

OVERVIEW

DURATION	45 mins
AGES	10 - 12
MILES RATING	1.30
STAGE(S) OF ATHLETIC DEVELOPMENT	Learn to Train (Age 9-12)
SKILL LEVEL	Intermediate
DEVELOPMENT FOCUS	Fundamental Movement Skills Locomotor: Hopping, Skipping
SPORT(S)	Multisport
EQUIPMENT	Beanbags, Blocks, Cones, Hoops, Hurdles, Skipping Rope
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 the locomotor skills of hopping and skipping.
- Question: Does anyone know what locomotor skills are?
- 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.
- You need to know how to hop before you can skip. We will do some hopping activities first to practice.

WARM-UP

5 mins

- Have participants go through each activity below several times.

2-2-2 Acceleration

Cones

20 secs



Setup

- Athletes line-up at a start line



- Accelerate to a designated mid-point (5m, 10m, 15m)
- Decelerate to end
- Jog back and repeat as directed

Instructions

Starting from a standing position, perform the following, then accelerate forward

- Two tuck jumps
- Two push-ups
- Two burpees



When performing for the first time, ensure athletes can properly perform each movement independently.

It is best to provide a demonstration or show video to athletes before performing for the first time.

1 Tuck Jumps Starting position

- Standing upright, good posture
- Feet are hip-width apart
- Toes pointed slightly outwards



- Arms extended, straight above your arms covering ears or straight out from shoulders
- Engage core

Downward phase

- Shift hips back and down
- Swing arms downwards
- Bend slightly at the knees, "hinge at the knees"
- Maintain a flat back by bending forward
- Look forward

Jumping Movement

- Briefly pause, transitioning from downward phase to upwards jumping movement
- Explode upwards through the body
- Fully extend the hips, knees and ankles
- Arms propel upwards
- Keep feet level with each other and parallel to floor

In the air

- Pull knees towards chest
- Maintain flat back, slightly forward
- Feet level with each other and parallel to floor

Landing?

- Land softly and quietly on the ball of the foot
- Feet remain under the hips
- Push hips and back down to absorb the impact of the landing
- Roll to the heels as contact is made with the ground
- **Do not lock the knees**

2 Push Ups Starting Position

- Keep head, neck, and back straight and stable.
- Legs fully extended, holding on toes, slightly wider than shoulder width or as is comfortable
- Hands slightly wider than shoulder width, next to chest
- Activate core



Lowering Phase

- Keep head, neck and back straight
- Lower the body, bending at the elbows to about 90 degrees, face approximately 1 inch off the ground
- Maintain pressure through hands
- Core remains activated

Push up phase

- Keep head, neck and back straight
- Push up with your arms, unhinging the elbow
- Keep weight centered over base of support.

Repeat Movement

- Raise and lower the body slowly using controlled movements, maintain consistent tempo
- Keep weight centered over base of support.
- Exhale while pushing up; inhale while lowering down.

 3 **Burpee**

A Burpee combines a push up and a vertical jump in a single dynamic movement.



- Begin standing
- Lower into a tuck position
- Kick legs back to the upright starting position for a push up
- Perform a push up
- Pull knees forward to return to a tuck position
- Perform vertical jump (or tuck jump to increase difficulty)
- Repeat

Before performing a Burpee, athletes should be competent in performing both push ups, vertical jumps and tuck jumps. When first introducing the movement, perform it in slow motion first.

■ Twisties 2

🕒 10 secs



🔧 Setup

- Athletes line-up at a start line



- Accelerate to a designated mid-point (5m, 10m, 15m)
- Decelerate to end
- Jog back and repeat as directed

Before you begin

Demonstrate this activity by showing a video or doing the exercise yourself for participants to see. In the demonstration, emphasize the following:

- Soft landings on jumps—hips and knees should flex.
- Full twists of the his

Always perform Twisties Start “Three” with Twisties Start “Two” to practice pushing off both legs and maintain symmetry.

Instructions

- Stand sideways to the start line.
- Jump up and rotate 180 degrees (opposite foot leading).
- Jump up and rotate 180 degrees (original foot leading).
- Accelerate forward, then decelerate remaining distance



Drop and Go

Cones

10 secs



Setup

- Athletes line-up at a start line
- Accelerate to a designated mid-point (5m, 10m, 15m)
- Decelerate to end
- Jog back and repeat as directed



Instructions

- Drop your body down to the ground in a push-up position
- Stand up as quickly as possible and accelerate forward
- Accelerate halfway, then decelerate remaining distance



Look For

- Controlled drop
- Quickly up
- Quick transition to running posture

Modifications

- Start face down (separate the drop from the get—back—up).
- Start face down, but end face down at the far cones as well.

■ Knee Hug and Lunge

🕒 1 mins

 **Safety****Possible Bio mechanical Issues**

Watch for possible problems in biomechanics among some athletes that may signal undiagnosed and/or unresolved injuries. Be prepared to refer these athletes for medical assessment.

