



TEACHER/INSTRUCTOR
MANUAL

*(This program is also available in French under the title **HabilitéSportives**)*

The materials in this manual have been prepared for implementation under supervised conditions. Teachers/instructors should be careful to inspect facilities and equipment and to recognize that the rate at which children develop motor skills is highly variable.

The Ontario Physical and Health Education Association (OPHEA), Sportability Development Corporation and all program sponsors disclaim any and all liability arising from any injury incurred by participants.

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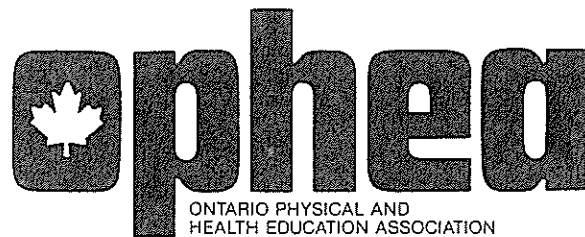


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• P R E F A C E •

Physical activity can help children:

- **Become fit and healthy**
- **Develop competence in movement**
- **Improve co-ordination**
- **Develop social skills**
- **Improve self confidence**
- **Cope with stress and anxiety**
- **Improve academic skills**
- **Express ideas and feelings**

Sportability is designed primarily to help children develop basic motor skills.

Children who acquire skills at an early age are likely to cultivate their talents and participate in a variety of individual and team sports for life; an enjoyable way to stay healthy and keep fit.

It is you, the teacher/instructor, who holds the key to helping children develop a positive attitude towards lifelong participation in physical activity. You are in the unique position to help children develop the skills necessary to live a healthy and active life.

To teach Sportability, extensive knowledge in sports training is not essential. You simply need the desire to help children develop basic motor skills. This manual has been developed to assist teachers/instructors who may not have formal training in physical education or sport.

You have the opportunity to provide children with a positive sporting experience. You can watch them grow and develop a solid foundation upon which more complex sport skills can be built.

You are the key.

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• THE NEED FOR SPORTABILITY •

Sportability is a program based on the premise that all children should be given the opportunity to develop skills that are fundamental to sport before they participate in a competitive sporting environment.

Too often, children are placed into highly competitive situations before they have developed the skills necessary to be successful competitors. As a result, many children demonstrate incompetence, perceive themselves as failures and eventually withdraw from sport.

Children who complete the Sportability program will be better prepared to participate in a variety of individual and team recreational sports, and will have the general base necessary for further development in a specific sport.

• BUILDING SELF ESTEEM •

Young children's self esteem is linked with their ability to participate competently in physical activities. As a Sportability teacher/instructor, you will be creating a sporting environment where children will learn, at their own rate, the basic skills they need to participate in sports.

The program encourages proficiency in these basic skills, but does not emphasize competition. Instead, the skills and the activities that have been created to reinforce them are designed to be enjoyed for their own sake, and should leave children feeling good about themselves and sports in general.

•IMPROVING PHYSICAL FITNESS•

Active participation in a well-structured Sportability program will contribute to the improvement of the following physical components of fitness:

CARDIORESPIRATORY ENDURANCE

Heart, blood vessels, and lungs will become more efficient with regular sustained vigorous physical activity.

MUSCULAR STRENGTH

Muscles will be able to exert more force in a single muscular contraction.

MUSCULAR ENDURANCE

Muscles will have a greater ability to sustain or repeat muscular contractions.

FLEXIBILITY

The range of motion at many of the joints in the body will increase.

BALANCE

Stability and equilibrium while in a stationary position or in motion will improve.

CO-ORDINATION

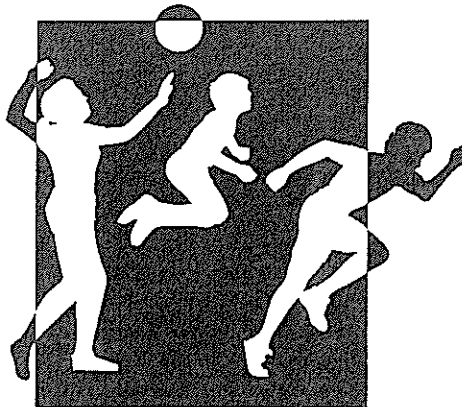
Body parts will be able to function more harmoniously, resulting in better performances in many complex physical tasks.

• *FOUNDATION FOR ACTIVE LIVING* •

Sportability helps children develop the foundation necessary for active, healthy living and is designed to encourage children to develop not just the physical components of fitness, but also their personal potential.

Sportability provides opportunities to acquire the basic skills needed to participate in a variety of physical activities with enjoyment and success.

**SPORTABILITY COULD BE AN
INTEGRAL PART OF A QUALITY
DAILY PHYSICAL EDUCATION PROGRAM**



Implementing the Program

• FOCUS ON SKILL DEVELOPMENT •

The primary goal of Sportability is to help children develop basic motor skills.

There are 100 skills in Sportability. They have been divided into three categories; Gymnastics, Track and Field, and Team Games. There are three progressive levels within each category; Blue, Red, and Green.

The skills are designed so that every child can experience success, regardless of gender, degree of maturation, and ability level.

In many sports and fitness programs, skill testing is based on objective measures. For example, the child who sprints the fastest receives the highest achievement award. This type of reinforcement with prepubescent children favours early-maturing children who are often stronger, faster and have more stamina than late-maturing children.

Children who mature late, including those who may be smaller or less coordinated, often do not have the same opportunities to experience sporting success.

Research indicates, however, that some late maturing children have longer adolescent growth spurts, and may, as a result, become more successful at sporting activities during early adulthood than early-maturing children.

**SPORTABILITY IS FOR EVERY CHILD,
REGARDLESS OF MATURATION LEVEL**

To ensure encouragement for children of all developmental stages, Sportability emphasizes the technical component of each skill. For example, in the 40 Metre Sprint (Track and Field - Blue Level), proper running style is more important than speed.

• UNDERSTANDING THE CHILD •

Children are not little adults.

The following list describes some of the physical, mental, and social characteristics of prepubescent children and suggests ways to respond to these characteristics.

PHYSICAL

Characteristics	Suggestions
Larger muscle groups are more developed than smaller ones.	Children are more skillful at gross motor movements. Do not expect proficiency in fine motor skills.
The heart is increasing in size relative to the body. The cardiorespiratory system is developing.	Endurance capacity of children is adequate for most sustained, vigorous activities, but avoid high-intensity training.
Ligaments are becoming stronger. Bone ends are cartilagenous and calcifying.	Be aware of the injury risks associated with strenuous activity and take the appropriate safety measures.
Basic motor patterns are becoming refined. Inner ear balance is gradually developing.	There is a rapid improvement in balance, agility, and co-ordination. Encourage children to work at rather than above their ability level. They may otherwise revert to immature motor patterns.
Towards the end of prepubescent years, girls may be more co-ordinated and physically mature than boys.	Sex differences are not as significant as individual differences. Encourage boys and girls to participate together.

MENTAL

Characteristics	Suggestions
Attention span is short. Children are action oriented. Memory is slowly developing.	Children cannot listen for long periods of time. Active participation should be emphasized. Activities should be changed frequently.
Perceptual abilities are rapidly developing.	Children will attempt to duplicate skills that have been demonstrated.
Children enjoy repetition, particularly if they experience improvement.	Repetition is desirable, providing children are properly guided and positively reinforced.
Children have well-developed imaginations.	Encourage experimentation and creativity.

SOCIAL

Characteristics	Suggestions
Success is critical for building self esteem, which is based largely on physical ability and encouragement.	Activities should be designed so that every child has an equal opportunity to demonstrate physical competence and experience success.
Children respond well to positive reinforcement. They respond poorly to criticism.	Be positive. Research indicates that praise is a greater motivator than criticism.
Children are easily embarrassed.	Avoid placing children in threatening situations where incompetence will likely be demonstrated.
Children have a limited capacity to deal with stress.	Activities should be enjoyable. Do not emphasize winning.
Children are egocentric.	Develop individual skills before allowing children to progress to game-like situations.

•INDIVIDUAL DIFFERENCES•

Sportability makes allowances for individual differences in size, shape, ability, interest, and fitness level.

Children are encouraged to develop skills at their own rate. Some children will complete particular components of the program quickly, while others will have to spend a great deal of time practising.

Encourage children who accelerate quickly through the program to become Sportability Leaders and to help those whose progress is slower.

The progressive colour levels of Sportability have been selected to combat traditional awards schemes (Bronze, Silver, Gold / White, Blue, Red / 3rd, 2nd, 1st). This should minimize competition between children, creating an environment where children feel comfortable progressing at their own rate. All children should start the program at the Blue Level regardless of their age or ability.

To provide every child with an equal opportunity to experience success, the skills are standardized in the following format:

THE EMPHASIS IS ON TECHNIQUE

In each skill, the emphasis is on proper technique.

- For example, the 8 Minute Run (Track and Field - Blue Level) does not require children to run a particular distance. Those who run for 8 minutes at a steady pace, with a proper running style, will complete the skill.

THE SIZE OF THE CHILD IS CONSIDERED

For skills requiring precision and accuracy, children are required to stand a specified number of (their) paces away from the target.

PACE = THEIR NORMAL STEP

- For example, the Overhand Beanbag Throw (Team Games - Blue Level) requires children to stand 5 paces away from a partner. As a result, early-maturing children will likely be further away from their partner than late maturers.

The targets in some skills are based on the size of the child.

- For example, the goal in the Target Kick (Team Games - Red Level) is 5 paces wide.

• CONTINUOUS EVALUATION •

Since each child learns at an individual rate, recognize the accomplishments of each child as they occur.

Continuous evaluation is a process whereby the progress of each child is continually monitored. Each completed skill is recorded on the Sportability Performance Chart.

To make continuous evaluation more effective:

- Know the name of each child.
- Be familiar with the standards for each skill.

• THE AWARDS •

Sportability is structured so that children progressively complete the skills.

When children complete the required number of skills in any category at the Blue Level, award them their **Passport** and their first **Passport Sticker**. Be sure to sign the inside cover of their Passport before they take it home.

	Number of Skills in Category	Number of Skills required to receive Passport Sticker
BLUE LEVEL		
Gymnastics	11	9
Track and Field	8	7
Team Games	14	12
RED LEVEL		
Gymnastics	12	10
Track and Field	11	10
Team Games	17	15
GREEN LEVEL		
Gymnastics	7	6
Track and Field	8	7
Team Games	12	11

The number of skills required to receive a Passport Sticker is presented in brackets () beside the category on the Sportability Performance Chart for each level.

When children have received their Passport Stickers for Gymnastics, Track and Field and Team Games at a particular level, issue a **Certificate of Completion**.

At anytime during the program, you may issue an **Outstanding Participant Certificate** to a child.

• STRUCTURING YOUR CLASS •

For maximum effectiveness, enjoyment, and safety, a Sportability class should be divided into four phases:

1. Warm-up
2. Skill Development
3. Activities
4. Cool-down

The following is an outline for a 30- to 60-minute class. A Class Outline sheet is provided on page 15.

1. WARM-UP 5 to 8 Minutes

The purpose of the warm-up is to prepare children physically and mentally for the activities ahead.

The warm-up should include activities that:

- Stimulate the heart and lungs.
- Warm-up the joints and muscles.

An effective warm-up will increase the flow of blood to the muscles, tendons, ligaments, and other soft tissues, providing them with more energy and making them more flexible and less susceptible to injury.

Warm-up Considerations

- The warm-up should start slowly with activities such as tensing and relaxing muscles, walking, jogging, or skipping.
- As the body temperature increases, warm-up joints by slowly moving them through their full range of motion to increase mobility. For example, children can roll their shoulders, bend and straighten their arms, and rotate their wrists and ankles.
- If children are preparing for vigorous physical activity, slow, gentle, controlled static stretching may help reduce the risk of injury. Each stretch should be held for 10 to 30 seconds (Examples of stretches - Related Activity #1 in the Related Activities section).
- The warm-up should focus on the muscle groups that will be most used during the class. For example, a warm-up for throwing and catching should involve more arm movements than one for kicking a ball.

Many Related Activities might be adapted for use in the warm-up by reducing the speed of play. For example, play a game of tag using various means of locomotion, such as walking, hopping or skipping.

2. SKILL DEVELOPMENT 10 to 25 Minutes

Become familiar with the standards for each skill.

The description of each skill is directed at the individual who is performing it.

Ensure that skills are being performed correctly throughout the learning process. Offer encouragement and suggestions for improvement. Give individual instruction when necessary.

- Initially, children should execute each step slowly in order that they perform the skill properly.
- When demonstrating, vary the speed. It may help some children to see the skill performed in slow motion.
- Allow ample time for children to practise each skill.
- Children can learn and practise skills in a variety of ways:
 - As a skill is described and explained, a child or group of children can demonstrate.
 - Children can work individually, in pairs, or in small groups, providing each other with suggestions for improvement.

Circuits

After children have been introduced to several skills, a circuit can be set up to allow them to practise at their own rate.

- Set up four or more stations around the room. Identify each station by the name of a skill. Make sure there is enough equipment at each station.
 - Divide the class into groups of two to eight. Assign each group to a station. Children practise a skill until they are given a signal to rotate to the next station.
 - Children could move freely from one station to another, when they feel they are ready to practise a different skill.
- For variety, children can travel to each station using different forms of locomotion such as hopping, skipping, or running.

Task Cards

Task cards outline each skill.

- Children can use the cards to practise a skill either individually or in small groups.
- When they have finished practising the skill, they can get another task card.

3. ACTIVITIES 10 to 20 Minutes

The purpose of Activities is to provide all the children with the opportunity to practise skills in a variety of enjoyable and challenging ways. The activities should relate to the Sportability skills to be reinforced, and should be modified as necessary.

The Activities section in this manual is divided into three subsections:

Create-An-Activity

This section is designed to encourage children to develop independence and creativity. It may also help them become more co-operative and better decision makers.

Modified Sports

The section on Modified Sports offers suggestions for modifying traditional sports.

Related Activities

This section provides a variety of games, relays, and drills that can be used to reinforce Sportability skills. The Related Activities have been adapted from a variety of sources and are listed by number at the end of each skill description in the Skills section.

There are many resources that can supplement the Activities section. With imagination and creativity, many of the activities presented in other resources can be adapted to reinforce a variety of Sportability skills.

4. COOL-DOWN 5 to 7 Minutes

The cool-down allows children to recover gradually from vigorous physical activity.

The cool-down includes:

- A gradual decrease in the speed and intensity of activities.
- Static stretches, such as those presented in Related Activity #1.

Cool-Down Considerations

- As with the warm-up, many Related Activities can be adapted for use in the cool-down by reducing the speed of play. For example, participating in a relay at walking speed will gradually slow down the heart and breathing rate.
- Gentle, controlled static stretching of the muscles that have been exercised can reduce tension, improve flexibility, and reduce the possibility of muscle soreness.

CHOOSE AND MODIFY METHODS FOR STRUCTURING A CLASS BASED ON YOUR OWN STYLE OF TEACHING, YOUR OWN CONFIDENCE LEVEL, AND THE RESPONSE OF THE CHILDREN.

Day _____ Time _____

EQUIPMENT NEEDED:

MAKE SURE THE EQUIPMENT AND FACILITIES ARE SAFE.	KEY POINTS
<p>WARM-UP _____ MINUTES</p> <ul style="list-style-type: none"> • Stimulate the heart and lungs • Warm-up the joints and muscles. 	
<p>SKILL DEVELOPMENT _____ MINUTES</p> <ul style="list-style-type: none"> • Ensure the skills are being performed correctly. • Allow ample time to practise. 	
<p>RELATED ACTIVITIES _____ MINUTES</p> <ul style="list-style-type: none"> • Provide opportunities for maximum active participation. • Encourage creativity 	
<p>COOL-DOWN _____ MINUTES</p> <ul style="list-style-type: none"> • Recover from vigorous physical activity. • Reduce tension and improve flexibility with controlled, static stretching. 	

Comments:

• SAFETY •

Children's safety is a prime consideration of Sportability.

Prevent accidents by creating a safe sporting environment and by recognizing hazards and risks.

**SAFE SPORT WILL HELP CHILDREN
ENJOY PHYSICAL ACTIVITY**

FACILITIES

When preparing for a class, check the facility and eliminate any potential hazards, such as a hole in the ground or a piece of broken glass.

Encourage the children to examine the facility for potential hazards, under your supervision. It will help them better understand safety.

EQUIPMENT

The proper use of equipment plays a critical role in the prevention of sport injuries.

- Always check the equipment. Equipment that is unsafe should not be used.
- Equipment should be placed on a suitable surface. For example, if children are practising a gymnastics skill on mats, make sure the mats are not overlapping and are placed on a flat, non-slippery surface.

CHILDREN

- Make sure children are wearing the appropriate clothing and footwear.
- Children should complete an adequate warm-up prior to participating in vigorous physical activity and finish with a cool-down.
- Encourage Fair Play. If children participate fairly, they will probably have more fun and the chance of an injury occurring will likely be reduced.

