



## A SPORT-FOR-DEVELOPMENT CURRICULUM TOOLKIT

Bienvenidos!

Since 2003, GirlSportWorks (GSW) has been promoting leadership, self-confidence, teamwork, communication, and healthy living habits for girls in Cusco, Peru through physical activity.

GSW delivers a sport-for-development curriculum to girls aged 8 to 17 years old. Each year, two project managers receive training and the GSW curriculum, which they use to teach in multiple lower resource school or neighborhood settings. Over a year, project managers typically teach a three-week sport unit (two two-hour classes per week), followed by a one-week life skill segments (two two-hour classes). Although GSW works with female participants, the lessons are appropriate for all -- all youth can develop life skills and learn sports!

This document is an excerpted and condensed version of GSW's educator training and curriculum. The GSW educator training workshop focuses on four key areas:

- Applied and experiential learning methodologies
- Teaching/facilitation techniques and methods
- The building blocks of sport for development curriculum
- The importance of program evaluation

The GSW curriculum includes eleven sport units and five major life skills units. The life skills included in the curriculum are the following:

- *Leadership & Self-Confidence* to be able to take stock of potential to motivate others, to seek opportunities, and to make sound decisions.
- *Teamwork* to be able to empower other girls in a community and build self-confidence among peers.
- *Communications* to be able to exchange ideas and thoughts that promote meaningful change in a community and among peers.
- *Healthy Living* to make better decisions about food, activities, and the environment.

GSW hopes to share the educational philosophies, tools, and more than 15 years of experience to help others use sport for development. Please let us know how you are using this resource and how it's been helpful in creating meaningful change in your community. Let us know what's working, and what's not, so that we can continue to improve within our own organization.

Saludos,

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## TABLE OF CONTENTS

<b>Educator Training</b>	<b>3</b>
Lesson 1 – Mindset, Skillset, and Toolset	3
Lesson 2 – Experiential Learning	3
Lesson 3 – Learning Styles: Everyone Learns Differently	5
Lesson 4 – Curriculum Design: The 4-A Model	6
Lesson 5 – Participatory Education Skills	6
Lesson 6 – Building Facilitation Skills	8
Lesson 7 – Structured Flexibility	9
<b>Curriculum Overview</b>	<b>11</b>
Curriculum Design	11
Attendance	12
Behavior Management	12
First Session	13
Leaders	14
Warm-Up	14
End of Class	14
Special Occasions	15
Monitoring, Evaluation, and Reflection	15
<b>Foundational Curriculum</b>	<b>16</b>
Foundational Lesson Plan Template	16
Life Skills Lesson Plan Sample 1	17
Life Skills Lesson Plan Sample 2	19
<b>Sport Curriculum</b>	<b>22</b>
Sport Lesson Plan Template	22
Sport Lesson Plan Sample 1	23
Sport Lesson Plan Sample 2	24
<b>Appendix A: Foundational Lessons</b>	<b>27</b>
<b>Appendix B: Sports Lessons</b>	<b>28</b>

## Educator Training

This training for educators teaching life skills or developing youth through physical activity presents information that may inform the design of sports lessons, activities, or sessions.

### Lesson 1 – Mindset, Skillset, and Toolset

Leaders and learners can be thought of as having three characteristics: mindset, skillset, and toolset. Keeping these three dimensions in mind helps educators reach different learners.

1) Mindset

Definition: An established set of attitudes held by someone

Examples: Being positive, being flexible, being patient

2) Skillset

Definition: A person's range of skills or abilities

Examples: Sports technical ability, experience working with youth

3) Toolset

Definition: A collection of instruments, machines, or anything used as a means of accomplishing a task or purpose

Examples: This curriculum toolkit, other resources

Educators should seek to develop all three dimensions and teach participants to be aware of the three dimensions.

### Lesson 2 – Experiential Learning

Understanding the different ways in which students learn is critical to teaching successfully. The philosophical approach to sports and life skills education used in this curriculum is based on Kolb's Experiential Learning Theory, a commitment to experiential learning.

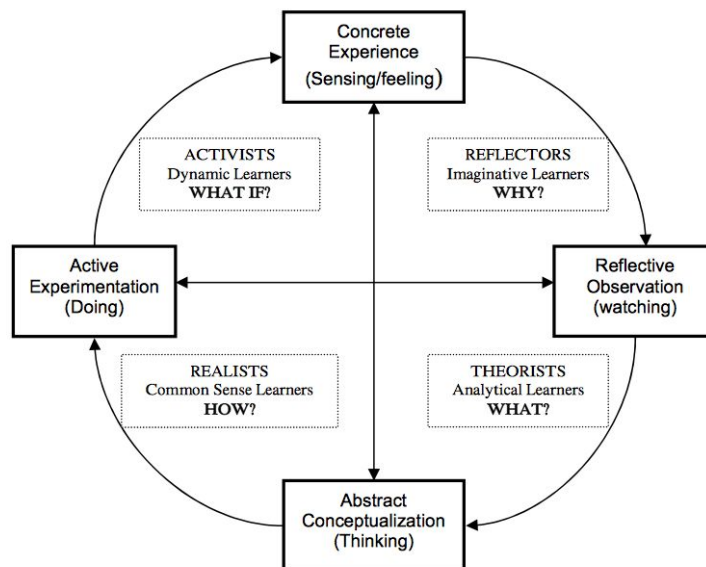
Kolb's four-stage theory of learning has two dimensions (see Figure 1). The first dimension is a spectrum. At one extreme is the Active Experimentation phase (doing) and at the other end is the reflective observation phase (watching). The second dimension is a spectrum of thought and emotional processes. The concrete experience phase (feeling) is at one end, and abstract conceptualization (thinking) is at the other end. The four learning process phases and preferred educational activities for different learner types are described below:

- Feeling or Sensing (*Concrete Experience*) – This dimension represents a receptive experience-based approach to learning that relies on feeling-based judgments. Learners do best with specific examples in which they can be involved. This phase of learning relies more on peers, not authority. Theoretical readings are not always helpful, while group work and peer feedback often leads to success. Planned activities should apply learned skills. The educator acts as coach/helper for this self-directed autonomous learner.
- Watching (*Reflective Observation*) – This phase is based on careful observation in making judgments. Learners prefer lectures that allow the role of impartial objective

observer. Learners are often visual and auditory learners. This learner wants the instructor to provide expert interpretation. They look for an instructor who is both a taskmaster and a guide.

- Thinking (*Abstract Conceptualization*) – This learner is oriented towards things and symbols, and less towards other people. They prefer to be in authority-directed, impersonal learning situations that emphasize theory and systematic analysis. Learners at this phase are frustrated by and gain little from unstructured "discovery learning" approaches such as exercises and simulations. Case studies, theoretical readings, and reflective thinking exercises help this learner.
- Doing (*Active Experimentation*) – Individuals in this phase learn best when they can engage projects, homework, or group discussions. They dislike passive learning situations such as lectures. This learner wants to touch everything. Problem solving, small group discussions, games, peer feedback, and self-directed work assignments help this learner. This learner likes to see everything and determine their own criteria for the relevance of the materials.

People learn through a combination of how they respond to the tasks and what they think or feel about the tasks. This combined learning style is represented by the four quadrants that form by the intersection of the two lines. These quadrants form the personal learning styles as identified in the diagram below as reflectors, theorists, pragmatists and activists.



The Kolb model is based on the intersection of the two lines representing the tasks (horizontal) and the thoughts/emotions (vertical). The lines divide into the four quadrants that represent the different learning styles.

Reflectors (Watchers) like to learn using *reflective observation* and *concrete experience* (logs, journals, and brainstorming). Training approach includes lectures with plenty of reflection time;

educator should be a guide providing expert interpretation. Their strengths lie in an imaginative ability. They tend to be interested in people and emotional elements.

