

Physical Literacy at School: Unit 1

10-week unit for ages 8 - 12 years

Active for Life in partnership with ACC sports' "Champions for Life" program bring you this collection of physical literacy lesson plans for leaders and educators who want to enrich their programs.

Each of these 10 lessons takes about 30 minutes to complete with a group of children. At the end of each program, kids will have enjoyed a series of fun activities, and they will have taken one more step in developing 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 lesson plans

1. Decide what time of day that you will run your sessions.
2. Review each lesson plan in advance to ensure that you have the needed equipment.
3. Establish routines for the children (e.g. starting and ending the lesson with everybody semi-circle to talk about what they will do or have learned).
4. Make sure that the children 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. Ensure maximum participation for every child by minimizing line-ups and avoiding games with large circles. Whenever possible, stick to small group activities that use small teams or groups of 2-4 children each.

Have fun! For more lesson plans and information on physical literacy, visit: ActiveForLife.com and ChampionsForLife.ca

Lesson 1: Single-leg balance

8 - 12 year olds

EQUIPMENT: Soft balls, music, photos or illustrations of balance poses

Introduction (2 minutes)

Establish your routine right from the first lesson.

Call the children into a circle or into designated lines and greet them.

Explain any special safety rules and remind children to stop, look, and listen whenever you signal.

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

Today we will learn, practice, and play to balance on one leg and hold different stances properly.

Can one of you show me how you can stand on one leg for 10 seconds? (Choose a different child each lesson)

What sports or activities use the skill of standing on one leg? (Yoga, gymnastics, dancing, figure skating, hockey, soccer)

Warm-up: Hot dog tag (5 minutes)

- Choose 3-4 children to be “it”.
- *When the music begins I want you to run around the activity space trying not to get “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 locomotor ways to move around activity space (run, hop, gallop, skip).
- Switch who is “it” after 1 or 2 minutes.
- To keep the game moving, “hot dogs” can roll to other “hot dogs” to get free.

Demonstration: Single-leg balancing (3 - 5 minutes)

- Demonstrate the following single-leg balances for 10 seconds.
- You can show that it is not always easy to hold stances while learning.
 - » *Kimbo stance: Keep one foot flat on the ground. Lift other foot and cross it over your other leg so that your toe is pointing down and touching the ground.*
 - » *Single-leg balance Stance: Stand on one foot.*
 - » *Stork stance: Balance on one foot, place other foot lightly touching support leg, stretch arms out to side.*
 - » *Airplane taking-off stance: Staggered-stance, front leg bent, back leg straight with toes touching the ground, arms straight out to sides at shoulder height, lean forward, upper body and back leg in straight line.*
 - » *Airplane flying stance: Stand on one foot with arms out to sides at shoulder height, lean forward, front leg bent, back leg straight in the air, upper body and back leg in straight line.*
 - » *Kite stance: Stand tall on one foot, arms straight out to sides, lean over like a tilted kite flying upwards and to the side.*

Practice: Single-leg balance (5 minutes)

- Tape drawings or printed diagrams of the balance poses from the demonstration around the walls of the activity space.
- Divide children into 6 groups.
- Each group starts at one station and practices that balance.
- Encourage children to practice both legs and hold their stances for 10 seconds.
- Rotate to next station every 60 seconds.

TIPS FOR INSTRUCTION

- Play music while children are practicing and stop the music between stations.
- Encourage children to explore and demonstrate their own balance poses.
- Encourage children to hold challenging balance as long as possible.
- Encourage children to balance using alternate legs.

CUES

- *Looking forward*
- *Good posture (knee up, arms out)*
- *Body still*
- *Hold pose for 10 seconds*

Game: Balance ball pass (10 minutes)

- Divide children into groups of 4 or 5.
- Groups spread out around activity space and each group makes a circle.
- Each group has a soft ball.
- Explain that you will call out a balance pose and then begin the music.
- *When the music is playing, I want you to hold the balance that I call out, and try to pass the ball around the circle.*
- *Count how many times you can pass without anyone dropping the ball or losing your balance.*
- Repeat activity calling out different balances that were practiced.
- Circles can be made smaller or larger to create more or less challenge.

