

Physical Literacy at Summer Camp

4-week unit for ages 8 - 12 years

Are you looking to add some physical activity to your summer camp? This collection of physical literacy session plans has been developed for summer camp leaders who are running 4-week programs. It can also be easily adapted for 2- and 3-week camps.

Each of these sessions takes about 30 minutes to complete with a group of children. At the end of each session, kids will have enjoyed a series of fun activities while developing their physical literacy.

What is physical literacy?

Physical literacy is when kids have developed the skills and confidence to participate in many different physical activities and sports. Fundamental movement skills such as throwing, catching, running and jumping are the beginning of physical literacy.

Physical literacy is important because it gives kids the confidence to stay active for life. It's not about being a "superstar athlete"—everyone can learn fundamental movement skills, and everyone can become physically literate!

How to use these session plans

1. Decide what time of day that you will run your physical literacy sessions.
2. Review each session plan in advance to ensure that you have the needed equipment.
3. Establish a session routine for the kids (e.g. coming together and listening to your instructions at the start of each session).
4. Make sure that your campers understand your expectations for each session (e.g. stop and start on your signal, put away equipment, etc.).

Tips for running a fun session

1. Manage each session so that all of the kids feel included. For example, avoid setups where highly skilled kids dominate.
2. If necessary, select partners and teams to make sure that all of the partners or teams are balanced for ability.
3. Maximize every child's participation by minimizing line-ups and avoiding games with large circles. Whenever possible, stick to small group activities or fun competitions that use small teams of 2-4 kids each.

Enjoy your camp! For more session plans and information on physical literacy, visit:

ActiveForLife.com

Week 1 - Session 1: Running

8 - 12 year olds

EQUIPMENT: Cones to set up a perimeter or lines.

Introduction (1 - 2 minutes)

Is there more than one type of running?

How do people run in different sports?

Warm-up: Running with your shadow (5 minutes)

- In pairs, one child leads and the other follows as his or her shadow.
- One child jogs around the activity space, shadow follows, keeping a constant distance “not too close” to the lead child.
- The lead child is encouraged to “jog” at different speeds.
- Lead child should make wide turns; no sudden changes of direction.
- Tell children you will be watching to see that their arms pump properly.
- Slow-tempo music can help children to maintain a sustainable pace.
- Switch leaders and shadows.

Demonstration: Jogging and sprinting (1 - 2 minutes)

- Tell children that there are things they can do to be better runners.
- Demonstrate the difference between jogging (medium speed) and sprinting (running fast).
- *Jogging is good for going longer distances.*
- *Sprinting is good for short distances.*
- *Arms should be bent approximately 90 degrees at the elbows.*
- *When jogging, arms should “pump” gently forward and backward by the side of the body (not across the body).*
- *When sprinting, knees come up higher, hands pump from hip to lip.*

Practice: Running on the spot (5 minutes)

- Ask the children to run on the spot with you for 20-30 seconds at a time.
- Ask them to slow down or speed up their arms and legs together.
- Keep the head still, not loose and “flopping” from side to side.
- From time to time, ask the children to stop and balance on one foot. If standing on the right foot, the right hand should point forward and vice versa.
- Repeat a few times so children can grasp the concept of moving the opposite arms and legs.

TIPS FOR INSTRUCTION

- There are many elements that make up mature running.
- It is beyond the scope of this basic lesson to address all of them.
- Simply watch each child and provide individual feedback based on the practice instructions.

CUES

- *Keep head still*
- *Arms “pump” gently when jogging*
- *Arms “pump” vigorously when sprinting*
- *Arms bent 90 degrees*

Activity 1: “Bum” walk (5 minutes)

- Have the children sit on the floor with their legs stretched out in front of them.
- Knees should be slightly bent so that they can keep a straight back.
- They will move forward across the activity space simply by swinging their arms as they shift from one sitting bone to the other.
- Tell the children that moving their hands alternately from “hip to lip” will help them move faster.

CUES

- *“Hip to lip”*
- *Straight back*

Activity 2: Jog-react-sprint (5 minutes)

- Identify a start line that children can spread out along. Use cones to help children spread out.
- On the signal, ask them to start jogging away from the start line.
- On the next signal, they must turn quickly and sprint back to the start.
- As a variation, have the children sprint on your first signal and then turn and jog back to the start on the second signal.

CUES

- *Keep head still*
- *Arms “pump” gently forward and backward in jogging*
- *Arms “pump” vigorously hip to lip in sprinting*
- *Arms bent 90 degrees*

Game: Sprint relays (5 - 10 minutes)

- Identify a start line and arrange children into groups of 3-4 per line.
- Make sure each line has a mix of fast and slow runners.
- On signal to start, first child in each line sprints out around a cone and back to their line.
- Returning sprinter touches hand of next child and next child sprints.
- Each child sits down after they return to their line.
- Run 4-5 races. Consider rebalancing the teams if one or two teams are dominant.

Wrap-up (1 - 2 minutes)

Call the children into a circle and review what they learned.

What special movements do we need to remember so we can be good runners?

Week 1 - Session 2: Throwing

8 - 12 year olds

EQUIPMENT: Hula hoops, foam balls or beanbags, music source. If you don't have beanbags, you can use rolled-up socks or small stuffed animals!