EMERGENCY ACTION PLAN

Despite precautions, some children in your class may experience injuries.

- Check to see if the facility has an Emergency Action Plan, and if it does, become familiar with it. This Plan outlines the procedures for the treatment and care of injuries.
- If the facility does not have an Emergency Action Plan, you should develop one before beginning the first Sportability class. This is an essential step that will help you cope effectively with emergency situations.
- As part of the Emergency Action Plan, prepare a checklist to be used before each class. The following items could be incorporated into the checklist:
 - Facility and equipment have been checked for hazards and risks.
 - Warm-up and cool-down are suitable for activities.
 - First aid kit is fully stocked and readily available.
 - Closest exits have been identified.
 - Telephone is easily accessible.
 - Person in charge in an emergency has been identified, and is available.

A planned approach to injury prevention and treatment will help you cope effectively with emergency situations.

• E Q U I P M E N T •

The Sportability program requires a minimal amount of equipment. The equipment requirements are listed in the skill descriptions. For certain skills, no equipment is required.

The equipment needed for the entire program is listed below:

- Beanbags
- Skipping ropes
- Cone markers
- Sponge balls (Example: Red, white and blue soft rubber balls)
- Utility (multi-purpose) balls
- Floor mats
- High jump standards
- Wide elastic (High jump bar)
- Hurdle
- Basketball basket
- Baseball bat
- Cricket bat
- Chin up bar
- Stopwatch
- Tape measurer

Although specific equipment is required for many skills, there are several ways to improvise. For an example, refer to the Canadian Olympic Association's (COA) Junior Olympics basketball sportsheet on page 92 in the Modified Sports section.

- If you are going to improvise, make sure the equipment alternative has the same characteristics as the equipment recommended. For example, an alternative to a sponge ball should also be made of a soft material.

Try to keep the equipment needed readily available, so valuable time is not wasted during the class.

**ABOVE ALL, MAKE SURE THAT THE
EQUIPMENT YOU USE IS SAFE.**

• ADDITIONAL PROGRAMS •

- *Fitness for Children and Youth*
- *Jump Rope for Heart*
- *Project APEX (Action Program on Eating and Exercise)*
- *Play Ball*

For more information contact:

Ontario Physical and Health Education Association (OPHEA)
1220 Sheppard Avenue East, Willowdale, Ontario M2K 2X1
Phone: (416) 495-4314 Fax: (416) 495-4310

Junior Olympics

For more information contact:

Canadian Olympic Association (COA)
1600 James Naismith Drive, Ottawa, Ontario K1B 5N4
Phone: (613) 748-5647 Fax: (613) 746-6322

Quality Daily Physical Education (QDPE) School Recognition Award

For more information contact:

Canadian Association for Health Physical Education and Recreation
(CAHPER)
1600 James Naismith Drive, Gloucester, Ontario K1B 5N4
Phone: (613) 748-5622 Fax: (613) 748-5706

• ADDITIONAL RESOURCES •

- *Key to Fitness K-3, 4-6, 7-9*
- *Provincial Safety Guidelines in Physical and Health Education*
- *Physical and Health Education Workshop/Resource Directory*

Available from:

Ontario Physical and Health Education Association (OPHEA)
1220 Sheppard Avenue East, Willowdale, Ontario M2K 2X1
Phone: (416) 495-4314 Fax: (416) 495-4310

- *Basic Skills Series*
- *No Room in the Gym*
- *Quality Daily Physical Education (QDPE) Teaching Tips*
- *Physical Education Planning Kit*
- *Skip to It! The New Skipping Book*

Available from:

Canadian Association for Health Physical Education and Recreation (CAHPER)
1600 James Naismith Drive, Gloucester, Ontario K1B 5N4
Phone: (613) 748-5622 Fax: (613) 748-5706

- *Junior Olympics Sportsheets*
- *The Olympics and Playing Fair*
- *The Olympics...Something for Everyone*

Available from:

Canadian Olympic Association (COA)
1600 James Naismith Drive, Ottawa, Ontario K1B 5N4
Phone: (613) 748-5647 Fax: (613) 746-6322

- *Fair Play for Kids*

Available from:

Your local elementary school anywhere in Canada.
Contact your principal or librarian.

For additional sports safety information, contact:

Safety Resource Centre, at the Ontario Sports Centre
1220 Sheppard Avenue East, Willowdale, Ontario M2K 2X1
Phone: (416) 495-4025 Toll Free: 1-800-668-7744 Fax: (416) 495-4310

• SKILLS – TABLE OF CONTENTS •

Blue

Gymnastics (Complete 9 of 11)

Forward Balance Walk	21
Log Roll	21
Stork Stand	22
Prone Fall	22
Knee Scale	23
Front Support	23
Rear Support	24
Backward Shoulder Roll	24
Forward Roll	25
Tripod	25
Starter Cartwheel	26

Track and Field (Complete 7 of 8)

8 Minute Run	27
40 Metre Sprint	27
10 Metre Backward Walk	28
20 Metre Skip	28
Hop	28
Leap	29
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Team Games (Complete 12 of 14)

Beanbag Toss and Catch	31
Toss and Catch	31
Overhand Beanbag Throw	32
Underhand Roll	32
Underhand Throw	33
Ball Hit	33
Ball Catch	34
Ball Field	34
Bounce and Catch	35
Hand Dribble	35
Target Kick	36
Trap	36
Foot Dribble	37
Slide	37

Red

Gymnastics (Complete 10 of 12)

Backward Balance Walk	38
Star Jump	38
Tuck Jump	39
Half Turn	39
Scale	40
Churn	40
Backward Roll	41
Forward Roll	41
Headstand	42
Scissor Kick Handstand	42
Cartwheel	43
Chin Up	43

Track and Field (Complete 10 of 11)

10 Minute Run	44
50 Metre Sprint	44
15 Metre Backward Run	45

20 Metre High-Knee Skip	45
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Hurdle	47
Running Long Jump	47
Scissor Jump	48
Straight Jump	48
Jump Rope	49

Team Games (Complete 15 of 17)

Toss and Catch	50
Overhand Throw	51
Underhand Roll	52
Underhand Throw	52
Toss and Underhand Hit	53
Ball Catch	54
Ball Field	54
Rebounding Ball Catch	55
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Hand Dribble	56
Set Shot	57
Ground Bat	58
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Target Kick	60
Kick Pass	61
Trap	62
Foot Dribble	63

Green

Gymnastics (Complete 6 of 7)

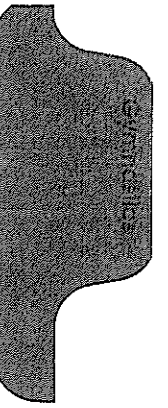
Split Jump	64
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Track and Field (Complete 7 of 8)

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Hurdle	71
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Toss and Overhand Hit	76
Ball Catch	77
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Bounce Pass	78
Hand Dribble	78
Jump Shot	79
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Forward Balance Walk

MARK A SPOT 10 PACES AWAY ALONG A STRAIGHT LINE. WALK FORWARD HEEL TO TOE TO THE MARK WITH A BEANBAG ON HEAD.

Step forward with the right foot.

Move the left foot forward, placing the left heel in front of and against the right toes.

Move the right foot forward, placing the right heel in front of and against the left toes.

Continue to mark.

Related Activities: 5,9,11,19,23,28.

Log Roll

DEMONSTRATE 2 LOG ROLLS; 1 TO THE RIGHT AND 1 TO THE LEFT.

Start lying down, face up in layout position. Extend arms over head.

Roll to the side until you return to starting position.

Keep body straight and tight.



Related Activities: 9,11,20,21,22,23,25,37.

Stork Stand

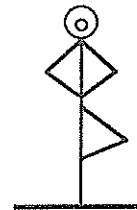
HOLD A STORK STAND FOR 10 SECONDS ON RIGHT LEG AND 10 SECONDS ON LEFT LEG.

Start standing.

Place free foot against inside of knee of supporting leg.

Place hands on hips.

Look straight ahead.



Related Activities: 2,4,9,16,21,23,29,37.

Prone Fall

DEMONSTRATE A PRONE FALL FROM KNEELING POSITION.

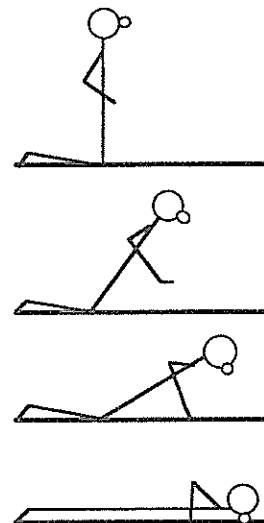
Start in upright kneeling position.

Keep back straight.

Fall forward and extend arms out in front, hands shoulder width apart.

As hands contact mat, bend arms slowly to cushion impact.

Finish face down on mat.



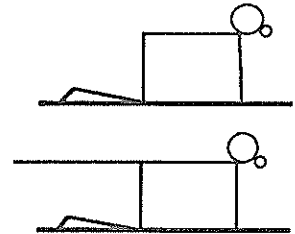
Related Activities: 9,21,23,37.

Knee Scale

**HOLD A SCALE FOR 5 SECONDS ON RIGHT KNEE
AND 5 SECONDS ON LEFT KNEE.**

Start in kneeling position with hands on ground
shoulder width apart.

Extend non-supporting leg back and slowly raise it
until it is parallel to ground.



Related Activities: 2,4,9,16,21,23,29,37.

Front Support

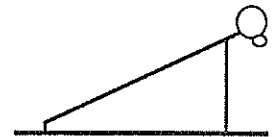
DEMONSTRATE A FRONT SUPPORT.

Start face down in a lying position.

Place hands on ground beside shoulders.
Point fingers forward.

Push up into front support. Keep arms straight.

Keep body straight and tight.



Related Activities: 2,4,9,16,21,23,29,37.

Rear Support

DEMONSTRATE A REAR SUPPORT.

Start sitting, with legs extended in front.

Lean back slightly, point toes and place hands on floor, slightly behind body. Point fingers away from body.



Keep arms straight.

Lift body up in a straight line from shoulders to toes.
Keep body tight.

Related Activities: 2,4,9,16,21,23,29,37.

Backward Shoulder Roll

DEMONSTRATE A BACKWARD SHOULDER ROLL TO KNEES.

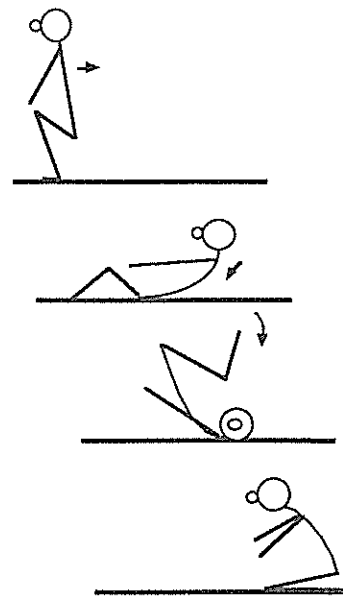
Start in squat position.

Roll backward.

Point fingers towards feet.

During roll, turn head to one side.

Finish with knees to one side of head, facing sideways.



Related Activities: 9,21,23,25,37.

Forward Roll

DEMONSTRATE A FORWARD ROLL TO SQUAT POSITION.

Start standing, with legs together.

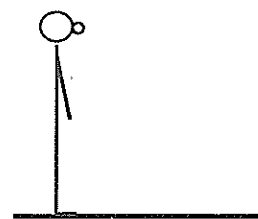
Squat and place hands on mat.

Tuck chin to chest and round body into tuck position.

Push off with legs and roll forward.

Place shoulders on mat.

Finish in squat position.



Related Activities: 9,21,23,25,37.

Tripod

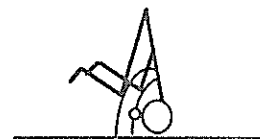
HOLD A TRIPOD BALANCE FOR 3 SECONDS.

Start in squat position.

Place hands on mat, shoulder width apart.

Place head on mat in front of hands, so head and hands form a triangle.

Lift knees to rest on elbows.



Related Activities: 9,16,21,23,37.

Starter Cartwheel

DEMONSTRATE A STARTER CARTWHEEL TO THE RIGHT AND LEFT SIDE.

Example: Cartwheel to right side.

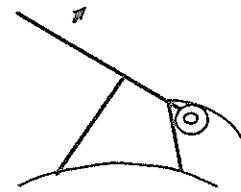
Start standing.

Lean to right side and place right hand, then left hand on ground.

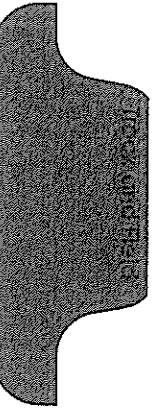
Kick left leg up, then right leg and rotate body.

Land on left foot, then right foot.

Finish standing.



Related Activities: 2,9,11,21,23,29,37.



8 Minute Run

RUN AT A STEADY PACE FOR 8 MINUTES.

Keep head up.

Co-ordinate arms and legs, so opposite arms and legs move together.

Roll foot from heel to toe.

Related Activities: 2,3,4,6,7,8,11,14,15,17,21,23,25,28,29,32,33,41.

40 Metre Sprint

RUN 40 METRES AS QUICKLY AS POSSIBLE.

Co-ordinate arms and legs, so opposite arms and legs move together.

Lean forward slightly.

Move arms aggressively forward and back in line with direction of sprint.

Run on balls of feet.

Lift knees.

Look straight ahead.

Related Activities: 2,3,4,6,7,8,11,14,15,17,21,23,25,28,29,32,34,35,40.

10 Metre Backward Walk

WALK BACKWARD FOR 10 METRES.

Co-ordinate arms and legs, so opposite arms and legs move together.

Look over shoulder.

Related Activities: 2,6,9,10,11,15,17,21,23,25,28,32.

20 Metre Skip

SKIP 20 METRES.

Step and hop on one foot.

Step and hop on other foot.

Continue, alternating legs.

Related Activities: 2,4,9,11,15,17,21,23,25,28,32.

Hop

DEMONSTRATE 5 DIFFERENT WAYS OF HOPPING 3 TIMES ON EACH FOOT.

Take off on one foot and land on same foot.

Perform each hop 3 times on right foot.

Repeat on left foot.

Changes in hopping style can be based on body positioning and direction of movement.

Related Activities: 2,4,8,9,14,15,17,21,23,25,28,29,32,36.

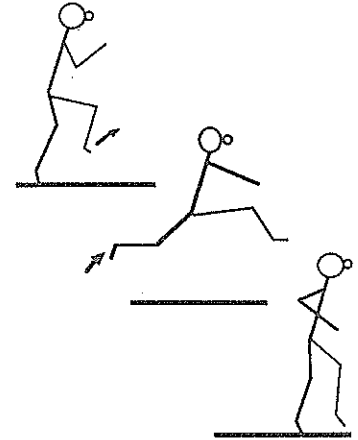
• BLUE TRACK AND FIELD •

Leap

DEMONSTRATE 2 LEAPS.

Take off on right foot and land on left foot.

Repeat using left foot for take off.



Related Activities: 2,4,9,15,17,21,23,25,28,29,32.

Standing Long Jump

DEMONSTRATE A STANDING LONG JUMP.

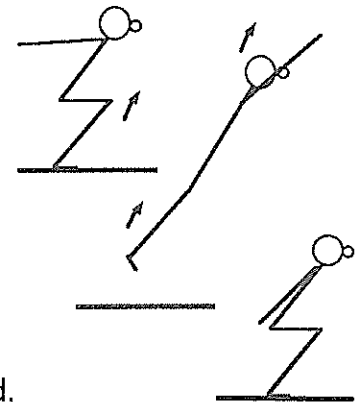
Start with feet parallel and slightly apart, toes behind starting line.

Bend legs and extend arms backward.

Transfer weight forward. Straighten legs. Swing arms forward and up.

Push off with both feet.

Land on both feet, legs bent and weight forward.



Related Activities: 2,4,8,9,15,17,21,23,25,28,29,30,32.

Jump Rope

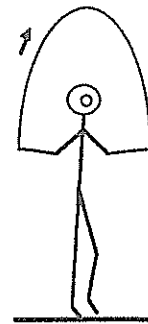
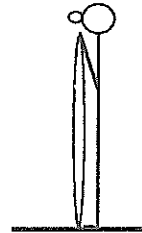
JUMP ROPE 10 TIMES IN SUCCESSION.

Select a rope which just touches the ground when folded in half and held from chin.

Hold rope at each end so it hangs behind heels.

Swing rope over head by turning wrists and forearms. Keep hands to side, slightly wider than shoulder width apart.

Jump over rope as it hits ground.



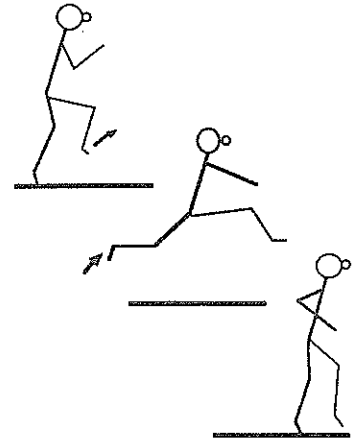
Related Activities: 9,23,29,31.

