



Lesson plans soccer

A project of:



Funded by:



Canadian
Heritage
Sport Canada

Patrimoine
canadien

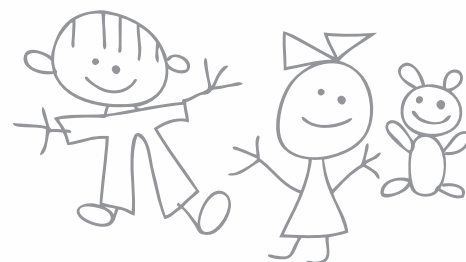


Health and
Wellness



Table of contents:

Who we are, Why we are Doing this Project	pg.4
Sponsor/Funding Recognition.....	pg.4
Active and Safe Start	pg.4
Starting Off Right.....	pg.5
Physical Literacy: What Exactly is it?.....	pg.5
LTAD	pg.6
The Consequences of Missing out on Physical Literacy.....	pg.8
Physical Literacy During the Active Start Stage of LTAD	pg.9
More On the ABC's: Useful In All Sports	pg.10
Some Other Skills to Develop	pg.11
Impact on the Education, Recreation and Physical Activity System.....	pg.12
Acknowledgment for Materials in this Booklet.....	pg.12
Startling Stats	pg.13
Tips for Developing an Inclusive Practice	pg. 15
Activity Plans Table of Contents.....	pg.17
Active Start!.....	pg.18
U6 Game Recommendations	pg.19
Warm Up Activities for Active Start Soccer.....	pg.20
Lesson Plans	pg.21
Activity Plans.....	pgs.22-43
Notes	pg.44
Partnership with Special Olympics PEI and Parasport & Recreation PEI	pg.46
Special Olympics PEI.....	pg.47
Parasport & Recreation PEI	pg.47



www.sportpei.pe.ca

Sport PEI through a sport participation bilateral agreement has undertaken a Long-Term Athlete Development (LTAD) project which includes educating parents, coaches, and early childhood educators on the benefits of getting an “Active Start” for their children. From ages 0-6 years, children need to be introduced to relatively unstructured play that incorporates a variety of body movements.



An early active start enhances development of brain function, coordination, social skills, gross motor skills, emotions, leadership, and imagination. It also helps children build confidence, develop posture and balance, build strong bones and muscles, promote healthy weight, reduce stress, improve sleep, learn to move skillfully, and learn to enjoy being active. This booklet contains Active Start lessons plans intended for ages 3-6 to be used in Early Childhood Centres and communities.

Sport PEI would like to thank the following partners for their support on this project. Without their support, this project would not have been possible:



Canadian
Heritage
Sport Canada

Patrimoine
canadien



Health and
Wellness

Active and safe start

The Active & Safe PEI: The Public Health Agency of Canada has launched the Active & Safe injury prevention initiative. The overall goal of this initiative is to reduce sport and recreation related injuries sustained in high participation activities among children and youth (ages 0-19). The initiative focuses on serious injuries such as concussions/brain injuries, drowning and fractures. This initiative enables community level action on sport and recreation safety awareness through funding projects such as Active and Safe PEI. The views expressed herein do not necessarily represent the Public Health Agency of Canada.

Sport PEI has taken on a project to assure that children are taught proper balancing techniques. According to research done by Hyrosomallis (2007), learning proper balancing techniques has been proven to reduce the risk of injuries. In this manual, you will find lessons that focus on balance. Throughout the manual, you will also find Active and Safe tips that will help you create a safe environment for developing physical literacy. Each lesson also begins with a warm up that consists of movements that explore body awareness, coordination, and balance. By building these skills at a young age, children are better prepared to learn more complex skills.

Starting Off Right!

Childhood obesity and rising inactivity among children threatens the future health of Canada, and the problem needs to be addressed NOW if we are to prevent a generation of children from growing up with chronic health problems.

Physical Literacy – What Exactly is it?

Physical literacy is the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic (dance) and sport situations. Physical literacy also includes the ability to “read” what is going on around them in an activity and react appropriately to those events.

For full physical literacy, children should learn fundamental movement skills and fundamental sport skills in each of the four basic environments:

On the ground -
as the basis for most games, sports, dance and
physical activities

In the water -
as the basis for all aquatic activities

On snow and ice -
as the basis for all winter sliding activities

In the air -
as the basis for gymnastics,
diving and other aerial activities



How and Where Do Children Become Physically Literate?

Developing physical literacy in our children will take the combined efforts of parents/ guardians, childcare providers, school personnel, community recreation leaders, provincial sport organizations and everyone involved in the Canadian sport system. Each has a role to play if we are to be successful.

Developing Fundamental Movement Skills: suggestions for parents and caregivers

Fundamental movement skills need to be developed in a wide range of environments, and concerned parents need to question early childhood educators providers, schools, minor sport organizations and other organizations to make sure that their child's needs are met.

HERE ARE SOME QUESTIONS THAT CAN BE ASKED:

- Do ALL children have the opportunity to be vigorously physically active for at least 30 minutes per day for toddlers and 60 minutes per day for preschoolers, everyday, in their home, day-care setting or school?
- Do they engage in dance and music activities?
- Is there a wide range of material that children can play with balls (various types and sizes), bean bags, hoops, and other similar equipment, and are there places to climb, room to run and jump, places to safely throw and kick objects?

- Do teachers and early years educators encourage ALL children, including those with a disability, to engage in active play?
- Can early years educators and teachers provide basic instruction to children who have difficulty with a specific fundamental movement skill?

Learning fundamental SPORT skills before mastering related fundamental MOVEMENT skills reduces performance ability later. Learning to become physically literate is comparable to learning to read. We do not give children adult books to read, so why would we expect them to play sports at the adult level? Just like a child needs to learn the ABC's before reading, they need to learn the fundamental movement skills in order to succeed in different sports.



Fundamental sport skills: The consequences of Missing out on Physical Literacy

A child who misses out on developing physical literacy is at a great disadvantage. On the playground and in the park, children really like to play with other children who have the same level of skill as they do, and who can “keep the game going”, and, if you can’t keep the game going, you won’t generally be asked to join in.

Missing out on Fundamental Movement Skills also means that the child is unlikely to choose to take part in a formal sport activity that requires proficiency in that skill, and this restricts their choice of life-long health-promoting activities. It also restricts their opportunities for sporting excellence.

Being unable to perform even a single fundamental movement skill can seriously restrict later opportunities for recreational or competitive activity, as can be seen from the few examples shown below.

consequences of missing a fundamental skill:

If you don’t enjoy running — you are less likely to take part in: Soccer, Basketball, Volleyball, Track and Field, Squash, Badminton, Rugby, Tennis

If you don’t enjoy throwing — you are less likely to take part in: Baseball, Softball, Bowling, Soccer, Goalball, Football, Rugby

If you don’t enjoy swimming — you are less likely to take part in: Swimming, Diving, Water Polo, Scuba, Kayaking, Sailing, Surfing

Physical Literacy During the Active Start Stage of Canada's Long Term Athlete Development Plan

Ages: 0-6 years

Objectives: Learn fundamental movements and link them together into play. Physical activity is essential for healthy child development during the critical first six years of life, and is especially important during the first three years since brain growth is extremely rapid, and learning creates more brain cell connections than in later years (Gruhn, 2002). Among its other benefits, physical activity during this time:

- Lays the foundation for future success in skill development, by helping children enjoy being active, learning to move efficiently, and improving coordination and balance.
- Creates neural connections across multiple pathways in the brain (Council of Physical Education for Children, 2000) particularly when rhythmic activities are used.
- Enhances development of brain function, coordination, social skills, gross motor skills, emotional development, leadership and imagination.
- Helps children build confidence and develop positive self-esteem.
- Helps build strong bones and muscles, improves flexibility, develops good posture, improves fitness, promotes a healthy body weight, reduces stress and improves sleep.

THINGS TO THINK ABOUT:

At this age, physical activity should always be fun, and part of the child's daily life, not something they are required to do. Active play in a safe and challenging environment is the best way to keep children physically active.

More on the ABC's: Useful In All Sports

Agility, balance, coordination, and speed are valuable in almost all sports. Developing the ABC's is an important part of physical literacy, and there are a number of activities in which they can be learned and refined.

Some sports and activities are better at developing one or more of the ABC's than others, and the key sports are:

- Gymnastics is a great way for young children to learn and develop their agility, balance, and coordination, while Athletics (track and field) is a great way to develop speed and coordination.
- Skating and skiing provide great opportunities for the development of balance, coordination and speed, while soccer helps with speed, agility, and coordination.
- In addition to developing confidence and safety in the water, swimming develops balance and coordination.
- Cycling (or skateboarding or horse riding) develops balance and the judgement of speed.



some other skills to develop

While it is easy to understand why physical literacy needs to include the skills of running, jumping, throwing, kicking, catching and other skills, along with agility, balance, coordination and speed, there are a couple of other skills that are less obvious.

The two most important of these skills are prediction and interception. Think for a moment about what it takes to catch a softball hit high into the air. As the catcher - the child needs to be able to:

- See the ball leave the bat, and predict where it will land.
- Move to where they think the ball will land-and get there for when the ball arrives. This is the ability to intercept the ball, and this is a physical literacy skill that needs to be learned.
- Then they need to be able to catch the ball!

This ability to predict and intercept is also critical to many stick, bat, and racquet sports, where the child needs to predict where the ball or puck is going, and then move their bat, racquet, or stick so that the moving “stick” makes solid contact with the moving “ball”.

Learning this kind of complicated skill requires two things, and is helped by a third:

- Sufficient maturation of the brain and vision-which usually happens between the ages of 4 and 7.
- Lots of opportunity to try to catch, intercept and hit lots of different directions at many different speeds (although interestingly many children find it much harder to do this with small balls moving slowly, than with larger balls moving a bit faster.
- Good instruction, particularly about body position and what children should look for, can dramatically help children master these critical physical literacy skill.

Impact on the Education, Recreation and Physical Activity System

~ Early Childhood Educators ~

Early childhood educators might be parents looking after their children at home, or professionals working in early learning centers.

Don't Forget to Play!

