



**A Resource Guide for Creating Extra-Curricular
Physical Activity Opportunities and Learning Experiences for
Today's Youth.**

By: Derek Byrne

Dbyrne206@gmail.com

ACKNOWLEDGEMENTS

This project is dedicated to physical educators everywhere who are trying to make a positive difference in their student's lives through offering motivating physical activity opportunities both inside and outside of class. Thanks are offered to colleagues and other professionals in the field for their insight, support and professional collaboration. Specifically, I would like to thank Chuck Millsap, Val Allan, Derek Severson, Tamara Kitteridge, Dennis Stands, Kelly Rankin and Renee Colleran for their hard work and dedication in helping with the creation and overall development of this project. I would also like to thank the Safe Routes to School Program, the Highline Schools Foundation for Excellence, the United States Tennis Association, "ING," NASPE and the NFL "PLAY 60" program for some of the grant funding opportunities that helped facilitate the organization and implementation of some of these extra-curricular programs. In addition, I would like to thank my wife Michelle for her support and love through this learning experience. Finally thanks to all my students, who have taught me a lot and who help drive me to continually improve and grow as an educator.

About the Author



My name is Derek Byrne and I am a physical education teacher at Midway Elementary School in the Highline School District. I have been teaching for almost six years, in two high quality school districts within the state of Washington: Northshore and Highline School Districts. I am very passionate about the importance of creating comprehensive physical education and health programs and expanding upon our roles as fitness leaders within our schools and surrounding communities. I strive to make a difference in my students learning and physical activity opportunities through the development of a strong standards based school curriculum and through the organization and implementation of extra-curricular learning and physical activity opportunities for my students. I do my best to consistently evolve and improve as a physical educator. I have done this through completing a master's degree in physical education and health from Central Washington University and through involvement in promotion and advocacy efforts with other physical educators in Washington State.

Table of Contents

Chapter	Page
About this Resource Guide	1
I. Before School Programs.....	5
Walking School Bus.....	6
Morning Jump Rope Program.....	14
Before School Dance Program.....	26
II. Lunch Time Programs.....	34
Intramurals.....	35
III. After School Programs.....	43
Physical Education/Fitness Club.....	44
Afterschool Running Program.....	77
Afterschool Basketball Program.....	91
I.V. Community Building Events.....	103
Family Fitness Night.....	104
Integration/Curriculum Nights.....	121
V. Seasonal Events.....	123
Winter Wonderland.....	124
Spring Kindergarten Country Dance.....	130

	Page
VI. Grants	135
Safe Routes to School Grant	136
USTA Grant.....	137
“ING and NASPE” Run for Something Better Grant.....	138
NFL “PLAY 60” Grants.....	139

About this Resource Guide

The *Fusion Fitness and Nutrition Resource Guide* is a tool for physical education teachers and health professionals to promote extra-curricular physical activity opportunities and learning experiences for students in their own school settings or physical education programs. The resource guide features a description of the events or programs, a list of benefits of implementing the program or event, detailed steps to implementation, a timeline of organizational procedures, important considerations when coordinating the program and easily adaptable promotional tools that help each physical activity leader implement the new physical activity programs and learning opportunities into their own school.

This guide is based on the belief that physical education is an integral part of the education of the whole child and that the academic learning process in our public schools should include a comprehensive physical education and health program. The Fusion resource guide is also based on the idea that physical educators are physical activity leaders within their school and surrounding communities. As professionals, it is the physical educator's job to build comprehensive programs that meet the physical activity needs of the entire student population. Physical educators can do this by creating new physical activity opportunities that supplement the learning experiences already taking place in their physical education classes. Creating these new physical activity learning opportunities allows students to reach nationally recommended physical activity guidelines and helps to build an understanding among youth about the importance of leading healthy and active lives. In addition, the creation and implementation of extra-curricular programs helps to promote community and family

involvement, supports collaboration with staff members, promotes and builds awareness of the importance of PE programs, increases support from administrators, and helps build professional relationships within the surrounding community.

The physical activity programs and events detailed in this resource guide have been successfully implemented in a variety of schools. Many of these events can be modified to best meet the needs of your school whether at the primary, intermediate or secondary levels. The event and program descriptions, timeline and promotional tools allow physical educators the opportunity to increase enthusiasm among their students for participating in new physical activity opportunities.

In *Fusion Fitness and Nutrition: A Resource Guide for Creating Physical Activity Opportunities and Learning Experiences for Today's Youth*, a variety of ideas are given to help implement extra-curricular programs and events throughout different times of the day and school year. Sections include before school programs, lunch time programs, afterschool programs, community building events, seasonal events and even a section on grants that can help give your program some of the funding needed to create or enhance these new physical education initiatives.

The following is a brief chapter by chapter overview beginning with chapter I:

Chapter I, *"Before School Programs,"* provides detailed steps, a timeline and promotional tools to help create before school based physical activity programs such as a "Walking School Bus" program, a before school jump rope program and a before school dance program. All of these can be great additions to a physical education

program as we aim to promote increased physical activity levels and get our students days started in a positive and active way.

Chapter II, "*Lunch Time Programs*," explores the idea of implementing a lunch time intramural program at your school. Lunch schedules will vary depending upon the school and activity space, but intramurals can serve as an excellent platform for promoting increased levels of physical activity among students, understanding the importance of team building, and the promotion of student leadership and responsibility.

Chapter III, "*After School Programs*," provides detailed steps, ideas, and promotional tools for organizing and implementing an afterschool physical education and fitness program, an afterschool running program, and or an extra-curricular basketball program. All of these programs will be well received by students and can be modified to best meet the needs of your current school population.

Chapter IV, "*Community Building Events*," examines ideas and plans for evening events that will help promote a strong community within the school and professional collaboration with staff and community members. Events include Family Fitness Night and an Integration Event.

Chapter V, "*Seasonal Events*," provides examples and write-ups for primary level events that can occur at different times of the school year and will help with promoting family involvement and teacher collaboration as we promote healthy choices and the importance of physical activity among students and their families.

Chapter V, "*Grants*," is a section that provides a variety of grant ideas that can help you kick start and enhance new or current extra-curricular programs at your school. This chapter provides a description of the grants and the website information.

Before School Programs



Chapter I

Walking School Bus

Type of Event	Grade Level	Organization
Before School Program	K-6	1-2 months organizing time with continuous organization throughout.

Description

A “Walking School Bus” is a great promotional tool and opportunity for students, staff and families to walk to school together in the mornings before school. The program helps promote a sense of community, builds friendships among students and involves parents and staff in weekly walking activities. In addition, a walking program promotes physical activity and teaches students about road, bicycle and pedestrian safety. This program idea and inspiration was generated from the “Safe Routes to School Program.”



Benefits

- Family Involvement
 - Enhanced sense of learning community
 - Staff Involvement
 - Promotion and building of awareness of PE Program
 - Time to promote upcoming PE events
 - Family and student education
 - Relationship building with local law enforcement and city leaders.
 - Pedestrian Safety
 - Increased support from administration.
 - Increase in extra-curricular programming opportunities
-

Steps to Implementation

- Explore and examine different types of grant funding that will help this program excel and grow as the program evolves. This could include the “Safe Routes to School” grant explained in the grants section of this resource guide.
- Develop a plan and brainstorm ideas that can be shared with your leadership committee and administration on the positive effects of a “Walking School Bus.”
- Collaborate and communicate with other physical educators and teachers who have seen a “Walking School Bus” program before.
- Meet with local law enforcement to gather ideas and receive feedback on what they believe have been important characteristics of successful “Walking School Bus” programs. In addition, talk about possible safe morning meeting points close to school that can be easily and safely walked as a group.
- Meet with administration and select a day or days and time to meet with students and families each week.
- Use grant funding or ask administration or community businesses to help fund

the purchase of patrol equipment such as poles with stop flags and bright caution gear in different sizes.

- Set a start date for the program with time and location.
- Create a flyer to send home and a short promotional blurb to go in your school newsletter or post on the school website.
- Set a date, plan and organize a promotional assembly to help highlight the upcoming program.
- Place information about the program on your PE bulletin board, school website, school reader board, posters around school and or on your school bulletin board.
- Email, call and communicate with city leaders, law enforcement and other city planners to speak at the assembly and or attend the first day of the “Walking School Bus.”
- Perhaps, think of additional incentives to participate in the program such as “Walking School Bus” t-shirts, specific prizes for participating in a certain amount of days over the course of the program.
- Promote the before school program in your classes.
- Ask staff and administration to attend the first day of the “Walking School Bus” to help promote the program and build excitement.
- Create or have a banner designed for the first day of the “Walking School Bus” to be held by students in the front of the group.
- Record student names, grade level and teachers for those who are participating in the program each day.
- Thank families and staff for attending and continue to promote the program in your classes and through school announcements.



Timeline



2 months or more prior to the program

- Explore and examine different types of grant funding that will help this program excel and grow as the program evolves. This should be done earlier, but at least two to three months before program begins.
- Develop a plan and brainstorm ideas that can be shared with your leadership committee and administration on the positive effects of a “Walking School Bus.”
- Collaborate and communicate with other physical educators and teachers who have seen a “Walking School Bus” program before. This can be done through emailing in district physical educators or pin pointing other professionals in the field who have experience with the “Walking School Bus.”

2 months prior to the event

- Meet with local law enforcement to gather ideas and receive feedback on what they believe have been important characteristics of successful “Walking School Bus” programs. Set up a meeting at your school to discuss your ideas and listen to thoughts and suggestions they have for making your program a successful experience.
- Ask law enforcement for ideas for possible safe meeting points. Many times law enforcement employees have had prior experience with working on these projects with local schools so they can provide valuable insight.

1 month prior to Event

- Meet with administration and select a day or days and time to meet with students and families each week.
- Use grant funding or ask administration or community businesses to help fund

the purchase of patrol equipment such as poles with stop flags and bright caution gear in different sizes.

- Set a promotional assembly day a week before the opening day to help hype up the “Walking School Bus” program.
-

Two Weeks Prior to the Event

- Set a start date for the program with time and location.
 - Create a flyer to send home and a short promotional blurb to go in your school newsletter or post on the school website.
 - Set a date, plan and organize a promotional assembly to help highlight the upcoming program.
 - Email, call and communicate with city leaders, law enforcement and other city planners to speak at the assembly and or attend the first day of the “Walking School Bus.”
-

One Week Prior to the Event

- Place information about the program on your PE bulletin board, school website, on posters throughout the school and or on a school bulletin board.
- Email, call and communicate with city leaders, law enforcement and other city planners to speak at the assembly and or attend the first day of the “Walking School Bus.”
- Hold short promotional assembly talking about the “Walking School Bus” program.
- Perhaps, think of additional incentives to participate in the program such as “Walking School Bus” t-shirts, specific prizes for participating in a certain amount of days over the course of the program.
- Promote the program in your classes.
- Ask staff and administration to attend the first day of the “Walking School Bus” to help promote the program and build excitement.

- Create or have a banner designed for the first day of the “Walking School Bus” to be held by students in the front of the group.
-

Day of Event

- Record student names, grade level and teachers for those who are participating in the program each day.
 - Thank families and staff for attending and continue to promote the program in your classes and through school announcements.
-

Important Considerations

- It is very important to talk to administration and law enforcement about a safe meeting point to start the walking club each day.
- Having other staff members commit to be a part of the “Walking School Bus” will be very important in the success of your program.
- Asking a staff member who is able to translate or talk with parents of different languages is a great step in the development of your program.
- “Walking School Bus” t-shirts are a great incentive for participants and a good promotional tool for your program.
- Developing different incentives that students can earn during the program may help keep attendance numbers up.
- Having your entire staff attend the first day of the “Walking School Bus” will help build up excitement for the program and increase further attendance.

Promotional Tools

- **“Walking School Bus” promotional flyer**
 - This promotional flyer can be easily adapted for your “Walking School Bus” program to help highlight program reminders and give parents insight into goals and expectations of the program.
- **Mock: Walking School Bus T-Shirt Design**
 - This tool provides an example or illustration of a “Walking School Bus” t-shirt designed for those who participate in the program.



Midway Elementary School “Walking School Bus”



On Thursday November 15th, 2012 Midway Elementary School will be starting a “Walking School Bus” program thanks in part to the “Safe Routes to School Grant.” The program’s goal is to promote a sense of community and build healthy habits among students and families as we walk to school together. Please join Mr. Byrne and Mr. Severson and some other members of the Midway staff every Thursday at 8:10 am at the Grace Lutheran Church parking lot. Students and families will have the opportunity to talk and get to know local community members as well as area law enforcement. In addition, each participant will have the opportunity to learn about pedestrian safety and be qualified for a variety of prizes such as a “Walking School Bus” t-shirt based on the amount of days they participate. Look forward to seeing all of you and thank you for your support and participation as we begin our “Walking School Bus” program.

“Program Reminders”

Meeting Location: Grace Lutheran Church Parking Lot
22975 24th Avenue South
Des Moines, WA 98198

Meeting Date and Time: Every Thursday morning when school is in session from 8:10-8:30 am

Reminder: Please do not drop students off before 8:10 as staff will not be on site to supervise until that time. Walkers will be departing and walking as a group at 8:30 am and arriving for school breakfast at 8:45. Thanks again for your cooperation and hope to see all of you there.

Mock “Walking School Bus” T-Shirt Design



FULL FRONT
3 COLOR
10.0W X 7.0H

FULL BACK
1 COLOR
10.0W X 6.-H



Morning Jump Rope Program

Type of Event	Grade Level	Organization
Before School Program	K-6	1 month with continuous organization, planning and management.

Description

The morning jump rope program is a great way to kick start a student's morning. The before school jump rope program gives each student the opportunity to help meet their recommended guidelines for physical activity, as well as learn new important skills that should help promote physical activity outside of school. The program will focus on a variety of skills using both the short and long jump ropes and even integrating some plyometric and jump band work. A fun and energetic environment can be provided by the enthusiasm of the teacher, jump roping challenges, cooperative work and a variety of new learning experiences and performances.



Benefits

- Increased physical activity opportunities
- New extra-curricular learning experiences.
- Interaction of primary and intermediate grades.
- Promotion and building of awareness of PE Program
- Possible Staff Involvement
- Cooperative challenges and teamwork
- Cardiovascular Endurance Work
- Decrease in before school behavior issues
- Increased support from staff and parents.
- Opportunity for students to perform physical activity skills and demonstrate growth over program



Steps to Implementation



- Meet with administration and discuss idea for having a before school jump rope program that will last about 15 minutes in duration each morning. Depending upon how much time you have from when students enter the school, until when they have to line up to go to their classroom.
- Talk with recess teachers and kitchen staff about developing a plan for students who need to eat breakfast before they enter into the gymnasium and practice their jump roping skills.
- Select certain days of the week, a designated starting time and ending time and post a promotional poster or sign outside of the gymnasium.
- Promote the before school jump rope program in your class and talk about when the program starts. Talk about rules and the expectation that if you enter the gymnasium you are coming to work on your jump roping skills and do you're very best. Off task behavior will not be tolerated and you will be asked to leave the gymnasium.

