Module 4: Physical

Skill Building Journal

NAVY CYP
Child and Youth Programs

Youth Staff Training Program
Acknowledgments

The Youth Staff Training Program is a series of self-study training modules that form the core of the Navy Foundation Training Program for Program Assistants working with youth in sixth – twelfth grades. The competency-based training modules equip Program Assistants with the skills and knowledge necessary to be successful working with youth and include real-life situations faced by middle school and teen youth every day.

To promote training consistency across Child and Youth Programs (CYP), the module format and selected activities and content are patterned after similar series of training modules developed by Teaching Strategies Inc. used by military School-Age Care (SAC), Child Development Center (CDC), and Child Development Homes (CDH) Programs. We thank Teaching Strategies, Inc. for laying the groundwork and developing a self-study training format that supports Navy staff working across child and youth program areas. We also thank the Council for Professional Recognition whose “Functional Areas” form the basis of the “core competencies” for youth staff.

Many people contributed to the concept, writing, and overall development of this training program. First, we would like to thank M.-A. Lucas, Director of Army Child and Youth Services, who recognized the impact staff have on the lives of military middle-school and teen youth and identified the need for quality training in the youth program. Special thanks to Mary Ellen Pratt, Chief of Army Child Development Programs / CYS Training Programs, Army Youth Modules Project Manager, for her guidance and direction throughout the development of the modules. We also want to recognize Roxanne Spillet, President Boys and Girls Clubs of America (BGCA) and Sarah Berry-Rabun, BGCA Youth Modules Project Manager, for their collaborative support on this project. In addition, we are appreciative of the encouragement and assistance provided by Kevin Montgomery, Chief of Army Youth Programs, for the development of The Youth Staff Training Program.

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This training program will allow staff to expand their knowledge about middle school and teen youth and their interests, challenges and overall development. Through the completion of the modules, staff will also have the opportunity to build skills in programming, communicating with youth and helping youth to grow and develop into productive citizens and leaders in their communities.

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1 CHARACTER COUNTS! and the Six Pillars of Character are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics. www.charactercounts.org.
Module Checklist

The chart below has been designed to help you track what you have completed in the module. As you complete each assessment or worksheet, check the appropriate box to indicate you have finished that portion of the module. When you have completed all sections, let your trainer know you are ready to schedule your knowledge and competency assessment.

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<tr>
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<th>Activity Completed</th>
<th>Discussed Activity with Trainer</th>
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<td>Activity B: Helping Youth</td>
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<td>Develop a Positive Self-Concept</td>
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<td>Through Physical Skills Development</td>
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<td>Activity C: Reaching All Youth</td>
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<td>Activity D: Getting Started:</td>
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<td>Implementing Sports and Fitness</td>
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<td>Summarizing Your Progress</td>
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<td>Schedule Knowledge and</td>
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<td>Competency Assessment</td>
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Skill Building Journal

Section 4.1

Table of Contents

Welcome to Module 4: Physical Skill Building Journal. This journal contains the pre-training assessment and worksheets referenced in your Content Guide. The outline below provides a list of the worksheets you will be completing as you work through this module. Also note that there are some answer sheets that will help you as you move through the module. You will begin this module in the Content Guide and return to this journal as directed.

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<th>Assessments and Worksheets</th>
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</tr>
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<td>Self-Reflection</td>
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<tr>
<td>4.2 Pre-Training Assessment</td>
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<td>4.3 Learning Activities</td>
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<td>4.4 Answer Sheets</td>
<td>Take a Closer Look – Examples 1, 2, and 3</td>
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Example 1 – Using knowledge of stages of adolescent physical development to encourage and reinforce physical fitness through appropriate environment, activities and interactions.

- **Answer** the following questions about Example 1 from the Content Guide.
- **Compare** your answers to those on the Answer Sheet provided in section 4.4 of this journal.
- **Share and get feedback** on your responses from your trainer.

