

Overtime
Athletics
Instructor
Folder

PDC Plan (first 4 classes):

Programming Day Card - 1

Warm Up (5-7min):

Skill/Review (5-7min):

Drill (5-7min):

Games (30-45min):

- 1.
- 2.
- 3.
- 4.
- 5.

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up (5-7min):

Skill/Review (5-7min):

Drill (5-7min):

Games (30-45min):

- 1.
- 2.
- 3.
- 4.
- 5.

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up (5-7min):

Skill/Review (5-7min):

Drill (5-7min):

Games (30-45min):

- 1.
- 2.
- 3.
- 4.
- 5.

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up (5-7min):

Skill/Review (5-7min):

Drill (5-7min):

Games (30-45min):

- 1.
- 2.
- 3.
- 4.
- 5.

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

OTA Staff Log Ins – Instructor Resources and Materials

- You will access staff resources via a link to our Instructor Webpage(s)
- These links can be found at www.otathletics.com
- Scroll down to the TABS at the bottom of the page
- Click Tabs: **The Office will provide you with the PASSWORDS**
 - Employee Resource Section
 - Program Instructor Log In
 - Summer Camp Instructor Log In
 - Curriculum Resources

Located In These Staff Sections:

1. TRAINING MATERIALS

- On-Boarding Documents
- OTA Training Manuals/Handbooks/Presentations
- Exercises and Videos
- New Hire Forum
- Cont. Training Sections

2. OTA PROGRAM DOCUMENTS:

- Equipment and Gear
- Blank Attendance Sheet
- Rules of the Game
- Blank Programming Day Cards
- Class Format and Procedure
- Roster – Attendance – Dismissal
- Head Counts and Water Breaks
- Discipline Procedure
- Concussion Protocol
- Reporting Abuse Procedure
- OTA Incident Report

3. CURRICULUM RESOURCES (*This is a MAJOR resource*)

- Each Program has its own CLICKABLE SECTIONS
- Each Program has FOUR SECTIONS
 - Program Outline and Description (Table of Contents)
 - Skills and Drills
 - Games
 - First 4 PDC's

OTA GEAR:

1. OTA Instructor Uniform

2. Instructor Folder

- Programming Day Card (pocket)
- Blank Attendance Sheet (pocket)
- Contact Information
- OTA Instructor Website
- OTA Equipment and Gear Sheet
- Roster – Attendance – Dismissal
- Rules of the Game
- Head Counts and Breaks
- OTA Discipline Procedure
- Concussion Information
- Employee Reporting Abuse Policy
- First Day OTA Class Procedure
- Emergency Programming Day Card / Universal Games
- Tips and Trivia
- Sample Programming Day Cards
- Incident Reports (pocket)

3. Instructor Bag:

- Whistle
- First Aid Kit
- Ice Packs
- Folder/Pen
- Air Pump/Needle
- Instructor Badge
- OTA Welcome Paddle

4. Instructor Equipment:

- Sports Spectacular Bag:
 1. 5 Soccer Balls
 2. 4 Basketballs
 3. 8 Dodgeballs
 4. 3 Nerf Footballs
 5. 1 Game Footballs
 6. 1 Kickball Ball
 7. 20 Flags
 8. 2 Wiffle Ball Bats
 9. 6 Wiffle Balls
 10. 20 saucer cones
 11. 4 pyramid cones

- Additional Bags issued based on instructor schedule of classes

Roster and Attendance

Overtime Athletics strives for professionalism and organization in every program we offer. Taking attendance at each program is an act of both. Instructors are required to take attendance every class to ensure safety and accountability for the children present. Attendance allows for a safety system with regards to students whereabouts, as well as provides familiarity for Instructors and participants.

Important Facts about Rosters and Attendance

Receiving Rosters: Instructors should be receiving rosters with their OTA Schedules OR Schools will be providing the roster (print-out) for instructors upon arrival. If you do not receive a roster, check with your Program Director.

Printed Rosters: Always have a HARD COPY of the roster. Instructors are to come to each class prepared with a copy of their roster; it shows we are prepared and professional. ***You CAN NOT check off kids with your phone using an electronic spreadsheet/roster unless you are specifically instructed to do so by the school or OTA Management.*** Make sure this hard copy, is legible. You should be able to read the student's full first and last name and emergency contact information (phone numbers).

Class Preparation: Having a roster, allows instructors to plan for their classes. The number of students in the class, what grades the program is for, and names of the students, contact information, and often location of the program can all be found on rosters.

Taking Attendance: When students arrive, book bags and jackets should be neatly lined up against the wall. Attendance helps instructors learn student's names. Instructors can learn a lot about the student's through attendance, such as nicknames, favorite sports, and favorite colors.

Student Accountability: Having a roster and taking attendance allows instructors to account for all of the kids in the program on any given day. Some schools require you to let the coordinator know if at the start of the class anyone is absent. If a child is absent (did not show up), double check everyone who is at the program before giving this name to the coordinator.

Structure and Organization: Attendance sets the tone early about following the rules, structure, and organization. Having proper control and organization while taking attendance gives the PTA coordinator confidence in the instructor(s) ability to run a great program.

Medical Concerns: Rosters can provide important information on medical concerns regarding the student along with other important/confidential information the parent feels is valuable for the instructor to know like emergency contact information or behavioral and dismissal notes.

DISMISSAL

*The dismissal portion of the program is the most IMPORTANT part of the class. It is the process of making sure that the children in our care are properly accounted for and released to the appropriate parent or guardian. Dismissal should be organized, accurate, and perfectly executed EVERY time.

Every school has a different policy for dismissal – some schools will have specific instructions when signing out kids. When a school has an existing policy for dismissal in place, it is your responsibility to become familiar with it and implement it properly every time. If the school does not have a policy in place, OTA requires that you follow our procedures.

