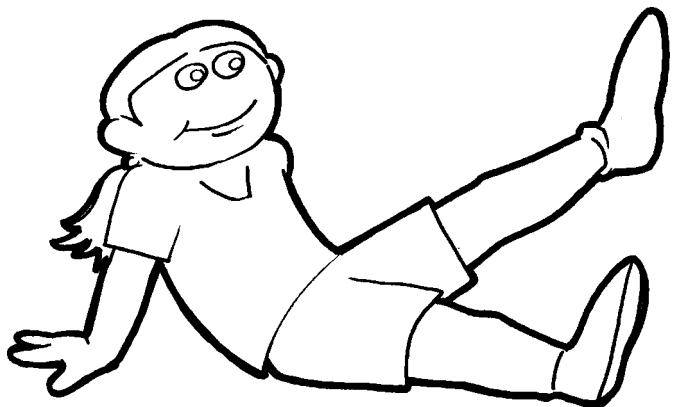


Sample Lesson Plans

- Beginner - (Age 5-6)
- Novice - (Age 7-8)
- Rookie - (Age 9-10)



SAMPLE ACTIVITY PLAN MODULE

This module contains suggestions on how the information provided in this manual might be used by designers of sport-specific programs. Specific sports are likely to have different names for each age category. Each sample program includes how specific sports could incorporate a **broad based skills** component into the warm-up of their sport-specific plan. The suggested **outlines** could be used by almost any sport providing children's programs. Although the details of the activities have only been provided in the Beginner sample, it is expected that when sports design their own programs they would include the details of the selected games as has been done in the Beginner sample.

Content of this module:

1. SAMPLE ACTIVITY OUTLINE – BEGINNER

- Generic outline of a typical session for children age 5-6 that meets established guidelines

2. SAMPLE ACTIVITY PLANS – BEGINNER for baseball/softball, soccer, basketball, gymnastics/ water sports/skating

- Detailed plans are provided using selected activities from the warm-up modules of this resource manual

3. SAMPLE ACTIVITY OUTLINE – NOVICE

- Generic outline for a program for children age 7-8 that meets established guidelines
- This outline incorporates practice and competition versus another team into one scheduled time

4. SAMPLE ACTIVITY PLANS – NOVICE for softball/baseball, soccer, basketball

- Sample programs that select the *names* of games from the warm-up modules in this resource book.
- Suggests modifications that meet the guidelines for children in this age category

5. SAMPLE ACTIVITY OUTLINE – ROOKIE

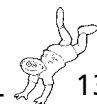
- Generic outline includes two formats – competition and practice – because at this age it would be expected that there would be more practices, which would be separate from competition.

6. SAMPLE COMPETITION PLANS – ROOKIE for basketball, softball/baseball, soccer

- Sample *names* of games selected from the warm-up modules in this resource book to be used in **pre-game warm-ups** for team sports. Suggests rule modifications that meet the guidelines for children in this age category.

7. SAMPLE PRACTICE PLANS – ROOKIE for basketball, softball/baseball, soccer, gymnastics/ water sports/skating

- Sample *names* of games selected from the warm-up modules in this resource book to be used in the warm-up component of sport-specific practice plans



SAMPLE ACTIVITY PLAN OUTLINE –

BEGINNER (Age 5-6)

Leaders in this age category will be challenged to keep children active and on task. Soliciting parent involvement to get a parent/child ratio of 1:2 will provide more effective programs. Traditional team sport sizes should be reduced extensively to provide enough opportunities for repetitions, especially for the lead-up game portion of the activity.

NOTE: In team sports it is important to educate parents that these are not PRACTICE SESSIONS in place of the “real” game. These ARE children’s games – the type necessary to provide children at this age with enough action to enable them to have fun and learn – which are the child’s primary reasons for involvement in sport.

1 HOUR SESSION – 8-10 weeks – once or twice per week

WARM-UP GAME – 5 minutes

- A game that elevates body temperature

BROAD-BASED SKILLS DEVELOPMENT GAMES - fun, creative activities. 10 minutes

These activities can still be considered part of the warm up prior to proceeding to specific sport activities. Choose from:

- Movement – flexibility, balance, body and space awareness, landings, springs
- Locomotion – running, jumping, hopping, skipping, galloping, rolling
- Speed
- Strength
- Manipulative skills not used in specific sport activity – throwing, catching, accompanying

DEVELOPMENTAL SPORT-SPECIFIC GAMES – 20 minutes (in 5-10 minute blocks)

- Small group, fun activities to develop individual, fundamental **specific sport** skills.

LEAD-UP GAME - 20 minutes

- Select a lead-up game that uses specific sport skills (**does not have to be the same lead-up game for every activity session**)
- Modify as necessary to adapt to ability of group

COOL-DOWN - 5 minutes

- Fun activity that cools children down gradually
- Challenges to encourage practice and play prior to next scheduled activity
- Special recognition to individuals or entire group for attitudes, behaviour, hard work



SAMPLE ACTIVITY PLAN – SOFTBALL/BASEBALL

BEGINNER (Age 5-6)

MODIFICATIONS INCLUDE THE FOLLOWING:

- Maximum of 12 children on the diamond at once (either two teams of 6 or 1 team of 12 divided into smaller groups)
- 1 adult for every 2 players to provide opportunity for quality repetitions
- Ball – 11” ball instead of 12” – soft core (indoor) for safety purposes and to encourage proper use of skills
- All players play all the time – no substitution rules necessary
- Activity time includes pitching development of all players

Warm-up and broad-based skills games come from this manual

WARM-UP GAME – 5 minutes

WHAT TIME IS IT MR.WOLF?

Equipment: Markers

Skills: Running, evading, faking, agility, space awareness, effort awareness, inclusiveness

Organization: Mark out 2 lines approximately 20 metres apart.

1 or 2 children are at one line (Wolf’s Den) – the remainder (chickens) are behind other line.

Activity: Chickens move toward wolf’s den calling “What time is it Mr. Wolf?”

Wolf answers 3 o’clock, 5 o’clock , etc. Whatever time is called the chickens move forward that many steps.

When the wolf says “lunch time” the chickens turn and run back to the safe line, while the wolf(s) tries to tag them.

When tagged the chickens help the wolves.

