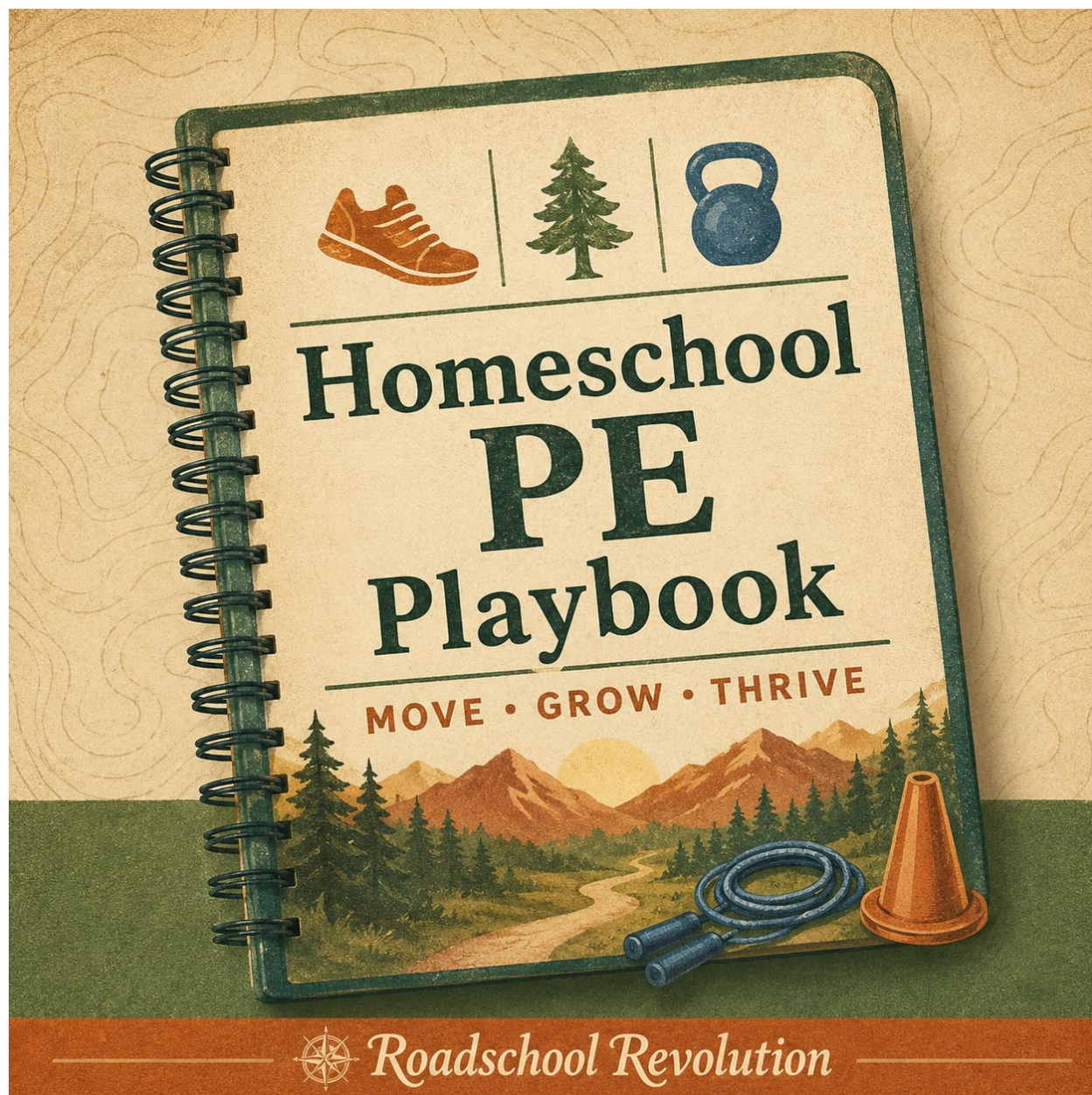




Roadschoo! Revolution

Move, Grow, Thrive

— — —

The Homeschool PE Playbook

A companion to the Rethinking Physical Education in Homeschool series

Build strength. Grow capability. Thrive for life.

roadschoolrevolution.com

Free to download — fill in as you go through the series

How to Use This Playbook

This Playbook is your companion document for the Rethinking Physical Education in Homeschool series at Roadschoo! Revolution. It is designed to grow with you as you move through all eight blog posts — filling in one section at a time until, by Post 8, you have a complete, personalized PE program for your child.