THE OTA DISMISSAL SYSTEM

1. At the conclusion of the program gather the students to the center of the programming space
 - Either toes on the line
 - Or sitting in a group
2. One instructor should be stationed at the door with the Roster/Attendance Sheet
3. One instructor should be stationed with the students
4. Instructor will call out children one at a time
 - Child may retrieve their book bag and jacket
 - Parent will SIGN OUT child on roster/attendance sheet
 - Instructor approves signature, confirms “handoff” of child to guardian
5. Repeat process until all students have been dismissed

NOTE: After Care Students:

- Children who go to aftercare should be walked to aftercare by an OTA Instructor.
- The Instructor must make contact with a staff member from Aftercare letting them know who they are dropping off.
- Sign out is required by aftercare staff.

NOTE: Late Pick-Ups:

- Only 1 OTA Instructor is to stay with the student(s)
- 15 minutes after class has been dismissed you can call a late parent
- If you do not have contact information for the parents and the child does not know their contact information call your PD
- You must wait with student until they have been picked up
- Once the late pickup has occurred, notify your PD of the School Name, Child’s Name, and what time you left the school

Overtime Athletics Rules of the Game!

Instructor Guidelines:

**** Must be wearing Overtime Athletics T-shirt!**

**** Must arrive to school 15 minutes before class starts**

****Must notify if running behind schedule**

****Sign in at front office**

Beginning of Class:

- Bring Instructor Folder and Instructor Bag to every class
- Take attendance every day and mark students absent if necessary
- Keep attendance sheet in Instructor Folder

During Class:

- Be aware of everything that is going on around class
- Conduct a head count every 15 minutes
- Give HIGH FIVES!

End of Class:

- Overtime Athletics Instructors may not leave until every student is accounted for
- Instructors may leave if there is a PTA monitor in charge of the student's dismissal
- Consolidate students and follow Overtime Athletics dismissal procedure
- Inventory equipment and make sure the programming space is how you found it or better

Rules:

- There is no talking when a coach is talking
- There is no touching any other person
- There is no touching any equipment without a coach's permission
- There is no leaving the area without a coach's permission
- **Be Nice, Be Kind, OR BE GONE (No Bullying or Teasing)**

HEAD COUNTS

- Following attendance, establish your HEAD COUNT
- Make sure you conduct HEAD COUNTS every 15 minutes (or after each segment)
- Share the number with co-workers to make sure everyone is on the same page

BATHROOM AND WATER BREAKS

(INSIDE AND OUTSIDE PROCEDURES)

- When first working at a school or facility, establish the appropriate water fountain and bathroom for the programming area
- Make sure in announcements to the kids at the start of the class, you identify the ONLY water fountain or bathroom students can use
- When applicable (if there are enough instructors) walk students to bathroom or water fountain
- Make every effort to limit bathroom and water breaks to a specific time during the class for the entire group at once

***If class is inside, and you are not doing a group bathroom/water break, students must go in the buddy system (if there are not enough instructors to walk students)**

***If class is outside, you must walk students inside to bathroom or water fountain. No exceptions.**

- You must provide students with a time limit on water breaks and bathroom breaks
- As soon as the time limit has expired, you must go retrieve the students

OTA Discipline Procedure

- In our classes discipline helps keep class **safe** and **fun** for all students
- It is about teaching kids right from wrong
- Emphasize **RESPECT** (coaches, other kids, equipment)

First Five Minutes

- Set a tone for class
- Go over rules
- Enforce rules if they are being broken
- Consistency and follow through are essential

Tone

- Normally, an OTA coach should have a lighthearted, fun and silly tone
- If enforcing a rule, your tone should be serious, but not yelling
- Stay calm, don't lose your temper

Be Clear

- Clearly state **what rule was broken** or what the child did wrong

3 STRIKES SYSTEM

- There should be a 3 strike process when disciplining kids
- Strike 1 – **(WARNING)** Remind child of what rule they broke
- Strike 2 – **(PENALTY BOX)** Sit child out for a few minutes
- Strike 3 – **(DONE)** They cannot participate for the rest of class, coach must address issue with parent or PTA Coordinator at conclusion of class

The Penalty Box

- If a child breaks a rule, have them sit out on the sideline for a short amount of time (1-2min)
- Use the term 'penalty box' rather than timeout.

Consequences

- Can be effective motivators for good behavior
- Example: **"You can't play in the game if you keep breaking the rules"**

No Physical Punishments

- We are not drill sergeants
- Do not punish a child by making them do pushups, sit ups or any other physical activity
- **No physical contact with the students AT ALL**

Be Consistent

- If you sit one child out for breaking a rule, you must also sit out any other child that breaks the rule

Follow Through

- When the child's timeout is over, ask them if they are ready to follow the rules and rejoin class

Persistent Behavior Issues

- If there is a behavior issue that arises each class, **notify your PD**. The PD will bring the issue to the attention of the PTA and parents.

Emergency Behavior Issue

- If there is an emergency behavior issue (a child is acting in a way that is putting the safety of another child at risk) then find a PTA rep, teacher or administrator to help regain control of the class
- If there is a violent incident (fighting) the child should be immediately removed from the program

The 2 Minute Rule

- Do not take more than 2 minutes to deal with a discipline situation
- Address the issue and then MOVE ON
- Don't dwell or fixate on the problem
- Don't negotiate with children. You are the adult, what you say goes.
- Learn to ignore "unworthy" issues regarding misbehaving participants
 - Often these students are simply looking for attention

Remember

- These discipline suggestions are for extreme or persistent cases
- Our classes are **silly** and **fun**, always keep things upbeat and lighthearted

****Kids are going to test. You will be "reminding" kids to follow directions, stop talking, pay attention, stand in the proper place, put down equipment, keep their hands to themselves, hurry up, slow down, be nice, wait your turn, watch your language, don't cheat, be a good sport, don't be a sore loser, play fair, stay in a straight line, raise your hand, don't call out, etc. This is NOT part of the discipline plan. This is simply the process of being an adult in charge of a group of children. Be sure to recognize the difference.**

HEADS UP CONCUSSION



SIGNS AND SYMPTOMS

Athletes who experience one or more of the signs or symptoms listed below after a bump, blow, or jolt to the head or body may have a concussion.

