



BOYS & GIRLS CLUBS

PROGRAMBASICS



**GYM & FIELD**

**Playbook**

**2019**



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# Introduction

## What Is a Playbook?

Playbooks are tools designed to help Club professionals create an Outcome-Driven Club Experience for youth in any physical space, time of the day, or Core Program Area of a Boys & Girls Club or Youth Center. A twist on a sport coach's Playbook, this tool provides some key plays, or specific promising practices, you need to help create great experiences for youth at your Club or Youth Center.

All Playbooks are divided into five sections: Fundamentals, Plan, Do, Assess and Resources.

**Fundamentals** are the key components, ideas and standards you need to know.

**Plan** contains reusable tools to help you, with promising practices conveniently baked in.

**Do** gives you a variety of ideas to help put each Fundamental into practice right away.

**Assess** has a quick and easy self-assessment tool aligned to the Fundamentals to help you continuously improve.

**Resources** contains links to all the good stuff we couldn't manage to fit into this Playbook. They are worth checking out if you want to dive deep into any particular topic.

## How Do You Use This Gym & Field Playbook?

Some sections in this Playbook may only need to be read once for understanding. Still other sections contain tools recommended for weekly or daily use. Below are some quick tips to get you started.

- Start with the **Fundamentals** to get a deeper understanding of what you need to be successful in the gym, on the field, or on the playground.
- Use the **Plan** section to prepare for structured and unstructured time in your Sports and Recreation space. This section is divided by role to support program planning.
- Check out the **Do** section for ways you can bring the Fundamentals to life, with ready-to-use resources and activities.
- Consult the **Assess** section at the end of each day to reflect on what went well and what could be improved for the next day. This section is divided by role to help you think about your priorities.
- Still want more? Explore the **Resources** section for links to additional tools and resources related to the Fundamentals in this Playbook.

The Gym & Field Playbook was designed to be an entry point to creating high-quality physical activity spaces, by providing foundational practices to implement on a daily basis.

# Important Every Day: Elements of a High-Quality Session

Typically, a Club or Youth Center program schedule is made up of standard blocks of time in particular spaces. All activities that occur in a space during one of those blocks of time is a session. A session may be dedicated to a High-Yield Activity or a Targeted Program. Planning time is essential to facilitate Targeted Program sessions and High-Yield Activities successfully.

**Elements of a High-Quality Session:** To ensure you implement high-quality youth development practices consistently, use the following elements to structure your Targeted Program sessions or High-Yield Activities.



**Warm Welcome:** A Warm Welcome is a transition. It's a way to greet youth by name and thank them for coming to your program area or programming experience.



**Community Builder:** A Community Builder is an icebreaker or team-building exercise, which builds trust and supportive relationships among youth and staff.



**Group Agreements:** Group Agreements are behavioral expectations established by youth and adults. These agreements help to promote physical and emotional safety for everyone in the group.



**Main Activity:** The Main Activity is the core content of a session, designed to help youth achieve the objective of a session through hands-on and interactive activities.



**Reflection:** Reflection is an opportunity for youth to make meaning out of and express what they have learned, and identify how they can apply it in other areas of their lives.



**Recognition:** Recognition is a way for you to recognize, acknowledge and encourage youth. Highlight specific behaviors and encourage them to continue behaving in ways that support their growth and development. Plan formal and informal ways to do this, and provide opportunities for youth to recognize one another.



**Closing and Transition:** End each program rotation by engaging youth to put their materials away and clean up the program space. Be clear about where they are transitioning to next, and say a warm good-bye to build a sense of belonging, trust and relationships.

These Elements of a High-Quality Session are essential for any program experience and should be included in your Gym and Field activities. Using these elements goes hand in hand with creating a fun environment where youth want to be physically active.

Throughout this Playbook, we will help you to understand how to use these elements to implement the fundamentals of physical activity programming inside the gym, on the field or on the playground. For more information to implement these elements, see [BGCA.net/ProgramBasics](https://www.bgca.net/ProgramBasics).

# Fundamentals of the Gym and Field

## What Is the Gym and Field Space?

The gym and field space refers to any area used for Sports and Recreation programming, which could include a multipurpose room, playground or open outdoor area. In this Playbook, the terms “gym” and “field” are used interchangeably.

### Fundamental #1

## Create a Physically and Emotionally Safe Space

Unmaintained fields, cracked jump rope handles and wet gym floors can create physical safety hazards for youth. Competitive games that are exclusionary, bullying and youth disengagement can lead to and promote unsafe emotional environments. Unsafe environments jeopardize the positive experiences youth have in your programming space. With this Fundamental, you’ll learn tips to improve both physical and emotional safety in the gym and on the field. These include proactively building:

- A physically safe space by planning for the unexpected
- An emotionally safe environment for all youth

### Fundamental #2

## Offer Developmentally Appropriate Choices

Appropriate sports, games, and activities will differ depending on the youth you serve and your staff-to-youth ratios. This Fundamental will help you select age-, skill-, and size-appropriate games and activities for your gym and field to:

- Use your staff-to-youth ratio to plan games and activities
- Plan games and activities with youths’ ages and developmental stages in mind
- Map out your day, week and month with easy-to-use templates

### Fundamental #3

## Develop a Consistent Routine

As a youth development professional, you are responsible for creating a positive climate and designing engaging experiences that benefit young people. This Fundamental walks you through:

- Routines for gym and field time that are part of a typical rotation schedule
- Alternative ways to use your gym and field during arrival and pick-up times
- Reserving times for specific age groups, sports or recurring activities

**Fundamental #4****Manage Equipment and Space**

The gym and field have lots of equipment that make playing and skill-building fun. This Fundamental will help you:

- Stay organized and take care of your equipment
- Plan for future equipment purchases
- Use equipment to meet the needs of your youth and teens
- Use the space available to accommodate a variety of groups and activities

**Fundamental #5****Keep It Fresh**

Mixing up the sports and games you offer can keep youth engaged and moving. Give youth at every skill level the opportunity to discover new interests and get involved by rotating games and activities, trying new sports, and making new rules for familiar games. This Fundamental will help you:

- Plan a variety of activities to make each day fun and interesting
- Expose youth to new activities, games and sports
- Provide fun alternatives to the sports and games your youth love
- Get youth involved in games and sports roles through leadership opportunities



# PLAN

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## **Tools for Planning in the Gym and on the Field**



## Fundamental #1

# Create a Physically and Emotionally Safe Space

## For the Club or Program Director

The gym and field spaces need to be emotionally safe environments and ensure physically safe conditions and activities. Use the following steps to create a plan to ensure the physical and emotional safety of youth and youth development professionals.

**1. Ensure your Club or Youth Center has safety policies and emergency procedures in place.** Having a plan and knowing the procedures is important to risk management. Here are a couple tips.

- Learn about your organization's safety policies and emergency procedures, and have an emergency communication plan in place. Youth development professionals need to know how to respond in cases of emergency, especially when they are outside on the field or playground.
- Regularly communicate behavioral and disciplinary procedures.

How will you communicate your policies and emergency procedures?

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What cadence (weekly, monthly) will you use to communicate safety policies and emergency procedures? \_\_\_\_\_

**2. Create a concussion action plan.** A concussion happens with the brain bounces or twists inside the skull. Concussions can be caused by a bump, blow, or jolt to the head or by a hit to the body. Concussions are serious injuries that can result in long-term damage to the brain. Use this resource to identify signs of a concussion and learn how to respond: [cdc.gov/headsup/basics/concussion\\_prevention.html](https://www.cdc.gov/headsup/basics/concussion_prevention.html)

**3. Monitor heat and humidity.** When it is hotter or more humid than normal, take precautions to prevent heat-related illness. The following guidelines are based on advice from the Centers for Disease Control and Prevention (CDC): [cdc.gov/disasters/extremeheat/heattips.html](https://www.cdc.gov/disasters/extremeheat/heattips.html)

- Schedule smart. In times of extreme heat, limit outdoor activity, especially during the middle of the day when the sun is hottest.
- Prepare water coolers. Ensure youth development professionals have enough water available so youth can drink before they are thirsty.
- Use sun protection. Have sunscreen available for youth and youth development professionals.
- Be alert. In times of high heat or humidity, review warning signs for heat illness with youth development professionals. Check this link for more details on warning signs and symptoms of heat-related illness: [cdc.gov/disasters/extremeheat/warning.html](https://www.cdc.gov/disasters/extremeheat/warning.html)

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## NOTES:

- 4. Ensure youth are wearing proper attire and protective gear for their physical safety.** Some protective gear examples include shin guards, helmets and eye protection. For more suggestions, check out this link on protective gear: [seattlechildrens.org/health-safety/keeping-kids-healthy/prevention/safe-play-gear-sports](https://seattlechildrens.org/health-safety/keeping-kids-healthy/prevention/safe-play-gear-sports)
- Remind youth development professionals to instruct youth to wear or bring appropriate shoes and clothing for upcoming physical activities.
  - Ensure protective gear is available for all youth in a variety of sizes.
  - Review the proper fit and use of protective gear with staff.
  - Implement a protocol for cleaning protective gear.
- 5. Keep a running list of items that need to be repaired or replaced.** Schedule inspections and maintenance according to the manufacturer's recommendations. Sample policies for equipment inspection and maintenance can be found here: [BGCA.net/ChildSafety/PolicyLibrary/Sample%20Policy\\_Motorized%20Equipment.pdf](https://BGCA.net/ChildSafety/PolicyLibrary/Sample%20Policy_Motorized%20Equipment.pdf). If a broken item is too large to be removed, like a loose bleacher, place signs/cones marking the equipment is not to be used. Also make an announcement during the beginning of programming.

## For the Youth Development Professional

This section helps you ensure the safety of all youth in the gym and on the field.

- 1. Understand your organization's safety policies and emergency procedures.** Knowing the plan and procedures can prevent problems. Here are a couple tips.
- Learn about your Club or Youth Center's safety policies and emergency procedures, and have a communication plan for emergencies. This is especially important when out on the field or playground.
  - Review your Club's behavioral and disciplinary procedures.

Who can provide safety policies?

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Who can provide behavioral and disciplinary procedures?

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- 2. Prepare for concussions.** If you think a young person may have a concussion, you should do the following.
- Remove them from physical activity.
  - Follow your Club or Youth Center incident reporting process.
  - Do not try to judge the severity of the injury yourself.
  - Contact the child's parents/guardians or other caregiver.

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**3. Adapt for heat and humidity.** Prevent heat-related illness.

- Adjust the pace. Start activities slow and pick up the pace gradually to allow youth to adjust.
- Hydrate. Make sure water is always freely available. Encourage youth to drink when they are thirsty and BEFORE they are thirsty.
- Offer sun protection. Encourage youth to apply sunscreen of SPF 30 or higher 15 minutes before going outside, whenever possible. Sunburn affects the body's ability to cool down and can lead to dehydration.
- Watch for warning signs. Muscle cramping may be an early sign of heat-related illness. If children feel faint or weak, they should stop all activity immediately and get to a cool place.