You don't need to read the entire series before you start. Each section of this Playbook is linked to a specific post and a specific set of AI prompts. Work through them in order, filling in what you know after each post, and let the program build naturally.

There are two ways to use this Playbook:

- With AI — Each section references the AI prompts from the corresponding blog post. Copy the prompts, fill in your child's information, paste the results into the fill-in sections here. The prompts do the heavy lifting. You do the recording.
- Without AI — Each section includes explanatory text and the Chinese Menu planning template to guide you. Read the Foundation Content, make your best assessment of your child, and fill in what you observe. You know your child better than any program does.

Either path works. Both lead to the same place: a PE program built around the child you actually have.

A note on the fill-in sections: some fields have specific prompts and labeled lines. Others have open write-in space. Use whatever works for you — bullet points, paragraphs, single words. This is a working document, not a formal record.

Understanding Your Child: Walker, Runner, Racer

Before building anything else, you need to know where your child is starting from. The three tracks below are not rankings, judgments, or permanent labels. They are starting points — descriptions of where a child is in their relationship with physical activity right now. Most children move between tracks as they grow, and some visit all three in a single year.

Read each description. Circle the one that fits most closely. If your child is between two, trust your instinct — you can always revisit this page.

The Walker

The Walker is activity-resistant. PE has been a battle, or physical activity has felt exposing, uncomfortable, or embarrassing. This child may have had experiences that left them feeling like they are simply ‘not athletic.’ They may avoid movement that requires effort or performance in front of others.

The goal for the Walker: build a child who doesn’t dread PE anymore.

- Gentle entry. Low stakes. Zero pressure.
- Positive emotional associations before any skill or fitness demands.
- Individual activities over team or competitive ones.
- Private skill acquisition before public performance.

The Runner

The Runner has raw energy and loves to move — but that energy doesn’t have a direction yet. This child runs hard, plays enthusiastically, and may be genuinely athletic, but has never been asked to channel what’s already there into something that grows over time.

The goal for the Runner: channel energy into growing capability.

- Structure helps. A visible goal helps more.
- Specific skills to develop rather than unstructured activity.
- Progress tracking to turn effort into something measurable.
- Challenges that match the energy level already present.

The Racer

The Racer is already chasing excellence. This child seeks challenge, pushes themselves, and may already be involved in organized sports or structured physical activity. They want more — but ‘more’ without the right foundation can become burnout, injury, or a one-dimensional athlete.

The goal for the Racer: develop the whole athlete — body, mind, and character.

- Physical output paired with mental resilience and grit.
- Breadth of skill alongside depth of focus.
- Competition with self as much as with others.
- Recovery, nutrition, and long-term development as seriously as training.

My child’s track (circle one or note between two):

Why I placed them here — what I’ve observed:

→ **AI Prompt 1: Find Your Child’s Track**

Run Prompt 1 from Post 2 to get an AI-informed track placement and rationale. Record the result above.

The Five Pillars of Physical Education

Every section of this Playbook is built around the Five Pillars. These are the things that real PE — the kind that builds capable, confident humans — should develop over time. They apply to every child, at every age, in every track. What changes across years and stages is how each pillar looks, how much structure it carries, and how much ownership your child holds over it.

Pillar 1 — Movement

Physical fluency. The ability to run, jump, climb, throw, catch, balance, and change direction with confidence. Movement is the foundation everything else sits on. A body that knows how to move becomes a body that wants to move.

Pillar 2 — Skill

Specific, learnable physical capabilities: swimming strokes, ball handling, gymnastics basics, cycling technique, martial arts fundamentals. Skill creates identity. A child who feels genuinely capable at something physical carries that with them.