Theorists (Thinkers) like to learn using *abstract conceptualization and reflective observation* (lecture, papers, analogies). Training includes case studies, theory readings, and thinking alone. Their strengths lie in their ability to create theoretical models. This learning style is more characteristic of basic science and mathematics than applied sciences.

Pragmatists (Feelers) like to learn using *abstract conceptualization and active experimentation* (laboratories, field work, observations). Training approach includes peer feedback and activities that apply skills. They prefer to deal with things rather than people.

Activists (Doers) like to learn using *concrete experience and active experimentation* (simulations, case study, homework). Training includes practicing the skill, problem solving, small group discussions, and peer feedback. They are called accommodators because they excel in adapting to specific immediate circumstances. They tend to solve problems intuitively, relying on others for information.

An example of Kolb's experiential learning theory is learning not to touch a hot pot after touching and burning oneself. Breaking it down into Kolb's phases,

- The action of touching the pot is the "concrete experience."
- The reaction to the touch (Ouch!) is the "reflective observation."
- The lesson itself is the "abstract conceptualization."
- The ability to not repeat the mistake is the "active experimentation" or application.

It is important to recognize the power of experiential learning and its relationship to the acquisition of new skills, knowledge, and concepts.

### **Lesson 3 – Learning Styles: Everyone Learns Differently**

Recognizing and understanding learning styles can help equip educators maximize learning opportunities. Providing learning in a safe space that touches on each of the learning styles also ensures that learning objectives are being met by a diverse group of learners.

The seven broad learning styles include:

- Visual (spatial) – A learner prefers using pictures, images, and spatial understanding.
- Aural (auditory musical) – A learner prefers using sound and music.
- Verbal (linguistic) – A learner prefers using words, both in speech and writing.
- Physical (kinesthetic) – A learner prefers using your body, hands and sense of touch.
- Logical (mathematical) – A learner prefers using logic, reasoning and systems.
- Social (interpersonal) – A learner prefers to learn in groups or with others.
- Solitary (intrapersonal) – A learner prefers to work alone and use self-study.

Educators should design lessons to engage different types of learners.

## Lesson 4 – Curriculum Design: The 4-A Model

The foundational lessons have been designed to follow a logical sequence called the 4-A Model. The four As building blocks stand for Anchor, Add, Apply, and Away. The sport lessons follow a modified version of this design. Examples of both foundational and sport lesson plans that utilize the 4A model will be provided later on.

<u>Building Block</u>	<u>Brief Description</u>	<u>Purpose</u>
Anchor	<ul style="list-style-type: none"><li>• Content within the learner’s experience</li></ul>	<ul style="list-style-type: none"><li>• Makes new content relevant to learner by connecting previous experience to the curriculum or lesson being delivered</li></ul>
Add	<ul style="list-style-type: none"><li>• New information that is discovered by the learner</li></ul>	<ul style="list-style-type: none"><li>• This is the “teachable moment” where learners are introduced to new ideas, concepts, skills, and knowledge</li></ul>
Apply	<ul style="list-style-type: none"><li>• Application of content in a new way or situation</li></ul>	<ul style="list-style-type: none"><li>• Allows an opportunity for the learner to “self-reflect” and link experience to the teachable moment</li></ul>
Away	<ul style="list-style-type: none"><li>• Objectives are based on precise and observable change</li></ul>	<ul style="list-style-type: none"><li>• Commitment of the learner to link and apply new learning in a continuous fashion outside the classroom</li></ul>

## Lesson 5 – Participatory Education Skills

Participatory education engages participants in the learning process through interactive learning activities and experiential learning activities. The more participants are engaged and stimulated mentally, emotionally, and physically, the more likely they are to learn and to retain what they have learned.

There are two main types of participatory learning:

- Interactive
- Experiential

Interactive learning activities enable students’ mental stimulation and verbal expression from active participation and verbal responses within the learning environment.

*Examples: Listening to a coach describe proper ball pass and asking or answering questions about the proper form.*

Experiential learning activities enable students' emotional stimulation and physical expression through physical, mental and emotional participation in a multisensory experience.

*Examples: Passing the ball to a partner using proper form twenty times in a row.*

Some of these activities may be intuitive with sport lessons, but it is important to try to incorporate student participation in both the sport and life skills lessons

<u>Function</u>	<u>Participatory Model</u>	<u>Passive Model</u>
The Learner	<ul style="list-style-type: none"> <li>• Be an active part of the lesson through participation</li> <li>• At liberty to experience, make mistakes, and share ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Expected to listen and absorb information from authority</li> <li>• Passive contributions to learning process</li> </ul>
The Educator	<ul style="list-style-type: none"> <li>• Exhibits equal status through a facilitator approach</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as an authority figure</li> </ul>
Application of Learning	<ul style="list-style-type: none"> <li>• Learning is constant and the learner plays a key role in the application of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Relies heavily on auditory lectures where information is "fed" to learners</li> <li>• Provides little room for learners to contribute</li> </ul>
The Learning Objective	<ul style="list-style-type: none"> <li>• Objectives are based on precise and observable change</li> </ul>	<ul style="list-style-type: none"> <li>• Less precise and often very broad</li> </ul>
Experience of the Learner	<ul style="list-style-type: none"> <li>• Learning is used advantageously because the instructor facilitates a process where answers come from the experience and contributions of participants</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor is seen as an absolute or all knowing boss who stands apart from the above learners<sup>1</sup></li> </ul>
Delivery of Lessons	<ul style="list-style-type: none"> <li>• Language and methods are relevant to the learner</li> </ul>	<ul style="list-style-type: none"> <li>• Language and methods are uniform and appeal to few learning styles</li> </ul>
Physical Space	<ul style="list-style-type: none"> <li>• Seating is arranged so learners are able to contribute such as in small groups where learners can see and listen to each other</li> </ul>	<ul style="list-style-type: none"> <li>• Seating is obstructive to contributions and participation – typically in rows or auditorium style</li> </ul>

<sup>1</sup> A Manual For Participatory Training Methodology in Development. Society for Participatory Research in Asia (PRIA). Published March 1995.

Environment	<ul style="list-style-type: none"> <li>Environment is open, comfortable, and relaxed</li> </ul>	<ul style="list-style-type: none"> <li>Environment is one of authority, rigidity, and fear</li> </ul>
Curriculum Content	<ul style="list-style-type: none"> <li>Content is demand driven in the sense that it is relevant to the learner and immediately applicable</li> </ul>	<ul style="list-style-type: none"> <li>Often the product of higher level programming that is less in touch with the needs of the learner</li> </ul>

## Lesson 6 – Building Facilitation Skills

One of the most common forms of teaching is to lecture. In this curriculum, the focus is on the participants as learners who bring a variety of experiences and fulfill their learning objectives through sports and active learning. Educators may have more success by incorporating the learner's previous experiences. As 'educators' and not 'lecturers,' the goal is to guide learning, not force it. Below are educator techniques that facilitate learning.