Instructions

- This is a variation of a walking lunge, performed on both sides
- Lift up one knee, grasp with both hands, and pull to chest
- Then take a big step with the same leg and descend into a lunge
- Ensure the knee is over the toes and the trunk remains vertical
- Ensure trailing knee does not touch the ground in lunge position
- Stand up, take a couple of normal steps, and repeat with opposite leg
- Aim for lunges of equal depth and length, right and left sides

 **Modification (if too complex)**

- Separate the activity into two activities at first. Once athletes are comfortable with both movements, combine into single activity.

■ Backward Run

🕒 30 secs



Safety

- Ask athletes to look over shoulder for safety

Look for

- Powerful, controlled back pedaling
- Complete arm motions
- Encourage running in a straight line
- Encourage ability to stop "on" or "for" the line
- Remind athletes to look over shoulder for safety

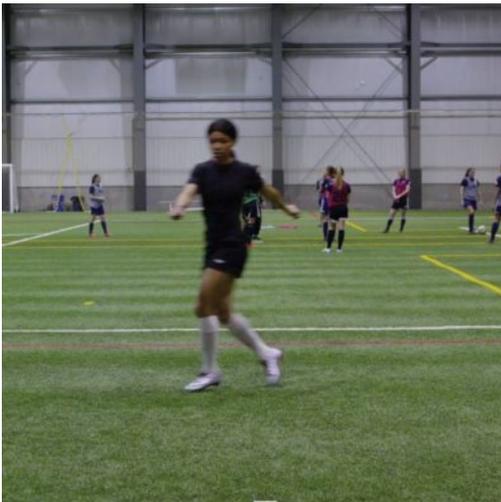


Progression

- Begin at a moderate pace
- Progress the running speed over successive sessions.

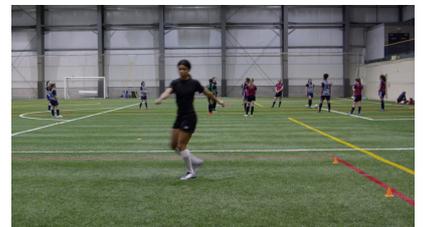
■ Grapevine

🕒 30 secs



Instructions

- Start slowly and after mastering the footwork pick it up to a brisk pace while maintaining good form.
- When crossing one leg in front of the other, lift the knee up and over to get a better stretch of the outer hip muscles.
- Stay on the balls of the feet throughout the exercise.
- Maintain upright posture.
- Stretch the arms out roughly parallel to the ground and hold them still or swing them in a controlled, fluid, side-to-side motion in opposition to the movement of the legs.



Progression

- Increase speed once the movement pattern is established.

SKILL LESSONS & ACTIVITIES

30 mins

■ Hopping Cues



- Stand on on one foot
- Bend standing knee
- Push off with toes and lift into air
- Arms swing backwards and then forwards as you lift into air
- Land back on same foot and bend knee to cushion landing

■ Beanbag Hop Beanbags 5 mins

- Give each participant a beanbag and they place it anywhere in the playing area on the floor. If you don't have beanbags use rolled up socks, paper balls, or other safe objects in your environment). You stand in the middle.
- Say a number, for example, 4. Participants must hop around and touch 4 beanbags and then return to their own.
- You can also say a colour with a number, for example, 3 blue. Participants hop around and touch 3 blue beanbags before returning to their own.
- To make it more fun and challenging, say 2 numbers and 2 colours, for example, 2 green and 4 red. Participants hop around and touch 2 green beanbags and 4 red beanbags before returning to their own.

■ Hoop Hop Relay

 Hoops

 5 mins

Setup



- Place participants into groups of three or four to maximize movement, participation, and safety.
- Line 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 use taped circles or lines drawn in the ground with stick or chalk.

- On the cue, “*On your Marks... Set... Go!*”, the first person in line hops in each hoop to the other end of the hoops and 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.

■ Skipping Cues



- Step forward on one foot and hop on the same foot (repeat on other foot)
- When left leg is raised right arm is forward and vice versa

■ Partner Pathway

🕒 5 mins

🔧 Setup

- Place participants into pairs.



- One partner starts as the leader and starts skipping in a certain pathway (e.g. zigzag, curve, straight). The other partner must try to copy exactly what their partner is doing.
- On the cue, “Switch”, the partners reverse roles. Pairs must be careful not to collide with others.
- Game continues until participants seem tired or after an allotted time period.

■ Minefield (Skipping)

 Beanbags, Cones, Skipping Rope

 5 mins

Setup

- Spread out various objects (mines) on the playing area (e.g. low cones, beanbags, jump ropes, rolled up socks, paper balls, etc.).
- Participants spread out around the playing area.



- Participants will skip around and over the objects.
- If a participant touches an object (mine) or another participant, they must do five jumping jacks or another appropriate exercise before continuing.

■ 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****■ 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 can you do to be a better hopper?
- Answers will vary: See cues above.
- Question: What can you do to be a better skipper?
- Answers will vary: See cues above.
- Question: Why is it important to learn and practice various locomotor movement skills?
- Answers will vary: Become a better mover gives you opportunities to participate in a variety of sports and physical activities.