Pillar 3 — Strength

Age-appropriate functional strength: push-ups, squats, hanging, carrying, core stability. Not weight training — the capacity to use the body with real effort without getting hurt. Strength is physical confidence made tangible.

Pillar 4 — Endurance

The ability to sustain effort — cardiovascular and mental. Building the capacity to keep going when something gets hard. The lesson that endurance teaches does not stay on the trail. It shows up everywhere.

Pillar 5 — Progress

Tracking, noticing, comparing this month to last month. Progress is what turns activity into development. Without it, the other four pillars are just activities. Progress makes growth visible — and visible growth builds motivation that sustains itself.

Minimum Effective Dose — How Much PE Is Enough?

These are starting points, not ceilings. Any movement beats no movement. Consistent beats perfect. Simple is sustainable — sustainable is everything.

Age Range	Movement	Skill	Strength	Endurance	Progress
4–7 (Play)	60 min active play daily	Exposure only	Natural play	Sustained play	None needed yet
8–11 (Skill)	30–45 min, 4×/wk	2 focused sessions/wk	2×/wk bodyweight	1 sustained effort/wk	Monthly check-in
12–14 (Transition)	45 min, 4–5×/wk	2–3 sessions/wk	2–3×/wk	1–2 sustained/wk	Bi-weekly tracking
15–18 (Foundation)	5×/wk structured	Ongoing mastery	3×/wk progressive	2×/wk sustained	Weekly tracking

Pillar 1 — Movement: Building Physical Fluency

Foundation Content

Movement is not exercise. Exercise is structured physical effort with a fitness goal. Movement is the foundational vocabulary of the body — the full range of ways a human being can navigate, use, and control their physical self in space. Children who develop strong movement foundations don't just perform better in sports. They feel safer in their bodies. They take more physical risks. They recover faster from physical setbacks. They move through the world with a quiet confidence that other children can see.

The fundamental movement patterns to develop across childhood: running, jumping, hopping, skipping, galloping, throwing, catching, kicking, striking, rolling, climbing, balancing, and changing direction under control. Every physical activity your child will ever do draws on some combination of these patterns. Developing them broadly and early creates a foundation that every subsequent pillar builds on.

Movement ideas by environment:

- Home and yard: obstacle courses, balance beams (a 2x4 on the ground), jump rope, trampoline, crawling games
- Parks and playgrounds: climbing structures, open running, hide and seek in complex terrain
- Trails and nature: scrambling, creek crossing, log balancing, hill running
- Travel and roadschool: every new terrain is a movement laboratory — sand, rock, water, urban stairs

Your Child's Movement Plan

→ AI Prompt 2: Map the Five Pillars

Run Prompt 2 from Post 2 for one age-appropriate Movement activity for your child's track. Record the suggestion below, then add your own observations.

My child's current movement strengths (what they do with ease):

Movement gaps I've noticed (what they avoid or struggle with):

Movement activities we'll prioritize:

Our movement baseline (from Prompt 3):

Pillar 2 — Skill: Building Physical Identity

Foundation Content

Skill is where movement becomes identity. A child who can point to something they do genuinely well — who has worked at it, improved at it, and earned it — develops a relationship with physical activity that activity alone never produces. Skill is also freedom: a child with a broad skill base can find their way into almost any physical activity that interests them as they grow.

The motor learning window — approximately ages 8 to 12 — is when skill acquisition is easiest and most efficient. Skills learned in this window tend to lock in deeply and remain available for life. This is the window most worth protecting from overspecialization: a child who spends ages 8 to 11 doing one sport year-round closes skill doors that would have been better left open.

Skill development ideas by category:

- Aquatic: freestyle swimming, backstroke, treading water, snorkeling, paddling
- Ball sports: throwing mechanics, catching, dribbling, kicking accuracy, racket skills
- Gymnastics and tumbling: forward roll, cartwheel, handstand progression, beam balance
- Outdoor and adventure: hiking technique, pack carrying, rock scrambling, orienteering
- Martial arts and movement arts: basic strikes, falls, dance fundamentals, parkour

Your Child's Skill Plan

→ **AI Prompt 2: Map the Five Pillars**

Run Prompt 2 from Post 2 for one Skill activity for your child's track. Record below.