Variations: Change method of locomotion: hopping (2 feet, 1 foot), skipping, galloping



BROAD BASED SPORT SKILLS GAMES – 10 minutes

SHARK ATTACK - 5 minutes

Equipment: Cards or carpet squares children can jump onto safely.

Skills: Jumping, balance, listening

Organization: Cards/carpet squares(“stones”) are placed in various locations close enough for children to jump from card to card.

Children participate as individuals.

Activity: Children pretend the cards are stones in a river, and there are sharks are in the river.

Show me how you can jump from “stone” to “stone” without falling in and getting attacked by sharks.

Encourage them to jump and land with 2 feet; jump with 1 foot – land on 2 feet; jump and land on 1 foot.

Teaching Cues: Absorb the momentum of landing by utilizing “cushioning” effect of foot/ankle, knees (motorcycle position, squishy knees, soft knees, marshmallow knees, imagine beach ball between chest and thighs), land quietly.

Use arms to help balance (put wings out).

SEMI CIRCLE SOCCER - 5 minutes

Equipment: 2-3 inflatable balls

Skills: Kicking, co-operation, inclusiveness, follow rules

Organization: Set up participants in two semi-circles of 4-5 players facing each other.
Use 2 or 3 balls.

Activity: Participants try to kick the ball through the opposite semi-circle.
When on defence ball is trapped with foot.

Variation: Punt the ball over opponents instead.
Strike an inflated ball with hand
Strike a lightweight ball with a racket.



DEVELOPMENTAL SPORT-SPECIFIC GAMES – 20 minutes

THROWING/CATCHING

BLAST BALL - 5 minutes

Equipment: 1 ball for every 2 players
--

Skills: Throwing, catching, co-operation

Organization: Players line up with 1 adult assigned to every 2 players. Adult stands an appropriate distance from players to ensure high success rates. Distance may be different for different players. Try to put children of approximately equal ability together.

Activity: Use progressions for teaching throwing technique (keep it very short) as outlined in technical skills section.

Each of the 2 players takes turns “blasting” the adult with the ball.

Children this age will not be able to throw very hard (if they can, the adult simply stands back farther) and will have a great time “blasting” especially if the adult reacts to “how hard they are throwing the ball”.

This activity encourages children to learn how to throw the ball with force, rather than having to be careful not to throw it too hard like they would if they were playing with another child.



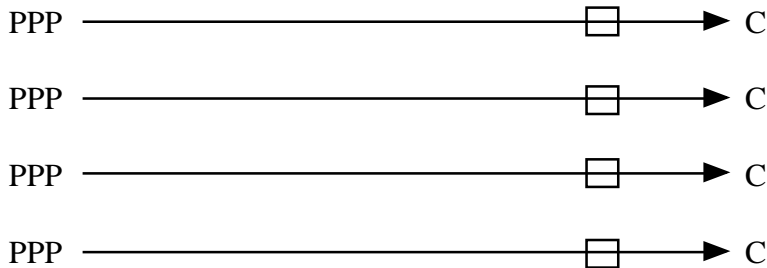
BASE RUNNING

GIMME 5 - 5 Minutes

Equipment: 4 bases (or carpet bases), 4 carpet home plates, 4 bats

Skills: Running through first base (1B), speed development

Organization: Put bases down 3-40 feet from home plates.
2 to 3 players (P) at each home plate.
Coach or parent stands 4-6 feet beyond 1B to give “high 5”



Give “high 5”, return to touch 1B, say “green light” as signal for next player to leave.

Activity: Players, in turn, take a swing at an imaginary ball, drop bat, run as fast as possible past their base, give a coach a “high 5”, return to 1B as if preparing to leave for 2B.

Teaching Cues: Run full speed across bag (keep your “jets” on until you give the high 5)

Drop bat not throw it.

After returning to 1B get in “race start” position facing 2B before saying “green light” to next player



HITTING

HIT AND RUN - 10 minutes

Equipment: 3 batting Ts, 1 ball per T (Nerf or whiffle balls won't be hit quite so far and are less dangerous), 3 bases, 3 carpet home plates.

Skills: Hitting, dropping bat, running to 1B

Organization: Groups of 4 (1 batter, 1 on deck, 2 fielders) – at least 2 adults per group (1 at home, 1 at 1B (if hitting off pitcher instead of T another adult would be needed to pitch).

Set up 3 Ts in front of carpet home plate (point faces catcher), with a circle drawn on ground where bat should be dropped before running.

Place a 1B 30-40 feet from where each T is set up.

Leave enough space between each group for safety (more room needed if using indoor softballs rather than Nerf or whiffle balls)

Activity: First player in each group hits off a T, drops the bat in the marked circle, runs to base.

Then returns to be an on deck batter.

2 fielders retrieve ball and throw it to the adult, who is in charge of replacing it on T.

While ball is being retrieved the on deck batter prepares to hit.

Divide the total amount of time you have left after set up, by 2, then give each pair that amount of time to hit.

Teaching Cues: “Squash bug” with back foot, while turning “lazer beam” in bellybutton from facing home plate to facing the pitcher, while swinging the bat. Finish with the bat wrapped around your own body.

If players are ready use an adult to pitch instead of a T. Give players a choice.

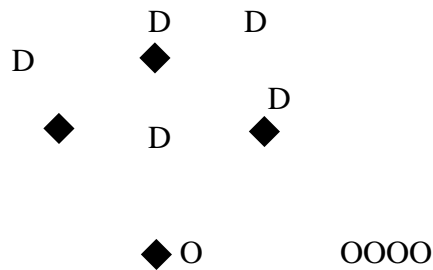


LEAD UP GAME - 20 minutes

FREEZE THE RUNNER

Skills: Locomotion: Running
 Movement: Space awareness; effort awareness
 Manipulative: Throwing; catching
 Social: Teamwork; co-operation; inclusiveness

Organization: 2 teams of 4-6 – 1 team on offence (O) and 1 on defence (D)
 Set up bases in square or diamond formation



Activity: Offensive players take turns throwing the ball out into the play area and running around touching the bases on the inside corner until “FREEZE” is called. This may mean more than once around.

The ball is fielded then thrown to EVERY defensive player. The last player to catch the ball yells “FREEZE”.