Lesson progressions:

It is a good idea to repeat the lesson one or two more times so children can develop their skills and build their confidence. Encourage children to increase their challenge by trying the following:

- Hold balance pose with eyes closed. Children should open their eyes if they are losing their balance too much so they do not fall and hurt themselves.
- Pair students up and have them challenge each other by balancing bean bags on different parts of the body while holding their stances.
- Encourage the children to develop good single-leg balance on the right and left legs.

Wrap-up (2 minutes)

Call the children back into a circle or designated lines and review what they learned.

What are the 4 cues for balancing on one leg?

What did you do to hold your balance on one leg longer?

Lesson 2: Balance and Ground Poses

8 - 12 year olds

EQUIPMENT: Mats, balloons (if balloons are not available, bean bags, soft balls or beach balls can be used), photos or illustrations of balance poses

Introduction (1 - 2 minutes)

Ask 2 or 3 children to demonstrate different ways to make a bridge.

Can you use your bodies to make a bridge that someone can pass under?

What activities require you to use balancing skills or hold poses? (e.g., yoga, gymnastics, dancing, wrestling).

Warm-up: Bridge tag (5 minutes)

- Pick 2-3 children to be “it” (i.e., taggers).
- When the music begins, children begin to run around the gym.
- If tagged, children must make a bridge with their body. At least one hand and one foot must be on the ground.
- To join the game again, another child must crawl under the bridge.
- Children must try to make a different bridge each time they are tagged.
- Change taggers after each minute.

Demonstration (5 minutes)

- Demonstrate the following balance poses for 10 seconds:
 - » *Plank pose (hold body straight from head to feet in push-up position, arms extended straight down from shoulders, only hands and feet touching the ground).*
 - » *Side plank pose (hold body straight from head to feet, facing sideways as you hold yourself up on one arm. Bottom arm is extended straight down to the floor, top hand is resting on hip or pointing to the sky).*
 - » *Downward dog pose (facing the floor, hands and feet on floor, bum in air to make an upside-down V-shape).*
 - » *Superman pose (lay down on stomach, stretch arms overhead like Superman, raise head, and hold arms and legs off the ground, keeping limbs straight).*
 - » *Dog pointer pose (left knee and foot on floor, right hand on floor, right leg stretched out, left arm stretched out and pointing forward).*
 - » *V-sit balance pose (sit on bum, body forms a V-shape with legs in the air, hands and arms point straight forward).*
- After each demonstration, ask children to practice the balance pose. Adapt the pose for children who do not have a lot of strength—ask them to hold the pose for shorter periods, or simplify the pose.
- Show the children that it is not always easy to hold poses when first learning. Remind them that their pose does not have to be perfect, but they should make their best effort.

TIPS FOR INSTRUCTION

- Children must be aware that holding poses requires strength and concentration.
- Play calm music while children are practicing.
- Encourage children to do their best.
- Encourage children to explore and invent their own balance poses.
- Encourage children to hold challenging poses as long as possible.

CUES: PLANK (PUSH-UP POSITION)

- *Straight posture, facing downwards*
- *Arms extended straight down from shoulders*
- *Body still*

CUES: SIDE PLANK

- *Straight posture, facing sideways*
- *Bottom arm extended straight down from shoulder (top hand on hip)*
- *Body still*

Game: Balance & balloon exploration (10 minutes)

- Group children in pairs and ask them to spread out around the gym.
- Each pair has one balloon.
- Children must keep the balloon in the air while completing a task.
- Children can be hit the balloon with any part of the body unless otherwise indicated.
- Children may hit the balloon a few times in a row if necessary to make a better pass to their partner.
- Tasks:
 - » *Hit the balloon back and forth with any hand while standing on one foot using any of the stances learned in the first lesson trying not to hop around.*
 - » *Hit the balloon back and forth with one foot while standing on one foot trying not to hop around.*
 - » *Hit the balloon back and forth while sitting down.*
 - » *Hit the balloon back and forth while holding the V-sit balance pose.*
 - » *Hit the balloon back and forth with any part of the body from the plank pose and/or downward dog pose (any foot or hand can leave the ground while hitting the balloon).*
 - » *Hit the balloon back and forth while holding the superman pose.*
 - » *Hit the balloon back and forth while holding the dog pointing pose.*
 - » *Hit the balloon back and forth while holding the side plank pose.*

