

# Physical Literacy at School: Unit 2

## 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 a routine for the kids (e.g. coming together and listening to your instructions at the start of each session).
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. 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.

Have fun! For more lesson plans and information on physical literacy, visit: [ActiveForLife.com](http://ActiveForLife.com) and [ChampionsForLife.ca](http://ChampionsForLife.ca)

# Lesson 1: Kicking a soccer ball

8 - 12 year olds

**EQUIPMENT:** One soccer ball per child, cones

## Introduction (1 minute)

Greet the children and invite them to sit quietly in a semi-circle.

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

Explain safety rules (e.g. do not kick balls at other children).

*Which sports and games involve kicking a ball?*

## Warm-up: Dribbling in tight space (3 minutes)

- Count the number of children, then mark an area that size.
- For example, if there are 15 children, mark an area 15x15 metres.
- Distribute same-number-plus-five of mini-cones or bean bags 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 two tight circles around the nearest cone (or bean bag).
- When leader says *“Change!”* each child must leave their ball and dribble another player’s ball.

## Demonstration: Basic instep kick (2 minutes)

- Ask children to carefully roll their balls to one side of the activity area, then watch quietly while you demonstrate a basic instep kick.
- Explain that to kick a ball well (power and accuracy) kicker needs to start one step behind the ball.
- *Step forward with your non-kicking foot and plant it 10-15 cm beside the ball.*
- *Swing your kicking leg towards the ball, toe pointed down, and make contact with your laces (i.e. instep), not your toe.*
- *Follow through with your kicking leg so that it swings across the front of your body.*
- *Power comes by making quality contact with middle of the ball and staying balanced on your non-kicking leg.*
- *Your arms should be raised slightly like “airplane wings” to provide balance.*
- Ask each child to show you the movements with an imaginary ball, and you provide brief comment or correction if necessary.
- Try to provide more praise and encouragement than correction. If they have the basic idea, that is good enough at this time.

## 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, you 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.*
- *Your receiving foot should be off the ground and your leg 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.
- You should circulate and provide 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*

## Game: Clean up (10 minutes)

- Divide the group into two teams; one on each side of the activity space.
- Create a “forbidden zone” in the middle by using two existing lines on the floor or by setting up two lines of cones.
- Distance between lines should be 10-15 metres.
- Neither team is permitted to enter the “forbidden” zone.
- This ensures the teams are a safe distance apart when kicking.
- Game requires one ball for every two children.
- One team starts with all the balls.
- On the start signal, players start kicking balls as quickly as possible to the other team’s zone.
- If any balls stop in the forbidden zone, they remain there until the leader chooses to stop the game and redistribute the balls.
- Play each round for a fixed time (e.g. 2-3 minutes), then stop and count which team has the most balls in their opponent’s zone.

## 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 (2 minutes)

Ask all the children to help you put the balls away calmly.

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

*Q: What are the key elements of good receiving with the foot?*

Tell the children what they did well in the lesson today.

# Lesson 2: Rolling

8 - 12 year olds

**EQUIPMENT:** Music, gym mats

## Introduction (2 minutes)

Greet the children with your established opening routine.

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

*Can anyone show me how to roll along the floor?*

*What sports or activities use the skill of rolling? (gymnastics, martial arts, beach volleyball, dance)*

## Warm-up: Hot dog tag (5 - 6 minutes)

- Choose 3-4 children to be “it” for game of tag.
- Children who are tagged become “hot dog” 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.
- Suggest different ways to move around activity space (run, hop, gallop, skip).
- As a variation, hot dogs (wieners) can roll together until 3 children are side-by-side before being freed.
- Switch who is “it” after 1 or 2 minutes.

## Demonstration: Log roll (5 minutes)

- Ask children to sit in a semi-circle so that everyone can see the demonstration.
- Using a gym mat, demonstrate the log roll:
  - » *Body, arms and legs are stretched out as long as possible.*
  - » *Legs and arms stay together when rolling.*
  - » *Body stays “tight” when rolling.*
  - » *Body moves “together” in a straight line along the mat or floor.*
  - » *Roll is fluid and continuous.*
- Demonstrate fun variations of the log roll:
  - » **Sneaky snake:** Two children lie in a straight line on a mat in the log roll position. The child who is second in line, holds onto the ankles of the child in front of them. Together they “log roll” as one unit.

