

# **GENERATION POUND ICON GUIDE**

# GOING INTO THE DAY

## ARRIVE EARLY, PREPARED AND READY TO INSPIRE

- First impressions are extremely important. Arrive at least 1-hour prior to the course start time and set the room before doing anything else. If possible, have the host gather participants in the lobby until check-in officially begins. Have Generation POUND®-inspired music playing softly before the first participant arrives.

## CLARITY OF PURPOSE

- Know the purpose (the WHY) for each section and lecture. Have a clear intention for the day, a plan, and back-up plan(s).

## LEVERAGE YOUR SPACE

- Move around the room throughout the day and use your body to help tell the story, deliver lessons, and lead drills. Add dimension to your presentation by frequently adding movement and audience participation and interaction to your lectures.

## CUE TO THE POSITIVE

- Learn to make every cue and interaction a positive one. Avoid language that emphasizes what was incorrect (e.g., “Don’t POUND with loose wrists). Instead, speak to the positive, desired outcome (e.g., “Try to stiffen your wrists while you POUND. You’ll be able to ROCK even HARDER while protecting your wrists and hands from any irritation or undue stress.”).

## FACILITATE THE SOLUTION

- When presented with a question that you do not know the answer to, refer to the expertise and experience in the room. “Miguel, that is a great question! Does anyone in the room have experience with this that they’d like to share?” This should be done with caution, however, making sure your authority as an expert and as an ICON is maintained by answering as many questions personally as is possible and appropriate.
- When presented a question you and no one else in the room knows the answer to, humbly admit that it is something you need to look into. Write down the question and the participant’s name. Send an email (or text depending on the severity/importance of the question) to Shannon and then follow-up later that week with the Pro to make sure they received the answer that they needed.

## RECAP EACH SECTION

- Mentally check-off the course Training Objectives as you move through the training day. Each section should include an introduction before the lecture begins and then a brief recap/summary before moving on to the next section.

## READ YOUR ROOM

- Conducting participant introductions at the beginning of the training is a great way to develop a deeper understanding of who is in attendance, what their individual needs and expectations are, and how to best deliver a customized experiencing while conveying all of the core concepts of the training’s curriculum. Check in with participants throughout the day, ask deliberate questions that require thoughtful responses, and shape lectures, drills, and interactions to best suit the individuals at each training.

## COURSE GOALS

Course goals for your participants:

- A clear understanding of the Generation POUND® program: what it is, who it was designed for, what makes it unique and impactful, and the program’s potential for inspiring a lifetime love of physical activity through the development of fundamental motor and fitness skills disguised as loud, energetic and inclusive FUN

- The ability to speak to the program's potential to improve the mental, physical, and psychosocial health of today's youth as well as the specific steps we take to best promote these benefits
- An awareness of the four components of the Generation POUND® Formula and how they combine to create a program that captivates, motivates and engages youth as they work to improve their physical fitness, develop interpersonal skills, build self-esteem and gain perceived competence in fundamental motor patterns and movement skills
- A basic understanding of how intensity monitoring is unique in maturing youth and how Generation POUND® Pros take extra steps to lead with compassion, thoughtful consideration, positive reinforcement and genuine praise
- The ability to perform and instruct Generation POUND®'s positions, techniques, modifications, regressions/progressions and cues
- An understanding of how to modify Generation POUND® choreography appropriately for participant success and safety
- Confidence in where to find and how to use Generation POUND® resources found in *The Label*
- A deepened sense of connection to the POUND® family
- A sureness in the specific next steps to follow after their completion of the Generation POUND® Pro training
- An understanding that the Generation POUND® Activities can be **slightly** modified to best promote learning, participation, and feelings of success for their participants
- The knowledge that their Certificate of Completion contains their continuing education credits
- Confidence in the initial skills they gained as Generation POUND® Pros and an understanding that their education, practice and mastery of the program continues in *The Label*

The Generation POUND® ICON Training Guide defines the driving concepts, philosophies and principles unique to Generation POUND® and contains key lecturing techniques, talking points, drills and answers to frequently asked questions. The high-level content in this guide paired with the microdetails in the Generation POUND® Training Guide prepare ICONs to confidently educate and inspire diverse groups of aspiring Generation POUND® Pros.

## WHAT MATTERS

Generation POUND® Pro Training is an ICON's opportunity to showcase what Generation POUND® sounds like, looks like and feels like when taught extremely well. ICONs bring the program to life and provide an exemplary experience that Pros should aspire to achieve. Pros gain an understanding of the program's potential and the importance of thorough program planning, preparation, and rehearsal during the 8-hour training course. ICONs inspire, motivate and empower a Pro's desire to create nurturing, inclusive environments for youth to experiment with movement, socialize with their peers, learn important life skills and fall in love with music and movement. A Generation POUND® Pro's success is directly related to their experiences and learnings at training. ICONs help ensure program safety, understanding, efficacy and accuracy. ICONs are a direct extension of POUND® HQ and as such carry immense responsibility.

## EDUCATING THE SPECTRUM

The Pros in attendance will have varied levels of experience, expertise, education and expectations. It is the ICON's central responsibility to make sure every participant, regardless of current ability or past experience, feels welcome, has his/her learning needs met and leaves training feeling confident and prepared to lead a safe, appropriate and addictive class experience. Educating the spectrum requires continuous consideration for language choice, course pacing, information repetition, key point highlights and question responses in order to elevate the educational experience for each unique participant. Customizing lectures and drills to specific audiences increases the odds that every participant will leave feeling like (s)he learned something new and that the new information was valuable.

# BEFORE THE COURSE

Generation POUND® ICONs should aim to connect with their training's host prior to the training day to confirm access to the training space 1-hour prior to the course start time as well as the facility's amenities (e.g., wifi, water fountains, auxiliary cord, microphone, mats, etc.). ICONs are not required, but encouraged, to connect with their training participants before the course via email to introduce themselves and remind participants of helpful information about the training day.

## ICON ARRIVAL

30(+)-minutes prior to course check-in:

1. Meet with the host and deliver the thank you card. If possible, ask the host if participants can wait in a lobby area until check-in begins
2. Verify expectations and rules of the facility (e.g., if shoes can be worn, if Ripstix® strikes are permitted directly on the floor, if the facility requires that participants complete a waiver, the room's schedule for the day – if training backs up to another class or event in the same space or if training ends at the same time the facility closes, etc.)
3. Familiarize yourself with the facility (e.g., restrooms, water fountains, nearby eateries for lunch, etc.)
4. Locate course materials and set the room for training
5. Play Generation POUND®-appropriate music and test the microphone
6. Log in to *The Label* and pull up the training roster in your ICON Training page to verify enrollment
7. Begin filling in Certificates of Completion until the first participant arrives. Any remaining certificates should be completed during the lunch break

## COURSE CHECK-IN

Course check-in begins 30-minutes prior to the course start time. During “check-in” ICONs should:

1. Greet participants warmly and welcome them to training
2. Ask participants their names and verify their successful training enrollment in the ICON Training page in *The Label* and/or your printed roster
  - a. Register any participants who are not listed on your roster(s) (and cannot provide receipt of their enrollment) via the training's event page on poundfit.com

3. Hand each participant a Generation POUND® Manual as they arrive (if they are not already laid out, one of each on every mat). Encourage participants to share their social media handles on the poster/white board and to read Kirsten's welcome letter on page 3 of their Generation POUND® Manuals while they wait for training to begin 10-minutes prior to the course start time, recommend that participants take care of any final needs (e.g., dispose of Ripstix® packaging, move their belongings to the perimeter of the room, use the restroom, fill their water bottles, etc.)

## COURSE START

ICONS should begin the course precisely on time. Adhering to the course schedule and honoring your word throughout the day builds rapport and trust. At the commencement of training:

1. Welcome everyone to training and thank them for attending. Introduce yourself as an ICON, share your experience as a GP Pro and your fitness education and experience as it relates to youth instruction
2. Explain that the course will start with introductions. You are hoping to learn their names, WHY they chose to come to Generation POUND® Pro training today and HOW they learned about Generation POUND®. Share that you will go first
3. Setting the example, share your name, why you became a Generation POUND® Pro, and how you first learned about the program. Then, ask a participant to kick off the rest of the introductions
  - a. ICONs should record participant introductions for inclusion in their course recap emails (sent to [recaps@poundfit.com](mailto:recaps@poundfit.com) by 8am PST on the Monday immediately following the training)

## KIRSTEN'S LETTER

During course "check-in" encourage participants to share their social media information, read Kirsten's letter on page 3 of their manuals and introduce themselves to one another.

## TABLE OF CONTENTS & TRAINING OBJECTIVES

After introductions, ICONs should overview the day's schedule and training objectives:

- Generation POUND® is an 8-hour course that begins with a Generation POUND® interactive followed by two and a half hours of lecture and theory, two hours of choreography and a final hour of Generation POUND® Activity exploration.
- There will be two formal 10-minute breaks throughout the day - one before lunch and one after - however participants should feel free to excuse themselves for the restroom whenever it is needed.
- Share the approximate time of the 45-minute lunch break and remind them of the scheduled course end-time. Then, read through the Training Objectives and ask for questions.

### TRAINING OBJECTIVES

In your own words, summarize the course training objectives:

## INTERACTIVE

Explain that you will be transitioning into the Generation POUND® interactive. They should put their 'kid hat' on and be prepared to experience class through the lens of their students – perhaps their only time to do so and therefore a very valuable learning experience.

The Generation POUND® ICON interactive serves as many Pros first live experience with the Generation POUND® program. ICON's should strive to provide an exemplary class experience. Before beginning the interactive, ask participants to observe and pay careful attention to your class introduction, enthusiasm, kid-friendly coaching, regressions and modifications, the language you use in your verbal cues and the exaggerations of your visual cues, your inclusive and personalized class leadership and, most importantly, your commitment to having FUN!

The goal of the Generation POUND® ICON interactive is to give participants a hands-on, clear and specific example of how to lead a safe, accurate, effective and FUN Generation POUND® class.

The instruction outlined in their manuals and practiced throughout the training day, as well as the education provided in *The Label*, will separate a Generation POUND® Pro who inspires, motivates and elevates the next generation of educators, leaders and noise-makers from a Generation POUND® Pro who simply teaches movement and games to youth.