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

Where should you look when you are throwing a ball to a partner?

Warm-up: Balance tag (5 - 7 minutes)

- Leader places hula hoops around activity space (one per child).
- *When the music starts, jog around the activity space without touching the hula hoops.*
- *When the music stops, hop into a hula hoop and balance the way I tell you to.*
- Suggested balances:
 - » *Balance on your left foot.*
 - » *Balance on your right foot.*
 - » *Stork stand balance.*
 - » *Make a bridge (belly facing up) and balance.*
 - » *Make a bridge (belly facing down) and balance.*
 - » *Reach as high up as you can and balance on your tippy toes.*
- Leader gives children an opportunity to invent their own balances.

Demonstration: Underhand throw to partner (1 - 2 minutes)

- Leader demonstrates an underhand throw to a partner with a beanbag.
- Look at your target.
- *Step forward with the foot opposite to your throwing arm.*
- *Swing your throwing arm and follow through as you release your beanbag.*
- *After you release your beanbag, your hand should be pointing at your target.*

Practice: Circle in, circle out (5 - 8 minutes)

- Leader organizes children into two circles (inner and outer).
- Each circle has an equal number of children.
- Children of inner circle face children of outer circle.
- Each child of inner circle starts with a ball or beanbag.
- Each child of inner circle underhand throws the ball to the child of the outer circle opposite them.
- The child of the inner circle immediately side shuffles to the right to receive an underhand throw from the next child of the outer circle.
- Activity ends when children are facing their original partner again.
- Leader can give commands to “*throw*” and “*shuffle*” for the first few times to ensure the children understand the activity.
- Once children fully understand the activity, leader can encourage children to “*speed up*” or “*slow down*” throws and shuffles.

TIPS FOR INSTRUCTION

- Repeat the activity with non-dominant hand.

CUES

- *Face target*
- *Step with opposite foot*
- *Swing throwing arm*
- *Follow through*

Game: Not in my house (8 - 10 minutes)

- Leader divides the activity space into two equal halves.
- Leader divides children into two teams.
- Leader distributes several foam balls around the activity space.
- Teams must clear balls from their half by underhand throwing to the other team’s half.
- Leader reminds children that they are not throwing the balls at each other.
- After 2 minutes leader gives the command to “freeze”.
- Team with the least amount of balls in their half wins.

TIPS FOR INSTRUCTION

- Repeat the game with children throwing with their non-dominant hand.

Wrap-up (1 - 2 minutes)

Call the children into a circle and review what they learned.

What things do you need to remember when throwing to a partner?

Week 1 - Session 3: Hopping

8 - 12 year olds

EQUIPMENT: Hula hoops, ropes, beanbags, music source. If you don't have beanbags, you can use rolled-up socks or small stuffed animals!

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

Can you think of a sport or a game where you need to hop?

Warm-up: Mirror tag (5 minutes)

- Leader chooses one child to be "it".
- Children jog around activity space trying not to be tagged.
- *When you are tagged you must hop on the spot.*
- *To become free again, someone must come and mirror your hopping.*
- Encourage children to hop in different ways:
 - » *hop on right foot*
 - » *hop on left foot*
 - » *hop high*
 - » *hop low*
 - » *hop forward*
 - » *hop backward*

Demonstration: Hopping (5 minutes)

- Demonstrate different ways of hopping to children:
 - » *Landing softly*
 - » *Landing hard (stomp)*
 - » *without using your arms*
 - » *using only one arm*
 - » *using both arms*
 - » *forwards*
 - » *backwards*
 - » *as high as you can*
 - » *with little low hops*
 - » *as far as you can*

- » *with your right foot*
- » *with your left foot*
- *How do my arms move when I change the way I hop?*

Practice: Simon says (5 - 8 minutes)

- When the leader says “*Simon says...*”, children must imitate what the leader is doing.
- If the leader does not say “*Simon says...*” before a command, children should remain still.
- Once the leader has done several commands, they may choose different children to lead more rounds.
- Variations: “*Simon says...*”
 - » *Use same movements as demonstration.*
 - » *Hop side to side*
 - » *Hop in a circle*
 - » *Hop and twist*
 - » *Hop with your arms on your hips*
 - » *Hop with your arms on your head*
 - » *Hop with your arms on your shoulders*

TIPS FOR INSTRUCTION

- If a child moves when the leader does not say “*Simon says...*”, the child must run once around activity space, then return to game.
- This avoids elimination from the game.

CUES

- *Look forward*
- *Spring with leg on the ground*
- *Swing arms*
- *Soft touch down*

Game: Hopping relay (8 - 10 minutes)

- Teams line up at one end of the activity space with a hoop placed behind each team.
- Set up an obstacle course in front of each team using available equipment.
- At the far end of the obstacle course place numerous beanbags.
- Each child takes turns hopping through the course to grab one beanbag.
- Children then turn around and hop back through the course and place the beanbag inside the hoop behind their team.
- Once the beanbag is placed in the hoop, the next child in line goes.
- The team with the most beanbags in their hoop at the end of 2 minutes wins.