See this link for more details on warning signs and symptoms of heat-related illness: [cdc.gov/disasters/extremeheat/warning.html](https://www.cdc.gov/disasters/extremeheat/warning.html)

**4. Offer protective gear.**

- Remind youth to wear or bring shoes and clothing that is appropriate for the next day's physical activity.
- Make sure all youth are wearing the appropriate clothing and protective equipment when engaged in an activity.
- Teach youth how to wear protective gear correctly. To be effective, it must fit properly. For example, do not allow anyone to wear oversized batting helmets or shin guards that are too short or small.

**5. Conduct daily safety checks before using the play area.** Work regularly with your Club or program director to ensure the gym, field and playground are well maintained. Alert your Club or program director about any items that may need to be repaired or replaced.

- Remove broken equipment items from use.
- Eliminate tripping hazards.
- Check any padding is in good condition and secured; such as on walls, goalposts, backboards, poles or columns.
- Ensure gym floors are swept and mopped.
- Check how the field is maintained and mark any potential obstacles such as mounds, grates or divots.
- Sweep gravel and debris from the playground.
- Wear protective gloves and walk the field for debris including glass, metal pieces, needles, large rocks, or uneven ground and holes.

## NOTES:

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NOTES:

### Indoor Daily Safety Checklist

	Condition	Notes
Gym Floor	<input type="checkbox"/> Good to go <input type="checkbox"/> Needs to be cleaned <input type="checkbox"/> Needs to be repaired <input type="checkbox"/> Needs to be removed	
Bleachers	<input type="checkbox"/> Good to go <input type="checkbox"/> Needs to be cleaned <input type="checkbox"/> Needs to be repaired <input type="checkbox"/> Needs to be removed	
Locker Rooms	<input type="checkbox"/> Good to go <input type="checkbox"/> Needs to be cleaned <input type="checkbox"/> Needs to be repaired <input type="checkbox"/> Needs to be removed	
	<input type="checkbox"/> Good to go <input type="checkbox"/> Needs to be cleaned <input type="checkbox"/> Needs to be repaired <input type="checkbox"/> Needs to be removed	
	<input type="checkbox"/> Good to go <input type="checkbox"/> Needs to be cleaned <input type="checkbox"/> Needs to be repaired <input type="checkbox"/> Needs to be removed	

### Outdoor Daily Safety Checklist

	Condition	Notes
Field Condition (e.g., rocks/holes/ broken glass/fence/ weeds and grass)	<input type="checkbox"/> Good to go <input type="checkbox"/> Needs to be cleaned <input type="checkbox"/> Needs to be repaired <input type="checkbox"/> Needs to be removed	
Playground Condition (e.g., gravel/fence)	<input type="checkbox"/> Good to go <input type="checkbox"/> Needs to be cleaned <input type="checkbox"/> Needs to be repaired <input type="checkbox"/> Needs to be removed	
Playground Equipment (e.g., protruding bolts/ cracks/gaps/landing)	<input type="checkbox"/> Good to go <input type="checkbox"/> Needs to be cleaned <input type="checkbox"/> Needs to be repaired <input type="checkbox"/> Needs to be removed	

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Tools for Planning in the Gym and on the Field

- 6. Learn the locations of critical safety equipment.** Items like first-aid kits, defibrillators (AED) and fire extinguishers should all be located in the gym. However, if they are not, you, your co-workers and Club members should know where they are in case of an emergency. Consider posting their locations in a visible area. Use the chart below to note their locations.

**Critical Safety Equipment**

	Location	Notes
First-Aid Kits		
Defibrillators		
Fire Extinguisher(s)		
Disinfectant Wipes		
Heavy-Duty Paper Towels		
Non-Latex Gloves		
Disinfectant Spray		
Mop and Bucket		

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- 7. Post expectations.** Keep standard expectations posted in a visible area for all to see. Review the expectations often through Club assemblies and before daily programming. Orient new members on their first day to these expectations. Find some sample expectations for the gym and field in the **Do: Tools for Implementation** section of this Playbook.

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## Fundamental #2

# Offer Developmentally Appropriate Choices

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## For the Club or Program Director

Plan your schedule to allow for activities and game choices that fit youth needs and interests. Ensure youth are physically active at least 50% of the time.

- 1. Plan your overall program schedule based on your staff-to-youth ratio.** To maintain program quality, staff-to-youth ratios should generally not exceed 1:25 for any activity. Ensure the ratio matches your youth development professionals' program plans for the gym and field.

Here are three other considerations you should think about as you plan.

Consider making the staff-to-youth ratio between 1:8 and 1:12 when:	Consider making the staff-to-youth ratio between 1:10 and 1:15 when:	Consider making the staff-to-youth ratio between 1:15 and 1:25 when:
Youth are 6 years old and younger	Youth are 7 years old and older	Youth are 10 years old or older and able to manage games on their own
Working with youth who have special needs and require more individualized support	You are planning group games and team-building activities	You are planning large-group games or low-risk free play

- 2. Think weekly.** Look at your rotation schedule to ensure you are offering a variety of activities. Use the [Gym and Field Weekly Planning Template](#) to plan activities for each group. Or provide the template to youth development professionals, and give them dedicated time and guidance to plan their activities for the week.
- 3. Consider youths' developmental needs.** Coach youth development professionals to consider youths' developmental needs when they plan programs and activities.
  - For 6- to 9-year-olds, gender differences are not yet noticeable. So, it is appropriate to keep youth together in mixed groups.
  - For younger children, select activities that emphasize imagination, exploration and problem-solving.
  - For youth ages 10-12, rapid physical growth may cause clumsiness, and many preteens worry this transitional awkwardness will last into adulthood. Regular exercise and games help preteens develop coordination, reduce stress and provide an outlet for excess energy.
  - For teens, regularly provide a new and different experience or activity they wouldn't normally get to try at school or home. Try lifetime recreational activities – such as tennis, fishing and golf – which can be continued into and throughout adulthood.

# PLAN

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# Gym and Field Weekly Planning Template

Day	Age Group	Activities Available	# of Youth	Materials	
Example	6-9	Sharks and Minnows	15	None	
Monday		1.			
		2.			
		3.			
			1.		
			2.		
			3.		
			1.		
			2.		
			3.		
Tuesday		1.			
		2.			
		3.			
			1.		
			2.		
			3.		
			1.		
			2.		
			3.		
Wednesday		1.			
		2.			
		3.			
			1.		
			2.		
			3.		
			1.		
			2.		
			3.		
Thursday		1.			
		2.			
		3.			
			1.		
			2.		
			3.		
			1.		
			2.		
			3.		
Friday		1.			
		2.			
		3.			
			1.		
			2.		
			3.		
			1.		
			2.		
			3.		

# For the Youth Development Professional

Keep youth engaged and physically active throughout the program time with these tips.

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**1. Build an agenda for your day.** Use the [Daily Agenda Planning Template](#) to ensure a smooth day in the gym and on the field.

**2. Create spaces for different types of activities, such as:**

- Individual skill-building practice (e.g., juggling)
- Large-group team sports or cooperative group games from [playworks.org/game-library](http://playworks.org/game-library)
- Small-group drills or skill-building (e.g., passing)

Triple Play Daily Challenges ([BGCA.net/Programs/Pages/Triple-Play-Body-Component.aspx](http://BGCA.net/Programs/Pages/Triple-Play-Body-Component.aspx)) has a variety of skill-building activities for different age groups. Use Daily Challenges' session activities to give youth options in the gym and field spaces.

**3. Plan to manage two or three groups at one time, based on the designated areas you create.**

- For each of your designated areas, write down the activity and any key instructions. Use a whiteboard or large poster paper so youth can see the activities immediately when they enter the space. For outdoor areas, consider laminating paper with activity names and instructions for repeated use.
- When using an outdoor space, consider designating areas with different colored cones or flags.
- Create job profiles for each area, where youth can sign up as volunteers and help to reinforce activity guidelines.
- Plan to include teens or volunteers as activity monitors to help implement the activities in each area.

**4. Limit waiting time.** Make an appropriate variety of experiences available to engage all youth. Discourage youth from passively waiting in lines or standing around waiting to participate. See [Do: Tools for Implementation](#) for tips to limit wait times.

**5. Plan developmentally appropriate games.** Consider the information below when choosing activities for different age groups.

#### **Middle to Late Childhood (ages 6-9 and 10-12)**

- Break games into smaller tasks to help children understand how to play and improve their skills. Introduce rules and directions one at a time. Use posters or visual tools to support their understanding.
- Allow youth to engage with different types of equipment in creative ways (e.g., balls, rackets, bats, hula hoops, cones and stack cups).
- For this age group, gender differences are not yet noticeable, so it is appropriate to keep youth together in mixed groups.
- Activities and games for this age group should be 20 minutes or less.

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**Early Adolescence (ages 10-12 and 13-15)**

- Allow youth to co-create the programs and activities each day.
- Encourage youth to be with their friends and peers. Create games and experiences, then set up your space in ways that allow them to work and play as groups.
- Facilitate individual skill practice before starting a larger game.
- For competitive games, keep rules and directions simple.
- Rapid physical growth may cause clumsiness, and many youth worry this transitional awkwardness will last into adulthood. Regular exercise and games help develop preteens' coordination, reduce stress and provide an outlet for excess energy.

**Teens (ages 13-15 and 16-18)**

- Learn about teens' passions and interests. Use their ideas to plan your games and activities.
- Allow teens to choose many of the activities, to lead activities, and to navigate the space (i.e., accessing, using, and putting away the materials and equipment) by themselves.
- At least once a week, provide a new and different experience or activity teens wouldn't normally get to try at school or home.
- Try less traditional games and explore lifetime activities, which can be continued into and throughout adulthood.
- Provide ways for teens to modify activities.
- Include leadership opportunities, such as officiating or peer coaching.

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**Daily Agenda Planning Template**

<b>Setup</b>	What should you set up before youth arrive? _____	_____ min
<b>Warm Welcome</b>	How will you greet and welcome youth? _____	_____ min
<b>Self-Guided Free Play</b>	How will you encourage self-guided free play? _____	_____ min
<b>Community Builder/ Warmup</b>	What group activity will you use to engage all youth and get them moving? _____	_____ min
<b>Group Agreements</b>	Review the Group Agreements and ask if anyone would like to add or change anything. _____	_____ min
<b>Activity Choices</b>	Review the activity choices of the day, and note the staff-to-youth ratios. Activity 1. _____	_____ min
	Staff-to-youth ratio: _____	
	Activity 2. _____	_____ min
	Staff-to-youth ratio: _____	
<b>Activity Instructions</b>	Share instructions for any new games.	_____ min
	<b>1.</b> _____	
	<b>2.</b> _____	
	<b>3.</b> _____	
	<b>4.</b> _____	
	<b>5.</b> _____	
<b>Reflection and Recognition</b>	How will you help youth reflect on what they learned, tried or experienced? _____	_____ min
	How can you recognize their contributions or have them recognize their peers’? _____	
<b>Cleanup</b>	How will you prompt youth to begin the cleanup routine? _____	_____ min
<b>Transition and Closing</b>	How will youth line up to quickly transition to the next program area or depart? _____	_____ min

# Fundamental #3

## Develop a Consistent Routine

Creating a consistent routine will save you time. It will also help you provide supervision, engage with youth, and limit behavioral issues. Consistent routines support physical and emotional safety. Remind youth of the expectations and routines regularly, until they become second nature.