While working with young children, introducing them to new games and activities is important. So, too, are opportunities for unstructured play. Guidelines suggest that toddlers should have 30 minutes and preschoolers should have 60 minutes of structured activity per day. This should be coupled with lots of opportunity for unstructured play - with activities initiated by the child. The setting aside of time for unstructured play activities is sometimes called “deliberate” play.

Let's Get Rhythm

During the early years of life, basic rhythm skills are developed and, if developed, will open up later possibilities for lifelong involvement in dance, music and other artistic activities. Rhythm activities also help develop fluid movement patterns that can help children perform many fundamental movement and fundamental sport skills with greater ease and efficiency. Since education in physical activity is not always a high priority in the training of Canadian early childhood educators, and many parents are not well prepared to deal with the Active Start activities of their young children, there is a great need for help and guidance.

Please visit www.activeforlife.ca and www.canadiansportforlife.ca for more information.



Sport PEI would like to acknowledge the following authors, documents, resources that were used in the creation of this document:

Statistics and Information:

Canadian Sport Centres. (n.d.) Canadian sport for life: LTAD active start stage

Retrieved from: <http://www.canadiansportforlife.ca/ltad-stages/active-start>

Harris, S. (2006). Information for parents. Victoria, BC: Canadian Sport Centres.

Healthy Canadians. (2011). Child Obesity. Retrieved November 7, 2011 from:

<http://www.healthycanadians.gc.ca/init/kids-enfants/obesit/index-eng.php>

Health Canada. (2002). Statistics & public opinion. Canada's physical activity guides for children and youth.

Retrieved December 8, 2004 from: www.phacaspc.gc.ca/pau-uap/pag_guide/child_youth/media/stats.html

Higgs, C., Balyi, I. & Way, R. (2008). Developing physical literacy: A guide for parents of children ages 0 to 12.

Vancouver, BC: Canadian Sport Centres.

Lynn, M. A. T., & Staden, K. (2001). The obesity epidemic among children and adolescents. *WellSpring*, 12(2), 5–6.

National Association for Sport and Physical Education (2002). Active start: A statement of physical activity guidelines

for children birth to five years. Reston, VA: American Alliance for Health, Physical Education, Recreation & Dance.

Way, R., Balyi, I. & Grove, J. (2007). Canadian sport for life: A sport parent's guide. Ottawa, ON: Canadian Sport Centres.

ACTIVITIES:

Active Living Alliance Prince Edward Island.(n.d.) Fun first: On the path to physical literacy and developing fundamental

motor skills. Retrieved from: http://www.recreationpei.ca/in-dex.php?page=active_schools

Anderson, L. (Ed.). (2009). A hop, skip and a jump: Enhancing physical literacy. Calgary, AB: Mount Royal College.

Head Start Body Start. (n.d.). Animal action. Retrieved from:

http://www.aahperd.org/headstartbodystart/activityresources/experiences0_3/

Head Start Body Start. (n.d.). Leaping lily pads. Retrieved from:

http://www.aahperd.org/headstartbodystart/activityresources/activities3_5/

Head Start Body Start (n.d.) Sleeping giants. Retrieved from:

http://www.aahperd.org/headstartbodystart/activityresources/activities3_5/

Head Start Body Start (n.d.). Swat the fly. Retrieved from:

http://www.aahperd.org/head-startbodystart/activityresources/activities3_5/

Milne Frechette, R. (2007). Move with me from birth to three: Leap BC family resource. Vancouver, BC: 2010 Legacies Now.

National Coaching Certification Program. (2011). NCCP fundamental movement skills community leader workshop coach workbook. Ottawa, On: Coaching Association of Canada.

Temple, V. & Preece, A. (2007). Healthy opportunities for preschoolers: Leap BC family resource. Vancouver, BC: 2010 Legacies Now.

STARTLING STATS....

"The average kindergartner has watched more than 5000 hours of TV by the age of 5 - that's more than enough hours to earn a college degree." Hyatt, G. & Whitlatch, S. (1991)

"Today, children expend four times less energy than 40 years past and exercise 75% less than in 1980. Even 4 year old girls are physically active four hours a week less than boys. Over 40% of Canadian children aged 2-5 years were overweight in 1998-1999; about half of these could be considered obese." <http://www.gov.ns.ca/ohp.srd/publications/childcare physactivityresource1/pdf>

"Preschoolers should take part in AT LEAST 60 minutes of structured play/physical activity and AT LEAST 60 minutes of unstructured, free-play/physical activity every day. They should not be sedentary for more than 60 minutes at a time, except when sleeping." U.S. National Association for Sport & Physical Education

"If a girl does not participate in sport by the age of 10, there is only a 10% chance she will be physically active when she is 25." Bunker (1988)

"Over the last 25 years, obesity rates among children and youth in Canada have nearly tripled." Government of Canada: "Healthy Canadians"

"Childcare providers and Early Childhood Educators work with children during one of the most critical periods of development. Toddlers and preschool children are developing the neurological structures and emotional responses that will shape a lifetime of physical activity." Canadian Sport Centres

WHAT CAN YOU DO?

- Take time to play and be active with your children every day.
- Make sure your children are taking part in structured and unstructured play.
- Teach all of the fundamental movement skills so children feel comfortable playing all activities as they get older.
- Avoid excessive TV time.
- Prepare more healthy meals and snacks.
- Lead by example. Parents and educators must model physical activity for children and participate in the activity with them.
- Most importantly, make physical activity fun and exciting. This is something that children should want to do – not something they have to do.



Tips for Developing an Inclusive Practice

Inclusive sports provide youth with and without disabilities the opportunity to train and play together as teammates. Individuals develop exceptional athletic skills while forming friendships, fostering respect for each other, and becoming leaders on and off the field of play.

WHAT IS AN INTELLECTUAL DISABILITY?

An intellectual disability is one that affects a person's cognitive functioning. It can be defined as an IQ below 70-75, significant limitations in two or more adaptive areas (skills that are needed to live, work, and play in the community, such as communication or self-care) and one that manifests itself before the age of 18.

WHAT IS A PHYSICAL DISABILITY?

A physical disability is one that affects a person's mobility or dexterity. A person with a physical disability may need to use some sort of equipment for assistance with mobility. It also includes people who have lost limbs or who, because of the shape of their body, require slight adaptations to be made to enable them to participate fully in sport.

RESOURCES

- Special Olympics PEI: www.sopei.com
- ParaSport and Recreation PEI: www.parasportpei.ca
- Special Olympics International Athlete Centered Coaching Guide: http://media.specialolympics.org/soi/files/resources/Sports-Rules-Competitions/AthleteCentered_CoachingGuide.pdf
- Special Olympics International Coaching Guide Apps: <https://play.google.com/store/apps/details?id=com.branded.specialolympics>
- Ontario Soccer Association: <http://www.ontariosoccer.net/Portals/11/Club%20Development/Soccer%20for%20Players%20with%20a%20Disability%20Manual.pdf>

COACHING TIPS

- Be respectful: Speak to your athletes the way you would want to be spoken to.
- Use appropriate eye contact, respect personal spaces, give athletes time to respond fully and use positive language.
- Be clear: Use words that an athlete can understand or for which an athlete has a point of reference, such as "see the ball" as opposed to "find the target."
- Be concrete: Use words that are specific to something physical and/or real. Since athletes have a cognitive delay in processing information (especially words), the challenge is to make concepts concrete.
- Be concise: Use a few descriptive "keywords" or cues. For example: "Reach for the sky." Do not use long sentences or multi-part instructions.
- Be consistent: Use the same cue words for the same actions.
- Make words command-oriented: Verbally reinforce the athlete immediately after a desired action. Make the reinforcement action-oriented and specific to the skill.
- Some athletes may have sensory challenges that make important sports elements (like whistles) overwhelming.

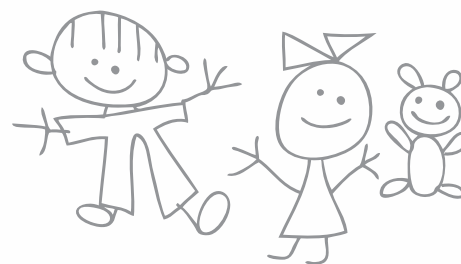
- Provide equipment or other accommodations for athletes with physical impairments that may affect perception, such as visual or auditory disabilities.
- Intentionally connect new concepts to previously learned ideas in order to 1) help athletes remember what they already know and 2) help athletes correctly organize information in their brains.
- Apply the appropriate level of instruction. This is often done through trial and error. It is important to note that every athlete will present with his/her own subset of skills and abilities, even an athlete with the same diagnoses/disorder.
- Realize that frequent repetition and reinforcement over time will improve the athlete's skill development.
- Since some athletes have difficulty in generalizing skills, provide opportunities for athletes to utilize new skills in appropriate situations.
- When giving athletes feedback, coaches can ask them to verbally summarize or physically demonstrate what they learned.
- Coaches should periodically allow athletes time to rest their bodies and minds by providing settling time. Settling time can be given in the form of water breaks; suggestions that athletes remove themselves from practice for a few minutes; or by allowing athletes to independently decide to remove themselves from practice for a few minutes.
- For challenges with memory, coaches can help athletes remember and perform skills at the appropriate time.
- Coaches are encouraged to repeat and refer to previously learned skills often and in different scenarios/contexts. This will increase muscle memory in the athletes, freeing up brain power to focus on the next level of skill/game development
- Ask athletes questions rather than always providing directions. Encourage athletes to think for themselves/verify athlete responses.
- Following initial instruction of a sport skill or concept, coaches can use the following types of tactical and technical cues to simplify feedback and make communication more efficient:
 - Verbal cues: simple, short phrases that include sport-specific terminology
 - Gesture cues: coach-demonstrated physical movements that remind athletes of the correct way to perform a skill (often paired with verbal cues)
 - Touch cues: taps on the athletes' body to elicit movement. Be sure the athlete is comfortable being touched before using touch cues
- Use cooperative drills that build respect for each player's contribution to the sport
- When a skill, rule, or strategy is being taught that all your players need to know, use a single group for instruction, but then allow for small groups of similar ability to practice the skill at various learning stations.
- Establish new groups or pairs for practicing different skills. Avoid similar player pairing for more than one or two activities a practice. Unless this is appropriate for the child.
- Allow players time to orientate themselves in a venue and pinpoint the layout and identify dangers such as doorways and obstacles
- Do not leave equipment lying on the floor –always leave it in the same place each session so players know where it is
- Position yourself centrally when leading a session for maximum visibility

