

## OVERVIEW

<b>DURATION</b>	45 mins
<b>AGES</b>	10 - 12
<b>MILES RATING</b>	1.97
<b>STAGE(S) OF ATHLETIC DEVELOPMENT</b>	Learn to Train (Age 9-12)
<b>SKILL LEVEL</b>	Intermediate
<b>DEVELOPMENT FOCUS</b>	<b>Fundamental Movement Skills</b> Object Control & Manipulation: Dribbling
<b>SPORT(S)</b>	Soccer
<b>EQUIPMENT</b>	Agility Ladder, Balls, Chalk, Cones, Hoops, Tape
<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 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 a ball with our feet.
- Questions: Do you think it is harder to dribble a ball with your hands or your feet?
- Answers will vary.
- I want you to try dribbling with both feet during the activities today.
- Question: Why do you think it is useful to be able to dribble with both feet?
- Answers will vary. If you can dribble with both feet you will be a better soccer player. You will be able to dribble around and away from defenders more easily.

**WARM-UP** -----**5 mins**

- Have participants go through the activities below several times.

**■ Ladders: Rapid Through** Agility Ladder 30 secs **Setup**

- Set up the ladders side by side
- Use half the length of the ladders for younger players or beginners.
- Reduce peer pressure and time pressure in early stages of learning by limiting 6 person per ladder, maximum.
- Limit also ensures everyone is moving and getting more repetitions.

**Instructions**

- Start with the athlete's feet shoulder width apart at the bottom of the ladder.
- Step into the first square with the left foot.
- Next, step into the second square with the right foot.
- Repeat pattern for length of ladder.

 **Progression and Modification**

- Start slow, and increase tempo as athletes improve.
- Put both feet inside each square (“two in each”, “one-two, one-two”).

**■ Ladders: Continuous Jumps** Agility Ladder 30 secs **Setup**

- Set up the ladders side by side
- Use half the length of the ladders for younger players or beginners.
- Reduce peer pressure and time pressure in early stages of learning by limiting 6 person per ladder, maximum.
- Limit also ensures everyone is moving and getting more repetitions.

**Instructions**

- Start with both feet at the beginning of the ladder, shoulder-width apart
- Jump into the first square with both feet
- Pause briefly, then jump into the second square
- Continue for length of the ladder
- Look to develop a consistent rhythm while jumping
- Once athletes know the basic pattern, reduce the pause and try to jump continuously

 **Progression: Skip 1 Square**

- Skip one square by jumping into the second square, then the fourth square, etc.

 **Progression: Skip 2 Squares**

- Skip two squares by jumping into the third square, then the sixth square, etc.

 **Progression: Additional Variations**

- Introduce additional variations to the jumping pattern, such as going forwards and backwards.

## ■ Ladders: High Knees

 Agility Ladder 30 secs

### Setup

- Set up the ladders side by side
- Use half the length of the ladders for younger players or beginners.
- Reduce peer pressure and time pressure in early stages of learning by limiting 6 person per ladder, maximum.
- Limit also ensures everyone is moving and getting more repetitions.

### Instructions

- Start at the bottom of the ladder
- Drive left knee up (belly button height) and plant left foot in first square
- Drive right knee up and plant right foot in second square
- Repeat pattern for length of ladder
- Ensure ankles stay in line with knees

### Cues

- Athletes emphasize knee motion by driving them higher than normal running motion and accuracy by targeting each square on the ladder, having a single foot land in each square.

### Progression

- As athletes improve, increase the tempo.

## ■ Ladders: In, In, Out, Out

 Agility Ladder 30 secs

### Setup



- Set up the ladders side by side
- Use half the length of the ladders for younger players or beginners.
- Reduce peer pressure and time pressure in early stages of learning by limiting six people per ladder, maximum.
- Limit also ensures everyone is moving and getting more repetitions.