### Gym and Field Time That Is Part of Your Daily or Weekly Rotation

- 1. Create an arrival time routine.** Develop a process to make arrivals smooth and limit waiting time as youth rotate into the gym. Plan to do the following.

  - Meet youth at the door and greet them with a Warm Welcome, like calling each by their name and giving them a high-five.
  - Set up equipment/activities throughout the gym for youth to use for free play and exploration time. Allow them to engage in self-guided play for the first 10 minutes of program time. This transition allows youth to warm up, and it will enable you to connect with individuals. Some self-guided equipment may include jump ropes, hula hoops and foursquare games. See **Do: Tools for Implementation** for other activities to use during an arrival routine.
  - Teach youth how to transition from the 10-minute self-guided free play and exploration time to a central area in the gym for instructions. Have an attention getter that you use consistently to signal this transition. See **Do: Tools for Implementation** for Attention Getters to Use Right Now.
  - Review your posted gym expectations and Group Agreements. See **Do: Tools for Implementation** for creating Group Agreements.
  - Introduce the games or activities youth will play that day.
  - Start with a Community Builder. See **Do: Tools for Implementation** and Field for Community Builders to Use Right Now.
- 2. Plan for youth choice and inclusivity when offering activities and organizing youth into groups.** Encourage youth choice, but implement inclusive ways to group participants to promote emotional safety, engagement and skill-building. Consider the following methods.

  - Plan two options (e.g., Sharks and Minnows, or Giants, Wizards and Elves) and allow the group to vote on the game.
  - Let youth select from two pre-planned activities happening at the same time in separate parts of the gym and field.
  - Prepare stations or circuits for youth to rotate through or select.
  - Use groupers to get youth into teams and groups, rather than letting them select their own. See **Do: Tools for Implementation** for groupers that help all youth feel included and ensure no one gets left out or picked last.

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## NOTES:

**3. Prepare youth leaders to manage the space.** Youth leaders can help gather and set up equipment, prepare activity stations for the next group, put equipment away, and tidy the storage areas. Use the 10-minute warmup or self-guided play to give clear instructions to youth leaders for that rotation. When instructing youth leaders, be sure to provide answers to the following questions.

- What equipment do we need for this activity?
- How much equipment can participants check out? (For example: No more than three basketballs per station.)
- Which activity stations do we need to set up?
- What important activity/game rules do we need for activity stations?
- What will we need to do at cleanup time?

**4. Create a recognition system.** Individual and group recognition helps youth gain competence and confidence. Make it a standard part of each rotation in your program area. Recognition should include encouragement rather than praise. Encouragement is specific and non-evaluative. (For example: “I see you are practicing your soccer skills.”) Praise is judgmental and broad. (For example: “You are a great soccer player!”) Plan to do the following.

- Use informal recognition. (For example: “Tanisha, I see how hard you are trying at this new game,” or “This team is really working well together by continuing to talk about their strategy.”)
- Use formal recognition (e.g., posting pictures or certificates on the bulletin board weekly). See **Do: Tools for Implementation** for Ways to Give Recognition Right Now.
- Be specific with your recognition. (For example: “Andy, you showed a lot of effort when you kept shooting the ball until you made it.”) Don’t be too generic. (For example: “Good job, Andy!”)
- Showcase effort over achievement (e.g., being brave and volunteering to play goalie in soccer versus winning).

**5. Establish a cleanup routine.** There will likely be several rotations in your gym every day. A cleanup routine can ensure the room is ready for each group when they arrive.

- Plan on what youth will clean up and how they will do it. Remind them and practice this process regularly in a respectful, non-punitive way.
- Create a cue to clean up, like using an attention getter or playing a specific song. See **Do: Tools for Implementation** for Attention Getters to Use Right Now.

**6. Develop a consistent transition and departure process.** Limit waiting time by developing a process for transitioning out of the program area and into the next space. Plan to do the following.

- List where youth are headed next, and remind youth where they are going.
- Create rituals, like using a song or dance to gather by the door, or make the transition into a fun challenge. For example, ask youth to line up alphabetically by the first letter of their middle name.
- Use positive language to remind young people of their Group Agreements during the transition. (For example, say: “Please walk,” instead of “Don’t run.”)

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## Using the Gym During Arrival and Pick-Up Times

Some Clubs and Youth Centers use the gym during transitional times of the day – like when youth are arriving or departing. While these times may be less structured and more self-guided for youth, a consistent routine and clear expectations are still important. In addition to the above recommendations, the following practices may help you establish consistency during these times.

1. **Post activity options and behavior expectations.** Hang these in a consistent location in the gym.
  - Update activity options daily, or every few days, to keep them fresh and engaging. See **Fundamental #5: Keep It Fresh** for activity ideas.
  - Post the list of equipment available for sign-out or use that day.
  - Post the gym expectations/rules and Group Agreements. See **Fundamental #1: Create a Physically and Emotionally Safe Space** for sample expectations and directions on building Group Agreements.
2. **Offer self-guided skill-building activity options.** These options allow youth to practice their skills individually, in pairs or with small groups.
  - This might include:
    - Number of laps in one week
    - Number of minutes of a wall sit
    - Time hula-hooping successfully
    - Time planking
    - Height of a vertical jump
    - Minutes of physical activity
  - Allow youth to earn recognition for their efforts and improvements, like a spot on a leaderboard, badges or Club bucks.
3. **Plan to use youth leaders.** Just as during structured times, youth leaders can help maintain the routine and ensure success during transitions. They can fill such roles as equipment check-out clerk, leaderboard manager, and Club bucks or badge distributor. See **Fundamental #5: Keep It Fresh** for tips on assigning youth roles.

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# PLAN

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NOTES:

## Fundamental #4

# Manage Equipment and Space

### For the Club or Program Director

Having enough space and the right kind of equipment is essential to quality programming in the gym and on the field. Deliberately scheduling gym and field space and keeping an up-to-date inventory list will help. Knowing this information can impact planning, activities and ultimately the youth experience.

- 1. Schedule gym and field space for all youth outside of standard rotations.** Make sure all groups have opportunities to use the gym outside of standard rotation times. Consider scheduling gym time for the following groups and activities to make sure all have access to fun and skill-building, including:

  - Girls
  - Teens
  - Sports league practices and games
  - Recreation classes (e.g., karate, yoga, fitness)
  - Sport-specific skill-building clinics
- 2. During drop-in time, don't overcrowd the space.** Crowded spaces can prevent youth from moving freely and performing skills effectively. They also increase the risk of collisions. Know how many youth you can fit in your gym or on your field before things get too crowded.

  - As a general guideline, each young person should have 110-150 square feet to themselves. This is about the size of an 11x11-foot box (or half a key on a standard basketball court).
  - A small elementary-sized gym can comfortably fit no more than 45 youth, and a full-sized high school-sized gym can comfortably fit no more than 65 youth.
  - The age, size and skill level of youth will affect how much space is needed. Younger, smaller and less-skilled youth require less space; while older, larger, or more-skilled youth and teens require more.
- 3. Organize equipment.** Bins, plastic containers, milk crates, carts, and shelving will help keep your equipment organized and in great condition. Cardboard boxes work temporarily, but they will eventually fall apart. Give each type of equipment a home, and label the shelves and bins so all the equipment stays organized. Here are some additional considerations.

  - Lock equipment in a closet or cabinet to prevent it from being used outside of designated time and space. This can help equipment last longer and prevent injuries.
  - Organized, secured equipment should be easily accessible. If a box is hiding in the back corner or set too high to reach, it's likely to be overlooked or could pose a safety hazard. Work with your colleagues to find a system that is safe, convenient and effective for the whole team.

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**4. Inventory equipment.** Equipment is essential for youth engagement and skill-building in the gym and on the field or playground. To plan activities for youth, know what equipment is available. The best way to do this is with an equipment inventory list.

See page 22 for a [Sports and Recreation Equipment Sample Inventory List](#). Download an editable inventory Excel Spreadsheet with a suggested equipment list here: [BGCA.net/Programs/ProgramForms/Equipment%20List%20App.xlsm](https://www.bgca.net/Programs/ProgramForms/Equipment%20List%20App.xlsm). Keeping an up-to-date electronic inventory list makes it easy to calculate costs and prioritize the money in your budget.

**5. Determine equipment needs.** Consider the following criteria.

- Quality:** Invest in high-quality versions of equipment you don't frequently replace (e.g., basketball hoops, volleyball net poles, storage carts and racks). Although it will be more expensive upfront, the equipment will last longer.
- Quantity:** Make sure you have enough equipment. For any activity, plan to have at least one ball for every two youth. This ensures everyone can get lots of practice passing and receiving. Having enough equipment to keep everyone busy reduces wait times and keeps youth engaged and having fun.
- Variety:** Obtain equipment for activities youth may not use elsewhere, such as for the games in the [Do: Tools for Implementation](#) section of this Playbook. Check out the [Resources](#) section for sports organizations that offer equipment grants.
- Size:** Balls and equipment are not one size fits all! Different ages and ability levels require different equipment to build skills and stay engaged. Having a wide range of equipment ensures everyone feels comfortable playing in the gym. Much of the equipment designed for younger, smaller youth can also be used for highly skilled teens to add a new challenge!

**6. Label everything.** In addition to labeling the shelves and bins where equipment is stored, label each item. Use a permanent marker to label all items (e.g., balls, cones, pinnies) with the name of your Club or Youth Center.

NOTES:

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## For the Youth Development Professional

Having enough space and the right kind of equipment is essential to quality programming in the gym and on the field. Deliberately scheduling gym and field space and keeping an up-to-date inventory list will help. Knowing this information can impact planning, activities and ultimately the youth experience.

1. **Work with your space.** If a large play space is not available, try these techniques to fit groups into smaller spaces while giving youth opportunities for physical activity.
  - Stations:** Stations are prepared activities set up throughout the gym or field. Youth can choose which station they would like to go to, and for how long. Stations may be related to one another, or they could provide unrelated options. For example: on a soccer field there may be six stations.
    - All could feature different soccer skills (e.g., dribbling course, shooting-on-goal game, 2-on-2 small-sided games, passing and keep-away).
    - Or the Stations may include six different sports and games (e.g., frisbee passing, bocce, hula-hoops, jump ropes, tag and 2-on-2 soccer).
  - Circuits:** Circuits are like stations, except youth rotate on a set schedule (every couple of minutes).
  - Small-sided games:** Small-sided games include a smaller number of players on a smaller court or field. Reducing the number of players and the size of the playing space makes the game more engaging and physically active for all youth.
2. **Use the equipment inventory.** Know what you have. Keep an updated copy of your Club or Youth Center's equipment inventory in an easy-to-find place. While planning activities for the gym or field, reference the list to make sure you have enough equipment to keep all youth engaged.
3. **Create a process for youth to sign out and return equipment.** This helps ensure youth safety.
  - Indicate limits on the quantity of equipment (e.g., no more than five basketballs at a time).
  - Establish expectations for the return of equipment (e.g., the young person who signed equipment out is responsible for its return).