- Recruit any staff members who would like to come in and help with management and circulate around and provide feedback to students who are practicing their skills in the gymnasium.
- Use music as start and stop signals during the morning program. When music stops students are expected to sit down and lay their jump rope straight on the ground in front of them.
- Early on demonstrate and ask for performances of specific skills.
- Create challenges and competitions to help students push themselves to improve and jump for long periods of time.
- At the end of the morning session, demonstrate how jump ropes will be put back and ask a few students to help make sure the jump ropes are organized and put back in an appropriate way.
- As the program moves forward, increase the amount of skills being taught and the challenges being given to the students. Emphasize trying your best, collaborating with others and making safe choices.
- Students can also be given the opportunity to create routines that can be performed for the other participants on a designated day.
- Encourage staff members to participate from time to time to help increase motivation and physical activity levels.
- Change music playlists and cd's from time to time to help increase energy during the morning program.



Timeline



1 month prior to the program

- Meet with administration and discuss idea for having a before school jump rope program that will last about 15 minutes in duration each morning
 - Talk with recess teachers and kitchen staff about developing a plan for students who need to eat breakfast before they enter into the gymnasium and practice their jump roping skills.
 - Select certain days of the week, and choose a designated starting time and ending time and post a promotional poster or sign outside of the gymnasium
-

3 weeks prior to the program

- Promote the before school jump rope program in your class and talk about when the program starts. Also be sure to promote the program through your school website, reader board and or other communication tools.
 - Talk about rules and the expectations of the jump rope program in your classes.
 - Recruit any staff members who would like to come in and help with management and circulating around and providing feedback to students who are practicing their skills in the gymnasium.
-

2 weeks prior to the program

- Continue to hype up and promote the program in each of your classes.
- Create an up-tempo music playlist and or variety of cd's for stop and start signals for the program.
- Check inventory and make sure that you have enough jump ropes in a variety of different sizes.

One week prior to the program

- Remind staff about beginning of program and have the office staff make an announcement that the program will be beginning next week.
 - Post rules and expectations somewhere in the gymnasium.
 - Reconfirm commitment from any staff members willing to participate or help out with the program.
 - Plan out jump rope progression and activity challenges that will take place in week one.
-

First Day of Program

- Early on demonstrate and ask for performances of specific skills
 - Create challenges and competitions to help students push themselves to improve and jump for long periods of time.
 - At the end of the morning session, demonstrate how jump ropes will be put back and ask a few students to help make sure the jump ropes are organized and put back in an appropriate way.
-

Important Considerations

- On task behavior and effort must be reinforced at all times.
- It's important to talk to cafeteria staff and administration about making sure students eat breakfast first. Many younger students will come straight to the jump rope program because they are so excited.
- Perhaps starting a little after the start of breakfast will give students the opportunity to get some fuel in their body and then come practice.
- Encourage staff and administration to drop in and participate from time to time this helps to increase motivational levels of students.
- Challenges and performances are a good way to keep physical activity levels up.

- Up-tempo music is a great motivator and excellent for stop and start signals.
 - Circulate and keep back to the wall to keep off task behaviors to a minimum.
 - Do your best to create a safe and supportive environment.
-

Promotional Tools

- Elementary Jump Rope Teaching Cues and Skill Progression
 - A written progression of jump rope skills and cues for different elementary grade levels can be found on pages 21-24.
- Jump Rope for Joy Skill Checklist
 - The “Jump Rope for Joy” checklist is a student assessment and motivational tool for participants to practice a variety of different jump rope skills and challenges. This resource can be found on page 25.

Elementary Jump Rope Teaching Cues and Skill Progression



- **Classroom Management**

- Have students find their own safe self-space and lie the jump rope down in a straight line directly in front of them. Their eyes should be looking at the teacher.
- Use music as start and stop signals for different tricks and challenges.
- If students are making poor choices with their jump rope or being unsafe have them put the jump rope away.
- Use older students as leaders and to help mentor and help younger students attempting to learn progression in before school program.

- **Jump Rope Size**

- Have students match up handles and step into the middle of the rope. Student should be able to pull both handles up with handshake grip and reach their armpits or shoulder area.

- **Teaching Cues**

- Stay on your toes
- Knees Bent
- Rotate your wrists in a circular pattern when rotating the jump rope
- Jump to the rhythm.

- **Primary Level Skill Progression (K-2)**

- With jump rope lying straight on ground have students practice:
 - Jumping with two feet from one side of the rope to the other.
 - Bell Jump: Forward and Backward over the rope
 - Skier Jump: Side to side over the rope.
 - Scissor Jump: One foot in front of the rope, one foot behind and switching legs in the air.
 - One foot hop: Hopping on one foot from one side of the rope to the other
 - Make a circle with the jump rope, jump in the circle out of the circle.
 - Small jumps around the circle.
 - If students are getting tired give them activity breaks where you tell them to make different shapes with their jump ropes.
 - Put both jump rope handles in one hand and have them make a circular motion, jumping on their toes every time the jump rope touches the ground.
 - Practice circular motion with wrists
 - Handshake grip with jump rope: Say “Hello Mr. Rope, Hello Mrs. Rope.”
 - Practice making the forward circular pattern lifting your toes to swing it under your toes and then lifting your heels to bring it behind you.
 - Forward Jumping
 - Backward Jumping
 - One Foot Jumping
 - Continue Progression.

- **Jump Rope Progression: (Grades 3-4)**
 - Forward Jumping
 - Double Jump
 - Single Jump
 - Backward Jumping
 - One Foot Jumping
 - Bell Jump
 - Skier Jump
 - Scissor Jump
 - Side Swings and Jump Through
 - Fold Jump Rope in Half: Jump Higher
 - Cross Over
 - Double Under

- **Jump Rope Progression: (Grades 5-6)**
 - Forward Jumping
 - Double Jump
 - Single Jump
 - Backward Jumping
 - One Foot Jumping
 - Bell Jump
 - Skier Jump
 - Scissor Jump
 - Side Swings and Jump Through
 - Fold Jump Rope in Half: Jump Higher

- Cross Over
- Mad Dog
- Under the Leg
- Sitting on the floor and spinning rope under you

Let's Jump for Joy Midway



Task	Accomplished yes/no
1. How long can you jump forward without a miss?	
2. Jump forward 10 times	
3. Jump on one foot 10 times	
4. Perform 10 backwards jumps	
5. Demonstrate 10 skier jumps.	
6. Perform 10 bell jumps	
7. Can you do 10 scissor jumps in a row?	
8. Can you fold your jump rope in a half and perform consecutive jumps through?	
9. Squat down and jump forward 10 times?	
10. Perform a crossover	
11. Can you demonstrate a double under?	
12. Can you jump rope with one arm under your leg?	
13. Perform the jogger step. Go as quickly as you can.	
14. Jump Rope with one rope and a partner facing towards you.	
15. Jump Rope with a partner while holding one of their handles and using two ropes.	
16. Perform consecutive crossovers.	
17. How many double unders can you do in a row?	
18. Can you sit on the floor and spin the rope under your legs and bottom?	
19. Can you perform the "Mad Dog?"	
20. Can you create a new trick to perform for the rest of the class?	

Before School Dance Program

Type of Event	Grade Level	Organization
Before School Program	K-8	1-2 months depending upon background experience with continuous planning and organization.

Description

The before school dance program is an opportunity for students to be physically active in the morning and get their day going by practicing a variety of fun dances and interactive performances. Students will be challenged and have the opportunity to express themselves in a fun and positive way through a variety of structured dances and some freestyle performances.



Benefits

- Increase in extra-curricular experiences
- Opportunity for student performances

- New active learning experiences for students.
- Community Building
- Promotion and building of awareness of PE Program
- Time to promote upcoming PE events
- Relationship building with local health and fitness organizations
- Building of support and self-esteem of students.
- Increased support from administration.
- Opportunity for students to be creative and work together.

Steps to Implementation

- Meet with administration and discuss idea for having a before school dance program that will last about 15 minutes in duration each morning. This will depend upon how much time you have from when students enter the school, until when they have to line up to go to their classroom.
- Talk with recess teachers and kitchen staff about developing a plan for students who need to eat breakfast before they enter into the gymnasium and practice their jump roping skills.
- Select a certain day or days of the week, a designated starting time and ending time and post a promotional poster or sign outside of the gymnasium.
- Promote the dance program in your classes and talk about when the program starts. Talk about rules and the expectation that if you enter the gymnasium you are coming in to practice designated dances with other students, create new dances with peers and or performing for those who choose to participate. Off task behavior will not be tolerated and you will be asked to leave the gymnasium.
- All students will support one another and cheer each other in a positive way to create a safe and energetic learning environment.
- Recruit any staff members who would like to come in and help with management and circulating around and providing feedback to students who are practicing

their skills in the gymnasium.

- Use music as start and stop signals during the morning program. When music stops students are expected to find the teacher with their eyes and listen respectfully.
- Practice specific dances in class, that all of the students can perform together before beginning the dance program.
- Early on demonstrate dances and ask for freestyle performances from willing participants.
- Create dance challenges and performances that will help keep students engaged and on task.
- At the end of the morning session, have students exit in an orderly and respectful fashion.
- As the program moves forward, increase the amount of skills being taught and the challenges being given to the students. Emphasize trying your best, collaborating with others and making safe choices.
- Students can also be given the opportunity to create dance routines that can be performed for the other participants on a designated day.
- Encourage staff members to participate in designated dances from time to time to help increase motivation and physical activity levels.
- Change music playlists and cd's from time to time to help increase energy during the morning dance program.



Timeline



1-2 months prior to the program

- Meet with administration and discuss idea for having a before school dance program that will last about 15 minutes in duration each morning
- Talk with recess teachers and kitchen staff about developing a plan for students who need to eat breakfast before they enter into the gymnasium and practice dance skills.
- Select certain days of the week, a designated starting time and ending time and post a promotional poster or sign outside of the gymnasium

3 weeks prior to the program

- Promote the before school dance program in your class and talk about when the program starts.
- Talk about rules and the expectations of the dance program in your classes.
- Recruit any staff members who would like to come in and help with management and circulate around the gym and provide feedback to students who are practicing their dance skills.

2 weeks prior to the program

- Continue to hype up and promote the program in each of your classes. In addition, promote the program on your school website, reader board and through posters placed strategically around the school.
- Create an up-tempo music playlist and or variety of cd's for stop and start signals for the program.

1 week prior to the program

- Remind your school staff about the beginning of the program and have the office staff make an announcement that the program will be beginning next week.
 - Post rules and expectations somewhere in the gymnasium.
 - Reconfirm commitment from any staff members willing to participate or help out with the program.
 - Plan out possible dances to practice in week 1 that have been practiced previously in class
-

First Day of the Program

- Have students sit down and talk about expectations and plans for the dance program.
 - Practice dances that have been previously practiced in class, with older students helping to lead some of the dances
-

Important Considerations

- A safe and supportive environment is essential to students feeling that it is okay to practice and express themselves in a positive way.
- Practice designated dances in class before beginning morning dances, so all students feel that know some dances and we can build a safe and strong environment through community building type dances.
- Select some student leaders who can help lead specific dances.
- Circulate and provide feedback constantly to help with management and keep students on task.
- Designate some days for student performances, whether that be a freestyle

dance or creative planning team dance.

- Every student will support one another as we take the risk to try our best and demonstrate our creative skill.
-

Promotional Tools

- **Morning Dance Program Flyer**
 - The morning dance program flyer is a promotional tool that can be adapted and posted around your school to help build enthusiasm and get the word out about the upcoming before school program.
- **Dance Skit Routine Template**
 - As the dance program develops, performances become an important part of the morning program. This dance skill routine template will allow students the opportunity to create a short 2 minute group dance presentation that demonstrates their creativity, teamwork and skill levels as they advance in the program.

Madrona Elementary School Morning Dance Program



On Monday and Friday mornings starting at 8:15 am students and staff are invited to enter into the Madrona Elementary School gymnasium and engage in a variety of fun physical education dances led by Mr. Byrne and Mr. D. Each student will be given the opportunity to work with other Madrona Elementary students from a variety of grades and having fun working on some active and exciting dances as we wake up our bodies and minds in the morning.

Remember to eat a good breakfast in the morning, either at home and or at school and then get ready have some fun as we bring some new energy to the Madrona gymnasium!

When: Mondays and Fridays from 8:15 to 8:30 am

Where: Madrona Gymnasium

Who is invited: All students and staff



Dance Performance Routine Template



We are excited that your team is taking the opportunity to create and perform a dance for our morning participants. Remember to have fun, do your best, practice as a team and be creative with your routine. Your team will have 2 minutes to show our school some cool moves and amazing teamwork. Thank you for participating!

Team Members: _____

Performance Song: _____

Starting Pose: _____

1st Move: _____

2nd Move: _____

3rd Move: _____

4th Move: _____

Finishing Pose: _____

Lunch Time Programs



Chapter II

Lunch Time Intramurals

Type of Event

Lunch Time

Grade Level

K-12

Organization

2 months with on going
Organization and planning.

Description

A lunch time intramural program provides students with an extra-curricular physical activity outlet during their lunch recess. Sports and activities can be rotated throughout the school year and different grade levels will have access to extra-curricular intramural opportunities on designated days of the week. Lunch time intramurals allow for an increase in structured physical activity opportunities during the school day as well as practical experiences with important skills such as teamwork, cooperation, fair play and a variety of other attributes that will help in the growth and development of healthy adolescents and students.



Benefits

- Promotes fair play and cooperation
- Healthy spirit of completion and sportsmanship
- Exposing students to lifelong physical activity skills and sports.
- Promotion and building of awareness of PE Program
- Knowledge of Rules
- Increased physical activity opportunities
- Improved social interaction
- Student Leadership Program
- Improved support from administration.
- Understanding of other roles within sports such as officiating, score keeping



Steps to Implementation



- Intramural options will vary depending upon the school lunch schedule and time frame for specialists. For some physical educators with longer lunch breaks intramurals will be a great addition to your extra-curricular physical activity programming. Look at your schedule and determine your time frame and what specific grades are available and if the gymnasium or an outdoor area is available during that time frame.
- Set up a meeting to discuss the possible development of an intramural program during lunch recess. Meet with recess staff, administrators and teachers. Talk about the importance of having structured physical activity opportunities and the benefits of an intramural program. Also try and emphasize the positive effect you believe this program will have on student responsibility, accountability and lowering the number of write ups occurring during recess.
- Once you figured out which grades work and match up with your lunch schedule select a particular sport or group of sports that can change over a given period of time.