- » **Conveyer belt:** Two mats are joined together, and 3 or 4 children lie lengthwise across mats with some space between them. Feet must all be pointing in the same direction. On the “start” signal all children begin to log roll in the same direction. The first person to reach the end of the mat, quickly gets up and goes to the start of the mat and continues to log roll. This continues until leader signals “stop”.
- » **Toe to toe:** Two children lie on mat in log roll position with toes touching. When one partner says “go” they begin to log roll trying to keep toes touching.
- » **Hand to hand:** Two children lie on a mat in log roll position while holding hands. When a partner says “go” they begin to log roll trying to keep hands together.

## Practice: Log roll (5 - 8 minutes)

- Divide children into groups of four.
- Place mats around activity space, two mats for every four children.
- In their groups, children practice the basic log roll and then the fun variations from the demonstration.

### CUES

- *Body, arms, and legs stretched out*
- *Body is “tight”, legs and arms together*
- *Body moves in a straight line*
- *Roll is fluid*

## Game: Rolling relay race (10 minutes)

- Divide children into groups of 4 or 5.
- Groups are lined up at one end of activity space.
- Lay out a series of mats (3 or 4) in front of each group.
- *When the music starts the first person in line must “log roll” to the end of the mats.*
- *When you reach the end you must run back and “high five” the next person in line and then they go.*
- *The first team to finish wins the relay race.*
- *Repeat relay race using the fun variations from the demonstration.*

## Wrap-up (2 minutes)

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

*What are four keys to rolling well?*

# Lesson 3: Jumping

8 - 12 year olds

**EQUIPMENT:** Hula hoops, bean bags, ropes, foam blocks, mini hurdles

## Introduction (2 minutes)

Greet the children with your established opening routine.

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

*Can somebody show me how to jump over this block or cone?*

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

## Warm-up: Who can jump...? (5 minutes)

- Children spread out around the activity space.
- Explain that you will call out a “*Who can jump...?*” question.
- Children reply, “*I can!*” and perform the jump.
- Suggested jumps:
  - » *as quietly/loudly as possible*
  - » *forwards/backwards*
  - » *from a crouch position*
  - » *very fast*
  - » *very slow*
  - » *in a straight line*
  - » *in a circle*
  - » *like a frog*
  - » *with leg and arms stiff*
  - » *with arms held straight and firm, parallel to ground*
  - » *with legs wide apart*

## Demonstration: Jumping over an obstacle (2 minutes)

- Demonstrate jumping over a low obstacle (e.g. skipping rope held by two helpers, foam block, mini hurdle, etc.).
- *Start your jump on two feet, with feet hip-to-shoulder-width apart.*
- *Bend your knees and lean forward as you swing your arms back.*
- *Swing your arms forward and up as you spring with your legs.*
- *Reach and bring your knees up so your feet go over the obstacle.*
- *Try to keep your head up and look forward.*
- *Land softly by bending at your ankles, knees, and hips.*
- *Reach your arms forward for balance.*

## Practice: Jumping over rope (5 minutes)

- Divide children into groups of 3.
- Each group has a skipping rope.
- Explain to children that to be safe they are not to lift or move the rope while children are jumping over it.
- Groups spread out around activity space.
- Two children hold the ends of the rope while third child tries to jump over it.
- Encourage children to start with rope close to ground.
- Encourage children to raise rope after 2 or 3 successful jumps.
- Switch positions every 5 jumps.
- Children can explore jumping sideways and backwards.

### TIPS FOR INSTRUCTION

- Before children begin to practice, remind them to be safe and to not lift or move the rope while children are jumping over it.
- The aim is to practice jumping, however, stop or switch the activity if signs of extreme fatigue appear.
- Use different movements that are low-impact or zero-impact between rounds of jumping.
- As a general guideline, no more than 10 turns jumping per game.

