

Physical Literacy at School: Unit 2

10-week unit for ages 5 - 8 years

Active for Life brings 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 (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](https://www.ActiveForLife.com)

Lesson 1: Static Balance

5 - 8 year olds

EQUIPMENT: Pinnies, hula hoops, soft balls, mats, music

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 practice how to balance while learning some cool stances.

*Can anyone show me how you can balance using one body part? Two body parts?
Balancing while making an interesting shape? (choose a different child each time)*

What sports or activities use the skill of balance? (Yoga, gymnastics, dancing, figure skating, hockey, martial arts).

Warm-up: Zookeeper tag (5 minutes)

- Choose two “zookeepers” to be “it” and gives them each a pinnie.
- All other children are “wild animals”.
- Place 6 hula hoops (animal enclosures) around the activity space.
- Ask all “wild animals” to spread out around activity space.
- On your signal, the “zookeepers” try to tag the wild animals.
- When tagged, animals must go to an “enclosure” and freeze in the shape of an animal.
- Another animal can free them by lifting the hula hoop over their head.
- Switch the “zookeepers” every 2 minutes.

Demonstration: Balance poses (5 minutes)

- Demonstrate the following balances for 5-10 seconds.
- Show that it is not always easy to hold balances when learning.
- *It doesn't have to be perfect, but you should try your best:*
 - » *Star pose – stand up straight and spread feet wide apart, extend arms out to the sides at shoulder height and parallel to floor, palms facing forward*
 - » *Airplane stance – stand on one foot with arms out to sides at shoulder height, lean forward, standing leg (front leg) bent, back leg straight in the air and parallel to floor.*
 - » *Dog pointer – begin on hands and knees, hands under shoulders, knees under hips, stretch left arm and right leg out so that they are parallel to floor*
 - » *Horse rider stance – standing up straight spread legs apart, point feet out to a 45 degree angle, slowly bend at knees so that thighs are parallel to floor, arms stretched out in front, parallel to floor.*
 - » *Crab pose – begin by sitting on floor with knees bent, feet flat and toes pointing forward, hands in line with shoulders and flat on floor with fingers pointing forward, lift bum up so that back and thighs are parallel to floor and arms are fully extended, head back looking up towards the sky*

Practice: Balance (5 minutes)

- Tape drawings or printed diagrams of the balance poses from the demonstration around the walls of the activity space.
- Place mats around activity space for children to use while balancing.
- Divide children into 5 small groups.
- Each group starts at one station and practices that balance.
- Encourage children to practice the balance while trying to hold it for 10 seconds.
- Groups rotate to next diagram every 60 seconds and repeat.

TIPS FOR INSTRUCTION

- Play calming music while children are practicing.
- Recognize children for their efforts.
- Encourage children to hold challenging balance as long as possible.
- Encourage children to explore and demonstrate their own balance poses that they can hold for 10 seconds.

CUES

- *Look forward*
- *Good posture*
- *Body still*
- *Hold pose for 10 seconds*

Game: Balance ball pass (10 minutes)

- Divide children into groups of 3 or 4.
- Groups spread out around activity space and each group makes a circle.
- Each group has a soft ball.
- Explain: *I will call out a balance pose and start the music.*
- *When the music is playing, I want you to hold the balance and try to pass the ball around the circle.*
- *Count how many times you can pass the ball without dropping it or losing your balance.*
- Repeat activity calling out different balances that were practiced.
- Circles should be small enough to allow successful passing of the ball.

Learning progression:

- Try to repeat the lesson once or twice so children get better at skills and build their confidence.
- If children are mastering the balances, encourage them to try the following:
- Ask children to close their eyes to increase the challenge. Tell them to open their eyes if they start to lose balance (so they avoid falling and getting hurt).
- Pair students up and have them challenge each other by balancing bean bags on different parts of the body while holding their stances.
- Encourage children to explore and demonstrate their own balance poses that they can hold for 10 seconds.
- Encourage children to practice balancing on both legs

Wrap-up (2 minutes)

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

What are some things (cues) we can do to help us balance?

Lesson 2: Running

5 - 8 year olds

EQUIPMENT: Cones, music.

Introduction (1 - 2 minutes)

Greet the children with the same opening routine that you have established.

Can somebody show me how to jog? How to sprint?

What sports or activities use the skills of jogging or sprinting? (Track and field, baseball, basketball, football, rugby, soccer, etc.)

Warm-up: Octopus tag (5 minutes)

- Choose 2 children “octopi” to be it.
- “Octopi” begin at 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 they are tagged, the “fish” become “seaweed” and stand with their feet “rooted” where they were tagged.
- “Seaweed” cannot move from the spot where they were tagged.
- With their feet rooted and arms flowing, “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 (2 minutes)

- Set up a perimeter with cones in the activity space.
- Ensure all children can see the cones.
- Demonstrate how to run around the cones at medium speed.
- Also demonstrate the following:
 - Keep head still and look ahead.
 - Arms should be bent at the elbows.
 - Arms pump forward and backward.
 - Arms do not cross the front of your body.
- Ask children to run on the spot for 30-60 seconds.
- Run on the spot with the children and remind them to bend and/or pump their arms.

