

## OVERVIEW

<b>DURATION</b>	45 mins
<b>AGES</b>	6 - 9
<b>MILES RATING</b>	1.18
<b>STAGE(S) OF ATHLETIC DEVELOPMENT</b>	FUNdamentals (Age 6-9)
<b>SKILL LEVEL</b>	Intermediate
<b>DEVELOPMENT FOCUS</b>	<b>Fundamental Movement Skills</b> Object Control & Manipulation: Dribbling, Implements
<b>SPORT(S)</b>	Field Hockey, Floor Hockey
<b>EQUIPMENT</b>	Balls, Coloured Objects, Cones, Hockey Sticks, Hoops, Pucks
<b>ENVIRONMENT</b>	Field, Gym

These resources have been taken from (Sport for Life - Playbuilder), and with the support of the Commonwealth Secretariat have been adapted so that they can continue to be used in contexts where isolation or public hygiene conditions must be observed, or in contexts where health and safety regulations require modification.

- Activities can be facilitated in multiple environments. E.g. Home, backyards, gym, field, track, parks, etc.
- Equipment need not be specialized. Be creative with what you have. E.g. Use water bottles or empty boxes for targets, use rolled up socks or paper for throwing and catching, for lines use tape, chalk, or draw on the ground using a stick.
- These activities were created for simplicity, fun, and skill development. You need not be specifically trained to be a facilitator. Anyone with a passion for fun and play can lead.

## SAFEGUARDING CHILDREN AND CHILD PROTECTION

Setting up and following good safeguarding policies and procedures means children are safe from adults and other children who might pose a risk.

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- Protecting children from abuse and maltreatment;
- Preventing harm to children's health or development;
- Ensuring children grow up with the provision of safe and effective care; and
- Taking action to enable all children and young people to have the best outcomes.

This may be the first time you are engaging with children and young people online, and it can be very easy to unintentionally blur the boundaries between your personal and professional digital presence.

Here are some quick tips:

- **Never share personal contact information.** For example, only use work mobiles and social media accounts linked to your professional organisation.
- **Do not accept friend requests on personal accounts from children and young people you are engaging with in a professional setting.** Consider the privacy setting on any personal accounts you have, to reduce the likelihood of this happening.
- **When representing your organisation as part of an online event, be sure to check your organisation's policy** if you would like to promote the event online.

Children have the right to participate in sport in a safe and enjoyable environment. These safeguards are already being piloted by organisations all over the world and are set to be adopted more widely.

For more information please visit UNICEF's keeping children **safe** online guidelines and NSPCC's resource page on safeguarding and child **protection**.

## PARTNERS

This program delivered in partnership with:



## COMMONWEALTH MOVES SAFETY GUIDELINES

### Equipment

1. Equipment should be checked on a regular basis to ensure quality and safety.
2. Inspect all equipment prior to use and remove or repair any equipment as deemed necessary. i.e. remove sharp edges, cracks, splinters, etc.
3. Ensure equipment is developmentally appropriate. i.e. proper weight, size, height, etc.
4. Participants must use equipment in the way it is intended so as not to harm themselves, another individual, or the facility. For example, if using implements such as sticks or racquets participants must not swing them aimlessly as they may hit the walls and cause damage or harm another individual.
5. If extra safety equipment is required, i.e. helmets, safety goggles, etc, be sure they are worn in the proper way intended for use. For example, goggles on the face not head, chin straps secured, etc.
6. Ensure all balls are properly inflated.

### Attire

1. Appropriate athletic footwear, i.e. running shoes, must be worn at all times and shoelaces tied and secure.
2. Appropriate athletic clothing, i.e. t-shirts, shorts, or sweat pants, must be worn at all times. When religious requirements create a safety concern the activity must be modified.
3. Jewelry must be removed for any activity where incidental contact may occur and covered for all other activities.
4. Long hair should be tied back to avoid blocking of vision.

### Environment

1. Easy access to a fully stocked first aid kit must be available.
2. Ensure facility is free from debris and all safety hazards are removed.
3. Participants are to avoid the walls of the facility. Supervisors should place cone(s) to mark a finish line or turning point to avoid running into the walls or stage.
4. If participants are in an outdoor environment be sure the surface is free from holes, glass, rocks, and any other hazards.
5. If activity is taking place outside, supervisors must take into consideration the temperature, UV index, accessibility to water, etc and ensure safety measures are put into place.
6. When participating outside safety procedures must be communicated and followed in case of the threat of lightning.
7. Be aware of fire exits and protocols for evacuating the building in case of emergency.
8. Water must be accessible during all sessions.