### CUES

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



## Game: Obstacle jump (10 minutes)

- Spread a few hoops, foam blocks, and ropes around the activity space.
- Explain to the children that you will call out a movement (walk, run, gallop, skip).
- Children must move around the activity space without touching the equipment using that movement pattern.
- *When I call out “obstacle jump” you must jump in and out or over as many hoops, foam blocks or ropes as you can until I blow the whistle to stop.*
- Repeat several times, changing the movement each time.
- Challenge the children to jump in and out or over a certain number of obstacles: *I want you to try and jump in and out or over 5 obstacles before I blow the whistle.*

## Lesson progressions

- Provide opportunities for children to jump on and off obstacles (e.g. mats stacked up, strong wood boxes, benches, etc.).
- Ask children to jump and twist in the air before landing (try twisting both ways).
- Ask children if they can jump and make letter shapes with their bodies in the air before landing (e.g. A, Y, X, O).

## Wrap-up (2 minutes)

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

*What are four things (cues) we need to do to jump well?*

# Lesson 4: Hopping

8 - 12 year olds

**EQUIPMENT:** Ropes, hula hoops, bean bags, sticks, music

## Introduction (2 minutes)

Greet the children with your established opening routine.

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

*Can somebody show me how to hop on one foot?*

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

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

- Distribute a variety of equipment (e.g. ropes, hoops, beanbags, sticks etc.) around the activity space.
- Explain to children that they are to walk, jog, run, gallop, or skip around the activity space.
- Whenever they come to an obstacle, they must hop over it.
- Encourage the children to hop over several objects one after another.
- Remind children to move safely around equipment and not to step on it.
- Encourage children to practice hopping with their left and right foot.
- Play music at various tempos to encourage moving at different speeds.

## Demonstration: Hopping (5 minutes)

- Explain hopping: *Jump off one foot and land on the same foot.*
- *The part of the foot that you use for take-off and landing when you hop is the ball of the foot.*
- *The ball of the foot is the part that touches the ground when you are standing on your tippy-toes.*
- *Spring with each hop by bending your leg when you land and 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.*
- Demonstrate to children different ways to hop:
  - » landing softly
  - » landing hard (stomp)

- » hopping high
- » hopping low
- » hopping slowly
- » hopping quickly

## Practice: Can you hop ...? (5 minutes)

- Call out “*Can you hop . . .?*” and suggests a different hopping style each time.
- Children yell back, “*Yes, we can!*” and copy the movement.
- Different hopping styles:
  - » landing softly/hard
  - » without using your arms
  - » using only one arm
  - » using both arms
  - » forwards
  - » backwards
  - » as high as you can
  - » with small, low hops
  - » as far as you can
  - » with your right/left foot.

### CUES

- *Looking forward*
- *Spring on one leg*
- *Hitch-kick*
- *Swing arms opposite to leg*

## Game: Hop tag (10 minutes)

- Pick 2 children to be “it” and tag the other children.
- For each round, call out a movement (e.g. walk, jog, gallop, skip etc.)
- When music starts, children must move around activity space in the movement that was called out.
- *When you are tagged you must hop up and down 5 times as high as you can, then rejoin the game.*
- Every 60 seconds, change who is “it” and change movement pattern.

## Lesson progressions

- When children are hopping, they 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, low benches etc.) and over obstacles (e.g. low hurdles, wooden blocks etc.).

## Wrap-up (2 minutes)

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

*What are four things (cues) we need to do to help us hop well?*

# Lesson 5: Catching

8 - 12 year olds

**EQUIPMENT:** Hoops, ropes, foam blocks, music, bean bags, variety of small lightweight balls suitable for small hands

## Introduction (2 minutes)

Greet the children with your established opening routine.

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

*Can somebody show me how to catch a ball?*

*What sports or activities use the skill of catching? (baseball, basketball, football, rugby, rhythmic gymnastics, cricket, water polo).*

## Warm-up: Toss tag (5 minutes)

- Place four hula hoops around the activity space.
- Place a different size ball in each hoop.
- Choose one or two children to be “it”. They must try to tag the other children.
- If a child is tagged, they must hop or jump into a hoop, pick up the ball, and toss it 5 times to themselves before rejoining the game.
- There should be only one child in a hoop at a time.
- Each time a child is tagged they should go to a different hoop.
- Change who is “it” every 1-2 minutes.