> SIGNS OBSERVED BY COACHING STAFF

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

> SYMPTOMS REPORTED BY ATHLETE

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

ACTION PLAN

As a coach, if you think an athlete may have a concussion, you should:

1. **Remove the athlete from play.**
2. **Keep an athlete with a possible concussion out of play on the same day of the injury and until cleared by a health care provider.** Do not try to judge the severity of the injury yourself. Only a health care provider should assess an athlete for a possible concussion.
3. **Record and share information about the injury,** such as how it happened and the athlete's symptoms, to help a health care provider assess the athlete.
4. **Inform the athlete's parent(s) or guardian(s)** about the possible concussion and refer them to CDC's website for concussion information.
5. **Ask for written instructions from the athlete's health care provider** about the steps you should take to help the athlete safely return to play. Before returning to play an athlete should:
 - > Be back to doing their regular school activities.
 - > Not have any symptoms from the injury when doing normal activities.
 - > Have the green-light from their health care provider to begin the return to play process.

For more information and to order additional materials **free-of-charge**, visit: www.cdc.gov/HEADSUP.

The information provided in this document or through linkages to other sites is not a substitute for medical or professional care. Questions about diagnosis and treatment for concussion should be directed to a physician or other health care provider.

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.

A Fact Sheet for COACHES

HEADS UP CONCUSSION

One of the main jobs of a youth sports coach is keeping athletes safe. This sheet has information to help you protect athletes from concussion or other serious brain injury, learn how to spot a concussion, and know what to do if a concussion occurs.

WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

HOW CAN I HELP KEEP ATHLETES SAFE?

Sports are a great way for children and teens to stay healthy and can help them do well in school. As a youth sports coach, your actions create the culture for safety and can help lower an athlete's chance of getting a concussion or other serious injury. Aggressive and/or unsportsmanlike behavior among athletes can increase their chances of getting a concussion or other serious injury. Here are some ways you can help keep your athletes safe:

Talk with athletes about the importance of reporting a concussion:

- Talk with athletes about any concerns they might have about reporting their concussion symptoms. Make sure to tell them that safety comes first and you expect them to tell you and their parent(s) if they think they have a concussion.

Create a culture of safety at games and practices:

- Teach athletes ways to lower the chances of getting a concussion.
- Enforce the rules of the sport for fair play, safety, and sportsmanship.
- Ensure athletes avoid unsafe actions such as:
 - › Striking another athlete in the head;
 - › Using their head or helmet to contact another athlete;
 - › Making illegal contacts or checking, tackling, or colliding with an unprotected opponent; and/or
 - › Trying to injure or put another athlete at risk for injury.

[INSERT YOUR LOGO]



- Tell athletes that you expect good sportsmanship at all times, both on and off the playing field.

Keep up-to-date on concussion information:

- Review your state, league, and/or organization's concussion guidelines and protocols.
- Take a training course on concussion. CDC offers concussion training at no cost at www.cdc.gov/HEADSUP.
- Download CDC's HEADS UP app or a list of concussion signs and symptoms that you can keep on hand.

Check out the equipment and sports facilities:

- Make sure all athletes wear a helmet that fits well and is in good condition when appropriate for the sport or activity. There is no "concussion-proof" helmet, so it is important to enforce safety rules that protect athletes from hits to the head and when a helmet falls off during a play.
- Work with the game or event administrator to remove tripping hazards and ensure that equipment, such as goalposts, have padding that is in good condition.

Keep emergency contact information handy:

- Bring emergency contact information for parents and health care providers to each game and practice in case an athlete needs to be taken to an emergency department right away for a concussion or other serious injury.
- If first responders are called to care for an injured athlete, provide them with details about how the injury happened and how the athlete was acting after the injury.

HOW CAN I SPOT A POSSIBLE CONCUSSION?

Athletes who show or report one or more of the signs and symptoms listed below—or simply say they just “don’t feel right” after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

SIGNS OBSERVED BY COACHES OR PARENTS:

- Appears dazed or stunned.
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily.
- Answers questions slowly.
- Loses consciousness (even briefly).
- Shows mood, behavior, or personality changes.
- Can’t recall events prior to or after a hit or fall.

SYMPTOMS REPORTED BY ATHLETES:

- Headache or “pressure” in head.
- Nausea or vomiting.
- Balance problems or dizziness, or double or blurry vision.
- Bothered by light or noise.
- Feeling sluggish, hazy, foggy, or groggy.
- Confusion, or concentration or memory problems.
- Just not “feeling right”, or “feeling down”.

NOTE: Concussion signs and symptoms often show up soon after the injury, but it can be hard to tell how serious the concussion is at first. Some symptoms may not be noticed or may not show up for hours or days.

WHAT ARE SOME MORE SERIOUS DANGER SIGNS TO LOOK FOR?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1 or ensure an athlete is taken to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other.
- Drowsiness or inability to wake up.
- A headache that gets worse and does not go away.
- Slurred speech, weakness, numbness, or decreased coordination.
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching).
- Unusual behavior, increased confusion, restlessness, or agitation.
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously.

CONCUSSIONS AFFECT EACH ATHLETE DIFFERENTLY.

While most athletes with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with an athlete’s parents if you notice their concussion symptoms come back after they return to play.

WHAT SHOULD I DO IF I THINK AN ATHLETE HAS A POSSIBLE CONCUSSION?

As a coach, if you think an athlete may have a concussion, you should:

REMOVE THE ATHLETE FROM PLAY.

When in doubt, sit them out!