• BLUE TRACK AND FIELD •

Leap

DEMONSTRATE 2 LEAPS.

Take off on right foot and land on left foot.



Repeat using left foot for take off.

Related Activities: 2,4,9,15,17,21,23,25,28,29,32.

Standing Long Jump

DEMONSTRATE A STANDING LONG JUMP.

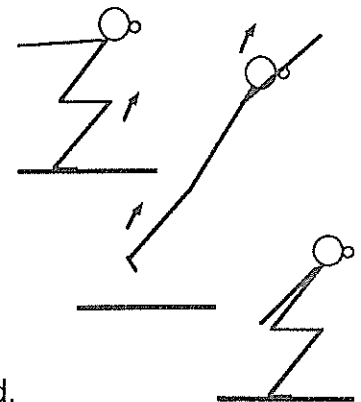
Start with feet parallel and slightly apart, toes behind starting line.

Bend legs and extend arms backward.

Transfer weight forward. Straighten legs. Swing arms forward and up.

Push off with both feet.

Land on both feet, legs bent and weight forward.



Related Activities: 2,4,8,9,15,17,21,23,25,28,29,30,32.

Jump Rope

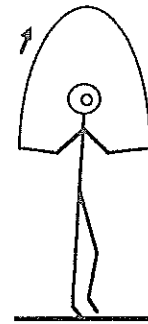
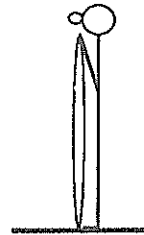
JUMP ROPE 10 TIMES IN SUCCESSION.

Select a rope which just touches the ground when folded in half and held from chin.

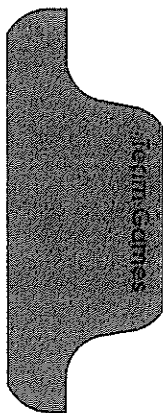
Hold rope at each end so it hangs behind heels.

Swing rope over head by turning wrists and forearms. Keep hands to side, slightly wider than shoulder width apart.

Jump over rope as it hits ground.



Related Activities: 9,23,29,31.



• BLUE TEAM GAMES •

Beanbag Toss and Catch

TOSS AND CATCH A BEANBAG 5 TIMES IN SUCCESSION WITH LEFT HAND AND 5 TIMES IN SUCCESSION WITH RIGHT HAND. TOSS MUST BE TWICE YOUR HEIGHT.

Example: Right Hand Toss and Catch.

Hold beanbag in right hand.

Swing right arm back.

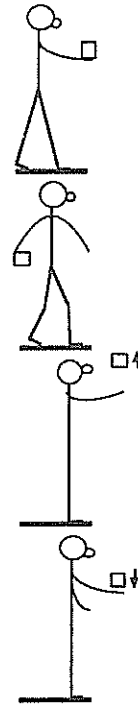
Bend legs.

Straighten legs. Swing right arm forward and up.
Release beanbag.

Keep eyes on beanbag.

Catch beanbag between waist and shoulder height with right hand.

Related Activities: 5,9,11,19,23,29,40.



Toss and Catch

TOSS AND CATCH A SPONGEBALL 10 TIMES IN SUCCESSION. TOSS BALL WITH ONE HAND. CATCH BALL WITH BOTH HANDS. TOSS MUST BE TWICE YOUR HEIGHT.

Example: Right Hand Toss and Catch.

Hold ball in right hand.

Swing right arm back.

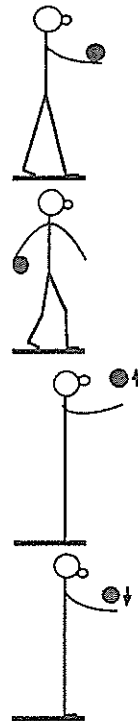
Bend legs.

Straighten legs. Swing right arm forward and up.
Release ball.

Keep eyes on ball.

Catch ball between waist and shoulder height with both hands.

Related Activities: 3,9,11,17,23,29,40.



• BLUE TEAM GAMES •

Overhand Beanbag Throw

STAND 5 PACES AWAY FROM PARTNER. USING A BEANBAG, COMPLETE 5 SUCCESSIVE THROWS WITH RIGHT ARM AND 5 SUCCESSIVE THROWS WITH LEFT ARM.

Example: Right Overhand Throw.

Stand with feet apart, facing partner. Hold beanbag with fingers of right hand.

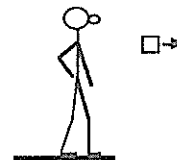
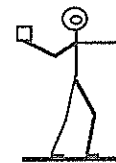
Take a small step forward on right foot. Rotate body slightly to the right. Swing right arm back behind body. Beanbag should be slightly higher than ear level.

Step forward on to left foot. Rotate body to face partner. Straighten right arm.

Keep beanbag above ear level.

Release beanbag slightly above and in front of head.

Swing right arm down and across body to complete follow through.



Related Activities: 10,11,12,13,23,38,39,41.

Underhand Roll

STAND 5 PACES AWAY FROM PARTNER. ROLL A UTILITY BALL TO PARTNER 5 TIMES IN SUCCESSION WITH RIGHT ARM AND 5 TIMES IN SUCCESSION WITH LEFT ARM.

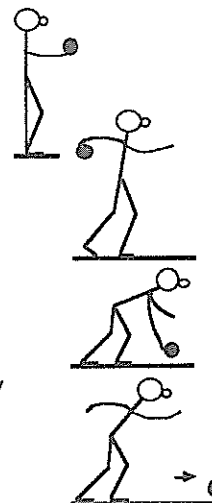
Example: Right Underhand Roll.

Face partner. Hold ball with both hands.

Swing right arm back. Step forward with left leg.

Swing right arm forward. Bend legs. Release ball close to ground.

Point right arm towards partner to complete follow through.



Related Activities: 10,11,12,13,17,23,27,38,39,42.

• BLUE TEAM GAMES •

Underhand Throw

STAND 4 PACES AWAY FROM PARTNER. USING A SPONGE BALL, COMPLETE 10 SUCCESSIVE THROWS WITH RIGHT ARM AND 10 SUCCESSIVE THROWS WITH LEFT ARM. BALL MUST BE RECEIVED BETWEEN WAIST AND EYE HEIGHT.

Example: Right Underhand Throw.

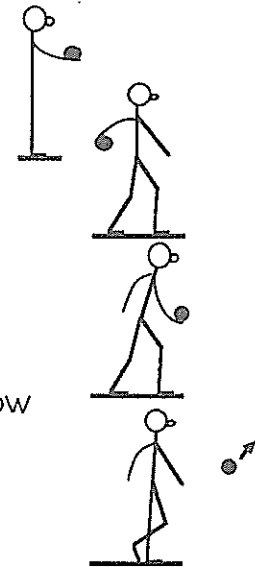
Face partner. Hold ball with both hands.

Swing right arm back. Step forward with left leg.

Swing right arm forward. Release ball.

Point right arm towards partner to complete follow through.

Related Activities: 10,11,12,13,17,23,27,38,39,41,42.



Ball Hit

MARK A SPOT 15 PACES AWAY. HIT A UTILITY BALL PAST THE MARK 5 TIMES IN SUCCESSION WITH RIGHT HAND AND 5 TIMES IN SUCCESSION WITH LEFT HAND.

Example: Right Hand Ball Hit.

Stand facing mark. Hold ball in left hand.

Swing right arm back. Step forward with left foot.

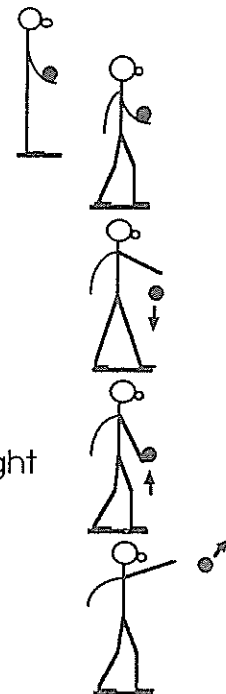
Bounce ball in front of right arm with left hand.

Swing right arm forward.

Hit rebounding ball while in the air with heel of right hand.

Point right arm towards mark to complete follow through.

Related Activities: 10,11,12,13,17,18,23,44.



• BLUE TEAM GAMES •

Ball Catch

STAND 4 PACES AWAY FROM PARTNER. WHEN UTILITY BALL IS THROWN, CATCH IT 5 TIMES IN SUCCESSION BETWEEN WAIST AND EYE HEIGHT.

Keep eyes on ball.

Step towards ball.

Reach forward with fingers open wide.

Grasp ball with both hands. Pull it close to body.

Bend legs to receive low throws. Straighten legs to reach high throws.



Related Activities: 10,11,17,23,27,38,39,40,41.

Ball Field

STAND 5 PACES AWAY FROM PARTNER. WHEN UTILITY BALL IS ROLLED, FIELD IT WITH HANDS 5 TIMES IN SUCCESSION.

Keep eyes on ball.

Step towards ball.

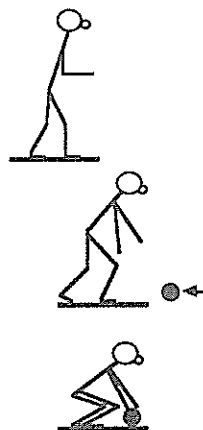
Bend legs. Reach down with both hands.

With hands, form a cup slightly larger than ball.

Keep feet close together behind hands.

Let ball roll into hands. Firmly grip ball with hands.

Pick ball up with hands.



Related Activities: 10,11,23,27,38,39.

• BLUE TEAM GAMES •

Bounce and Catch

BOUNCE AND CATCH A UTILITY BALL WITH BOTH HANDS 10 TIMES IN SUCCESSION.

Hold ball with both hands at waist level.

Bounce ball on floor.

Clap hands before catching ball.



Related Activities: 3,9,11,17,23,29.

Hand Dribble

WHILE WALKING, DRIBBLE A UTILITY BALL 10 TIMES IN SUCCESSION WITH RIGHT HAND AND 10 TIMES IN SUCCESSION WITH LEFT HAND. WATCH BALL IF NECESSARY.

Push ball down to ground with fingers. Lean slightly towards ball.

Reach down and meet rebounding ball with hand. Ball should bounce to waist height.

Watch ball if necessary.



Related Activities: 3,9,11,23,27,29.

• BLUE TEAM GAMES •

Target Kick

KICK A UTILITY BALL BETWEEN 2 MARKERS 5 TIMES IN SUCCESSION WITH RIGHT FOOT AND 5 TIMES IN SUCCESSION WITH LEFT FOOT. PLACE MARKERS SHOULDER WIDTH APART. PLACE BALL 3 PACES FROM MARKERS. STAND 2 PACES FROM BALL.

Example: Right Foot Target Kick.

Keep eyes on ball.

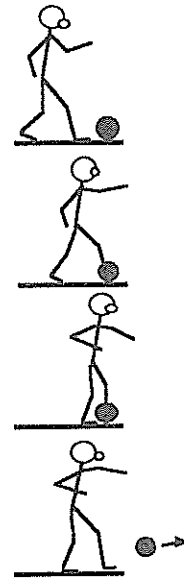
Step towards ball.

Place left foot to the side and slightly behind ball.

Swing right leg back.

Bring right foot up underneath ball. Contact ball with instep of foot.

Point right foot in direction of target to complete follow through.



Related Activities: 10,11,12,13,18,23,27,38,39.

Trap

STAND 5 PACES AWAY FROM PARTNER. WHEN UTILITY BALL IS ROLLED, TRAP IT 5 TIMES IN SUCCESSION WITH RIGHT FOOT AND 5 TIMES IN SUCCESSION WITH LEFT FOOT.

Example: Right Foot Trap.

Place left foot on ground so it is facing ball.

Keep eyes on ball.

Place weight on left foot.

Bend right leg. Lift right foot slightly off ground.

Move right foot towards ball.

Stop ball with right foot.



Related Activities: 10,11,13,23,27,38,39.

• BLUE TEAM GAMES •

Foot Dribble

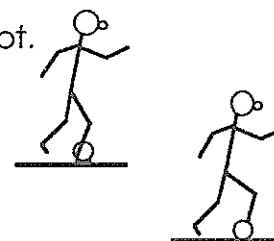
MARK A SPOT 30 PACES AWAY. WHILE WALKING, DRIBBLE A UTILITY BALL TO THE MARK. CONTINUOUSLY PASS BALL FROM ONE FOOT TO THE OTHER.

Push ball with inside of right foot, then inside of left foot.

Keep ball close to feet.

Continue to mark.

Push ball with inside of feet. Do not kick ball.



Related Activities: 9,11,23,27.

Slide

MARK A SPOT 10 PACES AWAY. SLIDE TO THE MARK 2 TIMES, ONCE WITH RIGHT SIDE FACING MARK AND ONCE WITH LEFT SIDE FACING MARK. ATTEMPT TO SLIDE FORWARD, BACKWARD AND ON A DIAGONAL.

Example: Right Side Slide

Stand with right side facing mark, legs shoulder width apart. Look straight ahead.

Bend legs slightly. Keep back straight.

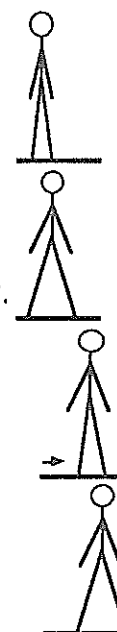
Take a quick step to right side with right foot.

Bring left foot along ground to inside of right foot.

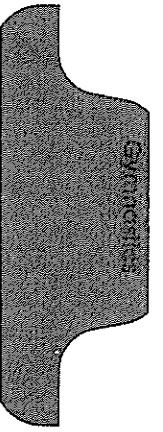
Take another step with right foot.

Continue to mark.

The right foot must always be closest to mark.



Related Activities: 2,4,8,9,11,15,17,23,32.



Backward Balance Walk

MARK A SPOT 10 PACES AWAY ALONG A STRAIGHT LINE. BALANCING BEANBAG ON HEAD, WALK BACKWARD TOE TO HEEL TO THE MARK.

Step backward with right foot.

Move left foot backward, placing left toes behind and against heel of right foot.

Move right foot backward, placing right toes behind and against heel of left foot.

Continue to mark.

Related Activities: 9,11,19,23.

Star Jump

DEMONSTRATE A STAR JUMP.

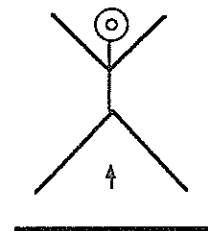
Start standing.

Bend legs. Lean forward. Swing arms back.

Straighten legs. Push off ground with both feet. Swing arms forward and up. Look straight ahead.

At top of jump, move arms and legs out, on a diagonal, into star position.

Bring arms and legs in. Land on both feet, with legs slightly bent.



Related Activities: 2,9,21,23,29,37.

Tuck Jump

DEMONSTRATE A TUCK JUMP.

Start standing.

Bend legs. Lean forward. Swing arms back.

Straighten legs. Push off ground with both feet.
Swing arms forward and up. Look straight ahead.

At top of jump, bring knees towards chest.

Straighten body.

Land on both feet, with legs slightly bent.



Related Activities: 2,9,21,23,29,31,37.

Half Turn

COMPLETE 2 HALF TURNS IN THE AIR; 1 TO THE RIGHT AND 1 TO THE LEFT.

Start standing.

Bend legs. Lean forward. Swing arms back.

Straighten legs. Push off ground with both feet.
Swing arms forward and up. Look straight ahead.

At top of jump, rotate body.

Land on both feet facing opposite direction, with
legs slightly bent.

Related Activities: 2,9,21,23,29,37.

• RED GYMNASTICS •

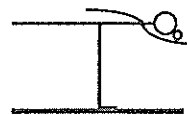
Scale

**HOLD A SCALE FOR 5 SECONDS ON RIGHT LEG
AND 5 SECONDS ON LEFT LEG.**

Start standing.

Lift non-supporting leg backward until parallel to ground.

Extend one arm forward and one arm backward.



Related Activities: 2,4,9,16,21,23,29,37.

Churn

COMPLETE A CHURN TO THE RIGHT AND TO THE LEFT.

Start in front support position.

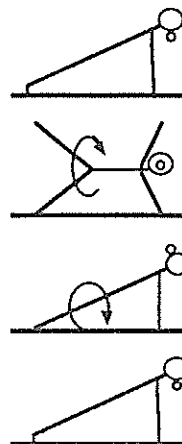
Keep body straight and tight. Rotate to the side.

Transfer weight onto one hand and one foot.

Rotate to rear support position.

Continue sideways rotation.

Finish in a front support position.



Related Activities: 2,9,21,23,24,29,37.

Backward Roll

DEMONSTRATE A BACKWARD ROLL TO SQUAT POSITION.

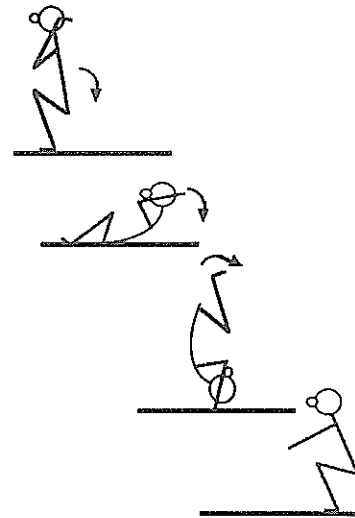
Start in squat position.