## Demonstration: Catching (2 - 3 minutes)

- Choose one child to help demonstrate the elements of catching.
- Stand about 2-3 metres apart from each other and throw and catch a ball.
- Remind children of the following:
  - » *Keep your eyes on the ball.*
  - » *If the ball is going to pass to the side of you, get your whole body behind the ball.*
  - » *Reach out for the ball with your hands.*
  - » *If the ball is arriving above your belly button, palms face forward and fingers point up, bring thumbs together to make a triangle shape.*
  - » *If the ball is arriving at or below your belly button, bring your two pinky fingers together and make a bowl shape with your hands.*
  - » *As you catch the ball, bring it in towards your body.*

## CUES

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

## Practice: Throw and catch (5 - 8 minutes)

- Children spread out around perimeter of activity space facing the wall.
- Each child has a ball.
- Children practice throwing the ball against the wall and then catching it.
- After 2-3 minutes, leader places children in pairs with one ball.
- *One child throws the ball against the wall and the partner tries to catch it.*
- *The partner then throws the ball for the first child to catch.*
- You can challenge the children in different ways:
  - » *Can you do this 5 times without the ball touching the ground?*
  - » *How many times can you throw and catch the ball in 30 seconds?*
  - » *Throw the ball as high against the wall as you can, can your partner catch it?*

## TIPS FOR INSTRUCTION

- Time and practice is needed to develop the skill of catching.
- Praise children for their efforts.
- Remind children of the cues.

## CUES

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

## Game: Hot potato throw and catch (10 minutes)

- Divide children into pairs.
- Each pair has either a ball or a bean bag.
- Explain to the children: *When I yell “cold potato”, partners throw and catch with 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 catch your partner.*
- *The person without the ball runs away from their partner.*
- *When I yell “cold potato” again, start tossing and catching with your partner again.*
- Have children switch partners after 2 or 3 rounds.

## Lesson progressions

- Object manipulation skills can be difficult for some children to learn. Give ample opportunities for children to throw and catch various equipment (e.g. balls, balloons, rubber chickens etc.) and explore the skills as much as possible.
- 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)

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

*What are four things (cues) we need to do when we catch below/above our belly buttons?*

# Lesson 6: Throwing underhand

8 - 12 year olds

**EQUIPMENT:** Pinnies, bean bags or small balls, cones, hula hoop

## Introduction (2 minutes)

Greet the children with your established opening routine.

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

*Can somebody show me how to throw a ball underhand?*

*What sports or activities use the skill of throwing a ball or object underhand? (softball, baseball, bocce ball, rugby, tennis, rhythmic gymnastics, dodgeball)*

## Warm-up: Colour tag (5 minutes)

- Divide children into 4 equal groups.
- Each group is wearing a different colour pinnie.
- Call out a colour that will be “it”.
- The team that is “it” tries to tag members of the other teams.
- When a child is tagged they must freeze in a “star” position.
- To rejoin the game, another team member must crawl under the star’s legs.
- Change what colour is “it” every few minutes.

### TIPS FOR INSTRUCTION

- Children can repeat the activity using galloping or skipping to get around only.
- If there are no pinnies, children can hold coloured balls, beanbags, or noodles and tag the children while holding onto the equipment.

## Demonstration: Underhand throw (2 minutes)

- Demonstrate an underhand throw with a ball or bean bag 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 the ball or bean bag.*
- *After you release your ball or bean bag, your hand should be pointing at your target.*



## CUES

- *Swing arm back*
- *Step with opposite foot*
- *Swing arm forward*
- *Point to target with throwing arm*

## Practice: Hot potato (5 minutes)

- Organize children into pairs.
- Designate two lines (e.g. floor markings) where each partner stands to face the other, so all pairs throw in parallel.
- One bean bag or small ball “hot potato” per pair.
- *When the music starts, you must throw your hot potato underhand to each other.*
- *When the music stops, everyone “freeze” and stop throwing.*
- *All children with a hot potato in their hand must do 5 jumping jacks.*
- Repeat activity a few times.