1. How did the youth create and organize the obstacle course?

2. How did the group make sure the obstacle course was a safe?

3. Why was competition not emphasized in this event?

What’s next?

Return to the Content Guide and continue with Example 2 in Take a Closer Look.
Example 2 – Preventing potential problem behaviors in early and late physically maturing youth due to size and strength discrepancies.

- **Answer** the following questions about Example 2 from the Content Guide.
- **Compare** your answers to those on the Answer Sheet provided in section 4.4 of this journal.
- **Share and get feedback** on your responses from your trainer.

1. Why did Kayla want to talk to Mr. Dale?

2. What did she learn about steroids and how it could affect a person’s health?

3. What advice did Mr. Dale give Kayla?

Return to the **Content Guide** and continue with Example 3 in Take a Closer Look.
Example 3 – Reinforcing recreational sports and fitness education and providing growth opportunities for youth.

- **Answer** the following questions about Example 3 from the Content Guide.
- **Compare** your answers to those on the Answer Sheet provided in section 4.4 of this journal.
- **Share and get feedback** on your responses from your trainer.

1. How did Ms. Celia promote positive sportsmanship through the 3-on-3 tournaments?

2. How did she reinforce the rules to the 3-on-3 tournament?

3. What type of leadership opportunity did she give the youth?

4. How did she encourage them to take breaks during the tournament?

**What’s next?**

Return to the *Content Guide* and continue with Self-Reflection in Section 4.1.
**Your Physical Fitness as a Youth**

- **Think** about your youth and the kinds of sports and physical activities you enjoyed.
- **Reflect on and answer** the questions that follow in this section.
- **Share and discuss** your responses with your trainer.

What kinds of teams were you on as a youth?

What kinds of physical fitness activities did you participate in when you were an adolescent?

What made the activity fun or not?

What made you want to participate or not?
What kind of skills did you build by participating in physical fitness, individual and team sports?

How can the skills you developed help you in your role as a Program Assistant?

Return to the Content Guide and read about the Pre-Training Assessment in Section 4.2.
Read the Pre-Training Assessment that follows and record whether you do these things regularly, sometimes, or not enough by checking the appropriate box.

Review your answers.

List three to five skills you would like to improve or topics you would like to learn more about. When you finish this module, you can list examples of your new or improved knowledge and skills.

Share and discuss your responses with your trainer.

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<tr>
<th>I Do This</th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Not Enough</th>
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Use knowledge of stages of adolescent physical development to encourage and reinforce physical fitness through appropriate environment, activities and interactions.

1. Create a safe and fun environment by planning activities that meet a variety of youth skill levels.
2. Provide oversight of the physical activities area so that participants are playing in a safe, nurturing and user-friendly environment.
3. Set aside space and time each day for youth to engage in physical activity.
4. Offer guidance, assistance and encouragement to youth as they are learning new skills.
5. Observe and recognize individual physical ability, interests and needs.
6. Encourage youth to create and organize their own games.
7. Provide a variety of materials and activities to challenge a wide-range of physical capabilities.
8. Encourage participation in both competitive and cooperative physical activities.
9. Answer youth’s questions about the physical changes they are experiencing.
# SECTION 4.2

## Physical

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<th>I Do This</th>
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<th>Sometimes</th>
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### Prevent potential problem behaviors in early and late physically maturing youth due to size and strength discrepancies.

10. Encourage participation in non-competitive sports and physical activities or in activities that are not dependent upon size or strength for success.  

11. Observe youth's eating habits and am alert to physical and emotional changes presented by youth.  

12. Pay attention to youth's comments about body image and if appropriate, initiate discussion.  

13. Provide individual guidance in fitness and motor skill development as needed.  

14. Avoid making comments about youth’s sizes and shapes (i.e. am supportive of youth who may experience more clumsiness due to growth spurts.)  

