Program Guide
for
Developing Martial Arts and Yoga Programs
in Alternative Education Settings

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ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality publishing, training and research programs by contacting us at 4 Carbonero Way, Scotts Valley, CA 95066-4200, 1-800-321-4407 or visiting our website at www.etr.org.

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Introduction

For three years, the *Physical Education for Body, Mind and Spirit* (BMS) project brought martial arts and yoga classes to Alternative Education Program (AEP) schools in Santa Cruz County, California. This 3-year demonstration project was funded by the U.S. Department of Education’s Carol M. White grants and implemented by Education, Training and Research Associates (ETR) and the Santa Cruz County Office of Education.

The current trends in fitness and nutrition, along with the particular challenges facing youth “at risk,” make martial arts, yoga classes and curricula on nutrition and physical fitness a great choice for AEP schools. This guide is designed to be an easy-to-use reference to assist administrators, schools and teachers in creating a martial arts- and/or yoga-based “New Physical Education (PE)” program in alternative schools. We hope the information and resources provided here will support you in considering and setting up similar programs.

The recommendations in this program guide are based on information obtained over the course of three years of implementation and evaluation of the BMS project. Evaluator interviews with martial arts and yoga instructors, teaching staff and students at participating schools, and program staff are the primary sources. In addition, survey responses from representatives of AEPs in six California counties contributed to the contents. AEP Administrators from Contra Costa, Orange, Sacramento, Santa Clara, Ventura and Yuba Counties were asked what information they would like to have about the project. They wanted practical, “how to” information about the benefits of this type of program for students, lesson plans for martial arts as well as nutrition, and how the classes could be aligned with State Standards.

What you will find in this guide:

- **Brief background on the BMS project**, including evaluation findings.
- **A rationale for taking this holistic approach to physical education** that supports development in the psychological, interpersonal, spiritual, cognitive and physical domains with AEP students.
• **Recommendations for creating a successful martial arts and/or yoga-based PE program** based on our experience in designing, modifying and implementing several styles of martial arts and yoga classes in AEP classrooms.

• **Course plans for martial arts and yoga styles** designed to match the specific learning needs of AEP students and linked to PE Standards.

• **Resources for schools** to help get a martial arts and/or yoga program up and running, including checklists and action plans.

• **Resources for administrators** to support their efforts at funding a martial arts and/or yoga program for their school or district, including talking points on the potential benefits of such a program and evaluation results from the BMS project.

• **Information for martial arts and yoga instructors** to help them work effectively with AEP students, including sample groundrules and classroom management tools.

In addition, the BMS project included a 20-lesson classroom-based nutrition and fitness curriculum—*Come and Get It: Nutrition and Physical Fitness for Lifelong Health*—designed to match the specific learning needs of AEP students, as well as a 20-lesson curriculum on Martial Arts Fitness, an experiential course developed specifically for the BMS project by Sensei Lori Mullen, a martial arts instructor with her black belt in Chinese Gung Fu. (The complete curricula can be found on the project website at [www.pe4bodymindspirit.santacruz.k12.ca.us/](http://www.pe4bodymindspirit.santacruz.k12.ca.us/))
The Physical Education for Body, Mind and Spirit Project

Project Background

The Physical Education for Body, Mind and Spirit (BMS) martial arts- and yoga-based PE program was delivered in Santa Cruz County, California, from October 2004 through September 2007. BMS was created when inspiration, opportunity and need came together. The need for a program such as this one was indicated by fitness statistics for Alternative Education Program (AEP) students in Santa Cruz County, which showed a significantly higher number of AEP students not meeting fitness standards than average secondary students. This is also the case in many other places in the United States, where students’ lack of physical activity and healthy nutrition contributes to negative outcomes in both physical and mental health. If you are reading this material, chances are you have a population of youth with similar characteristics and needs.

This project brought “New PE,” in the form of martial arts and yoga, into the AEP setting to benefit high-risk students. The principles of New PE (a term borrowed from “new math”) emphasize personal and lifelong fitness and physical activities that are attractive to students. New PE deemphasizes team sports and competition with others. It has been shown to be an effective alternative to traditional PE, since students are encouraged to focus on self-improvement rather than on comparing themselves to others.

In addition to the PE classes, the project also developed a classroom-based module that addresses “whole health” issues related to nutrition and physical activity.

Project Partners

The idea for the BMS program was brought to the Santa Cruz County Office of Education’s (SCCOE) AEP by nonprofit “educational laboratory” ETR Associates (ETR). In 2003, ETR secured a grant from the U.S. Department of Education’s Carol M. White Physical Education Program. A partnership was formed, with the SCCOE AEP serving as grant-holder and host site, and ETR serving under contract as program developer, technical assistance provider and program evaluator. The contents of this guide reflect the lessons learned during the three years of program development, delivery and evaluation.
Creating a new and innovative program requires input from a variety of organizations and individuals. The BMS project used collaborations to administer, design, implement and evaluate classes at the AEP school sites. Each partner brought its particular expertise, interests and resources to the project.

**These collaborations included the following partners:**

**Alternative Education Program (AEP) of the Santa Cruz County Office of Education (SCCOE)**
- Held the grant and provided fiscal oversight.
- Provided program implementation and evaluation support.
- Administrated the host school sites.
- Hired contract instructors.
- Ordered equipment and materials.
- Acted as liaison between the various project partners.
- Wrote and submitted reports to funder.

**ETR Associates: Training and Program Development Department**
- Designed and developed the program.
- Wrote and piloted the *Come and Get It: Nutrition and Fitness for Lifelong Health* curriculum.
- Developed and facilitated training events and meetings.
- Provided program implementation and evaluation support.
- Handled logistics for materials and space.
- Wrote the Program Guide and developed the program website.
- Wrote reports to funder.

**ETR Associates: Research Department**
- Designed and administered research instruments.
- Contributed to project design and continuous improvement.
- Analyzed and wrote reports on research data.
AEP School Sites in the BMS Program
• Provided classroom and school support for martial arts and yoga classes.
• Participated in project training and meetings.
• Participating schools:
  o San Lorenzo Valley Highlands Park Community School
  o Star Community School
  o Watsonville Community School
  o Vista Transition Program
  o Cesar Chavez School for Social Change
  o YES School
  o OASIS

Martial Arts and Yoga Instructors
• Contributed to development of research instruments.
• Developed course plans.
• Taught martial arts and yoga classes.
• Completed evaluation activities.
• Participated in project training and meetings.
• Aligned their disciplines with the Hawaii PE Standards.
• Participating instructors:
  o Capoeira—Mestre Papiba Godhino
  o Confluence Aikido—Sensei Jennifer Paige Smith
  o Martial Arts Fitness—Sifu Lori Mullen
  o Mindfulness Based Stress Reduction—Jason Murphy
  o Quantum Jujitsu—Sensei Kevin Snorf
  o Tai Chi—Sifu Jaime Marquez—Golden Dragon Martial Arts & Health Programs
  o Warrior Yoga—Sensei Kevin Snorf

Advisory Committee
• Served as sounding board for program ideas.
• Identified potential problems and issues and suggested solutions.
• Offered professional perspectives on the needs, assets and characteristics of AEP youth.
• Recommended books or resources.
• Served as “ambassadors” and spokespersons for the program in the community.
• Offered ideas for program sustainability.
• Advisory Committee members:
  o Probation Department of Santa Cruz County, Juvenile Services
  o Santa Cruz County Sheriff’s Office
  o Santa Cruz County Health Services Agency, Alcohol and Drug Services
  o University of California at Santa Cruz Wellness Center

Staffing

Program Assistants (PAs) were assigned to each class to help with classroom support, management and logistics; to serve as an adult role model of practice of the martial arts style; and to assist instructors in completing evaluation instruments such as the daily implementation logs and student skill assessments. The PAs also helped to administer the student pre- and post-surveys, evaluation instruments used to measure potential program impacts.

Martial Arts and Yoga Instructors, who had previously taught at-risk youth in settings such as Juvenile Hall and in other AEPs, taught PE classes. During their own high school years, two of the instructors had been students in the AEP system. The instructors’ familiarity with the student population contributed knowledge and insights to the project design, teaching practices and program assessment/evaluation instruments. Instructors offered a variety of martial arts and yoga styles or disciplines. They developed course plans for their particular styles and also mapped their courses to PE Standards. (See Course Plans and PE Standards, p. 47.)

Different styles were used at the various school sites. Over three years, classes were offered in Aikido, Capoeira, Quantum Jujitsu, Tai Chi, Warrior Yoga and Mindfulness Based Stress Reduction. A Gung Fu (a.k.a. “Kung Fu”) instructor also developed a Martial Arts Fitness curriculum for the project.

Project School Sites varied in terms of size, location and student population. The schools were located in all areas of Santa Cruz County. Students from seventh through twelfth grade were served in the various locations. One school, Vista Transition Program, focuses on out-of-school youth (some of whom are homeless) and supports them in career choices and literacy

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development. The Watsonville Community School (mainly Latino) was the largest site, with over 100 students, including a teen parent program.

The Advisory Committee provided community involvement and support for the program. The representative organizations added to the project’s credibility and accountability. The committee met for the first year of the project to provide feedback on the program design as well as expertise on questions related to working with AEP students.

Evaluation of the Body, Mind and Spirit Project

As a demonstration project, the BMS program was evaluated as extensively as grant resources would allow. The goals of the evaluation were to provide information for continuous program improvement, to monitor the reach of the program, and to determine the extent to which program objectives were accomplished. Evaluation activities were designed to conduct process and outcome evaluations through the collection of qualitative and quantitative data. (Note: The Come and Get It nutrition and fitness curriculum was not evaluated as part of this project.)

The objectives required by the funder of the BMS program shaped the program evaluation design and development of evaluation instruments, as did the Hawaii state PE standards that correspond to each objective. The objectives and corresponding standards are as follows:

BMS Objective 1: Increase participation in physical education activities, at the school level, in comparison to pre-program level.

- Standard 3: Students exhibit a physically active lifestyle.

BMS Objective 2: Increase program participants’ knowledge of how to achieve an active lifestyle.

- Standard 1: Students demonstrate movement forms at a basic level, and some movement forms at a mastery level.
- Standard 2: Students apply movement concepts and principles to the learning and development of motor skills.
- Standard 7: Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.
BMS Objective 3: Increase program participants’ overall level of physical fitness and motor skills.
  • Standard 3: Students exhibit a physically active lifestyle.
  • Standard 4: Students demonstrate ways to achieve and maintain a health-enhancing level of physical fitness.

BMS Objective 4: Increase program participants’ personal and social behaviors during physical education activities.
  • Standard 5: Students demonstrate responsible personal and social behavior in physical activity settings.
  • Standard 6: Students demonstrate understanding and respect for differences among people in physical activity settings.

BMS Objective 5: Increase program participants’ knowledge of nutrition and practice of healthy eating habits.
  • Standard 3: Students exhibit a physically active lifestyle.
  • Standard 4: Students demonstrate ways to achieve and maintain a health-enhancing level of physical fitness.

Process Evaluation
As part of the evaluation design, process evaluation data were collected to document program implementation and to identify and address challenges to implementing the program.

The following instruments were used:
  • Attendance logs documented the number of classes attended and offered information about the survey administration. Program assistants collected the data from students participating in the program. Data were collected in every class.
  • Implementation logs documented how the modules were implemented, modifications made, which activities did or didn’t work well, the dynamics of student/teacher and group interactions, classroom management techniques, and facilitators and barriers to implementation. Instructors compiled these logs with assistance from the program assistants in every class.
• **Group and individual interviews** gathered feedback on program implementation and anecdotal data on perceived program effects for participating students. These interviews were conducted by the evaluation team members with instructors, program assistants, school staff and participating students at the end of the pilot period and at the end of each program year.

Process evaluation findings indicate that the program served 367 students over 11 distinct program periods or cohorts, each 6 to 9 weeks long. Approximately 23% of these students attended two program cohorts, and 27% attended three or more cohorts. In the context of the alternate school environment, where absenteeism is common, a student was considered to have “completed” a program cohort if she or he attended 60% or more of the class sessions; 37% of students completed their cohorts.

**Outcome Evaluation**

*Outcome evaluation data* were collected to measure the extent to which student outcomes of interest changed over the course of program participation. Data were collected within a one-group (no comparison) pretest-posttest design, limiting the ability to determine if changes in student outcomes were attributable to the program or some other trend (e.g., heightened national attention on obesity).

The following instruments were used to collect outcome data:

- **Student pretest/posttest surveys** assessed the level of physical activity (pretest only); enjoyment of physical activity; barriers to physical activity; perceived competence at physical activity, flexibility and coordination; general self-esteem; and school connectedness. Program assistants, with direction from the evaluation team, conducted the pretest survey on day 1 of the module with all new students, by permission. Make-up surveys were given on days 2 and 3. Posttest surveys were conducted with all students who took a pretest survey on the second to last day of the module, with make-ups on the last day.

- **Student skill assessments** specific to each module measured two areas: personal and social skills, and behavioral and fitness skills. Instructors, with assistance from program
assistants, observed students within the first four sessions of the module for pre-assessment, and within the last four sessions for post-assessment.

Findings from the outcome evaluation suggest that this may be a promising program. Students demonstrated small to moderate statistically significant increases from pretest to posttest in four of the eight psychosocial constructs measured on the student survey. Furthermore, students’ skills assessment scores, as rated by the instructors, showed moderate statistically significant increases from pretest to posttest.

More details about study findings can be found in the final report Executive Summary on the program website at www.pe4bodymindspirit.santacruz.k12.ca.us/. For additional details about the BMS program evaluation design, instruments and findings, contact Dr. Michelle Bliesner in the ETR Research Department at 831-438-4060, ext. 158, or michelleb@etr.org.
Why Offer “New PE” to AEP Students?

“[The program] has been great. At first we were apprehensive that it wouldn’t work with our population but it has been very beneficial for our students, mentally and physically. They really got into it. Some drag their feet at the beginning, but the vast majority gets into it”

—BMS Site Teacher

“One student who is not the biggest, fastest or toughest has done very well at yoga because he has more mental power than the athletic guys. He is a great role model. It is a boost for his esteem to do better than students who used to beat him out. He is more confident, aware, alert and has better posture. Students see he’s doing yoga right—not complaining, holding his hands up for two minutes, not whining. And they want to give it a try.”

—Yoga Instructor

“I like the teacher, the other students. I’m not lonely. We get along. They are people you can relate to. If you’re not into it, look beyond the moves, at where it’s coming from and you’ll get interested. It gives you opportunities.”

—BMS student

“New PE” describes approaches to physical education that focus on creating positive experience for all students, not just those who excel at traditional athletics. These approaches build students’ fitness and athletic abilities in a supportive way, and expose students to and offer a variety of fitness options. The goal of new PE approaches is to help youth find physical activities that fit them and that will become lifelong habits or practices.

In new PE there is less emphasis on team sports and competition than in traditional PE classes. Typical PE classes historically have offered less guidance for maintaining a healthful lifestyle. Competitive team sports often make less-athletic children feel inadequate, which can further alienate them from exercise opportunities. In new PE, students “compete” only with themselves. They work on developing their own strength, flexibility, focus and cardiovascular health.

Physical Education for AEP Students: Needs and Opportunities

Providing physical education for AEP students can be challenging because of the unique needs of this population. It also presents opportunities.
AEP students are “high risk.” The likelihood of AEP students experiencing negative outcomes by the time they reach adulthood is much greater than that of their mainstream peers. AEP students are more at risk for substance abuse, teen pregnancy, HIV/STI infections from risky sexual behavior, being victims or perpetrators of violence, delinquency, juvenile incarceration, stress, mental health problems, poor academic performance, dropping out of high school and consequent employability issues. For example, in the 2001-02 school year, the SCCOE AEP served 1,700 students. Of these, 87% had been involved with the juvenile justice system, 70% had been arrested more than once and 97% had been suspended or expelled from at least one school. Close to 65% were functioning two or more years below grade level in reading and mathematics.

Opportunities:
- PE has been identified as a general “best practice” for AEP youth because it meets their kinesthetic learning needs and moderates some of the deficits in their lives that negatively affect their mental health, academic performance, levels of aggression and ability to avoid or recover from substance abuse (Hatcher and Scarpa, 2002; Gore, Farrell and Gordon, 2001; Collingwood, et al., 2000; Costakis, Dunnagan and Haynes, 1998; Trulson, 1986).
- Participation in physical fitness activities, instruction around good nutrition, and adopting the behaviors associated with an active lifestyle have been shown to significantly mitigate many, if not all, of these negative outcomes for youth (Hatcher and Scarpa, 2002; Gore, Farrell and Gordon, 2001; Collingwood, et al., 2000; Costakis, Dunnagan and Haynes, 1998; Trulson, 1986). PE helps them be “fit for learning” and supports them in making positive life changes.

AEP students need specialized PE programs. Research and experience show that effective programs for high-risk students employ strategies to help students overcome their many obstacles and barriers, while simultaneously targeting a specific intended outcome, in this case, physical education (Klopovic, Vasu and Yearwood, 2003).

Opportunities:
- Broad, flexible, multiple-level interventions (as opposed to overly specific and narrowly targeted) work best for high-risk students. The multiple levels on which programs for high-risk students should operate include building self-esteem; offering attractive and
creative curricular approaches; providing caring adults who exhibit respect for youth combined with firm and consistent discipline; fostering connections with peers, adults and the community; setting high expectations for youth; helping youth achieve through goal-setting and support; and providing activities and knowledge specific to goals that students are motivated to achieve (Klopovic, Vasu and Yearwood, 2003).

**The need for physical education is greater among high-risk students.** Compared to mainstream, comprehensive high schools, most existing alternative education PE programs are poorer and students’ rates of participation are lower.

**Opportunities:**
- The combination of need, potential benefits and current lack of services make a strong case to explore ways to fund and implement PE programs that are innovative and interesting to the AEP student population.

**AEPs face challenges in providing physical education to students.** Without the economies of scale, or funding from the higher average daily attendance rates of larger mainstream schools, small alternative schools are considerably challenged to provide the faculty, equipment or facilities necessary for an exemplary level of fitness and a population-appropriate, high-quality PE program.

**Opportunities:**
- The programming necessary to provide effective PE to AEP students is resource intensive, but the investment promises increased student success in school and long-term savings to society.
- Effective physical education for high-risk students could help reduce the need for substance abuse treatment programs or juvenile incarceration facilities, and could increase the contribution of these youth to society by helping them stay in school and go on to productive careers as well as reducing the costs related to injuries and deaths resulting from youth violence.

**Today’s youth are in a fitness crisis.** In recent years, the amount of physical activity that all youth get, both in and out of school, has declined. As a result, there is a trend toward young people becoming more overweight and less fit. This issue is evidenced by SCCOE-AEP students’ performance on the California Physical Fitness Test. Of the AEP students who took the
2001-02 and 2002-03 tests, an average of 35.2% did not score in the healthy fitness zones (HFZ) across the collective set of six fitness tasks. This figure indicates that 7.9% more of these students are not in the HFZ for these tasks when compared to the average of 27.3% for mainstream county schools (California Department of Education, Dataquest, 2004).

**Opportunities:**

- Effective PE programs and nutrition education can assist in preventing obesity and chronic diseases related to both obesity and physical inactivity.
- The physical fitness benefits of soft-style martial arts include improvement in muscular strength, reflexes, flexibility and coordination (Iedwab and Standefer, 1999; Fritsch and Hunter, 1998; Walters, 1997; Kuo, 1991).