## TIPS FOR INSTRUCTION

- Begin activity with children standing relatively close.
- Allow children to throw this short distance for a few turns.
- Increase the difficulty by increasing the distance.

## CUES

- *Swing arm back*
- *Step with opposite foot*
- *Swing arm forward*
- *Point to target with throwing arm*

## Game: Toss through blockers (10 minutes)

- Use cones to form a medium-size circle in the centre of the activity space (or use an existing circle floor marking).
- Then use cones to form a much larger box around the circle (or use existing floor markings).
- Place a hoop at each corner of the box and fill each hoop with several bean bags.
- Mark an “X” at four different locations around the outside box.
- Divide group into four groups. Each group forms a line at one of the “X’s”.
- One child at a time from each group, stands on the “X” and tries to underhand toss a bean bag into the centre circle.
- Choose 4 children to be “blockers”.
- Blockers stand in the centre circle and use their hands, feet and body to block bean bags from getting inside.
- Game ends when all bean bags have been thrown.
- Have the children clean-up and reset the game.
- Choose 4 different children to be the blockers each time.

## TIPS FOR INSTRUCTION

- Remind children that only one child is permitted to throw from each marked “X” at one time (easier for blockers).

## Lesson progressions

- For a greater challenge, increase the distance that children have to throw.
- Have children practice throwing with various types and sizes of equipment.

## Wrap-up (2 minutes)

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

*What are four keys to throwing underhand?*

# Lesson 7: Throwing overhand

8 - 12 year olds

**EQUIPMENT:** Hula hoops, balls, beanbags, wall targets, cones, buckets, poly spots

## Introduction (2 minutes)

Greet the children with your established opening routine.

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

*Can somebody show me how to throw a ball overhand?*

*What sports or activities use the skill of throwing a ball or object overhand? (softball, baseball, football, rugby, dodgeball, water polo)*

## Warm-up: Toss tag (5 minutes)

- Place four hula hoops around the activity space.
- Place a different size ball in each hoop.
- Choose one or two children to be “it”. They must try to tag the other children.
- If a child is tagged, they must hop or jump into a hoop, pick up the ball, and toss it 5 times to themselves. Then they rejoin the game.
- There should be only one child in a hoop at a time.
- Each time a child is tagged they should go to a different hoop.
- Change who is “it” every 1-2 minutes.

## Demonstration: Overhand throw (2 minutes)

- Demonstrate and explain to the children how to do an overhand throw to a wall target. There are many points to explain that can be summarized in 4 basic cues:
  - » *Stand sideways to the target.*
    - \* *Feet shoulder-width apart.*
  - » *Overhand throw position*
    - \* *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.*
  - » *Rotate shoulders and trunk*
    - \* *Start by twisting your body, drop the front arm, and then throw with your hand travelling over the shoulder.*
  - » *Point to the target with the throwing hand and release the ball.*
- Have all children stand and demonstrate the overhand throw position.

## Practice: Target stations (10 minutes)

- Divide 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 small ball (size of tennis ball) or bean bag. Using the knight stance, children take turns trying to knock the ball 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.). Place cones about 3m, 4m, and 5m from the wall. Each child at the station has a ball or bean bag and tries 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 or bean bag. 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 few poly spots around hula hoops at various distances from hoops. Each child has 5 beanbags. Children stand with one foot on a poly spot and try to overhand throw their beanbags into the hoops. Use cones if you do not have poly spots.

### TIPS FOR INSTRUCTION

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

### CUES

- *Stand sideways to the target*
- *Overhand throw position (point and raise throwing arm)*
- *Rotate shoulders and trunk*
- *Point to target and release ball*

## Game: Hoop elimination (10 minutes)

- Divide the activity space in half.
- Children spread out at one end of the activity space.
- Place several hoops around the other half of the activity space.
- Place several beanbags in two hoops in the two corners of the activity space closest to the children.
- Children pick up one beanbag at a time and try to overhand throw the beanbag into the 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.
- Then ask children to collect all beanbags and return them to the hoops in the corners.
- Activity continues until all hoops have been eliminated.