# PLAN

Tools for Planning in the  
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### Sports and Recreation Equipment Sample Inventory List

Item/Equipment	Condition	Total Number	Notes
<i>Basketball Goal Adapters</i>	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Needs replacement	2	
<i>Pinnies</i>	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Needs replacement	10 red 15 blue	
	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Needs replacement		
	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Needs replacement		
	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Needs replacement		
	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Needs replacement		
	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Needs replacement		
	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Needs replacement		
	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Needs replacement		

PLAN

# Fundamental #5

## Keep It Fresh

### For the Club or Program Director

There are many ways to engage youth in sports and physical activity. Program time in the gym and on the field are great occasions to expose youth to new roles, responsibilities and opportunities.

1. **Offer a new sport or activity.** Help youth development professionals identify options, partners and opportunities that allow youth to try new activities.
  - Try a popular sport or recreation activity youth don't usually play, such as lacrosse, ultimate frisbee or bocce. Provide access to appropriate equipment for gameplay.
  - Feature sports with a new perspective by offering adaptive/Paralympic versions. Find information about popular adaptive sports at Disabled Sports USA: [disabledsportsusa.org/sports/adaptive-sports](https://disabledsportsusa.org/sports/adaptive-sports)
  - Identify locally popular sports and recreation activities such as bowling, yoga, fishing, pickleball and sailing. Consider reaching out to local organizations to provide training, equipment or trips to enable youth to try them out.
2. **Model new games and activities in staff meetings.** This helps youth development professionals understand how to cater to the needs, interests and abilities of their youth while keeping things fresh.
3. **Seek skilled volunteers to help with programming.** This may be especially beneficial when adding activities youth and staff are unfamiliar with.

### For the Youth Development Professional

Use this guidance to keep physical activity programming exciting and engaging.

1. **Involve youth by giving them different roles.** While all youth should be physically active for at least 60 minutes every day, sometimes that isn't possible. It could be due to an illness or injury, improper clothing, or a young person simply wanting to opt out occasionally. Giving youth roles during such times will keep them engaged and give them leadership opportunities. See the **Do: Tools for Implementation** section for guidance on how to identify youths' interests, as well as descriptions and responsibilities for various roles. Some youth roles may include:
  - Referee/official
  - Coach/team manager
  - Scorekeeper
  - Timekeeper
  - Equipment manager

NOTES:

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**2. Schedule different activities for each day of the week.** It can be easy to play the same game or activity day after day. Changing it up helps youth learn different skills, allows them to succeed, and reduces the risk of repetitive injuries. Post the schedule at the beginning of each week to keep youth excited about the next day's or week's activities.

- Monday's game: \_\_\_\_\_
- Tuesday's game: \_\_\_\_\_
- Wednesday's game: \_\_\_\_\_
- Thursday's game: \_\_\_\_\_
- Friday's game: \_\_\_\_\_

**3. Host intramural tournaments and skill challenges to encourage everyone to play.** Give all youth equal playing and participation time.

- Individual skill challenges allow youth to compete against themselves and focus on improving their performances. Some examples of skill challenges are:
  - Physical fitness challenges
  - Ninja warrior course
  - Jump rope challenge

See **Do: Tools for Implementation** to learn how to execute such individual challenges.

- Team competitions help youth build relationships and gain a sense of belonging and ownership within a group. Evenly match teams, because games where one team dominates another are not fun for the winner or loser. Some examples of team competition games are:
  - 3-on-3 soccer
  - Half-court basketball
  - Relay races
  - Team dances

#### NOTES:

Find resources for running fitness challenges and events at:

[BGCA.net/Programs/Pages/National-Fitness-Competition.aspx](https://www.bgca.net/Programs/Pages/National-Fitness-Competition.aspx)

# PLAN

Tools for Planning in the  
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DO

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# Tools for Implementation

## Fundamental #1

# Create a Physically and Emotionally Safe Space

Use the following tips to create a physically and emotionally safe space for youth.

1. **Follow the Rule of Three.** Require the presence of at least three people at all times in all areas. This includes in the gym and field and related areas such as restrooms, locker rooms, and equipment or storage rooms. The rule of three applies to all staff, volunteers, and youth to prevent abuse and make sure boundaries are respected.
2. **Post expectations in the gym and on the field.** Adults usually set expectations that speak to physical safety. Posting these expectations tells youth how you expect them to behave to keep everyone safe. Here are some examples.
  - Water is the only drink allowed in the gym; drink it often!
  - Sunflower seeds and gum can be chewed outside the Club only.
  - Running is encouraged only during activities.
  - Place trash in trash receptacles to keep your space clean.
  - Only use Club/Youth Center equipment in the gym. Keep your personal equipment at home.
  - Put away Club/Youth Center equipment after use.
3. **Create Group Agreements.** Staff and youth develop Group Agreements together. They describe behavioral expectations, often addressing emotional safety. Sample Group Agreements for the gym and field are:
  - We will encourage and cheer others on
  - We will play fair and follow the rules

For the full resource with worksheets and additional tools, go to [BGCA.net/ClubClimate](https://www.bgca.net/ClubClimate). Create Group Agreements together by discussing the answers to three questions.\*

### Question #1 – How do we want to feel while in the gym and on the field?

- Have everyone write down their feeling words on separate Post-it notes.
- As a group, share what feelings everyone came up with.
- Go through the Post-it notes to decide on the group's top five feelings.

### Question #2 – What will we do to feel this way every day?

- Divide participants into five small groups or pairs, and assign one word per group.
- Each group or pair should come up with at least two positive behaviors that led to their word. For example, if the feeling word is “Involved,” the behavior could be: “We check in with our peers who aren’t playing.”
- Once the groups or pairs have determined their behaviors, come back together as a whole group to decide on at least one behavior per feeling word.

NOTES:

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Tools for Implementation

## NOTES:

**Question #3 – What will we do when there is conflict?**

- Start with a few minutes for individual reflection and brainstorming.
- Tell the group to think about what helps them feel better when there is conflict, or when they are not feeling the way they want to feel.
- Once everyone has had time to think, come back together as a group for a Brainstorm Relay.
- If you have a whiteboard, you can use it for this section. Otherwise, line up two sections of Post-it notes on large pieces of paper on the wall.
- Split the group into two teams. Have each team line up in front of one of the sections with just one marker.
- Participants will write down one behavior and then pass the marker onto the next person.
- Continue and see how many ideas the group can come up with in two minutes.

**4. Reframe conflict to keep youth safe and ensure they have a positive experience.** Below are some ways to resolve youth conflicts.

- Approach the conflict calmly.** Your first reaction is critical. If you are upset, your stress or anger can potentially make matters worse. When you approach the situation, model what you want youth to do – that is, to stay calm. Resist the urge to judge the situation or the youth involved. If more than one young person is involved, you may need to separate them safely. Take turns speaking with each person to get the full picture.
- Acknowledge feelings.** Help youth express their feelings in a safe and supportive way. For example, allow cool-down time for emotions to settle. Avoid using judgmental statements or making comparisons like, “What’s wrong with you?” or “I wish you would behave like the other kids.” Rather, try to reflect on the feelings youth are expressing or showing. For example, “It seems like you are really frustrated, Candace. Is that correct?”
- Gather information to understand the conflict.** Invite youth to share their perspectives. As you encourage their communication and listening skills, model good listening and problem-solving.
- Restate the problem.** This allows you to understand what led to the initial conflict. It also ensures youth feel heard. For example, you could say, “It seems like there is a misunderstanding about who won the point. It seems like Marcus thought the ball was out of bounds, and Tessa thought the ball was in bounds.” This allows youth to clarify what they said so everyone can focus on the details of the conflict. Restating the problem also enables all parties to reflect on their feelings, share what caused the dispute, and identify what could prevent the conflict from happening again.
- Ask for/jointly develop solutions.** If youth are unable to offer solutions, you can support them by asking open-ended questions. For example, “How might we handle this differently if it happened again?” As the adult, you may need to provide additional support to youth who seem stuck or for younger youth. For example, establishing a decision-breaker game (like rock, paper, scissors) in your Group Agreement may be effective during decision-based disagreements.



- **Offer follow-up support.** After youth have agreed on a solution or next steps, follow up to determine how they are feeling, and to check if the jointly developed solution is making a difference.

**5. Help youth learn how to calm down.** There is often a lot happening in the gym and on the field. Within multiple activities, young people are learning how to participate, work as a team, and win and lose with grace. Emotions may escalate and youth can feel overloaded. Give them the tools, time and space they need to self-regulate.

- Help youth learn to name their emotions in times of celebration, and in times of stress and challenge. You might say: “I noticed you stormed off the field after that last play. How are you feeling?”
  - Prepare and reference a chart that outlines various emotions to help with these check-ins.
  - Emphasize all emotions are normal, and it is OK to feel a full range of emotional responses. Be careful not to label some as negative or others as positive (e.g., anger as a negative emotion).
- Designate a space within your program area for decompression or self-regulation.
  - Allow youth to use this space if they are upset while engaging in a program. This could be a grassy area on the side of the playing field or a taped-off gym area, out of play.
  - Check in with youth before, during, and after activities in the gym or on the field. Inquire about their emotions and ability/willingness to rejoin the program.
  - Use a large clock on the wall, or a handheld stopwatch, or have youth count to “60 Mississippi’s” to monitor their time spent in the decompression space.
  - Provide guided breathing cards or posters for youth to use during these times. Find breathing card images and instructions here: [copingskillsforkids.com/deep-breathing-exercises-for-kids](https://copingskillsforkids.com/deep-breathing-exercises-for-kids)
- Follow up with youth to provide guided reflection.
  - Ask them why they felt the way they did, what helped them manage their emotions, and what they could do next time.
  - Either lead an informal conversation, or ask youth to complete a formalized reflection worksheet.

## NOTES:

Find a sample emotion chart here:

[therapistaid.com/therapy-worksheet/printable-emotion-faces/emotions/children](https://therapistaid.com/therapy-worksheet/printable-emotion-faces/emotions/children)



## NOTES:

- 6. Discover youths' interests.** Create positive relationships with them by showing a genuine interest in what they enjoy doing.
- Keep youth engaged and wanting to be active by tailoring your activities to their interests.
  - Through group discussions, surveys or Pulse Checks, ask youth the following questions.
    - What do you love to do?
    - What have you always wanted to try?
    - What do you want to learn how to do?
    - What do you want to learn more about?
    - Have you tried something, or seen someone else doing something, that you want to do here?
    - What activities would you be willing to help lead?
    - What leadership roles would you like to take in the gym or on the field?

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## Fundamental #2

# Offer Developmentally Appropriate Choices

Use these tips to keep youth engaged and active during the Main Activity, one of the Elements of a High-Quality Session.

### Before Activities

- 1. Manage groups in multiple activity areas.** When implementing activities, consider your group size based on the table below. Then use the suggestions that follow to monitor and manage multiple groups engaged in different activities at the same time.