**How Martial Arts and/or Yoga Can Help Meet the Needs of AEP Students**

“As after yoga class, teen moms are very focused and quiet. They can focus on academics. They are able to sit down and concentrate.”

—BMS site teacher

“Some of the students who don’t do well in other activities are doing well in yoga. They are generally problem students in class, but not in yoga. It’s great for them to be successful at something. They get the message that they are capable [of doing well].”

—BMS site teacher

“It can open your mind. It helps you forget about your problems, to be in that moment. I’m more relaxed to do better at my schoolwork [with] no stress or pressure.”

—BMS student

Teaching martial arts or yoga as part of a new PE program is a great way to get AEP students to participate in non-competitive athletic endeavors that simultaneously affect them on a physical, emotional, cognitive and spiritual level. In interviews, students from the BMS classes stated that they had fun and felt more calm, relaxed and energized. They also said that taking martial arts or yoga classes helped them focus and concentrate in class.

These disciplines focus on the individual’s personal progress, develop body strength and flexibility, and teach lessons about making positive lifelong choices. In many of the new PE martial arts and yoga classes, students are offered variations of postures and forms so that
everyone is challenged at an appropriate, individualized level. Many AEP students who resist participating in team sports, where they perform poorly compared to peers, find that new PE activities such as yoga provide “an even playing field” where girls as well as boys who are not as strong, as big or as fast as others can excel. For example, in some cases, girls perform better in yoga than boys, which challenges traditional sex role stereotypes and can be empowering for them.

New PE activities focus on lifelong fitness and providing options that students can integrate into their daily lives. Martial arts and yoga are just such options. As one BMS student who participated in Warrior Yoga classes stated, “I will be doing this for life. That’s one thing for sure.” Given all of these factors, martial arts and yoga training are excellent activities to include in a new PE program for AEP students. These activities can provide physical, social, emotional, cognitive and spiritual benefits.

Potential benefits of martial arts and/or yoga in the AEP setting:

1. **These activities are quintessential “new PE”** in that the “competition” is only with oneself and the focus is on lifelong fitness in a way that challenges and supports each student at his or her own level.

2. **Martial arts and yoga instruction is multi-modal**, reaching several of students’ multiple learning styles all at once. These disciplines are simultaneously visual, audio, social and kinesthetic.

3. **Students are interested in martial arts and yoga classes** for a variety of reasons. They perceive the potential benefits, classes seem exotic or adventurous, and/or such classes represent a change from the normal school offerings.

4. **The instructors/senseis of these disciplines are positive adult role models** and “mentor material.” They are in an ideal position to be caring adults who show respect for youth combined with firm and consistent discipline—exactly the kinds of adults that are needed to help youth succeed.

5. **These disciplines build support and connections** with peers and with the martial arts and yoga communities.

6. **The philosophies of traditional martial arts and yoga practices have high expectations of students** while simultaneously expressing confidence in students’ ability
to meet these expectations. Traditional arts teach/support students in the practices of self-discipline and setting goals and in making incremental progress toward achieving their goals.

7. **Consistent practice supports students in achieving better levels of fitness** (cardiorespiratory, strength, balance and flexibility).

8. **A better body image, self-esteem and confidence** go hand in hand with increased fitness, energy level, flexibility and strength.

9. **Greater physical health and well-being and having positive school experiences contributes to increased academic concentration and focus** as well as improved behavior in the classroom.

10. **Martial arts or yoga practice offers youth alternatives to physical conflict** and helps prevent violent behavior. It provides a positive outlet for energy and supports better mental health for students.

11. **Students build character** concurrent with achieving other outcomes. Martial arts and yoga are steeped in traditions and offer philosophies and teachings that engage students in critical thinking about ethics and their place in the world as a citizen and a human being.

12. **Faculty and staff who participate** in martial arts or yoga classes can improve physical fitness and reduce workplace stress.

13. **Students who participate** in martial arts and yoga classes state that they are less likely to resort to violence when provoked or frustrated.

*Note:* The evaluation of the BMS project used a one-group pretest/posttest design (i.e., no comparison group). Therefore, findings cannot be attributed to this program with any certainty.

**The Paradox: Teaching Martial Arts to “Troubled Youth”**

“I used to get in fights a lot. Now I’m in peace with myself and other people. I used to get myself into a lot of crap, disrespecting people. I’m glad about who I am right now.”

—BMS student

“I love Jujitsu. I love the confidence you get from it. [It’s about] assault prevention and going away from conflict, avoiding fighting until the last possible moment. I try to talk things out. Good Jujitsu is staying away from a fight.”

—BMS student
Contrary to what we might expect, research indicates that teaching martial arts has been shown to reduce violence. In fact, martial arts have been shown to be effective at achieving a variety of positive outcomes with at-risk youth, including the reduction of delinquency (Trulson, 1986), the improvement of mental health (Binder, 1999; Walters, 1997; Weiser et. al., 1995) and the reduction of violent behavior (Twemlow and Sacco, 1998; Delva-Taulili, 1995; Nosanchuk and MacNeil, 1989; Nosanchuk, 1981). The traditional approach to martial arts has been proven especially beneficial to high-risk students (Nosanchuk and MacNeil, 1989).

In interviews with fourteen BMS students, several of them reported that taking the classes helped them to not get into as many fights. This method of working with youth channels their energy in positive ways and teaches them to be responsible with the use of their strength. The foundations of many martial arts disciplines come from self-defense and the desire for peace. For example, “The Way of Harmony of the Spirit” is one way that the Japanese word aikido may be translated into English. Martial arts classes in the BMS program emphasized peace and harmony as their most basic tenets, and avoidance of violence as the truest path of a warrior.

BMS instructors explained it in this way: “We are not teaching students how to fight. We are instilling discipline, deepening their connections to each other and to other cultures, and increasing their ability to calm themselves using focus and breath. Kids don’t use martial arts to hurt each other—bats and knives more effectively do that. The philosophies that are taught [in martial arts] can actually prevent fights.”
Setting Up a Program

This section provides concrete recommendations to guide you in planning and developing effective martial arts or yoga classes and implementing these classes in your school. It offers practical “how-to” information on developing and administering a martial arts or yoga program, staffing, choosing a martial arts or yoga style, setting up facilities and equipment, classroom management and evaluating the impacts of your program.

Is This Program Right for My School?

The first step is to determine your school’s level of support, interest and readiness to set up a martial arts- or yoga-based PE program. Here are some questions to ask and the corresponding steps or actions you need to move forward.

What are the health and well-being needs of the students in my school? Can these needs be addressed by a martial arts- or yoga-based program?

- Assess the needs of your student group and determine whether a “New PE” program might be of benefit.
- Compare outcomes targeted by BMS program. Are they the same? Does the evaluation of the BMS program indicate that it may have achieved these outcomes?

Is the school administration on board with this proposal?

- Speak with school administration.
- Share information from “Why Offer New PE to AEP Students” (p. 11).
- Show them information/findings about the BMS project.

Are there funds available to hire martial arts or yoga instructors?

- Identify martial arts instructors in your area and explore costs and availability.
- Create a draft budget.
- Investigate potential funding sources.

Are the martial arts instructors in your area good candidates to work with and mentor AEP youth?

- Evaluate individual instructors. (See Skills and Qualities of an Effective Instructor, p. 91.)
Are there funds available to purchase clothing, mats and other equipment as needed?

Can I obtain equipment at a discount or free via donations?
- Create a draft list of materials and costs.
- Investigate potential funding sources and donors.

Is there interest among the school staff to set up this program and work in collaboration with instructors?
- Meet with school staff to explain the project and get their buy-in.
- Address questions and concerns.
- Introduce school staff to prospective instructors.

What support or concerns/opposition to this project might we expect from the community?
- Brainstorm community partners and their potential roles.
- Talk to juvenile justice.
- Talk to local law enforcement.
- Identify any organizations or collaboratives interested in improving school health.
- Identify organizations, e.g. neighborhood associations, with an interest in reducing youth violence.
- Set up meetings or invite these potential partners to form an Advisory Committee.

Is there an individual or group who will take the lead and be the “champion” for this program?
- Identify who in your school has the interest or personal experience, passion or commitment to spearhead this project.

Is there space to hold the classes and store equipment?
- Complete the Facilities Profile (p. 98) to determine what is available and what is needed.

Is there a slot in the class schedule to offer a martial arts or yoga class?
- Review the class schedule with school staff and identify a time for the martial arts or yoga class. (Allow time for set-up, dressing out and clean-up.)
What type of martial arts or yoga would be appropriate for my school?

- Review Descriptions and Benefits of Martial Arts and Yoga Styles (p. 94).
- Consider the needs and attributes of your students.
- Research availability of martial arts programs in your area.
- Research instructors who have previously worked with AEP youth.

Elements of a Successful Program

The following are recommendations for elements to include when starting your own martial arts and/or yoga-based PE program. Our experience found that these elements are essential to a high-quality, effective program that maximizes student learning and participation in the PE classes, as well as positive student outcomes. The rest of this section explores each of these elements in more detail.

Program Administration

- **Make sure that strong leadership and sufficient resources are available** to ensure effective and successful program delivery and sustainability. A lead person/coordinator or lead agency is needed to oversee the various tasks and responsibilities of running and supervising the program, as well as planning for the future of the program.

Staffing the Program

- **Choose a martial arts/yoga instructor with the right skills, capacities and characteristics**, as this is key to the program’s success. He/she needs to integrate with school policy, communicate with school staff, know how to work with AEP students, role-model investment in the discipline and build rapport with the students to earn their trust and respect.

- **Make sure that there is buy-in from site schools** for the new PE program. The administration and at least one school staff person (preferably more) need to be on board. One school site staff person should have some enthusiasm for being a liaison between the school and the instructor.

- **School staff and the martial arts/yoga instructor need to collaborate and be consistent** about behavior management, expectations of students, consequences for disruptive students, etc. There are many concrete ways to foster this, such as having a
joint meeting before the program begins, having regular check-ins throughout the program, and joint communication to students about expectations and groundrules.

- **There needs to be at least one school staff person in the room during PE** to support the instructor and provide the bridge between the program and the school. This person should be invested in the PE program and serve as a positive role model for students by participating in the discipline during class.

**Choosing a Martial Arts or Yoga Style**

- **It’s important to find the right PE type for the school and its students.** This is determined by space and storage requirements, amount of physical contact in the style, availability of instructors capable of working with AEP students, scheduling availability of qualified instructors, and students’ developmental levels and preferences.
- **BMS schools that offered the same discipline over time found this to be a very successful approach,** once the right PE type is matched to the school and its students. After practicing one style for a while, students become very skilled and invested in it and demonstrate strong and positive progress due to the continuity.

**Facilities and Space**

- **Designate a separate space to hold the PE classes** or identify appropriate facilities. There are a variety of features that improve the quality of the facility, but many spaces can be adequate.
- **Decide whether outdoor spaces are appropriate** for conducting the classes.
- **Identify a place where students can change** into appropriate clothing.

**Equipment and Clothing**

- **Consult with your martial arts or yoga instructors** on what equipment is required for their classes and where to purchase items such as mats and other props. Equipment and clothing needs vary depending on the discipline that is taught.
- **Plan for maintenance and cleaning of equipment and clothing** to keep things in good condition and to maintain health and safety standards.
- **Find ways to provide students with PE-appropriate clothes,** or even special martial arts uniforms, referred to as “dressing out.” Dressing out helps shift the students’ attention to PE and contributes to creating the preferred tone in the classroom.
Conducting the Class

- **There is anecdotal evidence that making the class mandatory is more successful** than having it be voluntary or “elective.” AEP students by nature want to give up if they do not see immediate success or when the initial novelty of something wears off. By mandating participation, you maximize the students’ chances of seeing positive results, which will lead to them becoming self-motivated to keep participating.

- **Build students’ confidence early on by teaching them easier-to-learn movements and techniques first**, such as stretching or kicking, rather than starting with forms or combinations that will be hard for them to remember and make them “look bad” if they cannot perform perfectly.

- **Break complex movements down into small, manageable portions.** First show all the pieces together, and then have students work on simple components. They will learn best when the material is presented in this way.

- **Mix it up.** Bring in different kinds of equipment, change the set-up (stand in a circle sometimes, in lines sometimes, etc.) to prevent boredom.

- **Have a specific, structured plan for how to run class when the instructor is absent.** Prepare this at the beginning of the course. This might include having a school teacher/aide or an advanced student teach a review class or lead the class in some nonspecific physical activities such as exercises, running or games; showing a video related to the discipline; asking students to do research on the discipline; or reading a relevant story about the discipline.

Classroom Management

- **Make clear decisions about lines of authority** when both school personnel and contract instructors are in the classroom.

- **Decide how to communicate expectations to the students** and how to consistently, collaboratively and effectively implement behavior management strategies.

Physical and Emotional Safety

- **Keep it physically safe.** AEP students should not learn certain flips and other moves that could result in injury if done improperly.
• Consider modifications and accommodations for students with special needs, including physical, cognitive and emotional disabilities.
• Follow your school’s established procedures regarding illness and injury.
• Keep it emotionally safe. The point is to engage students in a way that feels safe so they will try things and speak up rather than be worried about being wrong.
• Be respectful in how you touch students in correcting postures or movements. It is important to request permission and honor their comfort level.
• Do not allow physical contact between students unless there has been explicit instruction on how to do it, and do so only when you are confident that the students are ready for it emotionally and physically.

Program Administration
A successful program will clearly delineate responsibilities for all staff and will have structures in place to maintain accountability to the program administrator and funder(s). The most important overarching principle is to make clear decisions about how the program will be administered, how the classes will be delivered and what roles each person will assume.

The range of tasks that must be completed and roles that need to be assigned include:
• Overseeing the finances, including developing the budget, purchasing equipment and contracting personnel.
• Hiring, observing and supervising instructors.
• Acting as liaison between all the entities involved, such as administration (including the Finance Office), the school and the instructors.
• Developing and overseeing the curriculum and classes.
• Organizing and facilitating meetings of project team members.
• Training project personnel.
• Evaluating the program.
• Writing reports as needed.
• Fundraising, grant-writing and ensuring program sustainability as needed.

Your local community is a good place to investigate for potential funding sources. Businesses such as gyms, fitness organizations and equipment suppliers may choose to sponsor parts of your
program. You can request funds for specific aspects of the program such as equipment, instructor costs for one term (or one year), a storage shed, etc. Some businesses might donate their services, such as providing T-shirts with the school logo or weekly laundering of martial arts clothing.

There are many foundations (local, regional and national) whose missions include promotion of physical and emotional health and well-being for youth. Some foundations support specific populations such as at-risk youth. Internet searches can identify appropriate foundations to approach. You can call them to discuss your program and assess whether you meet their criteria for funding. You are also welcome to contact Steve Bean at ETR Associates for ideas and strategies: 831-438-4060, ext. 176, or steveb@etr.org.

**Staffing the Program**

As you consider offering this type of PE program, one of the main factors to think about is how you will staff the classes. **Consider:**

- How will you ensure effective **communication** among all the program personnel?
- What is your **budget** for staffing a program?
- How will **school personnel** be included in participation in and/or supervision of classes?
- How will you decide on which **martial arts instructors** you will contract with, given the styles and individual instructors available in your area?
- What kinds of staff and/or instructor **training** will be needed to ensure that classes are safe, professional and meet your program goals?
- How will you **integrate contract instructors** into the school “culture” and staff team?
- Are there any **liability issues** related to staffing, beyond the normal ones for operating your school and offering PE, that you need to consider?

**Team Meetings**

Communication among program staff and consistency in program delivery can be a challenge. It’s crucial to create effective lines of communication among all involved. Regular standing meetings are the most straightforward way to accomplish this. While school staff and instructors both invariably have busy schedules and multiple demands on their time, and scheduling meetings can be very difficult, it’s worth the effort. Meetings can provide a space to explore
issues together, discuss problems and potential solutions, and generate collegial, collaborative working relationships and a sense of team.

**Teachers/School Aides**

We recommend that a teacher or aide from the school—one who is respected by the students and who is invested in the program—be in the room and participate during yoga/martial arts classes. This helps integrate the martial arts classes into the school program and allows the staff member to be a positive role model for participation. It also sends the message to students that the class is an important part of the school program. Within this arrangement, there must be clarity and consensus regarding the distinct roles of the instructor and school staff, such as who will handle a student who refuses to participate and what the consequences of misbehavior will be. (See Classroom Management on p. 40.)

Some schools with budget constraints may consider using classroom teachers as martial arts or yoga instructors. We strongly recommend against this. It poses potential liability issues, since most AEP teachers will not have been trained in how to teach complex and physically demanding disciplines such as Aikido, Kung Fu or yoga. In addition, a novice instructor is less likely to be able to focus on teaching the mechanics of a discipline, monitor student safety, assess student progress, perform effective classroom management and communicate the philosophical tenets of the discipline all at the same time. Unless your site(s) happen to have teaching staff who are also experienced martial arts instructors, it’s preferable to hire a professional martial arts or yoga teacher, and have a school teacher or aide participate in the class in a support role and advocate for the program at the school site.
Assessing and Hiring Martial Arts and Yoga Instructors

“The instructor is the key to the program. It’s very important for the instructor to be able to work with our students. If the instructor isn’t good with them, staff won’t have buy-in and it won’t work.”

—BMS site teacher

“Your teaching method is largely determined by your style, character, cultural heritage, personality and martial arts background. This means that there can be as many different teaching methods as there are teachers. Still, there are fundamental formulas that you can apply to your teaching style to make it as effective as possible.”

—Dr. Sang H. Kim, Martial Arts Instruction, p. xvii.

There are many factors to consider in hiring contract martial arts and yoga instructors. The following questions will help you think about these factors, and the information below will help you answer the questions to identify the best instructor(s) for your program.

Questions to consider:

• What skills are necessary for adults to be effective in working with your students?
• What personal qualities or characteristics do potential instructors possess that would enable them to be positive role models and/or mentors?
• What experience does the instructor have with this population?
• Has the potential instructor been screened for working with youth?
• How will you foster good relationships between school staff and instructors?
• How will you communicate school norms, practices and expectations to the instructors?
• How will you support the instructors to deliver classes that are both what you want and in alignment with their philosophy?
• What system will you use to provide instructors with supervision and feedback?
Skills and qualities of an effective instructor:

*Ability to Work Well with AEP Youth*

- **Has prior experience working with youth in alternative education settings.** It’s important for the instructor to understand what students are going through and to be able to talk about issues that are important to them.
- **Maintains student confidentiality,** as appropriate.
- **Shows respect** for students and establish rapport with them.
- **Appreciates** students’ individuality.
- **Practices “tough love.”** Supports students while remaining firm as an authority figure who enforces rules, has clear expectations and follows through with appropriate consequences.
- **Accepts students where they are.** Doesn’t push them too hard to change, “preach” to them or force his/her own thoughts or opinions on them.
- **Has high expectations of students.** Students tend to rise to a higher level of achievement if they are expected to improve and encouraged to do so with compassion and pragmatism.
- **Provides positive reinforcement.** AEP students respond well to being recognized for their achievements.
- **Elevates or advances students who are doing well** to positions with greater status, privilege and responsibility (e.g., allows long-term students to lead parts of classes or to substitute when the instructor is absent, with school staff in the room).
- **Is flexible.** Changes lesson plans as needed and provides repetition to meet the special education needs of AEP students.
- **Demonstrates consistency in the classroom.** Maintains a structure that remains the same over time (e.g. routines the students can count on such as bowing in, not stepping on mats, etc.).
- **Helps students personalize what they’re learning** by drawing connections between teaching and real life and telling humanizing stories that youth can relate to.
- **Helps students set goals and supports them in achieving these goals.** Uses appropriate incentives to support students’ pursuit of their goals.
Personal Characteristics

- **Has a sense of humor**, light heartedness, and a positive outlook on life.
- **Has patience**, perspective and the ability to not take things personally.
- **Demonstrates consistency**, predictability and reliability. This means showing up on time and committing to teach for the full quarter or semester.
- **Is available** to students outside of class (i.e. meets with individual students if needed.)
- **Exhibits creativity** and inquisitiveness.
- **Lives what he/she teaches.** Leads by example and is a good role model.
- **Demonstrates empathy**, caring and attentiveness.
- **Is non-judgmental**, listens well and remains open to questions.
- **Has a strong sense of self**, is honest with students and has good personal boundaries.