### INTERACTIVE INTRODUCTION:

1. Pro's (ICON's) name and class welcome (\*emphasis on welcome game, speaking to adult for waivers/photo release, emergency contact info, allergies etc!)
2. "My Mat"
3. Rockstar Pledge
4. Ripstix® Promise
5. Ripstix® (how to hold/how to ROCK)
6. Strike Patterns
7. Speed Indicator
8. Set Position
9. Generation POUND® techniques and modifications

### GENERATION POUND INTERACTIVE PLAYlist

Warm Up: Legendary

Set Track: 24 Karat Gold

2016 Activity: Repeat After

Me

Kit Track: Let's Go

Cardio Track: Nothing Stopping Me

Cool Down: Brave

After the interactive, ask participants:

1. What does Generation POUND® sound like?
2. What does Generation POUND® look like?
3. What does Generation POUND® feel like?

After the Generation POUND® interactive, allow class to take a 5-minute break to grab water, towel off, and then return to their mats with their manuals, Ripstix®, a pen/pencil and possibly a sweater or jacket. Once they have returned, ask:

1. What did you see in the Generation POUND® instruction that you liked and/or that you thought were effective?

2. How did the instruction during the Generation POUND® interactive make you feel?
3. What verbal cues did you find helpful? Visual cues?
4. Did you observe several modifications? Cues to form?

Participants' answers should range from choreography and pacing to the unique class introduction, from the Activity lessons and games to the age-appropriate songs and lyrics. Your instruction should have made them feel capable and energized as well as confident and clear about what was happening next.

\*\*\* Be sure to highlight any key observations they may have overlooked. \*\*\*

Share that the focus of training is NOT the full memorization of choreography (a process that can be completed at home using *The Label* for rehearsal and mastery), but instead one goal of Generation POUND® Training is to make sure participants leave with a clear understanding of what Generation POUND® is and how to compose an appropriate, safe and FUN class.

## WHAT | Generation POUND®

Generation POUND® is a youth-oriented program that fuses movement and music to improve physical fitness, athletic skill, self-awareness, confidence and more! Generation POUND® aspires to foster a young love for physical activity that lasts a lifetime through the development of fundamental motor and fitness skills disguised as loud, energetic and inclusive fun!

### AGES AND STAGES

Generation POUND® was created for our rockstars in training, youth ages 6-12. The program was not designed or choreographed for youth under the age of 6, so if planning to accept students 5 and younger, Pros should be aware that additional planning and preparation may be required. It is recommended that participants 13 years and older participate in POUND®'s original format.

Generation POUND® can be taught to 6-12 year old's all in the same class or to specific ages within the recommended range (i.e., ages 6-8, ages 8-10, ages 10-12, etc.). If teaching ages 6-12 all in the same class, giving the older students special tasks and responsibilities or pairing them up with a younger student can be an effective and inspiring strategy for success.

**DISCUSSION:** Share that, at POUND®, we are big fans of journaling. Ask participants, 'What does Generation POUND® mean to you?' – emphasizing the value of reflecting on where they are today, in this moment of their journey, remembering why they chose to become a Generation POUND® Pro in the first place. Allow participants a minute or two to reflect and write their answers down in their manuals. Play music lightly as they write. Then, ask for 1-2 volunteers to share their answers with the group.

**DISCUSSION:** Next, ask participants, 'How will you share Generation POUND®?' – highlighting the programs potential to reach children through a wide variety of Venues, both traditional and non-traditional. Give participants another minute or two to reflect and write their answers as to where they plan to teach Generation POUND® down in their manuals. Play music lightly. Then, ask for 1-2 volunteers to share their ideas with the group.

Highlight the PROGRAM DESCRIPTION listed in their manuals and stress the importance of using this description when creating their class schedules and promoting the program online as the program continues to grow worldwide.

## WHY | Generation POUND®

Generation POUND® was created not just as a workout geared towards kids, but a movement that aims to change the concept of health and fitness for today's youth.

This year we will see:

- Childhood obesity getting worse
- Mental health suffering
- Overall self-esteem plummeting

**MISSION:** Inspired by POUND®'s brand and its beliefs, Generation POUND®'s mission is to shift the focus of fitness to fun, empowerment, self-love and self-expression. HOW?! By introducing alternative ways to MOVE and ROCK!

**ICON:** As it feels appropriate to do so, share the statistics printed in their Generation POUND® Training manuals on page 7. Feel free to share similar statistics specific to your training region.

**TOGETHER, WE HAVE THE OPPORTUNITY TO:**

**DRILL:** Have volunteers help read the 6 opportunities outlined in their manuals:

1. Ignite a passion for movement, music and exercise
2. Build relationships through collaboration, teamwork and a unified beat
3. Promote the power of confidence and self-awareness
4. Decrease screen-time and sedentary behaviors
5. Educate youth on how to move safely and have FUN while exercising
6. Act as a catalyst for health and happy lives

## MIND | BODY | INNER ROCKSTAR

Inspired by POUND®'s brand and beliefs, Generation POUND® was built on three pillars – the mind, body and inner rockstar (aka self-concept). Kirsten recognized that meaningful and lasting change for both children and adults starts with the mind. So, when building Generation POUND®, focus was first directed to the mind.

For children and adolescents, regular physical activity is associated with both physical and psychosocial benefits. Generation POUND® brings these benefits and many more to the development of today's youth – tomorrow's educators, leaders and noise-makers!

1. Youth lack life experiences, maturity and abstract thinking skills
2. Youth may struggle to objectively handling feelings related to self-concept and self-worth
3. Low self-esteem can prohibit youth from exploring physical activity and movement for fear of:
  - Uncertainty
  - Embarrassment
  - Failure

**ICON:** As it feels appropriate to do so, share the statistics printed in their Generation POUND®



Training manuals on page 8 and/or feel free to share similar statistics specific to your training region.

### EXERCISE

- Affects brain biochemistry, which may:
  - Reduce negative mood and symptoms of depression
  - Improve self-esteem, cognitive function and even academic performance

### RHYTHM

- Has been found to alter brainwave frequencies and improve brain blood flow, potentially:
  - Enhancing focus
  - Promoting higher-level thinking
  - Improving decision-making skills

### PERCUSSION

- A rapid beat has been linked to:
  - Increased pain tolerance
  - Decreased anxiety
  - Decreased fatigue
  - Decreased chronic pain

If you have time, speak to PLAY:

Studies suggest that PLAY

- can improve language development and creativity
- help with cognition and emotion
- reduce stress.

### THE POUND® EFFECT

**DRILL:** Ask for volunteers to read the second part of each casual sentence out loud after you've read the first part (or similar).

BY emphasizing meaningful activities that promote a sense of accomplishment > WE capitalize on physical activities' benefits to self-efficacy and social interaction

BY disguising moderate- to vigorous-intensity activity with music > WE promote elevated mood and relieve symptoms of anxiety, depression and hostility

BY encouraging self-expression and teamwork > WE promote the recognition of emotions and the development of coping skills, creative communication and diplomacy in tomorrow's leaders

## BODY

Physical inactivity is now being recognized as a pandemic, having spread across the globe affecting the world's populations. POUND® responds to the growing need for school- and community-based programs that promote aerobic conditioning, enhance muscular strength and endurance and improve movement quality, skills and confidence in children with the Generation POUND® program.

Strong evidence links the emergence of type 2 diabetes in youth with the increased prevalence of being overweight and obese. Generation POUND® promotes the development and maintenance of muscular fitness and athletic skill that is crucial to the perceived competence, confidence, enjoyment, attitudes and beliefs necessary to best promote a commitment to habitual physical activity (Welk,

2012).

**ICON:** As it feels appropriate to do so, share the statistics printed in their Generation POUND® Training manuals on page 9 and/or feel free to share similar statistics specific to your training region.

## SEDENTARY BEHAVIORS & INACTIVITY

1. Time spent watching TV accounts for nearly the greatest amount of leisure time in youth, second only to sleeping.
  - a. Leisure time is considered unplanned activity. Second only to sleeping, TV watching is among the top two leisure activities for today's youth.
2. Only 21.6% youth ages 6-19 attain the recommended 60+ minutes of moderate- to vigorous-intensity physical activity on at least 5 days of the week.
  - a. This means that only 1 in 5 children are moving 60 minutes (or more) on just 5 of the 7 days in a week.

## HEALTH STATUS

- Observational evidence suggests a correlation between the risk of type 2 diabetes and cardiovascular disease with the level of physical activity in children and adolescents.
  - A relationship may exist between physical activity levels and the emergence of type 2 diabetes (previously a disease that affected nearly only adults) in children and adolescents.
- Sedentary behaviors promote disinterest and/or disengagement from games, sports and free-play activities, contributing to the likelihood of lifelong pathological processes.
  - However inconclusive and debated, some research suggests that many of our habits and interests early in life may be closely related to our habits and interests later in life.

## PHYSICAL ACTIVITY

Physical activity, a multidimensional behavior, can be described as, “bodily movement produced by skeletal muscles that results in energy expenditure” (Caspersen et al., 1985, p.126) and ranges from minimal to maximal movement. **CURRENT GUIDELINES RECOMMEND YOUTH ACCUMULATE 60-MINUTES OF MODERATE- TO VIGOROUS-INTENSITY ACTIVITY EVERY DAY (7) OF THE WEEK.**

Benefits of Regular Physical Activity:

1. Promotion of normal growth and development
2. Construction of strong muscles, bones, joints and connective tissues
3. Enhancement of fundamental movement skills and locomotor patterns
4. Elevated cardiorespiratory fitness
5. Regulated energy balance (calories consumed versus calories expended)
6. Managed blood cholesterol levels and blood pressure
7. Reduced risk of dyslipidemia, insulin resistance and type 2 diabetes
8. Relieved asthma symptoms
9. Improved sleep apnea
10. Aids in the development of reflexes and gross motor skills
11. Improves flexibility, balance, and muscle growth

## THE POUND® EFFECT

**DRILL:** Ask for volunteers to read the second part of each casual sentence out loud after you've read the first (or similar).

BY introducing fun and novel ways for youth to move and play > WE work to instill a life-long love of physical activity

BY providing strategic distraction through Generation POUND®'s choreography, Activities and challenges > WE reintroduce exercise as a FUN activity focused on self-expression, creativity and togetherness

BY focusing passionate outreach to underprivileged areas and schools > WE act on the knowledge that obesity disproportionately affects children from low-income families and we fight to make a difference

## INNER ROCKSTAR

According to the Merriam-Webster dictionary, self-esteem is a confidence and satisfaction in oneself. Self-esteem is believed to be a major key to success in life. A dose-response relationship has been observed between exercise and the short-term effects on positive self-esteem in children and youth. This means that the observed response (improved positive self-esteem) depends on each dose of exercise. No exercise = no dose.