Small Groups (10 or fewer youth)	Medium Groups (10-15 youth)	Large Groups (15-25 youth or more)
Keep rules and directions simple to level the playing field.	Provide options for individual modifications.	Have a range of activities, challenges or tasks around the space to choose from.
Switch up the equipment used to keep games interesting.	Set up multiple smaller playing areas with different modifications and equipment in each.	Play quick, small-sided tournaments where teams are changing opponents and byes are short.
Try games and activities that are less competitive and more cooperative.	Use small-sided games that adapt to a different number of players.	Have a volunteer, teen or group member be an assistant.

- 2. Before youth go to their designated areas, do the following.**

- Introduce the activity options, including the new activity of the day.
- Refer youth to instructions written on the whiteboard or flipchart paper.
- Share the expectations of each activity.
- Demonstrate each activity so youth know what to do once they get there.
- Explain what cleanup will be necessary when they hear the five-minute warning.

NOTES:

DO



## NOTES:

## During Activities

- 1. Introduce a group activity.** Knowing how to lead an activity is important. DDADA – which stands for Describe It, Demonstrate It, Ask for Questions, Do It and Adapt It – is an effective technique to teach games and activities for all ages. DDADA has five steps.

  - Describe It.** Describe the activity by giving the purpose, goal, conditions and rules. First, be sure you are in the proper position and can make eye contact with all participants. If it is a circle game, be a part of the circle: Avoid being in the middle as you will have your back to some of the youth. Also, be sure youth are close enough to see and hear you.
  - Demonstrate It.** Demonstrate by doing a practice round of the activity, in slow-motion if necessary. Make sure everyone has a general idea before going full speed.
  - Ask for Questions.** Ask if there are any questions. An abundance of questions could indicate another slow-motion demonstration is needed.
  - Do It.** Play the activity/game.
  - Adapt It.** Ask participants what rules or conditions they would change to make the game more fun, easier or harder to play. You could complete this step after play has ended, during reflection, or in the middle of the activity. If you notice the game is too easy or too challenging, stop the game and ask participants what they would change.
- 2. Manage the space.**

  - Be available and circulate the activities in the gym and on the field.
  - Make sure you can see all youth. If participating in an activity, you cannot keep every young person in sight.
  - Keep an eye on all groups by occasionally scanning the gym/field when you stop to check on them.
  - Reinforce the objectives, rules and any other guidelines for each activity.
  - If you assigned youth as station monitors or are using teens to support each activity station, remind participants to go to those designated volunteers for help. Be sure to check in periodically with anyone who has chosen to be monitors.
- 3. Listen to and encourage youth by doing the following.**

  - Ask open-ended questions to determine if they need help.
  - Stop and make eye contact with youth when they are speaking.
  - Pay attention to non-verbal cues to identify their emotions – such as eye contact, posture, facial expressions, withdrawing from an activity and tone of voice.
  - Do Pulse Checks with youth, such as asking for a thumbs up (good), down (not so good) or sideways (OK) to see how they are doing. Follow up with them if they are not doing well.



- Keep an eye out for disengaged youth. They may be sitting in the bleachers or hanging out on the edges of the game. They may be avoiding the action because they feel the activity is boring or because they would rather talk to their friends. They also may not feel safe. Converse with them and find a way to get them engaged, whether through shadowing, assisting or playing another activity.

**4. Keep lines short with equipment-free side stations.** Waiting in line is not fun. So shorten lines by adding more equipment or extra stations. Add brief activities to small spaces to keep youth moving. Make sure there is enough space to prevent collisions between youth and equipment. Here are some equipment-free activities to keep youth active and engaged.

- **Individual or relay races:** Once two young people get to a side station, they race to a designated finish line. The race can include locomotor skills, such as running and skipping, or sillier skills like crab-walking and bear crawls.
- **Fitness challenge:** Set a timer for 15 or 30 seconds. Have youth see how many reps they can get of a certain fitness exercise such as squats, lunges, sit-ups or push-ups.
- **Imaginary ball:** Instruct youth to take a certain number of repetitions to practice the skill they are working on with an “imaginary ball.” This allows them to practice moving their bodies and visualize what the movement should look like. This works especially well with younger participants.

**5. Modify activities to ensure youth are engaged and having fun.** Before you begin a sport, game or activity, think about the skill and confidence levels of your young people. Prepare at least one adaptation they can choose to use right away. Throughout the activity, ask how youth would like to modify the activity to feel more successful.

- Modify an activity to be simpler or easier.
  - Substitute locomotor skills (e.g., walking versus skipping).
  - Use poly spots, cones or other markers to note where youth should stand for different parts of activities.
  - Let youth self-select what balls to use. For hand control skills like throwing and catching; yarn balls, beanbags, whiffle balls, balloons and beach balls decrease the difficulty level.
  - For foot control skills like kicking and dribbling, deflate the ball slightly so it does not roll away when dribbling; slow the dribble to a walk instead of a run; and provide choices of how much distance to travel.
  - Provide an opportunity for individual skill practice before starting a larger game.
  - Focus on individual achievement.
  - Keep groups and playing areas small.

#### NOTES:



## NOTES:

- Modify an activity to make it more complex or challenging.
  - Require the use of only one hand.
  - Allow youth to perform soft defense (no touching), and restrict them from stealing the ball while another person is dribbling.
  - Limit the number of touches made before requiring a pass.
  - Include leadership opportunities, such as officiating or peer coaching.
  - Include more strategy and planning in games.
  - Build in opportunities to demonstrate good sportsmanship.
  - Use standard equipment.
- For groups that have a wide range of skill and ability levels, try the following to make sure all youth are fully engaged.
  - Include leadership opportunities, such as officiating or peer coaching.
  - Provide options for individual modifications.
  - Set up multiple smaller playing areas with different modifications and equipment in each.

## After the Activities

### Wrap up.

- Give a five-minute warning so youth know they should wrap up their activity or game.
- Let youth know when they hear the attention getter, they should all get into one circle.

## Fundamental #3

# Develop a Consistent Routine

Establishing a consistent routine will help you implement the Elements of a High-Quality Session in the gym or on the field. Try the following attention getters, Community Builders, groupers and ways to recognize youth.

## Using the Gym During Normal Program Rotations



### Warm Welcome

**Attention Getters to Use Right Now:** The gym can get chaotic and loud! Attention getters help you catch the attention of youth and ensure they are ready for the next set of instructions. Here are several examples.

- You say, “Macaroni and cheese.” Youth respond with, “Everybody freeze.”
- You say, “Hocus pocus.” Youth respond with, “Everybody focus.”
- You say, “To infinity.” Youth respond with, “And beyond.”
- You say, “I can make your hands clap.” Youth clap six times.
- You say, “Peanut butter.” Youth respond with, “Jelly time.”
- You say, “The name’s Bond.” Youth respond with, “James Bond.”
- You say, “Mind, body.” Youth respond with, “Soul.”



### Community Builder

**Community Builders to Use Right Now:** Find some on the next page to get you started. Find more Community Builders in the YDToolbox mobile app, available to download on any smartphone. You can also find activities in the Playworks Game Library: [playworks.org/game-library](https://playworks.org/game-library)

NOTES:

DO



## NOTES:

**Going on a Picnic\***

Group Size: 3-30

Recommended  
Age Group: 6-12**Instructions:**

Instruct the whole group to sit in a circle. Tell the group they are all going on a picnic and are responsible for bringing the food. Each person is to bring a food that begins with the first letter of their first name. Give an example of a food that begins with the same letter as your first name. Ask for a volunteer to say their name and what they are bringing to the picnic. (For example, "My name is Tara, and I'm bringing tacos.") The next person introduces the person who went before them and their food choice. Then they introduce themselves and their food. The third person to go introduces the first two people and then themselves, and so on until everyone has played.

**Ha, Ha**

Group Size: 5-30

Recommended  
Age Group: Any**Instructions:**

Instruct the whole group to sit in a circle. Tell the players they should stay as serious as they can throughout the game. Pick one player to start the game by saying, "Ha!" once. The player standing next to him says the word "Ha!" twice. Following this pattern, the third player says, "Ha!" three times. As the game progresses, eliminate any players who laugh or make noise when it is not their turn. The player who avoids laughing throughout the game wins.

**Catch and Do**

Group Size: 5-30

Recommended  
Age Group: Any**Instructions:**

Get three balls and write eight action words on each (e.g., jump, hop, spin, clap, skip, dance, etc.) Have participants stand in a circle. Begin the game by tossing one ball to a young person. When the player catches the ball, they should perform the movement written on the ball that is closest to their thumb. The player should do the action word for five seconds. The player then tosses the ball to another participant and the process is repeats. After about 30 seconds, toss another ball to the group, and then a third ball. All three balls should be in play at the same time. The activity continues until all players have caught a ball and completed an action.

**I Love My Neighbor, Especially My Neighbor Who...\***

Group Size: 3-30

Recommended  
Age Group: 6-12**Instructions:**

Position cones to form a circle, with one less cone than the number of participants. Tell participants to each stand at a cone. Have someone stand in the center of the circle and begin the game by saying, "I love my neighbor, especially my neighbor who..." This person will complete the sentence with a piece of information that is true for them. (E.g., "I love my neighbor, especially my neighbor who has a pet.") As soon as this person finishes the statement, everyone this applies to (including the person in the center) should run to a cone that is not right next to them. The person left without a cone begins a second round of the game.



**SPLAT!\***

Group Size: 10-30

Recommended  
Age Group: 9-12**Instructions:**

Have the group form a circle with one player in the middle. The player standing in the middle is the “splatter.” The splatter randomly points to someone and shouts “SPLAT!” The player pointed at must duck down; then the two players on either side of the ducker must “splat” each other by pointing at the other and yelling “SPLAT!” The last one to splat sits down and the player ducking stands back up. The game continues until there are two players left. Have them play rock, paper, scissors to determine who will be the new splatter in the middle.

**NOTES:****To the Right,  
to the Left**

Group Size: Any

Recommended  
Age Group: Any**Instructions:**

Have youth gather in the center of the room. Tell them you will give two choices. They should move to the left or right depending on what they choose, but they cannot stand still. (Make sure the choices are age-appropriate.)

- If you like chocolate ice cream, walk to the left.
- If you like vanilla ice cream, walk to the right.
- If you like the mountains, slide to the left.
- If you like the beach, slide to the right.
- If you like the food in your school cafeteria, skip to the right.
- If you don't like the food in your school cafeteria, skip to the left.
- If you like dogs, jog to the right.
- If you like cats, jog to the left.
- If you like fruit, dance to the right.
- If you like vegetables, dance to the left.
- If you like soccer, hop to the left.
- If you like basketball, hop to the right.
- If you like the gym, spin to the right.
- If you like the learning center, spin to the left.

*\*These activities have been adapted from games available on the Playworks Game Library. See the [Resources](#) section for a link to their game guide.*



## NOTES:

DO



## Main Activity

**Groupers to Use Right Now:** Groupers allow youth to quickly get into teams and work with peers they may not naturally gravitate to.

