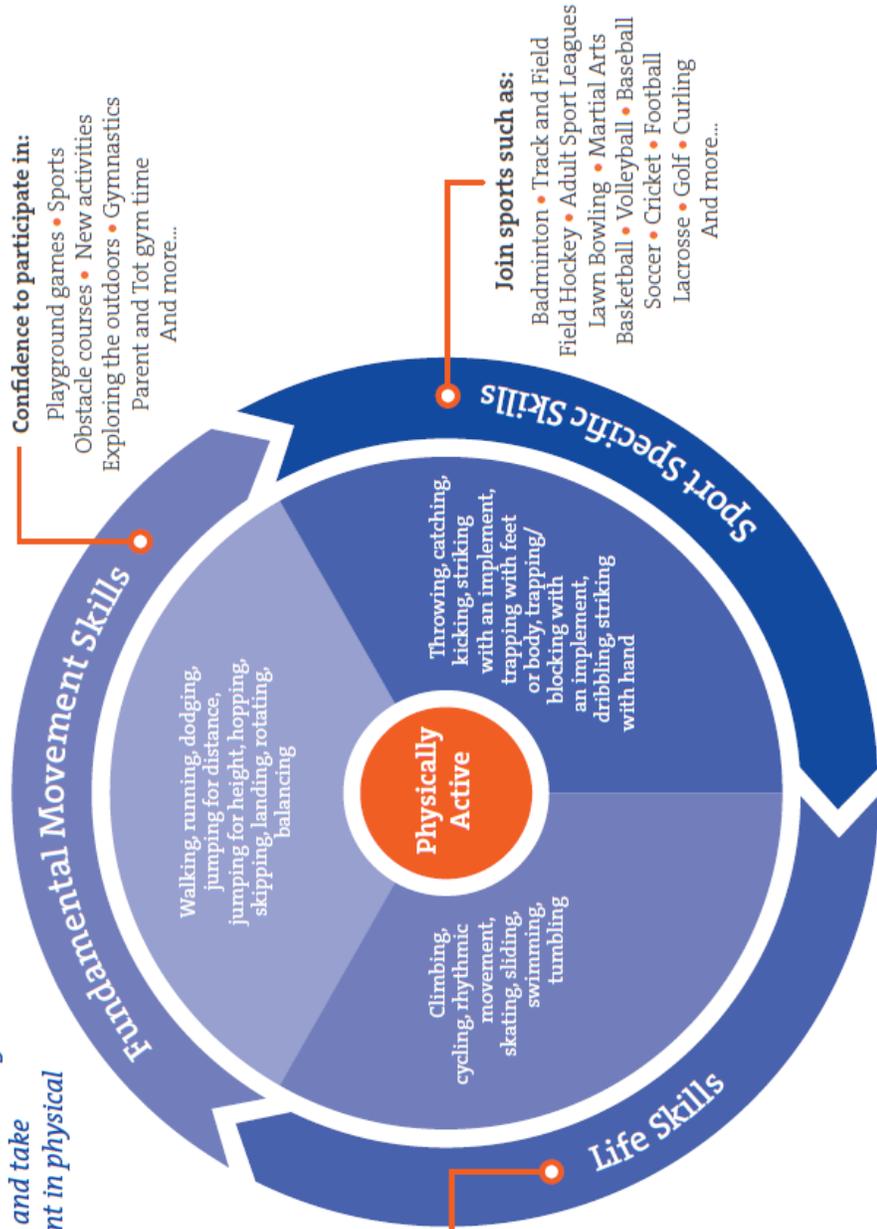


Fundamental Skills An active life in Richmond starts here

visit www.richmond.ca

“Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

- International Physical Literacy Association





Physical literacy

fundamental skills for an active life in Richmond

▶ What is physical literacy?

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

-International Physical Literacy Association

We're currently promoting **25 fundamental movement skills** which children can learn, develop and practice at City of Richmond facilities. The movement skills are:

- | | | |
|------------------------|------------------------------|------------------------------|
| ✓ Balancing | ✓ Kicking | ✓ Striking with hand |
| ✓ Catching | ✓ Landing | ✓ Swimming |
| ✓ Climbing | ✓ Rhythmic moving | ✓ Throwing |
| ✓ Cycling | ✓ Rotating | ✓ Trapping with an implement |
| ✓ Dodging | ✓ Running | ✓ Trapping with feet/body |
| ✓ Dribbling | ✓ Skating | ✓ Tumbling |
| ✓ Hopping | ✓ Skipping | ✓ Walking |
| ✓ Jumping for distance | ✓ Sliding | |
| ✓ Jumping for height | ✓ Striking with an implement | |

▶ Who is it for?

Everyone benefits from physical literacy! The City of Richmond is focusing on 2–12 year olds because these years are ideal for children to develop fundamental movement skills.

▶ Why is it important?

A variety of acquired movement skills lead to an increase in confidence, participation, enjoyment and opportunities to connect and socialize. This is the foundation for an active life.



Toddlers (aged 1–2 years) and preschoolers (aged 3–4 years) should accumulate at least **180 minutes** of physical activity at any intensity spread throughout the day.



Children aged 5–11 years should accumulate at least **60 minutes** of moderate-to vigorous-intensity physical activity daily. (Active Healthy Kids Canada, 2013, p 6)



Throughout the guide, look for the Physical Literacy logo next to the programs that cover a minimum of one of the promoted 25 Fundamental Movement Skills and includes a warm up activity with Physical Literacy elements.

Visit www.richmond.ca/physicalliteracy to learn more!



Introductory Information

Purpose of this Guide

- To practice and implement fundamental skills, in large or small group formats.
- Using circuit training to incorporate more fundamental movement skills, through more than one activity.
- Being able to use the matrix to understand target ages and skills that can be used.

Teachable Moments

- Children are going to learn these skills and movements through actively engaging in activities.
- Taking the time to correct the skills is extremely important!
- It is important to assist with correcting skills through positive interactions and approaching the situation with a helpful attitude.
- Your approach will have the greatest impact!!!



Circuits

- Set up different activities in the gym or large area; allowing variety.
- Design your circuit format to suit the needs and abilities of your children and instructors.

Our Intention

1. 5-station circuit – set up 4 different activities around the play area.
2. Split your group into smaller ‘teams’.
3. Explain each circuit thoroughly; instructions, safety and other precautions.
4. Give a designated time frame; when the whistle blows they understand rotations.
5. Position an instructor at each station if possible and if necessary.

Instructor’s Role

1. Ensuring activities are age appropriate.
2. Focus on implementing as many fundamental skills as possible.
3. Overseeing and explaining instructions, rules, safety, and demonstrations.
4. Setting a designed time limit and keeping track of time.
5. Monitoring each group carefully—ensuring safety and proper skills are implemented.

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Specific Activities

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Formula

To ensure the best use and implementation of fundamental movements and skills it is suggested that this formula be followed:

Warm Up + FMS/FSS + Activity/Circuit + Cool Down

The following example outlines how to properly put this formula in place:

Warm Up

Engage in a warm up activity incorporating some of the warm up skills: High Knees, tuck jumps, ladders, etc.