- Work with recess staff and other teachers to come up with a list of rules and expectations for participating.
- Promote Fair Play: give everyone an equal chance to participate, respect the rules, respect referees or officials decisions, respect opponents and keep your self-control at all times.
- Divide students into selected groups and designate a specific day that they will be attending and participating in the intramural program. Do your best to arrange students in a way that matches them with a variety of different students to help improve the levels of cooperation and teamwork at the school.
- Devise a system for allowing students to experience a variety of roles within the intramural program including officiating, score keeping, and organizing.
- Select a group of students as an intramural committee to help devise specific rules and expectations of the program. As well jobs that need to take place to help the program run successfully.
- May also be a good idea to organize groups by age appropriate skill level.
- Set a timeline for the program and coordinate a schedule that works well with other staff members for a lunch time schedule.
- Promote the program in your classes and have each student fill out a permission slip demonstrating a commitment to the intramural program for the designated intramural session.



Timeline



2 months prior to the event

- Set up a meeting to discuss the possible development of an intramural program during lunch recess. Meet with recess staff, administrators and teachers
- Determine which grade levels at the school fit with the school lunch schedule to participate in intramurals.
- Select sports or activities that will be planned in advance for and can possibly be rotated over the course of the program.
- Work with recess staff and other teachers to come up with a list of rules and expectations for those who are participating.
- Devise a system for allowing students to experience a variety of roles within the intramural program including officiating, score keeping, and organizing.

1 month prior to program

- Select a group of students as an intramural committee to help devise specific rules and expectations of the program. As well jobs that need to take place to help the program run successfully.
- Set a timeline for the program and coordinate a schedule that works well with other staff members for a lunch time schedule.

3 weeks prior to the program

- Promote the program in your classes and have each student fill out a permission slip demonstrating a commitment to the intramural program for the designated intramural session.
- Set a deadline for permission slips being turned in for participation.

Two weeks prior to the program

- Create a participant list or roster for students participating in the program.
 - Create post and send out a schedule for when certain grade levels and students will be participating in the lunch time program.
-

One week prior to the program

- Hold a meeting to explain rules and expectations for the program to students.
 - Hand out a schedule and talk about the importance of staying committed and following through on this opportunity for your time.
 - Plan week one activities and schedule.
-

Day one of the program

- Work on management, provide feedback and make any necessary changes to help the program reach its full potential.
-

Important Considerations

- Collaborate and coordinate lunch time intramural schedule with administrators, office staff, recess attendants and other teachers to help create a smooth schedule that everyone can work together on to keep students on track.
- Set designated times for intramural sessions so that students can participate and stay committed for the duration of the program.
- Use a student leadership group to help designate rules, create more of a buy in

and help share organizational responsibility.

- Switch sports after a given session or period of time to appeal to a variety of students and expose them to a variety of different skill sets.
 - Place students in a variety of different groups and teams and designate different roles to help teach responsibility and increase knowledge of the different jobs needed to successfully organize an intramural sports program.
-

Promotional Tools

- **Intramural Organization and Expectations**
 - The intramural organization and expectations sheet will provide some insight into what a high quality intramural program should be set up like as your program goes through the developmental process.
- **Intramural Rules**
 - A simple list of possible rules that can be posted in your gymnasium during the intramural program.

Intramural Organization and Expectations

The term “intramural” means “within the walls.” For physical educators this should mean that we should be working to build a comprehensive program within our school grounds. The focus of a physical education intramural program should be on recreational pursuits such as dance, lead up games, fitness, and recreational sports.

An intramural program should be:

1. Voluntary in nature, student has the choice of activities.
2. Each student is given an equal opportunity to participate and have fun regardless of ability.
3. Students should be involved in some aspect in the planning, organization and administration. This could be done by developing an intramural student committee or leadership team to help develop rules and roles for the program.

Goals of the Program:

1. Equal opportunity to participate.
2. Provide a safe and supportive environment
3. Promote sportsmanship and teamwork
4. Build a stronger community within the school.
5. Promote positive social interaction.
6. Inspire and teach lifelong physical activity pursuits.
7. Provide practice and learning opportunities to help reinforce physical education content.

Organization and Administration

1. Check lunch schedule and coordinate times with teachers and administrators to make sure that lunch schedule fits with grade level intramurals.
2. Skills being taught in physical education should help reinforce practices taking place in intramural programs
3. A physical educator should be planning and supervising the program.

4. Develop a student leadership group to help with developing rules, officiating, policies, enforcement and the selection of activities.
5. Modify activities and make sure that they are age appropriate.
6. Develop rules that create a safe and fair environment.
7. Provide students with the opportunity to experience a variety of different roles within the intramural structure.
8. Make sure all students have medical clearance and approval to participate.
9. Check budget to help with equipment purchasing and maintenance of current equipment.
10. Continually assess and evaluate the intramural program to make changes and strengthen when necessary.

Source: National Intramural Sports Council

Source: www.actionforhealthykids.org/game-on

Intramural Rules

1. Give everyone an equal opportunity to participate.
2. Respect the rules.
3. Respect officials and their decisions.
4. Respect opponents.
5. Maintain self-control at all times.
6. Be Safe, Play Fair, Have Fun!

Afterschool Programs



Chapter III

Afterschool PE Club

Type of Event	Grade Level	Organization
Afterschool Program	K-12	2 months or more with continuous organization and planning throughout the program.

Description

An afterschool fitness and physical activity program that will help students reach their recommended daily levels of physical activity while promoting the importance of healthy choices and being physically active on a daily basis. The program will provide a fun and safe learning environment with a variety of engaging physical activity and fitness learning opportunities. Program can be flexible and implemented to help best meet the needs of each school's student population.



Benefits

- Increased physical activity for participants
 - Building of comprehensive physical education program.
 - Improved learning time for participants outside of school day.
 - New Grant Opportunities
 - Collaboration with community businesses and health promotion organizations.
 - Increased role and value of physical education in school.
 - Outlet for low income or high needs students.
 - Building of cooperative behaviors, trust and leadership among students.
 - Improved support from administration.
 - Respect and increased support of the value of physical activity programs from the parents and guardians of each participant.
-

Steps to Implementation

- Look for funding opportunities to help organize, implement and enhance the development of the afterschool fitness program. Explore grants, but also talk and communicate with local recreational and youth advocacy groups. Often times they are willing to partner up and help with funding of the program through snacks, transportation and or t-shirts for the participants involved in the program. Groups within the community you could talk to about funding and support could include:
 - Local Parks and Recreation Centers
 - Sports Advocacy Groups
 - Boys and Girls Club

- Hospitals and Health Clinics
- District Grant and Scholarship Foundations
- Health and Fitness Centers
- YMCA
- Rotary Clubs
- Community Leaders

- Determine which student population the fitness program will focus on for the first year of the program. You need to determine which grade levels will best meet the needs of this program; this may be determined by the grant you receive or the community group you are working with. Also, be sure to focus on either primary or intermediate grades at the elementary level as to not have too many variations of age and skill level. If you would like to include both, I would encourage picking separate days for separation of intermediate and primary grades.
- Talk with administrators and principals to share plans for extra-curricular fitness program and ask about gym space, outdoor facilities and transportation for students. You will probably have to fill out a facility use permit and may have to change the student population you target depending upon the availability of transportation.
- Determine days and time that the program will be held each week of the program.
- Email or communicate with school staff that would be willing to volunteer and help with management and organization of the extra-curricular program.
- Make a list to help determine allocation of funding if possible and list of volunteers willing to help with implementation of the fitness program.
- Design a flyer and or promotional item that can be sent home and or placed in

school newsletter describing the program and detailing the start date and culminating event. Example of flyer located within this section of the resource guide.

- Create a permission slip and go over the document with office staff and administrators to finalize quality of document to be sent home and signed by guardians of interested participants.
- Promote the afterschool fitness program in your classes to your targeted audience or group of students. Send permission slip home with students who may be interested in participating in the program.
- Develop a roster of students who have turned in permission slips and have decided to participate in the extra-curricular fitness program.
- Communicate with teachers, staff and school nurses a list of student participants once all of the permission slips have been turned in to the teacher.
- Talk to administration and or district nutrition services department and see about the possibility of providing a snack and drink for each student involved in the afterschool program. Another option could be looking at if a community organization would be willing to help fund the snack portion of the program.
- Have the office staff give a reminder over the intercom about the last day that students can turn in permission slips and when the program will begin. Also talk about the deadlines and upcoming program in classes to give students reminders.
- On the first day of the afterschool program be sure to go over the expectations of the program.
- Plan a pre-assessment test for day 1 to help assess and evaluate student

progress over the course of the program. This could be through a variety of different fitness tests depending upon the focus of your program.

- Collaborate and plan with other educators in the program to develop interactive and engaging lessons and practices that help promote physical activity to the highest level.



2-3 months prior to the event

- Look for grants and other resources within the community that will help you with funding and transportation for the afterschool running program. This should be done far in advance, but can be done within this time frame if you are looking to get your program up and running this year.

2 months prior to the event

- Determine student population that you will be targeting for the program.
- Brainstorm and think about days and times you would like the afterschool running program to begin.
- Pinpoint and collaborate with staff or volunteers that you feel may want to help with management and implementation of the program.

-
- Set up a meeting with administration to talk about your ideas for the program
 - and what you would like to do. Consider ways they can help and challenges that may need to be overcome.
 - Talk with administration, district nutrition services and transportation to see about possibility of snack programs and transportation for student's home after the conclusion of each practice.
-

1 month prior to Event

- Make a list to help determine allocation of funding if possible and list of volunteers willing to help with implementation of running program.
 - Design a flyer or promotional tool that could help with advocating the program to students and families.
 - Create an office approved permission slip that can be sent home with interested participants to be signed by their guardian.
 - Promote the afterschool running program in your classes and send permission slip home with interested participants.
-

Two Weeks Prior to the Event

- Have the office staff give a reminder over the intercom about the last day that students can turn in permission slips and when the program will begin. Also give students a reminder in their classes.
- Develop a participant roster with parent contacts, whether they are a walker or pick-up and any health issues that you should be aware of such as asthma. Talk to nurse about possible health issues.

One Week Prior to the Event

- Finalize participant roster and send to office staff and teachers of students.
- Develop code of commitment sheet.
- Make sure unit plan for program is in place.
- Determine pre and post assessments for program
- Determine culminating event.
- Give students reminder about program starting the following week.

Day of Event

- Go over expectations of the program and the importance of supporting one another and staying committed to improving as a person and as an athlete.
- Plan a pre-assessment test for day 1 to help assess and evaluate student progress over the course

Important Considerations

- Look for physical activity program grant resources early and collaborate with other physical educators to help pinpoint possible funding opportunities.
- Collaborate and communicate with staff, the more volunteers you have the more efficient your program should be.

- Transportation is a major issue now days with afterschool programs, look for ways to provide transportation through your school district if possible.
- The use of pedometers and heart rate monitors are an excellent tool for promoting increased physical activity levels and promoting improved levels of cardiovascular endurance.
- Make sure the students realize the same expectations that are held in class are expected in the running program. Students are expected to give their best effort, support one another and stay committed to improving through their commitment to the program.
- Pre and post assessments will be important in demonstrating growth and improvement and the impact of the extra-curricular physical activity.
- T-shirts with school logos and motivational phrases are a great way for students to feel proud of their program and promote student involvement.

Promotional Tools

- **Afterschool Program Flyer**
 - This promotional tool provides an example of a flyer that could be modified and altered to meet the needs of the afterschool fitness program you are creating at your school. This flyer serves as a general outline and can be easily modified based on the different needs and accommodations of your school.

- **Adventure Education Unit**

- The Adventure Education Unit Plan provides a three week unit plan that would be a great opening to your afterschool fitness program. The unit focuses on team building, cooperation, trust and communication. This specific unit plan also provides a variety of activities and lesson ideas that can be flexible and structured around the unique design of your specific program.

Madrona PE Club



On November 15, 2011 Madrona Elementary School will be starting an after school physical education and fitness program. This extra-curricular program will be led by Mr. Byrne and have the help of some other Madrona staff members.” The program is directed towards Madrona students in grades 4-6 on Tuesdays and grades 1-3 on Thursdays. The program’s goal is to promote active bodies and minds through a variety of engaging physical education lessons and activities. Come join the Madrona staff as we do our best to increase physical activity and promote fun new learning experiences. If interested in being a part of the “Madrona PE club,” please see Mr. Byrne and or Mr. D. for a permission slip.

“Madrona PE Club” Reminders

- “Madrona PE Club” will meet once a week after school, depending upon the grade level.
 - Tuesdays will be for grades 4-6 and Thursdays will be for grades 1-3.
 - Nutritious snacks and beverages will be provided to all participants.
 - Each participant will receive a “Madrona PE Club” t-shirt.
 - Program will end on May 26th
 - All participants will need to be picked up by a guardian or have permission to walk home promptly at 4:15 pm to be involved in the program.
-

Adventure Education Unit

Adventure Education- This unit involves activities that encourage holistic student involvement (physical, cognitive, social and emotional) in a task that involves challenges and an uncertainty of the final outcome. Activities are carefully sequenced to ensure student safety while allowing them to take ownership of their learning.

Title of the Unit:

- Adventure Education

Standards and SLE's for the Unit:

- | | |
|---------------------------|---|
| Grade Level: | <ul style="list-style-type: none"> • Intermediate grade levels (grades 4-6) |
| NASPE Standards: | <ul style="list-style-type: none"> • Standard #1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. • Standard #2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. • Standard #3 Participates regularly in physical activity. • Standard #5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. • Standard #6 Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction. |
| EALR Standards: | <ul style="list-style-type: none"> • Standard #1.1: Develop fundamental and complex movement skills as developmentally appropriate. • Standard #1.2: Safely participate in a variety of developmentally appropriate physical activities. • Standard #3.3: Use social skills to promote health and safety in a variety of situations. |
| Unit Objective(s): | <ul style="list-style-type: none"> • Students will view physical and mental challenges as an adventure to be attempted and experienced. • Through group work students will work cooperatively and learn to communicate thoughts, feelings and emotions constructively to support one another. • Students will make a commitment to take a risk and display their talents and skills in a positive and supportive learning environment. • Students will build trust by attempting activities that involve some physical or emotional risks while working with other students. • Students will work on problem solving through effective communication, cooperation and teamwork while working |

with others.

- Students will be active and enjoy participating in activities that promote trust, cooperation and challenge them to reach their full potential.