Offensive team scores points by counting the number of bases touched by the time freeze is called. If caught between bases, the last base touched counts.

When everyone on offence has had a turn, switch offence and defence.

NOTE: Very young players who have not mastered throwing with accuracy and whose catching skills are very weak may need an adult stationed in the defensive zone so the ball goes to the adult and back to each player instead of from player to player.

Set up bases in square or diamond formation

COOL DOWN ACTIVITY – 5 minutes

- Announcement of “surprise player of the day” – recognition for positive behaviour.
- What did we learn to today? Each player tells of something they learned in the activities.
- Make announcements for next activity session.
- Give reminders to players say thank you to adult helpers.



SAMPLE ACTIVITY PLAN – SOCCER

BEGINNER (AGE 5-6)

MODIFICATIONS INCLUDE THE FOLLOWING:

- Use a smaller, softer soccer ball
- Use a Nerf soccer ball for heading activities
- 12 players per activity session (2 teams of 6 or 1 of 12) divided into smaller groups
- All players play all the time – no substitution rules necessary, rotate positions
- Activities can be done in open play areas using pylons to mark boundaries
- Players rotate positions

Warm-up and broad-based skills games come from this manual

WARM UP GAME – 5 minutes

SHADOWS Outside, sunny day necessary

Equipment: None

Skills: Running, leaping, jumping, evading, space awareness, co-operation, discipline, respect, accept rules, interaction

Organization: 2 children designated as chasers others are standing within 20 feet

Activity: On “go” children scatter, while chasers try to step or leap on their shadow
Count how many shadows are stepped on
Change chasers often

BROAD-BASED SKILLS DEVELOPMENT GAMES – 10 minutes

MAGIC WAND - 5 minutes

Equipment: Magic wand (yardstick, cardboard tube)

Skills: Movement: landings

Organization: Participants are scattered in personal space in **squat position**
Explain the “magic wand” puts them to sleep when it touches them
Instructor (or another participant) has a “magic wand”

Activity: Review teaching cues for landing forward on hands
As each participant is touched with the magic wand, they fall forward onto hands

Variations: If they are ready, start them from higher positions – half stand, stand
Teach or review cues for other landings if they are ready – side roll, back shoulder roll, front shoulder roll. Progressions for each landing are shown in the section on **landings**.



GALLOPING GOLIATH - 5 minutes**Equipment:** 1 Nerf or sock ball for every 8**Skills:** Running, galloping, skipping, jumping, hopping, dodging, ability, throwing**Organization:** Divide into groups of 8 – each group has a designated “it” and a marked play area
Designated “it” has a Nerf or sock ball
Others scatter in general space in marked play area**Activity:** On signal “Go Goliath” children gallop around the play area while “it” tries to hit them below the waist with the Nerf ball.
Players become “it” when hit or when going out of bounds
Change “it” after every 3 players are hit or after designated time**Variation:** Change method of locomotion to skipping, hopping, running, fast walk**DEVELOPMENTAL SPORT-SPECIFIC GAMES** – 20 minutes**DRIBBLING/BALL CONTROL****KEEP IT MOVING** - 5 minutes**Equipment:** 1 soccer ball for each player**Skills:** Ball control, dribbling**Organization:** Each player has a soccer ball in general space**Activity:** Each player dribbles the ball without running into other players
Players respond to commands of coach

- Stop – foot on ball
- Turn – stop ball and change direction
- Change – switch balls with someone else



GOAL KEEPER CATCHING

KEEPER CATCH AND TUMBLE - 5 minutes

Equipment: 1 soccer ball for each player

Skills: Agility, co-ordination, catching

Organization: Each player has a soccer ball in general space

Activity: Players experiment with the following activities:

- While holding ball to the chest
- Roll to either side
- Dive forward – stomach to ground
- Make challenge to see who can get back up on feet the quickest
- Toss it in the air – catch and scoop into chest
- Challenge them to toss it farther out so they have to dive and catch

Teaching Cue: Keep hands **behind** ball

PASSING/DRIBBLING

PIRATES - 10 minutes

Equipment: 1 soccer ball for every 3 players

Skills: Space awareness, agility, passing, catching, kicking, dribbling

Organization: Groups of 3 – 1 pirate; 2 deckhands. Each group of 3 has a soccer ball.
Establish boundaries for each group with markers or lines.

Activity: The 2 deckhands try to keep the ball away from the pirate who is trying to steal it.
If the pirate steals the ball, a deckhand goes into the middle.

Teaching Cues: Find an open space when you don't have the ball.

Pass the ball slightly ahead of the receiver so the ball and player arrive at same point and same time.

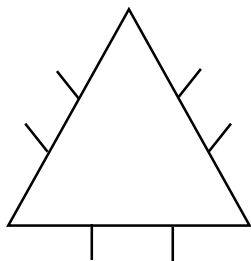


LEAD UP GAME - 20 minutes**TRIANGLE SOCCER**

Equipment: 1 ball for every 8 players; 6 markers for every group of 8 (goal posts)

Skills: Dribbling, passing, ball control, space awareness, shooting

Organization: Divide group into teams of 4 to play 3 on 3 soccer (with 1 keeper)
For each group of 6 mark out boundaries for a triangular play area.
Mark out a goal on **each** side of the triangle.



Activity: Each team can score into any of the 3 goals.
Keepers can move from goal to goal to prevent a score.
All restarts are “kick ins” from point where ball went out of bounds.
Rotate players to keeper position.
Change players from group to group if necessary to match ability levels.

Variation: Make a larger team of eight before subdividing into teams of 4
Total the scores of the teams to get a final score.

COOL DOWN ACTIVITY – 5 minutes

- Players, in a circle, pass the ball to each other while saying the name of the person they pass to.
- Players say something positive to another team-mate before leaving.
- Recognition to players who demonstrated exemplary fair play, hard work, and spirit.



SAMPLE ACTIVITY PLAN – BASKETBALL

BEGINNER – (Age 5-6)

MODIFICATIONS INCLUDE THE FOLLOWING:

- 12 players per activity session (2 teams of 6 or 1 of 12)
- Lead-up game competition is cross-court – 4 groups of 3
- Lower baskets – to be in proportion to the child as they would be for adults
- Smaller – lighter ball
- Players rotate positions

WARM UP GAME – 5 MINUTES

DOG CATCHER

Equipment: 4-6 pinnies; markers

Skills: Running, space awareness, evading, decision making, co-operation, interaction, support

Organization: Select 4-6 players to be the dog catcher. Identify them in some manner (pinnies; caps).