### WHAT WE KNOW

- Children with obesity are:
  - Bullied and teased more than their health-weight peers and miss more school
  - More likely to suffer from social isolation, depression and lower self-esteem
- Youth who possess confidence and competence in fundamental movement and athletic skills are more likely to:
  - Engage in regular free-play, exercise, games and sports
- By adding play into a youth fitness program, we are aiding in emotional intelligence, helping boost self-esteem, and helping build healthy friendships all while also teaching cooperation!

**ICON:** As it feels appropriate to do so, share the statistics printed in their Generation POUND® Training manuals on page 10 and/or feel free to share similar statistics specific to your training region

### GENERATION POUND® PROVIDES YOUTH WITH THE OPPORTUNITY TO:

1. Make new friends
  2. Learn new skills
  3. Reinforce positive feelings associated with exercise
  4. Release tension and relieve symptoms of anxiety
- ...and that's only the beginning!
- \*\*\* These are great talking-points for program promotion! \*\*\*

### THE POUND® EFFECT

**DRILL:** Ask for volunteers to read the second part of each casual sentence out loud after you've read the first (or similar).

BY promoting competence and confidence in fundamental movement skills and physical capacities > WE highlight the ability in EVERY body, reinforcing respect for diverse body types and performance measures

BY emphasizing enthusiasm and effort over accomplishments, competition, and peer comparison >

WE encourage participation, positive social interactions and generous praise among classmates.

BY leading exercise and teaching movement in game and play environments > WE create fun and mentally engaging experiences that promote a life-long love for physical activity and exercise

# THE GENERATION POUND® FORMULA

What is the Generation POUND® Formula?

1. Ripstix®
2. Generation POUND® Positions
3. PLAYlists
4. Choreography
5. Activities

## PART 1: RIPSTIX®

### WHAT

- Ripstix® are lightly-weighted exercise drumsticks designed specifically for exercise and for POUND®
- Ripstix® maximize the POUND® workout, making it addictive and effective
- Ripstix® are 1/4 lb. (113 grams), twice the weight of a standard 5b drumstick, slightly shorter in length and similar in sound

(Have participants stand)

### HOW TO ROCK

- **INCORRECT:** Wrapping thumbs and fingers around the very end of the Ripstix® and moving like a jellyfish (or a spaghetti noodle).
- **CORRECT:** Grasping the Ripstix® near the printed logos (a little less than half-way up), with thumbs on top and fingers wrapped around - “turning the TV off” so we can become “rockin’ robots!”

**ICON:** Highlight the importance of speaking in kid-friendly terminology, using descriptive words and exaggerated movements while teaching Generation POUND®.

### SHAKE BREAKS

Each Generation POUND® class has the potential for hundreds of Ripstix® strikes. It is important to incorporate frequent ‘shake breaks’ throughout each class to allow students’ hands, wrists and arms a break from holding and striking the Ripstix®.

Explain that all the results in Generation POUND® classes rely on Ripstix®.

- Core-peripheral stabilization
  - **DRILL:** Review the concept and demonstrate with CIRCLES in Set Position

- Audio-physio reinforcement. Review the concept and demonstrate with TOMS in Set Position
- Improved intensity monitoring and coaching
  - **DRILL:** Review the concept and demonstrate by using Ripstix® to cue to the levels of the Movement Spectrum (intensity monitoring) and, then, to correct a rounded back (coaching) in Set Position
- Enhanced focus
  - Simply by having something in your hands exercise intensities and movement execution can be expected to improve. Ripstix®'s bright green color makes them easy to see and your instruction as the Generation POUND® Pro easy to follow.
  - **DRILL:** Review the concept and demonstrate with an INHALE/EXHALE in Set Position
- LOUD, energetic FUN!
  - **DRILL:** Review the concept and demonstrate by POUNDing in Set Position

## RIPSTIX PROMISE

Explain the importance of a Ripstix® Promise before handing out Ripstix®. A Ripstix® Promise clearly outlines behavior expectations (and consequences for breaking them...i.e., losing your Ripstix® for the next song or the rest of class) while using Ripstix®. It also gives students the opportunity to acknowledge these expectations and agree to them. The Ripstix® Promise can be a repeat-after-me pledge, promise or even a fun song that you make up with your class!

## MATS & SPACE

Exercise mats in Generation® POUND classes help create ideal class experiences by:

- Providing floor protection and wrist protection
- Offering comfort in seated positions
- Giving each student their own space

Mats gives each student a space that is their own – somewhere they know to return to after Activities, water breaks, etc. Mats can simply be mats in class, or they can also transform into drumkits, spaceships, magic carpets and much, much more!

When set traditionally, mats are parallel to the front of the room and should give each student 360 degrees of space, enough to step side-to-side and backward into an unobstructed lunge.

**DRILL:** Have participants check their space:

1. Extend their Ripstix® straight out from their arms and shoulders
2. Turn in a 360-degree circle
3. Step side-to-side
4. Step backward to a long, unobstructed lunge

**DISCUSSION:** Beyond the traditional class set up, ask participants if they can think of other room and mat configurations that they might use for class.

## HAVE A PLAN

Mats should be set out before the start of each class. It is important to decide before class begins if Ripstix® will be laid out on each mat or if they will be distributed after everyone has arrived and the Ripstix® Promise recited.

**DISCUSSION:** Ask participants if they can think of the pros and cons to having Ripstix® laid out on

each mat as students arrive for class. What about for distributing Ripstix® once everyone has arrived, after the Ripstix® Promise?

## PART 2: POSITIONS

(Participants should remain standing)

Part 2 of the Generation POUND® formula are the Generation POUND® Positions. There are three Positions in Generation POUND® - Set, Cardio and Kit.

### SET POSITION

Set Position is a standing position that challenges the entire body through multi-joint, multi-planar techniques. The wide stance found in Set Position offers participants more stability than the other standing position in Generation POUND®. Set Position enhances muscular strength and local muscular endurance, cardiorespiratory fitness, balance and more!

**DRILL:** Guide participants through the set up for Set Position using the coaching cues listed below and sharing the kid-friendly alternatives as you go along:

- Wide stance, knees softly bent
  - Kid-friendly coaching alternative: Superhero stance
- Chest up, shoulders back and down
  - Kid-friendly coaching alternative: Hearts up!
- Long, tall spine
  - Kid-friendly coaching alternative: Don't spill your glass of water

### CARDIO POSITION

Cardio Position is a standing position that challenges balance and promotes athletic skill through frequent directional changes, hops, jumps, bounds and single-leg balances. Cardio Position tasks the entire body through multi-joint, multi-planar techniques and promote cardio-respiratory fitness through bursts of high-intensity exercise.

**DRILL:** Guide participants through the set up for Cardio Position using the coaching cues listed below and sharing the kid-friendly alternatives as you go along:

- Wide stance, knees softly bent
  - Kid-friendly coaching alternative: Ready for action
- Braced/engaged core
  - Kid-friendly coaching alternative: HUH!
- Jump with a (soft) toe-ball-heel landing
  - Kid-friendly coaching alternative: Land quiet as a mouse

### KIT POSITION

Kit Position is the third Generation POUND® Position that challenges core strength and endurance through single- and multi-joint, multi-planar techniques in a seated position.

**DRILL:** Guide participants through the set up for Kit Position using the coaching cues listed below and sharing the kid-friendly alternatives as you go along:

- Long spine

- Kid-friendly coaching alternative: Reach your head towards the ceiling
- Braced/engaged core
  - Kid-friendly coaching alternative: RAWR or Pro: “Can I get a whoop whoop?” Kids: “WHOOOP WHOOP!”
- Space across the chest, shoulders back and down
  - Kid-friendly coaching alternative: Take your shoulder earrings off

**DRILL:** Now that you’ve reviewed all three of the Generation POUND® positions, have participants pair up with the person next to them to come up with 2-3 additional kid-friendly coaching cues for body alignment in each position. Give participants 1-2 minutes to work together and then ask for volunteers to share what they came up with. Encourage class to write down any new ideas shared.

Thank participants for their great suggestions and participation. Let them know that being creative and **committed to always finding a solution** through the discovery of new ways to communicate to the unique students in their classes is key to a successful class and program.

Share that Generation POUND® instructor tracks feature movement and choreography specifically designed for young rockstars. They can expect to see new techniques and exciting progressions exclusive to the Generation POUND® program dispersed throughout each position and track.

Direct your student’s attention to their manuals for building in a new challenge to their classes by asking your students how to setup a position or ask them to help correct your form.

## PART 3: PLAYLISTS

Part 3 of the Generation POUND® formula is Generation POUND® PLAYlists. Generation POUND® PLAYlists feature Activity breaks – structured moments of free-play and games that promote key learning outcomes exclusive to the program.

- PLAYlist are A NEW WAY TO ROCK.
- PLAYlists are offered as 5-minute PLAYbreaks and 15-, 30- and 45-minute PLAYlists. Outlines of these PLAYlists are featured in their manuals on page 13 and templates can be found in *The Label*.

Each Generation POUND® class:

- Requires systemic planning that respects the physical and psychosocial diversity of maturing youth
- Considers each child’s individual needs and abilities

PLAYlists should be completed with logical progressions and intentional long-term programming. Generation POUND® Pros should build their classes using the PLAYlist templates featured in *The Label*.

The need for instant gratification and exploration helps explain the greater biological need for physical activity in youth (Rowland, 1998).

Generation POUND® PLAYlists give direction to stop–and–go play that mimics the free play patterns observed in regular child’s play:

- Gradual progressions and regressions that stimulate safe physiological reactions
- Variety of novel challenges that combat boredom and increase attention span
- Techniques and choreography that encompass full-body, multi-joint and multi-planar movements
- Gentle overload that enhances fitness and health through FUN and PLAY
- Familiarity that promotes maintenance and mastery
- Intermittent bursts of high–intensity activities

The Circuit Training nature of Generation POUND tracks and PLAYlists by alternating movement & intensity, and creating a balanced, safe and effective learning environment

**DISCUSSION:** Share that today's interactive was a 30-minute PLAYlist. In the order of the 30-minute interactive' PLAYlist, briefly review the tracks and Activities they participated in that morning.

**DRILL:** Ask participants to think of a time when they might use each of the 4 PLAYlist options. Prompt participants to write the ideas shared in their manuals.