<u>Technique</u>	<u>Sample Description</u>
Arrangement of Physical Space	<ul style="list-style-type: none"> <li>Arrangement of educational space to ensure that learners are facing, listening, and interacting with each other</li> </ul>
Use of Body Language	<ul style="list-style-type: none"> <li>Acknowledging attentiveness to learner through use of body motions such as hand movements, head nods, and shifting to different parts of the learning environment</li> </ul>
Facilitated Delivery of Activities	<ul style="list-style-type: none"> <li>Using case studies, stories, or role-plays to ensure consistent engagement of the learner in the content matter that is being covered</li> </ul>
Asking Open-Ended Questions	<ul style="list-style-type: none"> <li>Open-ended questions allow the educator to draw out learning that stems from a learner's own experience and ideas as opposed to just "yes" or "no" responses</li> </ul>
Active Listening	<ul style="list-style-type: none"> <li>Engaging the learner through good eye contact and acknowledging contributions by repeating back responses to the rest of the group</li> </ul>
Probing Questions	<ul style="list-style-type: none"> <li>Soliciting responses from learners that allow the educator to engage them such as "what would that feel/look like" or "please tell me more about what you mean" which allow educator's to draw out and hone in on ideas that contribute to the subject matter</li> </ul>
Using Tools	<ul style="list-style-type: none"> <li>Toys, games, and team-building activities provide opportunities for more passive learners to contribute with limited pressure</li> </ul>



Linking Learner Inputs to Learning Process	<ul style="list-style-type: none"> <li>● Taking what learners have shared to make connections to the content and overall objective of the subject matter</li> <li>● Educator can also provide summary remarks and/or link previous learning at the beginning or end of a new session or activity</li> </ul>
Encouraging Learners to Take Positive Risks in a Safe Environment	<ul style="list-style-type: none"> <li>● Reinforcing contributions by giving positive feedback to learners encourages positive risk taking. Positive feedback includes comments like “Interesting point,” “good try,” “great start,” etc.</li> </ul>

An educator can relate facilitative style to Kolb’s cycle of experiential learning:

- o Action/Activity – An educator should be able to guide the group through an activity without providing any instruction, while creating a safe environment where participants are free to make mistakes.
- o Reflection – An educator should engage in discussion that brings out key learning points that participants have experienced through their actions.
- o Generalization/Conceptualization – An educator should deepen key learning points by driving home a particular concept, idea, or skill.
- o Application – An educator should allow the cycle to continue through ongoing exercises throughout the program and encourage continuous application outside the playing field and/or classroom.

## Lesson 7 – Structured Flexibility

For educators, it can be exciting, or sometimes even scary, to try new materials and approaches to which they might not be accustomed. It is easy for educators to form an opinion quickly before trying new approaches in live environments. However, being open to experimenting with new materials and approaches is critical to the advancement of programming and the continued adaptation of educational programs to the real-world context of youth audiences.

Structured flexibility means having resources and a lesson plan of objectives and activities, while being able to adapt as necessary to situations that arise. As teaching involves many unpredictable elements that cannot be controlled, flexibility and adapting to the situation are key to better meeting the needs of the learners. Below are different hypothetical situations that require an educator to adapt the curriculum on short notice. Look at these scenarios and think through at least three ways to adapt the curriculum.

1. Your lesson involves volleyball “skills and drills.” Your first drill needs at least four in a group, and you planned to end the day with a scrimmage. Only six participants show up. What do you do?
2. You have a full day of foundational lesson activities on your schedule. When you arrive at class, all the participants are dressed for sports. They tell you they really don’t want to sit inside, and that they just want to play sports. What do you do?

3. You are in the middle of a great lesson on baseball. Suddenly, it seems a fight has broken out at second base between two older participants. It's disrupting the game and ruining the positive environment. What do you do?
4. You are on the third class of five of the unit on basketball. You show up at the court and realize you forgot to bring the basketballs. The participants were just starting to warm up to basketball, and you really don't want to lose momentum. What do you do?
5. You saw a note in the curriculum that a particular activity went really well last year and took up an hour of class time for the previous educators. You are five minutes into implementing that activity, but realize the participants are not responding well and just do not seem engage. What do you do?

## Curriculum Overview

The GSW curriculum combines sports education with the development of life skills. Below is an overview of the theory behind the curriculum design as well as implementation advice, followed by two examples of a foundational lesson plan and two examples of a sport lesson plan.

### Curriculum Design

The overall year curriculum design incorporates different sports and the nine foundational lessons. The year can be planned with varying breadth and depth.

One way of organizing the year is to teach nine sports. In general, approximately four weeks are dedicated to each sport. This provides participants time to build skills and confidence in a sport, while also ensuring participants do not grow bored or spend too long on a sport they dislike.

The first weeks typically focus on explaining the sport and rules to the participants and practicing the basic necessary skills. Gradually, more advanced skills and more complicated drills are introduced. By the end of the four weeks, the participants are able to play a full game and demonstrate a variety of skills.

With a nine-sport curriculum, one foundational lesson is taught during each sport unit. Additionally, the opportunity frequently arises during a sports class for impromptu incorporation of elements from the foundational lessons. For example, if participants have a disagreement, the educator may choose to hold a mini-lesson or discussion on teamwork. Similarly, participants bringing unhealthy drinks or snacks to class may provide the opportunity for a mini-lesson about healthy living.

Here is a sample outline of what a nine-sport curriculum could look like:

<b>MONTH</b>	<b>ACTIVITY</b>
<b>January</b>	No school, prepare for year
<b>February</b>	No school, prepare for year
<b>March</b>	Introductory meetings and first classes: Ground rules and get-to-know-you
<b>April</b>	Frisbee, M&E Baseline Testing, Foundational Lesson: Healthy Living 3
<b>May</b>	Kickball, Baseball, Foundational Lesson: Teamwork 2
<b>June</b>	Football, Foundational Lesson: Communication 2
<b>July</b>	Lacrosse, Foundational Lesson: Leadership 1
<b>August</b>	Soccer, Foundational Lesson: Teamwork 1

<b>September</b>	Basketball, Foundational Lesson: Leadership 2
<b>October</b>	Volleyball, Foundational Lesson: Healthy Living 2
<b>November</b>	Track & Field // M&E end of year testing
<b>December</b>	Participants' choice of sport, Foundational Lesson: Communication 1, end of year celebrations

While the year can be planned to incorporate more or fewer sports, it is key to distribute the foundational lessons throughout the year. Having classes dedicated to foundational lessons throughout the year and reinforcing those lessons during sports class ensures that sport and foundational lessons are intertwined and function jointly to achieve the goal of teaching life skills through sports.

### **Attendance**

If attendance is an issue, the educator should keep attendance records, which can be used to incentivize good attendance. For example, students can earn eligibility to participate in special sport field trips by attending class a certain number of times.

At the end of class, educators should always remind participants when next class will be and tell them they look forward to seeing them all there. This helps with continuity.

### **Behavior Management**

Managing a large group of young participants can sometimes be challenging. Here are some behavior management tools to help maintain a positive, productive learning environment.

- Use confident, enthusiastic and welcoming words to set the tone for class. Educators should try to avoid raising their voices as this is not the best way to get participants' attention and may encourage students to raise their own voices.
- Set a routine. Having a clearly defined set of procedures helps participants to know what is expected of them.
- Keep participants busy! Overplanning is better than under-planning.
- Have a clear set of expectations, rules and consequences. These can be laid out at the beginning of the program using a method like the class contract described below (p.14).
- Establish a method of silencing the group. Examples may be holding up three fingers until all participants are quite and also holding three fingers up (symbolizing stop, look and listen) or a call and response, such as clapping a pattern and having the participants repeat it.
- Share responsibility. Participants placed in charge of certain tasks (such as being leaders as discussed earlier) will tend to take those tasks seriously and encourage their peers to as well.
- Use rewards! Incentivizing good behavior is often more effective than punishing bad behavior.

- Utilize competitions. Tapping into participants' competitive natures can help with encouraging them to focus on the task at hand.

## First Session

The educator should explain the goals of the program. This class is about playing together and supporting each other to make healthy choices. The objectives are:

- Develop skills to help the participants be strong, healthy, and confident people.
- Promote leadership, self-confidence, teamwork, communication, and healthy living.