Tuck chin to chest, round back and gently roll backward. Bring hands to each side of head, palms up.

Roll backward. Place palms on mat beside ears. Swing feet over head.

Push head and shoulders off mat with hands.

Finish in squat position.



Related Activities: 9,21,23,25,37.

Forward Roll

DEMONSTRATE A FORWARD ROLL TO JUMP.

Start standing, with legs together.

Squat and place hands on mat.

Tuck chin to chest and round body into tuck position.

Push off with legs and roll forward.

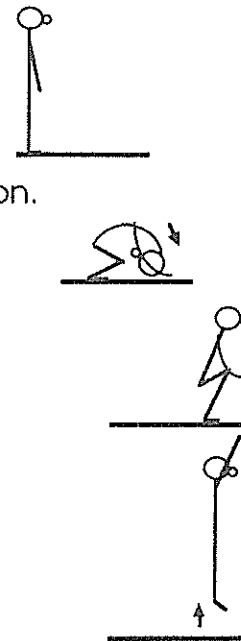
Place shoulders on mat.

Roll into squat position.

Straighten legs. Push off ground with both feet. Swing arms forward and up.

Look straight ahead.

Land on both feet with legs slightly bent.



Related Activities: 9,21,23,25,37.

Headstand

HOLD A HEADSTAND FOR 3 SECONDS.

Start standing.

Squat and place hands on mat, shoulder width apart.

Place head on mat in front of hands, so head and hands form a triangle.

Lift knees into tuck position.

With weight on head and hands, extend legs straight up through tuck position.



Related Activities: 16,21,37.

Scissor Kick Handstand

DEMONSTRATE A SCISSOR KICK HANDSTAND.

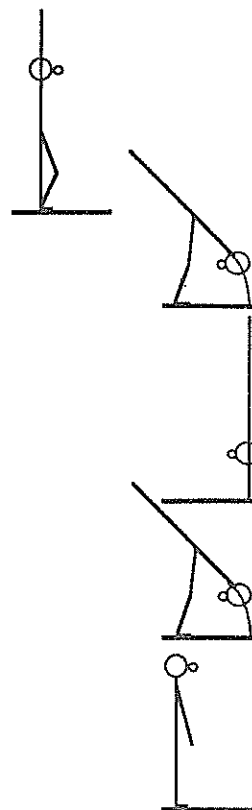
Start standing with arms above head and one leg extended in front.

Step forward. Place hands on mat. Keep arms straight.

Kick one leg up, then the other leg.

Bring first leg down, then the second leg.

Finish standing.



Related Activities: 16,21,37.

Cartwheel

DEMONSTRATE 1 CARTWHEEL. ATTEMPT A SECOND CARTWHEEL TO OPPOSITE SIDE.

Example: Cartwheel to left side.

Start standing.

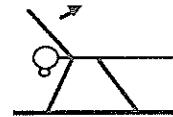
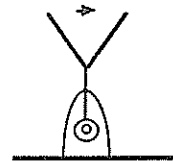
Step forward onto left foot. Bend down and place left hand on ground.

Swing legs into air; leading with right foot.

Keep body straight.

Contact ground with right foot.

Finish standing.



Related Activities: 9,11,21,23,29,37.

Chin Up

COMPLETE 1 CHIN UP.

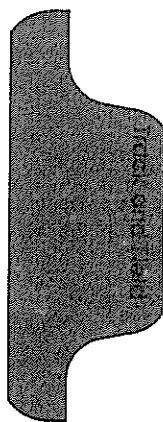
Start in hanging position with hands grasping bar, palms facing body.

Pull body up until chin is even with bar.

Return slowly to hanging position.



Related Activities: 23,45.



10 Minute Run

RUN AT A STEADY PACE FOR 10 MINUTES.

Keep head up.

Co-ordinate arms and legs, so opposite arms and legs move together.

Roll foot from heel to toe.

Related Activities: 2,3,4,6,7,8,11,14,15,17,21,23,25,28,29,32,33,41.

50 Metre Sprint

RUN 50 METRES AS QUICKLY AS POSSIBLE.

Co-ordinate arms and legs, so opposite arms and legs move together.

Lean forward slightly.

Move arms aggressively forward and back in line with direction of sprint.

Run on balls of feet.

Lift knees.

Look straight ahead.

Related Activities: 2,3,4,6,7,8,11,14,15,17,21,23,25,28,29,32,34,35,40.

• RED TRACK AND FIELD •

15 Metre Backward Run

RUN BACKWARD FOR 15 METRES.

Co-ordinate arms and legs, so opposite arms and legs move together.

Move arms aggressively backward and forward in line with direction of run.

Run on balls of feet.

Lift knees.



Related Activities: 6,9,11,23.

20 Metre High-Knee Skip

SKIP 20 METRES.

Step and hop on one foot.

Continue, alternating legs.

Co-ordinate arms and legs, so opposite arms and legs move together.

Move arms aggressively forward and back in line with direction of skip.

Skip on balls of feet.

Bring knees up high.

Look straight ahead.



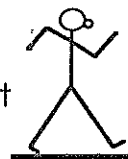
Related Activities: 2,4,9,11,15,17,21,23,28,31.

• RED TRACK AND FIELD •

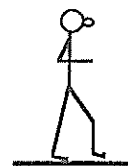
Speed Walk

WALK QUICKLY FOR 30 SECONDS.

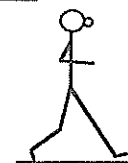
Bend elbows to 90 degrees. Swing arms in front of body. Push right hip forward and stride out with right leg to land on heel. Push off toes of left foot.



Straighten right leg underneath body. Push hip forward. Keep body straight.



Stride out with left leg. Place left heel on ground before right toes lift off ground.



Keep one foot in contact with ground at all times.

Related Activities: 2,4,9,10,11,14,15,17,21,23,25,28,32,33.

Standing Start

DEMONSTRATE A STANDING START.

On your mark:

Stand with toes of front foot just behind starting line. Place back foot approximately 1 pace behind line.



Set:

Bend legs. Lean forward. Push arm opposite to front leg forward. Keep other arm back.



Go:

Swing forward arm back vigorously, and back arm forward. Drive back leg through to make first stride.



Related Activities: 9,11,23.

Hurdle

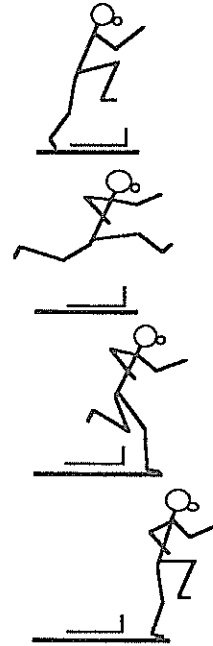
RUN OVER A HURDLE SET BETWEEN ANKLE AND KNEE HEIGHT.

Run towards hurdle. Lift knee of lead leg high.

Extend lead leg so it passes just over hurdle. Pull trail knee out to the side and over hurdle. Reach forward with arm opposite to lead leg.

Snap lead leg down quickly after it has cleared hurdle.

Pull trail foot through in front of body and continue running.



Related Activities: 11,23,35.

Running Long Jump

DEMONSTRATE A RUNNING LONG JUMP.

Approach: 15 paces maximum.
Take-off zone: 1 pace minimum.

Run quickly to take-off zone.

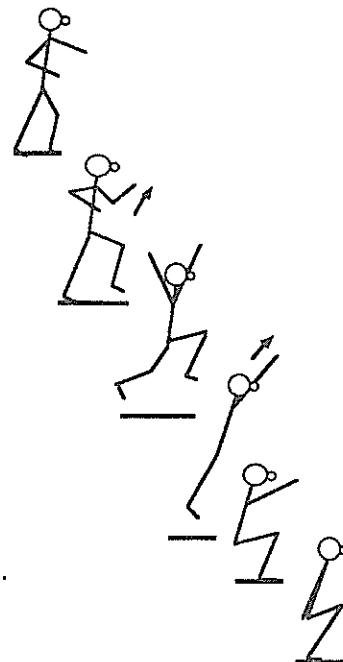
Plant take-off foot in take-off zone.

On take-off, swing free knee high.

In the air, keep head and chest up.

When approaching landing, keep legs in front of body. Reach forward with arms.

Land on both feet, legs bent and weight forward.



Related Activities: 23,30,34.

Scissor Jump

DEMONSTRATE 2 SCISSOR JUMPS; 1 WITH RIGHT LEG TAKE-OFF AND 1 WITH LEFT LEG TAKE-OFF.

Example: Right Leg Take-off.

Swing left leg strongly into air. Jump into air off right leg.

Swing arms forward and up. Lift right leg up so it passes left leg as left leg is being brought down.

Land on the left leg, with leg slightly bent.

Related Activities: 9,23,29.



Straight Jump

COMPLETE A STRAIGHT JUMP.

Approach: 5 paces maximum.
High Jump Bar: Wide Elastic
Cover landing area with mats.

Set bar at challenging height. Angle bar if necessary.

Stand in front of bar.

Run straight at bar.

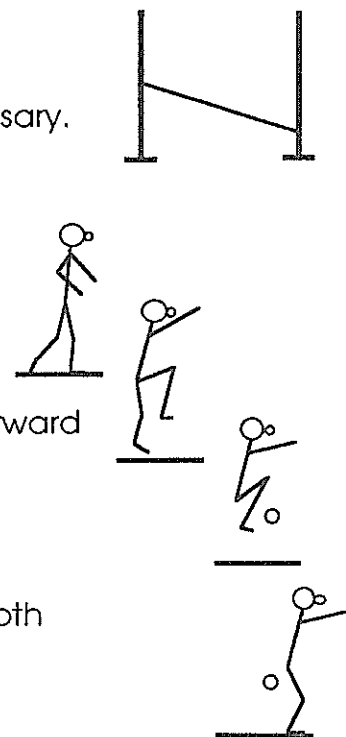
Plant take-off foot flat on ground.

On take-off, swing free knee high. Swing arms forward and up. Look straight ahead.

At top of jump, bring knees towards chest.

After clearing bar, straighten legs and land on both feet, with legs slightly bent.

Related Activities: 23,25,31.



Jump Rope

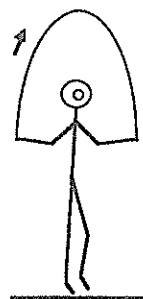
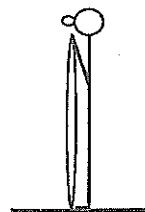
JUMP ROPE 20 TIMES IN SUCCESSION.

Select a rope which just touches the ground when folded in half and held from chin.

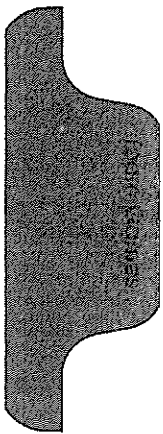
Hold rope at each end so it hangs behind heels.

Swing rope over head by turning wrists and forearms. Keep hands to side, slightly wider than shoulder width apart.

Jump over rope as it hits ground.



Related Activities: 9,23,29,31.



• RED TEAM GAMES •

Toss and Catch

TOSS AND CATCH A SPONGE BALL 5 TIMES IN SUCCESSION WITH LEFT HAND AND 5 TIMES IN SUCCESSION WITH RIGHT HAND. TOSS MUST BE TWICE YOUR HEIGHT.

Example: Right Hand Toss and Catch.

Hold ball in right hand.

Swing right arm back.

Bend legs.

Straighten legs. Swing right arm forward and up.
Release ball.

Keep eyes on ball.

Catch ball between waist and shoulder height
with right hand.



Related Activities: 3,9,11,17,23,29,40.

Overhand Throw

STAND 6 PACES AWAY FROM PARTNER. USING A SPONGE BALL, COMPLETE 10 SUCCESSIVE THROWS WITH RIGHT OR LEFT ARM.

Example: Right Overhand Throw.

Stand with feet apart, facing partner. Hold ball with fingers of right hand.

Take a small step forward on right foot. Rotate body slightly to the right. Swing right arm back behind body. Ball should be slightly higher than ear level.

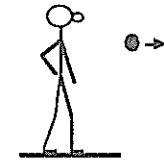


Step forward on to left foot. Rotate body to face partner. Straighten right arm.



Keep ball above ear level.

Release ball slightly above and in front of head.



Swing right arm down and across body to complete follow through.

Related Activities: 10,11,12,13,18,23,27,38,39,41.

• RED TEAM GAMES •

Underhand Roll

STAND 10 PACES AWAY FROM PARTNER. ROLL A UTILITY BALL TO PARTNER 10 TIMES IN SUCCESSION WITH RIGHT ARM AND 10 TIMES IN SUCCESSION WITH LEFT ARM.

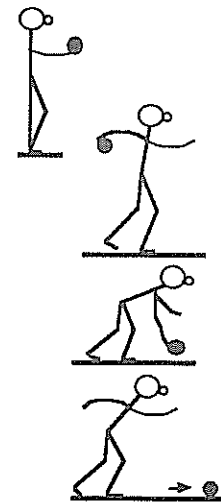
Example: Right Underhand Roll

Face partner. Hold ball with both hands.

Swing right arm back. Step forward with left leg.

Swing right arm forward. Bend legs. Release ball close to ground.

Point right arm towards partner to complete follow through.



Related Activities: 10,11,12,13,17,18,23,27,38,39,42.

Underhand Throw

STAND 6 PACES AWAY FROM PARTNER. USING A SPONGE BALL, COMPLETE 15 SUCCESSIVE THROWS WITH RIGHT OR LEFT ARM; 5 TO BE RECEIVED AT WAIST HEIGHT, 5 AT CHEST HEIGHT, AND 5 AT EYE HEIGHT.

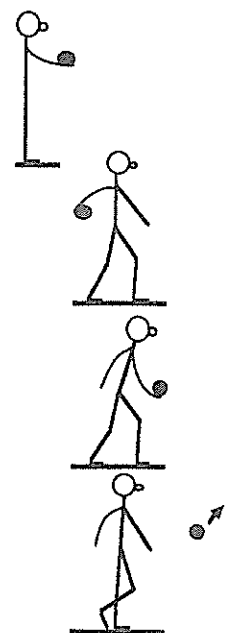
Example: Right Underhand Throw.

Face partner. Hold ball with both hands.

Swing right arm back. Step forward with left leg.

Swing right arm forward. Release ball.

Point right arm towards partner to complete follow through.



Related Activities: 10,11,12,13,17,18,23,27,38,39,41,42.

Toss and Underhand Hit

**STAND 5 PACES AWAY FROM PARTNER. HIT A UTILITY BALL UNDERHAND TO PARTNER 5 TIMES IN SUCCESSION WITH RIGHT ARM AND 5 TIMES IN SUCCESSION WITH LEFT ARM.
BALL MUST BE RECEIVED BETWEEN WAIST AND EYE HEIGHT.**

Example: Toss and Right Underhand Hit

Stand with feet apart, facing partner. Hold ball in left hand.

Keep eyes on ball.

Take a small step forward on right foot. Rotate body slightly to the right. Swing right arm back behind body. Bring left arm forward.

Toss ball in air with left arm between waist and shoulder height.

Step forward on to left foot. Rotate body to face partner. Bring right arm forward.

Contact ball with heel of right hand.

Point right arm towards partner to complete follow through.



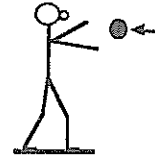
Related Activities: 10,11,12,13,17,18,23,27,38,39.

• RED TEAM GAMES •

Ball Catch

STAND 10 PACES AWAY FROM PARTNER. WHEN UTILITY BALL IS THROWN, CATCH IT 10 TIMES IN SUCCESSION BETWEEN WAIST AND EYE HEIGHT.

Keep eyes on ball.
Step towards ball.
Reach forward with fingers open wide.



Grasp ball with both hands. Pull it close to body.



Bend legs to receive low throws. Straighten legs to reach high throws.

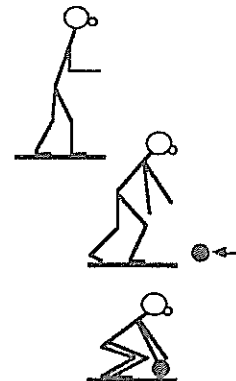


Related Activities: 10,11,17,23,27,38,39,40,41.

Ball Field

STAND 10 PACES AWAY FROM PARTNER. WHEN SPONGE BALL IS ROLLED, FIELD IT WITH HANDS 10 TIMES IN SUCCESSION.

Keep eyes on ball.
Step towards ball.
Bend legs. Reach down with both hands.
With hands, form a cup slightly larger than ball.
Keep feet close together behind hands.
Let ball roll into hands. Firmly grip ball with hands.
Pick ball up with hands.



Related Activities: 10,11,23,38,39.