Lesson progressions

- It is a good idea to repeat the lesson one or two more times so that the children can have time to get better at skills, build their strength, and build their confidence.
- Increase the challenge by asking children to bring their hands and feet closer together, or asking them to stay on one line or floor marking.
- Increase the challenge by asking children to balance for a longer period of time (e.g., 30-60 seconds).
- Ask children to create their own balance poses and then share with group.

Wrap-up (2 minutes)

What are the 4 things you need to remember when balancing?

What did you do to improve your balance?

Lesson 3: Running - Jogging and Sprinting

8 - 12 year olds

EQUIPMENT: Cones, hula hoops, bean bags, music.

Introduction (2 minutes)

Can somebody show me the difference between jogging and sprinting?

What sports or activities use jogging? Which ones use sprinting? (e.g., track and field, baseball, basketball, football, rugby, rhythmic gymnastics, soccer, etc.)

Warm-up: Balance hoops (5 minutes)

- Place 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 (from Lesson 1):
 - » *Kimbo stance*
 - » *Single-leg balance stance*
 - » *Stork stance*
 - » *Airplane taking-off stance*
 - » *Airplane flying stance*
 - » *Kite stance*
- Encourage and give children an opportunity to invent their own balances.

Demonstration: Jogging and sprinting (1 - 2 minutes)

- Explain to children that there are things they can do to be better runners.
- *When you walk, you always have one foot touching the ground. When you run, your entire body leaves the ground.*
- Demonstrate the difference between jogging (medium speed) and sprinting (running fast).
- Arms should be bent approximately 90 degrees at the elbows.
- *Jogging is good for longer distances (straight posture, hands pump forward-backward, land middle of foot, arms and legs move opposite).*
- *Sprinting is good for short distances (straight posture, hands move hip-to-hip, land on ball of foot, arms and legs move opposite).*

Practice: Running on the spot (5 minutes)

- Ask the children to run on the spot with you for 30-60 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 left hand should point forward and vice versa.
- Repeat a few times so children can grasp the concept of moving the opposite arms and legs.

Practice: 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.

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.
- Emphasize the difference in hand movement and foot landing between jogging and sprinting by repeating the cues often.

CUES: JOGGING

- *Straight Posture*
- *Hands pump forward-backward*
- *Land middle of foot*
- *Arms and legs move opposite*

CUES: SPRINTING

- *Straight Posture*
- *Hands swing hip to hip*
- *Land on ball of foot*
- *Arms and legs move opposite*

Game: In and out (10 minutes)

- Spread several hoops around the activity area on the floor.
- Distribute bean bags around the activity space—some inside hoops, some outside hoops.
- Divide children into 2 equal teams named “ins” and “outs”.
- *The “ins”, place the bean bags in the hoops and “outs” place them just outside the hoops.*
- Children are only allowed to move one bean bag at a time.
- Children must place the bean bags 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.

Lesson progressions

- In this introductory lesson, it is enough to emphasize basic hand and arm movement relative to leg movements.
- Practicing hand pumping and hand swinging helps children to feel how the upper body moves when jogging and sprinting.
- Marching and landing either on flat feet or on the balls of the feet helps children to feel the difference between jogging and sprinting.
- Children with a lower fitness level are permitted to mix walking and jogging. Other children may need to walk because they are jogging too quickly—they have not learned to pace themselves.
- Breathing is important. Remind children to breathe deeply and evenly while jogging and while recuperating from sprinting.

Wrap-up (2 minutes)

What are 4 keys to good jogging?

What are 4 keys to good sprinting?

Is it easier to breathe when jogging or sprinting?

Lesson 4: Running and Locomotion

8 - 12 year olds

EQUIPMENT: Cones, music

Introduction (2 minutes)

Can somebody show me three ways to move from point to another? What are the different ways that we can move our bodies?

