

# Physical Literacy at Summer Camp

## 4-week unit for ages 5 - 8 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: Balance

5 - 8 year olds

**EQUIPMENT:** Beanbags or soft foam balls, music source, large pictures of different balance poses. If you don't have beanbags, you can use rolled-up socks or small stuffed animals!

## Introduction (1 - 2 minutes)

*Today, we are going to work on balance.*

*Why is it important to have good balance?*

## Warm-up: One-foot hot potato tag (5 minutes)

- Leader chooses 2 children to be "it".
- Children who are "it" each have a beanbag or foam ball and must tag the other children by touching them with the beanbag or ball.
- All children must move around activity space by hopping on one foot.
- When a child is tagged, they are given the beanbag or foam ball, and they are now "it".
- Leader uses cones to mark off one corner of the activity space as a "safe zone".
- Children can go to the safe zone for a 10-second rest, then join the game again.
- Leader should specify how many children can be in the safe zone at once (e.g. *Only 4 people are allowed in the safe zone at one time.*)

## Demonstration: Static balance (3 - 5 minutes)

- Leader demonstrates the following static balances (hold balance for 3-5 seconds):
  - » *Stork stand: balance on one foot, place other foot against support leg at or above knee, stretch arms out.*
  - » *Downward facing dog: palms and feet flat on floor, stomach facing floor, push bum up to form a bridge, arms and legs are straight, head hanging down between arms.*
  - » *Upward facing dog: lie face down, hands beside shoulders, palms on floor, press up with arms, lift head and torso as high as possible, elbows close to body, hips on floor.*
  - » *Dolphin pose: same as downward dog, but balance on elbows instead of hands.*
  - » *Airplane pose: stand with arms out to sides at shoulder height, lean forward, front leg bent, back leg straight with toes touching the ground.*

## Practice: Static balance (5 minutes)

- Leader creates 6 balance stations by placing pictures of different balances around the activity space.
- One of the 6 stations is simply a sheet with "your own balance" printed on it.

- Leader divides children into 6 groups.
- Each group starts at one station and practices that balance.
- Rotate to next station every 30-60 seconds.
- Leader should encourage children to hold each balance for 5-10 seconds.

### TIPS FOR INSTRUCTION

- Praise children for their efforts.
- Encourage children to invent their own balance.
- Encourage children to hold each balance as long as possible.

### CUES

- *Head up*
- *Eyes looking forward*
- *Hold pose 5-10 seconds*
- *Body still and tight*

## Game: Balance ball pass (10 minutes)

- Leader divides 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.
- Leader calls out a balance and starts the music.
- *When the music plays, hold the balance that I call out, and try to pass the ball around the circle.*
- *Count how many times you can pass the ball without anyone dropping it or losing their balance.*
- Repeat this activity by calling out different balances each time.
- Circles can be made smaller or larger to increase or decrease the difficulty.

## Wrap-up (2 minutes)

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

*What did you do to hold your balance longer?*

# Week 1 - Session 2: Running

5 - 8 year olds

**EQUIPMENT:** None.

## Introduction (1 - 2 minutes)

*Today we will learn how to be better, faster runners.*

*What are some sports or games where you run a lot?*

## Warm-up: British bulldog (8 - 10 minutes)

- Two children act as bulldogs and stand in the centre of the activity space.
- The rest of the children line up across one baseline of the activity space.
- When the bulldogs yell “British bulldogs”, the other children try to run from the baseline to the other side of the activity space without being tagged by a bulldog.
- Any child who is tagged becomes an extra bulldog in the centre.
- Repeat until there are only two children remaining who are not bulldogs.
- These two remaining children become the bulldogs for the next round.

