

## OVERVIEW

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|---|---|
| <b>DURATION</b>                         | 45 mins   |
| <b>AGES</b>                             | 6 - 9   |
| <b>MILES RATING</b>                     | 2.08  |
| <b>STAGE(S) OF ATHLETIC DEVELOPMENT</b> | FUNdamentals (Age 6-9)  |
| <b>SKILL LEVEL</b>                      | Beginner  |
| <b>DEVELOPMENT FOCUS</b>                | <b>Fundamental Movement Skills</b><br>Locomotor: Jumping, Running |
| <b>SPORT(S)</b>                         | Multisport  |
| <b>EQUIPMENT</b>                        | Cones, Hoops  |
| <b>ENVIRONMENT</b>                      | At Home, 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 Consideration

- 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 are going to focus on locomotor skills of running and jumping?
- Question: Does anyone know what locomotor means?
- Answer: Moving your body from one place to another.
- Question: Does anyone know the difference between a jump and a hop?
- Answer: A jump uses two feet while a hop uses only one.

**Video Links**

- Activity: "Mirror Mirror"
- Link: <https://vimeo.com/424841078> (Skip to 1:38)
- Activity: " Can you Jump?"
- Link: <https://vimeo.com/410879143> (Skip to 0:07)
- Activity: Guess the Drawing"
- Link: <https://vimeo.com/427837967> (Skip to 2:18)

## WARM-UP

5 mins

### ■ Mirrors

🕒 5 mins



### 🔧 Setup

- Leader places the participants into pairs.
- One participant is the leader and the other the follower.
- The leader must choose an action and perform it while the other tries to copy it as if they were their reflection in a mirror (actions could be jumping, hopping, dancing, squats, planks, etc).
- Participants switch roles on the leader's signal.

## SKILL LESSONS & ACTIVITIES

30 mins

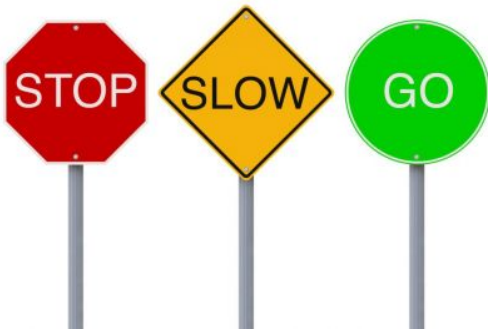
### ■ Running cues.



- Eyes forward
- Bend elbows
- Move relaxed hands from hip to lip
- Arms move in opposition to legs
- Stay on balls of feet
- Feet land softly

### ■ Red Light, Green Light, Yellow Light

⌚ 5 mins



#### Setup

- Participants spread out over the general space.



#### Safety

#### Safety

The teacher reminds students to keep their heads up and look where they are going when running today so as not to collide with anyone else.

- Leader will say either “green light”- run fast. “yellow light”- run on the spot, or “red light”- stop running.
- Participants will follow the directions and practice their running.



**■ Quick to React**

🕒 5 mins

 **Setup**

- Have participants line up at one end of the playing area.

 **Safety****Safety**

When doing this activity indoors, ensure that students have ample room to slow down so as to not collide with a wall.

- Two commands to use in this activity:

1. "Jog"- participants begin jogging toward you
2. "Sprint"- they turn around and sprint as fast as they can back to the starting line

- Repeat the activity a few times with rest periods in between.
- Change approximate distance they have to run each time by backing away from them until you reach 50 meters.
- Call out the commands quicker once participants are more comfortable to make the activity more fun and challenging.

## ■ 50 Meter Sprint Practice

 Cones

 10 mins



### Setup

- Set up a 50 meter race track.
  - Safety: Make sure there is ample room to slow down after race is completed to ensure no collisions.
  - Set up participants in groups that allow maximum participation and safety.
  - Have groups line up at starting line.
- 
- When the leader says “On your mark, get set, Go!” participants run as fast as they can to the finish line.
  - If participants are waiting for their turn to go have them jog around and get muscles warmed up before their big race.
  - Have groups try the race a few times and emphasize personal improvement and good sportsmanship.
  - Remind participants of running cues and how to improve running technique each time to improve their race.

## ■ Jumping Cues



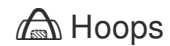
- Bend knees like sitting in a chair
- Swing arms back
- Swing arms forward
- Push off with balls of feet and lift off the ground
- Land back on ground and bend knees to cushion landing

**■ Can You Jump?**

🕒 5 mins

 **Setup**

- Participants form a circle and spread out as the leader demonstrates and reviews the jumping cues.
  
- Leader asks participants the following questions and they perform the action:
  
- Can you jump high and land lightly? Let's try it again even higher and softer.
  
- Can you jump as far as you can and land softly? Try jumping even further.
  
- Can you jump and reach up?
  
- Can you jump and reach out?
  
- Can you jump and do a quarter turn? A half turn?
  
- Can you jump forward and then backward?
  
- Can you jump like a kangaroo all over the playing space?
  
- Can you run and jump and land on two feet? Make sure you look where you are going. Try this one again.

**■ Hoop Jump Relay**

⌚ 5 mins

 **Setup**

- Place participants into groups of three or four to maximize movement, participation, and safety.
- Line the groups up at one end of the playing area.
- Place several hoops in a line touching each other in front of each group. If you don't have hoops try taped circles or circles drawn in the ground with a stick/chalk.
- On the cue, “*On your Marks... Set... Go!*”, the first person in line jumps in each hoop to the other end of the hoops and runs back.
- While participants are waiting for their turn, have them balance or perform an exercise to increase movement.
- Continue until all participants have had their turn.

## COOL-DOWN

7 mins 30 secs

■ **Guess the drawing**

🕒 5 mins

🔧 **Setup**

- Place participants into pairs.
- Pairs face each other a few feet apart.
- Give them a theme such as "fruit".
- One partner draws first.
- The drawer uses their dominant hand to draw an item from the chosen theme while the guesser tries to guess the item. Then they switch roles.
- Next round, leader chooses a new them and participants draw with their non-dominant hands.
- For the next rounds leader chooses new themes and different body parts participants must draw with such as elbows, foot, knees, etc.

💬 **Debrief**

🕒 2 mins 30 secs

- Question: What are some things you can do to make you a better runner?
- Answer: See cues above.
- Question: What are somethings you can do to become a better jumper?
- Answer: See cues above.
- Question: What sport for physical activity uses jumping?
- Answers will vary. Volleyball, basketball, long jump, high jump, ski jump, diving, etc.