Martial Arts or Yoga Experience

- **Breaks the lesson into small steps** when working with different abilities and skill levels.
- **Is passionate** for the discipline.
- **Is highly competent** and confident in his/her ability in the discipline.
- **Has experience teaching the discipline.** While novices sometimes do well with youth (they are younger and may build easy rapport), it’s best to have someone who is more seasoned and able to handle AEP youth.
- **Demonstrates the discipline** to students to establish credibility and authority, and to give them an example of what to strive for.
- **Conveys the ethical and philosophical aspects** of the discipline and guides students in practicing these principles in and outside of class.
Communicating Expectations

An effective program requires that all participating staff be clear about the goals of the program and what is expected from each person. When you hire contract instructors, make sure you have a system in place to provide them with feedback and constructive criticism. The feedback process can consist of formal performance reviews of instructors or informal discussions. Feedback to instructors can be based on a combination of student comments, questionnaires and/or school staff’s classroom observations.

Whatever process you adopt, it’s important to clearly outline expectations for your contract instructors to ensure that you achieve your program goals and the instructors know what to do in order to be successful. A document outlining the program’s expectations should be provided to instructors when they are hired. Here is some sample language you can modify to meet the needs of your program.

Expectations of instructors in the martial arts or yoga program:

- Attend a pre-teaching training session.
- Develop and submit a course plan at the beginning of the session.
- Teach PE classes in a specific style.
- Attend the first day of classes to introduce the program.
- Arrive on time for instruction of PE class.
- Complete documentation to satisfy reporting, evaluation and program implementation requirements.
- Complete a skills assessment for each student at the beginning and at the end of each session.
- Establish a grading scale in collaboration with school staff. Assign student grades at the end of each session.
- Participate in program staff meetings approximately once a month.
- Participate in performance review at the end of each session.
- Submit invoices in a timely fashion.
- Participate on the project Advisory Committee.
Building Good Relationships

For your martial arts- and/or yoga-based PE program to be effective, there must be buy-in from school staff and an attitude of respect and support for the martial arts instructors and what they offer. In turn, the instructors must respect existing school practices and be willing to work within those parameters.

Ideas for fostering good working relationships between the school site and the instructors:

- Meet before the program begins, especially with the head teacher and the staff person(s) who will be in the room during PE, to get everyone on the same page about discipline, expectations, how to communicate, goals for students, etc.
- Have the instructor demonstrate and describe the martial arts or yoga discipline to staff so they understand it.
- Have school staff visit the prospective instructors at their dojos (martial arts schools) to see the discipline being taught in a formal setting.
- Invite instructors to visit the school before starting instruction to observe students and staff and to get a sense of school culture.
- Encourage school staff to incorporate lessons/parables and techniques from PE into their daily teaching.

Training

Training sessions can serve to communicate goals and expectations, identify roles and procedures, support personnel in implementing their classes and teach skills.

- **Contract instructors** bring their own ideas and practices to the program, which often provides a new and valuable perspective. However, their peripheral relationship with the school will necessitate their orientation to the schools’ policies and procedures.
- **School staff** may need preparation around the purpose and expected outcomes of the program to secure their active support. They will need training on how to participate appropriately in the PE classes and how to support the instructor, including coaching on when to step-in and when not to step-in.

Both staff and contract instructors will need to define roles and responsibilities, and learn how to work together effectively. Offer opportunities for a dialogue that can produce agreements and
guidelines for working together in what is, to some degree, a “team teaching” situation. For ideas on what to address, see the goals and learning objectives for the training that ETR and SCCOE AEP conducted each year with school staff and contract instructors called “Hearing the Grasshopper at Our Feet” on page 112.

Choosing a Martial Arts or Yoga Style

Here are some considerations and questions to reflect on when setting up a martial arts or yoga program in your school:

- **Traditional or modern?** We recommend traditional approaches to instruction because they focus on philosophical teachings and the physical component stresses personal improvement and overcoming internal obstacles rather than combat.

- **Soft or hard style?** “Soft styles” emphasize balance, motor control, fluidity of movement, breath control, posture and technique, and de-emphasize hard strikes (forceful bodily contact, such as punching and kicking), sparring and competition. Soft styles emphasize practicing forms and defensive techniques, especially those that redirect attacks, and can be less physically challenging, which makes them well suited to AEP students and those with physical limitations. Tai Chi (or Taiji) is the classic example of a “soft-style” martial art, although almost any art can be taught soft style if emphasis is on practicing forms rather than combat applications and sparring.

- **What will appeal to girls as well as boys?** Some styles may appeal more to one gender than the other. Schools can address this by offering two classes, although this is not often possible. Another solution is to alternate styles and track participation trends. Then you can settle on a style that is attractive to both boys and girls.

- **How long should we offer a particular style?** Your school may try several styles or stay with just one. After starting with Warrior Yoga at the very beginning of the BMS project, one school continued to offer that style for the entire three years of the project because it appeared to hold the students’ interest, worked for them as a group and worked well for the school. By maintaining that same style, many of their students had the opportunity to reach a very deep level of practice.

- **What are the characteristics of the instructor?** Style selection is apt to be driven by the characteristics of the instructor more than the style itself. An instructor who knows how to work well with AEP students is likely to be able to make any style successful at a
school site. Also look for instructors who are willing to adapt their martial arts or yoga discipline so that will be a good fit for your students. (See Skills and Qualities of an Effective Instructor, p. 91.)

- **How will this style meet required PE standards?** Instructors in the BMS project aligned their courses with the Hawaii PE Standards because the California standards had not yet been adopted when the funding proposal was written. (See Course Plans and PE Standards, p. 47.) The Hawaii Standards are similar to the California Standards, and both are similar to the National PE Standards. Websites of Hawaii, ([www.hcps.k12.hi.us](http://www.hcps.k12.hi.us)) California ([www.cde.ca.gov/ci/pe/cf](http://www.cde.ca.gov/ci/pe/cf)) and National PE standards ([www.aahperd.org/naspe/publications-nationalstandards.html](http://www.aahperd.org/naspe/publications-nationalstandards.html)) offer more information.

Following are brief descriptions of the styles taught in the BMS program and the benefits each offers for AEP youth. These descriptions can help you decide what style of martial arts or yoga is best suited for your school.

**Aikido**

Aikido originates from Japan. Its founder, O Sensei, sought to create a martial art that used the least amount of force and did the least harm to an opponent, thus promoting harmony and peace.

Confluence Aikido Systems is a service-oriented organization developed in 1994 by Sensei Jennifer Paige Smith and rooted in the practice and philosophy of Aikido. Aikido focuses on using one’s own balance and energy to gain control of and deflect an opponent’s attacks or to throw an opponent, rather than punching or kicking. It emphasizes the dynamics of movement, and includes extensive partner work, i.e. physical contact. Attacks are redirected into open and dynamic throws, and students learn to roll gracefully, so practice is fun and safe.

**Benefits for AEP youth:**

- Aikido practice is non-competitive and includes self-defense techniques as well as spiritual teachings.
- Classes promote sound physical structure, positive discipline, practical self-defense and a full body, mind and spirit workout. As a method of mental development, sitting, walking and moving meditations are a part of every class.
- Aikido practice teaches students to create a life of balance and peace.
**Capoeira**

**Capoeira** is an Afro-Brazilian art form, created by African slaves in Brazil during the Portuguese colonization. Because of the fear of slave uprisings, Africans were not allowed to practice anything resembling warfare or martial arts. Therefore, they created Capoeira, a martial art disguised as a dance. Capoeira combines physical (aerobatics, martial art/sparring and dance), musical (drumming and singing) and philosophical elements. In a typical Capoeira class, students learn the fundamentals of all these aspects of the style.

**Benefits for AEP youth:**

- Capoeira is attractive to AEP students because it combines movement, rhythm and music.
- Philosophy plays a large part in capoeira and the best teachers strive to teach Respeito (Respect), Responsabilidade (Responsibility), Segurança (Safety/Security), Malicia (Cleverness/Street-smarts), and Liberdade (Liberty/Freedom).

**Quantum Jujitsu**

**Quantum Jujitsu** was developed by Sensei Jeremy Corbell from other schools of Jujitsu—“the gentle art”—a Japanese martial art whose central ethos is to yield to the force provided by an opponent’s attack in order to apply counter techniques. Quantum Jujitsu is an integrative approach to martial arts and life defense which combines multiple forms of combat and conflict resolution. Emphasizing grappling arts both on the ground and in takedowns/throws, Quantum Jujitsu offers an approach to martial arts that includes, but does not emphasize, striking. Principles and concepts of body movement are used to teach effortless power.

**Benefits for AEP youth:**

- Quantum Jujitsu suggests that the most difficult battles are internal, and that true conflict resolution starts with examining and understanding one’s self.
- It teaches that a great martial artist must be more than just a good technician; the martial artist must also work towards developing mastery of his or her mind and actions.
- Quantum Jujitsu brings students into contact with their true source of strength and courage.
Tai Chi

Tai Chi (also written as Tai Ji) originated in China. Tai chi theory and practice evolved in agreement with many of the principles of Chinese philosophy and Taoism in particular. Tai Chi is a form-based style of movement used to strengthen students both physically and mentally. As it is practiced in the west today, it can be described as a combination of yoga and meditation. Involved are a number of “sets” which consist of a sequence of movements originally derived from the martial arts, although in Tai Chi they are performed slowly, softly and gracefully with smooth and even transitions.

Benefits for AEP youth:

- Tai Chi teaches that everything is interrelated, interconnected and interdependent. It stresses nonviolent principles, understanding and compassion toward oneself and others.
- Learning to do the exercises correctly leads to better posture, alignment and movement, combining to ease tension and injury. The meditative nature of the exercises is calming and relaxing.

Warrior Yoga

Warrior Yoga was developed by Sensei Jeremy Corbell. This movement meditation is a complete healing arts discipline rooted in the philosophy of the Martial Way. Warrior Yoga is a challenging, powerful and dynamic form of yoga in which students move through rhythmically linked postures (Series A, B and C), hold stretches, practice breathing exercises, and engage in seated and movement meditations to increase balance, strength and flexibility. Warrior Yoga was developed as a mental and physical conditioning training tool meant to be used in tandem with martial arts training.

Benefits for AEP youth:

- A series of stories, oral traditions, and personal practices in the yoga system stress the importance of turning obstacles into opportunities, problems into solutions, challenge into growth and conflict into harmony.
Mindfulness Meditation

Mindfulness and the Art of Living Meditation teaches Mindfulness Based Stress Reduction (MBSR). MBSR focuses on developing a person’s capacity for attention and awareness and is a powerful tool to decrease stress, enhance academic performance, and promote emotional and social well-being.

Benefits for AEP youth:
- MBSR creates the optimal underlying conditions for all learning and teaching.
- Mindfulness is gaining increased recognition as an essential support for students, teachers, school administrators and parents.

Fitness and Nutrition Curricula

In addition to classes in specific martial arts styles, the BMS project also developed two classroom-based modules that promote and provide students with experiences and information about practices that contribute to lifelong health.

- Martial Arts Fitness is a 20-lesson course developed and piloted specifically for the BMS project by Sensei Lori Mullen, a martial arts instructor with her black belt in Chinese Gung Fu. This course was designed to teach and inspire students to implement an active fitness and wellness program for life, with a variety of components that address all aspects of health and well-being. It provides students with active examples of basic principles of fitness, as well as an introduction to the martial arts.

  Class activities include warm-ups/stretching, nutrition and health information, physical exercise, martial arts kicks, blocks and stances, self-defense techniques and strategies, new vocabulary, cool down and salute. Team-building activities provide opportunities to develop the group identity and foster relationships between students. Through the activities and exercises, students improve the fitness of body, mind and spirit.

- Come and Get It! Nutrition and Physical Fitness for Lifelong Health (CAGI) offers 20 lessons that support fitness and nutrition behavior change. Students learn basic nutrition information and how it applies to food labels, the Food Pyramid, calorie intake and setting goals. They learn the components of physical activity by participating in different exercises and design an individualized exercise prescription. While there is an
experiential component, the course was designed to focus on the *information and planning* students need in order to make informed choices and behavior changes around their food and physical activity.

Along with nutrition and physical activity principles, students learn the skills to utilize the information beyond the walls of the classroom, for example, how to identify positive and negative influences and recognize how those influences play into their decision making about their overall health. Students also experience a variety of meditation techniques and exercises such as deep breathing, reflective writing and guided imagery/visualization. This course uses Stages of Change Theory to ensure that the activities assist students in making positive changes in their nutrition and physical activity health behaviors.

Lesson plans for these courses are available on the BMS website at [www.pe4bodymindspirit.santacruz.k12.ca.us/](http://www.pe4bodymindspirit.santacruz.k12.ca.us/).

**Facilities and Space**

A survey of AEP administrators indicated that where to hold martial arts or yoga classes is a common issue. Space may be a major concern when you start a martial arts- or yoga-based PE program at your school. Many AEP programs are small and have modest campuses. Luckily, this also means that class sizes are typically small, and martial arts- or yoga-based PE classes can be held in regular classrooms rather than requiring specialized PE facilities such as gymnasiums. In addition, many of the styles commonly available, such as Tai Chi and most styles of yoga, don’t require much physical space. The most critical factor in allocating space is to ensure that there is a designated, separate area to hold classes and a private space where students can change into appropriate clothing.

Classes in the BMS project were held in a variety of spaces and various challenges were addressed successfully. For example, in one store-front school, space was rented in a dance studio across the street. In another school, desks and tables were pushed to the wall to make room. A third school used a double-wide portable next door to the main classroom. The school
with the largest student body of over 100 students had the luxury of a hall where classes were held and equipment was stored.

Paying attention to the setting and atmosphere of the designated space can help establish a higher standard for discipline and practice, and a “sacred” space for training. Contract instructors are likely to have ideas for ways to set up the space to transform it into something that communicates the special qualities of studying the martial arts. The Facilities Profile (see p. 98) provides an indepth list of facilities considerations that can help guide you in making decisions about setting up the location of your program.

**Equipment and Clothing**

Equipment needs vary depending on the style taught. Martial arts or yoga instructors can advise you on what is required for their classes and where to purchase mats and other props. For example, there are many types of mats that serve different disciplines. Yoga uses individual mats while Aikido needs a large area of connected mats. Tai Chi and Capoeira do not require the use of mats. It’s most important to buy the appropriate equipment for the style that will be taught.

*Buying and Storing Equipment*

What comes first—the budget or the list of materials? That depends on where you are in terms of setting up your program. If you already have a specified amount of funds available for equipment, consult with the martial arts instructor and prioritize your purchases. If, on the other hand, you are writing a grant proposal, you can generate a “wish list” of items to include. (See p. 101 for a sample equipment list and costs matrix.) Funding or donations for one-time purchases of equipment or for replacing equipment can usually be obtained more easily than money for ongoing program expenses, such as instructor contracts.

A big question for many AEPs is where to store the equipment. If your site has storage space challenges, there are a variety of solutions. **Here are some ideas:**

- Keep equipment in containers under tables at the back of the classroom.
- Purchase a small, lockable storage shed.
- Designate a storage closet for equipment in the classroom.
• If the school is large enough to have a meeting or activity hall, hold the classes there and set aside some space for equipment storage.
• At one BMS schoolsite, students were given small cloth bags in which to store their street clothes during PE class since they didn’t have lockers, and they hung these bags on coat hooks in the classroom.

Some AEP programs may find that none of these solutions are possible. If that is the case, consider offering a style that requires a minimal amount of equipment such as Tai Chi. For this discipline, you only need to provide some basic clothing that takes up little space.

Consider equipment maintenance as well. Mats require cleaning, since they are exposed to students’ sweat, which will degrade the mat material over time if not cleaned. There are also hygiene issues. Clean the mats regularly using products specifically designed for this purpose.

“Dressing Out”
We strongly recommend that you require students to change from street clothes into PE-appropriate clothes, or even special martial arts uniforms, referred to as “dressing out.” Dressing out ensures that students are wearing clothing appropriate to the activity, shifts students’ attention to PE, and can help create a unique and special martial arts or yoga experience in the classroom. Providing appropriate clothing may require creative thinking to identify effective, low-cost options that are acceptable to students. Schools also need to balance the ideal of changing into PE clothing with the realities of supervision, facilities, cost, maintenance, laundering and time.

**Clothing or “dressing out” considerations:**
• Decide whether to make “dressing out” mandatory.
• Identify what to wear for particular styles.
• Avoid gang colors.
• Budget for cost of clothing and laundering.
• Maintain and repair PE clothing.
• Provide changing areas.
• Manage time required to change clothes.
• Supervise students changing in a respectful and appropriate way.
• Account for teachers of different gender than the students supervising the dressing out.
• Ensure that clothing is not lost, vandalized or stolen while being used by students.
• Plan for storage of clothing between classes.
• Plan for sharing of clothing between students (e.g. “gi’s”—special martial arts uniforms).

A variety of clothing solutions can be found to serve specific martial arts styles as well as budgets and student tastes. T-shirts with a school logo can be ordered and are often very reasonably priced. Each student can be given one to wear to the class. This is a simple solution that requires relatively little time and resources to implement.

Some schools may have the budget to buy uniforms to lend to students. This raises the question of letting students take uniforms home versus keeping them at school. Experience in the BMS project indicates that students were not able to reliably bring their uniforms back to school after taking them home, so a “loaner” or “checkout” system was created. In the loaner system, T-shirts and pants were issued to students at the beginning of each class, checked back in, and washed by program staff between each use. This required having several times more sets of uniforms than students to ensure the availability of clean uniforms at each class. In the checkout system, each student was assigned a T-shirt labeled with his or her name and a numbered pair of pants that were washed weekly. In both cases, students were invited to keep the T-shirt at the end of the quarter, but pants remained in the school’s possession for future use.

Whatever system you choose, the school needs to have clear procedures to ensure that clothes are kept clean and organized. You can ask a local laundry to donate its services as a tax write-off. Another solution is to pay students to do the laundry on a weekly basis, or to organize volunteer parents to assist. Some larger schools may have laundry facilities and can launder the clothing on site.

In all instances, clothing choices can help convey the philosophy of your school’s chosen martial arts or yoga style and facilitate students’ ease of movement during physical activity. It is up to you and your instructors to create the atmosphere you desire for your martial arts and yoga classes. Clothing choices can strongly support that. For example, the BMS project produced its
own T-shirts for students and project personnel, using a student-run screen-printing business within the SCCOE AEP system. The project logo was printed on grey shirts, because grey is not a gang color and doesn’t show dirt or stains the way white does. In many of the classes, the students wore the T-shirts with their street pants. This was often the simplest solution and the one that required the least amount of adult supervision. However, street pants were often tight and did not allow for the freedom of movement that these disciplines demanded. In some cases, the BMS project purchased martial arts pants for students to borrow for class, which were laundered by project staff between classes.