KEEP AN ATHLETE WITH A POSSIBLE CONCUSSION OUT OF PLAY ON THE SAME DAY OF THE INJURY AND UNTIL CLEARED BY A HEALTH CARE PROVIDER.

Do not try to judge the severity of the injury yourself. Only a health care provider should assess an athlete for a possible concussion. After you remove an athlete with a possible concussion from practice or play, the decision about return to practice or play is a medical decision that should be made by a health care provider. As a coach, recording the following information can help a health care provider in assessing the athlete after the injury:

- Cause of the injury and force of the hit or blow to the head or body.
- Any loss of consciousness (passed out/knocked out) and if so, for how long.
- Any memory loss right after the injury.
- Any seizures right after the injury.
- Number of previous concussions (if any).

INFORM THE ATHLETE’S PARENT(S) ABOUT THE POSSIBLE CONCUSSION.

Let them know about the possible concussion and give them the HEADS UP fact sheet for parents. This fact sheet can help parents watch the athlete for concussion signs or symptoms that may show up or get worse once the athlete is at home or returns to school.

ASK FOR WRITTEN INSTRUCTIONS FROM THE ATHLETE’S HEALTH CARE PROVIDER ON RETURN TO PLAY.

These instructions should include information about when they can return to play and what steps you should take to help them safely return to play.

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WHY SHOULD I REMOVE AN ATHLETE WITH A POSSIBLE CONCUSSION FROM PLAY?

The brain needs time to heal after a concussion. An athlete who continues to play with concussion has a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious and can affect an athlete for a lifetime. It can even be fatal.

SOME ATHLETES MAY NOT REPORT A CONCUSSION BECAUSE THEY DON'T THINK A CONCUSSION IS SERIOUS.

They may also worry about:

- Losing their position on the team or during the game.
- Jeopardizing their future sports career.
- Looking weak.
- Letting their teammates or the team down.
- What their coach or teammates might think of them.

WHAT STEPS CAN I TAKE TO HELP AN ATHLETE RETURN TO PLAY?

An athlete's return to school and sports should be a gradual process that is approved and carefully managed and monitored by a health care provider. When available, be sure to also work closely with your team's certified athletic trainer.

Below are five gradual steps that you, along with a health care provider, should follow to help safely return an athlete to play. Remember, this is a gradual process. These steps should not be completed in one day, but instead over days, weeks, or months.



BASELINE:

Athlete is back to their regular school activities, is no longer experiencing symptoms from the injury when doing normal activities, and has a green light from their health care provider to begin the return to play process.

An athlete should only move to the next step if they do not have any new symptoms at the current step.

STEP 1:

Begin with light aerobic exercise only to increase an athlete's heart rate. This means about 5 to 10 minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.

STEP 2:

Continue with activities to increase an athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, moderate-intensity weightlifting (less time and/or less weight than a typical routine).

STEP 3:

Add heavy non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, non-contact sport-specific drills (in 3 planes of movement).

STEP 4:

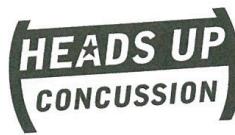
An athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

STEP 5:

An athlete may return to competition.

REMEMBER:

It is important for you and the athlete's parent(s) to watch for concussion symptoms after each day's return to play progression activity. If an athlete's concussion symptoms come back, or he or she gets new symptoms when becoming more active at any step, this is a sign that the athlete is pushing him- or herself too hard. The athlete should stop these activities, and the athlete's health care provider should be contacted. After the okay from the athlete's health care provider, the athlete can begin at the previous step.



[INSERT YOUR LOGO]

Content Source: CDC's HEADS UP campaign. Customizable HEADS UP fact sheets were made possible through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

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TO LEARN MORE GO TO [>> cdc.gov/HEADSUP](http://cdc.gov/HEADSUP)

CHILD PROTECTION

Employee Reporting Abuse Policy:

Counselors, Coaches, Instructors, and Directors will report child abuse or neglect in the following manner:

If you suspect abuse or neglect you have a social responsibility to report it. Employee shall immediately report suspected child abuse or neglect to the local department of social services, or report the suspected incident to a local law enforcement agency. Your CONFIDENTIAL call (report) will not only make sure the child is safe, but also help provide the child's family the services they need to provide a safe, loving and nurturing home.

What are Child Abuse and Neglect?

Child abuse is the mistreatment of a child under the age of 18 by:

- A parent or their romantic partner
- An immediate relative or someone living in their home
- A caretaker such as babysitter or daycare worker
- Any person responsible for the child's welfare, such as health care provide, educator, coach, or youth program volunteer

The mistreatment can either result in injury or put the child at serious risk or injury. Child abuse can be physical (i.e. bruises or broken bones), sexual (i.e. fondling or incest), or mental (emotional injury or psychological illness)

Neglect is the failure of a parent or caretaker to meet "minimal parenting" standards for providing adequate supervision, food, clothing, medical care, shelter or other basic needs

Staff member reporting the incident should be able to provide the following information:

- a. The name and home address of the child and the parent or other individual responsible for the care of the child;
- b. The present location of the child;
- c. The age of the child;
- d. The names and ages of the other children in the home;
- e. The nature and extent of injuries or sexual abuse or neglect of the child, including any information known to the individual making the report of previous possible physical or sexual abuse or neglect;
- f. The information available to the individual reporting:
 - i. Which might aid in establishing the cause of the injury or neglect;
 - ii. About the identity of the individual or individuals responsible for abuse or neglect; and
- g. If reporting abuse or neglect of a child involving mental injury, a description of the substantial impairment of the child's mental or psychological ability to function that was observed and identified, and why it is believed to be attributable to an act of maltreatment or omission of proper care and attention.