15. Encourage youth to keep track of their own progress rather than comparing themselves to each other.  

### Reinforce recreational sports and fitness education and provide growth opportunities for youth.

16. Lead by example, demonstrating fair play and sportsmanship.  

17. Encourage and model positive team sportsmanship in physical competition.  

18. Maintain competition at a level of “FUN” and with respect to both genders.  

19. Provide activities, games, materials and equipment for multiple skill levels. Introduce youth to a variety of exercises/activities that develop different parts of their bodies and help maintain physical fitness.  

20. Encourage youth to experience a variety of sports and fitness activities to determine their personal preferences for lifelong recreation and to build self-esteem.  

21. Rotate leadership positions (e.g. team captain) in games and activities among youth.
### Pre-Training Assessment

#### SECTION 4.2

<table>
<thead>
<tr>
<th>I Do This</th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Not Enough</th>
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<tbody>
<tr>
<td>22. Demonstrate how to break down a new complex skill (e.g. shooting a basketball free-throw) into its component parts so the new skill can be taught to youth.</td>
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<td>23. Encourage youth to take a break from vigorous activity, drink plenty of water to prevent dehydration and eat nutritional food available at the Youth Center.</td>
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<tr>
<td>24. Post rules in a visible area and reinforce program/facility rules when necessary.</td>
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<td>25. Assist with the posting of schedules for each major sport.</td>
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<tr>
<td>26. Balance the types of physical activities being offered (e.g., highly organized activities, less organized activities and free play.)</td>
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<tr>
<td>27. Utilize resource material to increase knowledge and teach rules of sports/physical activity.</td>
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</tbody>
</table>
Review your responses. List three to five skills you would like to improve or topics you would like to learn more about. When you finish this module, you can list examples of your new or improved knowledge and skills.

1. 

2. 

3. 

4. 

5. 

Congratulations, you are ready to begin the learning activity section for this module. Return to the Content Guide and continue with Learning Activity A in Section 4.3.
Learning Activity A
Using Your Knowledge of Youth Developmental Stages to Encourage Physical Fitness

SECTION 4.3

Observing Youth in Physical Activity

- **Choose** a time when youth are involved in a physical fitness activity or game. Observe two or three youth in each of the three different age groups, 11-12, 13-15 and 16-18.

- **Through** your observation, identify the physical skills needed for the activity or game. Also identify any difficulties the youth experienced.

- **Using** the worksheets that follow, answer the questions based on your observation of a sports activity or game for each age group.

- **Share and discuss** your responses with your trainer.
Observation: 11-12 Year Olds

What is the physical activity or game they are involved in?

What attracted them to this activity? Why are they interested?

What kinds of physical skills do they need to have to be successful in this activity?
Learning Activity A
Using Your Knowledge of Youth Developmental Stages to Encourage Physical Fitness

What physical skills do they have difficulty with?

What other activities or games would be appropriate for these youth? Why?
Learning Activity A
Using Your Knowledge of Youth Developmental Stages to Encourage Physical Fitness

SECTION 4.3

Observation: 13-15 Year Olds

What is the physical activity or game they are involved in?

What attracted them to this activity? Why are they interested?

What kinds of physical skills do they need to have to be successful in this activity?
Learning Activity A
Using Your Knowledge of Youth Developmental Stages to Encourage Physical Fitness

SECTION 4.3

What physical skills do they have difficulty with?

What other activities or games would be appropriate for these youth? Why?
Learning Activity A
Using Your Knowledge of Youth Developmental Stages to Encourage Physical Fitness

SECTION 4.3

Observation: 16-18 Year Olds

What is the physical activity or game they are involved in?

What attracted them to this activity? Why are they interested?

What kinds of physical skills do they need to have to be successful in this activity?
Learning Activity A
Using Your Knowledge of Youth Developmental Stages to Encourage Physical Fitness

SECTION 4.3

What physical skills do they have difficulty with?

What other activities or games would be appropriate for these youth? Why?