Share that each Generation POUND® classes require systemic planning that is balanced and diverse and respects the physical and psychosocial diversity of maturing youth. When creating PLAYlists, Generation POUND® Pros should consider the unique and individual needs and abilities of the children in their classes. PLAYlists should be completed with logical progressions and intentional long-term programming.

## PART 4: CHOREOGRAPHY

Part 4 of the Generation POUND® formula is Generation POUND® Choreography. While featuring many of the movements, progressions and techniques found in POUND®'s original choreography, Generation POUND® introduces dynamic new techniques, music and pacing exclusive to the program.

A Pro's ultimate resource for practicing, learning and mastering Generation POUND® choreography is the Generation POUND® Instructor Track videos featured in *The Label*. These Instructor Track videos feature up to three parts - an instructional video of the track, a performance video of the track and a technique highlight.

Supplementary to the Instructor Track videos in *The Label* is Sheet Music. Each Generation POUND® track comes with its own Sheet Music. Sheet Music is comprised of POUND® Pods, graphic representations of the choreography that occurs within a track. Sheet Music is read from left to right – just like a book!

**DRILL:** Draw a blank POUND® Pod on the white board. Draw 2 horizontal lines within the Pod and explain that POUND® Pods are divided into three sections – top, middle and bottom.

### 8-COUNTS

The top portion of the POUND® Pod indicates the number of 8-counts a specified technique is performed. Whole numbers and/or fractions (portions of 8-counts) are listed here.

**DISCUSSION:** Ask your participants, 'What is an 8-count?'. Explain that 8-counts are oftentimes used to count music in fitness.

**DRILL:** Write the numbers 1 through 8 on the white board. Have class practice counting each of the 8 counts three times through.

**DISCUSSION:** Ask participants if they know when each individual count of an 8-count is counted. Explain that, most of the time, 8-counts are counted on the downbeat of the music. The speed of the downbeat depends on each song's tempo.

**DRILL:** Preselect three different Generation POUND® songs, each with a significantly different



tempo and/or sound. Play the first song and have class first find the beat. Then, count four 8-counts of the song together out loud. Repeat for the other two songs that you preselected.

**DISCUSSION:** Write a '2' in the top of the POUND® Pod drawn on the white board and reiterate that the '2' indicates two 8-counts.

## TECHNIQUE AND DIRECTION

The words listed in the middle of the POUND® Pod represent the technique, the choreographed movement that is being performed. There are many techniques in Generation POUND®

**DRILL:** Share 3 Generation POUND® techniques featured in the upcoming Warm Up (i.e., CHOMP, SQUAT TRAP and ARROW) and have class perform them with you. Explain that these are just a few examples of techniques that may be listed in the middle portion of a POUND® Pod.

Some techniques contain reference to direction, such as R, L, C or a combination like R/L or RCL. R always represents the participant's right, L always represents the participant's left and C represents center.

**DISCUSSION:** Write 'RAINBOW' in the center portion of the POUND® Pod drawn on the white board. Remind participants what a RAINBOW technique looks like.

**DRILL:** Lead class through RAINBOW [(R/L)] for two 8-counts

**DISCUSSION:** Add an (R) to 'RAINBOW' in the POUND® Pod on the white board and ask participants what they think a 'RAINBOW (R)' might be? Demonstrate a RAINBOW (R).

**DRILL:** Remind class that the '2' listed in the top of the POUND® Pod indicates how long the specified technique, now RAINBOW (R), is performed and then ask them to perform two 8-counts of RAINBOW (R) together with you while counting out loud. *Note: Since speed has not yet been specified, do not speak to it. Instead, lead the participants through RAINBOW (R) at 1- count/movement.*

If the technique 'INTRO', 'OUTRO' or 'TRANSITION' is listed in the center portion of a POUND® pod, Pros should know that these are opportunities to bring the class together on the beat, preview or coach upcoming techniques and/or choreograph own movement. If the technique RIFF is listed in the center portion of a POUND® Pod, Pros should know that they need to refer to the Instructor Track video to learn what unique technique – oftentimes inspired by the music – is being performed.

# CHOREOGRAPHY (CON'T)

## STRIKE PATTERN

The bottom portion of the POUND® Pod contains the strike pattern. The strike pattern details how the Ripstix® are being struck together. Strike patterns include: ABSENT (typically with INTRO, OUTRO and TRANSITION), SINGLE TAP, DOUBLE TAP, RIFF and POUND.

**DRILL:** Direct participants to the strike patterns shown in their manuals on page 15. Performing the POUND® technique DOWN/UP in Set Position, lead the class through each of the 4 strike patterns (excluding ABSENT).

**DISCUSSION:** Write in a single strike pattern (|) into the bottom portion of the POUND® Pod drawn

on the white board. Ask participant what the strike pattern is.

**DRILL:** From top to bottom, review the POUND® Pod written on the white board (i.e., How many 8-counts? = Two 8-counts; What is the technique? = Rainbow (R); What is the strike pattern? = Single strike). Ask class to perform the Pod together with you while counting out loud.

## **SPEED**

Speed is represented by symbols, or lack thereof, across the top half of each POUND® Pod. Direct participants to the speed symbols outlined in their manuals on page 15.

**DISCUSSION:** Share that a squiggle-line indicates 4-counts per movement. This means that a movement occurs only once every 4 counts.

**DRILL:** Lead participants through the POUND technique DOWN/UP in Set Position at 4-counts/movement for 2 eight counts.

**DISCUSSION:** Explain that one hash mark indicates 2-counts per movement.

**DRILL:** Lead participants through the POUND technique DOWN/UP at 2-counts/movement for 2 eight counts.

**DISCUSSION:** Share that the absence of a speed symbol represents 1-count per movement, the POUND-identified tempo of the song.

**DRILL:** Lead participants through the POUND technique DOWN/UP at 1-count/movement for two 8-counts.

**DISCUSSION:** Explain that two, diagonal hash marks indicate a half-count per movement.

**DRILL:** Lead participants through the POUND technique DOWN/UP at ½-count/movement for two 8-counts.

Share that speed may be understood to increase as the symbols move from the top-left side of the POUND Pod to the right (just like a speedometer in their cars).

Write in one hash mark on the top center of the POUND Pod drawn on the white board.

**DRILL:** From top to bottom, review the POUND Pod written on the white board (e.g., What is the speed? = 2-counts/movement; For how many 8-counts do we perform the specified technique? = Two 8-counts; What is the specified technique? = Rainbow (R); What is the strike pattern? = Single strike). Ask class to perform the Pod together with you while counting out loud.

## **VERTICAL LINE BREAKS**

Remind class that individual POUND® Pods combine to create Sheet Music. Share that vertical line breaks between POUND® Pods in Sheet Music represent a change in technique. Additionally, these line breaks often separate musical phrases such as the chorus, verse or bridge, etc.

**DRILL:** As a class, breakdown and perform the first two lines of the Warm Up, *Legendary's*, Sheet Music Pod-by-Pod.

**DRILL:** Putting it all together, play the Warm Up *Legendary* and perform the first two lines of the Sheet Music. Repeat if necessary.

**DRILL:** Conclude the Choreography lecture and drills by running the entire Warm Up track, *Legendary*, from start to finish. Be sure to call out techniques, strikes patterns and speed throughout the track. Incorporate exaggerated movement and kid-friendly coaching cues in your leadership of the track.

## GENERATION POUND ACTIVITIES

Generation POUND® Activities complement the start-and-stop, free-play structure of PLAYlists while promoting key learning outcomes – self-expression, confidence, musicality, teamwork and leadership. Activities engage youth in impactful, inspiring learning experiences disguised as games.

### KEY LEARNING OUTCOMES

- self-expression
- confidence
- musicality
- teamwork
- leadership

### TIMING & INGENUITY

Each Activity is designed to last 6-8 minutes. Should an Activity last more than 8-minutes, the Activity should be brought to a good stopping place and then picked up where it was left off during the next Activity break in the PLAYlist or during the next Generation POUND® class.

Activity outlines serve as a guide and inspiration. Generation POUND® Pros should consider the unique students in their classes and construct Activities to best suit their students' needs and interests. Pros are encouraged to be creative, to communicate each Activity's 'WHY' in a way that speaks to their individual students and to make **small** adjustments as they are needed for their classes. *TIP: If Kirsten Potenza was to walk into your Generation POUND® class she should be able to identify what Activity you are leading. If you don't think she could, you've likely changed the Activity too much.*

### ACTIVITY CHECKLIST

- ✓ Build your 'WHY' lecture
- ✓ Prepare ancillary documents
- ✓ Set the space **before** class begins
- ✓ Have a plan (and a few back-up plans)

### OPTING OUT

Choosing a fun opt-out word or phrase like 'Oh, bananas!' allows students the freedom to pass on an opportunity to lead or share when selected for an Activity. Repeating Activities class after class allows students who previously opted out the opportunity to go home and prepare for the next time they get selected to lead that same Activity or share their answers or artwork. Assigning Activity "homework" (but for goodness sake, don't call it homework!) is another great way to get parents/guardians involved and can help students feel more prepared for the Activity as well as more confident in front of their peers!

## DIVIDING INTO GROUPS

Having a fun plan to divide class into different groups for Activities is essential for maintaining attention span, energy levels and participation.

1. Hang large pieces of different colored construction paper around the room before class begins
2. As students arrive, give each a dot sticker (or name tag, etc.) that matches one of the construction paper's colors hanging around the room
3. When it is time to split into small groups, ask students to walk to the construction paper hanging on the wall that matches the color of the sticker on their shirt

This is just one of many great small group protocols. The dot protocol can be done with any sort of sticker color, shape or design (i.e., animal stickers, flower stickers, etc.), just be sure to match the stickers to the papers hanging on the wall.

**DISCUSSION:** Ask class if they can think of any other creative ways to split class into groups and for volunteers to share their answers. Encourage participants to write answers down in their manuals.

## DISTRIBUTING & RETURNING SUPPLIES

Having a plan for distributing and returning supplies helps keep students engaged and excited to participate in the upcoming Activity. Designating a class helper(s) each week is one great idea to hand-out and collect Activity supplies. Do you have a large space for classes? Having an 'Activity Zone' off to one side of the room lets you set out Activity materials prior to class starting and pick-up, organize and put away materials after class ends.

**DISCUSSION:** Ask class if they can think of other ideas that might work for distributing and returning supplies in their classes and for volunteers to share their answers. Encourage participants to write answers down in their manuals.