• RED TEAM GAMES •

Rebounding Ball Catch

STAND 4 PACES AWAY FROM WALL. CATCH A UTILITY BALL WITH BOTH HANDS AFTER IT BOUNCES OFF THE WALL AND FLOOR 10 TIMES IN SUCCESSION. THROW BALL UNDERHAND WITH RIGHT OR LEFT ARM.

Example: Right Underhand Rebounding Ball Catch.

Face wall. Hold ball with both hands.

Swing right arm back. Step forward with left leg.

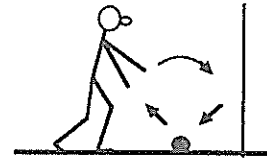
Swing right arm forward. Release ball.

Ball should contact wall at chest height.

Ball must bounce on floor before it is caught.

Clap hands once before catching ball.

Catch ball with both hands.



Related Activities: 11,23,29.

• RED TEAM GAMES •

Chest Pass

STAND 4 PACES AWAY FROM PARTNER. PASS A UTILITY BALL WITH BOTH HANDS TO PARTNER 10 TIMES IN SUCCESSION. BALL MUST BE RECEIVED AT CHEST HEIGHT.

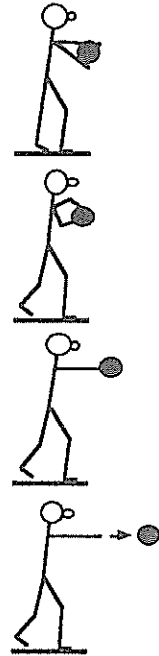
Hold ball at chest height with both hands. Spread fingers.

Step forward, with front foot pointing in direction of pass.

Roll ball inward so thumbs are facing down behind ball.

Push ball towards partner.

Point arms towards partner to complete follow through. Palms should be facing out.



Related Activities: 10,11,13,18,23,27,38,39,41.

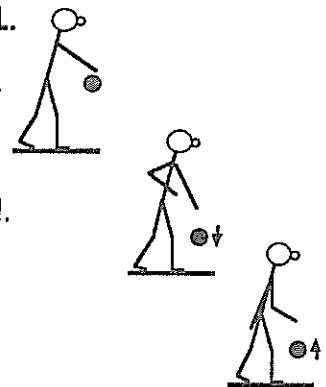
Hand Dribble

WHILE WALKING, DRIBBLE UTILITY BALL 15 TIMES IN SUCCESSION WITH RIGHT HAND AND 15 TIMES IN SUCCESSION WITH LEFT HAND. DO NOT WATCH BALL.

Push ball down to ground with fingers. Lean slightly towards ball.

Reach down and meet rebounding ball with hand. Ball should bounce to waist height.

Do not watch ball.



Related Activities: 3,9,11,23,27,29.

• RED TEAM GAMES •

Set Shot

STAND 4 PACES FROM BASKET SET AT A HEIGHT EQUIVALENT TO VERTICAL JUMP. USING A UTILITY BALL, SCORE 3 SUCCESSIVE BASKETS.

Hold ball with fingers at eye level. Keep wrist of shooting hand slightly lower than wrist of hand supporting ball.

Bend legs, with leg of shooting arm slightly forward.

Straighten arms and legs. Push ball up towards basket.

Snap wrist of shooting arm forward to complete follow through.



Related Activities: 11,23,26,29,40,43.

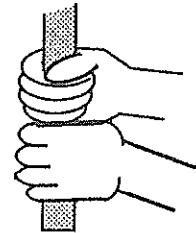
• RED TEAM GAMES •

Ground Bat

STAND 6 PACES AWAY FROM PARTNER. HOLD A CRICKET BAT WITH BOTH HANDS. WHEN SPONGE BALL IS ROLLED, HIT IT WITH BAT ALONG GROUND 5 TIMES IN SUCCESSION TO RIGHT SIDE OF BODY AND 5 TIMES IN SUCCESSION TO LEFT SIDE OF BODY.

Example: Right Side Ground Bat

Grip bat with left hand on top of bat. Place right hand below left hand so both hands are touching.



Stand with left side facing direction of hit, feet comfortably apart. Hold bat perpendicular to ground.

Lift bat high behind body.



Bend legs slightly.

Swing bat forward.



Contact ball with full face of bat.

Swing bat straight through, in direction of hit.

Related Activities: 11,12,18,23,42.

• RED TEAM GAMES •

Throw In

STAND 5 PACES AWAY FROM PARTNER. THROW A UTILITY BALL OVER HEAD TO PARTNER 5 TIMES IN SUCCESSION WITH FEET SLIGHTLY APART AND 5 TIMES IN SUCCESSION WITH ONE FOOT IN FRONT OF THE OTHER.

Face partner. Hold ball in front of body with both hands.



Grip ball with fingers spread and thumbs behind ball.

Lift ball up and behind head.

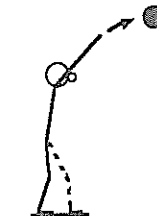


Lean backward slightly. Bend legs.



Move body forward. Straighten arms to release ball over head with both hands.

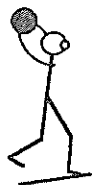
Keep both feet in contact with ground.



Point arms towards partner to complete follow through.



Feet slightly apart:



One foot in front of the other:

Related Activities: 10,11,12,13,18,23,27,38,39,41.

• RED TEAM GAMES •

Target Kick

KICK A UTILITY BALL BETWEEN 2 MARKERS 5 TIMES IN SUCCESSION WITH RIGHT FOOT AND 5 TIMES IN SUCCESSION WITH LEFT FOOT. PLACE MARKERS 5 PACES APART. PLACE BALL 15 PACES FROM MARKERS. STAND 2 PACES FROM BALL.

Example: Right Foot Target Kick.

Keep eyes on ball.

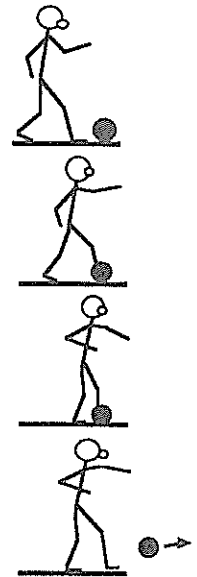
Step towards ball.

Place left foot to the side and slightly behind ball.

Swing right leg back.

Bring right foot up underneath ball. Connect with instep of foot.

Point right foot in direction of target to complete follow through.



Related Activities: 10,11,12,13,18,23,27,38,39.

• RED TEAM GAMES •

Kick Pass

USING INSIDE OF FOOT, KICK A UTILITY BALL BETWEEN 2 MARKERS 5 TIMES IN SUCCESSION WITH RIGHT FOOT AND 5 TIMES IN SUCCESSION WITH LEFT FOOT. PLACE MARKERS 4 PACES APART. PLACE BALL 10 PACES FROM MARKERS. STAND 3 PACES FROM BALL.

Example: Right Foot Kick Pass

Keep eyes on ball.

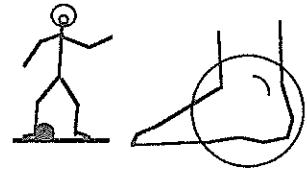
Run towards ball.

Bring left foot to the side and slightly behind ball. Turn right leg outward from hip so inside of foot is facing target.

Contact middle of ball with inside of right foot so it travels along ground.

Use a pushing action, rather than a kicking action.

Point right foot in direction of target to complete follow through.



Related Activities: 10,11,12,13,18,23,27,38,39.

• RED TEAM GAMES •

Trap

STAND 10 PACES AWAY FROM PARTNER. WHEN UTILITY BALL IS ROLLED, TRAP IT 2 TIMES IN SUCCESSION WITH BOTTOM OF RIGHT FOOT, 2 TIMES IN SUCCESSION WITH BOTTOM OF LEFT FOOT, 2 TIMES IN SUCCESSION WITH INSIDE OF RIGHT FOOT, AND 2 TIMES IN SUCCESSION WITH INSIDE OF LEFT FOOT.

Example: Right Foot Trap

Place left foot on ground so it is facing ball.

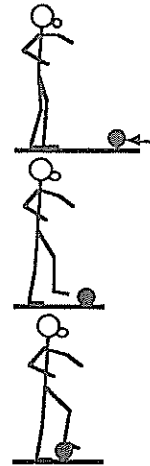
Keep eyes on ball.

Place weight on left foot.

Bend right leg. Lift right foot slightly off ground.

Move right foot towards ball.

Stop ball with right foot.



Bottom of foot:



Inside of foot:



Related Activities: 10, 11, 13, 23, 27, 38, 39.

• RED TEAM GAMES •

Foot Dribble

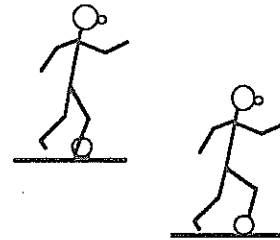
MARK A SPOT 30 PACES AWAY. WHILE RUNNING, DRIBBLE A UTILITY BALL TO THE MARK. CONTINUOUSLY PASS BALL FROM ONE FOOT TO THE OTHER.

Push Ball with inside of right foot, then inside of left foot.

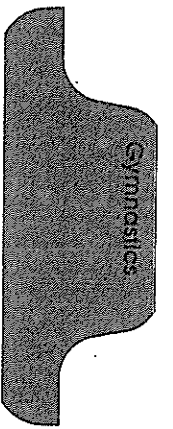
Keep ball close to feet.

Continue to mark.

Push ball with inside of feet. Do not kick ball.



Related Activities: 9,11,23,27.



Split Jump

DEMONSTRATE 2 SPLIT JUMPS; 1 WITH LEFT LEG IN FRONT AND 1 WITH RIGHT LEG IN FRONT.

Start standing.

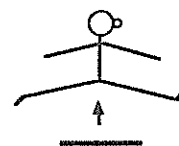
Bend legs. Lean forward. Swing arms back.

Straighten legs. Push off ground with both feet. Swing arms forward and up. Look straight ahead.

At top of jump, split legs; one in front and one behind. Point toes.

Straighten body.

Land on both feet, with legs slightly bent.

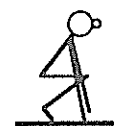


Related Activities: 2,9,21,23,29,37.

Frog Balance

HOLD A FROG BALANCE FOR 5 SECONDS.

Start in squat position, with knees outside of elbows. Place hands flat on floor, with fingers pointed straight in front.



Lean forward onto hands. Gradually raise feet off ground. Rest knees on elbows and upper arms.



Related Activities: 9,16,21,23,37.

Backward Roll

DEMONSTRATE A BACKWARD ROLL TO STANDING POSITION.

Start in squat position.

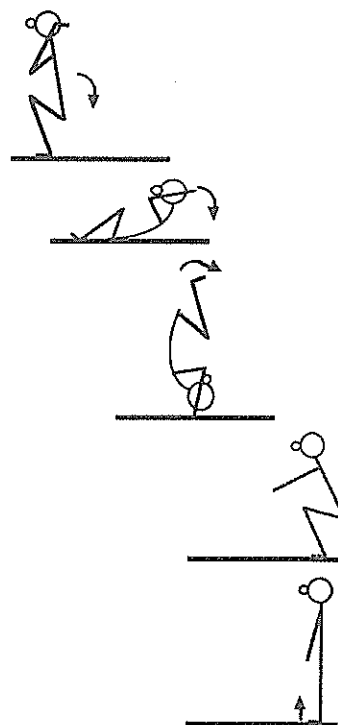
Tuck chin to chest, round back and gently roll backward. Bring hands to each side of head, palms up.

Roll backward. Place palms on mat beside ears. Swing feet over head.

Push head and shoulders off mat with hands.

Roll into squat position.

Straighten legs. Finish standing.



Related Activities: 9,21,23,25,37.

Backward Straddle Roll

DEMONSTRATE A BACKWARD ROLL TO STRADDLE POSITION.

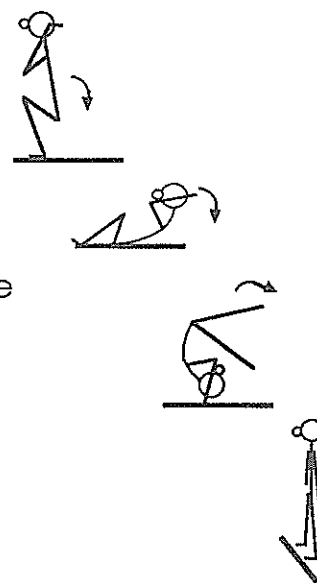
Start in squat position.

Tuck chin to chest, round back and gently roll backward. Bring hands to each side of head, palms up.

Roll backward. Place palms on mat beside ears. Swing feet over head with legs apart in a straddle position.

Push head and shoulders off mat with hands.

Finish in straddle position.



Related Activities: 9,21,23,25,37.

Forward Dive Roll

DEMONSTRATE A FORWARD DIVE ROLL TO STANDING POSITION.

Start in squat position. Hold hands in front of body, palms down.

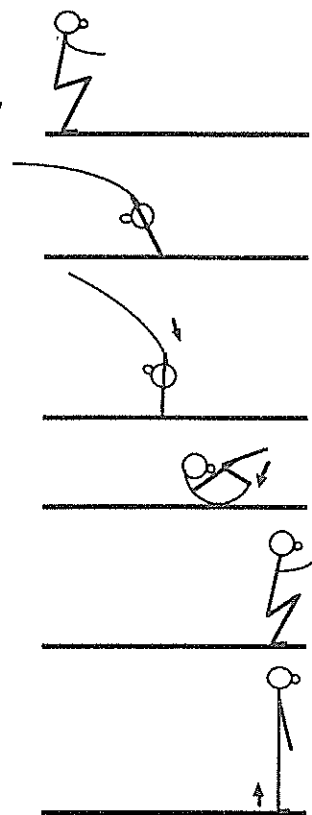
Dive forward. Stretch body.

Land on hands. Tuck head to chest. Roll onto shoulders.

Roll through to back in tuck position.

Stay tightly curled. Roll onto feet.

Straighten legs. Finish standing.



Related Activities: 21,25,37.

Handstand

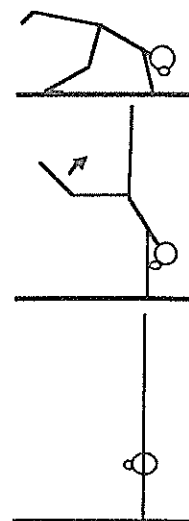
HOLD A HANDSTAND FOR 3 SECONDS.

Start standing.

Step forward. Place hands on mat shoulder width apart, palms down and fingers pointing straight ahead.

Kick legs off ground, keeping arms straight.

Keep back and arms straight, legs together and toes pointed.



Related Activities: 16,21,37.

Round Off

DEMONSTRATE 1 ROUND OFF. ATTEMPT A SECOND ROUND OFF TO OPPOSITE SIDE.

Example: Round Off to left side.

Step and hop on right foot.

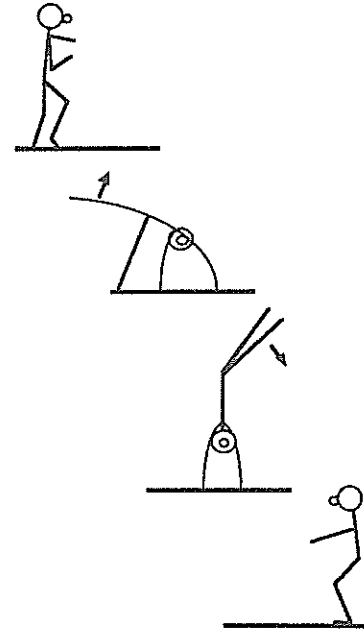
Step forward on left foot.

Bend down and place left hand on ground.

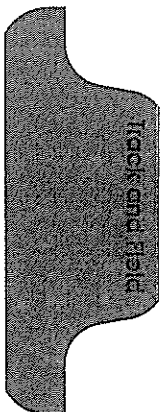
Swing legs into air; leading with right foot.

Keep feet together. Twist at waist to the left.
Snap legs down.

Land facing opposite direction, feet together.
Legs slightly bent.



Related Activities: 21,37.



12 Minute Run

RUN AT A STEADY PACE FOR 12 MINUTES.

Keep head up.

Co-ordinate arms and legs, so opposite arms and legs move together.

Roll foot from heel to toe.

Related Activities: 2,3,4,6,7,8,11,14,15,17,21,23,25,28,29,32,33,41.

60 Metre Sprint

RUN 60 METRES AS QUICKLY AS POSSIBLE.

Co-ordinate arms and legs, so opposite arms and legs move together.

Lean forward slightly.

Move arms aggressively forward and back in line with direction of sprint.

Run on balls of feet.

Lift knees.

Look straight ahead.

Related Activities: 2,3,4,6,7,8,11,14,15,17,21,23,25,28,29,32,34,35,40.

30 Metre High-Knee Skip

SKIP 30 METRES.

Step and hop on one foot.

Continue, alternating legs.

Co-ordinate arms and legs, so opposite arms and legs move together.

Move arms aggressively forward and back in line with direction of skip.

Skip on balls of feet.

Bring knees up high.

Look straight ahead.



Related Activities: 2,4,9,11,15,17,21,23,25,28,32.