What sports or activities use the skills of backpedaling (i.e., running backwards quickly), hopping on one foot, and side shuffling? (e.g., track and field, baseball, basketball, football, rugby, rhythmic gymnastics, soccer, etc.)

Warm-up: Running skills and locomotion drills (5 minutes)

- Mark a start line with 2 cones, and mark a stop line about 10-15 meters away with 2 more cones.
- Ask children to spread out along the start line. If there are many children, you can make 2-3 rows.
- On your signals, each row of children will travel to the other line. Tell each row the locomotion skill that you want them to use:
 - » *High-knee marching, on the balls of the feet, hands swinging hip to lip, knees up to waist height.*
 - » *High-knee running, same as marching, but fast tempo from line to line.*
 - » *High-knee running backward, continuing to swing hands “hip to lip” and stay on the ball of the feet, careful not to fall back.*
 - » *High-knee running sideways, continuing to swing hands “hip to lip” and stay on the ball of the feet while moving sideways.*
 - » *Bum kicks, heels kicking back towards bum, balls of the feet landing on the ground, hands swinging hip-to-lip.*
 - » *Backpedaling, running backward as fast as possible with small quick steps, pumping the elbows backward, and being careful not to fall.*
 - » *Galloping, toes pointed forward, stepping toes-to-heel, swinging hands.*
 - » *Hopping on one foot, springing on one leg, “hitch kick”, and swinging arms opposite to legs.*
 - » *Skipping, step-hop, step-hop rhythm, swinging arms opposite to legs.*
 - » *Side shuffle, toes pointed forward while shuffling sideways, back foot chases the other foot, arms opening and closing for balance.*
 - » *Carioca, start with toes pointed forward, crossover step in front and then crossover step in back, while moving sideways (some children will know this pattern from sports they have practiced).*

- Remind children that it is not a race. You simply want to see how well they perform the locomotion skills.
- Encourage the children to move together in their row from start and finish together.

Demonstration: Hopping (1 - 2 minutes)

- Explain that in hopping, you jump off one foot and land on the same foot.
- *When you hop, you take-off and land on the ball of the foot.*
- *When you hop, your leg is like a spring. You bend your leg when you land, and then you spring back up.*
- *Your leg in the air does a “hitch-kick” by swinging back to front with each hop.*
- *Use your arms for balance when hopping. (See Tips for instruction.)*
- Demonstrate or have one of the children demonstrate hopping.

Demonstration: Skipping (1 - 2 minutes)

- Explain that there is a hop in skipping and that the rhythm for skipping is step-hop, step-hop.
- Demonstrate or have one of the children demonstrate skipping, by stepping forward, hopping on the same foot, then repeating with other foot (step-hop, step-hop, step-hop).

Practice: Hopping and skipping (5 minutes)

- Ask children to spread out along one end of the activity space.
- Explain the game “Red light, green light”.
- *When I call out “green light”, hop towards the other end of the activity space.*
- *When I call out “red light”, stop and stand on one foot.*
- *When I call out “yellow light”, march slowly towards the other end of the activity space, lifting knees high and swinging arms opposite to legs.*
- Play a few rounds changing from hopping to skipping and give different children the opportunity to call the commands.

TIPS FOR INSTRUCTION

- Hopping requires good balance on one foot and strength to land and spring again with the same leg.
- Once the child has the proper coordination for skipping, they can move faster from one end of activity space to the other.
- Encourage children to make their best effort and to take their time to learn the proper arm and leg coordination.