- Deck of cards:** Get a deck of cards ahead of time. Hand out a card to each person. Group people according to what's on their card – by numbers, suit, color, odds/evens, etc.
- Crossed arms:** Ask participants to cross their arms over their chests. Put those with their left arms on top in one group, and those with their right arms on top in the other.
- Doctors and Peppers:** Instead of counting off by 1s and 2s, assign youth as either a Doctor or a Pepper. Doctors form one group, Peppers form the other.
- Captain, my Captain:** Call out, “Captain, my captain. Get in a lifeboat of \_\_\_\_.” (Insert whatever group size you need.) Repeat the process three or four times, with the last round ending in the size groups you want for the activity.
- Corners:** Have youth go to one of the two, three or four corners of the playing space (depending on how many groups you need). Base who goes to which corner on criteria such as whether they are the firstborn, middle child, last born, or only child in the family. Distinguish which corner of the area goes with which criterion.
- Alphabetical:** Ask youth to gather at the front of the playing space. They should line up alphabetically by their last name, birth month, height, etc. Then put youth in groups with those next to them in line based on the size groups you need. (E.g., The first six people are a group, the next six people are a group, etc.)



## Recognition

**Ways to Give Recognition Right Now:** Provide youth recognition for both big and small wins.

- “I Beat the Challenge” badges: Award badges to everyone who successfully completes individual challenges. (For example, Finish the cup stacker challenge in under \_\_\_\_ seconds; Get \_\_\_\_ minutes of physical activity in one week; Complete all the activity stations in one week.) See the **Resources** section for printable badge templates.
- Gym recognition wall: Recognize youth for effort, improvement, and positive attitudes by creating and posting certificates with their names on a recognition wall. Display certificates with categories like “Most Improved Player,” “Most Strategic Player,” “Player With the Most Flair,” “Most Encouraging Teammate,” “Love of the Game Award,” etc. Change the names each week. See the **Resources** section for editable recognition templates.
- Consistency streak stickers: Recognize youth for consistently practicing a specific skill or participating in a specific game or challenge.





- Friendliest friend: At the end of each rotation, recognize a young person for being helpful to their peer. This could be for doing things like teaching a new game, encouraging someone during an activity, or making someone feel welcome.
- Rotating trophy: Recognize youth for effort, improvement, and attitude by distributing a trophy that rotates every week or month to a new young person. Each person who holds the trophy can add their signature to it.

## Using the Gym Outside Normal Program Time

**Arrival/Departure Activities to Use Right Now:** These activities are easy to set up and take down. Youth can start playing them with minimal help from youth development professionals.

- Jump ropes and hula hoops
- Cones to dribble through
- Foursquare (For instructions, see [squarefour.org/rules](https://squarefour.org/rules))
- Cornhole (For Instructions, see [americancornhole.com/rules](https://americancornhole.com/rules))
- Hopscotch (For instructions, see [playworks.org/game-library/hopscotch](https://playworks.org/game-library/hopscotch))

NOTES:

DO



## Fundamental #4

# Manage Equipment and Space

## NOTES:

Use the tips below to effectively manage gym and field spaces and equipment.

- 1. Mix and match equipment and games.** Small-sided games allow youth to get plenty of playing and skill-building time, but they may require more equipment than one large game. Try these tips to make small-sided games work in your gym.

  - Use a different ball or goal on each small field/court. As teams rotate through, they will have to adjust to different equipment.
  - Have different, but related, games happening throughout the space. As teams rotate through the fields/courts, they will use similar tactics with different equipment and skills. Here are some combinations to try:
    - Soccer, team handball, ultimate frisbee
    - Volleyball, badminton/tennis, sitting volleyball
    - Flag football, team handball, capture the flag
- 2. Get creative with equipment.** Not all equipment has to be specialized or name-brand. Using unconventional materials for equipment allows youth to try different games and sports while building new skills. Plus they can continue playing at home with similar materials. Here are some examples.

  - Plastic soda bottles
    - Use an empty 2-liter soda bottle for a bat.
    - Fill 20-oz bottles with sand, rice, or beans and use them as bowling pins. Fill larger bottles to use as cones.
  - Pool noodles
    - Cut pool noodles in half length-wise, and place them over PVC pipes or fence posts to act as cushions.
    - Cut pool noodles in half width-wise to use as baseball bats.
    - Hold one end in each hand in a loop to use as a hockey stick.
    - Use as obstacle course elements, such as by placing over the top of two cones and having youth jump over them forward or sideways.
    - Use as a javelin and measure how far youth can throw them.
  - Coffee can lid (flat, soft plastic): Use as floor markers or frisbees.
  - Carpet samples: Use as bases or markers outside on the grass.
- 3. Create a system for youth to access, set up and return equipment.** Help youth develop self-efficacy and learn to respect the environment by allowing them to independently access and return some equipment. But don't forget to follow the Rule of Three, even in situations where you're encouraging independence. A checkout system with a limited number of balls can reduce chances of injury from too much equipment being out on the court or field.



# Fundamental #5

## Keep It Fresh

Use these tips to keep gym and field time engaging and exciting. To quickly get youth into teams for the games below, see **Groupers to Use Right Now**.

**1. Learn about and feature popular sports.** BGCA collaborates with national organizations to provide high-quality sport-specific resources. These popular sports are commonly played in Clubs and Youth Centers. Follow the links to access rules, activities, lesson plans, trainings and more.

- Baseball, in collaboration with Major League Baseball (MLB): [playball.org](http://playball.org)
- Basketball, in collaboration with Jr. NBA: [jr.nba.com](http://jr.nba.com)
- Flag Football, in collaboration with NFL Flag: [nfflag.com](http://nfflag.com)
- Soccer, in collaboration with the U.S. Soccer Foundation: [ussoccerfoundation.org/programs/soccer-for-success](http://ussoccerfoundation.org/programs/soccer-for-success)
- Volleyball, in collaboration with USA Volleyball: [teamusa.org/usa-volleyball/grassroots](http://teamusa.org/usa-volleyball/grassroots)

**2. Remix popular sports.** There are many ways to change up the gameplay of popular sports. Consider including modified equipment, alternative rules, and Paralympic and adaptive options.

- Math baseball:** Exponentially increase the score during a baseball game by awarding points in a whole new way! First base equals 1 point, second base equals 2 points, third base equals 3 points and fourth base equals 4 points. Now a home run is worth 10 points! Youth will have fun adding up their scores. This encourages their math skills and lets everyone add points to their team's score.
- Basketball golf:** Practice shooting baskets all around the court with this alternative basketball game. This game requires at least two players and one ball. Identify and mark nine to 18 "holes" around the court to shoot from. The first player shoots on the first hole. If the player makes the shot on the first attempt, the score is 1. If they miss, they attempt again from where they grabbed the rebound. The score for the hole is the number of shots it took the player to make the basket. Switch players after each completed basket. The lowest score wins.
- Five-step flag football:** A great way for everyone to get a chance to pass and run the ball in flag football is to institute a "five-step rule." To implement this rule, when a player has the ball, they are limited to taking only five steps before they must pass the ball to a new player.
- Goalball:** Goalball is a Paralympic sport, somewhat like soccer, invented for blind athletes. The goal is to roll a noise-making bell ball over the opposing team's goal line while blindfolded. To make a bell ball, you can cut open a volleyball, place several bells inside, then close the ball with duct tape. Or put a small amount of rice/couscous/quinoa into an inflatable beachball. To introduce goalball, form groups of two. Give each pair a bell ball to pass back and forth from standing, kneeling and lying positions with varied distances. Have youth practice the goalball move: throw the ball from standing position, wait for the ball in the kneeling position, and block the ball in the lying position. Pairs can then join to play 2-on-2 games.

### NOTES:

Find more information about goalball at the United States Association of Blind Athletes website:

[usaba.org/sports/goalball](http://usaba.org/sports/goalball)

and the Canadian Blind Sports website:

[canadianblindsports.ca/goalball/about-the-game](http://canadianblindsports.ca/goalball/about-the-game)

Find more information about sitting volleyball on Disabled Sports USA's website:

[disabledsportsusa.org/sport/volleyball](http://disabledsportsusa.org/sport/volleyball)



## NOTES:

- **Sitting volleyball:** The goal of sitting volleyball is the same as standing volleyball: Hit the ball over the net and land it in the opposing team's half of the court. Teams have up to three contacts with the ball before it must go over the net. The only difference is that players must sit on their bottoms. A standard net is about 3 feet high. For a lower net, consider using a rope strung between two chairs, or even a line on the ground.
- 3. Remix classic games and activities.** These remixed classics are great ways to refresh the games youth love, while introducing new challenges and skill-building opportunities.
- **Blob tag:** Ask two youth to be "it." They link elbows and become The Blob. When the game starts, The Blob tries to tag others in the group. When someone is tagged, they link elbows with The Blob and continue to try tagging others in the group. When a fourth player is tagged, The Blob splits into two separate blobs of two, who each continue to try tagging others. The game ends when only two players remain untagged. They become The Blob at the start of the next round. This activity has been adapted from Playworks. Find more information by following this link: [playworks.org/game-library/blob-tag](https://playworks.org/game-library/blob-tag)
  - **Zigzag kickball:** Place a home plate down on one end of a playing area. Place four to 10 additional bases in a zigzag line, with about 10 yards between each. Place a second home plate at the end of the line of bases. (For example: In a standard gym, there will be one home plate on the end line under each basketball hoop). The game is played like standard kickball – after kicking, the player runs to the first base and players continue moving down the bases as their teammates kick. A run is scored when a player moves down the bases and touches the final plate. When a player scores, they walk around the field to get in line to kick again.
  - **Circle dodgeball:** Use chalk or tape to mark a large circle, and evenly space X's around the outside of the circle. Have youth stand on the X's outside the circle, attempting to hit those inside the circle from the waist down with the ball. When a participant in the center of the circle is hit, they must trade places with the player who rolled or threw the ball. Players outside the circle must stay on their X's, and only hit inside players from the waist down. If players outside the circle cannot hit anyone inside after two minutes, then a new round starts. In that round, players are mixed into new positions, either inside or outside the circle. This activity has been adapted from Playworks. Find more information here: [playworks.org/game-library/circle-dodgeball](https://playworks.org/game-library/circle-dodgeball)
  - **Tic-tac-toe toss:** Create a tic-tac-toe square on the ground using tape or chalk. Split your group into two teams, assign each team a color, and give each five flying discs or beanbags in their team's color. Have a person from each group individually run to a designated line and throw the object to the tic-tac-toe square. The first team to get three of their discs or beanbags in a row wins.

- 4. Feature tournament formats.** Using tournaments within your programming helps keep youth engaged in friendly competition. It is an easy way to give recognition to youth and teams. There are many different types of tournament formats, each with pros and cons. Be sure to change the format type and give youth leadership roles to help run the tournaments. See the example tournament styles below.



### 8 Team Round Robin Tournament

In a round-robin tournament, all teams play against each other. This guarantees all teams will play the same number of games.