Rest of players are dogs and scatter into personal space.

Mark out an area in the centre of the play area for the dog pound.

Activity: Dog catchers try to catch as many dogs as they can put them in the dog pound.

Captured dogs can be released by other dogs running through the dog pound and giving “high 5s” to captured dog.

Dog catchers can only have 1 guard on the dog pound.

Exchange dog catchers and dogs.



BROAD-BASED SKILLS DEVELOPMENT GAMES – 10 minutes

TARZAN CROSSES THE CREEK - 5 minutes

Equipment: Masking Tape if done indoors

- Skills:** Running, jumping, leaping, leg strength, effort awareness, body awareness, landings, co-operation, support
- Organization:** Mark the outside edges of a “creek” on the floor or ground, making it increasingly wider.
- Activity:** Child pretends to be Tarzan having to get to the other side of the creek.
Child chooses the width he or she want to start at, then runs and leaps (takes off 1 foot lands on other) across the creek.
- Variation:** Vary the method of take off and landing: 1 foot to same foot; 1 foot to 2 feet; 2 feet to 2 feet; 2 feet to 1 foot.

WALK THROUGH THE JUNGLE - 5 minutes

Equipment: Gym equipment, if available, or else activities done solely with children’s imagination.

- Skills:** Crawling, jumping, hopping, running, shuffling, rolling, space awareness, statics, effort awareness, problem solving, imagination, creativity, listening, co-operation
- Organization:** Children participate as individuals or in pairs.
Variety of equipment (if available) used to set up a “jungle”.
- Activity:** Tell the children “today we are going for a walk through the jungle. We have to be ready for anything.”
The adult leader talks the children through the activities appealing to their imagination and presenting them with situations for them to find a solution. Activities are limited only by the imagination of the instructor and the children. **Examples:**
- How can we help each other jump over the brook? – Could be a variety of widths.
 - Path is blocked – Too high to get over – Find a way to get past? Crawl under.
 - Can you find a way to get down a very steep hill without falling? Roll.
 - Tip toe through some shallow water.
 - Shuffle between 2 trees that are close together (side-step then feet together).
 - Show me ways to get us over this big log. Jump, climb over.
 - How will we get away from the bear?
 - Hurt our foot, now what are we going to do? Hop on 1 foot.
 - Find a way to get across the river? Perhaps balance on a log across.
 - Pretend we are monkeys (run on hands, while springing on feet).
 - Pretend we are frogs jumping from lily pad to lily pad (from squat – knees apart – hands between knees) jump forward to squat.



DEVELOPMENTAL SPORT-SPECIFIC GAMES – 20 minutes

PASSING

BULLS IN THE RING - 5 minutes

Equipment: 1 basketball for every 4
--

Skills: Running, space awareness, agility, reaction, evading, catching, passing, interaction, support, co-operation

Organization: Groups of 4.
3 “matadors” form a circle around the “bull” in the centre.
Size of circle depends on ability level.

Activity: “Matadors” try to keep the ball away from the “bull” by passing it to each other.
For scoring, count how many passes matadors can make before the bull gets the ball.

Variation: Larger groups add more matadors – 2 bulls – 2 balls

DRIBBLING

TRAFFIC JAM - 5 minutes

Equipment: 1 basketball for every player

Skills: Dribbling while changing directions

Organization: Obstacles (pylons, benches, etc) are scattered around the gym
Each player has a basketball, and finds a place between the obstacles
Combination of obstacles and children make a “traffic jam”

Activity: Players bounce the ball in any direction they choose, but must avoid contact with obstacles and other players

Variation: Set an obstacle course and have players dribble through the course
To add a scoring system make pairs and see which pair can get through the quickest without losing the ball or making contact with an obstacle

Teaching Cues: Use pads of fingers on the ball when bouncing
Let arm go up and down with ball as it is bounced



SHOOTING

JORDAN - 10 minutes

Skills: Shooting, decision making, responsibility, positive attitude, support

Organization: Groups of 3

Each group has a basket to throw at (or targets on a wall and work in pairs).

Mark out 4 lines at various distances in front of each target. Distance depends on ability level. High success rates are the goal. Lines are named as follows:

Target



Super!

Awesome!

Hot Shot!

Jordan!

Activity: Players choose which line to throw from.

Award points as follows:

Super – 1 point Awesome – 2 points Hot Shot – 3 points Jordan – 4 points

Players see if they can get more points on each consecutive throw or it can be made into a group competition by totalling each groups' points to see which group has the most.

Teaching Cues: Dominant hand on top the ball – other hand under the ball

Keep elbows in

Shoot off the ends of the fingers

Pretend to be a telephone booth and you have to shoot out through the top



LEAD UP GAME - 20 minutes

3 ON 3

Equipment: 2 basketballs

Skills: Passing, shooting, dribbling, space awareness

Organization: Divide group into teams of 3.
2 games of 3-on-3 occur simultaneously playing cross-court

Activity: Basketball game with following modifications:

- Can only dribble twice before passing
- Can take no more than 3 steps with ball
- All 3 must touch the ball at least once before each shot
- 3 points for basket
- 2 points for hitting rim
- 1 point for hitting backboard
- Only flagrant fouls called – no free throws – ball taken at side

COOL DOWN ACTIVITY - 5 minutes

- Walking tag
- Timberrrr – learning how to land (information in teaching cues module)



SAMPLE ACTIVITY PLAN –

BEGINNER (Age5-6)

GYMNASTICS / WATER SPORTS / SKATING
(INDIVIDUAL SPORTS WHERE MANIPULATION SKILLS ARE NOT USED)

Total Activity Time – 1 hour

WARM UP GAME – 5 minutes

KEEP ‘EM MOVING

Equipment: More inflatable balls than number of participants
--

Skills: Shuffling, running, cross-over, dribbling, teamwork, co-operation, responsibility

Organization: Scatter formation

Scatter a few more balls around the play area than there are participants

NOTE: To reduce the number of balls required have 2-3 other groups doing a different activity