CUES: HOPPING

- *Head up with good posture*
- *Spring on one leg*
- *Hitch-kick*
- *Swing arms opposite to leg*

CUES: SKIPPING

- *Head up with good posture*
- *Step-hop, step-hop rhythm*
- *Swing knee up and hop*
- *Swing arms opposite to legs*

Game: Follow the leader running squares (10 minutes)

- Divide children into groups of 3 or 4 according to ability.
- Groups spread out around activity space and each group makes a square with 4 cones. The cones can be about 8-10 meters apart.
- Explain to the children that they will take turns being the leader and will be moving around the square using different locomotion patterns.
- *The first leader will decide how to move around the square by demonstrating slowly what direction to go and what pattern to use (e.g., forward high-knee running, sideways shuffle, backpedal, sideways carioca to the first cone).*
- The leader should demonstrate a few times so that the children understand what to do.
- Each child has 2 chances to repeat each pattern, then another leader demonstrates a new pattern.
- Children can start by moving around the square with the same locomotion patterns as in the warm-up.
- To increase the challenge, children can pause to do tight circles around individual cones, jump, or hop over them.

Lesson progressions

- Changing from one locomotion pattern to another requires a good knowledge of each locomotion pattern.
- The goal of the game is that the children move from one locomotion pattern to another without faltering.
- Encourage the children to move at a speed that allows them to do the right movements while still challenging them.

Wrap-up (2 minutes)

What are 4 keys to good hopping?

What are 4 keys to good skipping?

Which is less tiring? Hopping or skipping?

Lesson 5: Jumping

8 - 12 year olds

EQUIPMENT: Bean bags, tape to mark a line on the floor

Introduction (2 minutes)

Can someone show me how to jump horizontally? (i.e., forward)

What sports or activities use the skill of jumping? (e.g., basketball, gymnastics, volleyball, track and field, football, etc.)

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

- Choose 1 or 2 children to be “it”.
- Children move according to your directions (e.g., 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)

- Demonstrate 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 forward 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)

- Organize 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: Extend body*
- *Land: Land quietly, arms forward*

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

- Divide group into teams of 3 or 4 children.
- Teams pair up and face each other across a line marked on the floor.
- 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 bean bag.
- The first child from Team B starts beside the bean bag 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 twice.
- The winning team is the one which finishes in the other team's territory.

Lesson progressions

- Provide opportunities for children to jump on and off of obstacles (e.g. mats stacked up, strong wood boxes, benches, etc.) and over obstacles (e.g. low hurdles, wooden blocks, cones, etc.).
- Each jumping variation is difficult and children will do better when they know how to get ready, take off, fly, and land well.

Wrap-up (2 minutes)

What are 4 keys to good jumping?

What did you do to help you jump further?

Lesson 6: Hopping

8 - 12 year olds

EQUIPMENT: Skipping ropes, cones, gymnastics mats, yoga mats, and/or hula hoops, small hurdles

Introduction (2 minutes)

Can somebody show me how to do a bunny hop?

Can somebody show me how to hop on one foot?

What sports or activities use the skill of hopping? (e.g., track and field, dancing, figure skating, gymnastics, basketball, etc.)

Warm-up: Jumping and hopping (5 minutes)

- Each child lays a skipping rope on the floor in a straight line (or use an existing line on the floor).
- Ask the children to explore different ways to jump and hop over their rope or line.
- Children should land without falling down.
- Move through the activity space and observe.
- Allow children time to explore different jumps and hops at their own pace.
- Emphasize landing with control and as softly as possible.
- Encourage children to try different jumps and hops:
 - » *Jump off two feet and land on two feet.*
 - » *Hop off one foot and land on one foot.*
 - » *Hop back and forth over the skipping rope 5 times without stopping.*
 - » *Hop all the way around the rope with one foot.*
 - » *Hop all the way around the rope with the other foot.*

Demonstration: Hopping (2 - 3 minutes)

- Demonstrate that hopping means jumping off one foot and landing on the same foot.
- *You take off and land on the ball of your foot.*
- *With each hop, bend your leg when you land and then spring back up.*
- *Your other leg does a “hitch kick” in the air by swinging the knee back-to-front with each hop.*
- *Swing your arms opposite to legs when hopping.*

Practice: Exploring the hop – Follow the leader (8 - 10 minutes)

- Children stand in their own space and follow the leader with different hops.
 - » *Hop in place on right foot, then left foot.*
 - » *Hop softly so you don't make a sound.*
 - » *Hop side to side.*
 - » *Hop forward, hop backwards.*
 - » *Hop forward and swing your arms.*
 - » *Hop five times in a row then change feet.*
 - » *Hop quickly, then hop slowly.*
 - » *Hop forward in a straight line.*
 - » *Hop, then jump, then hop, then jump.*

TIPS FOR INSTRUCTION

- Encourage children to hop with both their right and left legs.
- Hopping requires a lot of strength and fitness—give the children rests while practicing.