Have participants look at page 17 in their manuals and talk through the *Repeat After Me* Activity that they participated in during the interactive that morning. **Do NOT repeat the Activity**. Highlight the key components of each Activity outline:

- WHY
- LEARNING OUTCOMES
- TOOLS
- PREPARATION
- INSTRUCTIONS
- SUPPORTING DOCUMENTS (found in *The Label*)

## MONITORING INTENSITY

*Depending on your group, you may teach this as is in the order shown, or you may save Monitoring Intensity & How We Teach until after the 45 minute break. We trust you to decide what is best for your situation.*

(Participants take a seat. ICON remains standing)

The physiology of maturing youth is in a dynamic state of change. Generation POUND® Pros are

responsible for leading and monitoring safe movement as well as appropriate periods of rest and recovery.

Effective coaching supports a lifelong love of exercise and the ability to self-motivate, participating in active leisure and exercise pursuits on one's own accord. A young-love of exercise and movement has the potential to inspire youth to share their love with others, potentially resulting in more active free-play and further promoting the potential for a long-term commitment to physical activity. To ensure safety, coaching effort and intensity can help students understand what they are expected to do and WHY they are doing it.

## HEART RATE

Monitoring exercise intensity in youth poses a unique challenge as traditional heart rate prediction formulas are not always appropriate (i.e., 220-age by a multiplier). Common sense and simple – yet diligent – observations (i.e., the inability to speak easily or a child's bright red face) combined with coaching and cueing RPE can be an important and effective strategy.

## TALK TEST

MODERATE-INTENSITY = Children should be able to talk comfortably during moderate-intensity activity, but not necessarily sing.

VIGOROUS- INTENSITY = Talking is difficult, interrupted frequently by large breaths. Children should not be able to sing.

## RATINGS OF PERCEIVED EXERTION

Ratings of Perceived Exertion (RPE) helps keep participants safe while promoting overall efficiency of exercise by allowing students to take ownership over their own exertion levels. This ownership can minimize the risk of going “too hard” and participants experiencing discomfort or promoting an injury. It can also reduce the likelihood of participants saying class was “too easy” or “boring” because they will know when to scale up to reach the intensity level that was prescribed. RPE should be taught early on and then consistently referenced throughout future lessons.

**DISCUSSION:** Talk through Borg's CR10 scale, giving real-life examples for a few of the exertion levels (i.e., 3 = going for an easy walk while conversing with friends, 6 = going for a long jog, 10 = sprinting at your fastest speed, etc.).

**DISCUSSION:** Start a conversation about creative ways to design and use an RPE scale in Generation POUND® classes (i.e., creating an RPE chart with emojis and tapping the scale on their way to and from the water fountain, etc.).

# MONITORING INTENSITY (CON'T)

## THERMOREGULATION

Due to children's disproportionate ratio of surface area to mass (surface area **typically** exceeding mass), heat exchange is accelerated. This means that children lose body heat more quickly in cold temperatures and retain heat for longer in hot air temperatures.

It is important to closely monitor the body temperatures of the students in your classes and to frequently ask how they are feeling (both with the talk test and RPE coaching).

## FACTORS THAT CAN INFLUENCE THERMOREGULATION

1. Air temperature
2. Wind speeds
3. Hydration levels
4. Layers and types of clothing
5. Exercise intensity
6. Previous activities and/or environments

## DEHYDRATION

Youth are easily distracted by fun, games and socialization and may not have fully acknowledged the importance of hydration yet (as adults might). Additionally, youth sweat inefficiently, further challenging thermoregulation and making perspiration an unreliable indicator of exercise intensity and the need to drink water. Therefore, youth need to be reminded to take a break and drink water. Formal water breaks throughout class can help ensure that each student stops to take a drink of water.

## SIGNS AND SYMPTOMS OF DEHYDRATION

1. Thirst (poor indicator)
2. Dry mouth or tongue
3. Dizziness
4. Headaches
5. Cramps
6. Fatigue
7. Irritability

# HOW WE TEACH

(Participants remain seated. ICON may sit on the edge of the stage and/or floor for this lecture, only)

Explain that Generation POUND Pros build on the four teaching elements of POUND: Mirror Image, Visual Cues,

Verbal Cues, and EVERYbody! Just like we've been discussing, we take these four elements, and now apply it to kids! With that said, Generation POUND Pros are so much more than just teachers.

Review the list of characteristics successful Generation POUND® Pros possess:

- A basic understanding of exercise science as it pertains to youth and adolescents
- An appreciation for the physical and psychosocial uniqueness of school-aged youth
- A sensitivity to maturation-related differences in physical abilities
- A genuine interest and passion for teaching youth and enhancing physical literacy
- A commitment to discovering age-appropriate strategies, creative opportunities and solutions
- An ability to create socially supportive environments that encourage experimentation, exploration and the development of competent fundamental movement skills
- A relentless focus on the development of sound exercise habits and safe movement execution

## LEAD BY EXAMPLE

Simply put, Generation POUND® Pros lead by example. They love music and movement. They respect and honor their bodies. They speak positively to themselves and kindly to others.

Generation POUND® Pros:

- Understand safe movement
- Exercise themselves
- Provide nurturing and safe environments for their students to explore movement and self-expression
- Possess a positive attitude that sets the tone for class and their students' learning and engagement
- Act as a role model and catalyst for physically active habits
- Express enthusiasm and vitality in their demonstrations and instruction
- Lead each class with enthusiasm and a genuine love for POUND®
- Care deeply for the success of their classes and students

GENERATION POUND® PRO ROLE MODELS ARE

PERCEIVED AS:

- **COMPETENT** in the knowledge and skill for which they instruct
- **RELATABLE** by the stories they tell and the experiences they share
- **NURTURING** in their feedback, praise and interactions
- **ENCOURAGING** as mentors who are inclusive, thoughtful and positive

**DISCUSSION:** Expand on these perceptions by sharing personal stories or observations you have made regarding the power of competent, relatable, nurturing and encouraging mentorship (and even the detriment of when it wasn't there). For example, you might share a story of an impactful coach that you had growing up, etc. Then, ask if there are any volunteers (2-3 maximum) that would like to share their own stories.

To prepare for the above discussion, detail the impact of a mentor in your life who was (and/or was not) competent, relatable, nurturing and encouraging below:

## CONSIDERING YOUR COMPLIMENTS

Compliments and praise are a crucial part of Generation POUND® classes, however they should always be fair and honest. Pros should be mindful of unconscious bias, carefully considering their interactions, guidance and feedback.

The focus of compliments and praise should be on personal achievement, collaboration and teamwork. Generation POUND® Pros should avoid feedback that encourages competition, comparison or self-doubt.

It is important to recognize and respect age-, gender- and maturity-related differences. The maturation rates of boys and girls are very different. A male and female student of the same age can be very different physically, mentally and/or emotionally. What motivates two boys of the same age could be opposite of one another. The goals of two girls of the same age can be very different. Careful consideration for compliments and praise can optimize program experiences and enjoyment while promoting health and a lifelong interest in activity, movement and music.

Generic, too frequently repeated praise loses meaning quickly over time. Praise should be:

1. Earned
2. Specific
3. Sincere

**DISCUSSION:** Review the examples of nonverbal and verbal praise listed in their manuals on page 20. Ask participants to write a 5<sup>th</sup> example of each in their manuals on the bottom of page 18.

**\* ABOVE ALL \* GENERATION POUND® PROS CELEBRATE A MULTIPLICITY OF MOVEMENT QUALITIES, TALENTS AND SKILLS! \***

## HOW WE TEACH (CON'T)

### TEACHABLE MOMENTS

Interventions should be:

- Carefully considered and achievable
- Delivered one at a time
- Aimed to coach modest improvements that compound over time
- Balanced with praise

Interventions (feedback/corrections) are best delivered one at a time, intentionally directing and limiting focus. Providing multiple cues all at once can prove to be ineffective and commonly overwhelm or confuse students. Delivering one intervention at a time, balanced with positive reinforcement and praise, sets students up for success and promotes favorable experiences while receiving feedback, both at present and foundationally for future feedback. Effective Generation POUND® Pros balance compliments with teachable movements.

### TELL | SHOW | DO | PRAISE

Explain the concept of 'Tell, Show, Do, Praise' for delivering modest interventions that balance constructive feedback with praise. Talk through the example provided on page 21 of their manuals.

**DRILL:** Have participants find a partner. One partner will be the student and the other the Generation POUND® Pro. Explain that, using the 'Tell, Show, Do, Praise' model, the 'Pro' will deliver the intervention of maintaining an upright chest during DOWN/UPS to the 'student.' Ask for any questions then prompt the 'students' to perform one 8-count of DOWN/UP with a rounded back. Then, encourage the 'Pros' to deliver their intervention, following Tell, Show, Do, Praise model. Give participants a minute or two to complete the drill before asking how it went. Share praise, positive reinforcement and suggestions for improvement with the class before having each pair switch roles.

Using the Tell, Show, Do, Praise model again, ask the new 'Pros' to deliver the intervention of tracking knees in line with their center toes during RAINBOWS to the new 'students'. Prompt the 'students' to perform one 8-count of RAINBOWS with their knees tracking slightly out of alignment with their toes (SAFELY). Next, encourage the 'Pros' to deliver their intervention, following the Tell, Show, Do, Praise model. After 1-2 minutes, ask how the drill went this second time. Any easier with practice? Share praise, positive reinforcement and suggestions for future improvement. Encourage them to keep practicing in preparation for their first Generation POUND® class.

### QUESTIONS

Direct and pointed questions can be one of the best ways to get information and reactions from



your students. Preparing specific questions that require thoughtful responses – not just a simple ‘yes’ or ‘no’ or other vague response – is a critical part of the planning process for their first Generation POUND® class.

**DISCUSSION:** Share the following hypothetical situation and ask for suggested responses...

A student in your class refuses to participate. What are some open-ended questions you can ask to determine why the student is unwilling to join in.

## **COMPASSIONATE FEEDBACK**

Program adherence can be threatened by both extremely positive and extremely negative feedback, discouraging future participation, communication, experimentation, creative-expression, cooperation and more. Even praise, when shared too frequently or insincerely, can deter continued efforts.

Specific, appropriate feedback shows an instructor’s investment and involvement and clearly expresses their desire for the student to succeed. POUND® recommends leading first with praise, followed by constructive yet positive feedback, and then finishing with encouragement. Pros should always strive to emphasize what was done well over what needs to be improved.

Clear, simplistic and to-the-point statements support our previous discussion of delivering one intervention at a time.