Activity: Let me see you work as a group to keep all the balls in motion only using your feet

Variation: Use an inflated ball or balloons and keep them up using a volley

Use lightweight balls and rackets or paddles



BROAD-BASED SKILLS DEVELOPMENT GAMES – 10 minutes

SNAP, CRACKLE, POP - 5 minutes

Equipment: Balloons, balls for throwing

Skills: Manipulative: throwing, fielding
Social: sharing

Organization: Groups of 3 or 4
Tape 5 or 6 balloons to the wall in front of each group to be used as targets

Activity: From behind a line players from each group take turns throwing the ball at the balloon trying to break it. Distance of line depends on the group's ability level

Teaching Cues: "Blast" the ball at the balloon

MONSTER KEEP AWAY - 5 minutes

Equipment: 1throwing object for every 5-6 children

Skills: Locomotion: running, shuffling
Movement: space awareness
Manipulative: throwing, catching
Social: inclusiveness, accept rules, co-operation, support for others, self-control

Organization: Groups of 5 or 6 – one designated "monster" (younger children may require adult monster)
Mark boundaries for each group

Activity: Objective is to keep the ball (or throwing object) away from Monster as long as possible.
Play stops and starts when the monster touches a player while the player is in possession of the ball OR when the monster gets possession

Teaching Cues: Find open space. Make a target with body and hand. Use soft hands to catch
Change the type of throw – underhand, overhand, backhand, bounce, and roll



DEVELOPMENTAL SPORT-SPECIFIC GAMES AND ACTIVITIES – 40 minutes

- Variety of activities in 5-10 minute blocks (gymnastics, up-down-all around activities)
- Active, fun, high success rates

COOL DOWN ACTIVITIES – 5 minutes

- The Name Game – pass a ball quickly around or across a circle, with children saying name of person who catches the ball
- Announcements
- Recognition awards



SAMPLE ACTIVITY PLAN OUTLINE

NOVICE (Age 7-8)

Children this age still require many opportunities to develop fundamental movement skills as well as individual sport-specific skills. Soliciting parent involvement in preparatory activities to get a parent/child ratio of 1:2 will provide more effective programs in some sports. Traditional team sport sizes should be reduced extensively to provide enough opportunities for repetitions, which is particularly challenging during the competition portion of the activity plan. An alternative to this plan would be to establish a 3:1 practice competition ratio – but children and parents may prefer this plan. Another option would be to offer this plan once a week and a separate practice time.

1 ¼ HOUR SESSION – 8-10 weeks – once or twice per week

WARM UP GAME – 3 - 5 minutes

- A game that elevates body temperature

BROAD-BASED SKILLS DEVELOPMENT GAMES - fun, creative activities. 10 minutes
These activities can still be considered part of the warm up prior to proceeding to specific sport activities.

Choose from:

- Movement – flexibility, balance, body and space awareness, landings, springs
- Locomotion – running, jumping, hopping, skipping, galloping, rolling
- Speed
- Strength
- Manipulative skills not used in specific sport activity – throwing, catching, accompanying

DEVELOPMENTAL SPORT-SPECIFIC GAMES – 20 minutes (in 5-10 minute blocks)

- Small group fun activities to develop individual, fundamental sport-specific skills necessary to participate successfully in a competition.

COMPETITION VERSUS OPPOSING TEAM – 40 minutes

- Same modified game is played at every session.
- Modifications to the competition are made to address the characteristics and needs of children this age.

COOL DOWN ACTIVITIES – 3 - 5 Minutes

- Stretching activities
- Messages or announcements
- Challenges to encourage practice and play before next scheduled activity
- Recognition to individuals or group for positive behaviour, attitude, hard work



SAMPLE ACTIVITY PLAN – SOFTBALL/BASEBALL

NOVICE (Age7-8)

MODIFICATIONS INCLUDE:

- Team size – 10-12
- 1 adult for every 2 players to provide opportunity for quality repetitions during preparatory skill development portion of plan
- Use of a soft core ball (indoor ball) for safety purposes and to encourage proper use of skills. Eleven inch ball instead of 12” for softball
- Smaller diamond
- Activity time is divided into 35 minutes - preparatory skill development; 40 minute modified competition versus an opposing team
- Competition versus opposing team is “adult pitch” or “machine pitch”
- Activity time includes pitching development of all players

WARM UP GAME – 5 minutes

BLOB TAG – Tag games module (pg 244)

WARM UP – BROAD BASED SKILLS DEVELOPMENT GAMES – 10 minutes

BEHIND ENEMY LINES – 5 minutes – miscellaneous movement games module(pg 221)

GUARD THE PIN – 5 minutes – manipulative games module (pg 188)

DEVELOPMENTAL SPORT-SPECIFIC GAMES – 20 minutes

Program designers will provide details, including technical teaching cues, for these activities in a similar format to warm-up activities as detailed in the “games module” of this resource manual.

- Throwing/Catching - 5 minutes
- Fielding - 5 minutes
- Base running - 5 minutes
- Hitting - 5 minutes
- Pitching - included in some lessons



COMPETITION VERSUS OPPOSING TEAM – 40 minutes

SUGGESTED RULE MODIFICATIONS:

- Adult from batting team pitch – with pitcher playing next to adult to make defensive plays
- To save time, each team plays on offence for 10 minutes at a time (2-10 minute segments each)
- All players play defence – nobody sits on bench
- Players rotate positions every 2-3 batters
- Players get maximum 7 pitches to hit a fair ball. No strikes or balls are counted. If the ball is not hit in 7 pitches the batter goes to 1B (**players must swing at a minimum of 4 pitches** – provided the pitches were able to be hit). If player does not attempt to swing they are out after seven pitches. This modification allows them to learn base running skills until hitting skills improve. It also rewards effort, rather than humiliation of going back to bench after strike out.
- Coaches allowed on diamond to help direct play and provide immediate feedback.