## Demonstration: Basic running (2 minutes)

- Tell children that there are things they can do to be better runners.
- Show the difference between jogging (medium speed) and sprinting (running fast).
- Explain that jogging is good for going longer distances and sprinting is good for short distances.
- Arms should be bent 90 degrees at the elbows and do not cross the centre of the body.
- *When jogging, arms “pump” gently forward and backward.*
- *When sprinting, arms pump more vigorously.*
- *When sprinting, knees come up higher and 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 as they run slowly on the spot.
- If they stand 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.
- You won't have time to address all of them in one basic session.
- Simply watch each child and give feedback based on the practice instructions.

## CUES

- *Keep head still.*
- *Arms "pump" gently when jogging.*
- *Arms "pump" vigorously when sprinting.*
- *Arms bent 90 degrees at elbows.*

## Game: Fire safety tag (8 - 10 minutes)

- In a large group of children, identify 2-3 children as "fires".
- Identify one more child to be the "firefighter".
- The fires try to tag the other children as they run.
- When a child is tagged by a fire, the child must stop, drop, roll, and then crawl.
- If the firefighter tags the crawling child, the child is free to get up and run again.

## CUES

- *Look up*
- *Swing your arms*

## Wrap-up (2 minutes)

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

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

# Week 1 - Session 3: Underhand Throwing

5 - 8 year olds

**EQUIPMENT:** Beanbags, buckets or boxes for golf holes, small cones for golf tees. If you don't have beanbags, you can use rolled-up socks or small stuffed animals!

## Introduction (1 - 2 minutes)

*Can you name any games where you throw a ball or other object underhand? (e.g. softball, bocce)*

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

- Choose 3-5 children to be taggers, depending on numbers.
- Suggestion: Ask children with a certain color shirt to be taggers, then switch colours for next round.
- 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.
- Make sure children exercise caution and look where they are running at all times.

## Demonstration: Underhand throw (1 - 2 minutes)

- Leader demonstrates an underhand throw to a target using 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: Throw to target (5 minutes)

- Leader organizes children into groups of 2 or 3.
- Groups spread out along one end of activity space so that all children are throwing in the same direction.
- Every child has a beanbag.
- Leader sets up a few cones in front of every group.
- Children take turns underhand throwing to cones to see who can throw closest to target.
- Leader gives the command to collect beanbags once all children have had a chance to throw.

### TIPS FOR INSTRUCTION

- Begin by placing cones fairly close to children.
- Allow children to throw this short distance for a few turns.
- Increase the difficulty by increasing the distance.

### CUES

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

## Game: Bucket toss golf (10 - 15 minutes)

- Leader sets up several “golf holes” by placing buckets or small boxes around the activity space.
- Leader places a marker on the ground to mark “golf tees” where children throw for each hole.
- Leader organizes groups into pairs.
- Each child in pair has a different colour beanbag.
- Each pair of “golfers” starts at a different golf hole.
- Children take turns throwing their beanbag at the golf hole from the tee.
- Children must continue to throw from the tee until they get their beanbag in the hole.
- Children count the number of attempts they make from the tee as “strokes” until they land in the hole, or until the leader says to move to the next hole.
- Leader tells children to move to the next hole every 1-2 minutes.
- Game is over when each pair has had a turn at each hole.
- Partner with the fewest strokes wins.

### TIPS FOR INSTRUCTION

- During setup, vary the distances for different holes.
- If time allows, play a second round where the children throw with their non-dominant hand.

### CUES

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

## Wrap-up (2 minutes)

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

*What are two things you need to remember when throwing at a target?*

# Week 2 - Session 4: Galloping

5 - 8 year olds

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

## Introduction (1 - 2 minutes)

*Can you think of any sports or games where you might need to gallop?*

## 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: Gallop (3 - 5 minutes)

- Leader asks children to sit in a semi-circle.
- *Today we are going to learn how to gallop, just like a horse!*
- Leader demonstrates how to gallop:
  - » *In galloping, you step forward with one foot that is always your "lead" foot.*
  - » *The toes of your back foot chase the heel of your lead foot, almost like skipping.*
  - » *Both feet leave the ground, and you land on your back foot, followed by your lead foot.*
  - » *When galloping, point both feet forward.*
  - » *Arms swing forward at the same time the back foot moves forward.*
  - » *Head up and look forward.*