Practice: Jogging around activity space (5 minutes)

- Children spread out around perimeter of activity space.
- Instruct the children: *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 20-60 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 encourages children to run faster with the music.
- When necessary, remind individual children to use their arms.

TIPS FOR INSTRUCTION

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

CUES

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

Game: Red light, green light (10 minutes)

- Ask children to spread out along one end of activity space.
- Remind children to keep their heads up when running and to be careful not to run into each other.
- Explain the game “Red light, green light”.
- *When I call “green light”, I want you to run as fast as you can towards the other end of the activity space.*
- *When I call “red light”, I want you to freeze in an interesting shape.*
- *When I call “yellow light”, I want you to run slowly toward the other end of the activity space.*

Learning progression

- You can repeat this lesson many times to help develop proper coordination and dynamic balance when running.
- In the practice, the children can jog forward, backward, and sideways while maintaining good coordination between their arms and legs.
- Playing fun and motivating music with different tempos can provide energy and establish the pace when children are jogging.

Wrap-up (2 minutes)

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

What are the things we need to do when we are running?

Lesson 3: Jumping

5 - 8 year olds

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

Introduction (2 minutes)

Greet the children with the same opening routine that you have established.

Can somebody show me how to jump over this block?

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

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

- Ask the children to spread out around the activity space.
- Explain: *I 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 - 8 minutes)

- Divide children into groups of 3.
- Each group has a skipping rope.
- 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.
- Children switch positions every 5-10 jumps.
- Children can explore jumping sideways and backwards.

TIPS FOR INSTRUCTION

- Before children begin to practice, remind them to be safe and not to 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 out a number of hoops, foam blocks, and ropes around the activity space.
- Explain: *I will call out a movement such as walk, run, gallop, or skip, and you must use that movement pattern to move around the area without touching any equipment.*
- *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 to jump in and out or over 5 obstacles before I blow the whistle.*

Learning progression

- Provide opportunities for children to jump on and off of 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 we need to do to jump well?

Lesson 4: Hopping

5 - 8 year olds

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

Introduction (2 minutes)

Greet the children with the same opening routine that you have established.

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 - 8 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 you come to an obstacle, you have to hop over it.*
- Encourage children to continue hopping over 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.*
- *Use the ball of the foot for take-off and landing when you hop.*
- *Spring with each hop—bend your leg when you land and spring back up.*
- *Your other leg 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

- *Head up with good posture*
- *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 that way.
- *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 the movement pattern.

Learning progression

- 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 into a circle and review what they learned.

What do we need to remember to help us hop well?

Lesson 5: Catching

5 - 8 year olds

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

Introduction (1 - 2 minutes)

Greet the children with the same opening routine that you have established.

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 etc.).

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 their 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 locomotor ways to move around activity space (run, skip, gallop etc.).
- Switch who is “it” every 1-2 minutes.

Demonstration: Catching (2 - 3 minutes)

- Choose one child to help demonstrate 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 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)

- 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 begin by tossing the ball clockwise and practicing their catching.
- 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 are 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 throw and catch (10 minutes)

- Divide children into pairs.
- Each pair has either a ball or a bean bag.
- Explain to 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.*

TIPS FOR INSTRUCTION

- Have children switch partners after 2 or 3 rounds.

Learning progression

- 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.).

Wrap-up (2 minutes)

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

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

Lesson 6: Throwing underhand

5 - 8 year olds

EQUIPMENT: Pinnies, beanbags or small balls, cones, hula hoop

Introduction (2 minutes)

Greet the children with the same opening routine that you have established.

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, etc.)

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

- Repeat activity with different locomotor movements:
 - » walk
 - » run
 - » gallop
 - » skip
- If there are no pinnies, children can hold coloured balls or beanbags and tag the children while holding onto the equipment.

Demonstration: Underhand throw (2 minutes)

- Demonstrate an underhand throw with a ball or beanbag 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 beanbag.*
- *After the release your hand should be pointing towards your target.*

Practice: Hot potato (5 - 8 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 beanbag or small ball per pair.
- *When the music starts, you must throw your ball or beanbag underhand to each other.*
- *When the music stops, everyone “freeze” and stop throwing.*
- *All children with a beanbag or ball in their hand must do 5 jumping jacks.*
- Repeat activity a few times.

TIPS FOR INSTRUCTION

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

CUES

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

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.
- Children stand on the “X” and try to underhand toss one beanbag at a time into the centre circle.
- 4 children stand in the centre circle and use their hands, feet and body to block beanbags from getting inside.
- Game ends when all beanbags 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

- Music can be used to start and end the game.
- Remind children that only one child is permitted to throw from each marked “X” at one time (easier for blockers).

Learning progression

- For a greater challenge, increase the distance that children have to throw.
- Have children practice throwing with various types and sizes of equipment (e.g. small and large balls, rubber chickens, water balloons etc.)