FIRST DAY – OTA - CLASS PROCEDURE

Step 1 – Arrive to School on Time

- Wearing Uniform
- In Possession of OTA Equipment/Instructor Bag/Instructor Folder
- Completed Programming Day Card

Step 2 – Check in at School Office 15 Minutes Prior to Class Beginning

Step 3 – Discuss Programming Day Card w/ Teammate

Step 4 – Make Sure Space is Safe

Step 5 – Set up Games, Drills, Stations, Equipment

Step 6 – Welcome Students / Line up Book Bags

Step 7 – Line-Up/Huddle-Up INTRO's

- Introduce Instructors
- Introduce Program
- Introduce Kids (Take Attendance)
- **Head COUNT**

Step 8 – OTA RULES

Trivia Option

Step 9 – Warm-Up

***Don't Forget HIGH FIVES**

Trivia Option

Step 10 – Skill

***Don't Forget Water Breaks**

Trivia Option

Step 11 – Drill

***Don't Forget HIGH FIVES Moment**

- **Head COUNT**

Trivia Option

Step 12 – Games/Scrimmages

***Don't Forget Sportsmanship**

Trivia Option

Step 13 – Close Out

- Line-Up/Huddle Up
- **Head COUNT**
- Themes Talk – Sportsmanship, Fair Play, Health/Nutrition, Give 100%, etc
- Announcements
- Handouts

Step 14 – Dismissal

Step 15 – Clean Up Space

Step 16 – Equipment Inventory

Step 17 – Make Note of What Worked or Didn't Work

Step 18 – If there was a Problem or Injury, Notify OTA Office

Step 19 – Don't Forget to Take Home OTA GEAR (OTA Folder, Instructor Bag)

Step 20 – OUT

FIRST DAY OTA CLASS PROCEDURE = Everyday OTA CLASS PROCEDURE

Universal Games

*Listed below are Universal games that can be played in **any program** either as a Warm-Up or Game. Please review the rules to these games to ensure a solid foundation of learning and understanding the Overtime Athletics Curriculum.*

1. Cool Corner
2. Numbers Game
3. Freeze Tag
4. Capture the Flag
5. Safe Base (Tiger Tag)
6. Clean Up Your Backyard (Battle Balls)
7. Speed Ball
8. Bump & Bite
9. Line Busters
10. Jingle Jangle
11. Points Game
12. Soda Fountain
13. Zig Zag
14. Relay Races
15. Handball
16. Harry Potter
17. Space Invaders
18. Monkey in The Middle
19. 5-4-3-2-1
20. Steal the Bacon

Emergency Programming Day Card

(RAINY DAY OPTIONS)

These are games you can play in a classroom or an alternative space if you are forced out of a gym or off of a playing field. Many of these options can also be used if you are stuck without equipment.

Games

1. Cool Corner
2. Heads Up 7 Up
3. Remote Control
4. Trivia Tic Tac Toe
5. Rock Paper Scissors Tournament
6. Grid Master
7. 20 Questions
8. Speed Ball

Sample Rainy Day Programming Day Card

Warm-up - Cool Corner

Skill - Memory – discuss how you are going to practice them using their brain and memory ability

- Show them that you can go around the room and repeat their names
- Have them each try to do it
- After going through names, have them say their favorite candy, and see if you can go through the line and repeat what they said
- Have them each try to do it
- You can split this up into smaller groups with each instructor

Drill: Spit Back – recalling series of things that you give them

- Write on paper/whiteboard a series of number or letters
- For Example – 1 5 3 8 d 3 r g k o 9
- Cover it up, see if they can recall it verbally or write it down (Repeat, change sequence)
- For Example – Apple, Grape, Pear, etc.
- Repeat with other topics and to test their memory recall

Games: 20 Questions / Limbo Contest / Detective / Koosh Ball / Hide the Button / Quaker Meeting / What Time is it Mr. Fox? / Color Walk / Marco Polo / Hot Potato

Instructor Programming Tips

- Always start classes on time (Even if other instructor has not arrived yet.)
- Let kids say funny things during attendance
- Use '1 Clap, 2 Claps'
- No "free play" during any program
- Circle up after each segment of class to review rules/skills
- Lead Instructor explains rules while Support Instructor sets up games
- At the start and end of each class review skills, rules and sportsmanship themes
- Instructions should always be short and clear
- Always demonstrate how to perform a skill, drill and game
- Let students demonstrate skills if possible
- Limit allowing students to pick games
- Never allow students to pick their own teams
- Let students pick team names
- Use line leaders
- Use substitutions during scrimmage
- Substitutes should be encouraged to cheer for their team
- Give points to teams for cheering
- Require multiple passes between players before taking a shot
- Try to create tie games
- Give High Fives
- Instructors should be a free pass during games
- Use trivia questions
- Always end classes with your best game
- Station an instructor at the exit for dismissal
- Share tips with other instructors
- Find ways to use all the equipment you are issued
- Bring all issued equipment to every program
- Split up large classes and utilize stations
- Review the curriculum regularly
- Greet parents and let them know how well their child has done
- Always notify a parent if their child is hurt in a program
- Use penalty shots/kicks to get nonparticipating students involved
- When instructing drills, mention that the pros practice the same way to improve
- Use going to the water fountain as the first step for a crying child
- Make fun wagers with students
 - Ex. Coach Chris will do 100 push ups if Tommy can make a half court shot