Weekly Unit Overview:

- Week # 1:**
 - **Introduction to Adventure Education Unit**
- Day # 1:**
 - Discussion and introduction of Adventure Education Unit. Talking about what we will learn during the unit and the skills we will learn and practice through a variety of fun activities and lessons.
 - Hot Spot Ice Breaker
 - No Hands Relay
 - Ribbon Pattern Ball
- Day # 2:**
 - Robots
 - Cooperative Relays
 - Railroad Relay
 - Castles
- Week # 2:**
 - Adventure Education- Trust and Cooperation
- Day # 3:**
 - Over and Under
 - Bat and Moth
 - Animal Toss
- Day # 4**
 - Jumping Rock Paper Scissors Tournament
 - Hoop Pass
 - Nuclear Waste
- Week # 3**
 - Adventure Education-Teamwork and Communication
- Day # 5**
 - Circle Dash
 - Alaskan Shipwreck
 - Noodle Patterns
- Day # 6**
 - Rock Paper Scissors Splits
 - Elephant/Giraffe/Cow
 - Quick Group Processing
 - Stunts and Pyramids

Hot Spot Icebreaker

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Students will make a commitment to take a risk and display their talents and skills in a positive and supportive learning environment. • Students will build trust by attempting activities that involve some physical or emotional risks while working with other students.
----------------------	---

NASPE:	#1, #2, #3 and #4	EALRs:	1.1, 1.2, 3.3
---------------	-------------------	---------------	---------------

<p>Skill Theme(s)/Movement Concept(s):</p> <ul style="list-style-type: none"> • Risk Taking • Responsibility • Safe Self Space • Changing Directions 	<p>Equipment Needed:</p> <ul style="list-style-type: none"> • 1 hot spot for each student.
<p>Setup:</p> <ul style="list-style-type: none"> • Have necessary equipment available and accessible for students • Establish visual perimeter of the playing area (i.e. cones or lines on floor) • Students paired, in own personal space 	
<p>Procedures:</p> <ul style="list-style-type: none"> • Have each student stand on a hot spot in a large circle formation. • Place one-spot in the middle of the circle. • The student who comes to the middle will share something unique about himself or herself or interesting. • If you have that trait or characteristic in common with the person you must switch spots with someone else who also has that commonality. • Meanwhile the person in the middle is trying to beat the others to an open spot. • The last person without a spot gets the opportunity to come to the middle and share something about themselves. 	

Variation(s): <ul style="list-style-type: none">• Changing type of movement to move between spots• Guiding topic being shared by student in the middle• Size of circle and distance of movement	
Safety Considerations: <ul style="list-style-type: none">• Awareness of those around you• Safe Self-Space	
Extensions: <ul style="list-style-type: none">• Increase the distance of the circle or area to move when changing spots• Increase difficulty of movement from spot to spot.• More than one spot in the middle	Reteaches: <ul style="list-style-type: none">• Make sure students who are sharing in the middle is being rotated.

No Hand's Relay

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Students will work on problem solving through effective communication, cooperation and teamwork while working with others. • Students will be active and enjoy participating in activities that promote trust, cooperation and challenge them to reach their full potential.
----------------------	---

NASPE:	#1, #5, #6	EALRs:	1.1, 1.2, 3.3
---------------	------------	---------------	---------------

Skill Theme(s)/Movement Concept(s):	Equipment Needed:
<ul style="list-style-type: none"> • Teamwork • Cooperation • Safety • Muscular Endurance • Trust • Responsibility • Communication • Spatial Awareness • Cardiovascular Endurance 	<ul style="list-style-type: none"> • 1 Flat ball for every 4-6 students
Setup:	
<ul style="list-style-type: none"> • Have necessary equipment available and accessible for students • Establish visual perimeter of the playing area (i.e. cones or lines on floor) • Students paired, in own personal space 	
Procedures:	
<ul style="list-style-type: none"> • Divide class into groups of about 4-6 students. • Have them sit side by side with a little space between them on one sideline or starting position in the gym. • The first person in line will place the ball between their feet. • When the music starts or on the go signal, the first person must pass the ball between their feet to the next person between their feet. • Students can only use their feet when passing the ball and must keep the ball off of the ground. • After passing the flat ball to the next person, the student runs to the end of the line and sits down. • The goal is to pass the object as quickly as possible across the gym and 	

<p>back without letting the object touch the ground.</p> <ul style="list-style-type: none"> • Demonstrate the activity or challenge beforehand and add extensions where necessary. • Emphasize teamwork, communication, cooperation and support. 	
<p>Variation(s):</p> <ul style="list-style-type: none"> • Pass the object between their feet and over their head, rather than sideways. • Challenge teams to see how many times they can cross back and forth across the playing area in a given time period. • If the object touches the ground, they have to come back to where the team started. 	
<p>Safety Considerations:</p> <ul style="list-style-type: none"> • Establishing boundaries • Spacing between students • Body control when moving the object. • Awareness of other teams around you. 	
<p>Extensions:</p> <ul style="list-style-type: none"> • Decrease size of team • Increase distance traveled. • Record time for speed or endurance 	<p>Reteaches:</p> <ul style="list-style-type: none"> • Increase size of teams • Decrease distance traveled • Increase size of object being held between feet.

Ribbon-Ball Pattern Toss

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Through group work students will work cooperatively and learn to communicate thoughts, feelings and emotions constructively to support one another. • Students will make a commitment to take a risk and display their talents and skills in a positive and supportive learning environment. • Students will build trust by attempting activities that involve some physical or emotional risks while working with other students. • Students will be active and enjoy participating in activities that promote trust, cooperation and challenge them to reach their full potential.
----------------------	---

NASPE:	#1, #3, #5	EALRs:	1.1, 1.2, 3.3
---------------	------------	---------------	---------------

Skill Theme(s)/Movement Concept(s):	Equipment Needed:
<ul style="list-style-type: none"> • Underhand Toss • Accuracy • Teamwork • Safe Self Space 	<ul style="list-style-type: none"> • Communication • Support • 10 Ribbon Balls for each team • 2 small buckets/baskets for each team • 1 poly spot for each color (2 colors work best) • 1 Jersey/sash for each player on each team
Setup:	
<ul style="list-style-type: none"> • Poly spots placed around the gymnasium or playing for students to stand on. • Small buckets or baskets placed at the start and finish of each group. • Ribbon balls with first tosser 	
Procedures:	
<ul style="list-style-type: none"> • Divide the students into groups of two teams. • It is preferred that the two teams have different colored poly spots to help differentiate the groups (if possible). 	

<ul style="list-style-type: none"> • Prior to beginning the activity each student will place and stand on a poly spot anywhere inside of the playing area. One team will be wearing jerseys or sashes to help differentiate the groups. • Students should make sure they have their own safe self-space away from others • The instructor will place a basket next to one of the students on each team. This is the starting point. • They will place another spot next to another student somewhere else in the playing area. This is the ending point. • Prior to beginning the activity each team must develop a passing pattern that involves their whole team. • Each player must touch the ball only once when forming this pattern. The best way to figure this out is to have a student take a seat after they have caught and tossed the ribbon ball. • Every player must touch the ribbon ball and every student must stay on his or her poly spot. • Once a pattern has been developed and students remember who they are receiving and tossing to the activity can begin. • Once the activity begins the first person will pick up the first ribbon ball and pass it to the next person in the pattern. The process will continue all the way down the line. First person can start with about ten ribbon balls. • Only one can be tossed at a time. Can only have one ribbon ball in your hand at a time. • If a ribbon ball touches the ground it must come back to where the pattern first started. • If successful all the way through the pattern, the ball will place in the final basket. • Once all the ribbon balls have made it through the pattern the game will be successfully concluded. • After each game the instructor can move the start and end baskets to form a new pattern. 				
<p>Variation(s):</p> <ul style="list-style-type: none"> • Throwing and catching with non-dominant hand • Increasing distance or type of throw • Changing type of equipment being used 				
<p>Safety Considerations:</p> <ul style="list-style-type: none"> • Establish boundaries before starting the game • Be aware of students safe self-space • Be aware of equipment in the gymnasium • Eye contact or verbal communication made when passing 				
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Extensions:</td> <td style="width: 50%;">Reteaches:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Throwing and catching with non- </td> <td> <ul style="list-style-type: none"> • Changing type of equipment </td> </tr> </table>	Extensions:	Reteaches:	<ul style="list-style-type: none"> • Throwing and catching with non- 	<ul style="list-style-type: none"> • Changing type of equipment
Extensions:	Reteaches:			
<ul style="list-style-type: none"> • Throwing and catching with non- 	<ul style="list-style-type: none"> • Changing type of equipment 			

dominant hand • Increasing distance or type of throw	being used • Decreasing distance of toss
Source: Derek Severson	

Robots

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Students will work in small groups and build trust and cooperation through an activity that works on positive communication skills and teamwork.
----------------------	--

NASPE:	#1, #2, #5 and #6	EALRs:	1.1, 1.2, 3.3
---------------	-------------------	---------------	---------------

Skill Theme(s)/Movement Concept(s):	Equipment Needed:
<ul style="list-style-type: none"> • Teamwork • Cooperation • Safety • Directions • Trust • Responsibility • Pathways • Responsibility 	<ul style="list-style-type: none"> • None
Setup:	
<ul style="list-style-type: none"> • Establish playing areas before playing and demonstrate activity. • Students in groups of three, with two students kneeling and facing opposite directions. One person standing next to them. Finding their own space in the playing area. 	
Procedures:	
<ul style="list-style-type: none"> • Divide the class into groups of three. One student is chosen from the group to be the creator and the other two students are robots. • Robots kneel down and facing opposite directions. Creator stands next to them preparing to activate them. • Creators give the robots a soft touch on the shoulders to get them to stand up. They then activate them with a soft touch in the back to begin the robots movement. • Robots can only walk in a straight line and they can only walk at normal speed like if they were walking down the hallway at school. • The goal of the creators is to not let their robots get to a wall. To prevent them from getting to the wall students must gently turn their robots shoulders and face them in a different direction. • If a robot gets to a wall, they do not walk into the wall. The robots simply march in place and repeat their creators' name, until their shoulders are turned. • After a few minutes, rotate robot and create and change movement 	

patterns of creators to enhance the activity.	
Variation(s):	
<ul style="list-style-type: none"> • Incorporate various locomotor patterns and movements 	
Safety Considerations:	
<ul style="list-style-type: none"> • Playing Boundaries • Awareness of others • Gentle turning of shoulders when changing a robots direction 	
Extensions:	Reteaches:
<ul style="list-style-type: none"> • Increase difficulty of locomotor skill • Add more robots to each group. 	<ul style="list-style-type: none"> • Decrease difficulty of locomotor skill.
Source: 2 PE Guys	

Cooperative Relays

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Students will view physical and mental challenges as an adventure to be attempted and experienced. • Through group work students will work cooperatively and learn to communicate thoughts, feelings and emotions constructively to support one another. • Students will be active and enjoy participating in activities that promote trust, cooperation and challenge them to reach their full potential.
----------------------	--

NASPE:	#2, #5 and #6	EALRs:	1.1, 1.2, 3.3
---------------	---------------	---------------	---------------

Skill Theme(s)/Movement Concept(s):	Equipment Needed:
<ul style="list-style-type: none"> • Teamwork • Cooperation • Safety • Directions • Effort 	<ul style="list-style-type: none"> • Trust • Responsibility • Communication • Cardiovascular Endurance • None
Setup:	
<ul style="list-style-type: none"> • Establish playing areas before playing and demonstrate activity. • Groups of 4-5 people forming a circle holding hands. With one person in the middle of the circle. 	
Procedures:	
<ul style="list-style-type: none"> • Place students into groups of four to five and have them stand in a safe self-space on a specific baseline in the gymnasium. • Instruct students that this is a relay race in which all students have to compete together to win, it involves teamwork, communication and effort from everyone. • Students are to form a circle holding each other's hands with one person from the group in the middle. • When the instructor says "go" they are to run down to the far baseline and back as a group. • When they get back to their original starting position a new person must 	

<p>be in the middle until everyone in the group has gone.</p> <ul style="list-style-type: none"> • Sit down on the baseline when everyone in the entire group has been in the middle. 	
<p>Variation(s):</p> <ul style="list-style-type: none"> • Change size of group • Distance being traveled • Type of movement as a group 	
<p>Safety Considerations:</p> <ul style="list-style-type: none"> • People in group move at same speed so no one falls • No pulling of other students during activity • Awareness of other groups around you • Be careful not to step on or trip over other peoples feet 	
<p>Extensions:</p> <ul style="list-style-type: none"> • Change form of locomotion • Change pathways people move in • Increase speed people are to move • Decrease level group is to move at • Increase number of people in group 	<p>Reteaches:</p> <ul style="list-style-type: none"> • Decrease number of people in group • Decrease speed group is to move at • Simplify form of locomotion • Simplify the pathway

Railroad Relay

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Students will view physical and mental challenges as an adventure to be attempted and experienced. • Through group work students will work cooperatively and learn to communicate thoughts, feelings and emotions constructively to support one another. • Students will be active and enjoy participating in activities that promote trust, cooperation and challenge them to reach their full potential.
----------------------	--

NASPE: #2, #5 and #6	EALRs: 1.1, 1.2, 3.3
-----------------------------	-----------------------------

Skill Theme(s) /Movement Concept(s):	Equipment Needed:
<ul style="list-style-type: none"> • Teamwork • Cooperation • Safety • Directions 	<ul style="list-style-type: none"> • Trust • Responsibility • Pathways • Responsibility • None
Setup:	
<ul style="list-style-type: none"> • Have students get into groups of 4-6 people • They are lie down starting on one sideline, with an arm's length distance between each person. • When activity begins hands are closed to your side. 	
Procedures:	
<ul style="list-style-type: none"> • Students are divided into groups of about 4 to 6 people. • Each student lies down with the first person lying on his or her stomach on a specified sideline or starting point. • Proper spacing is demonstrated as about an arm's length away from each person. • First person stands up on the start of the music and run and jumps over each person. • When they reach the end of the line, they maintain their space and lie down at the end of the line. Then the next person goes. • The goal is to make it from one sideline to another and back. 	