Lesson plans

Table of contents

#1 Ball Skills 1.....	22	#26 Traffic Jam.....	38
#2 Obstacle Course	22	#27 Sharks and Minnows.....	39
#3 Squirrels and Nuts.....	23	#28 Soccer Tag.....	40
#4 Freeze Dribble	24	#29 Obstacle Course #3.....	40
#5 Indy Cars.....	24	#30 Swat the Fly.....	40
#6 Hot Hoops !.....	25	#31 The Gauntlet	41
#7 Stretch !.....	25	#32 Look at Me Balance !.....	42
#8 Keep Your Yard Clean.....	26	#33 The Bunny Trail !.....	42
#9 Simon Says.....	27	#34 Pirate Ship	43
#10 Coconuts	27		
#11 Crocodile Swamp.....	28		
#12 Red Light, Green Light.....	29		
#13 Four Goal Game.....	29		
#14 Copy Cat !.....	30		
#15 Stretches !.....	30		
#16 Pirates	31		
#17 Swamp Land	32		
#18 1 vs 1.....	33		
#19 Triangle Challenge.....	34		
#20 Germ Tag !.....	34		
#21 Shark Attack.....	35		
#22 Obstacle Course #2.....	36		
#23 Two Goal Game.....	36		
#24 Don't Crash Your Car!.....	37		
#25 Follow the Leader	38		

! = Active Start Lesson Plan



The Active start stage

At this introductory level, the objective is to get the kids moving and keep active.

The emphasis at this age is a player and the ball.

A soccer practice at this age should be approximately 45 minutes. Length of each station/activity should be eight to ten minutes, allowing for four activities per practice with water breaks in between. Each practice should involve coordination, agility, technique and small sided games. We are not only introducing soccer but also introducing physical literacy. In the lesson plans you will find soccer technique drills, and an Active Start Drill!

Player success is highly encouraged within each activity, while still being challenged.

In an activity with opposition, coaches can allow for more than one ball to allow both players/team to score.

Station work

Dividing a soccer practice into stations is highly recommended at this age.

ADVANTAGES TO STATION WORK:

- Maximizes use of playing area and equipment
- Players get an opportunity to see each coach
- Coaches are responsible for just one activity
- Easy set up and rotation to maximize time



U6 Game recommendations

PEI Soccer Association

Players on the Field: 3 vs 3

Field Size: 20 yds x 25 yds approximately

Ball Size: 3

Net Size: Approximately 6 ft. pop-up goals or 4 ft. by 6 ft.

Game Length: 10-15 minutes, be sure to stop playing if players are losing interest.

Laws of the Game: Minimal!!! No offsides, no goalies, no throw-ins, no corners, no goalkicks. If an accidental foul occurs, simply keep play going, unless there is an injury.

Notes:

- We want to see players dribble and score! The more touches on the ball the better.
- With three players on each team this keeps all the players engaged when playing.
- Do not keep score, the kids may, but the coach forgets!
- When a ball goes out of bounds, the coach ROLLS a new ball in and yells "New Ball!" This keeps the game going and allows the ball to stay on the ground. Coach can roll the ball to a neutral area or to the team/player that isn't getting as many touches.
- Don't be afraid to roll in more than one ball, the more goals the better!!!
- Kids will play in a "pack" and that is fine! We want players to learn how to dribble out of those situations.
- Be sure to celebrate the goals!! When the coaches have fun, the kids will too.



Coaching Encouragements:

Dribble, Dribble, Dribble!

GO SCORE!

Keep Going!

way to GO!

GOAAAAAALLLLLLL!!!

Warm Up Activities for Active Start Soccer

HEAD, SHOULDERS, KNEES AND TOES

Position children so they have adequate personal space and cannot touch other children. Stand in full view of all children so they can copy your actions. Demonstrate rolling shoulders with arms relaxed down next to the body (this movement can be described as drawing circles with shoulders). Move both shoulders together in one direction (forward). Once children are capable of performing this action ask them to roll their shoulders in the opposite direction (backwards). With feet shoulder-width apart, ask the children to bend their knees so they can easily touch their toes. Reach for the sky, stretching up tall and going on tippy toes. Extend the arms, hands and fingers as high as possible.

FUNNY RUNNING

Have all the kids sit nicely at one side of a grid. They then have to run to the opposite side in a certain specified way. You can tell them to run as tigers, as elephants, as birds or whatever else you can think of. As snakes is particularly good, as they then have to commando crawl across the gym. You can also have them walking backwards, walking like robot, walking sideways or doing a crab walk. The main thing here is that they aren't allowed to stand up and start moving until you count down '3, 2, 1, GO!'. You can have fun with the kids by not saying the right number and so making them do false starts. If you see any kids who have started to stand up before you have counted down, then you can usually make everyone sit nicely before starting the countdown again. The more you build up the anticipation of what they are about to do, the more they'll jump wholeheartedly into doing it.

TEEPEE-PENCIL

All the kids stand up and are free to walk around a grid marked out with cones. When you shout 'teepee!' they have to put both their hands together above their heads and then not move. If you shout 'pencil!' then they have to stand with their arms at their side. Slowly build in more commands lesson by lesson. You can also use 'ball!'

where they had to curl up in a ball on the floor, and 'tree!' where the kids had to stand with their arms out like tree branches. If you shouted 'bridge!' then they would have to make an arch with their body, keeping their hands and feet on the floor. If you shout 'fall!' or maybe 'starfish!', then they have to flop flat on the ground.

PAIRS

Choose one child or use a fellow instructor to demonstrate what you want the kids to do. Everyone has to find one other child to stand back-to-back with and then link arms with that other person. You then shout 'Change!' and start counting down from 5. Within those 5 seconds, all the kids have to find a new person to stand with and link arms.

TOUCH SOMETHING

The instructor says 'touch something...' and then whatever they want. E.g. 'Touch something blue, touch something green, touch something big'. You can also work in 'touch someone whose name starts with r-r-r', the child in question will then get mobbed by all the other kids in class. Good to practice phonics a bit with them too.

WHISTLE FREEZE

Instructor asks the children to walk, jog, or skip. Children follow instructions but on hearing instructor blow the whistle, each child must freeze. If they move then, they must do five jumps. Instructor may ask them to freeze in a balance or to perform a stretch after each whistle.

TOP GEAR

Children are asked to imagine that they are driving a car and as the instructor calls out the various gears the children must accelerate or decelerate depending on the gear that is called. All children start travelling around the play area in first gear which is walking and get progressively faster up to running at a brisk pace for fifth gear.



SUMMER WARM-UP

For a quick warm-up for the summer have children do the following movement exercises. Explain to the children that they will be doing movements that they see mostly during the summer and they may have to use their imagination for some of the movements.

Movements may include: Swimming, Floating like a hot air balloon, Walking or jogging in a park, Hitting a home run, Pretending to catch a BIG fish, Walking/moving like you have a BAD sunburn, Pretending to be a thunderstorm, Riding a bike or Skateboarding (can switch movements for winter months).

Lesson plans:

Lesson #1: Warm-Up Activity, #____, #____, #____, #____

Lesson #2: Warm-Up Activity, #____, #____, #____, #____

Lesson #3: Warm-Up Activity, #____, #____, #____, #____

Lesson #4: Warm-Up Activity, #____, #____, #____, #____

Lesson #5: Warm-Up Activity, #____, #____, #____, #____

Lesson #6: Warm-Up Activity, #____, #____, #____, #____

Lesson #7: Warm-Up Activity, #____, #____, #____, #____

The session should be 45 minutes long. Have a 5 minute group warm up, followed by 4 stations. Each station should be 8 minutes long.

*When the Coach has fun,
the kids have Fun!!!*

#1 – Ball Skills I

SET UP:

- One ball for every player and coach
- Have a designated area for the players to dribble in, enough room so they dribble comfortably.

INSTRUCTIONS:

- Players start by dribbling around in the designated area, keep the ball close and keep it moving.
- Coach demonstrates different movements on the ball; players will practice them on their own.
- Give the players about 30 seconds to practice each move.

MOVES:

- Make popcorn (ball back and forth between feet)
- Hat dance (one foot(sole) on top of the ball and switch to the feet)
- Hat Dance in circle (ball is stationary)
- Hat Dance moving backwards(drag backs)
- Sole roll, using the bottom of your cleat roll the ball to the left and right
- Bull dozer – run over the ball by opening your legs
- Captains pose (one foot on the ball with arms crossed)

#2 – Obstacle course

SET UP:

- One ball for every player
- Mini goal or big goal
- Cones to mark course
- Set up a starting gate and a line of four cones about two feet apart.
- Make as many courses so that only 2-3 kids are in a line.

INSTRUCTIONS:

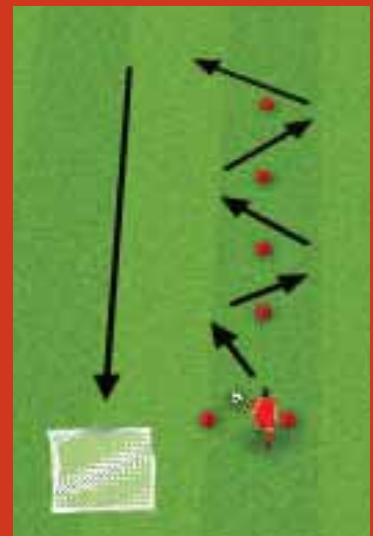
- Walk the kids through the cones without the balls, with big side to side movements.
- Have the kids run thru the cones as quickly as possible, tagging their teammates hand to go next.
- Walk the kids through the cones with the ball at their feet. Review the 'Popcorn' movement.
- Have the kids try it with the ball
- Play a few rounds
- Have them score on the final round, celebrate!!!