TIPS FOR INSTRUCTION

- Encourage the children to hop using both their left and right legs.
- Music can be used to start and stop the race.
- Children touching an obstacle while hopping must restart.

Wrap-up (1 - 2 minutes)

Call the children into a circle and review what they learned.

When you hopped high or low, fast or slow, how did your arm movement change?

Week 2 - Session 4: Catching

8 - 12 year olds

EQUIPMENT: Hula hoops, skipping ropes, foam blocks, balls, cones, music source. If you don't have hula hoops, try using beach towels or skipping ropes laid in a circle.

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

Today we are going to practice how to catch.

Can you name a sport where you would have to know how to catch?

Warm-up: Obstacle course (5 - 8 minutes)

- Leader arranges a variety of equipment (e.g. ropes, hoops, foam blocks, beanbags) around activity space.
- Leader explains: *When the music plays, you have to move around the activity space.*
- *When you come to the hoops, I want you to jump in and out with two feet. When you come to the foam blocks, I want you to hop over with one foot.*
- For safety, remind children they should not step or jump on any of the equipment.
- Every 1-2 minutes, leader can suggest different locomotor skills (run, skip, gallop) to move around activity space.

Demonstration: Catching (2 - 3 minutes)

- Leader chooses one child to help demonstrate catching.
- Leader and helper stand 4-5 metres apart from each other and throw and catch a ball.
- While demonstrating, leader reminds the children:
 - » *Keep your eyes on the ball until it arrives in your hands.*
 - » *Get your body behind the ball (i.e. in front of its flight path).*
 - » *If you see the ball passing to one side, move your whole body to the side. Don't just reach your arms to the side.*
 - » *If the ball is arriving above your belly button, your palms face forward and your fingers point up, and your two thumbs point toward each other (triangle).*
 - » *If the ball is arriving below your belly button, your palms face forward and your fingers point down, and your two pinky fingers are close together (bowl).*
 - » *As you receive the ball with your hands, you should bend your arms and bring the ball in towards your body.*

Practice: Triangle toss and catch (5 - 8 minutes)

- Leader divides children into groups of three.
- Children spread out around activity space and form a triangle with their group.
- Each group has a ball.
- Children begin by tossing the ball clockwise and practice catching.
- Leader can suggest the following:
 - » *Change the direction (i.e. counterclockwise).*
 - » *Toss to either partner.*
 - » *Toss and catch below the waist.*
 - » *Toss and catch above the waist.*
 - » *Toss with your other hand.*
 - » *Take a step back to increase the distance between partners.*
 - » *Speed up the rate of passing (e.g. as soon as you catch the ball, toss it to a partner).*

TIPS FOR INSTRUCTION

- Time and practice is needed to develop the skill of catching.
- Praise children for what they are doing well.
- Remind children of the cues.

CUES

- *Eyes on ball*
- *Get “behind the ball”*
- *Hands together (triangle or bowl)*
- *Bring ball to body*

Game: Catch it (10 minutes)

- Leader divides group into teams of 3-4 children.
- Leader pairs teams to play against each other.
- Using cones, leader marks a rectangular “zone” for each team measuring approximately 4x5 metres.
- Each team must stay in their own zone.
- Zones can be 5-10 metres apart depending on available space and skill levels.
- One team throws the ball to the other team’s zone in an attempt to hit the floor or ground in their opponent’s zone.
- If the ball hits the ground, the throwing team scores a point.
- If the receiving team catches the ball, they score a point.
- If the ball is thrown outside of the receiving team’s zone, the receiving team scores a point.
- To make the game more challenging, a second ball can be added.

CUES

- *Eyes on ball*
- *Get “behind the ball”*
- *Hands together (triangle or bowl)*
- *Bring ball to body*

Wrap-up (1 - 2 minutes)

Call the children into a circle and review what they learned.

*What should your hands look like when you are catching below the belly button?
Above the belly button?*

Week 2 - Session 5: Kicking

8 - 12 year olds

EQUIPMENT: Soccer balls (preferably size 4) or playground bouncy balls with low inflation.

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

Can anyone think of sports or games where you kick a ball?

Demonstration 1: Basic instep kick (2 minutes)

- All children stand up in their own space with their own ball while you demonstrate a basic instep kick.
- Children rehearse movements without the ball at first.
- Explain that to kick a ball well (power and accuracy) kicker needs to start at least one step behind the ball.
- Step forward with non-kicking foot and plant it 10-15 cm beside the ball.
- Swing kicking leg towards the ball, toe pointed down, and make contact with laces (i.e. instep), not the toe.
- Follow through with kicking leg so that it swings across the front of the body.
- Power comes by making quality contact with middle of the ball and staying balanced on the non-kicking leg.
- Arms should be raised slightly like “airplane wings” to provide balance.

Demonstration 2: Basic receiving (2 minutes)

- Explain that a ball can be received with different parts of the body (foot, thigh, chest).
- In this lesson, the children will practice receiving with the inside of the foot.
- *Put yourself in the path of the ball when receiving.*
- *Turn your foot sideways like a “hockey stick” and gently cushion the ball as it arrives.*
- *Receiving foot should be off the ground, and relaxed like a “wet noodle”.*
- With practice, after their cushion touch, the ball should land one step in front of them so it is ready for them to kick it again.