- During this this time, use different variations (start with high knees, increasing the pace, arm rotations, moving from one spot to the other, etc.)

FMS/FSS

Pull the fundamental skills “step-by-step guide” for all the skills that will be used in your activity choices.

- Address the matrix to have a quick understanding of the skills that will be implemented.

Activity/Circuit

Set up and pull activity sheets for:

- Shoe Fly
- Animal Friends
- Keep up
- Heel Toe Tag

Divide the space into 4 quadrants and run these activities at the same time as a circuit.

Cool Down

Engage in a quick cool down activity. This could be an activity of a child’s choice, or more importantly engage in static (non-moving) stretches.

Matrix

Ages 6-8

Activity	Page #	PL: Running/ Walking	PL: Jumping	PL: Throwing	PL: Catching	PL: Striking	PL: Kicking	PL: Balance	PL: Dodging
Shoe Fly	14	X	X					X	
Animal Friends	16	X						X	
Keep Up	17	X		X	X	X	X		
Heel Toe Tag	18	X	X					X	X
Snowball Clean up	19	X		X			X	X	
Soccer Tag	21	X					X	X	X
Cut the Pickle Tag	22	X		X					X
Continuity Ball	23	X				X		X	
Penguin Walk	24	X						X	
Leap Frog Lily Pads	25		X					X	

Ages 9-12

Activity	Page #	PL: Running/ Walking	PL: Jumping	PL: Throwing	PL: Catching	PL: Striking	PL: Kicking	PL: Balance	PL: Dodging
Jump Rope Tag	26	X	X					X	X
Shark Attack	28	X					X		X
Crab Kick	29						X	X	
Circle Soccer	30						X		
Racket Whack It	31	X		X		X			
Monkey in the Middle	32			X	X	X	X		
Rounders	33	X	X	X	X	X	X		
Explosion	35	X	X	X	X		X		
Natural Disasters	36	X	X					X	
Bucket Toss Golf	37			X		X	X		

Fundamental Movements

Information Drawn from 60 Minutes Kids Club

- Running/Walking
- Throwing
- Jumping for Height
- Jumping for Distance
- Catching
- Striking
- Kicking
- Dodging
- Balance

Running/Walking			
<p>High knee lifts.</p> 	<p>Support leg extends fully during push off. Head and torso are in control with a slight forward lean and eyes are focused forward.</p> 	<p>Elbows bent at 90 degrees and swing from the shoulders.</p> 	<p>Arms drive forward and back in opposition to the legs.</p> 

Throwing			
<p>Stand side on to the target.</p> 	<p>Rotate shoulder backward.</p> 	<p>Step forward with the opposite leg. Arm moves across body</p> 	<p>Follow through towards target and release ball.</p> 

Jumping for Height

Eyes focused forwards and upwards.



Squat low with knees bent and arms behind the body.



Arms drive forward and up, and legs extend into the air.



Land on balls of the feet with knees bent to absorb the landing.



Jumping for Distance

Arms swing back behind the body.



Arms swing forward during take off. Ankles, knees and feet extend fully at take off.



Knees, hips and ankles bend to absorb force of landing.



Body stays balanced and in control.



Catching

Wide base for support.



Eyes on the object.



Adjust hands to the height of the ball.



Bend elbows to absorb force.



Striking

Stand side on to the ball. Eyes focused on the ball throughout the swing. Hands next to each other.



Steps toward the target area with front foot.



Hips then shoulders rotate forward. Ball contact made on front foot with straight arms.



Follow through the swing and around the body.



Kicking

Identify the target and keep your eyes on the ball. Stand on a slight angle behind the ball.



Place your plant leg beside the ball before you kick.



Kicking action is initiated at the hip. Body leans back on contact. Contact occurs with the side of the foot and not the toe.



Swing the arm of the opposite kicking leg. Follow through with kicking leg towards target.



Static Balance

Keep support foot on the ground and hold the support leg still.



Place non-support foot on leg.



Arms to shoulder height with no excessive movement.



Head up, eyes forward, focus straight ahead. Stand straight up and relax.



Dodging

Look straight ahead.



Use the outside of the foot, and bending down.



Use knees to lower body and one step to the side.



Use knees to bending them to create a stopping action.



Warm Ups

High Knees

Fundamental Movement Skills

- Jumping
- Balance/Coordination

Instructions

1. In short, quick steps, bring knee as close to chest as possible
2. Drive the knee upwards
3. Bring the foot then back to the ground
4. Drive the other knee upwards
5. This can be done standing still, in slow movements or quick movements (as if they are running on the spot)
6. Have a timer to keep track of the amount of time the action occurs

Variations

Backward Mini-Steps: Fast

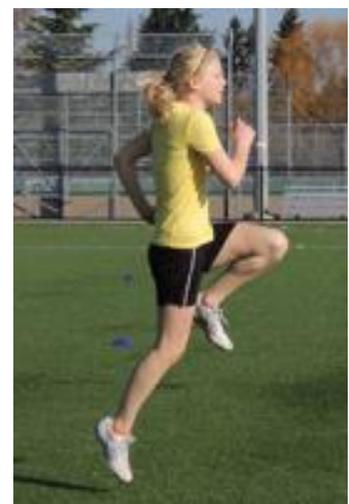
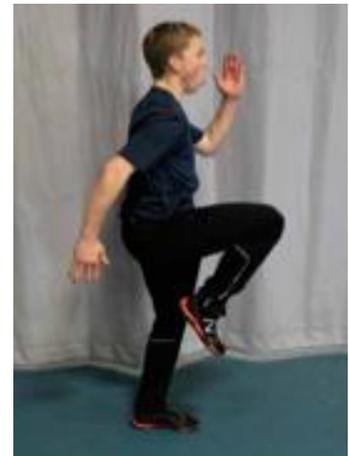
1. Moving backwards take short quick steps (incorporating high knees)
2. Ensure for safety the child looks over their shoulder

Butt Kicks

1. In short, quick steps, bring your heel as close to the bum as possible
2. Keep toes up (flexed)
3. Make sure the upper leg stays perpendicular to the floor

Right to Left One Footed Hops

1. Follow the instruction for high knees, but when you drive the knee upwards hop on the opposite foot (drive the left knee up, hop on right foot)
2. Switch sides:
 - a) You can hop for distance
 - b) Child can hop a specific number of times forward on one foot, then switch and repeat
 - c) Have a designated distance



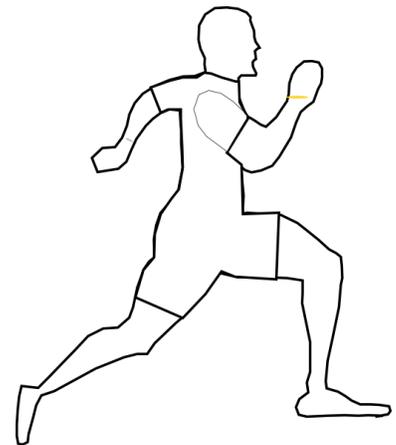
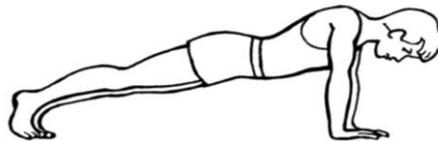
Drop and Go Start