Skills my child has already developed:

Skills we are currently working on:

Skills I want to introduce in the next 3–6 months:

Organized sport or class supporting skill development (if applicable):

Pillar 3 — Strength: Building Physical Confidence

Foundation Content

Strength for children is not about weight rooms. It is about functional capacity — the ability to use the body with real effort, to carry and climb and push and pull without getting hurt. Age-appropriate strength training is one of the most well-researched areas in pediatric exercise science: properly programmed bodyweight work is safe, effective, and builds physical confidence that changes how a child moves through the world.

The progression matters. Start with what the child can already do, then add small increments of difficulty over weeks and months. The goal is not maximum effort — it is consistent, progressive development that the child can feel and measure.

Bodyweight strength progressions by level:

- Beginning: wall push-ups, assisted squats, dead hangs (holding a bar), plank holds 10–20 seconds
- Developing: standard push-ups, air squats, active hangs, plank 30–60 seconds, step-up lunges
- Building: push-up variations, single-leg squats, pull-up progressions, farmer carries, loaded pack hiking
- Advanced: full pull-ups, dips, pistol squat progressions, handstand work, weighted carries

Your Child's Strength Plan

→ **AI Prompt 2: Map the Five Pillars**

Run Prompt 2 from Post 2 for one Strength activity for your child's track. Record below.

My child's current strength level (beginning / developing / building / advanced):

Specific strength activities we are doing or will start:

Current benchmarks (e.g. push-up count, plank time, hang time):

3-month strength target:

Pillar 4 — Endurance: Building Mental and Physical Staying Power

Foundation Content

Endurance is the ability to keep going — cardiovascular and mental. The physical component is well understood: sustained aerobic effort builds heart and lung capacity, improves recovery, and supports every other form of physical development. The mental component is less often discussed and equally important: endurance teaches children that hard things don't have to end the moment they become uncomfortable.

For roadschooling families, endurance is often the most naturally available pillar. A child who resists a twenty-minute run will hike four hours because the trail keeps offering something new. Use this. Destination-based endurance — where the goal is to get somewhere, not to complete a circuit — is the most motivationally durable form of endurance training available to children.

Endurance development by age:

- Ages 4–7: sustained active play (20–40 minutes without stopping), no structured endurance work needed
- Ages 8–11: building toward 1 mile continuous, 30-minute sustained effort, long hikes with loaded pack
- Ages 12–14: 1–2 mile runs, sustained sport effort, multi-hour physical challenges
- Ages 15–18: progressive running or cycling distances, sport-specific conditioning, multi-day physical events

Your Child's Endurance Plan

→ AI Prompt 2: Map the Five Pillars

Run Prompt 2 from Post 2 for one Endurance activity for your child's track. Record below.

Current endurance baseline (e.g. longest sustained effort, current comfortable run distance):

Endurance activities that work well for this child's motivation style:

3-month endurance target:

Presidential Youth Fitness Program endurance event for this age (mile run — current time / target time):

Pillar 5 — Progress: Making Growth Visible

Foundation Content

Progress is the pillar that holds the other four together. Without it, Movement, Skill, Strength, and Endurance are just activities. Progress is what turns activity into development — and visible progress is what builds the intrinsic motivation that sustains a PE program across years without needing a parent to push it.

Tracking does not need to be elaborate. A simple notebook entry once a month, a push-up count before and after a training block, a trail time compared across seasons. The specifics matter less than the consistency: your child should have some way to see, concretely, that they are more capable today than they were three months ago.

The Presidential Youth Fitness Program — optional external benchmark:

The Presidential Youth Fitness Program provides standardized age-and-sex-appropriate benchmarks across five events. These benchmarks travel with you wherever you are, give your child an external standard to measure against, and make progress visible in a format that is recognizable beyond your homeschool records. Use the reference page at the back of this Playbook.

