tell them how excited and pleased you are to see them do it. This is a guaranteed way to engage your kids.

Structure classes that foster success

Along with positive reinforcement, create games that everyone can succeed at on some level. For example, if you're practicing stretching, record each student's personal best at the beginning of the year, and then record it again at the end of the year. Don't advertise each student's personal best—keep it between the student and yourself. With positive reinforcement every student should be able to improve upon their own personal best. Creating moments of success is a surefire way to get those kids who don't really like athletics to participate more and have a higher self-esteem.

Don't let kids choose their teams

Too often PE teachers let their kids choose teams by selecting two captains and allowing them to take turns selecting students. The problem with this is that the children who are not naturally athletic will typically be picked last. An easy way to solve this problem and to help everyone feel equal is to select the teams yourself. Number the kids off, have them

draw straws, or pick teams at random; there are a variety of creative ways to make teams. Whatever you do though, don't let them choose the teams themselves!

Don't make PE class about winning

You should also not make the point of class to be about extreme competition. If you're a competitive person then this may be hard. But students don't always excel in competitive settings, especially those less naturally gifted. Instead, create games that are fun, empowering, and involve everyone—don't make the point to win.

Engage your students in class

Everyone knows that kids have very short attention spans. Don't let this frustrate you though! Instead, create an environment that engages your students

- Always have the children in front of you when talking.
- Have them put their backs against the wall so they'll all face you.
- Speak in a loud "gym voice," and encourage them to do so too! Kids are told to be quiet all the time in school, but they should be allowed to express themselves verbally. Explain that if they're quiet while you're talking, then they can use their own "gym voices" while playing games.

Get your students attention

PE Instructors often become frustrated with not being able to grab their students' attention. Use good techniques to get your students attention. Some examples include:

- Stop activities by using a whistle.
- Lift up your hands for a visual affect.
- Use a loud speaker or megaphone for especially large classes.
- Require participants to move to "open space."
- When speaking, make a rule that students must place the ball between their feet.
- Ask students to sit down and face you when you're talking or explaining instructions

Create an environment that encourages movement

PE class should be about getting exercise. Therefore, make an environment that requires students to exercise! Instead of getting the equipment out before class, put it in a place safe for students and ask them retrieve it themselves. When dividing up groups, have students skip to their group rather than walk. There are many creative ways to breed constant movement!

Create stations so kids don't get bored

Making different stations with small group activities will help students not get bored with one game or exercise too quickly. You can blow a whistle to have the small groups move to their next station.

Creating smooth transitions

Leads to more activity and less confusion. Always plan ahead of time what you can do to create smooth and efficient transitions from one activity to another.

Teach health and the importance of exercise

Don't just give students the opportunity to exercise. You should also teach them health and the importance of exercise! If they understand why they're exercising then they may enjoy it more. Additionally, students don't always get health information from their parents. The best way to help students live a healthy lifestyle is by reinforcing it at a young age.

Don't have a lack of student involvement due to equipment

Some schools don't have enough money to purchase equipment for all students. Instead of having some students use equipment and others watching, make an environment where everyone is involved. Teach students spotting skills, or use those stations so while some students can play with balls, others can lift weights. It's important to keep everyone active.

Teach alternative health activities

We're in an age of diverse health activities. Instead of only teaching the traditional basketball or volleyball skills, also engage your students in alternative health activities such as yoga, dance, or Tai Chi. If you don't know how to do these

things then take a class! You can learn something, too! These can be used as alternative activities and warm-ups.

Don't play with your kids

Sometimes teachers think if they play with their kids then the students will be more involved. In reality you may end up losing respect or creating unnecessary competition. Instead of playing with them, show them how excited and interested you are in seeing them play!

Better to be safe than sorry

Create a safe environment by instructing students to use proper techniques when executing skills. You should also match opponents with like size, strength and skills. Also, eliminate any potential dangers or health hazards before class.

Organize interesting demonstrations

Students often need show and tell instructions. Create interesting and fun demonstrations, such as a mini-play on how to do proper skill execution.

Reduce Activity Transition Time with these TIPS!

The following focuses on how you can reduce transition and management time:

When working with students of any age, particularly those who are distracted easily, it is imperative to design our classes to ensure fast, smooth transitions which keep students on task and physically active as much as possible.

To help plan ahead the most effective way to transition your students from one activity to the next, here are some useful tips.

- **Pre-Plan Student Grouping Transitions** – Plan your activities with student grouping numbers in mind (e.g. Do you need students in pairs, groups of 3, 4, 5, 6, etc.). Plan how you will transition students to the next activity as quickly as possible. (E.g. To go from partners to teams of 3 – join with two other pairs into a team of 6 (and then split in half) and to go from partners to teams of 4 – join with another pair)
- **Student Responsibility** – Give students responsibility with the transitions to help setup your next activity. (E.g. Number students 1-4 and ask all the number 1's to collect a cone and place on the end line, number 2's to collect a cone and place on the foul line, number 3's to collect a cone and place it on the halfway line and number 4's to collect a ball and stand at their teams cone on the end line)
- **Equipment Ready** – Have equipment setup on the edge of the playing area – ready to use for each of your activities. Set up as much as you can at the start of the session.
- **Routines** – Set up routines with your students so they know what to expect. (E.g. Using a "home base" – a place where all students come back to for instruction – center circle on a basketball court, sitting on the three point line, standing on the end line, or corner of a basketball court).
- **Be Clear** – Be very clear with what you want students to do and where you want them to be. Use cones or court/field lines to be as specific as possible.
- **Change it up** – Don't always use numbers to group students – When students are in teams you can allocate students a variety of ways – e.g. Can the student with the longest hair collect a ball. Can the student who is the youngest collect the sashes. Can the student who is the tallest put the cones away.

Common Mistakes when transitioning students and/or equipment include:

- Not being sure about the order of the lesson and how you will transfer students into the next activity
- Not having equipment ready and setup so that it easy to access and distribute
- Not being clear with where students need to stand/sit once they have been placed in teams
- Placing students in groupings, and then individually handing out equipment or setting it up
- Giving students equipment and then trying to sort out groupings and where they should stand
- Completing activities in the wrong order – e.g. having students in passing lines, then setting up a circle activity, then re-setting back to passing lines.

It takes time and experience to manage PE classes efficiently. The information you just reviewed will give you a head start and assist you in getting the most of your classes. Be creative and create a safe and fun learning environment for your students. Being prepared is a great start and a necessity for well managed classes.

Our Mission

To put Christian principles into practice through programs that build healthy spirit, mind, and body for all.

Our Vision

To improve lives and strengthen character through youth development, healthy living and social responsibility driven by passionate staff and volunteers.

Our Values

Caring, Honesty, Respect, and Responsibility, – Our values are celebrated by staff and members and provide a positive foundation for all Y programs and a healthy connection with others.

Our Cause

Strengthening the foundation of communities.

Our Commitment

The Y is a nonprofit charity that serves the entire community. Donations support our scholarship program and our commitment to keep programs open for all.

EARN A BIKE PROGRAM

This 8 week program aims to get kids more physically active and improve the nutritional content of their diets to lower the rate of childhood obesity and Type 2 diabetes in the community. Children who complete the course will EARN A BIKE!



If you are interested in running a grant-funded YMCA Earn-a-Bike program at your school, please **contact us at contactYMCA@ymcaoc.org**

YMCA OF ORANGE COUNTY
ymcaoc.org