Fundamental Movement Skills

- Running
- Balance

Instructions

1. Have children line up along the same line
2. On the whistle, or “go” drop your body down to the ground in a push up position
3. Stand up as quickly as possible and accelerate forward



Variations

1. This could be done as a race or incorporate into a circuit
2. Using a whistle, or a specific word, children are to stop, drop and go again- this would mean children would run randomly around the gym/open area

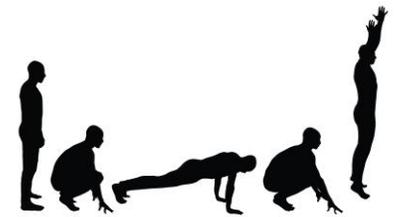
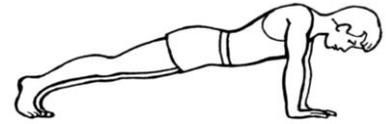
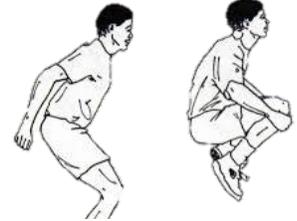
“5,5,5”: Tuck Jump, Push-up, Burpee, then accelerate

Fundamental Movement Skills

- Running
- Balance
- Jumping

Instructions

1. Start with 5 tuck jumps
 - a) Jump into the air and bring both knees to your chest in mid air
 - b) Return to the ground with both feet
2. Transfer into doing 5 push ups
 - a) Balance on toes and hands, with hips off the floor
 - b) Push up and down with your arms while, holding your core tight (don't let your bum go into the air!)
3. Transfer into doing 5 burpees
 - a) From standing position, drop down into a tucked position
 - b) Extend legs behind body to end up in a push up position
 - c) Do one push up
 - d) Bring legs back into tucked position
 - e) Stand back up (you can jump into the air with arms up)
4. After finishing steps 1-3, have a set end location that you have to accelerate forward and run to in order to complete the circuit



Variations

1. Have set boundaries to accelerate to
2. Change the number of actions they are to do, to warm up; this may include adding in a squat, or lunging forward rather than accelerating. The actions used can always be adapted and changed

Ladders – Out 5x Then Jump 3

Fundamental Movement Skills

- Running
- Balance
- Jumping

Equipment

- Floor ladder (Could use tape, or skipping ropes to make a ladder on the floor)

Instructions

1. Set up a ladder in the gym (on the floor)
2. Start with both feet outside the ladder straddling the first square
3. Jump with both feet to the inside of the ladder
4. Jump with both feet to the outside of the ladder
5. Repeat five times
6. After the fifth jump forward 3 rungs
7. Repeat pattern for the length of the ladder



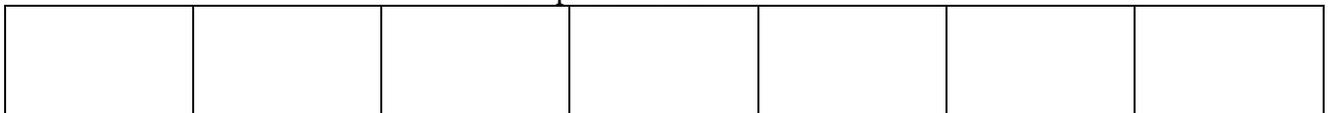
Feet Outside



Feet Outside



Jump forward 3



Ladders – Continuous Hop

Fundamental Movement Skills

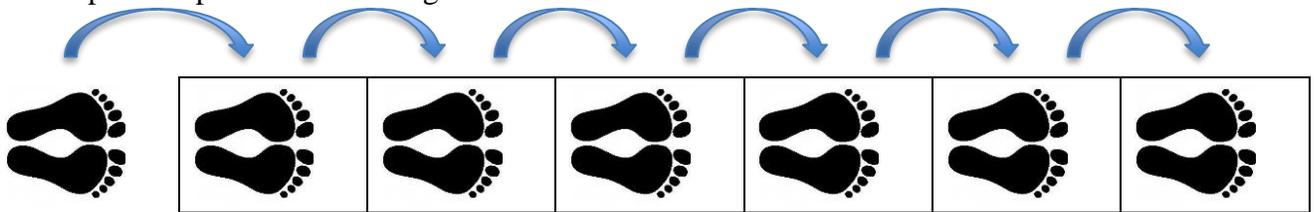
- Running
- Balance
- Jumping

Equipment

- Floor ladder
 - Could use tape, or skipping ropes to make a ladder on the floor

Instructions

1. Set up the ladder on the floor in the gym or playing area
2. Start with both feet outside the ladder behind the first square
3. Hop into the first square with both feet
4. Repeat the pattern for the length of the ladder



Variations

1. Single foot hops
2. Inside outside hops
3. Skipping
4. Incorporate other fundamental movement skills while using the ladder

Plank

Fundamental Movement Skills

- Balance

Instructions

1. Have all children start by laying on their bellies
2. On command “Plank it up” children push off the ground resting on their forearms
3. Elbows should be under their shoulders
4. Hands spaced apart
5. Body should be rigid with hips and ankles all in line
6. Try to keep hips from sagging or sticking up in the air
7. On command “belly down” children can return to the lying position



Variations

Pointer Plank (Right and Left)

1. Children first move into a plank position
2. From a plank, children slowly lift one arm straight out
3. Their hand should be level with their shoulder
4. The body should remain rigid similar to the plank position
5. Return to plank position
6. Without putting their belly on the ground, the child should slowly lift their other arm straight out (if they had their left arm up first, they should now be raising their right arm)



Circuits Ages 6-8

Shoe Fly

Fundamental Movement Skills

- Jumping (single leg, or two leg jump)
- Balance/Coordination

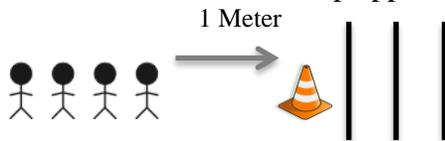
Game Play

Equipment

- Cones (short or tall)
- Shoes (only if there are no other objects available)
- Skipping rope

Instructions

1. To start the game – line up the equipment quite close together (this is when you are able to choose cones, skipping rope, etc.).
2. The children will line up approximately one meter away from the first cone.



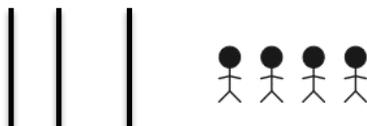
3. First child: They must jump over the first line landing on one foot if possible (when first starting, and with a younger age group you could try to land on two feet).
4. Once they have landed, they must then jump over the next two obstacles.