COACHING POINTS:

- Quick side to side movements
- Use both feet when dribbling
- Use the inside of your feet to dribble through the cones, just like 'Popcorn'
- Go as fast as you can

VARIATIONS:

- Change the angle of the cones
- Place balls on top of the cones, be sure not to knock them off





#3 – squirrels and Nuts

EQUIPMENT:

- One soccer ball per pair or player
- As many cones or objects to act as nuts

SET UP:

- Make as many teams of two as you like, teams of three if required.
- Home base (trees) should be made about 10-15 yards away from cones

INSTRUCTIONS:

- On the coaches command the first player in each groups dribbles their ball to the cones in the middle, picks up a cone (nut) and dribbles back to their home (tree). The next player in line dribbles the ball and performs the same task.
- Continue until all the cones are picked up.
- Teams can count how many cones they picked up and attempt to improve on their own score the next round.

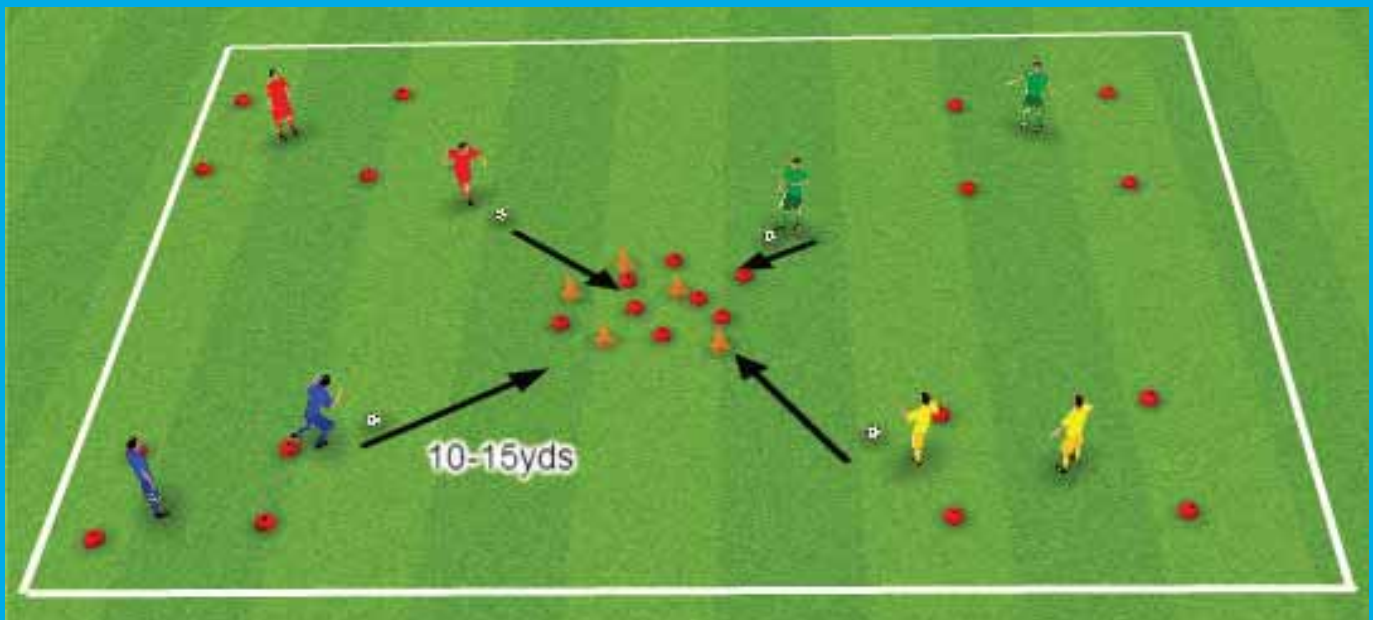
- Play several rounds adding more cones everytime so teams improve.

COACHING POINTS:

- Dribble, keep the ball close.
- Stop the ball (typically sole of the foot) before picking up a cone.

VARIATIONS:

- Replace the nuts with soccer balls (if you have enough), so players are running without a ball to start.
- Have players pass the ball back to their teammates as soon as they pick up the cone (advanced).
- Dribble with only left or right foot (advanced).



Be sure to demonstrate each activity.

#4 – Freeze Dribble

EQUIPMENT:

- One ball for every player
- Designated area for players to dribble

INSTRUCTIONS:

- Players dribble around the area until the coach says “FREEZE!”
- Players may need encouragement to get moving!
- Coach yells a body part to stop the ball with ie KNEE, ELBOW, NOSE, etc. The more creative you are the more fun the kids have.

COACHING POINTS:

- Keep the ball close when dribbling
- Stop it as soon as you can

VARIATIONS:

- Give the players objectives when dribbling, ie go from end to end, or around the cones (lay some out)
- Different commands
- Review specific ball movements

#5 – Indy cars

EQUIPMENT:

- One ball for every one or two players depending on group size

SET UP:

- Create a track using cones, a figure 8 in this case, be sure it is clearly marked.

INSTRUCTIONS:

- Players race around the track making sure they keep their car (ball) on the course. If players crash (go outside the track) they are required to perform a task before continuing, 3 toe taps, 3 popcorn touches, or 2 kick and catches, etc.
- Other players wait in the pits before their turn and encourage their teammates.
- Be sure to try it both directions.

COACHING POINTS:

- Turn the corners undercontrol, keep the ball close.

- After a couple of tries, encourage them to go faster on the straight aways.

VARIATIONS:

- No balls (easy)
- Add an obstacle, coach or cone
- Have half the players go in opposite direction, make sure the track is wide enough for everyone.
- Have them turn on coaches command
- Right or left foot only





#6 – Hot Hoops

Lay hula hoops out on playspace floor, one for each child. The teacher chooses one color that is the “hot” hoop saying, “Red hoops are hot!” Any child standing in a red hoop jumps out and joins another child in a different color hoop. Teacher should place emphasis on children jumping off of two feet and landing on two feet when they jump out of the hoops. No more than 4 children should share a hoop at one time. When hoops are filled with children (4 per hoop) it would be time for the teacher to change the hoop color that is hot. Children would go back to their original hoop and the game begins again.

Everyone is a winner!

From the *Active Start Lesson Plan*, page 54



#7 – stretch

HURDLE STRETCH

- Sit on the floor, head forward, back straight.
- Put one leg out straight and bring the other foot in, placing the sole of that foot on the inside of the thigh of the straight leg. Slowly bend from the hips, being careful not to hunch your back too much, and reach down as far as you can.
- Hold for at least 10 seconds.

SCISSORS

- Have the children lie down on the floor with their legs straight out in front of them. Now tell them raise their legs and point their toes to the ceiling. Now they are to criss-cross their legs back and forth like scissors, while keeping them extended (they can be slightly bent). They can stop when they get tired, take a little break, and repeat a couple more times.
- Make sure that their backs are in a neutral spine position, meaning that they aren’t arching their back or pressing it into the mat.

EIFFEL TOWER STRETCH

- Stand with feet a little wider than shoulder width apart, arms out to the sides.
- Breathe out, bend to the right side, reach down toward the right knee with the right hand. The left arm is pointing towards the ceiling.
- Looking up at the left hand (only if they seem to be balanced), hold this position for a few seconds, straighten up and do the other side – do each side 2 or 3 times.

SWINGING DOOR

- Stand with your feet a little more than shoulder width apart, toes in line, pointing forward.
- Raise arms out to the side, shoulder height.
- Keeping the lower body still (i.e. do not move feet), twist to one side, reaching as far behind as possible with the back arm, hold for at least 5 seconds, now twist to the other side (make sure this is a controlled movement, do not twist vigorously).

From the *Active Start Lesson Plan*, page 22

FUN GAME – Sting The Coach
Players have become Bees and try to sting the coach by shooting their ball at them. Coaches should make lots of noise when getting stung.

#8 – keep your yard clean

EQUIPMENT:

- Two balls per player if possible, don't have to be soccer balls.

SET UP:

- Two team zones and a middle neutral zone.
- Teams of 2-6 players

INSTRUCTIONS:

- Two teams start with an even amount of soccer balls or soft balls. On the coaches command both teams attempt to kick all the soccer balls out of their yard and into their neighbours.

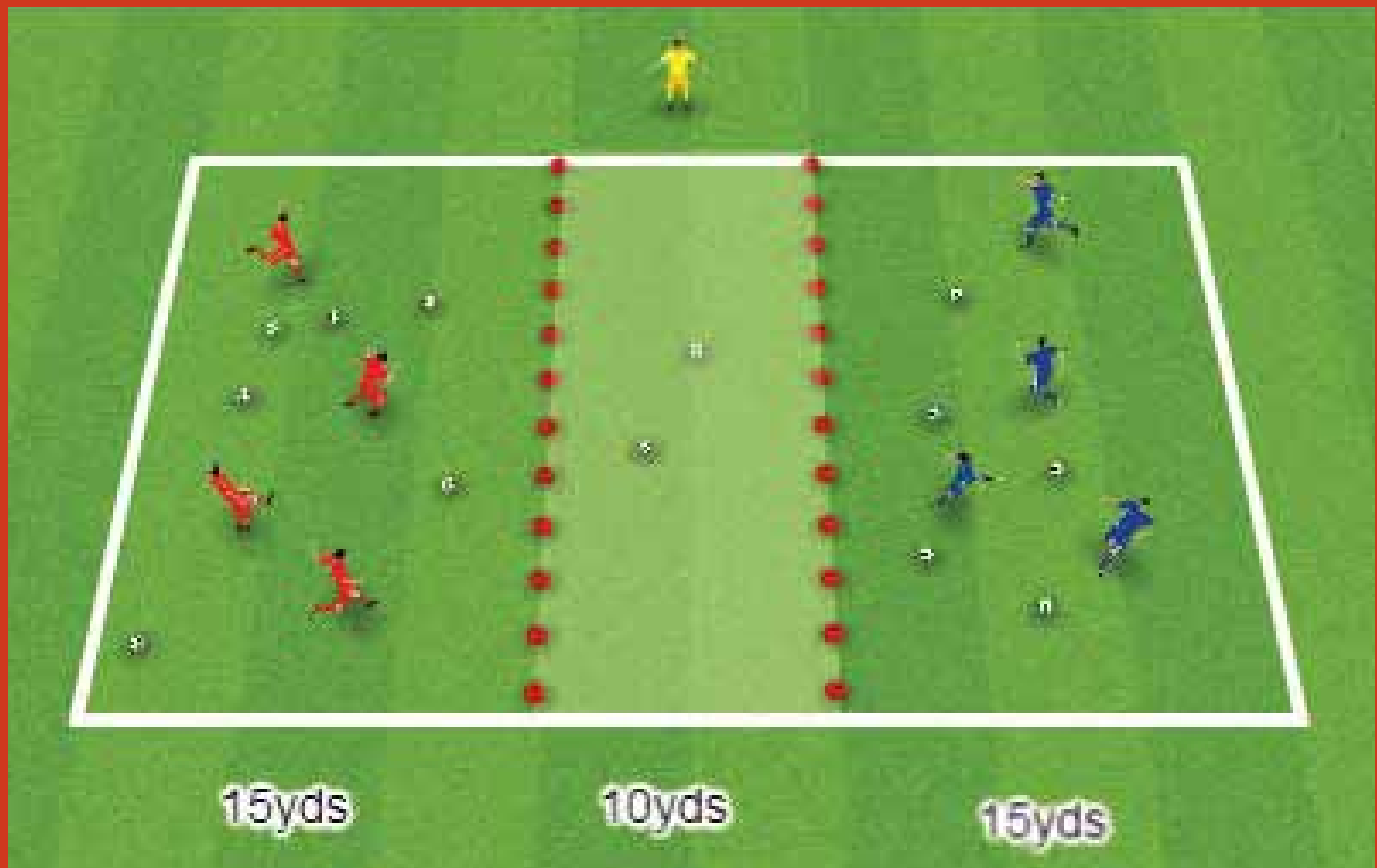
- There is a neutral zone that only the coach can enter. If a ball goes out of bounds simply kick it back in.
- Play for 1-2 minutes, play several rounds.

