

## Coaches — Are You Ready?

### > Learning Goals:

- To explore the concept of maintaining balance in our lives.
- To recognize the parts of our star where we can find balance.
- To practice interval running.

### > Target Life Skills:

- Competence
- Confidence
- Caring

### > Think About It:

- How do you find balance in your life?
- How do you make sure your star is balanced?

### > Materials:

- **Balancing Our Star activity sheet**
- **Parts of Our Star signs** (cut out)
- Cones
- **Identity Cards**
- Markers

## Girls — Are You Ready?

### > Informal Conversation:

Use this time to observe and investigate what is going on with the girls regarding family, school, friendships, etc. by asking questions and engaging in conversations. This informal time is a great opportunity to connect with the girls one-on-one.

## Getting On Board: Finding Balance (10 min.)

### > Set up:

- Materials: None

### > How it's done:

1. Discuss the GOTR GOAL from last practice (*when you start to say negative self-talk statements, say the word/sound we came up with and turn it into positive self-talk*) with the girls and get feedback on how it went.
2. Say, "Today's theme is: **Balance**. Why do you think balance is important?"
3. Have the girls stand up and take two giant steps back.
4. Explain the activity:
  - Girls will start by standing on one foot with their arms out to the side, like a balance/scale.
  - You will call out different unhealthy habits relating to their physical, spiritual, and emotional health. When you say the unhealthy habit, it symbolizes throwing the girls off balance, and the girls will tip their scale to one side. (It does not matter which side.)
  - In order to bring everyone back to a balanced position, one girl on the team will be asked to name a healthy habit. (See Coach Note.)
  - If a girl falls, she should try again where she left off.
5. Model the activity for the girls using an example from the list of unhealthy habits on the next page.
6. Call out at least five unhealthy habits from the list or as many as time allows. (See Coach Note.)

### Coach Note

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Girls will want to give you the opposite of the unhealthy habit. For example, when you say "Eat lots of candy and sweets," girls will want to say, "Don't eat any candy or sweets." Encourage them to think beyond just the opposite. Model examples of healthy alternatives that will bring them back to balance, such as "Eat fruits and vegetables."

### Coach Note

P

You can ask girls to help by giving them an opportunity to call out other unhealthy habits.

**> Unhealthy Habits**

- Too much screen time (TV, phone, computer, etc.)
- Using negative self-talk
- Staying up until 1:00 in the morning
- Letting your friend get bullied
- Sitting on the couch all day
- Keeping your emotions to yourself
- Listening to music on the highest volume
- Giving up when you can't solve a problem
- Only doing the activities your friends want to do
- Eating lots of candy and sweets
- Spending all of your free time alone
- Hanging out with people who make your star cloudy
- Focusing only on what you don't have
- Doing something even though you know it's not right

**> Processing:**

1. What did you think about the activity?
2. Why is it important to balance unhealthy habits with healthy ones? (*Keeps us from falling over, makes life better.*)

## Stretch and Strengthening Exercises (3–4 min.)

### > How it's done:

1. Use the **Running Conditioning activity sheet** to lead girls through four Cold Warm-up Exercises.
2. Use the **Running Conditioning activity sheet** to lead girls through Running Conditioning Exercises: Circuit 1. (See Coach Note.)

### Cold Warm-up Exercises (Choose 4) 15 Seconds Each

- High Knee Marches
- Wide Knee Marches
- Knees Up Running
- Heels Up Running
- Toy Soldiers
- Forward Walking Lunges

### Running Conditioning: Circuit 1

- Squats (15 reps)
- In & Outs (10 reps)
- Running Arms (30 sec)

### Coach Note

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Now that your girls are familiar with the Stretch & Strengthening Routine, you can have them take turns leading the exercises.

Warm-Up: Balancing our Star (15–20 min.)

> Set up:

- Materials: **Balancing Our Star activity sheet, Parts of Our Star signs**, markers
- Cut out the **Parts of Our Star signs**.
- Place one sign on each cone and place the cones in a circle with a 30-foot diameter.



> **How it's done:**

Say, "In the past two lessons, we've talked about the star that is within each of us. In this activity, we are going to look at the different parts of life that make our star whole."