CUES

- *Head up with good posture*
- *Spring on one leg*
- *Hitch-kick*
- *Swing arms opposite to leg*

Game: Hopping mazes (8 - 10 minutes)

- Divide children into groups of 2-3 children.
- Each group has their own equipment (e.g. skipping rope, a few cones, and hula-hoops, small hurdles etc.)
- Each group makes a maze on the floor that they must hop through.
- Once all groups have tried hopping through their own maze, they switch with other groups and try the other mazes.

Lesson progressions

- Children can hop on one foot in multiple directions (forward, backward, sideways, diagonally, in a circle, etc.).
- Provide opportunities for children to hop on and off of obstacles (e.g. mats stacked up, benches etc.) and over obstacles (e.g. low hurdles, wooden blocks etc.).

Wrap-up (2 minutes)

What are 4 keys to good hopping?

Why are arms important in hopping and landing?

Lesson 7: Catching

8 - 12 year olds

EQUIPMENT: Soft balls of different sizes (foam, rubber, inflated), cones.

Introduction (2 minutes)

Can someone show me how to catch a ball below your chest?

Can someone show me how to catch a ball above your chest?

What sports or activities use the skill of catching a ball or object? (baseball, basketball, dodgeball, football, rugby, rhythmic gymnastics, soccer baseball, ultimate frisbee, etc.)

Warm-up: Catch it (10 minutes)

- Divide group into teams of 3-4 children.
- Pair teams to play against each other.
- Use cones to mark 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.

Demonstration: Catching (2 - 3 minutes)

- Choose one child to help demonstrate catching.
- Stand 4-5 metres apart from each other and throw and catch a ball.
- While demonstrating, remind 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 chest, 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 chest, 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)

- Divide children into groups of three.
- Children spread out around activity space and form a triangle with their group.
- Each group has a ball.
- Children toss the ball clockwise and practice catching.
- Suggest the following:
 - » *Change the direction (i.e. counterclockwise).*
 - » *Toss to either partner on your left or right side.*
 - » *Toss and catch below the chest.*
 - » *Toss and catch above the chest.*
 - » *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.
- Encourage children to do their best.
- Remind children of the cues.

CUES: CATCHING A BALL BELOW THE CHEST

- *Eyes on the ball*
- *Get “behind the ball”*
- *Hands bowl shape (pinkies close)*
- *Bring to body*

CATCHING A BALL ABOVE THE CHEST

- *Eyes on the ball*
- *Get “behind the ball”*
- *Hands triangle shape (thumbs close)*
- *Bring to body*

Game: Gopher ball (10 minutes)

- Divide children into groups of 4.
- 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 child 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.*
- *After 2-3 rounds, throwers can add extra challenges (e.g. *When you hear your number, stand up, turn around once, and then catch the ball.*)*

Lesson progressions

- Catching can be very difficult to learn if children have difficulty balancing and doing basic locomotion skills. Give ample opportunities for children to use the balls and explore the skills.
- Encourage children to try catching while in different positions (e.g., very low to floor, while balancing on one leg, while balancing in a pose previously learned, etc.).
- Challenge children by having them catch smaller balls in one hand, using their left and right hands.
- Children can challenge themselves further by doing trick catching (e.g., jumping and catching, twirling around and catching behind their backs, etc.).

Wrap-up (2 minutes)

What are 4 keys to catching below your chest?

What are 4 keys to catching above your chest?

Lesson 8: Throwing Underhand

8 - 12 year olds

EQUIPMENT: Cones, foam balls or bean bags, gym mats (foldable)

Introduction (2 minutes)

Can someone show me how to underhand throw a ball to a partner?