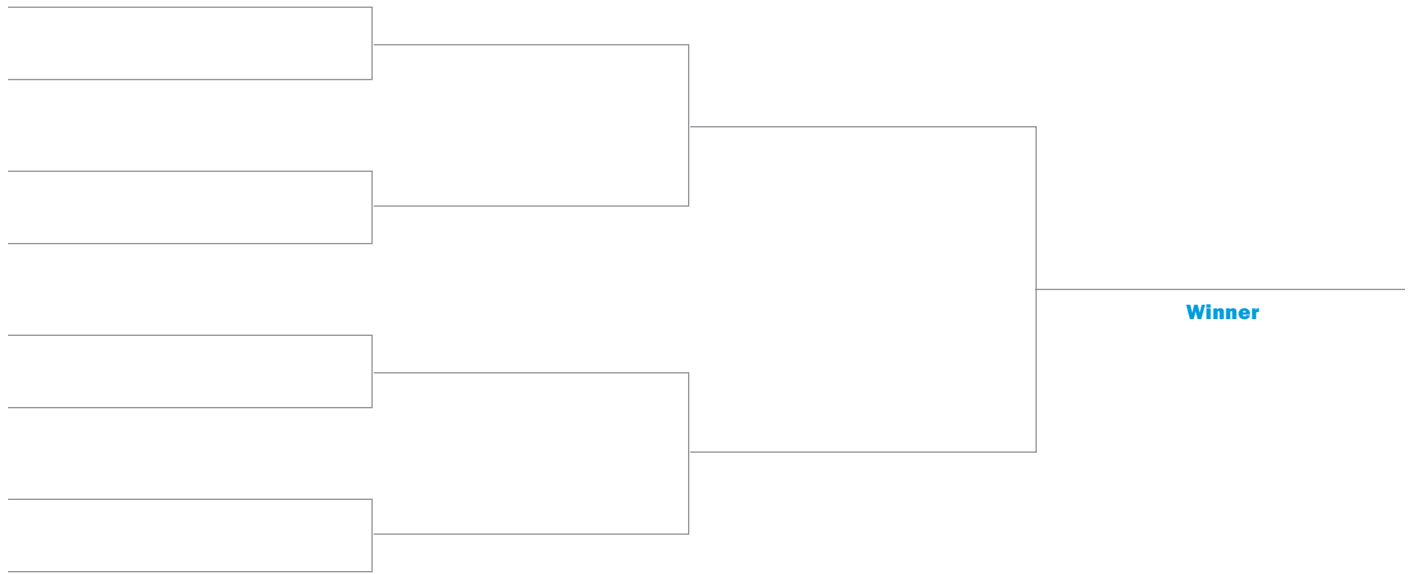
Team	Wins	Losses
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

DO

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
2-on-1	3-on-4	6-on-2	7-on-5	1-on-3	4-on-5	7-on-3
3-on-8	1-on-7	7-on-8	8-on-4	4-on-2	8-on-1	8-on-2
4-on-7	8-on-6	4-on-1	2-on-3	5-on-8	2-on-7	1-on-5
5-on-6	2-on-5	5-on-3	6-on-1	6-on-7	3-on-6	6-on-4

## 8 Team Single Elimination Tournament

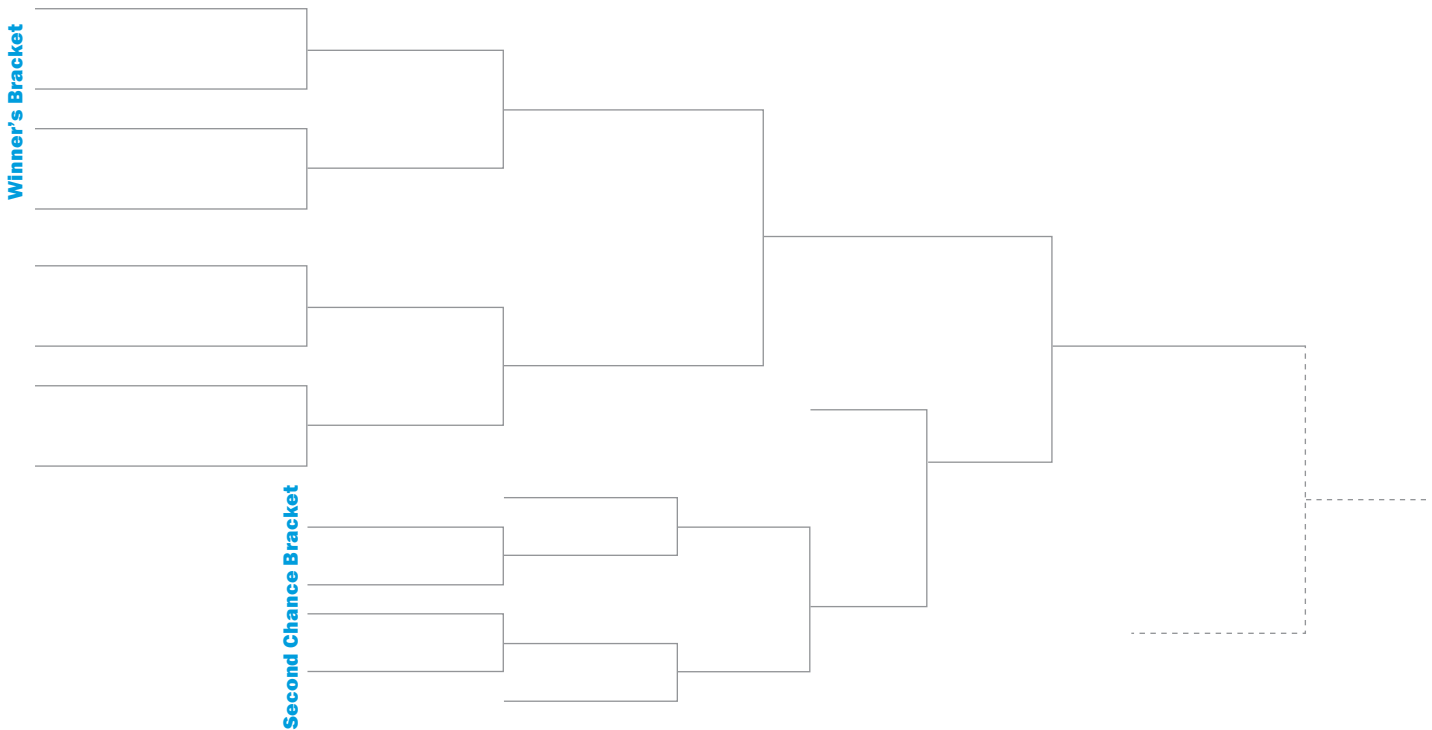
This format is the easiest to understand and conduct, though players are only assured of one match. If only seven teams play, one team would get a bye the first round.



DO

## 8 Team Double Elimination Tournament

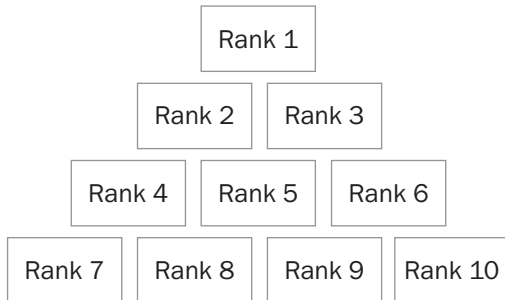
This format allows every participant to play at least two matches and allows players a second chance.



## Pyramid and Ladder Tournament

Start by assigning every team (or individual) a ranking. You may assign these by random draw. The concept is that lower-ranked teams challenge equal or higher-ranked teams. As teams defeat other teams, they move up the bracket. The goal is to be in the first position when the tournament ends, at a predetermined time and date. This permits continuous competition without eliminating players/teams.

### Pyramid Tournament Bracket



### Ladder Tournament Bracket

Rank 1
Rank 2
Rank 3
Rank 4
Rank 5
Rank 6
Rank 7
Rank 8

## Multi-Event Meet Planning Tool

Perfect for individual activities, a multi-event meet has stations for different events and challenges. Youth can either self-select which stations to go to, choose which order to complete the stations, or decide to participate in some events while passing on others.

Event Name	Materials Needed	Space	Scoring
Playground Ninja Course	Stopwatch, cones, other course equipment (e.g., hurdles, tunnels)	Field	Time to complete course, or obstacles successfully completed
100-Meter Sprint	Stopwatch, long measuring tape	Sideline of outdoor field	Time
Jump Rope Challenge	Jump ropes, counters	Playground	Number of consecutive jumps in one minute

- 5. Provide guidelines for youth roles.** Even when youth assume such roles, the Rule of Three must be followed. Ensure, for example, your equipment manager never goes to the locker room or equipment closet with fewer than two other people present. Use the table below to get started.

### Table of Youth Roles

Role	Description	Responsibilities
Referee/Official	Makes sure all youth play within the game rules in the fairest way possible	<ul style="list-style-type: none"> <li>• Know the rules of the game.</li> <li>• Be fair to both teams.</li> <li>• Stay focused on the game.</li> <li>• Explain calls clearly to the players.</li> <li>• Be honest – If you are not sure what to do, use a do-over or rock, paper, scissors.</li> </ul>
Coach/Team Manager	Organizes groups/teams to help everyone do their best and have fun	<ul style="list-style-type: none"> <li>• Assist staff in leading group activities.</li> <li>• Make sure all participants are involved.</li> <li>• Encourage all participants.</li> </ul>
Scorekeeper	Records the game results accurately	<ul style="list-style-type: none"> <li>• Prepare and use the correct score sheet: Fill in the date, team and all players' names.</li> <li>• Stay focused on the game. Avoid distractions.</li> <li>• Keep an accurate record of scoring during each teams' games.</li> <li>• Tally up all results immediately at the end of each game.</li> </ul>
Timekeeper	Manages the game by keeping track of the time and any time-outs	<ul style="list-style-type: none"> <li>• Signal the start of the game or match and start the clock.</li> <li>• Keep track of time-outs.</li> <li>• Signal the end of game halves and stop the clock.</li> <li>• Stop the game clock to mark the end of a game or match.</li> <li>• Start and stop the game clock at any time when directed to do so by a staff member.</li> </ul>
Equipment Manager	Checks out, sets up and returns all equipment	<ul style="list-style-type: none"> <li>• Prepare and set up all equipment at the beginning and end of games and activities.</li> <li>• Keep track of all equipment.</li> <li>• Reset equipment when it is out of place.</li> </ul>

Help youth learn to use their skills in different ways, and provide meaningful leadership roles by asking the following questions.

- What do you want to learn how to do?
- What game/sport/activity do you want to learn more about?
- What game/sport/activity do you know a lot about?
- What leadership roles would you like to take?
- What sport or game would you love to teach





# ASSESS

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## Assessment Tools

# Club or Program Director Self-Assessment

This assessment tool will help you reflect on how well each Fundamental worked in your Club or Youth Center. As you observe your staff implementing the Fundamentals, think about the following questions.

- What successes or challenges did you encounter when implementing the Fundamental at your Club or Youth Center?
- Did youth learn what they were supposed to learn? Did they build the intended skills?
- Did youth meaningfully participate and have fun?

This Assessment can help you identify what adjustments need to be made, as well as any coaching or training you may need to provide your staff in order to make improvements.