**PRAISE:** “Maria, your jumps in Set Position are so high!”

**POSITIVE FEEDBACK:** “Do your best to land with your knees softly bent.”

**ENCOURAGEMENT:** “Keep jumping for the moon and snag us a star while you are up there!”

# **WARM UP**

Warm up tracks:

- Set the tone for Generation POUND® classes
- Gently raise heart rates, respiration rates and body temperature while redirecting circulation to working muscles
- Prepare students for upcoming movements and exercises
- Enhance performance
- Bring class together on the beat

Generation POUND® classes begin with Warm Up tracks to:

- 1) Get youth moving right away
- 2) Focus attention on listening and learning
- 3) Jump start the class with FUN

Warm Up tracks are always performed in Set position.

In each class, a mental check list for your Warm Up should include:

- ✓ Setting the tone for the class
- ✓ Introducing POUND® movements and techniques
- ✓ Capturing attention and focus
- ✓ Finding the musical beat
- ✓ Bringing the class together as movement musicians

**DRILL:** Have participants stand. Lead them through the common warm up techniques listed in their manuals on page 20 (without music) for approximately four 8-counts each. As you move, speak to the purpose of each movement.

- INHALE/EXHALE – prepares the body for work + increases respiration (tidal) volume
- DOWN/UP- engages the lower body muscles + raises heart rate
- OPENER- engages the upper body muscles + increases circulation to the periphery
- TIPPER- introduces the upper body to gentle lateral movements + prepares the core musculature for work
- ARROW- introduces the lower body to lateral movement + increases respiration rate

**DRILL:** Lead participants through the Warm Up *Legendary*.

**DISCUSSION:** Remind class of the importance of kid-friendly coaching strategies. Referencing each technique's POUND® Pod in the Sheet Music, breakdown each unique movement.

Ask for ideas on how they might use kid-friendly coaching to instruct:

1. CHOMP
2. SQUAT TRAP
3. SCOOP
4. ARROW

## SET POSITION

Review Set Position's:

- Major movers
- Rockstar set-up (kid-friendly coaching)
- Movement Spectrum

### MOVEMENT SPECTRUM

Tell participants the importance of teaching the Movement Spectrum throughout each class (Generation POUND® and otherwise) to help ensure that each participant is always aware of their options, can participate in a way that is safe, appropriate and FUN and feels as successful as possible.

**DRILL:** For one 8-count each, lead the class through the Movement Spectrum tiers while performing the technique DOWN/UP in Set Position. Repeat a second time performing the POUND® technique RAINBOW in Set Position. Provide feedback regarding form, precision of movement and clarity of their Movement Spectrum execution.

**DISCUSSION:** One question at a time, ask participants the questions listed on the bottom of the Set Position page in their manuals. Pause after each question to give participants time to write their answers down. Then, ask for volunteers to share and/or demonstrate their answers

**DRILL:** Run the choreography for the Set Track, 24 Karat 2016, emphasizing movement spectrum.

Referencing each unique technique's POUND® Pod in the Sheet Music, breakdown the techniques featured in 24 Karat 2016 and discuss kid-friendly coaching strategies.

Examples of kid-friendly coaching strategies:

1. TRIPLE TRI CHOMP = Shouting "1, 2, 3 – Chomp!" as the technique is performed
2. ARROW = Before the track starts, have students place their Ripstix® on their mats and practice tapping opposite hand to knee...then shin...then to the floor. Once the track starts (with Ripstix® in hand), have students simply cross their midline with the Ripstix® at chest-height while standing in Home Base (rotating their torso side-to-side). As the track goes on, gently progress them through the Movement Spectrum with their Ripstix® reaching increasing downward toward the floor.

**DRILL:** Run 24 Karat 2016 again. Challenge class to emphasize their kid-friendly coaching cues and exaggerated movements as well as showing many options of the movement spectrum.

## SPEED

On page 25 of their manuals, call attention to the asterisks printed above some of the Pods in the track's Sheet Music. Explain that speed increases are optional in Generation POUND® classes. They may not want to increase speed right away in their classes but should know it is important to work toward these speed increases overtime to best maintain the novelty and challenge required for ongoing student engagement.

**DRILL:** Run 24 Karat 2016 a third time, this time with the speed increases decreased to 2-counts/movement

# KIT POSITION

Review Kit Position:

- Major movers
- Rockstar set-up (kid-friendly coaching)
- Movement Spectrum

**DRILL:** For one 8-count each, lead the class through the Movement Spectrum tiers while performing the technique POUND(ing) in Kit Position. Repeat a second time technique TWIST in Kit Position.

**DISCUSSION:** One question at a time, ask participants the questions listed on the bottom of the Kit Position page in their manuals. Pause after each question to give participants time to write their answers down. Then, ask for volunteers to share and/or demonstrate their answers.

**DRILL:** Run the choreography for the Kit Track, *Let's Go*, emphasizing movement spectrum.

Referencing each unique technique's POUND® Pod in the track's Sheet Music, breakdown the techniques featured in *Let's Go* and discuss kid-friendly coaching strategies.

Examples of kid-friendly coaching strategies:

1. RAINBOW RIFF= coaching single, single, double (now join me and say “single, single, double!”)
2. DOUBLE LEG CROUCH = make a ball, open up!
3. IN/OUT = close to your body, away from your body!

Explain that teaching correct body-alignment straight out of the gate is extremely important. Allowing students to learn movement patterns with incorrect or unsafe body-alignment only makes it harder for students to fix their form overtime. Taking the time to coach safe and correct movement should be their top priority. Remind class of the importance of the Movement Spectrum for participant success and safety.

**DRILL:** Run *Let's Go* a second time, this time emphasizing the kid-friendly coaching that was just discussed and practiced and showing the many options of the movement spectrum.

Explain that in order to meet the needs of our students, we may reduce strike patterns from double, POUND, or riff strike patterns. The goal is to work towards the choreographed strike pattern but reducing to a single strike is a wonderful tool to help students feel confident and competent in the choreography.

**DRILL:** Run *Let's Go* a third time, this time emphasizing strike reduction options.

## CARDIO POSITION

Review CARDIO Position:

- Major movers
- Rockstar set-up (kid-friendly coaching)
- Movement Spectrum

**DRILL:** For one 8-count each, lead the class through the Movement Spectrum tiers while performing the technique TOM in Set/Cardio Position. Repeat a second time performing the POUND® technique DIGS in Set/Cardio Position.

**DISCUSSION:** One question at a time, ask participants the questions listed on the bottom of the Cardio Position page in their manuals. Pause after each question to give participants time to write their answers down. Then, ask for volunteers to share and/or demonstrate their answers

**DRILL:** Run the choreography for the Cardio Track, *Nothing Stopping Me*, emphasizing movement spectrum.

Referencing each unique technique's POUND® Pod in the Sheet Music, breakdown the techniques featured in the track and discuss kid-friendly coaching strategies.

Examples of kid-friendly coaching strategies:

1. 90s SQUAT JUMP = “Jump to me! Jump to the wall. Jump back to me! Jump to the mirrors!”
2. JUMPING JACK = Start the technique with the arm movements only before adding the legs in
3. SQUAT TRAP = “goal posts, catch the ball” (as they reach to the side)
4. TRI STEPBACK = first just step back 1 at a time, then add in the arms

**DRILL:** Run the choreography for the Cardio Track, *Nothing Stopping Me*, a second time emphasizing kid- friendly coaching.

## LOW-IMPACT MODIFICATIONS

In Generation POUND® Cardio Tracks, high-impact plyometric techniques are often featured. These techniques can be modified for low-impact variations whenever it is necessary for participant or Pro safety and/or success.

**DRILL:** Divide the class into two groups and ask each group to come up with 3-4 low-impact options for JUMPING JACKS. After 1-2 minutes, have the groups come back together and ask for volunteers to share what they came up with.

**DRILL:** Run the choreography for the Cardio Track, *Nothing Stopping Me*, a third time asking Pros to practice the low-impact options they shared for JUMPING JACKS.

## COOL DOWN

\*\*\*The third run of *Nothing Stopping Me* should lead straight into the Cool Down, *Brave*. ICONs should set their playlists accordingly \*\*\*

Have participants take a seat on their mats. Share the purpose of Cool Down tracks and their physiological goals (to gently return the body back to pre-exercise conditions, etc.)

Share that, just as they can with the original POUND® format, Generation POUND® Pros can select their own Cool Down songs and/or choreograph their own Cool Down using POUND® techniques without approval from POUND® HQ. Should they decide to choreograph their own Cool Downs, encourage Pros to refer back to their manuals and the guidelines provided on the Cool Down page.

Review the goals of COOL DOWN CHOREOGRAPHY:

- Melody and lyrics reinforce the Generation POUND® brand and may include an inspiring message. Track cadence is slow, deliberate and heavy
- Movement progressions lower heart rates, slow breathing and stretch worked muscles (including the muscles of the hands and wrists)
- Movements progress from large muscle groups and bigger movements to smaller muscle groups and static stretches
- Track structure allows for upper and lower body stretches to be repeated for equal amounts of time, on both sides of the body
- Movement and breath are oftensynced

Review the COOL DOWN CHECKLIST:

- Reinforce learning
- Praise accomplishments
- Acknowledge efforts
- Thank class for their energy and positivity and following the Rockstar Pledge
- Excite them for the next class!

## PRO TIPS

Generation POUND® Pros have 4 modification options that they can use to enhance feelings of success within their classes. These 4 modification options are the Movement Spectrum, Strike Patterns, Speed and Plyometrics.

## THE MOVEMENT SPECTRUM

The Movement Spectrum is your first resource for modifying choreography for success. The

Movement Spectrum reduces the range-of-motion of techniques. This reduction may decrease the intensity of techniques and/or perceptions of speed to help your participants follow along with greater ease. Over time, choreography should move from Home Base in the Movement Spectrum back towards Activated as it is safe for your students and as they are ready for new challenges.

\*\*\* ICONS should emphasize that the Movement Spectrum, out of all 4 choreographic options, will be their **best solution and go-to option** for increasing feelings of success within their classes. Caution and careful consideration should be used before implementing the other 3 modification options, because – if they aren't truly needed – they may increase feelings of boredom and promote disengagement from the choreography and/or class. \*\*\*

## **STRIKE PATTERNS**

Your second resource for modifying choreography for success, strike patterns may be reduced to single strikes. Reducing a RIFF, POUND, or double strike patterns to a single strike simplifies the musicality and complexity of techniques.

## **SPEED**

Choreographic speed may be reduced when necessary for participant success. Speed reductions should be utilized with caution. If the choreography becomes too slow, participants may become bored or disinterested.