Practice: Kicking and receiving with a partner (10 minutes)

- Partners kick and receive one ball back and forth over 10-15 metres.
- Make sure all pairs are kicking in the same direction across the gym.
- Leader circulates and provides feedback.

CUES FOR KICKING

- *Step forward to plant*
- *Use your laces*
- *Follow through*
- *Airplane wings up*

CUES FOR RECEIVING

- *Stand in ball's path*
- *Inside foot*
- *Cushion impact with "wet noodle" foot*

Game: Numbers game soccer (10 minutes)

- Leader uses cones to outline a large rectangular activity space.
- Leader divides children into 2 teams and numbers the children 1, 2, 3, 4, 5, etc.
- Teams spread out on two opposite sides of the activity space.
- A soccer goal is set up at one end of the activity space between the 2 teams. (Neither team is along the side where the goal is).
- The soccer goal can be marked with cones or beanbags.
- Leader stands near the goal with a few balls.
- Leader shouts a number out and throws a ball into the middle of the playing area.
- Players with that number compete for the ball and try to dribble and shoot the ball into the goal.
- Play stops after a shot is taken, or after the ball travels out of bounds.
- Children then return to their spot and another number is called out.
- Leader starts by calling one number at a time, and then progresses to calling 2 or 3 numbers to compete for the ball.
- Leader can also throw 2 or 3 balls into the playing area.

TIPS FOR INSTRUCTION

- Good kicking requires many elements of technique.
- At this level, simply ensure that children plant their non-kicking foot next to the ball and contact the ball with their laces (instep).

CUES

- *Step forward*
- *Plant your foot*
- *Use your laces*
- *Follow through*
- *Airplane wings up*

Wrap-up (10 minutes)

Call the children into a circle and review what they learned.

What are the key elements of a good instep kick in soccer?

What are the key elements of good receiving with the foot?

Week 2 – Session 6: Jumping

8 - 12 year olds

EQUIPMENT: Beanbags or other small, soft objects to use as markers.

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

What can you do with your arms to help you jump further?

Warm-up: Jump tag (5 - 8 minutes)

- Leader chooses 1 or 2 children to be “it”.
- Children move according to leader’s direction (run, hop, gallop, skip) as they try to avoid being tagged.
- If tagged, children must do 5 star jumps and 5 tuck jumps, then return to game.
- Every 1-2 minutes, change children who are “it”.

Demonstration: Horizontal jump (1 - 2 minutes)

- Leader demonstrates jumping from one point to another.
- *Start your jump on two feet and land on two feet.*
- *Get ready - Bend knees and lean forward, swing arms back.*
- *Take off - Swing arms up and forwards as you spring with your legs, reaching as high and far as possible, extending the body fully.*
- *Fly forward - Look forward and tuck your legs as you “fly”.*
- *Land - Absorb your landing softly by bending ankles, knees, and hips on impact.*
- *On landing, arms should reach straight forward for balance.*

Practice: Jumping partners (8 - 10 minutes)

- Leader organizes children into pairs along a line at one end of activity space.
- First child in pair gets in the “ready position” and jumps horizontally as far as they can (start and land on two feet) and freezes at that spot.
- Second child in pair walks to where the partner landed, and then jumps as far as possible and freezes at the new landing spot.
- Pairs continue and count their jumps until one partner reaches a designated finish line at other end of activity space.
- Adjust distance to finish line according to age and ability. Each partner should jump more than 6-10 times from the start to the finish.
- Repeat no more than 3-4 times. Children rest by walking slowly back to the start line.
- Challenge children to improve their score by trying to reach the designated line in fewer jumps.

TIPS FOR INSTRUCTION

- Remind children of demonstration points.
- Encourage children not to rush their jumps.
- Children should jump at their own pace.

CUES

- *Get ready: Arms back, crouch forward*
- *Take off: Spring and swing*
- *Fly: Knees up, look forward*
- *Land: Land quietly, arms forward*

Game: Jump tug-o-war (8 - 10 minutes)

- Leader divides group into teams of 3 or 4 children.
- Teams pair up and face each other across a line marked on the ground.
- The first child from Team A stands at the line and jumps into the other team’s “territory” (start and land on two feet).
- The child’s landing spot is marked with a beanbag.
- The first child from Team B starts beside the beanbag and jumps back towards Team A’s territory.
- Team B’s jumper is trying to jump further than Team A’s jumper—back into Team A’s territory if possible.
- Repeat until everyone on each team has jumped 3 times.
- The winning team is the one which finishes in the other team’s territory.

Wrap-up (10 minutes)

Call the children into a circle and review what they learned.

What did you do to help you jump further?

Week 3 – Session 7: Running

8 - 12 year olds

EQUIPMENT: Cones, hula hoops, beanbags.

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

When you “sprint” are you running short distances or long distances?