<ul style="list-style-type: none"> • Teamwork, communication, trust and effort are essential to helping at team move quickly and staying safe. 	
Variation(s): <ul style="list-style-type: none"> • Have every other person go into a bear crawl position to create an over under type relay activity. • Set for time or distance in a given time period 	
Safety Considerations: <ul style="list-style-type: none"> • Spatial Awareness • Body control when going over others • Playing areas 	
Extensions: <ul style="list-style-type: none"> • Increase distance traveled or time period. • Create over under relay 	Reteaches: <ul style="list-style-type: none"> • Decrease distance • Increase number of students on each team.
Source: Dr. LeAnn Martin	

Castles

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Through group work students will work cooperatively and learn to communicate thoughts, feelings and emotions constructively to support one another. • Students will be active and enjoy participating in activities that promote trust, cooperation and challenge them to reach their full potential.
----------------------	--

NASPE:	#2, #5 and #6	EALRs:	1.1, 1.2, 3.3
---------------	---------------	---------------	---------------

Skill Theme(s)/Movement Concept(s):	Equipment Needed:
<ul style="list-style-type: none"> • Teamwork • Cooperation • Safety • Throwing • Accuracy 	<ul style="list-style-type: none"> • Blocking • Trust • Responsibility • Catching • 36 hula hoops • 30 or more gator-skin balls
Setup:	
<ul style="list-style-type: none"> • Students will build three castles. Each castle takes 6 hula-hoops to make, for a total of 18 hula hoops on each side of the gym. • Class will be divided in half and gymnasium is divided in half with no one able to step over the center court line. • Foam balls will be placed spread out over the center court line. 	
Procedures:	
<ul style="list-style-type: none"> • Demonstrate and explain how to make a “Castle,” with 6 hula-hoops. • Each team will have three castles for a total of 18 hula-hoops. • Divide the class into two teams, with one team wearing jerseys or sashes to differentiate between the two teams. • Pick students to be the builders. Their job is to build castles for their team. • Pick three students to be “defenders.” Their job is to block the foam balls from hitting the castles. • The goal of the two teams is to throw the balls from their teams side to the other teams side and knock down their castle. • If a castle falls down, the team works together to build it back up as soon 	

<p>as possible.</p> <ul style="list-style-type: none"> • You cannot throw at a castle if it is being built. • The only way your team is out is if all three castles are down at the same time. • This stresses teamwork, support and communication to keep all of the castles up and in play. • Each student can only hold one ball at a time. • Emphasize helping and supporting your team and accurate throws. • Have each team start on opposing baselines and crab walk forwards to begin the game or some other type of motion. • Switch defenders after a given time period. • Everyone should be throwing and contributing and anyone can help build to help promote teamwork and support of the group as a whole. 	
<p>Variation(s):</p> <ul style="list-style-type: none"> • Distance of castles away from midline • Rolling instead of throwing 	
<p>Safety Considerations:</p> <ul style="list-style-type: none"> • Playing Boundaries • Awareness of others • Accurate throws 	
<p>Extensions:</p> <ul style="list-style-type: none"> • Increase distance of castles from center court. • Increase defenders. • Throw with opposite hand • Increase number of castles • Change playing areas and increase teams. 	<p>Reteaches:</p> <ul style="list-style-type: none"> • Decrease distance of castle from center court line. • No defenders in front of castle • Change type of ball thrown • Decrease playing area

Over and Under

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Students will view physical and mental challenges as an adventure to be attempted and experienced. • Through group work students will work cooperatively and learn to communicate thoughts, feelings and emotions constructively to support one another. • Students will be active and enjoy participating in activities that promote trust, cooperation and challenge them to reach their full potential.
----------------------	--

NASPE:	#2, #5 and #6	EALRs:	1.1, 1.2, 3.3
---------------	---------------	---------------	---------------

Skill Theme(s)/Movement Concept(s):	Equipment Needed:
<ul style="list-style-type: none"> • Teamwork • Cooperation • Safety • Levels 	<ul style="list-style-type: none"> • Trust • Responsibility • None
Setup:	
<ul style="list-style-type: none"> • Have students find a partner and get in their own safe self-space • One student will start in a push-up position and the other will stand next to them 	
Procedures:	
<ul style="list-style-type: none"> • Have students find a partner and get in their own safe self-space. • One student will start in a push-up position and the other will stand next to them in their own safe self-space. • On the go signal, or when the music starts students will have 30 seconds to 1 minute to jump over their partner and then slide under their partner. • Students who are in the push up position go low when their partner is jumping over them and go high into a bear crawl position when there is sliding under them. • Challenge students to work together and set a record by combining the total of the scores after each person has completed the different job. • This is a quick instant activity to get students excited and ready for 	

learning time.	
Variation(s):	
<ul style="list-style-type: none"> • Run around your partner and then slide under • Large groups with one person running around and then sliding under 	
Safety Considerations:	
<ul style="list-style-type: none"> • Body control and spatial awareness • Spacing between groups 	
Extensions:	Reteaches:
<ul style="list-style-type: none"> • Add another person to group • Increase time to set record 	<ul style="list-style-type: none"> • Run around and slide under • Decrease time of movement
Source: Dr. LeAnn Martin	

Bat and Moth

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Students will view physical and mental challenges as an adventure to be attempted and experienced. • Students will make a commitment to take a risk and display their talents and skills in a positive and supportive learning environment. • Students will build trust by attempting activities that involve some physical or emotional risks while working with other students. • Students will be active and enjoy participating in activities that promote trust, cooperation and challenge them to reach their full potential.
----------------------	--

NASPE:	#1, #2, #5 and #6	EALRs:	1.1, 1.2, 3.3
---------------	-------------------	---------------	---------------

Skill Theme(s)/Movement Concept(s):	Equipment Needed:
<ul style="list-style-type: none"> • Risk • Taking • Tagging • Dodging • Safety • Directions 	<ul style="list-style-type: none"> • Trust • Responsibility • Levels • Changing Speeds • 1 blindfolds for one of the two participants inside of the circle • Plastic eggs with coins inside, taped shut to prevent breaking.
Setup:	
<ul style="list-style-type: none"> • Form a circle of 6 or more people. • Two students will stand in the middle and wear blindfolds • The two students in the middle will hold the plastic eggs in their hands. 	
Procedures:	
<ul style="list-style-type: none"> • Have students form a circle with proper spacing, perhaps standing on poly spots if that helps. • Have 2 students stand in the middle of the circle. • Explain or ask how do bats find their prey at night? • They do it through a series of echoes or sounds they make that bounce off of objects and help them to find their prey. 	

<ul style="list-style-type: none"> • One person in the middle will wear a blindfold; they are the “bat.” Their job is to find the moth and tag them. The other person is the moth, their job is to avoid being tagged. • They each hold a plastic egg with pennies inside. The goal of the bat is to shake the egg and in turn every time the moth hears the bat shake their egg they must shake their egg in return. This will help the bat to locate the moth. • People on the outside forming the circles job is to be supportive and responsible and help to keep the bat inside of the circle if led astray or confused. • After a given time period rotate the roles and have a new bat and moth. Giving everyone in opportunity to take risks and challenge themselves in this fun activity. 	
<p>Variation(s):</p> <ul style="list-style-type: none"> • Increase size of circle • Increase the amount of bats or moths • Have both students where blindfolds and try to locate one another. 	
<p>Safety Considerations:</p> <ul style="list-style-type: none"> • Size of circle • Student’s noise level should be semi-quiet to hear the eggs. • Staying inside of circle or playing area • Soft tags 	
<p>Extensions:</p> <ul style="list-style-type: none"> • Increase size of circle • Increase number of moths • Blindfold both sides 	<p>Reteaches:</p> <ul style="list-style-type: none"> • Decrease size of circle • Increase number of bats to find moth
<p>Source: 2 PE Guys</p>	

Animal Toss

Unit:	Adventure Education	Grade Level:	Intermediate (4-6)
--------------	---------------------	---------------------	--------------------

Objective(s):	<ul style="list-style-type: none"> • Through group work students will work cooperatively and learn to communicate thoughts, feelings and emotions constructively to support one another. • Students will be active and enjoy participating in activities that promote trust, cooperation and challenge them to reach their full potential.
----------------------	--

NASPE:	#1, #2, #5 and #6	EALRs:	1.1, 1.2, 3.3
---------------	-------------------	---------------	---------------

<p>Skill Theme(s)/Movement Concept(s):</p> <ul style="list-style-type: none"> • Teamwork • Cooperation • Safety • Directions • Communication 	<p>Equipment Needed:</p> <ul style="list-style-type: none"> • Trust • Responsibility • Underhand Toss • 3 baskets or buckets • A large amount of poly spots • 1 beanbag or ribbon ball for every two to three people • Cones placed around the outside of the playing area
<p>Setup:</p> <ul style="list-style-type: none"> • Cones placed around the boundaries of the playing area • 3 buckets or baskets placed in the middle of each 1/3 section of the gymnasium or playing area. • One beanbag or ribbon ball for each group of two to three people. 	
<p>Procedures:</p> <ul style="list-style-type: none"> • Placed poly spots all around the gymnasium, with three baskets or buckets inside of playing area. • Place or ask students to get into groups of 2 to 3 people. • Each group will have one beanbag or ribbon ball. • On the go signal or when the music starts. One person from each group will run out from their cone on the outside of the playing area and stand on a poly spot. 	

<ul style="list-style-type: none"> • From the poly spot, the student will attempt an underhand toss to try and land the beanbag in one of the three buckets. • If the beanbag lands in the bucket, the student gets to pick up the poly spot and return it to their team. Placing it under their team's cone on the outside boundaries. • If they miss the basket on their underhand toss, then the student will run and retrieve the beanbag and run it back to their next teammate. • Each person gets on attempt to underhand toss the object into the basket or bucket. 	
Variation(s): <ul style="list-style-type: none"> • More baskets or buckets placed around gymnasium • Different points for different colors of poly spots • Putting your foot on someone's spot if they leave without it could result in steal of poly spot or points. 	
Safety Considerations: <ul style="list-style-type: none"> • Spatial Awareness • Body control when going over others • Playing areas 	
Extensions: <ul style="list-style-type: none"> • Increase distance traveled or time period. • Create over under relay 	Reteaches: <ul style="list-style-type: none"> • Decrease distance • Increase number of students on each team.
Source: 2 PE Guys	

Running Program/ Club

Type of Event	Grade Level	Organization
----------------------	--------------------	---------------------

Afterschool Program	K-12	2 months or more with continuous planning and organization throughout the program.
---------------------	------	--

Description

An afterschool running program that focuses on promoting increased levels of physical activity, improved cardiovascular endurance, goal setting, the importance of giving your best effort and continually striving to improve. In addition, this program should stress the importance of supporting others in the program and cooperating with other participants to continually strive for new heights in our overall health and overall fitness.



Benefits

- Increased physical activity opportunities for students.
- New active learning experiences for students.
- Collaboration with Staff
- Promotion and building of awareness of PE Program
- Allows for all students to participate
- Goal setting opportunities
- Improved relationships with peers and pride in accomplishments.
- New grant opportunities
- Increased support from administration.
- Respect and increased support of the value of physical activity programs from the parents and guardians of each participant.



Steps to Implementation



- Look for funding opportunities to help organize, implement and enhance the development of the afterschool running program. There are a variety of grants that could help fund an extra-curricular running program including grants from Saucony and the ING and NASPE grant which is explained in the grant section of this resource guide.
- Determine which student population the running program will focus on for the first year of the program. You need to determine which grade levels will best meet the needs of this program; this may be determined by the grant you receive. Also, be sure to focus on either primary or intermediate grades at the elementary level as to not have too many variations of age and skill level. If you would like to include both, I would encourage picking separate days for separation of intermediate and primary grades.

- Talk with administrators and principals to share plans for extra-curricular program and ask about gym space, outdoor facilities and transportation for students. You will probably have to fill out a facility use permit and may have to change the student population you target depending upon the availability of transportation.
- Determine days and time that running program will be held each week for participants.
- Email or communicate with school staff that would be willing to volunteer and help with management and organization of running program.
- Make a list to help determine allocation of funding if possible and list of volunteers willing to help with implementation of running program.
- Design a flyer and or promotional item that can be sent home and or placed in school newsletter describing the program and detailing the start date and culminating event. Example of flyer located within this section of the resource guide.
- Create a permission slip and go over the document with office staff and administrators to finalize quality of document to be sent home and signed by guardians of interested participants.
- Promote the afterschool running program in your classes to your targeted audience or group of students. Send permission slip home with students who may be interested in participating in the program.
- Develop a roster of students who have turned in permission slips and have decided to participate in the extra-curricular running program.
- Communicate with teachers, staff and school nurses a list of student participants once all of the permission slips have been turned in to the teacher.

- Talk to administration and or district nutrition services department and see about the possibility of providing a snack and drink for each student involved in the afterschool program. Another option could be looking at if a community organization would be willing to help fund the snack portion of the program.
- Have the office staff give a reminder over the intercom about the last day that students can turn in permission slips and when the program will begin. Also talk about the deadlines and upcoming program in classes to give students reminders.
- On the first day of the afterschool program be sure to go over the expectations of the program and have each student sign a code of commitment. An example is located in the promotional tools section of this project.
- Plan a pre-assessment test for day 1 to help assess and evaluate student progress over the course of the program. This could be the PACER test, a mile run or some other type of cardiovascular endurance test that is age appropriate for your program.
- Collaborate and plan with other educators in the program to develop interactive and engaging lessons and practices that help promote physical activity to the highest level.
- Use journal writing, goal setting and the implementation of pedometers or heart monitors to help build understanding of fitness and promote high levels of physical activity during each session.
- Plan and set a date for a culminating activity, which could be a district track meet, a fun run and or any other creative ideas that allow the students to celebrate their progress and hard work over the course of the afterschool running program.



Timeline



2-3 months prior to the program

- Look for grants and other resources within the community that will help you with funding and transportation for the afterschool running program. This should be done far in advance, but can be done within this time frame if you are looking to get your program up and running this year.
-

2 months prior to the program

- Determine student population that you will be targeting for the program.
- Brainstorm and think about days and times you would like the afterschool running program to begin.
- Pinpoint and collaborate with staff or volunteers that you feel may want to help with management and implementation of the program.
- Set up a meeting with administration to talk about your ideas for the program and what you would like to do. Consider ways they can help and challenges that may need to be overcome.
- Talk with administration, district nutrition services and transportation to see about the possibility of snack programs and transportation for students' home after the conclusion of each practice.

1 month prior to the program

- Make a list to help determine allocation of funding if possible and list of volunteers willing to help with implementation of running program.
 - Design a flyer or promotional tool that could help with advocating the program to students and families.
 - Create an office approved permission slip that can be sent home with interested participants to be signed by their guardian.
 - Promote the afterschool running program in your classes and send permission slip home with interested participants.
-

Two Weeks Prior to the Event

- Have the office staff give a reminder over the intercom about the last day that students can turn in permission slips and when the program will begin. Also give students a reminder in their classes.
 - Develop a participant roster with parent contacts, whether they are a walker or pick-up and any health issues that you should be aware of such as asthma. Talk to nurse about possible health issues.
-

One Week Prior to the Event

- Finalize participant roster and send to office staff and teachers of students.
- Develop code of commitment sheet.
- Make sure unit plan for program is in place.
- Determine pre and post assessments for program
- Determine culminating event.
- Give students reminder about program starting the following week.