**Classroom Management**

"Student misbehavior isn’t just an annoying disruption—it’s a secret message the student is (unwittingly) trying to convey to you. And usually that message can be boiled down to two words: reach me!"

—Dr. Tom Daly, *Martial Arts Instruction*, p. 93.

“Yoga helps with holding my attention, which was a serious problem with me. I used to be on a lot of medications and stuff. Now I don’t need it. I know for a fact that it’s because of yoga. If I don’t do it I get less focused, tired easier, a whole list of things.”

—BMS student

AEP classrooms are dynamic environments that require creative approaches to managing a wide range of needs and behaviors. School policies and procedures (P&Ps) are the basis to work from. However, how the P&Ps are implemented in martial arts and yoga classes might differ from the school’s usual implementation strategies. In these PE classes, contract instructors should be the primary authority and the ones who will set the tone of the classes, communicate expectations to students and address behavior issues. The most effective role for school site teachers or aides who are in the class is to support the instructors in enforcing the rules.

**Using the CCAP**

The BMS project developed a *Classroom Collaboration Action Plan (CCAP)* as a tool for contract instructors and school site staff to create a plan for working together. The CCAP guides contract instructors and school staff in aligning their approaches to classroom and behavior management. It can also provide a basis for identifying areas of agreement and potential
disagreement, and ways to successfully collaborate. It is also a way for the team of contract instructor and school staffer to determine the actual actions to be taken—what each person will do—when student behavior needs to be addressed.

**CCAP identifies 6 common situations/behavioral issues that occur in AEP classes, some more often than others:**

1. Participation in class
2. Distractions from instruction
3. Disruptions to emotional safety
4. Disruptions to physical safety
5. Other violations
6. Illness or injury

**For each of these situations, the CCAP guides staff through these 4 steps:**

- Identifying the pertinent school policy.
- Outlining expectations around student behavior.
- Specifying procedures for implementing expectations.
- Guiding staff in determining special modifications or additions to the regular school P&Ps, as needed.

(For more information, see the Classroom Collaboration Action Plan, p. 102.)

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**Maintaining Discipline and Focus in the Classroom**

Communicating clear guidelines for appropriate behavior and addressing deviation from those guidelines in a consistent, firm and respectful manner is the basis for successful behavior management in martial arts and yoga classes. It’s crucial that instructors not ignore inappropriate conduct, but face it head-on and address students directly and constructively.

**Here are some general tips for contract instructors on how to create a classroom in which students maintain appropriate behavior:**
Consequences for Behavior

- **Teach proper behavior specific to a martial arts classroom (dojo) or yoga practice space.** Most students will not start out knowing the specifics of proper, respectful behavior in such spaces.

- **Have students take an active role in identifying what appropriate behavior looks like.** Establish a set of groundrules and discuss these with students. Give students the opportunity to suggest additional rules that would make them feel safe and respected. (See Sample Groundrules, p. 111.)

- **Obtain students’ input on reasonable consequences for inappropriate behaviors,** (e.g., laughing at others in class). They are more likely to comply if they have agreed on a reasonable consequence.

- **Inform students clearly and concretely about the consequences of inappropriate behavior.** Identify behaviors that will result in their being removed from class or suspended; this approach can serve as a deterrent to participating in disruptive behavior.

Instructor Awareness and Actions

- **Don’t take student behavior personally.** Understand that a student’s poor behavior is not a personal affront, but indicates some underlying issues that need to be addressed.

- **When students are distracted, assess what’s distracting them.** Briefly engage them in identifying the cause, as necessary, and then lead them back to a more focused state.

- **Avoid public recriminations, corrections and confrontations with students.** Take students aside privately to address inappropriate behavior. Disciplining students publicly shames them and pushes them to resist in order to “save face,” which may lead to expressing further disrespect and escalating the confrontation. Some students use inappropriate behavior as an attention-seeking strategy. Addressing their behavior quietly and privately defuses their efforts to be the center of attention.

- **Make a point of providing positive encouragement to resistant students.** Encouragement often works better than being stern. Even students who maintain a resistant stance may show improvement if they are encouraged to do their best in class. In particular, follow up consequences for inappropriate behavior with positive encouragement.
• **Divide the class into small groups when some students misbehaving** (if you have enough adults to lead each small group). Many students who behave inappropriately will decrease this behavior if they don’t have a big audience.

• **Challenge students physically and intellectually.** Keep them engaged by introducing new activities frequently.

Martial arts and yoga instructors in the BMS program, in consultation with program assistants, identified a range of behavior interventions that are documented in the *Classroom Management Tools and Interventions Matrix* (see p. 108). Many of these strategies work simultaneously as both classroom management techniques and strategies for effective teaching, proving that high-quality instruction and curricula can help prevent or reduce inappropriate behaviors.

The matrix is organized so that strategies are presented in order from least intensive (preventative measures) to most intensive interventions. Strategies that prevent misbehavior include varying the pace of instruction or rewarding positive behavior. The actions taken move through increasingly severe methods, culminating in removing the student from the class.

This matrix can be given to contract instructors as is, or modified according to your school’s policies. It’s useful as a starting point from which to discuss their approaches to classroom management and for identifying the school’s expectations around classroom and behavior management.

**Physical and Emotional Safety**

Physical activity carries with it the potential for injury, so it’s important to prepare staff and have a plan to follow in the event of injuries. The school needs to have basic first-aid supplies readily available. Site schools should already have existing policies and protocols for attending to illness and injury. If your site school does not have these P&Ps, they should be developed, and program staff trained in them. New protocols specific to the martial arts and/or yoga class should be co-developed by program staff as necessary. (See Part 6 of the Classroom Collaboration Action Plan, p. 107.)
It’s also important to create emotional safety so that students can perform to their optimum potential. You know there is emotional safety in the classroom when students want to come to class, are willing to try new things and ask questions. Emotional safety is fostered by demonstrating respect for the students and expecting respect from them in return. A policy of zero tolerance for teasing other students is also critical. (See Sample Groundrules for Martial Arts and Yoga Classes, p. 111.)

Martial arts and yoga classes may be a challenging and foreign activity for the students. They won’t want to look “uncool” or silly, or feel vulnerable when doing it. Understand that many students fear being embarrassed or failing, which prevents them from trying something new. Students need encouragement and positive reinforcement when they make small gains in order to build their confidence. When they get to that point, they may be willing to take greater emotional risks.

**Evaluating Your Program**

An evaluation can be designed to document program impact and help you improve the program. Too often, programs are designed and modified according to anecdotal evidence or evidence obtained in a haphazard manner. All programs can benefit from evaluation activities that are planned in advance and carefully conducted.

**Evaluations may be conducted to:**

- Meet funding or stakeholder requirements.
- Document that program objectives have been met.
- Determine program impact.
- Determine the extent to which the program is reaching the target audience.
- Identify program strengths and weaknesses and areas for continuous program improvement.
- Guide resource allocation and justify the need for sustainability.

Before you can plan and design valuation activities, you must first determine what your program goals and objectives are. Ideally, program planning and evaluation planning occur
simultaneously. It can be a challenge to prioritize which evaluation activities are worth doing, especially if your project is on a limited budget. When selecting evaluation questions and activities, it's very helpful to ask a few questions to help focus the evaluation plan.

Questions to ask:

• What do we want to learn about the program?
• How will this information be used?
• What can we do differently with this information?
• Who can design the instruments? collect the data? analyze the data?
• Realistically, do we have the funding to do each part of the evaluation well?

Your answers to these questions will help you decide which activities are worth conducting, and who might be able to carry out the activities.

There are numerous resources available on conducting evaluations. Ideally, the evaluation activities should be conducted by an outside evaluator or qualified staff member from your project. For a list of basic resources for program planning and/or program evaluation, see page 122. This is not an exhaustive list nor does it imply endorsement of any particular resource, publication or program. Program planners are encouraged to work with an external evaluator to guide and provide assistance in program evaluation planning and in developing and conducting appropriate evaluation activities to meet the specific needs of the program.

Final Words

“This is one of the best things they can do for schools. It’s great for the students. It’s extremely healthy and valuable.”

—BMS Site Teacher

Current national statistics on childhood obesity and health-related issues indicate that it’s imperative to make changes on the individual, community and societal level to increase physical activity among our youth. School-based PE programs provide a valuable opportunity to change students’ lives around physical activity, and these classes can also have a positive impact on families, teachers and the communities associated with the school. This guide offers you
information and tools to implement a program that can positively alter the course of your students’ lives.

One of the best things you can do for AEP students, who are often faced with challenging circumstances, is to provide them with new, positive ways of viewing themselves and the world around them. Such new perspectives can be found in the physical and mental training, and the philosophical, cultural and ethical perspectives embedded in many martial arts and yoga disciplines. Students can be equipped with new skills, stronger bodies and connections to a practice and to mentors. By reading this guide and taking an interest in starting a martial arts- and/or yoga-based PE program at your school, you have taken the first step in opening these new possibilities for your students. Good luck, and please don’t hesitate to contact BMS project staff from ETR Associates for assistance: Steve Bean, 831-438-4060, ext 176, or steveb@etr.org.

“You cannot teach a man [sic] anything. You can only help him discover it within himself.”

—Galileo
Course Plans and PE Standards

This section of the program guide provides schools, instructors and administrators with material that describes the flow and elements of martial arts or yoga classes. Martial arts instructors in the BMS program developed course outlines for each of their disciplines, and then looked at how their courses aligned with PE Standards. These documents can offer a sound rationale, outlines and principles to support you in developing and implementing a program in your school.

Principles in Developing Curricula for AEP Students

These principles were used in the development of the *Come and Get It: Nutrition and Fitness for Lifelong Health* curriculum for the BMS project.

- **Avoid sequencing.** Because AEP students are absent from school so much, if a later topic is totally dependent on an earlier one, half the class is lost because they were absent the day the earlier material was taught. For that reason, as much as possible, keep topics discrete from each other or “not sequenced.”

- **Provide concurrent units and repetition.** The *Come and Get It (CAGI)* curriculum is working with essentially 3 units: nutrition, physical fitness and mental wellness. In this curriculum, those units run somewhat concurrently. Running units concurrently achieves a couple of things:
  1. Opportunities for repetition—AEP students require more repetition, practice and reinforcement than mainstream students to master concepts and skills. Having the unit broken up into more frequent, shorter instructional activities creates opportunities to repeat or practice and reduces the impact of absences on student performance.
  2. Variety—AEP students need more practice and repetition, yet, at the same time, they have a lower boredom threshold. Mixing up unit topics ensures that they don’t have to do the same thing for a long time.

- **Allow for student absences.** As already mentioned, AEP students *will* miss classes. In designing a course, constantly ask the question: How will students learn this/make this up if they’re absent? You’ll want to avoid sequencing as much as possible, but won’t be able to avoid it entirely. So think about how to catch up students who miss class without boring those who have been in attendance.
• **Vary activity formats.** Another way of keeping student interest is to make sure lesson activity formats are varied. Mix mini-lectures (10 minutes or less) with demonstrations, hands-on experiments, kinesthetic learning activities, art projects and videos. Never show a video without interruption. Stop the tape or DVD a lot to have students reflect on what they’re seeing, discuss or check for understanding. Students may hate this, but that’s because they think a video in class means they can space out.

• **Explore lifelong fitness activities.** In line with the idea of concurrent units, feature exploration of lifelong fitness activities in the course. Present a new idea at least once a week. Possible ideas:
  - Bongo boards—snowboarding/skateboarding practice boards
    
    *(Note: You need mats, elbow/knee pads, gloves and students spotting each other to make this activity really safe.)*
  - “Hidden fitness”—an exploration of fitness activities embedded in other activities that aren’t viewed primarily in terms of their fitness value, such as dancing or dog walking
  - Frisbee golf
  - Dance Dance Revolution—a dancing video game where students have to follow a dance pattern that appears as flashing lights on a floor pad.

• **Try community mapping.** This has caught on as a participatory method of assessing needs and assets in communities. It might be interesting to adapt a community mapping process to allow the students to map the barriers and assets to fitness and nutrition that exist in their local community. This works a social justice angle into the program.

• **Provide differentiated instruction (DI).** Brain research confirms what experienced teachers have always known: no two children are alike and no two children learn in an identical way. Differentiating instruction means creating multiple paths so that students of different abilities or learning needs experience equally appropriate ways to learn concepts. Differentiation may include varying the content, processes or product for each group in the class. DI is an effective way to reach students in AEP settings because they exhibit different levels of academic proficiency and learning styles within the same class. In the CAGI curriculum, DI was considered and activities were suggested in Lesson 2 (activity 2.3) and Lesson 12 (activity 12.2).
• **Use scaffolding.** Scaffolding is an effective way to present information to AEP students. Instructional scaffolding consists of teaching new skills by engaging students collaboratively in tasks that would be too difficult for them to complete on their own. The instructor initially provides extensive instructional support, or scaffolding, to continually assist the students in building their understanding of new content and process. Once the students internalize the content and/or process, they assume full responsibility for controlling the progress of a given task. In the CAGI curriculum, a lesson contains an introduction to the topic for the day and then information is presented and examples given in a variety of ways to address different learning styles. For example, when teaching a new skill, the teacher would first provide an example, then have students use the skill with an example provided by the teacher, and finally have the students use the skill with an example from their own lives.

• **Consult.** Use local consultants to provide support, input and specific expertise. The development of the CAGI curriculum made use of two consultants who had expertise in nutrition and physical fitness.

**Physical Education Standards**

Instructors in the BMS project aligned their courses with the Hawaii PE Standards because the California Standards had not yet been adopted when the funding proposal was written. The Hawaii Standards are similar to the California Standards, and both are similar to the National PE Standards. All three sets of standards are provided here for reference.

**National Standards for Physical Education**


Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.
A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Purpose of the National Standards Document

• Standards provide the framework for a quality physical education program. What is worth teaching and learning in physical education? The national content standards define what a student should know and be able to do as result of a quality physical education program. They provide a framework for developing realistic and achievable expectations for student performance at every grade level. These expectations are the first step in designing an instructionally aligned program.

• National Standards provide guidance for developing state and local standards. States and local school districts across the country have used the national standards to develop standards, frameworks and curricula. Others have revised their existing standards and curricula to align with the national standards.

• Standards increase the professional stature of physical education. The national standards demonstrate that physical education has academic standing equal to other subject areas. They describe achievement, show that knowledge and skills matter, and confirm that mere willing participation is not the same as education. In short, national physical education standards bring accountability and rigor to the profession.
The California Challenge Standards in Physical Education

Challenge Standards for Student Success: Physical Education was developed by the California Department of Education. ISBN 0-8011-1435-7

Introduction

All human beings have an ability and a desire to move and be active throughout their lives in order to live a healthy lifestyle. Therefore, a program of physical education should provide students with developmentally appropriate activities and use a variety of teaching methods based on each student’s individual needs.

Physical Education Standards

Movement Skills and Movement Knowledge

**Standard 1:** The student will be competent in many movement activities.

**Standard 2:** The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

**Standard 3:** The student will achieve and maintain a health-enhancing level of fitness.

Self-Image and Personal Development

**Standard 4:** The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.

**Standard 5:** The student will demonstrate responsible personal behavior while participating in movement activities.

Social Development

**Standard 6:** The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

**Standard 7:** The student will understand the interrelationship between history and culture and games, sports, play and dance.
Hawaii PE Content Standards

**Standard 1:** Students demonstrate successful movement forms at a basic level and some movement forms at a mastery level.

**Standard 2:** Students apply movement concepts and principles to the learning and development of motor skills.

**Standard 3:** Students exhibit a physically active lifestyle.

**Standard 4:** Students demonstrate ways to achieve and maintain a health-enhancing level of physical fitness.

**Standard 5:** Students demonstrate responsible personal and social behavior in physical activity settings.

**Standard 6:** Students demonstrate understanding and respect for differences among people in physical activity settings.

**Standard 7:** Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.
Confluence Aikido
Course Plan

Course title: Aikido
Instructor: Sensei Jennifer Paige Smith
Duration: 8 weeks, three 1-hour classes per week = 24 hours of instruction

1. Introduction/goals of the course:
The purpose of this course is to introduce basic/foundational principles of Aikido and to transmit those principles through solo and paired practices. It is also the purpose of this course to excite students to discover themselves through their bodies in a safe and cooperative environment of trust.

2. Learning objectives:
By the end of the course, students will be able to:

• Demonstrate three basic techniques in two forms: Irimi (entering with the body and mind) and Tenkan (turning with the body and mind).
• Demonstrate three basic Aikido receiving techniques (Ukemi).
• Demonstrate increased focus during class time.
• Demonstrate traditional Japanese bows of respect.
• Demonstrate an abbreviated form of a traditional breathing exercise (Shin Kokyu).
• Demonstrate respect to everyone in the class during the entire course.
• Demonstrate respect to self by attending all classes, being on time, and dressing in clean clothing that the BMS program provides.
• Explain the Aikido founders’ statement “True Victory Is Self-Victory.” This can be done by writing a paragraph, telling a personal story to the instructor that illustrates understanding, or explaining during a class sharing time.
Confluence Aikido Course Plan (continued)

3. Content outline: Typical lesson

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bowing into class</td>
<td>A formal sitting time at the beginning of physical practice that culminates in a bow of respect.</td>
<td>3–5 min.</td>
</tr>
<tr>
<td>2 Stretching and greeting</td>
<td>Light body movements and stretching. A body “check-in” time together.</td>
<td>10 min.</td>
</tr>
<tr>
<td>3 Etiquette/philosophy/concept</td>
<td>Traditional <em>dojo</em> behavior will be introduced with contextual reasoning/etiquette history (how and why).</td>
<td>5 min.</td>
</tr>
<tr>
<td>4 Ukemi practice</td>
<td>Aikido falls/ giving and receiving.</td>
<td>10 min.</td>
</tr>
<tr>
<td>5 Techniques/partner practices</td>
<td>Solo and partner movements.</td>
<td>25 min.</td>
</tr>
<tr>
<td>6 Story time <em>(optional—sometimes included in stretching)</em></td>
<td>Aikido stories that demonstrate change from violent solutions or stories of personal victory and friendship through “Aiki.”</td>
<td>5 min.</td>
</tr>
<tr>
<td>7 Aikido games <em>(optional—can be part of technique time)</em></td>
<td>Cooperation games. Fun time for closeness and problem solving.</td>
<td>5 min.</td>
</tr>
<tr>
<td>8 Bowing out of class</td>
<td>A formal sitting time to allow body to settle and to express ideas and appreciation.</td>
<td>3–5 min.</td>
</tr>
</tbody>
</table>

4. Pre-assessment and assessment of student learning:

Students will demonstrate a single Aikido stance. They will demonstrate bowing and following along during the first class. During this pre-assessment, instructor will note if anyone has any obvious obstacles to basic learning (e.g., serious injury, serious focus issues such as acting out or spacing out). At the end of their very first class, students will write a paragraph or single thought about what they hope to improve physically or how this class will benefit them.

At the conclusion of the 8 weeks, instructor will again ask students to stand in a basic Aikido stance and will look for bent knees, open breathing, head up, eyes forward, and arms once extended and then once relaxed. Instructor will ask students to bow and will examine their posture for a straight back and a sincere attitude. A brief exam will be administered where they will be required to demonstrate any or all of the material outlined in the course objectives. Instructor will ask them to explain “True Victory is Self-Victory” at that time.
5. Materials needed for instruction:

- Gym mats
- Loose karate-type pants and T-shirts
- $20 to cover the costs for a certificate of completion awarded to students who successfully attend 85% of the classes. (This certificate is the equivalent of a beginner’s belt. It offers honor.)