Warm-up: In or out (5 - 8 minutes)

- Leader spreads several hula hoops around the activity space.
- Leader distributes beanbags around the activity space—some inside hoops, some outside hoops.
- Leader divides children into 2 equal teams named “ins” and “outs”.
- The “ins”, place the beanbags in the hoops and “outs” place them just outside the hoops.
- Children are only allowed to move one beanbag at a time.
- Children must place the beanbags in or out of hoop. Throwing is not allowed.
- Each round should last no longer than 2 minutes as the game can be very tiring.

Demonstration: Sprinting (1 - 2 minutes)

- Leader explains that when we want to run shorter distances we “sprint”.
- Leader sets up 2 cones about 5-10 metres apart.
- Make sure all children can see cones.
- Leader demonstrates how to sprint by starting at one cone and running to the next.
- Leader should remember the following when demonstrating sprinting:
 - » *Keep head still and look forward.*
 - » *Arms should be bent 90 degrees at the elbows.*
 - » *Arms should “pump” vigorously in sprinting.*
 - » *Arms should not cross the front of the body.*
 - » *Hands travel from “hip to lip” and knees come up sharply.*
 - » *Run “on your toes.”*
- Leader asks all children to stand up, spread out, and run on the spot with the leader for 20-30 seconds.
- Leader asks children to speed up and slow down on the spot (follow the leader).
- Leader reminds each child to bend arms, pump arms, raise knees, etc. as needed.

Practice: Sprinting (5 - 8 minutes)

- Leader divides children into groups of 3-5 children.
- Groups line up along a start line at one end of the activity space.
- Using tape or cones, leader marks a finish line 10-15 metres from the start line.
- Distance will depend on age and ability level of children.
- When the leader says “Go!” the first child in each line sprints to the finish line.
- After running, each child waits a safe distance behind the finish line (mark a safe area with cones).
- After all children have sprinted to one side, repeat going the other way.

TIPS FOR INSTRUCTION

- There are many elements that make up mature running.
- Watch each child and provide individual feedback when needed.
- Repeat the cues often.
- Ensure enough repetitions to practice technique and create progress.
- Watch for fatigue and provide rests when necessary.

CUES

- *Head still*
- *Look forward*
- *Hands pump “hip to lip”*
- *Arms bent 90 degrees*
- *Arms don’t cross front of body*
- *Knees high*
- *On toes*

Game: Crows and cranes (8 - 10 minutes)

- Leader divides children into two equal teams.
- Teams stand facing each other on either side of a dividing line in the middle of the activity space.
- Each team has a safety zone at the end of their half of the activity space.
- Leader designates one team as “crows” and the other team as “cranes”.
- *When I shout “crows”, the crows must turn and sprint towards their safety zone.*
- *The cranes chase the crows and try to tag them before they reach their safety zone.*
- *If a crow is tagged they become a crane and join the crane team.*
- Line up at centre again and repeat.
- Alternate rounds where crows chase cranes and cranes chase crows.
- Game ends when all players are on the same team.

Wrap-up (10 minutes)

Call the children into a circle and review what they learned.

What things do you need to remember to sprint well?

Week 3 - Session 8: Overhand throw

8 - 12 year olds

EQUIPMENT: Hula hoops, balls, beanbags, targets, cones, buckets or cardboard boxes. If you don't have beanbags, you can use rolled-up socks or small stuffed animals! If you don't have hula hoops, try using beach towels as targets.

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

What sports and activities require you to throw overhand?

Warm-up: Hot dog tag (5 minutes)

- Leader chooses 3-4 children to be "it".
- Leader explains that when the music starts children are to run around activity space trying not to be "tagged".
- Children who are tagged become "hot dogs" by lying down with arms at their sides.
- Tagged children can be free again if two other children make a "bun" by lying down on either side of them.
- All three children can then get up and continue playing.
- Leader can suggest different ways to move around activity space (e.g. run, hop, gallop, skip).
- Leader should switch who is "it" every 1-2 minutes.

Demonstration: Overhand throw (2 minutes)

- Leader explains that the standing position for throwing overhand is like the stance of a knight in battle.
- Leader demonstrates the "Knight stance":
 - » *Turn sideways to the target.*
 - » *Feet shoulder-width apart.*
 - » *Point to the target with your arm that is nearest to the target.*
 - » *With your other arm, hold the ball close to your ear and raise your elbow.*
 - » *As you throw, drop your pointing arm and allow your shoulders and trunk to rotate.*

Practice: Target stations (10 minutes)

- Leader divides the children into four groups.
- Leader sets up the following practice stations:
 - » Pin Knock Down – Line up 4 cones with a lightweight ball balancing on each cone. Each child at the station has a ball for throwing. Using the knight stance, children take turns trying to knock the ball off the cones.
 - » Targets – Set up 4 different targets around the activity space (e.g. hoops hung on something, painted wall targets, poly spots, etc.). Each child at the station has a ball for throwing. Children try to hit the targets with their ball.
 - » Bucket Ball – Place different sized buckets around station. Each child at the station has a ball for throwing. Children try to overhand throw their ball into the buckets.
 - » Hula Hoop Toss – Place 2 hula hoops in the centre of the activity space. Spread a number of poly spots around hula hoops at various distances from hoops. Each child has 5 beanbags. Children stand on a poly spot and try to overhand throw their beanbags into the hoops.