## Instructions

- Start with feet hip-width apart at the bottom of the ladder
- Step forward into first square with left foot, then with right foot
- Step left foot outside to the left of the second square, then step right foot outside to the right
- Step left foot into the third square, then step right foot
- Repeat for the length of the ladder

## Cues

- Encourage athletes to repeat “In, In, Out, Out” in their head to guide their steps
- As athletes perform the drill, use verbal cues “In In Out Out” to guide their pace (e.g. slow down or speed up cues based on athlete abilities)
- A slower pace encourages accuracy and assists learning
- Once the pattern is learned, verbal cues are not required

## Progression

- Start with slow movement, then increase speed between sessions once motor pattern is learned.
- Increase the length of the ladder and the number of repetitions once athletes are proficient.

## SKILL LESSONS & ACTIVITIES

30 mins

### ■ Dribbling with feet cues

 Balls



- Push the ball gently with inside, outside or balls of feet.
- Alternate feet while moving
- Look up
- Keep ball close and in control

### ■ 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.

## ■ Can You Dribble?

 Balls 5 mins

### Setup

- Give each participant a ball and they find their own safe space. You stand in the middle with a ball.

- Ask the participants if they can dribble in certain ways and demonstrate as needed. Some examples include:

- Can you dribble on the spot using only balls of your feet?
- Can you dribble forward using only balls of your feet?
- Can you dribble backward using only balls of your feet?
- Can you dribble fast using only balls of your feet?
- Can you dribble slow using only balls of your feet?
- Can you dribble while moving in a circle using only balls of your feet?
- Can you dribble on the lines on the floor using only balls of your feet?

## ■ Paint the Grass

 Balls, Chalk, Cones, Tape

 5 mins



### Setup

- Mark out several 10x10 metre fields.

- One pair dribbles the ball in each 10x10 area.
- Participants imagine the ball as a paint-brush and they have 30 seconds to “paint” as much of the field as they can by dribbling the ball around the area.
- Repeat several times.

## ■ Dribble Weave Relay

 Balls, Cones 5 mins

### Setup

- Place participants into groups that provide for the maximum amount of movement, participation, and safety. Line them up on the end line of the playing area. Give each participant a ball.
- Place about six cones or poly spots just less than one metre apart in a line in front of each group. 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 back and forth on the spot to increase their movement.
- Continue for an allotted time period. You can challenge the participants to speed up little faster as they become more comfortable.

## ■ Speed Racer

 Balls, Cones 5 mins

### Setup

- Create a large circle with cones/markers.
- Participants find and stand next to Cone or marker.

- On leader's whistle, participants race around the track dribbling their ball and try to be the first one back to their cone.
- Take this time to remind participants of the cues for being successful as a dribbler.

## ■ 4-Corner Dribble

 Balls, Hoops

 5 mins



### Setup

- Split the participants into 4 groups and put each group in each corner of the playing area. Place a hoop or taped/drawn circle with equal number of balls 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 with their feet and dribble it back to their hoop.
- Continue until a specific time period (e.g. 2 minutes). The team that has the most balls in their hoop is the winner and a new round can begin.

## COOL-DOWN

7 mins 30 secs

## ■ Yoga Stretches

🕒 5 mins



## 🔧 Setup

- Participants form a semi-circle with leader in the middle.

- Participants perform the following yoga poses:
- Cat - Hands and knees with flat back, exhale and round your back toward ceiling, inhale and return to neutral position. Do this a few times.
- Cow - Hands and knees with flat back, inhale and drop belly toward floor keeping everything else stable. Do this a few times.
- Cobra - Lay on your belly, put palms flat on floor, inhale, push up, stretch arms out straight and lift chest off the floor.
- Down dog - Begin on hands and knees, stretch your elbows and relax upper back, press firmly through palms, exhale as you tuck your toes and lift your knees off the floor, lift pelvis toward ceiling and gently try to straighten your legs. Your body should resemble a letter A. Hold this position and breathe.
- Child's pose - Spread your knees wide but toes touching, sit up straight and as you exhale bow forward resting torso on thighs, arms long and extended in front of you with palms facing down, forehead comes to floor pressing butt to heels. Hold for a few breaths.

 **Debrief**

 2 mins 30 secs

- Question: What was your favourite game today and why?
- Answers will vary.
- Question: Did you dribble the ball with your right and left foot?
- Answers will vary.
- Question: What are some things you can do to become a better dribbler.
- Answers will vary. See cues above.