Day One of Program

- On the first day of the afterschool program be sure to go over the expectations of the program and have each student sign a code of commitment. An example is located in the promotional tools section of this project.
 - Plan a pre-assessment test for day 1 to help assess and evaluate student progress over the course of the program. This could be the PACER test, a mile run or some other type of cardiovascular endurance test that is age appropriate for your program.
-

Important Considerations

- Look for running program grant resources early and collaborate with other physical educators to help pinpoint possible funding opportunities. There are a variety of running grants out there including ones through ING and NASPE and Saucony. The ING and NASPE grant description can be found in the grant section of this resource guide.
- Collaborate and communicate with staff, the more volunteers you have the more efficient your program should be.
- Transportation is a major issue now days with afterschool programs, look for ways to provide transportation through your school district if possible.
- The use of pedometers and heart rate monitors are an excellent tool for promoting increased physical activity levels and promoting improved levels of cardiovascular endurance.
- Make sure the students realize the same expectations that are held in class are expected in the running program. Students are expected to give their best effort, support one another and stay committed to improving through their commitment to the program.

- Pre and post assessments will be important in demonstrating growth and improvement and the impact of the extra-curricular physical activity.
 - T-shirts with school logos and motivational phrases are a great way for students to feel proud of their program and promote student involvement.
 - A culminating event such as a district track meet, fun run or alternative event is important to help students and volunteers celebrate their successes over the course of the program.
-

Promotional Tools

- **Running Club Flyer**
 - The running club flyer will serve as a great promotional tool that can be sent home with students to families and help advertise the goals of the program and what each participant will have the opportunity to accomplish over the course of the program. In addition, the flyer will talk about days and times the program will occur and the expectations for students getting home after each practice. This resource is located on page 86.
- **Running Club Permission Slip**
 - Each school districts permission slip will probably be a little different, but this can give you an outline for what the permission slip should look like and include. Be sure to go over permission slip with office staff and administration before sending home with students. The permission slip can be found on page 87.
- **Running Club: “Code of Commitment”**
 - The code of commitment will serve as a valuable tool in helping talk with students about expectations of the program, talking about the importance of staying committed and help us review the expectations if any behavioral problems arise in the program in the future.

- **Student Step Log**

- The student step log will serve as a valuable tool if you decide to implement and record pedometer data of students. This will help with accountability and promotion of increased physical activity levels. The student step log was adapted from an ING and NASPE running program template.

- **Running Journal**

- A tool to help students reflect on their running and the lesson for that particular day. The running journal was adapted from the ING and NASPE running journal template.



Midway Running Club



On March 5th, 2012 Midway Elementary School will introduce its first annual afterschool running and physical activity program. This extra-curricular program is sponsored by a grant awarded through “ING” and the “National Association for Sport and Physical Education.” The program is directed towards Midway students in grades 4-6, and will aim to promote active bodies and minds through a variety of running and fitness lessons and activities. Come join the physical education staff at Midway Elementary as we do our best to increase physical activity and promote fun new learning experiences. If interested in being a part of the “Midway Running Club,” please see Mr. Byrne and or Mr. Severson for a permission slip.

“Midway Running Club” Highlights

- Practice will occur twice a week, on Mondays and Thursdays from 3:40 to 4:45.
- Nutritious snacks and beverages will be provided to all participants.
- Practice will include lessons that focus on running form, building cardiovascular endurance, muscular endurance, muscular strength, flexibility and a variety of skill building and cooperative learning sessions.
- Each participant will have the opportunity to wear a pedometer and track their steps in their running log over the course of the program.
- Each participant will receive a “Midway Running Club” t-shirt and orange running shoe laces.
- Program will culminate with the Highline School District’s “Elementary Track and Field Meet.”
- All participants will need to be picked up by a guardian or have permission to walk home promptly at 4:45 pm to be involved in the program.



**Midway Running Club
Permission Slip**



I hereby give my permission for _____
Pupil's Name
to attend the afterschool physical activity program: "Midway Running Club."

Practice will be held afterschool on **Mondays and Thursdays** from **3:40 to 4:45 pm**

The program will begin on **March 5th, 2012**. I understand that careful planning will be done to insure the safety of all participants.

(NO transportation from school provided!)

ALL PARTICIPANTS NEED PRIOR APPROVAL BY GUARDIAN!

Please check one of the following:

_____ My child will be walking home after the end of each running club practice.

_____ I (guardian) will give my child a ride home at the conclusion of this event.

OR _____ my child has my permission to ride home with
_____.

Signed _____
Parent or Guardian

Any Medical Condition Concerns we should be aware of?

Any Required Medication Needed to Participate?

Medical Authorization

If the parent or guardian cannot be reached at the time of an emergency, and if treatment is urgent in the judgment of the school authorities, I authorize and direct the school authorities to send the student (properly accompanied) to the hospital or most easily accessible medical facility and be treated as determined by the emergency medical team. I understand that I will assume full responsibility for the payment of any services rendered.

Student Name (please print) _____

Parent or Legal Guardian _____

Home Phone _____

Home Address _____

Signature _____ Street _____ City _____ State _____ Zip _____
Date _____

Emergency Contacts:

Guardian _____ Day _____ Evening _____

Alternate Contact _____ Day _____ Evening _____



Midway Running Club



Code of Commitment

- I commit to giving my best effort and working hard to improve within each lesson and practice
- I commit to supporting my classmates and teammates with respectful behavior and actions.
- I commit to demonstrating responsible behavior and listening to the best of my ability.
- I commit to attending each practice, unless I have a note and participating fully within each activity. This dedication will allow me to improve and help me work towards reaching my full potential as a student and as a runner.
- I am aware that to be a participant in this afterschool running program I will be making positive choices in my classes and not receiving referrals from my classroom teacher and or other teachers throughout the school year.
- I am committed to being physically active and making healthy and positive choices.

Student Signature _____



Midway Student Step Log: Culminating Event: Track Meet

Student Name: _____

Final Event: Highline School District Elementary Track and Field Meet

My personal running goal is: _____

I am committed to running because:

Student Signature: _____

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Week Total	Overall Total
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							



Midway Running Journal

Today's date: _____

Day of the week (circle): Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Today's goal:

My workout today was:

Who I ran with today:

How I felt today: _____



Midway Running Journal

Today's date: _____

Day of the week (circle): Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Today's goal:

My workout today was:

Who I ran with today:

How I felt today: _____

After school Basketball Program

Type of Event	Grade Level	Organization
---------------	-------------	--------------

Afterschool Program

K-8

2 months or more with continuous organization and planning throughout the program.

Description

An afterschool basketball program will teach and reinforce fundamental basketball skills. In addition the program will promote important attributes and skills such as teamwork, cooperation and effort. The program will have a strong fitness component and help students reach the recommended guidelines for physical activity. The afterschool session will provide a fun and safe learning environment with a variety of engaging skill building opportunities and eventually some modified games and scrimmages. The program can be flexible and implemented to help best meet the needs of each school's student population.



Benefits

- Increased physical activity for participants
- Building of comprehensive physical education program.
- Improved learning time for participants outside of school day.
- New Grant Opportunities
- Increased opportunity for all students to learn the fundamentals and build skill overall skill level in the sport of basketball.
- Increased role and value of physical education in school.
- Outlet for low income or high needs students.
- Building of cooperative behaviors, trust and leadership among students.
- Improved support from administration.
- Respect and increased support of the value of physical activity programs from the parents and guardians of each participant.

Steps to Implementation

- Look for funding opportunities to help organize, implement and enhance the development of the afterschool basketball program. Explore grants, but also talk and communicate with local recreational and youth advocacy groups. Often times they are willing to partner up and help with funding of the program through snacks, transportation and or t-shirts for the participants involved in the program.
- Determine which student population the basketball program will focus on for the first year of the program. You need to determine which grade levels will best meet the needs of this program; this may be determined by the grant you receive or the community group you are working with. Also, be sure to focus on either

primary or intermediate grades at the elementary level as to not have too many variations of age and skill level. If you would like to include both, I would encourage picking separate days for separation of intermediate and primary grades.

- Talk with administrators and principals to share plans for extra-curricular basketball program and ask about gym space, outdoor facilities and transportation for students. You will probably have to fill out a facility use permit and may have to change the student population you target depending upon the availability of transportation.
- Determine days and time that the program will be held each week of the program.
- Email or communicate with school staff that would be willing to volunteer and help with management and organization of the extra-curricular program.
- Make a list to help determine allocation of funding if possible and list of volunteers willing to help with implementation of the basketball program.
- Design a flyer and or promotional item that can be sent home and or placed in school newsletter describing the program and detailing the start date and end date. Example of flyer located within this section of the resource guide.
- Create a permission slip and go over the document with office staff and administrators to finalize quality of document to be sent home and signed by guardians of interested participants.
- Promote the afterschool basketball program in your classes to your targeted audience or group of students. Send permission slip home with students who

may be interested in participating in the program.

- Develop a roster of students who have turned in permission slips and have decided to participate in the extra-curricular program.
- Communicate with teachers, staff and school nurses a list of student participants once all of the permission slips have been turned in to the teacher.
- Talk to administration and or district nutrition services department and see about the possibility of providing a snack and drink for each student involved in the afterschool program. Another option could be looking at if a community organization would be willing to help fund the snack portion of the program.
- Have the office staff give a reminder over the intercom about the last day that students can turn in permission slips and when the program will begin. Also talk about the deadlines and upcoming program in classes to give students reminders.
- On the first day of the afterschool program be sure to go over the expectations of the program.
- Collaborate and plan with other educators in the program to develop interactive and engaging lessons and practices that help promote physical activity and basketball to the highest level.



Timeline



2-3 months prior to the program

- Look for grants and other resources within the community that will help you with funding and transportation for the afterschool basketball program. This should be done far in advance, but can be done within this time frame if you are looking to get your program up and running this year.
-

2 months prior to the program

- Determine student population that you will be targeting for the program.
 - Brainstorm and think about days and times you would like the afterschool basketball program to begin.
 - Pinpoint and collaborate with staff or volunteers that you feel may want to help with management and implementation of the program.
 - Set up a meeting with administration to talk about your ideas for the program and what you would like to do. Consider ways they can help and challenges that may need to be overcome.
 - Talk with administration, district nutrition services and transportation to see about possibility of snack programs and transportation for student's home after the conclusion of each practice.
-

1 month prior to the program

- Make a list to help determine allocation of funding if possible and list of volunteers willing to help with implementation of running program.
- Design a flyer or promotional tool that could help with advocating the program

to students and families.

- Create an office approved permission slip that can be sent home with interested participants to be signed by their guardian.
 - Promote the afterschool basketball program in your classes and send permission slip home with interested participants.
-

Two weeks prior to the program

- Have the office staff give a reminder over the intercom about the last day that students can turn in permission slips and when the program will begin. Also give students a reminder in their classes.
 - Develop a participant roster with parent contacts, whether they are a walker or pick-up and any health issues that you should be aware of such as asthma. Talk to nurse about possible health issues.
-

One week prior to the program

- Finalize participant roster and send to office staff and teachers of students.
 - Develop code of commitment sheet.
 - Make sure unit plan for program is in place.
 - Determine final day of program.
 - Give students reminder about program starting the following week.
-

Day one of the program

- Go over expectations of the program and the importance of supporting one another and staying committed to improving as a person and as an athlete.

Important Considerations

- Look for physical activity and basketball program grant resources early and collaborate with other physical educators to help pinpoint possible funding opportunities.
 - Collaborate and communicate with staff, the more volunteers you have the more efficient your program should be.
 - Transportation is a major issue now days with afterschool programs, look for ways to provide transportation through your school district if possible.
 - Make sure the students realize the same expectations that are held in class are expected in the running program. Students are expected to give their best effort, support one another and stay committed to improving through their commitment to the program.
 - T-shirts with school logos and motivational phrases are a great way for students to feel proud of their program and promote student involvement.
-

Promotional Tools

- **After school Basketball Program Flyer**
 - A promotional flyer that can be easily modified and used to promote an afterschool basketball program within your school.
- **Basketball Skill Building: Activity Ideas**
 - These skill building activities give you some quick activity ideas that will help you reinforce the fundamentals of basketball in a fun and engaging way during your extra-curricular program.

Mount View Elementary School After school Basketball Program



Fourth through sixth grade students are invited to join Mr. Byrne and Mrs. Kitteridge for Mount View Elementary School's afterschool basketball program. The program will begin on October 3rd, 2011. This program will feature a variety of engaging and fun basketball skill building activities, plenty of practice opportunities and even some chances to play on a team with your Mount View friends and classmates.

We look forward to seeing many of you at this new extra-curricular physical activity program. If you are interested in participating in this basketball program please see Mrs. Kitteridge and or Mr. Byrne for a permission slip. See you there Mount View!

Where: Mount View Elementary School Gymnasium

When: Afterschool Mondays from 3:40 to 4:45 pm.

Who: Mount View 4th through 6th grade students

Why: To have fun, be physically active and learn the skills and fundamentals associated with the sport of basketball.