## Lesson progressions

- For a greater challenge, increase the distance that children have to throw.
- Each time you repeat this session, surprise the children with a new warm up tag game.
- You can have the children start with their feet together and step forward with the opposite foot once they have understood the overhand throw position.

## Wrap-up (2 minutes)

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

*What are four things (cues) we need to do when we throw overhand?*

# Lesson 8: Dribbling with hands

8 - 12 year olds

**EQUIPMENT:** Soft bouncing balls, pins, small basketballs for dribbling if available, music, hoops

## Introduction (2 minutes)

Greet the children with your established opening routine.

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

*Can somebody show me how to dribble a ball with your hands?*

*What sports or activities use the skill of dribbling a ball with your feet? (basketball)*

## Warm-up: Dribble and takedown (5 minutes)

- Divide the group into two teams.
- Each team stands at opposite ends of the gym and cannot cross the centre line.
- Each player has a pool noodle and stands it up along their team's end line as a target.
- Players spread out along their end line and stand in front of their noodles to protect them.
- To start the game, dump out 10-15 tennis balls into the playing space.
- Players must try to protect their target while retrieving tennis balls and rolling the balls to the other end to knock down opponent targets.
- The first team to knock down all the targets on their opponent's side wins.

## Rules

- Players cannot sit down to protect their targets. They must be on their feet at all times.
- If a player knocks down their own target by accident, it stays down.
- Only one player can protect a target at a time.
- Players are not allowed to help teammates to protect their targets.
- If players want to get closer to the centre line to roll their ball, they must dribble their ball with their hands.

## Demonstration: Dribbling with hands (2 minutes)

- Demonstrate how to dribble a basketball (size should be age appropriate) or soft bouncy ball.
- *Knees should be slightly bent, back should be relatively straight, and head should be looking up (similar to a “sitting” position).*
- *Fingers are spread out and should touch mostly the top of the ball.*
- *Use the soft part of your fingers (finger pads) near the end of your fingers to dribble, not your fingertips.*

### CUES

- *Spread fingers out on top of ball*
- *Use finger pads*
- *Bend knees*
- *Look up*

## Practice: Dribbling (10 minutes)

- Children each have a ball and spread out around activity space facing you.
- Explain that you will call out and demonstrate a dribbling challenge, and the children must try to copy your challenge.
- Suggested challenges:
  - » *Dribble the ball with one hand two or more times in a row.*
  - » *Dribble with the other hand, two or more times in a row.*
  - » *Count the number of times you can dribble without losing control.*
  - » *Say the letters of the alphabet as your dribble. Can you get to “z”?*
  - » *Dribble like a basketball player, switching hands back and forth.*
  - » *Look at the leader as you dribble and call out the number of fingers they are holding up.*
  - » *Dribble on your knees.*
  - » *Dribble while sitting.*
  - » *Start dribbling, then kneel down without stopping.*
  - » *Sit down and stand up without stopping.*

### TIPS FOR INSTRUCTION

- Have children practice dribbling with both hands.
- Dribbling challenges should be practiced two ways: standing in one spot, and moving around the activity space.
- Ask children to suggest a challenge.

### CUES

- *Spread fingers out on top of ball*
- *Use finger pads*
- *Bend knees*
- *Look up*

## Game: Musical hoops (10 minutes)

- Distribute hoops around the activity space.
- Each child has a ball.
- *When the music starts, you must dribble around the activity space without touching the hoops.*
- *When the music stops, dribble to a hoop, place one foot inside of it, and hold on to your basketball.*
- Children can share hoops.
- When the music starts again, children continue to dribble around activity space.
- Remove 1 or 2 hula hoops each time until there are only 1 or 2 hoops remaining.

## Lesson progressions

- Dribbling is a difficult skill for some children to learn. This lesson can be used several times in order to provide children with the needed practice.
- Encouraging children to dribble with both their right and left hands.
- Looking up while dribbling is the last cue. At the beginning, children can look at the ball and eventually start looking up while dribbling on the spot and eventually looking up while dribbling and moving around.