6. Other:

Because Aikido is not a competitive or strictly physically quantitative art, attitude is everything. We develop our true martial spirit through our attitude toward practice. Sometimes this cannot be measured in 8 weeks. Aikido can have a “trickle down effect” from spirit to body as well as an ascending route from body to spirit. Every student is different and will be evaluated on effort (spirit) as much as anything.
### Confluence Aikido

**PE Standards and Performance Outcomes**

<table>
<thead>
<tr>
<th>Hawaii PE Standard</th>
<th>Performance Outcomes—Confluence Aikido</th>
</tr>
</thead>
</table>
| 1. Students demonstrate movement forms at a basic level and some movement forms at a mastery level. | • Students learn basic footwork, grabs, strikes and movement responses.  
• Intermediate students learn basic combinations of strikes and responses, which become techniques.  
• Students move toward mastery of technique as they begin to assimilate and comprehend the intrinsic application of technical knowledge. |
| 2. Students apply movement concepts and principles to the learning and development of motor skills. | • Students apply concepts of turning and entering form as they relate to greater levels of force.  
• Greater comprehension leads to more intuitive body responses.  
• Students learn spatial awareness.  
• Spatial awareness leads to inner calm, “centeredness,” focus and a reduction in confusion (solidity). |
| 3. Students exhibit a physically active lifestyle. | • Students are offered information on continuing Aikido classes.  
• Belt advancement opportunities are offered to students.  
• Belt advancement requires technical proficiency and minimum hours of practice requirements. |
| 4. Students demonstrate ways to achieve and maintain a health-enhancing level of physical fitness. | • Students strive to achieve belt promotion or to become more expressive in the art through greater comprehension.  
• Confluence Aikido points to the path of lifelong learning and lifelong practice. |
| 5. Students demonstrate responsible personal and social behavior in physical activity settings. | • Students follow traditional etiquette within the classroom dojo setting.  
• Students create the classroom dojo by setting down mats, removing shoes, sitting in seiza (formal seated position), and waiting for the instructor to begin the bow in.  
• Students are given a sheet of instructions at the beginning of the course that describes basic dojo etiquette. |
| 6. Students demonstrate understanding and respect for differences among people in physical activity settings. | • Japanese language and traditions are taught as a cultural enhancement component to the Confluence Aikido curriculum.  
• Students are also exposed to philosophical/cultural traditions that compliment Confluence Aikido (e.g., Native American philosophy, Mayan philosophy, Tibetan philosophy, etc.). |
| 7. Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. | • Students learn the building blocks of the “language of movement arts.”  
• Individual interpretation is built into advanced technical concepts. This requires individuals to formulate their own “words,” “sentences” and “paragraphs” of movements. (In Confluence Aikido we refer to this as Takemusu no Bu, the creative birth of new technique.) |
Capoeira
Course Plan

Course title: Capoeira

Instructor: Mestre Papiba Godinho

Duration: 8 weeks, three 1-hour classes per week = 24 hours of instruction

1. Introduction/goals of the course:

Capoeira is an Afro-Brazilian art form, created by African slaves in Brazil, during the Portuguese colonization. Africans were not allowed to practice their traditional martial arts; therefore, they created Capoeira, a martial art disguised as a dance. Capoeira combines physical (aerobatics, martial art and dance), musical (drumming and singing) and philosophical elements. In a typical Capoeira class, students learn the fundamentals of all these aspects. Capoeira is a representation of Brazilian culture because it requires participants to improvise, be spontaneous, deal with whatever comes in the moment and be creative.

The goals of this course are to develop a sense of community (help each other as a group, train together and learn together); to have a fun environment for learning the physical aspects of Capoeira (relays, roda [Capoeira circle], music, rhythm and acrobatics); and to introduce Brazilian culture by teaching words and counting, stories and philosophy of Capoeira.

2. Learning objectives:

By the end of the course, students will be able to:

• Understand the importance of stretching, warm-ups and strengthening exercises (sit-ups, push-ups and lunges).
• Do “ginga” (the basic Capoeira swing), “esquiva” (dodges, 3 different types), kicks (“martelo” direct kicks and “mei lua” round kicks), acrobatics (“au” cartwheel, “macaco” squat position, etc.).
Capoeira Course Plan (continued)

- Build a sense of community by participating in the roda (Capoeira circle). Everybody has an important role in the circle, whether playing in the circle or making the music, clapping, drumming and singing.

3. Content outline: Typical lesson

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Stretching</td>
<td>Stretching all of body briefly, gives instructor time to check in with students.</td>
<td>10 min.</td>
</tr>
<tr>
<td>2 Ginga</td>
<td>Practicing the basic swing; sometimes in mirror or with partner.</td>
<td>10 min.</td>
</tr>
<tr>
<td>3 Combination moves (Ginga, esquiva, kicks)</td>
<td>Learning sequences of different moves.</td>
<td>20 min.</td>
</tr>
<tr>
<td>4 Sit-ups and push-ups</td>
<td>Strengthening the core muscles.</td>
<td>5 min.</td>
</tr>
<tr>
<td>5 Roda (Capoeira circle)</td>
<td>Opportunity for students to apply movements in real context.</td>
<td>10 min.</td>
</tr>
<tr>
<td>6 Closing circle</td>
<td>Opportunity to bring class together to officially end activities.</td>
<td>5 min.</td>
</tr>
</tbody>
</table>

4. Pre-assessment and assessment of student learning:

The following skills are assessed from the beginning of the course to the end, looking for improvements:

- Physical—posture, leg and arm coordination, balance between arms and legs, head position (to be able to see other player), eye contact and acrobatic skills (spin kick, cartwheel).
- Participation—Openness to trying different aspects of Capoeira (physical, philosophical and musical).

5. Materials needed for instruction:

- Ropes
- Mats for acrobatics
- Drums and other musical instruments
- Sticks or other objects for kicking over
## Capoeira

### PE Standards and Performance Outcomes

<table>
<thead>
<tr>
<th>Hawaii PE Standard</th>
<th>Performance Outcomes—Capoeira</th>
</tr>
</thead>
</table>
| 1. Students demonstrate movement forms at a basic level and some movement forms at a mastery level. | • Students demonstrate basic positions and movements (ginga, esquiva, kicks, cartwheel).  
• Students coordinate arm and leg movement within the basic movements of ginga, esquiva, kicks.  
• Students demonstrate basic flexibility in lower and upper body muscle groups. (Example: Ability to lunge forward and place palm flat on ground)  
• Students perform skills such as jumping jacks, sit-ups, push-ups and lunges at mastery level. |
| 2. Students apply movement concepts and principles to the learning and development of motor skills. | • Students apply basic movements while interacting with another “player.”  
• Greater comprehension leads to more intuitive body responses.  
• Students learn spatial awareness.  
• Students apply their physical and mental abilities to develop their Capoeira “game.”  
• Students are able to participate in a roda (Capoeira circle) by understanding fundamentals of Capoeira.  
• Students understand the importance of music in Capoeira. |
| 3. Students exhibit a physically active lifestyle. | • Students are introduced to an alternative physical activity.  
• Students are informed of physical activity classes available in the community.  
• Students are informed of exercises and other physical activities that complement Capoeira training. |
| 4. Students demonstrate ways to achieve and maintain a health-enhancing level of physical fitness. | • Students are encouraged toward a path of lifelong learning and practice.  
• Students integrate many components beyond the physical skills taught in the curriculum, including community, interaction with others, self-esteem, self-acceptance, comfort level, self-awareness, tolerance, sharing knowledge.  
• Students incorporate the holistic teachings of Capoeira: good posture, positive attitude, adaptability, tolerance and patience. |
| 5. Students demonstrate responsible personal and social behavior in physical activity settings. | • Students follow etiquette within the classroom setting: showing respect of others and the instructor; paying attention to and incorporating feedback from instructors; participating in activities as requested; being prepared for class by wearing appropriate clothing, being on time and being ready to learn.  
• Students participate in a roda by either “playing” in the center, singing and clapping, or playing an instrument. |
| 6. Students demonstrate understanding and respect for differences among people in physical activity settings. | • Students are exposed to the music, language, history and geography of the origins of Capoeira and Afro-Brazilian culture.  
• Students learn to negotiate their differences—socio-economic, ethnic, gender and physical—while practicing and playing in the roda. |
| 7. Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. | • Students learn to derive enjoyment from the creative and playful aspects of Capoeira.  
• Students become more comfortable with trying a different language through learning Capoeira songs and terminology.  
• Students learn how to improvise in the roda by combining the skills they learn in class.  
• Students’ ability to improvise in the roda helps them become more resourceful in their daily lives. |
Martial Arts Fitness

Course Plan

Course title: Martial Arts Fitness
Instructor: Sifu Lori Mullen
Duration: 8 weeks, two 45-minute classes per week = 12 hours of instruction

1. Introduction/ goals of the course:

Martial Arts Fitness is a program developed to teach and inspire students to implement a fitness and wellness program for life. Incorporating the fundamentals of Chinese Martial Arts, the program strives to teach the discipline of Chinese Gung Fu, along with physical fitness, basic nutrition and wellness education.

2. Learning objectives:

By the end of the course, students will be able to:

• Understand the importance of stretching, flexibility and balance.
• Understand the importance of strength training.
• Demonstrate at least three different types of abdominal crunches.
• Demonstrate at least two different types of push-ups.
• Understand some basic nutrition concepts.
• Demonstrate increased focus and attention.
• Demonstrate increased respect to all.
• Demonstrate at least two exercises to strengthen a selected muscle and/or muscle group.
• Demonstrate at least two Gung Fu stances.
• Demonstrate at least two Gung Fu kicks.
• Demonstrate at least two Gung Fu blocks.
3. Content outline: Typical lesson

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Salute into class</td>
<td>Students will retrieve mats, stand in circle, then salute all.</td>
<td>2–4 min.</td>
</tr>
<tr>
<td>2 Stretching and warm-ups</td>
<td>Stretching of upper and lower body. Light cardio exercise to warm up muscles.</td>
<td>6–8 min.</td>
</tr>
</tbody>
</table>
| 3 Physical exercises             | • Abdominal crunches                                                        | 6–8 min.|• Push-ups
• Exercises for the upper or lower body

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Health and wellness lesson</td>
<td>Team-building exercises and games to introduce and educate students on a health and wellness topic.</td>
<td>10–14 min.</td>
</tr>
<tr>
<td>5 Martial arts lesson</td>
<td>Lesson and activities to help students learn a selected Gung Fu stance, kick or block.</td>
<td>12–14 min.</td>
</tr>
<tr>
<td>6 Cool down, review and salute</td>
<td>Cool-down stretch while reviewing material learned today.</td>
<td>3–5 min.</td>
</tr>
</tbody>
</table>
Martial Arts Fitness Course Plan (continued)

- Kicking target
- Blocker
- Medicine ball(s)
- Martial Arts uniforms (optional, but recommended)
# Martial Arts Fitness

## PE Standards and Performance Outcomes

<table>
<thead>
<tr>
<th>Hawaii PE Standard</th>
<th>Performance Outcomes—Martial Arts Fitness</th>
</tr>
</thead>
</table>
| 1. Students demonstrate movement forms at a basic level and some movement forms at a mastery level. | • Students learn upper- and lower-body stretches to improve flexibility, upper- and lower-body strength exercises to improve muscle tone, and cardiovascular exercises to improve overall heart health and endurance.  
• Students learn the basic stances, blocks and kicks of Chinese Gung Fu and the basic strikes of boxing/kickboxing.  
• Students learn concepts relating to balance, focus and coordination as applied to both overall fitness and martial arts. |
| 2. Students apply movement concepts and principles to the learning and development of motor skills. | • Students apply concepts, principles, tactics and strategies to improve overall fitness and develop a better understanding of personal responsibility as it applies to one’s health.  
• Students will apply basic Gung Fu stances and moves and will become more fluid in their movements.  
• Students will learn how to focus the body and mind to enhance calm, balance, attention and clarity. |
| 3. Students exhibit a physically active lifestyle. | • Students are given homework assignments to improve overall health and fitness.  
• Through the participation of biweekly Martial Arts Fitness classes, students will develop fitness awareness and good fitness habits will be encouraged for a healthy lifestyle.  
• Students are provided information on continuing martial arts and fitness classes or other opportunities to stay physically active in the community. |
| 4. Students demonstrate ways to achieve and maintain a health-enhancing level of physical fitness. | • Students set goals to improve physical fitness levels.  
• Students use information about personal fitness status to improve and or maintain a personal level of fitness.  
• Students take a greater personal responsibility in their overall health by becoming more aware of their fitness and nutritional habits. |
| 5. Students demonstrate responsible personal and social behavior in physical activity settings. | • Students follow proper classroom etiquette.  
• Students demonstrate ability to listen, take turns, work with partners and participate respectfully.  
• Students participate in the salute at the beginning and end of each class. |
| 6. Students demonstrate understanding and respect for differences among people in physical activity settings. | • Students demonstrate respect for others by following the rules and safety precautions.  
• Students work cooperatively as a group and help other students.  
• Students learn the proper names of the moves and techniques taught.  
• Students learn some of the history and the differences in the martial arts and show respect for all styles.  
• Students learn to accept the differences of the students, and the abilities and difficulties each student has. |
| 7. Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. | • Students develop a greater awareness of themselves.  
• Students receive information about how martial arts and fitness activities can improve one’s physical and mental health and overall well-being.  
• Students learn that by taking a greater personal responsibility in their overall health they become more empowered, more energized and more vital to themselves, their families and their communities. |
Quantum Jujitsu

Course Plan

Course title: Quantum Jujitsu

Instructor: Sensei Kevin Snorf

Duration: 8 weeks, two 45-minute classes per week = 12 hours of instruction

1. Introduction/ goals of the course:

The emphasis in this course on Jujitsu will not be on students sparring with or fighting each other, but on “fighting” the conflicts inside themselves. While the competitive or combative drive of students may be used to heighten interest in the teachings, it will ultimately be redirected towards higher purpose and self-improvement.

Since Jujitsu combat can be harsh on the body, students will learn to care for themselves and define boundaries. For example, the most important technique beginning Jujitsu students learn is to tap (to admit defeat when a technique is too much). This acknowledges personal limits and develops humility and respect for the instructor or advanced students. As students demonstrate they can be trusted, more techniques will be taught that require a greater amount of sensitivity and control.

2. Learning objectives:

By the end of the course, students will be able to:

- Highly exert their physical and mental bodies, and learn about themselves by facing both internal and external conflict, and by balancing sensitivity and aggression.
- Understand many of the concepts of Jujitsu while enjoying themselves in a disciplined martial arts structure.
Quantum Jujitsu Course Plan (continued)

- Channel their emotional energies through Jujitsu for self-enhancement instead of self-destruction.
- Care for themselves and define boundaries.

3. Content outline: Typical lesson

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yoga warm up</td>
<td>10 min.</td>
</tr>
<tr>
<td>2 Warm-ups—Jujitsu movement and exercise technique</td>
<td>10 min.</td>
</tr>
<tr>
<td>3 Technique</td>
<td>25 min.</td>
</tr>
<tr>
<td>4 Application/light spar to test technique</td>
<td>5 min.</td>
</tr>
<tr>
<td>5 Stretching and summary talk from instructor</td>
<td>5 min.</td>
</tr>
<tr>
<td>6 Ending meditation</td>
<td>5 min.</td>
</tr>
</tbody>
</table>

4. Elements that will be taught:

In the physical teachings of Quantum Jujitsu, three equally important modes of combat are taught:

- **Outfighting** consists of kicking and punching and running away. It will hardly be taught in this curriculum, although running away from a conflict will be taught.

- **Infighting** has to do with grappling, one of the most popular elements of Jujitsu. Usually, the goal is to take a person to the ground. Infighting emphasizes takedowns, clinch-fighting (usually striking, which will not be taught here), upper body control and standing finishes. Takedowns are a very difficult art and require extensive skill at balance, coordination, understanding the human body, and work on effortlessness.

- **Groundfighting.** It has been said that 90% of combat situations go to the ground. In groundfighting, a student will learn position, control and submissions. **Position** means getting to a powerful place to view the situation. **Control** means learning to control and maintain this position. **Submission** means to finish the person or bring a conflict to its conclusion. Students will learn power lines in their bodies to create effortless power, and mental power lines in their minds to create their desired reality.
Quantum Jujitsu Course Plan (continued)

Techniques in Jujitsu will be taught with students practicing with one another.

Materials needed for instruction:

- Mats
- Gis
- Shirts
- Belts
Quantum Jujitsu
Sample Contract for Quantum Jujitsu Students

I agree to the following conditions:
1. To call my instructor “Sensei.”
2. To wear and care for my uniform appropriately.
3. To use all the bows when appropriate.
4. To ask for permission on and off the mat.
5. To get to class on time and stay until the end, unless otherwise arranged.
6. To respect my Sensei, my partner and classmates, my teachers/assistants and myself.
7. To use sensitivity and lean toward caution when training so no one gets hurt.
8. To not use physical techniques outside of class.
9. To not teach other students outside of the class.
10. To follow the normal expectations of the program (attendance, attitude, participation, challenge myself).
11. To report any injury (mine or others) immediately to the Sensei.
12. To point out any safety hazards that might not be seen.
13. To immediately stop if Sensei yells “stop” or “break.”
14. To stop if there’s an injury or bleeding, inform my Sensei right away, and get first aid; to report any skin disease.
15. To respect the word “tap,” stopping if my opponent uses it and using it often myself.
16. To not use intoxicating substances while training.
17. To remove jewelry during class.
18. To lead by example for other students so they can model my behavior.
19. To not shout, yell or speak harshly in the dojo. To not cry in pain unless it’s bad.
20. To say, “Hai,” “Ous,” or “Yes” when I understand something.
21. Immediately stop what I’m doing and direct my energy to my Sensei when he/she is speaking. If necessary, remind others to do the same.
22. To show ranking students/staff greater respect and to follow their direction in the dojo.

(continued)
Sample Contract for Quantum Jujitsu Students (continued)

23. To always keep clean: shower; use deodorant; wash hands, face, breath, gi; shave; keep nails clipped.

24. To continue doing the task the instructor has given and not sit around talking because I feel I’ve done a technique enough times. (One can NEVER do a technique too many times.)

25. To follow basic combat rules of my particular dojo:
   • Do not seek to harm your fellow training partners.
   • No striking, biting, scratching, touching or hitting vitals (such as eyes, throat, back of head).
   • No small-joint manipulation (unless the instructor says so).
   • No grabbing or striking breasts or genitala.
   • No putting pressure on people’s knee or ankle joints.
   • No fish-hooking, slamming or spitting (keep any fluids to yourself).
   • No cursing.
   • No weapons.
   • No shoes on the mat.
   • No walking outside with bare feet or socks.
   • No lounging on the mat.

I agree to abide by these rules and contract at all times.

Student: ______________________________________ Date_______________
Instructor: __________________________________ Date_______________
Yang Style Tai Chi

Course Plan

Course title: Tai Chi

Instructor: Sifu Jaime Marquez

1. Introduction/goals of the course:
The main purpose of providing students a physical education learning experience is to inspire them to a lifetime of physical activity and healthful learning. Learning balance with Tai Chi provides the foundation for students to obtain and maintain balance, both in movement and in life. Tai Chi, one of many Kung Fu systems, is rooted in 5,000 years of Chinese history. Tai Chi provides students with an opportunity to learn through their practice how to achieve well-being and how to overcome difficulties in life.