Reminder: Must be able to walk home or be picked up by a parent promptly at 4:45 pm

Basketball Skill Building: Activity Ideas

Three, Two, One (Grades 1-12)

Equipment	1. One basketball per group of 2 to 4 students (not three)
Skills	Shooting, Accuracy, Rebounding, Teamwork
Description	<p>This is a warm-up basketball game that can be played for a few minutes or longer. This is a shooting contest of two on two. The partners work together to shoot and be the first team to score 21 points or more.</p> <ol style="list-style-type: none"> 1. First person must shoot beyond the three point line. (3 points) 2. Second person must shoot near the foul line. (2 points) 3. The rotation goes back to the first person for a lay in. (1 point) <p>Points must be called out loud between players so all players know the score. Continue to shoot until one team reaches 21 points. Use all of the hoops and develop a rotation for teams after a couple of games.</p>
Variation	For younger students place poly spots closer to the hoops
Rules	<ol style="list-style-type: none"> 1. Teams must shoot from the designated spots. 2. Teams may not interfere with other teams basketball.
Source	Two P.E. Guys

Tic Tac Toe Basketball (Grades 1-12)

Equipment	<ol style="list-style-type: none"> 1. One basketball for each team. 2. Five beanbags of the same color for each team 3. One cone for each team. 4. One poly spot to shoot from for each team.
Skills	Teamwork, Shooting, Accuracy
Description	<ol style="list-style-type: none"> 1. Each player gets one shot when it is their turn. 2. The shooter must retrieve the ball and return it to the next person in line, handing it to them. 3. If a basket is made the shooter puts a beanbag on the board. 4. Teammates may help with placement, but cannot touch the beanbag. 5. After each game the board is cleared.
Variation	<ol style="list-style-type: none"> 1. Have each group get a board and have them fill up the entire board with beanbags. They should sit down upon completion. 2. Give each team the opportunity to either place a beanbag on the board for their team or take one off for the other team.
Rules	<ol style="list-style-type: none"> 3. Teams must shoot from the designated spots. 4. Teams may not interfere with other team's basketball.
Source	Two P.E. Guys

“High Five” Basketball (K-2)

Equipment	1. One basketball per person.
Skills	Dribbling, Ball Control, Court Awareness
Description	<ol style="list-style-type: none"> 1, Each student stands on a line anywhere in the gymnasium 2. Have students focus on finger pad control and keeping their eyes up, and with the basketball at waist level. 3. When the music starts students dribble the basketball on the lines, when they approach another student they give that student a “high five.” 1. After giving the student a “high five,” they switch hands and continue dribbling
Variation	<ol style="list-style-type: none"> 1. Change the tempo of the game. 2. Have students hold up numbers on their fingers that the other student must say out loud
Rules	<ol style="list-style-type: none"> 1. Students must stay on the lines 2. Students may not touch other people’s basketball with their hands.
Source	Derek Byrne

Basketball Mania (3-12)

Equipment	<ol style="list-style-type: none"> 1. Cones. 2. Basketball 3. Stopwatch
Skills	Shooting, Dribbling, Fitness and Teamwork
Description	<ol style="list-style-type: none"> 1. Divide the number of teams by the number of basketball hoops in the playing area. For example, if you have 6 hoops you can make 6 teams. 2. Each team is split into two groups. One group is shooting the ball and the other group is running in a line together around two cones about 20 to 30 feet apart. 3. Group one is shooting the ball from a designated spot. Example, free throws, lay ups, etc. The group's goal is to make as many shots as possible within a designated time frame, which is about 2 to 3 minutes. 4. Group 2 is staying in a line and trying to run as many laps as possible, they can only run as fast as the slowest person. 5. After the end of the time limit the two groups combine their scores and then they are able to switch roles.
Variation	<ol style="list-style-type: none"> 1. Change the designated spot the team is shooting from. 2. Change the distance the other half of the team is running.
Rules	<ol style="list-style-type: none"> 1. Establish boundaries for the game. 2. Make sure team stays together and they only get a point for every time the entire team completes a lap around the cones together.
Source	Derek Severson

Community Building Events



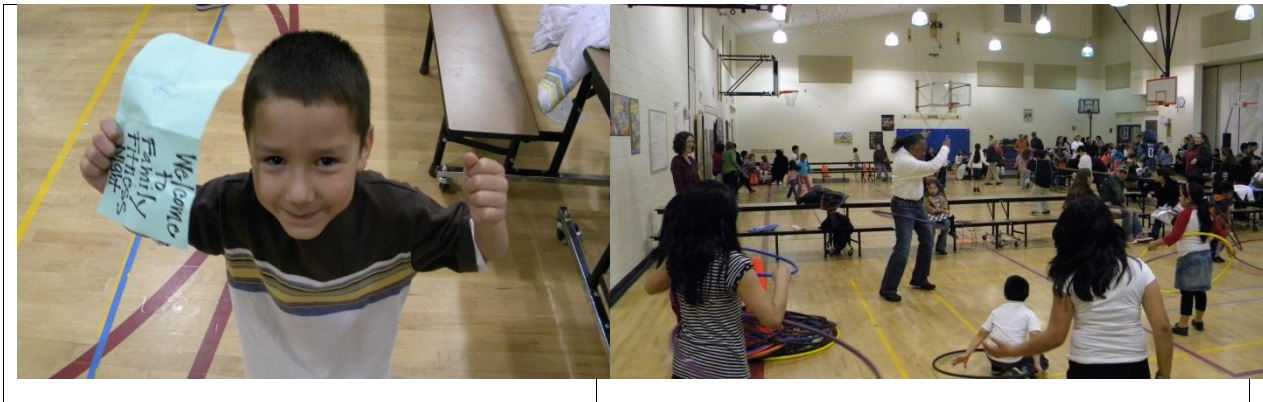
Chapter IV

Family Fitness Night

Type of Event	Grade Level	Organization
Community Building	K-12	2-3 months minimum for optimal organization and implementation

Description

A school and community building event that aims to promote health and wellness among the students, families and staff of the given school. The event features interactive fitness and physical education stations, health and wellness informational booths, classes, guest speakers and performers.



Benefits

- Family Involvement
- New active learning experiences for students.
- Collaboration with Staff
- Promotion and building of awareness of PE Program
- Time to promote upcoming PE events
- Family and student education
- Relationship building with local health and fitness organizations
- Enhanced sense of learning community
- Increased support from administration.



Steps to Implementation



- Set up meeting to discuss setting up a “Family Fitness Night” with other physical educators at the school if necessary.
- Set up a time and meeting to discuss idea and plan with administrators, office staff and other important parties at the school.
- Get a date on the calendar; this is important because a time and location will be essential to begin the email communication process.
- Make a list of different community agencies and groups in the area that could possibly support a “Family Fitness Night.” This could include:
 - YMCA
 - Boys and Girls Club
 - Local Community Centers
 - American Red Cross
 - School Nurses
 - Dentists
 - Nutrition Smoothie Stores
 - Local Sports Teams

- Fitness Centers
 - District Health Agencies
 - Local police and fire departments
 - Local Universities
 - School Nurses
 - Any other local community groups willing to donate time.
- Email local sports advocacy groups, colleges and or sports franchises to see if they would be willing to have a guest speaker come, teach a class, send a speaker, send a mascot and or donate prizes for the event.
 - The key is emailing and calling a lot of different people. You will get turned down and there will be people who cancel, but if you are persistent and ask a variety of groups your night should be successful.
 - Make a list of people who have had a school background check, have been cleared to help at the school and would be willing to volunteer their time to run different stations. Email or call local physical educators and or other professionals in the field. We all have contacts that could help make this night a special event.
 - Set up a time with your administrator to talk about the event with your staff and send out an email to see who would be interested in helping and who would be interested in attending the event. It's important to have teacher representation for help and to build a strong sense of community within the school.
 - Reserve the gym space and school space through a district facility use permit if necessary.
 - Be sure to send additional emails a week or two prior to the event to confirm participation with volunteers, teachers and others attending.
 - Create a flyer or blurb in the school newsletter to be sent home prior to the event to promote awareness and let families know what type of activities will take place at the event. Make two sided and translate if necessary depending upon your school population.
 - Create signs and posters that help label each station for the event.
 - Create a passport for students to walk around to each station and have stamped

off by the person working at that specific area once they have completed the task. Passport will be attached.

- Create a CD of up-tempo music to help with the enthusiastic atmosphere that will take place.
- Call and email to confirm volunteer help.
- Send messages and call to find people or companies that would be willing to donate prizes for the event. This includes the American Heart Organization, Sports Agencies, bicycle advocacy groups, the YMCA and other avenues.
- Create a clear plan, collaborate with others, structure a timeline and remember the key is communication.
- Remember you know a lot of professionals in the field, many of them will be willing to help to make this a wonderful event at your school.



Timeline



2-3 months prior to the event

- Communicate an idea, create a clear plan and collaborate with other physical educators and teachers at your school.
- Set up a time or date with your administrators and office staff to talk about a “Family Fitness Night” and get a night on the calendar.

2 months prior to the event

- Email and communicate with local group agencies and health and wellness representatives on helping at your “Family Fitness Night.”
- Create a list of possible volunteers and communicate through email and or phone if they would be willing to help on that night. Make sure they are cleared by the school district; by going through background check process.
- Create a list of volunteers, guest speakers, performers and booths for the event.

1 month prior to event

- Create posters detailing what each station is at the event.
- Work with translators at the school to create a flyer that will be sent home to families detailing activities, time and location of the event-taking place.
- Create a student passport that will allow them to travel to all the stations for the event.

Two Weeks Prior to the Event

- Communicate with volunteers and those attending to reconfirm attendance and participation in the event.
- Create a map of where stations, classes and booths will be at for event. I

-
- suggest keeping the stations in the gym and have the informational booths and classes in neighboring locations.
-

One Week Prior to the Event

- Send another flyer home to help promote attendance.
 - Put information in school newsletter and talk with school staff about upcoming event and the importance of attending community building event.
-

Day of Event

- Have fun and be sure to send thank you letters or messages to all of your volunteers and people who helped make the night a success.
-

Important Considerations

- PE teachers can partner with other district educators to organize a larger PE night that builds community across several schools (Chuck Millsap).
- It's a great idea to organize your "Family Fitness Night" for early in the year to help highlight your PE and Health curriculum to parents and students (Chuck Millsap)
- Communication is a big theme in creating this event. Use promotional tools to help communicate such as school websites, school reader boards and posters around the school (Chuck Millsap).
- Take advantage of professional contacts
- Collaborate with staff at the school. Some have talents that could help such as "Zumba" Instructors or Yoga and or other talents.
- Recruit as many volunteer as possible, the more the better.
- Passports are great for encouraging students to circulate and attend all the

areas.

- Perhaps provide extra-credit to students who arrive and participate in the event (Chuck Millsap).
- Promote family fitness night within your classes and ask school staff to do the same.

Promotional Tools

- **Promotional Flyer**

- The “Family Fitness” promotional flyer is an example of a communication tool that will be sent home with students to help promote the event about a week ahead of time. The highlights and goals of the event should be detailed and the letter should be translated into other languages that best serve the needs of your student and family populations.

- **Front of Passport**

- The front of the passport can be printed two sided with the inside of the passport, which is located on the next couple of pages.
- The front of the passport features a “Family Fitness Night” heading, school logo and motivational phrase for the event. These can easily be changed and adjusted to best meet the needs of your school.

- **Inside of Passport**

- The inside of the passport has the name and illustration of a variety of different skill stations and classes that can take place at your “Family Fitness Night.” The passport will be given to each student as they travel around the community building event. Upon completion of each station or class the person working at that area will stamp their circle located on the designated area of each passport.



Midway Family Fitness Night
April 5, 2012
6:00-8:00 pm



Students and families are invited to attend “Family Fitness Night,” this coming Thursday. This special event will feature a variety of fun physical education activities, fitness stations, health info and special guests. Activities will include; “Zumba” classes, fitness training, jump roping, basketball, cup stacking, soccer skills, Frisbee golf and many more exciting activities. Health booths feature blood pressure testing for parents, nutrition shakes from Emerald City Smoothie, firefighter safety and others. Special guests include “Harry the Husky,” “UW Jump Ropers” and some other special guest surprises. Come join us for fitness fun as we promote active and healthy families!



Noche Familiar de Salud en Midway
5 de Abril, 2012
6:00- 8:00 pm




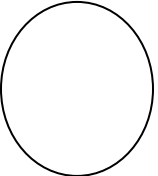

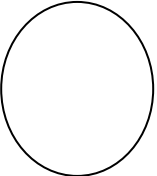

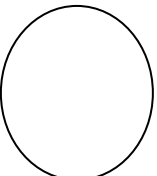
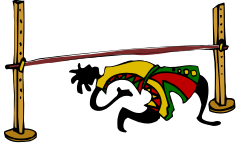
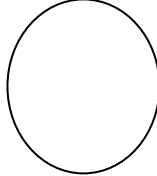

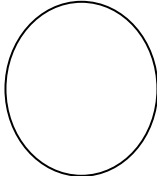

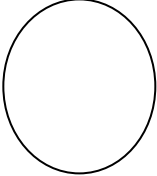

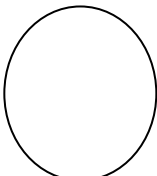

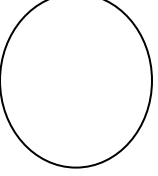

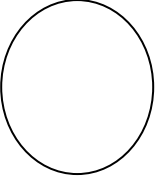

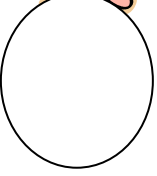

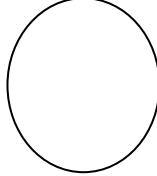

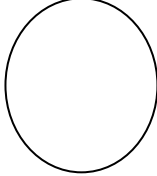

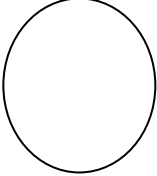

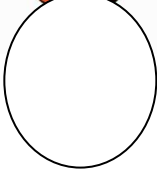
Los estudiantes y sus familias estan invitados a asistir a “La Noche Familiar de Salud”, este jueves que viene. Este evento especial tendrá variedad de actividades de educación física, cabinas de salud, información de salud e invitados especiales. Las actividades incluirán; clases de “Zumba”, entrenamiento físico, malabarismo, saltar la riata, basquetbol, apilamiento de tazas, destrezas de soccer, Frisbee, golf y muchos más actividades divertidas. Las cabinas de salud tendrán para los padres pruebas de presión de sangre, licuados de nutrición de Emerald City Smoothie, seguridad de los bomberos. Invitados especiales incluyen el “Harry el Husky”, “Salta-Cuerdas de UW” y otras sorpresas de invitados especiales. ¡Vengan a acompañarnos para divertirnos saludablemente y promover familias activas y sanas!

Midway Family Fitness Night



**Active Bodies,
Active Minds**

Inside of Passport

<p>Zumba</p>  	<p>Jump Rope</p>  	<p>Cup Stacking</p>  	<p>Limbo</p>  	<p>Cone Dribble</p>  	<p>Frisbee Golf</p>  	<p>Healthy Police Officers</p>  
<p>Homemade PE Equipment</p>  	<p>Tennis Rally</p>  	<p>Hula Hoop</p>  	<p>Hot Shot Basketball</p>  	<p>Climbing Wall</p>  	<p>Football Throw</p>  	<p>Fitness Training</p>  

Integration/ Curriculum Events

Type of Event	Grade Level	Organization
Community Building	K-12	2 months minimum for optimal organization and implementation

Description

An integration or curriculum event combines other content areas such as math, English, reading, science, languages and or other fields of study with physical education. The events are a collaborative process and take a team of staff members at the school that can bring different ideas and resources that will help to create an interactive and engaging community building event. The events use physical activity and physical education as a platform to help reinforce the learning and building of awareness of other school subjects and content areas. Event ideas range from literacy nights, to interactive math curriculum events to a cultural diversity night where students are able to share their heritage and celebrate the cultural diversity with other students who attend the school and families who live within the surrounding community.