The educator should invite the participants to ask questions about the objectives, and then explain the schedule and curriculum.

In the first days of class, the educator and participants brainstorm rules and code of conduct. This helps the students feel engaged and have a sense of responsibility. Educators may want to write the "code of conduct" on a poster and have all participants sign the contract.

1. Educators sign the poster first to show participants that they have decided to follow the contract.
2. Educators invite participants to come to the front of the group to sign the contract but should clarify that signing is their choice.
3. Educators tell participants that they will keep the contract and remind the participants of their pledge.
4. Educators discuss how just as there are rules to follow in playing sports, there are rules to follow in this program.
5. Educators discuss how signing the poster is like signing a contract to play professional volleyball. Signing this contract means the participants join the program and agree that to play by certain rules.

Examples of general rules:

- Participate, respect, share, communicate, listen

Examples of specific rules:

- Arrive on time, dress appropriately, bring water, etc.

Educators should discuss what each rule means in detail:

- Participation: The only way to learn is to participate. Participants should agree to try their best at activities, even if the activity is new or something they do not like.
- Respect: Participants should be respectful of each other's views even if they differ from their own, and they should not judge other team members. Participants should respect themselves and care about what they learn in class.
- Share: Participants should share what they learn from the program with their friends, family, church, neighbors, EVERYBODY! There is limited equipment, so participants need to share balls, etc. with one another.
- Communicate: To play as a team, it is essential for participants to communicate well with each other. If a participant doesn't like an activity, they should communicate that respectfully and appropriately.

- Listen: Participants need to be good listeners in the program in order to understand the new sports being taught.

## **Leaders**

During the sport curriculum, the educator can choose two participants every two weeks to be the leader for the day. They lead warm-up laps and the stretching circle. They also are responsible for helping educators and teammates throughout class. This helps build leadership skills and foster a sense of responsibility among the participants. As time allows, educators explain new drills or games to leaders, and leaders explain to the rest of the team so they practice leadership and commanding respect from their teammates.

## **Warm-Up**

The educator should remind participants of the importance of warming up before exercising (one can't exercise well if the body is not ready). Warm-up is important to avoid hurting muscles and bones. Warm-up can include laps around the court as well as dynamic and static stretching.

Educators should always warm-up with the participants because they can be an example for proper form and show they are equals on the same team.

## **End of Class**

### ***Cheer***

Class ends with a cheer. The participants and educators make a huddle with everyone putting a hand in the middle. The group should create an original cheer special to the group that ends with throwing hands up into the air. This is a nice way to end class on a positive, upbeat note, and chanting in unison reminds them that they're always working together.

Our example:  
 “¡Somos las chicas,  
 las chicas dinámicas,  
 fuertes y listas,  
 para jugar!”

*(We are girls, dynamic girls, strong and ready to play!)*

### ***Recognition***

Educators can use stuffed animals with special meanings as a way to reward students for specific behaviors at the end of the class and as a way to encourage reflecting and sharing. Some examples:

- Collaborative bunny: Awarded to the participant who has “collaborated” most that day.
- Sporty pig: Awarded to the participant who showed exemplary sports skill during class but also showed respect for and collaborated with their teammates.
- Sharing bear: A way to get the participants to reflect on class. The educators select one participant to give it to and they share something that is making them happy and something that is making them sad. After the first participant shares, they elect a teammate and pass the bear to them. Typically, three participants share, or more based on time or strong opinions about class that day.

### ***Homework***

When possible, participants are given opportunities to take home what they learned to share with family or friends.

### **Special Occasions**

In addition to regular classes, it can add excitement and variation to the program to incorporate special days.

Field trips are a great way of supplementing classes and also can be a very effective tool to encourage attendance (i.e. participants can only go on field trips if they have attended a certain amount of class). There are also many ways to tie-in field trips to the goals of the program, such as trying out new sports (going to a swimming pool or rock climbing gym), encouraging healthy diets (going to a market to buy fruit or holding a cooking class), or exposing the students to positive role models (attending a professional sports game).

Organizing a Field Day is a fun way to mark a special event or take a break from normal class. Use Relay Races and set up different stations to showcase various skills.

Olympics are a great way to culminate classes at the end of a term, as it gives the participants an opportunity to compete using the sports skills they practiced in class. The educator should make sure each participant receives at least one, if not multiple awards. Many different sports and skills that have been learned during the year should be included. If the program holds classes with different groups of participants, this could be organized as an Interscholastic Competition in order to give the participants a chance to meet and compete against participants from other classes.

### **Monitoring, Evaluation, and Reflection**

Evaluating the success of a program is critical to discovering whether the program is meeting objectives, where the program falls short, and how it can improve. Monitoring and evaluation (M&E) is an important activity for capturing the impact of the program and determining ways to have more impact.

Programs should define indicators that, when monitored, show change (or not). Indicators should be assessed at the beginning and the end of a program. Indicators can be quantitative or qualitative, such as the number of push ups students can do, how fast they can run, or qualitative, such as asking students if they identify as leaders. It is important to measure these metrics at the beginning and at the end of the period of M&E, both times using the same indicators to collect data. Change is measured by comparing the data collected at the beginning with the data collected at the end.

In addition to systematic M&E, self-reflection after teaching can be helpful. Educators may ask themselves questions like:

- *How do I think the lesson went?*
- *What do I think I did particularly well?*
- *Are there areas that I think I can improve upon?*

Reflecting on experiences teaching will help improve and prepare for future lessons.

## Foundational Curriculum

This section includes two example lesson plans for 90 to 120-minute sessions designed to focus explicitly on the Foundational Lessons objectives.

GSW's nine foundational life skills lessons are:

1. Leadership and Self-Confidence Lesson 1: Leading and Motivating Others
2. Leadership and Self-Confidence Lesson 2: Goal-Setting
3. Teamwork Lesson 1: Actions Impact Others
4. Teamwork Lesson 2: Team Respect and Trust
5. Communications Lesson 1: Speaking Clearly and Effectively
6. Communications Lesson 2: Critical Listening and Honesty
7. Healthy Living Lesson 1: Healthy Minds: Concentration, Memory and Focus
8. Healthy Living Lesson 2: Healthy Bodies
9. Healthy Living Lesson 3: Healthy Environment

Educators are encouraged to insert one Foundational Curriculum session during each sport unit. The Foundational Curriculum session can use sport activities and life skill-specific activities included here.

### Foundational Lesson Plan Template

The template below provides a way of approaching lesson planning. Two sample lesson plans are also provided after to demonstrate how this template can be adapted. The main building blocks of the foundational lessons are activities and discussions, but the flow of how these activities and discussions are organized should be adapted to whatever best suits the lesson.

#### 1. Warm-up:

Even for foundational lessons, it is helpful to still begin with the regular warm-up in order to maintain routine and continuity, as well as prepare participants for the physical activities that are part of the lesson.

#### 2. Introductory Game:

The ideal introductory game is one that is simple, fun, and engages the participants but also brings in elements that relate to the lesson.

#### 3. Introduce Lesson:

At this point in the lesson, the educator should introduce students to the theme of the day. When possible, educators can transition from the introductory activity to the group discussion by explicitly pointing out how the introductory activity relates to the theme.

#### 4. Group Discussion:

In foundational lesson group discussions, educators should facilitate the conversation by asking questions and encouraging the participants to think through what the theme



means to them. Asking one question and going around in a circle with each student sharing their answer is a good way of ensuring everyone participates and engages with the discussion. It is helpful to try and balance the more abstract questions (e.g. what are qualities of good leaders?) with more concrete or personal questions (e.g. when have you been a leader?). End the discussion by summarizing and highlighting the main points raised in the conversation.