COACHING POINTS:

- Use different parts of the foot, try in-step, or laces.

VARIATIONS:

- Can throw or roll them over
- Can only kick with one specific foot
- Can only use inside of foot, outside of foot or drop kick.





#9 – simon says

EQUIPMENT

One ball for every player and the coach

SET UP

Spread the players out and face the coach

INSTRUCTIONS

Traditional Game of Simon Says with a soccer ball, commands can be both soccer specific and traditional movements. If players are unsuccessful (perform the move when you didn't say "Simon says", have them perform a task (such as three hat dances) before re-joining.

Simon Says (soccer ball suggestions, but use traditional movements as well and be creative)

- Hat dance (one foot/sole) on top of the ball and switch to the feet)

- Make popcorn (ball back and forth between feet)
- Run around the ball, run the other way!
- Dribble (in certain direction)
- Jump over the ball
- Captains pose (one foot on the ball with arms crossed)
- Bounce the ball
- Throw and catch the ball
- Kick and catch (kick the ball from your hands and try to catch it)
- Go score! And celebrate!!! (score in the closest net, usually the last command)
- Hit the coach! (with the ball) Players attempt to shoot the ball at the coach (big reactions from the coach)

#10 – coconuts

EQUIPMENT

Two cones and three balls for every two players

SET UP

- Have the players start about 8 yards apart.
- Players place their coconut (ball) on the tree (cone).
- The kicking player will have the extra ball.

INSTRUCTIONS

Players balance the ball on top of a disc. Their partner attempts to knock the coconut out of the tree. Players take turns going back and forth.

COACHING POINTS

Use the instep/inside of the foot to pass.

VARIATIONS

- Shorten the distance (easier)
- Two balls to aim at (easier)
- Lengthen the distance (advanced)
- Try using your other/weaker foot



***Go Score!! – Put the ball in the back of the net and CELEBRATE!
Who has the best celebration!!***

#11 – crocodile swamp

EQUIPMENT

Cones for a designated area

Two pinnies to identify the crocodiles

All players have a ball except for the crocodiles.

SET UP

- Two areas (home/land) and middle neutral (swamp) area.
- Designated defender(s) in neutral zone, can be coach or players.
- Players can start on either side.

INSTRUCTIONS

- On the coaches command the players attempt to dribble across the swamp as many times as possible without getting eaten by the crocodiles.

- Crocodiles attempt to knock the players' balls away.
- Let everyone have a turn at being the crocodiles.
- See how many times they can cross in 30-45 seconds.

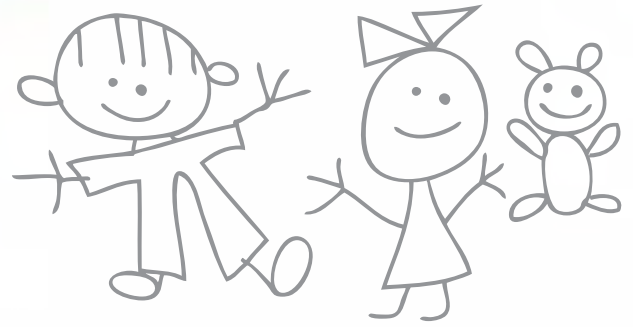
COACHING POINTS

- Dribble the ball across the swamp, don't kick it over.
- Look for the space to dribble
- Go fast when you go!

VARIATIONS

- No balls (easier)





#12 – Red Light, Green Light

Traditional Game of red light, green light

EQUIPMENT

One ball for every player

SET UP

Large enough area that players will not bump into each other.

INSTRUCTIONS

Before starting demonstrate to the players which parts of the foot they can use to dribble (inside and outside of foot), demonstrate how they can stop with the sole of their foot.

On the coaches command “GREEN LIGHT” players dribble towards the coach.

When the coach yells “RED LIGHT” players must freeze and put their foot on top of the ball.

COACHING POINTS

- Keep the ball close so you can stop quickly
- Use different part of your foot to dribble
- Stop the ball with the sole of your foot

VARIATIONS

- Play the first two rounds without a ball so players are sure of the game.
- Have a net for the players to score in, when they get close enough (last green light everyone goes and scores).

#13 – Four Goal Game

SET UP

- Four mini goals
- Balls
- Two teams

INSTRUCTIONS

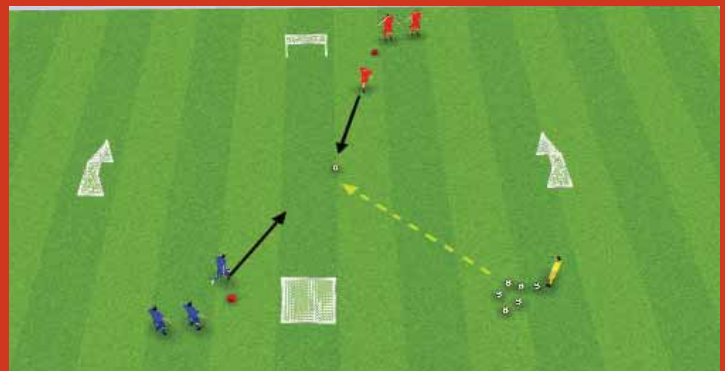
- Coach serves a ball in (make sure service doesn't cause a 50/50 challenge), first players in each group try and score in any of the four goals.
- Play until the ball is in a goal or well out of play
- If two players are taking a long time, start another group at the same time.

COACHING POINTS

- Get there fast
- Turn away from the defender

VARIATIONS

- One player go at a time
- Throw in two balls so each player gets to score
- Can't score in the net behind you
- Can only score in specific goals



Kick and catch – Can you kick the ball from your hands and catch it? Can you kick it twice?

#14 – copy cat

COPY CAT

Have all the students spread out in their own personal space. (Have them stand on a marker of some kind) The teacher starts out as the “cat” that all the students want to copy. Start with basic stationary movements - marching, stomping, clapping, swinging your arms - be creative. Start off slowly doing your movements then to challenge the students move a little faster. Once all the students are successfully copying you, start moving off and around your markers - jump off, walking around, etc. Next, start moving all over the gym using different movements.

Once the students get the hang of copycat ask for volunteers to be the “cat”. Students usually come up with the best moves that are really creative. Take turns so that everyone that wants to gets a chance to be the “cat”.

From the *Active Start Lesson Plan*, page 26



#15 – stretches

SCISSORS

Standing with feet shoulder width apart, jump in a crisscross pattern like scissors. Also try to incorporate your hands by crisscrossing them at the same time.

CRAZY ARM

- Stand with feet shoulder width apart, arms out to the sides.
- Making small, forward circles with arms, gradually getting bigger. Switch directions and gradually make the circles smaller and smaller. Repeat.
- Now attempt to move one arm forward and one arm backward!

DOG STRETCH

- Kneel on all fours, exhale, then tuck the toes under and lift the hips and bottom, slowly straightening the legs.
- Stretch as much as you can, moving the hands and feet so the arms and legs are as straight as is comfortable and you are in a V position. Bark like a happy dog!

3 LEGGED DOG

- Start in a table top position on hands and knees with a flat back.
- Look at the ground and slowly lift one leg in the air, pointing your toes to the ceiling.
- Hold the pose as long as you can and slowly go back to table top.
- Repeat with opposite leg.

From the *Active Start Lesson Plan*, page 32



#16 – pirates

EQUIPMENT

Cones or designated area

Ball for every player

SET UP

Every player has a ball in a large circle or square.

INSTRUCTIONS

- Players start by dribbling around the area. On the coaches command, he/she will try and knock the players balls outside the area.
- If a players ball leaves the area, they must perform a task before they can come back in, ie toe-taps, pop corn, kick and catch, jumping jack etc.
- Play a few rounds each for 1-2 minutes.

COACHING POINTS

- Dribble away from the coach
- Protect your ball by turning away and keeping your body in between you and the coach.
- Keep the ball close

VARIATIONS

Let two or three players be the pirates.



*Balance the Ball – Show me
where you can balance the ball
on your body. Foot? Head?
Back of the neck? Where else?*

#17 – Swamp Land

SET UP

Place as much equipment as possible for a designated area.

Cones, pinnies, flags, pool noodles, anything you can find.
Every player has a ball.

