

OVERVIEW

DURATION	45 mins
AGES	10 - 12
MILES RATING	1.73
STAGE(S) OF ATHLETIC DEVELOPMENT	FUNdamentals (Age 6-9)
SKILL LEVEL	Intermediate
DEVELOPMENT FOCUS	Fundamental Movement Skills Object Control & Manipulation: Dribbling, Feet, Kicking, Passing
SPORT(S)	Soccer
EQUIPMENT	Balls, Blocks, Cones, Music
ENVIRONMENT	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 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 passing, trapping, and kicking a ball.
- Try doing all these skills with your right and left foot today.
- Question: Why would it be useful to perform these skills well with both feet?
- Answers will vary. If you can pass, trap, and kick with both feet you will be a better soccer player. Defenders will have a harder time defending you because they won't know which side of your body you are going to use. It makes you a more versatile player overall.

Video Links

- Activity: Musical Statues"
- Link: <https://vimeo.com/424841078> (Skip to 0:06)

WARM-UP

5 mins

■ Musical Statues

 Music

 5 mins



Setup

- Participants spread out around the playing space.

- When the music is playing participants move around in various ways such as skipping, jumping, hopping, etc.
- When the music stops participants balance in different ways such as like a star, flamingo, on three body parts, etc.

SKILL LESSONS & ACTIVITIES

30 mins

■ Dribble Free Play - Feet

 Balls 5 mins Setup

- Give each participant a ball.
- Have participants try dribbling the ball in various ways in open space.

■ Passing with feet cues

 Balls

- Step non-kicking foot next to ball
- Contact middle of ball
- Turn foot and contact with inside of foot
- Use firm kick so it gets to target
- Follow through so kicking foot points toward target

■ Trapping with feet cues

 Balls



- Move body in front of ball
- Relax foot and cushion ball with inside of foot or place ball of foot on top of ball
- Ball should stay close to your foot

■ Wall Trap

 Balls

 2 mins 30 secs

Setup

- Each participant has a ball and stands several feet away from the wall.



- Participants practice kicking the ball at the wall and trapping it when it returns.
- Try trapping with both feet.

■ Partner Wall Trap

 Balls 2 mins 30 secs

Setup

- Place participants into pairs. Give each pair a ball. Spread out the pairs around the periphery of the playing area. They stand several feet in front of the wall and a few feet away from each other.
- The partner with the ball kicks the ball toward the wall and the partner without the ball must try to trap it and then kick it back.
- Partners can try to challenge themselves and see how many successful traps they can complete in a row and then try to beat their record each time.
- Tell the trappers that they must try and read where the ball is going to go so they can move to it and trap it successfully.

■ Rubber Band (Feet)

 Balls 5 mins

Setup

- Place participants into pairs.
- Give each pair a ball and a safe place to play.
- Pairs stand just a few feet away from each other to start.
- The person with the ball places it on the floor in front of them and kicks it to their partner using the inside part of their foot.
- If the ball reaches their partner and they receive it well, the kicker takes one step back. If the ball does not go to them or the receiver misses the ball, they return to the starting position.
- The goal is to see how far they can stretch their “rubber band”(how far they can spread out) and still get the ball to each other.

■ Kicking Cues

 Balls



- Step non-kicking foot next to ball
- Use shoelaces to kick ball
- Contact below middle of ball
- Kick hard
- Follow through

■ Score a Goal

 Balls, Cones

 5 mins



Setup

- Give each participant a ball and they place it on the center line of the playing area. Place a net (or two cones representing a net) on the end line.

- On the cue, “Score a goal”, the participants kick their ball and try to get it into the net using the inside part of their foot.
- Participants stay on the line until all have kicked.
- Then they can retrieve their ball and bring it back to the middle for a new round.
- Participants may wish to keep track of how many goals they score.

■ One-Sided Knock Downs (kicking)

 Balls, Blocks, Cones

 10 mins



Setup

- Place several targets (e.g. foam blocks, cones with tennis balls on top, bowling pins, empty boxes/water bottles, etc.) randomly on one side of the playing area. Have participants place their ball on the centre line of the playing area and stand a few feet back. They are not allowed to cross the centre line.
- When you say “kick”, the participants run and kick their ball, trying to knock down the targets. They count how many tries it takes to knock down all the targets. After everyone has kicked their ball, they can retrieve their ball back and start again. In the new round, they try to beat their previous record.

COOL-DOWN

7 mins 30 secs

■ Muscle Mix-up

🕒 5 mins



- Participants walk around in general space.
- Leader yells out different body parts.
- When they hear a body part they must stop and perform a stretch to said body part for 30 seconds then continue walking.
- Leader will give a demonstration or cue if needed.

💬 Debrief

🕒 2 mins 30 secs

- Question: What was your favourite activity today?
- Answers will vary.
- Question: What are some things you can do to become a better soccer player?
- Answers will vary. See cues above.
- If you struggled with some of the skills today, don't give up. Continuing to practice your skills will make you a better player.