Crouch Start

DEMONSTRATE A CROUCH START.

On your mark:

Start in crouch position.

Position front foot so knee is off ground, slightly behind starting line. Position rear foot so knee is on ground slightly ahead of toes of front foot.



Position hands behind starting line, approximately shoulder width apart and level with front knee. Spread thumbs and forefingers behind line. Point thumbs inward.

Set:

Extend legs slightly. Raise hips so they are just higher than shoulders. Shoulders should be just in front of hands. Body should be slightly off balance in a forward direction, with hands supporting body. Tilt head slightly down.



Go:

Push off hard with front foot. Bring back foot through quickly to make first stride. Move arms aggressively forward and back in line with direction of sprint. Look forward.



First few steps are short, gradually increasing in length.

Related Activities: 9,11,23.

Hurdle

RUN OVER A HURDLE SET BETWEEN KNEE AND HIP HEIGHT.

Run towards hurdle. Lift knee of lead leg high.



Extend lead leg so it passes just over hurdle. Pull trail knee out to the side and over hurdle. Reach forward with arm opposite to lead leg.



Snap lead leg down quickly after it has cleared hurdle.



Pull trail foot through in front of body and continue running.



Related Activities: 11,23,35.

Triple Jump

DEMONSTRATE A TRIPLE JUMP.

Approach: 15 paces maximum.
Take-off zone: 1 pace minimum.

The triple jump involves a fast run up and take-off, followed by a hop, step and jump.

Run quickly to take-off zone.

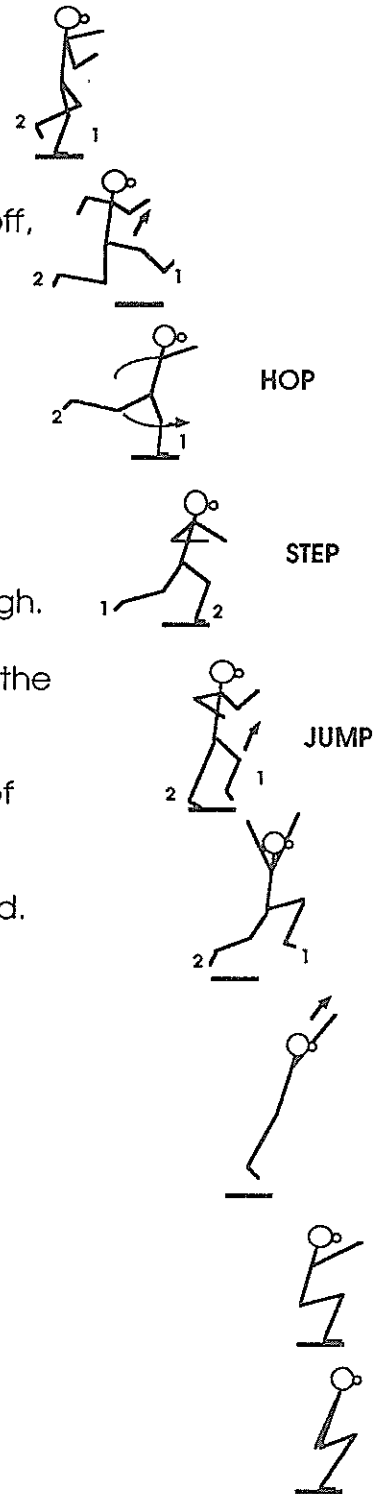
Plant take-off foot (first leg) flat in take-off zone.

Lift the knee of second leg high by pushing it forward and up. Land on first leg.

Bring second leg forward while keeping knee high. Land on second leg. Push off second leg into a long jump. On take-off, swing free knee high. In the air, keep head and chest up.

When approaching landing, keep legs in front of body. Reach forward with arms.

Land on both feet, legs bent and weight forward.



Related Activities: 11,23,29,30.

Scissor Jump

COMPLETE A SCISSOR JUMP.

Approach: 5 paces maximum.

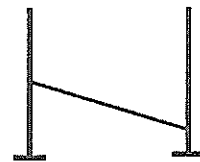
Select take-off leg. Right leg: Approach from left.

Left leg: Approach from right.

High Jump Bar: Wide elastic.

Cover landing area with mats.

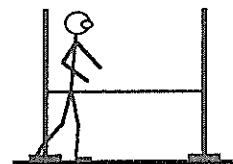
Set bar at challenging height. Angle bar if necessary.



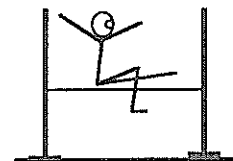
Example: Right leg take-off.

Run in from left side of bar.

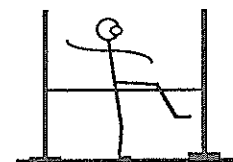
Plant right foot in front of bar.



Swing left leg strongly into air. Jump into air off right leg.



Swing arms forward and up. Lift right leg up so it passes left leg as left leg is being brought down on other side of bar.



Land on left leg, with leg slightly bent.

Related Activities: 23,25.

Jump Rope

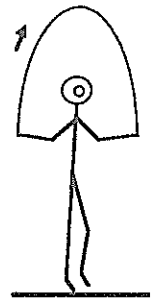
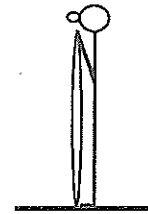
JUMP ROPE 30 TIMES IN SUCCESSION.

Select a rope which just touches the ground when folded in half and held from chin.

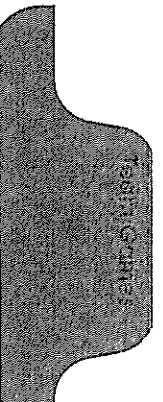
Hold rope at each end so it hangs behind heels.

Swing rope over head by turning wrists and forearms. Keep hands to side, slightly wider than shoulder width apart.

Jump over rope as it hits ground.



Related Activities: 9,23,29,31.



• GREEN TEAM GAMES •

Overhand Throw

STAND 10 PACES AWAY FROM PARTNER. USING A SPONGE BALL, COMPLETE 15 SUCCESSIVE THROWS WITH RIGHT OR LEFT ARM. BALL MUST BE RECEIVED AT CHEST HEIGHT.

Example: Right Overhand Throw.

Stand with feet apart, facing partner. Hold ball with fingers of right hand.

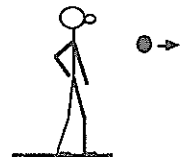
Take a small step forward on the right foot. Rotate body slightly to the right. Swing right arm back behind body. Ball should be slightly higher than ear level.

Step forward on to left foot. Rotate body to face partner. Straighten right arm.

Keep ball above ear level.

Release ball slightly above and in front of head.

Swing right arm down and across body to complete follow through.



Related Activities: 10,11,12,13,18,23,27,38,39,41.

• GREEN TEAM GAMES •

Toss and Overhand Hit

STAND 5 PACES AWAY FROM PARTNER. HIT A UTILITY BALL OVERHAND TO PARTNER 5 TIMES IN SUCCESSION WITH RIGHT OR LEFT ARM. THE BALL MUST BE RECEIVED BETWEEN WAIST AND EYE HEIGHT. ATTEMPT SKILL WITH OPPOSITE ARM.

Example: Toss and Right Overhand Hit.

Stand with feet apart, facing partner. Hold ball in left hand.

Keep eyes on ball.

Take a small step forward on right foot. Rotate body slightly to the right. Swing right arm back behind body. Bring left arm forward.

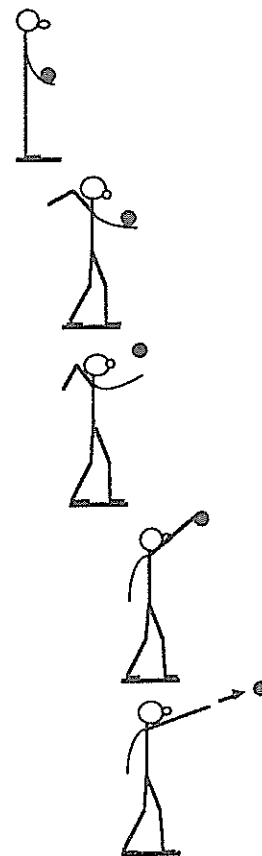
Toss ball in air above head height with left arm.

Step forward on to left foot. Rotate body to face partner. Straighten right arm.

Keep right hand above head height.

Contact ball with heel of right hand.

Point right arm towards partner to complete follow through.



Related Activities: 10,11,12,13,18,23,27,38,39.

• GREEN TEAM GAMES •

Ball Catch

STAND 6 PACES AWAY FROM PARTNER. WHEN SPONGE BALL IS THROWN, CATCH IT 18 TIMES IN SUCCESSION; 3 BELOW WAIST HEIGHT, 3 AT WAIST HEIGHT, 3 IN FRONT OF CHEST, 3 TO RIGHT OF CHEST, 3 TO LEFT OF CHEST, AND 3 OVERHEAD.

Keep eyes on ball.
Step towards ball.
Reach forward with fingers open wide.

Grasp ball with both hands. Pull it close to body.

Bend legs to receive low throws. Straighten legs to reach high throws.



Related Activities: 10,11,23,38,39,41.

Ball Field

STAND 10 PACES AWAY FROM PARTNER. WHEN SPONGE BALL IS ROLLED, FIELD IT WITH HANDS 15 TIMES IN SUCCESSION AT VARIOUS SPEEDS - 5 SLOW, 5 MEDIUM, AND 5 FAST.

Keep eyes on ball.

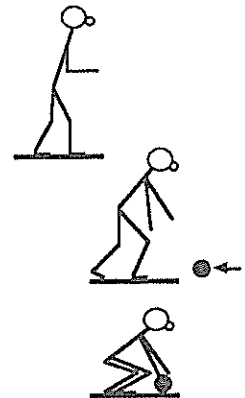
Step towards ball.

Bend legs. Reach down with both hands.

With hands, form a cup slightly larger than ball. Keep feet close together behind hands.

Let ball roll into hands. Firmly grip ball with hands.

Pick up ball with hands.



Related Activities: 10,11,23,38,39.

• GREEN TEAM GAMES •

Bounce Pass

STAND 4 PACES AWAY FROM PARTNER. BOUNCE PASS A UTILITY BALL WITH BOTH HANDS TO PARTNER 10 TIMES IN SUCCESSION. BALL MUST BE RECEIVED BETWEEN WAIST AND CHEST HEIGHT.

Hold ball at chest height with both hands. Spread fingers.

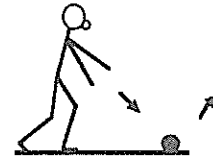
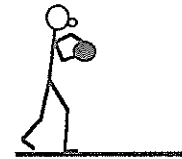
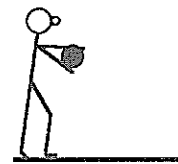
Step forward with front foot pointing in direction of pass.

Roll ball inward so thumbs are facing down behind ball.

Push ball towards ground.

Ball should contact ground about 2/3 of the way to partner.

Point hands towards ground to complete follow through. Palms should be facing out.



Related Activities: 10,11,13,18,23,27,38,39,41.

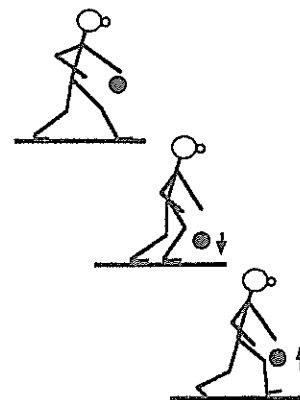
Hand Dribble

MARK A SPOT 30 PACES AWAY. WHILE RUNNING, DRIBBLE BALL WITH RIGHT HAND TO THE MARK AND BACK. REPEAT USING LEFT HAND.

Do not watch ball. Push ball to ground with fingers. Lean slightly towards ball.

Reach down and meet rebounding ball with hand. Ball should bounce to waist height.

Continue to mark and back.



Related Activities: 3,9,11,23,27,29.

• GREEN TEAM GAMES •

Jump Shot

STAND 4 PACES AWAY FROM BASKET SET AT A HEIGHT EQUIVALENT TO VERTICAL JUMP. USING A UTILITY BALL, SCORE 3 SUCCESSIVE BASKETS.

Hold ball with fingers at eye level. Keep wrist of shooting hand slightly lower than wrist of hand supporting ball.

Bend legs.

Straighten legs and jump vertically into the air.

At top of jump, straighten arms. Push ball up towards basket.

Snap wrist of shooting arm forward to complete follow through.



Related Activities: 11,23,26,29,40,43.

Side Bat

STAND 6 PACES AWAY FROM PARTNER. HOLD A BASEBALL BAT WITH BOTH HANDS. WHEN SPONGE BALL IS THROWN, HIT IT WITH BAT 3 TIMES IN SUCCESSION TO RIGHT SIDE OF BODY AND 3 TIMES IN SUCCESSION TO LEFT SIDE OF BODY.

Example: Right Side Bat.

Grip bat with left hand on top of bat. Place right hand below left hand so both hands are touching.

Stand with left side facing direction of hit, feet comfortably apart. Hold bat parallel to the ground.

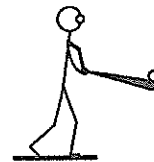
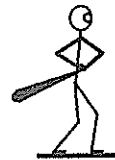
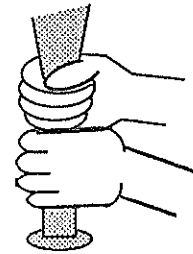
Lift bat high behind body.

Bend legs slightly. Step towards partner.

Swing bat forward. Turn body to face front. Whip hands.

Contact ball.

Swing bat straight through.



Related Activities: 11,18,23,42.

• GREEN TEAM GAMES •

Throw In

STAND 10 PACES AWAY FROM PARTNER. THROW A UTILITY BALL OVER HEAD TO PARTNER 10 TIMES IN SUCCESSION WITH FEET SLIGHTLY APART OR ONE FOOT IN FRONT OF THE OTHER. THE BALL MUST LAND IN A POSITION SUITABLE FOR PARTNER TO TRAP BALL.

Face partner. Hold ball in front of body with both hands.



Grip ball with fingers spread and thumbs behind ball.



Lift ball up and behind head.

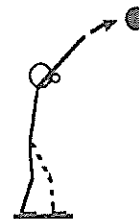
Lean backward slightly. Bend legs.

Move body forward. Straighten arms to release ball over head with both hands.



Keep both feet in contact with ground.

Point arms towards partner to complete follow through.



Feet slightly apart:



One foot in front of the other:



Related Activities: 10,11,12,13,18,23,27,38,39,41.

• GREEN TEAM GAMES •

Kick Pass

USING INSIDE OF FOOT, KICK A UTILITY BALL BETWEEN 2 MARKERS 5 TIMES IN SUCCESSION WITH RIGHT FOOT AND 5 TIMES IN SUCCESSION WITH LEFT FOOT. PLACE MARKERS 2 PACES APART. PLACE BALL 10 PACES FROM MARKERS. STAND 3 PACES FROM BALL.

Example: Right Foot Kick Pass.

Keep eyes on ball.

Run towards ball.

Bring left foot to the side and slightly behind ball. Turn right leg outward from hip so inside of foot is facing target.

Contact middle of ball with inside of right foot so it travels along ground.

Use a pushing action, rather than a kicking action.

Point right foot in direction of target to complete follow through.



Related Activities: 10,11,12,13,18,23,27,38,39.

Stop and Trap

STAND 6 PACES AWAY FROM PARTNER. WHEN UTILITY BALL IS THROWN, STOP AND TRAP IT 12 TIMES IN SUCCESSION; STOP THE BALL 4 TIMES IN SUCCESSION WITH RIGHT THIGH, 4 TIMES IN SUCCESSION WITH LEFT THIGH, AND 4 TIMES IN SUCCESSION WITH CHEST. TRAP THE BALL WITH BOTTOM OF FOOT OR INSIDE OF FOOT.

Example: Right Thigh Stop and Trap.

Place left foot on ground so it is facing ball.

Keep eyes on ball.

Place weight on left foot.

Bend right leg. Tighten thigh.

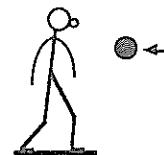
Lift right knee up so thigh is parallel to ground.

Contact ball between knee and hip.

On contact, straighten leg. Relax thigh.

When ball contacts ground, move right foot towards ball.

Stop ball with right foot.



• GREEN TEAM GAMES •

Stop and Trap continued

Example: Chest Stop and Right Foot Trap.

Place legs shoulder width apart, one leg slightly ahead of the other.

Keep eyes on ball.

Bend legs slightly.

Lean slightly backward with chin tucked in.

Contact ball with chest.

On contact, move shoulders slightly forward.

Straighten body.

When ball contacts ground, place weight on left foot.

Bend right leg. Lift right foot slightly off ground.