SAMPLE ACTIVITY PLAN – SOCCER

NOVICE (Age7-8)

SUGGESTED MODIFICATIONS:

- Team size 10
- Smaller, lighter, slightly softer ball
- Activity time is divided into 35 minutes – preparatory skill development; 40 minute modified competition versus an opposing team
- For preparatory part of activity each team gets half of the field

WARM UP GAME – 5 minutes

SHARK IN THE TANK - tag games module (pg. 238)

WARM UP – BROAD-BASED SKILLS DEVELOPMENT GAMES – 10 minutes

METEORITES - 5 minutes - manipulation tag games (pg. 248)

TIMBERRRR - 5 minutes - miscellaneous movement skills module - landings (pg. 166)

DEVELOPMENTAL SPORT-SPECIFIC GAMES – 20 minutes

Program designers will provide details, including technical teaching cues, for these activities in a similar format to warm-up activities as detailed in the “games modules” of this Resource Manual.

- | | |
|---|--------------------------|
| • Shooting | 5 minutes |
| • Ball Control/Passing | 5 minutes |
| • Dribbling | 5 minutes |
| • Keeper Skills - punting, catching, diving | included in some lessons |
| • Defensive skills - tackling, shadowing, positioning | 5 minutes |



COMPETITION VERSUS OPPOSING TEAM – 40 minutes

Note: Competition time could be reduced to 2-15 minute halves, if less time is available.

SUGGESTED RULE MODIFICATIONS:

- 2 – 20 Minute halves – running time not stop time
- Teams are divided into 5. They play 5-on-5 (including keeper) on half of the field
- Teams are divided so highest ability players are playing against each other
- If teams are short of players 4-on-4 can be played
- Players rotate through keeper position every 3 minutes
- Players rotate offensive and defensive position at half time
- Mark out goal posts with additional markers six feet on either side of the main goal
- Score one point for scoring within wide goal area and 2 points for scoring on main goal (goal keeper can defend entire area).
- Goal kicks after goals instead of taking ball to centre
- No off sides
- 1 coach officiates on each half of the field. Infractions are loosely called
- At least 2 of the 4 out-players must touch the ball before a score can be made
- Final score is determined by totalling the number of goals on each half of the field

Example: On half of the field #1 – Green team – 3; Red team – 2
 On other half of the field – Green team 1; Red team – 3
 Final score – Green – 4; Red - 5

In attempt to keep scores close and prevent domination by highly skilled players the following flexibility rules apply during the course of the competition, if necessary:

- Change individual players from one half of the court to the other
- If all players on one of the teams, for some reason, are far superior to the opposing team's players – exchange some players
- Dominant players are allowed to score only 8 points before being required to shoot and dribble with non-dominant foot, until team-mates have scored equal amount of points
- Add additional player that must touch the ball prior to team scoring
- If 1 team gets more than 8 points ahead they only get 1 point per goal and none for scoring through expanded goal area until the other team gets within 8 points again



SAMPLE ACTIVITY PLAN – BASKETBALL

NOVICE (Age 7-8)

SUGGESTED MODIFICATIONS INCLUDE THE FOLLOWING:

- Team size of 8
- Lower baskets in proportion to size of players
- Smaller, lighter ball
- Activity time is divided into 35 minutes – preparatory skill development; 40 minute modified competition versus an opposing team.
- For preparatory part of activity each team gets half the court

WARM UP GAME – 5 minutes

REACTION - balance/jumping games module (pg. 172)

WARM UP – BROAD-BASED SKILLS DEVELOPMENT GAMES – 10 minutes

ROOSTER FIGHT - 5 minutes - balance and jumping games (pg. 164)

HUSTLE BUSTLE - 5 minutes – manipulative games (pg. 178)

DEVELOPMENTAL SPORT-SPECIFIC GAMES – 20 minutes

Program designers will provide details, including technical teaching cues, for these activities in a similar format to warm –up activities as detailed in the “games modules” of this resource manual.

- Dribbling - 5 minutes
- Passing - 5 minutes
- Shooting - 5 minutes
- Defensive Skills - 5 minutes



COMPETITION VERSUS OPPOSING TEAM - 40 minutes

Note: Competition time could be reduced to 2-15 minute halves, if less time is available.

SUGGESTED RULE MODIFICATIONS:

- Two 20 minute halves – running time not stop-time
- Teams are divided into 4 and play 4-on-4 – half-court versus opposing team
- Teams are divided so those highest ability players are playing against each other
- Play on the court is 3-on-3 and the fourth player on each team is a “rover” on the sideline. The ball can be passed to the rover at any time, but the rover cannot enter the play area.
- If teams are short players a straight 3-on-3 game can be played, either on 1 ½ court or on both.
- Players rotate through rover position every 2 minutes
- No foul shots – offended team gets ball at side
- 2 points for basket
- 1 point for hitting rim
- All offensive players must touch ball at least once before a shot can be taken
- Only 1 step can be taken before dribbling or passing
- 1 coach officiates for each half court game
- Final score is determined by totalling the number of points on each half court

Example: On one half court Red team gets 20 points – Green team gets 15 points
 On other half court Red team gets 12 points – Green team gets 18
 Final score – Red - 32; Green - 33

In attempt to keep scores close and prevent domination by highly skilled players, the following flexibility rules apply during the course of the competition, if necessary:

- Change individual players from one half court to the other
- If all players on one of the teams, for some reason, are far superior to the opposing team’s players – exchange some players
- Dominant players are allowed to score only 12 points before being required to shoot and dribble with non-dominant hand until teammates have scored equal amount of points
- If 1 team gets more than 10 points ahead they only get 1 point per basket and none for rim shots until the other team gets within 10 points again.



SAMPLE ACTIVITY PLAN OUTLINE

ROOKIE (Age 9-10)

Children this age can play a less modified version of an adult competition. Since they are still developing the individual skills necessary to enjoy and be successful in a complex competitive situation, they require a high practice/competition ratio. Separate practice and competition sessions will be necessary. Incorporating some broad-based motor-skill learning opportunities into their competition and practice warm ups will ensure they get at least some opportunities to develop non specific-sport skills, essential for overall athletic development. Content for rookie activity plans comes in two formats for team sports:

- **Pre-competition warm up** – athletes should be trained to arrive at least 30 minutes prior to a competition for an adequate warm-up.
- **Practice plan separate from competition** – Athletes require a 3:1 practice/competition ratio.