What sports or activities use the skill of throwing a ball or object underhand? (e.g., softball, game of horseshoes, rugby, volleyball, bowling, tennis, rhythmic gymnastics, dodgeball)

Warm-up: Doctor dodgeball (6 - 8 minutes)

- Divide children into two teams on opposite sides of the gym centre line.
- Use cones to create a neutral zone 3 metres each side of the centre line.
- Children cannot enter the neutral zone.
- Provide foam or soft inflated rubber balls for one-quarter the total number of children.
- Distribute the balls between the two teams.
- Children use an underhand roll (like bowling) to try to hit the legs of players on the other team.
- When a player is hit, they have to go to the back of the gym and sit down.
- Assign one player on each team to be the “doctor” who can rescue teammates if he/she touches them after they have been hit.
- Once the doctor is hit, the game is over.
- In the first round of the game, allow children to use their dominant hand to roll the ball.
- In alternate rounds, ask the children to play with their non-dominant hand.

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

- Demonstrate an underhand throw to a partner.
- *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 bean bag.*
- *After you release your bean bag, your hand should be pointing at your target.*

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

- Organize 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 bean bag.
- 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.
- You 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, encourage the children to “*speed up*” or “*slow down*” throws and shuffles.

TIPS FOR INSTRUCTION

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

CUES

- *Back swing with throwing arm*
- *Step with opposite foot*
- *Swing throwing arm*
- *Follow through*

Game: Not in my castle (10 minutes)

- Divide the activity space into two equal halves.
- Build a few “castles” on each side of the activity space (the more the better).
- A castle is built by standing up two foldable gym mats and making a turret.
- Castles should be at equal distances on both sides where children can successfully throw bean bags or balls into them.
- Divide children into two teams.
- Picks 1-2 children to sit inside their castle.
- Distribute several foam balls and or bean bags around the activity space.
- Teams must clear balls from their half by underhand throwing the balls into the other team’s castle.
- Children in the castles must toss the balls out of their castle.
- Remind the children that they are not throwing the balls at each other.
- After 2 minutes, give the command to “*freeze*”.
- Team with the least amount of balls in their castles wins.
- Repeat game and have different children sitting in the castles.
- Repeat the game with children underhand throwing with their non-dominant hand.

Lesson progressions

- Children can practice throwing and catching while running or doing different locomotion skills without dropping the object (passing a ball or bean bag to each other).

Wrap-up (2 minutes)

What are 4 keys to underhand throwing?

Where should you look when throwing a ball to a partner or target?

Lesson 9: Throwing Overhand

8 - 12 year olds

EQUIPMENT: Hula hoops, balls, bean bags, wall targets, cones, buckets

Introduction (2 minutes)

Can somebody show me how to throw a ball overhand?

What sports or activities require you to throw overhand? (e.g., basketball, baseball, rugby, rhythmic gymnastics, dodgeball, football, etc.)

Warm-up: Hot potato tag (5 minutes)

- Divide children into pairs.
- Each pair has either a ball or a bean bag.
- *When I yell “cold potato”, partners throw to each other.*
- *When I yell “hot potato”, whoever has the ball (or is about to catch the ball) must toss it in the air to themselves 3 times.*
- *When you finish tossing to yourself, you must run to try to tag your partner.*
- *When I yell “cold potato” again, start tossing and catching with your partners again.*
- *Keep your head up when running so you do not bump into anybody else.*
- *When your partner is tagged, stand and rest holding your balance on one leg until I say “cold potato” again.*

Demonstration: Overhand throw (2 minutes)

- Explain that the standing position for throwing overhand is like the stance of a knight in battle.
- Demonstrate how to overhand throw to a target on the wall:
 - » *Start with feet together facing the target.*
 - » *Step into “knight’s stance” with opposite foot to throwing arm.*
 - » *Knight’s stance: Side to target, feet spread, point at target with lead arm, throwing hand close to ear with elbow up.*
 - » *Rotate your trunk as you swing your throwing arm.*
 - » *Follow through with your throwing arm.*
 - » *Bend your knees and lean forward.*
- For a wall target, use either existing wall markings or tape a paper target or a hula hoop to the wall.