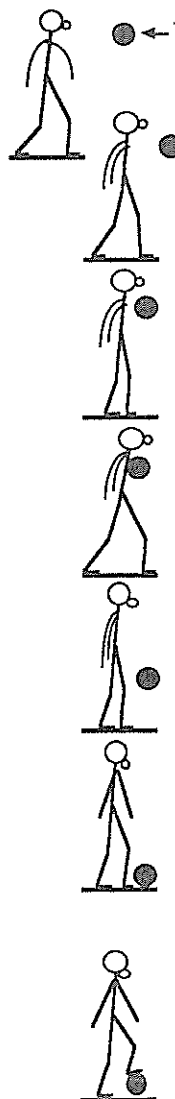
Move right foot towards ball.

Stop ball with right foot.

Bottom of foot:



Inside of foot:



Related Activities: 10,11,13,23,27,38,39.

• GREEN TEAM GAMES •

Foot Dribble

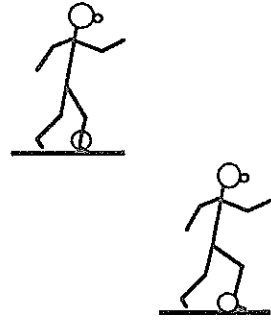
MARK A SPOT 30 PACES AWAY. WHILE RUNNING, DRIBBLE BALL TO THE MARK AND BACK. CONTINUOUSLY PASS BALL FROM ONE FOOT TO THE OTHER.

Push ball with inside of right foot, then inside of left foot.

Keep ball close to feet.

Continue to mark and back.

Push ball with inside of feet. Do not kick ball.



Related Activities: 9,11,23,27.

• CREATE - AN - ACTIVITY •

Create-An-Activity allows you or the children to invent activities based on the skills that have been learned. An activity should consist of at least one variable from each of the following seven categories:

1. Skills
2. Type of Activity
3. Playing Area
4. Players
5. Time (minutes)
6. Equipment
7. Challenges

Initially, limit the number of variables to one or two from each category. Later, increase the number. Variables for each of the categories are presented in the chart on page 87.

Children will enjoy the challenge of creating their own activities. Doing so will enhance their decision-making skills.

There are many ways to use the Create-An-Activity chart:

- Select one or more variables from each category and ask children to create an activity.
- Select one or more skills and allow children to choose from the other six categories.
- Children select variables by drawing them from a hat.
- Number nine variables in each of the seven categories, and ask children to select them by making up a seven-digit number.
- You may select them based on the availability of facilities and equipment.




SPORTABILITY® CREATE-AN-ACTIVITY

VARIABLES

SKILLS	TYPE OF ACTIVITY	PLAYING AREA	PLAYERS	TIME (minutes)	EQUIPMENT	CHALLENGES
Forward Balance Walk	Underhand Roll	Square	1	5	No equipment	Create a theme
Log Roll	Underhand Throw	Rectangle	2	10	Bearbags	Do not keep score
Stork Stand	Ball Hit	Triangle	3	15	Skipping ropes	Keep score
Prone Fall	Ball Catch	Circle	4	20	Cone markers	Use dominant hand
Knee Scale	Ball Field	Other:	5	25	Sponge mats	Use non-dominant hand
Front Support	Bounce and Catch		6	30	Utility balls	Use dominant foot
Backward Shoulder Roll	Hand Dribble		7	Other:	Floor mats	Use non-dominant foot
Forward Roll	Target Kick		8		High jump standards	Feet only
Tripod	Trap		More than 8		Wide elastic	Hands only
Starter Cartwheel	Foot Dribble		Partners		Hurdle	Keep equipment on floor
Backward Balance Walk	Slide		One team		Basketball basket	Keep equipment in air
Star Jump	Toss and Underhand Hit		Two teams		Cricket bat	Rotate positions
Tuck Jump	Rebounding Ball Catch		Three teams		Baseball bat	Move slowly
Half Turn	Chest Pass		Four teams		Chin up bar	Move quickly
Scale	Set Shot		Other:		Other:	Move slowly
Churn	Ground Bat					Move heavily
Backward Roll	Throw In					Everyone gets a turn
Forward Roll	Kick Pass					Keep moving at all times
Headstand	Toss and Overhand Hit					Change hands
Scissor Kick Handstand	Bounce Pass					Change feet
Cartwheel	Jump Shot					Everyone must touch equipment
Chin Up	Side Bat					Other:
Split Jump	Stop and Trap					
Frog Balance	Speed Walk					
Backward Roll	Standing Start					
Backward Straddle Roll	Hurdle					
Forward Dive Roll	Running Long Jump					
Handstand	Scissor Jump					
Round Off	Straight Jump					
Run	Crouch Start					
Sprint	Triple Jump					
Backward Walk	Bearbag Toss and Catch					
Skip	Toss and Catch					
Hop	Overhead Bearbag Throw					
Leap						
Standing Long Jump						
Jump Rope						
High Knee Skip						


The following task card may make it easier for you, and the children in your class to use Create-An-Activity.

(may be reproduced)

 CREATE-AN-ACTIVITY	
Skills:	_____
Type of Activity:	_____
Playing Area:	_____
Players:	_____
Time:	_____
Equipment:	_____
Challenges:	_____

For example:

If the Toss and Underhand Hit (Team Games - Red Level) has just been introduced, children may create an activity with the following variables.

 CREATE-AN-ACTIVITY	
Skills:	<u>Toss and Underhand Hit</u>
Type of Activity:	<u>Co-operative activity</u>
Playing Area:	<u>Square</u>
Players:	<u>Four</u>
Time:	<u>10 minutes</u>
Equipment:	<u>Utility balls, beanbags</u>
Challenges:	<u>Change hands</u>

If children have been practising a number of different skills, design a few task cards. Place the task cards throughout the gym, and encourage children to rotate from station to station.

SKILLS

Select one or more Sportability skills that the children have recently practised.

TYPE OF ACTIVITY

Select an activity that best reinforces the skill. To reinforce the Starter Cartwheel (Gymnastics - Blue Level), for example, a demonstration or sequence could be used. To reinforce a means of locomotion such as the Hop (Track and Field - Blue Level), a relay or tag game would be effective.

PLAYING AREA

Playing areas come in all shapes and sizes. Most activities can be adapted to a variety of playing areas. Select playing areas that will ensure maximum participation.

Not all indoor and outdoor facilities will be ideal for every activity. It may be necessary to adapt and improvise.

PLAYERS

Activities can be adapted for any number of children. Ensure that the number of players selected will enable all the children to be active participants throughout the entire activity. In general, smaller groups will allow more opportunity for participation and skill development.

TIME

The amount of time devoted to a single activity will be determined by the interest level of the children and time available. Within these limitations, select a time that will allow enough active participation to lead to improved physical fitness.

EQUIPMENT

Care should be exercised in selecting equipment to ensure that the equipment used is best suited to the skill(s) being reinforced. For example, to reinforce the Foot Dribble, utility balls and cone markers could be used.

Novelty equipment, such as balloons, paper balls, feathers, ribbons, paper plates, and streamers can also be used.

Always check the equipment. Equipment that is unsafe should not be used.

CHALLENGES

Introduce some new and stimulating challenge that will make the activity even more enjoyable and interesting. For example, by including the challenge: "Keep moving at all times," you can ensure maximum participation.

Ensure that each challenge is within the capabilities of the children so that frustration will not result.

• MODIFIED SPORTS •

Many children will want to play traditional sports.

Sports can be modified to suit the physical, mental, and social needs of children.

Modified sports provide children with better opportunities to develop the skills required to play adult sports, and enable more children to participate without risk of injury or humiliation.

When modifying a sport, consider the following:

PLAYING AREA

- Divide the playing area into several smaller areas and create additional teams to permit greater opportunity for skill practise.
- Try to scale down the adult playing area in proportion to the children's size. For example, lower the baskets in basketball so that children are capable of jumping and touching the rim.

EQUIPMENT

- Modify the equipment for the physical capabilities of children. For example, a small child could use a shorter baseball bat, instead of a regulation size bat.

RULES

- Simplify the rules.
- Eliminate potentially dangerous rules.
- Make sure all children are actively participating.
- Rotate players regularly through various playing positions.
- Select teams on the basis of ability level or body size, as opposed to age.
- Avoid having children pick their own teams. This can be humiliating for the children chosen last.
- Ensure the safety of every child.

Modified sports can be enjoyable and challenging.

To provide children with a special challenge, ask them to modify the sport themselves.

For information about a particular modified sport contact:

Junior Olympics
Canadian Olympic Association (COA)
1600 James Naismith Drive, Ottawa, Ontario K1B 5N4
Phone: (613) 748-5647 Fax: (613) 746-6322

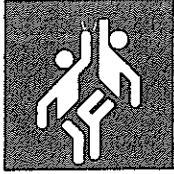
Example of modified basketball on page 92.

OR

The Respective National Sport Organization
Canadian Sport and Fitness Administration Centre
1600 James Naismith Drive, Gloucester, Ontario K1B 5N4
Phone: (613) 746-0060

OR

The Respective Provincial or Territorial Sport Organization
In Ontario, at the Ontario Sports Centre
1220 Sheppard Avenue East, Willowdale, Ontario M2K 2X1
Phone: (416) 495-4000



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M

Basketball was invented in 1891 by Canadian James Naismith as a way of keeping youth busy while they were waiting for the baseball season to start. The first players used peach baskets nailed to the wall and a soccer ball. The new game caught on quickly, and by 1936 had become an official Olympic sport (for men only) at the Berlin Games, with the Canadian team winning the first silver medal. The first Olympic women's basketball event was held in Montreal in 1976. Skilled basketball players have good running and jumping skills, the ability to shoot a ball accurately, and a good sense of teamwork and strategy.

Olympic Rules — Basketball

Participants

Basketball is played by two teams of 12 players of whom five are allowed on the court at one time. The Olympic tournament is made up of 12 men's teams and eight women's teams. The host country and the defending Olympic champions are automatically included and the remaining teams are selected through qualifying tournaments.

The Event

The game is played on a court 15m × 28m with baskets at each end that are 3.05m off the ground. The object of the game is to shoot the ball into the basket defended by the other team. Players are not allowed to use body contact either to gain access to the basket or to prevent an opposing player from gaining access.

Players advance the ball up the court either by passing to teammates or dribbling (bouncing the ball while walking or running). They are not allowed to hold the ball while moving up the court. Once a player stops dribbling, he/she may not resume dribbling but must pass or shoot, although it is permitted to pivot, keeping one foot planted. To keep the game moving quickly, each team is allowed 30 seconds in which to shoot the ball at the basket. If a shot has not been taken when that time elapses, the ball turns over to the other team. If the ball goes out of bounds, the team whose player last touched the ball loses possession and the opposing team returns the ball to play from the point where it went out.

The game is divided into two halves of 20 minutes playing time each. During regular play a successful shot scores two points if it comes from within a 6.25m radius of the basket and three points if the player is outside that radius. Foul shots, which are awarded when various infractions are committed, score one point each. Foul shots are free shots which are taken from the "foul line", 4.5m in front of the basket.

For more information about basketball please contact:

Basketball Canada
1600 James Naismith Drive
Ottawa, Ontario K1B 5N4
613-748-5607

J.O. Adaptations

1. Lower the basketball hoops to suit the height of the children. If the hoops do not lower, a different scoring method could be used such as awarding one point for hitting the backboard, two for hitting the rim, and three for a basket.
2. Use a lighter ball, like a nerf ball, and tape cardboard boxes to the walls as baskets. The three step three second rule, where a player cannot keep the ball for longer than three seconds or cannot take more than three steps, could be added to encourage players to pass the ball.
3. Adaptation #2 could be used on a regulation court with a regulation ball; three steps or three seconds and then a player must pass the ball. Dribbling is not allowed. This will encourage players to concentrate on the other players instead of just the ball.
4. Teams of 2-5 players move the ball towards the goal by passing and dribbling. The goal, which can be a bucket, pail or wastepaper basket, is held by a teammate who is either standing on a chair or behind a designated line. Players score by throwing the ball into the bucket. The player with the bucket can help his/her team score by moving the bucket towards the ball.



For further information:

Canadian Olympic
Association,
1600 James Naismith Drive,
Ottawa, Ontario
K1B 5N4
(613) 748-5647
FAX (613) 746-6322

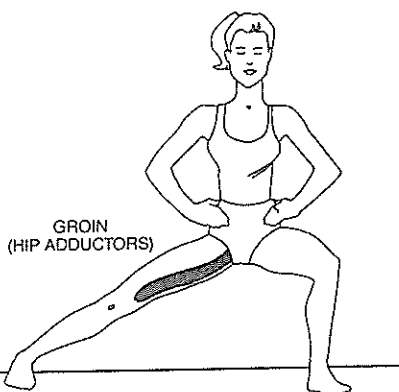
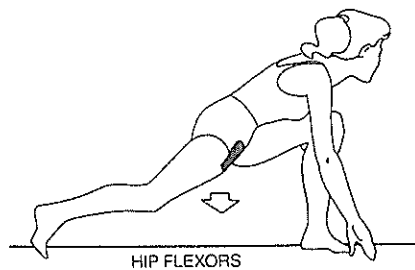
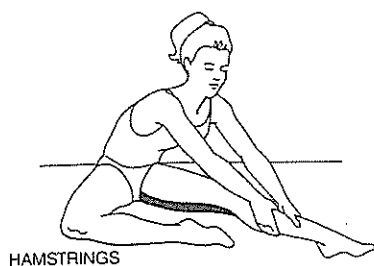
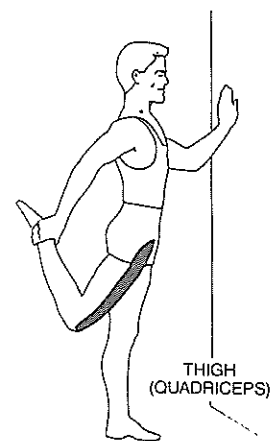
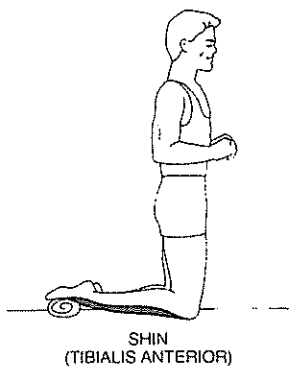
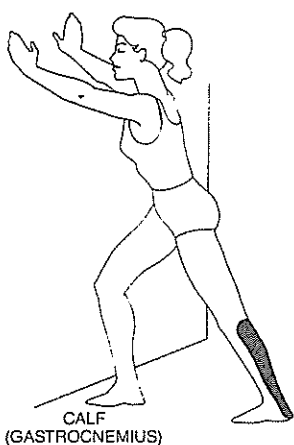


• RELATED ACTIVITIES •

The Related Activities should be used to reinforce the Sportability skill(s) that children have practised.

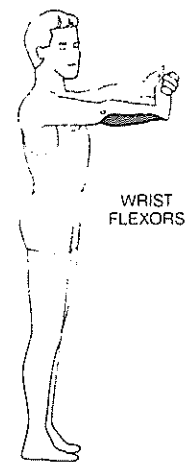
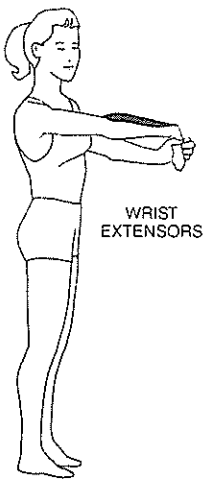
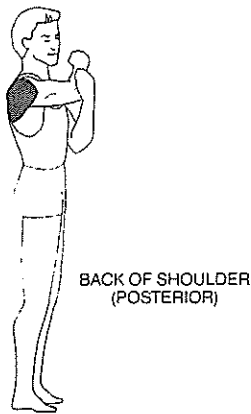
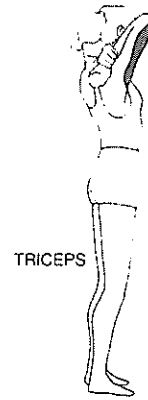
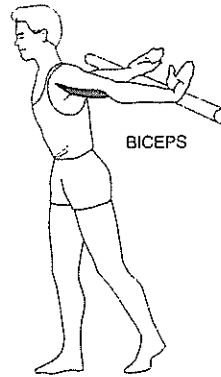
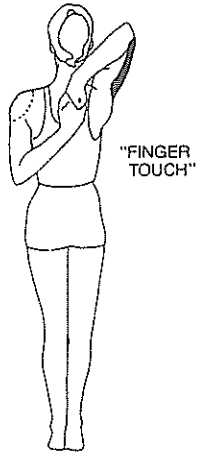
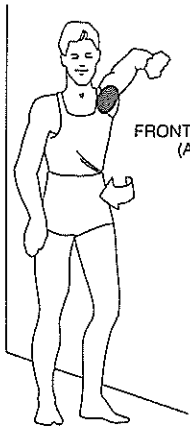
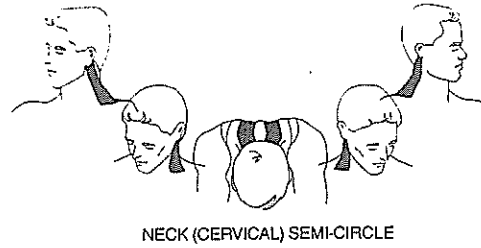
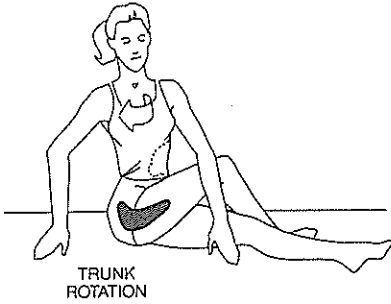
The number of the activity that reinforces a particular skill is listed at the end of the skill description.