OTA TRIVIA

1. What is the tallest mountain in the world?
2. What color do you get when you mix blue and green?
3. Who discovered electricity?
4. Who is on the one dollar bill?
5. Who is on the five dollar bill?
6. Who is on a penny?
7. Which city is nicknamed the "big apple"?
8. What countries are North and South of the United States?
9. What is the largest ocean in the world?
10. What city is nicknamed the "windy city"?
11. Who is Sponge bob's best friend?
12. Who is Dora the explorer's best friend?
13. Who is the quarterback for the Ravens?
14. What state do we live in? (for young classes of course)
15. Who is Winnie the Pooh's best friend?
16. Who is Spiderman's enemy?
17. What is the name of the chubby mouse with a yellow shirt in Cinderella?
18. In what Disney movie are Wendy, Smee, and Captain Hook characters?
19. What day is December 25?
20. What is in a root beer float?
21. What kind of animal is Bambi?
22. Who is Aladdin's best friend?
23. Name 2 Pokemon characters.
24. Where does Sponge Bob live?
25. Who is the evil character in Harry Potter?
26. Name the "Paw Patrol".
27. What does Bug's Bunny say?
28. Where do the "Wild Thornberries" live?
29. Who is the coyote trying to catch in the Looney Tunes cartoons?
30. What is the fastest land animal?
31. Who is Pinocchio's Dad?
32. What does Cinderella lose?
33. What is Dumbo's special talent?
34. What is Harry Potter's middle name?
35. The password for the Gryffindor House common room?
36. How many seconds are in 1 hour?
37. Who was the 16th president of the United States?
38. What is the Biggest US state?
39. Who are the main characters of the Wizard of Oz?
40. What is Shrek's wife's name? What is the Donkey's name?

PDC Plan (first 4 classes): Basketball

Programming Day Card - 1

Warm Up: Soda Fountain

Skill/Review: Dribbling

Drill: Dribble Stacks

Games:

1. Dribble Scribble
2. Numbers Game
3. Pizza Shootout
4. Merry Go Layups
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Bump and Bite

Skill/Review: Passing

Drill: Passing Stacks

Games:

1. Fireball
2. Dribble Eliminator
3. Hot Shot Shooting
4. Bull in the Ring
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Hand Ball

Skill/Review: Lay-ups

Drill: Layups Stacks

Games:

1. Around the Wheel
2. Knock Out
3. Diamond Lay-ups
4. 2 on 2 Tournaments
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Relay Races

Skill/Review: Shooting and Rebounding

Drill: Shooting Stacks

Games:

1. Speed Ball
2. Soda Fountain
3. Numbers Game
4. 5-4-3-2-1
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Flag Football

Programming Day Card - 1

Warm Up: Capture the Flag

Skill/Review: Running with the ball

Drill: Alleyway Obstacle Course

Games:

1. Offense – Center/QB Exchange
2. Flag Tag
3. 500
4. NFL Ultimate
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Sorcerer's Stone

Skill/Review: Receiving

Drill: Receiver Stacks

Games:

1. Run and Shoot
2. Break Away (Steal the Bacon)
3. Numbers Game – Fumble Recovery
4. Fair Catch
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Jingle Jangle

Skill/Review: Passing

Drill: Passing Stacks

Games:

1. Air Ball
2. QB Challenge
3. Target Practice
4. Red Zone Challenge
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Spud

Skill/Review: Pass Patterns

Drill: Pattern Receiver Stacks

Games:

1. Relay Race
2. Flag Tag
3. Sharks and Minnows
4. Punt Return
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Soccer

Programming Day Card - 1

Warm Up: Clean Up Your Backyard

Skill/Review: Dribbling

Drill: Dribble Stacks

Games:

1. Egg Hunt
2. Yo-yo
3. Battleship
4. Numbers Game
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Safe Base

Skill/Review: Passing

Drill: Passing Stacks

Games:

1. Clean Up Your Backyard
2. Dribble Eliminator
3. Monkey in the Middle
4. Fireball
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Steal the Bacon

Skill/Review: Shooting

Drill: Shooting Stacks

Games:

1. Run and Rip
2. Soda Fountain
3. Around the Wheel
4. 2 on 2 Tournaments
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Capture the Flag

Skill/Review: Trapping

Drill: Partner Trapping

Games:

1. Dribble Maze
2. Shootout
3. Corner Kick Challenge
4. World Cup
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Floor Hockey

Programming Day Card - 1

Warm Up: Pickle

Skill/Review: Stick Handling

Drill: Shadow Simon Says

Games:

1. Clean Up Your Backyard
2. Ice Monster
3. Ground Ball-Hogger
4. Numbers Game
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Numbers Game

Skill/Review: Passing and Receiving

Drill: Dribble Stacks

Games:

1. Red Light, Green Light
2. Monkey in the Middle
3. Around the Wheel
4. Fireball
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Dodgeball

Skill/Review: Shooting

Drill: Shooting Stacks

Games:

1. Soda Fountain
2. Relay Races
3. NHL Shootout
4. World Cup
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Drop-Zone

Skill/Review: Defense

Drill: Shadow Zig Zags

Games:

1. Remote Control
2. One on One
3. Dribble Eliminator
4. Numbers Game
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): LACROSSE

Programming Day Card - 1

Warm Up: Whistle Stop (Red light Green Light)

Skill/Review: Scooping

Drill: Scoop Stacks

Games:

1. Numbers Game
2. Bump and Bite
3. Ground Ball-Hogger
4. Run and Rip
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Dodgeball

Skill/Review: Cradling and Dodging

Drill: Cradling Stacks

Games:

1. Egg Hunt
2. Soda Fountain
3. Relay Races
4. Numbers Game
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Jingle Jangle

Skill/Review: Passing and Throwing

Drill: Throwing Stacks

Games:

1. Clean Up Your Backyard
2. Speed Ball
3. Lax Flag
4. Fireball
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Relay Races

Skill/Review: Shooting

Drill: Shooting Stacks

Games:

1. Monkey in the Middle
2. Run and Rip
3. Ice Monster
4. One on One
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): WIFFLE BALL

Programming Day Card - 1

Warm Up: Kickball

Skill/Review: Throwing and Fielding Groundballs

Drill: The Loop

Games:

1. Ground Ball Eliminator
2. Race Track
3. Numbers Game
4. Down Down Down
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Cool Corner

Skill/Review: Catching and Fielding Fly balls

Drill: Partner Practice

Games:

1. 500
2. Cut off Relay
3. Go Long
4. Squeeze Play
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Flag Tag