#### 5. Discussion supplemental activity:

After having a discussion about a foundational lesson, it is helpful to give participants the chance to interact with the concepts just discussed to reinforce them. For example, having the participants present short skits on the subject encourages them to engage further with what they have just been talking about.

#### 6. Practice new information:

After having discussed the foundational lesson, the next part of class uses an activity where participants can put what they have just learned into practice. Similarly to the introductory activity, this is typically a fun game that relates to the theme, but it is usually a longer or more complicated game than the introductory activity and is more explicitly related to the foundational lesson and framed as such.

#### 7. Post-Activity Debrief

After the activity, have a brief discussion about the activity which links it back to the previous group discussion on the foundational lesson.

#### 8. Wrap-up Discussion:

At the end of class, have a brief wrap up discussion to tie together the whole class and remind the participants what the main points and takeaway lessons were for the day. The educator should also remind participants of how they can take what they learned that day and apply it beyond the class.

## **Life Skills Lesson Plan Sample 1**

### **Leadership and Self-Confidence Lesson 1: Leading and Motivating Others**

This example lesson plan illustrates a typical foundational lesson class format and various components.

#### Objectives

- Practice effective listening and speaking skills
- Practice motivating others
- Practice giving and receiving constructive feedback to and from others

#### 1. Warm-up

## 2. Introductory Game:

### Do As I Do (Introductory Name Game)

- Participants stand in a circle.
- Each participant must call out their name and do an accompanying physical movement. The group then repeats that participant's name and physical movement.
- This game is simple and helps participants get to know each other, but it also subtly introduces the concept of being a leader and having others follow your instructions.

## 3. Introduce Lesson:

Introduce students to the theme of the day: Leadership and Motivating Others. The educator should highlight how the "Do As I Do" activity relates to this theme.

## 4. Leadership Group Discussion:

### Example questions and conversation points:

- Who is an example of a strong leader in your community (or globally)? What are their leadership characteristics? What makes their approach effective? How do they motivate others?
- What are examples of ways that participants can be good leaders in class, at home, and in the community? Brainstorm ways together.
- Discuss the positive outcomes of strong leadership and the many ways to contribute as a leader

At the end of the discussion, tell the group they have just experienced and learned the importance of leadership and motivating others. Remind them that people can be leaders in many ways, e.g. encouraging siblings to do their homework or encouraging classmates to behave.

## 5. Discussion supplemental activity:

Arrange participants in groups of three. Each group has 10-15 minutes to create a mini-skit that shows what a leader is to them. Have each group present their skits.

## 6. Practice new information:

### My Leader, My Guide

- Participants pair off. Blindfold one of them. Place cones in the middle of the court. The blindfolded person is subordinate to the other. The leader has to guide their subordinate from one end of the court to the other, crossing the obstacles, without speaking a word and only through touching. Pairs go one by one.
- It is likely there will be some leaders that are sensitively holding their subordinates and guiding them step by step while others are only concerned about reaching the other side. Also, some subordinates will readily take instructions while others may try to do their own thing, even blindfolded.

- The educator should take note of different approaches and the various successes and challenges encountered in the game in order to discuss them afterwards with the participants.

#### 7. Post-Activity Debrief:

##### Example discussion points:

- Ask subordinates how they were feeling when blindfolded. Were they able to trust their leader? Ask leaders how they felt about being responsible. Was it difficult to be a good leader? What strategies and tactics worked well, and which didn't? If leaders were lacking in communication or sensitivity, talk about why and how it should be improved.
- Show the bigger abstract meaning behind the activity. In this case, the lesson from the activity that applies to leadership in general is that the leader has a bigger picture or goal in mind so they should be responsible in guiding and treating their subordinates so that they can do their part in reaching the goal.

#### 8. Wrap-up Discussion:

For this lesson, the wrap up discussion would remind participants that through this class they have realized their own potential to be leaders and to motivate others. The educator should remind them that they can work together to help each other achieve these goals.

-LESSON END-

## **Life Skills Lesson Plan Sample 2**

### **Healthy Living Lesson 3: Healthy Environment**

This second example lesson plan has a different format for a foundational lesson. This serves as a reminder to educators that while having a general framework for lessons is a great tool, adjustments can always be made as needed to better achieve the goals of different lessons.

In this example, the goal of the foundational lesson is to teach the importance of caring for the environment. This lesson does not lend itself as easily to playing games. Instead, the main activity of the class is actually the introductory activity, doing a field clean-up. While a similar framework is used in this lesson plan, the content of the different sections and the way they flow is significantly different than the previous example lesson plan.

#### Objectives:

- Gain a better understanding of their impact on the environment
- Contribute to improving the environment around the court/field
- Identify one or two day-to-day activities or behaviors that will have a positive impact on the environment

#### 1. Warm-up

#### 2. Introductory Activity:

This activity may be more substantial than most introductory activities because caring for the environment is a tangible objective that participants can directly engage with rather than relying on a game to communicate the lesson.

#### Field clean-up

- Students spend 15-30 minutes cleaning garbage from around the field, improving gardens, planting plants (if appropriate for the space).
- Split participants into groups of four to five depending on the number of students and have them pick up garbage in groups.
- Bring gloves and garbage bags so each person can participate.
- Make the activity more fun by including a competition to see who can collect the most pieces of trash.

### 3. Group Discussion:

This part of class transitions from the opening activity to discussing the lesson of the day, in this case the importance of a healthy environment. For this lesson, the educator may need to be more involved in providing information, as participants may not be well-informed on environmentalism. However whenever possible, students should first be given the opportunity to share what they know before the educator fills in any missing pieces.

#### Discussion Prompts:

- The educator should facilitate discussion about the causes and impacts of an unclean environment.
- Discuss sources of pollution (littering, throwing garbage in waterways/other places, bathroom outside).
- Think of the negative effects of these behaviors (waterways are damaged, water is unsafe, animals eat garbage and become sick, diseases can be spread by letting garbage pile up).

### 4. Activity:

#### Environmental skits

- Put students into groups of four.
- Ask groups to create a short skit that demonstrates ways that students can apply what they have learned in order to positively impact the environment.
- Let students pick a pollution source and do their skit on that. Make sure each group picks a different source.
- Students present to the rest of the class

### 5. Closing Activity:

While the closing activity in the Leadership lesson plan was just a wrap-up conversation, for this lesson plan, the final section consists of an activity which serves to encourage students to actively think about how their actions outside of class impact the environment and make a commitment to take care of the environment.

Activity: Environmental commitments

- Distribute paper and pen to each student
- Ask students to write two commitments they will make to improve the environment (e.g. I will not litter, I will put trash in the bin)
- Provide a few examples
- If time permits, let students decorate pledge documents that list their commitments, or ask them to complete this at home
- Ask students to discuss these commitments with their families

-LESSON END-

These foundational lesson plans provide two examples of how lessons can be planned that are interactive, experiential classes where participants learn and have fun.

Further information on the objectives of each foundational lesson can be found in Appendix A.

# Sport Curriculum

This segment of the curriculum includes a template of a sports lesson plan as well as two example sports lessons designed for 90-120 minute sessions.

## **Sport Lesson Plan Template**

This template incorporates a modified version of the 4-A lesson plan designed for an everyday sports class. Educators should vary as they see fit.

### Vocabulary

Lesson plans include relevant vocabulary for each sport to help facilitators prepare for class. This is particularly important for facilitators teaching in a foreign language.

#### 1. Welcome and General Warm-up:

Begin every class with a warm-up, which prepares the participants mentally and physically for the activities of the day. The warm-up can include:

- Cardio (i.e. running laps)
- Static stretching
- Dynamic stretching
- Strength conditioning (i.e. push-ups, sit-ups)

Playing a warm-up game is also a good way to get the participants active and focused. If the program is using two-week leaders, one option is to let the leaders pick the warm-up game. Warm-up games should be quick and active, such as tag.