What's next?
Return to the Content Guide and continue with Activity B in Section 4.3.
Learning Activity B
Helping Youth Develop a Positive Self-Concept Through Physical Skills Development

Encouraging Participation

- **Answer** the questions that follow. Discuss ways to encourage and positively reinforce youth participation in physical activities.

- **Share and discuss** your responses with your trainer.

What are some ways you can encourage youth participation in physical activities so that they’ll feel good about themselves?

Some youth are not confident in their skills. What are some ways that you can encourage youth to participate in physical activities?
How would you handle a situation where one youth was making fun of another’s physical abilities?

Reflect on your own experiences. Describe a situation where you felt that you had mastered a physical challenge. How can you help youth feel the same sense of accomplishment?
Learning Activity B
Helping Youth Develop a Positive Self-Concept Through Physical Skills Development

SECTION 4.3

Playing a Game

- Select a cooperative game from the list below.
- Introduce and explain the game to a group of youth in your program.
- Observe them play the game and write down what happened on the worksheet provided.
- Share and discuss your responses with your trainer.

All-On-One-Side Volleyball
This version of volleyball is played with all players (4-5 youth) on one side using a balloon or beach ball instead of a volleyball. A player volleys the ball to a teammate, and then goes under the net to the other side. The next player does the same thing. The last player to touch the balloon or ball taps it over the net and then scoots under. The object is to get all the players on the other side as many times as possible during the game.

Softball
This version of softball is played by pitching to one’s own team, allowing unlimited pitches in which to hit the ball, and allowing every other batter to have a turn at bat every inning. This makes the game interesting for all players and ensures every player will get a hit.

Basketball
This version of basketball is played with no foul shots and requiring the ball to be passed and touched by all team members before shooting. By eliminating foul shots the game will be played much faster and more active. Having all players touch the ball encourages teamwork and cooperation.

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1 Material in this section adapted from Module 3: Physical, The School Age Staff Training Program, developed for Department of the Army by Teaching Strategies Inc., 1994.
Cooperative Game Observation

Game: ____________________________________________________________

Date: ___________________ Age Group: ______________________________

Setting:

How did you introduce and explain the game?

What did the youth do?
Cooperative Game Observation, continued

How did this game encourage self-confidence?

Would you play this same game again? What changes would you make?

What’s next?

Return to the Content Guide and continue with Activity C in Section 4.3.
**Individual Sports and Fitness Activities**

- **Select** two or three youth in each of the three different age groups, 11-12, 13-15 and 16-18, who are not usually involved in sports and fitness activities in the Youth Center.

- **Ask** youth to complete the worksheets and conduct a survey. Make copies of the worksheets and survey as needed for this activity.

- **Complete** the planning worksheet. Take survey results and select the popular choices for each age group. Make a copy of this worksheet for each age group surveyed.

- **Share and discuss** your responses with your trainer.
### Individual Sports and Fitness Activities Worksheet

**Youth name:**

**Age group:**
- ☐ 11-12  
- ☐ 13-15  
- ☐ 16-18

1. Talk with your parents and find out about the individual sports and fitness activities they enjoyed when they were your age. List them below.

2. Ask Youth Center staff what kinds of individual sports and fitness activities they enjoyed as a youth. List them below.
Individual Sports and Fitness Activities Worksheet, continued

3. Using the Internet or other resources, identify any other individual sports and fitness activities you might enjoy.

4. Select five activities for your youth interest survey. List them below as well as on the survey.

5. Conduct a survey to find out what kinds of sports and fitness activities other youth your age might be interested in trying. Use the survey worksheet on the following page.
## Youth Interest Survey

### Youth name:

**Age group:**  
- ☐ 11-12  
- ☐ 13-15  
- ☐ 16-18

Talk to youth in your age group to find out the kinds of sports and fitness activities they would like to try. Keep track of which activity is most popular.