The practice of Tai Chi teaches students the concepts of Yin and Yang, which is the philosophical foundation of Traditional Chinese Medical Theory. This theory states that everything is interrelated, interconnected and interdependent. It also teaches that movement is life, and life is in a constant state of change. Tai Chi movements develop from the simple to the complex. Tai Chi exercise combines non-violent martial arts movements with breathing and stretching exercises. One of the many benefits of Tai Chi is that it is physically and mentally challenging. It is a popular form of non-violent self-defense, and a stress-reducing, fun activity that strengthens the students physically and mentally.

Tai Chi movements benefit the students through participative learning. Tai Chi conditions the whole body with choreographed movement steps that flow into one another. The principles and concepts of Tai Chi express the following characteristics:
Tai Chi Course Plan (continued)

- Slowness
- Smooth circular motion
- Relaxation
- Continuity
- Differentiation of hard and soft
- Harmonizing breathing with movement
- Developing relaxed strength

Tai Chi teaches non-violent principles, understanding, and compassion for oneself and others.

2. Learning objectives:

By the end of the course, students will be able to:

- Demonstrate pre-determined coordinated upper and lower body movements.
- Demonstrate basic movement with advanced understanding of technique, application, movement and standards.
- Apply concepts of staying relaxed and being mindful of stances, twisting, the shifting of their balance and transiting from one move to another, and adapting to different levels of force and movement changes.
- Demonstrate mindfulness of movement, balance and breathing, leading to inner calmness and peacefulness towards oneself and others.
- Follow traditional etiquette within the Tai Chi classroom setting.
- Execute the form with the expression of one’s individual style while adhering to the standards, concepts and principals of Tai Chi.
# Yang Style Tai Chi

## PE Standards Performance Outcomes

<table>
<thead>
<tr>
<th>Hawaii PE Standard</th>
<th>Performance Outcomes—Yang Style Tai Chi</th>
</tr>
</thead>
</table>
| 1. Students demonstrate movement forms at a basic level and some movement forms at a mastery level. | • Students demonstrate pre-determined coordinated upper- and lower-body movements.  
• Students use correct stance.  
• Students demonstrate how to use waist; how to shift weight; how to use the right intention; and how to coordinate upper- and lower-body movement as one piece.  
• Intermediate students demonstrate a deeper understanding of executing Tai Chi movements, applications, how to utilize them and are able to perform when called upon.  
• Students learn additional forms and applications, and demonstrate basic movement with advanced understanding of technique, application, movement and standards. |
| 2. Students apply movement concepts and principles to the learning and development of motor skills. | • Students apply concepts of staying relaxed and being mindful of stances, twisting, the shifting of their balance and transiting from one move to another, and adapting to different levels of force and movement changes. |
| 3. Students exhibit a physically active lifestyle. | • Students ask questions and are offered information on continuing Tai Chi classes.  
• Students request ranking/belt advancement opportunities which require technical proficiency and minimum hours of practice. |
| 4. Students demonstrate ways to achieve and maintain a health-enhancing level of physical fitness. | • Students demonstrate movement toward mastery as they are more involved in their learning, practice more than the minimum required, set fitness goals, seek out additional knowledge, and apply it to what is already known.  
• Students strive to achieve ranking/belt promotion or strive to become more expressive in the art through greater comprehension and Tai Chi endurance training.  
• Students demonstrate mindfulness of movement, balance and breathing, leading to inner calmness and peacefulness towards oneself and others. |
| 5. Students demonstrate responsible personal and social behavior in physical activity settings. | • Students follow traditional etiquette within the Tai Chi classroom setting.  
• Students accept the Tai Chi classroom setting, dress code, formal starting position, and wait for the instructor to begin the bow in. |
| 6. Students demonstrate understanding and respect for differences among people in physical activity settings. | • Students learn Tai Chi language and traditions as a cultural enhancement component to the Tai Chi curriculum.  
• Students are also exposed to philosophical/cultural traditions that compliment Tai Chi (e.g., Native American philosophy, Mayan philosophy, Traditional Chinese Medicine, etc.). |
| 7. Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. | • Students gain knowledge through Tai Chi practice, principals and concepts.  
• Individual interpretation is built into the learning process and is articulated in the execution of the form with the expression of one’s individual style, while adhering to the standards, concepts and principals of Tai Chi.  
• Students recognize that their accomplishment is a welcomed achievement in the martial arts world, federations, local and world tournaments and learning institutions. |
Warrior Yoga

Course Plan

Course title: Warrior Yoga

Instructors: Sensei Kevin Snorf and Sensei Justin Bench

Duration: 8 weeks, three 1-hour classes per week = 24 hours of instruction

1. Introduction/goals of the course:

Students of Warrior Yoga can increase their benefits on the three levels of mind, body and spirit. On the physical level, students can expect to increase their balance, strength and flexibility. Physical strength is continuously emphasized (but not overemphasized) as a means of being able to hold postures longer and with greater natural ability. Balance is the foundation of any posture. One must be able to find a proper base and increase ability to negotiate between extremes of off-balance in order to find on-balance. An emphasis on lengthening major muscle groups in the body to create increased flexibility is addressed in every class as well. Alignment and Posturing is another focus. Students learn to combine all the above elements to find natural power lines in the body which aid proper alignment and posture in all activities of life.

Many of the physical techniques also emphasize purification and detoxification of the body. Purification can happen on a mental level too. Students will gain increased focus on their life path and aspirations. They will get a clear sense of how to remove the obstacles in their minds that hold them back from meeting their goals and focus their minds on their potentials. There is also a sense of creating “peace of mind” by clearing excess thoughts through a movement meditation. Students of Warrior Yoga access new potentials of the mind using breath techniques,
visualization techniques and yoga flows. These practices relieve stress, recontextualize thought patterns and emotions, and focus the mind as a direct tool of the person’s larger aspirations and body. The training also emphasizes principles of self-inquiry that might often be described as spiritual inquiry.

Put more simply, students are encouraged to open to a higher purpose, larger than their selves. By inquiring and searching for a deeper sense of self within, students gain a profound knowledge of who they are in the world and a sense of greater possibility for whom they might become. This inquiry into self-realization is at the core of any yoga practice and can be experienced just as profoundly in the physical aspects of the body as in the mental and spiritual realms.

2. Learning objectives:

By the end of the course, students will be able to:

- Demonstrate increased balance, strength and flexibility.
- Exhibit a beginning sense of alignment in the body.
- Demonstrate competence in all five breath techniques and variations in Warrior Yoga.
- Gain an internal sense of focus and clarity in the movement meditation.
- Be familiar with the A and B Series.
- Demonstrate attendance above 85%, active participation, inquisitiveness, promptness and ability to follow instructions in class.
- Understand cultural and philosophical approaches to yoga.
- Demonstrate interest and respect for teachings and teachers, and desire to learn, excel and continue studies on the art of yoga.
3. Content outline: Typical lesson

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Intro circle up and bow in</td>
<td>Clear mind, focus intention, breathe, bow together.</td>
<td>1–3 min.</td>
</tr>
<tr>
<td>2 A Series of Warrior Yoga</td>
<td>Heat the body, begin breath practice, strengthen and lengthen and balance.</td>
<td>10 min.</td>
</tr>
<tr>
<td>3 B Series of Warrior Yoga</td>
<td>Same as above.</td>
<td>20 min.</td>
</tr>
<tr>
<td>4 Varying cool-down</td>
<td>Lengthening (stretching), balancing, finishing pose, releasing/calming body mind. Hips emphasized primarily.</td>
<td>20 min</td>
</tr>
<tr>
<td>5 Ending meditation</td>
<td>Corpse Pose, lying in stillness breathing, story told or visualization led.</td>
<td>5 min.</td>
</tr>
<tr>
<td>6 Bow out</td>
<td>Same as beginning.</td>
<td>1 min.</td>
</tr>
<tr>
<td>7 Philosophy/guided visualization</td>
<td>Discussed and told throughout class.</td>
<td></td>
</tr>
</tbody>
</table>

4. Pre-assessment and assessment of student learning:

Instructor will assess students’ ability to focus, participate, make effort and search alignment. Continual progress, the desire to improve, use of breath, posturing, and focus are the primary things looked for.

5. Materials needed for instruction:

- Mats
- Music
### Warrior Yoga

#### PE Standards and Performance Outcomes

<table>
<thead>
<tr>
<th>Hawaii PE Standard</th>
<th>Performance Outcomes—Warrior Yoga</th>
</tr>
</thead>
</table>
| 1. Students demonstrate movement forms at a basic level and some movement forms at a mastery level. | • Students demonstrate basic knowledge of core movement flows of Warrior Yoga: A and B Series. Mastery Level: C Series.  
• Students demonstrate ability to transition between techniques fluently.  
• Students learn to coordinate breath with their movements and awareness. |
| 2. Students apply movement concepts and principles to the learning and development of motor skills. | • Students learn to think about how movement and yoga exercises coordinate and benefit other physical activities from labor to sports, etc.  
• Students learn principles of motion in the body which are applicable to any physical discipline.  
• Students learn concepts of Warrior Yoga (balance, distance, vision, precision, transition, rhythm, breath) and how they apply to yoga and student lives. |
| 3. Students exhibit a physically active lifestyle. | • Students are given homework assignments (wake up and breathe, wake up and do 20 push-ups).  
• Vigorous and challenging regular Warrior Yoga classes induce sweating, strengthening, balancing and stretching in the body.  
• Students are encouraged to use yoga as a vehicle for other athletics and activity. Warrior Yoga came from warm-ups for martial arts, so applicability to other athletic activities is very high. Students comment often on how it helps their biking, skating, etc. |
| 4. Students demonstrate ways to achieve and maintain a health-enhancing level of physical fitness. | • Yoga is discussed not as a class twice a week, but as a way of life: learn to deal with stress, emotions and conflict mentally; keep fit physically as something that is fun and life enhancing; and connect with healthy life path, life goals and higher source of meaning (spirit).  
• Students are encouraged to use yoga as their “high” instead of drugs or alcohol.  
• Students are encouraged to try difficult things and challenge themselves both mentally and physically in life, not just in class.  
• Students are given extra credit for challenging themselves in class. |
| 5. Students demonstrate responsible personal and social behavior in physical activity settings. | • Students follow class etiquette: calling teacher Sensei, bowing before and after class, changing and taking off shoes before class, rolling up mats properly.  
• Big emphasis on respectful and encouraging dialogue in class.  
• Students are encouraged to ask questions and come ready to learn with a good attitude.  
• Cleanliness and hygiene are encouraged in class. If students can take care of their hygiene they can take care of their larger selves. |

*(continued)*
### Hawaii PE Standard

<table>
<thead>
<tr>
<th>Hawaii PE Standard</th>
<th>Performance Outcomes—Warrior Yoga</th>
</tr>
</thead>
</table>
| 6. Students demonstrate understanding and respect for differences among people in physical activity settings. | • Students are shown various levels of postures and encouraged to pick the level or challenge that is best for them. This allows a beginning, intermediate and advanced class to happen simultaneously.  
• Students are told to challenge themselves at their own level and to respect other’s differences.  
• Students push themselves to their limits, not another’s.  
• Students are given resting poses for when they need to recuperate.  
• Students are engaged in their native language when possible to show respect for varying traditions.  
• Background and tradition of yoga are taught in contemporary language and culture to translate past into future, but also to discuss differing worldviews and the need to understand and relate. |
| 7. Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. | • Yoga is encouraged as a pleasurable experience: the flow of movement and breath. Movement meditation is equated with a natural high.  
• The feeling of overcoming challenge is equated to living one’s life at its peak.  
• Yoga is taught not just as a physical exercise but as it was traditionally developed as a path of self-discovery and self-realization. Students inquire into their deepest nature of Spiritual Realization as well as their own larger desires, goals and wishes of whom they want to become as a person.  
• Students are encouraged to get creative with challenges (e.g., two students created new yoga poses instructor had never seen).  
• Students are encouraged to make requests for what they need/want in yoga class and to check in with their teacher about life questions.  
• Students are shown how yoga fits their own personal needs, interests, capacities, etc. They are shown the uniqueness of this program and their involvement in it.  
• Students are encouraged to develop questions about yoga to discuss in class and with school staff and other students. |
# Tools for Schools, Administrators and Instructors

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Talking Points

Physical Education for AEP Students: Needs and Opportunities

1. AEP students are “high risk.”
   - The likelihood of AEP students experiencing negative outcomes by adulthood is much greater than that of their mainstream peers.
   - AEP students are more at risk for:
     - substance abuse
     - teen pregnancy
     - HIV/STI infections from risky sexual behavior
     - being victims or perpetrators of violence
     - delinquency, juvenile incarceration
     - stress, mental health problems
     - poor academic performance, dropping out of high school and consequent employability issues
   - PE meets the kinesthetic learning needs of AEP youth. It moderates some of the deficits in their lives that negatively affect their mental health, academic performance, levels of aggression and ability to avoid or recover from substance abuse.
   - Participation in physical fitness activities, instruction around good nutrition, and an active lifestyle have been shown to significantly mitigate many of these negative outcomes for youth. PE helps them be “fit for learning” and supports them in making positive life changes.

Needs and Opportunities (continued)

2. **AEP students need specialized PE programs.**
   - Effective programs for high-risk students employ strategies to help them overcome their many obstacles and barriers, while targeting a specific intended outcome, in this case, physical education.
   - Broad, flexible, multiple-level interventions work best.
   - Programs for high-risk students should include:
     - building self-esteem
     - offering attractive and creative curricular approaches
     - providing caring adults who exhibit respect for youth combined with firm and consistent discipline
     - fostering connections with peers, adults and the community
     - setting high expectations for youth
     - helping youth achieve through goal-setting and support
     - providing activities and knowledge specific to goals that students are motivated to achieve

*Source: Klopovic, Vasu and Yearwood, 2003.*

3. **The need for physical education is greater among high-risk students.**
   - Compared to mainstream, comprehensive high schools, most existing alternative education PE programs are poorer and students’ rates of participation are lower.
   - The combination of need, potential benefits and current lack of services make a strong case to explore ways to fund and implement PE programs that are innovative and interesting to the AEP student population.

4. **AEPs face challenges in providing physical education to students.**
   - Small alternative schools are considerably challenged to provide the faculty, equipment or facilities necessary for an exemplary level of fitness and a population-appropriate, high-quality PE program.

*(continued)*
Needs and Opportunities (continued)

• The programming necessary to provide effective PE to AEP students is resource intensive, but the investment promises increased student success in school and long-term savings to society.
• Effective physical education could help reduce the need for substance abuse treatment programs or juvenile incarceration facilities, could increase the contribution of these youth to society, and could reduce the costs of injuries and deaths resulting from youth violence.

5. Today’s youth are in a fitness crisis.
   • The amount of physical activity youth get has declined. As a result, there is a trend toward young people becoming more overweight and less fit.
   • Effective PE programs and nutrition education can assist in preventing obesity and chronic diseases related to obesity and physical inactivity.
   • The physical fitness benefits of soft-style martial arts include improvement in muscular strength, reflexes, flexibility and coordination.

Sources: Iedwab and Standefer, 1999; Fritsch and Hunter, 1998; Walters, 1997; Kuo, 1991.
Talking Points

Potential Benefits of Martial Arts and/or Yoga in the AEP Setting

1. **These activities are quintessential “new PE”** in that the “competition” is only with oneself and the focus is on lifelong fitness in a way that challenges and supports each student at his or her own level.

2. **Martial arts and yoga instruction is multi-modal,** reaching several of students’ multiple learning styles all at once. These disciplines are simultaneously visual, audio, social and kinesthetic.

3. **Students are interested in martial arts and yoga classes** for a variety of reasons. They perceive the potential benefits, classes seem exotic or adventurous, and/or such classes represent a change from the normal school offerings.

4. **The instructors/senseis of these disciplines are positive adult role models** and “mentor material.” They are in an ideal position to be caring adults who show respect for youth combined with firm and consistent discipline.

5. **These disciplines build support and connections** with peers and with the martial arts and yoga communities.

6. **The philosophies of traditional martial arts and yoga practices have high expectations of students** while simultaneously expressing confidence in students’ ability to meet these expectations. Traditional arts teach/support students in the practices of self-discipline and setting goals and in making incremental progress toward achieving their goals.

7. **Consistent practice supports students in achieving better levels of fitness** (cardiorespiratory, strength, balance and flexibility).

8. **A better body image, self-esteem and confidence** go hand in hand with increased fitness, energy level, flexibility and strength.

(continued)
Potential Benefits (continued)

9. Greater physical health and well-being and having positive school experiences contributes to increased academic concentration and focus as well as improved behavior in the classroom.

10. Martial arts or yoga practice offers youth alternatives to physical conflict and helps prevent violent behavior. It provides a positive outlet for energy and supports better mental health for students.

11. Students build character concurrent with achieving other outcomes. Martial arts and yoga are steeped in traditions and offer philosophies and teachings that engage students in critical thinking about ethics and their place in the world as a citizen and a human being.

12. Faculty and staff who participate in martial arts or yoga classes can improve physical fitness and reduce workplace stress.

13. Students who participate in martial arts and yoga classes state that they are less likely to resort to violence when provoked or frustrated.

Note: The evaluation of the BMS project used a one-group pretest/posttest design (i.e., no comparison group). Therefore, findings cannot be attributed to this program with any certainty.
Talking Points

Evaluation Results from the Body, Mind and Spirit Project

As a demonstration project, the BMS program was evaluated as extensively as grant resources would allow. The goals of the evaluation were to provide information for continuous program improvement, monitor the reach of the program, and determine the extent to which program objectives were accomplished. Evaluation activities were designed to conduct process and outcome evaluations through the collection of qualitative and quantitative data.

Process evaluation findings:

- The program served 367 students over 11 distinct program periods, or cohorts, each 6 to 9 weeks long.
- Approximately 23% of these students attended two program cohorts, and 27% attended three or more cohorts.
- In the context of the alternate school environment, where absenteeism is common, a student was considered to have “completed” a program cohort if she or he attended 60% or more of the class sessions; 37% of students completed their cohorts.

Outcome evaluation findings:

- Data from the outcome evaluation suggest this may be a promising program.
- Students demonstrated small to moderate statistically significant increases from pretest to posttest in four of the eight psychosocial constructs measured on the student survey.
- Students’ skills assessment scores, as rated by the instructors, showed moderate statistically significant increases from pretest to posttest.

Note: The evaluation of the BMS project used a one-group pretest/posttest design (i.e., no comparison group). Therefore, findings cannot be attributed to this program with any certainty. For additional details about the BMS program evaluation design, instruments and findings, contact Dr. Michelle Bliesner in the ETR Research Department at 831-438-4060, ext. 158, or michelleb@etr.org.
Checklist
Factors to Consider in Setting Up a Martial Arts or Yoga Program

What are the health and well-being needs of the students in my school?

Can these needs be addressed by a martial arts- or yoga-based program?

- Assess the needs of your student group and determine whether a “New PE” program might be of benefit.
- Compare outcomes targeted by BMS program. Are they the same? Does the evaluation of the BMS program indicate that it achieved these outcomes?

Is the school administration on board with this proposal?

- Speak with school administration.
- Share information from “Why Offer New PE to AEP Students” (p. 11).
- Show them information/findings about the BMS project.