#### 2. Sport-specific Warm-up:

After the warm-up, introduce the sport of the day with a short amount of time for the participants to practice a basic skill related to the sport that is being played that day. This puts them in the mindset of that sport and allows them to practice a basic skill and warm-up for the sport. The same basic skill can be used as an anchor activity each class of that unit so the participants have a routine and can see their ability improve.

#### 3. Drills:

Introduce the specific skill or skills that you will focus on during class. Choose two to four drills in which students practice those skills. It is important to begin with the most basic skills and gradually work toward more advanced ones, as participants often have mixed levels of experience with different sports. Turning the drills into a race or game among participants typically inspires greater enthusiasm.

#### 4. Game or Game-like Situation:

The educator should spend the final part of class giving the participants an opportunity to apply the skills they have learned in a game-like setting. The ultimate objective of every sports lesson is to have the participants apply the skills they learn within a scrimmage of the sport or an activity that closely resembles an actual game.

#### 5. Wrap-up

The educator should end class by having the participants reflect on what they have learned. Hold a facilitated discussion in which participants can discuss the activities they did that day. This can also be a good time to connect the skills they learned to foundational lessons or encourage practicing certain skills outside of class.

End the class with some sort of “end of class” routine, such as recognizing specific participants for good behavior and/or a group cheer. This gives structure to the lesson and makes it clear to participants that the class is not over until this final activity has been performed. Finish class by reminding participants about details for the next class.

### **Sport Lesson Plan Sample 1** **Soccer Lesson**

Key Vocabulary: Trap, Kick, Pass, Shoot, Dribble, Goal

#### 1. Welcome and Warm-Up:

- Laps
- Stretching
- Conditioning
- Warm-up game (E.g. freeze tag)

#### 2. Soccer Warm-Up:

Have the participants practice juggling the soccer ball and count how many they can do. This is a skill that can be practiced for a few minutes at the start of each soccer lesson. The participants should see the number of juggles that they can do consecutively increase. This is also a good skill for them to practice outside of class.

#### 3. Drills:

Select a few skills to focus on throughout the class and select drills accordingly. This lesson plan will concentrate on improving ball-handling skills, such as dribbling and passing. Below are drills focused on these specific skills:

- Basic Passing Drill:

- Have the participants form a line.
- Educator passes the ball to the first participant in the line.
- Participant traps the ball and passes it back.
- Participants go to the end of the line after passing.
- Basic Dribbling Drill:
  - Divide participants into lines; adjust according to how many balls are available.
  - Have each participant dribble to a cone, go around the cone, and return to the back of the line
  - Start slowly; control is more important than speed.

#### 4. Game-like Activity:

- Modified Scrimmage:
  - Play a scrimmage with offence vs. defense on one side of the field, but with the additional rule that a team must make at minimum two complete passes before being able to score. This ensures that participants practice the ball-handling skills they learned in class, rather than shooting at every opportunity.

#### 5. Wrap-up:

Hold a facilitated discussion with students on lessons from the day:

- Reflect on the skills that they developed. Which skills did they find challenging? Which did they enjoy most?
- Encourage students to connect lessons they learned today to the foundational curriculum. Why is teamwork so important for soccer? What happens when players do not coordinate as a team?
- Remind participants that they can practice skills like juggling easily on their own outside of class.
- Wrap-up class by awarding stuffed animals for specific behaviors and with a group cheer. Remind participants of when the next class is.

-LESSON END-

## **Sport Lesson Plan Sample 2**

### **Baseball**

Key Vocabulary: Hit, Catch, Throw, Glove, Base, Pitcher

#### 1. Welcome and Warm-Up:

- Laps



- Stretching
- Conditioning
- Warm-up game
- Example: Sharks and minnows

## 2. Baseball Warm-Up:

Have the participants practice throwing the ball between partners. This is a skill that can be practiced for a few minutes at the start of each baseball lesson and warms them up for more complicated baseball drills.

## 3. Drills:

The drills/exercises for this lesson focus on catching, throwing, and batting. The exercises below were specifically selected to demonstrate how skills can be practiced through activities that more closely resemble a game than the basic drills described in the soccer lesson.

- Upstream, Downstream (Catching and throwing practice):
  - Put participants in lines of three, spread out from one another.
  - Have the participants practice passing up and down the line as quickly as possible. Switch order intermittently so every participant has a chance to be in the middle.
  - Be sure to explain why speed of passing is important when playing the field.
- 500 (Catching and throwing practice):
  - Participants are in the field while the educator bats or throws.
  - The participants earn points by catching the ball and throwing it back to the educator.
  - Assign point values to the type of ball caught, for example:
    - Fly ball = 100 points
    - One bounce = 75 points
    - Two bounces = 50 points
    - Grounder = 25 points
  - The first participant to reach 500 points wins.
- Hit and Run (Batting drill):
  - Have participants form a line behind home plate.
  - The educator pitches and each participant has three chances to hit the ball.
  - When a participant successfully hits the ball, have them run around the bases.

## 4. Game-like Activity:

An exercise that closely simulates a real game is a good alternative to having the participants jump into a full scrimmage. This will give the students multiple opportunities to practice the skills they learned during the lesson without the pressure of a full game.

- Up to Bat - Combining batting, catching, and fielding
  - Have the participants form a line behind home plate, with the exception of three who will catch balls in the field.
  - Each participant will get up to bat and have three chances to hit the ball. If they successfully hit the ball, they can attempt to run around the bases.
  - The participants in the field will try to get the batter out by catching the ball and/or throwing to the appropriate base.
  - Once the batter has gotten out or successfully reached home plate, they will rotate into the field and one of the field players will join the line behind home plate.

## 5. Wrap-Up

Hold a facilitated discussion with students on lessons from the day.

- Discuss the activities of the day. What did they learn from these activities? What baseball skills did they improve?
- Highlight connections between the sports lesson and the foundational curriculum. What role does communication play in baseball? What happens when two field players do not communicate and attempt to catch the same ball? What does leadership on the baseball field look like?
- Wrap-up class by awarding stuffed animals for specific behaviors and with a group cheer. Remind the participants of when the next class is.

-LESSON END-

These sport lesson plans have provided two examples of how to plan interactive, experiential classes where participants will develop their athletic ability, make connections to foundational lessons, and have fun.

For examples of other sports and the skills that can be taught during each unit, see Appendix B.

## Appendix A: Foundational Lessons

This appendix lists suggested objectives for each of the foundational lessons to help with the creation of lesson plans.