5. AT NO POINT IN TIME CAN THEY TOUCH THE OBJECTS THEY ARE JUMPING OVER.
6. Once the first person has successfully jumped over all obstacles, the next person in line will go.
7. If a child does not successfully clear the obstacles, they are out and sit to the side.
8. The last person in line is the “Shoe Fly”.
9. When they jump over the last obstacle, wherever their foot lands, the last obstacle they jumped over is moved to that spot.



10. The children now start from the other side, and continue the steps above.



Alternatives/Transitions

- Rather than using shorter items, use higher cones, having children jumping for both height and distance.
- Do standing jumps rather than running.

Animal Friends

Fundamental Movement Skills

- Balance

Game Play

Equipment

- No equipment required

Instructions

1. This can be played outdoors and indoor.
2. If you are instructing the activity, you are going to give the children instructions on different animals they are going to be (dramatized play).
3. Have the children spread out, and state:
 - a) Flap your arms like bird wings and “fly” 
 - b) Hop on all fours like a frog
 - c) Hop on two legs with feet together and pretend to be a kangaroo 
 - d) Bend your knees, walk with your legs far apart and swing your arms like a chimpanzee
 - e) Walk on hands and feet and pretend to be a reptile
 - f) Walk on hands and knees and pretend to be kittens 
 - g) Slide on the floor and pretend to be snakes 
 - h) Add any other animal movement you can think of
4. If children are leading this activity themselves, have a number of different action cards in a bag, allowing children to take turns choosing from the bag to determine what their next action/movement will be.

Alternatives/Transitions

- Rather than just being animals, have them incorporate different “sport” movements/actions (basketball player doing a layup, volleyball player serving, soccer goalie doing a drop kick, etc.). This will allow the use of other fundamental movement skills without the use of equipment.
- Don’t give the action, just give the different animal, and see what movements they are able to create and are willing to practice.
- Have them try to act out the different movement in partners.

Keep Up

Fundamental Movement Skills

- Throwing
- Catching
- Striking
- Volleying
- Kicking

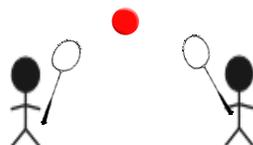
Game Play

Equipment

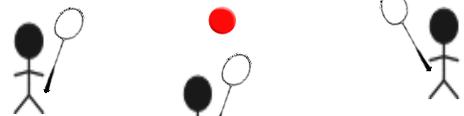
- Badminton rackets
- Small balls
- Badminton birdies
- Balloons
- Volleyballs
- Hackie sack

Instructions

1. This can be played between 2 players, or in small groups. If they are playing with two players, they are to stand across from each other. If they are playing in a small group, they should stand in a circle.
2. Each child should have a badminton racket, and each group should have a balloon to start.
3. This is an important time to go over safety and proper use of a badminton racket (demonstrating the striking movement).
4. The children are going to start by tossing the balloon to their partner. The partner is going to then strike the balloon, to ensure that the balloon stays off the floor.



2 partners



3 partners

5. This will be a continuous pattern between the two (or small group).
6. Have the children keep track of how many times they are able to keep the balloon up (off the floor).
7. Each time they should try and beat their previous record.

Alternatives/Transitions

- If using the rackets is too difficult, child could use their hands to keep the balloon up.
- Children could also start by throwing and catching the ball.
- Using volleyballs to practice the striking and volleyball skills (could transition into a volleyball warm up).
- Playing keep up with their feet could start with a hackie sack or soccer ball (volleying with their feet). Also works on balance and coordination.

Heel Toe Tag

Fundamental Movement Skills

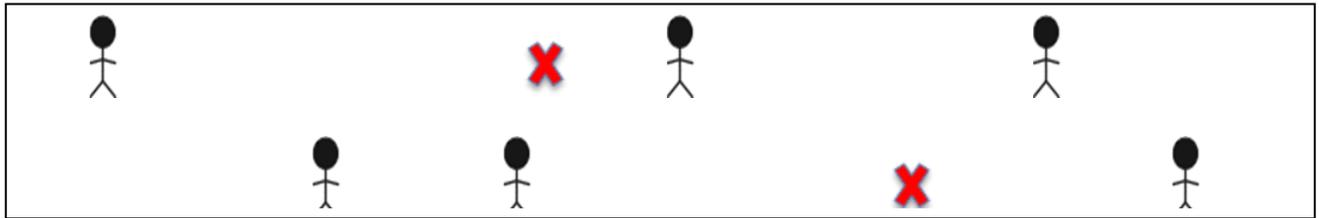
- Walking
- Hopping
- Jumping
- Dodging
- Balance

Equipment

- No equipment needed

Instruction

1. Choose two or three students to be “it.” They must walk with one foot in front of the other; heel to toe, while they are attempting to tag others.



2. The students avoiding the tag must hop or jump around to safety.
3. Once tagged, that student becomes it and will walk in a heel-toe manner.
4. After the tag game, do a group stretch focusing on calves, quadriceps and hamstrings.

Alternatives/Transitions

- Children have to hop on one leg rather than two legs.
- Transition into running and running backwards.
- Other objects could be incorporated (soccer balls, basketballs, etc.).

Snowball Clean Up

Fundamental Movement Skills

- Throwing
- Running
- Kicking
- Balance

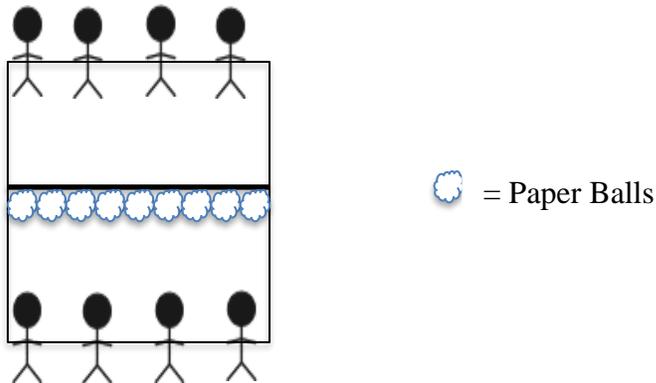
Game Play

Equipment

- Paper (they can crumple it up)
- Balls
- A line demonstrating one side vs. the other?
- Timer

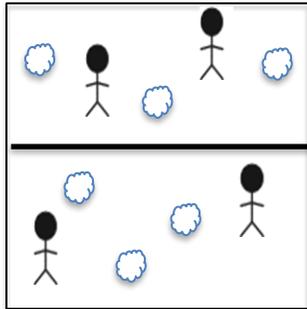
Instructions

1. To start; children need to crumple up a lot of pieces of paper (creating their “snowballs”).
2. Spilt the group into two teams (they can be large or small).
3. Show the group where their boundaries are, as well as the middle line.
4. Line the snowballs (paper) up along the centre line.



5. Children are to line up at the back of their boundary.
6. Tell them they will have 5 minutes, to ensure they keep their boundary (area) clean of all snowballs.
7. Once you yell go, the children are to run towards the centre line (where the snowballs are lined up).
8. They are to grab the snowballs and throw them into the other teams' boundary area.