PRE-COMPETITION WARM UP - 30 minutes

WARM UP GAME - 5 minutes

- A game that elevates body temperature

BROAD-BASED SKILLS DEVELOPMENT GAMES - fun, creative activities. 10 minutes

Choose from:

- Movement – flexibility; balance; body and space awareness; landings; springs
- Locomotion – running, jumping; hopping; skipping; galloping; rolling
- Speed
- Strength
- Manipulative skills not used in specific sport activity.– throwing; catching; accompanying

SPORT SPECIFIC SKILLS TO BE USED DURING COMPETITION - 15 minutes



PRACTICE ACTIVITY – SEPARATE FROM COMPETITION TIME – 1 ¼ hour session

WARM UP GAME - 5 minutes

- A game that elevates body temperature

BROAD-BASED SKILLS DEVELOPMENT GAMES – fun, creative activities. 10 minutes

These activities can still be considered part of the warm up prior to proceeding to specific sport activities.

Choose from:

- Movement – flexibility, balance, body and space awareness, landings, springs
- Locomotion – running, jumping, hopping, skipping, galloping, rolling
- Speed
- Strength
- Manipulative skills not used in specific sport activity

DEVELOPMENTAL SPORT-SPECIFIC GAMES - 55 minutes (in 10-15 minute blocks)

- Varied individual and small group; fun activities to develop fundamental sport-specific skills necessary to participate successfully and enjoyably in competition.

COOL DOWN – 5 minutes



SAMPLE COMPETITION PLAN – BASKETBALL

ROOKIE (Age 9-10)

MODIFICATIONS INCLUDE THE FOLLOWING:

- Team size of 8
- Lower baskets in proportion to size of players; smaller, lighter ball
- Modified competitive rules

Total scheduled time – 1 ¼ hours.

WARM UP GAME – 5 minutes

PAC MAN TAG – Tag games module (pg. 237)

WARM UP – BROAD-BASED SKILLS DEVELOPMENT GAMES – 10 minutes

DYNAMIC STRETCHING ACTIVITIES – 5 minutes

- miscellaneous movement games module (pg. 204)

JUMPING BEANS - 5 minutes - Balance and jumping games module (pg. 165)

SPORT SPECIFIC WARM UP ACTIVITIES TO BE USED IN COMPETITION –

15 minutes

Details for a variety of sport-specific warm up activities will be provided by program designers.

- Shooting - 5 minutes
- Passing/Shooting Combinations - 5 minutes
- Dribbling/Passing Combinations - 5 minutes



COMPETITION VERSUS OPPOSING TEAM – 40 minutes

Note: Competition time could be reduced to 2 – 15 minute halves if less time is available.

SUGGESTED RULE MODIFICATIONS:

- Two 20 minute halves – running time not stop-time
- 5 on 5 – 3 substitutes rotate in every 2 minutes
- 3 points – hitting basket from 3 point line
- 2 points – basket
- 1 point – hitting rim from 3 point line
- Infractions loosely called
- No foul shots – ball taken at side

In attempt to keep scores close and prevent domination by highly skilled players, the following flexibility rules apply during the course of the competition, if necessary:

- All offensive players must touch ball at least once before a shot can be taken.
- If all players on one of the teams, for some reason, are far superior to the opposing team's players – exchange some players.
- Dominant players are allowed to score only 12 points before being required to shoot and dribble with non-dominant hand until teammates have scored equal amount of points.
- If a team gets more than 10 points ahead, it only gets 1 point per basket and none for rim shots until the other team gets within 10 points again.

COOL DOWN ACTIVITIES – 5 minutes



SAMPLE PRACTICE PLAN – BASKETBALL

ROOKIE (Age 9-10)

1 ¼ HOUR SESSION – Separate from competition time

NOTE: Program designers will include the details of the warm-up activities as written in the modules – not just the name as shown in this sample.

WARM UP GAME- 5 minutes

DUMPING GROUND - 5 minutes – movement games module (pg. 220)

BROAD-BASED DEVELOPMENT GAMES - 10 minutes

PIN SOCCER - 8 minutes – manipulative games module (pg. 194)

HOT FEET - 2 minutes – balance/jumping games module (pg. 174)

DEVELOPMENTAL SPORT-SPECIFIC GAMES - 55 minutes

Program designers will provide details, including technical teaching cues, for these activities in a similar format to warm-up activities as detailed in the “games modules” of the this resource manual.

- Shooting - 10 minutes
- Dribbling - 10 minutes
- Passing - 10 minutes
- Defensive Skills - 10 minutes
- Controlled Scrimmage - 15 minutes Sometimes all players have to use non-dominant hand

COOL DOWN - 5 minutes

- Positives of practice
- What we need to work on
- Special recognition awards for attitude, behaviour, hard work
- Announcements



SAMPLE COMPETITION PLAN – SOFTBALL/BASEBALL ROOKIE (Age 9-10)

MODIFICATIONS INCLUDE THE FOLLOWING:

- Team size – 10-12
- 1 adult for every 2 players to provide opportunity for quality repetitions
- Use of a soft core ball (indoor ball) for safety purposes and to encourage proper use of skills. Eleven inch ball instead of 12” for softball
- Smaller diamond
- Activity time includes pitching development of all players
- Modified competition rules

WARM UP GAME - 5 minutes

NOSE AND TOES TAG – Tag games module (pg. 234)

WARM UP – BROAD-BASED SKILLS DEVELOPMENT GAMES - 10 minutes

LADDERS - 5 minutes – balance/jumping games module (pg 176)

SKIPPING - 5 minutes – skill development games module (speed development) (pg. 96)

SPORT SPECIFIC WARM UP ACTIVITIES TO BE USED IN COMPETITION
- 15 minutes

Details for a variety of sport-specific warm up activities will be provided by program designers.

- Throwing/Catching - 5 minutes
- Fielding - 5 minutes
- Select Hitting/bunting/sliding/base running - 5 minutes



COMPETITION VERSUS OPPOSING TEAM - 60 minutes

SUGGESTED RULE MODIFICATIONS:

- 10 players on defence – (four outfielders)
- Equal playing time
- Rotate positions every 2 innings
- Time limit – no inning to start after a specified time
- All players bat – regardless of being on defence
- Each pitcher can only pitch 9 outs per game
- 1 coach allowed on diamond to help direct play
- Slightly larger strike zone called
- No running on third strike when catcher misses ball
- No walks – if pitcher serves 3 balls on batter, adult from batting team comes in to pitch until batter either hits or strikes out (encourages hitting and provides more defensive opportunities rather than players being walked around)

In an attempt to keep scores close and prevent dominance by highly skilled players, the following flexibility rules apply during the course of the competition, if necessary:

- Maximum six runs per inning
- 4 outs to losing team if they get more than 12 runs down after complete inning



SAMPLE PRACTICE PLAN – BASEBALL/SOFTBALL

ROOKIE (Age 9-10)

1 ¼ hour Practice Session - Separate from Competition Scheduled time.