Are there funds available to hire martial arts or yoga instructors?

- Identify martial arts instructors in your area and explore costs and availability.
- Create a draft budget.
- Investigate potential funding sources.

Are the martial arts instructors in your area good candidates to work with and mentor AEP youth?

- Evaluate individual instructors. (See Skills and Qualities of an Effective Instructor, p. 91.)
Factors to Consider (continued)

Are there funds available to purchase clothing, mats and other equipment as needed?

Can I obtain equipment at a discount or free via donations?

- Create a draft list of materials and costs.
- Investigate potential funding sources and donors.

Is there interest among the school staff to set up this program and work in collaboration with instructors?

- Meet with school staff to explain the project and get their buy-in.
- Address questions and concerns.
- Introduce school staff to prospective instructors.

What support or concerns/opposition to this project might we expect from the community?

- Brainstorm community partners and their potential roles.
- Talk to juvenile justice.
- Talk to local law enforcement.
- Identify any organizations or collaboratives interested in improving school health.
- Identify organizations, e.g. neighborhood associations, with an interest in reducing youth violence.
- Set up meetings or invite these potential partners to form an Advisory Committee.

Is there an individual or group who will take the lead and be the “champion” for this program?

- Identify who in your school has the interest or personal experience, passion or commitment to spearhead this project.

Is there space to hold the classes and store equipment?

- Complete the Facilities Profile (p. 98) to determine what is available and what is needed.

(continued)
Factors to Consider (continued)

Is there a slot in the class schedule to offer a martial arts or yoga class?
- Review the class schedule with school staff and identify a time for the martial arts or yoga class. (Allow time for set-up, dressing out and clean-up.)

What type of martial arts or yoga would be appropriate for my school?
- Review Descriptions and Benefits of Martial Arts and Yoga Styles (p. 94).
- Consider the needs and attributes of your students.
- Research availability of martial arts programs in your area.
- Research instructors who have previously worked with AEP youth.
Checklist
Elements of a Successful Martial Arts or Yoga Program

Program Administration

- Make sure that strong leadership and sufficient resources are available to ensure effective and successful program delivery and sustainability.
- Appoint a lead person/coordinator or lead agency to oversee the various tasks and responsibilities of running and supervising the program, as well as planning for the future of the program.

Staffing the Program

- Choose a martial arts/yoga instructor with the right skills, capacities and characteristics. Does the instructor:
  - Integrate with school policy?
  - Communicate with school staff?
  - Know how to work with AEP students?
  - Role-model investment in the discipline?
  - Build rapport with students to earn their trust and respect?
- Make sure that there is buy-in from site schools for the new PE program.
  - The administration and at least one school staff person (preferably more) are on board.
  - One school site staff person has some enthusiasm for being a liaison between the school and the instructor.

(continued)
Elements of a Successful Program (continued)

- **School staff and the martial arts/yoga instructor need to collaborate and be consistent** about behavior management, expectations of students, consequences for disruptive students, etc. Ways to foster this:
  - Have a joint meeting before the program begins.
  - Have regular check-ins throughout the program.
  - Offer joint communication to students about expectations and groundrules.

- **There needs to be at least one school staff person in the room during PE** who is invested in the program and can serve as a positive role model by participating during class.

**Choosing a Martial Arts or Yoga Style**

- **Find the right PE type for the school and its students. Consider:**
  - space and storage requirements
  - amount of physical contact in the style
  - availability of instructors capable of working with AEP students
  - scheduling availability of qualified, available instructors
  - students’ developmental levels and preferences.

**Conducting the Class**

- **Make the class mandatory rather than voluntary or “elective”** to maximize students’ chances of seeing positive results, which will lead to them becoming self-motivated to keep participating.

- **Build students’ confidence early on** by teaching them easier-to-learn movements and techniques first.

- **Break complex movements down** into small, manageable portions. First show all the pieces together, and then have students work on simple components.

- **Mix it up** to prevent boredom.

(continued)
Elements of a Successful Program (continued)

- Have a specific, structured plan for how to run class when the instructor is absent.
  Possible plans:
  - Have a school teacher/aide or an advanced student teach a review class or lead the class in some non-specific physical activities such as exercises, running or games.
  - Show a video related to the discipline.
  - Ask students to do research on the discipline or read a relevant story.

Classroom Management

- Make clear decisions about lines of authority when both school personnel and contract instructors are in the classroom.
- Decide how to communicate expectations to the students and how to consistently, collaboratively and effectively implement behavior management strategies.

Facilities and Space

- Designate a separate space to hold the PE classes or identify appropriate facilities.
- Decide whether outdoor spaces are appropriate for conducting the classes.
- Identify a place where students can change into appropriate clothing.

Equipment and Clothing

- Consult with your martial arts or yoga instructors on what equipment is required for their classes and where to purchase items such as mats and other props.
- Plan for maintenance and cleaning of equipment and clothing to keep things in good condition and to maintain health and safety standards.
- Find ways to provide students with PE-appropriate clothes or even special martial arts uniforms.

(continued)
Physical and Emotional Safety

- Keep it physically safe. AEP students should not learn certain flips and other moves that could result in injury if done improperly.
- Consider modifications and accommodations for students with special needs, including physical, cognitive and emotional disabilities.
- Follow your school’s established procedures regarding illness and injury.
- Keep it emotionally safe. Engage students in a way that feels safe so they will try things and speak up.
- Be respectful in how you touch students in correcting postures or movements. Request permission and honor their comfort level.
- Do not allow physical contact between students unless there has been explicit instruction and the students are ready emotionally and physically.
Checklist
Skills and Qualities of an Effective Instructor

Ability to Work Well with Alternative Education Youth

Does the instructor:

- Have prior experience working with youth in alternative education settings?
- Maintain student confidentiality as appropriate?
- Show respect for students and establish rapport with them?
- Appreciate students’ individuality?
- Practice “tough love” by supporting students while remaining firm as an authority figure who enforces rules, has clear expectations and follows through with appropriate consequences?
- Accept the students where they are, without pushing them too hard to change, “preaching” to them or forcing his/her own thoughts and opinions on them?
- Have high expectations of students?
- Provide positive reinforcement?
- Elevate or advance students who are doing well to positions with greater status, privilege and responsibility?
- Remain flexible, changing lesson plans as needed and providing repetition to meet the special education needs of AEP students?
- Demonstrate consistency in the classroom?
- Help students personalize what they’re learning by drawing connections between teaching and real life and telling humanizing stories that youth will relate to?
- Help students set goals and support them in achieving them by finding appropriate incentives?

(continued)
Skills and Qualities (continued)

Personal Characteristics

Does the instructor:

- Have a sense of humor, light heartedness, and a positive outlook on life?
- Have patience, perspective and the ability to not take things personally?
- Demonstrate consistency, predictability and reliability by showing up on time and committing to teach for the full quarter or semester?
- Make himself/herself available to students outside of class?
- Live what he/she teaches by leading by example and being a good role model?
- Exhibit creativity and inquisitiveness?
- Demonstrate empathy, caring and attentiveness?
- Have the ability to be nonjudgmental, listen well and remain open to questions?
- Have a strong sense of self, ability to be honest with students and good personal boundaries?

Martial Arts or Yoga Experience

Does the instructor:

- Break the lesson into small steps when working with different abilities and skill levels?
- Have passion for the discipline?
- Demonstrate high competence and confidence in his/her ability in the discipline?
- Have experience teaching the discipline?
- Demonstrate the discipline to students to establish credibility and authority and to give them an example of what to strive for?
- Convey the ethical and philosophical aspects of the discipline and guide the students in practicing these principles in class and outside of class?
Checklist

Expectations of Instructors

- Attend a pre-teaching training session.
- Develop and submit a course plan at the beginning of the session.
- Teach PE classes in a specific style.
- Attend the first day of classes to introduce the program.
- Arrive on time for instruction of PE class.
- Complete documentation to satisfy reporting, evaluation and program implementation requirements.
- Complete a skills assessment for each student at the beginning and at the end of each session.
- Establish a grading scale in collaboration with school staff and assign student grades at the end of each session.
- Participate in program staff meetings approximately once a month.
- Participate in performance review at the end of each session.
- Submit invoices in a timely fashion.
- Participate on the project Advisory Committee.
Descriptions and Benefits of Martial Arts and Yoga Styles

Aikido

• Originates from Japan. Its founder, O Sensei, sought to create a martial art that used the least amount of force and did the least harm to an opponent, thus promoting harmony and peace. Confluence Aikido Systems is a service-oriented organization developed in 1994 by Sensei Jennifer Paige Smith and rooted in the practice and philosophy of Aikido.

• Focuses on using one’s own balance and energy to gain control of and deflect an opponent’s attacks or to throw an opponent, rather than punching or kicking.

• Emphasizes the dynamics of movement, and includes extensive partner work, i.e. physical contact. Attacks are redirected into open and dynamic throws, and students learn to roll gracefully, so practice is fun and safe.

Benefits for AEP youth:

○ Non-competitive and includes self-defense techniques as well as spiritual teachings.

○ Promotes sound physical structure, positive discipline, practical self-defense and a full body, mind and spirit workout. As a method of mental development, sitting, walking, and moving meditations are a part of every class.

○ Teaches students to create a life of balance and peace.

Capoeira

• Afro-Brazilian art form, created by African slaves in Brazil during the Portuguese colonization. Because of the fear of slave uprisings, Africans were not allowed to practice anything resembling warfare or martial arts. Therefore, they created Capoeira, a martial art disguised as a dance.

• Combines physical (aerobatics, martial art/sparring and dance), musical (drumming and singing) and philosophical elements.

(continued)
Martial Arts and Yoga Styles (continued)

Benefits for AEP youth:

- Appeals to AEP students because it combines movement, rhythm and music.
- Teaches Respeito (Respect), Responsabilidade (Responsibility), Segurança (Safety/Security), Malicia (Cleverness/Street-smarts), and Liberdade (Liberty/Freedom).

Quantum Jujitsu

- Developed by Sensei Jeremy Corbell from other schools of Jujitsu, a Japanese martial art whose central ethos is to yield to the force provided by an opponent’s attack in order to apply counter techniques.
- Offers an integrative approach to martial arts and life defense which combines multiple forms of combat and conflict resolution.
- Emphasizes grappling arts both on the ground and in takedowns/throws. Includes, but does not emphasize, striking. Principles and concepts of body movement are used to teach effortless power.

Benefits for AEP youth:

- Suggests that the most difficult battles are internal, and that true conflict resolution starts with examining and understanding one’s self.
- Teaches that a great martial artist must be more than just a good technician. He/she must also work towards developing mastery of his or her mind and actions.
- Brings students into contact with their true source of strength and courage.

Tai Chi

- Originated in China, and evolved in agreement with many of the principles of Chinese philosophy and Taoism in particular.
- Form-based style of movement used to strengthen students both physically and mentally. As practiced in the west today, can be described as a combination of yoga and meditation.

(continued)
Martial Arts and Yoga Styles (continued)

- Involves “sets” which consist of a sequence of movements originally derived from the martial arts, performed slowly, softly and gracefully with smooth and even transitions.

**Benefits for AEP youth:**

- Teaches that everything is interrelated, interconnected and interdependent, and stresses non-violent principles, understanding and compassion toward oneself and others.
- Learning to do the exercises correctly leads to better posture, alignment and movement, combining to ease tension and injury.
- The meditative nature of the exercises is calming and relaxing.

**Warrior Yoga**

- Developed by Sensei Jeremy Corbell as a mental and physical conditioning training tool meant to be used in tandem with martial arts training.
- Challenging, powerful and dynamic form of yoga in which students move through rhythmically linked postures (Series A, B and C), hold stretches, practice breathing exercises, and engage in seated and movement meditations to increase balance, strength and flexibility.

**Benefits for AEP youth:**

- A series of stories, oral traditions, and personal practices in the yoga system stress the importance of turning obstacles into opportunities, problems into solutions, challenge into growth, and conflict into harmony.

**Mindfulness Meditation**

- Teaches Mindfulness Based Stress Reduction (MBSR).
- Focuses on developing a person’s capacity for attention and awareness and is a powerful tool to decrease stress, enhance academic performance, and promote emotional and social well-being.
Martial Arts and Yoga Styles (continued)

Benefits for AEP youth:
- Creates the optimal underlying conditions for all learning and teaching.
- Gaining increased recognition as an essential support for students, teachers, school administrators and parents.

Martial Arts Fitness

- 20-lesson course developed and piloted specifically for the BMS project by Sensei Lori Mullen, a martial arts instructor with her black belt in Chinese Gung Fu.
- Designed to teach and inspire students to implement an active fitness and wellness program for life, with a variety of components that address all aspects of health and well-being.
- Class activities include warm-ups/stretching, nutrition and health information, physical exercise, martial arts kicks, blocks and stances, self-defense techniques and strategies, new vocabulary, cool down and salute.

Benefits for AEP youth:
- Provides students with active examples of basic principles of fitness, as well as an introduction to the martial arts. Through the activities and exercises, students improve the fitness of body, mind and spirit.
- Team-building activities provide opportunities to develop the group identity and foster relationships between students.
## Facilities Profile

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<tr>
<th>Contact Person/Title</th>
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<td>Date</td>
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<td>Completed By</td>
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### NOTES

<table>
<thead>
<tr>
<th>Classroom Space</th>
<th>________________________________</th>
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<tbody>
<tr>
<td>Dimensions</td>
<td>________________________________</td>
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<tr>
<td>Purpose of room</td>
<td>________________________________</td>
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<tr>
<td>Distance from main school/office</td>
<td>________________________________</td>
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<tr>
<td>Flooring</td>
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<tr>
<td>Windows</td>
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<td>Phone/intercom</td>
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<td>Temperature control</td>
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<td>Lighting</td>
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<tr>
<td>Existing furniture</td>
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<tr>
<td>Obstructions</td>
<td>________________________________</td>
</tr>
<tr>
<td>Distractions</td>
<td>________________________________</td>
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<td>Staging area</td>
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<td>Sound system</td>
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<table>
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<tr>
<th>Facilities Profile (continued)</th>
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<tbody>
<tr>
<td><strong>Lockers/cubbies</strong></td>
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<tr>
<td><strong>Usage guidelines</strong> (e.g. food allowed?)</td>
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<tr>
<td><strong>Changing Rooms/Bathrooms</strong></td>
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<tr>
<td>Uniforms for other PE activities?</td>
</tr>
<tr>
<td>Proximity to classroom</td>
</tr>
<tr>
<td>Separate for boys/girls?</td>
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<tr>
<td>Privacy</td>
</tr>
<tr>
<td><strong>Lockers/cubbies</strong></td>
</tr>
<tr>
<td><strong>Showers</strong></td>
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<tr>
<td><strong>Equipment Storage</strong></td>
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<tr>
<td>Dimensions (including height)</td>
</tr>
<tr>
<td>Purpose of room</td>
</tr>
<tr>
<td>Proximity to classroom</td>
</tr>
<tr>
<td>Access/safety (who, how &amp; when)</td>
</tr>
<tr>
<td>Ventilation</td>
</tr>
<tr>
<td>Storage design (e.g., shelving?)</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
</tr>
<tr>
<td><strong>Bathrooms</strong></td>
</tr>
<tr>
<td><strong>Drinking fountains</strong></td>
</tr>
<tr>
<td><strong>Parking lot proximity</strong></td>
</tr>
<tr>
<td><strong>Parking or visitor permit required?</strong></td>
</tr>
<tr>
<td><strong>Additional Notes</strong></td>
</tr>
</tbody>
</table>
Checklist
Clothing or “Dressing Out” Considerations

- Decide whether to make “dressing out” mandatory.
- Identify what to wear for particular styles.
- Avoid gang colors.
- Budget for cost of clothing and laundering.
- Maintain and repair PE clothing.
- Provide changing areas.
- Manage time required to change clothes.
- Supervise students changing in a respectful and appropriate way.
- Account for teachers of different gender than the students supervising the dressing out.
- Ensure that clothing is not lost, vandalized or stolen while being used by students.
- Plan for storage of clothing between classes.
- Plan for sharing of clothing—such as special martial arts uniforms—between students, if needed.
# Sample Equipment List
(Purchased in 2005–2006 for the BMS Project)

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Quantity</th>
<th>Source</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-Shirts w/Logo</td>
<td>200</td>
<td>Print Gallery <a href="http://www.theprintgallery.net">www.theprintgallery.net</a></td>
<td>$933.12*</td>
</tr>
<tr>
<td>Puzzle Mats (3' x 3') (used for Aikido classes)</td>
<td>156</td>
<td>Swain Sports <a href="http://www.swainsports.com">138 W Campbell Ave, 2nd Fl., Campbell, CA 95008</a></td>
<td>$3,400*</td>
</tr>
<tr>
<td>Yoga Mats (24&quot; x 68&quot;)</td>
<td>20 pack</td>
<td><a href="http://www.matsmatsmats.com">www.matsmatsmats.com</a></td>
<td>$139.00</td>
</tr>
<tr>
<td>Mat Disinfectant</td>
<td>1</td>
<td><a href="http://www.matsmatsmats.com">www.matsmatsmats.com</a></td>
<td>$14.95</td>
</tr>
<tr>
<td>Uniform Pants for Yoga and Martial Arts</td>
<td>1 pair</td>
<td>HSU <a href="http://www.hsu.edu">P.O. Box 700310 San Jose, CA 95170</a></td>
<td>Price ranges from $9.50 to $10.50</td>
</tr>
<tr>
<td>Resistance Bands (50-yard bands)</td>
<td>1</td>
<td>SPORTIME <a href="http://www.sportime.com">www.sportime.com</a></td>
<td>$89.99</td>
</tr>
<tr>
<td>Pedometers</td>
<td>6</td>
<td>SPORTIME <a href="http://www.sportime.com">www.sportime.com</a></td>
<td>$73.99</td>
</tr>
</tbody>
</table>

*Shipping is included.
Classroom Collaboration Action Plan

Instructor: _______________ Teacher: _______________ PA: _______________
Course: _______________ School: ________________ Date: _______________

1. Behavior/Situation: Participation

Policy:
Once enrolled in class, students are expected to participate in each session to the best of their ability.

Expectations around student behavior:
• Students participate in every class that they attend.
• If a student has an injury or is not feeling well, but is well enough to be at school, instructor provides modifications of poses/activities so that the student can actively participate.
• Students who are not well enough to actively participate in the class are not well enough to be at school and should be at home.
• Student who has an injury that precludes his/her participation in class on an ongoing basis should be enrolled in a different (nonactive) class.
• Is observation of class acceptable? Under what conditions?

Procedures for implementing expectations:
• Schools, instructors and PAs agree on policy.
• School staff communicates policy to students at beginning of quarter when students register for class.
• Instructor makes modification to physical activities as needed for individual students to accommodate their participation needs.
• Instructor informs students of impact of nonparticipation on grades.
• If a student refuses to participate for two or more classes, that student is asked to leave the class by the instructor and receives no credit.
• Teacher/aide follows up with student to ensure s/he is enrolled and attending an alternate class.

School modifications/additions as needed:

(continued)
Classroom Collaboration Action Plan (continued)

2. Behavior/Situation: Distractions from Instruction
   (e.g., side chatter, eating, tardiness, “horseplay,” headphone/personal stereos, cell phones, sitting down)

Policy:
Students will contribute to a positive learning environment by paying attention, maintaining a positive attitude, and refraining from behaviors that distract from or disrupt class.