### Activity

1. Be aware of any medical conditions your participants may have and the protocols in place to deal with any situations that may arise.
2. Supervisors should always be facing the participants so all activity can be seen and safety hazards addressed in a timely manner.
3. Ensure all activities are developmentally appropriate. i.e. a 6 year old should not be shooting free throws at a 10 foot high net with an adult sized ball.
4. Teach proper progressions of skills from basic to more advanced.
5. A participant should be challenged by choice. If they do not feel comfortable performing a certain skill give them alternatives so they can still participate but at their own comfort level.
6. Be aware of the safety issues of all activities and verbalize these to the students beforehand.
7. Be sure to provide a proper warm – up before activity takes place and cool – down at the end of each session.
8. Participants are not permitted in the area of play unless a supervisor is present.
9. Participants must be aware of their general and personal space at all times, and look where they are moving to ensure the safety of themselves, others and the facility.
10. Supervisors must establish and communicate behavior routines and rules with their group and remind and enforce these when necessary. A participant cannot be allowed to participate if they pose a safety risk to themselves, others and the facility.

## INTRODUCTION

2 mins 30 secs

### Health and Safety Considerations

- Keep a distance of 2 meters.
- Avoid sharing equipment.
- Disinfect equipment before and after use.
- Wash hands with soap and water before and after play.
- Use visual guides for spacing such as tape, ropes, signs, etc.

### Sustainable Development Goals



Goal #3: Ensure healthy lives and promote for all at all ages.

- SDG 3.4 - Inactivity is the fourth leading risk factor for global mortality. The importance of healthy lifestyles is prioritized in the Sustainable Development Agenda. Participating in physical education and sport can motivate people to be more active, contributing to the reduction of “premature mortality from non-communicable diseases” and associated healthcare costs.
- SDG 3.5 - Evidence shows that participating in physical education, physical activity and sport, including traditional sport and games, is associated with improved psychological and social health, as well as the prevention and treatment of substance abuse.
- SDG 3.3 and 3.7 - Regular participation supports the healthy development of children and adolescents, including their cognitive and psychosocial development. Sport events and large-scale physical activity programmes can also provide a platform for community health messaging and empowerment, engaging a diverse range of people who might otherwise not be reached through conventional health delivery. This supports efforts to address communicable diseases and improve access to health-care services.

Goal #4: Ensure inclusive and equitable quality education and promote lifelong learning

opportunities for all.

- SDG 4.1 - Physical education, physical activity and sport are “fundamental rights for all” and, as such, constitute important components of equitable and quality education.
- SDG 8.7 - Physical literacy provides the basis for lifelong participation in physical activity and the associated health benefits, making it essential for young people’s development and an important learning outcome across educational settings. High quality physical education, sport values education, skills development, physical activity and sport learning environments can also contribute to broader education outcomes.
- SDG 4.5 and 5.1 - they promote transferable soft-skills such as team-building, leadership and increased discipline, empathy and respect that assist with the transitioning from youth to adulthood and help to improve school attendance. They can also provide experiential and empowering education that can promote the engagement of a diverse range of students, irrespective of their background, including those less suited to formal education settings.
- SDG 4.5 - The inclusive and equitable delivery of physical education, sport values education, physical activity and sport at all levels of education will contribute to eliminating gender disparities.
- SDG 4.7 - It can also promote holistic development and lifelong learning, providing a platform well-suited to developing the knowledge and leadership skills needed to promote sustainable development.

Goal #5: Achieve gender equality and empower all women and girls.

- SDG 5.1, 5.5, and 5.c - Physical education, physical activity and sport reflect societal gender norms. Women are less likely to participate in physical activity than men and are significantly under-represented in leadership roles across sport. Proactive investment, policies and strategies can help address inequalities in sport participation and leadership.
- SDG 5.5 - Evidence suggests that the strong and active participation of women in decision-making processes has a potent impact on social development. In many communities, targeted sport-based programmes, especially at grassroots levels, as well as sport values education have made important contributions to the empowerment of women, girls and other vulnerable gender groups. Well-designed and effectively delivered initiatives can provide safe spaces to engage and support women and girls, promote female leadership and encourage respectful attitudes towards women and girls.

- SDG 5.2 and 5.3 - Eliminating all forms of violence and harmful practices against women and girls in sport will also contribute to wider sustainable development goals.

## Learning Focus

🕒 2 mins 30 secs

- Today we will focus on dribbling with a stick.
- Questions: What are some safety tips we need to keep in mind today?
- Answers will vary. Keep stick on the ground, keep head up and look where you are going, stay a safe distance away from others, etc.
- Some people may be trying this skill for the first time today. Be patient with yourself and others. It takes time to develop new skills.

## Video Links

- Activity: "Mirror Mirror"
- Link: <https://vimeo.com/424841078> (Skip to 1:38)

## WARM-UP

5 mins

## ■ Mirror Mirror

🕒 5 mins



## 🔧 Setup

- Place participants into groups of two

## 🛡️ Safety

**Safety**

Remind students of the importance of looking where they are going to avoid collisions.

- Designate one participant to be the leader.
- Leader chooses a locomotor movement to perform and the follower imitates this movement for 30 seconds.
- After time is up, they switch roles and the activity is repeated.
- Change pairs every minute.
- Encourage different pathways, speeds, and levels.

