

OVERVIEW

DURATION	45 mins
AGES	6 - 9
MILES RATING	1.07
STAGE(S) OF ATHLETIC DEVELOPMENT	FUNdamentals (Age 6-9)
SKILL LEVEL	Intermediate
DEVELOPMENT FOCUS	Fundamental Movement Skills Object Control & Manipulation: Catching, Throwing
SPORT(S)	Multisport
EQUIPMENT	Balls, Beanbags, Cones, Hoops, Pinnies / Scarves, Target, Teddy Bear
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 throwing and catching.
- Question: What sports or physical activities use throwing and catching?
- Answers will vary. Baseball, basketball, water polo, frisbee, handball, etc.

Video Links

- Activity: "Free Play Throw and Catch"
- Link: <https://vimeo.com/410892383> (Skip to 0:06)
- Activity: "One Sided Knockdowns"
- Link: <https://vimeo.com/413478683> (Skip to 0:07)

WARM-UP

5 mins

■ If you like

🕒 5 mins

🔧 Setup

- Participants spread out in the playing space.
- Ask participants questions and give them an exercise they must do if it applies to them.
Examples below:
- If you like strawberries do 5 squats
- If you like swimming do one lap
- If you have a pet do 5 hops on one foot
- If you Have green eyes balance on one foot for five seconds
- Ask volunteers to give examples
- Try to pick things that apply to the majority so they get a good warm-up.

SKILL LESSONS & ACTIVITIES

30 mins

■ Overhand throwing cues

 Balls



- Point non-throwing shoulder to target
- Start with ball by ear
- Step with opposite foot toward target
- Twists body with force and releases ball
- Follow through with throwing arm crossing the body

■ Catching Cues

 Balls



- Keep eye on ball
- Reach for ball
- Pinkies together if ball is low, thumbs together if ball is high
- Cushion ball in hands and bring it toward body

■ Free Play Throwing and Catching



 Balls, Beanbags, Pinnies / Scarves, Teddy Bear

 5 mins

Setup

- Give each participant an object to throw and catch (ex. different size balls, scarf, beanbags, plush toy, rolled up socks, paper balls, etc).

- Demonstrate throwing and catching.
- Participants practice throwing and catching in their own space.
- Challenge them to:
 - Throw really high
 - Throw, turn, and catch
 - Throw and clap five times before catching
 - Make up their own challenge
 - Etc

■ Wall Catch

 Balls

 5 mins



Setup

- Give each participant a ball and they find a safe space to face a wall.

- Participants throw their ball against the wall trying to catch it before it hits the ground. Try catching with two hands high and low and right and left hand high and low.
- You can choose to have them add points for every successful catch and try to beat their record, or if they miss catching the ball, they must do 5 jumping jacks or another appropriate exercise.

■ Single Target Knock Down

 Balls, Target

 5 mins

Setup



- Give participants a ball and a target. If you don't have a ball use rolled up socks, paper balls, or other safe throwing objects.
- They find a pace and set up their target. Targets can be bowling pins, blocks, empty boxes, empty water bottles, etc.

- Participants practice throwing their ball and knocking down their target.
- Step closer to make it easier. Step further away to make it harder.
- Challenge participants to count how many times they can knock down their target in a given time.

■ Popping Bubbles

 Balls, Hoops

 5 mins

Setup



- Leader discusses cues for overhand throwing a ball toward a target.
- Participants are given an object to throw (ball, bean bag, rolled up socks, paper balls, etc) and they line up on one end of the playing area.
- Leader spreads out hoops/drawn or taped circles all over the playing area.

- On the signal "one, two, three, Throw", they all throw their object and try to have it land inside of the hoop (popping the bubble) and stay there.
- Participants stay on the end line as the leader removes the hoops (bubbles) that have an object in it.
- When leader deems it is safe they collect their object and stand back on the end line.
- The object of the game is to see how many throws it will take them as a team to pop all the bubbles.
- Once all bubbles are popped leader may set up the hoops again and challenge them to beat their record.
- Leader reminds them of the throwing cues when trying to pop the bubbles.

Instructional Cues: Skills

- Dominant foot and dominant hand back, toes and shoulders facing forward, knees bent (ready position)
- Fingers wrapped around object (grip)
- Step with front foot
- Bring object back past waist and release waist high (underhand)
- Bring object back by ear with elbow bent (overhand)
- Follow through towards target
- Look at target

Instructional Cues: Strategies

- Use positive and effective verbal and nonverbal communication
- Stay focused
- Change the amount of force and speed
- Look for angles
- Plan ahead (next targets)
- Use fakes and pivots

■ Throw the Distance

 Cones

 10 mins



Setup

- Leader gives all participants a ball/rolled up socks/paper balls or other safe throwing object to throw.
- Divide the class into two teams.
- The first team lines up side by side.
- When leader gives the signal the participants overhand throw their object at the same time in the same direction as far as they can.
- When all have thrown their object the leader stands by the furthest thrown ball, picks it up and places a marker/object next to it.
- Participants stay where they are until the leader says it is safe to retrieve their objects.
- The next team then does the same things but tries to throw their ball even further than the furthest distance thrown by the other team.
- Leader can give a point to the team that throws the furthest and then start a new round.

COOL-DOWN

7 mins 30 secs

■ Rock, Paper, Scissors vs. Leader

🕒 5 mins

🔧 Setup

- All participants stand on the end line facing the leader who stands in middle of playing area.
- At the same time, everyone plays rock, paper, scissors against the leader.
- If you beat the leader you take one step forward. If you tie, you do not move. If you lose you take one step backwards.
- Who ever reaches the leader first is the winner and they may take the leader's place for a new round.

💬 Debrief

🕒 2 mins 30 secs

- Question: What was your favourite activity today?
- Answers will vary.
- Question: What can you do to become a better thrower?
- Answers will vary. See cues above.
- Question: Why is it important to practice throwing and catching?
- Answers will vary. If you can throw and catch well you will have opportunities to participate in a variety of sports and physical activities.