## Practice: Gallop (5 minutes)

- Children spread on along one side of the activity space.
- Leader asks children to gallop in a line to the opposite side of the activity space.
- Leader gallops alongside any children who have difficulty (model the movement).
- Leader encourages children to swing their arms in rhythm with their lower body.
- With a partner, children spread out around activity space and practice the “step-toe-to-heel” pattern.
- Leader can invite children to gallop and work together to make shapes as they gallop (circle, figure eight, triangle, following a line on the floor etc.).
- Leader should encourage children to try galloping with opposite foot leading.

### TIPS FOR INSTRUCTION

- Many children learn this skill quickly, so it is a good time to reinforce good listening and cooperation while helping those who have difficulty.
- Encourage children to gallop with either foot leading.

### CUES

- *Step-toes-to-heel*
- *Swing arms in rhythm with lower body*
- *Head up*
- *Toes pointed forward*

## Game: Galloping horses relay race (10 minutes)

- Leader divides children into 4 or 5 groups with even numbers of children.
- Leader designates a start line at one end of activity space.
- For each group, leader places a cone at the other end of the activity space to mark their turn-around point.
- Groups line up behind the start line.
- Each group has one skipping rope as the “reins” to lead the horse.
- The first person in line is the horse, and they place the reins around their waist.
- The second person in line holds the reins as if they are guiding the horse.
- In pairs (horse and guide), children gallop around the turn around point and back to the start.
- When they reach the start line, they pass the reins to the next pair in their group.
- The first group to have every pair complete the course wins.

## Wrap-up (2 minutes)

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

*Why is it important to swing your arms when you are galloping?*

## Week 2 - Session 5: Kicking

5 - 8 year olds

**EQUIPMENT:** Small soccer balls (size 4 if possible) or playground balls with low inflation.

### Introduction (1 - 2 minutes)

*What are some sports that require you to kick a ball?*

### Warm-up: Target practice 1 (5 minutes)

- Set up 5-8 shooting targets around the activity space. For example:
  - » Two cones to make a goal.
  - » Hula hoop taped against a wall.
  - » Two chairs with a rope stretched between their tops.
  - » Be wary of windows or other breakables!
- Each child has a soccer ball.
- Children dribble with their feet slowly around the activity space.
- When they near a target, they shoot by kicking their ball.
- Provide children with some spatial awareness/safety cues. For example, kickers should make sure no one is in the path of their shot.

### Demonstration: Kicking a ball (2 - 3 minutes)

- Demonstrate: To kick a soccer ball well (power and accuracy) kicker needs to start with body 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 good contact with middle of the ball and keeping balance on your non-kicking leg.*
- *Raise your arms slightly like "airplane wings" for balance.*

### Practice: Kicking to a partner (5 minutes)

- Partners kick one ball back and forth from opposite sides of the activity area.
- Make sure all pairs are kicking in the same direction across the area.
- Leader circulates and provides feedback.

## 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*

## Activity: Target practice 2 (5 minutes)

- Repeat the “target practice” warm-up activity.

## 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 two teams. (No team is along the side where the soccer 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.

## Wrap-up (2 minutes)

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

*What do you need to do to kick a ball well?*

## Week 2 - Session 6: Throwing

5 - 8 year olds

**EQUIPMENT:** Hula hoops, lightweight balls, beanbags, wall targets, cones or poly spots, buckets or 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 or skipping ropes laid in a circle.

### 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: Toss tag (5 minutes)

- Leader spreads out several hula hoops around the activity space.
- Leader places a different size ball, or any other object that can be tossed up in each hoop.
- Leader chooses 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 must go to a different hoop.
- Leader should change 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. 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. 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 places several hoops around the other half of the activity space.
- Leader places 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.
- Leader then asks children to collect all beanbags and return them to the hoops in the corners.
- Activity continues until all hoops have been eliminated.