9. This continues, as each team is throwing the snowballs to keep their area clean.



Snowballs are being thrown from one side to the other.

10. When the 5 minute timer goes off, yell stop and everyone is to freeze.
11. Count the number of snowballs left in each boundary area.
12. The team with the least amount of snowballs in their area wins.

Alternatives/Transitions

- Using small balls, and rather than lining them up, when you dump them out the game begins.
- Use soccer balls, and practice kicking (ensure that the ball remains on the ground).

Soccer Tag

Fundamental Movement Skills

- Kicking
- Dodging
- Balance
- Dribbling
- Running

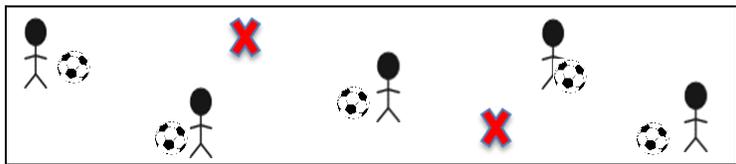
Game Play

Equipment

- Soccer balls (or foam balls)
- Cones/pylons

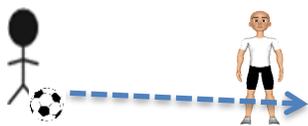
Instructions

1. Within the group of children, pick a child (2 or 3) to be “it”.
2. All other children will need to have a soccer ball (or foam ball, depending on what you decide to use).
3. Create an area that the children must stay inside.
4. The children with the balls are to dribble the balls (with the inside of their feet) within the designated area.



-  = Children with ball
-  = Person It
-  = Soccer Ball

5. The people that are “it” are trying to steal (kick the ball away) from those that have them.
6. If a person has their ball taken away from them, they are to freeze with their legs spread apart.
7. The only way to become unfrozen is if another player passes their ball through their legs.
8. The player that is passing the ball must retrieve their ball on the other side (they must be careful and stay in control or the person who is it may take their ball away).



Player collects ball that went through friends legs on the other side that they kicked from.

9. Once this has occurred, they are to retrieve their own ball and continue in the game.
10. Time the game and switch those that are it every few minutes to give everyone a turn.

Alternatives/Transitions

- Start by practicing dribbling a ball, to assist in the control of the game.
- Transition these skills into a game of soccer, or other soccer related games.
- Use basketballs to practice dribbling, and scoring in a hoop (made by the person who is frozen).

Cut the Pickle Tag

Fundamental Movement Skills

- Throwing
- Dodging
- Running

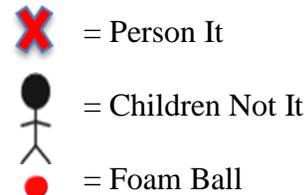
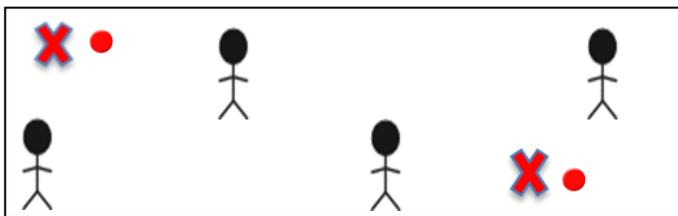
Game Play

Equipment

- Foam balls
- Pylons/cones

Instructions

1. Create a designated area that the game will occur in.
2. Chose 2 to 5 children to be “it” and give them a foam ball.
3. Children are to spread out, and be continually moving, and children that are “it” will be throwing their balls (below the waist).



4. If you are hit by a ball (you have been tagged), put your feet together, close your hands into fists and connect your 2 index fingers together in front of you (this is your pickle).



5. Those throwing the balls must retrieve them after they have thrown them.
6. To be saved, someone must come up to you and cut your pickle.
7. Your pickle can be cut with a gentle karate chop, a fake pair of finger scissors or a simple slice from another index finger.



8. Once your pickle has been cut you are free to rejoin the game.
9. Change who is it every few minutes to change the game dynamic.

Alternatives/Transitions

- Transitions into different types of tag.
- Rather than throwing you could gently kick balls (bring in soccer skills).

Continuity Ball

Fundamental Movement Skills

- Striking
- Balance

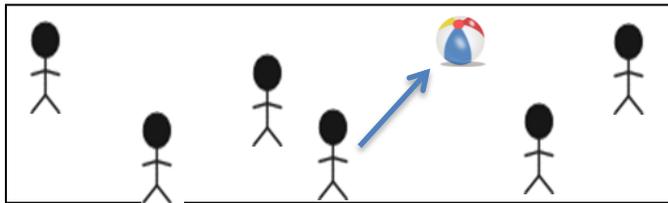
Game Play

Equipment

- Beach balls
- Balloons
- Foam balls

Instructions

1. Create a designated area for children to stay within.
2. Players scatter over the playing area and a ball is tossed into the air.
3. The object is to keep the ball in the air using any body part.



Players must keep the ball up in the air.



= Players

= Beach Ball

4. Once there is one ball up, try and add more balls into the game.
5. Keep count of the number of time the ball or balls are kept up in the air.
6. Try and better the number each time.

Alternatives/Transitions

- Try and use body parts that are not their hands (be specific—hands, feet, knees)—this allows for working with different coordination and balance.
- Use different types of balls (shapes and sizes).

Penguin Walk

Fundamental Movement Skills

- Balance
- Walking

Game Play

Equipment

- Bean Bags
- Start and finish line (in a designated area)

Instructions

1. Have all children line up along the start line.
2. Each child is to receive a beanbag.
3. Children start with their feet together and place the beanbag on their shoes.



4. On go, they are to waddle (like a penguin – sliding feet together to move), while keeping their beanbag on their shoes, and move towards the other line.
5. If the beanbag falls off, they must pick it up and return to the start line and start again.
6. The first to the other line wins.

Alternatives/Transitions

- Use different types of balls (different sizes, weights).
- Tie their legs together to make it a bit more difficult and ensuring balance.

Leap Frog Lily Pads

Fundamental Movement Skills

- Jumping
- Balance

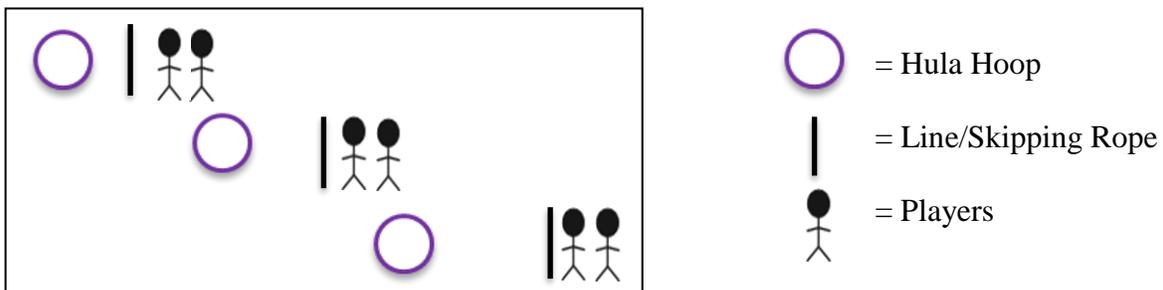
Game Play

Equipment

- Hula hoops
- Tape/skipping ropes.