NOTE: Program designers will include the details of the warm-up activities (found in the games modules of this resource manual.) – not just the name as shown in this sample.

WARM UP GAME - 5 minutes

STRENGTH DEVELOPMENT ACTIVITIES - movement games (pg. 209)

BROAD-BASED SKILLS DEVELOPMENT GAMES - 10 minutes

PENTATHLON - 10 minutes – manipulative games (pg. 201)

DEVELOPMENTAL SPORT SPECIFIC GAMES - 55 minutes

Program designers will provide details, including technical teaching cues, for these activities in a similar format to warm-up activities as detailed in the “games modules” of this resource manual.

- Throwing/catching - 10 minutes
- Fielding - 10 minutes
- Hitting - 15 minutes
- Base running/sliding - 5 minutes
- Controlled scrimmage - 15 minutes

COOL DOWN - 5 minutes

- Positives of practice
- What we need to work on
- Special recognition awards for attitude, behaviour, hard work
- Announcements



SAMPLE COMPETITION PLAN – SOCCER

ROOKIE (Age 9-10)

MODIFICATIONS INCLUDE THE FOLLOWING:

- team size of 8
- lower baskets in proportion to size of players; smaller, lighter ball
- modified competitive rules

Total scheduled time – 1 ¼ hours.

WARM UP GAME - 5 minutes

STRENGTH DEVELOPMENT ACTIVITIES - games module (pg. 204)

WARM UP – BROAD-BASED SKILLS DEVELOPMENT GAMES - 10 minutes

MOVING TOGETHER - movement games module (pg. 215)

ME AND MY SHADOW - balance/jumping movement games module (pg. 173)

SPORT SPECIFIC WARM UP ACTIVITIES TO BE USED IN COMPETITION

- 15 minutes

Details for a variety of sport-specific warm up activities will be provided by program designers.

- Dribbling - 5 minutes
- Shooting - 5 minutes
- Combinations - 5 minutes



COMPETITION VERSUS OPPOSING TEAM - 40 minutes

Note: Competition time could be reduced to two 15 minute halves, if less time is available.

SUGGESTED RULE MODIFICATIONS:

- Two 20 minute halves – running time not stop-time
- 7 on 7 (includes keeper)– 1 substitute rotates in every 3 minutes
- Players rotate through keeper position every 3 minutes
- Players rotate offensive and defensive position at half-time time.
- Mark out goal posts with additional markers 2 feet on either side of the main goal
- Score 1 point for scoring within wide goal area and 2 points for scoring on main goal (goal keeper can defend entire area)
- Infractions loosely called

In attempt to keep scores close and prevent dominance by highly skilled players, the following flexibility rules apply during the course of the competition, if necessary:

- 4 offensive players must touch ball at least once before a shot can be taken.
- If all players on a team, for some reason, are far superior to the opposing team's players, then exchange some players.
- Dominant players are allowed to score only five points before being required to shoot and dribble with non-dominant foot until teammates have scored equal amount of points.
- If one team gets more than 8 points ahead they only get 1 point per goal and none for scoring through expanded goal area until the other team gets within 8 points again.



SAMPLE PRACTICE PLAN – SOCCER

ROOKIE (Age 9-10)

1 ¼ hour Practice Session – Separate from Competition Scheduled time.

NOTE: Program designers will include the details of the warm-up activities (found in the games modules of this resource manual) – not just the name as shown in this sample.

WARM UP GAME - 5 minutes

DYNAMIC STRETCH ACTIVITIES – movement games module (pg. 204)

WARM UP – BROAD-BASED SKILLS DEVELOPMENT GAMES - 10 minutes

GHOSTBUSTERS - 5 minutes – manipulative/tag games module (pg. 248)

LANDINGS - 5 minutes - balance/jumping games module (pg. 158)

DEVELOPMENTAL SPORT SPECIFIC GAMES - 55 minutes

Program designers will provide details, including technical teaching cues, for these activities in a similar format to warm-up activities as detailed in the “games modules” of this resource manual.

- Dribbling - 10 minutes
- Passing/trap - 10 minutes
- Heading - 10 minutes
- Defensive skills - 10 minutes
- Controlled scrimmage - 15 minutes Sometimes everyone must use non-dominant foot

COOL DOWN - 5 minutes

- Positives of practice
- What we need to work on
- Special recognition awards for attitude, behaviour, hard work
- Announcements



SAMPLE ACTIVITY PLANS – GYMNASTICS / WATER SPORTS / SKATING

NOVICE (Age 7-8) ROOKIE (Age 9-10)

(INDIVIDUAL SPORTS WHERE MANIPULATION SKILLS ARE NOT USED)

Total Activity Plan

- 1 ¼ hours for novice
- Could be expanded to a half hour for rookie

WARM UP ACTIVITY - 5 minutes

RABBITS AND HOUNDS - tag games module (pg. 235)

BROAD – BASED SKILLS DEVELOPMENT GAMES - 10 minutes

SKY BALL - manipulation games module (pg. 180)

CATS AND RATS - manipulation/tag games module (pg. 245)

DEVELOPMENTAL SPORT SPECIFIC ACTIVITIES - 55 minutes

Program designers will provide details, including technical teaching cues, for these activities in a similar format to warm-up activities as detailed in the “games modules” of this resource manual.

- Variety of activities in 5-10 minute blocks (gymnastics up-down-all around activities)
- Active, fun, high success rates
- Although format would remain the same for novice and rookie age groups, the activities would be progressively more challenging in rookie.

COOL DOWN - 5 minutes

FLOOR PING PONG - manipulation games module (pg. 178)

- Announcements
- Recognition awards for positive attitudes, behaviour, hard work, etc.