Simple tracking approaches:

- Monthly physical check-in: record push-up count, plank time, run distance or time, hang time
- Skill milestone list: specific skills achieved and date acquired
- Trail and adventure log: location, distance, elevation, any personal records
- Sport stats: game performance, personal bests, coach feedback over a season

Your Child's Progress Tracking Plan

→ AI Prompt 3: Establish the Baseline

Run Prompt 3 from Post 2 to get a home-measurable baseline for your child. Record your starting numbers below.

Baseline Entry — Date: _____

Push-ups:

Plank hold time:

Dead hang time:

Run distance / time:

Skill milestone noted:

Other:

3-Month Check-In — Date: _____

Push-ups:

Plank hold time:

Dead hang time:

Run distance / time:

Skill milestone noted:

Other:

Your Child's Developmental Stage

Physical education should change as your child grows. The approach that builds a six-year-old who loves to move will slowly erode a twelve-year-old's motivation. Matching your approach to your child's developmental stage is the difference between PE that compounds over time and PE that quietly creates resistance.

Stage	Ages	Primary Focus	What to Avoid
Play Years	4–7	Joy, exposure, movement variety	Drilling, benchmarks, structure
Skill Years	8–11	Motor learning window, specific skills, bodyweight strength	Overspecialization, adult programming
Transition Years	12–14	Ownership, identity, training concepts	Forcing, ignoring emotional dimension
Foundation Years	15–18	Real training, autonomy, recovery as skill	Imposing preferences, overtraining

→ AI Prompt 4: Identify the Stage

Run Prompt 4 from Post 3 to confirm your child's developmental stage and what it means for their PE right now.

→ AI Prompt 5: Weight the Five Pillars for This Stage

Run Prompt 5 from Post 3 to get pillar weighting guidance for this stage.

→ AI Prompt 6: Prepare for the Next Stage

Run Prompt 6 from Post 3 for transition planning.

My child's current stage:

What this means for how I structure PE right now:

What I should start preparing for as they approach the next stage:

Your Child's Motivational Profile

The Five Pillars are the same for every child. The door you use to get there is personal. Understanding what actually motivates your child — what makes them want to show up, push through, and keep going — is what separates a program that works from one that requires constant parental enforcement.

Common motivational entry points:

- Competition — thrives on races, benchmarks, personal bests, winning
- Mastery — motivated by getting genuinely good at a specific skill
- Social connection — engages best when movement is shared with others
- Exploration — drawn to new environments, physical adventure, discovery
- Cooperation — motivated by shared goals where their contribution matters
- Challenge — responds to hard things presented as things worth conquering
- Autonomy — engages fully when they have real ownership over what they're doing

→ AI Prompt 7: Map the Motivational Profile

Run Prompt 7 from Post 4 to get a full motivational profile for your child. Record the key findings below.

→ AI Prompt 8: Identify the Confidence Pattern

Run Prompt 8 from Post 4 to understand where your child's physical confidence tends to erode and how to protect it.

→ AI Prompt 9: Design a Gender-Responsive Week

Run Prompt 9 from Post 4 to get a sample week structure built around your child's motivational entry points.

My child's primary motivational entry points:

What tends to shut them down or create resistance:

How I'll frame PE to match their motivation:

Physical confidence patterns I've noticed — where they pull back:

Organized Sports — Fit Assessment

Organized sports can be one of the most powerful tools in a child's physical development — or a very expensive way to check a box. The difference is almost entirely in the fit. Use this section to assess whether organized sports belong in your child's PE program right now, and which pillars they cover versus which you'll need to address separately.

→ **AI Prompt 10: Assess Sports Readiness**

Run Prompt 10 from Post 5 to assess whether your child is ready for organized sports and at what level.

→ **AI Prompt 11: Match Sport to Child**

Run Prompt 11 from Post 5 to find sports that fit your child's profile. Note which pillars each covers.

→ **AI Prompt 12: Build the Hybrid Plan**

Run Prompt 12 from Post 5 to build a home PE supplement for pillars the sport doesn't cover.

Current sport(s) or physical activities (if any):

Pillars covered by current sport:

Pillars I need to address separately at home:

Sports we are considering or want to explore:

Home PE supplement plan:

PE on the Road — Environment Log

For families on the road, the world is a better gym than any facility — as long as you know how to read it. Use the prompts below to map the PE potential of each environment you travel through, and the log entries to build a portfolio of physical development across your travels.