1. Leadership and Self-Confidence Lesson 1: Leading and Motivating Others
  - Practice effective listening and speaking skills
  - Practice motivating others
  - Practice giving and receiving constructive feedback to and from others
2. Leadership and Self-Confidence Lesson 2: Goal-Setting
  - Recognize personal strengths
  - Identify goals and track their achievements
  - Demonstrate ability to think critically and make decisions
  - Encourage participants to think broadly about goals (class, home, community, and not confine thinking to sports)
  - Discuss short term vs. long term goals
3. Teamwork Lesson 1: Actions Impact Others
  - Demonstrate respect for classmates
  - Identify elements essential to working together as a team
  - Recognize the importance of teamwork
4. Teamwork Lesson 2: Team Respect and Trust
  - Practice setting goals as a team
  - Practice trusting team members and experience how this contributes to developing mutual respect
5. Communications Lesson 1: Speaking Clearly and Effectively
  - Practice communicating verbally with teammates in competitive and noncompetitive settings
  - Practice speaking in front of teammates
6. Communications Lesson 2: Critical Listening and Honesty
  - Employ critical listening skills with teammates
  - Describe the importance of honesty and integrity
7. Healthy Living Lesson 1: Healthy Minds: Concentration, Memory and Focus
  - Practice using memory and concentration as individuals and in a group setting
  - Analyze ways to apply skills in their daily lives
8. Healthy Living Lesson 2: Healthy Bodies
  - Understand what “healthy eating” means and be able to identify which foods and beverages belong in each food group
  - Learn ways small steps and simple tips for incorporating healthier eating habits into everyday life
9. Healthy Living Lesson 3: Healthy Environment
  - Gain a better understanding of their impact on the environment
  - Contribute to improving the environment around the court/field
  - Have one or two day-to-day activities or behaviors that will have a positive impact on the environment

## Appendix B: Sports Lessons

This appendix contains an example sports, each with 10 example skills to focus on when teaching that sport. Typically only nine sports are taught within a year, but there are 11 example sports provided here.

### Kickball

1. *Pop-Flies*: Each participant has 10 opportunities to catch a high ball thrown by the profes.
2. *Grounders*: Each participant has 10 opportunities to field a ground ball rolled by the profes.
3. *Pitching Accuracy*: Each participant has 10 opportunities to pitch the kickball between a set of cones.
4. *Distance Kicking*: Each participant has one opportunity to kick the ball as far as they can in the air. Distance will be measured where it first touches the ground.
5. *Kicking Accuracy*: Each participant has x tries to kick the ball in one of several general areas on the field.
6. *Timed Base-Running*: Each participant runs all the bases for time.
7. *Hitting Stationary Target*: Each participant has 10 opportunities to hit a stationary educator.
8. *Hitting Moving Target*: Each participant has 10 opportunities to hit a moving educator.
9. *Catcher-Second Base*: Each participant has 10 opportunities to accurately throw the ball from home base to second base without it touching the ground.
10. *Second-First Base*: Each participant has 10 opportunities to accurately throw the ball from second base to first base without it touching the ground.

### Baseball

1. *Pop-Flies*: Each participant has 10 opportunities to catch a high ball thrown by the profes.
2. *Grounders*: Each participant has 10 opportunities to field a ground ball thrown by the profes.
3. *Line-Drives*: Each participant has 10 opportunities to catch a line drive thrown by the profes.
4. *General Batting*: Each participant has 10 opportunities to hit the ball (fouls don't count) pitched by the educator.
5. *Batting Accuracy*: Each participant has x opportunities to kick the ball in one of several general areas on the field.
6. *Distance Batting*: Each participant has one opportunity to hit the ball as far as they can in the air. Distance will be measured where it first touches the ground.
7. *Pitching Accuracy*: Each participant has 10 opportunities to pitch the ball in a drawn box on the wall.
8. *Timed Base-Running*: Each participant runs all the bases for time.
9. *Catcher-Second Base*: Each participant has 10 opportunities to accurately throw the ball from home base to 2nd base without it touching the ground.
10. *Second-First Base*: Each participant has 10 opportunities to accurately throw the ball from second base to first base without it touching the ground.

## Soccer

1. *Juggling*: Each participant must keep the ball in the air for as many touches as possible without using their hands.
2. *Passing Accuracy*: Each participant has 10 opportunities to pass the ball in between a set of cones. Distance and cone width are constant.
3. *Distance Heading*: Each participant has three opportunities to head the ball as far as possible.
4. *Heading Accuracy*: Each participant has five opportunities to head the ball between the cone and the post of the goal without the ball touching the ground.
5. *Chesting Accuracy*: Each participant has five opportunities to chest the ball into a box of cones.
6. *Throw-in Accuracy*: Each participant has five opportunities to throw the ball to a stationary educator. If the form is incorrect, the throw is invalid.
7. *Timed Cone Dribbling*: Each participant must dribble there and back through a set of cones for time. If a cone is touched, the time is null and void.
8. *Chipping*: Each participant has five opportunities to hit the top post in the air.
9. *Shooting Accuracy*: Each participant has 10 opportunities to shoot the ball between the cone and the post of the goal with their laces.
10. *Five Spots, 10 Shots*: Sampled after around the world, each participant has 10 opportunities to score from each of the five positions on the court.

## Hockey

1. *Passing Accuracy*: Each participant has 10 opportunities to pass the puck between a set of cones. Distance and cone width are constant.
2. *Timed Dribbling*: Each participant has one opportunity to dribble a distance and back, recording x touches each way.
3. *Shooting Accuracy*: Each participant has 10 opportunities to shoot the puck between a cone and the post.
4. *Chip Shots Accuracy*: Each participant has 10 opportunities to shoot the puck between a cone and the post in the air, without the puck touching the ground.
5. *Moving Distance Shooting*: Each participant has 10 opportunities to get as far from the goal as possible. If a shot is made, the participant moves back x meters.
6. *Five Spots, 10 Shots*: Sampled after around the world, each participant has 10 opportunities to score from each of the 5 positions on the court.
7. *Goalie Blocking*: Each participant must block as many of the 10 shots taken by the profes.
8. *Receiving Shuffle*: There are two cones set about two meters apart. Each participants has 30 seconds to shuffle from one cone to the next, receive the pass, return the pass, and repeat as many times as possible.
9. *Passing Precision*: Cones start at x width. Each participant has 10 opportunities to get as far from the cones as possible. If a pass is successful, the participant moves back x meters.
10. *Passing to a Moving Target*: There are two cones about 10 meters apart. Each participant has 10 opportunities to accurately pass the puck to a running educator. If the educator has to stop or speed up excessively, the pass is invalid.

## Track & Field

1. *Push-Ups*: Each participant has 30 seconds to do as many perfect push-ups as possible.

2. *Planks*: Profes will measure how long each participant can hold a perfect plank.
3. *Head-Floor Flexibility*: With legs in a v-shape and the participants sitting on the floor, each participant will try to reach their head down as far as possible. Profes will measure the distance between their head and the court.
4. *Two-legged Long Jump*: Each participant will start on a line and jump as far as possible.
5. *Right-legged Long Jump*: Each participant will start on their right foot on the line and jump as far as possible.
6. *Left-legged Long Jump*: Each participant will start on their left foot on the line and jump as far as possible.
7. *Ladders (Ollie Shuffle)*: Each participant will be timed doing this drill there and back: <https://www.youtube.com/watch?v=AL8mxWYV70I>
8. *Ladders (Ickey Shuffle)*: Each participant will be timed doing this drill there and back: <https://www.youtube.com/watch?v=MHNkuGBZ9YQ>
9. *Ladders (Hop Scotch)*: Each participant will be timed doing this drill there and back: <https://www.youtube.com/watch?v=NxslzpJgHaQ>
10. *5-10-5*: Three cones are set up, each five meters apart. Each participant starts on the middle cone and sprints to their right cone, touches it with their hand, sprints back to the leftmost cone, touches that, and sprints through the middle cone to finished. The participants are timed. <https://www.youtube.com/watch?v=jUBhspTykEw>

### **Volleyball**

1. *Bumping*: Each participant has one opportunity to see how many bumps they can do to herself without the ball touching the ground.
2. *Partnered Bumping*: Each participant is paired with an educator and must get as many bumps as possible.
3. *Setting*: Each participant has one opportunity to see how many sets they can do to herself without the ball touching the ground.
4. *Partnered Setting*: Each participant is paired with an educator and must get as many sets as possible.
5. *Underhand Serving*: Each participant has 10 opportunities to hit the ball over the net as many times as possible from the game serving line.
6. *Spiking*: Each participant has five opportunities to spike the ball successfully as many times as possible over the net.
7. *Receiving + Communication*: Each participant has 10 opportunities to return a ball served by the profes. The participant must call for the ball and successfully return it over the net for the point to count.
8. *Receive + Pass to Partner*: Each participant has 10 opportunities to pass a served ball to a teammate (the teammate will always be a profe).
9. *Serving Accuracy*: Each participant has 10 opportunities to serve the ball over the net into one of three boxes of cones. Accuracy will only be counted by the first bounce.
10. *Moving Distance Serving*: Each participant will have 10 opportunities to get as far from the net as possible and successfully serve it over. Each successful serve will push back the participant x meters.