Wrap-up (2 minutes)

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

What do we need to do when we throw underhand?

Lesson 7: Throwing overhand

5 - 8 year olds

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

Introduction (2 minutes)

Greet the children with the same opening routine that you have established.

Can somebody show me how to throw a ball overhand?

What sports or activities use the skill of throwing a ball or object underhand? (Baseball, softball, basketball, dodgeball, football, rugby, water polo etc.)

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)

- Explain that the standing position for throwing overhand is like the stance of a knight in battle.
- Demonstrates the “Knight stance” with a target on the wall:
 - » *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.*
- 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 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 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.). Mark a “throwing line” about 3m from wall. 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 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.
- Remind children 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 on the throw*

Game: 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.

Learning progression

- This lesson can be used several times in order to develop throwing accuracy.
- 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.

Wrap-up (2 minutes)

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

What do we need to remember when throwing overhand?

Lesson 8: Dribble Feet

5 - 8 year olds

EQUIPMENT: Foam soccer balls (or any balls comparable in size, weight, and softness), mini cones, beanbags, small soccer nets

Introduction (2 minutes)

Greet the children with the same opening routine that you have established.

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 (5 minutes)

- Count the number of children, then mark an area that size.
- For example, if there are 15 children, mark an area 15x15 metres.
- Place same-number-plus-five of mini-cones 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 one tight circle around the nearest cone.
- When you say *“Change!”* each child must leave their ball and dribble another player’s ball.

Demonstration: Soccer dribbling (2 minutes)

- Demonstrate how to dribble a soccer ball using three parts of the foot: inside of foot, outside of foot, bottom of foot.
- Remind children that 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 you say “*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)

- Set up 3-4 mini game fields and create small 2-metre goals using cones, beanbags, or small 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.

Learning progression

- 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.
- For future lessons, in the game Small-sided soccer, two groups can be joined together and a second ball added.

Wrap-up (2 minutes)

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

What do we need to remember when dribbling a ball with our feet?

Lesson 9: Dribble hands

5 - 8 year olds

EQUIPMENT: Appropriate sized basketballs or soft bouncing balls, music, hoops

Introduction (2 minutes)

Greet the children with the same opening routine that you have established.

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

What sports or games make you dribble a ball with your hands? (basketball)

Warm-up: Tent tag (5 minutes)

- Choose one or two children to be “it”.
- Children who are “it” try to tag other children.
- When a child is tagged, they must form a “tent” with their body (e.g. bend forward, hands flat on floor, seat in the air).
- To become free, another child must crawl under the tent.

Demonstration: Dribbling with hands (2 minutes)

- Leader demonstrates how to dribble with a basketball (size should be age appropriate) or soft bouncy ball.
- Knees should be slightly bent, back should be fairly 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.*

Practice: Dribbling (10 minutes)

- Children each have a ball and spread out around activity space.
- Explain that you will call out and demonstrate a challenge, and the children must try to copy your challenge.
- Suggested challenges:
 - » Bounce and catch
 - * *Bounce the ball once with two hands and catch.*
 - * *Bounce the ball once with one hand and catch.*
 - * *Bounce the ball once with the other hand and catch.*
 - * *Bounce the ball with two hands and catch as you walk forward slowly.*

* *Bounce the ball with one hand and catch as you walk forward slowly.*

» Dribbling

* *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 me as you dribble and call out the number of fingers I am holding up.*

* *Start dribbling, then kneel down without stopping dribbling.*

* *Sit down and stand up without stopping dribbling.*

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

- *Finger pads*
- *Look up*
- *Bend knees*
- *Back straight*
- *Spread fingers out on top of ball*

Game: Musical hoops (10 minutes)

- Scatter hoops around 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.*
- *You are allowed to share hoops.*
- *When the music starts again, continue dribbling around the activity space.*
- Remove 1 or 2 hula hoops each time until there are only 1 or 2 hoops remaining.

Learning progression

- 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.
- For future lessons, in the game Small-sided soccer, two groups can be joined together and a second ball added.

Wrap-up (2 minutes)

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

What do we need to remember when dribbling a ball with our hands?

Lesson 10: Best of “Fun Day”

5 - 8 year olds

EQUIPMENT: Hoops, foam blocks, ropes, cones, beanbags, indoor soccer balls

Introduction (1 - 2 minutes)

For the past few weeks we have been having a lot of fun learning how to balance, move in different ways, and throw and catch a ball.

Because you have done such a great job, today we will be having more fun with some of the activities that we enjoyed the most.

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 throughout 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.
- You can either follow this lesson plan or create your own, based on your observations and feedback from the children.
- Balance, locomotion, and object manipulation should all be practiced in this lesson.

Game 1: Obstacle jump (10 minutes)

- Spread a number of 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.

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 2: Small-sided soccer (10 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.

CUES

- *No toes*
- *Baby touches*

Game 3: 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.

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 on the throw*

Wrap-up (2 minutes)

Call the children back into a circle.

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