→ AI Prompt 13: Map the Environment

Run Prompt 13 from Post 6 for any new region you're traveling to. Record what each environment offers across the Five Pillars.

→ AI Prompt 14: Build the Portable Continuity Plan

Run Prompt 14 from Post 6 to identify 2–3 consistent PE items your family carries regardless of location.

Our portable continuity items (the PE we do everywhere):

Location PE Log

Use Prompt 15 from Post 6 after each significant location to generate a log entry. Record below or attach additional pages.

Location:

Dates:

Physical activities and pillar coverage:

Any measurable outcomes or personal records:

What the next location should ideally provide:

Location:

Dates:

Physical activities and pillar coverage:

Any measurable outcomes or personal records:

What the next location should ideally provide:

Fueling the Framework — Nutrition

Nutrition belongs in PE — but not as a diet lesson or a food lecture. The goal is one simple shift: your child understands that food is what the body uses to do the things they want it to do. Three concepts, introduced gradually, tied to physical experiences they're already having.

Concept 1 — Food as Fuel

Different efforts need different fuel. Carbohydrates provide available energy before long efforts. Protein supports muscle repair after strength or hard endurance work. Consistent small amounts of food maintain energy better on sustained days than one large meal.

Introduce this in the moment — before a long hike, after a hard session, on a low-energy day. The body teaches the lesson. You name it.

Concept 2 — Hydration as a Performance Tool

Even mild dehydration measurably affects physical performance. Frame water as an edge, not a rule. A starting baseline: half the child's body weight in ounces daily, more on active days.

Concept 3 — Recovery is When the Training Works

The body does not get stronger during exercise. It gets stronger during recovery. Sleep (8–10 hours for children, 8–9 for teens), post-effort nutrition (protein and carbohydrates within an hour of hard effort), and rest days are not optional extras. They are when adaptation happens.

What to Avoid

- Any language connecting food to weight, appearance, or moral worth
- Good food / bad food labels — use adequacy framing instead
- Formal nutrition lessons with worksheets — keep it conversational and timely
- If you notice restriction, anxiety, guilt, or preoccupation around food — this warrants professional attention, not a PE conversation

Nutrition Tracking

→ **AI Prompt 16: Build the Fueling Framework**

Run Prompt 16 from Post 7 for age-appropriate nutrition concepts for your child's profile.

→ **AI Prompt 17: Design the Recovery Conversation**

Run Prompt 17 from Post 7 for scripted natural moments to introduce recovery concepts.

→ **AI Prompt 18: Flag and Respond to Warning Signs**

Run Prompt 18 from Post 7 for warning signs by developmental stage and appropriate responses.

Nutrition concepts most relevant for my child right now:

How we talk about food and fueling in our family:

Recovery habits we're working on (sleep, post-effort nutrition, rest days):

The Chinese Menu — Weekly PE Planning

A complete PE week doesn't require a rigid schedule. It requires coverage across the Five Pillars, matched to your child's track, stage, and motivational profile. The Chinese Menu approach: choose one or two items from each pillar column each week, mix and match based on what's available in your environment, and rotate over time to prevent boredom and ensure variety.

You don't need to hit every pillar every day. Aim for each pillar at least once across the week, with Movement and Endurance appearing most frequently for younger children, and Strength and Progress gaining more emphasis as children move into the Skill and Foundation Years.

Use Case Examples

Example Week — Walker, Ages 8–11 (Skill Years)

Pillar	Activity	Notes
Movement	Playground free play (45 min)	Child chooses the structure — no direction
Skill	Swim lesson or family swim (30 min)	Working on freestyle stroke, low pressure
Strength	Animal walks across the yard (10 min)	Bear crawl, crab walk, frog jumps — feels like play
Endurance	Family nature walk (60 min)	Destination-based — to the waterfall, to the picnic spot
Progress	Count how many animal walk lengths across the yard	First baseline — no pressure, just noting

Example Week — Runner, Ages 8–11 (Skill Years)