## Wrap-up (2 minutes)

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

*What are two things to remember when throwing overhand?*

# Week 3 - Session 7: Catching

5 - 8 year olds

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

## Introduction (1 - 2 minutes)

Ask children to name different sports and activities that require catching.

Tell them that knowing how to catch will help them enjoy different activities

## Warm-up: Individual toss and catch (5 minutes)

- Each child takes a ball and finds a space to toss and catch their ball.
- Ask children to explore different ways to catch the ball:
  - » *catching it with two hands*
  - » *letting the ball bounce before catching it*
  - » *tossing the ball at different heights*
  - » *catching the ball with one hand and then the other*

## Demonstration: Catching (2 - 3 minutes)

- Leader demonstrates the elements of catching.
  - » *Keep your eyes on the object until it arrives in your hands.*
  - » *Get your body behind the object (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 out to the side.*
  - » *If the object is arriving above your waist, your palms face forward, your fingers point up, and your two thumbs should be touching.*
  - » *If the object is arriving below the waist, your palms face forward, your fingers point down, and your two pinky fingers should be touching.*
  - » *As you receive the object with your hands, you should bend your arms and bring the object in towards your body.*

## Practice: Partner toss and catch (10 minutes)

- Repeat the warm-up activity with children grouped in pairs.
- Children simply toss the ball to each other.

## TIPS FOR INSTRUCTION

- At this age, the ball will touch the ground many times.
- Praise children if they use even one key element of catching (see Cues).

## CUES

- *Eyes on the ball*
- *Get “behind the ball”*
- *Hands together (pinkies or thumbs touch)*
- *Bring to body*

## Game: Trick catch (10 minutes)

- Partner 1 tosses the ball up in the air and does a trick before catching (e.g. clapping hands).
- Partner 2 tries to do Partner 1’s trick.
- Next, Partner 2 does a trick that Partner 1 has to imitate.
- Leader signals for children to find a new partner and start again.
- Extra fun: Leader can do a trick and ask all children to imitate it, or leader can pick a child to do a trick for the entire group to imitate.

## Wrap-up (2 minutes)

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

*When you catch an object, what things do you need to remember to do?*

## Week 3 - Session 8: Skipping

5 - 8 year olds

**EQUIPMENT:** Hula hoops, 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.

*Can you name any games or sports where you need to skip?*

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

- Leader places hula hoops around activity space (one per child).
- When the music starts, I want you to run around the activity space without touching the hula hoops.
- When the music stops, I want you to 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 come up with their own balances.

### Demonstration: Skip (3 - 5 minutes)

- Leader asks children to sit in a semi-circle.
- Leader explains skipping by breaking it down into two parts: “the step and the hop”.
- Leader demonstrates a “soldier march” by stepping with high knees (up to waist), arms swinging opposite to legs.
- Leader then demonstrates the “hop” by hopping off of one foot when opposite knee comes up, and landing on same foot.
- Leader then demonstrates skipping, by stepping forward, hopping on the same foot, then repeating with the other foot (step-hop, step-hop, step-hop).

## Practice: Skip (5 minutes)

- Children spread out along one side of the activity area and face the other side.
- All children move across the space with the instructions:
  - » Leader calls out the word “step” and children take a step like a marching soldier.
  - » Leader calls out the word “hop” and children hop and land on the same foot, one step at a time.
  - » Leader calls out “step” and then “hop” and the children follow the instructions.
  - » The leader should gradually increase the tempo.
- With a partner, children spread out around activity space and practice the “step-hop” pattern (e.g. play follow-the-leader by skipping).
- Encourage the children to say “step-hop, step-hop” as they move.
- When the leader sees that most children understand basic movement, leader can encourage them to swing their arms opposite their legs.
- Leader can invite children to skip making shapes (circle, figure eight, triangle, following a line on the floor, etc.).