1. STRETCHES



• RELATED ACTIVITIES •

1. STRETCHES



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Sport Injury Prevention and Care Program: A Fundamental Approach
Ontario Ministry of Tourism and Recreation, 1990

• RELATED ACTIVITIES •

2. PARTNER TAG

Partners face each other from either side of the playing area.

On a signal from the leader, one partner attempts to tag the other.

When the partner is tagged, reverse the roles.

The tagged partner performs a Gymnastics skill while the other partner tries to get away.

Vary the means of locomotion.

3. BALL TAG

Both partners hand dribble a ball.

The partner who is IT, bounces and catches the ball or tosses and catches the ball three times to allow the other partner time to get away.

When the partner is tagged, reverse the roles.

Remind children to watch where they are going.

Variation: Dribble with non-dominant hand.

4. GYMNASTICS IMMUNITY TAG

The child who is IT tries to tag the other children.

To avoid being tagged, children perform a Gymnastics skill for no more than 5 seconds. They cannot be tagged while doing so.

Vary the means of locomotion.

Variation: Select more than one child to be IT.

• *RELATED ACTIVITIES* •

5. BEANBAG TAG

Every child is IT.

Children attempt to tag others while balancing beanbags on their heads.

Children who are tagged or who let the beanbag fall from their head must toss and catch their beanbag 5 times before continuing.

The object is for children to keep their beanbags on their heads and avoid being tagged.

6. REVERSE ELBOW TAG

Partners are joined back to back by linking elbows.

Select one pair to be IT.

When a pair is tagged, they become IT.

Variation: Select more than one pair to be IT.

7. BLOB TAG

One child is IT.

After tagging another child, both join hands and become IT.

The game continues until everyone in the playing area is caught.

• RELATED ACTIVITIES •

8. WILD THING

One child is selected to be the WILD THING.

The WILD THING determines the means of locomotion anytime during the game by calling:

- Roadrunner - children run quickly.
- Rabbit - children jump.
- Horse - children slide.
- Wounded duck - children hop.

The WILD THING, using the same means of locomotion, attempts to tag another child.

The child who is tagged becomes the WILD THING.

Variations: Have more than one WILD THING.
Add more animals and means of locomotion.

9. NON-ELIMINATION SIMON SAYS

Everyone follows the directions and/or actions of the leader, but only when the leader says "Simon Says." If these words are not spoken, the children do not follow.

If children perform an action that was not preceded by "Simon Says," they walk quickly around the playing area and rejoin the game.

Most skills can be reinforced with this activity, including those that require equipment.

• RELATED ACTIVITIES •

10. PARTNER SIMON SAYS

Provide partners with necessary equipment.

Partners face each other.

Everyone follows the directions of the leader (who calls out skills requiring a partner), but only when the leader says "Simon Says". If these words are not spoken, children do not follow.

If children perform a skill that was not preceded by "Simon Says," they join back to back by linking elbows and walk around the playing area, before rejoining the game.

Many skills can be reinforced with this activity.

11. INSTANT REPLAY

Children perform a skill.

To help reinforce skills, children can perform the skills in slow motion.

Children can reverse the action of some skills.

12. TARGET GOLF

Set up targets in the playing area using available equipment such as cone markers and beanbags.

Children start at the first target, where they attempt to throw a utility ball and hit the second target.

Count the number of throws it takes to hit the target.

This continues until they have hit each target.

Variations: Replace throwing ball with hitting, rolling or kicking.
Replace utility ball with beanbag or sponge ball.

• *RELATED ACTIVITIES* •

13. MONKEY IN THE MIDDLE

Children form groups of three.

Two children pass a utility ball to each other.

The third child stands between the two, and attempts to intercept the pass.

If the pass is intercepted, the child replaces the person who threw the ball.

A variety of methods can be used to pass the ball.

Variation: Replace throwing and catching ball with kicking and trapping.
Replace utility ball with beanbag or sponge ball.

14. CABOOSE

Children form a line.

Each child in the line, with the exception of the person in front, must always hold the waist of the child ahead.

One child, not in the line, is IT.

The child who is IT attempts to touch the last person in the line, designated as the caboose.

Children work together to keep IT from touching the caboose.

When the caboose is tagged, another child will be selected to be IT.

Vary the means of locomotion.

• RELATED ACTIVITIES •

15. TAIL CHASE

Children are given strings to tuck into the back of their shorts.

All children scatter and on a signal from the leader, they attempt to pull out other strings without losing their own.

The object is for children to collect as many strings as possible, without losing their own.

Vary the means of locomotion.

16. BODY SUPPORT

Children are required to support their body on a mat using one or more of the following body parts, as stipulated by a leader.

- Right foot
- Left foot
- Right knee
- Left knee
- Right hand
- Left hand
- Right elbow
- Left elbow
- Head

Variation: Children can perform a Gymnastics skill while supporting their bodies.

• *RELATED ACTIVITIES* •

17. SPUD

Each child is given a number.

Select one child to be IT.

All children stand inside a circle.

The child who is IT, tosses a utility ball straight into the air, while calling a number.

Children whose numbers are not called run away from the ball.

The child whose number is called attempts to catch the ball. If the ball is caught before it bounces, the child tosses the ball straight into the air, while calling another number.

If the child does not catch the ball before it bounces, he/she must call "spud" when the ball is retrieved.

When "spud" is called, all children must stop.

The child who retrieved the ball stops where he/she retrieved it, and from that position must attempt gently to hit another child below the waist by throwing or rolling the ball.

If the child does not hit another child, he/she becomes IT, and tosses the ball straight into the air, while calling a number.

If the child does hit another child, the child who has been hit gets a "spud".

Children who get 3 spuds walk quickly around the playing area and rejoin the game.

Vary the means of locomotion.

• RELATED ACTIVITIES •

18. ACCURACY HIT

Scatter cone markers throughout the playing area.

Children stand in a designated contact area.

On signal, children hit a utility ball towards the cone marker identified by the leader.

The object is for children to hit the cone marker with the ball.

Variations: Replace hitting ball with rolling, throwing, or kicking.
Replace utility ball with sponge ball and hit ball with bat.

19. BEANBAG RELAY

Children line up in single file in groups of three to five.

The child in the front of each line has a beanbag.

On a signal from the leader, the first child in each line walks to a designated mark and back with beanbag on head.

When the first child returns, he/she must toss beanbag into the air. The beanbag is caught by the next child in line, who walks to designated mark and back with beanbag on head.

The relay continues until every child on the team has gone twice.

20. RIGID BODY ROLL

Children start by lying down, face up in a layout position, arms extended over their heads, at the edge of a mat so that their feet are touching their partner's feet.

From this position, each child rolls across the mat while remaining in contact with partner.

Change partners frequently.

21. DEMONSTRATION TAG

Place mats in middle of playing area.

One child is IT.

On a signal from the leader, children begin to run around the outside of the playing area.

Children that are tagged must perform a Gymnastics skill on a mat before returning to the game.

Change IT frequently.

Vary the means of locomotion.

Variation: Select more than one child to be IT.

22. LUMBERJACK LOG ROLL

As many children as possible lie beside each other lengthwise across a mat, in a face up layout position, arms extended over heads. All their legs must point in the same direction.

On a signal from the leader, children perform log rolls in the same direction.

When children arrive at the end of the mat, they get up and run to the beginning of the mat and start again.

23. FOLLOW THE LEADER

Set up a variety of stations using different equipment.

Children line up in single file in groups of three to six.

The first child in each line leads other group members from station to station.

The leader selects the means of locomotion for travelling to each station and determines the skills to be practised.

On a signal, the leader moves to the end of the line and the second person in line becomes the leader.

Most skills can be reinforced with this activity.

24. MIRROR IMAGE

Children start in a front support position, facing a partner.

From this position, each child performs a churn in the same direction.

The object is for children to mirror image their partners.

25. DEMONSTRATION RELAY

Children line up in a single file in groups of three to five.

On a signal from the leader, each child in turn walks quickly to a section of mats and performs a required skill or tumbling sequence.

Once children have completed the skill or sequence, they return to the end of their team lines.

The relay continues until each child on the team has gone twice.

Vary the means of locomotion.

• RELATED ACTIVITIES •

26. HOT SHOT

Children mark a spot every two paces away from the basket.

They begin shooting from the first spot.

If they score the basket, they shoot from the second spot.

This continues until they miss a shot.

When children miss a shot, they begin shooting again from the first spot.

The object is to score the greatest number of baskets in a row.

27. DRIBBLE RELAY

Children line up in single file in groups of three to five.

Place cone markers in a straight line in front of each group. Ensure that markers are evenly spaced.

The child in the front of each line has a utility ball.

On a signal from the leader, each child in turn hand dribbles the ball around the markers in a zig zag pattern.

Upon reaching the last marker, the child throws the ball to the next person in line, who catches it.

The relay continues until every child on the team has gone twice.

Variations: Replace hand dribbling with foot dribbling.
Replace throwing and catching ball with kicking and fielding or trapping.

• *RELATED ACTIVITIES* •

28. THREAD THE NEEDLE

Children form a straight line holding hands.

At the opposite end of the playing area, equipment such as beanbags, cone markers, and skipping ropes, are set up in straight lines.

The object is for children, while holding hands, to move around the equipment without touching it.

Vary the means of locomotion.

29. STUNT RELAY

Children line up in single file in groups of three to five.

Identify a turning line.

On a signal from the leader, the first child in each line runs to the turning line and on his/her way back performs a skill.

The relay continues until every child on the team has gone twice.

Variation: Children could perform a skill with equipment which has been placed at the turning line before returning to start.

• *RELATED ACTIVITIES* •

30. GRASSHOPPER RELAY

Children line up in single file in groups of three to five.

On a signal from the leader, the first child in the line performs a standing long jump from a designated point.

The next child in line does a standing long jump from the point where the previous child landed.

The relay continues until every child on the team has gone twice.

The object is collectively to jump as far as possible.

Variations: Replace Standing Long Jump with Running Long Jump or Triple Jump.

31. ROPE JUMP

Children form a circle around the leader.

The Leader swings a long rope in a circle.

Children jump over the rope.

The object is for children to avoid being touched by the rope.

Vary the speed and height of the swinging rope.

• RELATED ACTIVITIES •

32. DUMPING GROUND

Divide children into four teams and assign each team to a corner of the playing area.

Each child is given a beanbag.

On a signal from the leader, all the children take their own beanbag and dump it in another team's corner. They may not throw the beanbag.

The children then return to their own team's corner, pick up one (and only one) of the beanbags that has been dumped there by another child and takes it to another corner.

The object is to have the fewest number of beanbags in your team's corner when the game is over.

Variations: Change the means of locomotion.

33. PACE PREDICTION

Select a suitable running distance.

Have the children predict the amount of time it will take them to run the distance.

The object is for children to predict their time accurately.

Variations: Replace running with speed walking.

• *RELATED ACTIVITIES* •

34. JUMP THE RIVER RELAY

Children line up in single file in groups of three to five.

Identify a turning line.

Between the start line and turning line, create a river with two skipping ropes placed parallel to each other and apart.

On a signal from the leader, the first child in each line runs and jumps across the river, continues running to the turning line and then retraces his/her path back to the starting line.

The relay continues until each child on the team has gone twice.

35. HURDLE RELAY

Children line up in single file in groups of three to five.

Identify a finish line.

Place hurdles at a low height in a straight line in front of each group, between the start line and finish line. Ensure that the hurdles are evenly spaced. There must be enough space between hurdles to allow children to sprint.

On a signal from the leader, the first child in each line runs over the hurdles to the finish line.

The second child starts running when the first child has cleared the last hurdle.

The relay continues until every child on the team has reached the finish line.

36. SORE TOE RELAY

Children line up in single file in groups of three to five.

Identify a turning line.

On a signal from the leader, the first child in each line stands on one foot, grasping with both hands the toes of the opposite foot in front of the body.

The child hops to the turning line, grasps the other foot, and returns hopping.

The relay continues until each child on the team has gone twice.

37. GYMNASTICS SEQUENCE

Children develop a Gymnastics sequence with the skills they have been practising.

The sequence should be practised until it can be performed smoothly.

Most Gymnastics skills can be reinforced with this activity.

38. TRICK YOUR PARTNER

Partners stand 5 paces apart.

One partner rolls a ball for the other partner to field.

Vary the speed and direction of roll to trick partner.

Variations: Replace rolling and fielding ball with throwing and catching or kicking and trapping.
Adjust the distances between partners accordingly.

39. CORNER STORE

Children form groups of four.

Each child occupies the corner of a large square.

Without moving from their corner, they roll a ball around the square in either direction.

They must roll and field the ball without moving from their corner.

Variations: Replace rolling and fielding ball with throwing and catching or kicking and trapping.

40. KEEP THE BUCKET FULL

Select a leader.

Place a bucket of utility balls in the middle of a large playing area.

The leader tosses the balls out of the bucket into the air as quickly as possible, in any direction.

Children catch or collect the balls and return them to the bucket.

Children try to keep the bucket full.

Variations: Elevate the bucket so children can practise shooting.
Replace utility balls with sponge balls or beanbags.

• *RELATED ACTIVITIES* •

41. ODD CHILD OUT

Children form groups of three.

Two children stand 3 paces apart and pass a beanbag to each other.

The third child runs around the throwers until a catch is dropped.

The child who drops the beanbag becomes the new runner.

Variation: Replace beanbag with utility ball or sponge ball.
Increase the distance between throwers.

42. BATTING CHALLENGE

Partners stand 5 paces apart.

One partner rolls a sponge ball for other to bat. Vary the speed of roll.

The object is to bat the ball as many times as possible in a row.

Variation: Replace rolling and ground batting with throwing and side batting.

• *RELATED ACTIVITIES* •

43. SHOWDOWN

Children play in pairs.

The first child shoots at the basket from any location.

If the child sinks the ball, the second child must shoot from the same location.

If the second child misses, he/she receives the letter "S".

The game continues this way until the first child misses, at which point the second becomes the leader.

A letter is awarded when the first child scores a basket and the second child misses.

The object is to avoid being first to get all the letters of the word "SHOWDOWN".

44. WALLBALL

Children play in partners or small groups.

One child serves a utility ball from a designated area by bouncing it and hitting with his/her hand on the first bounce, so that it hits the wall.

Children in turn hit the ball with their hands so it rebounds off the wall.

Children may hit the ball in the air or after one bounce.

The ball must hit the wall within a specified area.

When a child fails to return the ball, he/she receives the letter "W".

The game continues until one child gets all the letters of the word "WALLBALL".

The object is to avoid being first to get all the letters.

• *RELATED ACTIVITIES* •

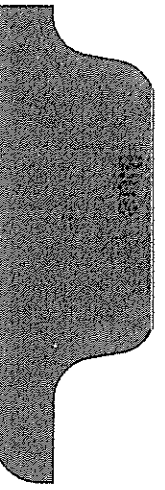
45. PARTNER UP

Partners stand below a chin up bar.

One partner grasps the bar and attempts a chin up.

The other partner helps by supporting their partner's body during the upward and downward movement.

Reverse roles.



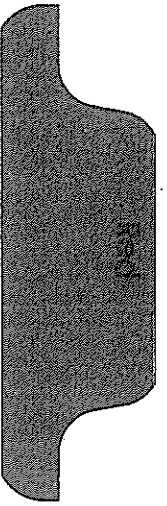
PERFORMANCE CHART

BLUE
LEVEL

NAME	GYMNASTICS (9)									TRACK AND FIELD (7)							TEAM GAMES (12)																			

PROGRAM _____ LOCATION _____ TEACHER/INSTRUCTOR _____

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PERFORMANCE CHART

**RED
LEVEL**

NAME	GYMNASTICS (10)										TRACK AND FIELD (10)										TEAM GAMES (15)												
	Backward Balance Walk										10 Minute Run										Toss and Catch												
	Star Jump										50 Metre Sprint										Overhand Throw												
	Tuck Jump										15 Metre Backward Run										Underhand Roll												
	Half Turn										20 Metre High Knee Skip										Underhand Throw												
	Scale										Speed Walk										Toss and Underhand Hit												
	Churn										Standing Start										Ball Catch												
	Backward Roll										Hurdle										Ball Field												
	Forward Roll										Running Long Jump										Rebounding Ball Catch												
	Headstand										Scissor Jump										Chest Pass												
	Scissor Kick Handstand										Straight Jump										Hand Dribble												
	Cartwheel										Jump Rope										Set Shot												
	Chin Up																				Ground Bat												
																					Throw In												
																					Target Kick												
																					Kick Pass												
																					Trap												
																					Foot Dribble												

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PROGRAM _____

LOCATION _____

TEACHER/INSTRUCTOR _____