Instructions

1. Set out hula-hoops in a designated area.
2. Mark a starting spot that is a different distance from each hula-hoop.



3. Children must line up behind the line to see if they are able to jump from the starting spot to the hula-hoop (inside the hula-hoop).



4. Once they have completed one, they may move into the next hula-hoop.

Alternatives/Transitions

- Jumping with one foot.
- Two footed jump.
- Jumping like a frog.
- Have different distances and each one have a number of jumps they need to be able to make it in.

Circuits Ages 9-12

Jump Rope Tag

Fundamental Movement Skills

- Jumping
- Dodging
- Balancing
- Running

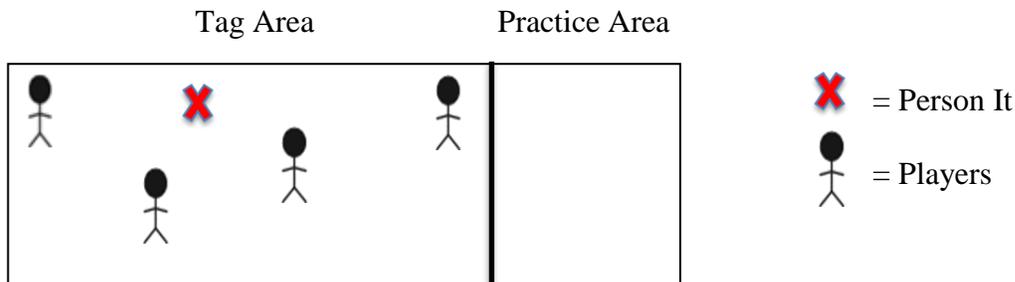
Game Play

Equipment

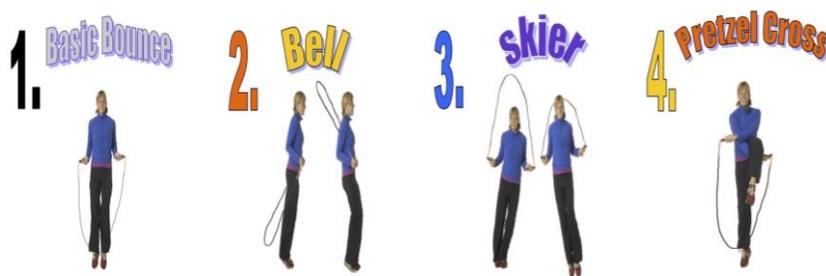
- Skipping Ropes
- Pinnies
- Cones/Benches (to mark off area)

Instructions

1. The activity area is divided in to two sections. The first section is the "tag/practice area" and the second area is the "Jump Rope Practice area".
2. In the tagging areas the players are to try to avoid the designated taggers (put them in pinnies to show who is "it").



3. They may be safe by dodging and fleeing or, when a tagger approaches, by doing the designated jump rope skill (skier, bell, straddle, etc.) with their "invisible" jump rope. They may only be safe for 10 jumps and the taggers cannot guard.



4. Once they have completed their jumping they continue in the game of tag.

5. If a student is tagged, he/she goes to the jumping area where there are two skill cards.



6. The tagged students pick up a rope and they perform 10 jumps of one of the skills at the cone. After completing the ten practice jumps, the jumper re-enters the game.
7. Change the children who are “it” regularly.

Alternatives/Transitions

- Rather than just using jump ropes, you could practice many different sports skills or other fundamental movements and fitness skills.

Shark Attack

Fundamental Movement Skills

- Dribbling
- Running
- Dodging

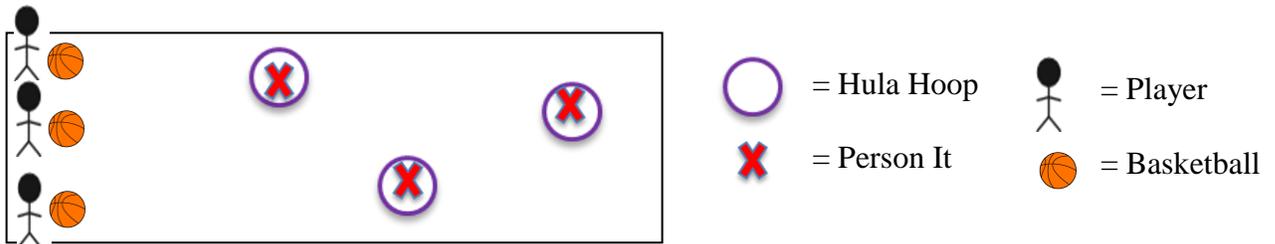
Game Play

Equipment

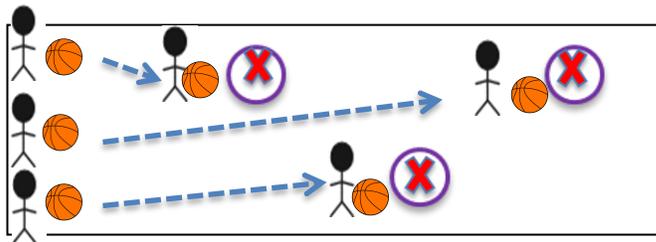
- Hula hoops
- Basketballs
- Cones/Pylons

Instructions

1. Spread hula hoops out in playing area. One student should stand in each hoop "sharks". The other half of the group ("swimmers") begin at one end of the playing area. The swimmers will each have a basketball.



2. When the sharks say "go" it signals "swimmers" (dribblers) attempt to cross the ocean as many times back and forth as they can by dribbling around each "shark" without losing control of their ball (stress that each swimmer should visit each shark).



3. They must get close to the sharks to tempt them with their ball.
4. Students should move their back or opposite side to the shark and change the hand they dribble with in order to keep the ball away from the shark (and hence, not lose control of the ball).
5. The sharks must keep both feet inside the hoop and attempt to steal the swimmer's ball by reaching with one's arms. If a swimmer loses control of their ball (for any reason) they dribble in place 15 times before they can continue swimming across the ocean.
6. To increase difficulty for the swimmers, allow sharks to have only one foot in the hoop at a time which allows them to reach further.
7. Have students switch positions for each new game approximately every minute, so that all students have an equal amount of time as sharks and swimmers.

Alternatives/Transitions

- Using a soccer ball rather than a basketball.
- Practice volleying volleyballs.