Expectations around student behavior:
- Students are attentive to the instructor and follow his/her instructions.
- Communication between students is about the content of the class and for the purpose of supporting each other’s learning.
- All activities that students engage in are related to the course content.

Procedures for implementing expectations:
- Instructor, as first “authority” in the classroom, incorporates preventative classroom management into instruction.
- Instructor applies Classroom Management Tools and Interventions in increasing levels of intensity as appropriate to situation. (See Classroom Management Tools and Interventions Matrix.)
- Emphasis is on refocusing student on the practice of the physical or academic activity.
- At the beginning of the session, teacher/aide has more authority with the students than the PA. Over time, the authority of the PA increases as s/he develops relationships with the students.
- Teacher/aide and PA administer Low-Intensity Interventions as appropriate and debrief their actions with the instructor after class.
- If the previous interventions are not successful, OR if the instructor communicates a nonverbal or verbal request for assistance, the teacher/aide or PA supports the instructor in applying High-Intensity Interventions.
- Discuss how this communication will be delivered.

School modifications/additions as needed:

(continued)
Classroom Collaboration Action Plan (continued)

3. Behavior/Situation: Disruptions to Emotional Safety
   (e.g. disrespectful language/name calling, cursing)

Policy:
Students will contribute to an emotionally safe learning environment by maintaining a respectful attitude and refraining from behaviors that make others feel hurt, threatened or disrespected.

Expectations around student behavior:
• Students demonstrate a respectful attitude by being attentive to the instructor and following his/her instructions.
• Students demonstrate a respectful attitude by refraining from using hurtful or shaming language with their fellow students.
• Students demonstrate respect for differences among people in the physical activity setting.

Procedures for implementing expectations:
• Instructor relates teachings on behavior and ethics from his or her particular discipline.
• Instructor, as first “authority” in the classroom, incorporates preventative classroom management into instruction.
• Instructor applies Classroom Management Tools and Interventions in increasing levels of intensity as appropriate to situation. (See Classroom Management Tools and Interventions Matrix.)
• Emphasis is on refocusing student on the practice of the physical or academic activity.
• At the beginning of the session, teacher/aide has more authority with the students than the PA. Over time, the authority of the PA increases as s/he develops relationships with the students.
• Teacher/aide and PA administer Low-Intensity Interventions as appropriate and debrief their actions with the instructor after class.
• If the previous interventions are not successful, OR if the instructor communicates a nonverbal or verbal request for assistance, the teacher/aide or PA supports the instructor in applying High-Intensity Interventions.
• Discuss how this communication will be delivered.

School modifications/additions as needed:

(continued)
4. Behavior/Situation: Disruptions to Physical Safety
(e.g., weapons, fighting—pushing, hitting, kicking)

<table>
<thead>
<tr>
<th>Policy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will contribute to a physically safe learning environment by being aware of their physical environment and refraining from behaviors that could cause harm to themselves or others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectations around student behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students’ physical activity is directed toward learning the disciplines being taught in class.</td>
</tr>
<tr>
<td>• Students demonstrate safe physical behavior toward themselves and others.</td>
</tr>
<tr>
<td>• Students do not behave in a physically or verbally aggressive manner.</td>
</tr>
<tr>
<td>• Students do not carry weapons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures for implementing expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructor, teacher/aide or PA will immediately alert school staff to situation.</td>
</tr>
<tr>
<td>• Program personnel DO NOT physically intervene if situation is potentially life threatening.</td>
</tr>
<tr>
<td>• Call 9-1-1 if situation is potentially life threatening.</td>
</tr>
</tbody>
</table>

| School modifications/additions as needed: |
5. Behavior/Situation: Other Violations  
(e.g., graffiti/tagging, drugs/alcohol, smoking, wearing gang colors, leaving campus)

| **Policy:**  
| Students will demonstrate responsible personal and social behavior in the physical activity setting.  

| **Expectations around student behavior:**  
| • Students will abide by established school policies.  

| **Procedures:**  
| • Students are informed at the beginning that all school policies are in effect in the PE class.  
| • Violations that also constitute violations of Behavior/Situations 1, 2 or 3 will be addressed in accordance with the stated procedures.  
| • In addition, instructor, teacher/aide or PA will immediately alert school staff to situation and school staff will apply school policies.  

| **School modifications/additions as needed:**  

(continued)
6. **Behavior/Situation: Illness or Injury**
(e.g., faintness, scrapes, sprains, headaches)

<table>
<thead>
<tr>
<th>Policy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illnesses and injuries will be handled safely and in accordance with established school policies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectations around student behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student informs instructor, teacher/aide or PA of illness/symptoms.</td>
</tr>
<tr>
<td>• Student immediately informs instructor, teacher/aide or PA of injury.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PAs will carry first-aid kit with handbook, band-aids, gloves and cold packs.</td>
</tr>
<tr>
<td>• Minor cuts or scrapes: Instructor or PA will distribute band-aids and alert school staff.</td>
</tr>
<tr>
<td>• Sprains: Instructor or PA will apply cold pack and alert school staff.</td>
</tr>
<tr>
<td>• Sudden illness: Instructor or PA will alert school staff.</td>
</tr>
<tr>
<td>• Serious injury: Instructor or PA will alert school staff or call 9-1-1 if that is the quickest and needed intervention.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School modifications/additions as needed:</th>
</tr>
</thead>
</table>


## Classroom Management Tools and Interventions Matrix

<table>
<thead>
<tr>
<th>Tool/Intervention</th>
<th>Preventative Measure</th>
<th>Low-Intensity Intervention</th>
<th>Medium-Intensity Intervention</th>
<th>High-Intensity Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vary activity pace.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reward positive behavior.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Vary activity intensity.</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Change activity.</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Relate inspirational/educational parable or metaphor.</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Use “pregnant pause” or “wait time.”</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Change voice tone/volume.</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>8. Use audio or visual signal to bring class to order.</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>9. Make general statement to entire class.</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Offer alternative behavior (e.g., resting pose, involve student in demo).</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Remove external distraction.</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>12. Redirect student to practice.</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>13. Change physical proximity.</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>14. Use direct eye contact.</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>15. Make direct statement to student about behavior privately.</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>16. Use behavior as teaching point.</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>17. Make direct statement to student about behavior publicly.</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>18. Remove student from class.</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>19. Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Maintain Discipline and Focus in the Classroom

Consequences for Behavior

- Teach proper behavior specific to a martial arts classroom (dojo) or yoga practice space. Most students will not start out knowing the specifics of proper, respectful behavior in such spaces.

- Have students take an active role in identifying what appropriate behavior looks like. Establish a set of groundrules and discuss. Give students the opportunity to suggest additional rules that would make them feel safe and respected.

- Obtain students’ input on reasonable consequences for inappropriate behaviors, (e.g., laughing at others in class). They are more likely to comply if they have agreed on a reasonable consequence.

- Inform students clearly and concretely about the consequences of inappropriate behavior. Identify behaviors that will result in their being removed from class or suspended; this approach can serve as a deterrent to participating in disruptive behavior.

Instructor Awareness and Actions

- Don’t take student behavior personally. Understand that a student’s poor behavior is not a personal affront, but indicates some underlying issues that need to be addressed.

- When students are distracted, assess what’s distracting them. Briefly engage them in identifying the cause, as necessary, and then lead them back to a more focused state.

(continued)
How to Maintain Discipline (continued)

- **Avoid public recriminations, corrections and confrontations with students.** Take students aside privately to address inappropriate behavior. Disciplining students publicly shames them and pushes them to resist in order to “save face,” which may lead to expressing further disrespect and escalating the confrontation. Some students use inappropriate behavior as an attention-seeking strategy. Addressing their behavior quietly and privately defuses their efforts to be the center of attention.

- **Make a point of providing positive encouragement to resistant students.**
  Encouragement often works better than being stern. Even students who maintain a resistant stance may show improvement if they are encouraged to do their best in class. In particular, follow up consequences for inappropriate behavior with positive encouragement.

- **Divide the class into small groups when some students misbehaving** (if you have enough adults to lead each small group). Many students who behave inappropriately will decrease this behavior if they don’t have a big audience.

- **Challenge students physically and intellectually.** Keep them engaged by introducing new activities frequently.
Sample Groundrules for Martial Arts and Yoga Classes

• Arrive on time and stay for the whole session.
• Take good care of the classroom and equipment.
• Help with set up and take down of equipment.
• No put-downs, insults or hurtful teasing.
• Ask for help when you’re confused about what to do.
• Help others when you can.
• Practice respect for yourself and others.
• Have fun! Be safe!
Training Workshop: “Hearing the Grasshopper at Our Feet”
Goal, Objectives and Parable

Goal
The overall goal of this training is to ensure that all project team members are delivering high-quality and consistent programming and content by operating under the same assumptions and utilizing the same classroom procedures. Content of the training includes introduction of elements of the Physical Education for Body, Mind and Spirit program, development of classroom plans and procedures, and instruction on administering evaluation tools.

Objectives
At the completion of this 3-hour training, participants will be able to:

1. Briefly describe the major components of the Physical Education for Body, Mind and Spirit project.
2. Describe the distribution of roles and responsibilities between the various project and school team members.
3. Describe the characteristics of AEP students and how to best introduce them to yoga, martial arts and health-related curricula.
4. Implement a martial arts or yoga course with AEP students in a way that maintains their motivation and participation.
5. Address behavior management issues in the yoga and martial arts classes.
6. Administer the various instruments for the project evaluation.

The Parable of the Grasshopper

We chose to call the training for physical education instructors and school site staff in our new martial arts- and yoga-based physical education program for AEP students “Hearing the Grasshopper at our Feet.” The name comes from the old 70s TV show Kung Fu.

In every episode of Kung Fu, David Carradine’s character, Kwai Chang Caine, would remember the teachings of his Shaolin sensei, Master Po. These memories were presented as flashbacks. They invariably began with Caine asking Master Po a question. Master Po
would pause for a moment in contemplation, and then answer the question (usually with another question). He would begin by addressing Caine by his nickname. “Ahhh, Grasshopper…” he would say.

And why did Master Po call Caine “grasshopper”? Well, Master Po is blind, and in the pilot episode of the show, when Caine meets Master Po for the very first time, he says that to be blind must be the worst affliction. But Master Po demonstrates to the young Caine that, perhaps because of his blindness, his acute sense of hearing enables him to hear a grasshopper at the young man’s feet—a grasshopper Caine couldn’t hear.

The story of how Caine came to be called grasshopper speaks to the purpose of our project in several ways. In perhaps the most obvious way of looking at this analogy, we can see that the purpose of this training is to prepare us to teach AEP students in our program. In that version of the analogy, we are like Master Po, the AEP students are like Caine, and we want them to “hear the grasshopper,” demonstrated by their progress in martial arts and yoga and the positive changes in their lives we hope this will generate.

Looking at the analogy to Kung Fu in another way, what we’re creating in this program is brand new. We hope that people around the country are going to be interested in what we’re doing here, and will want to learn how to do the same thing in their schools and communities. In this second version of the analogy, we are again like Master Po, but this time other AEPs around the country are our student, Caine, and we want them to “hear the grasshopper” that is our small, unknown program. We hope that after learning to hear the grasshopper they will want to start a program similar to ours.

There’s also yet another way to view the analogy. We’re here to create, from scratch, a program for kids who need it. AEP kids have been batted around, told by the system that they’re “bad” or “under-achievers,” and generally sent the message that they’re not wanted. Because of these messages and experiences, they may be suspicious of our project, seeing it as just another chance for the system to fail them. We have to earn their trust and prove to them that what we want to offer them is genuine. The way to earn young people’s trust is to show them respect, convey the idea that we value them, and,
perhaps most important, *listen* to them. These kids may speak a different language than we do. It’s a language of self-protection and of mistrust—a language of the street. If we really want to create a program that is beneficial to them, we’ll listen to them, learn their language and try to understand them from their own perspectives. In this way, we are the student, Caine, and our students are the grasshoppers. What we are trying to hear in listening to them is part of our own attempts to achieve wisdom.

—Steve Bean
4/12/2005
Resources

Websites

**BMS Partners’ Websites**

- Santa Cruz County Office of Education (SCCOE): [www.santacruz.k12.ca.us](http://www.santacruz.k12.ca.us)
- SCCOE Alternative Education Programs: [www.santacruz.k12.ca.us/alt_ed](http://www.santacruz.k12.ca.us/alt_ed)
- PE for Body, Mind and Spirit Project: [www.pe4bodymindspirit.santacruz.k12.ca.us/](http://www.pe4bodymindspirit.santacruz.k12.ca.us/)
- ETR Associates: [www.etr.org](http://www.etr.org)
- Confluence Aikido—Sensei Jennifer Paige Smith: [www.wama-club.com/wamasources.htm](http://www.wama-club.com/wamasources.htm)
- Martial Arts Fitness—Sifu Lori Mullen: [www.blacktigeracademy.com](http://www.blacktigeracademy.com)
- Mindfulness Based Stress Reduction—Jason Murphy: [www.mbaproject.org](http://www.mbaproject.org)
- Quantum Jujitsu—Sensei Kevin Snorf: [www.quantumjujitsu.com](http://www.quantumjujitsu.com)
- Tai Chi—Sifu Jaime Marquez, Golden Dragon Martial Arts & Health Programs: [www.ucsrcrecreation.com](http://www.ucsrcrecreation.com)
- Warrior Yoga—Sensei Kevin Snorf: [www.warrioryoga.org](http://www.warrioryoga.org)
- Juvenile Probation: [http://sccounty01.co.santa-cruz.ca.us/prb/org/juvenileservices.asp](http://sccounty01.co.santa-cruz.ca.us/prb/org/juvenileservices.asp)
- Santa Cruz County Sheriff’s Office: [www.scssheriff.com](http://www.scssheriff.com)
- Health Services Agency Alcohol and Drug Sources: [www.santacruzhealth.org/cmhs/2alcohol.htm](http://www.santacruzhealth.org/cmhs/2alcohol.htm)
- University of California at Santa Cruz Wellness Center: [www2.ucsc.edu/opers/wellness](http://www2.ucsc.edu/opers/wellness)

**Links to Other Programs and Curricula**

- The Art of Yoga Project: [www.theartofyogaproject.org](http://www.theartofyogaproject.org)
  Developed by nurse practitioner and yoga instructor Mary Lynn Fitton for healing at-risk girls through art and yoga. In Fitton’s clinical practice, she treated many adolescent girls with anxiety, depression, eating disorders and unhealthy habits, such as drug abuse, self-mutilation and unsafe sex. The focus of the project is on early intervention with girls in most need—those in the juvenile justice system.
- “Back Off Bully” website: [www.backoffbully.com](http://www.backoffbully.com)
  Has manuals, curricula, videos, etc., for implementing the K-5 Gentle Warrior Program.
  Stuart W. Twemlow, MD, Frank C. Sacco, PhD, and Stephen Twemlow have been
developing anti-violence programs in schools for many years and specialize in “systemic” interventions that influence the school’s learning climate. This approach relies heavily on traditional martial arts philosophy and large group psychology.

- **HealthSmart**: [www.etr.org/pub](http://www.etr.org/pub)

  Comprehensive nutrition and physical activity curriculum for kindergarten through high school. By building on the ways children change physically, cognitively and socially from year to year, *HealthSmart* helps students develop skills to lead healthy lives and improve their academic performance.

- **Yoga Ed.**: [www.yogaed.com](http://www.yogaed.com)

  Develops health/wellness programs and materials that utilize the physiological, emotional and educational benefits of yoga and creative play, and distributes them to children, teachers and parents through schools and communities nationwide.

**General Related Websites**

- **Action for Healthy Kids**: [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

  Provides resources and tools to aid districts and schools in building quality educational programs.


- **CDC Division of Adolescent and School Health**

  Article on children and weight issues: [www.cdc.gov/HealthyYouth/overweight/index.htm](http://www.cdc.gov/HealthyYouth/overweight/index.htm)

  Health Topics, Physical Activity: [www.cdc.gov/healthyyouth/physicalactivity](http://www.cdc.gov/healthyyouth/physicalactivity)

- **California Department of Education, Dataquest**: [http://data1.cde.ca.gov/dataquest](http://data1.cde.ca.gov/dataquest)

- **GirlsHealth.gov**: [www.4girls.gov](http://www.4girls.gov)

  Promotes healthy, positive behaviors in girls between the ages of 10 and 16 with information on health issues and tips on handling relationships with family and friends.

- **International Association of Yoga Therapists**: [www.iayt.org](http://www.iayt.org)

- **National Association for Sport and Physical Education**: [www.aahperd.org](http://www.aahperd.org)

  Offers conferences and workshops to aid teachers in the development of quality PE programs.

- **National Consortium for Physical Education and Recreation for Individuals with Disabilities**: [www.ncperid.org](http://www.ncperid.org)
• United States Martial Arts Federation: www.usmaf.org

Print Resources

For a complete list of print resources, see the PE for Body, Mind and Spirit website at www.pe4bodymindspirit.santacruz.k12.ca.us/.

Reports

Call to Action to Prevent and Decrease Overweight and Obesity
www.surgeongeneral.gov/topics/obesity
Surgeon General’s report outlines strategies that communities can use in helping to address the health problems associated with overweight students and obesity, including requiring PE at all school grades, providing more healthy food options on school campuses, and providing safe and accessible recreational facilities for residents of all ages.

Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People
www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm
Provides guidelines and recommendations for policies that promote enjoyable, lifelong physical activity. This report also includes information regarding PE curricula and instruction.

Healthy Schools for Healthy Kids, Robert Wood Johnson Foundation
www.rwjf.org/files/publications/other/HealthySchools.pdf

Physical Activity Evaluation Handbook
Outlines the six basic steps of evaluating physical activity programs for state and local agencies and community organizations and illustrates each step with program examples. Appendixes provide information about physical activity indicators, practical case studies and evaluation resources.

Physical Education Framework for California Public Schools
Published by the California Department of Education and adopted by the California State Board of Education.

Successful Students Through Healthy Food and Fitness Policies
www.csba.org/PS/hf.htm
Resource guide that provides a step-by-step approach to enhancing the school environment through effective nutrition and physical activity policies and practices.

Books and Articles

Binder, B. 2007. Psychosocial benefits of the martial arts: Myth or reality? A literature review. Available at: [http://userpages.chorus.net/wrassoc/articles/psychsoc.htm](http://userpages.chorus.net/wrassoc/articles/psychsoc.htm)


Evaluation Resources

This resources list is intended to provide basic resources for program planning and/or program evaluation. It is not an exhaustive list, nor does it imply ETR’s endorsement of any particular resource/publication/program. We encourage program planners to work with an external evaluator to guide and provide assistance in program evaluation planning and in developing and conducting appropriate evaluation activities to meet the specific needs of the program.

Books


Websites

Basic Guide to Program Evaluation
www.managementhelp.org/evaluatn/fnl_eval.htm

CDC Physical Activity Evaluation Handbook
Outlines CDC’s six basic steps for program evaluation using physical activity programs as examples.

Evaluation Publications
www.uwex.edu/ces/pdande/evaluation/evaldocs.html
Several publications/resources are available that focus on planning, designing questionnaires, conducting focus groups and other helpful evaluation tools. Developed by University of Wisconsin-Cooperative Extension.

Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide
www.cdc.gov/eval/evalguide.pdf
A user-friendly guide to assist both evaluators and program staff based on CDC’s Evaluation Framework. Provides examples and worksheets.

The Community Tool Box
http://ctb.ku.edu
Provides many resources for skill development and assistance in planning for evaluation.