Practice: Target stations (10 minutes)

- Divide the children into four groups.
- Set up the following practice stations:
 - » Pin Knock Down – Line up 4 cones, one metre from the wall, with a foam ball balancing on each cone. Each child at the station has a ball. Using the knight stance, children take turns trying to knock the balls off the cones.
 - » Wall Target – Set up 4 different targets on a wall (e.g., hoops taped to wall, painted wall targets, poly spots, etc.). Each child at the station has a ball. Children try to hit the targets with their ball.
 - » Bucket Ball – Place different sized buckets about one metre from a wall. Each child at the station has a ball. Children try to overhand throw their ball into the bucket.
 - » 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 bean bags. Children stand on a poly spot and try to overhand throw their bean bags into the hoops. Lesson progressions

TIPS FOR INSTRUCTION

- Have children help you set-up the stations.
- Children should be careful not to walk in front of somebody throwing.
- Rotate stations every 2 minutes.

CUES

- *Face target*
- *Step into “Knight’s stance” with opposite foot*
- *Swing throwing arm*
- *Follow through*

Game: Monkey in the middle (8 - 10 minutes)

- Divide the children into groups of four.
- Each group finds their own space and forms a triangle with one child in the middle.
- The child in the middle is the “monkey” and tries to block, catch, or prevent the others from passing the ball successfully.
- The monkey gets a point each time the group does a bad throw or does not catch the ball.
- Change every minute so that everybody has a turn to be the “monkey” and see how many points they can get.

Lesson Progressions

Challenge children to practice catching and throwing to each other while running or doing different locomotion skills without dropping the ball or bean bag.

This lesson will help children build the confidence to play games like soccer, baseball, dodgeball, handball, basketball, etc.

Wrap-up (2 minutes)

What are 4 keys to throwing overhand?

Where should you look when throwing a ball to a partner or target?

Lesson 10: Best of “Fun Day”

8 - 12 year olds

EQUIPMENT: Soft balls, noodles or bowling pins, skipping ropes

Introduction (1 - 2 minutes)

For the past few weeks we have been having a lot of fun leaning how to balance, move in different ways and how to throw and catch a ball. Because you have done such a great job, today we will have fun repeating some of our favourite activities and games.

TIPS FOR INSTRUCTION

- The purpose of this lesson plan is to provide an opportunity for the children to revisit some of the games that they most enjoyed during the previous 9 weeks, while at the same time continuing to practice fundamental movement skills.
- The games that follow are examples of what Lesson 10 might look like. Leaders can follow this lesson plan or create their own based on their own observations and feedback from the children.
- Balance, locomotion, and object manipulation should all be practiced in this lesson.

Game 1: Hot potato tag (5 minutes)

- Divide children into pairs.
- Each pair has either a ball or a bean bag.
- *When I yell “cold potato”, partners throw to each other.*
- *When I yell “hot potato”, whoever has the ball (or is about to catch the ball) must toss it in the air to themselves 3 times.*
- *When you finish tossing to yourself, you must run to try to tag your partner.*
- *When I yell “cold potato” again, start tossing and catching with your partners again.*
- *Keep your head up when running so you do not bump into anybody else.*
- *When your partner is tagged, stand and rest holding your balance on one leg until I say “cold potato” again.*

Game 2: Jump tug-o-war (8 - 10 minutes)

- Divide group into teams of 3 or 4 children.
- Teams pair up and face each other across a line marked on the floor.
- 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 bean bag.
- The first child from Team B starts beside the bean bag 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 twice.
- The winning team is the one which finishes in the other team's territory.

Game 3: In and out (10 minutes)

- Spread several hoops around the activity area on the floor.
- Distribute bean bags around the activity space—some inside hoops, some outside hoops.
- Divide children into 2 equal teams named "ins" and "outs".
- *The "ins", place the bean bags in the hoops and "outs" place them just outside the hoops.*
- Children are only allowed to move one bean bag at a time.
- Children must place the bean bags 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.

Wrap-up (2 minutes)

Call the children back into a circle.

Discuss what the children liked best and what they learned throughout the sessions.

Say thank you for participating in the session.