<table>
<thead>
<tr>
<th>Individual sport or activity</th>
<th>Number of youth wanting to try the activity</th>
<th>Number of youth not interested</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
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</table>

Most popular activity chosen from my survey: _______________________________________________
Learning Activity C
Reaching All Youth

Youth Interest Survey Results

Age group: 11-12  13-15  16-18

Choose the most popular activity that youth indicated they would like to try.

Activity: ____________________________________________________________

1. How would you introduce the activity in the Youth Center in a non-threatening way?

2. What kind of physical skills do youth need to be successful in the activity?
Youth Interest Survey Results, continued

3. How will they be introduced to the skills?

4. How will you market the activity to attract the targeted group of youth?

What’s next? Return to the Content Guide and continue with Activity D in Section 4.3.
Learning Activity D
Getting Started: Implementing Sports and Fitness Activities

SECTION 4.3

Involving Youth in Planning Sports and Fitness Activities

- Post a challenge to the youth in your Center to invent a new game.
- Work with the youth to help them acquire basic equipment, space and develop a few rules.
- Play the game with the youth, letting them teach it to others.
- Share and discuss your responses with your trainer.

What type of sport/game did the youth design?

What types of physical skills were involved?

Where all types/skill level of youths involved?
General observations:

What’s next?

Return to the Content Guide and continue with Summarizing Your Progress in Section 4.3.
Summarizing Your Progress

SECTION 4.3

- Review your responses to the Pre-Training Assessment in Section 4.2 in this journal.
- Summarize in the space below what you learned and list the skills you developed or improved.
- Share and discuss your responses with your trainer.

New Information

New and Improved Skills

What’s next?

Congratulations, you have completed Module 4. Let your trainer know you are ready to schedule your knowledge and competency assessments.
**Example 1**

Using knowledge of stages of adolescent physical development to encourage and reinforce physical fitness through appropriate environment, activities and interactions.

1. How did the youth create and organize the obstacle course?
   a. Youth were surveyed for feedback and their ideas were incorporated into the event.
   b. They set up the course themselves.
   c. They created new stations.
   d. They modified the stations so that they were appropriate for all age levels and physical abilities.

2. How did the group make sure the obstacle course was safe?
   a. They developed a checklist to remind them of what to have in place to make each station safe.
   b. They tested the course themselves.
   c. They had assigned safety guards at each obstacle course station.

3. Why was competition not emphasized in this event?
   a. They wanted to get all youth to participate regardless of skill and physical ability.
   b. They wanted youth to have the opportunity to participate in a physical activity that perhaps they would not normally try.
   c. Rather than have a competition, the group wanted everyone to have fun and be safe!

**Example 2**

Prevent potential problem behaviors in early and late physically maturing youth due to size and strength discrepancies.

1. Why did Kayla want to talk to Mr. Dale?
   a. Because she was concerned that some of her friends might take steroids.
   b. She wanted to understand the negative impact of steroid usage.

2. What did she learn about steroids and how it could affect a person’s health?
   a. She learned that steroids could cause depression.
   b. She learned that steroids could cause yellowing of the eyes and skin.
   c. She learned that steroids have very serious side effects like gallstones, high blood pressure and kidney disease.

3. What advise did Mr. Dale give Kayla?
   a. He gave her an informational brochure and other resources.
   b. He talked to her about how teens development at different times.
**Example 3**

Reinforce recreational sports and fitness education and provide growth opportunities for youth.

1. How did Ms. Celia promote positive sportsmanship through the 3 on 3 tournaments?
   a. She implemented a basketball game that added points for good sportsmanship and took away points for bad sportsmanship.

2. How did she reinforce the rules to the 3-on-3 tournament?
   a. She provided a handout of the rules.
   b. She went over key points prior to the tournament.

3. What type of leadership opportunity did she give the youth?
   a. She rotated youth coordinators for the tournaments so everyone had an opportunity to be in a leadership role.

4. How did she encourage them to take breaks during the tournament?
   a. She stressed the importance of resting in between matches.
   b. She reminded them to drink plenty of water.
Module 4: Physical Skills Building Journal