INSTRUCTIONS

On the coaches command players attempt to dribble through the swamp land to the other side without running into any objects.

Coaches can count out loud how long it takes players.

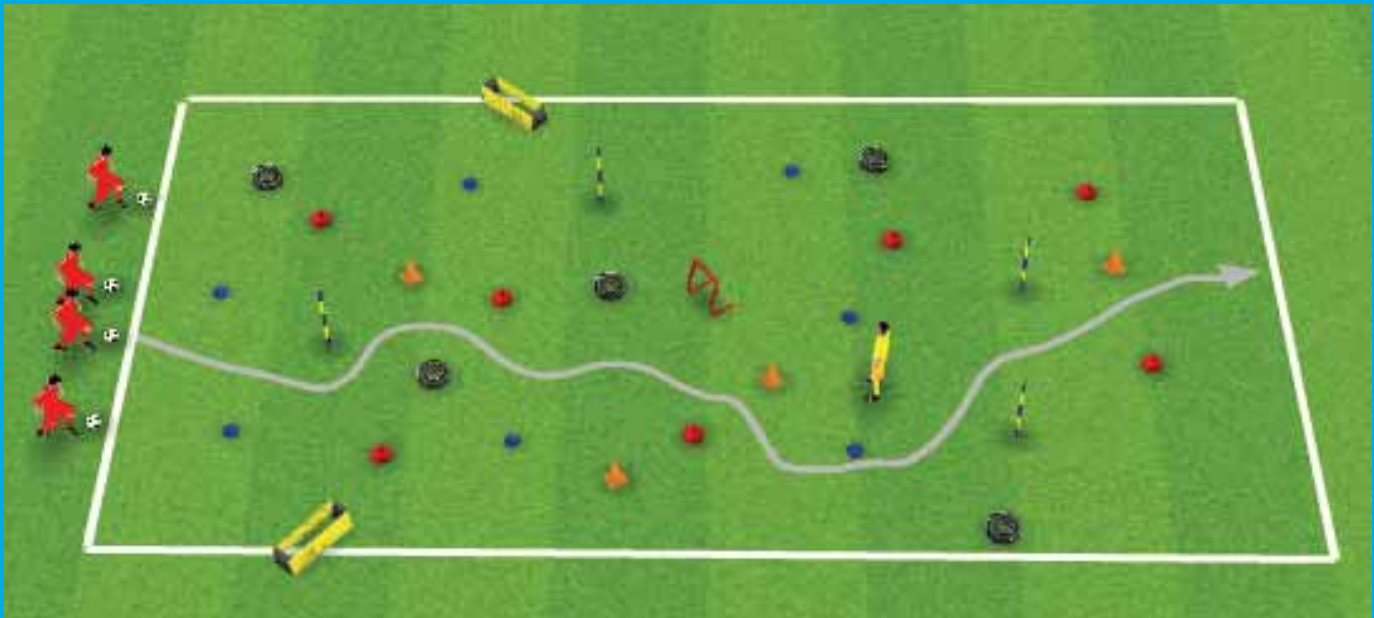
If they hit an object it is a time penalty (5 seconds) or a task (popcorn, hat dance).

COACHING POINTS

- Head up to see what is ahead
- Change direction to avoid objects
- Try not to stop the ball

VARIATIONS

- No balls, run through
- Coach becomes the swamp monster, players must avoid the monster
- Play with a teammate, who waits at the other end





#18 – 1 VS 1

EQUIPMENT

Soccer balls

2 sets of pinnies

2 nets, usually made with corner flags or large cones

Designated area coned off

SET UP

Make two nets big enough that all players can fit in with extra room to score.

Coach stands at the side with soccer balls.

Assign each player a number that matches with the other teams.

INSTRUCTIONS

Coach rolls a ball into the grid and yells a number, those two players (one from each team) play one vs one.

The other players must remain on the goal line but can attempt to stop the player from scoring.

COACHING POINTS

- Dribble around the player
- Shoot!

VARIATIONS

- Add more than one ball so both players have an opportunity to score
- Call more than one number



OLE! When finished with a drill have the players put their foot on the ball and yell OLE!!

#19 – Triangle challenge

SET UP

The basic idea to this drill will be for the kids to dribble into a triangle in the grid between two cones and exit the triangle through a separate two cones.

INSTRUCTIONS

Start with everyone starting on the sidelines and then shouting “GO!” with the players dribbling through as many triangles as they can in sixty seconds. This makes it more exciting for the kids.

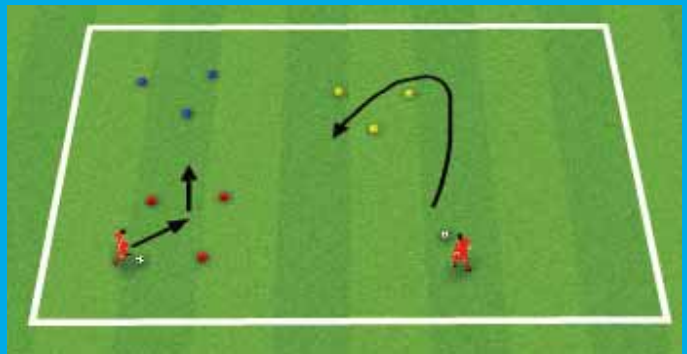
The next soccer game within the triangle challenge can be to use different parts of the foot. This time, (remember to demonstrate first every time) the players can only use the inside of their foot when exiting the triangle.

Time the players for sixty seconds once more. After using the inside of the foot, next use the outside of the foot.

Next time use the bottom of the foot. The player will dribble into the triangle and use the bottom of the foot to ‘roll’ the ball to the side before dribbling to a new triangle.

COACHING POINTS

- Make sure the kids use little touches.
- Make sure the kids use the inside and outside of their feet whilst dribbling - not their toes.
- Make sure the kids change direction frequently and keep their heads up to see where they are going and ensure they do not bump into anyone.



#20 – Germ Tag

This is a form of tag where there are 4 sponge balls in play (2 red, 2 green). 4 students will be given the balls and the two with the green balls are the ‘germs’. The two with the red balls are the ‘medicine’. The two students with the green balls run around trying to tag others with their ball. If a student gets tagged they must pretend to be sick by making funny sick noises

and asking for medicine until a student with the red ‘medicine’ ball comes and tags them. After a minute or two stop the game and have new students carry the sponge balls.

From the *Active Start Lesson Plan*, page 35



#21 – Shark Attack

SET UP EQUIPMENT

Cones for designated area

Every player has a ball

Area wide enough for all players to safely spread out.
20-25 yds long.

Can place color cones along the edge so players see their progression.

Red cone = 1pt; Pink = 2pt; Blue = 3pt; Yellow= 4pt

INSTRUCTIONS

On the coaches command the players (minnows) attempt to dribble from one end to the other. The players try to get as close to the shark as possible.

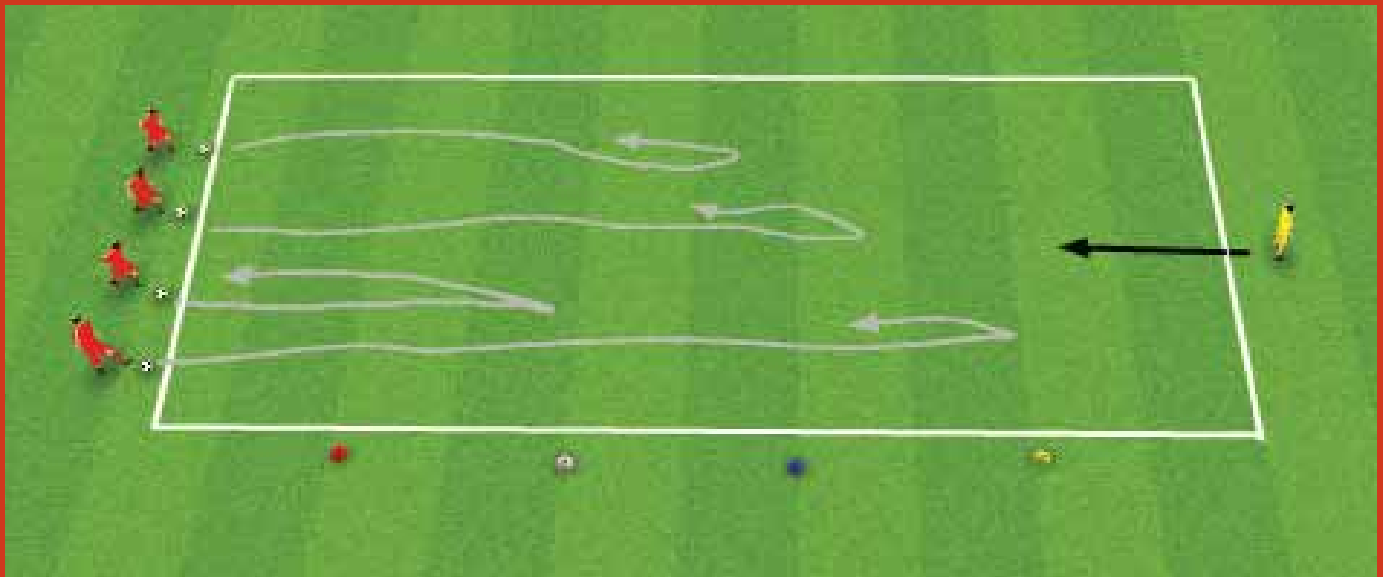
When the coach yells “Shark Attack” all the players must turn and dribble back to the starting line.

COACHING POINTS

- Dribble, dont kick
- Quick turn to avoid the sharks
- After one round show the players how to turn with a drag back or inside of the foot

VARIATIONS

- Without a ball, tagged instead.
- Players can pick up their ball when “shark attack” is yelled
- Players that are tagged join the coach



*When the Coach has fun,
the kids have Fun!!!*

#22 – Obstacle course #2

SET UP

Have a gate for players to start in (two cones).

Make a course out of cones or flags.

INSTRUCTIONS

Have the players go through the course without a ball to start (follow the leader), so they know what is expected.

1. Zig Zag - movement between cones, players should be going faster between the cones and slowing down for the corners

2. 360 - have the players dribble around the cones doing a complete circle.