1. Pass out the **Parts of Our Star activity sheet** to each girl.
2. As a group, review each of the parts of the star:
  - Physical Health – This part of our star represents all the things we do that relate to our bodies, such as eating fruits and vegetables, exercising, or getting enough sleep.
  - Brain – This part of our star represents the things we do that work our brain, such as learning our multiplication tables, decision making, or being creative.
  - Activities – This part of our star represents all the activities we do that activate our Star Power, such as hanging out with friends, being on a sports team, or baking cookies.
  - People – This part of our star represents the people in our life who help to activate our Star Power, such as family members, teachers, or friends.
  - Emotions – This part of our star represents all of the feelings we have that make up our emotional health. Some emotions we might feel in a given day are: happy, sad, confused, nervous, or excited.
3. Explain the warm-up:
  - Girls will run around the circle with their activity sheet and marker in their hand.
  - When you yell, "Go!" the girls will run to one of the five cones. They will have 1 minute to fill in that part of the star with as many examples from their real life as possible. For example, if they are at the People cone, they will write down as many important people in their life as possible in 1 minute. (See Coach Note.)
  - When the minute is up, yell, "Time!" and have the girls start running around the designated space again.
  - This process will continue with the girls going to a new cone each time you yell "go."
4. Begin the activity.

*Coach Note*

F

Make sure the girls only have 1 minute at each part of their star. Giving more time at some parts will automatically make their star unbalanced.

> **Processing:**

1. Take a look at your star on your sheet. Are all parts balanced?
2. How do you think your star looks when all of these parts are balanced? (*Full, busy, lively, shiny.*) Unbalanced? (*Off, lopsided, cloudy.*) Why?
3. When your star is unbalanced, what can you do to bring it back to being balanced? (*Give more attention to the parts that are not as strong, pay closer attention to those parts of your star.*)

**Workout: Intervals (35–45 min.)**

(5 min. directions/25 min. workout/5 min. processing & stretching)

**> Set up:**

- Materials: None
- The girls will be in pairs for this workout

**> How it's done:**

Say, "For today's workout, we're going to focus on the physical health part of our star. One way to keep this part of our star shining bright is to make sure we balance working hard and resting."

1. Place girls in random pairs. (See Coach Note.)
2. Have girls decide who will be Partner 1 and who will be Partner 2. Coaches may need to participate for every girl to have a partner.
3. Explain today's workout:
  - Intervals mix running faster with a period of rest.
  - Partners will take turns running one fast lap.
  - While one partner is running, the other partner is resting. Encourage the girls to stay standing and cheer on their partner while they are resting.
  - Since they are only running one lap at a time, encourage them to run it a little faster than usual and run the whole way.
4. Have the girls set a lap goal for today. (See Coach Note.)
5. Have Partner 1 start the workout.

**> Processing:**

As you lead the girls through some cool-down stretches (see Introduction), ask girls the following questions:

1. What was it like to run faster, but then get to rest? (*It was fun, ran faster, ran more of each lap than usual.*)
2. What happens to our bodies if we do not get enough rest? (*We get tired, we get cranky, we don't finish.*)
3. How can you make sure you get enough rest in your daily life? (*Go to bed early, take a nap, do fewer activities.*)

*Coach Note*

**B**

Help girls foster new relationships by strategically pairing them. Lining up by birthday month and then counting off is one strategy you could use today.

*Coach Note*

**M**

Pay attention to the lap goals the girls are setting throughout the season. There may be times when you need to direct them to think about whether their lap goal matches the amount of time and the activity for that day. For example, on a day with a shorter workout, or a more complicated activity, you will want to cue girls to adjust their lap goal accordingly.

**Identity Card & Wrap-up (10–15 min.)****> Set up:**

- Materials: **Identity Cards**, markers
- Girls seated in a circle.

**> How it's done:**

1. Pass out the **Identity Cards** to each girl and have her fill out her lap chart.
2. Say, "On your Identity Card today, **write or draw one way you can keep your star balanced.**"
3. Allow girls to share.
4. GOTR GOAL: Between now and the next time we meet, practice what you wrote on your Identity Card today.
5. Give out ENERGY AWARDS and end with a CLOSING CHEER.



Parts of Our Star signs



## Physical Health

How do you take care of  
your body?

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## Brain

What do you do to make  
your brain stronger?



## Activities

What activities do you enjoy?

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## People

Who are the important people in your life?



# Emotions

What are some emotions  
you have experienced?

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Balancing Our Star