### TIPS FOR INSTRUCTION

- Skipping can be difficult to learn.
- Praise children for their efforts.
- Provide enough practice time for success.

### CUES

- *Step-hop, step-hop*
- *Swing arms, opposite to leg*
- *Head up*

## Game: Skipping chain tag (10 minutes)

- Leader chooses 2 children to be the first chain and to be “it”.
- The pair of “it” children join hands and try to tag other children with their free hands.
- All children are skipping around the activity space.
- When the pair tags a child, they become a chain of three.
- When the three children tag a fourth child, they split into two chains of two.
- Both chains continue to chase and tag.
- The game is over when all children are part of a chain.
- Leader makes sure all children continue to skip at all times.

## Wrap-up (2 minutes)

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

*How does swinging your arms help you to skip?*

# Week 3 - Session 9: Running

5 - 8 year olds

**EQUIPMENT:** Cones, music source.

## Introduction (1 - 2 minutes)

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

*Today we are going to practice how to run.*

*What do your arms do when you are running?*

## Warm-up: Octopus tag (5 - 8 minutes)

- Leader chooses 2 children “octopi” to be it.
- “Octopi” begin in the centre of the activity space.
- All other children are “fish”.
- “Fish” spread out along a base line at one end of the activity space.
- When the “octopi” yell “Octopus!” all “fish” try to run to the other base line without getting tagged.
- “Octopi” are allowed to run and chase the “fish”.
- If tagged the “fish” become “seaweed” and stand with their feet rooted where they were tagged.
- “Seaweed” try to tag the “fish” in the following rounds.
- Restart the game when only 2 “fish” are left. They become the “octopi”.

## Demonstration: Running (1 - 2 minutes)

- Leader sets up a perimeter with cones in the activity space.
- Make sure all children can see the cones.
- Leader demonstrates how to run around the cones at medium speed.
- Leader demonstrates the following:
  - » *Keep head still and look ahead.*
  - » *Arms should be bent 90 degrees at the elbows.*
  - » *Arms pump forward and backward.*
  - » *Arms do not cross the front of your body.*
- Leader asks the children to run on the spot for 20-30 seconds.
- Leader also runs on the spot and reminds children to bend and/or pump their arms.

## Practice: Jogging around activity space (4 - 5 minutes)

- Children spread out around perimeter of activity space.
- *When the music starts, I want you to run slowly around the cones.*
- *Slow running is called “jogging”.*
- *When the music stops, you must “freeze” like a statue.*
- Music should play for 10-30 seconds depending on age and ability of group.
- Repeat activity 3 or 4 times, changing the direction that the children are running each time.
- Change the music to a faster tempo and encourage children to run faster with the music.
- Watch arms and remind individual children to use their arms when necessary.

### 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 when needed.

### CUES

- *Head still*
- *Look forward*
- *Arms bent 90 degrees*
- *Arms “pump” forward and backward*
- *Arms don’t cross front of body*

## Game: Tent tag (5 minutes)

- Leader choose one child to be “it”.
- Child who is “it” tries to tag other children.
- If child is tagged, they must form a “tent” with their body: Bend forward, hands on the floor, seat in the air.
- To become free, another child must crawl under the “tent”.

## Wrap-up (2 minutes)

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

*What was different about jogging and playing tag?*

# Week 4 - Session 10: Dodging

5 - 8 year olds

**EQUIPMENT:** Cones or markers, flags.

## Introduction (1 - 2 minutes)

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

*Can anyone tell me what “dodging” means? When might you need to dodge?*

## 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: Dodge (3 minutes)

- Leader asks children to sit in a semi-circle.
- Leader sets up a series of cones in a line approximately 2 metres apart and demonstrates how to “dodge” the cones:
  - » *Head up, look where you are going.*
  - » *Bend knees and get low when you change direction.*
  - » *Push off your left foot to dodge right.*
  - » *Push off your right foot to dodge left.*
  - » *Change direction in one step.*