Crab Kick

Fundamental Movement Skills

- Balance
- Dribbling/kicking

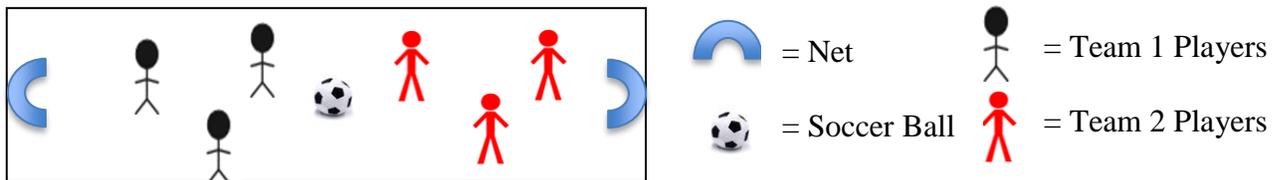
Game Play

Equipment

- Soft soccer ball
- Pinnies
- Cones/Pylons (for making nets and the play area)

Instructions

1. Divide the group into two equal-sized teams and have them sit on the floor at opposite ends of the room.
2. Use pinnies to distinguish teams.
3. Place a goal at each end and the ball in the center of the room.
4. When given the signal for play to start, the children must crab walk to the ball and attempt to kick the ball toward their goal and score.



5. Players must stay in the crab-walk position the entire game. Failure results in the opposing team getting a free kick.



6. After a goal is scored, the ball is placed in the center of the play area and the game resumes.
7. The first team to reach an agreed-upon number of points wins.

Alternatives/Transitions

- Add goalies to make it more difficult.
- Could move into a real game of soccer.
- Add more nets and a larger number of teams.
- Bear crawl and use their hands in a striking method.

Circle Soccer

Fundamental Movement Skills

- Kicking

Game Play

Equipment

- Soccer balls

Instructions

1. Have children stand in a circle and hold hands.
2. Place the ball inside the circle.
3. Children try to kick the ball and keep it inside the circle.
4. If the ball goes out of the circle between two people, then both people are out of the game. (If it is a small group, try and score between someone's legs instead, therefore only one person would be out at a time.)



 = Players

 = Soccer Ball

5. Have players that are out, practice passing the ball back and forth until the next game starts.
6. If a player kicks the ball too high and it goes over someone's head, then the player who kicked the ball is out of the game.
7. The game continues until there are just one or two players left.

Alternatives/Transitions

- Use different sized balls
- Use different shapes balls.
- Increase or decrease the size of the circle.

Racket Whack It

Fundamental Movement Skills

- Striking
- Running
- Throwing

Game Play

Equipment

- Badminton Rackets
- Soft balls
- Cones (make play area)

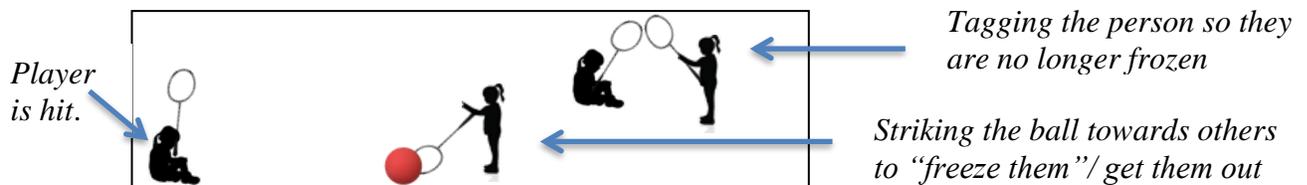
Instructions

1. Give each student a racket or paddle.
2. Remind them not to hit other students with their rackets, or swing their rackets in an unsafe manner.
3. Scatter the dodgeballs around the playing area.
4. Students can only touch dodgeballs with their rackets (no hands or feet!).



*This is how they are able to touch the balls.
NO HANDS OR FEET CAN BE USED.*

5. They can dribble the dodgeballs on the ground with their rackets.
6. They can hit the dodgeballs with their rackets.
7. They can set their racket on top of the dodgeball, pull it back, and lift the dodgeball up onto their racket so they can throw it from there.
8. The object of the game is to eliminate players by hitting them below the shoulders with a dodgeball.
9. If a player is hit, they must sit down and put their racket straight up in the air. To be saved, someone must tap your racket with their racket.



10. If someone accidentally touches a ball with their body, then they are frozen as well.
11. Players can attack whoever they want, and save whoever they want.
12. Add more balls, or take some away, to change the difficulty level. You can also create teams and play competitively.

Alternatives/Transitions

- Play elimination rounds and whoever is left standing wins.
- Play that you may get up when the person that got you out sits down.

Monkey In the Middle

Fundamental Movement Skills

- Catching
- Throwing
- Kicking
- Trapping
- Striking

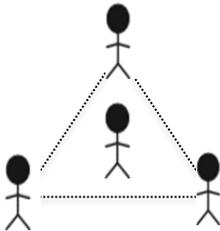
Game Play

Equipment

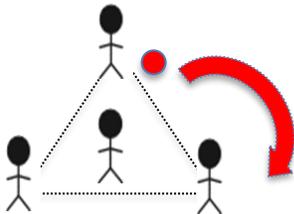
- Balloons
- Balls
- At least 4 players

Instructions

1. With a group of four, the children should be positioned in the shape of a triangle, with one child in the middle.



2. The children on the outside of the triangle will have a ball. They are to toss the ball from one child to another, keeping it away from the child in the middle. (They will be throwing and catching the ball in any order, as they try and keep it away from the child in the middle.



3. The child in the middle moves from place to place as they try to catch the ball before the children on the outside do.
4. If the child in the middle catches the ball, they switch places with a person on the side (usually the person they caught the ball from).
5. They then continue playing the game.

Alternatives

- Use different types of balls (balloons, small balls, bean bags).
- Volleyballs and practice volleying the ball.
- Basketballs and practice, chest and bounce passes.
- Soccer balls and practice kicking and trapping the ball.
- These skills can then easily transition into different larger games, as these will allow practice in basic skills.

Rounders

Fundamental Movement Skills

- Running
- Throwing

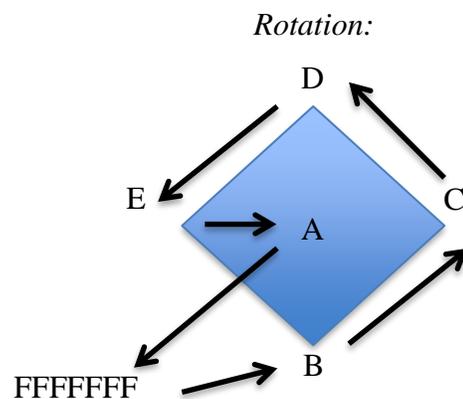
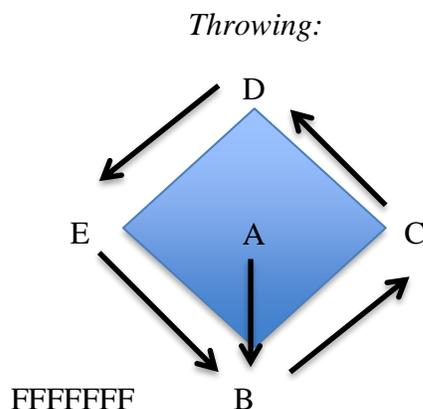
Game Play

Equipment:

- Ball (small or large)
- Bases (pylons)
- Large Field
- Additional equipment required when adding more concepts to the game

Instructions:

1. Divide the class into two groups of 8-10 members. One group arranges around the bases of a softball diamond and given a letter for each position. For example the pitcher's mound is A, the home plate is B, first base is C, second base is D and third base is E. The other group forms a line near the home plate and they are called F (up to bat).
2. When the whistle blows, A throws to B, B throws to C, C throws to D, D throws to E and E throws to B, who is on home plate. At the same time that A throws the ball to B, F (the first student in line at the home plate), takes off for first base and tries to touch all 4 bases, including home plate, before the ball is thrown back to B. If they are successful in doing so, they score a run and the next batter F takes a turn.
3. Players at F position advance forward in the line to take a turn and eventually rotate through to take a turn on the bases as well.
4. The players at the bases rotate after each run. The player in the A position goes to F (The last student in line at the home plate), B to C, C to D, D to E and E to A. Everyone shifts one position in a counter clockwise rotation. The students not running bases in F position could be doing jumping jacks, lunges or stretching while waiting in line.



