

OVERVIEW

DURATION	45 mins
AGES	9 - 12
MILES RATING	2.47
STAGE(S) OF ATHLETIC DEVELOPMENT	Learn to Train (Age 9-12)
SKILL LEVEL	Intermediate
DEVELOPMENT FOCUS	Fundamental Movement Skills Locomotor: Jumping, Running
SPORT(S)	Multisport
EQUIPMENT	Agility Ladder, Beanbags, Cones, Hoops
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 be practicing running and jumping.
- Question: Does anyone know what a vertical jump is?
- Answer: Jumping in one spot.
- Question: Does anyone know what a horizontal jump is?
- Answer: Jumping forward.
- Question: What sport or physical activities require jumping?
- Answers may vary: track and field (long jump, high jump, and triple jump), basketball, volleyball, ultimate frisbee, etc.

Video Links

- Activity: "Beanbag Jump"
- Link: <https://vimeo.com/410879143> (Skip to 1:29)
- Activity: "Jump the Pond"
- Link: <https://vimeo.com/422476054> (Skip to 2:12)

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

- Set up several ladders and have participants try each ladder drill 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.

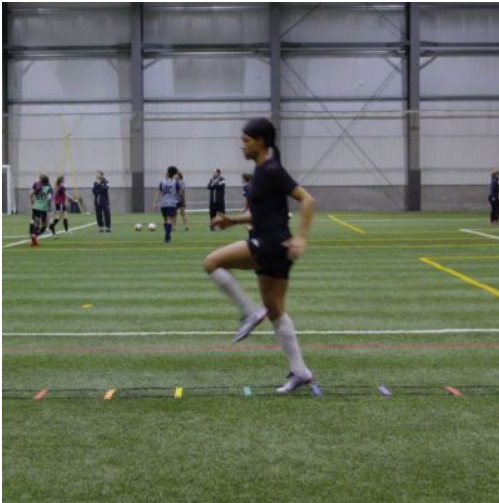
**Progression and Modification**

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

■ Ladders: 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: 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: 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

■ 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


■ 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

■ Quick to React

 Cones

 5 mins



Setup

- All participants line up on the end line.


Safety

Safety

If inside, make sure students have ample room to slow down so as to not collide with a wall.

- When leader says Jog the students begin jogging.
- When leader says Sprint, participants turn around sprint as fast as they can back to the end line.
- Repeat a few times with rest periods in between.
- Change approximate distance each time.

■ Shuttle run relay


 5 mins

Setup

- Place participants into groups of three or four to maximize movement, participation, and safety. Then split the groups into teams.
- Have half of each team line up on either end of the playing area facing the middle.
- On the cue, “go”, the first team member runs to their teammate on the other side of the playing area and joins the back of their team line. The person at the front of that line starts running to the other end and joins the back of that line.
- Waiting participants practice running on the spot to increase their movement.
- The game continues until all participants have had a turn or after an allotted period of time has passed.

■ Beanbag Jump

 Beanbags



 5 mins



Setup

- Give each participant a beanbag and have them stand on a line.

- Participants jump as far as they can while staying on their feet and then place their beanbag on the floor, touching their toes, to mark where they jumped to.
- They return to their starting position and jump again, but this time, they try to jump further than their beanbag.
- If they succeed, they place their beanbag on the new furthest position.
- Each time they try to beat their furthest distance.
- Walk around and observe the participants giving feedback where needed.
- Ensure they are using proper jumping form (knees bent, arms swing back when crouched and forward when taking off, land softly on the balls of their feet followed by their heels, arms come back down).

■ Jump the Pond Hoops 5 mins **Setup**

- Place hula hoops zigzagging up the playing area in sections.

- Demonstrate the proper form for a two-foot horizontal jump. Have participants practice their two-foot jump in a safe space.
- Place participants into groups of three and line up behind first hoop in their section.
- Instruct participants that these circles are islands and they must jump from island to island to not fall in the “water”.
- If they fall in the water, participants do five jumps on the spot before getting back on the island they fell off. Emphasize that technique is more important than speed.
- As soon as the first participant is half way through, the next participant can begin.
- When all participants make it to the other side, they turn around and try to make it back to the other side without falling in the water.
- While participants are waiting for their turn, have them balance or perform an exercise to increase movement.
- Ensure that participants use proper jumping form (knees bent, arms swing back when crouched and forward when taking off, land softly on the balls of their feet followed by their heels, arms come back down).

■ Obstacle Course

🕒 10 mins



🔧 Setup

- Set up an obstacle course with various sections such as:
 - Jumping through hoops/drawn circles
 - Balancing on a line
 - Zig Zag running through cone/other objects
 - Bear walk from one section to another (2 feet on ground, 2 hands on ground, bum in air, hands alternating with feet)
 - Hop on one foot from one section to the next
 - Balance on safe objects to next station
 - Crawl through a tunnel
- Participants line up at various sections of the course to lessen wait times.
- Leader may decide to make a couple courses to promote more movement.

COOL-DOWN

7 mins 30 secs

■ Final Cool Down and Review

🕒 5 mins



🔧 Setup

- Arrange participants in semi - circle.

- Leader leads a full body stretch starting with the calves, quadriceps, hamstrings, back and bottom, shoulders and arms, etc. While stretching review the skill cues of the day.

💬 Debrief

🕒 2 mins 30 secs

- Question: What was your favourite activity today?
- Answers will vary.
- Question: What are three cues for jumping?
- Answer: Refer to cues above.