## CUES

- *Head up, look ahead*
- *Body low*
- *Take one step*

### Practice: Dodging (5 minutes)

- Leader divides children into groups of 3-4.
- Leader sets up 8-10 cones in a straight line for each group.
- Each group lines up behind the first cone in their line.
- One at a time, children take turns weaving through the cones and “dodging” between them.
- Once everyone in the group reach the end, they repeat for more practice.
- Leader should ask children to go slowly at first.
- Leader can ask children to increase speed once it is clear they know how to dodge.
- Leader should emphasize that it is not a “race” but simply practice.
- *I'm looking to see who can do a great job of dodging the cones.*

### Game: Snatch the flag (10 - 12 minutes)

- Leader divides children into groups of 5-6.
- Leader uses cones to mark a 15x15 metre playing square for each group.
- Each player has a “flag” lightly tucked into their pants or shorts (side or back).
- On the signal, players run around and try to capture as many flags as possible while dodging and protecting their own flag.
- When a child captures a flag, they tuck it into the waist of their pants or shorts.
- When the leader calls “time”, children get one point for each flag they have captured.
- Decrease size of playing area after each round to increase the challenge.

### Wrap-up (2 minutes)

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

*What strategies did you use to “dodge” other kids during the game?*

# Week 4 - Session 11: Catching

5 - 8 year olds

**EQUIPMENT:** Hula hoops, skipping ropes, foam blocks, beanbags, variety of small light-weight balls suitable for small hands, and a music source. If you don't have hula hoops, try using beach towels. If you don't have foam blocks, try using skipping ropes laid down as obstacles.

## 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 think of sports or games where you have to catch?*

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

- Leader arranges a variety of equipment (e.g. ropes, hoops, foam blocks, bean bags) 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.
- 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 about 2-3 metres apart from each other and throw and catch a ball or a beanbag.
- Leader reminds the children of the following tips:
  - » *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 practicing their 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.*

### TIPS FOR INSTRUCTION

- Time and practice is needed to develop the skill of catching.
- At this age, the ball will touch the ground many times.
- Praise children if they use even one key element of catching (see Cues).

### CUES

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

## Game: Hot potato tag (8 - 10 minutes)

- Leader divides children into pairs.
- Each pair has either a ball or a beanbag.
- Leader explains: *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.*
- Leader should have children switch partners after 2 or 3 rounds.

## Wrap-up (2 minutes)

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

*Who can show me what your hands look like when you are catching a ball below the belly button? Above the belly button?*

# Week 4 - Session 12: Dribbling feet

5 - 8 year olds

**EQUIPMENT:** Foam soccer balls (or any balls comparable in size, weight, and softness), mini cones and/or beanbags.

## Introduction (1 - 2 minutes)

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

*Today we will learn the basics of dribbling a soccer ball with our feet.*

## Warm-up: Dribbling in tight space part 1 (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 mini-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).
- When leader says “Change!” each child must leave their ball and dribble another player’s ball.

## Demonstration: Soccer dribbling (2 minutes)

- Leader demonstrates how to dribble a soccer ball using three parts of the foot: inside of foot, outside of foot, bottom of foot.
- *Toes are not good for dribbling. Don't use your toes!*
- *Use “baby touches” to keep the ball close to your feet.*

## 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 leader says “*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 leader says “*Change!*” each child must leave their ball and dribble another player’s ball.

### TIPS FOR INSTRUCTION

- Don’t over-correct technique at this age.
- Allow children to explore and “make mistakes”.
- Dribbling improves through practice.
- Encourage children to dribble with both feet.

### CUES

- *No toes*
- *Baby touches*

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

- Leader sets up 3-4 mini game fields and creates 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.
- 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 into a circle and review what they learned.

*When dribbling, what kind of touches keep the ball close to you?*