## Wrap-up (2 minutes)

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

*What are four things (cues) we need to do when dribbling a ball with our hands?*



# Lesson 9: Dribbling with feet

8 - 12 year olds

**EQUIPMENT:** Smaller soccer balls or any soft balls comparable in size and weight, cones, hoops, nets (hockey nets, mini soccer nets, bench on its side), music

## Introduction (2 minutes)

Greet the children with your established opening routine.

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

*Can somebody show me how to dribble a ball with your feet?*

*What sports or activities use the skill of dribbling a ball with your feet? (soccer, soccer baseball)*

## Warm-up: Dribbling in tight space part 1 (3 minutes)

- Count the number of children, then mark an area that size.
- For example, if there are 15 children, mark an area 15x15 metres.
- Distribute same-number-plus-five of mini-cones or bean bags 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 you say *“Dribble a cone!”* each child must dribble two tight circles around the nearest cone (or bean bag).
- When you say *“Change!”* each child must leave their ball and dribble another player’s ball.

## Demonstration: Soccer dribbling (1 minute)

- Demonstrate how to dribble a soccer ball using three parts of the foot: inside of foot, outside of foot, bottom of foot.
- *Use your eyes to look at ball and where you are going at the same time (see below).*
- *Touch with inside, outside, sole, and laces of foot.*
- *Use “baby touches”.*
- *Keep the ball close to your feet.*
- *Bend your knees and get low.*
- *Arms up for balance.*

## Practice: Dribbling in tight space part 2 (5 minutes)

- Same as the warm-up: Each child has a ball and dribbles using both feet.
- Children try to avoid bumping into others or losing their ball.
- When you say “*Dribble a cone!*” a condition is added each time:
  - » *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 you say “*Change!*” each child must leave their ball and dribble another player’s ball.

### TIPS FOR INSTRUCTION

- Use music to help to create a fun environment.
- Allow children to explore and make mistakes—don’t over-coach.
- Children will improve over time.
- Encourage children to dribble with both feet.
- Some children will already be experienced soccer players. Give them extra challenges. For example, dribble with the weaker foot, dribble only with outside or inside of foot, dribble a little faster, etc.

### CUES

- *Head up so you can see both the ball and others around you*
- *Touch with inside, outside, sole, and laces of foot*
- *Baby touches*
- *Ball close to feet*
- *Bend your knees*
- *Arms up*

## Game: Small-sided soccer (15 minutes)

- 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.
- Depending on the number of teams, play a mini-tournament where teams play for 4-5 minutes and then rotate to a new opponent.

## Wrap-up (2 minutes)

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

*What are four keys to dribbling a ball with our feet?*

# Lesson 10: Best of “Fun Day”

8 - 12 year olds

**EQUIPMENT:** According to the games selected by you and the children. See below.

## Introduction (1 - 2 minutes)

*For the past few weeks we have been learning how to balance, run and jump, throw and catch, and move in different ways. You’ve done a great job, so today you get to repeat your favourite games and activities.*

### 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.

## Game: Hop tag (5 minutes)

- Pick 2 children to be “it” and tag the other children.
- For each round, call out a movement (e.g. walk, jog, gallop, skip etc.)
- When music starts, children must move around activity space in the movement that was called out.
- *When you are tagged you must hop up and down 5 times as high as you can, then rejoin the game.*
- Every 60 seconds, change who is “it” and change movement pattern.

## Game: Musical hoops (10 minutes)

- Distribute hoops around the activity space.
- Each child has a ball.
- When the music starts, you must dribble around the activity space without touching the hoops.
- When the music stops, dribble to a hoop, place one foot inside of it, and hold on to your basketball.
- Children can share hoops.
- When the music starts again, children continue to dribble around activity space.
- Remove 1 or 2 hula hoops each time until there are only 1 or 2 hoops remaining.

## Game: Small-sided soccer (15 minutes)

- 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.
- Depending on the number of teams, play a mini-tournament where teams play for 4-5 minutes and then rotate to a new opponent.

## 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.