TIPS FOR INSTRUCTION

- Stations should be set up in advance.
- Children should be careful not to walk in front of somebody throwing.
- Rotate stations every 2 minutes.

CUES

- *Stand sideways to the target*
- *Point to target (with non-throwing hand)*
- *Ball close to ear, elbow up (throwing arm)*
- *Rotate shoulders and trunk*

Game – Hoop Elimination (10 minutes)

- Leader divides the activity space in half.
- Children spread out at one end of the activity space.
- Leader divides children into teams of 4 or 5 and assigns each team their own colour of hula hoops (e.g. group 1 – green hoops).
- Leader places several hoops around the other half of the activity space ensuring that there are equal numbers of hoops for each colour team.
- Leader places several beanbags in two hoops close to the children.
- Each team will work together to eliminate their colour of hoops.
- Children pick up one beanbag at a time and try to overhand throw the beanbag into their hoops according to a time limit or until all beanbags are gone.
- Children must throw from behind a centre line or from designated positions in the activity space (e.g. cones that are strategically placed).
- At the end of the round, remove any hoop that has a beanbag in it.
- Leader then asks children to collect all beanbags and return them to the hoops in the corners.
- First team to eliminate their hoops wins.

TIPS FOR INSTRUCTION

- Leader should walk around and encourage children to use proper throwing technique.

Wrap-up (10 minutes)

Call the children into a circle and review what they learned.

What are two things to remember when throwing overhand?

Week 3 – Session 9: Catching

8 - 12 year olds

EQUIPMENT: Bouncy balls, music source.

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

Today we will practice catching a ball that is bounced to you.

Why will it be important to get your body behind the ball today?

Warm-up: Back to back (5 - 8 minutes)

- This game is similar to musical chairs, except the chairs are replaced by partners “sitting” back-to-back.
- When the music starts, children must move around the activity space.
- Leader specifies different locomotor movement each time (e.g. walk, run, hop, gallop, skip).
- When the music stops, children must find a partner, stand back-to-back, and then both pretend to “sit” as if they have chairs.
- The child who fails to find a partner, or the last set of partners to make a “chair,” must do 10 jumping jacks and then rejoin the group.
- Play several rounds. Be sure to mix partners by naming new conditions each round. For example:
 - » *girls with boys*
 - » *different partner than last time*
 - » *someone wearing the same colour as you*

Demonstration: Catching a bounced ball (1 - 2 minutes)

- Leader demonstrates how to catch a ball that is bounced to you.
- Leader and child stand about 5 metres apart.
- Child bounces a ball to the leader and the leader catches it.
- While demonstrating, leader reminds the children:
 - » *Keep your eyes on the ball until it arrives in your hands.*
 - » *Get your body behind the ball (i.e. in front of its flight path).*
 - » *If you see the ball passing to one side, move your whole body to the side. Don't just reach your arms to the side.*
 - » *If the ball is arriving above your belly button, your palms face forward and your fingers point up, and your two thumbs point toward each other (triangle).*

- » *If the ball is arriving below your belly button, your palms face forward and your fingers point down, and your two pinky fingers are close together (bowl).*
- » *As you receive the ball with your hands, you should bend your arms and bring the ball in towards your body.*

Practice: Bounce pass (5 - 8 minutes)

- Leader divides children into pairs and each pair has one ball.
- Partners stand facing each other along two designated lines so balls are bounced in the same direction.
- Leader explains: *We are going to practice bouncing and catching the ball.*
- *With your partner, I want you to try and catch the ball 10 times in a row.*
- *When you have caught the ball 10 times, take one step backwards.*
- Leader asks pairs to find a spot against the wall.
- *With your partner, one of you must bounce the ball against the wall and the other must catch it.*
- *Try bouncing the ball at different heights against the wall.*
- *Try to catch the ball 10 times in a row.*

TIPS FOR INSTRUCTION

- Time and practice is needed to develop the skill of catching.
- Praise children for what they are doing well.
- Remind children of the cues.

CUES

- *Eyes on ball*
- *Get “behind the ball”*
- *Hands together (triangle or bowl)*
- *Bring ball to body*

Game: Gopher ball (8 - 10 minutes)

- Leader creates groups of 4 children each.
- 3 of the children are “gophers” lying on their stomachs beside each other.
- Gophers are numbered 1 to 3.
- The fourth child stands facing them.
- *The person standing will bounce the ball and then call out a number, “1, 2 or 3”.*
- *If your number is called, you must get up and catch the ball before it bounces a second time.*
- *You score one point with every catch, and the first person with 5 points wins.*
- *Winners become the new throwers and the game starts again.*

TIPS FOR INSTRUCTION

- After 2-3 rounds, throwers can add extra challenges.
- Example: When you hear your number, stand up, turn around once, and then catch the ball.

Wrap-up (2 minutes)

Call the children into a circle and review what they learned.

Can you think of sports or games where you have to catch a bouncing ball?

Week 4 – Session 10: Dribbling feet

8 - 12 year olds

EQUIPMENT: Soccer balls (or any balls comparable in size, weight, and softness) and cones and/or beanbags.

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

Today we will practice dribbling and shooting a moving soccer ball.