RATING SCALE:

- 1 We need to try a new strategy.
- 3 With some tweaks it could work.
- 5 It was awesome!

# Club or Program Director Assessment Tool

Use this tool to observe staff and reflect weekly on the effective use of each Gym and Field Fundamental.

Fundamental	Rating			Notes
<b>Create a Physically and Emotionally Safe Environment</b>	1	3	5	
Performed a safety check.				
Posted the rules and expectations.				
<b>Offer Developmentally Appropriate Choices</b>				
Offered developmentally appropriate game choices.				
Offered choice-based activities.				
<b>Develop a Consistent Routine</b>				
Activity options were planned in advance and posted for all to see.				
Maintained appropriate staff-to-youth ratios.				
<b>Manage Equipment and Space</b>				
Equipment was organized.				
Sufficient equipment was available for all planned activities.				
<b>Keep It Fresh</b>				
Provided youth roles for activities.				
Planned a new game or activity.				

One thing that worked really well today: \_\_\_\_\_

Why do you think that is? \_\_\_\_\_

How should the youth development professional use this in the future? \_\_\_\_\_

One thing that did not go well today: \_\_\_\_\_

Why do you think that is? \_\_\_\_\_

What should the youth development professional do differently next time? \_\_\_\_\_



# Youth Development Professional Self-Assessment

## For the Club or Program Director

Once you have observed your youth development professionals implementing the Fundamentals, use the following methods to help them make changes for improvement.

- **Reflection:** Lead your team in a reflection process to identify what they learned, things they need to keep doing, things they need to tweak and make changes, or things they need to discard. A reflection template and sample reflection questions can be found here: [cqitoolkit.org/reflect](https://cqitoolkit.org/reflect)
- **Pulse Checks:** A way of collecting just-in-time data (via survey, poll or focus group) to gain insight into youths' experiences. Use Pulse Checks to learn about the impact of the Fundamentals in your Club. A guide to conducting Pulse Checks can be found here: [BGCA.net/Operations/DCM/EffectiveDataUse/Pulse%20Checks%20-%20Narrative.pdf](https://BGCA.net/Operations/DCM/EffectiveDataUse/Pulse%20Checks%20-%20Narrative.pdf)
- **Training for Youth Development Professionals:** Use this time to identify any further training your team may need. A calendar of trainings for youth development professionals offered by BGCA can be found here: [BGCA.net/Programs/Pages/YDC.aspx](https://BGCA.net/Programs/Pages/YDC.aspx)
- **Continuous Quality Improvement Toolkit:** The Continuous Quality Improvement (CQI) toolkit has tips, tools, and templates to help you lead your team in assessing implementation practices and making plans for improvement. The CQI toolkit can be found here: [cqitoolkit.org](https://cqitoolkit.org)

## For the Youth Development Professional

Seeking to improve quality is part of striving to create the best possible Outcome-Driven Club Experience. The Program Basics BLUEprint ([BGCA.net/Programs/ProgramDocuments/FINAL%20Program%20Basics-BLUEprint-WEB.pdf](https://BGCA.net/Programs/ProgramDocuments/FINAL%20Program%20Basics-BLUEprint-WEB.pdf)) describes continuous quality improvement as a way of thinking and learning. It is a cyclical, ongoing process with three phases: Assess, Plan and Improve. CQI is about fostering a culture of learning, with the belief that we can always do better.

The Self-Assessment Tool will help you reflect on how well each Fundamental worked in your Club or Youth Center. As you complete your assessment, keep the following questions in mind.

- What successes or challenges did you have implementing the Fundamental?
- Did youth learn what they were supposed to learn?
- Did youth have fun?

Your Assessment can help you make adjustments based on what you learned and try new strategies in order to make improvements. Once you have made adjustments, you can use the Assessment again to understand how effective your changes were. Continue to use the Assessment to reflect and make changes as needed.

# Youth Development Professional Self-Assessment Tool

**RATING SCALE:**

- 1** We need to try a new strategy.
- 3** With some tweaks it could work.
- 5** It was awesome!

Use this tool to reflect daily or weekly on your effective use of each Fundamental.

Fundamental	Rating			Notes
<b>Create a Physically and Emotionally Safe Environment</b>	<b>1</b>	<b>3</b>	<b>5</b>	
I modeled safe behaviors.				
I engaged disengaged youth.				
<b>Offer Developmentally Appropriate Choices</b>				
I used DDADA when leading activities.				
I kept lines short.				
<b>Develop a Consistent Routine</b>				
I maintained a flow of routine for the day.				
I provided recognition to youth.				
<b>Manage Equipment and Space</b>				
Enough space was available for all youth to be active.				
I provided enough equipment to keep all youth engaged at least 50% of the time.				
<b>Keep It Fresh</b>				
I offered leadership roles to youth.				
Youth responded well to the new game or activity.				

**ASSESS**

One thing that worked really well today: \_\_\_\_\_

Why do you think that is? \_\_\_\_\_

How will you use this in the future? \_\_\_\_\_

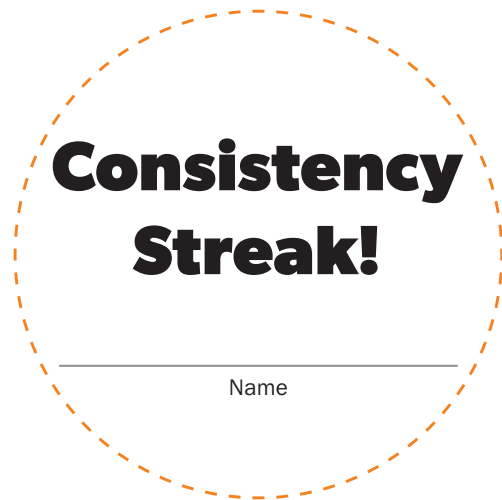
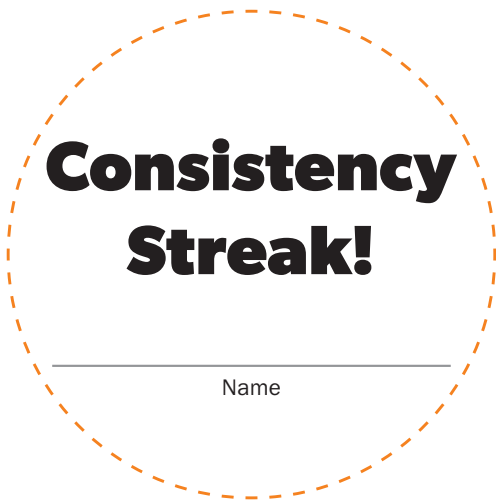
One thing that did not go well today: \_\_\_\_\_

Why do you think that is? \_\_\_\_\_

What will you do differently next time? \_\_\_\_\_

# Resources

## Recognition Templates



## Recognition Templates

### Most Improved Player

\_\_\_\_\_

Name



\_\_\_\_\_

Date

\_\_\_\_\_

Signature

### Most Strategic Player

\_\_\_\_\_

Name



\_\_\_\_\_

Date

\_\_\_\_\_

Signature

## Recognition Templates

### Love of the Game Award

\_\_\_\_\_  
Name



**BOYS & GIRLS CLUBS  
OF AMERICA**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

### Most Encouraging Teammate

\_\_\_\_\_  
Name



**BOYS & GIRLS CLUBS  
OF AMERICA**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



## Youth Development Resources

### The Program Basics BLUEprint and Playbooks

[BGCA.net/Programs/ProgramDocuments/FINAL%20Program%20Basics-BLUEPrint-WEB.pdf](https://www.bgca.net/Programs/ProgramDocuments/FINAL%20Program%20Basics-BLUEPrint-WEB.pdf)

### The Continuous Quality Improvement Tool-Kit

[cqitoolkit.org](https://www.cqitoolkit.org)

### ClubX Blog and YDToolbox Mobile App

[ClubExperience.blog/ydtoolbox](https://www.ClubExperience.blog/ydtoolbox)

### David P. Weikart Center for Youth Program Quality Self-Assessment

[cypq.org/content/self-assessment-using-ypqa](https://www.cypq.org/content/self-assessment-using-ypqa)

### David P. Weikart Center for Youth Program Quality External Assessment

[cypq.org/content/external-assessment-using-ypqa](https://www.cypq.org/content/external-assessment-using-ypqa)

### Playworks Game Guide Resources

[playworks.org/resources/playworks-game-guide-2](https://www.playworks.org/resources/playworks-game-guide-2)

## Safety Resources

### Centers for Disease Control and Prevention: Child Safety

[cdc.gov/safechild/index.html](https://www.cdc.gov/safechild/index.html)

### Child Club Safety

[BGCA.net/ChildSafety](https://www.BGCA.net/ChildSafety)

### BGCA Emergency Operations

[BGCA.net/ChildSafety/Pages/Emergency-Operations-Plan.aspx](https://www.BGCA.net/ChildSafety/Pages/Emergency-Operations-Plan.aspx)

### Protective Safety Gear for Sports and Play

[seattlechildrens.org/health-safety/keeping-kids-healthy/prevention/safe-play-gear-sports](https://www.seattlechildrens.org/health-safety/keeping-kids-healthy/prevention/safe-play-gear-sports)

## Grant Opportunity Resources

### Good Sports (Sports Equipment Grant Opportunity)

[goodsports.org](https://www.goodsports.org)

### Girls' Sports Grant Opportunities and Resources

[womenssportsfoundation.org/programs/sports-4-life/sports-4-life-community](https://www.womenssportsfoundation.org/programs/sports-4-life/sports-4-life-community)

## Targeted Program Resources

### Triple Play Daily Challenges Curriculum

[BGCA.net/TriplePlay](https://bgca.net/TriplePlay)

### Jr. NBA Curriculum

[jr.nba.com/jr-nba-instructional-curriculum](https://jr.nba.com/jr-nba-instructional-curriculum)

### U.S. Soccer Foundation Soccer for Success Curriculum

[mobile.ussoccerfoundation.org](https://mobile.ussoccerfoundation.org)

### Women's Sports Foundation Go Girl Go Sports Curriculum

[womenssportsfoundation.org/programs/gogirlgo](https://womenssportsfoundation.org/programs/gogirlgo)

## Sports Resources

### Disabled Sports USA

[disabledsportsusa.org](https://disabledsportsusa.org)

### Jr. NBA Her Time to Play Program

[jr.nba.com/hertimetoplay](https://jr.nba.com/hertimetoplay)

### NFL Flag Football Resources

[nfflag.com/resources](https://nfflag.com/resources)

### USA Baseball Education

[sportdev.org](https://sportdev.org)

### USA Field Hockey

[teamusa.org/USA-Field-Hockey](https://teamusa.org/USA-Field-Hockey)

### U.S. Lacrosse

[uslacrosse.org](https://uslacrosse.org)

### United States Tennis (USTA)

[usta.com/en/home/play/youth-tennis.html](https://usta.com/en/home/play/youth-tennis.html)

### USA Volleyball

[teamusa.org/usa-volleyball/grassroots](https://teamusa.org/usa-volleyball/grassroots)



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