## SKILL LESSONS & ACTIVITIES

30 mins

### ■ Hockey Dribbling Cues



#### Hand Position Cues

- Less dominant hand about 3 inches below top of the stick
- Dominant hand just below other hand

#### Dribbling Cues

- Light taps – keeping object close to the stick
- Hands apart approximately 8-10 inches to control the object better
- Ball slightly in front of the body on dribbling side
- Use both sides of the stick when dribbling
- Heads up as you travel

## ■ Dribble Practice



 Balls, Cones, Hockey Sticks

 5 mins

### Setup

- Every participant should have a ball and stick. If you don't have a ball and stick try using rolled up socks and a broom stick or other alternative objects in your environment.

- They practice dribbling the ball using their forehand and backhand grip only using the flat side of the stick while staying in one place (students may need to start with just the forehand and push the ball along the ground until they feel comfortable to move on to implementing the backhand).
- They try dribbling their ball freely around the space being careful not to collide with others. They can begin by walking and when they are comfortable increase to a jog and then a run if possible and safe.
- Leader sets up cones/objects and participants try dribbling their ball around these objects.
- Leader observes them throughout and offers feedback where necessary.

■ **Red, Yellow, Green  
Light**

 Balls, Coloured Objects, Hockey Sticks, Pucks

 5 mins

 **Setup**

- Spread out participants around the playing area. Give each participant a hockey stick and a ball/puck. If you don't have a ball and stick try using rolled up socks and a broom stick or other alternative objects in your environment.
- You stand in the middle of the playing area where they can see you. You have 3 different coloured (red, yellow, green) objects.
- Three commands to use in this activity:
- When you hold up a green object, they dribble around in open space.
- When you hold up a yellow object, they dribble on the spot.
- When you hold up a red object, they put their foot on top of the ball/puck and stop dribbling.
- Participants must try to keep their heads up when dribbling to see which motion they should be doing. Ball should be kept close and in control.

## ■ Follow the Leader (field hockey)

 Balls, Hockey Sticks

 5 mins



### Setup

- Place participants into pairs and give everyone a stick but only one person a ball. If you don't have a ball and stick try using rolled up socks and a broom stick or other alternative objects in your environment.

### Safety

#### Safety

The teacher must emphasize the importance of staying safe at all times, sticks should be close to the ground and students should always look where they are going.

- Person with the ball must dribble the ball around and follow the person in front of them.
- Leader should change directions and speed to make it challenging but not too difficult that the dribbler cannot keep up.
- They switch places when they hear the signal to change.

**■ Hockey Dribble Weave** Balls, Cones, Hockey Sticks, Pucks 5 mins **Setup**

- Place participants into groups that provide maximum movement and participation and line them up on the end line. Give each participant a hockey stick and a ball/puck. If you don't have a ball and stick try using rolled up socks and a broom stick or other alternative objects in your environment.
- Place about 6 cones or poly spots in a line in front of each group with about a couple feet in between cones or poly spots. Stress that this is not a race.
- The first person in each line dribbles forward and weaves in and out of the cones or poly spots to the other end line and back. Then the next person in line goes. While the participants are waiting for their turn, they can dribble the ball/puck back and forth on the spot to increase movement.
- Continue for an allotted time period. You can challenge the participants to go a little faster as they become more comfortable.

**■ 4-Corner Dribble** Balls, Hockey Sticks, Hoops, Pucks 10 mins **Setup**

- Split the participants into 4 groups and put each group in each corner of the playing area. Give each participant a hockey stick. If you don't have stick try using a broom stick or other alternative objects in your environment.
- Place a hoop/taped or drawn circle with equal number of balls/pucks/rolled up socks in it in each corner with the teams.
- On the cue, "Go", the participants run to a corner (other than their own) and take a ball/puck with their stick and dribble it back to their hoop.
- Continue until a specific time period (e.g. 5 minutes). The team that has the most balls/pucks in their hoop at the end of the allotted time is the winner and a new round can begin.

## COOL-DOWN

7 mins 30 secs

## ■ Animal Stretches

🕒 5 mins

## 🔧 Setup

- Participants form a semi-circle around the leader.
- Reach up to the ceiling like a giraffe - stand on your tippy toes and reach with your arms. Pick some leaves off the trees and place it at your feet to eat later. Reach from side to side.
- Stand on one leg like a flamingo and hold your foot with your hand. Try the other foot.
- Clasp hands behind back and puff out your chest like an angry bear. Can you make a bear sound?
- Sit on the floor, bend knees, open legs and touch soles of feet together like a butterfly. Flap your butterfly wings by moving thighs up and down.
- Pretend you are a turtle on its back. Clasp hands around back of knees and bring knees to chest. Rock back and forth and side to side.
- Lie on your back like a sleeping snake, close your eyes and breathe softly.

## 💬 Debrief

🕒 2 mins 30 secs

- Question: What are some things you can do to be a good dribbler?
- Answers will vary. See cues above.
- Question: Why is it important to practice a variety of sport and physical activity skills?
- Answers will vary. If you are good at a lot of skills you will be more motivated to try other activities. Regular participation in sport and/or physical activities will improve your physical and mental health along with forming new friendships.