Pillar	Activity	Notes
Movement	Agility ladder or cone drills (15 min)	Structured but fast-paced — feeds the energy
Skill	Ball handling practice — dribbling and passing (20 min)	Specific skill with a measurable goal
Strength	Push-up and squat circuit (3 rounds, 10 reps each)	Tracking reps week to week
Endurance	Neighborhood run — building toward 1 mile	Current comfortable distance + a little more
Progress	Push-up count and run distance recorded in Playbook	Child records their own numbers

Example Week — Racer, Ages 12–14 (Transition Years)

Pillar	Activity	Notes
Movement	Dynamic warm-up + agility work (20 min)	Child designs their own warm-up routine
Skill	Sport-specific practice or club training session	Child's chosen sport — full engagement
Strength	Bodyweight strength circuit: push-ups, squats, pull-up progression (3×)	Progressive — adding reps or difficulty weekly
Endurance	2-mile run or 45-min sustained sport effort	Competing with last week's time or distance
Progress	Weekly log: strength numbers, run time, sport notes, one reflection	Child owns the log entirely

Your Weekly Planning Template

Fill in each week or use as a rotating reference. Adjust pillar emphasis by developmental stage.

Pillar	This Week's Activity	When / How Long
Movement		
Skill		
Strength		
Endurance		
Progress		

Notes for this week:

Assembling Your Complete Program

What a Complete Program Looks Like — An Example

Below is an example of what a fully assembled program looks like when all eighteen AI prompts have been run and the results recorded. Use this as a reference to identify any gaps in your own program before you complete the final section.

This example is for a fictional child — a ten-year-old girl in the Runner track, Skill Years stage — to show the level of specificity a complete program should have. Your child's program will look different. That's the point.

EXAMPLE — Complete Program: Mia, age 10, Runner track, Skill Years

Track: Runner. Placed here because she has high energy, loves to move, but activity has lacked direction.

Stage: Skill Years (8–11). Motor learning window open — prioritizing specific skill development and introducing bodyweight strength.

Motivational profile: Mastery + Social. Engages best when working toward a specific skill she can feel herself improving at, especially alongside a parent or friend.

Confidence note: Physical confidence is strong now but watch for erosion around age 11–12 as peer comparison increases. Prioritize mastery framing over performance framing before then.

Sports fit: Recreational swim team (covers Skill and Endurance). Home supplement needed for Movement and Strength.

Baseline (October): Push-ups 8, plank 35 seconds, hang 12 seconds, run 3/4 mile continuous.

3-month targets: Push-ups 15, plank 60 seconds, hang 25 seconds, run 1 mile. Presidential Youth Fitness Program curl-up and sit-and-reach to be tested in January.

Weekly structure (Chinese Menu): Movement — agility ladder 2x/week. Skill — swim team 2x/week + freestyle stroke focus. Strength — push-up and squat circuit 2x/week, tracking reps. Endurance — swim practice covers this + one family hike/week. Progress — monthly physical log, child records her own numbers.

Nutrition: Food-as-fuel conversations introduced before swim meets. Post-practice snack (protein + carbohydrate) established as a routine. Hydration tracked on swim days.

Roadschool note: Portable continuity items — bodyweight circuit (no equipment) and Presidential Youth Fitness Program benchmark tracking. Environment log started.

Does your assembled program have this level of specificity across all eight areas: track, stage, motivational profile, confidence pattern, sports fit, baseline measurements, weekly structure, and nutrition? If any area is missing, return to the corresponding section and the AI prompts for that post.

Your Complete Program

This page is where everything comes together. By the time you reach Post 8 in the Rethinking Physical Education in Homeschool series, you will have run all eighteen AI prompts and recorded the results throughout this Playbook. This final section is your assembled program — the complete picture of your child’s personalized physical education, drawn from everything you’ve observed, everything you’ve built, and everything the prompts have helped you articulate.

Post 8 will walk you through the assembly process step by step, showing you how to synthesize your prompt results into the fields below. When this page is complete, you will have something genuinely rare: a PE program built entirely around the child you actually have, at the stage they are actually in, with the approach that actually works for them.