Alternative/ Transitions:

- Kicking the ball rather than throwing.
- Use different objects rather than a round ball (football, teddy bear, etc.).
- The person at bat must actually hit the ball before the process starts.
- Have other players standing on base (someone standing on C, D, E), the first hitter runs to C and tags the next player (and so on) (put pinnies on the runners).
- Increase the number of bases (more running, or more runners, and more places to throw).
- This is a great game to start with, to learn running bases and game play before transitioning into kickball and baseball.

Explosion

Fundamental Movement Skills

- Running
- Throwing
- Catching
- Game skills
- Dodging (being tagged)
- Jumping (on two feet)

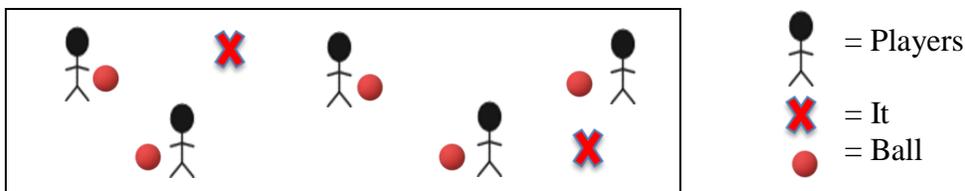
Game Play

Equipment:

- Large open space
- Soft balls (or object)

Instructions:

1. Each student has a ball or soft object, the balls are “asteroids”.
2. Designate two or three students to be “it”.
3. If tagged by an "it," a O student “explodes”, jumping up and throwing their asteroid in the air. They must freeze their feet in place until they can get another asteroid.



4. A frozen player can receive an asteroid from a player still moving (the player moving must pick up an throw an asteroid that is on the ground to the frozen player), can catch an asteroid that is thrown when someone else “explodes” or can reach an asteroid that has been thrown previously (their feet must stay planted/frozen to the ground).
5. When they get an asteroid, they may move in the game again. Be sure to change the “its” frequently.

Alternatives/Transitions

- Rather than throwing, they must keep kick the ball and the frozen players must trap the ball (only time their feet are unfrozen) and then pick it up.
- Rather than carrying balls they must dribble the ball with their feet, or they could also dribble a basketball. (Have the ‘its’ also dribbling).
- Use different objects to practice throwing skills.
- Transition into new tag games.
- Using different skills can transition into different sports (soccer, basketball), this would make the development of these skills more interesting and ‘fun’, than simple drills. (Fun and learning – in the end explain how they have learned such skills).

Natural Disasters

Fundamental Movement Skills

- Running
- Balance
- Jumping (one and two leg hop)

Game Play

Equipment

- Mats

Instructions

- Several different formations of mats are placed on the floor and children run in a circle around them.
- Explain the different types of natural disasters that could happen. Demonstrating what each player must do when the disaster occurs.
- When the instructor yells:
 - Flood:** students have to find a mat and jump on it (*inclusive version:* the last one to jump on a mat has to do 5 jumping jacks; *competitive version:* last one on the mat is out).
 - Earthquake:** students have to crabwalk around the mats. 
 - Ice storm:** students freeze, balancing on one leg. 
 - Mudslide:** students lie on stomachs with hands straight over their head.
 - Avalanche:** students find a partner and get into a wheelbarrow pose (no partner, 5 jumping jacks). 
 - Comet:** students get down on the floor, and crouch with their heads between their knees.
- After each disaster the instructor can yell “we are all safe”, and the children will continue to run in a circle around the mats.

Alternatives/Transitions

- Instructors can come up with many different natural disasters, or include the kids in the creation of them and what they have to do to survive.
- Could add a dodging element (meteor shower – throw soft balls and if they are hit, they must do jumping jacks (or other activity), or they could be out).
- Include many different fitness activities.

Bucket Toss Golf

Fundamental Movement Skills

- Throwing
- Striking
- Kicking

Game Play

Equipment

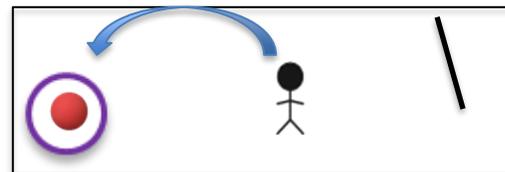
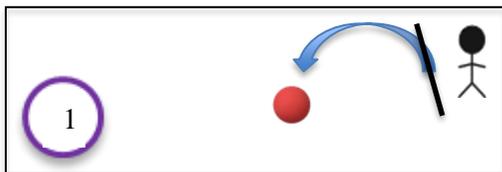
- Hula hoops
- Bean bags
- Paper numbers
- Buckets (small bins)
- Paper
- Bat
- Balls
- Pencil
- Badminton Rackets

Instructions

1. Set up the hula-hoops (or buckets, whatever you decide to use), in different places around the area you are using.
2. Place a number card in each hula-hoop to designate each hole.



3. Mark a spot on the floor, where the children need to start for each hole.
4. At the marked spot place a bean bag (or ball) and instruct the child to count how many tosses it takes to get their object into the hole.
5. After each throw that does not get into the designated hole, the child moves to where their object has landed and tries to toss it again. This continues until it has landed in the designed hole.



6. They need to keep track of how many tosses it takes. They can mark this down on a sheet of paper, corresponding with what hole they are at.

Bucket Toss Golf	Name: Derrick
Hole 1: 2 Tosses	Hole 2:

7. Once they have completed one hole, they will move to the next one.

Transitions/Alternatives

- Rather than throwing you can try kicking, batting, golfing, using badminton rackets, etc. This game allows for practicing many different skills.
- Transition into understanding the game of golf.

Conclusion

What is Physical Literacy?

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Our Desire

It is desired that children of all ages are able to actively engage in many forms of physical activity and develop fundamental movement and sport skills.

Importance

Remember that a variety of movement skills lead to an increase in confidence, enjoyment and opportunity to connect and socialize. This is the foundation for an active life.

Your attitude as you implement any activity, through single or circuit format; will strongly affect the way children learn, develop and grow. Be their guide and help them develop their fundamental movement skills!

Good Luck!

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