## **PLYOMETRICS**

Low-impact options may be substituted for plyometric techniques (i.e., high-impact techniques) when appropriate for class safety and feelings of success.

## **PRO TIPS (con't)**

In addition to the 4 choreography modification options, there are a few other important considerations unique to leading Generation POUND® Classes.

## **SHOES**

Shoes with non-slip soles are recommended for participation in all Generation POUND® classes.

## **VOLUME**

Generation POUND® Pros should feel calm and confident instructing classes. Combined with Ripstix® strikes and verbal cues, noise levels can unintentionally become too loud and possibly overwhelming for young rockstars. To help ensure that all verbal cues are clearly heard and to help keep participants safe, music should be played at a moderate level.

## **FREESTYLE BREAKS**

Class running away with the beat? Let them freestyle! Are they LOVING a technique and not ready for the choreography to change? Keep it going! Have you completely lost their attention? Let them lead their own movements or lie them down for a quick meditation or rhythm lesson.

Successful Generation POUND® Pros balance the class' structure with opportunities for students to do their own thing and to express themselves. Balancing the two - structure and freedom - is key to success. If too much time is spent in unstructured play, however, it may become difficult to get class back on track.

# STEPS TO SUCCESS

ICONS should take the time to review all of the steps to success. This is a valuable review of all their key-learnings so far and a great way to pull everything together.

## BEGINNING OF CLASS

- **WELCOME GAME:** A welcome game allows class participants to join in with fun and games as soon as they arrive. Simple and easy to understand, welcome games serve as ice breakers and organized opportunities to help familiarize students with one another as they arrive for class.
- **"MY MAT":** Mats serve as a designated, special spaces for each student in class. Mats can transform into drumkits, magic carpets or even space ships! Each student's mat gives them a clear space to return to after Activities, water breaks, etc.
- **ROCKSTAR PLEDGE:** A Rockstar Pledge is a great way to start Generation POUND® classes and/or sessions. Have students help you complete the pledge so that they can set their own expectations for behavior during class. Doing so can help encourage commitment to the pledge by igniting pride in the program. The Rockstar Pledge template can be found in *The Label*.
- **RIPSTIX® PROMISE:** Before distributing, it is recommended that Generation POUND® Pros share expectations for Ripstix® use as well as what will happen should those expectations not be met (e.g., you will lose your Ripstix® for the rest of class and will not receive a sticker at the end of class). Students can acknowledge these expectations with a simple nod, promise or even a creative song.
- **SET POSITION INSTRUCTION:** In Generation POUND® classes, it is important to introduce each position - and only that position - before each position's track in the PLAYlist. This helps limit information and instruction to only what is needed to be known for that very next track.

## PLAYLIST

### END OF CLASS

- **CLASS RECAP:** Ending each class with a recap reminds participants of all the amazing things they accomplished that day and encourages them to be proud of their participation.
- **KEY-LEARNINGS:** Asking students to share a key-learning (e.g., their favorite technique from class that day or the emotion they liked the most during the Activity) reinforces the lesson and gives students one last opportunity to express themselves.
- **COLLECTING RIPSTIX®:** A thoughtful plan for Ripstix® collection helps keep class organized from start to finish. Two great options, Generation POUND® Pros may choose to walk around and collect each students' Ripstix® one-at-a-time, or they may choose to have students return their Ripstix® after sharing their key-learning.
- **LETTERS HOME AND PRAISE:** If sending letters home, sharing with your class what is written in the letter helps build trust and report. It may also help encourage conversations about class at home. The end of class is also a great time to share genuine words of praise specific to each student and/or pass out stickers (or similar). Students who did not abide by the Rockstar Pledge and/or who broke the Ripstix® Promise should be reminded of what opportunities for improvement they have next class, and Pros should consider not giving them a sticker (or similar). If Generation POUND® Pros choose not to give a sticker (or similar) to these students, they should be prepared to share why not with the student's parent/guardian.
- **HUG, HIGH-FIVE OR HANDSHAKE:** While students who did not abide by the Rockstar Pledge or who broke the Ripstix® Promise may not receive praise and/or a sticker, every student's last interaction with their Generation POUND® Pro should be a positive one. Giving students the options of a hug, high-five or handshake is one great option.

# HOW TO LAUNCH

**DISCUSSION:** Initiate a discussion around best practices and the steps to take to launch Generation POUND®. ICON's should rely on their own personal experience launching Generation POUND® classes as well as call on the expertise and experience in the room.

## SOCIAL MEDIA

Social media can be a powerful marketing and promotion tool to help launch and grow your Generation POUND® classes.

### PHOTO & VIDEO RELEASE FORMS

Pictures and videos capture attention and paint a vivid picture of who you are and what your classes are like. BEFORE POSTING online or printing pictures on marketing/promotion materials, Pros should receive signed

photo and video release forms from ALL of their participant's guardians. Photo and video release forms can be purchased online from legal entities. Pros can also reach out to a lawyer in their community to draft a personalized form. If a photo and video release is not obtained, Pros should NOT post a picture or video of that student(s).

### VIDEO GUIDELINES

As a reminder, POUND® asks that all videos please be limited to 15 seconds or less. This protects each Generation POUND® Pro's investment in their training and helps the program grow worldwide.

As Generation POUND® classes are offered across the globe, it is important for Pros to work together to protect the program from being exposed to non-licensed instructors and unregistered Venues falsely representing the brand. Video snippets of 15 second or less are the perfect length to provide interested participants and their guardians with an idea of what the program offers! Videos longer than 15 seconds will be reported and/or required to be taken down/removed immediately.

### IMPORTANT NOTES:

- Any video introductions and/or text must follow the legal guidelines outlined by the program.
- POUND® DOES NOT ALLOW THE GENERATION POUND® WORKOUT OR CLASS TO BE LIVE- STREAMED.

### OFFICIAL GENERATION POUND® FACEBOOK PAGE

Pros on Facebook can look forward to joining the Official Generation POUND® Pro Facebook group after their training. The group allows Generation POUND® Pros across the globe to connect, ask questions, share ideas and celebrate successes! Simply search 'Official Generation POUND® Pros' on Facebook and then request to join. Be sure to answer the questions asked to help speed up your request's approval!

## LEGAL REMINDERS



## MAINTAINING GENERATION POUND® PRO INSTRUCTOR STATUS

Completion of the Generation POUND® Pro Training entitles participants to use 'Generation POUND® Pro' as their instructor title so long as they are active members of *The Label*.

## PROGRAM NAMES AND SEPARATION

An instructor who has successfully completed Generation POUND® Pro Training, received a certificate of completion and/or who is good standing and active on *The Label*, has permission to:

- Name his or her classes 'Generation POUND®' class. No other words of descriptors may be used or added to the title 'Generation POUND®'.
- Use the class title 'Generation POUND®' on their class schedules

There are only three licensed POUND® Programs, POUND® Rockout Workout, Generation POUND®, and POUND Unplugged. Pros licensed in these programs should **ONLY** call their classes one of these three names (i.e., 'Kids POUND' does not exist, neither does 'Family POUND').

POUND®'s three licensed programs are carefully designed for specific audiences (i.e., POUND® Rockout Workout and POUND Unplugged for ages 13 and up, and Generation POUND® for ages 6-12). For this reason, Pros should **NOT** mix choreography between the programs. Generation POUND® choreography should remain exclusive to Generation POUND® classes. If a Pro wants to teach a class geared for families, the POUND® Rockout Workout class should be taught using the Movement Spectrum. Activities are exclusive to the Generation POUND® program and designed appropriate for the developmental stages of youth ages 6-12. Activities or games should never be a part of the POUND® Rockout Workout classes, only Generation POUND®.

Under NO circumstance may the Generation POUND® name or logo be used as part of a business name, for general marketing or promotion purposes not related to licensed Generation POUND® classes taught at approved Generation POUND® Venues or as part of any product (e.g., t-shirt, water bottle, etc.) not expressly authorized by POUND® HQ.

For questions, clarification or approval, please reach out to POUND® HQ via email – [info@poundfit.com](mailto:info@poundfit.com).

## LOGO USE

Generation POUND® Pros receive access to the Generation POUND® logo in *The Label* after training and are authorized to use the Generation POUND® logo solely in connection with the marketing, advertising and promotion of Generation POUND® classes (aka: the Generation POUND® logo should be used for class promotion purposes **ONLY**). Logos may be posted to websites and social media sites and printed on business cards, flyers, postcards and schedules by licensed Generation POUND® Pros.

Pros are authorized to use the POUND® name accompanied by their personal name (i.e., Generation POUND® with Alex), business name (i.e., Fit and Active LLC. Generation POUND®) and/or name of the Venue in which classes are being offered (i.e., Generation POUND® at South Bay Gym). Pros may **NOT** use the Generation POUND® name in associated with a geographical location or territory (i.e., Brooklyn Generation POUND®). Under no circumstance may a Pro use the Generation POUND® logo as part of their business name or any product not expressly authorized by POUND – Rockout. Workout.® LLC.

Logos should **NOT** be printed on merchandise, regardless if for purchase or give-away (i.e., **NOT** to be printed on t-shirts, towels, water bottles, etc.). If a Pro has questions regarding legal logo use, they should reach out to [info@poundfit.com](mailto:info@poundfit.com).

## PRESS GUIDELINES

If a Pro receives a press inquiry or has a press opportunity, they should always contact [press@poundfit.com](mailto:press@poundfit.com) before agreeing. The Generation POUND® class and/or workout cannot be featured or represented in the press or media (print, television, online or otherwise) without the permission and consent of POUND – Rockout. Workout®. LLC.

## EXPOS & CONVENTIONS

Generation POUND® cannot be scheduled or booked at any convention or event, including an exhibitor booth or session/class without the approval and consent of POUND – Rockout. Workout®. LLC. If you wish to represent POUND® at an event, your request must be sent in advance to [marketing@poundfit.com](mailto:marketing@poundfit.com).

## GET IN TOUCH WITH POUND® HQ

Pros should consider [info@poundfit.com](mailto:info@poundfit.com) to be their only way of contacting POUND® HQ directly. Direct or personal messages sent to POUND® social media accounts may not receive a response due to the large number of spam messages received. POUND® manages correspondence to [info@poundfit.com](mailto:info@poundfit.com) Mondays-Fridays 9a-5p Pacific Standard/Daylight time. Pros should add [info@poundfit.com](mailto:info@poundfit.com) to their contact lists to avoid responses being sent to the SPAM folders

# THE LABEL

## NEXT STEPS

Overview the 4 next steps they can look forward to completing after training. Let Pros know that in addition to POUND® HQ ([info@Poundfit.com](mailto:info@Poundfit.com)), you (their ICON) are an ongoing resource for them. Share that you look forward to supporting their journeys as Generation POUND® Pros.