Child’s name, age, track, and developmental stage:

Motivational profile summary:

Physical confidence pattern and protective approach:

Organized sports or activities — what they cover, what they don’t:

Current baselines across the Five Pillars:

3-month targets across the Five Pillars:

Weekly PE structure (Chinese Menu):

Presidential Youth Fitness Program events and current benchmarks:

Nutrition and recovery approach:

Roadschool / environment PE notes and portable continuity plan:

Presidential Youth Fitness Program — Reference Page

The Presidential Youth Fitness Program provides standardized fitness benchmarks for children ages 6–17. These are optional external standards — not requirements, not report cards. Use them as voluntary targets that make progress visible with real numbers, wherever you are.

The Healthy Fitness Zone (HFZ) below represents the range associated with good health outcomes for each age and sex. Meeting HFZ is a meaningful achievement. Exceeding it is a personal goal, not an expectation.

Curl-Up (Abdominal Strength — number of repetitions)

Age	Boys HFZ	Girls HFZ
6	6–11	6–9
7	6–14	6–11
8	6–20	6–14
9	9–24	9–18
10	12–24	12–20
11	15–28	15–20
12	18–36	18–25
13	21–40	18–25
14	24–45	18–30
15	24–47	18–35
16	24–47	18–35
17	24–47	18–35

Push-Up (Upper Body Strength — number of repetitions)

Age	Boys HFZ	Girls HFZ
6	3–8	3–8
7	4–11	4–11
8	5–13	5–12
9	6–15	6–12
10	7–20	7–12
11	8–20	7–12
12	10–20	7–12
13	12–25	7–12
14	14–30	7–12
15	16–35	7–12
16	18–35	7–12
17	18–35	7–12

Mile Run (Aerobic Capacity — minutes:seconds)

Age	Boys HFZ	Girls HFZ
6	13:30–10:00	14:00–11:00
7	13:00–9:00	13:30–11:00
8	12:30–8:30	13:00–10:00
9	11:30–8:00	12:00–9:30
10	11:00–7:30	11:30–9:00
11	10:30–7:00	11:00–8:30
12	10:00–7:00	11:00–8:00
13	9:30–6:30	10:30–8:00
14	9:00–6:00	10:30–8:00
15	8:30–6:00	10:30–8:00
16	8:30–6:00	10:30–8:00
17	8:30–6:00	10:30–8:00

Sit-and-Reach (Flexibility — inches)

Age	Boys HFZ	Girls HFZ
6–9	8–12 inches	9–13 inches
10–11	8–12 inches	9–13 inches
12	8–12 inches	10–14 inches
13	8–12 inches	10–14 inches
14–17	9–13 inches	10–14 inches

Note: HFZ ranges above are representative guidelines based on the Presidential Youth Fitness Program framework. Consult the official PYFP documentation at pyfp.org for the most current standards. Individual variation is normal and expected — use these as directional targets, not absolute standards.

Series Reference — Rethinking Physical Education in Homeschool

Each post in the series corresponds to a section of this Playbook and a set of AI prompts. Use this table to track your progress through the series and identify which sections of the Playbook each post informs.

Post	Title	Playbook Section	AI Prompts
Post 1	Why Most Homeschool PE Falls Short	How to Use This Guide	None — foundation reading
Post 2	What Should PE Actually Build Over Time?	Five Pillars + Track	Prompts 1, 2, 3
Post 3	How Physical Education Should Change by Age	Developmental Stage	Prompts 4, 5, 6
Post 4	Do Boys and Girls Need Different PE Approaches?	Motivational Profile	Prompts 7, 8, 9
Post 5	Organized Sports: When, Why, and What Options	Organized Sports	Prompts 10, 11, 12
Post 6	PE on the Road: Using the World as Your Gym	Environment Log	Prompts 13, 14, 15
Post 7	Should Homeschool PE Include Nutrition?	Fueling the Framework	Prompts 16, 17, 18
Post 8	A Simple Homeschool PE Framework That Works	Your Complete Program	All 18 — final assembly



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Move, Grow, Thrive: The Homeschool PE Playbook

Free to download — share freely — fill in with intention