3. Goal - players must score after performing the required dribbling tasks

VARIATIONS

- No soccer balls
- Place a ball on top of the cones

#23 – Two goal game

SET UP

Two mini goals per team for players to score in

Balls to keep the drill flowing

Pinnies for two teams

Cones to designate the area

INSTRUCTIONS

Coach serves a ball in, two players attempt to score.

Play until it is out of bounds or in the goal, if a game is taking a long time, start another at the same time.

COACHING POINTS

- Dribble
- Change directions if the defender blocks one way

VARIATIONS

- Two balls, both players can score!
- Two balls with 2 vs 2
- Move the locations of the goals
- Have three goals instead of two





#24 – Don't crash your car!

SET UP

Every player with a ball in designated area. Make it so there is enough room to dribble around but the kids will need to keep their heads up.

INSTRUCTIONS

You begin by telling the kids that this game is called 'don't crash the car'. Get the kids a soccer ball each and get them close to you. The object of the game is not to crash your car.

- "What do you think the car might be?" The kids will respond eventually with the soccer ball.
- "How do you think we could crash our cars?" By dribbling in to other people or falling off the edge of the cliff (outside of coned area).

Explain and then call out a command, one at a time. (No need to cover all the commands in one activity)

- 'Green Light' ~ this means the kids dribble their soccer balls around without bumping into others or going off the cliff edge.
- 'Red Light' ~ the kids stop dribbling and put one foot on top of the ball and remain still.
- 'Yellow Light' ~ the kids will assume this means go slower however it means go faster whilst still keeping control of the soccer ball.

- 'Honk you horn' ~ just for fun but the kids love it. Get the kids to sit on their ball and honk their imaginary car horn and make loads of noise!
- 'Red light Turn' ~ the kids know that red light means foot on top of ball. The turn comes when they roll the ball behind them and follow the rolling ball. This is coaching them to do the drag-back turn.
- 'Wind-screen wipers' ~ the kids stop, put one foot on the ball and move the ball from left-to-right.
- 'Gas station' ~ tell the kids that we're running out of gas and need to find the gas station. Get the kids to dribble over to one corner of the area and on your command the kids will do toe-taps on the ball which is pumping gas into the cars.
- 'Car wash' ~ all of the cars are filthy dirty and need a clean. Get the kids over to another corner of the area and get them to wash their cars by knocking the soccer ball with the inside of both feet from side-to-side.
- 'Police chase' ~ this one's great. The coach is the police-officer who tries to steal the kids' soccer balls. The kids to evade you, will do the red-light turn to face away from you (change direction) showing them that it could work in a game.

Be sure to demonstrate each activity.

#25 – Follow the Leader

SET UP

Have different equipment spread over the playing area, play follow the leader attempting different movements, running, skipping, hopping, rolling, sidestep, etc. Use the equipment for variations.

INSTRUCTIONS

Coach(es) lead the players around the field performing different tasks. After thirty second have one of the players take the lead.

COACHING ENCOURAGEMENTS

Have the players change speeds, directions and perform challenging movements.

#26 – Traffic Jam

SET UP

- An area approx. 15yds by 15 yds.
- Every player with a ball

INSTRUCTIONS

Have the players start on two sides of the grid

On the coaches command, all the players dribble to the other side of the grid.

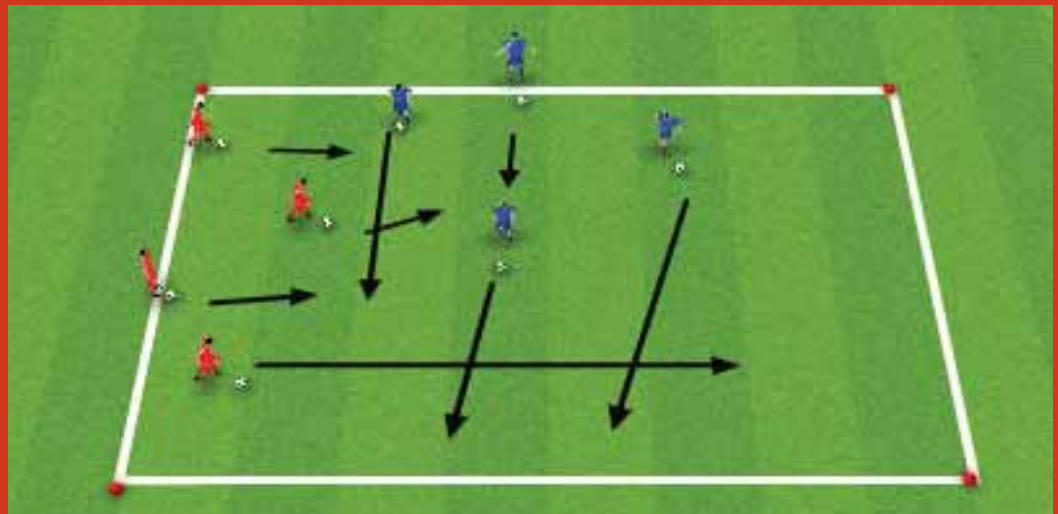
Players stop when they get to the other side.

COACHING POINTS

- Keep your head up
- Change direction to avoid traffic
- Keep your ball close
- Go faster!

VARIATIONS

- Have the players start on all four sides
- Have the players race around the outside, send groups in different directions





#27 – Sharks and Minnows

EQUIPMENT

Cones for designated area

Every player has a ball

SET UP

Area wide enough for all players to safely spread out.
20-25 yds long.

INSTRUCTIONS

On the coaches command the players (minnows) attempt to dribble from one end to the other without getting caught by the 'shark' (coach or player in yellow).

Once the players reach the end, they wait for everyone and the coaches command to start again.

Sharks attempt to kick players balls out of the grid.

Players that are caught join the sharks.

COACHING POINTS

- Dribble, dont kick
- Change direction to avoid the sharks

VARIATIONS

Easier - without a ball, tagged instead.

Harder - sharks have to hold hands(encourages team work and communication)



FUN GAME – Sting The Coach
Players have become Bees and try to sting the coach by shooting their ball at them. Coaches should make lots of noise when getting stung.

#28 – Soccer Tag

SET UP

A designated area that all the players can dribble around with plenty of space.

Every player has a ball.

INSTRUCTIONS

As players dribble around the coaches attempt to tag the players.

If a player gets tagged or dribbles out of bounds, they must pick up their ball in their hands. To be freed another player must pass a ball between their legs.

COACHING ENCOURAGEMENTS

- Turn away from the coaches
- Help your teammates

VARIATIONS

- Without a ball, crawl through their legs free them
- With a ball in their hands, roll the ball through to free them

#29 – Obstacle course #3

SET UP

Place cones at least 15 yards away.

INSTRUCTIONS

Have the players dribble through the course.

COACHING ENCOURAGEMENTS

Control on the tight turns, go fast on the big ones.

VARIATIONS

- No balls
- Pass back to teammate
- Score a goal at the end
- Balls on the cones, don't knock them down

#30 – Swat the Fly

Explain to the children that some of them will drag flies, while others chase the flies, trying to swat them with foam noodles. Demonstrate dragging, swatting and moving safely within the playing area. Have all children move in the same direction to avoid collisions. Explain that children may change from dragging to swatting whenever they wish. The children that are

dragging flies just drag their noodle around on the ground behind them, and the rest form Pool Noodle 'swatters,' then start the activity. Help younger children with their movement and swatting if needed. Children who are slow runners are likely to chase flies that are dragged more slowly. Children who are fast runners are likely to chase the fast flies.



#31 – The Gauntlet

SET UP

Area about 25yds long with three lines of cones

INSTRUCTIONS

#1

Players attempt to run past players through the gauntlet.

Defending players (blue) try and tag the players. Defenders are not allowed to leave their line.

If a player gets tagged they just continue on.

Can have them try with a ball

#2

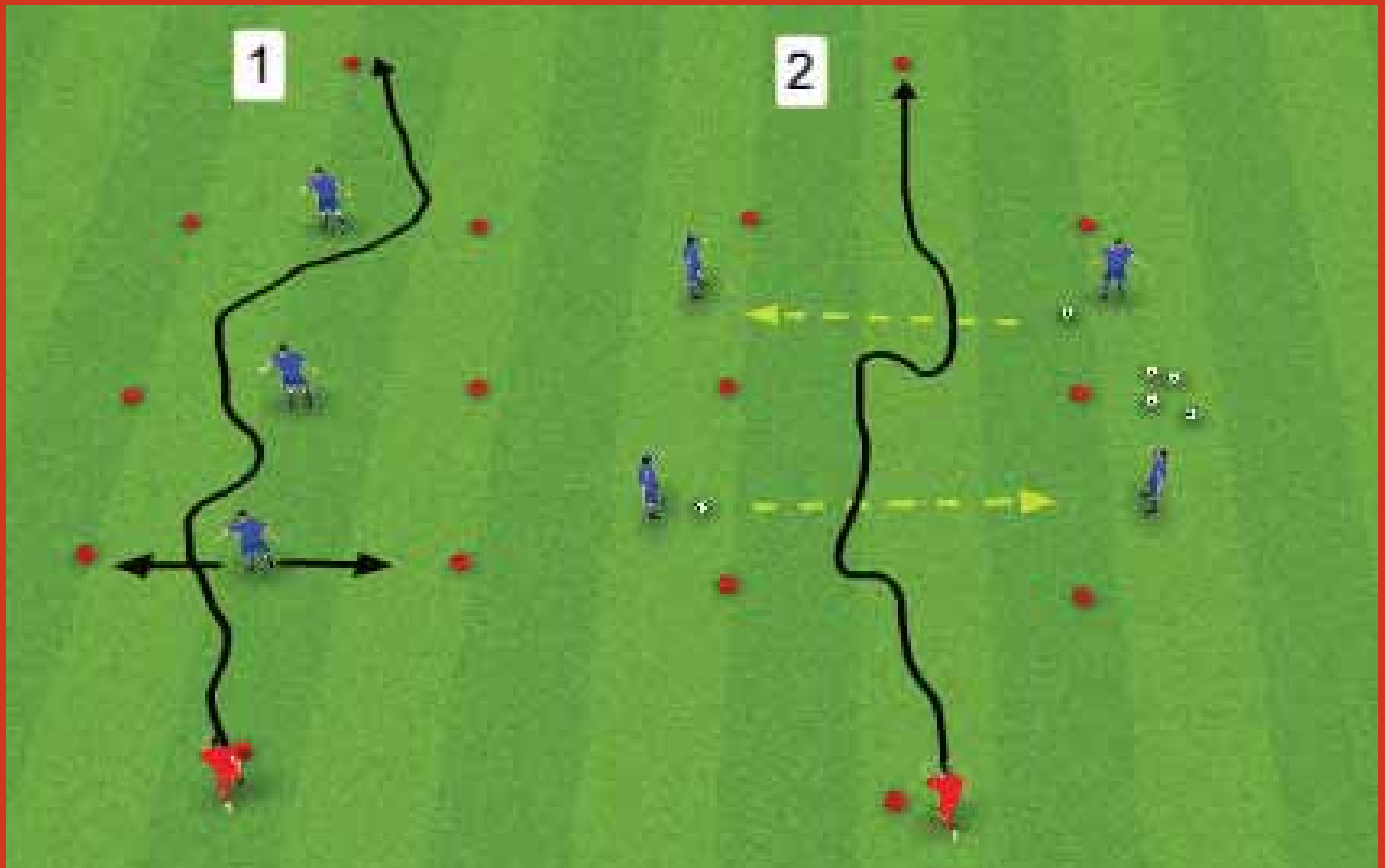
Red players try and make it to the other side without getting hit by the ball.