Warm-up: Dribbling in tight space (5 minutes)

- Leader counts the number of children, then marks an area that size.
- For example, if there are 15 children, mark an area 15x15 metres.
- Leader distributes same-number-plus-five of cones or beanbags randomly around the area.
- Each child has a ball and dribbles around the area using both feet.
- Children try to avoid bumping into others or losing their ball.
- When leader says “Dribble a cone!” each child must dribble one tight circle around the nearest cone (or beanbag).
- Leader adds a different condition each time the children dribble a cone:
 - » *With the inside of your foot*
 - » *With the outside of your foot*
 - » *With the bottom of your foot*
 - » *With the bottom of your foot backwards*
- When leader says “Change!” each child must leave their ball and dribble another player’s ball.

Demonstration: Instep kick (2 minutes)

- Leader demonstrates how to kick a stationary ball with the instep (laces).
- *Start with body 2-3 steps behind the ball and to one side.*
- *If you kick right-footed, approach from the left.*
- *If you kick left-footed, approach from the right.*
- *Step forward and plant your non-kicking foot 10-15 cm to one side of the ball.*
- *Kick the ball with your toe pointed down, so you hit the middle of the ball with your laces (i.e. instep), not your toe.*
- *You can’t control your aim when you kick with your toe.*
- *Keep your eyes on the ball and follow through with your kick.*

- *Power comes by making good contact with the middle of the ball.*
- *Raise your arms slightly like “airplane wings” for balance.*

Practice: Dribble and shoot (8 - 10 minutes)

- Leader divides children into lines of 3-4 children each.
- Leader sets up a straight line of 5-6 cones (or bean bags) spaced at one-metre intervals in front of each line of children.
- Leader uses cones (or beanbags) to mark a small goal against the wall 10-15 metres past the end of each line of cones.
- Children dribble zigzag through the cones (or beanbags) and shoot at the goal.
- Children collect their ball and dribble to the back of the line for their next turn.

TIPS FOR INSTRUCTION

- Offer minimal correction of technique.
- Allow children to explore and “make mistakes”.
- Dribbling and shooting improve through practice.
- For safety, leave 6-8 metres of space between lines.

CUES

- *Baby touches*
- *Step forward and plant*
- *No toes*
- *Use your laces*
- *Eyes on the ball*
- *Airplane wings up*

Game: Numbers game (10 - 15 minutes)

- Leader divides children into two teams and numbers the children 1, 2, 3, 4, 5, etc. on each team.
- Teams spread out along opposite sides of the activity space.
- Between the two sides, one end of the area has a small goal 3 metres wide.
- The goal can be marked with cones or beanbags.
- Leader stands beside the goal with a supply of balls.
- Leader shouts a number and throws a ball into the middle of the area.
- Players on both teams with that number compete for the ball and try to dribble and shoot on goal.
- Play stops after a shot is taken, or after the ball travels out of bounds.
- Leader starts by calling one number at a time, then progresses to calling two or three numbers to compete for one ball.

Game: Small-sided soccer (any time)

- If you have extra time, set up 3-4 mini game fields and create small 2-metre goals using cones, bean bags, or floor hockey nets.
- Divide children into games where they play 2-versus-2 or 3-versus-3 without goalkeepers.
- Goals are not counted unless the shots enter the goal on the ground.

Wrap-up (2 minutes)

Call the children into a circle and review what they learned.

When you shoot, why do you need airplane wings?

Why do you need to keep your eyes on the ball?

Week 4 – Session 11: Jumping

8 - 12 year olds

EQUIPMENT: Skipping ropes, cones and/or beanbags to mark start and finish lines.

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

Can you think of a sport or game where you would need to know how to jump rope or jump over objects?

Warm-up: Stork tag (5 minutes)

- Demonstrate to children what a “stork stand” looks like.
- Have children stand up and show you their stork stand.
- Explain to children that you will be playing a game of “stork tag”.
- *If you get tagged you must stand like a stork until a friend high-fives you.*
- During the game, invite the children to move with various ways and speed within a defined space.

Demonstration: Jumping rope (3 - 4 minutes)

- *Today we will practice how to jump rope, and safety is important.*
- *If you are walking around, do not walk too close to someone who is jumping rope.*
- Leader demonstrates the correct rope length:
 - » *Standing on rope, hold arms straight out with hands at waist level.*
 - » *Adjust the rope and hand grip to this level.*
 - » *If rope is too long, tie knots where hands should grip.*
- Leader demonstrates how to hold/grip rope:
 - » *Palms facing up with thumbs pointing out.*
 - » *Fingers gently wrapped around rope, and arms bent at elbows.*
- Leader demonstrates the basic “two foot jump”:
 - » *Stand with feet together.*
 - » *Jump over rope and land on two feet.*
 - » *Bend knees when you jump the rope.*
- Leader demonstrates the basic “one foot jump”:
 - » *Stand on one foot.*
 - » *Turn rope forward.*
 - » *Land on the same foot.*

Practice: Who can...? (8 - 10 minutes)

- Children spread out around activity space.
- Each child has a skipping rope and faces the leader.
- Leader explains that he/she will call out a “Who can...?” question and will demonstrate a jump rope activity.
- Children must imitate the leader.
- *Before we start, make sure you have space around you.*
- Suggested jump rope activities:
 - » *Two-foot jump – jump rope with feet together, and bend and tuck knees while jumping.*
 - » *One-foot jump – balance on one foot, and hop and land on the same foot several times in a row (try with left and right foot).*
 - » *Alternate feet – stand on right foot, hop and land on left, then hop and land on right, etc.*
 - » *The Boxer – stand on one foot and hop twice, then change to other foot and hop twice, etc.*
 - » *The Skier – jump rope with feet together, and turn sideways with each jump (right, left, right, left, etc.).*
 - » *Locomotive – move slowly forward as you jump rope.*
 - » *For a fresh challenge, turn the rope backwards and try above activities.*
- Leader can ask children for ideas.