1. **COMPLETE TRAINING:** Complete Generation POUND® Pro Training, receive your Certificate of Completion and the official title of Generation POUND® Pro! You'll find continuing education credits and agencies listed at the bottom of your certificate.
2. **FIND OR REGISTER YOUR VENUE:** Facilities that offer Generation POUND® classes are called 'POUND® Venues.' The process of becoming a Venue is easy and requires no financial commitment. Simply complete the online Venue Enrollment Form, agree to follow a few Venue guidelines (like always using licensed Generation POUND® Pros and Ripstix®!) and you'll be ready to ROCK!
3. **GET SIGNED TO THE LABEL:** Get signed to *The Label*, POUND®'s instructor platform, after today's training by visiting [poundfit.com](http://poundfit.com) and logging in using the email and password you created when registering for training.
4. **MANAGE YOUR CLASSES:** Once your Venue is approved, easily add and update classes so they appear on [poundfit.com](http://poundfit.com)'s 'FIND A CLASS' search. This is the most visited page on our website and a great way for interested participants to find you and your classes!

## EXPLORE THE LABEL

The Label is a Pro's key to successful class promotion, instruction and longevity. *The Label* features:

- A public POUND® PROFILE (your personalized POUND® website url to share with gym managers, posse members and more!)
- Ability to MANAGE CLASSES AND EVENTS. By posting in *The Label*, your classes and events gain visibility on POUNDfit's public website

- SHOP exclusive POUND® Pro merchandise, Ripstix® packages, and Pro Perks - discounts including a code for half off POUND Backstage and discounts on exclusive instructor services, apparel and equipment offered by brand partners \*Pro Perks are updated frequently. Discount availability may vary by region
- View POUND® HQ's current PLAYLIST and download silence tracks and fill-in-the-blank PLAYlist templates
- Access Generation POUND® CHOREOGRAPHY and download Sheet Music and music files
- Browse and download instructions and auxiliary resources from our collection of Generation POUND® ACTIVITIES
- Explore Generation POUND® techniques in the TECHNIQUE LIBRARY and watch instructional videos to help you learn and master key movement patterns
- A MARKETING + PROMOTION center featuring everything you need to spread the word about your classes and events - flyers, postcards, posters, social media assets, information sheet for school administrators, program announcement postcards for parents/guardians, POUND® logos and more!
- Find printable RESOURCES such as the Rockstar Pledge, RPE scale, Emoji chart, Lesson Plans, Welcome Activities, and more!
- Keep learning with the PRO SKILLS hub where you will find blogs and vlogs in The Learning Center, free and paid-for workshops and courses taught by POUND ICONS all over the world!
- Explore POUND FOR SCHOOLS for Units and Lesson plans designed to be integrated into schools that meet U.S. National and State Curriculum standards.

Each month, a new Generation POUND® track will be released with a resource. This resource could be a welcome activity, blog, Activity, or lesson plan. Note: New Activities may need to be introduced more frequently than new Generation POUND® tracks, the introduction rate, however, will depend on each individual class.

Pros can access *The Label* anytime, anywhere (so long as there's internet access). This means you can begin practicing and preparing for your first class as soon as tomorrow!

Join *The Label* and fall in love with all its features and benefits:

- If you're a NEW Pro: Explore *The Label* and fall in love with all of its features and benefits, **FREE to you for 30 days**, (\$1 sign-up fee) when you choose *The Label's* monthly option! When you log into *The Label* and select the monthly option, you can expect your first charge on the same calendar day next month (Example: Logging in and selecting the monthly option on June 1 = first charge to your card will occur on July 1). Base pricing for monthly *Label* access is \$29.99
- Want to take advantage of even bigger savings? Then you'll want to choose the annual *Label* option when first signing in. The base price for Annual *Label* access is \$299, 12 months of access for the cost of 10 months! Annual access is billed immediately. You won't be charged again until the following year.
- **IMPORTANT NOTE FOR ICONS ONLY:** For Mexico, Lebanon, and Turkey ONLY: New Pros that log into *The Label* from Mexico, Bolivia, Lebanon, Turkey or Egypt will be presented with different pricing than our base (\$29.99/month and \$299 annually) - Mexico or Bolivia: \$19.99/month or \$199 annually; Lebanon, Turkey, or Egypt: \$14.99/month or \$149 annually. Please only present this discounted pricing for in-person trainings in these specific regions when you know everyone in attendance is from one of these two regions. Do not present this difference in cost in a virtual training but instead offer them \$29.99/month; \$299/year pricing as *The Label's* base price. Pricing will automatically update according to the Pro's login location. Note: If an existing Pro in Mexico, Lebanon, or Turkey would like to take advantage of this pricing, they should email [info@poundfit.com](mailto:info@poundfit.com).

- When you first log in to *The Label* as a first-time subscriber, you will receive an email with a 15% discount code. This one-time-use code can be used on Pro Merch AND Ripstix® packages anytime during your first 30-days on *The Label*. After the first 30-days, Label Pros receive a standing 10% discount on purchases, using the code featured on the Pro Perks page. NOTE: Current and new Pros can also unlock a one-time 20% merch only discount when they complete the training's post-training survey.
- If you're already a current Label subscriber: Log in to *The Label* and unlock new Generation POUND® content for only \$5 additional a month or \$50 more annually if an annual subscriber to *The Label*!

*Note **ONLY for ICONS** (not to be spoken about in the training): All existing Generation POUND Pros who had multiple active licenses in The Label prior to November 2022 were "grandfathered" in to maintain their second (and possibly third) program's access for no additional, added cost.*

## ACTIVITIES (CONT)

**DRILL:** Have participants put their 'kids hats' on to participate in the Generation POUND® Activity, *Mixed Emotions*. They will be participating in the Activity as if they were children in a Generation POUND® class. At the same time, however, they should also keep their Generation POUND® Pro glasses on because after participating in the Activity they will be split into groups and assigned an Activity of their own to learn and lead.

Split participants into 3 groups and spread the groups out around the room. Assign each group a different Activity and then, as they read their Activity's instructions, hand each group any materials needed. Assign the Activities:

1. I Am a Rockstar Because
2. Red Light, Yellow Light, ROCK
3. Balloon Bounce

Explain that each group will have 10-15 minutes to prepare their assigned Activity before leading everyone through it, one group at a time. Play Generation POUND®-inspired music lightly while you walk around to provide assistance and encouragement. Provide a 5-minute warning as well as a 1-minute warning to let the groups know how much time they have left to prepare. When 10-15 minutes is up, or when the groups are ready, fade the music to silent and ask everyone to turn their attention to the front of the room.

**DRILL:** One at a time, have groups come to the front of the room to lead their Activity. Each group should lead as Generation POUND® Pros. The rest of the training participants will be participating as children in their classes.

Review the purpose of the activities and stress the importance of adapting them as necessary to meet the needs of their students.

**DRILL:** Time permitting, lead class through one final Activity – *Feel and Flow*. In this final Activity, the ICON is the Generation POUND® Pro and the training participants are children in class. Leading *Feel and Flow* at the end of the Activity teach-backs is important to the success of this portion of the training day. It allows ICONS to conclude the Activity section with one last ideal Activity experience, just as the section was started (with *Mixed Emotions*).

# PUTTING IT ALL TOGETHER

Bring class together in a large circle. Congratulate them for all their energized participation and hard work throughout the day. It's almost official, they are nearly licensed Generation POUND® Pros.

Review the PUTTING IT ALL TOGETHER Checklist in their manuals and share any final experiences/wisdom from your own experiences teaching Generation POUND® classes. The information shared on the PUTTING IT ALL TOGETHER page can serve as an amazing checklist for Pros as they prepare for their first class – making sure they've thought of and prepared for as much as possible.

## ADDITIONAL CONSIDERATIONS

- Expand certifications and insurance coverage to cover youth instruction
- Collect liability waivers and photo releases
- Collect medical information and allergies
- Collect emergency contact information
- Record approved parents/guardians for class pick-up
- Stipulate if Parent/Guardians are required to stay in the building/vicinity during class
- Communicate behavior expectations to parents/guardians and disciplinary actions that may be taken (i.e., 1<sup>st</sup> offense = warning; 2<sup>nd</sup> offense = loss of Ripstix® for the class, etc.)
- Expectations for class' dress "code", water bottles and snacks, etc.

## ABOVE ALL – UNLEASH THE PERMISSION TO ROCK

Generation POUND® is a place where youth can explore being loud, aggressive, playful, silly, powerful, creative and strong with peers who support them. From the moment students walk through the door they should feel like they've entered a safe, inclusive space full of kindness, support and FUN!

# OBSERVE | LISTEN | ASK | REFER

Talk through the importance of being truly present in each and every class. Showing up as a mentor, role model and guardian for the students in your class. Should anything ever seem out of place it is their duty to speak up, ask for help and refer. The guidelines for each country, state and city vary and it is their responsibility to learn what is expected and required of them and to hold themselves up to the standards.

## OBSERVE & LISTEN

It is important that Generation POUND® Pros provide attentive instruction, observing any changes in behavior. Taking the time to relate with each child, asking questions and carefully listening to answer can go a long way in building rapport and proving responsible mentorship.

## ASK & REFER

It is imperative to SPEAK UP when something seems out of the ordinary. Know the professional resources available to you, ask for advice and REFER.

Review the emergency services and resources listed in their manuals and remind them, again, that each country, state, city and organization has their own set of protocols. It is their responsibility as a professional to discover what those protocols and expectations are. It is advisable to reach out to

professionals in your area and seek counsel.

## END OF TRAINING

Congratulate them on their hard work and welcome them to the Generation POUND® Pro family. Remind them of the next steps and how to stay in touch with HQ and on social media. Share that you will be handing out evaluations. Once their evaluations are complete, they can turn them in, face-down, in the front of the room and pick up their certificate of completion (CEC's/CEU's are listed on the bottom of their certificates). Once evaluations are complete, everyone is invited to join a group picture.

Turn music on lightly and pass out the evaluations. As the Pros write, lay out their certificates of completion in the front of the room and maybe even a personalized note or treat! Aim to thank each new Pro individually and congratulate them on an amazing day.