### **Basketball**

1. *Two-ball Dribble*: With one ball in each hand, each participant will have 30 seconds to get as many alternating dribbles as possible. Dribbles will be invalid if they are not alternated.

2. *Timed Right Hand Dribble*: Each participant has one opportunity to dribble a distance and back, recording x touches each way with only their right hand.
3. *Timed Left Hand Dribble*: Each participant has one opportunity to dribble a distance and back, recording x touches each way with only their left hand.
4. *Leftside Backboard Shot*: Each participant has 10 opportunities to make a basket off the backboard from the left part of the hoop.
5. *Rightside Backboard Shot*: Each participant has 10 opportunities to make a basket off the backboard from the right part of the hoop.
6. *Timed Wall Chest Pass*: Each participant will have 30 seconds to get as many successful chest passes as possible.
7. *Timed Wall Bounce Pass*: Each participant will have 30 seconds to get as many successful bounce passes as possible.
8. *Moving Distance Shooting*: Each participant has 10 opportunities to get as far from the hoop as possible. Each successful basket will result in the participant moving back x meters.
9. *Three-point Shot Accuracy*: Each participant has five opportunities to make as many three-pointers as they can.
10. *Receiving Shuffle*: There are two cones set about two meters apart. Each participant has 30 seconds to shuffle from one cone to the next, receive the pass, return the pass, and repeat as many times as possible.

### **Frisbee**

1. *Distance Throwing*: Each participant has one try to throw the frisbee as far as they can in the air. Distance will be measured where it first touches the ground.
2. *Shooting Accuracy*: Each participant has 10 opportunities to throw the frisbee between a cone and the post.
3. *Five Spots, 10 Shots*: Sampled after around the world, each participant has 10 opportunities to score from each of the five positions on the field.
4. *Passing Accuracy*: Each participant has 10 opportunities to throw the frisbee in a drawn box on the wall.
5. *Receiving Shuffle*: There are two cones set about two meters apart. Each participant has 30 seconds to shuffle from one cone to the next, receive the pass, return the pass, and repeat as many times as possible.
6. *Distance Sprint-Catch*: Each participant starts next to the educator. Once they sprint out a few meters, the educator will throw a long pass and the participant must successfully catch it. Each participant has three opportunities.
7. *Jump + Catch*: Each participant has five opportunities to jump and catch as many passes from educator as possible.
8. *Catch-Pivot-Score*: Each participant has 10 opportunities to successfully catch a pass from profe, pivot ~135, and score a goal in the net.
9. *Passing to a Moving Target*: Two cones about 10 meters apart. Each participant has 10 opportunities to accurately pass the frisbee to a running educator. If the educator has to stop or speed up excessively, the pass is invalid.
10. *Receiving as a Moving Target*: Two cones about 10 meters apart. Each participant has 10 opportunities to run and accurately catch the frisbee thrown by the educator. If the participant is stopped while catching the frisbee, the catch is invalid.

### **American Football**

1. *Stand & Catch*: Each participant has 10 opportunities to catch a football thrown by the educator.
2. *Stand & Throw*: Each participant has 10 opportunities to throw a football to a stationary educator.
3. *Moving Distance Catching*: Each participant has 10 opportunities to get as far from the educator as possible and successfully catch the football. Each successful catch will push back the participant x meters.
4. *Moving Distance Throwing*: Each participant has 10 opportunities to get as far from the educator as possible and successfully throw the football without it touching the ground. Each successful throw will push back the participant x meters.
5. *Receiving Shuffle*: There are two cones set about two meters apart. Each participant has 30 seconds to shuffle from one cone to the next, receive the pass, return the pass, and repeat as many times as possible.
6. *Hiking Accuracy*: Each participant has 10 opportunities to accurately hike the ball to a stationary QB educator. If the educator does not catch the ball, the hike is invalid.
7. *Receiving Kick-Offs*: Each participant has five opportunities to successfully catch a kick-off.
8. *Distance Punting*: Each participant has one opportunity to punt the ball as far as they can. Distance will be measured where it first touches the ground.
9. *Passing to a Moving Target*: Two cones about 10 meters apart. Each participant has 10 opportunities to accurately pass the football to a running educator. If the educator has to stop or speed up excessively, the pass is invalid.
10. *Receiving as a Moving Target*: Two cones about 10 meters apart. Each participant has 10 opportunities to run and accurately catch the football thrown by the educator. If the participant is stopped while catching the football, the catch is invalid.

## **Lacrosse**

1. *Timed Standing Cradle*: Each participant will be timed to see how long they can go without the ball falling. The participants have a maximum of 45 seconds.
2. *Timed Running Cradle*: Each participant has one opportunity to run and cradle a distance and back. If the ball falls out of their stick, they must start over from where they dropped the lacrosse ball.
3. *Shooting Accuracy*: Each participant has 10 opportunities to throw the lacrosse ball between a cone and the post.
4. *Five Spots, 10 Shots*: Sampled after around the world, each participant has 10 opportunities to score from each of the five positions on the field.
5. *Stand & Catch*: Each participant has 10 opportunities to catch a ball thrown by the educator.
6. *Grounders*: Each participant has 10 opportunities to receive a ground ball rolled by the educator.
7. *Goalie Blocking*: Each participant must block as many of the 10 shots thrown by the profes.
8. *Wall Pass & Catch*: Each participant has 30 seconds to throw and catch the ball against the wall as many times as possible.
9. *Passing to a Moving Target*: Two cones about 10 meters apart. Each participant has 10 opportunities to accurately pass the ball to a running educator. If the educator has to stop or speed up excessively, the pass is invalid.



10. *Receiving as a Moving Target*: Two cones about 10 meters apart. Each participant has 10 opportunities to run and accurately catch the ball passed by the educator. If the participant is stopped while catching the ball, the catch is invalid.

## **Rugby**

1. *Distance Punting*: Each participant has one opportunity to punt the ball as far as they can. Distance will be measured where it first touches the ground.
2. *Pop Passing*: Each participant has five opportunities to successfully complete a pop pass to a teammate or the educator with correct form.
3. *Receiving a Kick*: Each participant has five opportunities to successfully catch a high kick.
4. *Passing from Ground Left*: Each participant has 10 opportunities to successfully scrumhalf pass to a stationary educator using only their left hand.
5. *Passing from Ground Right*: Each participant has 10 opportunities to successfully scrumhalf pass to a stationary educator using only their right hand.
6. *Stationary Flat Passing Left*: The educator and student stand five meters apart. Each student has 10 opportunities to successfully pass the ball using only their left hand.
7. *Stationary Flat Passing Right*: The educator and student stand five meters apart. Each student has 10 opportunities to successfully pass the ball using only their right hand.
8. *Passing Left to Target Behind*: Each participant has 10 opportunities to pass using two hands to an educator standing 10 meters to their left and behind.
9. *Passing Right to Target Behind*: Each participant has 10 opportunities to pass using two hands to an educator standing 10 meters to their right and behind.
10. *Receiving*: Each participant has 10 opportunities to successfully receive a pass from the educator.