TIPS FOR INSTRUCTION

- Remind children how to find correct rope length.
- Children should jump rope at their own pace.
- Praise children for their efforts.
- Allow time to rest if needed.

CUES

- *Correct rope length*
- *Palms up, thumbs out*
- *Arms bent at elbows*
- *Look forward*
- *Soft landing*

Game: Relay race (8 - 10 minutes)

- Leader divides group into teams of 3-4 children.
- Teams line up at a start line at one end of activity space.
- Everyone has a skipping rope.
- Leader designates a “finish line” about 8-12 metres from the start line.
- Distance will depend on age and ability level of children.
- When the leader says “Go!” the first child in line jumps rope all the way to the finish line.
- The next child in line starts when their teammate has crossed the finish line.
- The first team to finish the relay is the winner.

Wrap-up (2 minutes)

Call the children into a circle and review what they learned.

Which jump rope activity did you like the best? Which did you find most challenging?

Week 4 – Session 12: Kicking

8 - 12 year olds

EQUIPMENT: Soccer balls (preferably size 4) or any balls comparable in size, weight, and bounce (e.g. playground balls or volleyballs with low inflation), cones and/or beanbags.

Introduction (1 - 2 minutes)

Explain in 20-30 seconds what you will be doing today.

Does anyone know what part of the foot you use to pass a soccer ball?

Warm-up: Passing through gates (5 minutes)

- Leader counts the number of children, then marks an area twice that size.
- For example, if there are 15 children, mark an area 30x30 metres.
- Leader uses cones or beanbags to create 10-20 small goals or “gates” randomly around the area.
- Each gate should be approximately one metre wide.
- Each child has a ball and dribbles around the area using both feet.
- Children try to avoid bumping into others or losing their ball.
- When leader says “*Dribble to score!*” each child must dribble their ball through a gate.
- When leader says “*Change!*” each child must leave their ball and dribble another player’s ball.
- When leader says “*Pass your ball through the gates!*” each child must dribble around the area and pass their ball gently through each gate they encounter.
- Leader can challenge children to count how many gates they can “pass” through in one minute.

Demonstration: Side foot soccer pass (1 - 2 minutes)

- Leader shows how to kick a ball with the side of the foot in “slow motion”.
- *Stand behind your ball and then take one step back. (Start position)*
- *Step forward and plant your non-kicking leg beside the ball. (10-15 cm)*
- *With your kicking leg, turn your foot so your leg looks like a bent hockey stick.*
- *Kick the ball with the side of your foot.*
- *Kick the middle of the ball, halfway up.*
- *Keep your eyes on the ball as you kick it.*
- *Raise your arms like “airplane wings” for balance.*

Practice: Partner passing (8 - 10 minutes)

- Leader divides children into pairs. Each pair has one ball.
- Leader identifies two lines on the floor 4-5 metres apart.
- Partners stand on opposite lines facing each other.
- Leader sets up a one-metre “gate” between each pair with cones (or beanbags).
- Children pass the ball back and forth through the gate.
- Children should take at least two touches: at least one touch to receive (control) the ball, and then one touch to pass it back.

TIPS FOR INSTRUCTION

- Don't over-correct technique at this age.
- Allow children to explore and “make mistakes”.
- Kicking improves through practice.
- Simply ensure children plant non-kicking foot correctly.
- Ensure they use side of the foot and kick “halfway up”.

CUES

- *Make a hockey stick*
- *Use side of your foot*
- *Eyes on the ball*
- *Airplane wings*

Game: Pass and dodge (8 - 10 minutes)

- Leader counts the number of children, then marks an area the same size.
- For example, if there are 15 children, mark an area 15x15 metres.
- Leader divides children into two groups.
- One group has one ball per child and the other group has none.
- Children without balls run around the area.
- Children with balls try to hit running children below the knees using crisp side-foot passes.
- As children are hit, they step outside the area and watch.
- Last child remaining is “Master Dodger!”
- Next round, previous children who were passing are now dodging.

Game: Small-sided soccer (any time)

- If you have extra time, set up 3-4 mini game fields and create small 2-metre goals using cones, beanbags, or floor hockey nets.
- Divide children into games where they play 2-versus-2 or 3-versus-3 without goalkeepers.
- Goals are not counted unless the shots enter the goal on the ground.

Wrap-up (2 minutes)

Call the children into a circle and review what they learned.

Which jump rope activity did you like the best? Which did you find most challenging?