Blue players can roll or pass the ball back and forth, cannon balls!

Red players try dribbling with a ball

COACHING ENCOURAGEMENTS

- Change of direction
- Change of pace
- Head up, watch for balls



Kick and catch – Can you kick the ball from your hands and catch it? Can you kick it twice?

#32 – Look at Me Balance

STATIC BALANCE

Stand on one foot for 3 seconds, then 5 seconds. Balance on the other foot. Run, hop, Skip around the playing space and on a signal from the leader, instantly stop, balanced on one foot.

DYNAMIC BALANCE

Markers are laid out on the floor. Jump from one mat to the next, landing and staying on the feet without taking a step. Increase the distance between mats.

ON THE SPOT BALANCING

Children are scattered throughout an area while standing on a marker, where there is also a beanbag. Have the children try to balance the beanbag on any body part while standing on their marker balance one of the objects on your head, while standing on one foot, staying on your spot balancing only on your bottom and balancing the beanbag between your feet while keeping your feet off the ground.

Can you come up with other interesting ways to have them balance their beanbag on their marker?

From the Active Start Lesson Plan, page 40

#33 – The Bunny Trail

Start out with the children on an “island”. This can be a mat, carpet, or taped off area. Each child receives an egg and is told that the Easter Bunny needs help delivering them to the island across the play space, also made from a mat, carpet, or taped off area. Tell the children that they must follow the Bunny Trail to deliver the “egg”. The Bunny Trail is an obstacle course that may contain as many or as few stations as you feel your children can handle. You may want to include some of the following:

- Hopping through a line of hoops, jumping over a river made from taped lines, walking across a balance beam, and/or following different shaped pathways made from markers on the floor.
- Ask the children to perform certain parts of the course while skipping, crawling, tip-toeing, and/or going backwards.
- The path should end at the island at the other end of the gym where the egg is put in the “basket”. Have the children repeat this with the remaining eggs.

From the Active Start Lesson Plan, page 46



#34 – pirate ship

SET UP

The game starts with each child having a ball at their feet and being told that the game is called the pirate ship and that the marked out area is the 'ship' they must stay on.

INSTRUCTION – COACHING POINTS

Begin simple by getting the kids to dribble around the ship and throw in a couple of coaching points such as inside/outside of the feet to dribble and changing directions. Then introduce different commands, repeat commands, don't feel you have to introduce all them:

"The captain's coming" = the kids stop, place one foot on the ball and salute the captain by saying "ay, ay captain!"

"climb the riggin" = on the spot the kids do 'toe-taps' on the ball and with their hands climb up an imaginary ladder.

"Scrub the decks" = on the spot the kids roll the ball backwards and forwards using the bottom of their foot. Use both feet!

"Polish the decks" = on the spot, this time the kids will move the ball from left-to-right using the bottom of their foot.

"Captain's wife" = the kids love this one. All they do is freeze, put one foot on the ball, hands on their hips and go 'oooh la la'

Remember to demonstrate each command every time and with lots of energy!

"Starboard turn" = the kids (perhaps without knowing it) will learn a quick turn here known as the dragback/pull-back turn. Get the kids to stop, put one foot on the ball, and roll the ball behind them using the bottom of their foot.

"Man overboard" = the kids dribble quickly to the edge of the ship (area), place their foot on the ball, hand on their forehead as if their looking for somebody. On your command the kids wil continue dribbling.

"Fire the Cannon" = the kids kick their soccer ball using the inside of their foot as away as possible outside of the ship toward other pirates. Once all bnalls have been kicked the kids can retrieve their soccer balls and carry on dribbling.

"Seagulls are coming" = You pretend to be a seagull who wants to eat their soccer ball. The kids on hearing this command will drop to the floor quickly and protect their ball with their body and hands. You should run around the ship with your arms out like a bird until you tell them to carry on dribbling.

Notes:

[illegible]

Active Start

Males and Females 0-6

Fitness and movement skills development as a FUN part of daily life



FUNDamentals

Males 6-9 Females 6-8

Learn all FUNDamental movement skills and build overall motor skills

Play many sports

Focus on the ABCs of Athleticism: ability, balance, coordination, and speed



Learning to Train

Males 9-12 Females 8-11

Learn overall sport skills

Acquire sport skills that will be the cornerstone of athletic development

Play a variety of sports focusing on developing skills in three sports in particular



Training to Train

Age is growth-spurt dependent
Males 12-16 Females 11-15

Build an endurance base, develop speed and strength towards the end of the stage, and further develop and consolidate sport specific skills

Select two favourite sports based on predisposition



Training to Compete

Age varies depending on sport
Males 16-23 +/- Females 15-21 +/-

Optimize fitness preparation and sport, individual, and position specific skills and learn to compete internationally



Training to Win

Ages are sport specific based on national and international normative data

Males 19 +/- Females 18 +/-

Podium Performances



Active for Life

Enter at any age

A smooth transition from an athlete's competitive career to lifelong physical activity and participation in sport



“Let’s Get an Active Start”

is aimed at the Active Start stage of Canadian Long-Term Athlete Development (LTAD). While focusing on the initial stage of LTAD is important, we also encourage you to become familiar with the other six stages - FUNDamentals to Active for Life.

For more information about Canada’s LTAD, we invite you to visit:

www.canadiansportforlife.ca

<http://www.activeforlife.ca/>



partnership with special olympics PEI and parasport & Recreation PEI

We are excited to announce that Active Start is an inclusive program thanks to a partnership with Special Olympics PEI and ParaSport and Recreation PEI. Partial funding for Active Start materials is provided through the Telus Community Fund. Throughout the manual you will find helpful tips that can be used when working with a child with a physical and/or intellectual disability so that they can participate in the activity. Whether a child has an intellectual or physical disability, the Active Start stage is extremely important because those who receive instruction at an early age are much more capable of participating in complex movement skills as they grow older.

For children with intellectual and/or physical disability, the progress of development is delayed. For example, most children with an intellectual disability lack in motor skills development. They may lack the balance, dexterity, coordination, and motor/movement skills necessary for performing daily activities.

The best way to develop basic motor/movement skills is through early intervention, practice, and working at the ability level. The more movement experiences to which the children are exposed, the better their skills become because of the amount of practice time they receive. However, it is important to recognize that it is the quantity and quality of activity time that makes the difference.

The philosophy of inclusion is a vision where all people, regardless of ability, have the opportunity to choose a level of community involvement and active lifestyle appropriate to their needs.

Special Olympics PEI

Special Olympics PEI is a non profit organization dedicated to providing sports opportunities to individuals with an intellectual disability. There are over 495 athletes with an intellectual disability participating in 50 Special Olympics sport programs across PEI on a weekly basis. Through the power of sport, Special Olympics transforms the lives of people with intellectual disabilities.

MISSION STATEMENT

Special Olympics PEI exists so that the lives of individuals with intellectual disabilities will be enriched through sport.

ATHLETE'S OATH

"Let me win, but if I can't win, let me be brave in the attempt."

Special Olympics PEI has programs for all ages.

For more information about these programs, please contact:

Special Olympics PEI

40 Enman Crescent, Room 240

Charlottetown, PE C1E 1E6

Tel: 902-368-8919

Email: sopei@sopei.com

Web: www.sopei.com

Like us on Facebook

Follow us on Twitter @SpecialOPEI



**Special
Olympics**
Prince Edward Island

ParaSport & Recreation PEI

ParaSport & Recreation PEI is a not for profit charitable organization that was established in 1974. Its mandate is to provide recreation and sport opportunities for individuals with a physical disability on Prince Edward Island.

ParaSport and Recreation PEI offers a variety of programs for people of all ages and all of the programs are inclusive. Programs run on a weekly basis from September through to April. Special events and sports demonstrations are offered at various times throughout the year.

ParaSport and Recreation PEI also offers an equipment loan program. Recognizing that adapted sports equipment can be expensive to purchase, ParaSport and Recreation PEI has an inventory of adapted equipment (e.g. sport wheelchairs, handcycles, hockey sleds, etc.) available to loan for those interested in trying a new sport.

For more information about ParaSport and Recreation PEI, please contact:

ParaSport and Recreation PEI

40 Enman Crescent, Suite 123

P.O. Box 841

Charlottetown, PE C1A 7L9

Tel: 902-368-4540

Email: info@parasportpei.ca

Web: www.parasportpei.ca

Like us on Facebook





In partnership with:



P.O. Box 302
Charlottetown, PE, C1A 7K7
T. 902.368.6648
F. 902.368.4548

www.sportpei.pe.ca