Benefits

- Family Involvement
- Collaboration with other educators in the school.
- Reinforcement of the importance of physical education in the academic community.
- Promotion and building of awareness of PE Program
- Improved communication with families and guardians.
- Family and student education
- Improved support from staff members within the school.
- . Time to show educators how physical activity can improve student learning of different content areas within classroom.
- Increased support from administration.
- Enhanced sense of learning community

Steps to Implementation

- Set up a meeting to discuss ideas and gain interest levels of organizing and implementing an integration/curriculum night with other educators and staff at the school.
- Talk about how physical education is an important part of the school learning community and how you want to work collaboratively with other staff members to help promote the learning of other content areas by integrating physical activity concepts with other academic content areas in the school. The goal being to create a fun and interactive community building event that promotes family involvement and student learning.
- Set up a time and meeting to brainstorm ideas and plan with

- administrators, office staff and other important parties at the school.
- Get a date on the calendar; this is important because a time and location will be essential to begin the planning and collaborative process.
 - Make a list of different integration events and gauge interest with staff to help identify areas of need. Possible integration and curriculum events could include:
 - Cultural Diversity Night
 - Math Curriculum Events
 - Grade Level Curriculum Events
 - Adaptive Learning Events
 - Math Curriculum Events
 - Literacy Night
 - Sports Science Night
 - Any other ideas your staff believe will make a difference within the school learning community.
 - Once the type of integration event is chosen and a team of staff is organized to help with planning and implementation it will be time to brainstorm ideas for interactive and fun stations.
 - Each person of the collaborative team should develop a station or interactive activity that they will help run during the event. Make sure we communicate with other teachers and a variety of ideas are brought to the table to help reinforce the concepts being promoted during the community building event.
 - Set up a time with your administrator to talk about the event with your staff and send out an email to see who would be interested in helping and who would be interested in attending the event. It's important to have teacher representation for help and to build a strong sense of community within the school.
 - Reserve the gym space and school space through a district facility use

- permit if necessary.
- Be sure to send additional emails a week or two prior to the event to confirm participation with volunteers, teachers and others attending.
 - Create a flyer or blurb in the school newsletter to be sent home prior to the event to promote awareness and let families know what type of activities will take place at the event. Make two sided and translate if necessary depending upon your school population.
 - Create signs and posters that help label each station for the event.
 - Create a passport for students to walk around to each station and have stamped off by the person working at that specific area once they have completed the learning station or activity.
 - Create a CD of up-tempo music or multi-cultural music to help with the enthusiastic atmosphere that will take place.
 - Call and email to confirm volunteer help.
 - Create a clear plan, collaborate with others, structure a timeline and remember the key is communication.
 - Remember there are a lot of professionals at your school and many of them have different ideas for activities, stations or performances that will make this a fun and engaging event.

 **Timeline** 

2-3 months prior to the event

- Communicate an idea about an integration event, create a clear plan and collaborate with other educators and staff at your school.
 - Set up a time or date with your administrators and office staff to talk about a “Integration Event” and get a night on the calendar.
-

2 months prior to the event

- Create a list of possible volunteers and communicate through email and or phone if they would be willing to help on that night. Make sure they are cleared by the school district; by going through background check process.
 - Create a list of volunteers, interactive stations or classes, and performers for the event.
-

1 month prior to Event

- Create posters detailing what each class, station or activity is at the event. Each team member can create posters for their own station to help save time.
- Work with translators at the school to create a flyer that will be sent home to families detailing activities, time and location of the event-taking place.

- Create a student passport that will allow them to travel to all the stations for the event.
-

Two Weeks Prior to the Event

- Communicate with volunteers and those attending to reconfirm attendance and participation in the event.
 - Create a map of where stations, classes and booths will be at for event. I suggest keeping the event in a centralized area including the gym and multipurpose room if possible.
-

One Week Prior to the Event

- Send another flyer home to help promote attendance.
- Put information in school newsletter and talk with school staff about upcoming event and the importance of attending community building event.
- Communicate with staff members and team organizers on the importance of getting their early for set-up and being ready for when parents and families attend the event.

Day of Event

- Have fun and be sure to send thank you letters or messages to all of your volunteers and people who helped make the night a success.
 - Make sure that volunteers and team members work together to clean up when the event concludes.
-

Important Considerations

- Communication and collaboration with other professionals at your school is key. Not only will this help for this upcoming event, but it will open up collaborative pursuits in the future. Helping to cement the importance of physical education in our school landscape.
- This is a collaborative process and the event works best by having each teacher or staff member share their talents, ideas and effort to help creating a meaningful community building event.
- Try to create an event that integrates subjects in a variety of different activities.
- Communication with parents and families will be essential if you decide to have a “Multicultural Night” to help organize dance performances, booths and other cultural exhibitions for students and families.

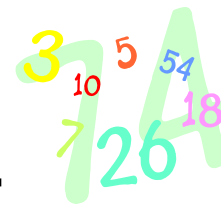
- Recruit as many volunteers as possible, the more the better.
- Passports are great for encouraging students to circulate and attend all the areas.
- Promote family fitness night within your classes and ask school staff to do the same.

Promotional Tools

- **Integration Event Flyer**
 - A flyer on page 122, which provides an example of an integration event that could take place at your school in the future. Integrating math and physical education is just one option for this event.



Let's Get Moving With Math



Hey Families and students please join Madrona Elementary School on Wednesday February 8th, 2011 from 6 to 7:30 pm as we integrate learning by hosting a family integration night. Families and students will have the opportunity to learn math content through a variety of fun and engaging physical education activities. Some of the highlights of the event will include:

- Interactive PE and math stations in the gymnasium.
- Math bingo with some of the primary teachers.
- The opportunity to win “Madrona Money” that can be used by students at the fruit and veggie market.
- A healthy fruit and veggie market courtesy of the Des Moines Food Bank, one bag of items per family.

Seasonal Programs And Events



Chapter V

Winter Wonderland Event

Type of Event

Seasonal Events

Grade Level

K-2

Organization

1 month

Description

The Winter Wonderland Dance is a seasonal event created for primary students with the goals being to promote community involvement, involve families, and to give students the opportunity to perform and practice physical education dances that they have practiced in class



Benefits

- Family Involvement
- Primary Level Event
- Collaboration with Staff
- Family and student education
- Community Building
- Enhanced sense of learning community

- Promotion and building of awareness of PE Program
- Time to promote upcoming PE events
- Increased support from administration.
- Physical education performance practice for primary grades.

Steps to Implementation

- Communicate and collaborate with primary level teachers to gauge their interest in planning and implementing a “Winter Wonderland” event at your school.
- Talk with administrators and office staff about your idea and get an event date on the school calendar.
- Fill out a facility use permit and submit to office or school district.
- Set up a meeting to brainstorm ideas and collaborate with primary level teachers.
- Organize and plan a community building event for students and families to engage in when they enter the school. This may be something like building gingerbread houses, a family art project and or any other creative ideas where families can work together to build a winter wonderland project.
- After a designated period of time, students and families will be instructed that they have 10 minutes left to work on their family project.
- Students will then enter into the gymnasium where they will get to practice and perform dances that they have practiced in their physical education classes including:

Hokey Pokey	Chicken Dance	Macarena
Cha-Cha Slide	Hat Dance	Bunny Hop
Cupid-Shuffle	Electric Slide	Other fun dances

- Parents will be encouraged to practice and take part in the dances with their

- children.
- Following or integrated within the dance practice will be upbeat songs where students will have the opportunity to dance with their classmates and families if they choose to desire.
 - Should be a fun and uplifting environment and the more staff members who participate in the event the better. Talk at a meeting to help promote higher attendance.
 - Create a flyer that is translated for students and families and promote the program in your primary classes.
 - Put information in the school newsletter and send home a flyer about a week before to remind parents about the upcoming seasonal event.
-



Timeline



1 month prior to the event

- Communicate and collaborate with primary level teachers to gauge their interest in planning and implementing a “Winter Wonderland” event at your school.
- Talk with administrators and office staff about your idea and get an event date on the school calendar.
- Fill out a facility use permit and submit to office or school district.
- Set up a meeting to brainstorm ideas and collaborate thoughts with primary level teachers

Three weeks prior to the event

- Set up a meeting to brainstorm ideas and collaborate with primary level teachers.
 - Organize and plan a community building event for students and families to engage in when they enter the school. This may be something like building gingerbread houses, a family art project and or any other creative ideas where families can work together to build a winter wonderland project.
-

2 weeks prior to the event

- Create an approved permission slip and promote the program in your primary classes.
-

One week prior to the Event

- Create a flyer that is translated for students and families and promote the program in your primary classes.
 - Put information in the school newsletter and send home a flyer about a week before to remind parents about the upcoming seasonal event.
-

Day of the Event

- Students will then enter into the gymnasium where they will get to practice and perform dances that they have practiced in their physical education classes
- Parents will be encouraged to practice and take part in the dances with their children.
- Following or integrated within the dance practice will be upbeat songs where students will have the opportunity to dance with their classmates and families if they choose to desire.

Important Considerations

- Primary staff will have a lot of valuable insight and thoughts on activities that would be great entry and community building activities as a family.
- Collaboration and communication will be key when organizing and planning this event.
- Reviewing primary dances and rhythm activities would be an important warm-up activity in classes leading up to the event.
- Often time's primary classes have buddy classes with intermediate grades. Creating a buddy or mentor type night during this event could be a great community building step.
- The more teachers who actively participate, the more successful your event will be.

Promotional Tools

- **Promotional Flyer**
 - A promotional flyer highlights some possible activities that could take place in your future primary "Winter Wonderland" event.



Winter Wonderland



On December 2nd, 2010, Madrona Elementary School students in grades K-2 are invited with their families to our Winter Wonderland program. This event will feature a variety of fun family activities including the opportunity to build gingerbread houses with the Madrona staff and a chance to perform a variety of fun and engaging dances in the gymnasium with Mr. Byrne and other Madrona staff members.

“Winter Wonderland” Highlights

- Doors will open at 6 pm and the event will last until 7:30 pm.
- A variety of fun and engaging family activities planned by the Madrona primary staff.
- Gingerbread House Making with ingredients provided by the school.
- Fun physical education dances with Mr. Byrne, the Madrona staff and Madrona families.

Spring Country Dance

Type of Event

Seasonal Events

Grade Level

K-2 and Special Needs

Organization

1-2 months

Description

The Spring Country Dance is an event that I helped organize and participate in while I was teaching in the Northshore School District. The event was led by Adapted Physical Education teacher Renee Colleran and was designed at the time for kindergarten and ILC classrooms. The seasonal event featured family and student dances, some group songs to sing and the integration of some music and sign language in a group performance.



Benefits

- Family Involvement
- New active learning experiences for students.
- Collaboration with Staff
- Promotion and building of awareness of PE Program
- Time to promote upcoming PE events
- Integration of music and PE
- Mainstream and ILC student's opportunity to interact together.
- Enhanced sense of learning community
- Increased support from administration.
- Opportunity to work with and learn from ILC teachers.



Steps to Implementation



- Coordinate and collaborate with primary level teachers and ILC teachers to gauge interest and see who would be willing to help with planning, organization and implementation.
- Talk with administrators and office staff about your idea and get an event date on the school calendar.
- Fill out a facility use permit and submit to office or school district.
- Set up a meeting to brainstorm ideas and collaborate with primary level teachers.
- Should be a fun and uplifting environment and the more staff members who participate in the event the better. Talk at a meeting to help promote higher attendance.
- Create a flyer that is translated for students and families and promote the program in your primary classes.
- Put information in the school newsletter and send home a flyer about a week before to remind parents about the upcoming seasonal event.
- Buy decorations and collect resources that will help you decorate the gym in a fun and festive way.

- Create and develop a cd with a variety of songs and dances that can be used during the seasonal event.
- Recruit staff and parent volunteers to help with set up and implementation of the event.



Timeline



2 months prior to the event

- Coordinate and collaborate with primary level teachers and ILC teachers to gauge interest and see who would be willing to help with planning, organization and implementation.
- Talk with administrators and office staff about your idea and get an event date on the school calendar.
- Fill out a facility use permit and submit to office or school district.

1 months prior to the event

- Set up a meeting to brainstorm ideas and collaborate with primary level teachers.
- Plan out specific primary dances and songs that can be performed at the event.

3 weeks prior to event

- Look for decorations that the teachers can use to help decorate the gym in a fun and festive way.
- Discuss interactive ideas for stations or

Two Weeks Prior to the Event

- Create a flyer that is translated for students and families and promote the program in your primary classes.

One Week Prior to the Event

- Put information in the school newsletter and send home a flyer about a week before to remind parents about the upcoming seasonal event.

Day of Event

- Decorate and set up for the event with other staff members and volunteers.
- Be sure to have a clear order of what will be happening at the event as far as dances.
- Thanks parents and volunteers for coming out.

Important Considerations

- Primary staff will have a lot of valuable insight and thoughts on activities that would be great entry and community building activities as a family.
- Collaboration and communication will be key when organizing and planning this event.
- Reviewing primary dances and rhythm activities would be an important warm-up activity in classes leading up to the event.
- Often time's primary classes have buddy classes with intermediate grades. Creating a buddy or mentor type night during this event could be a great community building step.
- The more teachers who actively participate, the more successful your event will be.

Extra-Curricular Program Grants



Chapter VI

Safe Routes to School Grant

Funding

5,000 dollars

Website

www.wsdot.wa.gov/LocalPrograms/SafeRoutes

Difficulty

Medium to obtain

Grant Description

The safe routes to school grant was created in 2005 and since that time it has reached about 168 schools. The grant is designed to improve the safety of walking and biking conditions around the school community. The program allows for engineering and infrastructure improvements around the school and is a great stepping stone for building a “Walking School Bus” program and or other encouragement activities promoting safe routes to school. In addition, this grant funding gives physical educators the opportunity to teach bicycle and pedestrian safety by providing bikes, helmets and teaching equipment for students attending physical education classes.



USTA Grant

Funding

Varies

Website

www.usta.com/schools

Difficulty

Easy to obtain

Grant Description

The United States Tennis Association or USTA is a non-profit organization who's goals include providing students of all backgrounds with the opportunity to play tennis beyond their PE classes, ensuring accessible playing areas for children and giving students the opportunity to participate in lifelong recreational activities. Their organizational goals mean new extra-curricular grant opportunities for interested physical educators. To obtain the grant go to the USTA website and contact your local representative about a specific plan your program has to develop an extra-curricular tennis program.



ING Run for Something Better

Funding

Up to 2,500
dollars

Website

<http://www.aahperd.org/naspe/grants/grants/ING/>

Difficulty

Medium to Difficult

Grant Description

Each year fifty schools in the nation will receive a 2,500 dollar grant through ING and NASPE supporting the creation or enhancement of an extra-curricular based running program. The goal of the grant is to help kids become fit through free school-based running programs. If awarded the grant you will receive 1,000 dollars the first year of the program and an additional 1,500 dollars depending upon participation levels and the submittal of PACER test scores and student feedback about the program.



NFL Play 60 Grants

Funding

Varies

Website

<http://school.fueluptoplay60.com>

Difficulty

Medium

Grant Description

The NFL's PLAY 60 program has a variety of grants that could serve as valuable tools in your development of extra-curricular programs. They have breakfast grants through the National Dairy Council that help promote healthy eating and choices among students at school. They also provide up to 4,000 dollars per year to any qualified K-12 school enrolled in their program. This funding can be used to improve and sustain healthy eating and physical activity improvements within your school program.