Skill/Review: Hitting

Drill: BP Stacks

Games:

1. Home Run Derby
2. Infield/Outfield
3. Around the Corner and for Headed Home
4. Tag-Ball
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Speed Ball

Skill/Review: Base Running

Drill: Running Tree

Games:

1. Big Play
2. Mine-Mine
3. Rounder's Race
4. Home Run Derby
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Tennis

Programming Day Card - 1

Warm Up: Sharks and Minnows

Skill/Review: Getting Started Categories

Drill: Ball Balance, Tap Downs, Bump Ups

Games:

1. Find That Line
2. King of the Court
3. Popcorn
4. Ring around the Rosie
5. Partner Rally / Mini Tennis / Games

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Knights and Dragons

Skill/Review: Grip/Stance/Footwork/Net Play

Drill: Simon Says Defense

Games:

1. Z Hits
2. Around the World
3. Target Practice
4. Space Invaders
5. Partner Rally / Mini Tennis / Games

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Hand Ball

Skill/Review: Forehand/Backhand

Drill: Volley Stacks

Games:

1. Hang Man
2. Speed Ball
3. One Time
4. Treasure Hunt
5. Partner Rally / Mini Tennis / Games

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: True/False Tag

Skill/Review: Serve

Drill: Partner Serving

Games:

1. Numbers Game
2. Four Score
3. Relay Races
4. Sky Ball
5. Partner Rally / Mini Tennis / Games

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Dodgeball

Programming Day Card - 1

Warm Up: Line Busters

Skill/Review: Throwing

Drill: Partner Throwing

Games:

1. Dr. Dodgeball

2. Atomic Bomb

3. Bump and Bite

4. SPUD

5. Dodgeball

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Tag Tournament

Skill/Review: Catching

Drill: Bounce Pass

Games:

1. Dodgeball

2. Numbers Game

3. Jail Ball

4. Scramble

5. Dodgeball

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Wall Ball

Skill/Review: Blocking

Drill: Blocking Stacks

Games:

1. Basketball Dodgeball

2. Battle Balls

3. Space Invaders

4. Dynasty

5. Dodgeball

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: World Cup

Skill/Review: Dodging

Drill: Dodging Stacks

Games:

1. Court Dodgeball

2. Survivor

3. Safe Base

4. Extreme Dodgeball

5. Dodgeball

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Kickball

Programming Day Card - 1

Warm Up: Steal the Bacon

Skill/Review: Kicking

Drill: Kicking Stacks

Games:

1. Tag Ball
2. Home Run Derby
3. 500
4. BP
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: SPUD

Skill/Review: Throwing/Fielding Grounders

Drill: Partner Fielding

Games:

1. Groundball Eliminator
2. Numbers Game
3. Mine-Mine
4. Race Track
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Bump and Bite

Skill/Review: Throwing/Catching Pop Ups

Drill: Partner Pop Ups

Games:

1. Cut Off
2. Around the Corner and Headed for Home
3. Big Play
4. Home Run Derby
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: World Cup

Skill/Review: Running Bases

Drill: Running Tree

Games:

1. Rounder's Race
2. Go Long
3. Race the 1st Base
4. Long Run
5. Game Play Scrimmage

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Speed and Agility

Programming Day Card - 1

Warm Up: Tag Tournament

Skill/Review: Presidential Fitness Challenge

Drill: Presidential Fitness Test

Games:

1. Agility T Drill
2. Speed Harness
3. Steal the Bacon
4. Rounder's Race
5. Obstacle Course

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Whistle Stop

Skill/Review: Sprinting

Drill: Ladder Drills

Games:

1. Figure Runs
2. Speed Harness
3. Indian Run
4. Race Track
5. Obstacle Course

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Lily Pad Leap

Skill/Review: Hurdles

Drill: Hurdle Stacks / Long Jump / Triple Jump

Games:

1. Banana Steps
2. Speed Harness
3. Exercise Hunt
4. Obstacle Course
5. Field Day Events

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Jingle Jangle

Skill/Review: Long Run / Baton Exchange

Drill: Relay Races

Games:

1. Shuttle Runs
2. Speed Harness
3. Butterfly Run
4. Follow the Leader Field Run
5. Decathlon

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Jump Rope

Programming Day Card - 1

Warm Up: Sharks and Minnows

Skill/Review: Solo Jumping

Drill: Basic Jumping / Jog Jump

Games:

1. Soda Fountain
2. Cinderella - Rhyme
3. Don't Mess Up
4. Ice Cream - Rhyme
5. Relay Races
6. Bubble Gum - Rhyme

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: What Time is it Mr. Fox

Skill/Review: Solo Jumping

Drill: Backwards Jump/Crisps-Cross Jump

Games:

1. Helicopter
2. I Had a Little Puppy - Rhyme
3. Speed Jump
4. Strawberry Shortcake - Rhyme
5. Simon Says / Limbo

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Lilly Pad Leap

Skill/Review: Group Jumping

Drill: Turning the Rope

Games:

1. Leap Frog Jumps
2. Teddy Bear - Rhyme
3. Banana Split
4. 3 Blind Mice - Rhyme
5. Hide the Pom
6. Alphabet Soup

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Red Light, Green Light (w/Ropes)

Skill/Review: Group Jumping

Drill: Running In and Out

Games:

1. Mouse Trap
2. Here Comes Mrs. Smith - Rhyme
3. School
4. Jack Be Nimble - Rhyme
5. Cat and Mouse / Stack'm Up

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Cheerleading

Programming Day Card - 1

Warm Up: I Like

Skill/Review: Formation (windows) and Motions

Drill: Simon Says (w/motions)

Games:

1. Soda Fountain
2. Yell Out Your Colors – Cheer
3. Steal the Pom
4. Scared - Cheer
5. Relay Races
6. Review Cheers

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: What Time is it Mr. Fox

Skill/Review: Solo Jumping and Motions

Drill: Relay Race with Jumps and Motions

Games:

1. Simon Says (w/motions)
2. Go Yell Go – Cheer
3. Sharks and Minnows
4. Beat those Raiders – Cheer
5. Make up Cheer – Review

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Cool Corner

Skill/Review: Formations and Jumps

Drill: London Spain France

Games:

1. Changing Places
2. Rowdy – Cheer
3. Wonder Pom
4. Dynamite – Cheer
5. Hide the Pom
6. Review Cheers

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Red Light, Green Light

Skill/Review: Formations / Jumps / Motions

Drill: Solo Test – Motions

Games:

1. Freeze Dance
2. Push'm Back – Cheer
3. Little Suzie Walker
4. Who Rocks the House – Cheer
5. Telephone Relay / Review ALL Cheers

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): COUNTDOWN

Programming Day Card - 1

Warm Up: Cool Corner

Skill/Review: Sportsmanship

Drill: N/A

Games:

1. Pyramid Challenge
2. Card Throw
3. Paddle Go
4. Chopstick Challenge
5. Cookie Face

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Speed Ball

Skill/Review: Fair-Play

Drill: N/A

Games:

1. Cotton Ball Drop
2. Bracelets
3. Blowfish Ping Pong
4. Rubber Band Rip
5. Penny Stack

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Shape Up

Skill/Review: Competition

Drill: N/A

Games:

1. Team Toss
2. Blindfold Bin
3. Penny Stack
4. Shoe Kick
5. Rump Shake

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Grid Master

Skill/Review: Listening to Directions

Drill: N/A

Games:

1. Pyramid Challenge
2. Cotton Ball Transfer
3. Team Toss
4. Suck Up
5. Saucer Tic-Tac-Toe

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): High Fives Running Club

Programming Day Card - 1

Warm Up: Calisthenics Routine

Skill/Review: Effort

Drill: N/A

Games:

1. How Long is a Minute?
2. Dice Dash
3. Team Mile
4. Indian Run
5. Go Fish Laps

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Calisthenics Routine

Skill/Review: Competition

Drill: N/A

Games:

1. Bingo Laps
2. Solo Runs
3. Relay Races
4. Think Sprint
5. Board Game Lap

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Calisthenics Routine

Skill/Review: Sportsmanship

Drill: N/A

Games:

1. Like/True False
2. Tractionary
3. Egg Hunt
4. Telephone Lap
5. Red Light/Green Light (Whistle Stop)

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Calisthenics Routine

Skill/Review: Practice

Drill: N/A

Games:

1. Name Tag
2. Uno
3. Team Run
4. Trivia Run
5. 5k

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Parachute Play

Programming Day Card - 1

Warm Up: Red Light, Green Light

Skill/Review: Parachute Movements

Drill: Waves

Games:

1. Shake Hands
2. Mushroom
3. The Mountain
4. Popcorn
5. Air Conditioner

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Duck, Duck, Goose

Skill/Review: Parachute Movements

Drill: Jerk

Games:

1. Parachute Tag
2. Ball Roll
3. Merry-Go-Round
4. Poison Snakes
5. Parachute Run

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Lilly Pad Leap

Skill/Review: Parachute Movements

Drill: Flip Flop

Games:

1. The Wave
2. All Challenge
3. Ball in the Bucket
4. Turtle
5. Beach Ball Fun

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Cool Corner

Skill/Review: Parachute Movements

Drill: Tight

Games:

1. Spaceship
2. Balloon Float
3. Cat and Mouse
4. Shark Attack
5. Roller Ball

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

PDC Plan (first 4 classes): Scooter Dash

Programming Day Card - 1

Warm Up: Cool Corner

Skill/Review: Propelling (Feet and Hands)

Drill: Practice Motion

Games:

1. Obstacle Course
2. Bump and Bite
3. Scribble Tag
4. Grab and Go
5. Hand Ball

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 2

Warm Up: Freeze Tag

Skill/Review: Stomach Scooting

Drill: Practice Motion

Games:

1. City
2. Safe Base
3. Spider Tag
4. The Caterpillar
5. Numbers Game

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 3

Warm Up: Simon Says

Skill/Review: Knees Scooting

Drill: Practice Motion

Games:

1. Relay Races
2. Red Light Green Light
3. Marco Polo
4. Tractor Pull
5. Nascar

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Programming Day Card - 4

Warm Up: Speed Racer

Skill/Review: Tootsie Roll Scooting

Drill: Practice Motion

Games:

1. Scooter Bowling
2. Steal the Bacon
3. Prisoners Base
4. Basketball
5. Ultimate Frisbee

Things to Consider:

Facility, Age Group, Enrollment, Skill Level, Equipment

Sample PDC - Field Day Stations (Small Group/after school class):

*Individual Stations.

* Kids keep track of own scores.

*Instructor records kid's scores.

Warm up – Safe Base

Station 1 – Jump Rope: How many Jumps in a row.

Station 2 – Distance Throw (Football): Set up cones 5 yards a part to mark distances.

Station 3 – Basketball Shot (Indoor) / Soccer Shot (outdoor): Best out of 3 shots

Station 4 – Soccer Juggle: how many juggles in a row

Station 5 – Accuracy Throw (dodgeball/tennis ball): Best out of 3 throws

Set up a target to aim at i.e. wall, sign, etc.

Station 6 – Long Jump: set up a starting line with cones stacked 1 yard a part as measuring line

Station 7 – Push-up/Sit-up: How many in a row

Overtime Athletics Incident Report

Instructor Submitting Report: _____

School/Location: _____

Program: _____

Date: _____

Instructors Working: _____

Name of Child: _____

Time of Incident: _____

Description:

Instructor Response:

Has Parent or Guardian been notified? *YES* *NO*

Has Partner/Coordinator Contact been notified? *YES* *NO*

Has Overtime Athletics Management Been Notified? *YES* *NO*